

DRIBBLE FITNESS

STUDENT TARGETS

- ✔ **Skill:** I will make at least 2 dribbles in a row.
- ✔ **Cognitive:** I will describe what happens to my heart when I exercise.
- ✔ **Fitness:** I will actively participate in order to make my heart beat faster.
- ✔ **Personal & Social Responsibility:** I will practice dribbling skills without any reminders from the teacher.

TEACHING CUES

- ✔ Dribble with Finger Pads
- ✔ Waist High

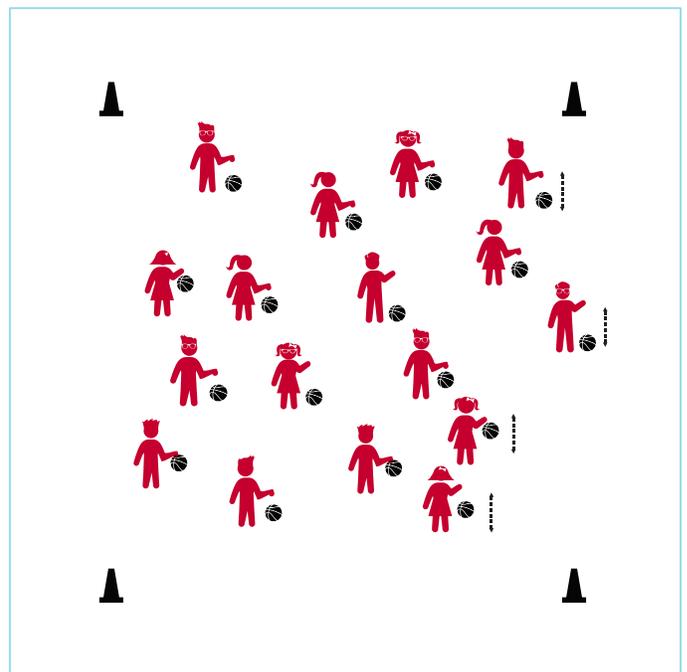
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large cones
- ✔ 1 basketball per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Students scattered throughout area in self-space with a ball.



Activity Procedures:

1. Great basketball players have great fitness levels. Let's work on our dribbling skills and fitness.
2. When I say, "GO!" count how many times you can dribble the ball.
3. When you make a mistake, complete 1 mini-jump for each dribble that you made (e.g., 4 dribbles in a row = 4 mini-jumps).
4. Do mini-jumps by holding the ball in both hands over your head and then making quick 1-inch jumps off of 2 feet.

Grade Level Progression:

- K:** Students begin by counting how many times in a row they can drop and successfully catch balls.
1st: Students count consecutive dribbles in self-space using the dominant hand.
2nd: Students count consecutive dribbles as they walk in general space.

DRIBBLE FITNESS

CHALLENGE PROGRESSIONS

- ✔ Add a variety of exercises, working to improve each component of health-related fitness.

MODIFICATIONS

- ✔ Students can sit with legs spread apart and use a low-bounce foam ball.

ACADEMIC LANGUAGE

Continuous, Control, Dribble, Fitness, Practice, Prefer

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E16.Ka]** Drops a ball and catches it before it bounces twice.
- ✔ **Standard 1 [E17.K-2]** Dribbles a ball with one hand, attempting the second contact (K); Dribbles continuously in self-space using the dominant hand (1); Dribbles in self-space with a preferred hand demonstrating a mature pattern (2a); Dribbles using the dominant hand while walking in general space (2b).
- ✔ **Standard 3 [E3.K-2b]** Recognizes that when you move fast, your heart beats faster and you breathe faster (K); Identifies the heart as a muscle that grows stronger with exercise/play and physical activity (1); Identifies physical activities that contribute to fitness (2b).
- ✔ **Standard 4 [E1.K-2]** Follows directions in group settings (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** Can you put your hand over your heart? What does your heart muscle do?
- ✔ **DOK 2:** How does physical activity affect your heart?
- ✔ **DOK 2:** Why do you think it's important to keep our hearts healthy and strong?
- ✔ **DOK 1:** What does following directions mean?
- ✔ **DOK 2:** Why is it important to follow directions when using equipment in physical education?
- ✔ **DOK 3:** What might happen if someone in our class decided not to follow directions? Explain why you think that might happen.

TEACHING STRATEGY FOCUS

Help students process content: As students participate in Dribble Fitness they can feel their bodies respond to and benefit from physical activity. Use that real experience to help students summarize and elaborate on what is happening as they work to improve their fitness. Then, extend their thinking beyond this lesson into other fitness and wellness concepts.