Equity – Barriers and Enablers

Implementation and Integration of Unit 2 Topic 2
Physical Education Syllabus
2019
ACHPER Brisbane Conference
2018
Overview

• What is unit 2 topic 2 all about?
• What’s new? What’s important?

• Quick outline of new subject matter with some ideas for implementation and integration

• Gathering data
• Shameless promotion
Unit 2 Topic 2 – Some Familiar Terms

- What is *equity*, what is *access* and how do they impact on *engagement* in physical activity?

- **Barriers and Enablers**

- Gathering and using *primary* and *secondary data*

- Inquiry Approach – *Engage* and *Understand*, *Apply* and *Analyse*, *Evaluate* and *Justify*
Unit 2 Topic 2 – What’s New?

• Barriers and Enablers are classified using four headings:
  • Personal
  • Social
  • Cultural
  • Environmental

• Megatrends

• Equity Strategies
In Topic 2, the first stage of inquiry requires students to recognise and explain the concepts and principles about equity in physical activity. In a range of physical activities, students explore barriers and enablers to gather data about the influence on equity.

In the second stage, students analyse data to synthesise relationships between the barriers and enablers in physical activity, and engagement and performance to identify an equity dilemma. Student then devise an equity strategy in response to the dilemma to optimise engagement and performance in physical activity.

In the final stage, students evaluate the effectiveness of the equity strategy on engagement and performance, and justify using primary data and secondary data.

(QCAA, Physical Education 2019 v1.1, 2018)
# Unit 2 Topic 2 – Key Syllabus Requirements

<table>
<thead>
<tr>
<th>Topic</th>
<th>Notional hours</th>
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</thead>
<tbody>
<tr>
<td>Topic 1: Sports psychology integrated with a selected physical activity from one of the six categories</td>
<td>33</td>
</tr>
<tr>
<td>Topic 2: Equity — barriers and enablers</td>
<td>22</td>
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(QCAA, Physical Education 2019 v1.1, 2018)
Unit 2 Topic 2 – Key Syllabus Requirements

To engage with the subject matter of equity, schools should provide opportunities for students to participate in a wide range of learning experiences across a range of physical activity categories. The integration of the subject matter with a range of physical activities will provide opportunities to explore diverse issues about equity.

(QCAA, Physical Education 2019 v1.1, 2018)
So in a nutshell...

- We need to design a series of learning experiences, integrated with physical activities that direct students towards:
  - **Identifying** personal, social, cultural and environmental barriers and enablers that influence themselves’ and others’ equity and access
  - **Investigating** the influence of **megatrends** as barriers and enablers
    - (Through the gathering of primary data and corroborating with secondary data)
  - **Analysing** primary and secondary data to identify an equity dilemma
  - **Devising** strategies to overcome an equity dilemma
  - **Evaluating** primary and secondary data about equity strategies to **evaluate**, **modify/maintain** and **justify** equity strategies
Categorising Barriers and Enablers
Personal Factors Acting as Barriers and Enablers

- Similar to the old individual level of Figueroa’s Framework.
  - Motivation
  - Confidence
  - Personality traits
  - Personal ability
  - Genetic predisposition
  - Gender/Sex
  - Previous experiences
Integrating Activity

10m challenge vs Edor
Integrating Activity

Reflection:
1. What types of activities to improve running fitness have you done in the past?
2. Compare the two activities. What are some key differences in these activities?
3. Recall your thoughts when initially reading or hearing the instructions for activity one – 10m challenge. How did you react when you found out what you were going to do?
4. Recall your thoughts when initially reading or hearing the instructions for activity one – 10m challenge. How did you react when you found out what you were going to do?
5. Compare your attitude towards each activity. Was it better towards one activity? Which activity did you enjoy more?
6. Reflect on your classmates’ behaviours and attitudes when performing each of the activities. Which did they engage better with?
7. Reflect on your teacher’s demeanour when guiding the class through each activity.
8. Explain how the type of activity might influence engagement with running games. Which of these activities are you more likely to engage with in the future?
Social Factors Acting as Barriers and Enablers

• Similar to the old Inter-personal and Institutional levels of Figueroa’s Framework
  • Social norms
  • Agents of socialisation
  • Social construction of gender
  • Diversity
  • Physical activity preferences
In small groups, or as a class, develop a survey. This could employ an online tool such as Google Forms or Survey Monkey, or simply be done on paper or face to face interviews. Have your class, and a cross section of students at your school complete the survey.

Your survey should collect data on the following:

- All sports and physical activities that the participant regularly plays
- Reasons why the participant plays these sports and physical activities
- All sports and physical activities that the participant’s parents and siblings play/used to play
- The sports and physical activities that their close friends regularly play
- The sports and physical activities offered by their school
- The 10 sports that the participant thinks are the most popular amongst their peers
- The 10 sports that the participant thinks are most popular in Australia
- Any other useful information you and your classmates think will be useful

Collate the data that you receive from your survey. Analyse this data and identify any trends with the participants responses.

- What proportion of participants in the survey play the same or similar sports and physical activities as their family and peers?
- Referring to the process of socialisation, explain why the participants are likely to choose these sports and physical activities.
- What proportion of participants in the survey play sports and physical activities that are different to their family and peers?
- Hypothesise factors that may have influenced the participants to choose these sports and physical activities.
- Identify sports and physical activities that appear regularly in the data?
- Hypothesise socio-cultural reasons for these sports and physical activities’ popularity.
- Reflecting on patterns in your data, decide which agents of socialisation have the biggest influence on the participants’ choices of sports and physical activities. Justify your decision using primary data from the survey and your knowledge of the process of socialisation.
Cultural Factors Acting as Barriers and Enablers

- Similar to Institutional, Structural and Cultural levels of Figueroa’s Framework
  - Cultural capital
  - Demographic, generational and cultural changes
  - Government funding
  - Mass media promotion and marketing of physical activity
  - Institutional rules, policies and procedures
## Apply and Analyse – Generational Change

<table>
<thead>
<tr>
<th>Sport</th>
<th>Participants</th>
<th>Sport</th>
<th>Participants</th>
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<tbody>
<tr>
<td><strong>2016</strong></td>
<td></td>
<td><strong>1996</strong></td>
<td></td>
</tr>
<tr>
<td>Football (Soccer)</td>
<td>1.08 million</td>
<td>Swimming</td>
<td>1.63 million</td>
</tr>
<tr>
<td>Golf</td>
<td>686,000</td>
<td>Aerobics</td>
<td>1.38 million</td>
</tr>
<tr>
<td>Australian Football (AFL)</td>
<td>636,000</td>
<td>Golf</td>
<td>1.12 million</td>
</tr>
<tr>
<td>Netball</td>
<td>626,000</td>
<td>Tennis</td>
<td>938,000</td>
</tr>
<tr>
<td>Tennis</td>
<td>586,000</td>
<td>Cycling</td>
<td>626,000</td>
</tr>
<tr>
<td>Cricket</td>
<td>563,000</td>
<td>Tenpin Bowling</td>
<td>438,000</td>
</tr>
<tr>
<td>Basketball</td>
<td>532,000</td>
<td>Billiards / snooker / pool</td>
<td>373,000</td>
</tr>
<tr>
<td>Touch Football</td>
<td>272,000</td>
<td>Netball</td>
<td>286,000</td>
</tr>
<tr>
<td>Swimming</td>
<td>268,000</td>
<td>Cricket</td>
<td>229,000</td>
</tr>
<tr>
<td>Rugby League</td>
<td>248,000</td>
<td>Surfing</td>
<td>225,000</td>
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Source: Australian Sports Commission (2016)  
AusPlay shows the sporting behaviours of a nation. (Figures rounded to the nearest 1000)

Source: Australian Bureau of Statistics (1999)  
Australian Social Trends – Sporting Australians. (Figures rounded to the nearest 1000)
Apply and Analyse – Generational Change

1. Analyse the data presented in figure 11.9. Identify key changes in the types of sports and physical activities that were most prevalently participated.

2. Research significant events that occurred between 1996 and 2016 that may have influenced the participation trends of key sports presented in the data. Explain why these events influenced participation trends.

3. Are there certain sports or physical activities, whose participation rate changes were unexpected for you? Why were they unexpected?

4. Comment on the overall trend of participants in all of the top ten most participated sports between 1996 and 2016. What might be some reasons for the overall changes?
Environmental Factors Acting as Barriers and Enablers

- Natural environment – geographical location, weather, climate
- Built environment – human influence on natural environment, green space, sport facilities
- Environmental impact of sport and physical activities
Analyse and Apply – Location and Sporting Choices
Analyse and Apply – Location and Sporting Choices

1. In which parts of the country does most of the Australian population live?
2. Identify the types of sports and physical activities people in the most populated areas would have ease of access to. Justify this by identifying enabling factors they may experience.
3. Identify the types of sports and physical activities people in the most populated areas may not have access to. Justify this by identifying barriers that they may experience.
4. Identify the types of sports and physical activities people in the least populated areas would have ease of access to. Justify this by identifying enabling factors they may experience.
5. Identify the types of sports and physical activities people in the least populated areas may not have access to. Justify this by identifying barriers that they may experience.
6. Reflect on the access and equity to sport and physical activity you have experienced. Explain any correlations between this and where you live.
Megatrends

- Australian Sports Commission, CSIRO (2013) *The Future of Australian Sport: Megatrends shaping the sports sector over the coming decades*
Megatrends

A combination of economic, social and environmental trends that together change our attitudes, behaviours and choices.
Megatrends – Future planning framework

Step 1
Construct narratives about the future. Identify and describe future change via some type of narrative (e.g. megatrends).

Step 2
Identify actions. Identify possible actions that will better position your organisation with respect to the important changes, as described in the narrative, likely to occur in the future.

Step 3
Choose actions. Evaluate and select a portfolio of actions likely to deliver the best outcomes within budgetary and other constraints.

Step 4
Implement actions. Obtain fiscal, human and other resources to implement the chosen actions.

Step 5
Monitor and adapt. As new information comes to hand, adjust the portfolio of actions to ensure outcomes are achieved.
Adapted future planning framework

**Construct Narratives**
- Identify and describe how fitness trackers might be used in the future in schools

**Identify Barriers and Enablers**
- Identify and describe potential barriers and enablers to sports and physical activities arising from the use of fitness trackers in schools

**Develop Strategies**
- Develop Strategies to minimise the effects of potential barriers and increase the effects of potential enablers arising from the use of fitness trackers in schools

**Implement Strategies**
- Evaluate the best strategies to promote access and equity. Describe how you would implement the strategy/strategies.

**Monitor and Adapt**
- Determine methods to evaluate the effectiveness of the strategies you have implemented and adjust them as necessary in order to further promote access and equity
Applying the framework

Several schools in Australia and overseas have recently adopted programs in which students wear fitness trackers. The fitness trackers record the numbers of steps, heart rates and minutes of exercise the children at the school each day. The data is made available to the children and their parents in an attempt to make them more aware of their levels of physical activity. However, questions have been raised about the ethics of such programs, as the data the fitness trackers provide have become points of comparison for the children at these schools. Although schools usually don’t make the data public, school yard discussions enable students to compare each other’s fitness data.

Apply the adapted five step approach to analyse barriers and enablers that may arise from a school fitness tracker program. Recommend strategies to promote access and equity in sport for students participating in such a program.
Applying the framework

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Gathering Data

- This topic doesn’t lend itself to straightforward statistics and video analysis like psychology, tactical awareness, biomechanics, etc.
- Some reliance on secondary data to form learning experiences.
- So how can we gather primary data?
Video Analysis

• Useful tool
• Instead of looking at technique / outcomes / skills, observe attitudes, behaviours and choices

https://drive.google.com/drive/u/0/my-drive
Gathering Data

• Other primary data collection methods for this topic
  • Reflective journaling
  • Directed questioning
  • Game statistics
  • Peer feedback
  • Surveying
  • Interviewing
Thank you

Any Questions?

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