

**Learning Objective** To develop protective dribbling against an opponent.

## Whole Child Objectives

**Social:** To work collaboratively with others.

**Emotional:** To play honestly and within the rules.

**Thinking:** To identify areas of strength and for improvement in mine and my partner's dribbling skills.

## Success Criteria

- Put your non-dribbling arm out to protect the ball from your opponent.
- Turn your body to create a barrier between the defender and the ball.

**Equipment** Basketball x 30 , Cones x 60 , Team bands x 15 , Protective dribbling (Video) , Refereeing Card (PDF) , Refereeing Card Simplified (PDF) , V dribble (Video)

## 10 Mins Warm Up and Introduction

### Rules for dribbling:

Q: do you know what double dribble or travel means?

**Double dribble:** a player cannot dribble the ball, catch it with two hands and then dribble it again or a player cannot dribble with the ball with two hands at the same time.

**Travelling:** a player cannot move with the ball unless dribbling it.

### Dribbling:

Q: is dribbling an attacking or defending skill? A: *attacking*. Q: why would you use dribbling in a game? A: *to maintain possession or move towards a goal*. Pupils have a ball each and explore dribbling using the rules. Can they dribble on the spot? Can they dribble alternating hands? Can they dribble whilst walking, then jogging, then sprinting? Can they dribble forwards, backwards and sideways?

Keep the ball at waist height. Use soft hands. Have the ball slightly in front and to the side.

### Progressive dribble tag:

Five pupils who start without a ball and try to tag other pupils. Once caught, pupils also return their ball and become a tagger. The last pupil with a ball is the winner. Repeat changing the taggers.

Taggers try to communicate and work together to catch other players. Dribblers think about how you can stay away from the taggers e.g. changing direction or speed.

Make this easier for the dribblers by playing in a bigger area.

## 30 Mins Skill Development

### Protective dribble:

Demonstrate how to use a protective dribble. Q: why and when might you use this in a game? A: *when moving towards goal or giving your team time to find space to pass to them (maintaining possession)*.

Bend your knees and get low keeping your feet quite wide apart. Use your body to create a barrier between the ball and the defender. Place your non-dribbling arm out to protect the ball from your opponent.



All but five pupils have a ball. Pupils dribble the ball around the space Pupils without a ball are defenders. If a defender wins a ball they swap roles with the pupil they won it from. Pupils cannot take the ball of the person who just won it from them.

Use your body and arm to create a barrier as a defender approaches. Use a change of speed or direction to keep the ball away from the defender.

Make this easier for the attackers by having less defenders.

Make this harder for the attackers by using a smaller space.

### Can't touch this:

In pairs with one ball between them. One pupil protects the ball by pivoting on the spot for 30 seconds. The defender scores a point each time they touch the ball. Change roles and repeat so that pupils have two turns each. Ask the pupils to reflect on their success. What did

they do effectively? What could they do next time to protect the ball better?

Keep pivoting on the spot to sight the defender. Change your dribbling hand to keep the ball from the defender.

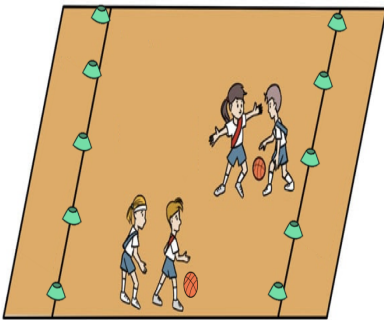
*Teacher note: pivoting is where you keep one foot still and move the other foot to turn your body.*



### Cross the river:

In pairs with one ball and two cones between them. Place the cones on either side of the area approx. 10m away. One pupil begins as the attacker with the ball on one side of the space. Partner begins as the defender 3m away opposite them. Attacker tries to dribble to the opposite cone without the defender winning the ball. Q: How does this affect what you do when dribbling? Ask partners to identify if the travelling or double dribble rule is broken. Talk to the pupils about being honest and remind them that it is ok to make mistakes, this is when they learn. Change roles and repeat.

Use your body and put your arm out to protect the ball.



### 3v3 end zone ball:

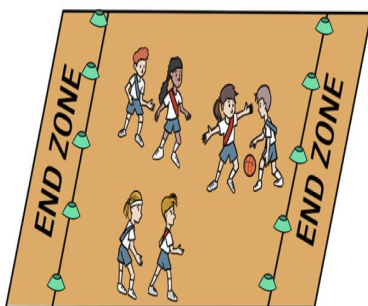
In groups of eight with one ball. Pupils split into two groups of four and play in a space approx. 10m x 15m. Use court markings (netball thirds work well) or mark end zones with cones. In each team, one pupil begins as the referee and can use a referee resource card to help them. To score, pupils dribble the ball into their end zone. Once a goal is scored, the opposition gain possession of the ball and play starts again from the end zone where the goal was scored. Ask the referees to look out for double dribble and travelling rules. After a few minutes rotate the referees. Highlight pupils who are using protective dribbling well.

*Teacher note: encourage the pupils to mark a player each so that when pupils are dribbling they have one on one pressure applied and have to use protective dribbling.*

Catch the ball and look for the defenders before deciding whether to dribble or pass. Play fairly and be honest if you break a rule.

Make this easier for a team by playing with more players than the opposition e.g. 4v2.

Make this harder by specifying a number of passes to be made before a team can score.



## 5 Mins Plenary

How did you protect the ball? Who used protective dribbling effectively and what did it allow your team to do? Who in your team played well with others? E.g. inclusive or honest.