**Stereotypes** = generalisations about a group of people. They lead to low participation and ‘channelling’.

|  |
| --- |
|  |

(Lead to low participation rates)

**Discrimination =**

To treat people unfairly

**Prejudice =**

**Equal Opportunities**

**PE**

**Paper 1**

**Revision**

Example =

Example =

Example =



Barriers: Lack of…

1. **C \_ \_ \_ \_**  – limits chance for competition

2. **A \_ \_ \_ \_ \_**  - to/within sports facilities

3. **Specialist \_ \_ \_ \_ \_ \_ \_**  – with relevant qualifications

4. **M \_ \_ \_ \_ coverage**

5. **A\_ \_ \_ \_ \_ \_ \_ s -** of needs in PE Programmes

Solutions:

1. **Competition** – with more clubs/ a \_ \_ \_ \_ \_ \_

sports e.g. wheelchair rugby

2. **Access** - to facilities e.g. r\_ \_ \_ s

3. **Specialised coaches** - trained \_ \_ \_ ff

4. **Specialist facilities** - m \_ \_ \_ \_ \_ \_ \_ t\_ \_ \_ \_ \_ \_ \_ \_ y

e.g. sports wheelchairs

5. **Campaigns** – to promote P\_ \_ \_ \_ \_ \_ \_ \_ c role models using media/

6. **Awareness** - of needs integrated into PE programmes/

“Integrate where possible, s \_ \_ \_ \_ \_ \_ \_ \_ where necessary”

7. **EFDS =**

Barriers:

1. Discouraged by p\_ \_ \_ \_ \_ s

2. R\_ \_ \_ \_ \_ discrimination

3. Sport has a low social s\_ \_ \_ \_ s

4. Lack of ethnic minority c\_ \_ \_ \_ \_ s/

role models

5. M\_ \_ \_ \_ \_ \_ \_ \_ p may exclude minorities

6. Lower socio-\_ \_ \_ \_ \_ \_ \_ \_ group – e.g. lack money for transport

7. R \_ \_ \_ \_ \_ \_ \_ \_ observance e.g. dress code

8. Stereotyping/’c\_ \_ \_ \_ \_ \_ \_ \_ \_ g’ – e.g. you’re black, you’re fast, you’re on the wing



Solutions:

1. R\_ \_ \_ models

2. B\_ \_ \_ for ‘racist’ actions

3. Sp\_ \_ \_s Dev\_ \_ \_ pment O \_ \_ icers -promote minority participation

4. Awareness e\_ \_ \_ \_ tion for teachers in schools e.g. on effects of discrimination

5. S\_ \_ \_ \_ Eng\_ \_ \_ \_ programmes e.g. Sporting Equals promote equality

6. \_ \_ programmes cater for minorities - eg relaxed \_ \_ \_ / showering rules

7. Campaigns - by \_ \_ \_ s e.g. ‘Kick Racism Out’

Barriers:

1. ……………………………………….

2. ……………………………………….

3. ……………………………………….

4. ………………………………………..

5. ………………………………………..

Solutions:

1. Advertising/\_ \_ \_ \_ models

2. Reduced e\_ \_ \_ y f\_ \_ s

3. T\_ \_ \_ \_ \_ sessions

4. More \_ \_ \_ er-c\_ \_ \_ facilities

5. Crè\_ \_ \_ facilities

6. School e\_ \_ \_ \_ -curr\_ \_ \_ \_ \_ r clubs

7. Street games (National Partner of Sport England)

[](http://www.google.co.uk/url?sa=i&rct=j&q=working+class+england&source=images&cd=&cad=rja&docid=QprRpmi4dOeOYM&tbnid=aEmvCbEVGfZuoM:&ved=0CAUQjRw&url=http://www.guardian.co.uk/books/2009/jan/10/andrew-ohagan-george-orwell-memoriallecture&ei=9MJKUbm_Hs2M0wX2iYDADw&bvm=bv.44158598,d.d2k&psig=AFQjCNHIQqevot1lAKI5HYXY3BVU6tLMZg&ust=1363940443543543)

Solutions:

1. Offer options which are:

\_ \_ d \_ o \_ (dry, warm), Individual activities,

C\_ \_ \_ \_ l/recreational, non-\_ \_ \_ \_ \_ \_ \_ / non aggressive,

s \_ c\_ \_ \_ \_ y acceptable for women

Single sex/w\_ \_ \_ \_ only

1. Improvements to school PE:

Make \_ \_ interesting/rewards, After-school \_ \_ \_ \_ \_,

Inspirational t\_ \_ \_ \_ \_ \_ s, Sports a\_ \_ \_ \_ \_ \_ \_ \_ \_ s

Better \_ \_ \_ \_ \_ with local clubs, Emphasise importance of

h\_ \_ \_thy lifestyle, Leadership/c\_ \_ \_ \_ \_ \_ g opportunities

1. C\_ \_ \_ \_ e facilities
2. Use of role models/ \_ \_ \_ \_ \_ coverage/ ‘this girl can’
3. Educate on physiological/ st\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ l myths
4. Women In Sport (National partner of Sport England)



Barriers:

1. S\_ \_ \_ \_ l discrimination

2. Lack of media coverage/\_ \_ \_ \_ models

3. T\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ stereotyping e.g. being ‘ladylike’

4. Physiological m\_ \_ \_ s/poor body image

5. Sport as a m\_ \_ \_ preserve – keep women out!

6. Lack dispo\_ \_ \_ \_ e income

7. Lack of t\_ \_ e available (domestic responsibility)

8. Fewer female c\_ \_ \_ s / range of appropriate activities

Roles:

Local Partners

**Equal Opportunities**

**PE**

**Paper 1 Revision**



National Partners

**Social control**

**Society**

**Socialisation**

**Stratification**

**Social change**

**Interactionist approach/ Social action theory**

**Social structures**

|  |  |  |
| --- | --- | --- |
| **Benefits of raising participation** | **To Individuals**  **Remember to explain how sport causes the benefit to occur!** | **To Society**  **Remember to explain how sport causes the benefit to occur!** |
| **Health & Fitness benefits** | *Lower risk of CHDs – e.g. playing on the wing in Rugby burns fat, contributes to lowers cholesterol and blood pressure reducing risk of angina.* |  |
|  |  |
|  |  |
| **Social benefits** |  |  |
|  |  |
|  |  |