**FOOTBALL – Day 5**

**Skill(s):** Catching, Running, Throwing

**Introduction:** Flag football is a favorite among all ages and skill levels. Flag football incorporates all skills previously learned in the football unit – catching, passing, running, and placekicking. Using flags encourages safety and team work.

**Individual Practice:** Have students warm-up by running, throwing with a partner, and stretching.

**Activity:** Flag Football

**Equipment:** Footballs - different shapes, sizes, firmness

Cones

Flags

Pennies (jerseys)

**Set-up/Formation:** Create two end zones using cones – two at the beginning of end zone and two at the back of end zone. If in the gym, make field as large as possible while keeping a safe distance between the end zones and walls. Use two different colored pennies to differentiate teams. Give all students flags to be worn around their waists.

o x o x

o x

o x

**x, o** Students

Cones

(End Zone)

Routes

**Description:** Divide students into two teams, making each team as equal as the other. In an attempt to make it as game-like as possible, flip a coin to determine which team gets the ball first. The game will begin when a team kicks the ball to the other team. While on offense, students should run various patterns and look for a pass from the quarterback. When the student catches the ball, the opposing team must pull one of their flags in order to stop the play. If the student does not catch the ball then the team returns to their original spot. For our purposes, there will be no downs so each team will remain on offense until they score. If a player from the other team intercepts the pass then that team will be on offense. After a touchdown, the team that scored will kick off to the opposing team.

**Modifications:**

**Step Up:**

* Implement downs and allow light blocking.
* Allow the defense to pressure the quarterback.
* Use a larger, heavier football.
* Increase size of playing field or play outside.

**Step Down:**

* Stop the game each time someone catches or drops the ball (no flags).
* Use a lighter, softer football.
* Decrease size of playing field.
* Tape lines/routes on gym floor for student to follow.
* Remove defense.
* Do not use flags, allow one hand touch.
* Use the teacher or paraeducator as the all-time quarterback.

**Wheelchair Modifications:**

* Allow student more time to get downfield.
* Allow hand-offs from behind the line of scrimmage.
* When the student gets the ball they go 10 yards automatically and then the play is dead.

**Tips:**

\*Practice running routes and catching without a defense.

\*Use the teacher or paraeducator as full-time quarterback.

**North Carolina Standard Course of Study Competency Goals and Objectives:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **6th Grade** | | **7th Grade** | | **8th Grade** | | **High School** | |
| **Competency Goal(s)** | **6** | **10** | **6** | **7** | **6** | **10** | **6** | **10** |
| **Objective(s)** | **6.05** | **10.04** | **6.04, 6.05** | **7.01, 7.03** | **6.04, 6.06** | **10.02, 10.04** | **6.01** | **10.03** |

**Adaptation Checklist**

1. \_\_\_Is the adaptation safe?
2. \_\_\_Does the modification maintain the concept of the game?
3. \_\_\_Was the child included in the adaptation and does he or she embrace the

concept?

1. \_\_\_Is the game still age-appropriate?
2. \_\_\_Is the child still included successfully?
3. \_\_\_Is the adaptation holding the child back and not affording a challenge?
4. \_\_\_Does the adaptation still allow the child with the disability to work on

either class goals or IEP goals?

1. \_\_\_Does the adaptation alienate the child from the rest of the class?
2. \_\_\_Could the adaptation be minimized or eliminated?
3. \_\_\_Other?

Lieberman, Lauren J., and Cathy Houston-Wilson. *Strategies for Inclusion: a Handbook for Physical Educators*. Champaign, Il: Human Kinetics, 2002. Print. 25