

Design and Implementation of Appropriate Progressions

for Preservice Physical Educators

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Progressions and planning have long been a challenge for teacher candidates (TCs) to not only comprehend, but to demonstrate in both their coursework and their preservice teaching (Rink, 2014). To assist with this challenge, teacher preparation programs continue to provide TCs with content knowledge to augment their ability to design and implement developmentally appropriate learning environments. Physical education teacher education programs are specifically looking at using this training to meet the requirements and standards established by SHAPE America – Society of Health and Physical Educators. One of those standards, and the focus of this article, states that TCs are expected to “[p]lan and implement progressive and sequential instruction that addresses the diverse needs of all students” (National Association for Sport and Physical Education, 2009, p. 6). The purpose, then, of this article is to illustrate key steps to augment physical education TCs’ ability to develop their lessons following a more appropriate progression of movement tasks — which is aligned with SHAPE America’s standards regarding planning and implementation.

While understanding progressions is an essential teacher behavior, it is also important to look at what TCs need as foundational knowledge to teach progressions. First, when designing lessons, TCs need to understand progressions as the logical series of events that must take place before reaching the main goal (Clumpner, 2002). Before engaging in the progression of movement tasks, the TC should have a clear understanding of the criteria affecting movement-task design, as well as the organizational arrangements of people, space, time and equipment (Rink, 2014). Teacher candidates also need to understand that the different levels of proficiency (precontrol, control, utilization and proficiency) of the students (Graham, Holt-Hale, & Parker, 2010) play a key role, as their skills and abilities need to be considered to achieve a successful lesson (Darst, Pangrazi, Brusseau, & Erwin, 2015).

When designing lessons, TCs need to have clear objectives for their students so they can plan activities accordingly. Clumpner (2002) stated that TCs should start teaching skills that are essential for the learner. Lessons should not start with a “dead-end” skill, like dunking a basketball or a corner kick in

soccer. Instead, TCs need to establish an environment where students will learn and perform based on their levels of proficiency. Clumpner suggested using *intrachaining* (combining two or three skills during the same movement task) to break down the skill and then put it back together. As the lesson progresses, TCs should increase the complexity of the tasks by utilizing extensions and by refining the application of game-like drills (Clumpner, 2002; Rink, 2014).

The following movement tasks (five total) are presented as an example for a lesson on passing a ball. These movement tasks could be used for a variety of sport activities such as basketball, hockey, soccer and team handball, to name a few. For the purposes of this article, handball is used as the example. The figures illustrate a progression from a basic two-person movement task focusing mainly on passing (*intrachaining*) followed by receiving, to a three-person movement task (*interchaining*) focusing on passing and receiving (while moving) and additionally moving to open spaces.

Task 1

The focus of Task 1 is on passing to a classmate utilizing a staggered formation and on basic passing (dominant and non-dominant hands) and receiving. Teacher candidates can start with their students passing overhand and catching with two hands from about 15 feet away. Extensions to this task could include increasing the speed (time) of the passes, increasing the distance between classmates, moving closer/farther away while passing, and passing at different heights (Figure 1).

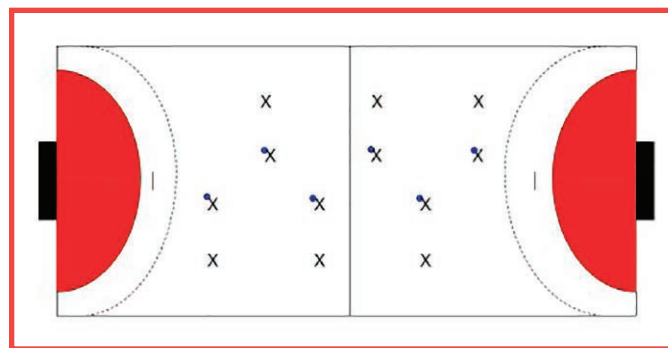


Figure 1. Staggered Formation

Task 2

Students continue to work on passing (dominant and non-dominant hands) and receiving while moving in groups of three. This task follows a simple progression by moving from pairs of students to groups of three, rather than jumping to groups of five or six, which decreases time on task and opportunities for skill development (Figure 2).

In this task, students on one end (1) will perform a short pass to the classmate in the middle (2). They will return the pass to the classmate who passed first (1). Student 1 will then perform a longer pass to the student on the other end (3). As that pass takes place, Students 1 and 2 will switch places. Student 3 will pass to Student 1, who is now in the middle. Student 1 passes back to Student 3. Student 3 performs a longer pass to Student 2, and they go through the rotation again. As with the previous task, extensions to this task could include increasing the speed (time) of the passes, increasing the distance between classmates, moving closer/farther away while passing, and passing at different heights.

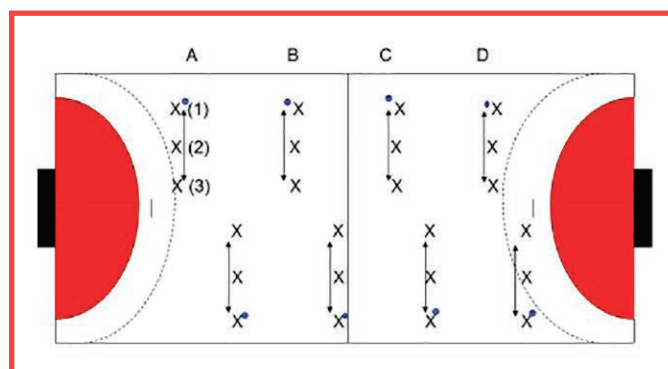


Figure 2. 3s, Passing & Moving

Task 3

During this task, students remain in the same groups of three. The formation changes from a line to an equilateral triangle. Students continue to pass with their peers, performing a

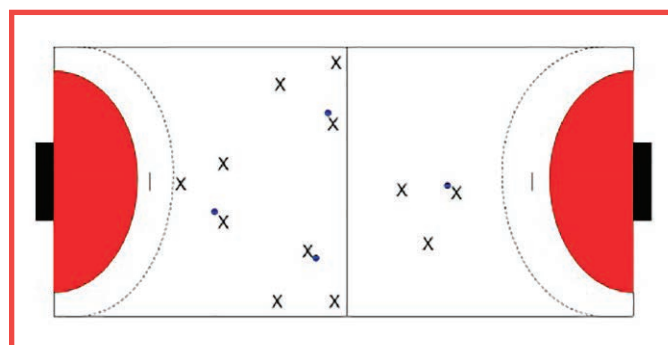


Figure 3. 3s, Triangles

pass to the right side and switching with the student to the left, then passing to the left side and switching with the student on the right (Figure 3). As with the previous tasks, extensions to this task could include increasing the speed (time) of the passes, increasing the distance between classmates, moving closer/farther away while passing, and passing at different heights.

Task 4

Remaining in groups of three, students create a pentagon with poly dots or domes. Students continue to pass overhand

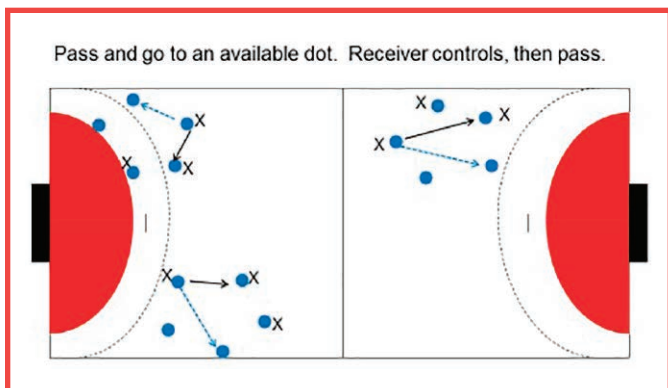


Figure 4. 3 Person Pass Drill

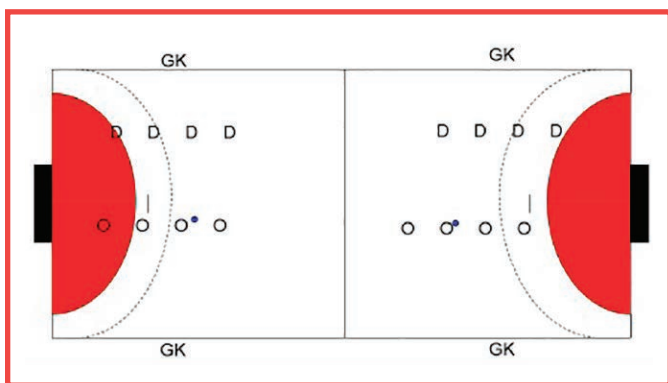


Figure 5. Small-Sided Game

or “wrister” with their peers, performing a pass to the right side and switching with the student to the left, and passing to the left side and switching with the one on the right. The idea behind this task is to increase the skill of moving to an open space to make oneself available for a pass. Because team handball is a sport of speed and accuracy when passing the ball, this task also allows students to practice moving around teammates who may be setting screens (Figure 4).

Not much will change regarding the extensions to this task. Teacher candidates may consider increasing the speed (time) of the passes, increasing the distance between classmates, having classmates move closer/farther away while passing, and having them pass at different heights. The introduction of a bounced pass is also appropriate during this task.

Task 5

Task 5 is the application task. The TCs could progress to working on possessions to score (Figure 5). The 5 vs. 5 option is used to introduce some of the basic rules that apply to defending and attacking. Here students have the opportunity to apply skills they have worked on during the previous tasks in a gamelike situation. Also, TCs could introduce a basic line of

defense and goalkeeper to defend the goal, or place a target (cone) inside the goal that would need to be hit to score a point. For safety purposes, direct shots to score should not be allowed. Instead, throws should be required to be bounced into the goal to avoid potential injuries.

Conclusion

The purpose of this article was to illustrate key steps to augment TCs’ ability to develop lessons following a more appropriate progression of movement tasks. Progressions and sequential instruction are expectations established by SHAPE America’s standards regarding planning and implementation. The information presented here provides content knowledge for TCs regarding the design of lessons following appropriate progressions. Examples were given to help illustrate the flow of movement tasks during a lesson. These movement tasks can be introduced during the course of several days, repeated over the length of the unit, or taught in a more advanced class in which they can all be attempted in one lesson. When planning these progression-based lessons, TCs need to consider the school curriculum and whether or not the school follows a traditional class schedule or a “block” schedule for their classes.

Basic movement tasks should be introduced at the beginning of a unit and evolve into more complex tasks (National Standard 1), and they should include application/game-like tasks (National Standard 2) when possible. By continuing to expand their repertoire and knowledge of progressions, TCs can provide their students with plenty of opportunities to achieve lesson objectives and meet SHAPE America’s National Standards for K–12 Physical Education (SHAPE America, 2014).

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