

FOCUS►

DRIBBLING WITH FEET

Subfocus►

Space Awareness, Force, Time, or Speed

Grades K-2

Standard 1

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

Grade-Level Outcomes

- Taps a ball using the inside of the foot sending it forward (S1.E18.K)
- Taps or dribbles a ball using the inside of the foot while walking in general space (S1.E18.1)
- Dribbles with the feet in general space with control of ball and body (S1.E18.2)

Lesson Objectives

The learner will:

- Tap or dribble a ball with the inside of the foot sending it forward (K)
- Tap or dribble a ball with the inside of the foot while walking in general space (grade 1)
- Dribble (with feet) with increases in force and distance (grade 2)
- Tap or dribble a ball with alternating feet, inside of the foot, while moving in general space (grades 1, 2)
- Dribble (with feet) a ball in general space with control of ball and body (grade 2)

Safety Concern

Ensure that students have spatial awareness of others when traveling in general space with the tap or dribble of balls.

Materials and Equipment

Slightly deflated playground balls, soccer balls, and plastic balls (one per student)

Introduction

Today, we begin the study of a very different kick—the gentle kick often called a tap or dribble of a ball along the ground as in soccer. Throughout the year, you will learn the correct technique of a soccer dribble, the skill of trapping or slowing the momentum of the ball, and kicking to score a goal. Today, we will focus on the tap or dribble for control of the ball.

LEARNING EXPERIENCE: TAP OR DRIBBLE

Standing in self-space, students gently tap the ball with the inside of the foot—left, right, left, right—so that it travels from side to side between the feet.

We will call this a tap or dribble to distinguish it from a kick with the top of the foot.

- Students tap or dribble the ball with the inside of the foot so that the ball travels forward.

Cue: *Gentle taps.*

- Students tap or dribble the ball so that it moves forward yet stays within 2 to 3 feet (60 to 90 cm) of the body at all times
- They alternate feet while tapping or dribbling and moving forward.

Cue: *Gentle taps.*

LEARNING EXPERIENCE: CONTROL OF BALL AND BODY

- Students tap or dribble in general space, keeping the ball within 2 to 3 feet (60 to 90 cm) at all times.

Cue: *Watch the ball.*

- Have students move at slow speed, changing pathways to avoid others.

If you were soccer players, you would be taught the skill of trapping, or gaining control of the ball, while tapping or dribbling and traveling. Today, we will stop the ball by placing one foot on top of the ball.

- Have students continue tapping or dribbling the ball, moving slowly in general space. On your signal, have students stop the ball by placing one foot on top of the ball.
- Challenge students to stop the ball within three seconds of the signal. Give a one thousand one, one thousand two, one thousand three count.

Grades 1, 2

Students independently practice the tap or dribble combined with stopping the ball and then continue the tap or dribble while walking in general space. Challenge students to practice the task with a slow jog (grade 2).

LEARNING EXPERIENCE: GAINING CONTROL OF THE BALL WITHOUT COMING TO A COMPLETE STOP (GRADE 2)

Dribbling with the feet in general space, students “check” the travel any time they approach another person or change directions.

- Dribbling in general space, students maintain the ball within 2 to 3 feet (60 to 90 cm) while traveling. On your signal, students “check” the forward momentum of the ball, pause briefly, and then continue to tap or dribble and travel. Discuss with the class the importance of keeping the ball within 2 to 3 feet (60 to 90 cm) for stopping, changing direction, and so on.
- Challenge students to dribble and travel in general space for 30 seconds without losing control of ball or bumping another person.
- Increase the challenge with irregular interval signals to “check” the momentum of the ball.
- Allow 60 to 90 seconds for the travel segment.

Divide the class into two groups, each student with a partner. One partner stands with legs apart to create a wide tunnel; the other partner is the dribbler. The dribbler tries to tap the ball through the partner’s tunnel and then proceed through other tunnels.

Cues: *Inside of foot. Gentle taps.*

Observe for gentle taps, not kicks, and gaining control of the ball before continuing to dribble.

- After 60 to 90 seconds, have partners exchange places.
- Students enjoy counting the number of tunnels they successfully pass through. For loss of ball or collision, subtract 2 points.

LEARNING EXPERIENCE: INTRODUCTION TO KICKING ACTION (INSIDE OF FOOT)

With students positioned approximately 5 feet (150 cm) from the wall or fence, have them gently kick the ball, using the tap action of the dribble.

Cues: *Inside of foot. Kick.*

Note: This kicking action is an extension of the tap or dribble, with increased force. It is in preparation for passing to a partner, grade 3.

Assessment

Observe for formative assessment of progress toward outcomes appropriate for grade level.

Closure

- What skill was the focus of our lesson today?
- Why do we call this skill a tap or dribble instead of kicking?
- What does “checking” the momentum mean?
- Why is it an important skill?
- Tell your neighbor which is more difficult: the tap or dribble or “checking” the momentum. Why?

Reflection

- Do students understand the concept of using gentle taps for the dribble?
- Can they keep the ball within 2 to 3 feet (60 to 90 cm) of the body when tapping or dribbling?
- Do they have control of the ball and their body when moving with the tap or dribble?