



W DRIBBLE DEFENSE

STUDENT TARGETS

- **Purposeful Competition:** I will recognize the role motivation plays in providing me with energy to work towards excellence.
- **Skill:** I will move with control demonstrating skill cues for dribbling.
- **Fitness:** I will stay actively engaged throughout the activity in order to increase my heart rate.
- **Responsible Behaviors:** I will demonstrate cooperation and safe behaviors during all practice tasks.

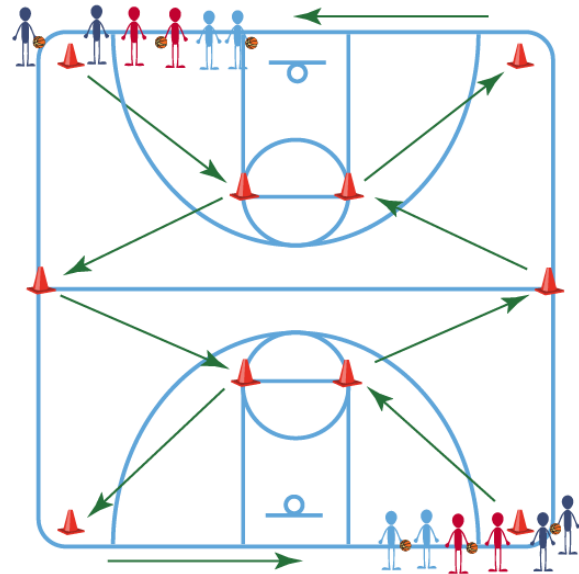
EQUIPMENT & SET-UP

Equipment:

- 1 basketball per 2 students
- Basketball court(s)

Set-Up:

- Create pairs of 2 students. 1 student will begin with the ball, and partner will begin facing them in a defensive position.
- Create 2 lines of students on opposite corners of a basketball court. One line will move down one side of the court, the other line will move down the other side in the opposite direction.
- Students stand together in line. The next pair in line will begin with one partner handling the ball and the other playing defense.



ACTIVITY PROCEDURES

1. This activity is called the W Dribble Defense. The object is to defend a dribbler moving down the full length of the court. This will help you practice defense in a game setting with control and confidence.
2. On the start signal, one pair from each line will begin. One partner will start with the ball (dribbler) and their partner (defender) will face them in a defensive position. The dribbler will dribble with their left hand towards the elbow (intersection of foul line and side of the key) and the defender will work to stay in front of the dribbler, and not allow them to turn up court. At the elbow, the dribbler performs a move of their choice to turn and dribble to the point where the half court and sideline meet. The defender will again work to stay in front of the dribbler and not allow them to turn the corner. This repeats again at half court and one more time at the opposite elbow/foul line and then to the opposite corner. Partners then switch positions at the baseline and go down the opposite side of the court (the pattern makes a "W" along the right side of the court).
3. The next pair of students begins dribbling when the pair in front of them makes it to the first foul line.
4. After two full-court trips, the dribbler is allowed to take whatever path (on the right side of the court) they choose to beat their defender once they cross half court. Two additional trips should be completed, for a total of four trips.
5. *Teacher Note: both partners complete the challenge as the dribbler for one trip to be complete.*

GRADE LEVEL PROGRESSION

- **Level 1:** Complete each challenge with a focus on the skill cues and dribbling with control.
- **Level 2:** Complete each challenge with the non-dominant hand.

TEACHING CUES

- **Cue 1:** Move with control focusing on the skill cues for dribbling and defense.
- **Cue 2:** Keep the ball below the waist.
- **Cue 3:** Use motivating language with your partner.



W DRIBBLE DEFENSE (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase or decrease the size of activity area as needed.
- **UDL 2:** Use brightly colored cones/equipment to distinguish boundaries.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.
- **UDL 5:** Provide equipment of different sizes, textures, and weights (e.g., playground balls, foam balls, auditory balls).

ACADEMIC LANGUAGE

Defense, Dribble, Practice Plan, Control

PRIORITY OUTCOMES

Purposeful Competition – Inclusion of Purpose in All Relevant Activities:

- **(HS)** Differentiate how higher levels of competition and challenge present greater purpose in the pursuit of excellence.

Manipulative Skills:

- **(HS)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

CLOSURE AND DEBRIEF

Debrief Questions:

- **DOK 1:** What is a practice plan?
- **DOK 2:** How can you apply the skills you've learned so far and today's drill in the development of a practice plan?
- **DOK 3:** How is practice related to skill development?