

★ Shadow Dribble Threesomes

(Create lines of 3, each student with a ball.) Now each Leader has 2 Shadows. On signal, students in line continue dribbling in the same direction, while the Shadow at the end of the line moves up to become the new Leader.

★ Moving Marbles

Moving Marbles is like *Soccer Marbles*, but now you don't have to hold still. Move and dribble any way you want to try and tap your ball to touch your partner's, and protect yours from being touched.



ACADEMIC

Science

The next day we go outside, I'll bring chalk for us to trace each other's shadows on the blacktop. We'll do it 3X: once in the morning, again at noon, and then again before school ends. We'll see that when the earth rotates the sun shines down on us from different angles.

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, foot dribbles a ball

#3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods

#5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

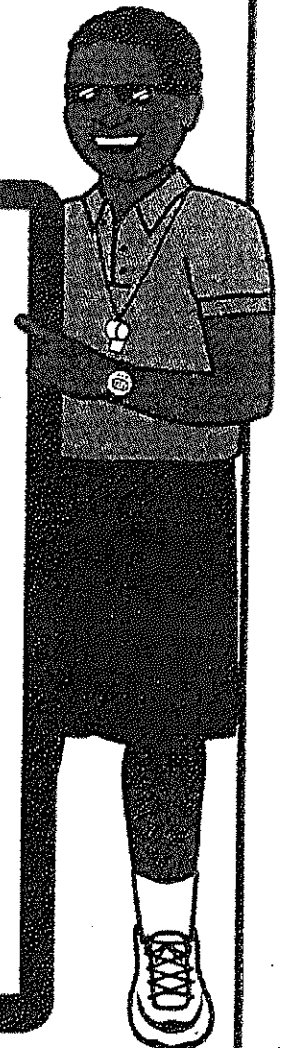
Your State (Write in here)



TONY'S TIPS

- Change Leader and Shadow roles often.
- Allow Shadows to practice without a ball first.
- If needed, re-pair to get beginners with other beginners.

NOTES



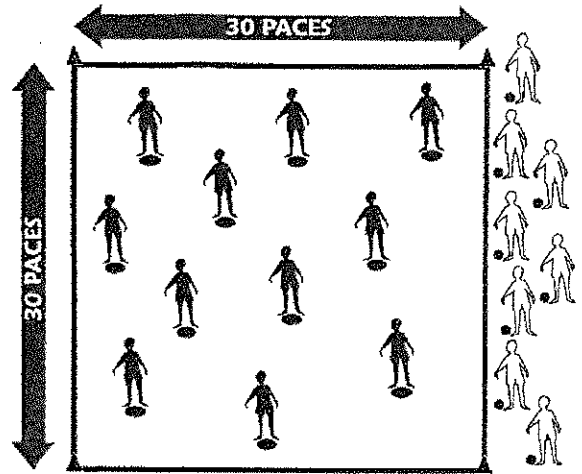


Ready

- 4 cones (for boundaries)
- 1 7" foamball per 2 students
- 1 spot marker per 2 students
- 1 whistle
- Music and player (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter spot markers within area.
- Send half the class to stand on spot markers (1 each).
- Distribute 1 ball to each remaining student; then send them to stand along 1 sideline.



GO!

1. Today we'll practice dribbling through tunnels.
2. People standing on spot markers are our 1st Tunnels. Tunnels: Stand with your legs wide apart.
3. Those with a ball are Dribblers. Dribblers: On my "Go," dribble your ball (soccer-style) through as many Tunnels as you can in 1 minute. Do not pass through a Tunnel twice until you have dribbled through each Tunnel once.
4. (*While students are playing, use the following guidelines.*)
 - Control your dribble so the ball is always 1-3 feet from you.
 - Keep your head up to avoid others.
 - Can you keep your ball from touching the Tunnels?
 - (*Switch roles every minute or so.*)
5. **Challenges**
 - How many Tunnels can you dribble through before the stop signal?
 - How many Tunnels can you dribble through without letting the ball touch their legs?

TUNNEL DRIBBLE

GO! (continued)

6. **Open or Closed?**

- Tunnels: Open your legs and count to 3; then close them and count to 3. Keep it going.
- Dribblers: Try and time your pass so it rolls through the Tunnel when it's open.
- How many successful passes can you make in 1 minute? Then we'll switch roles and try again.

7. **Wrap It Up**

- Who will name a pathway we traveled while dribbling from Tunnel to Tunnel? I'll list them on my white board.
- Are there any tunnels in our community? Has anyone ever walked, run, or ridden a bike through a tunnel?

TUNNEL DRIBBLE

* SPARK™ IT UP!

* Partner Tunnels

(Pair students.) On my "Go," dribble back and forth through your partner's tunnel (only) until you hear the stop signal. Count (out loud) how many times you roll the ball through in 1 minute.

* Close the Tunnels

Keep track of the number of balls that travel through your tunnel. After the 3rd ball goes through, your Tunnel is "closed," and you do 3 jumping jacks (or curl-ups, modified push-ups, run in place, etc.). The object is to close all the tunnels as quickly as possible.



ACADEMIC

Social Studies

(Before or after class, read Dig a Tunnel by Ryan Ann Hunter and Edward Miller. Discuss animals that dig tunnels and the types of tunnels constructed by people.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, foot dribbles a ball

● #3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods

#5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)

PAULA'S POINTERS

- Tell students that passes through tunnels only count if the ball rolls through (discourage high and dangerous passes).
- Encourage advanced learners to increase their speed while dribbling.
- For better control, prompt students to dribble through the front of Tunnels only.

NOTES





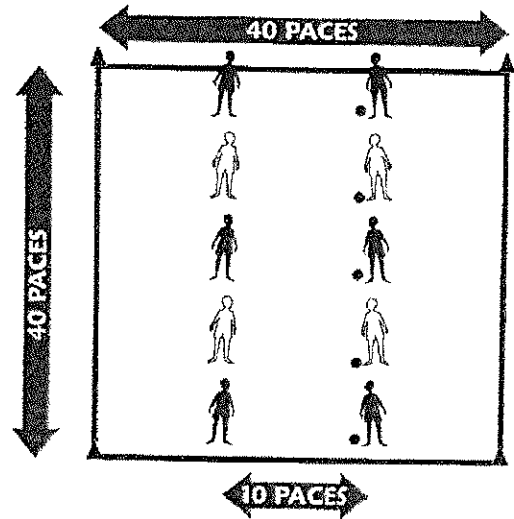
Ready...

- 4 cones (for boundaries)
- 1 ball per pair

Set...

- Create large (40X40 paces) activity area.
- Pair students in partner face-off formation (10 paces apart) toward midline of area; 1 ball per pair.

GO!



1. The object is to learn and practice transitional skills. These are both ways to get the ball back in play. We will learn the throw-in and the punt.

2. Throw-In

- When a ball goes out of either sideline, it is thrown in by a player from the team opposite the 1 that last touched the ball. *(Teach throw-in technique.)*
- Hold the ball with both hands. Ball behind head; pull arms forward, and release when pointing at the target.
- Keep both feet on the ground until ball is released. Drag your feet to transfer weight from back to front.
- Both feet must be out of boundaries before you release.
- *(Allow pairs to practice the throw-in from 10 paces. 1 partner throws; the other traps, picks up the ball and throws back.)*

3. Punt

- When Goalie has stopped the ball and wants to send it downfield, they may use a punt. To punt, drop ball from the hands and kick it before it hits the ground. *(Teach the points of the punt technique.)*
- Feet together; hold ball waist-high.
- Step with non-kicking foot as you drop the ball. Watch as you swing kicking foot to connect with the ball.
- *(Allow pairs to practice the punt from 15-20 paces apart. 1 partner punts; the other traps, picks up the ball and punts back.)*

CHALLENGES

- ★ **Throw-In**
 - Can you throw it so it bounces 1X in front of your partner?
 - How many throw-ins can you and your partner make in 1 minute?
- ★ **Punt**
 - Can you punt the ball so it reaches your partner before it bounces?
 - How many punts can you and your partner make in 1 minute?

QUES

- ★ **Throw-In**
 - Release when pointing at target.
 - Keep both feet on the ground.
- ★ **Punt**
 - Point the kicking toe.
 - Watch your foot connect with the ball.

SPARK IT UP!

★ Step Back

Begin close to your partner. Each time a throw-in is trapped, the trapper takes 1 step back. Work your way farther from your partner.

★ Throw-In Keep Away

Place a Defender between Offense partners. Defender attempts to trap ball before the Thrower's partner does. Rotate positions every 6 throws.

★ Punt Keep Away

Place a Defender between Offense partners. Defender attempts to trap ball before Punter's partner does. Rotate positions every 6 punts.



FUN FACT

In England a "punt" is a boat. If you brag about being a good punter, folks might want you to take them for a ride. Punts are small, flat-bottomed boats used in shallow, small rivers. Punters steer by pushing against the bottom of the river with a pole similar to a gondolier in Venice, Italy.

STANDARDS ADDRESSED

NASPE

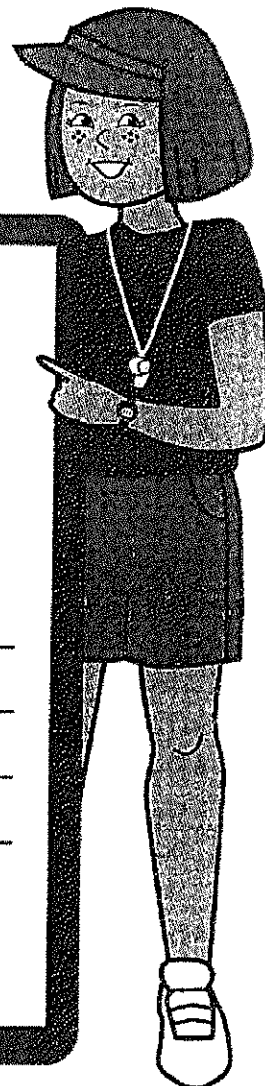
- #1, 2 Passing, trapping
- #5, 6 Cooperation

Your State (Write in here)

PAULA'S POINTERS

- Rotate partners often.
- Use foam balls to increase safety.

NOTES





Ready...

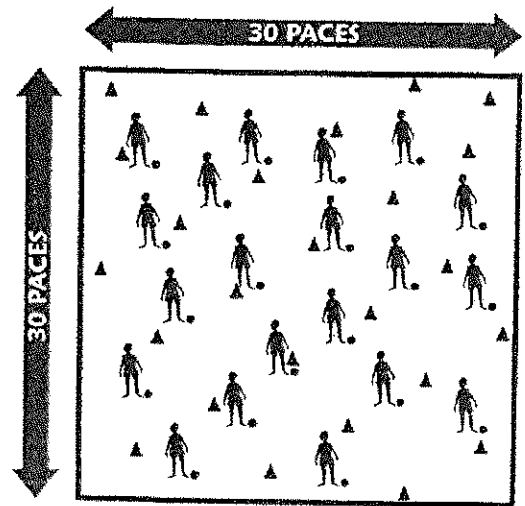
- 1 ball per student
- 1 (or more) cones per student

Set...

- Create large (30X30 paces) activity area.
- Scatter cones far and wide within area.
- Students stand at cones; each with a ball.

GO!

1. The object is to practice dribbling while changing directions, pathways and speeds.
2. Pretend the cones are trees in a rainforest. On signal, begin exploring (dribbling through) it.
3. If your ball touches a "tree," stop and do 6 Top Taps.
4. When you hear, "Directions!" change directions.
5. When you hear, "Speed!" change speeds.



CHALLENGES

- * How many cones can you dribble around before the signal (1-2 minutes)?
- * How quickly can you change directions on signal?
- * Can you dribble quickly in a zigzag pathway?

CUES

- * Keep head up; and watch for others.
- * Light touches; quick feet.
- * Use both the inside and outside of your feet.

★ Numbers and Letters


(Use 26 cones, and letter or number them all. For example, A-Z or 1-26.) Groups of 2-3 may start at any cone. On signal, dribble around the cones in consecutive order. For example, if you are at cone 12, look for 13. If you are at cone "P," look for "Q." When you get to "Z" or cone #26, go back to the beginning.

★ Bulldozers

(Assign 5-6 students to be Bulldozers.) On signal, Bulldozers dribble to cones, and try to tip over as many as they can (with their hands). Everyone else dribbles to the tipped-over cones and quickly "replants" them (sets them back up). (Select new Bulldozers every few minutes.)

★ Hoop Defense

(Use 1 hoop per 2 students. Scatter hoops throughout area. Half the class are Defenders; each in a hoop.) As dribblers move around cones, Defenders try to tap ball away. Defenders must keep 1 foot inside hoop at all times. (Switch Defenders every 2-3 minutes.)



ACADEMIC

Science (Ecology) - What is precipitation? Dribble as if you were traveling through heavy precipitation and mud. **Music (Sounds):** Dribble and make sounds that you might hear in a rainforest. **Language Arts (Vocabulary):** Each time you pass a cone, name a word associated with the rainforest (canopy, precipitation, ecology, emergent, tropical, understory, etc). **Social Studies (Environment):** Why are rainforests important? Are they in danger? What can you do?

STANDARDS ADDRESSED

NASPE

- #1, 2 Dribbling, special awareness
- #3, 4 Cardiovascular fitness
- #2, 6 Offensive/defensive strategies
- #5, 6 Cooperation

Your State (Write in here)

PAULA'S POINTERS

- Spread cones farther apart to increase movement; arrange closer together to increase difficulty of ball control.

NOTES

