

FOCUS►

Subfocus►

DRIBBLING WITH HANDS

Space Awareness, Force

Grades K-2

Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grade-Level Outcomes

- Dribbles a ball with one hand, attempting the second contact (S1.E17.K)
- Dribbles continuously in self-space using the preferred hand (S1.E17.1)
- Dribbles in self-space with preferred hand demonstrating a mature pattern (S1.E17.2a)
- Dribbles using the preferred hand while walking in general space (S1.E17.2b)

Critical Elements for Dribbling With Hands

- Knees slightly bent.
- Opposite foot forward when dribbling in self-space.
- Contact ball with finger pads.
- Firm contact with top of ball.
 - Contact slightly behind ball for travel.
 - Ball to side and in front of body for travel.
- Eyes looking “over,” not down at, ball.

Lesson Objectives

- Dribble a ball in self-space with multiple contacts (K)
- Dribble a ball with preferred hand in self-space with opposite foot forward and contact with finger pads (grade 1)
- Dribble a ball with preferred hand in self-space with opposite foot forward, contact with finger pads, and ball at waist height (grade 1)
- Dribble a ball with preferred hand in self-space with opposition, finger pads, waist height, and eyes looking over, not at, the ball (grade 2)
- Dribble a ball with control of ball and body, while walking in general space (grade 2)

Materials and Equipment

Playground balls, one per student

Introduction

Today, we will begin work on the skill of dribbling. There are three types of dribbling: dribbling with the hands like a basketball player, dribbling with the feet like a soccer player, and dribbling as you tap a puck with a hockey stick. The focus of the lesson today will be dribbling with the hands. What sport uses that skill?

Grades 1, 2: Review dribbling work from previous years.

LEARNING EXPERIENCE: BOUNCE, CATCH (KINDERGARTEN)

Students are scattered throughout general space, each with a playground ball. Demonstrate as you have the students bounce the ball in front of their bodies with both hands, catching the ball after each bounce. They repeat several times using both hands.

Common errors are bouncing on the toes and bouncing too hard or too soft.

- Students continue practice of bouncing and catching, spreading feet apart to avoid bouncing on the toes.
- They bounce and catch, emphasizing pushing with the hands as compared with slapping the ball. Demonstrate for the class and verbalize the push as practice continues.
- Students continue bouncing and catching, emphasizing pushing the ball with the force needed for the bounce to return to waist height—not over the head, not below the ankles.

Cue: *As Goldilocks says, "Just right."*

- Challenge students to bounce and catch five times without moving from self-space: bounce, catch, one; bounce, catch, two; and so on.
- They bounce the ball two times before the catch: bounce, bounce, catch.
- They bounce the ball in front of the body without catching it after each bounce (model).

Cues: *Feet apart, waist high. Push (don't slap) the ball.*

LEARNING EXPERIENCE: DRIBBLING WITH ONE HAND

Students dribble the ball in self-space with one hand, focusing on staying in self-space. Provide several minutes of practice as students explore position of feet, height of ball, and preferred hand.

- Feet are shoulder-width apart, and opposite foot is forward.

Cue: *Same foot back, opposite foot forward.*

- Students dribble with right hand for 30 seconds and with left hand for 30 seconds. (Young children often have difficulty establishing dominant, or preferred, hand.) Allow several minutes of practice to establish preferred hand for dribbling.

Cue: *The hand that holds crayon or scissors.*

- Students dribble with preferred hand, emphasizing push of the ball. Demonstrate the pads of the hands versus the fingertips (place fingers together, palms not touching—finger pads).

Cue: *Pads, pads, push, push.*

- Students perform 5, 10, or 15 consecutive dribbles with preferred hand. (Observe for opposite foot forward, push of the ball.)
- Review force needed for ball to return to waist height for continuous dribbles.
- Students dribble the alphabet (with you leading orally).
- They dribble students' names; students dribble as you spell the student's name—one bounce per letter (every student, every name).

LEARNING EXPERIENCE: DRIBBLING CHOICES

Have students do 90 seconds of individual choice: bounce, catch in self-space, dribbling with two hands in self-space, dribbling with preferred or nonpreferred hand in self-space, dribbling and walking in general space.

Assessment

Observe for progress on critical elements.

Closure

- What was the focus of our lesson today?
- Why is it important to keep your feet apart when dribbling?

- Why do we want the dribble to be at waist height? What happens if it goes too high? Too low?
- Raise high in the air the hand that is your preferred hand for dribbling.

Reflection

- Are students able to dribble in self-space with one hand with consecutive dribbles?
- Do students push the ball rather than slap it for the dribble?
- Are they able to keep the ball within their self-space when dribbling with the preferred hand?

LEARNING EXPERIENCE: REVIEW OF DRIBBLING IN SELF-SPACE (GRADES 1, 2)

Students scattered throughout general space dribble in self-space with preferred hand.

Cues: *Opposite foot forward. Pads, pads, push, push.*

Observe for feet position and pushing action of hand. Provide class or individual assistance as needed.

- Students continue dribbling in self-space, emphasizing height of ball between knees and waist. Discuss what happens when ball is too high, above shoulders, and using low-level dribble for tricks.

LEARNING EXPERIENCE: DRIBBLING WITH HEAD UP (GRADES 1, 2)

Students continue dribbling in self-space, looking over the ball, not down at the ball.

Cue: *Head up, eyes forward.*

- Standing in self-space, students focus on a spot on the wall—a line, a block, a picture. They continue dribbling, keeping eyes on that spot, for 30 seconds without losing the ball or moving from self-space.

Cue: *Head up, eyes forward.*

Without moving from your self-space, look directly at a person close to you—eyeball to eyeball. Begin dribbling in your self-space, keeping your eyes focused on that new partner. If you see your partner look down at the ball, say his or her name aloud; if you look down at the ball, you will hear your name.

LEARNING EXPERIENCE: DRIBBLING AND TRAVELING (GRADES 1, 2)

Students in self-space dribble with opposite foot forward, pushing the ball and keeping eyes focused forward. Introduce the critical element of keeping knees bent in readiness to travel. Demonstrate the dribble action with straight legs and knees locked and with bent knees; discuss readiness to run really fast and readiness to move. Allow several minutes of dribbling with preferred hand. Observe critical elements (grade 2, mature pattern).

- Students dribble and walk in general space. Position large cones throughout general space; more cones means greater challenge.

Cue: *Head up, eyes forward.*

- They continue dribbling and walking, avoiding contact with another person or a cone.
- They need to dribble with control of ball and body—no loss of ball, no contact with another person or cone.
- Challenge class with Magic 10. Students dribble and walk in general space for 30 seconds. Each student has 10 points; a point is subtracted if the student loses the ball or bumps into another dribbler or a cone. Goal is to complete the 30 seconds with 8 or more points. Increase to 60 seconds, reminding students that the travel is walking.
- For ultimate challenge, students have choice of walking or jogging slowly (grade 2).

Assessment

Observe critical elements when students are dribbling in self-space; observe critical elements when they are traveling (grade 2).

Closure

- What was the focus of our lesson today?
- What new components did we add to dribbling compared with last year (grades 1, 2)?
- Why is bending the knees important when you dribble in self-space?
- Why is keeping your head up and looking forward important when you dribble and travel?

Reflection

- Do the students have a mature pattern of dribbling in self-space (grade 2)?
- Which critical elements need attention (grade 1)?