

# Full Truck and Trailer Scope and Sequencing

A Scope and Sequencing Resource for a Specific, Multi-Level Spatial Awareness Activity that can be used from K-12

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# Complete Truck and Trailer Scope and Sequencing

## Spatial Awareness Activity

### Lead up to Truck and Trailer

This scope and sequence builds every year, starting from a simple game I learned from a mentor 15 years ago. I use it from Grade 1 to Grade 12 EVERY year with EVERY group of kids. When you take the time not only to watch, but to teach and build the Levels and subtleties of the activity (sometimes over an entire week), you will be able to get a baseline assessment on more KUSPs than you would expect. Pay special attention to the reflection questions and soft skills as they move between the levels. This is not a ONE AND DONE activity. It can be used throughout the year or as a lead-up unit at the start of the semester. There is always more to build on.

### Key Concepts:

- Progression of complexity with each new step
  - **Walk - Walk Quickly - Jog - Run**
- Stay with the progression until you feel confident that class is safe and in control
- Change the field of movement to get different results and see different things
  - Start small - move to large
  - Start large - change to smaller and smaller spaces to see if they can handle more congested spaces
- The progressions may go quickly or more slowly, depending on your students and their ability to do one thing... Move to where there are no people (AKA open space).
- In elementary school, we may spend an entire day on two steps of a Level.
- Taking time to build these skills will be an asset moving forward with every other game you play. Make it fun, take your time, build the skills.



- Some Steps may seem small, but they will add to the understanding and the skill of movement.
- Even with experienced athletes, the more complexity is added, the more they forget the overall goal: **MOVE TO OPEN SPACE**... you will need to remind every group EVERY STEP that this is the goal. As a leader, it is amusing to watch it deteriorate.
- The goal is to look for **smiles and laughter** - a good sign when it is time to move on to the next level. Keep it moving quickly and don't stop them for more than a few seconds each step or micro-teaching.
- Depending on your comfort with creative movement and FUN, you can free students to move in different ways - Add levels, qualities, speed changes, different locomotor styles (add skipping, galloping, crab walks, hopping, one leg). My ultimate favourite is the MINISTRY OF SILLY WALKS. (**NOTE:** Just not spinning, cartwheels, or more than 180 to prevent collisions and not looking where you are moving).

## Level 1:

### Movement Through Space and being aware of others, responding and reacting safely.

- Designate a space away from the walls as an active zone.
  - This space can be made smaller and larger as the steps progress.
- For EAL and Visual students, you may want to put 30 to 40 cm cones around the perimeter as a reminder to stay inside the box.
- Emphasize **LOOKING WHERE YOU ARE GOING** vs. Looking around.
  - You go where your nose goes...

## STEPS to Follow

1. Walking through space
2. Walking through space, changing direction every 5 to 10 steps.
3. Increase walking speed - keep direction change.
4. **Add:** Movement to open space
  - a. At any time when I say freeze, you should be arm's length away from anyone else, and the class should be spread out on the full area (Spread the Peanut Butter)



- b. Initially stop at 10 second intervals, then lower
  - c. **Micro-Teaching:** Where is the open space? How do you find it?
  - d. More Reps
  - e. **Micro Teaching:** Point to open space when you have them stop.
    - i. Direction change shows you if you were in space vs. turning your head.
    - ii. Don't think - move to the open space while moving through space.
  - f. More Reps, every time you stop, ask them, where is the open space.
5. Increase Jogging Speed - Same parameters
- a. **Micro Teaching** - Direction Change technique
    - i. Small step to prep - Plant lead foot with bent knees - Turn pushing off  
Lead Foot - Turn Head - Move if way is clear
    - ii. Plant - Look - Go
    - iii. **NOTE:** Limit Change of Direction to 180 Degrees at a time.
      - 1. Discuss varying degrees of change: sometimes 20 degrees is enough, other times a full 180 is called for.
    - iv. For less experienced classes on the lookout, I have them point towards an open space in their view
  - b. Stop them frequently and ask the questions: where is the open space, what is preventing you from getting there, what do you do if someone is going where you are going?
6. **Add:** If you are moving towards someone else, both must change direction
7. Can be modified to change direction every 5 steps.
8. Increase Speed to Running Speed
- a. Emphasize the stutter step to change direction.
  - b. Can lengthen Change of Direction steps to 10 again.



## Level 2:

### Movement through space with awareness of other people in the space

- Lays the groundwork for all invasion games, Offence and Defensive movement and strategies
- If you are doing this over multiple days, start with Level one and progress quickly
- Emphasis on **LOOKING WHERE YOU ARE GOING**, and proper Change of Direction transitions will remove the risk of collisions.
- Remember, we all must WALK before the RUN.
- You can make this one more of a Follow the Leader with different options for locomotion (levels, qualities, styles etc). Just no spinning or turning to prevent collisions.
- **REMEMBER:** By adding complexity Students will quickly forget the main reason we are doing this... MOVE TO OPEN SPACE. Every time you stop for a micro teaching or instruction, bring it back to this point.

## STEPS to Follow

1. Start with Level 1 and quickly move through all steps
  - a. Walking - jogging, running - 10 steps, 5 steps... lots of freezes
2. **Add:** When you are walking, find someone to follow for a while or until they change directions in a way you cannot follow anymore. Continue as before. (good time to add follow the leader movements (jumping jacks, lunges, skipping... )
  - a. **NOTE:** EMPHASIZE students following a body length behind (or two arm lengths, OR Finger tip to finger tip of outstretched arms - this is a great visual). We don't want them right on their heels, more incognito following.
  - b. **Keep stopping at intervals and ask the Question:** WHERE IS THE OPEN SPACE? Are you moving to open space? If you're being followed, is it easier or harder to think about open space? Can you sense when you're being followed without looking? What is it like being a follower? When did you decide to follow or leave a person? Did you speed up when being followed or change any of your patterns?
  - c. Add a direction or speed change at shorter intervals when being followed



- d. Now you can add a follower to a follower (if you feel confident and want more laughter)
      - e. Add different actions (jumping jacks, lunges, jumps). Did people leave you quicker if you did harder things).
3. Increase to Jog
4. Increase to Run
  - a. Give students permission to choose speed after a while and encourage them to alter their speed.
5. **Back to a Walk:** Now, this is only for students doing well and are showing they can follow at a distance.
  - a. Students can CUT OUT a follower by filling the space between the leader and the follower.
6. **NEW ELEMENT:** Scatter 10 to 20 floor dots on the floor ( $\frac{1}{3}$  to  $\frac{1}{2}$  of your students)
  - a. Dots are AMAZING, but require some pre-teaching before you let students run around.
    - i. Dots are not rubber, but usually rubber/plastic which means... They slide when you step on them at an angle (ie. Running).
    - ii. Students should be instructed to avoid the dots until the appropriate time.
    - iii. This is an advanced skill that should only be used after classes demonstrate they have strong skills to keep themselves and others safe while moving in a space.
  - b. Same game as before (pick and choose criteria... follow, cut off, neither, animal movements, levelled movement, follow the leader actions, change of direction steps....).
  - c. When the teacher gives the signal to change the activity (Spaghetti... who's hungry... NOW... DOT... you choose), students who are closest to the floor dots quickly stand on the dot. The rest of the students keep jogging.
    - i. You could have them change locomotors at this point or just jog.
    - ii. Students on the Dot could pose (high, mid, high), do a fitness activity, or just watch.
    - iii. After 5 to 10 seconds, release them all back to the space around the dots.
    - iv. You can continually reduce the number of dots or play as is to see how it goes. Micro-teach if you see patterns.



- d. No puppy guarding the dots, if you see it don't call it but have them move off to OPEN SPACE
- e. **Option B:** When you signal the change, students try to get to a "MEAT BALL (aka Dot)," and all other students walk on the Spaghetti (AKA LINES), until the return to moving is signalled.
- f. Can use music to signal, verbal commands, an instrument, a bell...

## Level 3 – Truck and Trailer Activity

**Movement through space with awareness of working cooperatively with a team**

Finally, at the proper Truck and Trailer Activity.

- Remember to follow the Progression – Walk, Jog, Run... FLY!

### Truck and Trailer Sequencing:

- The first several rounds are in pairs using only the Change and Switch commands with one(truck) leading while the other (trailer) follows.
  - I often go up to a full 30 minutes up to this point, depending on the class's understanding and skill.
  - You can give each group practice time (like thing pair share) to go over the commands independently, both in pairs and in larger groups.
- After they have success with the first two commands (switch, change) (at least 5 minutes), combine two pairs to make 4's or split some for 3's.
- You can also integrate a partner change if you want, between sections. Let them work together for at least 5 minutes.
  - "Remember, we practiced this... double arm length or body length away, looking where you are going."
- The only instruction is to move through the space, start walking, jog, or run
- **After a minute, stop and ask, are you moving to open space?**
  - If not, what can you do to improve this part of the activity?
- Add commands **ONE** at a time with lots of practice in between.



- Start by calling commands with lots of space, then gradually increase the speed and complexity.
- **Switch:** Reverse roles with the trailer becoming the truck. (180 Degree turn... yes, this is the Plant, Look, Go they have been working on since the first Step.)
- **Change:** The lead runs to the back of the line in a group of 3 or more (like a cycling peloton, last becomes first – NO TURNING)
- **Unhook:** Trailers find new trucks to follow (Only when you have built trucks up to 4 people, and only a few times a session)
  - **Trucks (leaders) keep moving through space, but put their arms in the air.**
  - **Trailers** all leave their current truck and move to all find new trucks to follow (ideally, try to all move to a new truck).
- Incorporate levels (low, medium, high) and varied locomotion.

## Variations and Advanced Forms

- **Student and Group Exploration:** Give them time to practice and to refine. Can a group of 4 now create hand signals to direct their group? Sounds vs. commands? New commands...
- **Add off-roading:** once established confidence in the game, add cones, dots, full pylons, bean bags, noodles, etc. to the space. Trucks have to navigate over, under (extreme version if you have hurdles), and around obstacles that trailers need to follow.
- **Circle up OR Conga Line/caravan:** All trucks form one long line or a circle and follow each other until the next call. KEY INSTRUCTION... Trucks are still trucks in the line. The best call to get out is Unhook.
- **Silent Commands:** After a PD session, we came up with a variation where to practice the commands, groups would call their own instructions. In one group, they said their gym is so loud it would not work, so we created a series of hand signals that the Truck would use to signal the changes.
- **Create a Command:** Groups spend some time running the main commands, and then add one or two more to the activity. Groups get very creative, figuring out slalom from the back, bridges to go through. Great activity for repeated use of the warm-up.



- **Add a Manipulative:** While the team is moving, they toss a ball overhead to the person behind them. When it gets to the back, that person calls a command. You can add commands that move the ball in different ways. **Eg: Scatter:** The entire team spreads out in a circle, and they must complete a pass to all members before forming the line again. Want a real challenge? Add soccer balls or tennis balls using your feet. Turn the line sideways and add a rugby ball... Endless options to innovate.

**Pairing this with the BOX Drills gives endless variations and options to build skills that are transferable to many other categories of sports, so you can see transfer quickly.**

