

Grade 8 Life Orientation Worksheet

Gender equity in sport activities

Since South Africa became a democracy in 1994, there has been a vast change for women in the country as we have moved towards a non-racial, non-sexist society.

Sport has played a major role in uniting the people of South Africa. It has also facilitated the democracy process by ensuring that black people are afforded opportunities in sport. This has paid off, and South Africans can be proud of our competitive teams.

Realistically, though, the major changes are still seen in male-dominated sports. Women do not have the same sporting opportunities, whether on the field or in positions such as coaching, refereeing, administrative positions or even sports commentating.

Despite the growth of women's sports, equality does not exist. There are more varied sports offerings for males, and more money is spent on male sports.

In an article by Donna Lopiano, 'Gender Equity in Sports: Whose Responsibility is it?', she states that the real reason we want an equal opportunity for girls to play sports is so they too can have the health benefits of being involved in sports, including psychological, physiological and sociological benefits.

"Sport is where boys have traditionally learned about teamwork, goal-setting, the pursuit of excellence in performance and other achievement-oriented behaviours. These are critical skills necessary for success in the workplace. It is no accident that 80% of the female executives in Fortune 500 companies identified themselves as having been 'tomboys'."

She points out that teenage females involved in sport:

- Are less likely to fall pregnant and participate in early sexual intercourse
- Have greater confidence, self-esteem and pride in their physical and social selves
- Are less likely to smoke cigarettes
- Are more likely to experience academic success
- Are less likely to experience depression

Continue to be physically active until their 40s, reducing their risk of breast cancer

Grade 8 Life Orientation Worksheet

Activity 1: Read passage and discuss gender equality

Divide into work groups. If you are a co-ed class, then mix up the boys and girls.

Discuss the passage above about gender equity issues in sports and athletics.

Then discuss:

- What are the traditional sports for men in South Africa?
- What sports are traditionally played by women in South Africa?
- The various roles in sports, not only on the field, but off as well, for example: coaching, physiotherapy, refereeing, sports commentating, etc.
- How do you feel about equity in sports?

Your teacher will assess your participation in the group discussion using the checklist below.

Checklist for observation of group discussion			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Show evidence of having understood the concept of gender equality issues in sports and athletics?		
4	Keep to the topic under discussion?		
5	Cover all the points listed above?		
6	Give reasons to support alternative points of view?		
7	Make points clearly using appropriate vocal volume?		
8	Make eye contact when speaking?		
9	Use body language appropriately?		
10	Make notes when applicable to remember points made by others?		
2 marks for every 'yes' answer: 20 total			

Activity 2: Answer questions

Answer the following questions:

- Do you think that women are afforded the same opportunities as men in sport? [2]
- Do you think that women should be afforded the same opportunities as men in sport? [2]
- Do you think that culture plays a role in women's involvement in sport? Why? [3]
- In the article, 'Gender Equity in Sports: Whose Responsibility is it?', Donna Lopiano points out important benefits to girls/women involved in sports. What are these benefits? [8]

Grade 8 Life Orientation Worksheet

Activity 3: Mind map on gender equality (Individual activity)

Draw up a mind map showing illustrating points from your group discussion as well as the questions answered above.

Illustrate the importance of gender equity in sport as well as the health benefits to women who participate in sport.

Your teacher will use the following rubric to assess your mind map.

Category	4 marks	3 marks	2 marks	1 mark
<i>Participation</i>	The learner put great effort into the work.	A good effort made.	Some effort made.	The learner did very little work on the mind map.
Required elements	The mind map contains most of the information that was discussed.	The mind map contains some of the information that was discussed.	The mind map contains a little of the information that was discussed.	The mind map is off the topic.
Relevance	All the concepts are relevant.	Most of the ideas are relevant.	Some of the ideas are relevant.	The concepts do not relate to the topic.
Flow	The concepts flow very well.	There is a fair amount of flow.	The concepts flow a little.	There is no concept flow.
Attractiveness	Very attractive, colours used, very neat.	Fairly attractive in terms of design, layout and neatness.	Acceptably attractive.	Messy and poorly designed.
Total marks: 20				

Grade 8 Life Orientation Worksheet

Suggested Solutions

Item number	Possible marks	Solution
1	20	See checklist 1 in Appendix of Assessment Tools.
2.1	2	Own answer.
2.2	2	Own answer.
2.3	3	Own answer.
2.4	8	<p>“Sport is where boys have traditionally learned about teamwork, goal-setting, the pursuit of excellence in performance and other achievement-oriented behaviours. These are critical skills necessary for success in the workplace. It is no accident that 80% of the female executives in Fortune 500 companies identified themselves as having been ‘tomboys’.”</p> <p>She points out that teenage females involved in sport:</p> <ul style="list-style-type: none"> Are less likely to fall pregnant and participate in early sexual intercourse Have greater confidence, self-esteem and pride in their physical and social selves Are less likely to smoke cigarettes Are more likely to experience academic success Are less likely to experience depression Continue to be physically active until their 40’s, reducing their risk of breast cancer
2 Total	15	
3	20	See rubric 2 in Appendix of Assessment Tools.

Grade 8 Life Orientation Worksheet

1. Checklist for assessing participation in the group discussion

Checklist for observation of group discussion			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Show evidence of having understood the concept of gender equality issues in sports and athletics?		
4	Keep to the topic under discussion?		
5	Cover all the points listed above?		
6	Give reasons to support alternative points of view?		
7	Make points clearly using appropriate vocal volume?		
8	Make eye contact when speaking?		
9	Use body language appropriately?		
10	Make notes when applicable to remember points made by others?		
2 marks for every 'yes' answer: 20 total			

Grade 8 Life Orientation Worksheet

2. Rubric to assess mind map

Category	4 marks	3 marks	2 marks	1 mark
<i>Participation</i>	The learner put great effort into the work.	A good effort made.	Some effort made.	The learner did very little work on the mind map.
Required elements	The mind map contains most of the information that was discussed.	The mind map contains some of the information that was discussed.	The mind map contains a little of the information that was discussed.	The mind map is off the topic.
Relevance	All the concepts are relevant.	Most of the ideas are relevant.	Some of the ideas are relevant.	The concepts do not relate to the topic.
Flow	The concepts flow very well.	There is a fair amount of flow.	The concepts flow a little.	There is no concept flow.
Attractiveness	Very attractive, colours used, very neat.	Fairly attractive in terms of design, layout and neatness.	Acceptably attractive.	Messy and poorly designed.
Total marks: 20				