

IGCSE Physical Education (0413)

Unit 3: Reasons and Opportunities for Participation in Physical Activity

Recommended Prior Knowledge

It is not essential that pupils should have prior knowledge of the topics to be covered within this unit of work. However, it is highly likely that some of the topics will have been covered to a lesser degree in other subject areas in school and also pupils' involvement in sport will have brought them into contact with some of the topics to be covered.

Context

All the topics taught within this unit lend themselves well to group discussions. This is why in many Centres teachers prefer to teach the topics to slightly older students, usually in the second year of the course, and who already have an understanding of the topics taught in Unit 1 and Unit 2. The topics also lend themselves to illustrative work in the form of posters and displays. Other aspects of the work may result in pupils compiling topic files, where the information is gathered over several weeks and then presented as coursework. Many of the topics are of a sociological nature, which helps pupils to understand the broader aspect of sport and Physical Education.

Outline

Students should understand the reasons why we participate in sport, dance, outdoor and adventurous activities and other recreational activities in this day and age and why these opportunities exist. Therefore an understanding of what is meant by leisure and recreation seems fundamental. Pupils should be aware of the facilities that exist for taking part in sport, dance, outdoor and adventurous activities and recreational activities in general, and not just those facilities that are available in school. Facilities that are available in the immediate locality, and more nationally, should be taught to the pupils. Where there are special opportunities for more gifted sportspersons, these should be mentioned in order for pupils to reach the pinnacle of success in their chosen activities. The factors that dictate how pupils reach the height of success should be considered. The difference between amateur and professional sports persons should be defined and how membership of one or the other may well determine ultimate success in a sport. In this day and age the role of the media is important in promoting sport and sportspersons. Most pupils will be aware of the tremendous draw that global television has in bringing sporting events into everybody's home but they should also recognise both the advantages and disadvantages of such intrusions into the home and to the people who watch the events. Finally this unit seeks to ensure that sport is available to a much wider group of people than in the past. They should know that there are groups of people who, in the past, were unable to participate in any sporting activity but who are now well catered for.

AO 3	Learning outcomes	Suggested Teaching activities	Learning resources
Leisure and Recreation	<p>Define:</p> <p>(1) leisure time – the time a person has when not sleeping or working.</p> <p>Describe</p> <p>(2) some of the factors which determine what people do during their leisure time. These factors include the person’s age, interests, social circumstances, facilities available and where they live.</p> <p>(3) the reasons why there has been a growth in leisure activities, including advances in technology, shorter working time and more free time, people living longer, more unemployed, growth in facilities and leisure time activities and better health care.</p> <p>Define:</p> <p>(4) recreation – any voluntary activity a person might do during leisure time.</p> <p>Describe</p> <p>(5) the reasons why people choose recreational</p>	<p>This topic lends itself well to group discussions. Working in small groups pupils can be asked to discuss and then define what they think is ‘leisure time’. Pupils can then be asked to list what they do during their leisure time and the factors that determine their choice of ‘activities’. The groups can then consider their findings and the most important determinants.</p> <p>As either a group or class activity pupils can then be asked the question, ‘Why do you think there has been a growth in leisure activities in recent years’? All the answers can then be presented as either group or class findings.</p> <p>Pupils can be asked to carry out a survey of the recreational interests of members of their family or friends and then present it as a chart or display board. By also asking each respondent their age and possibly their occupation they can demonstrate if particular activities are of particular interest to specific age groups or working groups.</p>	<p><u>GCSE PE for OCR by Frank Galligan and David White</u>; Heinemann Educational Publishers, Oxford ISBN 0 435 50629 3 Ideal student text book for all aspects of the IGCSE PE course</p> <p><u>OCR Sport Examined by Paul Beashel, Andy Sibson and John Taylor</u>: Nelson Thornes Ltd, ISBN 0 7487 7723 7 Very detailed student text book containing all the topics covered in the IGCSE PE course.</p> <p><u>GCSE PE for OCR Teacher’s Resource File by Frank Galligan, Eric Singleton and David White</u>: Heinemann Educational Publishers, Oxford ISBN 0 435 506 30 7 Resource book containing numerous student worksheets covering the entire IGCSE PE course.</p> <p><u>Revise for PE GCSE OCR by Frank Galligan, Eric Singleton and David White</u>: Heinemann</p>

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	<p>activities. These will include social reasons, psychological and physiological reasons. Also the importance of school and clubs in the promotion of recreational activities.</p>		<p>Educational Publishers, Oxford ISBN 0 435 10043 2 Student resource text book for use when revising for the IGCSE PE theory examination.</p>
<p>Facilities, Participation, Excellence</p>	<p>Describe</p> <ol style="list-style-type: none"> (1) the facilities for physical activities in your area. Contrast facilities in urban and rural areas. What type of sports centres, or centres for dance, or outdoor pursuit/activity centres are available and who do they cater for? (2) how sport and recreation facilities are controlled and run by local authorities, private companies and voluntary organisations. (3) what are the factors that determine whether people in your area take part in physical activities and encourage participation at a high level? (4) the advantages and disadvantages of 	<p>Pupils can be given a large scale map of the town or area where they live or where the school is located. The map should show the streets and open spaces. The pupils can then draw and shade in different colours on the map showing different sporting/recreational activity venues. It should then be possible to discuss the local provision for different activities including sport. Pupils can then identify what activities are catered for at each venue. For example it might be Football, Hockey and Basketball on a particular sports ground. Discussions might reveal what sports facilities (or outdoor activities facilities etc) are poorly catered for.</p> <p>Pupils can select a particular facility and then make enquiries as to who runs or controls the facility. A survey might also be carried out to determine the factors that determine whether the facilities are well used or not.</p> <p>Newspapers and magazines carry a wealth of information on sponsorship in sport. Nearly every sportsperson carries the logo of a company or organisation promoting a particular product. Pupils can be asked to collect such newspaper clippings and pictures and compile a table of the sports, the sponsor and the product. Discussions can follow that cover</p>	<p>Useful websites on different interests in sport</p> <p>www.sports-sponsorship.co.uk</p> <p>Interactive website containing a range of different sports, all in different languages.</p> <p>www.nike.com</p> <p>www.bbc.co.uk/sport</p> <p>Any Internet search engine will find numerous areas of interest in any aspect of sport, simply type in the name of the interest.</p> <p>www.bcu.org.uk</p> <p>is an example of a Governing Body website for an outdoor activity</p>

<p>AO 3</p>	<p>Learning outcomes sponsorship in sport.</p>	<p>Suggested Teaching activities the advantages and disadvantages to the sponsor and the sportsperson/organisation.</p> <p>Teachers should encourage pupils to investigate facilities, coaching and organisations that promote excellence amongst young athletes and sportspersons. Pupils might produce a wall display highlighting the best means of encouraging young sportspersons in different sports. This display might include local schemes, advice on where to seek help, age restrictions, grants or other incentives etc.</p> <p>Teachers might be prepared to seek sponsorship for their own school teams from parents who are involved in business or other local organisations. Pupils might be involved in the working group in different capacities.</p>	<p>Learning resources</p> <p>www.rad.org.uk</p> <p>is the website for the Royal Academy of Dance.</p>
<p>Amateur/ Professional</p>	<p>Describe:</p> <ol style="list-style-type: none"> (1) the roots of professional sports from the amateur beginning in the 20th century and more recently the move towards professional sportspersons. (2) briefly which sports tend to be amateur and which are professional and the role that sports associations have in the classification of sports. (3) the means by which amateurs retain their amateur status and yet can gain financial 	<p>All history books on different sports carry information on whether the sport is classified as amateur or professional. The books will inevitably carry information of the status of the participants now and in the early days of the sport. Pupils should be encouraged to seek this information which might then be used in class discussions on this topic. It should be possible for either pupils, or the class as a whole, to compile a list of traditional amateur and professional sports which can then be reproduced for the benefit of all.</p> <p>Pupils can be give the following means of gaining payments for athletes: Scholarships.</p> <p>Jobs linked to sports e.g. coach, sports journalist, commentator etc.</p> <p>Access to sports training facilities.</p> <p>Trust funds allowing athletes to gain indirect payment for</p>	<p>Websites of a selection of sports:</p> <p>Cricket www.sportguardian.co.uk/cricket</p> <p>Rugby Union www.irb.com International Rugby Board website</p> <p>Football Association www.thefa.org</p> <p>Netball www.netballuk.co.uk Commercial organisation dealing with equipment and other matters</p>

<p>AO 3</p>	<p>Learning outcomes support.</p>	<p>Suggested Teaching activities appearing at events. Pupils can research the changes to rules of admission for certain sports</p> <p>Teacher might ask pupils to follow their interest in a particular sport and by either visiting the sport's website or going to any older books on these sports, find out the origins of professionalism in the sport. Some typical sport websites are listed in the on-line sources column. Pupils can be asked to give a brief five minute talk on their findings during a future lesson. This is a simple way of disseminating useful information on this topic.</p>	<p>Learning resources related to Netball.</p> <p>www.netball.org.uk Hockey</p> <p>www.fleldhockey.com Hockey results worldwide.</p> <p>Swimming www.britishswimming.org – Website of the Amateur Swimming Association</p> <p>www.swirnrating.com/sports There are numerous other websites on all sports.</p>
<p>Media</p>	<p>Describe: (1) the various types of media. (2) the positive influences of the media. (3) the drawbacks of media coverage. (4) the impact of television on sport</p>	<p>Pupils can be asked to design a poster of one or more type of media, from television, films, radio, newspapers, magazines and telecommunications.</p> <p>Through discussion groups the following positive influences of media coverage should be highlighted: Media promotes sport. More people can see and read about sport. The media creates 'sports stars' who have both a positive and negative influence on youngsters. The media can inform and entertain. The media can influence sports in a variety of ways such as attracting sponsorship, improving facilities, training and equipment.</p>	

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		<p>The following drawbacks of media coverage should be highlighted through discussion groups:</p> <p>The effect that pressure has on managers and teams to do well in sport.</p> <p>The effect on players who adopt a win at all cost attitude, rather than play for enjoyment, which might involve cheating and the use of drugs.</p> <p>The media may become very critical of referees/official decisions.</p> <p>The impact of television on sport. This topic generates a lot of enthusiasm and discussion amongst pupils and is an ideal project title. Pupils would be able to research and mention the following:</p> <p>The large amount of viewing time devoted to sport, particularly during big sporting occasions e.g. The World Football Cup, The Olympic or Commonwealth Game, Wimbledon Tennis Championships etc. Pupils might be encouraged to work out the relative percentages of time devoted to sport in either a popular newspaper on one day or week's TV programmes on one channel (other than a sports channel).</p> <p>The impact of sports analysis e.g. slow-motion shots, close up shots, replays, use of the replay to assist in referring decisions etc. Topic might be:</p> <p>To view a game of football on the TV and identify all the different means the TV company uses to add interest for the viewers. These might include: interviewing players, close-ups of particular actions, replays, commentary, digital animation etc.</p>	

AO 3	Learning outcomes	Suggested Teaching activities	Learning resources
<p>Access to Sport</p>	<p>Describe:</p> <ol style="list-style-type: none"> (1) the availability and access of different sports to the following groups in the community: different gender, different nationality, different religious beliefs, different disabilities. (2) the growth in facilities with access for participants/ performers with disabilities. (3) the improving status of women in sport in recent years. Also the change in attitude towards women's participation in sports that were previously only available to men. (4) the notion of social equality and the growth in communities developing a sense of social inclusion for 	<p>The impact of TV companies with prize money and influencing starting times of different sports. The impact that colour television has had on such sports as snooker, and team sports such as football etc.</p> <p>Any of the above topics can be taken and used by pupils to produce a piece of written work or to design a poster promoting aspects of the media.</p> <p>This topic embraces the notion that sport should be accessible to all, irrespective of race, colour, gender, religious beliefs or disability. The title lends itself well to topics of study and discussions. Within the topic 'performers with disabilities' pupils should be aware of the facilities and competitions that are now available to this social group. Also, the sports that allow able-bodied and sportspersons with disabilities to compete at the same time.</p> <p>A topic of research might be for pupils to investigate if the local sports facilities (or outdoor activities facilities etc) cater for pupils with disability (and you can specify the disability). The tremendous growth in activities such as step aerobics and swing into shape has attracted large numbers of women and girls. Also the impact of female role models in different sports has had a big influence on the growth of women in sport, which have traditionally been the preserve of men only. Pupils can be asked to investigate the inclusion of new events for women in the last four Olympic Games. Amongst some of the events were the marathon, the pole vault and the triple jump. A suitable project title for all pupils might be to write an account to justify the inclusion of these events in the Olympic</p>	<p>www.sportsforwomen.com</p> <p>www.olympicwomen.co.uk</p> <p>Useful women's websites containing issues such as women in the Olympics.</p> <p>www.paralympic.org</p> <p>Paralympics Organisation</p>

AO 3	Learning outcomes all citizens.	Suggested Teaching activities Games. The topic of research outlined above in which pupils investigate whether the local sports facilities (or outdoor activities facilities etc) cater for pupils with disability could be extended to include gender or social group. What could the community do to improve these facilities and accessibility?	Learning resources
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