

## LESSON 2: DRIBBLING AND OPEN SPACE

### Grade-Level Outcomes

#### Primary Outcomes

**Passing & receiving:** Throws a lead pass to a moving partner off a dribble or pass. (S1.M5.8)

**Dribbling/ball control:** Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. (S1.M8.7)

**Creating space using width & length:** Creates open space by staying spread on offense, and cutting and passing quickly. (S2.M3.7)

#### Embedded Outcome

**Social interaction:** Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)

### Lesson Objectives

The learner will:

- practice dribbling with both the dominant and non-dominant hand during a variety of practice tasks.
- practice the lead pass off the dribble using correct form.
- demonstrate staying spread on offense.

### Equipment and Materials

- Enough balls for every student
- 4 poly spots or cones per group

### Introduction

*Last class, we worked on a variety of skills, from passing and catching to closing space on defense. Today, we will build on the passing and catching skills by adding dribbling and offensive movements.*

#### Prior-knowledge questions:

- Why is it important to move around when your team has the ball?
- How is standing or running beside a teammate helpful to the defense?
- How can dribbling help the offense?

## Instructional Task: Dribbling

### ■ PRACTICE TASK

Each student practices dribbling with preferred hand in open space, looking up and avoiding others for 30 seconds.

- While running, students dribble with preferred hands.
- While running, students dribble with non-preferred hands.

#### Extensions

- Repeat, alternating hands.
- In groups of three with one ball, two students stand 5 yards or meters apart and are passive defenders (stationary and may not steal the ball). The remaining student dribbles around each passive defender, placing his body between the defender and the ball. Dribble for 30 seconds, then change roles.

- In a grid of 5 × 5 yards or meters with a partner, one person dribbles while the other acts as a semi-active defender (may move and deflect ball, but may not steal it). Dribble for 30 seconds, trying to maintain possession. Switch roles.

### Refinement

Make sure that students look up when they dribble, not at the ball.

### Student Choices/Differentiation

- Allow choice of ball size.
- Students choose speed of dribbling.
- If not successful, do not move on in progression.

### What to Look For

- Are students using their fingers and not the palm of the hand to slap the ball?
- Is the ball coming up about waist high off the bounce?
- Are they in control of the ball or is the ball controlling the speed and direction they are going?
- Can they jog or run while dribbling or do they have to walk?

## Instructional Task: Passing From a Dribble

### ■ PRACTICE TASK

Partners are in a grid of 5 × 5 yards or meters. One student dribbles to a poly spot and passes to a stationary receiver at another poly spot. The receiver then dribbles to a poly spot and passes to her stationary partner. Continue for 30 seconds. Receiver must show target.

### Extensions

- Repeat with both players moving from poly spot to poly spot. Receiver must show target.
- Repeat specifying a lead pass to the poly spot. Receiver must show target.
- Repeat with different types of passes (chest, bounce, and overhand throw). Receiver must show target.
- Repeat with a third player added to the grid who defends the passer. Passer should select a type of pass that will increase success. After 30 seconds, switch roles.
- Repeat with defender on receiver. Passer must throw lead pass to receiver.
- Repeat with a fourth player added to the grid to create 2 v 2. Defenders are semi-active.

### Refinement

Make sure students are making accurate passes (even if they need to slow down to do so).

### Student Choices/Differentiation

- Stay on task until successful. Don't add defenders until dribblers are ready.
- Students practice at half speed until they master the skill.

### What to Look For

- Students can run and pass off the dribble.
- Students don't have to slow down or stop to control the ball before passing.
- Passes are accurate.
- Students select high-percentage passes.

## Instructional Task: Creating Open Space by Staying Spread

### ■ PRACTICE TASK

In grids, use poly spots or lines to establish three lanes. With 3 v 2, play keep-away for 30 seconds. Offensive players must stay in their lanes. Dribbling is not allowed. Defensive players may move anywhere in the grid but are semi-active.

Count the number of passes in which players receive the ball in their lanes.

### Extensions

- Allow three dribbles.
- Allow both defenders to be fully active.
- Add a third defender.

---

**EMBEDDED OUTCOME: S5.M6.7.** Discuss constructive ways of supporting one another, providing examples of appropriate and inappropriate behavior. Be sure to reinforce these behaviors when students display them.

---

### Student Choices/Differentiation

- Students choose speed of movement.
- Stay on progression until successful.

### What to Look For

- Receivers move quickly to create open space.
  - Receivers stay in their lanes.
  - Students with the ball make a decision quickly and pass to a teammate.
- 

### Formal and Informal Assessments

- Informal assessment
- Exit slip: List two critical features each for dribbling and creating open space.

### Closure

- How does dribbling help create space?
- Why should you move around when your team has the ball?
- When and why is it important to get rid of the ball quickly?

### Reflection

- How many students cannot dribble while running?
- How many students are struggling to dribble with their non-preferred hand?
- Are students able to pass off the dribble, and are their passes accurate?
- Are students moving quickly and creating open space?

### Homework

*Review the school's physical education website for critical elements of passing, catching, offensive and defensive strategies, and dribbling.*

*Practice dribbling and passing to a wall or a friend.*

### Resources

Griffin, L., & Butler, J. (2004). *Teaching games for understanding: Theory, research and practice*. Champaign, IL: Human Kinetics.

Internet keyword search: "team handball strategies," "dribbling"