Name: Jessica Goodpastor
D. J. Sharpe

Skill Level: Utilization

Time: 20 minutes

Focus: Dribbling

Subfocus: Spatial awareness, directions

Objectives: Cognitive: Students will be able to explain the steps that compose dribbling, and will be able to explain which hand is appropriate to dribble with in a given situation and why.

Affective: Student will have learned to cooperate and be aware of each other as they dribble in teams mirroring each other and then the instructor.

Psychomotor: Students will be able to dribble while traveling in different pathways and do so with correct form

Connections:
1.2 Develops the student’s ability to apply knowledge, skills, and thinking Processes
1.3 Proposes learning experiences that challenge, motivate, and actively involve the learner
1.5 Proposes learning experiences that are developmentally appropriate for learners
1.7 Establishes physical classroom environments to support the type of teaching and learning that is to occur
2.1 Communicates with and challenges students in a positive and support manner
2.2 Establishes and maintains standards of mutually respectful classroom interaction by establishing the importance of shared expectations during individual and group responsibilities.
2.3 Shows consistent sensitivity to individual academic, physical, social, and cultural differences and responds to all students in caring manner.
2.4 Shows flexibility and modifies classroom processes and instructional procedures as the situation demands.
2.6 Motivates, encourages, and supports individual and group inquiry.
2.7 Uses classroom management techniques that foster self-control and self-discipline. Encourages responsibility to self and to others.
2.8 Promotes student willingness and desire to receive and accept positive and negative feedback.
3.1 Communicates specific standards and high expectations for learning.
3.2 Links learning with students’ prior knowledge, experiences, and family and cultural backgrounds.
3.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
3.4 Uses multiple teaching/learning strategies that are appropriate to student development level and actively engages students in individual and cooperative learning experiences.
3.5 Makes appropriate provisions for learning to address diversity among learners.
3.13 Provides opportunities for students to use and practice what is learned.

Teaching Cues:
1. Eyes forward, looking over the ball
2. Heads up to avoid collisions
3. Ball to the side
4. Ball at waist height

Materials/Equipment:
Whistle
Basketballs or playground balls (one per child)
Poster for demonstration
Two pennies (scrimmage vests)

Organization/Management:
Partner selection
Established protocol for response to signal

Introduction:
Previously in our dribbling unit, we have concentrated on dribbling in self-space and dribbling while traveling. We have practiced dribbling with each hand separately. We have learned to change our traveling speed as we travel. In all of our traveling thus far, we have only moved in a forward direction. Now we will begin to change directions as we dribble and travel.

Content Development:
1. On their own, complete the following (this will be posted on poster board):
   _ thirty seconds dribble with right hand—heads up!
   _ thirty seconds dribble with left hand—watch the clock or count to thirty
   _ five right hand, five left hand, continue to count of thirty
   _ Self-evaluation:  knees bent
     fingertips
     waist height

   T-As you are resting for a moment, let’s review the critical cues for dribbling and traveling—the cues that will bring control. Who can tell me what they are?

     Eyes forward, looking over the ball/heads up to avoid collisions
     Ball to the side
Ball at waist height

T-Which of the four do you most need to concentrate on? As you continue your
dribbling and traveling, concentrate on the cue most important for you.

2.0 Dribble throughout general space, changing directions as you go: forward,
backward, to the right, to the left. Travel at a speed that gives you control of the ball.

T-Continue to travel and change directions, always looking for the open space.

T-Dribble throughout general space. Each time you hear the signal (whistle), change the
direction of your travel.

TBI-If you are having trouble controlling your dribble, remember to slow down and work
on control

C-Remember to keep the ball slightly in front of you and to the side as you dribble

C-Check your speed and bend your knees for good balance when you change directions

T-Dribble throughout general space with a controlled dribble. Each time you meet
another person, change your direction quickly; continue your dribble.

T-Dribble with the “outside” hand when you travel. When you travel to the left, dribble
with your right hand; when you travel to the right, dribble with your left hand.

ITV-If you are a very good dribbler, try switching hands multiple times very quickly

T-Travel sideways with sliding steps, quickly moving your feet to the side with small
steps (model). Hold the ball in your hands, and let’s all slide to the right, to the left.
Now travel to the sides and dribble.

CH-Partner up. Partners will be decided by matching eye color. Partner A the first
leader will dribble while traveling forward, backward, to the left, and to the right. Partner
B will attempt to maintain the side-by-side relationship at all times, changing directions
as partner A changes. You will never travel more than five or six feet in any direction.

TBI-To challenge yourself, match up with a person with the same eye color that is also a
good dribbler

C-Remember to keep the ball slightly in front of you and to the side.

T-Travel to the right, dribble with left hand; travel to left, dribble with right hand. Repeat
the task with partner B as the leader.
T-When you are comfortable with your skill in dribbling and changing directions, vary your speed. Sometimes travel quickly, sometimes slowly. This presents a greater challenge for the partner who is not the leader.

C-It is sometimes helpful to lower the height of your dribble when traveling backward.

CH_“Mirror the Teacher”
Scatter throughout general space with at least five feet between you and the next closest student. Stand so that you are facing me. Your task is to change directions, start, and stop to match my changes in directions and speed. Remember, you are to mirror my dribbling—when I travel forward, you will travel backward. I will use my free hand to indicate the way you are to travel. Don’t forget, a slide-step is the most efficient way to travel from side-to-side, so use it.

CH-“Dribble Tag”
Everyone is to travel in general space, dribbling as you go. Two students will be the “taggers” and wear the scrimmage vests. Any student who is tagged by the “taggers” or who loses control of the ball while dribbling it are frozen and must stop moving and hold the ball high above their heads with both hands. They can be unfrozen when touched on the shoulder by a person dribbling who is not a “tagger.” The goal of the game is dribble without becoming frozen.

Modifications:
A child in a wheelchair will be able to participate in most activities in this lesson except for the side-to-side dribbling. During this aspect of the lesson, the child will aid the instructor in making sure everyone is on task.

Closure:
What was the focus of our lesson today?

Why do you need to be able to dribble and travel in different directions?

How do you know which hand to use when dribbling to the right; to the left?

Technology Used:
None

Reflection:
Can the children dribble and change the direction of their travel?

Do they change directions of travel without stopping dribbling?

Do they check their speed and lower their hips when changing directions?

Do they keep the ball at waist height or below throughout the dribbling?
Jessica Goodpastor  
D. J. Sharpe  

Lesson Rationale

   The lesson that we are teaching is on the utilization level, and is on dribbling.

NTS I: Designs/Plans Instruction

   Our planning process was somewhat effective as it met four of the eleven academic expectations, such as 1.4-“Proposes learning experiences that challenge, motivate, and actively involve the learner.” The lesson plan challenges the students to become better dribblers and actively involves the students in something fun and beneficial.

NTS II: Creates/Maintains Learning Climates

   Our lesson plan covers most of the criteria under NTS II. The lesson plan creates a learning climate that is supportive of students’ abilities and their differences. Through the dribbling exercises, the students will become responsible for their own abilities and have to cooperate with others so that collisions do not occur.

NTS III: Implements/Manages Instruction

   The lesson plan allows the students to work in groups of two to take turns, communicate with each other and become responsible team members. We will have visual aids, such as posters, to help the students. We will also demonstrate everything that needs to be done so that the students have a clear understanding before they attempt anything on their own.

NTS V: Reflects/Evaluates Teaching/Learning

   If we were really teachers, we give assessments at a later date to see how well the students learned and how well we taught. It would be more practical to ask ourselves
some of the “Reflections” questions in the lesson plan, such as, “Did the children keep
the ball at waist height or lower while they were dribbling?” By doing so, one would at
least know that the cue, “Ball at waist height” was followed and sank in with the children.

NTS VI: Collaborates with Colleagues/Parents/Others

At least in one point in the lesson the children are working in pairs, collaborating
with each other. By doing this lesson in a group setting, Jessica and I collaborated as
teachers may due at a planning period or inservice.

I chose this piece for entry into my portfolio because it fulfills the criteria for New
Teacher Standard I: Designs/Plans Instruction. This piece shows that I have the
knowledge to compose a lesson plan and the ability to apply it correctly. These skills are
crucial for any teacher.