

Unit 5 TEACHING PE

Task 1 Speaking

Teaching Physical Education

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Questions for reflection:

1. Think back to your experiences in physical education classes. Recall the things that your teachers may have done that were probably unpleasant or even *harmful* to the poorly skilled or unfit children in your classes. Why do you think the teachers weren't sensitive to these children?



"They say kids these days are too fat because we don't get enough aerobic exercise. Maybe we should chew faster!"

2. If you are a coach or future teacher, reflect on your own *approach*. Do you *tend to favor* any certain group of children – high- or low-skilled? Attractive or unattractive children? Boys or girls? What do you do, as you teach, to be sensitive to your tendency to favor a certain group?
3. Physical education teachers tend to have many friends who are also highly skilled. Think about your friends and acquaintances who have been turned off to physical activity. Do you know why this is so? Why do they find it so hard to exercise regularly? Can any of these feelings be *traced back* to their experiences in physical education classes?
4. When testing in physical education, it is difficult to make the testing a very *private affair*. Describe some of the ways that teachers might test in physical education to help *ensure* the relative privacy of the test. Do you think children can test one another? Why or why not?
5. 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 impossible. Some kids are athletic, while others don't like playing sports; others prefer competitive contact activities or are uncomfortable getting physical. As a PE teacher, you can offer prizes and trophies to students for completing activities, but these external motivations will quickly lose their appeal and you'll be left trying to find more rewards just to keep your students interested.

The key to getting and keeping your students motivated in PE is by developing their intrinsic motivation. Intrinsic motivation is the pleasure 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 intended for PE teachers, they are applicable for all subjects and can easily be altered to develop students' intrinsic motivation in math, science, and beyond.

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.

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

- 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

Read the sentences and choose a suitable word for each gap. Then listen again and change the words for their equivalents that you hear in the interview.

disposition objection stress syllabus mixed engaged inactive present-time

PE curriculum got **mixed** / **amalgamated**¹ with the health **syllabus** / **curriculum**².

The **present-time** / **current**³ Prime Minister believes the **stress** / **emphasis**⁴ should be put on afterschool clubs.

Clubs can increase motivation to be **engaged** / **involved**⁵ in physical activity.

Kids that have natural **disposition** / **inclination**⁶ to play sports join the clubs.

Kids that are more **inactive** / **sedentary**⁷ don't join them.

That is a good **objection** / **argument**⁸; you need to make them do fitness at school.

Follow-up - Complete the sentences: *examples of answers*

1. The population will be more active if schools encourage children to do sports.
2. If the number of PE lessons was increased, some kids would be annoyed, not motivated.
3. More children would participate in out-of-school sport activities if there was a good choice of clubs.
4. There wouldn't have been so many cases of cardiovascular diseases in the last decades if people had been more active and less sedentary.

Grammar - Complete the rules:

1st conditional: *If + **present** tense, subject + **...will...***

2nd conditional: *If + **past** tense, subject + **...would...***

3rd conditional: If + past perfect... tense (*had -ed*), subject +would have -ed...

Task 4 Vocabulary – Prefixes

Prefixes can be used with words to change the meaning. Look at the words in italics – what do they mean?

- You'll certainly lose marks with your handwriting is *illegible*. *nečitelný*
- Make sure the information you give is relevant to the question. Again, *irrelevant* *nevztahující se k tématu* information may lose you marks.
- The students at the university called for a *non-violent* *pokojný, nenásilný* demonstration to express their *disapproval* *nesouhlas s* of the government's education policy.

Now add more examples to the lists below using these root words:

able accurate active agree button comfortable convenient credible
experienced fair fold formal literate necessary patient possible
pronounce reliable responsible courage usual

adjectives

un- unjust unkind unable uncomfortable unfair unnecessary unusual unreliable

in- inappropriate insincere insecure inaccurate inconvenient incredible

inexperienced informal

il- illegal illegible illiterate

ir- irregular irresponsible

im- immature improbable impolite impatient impossible

verbs

un- untie undo unbutton unfold

dis- disappear disqualify discourage

mis- misunderstand mishear mispronounce