

**Lesson Objective** To introduce the Quarter Back throwing technique in Jag Tag. **Lesson 1/6**

**Equipment Needed** Jag Tag Balls, Bibs, Cones, route cards, hoops, Jag Tag bets

**Success Criteria** Children can:

- stand side on to the target.
- have their throwing arm up and with ball behind head, elbow above shoulder.
- are introduced to the mobile phone / seat belt phrase, to help with throwing.

## EDSTART KNOW

- I can explain how to stand side-on when throwing.
- I can describe why I step towards my target.
- I can understand how to follow through when I release the ball.

## EDSTART GO

- I can throw using the correct technique.
- I can pass to teammates in practice and games.
- I can apply throwing in small activities.

## EDSTART SHOW

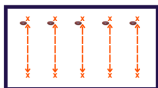
- I can respect my partner when throwing and catching.
- I can encourage teammates in games.
- I can celebrate effort as well as success.

**Key Question** "How do we throw the ball as QB? Side to target / Arm up and back (ball behind head, elbow above shoulder). Step towards target – rotate hips, follow through and across.

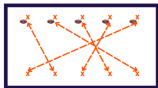
## Warm Up

**BALL TAG CHALLENGE:** Select two pupils to begin as taggers, each holding a soft ball. They move around the area trying to tag other players by gently touching them with the ball (strictly no throwing). When tagged, a player freezes with arms held out wide like a gate. To be freed, another pupil must safely run under their arms without being tagged themselves. Rotate taggers after a set time to ensure everyone participates. Emphasise safe tagging, spatial awareness, and helping others during the game. **PROGRESSION:** Add more taggers, shrink the space, or require tagged players to complete a simple movement task (e.g., two jumps or a quick spin) before rejoining.

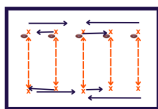
## Main Activity



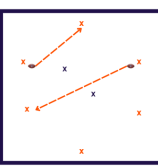
**MOVING TARGET PASS:** Pupils work in groups of four. Three pupils form a loose triangle and pass the ball between them while the fourth pupil is the "moving target." The target walks or jogs around the triangle, and the group must time their passes so the moving target receives the ball in stride. Encourage accuracy, communication ("Ready!"), and moving into safe spaces to support passing options. **PROGRESSION:** Increase speed of the moving target, add a defender shadowing them, or require specific types of passes such as bounce or overhead.



**PASS & CATCH PROGRESSION:** **Stage 1:** Pupils work in pairs, practising chest and bounce passes. Remind them to use soft hands, step into the pass, and maintain eye contact with the receiver. **Stage 2:** Pupils now pass to anyone without a ball. They must call the person's name before throwing to build communication and confidence. **Stage 3:** Pupils must move to a new space after every pass, encouraging constant movement, awareness of others, and finding safe passing lanes. **PROGRESSION:** Add a timed challenge (e.g., "How many clean passes in 60 seconds?"), or introduce passing restrictions such as using weaker-hand passes only.



**JAGS IN THE MIDDLE:** Create multiple small boxes with one or two "Jags" (defenders) inside each. Start with one or two balls being passed between outside players. Pupils on the outside must pass across the square while Jags attempt to intercept, tip, or catch the ball.



Rules:

- If a Jag intercepts or touches the ball, the thrower swaps places with them.
- If a player drops a catch they should have secured, they switch with the nearest Jag.
- If a throw is wild or uncatchable, the thrower becomes a Jag.

Encourage quick decisions, precise passing, and supporting teammates with clear signals. **PROGRESSION:** Add extra Jags, reduce space, limit pass time (e.g., 3 seconds), or require specific passing types only.

## Adapted Learning (Differentiation) (Challenge)

### SPACE

Use larger or smaller grids to increase or reduce challenge during passing and movement.

### TASK

Change the type of pass (chest, bounce, overhead) to match ability and focus

### EQUIPMENT

Use larger, softer balls for beginners and smaller balls for accuracy and speed.

### PEOPLE

Adjust group sizes or add/remove defenders to change difficulty and increase involvement.

**Key Technical Point** Step into the pass, keep eyes on the target, and use soft hands to control the ball when receiving.

## Cooldown

**TEAM REFLECTION:** Pupils walk slowly around the space, gently passing a ball between partners while calming their breathing. On your signal, they pause and complete light stretches — shoulder rolls, cross-arm stretches, hamstring reaches, and side bends. Reflection questions include: "What made our passes successful today?" and "How did we show teamwork?" **PROGRESSION:** Finish with a fun "Freeze & Pose" challenge — pupils freeze in a dramatic catching, throwing, or intercepting pose to end the session positively.

# Year 3 - Intro to Lesson Plan



## PLAYING EDSTART

**Lesson Objective** To introduce the low catching technique in Jag Tag.

**Lesson 2/6**

**Equipment Needed** JagTag Balls, Bibs, Cones, hoops, JagTag bets

**Success Criteria** Children can:

- when to use the low catching technique.
- make a rake with their hands, little fingers together.
- watch the ball in their hands looking at the tip of the ball

### EDSTART KNOW

- I can explain when to use the low catch.
- I can describe how to make a rake with my hands.
- I can understand why I must watch the tip of the ball.

### EDSTART GO

- I can perform low catches with control.
- I can catch balls in movement during games.
- I can apply catching in sma;; games.

### EDSTART SHOW

- I can respect my partner when practising.
- I can encourage others in catching challenges.
- I can celebrate fairness in games.

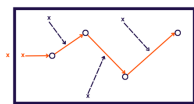
**Key Question** How do we catch a ball at a low height? Make a rake (little fingers together). Watch the ball in – all the way looking at the tip of the ball

### Warm Up

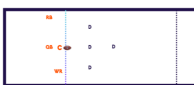
**JAGUAR CHASE:** Players each wear a tail (flag) and move around the jungle area protecting their own while trying to steal others. Encourage pupils to use sharp dodges, quick changes of direction, and clever movement to avoid being tagged. Remind them to stay aware of space and other players, using feints or sudden sprints to collect tails while keeping their own safe. This builds agility, scanning, and movement confidence from the very start. **PROGRESSION:** Add safe zones to force tactical choices or introduce golden double-point flags that players must protect and hunt carefully.



**CATCHING CHALLENGE:** Teams race to complete a giant tic-tac-toe grid by catching passes inside scattered hoops. When a player catches cleanly inside a hoop, they place their team's cone in a square. If a ball is dropped, it must be retrieved and the attempt repeated, encouraging accuracy and focus. Players must move quickly, communicate clearly, and make fast decisions to win three in a row before the other team. This builds catching technique, teamwork, and controlled movement under pressure. **PROGRESSION:** Add roaming defenders who can intercept passes or block access to certain hoops, increasing challenge and teamwork needs.



**JAGUAR RUN:** Set up a line of cone checkpoints. Receivers sprint through the course, catching short, accurate passes at every cone while keeping control before moving on. Quarterbacks chase the ball after each throw, returning it to repeat the sequence. Rotate roles so all pupils practise both throwing and catching. This activity develops catching on the move, timing, footwork, and game-realistic handling. **PROGRESSION:** Increase the distance between cones, add passive defenders who create pressure, or require receivers to perform a quick dodge before catching.



**QUICKFIRE ROUTES:** Set up a small grid with three coloured cones marking different "routes" (e.g., slant, out, and straight run). Quarterbacks stand at the start line while receivers begin behind them. When the coach calls a colour, the receiver sprints to follow that route, makes a sharp turn, and prepares for a catch from the quarterback. Encourage fast movement, clear directional changes, and hands out early for the catch. Players rotate roles quickly so everyone experiences throwing and receiving. This activity builds game-style movement patterns and improves timing, reactions, and catching under pressure. **PROGRESSION:** Add a defender shadowing the receiver, shrink the grid for tight turns, or require two consecutive catches before switching roles.

**JAG TAG SHOWDOWN:** Teams of four compete to score touchdowns by catching the ball inside a marked endzone within four plays. Offence must pass quickly, move into space, and protect possession. Defence works together to tag players before they pass, staying organised and communicating as a unit. After each set of four plays, teams switch roles, ensuring constant engagement. This activity encourages teamwork, tactical awareness, clean catching, and attacking movement. **PROGRESSION:** Add a time limit per play, require at least two passes before scoring, or introduce bonus zones worth extra points.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use wide spacing between mats so pupils can stretch safely and move freely without disturbing others.

#### TASK

Alter catching rules, add defenders, or require extra passes to change difficulty.

#### EQUIPMENT

Use larger footballs for support or lighter ones to increase control challenge.

#### PEOPLE

Adjust team numbers or rotate defenders to vary pressure and involvement.

**Key Technical Point** Watch the ball all the way into your hands, secure it tight, and stay balanced before passing or moving.

### Cooldown

**JAGUAR DEN:** Players gather in a circle inside the "Jaguar Den" and move with slow, prowling steps or gentle jogging to calm their breathing. Encourage them to share what helped them pounce on catches, find clever hiding spaces, or support their pack throughout the lesson. Follow with smooth "jaguar stretches" — reaching tall like a waking jaguar, stretching paws forward, and lowering into a relaxed crouch. Praise their teamwork, effort, and communication. **PROGRESSION:** Ask each pupil to name one skill they improved and one strength their "jaguar pack" showed before ending with a quiet, proud "jaguar pose."

# Year 3 - Intro to Lesson Plan



## PLAYING EDSTART

**Lesson Objective** To introduce the Medium & High catching technique in Jag Tag. **Lesson 3/6**

**Equipment Needed** JagTag Balls, Bibs, Cones, hoops, JagTag bets

**Success Criteria** Children can:

- when to use the medium / high catching technique.
- make a diamond shape with their hands, thumbs together and index fingers together.
- hold the hands out and away from the body.
- watch the ball in their hands looking at the tip of the ball.

### EDSTART KNOW

- I can explain when to use a medium or high catch.
- I can describe how to make a diamond with my hands.
- I can understand how to hold my hands away from my body.

### EDSTART GO

- I can perform medium and high catches with control.
- I can secure the ball in Receiver Gauntlet.
- I can apply catching in small games.

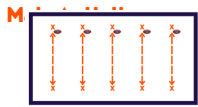
### EDSTART SHOW

- I can respect my partner in catching games.
- I can encourage others when learning new techniques.
- I can celebrate my teammates' effort.

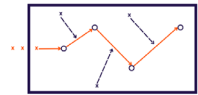
**Key Question** How can we keep possession while defenders try to tag us? By moving into space early, showing our hands for the catch, and passing quickly before defenders close us down.

### Warm Up

**JAG BALL TAG:** Two pupils begin as taggers, each with a football. They chase others and tag by gently touching players with the ball (no throwing). Tagged players freeze with arms out like goalposts and can only be freed if a teammate safely ducks or runs underneath their arms. This builds dodging, scanning, and teamwork while keeping players constantly active. **PROGRESSION:** Add more taggers or allow taggers to pass the ball between them to create faster tagging opportunities.



**COMMUNICATION CATCH:** Begin in pairs, passing and catching with controlled technique. Transition to small groups, where players must pass only to someone without a ball while calling their name clearly. Finally, pupils must pass and then move to new space, staying alert for the next catch. This develops communication, awareness, and teamwork. **PROGRESSION:** Add defenders applying light pressure to encourage quicker decision-making and better movement into space.



**JAGUAR RUN:** Receivers sprint through a line of cones, catching footballs at each checkpoint while keeping balance and control. Quarterbacks retrieve balls quickly and rotate roles so everyone experiences throwing and catching. This sharpens catching on the move, timing, and agility. **PROGRESSION:** Increase distance between cones or introduce shadow defenders to add realistic pressure during catch attempts.

**QUICKFIRE ROUTES:** Set up three coloured cones marking different routes such as slants, outs, and straight runs. When the coach calls a colour, receivers follow that route, turn sharply, and prepare for a well-timed catch. Rotate roles often so all pupils practise reading cues, running routes, and catching. **PROGRESSION:** Add a shadow defender, shrink the grid to require tighter turns, or require two successful catches before switching roles.



**JAG TAG SHOWDOWN:** Teams compete in fast-paced mini matches where they attempt to score touchdowns inside the endzone within four plays. Offence uses quick passing, teamwork, and smart movement into space. Defence works cohesively to tag, block, and force mistakes. After each attacking set, teams swap roles to ensure fairness and exposure to all positions. **PROGRESSION:** Require two passes before scoring, or set a time limit for each play to increase pace and decision-making.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adjust pitch size or cone spacing to increase or reduce challenge.

#### TASK

Add defenders, movement rules, or extra passes to raise difficulty.

#### EQUIPMENT

Use balls of different sizes or weights to support progression.

#### PEOPLE

Change team sizes or rotate roles to alter pressure and involvement.

**Key Technical Point** Keep a relaxed grip, watch the shuttle carefully, and swing smoothly with a steady follow-through.

### Cooldown

**TEAM HUDDLE:** Players walk in a circle and gently pass the ball between partners while reflecting on what helped them improve today. Discuss teamwork, catching accuracy, and spatial awareness. Finish with slow stretching and positive reinforcement. **PROGRESSION:** Ask each pupil to share one skill they improved and one team strength they noticed during the lesson.

# Year 3 - Intro to Lesson Plan



## PLAYING EDSTART

**Lesson Objective** To introduce running with the ball and how to grip the ball in Jag Tag

**Lesson 4/6**

**Equipment Needed** JagTag Balls, Bibs, Cones, hoops, JagTag bets

**Success Criteria** Children can:

- hold the ball using the 5 points of contact.

5 Points of contact.

- Index finger near the back of the ball
- Middle & 3rd finger across the laces.
- Thumb on opposite side
- Space between the ball and palm of hand.

### EDSTART KNOW

- I can explain the 5 points of contact when holding the ball.
- I can describe why securing the ball helps me keep possession.
- I can understand when to run with the ball.

### EDSTART GO

- I can run with the ball using correct grip.
- I can receive handoffs and keep control.
- I can apply running with the ball in small games.

### EDSTART SHOW

- I can respect teammates when sharing the ball.
- I can encourage others to keep running.
- I can celebrate effort in games.

**Key Question** How can we move the ball forward safely while defenders try to tag us? By running into space, communicating early, securing the ball with two hands, and supporting teammates with clear passing options.

### Warm Up

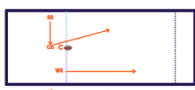
**JAG BALL TAG:** Two players begin with footballs and move around the area trying to tag others by gently touching them with the ball. When tagged, players freeze with their arms held wide like goalposts, creating obstacles for others to avoid. They can only be freed when a teammate safely runs underneath their arms and continues the chase. This warm-up builds agility, scanning, teamwork, and fast decision-making while keeping everyone constantly involved. **PROGRESSION:** Add more taggers to increase pressure or require rescuers to pass under both arms before freeing a teammate.

### Main Activity

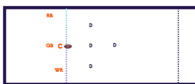


**JAG GRID DASH:** Teams race to complete a tic-tac-toe grid. Players receive a controlled pass, sprint into an empty hoop, place their cone, then race back to tag the next teammate. Movement must be quick, controlled, and purposeful. The first team to achieve three in a row wins the round **PROGRESSION:** Add defenders who can block hoops or require a movement skill (side step, spin, sharp stop) before catching the pass.

**ROUTE RUN REACT:** Set up three coloured cones marking different running routes such as "slant," "out," and "go." When the coach shouts a colour, the receiver accelerates, follows the correct route, makes a sharp directional cut, and prepares for a catch. Quarterbacks time their throw to meet the receiver's movement, reinforcing coordination and awareness. Rotate all roles so every pupil practises route running, throwing, and catching. This improves timing, explosive running, and reading cues — essential for flag football games. **PROGRESSION:** Add a shadow defender to follow the receiver, shrink the space to encourage tighter turns, or require two successful routes before swapping roles.



**DOWN SET RUN:** In groups of four, the quarterback calls "Down, set, hut!" receives the snap, and hands the ball to the running back, who drives forward to score. Focus on clean hand-offs, strong ball security, and decisive running. Centres practise accurate snapping, quarterbacks practise clear commands, and runners practise speed and lane-finding. Rotate roles every few plays for full engagement. **PROGRESSION:** Add a defender who attempts to tag the runner, increasing realism and forcing faster reactions.



**JAG TAG SHOWDOWN:** Teams compete to drive the ball upfield and score in the endzone within four plays. Players must communicate, run into smart spaces, and support each play with accurate movement. Defence works together to tag quickly and close down running lanes. Rotate roles after each attacking set to give everyone offensive and defensive experience. **PROGRESSION:** Add zones where only running or only passing is allowed, or introduce a timed play clock for quicker decisions.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use bigger areas to encourage long runs and open-field movement, or smaller grids to increase pressure and close control.

#### TASK

Change rules such as adding defenders, requiring a skill before catching, or limiting time to increase challenge and decision-making.

#### EQUIPMENT

Use size-appropriate footballs, cones, and coloured markers to support understanding of routes and safe tagging.

#### PEOPLE

Adjust team sizes, rotate roles, or add/remove defenders to vary difficulty and ensure all pupils stay actively involved.

**Key Technical Point** Index finger near the back of the ball, Middle & 3rd finger across the laces, Thumb on opposite side, Space between the ball and palm of hand.

### Cooldown

**TEAM HUDDLE:** Players gather and slowly walk while passing a ball gently between partners. Encourage them to reflect on teamwork, running lines, catching accuracy, and communication. Finish with stretches and positive feedback to reinforce success. **PROGRESSION:** Pupils share one skill they improved and one they want to focus on next lesson.

# Year 3 - Intro to Lesson Plan



## PLAYING EDSTART

**Lesson Objective** To introduce basic route running in Jag Tag

**Lesson 5/6**

**Equipment Needed** Jag Tag Balls, Bibs, Cones, route cards, hoops, Jag Tag bets

**Success Criteria** Children can:

- know when they are allowed to start the route.
- run different types of routes.
- run the comeback and the curl routes.

### EDSTART KNOW

- I can explain what a route is.
- I can describe the comeback and curl routes.
- I can understand why communication with the QB is important.

### EDSTART GO

- I can run basic routes with control.
- I can catch passes while running routes.
- I can apply routes in Calling Routes games.

### EDSTART SHOW

- I can respect defenders during practice.
- I can encourage my teammates.
- I can celebrate effort, not just points.

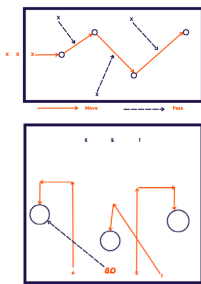
### Key Question

How can you get open and catch the ball safely while moving at speed? By changing direction quickly, calling for the ball, and using soft hands to secure the catch before running on

### Warm Up

**JAG GRID RACE:** Teams of 3-5 race to place coloured cones onto a giant tic-tac-toe grid. One player runs at a time, placing their cone on an empty space before sprinting back to tag the next teammate. The quick turn-taking builds teamwork, speed, and tactical thinking as players try to claim three in a row before the other team. **PROGRESSION:** Add defenders who can move cones after each round, or require players to complete a movement skill (e.g., side-step, jump, or pivot) before placing their cone.

### Main Activity



**JAGUAR RUN:** Receivers sprint through a series of cones, catching passes at each checkpoint and securing the ball before accelerating to the next. Quarterbacks collect balls after every catch and rotate roles, helping all players experience running and throwing under pressure. This develops catching technique, speed, and timing across the whole group. **PROGRESSION:** Increase cone distance or add a tagging defender to simulate match conditions and encourage sharper reactions.

**ROUTE BLITZ:** Receivers plan and run specific routes with their QB, aiming to reach their marked zones just as the ball is released. The QB must time throws accurately, only releasing the ball once the receiver is inside their box. Defenders attempt to intercept or knock down passes, with one allowed to rush the QB. This sharpens route accuracy, communication, and tactical awareness. **PROGRESSION:** Add fake routes, double moves, or last-second signal changes to challenge communication and reaction speed.

**QUICK SNAP CHAIN:** Groups of 4 set up in a small grid: one centre, one QB, one receiver, and one defender. On "Set... Hut!", the centre snaps the ball, the QB takes a quick drop step, and the receiver runs a short designated route (slant, out, or curl). The QB must release the ball within three seconds while the defender applies realistic pressure. This teaches fast decision-making, clean snaps, and high-tempo passing sequences. **PROGRESSION:** Reduce QB timing to two seconds, add a second receiver, or require receivers to complete a move after the catch (e.g., quick side-step).

**PLAY CALL CHALLENGE:** Using the same formation without hoops, the QB calls a different passing route each turn. Receivers must react quickly, run the correct line, and secure the ball before two defenders attempt to intercept or pull their flag. After five turns, teams swap roles to experience both sides of play. This builds decision-making and understanding of game flow. **PROGRESSION:** Introduce a timed decision window for the QB or restrict throws to certain types (short passes, long throws, or quick outs).

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use different-sized grids, wider lanes, or smaller catching zones to change challenge and movement demands.

#### TASK

Adjust the level of difficulty by adding defenders, timed challenges, or requiring specific passes or routes.

#### EQUIPMENT

Use varied equipment such as hoops, cones, or lighter balls to support control, accuracy, and confidence.

#### PEOPLE

Change group sizes or rotate roles regularly so pupils experience attacking, defending, throwing, and catching.

### Key Technical Point

Keep your eyes on the ball, hands ready in a W-shape, and move into space before the throw arrives.

### Cooldown

**TEAM HUDDLE:** Players circle up to slow their breathing and stretch gently. They reflect on teamwork, communication, catching accuracy, and smart route choices. **PROGRESSION:** Each pupil shares one teamwork strength and one personal target for next lesson to build self-reflection and ownership.

# Year 3 - Intro to Lesson Plan



## PLAYING EDSTART

**Lesson Objective** To introduce Basic offense vs defence games in Jag Tag

**Lesson 6/6**

**Equipment Needed** Jag Tag Balls, Bibs, Cones, route cards, hoops, Jag Tag bets

**Success Criteria** Children can:

- when they are allowed to start the route.
- run individual routes avoiding a defender.
- start to understand need to look at the QB when they want to receive the ball.

### EDSTART KNOW

- I can explain the basic rules of Jag Tag matches.
- I can describe how offence and defence are different.
- I can understand how downs work.

### EDSTART GO

- I can play 4v4 matches using routes and throws.
- I can attack to score points.
- I can defend fairly to stop opponents.

### EDSTART SHOW

- I can respect referees and opponents.
- I can encourage my team in games.
- I can play fairly whether we win or lose.

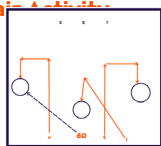
### Key Question

How can moving into space early help your team complete more passes and score touchdowns? By creating space quickly, receivers give the QB clear targets and make it harder for defenders to tag or intercept.

### Warm Up

**SNAP, CATCH AND THROW:** In groups of four (QB, Centre, Wide Receiver, Running Back), pupils practise snapping, passing, and catching in a smooth, continuous sequence. On the QB's call — "Down, set, hut!" — the Centre snaps the ball accurately, the QB gathers and throws to the Wide Receiver running into space, and the Running Back supports by offering an alternative short pass option. After each full rotation, players switch roles so everyone experiences all key positions and understands how timing, communication, and movement link the whole play together. **PROGRESSION:** Add a defender to pressure the QB or require the WR to perform a quick move (e.g., slant or juke) before catching.

### Main Activities



**ROUTE BLITZ:** Receivers work with their QB to plan and communicate their routes clearly before the play begins. On the snap, receivers explode into their assigned boxes, using sharp changes of direction to shake defenders. Meanwhile, defenders rush forward to block passing lanes or intercept throws, forcing attackers to make fast, tactical decisions. The QB must release the ball with precise timing, aiming for the receiver at the exact moment they enter their zone. Points are awarded for clean catches in the box, encouraging accuracy and spatial awareness. **PROGRESSION:** Add extra defenders, fake routes, or time limits to develop anticipation and quick thinking.

**JAGUAR SWITCH PLAY:** Pairs of receivers start on opposite sides and run crossing routes toward the middle, aiming to create natural separation from defenders. The QB reads the movement, deciding who becomes open first and delivering a controlled pass into stride. Defenders must stay alert, switching players if their original mark crosses paths, developing communication and reactive defending. Rotate roles frequently so pupils practise reading cues, timing their runs, and working in sync with teammates. **PROGRESSION:** Add a second ball for rapid-fire decision-making or introduce a "double move" before the cross.

**JAG BOWL:** Teams compete in fast-paced 4v4 matches where pupils rotate roles to experience playing as QB, receiver, rusher, and defender. Each drive starts with the QB calling simple routes, helping players understand how planned movements create space and scoring opportunities. The offence has four downs to reach halfway, then four more to score a touchdown, encouraging quick passing, clever movement, and good decision-making. The defence works together to tag and shut down plays, practising communication, positioning, and pressure. These small-sided games are energetic and engaging, allowing pupils to apply skills from drills in a realistic match setting while developing confidence, teamwork, and tactical awareness. **PROGRESSION:** Add time limits, bonus points for consecutive completions, or require at least one short and one long pass per drive to increase challenge and variety.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use a smaller or larger pitch to adjust difficulty and encourage pupils to find space more effectively.

#### TASK

Require a set number of passes or specific route types to increase strategic thinking and teamwork.

#### EQUIPMENT

Use different sized balls or coloured cones to help pupils recognise zones and passing targets more easily.

#### PEOPLE

Rotate roles frequently so every pupil practises playing as QB, receiver, defender, and rusher.

### Key Technical Point

Keep hands ready, eyes on the ball, and catch by forming a soft "W" shape to secure every pass under pressure.

### Cooldown

**TEAM HUDDLE:** Pupils gather in a circle to cool down with gentle stretches while reflecting on teamwork, communication, and decision-making from the session. The teacher prompts players to share what helped routes succeed, how they adapted under pressure, and what they would improve next time. This reinforces learning and builds confidence. **PROGRESSION:** Pupils share one personal skill and one teamwork skill they will develop in the next session.