

Deyes High School Remote Learning



DEYES
HIGH
SCHOOL

LYDIA'FÉ
LEARNING TRUST

Engage, Enable and Empower

**Yr. 12
A-level
PE**

Work for individual students not attending school

Half Term 3: January to February

Pupils who are absent should select the activity that they are up to. Click on the link in the activity box below. This will take you to Office 365, OneNote where the work is stored. In the lesson it will tell the pupil if they need to submit the work to their teacher or complete it on their designated homework page on their OneNote.

Lessons



Date (week commencing)	Lessons	Focus/Topic/Theme	Hyper link to Activity
4/01/21 to 18/01/21	1-3	Sport and society Mass participation -ARW	One Note resources https://deyes-my.sharepoint.com/personal/a_ridway_deyeshigh_co_uk/_layouts/OneNote.aspx?id=%2Fpersonal%2Fa_ridway_deyeshigh_co_uk%2FDocuments%2FClass%20Notebooks%2FA%20level%20PE%202020-22 All lessons and knowledge organisers are posted on OneNote for every lesson. Students are asked to submit homework on One Note
	1-3	Skill acquisition Transfer of learningKTN	
	1-3	Projectiles, impulse and collisions - JMC	
25/01/21 to 8/2/21	4-6	Sport and society Elite Sport - ARW	
	4-6	Skill acquisition Observational Learning and reinforcement - KTN	
	4-6	Different forms of Analysis - JMC	

<p>Gender and sport</p> <p>Sex: biological attributes</p> <p>Gender: social and cultural rather than biological, not just male or female</p> <p>Symbolic dominance: the attribution of strength within sport symbolises male superiority, while sexualisation and objectification of women within sport portends subordination of females</p> <p>Gender tagging: tags for boys, dress for girls</p> <p>Media coverage: limited for females or lack of role models and friends</p> <p>The golden triangle: media coverage - sponsorship - sport</p> <p>Intentional audience building: more hype offered to male sport to become more appealing and familiar to the public</p> <p>Segregation: sexual imagery used to enhance appeal of female sport</p> <p>Cultural barriers: eg Muslim women under-represented and denied opportunities due to religious beliefs and traditions eg dress codes</p> <p>Barriers: male orientated sports, few female leaders, class ceiling, media coverage, lack of role models, holds slow to promote role models, all confidence, effects of sport on unemployment, peers, lack of options, seen as the weaker sex, lower status of female sport</p> <p>Initiatives: This can be, using for sport, girls only gyms, girls only football etc sessions</p> <p>Title IX all state funded institutions (govt) American colleges must treat boys & girls physical education programmes equally this includes facilities, travel, medical, teaching etc</p> <p>Use examples for all answers</p> <p>Apply the key terms to ALL areas</p>	<p>Social Differentiation</p> <p>Class</p> <p>Socioeconomic: status in society based on occupation and wealth</p> <p>Working class low pay long hours. Can't access costly sports for finance and esteem issues.</p> <p>Middle class high pay long hours</p> <p>Upper class high wealth but don't work hard for it. Public schools better facilities. Can afford best equip and coaching. High % of Olympians went to public schools.</p> <p>Disability:</p> <p>Wages, unemployment, cost of equipment, transport issues, access to buildings, low age ranges, availability of local teams, discrimination - people active, role models, stereotyping, Proximal, self fulfilling prophecy, range of activities, lack of specialist coaches</p> <p>Opportunity/provision/esteem.</p> <p>1 in 5 people in the UK have a longstanding disability or illness</p> <p>Equal opportunities act: legal to discriminate</p> <p>Revelation 1 source names</p> <p>Age</p> <p>Young have time, little money, depend on others for transport, age limit, lots of clubs and facilities available, variety of activities.</p> <p>Older competitive sports. They want access to work a career in sport.</p> <p>Working age get more but less time eg working hours, sport for self-recognition, to improve wellbeing, stress and health.</p> <p>Old age less money but more time, poor health, fewer clubs, sport as a social event for health and wellbeing. To</p>	<p>Key terms for all areas</p> <p>Stratification of society: society in layers - economic, education, Hegemony: leadership or dominance of one group over another</p> <p>Leisure time: free from constraints of work and family</p> <p>Opportunity: time and money</p> <p>Provision: facilities, geography, linked to wealth</p> <p>Esteem: confidence, role models, class, race etc</p> <p>Use these three to every category and always give lots of examples</p> <p>Prejudice: opinion formed before knowledge gained</p> <p>Discrimination: individual or group denied opportunities given to the majority</p> <p>Stereotyping: similar characteristics at the same</p> <p>Glass ceiling effect: hidden barrier preventing rise to higher status</p> <p>Self fulfilling Prophecy: if you predict something it becomes more likely to become reality</p> <p>Race and Ethnicity</p> <p>Race: Biological - colour and other features</p> <p>Ethnicity: cultural and social eg religious and traditions</p> <p>Centrality - positions of influence and power, usually held by white males</p> <p>Racial stacking - certain sports for a particular race and certain positions for a particular race</p> <p>Racial discrimination: denial of opportunities because of their race</p> <p>Positive discrimination/affirmative action:</p> <p>The Rooney rule - top clubs must be interviewed for managerial post in W.</p>
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Who to contact

You can email **your class teacher** if you have any questions regarding the activities set.

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Knowledge Organiser

All knowledge organisers are accessible on the OneNote link above