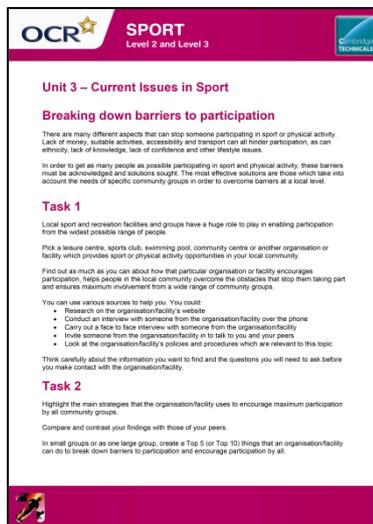


Unit 3 – Current Issues in Sport

Breaking down barriers to participation

Instructions and answers for teachers

These instructions should accompany the learner task - OCR resource 'Breaking down barriers to participation', which supports Cambridge Technicals in Sport Level 3 Unit 3 – How technology influences sport.



The screenshot shows the OCR resource document for 'Breaking down barriers to participation'. It includes the OCR logo, the title 'Unit 3 – Current Issues in Sport', and the sub-title 'Breaking down barriers to participation'. The text discusses various aspects that can hinder participation, such as lack of money, suitable activities, accessibility, and transport. It also mentions barriers like ethnicity, lack of knowledge, and lack of confidence. The document outlines two tasks: Task 1, which involves researching local sport and recreation facilities and conducting an interview, and Task 2, which involves highlighting main strategies used by organisations to encourage participation.

Associated Files:
Breaking down barriers to participation

Expected Duration:

Task 1 – 30 minutes preparation time.
Research time will vary.
Task 2 – 30 minutes to 60 minutes depending on how the activity is delivered

Task 1

There are many different aspects that can stop someone participating in sport or physical activity. Lack of money, suitable activities, accessibility and transport can all hinder participation, as can ethnicity, lack of knowledge, lack of confidence and other lifestyle issues.

In order to get as many people as possible participating in sport and physical activity, these barriers must be acknowledged and solutions sought. The most effective solutions are those which take into account the needs of specific community groups in order to overcome barriers at a local level.

Local sport and recreation facilities and groups have a huge role to play in enabling participation from the widest possible range of people.



Pick a leisure centre, sports club, swimming pool, community centre or another organisation or facility which provides sport or physical activity opportunities in your local community.

Find out as much as you can about how that particular organisation or facility encourages participation, helps people in the local community overcome the obstacles that stop them taking part and ensures maximum involvement from a wide range of community groups.

You can use various sources to help you. You could:

- Research on the organisation/facility's website
- Conduct an interview with someone from the organisation/facility over the phone
- Carry out a face-to-face interview with someone from the organisation/facility
- Invite someone from the organisation/facility in to talk to you and your peers
- Look at the organisation/facility's policies and procedures which are relevant to this topic

Think carefully about the information you want to find and the questions you will need to ask before you make contact with the organisation/facility.

Notes for Teachers

These tasks will give learners the opportunity to think carefully about the realities of a topic. They will have to plan and research thoroughly and share their findings with their peers. Ideally, they will make contact with people working in external organisations and will therefore be expected to act in a mature and professional manner.

You may decide to allocate an organisation or facility to each learner and/or ask learners to work in pairs so that you get a good range of experiences and no one place gets bombarded by learners all asking the same questions.

Learners should be encouraged to research using a range of sources. Those who are confident enough to speak to someone over the phone or to conduct a face-to-face interview should be given the opportunity to do so if appropriate.

All learners should be given time to think about what information they need to find and what questions they need answers to.

In particular, learners who are making contact with someone from an external agency should be well prepared and confident in what they are asking.



Task 2

Highlight the main strategies that the organisation/facility uses to encourage maximum participation by all community groups.

Compare and contrast your findings with those of your peers.

In small groups or as one large group, create a Top 5 (or Top 10) things that an organisation/facility can do to break down barriers to participation and encourage participation by all.

Notes for Teachers

If appropriate, learners could present their findings to the rest of the group.

Once learners have their Top 5 or Top 10, ask them to think about what they could do with the information and how it could be used by key stakeholders to encourage participation. It may be appropriate to feedback their findings to the organisations/facilities they have been working with in order to share good practice.

LESSON *Elements*

The building blocks you need to construct informative and engaging lessons

To give us feedback on, or ideas about, the OCR resources you have used email resourcesfeedback@ocr.org.uk

© OCR 2012 - This resource may be freely distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

