

CORNER TO CORNER

STUDENT TARGETS

- **Skill:** I will make and receive leading passes with my team.
- **Cognitive:** I will discuss the importance of cutting into open space after making a pass.
- **Fitness:** I will stay actively engaged at the intensity needed to raise my heart rate.
- **Personal & Social Responsibility:** I will demonstrate cooperation with my classmates as we work toward a common goal.

TEACHING CUES

- Cut to Open Space with Hands Ready
- Leading Pass Ahead of Cutter
- Cut to the Basket (Corner Spots)

ACTIVITY SET-UP & PROCEDURE

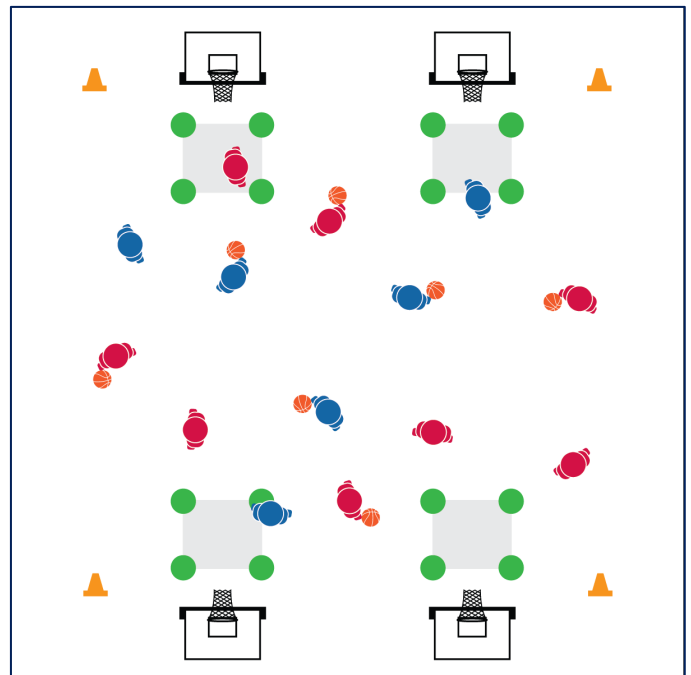
Equipment:

- 4 large cones
- 16 spot markers
- 1 basketball per team of 2 or 3 students

Set-Up:

1. Create a large activity area using 4 cones.
2. Place 4 spot markers in each corner 4–5 feet apart.*
3. Create teams of 2 or 3 players, each team with a ball.
4. Scatter teams throughout the activity area.

*If the activity area has multiple baskets, place spots directly under each basket.



Activity Procedures:

1. This activity is called Corner to Corner. The object of the activity is for you and your partner (or team) to score as many “baskets” as you can by bouncing your ball on 1 of the spot markers in each corner of the activity area.
2. On the start signal, start passing and cutting, making your way to a corner. Dribbling is not allowed. Players with the ball: You can pivot and pass. Players without the ball will cut toward the corner spots.
3. At each corner, you’ll bounce your basketball on 1 of the spot markers and then begin moving to another corner. Each time you bounce on a spot, it’s worth 2 points (1 basket). You must score at all 4 corners before you can go back to a corner that you’ve already scored on.
4. On the stop signal, freeze with the ball at your hip (triple threat) or in pass-ready position.

Grade Level Progression:

6th: Play the activity as described above.

7th: Add 4 defenders. Defenders can move throughout the activity area, deflecting or intercepting passes. If a pass is intercepted, the defender scores 1 point, returns the ball to the passing team, and defends elsewhere.

8th: Add shooting. Teams pass and cut to any basket in the activity area. The object is to score at each basket, and then repeat at each basket as many times as possible before the stop signal.

CORNER TO CORNER

UNIVERSAL DESIGN ADAPTATIONS

- Add auditory signals at target spots to assist students with a visual impairment.
- Use foam balls (or another variety of ball) to assist with passing and catching.
- Create larger and/or additional targets.
- Increase boundary area to create more open space.

ACADEMIC LANGUAGE

Cooperate, Cut, Leading Pass, Pass, Open Space, Pass-Ready Position, Receive, Triple Threat

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [M4.6]:** Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as basketball, flag football, speedball, or team handball (6).
- **Standard 2 [M2.6-8]:** Executes at least one the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes; uses pivot, fake, or give & go (6); Executes at least two of the following offensive tactics to create open space: give & go; a variety of passes; fakes, pivot (7); Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, & pathways; give & go (8).
- **Standard 4 [M5.6-8]:** Cooperates with a small group of classmates during adventure activities, game play, or team-building activities (6); Problem-solves with a small group of classmates during adventure activities, small-group initiatives, or game play (7); Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives, and game play (8).

DEBRIEF QUESTIONS

- **DOK 1:** What does cooperation look like? What does it sound like?
- **DOK 2:** How did you apply cooperation in the game of Corner to Corner?
- **DOK 3:** How is communication related to cooperation? How did you communicate in Corner to Corner in order to cooperate?

- **DOK 1:** What are the critical cues for passing? For receiving a pass?
- **DOK 2:** What do you know about making and receiving a leading pass?
- **DOK 3:** How could you change this activity to practice passing off a dribble?

TEACHING STRATEGY FOCUS

Help students identify critical content. Cooperation is absolutely fundamental to passing in any sport. It relies on communication and is an overall indicator of how cooperative a team is. Good passing also provides rich opportunities to identify and discuss the importance of both verbal and non-verbal communication in sport and physical activity. Help students identify and examine the social learning competencies of basketball participation.