

DRIVER'S TEST

STUDENT TARGETS

- ✔ **Skill:** I will dribble the ball with 1 hand while walking in general space.
- ✔ **Cognitive:** I will be able to show the teacher which hand I prefer to use when I dribble.
- ✔ **Fitness:** I will actively participate in today's activity in order to improve and help my partner improve dribbling skills.
- ✔ **Personal & Social Responsibility:** I will share equipment and space with my partner.

TEACHING CUES

- ✔ Dribble with Finger Pads, Waist High
- ✔ Eyes Alert, Make Quick Looks

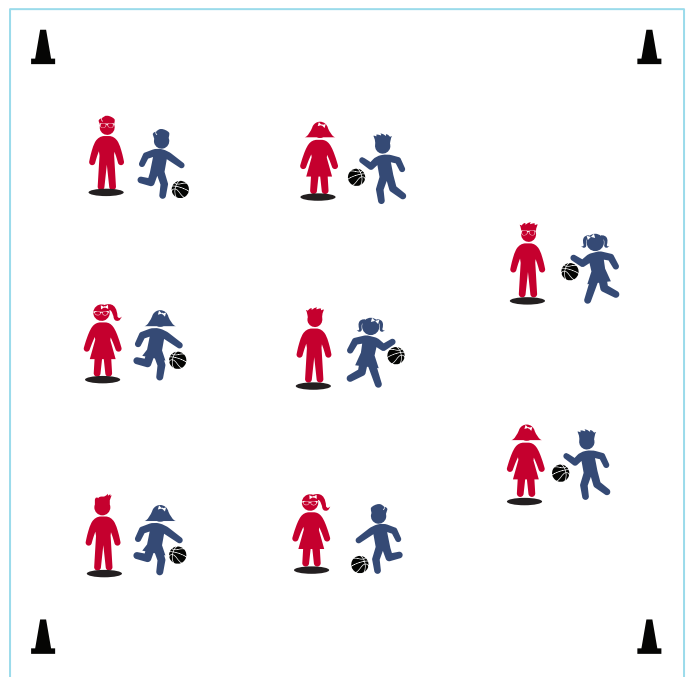
ACTIVITY SET-UP & PROCEDURE

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. Driving instructors will watch their drivers. On the stop signal, give the driver a thumbs up grade if the driver follows the cues we've learned in class. (See grade level progressions for specific criterion.)
4. After all drivers have received their grades, switch roles and begin on the start signal.

Grade Level Progression:

- K:** Drivers dribble in self-space (at their spots) with 1 hand and make more than 1 consecutive dribble.
- 1st:** Drivers dribble continuously in self-space using finger pads.
- 2nd:** Drivers dribble continuously while walking in general space, using finger pads with each dribble waist high.



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CHALLENGE PROGRESSIONS

- ✔ Prompt students to take a driver's test dribbling with the non-dominant hand.

MODIFICATIONS

- ✔ Continue to work on a bounce and catch with students having difficulty dribbling.

ACADEMIC LANGUAGE

Continuous, Control, Dribble, Manipulative Skill, Mature, Pathway, Prefer

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E17.K-2]** Dribbles a ball with one hand, attempting the second contact (K); Dribbles continuously in self-space using the dominant hand (1); Dribbles in self-space with a preferred hand demonstrating a mature pattern (2a).
- ✔ **Standard 2 [E1.Ka]** Differentiates between movement in personal (self-space) and general space (K1).
- ✔ **Standard 3 [E2.K-2]** Actively participates/engages in physical education class (K&1); Actively engages in physical education class in response to instruction and practice (2).
- ✔ **Standard 4 [E4.K-2]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (1); Works independently with others in partner environments (2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does prefer mean?
- ✔ **DOK 2:** What are examples of things that you prefer?
- ✔ **DOK 3:** Why do you prefer those things over other things?
- ✔ **DOK 1:** What does it mean when we say that someone has mature dribbling skills?
- ✔ **DOK 2:** How does someone develop mature skills?

TEACHING STRATEGY FOCUS

Organize students to interact with content: Organizing students into pairs for peer analysis provides them with an opportunity to do two important things: think while experiencing content and process while observing peer performances. Sharing and cooperating in the physical education classroom works to build a teaching-learning experience that will help students to develop 21st century collaboration skills.