

ACTIVITY CARD 19

DRIBBLING - GRADE 3

LEARNING OUTCOME

By the end of the lesson, learner will be able to perform, practice and appreciate dribbling for coordination, endurance, balance, excellence, and self-esteem.

Activities



- Hand dribble - stationary bounce and catch first, then bounce, bounce, catch
- Practice dribbling while walking then running
- Practice dribbling along lines on the ground
- Practise pretending to go in one direction then move in opposite direction
- Suspend a 2 litre plastic bottle about 2cm off the ground. Practise tapping the bottle from side to side using both sides of the feet
- Create an obstacle courses to dribble around and through
- Play follow the leader while dribbling a ball

Learning Points

Hand Dribbling

- Knees bent; legs comfortably spaced apart
- Slight forward lean of chest
- Use spread fingers to control the ball
- Bounce ball to hip height
- Can dribble with either hand

Foot Dribbling

- Dribble with inside and outside of foot
- Moves ball from one foot to the other
- Maintain even balance
- Lift head to look around
- Arms move to assist action

Progress activities and challenge learner's thinking and understanding

How you do it:
Force • Time • Flow

Where you do it:
Level • Direction • Range

Who or what you do it with:
Objects • People • Combined

Can you dribble...?

With light or hard touches – slowly/quickly – counting the number of bounces or touches – counting to 20 as you dribble – reciting the alphabet as you dribble – timing how quickly you can dribble around a course.

Can you try dribbling...?

Whilst running, sliding, or galloping – practice dribbling with both right and left hands, left and right feet - dribble in different directions- forward, backward, and sideward.

What if you dribble...?

Using music to bounce to - playing modified games that involve the dribble - - dribble around obstacles, then around opponents - play games such as follow the Leader while dribbling.



Safety Tips

- Make sure the practice area is clear off trip hazards and rubbish
- Encourage learners to lift their heads so they can see around them
- Ensure there are 2 adults of different genders supervising the activities

Assessment Criteria

- Check for speed and accuracy in changing direction
- Ability to dribble or bounce the ball towards a target

Space

- Sports hall or field
- Modify space for inclusivity



Equipment

- Balls and objects to mark a course.
- Adapt equipment to suit learners with special needs in your lesson

Core Competencies

Communication & Collaboration	• Learners to work in pairs and to coach each other. They must encourage and provide positive feedback to their partner.
Self-efficacy	• Learners to reflect on their progress from standing dribbling to dribbling on the run to dribbling against opposition. Reflect on how possessing a growth mindset builds skills, esteem and confidence.
Critical Thinking & Problem Solving	• Learners to describe actions they can take when they are feeling stressed.
Creativity & Imagination	• Learners to move around the playing area in different ways whilst they are dribbling a ball.
Citizenship	• Learners to reflect on how they can help people in their community overcome challenges that stress them on a daily basis.
Digital Literacy	• Ask learners to find & watch videos online of basketball players and football players practicing dribbling a ball.
Learning to Learn	• Encourage learners to reflect and discuss on what they have learned during today's activities?



TREE Framework

Easier

Use a ball that is light and has a lot of bounce (not a basketball) which requires less force. Use a partially deflated balls for foot dribble as they are easier to control. Ask learners to take short steps first concentrating on ball control rather than speed of travel.

Harder

Ask learners to run as they dribble. Set up obstacles for them to dribble around. Ask them to dribble against opposition. Demonstrate how to use the sole of foot to drag the ball backward.

Inclusivity

Learners with less advanced co-ordination and motor skills can dribble in static and walking situations. They can use shorter obstacle courses. Use hand dribbling for wheelchair users and ensure playing surface is hard. Learners with visual impairments can use a bell ball and can move towards a call. Encourage boys and girls to mix during activities.



Game

Steal the Ball!

Learners move around a space dribbling their balls.

Five learners wearing bibs (ball thieves) must try and steal the balls from the other learners.

Can be applied to foot dribbling (football) and hand dribbling (basketball).

Variation: Learners have a ball and must tag another player's ball. One point gained for every tag. Play for 60 seconds then ask learners how many tags they achieved.



Sport4Development Approach

- Use the Sport4Development approach to teaching life skills.

Sample life skill learning outcome

Learners can explain what stress is and identify some strategies to cope with stress.

Facilitator asks learners to identify how they felt as the dribbling activities became more demanding when they had to dribble moving forwards, whilst running, around an obstacle course, against opposition.

Facilitator explains that as we face increasing demands our stress levels rise. Ask learners to reflect on the signs of stress – heart rate increases, breathing rate increases, we start to sweat or feel hot, or cold, we start to worry or become anxious.

Facilitator asks learners to identify other occasions where we might get stressed – facing an exam, when being bullied, before a sports competition, when confronted by a danger.

Facilitator asks learners to close their eyes, concentrate on their breathing, imagine something they enjoy, listen to their heart rate falling. Facilitator explains that these are just some techniques we can use when we feel stress.

