

Materials	Paper, marker, ball to dribble (soccer or basketball)
Learning Outcome	Demonstrate dribbling with hands while moving and performing various actions.

Description

Ensure there is enough space to do the activity away from any safety hazards. Cut up a paper in small pieces and write down an action on each paper.

Some examples are:

- clap one time
- clap two times
- figure eight (around your legs)
- (around the) waist
- (dribble) high
- (dribble) low

Review how to perform the dribbling (with your hand) movement skill or refer to [Movement Skills Cues](#) to support you.

Spread out the pieces of paper around the playing area. Call out an action (e.g., figure eight) and the child finds the associated paper and performs the action (support early literacy learners with reading the actions).

After performing the action, the child picks up the paper and moves it to another location in the playing area. Play for an allotted amount of time.

If a child is unable to dribble, have them do the activity using another fundamental skill moving and performing the action at each paper.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the child the reflection questions below and discuss the answers together.

- *What was the easiest action for you to do? Hardest? Why?*
- *Did you always dribble with the same hand? Would it be hard to dribble with your other hand?*



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S	Space	T	Task	E	Equipment	P	People
	Reduce the size of the playing area with the child leaving the paper on ground as they dribble around the space.		Place different colours of paper on the ground and the child dribbles, using their feet, to the different colours that are called out (e.g., dribble to red, dribble to blue, etc.).		The child uses a sensory ball (e.g., bell ball, light-up ball, etc.) to dribble.		The child holds onto a tether as another individual guides them to the different pieces of paper.