

Unit 8 Leisure and sport in the local community

About the unit

This unit addresses issues relating to the provision and use of public leisure facilities. It explores how decisions are made by a local community and the impact these have on different members of the local community. It examines the role and impact of law in the community and the duties of local authorities in respect of leisure provision and how issues of rights, responsibilities, fairness and the law interrelate. Pupils investigate some of the complex issues at play when making local provision of leisure and sport facilities. The unit also builds greater awareness of local authorities' responsibilities when deciding how to use public funds.

The unit builds on work carried out in key stage 2 relating to issues of right and wrong, rights, responsibilities and fairness. It further develops pupils' ability to analyse, think critically, and debate issues and problems and draws on their experience and work in PE.

Where the unit fits in

This unit addresses the following aspects of the key stage 3 citizenship programme of study:

Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- 1c central and local government, the public services they offer and how they are financed, and the opportunities to contribute
- 1g the importance of resolving conflict fairly

Developing skills of enquiry and communication

Pupils should be taught to:

- 2a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- 2b justify orally and in writing a personal opinion about such issues, problems or events
- 2c contribute to group and exploratory class discussions, and take part in debates

Developing skills of participation and responsible action

Pupils should be taught to:

- 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- 3b negotiate, decide and take part responsibly in both school and community-based activities
- 3c reflect on the process of participating

This unit links with unit 7 'Local democracy', unit 14 'Developing skills of democratic participation', unit 6 'Government, elections and voting'.

Expectations

At the end of this unit

most pupils: understand the role of local government in providing sport and leisure facilities. They know how these are funded and are aware of the choices facing councils when funding cannot meet demand. They argue different points of view in mock debates on the issue. They look at their own locality to see how needs and expectations have been met. They recognise the importance of fair play in contact sports, and the rights of participants to be protected. They understand the need for legislation to underpin sporting activities.

some pupils have not made so much progress and: understand that sport and leisure facilities are provided by the local council and are publicly funded. They identify ways in which they themselves use such facilities and suggest how provision and facilities could be improved. They understand the need to respect others' rights when playing contact sports, and for the law to step in when these rights are infringed. They take part in discussion on this issue.

some pupils have progressed further and: know and understand the local authority's role in leisure provision. They identify and prioritise local needs and give sound reasons for their decisions. They understand a variety of reasons why councils need to provide for local people's needs and can identify different kinds of legal action arising from sporting activities. They identify and discuss the complex range of social, economic and political factors contributing to the decision-making in the local community.

Resources

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 3 citizenship scheme of work site at www.standards.dfes.gov.uk/schemes

- British Sports Trust
- Sport Online, BBC
- Local Government Association
- Health and Safety Executive
- ‘Show Racism the Red Card’ campaign
- ‘Kick Racism out of Football’ campaign

NB: care should be taken when encouraging pupils to access websites

Literacy and language

References to the Key Stage 3 National Strategy *Framework for teaching English, Years 7, 8 and 9* (NSE) are given in brackets and are indicated in appropriate sections of this unit.

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- leisure and sport in the local community, *eg public leisure facilities, spending priorities, regulation, health and safety*

Speaking and listening – through the activities pupils learn to:

- work together in groups to solve problems (year 7 S&L13, year 8 S&L10, year 9 S&L10)
- acknowledge and build on views of others (year 7 S&L14, year 8 S&L11, year 9 S&L9)
- promote and justify a point of view, using supportive evidence (year 7 S&L5, year 8 S&L3, year 9 S&L2)

Links with other subjects

PSHE: 2f, 3a, 3b, 3h, 3i, 3k in the non-statutory guidelines

Mathematics: Ma4, 1a in the programme of study

English: En1, 1a–g, 2b–f, 3a–e in the programme of study

Geography: 2e, 4b, 5a, 5b, 6g.iv in the programme of study; unit 23

‘Local actions, global effects’ in the scheme of work

ICT: 3b in the programme of study

PE: 2c in the programme of study

Pupils should learn:

Pupils:

Which leisure facilities should be provided for the local community?

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| <ul style="list-style-type: none"> • about different leisure pursuits and how these involve the use of public facilities within the local community | <ul style="list-style-type: none"> • List pupils' favourite leisure activities on the board, and ask them to say which ones make use of public facilities. Assess to what extent the most popular activities rely on public provision, <i>eg by investigating the number of facilities provided by the local council authority</i>. Which seem to be the most/least costly to support? Who should pay for these? Pupils should then find out how the local authority raises funding for leisure and what spending priorities there are. | <ul style="list-style-type: none"> • identify leisure and sporting activities that require public funding, and know how the local authority pays for these; assess which facilities appear to make the greatest/smallest demands on the public funds and suggest reasons why this is the case | <ul style="list-style-type: none"> • Public leisure facilities are not only sports-related but include libraries, museums, open spaces, lakes, etc. These in turn require other facilities, <i>eg provision for wheelchair users, car parks, toilets</i>. |
| <ul style="list-style-type: none"> • about difficult choices that have to be faced when spending taxpayers' money on leisure facilities | <ul style="list-style-type: none"> • Tell the pupils that some people have written to the council complaining that a new skateboarding and biking area in the local park is a waste of money, as it is used by only a dozen or so young people. The complainers feel that the money would be better spent on facilities that more people, including the area's many elderly residents, would make use of. Ask pupils how the council should reply. Discuss the issue of spending taxpayers' money on facilities for pursuits that relatively few people take part in, <i>eg skateboarding</i>. Look at local public leisure facilities from the point of view of cost compared with number of users. Which facilities are the most valued, and by whom? Pupils could carry out a survey as part of their research, canvassing the views of other members of the school and/or local residents. They could then present their findings to the class. | <ul style="list-style-type: none"> • carry out a simple cost/benefit analysis of some types of public leisure provision • identify criteria by which spending in this area might be governed and consider the advantages and disadvantages of spending a lot of money on facilities for a relatively small number of people • draw conclusions from their research and present their findings | <ul style="list-style-type: none"> • Link with mathematics: Ma4, 1a. • If contact is made with the local council, a real example may be used and the class could discuss it with council representatives. |
| <ul style="list-style-type: none"> • that public spending is limited and that hard choices need to be made when dealing with competing claims for public money • to work together in groups to solve problems (NSE) • to acknowledge and build on the views of others (NSE) | <ul style="list-style-type: none"> • Pupils could investigate how much their local authority spent on parks and leisure facilities in the last financial year, compared with other spending. They could present their findings in different forms, <i>eg pie charts, graphs</i>. • In groups, pupils could imagine that they are councillors on the local Parks and Leisure Committee. The council has been told to halve its spending on leisure facilities in the coming year. The groups need to decide, in broad terms, which of the facilities most frequently used by pupils (see first activity) should be closed down, which should be cut back and which should not be touched at all. An alternative exercise could be undertaken on the basis that the council budget for leisure is being doubled. Each group explains its spending priorities, and the class votes on which spending plan it prefers. • As a class, explore the reasons behind pupils' decisions to favour one activity over another. List the kinds of reasons they suggest, <i>eg popularity with a majority, a valuable and unique asset to the community</i>. | <ul style="list-style-type: none"> • understand that leisure provision is just one of many categories of expenditure for local councils; identify criteria which can be used to decide between competing claims on public money | <ul style="list-style-type: none"> • The reasons, <i>eg popularity with a large number of voters, preservation of a valuable asset</i>, are much more important than the decisions themselves. • Link with English: En1, 1a–g, 2b–f, 3a–e. • Link with NSE: year 7 S&L13, year 8 S&L10, year 9 S&L10. • Link with NSE: year 7 S&L14, year 8 S&L11, year 9 S&L9. • Information about council spending plans is available from the council website. |

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**How are local planning decisions made?**

- that providing leisure facilities can involve addressing conflicts of interest among the general public
- to discuss and debate issues and to justify and express opinions that are not necessarily their own
- to promote and justify a point of view, using supporting evidence (NSE)
- Present the class with the following scenario: a premiership football club wishes to expand into a new state-of-the-art stadium in a part of town within a residential area of mixed ethnic groupings. The alternative to expansion is to relocate the club, either to another town or to a greenfield site on the edge of this one.
- Ask pupils to list the arguments for and against the new stadium. For example, reasons for could include: crowd numbers have increased and the existing stadium is too small and old-fashioned; the ground needs to be upgraded to improve access and to conform with health and safety regulations; the new ground would be a great asset for the town and would attract many visitors; the town as a whole would benefit from the increased revenues paid by the club, and from the extra money spent by supporters. Reasons against could include: greater nuisance to local residents on match days; vandalism along routes to the stadium; increased violence between supporters and against members of the public; the enforced closure of local pubs on match days; a change in the area's character; the development is not sustainable; and too much pressure on the transport system.
- Divide the class into three or six groups. Group A are members of the local planning authority, who must recommend whether or not to allow the expansion. Group B are the management of the football club and the leaders of the supporters' club, and want the expansion to go ahead. Group C represent local residents and shopkeepers, who may not share the same opinions about the club's plans. Using their local authority's website, pupils could investigate how the authority considers planning applications, and how local people are consulted. Who has the power and authority to make decisions? At what point would national government become involved? Give each of the groups time to research and prepare their arguments. Then hold a mock 'public meeting' chaired by a local councillor to try to come to a broad agreement on the issue.
- identify basic criteria by which planning applications for major leisure facilities need to be judged
- understand the need for local planning authorities to be involved in maintaining the local environment, and in balancing the conflicting interests of citizens
- engage and take part in formal debate or role-play on an issue of public interest
- Information about health and safety regulations can be found on the Health and Safety Executive website (see www.standards.dfes.gov.uk/schemes).
- Link with English: En1, 1a–g, 2b–f, 3a–e.
- Link with ICT: 3b.
- Link with geography: 2e, 4b, 5a, 5b, 6g.iv.
- This type of scenario can be applied and used to encourage discussion on many issues. The whole class could role-play a public meeting, or discussion could take place in smaller groups.
- Link with NSE: year 7 S&L5, year 8 S&L3, year 9 S&L2.
- Link with thinking skills: creative thinking.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note

Why does leisure and sport need regulation?

- that sporting and leisure activities need to be carefully regulated by law, and that health and safety issues need to be addressed
- Ask the pupils to think of a sport where physical contact is either part of the game or might happen accidentally, *eg basketball, hockey, football, rugby*. The class should consider what should happen to:
 - a team that consistently intimidates its opponents
 - a player who makes a reckless tackle and seriously injures his/her opponent
 - a rugby referee who fails to keep control of a game, which then ends with someone being seriously injured when a scrum collapses
 - two players who get into a fight on the pitch, one of whom receives an eye injury that prevents him/her from playing professionally again
 - a footballer who is being racially abused who then leaps into the crowd and assaults the person abusing him/her
- Ask the class to decide whether the law has been broken in any of these cases. If so, should the matter go to court? Discuss the relevance of laws in assault cases.
- draw on their experience of developing criteria and rules
- demonstrate an understanding of the issues involved
- Real-life sporting incidents may be used as a focus for these activities. Refer to the 'Show Racism the Red Card' and 'Kick Racism out of Football' websites (see www.standards.dfes.gov.uk/schemes).
- A player who recklessly injures another could be open to criminal charges of assault and civil charges of negligence, leading to possible payment of damages.