

# Unit 3 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 Read the text below and summarize the techniques described. Which do you find most effective?**

**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:

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

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



**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 Vocabulary – Prefixes**

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

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

**Can you find examples of words with prefixes in the texts above?**

**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   tolerant   usual

**adjectives**

**un-   unjust   unkind   .....**

**in-   inappropriate   insincere   insecure   .....**

**il-   illegal   illegible   .....**

**ir-   irregular   .....**

**im-   immature   improbable   impolite   .....**

**verbs**

**un-   untie   undo   .....**

**dis-   disappear   disqualify   .....**

**mis-   misunderstand   mishear   .....**