

DRIVER'S TEST

STUDENT TARGETS

- ✓ **Skill:** I will switch my dribbling hand when I hear the signal.
- ✓ **Cognitive:** I will give my partner performance feedback based on the cues for dribbling.
- ✓ **Fitness:** I will actively engage in physical education without teacher prompting.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my partner by watching her/his performance, praising good effort, and providing feedback for improvement.

TEACHING CUES

- ✓ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

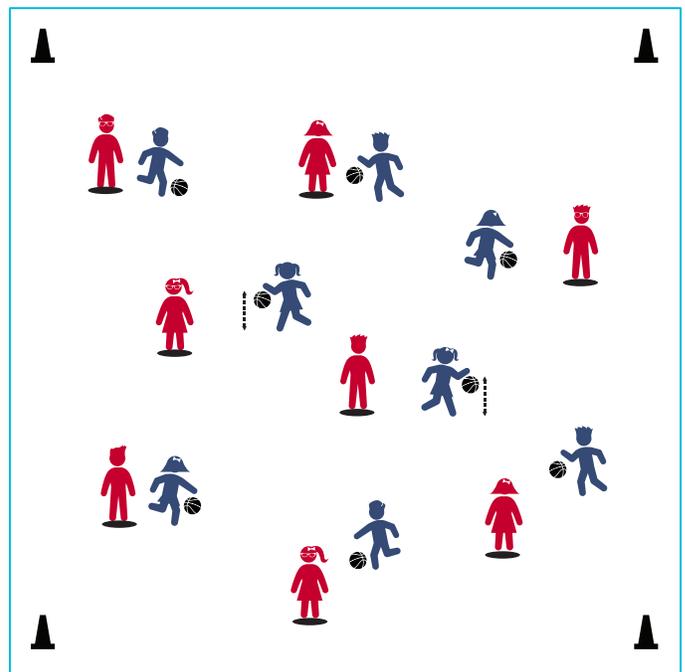
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 basketball per 2 students
- ✓ 1 poly spot per 2 students

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Scatter poly spots throughout the area.
3. Pair students, scattered throughout the area.
4. One student on a spot and the other with a ball.



Activity Procedures:

1. You've done a great job practicing and improving your dribbling skills. Now it's time for a Driver's Test!
2. The partner with the ball is the driver. The partner on the spot is the driving instructor. When I say, "GO!" the drivers are going to dribble throughout the activity area, working hard not to cause a crash.
3. Listen for the traffic signal (whistle). When you hear it, crossover and dribble with your opposite hand.
4. Driving instructors will watch their drivers. On the stop signal, give the driver a thumbs up grade if the driver followed the cues we've learned in class. (See grade level progressions for specific criterion.)
5. After all drivers have received their grades, switch roles and begin on the start signal.

Grade Level Progression:

- 3rd: Students work at a slow to moderate pace with 2-4 signals for changing dribbling hands.
- 4th: Students work at a moderate pace with several signals for changing dribbling hands.
- 5th: Add a second signal for changing speed. Alternate between changes in speed and changes of dribbling hands.

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CHALLENGE PROGRESSIONS

- ✓ Add obstacles, such as rubber critters and cones, to general space in order to increase the complexity of the activity area.

MODIFICATIONS

- ✓ Remove the peer evaluation. Instead, all students have a basketball with the students on the spot dribbling in personal space.

ACADEMIC LANGUAGE

Critical Elements, Dribble, General Space, Mature, Open Space, Spatial

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [E17.3-4b]** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b).
- ✓ **Standard 2 [E2.4-5]** Combines movement concepts with skills in small-sided practice tasks (4); Combines movement concepts with skills in small-sided practice tasks/games environments with self-direction (5).
- ✓ **Standard 3 [E3.3-5]** 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).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** How did you recognize that your partner had passed the driver’s test?
- ✓ **DOK 2:** What types of feedback did you receive from your partner? How can you apply that feedback to future practice?
- ✓ **DOK 3:** How is feedback related to improving your skill? Give examples.

TEACHING STRATEGY FOCUS

Review content: Before beginning the Driver’s Test activity, be sure to warm-up with a Dribble Triathlon that includes a brief but detailed review of dribbling cues. During this review, highlight the importance of each cue with respect to the activity that is coming up. For example, students will now be asked to dribble, while moving, in traffic. The use of finger pads for control and soft knees for responsiveness will now become important to successful performance. Content review can help students see the big picture and connect the importance of practice to successful skill implementation.