

Sport, Physical Activity and Society

Lecture Race, Ethnicity & Sport



<http://www.publichealthwalesobservatory.wales.nhs.uk/home>

Check out this website for good
source of statistics

Wales has the lowest percentage of girls that are physically active for 60 minutes every day; only Scotland has a lower percentage for boys.



GIG
CYMRU
NHS
WALES

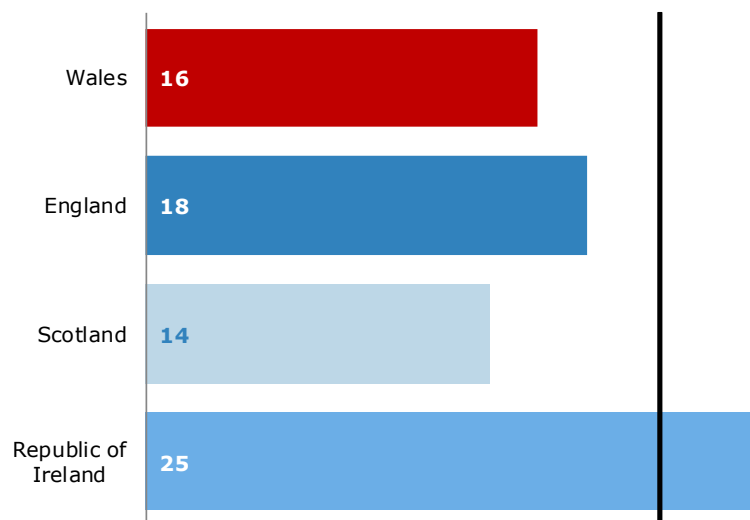
Arsyllfa Iechyd
Cyhoeddus Cymru
Public Health
Wales Observatory

Boys

Percentage active 60 mins every day, boys, aged 15, Wales, England, Scotland & Republic of Ireland, 2013/14

Produced by Public Health Wales Observatory, using HBSC (WHO)

HBSC average = 21

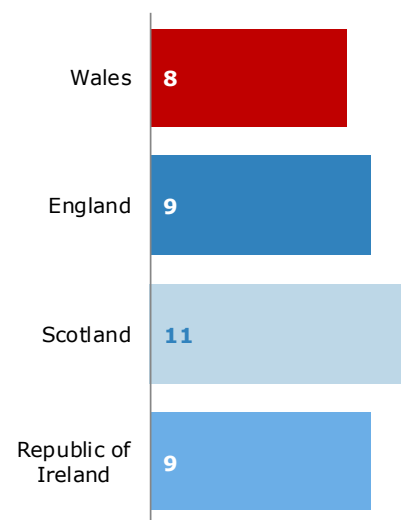


Girls

Percentage active 60 mins every day, girls, aged 15, Wales, England, Scotland & Republic of Ireland, 2013/14

Produced by Public Health Wales Observatory, using HBSC (WHO)

HBSC average = 11



Context

Sport privileges certain groups above others: **white over black**, men over women, rich over poor, **able bodied over disabled**.

Jeanes *et al.* (2016):

What do you think about this statement?

Race and Sport

Why study this?

How could an improved understanding of this benefit you as a sports manager?

Race and Sport

Race and sport are intertwined in a number of important ways.

- Entire sports are racialized e.g. 2/3rds of US pro basketball and NFL players are African Americans. Whilst swimming and gymnastics are dominated by white athletes.
- Beliefs about racial prowess in sport impact on the experiences of athletes and their post career trajectories.
- “‘Race’ and racism are normalized in modern sport,” Spracklen (2015, p.166).



How can we explain the dominance of black athletes in sprinting and white athletes in swimming?

What racial stereotypes in sport can you think of?
Can you think of contrary examples?





Therefore, "race might have an impact in sport, but its impact is social, not genetic," Marjoribanks & Farquharson (2012, p.43).



Naturally talented?

- There is no evidence that people with dark skin are inherently better athletically than those with lighter skin.
- The **Human Genome Project** has definitively stated that differences within so-called racial groups are in fact greater than those between groups (Spracklen, 2015).
- Conversely, there is a great deal of evidence that social structures around sport reinforce racial stereotypes around sporting prowess.
- Black people have only dominated certain sports at certain periods in history e.g. Jews dominated basketball in 1930s America and boxing in 1930s England (Spracklen, 2015).

Persistent Myths

Myths about the superiority of Black athletes have consequences for sport.

Marjoribanks & Farquharson (2012, p.44-45).



How many black outside halves can
you name?

What about black quarter backs?

What about black football managers?

Black, Asian and Minority Ethnic representation across 68 sports boards including NGBS



Sporting Equals (2016)

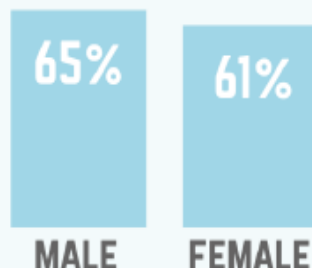
LEVELS OF ACTIVITY

SUMMARY OF DEMOGRAPHIC DIFFERENCES

Our data shows there are significant inequalities:

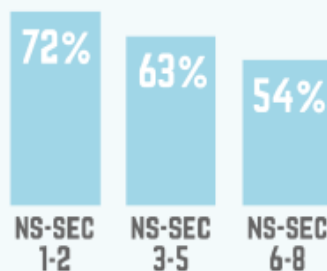
1 GENDER

Men (65% or 14.4m) are more likely to be active than women (61% or 14.1m), with a gap of 313,600 between them (down 42,600 since the start of the strategy period).



2 SOCIO-ECONOMIC GROUPS

Those in routine/semi-routine jobs and those who are long term unemployed or have never worked (NS-SEC 6-8), are the most likely to be inactive (33%) and the least likely to be active (54%).



[LINK TO DATA TABLES](#)

* See our [definitions](#) page for the full definition of disability and long term health conditions.

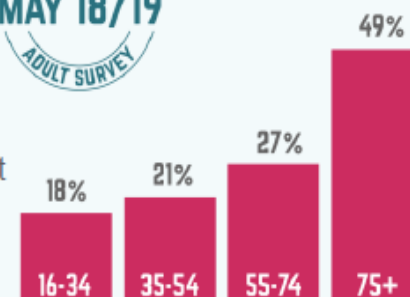
ACTIVE

INACTIVE



3 AGE

Inactivity levels generally increase with age, with the sharpest increase coming at age 75+ (to 49%).



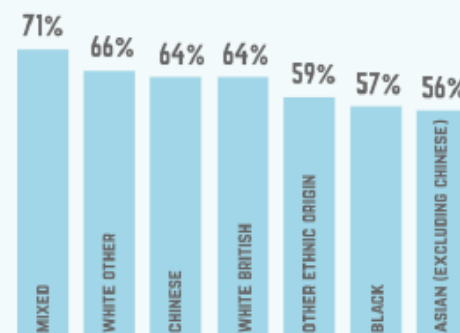
4 DISABILITY AND LONG TERM HEALTH CONDITIONS

Inactivity is more common for disabled people or those with a long term health condition* (41%) than those without (20%). Furthermore, it increases sharply the more impairments an individual has – 49% of those with three or more impairments are inactive.

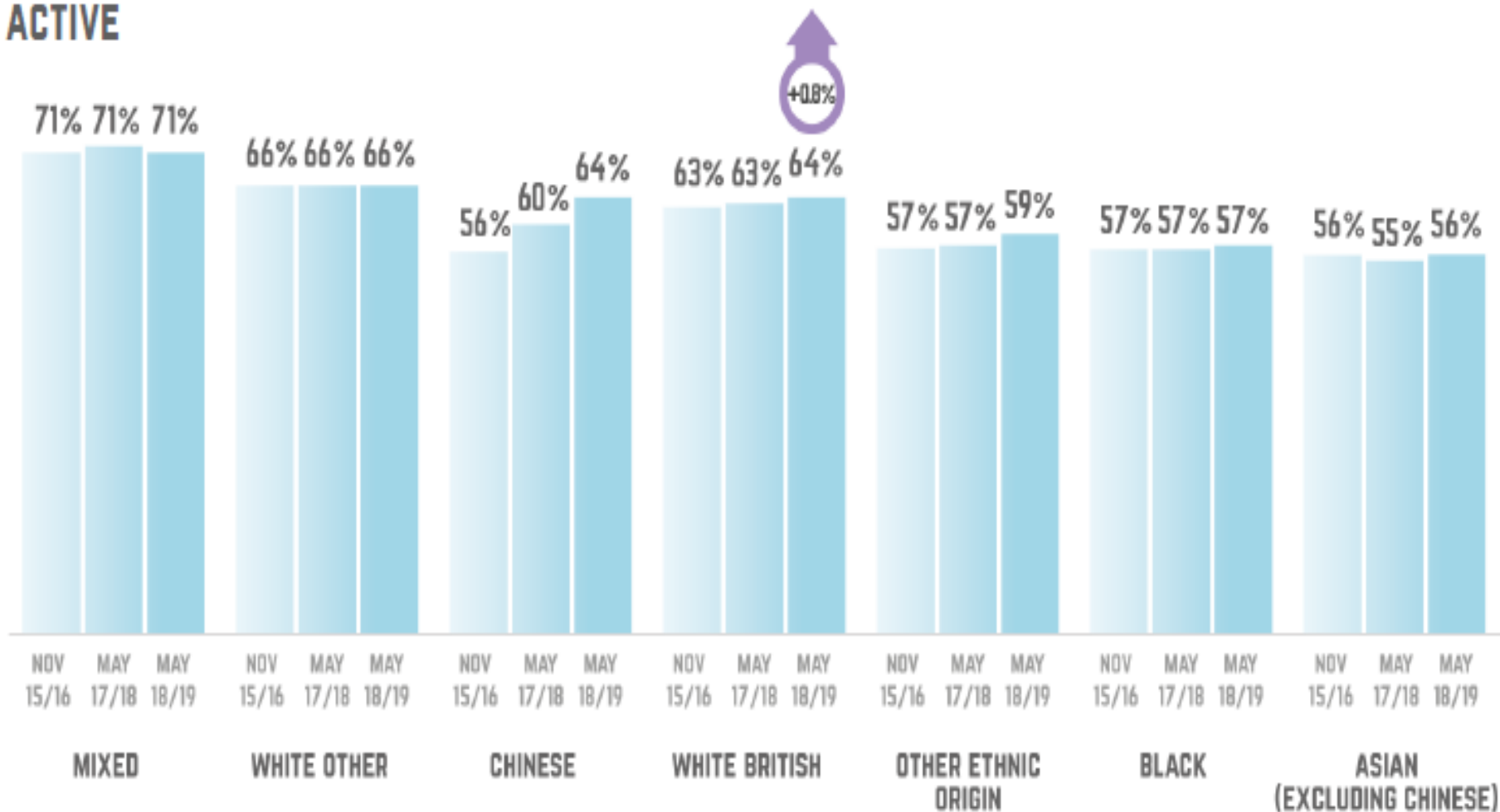


5 ETHNICITY

Activity levels are highest for Mixed (71%) and White Other (66%) adults, and lowest for Asian (excluding Chinese) (56%) and Black (57%) adults.

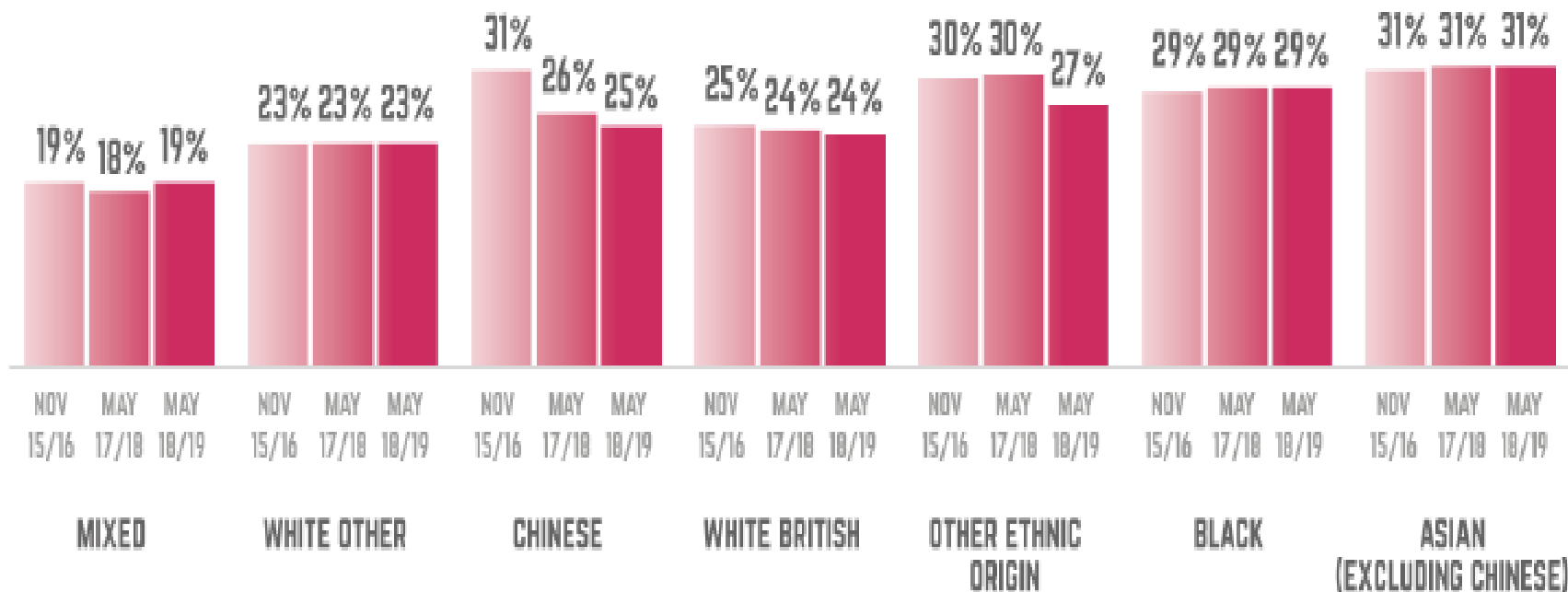


ACTIVE

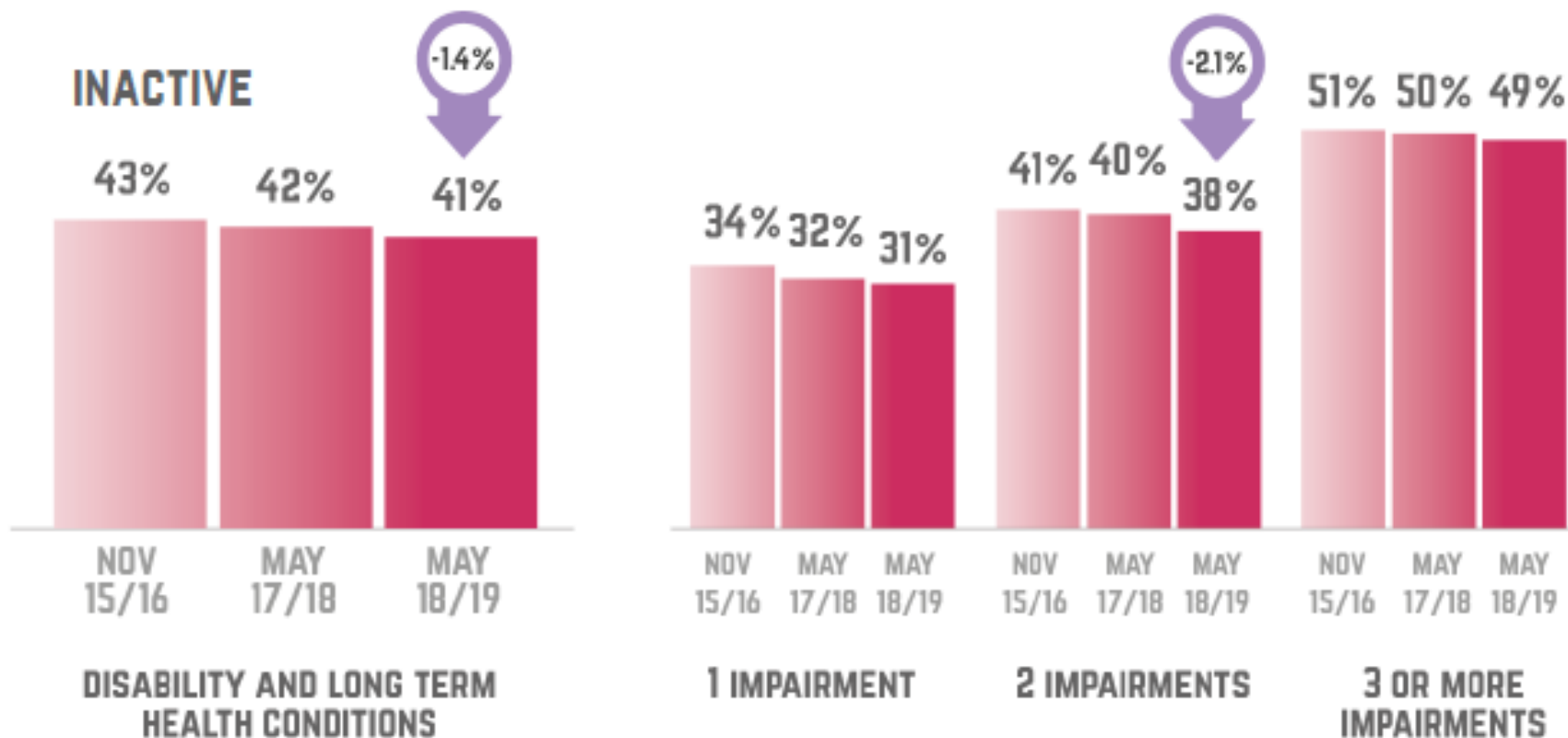


Sport England, 2019

INACTIVE



Sport England, 2019



Sport England, 2019

Sociological imagination is **an ability to see the context which shapes your individual decision making, as well as the decisions made by others**. But the reason why it's useful is because it allows us to better identify and question various aspects of society, as opposed to passively living within it.

What is sociological imagination? (2021) National University. Available at:
<https://www.nu.edu/blog/what-is-sociological-imagination/> (Accessed: December 8, 2022).

Barriers to Participation (inclusion)

Key influences include:

- Disposable income
- Levels of education attainment
- Occupational status
- Social class
- Culture
- Ethnicity
- Gender
- Age
- Ability and disability

(Hylton and Totten, 2013)

Influences can also be categorised into:

- Physical barriers e.g. location of facilities
- Economic barriers e.g. affordability
- Motivational barriers e.g. image of activity
- Cultural barriers e.g. conflict with codes, customs and conventions inherent in an activity
- Political barriers e.g. feelings of alienation, or lack of ownership over, the existing choice of provision.

Sports development strategies have to overcome these barriers.

Hylton and Totten (2013)

Inequality and discrimination

Inequality in sport and society can be caused through discriminatory practices and processes, which can occur intentionally or unintentionally at 3 different levels:

1. **Individual (micro)** e.g. stereotyping and stigmatising disabled people
2. **Institutional/cultural (meso)** e.g. sports centre doesn't have inclusive policies and practices in place.
3. **Societal (macro)** e.g. disabled people seen as patients, who are somehow defective or impaired.

Group 1- Peoples needs and leisure demands– Torkildsen's Sport and Leisure Management (2010)

1. Review the chapter from page 25-53
Highlight the key themes and use the whiteboard to create a visual of some of the key points that can influence the development of sport and PA.

Group 2- Activity intervention project - Against the Wall : Poor, Young, Black, and Male, (Elijah Anderson & Cornel West, 2009)

2. Review chapter 10 page 147-162 Highlight the key themes and use the whiteboard to create a visual of some of the key points that can influence the development of sport and PA.

Assignment 1 – 50% contribution

Task 1

There is a gender imbalance in sports and physical activity participation, critically analyse the possible reasons for this imbalance and give recommendations in order to increase participation. (750 Words).Weighting 50%

Task 2

There has been strong evidence suggesting children and young people with disabilities face more barriers to sports participation. Carry out research to support this statement and highlight the key barriers that children with disabilities face and the possible solutions. (750 words).Weighting 50%

Assignment Feedback

References- Include a variety of sources, pull out small quotes and reference in the text and create a reference list at the end of the assignment.

Paraphrase- Use paraphrasing as much as possible, especially with large quotes.

1st person- Avoid writing in the first person

Read your work or get someone to read over it!

Follow the assignment brief and answer the questions

Any questions?

Thanks for listening.