

<h2>Four Corner Soccer</h2>	<b>Time</b> 20 minutes	<b>Facility</b> <input type="checkbox"/> Classroom <input type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors	
<b>Equipment</b> Four soccer balls, four pylons, pinnies/markers		<b>Physical Activity Level</b> <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Vigorous	
<b>Safety</b> <ul style="list-style-type: none"> <li>Remind students to be cautious when moving and to be aware of the personal space of others.</li> </ul>			
<b>Warm-up</b> <ul style="list-style-type: none"> <li>Place students in groups of 4–6. Have them move around the activity area in single file, slowly increasing their speed (e.g., walk, speed walk, slow jog, run).</li> <li>Have the last student in the line hold a pinnie or marker and move to the front of the line.</li> <li>Once the student gets to the front, he or she passes the pinnie or marker back until the new last student in line gets it, and then this student moves to the front. Each time all the members of the group have taken a turn, the speed slightly increases. Have students continue for 2–3 minutes.</li> <li>Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <p><b>Activity:</b> Four Corner Soccer (Adapted from: Active Healthy Kids Canada, <i>activ8, Grades 7–8</i>, 2002)</p> <ul style="list-style-type: none"> <li>Divide the class into four groups.</li> <li>Use a pylon as the goal for each team. Place the pylons near the corners or edges of the activity area so that they form a square.</li> <li>Tell the students that there are no goalies allowed. If a team hits or knocks over a cone then that team scores a goal. The team whose cone is knocked over must put the cone back up and then begin again with the ball.</li> <li>Have students begin the game with two balls.</li> <li>Have teams work to score goals on as many different goals (pylons) as possible. Tell students that teams cannot score on the same goal twice in a row.</li> <li>Have teams keep track of their own scores.</li> <li>Stop the game to allow 30–45 seconds for teams to meet and discuss strategy and adaptations to the game. Then restart the game.</li> </ul> <p><b>Cool-down</b></p> <ul style="list-style-type: none"> <li>Place students in groups of 4–6. Have them walk around the activity area, slowly decreasing their speed, passing a soccer ball from student to student.</li> <li>Give a signal to stop. The last student in each group to touch the soccer ball leads a stretch of the large muscle groups.</li> <li>Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>			
<b>Variations</b> <ul style="list-style-type: none"> <li>Add more balls as players become more proficient at the game.</li> <li>Pair teams so that two teams are working together.</li> <li>Rearrange teams so that they are not all the same size.</li> </ul>			
<b>Notes for Teachers</b> <ul style="list-style-type: none"> <li>The use of pinnies helps to establish teams and increase passing and team play.</li> <li>Discuss with students the challenges and strategies used in the game.</li> </ul>		<b>Planning Notes and Reflection</b>	