

B: Movement Skills and Spatial

Teacher Assessment Tools and Observational and Discussion Guide

Lesson 1 – Practicing Movements with Feedback to Refine (7B2)

Resources: [Truck and Trailer PDF](#), [Spatial Awareness Video](#), [Slide Deck with Elements](#)

Teacher Assessment Cues

Observation Focus:

- Does the student recognize and maintain personal space while moving?
- Does the student control their body direction, level, and speed effectively?
- Can the student adapt their movement to others' positions without contact?

Checklist Prompts:

- Tracks open and closed spaces effectively.
- Demonstrates body control (balance, rhythm, stability).
- Responds appropriately to spatial cues (verbal or visual).
- Shows awareness of both self and others during dynamic movement.

Formative Assessment Option:

Use a two-column peer checklist:

1. I can move safely in shared space.
2. I can identify open space while staying in control.



Discussion/Wrap-Up Dialogue Prompts

- “What strategies helped you stay aware of others around you?”
 - “How did changing your speed or direction affect your control?”
 - “When did you notice space open up around you? What created that moment?”
 - “How might this awareness help when playing a team game next class?”
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Lesson 2 – Error Correction through observation and practice (7B3)

Teacher Assessment Cues

Resources: [GROW/HEAR Framework](#) for Direct Teaching Points

Observation Focus:

- Does the student actively use feedback to improve technique?
- Are mechanics (force, timing, coordination) improving over repetitions?
- Can the student identify a specific cue for refinement (e.g., footwork, release, or receiving position)?

Checklist Prompts:

- Seeks or listens to feedback from peers/teacher.
- Adjusts movement based on feedback within the same lesson.
- Demonstrates smoother, more accurate motion with practice.
- Applies key vocabulary like balance, force, and follow-through.

Formative Assessment Option:

Quick check: “Show me one thing you changed after feedback.”



Discussion/Wrap-Up Dialogue Prompts

- “What kind of feedback helped you most today – from a peer or yourself?”
 - “What did you change after hearing feedback, and what impact did it have?”
 - “How can giving feedback help your own learning?”
 - “Why do athletes practice simple movements repeatedly – what do they gain?”
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Lesson 3 – Movement Elements, Components and Principles in Modified Gator Ball (B5)

Resources: [7B235 Slide Vocabulary](#), [Mighty Box Games](#), [GROW/HEAR Feedback Resource](#).

Teacher Assessment Cues

Observation Focus:

- Does the student demonstrate cooperation, communication, and appropriate changes in movement, spatial and effort awareness?
- Is there evidence of offensive or defensive decision-making and adjusting to team feedback?
- Does the team adapt strategies mid-game based on success or feedback?

Checklist Prompts:

- Maintains positive, supportive communication.
- Demonstrates teamwork through passing, defending, and positioning.
- Applies movement tactics (moving to open space, anticipating the pass).
- Reflects on team strategy during breaks or huddles.

Formative Assessment Option:

Team self-assessment: rate communication (1–5 scale) and set one improvement goal next round.



Discussion/Wrap-Up Dialogue Prompts

- “When was communication most effective during your game?”
 - “How did your team use space to create scoring chances?”
 - “What made a defensive effort successful – positioning or reaction time?”
 - “How did working as a team change your awareness of space and timing?”
 - “If we played again next class, what would your team adjust first?”
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Implementation Notes for Teacher

- Direct Teaching of the GROW/HEAR Framework is a great starting point for feedback.
- Encourage student voice and ownership by rotating peer observers each lesson.
- Use exit reflections (1-minute write or talk pair-share) with one question from the day’s dialogue.
- Reinforce movement vocabulary from B2–B5 each session (space, force, timing, stability, feedback, tactic).

