Equity – Barriers and Enablers

Ideas for implementation and integration of Unit 2, Topic 2 from QCAA Physical Education Syllabus 2019

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Integrating Activity – French cricket and the distribution of capital

Organisation:

- The batter stands in the middle of the rest of the class, who are spread in a rough circle around the batter
- The ball is thrown towards the batter who has one chance to hit the ball
- The batter is out if they are struck below the knees by the ball, or if the ball is caught on the full directly off the bat
- The fielder or bowler who gets the batter out goes in as the new batter
- The fielder that picks up the ball becomes the new bowler and must bowl from where they field the ball

For each new batter, your teacher will vary the rules or equipment used in the game. These variations may include, but are not limited to:

- The batter not being allowed to move their feet
- A different sized ball for certain batters
- A baseball bat or cricket stump for a bat instead of a cricket bat
- Bowlers being allowed to bowler overarm or underarm
- Silence to be required when bowling
- Fielders being allowed to "psych out" the batsman
- Allowing one hand one bounce catches

Questions

1. Identify a player who was advantaged by the variations. Explain how they were advantaged.
2. Identify a player who was disadvantaged by the variations. Explain how they were disadvantaged.
3. Which variations in the game were desirable? Explain how these variations could be classed as capital.
4. Reflect on the reactions of the batters when non-desirable variations were introduced to the game. Comment on what you observed.

Integrating Activity – Running and past experiences with physical activity

Physical Activity: Running

Organisation: Your teacher will guide you through two running activities designed to improve anaerobic capacity

Running Activity One – 10m Challenge

- Set up markers to establish two lines 10m apart
- Start a clock or timer
- At the start of the first minute, sprint one 10m interval
- You have the remainder of the minute to rest
- At the start of the second minute, sprint two consecutive 10m intervals
- Again, rest for the remainder of the minute
- At the start of the third minute, sprint three consecutive 10m intervals
- Continue this pattern, adding another 10m interval per minute, with the remainder of each minute as a rest period, until you cannot continue
- Your teacher will call out how much time is left, how many intervals you need to do and give you verbal encouragement

Running Activity Two – Edor

Edor is a traditional Indigenous Australian game from North Queensland and the Torres Straight. See the Yulunga resource on Edor for more information.

- Divide the class into two teams
- Place a marker at each end of the playing area
- Each team defends one of the markers
- One player at a time is up. They are called "Edor"
- Edor must try to grab the opposition team's marker
- The opposition stops Edor by tagging them
- The player that makes the tag yells out "Edor" and then must try to get the other team's marker
- The process repeats until Edor gets the opposition's marker
- Depending on team and playing area size, you may instigate a "can't get the butcher back" rule

Questions

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?

Learning Experience – Evaluate and Justify participation trends at your school

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.
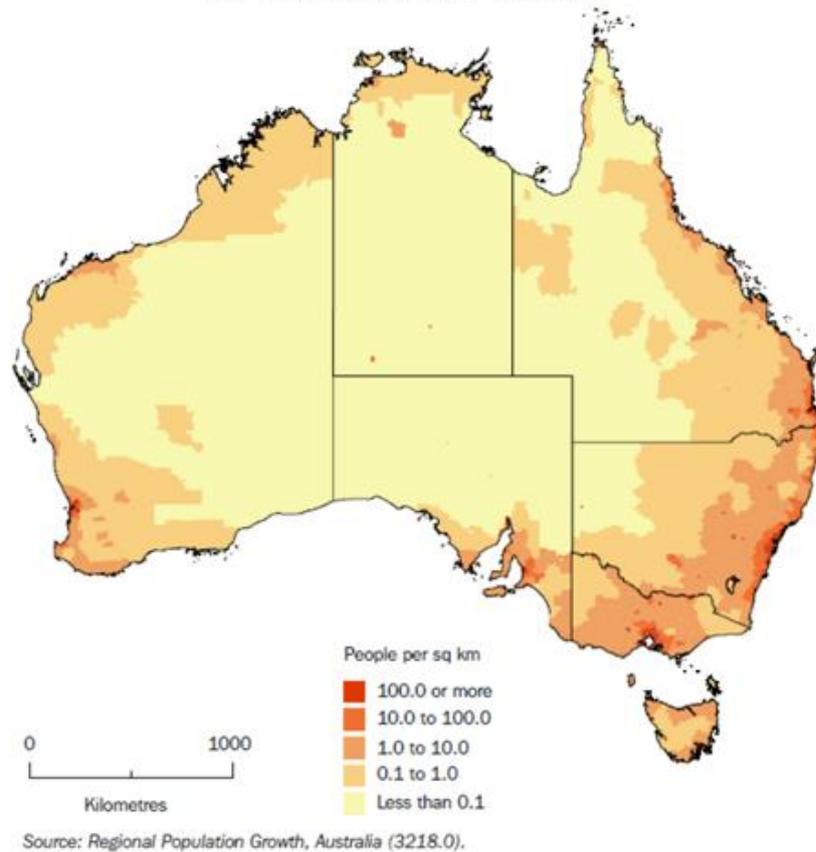
Learning Experience – Apply and Analyse generational changes in participation rates

2016		1996	
Sport	**Participants**	**Sport**	**Participants**
Football (Soccer)	1.08 million	Swimming	1.63 million
Golf	686 000	Aerobics	1.38 million
Australian Football (AFL)	636 000	Golf	1.12 million
Netball	626 000	Tennis	938 000
Tennis	586 000	Cycling	626 000
Cricket	563 000	Tenpin Bowling	438 000
Basketball	532 000	Billiards / snooker / pool	373 000
Touch Football	272 000	Netball	286 000
Swimming	268 000	Cricket	229 000
Rugby League	248 000	Surfing	225 000
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)	

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?

Learning Experience – Apply and Analyse Location and Sporting Choices

7.14 POPULATION DENSITY—June 2010

People per sq km
- 100.0 or more
- 10.0 to 100.0
- 1.0 to 10.0
- 0.1 to 1.0
- Less than 0.1

0   1000
Kilometres

Source: Regional Population Growth, Australia (3218.0).

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.

Applying the Framework – Fitness trackers in schools

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

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