How to Reinforce Reading through Health, Physical Education and Recreation.

Intended for use in inservice workshops for health and physical education teachers, this guide contains suggestions designed to help these teachers integrate the teaching of reading skills into their curricula. Sample activities are provided to demonstrate how the physical education teacher can use different methods and strategies to help students extend their vocabularies and reinforce their reading comprehension. Suggested activities include using games and puzzles; working with lists of frequently used and rarely used words; finding hidden and missing words; developing visual recognition and comprehension; and learning special archery terms. A checklist of study skills, a teaching model for beginning volleyball, and a sample test are also included. (Author/FL)
HOW TO
REINFORCE
READING
THROUGH
HEALTH
PHYSICAL
EDUCATION
AND
RECREATION

THE
HEALTH
PHYSICAL
EDUCATION
AND
RECREATION
UNIT
ALABAMA
STATE
DEPARTMENT
OF
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INTRODUCTION

Although the areas of health, physical education, and recreation are sometimes thought of as being activity rather than subject matter oriented, word recognition and reading comprehension have an important role to play in the curriculum. It is important for the student to comprehend what is read, associate the words and concepts with both mental and physical experiences, and to develop a vocabulary that enables the individual to express himself or herself verbally and in writing in relationship to health, physical education, and recreation. Physical activity provides us with another avenue for teaching students who may or may not have accomplished these objectives in other school subjects.

WORD RECOGNITION

"Word recognition" means that a person has the ability to perceive the configuration of a word and "recognition" carries with it the implication that the person has encountered the word in the past and that there is a degree of familiarity with the word. It is the responsibility of the physical education teacher to develop a list of words that convey special meanings for physical education and for extending the vocabulary of the student. For example, words such as "movement exploration" and "perceptual-motor activities" are words that emphasize more specific kinds of activities than the general term "physical education" would denote. The skills involved, however, might be the same for all three areas.

The use of context clues, suffixes, prefixes, word roots, compound words, and the dictionary enable students to become more proficient in recognizing words and comprehending their meaning. The following sample activities are methods or techniques which illustrate how the physical education teacher might employ some of these concepts to make word recognition challenging, enjoyable, and a meaningful learning experience for students:

RECREATION WORD SCRAMBLE

RTASD
MPAC
ADCRS
IKSNGI
BERSIFE

CAN YOU?

Dance
Frisbee
Skating

CARDS
CAMP
DARTS

ANSWERS:
PHYSICAL EDUCATION/RECREATION ACTIVITY PUZZLE

RAPCLLABDNANH
FAIRWAYTNUHT
LLOYALFRVJR
OLSQUASHOOG
GAVURDGBKLN
SBSELACTKLOI
BTDTENNISEWE
AFRARCHERYDO
DOAAPCSEVNAVAN
MSCZCOWNILRA
ICNSEDCRAFTC
NHIMQLGXNSA
TEFIGNILWOSBS
OSWJRSNVRCUT
NSKINDEXNIKIH

The following words or activities relating to physical education/recreation activities may be found in the puzzle above. Search the vertical, horizontal, or diagonal lines and circle the words as you find them.

BASEBALL GAME

This game can be played as a review of the definitions of words that are pertinent to the physical education subject matter covered. This technique is a method of defining words that otherwise might not be mastered in the ordinary class setting.

The class is equally divided into two teams. The teacher then draws a baseball diamond on the blackboard with a scoring bracket above or below the diamond and challenges the students with words or terms that allow them to express what they have learned. When challenged, each student responds by identifying the sport with which the word is associated and then giving the correct definition.

The degree of difficulty of each word will be classified as a single, double, triple, or home run with the latter being the most difficult. A student gets on base and advances according to the rules of baseball. When a team misses three words or terms, the team is "out" and they change sides. At the end of nine innings, if one team is ahead, it is the winner. Extra innings may occur in case of a tie.

The following words or terms are drawn from the team sports track and field, touch football, basketball, volleyball, and softball. They are classified by the degree of difficulty as singles, doubles, triples, and home runs:

<table>
<thead>
<tr>
<th>Singles</th>
<th>Doubles</th>
<th>Triples</th>
<th>Home Runs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curve</td>
<td>Javelin</td>
<td>Pursuit Relay</td>
<td>Brush Block</td>
</tr>
<tr>
<td>Passing</td>
<td>Rebound</td>
<td>Starter</td>
<td>Staggered Start</td>
</tr>
<tr>
<td>Punt</td>
<td>Hook Pass</td>
<td>Fair Catch</td>
<td>Anemometer</td>
</tr>
<tr>
<td>Bat</td>
<td>Take Your Mark</td>
<td>Passing Zone</td>
<td>Spike</td>
</tr>
<tr>
<td>Glove</td>
<td>Triple Jump</td>
<td>Caught In A Chase</td>
<td>Full Count</td>
</tr>
<tr>
<td>Mitt</td>
<td>Center Stance</td>
<td>Rotate Players</td>
<td>Shoestring Catch</td>
</tr>
<tr>
<td>Chest Pass</td>
<td>One-Step Kick</td>
<td>Bottle Bat</td>
<td>Trapping The Ball</td>
</tr>
<tr>
<td>Mask</td>
<td>Underhand Serve</td>
<td>Knuckle Ball</td>
<td>Dunking The Ball</td>
</tr>
<tr>
<td>Pole</td>
<td>Hurdle</td>
<td>Fungo</td>
<td>Forward Lateral</td>
</tr>
<tr>
<td>Dribble</td>
<td>Baton</td>
<td>Bump</td>
<td>Oblong Spheroid</td>
</tr>
</tbody>
</table>

SCOREBOARD

| HOME | | | |
| VISITORS | | | |
A SAMPLE LIST OF WORDS FREQUENTLY USED IN HEALTH, PHYSICAL EDUCATION, AND RECREATION

HOW MANY DIFFERENT MEANINGS CAN YOU THINK OF FOR THESE WORDS? DO YOU MAKE AN EFFORT TO SEE THAT YOUR STUDENTS UNDERSTAND AND RECOGNIZE THESE WORDS AS YOU USE THEM IN YOUR TEACHING? FOR EXAMPLE, HOW MANY DIFFERENT MEANINGS CAN YOU GIVE FOR THE WORD "FIELD"?

carry-over-value  
catch  
center of gravity  
challenge  
challenge course  
champion  
character  
chart  
chase  
check  
cholesterol  
circuit training  
circular motion  
circumference  
climb  
coach  
coeducation  
combative  
combination  
competition  
composition  
conceptualize  
condition  
contact  
contour  
control  
coordination  
cram  
crawl  
creative  
crisscross  
cross  
crouch  
curl  
dance  
dart  
dash  
defense  
define  
demonstrate  
depth perception  
diagonal  
diagram  
diet  
dimension  
dip  
direction  
discuss  
distance  
distort  
dizzy  
dodge  
downward  
dribble  
drive  
drop  
DNA  
Drill  
education  
effort  
elimination  
emotion  
endurance  
ergy  
energy  
energy  
exercise  
experience  
exert  
explain  
extend  
extracurricular  
extramural  
facility  
fair play  
fall  
fatigue  
feel  
field  
first aid  
flexibility  
float  
focus  
follow through  
force  
form  
forward  
fracture  
free play  
fraction  
fun  
function  
game  
goal  
graceful  
grasp  
gravity  
grip  
grounder  
gymnasium  
gymnastics  
habits  
hang  
health  
hit  
hobby  
hold  
hop  
horizontal  
hygiene  
illness  
illustration  
imagination  
implement  
improve  
improvise  
individual differences  
infection  
inflamed  
infringement  
initiate  
injury  
interscholastic  
intersquad  
intramural  
invert  
irregular  
isometric  
isotonic  
joy  
jump  
kick  
kinesesthetic sense  
label  
laceration  
land  
leader  
lead-up  
leap
COMPREHENSION SKILLS

Sports and recreational activities receive a top rating in student interest and therefore reading assignments in these areas will encourage reading for personal enjoyment. Besides contributing to the total program, additional reading and comprehension in physical education will not only develop the knowledge and appreciation for a variety of sports, but it can be a means of developing individual physical skills as well.

The following suggestions and sample activities are designed to reinforce reading comprehension through health and physical education. However, the same kinds of activities may be adapted to most any phase of the curriculum.

I. Teacher activities
   A. Compile a reading list for students wishing to obtain additional information concerning health and physical education for their classes as well as for personal and recreational reading.
   B. Provide audiovisuals (diagrams, charts, posters, film, etc.) and other resource material that will enhance the students' ability to comprehend fully the material they wish to learn.
   C. Visual aids—especially bulletin board displays—are of great assistance in fostering interest in books, words, rules for games, sport highlights, or orientation for new sports. Skill charts, technique charts, diagrams, posters, action pictures, newspaper items, and cartoons can all be utilized to augment comprehension. These aids extend what is covered in class and will serve as a supplement to reading assignments.
   D. Cooperate with the librarian in making certain that students have a list of the publications concerning health and physical education and in requesting additional books for these areas that will be meaningful to students and helpful to you in reinforcing what is taught.
   E. Determine the technical vocabulary that should accompany the various topics to be taught and assist the students in mastering those that are essential. A pictoral dictionary would be of great assistance.

II. Student activities
   A. Select an article from a sports magazine and list the words that tell the following:
      1. Who
      2. When
      3. Where
      4. How
      5. Which one
      6. What kind
      7. How many
      8. Why
B. Read a chapter or article on your favorite recreational activity and determine the five or six key sentences or main ideas that the article is trying to portray.

1. Arrange the sentences in the order they occurred.
2. Which sentence or idea was the most important.

C. Read an article on some sport activity or skill. Using the reading material, as well as past experience, accomplish the following:

1. Write a set of directions for performing the skill.
2. Give the instructions to a fellow student and see if he can perform the action.
3. Discuss and evaluate the clarity of the directions.

D. Read some stories about famous sports figures and make the following generalizations:

1. What was there about the individuals you read that helped to make him or her famous?
2. Can you name one characteristic which all of these individuals had in common?
3. Do you think that characteristic had anything to do with their success?
4. What are some characteristics which you think would help to make a person famous or successful?
5. Do you think most famous people make the world a better place in which to live? Explain your answer.

E. Evaluate your reading comprehension by performing the following activities:

1. Can you tell what purpose the author had in mind?
2. Does the author use good arguments to support his ideas?
3. Can you find more about the subject in other sources?
4. Can you find anything to add to what the author has said on this subject?
5. Do you agree with the author?
6. Would you change anything the author has written? Explain.

F. Challenge yourself by working or reading through these game-type activities:

SAMPLES OF INTERESTING AND RARELY USED WORDS

Listed below are a few of the more than 250 things which people have been found to be abnormally afraid of, and the medical names for the phobias. After reading the list, do you think you will comprehend the meaning of a word ending in phobia when you read it in the future?

<table>
<thead>
<tr>
<th>Storms</th>
<th>Astraphobia</th>
<th>Night</th>
<th>Noctiphobia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blood</td>
<td>Hematophobia</td>
<td>Ridicule</td>
<td>Categelophobia</td>
</tr>
<tr>
<td>Disease</td>
<td>Pathophobia</td>
<td>Being stared at</td>
<td>Ophthalophobia</td>
</tr>
<tr>
<td>Fire</td>
<td>Pyrophobia</td>
<td>Strange people</td>
<td>Zenophobia</td>
</tr>
<tr>
<td>Needles</td>
<td>Belonephobia</td>
<td>String</td>
<td>Linonophia</td>
</tr>
<tr>
<td>Books</td>
<td>Bibliophobia</td>
<td>#13</td>
<td>Treskaidekaphobia</td>
</tr>
<tr>
<td>Cats</td>
<td>Ailurophobia</td>
<td>Work</td>
<td>Ergophobia</td>
</tr>
<tr>
<td>Confined spaces</td>
<td>Claustrophobia</td>
<td>Fear</td>
<td>Phobophobia</td>
</tr>
<tr>
<td>Heights</td>
<td>Acrophobia</td>
<td>Everything</td>
<td>Panphobia</td>
</tr>
</tbody>
</table>

FIND THE HIDDEN WORD

The object of the following puzzle is to find the answers to four clue statements in the sentences below. The words you are searching for are defined in the first four sentences but hidden in the sentences opposite. Read the second set of sentences carefully and underline the hidden word. (The words are not obvious.) Do you understand its meaning?

Example:

1. A headpiece worn by a king.
2. My pet crow never learned to talk.

Clue statement:

1. An abnormal growth of cells in the brain that may cause severe headache.
2. A commonly used over-the-counter remedy for headache.
3. One thing all headaches have in common.
4. A common disease that often begins with a headache and causes nausea.

Answers:

1. datum or
2. aspiring
3. papa in
4. affluent

HEALTH DOODLES

Be a health doodler! Draw a health-related word in a way that illustrates its meaning.

CURRENT HEALTH. Curriculum Innovations, Inc., 501 Lake Forest Avenue, Highwood, Illinois, 60040.
MISSING WORDS

By filling in the missing words, complete the statement: The key to curing cancer is

1. A non-cancerous tumor is
2. A term for any cancer-causing substance
3. A common site of cancer in women
4. Cancer is an abnormal growth of
5. A test for cancer in which tissue is removed and examined
6. A treatment for cancer which destroys cells without removing them
7. Some types of cancer are (run in families)
8. Spread of cancer from one organ to another
9. A tumor that is cancerous
10. in a wart or mole may be a sign of cancer
11. Another danger signal of cancer is a that does not heal
12. A treatment for cancer in which the tumor is removed
13. A habit that causes lung cancer
14. Over-exposure to can cause skin cancer

Answers:
1. Benign 8. Metastasis
2. Carcinogen 9. Malignant
5. Biopsy 12. Surgery
6. Radiation 13. Smoking

Shooting Steps

Aim
(sight method)

at full draw--string down center of bow

Place bead (pin head) on center of gold, for correction move pin the direction of the arrow, up for high arrows--down for low arrows.

close eye on same side as bow arm

sight on same side as the arrow

ARCHERY TERMS

The following is a sample of the words and terms that could be utilized in a physical education archery unit. How many do you know?

<table>
<thead>
<tr>
<th>Address</th>
<th>Drawing arm</th>
<th>Lady paramount</th>
<th>Shaft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim</td>
<td>Drift</td>
<td>Laminated bow</td>
<td>Shaftment</td>
</tr>
<tr>
<td>Anchor point</td>
<td>Eye</td>
<td>Limbs</td>
<td>Spine</td>
</tr>
<tr>
<td>Arrow rest</td>
<td>Field arrow</td>
<td>Line of sight</td>
<td>Stance</td>
</tr>
<tr>
<td>Back</td>
<td>Fistmeme</td>
<td>Longbow</td>
<td>String</td>
</tr>
<tr>
<td>Backed'bow</td>
<td>Flat bow</td>
<td>Loose</td>
<td>String fingers</td>
</tr>
<tr>
<td>Belly</td>
<td>Flight</td>
<td>Low strung</td>
<td>Tackle</td>
</tr>
<tr>
<td>Bow arm</td>
<td>Flying release</td>
<td>Nocking the arrow</td>
<td>Target</td>
</tr>
<tr>
<td>Bowman</td>
<td>Follow through</td>
<td>Nocking the arrow</td>
<td>Target captain</td>
</tr>
<tr>
<td>Bow rack</td>
<td>Footing</td>
<td>Overdraw</td>
<td>Throwing</td>
</tr>
<tr>
<td>Bowyer</td>
<td>Grip</td>
<td>Pile</td>
<td>Timber hitch</td>
</tr>
<tr>
<td>Bracing the bow</td>
<td>Grouping</td>
<td>Range</td>
<td>Toxophilite</td>
</tr>
<tr>
<td>Broad head</td>
<td>Hand</td>
<td>Rebound</td>
<td>Underbowed</td>
</tr>
<tr>
<td>Cast</td>
<td>High strong</td>
<td>Recurved bow</td>
<td>Understrung</td>
</tr>
<tr>
<td>Clout</td>
<td>Hit</td>
<td>Reflexed bow</td>
<td>Vane</td>
</tr>
<tr>
<td>Clout shooting</td>
<td>Home</td>
<td>Release</td>
<td>Wobble</td>
</tr>
<tr>
<td>Creeping</td>
<td>Hunting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crest</td>
<td>Jerking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw</td>
<td>Kick</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDY SKILLS

It has been said that "learning is a private place, quite different for everyone." This insinuates that methods of study will also be different for individuals since they do not all learn in exactly the same manner. Even though this is understood, there are still certain techniques or procedures that facilitate one's ability to study. The following checklist not only allows the student to evaluate his own study skills, but also can provide suggestions for self-improvement:

<table>
<thead>
<tr>
<th>Physical Education Reading and Study Skills</th>
<th>I do this well</th>
<th>I need to learn more about this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I --</td>
<td></td>
<td></td>
</tr>
<tr>
<td>find the meaning of a word from the words in a sentence?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>recognize special words?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use a glossary?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read a chart or diagram?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>find the main ideas?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read between the lines?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>discuss the basic vocabulary and concepts?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>give answers to questions about material I have read?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>locate additional information?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>develop interest and appreciation for a topic?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluate the data in terms of point of view, opinion, author's qualification, and my own view?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following approach could be used by physical education teachers in working with a class in beginning volleyball:

Session I

A. Have the students read the background material concerning the origin and the fundamentals of volleyball as an alternate show a film or filmstrip.

B. Briefly discuss what has been read and have the students participate in drills and relays that demonstrate some of the terms such as volley, bump, serve, and spike.

Session II

A. Review briefly

B. Distribute to each student the basic rules and vocabulary for which he will be responsible. Allow them time to read it before going into the activity session. Let students work in small groups and give each group several words for which they are responsible for teaching to another group or to the class.

C. Continue drills, relays, and lead-up games that will emphasize the material covered.

Session III

A. Hold a brief review.

B. Play a game of volleyball

C. Distribute a "take home" skill test. Be certain that students can understand and recognize all of the words.
SAMPLE QUESTIONS FOR A WRITTEN TEST ON SKILLS

1. List those skills that are needed to play volleyball.

2. List the three types of serves which can be used in volleyball.

3. Select one type of serve and describe how it is done.
   - feet
   - knees
   - general body position
   - arm/hand movement
   - point of contact on ball
   - general desired flight of ball

4. What is the best technique to play the ball from out of the net?
   - body position:
   - point of contact on ball:
   - desired flight of ball:

5. How should a player stand when waiting to receive the serve from the other team?
   - feet:
   - hands:
   - arms:
   - back:

6. When returning the ball to the opponent, how should it be hit?
   A. Type of hit.
   B. Describe the way it is done
      1. General body position:
      2. Hands:
      3. Arms:
      4. Knees:
      5. Feet:
7. Mark an "X" at the spot you would hit the ball when executing the following:

- Bump, Dig, Underhand Serve
- Sidearm Serve
- Overhand Serve, Spike, Chop
- Set-up, Pop-up

3. Name one volleyball skill you can demonstrate well enough to teach to someone else. Briefly describe how it is done and when it is used in a game.

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