

FOOTBALL

PACK 3



The OCR PE specification says you must be able to...

1. Understand football in Popular Recreation as a mob game
2. Understand football and rugby in the public schools including its value
And status.
3. Understand Football in Rational Recreation; the concepts of amateurism
and professionalism; broken time payments; the split between association
football and rugby football; spectatorism vs. participation and the
importance of the game in urban communities
4. Understand factors that have helped develop football in the UK and the
impact of these factors on contemporary participation and performance.



Pre Lesson Preparation 1

Read the case study information on Football in your revision book and make notes under the headings; Popular Recreation, Rational Recreation and Public schools.

Pre Lesson Preparation 2

Find out the name of the NGB for football and for local clubs / centers of excellence

What initiatives are in place NOW to promote participation and to improve performance in football today?

Football as a Popular Recreation



Identify the Characteristics of mob football

There is a Socio-Cultural factor to explain each characteristic. Explain these below, the first one is done for you.

LOCAL

Mob football was **local** due to a lack of transport. The lower classes could not afford to travel and pre-industrial Britain meant that only the upper classes could access places further afield.

Where was the game played?

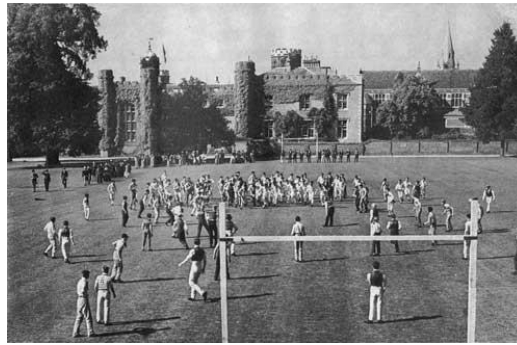
Can you give an example of a mob game that is still played today?



<i>MOB FOOTBALL WAS FROWNED UPON BECAUSE IT CAUSED;</i>	<i>MOB GAMES HAD A DISTINCT LACK OF:</i>
D	S R
D	S P S P
I	R U S B
S	S R

Additional notes

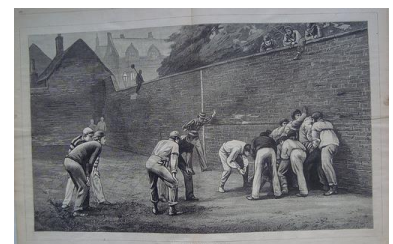
Football in the Public Schools



Complete the table below:

STAGE 1: Bullying & Brutality	STAGE 2: Social Control	STAGE 3: Athleticism
<p>_____ Games and the first M _____ P _____ of activities from _____. Impromptu, _____ forms of football were played depending on the _____ available</p> <p>This was a time of 'boy culture' where all the mob games were organised by the boys for the boys with no master involvement. During this stage games would be brutal and uneven in number. It was chaotic and unruly with fighting and truancy. Natural facilities such as trees were used and boys brought their own versions of mob games to the school which were adapted to produce a single set of rules just for that school – The first melting pot.</p>	<p>More _____ football _____ for individual schools; _____ - _____ competitions. Football was the place to settle _____ and display c _____.</p> <p>Dr Thomas Arnold used games as a means of establishing social control, the chapel was central to school life and a new moral code was established where the sixth formers were given responsibilities and masters became mentors and guides. Football matches became more organised and the house system grew.</p>	<p>Full t _____ development: _____ and _____ rules along with traditional games at individual schools; _____, _____ and inter-_____ fixtures.</p> <p>Specialist facilities started to develop and team games became central to school life and a compulsory part of the curriculum. Inter house and interschool fixtures became commonplace with blues often returning to the schools to coach the boys. Rules became standardised. Boys went off to university taking their unique school rules with them which were adapted to form a common set of rules nationwide – the second melting pot.</p>

What **VALUES** were associated with games such as the Eton wall game?



What STATUS did games such as Charterhouse have?



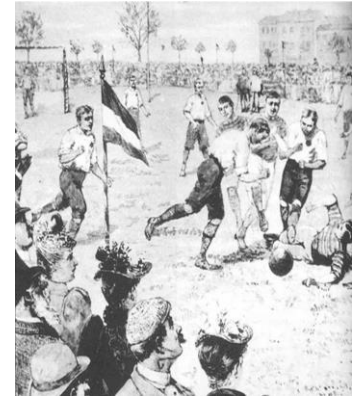
THE MELTING POT

Football as Rational Recreation

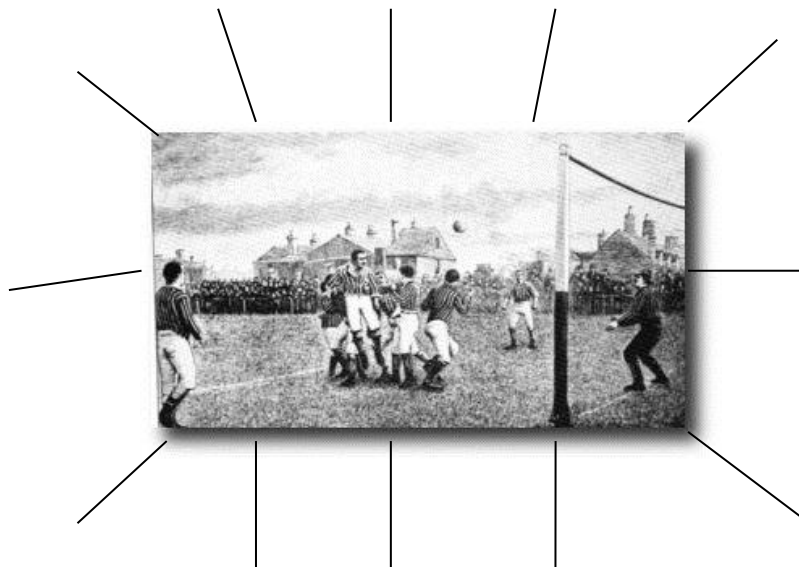
Use the words in the box to
Fill in the blanks below.

Festival **RFU** **Hackers** **soccer**
Rugby **regular** **amateur**
Annual **Schoolboys** **FA** **handlers**
Professional **attraction**

The ex-public _____ of Oxford and Cambridge formed the _____ in 1863. Before this the dribbling game, _____ and the handling game _____ co-existed. Now the _____ and _____ moved away to form the _____ and soccer became both an _____ game for gentlemen and a _____ game for the people, i.e. the working classes. The game of football in post-industrial Britain became a _____ spectator _____ rather than an _____ and _____ occasion.



Read, remember, cover and write the **12 reasons** given on pg.71 as to **why football became popular** so quickly, especially in Northern Industrial towns.



Amateurism & Professionalism in football



Broken Time Payments



Also consider the split between the two codes and spectatorism vs participation at that time....

What do we know as participation and performance in Football today?



Factors that have helped develop football today	Impact of these factors on contemporary participation and performance

Describe the Barriers to participation in football**PPQs – Football**

June 2014 20m Question	June 2013 5m Question	Jan 2011 5m Question	June 2010 20m Question
Discuss how different socio-cultural factors impacted on the growth and development of Association football from 1850 to today	Explain the socio-cultural factors that influenced the characteristics of mob football and state how one of these factors continues to impact football today	Explain social and cultural factors that influenced the nature of mob football in pre-industrial Britain. Explain the impact of improved transport on the development of association football as a rational game between 1850 and 1900.	Evaluate critically the impact of socio-cultural factors that have influenced the growth and development of association football from 1850 to today.

Additional Notes page

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