Description: Students will use speed, balance and coordination in a football drill in which they run, drop, throw and catch.

Learning Objectives:
- Students will identify numerous ways to be physically active.
- Students will learn how to throw a football.
- Students will participate in physical activities that improve teamwork, coordination, agility and balance.

Activity Time: 30-45 minutes

Materials:
- One football per five students
- Open space (gymnasium, field, auditorium or cafeteria)
- Three cones per five students
- Variety of sports equipment (hula hoops, jump ropes, different types of balls, etc.)
- Chalk or additional cones to set up areas of play

Directions:
Set Up:
- Set up one area of play per five students.
- Use chalk or additional cones to make a starting line at one end of area and a “drop zone” at the other end. Set up cones in a zigzag formation along the course as shown in the diagram.

![Diagram of set up area]

5 yards

Drop Zone

Starting line

1
2
3 Students on line
4
5

10-20 yards depending on space
Day of the Activity:

Warm Up:
- Differentiated Instruction based on prior knowledge
- Separate students into two groups:
  - Students comfortable with a football
  - Students unfamiliar or uncomfortable with a football
- Students comfortable with a football play catch (with a football) or select equipment and actively play (for 10 minutes) individually or with others.
- Conduct a quick demonstration on how to properly grip and throw a football for students with less familiarity with football.

Directions:
- Have students place fingers between the laces of the ball, slightly toward the back of the football to get the proper grip.
- Students should hold the ball at ear level with their throwing elbow cocked at a 45-degree angle.
- Weight should rest on the back foot.
- The non-throwing shoulder and front foot should be pointed toward the target (body is slightly sideways).
- To release the ball, student moves throwing arm back and releases ball forward toward a target.
- Pair students up and have them stand five yards apart as they practice positioning and throwing the football.

Activity:
- Divide students into teams of five.
- Have students line up behind the starting line of their respective playing areas.
- Introduce activity by modeling how the game is played.
- Dash: The first student on each team runs from the starting line up and around the outside of the cones until they reach the drop zone (see diagram on page 1).
- Drop: At the drop zone, student drops the football from as high as they can to reach overhead.
- React: As soon as the ball hits the ground, student retrieves the ball.
- Student then throws the football down the playing area back to the next person in line from his or her team.
- As the next student in line catches the football, the first teammate runs around the play area and stands behind the last person in line from his or her team (see diagram).
- Drill is finished when each member has completed the drill and the last team member has thrown the ball to the first teammate and he or she catches it successfully.
- Teams practice this exercise many times to increase their speed.
- Teams compete to see which one can complete the drill the fastest.

Modifications:
- Students can use stopwatches to time each other so they can compete against themselves.
- Teachers can repeat competitive drill and keep score by distributing points for each time a team finishes first, second, third, etc.

*Parts of “Dash, Drop and React” were adapted from “ReCharge!,” a program of the NFL and Action for Healthy Kids.*

Correlation to National Curriculum Standards:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to learning and performing physical activities.
3. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
4. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

*From NASPE http://www.aahperd.org/naspe/template.cfm?template=pr_032504.html*