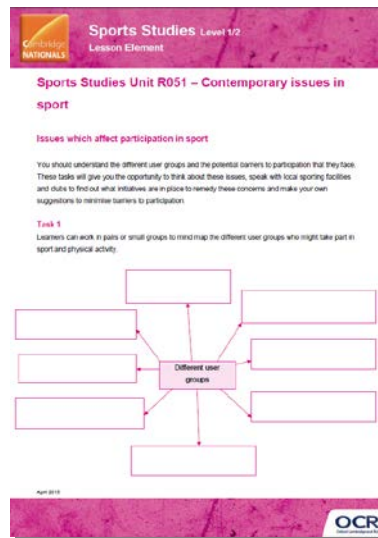


Unit R051 – Contemporary issues in sport

Issues which affect participation in sport

Instructions and answers for teachers

These instructions should accompany the OCR resource 'Issues which affect participation in sport' activity which supports OCR Cambridge Nationals in Sport Studies.



The Activity:

Learners should understand the different user groups and the potential barriers to participation that they face. These tasks will give learners the opportunity to think about these issues, speak with local sporting facilities and clubs to find out what initiatives are in place to remedy these concerns and make their own suggestions to minimise barriers to participation.

Associated materials:

'Issues which affect participation in sport ' Lesson Element learner activity sheet.

Suggested timings:

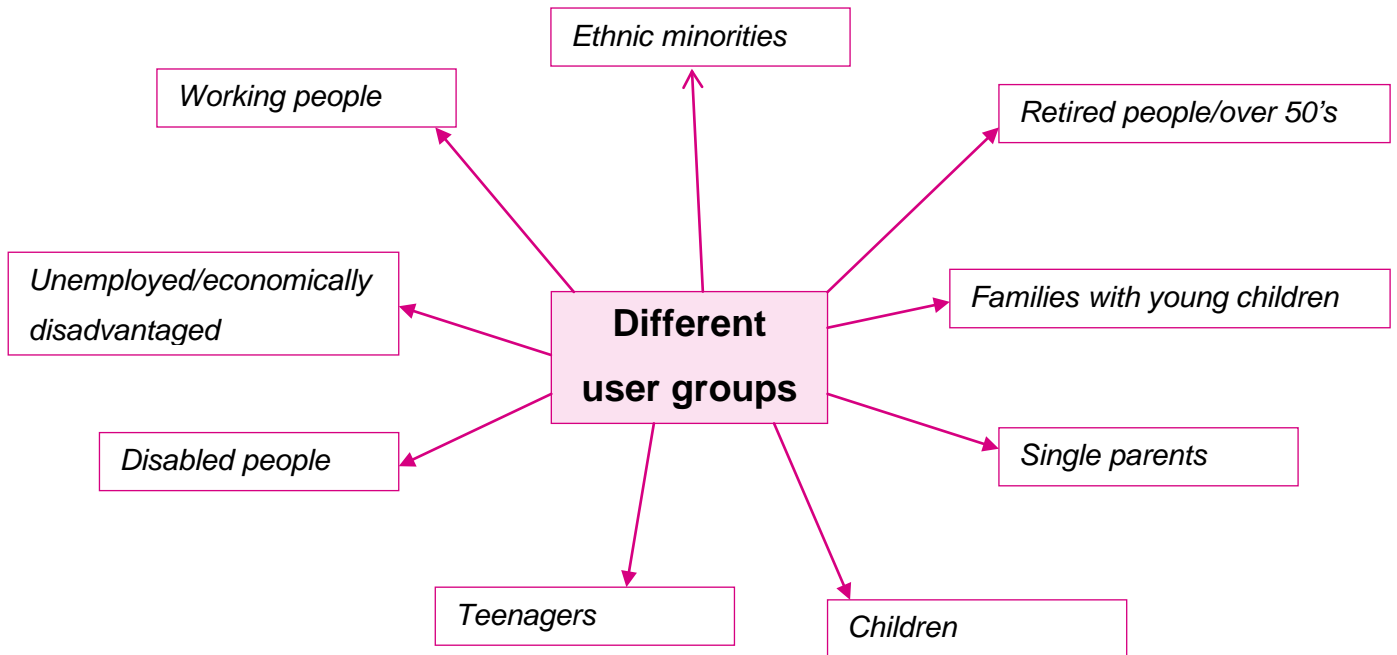
Task 1 – Identifying user groups: 15 minutes

Task 2 – Barriers to participation: 60 minutes

Task 3 – Reducing the barriers to participation: 45 minutes

Task 1

Learners can work in pairs or small groups to mind map the different user groups who might take part in sport and physical activity.



Task 2

Give each pair/small group of learners one of the Participant Cards below. Ask them to suggest, for the person described on their card, what might be the barriers to participation that he/she will have to overcome or work around in order to take part in sport or physical activity.

Once learners have done this for one card they can be given a different card and asked to repeat the process. Learners can repeat this for as many cards as you feel is appropriate.

Participant 1	Participant 2
<p>Name: Susan Page</p> <p>Date of birth: 23/09/1943</p> <p>Gender: Female</p> <p>Family: Widow, grown up children</p> <p>Lifestyle info: Retired, doesn't drive, had hip replacement 2 years ago, not very computer literate</p> <p>Potential barriers to participation:</p>	<p>Name: Kelly Smith</p> <p>Date of birth: 16/11/1997</p> <p>Gender: Female</p> <p>Family: Lives at home with mum and sister</p> <p>Lifestyle info: At college, has a part time job working 2 evenings a week and all day on Saturdays</p> <p>Potential barriers to participation:</p>
Participant 3	Participant 4
<p>Name: Gareth Eaton</p> <p>Date of birth: 01/03/1986</p> <p>Gender: Male</p> <p>Family: Lives with girlfriend, no children</p> <p>Lifestyle info: Unemployed, wants to take part in 'urban' activities rather than 'traditional' sports</p> <p>Potential barriers to participation:</p>	<p>Name: Zuzannah Ali</p> <p>Date of birth: 14/07/1979</p> <p>Gender: Female</p> <p>Family: Husband and two school age children</p> <p>Lifestyle info: Doesn't work, not done any sport since school</p> <p>Potential barriers to participation:</p>
Participant 5	Participant 6
<p>Name: Paul O'Connor</p> <p>Date of birth: 21/10/1983</p> <p>Gender: Male</p> <p>Family: Single dad to a 1yr old and a 3yr old</p> <p>Lifestyle info: Works full time, has parents nearby who help with childcare during the week</p> <p>Potential barriers to participation:</p>	<p>Name: Ted Ashman</p> <p>Date of birth: 30/02/1968</p> <p>Gender: Male</p> <p>Family: Wife and teenage child</p> <p>Lifestyle info: Ted has problems with his hips and legs and sometimes uses a wheelchair</p> <p>Potential barriers to participation:</p>

Task 3

For all of the barriers to participation that have been highlighted, ask learners to suggest ways that each barrier may be reduced or removed in order to allow all user groups to have access to sport and physical activity.

Learners can record their thoughts in the table below.

Potential barrier to participation	Suggestion/s for reducing/removing barrier
Not much free time	Timing of activities to meet user group needs e.g mid-morning for parents who do the school run, late evenings for working people, lunchtime sessions (shortburst activity like Metafit) for 9 to 5ers
Family commitments/lack of childcare	Crèche facilities on site, children's sports sessions timed to coincide with adult ('mum friendly') classes
Disposable income	Concessions for unemployed, young people etc.
Lack of transport	Advertising local transport that stops at the club/facility, arranging travel concessions for those attending club/facility, facilitating 'car pooling' amongst attendees
Access to facilities/provision for disabled people	Disabled access and facilities, appropriate equipment (hoist for example), specific activities for those with disabilities, liaise with EFDS or similar to ensure appropriate provision
Lack of role models	Use of age and gender appropriate role models on promotional materials

Limited provision of activities	Scheduling of wide range of different activities, asking members and public what activities they want to participate in, employing range of coaching staff to ensure variety of activities
Lack of awareness/information	Promoting in variety of places using different media to ensure wide cross section is made aware. Targeted marketing when appropriate
Perception of gender specific sports	Use of role models to change perceptions, taster sessions to encourage people to 'have a go', using male or female coaching staff to change perceptions



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