**Name of Activity:**

**Monster in the Forest**

**Purpose of Activity:**

To mantain ball control while using their fingerpads to dribble around general space, and keep the ball at waist level.

**Prerequisites:**

One or more prior lessons with using one's fingerpads to dribble with control is necessary. Students should also be able to dribble with control while standing still, and have had experience dribbling while moving slowly in different directions.

**Suggested Grade Level:**

1-2

**Materials Needed:**

Variety of colored playground balls (one for each student); cones.

**Description of Idea**

Review how one should use the fingerpads to dribble a ball with and keep the ball at waist level. Tell students they will be playing a game today that uses a story to tell them what to do.

Have students line up, spread out, on a line on one end of the gym (playing area). Each student has a ball. Cones are scattered in the area between the line students are standing on and the other end of the gym. Students are told this short story and react to it as it is told:

"In front of you lies a great forest full of trees, plants and shrubs. We are going to take a hike through the forest with our **berry balls**. We must dribble our ball and be sure to watch out for**trees** (cones) that may be in our path."

The teacher then calls out a **color/birthday month**, etc., and students with that color on or birthday month move to dribble to the line on the other side of the playing area. Once there, they stand on the line and **continue to dribble**.

Once all students have mastered maneuvering through the cones add the ending to the story: "In this forest there lives a **monster**. This monster loves berry balls. So if you dribble too fast, or too high and the ball gets away from you the berry monster will come and munch it up."

The berry monster should be you, the teacher, or selected students (one or two) who will not challenge students, only "**munch up**" balls which have gotten away from their dribbler. The monster (you) calls the color or birthday month, and attempts to catch any stray balls. If a ball is caught, it is given back to the student, who can continue to dribble to the line. Again, students are standing and dribbling until all are back and they are ready to begin. If students are used for monsters, switch monsters.

**Name of Activity:**

**Dribble Frenzy**

**Purpose of Activity:**

To reinforce and review the dribbling skills taught in previous class lessons and to have students compare their ability to dribble with different types of balls.

**Prerequisites:**

Students should have received instruction in appropriate cues: use of finger pads, bounce the ball below waist level. Students should also be able to use pathways for avoidance of others and unsafe objects in all directions.

**Suggested Grade Level:**

1-3

**Materials Needed:**

Six of each of the following: hula hoops, junior basketballs, soccer balls, basketball-size nerf balls, vinyl balls, softballs, rag balls, wiffleballs, cones, laminated cue-signs; cassette/CD player and CD.

**Description of Idea**

Before class, arrange six hula hoops around the perimeter of the playing area (one in each corner and two at the midline). Place the same six pieces of equipment in one of the hula hoops. Place a traffic cone near each hoop with a laminated sign noting one of the dribbling cues taped on it; this should remind students of a dribbling cues to use.

Review the dribbling cues learned in earlier lessons; explain to students that they will get to use these cues when dribbling many different type of balls, and you want them to pay attention to how easy/hard it is to dribble each one. After explaining the activity as follows, have the class arrange themselves in a self space in the playing area. When the **music is playing**, the students move safely to any hoop and dribble the ball of their choice around the inside of the playing area until the music is turned off. On this cue, they must **replace the ball**in the original hoop. When the music again begins, they move to a different hoop to retrieve a different ball to dribble.

Repeat this process until the students have gone to six different hoops and dribbled the six types of balls. When done, bring students in to ask them questions reflecting on their ability to dribble the different balls: Which ball was easier to dribble? Most difficult? Why? How could you explain how to dribble each ball properly? Discuss possible reasons for what students have observed.