

## Spatial Awareness Strategies and Team Play

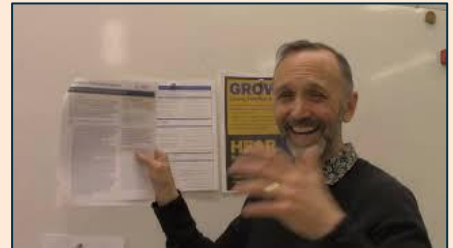
This module is intended for Grades 7-9 educators.

# Invasion Games: Three Lesson Unit to Meet Movement Skills KUSPs

## Module Contains:

- Pre-Recorded Video Intro (min)
- Lesson Progression
- Feedback Framework and Posters
- Assessment / Observation Tool
- Progression Focus for Spatial Awareness

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video*



## Module Contains:

- Simple games to introduce the ideas of Refining skill and team work and using feedback to improve
- Three progressive invasion-style lessons with supporting resources
- Peer observation and feedback opportunities
- Debrief reflections and group discussion prompts
- Progressive complexity and tactical awareness challenges.
- Alberta PE safety compliance.

## Learning Path

1. Review KUSP materials
2. Review additional resources for background if you need more context
3. Conduct spatial awareness drills
4. Integrate team passing and defending strategies with feedback framework
5. Culminate with modified gator ball-ultimate play
6. Facilitate reflection journals and peer discussions
7. Extensions and assessment of additional KUSPs



## Lesson Overview (Background and Progression)

### Summarized Knowledge Points

- Movement patterns and transferable skills across activities.
- Relationship between feedback, error detection, and performance improvement.
- Application of force, stability, rhythm, and body control.
- Communication and understanding of space during offensive/defensive play.

### Learning Outcomes:

**LO: Students relate practice and feedback to improvement of mvmt patterns/skills in various**

1. **B2:** Practice and refine movement patterns through feedback and reflection.
2. **B3:** Error correction facilitated through peer/coach/teacher observations and recognized internally by individ through practice/refinement (and reflection).
3. **B5:** Movement Elements include: force, body shape, time, rhythm speed: Movement Concepts include: body, spatial and effort awareness, RLS, effort quality: Movement Principles include: stability, force, speed

### Learning Outcomes (OI links)

Students will:

- Use spatial awareness to move and position themselves effectively.
- Integrate feedback to refine offensive and defensive techniques.
- Demonstrate cooperative strategies and feedback to incorporate Components of movement into their strategy as a team.

### Summarized Knowledge Points

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### Resources

OPHEA PlaySport Activities: *Ultimate Space*; Ever Active Schools Invasion Games teaching modules; PHE Canada TGfU Framework; University of British Columbia Invasion Games Curriculum Model; Alberta Safety Guidelines (2024)

## LESSON 1: Exploring Space

Building Movement Awareness

## Exploring Space

OI	B	Add on E			
SP	7B2,3,5	7E1,2			

Grade: 7

Facility: Indoors

Lesson/Unit: Movement Skills 3 lessons

Date: \_\_\_\_\_

#Students: 20 - 40

Lesson Number: 1

Time: 30 - 50min.

**Safety Guidelines from AB ED**

Follow *Alberta PE Safety Guidelines*—ensure open space, no obstructions, soft/safe equipment, proper warm-up and cool-down protocols, no contact, and awareness of classmates' movement zones.

**Warm-Up**

- **“Truck and Trailer”**: move across gym using different locomotor patterns while maintaining distance awareness:
  - See PDF **“Full Truck and Trailer”**
- Focus question: *“How can I move to open space while staying aware of others?”*
- *Teaching focus: Changing Movement Elements, Concepts and Principles in the activity directly drawing attention to the differences in movement. AND Giving time to improve movement with reflection Add Bursts and Slow downs. Always the question: Where is the open space. This is the precursor to all offence and defence.*

**Activity**

- *Mirroring and Shadow Drill*: students work in pairs to copy and invert partner's movements to build variety... Follow the leader to find out what can be followed and what cannot.
- *Four-Quadrant Mobility Game*: move between zones responding to teacher cues (direction or color-based with locomotor directions and cues: run, skip, jog, other factors from 7B5) such as stability stops, speed changes, path change.
- This day is more about introducing concepts than feedback
- Discussion: recognize personal and shared space
- Finish with **YOSHI** if time for students to reflect on team strategy between games.

**Cool-Down (Wrap Up)**

- Group reflection: identify strategies to move safely and efficiently.
- Peer feedback: one observation per partner on spatial awareness performance

**Equipment**

- **Cones**
- **Music Cues**

**Other Ideas**

- Truck and Trailer can be used for the entire lesson if using the build up activities to Stage 3. This is a great way to quickly do a pre-assessment on movement skills

**Assessment**

- Observation on understanding of personal/partner space (4-point rubric).

**Cross Curricular / OI Links**

- Connection to Communication (7E1,2) – Communication in Activity and Strategy (7C1,2) Transfer of skills between activities

**Resources:**

Truck and Trailer PDF, Spatial Awareness Video Link, Slide Deck with Elements, Yoshi Video

## LESSON 2: Exploring Space

Building Movement Awareness and Using Feedback from Peers and Teacher

# Passing and Defending in a Shared Space

OI	B	Add on E	Add on A		
SP	7B2,3,5	7E1,2	7A3		

Grade: 7 Facility: Indoors/Outdoor Lesson/Unit: Movement Skills 3 lessons  
 Date: \_\_\_\_\_ #Students: 20 - 40 Lesson Number: 2 Time: 30-50 min.

### Safety Guidelines from AB ED

Check surfaces, ensure distances, limit high-speed collisions, verbal cues for awareness, and provide continuous movement supervision

### Warm-Up

- Partner passing circle using gator balls—students must call peer’s name and make eye contact before passing
- Players stand in a circle and pass a ball across to teammates.
- Variations include passing across the circle, using different passing techniques, or moving in pairs, calling name prior to passing, repeating same pattern and then reversing it.
- Take time to direct teach feedback and introduce group reflection.

### Activity

- Game: **Keep the Zone** small-sided 4v4 territorial passing game.
- Score when a pass reaches the end zone. No running with the ball.
- Introduce defender progression after initial rounds.
- Emphasize movement off the ball and safe close-proximity defenses.
- **KEY TO FEEDBACK:** Time to give feedback to team to improve between rounds. This includes **Teacher Feedback**. Even change to 3 vs 3 and have one student become the coach to give feedback.
- Up stakes by adding a point for each pass prior to scoring
- Integrate verbal communication (audibles), non-verbal (hand gestures) & spatial decisions (peer observation for movement and communication ratings).

### Cool-Down (Wrap Up)

- Discussion: “Where was space open and how did you decide where to move?”
- Encourage students to note one skill they improved and one they observed in a peer.

**Resources:** GROW/HEAR Framework and Teacher Resource

### Equipment

- Cones
- Gator Balls
- Pinnies or Belts

### Other Ideas

Alternative to Keep the Zone:

- Yoshi
- Mighty Box Game Structure
- Also Assessing E and A KUSPs

### Assessment

- Peer-review checklist – eye contact, communication, accuracy, awareness.
- Changing of pace and quality of movement in game

### Cross Curricular / OI Links

- Connection to Communication (A3) – giving and receiving feedback constructively.

## LESSON 3: Exploring Space

Building Movement Awareness, Feedback Cycle, and Changing Movement Elements in Game to Improve Performance

# Modified Gator Ball Ultimate Frisbee

OI	B	Add on D	Add on C	Add on J	
SP	7B2,3,5	7D1, 2	7C1,2	7J2	

Grade: 7 Facility: Indoors/Outdoor Lesson/Unit: Movement Skills 3 lessons  
 Date: \_\_\_\_\_ #Students: 20 - 40 Lesson Number: 3 Time: 30-50 min.

### Safety Guidelines from AB ED

Apply “non-contact invasion game” and “disc/ball handling” supervision standards per *Alberta Safety Guidelines for Ultimate*—soft ball materials, safe boundaries, hydration breaks.

### Warm-Up

“Ultimate (soccer, gator ball...) Moving Toss” random movement inside a set boundary, passing quickly; 3-drop limit per team. If dropped, quickly reflect.

**Goal:** increase readiness, communication, and movement fluency.

### Activity

Teaching Focus: Feedback and Corrections - Elements of Movement.

Game: **BoxTimate – GatorBall or Ultimate Frisbee**

- **Rules: See Mighty Box Games.** Three on Three Basketball type game for strategy and players advance by passing the ball; no running with possession. Add and modify rules to keep students changing strategy. Steps, passes, stationary player ect, manipulation object
- Focus on Offence to Defensive transition and communication
  - Audibles and signals
- Teams score by catching the ball in an end zone.
- Encourage adapting throws (below chest, overhead, bounce).
- Midpoint reflection time—teams share movement strategies and defensive adaptations, Talks about Movement element changes can affect the game. (rhythm, pace, speed of pass or player)
- Add a player who watches to give feedback and prepare a strategy or play

Peer observation cycle: one/two students per team note feedback on spacing, teamwork, and decision-making.

### Cool-Down (Wrap Up)

- Small-circle debrief: what movement principles supported success (force, rhythm, stability)?
- Exit reflection card: “How did feedback change your movement choices today/improve the game today?”

### Reflection and Feedback:

Build and reference the GROW/HEAR framework and frequent team reflections to improve game and strategy.

### Vocabulary Direct Teaching:

Body - Effort - Space Awareness. Stability, Force, Speed of Movement, Adjustment of speed, force, direction.

### Key Tool For the Day:

Allowing time for teams and partners to reflect and offer feedback is key to this lesson. It is not about the game, but observing and voicing ideas on how to improve. Circle for 3 or more with three questions that everyone answers in turn: **1) What is working 2) What is not working 3) What can we do differently.** No names just personal thoughts.

### Equipment

- Cones
- Gator Balls
- Pinnies or Belts

### Other Ideas

- Box Drill set up for warm-up

### Cross Curricular / OI Links

- C2 (Social-Emotional Learning) – collaboration and respect.
- A4 (Critical Thinking) – strategy adaptations in team play

### Resources:

- 7B235 Slide Vocabulary; Mighty Box Games; HEAR/CARE Feedback Resource.

## Layering the KUSPs Assessment

Gaining deeper understanding of how the KUSPs Work Together.

## Cross Referencing for Efficiency:

### Lesson 1 (Truck and Trailer)

**7E1: K:** Communication during Physical Activity supports a common understanding of goals, structure, rules, sportsmanship, and etiquette and can be verbal/non-verbal, visual cues, and active listening.

**SP: Identify ways of communicating during games /Physical Activities.**

**7E2: K:** Develop communication skills increases the ability to interact confidently and positively in games/PA, often involving responding positively, resolving conflict, exhibiting inclusive behaviour, working toward common goals, being a leader, or a follower

**SP: Participate in cooperative games/Physical Activities as a leader and a follower.**

### Lesson 2 (Protect the Zone)

**7E1, 7E2 From Above**

**7A3: K:** - Phys. health improved/maintained by increasing Physical Activity levels and reducing sed behaviour

**S: Explore ways to increase Physical Activity and decrease sed behav in daily routines.**

- By adding a 5 minute direct teaching at the start of class and having students talk with each other, this is a great way to introduce the ideas of goal setting and ways to change activity patterns leading into the elements of 7B5 for next lesson.

### Lesson 3 (Gator Ball Ultimate)

**7E1, 7E2 From Above**

**7D1: K:** - Inviting others into Physical Activity can promote acceptance, foster belonging, and ensure everyone has an equitable experience. Social awareness promotes belonging through ability to understand and empathize with others.

**S: Relate Inclusion to Physical Activity**

- The Circle reflection and feedback where everyone is heard (if they choose) allows this to happen.

**7D2: K:** Learning environment where participation feel safe and encourages whole-group participation.

**SP: Engage in Individual or group behaviour that demonstrates inclusion, etiquette, and sportsmanship**

**7C1: K:** - Games/PA with a similar structure can be grouped into categories (Invasion/Territory)

**SP: Examine the structure, tactics, and strategies of various categories of games/PA.**

#### IMPROVING TEAM STRATEGY:

Key for feedback and soliciting whole team engagement is creating a culture of REFLECTION and FEEDBACK. Give time for teams to pause mid game and have everyone in the group contribute. In a circle (you will see who is being left out), have them go around in **three** rounds and contribute to the discussion. When someone is talking, no interruptions, just listening. 1) What is working ? 2) What is not working? 3) What can we do differently? Then decision can be made. Give them time to introduce and practice a new element (ie. speed or rhythm changes in team flow, passing tempo changes, positions pathways). The games will slow down, but get so much better over time.

#### Overcoming Push Back

If your school does not have a culture of giving and receiving feedback be patient and be persistent. Be quick to step in when students make suggestions personal and try to dominate. Remind students that feedback is given from a place of support and they get to choose if they use it or not. Reference the GROW/HEAR Framework often. It just may change a students way of interacting with others.

## Using this Introductory Unit to Build a Culture of Feedback and Reflection

Encouraging students to interact with each other to improve their performance and enjoyment

### Extensions:

This using is a way to introduce the ideas of feedback and refining skills by focusing on specific elements of movement. It is not a **ONE AND DONE** idea, but something that is incorporated in to all units once the vocabulary is established. **Constant reminders that Feedback is merely a SUGGESTION and if a student chooses not to use it, its not personal.**

The overlay of feedback can then be used across units.

- In Ultimate Frisbee to have students watch and help each other master the different throws
- In Badminton: students on the sidelines can pair up with each other to give feedback on how to beat their opponent by watching how they move and what shots they play
- Whenever students are waiting to play, have them watch a partner or a team to give feedback on how to improve between rounds
- Play TAG and incorporate specific element of movement into the game so the get first hand experience on increasing or decreasing speed to avoid being tagged
- Moving into Rhythmic Dance or Gymnastics is now a matter of removing the game element and using the Movement Concepts to create a pattern. Add Student Feedback in to REFINE and PRACTICE what flows well and looks good. Use 7B5 as the movement and elements of a movement sequence - put it to music...
- Arctic Winter Games: stability and power are key to every move in many of the games and is a great place to put these elements into play and have students look for it or feel for it in their partner. Use a drill to push until the partner feel stability and they can work on improving their base.

### Assessment Reality:

Some of these KUSPs will not be marked on a gradient but on an accomplished or demonstrated scale.

In this 3 day lesson Sequence, we can get a baseline for **8 KUSPs** out of a total of **56 KUSPs** in the full Grade 7 curriculum.

**This work is not about changing what your doing, but adding more intention behind how you are delivering content to board the scope of our practice to include the Entire Well-Being of our students.**

### Covering Additional KUSPs

By looking through the KUSP Summaries, it is possible to link many of them together by adding discussions, direct teaching mini lessons, call back questions in future classes, short journaling tasks, group think - pair - share activities, specific tasks for groups to add into their games. If you let them know you are listening for the use of terms and vocabulary in games (wall, swing, push, up boards, handle, zone, switch...) you will be amazed at how the play and understanding changes.