



UNIVERZITA PALACKÉHO V OLOMOUCI

Pedagogická fakulta

Katedra anglického jazyka

LUKÁŠ DOLEŽEL

III. ročník – prezenční studium

Obor: Anglický jazyk se zaměřením na vzdělávání – Společenské vědy se zaměřením na
vzdělávání

SPORT AND PUPILS' ATTITUDE TOWARDS SPORT ACTIVITIES AND PHYSICAL
EDUCATION

Bakalářská práce

Vedoucí práce: MgA. Simon Gill

OLOMOUC 2011

Prohlašuji, že jsem závěrečnou práci vypracoval samostatně a použil jen uvedených pramenů a literatury.

V Olomouci 8. 4. 2011

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vlastnoruční podpis

I would like to thank Mr. Simon Gill, MgA for his support and valuable comments on the content of my final project.

I would like to thank Mgr. Hřebíčková for her help with distributing questionnaires to pupils.

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ABSTRACT

The final project deals with the topic of sport and closely related issues. Firstly, it offers introduction of the most popular sports which are played in the Czech Republic. Then, it provides various indoor games and recommendations for teachers of P.E. lessons. Finally, sport injuries and methods of treating them are included. The main aim of the project was to examine sport activity of children and to provide general description of the examined topic. The main method of exploring the topic was extensive literature on the topic and usage of questionnaires.

INTRODUCTION

Some people who know me might be surprised when they see the topic of my project as my combination of two compulsory subjects which I have been studying at this university to gain a Bachelor degree in is English and Social Science.

On the other hand, people who know me very well will not be surprised at all. Because they know what sport means to me and that it is my passion number one.

I have been done the honour of witnessing some of the biggest sport achievements in the history of Czech Republic.

Our ice-hockey team won a historic event at the Winter Olympic Games in Nagano, Japan which was labelled as “the Tournament of the century” (Gut and Prchal, 1998, p.158) At the turn of the millennium our ice-hockey team was almost unbeatable, winning three World Championships in a row. This act of brilliance has never been done nor repeated by any other country in the world. (Ducháček, 2008, p. 21)

Other individuals such as Jan Železný, Kateřina Neumannová, Aleš Valenta, Martina Sáblíková and many other personalities from team sports have achieved fame, earned respect of their opponents and have become celebrities in the world of sport.

To maintain such a high level of success is becoming more and more difficult these days. Children have many modern electronic devices they can use and which can keep them entertained 24/7 if they wish, or are allowed to do so by their parents. Of course if it is the case, this rapidly reduces the need and time for any physical activity. These children are overweight, catastrophically unfit and uncoordinated. Later in their lives, this can lead to several health problems or cause serious health complications.

However, I still believe that our school system is and always will be able to produce a number of children who can later succeed in their professional sport careers. Hopefully, this “guidebook to the world of sport” will also play its part.

PRACTICAL PART

1. INTRODUCTION

I have prepared a questionnaire for pupils to examine their general attitude towards P.E. lessons and after-school sport activities, to gain a picture about the structure of their P.E. lessons and to analyse the overall conditions for P.E. lessons in the particular school. Prepared questionnaires were distributed at Primary school Štítý by Mgr. Hřebíčková who is a head teacher of P.E. lessons for all grades at foregoing local school.

I took into consideration only classes of grade six and above as pupils of this age category should be part of my future teaching qualification.

For informative purpose, P.E. lessons are taught by 3 teachers at 2nd grade and by 1 teacher at 1st grade.

The questionnaire has been translated into Czech for pupils, so that the pupils could understand the questions asked easily and to give relevant answers on examined topic.

A sample of 140 pieces of the questionnaire was returned to me. Resulting figures were divided into groups, according to age (2 age groups: 11 to 13 and 14 to 15) and gender (60 male and 80 female) of responders. An equal number of questionnaires are given for easier and more synoptic comparison.

Number of included questionnaires:

Boys, age 11 to 13: 30 pieces

Boys, age 14 and 15: 30 pieces

Girls, age 11 to 13: 40 pieces

Girls, age 14 and 15: 40 pieces

2 RESEARCH PART: SURVEY AMONG PUPILS

2.1 ANALYSIS OF RETURNED QUESTIONNAIRES

QUESTION NUMBER ONE: What is your most favourite after-school activity?

Proposed answers were: a. study and reading, b. television and computer, c. sport activities, d. any other activity (please name)

In the category of boys, none of the boys reported studying and reading as their favourite way of spending free time. In contrast, 22 younger and 13 older girls considered it a relatively useful activity. Relatively a small number of boys and younger girls have television viewing and computer using as their top after-school activity. However, more than a half of older girls enjoy being on these modern devices when they are out of school. Just over a half of younger boys and a vast majority of older boys find sport activities the most enjoyable and relaxing part of their day. On the other hand, just a small number of girls choose any sport activity to be part of their after-school routine. A few younger pupils wrote some other activity as their most time-consuming. In this case, most frequent examples were playing outside with friends, visiting relatives and drawing pictures. (Exact figures are shown in appendix number 1)

2.2 QUESTION NUMBER TWO: How many hours a day do you spend doing sport activities? Proposed answers were: a. 0 – 30 minutes, b. 30 – 60 minutes, c. 60 -90 minutes, d. 90 minutes and longer.

Almost every boy spends a part of the day producing some kind of physical exercise. While just over a quarter of girls surveyed from both age categories, provide their bodies with some kind of activity which requires using kinetic power. Several boys, either younger or older, give up to half an hour a day of physical activity to their bodies. Approximately the same figures are revealed from girls of the younger age group. Surprisingly, three quarters of older girls try to affect their figure daily by doing a minimum of half an hour, rising up to an hour of physical activity. One third of boys surveyed spend from an hour to ninety minutes of their free time by

doing some physical movement every day. Even lower figures can be reported for girls of either age categories as the quantity decreases into seven and eight. Just over one third of the younger boys and exactly one third of the older boys exercise their body for as long as two hours or longer every day. Girls are a completely different case, only one from the whole amount is active for such a period of time during the day. (Exact figures are shown in appendix number 2)

2.3 QUESTION NUMBER THREE: What is your favourite subject at school? I did not specify any special group of subjects for them, so the pupils had an opportunity to express their opinion openly. As a result of this, I was given a wide range of school subjects. This fact is hardly surprising as each pupil is an individual personality and children from various social backgrounds have different habits and hobbies. For both, boys and girls, lessons of Physical Education (P.E.) are the most popular. In the boys' category, almost half of the older boys prefer this lesson to any other subject. An even much higher popularity of this subject can be seen in the group of younger boys; 80 percent of surveyed pupils, age eleven to thirteen, see P.E. lessons as the most enjoyable part of their school day. Although girls do not share the same enthusiasm for P.E. lessons as boys, it still finished at top of the list by gaining one quarter and just under one third of total votes. English language is ranked by pupils as the 2nd most satisfying of their school subjects. Furthermore, girls have a positive attitude towards History lessons which is not the case for the boys; only one of them finds pleasure in exploring history during the lessons. For one fifth of the older boys, Mathematics and Geometry lessons are also quite popular. Subjects which attract average popularity are Chemistry, Body and Health and finally Computer and Art lessons. The least favorite subject among pupils, according to received figures, seemed to be Geography. None of the surveyed pupils reported Czech language as the most popular subject. (Tables with particular figures for each subject are enclosed in appendix number 3)

2.4 QUESTION NUMBER FOUR: Are you a competitive person? Proposed answers were: a. yes, I am, b. no, I am not.

Generally, as my research has shown, boys are much more competitive than girls. For girls, physical activities are just a part of an active life style. One half of the younger girls and three quarters of the older girls do not have any need to win in these games and physical activities. On the other hand, in the younger age group of boys, only one fifth of surveyed pupils take part in sport just for enjoyment. Approximately the same number of the older boys see physical activities just as a part of an active life style and do not have any need to win in these games and plays. To summarize the question, a vast majority of the surveyed boys share some level of determination and passion for winning. They mainly participate in sport to succeed and to overshadow their opponents. (Exact figures in appendix number 4)

2.5 QUESTION NUMBER FIVE: What is your attitude towards P.E. lessons? Proposed answers were: a. positive, b. negative

Overall, pupils have a very positive attitude towards their P.E. lessons. Both gender groups rank their lessons as relaxing and a slightly different part of a school day. None of the boys circled option b. in the given questionnaire. In the category of girls, only two younger ones and just one older girl considered P.E. lessons to be unpleasant and with no purpose. To conclude this question; in my opinion, teachers should impress on pupils with negative attitude the need for some physical activity at least during the lesson. Because these pupils are less likely to exercise their bodies in the afternoon; than those pupils with positive attitudes towards physical education who enjoy their P.E lessons. (See appendix number 5 for exact figures)

2.6 QUESTION NUMBER SIX: How many times a week do you have a P.E. lesson at school? Proposed answers were: a. once a week, b. twice a week, c. three times a week, d. four times a week.

I divided this question only into two groups according to pupils' age. There is no need for gender distinction as pupils of both categories attend the lessons in the Czech Republic together.

The members of the younger age group (pupils age 11 – 13) have an opportunity to exercise their body during a P.E. lesson only once a week. The older age group (pupils age 14 and 15) can exploit this possibility twice a week if not absent from the lessons for various reasons (illness, injury, family occasion).

In comparison, the younger pupils have Math and English lessons three times a week, Physics and History twice a week and Natural Science and Geography lessons once a week. The older students extend their knowledge in Math lessons as often as four times a week. The same number of lessons is reserved for Czech and English language. History and Chemistry lessons are on pupils' schedule three times a week and Computer and Art lessons twice a week.

As can be seen from the previous text, P.E. lessons are not given a significant importance and the number of lessons is quite low during the week. In my opinion, this should be reconsidered by institutions which are responsible for creating and setting pupils' plan of subjects. (Examples of pupils' weekly school schedule are enclosed in appendix number 6)

2.7 QUESTION NUMBER SEVEN: Does the number of lessons satisfy you or do you attend some other after-school sport clubs? Proposed answers were: a. if yes, please write which, b. no, I do not go to any other.

It is not surprising that 21 out of 30 boys surveyed from the younger age group and one third of the older boys attend some kind of a sport club. The most popular one is the football club. It is organized by coaches from a local Football Club which can function thanks to the support of the town hall, which donates a yearly grant before the start of a new season, and also receives

financial help from local companies and small businesses. Children have a training session twice a week which is fifty minutes long and takes place at the local football ground. They also play regular matches on Sunday mornings as a part of their participation in the district league. The second most favourite is a table-tennis club which is another town's sport organization. The last sports institution in the town is a tennis club which is attended by several boys of the older age group. Unfortunately, tennis and table-tennis clubs do not participate in any regular district leagues or competitions. To complete the male gender, two older boys exercise their bodies in a gym several times a week.

On the other hand, only five younger girls and one fifth of the older girls think that it is essential to exercise their bodies more often than just in the P.E lessons and therefore they attend a sports club in their free after-school time. Six older girls and also some of the younger boys attend a sport club. This club is organized by school teachers and takes place on Tuesdays and Thursdays in the school gym. This usually lasts sixty minutes and children can chose which kind of sport they wish to practice. However the same sport cannot be repeated again in the same week. Two girls attend Tennis club and three younger girls attend table-tennis club. Two older girls go to private aerobic lessons once a week. (Exact figures and charts can be found in appendix number 7)

2.8 QUESTION NUMBER EIGHT: What is your favourite kind of sport?

For boys, football is the most popular sport. Half of the older boys and two thirds of the younger ones see football as the most enjoyable sport. Ice-hockey is also a popular sports event. Five of the older boys consider basketball as the most attractive sport and a few boys rank table-tennis very highly and it is their number one sport.

Girls provided a much wider range choice of sports and also mentioned several minor sports as their most popular one. Firstly, I will analyze the answers of the younger girls. Tennis is at the top of the list for them. Running and swimming are their second most favourite sports

activity. Badminton, floorball and skating received the same number of four votes. Dancing is the least popular sport for the younger girls.

For the older girls, floorball was named as the most favourite sport. In second place came tennis which was closely followed by skating, volleyball and swimming as the most popular sports chosen by the older girls who were surveyed. Surprisingly, football has several fans in the girl's category as well, three of them wrote this as their most favourite sport. In-line skating and snowboarding were also mentioned by the older girls as their top sports activity. (List of the most popular sports, with exact figures for each particular sport can be found in appendix number 8)

2.9 QUESTION NUMBER NINE: Do you have enough time to practice your favourite sport during your P.E. lessons? Proposed answers were: a. yes, I do or No, I don't.

Generally, most of the boys are satisfied with the amount of time which is given to their most favourite sport during the P.E. lessons. Only one third of the younger ones and one fifth of the older boys desire to have more opportunities to practice their most popular sport. This idea is supported by the fact that the boys' favourite sports are also those which are the most popular ones in the Czech Republic.

On the other hand, girls have difficulty finding enough time to practise their sport number one during P.E. One half of the younger girls and slightly more than a half of the older girls do not feel satisfied with the amount of time which is offered to them for practicing their top sport activity. As a result of this, the girls are forced to participate in those sports which are not their favourite ones; for girls, this fact reduces their enjoyment in these lessons. From my own experience I know that teachers often practice with their pupils just a few of the most popular sports. This may be due to their lack of creativity or their lack of enthusiasm for learning a new sport and its rules. (See appendix number 9 for exact figures)

2.10 QUESTION NUMBER TEN: What kind of sport do you miss at school? Proposed answers were: a. none, b. If some, please write which one (ones).

More than half of the younger boys and exactly two thirds of the older ones do not feel that any new sports should be added to their programme of P.E. lessons. Surprisingly, one fifth of the older boys and the same number of younger ones feel that more of their P.E. lessons should be given to football. The boys do not have any opportunity to practice other kinds of sport. These sports are swimming and ice-hockey. This fact is known to me as the local school cannot offer own facilities and also do not have needed money for travelling to other schools in order to practice these sports.

One half of the older girls and even a few more from the younger age group think that the content of their P.E. lessons is acceptable and there is no need for any changes or for expanding the number of sports, which are practiced during the lessons. However, there are several individuals, as well as there were in the category of boys, who find it disappointing that there are not any swimming lessons as part of their P.E lessons. Some of the younger girls also miss not having either skating or running lessons. Interestingly, six girls from the same age group would want to see a comeback of a game Call a name. This game is played with one volleyball ball. The ball is held by one pupil who before throwing the ball into the air shouts a name of one of his/her classmates. This classmate whose name has just been shouted has to run and catch the ball before it falls back on the ground. This procedure is repeated again and again until the end of this game.

Several older girls are frustrated that volleyball and tennis are not played during the school year. Bowling is also quite popular in the older girls category and they would want it to be seen as a part of the P.E lessons. But again, the same problem occurs as there are neither facilities nor money available for financing such a sport in the local school. (Completed charts with the exact numbers can be found in appendix number 10)

2.11 QUESTION NUMBER ELEVEN: Are you satisfied with the level of teaching in your P.E. lessons? Proposed answers were: a. Yes, I am, b. No, I am not

Firstly, the boys surveyed are more satisfied with the level of teaching in the P.E. lessons than the girls. In the age group of younger boys, only two cases had a negative reaction towards the teachers' ability for leading a useful lesson occurred. There are not any negative reactions in the age group of older boys; however a few of them are not interested whether their P.E. lessons have a high standard or not as they do not have any interest in this subject.

Girls, especially the older ones, are much more pessimistic when they consider the level of teaching of P.E. lessons. One quarter of the surveyed girls are not satisfied with the level of teaching they are provided with during their P.E. lessons. Another quarter from the older age group lack enthusiasm for any physical activity; therefore they do not think about the quality of their P.E. lessons. In the age group of young girls, five girls do not have any interest in this subject. (Appendix 11 provides all the figures connected with this question)

2.12 QUESTION NUMBER TWELVE: Do the sports facilities need more new equipment? Proposed answers were: a. no, b. yes, please write what you feel is missing.

Most of the boys think that the situation is not ideal in the physical education hall and suggest several improvements to the current equipment. Only one third of the older boys and approximately the same number of boys from the younger age group think that the gym offers all the equipment which is needed during the P.E. lessons. Just over one third of the older boys see building a new modern and spacious school gym as the only possible solution because they find current school gyms too small and old-fashioned. One fifth of the boys of both age groups would welcome new floorball equipment, especially sticks for players and helmet plus knee protection for the goalies. One half of the younger boys asked for sets of shirts of different colour for distinguishing the competing teams. Two boys from the older age group miss a bigger variety of

dumbbells for muscle-building in the school gym. Building a new school swimming pool is also one of the boys' requests.

Girls have a completely different view on this topic. None of the older girls think that the school gym needs any new sport equipment. However, one fifth of the younger girls suggest that it would be useful to have some badminton rackets and net as part of the equipment in the school gym. The rest of the younger girls share the same opinion as their older female school colleagues. (Check appendix number 12 for details)

2.13 QUESTION NUMBER THIRTEEN: How often do you forget your P.E. kit?
Proposed answers were: a. always, b. sometimes, c. often, and d. always.

At the beginning of this question, I would like to mention the conditions which are set in the local school. Pupils can leave their kit at school during the school week. However, they have to take it home to be washed every Friday and bring it back clean on the following Monday. A pupil has to include the following items in their P.E. bags: indoor boots as well as boots for the outside usage, a t-shirt, a jumper, some shorts and sports trousers and finally two pairs of socks. But there are not any specific requirements on the colour of their kit.

A vast majority of pupils are very responsible and never forget to bring their P.E. kit to school. Especially the girls, only one eighth of the younger girls and one fifth from the group of older girls sometimes forget to take their clothes for the P.E. lessons back to school. Most of the boys can be given the same complimentary factor. Only a minimum of the younger boys and a few older boys sometimes fail to carry their clean P.E. kit back from home. Only one case occurred when a boy appeared to forget his clothes for physical activities more often than is usual for children of that age. (Exact figures in appendix number 13)

3 CONCLUSION AND IMPLICATIONS FOR THEORETICAL PART

The main point which can be emphasized from this is that children have a positive attitude towards sport and physical activities. It is definitely good news as there are several important aspects which have to come together if a child is to succeed in future sports careers. Having personal interest is the first premise. Most of those children, especially boys, are very competitive. This is the second premise. Desire to become one of the best, if not the best, is essential for future success. Children must be patient, feel a need to learn from their mistakes and have an ability to listen to pieces of advice given by their teachers; this is the third premise. And without any doubts, talent is one of the key factors; premise number four.

Of course, only a minimum of these children will become professional sportsmen or sportswomen. As Jakub Dovadil says: "The door of professional sport is not open to average players, but to the elite only." (Kolář and Steiner, 2010, p. 5)

On the other hand, we have to mention that every coin has got two sides. If we want to educate and produce as many exceptional sport personalities as possible, an ideal sport environment has to be created for those children. My survey has shown that it is not the case in our local school and there is a lot to be improved in this area.

However, responsibility of every teacher is to provide children with care and educated help at any time and in any conditions during the school year. And I believe if this can be done by teachers of P.E. lessons, children are more likely to stay physically active throughout their life on the basis of semi-professional, amateur or recreational sport.

Finally, sport as a social phenomenon is composed of many aspects. Following theoretical path will enrich your sports knowledge and may help you to improve certain areas you are not an expert in.

THEORETICAL PART

1 INTRODUCTION

In this part of my project, I will concentrate mainly on issues which are connected with the P.E. lessons and physical activities in general.

This theoretical section is structured to provide answers to following questions:

How much knowledge do I have about sports rules?

Do I offer variety of sports and games to my pupils?

What sort of injuries are possible and can I treat them correctly?

What can be done to become a better teacher?

2 GENERAL INTRODUCTION OF SPORT

2.1 DEFINITION OF SPORT

There are many possible ways of defining sport. As written in OALD (2005, p. 1425), sport is an activity that you do for pleasure and that needs physical effort or skill, usually done in a special area and according to fixed rules.

For example, Mary Pavlich (1967) points out that sport has many sides. It has been described as a phenomenon which demands complete relaxation and full effort; it provides physical exhaustion yet rehabilitates; it can be a casual diversion or a complete fulfilment; it shapes man and is shaped by man. Whatever else it is, sport is a ‘thing’ of remarkable power. (in Davies and Muller, 1967, p. 330)

Sommer (2003, p. 10) sees sport as a drug in the most positive meaning and it is, according to him, indispensable part of human activities. He also argues that since the 19th century, sport has been promoted to the highest possible level and has a significant importance as a part of competition between individuals as well as nations; and people practise sport in order to become the most successful and respected sport personality/empire in the world.

If neither of the foregoing definitions preferred, Farquer (1967) points out that one thing about sport is certain:”The justice of sport is inexorable – rich, poor, popular or unpopular, if I am better than you I will win. I win because I have acquired the skills and knowledge, because I outwit you, because I have an advantage, because I try harder.” (in Davis and Miller, 1967, p. 338)

2.2. HISTORY

Sport has a long and rich history with many sport events being held throughout the centuries. (Sommer, 2003, p. 4)

At top of the list, there is an event in the world of sport which has to be mentioned. Every four years, in recent decades, some 10,000 athletes from 200 countries, with a similar number of coaches and officials, as many as 15,000 accredited media representatives and hundreds of thousands of spectators have gathered more than two weeks to participate in, report on and watch a sporting event which is in turn viewed on television, listened to on radio, read about in the print media and followed on the Internet by billions of people around the world. Each such event has cost enormous sums of money to stage, funded from taxpayers, sponsors and television companies and their advertisers. Sporting records have invariably been broken and national and international heroes created. It is the world's biggest peace-time event: the Summer Olympic Games. (Toohey and Veal, 2007, p. 1)

Toohey and Veal (2007, p.1) continue by describing the Paralympic Games. These follow a couple of weeks later, in the same city, involving almost 4000 athletes with a variety of disabilities from 136 countries. Just to complete, two years after each summer Olympic Games the Winter Olympics are held, involving over 2000 athletes from 70 countries and the corresponding Winter Paralympic Games attract almost 500 athletes from 40 countries. (Toohey and Veal, 2007, p. 2)

On the other hand, Jean-Marie Brohm (1978) said about the Olympic Games: "The primary aim of the organisers of sports or Olympic competitions is not sport for its own sake but sport for capitalist profit; or rather, their aim is capitalist profit through sport." (in Toohey and Veal, 2007, p. 1)

3 MOST POPULAR SPORTS IN THE CZECH REPUBLIC

3.1 INTRODUCTION

The aim of this chapter is to offer a brief introduction of the most popular sports which are played in the Czech Republic and are most popular among children. This list is compiled according to the survey I have made. The main focus is concentrated on the skills which are essential for succeeding in those sports.

White (1990, p. 7) comments negatively on the fact that most sport participants learn the rules of play from practical experience and word of mouth. He also argues that few of the millions who play a sport have ever seen its official rules. (White, 1990, p. 8) Brief introduction of rules for various sports can be found in appendices.

3.2 BASKETBALL

Lokar (2011) points out that every player has to master several important skills if he wants to become a legend in this sport. He argues that those skills can be learned through every day training only and lists passing and receiving the ball as the most important ones. (Lokar, 2011)

Lee (2008) believes that top basketball players have to be strong, speedy and smart. He considers running, shooting, dribbling, free throws and rebounds to be the key features of modern basketball and emphasizes that all the star players are able to maintain a high standard of foregoing skills throughout the match. (Lee, 2008)

Halaburda (2011, p. 36) remarks, basketball is a team sport which is often decided by exceptional individuals.

Eva Vítečková, a member of Czech international team which won a silver medal at the recent World Championships, is convinced that she would not have reached such success with different team-mates. “We were a great bunch of people. Our team spirit helped us to overcome teams with better individual players than we are.” (in Haraburda, 2011, p. 38)

3.3 FOOTBALL

Swedish country-dance band Rednex once sang “Football is our religion”. (FIFA official website, 2011)

According to Joseph Blatter (2011), president of FIFA (International Federation of Association football), football is the most popular team sport in the world and plays a significant role in bringing together people of different origin, religion and from various social backgrounds. On top of that, he emphasizes the financial benefits to 208 affiliate national organizations worldwide. (De Luca, 2011)

This fact means that the basic football rules, 22 players on the field at the same time chasing one ball and trying to place it between three posts by kicking, are known to most people; still, if needed, White (1990) describes the complete rules of football. (White, J. 1990, pp. 459 - 460)

So instead of explaining the rules, a few views on how a professional footballer of a high quality is produced are offered. Alejo and Schmid (2002) comment that the top players in the world battle one another in what looks like a graceful and effortless movement during a match. Immediately, they reveal, that these players look natural only because they have developed a physical base that allows them to execute perfect volleys, explosive sprints, aggressive marking and powerful shots on goal throughout the match. In other words, combining strength, power, speed, agility, and endurance is the key to being the best. (Alejo and Schmid, 2002, p. 1)

According to Alejo and Schmid (2002) flexibility is a basic need for the footballer. Flexibility can be increased by warming up and stretching every time before training or a match. Players need a certain amount of flexibility to perform certain movements, such as making slide tackles, kicking long volleys and jumping correctly. Flexibility also reduces the chance the chance of injury when the body is placed in awkward positions, such as landing on the ground following contact. (Alejo and Schmid, 2002, p. 19) The ideal combination of speed and strength is common to successful players. Power is the term when applied when speed and strength come

together as a unit. The striking, tackling, jumping and sprinting abilities are examples of power. (Alejo and Schmid, 2002, p. 93)

A high level of endurance will allow the player to maintain nearly perfect execution of skills at close to 100 percent effort throughout a match and he will use the entire pitch to wear down an opponent to the point where he is unable to defend. (Alejo and Schmid, 2002, p. 111) The ability to adjust movement quickly based on a changing environment is agility. Because situations develop so quickly in football, the player must improvise and swiftly change direction and speed. Making quick decisions and immediately acting to them while moving at match game speed could be the difference between scoring and conceding. The feet, eyes, legs and brain must cooperate together if the football player is to be successful. (Alejo and Schmid, 2002, p. 117) When we speak about speed, typically we think of running fast. But speed in football includes much more than just running fast. Quickness, short bursts of movement, rapid movement in all directions, the ability to start and stop immediately – these are examples of game speed. (Alejo and Schmid, 2002, p. 129) These individual physical aspects can players gain and maintain through specific trainings only.

On the other hand, Johan Cruyff, a former star footballer, believes that talent plays a very important role in the future career. He argues that players with a natural talent and positive attitude towards football can achieve a future fame easier than those players who train hard every day. (Buzek and Procházka, 1999, p. 9) But players of such talent are very exceptional and only a few of them appear in a decade. Jaromír Bosák, a Czech sport broadcaster, famously said: “He is extremely talented. How many players in the world can run at full speed with the ball at his feet, towards the opponents’ goal, hold the head up, do not look at his feet and pass the ball to a clear shooting chance for his team-mate? I have a feeling that those players will not be more than a number of fingers a woodcutter has got, after 30-year working experience with saws of various kinds.” (Procházka, 2011, p. 32)

3.4 ICE – HOCKEY

Wolff (1995) believes that there is nothing like a good ice-hockey game to make the blood pumping in your body. Maybe it is for the way the stick hits the puck or the quick moves of players across the ice. (Wolff, 1995, p. 112)

However, Ice-hockey is physically very demanding sport. The best ice-hockey players are willing to spend hundreds of hours in gym every year in order to maintain and improve their stamina. Strength and balance are important abilities of ice-hockey players. Goldenburg and Twist (2002, p. 6) suggest that those abilities can be also improved by using Swiss and medicine balls. They argue that Swiss and medicine ball training helps to build the whole body as a unit; improve performance and reduce the risk of injury. As evidence of this, ice-hockey stars such as Eric Lindros and Paul Kariya are named as practical users of those balls. (Goldenburg and Twist, 2002, p. 18)

Knap (1998, p. 20) emphasize self-discipline and competitiveness as the key qualities of ice-hockey players. As a typical example of a person with such character feature can be given Dominic Hašek. Despite the age of forty-six, he is still active at the professional level. Theo Fleury, a former team-mate, said: "If Hašek concede just one goal during a match, then, it is a disappointing day for him. He does not like conceding goals at all." (in Knap, 1998, p. 51)

3.5 TENNIS

Parsons (2008) comments positively on the fact that the rules of tennis has not change for the whole existence of this sport and are the same as were 100 years ago. (Parsons, 2008, p. 187)

This fact means that if arranged, tennis legends such as Ivan Lendl, Pete Sampras, Bjorn Borg, Martina Navratilova, Steffi Graff and many others would be able to play against current stars of world tennis. (Parsons, 2008, p. 14)

On the other hand, he points out that what has changed rapidly in the last decades of professional tennis is the level of needed fitness. (Parsons, 2008, p. 89)

Tobey (2007) claims that fitness is a very important aspect of all sports and tennis is no exception. Tennis players are required to maintain a strict fitness regime as the game involves a constant movement on the court. A player needs to build the required stamina level in order to effectively face the opponent.

Quick reflexes and a unique combination of physical and mental perfection are essential abilities of contemporary players. Every player has to be an expert of the different types of shots. This variety of shots enables players to make use of different strategies and helps them to outplay the opponent. Players are required to analyze the strength and weaknesses of their opponents and adjust their game accordingly. A good tennis player should be able to switch from aggressive to defensive play easily. For example, baseline play is considered to be a defensive style and volleys play an offensive one. (Riggs, 2010)

4 MINOR SPORTS IN THE CZECH REPUBLIC

4.1 INTRODUCTION

There are almost 200 kinds of sport in the world. (Sommer, 2004, p. 3) So it is impossible to mention all of them. In this chapter, I mainly focus on some of those sports which are not highly popular in the Czech Republic. Some of these sports are along the most popular in the British Isles and could be adopted and transferred to our country. And some other sports have been imported to our country already, but need to gain a stable reputation in the public eye.

It is not so important what kind of sport it is, argue Dovalil et al. (2004). What should be the aim of our country is to produce as many future Olympic medallists as possible in a wide range of sports. And this goal can be reached only by perfect combination of two aspects: knowing the rules and having the needed skill. (Dovadil et al., 2004, p. 93)

Rules of those minor sports, such as badminton, cricket, croquet, field-hockey and trampolining can be found in appendices.

5 INDOOR GAMES FOR PUPILS

5.1 INTRODUCTION

When we consider the location of our state, continental climate will always affect the weather conditions in our country. And presumably, there will always be several weeks of cold, snowy and unpleasant weather which will be unsuitable for outside activities during the school year. Therefore, teachers cannot spend the whole year on the outside grounds with their pupils. The main purpose of this chapter is to introduce some games which can be played in a school gym regardless the weather conditions outside.

5.2 RELAY RACES

According to Clements and Kinzler (2003, p. 125), relay races increased the endurance levels of the ancient Greek message runners. All relay tasks are aimed at promoting teamwork while emphasizing strength, balance, power or cooperative movement.

There are many kinds of relays which can be performed to entertain children during a lesson. Here are at least a few examples:

English wheelbarrow – Two students hold the legs of a third student who is in a push-up position. The three students work together (after changing positions) to move on a marked track, reach a placed cone, turn around and come back to the starting point in the shortest possible time. (Clements and Kinzler, 2003, p. 124)

Greek Rescue Carry – Two students start stand facing each other and firmly hold each other's wrists. A third student uses the other two students' arms as a seat, sitting on the two arms. The third student's arms are positioned around the shoulders of the other two students. The third student is carried around on the marked track, around a placed cone and returned to the group. (Clements and Kinzler, 2003, p. 125)

English hop to it – Two student place their inside arms around each other's shoulders so that the inside legs are side-by-side. Each student then holds his or her own outside ankle using

their outside arm, in order that both students are balancing on the inside leg. The two students hop together to and around a placed cone and return to their group. (Clements and Kinzler, 2003, p. 126)

5.3 QUICK ZOO

Pictures of animals are posted on walls around the gym. Players are distributed along the edge of the gym. At the signal to begin, they all jog until a signal is given to run. When the signal is given to stop, each pupil points to the animal picture closest to him and begins to move around the gym mimicking the movement of that animal. At the next signal to go, the players perform a regular run. At the signal to stop, players stop, point to the animal picture closest to them, and begin to move around the gym, mimicking the movements of that animal. (Byl, 2004, p.16)

5.4 FOLLOW THE LEADER

Pupils line up single file behind a leader. All players follow the leader down the lines in the gym. The leader uses different movements to go down the line (hopping, long steps, going backwards, sideways). At a cue given by the teacher, the leader goes to the back of the line and a new leader leads the team.

Pupils have to be warned not to do dangerous movements (jumping over chairs, running along benches). Some fun and lively music will enrich the activity. Pupils enjoy having opportunity to lead their classmates. (Byl, 2004, p. 19)

5.5 SWAMP MONSTER

For this activity, number of gymnastic mats are going to be needed (a few less than is the number of pupils) and lively music (CD or tape player). Mats are spread out on the floor far enough apart that players can pass between them. Players distribute themselves around the floor not touching a mat.

When the music is played, the players are told to use specific movement (skipping, jumping, galloping) to move around the mats. If they make a contact with a mat, the swamp monster catches them. To free themselves and rejoin the game, they have to perform 10 sit-ups on the mat. When the music stops, players must find a spare mat and perform a balance. If no mats are left (or if they lose their balance), they have to run a lap around the outside of the playing area while everyone gets a break. If two players end up on the same mat at the same time, they both have to run a lap. (Byl, 2004, p. 22)

5.6 LE MANS 24-LAP TEAM RACE

For this game, one scooter is going to be needed per team. A racetrack is set up by teacher, perhaps with a cone that racers must pass by at each corner of a volleyball court. At the teacher's signal, two team-mates run to the scooter. One player sits on the scooter, and the second player pushes the seated player around the course. When the scooter completes one lap, the seated player leaves and waits, the pusher sits on the scooter; the third team-mate pushes the seated player around the track for one lap, and so on. The first team to complete 24 laps is the winner. (Byl, 2004, p. 63)

6 INJURIES AND THEIR TREATMENT

6.1 INTRODUCTION

This chapter is aimed at teachers who are not entirely educated in care for sport injuries. Frequent types of injuries are offered, together with steps for ideal treatment of those injuries. Štěpánka Hilgertová, Olympic canoeing medallist, said: "Sport and injuries are like marriage and divorce. Lot of people have a strong desire for doing the first one but nobody wants to experience the second one. (Volfik, 2010)

6.2 WOUNDS

Most sport-related wounds are caused to the skin, the body's largest organ in terms of size. The skin protects the body, acting as a barrier to organisms and keeping underlying structures from direct contact with the environment. (Bergeron and Green, 1989, p. 61)

Two types of wounds are distinguished – close and open. Close wounds has no opening between the injury and the outside environment. Most closed injuries are caused by the impact of a blunt object or a minor fall. Typical example is a simple bruise. However, more serious or life-threatening problems can occur. Close injuries include the damage done to blood vessels, nerves, muscles, and organs when bones are fractured and internal organs ruptured. (Bergeron and Green, 1989, p. 62)

Serious closed wounds should be treated by the "RICE" method. **R**est - to prevent additional injury and promote healing; **i**ce – to control swelling in the injured area and to reduce pain; **c**ompression – to decrease underlying blood and to control swelling and **e**levation – to enable gravity to help with the return of blood to the heart and to decrease blood pressure. (Bergeron and Green, 1989, p. 62)

Open wounds are a result of damaged skin and four major types occur: abrasions (mat or floor burns), cuts, punctures and skin avulsions (a piece of skin is partially or completely torn from the body. Following actions should be taken when treating open wounds. First of all, the

wound area is exposed. Secondly, the wound surface is cleaned. Thirdly, the bleeding is stopped or controlled. Finally, a sterile dressing and bandage is used to cover the wound. Young children need to be reassured during and immediately after the care. (Bergeron and Green, 1989, p. 66)

6.3 BLEEDING

In OELD (2008, p. 82), bleeding described as a process of losing blood from the body. A general classification considers bleeding to be internal or external. If internal bleeding is suspected, it is advised to call the professional medical help. Blood circulates through three types of blood vessels. Blood leaving the heart is carried through the arteries. The pressure in these vessels is at a higher level than it is in the other vessels. Blood returns to the heart through the veins. Between arteries and veins are the capillaries, where exchange between the blood and the tissues take place. Kind of external bleeding can be detected according to the rate of blood loss, its colour and appearance of the flow. (Heller, 2009)

There are several steps how to stop bleeding. First of all, pressure has to be applied by holding a sterile dressing directly over the top of the wound. A clean cloth or handkerchief may be used if no sterile dressing is immediately available. Blood-soaked dressings should not be removed as this could restart bleeding. Fresh dressings are placed directly over the top of the blood-soaked ones. After the bleeding is stopped (this may take 5 or more minutes), the injured part may be bandaged. (Bergeron and Green, 1989, p. 52)

6.4 HEAD AND NECK INJURIES

There are many potential head and neck injuries, both serious and soft, which may occur during some sport activity. Skull fractures, brain injury and spinal cord damage can be described as the most life-threatening injuries. (Bergeron and Green, 1989, p. 74) Again, in those cases, professional health care has to be called immediately.

However, minor injuries such as bruises, scratches and wounds can be treated directly by teachers. Simple bruises to the scalp can be cared for with ice packs or cold packs without compression. Other soft open scalp wounds are normally treated in following way. Firstly, bleeding is controlled by holding a dressing over the wound. But if there are any signs of skull fracture, pressure on the wound has to be reduced to minimum. When the bleeding is controlled, a bandage is wrapped around the head to secure the dressing. Finally, if there are no signs of serious injuries, the person who has just been treated is placed in comfortable position with the head and shoulders elevated. (Bergeron and Green, 1989, p. 77)

6.5 CHEST AND BACK INJURIES

Franěk (2009) point out that sport-related injury to the chest and back can affect the neck and spine. So the detection of and the proper care for this kind of injuries is very important.

Chest injury must be considered when following signs, such as changes in level of consciousness, difficult or painful breathing, coughing up of blood, are detected. When dealing with back injuries, typical signs, such as pain, restricted movement, muscle spasms and tenderness, may be noted. Immediate professional health care is required if any of those foregoing injuries and symptoms occur. Constant monitoring of the injured person is also expected from the teacher. (Bergeron and Green, 1989, p. 86)

Immediate professional health care is required if any of those foregoing injuries and symptoms occur. Constant monitoring of the injured person is also expected from the teacher.

7 TIPS FOR TEACHERS OF P.E. LESSONS

7.1 INTRODUCTION

The aim of this chapter is to offer a few tips, comments and pieces of advice for beginners in the world of teaching. Hopefully, this theoretical knowledge can be later used by teachers in their future pedagogical life and their practical teaching skills are helped to be improved.

7.2 BECOME SPECIAL

Most people choose to teach sport and physical activity for two reasons: a love of the activity and a love of people. It is important that teachers develop interpersonal skills and build relationships with their students. As Schempp (2003, p. 52) remarks, all who teach can recall at least one memorable mentor/teacher. At some point in future, your student should recall you as both a skilled teacher and a caring human being.

For achieving this privilege of having a special place in students' hearts, Schempp (2003, p. 53) introduces four key elements. These elements are: respect, empathy, warmth and genuineness. Schempp (2003, p. 54) suggest that respecting students' dignity is crucial for establishing trusting relationship; taking the student's point of view from time to time can often reveal solutions to problematic situations. A warm relationship requires the teacher to be positive, optimistic, encouraging and supportive of the students' efforts to learn. And finally, being sincere and honest with students removes doubt from the relationship.

7.3 IMORTANCE TO SHOW ENTHUSIASM

“Enthusiasm improves instruction and promotes interpersonal relationships and is, after all, very contagious.” (Schempp, 2003, p.58)

Schempp (2003, p. 58) writes that students in classrooms of enthusiastic teachers display higher motivation and greater vitality.

“Teachers who love their subject subjects soon infuse their students with affection for the topics” (Schempp, 2003, p.59)

Schempp (2003, p. 59) states that enthusiastic teacher smile often and move about with vitality and a bounce in their step. Eye contact is also critical because it sends the message that your full attention is on your students. Teachers of this kind cover the walls of their lesson areas with posters, signs and pictures. Finally, enthusiastic teachers take an active role in the class. That might mean sometimes participating along with students or for example leading the cheers and applause for a significant student achievement.

7.4 RULES ARE SET

“Life in the sport or physical activity classes, like anywhere else, is governed by rules and procedures.” (Schempp, 2003, p. 81)

Schempp (2003, p. 81) distinguish between two sets of rules. Implicit rules are those that are unstated; they are generally borrowed from wider cultural background. Explicit rules are exclusive to the class and must be established and made public through some kind statement.

Rules must be designed to support learning, ensure safety and preserve the facilities and equipment. Rules should be concrete, clear and functional. Public posting of rules and frequent repetition by the teacher are two ways to make rules clear. If we want our rules to be affective, there must be consequences for breaking them. Consequences should be presented at the same time as rules so that everyone clearly understands potential penalties. (Schempp, 2003, p.82)

7.5 MOTIVATATION OF PUPILS TO CONSTANT PRACTICE

“Sport and physical skills are learned through practice. No one learns to throw, catch, shoot, hit or dribble a ball simply by listening to teacher or by watching a performance.” (Schempp, 2003, p. 111)

Schempp (2003, p.111) mentions that although listening and observing help someone understand how a skill is performed; it is in the hours and hours of practice that the skill becomes mastered. With sufficient practice, a person can perform the skill effortlessly and automatically on demand and under pressure in game or activity.

8 CONCLUSION

As it was already mentioned in the previous text, Czech children are not attracted by the possibility for active life-style as much as children of previous generations were some time ago. Mainly, the world of sport has to face a tough competition for new young members these days. Different kinds of social and cultural phenomenon are considered by children to be more entertaining than physical activities and sports.

However, those children who decide to make some sports a part of their life-style have to be awarded for this choice. Ideal sport facilities and modern equipment have to be accompanied by educated pieces of advice from teachers. Only a perfect combination of these two key aspects can produce infant prodigies who will be able to compete with and defeat foreign opponents in the world competitions, right from the beginnings of their sport careers.

Advantages of active life-style should be introduced to young children as early as possible. Undoubtedly, throughout the centuries, sport has proved that it is a very beneficial part of human life. Ancient Latin wise saw says: "In a health body, health mind." In my opinion, if children lose their interest in sports and physical activities completely, it could have a catastrophic impact on the whole human existence.

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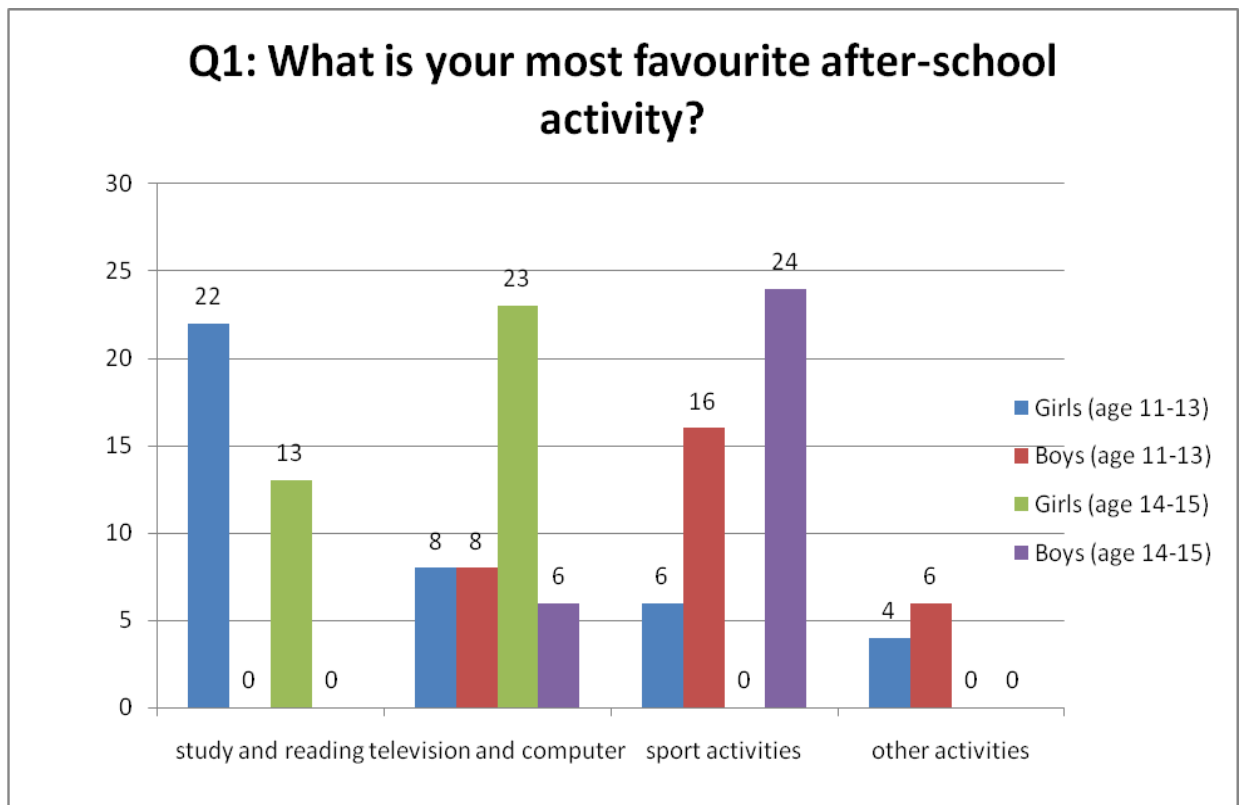
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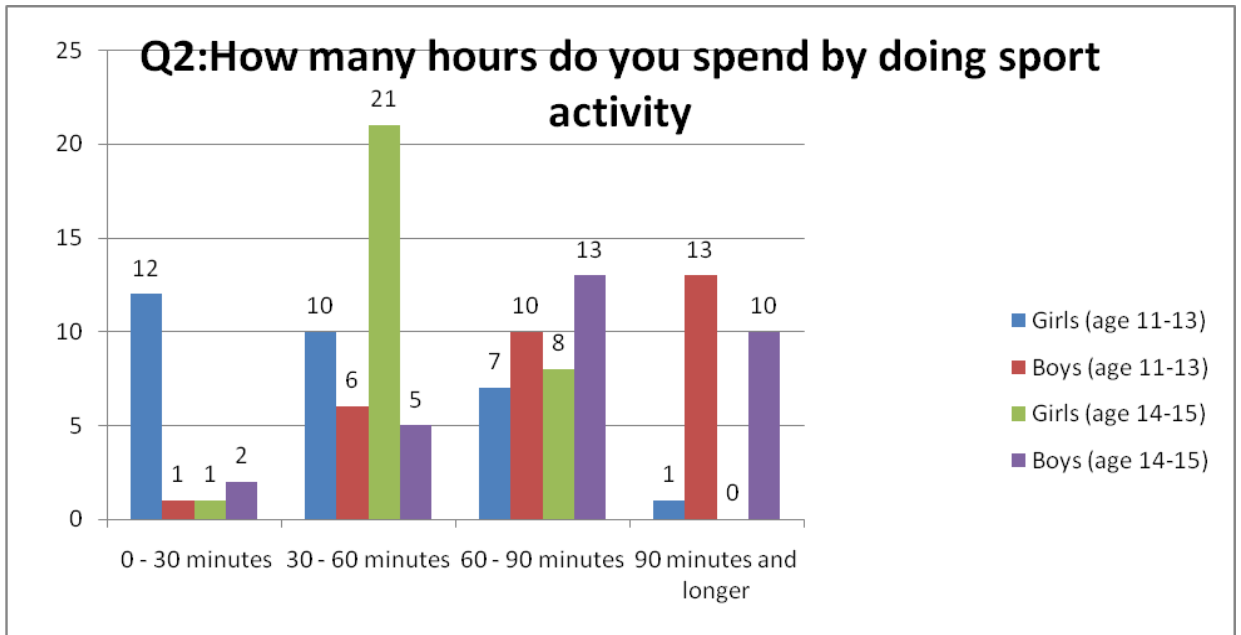
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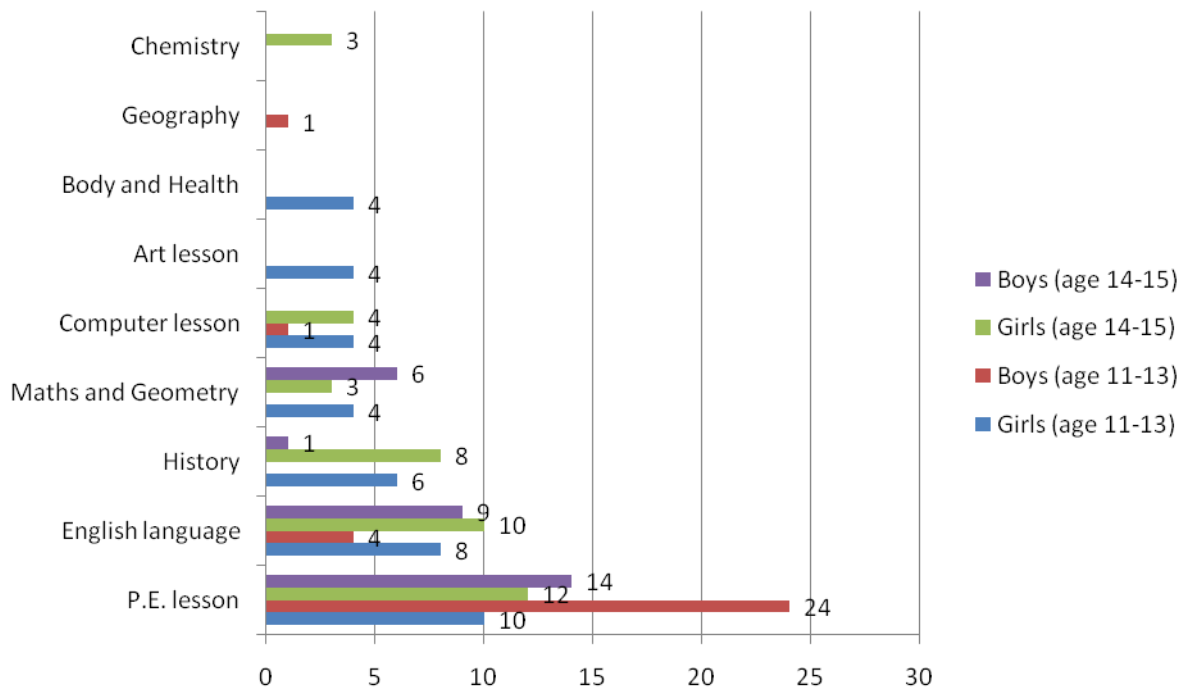
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APPENDIX A - GRAPHS

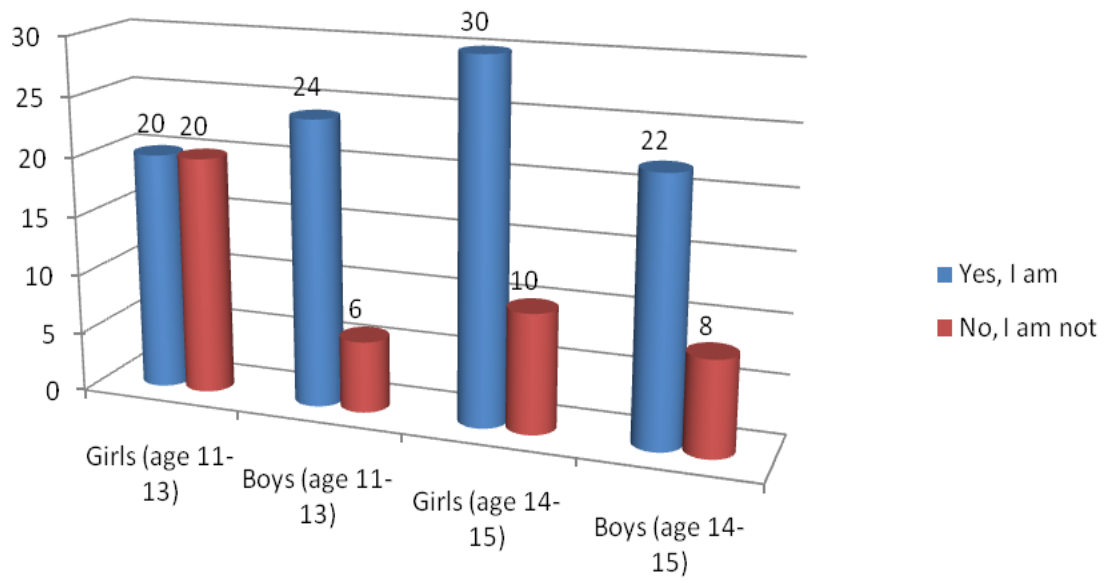




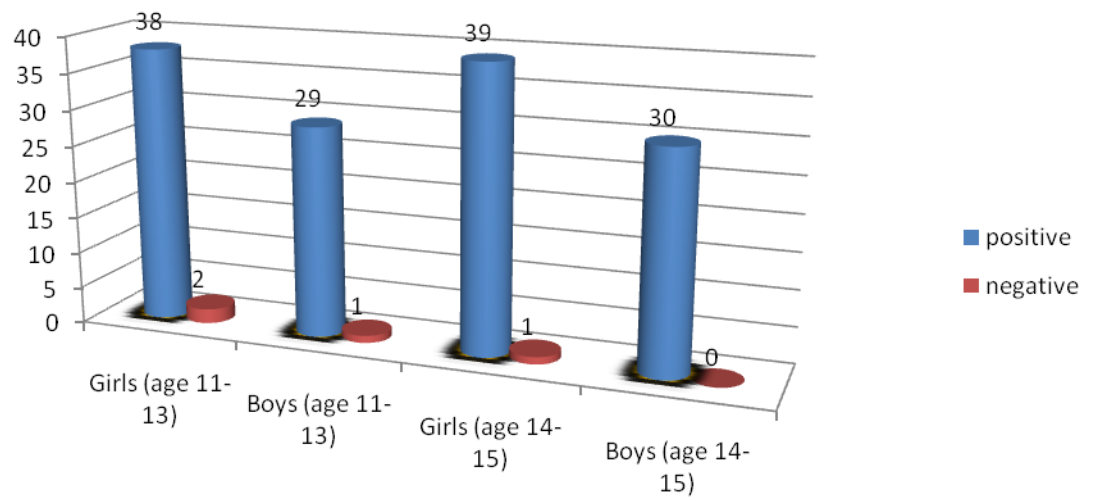
Q3: What is your favourite subject at school?



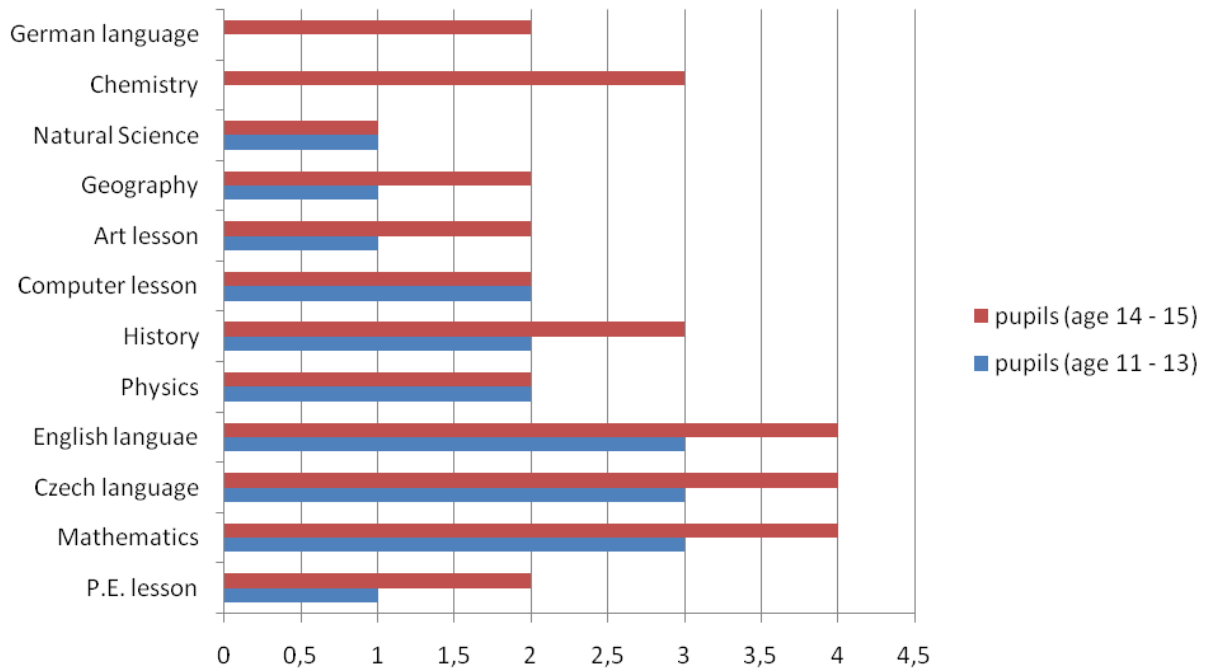
Q4: Are you a competitive person?



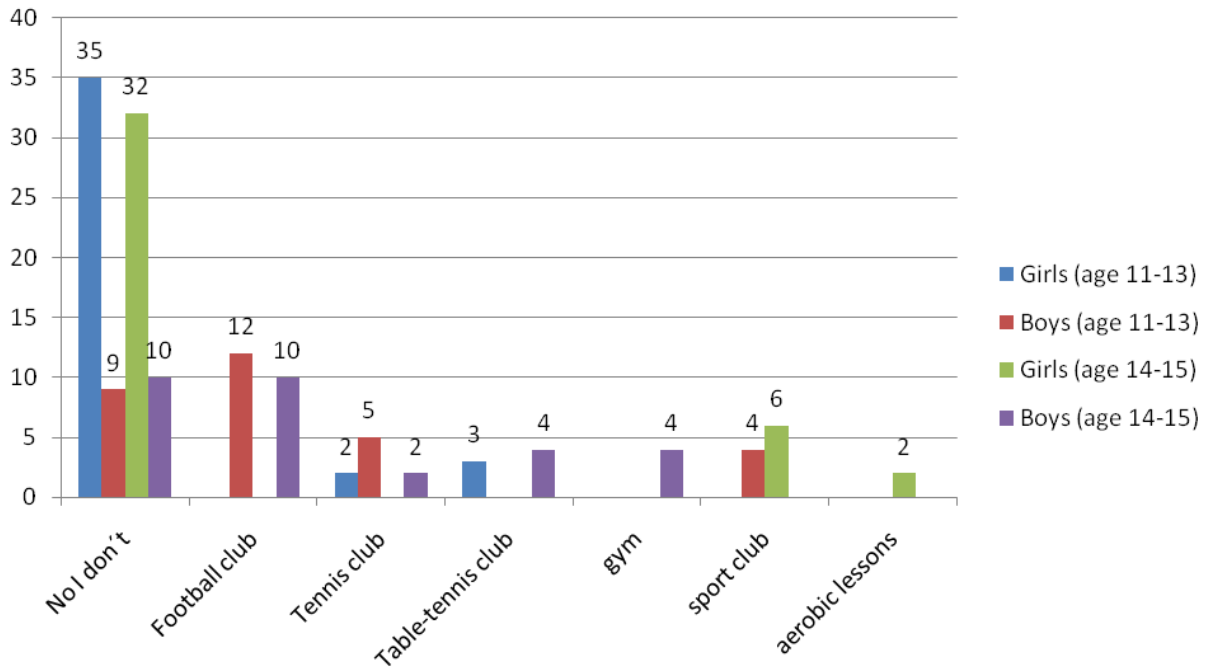
Q5: What is your attitude towards the P.E. lessons?

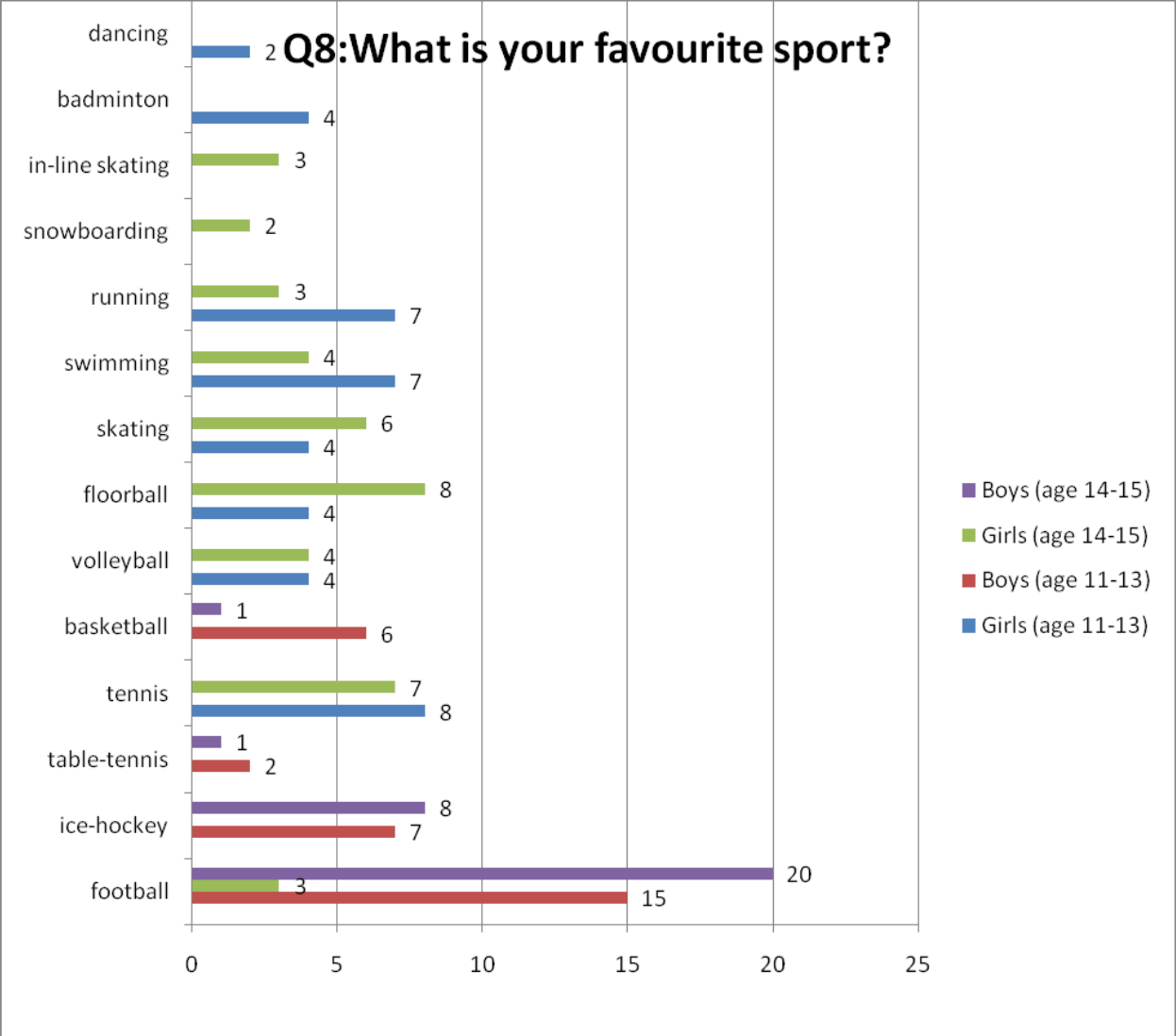


Q6: Number of lessons

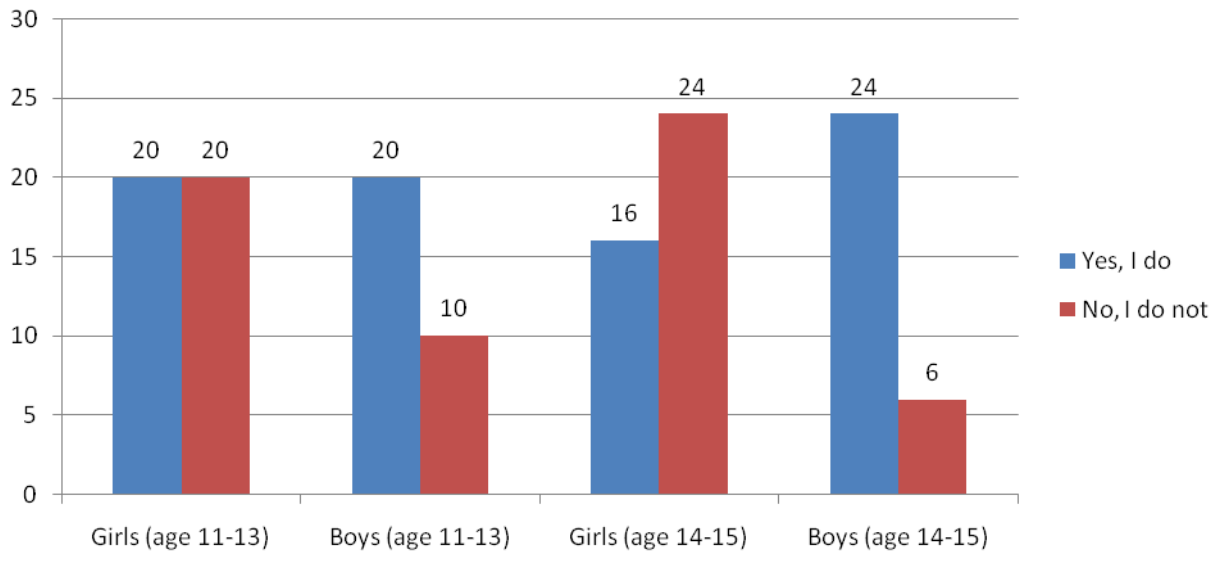


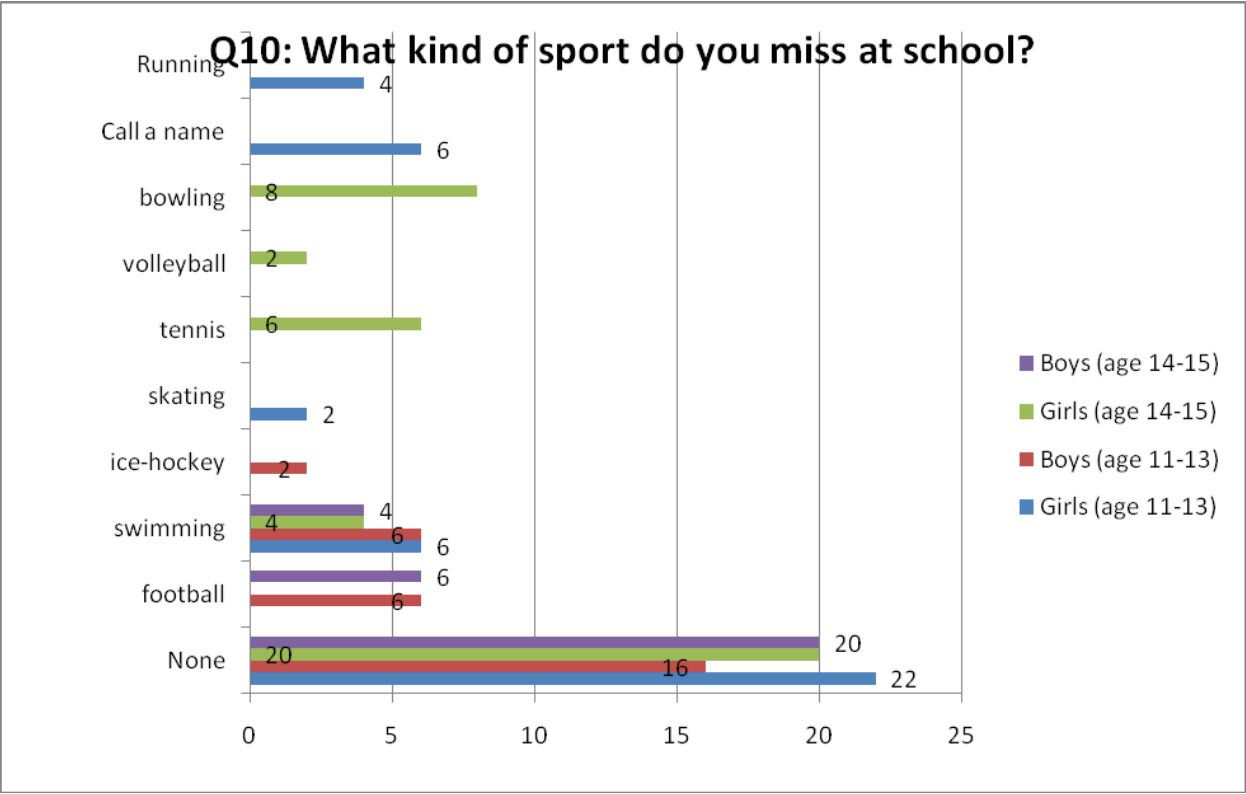
Q7: Do you attend some after-school sport clubs?

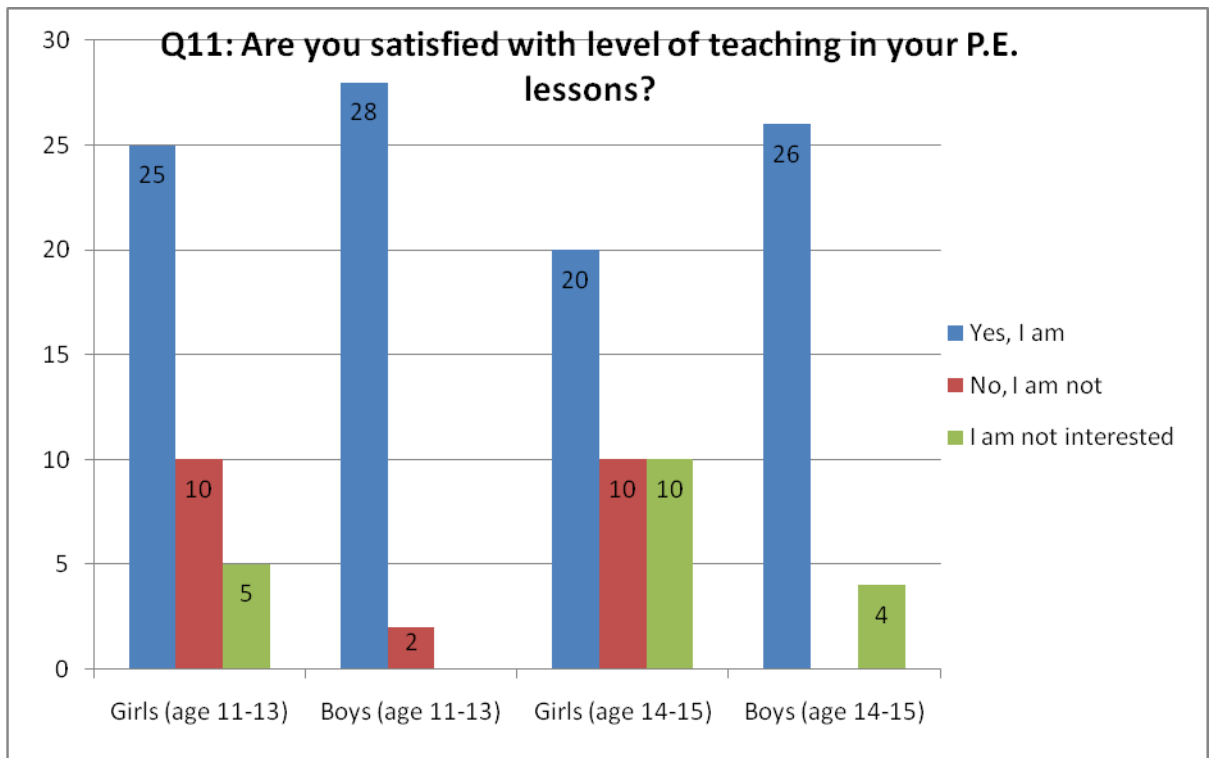




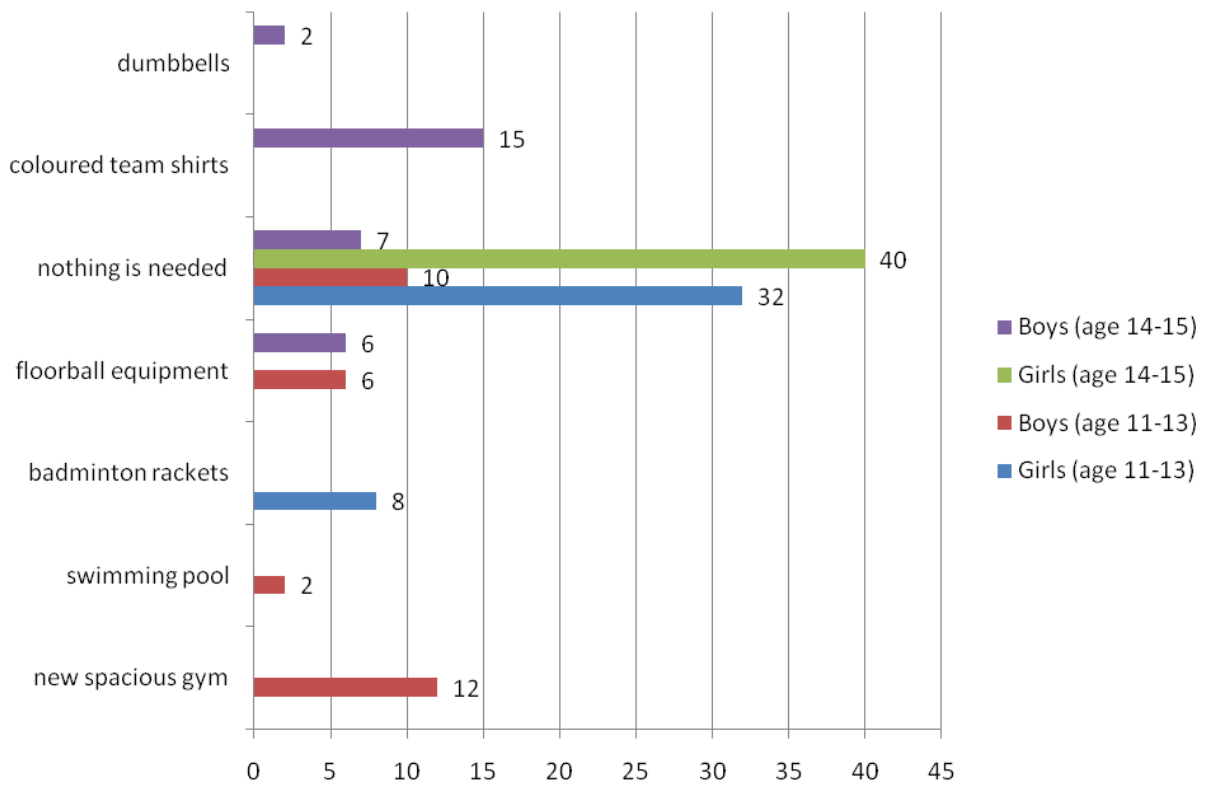
Q9: Do you have enough to practise your favourite sport during the P.E. lessons?



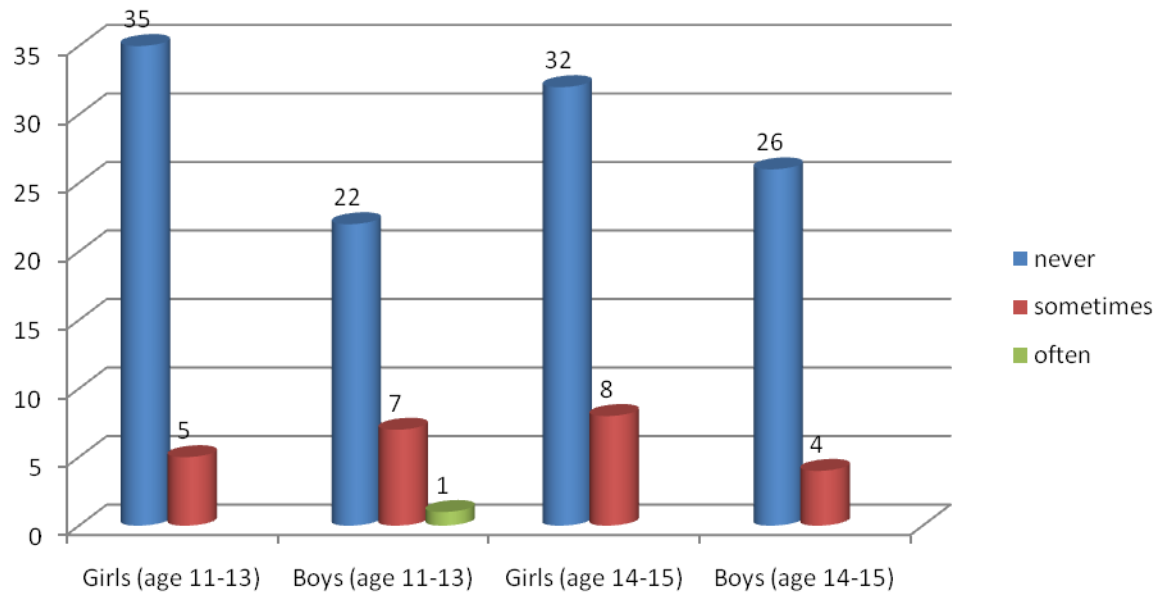




Q12: Do the sport facilities need some new equipment?



Q13: How often do you forget your P.E. kit?



Dotazník ke zjištění sportovní aktivity žáků

Tento dotazník je anonymní.

Výsledky průzkumu budou použity pouze pro moji bakalářskou práci. Děkuji za vyplnění.

Pohlaví: a. chlapec b. dívka Věk: 13

1. Jakou činností trávíš nejvíce volného (mimoškolního) času?

- a. učení, četba b. TV a PC c. sportovní aktivity d. jiné činnosti

2. Kolik hodin denně trávíš pohybovými aktivitami?

- a. 0 – 30 minut b. 30 – 60 min. c. 60 – 90 minut d. 90 – 120 min.

3. Jaký je tvůj oblíbený předmět ve škole? Tělesná výchova

4. Mas soutěživou povahu? ANO

5. Jaký je tvůj vztah k Tělesné výchově?

- a. kladný b. záporný

6. Kolikrát týdně máš Tělesnou výchovu (dále jen Tv) ve škole?

- a. 1 x b. 2 x c. 3 x d. 4 x

7. Stačí ti to, nebo navštěvuješ některé další mimoškolní sportovní kroužky?

- a. Ano, navštěvuji. Uveď které: šachy b. Ne, nenavštěvuji.

8. Jaký je tvůj oblíbený sport? fotbal

9. Máš dostatek prostoru se tomuto sportu v hodinách Tv věnovat?

- a. Ano b. Ne

10. Jaký druh sportu ti ve škole chybí?

- a. žádný b. uveď název zde: fotbal

11. Jsi spokojen s úrovní výuky během Tv?

- a. Ano b. Ne c. Je mi to jedno, protože mě to nebaví.

12. Potřebuje vybavení tělocvičny dovybavit? a. Ne b. Ano, chybí mi tam _____

13. Jak často zapomínáš cvičební úbor? a. Nikdy b. Občas c. Často d. Pořád

Dotazník vypracoval: Doležel Lukáš, student 3. ročníku Pedagogické fakulty UP v Olomouci.

Questionnaire about your sport activity

Please fill in this questionnaire which is fully anonymous.

Results will be used for my final essay only. Thank you for your time.

Gender: a. male b. female

1. What is your most favourite after-school activity?
a. study and reading b. television and computer c. sport activities d. any other: _____
2. How many hours a day do you spend by doing sport activities?
a. 0 – 30 minutes b. 30 – 60 minutes c. 60 – 90 minutes d. 90 minutes and longer
3. What is your favourite subject at school? _____
4. Are you a competitive person? a. yes b. no
5. What is your attitude towards the P.E. lessons?
a. positive b. negative
6. How many times a week do you have P.E. at school?
a. once a week b. twice a week c. three times a week d. four times a week
7. Does it satisfy you or do you attend some other after-school sport clubs?
a. if yes, please write which: _____ b. No, I don't go to any other.
8. What is your favourite kind of sport? (in your P.E. lesson) _____
9. Do you have enough time to practise your favourite sport during the P.E. lessons?
a. yes, I do b. no, I don't
10. What kind of sport do you miss at school?
a. none b. if some, please write which one (ones) here: _____
11. Are you satisfied with level of teaching in your P.E. lessons?
a. yes, I am b. no, I am not c. I am not interested in P.E. lessons
12. Do the sport facilities need more new equipment? a. no b. yes, I miss there: _____
13. How often do you forget your P.E. kit? .a. never b. sometimes c. often d. always

This questionnaire was prepared by: Dolezel Lukas, 3rd year student of the Faculty of Education, Palacky University in Olomouc. (Czech Republic)

APPENDIX B – RULES OF MINOR SPORTS

BADMINTON

The game shall be played, in the case of the doubles game, by two players a side, and in the case of singles game, by one player a side. The side for the time being having the right to serve shall be called the “In” side, and the opposing side shall be called the “Out” side. Before commencing play the opposing sides shall toss, and the side winning the toss shall have the option of serving first; or not serving first; or choosing ends. (White, 1990, p. 20)

The doubles and men’s singles game consist of 15 points, provided that, when the score is 13-all, the side which first reached 13 has the option of “setting” the game to 5, and that when the score is 14-all, the side which first reached 14 has the option of “setting” the game to 3. After a game has been “set” the score is called “love all”, and the side which first scores 5 or 3 points, according as the game has been ‘set’ at 13-all or 14-all, wins the game. In either case the claim to “set” the game must be made before the next service is delivered after the score has reached 13-all or 14-all. The opposing sides shall contest the best of three games, unless otherwise agreed. The players shall change ends at the beginning of the second game and also of the third one (if any). (White, 1990, p. 21)

Equipment needed: a racket, a shuttle and indoor boots. The hitting surface of the racket shall be flat and consist of a pattern of crossed strings connected to a frame. The frame of the racket, including the handle, shall not exceed 680 mm. in overall length and 230 mm. in overall width. The overall length of the head shall not exceed 290 mm. The shuttle may be made from natural, synthetic or other manufactured product or any of those combinations. The feel on the racket and the flight characteristics, generally, should be similar to those produced by the natural feathered shuttle, which has a cork base covered by a thin layer of leather. (White, 1990, p. 21)

(Size of the pitch and other detailed rules can be found in White, J. 1990, pp. 16 - 25)

CRICKET

A match is played between two sides each of eleven players, one of whom shall be captain. Before the toss for innings, the captain shall nominate his players who may not thereafter be changed without the consent of the opposing captain. Substitutes shall be allowed by right to field for any player who during the match is not able to continue for illness or injury. The consent of the opposing captain must be obtained for the use of a substitute if any player is prevented from fielding for any other reason. (White, 1990, p. 115)

The score shall be reckoned by runs. A run is scored: So often as the batsmen, after a hit or at any time while the ball is in play, shall have crossed and made good their ground from end to end. When a boundary is score or when penalty runs are awarded. (White, 1990, p. 129)

It is obligatory for all the participating players to wear white clothes and boots designed for running. The ball, when new, shall weigh not less than 155.9 g., nor more than 163 g. and shall measure between 22.4 and 22.9 cm. in circumference. The bat overall shall not be more than 96.5 cm. in length; the blade of the bat shall be made of wood and shall not exceed 10.8 cm. at the widest part. (White, 1990, p. 120)

(Full and more detailed rules of cricket can be found in White, J., 1990, pp. 115 - 148)

CROQUET

The standard court for playing is a lawn rectangle, measuring 32 metres by 25 metres and 60 centimetres. Its boundaries shall be marked clearly, the inside edge of the definitive border is the actual boundary. Nylon string stapled or otherwise affixed to the ground is recommended to be used for the boundary lines. The four corners of the court are known respectively as Corners 1, 2, 3 and 4. The four boundaries are known as South, West, North and East boundaries – regardless of the geographical orientation of the court. (White, 1990, p. 149)

The game is played with a mallet and coloured balls. The main aim of the game is to hit the ball through six wickets towards the final point which is called the stake and is placed in the middle of the court. The two inner wickets shall to be set parallel to the North and South boundaries; 6 metres and 40 centimetres to the north and south of the stake. The four outer wickets are placed in the same distance, however not from the middle of the court but from their adjacent boundaries. (White, 1990, p. 150)

A player must hit the ball with either striking face of his mallet and may hold any part of the mallet shaft but cannot touch the head of the mallet nor rest the shaft on the ground during the stroke. A mallet head is usually 22.8 cm. in length. The striker may not push his ball. (White, 1990, p. 150)

A match starts with the toss of a coin. The side winning the toss has the choice of playing first and third with blue and black or second and fourth with red and yellow. All balls must start from the starting area which is one average mallet's length south of the first wicket parallel to the South boundary. Ball must start in order of colours shown descending on the centre stake. (Blue, Red, Black and Yellow) and they will play in that rotation until the end of the game or being put out of play by completing the course. (White, 1990, p. 151)

(Complete rules of croquet can be found in White, J. 1990, pp. 149 - 159)

FIELD HOCKEY

A game is played between two teams. Not more than 11 players of each team shall be on the field of play at the same time. Each team shall have one goal-keeper on the field or shall indicate a field player who has the privileges of a goal-keeper. Each team is permitted to substitute up to two players during the game. No player once substituted shall be allowed on the field again and no substitute shall be permitted for a suspended player during his suspension. The normal duration of the game shall be two periods of thirty-five minutes each. At half-time teams shall change ends, and the duration of the interval is 5 minutes or may be a bit longer but shall not exceed 10 minutes. (White, 1990, p. 264)

Each team must have a captain on the field who may wear a distinctive arm-band. Each player shall wear the dress approved by his Association or Club, unless varied to avoid confusion in a particular game. Goal-keepers shall wear a colour different from that of their own team and that of their opponents. Players shall not have dangerous spikes, studs or protruding nails in footwear, or wear anything that may be dangerous to other players. (White, 1990, p. 271)

The ball shall be spherical, hard and traditionally white. The weight of the ball shall be 156 – 163 g. and the circumference shall not be more than 23.5 cm. The stick shall have a flat face on its left-hand only. The face of the stick is the whole of the flat side and that part of the handle for the whole of the length which is above the flat side. The head of the stick shall be curved and shall be of wood and shall or be edged with or have any insets or fittings of metal or any other substance. (White, 1990, p. 270)

(Complete rules of field hockey can be found in White, J. 1990, pp. 264 - 284)

TRAMPOLINING

Trampoline competitions consist of one compulsory and one voluntary routine, each consisting of ten skills. Second attempts at routines are not allowed. Competitions can be individual, synchronised and team competitions are also common. A synchronised pair consists of two ladies or two men. Partners must do the same movement at the same time in the same rhythm and must start facing in the same direction. (White, 1990, p. 602)

The interior height of the hall, in which trampoline competitions are to take place, must be at least 8 metres. The floor has to be covered with gym mats around the trampoline. Four spotters must be positioned around a trampoline while it is in use. (White, 1990, p. 604)

Male competitors must wear uniform leotard, white gym trousers, white trampoline shoes or white foot covering. Female competitors have to wear uniform leotard, white trampoline shoes and/or white foot covering of no more than ankle length. (White, 1990, p. 603)

(Further information concerning the marking in competitions can be found in White, J. 1990, pp. 605 - 612)

ANOTACE

Jméno a příjmení:	Lukáš Doležel
Katedra nebo ústav:	Katedra anglického jazyka
Vedoucí práce:	Simon Gill, M.A.
Rok obhajoby:	2011

Název práce:	Sport a postoj žáků k tělesné výchově a pohybovým aktivitám
Název v angličtině:	Sport and pupils' attitude towards sport activities and physical education
Anotace práce:	Práce se zabývá sportem a s tímto tématem souvisejícími otázkami. Představuje nejpoblárnější sporty, které se hrají v České republice. Nabízí také halové sporty a doporučení pro učitele tělesné výchovy. Nakonec jsou v práci popsány sportovní zranění a postupy pro jejich ošetření.
Klíčová slova:	Sport, postoj žáků, halové sporty, zranění, schopnosti
Anotace v angličtině:	The project deals with the topic of sport and closely related issues. The work offers introduction of the most popular sports which are played in the Czech Republic. Furthermore, the work provides various indoor games and recommendations for teachers of P.E. lessons. Finally, sport injuries and methods of treating them are included.
Klíčová slova v angličtině:	Sport, pupils' attitude, indoor games, injuries, skills
Přílohy vázané v práci:	A – grafy B – pravidla sportů
Rozsah práce:	61 stran
Jazyk práce:	Anglický