



# Cambridge Global Perspectives™ Challenge – Stage 6

## Skills focus: Collaboration – How can sport be more accessible?

### Topic: Sport and recreation

By the end of this Challenge, learners will develop their collaboration skills by working as a team to design their own publicity materials for a sports or other activity to be held in their locality with the purpose of encouraging more people to participate in a particular sport or activity. They will reflect on the success of their collaboration as they work, identifying ways to solve problems in teamwork and eventually evaluating their own contributions to the team. The Challenge will help learners build an awareness about their own interests and skills.

Learning objectives
<b>Collaboration</b>
<b>56CI.01</b> Work positively with team members, contributing useful ideas and helping to solve problems to improve teamwork or to achieve a shared outcome.
<b>56CI.02</b> The team plans and divides tasks fairly to achieve a shared outcome, considering the skills of team members and the time available, and manages disagreements.
<b>Research</b>
<b>56Rs.03</b> Conduct investigations, using interviews or questionnaires to test a prediction or begin to answer a research question.
<b>Reflection</b>
<b>56Rf.01</b> Discuss the impact of personal contribution on teamwork.
<b>56Rf.02</b> Identify benefits and challenges of working together to achieve a shared outcome.

Success criteria
Success criteria help you and your learners know when a learning objective has been achieved. You can find guidance about using success criteria in the Cambridge Primary Global Perspectives Teacher Guide.
Here are some examples of success criteria:
<ul style="list-style-type: none"><li>Learners collectively create and agree a plan that has clear objectives, allocation of tasks and milestones for delivery.</li></ul>

## Success criteria

- Within their teams, all learners are actively involved in each activity and can explain their thinking in reflective writing or when asked.
- Learners demonstrate collective decision making, clarify how they have resolved disputes and adopt observable shared behaviours.
- Learners allocate roles and tasks fairly among the individuals in their group, to create publicity materials for a mass participation sports event.
- Learners formulate a research question or big idea to be investigated.
- Learners create open and closed questions, including a selection of 'who?', 'what?', 'why?', 'when?', 'where?' and 'how?' questions, to guide their questionnaires and surveys on participation in sporting activities.
- Learners adapt and refine surveys and questions to use with a different group of respondents.
- Learners use appropriate language to define and describe the various roles team members undertook in the task, e.g. using team inventories such as Belbin's Team Roles.
- Learners explain what went well and what could be improved in their teams for an activity requiring decision making and justification.
- Learners explain empathetically why people do not all enjoy the same types of activity (such as different cultural, family or personal perspectives and interests).
- Learners share at least one thing they have learnt about how to work together successfully.
- Learners present evidence that their effective collaboration led to a shared outcome.



Personal



Local



Global

## Activities (sequence)

**Note:** If the Challenge is delivered as part of an extended day rather than by a series of lessons, ask learners to conduct initial research into a group's participation in sport or an activity the day before.

### What are the benefits of taking part in sport, an activity or a pastime?



Learners make a list of the benefits of participating in activities, clubs and pastimes, focusing not just on the benefits to the individual (physical, psychological, social) but also on the benefits to society (e.g. the economic benefits of having a healthy or more engaged workforce, or on learning how we can do more together rather than alone). They consider which of the benefits are the most important for them personally.

You could show videos to introduce the topic of this Challenge. There are many resources available online to introduce the idea of mass participation sports events, including running events, mass cycle rides, five-a-side football tournaments and triathlons. These may be available on the websites of sporting organisations or charities, which may host events as fundraisers. Select videos that focus on 'non-professional' sport and the idea that anyone can take part. Choose examples without commentaries to accompany the visual footage, so you have the opportunity to elicit comments and reactions from learners as they watch the videos.

### What sports or activities do you do?



In groups, learners design a questionnaire to ask other learners about their participation in a sport or activity (e.g. what sports or activities they do, where, when, why). They conduct a survey in the class using their questionnaires and summarise their findings.

Learners report to the class the findings of their survey, discussing and explaining any patterns in the data.

Learners discuss how their questionnaire could be refined and improved to elicit more data about why some people do more sports or activities than others. They redraft their questionnaire and conduct another survey with a different group of respondents, for example another class at school, family members or members of the public.

### Who takes part? What can be done to encourage more people to take part?



Using the results of their survey, learners in groups identify factors that affect the types of sport or activities that people do. They describe some of the characteristics of people who participate more actively in sport or activities than others, what their background is, what opportunities they have, what their attitudes and opinions are, etc. They use graphics to display these characteristics (e.g. 'role on the wall' display Teacher Resource – How can sport be more accessible? T6.1). Groups share their displays with other groups, and challenge each other's stereotypes using data from their own surveys.

## Activities (sequence)

In groups, learners identify categories of people who typically are unable or reluctant to take part in sport in their country and identify factors that might make them less likely to participate. They discuss what could be done to provide more opportunities for such groups to participate, and how those groups could be engaged in an activity.

### What are 'mass participation' activity events?



Introduce learners to the idea of mass participation events, using an example such as a marathon or fun run. Learners discuss and investigate what makes these events different from other events, such as those requiring membership of a club, or having a closed entry based on prior qualification, and reach an understanding of what the term 'mass participation' means. Encourage learners to think about whether mass participation is the same as universal participation. Are some people excluded by events? For example, a fun run for able bodied people.

Learners conduct further research into mass participation events using a variety of sources of information, including online resources.

This is an opportunity to invite either someone involved in widening sports participation or someone from a group identified as less likely to participate in sports to speak to learners. This will support learners to design their own publicity in the next activity.

### How could we organise a mass participation sports or activity event in our locality?



Learners decide on a type of mass participation sports event that could be staged in their locality, with the aim of encouraging as many people as possible to take part, including those categories of people identified earlier as less likely to participate in sport. They use a checklist to focus on how the event could be planned and organised (Learner Resource – How can sport be more accessible? L6.2). The 'Event planner and organiser' can be adapted according to local needs. Existing local or national community groups may be able to offer further guidance on planning events.

Learners in groups discuss how to publicise the event to attract as wide a range of entrants as possible. They allocate roles and tasks among the individuals in the group, and use a range of print, visuals, multimedia, or creative media to create publicity materials for the event, with a specific focus on encouraging participation by groups of people who would not normally take part. Before presenting their materials to the class, learners give feedback to their team members, reflecting on the quality of their teamwork so far by discussing what is going well and identifying a problem or challenge that still needs to be addressed. They agree what can be done to improve the group's performance and the effectiveness of their materials for the target audience.

Groups finally present their publicity materials to the class and provide a verbal commentary on them. The presentations can be recorded. After the group work is complete, learners reflect again on how the group worked together. They also evaluate the impact of their own individual contribution.

## Challenge resources

### Provided by Cambridge

Teacher Resource – How can sport be more accessible? T6.1

Learner Resource – How can sport be more accessible? L6.2

### Other resources

Access to a different group, for survey

Creative materials and software tools for presentations, including data and graphics

Resources for research including internet access

Guest speaker e.g. from a group less likely to participate in mainstream sport

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