

## BALANCE BALL

### STUDENT TARGETS

- ✔ **Skill:** I will continuously dribble the basketball.
- ✔ **Cognitive:** I will discuss the things that made this activity challenging.
- ✔ **Fitness:** I will actively engage in class in order to improve my dribbling skills.
- ✔ **Personal & Social Responsibility:** I will work through this activity's challenges in order to improve my skills.

### TEACHING CUES

- ✔ Body is Steady, Dribble with a Push from Arm and Fingers

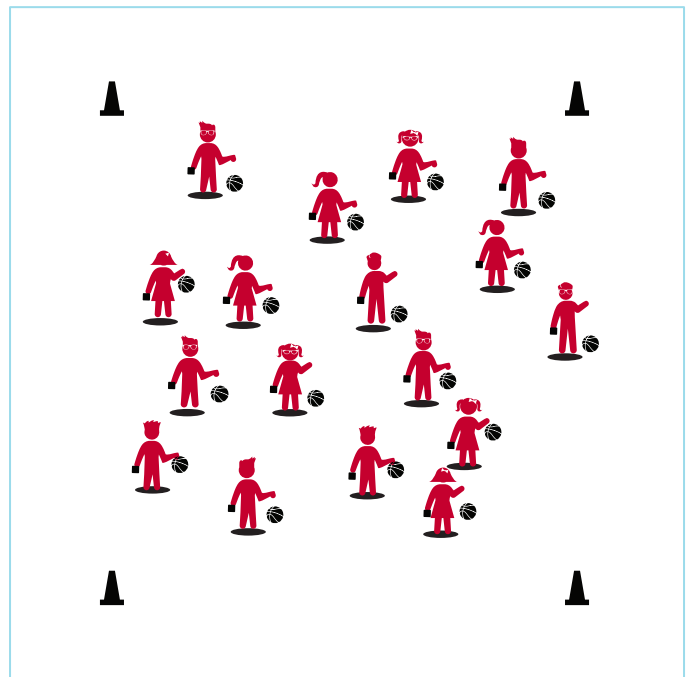
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✔ 4 large cones
- ✔ 1 basketball per student
- ✔ 1 poly spot per student
- ✔ 1 bean bag per student

**Set-Up:**

1. Create boundaries for a large activity area with cones.
2. Scatter poly spots throughout the area.
3. Each student to a poly spot with a ball and a bean bag.



**Activity Procedures:**

1. Are you up for a Balance Ball challenge? We're going to practice dribbling with one hand while we balance a bean bag on top of the other hand.
2. Put the bean bag on your hand. When I say, "GO!" begin dribbling and continue until you hear the stop signal.

**Grade Level Progression:**

**K:** Scaffold this activity by introducing the bean bag task without any attempt at dribbling. Prompt students to move in different ways while balancing the bean bag. With advanced K students, you may be able to introduce a dribble.

**1<sup>st</sup>:** Prompt students to dribble continuously in self-space while balancing the bean bag.

**2<sup>nd</sup>:** Prompt students to alternate dominant/non-dominant hands. Challenge students to dribble continuously while walking in general space.



**BALANCE BALL**

CHALLENGE PROGRESSIONS

- ✔ Change the body part used to balance the bean bag and/or experiment with multiple bean bags.

MODIFICATIONS

- ✔ Allow students to simply hold on to a beanbag in one hand while dribbling with the other.

ACADEMIC LANGUAGE

Balance, Control, Critical Elements, Dribble, General Space, Manipulative Skill, Mature

STANDARDS & OUTCOMES ADDRESSED

- ✔ **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 2 [E1.Ka]** Differentiates between movement in personal (self-space) and general space (K1).
- ✔ **Standard 3 [E2.K-2]** Actively participates/engages in physical education class (K&1); Actively engages in physical education class in response to instruction and practice (2).
- ✔ **Standard 5 [E2.K-1]** Acknowledges that some physical activities are challenging/difficult (K); Recognizes that challenge in physical activities can lead to success (1).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does balance mean?
- ✔ **DOK 2:** How did balancing the beanbag affect your dribbling? Why?
- ✔ **DOK 3:** How could you change this activity to make it easier? To make it more difficult?
- ✔ **DOK 4:** Let's develop a practice plan together for improving our dribbling skills.

TEACHING STRATEGY FOCUS

**Help students examine their reasoning:** As students make claims about lesson content, prompt them to defend those claims by examining the logic behind what has been presented. After you ask students how they could make an activity easier or more difficult, give them time to try some of the modifications and then examine the results.