

Unit 2 TEACHING PE

Task 1 Speaking

What would you say is the main goal of physical educators?

Task 2 Complete the gaps in the introduction. Then discuss the tips.

How to get your students motivated in PE (and beyond)

Getting and keeping kids motivated in school is hard work. As a physical education teacher, it can feel nearly (possible). Some kids are (athlete), while others don't like playing sports; others prefer (compete) contact activities or are (comfortable) getting physical. As a PE teacher, you can offer prizes and trophies to students for completing activities, but these external (motivate) will quickly lose their appeal and you'll be left trying to find more rewards just to keep your students (interest).

The key to getting and keeping your students motivated in PE is by (develop) their **intrinsic motivation**. Intrinsic motivation is the (please) students get from engaging in or completing an activity. To help get you started, we have put together four strategies to build your students' intrinsic motivation. While the below tips are (intend) for PE teachers, they are applicable for all subjects and can (easy) be altered to develop students' intrinsic motivation in math, science, and beyond.

Study the tips below. Which of them do you think are effective?

1. Develop activities that build on students' interests

The first step is getting to know your students. You don't always need to rely on competitive team sports in your PE instruction. If students like to dance, design a step or cultural-dancing unit. If you want to develop their collaboration skills in the process, work in team building exercises through partner and group dancing.

2. Increase opportunities for self-directed learning

Let students take ownership of their learning by allowing them to choose their personal goals (e.g., 4 sets of 25 push-ups vs. 100 at once), and offer options of how students can demonstrate knowledge of a task or acquisition of a skill.

3. Use task progressions

Before diving into complex tasks, which will likely intimidate and discourage some of your students, start with simple forms of a skill, so students can build self-efficacy and ability in a non-judgmental way. For example, when introducing students to softball, teach them the fundamentals of throwing and catching, swinging a bat and running the bases before engaging them in a game.

4. Set up activities that promote success

Don't set your students up for failure by creating unattainable goals like running a six-minute mile. Instead, provide activities that they can accomplish with hard work. Ask an athletically gifted student to model the task so students know it is possible. Then, modify the requirements of the activity based on students' strengths and weaknesses. When students succeed in an appropriately challenging task they will be proud of their performance, which can lead to more interest and a willingness to take on more challenging work.

(<https://www.advancementcourses.com/blog/how-to-get-your-students-motivated>)

Task 3 Listening



You are going to listen to an interview with a PE teacher. Answer the following questions about the interview.

- 1) Monica thinks kids spend too much time _____.
a) on the computer b) watching TV
- 2) In New Zealand, P.E. is taught _____.
a) with health b) twice a week
- 3) The Prime Minister wants to increase _____.
a) the number of PE classes b) out-of-school activities
- 4) Monica thinks they should increase _____.
a) the number of PE classes b) out-of-school activities
- 5) Todd says the counter argument is that _____.
a) some kids will not exercise b) the clubs cost extra money

Listen again and find the English equivalent of the following expressions.

často slyšíme -

ve skutečnosti -

důraz musí být kladen na -

abych byl upřímný -

protiargument -

sedavý, neaktivní -

Adapted from: <http://www.elllo.org/english/1001/1005-PE.htm>

Task 4 Conditionals

Study the sentences and then complete the rules for the conditionals:

Conditional I:

He will pass the exam if he studies hard./
If it rains, we will cancel the match. /
I will be sad if my team loses the game./
She will enter the tournament if she gets over the injury./
I will stop him before it is too late.

RULE: If/ When/ While/ After, etc. +,

Conditional II:

He would pass the exam if he studied hard.
I would be happy if I had more free time.
He would not be successful if he didn't have his therapist.
Would you take the job if they offered you home office?
If she changed the training drill, she wouldn't be overtrained.

RULE: If +,

Conditional III:

He would have passed the exam if he had studied hard.
If I had seen Mary, I would have told her.
If he had been free, I would have invited him.
If we had won the last match, we would have qualified for the final.
Would you have taken the job if they had offered you home office?

RULE: If +,

Complete the sentences:

1. Students will love PE lessons if
2. The population will be more active if
3. If the number of PE lessons was increased,
4. More children would participate in out-of-school sport activities if
5. There wouldn't have been so many cases of cardiovascular diseases in the last decades if

.....

Task 5 Good intentions, poor results

Discuss:

Despite the medical and scientific evidence that physical activity promotes health, about 6 in 10 Americans are not regularly active, and another 1 in 4 are not active at all. So the questions are:

- Why is it so hard to adopt and maintain a physically active lifestyle?
- How can people change their behaviour to become more active?

Classify the barriers described below as *personal, environmental, social or exertion barriers*.

Common barriers to physical activity

1. Many people learn attitudes and habits from watching and listening to family and friends. Excessive distractions e.g. going to parties are unwanted.
2. Too much time spent watching TV or surfing the Internet creates huge barriers to starting an exercise programme that takes time and effort mainly because it may not feel as good as sedentary options to people. Physical activity after longer period of inactivity subjectively feels hard, people perceive pain, achy joints, sweating, etc.
3. Aging is associated with activity limitations due to deteriorating health. Also, older people may not know the benefits of being physically active. Furthermore, many older people may not view exercise as appropriate for their age.
4. People who dropped out of exercise programmes reported that they failed because the exercise schedule conflicted with other commitments such as work, or because of inaccessible facilities.
5. Many people lose motivation soon and give up exercising because their goals are too ambitious.

Follow-up

What tips or recommendations can you give to people to overcome the barriers described above?

Task 6 Conjunctions

Choose the correct answer:

1. *Although/ Despite / Due* to the vast majority of Americans believe that being active is healthy for them, most remain sedentary.
2. *Although / Despite / Due to* the medical and scientific evidence, many people do not maintain active lifestyle.
3. *Despite / In case / Unless* you stick with this programme, you will not lose the weight.
4. The injuries are largely *unless/ due to / although* ignorance.
5. Take a granola bar *in case / unless / despite* your blood sugar drops.

Task 7 Phrasal verbs

a) Use the following phrasal verbs in sentences:

work out

get over sth.

make sth. up

get on with sb.

run out of

take off

deal with

b) Complete the sentences with suitable phrasal verbs. You may have to change the form of the verb.

burn off *keep up* *cut down* *stick with*
pay off *give up* *put off* *drop out*

1. Rather than starting an exercise programme it is more difficult to it.
2. Her husband finally persuaded her to smoking.
3. Swimming can help you the unwanted calories.
4. She was injured after the first round and had to of the race.
5. I'm trying toon salt.
6. You should not going to the dentist.
7. The idea to exercise quickly – I look and feel much better after only a month!
8. Well done! the good work!