

## KEY TO SEMINAR 5 TEACHING PE, LISTENING

### 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. Reflect on your own teaching. 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. As physical education teachers we 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. Children and adults do not have the same feelings or ability to understand. Recall several examples of these differences and explain the implications for teaching physical education.
6. What would you say is the main goal of physical educators?

## **BUILDING POSITIVE FEELINGS**

1. feelings about one's self
2. feelings about others
3. feelings of joy
4. feelings of satisfaction
5. feelings of pleasure
6. feelings of self-accomplishment

## **TEACHER ACTION**

Teachers have developed a number of ways to help every child, not just the highly skilled, to enjoy physical activity.

- **Mistakes-OK-Here Zone**

One of the ways to help children feel good about themselves is to assist them to realize that learning inevitably involves mistakes. Teachers can do this by declaring the playground or gym a “mistakes-OK-here zone“. It is expected that everyone, including the teacher, will make mistakes from time to time.

- **Provide alternatives**

When children are asked to play in a game that singles them out, any feelings of inadequacy and incompetence are reinforced. Caring teachers create environments in which children are not embarrassed in front of the class.

- **Audiotaping**

Another technique that a teacher can use is to audiotape a class. When you listen to the tape after the lesson, try to hear what you communicate to the children. For example:

1. Do you sound supportive? Encouraging? Understanding?
2. Do you sound too demanding or critical?
3. Do you communicate a tone of warmth and caring to the children?

## **Questions and tasks:**

1. Talk to your partner. Which of the methods above do you consider effective?
2. Briefly summarize the above techniques.

3. Are there any activities that you think should be avoided in the class not to embarrass any of the children?

(Adapted from: Graham G. Teaching Children Physical Education. Human Kinetics.)



## Physical Education LISTENING

**Todd:** So, Monica, you are actually a trained physical education teacher.

**Monica:** Yes, that's right.

**Todd:** So, we **often hear** about how kids today are not fit, and they don't exercise enough. Do you think that's true?

**Monica:** I think it is true, yes. I think kids these days spend a lot more time on the computer than they used to, so of course that means less time outside and getting fit.

**Todd:** Now, in some countries there's a big debate about how much fitness kids actually do in school, so in your country, in New Zealand, do kids still do a lot of fitness actually in school?

**Monica:** Well, recently the P.E. curriculum got amalgamated with the health curriculum, so P.E. and health were considered to be important in school, and the health side of the curriculum is often taught in the classroom, and of course the P.E. side often taught outside the classroom, and there's always debate about how much kids should be doing inside school. **In fact** very recently, now that it has become quite a big problem in New Zealand for teenagers, there has been talk about increasing the number of P.E. lessons that students have, but the current Prime Minister I think believes that **the emphasis should be put on** out-of-school activities like clubs and encouraging students to become more involved in that side of things.

**Todd:** What do you feel? Do you think it should be?

**Monica:** I actually agree **to be honest**, because I think if you increase the number of P.E. lessons that students have in a week, it doesn't actually necessarily increase their motivation to be involved in physical activity, but if like he's suggesting, you increase the opportunities outside of school, students maybe become involved in a sport that they choose, that they'd like to do and they hopefully can take it on as a lifetime sport. Yeah, which is important.

**Todd:** But wouldn't the **counter argument** be that only kids that have a natural inclination to play sports would want to join those clubs and if the kids that are more sedentary or don't enjoy physical activity won't join a club, so you need to actually make them do fitness at school?

**Monica:** Yeah, that's true. That is a counter argument, and a very good one ... to argue on some other occasion. Of course I can talk about that side of the argument as well if you want me to.

**Todd:** No, it's Okay. Basically, you saw there's ... both sides make a good point.

**Task 1** 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

**Task 2** Listen again and find the English equivalent of the following expressions.

- často slyšíme - ..... we often hear  
ve skutečnosti - ..... in fact  
důraz musí být kladen na - .....the emphasis should be put on  
abych byl upřímný - .....to be honest  
protiargument - ..... counter arguments

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

**Task 3** Grammar – Focus on *so*, *such*, and *such a*. Remember that **so** is followed by an **adjective**. We use **such + noun** when the noun is uncountable or plural, and **such + a/an + noun** when the noun is countable:

- 1 That was really an outstanding performance. **SUCH** great musicians are hard to find.
- 2 It was a super concert. We had **SUCH A** good time that we will always remember it.
- 3 I didn't enjoy the music. The singers were **SO** loud and shrill.
- 4 The lyrics were **SO** difficult to understand; I really couldn't catch even a single word.
- 5 We can't decide which performance to attend; it's **SUCH A** dilemma.
- 6 It was **SUCH** difficult music, that we had a hard time appreciating it.
- 7 He is **SUCH A** good composer that he gained worldwide recognition.
- 8 The open-air concert was excellent but it was **SUCH** bad weather that we left before it ended.

**Task 4** Grammar – Focus on *few* (almost none) and *a few* (some); *little* (almost none) and *a little* (some). Remember that **few/a few** follows **countable** nouns. *There are few/a few boys left in the class.* **Little/a little** is used with **uncountable** nouns, *I have little/a little money.*

- 1 **A FEW** of the band members gathered for a jam session last night.
- 2 There was very **LITTLE** applause after the embarrassingly bad performance.
- 3 Very **FEW** people came to the concert, as it was not very well promoted.
- 4 Could you turn up the volume **A LITTLE**?
- 5 There was **LITTLE** attention paid to the event in the media, therefore almost nobody came.
- 6 I was really lucky to get the tickets, because there were only **FEW** left.
- 7 Just **A FEW** people can read music these days.
- 8 I listen to this kind of music just **A LITTLE** bit.