Sport in Context
Many things can influence people to become involved in sport, such as friends, family or simply enjoying it on TV. Cristiano Ronaldo had a family connection with football; his father was the kit man for the first amateur team he played for, Andorinha. You will learn about several of these influences in this topic, including family, role models, image, and other aspects such as age, disability, gender and race.

People cannot easily continue to be involved unless they have access to the right resources. Would you want to travel 5 hours to train every weekend? The importance of cost, location, and availability of resources is discussed in this topic. You will also learn about government initiatives which can help you reach your goals as a performer, official, leader or volunteer.

PE and me
1. What do you think influenced you to become involved in sport?
2. How important were those influences?
3. How would you feel if it cost £10 to get into your local sports hall?
4. Can you think of anything that promotes participation in sport?

Topic Overview
After this topic you will be able to:
- explain and understand the influences on people to participate in physical education
- explain a number of initiatives to get and keep people involved in physical education
- explain the sports participation pyramid.
Many factors affect participation in physical activity. Personal circumstances may influence both choice of activity and the extent to which someone takes part. People who enjoy participating while young are more likely to continue to take part as they get older, although their role may change from participant to coach, official, or volunteer.

1. People
Most people’s choice of activity is, to a greater or lesser extent, influenced by others. People tend to choose the same activities as their friends, or members of their family.

Family Children frequently take part in the same physical activities as their parents. They also often follow the same sports and support the same teams.

Peers The influence of the peer group – people of the same age – is very important. It is much easier to succeed in any activity with the encouragement and support of friends.

2. Image
Fashion Many activities require the ‘right’ equipment – e.g. you need boots to play football. Some brands of sports equipment can be very fashionable – and expensive – partly as a result of media coverage of famous sportspeople. Sales of sports equipment and clothing are influenced by the time of year. For instance, sales of tennis equipment increase around Wimbledon fortnight, and more fitness clothing and equipment are sold around New Year.

Media coverage The media influences many people’s choice of physical activity. Media coverage increases the popularity of some sports. The London Marathon is an excellent example: many competitors are inspired to take part by watching the race on TV. In this case, the media has a strong and positive effect.
Section 1.1: Healthy, active lifestyle

3. Cultural factors

Disability People with disabilities can take part in many activities. Resources and opportunities for disabled people to take part in sport are increasing – as the success of the British team at the Beijing Paralympics shows – but more availability is still needed at a local level for people with disabilities who are not international athletes.

Age Age can affect performance and may also influence participation in physical activities. In most sports it is good to start young, although some competitive events may have age restrictions. For example, the minimum age for taking part in the London Marathon is 18. Work and family responsibilities, as well as health problems, may prevent adults and older people from participating in physical activities.

Gender The idea that some physical activities are more or less exclusively male and others female has more or less disappeared, but some activities still offer one sex more opportunities than the other. A boy who loves netball may struggle to find a team, while (arguably) women’s cricket and football are taken less seriously than men’s.

The public perception of an activity can also be a problem. Perhaps girls hesitate to play football because it is mainly depicted as a men’s sport by the media.

Race Taking up a sport or activity may be influenced by ethnic background. For example, there are proportionally fewer black tennis players or golfers than there are footballers.

There have been instances of racist abuse against coloured players, most notably in soccer. In 2008, Paul Ince became the first black person to become a manager in the Premiership.

4. Resources

Availability If people are to take part in physical activity and sport, suitable facilities and resources must be available.

Location Participation in sport depends on what is locally available. Some places may not have any facilities for some activities.

Access Facilities need to be easily accessible. If they cannot be reached by foot or bike, easy access by public transport (bus or train) is important. Good parking may also be a consideration.

Time Facilities need to be available at the right time. This probably means that they should be open in the evening and at weekends, and, for students, during school holidays. Participants need to make time for practising and training.

Topic 1.1.2: Influences on your healthy active lifestyle

In your group, compare the coverage of men’s and women’s sport, for example in football, rugby, golf, tennis, cricket, and the Olympic Games. Take some newspapers and look at the sports pages. How many stories are about women’s sport, and how many about men’s?

5. Health and wellbeing

Illness Individuals who are ill cannot take part. Health problems These can affect participation in physical activities. For example, people who have asthma may not be able to take part in activities which involve a lot of running, although swimming might be good for them. However, many people go to the gym or play a sport they enjoy as a way of staying healthy.

6. Socio-economic

Cost Most activities have some associated costs – hire of facilities, lessons, equipment, shoes etc. If people cannot afford to take part, their socio-economic status has influenced their involvement. Status This relates to a person’s current situation or position in society e.g. employed, in education or looking for work. Status can affect participation in physical activity as people may not have time. Alternatively, status can influence the type of sport a person is involved in, or enjoys to watch.

Some sports, such as running, are quite inexpensive. Football may require boots and club membership, but these costs are minimal compared with, for example, golf, which requires a lot of expensive equipment and annual club fees.

Go to Paralympics London 2012 www.london2012.com and/or Paralympics Beijing www.paralympics.org.uk if you want to investigate this topic further.

Go to www.runsweet.com and investigate diabetes and sport. You could also visit www.transplantsport.org.uk.
Most activities offer opportunities to participate in a variety of roles, including teaching or coaching, officiating, and volunteering. Training opportunities are available through most sports’ governing bodies. For example, the Badminton Association of England has a coaching programme endorsed by the United Kingdom Coaching Certificate (UKCC), which offers training in a variety of roles to encourage young people to stay involved. Participants can start with their 1st4Sport Level 1 Certificate in Coaching Badminton and progress through the levels. The programme is designed to encourage long-term involvement in sport: participants may begin as performers and continue to be involved as coaches or officials.

Many sports depend on volunteers. Even the London 2012 Olympic Games and Paralympic Games will rely on voluntary effort.

Which of the following is a correct statement in relation to Sport England’s ‘Start, Stay, Succeed’ objectives?

A  Start – plan so that every child starts the school day with physical activity to increase participation and improve health.

B  Start – increase the number of adults who start their day with exercise.

C  Stay – aim to keep officials working in sport so that development costs are reduced.

D  Succeed – create opportunities for talented performers to achieve success.

Correct answer: D

Examiner: If you read the options carefully you may be able to eliminate B because it refers to adults only.
Initiatives to keep people involved
It is important to know about the latest policies on PE and school sport. Initiatives change over time so check their official websites for the most up-to-date information.

1. Government Initiatives
Recently the government introduced a policy to ‘ensure all pupils receive their entitlement to two hours of high quality Physical Education (PE) per week’. This will encourage more participation and improve students’ fitness.

2. PE School Sport and Club Links (PESSCL)
The government set up the PE School Sport and Club Links (PESSCL) strategy to increase the take up of sporting opportunities by 5–16 year olds.

Sport England and the Youth Sport Trust manage two important areas in the Club Links and Step into Sport programmes. These provide opportunities for young people to take part in sport as performers, leaders, officials and also as volunteers through the Step into Sport programme.

The PESSCL programme aims to strengthen links between schools and local sports clubs.

3. School Sport Partnerships
School sport partnerships are based around a group of schools with a sports college at the centre, or hub. The aim of the scheme is to develop sporting opportunities in a wide range of sports and offer high quality coaching and competitions within the local community.

4. The organisation Sport England
This organisation believes sport has the power to change people’s lives. Sport England is committed to creating opportunities for people to start, stay and succeed in sport.

Start: increase participation in sport in order to improve the health of the nation, with a focus on priority groups.

Stay: retain people in sport through an effective network of clubs, sports facilities, coaches, volunteers and competitive opportunities.

Succeed: create opportunities for talented performers to achieve success.

5. The Youth Sport Trust TOP Link
TOP programmes are designed to encourage people of all abilities to get involved in sport. TOP link is aimed at encouraging students in the 14–16 age group to organise and manage sports activities and dance festivals in local primary and special schools. Students who are taking Physical Education GCSE or who have taken awards in, for example, sports leadership are offered the opportunity to put their skills to good use. Their experience as a leader or official may even count towards their GCSE.

6. Active Kids programme
Various supermarkets and other enterprises run voucher programmes in which vouchers collected by parents can be used by schools to buy sporting and other equipment. One example of these is the Active Kids programme.