



## 4 TO SCORE

### STUDENT TARGETS

- **Skill:** I will apply offensive and defensive strategies to assist my team to move the ball and score.
- **Cognitive:** I will discuss strategies that helped my team be successful.
- **Fitness:** I will stay actively engaged throughout the game in order to increase my heart rate.
- **Personal & Social Responsibility:** I will show integrity by playing fair and communicating using positive language.

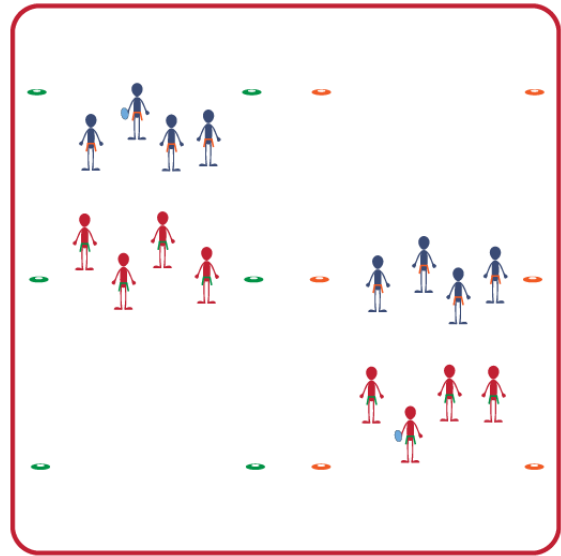
### EQUIPMENT & SET-UP

#### Equipment:

- Cones to create an activity space for each group
- 1 ball for each group (offer a variety of sizes and weights for students to choose from: foam ball, football, etc.)

#### Set-Up:

- Create activity areas that are approximately 20-30 feet using cones.
- Create teams of 4-5 students, with 2 even teams in each activity area.
- Each group chooses one object to throw from the options provided.



### ACTIVITY PROCEDURES

1. This activity is called 4 to Score! This is a modified game of football, where the object is to score a touchdown with a maximum of only 4 passes. (Teams cannot run the football – only pass.)
2. Teams play Rock, Paper, Scissors to determine which team will get the ball first. Play starts on the winning team's endline. Both teams line up like football teams set for a play. One person on offense is the quarterback, all other teammates are receivers. Change quarterbacks with each possession.
3. The quarterback says "Ready, set, hike!" to begin play. Receivers attempt to get open for a pass. Defenders cannot "rush" the quarterback but can stand and move their arms to try and block/deflect.
4. If a pass is completed, the receiver stops where they caught the ball. Repeat until the team scores or runs out of downs (more than 4 passes).
5. On an interception, the other team takes possession at the spot where it is caught.
6. If a team is on 4th down, they have the option of going for the score or "punting." Punting simply gives the other team the ball at their end to start.
7. If a team fails to score on 4<sup>th</sup> down, play begins at the spot of the last play. So, it may be an advantage to punt if the offensive team has failed to move the ball up field.

### GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above with a small foam ball.
- **Level 2:** Play as described above with a football. Defenders can now rush the quarterback after a "7 Mississippi" count.

### TEACHING CUES

- **Cue 1:** Communicate with your team using positive language.
- **Cue 2:** Evade defenders to create space.
- **Cue 3:** Shadow attackers to deny space.



**4 TO SCORE** (continued...)

**UNIVERSAL DESIGN FOR LEARNING**

- **UDL 1:** Increase/decrease the activity space as needed.
- **UDL 2:** Allow student choice of equipment that is a variety of sizes, colors, and weights.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

**ACADEMIC LANGUAGE**

Pass, Incomplete, Boundary, Teamwork, Strategy

**PRIORITY OUTCOMES**

**Movement Concepts:**

- Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage.

**DEBRIEF QUESTIONS**

- **DOK 1:** How would you define a strategy?
- **DOK 2:** What is a strategy or tactic you or your team used today during this activity?
- **DOK 3:** If your strategy was not successful, what changes did you make for your team? What was the outcome of those changes?