

CAPTURE THE CORNER

STUDENT TARGETS

- **Skill:** I will anticipate offensive/defensive positioning to create scoring opportunities.
- **Cognitive:** I will identify how to create a passing lane.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will use supportive and encouraging language with my teammate during this activity.

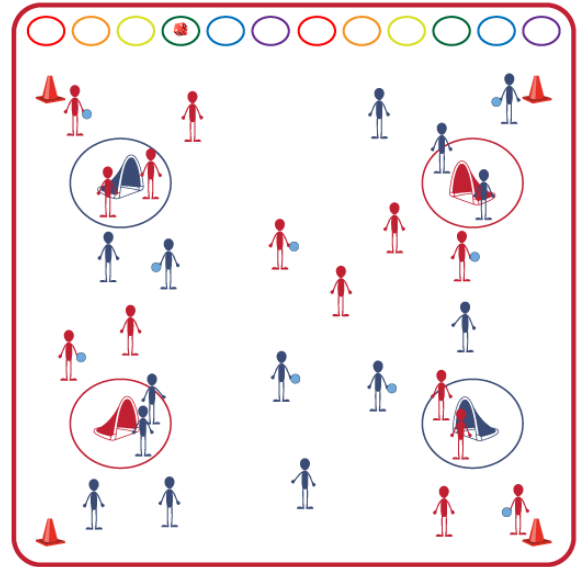
EQUIPMENT & SET-UP

Equipment:

- 4 pop-up goals (one for each corner)
- 1 foam ball per 2 students
- Large cones for boundaries

Set-Up:

- Create a large area with 4 goals in the corners with space to move around each goal.
- Create teams of 2 – each pair with a foam ball. Assign 4 pairs as goalies (1 per goal). Goalies don't start with a foam ball. All other teams are scattered in the activity area.



ACTIVITY PROCEDURES

1. This Mental Health activity is called *Capture the Corner*. The object is to work with your teammate to score a goal and become the goalies for that goal (aka, capture the corner).
2. On the signal, the game begins with Ultimate Disc passing rules – you cannot run with the ball, only pivot and pass. The partner without the ball can advance toward a goal.
3. You can take 1 shot at a goal. If you make it, you switch with the goalies (they take your ball). If you miss, pick up your ball and move toward a different goal.
4. It's okay for more than 1 offensive team to attack a single goal at the same time. The first ball to hit the goal is the one that scores. (Was it a tie? Play rock, paper, scissors!)
5. Continue play until you hear the stop signal.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play the activity as described above.
- **Grades 4 & 5:** Limit the number of passes made before a shot attempt must be taken.

TEACHING CUES

- **Cue 1:** Utilize short, quick passes with your partner.
- **Cue 2:** Move to open space when your partner has the ball.
- **Cue 3:** Stay focused in order to anticipate offensive/defensive positioning and scoring opportunities.

CAPTURE THE CORNER (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Increase/decrease the size of the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids, along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.
- **UDL 5:** Allow teammates to hand ball off rather than passing/tossing if needed.

ACADEMIC LANGUAGE

Pass, Shoot, Accuracy, Encourage

PRIORITY OUTCOMES

Manipulative Skills:

- **(Grade 3)** Demonstrates manipulative skills using mature patterns for accuracy and control.
- **(Grade 4)** Combines locomotor and manipulative skills using mature patterns for accuracy and control in static and dynamic environments.
- **(Grade 5)** Executes a variety of manipulative skills with control and accuracy in small-sided games.

DEBRIEF QUESTIONS

- **DOK 1:** What is a passing lane?
- **DOK 2:** How can you apply what you know about off-the-ball movement in order to create passing lanes?
- **DOK 3:** How is this game related to your favorite sport (e.g., basketball, soccer, etc.)?