

**Державний заклад
«Південноукраїнський національний педагогічний університет
імені К.Д. Ушинського»**

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**Іноземна (англійська) мова
за професійним спрямуванням**

**Навчальний посібник
для здобувачів першого (бакалаврського) рівня вищої освіти
спеціальностей**

014 Середня освіта (Фізична культура) та 017 Фізична культура і спорт

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Навчальний посібник «Іноземна (англійська) мова за професійним спрямуванням» для здобувачів першого (бакалаврського) рівня вищої освіти спеціальностей 014 Середня освіта (Фізична культура) та 017 Фізична культура і спорт. Одеса, 2024. 150 с.

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Навчальний посібник для студентів 1-4 років навчання навчально-наукового інституту фізичної культури спорту та реабілітації та інших немовних факультетів педагогічних вузів містить оригінальні тексти англійською мовою, які мають спортивну та педагогічну спрямованість, а також передтекстові і післятекстові вправи на закріплення лексико-граматичного матеріалу. Метою даного посібника є формування у студентів комунікативних компетенцій для ефективного спілкування в іншомовному професійному середовищі.

Тексти посібника також важливі для розв'язування конкретних задач спеціальної та інклюзивної освіти, що дозволяє підтримувати високий рівень мотивації при їх вивченні та спілкуватися іноземною мовою у професійному середовищі, володіти фаховою термінологією та професійним дискурсом. Матеріал посібника призначений для аудиторної та самостійної роботи для студентів як денної, так і заочної (дистанційної) форми навчання

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ПЕРЕДМОВА

Навчальний посібник містить комплекс завдань для вдосконалення комунікативних умінь усного та писемного мовлення на базі аутентичних текстів, укладених відповідно тематики робочої програми з дисципліни «Іноземна (англійська) мова за професійним спрямуванням». Метою посібника є формування у студентів базових комунікативних компетенцій для ефективного спілкування в іншомовному професійному середовищі.

Посібник орієнтовано на професійно-спрямоване навчання та організацію самостійної роботи з англійської мови. Матеріал посібника орієнтовано на студентів 1-4 років навчання навчально-наукового інституту фізичної культури спорту та реабілітації денної та заочної (дистанційної) форми навчання зі спеціальностей 014 Середня освіта (Фізична культура) та 017 Фізична культура і спорт.

Навчальний посібник містить оригінальні тексти англійською мовою, які мають спортивну та психологічну спрямованість, а також передтекстові і післятекстові вправи на закріплення лексико-граматичного матеріалу. Кожен текст призначений для читання, перекладу і переказу.

Тексти та вправи до них розроблено враховуючі пізнавальні та професійно-орієнтовані компоненти навчання іноземної мови, що дозволяє підтримувати високий рівень мотивації при їх вивченні. Лексико-граматичні вправи та тестові завдання розроблені з метою розвитку навичок мовленнєвої діяльності: фонетичних, лексичних та граматичних.

Навчальний посібник є складовою навчально-методичного комплексу з дисципліни «Іноземна (англійська) мова за професійним спрямуванням», може бути корисним студентам та викладачам навчально-наукового інституту фізичної культури спорту та реабілітації та інших немовних факультетів педагогічних та гуманітарних закладів вищої освіти.

Text 1

1. Read and translate the text.

Active Vocabulary:

1. nutrition - харчування
2. recreational - рекреаційний
3. supervising - нагляд
4. to encourage - заохочувати
5. adhering - дотримуючись
6. pull-up- підтягування
7. sit-up - присідання
8. relevant - релевантний

What's it like to be a Physical Education Teacher?

A physical education (or PE) teacher instructs students about various aspects of their physical and mental health and well-being. They provide education about physical development, nutrition, sports and fitness techniques. The primary duties of this role include creating lesson plans that engage and include all students, motivating students to participate in their planned activities and encouraging students of differing physical ability levels.

PE teachers are also responsible for adhering to any school or district guidelines set forth in physical education, including conducting physical fitness tests. Students might have to participate in various challenges, such as running, doing pull-ups or doing sit-ups. PE teachers issue grades for students, although the student participation and attitude tend to carry a higher weight toward the grade than the individual's physical abilities.

Tasks and duties

- Planning, organising and supervising physical education activities.
- Adjusting activities for special needs and weather conditions.

- Overseeing student interactions and creating a safe, hygienic, respectful environment.
- Teaching the basic techniques and skills associated with team and individual sports, dance, gymnastics, athletics, swimming and diving and recreational activities.
- Coordinating special events such as inter-school sports programs.
- Performing extra-curricular tasks such as assisting with sport, school concerts and excursions.
- Discussing individual progress with students and parents.
- Preparing, administering and marking tests, projects and assignments to evaluate students' progress and recording the results.
- Supervising student teachers on placement.
- Supervising student teachers on placement.

How to become a Physical Education Teacher

To become a Physical Education (PE) Teacher, you have to complete a bachelor degree in Education, with a major in Health and Physical Education. Alternatively, you may complete a relevant degree (such as Human Movement), followed by a postgraduate qualification in Education or Teaching.

Complete a bachelor degree in Education, Physical Education, or a related field. To get into degree courses you need to be 17 or older and have completed Year 12 with an appropriate Universities Admission Index. Prerequisite subjects in one or more of the following is usually required: Mathematics, Biology, Chemistry and Physics.

Alternatively, complete a postgraduate course in Education upon completion of an appropriate bachelor degree as well as teaching experience or a background in the sports, fitness or recreation industries.

Teachers in public schools and some private schools are required to have a professional certification issued by the state department of education. Entry-level jobs are available, but these usually require student teaching experience.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

various, fitness technique, engage, include, ability, guideline, issue, oversee, hygienic, extra-curricular, postgraduate, certification, experience, background.

2. Give Ukrainian equivalents to the following words and word combinations:

various aspects, mental health and well-being, physical development, creating lesson plans, responsible for adhering, to carry a higher weight, special needs, student interactions, inter-school sports program, to evaluate students' progress, relevant degree.

3. Give English equivalents to the following words and phrases:

Міжшкільна спортивна програма, відповідальність за дотримання, оцінювати прогрес учнів, взаємодія учнів, різні аспекти, носити більшу вагу, фізичний розвиток, створення планів уроків, особливі потреби, відповідний ступінь, психічне здоров'я та благополуччя.

4. Find the right word order:

1. Teachers required public certification in schools are to have a professional.
2. Student teaching require schools usually experience private.
3. To be 17 courses you need degree or older to get into.
4. Students in various might participate challenges have to.
5. The include creating of this role lesson primary plans duties.

5. Give the answers to the following:

1. Are there many different ways to become a physical education teacher?
2. What do physical education teacher provide?
3. Can PE teachers issue grades for students?
4. Why is the student teaching experience required in public schools and some private schools?

5. What are a physical education teacher tasks and duties?

6. Have you ever acted as a physical education teacher? When? Did you like it?

6. Point out the nouns, adjectives and verbs and write them down in three columns:

Health, related, completion, carry, special, conducting, individual, well-being, role, planned, challenge, might, participate, diving, inter-school, individual, excursion, assignment, require, experience, background, postgraduate, follow, require.

7. Make up sentences of your own using the words and word combinations given below:

assisting with sport, individual progress, to evaluate students' progress, responsible for adhering to any school, to carry a higher weight, encouraging students of differing physical ability levels, motivating students to participate in their planned activities, physical and mental health.

8. Render the content of the text.

Text 2

1. Read and translate the text.

Active Vocabulary:

1. Bachelor - Бакалавр
2. tool - інструмент
3. multitude - безліч
4. to combine - об'єднувати
5. achievement - досягнення
6. employable - працездатний
7. approach - підхід
8. shift - переключення

How to get into PE teaching

So you want to combine your passion for sport, health and teaching by getting into physical education, but you're unsure where to start.

Becoming a PE teacher isn't just about being good at sport and good with kids. It's about learning the theory behind the practice, the strategy involved in teaching and the ways that health and physical education (HPE) can help students grow. Naturally, then, becoming a PE teacher starts with study.

Did you know? The terms PE teacher, HPE teacher and sport teacher are often used interchangeably? The different names can be attributed to the different elements that make up the learning area 'health and physical education' – it's a subject where you learn and develop skills in health, physical activity, and sport.

Study physical education

Types of degrees

There are plenty of universities that offer a standard Bachelor of Education, where you can choose which subject areas you would like to specialize in. In some Universities Bachelor of Health, Sport and Physical Education is tailored to those wanting to teach PE, health education, science and biology. The more tools you have at your disposal when you start your career, the more equipped you'll be to handle the multitude of challenges that may come your way.

Entry requirements

Most university-level studies in teaching require the completion of full school level subjects, as well as any prerequisites specific to the program and institution, including sport achievements. Make sure you're comfortable to interact with children before you enroll in your university program. You will need to practice it before you go on professional experience placements in schools during your studies. Your university faculty will help you arrange this practice, which is free of charge for students.

The knowledge of a variety of teaching areas makes health, sport and physical education graduates highly employable. It's also important to consider what skills schools are currently looking for in teachers. As new studies are released,

approaches to teaching shift and evolve, and staying on top of the latest methodologies will ensure you stand out amongst other graduates.

Make connections

Actively seek out opportunities to build connections within the physical education sphere. This might be with your lecturers and tutors at university, with other teachers while on placement, or in your local community with a sports coach.

Showing enthusiasm and initiative will naturally help to expand your network, as people will remember your willingness to help out next time an opportunity arises.

You never know what connections may lead to employment, so establishing a network with others in your field is a great way to stay in the loop and increase your chances of landing your dream job after university.

Get experience

As part of your university studies in physical education, you will undergo professional experience placements, which means you'll be placed in schools to learn from qualified teachers and develop hands-on skills in the classroom.

Hone your interpersonal skills

Interpersonal skills are interchangeable skills that can relate to a variety of professions, such as communication and organisational skills.

A PE teacher needs to have both professional and interpersonal skills. You'll learn professional skills throughout your studies, but you'll develop interpersonal skills in the classroom while on placement, during group assignments and while undertaking any other practical experiences like coaching.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

unsure, theory, strategy, interchangeably, specialize, disposal, equip, require, enroll, variety, community, willingness, undergo, throughout.

2. Give Ukrainian equivalents to the following words and word combinations:

interpersonal skills, variety of professions, professional experience, develop hands-on skills, lead to employment, landing a dream job, willingness to help, a great

way to stay in the loop, top of the latest methodologies, the completion of full school level subjects, the strategy involved in teaching.

3. Give English equivalents to the following words and phrases:

стратегії, що беруть участь у навчанні, найновіші методики, веде до працевлаштування, чудовий спосіб бути в курсі, пошук роботи мрії, навички спілкування, професійний досвід, розвиток практичних навичок, бажання допомогти, завершення повного шкільного рівня предметів, різноманітність професій.

4. Find the right word order:

1. Theory the behind it's learning the practice about.
2. Education plenty are of that offer a there standard Bachelor universities of.
3. Before go you need to practice it you professional will experience on.
4. Teachers develop you'll be in hands-on schools to the from qualified and skills in classroom learn placed.
5. Both needs to have professional A and interpersonal PE skills teacher.

5. Give the answers to the following:

1. Are there plenty of universities that offer a standard Bachelor of Education? Why did you choose your University to enter?
2. Are the terms PE teacher, HPE teacher and sport teacher often used interchangeably?
3. Can you build connections within the physical education sphere? How will you do it?
4. Why is it necessary to make sure you're comfortable to interact with children before you enroll in your university program?
5. What is becoming a PE teacher about?

6. Make a list of professional and interpersonal skills of a PE teacher :

<i>Professional skills</i>	<i>Interpersonal skills</i>
1.	
2.	
3.	

4.	
5.	
....	

7. Make up sentences of your own using the words and word combinations given below:

passion for sport, health and teaching, the strategy involved in teaching, to handle the multitude of challenges, to help students grow, any prerequisites specific to the program, free of charge for students, to have at your disposal, help to expand your network.

8. Render the content of the text.

Text 3

1. Read and translate the text.

Active Vocabulary:

1. growth - зростання
2. opportunity - можливість
3. enthusiastic - захоплений
4. to participate - брати участь
5. coach - тренер
6. passionate - пристрасний
7. schedule - графік
8. requirement - вимога

Pros and cons of being a PE teacher

Working as a PE teacher offers the opportunity for fulfillment and personal growth. Teachers can share their knowledge with students, and those students can use the information gleaned throughout their lifetime. The role does have some challenges, as is the case with just about any career opportunity. Here are some pros and cons to take into consideration for this role:

Pros of being a PE teacher

Identifying and understanding the pros of working as a physical education teacher can be helpful as you consider this career path. Working in this role comes with some positive aspects, such as:

Enthusiasm among students

Primary students often view PE class as an extension of recess where they can play games and have fun while participating in physical activities. They are often more enthusiastic about participation than they would be in other classes or subjects. Secondary students who enjoy being physically active may also participate more enthusiastically. For many children and teenagers, PE class is more fun and engaging than other classes, so they come to have fun.

Dress in comfortable apparel

Working as a PE teacher allows you to dress comfortably every day. Most gym teachers dress in exercise apparel, such as active shorts or pants and a T-shirt. You don't have to dress up when you're coaching kids and participating in physical activities with them.

Work as a coach

Many physical education teachers also work as sports coaches at the school where they teach or at various schools throughout the district. When you work as a PE teacher, you have direct access to those hiring to fill coaching positions, and they likely already know who you are and the skills you have. Since many PE teachers are passionate about sports, doing additional duty as the coach of a sports team is an appealing and rewarding opportunity.

Available side work

In addition to opportunities for coaching sports teams, PE teachers also have the skills and qualifications needed to take on other side jobs. Some of the options available might include coaching private sports teams, working as the director of an athletic camp during the summer or refereeing recreational league games in their communities. These opportunities can supplement a PE teacher's income and allow them to work with more children.

Work schedule and benefits

The work schedule of a teacher is another benefit of this job. Most public school teachers get at least a few months off during the summer, and they work a set schedule during school hours. Those who choose to take on additional opportunities as coaches may work outside of school hours or on weekends. Full-time PE teachers also typically qualify for the same benefits as the other teachers at the school, such as health insurance and retirement savings options.

Cons of being a PE teacher

Working as a PE teacher does come with its own set of challenges:

Work outdoors

Working outdoors can be challenging, especially in areas with varying climate conditions. However, most schools have indoor gyms where PE teachers can conduct their lessons in adverse weather conditions. A PE teacher spends much of their time at work outside. If you like being outdoors, then this may actually be beneficial for you.

Maintain fitness level

Although PE teachers educate students and test their physical fitness abilities, they must demonstrate the activities. As a result, those working in this field should maintain their fitness level to be able to participate in and demonstrate various activities and sports to students. They may also want to represent good health by staying physically fit and active.

Educational requirements

The educational requirements vary by state and district, but a PE teacher in any area needs a bachelor's degree in a related field. Some colleges and universities offer specialized physical education degree programs, but most only offer general primary or secondary education degree programs. When choosing courses, aspiring PE teachers may want to focus their learning on human anatomy, physical endurance training, kinesiology, injury prevention and other related subjects.

Teaching any subject often involves working with challenging students. PE teachers may encounter students who don't want to participate or have a bad attitude about the subject. They may also work with students who have trouble

with physical activities and feel discouraged. Their ability to motivate and encourage students plays a role in their success as a teacher.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

fulfillment, glean, consideration, path, participation, teenager, comfortably, qualification, supplement, benefit, maintain, specialized, injury, kinesiology.

2. Give Ukrainian equivalents to the following words and word combinations:

personal growth, share the knowledge, pros and cons, career path, positive aspects, extension of recess, dress comfortably, coaching kids, passionate about sports, additional duty, recreational league games, health insurance, set of challenges, physical fitness abilities, human anatomy, physical endurance training.

3. Give English equivalents to the following words and phrases:

одягатися зручно, тренування фізичної витривалості, медичне страхування, особистісний ріст, фізичні здібності, ділитися знаннями, продовження перерви, кар'єрний шлях, позитивні аспекти, захоплення спортом, розважальні ігри ліги, тренувати дітей, плюси і мінуси, набір викликів, анатомія людини, додатковий обов'язок.

4. Fill in the gaps with the required words:

1. Students can the information ... throughout their lifetime.
2. Understanding the ... of working as a physical education teacher can be helpful as you ... this career path.
3. Secondary ... who enjoy being physically active may also ... more enthusiastically.
4. Many physical education teachers also ... as sports ... at the school where they teach or at various schools ... the district.
5. Those who choose ... on additional opportunities as coaches may work ... of school hours or ... weekends.
6. They ... also want to represent good ... by staying physically ... and active.

5. Give the answers to the following:

1. Are the children and teenagers more fun and engaging in PE class than other classes? Why?
2. What are your career opportunities when you work as a PE teacher?
3. Is a work schedule of a teacher another benefit of this job?
4. Do you prefer working outdoors or in the indoor gyms? Why so?
5. Is it necessary for a teacher to represent good health by staying physically fit and active?

6. Make a list of your own pros and cons of being a PE teacher :

<i>Pros</i>	<i>Cons</i>
1.	
2.	
3.	
4.	
5.	
....	

7. Make up sentences of your own using the words and word combinations given below:

take into consideration, some positive aspects, participating in physical activities, dress in exercise apparel, to fill coaching positions, coach of a sports team, health insurance and retirement, may actually be beneficial, maintain the fitness level, have trouble with physical activities.

8. Render the content of the text.

Text 4

1. Read and translate the text.

Active Vocabulary:

1. literacy - грамотність
2. movement - рух
3. healthcare - охорона здоров'я

4. to require - вимагати
5. exercise - вправа
6. strength - міцність
7. affective - емоційний
8. cognitive - пізнавальний

What is physical literacy?

The World Health Organisation (WHO) defines physical activity as “any bodily movement produced by the skeletal muscles that require energy”. Although the most distinguished of physical literacy is: “the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life”. It is important to understand that although ‘physical activity’ is a large component of ‘physical literacy’, it is not the same thing. Instead, physical activity forms only a component of physical literacy.

There is a huge cost to healthcare worldwide as a direct result of obesity. Therefore, many governments have put large financial investments into physical literacy programs. Benefits associated with increased physical literacy include future savings in healthcare, improved physical well-being of the population, improved mental health and psychological well-being, increased workforce productivity, and increased levels of sport and exercise participation.

Physical literacy needs to be a multi-faceted approach. Parents, physical education teachers, sports coaches, strength and conditioning coaches, leisure management personnel, family members, and peers all play an integral role in physical literacy. No doubt physical education teachers have a vital role regarding physical literacy, but they cannot be fully responsible. Sports coaches must understand that all children who won’t become elite athletes can remain involved in sport and physical activity for life.

Children can gain indispensable lifelong cognitive, social, and physical skills from sport if the correct environment is created by the coach. This is how children become physically literate. A great example is when a coach ensured every single child got the same playing minutes and experienced playing in every position

throughout the season. Playing time was equal for every child throughout the season and was not impacted by talent or match results.

We know physical literacy is a lifelong process, but the seeds are sown during childhood, and that's where the major focus should be. To improve physical literacy, there are three core elements to focus on – affective, cognitive, and physical.

Affective

Affective describes one's confidence, motivation, and self-esteem. A lack of confidence, motivation, and self-esteem in individuals results in a lower enticement to participate in physical activity. It is imperative children are encouraged to take part in sport and physical activity. Having high self-esteem will help a child engage positively with the activity, but having low esteem causes a child to avoid the activity for fear of embarrassment or disappointment.

Promoting physical activity must be done effectively and sporting organisations must create a child-centred framework to meet the desired goals and limit any poor practice that detracts from it.

Cognitive

Cognitive ability plays a strong role in becoming physically literate. Knowledge and understanding are cognitive properties that are essential for children to develop on their physical literacy journey. Each sport has its own unique set of rules, traditions, and values – it is important coaches take time to help children acquire knowledge and understanding of these.

Physical

The physical component of physical literacy is, without a doubt, the most important, and many people wonder what physical activity is best for children to help them become physically literate. Some research has shown girls perform better in locomotor skills, which can be explained by their participation in more locomotor activities such as dancing and gymnastics. Conversely, boys tend to outperform girls in manipulative skills, which is no surprise as boys engage more in object control sports such as ball sports. Therefore, everyone from coaches to

parents to teachers needs to ensure physical development is achieved in children, especially during three to seven years of age, by providing a variety of different sports and activities for children to participate in.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

distinguished, confidence, competence, engagement, huge, government, associate, financial, multi-faceted, vital, athlete, doubt, equal, self-esteem.

2. Give Ukrainian equivalents to the following words and word combinations:

skeletal muscles, take responsibility, direct result, physical well-being, workforce productivity, leisure management, great example, lifelong process, major focus, lower enticement, lack of confidence, child-centred framework, desired goals, without a doubt, manipulative skills, tend to outperform.

3. Give English equivalents to the following words and phrases:

організація дозвілля, бажані цілі, орієнтована на дитину структура, без сумніву, процес протягом усього життя, продуктивність робочої сили, менша спокуса, маніпулятивні навички, скелетні м'язи, прямий результат, фізичне благополуччя, чудовий приклад, основна увага, відсутність впевненості, взяти на себе відповідальність, як правило, перевершують.

4. Fill in the gaps with the required words:

1. Having high ... will help a child engage ... with the activity.
2. Some ... has shown girls perform better in ... skills.
3. Each ... has its own unique set of ..., ..., and
4. To improve physical..., there are three ... elements to focus ... – affective, cognitive, and physical.
5. There is a ... cost to healthcare worldwide as a ... result of obesity.
6. The World Health Organisation ... physical activity as “any bodily movement produced by the ... muscles that ... energy”.

5. Give the answers to the following:

1. Why is physical literacy important for little kids?

2. Why is physical literacy important for youth development? In what spheres is it shown?
3. Who is responsible for developing physical literacy?
4. How to improve physical literacy?
5. Is there any gender difference in physical activity?
6. ***Give the examples of the indoor/outdoor physical activities you can suggest your students :***

<i>indoor</i>	<i>outdoor</i>
1.	
2.	
3.	
4.	
5.	
....	

7. Make up sentences of your own using the words and word combinations given below:

a large component, take responsibility for engagement, a huge cost to healthcare worldwide, large financial investments, multi-faceted approach, remain involved in sport, to take part in sport and physical activity, to meet the desired goals, unique set of rules, a variety of different sports and activities.

8. Render the content of the text.

Text 5

1. Read and translate the text.

Active Vocabulary:

1. especially - особливо
2. pressure - тиск
3. dangerous - небезпечний
4. to master - опанувати

5. sacrifice - жертівність
6. contribution - внесок
7. guidance - керівництво
8. sufficient - достатній

Teaching kids about self-discipline through sports

Self-discipline can be a difficult thing to learn, especially for children and teenagers. Finding the will and self-control to take care of yourself, to be kind to others, and to be patient is not an easy task, but it's an important one to master in order to become a highly motivated, self-reliant adult.

Learning self-discipline is necessary in order to learn how to be strong where substance abuse is concerned, as well. Many kids and teens are faced with pressures every day to conform to the image their peers set, and this can include dangerous habits that could stick with them for a lifetime. One of the best ways to help young people learn how to make informed decisions is through sports, where they can interact with other people their age and learn how to make sacrifices, be a team player, and how to take care of their bodies.

Here are some of the best things kids can learn through sports where self-discipline is concerned.

Playing on a team

Playing on a team can help a young person realize their value and the value of others when they make contributions to a game. It can boost self-esteem and confidence, as well as help them be considerate of others and elevate their empathy skills. Team sports are a wonderful way to help kids learn about self-discipline because they must be patient when it comes to letting their teammates play or take control of the ball.

Self-care

Learning how to take care of yourself through diet and exercise is important, but many kids these days would rather sit indoors and play games on a tablet than get up and get moving. Sports can help them understand the importance of eating the

right things, getting enough rest, and working out daily, which can be difficult to do without a little guidance.

Time management

If you've ever argued for fifteen minutes with your child in the morning about putting their shoes on, you know it can be tricky to get them to feel any sense of urgency where time management is concerned. Playing sports can definitely help with that, as they'll learn they have to be on time for practice and games and that other people's time is valuable.

Practice makes perfect

Practicing is an essential part of playing any sport, which can teach kids how to reach their potential without fear and to hold themselves accountable for their mistakes.

Coaching

Young people can be positively affected by the influence of a coach in their lives, especially during competition, where they can see the results of all the hard work they've been doing under the coach's tutelage. Having this support outside the family can help your child find sufficient motivation even when they're tired or are feeling low about their abilities.

It's never easy to keep kids on track, especially since their attitudes and goals change on a whim. Sports can help your child find encouragement, self-confidence, and discipline even if they only participate for a short time.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

self-control, take care, highly, necessary, self-reliant, image, adult, lifetime, realize, encouragement, tablet, essential, accountable, whim.

2. Give Ukrainian equivalents to the following words and word combinations:

for children and teenagers, in order to become, self-reliant adult, dangerous habits, interact with other people, make contributions, take control of the ball, sit indoors, little guidance, sense of urgency, essential part of playing, coach's tutelage,

sufficient motivation, find encouragement, without fear, participate for a short time.

3. Give English equivalents to the following words and phrases:

протягом короткого часу, сидіти в приміщенні, контролювати м'яч, знайти заохочення, робити внески, відчуття терміновості, невід'ємна частина гри, для дітей і підлітків, опіка тренера, без страху, щоб стати самостійним дорослим, небезпечні звички, взаємодіяти з іншими людьми, невелике керівництво, достатня мотивація, брати участь.

4. Fill in the gaps with the required prepositions:

1. It's an important one to master ... order to become a highly motivated, self-reliant adult.
2. Many kids and teens are faced ... pressures every day to conform ... the image their peers set.
3. Playing ... a team can help a young person realize their value and the value ... others .
4. Team sports are a wonderful way to help kids learn ... self-discipline.
5. Sports can help them understand the importance ... eating the right things, getting enough rest, and working ... daily.
6. Young people can be positively affected ... the influence ... a coach ... their lives, especially ... competition.

5. Give the answers to the following:

1. Why is it important to master the self-control?
2. What are many kids and teens faced with?
3. What is the best way to help young people learn how to make informed decisions?
4. How to help kids be considerate of others and elevate their empathy skills?
5. Is the role of the family important for the child self-confidence? How to keep kids on track?

6. Turn the passage from the text into the Past time :

Learning self-discipline is necessary in order to learn how to be strong where substance abuse is concerned, as well. Many kids and teens are faced with pressures every day to conform to the image their peers set, and this can include dangerous habits that could stick with them for a lifetime. One of the best ways to help young people learn how to make informed decisions is through sports, where they can interact with other people their age and learn how to make sacrifices, be a team player, and how to take care of their bodies.

7. Make up sentences of your own using the words and word combinations given below:

a difficult thing to learn, to take care of yourself, to be patient, in order to become a self-reliant adult, to conform to the image, to make informed decisions, a wonderful way to help, the importance of eating the right things, to be on time for practice and games, to keep kids on track.

8. Render the content of the text.

Text 6

1. Read and translate the text.

Active Vocabulary:

1. holistic - цілісний
2. development - розвиток
3. performance - продуктивність
4. independently - самостійно
5. drills-based approach - підхід на основі вправ
6. consciously - свідомо
7. successfully - успішно
8. to accomplish - досягати

Game-based approach to children's sports development

A Game-based Approach (GBA) is the holistic approach to children's sports development, recognizing that there is much more to a sport than technique. There are four "Performance Factors" that go into a performance:

- Psychological (including Mental, Emotional, and Social)
- Physical
- Tactical
- Technical

The "traditional" approach to children's PE development concentrates heavily on isolated technical elements. Other elements are neglected and usually treated independently, but there is little integration. By contrast, the holistic approach recognizes that all elements are critical and are developed from the outset in an integrated way.

To learn and teach in a game-based approach is fundamentally different than a drills-based approach.

The game-based approach promotes implicit learning; learning that is taking place without the learner being consciously aware of what they are trying to learn or in other words the learning is taking place at a subconscious level.

The drills-based approach typically promotes explicit learning; when the learner is consciously aware of the intended learning goal and is usually associated with verbalized instructions; directed learning where kids are told what to do.

Both forms have their place and benefit in teaching. However, the game-based approach is often a superior way to teach as it equips children with all performance skills needed for successfully playing sports.

The fun of playing a sport is why people take up the sport. The emphasis is on playing rather than reproducing an isolated skill that is not transferable to "real world" sports play.

The important thing is that you are aware of which method you are using in your teachings, both have their place at the right time.

Games based approach

Characteristics:

- Open learning path
- Discover
- Experience
- Experiment
- Coach asks questions

The game form is holistic and takes into account all dimensions:

- Physical
- Technical
- Tactical
- Mental

Games are important for the students because games are more holistic, motivating, emotional and exciting than exercises and therefore very important in youth lessons.

Games are important for the coach as in the game form, the students are in focus and the coach has time to watch, the coaching takes place through asking questions.

Ask questions wisely: Do not anticipate the answers!

Exercise form

characteristics:

- Frontal lessons
- Show and explain
- Instruct
- Correct
- Give solutions

Exercises usually only consider the following dimensions:

- Physical
- Technical
- (Tactical)

Exercises are suitable for:

- Technical analysis and improvements

- Build up rhythm
- Memorize movement sequences

Suggested lesson planning:

Our recommended percentage of games based approach teaching in progressing from fundamental motor skills to sport-specific skills:

- Phase 1: Fundamental motor skills = 90% games-based approach
- Phase 2: Stabilisation of skills/ fine coordination = 60% games-based approach
- Phase 3: Variable availability for sport-specific skills = 40% games-based approach

Problem-solving rather than isolated tasks

Create problem-solving tasks for children to accomplish rather than an isolated drill or task. Always ask yourself: "Will it help children to be more successful at solving the problems they commonly encounter when they play sports?"

Plan lessons that include playing games applying all 4 skills rather than standing in lines waiting for your turn.

Children age 3-7 are very keen to explore and experiment which is a great advantage of including drills in your teachings. However, their interest in novel exercises or challenges doesn't last more than a few minutes the most whereas children can play games for a long time if they like it.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

technique, psychological, tactical, technical, mental, emotional, social, isolated, critical, outset, goal, transferable, method, wisely.

2. Give Ukrainian equivalents to the following words and word combinations:

holistic approach, implicit learning, subconscious level, verbalized instructions, place and benefit, superior way, performance skills, in focus, sport-specific skills, commonly encounter, keen to explore, great advantage, novel exercises.

3. Give English equivalents to the following words and phrases:

велика перевага, підсвідомий рівень, специфічні навички для спорту, місце та користь, кращий спосіб, бажання досліджувати, навички виконання, вербалізовані інструкції, у фокусі, імпліцитне навчання, часто зустрічаються, нові вправи, цілісний підхід.

4. Find in the text the necessary information about the following:

1. Use the game to teach the game is... .
2. The ways of using tactical goals to create environments in which skills can be developed are... .
3. To apply the Game Based Approach with players that is... .
4. The understanding of tactical approaches is necessary to... .

5. Give the answers to the following:

1. Is game-based learning a methodology?
2. What are the three methods of game approach?
3. What is the difference between games and game-based learning?
4. Why do teachers use game-based learning?
5. What are the elements of game-based learning?

6. Create an example of a game-based lesson fragment, using the following items:

- ✓ a focus of a lesson,
- ✓ recommended age group,
- ✓ a needed PE equipment,
- ✓ a set up PE activity,
- ✓ a taught PE activity,
- ✓ a changeable PE activity.

7. Make up sentences of your own using the words and word combinations given below:

a difficult thing to learn, to go into a performance, isolated technical elements, fundamentally different, intended learning goal, place and benefit in teaching, a superior way to teach, successfully playing sports, at the right time, all performance skills.

8. Render the content of the text.

Text 7

1. Read and translate the text.

Active Vocabulary:

1. interrelated - взаємопов'язаний
2. curriculum - навчальний план
3. personality - особистість
4. chronic diseases - хронічні захворювання
5. stress reduction - зниження стресу
6. competition - змагання
7. character trait - риса характеру
8. to get involved - втягуватися

What are the benefits and importance of sports in education?

Athletic training and academic study are interrelated: both are two sides of one coin. Sports in education are an integral part of the curriculum. It helps to shape a person's personality and contributes to their holistic development. In some ways, this subject is a demonstration of all the disciplines that one has learned in school. Every sport has its foundations in math and physics.

Although many subjects are taught in the classroom, sports and physical education offer students an opportunity to be outside and exercise, as well as learning a wide range of skills.

There are many educational benefits to sports, and not just for the physical, athletics positively impacts student academic success as well as their health and lifestyle.

Sports Benefits While Learning

These are just a few of the many benefits that your child will enjoy when they get more involved in sports and physical activity.

Improvement of Health

Outdoor sports are great for kids and can help with your fitness. Regular exercise can help you build a strong heart, bones and lung function. It also helps prevent chronic diseases. Sport can help with diabetes management, weight loss, blood circulation and stress reduction. The combination of cerebral and physical development allows for the strengthening and toning of bones and muscles through sports.

Through sports, students learn how important it is to live a healthy lifestyle. Sports can help prevent obesity and promote healthy eating habits. Sports encourage young people to eat more vegetables and fruits. They are less likely than their peers to become obese, and they are more likely grow up to be active adults.

Both communicable and not-communicable disease prevention is possible through physical activity and sports. Sports are therefore cost-effective strategies to improve the health of the general population in both developed and developing countries.

Confidence Booster

Sport isn't all about winning. Rather, it is about achieving goals and working as a team. Friendly competition is what most sports are aiming for. PE teachers have to harness the natural competitiveness and joy of sport to help students enjoy and learn to play peacefully and gain confidence.

A coach's encouragement words or scoring the winning goal for their team can boost confidence in a child. As a character trait, children must have high self-esteem. Sport can instill a spirit of perseverance and will carry that over to their academic careers.

Leadership Skill

Each team needs a leader whether they are playing with the national team or a small group of friends. Students are given the opportunity to be a leader as they mature. This helps them become confident and able to make decisive and informed decisions. These skills can be improved through sports, which require that decisions are made and communicated to the other members of the team frequently for the greater good.

When hiring new employees, businesses are looking for people who can work in a team environment. As they move up the corporate ladder, their leadership experience will be more important.

Teamwork

Effective teams are made up of people who can work well together. Physical education is often the first exposure to teamwork for children.

Many teams believe that the whole team is more important than each individual. Your child will be able to participate in a team effort and see firsthand the importance of success.

Discipline

Underrated is the aspect of sport that involves failure. You must be disciplined and persistent to succeed in life. Athletics is one way to do this. The sport's fundamental character with clearly defined losers and winners results in natural highs. This is something that young athletes must be ready for later in their lives.

Sport is a great way to show that hard work pays off. To succeed in any endeavor, you will need persistence and a never say die attitude. Through sports, your youngster will see the importance of persevering in order to achieve one's goals.

Academic Performance

Sport activities teach discipline which can be beneficial in all areas of life. Through sports, students learn tactical, mental and physical training. Students can focus better and have a clearer vision. These traits are essential for academic success. Students who take part in sports and exercise can be successful at academics.

Social Development

Sport is good for your physical and mental health. They also help develop leadership skills and equip them with the ability to set goals and build character. Participating in sports can lead to higher self-esteem and better social interaction. It also helps students have a positive outlook on life.

Through sports, children learn about ethics, responsibility, trust, and morality. A person can deal with all the twists and turns of life more gracefully if they have a

spirit of sportsmanship. They will have positive values and a positive outlook, which will make them less likely to succumb to social ills. Research shows that students who are involved in sports have higher grades and more self-confidence. They also graduate faster.

Importance of Sports in Education

There are many benefits to sport that go far beyond the physical. The academic success of a child can be significantly affected by their participation in sports and exercise. Incorporating sports education into the school curriculum has many benefits. It teaches students teamwork and discipline. It helps children be more polite in everyday life. Regular exercise keeps people healthy and fit, which protects them from diseases like obesity and arthritis.

Participating in sports can help individuals gain confidence and leadership skills. It helps students overcome all obstacles and learn how to deal with them. Physical activity promotes growth and improves mental and physical health. Many of these events are essential for physical development.

Participation in sports is a part of the school curriculum and children who do so grow up to become more physically fit. They become more outgoing and communicative, and are more competitive and stronger. Their confidence increases and they are more open to meeting new people and different situations. This instills in children a sense that hard work is a virtue from an early age.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

academic study, integral, foundation, to shape, positively, success, lung, weight loss, blood circulation, healthy, obese, cost-effective, boost, failure.

2. Give Ukrainian equivalents to the following words and word combinations:

a small group of friends, hiring new employees, high self-esteem, to play peacefully, achieving goals, the health of the general population, developed and developing countries, cerebral and physical development, a wide range of skills, to

shape a person's personality, foundations in math and physics, build a strong heart, not-communicable disease prevention.

3. Give English equivalents to the following words and phrases:

основи математики та фізики, здоров'я населення в цілому, висока самооцінка, профілактика неінфекційних захворювань, розвинені країни та країни, що розвиваються, невелика група друзів, побудова міцного серця, наймання нових співробітників, досягнення цілей, церебральний та фізичний розвиток, формування особистості людини, мирна гра, широкий спектр навичок.

4. Finish the following sentences by your own opinion:

1. Through sports, students learn how important it is
2. Outdoor sports are great for kids and
3. There are many educational benefits to sports, such as
4. Athletic training and academic study are
5. Sport can help with

5. Give the answers to the following:

1. Which is the best benefit of individual sports?
2. What is the hardest in going in for sport mentally?
3. Does playing sports make you look better? In what way?
4. Why does not every person use every day sports in the life?
5. What sport benefits you the most? Why?

6. Suggest your partner to give his own opinion on the following statements, be ready to discuss it:

- School sport improves self-esteem.
- Physical education helps inspire teamwork and forge leadership skills in children.
- Having sport on the school curriculum encourages healthy habits.
- As well as helping a child's physical health, sport helps reduce stress.

7. Make up sentences of your own using the words and word combinations given below:

many educational benefits, a demonstration of all the disciplines, two sides of one coin, to shape a person's personality, get more involved in sports, toning of bones and muscles, eat more vegetables and fruits, communicable and not-communicable disease, to harness the natural competitiveness, have a clearer vision.

8. *Render the content of the text.*

Text 8

1. *Read and translate the text.*

Active Vocabulary:

1. profoundly - глибоко
2. school-matured - шкільний
3. blissful - блаженний
4. ethnic - етнічний
5. evidence - докази
6. evaluation - оцінювання
7. genuinely - щиро
8. to exhibit - виставляти

The influence of sports on youth development

Coordinated youth sports are profoundly well known for youth and their families, with millions of kids and young adult members in the world. Most of the families with school-matured youngsters have something like one kid partaking in coordinated sports. By all accounts, kids are solid and blissful as they take part in this conventional diversion, and families report more elevated levels of fulfillment if their youngsters take part. Be that as it may, insights exhibit a youth heftiness pestilence, with one of three kids presently being overweight, with an inexorably inactive way of life for most youngsters and teens. Expanding sports-related wounds, with lots of trauma center visits for those aged 5-24 years, a 70%-80% wearing down rate when a kid is 15 years old, and projects overemphasizing winning are issues experienced in youth sport. The difficulties faced by grown-ups

who are engaged with youth sports, from guardians to mentors, to sports medication suppliers, are numerous, complex, and changed across ethnic societies, orientations, networks, and financial levels. An accentuation on fun while laying out a harmony between actual wellness, psychological prosperity, and deep-rooted illustrations for a sound and dynamic way of life is principal for progress.

The prominence of youth sports keeps on ascending. Sadly, the structure that gives rules, rules, and guidelines for youth sports has been laid out with very little logical evidence. Even fundamental practical boundaries for sports security are not carried out or followed. Dubious depictions old enough of members, hours and design of training, and rules for rivalry differ between sports. Sports whittling down rates are the most noteworthy during the momentary long periods of immaturity, when outside impacts have the most effect. When youngsters are 15 years old, 70%-80% do not generally take part in sport.

As per physical, mental, and mental turn of events, a youngster ought to be no less than 6 years old before partaking in a coordinated group activity, like soccer or baseball. Further, a precise evaluation of every kid's singular game status ought to be performed to help with deciding whether a kid is ready to enlist and at which level of contest the kid can effectively take part. A jumble in sports status and expertise improvement can prompt tension, stress, and at last, whittling down for the youthful athlete. For the exceptionally youthful "competitor", the objectives of cooperation are to be dynamic, have a great time, and to have a positive game encounter through learning and practice of essential skills. A prologue to various exercises has been demonstrated to be both genuinely and mentally helpful for the youngster. Sports fulfillment overviews uncover that "having some good times" is the fundamental explanation that most kids like to partake in sports; nonetheless, the guardian's view of why their kids like to play sports is to "win". The Establishment for the Investigation of Youth Sports took a gander at the significance of winning according to the kid's point of view and found that it fluctuated with orientation and progress in years, however for most more youthful kids, decency, cooperation, and improvement of abilities positioned above

winning. This distinction between youthful competitors and grown-ups may add to pressure and despondency concerning the youngster. Maybe the grown-up understanding of "youth baseball" or "pee small" sports as a little variant of grown-up sports contests has driven the people who are engaged with overseeing these exercises down in some unacceptable way.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

partaking, solid, conventional, inexorably, positively, rate, grown-ups, prosperity, deep-rooted, noteworthy, immaturity, jumble, despondency, unacceptable.

2. Give Ukrainian equivalents to the following words and word combinations:

partaking in coordinated sports, psychological prosperity, solid and blissful, take part in the conventional diversion, elevated levels of fulfillment, a youth heftiness pestilence, inexorably inactive way of life, projects overemphasizing winning, laying out a harmony, deep-rooted illustrations, prominence of youth sports, momentary long periods of immaturity, fundamental explanation.

3. Give English equivalents to the following words and phrases:

видатність юнацького спорту, участь у злагоджених видах спорту, невблаганно пасивний спосіб життя, психологічне процвітання, короткочасні, але тривалі періоди незрілості, фундаментальне пояснення міцний і блаженний, брати участь у традиційному різновиді, підвищений рівень задоволення, епідемія юності, проекти, в яких надмірно наголошується на перемозі, викладаючи гармонію, глибоко вкорінені ілюстрації,.

4. Fill in the gaps with the necessary words:

1. The prominence of youth sports ... on ascending.
2. Sports whittling down rates are the ... noteworthy during the momentary ... periods of immaturity.
3. A jumble in sports status and expertise ... can ... tension and stress.
4. This distinction between ... competitors and grown-ups may add to pressure and despondency ... the youngster.

5. Even fundamental ... boundaries for sports ... are not carried out or followed.

5. Give the answers to the following:

1. Which is the best benefit of individual sports?
2. What is the hardest in going in for sport mentally?
3. Does playing sports make you look better? In what way?
4. Why does not every person use every day sports in the life?
5. What sport benefits you the most? Why?

6. Suggest your partner to give his own opinion on the following statements, be ready to discuss it:

- Kids are solid and blissful as they take part in this conventional diversion.
- The prominence of youth sports keeps on ascending.
- "Having some good times" is the fundamental explanation that most kids like to partake in sports.
- The distinction between youthful competitors and grown-ups may add to pressure and despondency concerning the youngster.

7. Make up sentences of your own using the words and word combinations given below:

accentuation on fun, rules for rivalry differ between sports, a precise evaluation, partaking in coordinated sports, by all accounts, elevated levels of fulfillment, expanding sports-related wounds, projects overemphasizing winning, across ethnic societies, deep-rooted illustrations.

8. Render the content of the text.

Text 9

1. Read and translate the text.

Active Vocabulary:

1. male - чоловічий
2. female- жіночий
3. accurate - точний
4. nutrition - харчування

5. advertising - реклама
6. community - громада
7. exposure – контакт
8. physiotherapy – фізіотерапія
9. confidence - впевненість
10. to navigate - проводити

Thinking of choosing a health or PE subject in years 11 and 12? Here's what you need to know

In Europe recent decades a number of reports have indicated studying health and physical education in year 11-12 is becoming more popular. The PE subjects were slightly more popular among males, and health education among females.

Many subjects there are available under the health and physical education umbrella – depending on the place you live. Alongside the combinations of HPE or PE (by itself), these can include:

- health studies and well-being. Here you will learn about personal care and well-being and about where to find accurate health information. You can explore different dimensions of health such as physical, mental and emotional health — all of which can help you navigate busy and often stressful years at college.
- food and nutrition. This will teach you how to analyse nutrition and food information, food advertising and dietary trends. You will also explore what influences food choices, analyse how nutrition affects health and consider how secure and sustainable our food supply is.
- sport and recreation studies. This subject can make you more aware of the many local organisations and experiences you can access for fun. It can also teach you how to get engaged in physical activities with your friends and family, and work with a local council to organise community sporting events

- athlete development. This can allow you to develop in your chosen (team or individual) sport through specialist coaching. You can learn about things like how to train effectively and prevent and recover from injuries.
- outdoor education. This will give you exposure to many different activities, such as rafting, kayaking and climbing, that you probably would not be able to normally access. Experience in adventure activities is useful if you want to work as a recreational guide, with skills to lead and manage outdoor groups.

For students who want to continue studying health and physical education at university as part of training to be a teacher, subjects that relate to sport science such as biology, chemistry and physics are highly recommended. They are also a great foundation for courses in exercise science, health promotion, nutritional sciences and physiotherapy.

Studying health and physical education in senior secondary school can give you an insight and appreciation of how our psychology, social networks, culture, environments and bodies all connect to influence our activity behaviours and overall physical performance.

For instance, when planning how to get people moving and performing well, you might consider a person's motivation, the type of people to train with, the types of facilities available and levels of training preparation. Doing subjects related to sports science could lead to a career in physiotherapy.

Many students choose senior secondary health and physical education for future careers relating to movement and the body. These include coaching, teaching, sport science, nutrition and recreation. Others may simply want to better understand how to plan and promote active and healthy lifestyles.

Studying health and physical education can lead to improved confidence in your movement, ability to make decisions and to develop teamwork and leadership skills that will help across life. These skills are transferable across a range of other professions such as management, policing and the defence forces.

In our country, schools are expected to deliver at least two hours of planned physical activities each week to students until year 10. But there is no time requirement for schools to deliver physical activity in the senior years.

Global reports indicate physical activity reduces through adolescence and to some extent into adulthood. Researchers suggest the decline is most often due to a lack of time, followed by the amount of resources available and the level of school support to get students moving.

Physical activity is vital to buffer stress in senior schooling. Even a few brief periods of four to eight minutes of intense activity such as push-ups in class each week can help senior students' mental health, learning engagement and overall fitness.

Although taking health and physical education in years 11 and 12 does not have the same requirements to get you moving regularly as in the earlier stages of school, you will have the opportunity to develop a deeper appreciation of what you need to do to get moving on your own.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

recent, popular, education, umbrella, dietary, to analyse, sustainable, recreation, to get engaged in, aware, to organise, exposure, council, climbing, rafting, kayaking, insight.

2. Give Ukrainian equivalents to the following words and word combinations:

to get moving on your own, the earlier stages of school, moving regularly, the same requirements, elevated levels of fulfillment, vital to buffer stress, a range of other professions, improved confidence in your movement, promote active and healthy lifestyles, the types of facilities, levels of training preparation, a career in physiotherapy, a work as a recreational guide.

3. Give English equivalents to the following words and phrases:

робота рекреаційним гідом, типи обладнання, кар'єра в фізіотерапії, регулярні пересування, низка інших професій, однакові вимоги, підвищений

рівень виконання, життєво важливий для пом'якшення стресу, сприяння активному та здоровому способу життя, рівень підготовки, рухатися самостійно, підвищення впевненості у своїх рухах, початкові етапи навчання в школі.

4. Fill in the gaps with the required verb forms, name the grammar form you've used:

1. It can also ... (to teach) you how to get engaged in physical activities with your friends and family.
2. This ... (to give) you exposure to many different activities, such as rafting, kayaking and climbing.
3. Experience in adventure activities ... (to be) useful if you ... (to want) to work as a recreational guide.
4. This ... (to teach) you how ... (to analyse) nutrition and food information, food advertising and dietary trends.
5. The PE subjects ... (to be) slightly more popular among males, and health education among females.

5. Give the answers to the following:

1. What's the most unexpected thing you've learnt while studying health, sport and physical education?
2. What's it really like to study health, sport and physical education?
3. What drew you to study health, sport and physical education?
4. What are the most valuable skills you've learnt while studying health, sport and physical education?
5. What does a day in the life of a health, sport and physical education student look like?
6. Where do you want to go or what do you want to do in your HSPE career?
7. What advice would you give to someone who wants to study HSPE?

6. Are these statements true in your opinion? Give your reasons:

Learning in physical education...

- Promotes active lifestyles
- Challenges thinking in a fun environment
- Builds movement competence and confidence
- Develops teamwork, leadership, and interpersonal skills
- Explores and develops decision-making and risk management
- Triggers thinking and action to create change
- Develops understandings about the social and cultural significance of movement
- Creates learning pathways

7. Make up sentences of your own using the words and word combinations given below:

available under the health and physical education umbrella, personal care and well-being, to find accurate health information, navigate busy and often stressful years at college, community sporting events, specialist coaching, prevent and recover from injuries, lead and manage outdoor groups, relate to sport science, influence our activity behaviours.

8. Render the content of the text.

Text 10

1. Read and translate the text.

Active Vocabulary:

1. sedentary - малорухливий
2. behaviour - поведінка
3. numerous - численні
4. anxiety - тривога
5. strength - міцність
6. pedometer - крокомір
7. aisle – прохід
8. siblings – брати і сестри
9. equipment - обладнання

How much physical activity should teenagers do, and how can they get enough?

Many teenagers spend a lot of time being sedentary (sitting or lying down) at school or work, when travelling and during their free time. Modern conveniences such as smart phones, computers and food delivered to your front door encourage sedentary behaviour. But this lack of physical activity can have negative consequences for your physical and mental health.

All children aged 13-17 are encouraged to do 60 minutes of physical activity each day. There are numerous benefits of physical activity, including physical (improved fitness and decreased risk of illness), social (having fun with friends) and emotional (helps manage stress and anxiety) benefits. You should try to include a combination of aerobic activities (such as swimming or walking), strength training (such as sit ups or weight training) and flexibility training (such as yoga or stretching).

Planned activities

There are hundreds of types of physical activities you could do. The most important thing is to do activities you enjoy, because you'll be more likely to keep doing them. Research also suggests you'll be more likely to be physically active if you exercise with your friends.

Doing a Google search for your location and activity (for example, "swimming clubs near me") will help you find heaps of clubs and groups you can join up to keep active with your friends, and find new friends with similar interests.

Technology can be both good and bad when it comes to physical activity. Smart phones and computers contribute to sedentary behaviour, but they can also be used to promote and encourage physical activity behaviours. There are numerous mobile apps that can help motivate you to increase your physical activity. Getting a pedometer or smart watch could also help motivate you to do the recommend minimum of 10,000 steps a day.

Incidental activity

Another way you can increase your physical activity is to increase the activity you do throughout the day. Incidental activity refers to any movement that increases your level of daily activity. These activities don't happen at the gym, but instead rely on your daily choices.

For example, office workers are often told to get more activity into their day by doing things such as parking further away from work and walking the rest of the way, and using the stairs instead of the lift.

Walking the family pet is a good option to work physical activity into your daily routine.

Similarly, you could:

- walk or ride to school instead of taking a car or bus
- walk around the oval as you chat to your friends at lunchtime instead of sitting
- do something active when you meet up with your friends on the weekend, such as swimming at the beach
- do an extra lap when you go to the shopping centre and/or, go down every aisle when you go to the supermarket
- at family gatherings, play games with your younger siblings and cousins rather than playing on your phone
- take your dog for a walk and a play at the park more often
- ride an exercise bike or do some stretching while you watch TV
- have “active ads” where you do something active – such as push ups or body weight squats – every time a commercial comes on
- playing exergames like Nintendo Wii can be better than just sitting on the couch.

Making these simple choices each day can become a habit that increases your physical activity and improves your health. Incidental activity doesn't replace planned exercise, but all the activity you do during the day adds up, and these two forms of activity can work together to increase your physical activity level.

Incidental activity requires no special equipment or preparation. You can just stand up and move at any time you choose. Remember: something is better than nothing and more is better than less.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

convenience, negative, location, app, to increase, level, instead, lap, to decrease, commercial, better, more, less, younger, bike, weekend, further.

2. Give Ukrainian equivalents to the following words and word combinations:

daily activity, taking a car, body weight squats, simple choice, incidental activity, special equipment, family pet, a good option, daily routine, using the stairs, at the gym, numerous mobile apps, to keep doing.

3. Give English equivalents to the following words and phrases:

численні мобільні додатки, щоб продовжувати робити, простий вибір, у тренажерному залі, домашня тварина, користування сходами, випадкова діяльність, розпорядок дня, їзда на автомобілі, присідання з вагою тіла, спеціальне обладнання, хороший варіант, повсякденна діяльність.

4. Give the required form of a noun in brackets (plural/singular), explain which rule did you use:

1. Modern (convenience) such as smart (phone), (computer) and (food) delivered to your front door encourage sedentary (behaviour).
2. There are (hundred) of (type) of physical (activity) you could do.
3. (Research) also suggests you'll be more likely to be physically active if you exercise with your (friend).
4. There are numerous mobile (apps) that can help motivate you to increase your physical (activity).
5. Incidental (activity) requires no special (equipment) or (preparation).

5. Give the answers to the following:

1. Are you getting enough physical activity now?
2. How should a child get physical activities every day?

3. What can happen if a child does not get enough physical activity?
4. Why do students get so little physical activity?
5. What happens if you don't exercise for a day?
7. ***Make a list the 10 benefits of everyday exercise for your younger brother/sister. Give him the reasons of your choice:***

What should a teenager do every day? ...

1. Improve your memory and brain function, because... You should....
- 2.
- 3.
- 4.
5.

7. Make up sentences of your own using the words and word combinations given below:

spend a lot of time, lack of physical activity, numerous benefits of physical activity, risk of illness, manage stress and anxiety, flexibility training, heaps of clubs and groups, rely on your daily choices, the day adds up, special equipment or preparation.

8. Render the content of the text.

Text 11

1. Read and translate the text.

Active Vocabulary:

1. adolescence - підлітковий вік
2. adulthood - повноліття
3. depression - депресія
4. achievement - досягнення
5. on average - міцність
6. to occur - відбуватися
7. lifelong – довічний
8. suicide – самогубство

9. recovery – відновлення
10. crucial - вирішальний

How physical activity in schools can help prevent depression in young people

Adolescence is a critical time for the development of mental health problems. In fact, depression is most likely to occur during adolescence and young adulthood. It's the leading cause of disability in young people worldwide.

At least one-quarter of young people will experience an episode of depression before 19 years of age. By year 9, students who have experienced a mental disorder are on average two years behind in academic achievement compared to those without a mental disorder.

The consequences of depression in adolescence are serious and can be lifelong. These include an increased risk of depression late in life, poor social functioning and academic achievement and reduced employment security, as well as greater risk of suicide and self-harm.

Many young people don't recover from depression, despite treatment with the best available evidence-based treatment approaches. Given the scope and impact of depression in young people, and poor recovery rates, it's crucial to understand how to help prevent the development of depression in young people.

An increasing body of evidence indicates physical activity and exercise are effective for improving mood. We recently also examined studies to assess the efficacy of physical activity and exercise as a prevention for depression in young people. We found eight controlled research studies that examined this. These studies showed exercise and physical activity are effective as a depression-prevention approach for young people.

Few young people seek professional help for mental health concerns. It's important to engage young people in places that suit them to prevent the onset of mental health problems. Prevention and early intervention are crucial and especially relevant in the education setting.

Many young people never recover from depression once it is established.

Young people should engage in 60 minutes of physical activity a day. The majority of young people don't reach this target. In fact, disengagement from regular exercise, physical activity and sporting clubs steadily increases during adolescence.

This coincides with the average age of onset of depression.

Schools are a key site for the promotion of healthy behaviours. Many long-term health-related behaviours and patterns – both positive and negative – are established during the developmental phase of adolescence and early adulthood.

The research indicates physical activity is associated with reduced risk of depression in young people. Physical activity is an acceptable, non-stigmatising approach to promoting better mental health in young people. To meet the specific needs of young people, a physical activity program should facilitate self-reliance, motivation, and mental health and wellbeing literacy.

Motivation to engage in physical activity can be increased by offering choice of activities, increasing skills and ability to engage in physical activity, and opportunities for social connection.

Most school-based intervention studies of physical activity have used supervised programs of moderate to vigorous physical activity. These consist of 30 to 45 minutes, three to five days per week. The physical activity should include a variety of activities, be age-appropriate and enjoyable.

Some researchers suggest schools could also promote physical activity outside physical education classes by ensuring at least 20 minutes of recess per day.

Finally, physical educators can be key drivers of physical and health literacy and behaviour change. They can do this, for example, through school-based activities and by providing information about the benefits of physical activity via newsletters and notices sent home.

Physical activity programs within schools should also address the health, mental health and stress-reduction motivations for engaging in physical activity and focus on the benefits of participation. This should include a focus on fun and enjoyment, while building confidence and independence.

Any physical activity program delivered in schools should also encourage young people to draw on parental and social support to increase the physical activity they do outside school time.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

supervised, to promote, connection, steadily, to coincide, target, relevant, efficacy, disorder, disengagement, disability, worldwide, employment, self-harm, treatment, evidence.

2. Give Ukrainian equivalents to the following words and word combinations:

mental health, one-quarter, academic achievement, social functioning, evidence-based treatment, the scope and impact, the efficacy of physical activity, research studies, professional help, disengagement, the average age, non-stigmatising approach, wellbeing literacy, age-appropriate, stress-reduction, social support.

3. Give English equivalents to the following words and phrases:

лікування, засноване на доказах, підхід без стигматизації, соціальна підтримка, середній вік, відповідне віку, психічне здоров'я, масштаби та вплив, ефективність фізичної активності, дослідження, професійна допомога, одна чверть, відсторонення, грамотність благополуччя, соціальне функціонування, академічні досягнення, зниження стресу.

4. Put all types of questions you can to the following sentences:

1. Adolescence is a critical time for the development of mental health problems.
2. The consequences of depression in adolescence are serious and can be lifelong.
3. Few young people seek professional help for mental health concerns.
4. Many young people never recover from depression once it is established.
5. Prevention and early intervention are crucial and especially relevant in the education setting.
6. This coincides with the average age of onset of depression.
7. The physical activity should include a variety of activities, be age-appropriate and enjoyable.

5. Give the answers to the following:

1. How does physical activity reduce stress worry and depression?
2. Does physical activity have influence on mood?
3. What is physical happiness?
4. Why is enjoying exercise important?
5. Does exercise help us be more enthusiastic in life?

6. Read and translate the information given below. Find more information on this subject and present in in class:

Regular exercise may help ease depression and anxiety by:

- **Releasing feel-good endorphins**, natural cannabis-like brain chemicals (endogenous cannabinoids) and other natural brain chemicals that can enhance your sense of well-being
- **Taking your mind off worries** so you can get away from the cycle of negative thoughts that feed depression and anxiety

Regular exercise has many psychological and emotional benefits, too. It can help you:

- **Gain confidence.** Meeting exercise goals or challenges, even small ones, can boost your self-confidence. Getting in shape can also make you feel better about your appearance.
- **Get more social interaction.** Exercise and physical activity may give you the chance to meet or socialize with others. Just exchanging a friendly smile or greeting as you walk around your neighborhood can help your mood.
- **Cope in a healthy way.** Doing something positive to manage depression or anxiety is a healthy coping strategy. Trying to feel better by drinking alcohol, dwelling on how you feel, or hoping depression or anxiety will go away on its own can lead to worsening symptoms.

7. Make up sentences of your own using the words and word combinations given below:

outside physical education classes, facilitate self-reliance, during the developmental phase of adolescence and early adulthood, both positive and negative, the average age of onset of depression, disengagement from regular exercise, to assess the efficacy of physical activity, the best available evidence-based treatment approaches, reduced employment security, the leading cause of disability.

8. Render the content of the text.

Text 12

1. Read and translate the text.

Active Vocabulary:

1. skill - майстерність
2. researcher - дослідник
3. complex - складний
4. crawling - повзання
5. to deliberate - обдумувати
6. to embrace- обіймати
7. margin – маржа, кордон
8. precision – точність
9. grip – хват
10. leisure - дозвілля

Exergames: good for play time, but should not replace physical education

More and more young people are playing video games during their leisure time. Fortunately, video game manufacturers have introduced “exergames” in an effort to make this typically sedentary activity more physically engaging. These “active” video game consoles, like the Nintendo Wii, offer gamers sporting experiences that mimic the real game or sport.

Health and physical education (HPE) teachers have embraced this technology in their classes to motivate children who show a lack of interest in traditional physical

education activities. However, these exergames don't provide the same skill development as traditional physical education.

Many researchers in the are investigating exergames and their contribution to skill development in children. More specifically, they have looked at how children develop the ability to process or prepare for complex movements that involve crossing the midline of the body.

The ability to cross the midline is important because it helps the right and left sides of our brains communicate. This link allows both sides of the body to move together more efficiently to perform a wide variety of everyday tasks such as reading, writing, crawling or riding a bike. These types of skills are often utilised in high-level sports like tennis, and should be taught during physical education.

It is stated that teaching children deliberate ball-bouncing strategies can improve how quickly they are able to process complex movements. To see if exergames could produce similar results, the researchers randomly assigned boys and girls between the ages of seven and 12 to one of three groups:

- a Nintendo Wii tennis group that required children to perform midline-crossing movements across the body,
- a Nintendo Wii bowling group that did not require midline crossing movements,
- and a control group of seated children who only played a hand-held video game requiring no arm or leg movements.

Children's ability to process movements was measured before and after they participated in their training groups. The results showed exergame training was not sufficient to produce the same improvements children gained from the ball-bouncing games. Researchers concluded that teachers should be wary of replacing traditional physical education instruction with the use of exergames.

Previous research has found games involving actual movements require more focus and brain activity than the movements necessary for success during video gameplay. Exergames allow for a greater margin of error to be successful. This greater range might allow for a player to have slower processing speed and still

win the game, but in a real ball- bouncing game, the same slower processing speeds would result in a failed catch. These real games require the player to organise several muscles to produce both gross and fine motor movements with precision to catch a ball.

Real gameplay, then, might “train” the brain to physically perform the movements better than virtual gameplay.

Feedback a player receives during gameplay, both virtual and real, has the potential to promote skill development. Exergames are designed to make this virtual feedback seem as real as possible through visual graphics, auditory prompts, and haptic feedback (such as vibrations made by handheld game controllers).

However, moving the exergame controller through space does not accurately replicate moving an actual object such as a tennis racket or bowling ball, because of differences like weight, grip and aerodynamics. Performing movements with actual sporting equipment also allows for greater variability in feedback. For example, the “feeling” of hitting a well-timed tennis shot versus a poorly-timed one. The decreased authentic feedback available during exergame play might contribute to less improvement in movement processing speeds.

Another important factor in skill development is the ability to tailor activities during training to the needs of the learner. Traditional physical education allows for increases in task difficulty as soon as a student is competent.

In contrast, exergame training requires repetitive movement skills and only allows for advancement once the present stage is completed. This code is hard-wired, and the time for each stage cannot be changed by teachers or students. This difference prevents the physical educator from providing training experiences tailored to each child’s skills or level.

The exergame environment is still a “one-size-fits-all” experience that lacks the individualisation abilities of traditional physical education.

While parents should encourage their children to play exergames instead of sedentary video games during leisure time, the scientists do not recommend HPE

teachers replace traditional physical education with exergames when motor skill improvement is the primary goal of the lessons.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

technology, to motivate, to provide, midline, link, to perform, variety, ball-bouncing, randomly, sufficient, focus, slower, virtual, feedback, authentic, repetitive.

2. Give Ukrainian equivalents to the following words and word combinations:

motor skill improvement, to play exergames, each stage, repetitive movement skills, as soon as, to tailor activities, tennis racket, handheld game controllers, visual graphics, haptic feedback, gross and fine motor movements, processing speed, to produce the same improvements, arm or leg movements, a wide variety of everyday tasks, mimic the real game.

3. Give English equivalents to the following words and phrases:

рухи руками чи ногами, як тільки, швидкість обробки, рухи великої та дрібної моторики, портативні ігрові контролери, адаптувати діяльність, покращення моторних навичок, тактильний зворотний зв'язок, грати в гру-вправу, імітують справжню гру, кожен етап, навички повторюваних рухів, тенісна ракетка, візуальна графіка, щоб отримати ті самі вдосконалення, різноманітні повсякденні завдання.

4. Make the following sentences negative and interrogative with all necessary transformations:

1. Many researchers in the are investigating exergames and their contribution to skill development in children.
2. The exergames don't provide the same skill development as traditional physical education.
3. The ability to cross the midline is important because it helps the right and left sides of our brains communicate.

4. It is stated that teaching children deliberate ball-bouncing strategies can improve how quickly they are able to process complex movements.
5. Real gameplay, then, might “train” the brain to physically perform the movements better than virtual gameplay.

5. Give the answers to the following:

1. What types of games in physical education do you know?
2. What are the effects of exergaming on children's physical activity and health outcomes?
3. How does exercise affect children's growth and development?
4. What is exergame training? Give some examples.
5. Is exergaming a good idea in your opinion? Why?

6. Think about the advantages and the disadvantages of exergaming. Fill in the list with your arguments:

<i>advantages</i>	<i>disadvantages</i>
1.	
2.	
3.	
4.	
5.	

7. Make up sentences of your own using the words and word combinations given below:

during the leisure time, video game manufacturers, more physically engaging, a lack of interest, the a lack of interest, the contribution to skill development, to prepare for complex movements, to cross the midline, to move together more efficiently, a wide variety of everyday tasks, better than virtual gameplay.

8. Render the content of the text.

Text 13

1. Read and translate the text.

Active Vocabulary:

1. to energise - зарядити енергією
2. per day - на день
3. stressful - стресовий
4. kindergarten - дитячий садок
5. mandatory - обов'язковий
6. tailored - індивідуальний
7. senior – старший

Short exercise breaks during class improve concentration for senior students

School teachers often provide students with short physical activity breaks to energise kids and minimise classroom disruptions. Recent studies found teachers should be doing this for senior students too. The researches found that a short activity break can improve students' focus on the task at hand and make them feel more energised.

By the time kids leave primary school, their levels of physical activity have already started to decline. By the end of secondary school, only 10% of senior school students (Years 11 and 12) meet the guidelines of at least 60 minutes per day of moderate-to-vigorous physical activity.

Participating in physical activity can improve young people's mental health. It may also buffer the effects of stressful life events experienced by senior school students. Unfortunately, many senior school students are time-poor and feel pressure from themselves, their parents and teachers to focus on their studies. This leads them to reduce or even give up recreational activities, including organised sport.

These missed physical activity opportunities may have a negative effect on students' ability to focus and perform well academically. In fact, there is

experimental evidence showing active students perform better on standardised academic tests and measures of cognitive function.

Most schools are expected to provide students in kindergarten to Year 10 with at least 120 minutes of planned physical activity each week. While our government “encourage” schools to provide physical activity opportunities for senior school students, there are no mandated physical activity requirements for this group. This is consistent with other countries around the world.

Active students perform better on standardised academic tests.

Lack of time has been identified as the major barrier to providing physical activity opportunities in schools. It may also explain why physical activity isn't mandatory in the senior school years.

Year 11 students across ten high schools were allocated into groups. Some students undertook tailored sessions of high-intensity interval training focusing on aerobic and muscular fitness. Others just continued with class as normal without an exercise break.

You should chose high-intensity interval training because it has similar benefits to traditional moderate-intensity exercise (such as jogging), but can be done in a much shorter time. Previous international research has found school-based programs using this type of exercise can improve students' physical and mental health.

While exercise breaks are common in primary schools, they are less so in high schools.

The latest findings echo previous research that has found short exercise breaks help children in primary schools pay better attention to their work in class.

Future research is needed to determine if these effects extend to improvements in academic achievement. But there is enough evidence for departments of education to mandate physical activity in the senior school years.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

high-intensity, common, primary, enough, attention, jogging, muscular, aerobic, standardised, consistent, time-poor, minimise, disruption, academically, experimental, government.

2. Give Ukrainian equivalents to the following words and word combinations:

moderate-to-vigorous physical activity, organised sport, to meet the guidelines, senior school students, physical activity requirements, to perform better, physical activity opportunities, around the world, to feel pressure, to energise kids, recreational activities, cognitive function, high-intensity interval training, similar benefits, school-based programs, improvements in academic achievement.

3. Give English equivalents to the following words and phrases:

активізувати дітей, шкільні програми, організований спорт, відповідати вказівкам, аналогічні переваги, учні старших класів, когнітивні функції, вимоги до фізичної активності, працювати краще, можливості фізичної активності, розважальні заходи, високоінтенсивні інтервальні тренування, помірна та інтенсивна фізична активність, покращення академічних досягнень, відчувати тиск, у всьому світі.

4. Make the following sentences negative and interrogative with all necessary transformations:

1. Many researchers in the are investigating exergames and their contribution to skill development in children.
2. The exergames don't provide the same skill development as traditional physical education.
3. The ability to cross the midline is important because it helps the right and left sides of our brains communicate.
4. It is stated that teaching children deliberate ball-bouncing strategies can improve how quickly they are able to process complex movements.
5. Real gameplay, then, might "train" the brain to physically perform the movements better than virtual gameplay.

5. Give the answers to the following:

1. What are activity breaks in the classroom? What about the people who have the computer game breaks?
 2. How does exercise improve concentration?
 3. How do breaks help students focus? What would you recommend your students to do during the breaks?
 4. Do you find yourself getting distracted when you study?
 5. Which exercise is best for concentration in studies?
6. *You are a PE teacher at senior children group. It's break time now. What are the exercises your group is doing during the break?*

<i>Exercise</i>	<i>Rest</i>
1. Jumping jacks (50 seconds)	Rest (10 seconds)
2.
3.	
4.	
5.	

7. *Make up sentences of your own using the words and word combinations given below:*

young people's mental health, to provide physical activity opportunities for senior school students, to be allocated into groups, without an exercise break, enough evidence for departments of education, to mandate physical activity aerobic and muscular fitness, to perform better, stressful life events, to focus on the studies, a short activity break.

8. *Render the content of the text.*

Text 14

1. Read and translate the text.

Active Vocabulary:

1. majority - більшість
2. meaningful – значущий, осмислений
3. to retain - зберігати
4. to represent - представляти
5. angle - кут
6. soccer - футбол
7. to create – створювати

Kids spend nearly three-quarters of their school day sitting. Here's how to get them moving — during lessons

Regular physical activity is linked to improvements in physical and mental health including anxiety and depression. It can also improve cognitive functioning such as attention and memory, and academic achievement in children.

But only 14% of children get the recommended 60 minutes of physical activity per day and they spend 70% of the school day sitting. Primary school students spend over half of the school week in different lessons, and the majority of these lessons are traditionally sedentary — up to 76% of their time is spent sitting during maths. Some students are scoring lower in international tests than before while sedentary behaviour and mental-health issues are on the rise. One way to improve academic outcomes and health is to add more movement to classes.

Mixing learning with movement

Theories of cognition — the mental processes in acquiring knowledge — hold that we learn through physical actions in our environment, as well as through physical senses and perceptions. So, engaging in physical activity can help students better understand concepts and retain the experience in a meaningful way.

But for this to occur, the students' actions must directly correspond to the learning concept. For example, in maths, kids can stretch their arms diagonally to represent

the function $y=x$, “crocodile” arms can show acute angles, and crossing forearms can create perpendicular lines. In groups, they can link arms to form a triangle, and stretch and shrink without changing the angle measurements.

Recent research suggests integrating physical activity in maths lessons enhances student enjoyment, engagement and attitude, and improves maths performance.

In English lessons, research shows physical activity can improve students’ engagement with, and enjoyment of, tasks and lead to better spelling and reading.

Learning and movement doesn’t only have to happen in school. At home, parents can encourage children to move and learn at the same time.

This might involve talking about the numbers on letterboxes while walking to school, as a way to learn about odd and even numbers, or skip counting. When playing soccer in the park, parents can make scoring more challenging with each goal being a fraction ($\frac{1}{4}$) or decimal (1.5).

At various times during reading, you could ask your child to stand up and act out a scene to represent what they have just read.

What teachers can do to help kids move more

There is an evidence-based program called Transform-Us!. This provides primary school teachers with professional learning and resources to help them adopt teaching strategies that get students moving more and sitting less across the school day.

Results showed significant increases in physical activity, time spent on tasks and enjoyment of lessons. All teachers can use some of the below strategies to engage students in moving as they learn, which is particularly important in the online learning environment.

Get kids to move during a lesson to help them learn concepts

This could include using arms or bodies to create shapes, or using arms to learn time on a clock. When learning online, a teacher could ask students to stand up and move safely away from the computer.

Get students to take two minutes active breaks for every 20 minutes of sitting

During these breaks, students engage in short bouts of activity such as a maths activity called “Friends of 10” where one student stands up and faces a partner and puts up a hand with a certain number of fingers (say seven). The other student responds with the number that would take it to ten (three).

In online learning, a teacher could instruct students to stand up and clap or stomp patterns in time together before returning to their work.

Create a classroom environment that supports movement

This could include having standing desks, roving group work or pushing desks to the side to leave open space in the middle of the class for movement. Teachers could also use the playgrounds, outdoor spaces or ground-line markings as learning spaces.

Remotely, this can happen by setting children tasks that require them to work away from the screen. A shape treasure hunt is one example. Here, students walk around their house or backyard looking for specific shapes found on a worksheet, and then draw a map indicating where each shape was.

Engage families through physically active homework

This could include asking children to explore the backyard or home and select ten items, predict their measurement and record predictions, measure the items and record measurements, and record accuracy of predictions. And of course, encourage students to move at recess and lunchtime.

Ideally, all children in the future will have the opportunity to move while they learn through their school years.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

achievement, half, international, cognition, sense, perception, maths, forearm, perpendicular, acute, enjoyment, attitude, triangle, performance, to happen, fraction, decimal.

2. Give Ukrainian equivalents to the following words and word combinations:

ground-line markings, a shape treasure hunt, to record accuracy of predictions, to move at recess, to leave open space, to stand up and clap, a certain number of fingers, across the school day, to move safely, particularly important, the online learning environment, professional learning, significant increases, while walking to school, at the same time, attention and memory.

3. Give English equivalents to the following words and phrases:

онлайн-середовище навчання, певна кількість пальців, вставати та плескати, безпечно рухатися, під час ходьби до школи, значно підвищує, позначки - лінії на землі, полювання за скарбами фігури, щоб записати точність передбачень, рухатися на перерві, залишати відкритий простір, протягом навчального дня, особливо важливо, професійне навчання, в той же час, увага та пам'ять.

4. Transform the sentences into the Past, make all necessary transformations:

1. It can also improve cognitive functioning such as attention and memory, and academic achievement in children.
2. Primary school students spend over half of the school week in different lessons.
3. This provides primary school teachers with professional learning and resources.
4. Teachers can also use the playgrounds, outdoor spaces or ground-line markings as learning spaces.
5. Students walk around their house or backyard looking for specific shapes found on a worksheet, and then draw a map indicating where each shape was.

5. Give the answers to the following:

1. What are the benefits of moving in the classroom?
2. How do you keep students moving in the classroom?
3. How do children develop physical skills at different times?
4. Do children need a well-balanced physical 'diet' of activities and opportunities? Why?
5. Is language development intimately related to movement development in your opinion?

6. *Here are some suggestions to improve kids' engagement in physical activity at the lessons. Read and translate them. Present your own suggestions.*

- ✓ Try some simple star jumps, hopping, jumping and cross pattern movements
- ✓ To give the activity a greater neurological effect, create a sequence to use for transitions. For example 5 star jumps, 3 hops on the right leg, one jump backwards, 2 jumps forward, then cross-pattern marching.
- ✓ To enhance motor sequencing have the children verbalise the movements. This also helps with auditory sequencing (plus it's fun, kids love it!)
- ✓ With younger children try animal movements on their tummies (e.g. snake or crocodile)
- ✓ You can also include animal movements on hands and knees (e.g. lion, tiger or dog)
- ✓ Play "Simon Says"
Complete the movement yourself as you describe it and have the children copy it. Use spatial terms e.g. "move behind your chair" "arms above your heads" "jump between the chairs". (spatial awareness is critical for developing maths concepts) Mix it up by sometimes just saying the movement, sometimes just doing the movement, sometimes doing both. (this creates more of a neurological effect because it involves both the auditory and visual systems)
- ✓ Get children making shapes and letters with their bodies
- ✓ Spinning, jumping, bouncing, swinging, rocking, skipping and twisting are all great for "switching kids brains on"!

7. *Make up sentences of your own using the words and word combinations given below:*

to move and learn at the same time, to shrink without changing the angle measurements, to correspond directly to the learning concept, the mental processes

in acquiring knowledge, to improve academic outcomes and health, sedentary behaviour and mental-health issues, to improve cognitive functioning, physical senses and perceptions, to retain the experience, through physical senses and perceptions.

8. Render the content of the text.

Text 15

1. Read and translate the text.

Active Vocabulary:

1. to convince - переконувати
2. compulsory – примусовий
3. to separate - відокремити
4. periphery - периферія
5. fuel - паливо
6. brain - мозок
7. evidence– докази

Move it, move it: how physical activity at school helps the mind (as well as the body)

Almost every country now tries to convince state education and sports ministers to ensure sport and physical education is compulsory in schools.

The physical benefits of getting kids moving have been well recognised to help prevent chronic disease and develop movement habits across their lifespan.

Yet one of key points, to push for mandatory physical education, was based on improving school results. This statement is an important and positive shift in the education sector. Until recently, bodies and minds were often considered separate entities when it came to education.

Physical education has been perceived as only dealing with the “movement of the body” or the “non-thinking thing”. So historically, it has been pushed to the

periphery. For example, physical education is yet to be an endorsed focus for the national senior secondary curriculum.

Yet over the past two decades, growing research has strongly recognised the inter-connections between body and mind.

How can movement help a student's brain?

Brain processing takes up about 20% of our total metabolism through cognitive activities like memory, attention and concentration.

This cognition needs a strong flow of fuel (glucose, oxygen) and hormones to activate and enhance the brain's capacity to perform, learn and get rid of waste.

So any prolonged sitting and inactivity can lead to negative cognitive consequences. For instance, inactivity in childhood has been linked to reduced working memory, attention and learning.

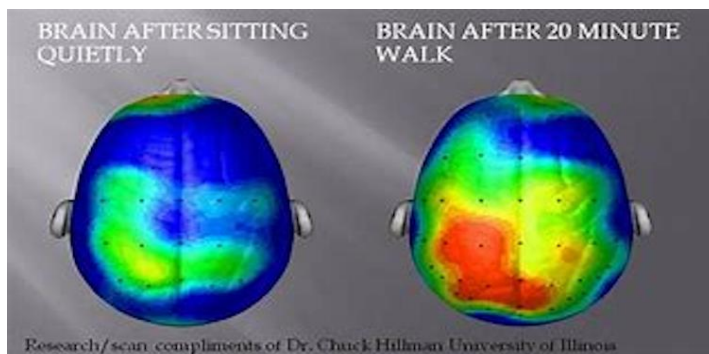
A student's brain does not keep itself healthy independently. It is the connection with a healthy, moving body that can help improve brain performance.

Physical activity is also important in developing students' brain structures (cells/neurons) and functioning at an early age.

The human brain is not fully developed until the third decade of life, so getting kids moving can be a powerful academic strategy.

What do the researches tell us?

More studies are linking physical activity and improved cognitive function. One of the most globally recognised found primary school students' level of cognitive function increased from just 20 minutes of walking. Students did better in an academic test and had improved attention.



Brain scan of child before (left) and after (right) walking on a treadmill for 20 minutes. Increased brain activity was linked with better cognitive function.

Since this study, there have been many other studies that have established links between physical activity and students' academic performance.

Several large scale reviews have also identified links between physical activity and students' academic performance, for example, grades and test scores.

There is also evidence of improved cognitive performance (attention, memory, concentration), self - esteem, mental health (reduced depression, anxiety, stress), enjoyment and lesson engagement from school students' participation in physical activity.

What type of physical activity is best?

Researchers are still working out what types, conditions and length of physical activities can have the most effect. For instance, going for a routine walk requires less decision-making and intensity than completing a Tough Mudder or Ninja Warrior course.

1. Curriculum

Opportunities to take part in authentic (resembling real-world) games and sports, embedded with reflective and guided thinking opportunities. This can help students develop solutions to movement problems and understand sporting traditions, roles, teamwork and rules.

2. Classroom

Provide active breaks (short break of a few minutes) with simple and/or integrated physical activities like moving to music during prolonged, inactive lessons to improve academic engagement.

3. Recess

Access to a larger variety of mobile equipment can engage students in more creative exploration of physical activities. Mobile equipment can encourage more variety and choice for students to design complex, evolving physical activities beyond fixed locations.

4. Before and after school

Partnering with national sporting organisations through sport programs. Students can then pursue sports and physical activity beyond those facilitated at school and by the program.

5. Active transport

Set up a walking school bus or bicycle train to plan a safely structured walk or ride to school with one or more adults, depending on air quality, distances to school and busyness of streets.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

treadmill, authentic, teamwork, inactive, to pursue, bicycle, busyness, air, globally, powerful, neurons, cells, metabolism, concentration, to enhance, decade, entity.

2. Give Ukrainian equivalents to the following words and word combinations:

to prevent chronic disease, a positive shift in the education, bodies and minds, an endorsed focus, total metabolism, a strong flow of fuel, inactivity in childhood, healthy independently, to get rid of waste, a powerful academic strategy, improved attention, established links, grades and test scores, a routine walk, evolving physical activities, air quality.

3. Give English equivalents to the following words and phrases:

звичайна прогулянка, оцінки та результати тестів, розвиток фізичних навантажень, бездіяльність у дитинстві, схвалений фокус, покращена увага, для запобігання хронічним захворюванням, якість повітря, позитивні зміни в освіті, загальний метаболізм, сильний потік енергії, самостійне здоров'я, щоб позбутися відходів, потужна академічна стратегія, встановлені зв'язки, тіла і розуми.

4. Read and translate the following passage, divide it into the parts and name each of them. Give a ground of the names:

Written by Dr. John J. Ratey, an associate clinical professor of psychiatry at Harvard Medical School, the book explores the connection between exercise and the brain, providing strong evidence that aerobic exercise physically remodels the

brain for peak performance on all fronts. Specifically, Dr. Ratey writes that exercise improves learning on three levels: "First, it optimizes your mind-set to improve alertness, attention, and motivation; second, it prepares and encourages nerve cells to bind to one another, which is the cellular basis for logging in new information; and third, it spurs the development of new nerve cells from stem cells in the hippocampus." In short, not only does exercise help the brain get ready to learn but it actually makes retaining information easier. A suburban school district outside of Chicago is proving this point. The Naperville, Illinois district implemented an early morning exercise program called Zero Hour, which sought to determine whether working out before school gives students a boost in their reading ability and other subjects. Since introducing this program, the district has seen remarkable results in both wellness and academic performance. Naperville's philosophy was to teach kids how to monitor and maintain their own health and fitness—a lifestyle skill with enormous long-term benefits. In fact, across the country, research shows students with higher fitness scores also have higher test scores. Physical activity has a "positive influence on memory, concentration, and classroom behavior."

5. Give the answers to the following:

1. What happens to your mind if you don't exercise?
 2. Can your mind shape your body? In what way?
 3. How much exercise do you need every day? What does it give you?
 4. What will you advise if someone is new to exercising?
 5. How do you overcome obstacles to exercising?
6. ***Make a list of mental benefits of exercise (8 as minimum). Be ready to discuss your points in class.***
- Decreased stress
 - Lifts depression
 - ...

7. Make up sentences of your own using the words and word combinations given below:

state education and sports ministers, to help prevent chronic disease, the brain's capacity to perform, learn and get rid of waste, negative cognitive consequences, to develop movement habits across their lifespan, embedded with reflective and guided thinking opportunities, to develop solutions to movement, beyond fixed locations, to pursue sports and physical activity, depending on air quality.

8. Render the content of the text.

Text 16

1. Read and translate the text.

Active Vocabulary:

1. decline - занепад
2. funding – фінансування
3. grassroots-level - низовий рівень
4. to achieve - досягти
5. attempt - спроба
6. demise - кончина
7. to argue – сперечатися

From grassroots to gold: the role of school sport in Olympic success

The decline of sports level at the Olympics is in full swing. London Olympics showed that it would be harder and harder, as more and more should be invested in Olympic competition.

The discussions have already focused on issues associated with funding models, pumping more money into elite sport, and developing better talent identification methods. What has been neglected in the discussions is the role grassroots-level sport should play in the hunt for Olympic medals.

It is well-established and documented that the success at the Olympic Games was based on supporting elite sport development. That is, talented youths were

identified and supported to achieve success. A number of sports – including swimming, rowing and hockey – were also targeted in an attempt to improve our chances of medal success. Nobody questioned the ethics of this policy until the recent London Olympics.

Inevitably, this policy had been replicated by other nations; especially in Asia. While South Korea and Japan targeted certain sports, the Chinese were keen to gain medals in all sports. The elite sport policy and privileging meant serious issues at the grassroots-level were able to be swept under the carpet. It would seem that in the world of elite sport, nobody was interested in issues such as the slow demise of school sport, rising levels of youth obesity and the increase of youth physical inactivity.

The problems with school sport and physical education are not with the teachers. Debates have focused on “giving it more time in the curriculum” or “we need more specialised physical education teachers”. The overwhelming majority of teachers love sport and are keen to be involved in its promotion. The issue is more related to the fact sport and physical education are no longer institutionalised in many school and educational systems.

The educationalists did not see sport and physical education as a priority and there was no lobby to argue for its inclusion; not even the Olympic Committee.

It is not mandated, it is costly, there are legal liability issues, teachers need to be trained, you cannot use it as a promotional tool and the focus on high-stakes testing has exacerbated the problem.

Many teachers talk about never having jumped over a hurdle, throwing a shot put, jumping into a pool to compete in a race, and only competing in a narrow range of sports. Many of these would-be teachers have had a negative experience with sport.

This, coupled with limited and poor experiences in schools, highlights some of the problems which will face future sporting success. Regardless, we should focus on grassroots-level sport and in particular on school sport, because of the educational, social and psychological benefits it can achieve. That is achieving positive health

outcomes for youth if don't want to be a nation besotted by "gold medal fever" with high rates of youth obesity and physical inactivity.

This would build on a tradition which not only promoted mass participation for all students but was also responsible for being a nursery of Olympic gold.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

harder, pumping, identification, rowing, ethics, privileging, carpet, overwhelming, priority, lobby, inclusion, legal, liability, hurdle, to highlight, nursery, nation.

2. Give Ukrainian equivalents to the following words and word combinations:

mass participation, positive health outcomes, to compete in a race, in a narrow range, exacerbated the problem, a promotional tool, the focus on high-stakes testing, to argue for inclusion, overwhelming majority, to gain medals, talent identification methods, the hunt for Olympic medals, in full swing, replicated by other nations, serious issues.

3. Give English equivalents to the following words and phrases:

зосередженість на тестуванні з високими ставками, переважна більшість, загострила проблему, методи виявлення талантів, в самому розпалі, позитивні результати для здоров'я, у вузькому діапазоні, рекламний інструмент, аргументувати за включення, масова участь, отримати медалі, полювання за олімпійськими медалями, повторюється іншими націями, змагатися в гонці, серйозні проблеми.

4. Complete the sentences from the text with your own words :

1. What has been neglected in the discussions...
2. It is well-established and documented ...
3. The elite sport policy and privileging ...
4. The issue is more related to the fact ...
5. Many teachers talk about never ...
6. We should focus on grassroots-level sport and in particular ...

5. Give the answers to the following:

1. How is the success of the Olympics measured?
2. What is the ranking of gold /silver/ bronze?
3. How are human rights promoting through sport and olympic ideal?
4. What do you know about the current situation and strategy of Olympic education in our country?
5. How does educational background shape Olympic success?
6. *What are the success factors of the Olympics? Here are Top 5 Success Factors, explain them in 5 or more sentences each. Give your own factors (5 at least) and explain them.*

1. Dedication and Persistence.
2. Support of Family and Friends.
3. Excellent Coaches.
4. Love of sport.
5. Excellent Training Programs and Facilities.

7. Make up sentences of your own using the words and word combinations given below:

limited and poor experiences in schools, gold medal fever, mass participation for all students, a nursery of Olympic gold, jumping into a pool to compete in a race, no lobby to argue, rising levels of youth obesity, keen to gain medals, supported to achieve success, to be invested in Olympic competition, elite sport development.

8. Render the content of the text.

Text 17

1. Read and translate the text.

Active Vocabulary:

1. wearable - носимий
2. to withdrew – відкликати
3. although - хоча

4. aversion - відраза
5. demolition - знесення
6. slovenly - неохайний
7. augmentation – збільшення

The rise of the Fitbit kids: a good move or a step too far?

The concept of tracking your fitness with wearable technology is not new but the rate at which activity trackers are being worn by school children, is. And it's causing quite a range of reactions.

The case is known that one mother even withdrew her child from primary school because it stopped him from wearing his electronic fitness bracelet, although following protests the school later allowed pupils to wear Fitbits (except during physical education class).

Some high school counsellors say they are concerned the Fitbit devices could become a fixation, particularly with girls trying to lose weight and keep fit.

As for older students, the option of wearing of a Fitbit is a part of everyday life. However, this caused some concern and sparked fears it could promote eating disorders.

What gets children moving?

You only have to witness the magnetic attraction between kids and their small screens to realise why the modern parent is looking for an antidote to the exercise aversion of their offspring. There's no doubt most kids thrive on structure put around their lives, such as enforcing some screen-time limits. The introduction of self-governance for kids at home is generally one of gradual steps and missteps.

An attractive feature of activity-trackers is that they come with an app that children are able to locate and install at kid-speed. Your average self-tracking device does daily tallies for: steps-taken, kilometres-covered, calories-consumed and so on.

Parents will be happy to see children push up their daily step-count, and watch their young charges spending more time perusing exercise metrics and rewards, over first-person shooters and the demolition of rival buildings in Minecraft.

One reassuring aspect of the Fitbit daily dashboard, from the point of view of parents with slovenly kids in the home-zone, is that primary school kids are generally clocking-up lots of activity during their school day.

Self improvement

Researchers in pervasive computing see self-tracking as a significant tool in behavioural change in optimising one's self. From a sociology perspective, self-tracking is seen as heavily correlated with selfhood and identity.

These devices collect new information about one's self, capturing raw data that was previously hard-won or totally unavailable, and then present it visually for reflection, all with little-to-no effort by the individual. In doing so they offer a new source of rich knowledge about oneself.

So, what is the range of the growing concerns being raised about these self-tracking devices? There are two dangers: one is compromising privacy and the other is (that) participants can narrow themselves. Extreme adherents hyperconcentrate on certain kinds of numbers about themselves, and it can make them a little more robotic than other people.

A growing concern is that self-tracking is becoming self-surveillance. And yet, in the public health domain self-tracking technologies dovetail nicely with the emphasis on self-management, on moving some personal responsibility and control back to individuals who require care.

It largely comes down to who has access to the data, what they use it for, and whether they have appropriate permission to do so.

Still, if it gets children off the couch and doing more exercise in the real world, by the time they are fit and healthy young adults they may well have cast off the activity tracking bracelet. Or it just may evolve into a permanent augmentation, facilitating an optimised human life, from cradle to grave.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

cradle, couch, surveillance, access, appropriate, responsibility, adherents, dovetail, compromising, source, unavailable, sociology, heavily, concern, to evolve, permission, grave.

2. Give Ukrainian equivalents to the following words and word combinations:

daily step-count, screen-time limits, magnetic attraction, looking for an antidote, self-governance for kids, an attractive feature of activity-trackers, demolition of rival buildings, daily dashboard, reassuring aspect, generally clocking-up lots of activity, pervasive computing, behavioural change, little-to-no effort, a little more robotic, public health domain.

3. Give English equivalents to the following words and phrases:

заспокійливий аспект, зміна поведінки, небагато зусиль, щоденний підрахунок кроків, щоденна інформаційна панель, знесення конкуруючих будівель, сфера охорони здоров'я, обмеження часу перед екраном, магнітне притягання, самоврядування для дітей, загалом багато активності, приваблива функція трекерів активності, всеосяжне обчислення, пошук протиотрути, трохи більше роботизований.

4. Make the sentences negative and put all types of questions:

1. Your average self-tracking device does daily tallies.
2. Parents will be happy to see children push up their daily step-count.
3. Self-tracking is seen as heavily correlated with selfhood and identity.
4. A growing concern is that self-tracking is becoming self-surveillance.
5. These devices collect new information about one's self.
6. Primary school kids are generally clocking-up lots of activity during their school day.

5. Give the answers to the following:

1. What can a Fitbit do for kids?
2. Are Fitbits allowed in school? Why?
3. What are the parent's concerns about Fitbit?
4. Can Fitbit help with anxiety?
5. Are there any negative side effects of wearing a Fitbit??

6. Are Fitbits for kids a good idea? Prove your pros and cons. Start like this:

- Fitbits for kids can be a great way to encourage children to develop healthy habits and active lifestyles from an early age. Beyond serving as motivational tools to get moving, they also help you monitor how much exercise your child is getting.
- ...

7. Make up sentences of your own using the words and word combinations given below:

to become a fixation, quite a range of reactions, the modern parent, enforcing some screen-time limits, to locate and install at kid-speed, perusing exercise metrics and rewards, Fitbit daily dashboard, slovenly kids in the home-zone, growing concern, some personal responsibility, a permanent augmentation.

8. Render the content of the text.

Text 18

1. Read and translate the text.

Active Vocabulary:

1. to consider - розглядати
2. difficulty – труднощі
3. motion - рух
4. to humiliate - принижувати
5. dynamic - динамічний
6. sportsmanship - спортивна майстерність
7. light-hearted – безтурботний

How to positively engage children with ADHD in PE and sports

Children with ADHD can struggle with team sports because understanding the different rules and why can be overwhelming. When planning a PE lesson or teaching a particular sport remember to consider their challenges as well as their

strengths. If a child has difficulty when losing, assess whether a team sport, in which the child can absorb a loss with teammates, or an individual sport is best. A child with attention problems will likely benefit from a sport with constant motion and excitement. Here are some key things to remember:

- Be careful not to unintentionally humiliate a child or single them out. Take the time to find out what a child does not understand and help them work through it. Perhaps designate a team buddy who can help guide the child through the different stages of the game.
- Bring fun and energy to your teaching to keep them engaged. Children with ADHD can get bored and distracted standing around waiting for their turn so make sure that they are constantly active.
- Go one-on-one. Kids with ADHD can get lost in a group dynamic.
- Ask them to repeat what they heard. This goes a long way towards avoiding communication breakdowns. If a child appears to be disengaged or confused, try to find out where the breakdown occurred so the problem can be corrected with further explanation.
- Win — and lose — as a team. Many children have a hard time with losing. Make sure that the players know that winning or losing is a team responsibility and that a player should not be singled out or held at fault, even if he missed the last shot or missed a save. Instil and demonstrate sportsmanship values for all players. Support, encouragement, and respect for all players should be a top priority.
- Move players around. By rotating positions, everyone on the team has an opportunity to be in active positions (for example, from attack to defence). This will help use excess energy well and possibly explore new skills.
- Manage excitement. Children with ADHD often get caught up in the action of the game, forgetting about strategy and teamwork.
- During downtimes you can maintain engagement by asking them to assist keeping score, organise equipment, anything that will hold their interest.
- If the child becomes overwhelmed, take a break.

- Think young. Children with ADHD are often socially and emotionally younger than their age so keep it light-hearted and FUN!

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

struggle, challenge, to absorb, loss, teammate, constant, unintentionally, to designate, buddy, to get bored, breakdown, fault, to excess, to maintain, shot, hard, to repeat.

2. Give Ukrainian equivalents to the following words and word combinations:

to consider the challenges, constant motion, a team buddy, different stages, to keep engaged, constantly active, a group dynamic, a long way, to be disengaged, to find out, further explanation, sportsmanship values, rotating positions, from attack to defence, to explore new skills.

3. Give English equivalents to the following words and phrases:

групова динаміка, розглянути виклики, вивчати нові навички, подальше пояснення, від нападу до захисту, ротаційні позиції, довгий шлях, з'ясувати, цінності спортивної майстерності, постійний рух, товариш по команді, різні етапи, підтримувати зв'язок, постійно активний, бути роз'єднаним.

4. Fill in the gaps in the sentences, give the name of the parts you put in (a noun, a verb, a preposition etc.):

1. Be careful not to ... humiliate a child or single them
2. This ... a long way ... avoiding communication breakdowns.
3. Many ... have a hard time ... losing.
4. Instil ... demonstrate sportsmanship values ... all players..
5. By rotating positions, everyone ... the team has an ... to be ... active positions.
6. Support, encouragement, and respect ... all players should be ... priority.

5. Give the answers to the following:

1. What is the best physical activity for ADHD children?
2. How do you accommodate for ADHD in physical education??

3. How can physical activity help ADHD?
 4. What are classroom exercises for ADHD?
 5. What are the causes of ADHD in physical education?
- 6. *Let's think if the exercise can be a substitute for ADHD medication? Start like this:***
- For many parents looking for alternatives to ADHD medication, studies like this can be a beacon of hope. When non-pharmacological treatments for ADHD get press, they are sometimes hyped as cure-alls, so it's important to take a closer look at the facts to see what they can, and can't, truly offer.
 - ...

7. *Make up sentences of your own using the words and word combinations given below:*

understanding the different rules, teaching a particular sport, to absorb a loss with teammates, with constant motion and excitement, not to unintentionally humiliate a child, to guide the child through the different stages of the game, to get lost in a group dynamic, a hard time with losing, sportsmanship values for all players, to be in active positions, to use excess energy well.

8. *Render the content of the text.*

Text 19

1. *Read and translate the text.*

Active Vocabulary:

1. cardiovascular - серцево-судинні
2. flexibility – гнучкість
3. strength-training - силові тренування
4. buoyancy - плавучість
5. wheelchair - інвалідний візок
6. available - доступний
7. disability – інвалідність, порушення

Types of sports for children with special needs

Just about any sport or activity can be altered to give children with special needs the cardiovascular, flexibility, and strength-training benefits that allow kids to stay healthy and fit. Children in wheelchairs, for instance, can play basketball or tennis. Children who can't use their limbs or those with mental disabilities can enjoy the therapeutic benefits of horseback riding.

Sports and activities especially good for children with special needs are:

- Swimming
- Bicycling
- Soccer
- Football
- Handball
- Gymnastics
- Boccia
- Weightlifting

Some sports don't need any changes. For instance, the buoyancy felt in the water while swimming offers a sense of freedom for children who use wheelchairs. Other activities can be changed to make them a better fit. Therapeutic riding programs, for instance, can help children learn to ride a horse with correct instruction. Also, these programs use special devices to keep children safe, whatever their special needs might be. Competition-level participation is available, too. There are a variety of wheelchair sports teams and leagues. A child can also take part in the Special Olympics.

Getting started with sports

Parents of children with special needs should encourage participation in sports and physical activity in general. Don't approach sports as something they can't do. Rather, guide them toward taking part in sports in which they can succeed and have fun doing so.

See to it that your child gets a complete physical exam. It helps make sure your child is healthy enough to play the desired sport. Also make sure that the coach understands your child's disability. They need to know how it might affect the way your child plays or takes instruction. The coach needs to know how to correctly talk and work with your child to make sports participation the positive, safe, and healthy experience it should be.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

therapeutic, riding, to allow, freedom, boccia, for instance, succeed, correctly, participation, to guide, desired, horseback, competition, needs, rather, weightlifting.

2. Give Ukrainian equivalents to the following words and word combinations:

can be altered, to stay healthy and fit, use the limbs, correct instruction, to offer a sense of freedom, special devices, wheelchair sports teams, complete physical exam, healthy enough, to make sure, child's disability, healthy experience.

3. Give English equivalents to the following words and phrases:

повне медичне обстеження, інвалідність дитини, достатньо здорові, здоровий спосіб життя, переконатися, залишатися здоровими і придатними, використовувати кінцівки, правильні інструкції, дати відчуття свободи, спеціальні пристрої, можуть бути змінені, спортивні команди на візках, здоровий досвід.

4. Make the sentences negative and interrogative, mark the parts of the sentences (a subject, an object etc.):

1. Inclusive physical activity allows all range of individual, including those with special needs, to participate in physical activity.
2. Through inclusive physical education environments, it provides opportunities for children with special needs to be involved in all kinds of events and field trips.

3. Autism children may not be able to participate in every activity without help or support, so it is more effective if the coach or the assistant is willing to assist or modify a particular activity that the special needs children is joining in.
4. By enhancing peer awareness of the needs of modification, it allows peers to understand the children with special needs better.
5. Emphasizing the reason of modification of an activity to the peers is important as well, as the modification allow students increased participation during activities and a chance to achieve success equal to others.

5. Give the answers to the following:

1. What physical activity can people with disabilities do?
2. How do you adapt activities for special needs children?
3. What is teaching strategies for special needs? How do you modify a special needs lesson plan?
4. How do you motivate students with learning disabilities?
5. How do you play with children with special needs?

6. Study the information given below, be ready to translate it. What is it about? Find the same information about our country:

- **Special Olympics**– Special Olympics supports over 5 million athletes, 1 million coaches and volunteers, more than 100,000 competitions each year, and 32 Olympic-type sports through programs in more than 170 countries.
- **Challenged Athletes Foundation (CAF)**– It is the mission of the Challenged Athletes Foundation (CAF) to provide opportunities and support to people with physical challenges, so they can pursue active lifestyles through physical fitness and competitive athletics. The Challenged Athletes Foundation believes that involvement in sports at any level increases self-esteem, encourages independence, and enhances the quality of life.
- **Challenger Athletics**– Challenger Athletics Inc. is an organization dedicated to providing sports programs to people with learning disabilities

and physical disabilities, who, because of their disability are unable to participate in mainstream programs. It is also our goal to enlighten the community and inspire our athletes to exceed their potential and reach for the stars! Finally, we want to motivate those who can come down and help us. All it takes is a desire to help others and a love for sports. But be prepared our athletes just might change your life as well!

- **KEEN (Kids Enjoy Exercise Now)**- KEEN is a volunteer-led, nonprofit — 501(c)(3) — organization headquartered in the Washington, DC area. KEEN USA’s Board of Directors oversees affiliate operations and charts national initiatives. Each affiliate also has a Board of Directors, comprised of parents, volunteers, and members of the community who direct all local activities in accordance with KEEN’s mission of providing free programs for kids with disabilities, regardless of the nature or severity of that disability.
- **Blaze**– BlazeSports America is a 501(c)(3) nonprofit organization that is the legacy organization of the 1996 Paralympic Games held in Atlanta, Ga. These games, the first held on American soil, where the realization of the dreams of thousands of Americans involved in the growth and promotion of sports for persons with physical disabilities in the United States.
- **Sports for Kids Foundation**– The Sports For Kids Foundation is dedicated to improving the quality of life of special needs children and their families throughout the United States.
- **AAPM&R Directory of Sports Organizations for Athletes with Disabilities** – This directory contains resources for athletes with disabilities who wish to engage in sports competitions and activities and for physiatrists and the general public who would like to volunteer with these organizations.

7. Make up sentences of your own using the words and word combinations given below:

any sport or activity, strength-training benefits, to stay healthy and fit, therapeutic benefits of horseback riding, while swimming, a sense of freedom for children, to ride a horse with correct instruction, a variety of wheelchair sports teams and leagues, sportsmanship values for all players, to play the desired sport, to make sports participation the positive, safe, and healthy experience.

8. Render the content of the text.

Text 20

1. Read and translate the text.

Active Vocabulary:

1. pursuit - переслідування
2. cluster – кластер
3. distractibility - відволікання
4. forgetfulness - забудькуватість
5. to hesitate - вагатися
6. meltdown - розплавлення
7. backfire – зворотний ефект

Coaching kids with learning disabilities (LD) and ADHD in sports

Coaching your child before the game

Help your child understand that sports are as much a mental pursuit as a physical game. Explain how having LD or AD/HD poses additional challenges due to the cluster of symptoms that can interfere with one's performance. Such symptoms include:

- slow processing of visual and/or auditory stimuli
- slower reaction times
- distractibility
- forgetfulness
- poor impulse control

Gently suggest that your child's sense of sportsmanship and teamwork may also take a backseat when these troubles surface. Offer an optimistic forecast that

preparing for these hurdles will increase the odds of your child enjoying - and succeeding - at sports. While it's important to carefully consider your child's preferences in sports, don't hesitate to tactfully present your own point of view.

Try these strategies to help prepare your child for sports:

- **Train your child to recognize his self-defeating patterns.**
A history of academic and/or social struggles may compel children with LD or AD/HD to focus solely upon winning or peak performance to compensate for deeper feelings of inadequacy. This can leave them devastated by disappointment. Consider the child who loses to a younger sibling during tennis and is consequently unwilling to ever play another tennis match. Explain how this narrow view of sports acts as a "blindfold with one small hole," blocking out positives such as athletic improvements, social opportunities, and mental game growth.
- **Encourage your child to identify his "break points."**
Break points signify those events that usher in emotional meltdowns. Defeat at the hands of a younger opponent or sibling, repeated strike-outs, or on-field mistakes may bring on a cavalcade of painful emotion. Familiar and negative self-talk or "put-down-myself talk" tied to the chronic frustration of LD or AD/HD, acts as quicksand, pulling some children to the point of self-loathing. Encourage your child to identify his break points and also share what you have observed.
- **Offer your child "positive self-talk" messages to replace his self-defeating ones.**

Two of the most important goals in helping a child with LD or AD/HD adjust are to help him develop self-acceptance and set realistic expectations. Sports offer an opportunity to guide him towards these goals. Suggest he practice saying to himself, "I may lose or not always play my best, but I will try my hardest not to beat myself by losing my mental game." Similarly, ask your child to balance effort and expectation with the self-statement: "I will try my hardest to win but be prepared to deal with whatever happens." Ask him to come up with positive self-

talk for one of his break points. Write down his response so he can refer to it as needed. Do the same with his other “break point” scenarios so that he is mentally prepared for those situations.

- **Emphasize the influence of confidence and self-control to success, no matter the score.**

Athletic competition parallels many of the academic and life challenges faced by all children, including those with LD and AD/HD. Developing skills such as poise under pressure, graceful defeat, and quick recovery from error help build character. Help your child understand the “bigger picture” of how sports provide a training ground for life. Strategize how to handle fooling around by teammates, harassing opponents, and other challenges. Inoculate him to these inevitable experiences by having him rehearse positive self-talk while practicing at home.

- **Collaborating with your child's coach**

Your child’s coach is another key player to include in pre-game preparation. Because disclosing your child’s LD or AD/HD may backfire, it is wise to proceed with caution. However, too much caution can invite problems when your child takes to the athletic field when the coach remains unaware of his difficulties. Informed guidance delivered by a supportive coach will greatly benefit your child.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

additional, due to, symptom, additional, hurdle, preference, to focus, inadequacy, blindfold, cavalcade, strike-out, to deal with, to rehearse, unaware, caution.

2. Give Ukrainian equivalents to the following words and word combinations:

a supportive coach, academic and life challenges, a training ground for life, to handle fooling around by teammates, graceful defeat, to rehearse positive self-talk, break point, to try hardest to win, to guide towards the goals, to usher in emotional meltdowns, to increase the odds, an optimistic forecast.

3. Give English equivalents to the following words and phrases:

потрапити до емоційного зриву, для підвищення шансів, направляти до цілей, оптимістичний прогноз, точка розриву, щоб впоратися з дурницями товаришів по команді, витончена поразка, відрепетирувати позитивну саморозмову, докласти всіх зусиль, щоб перемогти, підтримуючий тренер, тренувальний полігон для життя, академічні та життєві виклики.

4. Mark True (T) or False (F). If false, give the right statement:

1. If your child has LD, don't focus your message on those skills of the sport that are particularly troublesome, such as coordination, quick decision making, or concise communication.
2. Tell the coach that having LD or AD/HD makes it hard for children to pick up important clues used by players to give themselves instructions, such as the need to back up the short stop if playing left field.
3. Coaches should be aware that the behavior of children with LD or AD/HD doesn't vary greatly depending upon certain factors. Explain how relaxing the rules and boundaries can be problematic for kids like yours, who need structure.
4. Consider not to include your child within at least part of the conversation with the coach in order to facilitate active participation.
5. When you offer your child insight and strategies to guide him through the hurdles, sports participation won't be a positive experience for your child.

5. Give the answers to the following:

1. What are the top 5 learning disabilities?
2. How will you engage special needs children to go in for sport?
3. What types of therapy use sport based techniques?
4. Why coaching is so beneficial for disabled children?
5. How do you understand the approach to children with special needs?

6. Research states that humour is effective in making sure that children with disabilities achieve success in their sport achievements. What is it about? Agree or object the following information and create some situations describing it:

In order to create a sport environment that is properly suited for children with disabilities, it would be best to create an inspiring environment. Coaches have to use humour as part of their teaching strategy because it helps diffuse tension inside the classroom especially if the situation inside the gym has already escalated. Adding humour in the activities and in dealing with children can help reduce the stress. Humour inside the gym can add colours to the sport life. There is a higher chance of elevating the mood of the children in order to get them interested on what the coach has to say.

7. Make up sentences of your own using the words and word combinations given below:

as much a mental pursuit as a physical game, child's sense of sportsmanship and teamwork, the odds of your child enjoying, academic and social struggles, to compensate for deeper feelings of inadequacy, the most important goals, to narrow view of sports, to balance effort and expectation, to deal with whatever happens, a quick recovery from error, to rehearse positive self-talk, guidance delivered by a supportive coach.

8. Render the content of the text.

Text 21

1. Read and translate the text.

Active Vocabulary:

1. to avoid - уникнути
2. communication – спілкування
3. tough – жорсткий, важкий
4. predictable - передбачуваний
5. noise - шум
6. outcome - результат
7. disorder – розлад

The best sports for autistic kids

Some sports can be challenging for autistic kids. That doesn't mean autistic children should stay away from physical activity, but it is important to help your child to choose sports in which they can excel and that they are likely to enjoy.

Autism creates specific challenges when it comes to sports, such as a loud play environment or the need for deft coordination that's not shared by all autistic children. But some sports, including non-team activities like horseback riding, open up some exciting possibilities.

There are some sports options that offer benefits to autistic children, as well as some sports you may wish to avoid. Not every team sport requires high-level communication and cooperation—and many can include an individual athlete as a valued team member. Here are some of the top team sports that could be a great match for your autistic child:

- Swimming
- Track and field
- Bowling

Swimming is a wonderful sport for kids who have a tough time with ball-handling skills. Autistic children can do well with basic strokes and typical water play, while enjoying a sport that allows for individual competition.

Track and field may be a terrific outlet, too. Track events require fewer communication skills than most team sports, yet kids who excel at track are valued team members. Even though it's loud, bowling seems to be a natural sport for many autistic kids. Perhaps it's the highly predictable repetition, but whatever the reasons, bowling is a great sport for social events and bowling leagues are often welcoming to autistic kids.

While there are always exceptions to the rule, cooperative team sports such as soccer, basketball, lacrosse, and hockey may be particularly tough for an autistic child. That's because:

- **Coordination:** Team sports that require ball or puck handling also require a high level of strength and coordination. Autism often goes along with

lowered muscle tone and problems with coordination. As a result, autistic children may have a tough time playing well.

- **Environment:** Team sports are often played in environments that are very hot, cold, loud, or bright. Many autistic children have sensory challenges that make loud noise, bright lights, and temperature extremes difficult to handle. The outcome can be a very unhappy or even uncooperative child.
- **Social communication:** Teams are all about social communication, and playing team sports requires advanced social communication skills. Autism is often a disorder in which those skills are a challenge. It can be tough for some autistic kids to fit into a team, communicate well with team members, or predict what another team member is likely to do.

Some school teams offer autistic children the opportunity to participate by helping to manage the team or by taking part in the game when their participation won't have an impact on the outcome of the game.

There is a whole world of non-team sports out there—and autistic children can and do take part in many of them. While you can choose any non-team sport, however, these are some of the most popular among autistic folks.

Horseback Riding

Horseback riding is pricey. That aside, though, it's a terrific sport for autistic kids. In fact, many autistic kids ride horses as a therapeutic activity (as such it's termed hippotherapy). It's not unusual for autistic kids to find it easier to communicate with animals than with people and many autistic children excel at horsemanship.

Hiking and Fishing

For many autistic people, the peace and quiet of the natural world is a great stress reliever. Hiking, which can be an individual or group activity, is an easy way to get exercise and enjoy nature without the pressure of intense social communication. Fishing is another sport that may be of interest to an autistic person who enjoys the natural world.

Biking

Bike riding can be tough for autistic kids, since balance may not come naturally. Once the basic skills are mastered, though, cycling can be a wonderful way to enjoy the outdoors.

Like most of the sports described above, cycling can be enjoyed alone or in a group, just for fun or competitively. If your child enjoys the idea of biking and does well with training wheels, but finds a two-wheeler tricky, you may want to consider an adult trike, a tandem, or just sticking with the training wheels.

Martial Arts

The martial arts—karate, judo, taekwondo, aikido, and more—combine the elements of predictability and structure with the challenges of physical interaction with other people. For many autistic kids, martial arts are a wonderful way to build physical skills along with self-esteem.

Just-For-Fun and Exercise Sports

If you're hoping to get the autistic child involved with team sports, a good way to get started is by playing together just for fun. Whether you're shooting baskets, tossing the ball back and forth, or learning to skate, you'll be building both physical and social skills if you do it together. In the long run, it's experiences like shooting hoops together (even when the hoop is lowered) that help build parent-child connections.

Not all sports are autism-friendly, though. Team sports like basketball or hockey require high degrees of communication, coordination, and a shared focus on a ball or puck to make the play. Some children may enjoy being part of the team and choose a role that's not on the field.

Finding activities that are just for fun, like tossing a ball back and forth, can be a great way to get exercise while spending time together.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

bright, uncooperative, folks, additional, pricey, hippotherapy, unusual, intense, judo, hoop, puck, to toss, to excel, horsemanship, reliever.

2. Give Ukrainian equivalents to the following words and word combinations:

back and forth, to get exercise, parent-child connections, excel at horsemanship, non-team sport, sticking with the training wheels, a great stress reliever, just for fun, a therapeutic activity, social communication skills, a wonderful way, temperature extremes.

3. Give English equivalents to the following words and phrases:

для фізичних вправ, чудовий засіб для зняття стресу, навички соціальної комунікації, терапевтична діяльність, не відходити від тренувальних коліс, екстремальні температури, просто для задоволення, чудовий спосіб, досягти успіху у верховій їзді, туди і назад, некомандний вид спорту, зв'язок між батьками і дітьми.

4. Complete the following sentences not using the words from the text:

1. There are some sports options that offer benefits to autistic children
2. Track events require fewer communication skills than most team sports
3. Autism often goes along with
4. It's not unusual for autistic kids to find it easier
5. If you're hoping to get the autistic child involved with team sports

5. Give the answers to the following:

1. What games are autistic kids good at?
2. How does gym help autism?
3. Can a child with autism recover with the help of sports in your opinion?
4. Why do autistic children like jumping?
5. Are children with autism good at sports? In what way?

6. Make a list of activities (5 at least), which are in your opinion suitable for children with autism. Describe each of them as a part of your inclusive lesson:

For example:

1. Tennis:

Tennis requires the brain to be creative, and it incorporates tactical thinking and planning which develops brain power. Tennis participants with autism may occasionally demonstrate frustration when the drill or game isn't played exactly as expected or taught.

Learning Objectives

After this lesson, students will be able to...

Length

- Part one of this lesson will take
- Part two of this lesson will take

Materials

....

7. Make up sentences of your own using the words and word combinations given below:

to stay away from physical activity, a loud play environment, non-team activities, high-level communication and cooperation, valued team members, lowered muscle tone and problems with coordination, unhappy or uncooperative child, advanced social communication skills, to manage the team or by taking part in the game, the pressure of intense social communication, to ride horses as a therapeutic activity, physical interaction with other people.

8. Render the content of the text.

Text 22

1. Read and translate the text.

Active Vocabulary:

1. fundamental - основний
2. sampling - вибірка
3. to implement - впроваджувати
4. capable - здібний
5. retention – утримання, затримка

6. enjoyment - насолода
7. field – поле
8. to rejuvenate – омолоджувати

What is the motor skill learning system?

A 21st Century Physical Education Curriculum Guide insists on the developing of the necessary fundamental motor skills better and faster and be competent sampling or starting sports at age 6-7.

Motorskilllearning.com has been created by expert coaches, for coaches, to provide 21st Century PE curriculums for 3-7-year-olds that are easy to implement. The methodology is based on Swiss Kindersport, Australian Skillforkids, Acecoach from Canada, Games for Understanding (GfU) and many more.

This new coaching is based on four foundations brought together in one system. Anyone of these four areas can help your coaching improve dramatically. Taken together they can transform your coaching. They include:

- Teaching according to stages of development
- Learning the max amount of movement experiences using all 5 motor skills in a balanced way (versatility).
- Adopting a Game-Based Approach & Teaching with Story
- Develop bigger and better brains through versatile movement experiences at a young age.

The outcome you want:

How to best train core motor skill elements, to be able to control basic movement sequences that are not only fun but allow children to acquire any sport-specific skills with ease later on and play an active part in sports they choose to take part in, hopefully for life.

The benefits of systematically improving your coaching include:

For children

- We want children to be able to acquire sport-specific skills more easily and develop a love for physical activity.

- The ones capable are generally the ones motivated to continue. Children don't love something they are not able to do.
- The motor skill learning system sets them on a path of self-confidence and has a huge impact on long-term physical and mental health.

For coaches

- More and better students, more and better salary.
- Higher retention level (Why would they go to another coach who couldn't do these things?)
- Increased enjoyment and motivation for coaching (Tired of the same old lesson? This material will rejuvenate your coaching experience)
- Increased professionalism, competence, and confidence (Demonstrate more expertise in the field of coaching)

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

a path, long-term, hopefully, systematically, sequence, versatile, the max amount, balanced, dramatically, area, methodology, to provide, together, acceptable.

2. Give Ukrainian equivalents to the following words and word combinations:

the necessary fundamental motor skills, easy to implement, in one system, to improve dramatically, the stages of development, movement experiences, in a balanced way, to control basic movement, hopefully for life, more easily, more and better salary, motivation for coaching, in the field of coaching.

3. Give English equivalents to the following words and phrases:

необхідні фундаментальні рухові навички, мотивація до тренерської діяльності, легше, збалансовано, більше і краще оплачуватись, в сфері тренерської діяльності, легко реалізувати, етапи розвитку, руховий досвід, контролювати основні рухи, сподіваюсь, на все життя, в одній системі, значно покращити.

4. Fill in the gaps with the necessary prepositions. Translate these sentences:

1. This new coaching is based ... four foundations brought together ... one system.
2. We want children to be able to acquire sport-specific skills more easily and develop a love ... physical activity.
3. It's important to allow children to acquire any sport-specific skills ... ease later ... and play an active part ... sports they choose to take part
4. The motor skill learning system sets them ... a path ... self-confidence and has a huge impact ... long-term physical and mental health.
5. Demonstrate more expertise ... the field ... coaching.

5. Give the answers to the following:

1. What are examples of motor skill learning?
2. Which strategies are best for teaching motor skills?
3. Do you distinguish between open and closed movements or skills? What are they?
4. What are the types of motor skills?
5. What is motor skills in learning outcomes?

6. Match activity level of difficulty to child's skill level, be ready to present your match choice. Find in the Internet the description of the games:

For example:

Young children of 2 years of age:	should spend at least 180 minutes in a variety of physical activities of different intensity levels, including moderate- to vigorous-intensity physical activity spread throughout the day; more is better	FIT-TAC-TOE CHUCK THE CHICKEN CIRCLE RUN LEAP FROG
Young children of 3 to 6 years of age:	should spend at least 180 minutes in a variety of	CAPTAIN'S DECK ELECTRIC FENCE

	<p>physical activities of different intensity levels, including at least 60 minutes of moderate- to vigorous-intensity physical activity spread throughout the day; more is better.</p>	<p>TAG CHAIN TAG TRIANGLE AND ON.</p>
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7. Make up sentences of your own using the words and word combinations given below:

created by expert coaches, the max amount of movement experiences, versatile movement experiences, core motor skill elements, to acquire sport-specific skills, on a path of self-confidence, increased professionalism, competence, and confidence, to rejuvenate your coaching experience, a huge impact on long-term physical and mental health, the developing of the necessary fundamental motor skills.

8. Render the content of the text.

Text 23

1. Read and translate the text.

Active Vocabulary:

1. reaction - реакція
2. balance - баланс
3. rhythm - ритм
4. orientation - орієнтація
5. differentiation - розмежування
6. worse - гірше
7. striking – вражаюче
8. perceptual - перцептивний

Balanced path of motor skills to coordination to sport-specific skills

All sport-specific skills are composed of the 5 motor skills:

- Reaction
- Balance
- Rhythm
- Orientation
- Differentiation

We should add physical activity and hand-eye coordination to all our weekly lesson plans.

Physical activity

Physical activity is very important at a young age; children not only get stronger but the brain cells fire all the time when children move, growing bigger and better brains.

Hand-eye coordination

Over 60% of overall sports participation worldwide is in ball sports which is why we add hand-eye coordination (includes foot-eye coordination) in the motor skill learning curriculums as well.

It is of equal importance to practice all these 7 skills to guarantee a holistic development at a young age. If your sole focus at a young age is hand-eye coordination and worse, always in the same environment, you will limit children's development. Children might be amazing at catching or hitting balls; but once they are put in a real game situation and have to move, maintain balance when striking or adapting to a different surface, their skills quickly fall apart.

From Fundamental Motor Skills to Coordination to Sport-Specific Skills

1. Learn individual skills

Fundamental Motor Skills - Are the foundation skills of being able to understand and use sensory information to accurately carry out purposeful movements that are acquired through appropriate experiences. E.g catching a balloon without any movement. All sport-specific skills grow from fundamental perceptual-motor

skills.

At a young age, motor skills tend to be learned in an isolated way, one skill at a time. It is very difficult for children age 3-4 to combine 2 tasks at hand.

2. Combine skills

Coordination - Is the sequencing of body movements efficiently in relation to the emerging environment to achieve the desired result. E.g. running after a balloon or ball and catch it. In relation to sports skills, coordination is one's ability to adapt movements to constantly changing situations to achieve an outcome as efficiently as possible. Once some basic motor skills have been acquired proficiently, skills are combined and sequenced to achieve a more meaningful result that will lead to sport-specific skills.

3. Combine skills for different sports

Sport Specific Skills - Are the learned movements required to achieve particular goals related to individual sports. E.g. running after a tennis ball, hitting it with a racket to a tactically clever position on the court. The physical motor skills usually consist of technical expertise and the perceptual and decision-making skills require cognitive development that relates to that sport.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

equal, surface, apart, sensory, accurately, appropriate, isolated, sequencing, proficiently, meaningful, methodology, to achieve, court, technical.

2. Give Ukrainian equivalents to the following words and word combinations:

decision-making skills, technical expertise, to achieve particular goals, to adapt movements, in relation to, acquired proficiently, a more meaningful result, an isolated way, purposeful movements, sensory information, the same environment, sports participation worldwide.

3. Give English equivalents to the following words and phrases:

набуті вмiло, бiльш iзольований спiсiб, однакове середовище, навички прийняття рiшень, цiлеспрямованi рухи, значущий результат, адаптувати

рухи, участь у спортивних змаганнях по всьому світу, ,для досягнення певних цілей, по відношенню до, сенсорна інформація, технічні знання.

4. Fill in the gaps with the correct form for verbs in brackets. Name the form you've used. Translate these sentences:

1. Children might be (to amaze) at (to catch) or (to hit) balls.
2. It (to be) very difficult for children age 3-4 (to combine) 2 tasks at hand.
3. The physical motor skills usually (to consist) of technical expertise and the perceptual and decision-making skills (to require) cognitive development that (to relate) to that sport.
4. Physical activity (to be) very important at a young age; children not only (to get) stronger but the brain cells (to fire) all the time when children (to move), (to grow) bigger and better brains.
5. It (to be) of equal importance (to practice) all these 7 skills (to guarantee) a holistic development at a young age.

5. Give the answers to the following:

1. How does motor skill ability influence participation in sports?
2. What is balance and coordination in physical education?
3. Why is motor learning important in sport?
4. What are the types of motor skills?
5. What can you expect as outcomes while coaching children to be balanced?

6. What is an example of balance and coordination in your opinion? Below are some activities which will encourage good balance. Study them and give your own examples (3 at least).

1. Weight-bearing, pushing and carrying. These activities stimulate large muscle groups.

Playing Statues - Ask the child to kneel on all fours and stay as still as possible whilst someone else tries to gently move them.

Twister - See how long the child can play this game before they fall over.

Crawling races - Try racing short distances on all fours, increasing the distances with practice. To increase the challenge try doing wheelbarrow races.

2. *Dynamic balance.* These activities encourage the child to maintain postural control whilst moving.

Walking - Encourage the child to walk toe to heel forwards then backwards in as straight a line as possible. Try balancing a beanbag on the child's head whilst they do this. Get the child to walk on an inflated lilo, squashy mat or soft mattress. The child could try this with their eyes closed to increase the challenge.

7. Make up sentences of your own using the words and word combinations given below:

bigger and better brains, overall sports participation worldwide, motor skill learning curriculums, foot-eye coordination, a holistic development at a young age, a real game situation, striking or adapting to a different surface, to accurately carry out purposeful movements, to sole focus, tend to be learned, to achieve the desired result.

8. Render the content of the text.

Text 24

1. Read and translate the text.

Active Vocabulary:

1. foremost - передусім
2. to abide - дотримуватися
3. modesty - скромність
4. enjoyable - приємно
5. to involve - залучати до участі
6. humble - покірний
7. to push – підштовхувати
8. violence - жорстокість

What is fair play in sport?

Fair play is a concept that stands for a number of fundamental values that are important in sport. First and foremost, it's about players and athletes abiding by the

rules of the competition. Fair play is also a commitment to take part in good spirit and with a good attitude, which includes:

- Respect
- Modesty
- Friendship
- Equality

Having a clear set of rules for all sports and at all levels is essential for making sure that they are played and practised in a fair, safe and enjoyable way. If everyone playing is aware of the rules, there should be no excuse for breaking them. Inappropriate behaviour and rule breaking should be dealt with appropriately.

Rules and regulations are not only there to keep people in line, but can also enhance the enjoyment of the sport for everyone involved.

It's important that players and athletes learn and respect the rules from the grassroots level (recreational sport) all the way up to the top level of competitive sport.

Below are some examples of what could happen if a player doesn't show fair play in competitive sport:

- a yellow or red card in football;
- a warning in tennis;
- being disqualified from an event;
- a time penalty in motor racing;
- being sent to the 'sin bin' in rugby or hockey;
- a monetary fine;
- points deducted; or
- banned from competing.

In addition to following the rules, the definition of fair play is sportsmen and sportswomen having the right attitude and conducting themselves in the right spirit.

This might also be described as being a good sport or showing good sportsmanship or sportswomanship.

Respect

Have respect for your opponents, fellow teammates and officials such as the referee.

Friendship

Playing competitively on the sports field doesn't mean that you can't demonstrate friendship with your opponents. Friendships can often grow between sporting rivals.

Modesty

You can take pride in winning, but you should be modest and humble. Never gloat, tease or 'rub it in' by celebrating excessively.

Equality

Competing on equal terms is essential in sport - otherwise, performance can't be measured properly.

Fair play and the Olympics

The Olympic Spirit and the concept of fair play are linked to the values of the Olympic Games. Excellence, Respect and Friendship are the three core values of the Olympics. The Paralympic Games add the values of determination, inspiration, courage and equality.

When Pierre de Coubertin revived the modern Olympics in 1896, one of the goals he wanted to achieve was to bring the world together to compete in sport in "a spirit of fair play". He wanted sport to be available to everyone and hoped that it would contribute to a peaceful and better world. Coubertin wanted sport to push people to become the best they can be and help others to do the same.

De Coubertin also believed that, *The important thing in life is not to triumph, but to compete*. He encouraged everyone to compete against themselves. This belief represents the Olympic motto which challenges each individual to become the best they can be, 'Citius, Altius, Fortius' (Faster, Higher, Stronger).

Unfortunately, the pressure to win at all costs and to be the best - to be 'faster, higher, stronger' - has led to violations of fair play, with an increasing number of cases of violence, cheating and rule breaking in sport.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

commitment, aware, apart, regulation, penalty, gloat, core, contribute, compete, cheating, tease, to enhance, warning, referee.

2. Give Ukrainian equivalents to the following words and word combinations:

a spirit of fair play, an increasing number of cases, the concept of fair play, the values of the Olympic Games, inspiration, courage and equality, competing on equal terms, measured properly, take pride in winning, between sporting rivals, the right attitude, to keep people in line, no excuse for breaking.

3. Give English equivalents to the following words and phrases:

концепція чесної гри, натхнення, мужність і рівність, змагатися на рівних, правильне ставлення, немає виправдання для порушень, пишатися перемогою, тримати людей в узді, цінності Олімпійських ігор, правильно вимірювати, між спортивними суперниками, дух чесної гри, зростаюча кількість випадків.

4. Study the given examples of fair play and inspiring quotes from sports stars, discuss them in the group and try to form the conception of your own fair play:

In September 2016, the Olympic triathlete, Alistair Brownlee was in second place and his brother, Jonny, was leading the race. He noticed that Jonny began slowing down and showed signs of heat stroke. Alistair showed fair play by helping his brother over the finish line first!

Nikki Hamblin, an athlete from New Zealand, sacrificed her own Olympic race to help her rival, US runner Abbey D'Agostino, when she fell down and seriously injured her leg. Nikki helped Abbey to her feet, and they completed the race together, demonstrating real 'Olympic spirit'.

Inspiring quotes from sports stars

Talent wins games, but teamwork and intelligence wins championships.

Michael Jordan (American basketball star)

I always felt that my greatest asset was not my physical ability, it was my mental ability.

Caitlyn Jenner (Olympic Decathlete)

I never thought about losing, but now that it's happened, the only thing is to do it right.

Muhammad Ali (Boxing legend)

5. Give the answers to the following:

1. What are the values of fair play in sport?
2. How can a player be penalized for not showing fair play?
3. What is the difference between sportsmanship and fair play?
4. What does fair play mean in your relationship (not in sport)?
5. Why does FIFA have an award for fair play? Is this case available for other sports?

6. What does it mean teaching fair play in PE in your opinion? Study the following information and give your own ways to teach your children fair play (3 at least).

Teaching fair play in PE

You can teach children to be good in sport by trying the following actions:

- Keeping a positive attitude.
- Putting in 100% effort.
- Shaking hands with their opponents after the game.
- Supporting their teammates by saying 'good try!'.
- Accepting the referee's decision and not arguing with the officials.
- Treating their opponent or the other team with respect.
- Taking pride in winning while also being modest and humble.
- Accepting if they lose, without moaning or making excuses.

In case you weren't aware, Twinkl Move is an empowering teaching package designed to help all those who teach PE feel confident and knowledgeable in their

lessons. There are PE schemes of work for reception all the way up to year 6 that are all aligned to the national curriculum and have been researched by experienced educators.

As well as full units of work, you'll also find there are one-off themed resources, home learning content, CPD materials and fitness activities to ensure children are getting as much physical activity as possible both in and out of school.

7. Make up sentences of your own using the words and word combinations given below:

with a good attitude, in a fair, safe and enjoyable way, no excuse for breaking rules, the enjoyment of the sport for everyone involved, a recreational sport, to be banned from competing showing good sportsmanship, to be disqualified from an event, to grow between sporting rivals, a peaceful and better world, to become the best, the cases of violence, cheating and rule breaking.

8. Render the content of the text.

Text 25

1. Read and translate the text.

Active Vocabulary:

1. implication - наслідок
2. to tackle - дотримуватися
3. to reach - досягти
4. valuable - цінний
5. transference - перенесення
6. to trump - козиряти
7. gamification – гейміфікація
8. replacement - заміна

Computer games vs PE: teachers use tech to get students moving

There's no doubt sport is better exercise than playing on PlayStation, but educators say students' love of technology could actually get them moving.

From video games such as Grand Theft Auto to apps like Snapchat, children are increasingly more likely to spend time staring at a screen rather than playing outside.

It's a problem that has serious implications for their health and fitness. Reports have linked technology to children becoming weaker and less muscular, while the World Health Organisation has suggested children should significantly decrease the amount of time spent playing computers games to tackle obesity.

At home children might spend lots of time playing on their games consoles, so an hour or two of physical education (PE) every week isn't going to be enough to reach the recommended activity level. We need to try to get some kind of transference from PE so they do things outside school.

Using tech in a PE lesson runs the risk of wasting valuable activity time on yet more screens. But, if done well, educators say it can help in two ways: to motivate and (more commonly) to monitor.

The monitoring apps help to make students more aware of their own health and can encourage them to improve their fitness. To be active, there needs to be some effort to get out and do something. It's easy to just sit in front of a screen because it doesn't require any effort. So maybe using tracking and monitoring technology in PE could help kickstart a behaviour change. The range of tech available to PE teachers is huge, from video analysis apps to statistics tools and personal health monitoring. But before technology can be used, as an educator you must first identify what does he want students to learn. Once he has identified this, he can begin to consider which technology tool can help his students."

Gamification

Even when tech is not being directly used in PE lessons, teachers can still help to motivate and engage students by tapping into the world of computer games.

Games are so successful because they make us feel good; they're built on storytelling and they're social. If they're not, we simply stop playing. One of the techniques increasingly being used by sports teachers is to reflect computer games in physical activity.

Getting creative with PE

For some children, playing football or cricket is never going to trump video games, so there is also the need to be more open-minded about what physical activities can entail. When the Nintendo Wii was released in 2006, it was hailed by some as an answer to child obesity. But research has since gone on to show that exergaming is no replacement for playing real sports. However, the Wii does demonstrate that physical activity needn't be confined to formal competitive sports, we should approach it more creatively. When we're kids, we make our own games – just role-playing in the garden. But when we're adults we're told not to be childish and we get rid of that notion. We end up with a pre-determined set of goals and rules about what it means to be physically active. We get caught up in the idea that physical activity has to be organised team sports. When you say 'school sport', people think you're talking about traditional hierarchies of activities. For some kids, they don't like it and there is no gamification – the thing that makes computer games fun.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

hierarchies, pre-determined, creatively, open-minded, cricket, to reflect, simply, storytelling, analysis, tracking, weaker, increasingly, educators, muscular.

2. Give Ukrainian equivalents to the following words and word combinations:

no doubt, staring at a screen, significantly decrease, some kind of transference, to motivate and to monitor, to do things outside school, to improve the fitness, to kickstart a behaviour change, personal health monitoring, by tapping into the world of computer games, to trump video games, role-playing in the garden, the amount of time.

3. Give English equivalents to the following words and phrases:

занурившись у світ комп'ютерних ігор, покращити фізичну форму, робити щось поза школою, започаткувати зміну поведінки, козиряти відеоіграми, втупившись в екран, рольові ігри в саду, певний вид перенесення,

мотивувати і контролювати, моніторинг особистого здоров'я, без сумніву кількість часу, значно зменшити.

4. Make the following sentences negative and put all kinds of questions you can to them:

1. Adapting new technology in physical education can be challenging for instructors. 2, Sometimes, physical education teachers can feel as if technology does not apply to their subjects.
2. However, by embracing technology, instructors create a more varied and dynamic classroom.
3. They are also able to appeal to the interests of many different students and ability types.
4. Using technology to teach physical health allows educators to create more activities and show the importance of setting and achieving goals.

5. Give the answers to the following:

1. Can computer games be used effectively as an educational tool in the classroom? In what way will you use them?
2. How does technology affect children's physical activity?
3. How is gamification changing educational process generally?
4. How does gamification affect student's motivation?
5. Why is creativity important for a PE teacher?

6. Choose a sport direction and make a project of your lesson/coach session in it using the next information as an example; present the activities you use in details:

	<i>Duration</i>	<i>Methods used</i>
Activity 1: Lecturer presentation. Programme overview. Ice-breaking, getting to know each other:...	5 minutes	Talk and short instruction giving
Activity 2: Warming up	10 minutes	Group work

exercises:...		
Activity 3 Safety exercises:...	10 minutes	Work in pairs
Activity 4: Group work:...	15 minutes	Group work
Activity 5: Evaluation:...	5 minutes	Discussion, questionnaire

7. Make up sentences of your own using the words and word combinations given below:

help to motivate and engage, to reflect computer games in physical activity, to be confined to formal competitive sports, to get rid of that notion, about traditional hierarchies of activities, personal health monitoring, the risk of wasting valuable activity time, children should significantly decrease the amount of time spent playing, to spend time staring at a screen, serious implications for health and fitness, weaker and less muscular, some kind of transference from PE.

8. Render the content of the text.

TEXTS FOR SELF-STUDYING

1. Teaching Aids for Kindergarten PE Curriculum

Teaching Aids



There is now a vast amount of scientific research that shows that increased stimulation generally results in improved neurological function which controls motor skills. There is equally compelling evidence to show that if a young child is placed in a deprived environment and left there for an extended period of time, it is almost certain that its physical development, growth, and brain function will be adversely affected.

Stimulating environments

A young child needs to be placed in an environment where its senses are going to be appropriately stimulated, and where there is space and opportunity to practice and repeat its gradually developing motor skills.

By ensuring that children are exposed to a rich sensory environment, parents and coaches will be directly influencing the motor skill & brain development of their children.

The variety and richness of stimulating environments children are exposed to and genetics determine exactly what level of motor skill development a child will achieve.

Using teaching aids

Using teaching aids is one of the best ways to expose children to a stimulating environment, develop motor skills, and facilitate putting together PE curriculums. The best way to grab your little ones' attention is to place colorful toys in front of

them. All kids love toys, and the right ones are very beneficial. When parents buy toys, they're rarely thinking about whether this is going to be great for their child's motor skills to develop an optimal foundation.

Awareness

Most parents and coaches are not even aware that toys and teaching aids play a significant role in children's motor skill development. However they are one of the keys to children's motor skill development, research finds. The right toys or teaching aids can enhance children's development, making their playtime more fruitful than you think but still tons of fun. Toys/teaching aids are especially important when you consider children that are premature, low birth-weight, or have a condition that could impair motor skill development.

Academic versus physical development

In our opinion, there is too much emphasis in the early years on skills gearing towards academic success. We highly suggest putting at least an equal amount of emphasis on teaching aids that develop motor skills and promote physical activity at a young age.

Teaching aids that develop motor skills not only assist in physical development but also develop the brain.

To have a well-rounded development you can't neglect developing motor skills that build the foundation for being physically active, often for a lifetime. It will come back to haunt children in the future sooner or later, be it academically, self-confidence, ability to focus, to sleep well, maintain health...

We would look for toys, games, teaching aids that

- encourage physical activity
- cater to all motor skills (rhythm, orientation, reaction, balance, differentiation, hand-eye coordination, and physical activity). E.g. if your child loves balls, e.g. get a speed ladder to develop a rhythm or EZ steppers for Balance. If your child favors dancing, get some balls to learn throw and catch; the more varied, the better.

- encourages interactive play with other children especially when they get older.
- are age-appropriate or they lose interest very quickly.
- inspire creativity.

2. Best Kids' Sports Games & Activities:

UNICEF Kid Power understands the importance of kids team building when it comes to sports. And when sports activities are drawn up for kids, it usually includes fun kids' sports games and other various kids' sports activities for all ages including primary school. Check out our links below for our recommendations for our favorite fun sports activities and kids sports games recommendations:

- **Basketball Games for Kids:** Every kid dreams of making it to the NBA, and basketball is the most popular kids sport in America.
- **Rugby Games for Kids:** It's a rough sport but plenty of tough primary school kids want to play it!
- **American Football Games for Kids:** The NFL is the most watched sport in America, so it's no wonder why kids love this sport.
- **Tennis Games for Kids:** Tennis is a great solo and team sport if you play with a partner. Your kid will be in Wimbledon in no time!
- **Running Games for Kids:** Running is a great sport for kids to stay in shape. Check out sports games list to make running fun for your kid!
- **Soccer Games for Kids:** There is a reason why soccer is the most watched sport in the world, including kids.
- **Track and Field Games for Kids:** This is an Olympics-style sport that many kids start to pick up on later in elementary school.
- **Gymnastics Games for Kids:** If your kid spends time in the gym, then this is for them!
- **Volleyball Games for Kids:** Playing volleyball is a fun kids sport activity in the gym, your backyard, or even on the beach!

- **Golf Games for Kids:** Though golf is more of an adult sport, everyone needs to start somewhere. Our post will help your kid make golf their favorite sport!
- **Ping Pong/Table Tennis Games for Kids:** Ping pong is a classic sports activity that kids love – in between classes, summer camp, wherever!
- **Hockey Games for Kids:** The NHL is waiting for your kids to take up hockey, so that they can become big NHL stars!
- **Swimming Games for Kids:** Swimming in the pool or the ocean is a fun sports activity – your kid can learn drills and have fun too with our list of swimming recommendations.
- **Cricket Games for Kids:** Cricket is more of a UK and Australian kids sport, but it is becoming a popular American kids' sport as well.
- **Badminton Games for Kids:** You'll need a net for this, but kids love Badminton, as it seems to be one of the most popular summer camp sports out there!
- **Indoor Bowling Games for Kids:** Bowling is a recreational activity for many families, and what could be better than a Sunday with the family going bowling and playing arcades?
- **Lacrosse Games and Drills for Kids:** Lacrosse has recently surged in popularity, so don't be surprised if your kid comes home from school asking to play this sport with his friends.
- **Figure Skating & Ice Skating Games for Kids:** While ice skating is a fun family activity for Sundays, it can be a very competitive kids' sports activity.
- **Skiing & Snowboarding Games for Kids:** When it gets cold outside, your kid will get the adventure bug and will want to experience extreme sports games in the snow.
- **Judo Training Drills for Kids:** Judo and karate is a serious sports activity that many kids take up for after school activities.

- **Karate Games for Kids:** Karate can be fun and educational if done correctly – our guide offers 5 great karate games along with safety guidelines.
- **Wrestling Drills for Kids:** Wrestling is another popular after-school sports activity for kids – make sure they learn how to wrestle properly.
- **Ten Pin Bowling Learning Drills for Kids:** This popular kids sports game can be learned properly so that your kid can be the best ten pin bowler out there!
- **Kayaking Drills & Activities for Kids:** Your kid probably came home from sleep-away camp wanting to go kayaking more! Not to worry, we've got you covered.
- **Surfing Drills & Activities for Kids:** If you live on the coast, your kid probably wants to go surfing with the waves – make sure they learn proper techniques.
- **Rowing Activities & Drills for Kids:** Rowing is a physical sport activity that your kid can definitely learn with proper drills and instruction.
- **Cheerleading for Kids:** Cheerleading games & tryout exercises for your kid to enjoy!
- **Rock Climbing Games & Activities for Kids:** Taking your kid rock climbing can be a lot of fun. Read our guide to learn some great rock climbing games and safety measures as well.
- **Fishing Games & Activities for Kids:** Taking your kid fishing can be fun, especially if you have a few fun and educational fishing games prepared that your kid is sure to love!

Sports Activities for Toddlers

Every parent and teacher is trying to think of the right sports activity or game for toddlers, aged 1-3. This is a tricky age period, as a baby who is just 12 months old is not ready for full sports activities, but can definitely be exposed to a small number of athletic activities to get them primed for sports when they get a bit older:

- **Throwing:** Most babies possess the ability to toss a soft foam ball if prompted
- **Catching:** It is important to use a very soft foamy ball for this, since although most toddlers comprehend being able to catch something, they are not yet of age where they can do so successfully
- **Tumbling:** Having a toddler tumble on a soft mat (by following the lead of the sports teacher) can be fun and somewhat instructive
- **Walking/Running:** Depending on the level of your toddler, having them walk or run toward a “finish line” can be a great toddler sports activity

Sports Activities for Pre-Schoolers & Kindergartners

Pre-School generally starts at age 3 or 4 until age 5, and is the perfect time to start getting your pre-school kids involved with sports activities. Many of the above sports activities can begin to be played at this age, namely:

- **Basketball:** Ideally with a hoop that can be lowered to 5 feet, and with a foam ball (even a Nerf hoop in a classroom will suffice for the tots)
- **Baseball:** Obviously it is ideal to start with a foam ball, and make sure there is enough space around the hitter so that they don't accidentally wack anyone!
- **Gymnastics:** Getting kids into the gym and onto a playmat with structured activities will be a great starting point
- **Swimming:** This should be done with caution and lifeguard on hand (experts say age 5 is a good starting point)

Indoor Sports Games & Activities for Kids

Stuck indoors? No problem. There are plenty of fun sports activities for kids that can be played indoors. Whether it's too hot or cold out, with rain, snow, or even a brutal heat wave, sometimes indoor sports is the best option for kids. Here are the most fun indoor sports activities and games for kids:

Balloon Football. Obviously, you don't want to play football in your family living room, which is why this safer version of football is the perfect indoor sports activity for kids. This game is easy: simply drop a balloon in the middle of a long

rectangle table, and have each team try to blow the football toward the other's side goal. For a funnier, larger than life version of indoor balloon football, check out this must-see video.

Hula Hoop. While most might think that Hula Hoops are a solo activity, you can totally play hula hoop with others as a fun kids indoor sports activity. The most fun team-based activity using a Hula Hoop is racing: Have two kids spinning Hula Hoops and then try to simultaneously move, whether they run, shimmy, or herky-jerky their way to the finish line, and is then declared winner!

Foam Sports: Foam sports are perfect for indoors, since most foam objects won't break any windows inside your home! Take your kid to your local department store, and be sure to pick up a foam basketball, foam football, or even Nerf foam guns. Make sure you ensure boundaries in your home when letting your kid play indoors with foam sports toys.

3. Outdoor Sports Games & Activities for Kids

Many of the outdoor sports activities and games for kids have been covered above in our kids' sports activity section. However, there are certain sports activities which are great for outdoors.

Additionally, outdoor sports activities for kids offer various benefits, including physical and social. The physical benefits of outdoor kids sports such as soccer, skateboarding, hiking, biking, and football include: building muscle, gaining acute flexibility, improving balance and coordination, losing weight, and general endurance.

The social benefits of outdoor sports are extremely obvious and, well, beneficial. Playing sports outdoors with a bunch of kids together can improve general social development, in that kids will learn to interact with each-other naturally but with sports as the main social anchor of the activity. Additionally, social interaction will improve other facets such as leadership, self-esteem, and general teamwork through the construct of the sports games themselves.

Best Kids Sports Games & Activities in the Rain:

When it rains outside, that should not mean that your kid should stop playing his sports game or end his sports activities. Kids can still have fun in the rain! Of course, you can always send your kids inside to play a board game, but if you've got an active kid who loves sports, then here are the best sports games for kids while it's raining outside:

Ping Pong. Would you believe that ping pong is not only fine to play in the rain but even more fun than when it's dry out?? Playing ping pong in the rain is a really fun activity. Sure, the rain might be a bit distracting, especially if your kid is wearing glasses. However, the ball still travels well, and hits off the paddle quite nicely, even with rain smacking down on it. Additionally, playing in the rain will probably improve hand eye coordination at a higher level so that when the rain stops, your kid will be much better at ping pong!

Football. If the NFL can play in the rain, then why not your kids. To be certain, playing football in the rain is obviously less safe, and should be closely monitored by an adult or referee. However, it is definitely an exhilarating experience to run around in the rain, especially chasing a football thrown in the air. It is recommended to wear cleats so that your shoes maintain good traction on the ground, thereby making it less likely that you will slip.

Swimming. The only trick here is to find an outdoor pool with no roof above it. But if you can, then this is definitely a fun kids sports activity – frolicking around in a pool is fun by itself, but with rain pouring down and causing ripples in the pool can also be exhilarating. Additionally, any kids sports games that usually happen in a pool or much more exciting in the rain: whether its Marco Polo, pool basketball, chicken fights, beach ball monkey in the middle, or just an old school swimming race – all of these kids swimming pool sports games will be a ton of fun!

Indoors. Sometimes, even though the rain can be exciting, might not be worth any risk. If the rain turns from a drizzle into something resembling a downpour, then it is probably best to head indoors for some indoor sports games for your kids to enjoy. Especially if it begins to get windy, or even worse, thunder, at which point

you should get indoors immediately!!! But once indoors, you can certainly enjoy a bunch of active kids sports games like playing with Nerf sports toys, hide and seek, or an indoor soft basketball hoop that you can hang on any door.

What are the Most Popular Kids Sports?

We took a look at an ESPN poll from a few years ago which listed the most popular kids sports, and the winner of the most popular kids sport activity is basketball, mainly because both genders play it on a large scale across America. Here are the main takeaways from the article:

Basketball is the most popular sport by far! By the time kids reach the age of 9, both boys and girls begin to play basketball and it becomes the most competitive sport, with kids taking up competition and joining local youth leagues and summer camps. At age 9, an impressive 14% of boys and girls are playing competitive basketball in youth leagues. To be clear, it actually didn't start that way. At age 8, the most competitive sport was baseball, with 12.5% of kids playing competitive baseball in youth leagues, with basketball at just 11% and soccer at 10%. Basketball's popularity takes over at age 9, and the by age 10 jumps to 17%, then a staggering 20% of kids play competitive basketball at age 11, followed by a hair of an increase to 20.1% at age 12, which seems to be the peak. By age 13, competitive basketball among kids begins to drop to 19%, which continued drops each year down to 15% by age 17.

For comparison's sake, at age 17 we see drops for all sports, with baseball, soccer, football, and volleyball all hovering between 4 and 8% for kids (or teenagers at this point) taking up competitive sports. (It is important to distinguish between kids sports games and competitive sports – this survey only studied competitive sports which means official leagues via schools, camps, and programs, but does not include friendly or local sports games without officiating). What is most interesting in terms of the breakdown of most popular kids sports activities is that soccer maintained the most straight line out of all sports, with the least amount of deviations of popularity or lack thereof over the years. At age 6, soccer is played by 7.5%, then peaks at 10% by age 8, then stays at roughly 10% for 4 consecutive

years, and then settles in at 6% by the time kids reach age 17. It should be noted that a reason for the drop-off at age 17 is not a lack of interest by kids in sports activities, but rather moving on from high school and to college, in which sports is less of a focus, and is replaced by classrooms, studies, internships, and general job prep.

This is not to say that interest in sports activities such as soccer or basketball dissipate, as this study does not account for recreational sports. There is little doubt that even after a teenager stops playing competitive sports, they are still active in sports games such as intramural basketball and friendly pickup soccer or football games with local kids or classmates.

4. Why Kids' Sports Games & Team Activities Are Important

Now that we've presented to you a huge list of kids sports games and activities to make your kid a better athlete, we want to discuss the importance of sports games. Though it might seem like a normal fun activity, (and your kid having fun is important too), there are very important developmental aspects to your kid playing sports games.

There are tons of evidence out there that simply getting kids together for an activity or game is beneficial for their development. By making this activity a sports activity simply makes it more an active and healthy exercise, as it gets kids outdoors, moving around, and interacting with one another.

A research study from Yale University titled "Organized Activities as Developmental Contexts for Children and Adolescents" discusses the benefits of team-based activities: *Research shows that participation in organized activities can have a range of positive influence on children and adolescence.*

And it's not enough to just participate – once your kid becomes talented at the (sports) activity or exercise he is participating in, simply makes their development that much better: *Achieving competency at these tasks allows an individual to take advantage of personal and environmental resources that promote positive*

functioning in the present, reduce the risk for developing behavior problems, and increase the likelihood for healthy adjustment for the future.”

How to Build Confidence in Kids Sports

The most important attribute to instill in kids is to stress the importance of hard work. All the greatest athletes succeeded because they put in hard work. Talent and opportunity is not enough, and kids need to know this. Kids might find it hard to exert themselves physically, especially if it causes injuries. And of course, they should know their limits, which is why parents should be on call and aware of their kids' sports activities.

However, any kid who wants to be great, has to know that the more effort they put in, the more they work, practice, and train, the more likely they are to be better than their peers and become something truly great. Building confidence in kids when they play sports from a young age can have a great effect on their future performance and confidence as well.

5. How Do Team Sports Help Kids in School?

There is no question that being an active member of a sports team while in elementary school will help a kid perform better academically. The Washington Post summed up a study from 2013 proving such, and stated that *“It not only helps develop muscles and fend off obesity, it also offers opportunities to socialize and learn new skills.”*

Beyond the classroom, it is no surprise that sports, and especially team sports offers a multitude of benefits to kids in their life development. Partaking in sports activities with others increases social interaction, forces kids to work together toward a goal, and creates a sense of competition which each kid can tap into later in life in various situations.

Sure, on the surface, sports sounds like a way out of the classroom, but really, kids sports activities will help propel a kid further in and out of the classroom.

Benefits of Team Sports for Kids

In keeping with the theme of the benefits of sports for kids, it is important to understand that teams provide more than just a fun place to hang out with friends and kick or toss a ball around.

Team sports provides an outlet for kids outside of their classrooms and homes. It provides a way for kids to channel their talents, and exert themselves in ways that they otherwise could not have in a classroom or at home.

Furthermore, the idea of team sports for kids presents opportunities for kids to work together toward a common goal, which is usually to win the game.

But regardless of the outcome of a sports game, the real goal is for a kids sports team to develop camaraderie, respect for one another, and to learn about each other.

These skills developed during team sports activities will undoubtedly help these kids in both school and professionally later in life.

6. Inspirational Quotes for Kids' Sports

Just like adults, sometimes kids need inspiration to succeed in sports. Whether it is a locker room speech from a coach, a pep talk from a parent, or even members of the team talking and motivating one another – the point is that inspiration can come from anywhere.

When it comes to inspirational quotes for kids' sports, there is a ton of content to choose from in real life. But for the sake of entertainment and popularity, we can choose from a huge number of inspirational sports quotes from movies that any kid is sure to be motivated by. Here are our favorites:

- *“It’s not whether you get knocked down, it’s whether you get up.”* – **NFL Hall of Famer Vince Lombardi**
- *“My motto was always to keep swinging. Whether I was in a slump or feeling badly or having trouble off the field, the only thing to do was keep swinging.”* **MLB Hall of Famer Hank Aaron**
- *“You find that you have peace of mind and can enjoy yourself, get more sleep, and rest when you know that it was a one hundred percent effort that you gave—win or lose.”* – **NHL Hall of Famer Gordie Howe**

- *“I can accept failure, everyone fails at something. But I cannot accept not trying.”* – **NBA Hall of Famer Michael Jordan**
- *“Just play. Have fun. Enjoy the game.”* – **Michael Jordan**

Kids Sports Trivia Questions & Answers Games

When it comes to sports trivia questions and answer games, there is no right or wrong. Kids will be happy whether they know or don't know the answers, because it's always a fun, good natured competition, and kids love to impress each other with their knowledge of sports and trivia answers.

Here are a few classic kids sports trivia questions and answers:

- *How many championships did Michael Jordan win in the NBA? 6 (1992, 1993, 1994, 1996, 1997, 1998).*
- *Who has the most home runs in Major League Baseball history? Barry Bonds – 762.*
- *Who had the most receptions ever in 1 NFL game? Brandon Marshall, with 21 receptions in 2009.*
- *Who has the most hockey goals in a single NHL season? Wayne Gretzky, 92 goals in 1981.*
- *Who had the most rebounds in a single NBA game? Wilt Chamberlain, with 55 rebounds in 1960.*

TESTS

TEST 1

1. The another name for percussion manipulation is–
 - a. Petrissage c. Kneeding
 - b. Pressure d. Tapotment

2. Trypsin helps in the digestion of–
 - a. Vitamins c. Fats
 - b. Protein d. Carbohydrates

3. For effective administration, the physical education teacher must possess—
 - a. High qualification c. Good personality
 - b. Technical Knowledge and skills d. Teaching ability

4. Adrenalin, which is an excitatory hormone is secreted by—
 - a. Pancreas c. Gonads
 - b. Thyroid d. Suprarenal glands

5. The degree of uniformity with which various tester score the same test is found through—
 - a. Validity c. Objectivity
 - b. Reliability d. Norms

6. The National Malaria Eradicating Programme was launched in India in the year—
 - a. 1973 c. 1963
 - b. 1953 d. 1951

7. Structural and functional unit of kidney is—
 - a. Nephron c. Neuron
 - b. Mitochondria d. Epidermis

8. The most suitable class formation for teaching shotput is a—
 - a. Circle c. Triangle
 - b. Semicircle d. Square

9. Top spin causes—
 - a. Higher rebound c. Lower rebound
 - b. Rebound to the left d. Rebound to the right

10. Upto the age of Puberty the sex hormones are secreted by–
 - a. Pituitary gland c. Adrenal gland
 - b. Testes d. Ovaries

11. Dynamometer is used to measure–
 - a. Flexibility c. Agility
 - b. Strength d. Speed

12. 'Bhartiyam' was conducted to promote–
 - a. Indigenous games c. Dands and Baithaks
 - b. Free hand exercises d. Mass rhythmic activities

13. The knot used to tie a bandage is known as–
 - a. Clove hitch c. Granny knot
 - b. Half hitch d. Reef knot

14. Organisation means 'Planning the work' and administration means–
 - a. Controlling c. Processing information
 - b. Decision-making d. Working the plan

15. Which country is said to be the pioneer in starting the Recreation movement in the world?
 - a. USA c. England
 - b. China d. Germany

TEST 2

1. Which deficiency in the blood causes inflammation in body parts?
 - a. White Blood Cells c. Red Blood Cells
 - b. Platelets d. Antibodies

2. Action Research in Physical Education is concerned with—
 - a. Immediate class-room problems
 - b. Correlation studies
 - c. Experimental studies
 - d. Descriptive studies

3. A test is considered to be reliable if it has—
 - a. Comparability
 - b. Commonality
 - c. Continuity
 - d. Consistency

4. Standard Deviation represents spread of scores around—
 - a. Mode
 - b. Mean
 - c. Medium
 - d. Range

5. Of the given, which protein filament is 50 to 55% in the muscle?
 - a. Actin
 - b. Tropomyosin
 - c. Myosin
 - d. Actomyosin

6. Which of the endocrine gland disappears or is reduced to a very small size after maturity?
 - a. Gonads
 - b. Thymus
 - c. Pituitary
 - d. Thyroid

7. All reflex activities are controlled by—
 - a. Pons
 - b. Cerebellum
 - c. Spinal cord
 - d. Cerebrum

8. Who considered Psychology as the "Science of activities for an individual in relation to his environment" ?
 - a. Woodworth
 - b. Watson
 - c. William James
 - d. Robert Singer

9. Posture is an index of—
 - a. Personality c. Health
 - b. Character d. Fitness

10. Goniometer is an equipment which is used to measure—
 - a. Strength of Muscle c. Angle of Joint
 - b. Blood Glucose level d. Blood Lactate

11. Profuse sweating, during strenuous physical activity causes the loss of—
 - a. Sodium chloride c. Potassium
 - b. Calcium d. Glycogen

12. In which Olympic did women participate for the first time?
 - a. 1896 Athens c. 1900 Paris
 - b. 1920 Antwerp d. 1928 Amsterdam

13. Pre-school children learn things by—
 - a. Imitation c. Practice
 - b. Watching T.V. d. Repetition

14. The two great dangers of wounds are—
 - a. Bleeding and infection c. Pain and swelling
 - b. Shock and shivering d. Burning and loss of tissue

15. In the school setting the major channel of publicity for the physical education programmes is—
 - a. Teachers c. Students
 - b. Advertisement d. Intramurals

TEST 3

1. Who said 'Recreation is not a matter of motions but emotions' ?
(A) Joseph Lee (B) Ramney
(C) John Dewey (D) John Hizinga

2. The functional efficiency of a muscle depends upon it's–
(A) Nerve stimulation (B) Girth
(C) Fibre quality (D) Tonus

3. If the mean of five scores is 25 and standard deviation is 0, what will be the value of fifth score?
(A) 22 (B) 23
(C) 24 (D) 25

4. Which of the following conditions is not a cause for the occurrence of plateau in learning?
(A) Fatigue (B) Monotony
(C) Distraction (D) Physiological limit

5. From the view point of Sociology, which of the following factors is the most important one in the development of human personality ?
(A) Money (B) Art
(C) Literature (D) Culture

6. The most important consideration in selecting the Sports equip-mentis–
(A) Price (B) Source
(C) Utility (D) Quality

7. Hypothalamus is associated with the control of—

- (A) Motor actions (B) Thinking
- (C) Glands (D) Emotions

8. Cognitive process is concerned with—

- (A) Knowing Experience (B) Feeling Experience
- (C) Striving Experience (D) Thinking Experience

9. From the viewpoint of Psychology, 'Sympathy' is—

- (A) An instinct (B) An emotion
- (C) A general innate tendency (D) A reflex action

APPENDIX 1

25 Gym Class Games for School

Incorporating games into high school gym class won't elicit groans if you can develop legitimate sports skills and have fun at the same time. These physical education games will add variety to basic sports knowledge and are easy to integrate into most curriculums. So, add some skill-building fun to your next high school gym class by incorporating one of these 25 ideas.

Warm-Up

1. **Yoga Cards** - Teach students basic yoga poses then ask them to grab a yoga mat and make three full rows so everyone has room to spread out. Then ask each student to take a card off the deck. Cards contain a moderate to advanced version of a basic yoga pose. The student will need to demonstrate that pose to the class (or just do the basic one). Have students go down the lines and hold the pose for the number of seconds corresponding to the number on their card and then on to the next student — or have them all try their poses at the same time.

2. **Basketball Circuit** - Each student will need a basketball to take with them through the circuits. Create as many stations as you need and divide your class into groups of five. Create a poster on each wall instructing students what is required for each station or a large banner. Ideas include: laying on the floor holding the ball extended overhead and crunching while trying to touch basketball to the ankles, dribbling around a series of cones, ten modified plank push-ups with basketball under alternating hands, five chest passes to a target, make a layup, or make baskets from the free-throw line.
3. **Tootsie Transfer** - This is a good warm-up for the legs. Have students lay along the long length of the gym wall on their backs with legs up the wall. Have a large exercise ball that you put onto the feet of the first student. The challenge is to pass the ball using their feet and the wall. The ball must travel down the line and back, maybe two or three times. For added action have students, once they have passed the ball, get up and run to the end of the line to keep it moving around the gym.
4. **Ball Haul** - Four to eight teams are spaced around the gym with one hula hoop per team. In the middle of the play area is a pile of balls (soccer, volleyball, basketballs and footballs). On go, one player from each team runs to the middle and gets a ball back to their hula hoop in the required fashion. Footballs can be thrown back to the team, basketballs must be dribbled, soccer balls must be dribbled along the ground, volleyballs bumped back to self, etc. After a designated amount of time, the team with the most balls is the winner.
5. **Trash Clash** - This is a totally goofy warm-up that high schoolers might enjoy as a stress reliever! Scatter equal amounts of "trash" around the playing space that can be thrown without hurting their opponent: sports socks, empty milk cartons, koosh balls, paper wads, plastic animals, even some inflated balloons for fun. When the whistle is blown or music starts, the two teams try to get as much trash off their side of the playing space and

onto the opponent's side. For an added challenge, have them only move around the space by a crabwalk or bear crawl.

Basketball Games

6. **C-Pass B-Pass** - Once students know the difference between a bounce pass and a chest pass, set up an obstacle course around the gym with targets on the wall, higher for chest and lower for bounce (tape a line they have to be behind before they attempt the pass). Challenge students to hit the targets with their basketballs and complete the course the fastest. Up the challenge by assigning students to try to block the shots, either with hands or with another basketball from behind the passing line. You can also put a second line further away from the wall where they can take seconds off their time for hitting the target.
7. **Basketball Mini Golf** - Set up nine spots or "tees" where the players will shoot the ball from. Make an obstacle for each of the nine spots (these can be easy like wearing sunglasses or harder like shooting with one arm). If they don't make it on the first try (hole in one!), then they have to shoot from where they grab the rebound (there are no obstacles for the subsequent shots). The goal is to make the basket in the fewest number of shots. Students can be given a scorecard and golf pencil for keeping score.
8. **Musical Hoops** - If you have four baskets, then make four circles of balls near the baskets, one ball for each student. When the music starts, the students walk around the outside of the circle of basketballs and when the music stops, they must grab a ball and make a shot, continuing until they make the basket and then they must sit down immediately. The last person standing is "out" and the game continues until a winner is determined.
9. **Dribble Limbo** - Players try to see how low they can go while dribbling the ball. You will need a long stick and two students to hold the pole. The rest of the players will line up single file. Start the pole at shoulder height and have a point where the players have to start dribbling and must continue until they

make it under the pole. If a player can't control the ball and complete the limbo, they are out. The player who is able to go the lowest wins.

Soccer Games

- 10.**Backwards Soccer** - All the rules of soccer apply, and your class is divided into two teams, each with a goalie. However, the goals set up at both ends of the playing area are turned backwards. And instead of using feet, hands-only may be used; the exception is the goalie, who can only use feet to keep the ball out of the goal.
- 11.**Soccer Mini Golf** - Create your own course with five-gallon buckets turned on their side and secured to the ground. The object is to get your ball kicked into the bucket in as few kicks as possible, but the challenge is to get it over such obstacles as pool noodle rivers, up and through a ramp created with gym mats or other creative ideas.
- 12.**Soccer Bowling** - Gather donations of empty two-liter bottles (24-48 depending on your play space) and create triangles of six for each group playing. Have members of each group "bowl" by kicking their soccer ball at the bottles to see how many they can knock down. You can use pool noodles as the gutter bumpers if your groups are not having much success at aiming their shots. Have students record how many bottles they knock down and the highest number after a predetermined number of rounds is the winner.

Kickball Games

- 13.**Matball** - Place large gym mats around your play space as bases (because multiple players can be on a base at one time). There are two teams — one starts as the kicking team and the other in the outfield. Each kicking player advances to the first mat then decides as other teammates take a turn whether to advance to the next mat. A player is out if an outfielder catches the ball before it hits the ground or if they are tagged with the ball (only waist-down for it to be legal) while they are not on the mat. The team with the most runs wins. Teams can use strategy to run the bases in large groups or create distractions to get more players home.

14. **Blasterball** - Class is divided into two teams and the play space is laid out with four bases like baseball. The fielding team spreads out in the field and the batting team takes a turn batting. Once the ball is kicked, the batter must run as fast as they can around all the bases while the fielding team successfully completes (and counts aloud) five successful throws among members of the fielding team. The runner must be on a base when the fifth throw is caught, or they are out. Once the batting team has scored a designated number of runs, teams switch roles and play continues. **Genius Tip:** One way from keeping all the competitive-types from grouping in the field is to put down game dots on the play area, spaced apart so that the throws are challenging but not impossible, and have a rule that players cannot go back to the same dot while on the fielding team and can only leave their dot to retrieve a hit or missed throw.

Volleyball Games

15. **Tennleyball or Vollnis** - A combination of volleyball and tennis, teams play in teams of three, using a low net or line of cones, and are challenged to hit the ball three times before sending it over to the other group's court. The ball may bounce between each hit and players may use serving, passing, setting or spiking skills to move the ball and hit it over the net to opponents.
16. **3Bump** - Using the bump pass, teams get into circles with a beach ball and use the bump pass to pass the ball to teammates in the circle. Each successful bump pass scores three points and subtracts one point if it hits the ground. The first team to thirty wins.
17. **Volley Hoops** - Players get ten shots to volley a ball into a basketball basket. The players with the most successful volleys into the basket wins. To determine the winner in an alternative manner, players score points under the following scenarios: balls hitting the backboard (one point); balls hitting the rim (two points) and balls landing in the basket (three points).
18. **Royal Court Tournament** - Teams play classic volleyball for a specified time (five or so minutes) and keep score. On stop, the team with the higher

score moves up one court closer to the "Royal Court." If they were behind, they move away, and if tied, the teams toss a coin or do a silly tie-breaker game like Rock - Paper - Scissors - Lizard - Spock (from the TV show *The Big Bang Theory*).

Football Games

19. **Fitness Football** - As a lead up to flag football, get students used to wearing flag belts with capture the flag plus a fitness element. Set up the traditional components of capture the flag — including a large space divided into two sides, a flag on each side placed on a cone and an area designated as "jail." Give each student a flag belt or set of flags. The team must not only defend its flag, but each player also needs to defend their flags when they enter the opponent's side. If their flag gets pulled, they go to jail and must spend the time there jogging in place, doing jumping jacks or some other fitness activity. If the game seems to wane, send out a warning and then give a "lazy team" penalty by moving their cone closer to the middle of the playing area.
20. **Mat Zone Football** - This will help your students work on their throwing skills and will be lots of fun! The game is simple: teams will try to throw as many footballs as they can onto their opponents' end zone — a line of exercise mats at each end of the gym. Split the gym into two halves and make a line that players can't cross. Decide if blocking will be allowed or not. Play four quarters of two to three minutes each. Count footballs in each mat area after every quarter to add points. Use foam footballs for indoor use.
21. **Flag Tag** - In the four corners of your gym, make square holding areas for students. Give your two teams their flags or flag belts and have the teams split in half, going to the squares directly diagonal from their teammates. On go, players enter the center of the gym and try to get their opponents flags. If a player gets their flag pulled, they go to the very center circle of the gym and perform certain exercises like burpees or jumping jacks for a set number of times (or create a list of several and players work their way through the

list). The game is over when only one player remains, then students collect their flags, get to their corner and start the game again.

Cooling Down

22. **Nod, Roll, Rotate, Touch** - This simple series of stretches is a great cool-down. First start with ten repetitions of nodding head side, front, side, front and side. Then roll shoulders for ten counts, rotate arms front and then back for ten counts (five each direction), rotate at waist 10 times, and then hold a toe touch for ten counts. Repeat for the duration of a calming song.
23. **Stretching Circuit** - Just like the basketball circuit was mentioned for warming up, you can laminate a set images of cool-down stretches and post around the gym towards the end of class and have students stretch in twenty-second increments at each of the stations.
24. **Ballet Cool Down** - Put on some classical music and lead students through a tranquil series of stretches to end your time together. Simple plie, raising arms overhead and down, even doing simple slow turns is a fun and calming way to end your class. Use the yoga card method mentioned in warm-ups but have the suits correspond to ballet poses and the numbers represent reps.
25. **Slow Skate** - Have students slowly "skate" around the gym, kicking legs out to the back and side and swinging arms in the same direction as the skating leg. Put on some winter-themed music for a fun cool down, even if snowflakes are far from flying.

Gym class is a time that students look forward to in their day for getting active and taking a break from the desks and books. Encourage your high school students to have some fun while building sports skills with one of these creative gym class games.

Julie David is married to a worship pastor and after 20 years in ministry together with three daughters, she is still developing the tender balance of thick skin and gracious heart. She currently leads a small group of high school junior girls.

LESSON PLAN FOR SPORTS AND CAN YOU PLAY

Here is a lesson plan for sports and can you play, for a class of up to 30 primary school children. All the games are taken from ESL Games: 176 English Language Games for Children. You can get that from me in download and also in paperback from Amazon.

Tip before you start: With 30 children, it is best to be strict during game-playing to keep control of the class.

Introduce sports vocabulary

Play some listening games first to introduce the sports vocabulary.

Jump the Line

Draw a line down the middle of the board. Draw sports of your choice, relevant to your pupils either side of the line. For example, draw a tennis racket and a baseball bat on the left and a swimming pool and a football on the right. Stick on paper pictures if you prefer. Name a sport and tell the children to stick out either their left or right arm to indicate which side of the line the picture is.

Say the words slowly once each and have the children stick out either a left arm or a right arm. This is a check to make sure everyone has understood the game. Now start saying the words quite quickly but not so fast the children get lost. Gradually accelerate.

The fun is all in the pace and keeping pupils on their toes. If you say each word slowly, then wait until every child sticks out the correct arm, it will be totally boring. Those pupils who make some errors will still be hearing the words over and over again anyway. Make sure you call out words on the same side as well as alternating sides so the children never know which arm it will be.

Then add in two more words and play with 6 words. Repeat words you see children don't know so well more often.

The whole game should take five to six minutes from start to finish and should be played in silence.

Show me

Spread sports flashcards around the room. Perhaps get the kids to help you, so ask 8 children to take a picture and stick it on a wall, so you have pictures all around the classroom.

Call out the sports pictures while pupils swivel around and point to the correct picture. Again, the fun is all in the pace of the game.

This is another silent game.

If you would like a complete lesson plan for sports, with flashcards and worksheets you can get one with this story set:

A Story for sports with complete lesson plan, flashcards, plus worksheets – in this teaching kit for primary school children, with 5 stories for “About Me.”

Speaking Games

Now you could try a variant of duck duck goose. Set up a four-beat rhythm with two of the sports words, such as tennis, tennis, golf. Golf is two beats, tennis is one beat. Have 5 potatoes or pieces of screwed-up paper passed around the class as the children chant the rhythm. Spread the potatoes evenly about the room. Here is a tip to ensure everyone has a turn: Tell the children the route they must pass the potatoes, for example, up and down the rows or from side to side. After thirty seconds of chanting, say stop on “golf”. All the children holding a potato stand up and do a forfeit. This can be anything, such as naming a random vocabulary flashcard, doing a dance or doing 10 star jumps.

You could put the children in two teams. Then, whenever a child doing a forfeit names the vocabulary, give a point to their team. Then set up the rhythm again but this time with two different sports words, such as football, football, swimming. Once the rhythm is going, tell the children to pass the potatoes. Once again, stop unpredictably and repeat the forfeits for whoever is holding the potatoes. Repeat this game until the class have learned all the vocabulary.

To keep good discipline you can deduct a point from the team if a team member is misbehaving.

Teach “I play tennis”.

The children will have a good grasp of the sports vocabulary by now, so you can start to use some sentences such as, “Can you play tennis?” Or, “I play tennis.”

Relay Race is a simple game to practise saying short sentences. I suggest you make teams. It’s easier to use the existing configuration of your class. So, if you have five rows of six children, have five teams of six. Each team will pass the relay from front to back or vice versa.

I suggest that you pass down sentences such as “I can play tennis, I can play football, I can play golf.” Give each team a different picture flashcard to pass down. The first person holds their flashcard of a sport. When you say, “go” pupils pass the card to the person behind them saying, “I can play tennis.” This person takes the card and passes it to the one behind them saying, “I can play tennis.” Pupils keep going until the picture card reaches the end. At that point, the child at the end brings the card to the front. Even though it’s a race, it’s best to request walking only and watch out for bags and things in the aisles that can be tripped over.

Some movement is good in class, but not too much with thirty children. See *ESL Games: 176 English Language Games for Children* for more ideas.

Teach the question “Can you play?”

Colour Wolf – listening to the question form “Can you play tennis?” Give out 29 pictures of sports – if you are teaching 8 new words then you would have between 3 and 4 copies of the same picture. If you do not have any flashcards then ask the children to do one picture of a sport of their choice. Make sure the children do not all draw the football!

Now each child has a picture, ask the whole class to stand up. You ask, “Can you play tennis?” All the children holding a picture of tennis must sit down. To prevent cheating, have the children show their pictures. Continue asking your questions as you go through all the sports until you read the last sport – all those left standing are winners.

Have the children swap pictures and play again or move on to something else. Ideally, pick out one of the winners to come up and ask the questions for round two.

Writing games

Hangman

Now you could show your children how the words are written by playing hangman for a few minutes. Hopefully, you will get through all 8 new words in about 5-8 minutes. You do not want to play for longer than that. Tell the children that they must write down the correct spelling of each word during the game in their vocabulary notebooks – or wherever.

Boggle

Now the children will have seen the words written and will have copied them down. So you could play Boggle.

Here is an example of a grid with sports including tennis, football, swimming, golf, hockey, bowls and sailing. Note that to make a word you can only use a letter once, so to make 'running,' you would need three Ns in the grid – and there are only two. For fun, you could give out bonus points for any other words that the children come up with in addition to the 8 sporting words. There are masses of them! Just glancing at the grid I can see the words: now, run, gun, man, ran, rat, mat, wet, met, yellow, hello and these less obvious words, slim, tan, mug, cello, bin, ban, coal, mole, whole, goal, toll, bowl, age, etc. etc. This is just an extra to see what the children come up with. Obviously, they have limited vocabulary and will not find all the words, and the purpose is not to spend time writing out a list of words either, but just to give the quicker children an extra challenge.

APPENDIX 2

PRIMARY SCHOOL PE VOCABULARY TO USE

Carpet/rug
Килимок/мат



Balance Disc
Балансувальний диск



Balance Bench
Балансувальна лавка



Bin
Сміттєвий бак



Broom
Мітла



Balloons
Повітряні кульки



Balance Beam
Балка балансу



Cart
Кошик



Card Boxes
Скриньки для карток



Cloth Pegs
Прищіпки для тканини



Cones
Конуси



Plastic Cups
Пластикові стаканчики



Dodge Balls
М'ячі для вибивання



Drink Coaster
Підставка для напоїв



Foam mat
Пінопластовий килимок



EZ - Stepper
EZ (електричний зум)- Стенпер



Fishing net
Риболовна сітка



Foam frisbee Фрисбі з піни
Exercise mats
Килимки для тренувань



Hoops
Обручі



Floorball/Unihockey
Флорбол / хокей на
траві



Soft landing mat
М'який
приземлювальний мат



Mini-net
Міні-сітка



Monster clomper
Монстр кломпер
(батут)



Noodle Нудл
З'єднувач
аквапалок



Pop up goals
Міни ворота



Post it
Бумага для записів



Parachute
Паращут



Rackets
Ракетки



Juggling scarves
хустинки для
жонгливання



Rope
Канат



Slackline
Канат для
балансування



Agility Ladder
Координаційна
драбина



Sport-Launcher
спортивний лаунчер



Stacking cups
стаканчики для
укладання у стопку



Stepper
для Стенпер



Tambourine
Тамбурин



Targets
Мішені



Car tire
Автомобільна
покришка



Trampoline
Батут



Kick-Flipper
Кік-Фліппер



Scooter
Скутер



Jumping Ring
Стрибкове кільце



Set of rings
Набір кілець



Fishing Net
Риболовна сітка



Butterfly Extensible Net
Розсувний сачок для метеликів



Fly Swatter
Мухобійка



Push Cart
Тачка



Bean Bags
Мішки з бобами



Pedalo
Балансувальний тренажер Педало



Pet bottle
Пластиковая пляшка



Table
Тенісний стіл



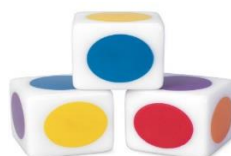
Target
Мішеневий мат



Mat Toy Car
Іграшкова машина



Color Dice
Кольоровий кубик



Dice
Disc Cones **Дискові конуси**



Number Dice **Кубики** **Foam Roller**



Пінопластовий валик



Hurdles
Перепони



Small Bins
Малі контейнери для сміття



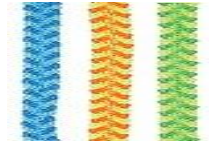
Tunnel
Тунель



Parrot hat
Шляпа з папугою



Chinese Jump Rope
Китайська скакалка



Marbles
Мармурові кульки



Round Baskets
Корзини для білизни



Laundry Chalk
Круглі Крейда



Orka Whale
Надувний кіт



Pullback Race Cars
Інерційні машинки для перегонів



Play Food
Іграшкова їжа



Net Mesh Bag
Сумка з сітчастої сітки



Arrow Marker
Знак стрілки



Handkerchiefs
Паперові серветки



Laser Pen
Лазерна указка



Bucket Blast
Гра Бакет бласт



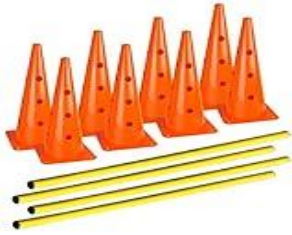
Play Tent
Іграшкова палатка



Stomp Boards
Дошка для ходьби



Poles
Шести



Rubber Bands
Гумові браслети



Poster Tubes
Туби з постерами



Scrimmage *Shirts*
Футболки для гри в
м'яч



Floating
Надувні кола



Rings Bone Dog Toy *Іграшка-*
кісточка для собаки



Headlamps
Flashlights
Ліхтарики на чоло



Parachute Toy *Іграшка*
парашут



School
Шкільний стілець



Chairs Spray
Розпилювач



Bottles *Штрафний*
майданчик



Spike Ball
Гра Спайк бол



Wind
Вітрячок



Spinner Shopping
Корзинка для покупок



Plastic *Fruits*
Cart *Пластикові*
фрукти



Bird Nose *Пташиний*
ніс



Drum

Барабанні палички



Sticks

Vacuum

Пилосос



Cleaner

Pirate

Піратський гак



Hook Rubber Chicken Гумове

курча



Line

Markers

Маркери ліній



Balls/м'ячі :

Basketball

баскетбольний



Mini Basketball м'яч

баскетбольний



Small Beachball малі

пляжні м'ячі



Larger Beachball

великі пляжні м'ячі



*Gymnastic
фітбол*



*Ball Medicine
медичний м'яч*



*Ball
Рacquetballs тенісний
м'яч*



*Small
Foamballs
м'яч з піни*



*Large
Foamballs
великий м'яч з піни*



*Coated dodge balls
М'ячі для вибивання з
покриттям*



*Small rubber balls
маленькі гумові м'ячі*



*Foam soccer ball
футбольний мяч з
піни*



*Reaction ball
реакції*



*Table tennis ball м'ячі
для настільного
тенісу*



Hopper хоппер



*Moop
хоппер з ободом*



Mini gym ball міні фітбол *Juggling balls Жонгливання м'ячами*



Unihockey/Floorballs М'ячики для хокею на траві *Squash balls м'ячі для сквоша*



Indiaca/Peteka balls М'ячики для Indiaca/Peteka *Mini volleyball гри для міні волейболу* *М'яч повітряні Омнікін* *Omnikin Balloon Ball Kick кулі М'яч для футболу без допомоги рук*



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ІРХІНА Ю.В.

**Іноземна (англійська) мова
за професійним спрямуванням**

Навчальний посібник

**для здобувачів першого (бакалаврського) рівня вищої освіти
спеціальностей**

014 Середня освіта (Фізична культура) та 017 Фізична культура і спорт

Одеса

2024