

Deyes High School Remote Learning



DEYES
HIGH
SCHOOL

LYDIA'FÉ
LEARNING TRUST

**Yr. 13
A-Level
PE**

Engage, Enable and Empower

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) | Less ons | Focus/Topic/Theme | Hyper link to Activity | |
|------------------------|----------|---|--|---|
| 4/01/21 to 18/01/21 | 1-3 | Social differentiation Gender and disability - -ARW | One Note resources https://deyes-my.sharepoint.com/personal/j_mcevoy_deyeshigh_co_uk/_layouts/OneNote.aspx?id=%2Fpersonal%2Fj_mcevoy_deyeshigh_co_uk%2FDocuments%2FClass%20Notebooks%2F2019%20-%202021%20A%20level%20PE%20Class | |
| | 1-3 | Self Efficacy/Self confidence. Attitudes, changing attitudes CPA | | |
| | 1-3 | Revision, PPE and analysis of PPE- JMY | | |
| 25/01/21 to 8/2/21 | 4-6 | Sport and society Mass participation - ARW | | |
| | 4-6 | Aggression, theories of aggression, reasons for aggression CPA | | All lessons and knowledge organisers are posted on OneNote for every lesson. |
| | 4-6 | Heart dynamics and venous return - JMY | | Students are asked to submit homework on One Note |

| Gender and sport | Social Differentiation | Key terms for all areas |
|---|---|--|
| <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 contributes male superiority, while sexualisation and objectification of women within sport further subordination of females.</p> <p>Gender tagging: tags for boys, news for girls</p> <p>Media coverage: limited for females as lack of role models and finance</p> <p>The golden triangle: media coverage - sponsorship - sport</p> <p>Intentional audience building: news have offered to male sport as becomes more appealing and familiar to the public.</p> <p>Sexualisation: sexual images 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 code</p> <p>Barriers: male orientated sports, few female leaders, class ceiling, media coverage, lack of role models, media often to promote success women, eg Wimbledon, Jessica, if sport as performance piece, lack of sponsors, seen as the weaker sex, lower status of female sport</p> <p>Initiatives: This can be used for sport, girls only gyms, girls only football etc sessions</p> <p>Title IX at state funded institutions (US): American colleges must have level of girls' physical education programmes equal to the facilities, travel, medical, teaching etc</p> <p>Use examples for all areas</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 leisure time</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 scholarships went to public schools</p> <p>Disability</p> <p>Angels, unrepresented, lack of equipment, transport issues, access to facilities, low self-esteem, availability of local teams, discrimination - passive active, role models, stereotyping, physical, psychological, attitudes, range of activities, lack of specialist coaches</p> <p>Opportunity/provision/esteem</p> <p>1 in 8 people in the UK have a long-standing disability or illness</p> <p>Racial opportunities act: illegal to discriminate</p> <p>Amendments 1 and 2 (school children)</p> <p>Age</p> <p>Young have time, lots of money, depend on others for transport, equipment, top of clubs and facilities available, variety of choices</p> <p>Like competitive sports, they want success or want a career in sport</p> <p>Working age: get money but less time eg working hours, sport for not recreation, to improve wellbeing, stress and health</p> <p>Old age: less time, but more time, poor health, fewer skills, 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, programs, limited to wealth</p> <p>Esteem: confidence, role models, class, race etc</p> <p>Link 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 of 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 religions 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 utility must be interviewed for managerial job in UK</p> |

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