

FOCUS►

DRIBBLING WITH HANDS

Subfocus► Time, Pathways, Directions, Space Awareness, Open Spaces

Grades 3, 4

Standard 1

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

Grade-Level Outcomes

- Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (S1.E17.3)
- Dribbles in self-space with both the preferred and the nonpreferred hand using a mature pattern (S1.E17.4a)
- Dribbles in general space with control of ball and body while increasing and decreasing speed (S1.E17.4b)

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 with the preferred and the nonpreferred hand with control of the ball (grade 3)
- Dribble in self-space with the preferred and the nonpreferred hands with all the critical elements of a mature pattern (grade 4)
- Dribble and travel in general space to open spaces with control of ball and body
- Dribble in general space with the preferred hand increasing and decreasing the speed of the travel
- Dribble in different places around the body
- Dribble with the body in different positions

Materials and Equipment

Playground balls, one per student

Introduction

In our previous lessons on dribbling, you demonstrated excellent dribbling skills in self-space with your preferred hand. You traveled in general space without losing the ball or bumping into others who are also dribbling. Today, we will add to the complexity of the skill by changing pathways and directions, and increasing and decreasing the speed of your travel. You will also work on dribbling with both the preferred and the nonpreferred hand. To be really good at dribbling, you need to be skilled with both hands.

LEARNING EXPERIENCE: REVIEW OF DRIBBLING IN SELF-SPACE

- Students are scattered in general space dribbling with the preferred hand. Observe critical elements from previous lessons.
- Positioned in general space with view of wall clock, students dribble with preferred hand, watching the clock and timing for one minute.

Cue: Heads up, eyes forward.

- Students, positioned where they can see you, dribble in self-space with preferred hand and maintain visual contact with you as you move about the perimeter of the room. (Students may turn in self-space to maintain visual contact but may not travel from self-space.)

LEARNING EXPERIENCE: DRIBBLING WITH NONPREFERRED HAND (SELF-SPACE)

Students are scattered in general space in position to dribble with preferred hand.

Cue: Opposite foot forward, same foot back.

Have students hold the ball in the hand they are going to use for dribbling; you observe for correct foot position. Discuss with students the “pocket” created with the ball slightly to the side, as if protected. This placement of dribbling will be important when a defense is added.

- Have students, in self-space, switch the ball to the nonpreferred hand for dribbling. Problem solving: Ask students what happens to their foot position when they switch hands for dribbling in self-space. Provide several minutes of practice dribbling with the nonpreferred hand. Remind students that critical elements and cues are the same for preferred and nonpreferred hand. (Observe as students are practicing; allow a switch to preferred hand if they display frustration.)
- Students dribble for 30 seconds with preferred hand and 30 seconds with nonpreferred hand. They continue switching hands on 30-second intervals or as multiple mistakes and frustration appear.

Cue: Switch hands, switch feet.

(This is an excellent time to teach the pivot for the feet for students in grade 4.)

- Students perform independent practice with preferred and nonpreferred hand, emphasizing correct position for feet, push of the ball, and eyes forward. (Students often want to switch hands after only 2 or 3 dribbles; set a minimum limit of 8 to 10 dribbles before the switch.)

Dribbling Challenges

Each dribbling lesson begins with a review and practice of dribbling in self-space to broaden the students’ dribbling skill base. Throughout the year, tasks may be selected from the following during the warm-up and review portion of the lesson. The tasks provide additional practice for the students with enough challenge to prevent their becoming bored with “just dribbling.”

- They dribble the playground ball with the body in different positions.
- They dribble the ball in different places in relation to the body—front, sides, back, between legs, around the body, and so on.

Grades 4, 5

- Students dribble between the legs, making a figure-eight pathway with the ball.
- They dribble around the body, making a circular pathway with the ball.
- They hold the ball at low level between the legs, one hand in front and one hand in back; they switch the hands from front to back without dropping the ball.
- Keeping the ball at low level between the feet, they dribble two times with the hands in front and then two times with the hands behind. The dribble is front—left, right; back—left, right.
- They dribble two playground balls at the same time and switch hands without losing control of either dribble.

LEARNING EXPERIENCE: BALL AND BODY: PLACES AND POSITIONS

Students are scattered in general space with sufficient personal space to dribble standing, kneeling, or lying on the floor. Provide several minutes for exploration as students dribble with the body in different positions, at different levels.

- Dribbling with right hand, dribbling with left hand
- Dribbling in different places around the body—in front, on the sides, behind, and around the body
- Combinations of places and positions
- Challenge students to create a sequence of three or four dribbling tricks that they can perform in self-space. They record drawings of dribbling tricks and place in their portfolios for later use.

LEARNING EXPERIENCE: DRIBBLING AND TRAVELING

Have students dribble and travel in general space with control of ball and body—no collisions, no loss of ball. Provide one to two minutes for dribbling and traveling; observe critical elements.

Cues: *Control speed. Head up, eyes forward.*

Dribbling with emphasis on ball position—slightly to side and in front of the body

Cue: *Front, side “pocket.”*

Starting and Stopping

Students dribble in general space, starting and stopping travel on your signal, while continuing the dribble.

On my signal, begin dribbling and traveling with control of ball and body. When you hear the signal, stop your travel but continue to dribble in self-space. When you hear the next signal, begin traveling and dribbling again. The task is to maintain the dribble while starting and stopping. The combination of starting and stopping while dribbling is one way to fake the opponent in a game.

Cues: *Bent knees. Ready to travel.*

Discuss with students the difference on the angle of the push when stationary (directly above the ball) and when traveling (slightly behind the ball).

Open Spaces

When dribbling in general space, students should always be looking for open spaces. Allow several minutes of dribbling and traveling as students look for open spaces, dribble to those spaces, pause to look for another open space, and continue to travel.

Cue: *Head up, eyes forward.*

When you see an open space, dribble quickly to that space, stop and dribble five times in that self-space as you visually find a new open space, then travel quickly to that open space. The sequence is travel and dribble to open space, stationary dribble 1-2-3-4-5, travel and dribble to open space, stationary dribble.

- Remind students they may travel and dribble as fast or as slowly as they choose. Control is the name of the game.

Note: As discussed previously, students do not master critical elements in a single lesson, nor do they progress as fast as we expect them to; they need more practice. When attempting a large leap, such as moving from dribbling in self-space to dribbling in general space, the loss of control is evident. Children may need additional experiences or extended practice with the new component. Simply note in your lesson plan book how far the class progressed and begin the next lesson with a review and practice for mastery before moving to any new material. This lesson contains several suggested tasks for each new component of the skill progression, thus giving you options for continued practice of the skill.

LEARNING EXPERIENCE: INCREASING AND DECREASING SPEED

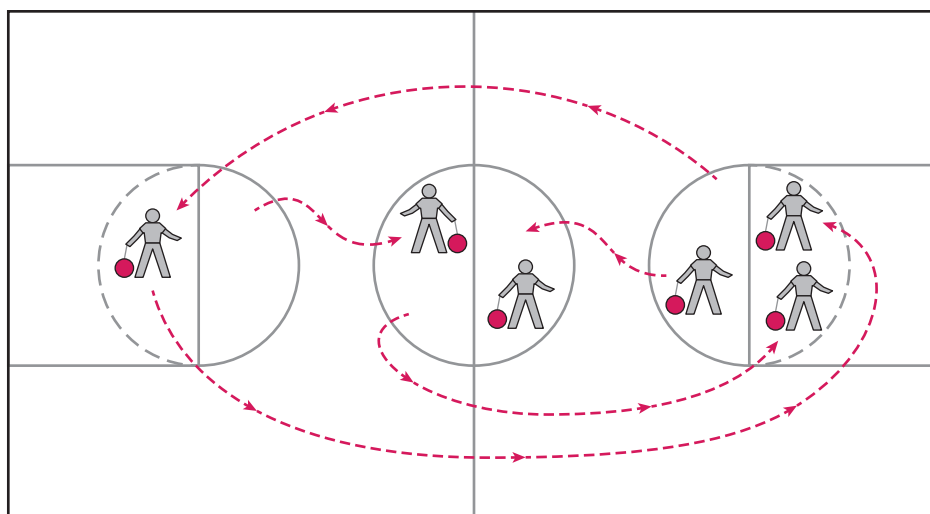
Students dribble and travel in general space, increasing and decreasing the speed of their travel.

When traveling and dribbling, and especially when increasing speed, the dribbling hand needs to be slightly behind, not on top of, the ball.

- Students dribble and travel at the speed they choose. On your signal, they increase or decrease speed. Each drumbeat will call for a switch in speed, either an increase or a decrease.
- Combining changes in speed, directions, and pathways, students dribble in general space and avoid collisions.

LEARNING EXPERIENCE: CONTROL OF BALL AND BODY

- Travel and dribble at the maximum speed that still shows control with no collisions and no loss of the ball.
- Travel and dribble at the best speed for maintaining control of the ball (personal choice).
- Circle Switch: Dribble while traveling from circle to circle, avoiding collisions and loss of the ball.



Students dribble in self-space in a chosen circle. On your signal, they travel and dribble to another circle with control of ball and body, stop in that circle, and dribble in self-space. On your signal, they travel and dribble again. Grade 4: Switch the dribbling hand with each travel signal.

The previous task can easily be adapted to indoor or outdoor space with no circles. Corner Switch provides the same challenge for students. They use the four corners of the work space, emphasizing speed of travel and changes in pathways to avoid other dribblers.

LEARNING EXPERIENCE: BALL GYMNASTICS

For a nontraditional application of dribbling skills, students perform a ball gymnastics routine that is designed by you (grade 3) or by a small group of students (grade 4).

- Grade 3: You create a group routine for students (see sample routine at end of this lesson).
- Grade 4: Students in groups of three or four use dribbling tricks that each student placed in his or her portfolio and combine them for individual and group performance.

Assessment

- Observe critical elements—stationary and traveling.
- Checksheet of Dribbling Challenges easily becomes an assessment. Include a space for students to add date of mastery and initials of person who observed the skill; add space at bottom of check sheet for students to create and record new tricks.
- Evaluation of dribbling skills, integration and evaluation of Standard 4 in routines (grade 4).

Closure

- What new skills did we add to our study of dribbling today?
- Why is being able to change speed important when you travel and dribble?
- Why is it important to keep the ball to the side rather than in front of you when you dribble in relation to others?
- Pretend that a new student who has just entered our school today knows nothing about dribbling. What would you tell the student for him or her to be successful at dribbling?

Reflection

- Do students travel and dribble with control of ball and body?
- Can they identify the factors contributing to their loss of control when traveling?
- Has the class mastered looking over, not down, at the ball when dribbling?
- Are fourth graders maturing in their dribbles with the nonpreferred hand as well as the preferred hand in self-space?

LEARNING EXPERIENCE: SAMPLE ROUTINE—BALL GYMNASTICS (GRADE 3)

Group dribbling routine (4/4 time): Children are scattered in self-space with sufficient space to stretch and dribble without bumping others.

Dribble right hand 4 counts; dribble left hand 4 counts.

Dribble right hand 2 counts; dribble left hand 2 counts.

Dribble right hand 1 count, left hand 1 count, right hand 1 count, left hand 1 count.

In a lunge position to the left, dribble with the right hand 4 times.

Pivot into a lunge position to the right, dribble with the left hand 4 times.

Repeat.

Slide to the left, 4 slide steps, dribbling with the right hand.

Slide to the right, 4 slide steps, dribbling with the left hand.

Repeat.

Extend the arms to the side (shoulder height), ball resting in the right hand. Lift the ball above the head. The left hand comes above the head. Gently toss to the left hand. Bring the ball down to shoulder height with the ball resting in the left hand.

Repeat with the left arm.

Repeat.

Dribble with the right hand 3 times and then bounce under the right leg.

Dribble with the left hand 3 times and then bounce under the left leg.

Repeat.

Dribble 3 times in front of the body, clap 1 time, and catch.

Repeat 3 times.

Dribble right hand 4 counts; dribble left hand 4 counts.

Dribble right hand 2 counts; dribble left hand 2 counts.

Dribble right hand 1 count, left hand 1 count, right hand 1 count, left hand 1 count.