

## **ORIGINS AND EVOLUTION OF FOOTBALL**

**Grade Level:** K-8, Physical Education

**Presented By:** Jeff Alexander Elbert County Charter School, Elizabeth Colorado  
Fred Crofford, Lewis Palmer Charter Academy, Monument Colorado

**Length of Unit:** 8 lessons

### **I. ABSTRACT**

- A. This unit will focus on the origin and evolution of the game of football within various cultures. The students will gain an understanding of the historical, geographical, societal and mathematical aspects of the game as well as an activity-based understanding of the game.

### **II. OVERVIEW**

#### **A. Concept Objectives**

1. Understand relevance of historical events and societal changes that have had an impact on the game of football.
2. Recognize the value of the whole team concept by understanding the importance of each position and how it relates to the success of the team as a whole.
3. Understand the close relationship between society and culture of football type sports.

#### **B. Content**

1. The Kindergarten and First Grade Core Knowledge Sequence exposes and broadens the student's understanding and appreciation of what the game of football is, where it started, (North America, South America, and Europe). What senses it takes to play the game and finally the size of the fields and equipment shapes.
2. Second and Third Grades Core Knowledge Sequence expands the student's knowledge base of the world by adding China and Greek societies. This unit will expand on who is believed to have invented the first form of football and will look at the origins of early forms as played by the reported founders of the game. The unit will expand the Core Knowledge Sequence of mathematical concepts by introducing the relationship between football and weight/mass of players, linear measure of the fields, number and number sense. Introduction of diet, muscle and skeletal systems will enhance the science component.
3. Fourth and Fifth Grades involves the history and geography of China as the first reputed inventors of the games of football originally called soccer. The unit will also look to the North American natives and their historical impact on the game of football. Math concepts will include measurements and geometry in relationship to the pass and kick of the ball.
4. Sixth, Seventh and Eighth Grades Core Knowledge Sequences builds on all areas of the geographical sense of the origins and possible evolution of game of football. The unit will explore the Greek culture as a possible avenue for the invention of a form of football. Math concepts will include measurement and geometry. Science will introduce the circulatory system and genetics and their relationships to proper dieting for football.

#### **C. Skills**

1. Students will be able to recite knowledge of the game of football by understanding the history of it.
2. Students will develop a sense of eye to hand coordination by throwing, and receiving the ball.

3. Students will further enhance their sense of kicking, running, throwing, catching, jumping, and leaping.
4. Students will increase their awareness of their individual body functions by learning the appropriate and safe way to block, tackling, sacking, guarding, stance, and centering.
5. Skills will also include sportsmanship, teamwork, meeting goals as a whole team as well as individual goals.
6. Students will be able to compare and contrast the different variations of the game of football such as soccer, rugby, and Australian rules football.
7. Students will be able to identify the evolution of the game from Cro-Magnon rites of passage and fertility rites to the present day players.

### III. **BACKGROUND KNOWLEDGE**

- A. The origins of football can be traced to some of the earliest ball sports known to man. The game was thought to have been used as rites of passage for young men as early as the cave dwellers. According to anthropologists and archeologists an interesting theory exists today that has been supported by pottery shards, splintered bones, and dusty doohickeys that these games may have existed to fructify soil and all growing things.
- B. Moving ahead in time quite a bit, the Egyptians played ball sports as early as 1800 BC.
- C. The Chinese had a habit of kicking a round ball stuffed with hair as early as 300 BC.
- D. In the western world the ancient Greeks are considered the first football enthusiasts. The Greek word “Harpastron” was misinterpreted as their word for football however it means handball.
- E. The Romans introduced kicking into the already known game of “Harpstron” and called it “Harpastum”. This came about in 217 AD.
- F. The English may have the claim to the closest game to what we know today as football. They played the then known game of “Harpastum” but, it was played with a goal and played as a contest between two villages with more physical contact than in today’s modern game.

### IV. **RESOURCES**

- A. Core Knowledge Sequence, content guidelines for k-8. Core Knowledge Foundation
- B. Eyewitness and others, readings in American History, volume 2, 1865 to present, by Holt Reinhart and Winston
- C. Physical Education Handbook by Don Cash, Neil Schmottlach, Irene Clayton Howard Leibee, Lloyd Messersmith.
- D. A Friendly Kinde Of Flight, origins of football to 1633
- E. Dribble, Hack, and Split, the origins of soccer and rugby
- F. No Christian End! The beginnings of football in America.
- G. Camp and His Followers American Football 1876-1889
- H. Early rules of Soccer, the origins of soccer, 1876 – 1889.
- I. The Presidential Physical Fitness Standards, 1998.

### V. **LESSONS**

#### **Lesson One: (Kindergarten and First Grade)**

- A. **Daily Objectives**
  1. **Lesson Content**
    - a. Introduction of playing field boundaries
    - b. Introduce the equipment of the game
    - c. Introduce holding, throwing, and catching a football
  2. **Concept Objectives**

- a. The students will be able to understand the shape and size of the playing field, shape and texture of the equipment and how it impacts the game.
    - b. The students will develop a sense of working together to achieve a common goal.
  - 3. **Skill Objectives**
    - a. The students will begin to develop, eye hand coordination through a game of catch.
    - b. The students will develop, running jumping and leaping abilities, through team and independent play time.
- B. **Materials**
  - 1. Footballs
  - 2. Cones
  - 3. Pennies-Over shirts to determine teams
- C. **Background Notes (Please see Background Knowledge & Appendix section)**
- D. **Key Vocabulary**
  - 1. Soccer-A ball sport in which hands cannot be used
  - 2. Rugby-A ball sport similar to football in which hands are used
  - 3. Football-Modern ball sport using an oblong ball where hands and feet are used
  - 4. In-In side the boundary area
  - 5. Out –Outside the boundary area
  - 6. Field-Playing area
- E. **Procedures/Activities**
  - 1. Teacher will explain and demonstrate the geometric figures of the playing field.
  - 2. Explain “in” verses “out” concept of the playing field.
  - 3. Teacher will play Troll Tag (See appendix A) activity around the playing field to introduce boundaries and the game of football.
  - 4. Teacher will explain and demonstrate the proper ways of holding, catching, and throwing the football.
  - 5. Teacher will divide the class into pairs and play the game of Back Away (See appendix B).
- F. **Evaluation/Assessment**
  - 1. The students will demonstrate through playtime the ability to properly throw, catch, and hold through teacher observation.
  - 2. The students will understand in and out boundaries as demonstrated through the game of Troll tag .
- G. **Standardized Test/State Test Connections**
  - 1. President’s Fitness Testing: The student will develop eye hand coordination development and muscle coordination as defined for the Kindergarten and First grade levels. (Appendix N)

**Lesson Two: (Kindergarten and First Grade)**

- A. **Daily Objectives**
  - 1. **Lesson Content**
    - a. Introducing objectives of the game.
    - b. Introduce ends of the field.
    - c. Introduce team play.
  - 2. **Concept Objectives**
    - a. Students will understand that in sports people play different positions and the success of teamwork relates to the outcome of the game.
  - 3. **Skill Objectives**

- a. Students will continue to develop hand eye coordination through catching.
  - b. Students will continue to develop jumping, running, and leaping abilities through organized and free play.
  - c. Students will develop dodging skills.
- B. **Materials**
- 1. Footballs
  - 2. Cones
  - 3. Pennies – over shirts to determine teams
- C. **Background Notes (See Background Knowledge section & Appendixes)**
- D. **Key Vocabulary**
- 1. Touchdown-To score in the game of football.
  - 2. End zone-The goal in the game of football.
  - 3. Defense-guards of the end zone (without the ball)
  - 4. Offense-attackers to the end zone (with the ball)
  - 5. Score-to make points in the game.
- E. **Procedures/Activities**
- 1. Teacher will explain and demonstrate ends of the field.
  - 2. Teacher will explain and demonstrate offense and defense.
  - 3. Teacher will explain and demonstrate safe dodging techniques.
  - 4. Teacher will explain and demonstrate a touchdown on both ends of the field.
  - 5. Teacher will explain the game of running and chasing (See appendix C).
  - 6. Teacher will explain the game of Hoop Scoot (See appendix D).
- F. **Evaluation/Assessment**
- 1. The students will be able to determine the difference between offense and defense as assessed by the ability to play the game Hoop Scoop properly.
  - 2. The students will be able to demonstrate dodging capabilities, assessed by spatial awareness, by playing the game run and chase.
- G. **Standardized Test/State Test Connections**
- 1. President’s Fitness Testing: The students will further develop eye hand coordination and muscle development as defined for Kindergarten and First grade. (Appendix N)

**Lesson Three: (Second and third Grades)**

- A. **Daily Objectives**
- 1. **Lesson Content**
    - a. Introduction of the linear measurements of the playing field (Boundaries).
    - b. Introduction of early forms of football (games played by the Greeks and Chinese).
    - c. Introduction of diet and skeletal system as used in the game of football
  - 2. **Concept Objectives**
    - a. Student will understand sports as well as other things in life evolve and change throughout time.
  - 3. **Skill Objectives**
    - a. Students will develop hand eye coordination through a game of long toss
    - b. Students will develop leadership abilities through a game of follow the leader.
    - c. Students will develop an understanding of proper diet and muscle conditioning as it pertains to football
    - d. Students will be able to determine the boundaries of the playing field.

- e. Students will know the origin of the modern game of football and its earliest forms.
  - f. Students will be able to accurately determine field size through linear measurements.
  - g. Students will be able to determine which muscle groups are used in certain areas of the game.
- B. **Materials**
- 1. Footballs
  - 2. Hula Hoops
  - 3. Pennies
  - 4. Cones
- C. **Background Notes (See background Knowledge section & Appendices)**
- D. **Key Vocabulary**
- 1. Greeks-Ancient inhabitant of Greece
  - 2. Chinese-Asian culture originators of football
  - 3. Boundaries-Area with parameters
  - 4. Skeletal-Bones and frame work of the body
  - 5. Muscles-structures of the body
- E. **Procedures/Activities**
- 1. Students will develop a sense of boundary through a game of Sharks and guppies. (Appendix E)
  - 2. Students will be able to measure the field through a game of follow the leader.
  - 3. Students will be able to determine muscle group usage through a game of Long Toss. (Appendix F)
- F. **Evaluation/Assessment**
- 1. The students will demonstrate the ability to recognize boundaries by playing Sharks and Guppies.
  - 2. The students will be able to measure the playing field by walking it off.
  - 3. The students will be able to determine the muscle groups used in throwing by oral identification.
- G. **Standardized Test/State Test Connections**
- 1. Presidents Fitness test: Hand eye coordination development, muscle coordination as defined for the Second and Third grade. (Appendix N)

**Lesson Four:** (Second and third Grade)

- A. **Daily Objectives**
- 1. **Lesson Content**
    - a. Explanation of the movement of ball and players in yard and meter increments.
    - b. Further explain the cause and effect of proper diet as it pertains to the use of the body and physical activities.
    - c. Introduction of the proper care and development of the muscle and skeletal system.
  - 2. **Concept Objectives**
    - a.
    - b. The student will understand that the measurement of the field is important and impacts the game.
  - 3. **Skill Objectives**
    - a. Students will develop a sense of offense and defense, teamwork, and sportsmanship through games and organized activities.

- b. Students will further expand their knowledge of linear movement of feet, yards, and meters by playing tagging games within the field boundaries.
  - c. Students will further their knowledge of proper diet by documenting a weekly diet guide.
- B. **Materials**
  - 1. Footballs
  - 2. Cones
  - 3. Pennies – over shirts to determine teams
  - 4. Paper
  - 5. Pencil
- C. **Background Notes (See background Knowledge & Appendices)**
- D. **Key Vocabulary**
  - 1. Diet- What your body needs to sustain life
  - 2. Meter-Metric unit of measurement equivalent to 39 inches
  - 3. Yard-us measurement equivalent to 36 inches.
  - 4. Foot-us measure equivalent to twelve inches
- E. **Procedures/Activities**
  - 1. The teacher will explain and demonstrate the game of Touchdown.(Appendix G).
  - 2. The teacher will demonstrate the game of Tunnel Tag (Appendix H).
  - 3. The teacher will demonstrate the skill of stepping off a particular area and have the student step off the field and report back the area in yards, both length and width.
- F. **Evaluation/Assessment**
  - 1. The student will further demonstrate their ability to understand and process the uses of linear measurement through teacher observation.
- G. **Standardized Test/State Test Connections**
  - 1. President’s Fitness Test: Hand eye coordination development, muscle development as defined for Second and Third grade. (Appendix N)

**Lesson Five: (Fourth and Fifth Grades)**

- A. **Daily Objectives**
  - 1. **Lesson Content**
    - a. Introduce the game of football as its origin was soccer developed by the Chinese.
    - b. Introduce early stages of today’s modern football, as rites of passage in early Native American cultures.
    - c. Introduction of passing and kicking as it pertains to geometric angles.
    - d. Introduce teamwork and common goal achievement.
  - 2. **Concept Objectives**
    - a. The students will understand the historical origin of the game.
    - b. The students will understand how to work together toward a common goal.
  - 3. **Skill Objectives**
    - a. The students will develop, hand eye coordination, eye foot coordination.
    - b. The students will be developing a sense of distance by kick at various angles.
    - c. The students will develop target accuracy by participating in the game of long toss.
- B. **Materials**
  - 1. Footballs
  - 2. Cones

3. Pennies – over shirts to determine teams
  4. Hula hoops
- C. **Background Notes (See Background Knowledge & Appendices)**
- D. **Key Vocabulary**
1. Angles- Units of measure
  2. Teamwork-To work with others to achieve a common goal
  3. Strategy-to make a plan of attack
  4. Accuracy-to be on the mark
- E. **Procedures/Activities**
1. The teacher will explain and demonstrate the game of 500 (See appendix I).
  2. The teacher will explain and demonstrate the game of Long Toss (See appendix F).
  3. The teacher will explain and demonstrate the kicking of the football from a tee, corner kicks, and kicking for distance.
- F. **Evaluation/Assessment**
1. The student will demonstrate knowledge of early forms of football through an oral question and answer session.
  2. The student will demonstrate distance kicking and participating in a kick off with other team members.
- G. **Standardized Test/State Test Connections**
1. President's Fitness Testing: Hand eye coordination development, muscle coordination as defined for the Fourth and Fifth Grade levels. (Appendix N)

### **Lesson Six: (Fourth and Fifth Grades)**

- A. **Daily Objectives**
1. **Lesson Content**
    - a. Build on the student's knowledge of teamwork and sportsmanship.
    - b. Introduce modern playing positions.
    - c. Introduce the proper care of body to enhance peak performance.
  2. **Concept Objectives**
    - a. The students will work together to achieve a common goal.
    - b. The students will understand the changing process of the game.
  3. **Skill Objectives**
    - a. Students will further develop teamwork and sportsmanship as well as offensive and defensive positions through a game of Monkey in the Middle (See appendix J).
    - b. Students will understand proper diet and exercise to perform at peak levels in the game through lecture and question answer.
- B. **Materials**
1. Footballs
  2. Pennies – over shirts to determine teams
  3. Cones
- C. **Background Notes**
1. Teachers will need to review nutrition and exercise, especially those exercises that deal with the larger muscle groups (quadriceps, biceps, hamstring, triceps etc.)
  2. Teacher needs to review positions of the game offensively and defensively.
- D. **Key Vocabulary**
1. Sportsmanship-Sense of fair play
  2. Muscle-Structure of the body
  3. Nutrition-Healthy diet

4. Biceps-Large muscle in the upper arm
- E. **Procedures/Activities**
1. Discuss muscle structures and diet with students as they relate to the game as well as a healthy lifestyle.
  2. Discuss positions (offense and defense) as well as their evolution from the beginnings of the game to modern standards
  3. Play a game of Monkey in the Middle to reinforce what offense is as well as what defense is and the objectives of both teams and teamwork.
- F. **Evaluation/Assessment**
1. The students will be able to distinguish the difference between offense and defense as well as the objectives of each through teacher observation.
  2. The students will be able to work together as a team by performing Monkey in the Middle properly.
  3. The students will be able to distinguish large muscle groups through question and answer session.
- G. **Standardized Test/State Test Connections**
1. Presidents fitness testing: the student will further develop eye hand coordination and muscle development as defined for the Fourth and Fifth Grade levels. (Appendix N)

**Lesson Seven: (Middle school)**

- A. **Daily Objectives**
1. **Lesson Content**
    - a. Introduce diet and exercise as it relates to the game of football
    - b. Introduce the origin of the game through geographical means to further understand its evolution.
    - c. Introduce the early forms of football as played by the Greek culture.
  2. **Concept Objectives**
    - a. The students will understand the cultural impact of the game as relates to the various societies.
    - b. The students will be able to correlate the difference between the early forms of the games and today's modern game of football
  3. **Skill Objectives**
    - a. The students will be able to determine the types of exercise and diet they will need to perform at peak levels in football
    - b. The students will be able to determine the origins of the game by playing an early form of the game of football called Hapastron as played by the early Greek cultures (See Appendix K)
    - c. The student will further develop eye foot coordination and sense of balance.
- B. **Materials**
1. Football
  2. Cones
  3. Pennies- over shirt used to determine teams.
  4. Hapastron ball (7" gator skin ball)
- C. **Background Notes**
1. Teacher needs to review appendix K and learn to play the game of Hapastron.
- D. **Key Vocabulary**
1. Hapastron – early form of handball played by Greeks and further developed by the Romans into kick ball.
  2. Romans –Early developers of today's game of football.

3. Greeks-Ancient inhabitants of Greece.
  4. Diet-What you intake to live.
  5. Peak performance-optimal level at which you do activities.
- E. **Procedures/Activities**
1. The teacher will explain and demonstrate the game of Hapastron.
  2. The teacher will explain and give handout form for documentation of dieting for 7 days.
- F. **Evaluation/Assessment**
1. The student will demonstrate the knowledge of proper diet through the return of Diet document.
  2. The student will demonstrate increased eye foot coordination and sense of balance through proper play of the game of Hapastron.
- G. **Standardized Test/State Test Connections**
1. President's Fitness Test: Hand eye, foot eye coordination and muscle coordination as defined for the Sixth, Seventh and Eighth grades. (Appendix N)

### **Lesson Eight: (Middle School)**

- A. **Daily Objectives**
1. **Lesson Content**
    - a. Introduce how genetics plays a role in the game of football.
    - b. Introduce strategies of offense and defense in the game of football.
    - c. Introduce function of each position in the game.
  2. **Concept Objectives**
    - a. The students will recognize the value of team concept through each individual position.
    - b. The students will understand the close relationship of football and society.
  3. **Skill Objectives**
    - a. Students will compare and contrast the game of Hapstron with the modern game of football.
    - b. Students will work on pattern trees (See appendix L).
- B. **Materials**
1. Football
  2. Pennies- over shirt used to determine teams
  3. Cones
- C. **Background Notes**
1. Teacher will need to review the game of Hapastron.
  2. Teacher will need to know the differences in genetic make-ups of players of past to present in relationship to mass and weight of each individual position (for example an average receiver would have a height of 5'11" and weigh 175 lbs., whereas an average lineman would have a height of 6'3" and weigh 290 lbs.).
- D. **Key Vocabulary**
1. Genetics-A persons physical make up.
  2. Lineman-A position that blocks and tackles in the game of football
  3. Receiver- A position that catches the ball in Football.
  4. Mass-The size of something
- E. **Procedures/Activities**
1. Student will perform strategic receiving patterns through a pattern tree.
  2. Students will be divided into 2 equal teams, one offense and one defense and will work on strategies of the game through receiving patterns and coverage's.

3. Students will continue to work on offense and defense through a game of buff ball (See appendix M).
- F. **Evaluation/Assessment**
1. The student will be able to run all patterns on the pattern tree as assessed through teacher observation.
  2. Students will know all offensive and defensive positions of the game.
- G. **Standardized Test/State Test Connections**
1. President's Fitness Test: Student will show development of eye hand and eye foot coordination and muscle development as defined for the Sixth, Seventh and Eighth grades. (Appendix N)

## VI. APPENDICES

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|----|-------------|---|
| A. | Appendix A: | Troll tag                                   |
| B. | Appendix B: | Back away                                   |
| C. | Appendix C: | Running and chasing                         |
| D. | Appendix D: | Hoop scoot                                  |
| E. | Appendix E: | Sharks and guppies                          |
| F. | Appendix F: | Long toss                                   |
| G. | Appendix G: | Touchdown                                   |
| H. | Appendix H: | Tunnel tag                                  |
| I. | Appendix I: | 500   |
| J. | Appendix J: | Monkey in the middle                        |
| K. | Appendix K: | Hapstron                                    |
| L. | Appendix L: | Pattern tree                                |
| M. | Appendix M: | Buff ball                                   |
| N. | Appendix N: | The Presidential Physical Fitness Standards |

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**Appendix A:** Troll tag: Game is played with boundaries similar to a football field with smaller dimensions. The short ends of the field are the bases. The center of the field will be the play area where one student will be designated a troll. The troll attempts to tag runners as they run from base to base. Once tagged the student becomes a troll also until one student is left untagged. Stepping out of bounds automatically makes the student a troll.

**Appendix B:** Back away. There are two partners facing each other. Each partner set has one ball. On a designated go signal they will pass the ball back and forth between themselves. If they catch the ball and throw it properly they back away. Partners must begin with three giant steps apart. If they are unsuccessful they stay put and try again. Continue the game until you feel that they have grasped the skill of throwing and catching.

**Appendix C:** Running and chasing. Students will be partnered-up and must hold hands in a designated play area with their partner. One group of partners is “it”. They chase all the other groups trying to tag them. If they tag another group the tagged group must freeze until all groups have been tagged. If at any time a group breaks hands they are automatically frozen. The last group not tagged is the new “it”.

**Appendix D:** Hoop scoot: Place several hoops or markers of any kind several feet apart in a large open area. All players except one begin the game standing inside one of the hoops. There can never be more than three players inside one hoop at a time. One player is chosen to start the game as the chaser.

The action begins when the leader blows a whistle, and the object is for players to run from one hoop to another without getting tagged by the chaser. People are not allowed to remain in a hoop for more than five seconds. The leader can help facilitate this rule by blowing a whistle every five seconds. The game goes on continuously as players use speed, quickness, and agility to keep from being tagged. When the chaser, the two switch roles and the game tag someone continues.

**Appendix E:** Sharks and Guppies: Played on a rectangular field with the ends being base. Two students are designated sharks and stand in the middle of the area and the rest of the class lines up on one end. The sharks yell “swim guppies swim” and the children run to the other end of the area. Once tagged the student then becomes seaweed and must sit on their bottom. They may extend their arms and try to tag others as they run by. The sharks may run the whole time and thus chase. The last two students that have not been tagged are now the sharks and the game begins again.

**Appendix F:** Long toss. Students will line into four equal lines with each line having 1 ball. Align hula-hoops at 10, 15, and 20 yards away. Have the lines take turns throwing their football, attempting to land inside first the 10-yard hoop, then the 15-yard hoop, and finally the 20-yard hoop.

**Appendix G:** Touchdown. The game is played with two teams with equal players on each side of the football field. One team is designated offense and has the ball. One team is designated as defense and they are defending the goal. Object of the game is to work together as a team to successfully score on the defense goal. Goals are at the end of the field such as a football game. The offense huddles up and attempts to conceal the ball with their hands and runs each offensive player runs towards the goal line. The defensive player run after each offensive player and tags him or her. Once tagged the player must freeze. If the ball carrier makes it past the goal line then a goal has been made. If the ball carrier is tagged by a defensive then the defense players become offense and the offense players become defense.

**Appendix H:** Tunnel tag. Tunnel tag is played the same as freeze tag, however, the only way a player can be unfrozen is to have a player crawl between their legs. There is only person who is “it” and it may be changed as often as the teacher desires.

**Appendix I:** 500. One person has the ball and the rest of the class is twenty yards down field in a group. The thrower on a designated signal will toss the ball in the air towards the group and each catch is worth 100 points. The student that accumulates 500 points first becomes the new thrower. Stress safety, and each group may be no more than 7 to 10 students. You may have 2 or more groups doing this activity at the same time.

**Appendix J:** Monkey in the middle. Divide the class into groups of three and each group will have one ball. Spread out in a field so that each group has plenty of room. The outside students will be offense and have the ball while the third student is in the middle or defense. The offensive players throw the ball back and forth between themselves while the defensive player attempts to get the ball. Once the defensive player captures the ball, the offensive player who threw the ball then goes to the middle and becomes the monkey.

**Appendix K:** Hapston. Divide the class into two equal teams. Offense has the ball. They must move the ball by throwing underhand tosses in the air. If the ball hits the ground or is intercepted, it then becomes defense's ball going the other way. Object is to score a goal by underhand tossing to another teammate over the goal line. Use a gator skin ball, 10", or make your own.

**Appendix L:** Pattern tree. First teach a three route which is the offensive player takes two steps and then turns out looking for the ball. Next two routes which is the offensive player takes two steps and turns in looking for the ball. Next five route that is the offensive player takes five steps and turns out looking for the ball. Then a four route that is the offensive player takes five steps and turns in looking for the ball. Seven route is when the offense player takes seven steps and heads for the corner of the end zone looking for the ball. Six route is when the player takes seven steps and turns in heading for the goal post looking for the ball. Nine route is when the player takes off and on the ninth set they look for the ball.

**Appendix M:** Buff ball. Divide the class into two teams, offense and defense. The game is all pass form of the ball. There is no running. Only passing. Through passing the ball the object is to score a goal. Once the ball hits the ground or is intercepted then the defense takes possession.