

PASS VS. DRIBBLE

STUDENT TARGETS

- ✓ **Skill:** I will use mature trapping technique in order to control and then return passes.
- ✓ **Cognitive:** I will recall and demonstrate the critical teaching cues for dribbling, passing, and trapping.
- ✓ **Fitness:** I will actively engage in the Pass vs. Dribble activity and encourage my classmates to remain engaged as well.
- ✓ **Personal & Social Responsibility:** I will describe and discuss the social benefits of participating in group physical activities.

TEACHING CUES

Dribbling

- ✓ Eyes Up
- ✓ Quick Looks
- ✓ Push with Taps

Passing

- ✓ Step to the Target
- ✓ Inside Foot to Center of Ball
- ✓ Firm Kick
- ✓ Follow Through

Trapping

- ✓ "Give" with your Trapping Foot
- ✓ Soft Contact like a Pillow

ACTIVITY SET-UP & PROCEDURE

Equipment:

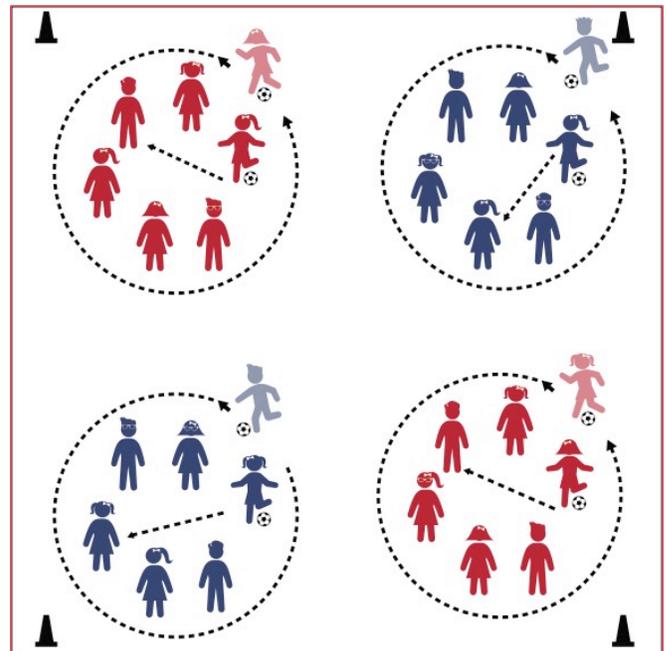
- ✓ 2 soccer balls per group of 6 students
- ✓ 1 low profile cone per group of 6 students

Set-Up:

1. Scatter low profile cones throughout the activity area.
2. Create groups of 6 students. Within each group, 5 students (Passers) take 1 ball and form a circle around their cone. The sixth student (Dribbler) stands outside the circle with the second ball.

Activity Procedure:

1. This game is called Pass vs. Dribble. The team in the passing circle will make as many accurate passes as possible while one player dribbles three times around the group.



Grade Level Progression:

- 3rd: Passers form small circles with Dribblers dribbling at a walking pace.
- 4th: Dribblers at a jogging pace.
- 5th: Passers form large circles with Dribblers at a jogging or running pace.

Challenge Progressions:

Play an Add-It-Up Cooperative Challenge for 1 minute. Calculate the sum of the number of passes and the number of laps around the circle. Students work to achieve the largest sum.

Modifications:

Decrease the number of laps the Dribbler makes around the circle in order increase opportunities for reinforcing proper technique.



PASS VS. DRIBBLE

ACADEMIC LANGUAGE

Pass, Trap, Receive, Inside of the Foot, Outside of the Foot, Stationary, Give with the Ball, Pacing

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E19.3-5]** Receives and passes a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass (3); Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills) (4a); Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass (4b); Passes with the feet, using a mature pattern, as both partners travel (5a); Receives a pass with the feet, using a mature pattern, as both partners travel (5b).
- ✔ **Standard 1 [E20.5]** Foot dribbles with mature patterns in small-sided game forms (5).
- ✔ **Standard 2 [E3.3, 4a, 5c]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance and pacing for running (4a); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways) in small-sided practice task/game environments (5c).
- ✔ **Standard 3 [E2.3-5]** 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 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more- and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).
- ✔ **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (3); Describes/compares the positive social interactions when engaged in partner, small-group and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What are the cues for dribbling? For passing? For trapping?
- ✔ **DOK 2:** How would you compare and contrast trapping and catching?
- ✔ **DOK 3:** How is proper trapping related to good passing?

TEACHING STRATEGY FOCUS

Help students examine their reasoning: During the debrief, prompt students to defend the logic behind their responses. Allow for or provide alternate perspectives or methods for completing a task or procedure.