



Aspire Achieve Thrive

**Half Term 1**

**Sport**

**Year 10**

**Name:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

### Year 10 Homework Timetable

<b>Monday</b>	English	Ebacc Option A	Option C	
<b>Tuesday</b>	Tassomai	Option B	Modern Britain	
<b>Wednesday</b>	Sparx	Science	Option C	
<b>Thursday</b>	Ebacc Option A	Tassomai	Option B	Modern Britain
<b>Friday</b>	Sparx	Science	English	

Tassomai - 2 Daily Goals per week

Sparx - 4 tasks of Sparx per week

Option A (EBACC)
French
Geography
History

Open B
Art
Business Studies
Catering
Computer Science
History
Health & Social Care
Music
Sport
IT

Open C
Business Studies
Childcare
Catering
Drama
Geography
Health & Social Care
Triple Science
Sport

## Year 10 - Homework Plan Subject

Week/Date	Homework Task	Examination Question
Week 1 5th September	<b>Cornell Notes</b> on the types and providers of sport and physical activities.	Discuss three key differences between the public, private and voluntary sectors. (3)
Week 2 12th September	<b>Revision Cards</b> on the types and providers of sport and physical activities.	Kylie is 14 and has decided she wants to improve her fitness. She is deciding between joining her local gym or a local football team. Discuss the advantages of disadvantages of both options. (6)
Week 3 19th September	<b>Cornell Notes</b> on the types and needs of sport and physical activity participants and the benefits of taking part in sport.	Simon would like to learn to surf. Discuss the benefits of outdoor activities for Simon. (4)
Week 4 26th September	<b>Revision Cards</b> on the benefits of physical activity	Discuss two barriers to participation. (4)
Week 5 3rd October	<b>Cornell Notes</b> on the barriers to participation in sport and physical activity for different types of participants.	Cost and access to facilities are two barriers to participation, discuss how they may be overcome.(4)
Week 6 10th October	<b>Revision Cards</b> on the barriers to participation in sport and physical activity.	Taylor is a nurse. She works night shifts and is struggling to keep herself fit. Discuss one way of overcoming this time barrier. (4)
Week 7 17th October	<b>Cornell Notes</b> on the methods to address barriers to participation in sport and physical activity for different types of participants.	Ryan is a single parent. He wants to go to the gym but doesn't have anyone to look after his daughter. Discuss one way of overcoming this personal barrier. (4)

## Year 10 Sport

### Weeks 1 - Types and providers of sport and physical activities

Provision of sport and physical activity:

- **Public sector** to include local authorities and school provision
- **Private sector** – provided by organisations who aim to make a profit
- **Voluntary sectors** – activities provided by volunteers who have a common interest in the sport /activity.

**Public sector** funded facilities are paid for by national and local government out of taxes and National Lottery funding. They can be found throughout the country, e.g. the Life Centre.

- They are available for everyone to use and are relatively cheap.
- They include sports/leisure centres, swimming pools and outdoor pitches.
- Some schools share facilities with the local authority for lessons and extra-curricular activities.

**Private sector** funded facilities are set up by private companies that try to make a profit. They are often members-only clubs. Members pay fees to join and use the facilities, e.g. Nuffield Health Gyms.

- They are likely to be more expensive
- They include sports/fitness clubs, golf and tennis clubs
- Some schools pay to use private sports clubs for lessons and extra-curricular activities

The **voluntary sector** is by far the largest sector in terms of numbers of people involved. It provides most of the sport in this country through volunteers who enjoy sport and want to develop their club or team. Examples include local clubs that meet in the evenings or at weekends, such as football teams, swimming clubs and basketball teams.

- Voluntary sector clubs and teams usually cover their costs by collecting subscriptions ('subs') each week or having an annual membership fee.
- They do not normally own their facilities but rent them from local councils or private organisations.

### Weeks 3 - Types and needs of sport and physical activity participants and the benefits of taking part in sport.

**Benefits of taking part in sport** – improve fitness, meet new people, develop leadership skills, learn teamwork skills, resilience and self confidence from competition.

**Benefits of taking part in outdoor activities** – positive risk taking activities, improved self confidence and self esteem, meet new people, learn new skills, time away from life stresses and electronic devices.

**Benefits of taking part in physical activities** – meet new people, set fitness goals, improve confidence, improve body composition, improve physical health.

#### Types and needs of sport and physical activity participants

Types of participant.

#### Participants of different ages:

- primary school aged children (aged 5–11 years)
- adolescents (aged 12–17 years)
- adults (aged 18–49 years)
- older adults (aged 50 years and up)

#### Benefits of physical activity:

- **Physical health needs** – improve fitness, body composition, sleep, immunity to help prevent illness, symptoms of long-term health conditions.
- **Social health needs** – meet new people, make friends, have fun, develop leadership and team working skills, decrease loneliness.
- **Mental health needs** – decrease stress levels, improve work life balance, decrease risk of depression, improve mood, increase self-confidence and self-esteem.

**Week 5 - Barriers to participation in sport and physical activity for different types of participant**

**Cost of participation:**

- clothing
- equipment
- transport

**Access to sport or physical activity:**

- location of sport or physical activity
- limited accessible transportation
- resources
- types of sport or physical activity available

**Time – lack of time due to other commitments:**

- family
- school
- work

**Personal barriers:**

- body image
- lack of self-confidence
- parental or guardian influence
- limited previous participation
- low fitness levels
- extended time off from previous participation
- concerns that taking part in sport or physical activity may make existing health conditions worse

**Cultural barriers:**

- single sex sport or physical activity sessions
- social norms of participating in unconventional clothing and availability of appropriate clothing to participate
- lack of role models from one's own cultural background

**Week 7 - Methods to address barriers to participation in sport and physical activity for different types of participant**

**Cost:**

- discounted pricing
- hiring of equipment
- free car parking

**Access:**

- public transport discounts
- cycle hire to access the facility
- free parking
- taster days
- staff training to support all types of participant and their needs
- increased range of provision of sports and physical activities
- ramps
- assistive technology to include pool hoist, Braille information and signage, hearing loops

**Time:**

- creche facilities
- extended opening hours

**Personal barriers:**

- private changing rooms
- allowing participants to wear clothing they feel most comfortable in
- use of variety of images of people with different body shapes
- parent and child activity sessions to create familial culture of sport
- campaigns to increase participation

**Cultural barriers:**

- women only physical activity sessions staffed by females
- diversity of staff working at sport or physical activity facility
- staff training in cultural awareness.

















## STEP 2: CREATE CUES

**What:** Reduce your notes to just the essentials.

**What:** Immediately after class, discussion, or reading session.

**How:**

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

**Why:** Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

## STEP 1: RECORD YOUR NOTES

**What:** Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

**When:** During class lecture, discussion, or reading session.

**How:**

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

**Why:** Important ideas must be recorded in a way that is meaningful to you.

## STEP 3: SUMMARISE & REVIEW

**What:** Summarise the main ideas from the lesson.

**What:** At the end of the class lecture, discussion, or reading session.

**How:** In complete sentences, write down the conclusions that can be made from the information in your notes.

**Why:** Summarising the information after it's learned improves long-term retention.

Date      /      /

Topic

**WEEK 1**

<b>Questions</b>	<b>Notes</b>

**Summary**

Date        /        /

Topic

**WEEK 3**

<b>Questions</b>	<b>Notes</b>

**Summary**

Date      /      /

Topic

**WEEK 5**

Questions	Notes

**Summary**









<b>Revision Card on:</b>	<b>Answers</b>
<ol style="list-style-type: none"><li data-bbox="236 309 635 342">1. The public sector includes:</li><li data-bbox="236 443 635 477">2. The private sector aims to:</li><li data-bbox="236 577 683 611">3. The voluntary sector is run by:</li></ol>	

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<b>Revision Card on:</b>	<b>Answers</b>
<ol style="list-style-type: none"><li data-bbox="236 922 651 956">1. Physical health benefits are:</li><li data-bbox="236 1046 619 1079">2. Social health benefits are:</li><li data-bbox="236 1169 627 1202">3. Mental health benefits are:</li></ol>	

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<b>Revision Card on:</b>	<b>Answers</b>
<ol style="list-style-type: none"><li data-bbox="236 1541 802 1608">1. Which topics are included in the cost of participation barriers?</li><li data-bbox="236 1641 834 1709">2. Which topics are included in the access to sport or physical activity barriers?</li><li data-bbox="236 1742 770 1809">3. Which topics are included in the time constraint barriers?</li><li data-bbox="236 1843 826 1910">4. Which topics are included in the personal barriers?</li><li data-bbox="236 1944 754 2011">5. Which topics are included in cultural barriers?</li></ol>	

