

Commercialisation of physical activity and sport

“Positive or
Negative”



UNTAMEDED
EDUCATION

“Positive or Negative?”

Task Instructions

1. Print out the sheets and give them to each student or pairs.
2. Students draw 2 overlapping circles in chalk on their desk and identify which is positive, which is negative and which is both.
3. After they have cut out the cards they must decide which circle the card should be placed in, if the media aspect is positive, negative or both.
4. Once everyone has completed the task students rotate and see where others have put their cards.
5. If they disagree with one they should pull it out of the circle and put it to the side.
6. Students then discuss as a class where they placed their cards and any cards that have been disagreed with.

Variations/Extensions

1. Distribute the cards amongst the class and ask them to decide if it is positive, negative or both. They then place it in the big diagram at the front. When asked, they must justify their identification to the whole class.

The Learning

1. This task allows students to process the information in a mentally active manner, problem solving and decision making is what the brain is designed for and enjoys.

“Positive or Negative?”

Increases popularity of sport	Increases viewers understanding
Generates role-models	Exciting clips
Attracts major sponsors	Sport available at all times
Edited highlights	Increased public awareness
Rule changes to fit in with media schedule	Less popular sports shown less
Intrusion into athletes personal lives	Athletes and coaches give interviews

“Positive or Negative?”

Athletes receive lots of publicity	Media provides sporting news
Provides sensational stories	Extreme sports shown sometimes
Generates wealth in sport	Some disability sports shown
Television has a large influence in sport	Slow motion and replays
Sport televised around the world	Sporting pundits
International fans for sporting teams	Big prize money in sport