

## HAND SKILLS

### STUDENT TARGETS

- ✓ **Skill:** I will dribble with both my right and left hands, using the skill cues we learned in class.
- ✓ **Cognitive:** I will discuss some of the challenges I faced when dribbling with my non-dominant hand.
- ✓ **Fitness:** I will actively engage in physical education class without teacher prompting.
- ✓ **Personal & Social Responsibility:** I will work through challenges in order to improve my skill.

### TEACHING CUES

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

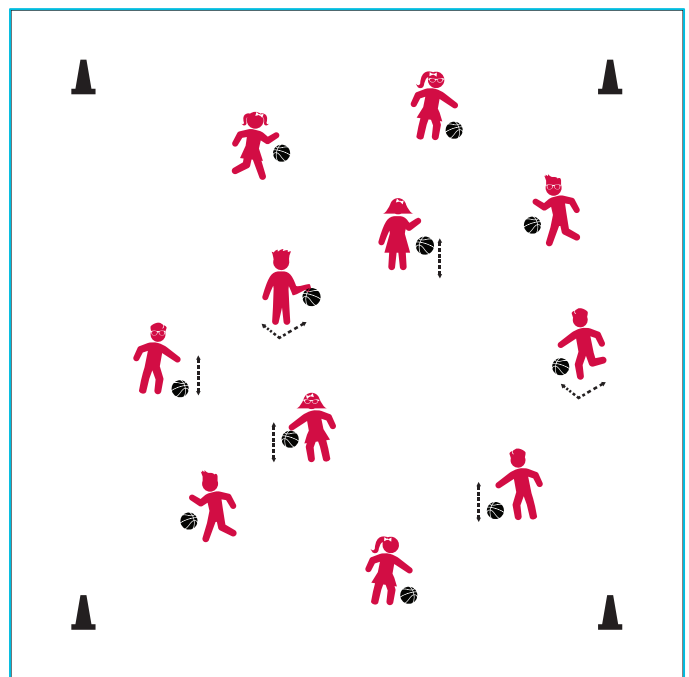
### ACTIVITY SET-UP & PROCEDURE

**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 work on our ball handling skills with a series of dribbling exercises. I'll demonstrate the exercise and then you'll practice it. When you hear the stop signal, place the basketball between your feet and watch me for the next demonstration.
2. Dribbling Exercises:
  - 3-high dribbles, 3-low dribbles, switch hands and repeat
  - Continuous crossovers
  - Dribble right hand – travel and touch 2 walls, dribble left hand – travel and touch 2 walls
  - Sit and dribble right hand, sit and dribble left hand
  - For more ideas check out USA Basketball - <http://www.usab.com/youth/development/player.aspx>

**Grade Level Progression:**

- 3<sup>rd</sup>: Students complete each challenge with both right and left hands.
- 4<sup>th</sup>: Students complete each challenge with a signal for changing speeds.
- 5<sup>th</sup>: Students create skill drills and challenge classmates to match their performances.

**HAND SKILLS**

CHALLENGE PROGRESSIONS

- ✔ Prompt students to learn new challenges at home by watching dribbling instructional videos on YouTube. Each student will then come in and teach the class what they've learned.

MODIFICATIONS

- ✔ Focus on controlling the ball with the dominant hand only.

ACADEMIC LANGUAGE

Actively Engage, Control, Dribble, Manipulative Skill, Practice, Prefer

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E17.3-4b]** 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).
- ✔ **Standard 2 [E3.3]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3).
- ✔ **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 5 [E2.3]** Discusses the challenge that comes from learning a new physical activity (3).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does control mean?
- ✔ **DOK 2:** What do you know about ball control in the sport of basketball?
- ✔ **DOK 3:** How is practice related to a person's ability to control a basketball? How do you know that your answer is true?
- ✔ **DOK 4:** Let's create a weekend practice routine that we could follow in order to improve our ball control skills.

TEACHING STRATEGY FOCUS

**Help students revise knowledge:** Oftentimes intermediate students fall into two basketball-knowledge categories: they believe they know it all or they believe they can't learn. Both of these mindsets will impede learning and student growth. Help students revise this knowledge with examples of talented athletes who have continually worked hard to become skilled basketball players. Then, encourage each of your students to set realistic goals, work hard toward them, and celebrate success.