

The Art of Selling Sports to Teenagers

When applied correctly, the motivation, discipline and structure in sporting activities are great for teenagers' development

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(1) It can be difficult to convince unwilling teenagers that running around a muddy field with a hockey stick in the middle of winter is good for them. But at Wexham School, Slough, staff try to do just that. "We believe that sport, together with healthy eating, has a real impact on students' lives and learning. It helps them concentrate on their lessons," says Adam Dale, the school's director of sport.

(2) Wexham School takes a consultative approach to integrating sport into teaching. For instance, teenage girls and PE do not normally mix because young women can be self-conscious and are wary of body image. Here, though, girls are asked about what kind of activity they'd enjoy taking part in and what puts them off. In addition, when girls said they'd like to try aerobics, a specialist teacher was hired to run the sessions. Asking students what they'd like to wear during sport lessons and designing a more flattering and comfortable PE kit is another example of the school's canny approach.

17, the hope is that adopting an active lifestyle now will encourage sports participation into adulthood.

(3) On average, Wexham runs five different after-school activities each day that pupils can participate in fully, or dip in and out of, as the mood takes them. Pre-school activities are

always followed with children sitting down and eating a proper breakfast together, as part of the focus on good nutrition. The canteen has recently been refurbished and now serves only healthy food.

(4) Students who are less keen on sport are gently encouraged to try things out without any need to commit themselves to an activity long-term. "It's about building up their self-esteem," says Dale. "In general our sports curriculum uses a model where the students direct what goes on, design their own sports activities, referee matches and then assess how things went."

(5) Jeff Richardson, head teacher, says: "I think what happens sometimes is that schools try to use sport programmes to attack the symptoms of a problem rather than what causes it. If attendance and behaviour are poor and relationships between teachers and students are dysfunctional, introducing sport and PE isn't going to solve anything. Building trusting relationships is key to getting children to give an activity a go. Students who feel on safe ground will try things out, and it's the style and manner and spirit with which staff relate to students that encourage them to step outside their comfort zones."

The Guardian, 2007

- 1p 15 What becomes clear from paragraph 1?
At Wexham School
- A PE lessons are of greater importance than regular lessons.
 - B staff and pupils have to train daily for at least one sport.
 - C teachers stimulate pupils to take proper care of themselves.
 - D the principal thinks pupils need to develop stronger physiques.
- 1p 16 'Wexham School takes a consultative approach to integrating sport into teaching.' (paragraph 2)
How many examples of this approach are mentioned in paragraph 2?
- A 2
 - B 3
 - C 4
 - D 5
- 1p 17 Kies bij 17 in alinea 2 het juiste antwoord uit de gegeven mogelijkheden.
- A Ironically
 - B Of course
 - C Then again
- 3p 18 Geef van elk van de onderstaande beweringen aan of deze juist of onjuist is op grond van de alinea's 3 en 4.
Omcirkel 'juist' of 'onjuist' in de uitwerkbijlage.
- 1 Leerlingen mogen net zo vaak en intensief meesporten als ze willen.
 - 2 Er worden sportieve activiteiten voor en na de gewone lessen aangeboden.
 - 3 Alle leerlingen beginnen de dag met een gezond ontbijt op school.
 - 4 Het menu in de kantine is onlangs veranderd.
 - 5 De leerlingen zijn zelf verantwoordelijk voor hun sportlessen.
 - 6 Leerlingen die niets met sport hebben, moeten minstens aan één activiteit deelnemen.
- 1p 19 Which of the following summarises the main point made in paragraph 5?
According to Jeff Richardson, pupils
- A have to feel secure if you want them to do well.
 - B must be willing to accept that their teachers are in charge.
 - C need someone to talk to about what is bothering them.
 - D should be encouraged more to test their physical limits.

Bronvermelding

Een opsomming van de in dit examen gebruikte bronnen, zoals teksten en afbeeldingen, is te vinden in het bij dit examen behorende correctievoorschrift, dat na afloop van het examen wordt gepubliceerd.