

FOCUS➤

DRIBBLING WITH HANDS

Subfocus➤

Partner Relationships, Combination Skills

Grade 5

Standard 1

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grade-Level Outcomes

- Combines hand dribbling with other skills during 1v1 practice tasks (S1.E17.5)
- Dribbles with hands or feet with mature patterns in a variety of small-sided game forms (S1.E20.5)

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

The learner will:

- Dribble in self-space and general space, demonstrating the critical elements of a mature pattern with both the preferred and the nonpreferred hands
- Combine dribbling with other skills in a routine of dribbling skills
- Dribble while keeping the body between the ball and obstacles or opponent
- Combine dribbling with other skills in one-on-one practice tasks of the games environment

Materials and Equipment

- Playground balls, one per student
- Youth basketballs, optional
- Hoops, one per set of partners

PART I—BALL HANDLING WITH RHYTHM

Introduction

In our previous lessons on dribbling, you demonstrated excellent dribbling skills in self-space with both the preferred and nonpreferred hand. You practiced tricks of dribbling with the ball and body in different positions and places. Today, you will combine those skills into a dribbling and ball handling routine with music. Raise your hand if you have ever seen the Globetrotters in a live performance, online, or on television. You will be the “(Name of school) Globetrotters” with your dribbling routines.

LEARNING EXPERIENCE: REVIEW OF DRIBBLING SKILLS

Play the song “Sweet Georgia Brown” (Globetrotters theme) while students find personal space for dribbling. Provide several minutes of practice as students review dribbling with the body in different positions, at different levels, and in different places around the body.

- Dribbling in self-space to the beat of the music (4/4 time)
- Dribbling to places and in positions to the beat of the music

Review tricks used previously (e.g., figure eight, hand switch between legs, front to back hand dribbles, between the legs). Previous dribbling tricks were stored in students' portfolios; retrieve those for review.

LEARNING EXPERIENCE: BALL HANDLING ROUTINE (HARLEM GLOBETROTTERS)

With a partner, in a small group, or working alone, students create a routine that uses different dribbling skills. Dribbling may be combined with throwing and catching, as well as traveling.

Student decisions include floor patterns, skills or tricks to be performed, directions of travel, and partner and group relationships (e.g., side by side, mirroring, together versus follow the leader).

Provide sufficient time for students to create routines, practice with and without music, and record for assessment. (Routines can be drawn on paper or digitally recorded and placed in students' portfolios as dribbling artifacts.)

Students need time to develop creative work in games, gymnastics, or dance. Plan an extended period of design, practice, and recording of routines before demonstration of the final product and assessment—self, peer, or teacher.

PART II—DRIBBLING AGAINST A DEFENSE

Introduction

In our previous lessons on dribbling, you demonstrated excellent dribbling skills in self-space with both the preferred and nonpreferred hands. You practiced dribbling while changing speed, pathways, and directions. Your practice today will focus on using those skills while dribbling against a defense—an opponent who is attempting to gain possession of the ball.

LEARNING EXPERIENCE: REVIEW OF DRIBBLING SKILLS

- Dribbling in self-space with preferred and nonpreferred hands, looking at clock, partner, teacher
- Dribbling in general space with personal changes in speed, directions, and pathways

LEARNING EXPERIENCE: PROTECTING THE BALL

Today, we add a new challenge to the dribbling skill—protecting the ball from the opponent. When an opponent is trying to get the ball from you, where should the ball be in relation to the opponent to prevent him or her from taking it? (Student responses: as far away as possible, on the opposite side.) You want to keep your body between your opponent and the ball.

With cones scattered throughout general space, students dribble through the space, purposely approaching cones with ball on outside of body in relation to cone.

Cue: *Body between.*

- Students approach cones to the right and to the left, switching hands to position body between ball and cone.
- They use different pathways and switch hands in preparation for approaching the cones.
- Introduce the “shield,” the raising of the nondribbling arm to provide even more protection of the ball. Basketball players do this when they dribble near opponents.

Cue: *Body between, shield up.*

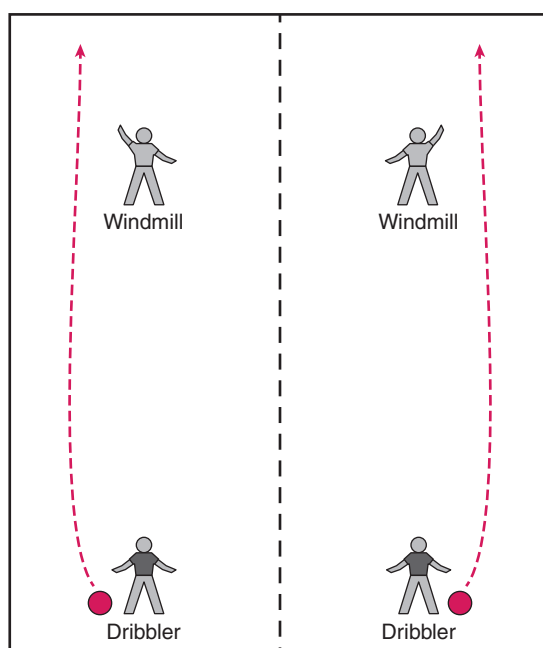
LEARNING EXPERIENCE: AGAINST A DEFENSE

Windmills

Divide the class in half. Group A, the defenders, are in stationary positions scattered throughout general space. Demonstrate defensive position with knees bent and arms extended with one arm up and one arm down (windmills). Group B, the dribblers, dribble throughout general space, passing the “windmills” only on the arm-up sides. Defenders (windmills) position arms before the dribblers begin their turn.

Cues for dribblers: *Body between. Shield up when dribbling past defenders.*

- Dribblers and windmills change roles after 30 seconds.
- Challenge the defense to move arms up and down; challenge the dribblers now to decide the better pathway for traveling past the defense.
- Defense cannot move feet, only arms.
- Offense maintains possession of the dribbling for 30 seconds; on your signal, they switch positions.



Defense in the Hoops

Group A stands inside hoops scattered throughout general space; group B dribbles. Defensive players can attempt to deflect the ball from the dribblers as they pass, but one foot must remain in the hoop at all times. Offensive players must make good decisions for travel (speed, pathways) and protect the ball (body between and shielding).

- Defensive players must always have one foot inside the hoop.
- Offensive players must maintain possession of the dribbling for 60 to 90 seconds; on your signal, they switch positions.

LEARNING EXPERIENCE: ONE-ON-ONE DRIBBLING (OFFENSE, DEFENSE)

Partners stand approximately 3 feet (90 cm) from each other, each with a ball for dribbling. On your signal, both start dribbling. Each dribbler is both offense and defense. As an offensive player, student protects the ball and maintains the dribble. As a defensive player, student tries to gain possession of the ball that the partner is dribbling.

Cues for offense: *Shield and protect. Low dribble.*

Cue for defense: *Quick hands.*

Offense and defense: The only contact allowed is with the ball. If students wish to keep score, each partner begins with 5 points. One point is subtracted each time loss of control occurs (ball goes astray, dribble stopped, partner deflects ball). Two points are subtracted if opponent gains possession of the ball and continues dribbling with a ball in each hand! If body contact occurs, play begins anew.

LEARNING EXPERIENCE: DRIBBLE TAG

Two or three students are selected as taggers. Everyone, including the taggers, is dribbling. On your signal, students beginning dribbling in general space (five seconds early start for dribblers), avoiding the taggers. Taggers may deflect the ball or tag the opponents. If a player is tagged, loses control of the ball, double dribbles, or stands in self-space for more than three dribbles, he or she freezes and holds the ball above the head. Other students look for frozen players to “defrost.”

Maintain the dribble at all times.

Select new taggers every one to two minutes. Increase the challenge by increasing the number of taggers.

Alternate defrost: If tagged, dribblers move outside the dribbling area, dribble 20 times with preferred hand and 20 times with nonpreferred hand and then return to the game.

Assessment

- Peer or teacher observation and portfolio submission of the ballhandling (Globetrotter) routine
- Observe how well students protect and control the ball and body against single and multiple defense

Closure

- What critical component did we add to dribbling skill today that you will need in a game situation?
- Why is body protection and shielding important?

Reflection

- Do students control the ball in the more dynamic environment?
- Do students protect the ball most of the time?
- Do they appear to anticipate the need to protect in the dynamic game-like environment?
- Are they ready to begin combining dribbling and passing?