

**GROUND FORCE 5 OFFENSIVE LINE ACADEMY:  
CURRICULUM GUIDE AND BUSINESS PLAN DEVELOPMENT**

by

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In partial fulfillments of the requirements  
for the degree of

**MASTERS OF ARTS**

in

Kinesiology

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Date: 12/10/09

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**ABSTRACT**

A football team consists of several different positions that make up offensive, defensive and special team units. Of these football positions, the offensive line is considered by many coaches to be one of the most difficult positions to physically develop. Developing the skills needed to perform offensive line play requires a great amount of time, knowledge and experience. Youth and high school football programs are often faced with limiting factors such as: necessary practice time for individual position skill development and experienced assistant coaches who are knowledgeable in coaching these skills.

The purpose of this project is to develop a curriculum guide and a business plan for an offensive line academy, that will provide a private coaching and teaching resource to help assist local youth and high school football programs toward the proper development of quality and effective offensive line play.

Chair: \_\_\_\_\_

**Signature**

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## INTRODUCTION

Growing up, young aspiring football players dream, visualize and practice highlight catches, spectacular runs, the game winning touchdown pass, tackling a running back for a loss, sacking the quarterback, or running an interception back for a touchdown. There is one position on the football field that is less fantasized about, often overlooked and underappreciated. There are those who have had their bodies grow larger than others, maybe not as fast, athletic or talented as others, who are put into a football position, the offensive line. There is little glory, glamour or recognition playing offensive line. These are the guys who do the work that makes star athletes noticeable. Offensive linemen are a group of five individual positions who work side by side to perform specific tasks that enable the offense as a whole to be successful. These five positions consist of a Left Tackle, Left Guard, Center, Right Guard, and Right Tackle respectively. Offensive linemen must communicate, trust and rely on each other for every offensive play. They work together as run blockers opening holes at the line of scrimmage for ball carriers, and as pass blockers to give the quarter back necessary time to throw the ball down field.

The offense will go as far as the offensive line will take them. The offensive line is described by many coaches “as the engine of the car, with out it the car does not run”. For an offense to be successful the offensive line must play well together by executing their assignments on every play using the technique and fundamentals that are developed

in practice. The offensive line position is considered by many coaches to be one of the most difficult positions to develop physically. This position is often referred to as a technique position and not an athletic position (Flores & O'Conner, 1993). The techniques and skill fundamentals for run blocking and pass protection require precise execution to achieve success in each play. Developing offensive line skills, techniques and fundamentals requires planning, organizing, time, experience and knowledge. Practice time is designated for individual skill development to perform offensive line blocking duties. Practice times are also used to increase athlete knowledge by identifying the purpose of the skills they are learning so they can be applied when necessary and gain experience through skill repetition to achieve mastery (Henderson & Olsen, 1997).

At Santa Rosa Junior College, where I am the offensive line coach, the majority of incoming linemen are products of local football programs of Sonoma and near by counties. These incoming freshmen have played offensive line throughout their respective high school and youth football teams. Even though these athletes have played the position for a number of years they still appear to have little understanding and knowledge of the position skills, technique and fundamentals. The lack of position understanding and skill demonstrated by these athletes created a reason to be concerned. During the football season I observed a few practices of local football teams to see how and what offensive linemen were being coached. I noticed two possible factors that could be limiting offensive line development. These two factors were the limited amount of time used for position development and the limited amount of coaching expertise. In

youth and high school football programs athletes usually learn to play both offense and defense. Practice sessions are split in time to develop offensive and defensive positions by either splitting the time or days to focus on one or the other as well as using time designated to practice special teams. The number of days for practice is limited to four-five days a week. During those days the amount of practice time averages two to two and a half hours a day. Either way time is often a factor that is limited to fully develop the offensive line position. Assistant coaches that coach the offensive line at youth and high school programs may be limited in experience and knowledge. There is little to no money available to pay assistant coaches, therefore there is a large majority of assistant coaches who are volunteers helping as much as possible whenever possible. In many cases these coaches may have playing experience but does not necessarily qualify them to be a coach. Coaches may also be required to coach more than one position, and may also lack the organizational skills and the ability to implement drills toward skill development for the athletes. This lack of understanding and skill that became apparent at Santa Rosa Junior College is most likely due to the observed limiting factors of time and expertise, which many offensive line coaches believe are needed to maximize the development of the offensive line position

With my experiences as a former offensive lineman with Division I college and professional playing experience combined with college coaching experience, I felt confident that I could start my own football camp that would specialize in offensive line development. I approached Frank Scalercio, a former head football coach and offensive

line coach at Sonoma State, with my concern about the lack of quality of offensive line play and the idea of starting an offensive line football camp. Coach Scalercio has been successfully running football camps specializing in skill development for over 20 years. As we discussed these concerns and ideas, we also came up with the idea of combining an offensive line football camp with an offensive line coach's clinic. These ideas inspired us to use our combined experience and knowledge of offensive line play to create an offensive line academy to train future an inexperienced offensive linemen and offensive line coaches that would ultimately benefit local football programs.

## **PURPOSE**

The purpose of this project is to create a curriculum guide and a basic business plan for an offensive line academy. The idea of an offensive line academy is to provide a private coaching and teaching resource intended to assist local football programs in the development of quality and effective offensive line play and to make a profit for providing this resource. The combination of a curriculum guide and a business plan will provide the planning and organization process to achieve these goals.

Creating a curriculum will help guide the process of learning to meet designated outcomes. Curriculum development involves planning intended outcomes and goals along with the objectives and assessments to achieve the outcomes and goals. A basic business plan will provide an organized outline that will shape our idea into a business that offers a service, addresses a need, and can possibly turn a profit. A business plan will also provide a description of what we intend to do, how we will achieve what we intend to do. Developing a business plan involves defining the goals and outcomes of a business, describing the management, the strategy to market the business and the financial needs to get started. There are many different methods and models used for developing business plans and curriculum that will be explored to create a curriculum guide and business plan for an offensive line academy.

## **CURRICULUM GUIDE DEVELOPMENT**

### *Introduction*

Developing a curriculum for the purpose of meeting intended student outcomes is an essential act of teaching and includes designing assessments to diagnose student needs. Assessments help to guide teaching and enable teachers, students and others (parents) to determine whether they have reached their intended outcomes (Kelley & Melograno, 2004). In sports, coaches assume the roll as teachers and it is their job to facilitate the development of athletes toward maximizing individual potential toward meeting intended athletic outcomes. Coaches must make assessments of their athletes and teams and it is important to have a method of assessment if they are to address the areas of team and individual needs to achieve intended outcomes. Coaches must also plan and organize the delivery of instruction and the drills that develop athletes' abilities to perform effectively in sports. The idea of an "offensive line academy" is to create in a sense; a school for offensive line play development, which in many ways closely resembles a physical education setting in many schools. As in any subject taught in school, the purpose of developing a curriculum for an offensive line academy is to organize, plan and guide the process of learning to meet a designated outcome, which is to help improve the play among offensive linemen that will help benefit local football programs. For this project I have created two curriculum guides that focus on teaching

and development of offensive line play, one for athletes and the other for offensive line coaches. Both guides are designed to achieve the same intended outcome, that involve improving offensive line play. The athletes, that play the offensive line position, will participate in an instructional camp that will focus on the development and teaching of the basic skills, technique and fundamentals as well as the knowledge and experience needed to play the position. Offering an interactive coaches clinic, youth and high school offensive line coaches will gain knowledge and experience by learning, performing and teaching the basic skills, technique and fundamentals needed to play the offensive line position. The curriculum for both the player's instructional camp and interactive coaches clinic will guide the process of achieving improved offensive line play of local football programs.

#### *Achievement-Based Curriculum Model*

The achievement-based curriculum model (ABC) created by Wessel and Kelly in 1986, was used to guide the development of the curriculum for the offensive line academy. Achievement-based education is a process model that can be applied to any curriculum model with achievement as the central focal point. This process can be used for any length of instructional time and for a school, an entire class or an individual student. The ABC model was created to integrate program planning, assessment, implementation planning, teaching and evaluating components of instruction. These five

components are used to provide a process for teachers to organize information in a systematic way to optimize instruction through the development of curriculum (Kelly & Melograno, 2004).

Program planning is the curriculum development phase that identifies what is being taught and why. During this phase it is suggested that the curriculum planning begins with the end product or overall outcome of a program. Program planning then identifies the philosophy and the goals of a program, breakdown these goals into learning objectives, determines the amount of content for each goal and objective, and developmentally sequences the objectives and defines the content. Assessment is the process of collecting information to make informed decisions. The assessment process begins with reviewing the target objectives and their definition, which will serve as the basis for evaluation. The next step is to decide on the type of assessment, match the assessment instrument with assessment decisions, collect accurate and valid data, determine how the assessment will be scored and lastly, how assessment will be recorded and organized to make decisions. Implementation planning is the process of organizing instruction to maximize learning. The ultimate goal of teaching is to help students achieve. To maximize learning teachers must consider creating a positive learning environment, communicate expectations of achievement and the use of management procedures. Effective teaching involves communicating clearly and accurately, executing instruction skillfully, motivation, engaging students for achievement and providing feedback. Evaluation consists of how grading is to be determined and who is graded. It is



recommended that there be an evaluation of the student and program to determine if learning objectives were achieved, if content was taught effectively, the program produced desired results and if the program is implemented as intended (Kelly & Melograno, 2004).

Using these five components of the ABC model, the curricula for both the instructional football camp and interactive coaches clinic will be developed similarly to achieve the outcome of improving offensive line play. However, the components of implementation planning and teaching (teaching will be substituted as coaching for the purpose of this curriculum) will focus more on the development of coaches in the interactive coaching clinic curriculum.

## **INSTRUCTIONAL CAMP CURRICULUM**

### *Philosophy*

The philosophy of the academy is to provide specialized resource opportunity that educates and develops players on the basic aspects of offensive line play to benefit local football programs. An offensive line instructional camp provides an opportunity for offensive linemen to gain the knowledge and experience to improve or learn many of the basic skills, fundamentals and techniques of offensive line play.

### *Goals/Outcomes*

The three primary desired goals and outcomes for this academy are to 1) develop the athletes' ability to play the offensive line position by establishing a foundation that involves basic body positioning and movements; 2) demonstrating the knowledge and understanding of different blocking schemes in both run blocking and pass protection; and 3) learn and develop basic position specific fundamentals and technique that are utilized in run blocking and pass protection.

*Objectives*

Objective 1) Establish a foundation that involves basic body positioning and movements through a variety of different position specific drills that are the basis for the development of fundamentals and technique of offensive play.

**A. Basic Muscular Development**

1. Strength
2. Endurance
3. Memory
4. Low center of gravity
5. Balance

**B. Flexibility**

1. Static Stretching

**C. Dynamic Movements**

1. Footwork
  - a. Speed
  - b. Agility
2. Coordination
3. Balance
4. Low Center of Gravity

**D. Stance**

1. Two-Point (rt. & lt.)
2. Three-Point (rt. & lt)

Objective 2) Gain the knowledge and understanding of different basic offensive line blocking schemes involved in offensive line play.

**A. Run Blocking**

1. Inside Zone
2. Outside Zone

**B. Pass Protection**

1. Man Blocking

Objective 3) Develop, demonstrate and perform the position specific fundamentals and techniques that apply to run blocking and pass protection through a variety of position specific drills to improve offensive line play.

A. Run Blocking

1. Inside Zone (Drive Block)

- a. Footwork progression
- b. Body positioning
- c. Hand placement.

2. Outside Zone (Drive Reach)

- a. Footwork progression
- b. Body positioning
- c. Hand placement.

B. Pass Protection

1. Man Blocking

- a. Pass set progression
- b. Footwork progression
- c. Body positioning and striking.

*Goals/Outcomes and Objectives-Content Overview*

There are several different blocking schemes that fit several different offensive philosophies. It would be impossible to attempt to cover them all. Some schemes that may fit some offenses may not fit others and would be a waste of time. Instead, through a planned, organized and sequencing progression, the purpose of this academy is to focus on basic movement and body positioning, run blocking schemes and basic pass protection schemes and the drills and movements that develop toward performing these schemes. These basic blocking schemes can be utilized in any offense and can be applied to any offensive philosophy. Establishing definitions and descriptions for each outcome and objective allows the athletes to understand how to perform each skill and what the desired

outcome of each skill is. Each objective is divided into position specific developmental components to facilitate the development of offensive line play. Each developmental component will consist of individual outcomes/goals and objectives. The developmental components are then divided into skill developmental drills that have their own individual established outcomes/goals and criteria performance objectives that are clear in instruction and delivery by coaches. This sequencing process, which has been previously outlined along with assessment instruments, will be used to guide towards the achievement of the objectives and overall outcomes of the academy.

### *Assessment*

Instructional assessment involves having clear and defined learning objectives that are used to develop assessment instruments that clearly identifies in observable and measurable terms what the students are expected to demonstrate to show mastery of a skill (Kelly & Melagrano, 2004). Instructional assessment was the method chosen for the curriculum of the academy. Criteria referenced instruments will be developed by the academy staff members to assess performance of each skill. Criteria objectives will be demonstrated and taught by coaches for athletes to use as a reference. The academy coaches are experienced in coaching offensive linemen and can perform demonstrations and instruction clearly and accurately. The assessments are subjective and rely on the professional judgment of the staff coaches. Initial assessment, will be performed by the academy coaches by observing athlete's performance and providing immediate feedback

restating the criteria objectives. Formal assessment will involve video analysis of each skill performed. Using criteria referenced instruments, coaches can assess performance. Athletes will also assess their own performance through video analysis, using similar instruments. This method will allow the academy to assess if athletes are learning or understanding the criteria objectives. The coaching staff will use simple instruments consisting of checklists to evaluate performance by checking to see if the critical elements and key objectives are achieved. Developing a scoring rubric will help the coaching staff determine the level of ability of each athlete. Scoring rubric will also be used to conduct an overall performance assessment of each outcome and used for an overall evaluation.

### *Evaluation*

Evaluations of the athletes will involve reviewing assessment instruments to develop an overall evaluation of an athlete's performance and their ability or inability to meet desired outcomes. Coaches will identify areas that need improvements and areas of skill mastery. This evaluation will then be made available to the athlete's coaches, with athlete consent, to use as reference for individual development with that team. Reviewing athlete assessments will allow the academy staff coaches to evaluate if the athletes are learning and developing the skills to play offensive line. This evaluation can be useful to determine if the academy outcomes, goals and objectives are being achieved. *See appendix A. for an example of overall athlete evaluation.*

## **INTERACTIVE COACHES CLINIC CURRICULUM**

### *Philosophy*

The philosophy of the academy is to provide a specialized resource opportunity that educates and develops coaches on the basic aspects of offensive line play to benefit their football programs. An offensive line interactive coaches clinic will provide offensive line coaches the opportunity to learn different areas that will improve offensive line play.

### *Goals/Outcomes*

Offensive line coaches will perform and interact in the different basic skill development drills, used to develop skills and technique of offensive linemen, to develop their own individual ability to effectively demonstrate, describe and teach these drills to offensive linemen. Offensive line coaches will also develop the ability to maximize learning and coach effectively to improve the play of offensive linemen.

### *Objectives*

Objective 1) Offensive line coaches will perform and interact in the different basic skill development drills, used to develop skills and technique of offensive linemen, to develop their own individual ability to effectively demonstrate, describe and teach these drills to offensive linemen.

- A. Basic Muscular Development
  - 1. Strength
  - 2. Endurance
  - 3. Memory
  - 4. Low center of gravity
  - 5. Balance
- B. Flexibility
  - 1. Static Stretching
- C. Dynamic Movements
  - 1. Footwork
    - a. Speed
    - b. Agility
  - 2. Coordination
  - 3. Balance
  - 4. Low Center of Gravity
- D. Stance
  - 1. Two-Point (rt. & lt.)
  - 2. Three-Point (rt. & lt.)
- E. Run Blocking
  - 1. Inside Zone (Drive Block)
    - a. Footwork progression
    - b. Body positioning
    - c. Hand placement.
  - 2. Outside Zone (Drive Reach)
    - a. Footwork progression
    - b. Body positioning
    - c. Hand placement.
- F. Pass Protection
  - 1. Man Blocking
    - a. Pass set progression
    - b. Footwork progression
    - c. Body positioning and striking.

Objective 2) Develop offensive line coaches ability to maximize learning.

Maximizing learning begins with building an enthusiastic, energetic and passionate coaching staff that can create a positive learning environment. Player-coach interactions involve coaches talking to players on personal levels sharing individual



experiences that can help build positive relationships between coaches and athletes. Organizational skills are extremely important when developing a camp schedule and preparing drills. Preparation or set up for each drill or skill performance involves where to place equipment or cones, how much space is needed and making sure the facilities are safe and practical to achieve outcomes. Proper use of time management to deliver instruction allows more time to develop skills technique/fundamentals of offensive line play and makes transitioning to the next drill or objective easier and smoother. Clearly establishing expectations through instruction and demonstration gives the athletes a better understanding of how to achieve desired performances.

Objective 3) Develop offensive line coaches ability to coach effectively.

For coaches to coach effectively they need to communicate using a loud clear voice. Most of the time spent with athletes is outside so it is important that instruction is fully understood. Coaches must make themselves visible to all athletes by positioning themselves or moving around so that demonstrations are clearly seen and understood. They need to be able to encourage and motivate athletes using different methods. What works for one may not work for others. Coaches also need to constantly observe and analyze performance to provide positive specific feedback when athletes achieve and don't achieve desired outcomes.

At the conclusion of the clinic, coaches will be assigned two to three skill development drills and a group of offensive linemen, who have attended an instructional camp. Coaches will have an opportunity to demonstrate the skills they have learned by organizing and instructing the assigned drill to a group of athletes. Other coaches who attended the clinic and analyzed by academy staff members will observe the coaches' performance.

#### *Assessment*

Methods of assessment used to evaluate coach's performance are similar to those used for athlete assessment. Using instructional methods of assessment, criteria referenced instruments developed by the academy staff members. These instruments will be used to assess coach's abilities to demonstrate and instruct a variety of skills meeting specific criteria objectives. They are simple instruments to evaluate performance by checking to see if the critical elements and key objectives are achieved. Assessments are subjective and rely on the professional judgment of the staff coaches. Developing a scoring rubric will help the academy coaching staff determine the level of ability of each athlete. Scoring rubric will also be used to conduct an overall performance assessment of each outcome and will be used for an overall evaluation. *See appendix B. for sample assessment instruments.*

### *Evaluation*

Academy staff members will evaluate coach's overall performance. The review of assessment instruments used to assess skill development drill instruction will allow academy staff to identify the areas of successful achievement and areas of needed improvement. The use of scoring rubrics will be used to grade overall performance of individual coaches in areas of skill demonstration and instruction, organizational skills and effective coaching skills. *See appendix C. for overall coaching evaluation instrument.*

## **CURRICULUM CONTENT**

### **Developmental Components and Skill Developmental Drills**

#### *Basic Muscular Development*

Muscle development is a method created to develop basic strength, endurance, memory, low center of gravity and balance specifically utilized by offensive linemen. Many young offensive linemen lack the basic position specific fundamentals of muscle strength and endurance, flexibility, balance and coordination. For example many athletes train during the off-season to prepare for an upcoming season. Their training may involve strength, speed and cardiovascular training. Some may incorporate flexibility and plyometrics. Very few athletes and coaches work on specific fundamental development during the off-season. Specific position fundamental development typically takes place during preseason or two-a-day practices. These athletes are often faced with muscle fatigue and soreness that can limit their ability in learning techniques, fundamentals of offensive line play and schemes of their position, and overall offense. The purpose of muscle memory development is to provide offensive linemen with a foundation of basic muscle strength, endurance, flexibility, balance and coordination that can allow them to execute and perform drills at a more efficient rate. Muscular development will allow offensive linemen to endure the physical strain that are put on them during the

rigorous course of the competitive season. Building a foundation during the off-season will allow coaches more time during practice sessions to teach technique and schemes that is directly related to the team's offensive philosophy and not have to use practice time to develop basic muscle strength and memory. Having access to a wrestling room or basketball gym that has a lot of wall space is an ideal location to incorporate muscle and memory development. If a wrestling room or basketball gym is not available any location with wall space or fences can also be effective. The following is an example of the outcomes and objectives for a developmental component.

#### *Outcomes*

Offensive linemen will have a foundation of basic muscular development that can allow them to execute and perform drills at a more efficient rate.

#### *Objectives*

Development of strength, endurance and memory through simulated drills that relate to offensive line fundamental movements.

#### A. Lower Body Muscular Development (Quadriceps, Hamstrings, Gluteus, & Gastrocnemius)

1. Wall Sits - Wall sits are utilized to strengthen and develop endurance of the lower body muscles. Offensive linemen position themselves so that their back and the back of the head are flat against the wall. The feet are at or a little wider

than shoulder width apart. Weight distribution is on the insteps of the feet to maximize ground surface area and balanced evenly on both legs. The knees are bent as close to a ninety-degree angle as possible putting the stress on the quadriceps, hamstrings, and hips. Elbows are bent and tucked in tight to sides of the body with hands about six inches below the chin. Using a “ready go” cue by a coach begins the drill with the offensive linemen holding this position for a period of time designated by coach. The recommended time is to start with is thirty seconds and increase time as muscle strength and endurance is developed. Rest time is equal to the duration of the drill and repeated for four repetitions. The following is an example of the outcomes and objectives for a skill developmental drill. *See appendix D. for assessment instrument.*

#### *Outcomes*

Offensive linemen will improve and develop lower body muscular strength, endurance and memory.

#### *Performance Criteria Objectives*

- a. Feet slightly wider than shoulder width.
- b. Weight balanced on insteps of both feet.
- c. Thighs parallel to ground.
- d. Elbows bent with hands below the chin.
- e. Maintain position for duration of time.

2. Wall Sit Directional Shuffle - Offensive linemen position them self in a wall sit as described previously in the wall sit drill. Sitting in a seated position facing away from wall. Using the wall the athlete places head and back flat against the wall forcing body into low center of gravity position until thighs and hamstrings are parallel to the ground. Hands are held just under chin six inches away from chest. Feet are shoulder width apart with weight distribution on the insteps of the feet to maximize ground surface area. Weight is balanced evenly on both legs. On the “ready go” command by the coach with a direction of right or left. The athlete must shift weight to leg opposite of direction movement. (Example – Right command the athlete is shuffling to the right then weight is shifted to the inside leg or left leg to maintain leverage and balance. Feet stay shoulder width apart while using step drag movement of the feet. Beginning the direction to the right indicates the right foot and leg (lead leg) steps laterally to the right about six inches. The step is quick and short. The left leg (back leg) and foot drag laterally in the same direction as the first step. Dragging is quick six-inch lateral replacement step that is in close contact to the ground and drags across the floor or surface to keep close contact to the ground. Both feet stay in close contact with ground using quick, short, choppy steps. Center of gravity is to remain the same throughout the drill. On change of direction command indicated by “switch” the linemen must shift weight to opposite leg of opposite direction. (If starting

direction is to right then weight is shifted to right leg to change directions to the left. Five step and drags in each direction equal one repetition. Thirty seconds rest time in between repetitions and a total of three repetitions.

#### B. Upper Body Muscular Development (Pectoralis Major and Minor, Trapezius, Deltoids, Latissimus dorsi, Triceps and Biceps)

1. Wall Punches - Offensive linemen position themselves facing a wall. Their feet are about shoulder width apart. Weight is distributed on the insteps of their feet so entire length of foot is in contact with ground. Athletes are in a bent knee position forcing them to lower their center of gravity as low as possible until discomfort putting stress on the quadriceps, hamstrings and hips. The head and chin are positioned behind the knees with hands held just below the chin and six inches away from chest. Chest is pushed forward to keep head positioned behind knees and the back perpendicular to the ground. Feet are positioned so the toes are about 6-8 inches away from wall. Elbows are tucked tight to side and bent so the hands are six-inches below the chin. On the "ready go" command the athlete strikes the wall with open hands so the heel of the palm strikes the wall. If a padded wall is not available then modify with a blocking shield held flat and firmly against any solid wall by a coach or another linemen. Arms are fully extended during punch or striking movement. Upon striking the wall the athlete pushes his chest and head



further away from the wall at the same time rolling the hips forward to emphasize power and explosion creating separation from the wall and the athlete's body. The athlete is to remain in a bent knee-low center of gravity position while simultaneously chattering the feet on the ground with short choppy motion. Hand striking target is directly in front of chest in a straight motion. The lineman resets or repositions their body in the start position to repeat the movement. Five repetitions are recommended for each set, with a total of three sets each.

2. Wall Speed Punches - Offensive linemen are positioned the same as the wall punch drill previously described. This drill focuses on the speed and repetitive striking or punching movement of offensive linemen that is used through the duration of a play or game. The emphasis is on strengthening the muscles of the upper body used in offensive line play. On the "Ready Go" command, the offensive lineman begins punching the shield or wall. Striking the wall involves extending the arms away from the body with elbows and hands close together. As the arms and hands extend away from the body the head is positioned back to maintain balance. Simultaneously as the arms extend away from the body the hips roll forward to provide the power of the punch. Once contact is made the hands are quickly pulled back to starting position and repeated quickly as possible. Knees are to remain in a bent position to keep low center of gravity. The feet are moving in a quick choppy movement to combine footwork. The duration

of the drill is determined by the coach and can progress to add time as the linemen become comfortable with the drill and as muscles develop. Drill is repeated for a total of three sets.

### C. Core and Hip muscular development (Abdominals, Oblique, Gluteus, Gluteus Medius)

1. Hip Rolls - Offensive linemen are positioned on their knees with the knees about six-eight inches apart resting comfortably with their bottoms (gluteus) touching their heels. This drill is recommended on a soft or padded surface. If not available a t-shirt or towel can be placed under the knees to pad the knees and avoid discomfort or possible injury. Another linemen or a coach is positioned directly in front of the offensive linemen on their knees holding a blocking shield. The elbows are bent and tucked tight to the sides of the body. Hands are placed on the blocking shield with palms touching the shield. Hands are close with thumbs close to touching. The head is positioned so the nose is about an inch away from the backside of the hands. On the “ready go” command the offensive linemen will extend their arms out and up keeping the elbows close together to maximize the power needed to move a defender. Simultaneously as the arms extend the hips roll forward and off the heels until finishing with the front of the pelvis touching the ground first then stomach laying flat on the ground. Arms remain extended and hands in contact with the shield focusing on the hips moving or rolling

forward. This drill should progress from a slow movement to ensure the linemen are rolling hips properly, to a faster more explosive movement to emphasize the power needed in the hips rolling forward to strike and block defenders. Offensive linemen reset or reposition their bodies to the starting position and repeat five repetitions to equal one set. A total of 3 sets each are recommended.

### *Flexibility*

As in any warm-up routine the emphasis in warming up is to loosen and stretch muscles to maximize range of motion and to prevent injury. (Baechle & Earl, 2000). Offensive linemen typically have the largest bodies on a football team. It is extremely important that these larger bodies and their large muscles groups are properly stretched and are loose to maintain joint stability, to apply strength and power for explosive movements, and to endure the amount of rigorous activities that are performed daily by offensive linemen. Improving flexibility can involve a static stretching routine that focuses on specific muscle groups that are most often utilized during offensive line play.

#### 1. Static Stretching

- a. Feet Together Toe Touches (Hamstring)
- b. Feet Apart Reach Middle
- c. Right Side Squat (Left Groin)
- d. Left Side Squat (Right Groin)

- e. Butterfly (Groin)
- f. Seated Quad Stretch Right (Right Quadriceps)
- g. Seated Quad Stretch Left (Left Quadriceps)
- h. Hammer (Hip Flexors and Quadriceps)
- i. Spinal Twist Right Over Left (Low Back)
- j. Spinal Twist Left Over Right (Low Back)
- k. Hands Over Head Reach (Deltoids)
- l. Reverse Shoulder Stretch (Deltoids)
- m. Right Arm Across Chest (Deltoids/Latissimus dorsi)
- n. Left Arm Across Chest (Deltoids/Latissimus dorsi)

#### *Dynamic Movement Warm-Up*

Combining a static stretching routine and the use of a dynamic movement warm-up routine is a great way to ensure that these large athletes are prepared to physically perform at a high level while reducing the chance of injury. The dynamic movement warm-up routine emphasizes further muscle development that has already been established with more advanced movements that incorporate specific movements utilized by offensive linemen that focus on footwork (speed), agility, low center of gravity, coordination and balance. The following is an example of the outcomes and objectives for an individual objective.

*Outcomes*

Offensive linemen will use a method of warm-up that also facilitates toward learning more advanced movements that are position specific for offensive line play development.

*Objectives*

Development of footwork/foot speed, agility, low center of gravity, coordination and balance.

1. One-Foot Step Over and Burst (Step Over Bags Or Cones) - The one-foot step over drill consist of a starting point indicated by a cone and five step over bags or cones (step over bags preferably) that are spaced one yard apart from one another, equaling five yards with a second cone spaced five yards away from the last bag to indicate the finishing point. Using a “ready go” command begins the drill. As the athlete builds up momentum approaching the first bag, using a normal running motion, they must plant the right foot before the first bag and lift the left foot up and over the first bag to plant the left foot in between the first and second bag. Then lifting the right foot up and over the second bag or cone repeating this movement through the last bag planting the left foot over the last bag. This is similar to high knee running motion with emphasis on pumping the arms in a running motion to lift and drive the knees and feet up and over the bags.

Once the athletes have cleared all the bags they must regain balance to burst five yards past the finishing cone. This drill is to be performed as quickly as possible while maintaining balance and coordination. Some athletes may be quicker than others depending on skill level and development of motor skills. This drill is repeated a total of two repetitions in each direction. The following is an example of the outcomes and objectives for individual skill development.

*Outcomes*

Offensive linemen will develop footwork/foot speed, agility, coordination and balance.

*Criteria Objectives*

- a. Good forward lean posture.
- b. Arm swing similar to running motion.
- c. High Knees.

2. Two-Foot Step Over and Burst -The one-foot step over drill consist of a starting point indicated by a cone spaced five yards away from five step over bags or cones (step over bags preferably) that are spaced one yard apart from one another, equaling five yards. With a second cone spaced five yards away from the last bag indicating the finishing point. The two-feet step over drill is a progression of the one-foot step over drill. During the one foot step over drill the athletes planted one-foot in between each bag, whereas now with the two- foot step over

drill the athlete must plant two feet in the ground before picking up both feet up and over the bags in a quicker choppy movement with the feet. Using a “ready go” command begins each athlete through the drill. As the athlete builds up momentum approaching the first bag, using a normal running motion, they must plant both feet before the first bag and lift the right then left (or left then right) foot up and over the first bag to plant both feet in between the first and second bag. Then repeating this movement through the last bag planting both feet over the last bag. This is “choppy” running motion with emphasis on quickly pumping the arms in a running motion to lift and drive both feet up and over the bags. Once the athletes have cleared all the bags they must then regain balance to burst five yards past the finishing cone. This drill is to be performed as quickly as possible while maintaining balance and coordination. Some athletes may be quicker than others depending on skill level and development of motor skills. This drill is repeated a total of two repetitions in each direction with thirty seconds rest in between each repetition.

3. Right Foot Lead Shuffle/Left Foot Lead Shuffle - The right foot lead shuffle/left foot lead shuffle drill is a five yard shuffling the feet drill with the athlete facing towards a coach with shoulders parallel to the line created by the cones. Starting position of the drill for right foot lead shuffle has the right foot just behind the cone. Lead foot indicates that the foot the athlete begins movement

with the foot closest to the cone. The athlete will start in a two-point stance with hands below the chin and palms facing in with tight elbows tucked into their sides. The feet are slightly wider than the width of the shoulders with the knees bent at a near forty-five degree angle. The chest is up right and head is back to make a straight vertical line with the back to prevent any forward lean. Using a “ready go” command by the coach the athlete will step laterally with the lead foot in the direction of movement. If direction is right then the right foot is the lead foot. Once the lead foot is planted then the back foot is dragged across the surface to reposition the feet back to original starting position. This movement is repeated in the same direction until the athlete has reached the finishing point indicated by the second cone. Once the athlete has finished then they will reset their body to the original position and repeat the movement in the opposite direction completing one repetition of the drill. This drill is repeated twice in each direction with thirty seconds rest in between.

4. Change Direction Shuffle - The change direction shuffle drill is a progression from the right/left foot lead shuffle drill. The same body position and movements are identical in this change direction shuffle drill as they were in the right/left foot lead shuffle drill. The difference in this drill is now the athlete must change directions of their movement while maintaining the same body position. If the athlete is positioned so that his right foot is closest to the starting cone or starting



point then the drill will begin the same as the right foot lead shuffle drill then transition to left foot lead shuffle. On the “ready go” command the athlete will begin right foot lead shuffle when the athlete nears the second cone they will plant the right foot at five yards marked by the second cone indicating the change of direction point, then transition smoothly into left foot lead shuffle back to the starting point, which is also the finishing point. The athlete will reset facing the opposite direction and begin the drill again executing the left foot lead shuffle and then transition into right foot lead shuffle. This drill is performed twice in each direction with thirty seconds of rest in between.

5. Bounding Tapioca - This drill focuses on stretching and loosening the hips and trunk area of the offensive linemen. Moving laterally and in a slow bounding motion the athlete is reaching out or across the body depending on the foot they are stepping with to cause the hips to rotate while keeping the shoulders square to the line created by the two cones. The athlete positions himself so that the shoulders are parallel to line created by the two cones. Feet are shoulder width apart with the inside foot closest to the starting cone. The knees are slightly bent with the back in a straight or perpendicular line in relation to the ground. The elbows are bent and tucked to the sides of the body with hands six to eight inches

under the chin. Starting the movement to the right the right foot is closest to the starting cone. On the “ready go” command by a coach the athlete pushes off the right leg to move the left leg across the body reaching out to the right. The left toe is slightly pointed in when the left foot touches or plants in the ground to rotate hips. Once the left leg is planted the weight of the body is shifted to the left leg to push and reach laterally to the right with the right leg and foot. Then the right leg touches or plants in the ground with weight re-shifting to the right leg to push off and reach the left leg again across the body to rotate the hips. This movement is repeated for fifteen yards. Then the drill resumes moving to the left or opposite direction with opposite footwork. Moving to the left the right foot reaches across the body then the left foot reaches laterally. This drill is repeated twice in each direction with thirty seconds of rest in between.

6. Quick Feet Tapioca - The quick feet tapioca drill is very similar to the bounding tapioca drill. Rather than the slower bounding lateral movement, the quick feet tapioca drill is exactly what the name of the drill indicates. The feet are moved closely and quickly within the framework of the body to cause a quicker rotation of the hips. The footwork is a quick tapping movement of the feet. The starting position and body positioning are identical to the previous drill. Moving laterally to the right to begin with, on the “ready go” command the athlete moves

the left foot across the body, just as they did during the bounding tapioca drill, planting the foot with toe still pointing in and just outside or past the right foot. The right foot reaches laterally about four – six inches and planted quickly to restart the movement of the left leg repeating this movement for fifteen yards. Using opposite footwork the drill is repeated to the left. This drill is repeated twice in each direction with thirty seconds of rest in between.

7. Back Pedal Stride - The back pedal stride is similar to a backward running motion that targets the lower body muscles, more specifically the quadriceps, hamstrings, soleus and gastrocnemius. Two cones are set up to indicate a starting point and a finishing point. The two cones are placed fifteen yards apart. The offensive linemen position their bodies so that their heels are behind the first cone and back is facing the starting point and finishing point. The feet are about shoulder width apart with knees slightly bent to lower center of gravity. Shoulders and chest are positioned forward so that the body has a slight forward lean to maintain balance. On the “ready go’ command by the coach, the linemen will reach back with right foot and leg while pushing off the left leg. In a slow backward bounding motion the right foot plants and weight is shifted to right leg to push off and reach back with the left leg. Repeating the movement for fifteen yards. Repeat the drill from the finishing point, which is now the starting point

back to the original starting point starting with the left leg. This drill is repeated for a total of four repetitions, twice beginning with each leg with thirty seconds of rest in between.

### *Offensive Lineman Stance*

Offensive linemen are required to perform a variety of blocking schemes in the running and passing game. These athletes must be able to pull, trap, reach block, drive block, and down block either to the right or left. They must also have to retreat or move backwards into pass blocking sets. The ability to move quickly and explosively in different directions to execute these different blocking schemes begins with stance. Offensive lineman stances are often overlooked or little time is spent working on them because it is assumed to be a basic skill that offensive linemen should know. A proper well-balanced stance is extremely important and is the foundation for these athletes to be able to execute their many different blocking duties. The most common offensive lineman stance is a three-point stance. However, with the growing trend of the spread offense with a high percentage of passing, the two-point stance is being used more than before. Both stances have their advantages and fit the style or philosophy of their offense. Teams that are a more run oriented offense typically use the three-point stance because it is a compact and explosive stance. Teams that are more of a passing offense use the two-point stance because the ability to set up in pass blocking position is quicker. There are teams that use both stances because their offense is balanced, which means they use

multiple blocking schemes and formations to attack a defense. Offensive linemen that play on the right side of the line are typically in a right stance and those who play on the left side of the line are typically in a left stance. Centers who directly in the middle of the line have a slightly different stance depending on the hand they snap with. Right-handed centers have a stance that is similar to a right stance and left-handed centers have a stance that is similar to a left stance. This will be later explained. Right and left stances are mirror opposites of each other. Teaching the two-point stance first then progressing to a three-point stance is much easier than teaching a three-point stance than the two-point stance. The following is an example of the outcomes and objectives for a developmental component.

#### *Outcomes*

Offensive linemen will be able to successfully position themselves in a balanced offensive line stance that will allow them to perform blocking duties.

#### *Objectives*

Offensive linemen will demonstrate the ability to perform proper body positioning of a balanced stance of a two-point and three-point stance from a left and right position.

1. Two-Point Stance - A two-point stance means that both feet are in contact with the ground. Using the yard lines marked on a football field or any other area

marked with lines, a basketball gym for example, is an effective way to teach stances. It gives offensive linemen a landmark or visual reference. Beginning with a right two-point stance, (left two-point stance will be just the opposite) the offensive linemen will stand facing the coach. The feet are, or slightly wider than shoulder width apart, with both toes touching the edge of a line. The right foot is moved a few inches backwards so that the front of the right toe is now splitting the left foot down the middle creating a right foot staggered position. The weight of body is distributed to the insteps of the feet by slightly pinching or squeezing the knees toward each other. Weight on the insteps of the feet maximize the foot surface area in contact with the ground and maintains balance of the body. Too much weight forward on the toes or back on the heels can limit movement in any direction. The knees are bent to lower the center of gravity. The degree in knee bend varies and depends on the ability level and flexibility of the linemen. The lower the center of gravity increases explosive movements. The hands are placed on the front of the thighs to help push the chest out and keep the back straight or perpendicular to the ground. The head is pulled back so that the chin is behind the knees to help maintain balance and keep the back straight. Coaching a two-point stance can be divided into five steps. These five steps are 1) feet, 2) stagger, 3) weight, 4) hands, and 5) head. These five steps are also the cue for each step that is used by the coach. Once each step is explained then the coach refers to the verbal cue for the linemen to perform each step. Breaking down the stance is an

effective way for coaches and linemen to teach and learn the basics and body positioning of the two-point stance. Beginning with a right stance the first cue “feet” indicates that the offensive linemen position their feet shoulder width apart and place the toes at the edge of a line. On the second cue “stagger”, the right foot is moved back so the right toe splits the left foot. The third cue is “weight” which triggers the linemen to distribute the weight to the insteps of the feet. Having the linemen rock back and forth laterally to feel the weight shift from right to left is a good way to check for balance and weight distribution. The next cue “hands” indicates hand placement on the thighs and pushing the chest upright. The final cue is “head” where the head is positioned back for balance and more importantly vision. These steps can be repeated several times and progression from each step depends on the mastery and understanding of each cue. Speed up the cues until there is little thinking or hesitation from step to step.

2. Three-Point Stance - A three-point stance refers to three of the four limbs in contact with the ground. The three limbs are both feet and the same hand as the staggered foot touching the ground. Three-point stances are more compact and explosive than the two-point stance. A balanced three-point stance allows offensive linemen to perform any blocking scheme. The three-point stance has many similarities as the two-point stance. In a right three-point stance (Left three-

point stance is just the opposite) the foot placement, stagger and weight distribution on the insteps is identical to that of the two-point stance. The three-point stance differs in a greater knee bend with a lower center of gravity. With the right foot staggered, the right hand is placed on the ground with just the fingertips touching to balance the stance and maintain the low center of gravity. The left arm is bent at the elbow with the elbow directly in front of left knee or just inside the left knee. The bend in the elbow positions the left hand two to three inches under the chin. The back is flat and as close to parallel with the ground as possible. The head is up and pulled back to help lower the hips and keep the back flat. Coaching the three-point stance is similar to coaching the two-point stance. This stance is divided into six steps using six cues. The six steps are 1) feet, 2) stagger, 3) weight, 4) elbows, 5) down, and 6) head. Four of the six cues for the three-point stance are exactly the same as the cues for the two-point stance. By coaching a two-point stance first makes it a simple way to transition into a three-point stance. Using the same first three cues as a two point can reduce time spent on teaching the three-point stance. The fourth cue "elbows" differs from the two-point stance because the center of gravity is lower. Elbows tell the offensive linemen to rest the elbows on the thighs rather than the hands on the thighs that keep them in a more upright stance. The "down" cue tells the offensive linemen to drop the right hand from the resting on the thighs position down so the finger tips are touching the ground. It is important that the hand drops straight down to the



ground from the thighs to maximize balance. If the hand is placed too far forward or back, this can limit or affect movement in any direction. Coaches can have the linemen pick the hand right back up too check balance. If the hand is picked up and the linemen fall forward or lean back then the hand to ground placement is incorrect. Also during the “down’ phase the left elbow is placed in front of or just inside the left knee. The left elbow is bent placing the hand below the chin. The last cue, “head”, is similar to the “head” cue of the two-point stance. The head is positioned up and back to keep the back flat, maintain balance and maximize vision. Just as mentioned with the two-point stance, the three-point stance steps can be repeated several times to master each phase ensuring a well-balanced three-point stance.

3. Centers Stance - Centers are always in a three-point stance as mentioned earlier. The hand that the centers snap with is considered the limb that is contact with the ground because the football starts on the ground. There is only a minimal difference in a center stance compared to the other offensive line positions. If a center is right-handed snapper then the stance will closely resemble a right stance, with the only difference in the stagger. A center will slightly stagger the right foot two-to-three inches back. Centers are at a disadvantage due to fact that they must snap the ball between the legs and pull the hand right back in front of the body to

carry out blocking responsibilities. The feet need to be as square as possible to keep shoulders square during a snap. The slight stagger helps with balance while snapping and keeps a slight separation from defenders to pull the hand back and in position.

### *Drive Blocking-Inside Zone Run Blocking Scheme*

Drive blocks are man-on-man run blocking involving mostly an inside zone running scheme inside the tackles. Drive blocking is a near-midline attack of the defender's body keeping the body of an offensive lineman between the defender and the ball carrier. Midline refers to splitting a defender in half down the middle of their body. Near-midline refers to the aiming point that is slightly to the left or right of the middle of the defender's body. The offensive linemen must keep a slight inside out relationship of the point of attack. The near midline aiming point of attack by an offensive linemen is that closest to the running backs aiming point. For example, if a running-backs aiming point is to the left of an offensive linemen and a defensive lineman is aligned directly across from the offensive linemen, then the aiming point of attack for an offensive linemen is the slightly to the right of the middle of the defensive lineman's body. Using low center of gravity and keeping their body and shoulders square to the line of scrimmage as much as possible an offensive lineman must block a defender by getting push off the line of scrimmage. The most important steps of drive block are the first two steps. These two steps can determine the leverage and power that can be applied to move

a defender or drive blocks them off the line of scrimmage. Footwork must be precise to allow maximal success rate. Steps that are too wide, too high or too long decreases the balance, power, and leverage needed to execute the block

1. First-Step/Direction Step - The direction step involves the lineman stepping with the play side foot in the direction that they are moving. The play side foot is the foot closest to near-midline aiming point. If the athlete is moving to the left then direction step will be with the left foot. The direction step is a quick step that moves forward with the toe pointed at a slight angle at the near-midline of the defender. The total distance of movement is four-six inches and no more than two-three inches off the ground. The action is quick and movement minimal to begin moving the body in the direction of a defender. As the first step is in action is the head is pulled back to keep maximum vision and balanced keeping the body from falling forward and down. Simultaneously the arms are cocked so that elbows are tucked tight to the side of the body and hands are in close relationship to one-another and in front of the body to begin striking movement forward toward the defender. Using a verbal cue from a coach, “ready go”, the direction step is performed as quickly as possible maintaining slightly wider than shoulder width base with the feet and proper balance. The offensive linemen reposition themselves in their stance and the movement is repeated quickly at

four-five repetitions. Directional steps are to be performed from left and right, two and three point stances. The movement is repeated several times to work on the speed and quickness of the step. The following is an example of the outcomes and objectives for a skill development drill.

### *Outcomes*

Offensive linemen will learn to perform the first step known as the directional step to initiate the beginning movement and techniques of a drive block.

### *Performance Criteria Objectives*

- a. a. Direction step is six-eight inches moving forward quickly as possible and as close to the ground as possible.
- b. Balance is maintained during the first step.
- c. Feet are at our slightly wider than shoulder width relationship.
- d. Head is back and eyes up.
- e. Elbows are tucked tight to side of the body with hands close and in front of chest.

2. Second-Step/Power Step - The power step is the second step performed to position an offensive lineman to strike or attack a defender. This step is also very important. The power step is again a quick up field step that is six-eight inches

forward that is also two-three inches from the ground. The power step is used to apply force to the ground as contact is made against a defender. The power step toe is pointing forward to ensure body movement is gaining ground toward defender.

3. Two-Step combinations - This drill involves putting together the first two steps in a more practical movement progressing toward performing a drive block. Two separate commands are used to initiate each step. Beginning with the first step using the command “one”, starts the action of the directional step. Adding the second command, “two”, starts the action of the power step. Begin slowly and pause between commands to assess the many different fundamentals that have been covered so far: balance, foot placement, shoulders square, feet width, head behind the knees and low center of gravity. After three to four repetitions of each step pick up the pace of the commands to develop the speed needed to drive block. Advance to one command, “ready go “ so the two-step combination is performed full speed.

4. Two-Step Progression - Once the athlete can effectively perform the two step combination quickly accurately with low center of gravity and good balance, the next phase is to progress into forward movement to simulate the drive block against a defender to move them off the line of scrimmage. The first step puts a

lineman in the direction of the opponent and the second step allows the power and leverage needed to strike and begin drive blocking. Foot progression focuses on short choppy steps moving forward as an offensive lineman moves a defender off the line of scrimmage. This drill uses ten ft. long boards that are twelve inches wide. The use of the board emphasizes wide feet relationship so the feet keep proper width. Each step progresses forward with the short choppy steps concept. This concept maximizes balance by keeping the feet close to the ground. Each step is six-eight inches moving forward with weight on the insteps.

5. Two-Step Progression and Hand Placement Vs. Defender - Once footwork is properly introduced and executed the next phase is to simulate an object or defender to drive block. Using blocking bags or shields to simulate a defender offensive linemen now must execute foot work involved to move a defender and now apply the use of upper body power using hands and arms. During the first step or direction step the arms are cocked back in a bent elbow position with elbows squeezed into the sides or oblique area of the body. Elbows are cocked so that they are slightly behind the back of the body. Elbows are squeezed tightly to keep hands close together for hand strike and placement on a defender. Thumbs are pointing up with hands slightly open and heels of the palm facing the defender. During the power step the arms are extending toward the defender in an explosive movement toward the chest of the defender. Simultaneously as the

power step makes contact with the ground the hands are making contact with the defender to maximize a forceful impact to stop defenders motion and continue the forward movement of the offensive linemen. As the arms extend forward the head is pulled back to maintain balance and control. As contact is made foot progression continues to move forward with the short choppy feet concept to maximize foot-ground contact to generate force to move or drive block the defender.

#### *Drive Reach-Outside Zone Run Blocking*

The drive reach block is very similar to drive blocking. The angles of attack and angles of footwork change slightly. Drive reach blocking is used for outside zone run plays where the ball carrier and plan of attack are outside of the tackles. The offensive line must attack outside or play-side shoulder of defender to drive block defender then reach or position themselves in an outside leverage power position. Similar to the first two steps of the drive block, the first two steps in drive reach are the most important. These first two steps are at as near a forty-five angle as possible to gain the outside leverage of defenders. These steps are slightly larger but just as quick. Again, if steps are too wide, too high or too long the balance, power and leverage are reduced.

1. Direction Step - The directional step of drive reach is similar to the directional step of the drive block. The first step is quick short steps moving forward; the difference here is now the toe of the direction step is pointing at more of an angle toward the outside toe of the defender. The shoulder turn is a little more than before due to the angle of the direction step. The first step is still at four-six inches moving forward while increasing the angle of the toe toward the defender.

2. Power Step - The power step of the drive reach is again similar to the power step of the drive power step. The second step is a quick short step that is moving forward but now pointing in a slight angle toward the directional step. This step is slightly larger than drive power step. The power step here is eight-ten inches in a slight angle toward the defenders midline about 2-3 inches from the ground.

### *Man Blocking Pass Sets*

Pass protection sets use similar footwork used in run blocking. Foot movements are short and quick as well as close to the ground. In run blocking the feet are moving toward a target or defender. In pass protection the feet are working in an opposite direction to create separation from a defender. Pass protection requires offensive linemen to set up in a pass protection position using quick foot speed, agility and coordination. Similar to run blocking, pass protection requires balance and a low center of gravity. Feet are shoulder width apart applying the weight on the insteps of the feet to the ground for



maximum ground contact and balance. Knees are in a bent position with hips under the frame of the body shoulders and head are back with chin behind the knees and chest pushed out. Hands are positioned below the chin six inches away from the chest to time striking or punching towards defenders. Elbows are kept tucked close to the body to keep hand placement close together and to maximize the amount of striking force and power.

1. One-Set - A one-set is a basic pass pro set for offensive linemen. One-set refers to moving each foot once to position the body for a pass set. More advanced levels of training add the two-set and three set based on alignment of defenders. As previously mentioned the first two steps in pass protection are just as important as the first two steps in run blocking. These first two steps are short and quick creating separation from defenders and positioning the offensive linemen in a position to react quickly to any defensive pass rushes or blitzing defenders. The one-set can be divided into two steps using two different cues. These cues are “kick” and “replace”.

2. Two-Point/Three-Point One Set (Right Stance) - From either the two-point or three-point right stance the set is the same. A two-point one-set is quicker because it is a stance that benefits from pass protection. In a right stance the right foot is already staggered and will be the kick step. Weight is shifted to the left leg to help push the body backwards while taking a short kick step backwards. The

kick step is a six-eight inch backwards step. This step initiates the backward movement to set up in pass protection. The kick step foot is planted in the ground quickly with weight on the insteps for balance. Weight is quickly distributed on the right leg to help drag the left leg across the surface. Dragging the left foot is the replace step. This step is slightly lifted off the ground to keep close relationship to the ground. It may or may not actually drag across the ground. The replace step is just as short and as quick as the kick step. At the same time as the kick step the hands are moving upward toward the chin. As the replace step is planted in the ground the elbows are tucked tight to the sides of the body with elbows bent and hands about six-inches below the chin and about six-inches in front of the chest. The positioning of the hands is important for punching or striking defenders. The head is pulled back to keep the body from leaning forward and maintaining balance. Shoulders stay square to the line of scrimmage. From a right or left two-point stance the kick step can be repeated several times to practice the quickness of the first step. Offensive linemen are positioned so they are facing a coach. Using the cue "kick" to initiate the kick step, then reposition repeating the cue works on kick step speed. A coach will check to see if their shoulders are staying square and the low center of gravity is maintained.

Progression to the second step, the replace step to complete the one set, by adding the second cue "replace". Restart the drill beginning with the kick step then

adding the replace step. Combine the two cues with a pause in between to analyze each step. Begin slowly with longer pause in between the two steps and progress to less time in between cues. As the time in between cues is very quick use one cue such as “ready go” to put both steps together executing the one-set. Both steps are quick maintaining the low center of gravity; head back hands up in punching position and shoulders square. This progression can be used for right and left two-point stances and three-point stances. Once the linemen can perform this technique using one cue, then repeat from each stance on the right and left four-five repetitions each. A two-set and three-set involves the exact same footwork creating more separation from defenders. A two-set is a kick, replace, kick and replace footwork movement. The three-set is a kick, replace, kick, replace, kick and replace footwork movement to create even more space and is usually more specific for offensive tackles.

3. One-Set Foot Fire - The one-set foot fire drill is a progression off the one set drill that obviously adds the foot fire. Foot fire refers to moving the feet in a short quick choppy movement as if the bottoms of the feet were on fire. It is important for the feet to not stop moving because the possibility of being out of position and getting beat by a defender increases. On the “ready go” cue the offensive linemen performs a one-set as the replace step touches plants in the ground the feet begin moving in place chopping the ground with weight on the insteps. The feet remain

shoulder width apart with knees bent. Hands are in striking position with head back and shoulders square. Coach determines duration of the foot fire. The drill can start with a short duration then add time as skill is mastered. Repeat drill three repetitions from right and left two and three-point stances.

4. One-Set Foot Fire and Punch - The one-set foot fire and punch drill combines the first two drills and add a third progression, the punch. In pass protection the punch is considered to be an offensive lineman's weapon. If offensive linemen can combine footwork, balance and punching during pass protection then they have the potential to develop into effective pass blockers. In this drill offensive linemen are partnered up. One individual is the offensive lineman while the other simulates a defensive pass rusher. The defender holds a blocking shield firmly across the chest gives the offensive linemen a target to punch and is positioned about three yards away facing the offensive lineman. The focus of this drill is to combine the pass set foot work to position an offensive lineman in front of a rushing defender and to work the coordination and timing of striking or punching a defender to stop the momentum of a pass rush. Pass protection involves creating separation from a defender to control and maintain a pass block. Once an offensive lineman has set the feet in position and the feet begin to chop in place waiting for the rush the hands are positioned under the chin about six-inches and about six-inches away from the chest. The elbows are tucked tight to the sides of

the body with elbows bent so the hands are in position as just mentioned. This is the punching position. Creating separation from an offensive lineman and a defender is done by fully extending the arms and hands away from the chest toward the intended target, which is the defenders chest. This movement is explosive and powerful known as the six-inch punch. Timing the six-inch punch is critical to being an effective weapon for offensive linemen. Punching too soon or too late limits the amount of force and power that can be generated into the chest of a defender to stop the pass rush, ultimately becoming ineffective. Both the offensive lineman and the defender are facing each other about three yards away from each other. On the “ready go” cue the offensive lineman executes a one-set positioning the hands in punching position, keeping the feet moving. At the same time on the “ready go” the defender begins a forward charge keeping the blocking shield held firmly at the chest. The offensive lineman must time the punch and strike the defender in the chest with open palms. As the arms extend the knees remain bent. The hips are then snapped forward just before contact to generate the force and power of the punch. As the hips snap forward the head snaps back to maintain balance. Once the punch is delivered the defender moves back to the starting position and the offensive lineman re-gathers into pass protection position to repeat the punch. This action is repeated for three times for one repetition. Three repetitions are recommended for the two point and three point stances.

5. Mirror Drill - The mirror drill works on offensive linemen's lateral footwork. In pass protection after the initial pass set by an offensive lineman, it may be necessary for offensive linemen to cut off lateral movements of a defender. Many defensive schemes assign defenders to a gap, which is the space in between offensive linemen. This is to cause disruption of pass protection. It would be too easy if defenders just ran forward. Offensive linemen must move laterally to reposition themselves to cut off any rush to the inside or outside depending on the side of the line the offensive lineman plays on. Two cones are placed five yards apart from each other. In groups of two, one group member is the offensive lineman and the other is a defender. The defender positions themselves on one side of the cone directly in the middle. The offensive linemen will position themselves so that the defender is an outside shade. Using the right two-point stance for example, the offensive linemen will position themselves so the defender is shading the right shoulder. This is the outside shoulder in relationship to where the quarterback sets up in the pocket to throw the ball. In pass protection the offensive linemen want to position themselves in side out of a defender. Inside out relationship is critical for pass protection. The number one rule in pass protection is "Never get beat inside". Getting beat inside is the quickest path to the quarterback. Using the "ready go" cue to start the drill, the offensive lineman will quickly execute a one-set into foot fire. The defender will begin to move laterally between the cones. The offensive lineman mirrors the defender by

moving the feet to maintain inside out relationship. Offensive lineman can work from two or three-point stances from either a right or left side stance. This drill can progress from slow to fast.

6. Mirror Punch Drill - This is the same drill as before with the addition of the punch. Cones are set the same as the mirror drill. Positioning by offensive lineman and defender are also the same. The use of a blocking shield is optional. The timing of the punch is worked in a different movement than before. In this drill the timing is worked moving laterally to cut off moving defenders. On the “ready go” cue the offensive linemen executes the one-set and foot fire. The defender moves laterally toward a cone as the offensive lineman mirrors in an inside out relationship. As the defender nears the cone they will step toward the offensive lineman crossing the line between the cones. As the defender moves forward the offensive lineman executes the punch. After contact the defender backs up moves toward the opposite cone. Again, as the defender nears the cone they step towards the offensive lineman to simulate the pass rush and again the punch is executed. This repeated from one side to the other for duration of time designated by the coach. This drill is performed three times from a right stance and three times from a left stance.

## **BUSINESS PLAN DEVELOPMENT**

### *Introduction*

A business plan is a written description of a business that describes what you plan to do and how you plan to do it (Bangs, 2005). The purpose of a business plan is to organize and develop a plan to make a profit. Many business plans are divided into components. These components describe what the business plans to sell, how the business will produce what is being sold, how the business identifies a market to serve, how to attract a market, and how all the numbers add up to gain a profit. These headings are divided into sub headings that describe in detail the process of how a business will achieve success and turn a profit (Bangs, 2004).

Creating a business plan for an offensive line academy will involve reviewing different business plan examples presented in “Business Plans Made Easy” (Bangs, 2004). These examples guided the development of outlining the components and sub-components that reflect the ideas and goals of our business. These components include: Executive Summary, Business Mission and Strategy, Sources and Uses of Funds, Products and Services, Markets and Competition, Marketing, Management and Financial Data. The sub-components describe in more detail the process of meeting the academy’s goals. The executive summary is an overview or outline of the company. The executive summary sub-components consist of a brief: market summary, business description, products and services offered, management, and financial needs. The business mission



and strategy consists of a mission statement, company goals and objectives, strategic elements and S.W.O.T. (strengths, weaknesses, opportunities, and threats. The sources and uses of funds describe the start-up costs and the uses and sources of funds. Products and services describe company location and facilities and services provided. Markets and competition describes the industry of the company, a market analysis and competition analysis. Marketing consists of a marketing strategy, intended market target, pricing, and promotion strategy. Management describes the personnel of the company's management team. Finally the financial data provides a financial plan, seasonal data, projected profit/loss and a projected income statement. These components and sub-components will be the foundation for developing the business plan for an offensive line academy.

## **EXECUTIVE SUMMARY**

### *Market*

Youth and high school football camps as well as coaching clinics are offered across the country each year. The purpose of these camps and clinics are to provide quality instruction to develop and improve skills of young athletes and young or new coaches. Many young athletes are starting to participate in football at very young ages and it is important to provide quality instruction to teach the fundamentals and skills involved in playing the game to ensure the enjoyment of the game, development of individual ability, in a fun and safe environment. Quality instruction begins with the coaches who need to be prepared and organized, as well as, possess the knowledge of fundamentals and drills to create fun and safe environment to develop the skills of these young athletes. Creating a new and different method to benefit local football programs that provides a specialized resource opportunity to educate and develop players and coaches on the basic aspects of offensive line play separates this offensive line academy from other football camps and coaching clinics.

### *Business Description*

This offensive line academy will separate itself from other instructional football camps and coaching clinics by specializing on one football position, the offensive line. Offensive line play in the sport of football is a difficult position to develop due to the

many techniques involved in the variety of blocking schemes. Time and expertise is often a factor in youth and high school football that limits the possibility of maximizing talent and abilities. Our offensive line academy will offer a viable business enterprise to help develop inexperienced offensive linemen and offensive line coaches to maximize their potential and develop the skills necessary to improve individual efforts in playing and coaching the position.

#### *Products and Services*

The offensive line academy will combine an instructional football camp and an interactive coaches clinic that specializes in the development of offensive linemen and offensive line coaches. The academy will also provide the curriculum, that was developed for the academy, for coaches to implement into their own football programs.

#### *Management*

The creation of the offensive line academy was co-founded as a partnership by Rob Gatrell and Frank Scalercio. Both have experience in playing offensive line and coaching offensive linemen, and have been involved as speakers and attendees of coaching clinics. Both also have experience as staff members and coordinators of several instructional football camps.

*Financing Needs*

An estimated \$6,250 dollars in short term financing will be needed to cover start-up costs, equipment purchase, and provide working capital until the business can support itself through cash flow. The owners and co-founders will invest all \$5,000 dollars of their own cash. After one year, estimated operations will generate sufficient cash to begin repaying the out of pocket costs.

## **BUSINESS MISSION AND STRATEGY**

### *Mission Statement*

The offensive line academy will be a unique learning and educational environment for inexperienced offensive linemen and offensive line coaches that facilitate the development toward maximizing the potential of individual, group and overall team success. With experienced coaches who are members of this fraternity of offensive linemen as former players and current coaches, we focus on the development of teaching and learning the fundamentals, skills and techniques of offensive line play. Our goal is to provide the offensive linemen and offensive line coaches of tomorrow the skills and knowledge to be successful today.

### *Goals/Outcomes*

The offensive line academy was created to educate and teach many basic aspects of offensive line play to inexperienced offensive linemen and inexperienced offensive line coaches for success. We want to share our experiences and knowledge of the position to benefit local football programs. Our goals are to teach and develop the many skills needed to play the position and create a special type of bond between the local athletes in Sonoma and near by counties that play the position. We also want to teach and educate offensive line coaches how to coach the position and how organize and structure practice

utilizing their time effectively. We want to bring local offensive line coaches together to share their experiences and be a part of the developing and teaching of the position to the many young athletes and inspiring coaches. Together as coaches and players we want to create a fun and special environment, between the players and coaches that spend their time and efforts that often go unnoticed, that is honored and appreciated by those who know what it takes to be a part of the offensive line.

### *Objectives*

The objectives of the offensive line academy focus around the development of offensive linemen and offensive line coaches. Offensive linemen who participate in the instructional football camps will establish a foundation that involves basic body positioning and movements, demonstrate the knowledge and understanding of different blocking schemes in both run blocking and pass protection, and learn and develop basic position specific fundamentals and technique that are utilized in run blocking and pass protection. Offensive line coaches that participate in interactive coaching clinics will perform and interact in the different basic skill development drills, used to develop skills and technique of offensive linemen, to develop their own individual ability to effectively demonstrate, describe and teach these drills to offensive linemen. Offensive line coaches will also develop the ability to maximize learning and coach effectively to improve the play of offensive linemen.

### *Strategic Elements*

To establish the offensive line academy as a viable business enterprise we offer: a unique one of a kind resource that specializes in the development of offensive line play, high quality and experienced instruction from a professional staff, and an ideal location in Santa Rosa, California that is within a sixty mile radius of over thirty youth and high school football programs.

### *S.W.O.T. Analysis*

S.W.O.T. analysis identifies the strengths, weaknesses, opportunities and threats of starting a business. It is important to understand the environment and industry of a business to know where you are before you decide where to go. Without a S.W.O.T. analysis a company may be out of business before it begins (Mullin et al., 2000).

The strengths of the academy include the knowledge and experience of a professional staff, a well equipped facility at Montgomery High School, the access and network availability of over thirty youth and high school football programs and the low cost affordability compared to other football camps and coaching clinics. The possible weaknesses of the academy are the small amount of start-up expenses, small number of staff, the new and unproven idea of combining a football camp with a coaching clinic to specialize in one football position. The opportunities that are available to the academy are the ability to build positive relationships between local football programs and the

possibility of growth in participants and expansion of additional staff. There will be opportunities for community involvement that include local businesses sponsorships to donate equipment or money that will be used to create scholarships for low income families that cannot afford camp fees sponsor. In return, the academy will provide business advertisement, by printing business or community member's names on t-shirts posters and banners, recognizing their involvement and support. Possible threats that present themselves are the industry of other football camps and coaching clinics that are offered at college and university football programs. Other threats include the location at Montgomery High School that rivals other local high school football programs. Coaches may feel that the location at Montgomery High School benefits their football program and not others. Coach's egos or personalities may also be a threat, due to the fact that certain coaches believe in what they are teaching and the possibility of someone else telling them how to coach may be viewed negatively. The current economical status that our country and the state of California faces, may also cause financial threats.



## SOURCES AND USES OF FUNDS

### *Start-Up Cost Summary*

Start-up costs will be an estimated \$6,250, which will include leasing fees for facilities, camp insurance, equipment purchases, legal consultant graphic design, apparel and other expenses. Start-up cost will be financed entirely by out of pocket investment by the partnership. The first year of operations the offensive line academy will offer three offensive line instructional football camps and two interactive coaching clinics. The following data is an estimated use of funds and source of funds.

### *Uses of Funds*

Equipment	\$500	
Camp Insurance	\$3,000	(\$1,000 per camp)
URL Purchase	\$100	
Leasing Fees	\$500	
Graphic Design	\$100	
T-shirt Printing and Purchase	\$800	
Marketing and Advertisement	\$500	
Athletic Trainer	\$750	(\$250 per camp)
<b>Total Use of Funds</b>	<b>\$6,250</b>	

### *Sources of Funds*

Rob Gatrell	\$3,125
Frank Scalercio	\$3,125
<b>Total Partnership Investment</b>	<b>\$6,250</b>

## **PRODUCTS AND SERVICES**

### *Company Location and Facilities*

The offensive line academy is being held at Montgomery High School in Santa Rosa, California. Montgomery High School provides all the necessary facilities to conduct the objectives of our services. Facilities include a sport turf field, grass field, basketball gym, wrestling room and classrooms. A future permanent location is planned at Santa Rosa Junior College.

### *Products and Services*

The offensive line academy will combine an instructional football camp and an interactive coaches clinic that specializes in the development of offensive linemen and offensive line coaches. The academy will also provide the curriculum, that was developed for the academy, for coaches to implement into their own football programs.

The offensive line instructional football camp will be held at Montgomery High School. This camp is a non-contact camp and is available to all age groups and ability levels. The objectives of this camp are to develop the skills needed to successfully and safely perform the blocking duties and responsibilities of offensive line play. Offensive linemen will learn and develop a variety of basic skills instructed by highly knowledgeable and experienced staff that will involve: establishing a foundation of basic body positioning and movement, gain knowledge and understanding of different basic

blocking schemes, and learn and develop the basic position specific fundamentals, technique and skills utilized in run and pass blocking to improve offensive line play. Registration forms will be available and sent to head coaches of local football programs, and available on the academy website for athletes to sign up and participate. Walk-up registration will also be available on the first day of the camp one-hour prior to the start of camp. Athletic trainers will be on site and available to assist in any health related issues that may occur during camp session. Water and shade will be provided to avoid heat related illness and dehydration.

Offensive line interactive coaching clinics will be held at Montgomery High School. The objectives of this clinic are to develop the skills needed to successfully and safely coach the skill, fundamentals, and technique to improve offensive line play. Offensive line coaches will learn and develop a variety of basic skills instructed by a highly knowledgeable and experienced staff that will involve: performing and interacting in different skill developmental drills, develop the ability to demonstrate describe and teach the skill developmental drills, develop the ability to maximize learning and coach effectively to improve the play of offensive linemen. Registration forms will be available and sent to head coaches of local football programs, and available on the academy website for coaches to sign up and participate. Walk-up registration will also be available one-hour prior to the start of the clinic.

In addition, coaches will have the availability to purchase curriculum guides that were developed for the academy. Offensive line coaches can use the curriculum guides to implement coaching strategies, organizational skills and skill development drills to facilitate towards the improvement of offensive line play. Curriculum guide purchase will be available on the academy website.

## MARKETS AND COMPETITION

### *Football Camp Industry*

Thousands of youth and high school football camps as well as coaching clinics are offered across the country each year. The purpose of these camps and clinics are to provide quality instruction to develop and improve skills of young athletes and young or new coaches. Football camps are offered primarily during the summer time in the months of June through July to maximize the enrollment of the camps before football season and school begin. Football camps range in age groups and/or ability levels. Camps fall into two categories and therefore separate themselves in cost. Non-contact camps specialize in basic fundamental skill improvement and avoid physical contact among athletes and are less costly. Full contact camps require the use of all necessary equipment (shoulder pads, helmets, etc.) and cost more to attend. There are even those that even specialize in a group of positions, such as Quarterbacks and receivers, Offensive and defensive linemen or skilled camps that include all positions except linemen. There are very few camps that are offered that specialize in one position. As for offensive linemen camps there are even fewer resources available across the country.

### *Coaching Clinic Industry*

Coaching clinics are offered across the country, as well, and are typically hosted by four-year university football programs. There are also coaching clinics that are offered

annually in major cities. Coaching clinics that are hosted by four-year college football programs consists of the position coaches of that program speaking or demonstrating about a specific topic. These specific topics are often one aspect or a piece of their overall schemes or concepts They usually last from a half hour to a full hour. The information is beneficial to some coaches that attend but may not be relevant or important to others. These clinics offered by college our university programs are offered once a year during their spring practice session. The annual coaching clinics in major cities that are put together by companies that promote clinics invite guest speakers from successful football programs or major universities. These guest speakers' sessions are similar to the sessions at four-year programs. The speakers are brief and cover a specific topic. Again offering great information to some but may not be relevant to others who may use different schemes or different philosophies of offense or defense. Many of these clinics are costly and are more of social gathering of coaches.

#### *Market Analysis Summary*

Santa Rosa, California is one of the largest cities in Sonoma County. Santa Rosa is within one-hour driving distance of approximately thirty high school football programs. These high schools each consist of a varsity and junior varsity team and about half of these programs have a freshmen football program. Within each city that has a high school football program each has a youth football program and some have more than one. There are few football camps that are available in Sonoma County and of those camps

none offer a specialized resource for offensive linemen and offensive line coaches. The offensive line academy is an ideal business that can benefit the large number of local football programs. In return the amount of programs can potentially generate enough business to keep business steady with the potential to grow.

### *Competitive Analysis*

There are no other specialized offensive line training resources available in Northern California. This opportunity provides the offensive line academy with the ability to create something new and exciting that can promote quality football in Sonoma and near by counties. Specializing in one specific position is risky, however, the quality instruction, knowledge and experiences this academy offers is more affordable and effective compared to other camps and clinics that offer a broad topics and instruction. We feel that we can create an opportunity to improve the quality of offensive line play and offensive line coaching to promote successful and competitive football programs.

## MARKETING

### *Marketing Strategy*

The offensive line academy's marketing strategy will focus on reaching out to all head coaches of all the local football programs. Building a personal relationship with these coaches can promote the benefits of our business and how the academy can help improve their football programs. Our target clients will be reached through personal visits, attending games and practices. We will send out business fliers, camp and clinic brochures, e-mails and advertise in local newspapers that describe our business and business goals and what our business provides and how it will benefit these local football programs.

### *Target Markets*

Many young athletes are starting to participate in football at very young ages and it is important to provide quality instruction to teach the fundamentals and skills involved in playing the game to ensure the enjoyment of the game and development of individual ability in a fun safe environment. Quality instruction begins with the coaches who need to be prepared and organized, as well as, possessing the knowledge of fundamentals and drills to create the fun and safe environment to develop the skills of these young athletes. The offensive line academy will target youth and high school football offensive linemen and inexperienced offensive line coaches.



### *Pricing Strategy*

Comparing prices of football camps and coaching clinics that are offered in California were reviewed, on different websites, to determine pricing strategies for the academy's services. College and universities that offer football camps and coaching clinics were compared to private companies that also offer football camps and coaching clinics. The duration or length in time and the number of days were also compared to establish prices of the services offered by the academy. To compete in the industry and attract a market we have priced our services affordable but competitively to promote value and quality of our business. The following prices of the academy services are listed as following.

Instructional Camps	\$150
Interactive Coaches Clinics	\$35
Curriculum Guides	\$20

## MANAGEMENT

### *Personnel*

Rob Gatrell has fourteen years playing experience as an offensive lineman at a Division 1 college level and the professional level. Coach Gatrell was a scholarship student athlete at Fresno State University. After college he played professionally for three years in the National Football League (New England Patriots, San Francisco 49ers, and St. Louis Rams), two years in National Football League Europe (Both years with the Amsterdam Admirals) and six years in the Arena Football League (San Jose Sabercats, Las Vegas Gladiators and Utah Blaze). Coach Gatrell also has eight years coaching experience (Fresno State volunteer assistant, Menlo College, and Santa Rosa Junior College) coaching the offensive line.

Frank Scalercio has four years of playing experience at the college level. Coach Scalercio was an outstanding offensive lineman at Santa Rosa Junior College and continued his playing career transferring to University of California Davis. Coach Scalercio's coaching career began at UC Davis, before moving on to coach the offensive line at Sonoma State then becoming the Head Coach.

## **FINANCIAL DATA**

### *Financial Plan*

The offensive line academy will finance the growth and improvements through cash flow. Sufficient cash flow will allow growth of the company involving hiring additional staff members, increasing the amount and quality of equipment, improving graphics and apparel for all participants and also be redistributed into improved advertisement opportunities.

### *Seasonal Data*

During the calendar year three camps and two clinics will be offered. The spring and summer months will provide the most effective time to conduct instructional camps and interactive clinics. Spring months will include April and May months. Exact dates and will be determined around local football programs spring football sessions. One football camp and one clinic will be held in the spring. During the summer, one camp will be held in June and July respectively with the second clinic in between. Exact dates will be determined seasonally for each.

### *Projected Profit*

A projected profit will be conducted for the year 2010. Net Income will be determined by calculating the gross sales with the operating expenses for 2010. Gross

sales will include estimated numbers of three instruction camps, two interactive clinics and curriculum guide sales. These estimated numbers are based off average attendance of twenty-five customers per camp and clinic and the sale of ten curriculum guides per clinic. Operating expenses are the estimated start-up costs needed to start and fund the business for 2010. The financial data below will provide the projected cost and profit of 2010 for the offensive line academy using a projected income statement.

*Projected Income Statement*

**Income**

Gross Sales

Offensive Line Instructional Camp	\$11,250
Offensive Line Interactive Coaches Clinic	\$1,750
Curriculum Guide Sales	\$400
<b>Gross Profit</b>	<b>\$13,400</b>

**Operating Expenses**

Salaries	\$6,000
Leasing Fees	\$500
Equipment Purchase	\$500
Graphics	\$100
Insurance	\$3,000
Marketing and Advertisement	\$600
Url Purchase	\$150
T-shirt printing and Purchase	\$800
<b>Total Operating expenses</b>	<b>\$11,650</b>
<b>Net Income</b>	<b>\$1,750</b>

## **SUMMARY**

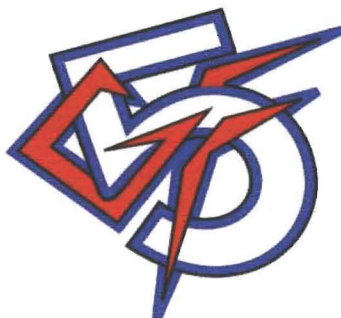
The purpose of this project was to combine to combine a curriculum guide and a business plan to create an offensive line academy. The primary goal of this academy is to improve offensive line play of local football programs. Two separate curricula guides were created to help achieve this goal. The first curriculum guide was used to develop the athletes who play the offensive line position. Using an instructional football camp, offensive linemen will develop the skills and knowledge needed to successfully and safely perform offensive line blocking duties and responsibilities. The second curriculum focused on the development of coaches who coach the offensive line position. Using an interactive coaching clinic, offensive line coaches will develop the skills needed to demonstrate and coach skill development drills more effectively to improve offensive line play. The development of a business plan was also used in the creation of the offensive line academy that will provide viable business enterprise to improve offensive line play among local football programs.

## CONCLUSION

As a result, I believe that this process of developing a curriculum guide and a business plan and combining the two to create an offensive line academy has improved my own abilities as coach. I strongly feel that I am more confident, not only in my beliefs in the proper development of offensive linemen, but also in my beliefs of developing successful offensive line coaches. I am extremely confident that this offensive line academy will greatly benefit local football programs through the improvement of offensive line play. This process has also influenced the creation of a business title and business logo, which will now be known as:

Ground Force 5

“Offensive Line Academy”



## APPENDIX A.

### GF5 Instructional Camp Overall Athlete Evaluation

Athlete Name \_\_\_\_\_ School/Team \_\_\_\_\_

<b>Objectives/Criteria</b>  Circle Areas of Improvement	Scale		
	1 Below Average	2 Average	3 Above Average
1. Muscular Development a. Strength b. Endurance c. Memory d. Low Center of Gravity e. Balance	1	2	3
	Comments: _____ _____ _____		
2. Flexibility a. Upper Body b. Lower Body	1	2	3
	Comments: _____ _____ _____		
3. Dynamic Movement a. Footwork b. Coordination c. Balance d. Low Center of Gravity	1	2	3
	Comments: _____ _____ _____		
4. Drive Block/Inside Zone Run Blocking a. Footwork b. Body Positioning c. Hand Placement	1	2	3
	Comments: _____ _____ _____		

<p>5. Drive Reach/Outside Zone Run Blocking  a. Footwork  b. Body Positioning  c. Hand Placement</p>	<p style="text-align: center;">1                      2                      3</p> <p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>6. Man Pass Protection  a. Footwork  b. Body Positioning  c. Hand Strike</p>	<p style="text-align: center;">1                      2                      3</p> <p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p>

Overall Performance Score: \_\_\_\_\_

Scoring Rubric:

- 3 = Athlete demonstrates above average performance on all criteria objectives.
- 2 = Athlete demonstrates above average performance on most criteria objectives.
- 1 = Athlete demonstrates average performance on all criteria objectives.
- 0 = Athlete demonstrates below average performance on all criteria objectives.

Additional Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Recommendations:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluation Performed By: \_\_\_\_\_



## APPENDIX B.

### Coaching Performance Assessment of Skill Demonstration

Coach's Name: \_\_\_\_\_ School/Team: \_\_\_\_\_

Skill Observed: Directional Step

Criteria Objectives	Method of Instruction
1. Direction step is 6-8 inches moving forward quickly as possible and as close to the ground as possible.	Verbal   Visual   Both
2. Feet are at our slightly wider than shoulder width Relationship and maintains balance.	Verbal   Visual   Both
3. Head is back and eyes are up.	Verbal   Visual   Both
4. Elbows are tucked tight to sides of the body with hands close together and in front of chest.	Verbal   Visual   Both

#### Scoring Rubric:

3. = Excellent - Coaches effectively use both methods of instruction to teach all the key objectives of skill.
2. = Good - Coaches effectively use both methods of instruction to teach most of the key objectives of the skill or use one method of instruction to teach each key objectives of the skill.
1. = Poor - Coaches cannot effectively use either method of instruction to teach the key objectives of the skill.

Score: \_\_\_\_\_

Comments:

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## APPENDIX C.

### GF5 Interactive Clinic Overall Coaching Evaluation

Coach's Name: \_\_\_\_\_ School/Team: \_\_\_\_\_

Performance Components	Scoring				
1. Organization	1	2	3	4	5
2. Appearance	1	2	3	4	5
3. Position/Location of Coach	1	2	3	4	5
4. Enthusiasm	1	2	3	4	5
5. Observation	1	2	3	4	5
6. Feedback	1	2	3	4	5
7. Clear & Accurate Instruction	1	2	3	4	5
8. Overall Demonstration of Skills	1	2	3	4	5

#### Scoring Rubric:

4 = Excellent; 3 = Very Good; 2 = Good; 1 = Poor; 0 = Very Poor

- 4 - Coaches can effectively communicate instructions of each drill, fundamental or technique, highlighting the critical elements or main objectives of each skill. Coaches can properly demonstrate each drill, fundamental or technique to use as a visual method of instruction. Coaches are well organized, create a positive learning environment, use a high amount of positive feedback on athlete performance and are engaged in interaction with each athlete.
- 3 - Coaches can effectively communicate instruction of each drill, technique or fundamental, highlighting most of the critical elements or most of the key objectives of each drill. Coaches can properly demonstrate most of the drills, technique or fundamentals as a visual method of instruction. Coaches demonstrate some organizational skill, use some positive feedback on athlete performance, and some interaction with each athlete.

- 2 – Coach’s ability to effectively communicate instruction of each drill, fundamental or technique, highlighting the critical elements or some of the key objectives of each drill is adequate. Coach’s ability to properly demonstrate some of the drills, fundamentals and technique as a visual method of instruction is also adequate. Minimal amount of organizational skills are demonstrated. Coaches seldom use positive feedback of athlete performance, and interaction with each athlete.
- 1 – Coach’s ability to effectively communicate instruction of each drill, fundamental, or technique highlighting very little of the critical elements or key objectives of each drill is below adequate. Coach’s ability to properly demonstrate each drill, fundamental or technique as a visual method of instruction is also below adequate. Very little to no organizational skills, positive feed back of athlete performance, and interaction with athletes.
- 1 - Coaches cannot effectively communicate instruction of each drill, fundamental or technique. Coaches cannot highlight any critical elements or key objectives of each drill, fundamental or technique using demonstrations. Coaches do not have any organizational skills, do not use any positive feedback on athlete performance and do not interact with athletes.
- 

Overall Coaching Score: \_\_\_\_\_

Comments:

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Recommendations:

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Evaluation Performed By: \_\_\_\_\_

## APPENDIX D.

### Skill Development Drill Performance Assessment

Athlete Name: \_\_\_\_\_ School/Team: \_\_\_\_\_

Skill: Wall Sits – (Muscular Development)

Performance Criteria Objectives	Scoring
1. Feet slightly wider than shoulder width apart	Yes    No
2. Weight balanced on insteps of both feet.	Yes    No
3. Thighs parallel to ground.	Yes    No
4. Elbows bent, tucked to side of body and hands below chin.	Yes    No
5. Maintain position for duration of designated time.	Yes    No

Score: \_\_\_\_\_

#### Scoring Rubric:

Yes = The criteria objectives is demonstrated correctly.

No = The criteria objective is not demonstrated correctly.

3 = Athlete demonstrates above average performance on all criteria objectives.

2 = Athlete demonstrates above average performance on most criteria objectives.

1 = Athlete demonstrates average performance on all criteria objectives.

0 = Athlete demonstrates below average performance on all criteria objectives.

Comments:

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Assessment Performed By: \_\_\_\_\_

## APPENDIX E.

### GF5 Level 1 Camp Schedule Instructional Camp Two-Day Practice Schedule Day 1 Practice Schedule

4:30-7:00

4:30-5:00	<p>Introduction/Welcome What is Ground Force 5? Mission Outcomes Objectives Daily Schedule</p>	
5:05-5:35	<p>Quick Stretch/Dynamic Warm Up 1 Step Bags Burst 2 Step Bags Burst Right Lead O-Line Shuffle Left Lead O-line Shuffle Change Direction Shuffle Quick Feet Tapioca Bounding Tapioca Back Pedal Stride</p>	
5:40-5:55	<p>Muscular Development Wall Sits Wall Sit Shuffle Hip Rolls</p>	(Wrestling Room)
5:55-6:10	<p>Stances 2 Point – Right and Left 3 Point Right and Left</p>	
		<p>Run Blocking Drive Block</p>
6:10-6:30	<p>Direction Step/Power Step (Most Important Steps of Run Blocking Are 1<sup>st</sup> Two Steps)</p> <p>Direction Step – Right and Left 2 Point Direction Step – Right and Left 3 Point Power Step – Right and Left 2 Point Power Step – Right and Left 3 Point Combination Direction and Power Step – (1<sup>st</sup> two Steps Right and Left 2 Point and 3 Point).</p>	
6:30-6:45	<p>2 Step With Progression (Boards) – Right and Left – 2 and 3 Point</p>	
6:45-7:00	<p>2 Step With Progression (Boards and Bags) – Right and Left – 2 and 3 Point.</p>	

GF5 Level 1 Camp Schedule  
Day Two Practice Schedule  
1:00-5:00

1:00-1:25	Day 1 Review Q & A with Athletes (What did we Learn)
1:30-2:00	Muscle and Memory Development Drills (Wrestling Room) Wall Sits Wall Sits Direction Shuffle Hip Rolls Wall Punches Wall Speed Punches
2:10-2:25	Dynamic Warm Up 1 Step Bags Burst 2 Step Bags Burst Right Lead O-Line Shuffle Left Lead O-line Shuffle Change Direction Shuffle Quick Feet Tapioca Bounding Tapioca Back Pedal Stride
2:25-2:35	Stance Review
2:35-2:45	1 <sup>st</sup> two-step and progression review  Run Blocking Drive Reach
2:45-3:15	Drive Reach Direction Step Power Step Combination Progression  Pass Protection  Man Blocking
3:20 -3:50	Pass Set 1 Set - 2 point & 3 Point Sets Right and Left stance 1 Set/Foot Fire 1 Set/Foot Fire/Punch
3:50-4:15	Mirror Drill
4:15-4:30	Mirror Punch Drill
4:30- 5:00	Film Study – Wrap Up

GF5 Clinic Schedule  
Interactive Coaches Clinic Schedule

9:00-9:30	<p>Introduction/Welcome What is Ground Force 5? Mission Outcomes Objectives Daily Schedule</p> <p style="text-align: center;"><u>Muscle and Memory Development Drills (Wrestling Room)</u></p>
9:35-9:55	<p>Wall Sits Wall Sits Direction Shuffle Hip Rolls Wall Punches Wall Speed Punches</p>
	<u>Stances</u>
10:00-10:15	<p>2 Point – Right and Left 3 Point Right and Left</p>
	<u>Run Blocking</u> <u>Drive Block</u>
10:20-10:45	<p>Direction Step/Power Step (Most Important Steps of Run Blocking Are 1<sup>st</sup> Two Steps) Direction Step – Right and Left 2 Point Direction Step – Right and Left 3 Point Power Step – Right and Left 2 Point Power Step – Right and Left 3 Point Combination Direction and Power Step</p>
10:50-11:05	2 Step With Progression (Boards) – Right and Left – 2 and 3 Point
11:10-11:25	2 Step With Progression (Boards and Bags) – Right and Left – 2 and 3 Point.
	<u>Run Blocking</u> <u>Drive Reach</u>
11:30-11:55	<p>Drive Reach Direction Step Power Step Combination Progression</p>
	<u>Pass Protection</u> <u>Man Blocking</u>
12:00-12:15	<p>Pass Set 1 Set - 2 point &amp; 3 Point Sets Right and Left stance 1 Set/Foot Fire 1 Set/Foot Fire/Punch</p>
12:20-12:30	Mirror Drill
12:35-12:45	Mirror Punch Drill
1:00-??????	Coaches Demonstration and Instructional Evaluation

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