

A SPORTING CHANCE?

TEACHERS' OVERVIEW

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Introduction

The Olympic Games

From August to September 2016, all eyes will be on Rio de Janeiro, Brazil's second-largest city and the host city of the Olympic and Paralympic Games. Some 10,500 athletes from 206 nations will be taking part in the Olympic Games, with 4,350 athletes from 176 nations participating in the Paralympics.

But are all the countries taking part equal? In reality, there are big differences in incomes and life chances between countries, as well as among people within the same country. Is this fair? This is not just a question for the Olympics, but also for life more generally.

This resource uses the Olympic Games to engage learners critically with this question: Is the world a fair place? Through reflecting on this, they will think carefully about one key contemporary global issue – inequality. Learners will compare data from countries that took part in the London 2012 Olympic Games, including their Olympic medal total, number of participating athletes and the average income per person. They will consider what factors might affect the chances of winning a medal or participating in an Olympic sport and recognise that athletes in some countries have access to better facilities, resources and training than others.

Learners will find out more about the host city, Rio de Janeiro, where inequality has been a huge problem for many years. They will learn about some of the reasons why some people in Rio de Janeiro are in favour of hosting the Olympic Games in the city and others are against it. Although many people are looking forward to the games, there have also been protests, as many citizens feel that in a country where basic services still need to be developed, large amounts of money should not be spent on mega-sporting events.

Finally, learners will use sport to think about how fairness relates to rules. They will consider how rules are used to make the Olympic Games fair, while taking into account the fact that some people have easier access to some Olympic sports than others. Learners will then plan and hold a “Fair Sports day” and reflect on what action could be taken to make our world a fairer place.

Inequality

The underlying theme of *A Sporting Chance?* is inequality, which refers to wide differences in a population in terms of their wealth, income and access to essential services such as health and education. These differences can occur between communities in the same country, or between countries. Inequality can also apply to unequal opportunities (life chances) and outcomes.

A rapidly growing gap between rich and poor is now being seen in many countries around the world. We now live in a world where the richest 62 people own the same wealth as the poorest half of the world’s population (3.6 billion people).¹ Seven out of 10 people in the world live in countries where economic inequality has increased in the last 30 years. If the entire wealth of the planet were divided into two, almost half would go to the richest 1 per cent and the other half to the remaining 99 per cent of the population.² Inequality is an increasing problem in the UK. The richest five families in the UK are now wealthier than the bottom 20 per cent of the population (12.6 million people).³

Aims of *A Sporting Chance?*

- To use real-life data and the Olympics to engage learners and enable them to see the practical relevance of maths, English, geography, social studies (Scotland) and physical education in the world around them.
- To encourage participatory, investigative and collaborative teaching and learning styles.
- To promote critical thinking about issues and values related to the themes of inequality and fairness.
- To support teachers to fulfil demands of the geography, maths and English national curricula in England, Scotland and Wales.
 - In maths: To develop learners in a range of areas including percentages; reading scales; interpreting data and constructing bar charts.
 - In geography: To develop learners in a range of areas including locational knowledge; map skills; and understanding of the geographical similarities and differences between places.
 - In English: To develop learners in a range of areas including speaking Standard English confidently and effectively in a range of formal and informal contexts; adopting, creating and sustaining a range of roles and responding appropriately to others in role; and considering and evaluating different viewpoints.

¹ *An Economy for the 1%: How privilege and power in the economy drive extreme inequality and how this can be stopped* (Deborah Hardoon, Ricardo Fuentes-Nieva and Sophia Ayele, Oxfam International, 2016)

² *Working for the few: Political capture and economic inequality* (Ricardo Fuentes-Nieva and Nick Galasso, Oxfam International, 2014)

policy-practice.oxfam.org.uk/publications/working-for-the-few-political-capture-and-economic-inequality-311312

³ *A Tale of Two Britains: Inequality in the UK* (Sarah Dransfield, Oxfam, 2014)

policy-practice.oxfam.org.uk/publications/a-tale-of-two-britains-inequality-in-the-uk-314152



- In physical education: To develop learners in a range of areas including communication and collaboration; running, throwing and catching skills; taking responsibility for organising a physical event; and ensuring the conventions of fair play, honest competition, good sporting behaviour and informed spectatorship.

Cross-curricular links

This cross-curricular resource focuses on four subject areas: geography (social studies in Scotland), English, maths and physical education. Some activities link to other areas of the curriculum, such as PSHE and citizenship. There are many ways in which learning and understanding could be further developed and each session provides ideas for this. Suggested activities for using a global citizenship approach across the curriculum to explore the themes of the Olympics, Paralympics and inequality are provided in *Cross-curricular ideas*.

Structure of *A sporting chance?*

The resource provides four sessions, one for each of the following subject areas: geography (social studies in Scotland), English, maths and physical education. There is also an Introductory slideshow with an Olympics quiz and an introduction to the resource and the inequality theme. It is recommended that learners see the Introductory slideshow before completing any of the subject-specific sessions. This introduction could be used in class or form time or alternatively in an assembly. Ideally learners will complete all sessions for all four subjects; however we recognise that working in a cross-curricular way may not be possible in all schools, so we have ensured that individual teachers can also use each session in a subject area as a stand-alone resource.

We have tried to keep the resources as flexible as possible within each subject area, so teachers can create personalised learning journeys for their learners, while at the same time keeping the inequality message throughout. Teachers may decide to omit some activities, depending on the time available and their learners' existing knowledge, understanding and needs. It may also be appropriate to spread the activities in some sessions over more than one lesson.

Each session starts with an overview and includes learning objectives, learning outcomes, key questions and curricular links. Suggested activities are provided with approximate timings but do not include time that may be needed for additional teaching about some of the concepts. As the sessions are designed for flexible use, the total time taken to complete all the activities may vary. No starters and plenaries are included as it is assumed that teachers will want to plan these individually. All resource and activity sheets are listed in the session overview. There is also an accompanying slide show for each session.

Differentiation

Where possible the activities and resources are differentiated to help you meet the needs of different learners in the class. This might also be useful in adapting some of the activities to meet the needs of younger and older learners.

Age group

These resources are suitable for use with learners aged 9 to 14 years old. Curricular links are provided for the KS2 and KS3 curricula in England, and the relevant curricula in Wales and Scotland. However, many of the activities could also be adapted for use with younger or older learners.

Important teaching notes

- *These activities and resources are intended to support your teaching rather than guide it. Additional teaching may be required to develop learners' knowledge, skills and understanding of some concepts.*
- *Some content, such as the background information about inequality, is repeated in the subject-specific sessions. Teachers using one of these sessions may wish to check that learners haven't covered any of the content in other curriculum areas.*
- *Some of the data in this resource, such as the data from the World Bank, are subject to change. Therefore you may find that if your learners are finding data from the Internet themselves, their figures differ slightly from those published in this resource, which were correct at time of publication.*
- *All of the web links provided were correct at the time of publication.*



A Sporting Chance? – Detailed resource outline

Session overview	Learning objectives	Learning outcomes	Key questions	Activities	Resources
<p>Maths:</p> <p><i>Measuring the gaps</i></p>	<ul style="list-style-type: none"> To interpret data in tables and use percentages to compare amounts. To present data in a bar chart. To understand that the countries taking part in the Olympic Games don't have an equal chance of winning medals and to recognise that country income, along with other factors, may affect the number of medals that a country wins. To know that inequality can also exist within countries and to order and mark numbers on a scale to show the "fairness scores" of different countries. 	<ul style="list-style-type: none"> Learners will interpret tabulated data to compare the percentages of countries in different income groups that win at least one Olympic medal. Learners will present data in a bar chart to compare the percentages of countries in different income groups that win Olympic medals in different Olympic sports. Learners will order countries on a scale according to a "fairness score" that shows the level of inequality in each country. 	<ul style="list-style-type: none"> What factors might affect how many athletes a country has and how many medals it wins (if any)? Which sporting events do you think might have few or no athletes from lower-income countries taking part and winning medals? Why do you think this? Which sporting events do you think might have more athletes from lower-income countries taking part? Why do you think this? 	<ul style="list-style-type: none"> Activity 1: <i>Counting up the medals and athletes</i> Activity 2: <i>Income and medal inequalities</i> Activity 3: <i>Olympic sports – open to all?</i> Activity 4: <i>In-country gaps</i> 	<ul style="list-style-type: none"> <i>A Sporting Chance?</i> Maths slideshow: slides 1–18 Resource sheets: <ol style="list-style-type: none"> <i>Medals and Athletes</i> <i>Mean number of medals per athlete – complete</i> Activity sheets: <ol style="list-style-type: none"> <i>Mean number of medals per athlete – blank</i> <i>Low-income countries</i> <i>Lower-middle-income countries</i> <i>Upper-middle-income-countries</i> <i>High-income countries</i> <i>Olympic sports – open to all?</i> <i>Bar chart A</i> <i>Bar chart B</i> <i>Fairness score scale A</i> <i>Fairness score scale B</i>

Session overview	Learning objectives	Learning outcomes	Key questions	Activities	Resources
<p>Geography:</p> <p><i>Between-country gaps</i></p>	<ul style="list-style-type: none"> To recognise some ways in which young people in the UK are connected with other countries and people in the world. To develop geographical skills in using maps and analysing and interpreting different data sources. To identify some inequalities which exist between and within different countries. 	<ul style="list-style-type: none"> Learners will explore the connections that they and their peers have with other countries and people in the world. Learners will play an <i>Olympic Trumps</i> game to identify and discuss examples of inequalities between countries. Learners will use shading to represent some of these inequalities on a world map. 	<ul style="list-style-type: none"> How are we connected to other countries and people in the world? What examples of inequality between countries did you find? What do you think might be the reasons for these inequalities? Do you think these inequalities are fair? Why do you think this? 	<ul style="list-style-type: none"> Activity 1: <i>Globingo</i> Activity 2: <i>Equal or unequal?</i> Activity 3: <i>Olympic Trumps</i> Activity 4: <i>Mapping inequalities between countries</i> 	<ul style="list-style-type: none"> <i>A Sporting Chance?</i> Geography slideshow: slides 1–21 Large pieces of paper (one for each group of three learners) Sets of colouring pencils with two to four different shades of some colours Resource sheets: <ol style="list-style-type: none"> <i>Olympic Trumps cards</i> <i>Average income per person</i> <i>Olympics medal total</i> <i>Olympic Trumps data</i> Activity sheets: <ol style="list-style-type: none"> <i>Globingo</i> <i>Mapping the average income per person</i> <i>Mapping the Olympics medal total</i> <i>Mapping inequalities between countries</i>

Session overview	Learning objectives	Learning outcomes	Key questions	Activities	Resources
<p>English:</p> <p><i>Equal or unequal lives?</i></p>	<ul style="list-style-type: none"> To develop discussion skills. To understand what the basic needs and rights of all people are and to recognise that in Rio de Janeiro, as in many cities around the world, these needs are sometimes not met. To act in role and develop empathy for those who are not able to fulfil their basic needs and claim their rights. To consider the implications of a city (or a country) spending large amounts of money on a big sporting event such as the Olympic Games. 	<ul style="list-style-type: none"> Learners will play a game, <i>Know your place</i>, to start to understand what inequality means and how it affects people living in a society. Learners will play a “vulnerability game” to develop their understanding of how in Rio de Janeiro, as in many cities around the world, there are inequalities between people’s lives which in turn affect how vulnerable people are. Learners will use a role-play activity to consider and explore the arguments for and against Rio de Janeiro hosting the Olympics Games. 	<ul style="list-style-type: none"> What inequalities are there between people living in Rio de Janeiro? How do these inequalities affect the vulnerability of different people living in the city? Are the Olympic Games good or bad for Rio de Janeiro and Brazil? 	<ul style="list-style-type: none"> Activity 1: <i>Know your place</i> Activity 2: <i>The game of inequality</i> Activity 3: <i>For or against the Olympics?</i> 	<ul style="list-style-type: none"> <i>A Sporting Chance?</i> English slideshow: slides 1–12 Approximately 30 counters or stickers Sticky notes, enough for one per learner Activity sheets: <ol style="list-style-type: none"> <i>Inequality game role cards</i> <i>For the Olympics role cards</i> <i>Against the Olympics role cards</i>
<p>Physical Education:</p> <p><i>Fair sports for all</i></p>	<ul style="list-style-type: none"> To consider how rules can make sports fairer or less fair for everyone to take part. To decide how to change rules in some Olympic sports to ensure everyone can participate. To compare rules in sport to rules that help make society fairer. 	<ul style="list-style-type: none"> Learners will organise and run a “Fair Sports Day” that enables all learners to participate fully. 	<ul style="list-style-type: none"> How is the world unfair? What does “taking action” mean? How can we take action? 	<ul style="list-style-type: none"> Activity 1: <i>Fair sports for all</i> Activity 2: <i>Planning a “Fair Sports Day”</i> Activity 3: <i>A “Fair Sports Day”</i> Activity 4: <i>Evaluating our “Fair Sports Day”</i> 	<ul style="list-style-type: none"> <i>A Sporting Chance?</i> PE slideshow: slides 1–22 Activity sheets: <ol style="list-style-type: none"> <i>Fairness rules</i> <i>Fairness motto</i>

Global citizenship

This is a global citizenship resource written for teachers of geography (social studies in Scotland), English, maths and physical education with 9 to 14 year olds. Education for global citizenship is a methodology to help young people to develop as active global citizens. Oxfam suggests a Learn-Think-Act approach to help structure global citizenship activities and give young people the opportunity to learn about issues, think critically about how to solve them, and act as responsible global citizens. Actions may simply be to find out more or think more deeply about an issue. They may also involve making others more aware of an issue or engaging in specific fundraising or campaigning activities. For more information, see:

<http://www.oxfam.org.uk/education/global-citizenship>

The key elements of responsible global citizenship are:

Knowledge and understanding	Skills	Values and attitudes
<ul style="list-style-type: none"> • Social justice and equity • Identity and diversity • Globalisation and interdependence • Sustainable development • Peace and conflict • Human rights • Power and governance 	<ul style="list-style-type: none"> • Creative and critical thinking • Empathy • Self-awareness and reflection • Communication • Co-operation and conflict resolution • Ability to manage complexity and uncertainty • Informed and reflective action 	<ul style="list-style-type: none"> • Sense of identity and self-esteem • Commitment to social justice and equity • Respect for people and human rights • Value diversity • Concern for the environment and commitment to sustainable development • Commitment to participation and inclusion • Belief that people can bring about change

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- For further information about Oxfam Education, including a wide range of other curriculum-linked resources: <http://www.oxfam.org.uk/education>

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