

# **OCR AS Physical Education**

**Socio-Cultural Studies relating to  
Participation in Physical Activity**

## **Teacher Resource File**

**Physical Activity  
Sport and Culture  
Contemporary Sporting Issues**



**Sarah van Wely**

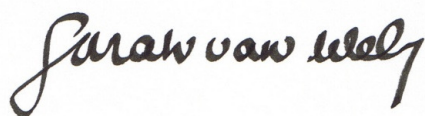
# AS – Socio-Cultural Studies Teacher Resource File

## Introduction

This Teacher Resource File has been designed to support teaching and learning of the AS Socio-Cultural Studies section of the G451 theory unit.

On this CD/file you will find handouts, worksheets, fill-ins, match up games and various other 'masters' to photocopy and use in your classroom. Some will help students with course organisation while others can conveniently be used as warm up and plenary tasks. Some offer handy class or homework activities to check learning and others are for making resources such as question cards that can be used year after year when reviewing work at test or revision time. A number of documents have been included to help with preparation for the extended 10-mark questions. It's not expected that you'll use everything each year with each group but will select, develop and adapt tasks to suit your needs and your learners. The aim is to provide time saving, high quality and reliable support for busy, enthusiastic teachers.

I hope that you and your students find this resource stimulating, engaging and valuable and I wish you all the very best for an enjoyable and beneficial teaching and learning experience.



**Sarah van Wely**  
**PEfocus**

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<b>Introduction</b>	
<b>Table of contents with ideas for tasks and activities</b>	
<b>The specification– (staff reference)</b>	
<b>Outline spec at a glance – (student reference)</b>	
<b>Outline Scheme of Work – (staff reference)</b>	
<i>This scheme might be a useful start point and. is just one way of dividing up the specification. It has not been endorsed by an examining body</i>	
<b>Glossary of key terms (student handout)</b>	
<b>Command words - chart</b>	
<b>Levels of cognitive difficulty – (student handout)</b>	
<b>Higher order thinking skills</b>	
<i>The previous two items are aimed at developing thinking skills and powers of analysis / evaluation as particularly needed in the final 10 mark question</i>	
<b>True or false starter activity</b>	
<i>A quick and easy warm up or plenary activity - answers are all true!</i>	
<b>‘Walk around’ or ‘pass around’ revision game</b>	
<i>A good ice-breaker. Pick a card; think about the answer; ask someone that question; they ask you theirs; either swap cards and move on or all change questions and move on</i>	
<b>Dominoes or match up or ‘follow me’ game</b>	
<i>Laminate and cut up dominoes. One set of dominoes per pair of students. Or one set distributed among class to play as ‘follow me’ activity where one player reads out the shaded side of their domino and whoever has the match pipes up!</i>	
<b>Cards for revision dice game (sporting issues)</b>	
<i>Laminate and cut up cards. One set of cards (face down) and one dice for each group of max 6. Number off group members (1-6) Someone rolls dice to start and whomever ‘is’ that number turns over a card and reads it to rest of group. That same person must be the first to attempt to answer the question – give plenty of thinking time (30 seconds?) before team mates join in to help</i>	
<b>Revision checklist 1 (physical activity)</b>	
<b>Revision checklist 2 (sport and culture)</b>	
<b>Revision checklist 3 (sporting issues)</b>	
<i>Useful for student files and awareness of knowledge and understanding</i>	
<b>Key word match up game 1 (physical activity)- (+ answers)</b>	
<b>Key word match up game 2 (sport and culture) - (+ answers)</b>	
<b>Key word match up game 3 (sporting issues) - (+ answers)</b>	
<i>Three match up games to laminate and cut up into sets. One set per pair. Match definition to correct explanation</i>	
<b>What am I describing 1? (physical activity)</b>	
<b>What am I describing 2? (sport and culture)</b>	
<b>What am I describing 3? (sporting issues)</b>	
<i>Laminate and cut up a few sets (keep sets separate). Can be played like ‘articulate’ in pairs. Each pair has about 10 cards face down. Player A turns over a card and by using excellent clues consisting of key words and accurate context gets Player B to say word on card</i>	
<b>Key term match up worksheet 1 (physical activity) (+ answers)</b>	

<b>Key term match up worksheet 2</b> (sport & culture) (+ answers)	
<b>Key term match up worksheet 3</b> (sporting issues) (+ answers)	
<i>These three worksheets should be useful lesson or homework tasks</i>	
<b>Organisational bodies 1</b> (link up worksheet) - (+ answers)	
<b>Organisational bodies 2</b> (fill in chart)	
<b>Organisational bodies 3</b> (detail grids) - (+ answers)	
<i>Students need to demonstrate knowledge and understanding of certain organisational bodies. These three items should help. The answer sheet for tasks one and two could be used as a match up game</i>	
<b>Word bank fill in – the USA</b> (+ answers)	
<b>Word bank fill in – Australia</b> (+ answers)	
<b>Word bank fill in – The Olympic Games</b> (+ answers)	
<i>Word bank activity</i>	
<b>London 2012 benefits – spider diagram/fill in -</b> (+ answers)	
<i>For student file/s or note making</i>	
<b>Public School and amateurism half and half</b>	
<i>Read the beginnings and ends of the sentences. Draw a line to link the correct halves together to make sentences that make sense!</i>	
<b>Drugs in sport fill-in</b>	
<i>For student files, note making, reference, thinking, analysis</i>	
<b>Jigsaw Puzzle 1 – Physical Activity</b> - 16 piece parallelogram	
<b>Jigsaw Puzzle 2 – Sport &amp; Culture</b> - 12 piece rectangle	
<b>Jigsaw Puzzle 3 – The Golden Triangle</b> - 12 piece parquet	
<i>Each puzzle has a table, puzzle pieces and solution (for reference). Laminate and cut up puzzle pieces. Solve puzzle by placing key term and descriptor together</i>	
<b>Introductory or revision lesson</b>	
<i>Three tables with different activity on each. Table 1b – answers in this order</i>	
<b>Draft 10-mark style questions</b>	
<b>Draft 10-mark media question with ‘mock candidate’ responses</b>	
<i>Students can have a go at ‘marking’ the responses and analysing the extent to which the criteria have been reached</i>	
<b>Critical analysis – constructing an argument based on the cricket scandal of Summer 2010</b>	
<i>Students should read the data and use as much or as little of it as they wish to write an answer to the question using approx two pages of A4 paper</i>	

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## **Teacher Resource File Autumn 2010 supplement**

**Introductory Lesson  
'Draft' 10-mark questions  
10 mark question tasks  
Jigsaw Puzzles**



**Sarah van Wely**

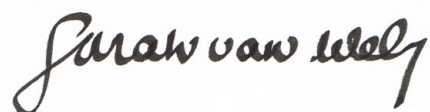
# AS – Socio-Cultural Studies

## Teacher Resource File - supplement

### Introduction

This supplement has been written to enhance our Socio-Cultural Studies Teacher Resource File (published June 2008) to support teaching and learning of the of the AS Socio-Cultural Studies section of the G451 theory unit.

I hope that you and your students find these extra tasks and activities stimulating and valuable and I wish you all the very best for an enjoyable and beneficial teaching and learning experience.



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<b>Introductory carousel lesson</b>	<b>3-8</b>
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<b>Assessing 10-mark questions</b>	<b>10-14</b>
<i>Students can have a go at 'marking' the responses and analysing the extent to which the criteria have been reached</i>	
<b>Practising extended writing and critical evaluation</b>	<b>15</b>
<i>Students should read the data and use as much or as little of it as they wish to write an answer to the question using approx two pages of A4 paper</i>	
<b>Jigsaw Puzzle 1 – Physical Activity - 16 piece parallelogram</b>	<b>16-20</b>
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<b>Jigsaw Puzzle 3 – The Golden Triangle - 12 piece parquet</b>	<b>26-31</b>
<i>Each puzzle has a table, puzzle pieces and solution (for reference). Laminate and cut up puzzle pieces. Solve puzzle by placing key term and descriptor together</i>	