Dribbling with long implement involves controlling an object with an implement (usually a stick) and travelling with it. It is a common skill in games like hockey and floorball.

This is a good hand-eye coordination movement skill that requires your child to track and control a moving object on the ground while maintaining stability of his moving body. Dribbling with an implement can be a fun and engaging activity for a toddler. It hones his walking and running skills, while building his awareness of effort, space and relationship.
Developmental Phases
Dribbling with Long Implement

**Initial**
- Tends to hold the implement with one hand.
- Implement is held in front of body, hitting (instead of pushing) the ball at a distance in front.
- Tends to chase object with no directional control of ball.
- Eyes focus on the object or implement.

**Transition**
- Holds the implement with both hands at the top of the implement.
- Attempts to push object forward, occasionally making contact with ball on either side with implement.
- Tends to chase object with some directional control of ball.
- Eyes are focused on the object or implement.

**Mature**
- Holds the implement with non-dominant hand while dominant hand is about a quarter-way down on the implement.
- Knees are bent slightly with forward body lean during the dribble.
- Implement contacts ball on either side, pushing ball gently forward. Ball is well-controlled and kept close to the implement throughout the dribble.
- Able to look up occasionally.

**Approximate Age of Development (in years)**

<table>
<thead>
<tr>
<th>Developmental Phase</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td></td>
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<td>Transition</td>
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</tbody>
</table>
Teaching Strategies
Dribbling with Long Implement

What to do if your child...

...needs to learn to hold the implement properly?
• Tape two markers in different colours on the implement (for right-handers: write “LEFT” on the top mark and “RIGHT” on the bottom mark). The reverse for left-handers.

...has difficulty controlling a ball?
• Get your child to practise dribbling objects that do not roll (e.g. shoebox, beverage carton, bean bag).

...has poor control of object during dribble?
• Attach object to the implement with a string that is about half-metre-long. This helps to ensure that the object stays close to your child.

...tends to hit object away instead of dribbling object?
• Line three to four cones at short distances apart. Get your child to walk and dribble, weaving in and out of the cones slowly.
## Variations

“Can your child use a long implement to dribble...?”

<table>
<thead>
<tr>
<th>How the body moves</th>
<th>Force/Effort</th>
<th>Time</th>
<th>Flow</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• an empty tissue box</td>
<td>• slowly/quickly</td>
<td>• while balancing a small towel on his head</td>
</tr>
<tr>
<td></td>
<td>• a deflated ball</td>
<td>• slowly before a cone and quickly after it</td>
<td>• and change direction at every cone/marker</td>
</tr>
<tr>
<td></td>
<td>• a heavy object</td>
<td>• in slow motion</td>
<td>• to other end of room without stopping</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where the body moves</th>
<th>Location</th>
<th>Direction/Pathways</th>
<th>Levels/Extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• in a square space marked by four cones</td>
<td>• forward/backward?</td>
<td>• with a stiff and straightened body</td>
</tr>
<tr>
<td></td>
<td>• between two lines</td>
<td>• left/right/diagonally</td>
<td>• with knees bent</td>
</tr>
<tr>
<td></td>
<td>• to a line nearby/far away</td>
<td>• in a straight/zigzag/curved line</td>
<td>• with trunk slightly bent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>With whom/What the body moves</th>
<th>Self (body parts)/People</th>
<th>Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• around you</td>
<td>• using a taped newspaper roll</td>
</tr>
<tr>
<td></td>
<td>• following you</td>
<td>• around the outside of a hoop</td>
</tr>
<tr>
<td></td>
<td>• with hands close to his body</td>
<td>• between two cones</td>
</tr>
</tbody>
</table>

## COMBINATIONS

- A taped-up shoebox slowly with you following behind
- A plastic bottle half-filled with water along a zigzag line while balancing a small towel on his head
Activity 1
Dribbling with Long Implement

WHAT YOU NEED
• Newspapers, rolled up to form two rods
• Empty tissue boxes
• Objects found at home to serve as obstacles

HOW TO PLAY
• Have your child dribble an empty tissue box around the house with a newspaper rod.
• Repeat the activity, this time placing obstacles around the house for your child to dribble past.

BE AWARE
• Ask your child to hold the newspaper rod with both hands, with his non-dominant hand at the top end and his dominant hand away from the top.

OBJECT CONTROL SKILLS

! Challenge your child further. You and your child must hold a rod each and compete who can dribble the empty box towards a specific area first (e.g. bedroom).
Activity 2
Dribbling with Long Implement

WHAT YOU NEED

• Newspapers, rolled up to form a rod
• An empty carton
• Rolled-up socks

HOW TO PLAY

• Lay out as many rolled-up socks as possible. Place an empty carton on its side on the floor to act as the goal.
• Have your child use a newspaper rod to dribble as many rolled-up socks into the carton as possible, within a specific time frame.