

FOCUS➤

DRIBBLING WITH FEET

Subfocus➤

Time, Pathways, Directions, Space Awareness

Grades 2-4

Standard 1

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

Grade-Level Outcomes

- Dribbles with the feet in general space with control of ball and body (S1.E18.2)
- Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body (S1.E18.3)
- Passes and receives ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass (S1.E19.3)
- Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed (S1.E18.4)
- Receives and passes ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills) (S1.E19.4a)
- Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass (S1.E19.4b)
- Dribbles in combination with other skills (e.g., passing, receiving, shooting) (S1.E20.4)

The lengthy listing of Grade-Level Outcomes is a reminder that students do not master skills in a single lesson. Distributed and deliberate practice, not game play, is essential for students to reach the maturing level of skills.

Lesson Objectives

The learner will:

- Dribble the ball in general space with control of ball and body
- Dribble the ball with control progressing from slow to moderate speed of travel
- Increase and decrease speed of travel while dribbling (grade 4)
- Pass and receive passes with inside of feet in nondynamic environments
- Combine dribbling and traveling with shooting for a goal (grade 4)

Safety Concern

Ensure that students have spatial awareness of others and are in control of ball and body.

Materials and Equipment

- Slightly deflated playground balls, one per student
- Soccer balls, optional
- Plastic balls (grade 2)
- Marker cones

Introduction

Earlier in our work on the dribble, you practiced the skill with a focus on control of ball and body, a skill that becomes increasingly difficult as the speed of your travel increases and others are moving in general space at the same time. Today, we will focus on purposely changing speed, direction, and pathways as you dribble. We will practice passing and receiving with a partner as an added challenge.

LEARNING EXPERIENCE: REVIEW OF DRIBBLE IN GENERAL SPACE

Emphasis is on control of ball and body (ball within reach, no collisions).

- Students dribble in general space for several minutes. (Observe class and provide individual remediation as needed.)

Cue: *Control of speed.*

- Increase the difficulty of the task by placing marker cones throughout general space; the more cones that are used, the greater the challenge is. Have students dribble in general space, keeping control of ball and body as they avoid other students and cones.

Cues: *Ball within reach. "Check" speed.*

- Have students "check" the forward movement of the ball each time they come within 3 feet (90 cm) of another person or a marker cone.

(Remind students that "checking" the speed does not mean coming to a complete stop; rather, it is a momentary pause before continuing travel.)

Assessment

The following provides a self-assessment of dribbling and control skills. The purpose of the activity is to dribble the ball in general space with no collisions or loss of the ball. The activity is called Keeping It Perfect: Zero, Zero. Everyone begins with a perfect score of zero. A negative point is earned if the dribbler

- bumps into another person or the ball that the person is dribbling,
- bumps into a marker cone, or
- loses control of the ball he or she is dribbling.

Allow approximately 30 seconds of dribbling and then pause for students to calculate their individual scores mentally. Repeat for the same or an increased amount of time. (Time segment depends on age and skill of students; the aim is challenge, not frustration.)

How did you do? Remember your score. We will try to improve it another day.

LEARNING EXPERIENCE: INCREASING AND DECREASING SPEED (GRADES 3, 4)

Remove the marker cones from general space. Have students dribble in general space and explore increasing and decreasing speed. Remind them to control ball and body.

Cues: *Ball within reach. Awareness of others.*

- Have students begin with a slow to moderate speed of dribbling in general space. On your signal, students increase speed, emphasizing control. Then, on your signal, students decrease speed, returning to slow to moderate speed while continuing to dribble throughout general space.

Cue: *Control.*

- On your signal, students begin dribbling in general space with their personal selection of speed. At 30-second intervals, provide the signal for an increase or decrease in speed. (Students will be traveling at different speeds, as some increase and others decrease with each signal.)

Cues: *Increase or decrease. Maximum speed with control.*

LEARNING EXPERIENCE: CHANGES IN DIRECTIONS, PATHWAYS, SPEED

Dribbling in general space, students change speed each time they come within 3 feet (90 cm) of another person.

Cue: *Check and continue travel.*

- Students change direction each time another person is within 3 feet (90 cm)—to the left, to the right, backward, and then forward again.

Did you know that you can gently tap the ball with your heel, sending it backward to change directions?

Demonstrate as students continue practicing dribbling and changing directions and pathways.

- Students change pathways (straight, curved, zigzag) while in open spaces. Have them mentally create a pathway map while standing in self-space—a combination of straight, curved, and zigzag pathways. On your signal, students begin to dribble and travel the pathway maps they designed. Have the students “follow the leader” using a partner’s pathway map.

If another dribbler enters your pathway space, pause briefly and then continue; don’t change your map.

LEARNING EXPERIENCE: PASSING AND RECEIVING

Passing

The kicking action for today is passing to a partner; accuracy and correct force will be important. The kick is an extension of the dribble with the inside of the foot—a dribble with more force so that the ball travels to your partner.

Partners are scattered in general space. With students positioned approximately 10 feet (3 m) from partners, have them kick the ball so that the partner receives within personal space.

Cues: *Watch the ball. Use inside of foot for the kick. Contact directly behind the ball for travel along the ground.*

Allow several minutes of practice as students explore force needed. Observe for individual or class remediation.

Receiving

Pinpoint the importance of receiving by demonstrating or describing common errors, such as balls that rebound off the receiver’s foot, kicks that are missed completely, and kicks that do not travel toward partners. Demonstrate as you explain the concept of “giving” to absorb the force of the kick, control of the ball, and readiness to kick. Continue practice of passing and receiving with partners, emphasizing “giving” when receiving the pass: give, tap dribble for quick control, and return the pass.

Cues: *Watch the ball. Give, tap, and pass.*

Receiving Partner on the Move

Partner A is the passer, positioned in self-space. Partner B, positioned beside the kicker, begins traveling slowly forward. Partner A kicks the ball to partner B, who is traveling forward. The receiver gains control and dribbles back to the stationary partner. Passer and receiver change roles. They continue practice, alternating kicker and receiver.

Common Errors

- Receiver stops to receive the pass.
- Kicker sends the pass to the receiver as if he or she were stationary.

Safety Concern

Ensure that students have spatial awareness as they are passing and receiving while traveling.

- After several minutes of exploration, discuss the concept of passing ahead of the receiver—leading with the pass.

Cues: *Pass to partner. Not a distance kick. Lead the receiver 4 to 5 feet (120 to 150 cm).*

Note: Leading the receiver is a challenge to all learners because the speed of travel dictates the force of the kick as well as the pathway of the receiver. Beginners and advanced soccer players benefit from and enjoy the practice.

LEARNING EXPERIENCE: DRIBBLING AND KICKING TO THE WALL, TO A PARTNER (GRADES 3, 4)

Students dribble in a defined personal space, approximately 8 feet (2.5 m) from the wall or fence. On your signal, they send the ball to the wall, using the inside of the foot for the kicking action.

- They alternate feet for the kick to the wall with each signal. Allow several minutes for practice of combined skills.
- They dribble and kick to the wall with shoelaces (top of the foot). Discuss force and angles (grade 4).

Grade 4

- Students dribble in “limited” general space (partner approximately 5 to 6 feet [150 to 180 cm] to the side, also traveling). On your signal, they increase the force of the tap to send the ball to the partner with the inside of the foot.
- They independently practice dribbling and passing to partner.

Cues: *Space awareness. Control of ball and body.*

Assessment

In an elementary physical education class, many children have been in soccer leagues since preschool; other children have never experienced a tap or dribble. Formative assessment will be important throughout the lessons to provide assistance and challenge for student growth.

Closure

- What was the focus of our lesson today?
- What new skills did we add to the tap or dribble and gentle kicks?
- Why is it important to pass to the open space ahead of the receivers when they are moving?
- Is the pass a distance kick? Is the pass the same as kicking for a goal? Tell your neighbor what the difference is and why each is important.

Reflection

- Have students reached a maturing pattern of tapping or dribbling?
- Can they pass and receive with correct form for each?
- Do some students need individual attention to continue practice? Do some students need challenge to continue engagement in the class practice?
- Are they ready for dynamic practice situations?