

## How to Use It

- As you teach, assess your students' comfort, interest, and capacity to perform the activity and adjust accordingly. If an activity is too easy, jump to SPARK It Up extensions and add more difficulty. If it is too difficult, decrease the variables, simplify, and slow down.
- Implement the *Football SPARK Event* during the last days of the unit and provide an exciting culminating experience that will showcase skills and knowledge learned. Use the SPARK Event as a foundation for teacher and student creativity and expand the idea to make it relevant to your students, school, and community.
- Generate interest for the *SPARK Event* with a bulletin board focusing on unit content and the SPARK Event theme. SPARK Event bulletin board plans and supplemental resources can be found at [SPARKfamily.org](http://SPARKfamily.org).
- Use the Integrations as background information during a lesson introduction or closure. Another option is to print all the unit Integrations from [SPARKfamily.org](http://SPARKfamily.org) and staple the entire set to a bulletin board in the sequenced order. Pull off the top Integration before the start of each new lesson.
- Review the assessment samples provided on [SPARKfamily.org](http://SPARKfamily.org).
  - The *Football Self-Check* is a student-paced assessment that can be used throughout the entire unit.
  - *Football Performance Rubrics* are observational assessments used to collect skill development data.
  - *Football Peer Coaching Task Cards* guide students in offering feedback to their partners for proper performance. Students take turns being the coach and the performer.
  - The *Football Unit Test* provides students a chance to show off their new knowledge through a short, written test given at the end of the unit.
  - *Football Coulda, Shoulda, Woulda* scenarios allow students to reflect and respond to situations they are often faced with during physical education/physical activity settings. These make excellent homework assignments and topics to discuss with a partner or in small groups.
  - *The Football Create a Routine* activity is used toward the end of the unit.
- Follow the sample *Football Unit Plan* ([SPARKfamily.org](http://SPARKfamily.org)), or use it as a guide to adjust and create your own unit plans which meet your particular instructional requirements.

## Safety

- Be sure the surface of the activity area is smooth, dry, and free of unnecessary equipment.
- Emphasize ball control (accurate passes and pitches) and body control (avoid running into others).
- During partner drills, pairs practice with each other in similar line of direction, parallel lines that are safely spread apart (partner face-off formation).
- Ensure flags/belts are easy to pull off.
- Stop any rough play immediately.
- Use grids with plenty of room for students to move safely.
- Mark grid boundaries clearly and teach students how to stay in their own grids.
- Establish rules for dealing with errant balls. If equipment goes into an adjoining grid, ask others to retrieve with "please" and "thank you."

## Limited Equipment/Large Class Ideas

### Half the Flags

- If you are low on flag belts, allow only the offense to wear them. Defense would only need a flag on an interception or fumble recovery. In those cases, the ball is dead where the change of possession occurs, and flags are handed over to the new offense.

### Homemade Flags

- No need to have fancy flag belts. Just cut fabric strips 18"L x 2"W for students to tuck into waistbands on both sides.

### Calling All Balls

- When footballs are in short supply, use other small balls (such as Koosh®, tennis, small utility, etc.) to fill in the gaps.