

DRIBBLE TRIATHLON

STUDENT TARGETS

- ✔ **Skill:** I will dribble the basketball using the skills cues learned in class.
- ✔ **Cognitive:** I will discuss the reasons why warming-up is important to activity performance.
- ✔ **Fitness:** I will complete the dribble triathlon in order to warm up my body and prepare for today's lesson.
- ✔ **Personal & Social Responsibility:** I will work independently without the need for teacher reminders.

TEACHING CUES

- ✔ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

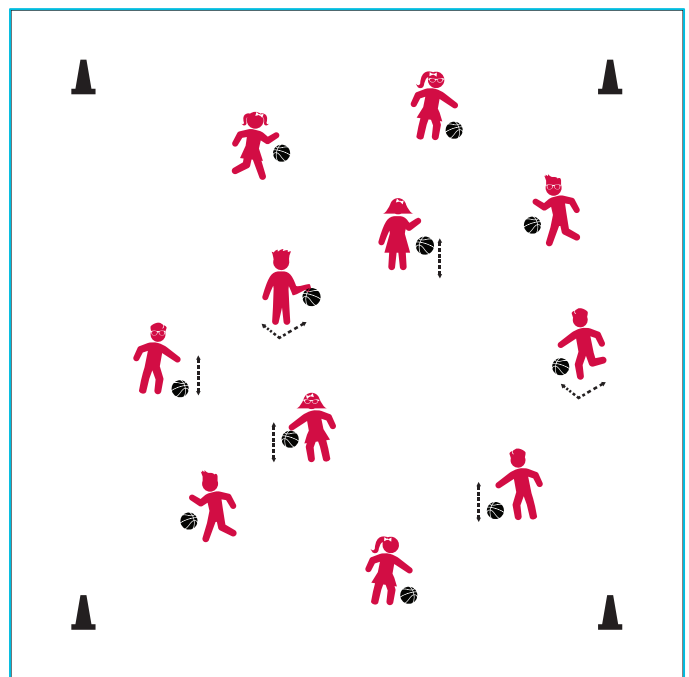
ACTIVITY SET-UP & PROCEDURE

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. We're going to start working on our dribbling skills with an instant activity called Dribble Triathlon.
2. As soon as you come into the activity area, get a basketball and complete the following events: 33 right hand dribbles, 33 left hand dribbles, 33 crossover dribbles.
3. If you make an error while you're dribbling, start from where you left off.
4. When you're finished, do arm curls using your basketball as a weight.

Grade Level Progression:

- 3rd: The instructional focus is on deliberate practice, reciting skill cues when appropriate.
 4th: Focus on skill refinement and control. Students demonstrate cues with few reminders.
 5th: Add a walk or jog to the routine with students dribbling in general space.

DRIBBLE TRIATHLON

CHALLENGE PROGRESSIONS

- ✔ Students with mature dribbling skills can now work on speed with accuracy. How fast can they dribble while keeping complete control of the ball?

MODIFICATIONS

- ✔ Students complete all 3 sets with preferred hand.

ACADEMIC LANGUAGE

Control, Critical Elements, Dribble, Practice, Prefer, Self-Space

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E17.4a]** Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a).
- ✔ **Standard 2 [E3.3]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3).
- ✔ **Standard 3 [E4.5]** Identifies the need for warm-up & cool-down relative to various physical activities (5).
- ✔ **Standard 4 [E2.3&5b]** Works independently for extended periods of time. (3); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What are the skill cues for dribbling?
- ✔ **DOK 1:** What is dribbling used for?
- ✔ **DOK 2:** How do you think the skill cues help dribbling performance? What are some examples?
- ✔ **DOK 3:** How important is dribbling to the sport of basketball? Why do you think that your answer is true? Provide specific examples.

TEACHING STRATEGY FOCUS

Help students practice skills: Using the Dribble Triathlon as an instant activity to start your lesson provides students with time to work on improving their individual skills. Emphasize the importance of deliberate practice, the accurate application of skill cues, and stick-with-it-ness. Each of these 3 characteristics of active improvement will serve students in all areas of personal development.