

Before beginning, teachers should offer accommodations specifically mentioned in a student's IEP to support their ability to participate in the activity.

Activity Name: Four Corner Knockdown	Grade Level: 9	Activity Length: 20 minutes
Standard(s) and Grade-Level Outcome(s) or Indicator(s): <ul style="list-style-type: none"> • Standard 4 Exhibits responsible personal and social behavior that respects self and others <ul style="list-style-type: none"> ○ S4.M5.8 Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, and gameplay. Review: <ul style="list-style-type: none"> • Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. <ul style="list-style-type: none"> ○ S2.M1.8 Opens and closes space during small-sided gameplay by combining locomotor movements with movement concepts. 		Materials Needed: <ul style="list-style-type: none"> • Small Cones • Tall Cones • Foam Balls • Jerseys
Objective(s): <i>Students will ...</i> <ul style="list-style-type: none"> • Use communication and problem-solving skills to promote positive team dynamics. • Apply strategies for maintaining possession of an object. 		

Activity Progression

Use cones to section off several small square-shaped courts/fields. Group your class into groups of 4-6 and pair groups together. Use pinnies, flag belts, wrist bands, etc., to identify teams and explain the game in the following sequence.

Build 1: 5 Passes

- This game's objective is to possess the ball with your team while the other team plays defense.
- A point is scored by connecting 5 consecutive passes with your team. If you connect 5 passes, turn the ball over to the other team.
- The defense can intercept or knock the ball to the ground out of the air to gain possession of it. Defenders guarding a player with the ball must play soft (arm's length) defense.

Build 2: Endzone

- This game follows the same rules as build 1, with an additional rule that changes scoring.
- To score a point in Endzone, the team must complete 5 consecutive passes before they are eligible to try to score a point.
- Create a small square zone in each corner of the square. Each zone is a point-scoring zone for the team that possesses the ball. Defenders may not enter these zones.
- Once a team completes 5 consecutive passes, they will continue passing the ball until they can catch a pass in one of the corner end zones. They get a point if they successfully catch a pass in an endzone. Turn the ball over to the opposing team if a point is scored.

Build 3: Four Corner Knockdown

- This game takes the endzone scoring away and replaces it with four targets placed in the end zones. Make a target by placing a foam ball on a 12-24 inch cone. No offensive player or defensive player can enter the endzone.
- The game's objective is to possess the ball with your team to knock the foam ball off each of the four cones in each corner.
- A round is won when a team can successfully knock down all four balls without the other team taking possession of the ball by interception, dropped pass, or missed shot.

- Reset the balls on top of the cones after a turnover or a point is won by a team. The opposing team restarts play with the ball at the center of the court.

Teaching Tips: Occasionally stop the game to teach the following points to address the objectives.

- Review throwing and catching cues for the object (foam ball, frisbee, etc.) being used.
- Teach students to create space by moving into open zones on the court.
- Remind students about class norms for cooperation (e.g., effective communicator, creative and critical thinker, responsible decision maker, altruistic leader, culturally competent classmate, persistent learner, etc.)

Reflection Protocol: Chalk Talk

A chalk talk is a silent protocol allowing all students to engage in a classroom discussion by contributing their ideas in writing in public. You can do this on a whiteboard, Google Jamboard, Padlet, etc. Set up your physical or digital workspace before class for quick access during your lesson.

Instructions:

1. Write the following prompts in different areas of your workspace to allow room for students to place their responses near the question.
 - a. Write an example of how one of your teammates used one of our cooperation norms to make your team successful.
 - b. Explain how it feels to be a part of a team that can work together to accomplish a task.
2. Instruct students to answer the prompts. Students can also respond to other students by upvoting (placing a checkmark next to a comment they agree with) or by threading comments to have a silent conversation under the prompt.
3. Once students have finished the Chalk Talk Protocol, the teacher can review the responses out loud and generate class discussion around examples of cooperative behavior and the emotional responses to cooperation to reinforce the learning objective.

Modifications/Differentiations

Level Up:

- Make these games more challenging by:
 - Increasing the court size.
 - Making the end zones smaller.
 - Adding more end zones or targets.
 - Increasing the number of passes to score a point.

Level Down:

- Make these games less challenging by:
 - Decreasing the court size.
 - Making the end zones bigger.
 - Taking away end zones or targets.
 - Decreasing the number of passes to score a point.

Checks for Understanding/Assessment Strategies

Self-Assessment: Develop scales for class norms for cooperation. Have students rate their beliefs about their ability to demonstrate each norm for cooperation.

Exit Ticket: Provide one example of how you demonstrated cooperation and one example of how a classmate demonstrated cooperation during today's activities.