

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



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 -

ve skutečnosti -

důraz musí být kladen na -

abych byl upřímný -

protiargument -

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. _____ great musicians are hard to find.
- 2 It was a super concert. We had _____ good time that we will always remember it.
- 3 I didn't enjoy the music. The singers were _____ loud and shrill.
- 4 The lyrics were _____ difficult to understand; I really couldn't catch even a single word.
- 5 We can't decide which performance to attend; it's _____ dilemma.
- 6 It was _____ difficult music, that we had a hard time appreciating it.
- 7 He is _____ good composer that he gained worldwide recognition.
- 8 The open-air concert was excellent but it was _____ 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 _____ of the band members gathered for a jam session last night.
- 2 There was very _____ applause after the embarrassingly bad performance.
- 3 Very _____ people came to the concert, as it was not very well promoted.
- 4 Could you turn up the volume _____?
- 5 There was _____ 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 _____ left.
- 7 Just _____ people can read music these days.
- 8 I listen to this kind of music just _____ bit.