Teacher Guide Section 1

4 Sport and recreation

General
This is an introductory chapter, in which students are given an early opportunity to try out and practise skills without the pressures of assessment. Coming from many education systems today where there is huge pressure on students to achieve highly in subject-based assessment, they will need:

- reassurance that it is ok not to be perfect – failure, mistakes and partial attempts are all acceptable, and indeed, essential parts of the learning process
- encouragement to try thinking and acting for themselves
- reminders that the content is important and interesting, but that the ability to find, think about and use information is much more important than the actual information
- support as they learn to direct and manage their own learning – it is particularly important to give students time to make this step, rather than giving up in frustration and telling them what to do.

Guidance to activities

Activity 4.1
Encourage students to choose in line with their interests, but also to keep their minds open to change as they gain new information.

Activity 4.2
Encourage students to think about the kind of information they need rather than about the answers to the questions. Some students may be ready to consider the overlaps and blurred boundaries between different kinds of information.

(a)(i) Definition.

(a)(ii) Definition. Some opinion may be needed, for instance, cross-country running in an English winter or Saharan hot season would count as sport, but some of us would be of the opinion that it wasn’t recreation!

(a)(iii) Statistical information (fact).

(a)(iv) Prediction. This could be based on statistical information on past performance of various teams, or on opinions about the quality of the teams.

(a)(v) Opinion, probably based on value judgments. This could be supported by various kinds of evidence.

(a)(vi) Statistical information (fact).
(a)(vii) Mainly opinions. There could be some statistical evidence, but this is likely to be collected by asking young people’s opinions, or by forming opinions about why young people become violent.

(b) Allow students to work independently and edge their way towards finding the right questions and identifying the right sorts of information.

**Activity 4.3**

For (a) and (b) there are no right answers. Allow students to spend time playing with different combinations of search terms to investigate which produce better results.

For (c) again, there are no right answers – there are various combinations that can work. The important feature here is for students to begin thinking for themselves about how they will look for key words, and experiment with success. Encourage students to go beyond simple underlining of words from the question. For instance, a student who looks only for “recreation” might miss relevant information expressed differently.

**Activity 4.4**

(a) “These are really fundamental aspects of human nature” is an opinion because it cannot be verified (in the same way as a fact such as “it is raining” can be verified). This opinion can be supported with evidence and further opinions but it would also be possible to disagree and argue that they are not fundamental aspects of human nature.

(b) Keira’s predictions: ‘If we introduced this as a policy, there would be far fewer problems with dissatisfied, unhappy people”; “we’d have fewer issues with gangs, street violence and crime”; “it would also make us more equal”. Each of these predicts a consequence that might come from introducing this policy.

(c) Hassan’s value judgment that “It’s wrong that they make children do sport at school” uses the term “wrong” and places a value on making children do sport. (Note: “it’s so embarrassing and humiliating” expresses personal dislike, but does not put a value on it like “wrong” does.)

(d) Bina states “only a small proportion of young people become elite athletes in national teams”. This can be verified. She says that “It’s supposed to feed into national sport” and it might be possible to check whether there is a government policy which says that school sport should feed into national sport, in which case you could call this a fact, but otherwise it’s just an opinion about what school sport should achieve.

Bina’s opinions: “the problem with school sport is that it’s all about competition, and being the best”; “The rest of us just get bored and give up”; “sport and exercise should be for everyone”; “we all need to be fit”. These are opinions that can be disagreed with. Some may argue that “we all need to be fit” is a fact, but it is possible to argue against it by saying that it might be healthier for us all to be fit, but writers and teachers and office workers and drivers don’t need to be fit. Also, you can’t verify that “we all need to be fit”, even though it seems like common sense. It is important not to confuse commonly held opinions with facts.

(e) Allow students to explore the possibilities, encouraging first creative imagination and then analytical refinement of the ideas in terms of
what is realistic and likely. Encourage students to explore the difference between unfounded speculation (including long imaginative stories) and reasonable possibilities (for example, it would be harder for some potentially good sportspeople to get access to sport; sport might be better organised outside of school, and more people would enjoy the sports they do instead of hating them).

(f) Allow students to consider possibilities, including more people enjoying sport, sport being pointless and less fun without competition, effects on national and international competitions and so on. Refine down to the realistic and likely.

(g) Again, encourage students to engage with this and to really think answers through. Use extra questions to help them to give reasons which really add to the discussion.

<table>
<thead>
<tr>
<th>Competitive sport is better because it's competitive.</th>
<th>☎ This does not add anything, but repeats the same idea of competitiveness. Why is this good? Why is it better than exercising just for fun?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competitive sport is good, because it means that you try hard to win and so get lots of exercise.</td>
<td>☎ This does give a reason why competitive sport is good but does not say why it is better than exercise just for fun. The comparison has not been made.</td>
</tr>
<tr>
<td>Competitive sport is better than exercise just for fun, because the desire to win makes you work harder than you would on your own.</td>
<td>☎ This does give a reason and makes the comparison. You could argue against this reason but that is fine. We are not expecting logically perfect arguments. Why do you work harder to win than for personal pleasure? What about the effects of losing? Are there ways of making yourself exercise harder just for fun? What about people who don't enjoy competition?</td>
</tr>
</tbody>
</table>

(h) Again, encourage students to engage with this, and to really think answers through. Spend time encouraging students to think further and to explore different perspectives. Use extra questions to help them to give reasons which really add to the discussion.

**Activity 4.5**

Encourage students to begin to work independently. Support them with questions and gentle direction rather than direct instruction.

**Activity 4.6**

Encourage students to work in groups and individually to think about the questions. Fiction can help some students to reflect – you could ask students to share any poems, stories, films or television programmes that have influenced the ways they think about sport and education. Some students may find that drawing, assembling collages or writing (stories, poems, scripts, mind maps, diaries) can help them to reflect on the issues. Others will prefer to talk in groups. At this stage of the course, it is important to help students to make a start, and to explore possibilities for reflection. As the course develops, students can be encouraged to think about the relationship between a task – writing a poem, making a collage – and reflection, and how to balance focus on the task and focus on the thoughts. It’s a feature of reflection that thoughts may refuse to come
when we want them, but pop up when we are engaged in another task, so students will need to learn to manage this.

**Activity 4.7**

Students are likely to need assistance in focusing on the task planning rather than the content.

**Example 1**

(a) Report on sport in Mexico  
(b) Researchers – Joel and Ali; writers – Mariah and Jonas

<table>
<thead>
<tr>
<th>Task</th>
<th>Who will do it</th>
<th>When it should be done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Research sport in Mexico</td>
<td>Joel and Ali</td>
<td>January</td>
</tr>
<tr>
<td>2 Write a report on sport in Mexico</td>
<td>Mariah and Jonas</td>
<td>February</td>
</tr>
</tbody>
</table>

This group of students needs help to refocus their ideas. This is a very weak plan of action. The outcome is vague – “write a report about sport in Mexico”. This is not active, it is not focused, and it seems likely to lead to writing some random facts and opinions about sport with no goal and no purpose. Dividing the roles and tasks into writers and researchers is not helpful – how are Mariah and Jonas to write about things they haven’t researched or thought about themselves? What will Mariah and Jonas do if Joel and Ali do not do their share of the work or do it too late? Who will urge people to fulfil their tasks on time? How will the research be structured? What is being researched? What is the precise focus of the report? Why a report rather than an active project?

**Example 2**

(a) Make a photo display of different national sports and recreations. Discuss what your national sports and recreations mean to you and how they affect the national character.  
(b) Group leader with responsibility to ensure tasks are completed on time: Ma Ziwen

Other team members: Sarah, Delizza and Kwami

<table>
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<th>Task</th>
<th>Who will do it</th>
<th>When it should be done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 List national sports and recreations</td>
<td>Whole group discuss possibilities with teacher</td>
<td>This lesson</td>
</tr>
<tr>
<td>2 Take/find photos</td>
<td>Each person to choose a sport or recreation</td>
<td>By next lesson</td>
</tr>
</tbody>
</table>
Discuss what sports and recreation mean to us and national character

Think about how to show what sports mean to us in a display

Finalise photo display

This is a much more promising beginning. The students have chosen a task from the suggested projects in the book, and have really engaged with breaking the task down into manageable chunks and giving deadlines. They can now be helped with specifics of organising the task and breaking down the tasks.

Activity 4.8
Encourage students to write one, two or three clear sentences for each heading, using their own words. Suggest that they use a maximum of one quotation per section, and/or refer to statistics briefly. For causes and consequences, students might be more comfortable using diagrams or charts, as used in the skills section. This is not intended to be assessment-ready work. Encourage relevance, clear summaries of the issues, use of own words and clear analysis of the issues. Discourage over-long responses, overload of information and long passages clearly taken without manipulation from sources. Some able students may find the restrictions frustrating, and may need to be reminded that selecting the right 300 words is a greater skill than producing 3,000 words with less thought.

Activity 4.9
Encourage students to think carefully about their project work. These questions will lead eventually to project evaluations, but at this stage students are only beginning the process. They may need assistance in considering problems and solutions without unpleasant recriminations or blame casting.

Developing material from this section for assessment
The tasks in this section are intended as introductory materials and not as assessment-ready work. However, the topics are on the IGCSE Global Perspectives syllabus and work in these areas can be submitted for assessment. If students choose to submit work in these areas, it is recommended that they revisit the areas after further study.

Research questions
The research questions suggested in the topic could be used for assessed work, with more developed, analytical answers. It might be useful to move from “how” to “what actions could we/governments take to…?” Remember to always consider the global perspective as well as the personal and national perspectives.
Projects
The projects suggested in this topic are too limited to be submitted for assessment, focusing more on managing the process of presenting thoughts than on taking action. Possible projects for assessment might include:

work with a school in a different country to propose a plan of action to encourage more school students to stay fit and healthy; present the plan of action to your headteacher

design and/or engage in a sports project with a different community in your country or city; produce a photo/video report of the aims, methods and success of the project.