

DRIBBLE ROUND UP

STUDENT TARGETS

- ✓ **Skill:** I will combine locomotor movement with dribbling.
- ✓ **Cognitive:** I will discuss the importance of purposeful practice.
- ✓ **Fitness:** I will work to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will work safely without teacher reminders.

TEACHING CUES

- ✓ Knees Bent, Eyes Up
- ✓ Finger Pad Push
- ✓ Give to Your Waist
- ✓ Protect the Ball

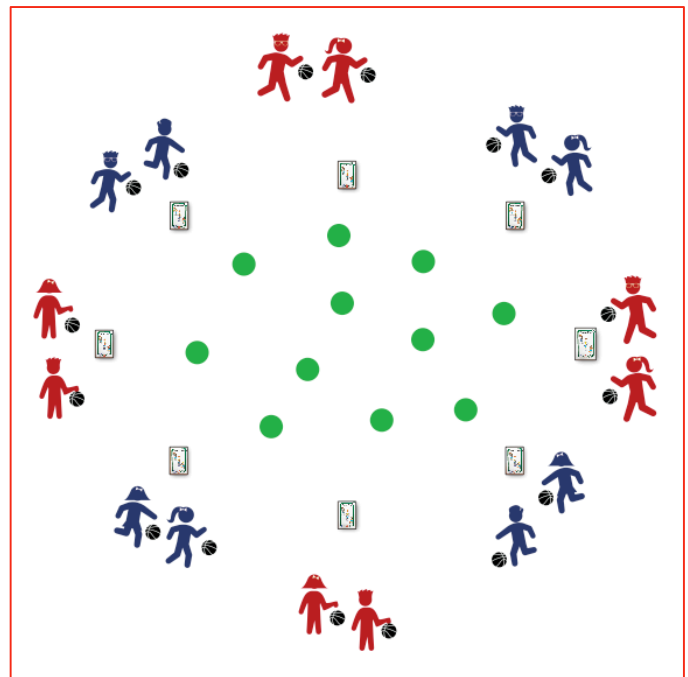
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 10–20 spot markers or low-profile cones
- ✓ 26 Skillastics® Basketball Task Cards
- ✓ 1 basketball per student

Set-Up:

1. Scatter spot markers throughout the activity area.
2. Place Skillastics® Basketball Task Cards on both end lines of the playing area.
3. Pair students, each pair at a task card and each student with a basketball.



Activity Procedures:

1. This activity is called Drizzle Round Up. The object of the game is to complete the Skillastics® tasks while also completing the center challenges.
2. Each level is a timed challenge; listen carefully for start/stop signals.
 - a. Level 1: On the start signal, Partner A stays at the task card and completes the task. Partner B dribbles with her/his dominant hand around as many spots as possible. On the stop signal, switch roles.
 - b. Level 2: Same format as Level 1, but dribbling partners use their non-dominant hands.
 - c. Level 3: Same format as Levels 1 & 2, but dribbling partners move to a spot and perform 5 crossovers before dribbling to a new spot.
 - d. Level 4: On the start signal, both partners perform the task card drill. On the stop signal, both partners enter the center of the activity area and play dribble tag with their partner only. On the next start signal, they move together to a new task card and begin a new drill.
 - e. Level 5: Same format as Level 4, but on the stop signal, students play dribble tag with the entire class.

Grade Level Progression:

- 3rd: Play the activity at levels 1 and 2.
- 4th: Play the activity at levels 1, 2, and 3, progressing to level 4 if students display readiness.
- 5th: Play the activity at all levels.

DRIBBLE ROUND UP

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Provide a variety of balls that can be dribbled. Allow students to select the ball that will give them the best chance for success.
- ✔ Provide brightly colored boundaries and markers.
- ✔ Use auditory cues at center spot markers to help visually impaired students find and complete center challenges.

ACADEMIC LANGUAGE

Combine, Dribble, Heart Rate, Independent, Peer, Personal Goals, Purposeful Practice, Safe

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E6.3-4]:** Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation (3); Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks (4).
- ✔ **Standard 1 [E17.3-5]:** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b); Combines hand dribbling with other skills during one-on-one practice tasks (5).
- ✔ **Standard 2 [E1.3-5]:** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Applies the concept of closing spaces in small-sided practice tasks (4b); Dribbles in general space with changes in direction and speed (4c); Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments (5).
- ✔ **Standard 4 [E6.3-5]:** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF QUESTIONS

BASKETBALL Depth of Knowledge

- ✔ **DOK 1:** What is an example of combining locomotor movements and dribbling?
- ✔ **DOK 2:** What do you know about combining dribbling with other skills during a basketball game?
- ✔ **DOK 3:** How is your ability to combine dribbling and other skills related to success in basketball?

SOCIAL AND EMOTIONAL LEARNING Depth of Knowledge

- ✔ **DOK 1:** What is purposeful practice?
- ✔ **DOK 2:** How does purposeful practice affect progress toward your personal goals?
- ✔ **DOK 3:** How would you describe the process of purposeful practice?

TEACHING STRATEGY FOCUS

Help students engage in cognitively complex tasks. As students move through the levels of this activity, the challenge becomes increasingly dynamic and complex. When this type of game play is first introduced, students will have to think about all aspects of their performance. Repetitive exposure to dynamic game play will begin to automate certain skills (like dribbling) and allow students to focus their thinking on increasingly complex tasks (like moving into open space or closing space while working to tag an opponent).