

LESSON 2: DRIBBLING AND PASSING

Grade-Level Outcomes

Primary Outcomes

Dribbling/ball control: Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. (S1.M9.7)

Passing & receiving: Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as soccer or speedball. (S1.M4.7)

Embedded Outcome

Social interaction: Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)

Lesson Objectives

The learner will:

- develop dribbling skills to move in a variety of directions with control of the ball.
- develop passing skills off the dribble with a change of direction and speed.

Equipment and Materials

- Soccer balls for every student
- Cones

Introduction

Review skills learned from Lesson 1. Call on students to demonstrate the critical elements of the passing, receiving a pass, and dribbling skills learned. Review the critical elements for each and explain how students will be building from what they learned previously to more game-like situations.

Instructional Task:

Dribbling While Being Aware of Your Surroundings

■ PRACTICE TASK

In grids of 7 × 7 yards or meters, six students dribble, focusing on the critical elements and spatial awareness.

Each student has a soccer ball, dribbling at a quick pace within the grid, while not running into others or losing control of the ball.

Extension

Repeat, but have students accelerate two steps at the sound of a whistle, still maintaining control.

Guiding questions for students:

- Why is it important to keep the ball close?
- Why is important to look up and not at the ball?

Refinement

Correct students if they are

- using the toes instead of the instep,
- not keeping the ball 3 to 5 feet (1 to 1.5 m) in front, or
- not keeping the eyes up.

Student Choices/Differentiation

For students who are struggling, slow the pace to a walk. They can keep the ball closer to them than 3 feet to maintain control. They may look down at the ball more often to maintain contact and control.

What to Look For

- Are students applying the critical elements?
- Are students' eyes looking forward to see where others are?
- Are students keeping control of the ball and within the grid?

Instructional Task: Dribbling Take-Away

■ PRACTICE TASK

In grids with five students, students play a game of take-away. Each student has his own ball, which he tries to protect while also knocking another player's ball out of the grid. Play for a set time.

Once a ball is stolen or goes out of bounds, that student is out. To get back in, students must recite one of the critical elements.

Refinement

Students must look up while dribbling.

Guiding questions for students:

After each game, discuss the following:

- Why were you successful? Why were you not successful?
- Was it skill level, strategy, or teamwork?

EMBEDDED OUTCOME: S5.M6.6. While dribbling within general space and protecting the ball, discuss with students the spirit of the game and ways to stay within it.

Guiding questions for students:

- What are examples of play that reflects the spirit of the game?
- What are examples of play that does not?

Student Choices/Differentiation

- The size of the grid can be larger or smaller, depending on student needs.
- Students can choose their own groups or be grouped by ability.
- Review the critical elements for dribbling to help students who are struggling and easily losing the ball.

What to Look For

- Which students can control the soccer ball and dribble using the critical elements?
- How are students working together?
- Do students have any prior knowledge of defensive strategies and how to take the ball away?

Instructional Task: Passing Off the Dribble

■ PRACTICE TASK

With two soccer balls, have four students pass continuously to each other.

Students must remain moving within the grid so that the student passing has to work on using the critical elements and passing to a moving target and receiving a pass on the move. Students have five dribbles to set themselves up to pass.

Extensions

- Repeat with a passive defender on the receiver.
- Repeat with a passive defender on the passer.
- Repeat, allowing one defender to be more active.
- Repeat with both defenders active.

Guiding questions for students:

- Why is it important to gain control of the soccer ball before passing it?
- How do you use your feet to collect a pass?
- Why is it important to lead the person you are passing to?

Student Choices/Differentiation

- Students who are still working on the critical elements should trap the ball and kick from a stationary position.
- If the use of two soccer balls is making it difficult, use only one or limit the number of students in the grid.
- If students are not moving around, add a third soccer ball and enforce the rule that everyone must be passed to before repeating a person, and order does not matter.

What to Look For

- Are students using the critical elements for passing?
 - Do students seem to want to stop the ball before passing?
 - Are students moving continuously?
 - How accurate are the passes?
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Formal and Informal Assessments

Informal assessment

Closure

- Ask students to describe and show the critical elements of passing, dribbling, and receiving a pass.
- Discuss what was observed today.

Reflection

- Are students able to perform the critical elements of dribbling in a dynamic environment?
- At what level are students with passing both from stationary position and off the dribble?

Homework

At home or during recess, work on passing and dribbling.

If possible with another person, work on passing to a moving target and receiving a pass.

Resources

McManama, J., Hicks, L., & Urtel, M. (2010). *Physical education activity handbook*. 12th ed. San Francisco: Benjamin Cummings.

Internet keyword search: "soccer dribbling," "soccer passing"