

## B235 3-lesson sequence learning progression focused on B2, B3, and B5

Here is a **3-lesson learning progression** designed for **Grade 7 Physical Education**, targeting the outcomes under **B2, B3, and B5** from the Movement Skills domain. The sequence scaffolds from individual spatial awareness to cooperative tactical application in small invasion-style games.

### Learning Progression Overview: B2, B3, B5

Lesson	Focus Outcome	Learning Emphasis	Core Question	Application
Lesson 1	B3	Spatial and effort awareness through simple movement and patterning tasks	How can I use space and body control effectively in movement?	Individual and partner exploration
Lesson 2	B2	Practice and integrate feedback to refine movements in dynamic contexts	How does feedback help me improve my passing and positioning?	Small group invasion challenges
Lesson 3	B5	Apply teamwork, communication, and tactical play in invasion contexts	How can we work as a team to maintain possession and create scoring opportunities by adapting movement, effort and spatial awareness?	Modified gator ball Box Game



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## Lesson 1: Exploring Space and Movement Elements (B3)

### Learning Target:

Students demonstrate and describe movement concepts, including spatial and effort awareness and body control.

### Knowledge and Skills:

- Recognize spatial and body awareness as foundational to stability and balance.
- Apply movement elements such as force, rhythm, and body shape.
- Identify how body position and force affect movement success.

### Activities:

- Spatial-awareness warm-up (locomotor movements while maintaining distance).
- Partner mirroring for body control and timing.
- “Find the Space” game—move in marked zones, avoiding collision.

### Feedback/Reflection:

Peer observation checklist (distance management, balance, control).

### Evidence of Learning:

Students adjust movements to maintain spatial boundaries and demonstrate control with varied intensity.

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## Lesson 2: Practicing and Refining Movement Through Feedback (B2)

### Learning Target:

Students use feedback to improve skill execution and movement fluency.

### Knowledge and Skills:

- Practice and integrate feedback for technical refinement.
- Identify errors and modify movements through peer or teacher feedback.
- Recognize that regular practice leads to fluency and improved selection of movement patterns.

### Activities:

- Partner passing with feedback (e.g., “lead with your foot,” “bend knees in catch”).
- 3v3 “Keep Away” game emphasizing passing accuracy and positioning.
- Introduce reflection pauses: players discuss adjustments based on feedback.

### Feedback/Reflection:

Verbal and visual feedback loops—the goal is to refine one identified movement element per round.

### Evidence of Learning:

Students identify one feedback point and apply it effectively within play.

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## Lesson 3: Applying Tactics and Teamwork in Modified Games (B5)

### Learning Target:

Students demonstrate teamwork and tactical decisions during invasion play.

### Knowledge and Skills:

- Apply movement principles (force, stability) and spatial strategies to cooperative activities.
- Work collaboratively to apply offensive and defensive positioning.
- Demonstrate communication, leadership, and support for peers.

### Activities:

- Modified **Gator Ball Box Games** (no-contact, zone scoring).
- Teams plan offensive and defensive strategies pre- and mid-game.
- Run short offensive “possession challenges” before gameplay.

### Feedback/Reflection:

Group debrief on tactics that created open space and effective communication.

Role-rotation—one observer per team provides peer notes.

### Evidence of Learning:

Students effectively communicate and apply feedback during tactical plays.

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## Progression Summary

This sequence builds from **awareness** → **refinement** → **application**, blending movement concepts with social skill development. Through repeated feedback, reflection, and team-based strategy, learners internalize the movement-to-decision-making continuum central to Grade 7 outcomes under **B2, B3, and B5**.