

# PHYSICAL EDUCATION



PRO FOOTBALL HALL OF FAME YOUTH AND EDUCATION



# PRO FOOTBALL HALL OF FAME

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# PHYSICAL EDUCATION

## Do You Have What it Takes?



### Goals/Objectives:

Students will:

- Discuss different football positions and the physical attributes required to play each position.

**National Standards:** Shape America Standards 1-5

### Methods/Procedures:

- Instructor will lead a brainstorming activity discussing different Pro Football positions and which ones require strength, agility, flexibility or endurance and why?
- Physical Attributes needed by position.
  - \* Quarterback Agility, Flexibility, Endurance
  - \* Lineman Strength, Endurance
  - \* Running back/Defensive back Agility, Strength, Flexibility, Endurance
  - \* Linebackers Strength, Agility, Flexibility, Endurance
  - \* Receivers Strength, Flexibility, Endurance
- Note: As elite athletes, pro football players will have a higher level of ALL fitness components.

### Materials:

- Notepad/paper and pencil/pen
- Blackboard or dry mark board
- Access to computer

### Assessment:

- Students will be assessed on their participation in activities.



# PHYSICAL EDUCATION

## Even Jim Brown Had to Start Somewhere

### Goals/Objectives:

Students will:

- Correlate the fitness concepts of strength, agility, flexibility, and endurance to basic yet specific forms of exercise.

**National Standards:** Shape America Standards 1-5

### Methods/Procedures:

- Students will be asked to discuss and list basic exercises that can be done to improve one's muscular strength, agility, flexibility, and muscular endurance.
- Basic Exercise Examples
  - \* Muscular Strength Push-ups, Sit-ups (Few Repetitions), Chin-ups, Pull-ups, Squat thrust, Bench dips
  - \* Agility Line jumps (forward, backward, side to side, scissors), One foot hop
  - \* Flexibility Standing toe touch, Standing V stretch, Butterfly, Seated toe touch, Seated V stretch, Inverted hurdles stretch
  - \* Endurance Push-ups, Sit-ups, Chin-ups, Squat thrust, Bench dips, Walking, Jogging (slow, medium or fast) Jump rope (Many Repetitions)

### Materials:

- Notepad/paper and pencil/pen
- SMART Board or dry-erase board
- Access to computer

### Assessment:

- Students will be assessed on their participation in activities.

# PHYSICAL EDUCATION

## Get Ready, Get Set, Get Moving



### Goals/Objectives:

Students will:

- Be encouraged to regularly participate in physical exercise activities.

**National Standards:** Shape America Standards 1-5

### Methods/Procedures:

- Students will be encouraged to sign up for the Presidential Active Lifestyle Award Program at: <https://www.hhs.gov/fitness/programs-and-awards/pala/index.html>

### Materials:

- Notepad/paper and pencil/pen
- SMART Board or dry-erase board
- Access to computer

### Assessment:

- Students will be assessed on their participation in activities.



# PHYSICAL EDUCATION

## Personal Fitness Chart

### Goals/Objectives:

Students will:

- Perform a different fitness activity each day in class to the best of their ability. They will compete against themselves, not others, and encourage each other to do their best.

**National Standards:** Shape America Standards 1-5

### Methods/Procedures:

- After a warm-up and stretch routine, students will be accessing their own personal fitness chart from their class folder. They will turn in their fitness chart at the end of class.
- Each day, students will perform one of the activities on the chart, then record their score on their chart.
- Several activities can/will be listed on the chart such as
  - \* Jump rope (as many as possible in 1 minute)
  - \* Sit ups (as many as possible in 1 minute)
  - \* Push-ups (as many as possible in 1 minute)
  - \* Pull ups (as many as possible-no time limit)
  - \* Flexed arm hang (as long as possible-this will be timed using a stop watch)
  - \* Long jump (this will be measured using a measuring tape)
  - \* Jogging/sprinting (up to one mile and/or 40 yard dash-timed with a stop watch)
  - \* Eraser run (timed with a stop watch)

### Materials:

- Fitness chart paper
- Folder with each homeroom teacher's name
- Pens, pencils, clipboards
- Whistles
- Stop watches, tape measures
- Jump ropes
- Pull up bars
- Mats

### Assessment:

- Students will be in small groups (3-4) and keep score for each other (pair students with friends so they feel more comfortable)
- Students will be assessed on their participation and improvement throughout the school year.

# PHYSICAL EDUCATION

## Physical Fitness and Exercise 101



### Goals/Objectives:

Students will:

- Become familiar with fitness and exercise terminology.

**National Standards:** Shape America Standards 1-5

### Methods/Procedures:

- Initially the students will be given and review the physical fitness vocabulary list provided on the next page.
- Students will be asked to discuss and list basic exercises that can be done to improve one's muscular strength, agility, flexibility, and muscular endurance.
- Students will be introduced to websites they can access to gather additional information on fitness and sports:
- Presidential Active Lifestyle Award Program - <https://www.hhs.gov/fitness/programs-and-awards/pala/index.html>
- Amateur Athletic Union - [www.aausports.org](http://www.aausports.org)
- Kids Health - [www.kidshealth.org](http://www.kidshealth.org)
- Sports Illustrated for Kids - [www.sikids.com](http://www.sikids.com)

### Materials:

- Notepad/paper and pencil/pen
- SMART Board or dry-erase board
- Access to computer
- Basic Fitness and Exercise Terms Worksheet

### Assessment:

- Students will be assessed on their participation in activities.



# PHYSICAL EDUCATION

## Basic Fitness and Exercise Terms

### **Fitness and Exercise terms and definitions.**

1. Muscular Strength: the amount of force exerted with a muscle.
2. Agility: quickness of motion, the ability to change directions quickly.
3. Flexibility: the ability to move your muscles and joints through a full range of motion.
4. Muscular Endurance: the ability of your body to move for a long period of time.
5. Regularity: setting up a regular exercise schedule.
6. Overload: for muscles to get stronger or your body to get fit, you must work harder when exercising than when you are at rest.
7. Specificity: you need to exercise your body the way you are going to use it.
8. Progression: gradually increase the number of exercises you do, the time you do them and how hard you exercise.
9. Warm-Up: warming up makes muscles more limber and decreases chances of being impaired during exercise.
10. Cool-Down: the time used to allow your body to return to normal after exercise.
11. Frequency: how often you exercise.
12. Intensity: how hard you exercise.
13. Time: how long you exercise.
14. Type: the kind of exercise; aerobic or anaerobic.

# PHYSICAL EDUCATION

## Punt, Pass and Kick Team Challenge



### Goals/Objectives:

Students will:

- Become familiar with some activities and skills that help develop a Hall of Fame football player's talents.

**National Standards:** Shape America Standards 1-5

### Methods/Procedures:

- Students will be challenged in a variety of football related physical movements and skills. Students can be placed on teams of 4 to 5 per team. They can select a name of their favorite NFL Team. Scores will be recorded and averaged to determine winning teams.
- Teacher/Coach should provide rudimentary instruction in throwing, kicking and punting or have experienced students demonstrate.
- Students can use the Punt, Pass, and Kick skills worksheet provided on the following page to record their results.

### Materials:

- 4 to 5 footballs
- 4 to 5 kicking tees
- Notepad/paper and pencil/pen
- SMART Board or dry-erase board
- Calculator
- Tape Measure

### Assessment:

- Students/Teams will be assessed on their personal and team scores



# PHYSICAL EDUCATION

## Punt, Pass & Kick Skills

### Record Sheet

Team Name: \_\_\_\_\_

**Directions:** Each team member will get three attempts each at throwing, kicking and punting a football as far as possible. Distance can be measured in feet, yards and/or meters. Have each student record his or her longest throw, kick, and punt to determine his or her team average.

### Punt

| Student Name | Distance |    |    | Longest       |
|--------------|----------|----|----|---------------|
| 1.           | #1       | #2 | #3 |               |
| 2.           | #1       | #2 | #3 |               |
| 3.           | #1       | #2 | #3 |               |
| 4.           | #1       | #2 | #3 |               |
| 5.           | #1       | #2 | #3 |               |
|              |          |    |    | Team Average: |

### Pass

| Student Name | Distance |    |    | Longest       |
|--------------|----------|----|----|---------------|
| 1.           | #1       | #2 | #3 |               |
| 2.           | #1       | #2 | #3 |               |
| 3.           | #1       | #2 | #3 |               |
| 4.           | #1       | #2 | #3 |               |
| 5.           | #1       | #2 | #3 |               |
|              |          |    |    | Team Average: |

### Kick

| Student Name | Distance |    |    | Longest       |
|--------------|----------|----|----|---------------|
| 1.           | #1       | #2 | #3 |               |
| 2.           | #1       | #2 | #3 |               |
| 3.           | #1       | #2 | #3 |               |
| 4.           | #1       | #2 | #3 |               |
| 5.           | #1       | #2 | #3 |               |
|              |          |    |    | Team Average: |

# PHYSICAL EDUCATION

## Speed and Quickness: A Hall of Famers Key to Success



### Goals/Objectives:

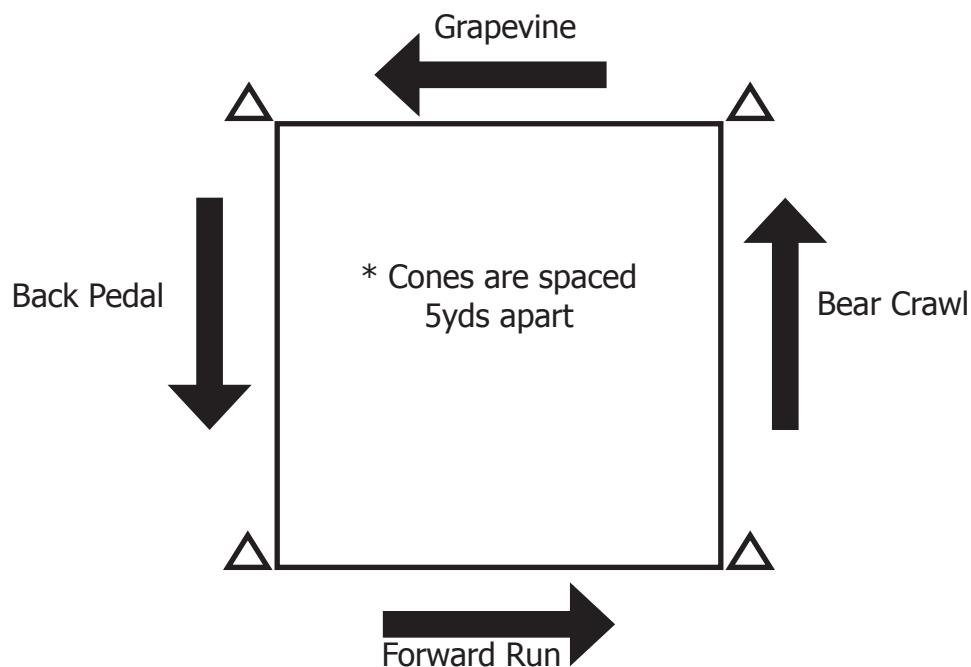
Students will:

- Experience a variety of football related locomotor movements
- Bear crawl, grapevine, back pedal and forward run.

**National Standards:** Shape America Standards 1-5

### Methods/Procedures:

- One student at a time will attempt the skills movement course. Also known as the four corners drill. After a practice turn the teacher/coach will time the students' official attempt. The drill should be done as fast as possible with proper technique for the bear crawl, grapevine, back pedal and forward run. Efforts are timed with a stopwatch. Times should be recorded to the nearest 1/10th of a second (i.e. 16.8).
- Layout:



- Times can be recorded on the event score worksheet provided on the following page.

### Materials:

- 4 cones
- 1 yard stick
- Stop Watch
- Paper and pencil

### Assessment:

- Students will be assessed on their effort and personal best times for the event.



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## Speed and Quickness Score Sheet

|     | Student Name | Practice Time | Official Time |
|-----|--------------|---------------|---------------|
| 1.  |              |               |               |
| 2.  |              |               |               |
| 3.  |              |               |               |
| 4.  |              |               |               |
| 5.  |              |               |               |
| 6.  |              |               |               |
| 7.  |              |               |               |
| 8.  |              |               |               |
| 9.  |              |               |               |
| 10. |              |               |               |
| 11. |              |               |               |
| 12. |              |               |               |
| 13. |              |               |               |
| 14. |              |               |               |
| 15. |              |               |               |
| 16. |              |               |               |
| 17. |              |               |               |
| 18. |              |               |               |
| 19. |              |               |               |
| 20. |              |               |               |
| 21. |              |               |               |
| 22. |              |               |               |
| 23. |              |               |               |
| 24. |              |               |               |
| 25. |              |               |               |
| 26. |              |               |               |
| 27. |              |               |               |
| 28. |              |               |               |
| 29. |              |               |               |
| 30. |              |               |               |

# PHYSICAL EDUCATION

## The Highs and Lows of Being a Football Player



### Goals/Objectives:

Students will:

- Students will become familiar with a football players initial stance and how they correlate to the movement levels, high, medium and low.

**National Standards:** Shape America Standards 1-5

### Methods/Procedures:

- Students will be asked to discuss and list the strengths and characteristics of a football player's initial or beginning stance and how they correlate to the three basic levels of movement high, medium, and low.
- The Three Basic Stances by Position
  - \* Two-Point Stance (High to Medium Level): 2 feet touching the ground
    - » quarterbacks, running backs, receivers, linebackers, defensive backs and some defensive lineman
    - » This offers the immediate benefit of greater vision of the entire field it also allows for greater quickness and speed to move in any direction.
  - \* Three-Point Stance (Medium to Low Level): 1 hand and 2 feet touching the ground
    - » linemen, running backs, and tight ends
    - » The main benefit of a three point stance is that it brings a player's center of gravity lower which allows for greater balance and quicker movement.
  - \* Four-Point Stance (Low Level): 2 hands and 2 feet touching the ground
    - » defensive lineman
    - » This stance allows players to spread both hands and feet at a lower and wider level. Their weight is evenly distributed and this allows a player to launch forward quicker.

### Materials:

- Notepad/paper and pencil/pen
- SMART Board or dry-erase board
- Pictures or video demonstrations of stances
- Access to computer

### Assessment:

- Students will be assessed on their participation in activities.