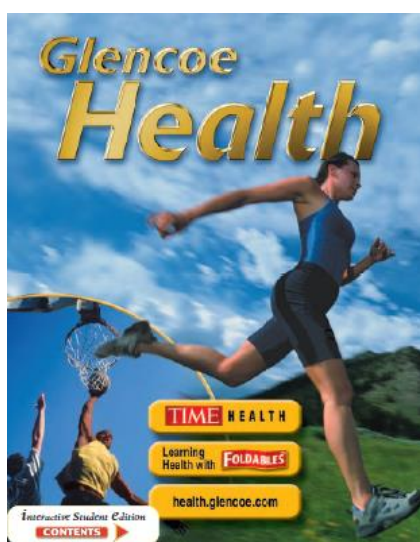


**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ФІЗИЧНОГО ВИХОВАННЯ
І СПОРТУ УКРАЇНИ**

МЕТОДИЧНІ ВКАЗІВКИ
із професійно орієнтованої іноземної (англійської) мови

“Sport and Play for All”
на основі оригінальної фахової літератури



**для здобувачів другого (магістерського) рівня вищої освіти
спеціальності 017 Фізична культура і спорт,
спеціалізація «Професійний, неолімпійський та адаптивний спорт»**

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Методичні вказівки створено на основі аутентичних текстів англійською мовою, які присвячені здоровому способу життя та заняттям спортом зокрема. Автором розроблена система вправ на оволодіння мовним матеріалом, який інформаційно доповнює фрагменти книжок із онлайн-платформи McGraw Hill/Glencoe. Матеріали посібника спрямовані на розвиток мовленнєвих навичок сприйняття і розуміння спеціальної професійної літератури та формування вмінь читання, говоріння і письма у повсякденному, а також професійному англomовному середовищі. У кінці кожного розділу розміщені журнальні статті із *Time Magazine*, які інформують про нові тенденції у сфері спорту та дають загальне розуміння спеціалізованої термінології.

Методичні вказівки призначені для здобувачів другого рівня вищої освіти, які навчаються за освітньо-професійною програмою “Спорт”, спеціалізація “Професійний, неолімпійський та адаптивний спорт”.

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ПЕРЕДМОВА

Методичні вказівки “Sport and Play for All” із професійно орієнтованої іноземної (англійської) мови (на основі оригінальної фахової літератури) спрямовані на розвиток мовленнєвих навичок сприйняття і розуміння англomовних текстів і формування вмінь читання, говоріння і письма на основі опрацювання автентичних текстів, тематика яких відповідає їхньому фаху, зокрема питанням здорового способу життя та професійного залучення до спортивної діяльності в ролі тренера або спортсмена.

Структурно методичні вказівки містять 10 розділів, який інформаційно співзвучні із фрагментами книжок онлайн-платформи McGraw Hill/Glencoe (див. <http://www.mcgrawhill.glencoe.com/>). Вони не лише детально описують різноманітні аспекти здорового способу життя, але й широко охоплюють різні рівні спортивного залучення: на рівні індивіда, спорт як соціальний інститут, спорт для особливих категорій людей. Тут висвітлені ключові аспекти спортивної діяльності для широкого кола людей: тих, хто займається спортом професійно, як аматор, а також людей з особливими потребами. Автором розрізнено ключові поняття побутових і професійних сфер спілкування, описано основні види ситуацій, які можуть виникнути у ході англomовної комунікації цієї тематики.

Система лексико-граматичних вправ, яка доповнює автентичні тексти завданнями репродуктивного і творчого характеру, слугує для розвитку навичок усного та письмового мовлення студентів з опорою на сприйняту інформацію. Ці завдання мають навчальний, тренувальний і контролюючий характер. У кінці кожного розділу представлені журнальні статті із *Time Magazine* (див. <https://time.com/tag/dietnutrition/>), які інформують про нові тенденції у сфері спорту. Вони використовуються для розвитку вмінь аналізу та анотування публіцистичних текстів.

Ілюстративний матеріал (таблиці і схеми) сприяє розумінню студентами складного теоретичного матеріалу та впливає на їхнє оволодіння мовою спеціальності.

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TERMINOLOGY

Physical activity refers to all body movements produced by muscle contractions and which increase energy output. This includes all movements in daily life that are performed during working hours as well as leisure times.

Sport is “all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games”.

Sport is a rule-oriented and organized physical activity, competitive or not, and practised in a controlled setting. Sport is therefore a sub-set of physical activity, since it covers only certain physical activities which are regulated and codified in various ways.

Adapted sport is mainstream sports which have been adapted to enable people with disabilities to play, for example wheelchair basketball or sitting volleyball.

Disability sport (or para sport) is sport which is played exclusively by people with disabilities. This includes all adapted sports but also sports which have been developed specifically for people with disabilities, e.g. goalball.

Adapted physical activity (APA) is a broader term encompassing adaptations in physical activity more generally, including play and physical education as well as sport.

Inclusive sport and play is sport and play activities in which people with and without disabilities take part together.

Physical impairment is any physiological disorder, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems that substantially limits one or more life functions.

Intellectual impairment is an individual having impairment of general mental abilities that impact adaptive function in three or more areas.

Workout indicates that particular exercises and activities improve particular areas of health-related fitness.

Training program is a program of formalized physical preparation for involvement in a sport or another physical activity.

Sport subculture is a complex, integrated set of social norms organized around the preservation of a basic societal value.

CHAPTER 1. PHYSICAL ACTIVITY FOR LIFE

LESSON 1.1. Physical Activity and Your Health

I. LEAD-IN EXERCISES

Exercise 1. Answer the following questions.

1. How active is your lifestyle? Are you physically active every day?
2. Have your sport habits changed since your childhood?
3. What is your national system of sport like?

* Complete the task in Section on page 7.



Exercise 2. Study the active vocabulary, translate into Ukrainian.

Word	Translation	Word	Translation
physical activity		sedentary lifestyle	
physical fitness		diabetes	
cardiovascular system		osteoporosis	
respiratory system		metabolism	
nervous system		self-confidence	
inactivity		self-concept	

Exercise 3. Match the columns to get the right definitions:.

No.	Term		Definition
1.	Physical activity	A	is way of life that involves little physical activity.
2.	Physical fitness	B	is any form of movement that causes your body to use energy.
3.	Sedentary lifestyle	C	a condition characterized by a decrease in bone density, producing porous and fragile bones.
4.	Metabolism	D	is the ability to carry out daily tasks easily and have enough reserve energy to respond to unexpected demands.
5.	Osteoporosis	E	the process by which your body gets energy from food.

Exercise 4. Match the collocations, matching phrases from the first and second lines:

to improve	to respond	to carry out	total	health	mental	to increase	lifelong
daily tasks	self-confidence	health	physical fitness	activities	well-being	to external demands	triangle

Exercise 5. Read advice concerning your healthful lifestyle, fill in the missing words.

investing, physical, benefits, opportunity, responsibility, social

1. When you participate in regular physical activity, you take _____ for your health.
2. By taking care of yourself, you are saying that you are worth _____ in.
3. Be positive about the _____ that benefits physical activities bring you, and don't forget to compliment yourself.
4. Write three other positive statements that reflect the benefits you receive from regular _____ activity.
5. Build self-confidence, which helps you cope better in _____ situations, such as when you meet new people.
6. Give you the _____ to interact and cooperate with others.

Exercise 6. Read and translate the text. Do the POST-TEXT EXERCISES.

Lesson 1

Physical Activity and Your Health

VOCABULARY


physical activity
physical fitness
sedentary
lifestyle
osteoporosis
metabolism

YOU'LL LEARN TO

- Understand the importance of regular physical activity for enhancing and maintaining personal health throughout the life span.
- Examine the effects of regular physical activity on body systems.
- Analyze the relationship between regular physical activity and disease prevention.
- Discover ways to incorporate physical activity into daily life.



On a sheet of paper, make a list of the physical activities in which you participate on a regular basis. Then add to your list three others you would like to try. Briefly describe why each of these activities appeals to you.

 Tasks such as vacuuming, raking leaves, or washing the car can help you fit more physical activity into your life. *What physical activities do you include in your daily routine?*

What kinds of physical activities do you enjoy? Do you like to play basketball? Maybe you prefer skiing, riding mountain bikes, or playing volleyball. Whatever your preference, regular physical activity enhances your health.

What Is Physical Activity?

Physical activity is any form of movement that causes your body to use energy. It may be purposeful, such as when you exercise or play sports. It may also occur as part of your regular routine—for example, when you wash the car or take the dog for a walk. Many forms of physical activity can improve your level of physical fitness, the ability to carry out daily tasks easily and have enough reserve energy to respond to unexpected demands. Maintaining a high level of physical fitness gives you a sense of total well-being and is an important lifelong health goal.



What Are the Benefits of Physical Activity?

Physical activity provides health benefits that last a lifetime. It helps strengthen not only the physical but also the mental/emotional and social sides of your health triangle.

Benefits to Physical Health

Physical activity makes your body stronger, increases your energy, and improves your posture. It can reduce chronic fatigue and stiffness. It strengthens your muscles and bones and helps reduce the risk of many serious diseases.

Regular physical activity promotes overall health, which also is a health behavior that positively effects many body systems, including the following:

- ▶ **Cardiovascular System.** Regular physical activity strengthens the heart muscle, allowing it to pump blood more efficiently.
- ▶ **Respiratory System.** When you engage in regular physical activity, your respiratory system begins to work more efficiently—you can breathe larger amounts of air, and the muscles used in respiration don't tire as quickly. This helps you perform such activities as running farther without getting out of breath.
- ▶ **Nervous System.** By helping you respond more quickly to stimuli, physical activity can improve your reaction time. This is especially helpful when driving or cycling.

Benefits to Mental/Emotional Health

Being physically active has many positive effects on your mental/emotional health. It can help reduce stress. Doing some stretching exercises before bed, for example, can help you relax tense muscles and sleep better after a difficult day at school. Physical activity also allows you to manage anger or frustration in a healthy way. By stimulating the release of certain chemicals that affect the brain, physical

hotlink

cardiovascular and respiratory systems To learn more about the cardiovascular and respiratory systems, see Chapter 16, page 414.

nervous system For more information on the nervous system, see Chapter 15, page 399.

- ▶ **Participating in a community event such as the one shown here is a good way to be physically active, to help others, and to engage in positive social interaction.**



activity can improve your mood and decrease your risk of depression. Other ways that physical activity benefits your mental/emotional health include

- ▶ helping you look and feel better, which can increase your self-confidence.
- ▶ contributing to a positive self-concept by giving you a sense of pride and accomplishment in taking care of yourself.
- ▶ reducing mental fatigue by bringing more oxygen to the brain. This improves your concentration, allowing you to think more clearly and work more productively.
- ▶ giving you a “can-do” spirit when faced with new challenges.

Hands-On Health **ACTIVITY**

Promote the Benefits of Physical Activity

In this activity you'll think of ways that different activities benefit all three parts of the health triangle. Then you'll choose an activity and create a plan to try it out.

What You'll Need

- paper and pencil
- markers or colored pencils

What You'll Do

1. Make a four-column chart on a sheet of paper. Label the columns “Activity,” “Physical,” “Mental/Emotional,” and “Social.”
2. Work in a group of three. Take turns identifying and recording a physical activity that you enjoy. Then work

together to think of a physical, mental/emotional, and social benefit of each activity listed. Record these in the appropriate columns.

3. Choose one of the activities on your chart. Using markers or colored pencils, create an ad that illustrates the physical, mental/emotional, and social benefits of that activity. Present your finished ad to the class.

Apply and Conclude

Based on class presentations, choose an activity that you're interested in but have never tried. Write a plan to try the activity to see if you like it.

Benefits to Social Health

Are you a member of a recreational or school team? Do you swim laps at a neighborhood pool? Do you like hiking or exploring trails in your community? If so, you have probably met—and possibly formed friendships with—others who share your interests. Participating in a fitness regimen with friends can be fun and may motivate you to stick with your fitness program; in turn, you can help motivate your friends. Physical activity can also benefit social health by

- ▶ building self-confidence, which helps you cope better in social situations, such as when you meet new people.
- ▶ giving you the opportunity to interact and cooperate with others.
- ▶ helping you manage stress, which can enhance your relationships with others.

Risks of Physical Inactivity

According to the Centers for Disease Control and Prevention (CDC), some teens do not make physical activity a part of their lives. The CDC's findings, compiled in its *CDC Fact Book 2000/2001*, include these troubling facts about the level of physical activity among U.S. high school students.

- ▶ More than one in three teens (35 percent) do *not* participate regularly in vigorous physical activity (that is, for at least 20 minutes three times a week).
- ▶ Regular participation in vigorous physical activity declines significantly during the teen years, from 73 percent of ninth graders to 61 percent of twelfth graders.
- ▶ Only 29 percent of teens attend a daily physical education class—a serious decline from 42 percent in 1991.

Clearly, many teens have a **sedentary lifestyle**, or a way of life that involves little physical activity. They may spend much of their time watching TV, playing video games, or working on the computer rather than being physically active. The negative effects of a sedentary lifestyle may include

- ▶ unhealthful weight gain, which is linked to several potentially life-threatening conditions, including cardiovascular disease, type 2 diabetes, and cancer. Cardiovascular disease is the leading cause of death among Americans. Diabetes is a serious disorder that prevents the body from converting food into energy.

CHARACTER CHECK

Responsibility. When you participate in regular physical activity, you take responsibility for your health. By taking care of yourself, you are saying that you are worth investing in. Be positive about the benefits these activities bring you, and don't forget to compliment yourself: "I like how I feel, and I like how I look!" Write three other positive statements that reflect the benefits you receive from regular physical activity.



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diabetes For more information on reducing your risk of developing diabetes, see Chapter 26, page 691.

Did You Know?



The number of obese adult Americans doubled between 1980 and 1999. During the same period, the number of overweight teens tripled. In children and teens, these weight increases correspond to higher occurrences of asthma and type 2 diabetes. Eating a well-balanced diet and increasing the amount of physical activity can help reverse these trends.

- ▶ an increased risk of **osteoporosis**, a condition characterized by a decrease in bone density, producing porous and fragile bones. Porous and fragile bones fracture more easily than healthy bones.
- ▶ a reduced ability to manage stress.
- ▶ decreased opportunities to meet and form friendships with active people who value and live a healthy lifestyle.

You can lower your risk of these and many other health problems by including more physical activity in your daily life. For example, when you go shopping, walk to the store or, if you have to drive, park farther away from the entrance. Figure 4.1 suggests other healthful alternatives to sedentary activities.

FIGURE 4.1

APPROACHES TO EVERYDAY ACTIVITIES

Instead of . . .

- Taking an elevator or escalator
- Playing video or computer games
- Getting a ride to a friend's house
- Using a shopping cart
- Watching TV or taking a nap
- Taking the car through a car wash

Try . . .

- Taking the stairs
- Playing soccer, basketball, or tennis
- Walking, skating, or riding your bike there
- Carrying groceries to the car
- Gardening or mowing the lawn
- Washing the car yourself

Physical Activity and Weight Control

The CDC reports that more than one-half of American adults and 14 percent of teens are overweight. This situation can be traced to a sedentary lifestyle and overeating. To stay within a weight range that is healthy for you, it's important to develop good eating habits and be physically active on a regular basis.

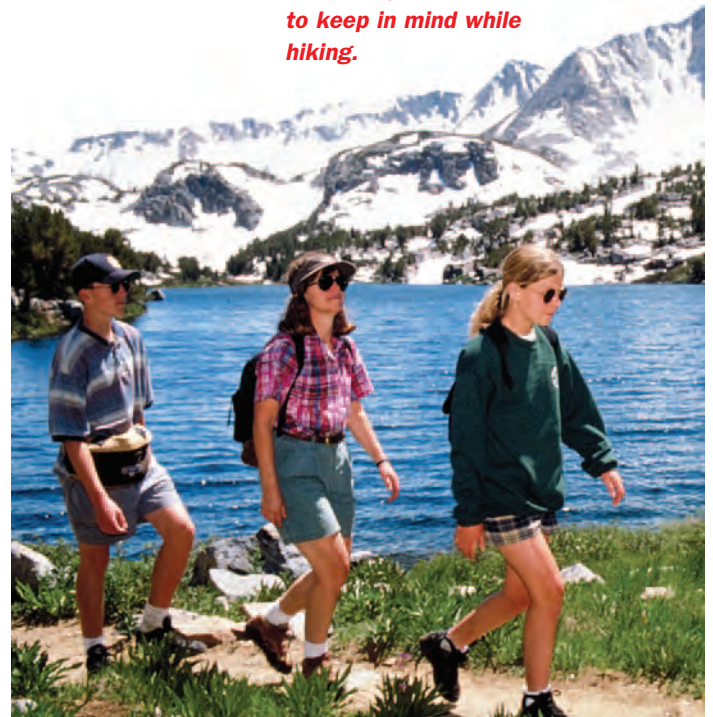
Understanding how the food you eat gets converted into energy can help you maintain a healthy weight. **Metabolism** is the process by which your body gets energy from food. Food's energy value is measured in units of heat called calories. Your body needs a sufficient number of calories each day to function properly. Additional calories must be burned through physical activity or they will be stored in the body as fat. When you are physically active, your metabolic rate rises and your body burns more calories than when it is at rest. The number of calories burned depends in part on the nature of the




activity. When you stop being active, your metabolic rate slowly returns to normal. For several hours afterward, however, you continue to burn more calories than you did before you began the activity.

Fitting Physical Activity into Your Life

Health professionals recommend that teens incorporate 60 minutes of moderate physical activity into their daily lives. This may sound difficult, but it doesn't have to be. Any activities that get you moving count toward your daily total. For example, walk or bike to school instead of getting a ride. Suggest to your family that you go for a hike or a swim on the weekend. Organize a basketball game with friends. Be sure to include some activities that you can participate in throughout your life. Hiking, swimming, golfing, biking, racquetball, tennis, and bowling are just a few examples of lifelong activities.



 **Hiking is a physical activity that you can enjoy throughout your life. Name two safety considerations to keep in mind while hiking.**

Lesson 1 Review

Reviewing Facts and Vocabulary

1. What is the difference between *physical activity* and *physical fitness*?
2. Examine and briefly describe the effects of regular physical activity on three body systems.
3. Analyze the relationship between regular physical activity, health promotion, and disease prevention.

Thinking Critically

4. **Analyzing.** Explain why watching television and walking affect metabolism differently.
5. **Synthesizing.** Why does it take longer to get the maximum health benefit from a leisurely walk than from swimming laps?

Applying Health Skills

Advocacy. Design a pamphlet with eye-catching headlines and graphics to educate younger students about the importance of physical activity. Your pamphlet should encourage and guide them to determine and then participate in the types of physical activity best suited to their interests and abilities.

TECHNOLOGY OPTION

WORD PROCESSING Word processing can give your pamphlet a professional look. See health.glencoe.com for tips on how to get the most from your word-processing program.

II. POST-TEXT EXERCISES

Exercise 1. *Agree or disagree with the statements. Prove your point of view.*

1. Maintaining a high level of physical fitness gives a sense of total well-being and is an important lifelong health goal.
2. Physical activity provides health benefits only when a person is young.
3. Regular physical activity promotes overall health.
4. Being physically active can help reduce stress.
5. Physical activity also allows to manage anger or frustration in a healthy way.
6. The negative effects of a sedentary lifestyle may be immediate.
7. You can lower your risk of these and many other health problems by including more physical activity in your daily life.

Exercise 2. *Answer the questions in the Section  on page 12.*

Exercise 3. *Discuss with your partner the Section  on page 9. Complete the tasks given there.*

Exercise 4. *Fill in the chart below based on your personal experience. Provide relevant examples and explanations.*

What influences your **PHYSICAL ACTIVITY** and lifestyle?

Physical factors:

- **state of health** - ...

- **skills/talants** - ...

Psychological factors:

- **feeling / emotions** - ...

- **personal preferences** - ...

Environment:

- **people (family, friends, peers)** - ...

- **cultural background** - ...

- **convenience and cost** - ...

- **mass media** - ...

Exercise 5. *Based on the information above make a short presentation to your partner on how person's lifestyle influences their physical activity. Include one of the following aspects:*

- The difference of lifestyle in the past and nowadays, its effect on physical activity;
- Preferences concerning physical activity in different age;
- Cultural traditions that effect choices of sports and games;
- Mass media, in particular, social media role in formation of person's preferences in sport.

* Use active vocabulary from the *PRE-TEXT EXERCISES*.

Chapter 1**Vocabulary**

health
wellness
prevention
health education
Healthy People 2010

health literacy
heredity
environment
peers
culture

media
risk behaviors
cumulative risks
abstinence

Directions: Use the clues to solve the puzzle. Write one letter of each answer in each space provided. Then copy the boxed letters in order, and they will complete the sentence at the bottom of the page.

- The collective beliefs, customs, and behaviors of a group
- The sum of your surroundings
- Practicing health and safety habits to remain free from disease and injury
- All the traits that were biologically passed on to you from your parents
- Actions that can potentially threaten your health or the health of others
- An overall state of well-being, or total health
- Planned learning experiences that help people make healthy choices
- Related risks that increase in effect with each added risk
- All forms of mass communication

- _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _

Your health at any given moment is a point along a(n)

_ _ _ _ _ .

Activity 1**Applying Health Skills**

FOR USE WITH CHAPTER 1, LESSON 1

Choices Make the Difference

Directions: Read the following health situations and, using the information in your textbook as a guide, offer suggestions that would make a positive impact on the person's health.

1. Jim plays computer games to the exclusion of all physical activities. Lately, he's allowed his game playing time to cut into his sleep time. He's also eating his favorite snacks, usually chips and various types of cookies, while he plays. His friends complain that they never see him anymore.

Health suggestions: _____

2. Audra recently moved and is attending a new school. In an effort to be accepted, she's been on a crash diet, hoping that being very thin will help her make friends. She was invited to join a group of kids known for having wild parties with alcohol and marijuana available. Audra is starting to think that hanging out with them would be better than doing nothing at all.

Health suggestions: _____

3. LeBron has his sights set on getting a football scholarship to college. To prepare for the season, he's been working out twice a day during the summer. He also has a part-time job, leaving him little free time. Because LeBron is on such a tight schedule, he's been eating two of his daily meals at the fast food place. He gets home late and finds himself too wound up to sleep.

Health suggestions: _____



What Is Everyone Walking About?

It's simple, it's cheap, and studies show that walking may be one of the best forms of exercise.

Walking may be the perfect exercise. For starters, it's one of the safest things you can do with your body. It's much easier on the knees than running and, beyond an occasional stitch in the side, doesn't trigger negative side effects. Researchers believe that if everyone in the United States were to walk briskly 30 minutes a day, we could cut the incidence of many diseases 30 to 40 percent.

Brisk walking provides many of the same benefits as more intense activities, like jogging or aerobics. Just walk at a reasonably vigorous pace (3 to 4 miles per hour) for about half an hour, five or six times a week. You may not feel the benefits all at once. Evidence, however, suggests that over the long term, a regular walking routine can do a world of preventive good—from lowering the risk of stroke and diabetes to helping combat arthritis and high blood pressure.

Before you begin, a few pointers can help you get the most out of your walking routine. First, pay attention to your shoes. Walkers spend more time with the entire foot on the ground than do

runners, so shoes for walking need more room at the front for the feet to spread.

Second, keep a record of your efforts, including how long you walked and how far you went. There's nothing like tracking your improvements to keep you motivated.

Third, prepare yourself properly. The best way to avoid muscle aches is to start slowly and incorporate gentle stretches into your pre-exercise warm-up and post-exercise cool-down.

Finally, set realistic goals. Remember: You don't need to win any races to get healthy. The secret to success is to keep a steady course. ■

TIME
to THINK...

About
Walking

Create a schedule of your typical school day. Find at least three ways that you can increase the amount of walking that you do—for instance, taking the elevator rather than the stairs. Share your ideas with the class.

Rendering of Newspaper Article

Rendering a text from a newspaper source is a linguistic procedure that includes compressing the original text to the limits of its informational necessity and choosing the most effective linguistic means to convey the message of the article.

To render a newspaper article consider the following points:

- 1) Read the original text to define its problematic issue.
- 2) Render the headline of the original text into English (see Part 1, 2 of the Plan below).
- 3) Write the main body (see Part 3, 4 of the Plan below), summarising what has been mentioned by the author.
- 4) Write the concluding paragraph, expressing your own opinion on the problem raised in the article.

PLAN FOR RENDERING AN ARTICLE

1. The title of the article.

The article goes under the headline... /The article is entitled... / The article under the headline... has the subheading.../ The title of the article is...

2. The author of the article; where and when the article was published.

- Place of origin: The article is (was) printed / published in... / The article is from a newspaper under the nameplate...
- Time of origin: The publication date of the article is.../ The article is dated/ printed the first of October 20__.
- Author: The article is written by.../The author of the article is...
- Theme / Topic: The article is about.../ The article is devoted to.../The article deals with the topic.../The basic subject matter of the script is.../The article addresses the issue of.../The article raises/brings up the problem.../The article describes the situation.../The article informs the readers about... / comments on.../The headline of the article corresponds to the topic.

3. The main idea of the article.

The main idea of the article is.../The purpose of the article / author is to give the reader some information on... The aim of the article / author is to provide the reader with some information about...; to inform about...; to compare / determine... .

4. The contents of the article. Some facts, names, figures.

(a short summary of 3 or 4 sentences) + important FACTS, NAMES, FIGURES.

The article deals with.../ covers the events... / touches upon the problem of... / includes some interviews, dialogues, pictures, reviews, references, quotations, figures.

The article is written in the form of the monologue, from the first / third person narration.

5. Your opinion of/on the article.

In my opinion the article is worth reading because To my mind; I totally/partially agree/disagree with the author, because... I find/found the article topical=urgent (interesting, important, dull, of no value, too hard to understand ...) because

Exercise 1. *Render the article given below.*

LESSON 1.2. Fitness and You

I. LEAD-IN EXERCISES

Exercise 1. Answer the following questions.

1. What is the idea of healthy lifestyle today?
2. Is the career of a professional athlete or coach in demand today?
3. What are some exercises that can be done at home as a part of your fitness routine?

* Complete the task in Section on page 17.



Exercise 2. Study the active vocabulary, check how *these words are pronounced.*

Word	Pronunciation	Word	Pronunciation
cardiorespiratory endurance		aerobic exercise	
muscular strength		anaerobic exercise	
muscular endurance		strength	
flexibility		curl-up	
body composition		push-up	
exercise		arm-hang	

Exercise 3. Match the columns to get the right definitions:.

No.	Term		Definition
1.	Cardiorespiratory endurance	A	the ability of the muscles to perform physical tasks over a period of time without becoming fatigued.
2.	Muscular strength	B	the ability to move a body part through a full range of motion.
3.	Muscular endurance	C	the ratio of body fat to lean body tissue, including muscle, bone, water, and connective tissues.
4.	Flexibility	D	the amount of force a muscle can exert.
5.	Body composition	E	the ability of the heart, lungs, and blood vessels to utilize fuel and oxygen to the body's tissues during long periods of activity.
6.	Aerobic exercise	F	involves intense short bursts of activity in which the muscles work so hard that they produce energy without using oxygen.
7.	Anaerobic exercise	G	any activity that uses large muscle groups, is rhythmic in nature, and can be maintained continuously for 10 minutes 3 times a day.

Exercise 4. Match the collocations, matching phrases from the first and second lines:

blood	connective	vigorous	personal	range	muscular	martial	field
activity	strength	events	vessels	tissue	fitness	of motion	arts

Exercise 5. Read about different types of exercises, fill in the missing words.

isotonic, isokinetic, anaerobic, aerobic, isometric

1. Examples of _____ exercise include running, cycling, swimming, and dancing.
2. Running a 100-meter dash and lifting weights are examples of _____ exercises.
3. _____ exercise is an activity that uses muscle tension to improve muscular strength with little or no movement of the body part.
4. _____ exercise is an activity that combines muscle contraction and repeated movement.
5. _____ exercise is an activity in which a resistance is moved through an entire range of motion at a controlled rate of speed.

Exercise 6. Read and translate the text. Do the POST-TEXT EXERCISES.

Fitness and You

VOCABULARY

cardiorespiratory
endurance
muscular strength
muscular endurance
flexibility
body composition
exercise
aerobic exercise
anaerobic exercise

YOU'LL LEARN TO

- Identify and describe the five areas of health-related fitness.
- Examine the relationship among body composition, diet, and fitness.
- Understand how to improve each of the five areas of health-related fitness.
- Examine the effects of fitness on body systems.



What does it mean to be physically fit? Write “Physical Fitness” at the top of a sheet of paper. Then write all the ways you can think of to describe a person’s level of physical fitness.



Do you have trouble running a mile even though you work out three times a week? Does your best friend excel at track but have a hard time doing push-ups? As you can see from these examples, every person’s level of physical fitness is different.

Elements of Fitness

To have total fitness, you need to take into account the five areas of health-related fitness. These are the areas that affect your overall health and well-being.

These teens are improving their fitness levels. *Explain how this activity improves cardiorespiratory endurance.*

- ▶ **Cardiorespiratory endurance**—the ability of the heart, lungs, and blood vessels to utilize and send fuel and oxygen to the body’s tissues during long periods of moderate-to-vigorous activity.
- ▶ **Muscular strength**—the amount of force a muscle can exert.
- ▶ **Muscle endurance**—the ability of the muscles to perform physical tasks over a period of time without becoming fatigued.



- ▶ **Flexibility**—the ability to move a body part through a full range of motion.
- ▶ **Body composition**—the ratio of body fat to lean body tissue, including muscle, bone, water, and connective tissue such as ligaments, cartilage, and tendons.

Various activities and tests can help you evaluate each area of fitness. When you know your strengths and weaknesses, you can take steps to improve your physical fitness through exercise. **Exercise** is purposeful physical activity that is planned, structured, and repetitive and that improves or maintains personal fitness.

Measuring Cardiorespiratory Endurance

Cardiovascular disease is the leading cause of death in the United States. Keeping your cardiovascular system healthy is the most effective way of reducing your risk of developing this life-threatening disease. Cardiovascular health depends on maintaining good cardiorespiratory endurance. Can you run a mile without stopping or hike for most of the day without getting tired? If so, you have good cardiorespiratory endurance.


CARDIORESPIRATORY ENDURANCE—STEP TEST

The three-minute step test can be used to measure your cardiorespiratory endurance. This test enables you to determine the rate at which your heart beats following a period of physical activity.

1. Use a sturdy bench about 12 inches high. Fully extending each leg as you step, step up with your right foot and then with your left. Then step down with your right foot first.
2. Repeat at the rate of 24 steps per minute for three minutes.
3. Take your pulse. To do this, find a pulse point on your wrist using the first two fingers of your other hand. *Do not use the thumb, which has its own pulse.* If you have trouble finding the pulse in your wrist, try finding the pulse point in your neck just below your jaw. Count the number of beats you feel for one minute.
4. Find your pulse rate on the chart to evaluate your cardiorespiratory endurance.

Measuring Muscular Strength and Endurance

You need muscular strength for activities that involve lifting, pushing, or jumping, and muscular endurance to perform such activities repeatedly. Having good muscular strength and endurance gives you the necessary power to carry out your daily tasks without becoming fatigued. People with good muscular strength and endurance often have better posture and fewer back problems.

 As you do the step test, your heart rate increases. *Explain why physical activity causes your heart to beat faster.*



STEP TEST SCORING CHART

Beats/Minute	Rating
85–95	Excellent
96–105	Good
106–125	Fair
126 or more	Needs Improvement

Curl-ups measure abdominal strength. How might abdominal strength improve your posture?



CURL-UPS HEALTHY RANGE SCORING CHART

Age	Male	Female
13	21 or more	18 or more
14+	24 or more	18 or more

The arm hang is used to measure upper body strength and endurance. What are the benefits of having good upper body strength and endurance?



ARM HANG HEALTHY RANGE SCORING CHART

Age	Male (Time in Seconds)	Female (Time in Seconds)
12	7-14	7-14
13-15	12-20	7-14

ABDOMINAL MUSCLE STRENGTH AND ENDURANCE—CURL-UPS

The body has different muscle groups, so there are different ways to measure muscular strength and endurance. Curl-ups often are used to measure abdominal strength.

1. Lie on your back with your knees bent at about a 45-degree angle and your feet slightly apart. Position your arms at your sides.
2. With your heels flat on the floor, curl your shoulders slowly off the ground, moving your arms forward toward your feet as you rise.
3. Slowly return to the original position. Do one curl-up every three seconds; continue until you can't do any more at the specified pace.
4. Find your score on the chart to rate your abdominal strength.

UPPER BODY STRENGTH AND ENDURANCE—ARM HANG

The arm hang is one test that is used to measure upper body strength and endurance. For this test, work with two other people.

1. Grasp the horizontal bar with your palms facing away from you.
2. Raise your body so that your chin is above the bar and your elbows are flexed to hold your chest near the bar. One person should act as a spotter to make sure that you are not swinging as you hang from the bar.
3. Hold the position described in Step 2 for as long as possible. The third person will time you with a stopwatch and will stop the watch if your chin touches the bar, your head tilts backward, or your chin falls below the bar.
4. Compare your score with those in the chart to rate your upper body strength and endurance.

Measuring Flexibility

When sitting on the floor with your legs outstretched, can you reach forward and touch your toes? If so, you have good flexibility. Being flexible can increase your athletic performance, help you feel more comfortable, and reduce the risk of muscle strains and other injuries. It can also help prevent lower back problems. Some track and field events, gymnastics, ballet and other forms of dance, figure skating, and the martial arts require a great deal of flexibility.

BODY FLEXIBILITY—SIT-AND-REACH

You can use the back saver sit-and-reach test, developed by the Cooper Institute of Aerobics Research in Dallas, Texas, to assess the flexibility of your lower back and the backs of your thighs. Before taking the test, do some light stretching to warm up your muscles.

1. Tape a yardstick on top of a 12-inch-high box so that it protrudes 9 inches toward you. The “zero” end should be nearest you. Put the back of the box against a wall.
2. Sit on the floor. Remove your shoes, and fully extend one leg so that the sole of your foot is flat against the side of the box beneath the yardstick. Bend your other knee so that your foot is flat on the floor two to three inches from the side of the extended leg.
3. Place the palm of one hand over the back of the other hand. Extend your arms over the yardstick, reaching forward as far as you can.
4. Repeat Step 3 four times. On the fourth try, hold the position for at least one second and notice where your fingertips are on the yardstick. Record your score to the nearest inch.
5. Switch the position of your legs and repeat the test.
6. Find your scores on the chart to determine your flexibility.

SIT-AND-REACH HEALTHY RANGE SCORING CHART

Gender	Number of Inches
Male	8
Female	10 (ages 13–14) 12 (ages 15+)

Measuring Body Composition


Being physically active and eating a balanced diet can improve the way you look. These healthful practices can also help you avoid the health problems associated with being overweight. To look and feel your best, it is helpful to have some idea of your body composition—that is, how much of your body is composed of fat and how much is composed of everything else. In general, males with 25 percent or more body fat and females with 30 percent or more body fat are at risk of developing cardiovascular problems. Carrying too much weight also places added stress on the skeletal system. To maintain a healthy body composition, eat a nutritious, balanced diet and maintain fitness.

The “pinch test” is a common method of determining body composition. It is conducted with a tool called a *skinfold caliper*, a gauge that measures the thickness of the fat beneath a fold of skin. The tester measures folds of skin on three to seven different parts of the body, usually including the back of a shoulder, the back of an arm, the abdomen, hip, and thigh. The average of the measurements is then calculated to estimate the total proportion of body fat.



Improving Your Fitness

You can choose from many different physical activities and exercises to improve your fitness level, but most fall into one of two categories: aerobic exercise or anaerobic exercise. **Aerobic exercise** is any activity that uses large muscle groups, is rhythmic in nature, and can be maintained continuously for at least 10 minutes three times a day or for 20 to 30 minutes at one time. Examples of aerobic exercise include running, cycling, swimming, and dancing.

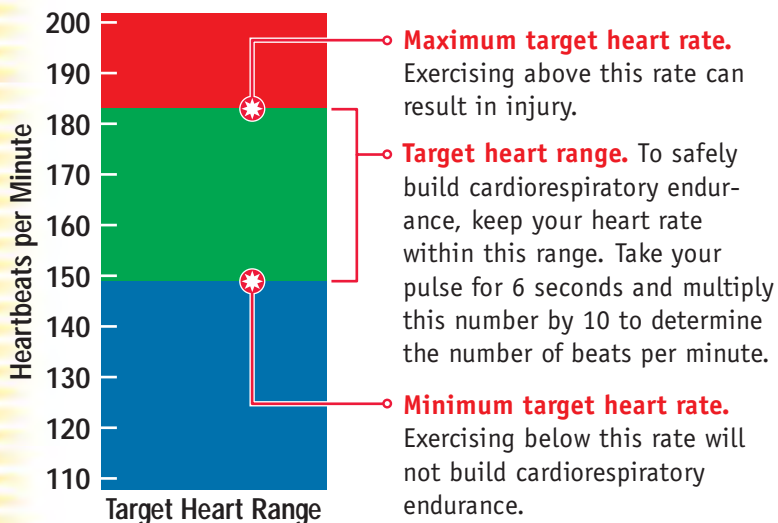
 The pinch test is often used to determine how much of a person’s body is composed of fat.



Real-Life Application

Targeting Cardiovascular Fitness

Use these steps to find your target heart range—the ideal range for your heart rate during aerobic activity. Then do the activity to help you apply this information.



ACTIVITY

Prepare a written plan describing how you will apply this information. Include your target heart range (with your calculations), two aerobic activities, how you will check your heart rate while you are doing each activity, and how you will keep your heart rate within the target range.

Finding Your Target Heart Range

1. Sit quietly for five minutes, and then take your pulse. This is your resting heart rate. Suppose that it is 66 beats per minute.
2. Subtract your age from 220 to find your maximum heart rate. For example, if you are 16, your maximum heart rate will be 204.
3. Subtract your resting heart rate from your maximum heart rate. (Example: $204 - 66 = 138$)
4. Multiply the number you arrived at in Step 3 by 60 percent and again by 85 percent. Round to the nearest whole numbers. (Example: $138 \times 0.60 = 83$; $138 \times 0.85 = 117$)
5. Add your resting heart rate to the numbers you arrived at in Step 4. (Example: $83 + 66 = 149$; $117 + 66 = 183$) The resulting totals represent your target heart range (between 149 and 183).

Anaerobic exercise involves *intense short bursts of activity in which the muscles work so hard that they produce energy without using oxygen*. Running a 100-meter dash and lifting weights are examples of anaerobic exercises.

Improving Cardiorespiratory Endurance

When you do aerobic exercises, your heart rate increases and your heart sends more oxygen to your muscles to use as energy. Over time, this strengthens the heart muscle, allowing it to pump blood more efficiently. Aerobic exercise also affects your respiratory system by increasing the lungs' capacity to hold air. Caution: Don't force

yourself to continue an aerobic activity if you become exhausted. Before beginning a fitness program that includes aerobic activities, consult a health care professional. This is especially important if you have asthma or another respiratory disorder. It is also recommended for people with heart disease.

Improving Muscular Strength and Endurance

Anaerobic exercises improve muscular strength and endurance. The more work the muscles do, the stronger they become. Sprinting is an example of an anaerobic activity. Resistance or strength training, which builds muscles by requiring them to move in opposition to a force, is also a form of anaerobic exercise. Free weights, exercise machines, or your own body weight can provide resistance. In addition to building and strengthening muscle, resistance exercises help the body keep blood sugar levels normal and help maintain healthy **cholesterol** levels.

As indicated in **Figure 4.2**, there are three types of resistance training exercise. Exercises such as these tone muscles, improve muscular strength, and increase muscular endurance.

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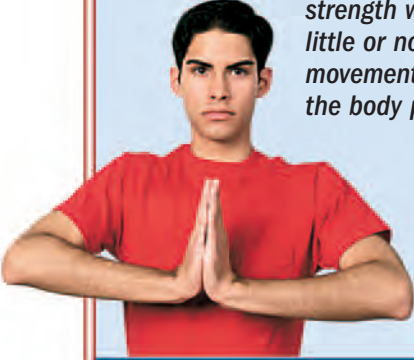


cholesterol See Chapter 5, page 118 for information on cholesterol.


Improving Flexibility

When you have good flexibility, you can easily bend, turn, and stretch your body. You can improve your flexibility through regular

FIGURE 4.2

TYPES OF RESISTANCE EXERCISE

Isometric Exercise	Isotonic Exercise	Isokinetic Exercise
<p><i>An activity that uses muscle tension to improve muscular strength with little or no movement of the body part</i></p> 	<p><i>An activity that combines muscle contraction and repeated movement</i></p> 	<p><i>An activity in which a resistance is moved through an entire range of motion at a controlled rate of speed</i></p> 
<p>Other Examples: pushing against a wall or any other immovable object</p>	<p>Other Examples: doing calisthenics, push-ups, pull-ups, sit-ups; using a rowing machine</p>	<p>Other Examples: using a stationary bike or treadmill designed to control resistance and speed</p>

 **Regular, gentle stretching of muscles and joints helps increase flexibility. *What exercises do you include in your routine to increase your flexibility?***



stretching exercises. Just be sure to move slowly and gently. For example, to stretch the muscles of your upper body, stand with your arms extended behind your back, hands clasped; raise your arms until you feel tightness in your shoulders and chest; and hold for 20 seconds.

Improving and Maintaining Bone Strength

The health behaviors you engage in relating to physical activity and nutrition can affect the health of your skeletal system now and later in life. You probably already know that calcium—found in dairy products and certain green vegetables—is essential for building strong bones. Resistance training and weight-bearing aerobic activities—those that force you to work against gravity, such as walking and stair climbing—can also help increase bone mass, strengthening your skeletal system.

It's very important to build strong bones during your teen years because this time period is your last opportunity to significantly increase bone mass. During a person's late twenties and early thirties, bone mass and density begin to decline. This can lead to osteoporosis.

Lesson 2 Review

Reviewing Facts and Vocabulary

1. Identify and describe the five areas of health-related fitness.
2. Examine and briefly describe the relationship among body composition, diet, and fitness.
3. Examine and briefly describe the effects of resistance training on the muscular and skeletal systems.

Thinking Critically

4. **Analyzing.** Sam has been doing 50 curl-ups each day. Explain what area of health-related fitness this exercise benefits. What other types of physical activities or exercises should Sam add to his routine to improve his total health-related fitness?
5. **Evaluating.** Keesha, who has asthma, wants to begin an exercise program. She is thinking of signing up for a high-impact aerobic class. Is this a good strategy for Keesha? Explain your answer.

Applying Health Skills

Practicing Healthful Behaviors. Help family members determine their target heart ranges. Then make a list of aerobic activities you could do together. Determine how you all could use this information to improve your cardiorespiratory endurance. Remember: get a health screening before beginning an exercise program.



SPREADSHEETS Using spreadsheet software, design a table that lists target heart ranges for people of various ages and with different resting heart rates. See health.glencoe.com for information on how to use a spreadsheet.

 health.glencoe.com

II. POST-TEXT EXERCISES

Exercise 1. *Prove these points of view with relevant examples.*

1. Various activities and tests can help you evaluate each area of fitness.
2. When you know your strengths and weaknesses, you can improve your physical fitness.
3. Cardiovascular disease is the leading cause of death in many countries.
4. Having good muscular strength and endurance gives you the necessary power to carry out your daily tasks.
5. Being flexible can increase your athletic performance, and reduce the risk of injuries.
6. Being physically active and eating a balanced diet can improve the way you look.
7. When you do aerobic exercises, your heart rate increases and your heart sends more oxygen to your muscles.
8. Anaerobic exercises improve muscular strength and endurance.

Exercise 2. Answer the questions in the Section  on page 23.

Exercise 3. Discuss with your partner the Section  on page 21. Complete the tasks given there.

Exercise 4. Fill in the chart below to summarise the information from Lesson 2. Provide relevant examples and explanations.

Types of exercises

Aerobic	Unaerobic	Isometric	Isotonic	Isokinetic	...
include activities:	include activities:	include activities:	include activities:	include activities:	include activities:
are good for:	are good for:	are good for:	are good for:	are good for:	are good for:

Exercise 5. Based on the information above make a short presentation to your partner on how different exercises influence person's state of health. Include one of the following aspects:

- The right (recommended) amount of physical activity to be conducted daily (specify the category of people, e.g. teenagers, adults, athletes, etc.);
- The variety of daily tasks, performed by the person, their combination;
- Mental practices (e.g. yoga, etc.) and their effect on human organism;
- The sources of inspiration for daily activities (i.e. social media, surrounding, trends, etc.).

* Use active vocabulary from the LEAD-IN EXERCISES.

Activity 2**Applying Health Skills**

FOR USE WITH CHAPTER 1, LESSON 2

Where to Get Help

Directions: Health is composed of three elements: physical, mental/emotional, and social. Problems in the different areas are often the responsibility of different types of professionals. For example, a nurse can be responsible for physical health problems, a guidance counselor for mental/emotional problems, and a vice-principal for social problems. Your job is to schedule student appointments with the school nurse, guidance counselor, and vice-principal. For each of the following cases, decide which professional(s) the student(s) should see and explain why. More than one professional may be relevant in each case.

1. A 15-year-old boy has come to the office complaining of a stomachache. He has a math test during the next class period. You have noticed that he comes to the office with a stomachache every time he has a math test.

2. A ninth-grade girl wants to talk with someone because she is having a hard time catching up with her schoolwork after missing a week of school for her grandmother's funeral.

3. Two tenth-grade boys have been sent to the office for fighting. They have minor injuries and appear to be very angry. Both have been in fights before.

4. A ninth grader is unhappy about her weight problem. She says she is sick of being teased by the other kids.

TIME HEALTH

SCIENCE & TECHNOLOGY



A Heart to Last a Lifetime



Looking to avoid heart disease down the road? Check out these tips that will keep your heart healthy and strong far into the future.

1. Don't Smoke!

Smoking can more than triple a person's chances of having a heart attack. When a smoker quits, that risk is cut in half within 2 years. It takes more than 10 years for the odds to return to nearly normal—so unless you want to waste a decade of your life getting back your health, don't start smoking in the first place.

2. Watch Your Weight

Carrying excess fat, especially around the middle, increases the risk of a heart attack or stroke later on in life. Obesity can also lead to diabetes, a major risk factor in heart disease. Doctors recommend a reduced-calorie diet with lots of vegetables and whole grains, plus at least 30 minutes of moderate aerobic exercise a day.

3. Lower Your Bad Cholesterol

High levels of LDL (bad cholesterol) can tell doctors that heart problems are on the way. Although doctors have focused on levels of LDL, HDL (good cholesterol) may be a better predictor of heart-disease risk. Low levels of HDL might indicate that heart trouble is in the future.

4. Control Blood Pressure

Hypertension makes the heart work harder to move blood through the body and puts those

who suffer from it at higher risk of both heart disease and stroke. Teens don't usually have to worry about hypertension. However, if you get short of breath when you exercise, tell a doctor. High blood pressure can be treated with proper diet, exercise, and medication if needed.

5. Reduce Stress

Stress can increase the risk of heart disease and lead to unhealthy habits such as drinking alcohol and eating junk food. Exercise and meditation can reduce stress; so can getting enough sleep every night. If you are feeling stressed out for an extended period of time, talk about it with your parents, teachers, or counselor. ■

TIME
to THINK...

About
Cholesterol

The article mentions LDL and HDL. Research these two kinds of cholesterol and answer the following questions:

1. What do the letters LDL and HDL stand for?
2. What is the difference between LDL and HDL?
3. What are two examples of foods that contain high levels of each?


27

LESSON 1.3. Planning a Personal Activity Program

I. LEAD-IN EXERCISES

Exercise 1. Answer the following questions.

1. What is your idea of Physical Activity Pyramid?
2. Have many sports become available in gyms since your childhood?
3. What is the “sport nutrition”, people prefer in your country? How healthy is it?

* Answer few more questions in Section on  page 29.

Exercise 2. Study the active vocabulary, check how these words are pronounced and translated.

Word	Pronunciation/ Translation	Word	Pronunciation/ Translation
overload		cool-down	
progression		resting heart rate	
specificity		frequency	
warm-up		duration	
workout		intensity	
<i>F.I.T.T.</i>		cross training	

Exercise 3. Match the columns to get the right definitions:.

No.	Term		Definition
1.	Overload	A	is the gradual increase in overload necessary to achieve higher levels of fitness.
2.	Progression	B	indicates that particular exercises and activities improve particular areas of health-related fitness.
3.	Specificity	C	is an activity that prepares the muscles for work
4.	Warm-up	D	is working the body harder than it is normally worked,
5.	Workout	E	is activity that prepares the muscles to return to a resting state
6.	Resting heart rate	F	is the part of an exercise program when the activity is performed at its highest peak
7.	Cool-down	G	is the number of times your heart beats in one minute when you are not active.

Exercise 4. Match the collocations:

physically	fitness	to achieve	expensive	to increase	gradual	to strengthen	to jog
your goals	muscle groups	equipment	increase	active	goals	slowly	repetitions

Exercise 5. Read some recommendations regarding training, fill in the missing words.

stretching, warm-up, chronically, fitness, time

1. Begin the _____ by taking a brisk walk to raise your body temperature.
2. After _____ individual muscles, perform the physical activity slowly.
3. The frequency of workouts depends partly on _____ goals and the type of activity you do.
4. Doing too much too soon is harmful and can cause _____ sore muscles.
5. Slowly build up the amount of _____ you spend doing aerobic exercises.

Exercise 6. Read and translate the text. Do the POST-TEXT EXERCISES.

Planning a Personal Activity Program

VOCABULARY

overload
progression
specificity
warm-up
workout
F.I.T.T.
cool-down
resting heart rate

YOU'LL LEARN TO

- Set realistic fitness goals.
- Synthesize information and apply critical-thinking, decision-making, and problem-solving skills to develop a personal physical activity program to promote individual health.
- Identify the basic principles of a physical activity program.




List the physical activities in which you have participated during the past week. Classify each activity as *aerobic*, *anaerobic*, or *other*, and explain your choice.

Knowing the many health benefits of physical activity may inspire you to begin a personal activity program—but having a reason or goal for being physically active is even more inspiring. Setting fitness goals can help you get started by providing you with a plan of action.

Setting Physical Activity Goals

How can you be sure to include physical activity in your daily routine? The first step is to set realistic fitness goals. Then you can develop a plan to meet your goals. To meet the U.S. Department of Agriculture (USDA) recommendations, teens should get 60 minutes of physical activity every day. This may include all sorts of activities, from participating in physical education classes and playing sports to doing household tasks such as mowing the lawn



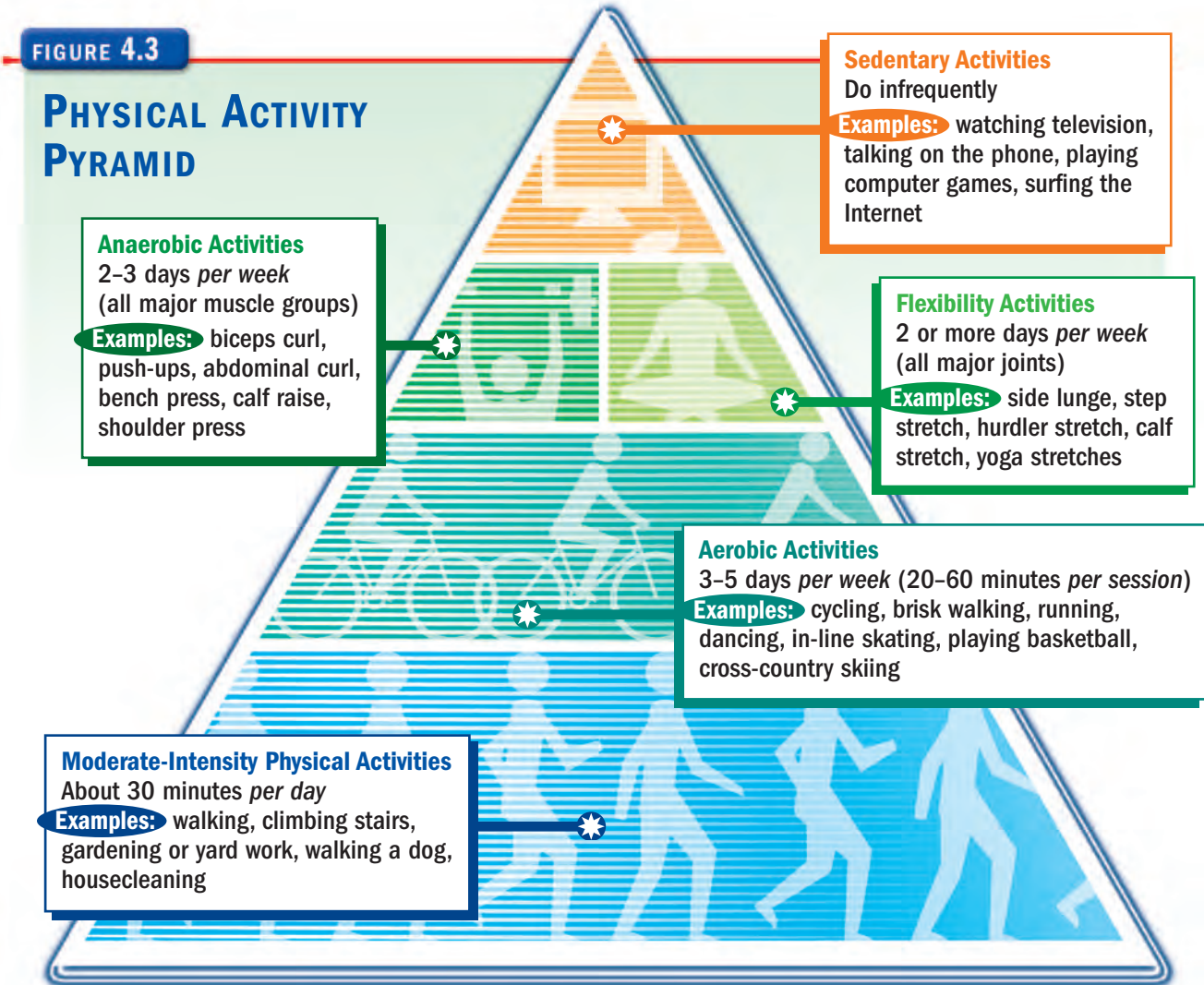
 Participating in a school sports program may inspire you to set fitness goals and begin a physical activity program.



and cleaning your room. Your school or community may offer programs that provide a variety of fun and healthful physical activities.

Getting Started

Figure 4.3 provides suggestions about how to divide your time when doing various types of physical activity.



Choosing Activities

Including different types of physical activities in your fitness program can help make it more enjoyable. As your fitness level increases, you can alter your program to promote individual health. Other factors that may affect your decision making include:

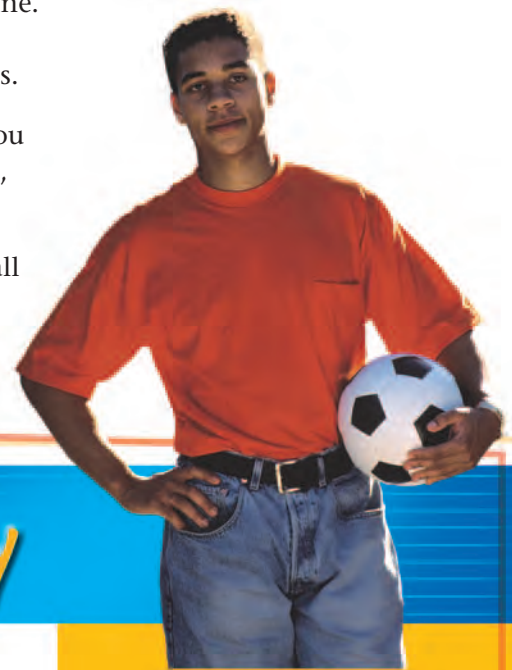
- ▶ **Cost.** Some activities require specialized—and possibly expensive—equipment. Think about what you can afford, and keep in mind that you may discover after a time that an activity just doesn't suit you.

- ▶ **Where you live.** For convenience you'll want to choose activities that you can do locally, without spending a lot of time traveling. Think about the features of your local area. Is the land flat or hilly? What type of climate do you live in? To what activities does the region best lend itself?
- ▶ **Your level of health.** Some health conditions have risks that need to be considered when planning physical activities. For example, some types of physical activity can aggravate **asthma**, a disease of the respiratory system.
- ▶ **Time and place.** Build your program into your daily routine. Don't schedule jogging at 6:00 A.M. if you're not a morning person. Design your schedule to help you achieve your goals.
- ▶ **Personal safety.** Think about your **personal safety** as you develop a fitness program. If you plan to run long distances, avoid going through unsafe areas or running after dark.
- ▶ **Comprehensive planning.** Select activities that address all five areas of health-related fitness.

hotlink

asthma To learn more about asthma, see Chapter 26, page 690.

personal safety For more information on issues related to personal safety, see Chapter 13, page 330.



Health Skills Activity

Goal Setting: Starting a Physical Activity Program

William wants to start a physical activity program, but he's not sure where to begin. He really wants to improve his cardiorespiratory and muscle endurance, and he knows that his flexibility and muscle strength need work, too. He's also thinking about signing up for soccer; tryouts are in three months. What can William do to improve his fitness level and make the soccer team?

What Would You Do?

Apply the five goal-setting steps to William's situation.

1. Identify a specific goal and write it down.
2. List the steps you will take to reach your goal.
3. Identify potential problems and ways to get help and support from others.
4. Set up checkpoints to evaluate your progress.
5. Reward yourself once you have achieved your goal.



Avoiding Boredom in Your Workout Routine

If your workout becomes boring:

- ▶ Vary your routine by cross training. For example, skate one day and swim the next.
- ▶ Work out with a friend. This can be more fun than working out alone and can help you both stay motivated.
- ▶ Try listening to music while working out. When you have something else to focus on, the workout session may seem to pass more quickly. (**Note:** Listen to music only when participating in indoor activities. When exercising outdoors, you need to be alert to possible dangers.)
- ▶ Take a break to give your body time to recharge.

Cross Training

Engaging in a variety of physical activities to strengthen different muscle groups is known as cross training. Jumping rope, swimming, jogging, and cycling are good cross-training activities for athletes.

Basics of a Physical Activity Program

Because it focuses on *your* goals and interests, your fitness program is unique. However, all effective fitness programs are based on these three principles:

- ▶ **Overload**, *working the body harder than it is normally worked*, builds muscular strength and contributes to overall fitness. It is achieved by increasing repetitions or by doing more sets (groups of 6 to 12 repetitions) of an exercise.
- ▶ **Progression** is *the gradual increase in overload necessary to achieve higher levels of fitness*. As an activity becomes easier to do, increase the number of repetitions or sets or increase the amount of time spent doing the activity.
- ▶ **Specificity** indicates that *particular exercises and activities improve particular areas of health-related fitness*. For example, resistance training builds muscular strength and endurance, while aerobic activity improves cardiorespiratory endurance.

To gain the most benefit from an exercise program, you'll want to include three basic stages for each activity. These are the *warm-up*, the *workout*, and the *cool-down*. Include each stage in every session even when you're in a hurry.

The Warm-Up

The **warm-up**, *an activity that prepares the muscles for work*, is the first stage in any physical activity routine. Begin the warm-up by taking a brisk walk to raise your body temperature. Then, slowly stretch large muscles to increase their elasticity and reduce the risk of injury. After stretching individual muscles, perform the physical activity slowly for about five minutes. For example, if you are running, jog slowly for about five minutes and then increase your pace to a run. Warming up allows your pulse rate to increase gradually. A sudden increase in pulse rate places unnecessary strain on the heart and blood vessels.

The Workout

The part of an exercise program when the activity is performed at its highest peak is called the **workout**. To be effective, the activity needs to follow the **F.I.T.T.** formula—*frequency, intensity, time/duration, and type of activity*—outlined in Figure 4.4.



FREQUENCY

You should schedule workouts three to four times each week, with only one or two days between sessions. The frequency of your workouts depends partly on your fitness goals and the type of activity you do—as well as on your schedule and possibly even the weather. Exercising more than three times each week for six months should help *get* you physically fit. To *maintain* your fitness level, continue your program at least three times each week.

INTENSITY

Working your muscles and cardiorespiratory system at an intensity that allows you to reach overload will help you improve your fitness level. Begin slowly to build endurance. Doing too much too soon is harmful and can cause chronically sore muscles.

When weight training, start with a light weight and build to heavier weights. For aerobics, work toward your target heart range. If you are out of shape, it may take about six months before you can work out for 20 to 30 minutes within your target heart range.

TIME/DURATION

Slowly build up the amount of time you spend doing aerobic exercises. The goal in aerobics is to work within your target heart range for 20 to 30 minutes. When weight training, do the exercises slowly, taking at least two seconds to lower a weight. Rest for one or two minutes between sets. Also, vary the exercises to strengthen your muscles in the full range of motion.

TYPE

To get the maximum health benefits from your workout routine, devote 75 to 80 percent of your workout time to aerobic activity and 20 to 25 percent to anaerobic activity. Choose activities that you enjoy, or you may find it difficult to complete your workouts.

The Cool-Down

Ending a workout abruptly can cause your muscles to tighten and may make you feel dizzy. To avoid these effects, you need to cool down after a workout. The **cool-down** is an activity that prepares the muscles to return to a resting state.



FIGURE 4.4

THE F.I.T.T. FORMULA


Include each of these elements in your workout.


F **requency**
how often you do the activity each week

I **ntensity**
how hard you work at the activity per session

T **ime/duration**
how much time you devote to a session

T **ype**
which activities you select

 The warm-up is an important part of any physical activity routine. *Explain how stretching prepares muscles for exercise and prevents injuries.*

 Using a calendar or journal can help you keep track of your fitness program.



Begin the cool-down by slowing down the activity. Continue the activity at this slower pace for about five minutes, then stretch for five minutes.

Monitoring Your Progress

To monitor your progress, keep a fitness journal. In your journal, list your goals and note the frequency, intensity, duration, and type of each activity in which you participate. At the end of 12 weeks, and every 6 weeks after that, compare the figures to evaluate your progress.

Resting Heart Rate

Your **resting heart rate** is the number of times your heart beats in one minute when you are not active. Your resting heart rate can also be used to evaluate your progress. A person of average fitness has a resting heart rate of about 72 to 84 beats per minute. Just four weeks of a fitness program can decrease that rate by 5 to 10 beats per minute. A resting heart rate below 72 indicates a good fitness level.

Lesson 3 Review

Reviewing Facts and Vocabulary

1. How can using the Physical Activity Pyramid help you meet your fitness goals?
2. Identify and define the three principles upon which all effective fitness programs are based.
3. What do the letters in the *F.I.T.T.* formula stand for?

Thinking Critically

4. **Analyzing.** How is your resting heart rate an indication of your level of fitness?
5. **Synthesizing.** Maria is a runner. Describe how she could include the three stages of an effective exercise program in her fitness routine.

Applying Health Skills

Goal Setting. Use the goal-setting steps to develop a personal fitness program. Synthesize information from this lesson and apply critical-thinking and decision-making skills to determine what activities to include and how you will incorporate them into a formal plan. Think of obstacles that could prevent you from following your plan, and apply problem-solving skills to figure out how to overcome these obstacles.




SPREADSHEETS Use spreadsheet software to design a table that can help you organize your physical activity schedule and track your progress. See health.glencoe.com for information on how to use a spreadsheet.

II. POST-TEXT EXERCISES

Exercise 1. Consider things that influence choice of sport activity. Provide examples to each.

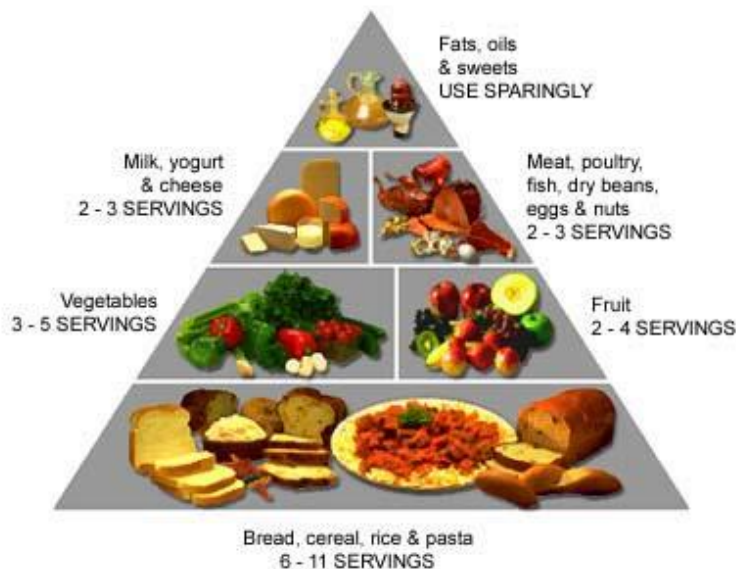
1. Some activities require specialized—and possibly expensive—equipment.
2. People choose activities that can be done locally, without spending a lot of time traveling.
3. Some health conditions have risks that need to be considered when planning physical activities.
4. Sport activities are built into the program into your daily routine.
5. People select activities that address all five areas of health-related fitness.
6. They think about your personal safety as they develop a fitness program.

Exercise 2. Answer the questions in the Section  on page 34.

Exercise 3. Discuss with your partner the Section  on page 31.
Complete the tasks given there.

Exercise 4. Explain the information given below to summarise the information from Lesson 3.
Compare physical activities pyramid with Food pyramid bellow. Give relevant examples and explanations.

Food Guide Pyramid



Exercise 5. Based on the information above make a short presentation to your partner on how to choose physical activity for daily life sensibly. Include one of the following aspects:

- The right (recommended) amount of exercise for certain category of people, e.g. teenagers, adults, athletes, etc.;
- Correlation of these activities regarding person's occupation, place of living, life values;
- Moderation in physical activity;
- Top 5 rules of keeping fit and healthy for everyone.

* Use active vocabulary from the *PRE-TEXT EXERCISES*.

TIME HEALTH

SCIENCE & TECHNOLOGY

Think Drink

You know drinking lots of water is good for you—but what other fluids will help you stay healthy? Consider these options.

Sports Drinks

PROS: Most contain ideal levels of electrolytes, which reduce the chances you will cramp during workouts that last for more than an hour. Their simple sugars are easily converted to glycogen, giving your muscles much-needed fuel. Plus, the drink's added sodium stimulates the urge to drink, so you guzzle more often.

CONS: You may not love the taste—nor the calories (about 50 to 70 calories in 8 ounces), sugar, artificial flavorings, and cost (water and fruit tend to be much cheaper).

Water

PROS: Water is suitable for any type of activity, whether you're walking the dog or racing a friend. It's also cheap compared to sports drinks.

CONS: Water doesn't replenish all the electrolytes that you lose through sweat or help refuel muscle tissue during endurance activities. It also goes through your system faster, so you may find yourself taking more breaks than you'd like.

Fruits and Vegetables with High Water Content

PROS: Oranges, watermelon, grapes, cucumbers, celery, and many other fruits and vegetables are bursting with fluids. (Oranges, for example, are 87 percent water.) Plus, most produce is packed with such vital nutrients as fiber, folate, magnesium, potassium, and vitamin C.

CONS: Eating may be impractical or inconvenient during heavy exercise. Normal portions of fruits and veggies don't always provide enough fluid. On average, whole foods like these work best as a supplement to water or a sports drink. ■



TIME
to THINK...

About Drinks
with Caffeine


Imagine that you're the coach of your school soccer team. The team members ask if they can each have a caffeinated cola drink at half time. What three reasons can you give them for saying they should drink water instead? (*Hint: Research the effects of caffeine on the body and dehydration.*)

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LESSON 1.4. Training and Safety for Physical Activities

I. PRE-TEXT EXERCISES

Exercise 1. Answer the following questions.

1. What safety measures do you take when doing sport exercises?
 2. What is risk behaviour? What is cumulative risk?
 3. What are some social programs that promote healthful behaviours in your country?
- * Answer few more questions in Section on  page 38.

Exercise 2. Study the active vocabulary, check how these words are pronounced and translated.

Word	Pronunciation/ Translation	Word	Pronunciation/ Translation
training program		to stay hydrated	
hydration		endurance	
anabolic steroids		harmful substances	
health screening		nutritional supplements	
peak performance		personal safety	
adequate rest		contact sport	

Exercise 3. Match the columns to get the right definitions:.

No.	Term		Definition
1.	Training program	A	is taking in fluids so that the body functions properly.
2.	Hydration	B	is a search or check for diseases or disorders that an individual would otherwise not have knowledge of or seek help for.
3.	Anabolic steroids	C	is the ability to endure an unpleasant or difficult process or situation without giving way.
4.	Health screening	D	is a thing added to something else in order to complete or enhance it.
5.	Endurance	E	is a program of formalized physical preparation for involvement in a sport or another physical activity.
6.	Supplement	F	are synthetic substances that are similar to the male hormone testosterone.

Exercise 4. Match the collocations:

vigorous	reaction	harmful	to enhance	to reduce	nonfood	health care	reflective
time	activity	substances	clothing	provider	substances	performance	risks

Exercise 5. Read some health recommendations, fill in the missing words.

drink, harmful, essential, mineral, screening

1. What you eat and _____ is an important part of any training program.
2. Sleep, which helps your body rest and reenergize, is also _____ for any training program.
3. Avoiding _____ substances such as tobacco, alcohol, anabolic steroids in your training program.
4. The best way to get nutrients is from food or _____ supplements.
5. Visit a health care professional for a health _____ before beginning a new activity.

Exercise 6. Read and translate the text. Do the POST-TEXT EXERCISES.

Training and Safety for Physical Activities

VOCABULARY

training program
hydration
anabolic steroids
health screening

YOU'LL LEARN TO

- Recognize health-promoting strategies that can enhance a training program.
- Understand the importance of preventive health screenings before beginning a physical activity program.
- Identify safety concerns related to various physical activities.



Divide a sheet of paper into two columns. In the first column, list five physical activities you enjoy doing. In the second column, list any special equipment, including safety gear, needed for each activity.


Beginning a new physical activity can be exciting. It also requires some preparation to make sure that you stay safe and get the most out of the activity.

Training and Peak Performance

The first step in becoming fit is to take good care of your body. Eat nutritious foods and drink plenty of fluids, especially water. Getting adequate rest is essential. To keep your body in top form, it is also important that you avoid harmful substances such as tobacco, alcohol, and other drugs.


The next step in improving fitness often involves beginning a training program for your chosen activity. A **training program** is a *program of formalized physical preparation for involvement in a sport or another physical activity*. Consult your physical education teacher, coach, or another trusted adult to help you set your training goals.



 A physical education teacher or coach can help you establish your goals for a training program.





 Drinking water is important before, during, and after vigorous physical activity. *Explain why hydration is so important during any physical activity.*

hotlink

anabolic steroids For more information on the harmful effects of anabolic steroids, see Chapter 23, page 601.

Nutrition and Hydration

What you eat and drink is an important part of any training program. Food provides the energy necessary for peak performance. You will learn more about nutrition and healthy food choices in Chapter 5. Equally important is hydration, especially when you are engaged in vigorous physical activity. **Hydration** is *taking in fluids so that the body functions properly*. When you are adequately hydrated, you are more alert and focused, your reaction time is faster because your muscles respond more quickly and are less likely to cramp, and your endurance is greater. To stay hydrated, drink plenty of water before, during, and after vigorous physical activity.

Adequate Rest

Sleep, which helps your body rest and reenergize, is also essential for any training program. Getting too little sleep can disrupt the nervous system, causing slowed reaction time, lack of concentration (increasing the possibility of errors and accidents), forgetfulness, irritability, and even depression. On average, teens need 8 to 10 hours of sleep every night to function at their best.

Avoiding Harmful Substances

Avoiding harmful substances such as tobacco, alcohol, anabolic steroids, and other drugs is another part of maintaining an athletic training program.

ANABOLIC STEROIDS

Anabolic steroids are *synthetic substances that are similar to the male hormone testosterone*. Because these substances cause the body to make muscle tissue, some athletes take them to increase muscle mass and enhance performance. However, anabolic steroids have very harmful effects, including increased risk of cancer and heart disease; sterility, or the inability to produce children; skin problems such as acne and hair loss; unusual weight gain or loss; sexual underdevelopment and dysfunction; and violent, suicidal, or depressive tendencies.

It is illegal to use anabolic steroids without a prescription, and those who test positive for steroid use are disqualified from competitions. Thus, abstinence is the best choice when it comes to the use of steroids.

NUTRITIONAL SUPPLEMENTS

Nutritional supplements are nonfood substances that contain one or more nutrients that the body needs, such as vitamins or minerals. The best way to get nutrients is from food, but sometimes a multiple vitamin and mineral supplement may be appropriate.



Should Random Drug Testing of Athletes Be Performed?

A number of high schools in the United States have adopted a policy of random drug testing of student athletes even if there is no indication that the athletes are using drugs. What's your position on the subject of random drug testing of school athletes? Here are two points of view.

Viewpoint 1: Maya D., age 17

Random drug testing of school athletes is unfair and an invasion of privacy, especially if there's no evidence that the person has been using drugs. Students who want to participate in school sports shouldn't have to give up their privacy just to be on an athletic team. Besides, why should athletes be singled out—isn't that discrimination?

Viewpoint 2: Graham H., age 16

I understand Maya's argument, but I think that schools have a right to know whether students are using drugs. They aren't out to catch us doing something wrong. They're concerned about our health and the environment in which we live and learn. People may not like the rules, but schools must follow the policy. We don't want our school to be represented by athletes who use drugs and get away with it. That's dangerous *and* embarrassing.

ACTIVITIES

1. Take the pro or con position, and expand upon it. Use online or print resources to back up your views. Be sure to investigate each supporting point raised in an argument.
2. Some school districts are advocating drug testing of all students who want to be involved in any extra-curricular activities. What might be the pros and cons of such an approach?

A health care provider can advise you about whether you need this type of supplement. It's important to take the recommended dosage of any supplement. High doses, or *megadoses*, of a nutritional supplement can be harmful.

Safety First!

Safety should be a major concern when you participate in sports and other physical activities. You can reduce your risk of injury by

- ▶ visiting a health care professional for a health screening before beginning a new activity. A **health screening** is a *search or*



What Are Herbal Supplements?

Herbal supplements are chemical substances derived from plants that may be sold as dietary supplements. Little research has been conducted on their effects or safety, and not much is known about how they work. Nutritionists recommend eating a variety of fruits, vegetables, and whole grains to get the plant chemicals your body needs.


check for diseases or disorders that an individual would otherwise not have knowledge of or seek help for. This preventive health care helps ensure that you don't have a health condition that could make the activity dangerous for you and that you're fit enough to begin the activity you've chosen.

- ▶ using the proper safety equipment for your chosen activity.
- ▶ being alert to the surrounding environment, including other players and spectators.
- ▶ playing at your skill level and knowing your physical limits.
- ▶ warming up before and cooling down after every activity.
- ▶ staying within areas that have been designated for physical activities, such as skateboarding parks and bicycle paths.
- ▶ obeying all rules and restrictions—for example, those that restrict swimming to certain areas or that prohibit skateboarding on sidewalks.
- ▶ practicing good sportsmanship.

If you should become injured or ill during physical activity, tell a physical education teacher, coach, or another adult immediately.

Personal Safety

You can reduce risks to your personal safety by selecting the right time and place for your activity. This is especially true if you work out alone. If you run or jog, choose a well-used area during daylight hours, when other people are there. If you can't avoid nighttime physical activity, wear reflective clothing so that others can see you. Wearing a whistle that you can blow to attract attention if you are in danger is also a good idea. Also, be aware of the effects of weather: bicycling or running—and even walking—can be a health risk when it's wet and slippery outside.

 **To avoid sports injuries, choose the proper athletic gear. Match each piece of equipment with an appropriate sport or other physical activity.**



Using Proper Equipment


Before you begin any new physical activity, learn to use the equipment involved. Check the equipment to make sure that it fits and is in good condition. Always wear the safety gear recommended for that particular activity. Many sports have strict requirements for protective equipment. These tips may also help.

- ▶ Wear a helmet when bicycling, skateboarding, or skating. Also, when skateboarding or skating, wear knee and elbow pads, gloves, and wrist guards.

- ▶ Avoid riding at night, if possible. If you must, make sure your bike has reflective tape, a rear reflector, and a headlight. Skateboards and skates also should be outlined with reflective tape. When participating in any outdoor activity at night, wear light-colored clothing with reflective patches on the front and back so that drivers and pedestrians can see you more easily.
- ▶ Males participating in contact sports—such as football and hockey—should wear athletic supporters or cups to protect the groin area. Females should wear sports bras to prevent stretching of the ligaments that support the breasts.

Proper footwear and clothing also are important. Athletic shoes should be comfortable and should have a cushioned heel, good arch support, and ample toe room. Laced shoes are best for proper control of your foot in the shoe. Wear socks to cushion your feet and keep them dry. In general, choose comfortable, nonrestrictive clothing. When it's warm outside, dress lightly. In cool weather, wear several loose-fitting layers that you can easily remove as you warm up.



 Whatever activity you choose, it's essential to use the proper safety equipment. **What safety equipment are the teens pictured here using?**

Lesson 4 Review

Reviewing Facts and Vocabulary

1. Define the term *hydration*.
2. What are *anabolic steroids*? Name three ways they can harm health.
3. Why is beginning a physical activity program a situation requiring preventive health care?

Thinking Critically

4. **Evaluating.** How can practicing good sportsmanship help you stay safe when participating in a sport?
5. **Analyzing.** Enrique wants to play on the school football team in the fall. To prepare, he plans to participate in a training program in the spring and summer. List five things Enrique should do before and during his training program.

Applying Health Skills

Accessing Information. Working with a classmate, search the Web for three schools that have adopted the policy of random drug testing of school athletes. Compare your school's policy with theirs, noting both similarities and differences.

TECHNOLOGY OPTION

WEB SITES Use the information you find to develop a Web page explaining your school's approach to random drug testing of school athletes. See health.glencoe.com for help in planning and building a Web site.




health.glencoe.com

II. POST-TEXT EXERCISES

Exercise 1. Consider preventive health care issues. Provide examples to each.

- using the proper safety equipment for your chosen activity;
- being alert to the surrounding environment, including other players and spectators.
- playing at your skill level and knowing your physical limits;
- warming up before and cooling down after every activity;
- staying within areas that have been designated for physical activities, such as skateboarding parks and bicycle paths;
- obeying all rules and restrictions—for example, those that restrict swimming to certain areas or that prohibit skateboarding on sidewalks;
- practicing good sportsmanship.

Exercise 2. Answer the questions in the Section  on page 42.

Exercise 3. Discuss with your partner the  on page 40.

Exercise 4. Explain the information given below to summarise the information from lesson. Provide recommendations for personal safety. Give relevant examples and explanations from your own experience.



Exercise 5. Based on the information above make a short presentation to your partner on how to ensure that your training remains safe for you. Include one of the following aspects:

- The right (recommended) ways of training both at a home setting and in the gym;
- Correlation of nutrition requirements for amateurs and professionals (specify kind of sport);
- Special requirements in training to follow if the person has any health issues (specify the one);
- Top 5 rules of safely training for people who strive to change passive lifestyle into active.

* Use active vocabulary from the *LEAD-IN EXERCISES*.

TIME HEALTH

CULTURE & COMMUNITY



Clearing the Air

A growing number of teen activists has declared a media war on big tobacco companies.

“Do you want to be deceived?” yells the speaker at the podium, 17-year-old Andy Berndt. “No!” roar the more than 700 teenage antismoking activists who have packed New Jersey’s Liberty Science Center. The shout seems loud enough to be heard all the way across the Hudson River—at Philip Morris’s Manhattan headquarters. That’s where this protest is aimed: at the giant cigarette companies that, the activists believe, target teen smokers.

A Stand Against Smoking

Each of the teens in the auditorium wears a white T-shirt declaring “Not for Sale.” This means that they can’t be bought by the millions of dollars tobacco companies spend every day advertising cigarettes. They’ve come here to declare something else—the creation of a statewide teen antitobacco group called REBEL (Reaching Everyone by Exposing Lies). It’s the newest in a pack of teen-led antismoking organizations starting up nationwide. Their mission: to teach teens not just about the health risks of smoking, but about the tactics tobacco companies use to hook young people on their products.

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Recently “Not for Sale” commercials began airing on MTV and Nickelodeon.

Over the last decade, the audience meant to benefit from that message has been growing. Every day, 6,000 teen-agers try smoking for the first time and 1,200 Americans die from tobacco-related disease. Studies show that nearly 80 percent of regular smokers light up their first cigarette by their 18th birthday.

Andy Berndt doesn’t think that lectures about health risks that can occur years down the road will convince teens to stop smoking. “No adult can make kids understand the issues like another kid,” he says. “If we educate other kids about all the ways the tobacco industry is trying to deceive them, we’ll win the war.” ■

TIME
to THINK...

About
Smoking

By yourself or in a small group, create your own antismoking advertisement for a magazine or a newspaper. Pay careful attention to the message you want to send by your choice of words and images. Share your ad with the class.

LESSON 1.5. Physical Activity Injuries

I. LEAD-IN EXERCISES

Exercise 1. Answer the following questions.

1. How dangerous is human life today comparing to the past?
2. Have you ever provided anyone with the first aid?
3. What would you do if you got lost in the forest/a new city?

* Answer few more questions in Section on  page 46.

Exercise 2. Study the active vocabulary, translate into Ukrainian.

Word	Translation	Word	Translation
overexertion		sprain	
heat cramps		windburn	
heatstroke		UV exposure	
frostbite		fractures	
hypothermia		tendonitis	
strain		concussions	

Exercise 3. Match the columns to get the right definitions:.

No.	Term		Definition
1.	Overexertion	A	is muscle spasms that result from a loss of large amounts of salt and water through perspiration.
2.	Heat cramps	B	is overworking the body
3.	Heatstroke	C	is a condition that results when body tissues become frozen.
4.	Frostbite	D	is a condition in which body temperature becomes dangerously low.
5.	Hypothermia	E	is an injury to the ligament surrounding a joint.
6.	Strain	F	is a condition in which the body loses the ability to rid itself of excessive heat through perspiration.
7.	Sprain	G	is a condition resulting from damaging a muscle or tendon.

Exercise 4. Match the collocations:

level of	humid	air	smog	become	sudden	aging	keep
alerts	pollution	ability	atmosphere	increase	warmth	disoriented	process

Exercise 5. Read few recommendations concerning training outside, fill in the missing words.

thunderstorms, layers, sunny, participate, sunscreen, weather.

1. When training outside you also should pay attention to _____ warnings.
2. Don't _____ in outdoor physical activity when temperatures are extremely high or extremely low.
3. Stay inside if there is a threat of tornadoes, _____, flash floods, or blizzards.
4. When participating in cold-weather activities, dress in three _____ to keep warm.
5. Cover as much of the body with clothing as possible on _____ days.
6. Apply _____ 30 minutes before you go outside.

Exercise 6. Read and translate the text. Do the POST-TEXT EXERCISES.

Lesson 5

Physical Activity Injuries

VOCABULARY

overexertion
heat cramps
heatstroke
frostbite
hypothermia
muscle cramp
strain
sprain

YOU'LL LEARN TO

- Identify weather-related risks associated with various physical activities.
- Analyze strategies for preventing and responding to accidental injuries related to physical activity.
- Identify physical activity injuries requiring professional health services for people of all ages.



List activities you do only during specific seasons of the year. Next to each activity, describe how you prepare for the weather conditions of that season.



These teens are taking specific precautions to prevent sports injuries. **What safety precautions did you take in your most recent outdoor activity?**

With any activity that involves movement, there is always a risk of accident or injury. The risk of injury during physical activity increases when a person is not in good physical condition or has not sufficiently warmed up or cooled down. Attempting physical activities that are beyond your level of ability also increases the risk of injury.

Weather-Related Risks

Taking your physical activity routine outdoors can be a great change of pace, but some weather-related health problems need to be taken into consideration. These problems can be avoided by not participating in outdoor physical activity when temperatures are extremely high or extremely low. Factors such as wind, humidity, and air pollution can increase your risk of injury or illness. Be aware of wind chill factors, ultraviolet (UV) indexes, and air quality alerts. You also should pay attention to weather warnings. Stay inside if there is a threat of tornadoes, thunderstorms, flash floods, or blizzards.

Hot-Weather Health Risks

Two concerns during hot weather are dehydration, or excessive loss of water from the body, and poor air quality. Smog can damage the lungs, so avoid outdoor physical activities during smog alerts. To avoid dehydration, drink plenty of water before, during, and after physical activity.

Many hot-weather health problems are related to **overexertion**, or *overworking the body*. For example, heat exhaustion—an overheating of the body that results in cold, clammy skin and symptoms of shock—is caused by overexertion in a hot, humid atmosphere. Other symptoms include dizziness, headache, shortness of breath, and nausea. Heat exhaustion may be preceded or accompanied by **heat cramps**, *muscle spasms that result from a loss of large amounts of salt and water through perspiration*. If you experience any of these symptoms, move to a cool place and lie down with your feet elevated. Take small sips of water as you start to recover. If symptoms are severe, or if vomiting occurs, get medical help immediately.


Continuing to exercise with the symptoms of heat exhaustion and dehydration can lead to **heatstroke**, *a condition in which the body loses the ability to rid itself of excessive heat through perspiration*. This causes hyperthermia, a sudden increase in body temperature, which can be life-threatening. A person suffering from heatstroke may have difficulty breathing and may collapse suddenly. If heatstroke occurs, immediately call for medical help. Then move the person to a cool place, and sponge him or her with cold water until help arrives.

Cold-Weather Health Risks


When participating in cold-weather activities, dress in three layers to keep warm. The first layer should pull moisture and perspiration away from your body. Many synthetic fabrics have been specifically developed to help keep the skin dry. The middle layer should provide insulation. Wool or synthetic fleece fabrics can help keep you warm even if they get wet. A coated nylon windshell as the top layer will help keep warmth in and water and wind out. A hat is also a must—70 percent of the body's heat is lost through the head. Removing layers as you warm up or adding them as the temperature drops can help you adjust to changes in the weather.

When you begin any cold-weather activity, start slowly and be sure to warm up your muscles. Staying hydrated is as important in



 Staying hydrated is essential when working out in hot or cold weather. *What other steps can this player take to protect himself from health problems associated with working out in hot weather?*

Did You Know?

 Altitude sickness is a risk in some mountain sports. It usually occurs at altitudes of 7,000 feet or higher, where there are lower levels of oxygen. Symptoms include severe headache, nausea, and weakness. The best ways of preventing altitude sickness are to give yourself time to adjust to activity at high altitudes, to drink plenty of water, and to avoid alcohol and caffeine.



A Helmets, goggles, and gloves are proper equipment when snowboarding.

cold weather as it is in hot weather. Two specific health risks from cold weather are particularly important to keep in mind: frostbite and hypothermia.

► **Frostbite** is a condition that results when body tissues become frozen, and it requires professional medical treatment. You can avoid frostbite by dressing warmly and covering all exposed skin—especially the ears, face, feet, and fingers, where frostbite most often occurs. An early warning sign of frostbite, called frostnip, is a whitening of the skin of the toes, fingers, nose, or ears. If this happens or if you notice a lack of feeling in any exposed area, get indoors right away and warm the area with warm water.

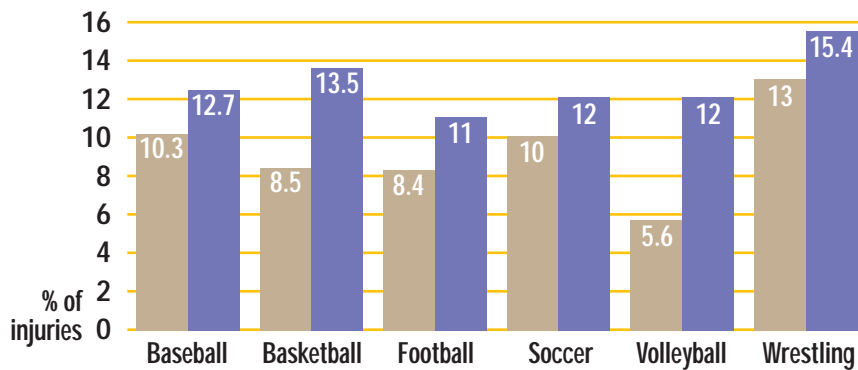
Real-Life Application

Being Safe While Physically Active

Sports and recreational activities are the second most frequent cause of injury for teens. Many such injuries can be prevented by being cautious and by wearing proper equipment. Examine the graph, and choose a sport or recreational activity in which you or your friends participate. Using reliable online and print resources, research your sport to find injury statistics. For example, what injuries are most common for this sport? How many teens are injured each year in this sport? How many of these injuries are treated in emergency rooms? What protective equipment and precautions can reduce injury in this sport?

Frequency (%) of High School Sport Injuries

Major Moderate



Source: Based on data from the National Athletic Trainers' Association

ACTIVITY

Using the activity you have researched, create a poster that explains how teens can get injured while participating in the activity and presents ways of staying safe. Make your poster colorful and attention-getting to appeal to a teen audience. Be sure to give it a catchy title.



► **Hypothermia** is a condition in which body temperature becomes dangerously low. It is usually associated with cold weather, but it also can result from lengthy exposure to wind or rain or from submersion in cold water. When hypothermia occurs, the body loses the ability to warm itself. As body temperature drops, the brain cannot function and body systems begin to shut down. A person with this condition may become disoriented and lose motor control. Because hypothermia can lead to death, it requires immediate medical attention.

When participating in cold-weather activities, pay attention to your body. Shivering is a sign that your body is losing heat. If you begin to feel cold or to shiver, go to a warm, dry place; wrap yourself in a blanket; and drink warm liquids to slowly raise your body temperature.

Protecting Yourself from Sun and Wind

Prolonged exposure to sun and wind is another weather-related risk of outdoor physical activity. Windburn occurs when skin is exposed to freezing wind, causing it to become red, tight, and sore to the touch. Reduce the risk of windburn by wearing protective clothing and using lip balm. The sun's UV rays cause *sunburn*, a burning of the outer layers of the skin. Mild sunburn makes your skin red and slightly sore. Severe sunburn causes blistering of the skin, swelling, and pain. In addition to increasing the risk of sunburn, repeated or prolonged exposure to the sun speeds the skin's aging process and increases your risk of developing skin cancer. The most dangerous hours for UV exposure are from 10:00 A.M. to 4:00 P.M. To protect yourself against sunburn:

- Cover as much of the body with clothing as possible when outdoors and wear broad-brimmed hats on sunny days.
- Use sunscreen and lip balm with a sun protection factor (SPF) of *at least* 15. The SPF number indicates the sunscreen's ability to screen out the sun's harmful UV rays. Because UV rays penetrate clouds, you need to wear sunscreen on cloudy days, too.
- Apply sunscreen 30 minutes before you go outside, spreading it liberally and evenly over all areas of your skin that will be exposed. Reapply it at least every two hours.


UV rays can also damage your eyes. A *cataract*, a cloudy covering over the lens of the eye, is caused in part by sun exposure. Wear a visor or a hat with a brim, and use sunglasses, even during the winter months. Because sunlight is reflected off snow, those participating in winter sports need to wear goggles to protect their eyes from both UV exposure and glare.

▼ Apply sunscreen frequently when you participate in outdoor activities. *Why is it important to use sunscreen in both hot and cold weather?*



hot link

skin cancer For more information about skin cancer, see Chapter 26, page 683.

 Ligaments are strong bands of tissue that connect the bones to one another at a moveable joint. Sprains result if these bands are stretched or torn.



Minor Injuries

Have you ever had sore muscles after a physical activity or experienced the pain of a twisted ankle? Muscles are often sore 24 to 48 hours after a strenuous workout. Warming up, cooling down, and stretching can prevent or reduce muscle soreness. Other minor injuries that affect the skeletal or muscular systems include muscle cramps, strains, and sprains. A **muscle cramp** is a *spasm or sudden tightening of a muscle*. It happens when a muscle is tired, overworked, or dehydrated. Drinking cool water may ease muscle cramping. A **strain** is a *condition resulting from damaging a muscle or tendon*. A **sprain** is an *injury to the ligament surrounding a joint*. Symptoms of a sprain include pain, swelling, and difficulty moving. Severe sprains require medical treatment. Warming up is an effective strategy for preventing these accidental injuries.

Treatment for Minor Injuries

Minor injuries such as muscle cramps, strains, and some sprains are easily treated. Muscle cramps can be relieved through light massage. An effective response strategy for these minor accidental injuries is the *R.I.C.E.* procedure described in Figure 4.5.

Major Injuries

Pain—especially extreme pain—may signal that you have a major injury. If you experience extreme pain, numbness, or disorientation or hear a “cracking” sound during a fall, get appropriate medical treatment immediately.

FIGURE 4.5

THE *R.I.C.E.* PROCEDURE


Rest Avoid using the affected muscle or joint. This may mean not using the affected area for several days.

Ice Ice helps reduce pain and swelling. Place ice cubes in a plastic bag, and wrap the bag in a towel. Hold the towel-wrapped bag on the affected area for 20 minutes. Remove the bag for 20 minutes, and then reapply the bag for another 20 minutes. Repeat this process every three waking hours over the course of 72 hours.

Compression Light pressure through the use of an elastic bandage can help reduce swelling. The bandage should not be so tight that it cuts off the blood supply to the area, and it should be loosened at night.

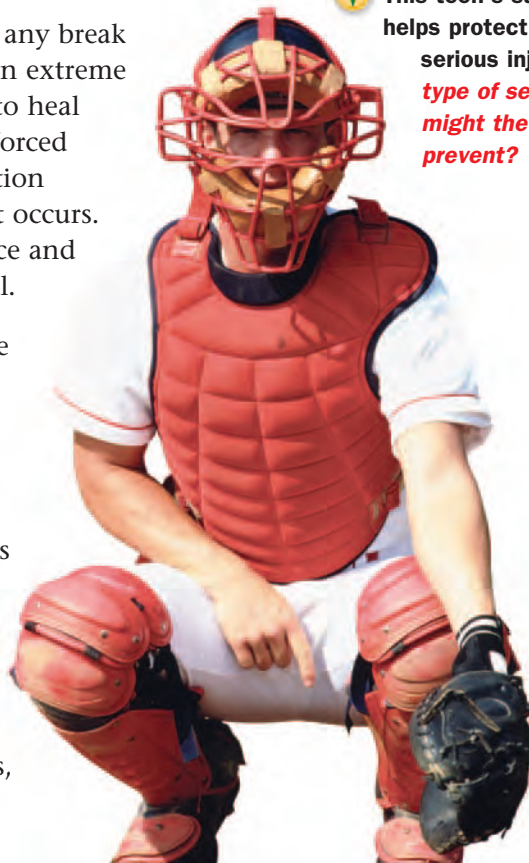
Elevation Raising the affected limb above the level of the heart helps reduce pain and swelling, especially at night.



 Many minor sports injuries can be treated by following the *R.I.C.E.* procedure. *Which part of the R.I.C.E. procedure is pictured here?*

Major injuries include:

- ▶ **Fractures and Dislocations.** Fractures are any break in a bone. A fracture causes swelling and often extreme pain, and it usually requires immobilization to heal properly. Dislocations result when a bone is forced from its normal position at a joint. A dislocation sometimes causes a “popping” sound when it occurs. A physician must put the bone back into place and immobilize the joint so that the tissue can heal.
- ▶ **Tendonitis.** This is a condition in which the tendons, bands of fiber that connect muscles to bones, are stretched or torn from overuse. Treatment includes rest, medication, and physical therapy.
- ▶ **Concussions.** Concussions result from blows to the head and can cause swelling of the brain, resulting in unconsciousness or even death. Concussions can also lead to serious neurological problems. If you receive any blow to the head and experience headache, dizziness, or loss of memory or consciousness, see a health care professional immediately.



▼ This teen's safety gear helps protect him from serious injury. *What type of serious injury might the face mask prevent?*

Lesson 5 Review

Reviewing Facts and Vocabulary

1. What is *hypothermia*? With which types of weather is this condition often associated?
2. Analyze and describe strategies for preventing and responding to the accidental injuries described in this lesson.
3. Identify which injuries described in this lesson require the attention of professional health services.

Thinking Critically

4. **Evaluating.** Explain why muscle cramps might be more dangerous for a swimmer than for a jogger.
5. **Analyzing.** On a hot day, a runner begins to have trouble breathing and also becomes pale, dizzy, and nauseated. From what condition is this runner likely to be suffering? Analyze and describe strategies for responding to this condition.



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Applying Health Skills

Communication Skills. Imagine that your friend has suffered a minor sprain to her ankle while in-line skating. Analyze and describe how she could use the *R.I.C.E.* procedure to respond to this accidental injury.

TECHNOLOGY OPTION


WORD PROCESSING Use a word-processing program to create your own chart outlining the *R.I.C.E.* procedure. See health.glencoe.com for tips on how to get the most from your word-processing program.

II. POST-TEXT EXERCISES

Exercise 1. Study the following health issues and injuries, describe their symptoms and possible treatment.

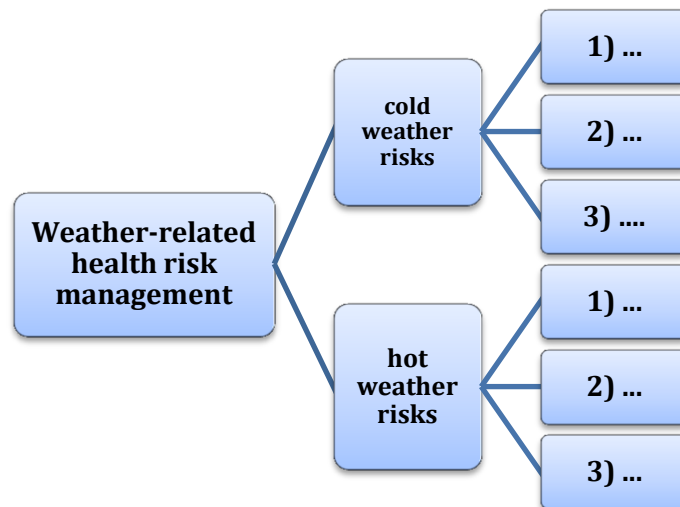
Health issue	Symptoms	Treatment
Overexertion		
Heat cramps		
Heatstroke		
Frostbite		
Hypothermia		
Strain/sprain		
Fractures		
Concussion		

Exercise 2. Answer the questions in the Section  on page 51.

Exercise 3. Discuss with your partner the Section  on page 48. Complete the tasks given there.

Exercise 4. Fill in the chart below based on your personal experience. Provide relevant examples and explanations.

How to Avoid Weather Health Risks!



Exercise 5. Based on the information above make a short presentation to your partner on how to manage daily health risks. Include one of the following aspects:

- Tell how body composition is related to surrounding conditions, describe some other factors that affect human health;
- Specify how weather-related health risk management strategies may differ depending on gender/age of person;
- Choose certain group of people with some body parameters (e.g. a female teenager, involved in gymnastics or a heavy weight lifting athlete of mature age, etc.) and give some recommendations for them regarding safely training.

TIME HEALTH

CULTURE & COMMUNITY

Wilderness 911

If you like to hike, camp, or sail, there's more to first aid than you might think.

For many teens, camping is a great way to relax and have fun with family and friends. While the nearby state park may not be back-country, medical help isn't always nearby. So a quick class on wilderness first aid might be what the doctor ordered—especially when the nearest hospital is more than an hour away.

Why “an hour or more”? Doctors have identified a “golden hour” just after accidents, heart attacks, and other emergencies in which they can do the most to save lives.

Learning the Rules

Practicing wilderness first aid ensures that at least some of the benefits of treatment within the golden hour are not lost. In urban first aid, for example, you're taught to splint a suspected sprain, strain, or fracture as close as you can to the position you found it in. Under wilderness conditions, you need to be alert to the possibility that nerves or the blood supply in the affected limb may have been cut off. For that reason, you must pull gently and straighten out the limb before splinting to restore circulation and

sensation. Otherwise, the accident victim could permanently lose use of that arm or leg. As a rule, if you're not seriously injured and you know your way back and can move under your own power, it's better to hike out than wait for rescue.

A good first-aid class will stress prevention. For example, make sure to carry plenty of food, water, and extra clothes—even if you're just out for the afternoon. A sudden change in the weather or a broken leg could turn your stroll into an uncomfortable night outdoors. That's why you should take something to insulate you from the ground and prevent hypothermia. ■

TIME
to THINK...

About
Wilderness
Safety

The article mentions the condition *hypothermia*. Create a first-aid pamphlet with the class that describes symptoms, prevention, and treatment of hypothermia. Make sure you include specific information. Would you feel confident in giving the pamphlet to a friend who was going camping?

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Chapter 4 Review

After You Read

On the back of your completed Foldable, use the information you have learned in this chapter to outline a personal plan to increase your weekly level of physical activity.



▶ EXPLORING HEALTH TERMS *Answer the following questions on a sheet of paper.*

Lesson 1 *Replace the underlined words with the correct term.*

physical activity **osteoporosis**
physical fitness **sedentary lifestyle**
metabolism

1. Watching television and taking naps are characteristic of a physical activity.
2. Physical fitness is a condition characterized by a decrease in bone density.
3. Osteoporosis refers to the process by which your body gets energy from food.

Lesson 2 *Fill in the blanks with the correct term.*

body composition **muscular endurance**
exercise **muscular strength**
flexibility **aerobic exercise**
cardiorespiratory endurance **anaerobic exercise**

Purposeful physical activity that is planned, structured, and repetitive and that improves or maintains fitness is (4). (5) is any rhythmic activity that uses large muscle groups and can be maintained continuously for 20 to 30 minutes at one time. (6) involves activities in which the muscles produce energy without using oxygen.

Lesson 3 *Replace the underlined words with the correct term.*

overload **workout**
progression **cool-down**
specificity **F.I.T.T.**
warm-up **resting heart rate**

7. The part of an exercise program when the activity is performed at its highest peak is called the overload.
8. A workout prepares the muscles for work.
9. An activity that prepares the muscles to return to a resting state is a progression.

Lesson 4 *Match each definition with the correct term.*

health screening **hydration**
training program **anabolic steroids**

10. A program of formalized physical preparation for involvement in a sport or another physical activity.
11. Taking in fluids so that the body functions properly.
12. A search or check for diseases or disorders that an individual would otherwise not have knowledge of or seek help for.

Lesson 5 *Identify each statement as True or False. If false, replace the underlined term with the correct term.*

overexertion **hypothermia**
heatstroke **muscle cramp**
heat cramps **strain**
frostbite **sprain**

13. Many hot-weather health problems, such as heat exhaustion, are related to hypothermia.
14. Frostbite is a condition that results when body tissues become frozen.
15. A muscle cramp is an injury to the ligament surrounding a joint.

▶ RECALLING THE FACTS *Use complete sentences to answer the following questions.*

1. Examine and briefly describe the effects of regular physical activity on the nervous system.
2. Analyze the relationship between regular physical activity, health promotion, and disease prevention: How can engaging in regular physical activity reduce your risks of cardiovascular disease?
3. What is muscular strength, and how is it measured?
4. Examine and briefly describe how aerobic exercise affects the cardiovascular and respiratory systems.

Chapter 4 Review

5. In the context of physical activity, what is meant by the term *progression*?
6. What three elements should be part of every physical activity session?
7. Why are proper nutrition and adequate rest important factors in a physical activity training program?
8. Why is starting a fitness program a situation that requires preventive health care?
9. Describe and analyze a strategy for responding to minor strains and sprains.
10. What symptoms signal a major injury that requires treatment from professional health services?

▶ THINKING CRITICALLY

1. **Analyzing.** Why do you think many teens lead sedentary lifestyles?
2. **Evaluating.** What physical activities might someone who does not enjoy formal group exercise participate in to obtain the benefits of both aerobic exercise and anaerobic exercise?
3. **Synthesizing.** Develop a physical activity program that includes all areas shown in the Physical Activity Pyramid in Figure 4.3 on page 88.
4. **Explaining.** Why is it important to be alert to the surrounding environment when playing a sport?
5. **Applying.** What strategies would an experienced skier use to prevent illness and accidental injury while skiing?

Standardized Test Practice



Read the passage below and then answer the questions.

(1) Rashab tucked his head down and pumped harder. (2) It had been a tough race so far, but he fought any feeling of tiredness. (3) The three leading riders were not as far away as they had been a moment ago. (4) With luck they were the ones feeling tired, not him. (5) They were all approaching the last two miles of the race, a slow incline, followed by a curve, then a straight run to the finish line. (6) He moved down a gear, pushed harder, and decided not to waste any more time checking positions. (7) He passes one competitor without even looking at him, concentrating instead on keeping a smooth and even pace. (8) He thought about how he would feel if he lost. (9) Half a mile left and there were still two riders ahead. (10) "I can go faster than this," he thought. (11) He clenched his teeth, dug down deep for the

strength and forced himself to increase the pace. (12) He passed one rider. (13) Concentrating, willing himself to victory, he passed the third and last competitor and crossed the finish line. (14) A winner.

1. What is the most effective way to improve the unity of the passage?
 - A Delete sentence 10.
 - B Delete sentence 8.
 - C Delete sentence 14.
 - D Make no change.
2. What change should be made to sentence 7?
 - A Change *passes* to *passed*.
 - B Delete the comma after him.
 - C Change *concentrating* to *concentration*.
 - D Make no change.
3. Write a paragraph describing Rashab's feelings and actions now that the race is over.

Chapter 1

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. What is health? Why is good health important?

2. Give examples that show why health is dynamic.

3. What is wellness? How is it achieved?

4. List lifestyle factors that promote good health.

Study Guide, Chapter 1 *(Continued)*

5. Define *prevention* and give two examples of behaviors that help prevent illness or injury.

6. Compare and contrast health education and health literacy.

7. Describe *Healthy People 2010*.

Lesson 2

8. Name the three elements of health in the health triangle.

9. What is physical health? Mental/emotional health? Social health?

Study Guide, Chapter 1 *(Continued)*

10. Define *heredity* and explain how it influences health.

11. Distinguish between your physical and social environments. Provide an example of a factor in each type of environment.

12. How are attitude and behavior related to health?

13. Give examples to show how technology can lead to better health.

Study Guide, Chapter 1 *(Continued)***Lesson 3**

14. List six categories of teen risk behaviors that have negative effects on health.

15. Use an example to explain cumulative risks.

16. What is abstinence? Identify risk behaviors that are best avoided by practicing abstinence.

CHAPTER 2. Sport as Social Institution

LESSON 2.1. The Nature of Sport

I. LEAD-IN EXERCISES

Exercise 1. Answer the following questions.

1. Why is sport an important indicator of social development?
2. What values does sport develop regarding socialization?
3. What is your national system of sport like?

* Scan the section review on page 61, provide alternative definitions of sport.

Exercise 2. Study the active vocabulary, translate into Ukrainian.

Word	Translation	Word	Translation
physical performance		life-saving	
recognized institution		emerge	
attachment		gallantry	
achievement		integrity	
to make inroads		coolness	
sport subculture		requirement	

Exercise 3. Match the columns to get the right definitions:

No.	Term		Definition
1.	Sport	A	a group with distinct roles, values, norms, and beliefs that is organized around a sport activity
2.	Sport subculture	B	is the study of the relationship between sports and society.
3.	Social institution	C	a set of competitive activities in which winners and losers are determined by physical performance within a set of established rules
4.	Sports sociology	D	is a complex, integrated set of social norms organized around the preservation of a basic societal value.
5.	Sport as a social institution	E	is characterized by the same characteristics that distinguish modern industrial society.

Exercise 4. Match the collocations, matching phrases from the first and second lines:

competitive	attachment	dangerous	strictly	human	winners	subculture of	cultural
sport	and losers	beings	activities	to society	differences	subordinated	violence

Exercise 5. Read advice concerning your healthful lifestyle, fill in the missing words.

belonging, fulfill, activity, precisely, opportunities

1. Institutions _____ certain basic needs and reflect the most important aspects of a society.
2. Members must feel that _____ to the society is an important part of who they are.
3. These subcultures are organized around a sport _____.
4. Failing to take risks leads to lost _____.
5. The territory for competitions is _____ defined, and formal rules are employed.

Exercise 6. Read and translate the text. Do the POST-TEXT EXERCISES.

Section

1

The Nature of Sport

Key Terms

- sport
- sport subculture

Section Preview

As a social institution, sport fulfills some important societal needs. One of these is helping individuals identify with other members of society. Sport subcultures have developed around both team and individual sports. For this reason, sport is a reflection of society.

sport
a set of competitive activities in which winners and losers are determined by physical performance within a set of established rules

A Definition of Sport

For most people, sport consists of certain leisure activities, exercise, and spectator events. It is actually more complex than that. Sociologists define **sport** as a set of competitive activities in which winners and losers are determined by physical performance within a set of established rules. While sport is an important aspect of recreation, many forms of recreation do not involve sport. Sport sociologist Jay J. Coakley (1998) sees a spontaneous race between two skiers as more of a contest than a sport. Although a contest between skiers involves physical activity and competition, it does not involve definite rules or standardized conditions.



Sport as a Social Institution

Institutions fulfill certain basic needs and reflect the most important aspects of a society. The five most commonly recognized social institutions have been examined in preceding chapters: family, education, government, economic systems, and religion. Although these social institutions take different forms in different societies, they appear in every society because they fulfill needs common to all societies.





Sport teaches basic values and aids in socialization.

Because societies have additional needs, there are additional social institutions. Sport is one of these. Sport teaches some of the basic values of society. It also promotes attachment to society. For example, a society requires that its members identify with it. Members must feel that belonging to the society is an important part of who they are. Sport aids in this identification of self with society.

Chariot racing in ancient Rome is a clear illustration of this social identification. Athletes would risk their lives in this dangerous sport in part to reflect their self-identification as Romans.

The individual, even when free, did not belong to himself; he was strictly subordinated to the city. His life, his death, were only episodes in the history of the group. To confront death was not an act of exceptional heroism; it was the normal way of proving oneself a Roman (Auguet, 1972:198).



Sport, Culture and Society

Sport plays a central role in American society in part because it reflects the culture's emphasis on achievement.

People who visit the United States from other countries are often amazed at the extent to which competition [in sport] is used to distribute rewards and evaluate the work of human beings (Coakley, 1998:82).

Unit 4 Social Institutions



The prevailing American view of sport is the one reportedly expressed by the late Vince Lombardi, coach of the Green Bay Packers of the National Football League during the 1960s: “Winning is not everything. It is the only thing.” For the most part, sport continues to be dominated by achievement-oriented values.

Sport reflects society, so it is not surprising that males dominate the sports world just as they do many other aspects of American society. Females are second to men overall in power, income, and job opportunities in sports just as they are in business, education, medicine, and law (Eitzen, 1999).

Some progress toward equality is being made, however, especially on the college level. The Virginia Tech and Louisiana Tech women’s basketball teams, for example, are currently drawing more fans than the men’s teams. Women are making inroads in professional tennis and golf, and a women’s professional basketball league has been formed. The place of women in athletics was given a healthy boost when Mia Hamm and her teammates captured the 1999 World Cup in soccer. But equality of opportunity for women in sports is a distant goal, not one that is just around the corner.

As women’s place in American society changes, their place in sport also changes. Until only a few years ago, Virginia Tech basketball standout Amy Wetzel and World Cup soccer star Mia Hamm could only dream of a sport spotlight.



Another Time

Racing in Rome

The chariot races of the Roman Empire, made famous in America by the movie *Ben Hur*, involved considerable skill and courage. Charioteers delivered the violence required to please the crowd.

At the end of a race, the charioteers drove abreast, wheel against wheel, for the whole length of the track, whipping their horses madly to gain the half-length which might assure their victory. At this point skill turned into pure violence; each charioteer was no longer content merely to hamper his adversary but took the risk of overturning him by driving his chariot against him in order to break its axle, or of destroying him by whipping his horses into the rear of his chariot. To ward off his maneuver the charioteer so threatened no longer leaned forward but literally “hung on the necks of his horses.” He had no need to turn round to see what was happening. He could already feel the breath of his pursuers and the rhythmic shock of their hooves shaking the back of his chariot. A few seconds later, if he had not succeeded in gaining a little ground, there would no longer be either rival, chariot or team, but only an amorphous mass littering the middle of the track.

It was the most spectacular and most popular of all the events of the circus; so much that charioteers did their utmost to involve their rivals in this maneuver in front of the imperial box. For a Roman it summed up all the poetry of the circus; with a sharp, dry crack the fragile box carrying a

man was reduced to powder at full speed; the overheated axle collapsed and splinters flew in all directions; the horses crashed into the sand head over heels in a clutter of straps or, seized with panic, broke away from the harness which held them. Before the final catastrophe, the charioteer had to draw the dagger at his waist and cut the reins which, wound about him, bound him to his team; if he succeeded in doing this he had a chance of emerging from the wreck merely bruised, his body full of splinters. But sometimes he was pitched out head first by the violence of the impact. Then he had no time for this simple act and, if the horses did not fall, was dragged across the circus. As he wore nothing but a tunic held by a set of straps across the chest, his only protection was a leather helmet, insufficient to save his life in such circumstances. But the aggressor did not always emerge unscathed; at the moment of impact his horses reared up and came down again with their forefeet between the spokes of the wheel of the damaged chariot which was turning in the air; they crashed down, their bones broken, whinnying with pain, and the charioteer, halted in full career, ran the same risks as his rival.

Source: Roland Auguet, *Cruelty and Civilization: The Roman Games* (London: George Allen and Unwin Ltd., 1972), pp. 131–132. Reprinted by permission.

Thinking It Over

Some athletes today engage in “extreme sports” such as sky surfing, street luge, and snowboarding. The criteria for an extreme sport is that it is nonmotorized; has a sanctioning body; is deemed as extreme or unusual; and requires learned skills, conditioning, and practice. Do you think chariot racing of ancient Rome is similar to the extreme sports of today? Why or why not?



Sport Subcultures

sport subculture
a group with distinct roles, values, norms, and beliefs that is organized around a sport activity

The relationship between sport, society, and culture can also be seen in *sport subcultures*. A **sport subculture** is a group within the larger context of sport that has some of its own distinct roles, values, norms. These subcultures are organized around a sport activity and beliefs vary widely. Sociologist Michael Smith (1979) wanted to know if violence among hockey players is due to involvement in a “subculture of violence.” In this kind of subculture, violence is the expected response to a perceived challenge or insult—a jostle, a glance, a derogatory remark. Following this norm is essential in acquiring and maintaining honor, especially when challenges are associated with masculinity.

Smith found that hockey players favor violence more than nonplayers. Because of the expectations of coaches and teammates, many hockey players act violently during games. In fact, players criticize teammates who aren't violent. As one National Hockey League player put it:

I don't think that there's anything wrong with guys getting excited in a game and squaring off and throwing a few punches. That's just part of the game. It always has been. And you know if you tried to eliminate it, you wouldn't have hockey any more. You look at hockey from the time it was begun, guys gets excited and just fight, and it's always been like that (Eitzen, 1996:165).

Kent Pearson (1981) researched subcultures involving water-related sports in Australia and New Zealand. He found major cultural differences between surfboard riders and surf lifesavers. Surfboard riders avoid formal organizations, work with loose and flexible definitions of the territory in which their

sport will occur, place a heavy emphasis on physical prowess and individualism, and generally oppose the larger society. In contrast, surf lifesaving clubs are highly organized entities that stage competitions involving swimming, boating, and lifesaving. The territory for such competitions is precisely defined, and formal rules are employed.

Even in nonteam sports, subcultures emerge. Thoroughbred jockeys have developed a subculture with a strong emphasis on displaying dignity, maintaining integrity, and remaining cool. The ideal within the subculture of jockeys is a fiery animal with a cool rider.

The cool jockey can wait patiently with a horse in a pocket and get through on the inside, risking the possibility that there will be no opening. Coolness is waiting far back in the pack, risking the possibility that his horse will not “get up” in time. Coolness is sparing the whip on a front-running horse when another animal has pressed into the lead, risking the possibility that once his horse is passed he will not get started again. All these activities are taken by observers as instances of a jockey's character. In short, moral character is coolness in risky situations (Scott, 1981:146–147).



According to sport sociologists, violence in a sport like hockey persists because it is part of a subculture. Do you think some sport subcultures encourage violence?



What values are at the center of the unique jockey subculture?

Jockeys take such chances partly because their subculture requires it. Jockeys who fail to display gallantry, integrity, and coolness—qualities expected of them by horse owners, trainers, and other jockeys—do not receive their choice of horses and therefore win few races. Failing to take risks leads to lost opportunities.

Section 1 Assessment

1. Do you agree that in order for an activity to be a sport, it should include a defined set of rules? Why or why not?
2. Which of the following is *not* an example of sport?
 - a. a baseball game between two major league teams
 - b. a baseball game between two minor league teams
 - c. a spontaneous race between two cyclists
 - d. a swim meet involving amateur athletes

Critical Thinking

3. **Analyzing Information** Think about sports in your school. How is the cultural value of achievement reflected in the behavior of athletes, peers, teachers, and parents? Give some specific examples.



There are several differences between a football game and a revolution. For one thing, a football game usually lasts longer and the participants wear uniforms. Also, there are more injuries at a football game.

Alfred Hitchcock
director and producer



Tech Trends

Mass Media and Sports



Some critics fear that the mass media and entertainment promoters are ruining the integrity of sport in America.

Sport fulfills two functions. It teaches some of the basic values of society, and it promotes attachment to society. During televised sports events, the National Collegiate Athletic Association (NCAA) and the National Football League (NFL) regularly show student athletes and professional sports stars working with children and disadvantaged persons, behavior reflecting both of these functions.

How do we square this positive picture of sport with the “dark” side of sport that is continuously fed the public by the mass media? Much of the media coverage of modern sports now focuses on the bad, tough-guy image of athletes, coaches, and owners. Not only is “winning the only thing,” as Vince Lombardi, legendary coach of the Green Bay Packers, said. Now, the winners are expected to have an attitude.

Dennis Rodman, a forward in the National Basketball Association (NBA), gained fame from media coverage of his cross-dressing and physical assaults. Roberto Alomar achieved negative recognition when he spat on an umpire during the 1997 baseball season.

And these are the “respectable” sports! The newer sports on the mass-media horizon—Gladiator Sports, Roller Derby, Wrestle Mania—are going much farther. Look at the names of events that the World Wrestling Federation (WWF) has recently sponsored: “Road Rage Tour” and “War Zone.” Its biggest television draws include individuals with stage names such as “Vic Venom,” “Road Dog Jesse James,” “Bret ‘The Hit Man’ Hart,” and “The Undertaker.” Women have also achieved star status in WWF wrestling. Chyna, “the ninth wonder of the world,” and Jacqueline, two-time WWF Women’s Champion, draw as many fans as the men.

So, does mass-media sports coverage reflect basic social values and promote societal identification? Where is the coverage of teamwork, sportsmanship, and character development? Do we simply celebrate with the media the message of unrivaled competition and winning at any cost? At times, it appears the latter is the case, especially when everyday behavior seems to mirror the negative presentation of sport.

If you want to witness such behavior on a daily basis, attend most any children’s athletic contest. Be sure to watch players, parents, and coaches. In fact, when registering their children for a team, parents across America are now being required to pledge themselves to a code of good behavior.

Analyzing the Trends

1. Based on how they are presented in the media, would you analyze sports in America from the functionalist or the conflict theory perspective? What perspective do you believe is reflected in the media presentation of sports?
2. “Fake” wrestling is growing in popularity since it began being marketed as sports entertainment. In what ways is the role WWF wrestling plays in society similar to and different from the Roman chariot races?

II. POST-TEXT EXERCISES

Exercise 1. *Agree or disagree with the statements. Prove your point of view.*

1. Maintaining a high level of physical fitness gives a sense of total well-being and is an important lifelong health goal.
2. Sport consists of certain leisure activities, exercise, and spectator events.
3. Sport as a set of any activities in which winners and losers are determined by physical performance within a set of established rules.
4. Many forms of recreation do not involve sport.
5. The five most commonly recognized social institutions are family, friends, economic systems, religion, and entertainment .
6. A society not always requires that its members identify with it.
7. Sport reflects the culture's emphasis on achievement.
8. Following social norm is essential in acquiring and maintaining honour.

Exercise 2. *Answer the questions in the **Section 1 Assessment** on page 66.*

Exercise 3. *Read "Tech Trends" and discuss with your partner questions in the Section **Analyzing the Trends** on page 64.*

Exercise 4. *Analyse the chart below based on your personal experience. Provide relevant examples and explanations.*



Exercise 5. *Based on the information above make a short presentation to your partner on how sport reflects society and its development. Include one of the following aspects:*

- The difference in attitude to sport in the past and nowadays, its effect on sport sphere;
- Cultural traditions that effect choices of sports and games;
- Sport as social subculture, its rules and members.
- Mass media, in particular, social media role in formation of sport as social institution.

* *Use active vocabulary from the **PRE-TEXT EXERCISES**.*



* **ARTICLE Rendering.** , p. 67.

Name

Date _____ Class _____

Activity 1

Lesson 2.1. The Nature of sport

Sport as Social Institution

Discuss the issues. Provide examples.

1. What are the tools that sociologists use to study sport (and society)?

2. Is sport a way out of poverty?

3. Should college athletes be paid?

4. Is sport a bastion for racism?

5. Why does the end of a sporting career affect one's identity so dramatically?

6. What does it mean to be a "man" in sport?

7. Does sport build community?

LESSON 2.2. Theoretical Perspectives of Sport

I. LEAD-IN EXERCISES

Exercise 1. Answer the following questions.

1. What are some paradoxes you know in sport?
2. What are the main social functions of sport?
3. Is sport mainly about achievements?
* Study the picture on page 71, explain how sport mirrors society.

Exercise 2. Study the active vocabulary, translate into Ukrainian.

Word	Translation	Word	Translation
implication		disturbing	
contradiction		sportsmanship	
functionalists		illegitimate	
exposure		adolescent	
to get tough		evidence	
self-sacrifice		inequality	

Exercise 3. Match the columns to get the right definitions:

No.	Term		Definition
1.	Paradox	A	is a person's sense of who they are based on their group membership(s)
2.	Functionalism	B	is defined as the accomplishment of an aim or purpose.
3.	Social identity	C	is a theory that society is in a state of perpetual conflict because of competition for limited resources.
4.	Success	D	is the theory that all aspects of a society serve a function and are necessary for the survival of that society.
5.	Conflict theory	E	is the coexistence of two seemingly opposed or contradictory views.
6.	Symbolic interactionism	F	the view of social behaviour that emphasizes linguistic or gestural communication and its subjective understanding

Exercise 4. Match the collocations, matching phrases from the first and second lines:

work	hard work	long-standing	negative	a team	global	social	major
member	consequences	smoothly	prestige	concerns	rivalry	and discipline	integration

Exercise 5. Read advice concerning your healthful lifestyle, fill in the missing words.

contributes, self-sacrifice, organizations, interactionists, society

1. Games prepare participating athletes for work in _____.
2. The hard work, discipline, and _____ demanded by team sports become part of an athlete's value system.
3. Symbolic _____ are concerned with the symbols of sports.
4. Symbolic interactionism _____ greatly to understanding the socialization process in sport.
5. Symbolic interactionism does not address the functions of sport in society.

Exercise 6. Read and translate the text. Do the POST-TEXT EXERCISES.

Section 2

Theoretical Perspectives and Sport

Culture and Sport

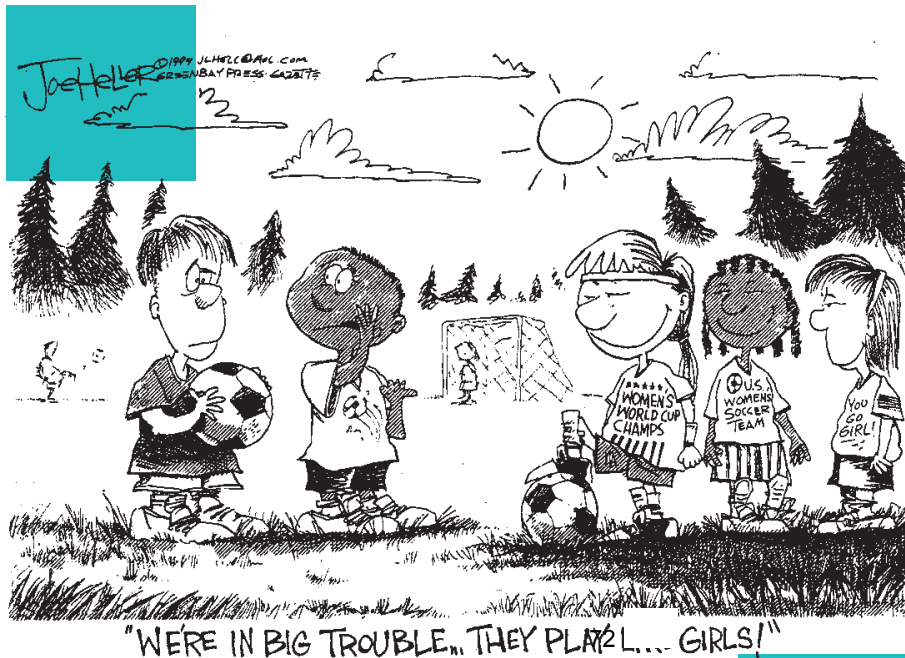
Sport is a major social activity through which culture is created and reinforced. As noted earlier, sociologists recognize this important aspect of sport.

American sport embodies American values—striving for excellence, winning, individual and team competition, and materialism. Parents want their children to participate in sport because participation teaches them the basic values of American society and builds character (Eitzen, 1999:3).

Although sociologists agree that sport mirrors society, and that the relationship is complex, they disagree over the social implications of sport. Sport sociologist Stanley Eitzen has written a book on the paradoxes, or contradictions, of sport in America. (See Figure 15.1 on page 504.) Functionalists, who tend to concentrate on the benefits of sport, are represented in Eitzen's book. So are conflict theorists, who see a social downside to sport. Symbolic interactionists focus on personal meanings derived from sport.

Section Preview

Functionalists see sport positively, as a means for socializing young people, promoting social integration, providing a release for tensions, and developing sound character. Conflict theorists believe that organized sports can be harmful to character development. Symbolic interactionists focus on the self-concepts and relationships developed through sport activities.



Sport has long been an important basis for stratification in high schools.

CONTENTS

Figure 15.1 Sport Paradoxes

Stanley Eitzen, a highly respected sport sociologist, argues that sport is inherently contradictory (Eitzen, 1999). Here are a few of the paradoxes Eitzen identifies. Do you agree with Eitzen that these paradoxes exist?

Social Integration

- Sport can unite different social classes and racial/ethnic groups
but
- sport can heighten barriers that separate groups.

Fair Play

- Sport promotes fair play by teaching the importance of following the rules
but
- sport's emphasis on winning tempts people to cheat.

Physical Fitness

- Sport promotes muscle strength, weight control, endurance, and coordination
but
- sport can lead to the use of steroids and other drugs, excessive weight loss or gain, and injuries.

Academics

- Sport contributes to higher education through scholarships and fund raising
but
- sport takes money away from academics and emphasizes athletic performance over learning and graduation.

Social Mobility

- Sport allows athletes who might otherwise not attend college to obtain an education
but
- only a few can achieve the promise of fame and wealth in the professional ranks.

Source: D. Stanley Eitzen, *Fair and Foul* (Lanham, MD: Rowman & Littlefield Publishers, Inc. 1999), pp. 4–7.

Functionalism

How do functionalists view the role of sport in society? Functionalists think sport is important primarily because it helps society work more smoothly. It does this by performing the following functions (Eitzen and Sage, 1997).

- ❖ *Sport teaches basic beliefs, norms, and values.* Sport readies us for adult roles. Games, for instance, prepare participating athletes for work in organizations. Young people who are exposed to competitive sport become more achievement motivated than those who are not. And the earlier the exposure occurs, the higher the orientation towards achievement. This is important because achievement-motivation is essential to productivity in the modern economy.
- ❖ *Sport promotes a sense of social identification.* A team binds people to their community and nation. Clevelanders are united in their love of the Browns, Indians, and Cavaliers. Around midcentury, the United States at times seemed to be divided into Dodger and Yankee fans. The Atlanta Braves are trying to be “America’s team.” Higher social integration results.



Cleveland Browns fans identified so strongly with their city's football team that the city brought suit to keep the team name and colors from leaving town.

- ❖ *Sport offers a safe release of aggressive feelings generated by the frustrations, anxieties, and strains of modern life.* It is socially acceptable to yell and scream for an athletic team. Similar behavior directed at a teacher, principal, parent, or employer can have negative consequences.
- ❖ *Sport encourages the development of character.* Coaches, school officials, and parents often draw a parallel between sport and “life.” “When the going gets tough, the tough get going” is a sentiment expressed in most locker rooms. The hard work, discipline, and self-sacrifice demanded by team sports become part of an athlete’s value system.

What are the social dysfunctions of sport? Functionalists have identified some drawbacks to sport. Because sport reflects society, it draws on achievement-oriented values that can be intensified to an extreme degree (Kohn, 1992). When achievement and winning come to be seen as the primary goals of sport, any method of winning—including violence and cheating—may be encouraged.

We need not look far to see examples of violence in sport. Coaches and fans expect athletes to place their physical well-being on the line. Players in many sports are expected to resort to violence. In high school football, aggressive behavior is defended as preparation for “real-life” competition. Pressures are intensified at the professional level, where many sports have developed the informal role of *enforcer*—a team member whose major responsibility is to intimidate, provoke, and even injure opponents (Coakley, 1998). Boston Bruins hockey player Marty McSorley used his hockey stick to deliver a vicious blindside slash to the head of opposing player Donald

“
You give 100 percent in the first half of the game, and if that isn’t enough in the second half you give what’s left.
”

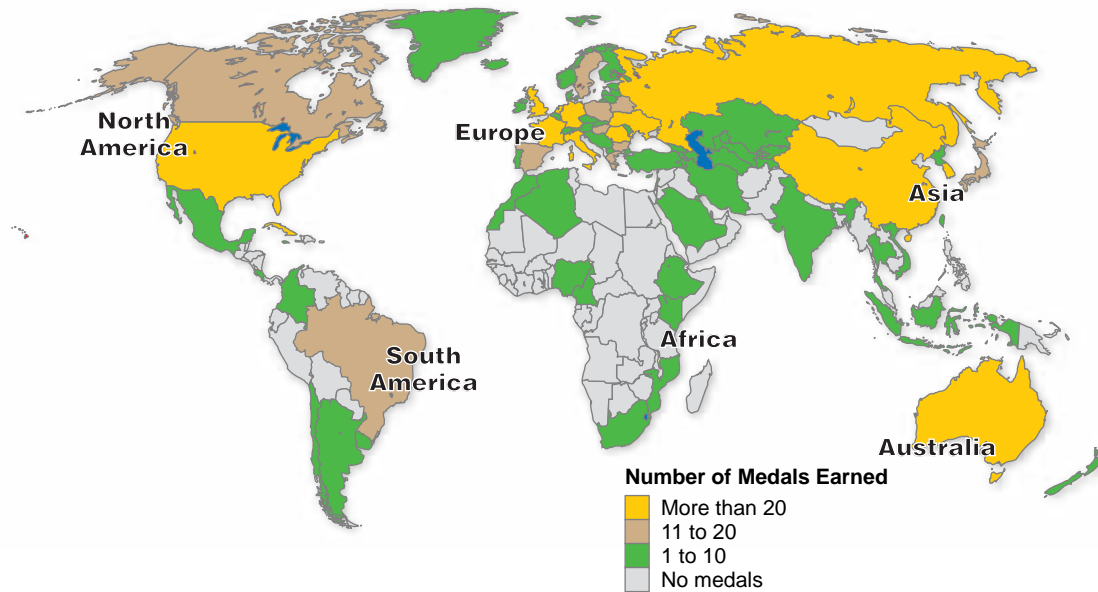
Yogi Berra
baseball coach

World View



Olympic Success

Sport also plays an important role in today's global society. For some time, the winning of Olympic medals has been a source of regional and global prestige. This map shows the number of medals earned by each country in the 2000 Summer Olympic Games.



Interpreting the Map

1. Why do you think there is such wide variation in the number of Olympic medals earned?
2. Do the Olympics illustrate a connection between sport and politics? Explain.

Source: Orbital Decisions, <http://www.orbital.co.za/text/sydney2000/medals.htm>.

Brashear in February of 2000. The attack was the culmination of a game marked by injuries and was the result of the long-standing rivalry between two “top enforcers.”

Cheating may not be as easy as violent behavior to identify, but is often present, nonetheless. Cheating was no doubt involved when American Olympic skater Nancy Kerrigan was struck on the right leg with a metal rod by an assailant later linked to her competitor, Tonya Harding. In 2000, the Atlanta Braves were penalized for signing a player before his sixteenth birthday. They had followed the precedent of the Los Angeles Dodgers in 1999. Cheating can even extend beyond players, as when a Utah state committee used illegal inducements to attract the 2002 Winter Olympics.

Conflict Theory

Some sociologists have raised disturbing questions about the effects of sport on society. These questions are best understood through the conflict perspective. Conflict theorists are interested in who has the power and how elites use power to satisfy their own interests. To conflict theorists, sport is a social institution in which the most powerful oppress, manipulate, coerce, and exploit others. Conflict theorists highlight the ways in which sport mirrors the unequal distribution of power and money in society. They also emphasize the role of sport in maintaining inequality (Leonard, 1998).

While functionalists see sport as contributing to the unification of society, conflict theorists do not. While people from all major segments of a community or society may join in cheering for the same team, their union is only temporary.

When the game is over, the enthusiasm dies, the solidarity runs short, and disharmony in other relations reasserts itself. Much as one hour a week cannot answer to the religious impulse, one game a week cannot answer to the solidarity needs of a racist, sexist, or elitist society (Young, 1986).

Basic social class divisions, in other words, will continue to exist and to affect social relationships in a community even if the local team has just won the World Series or the Super Bowl.

The contribution sport makes in forming good character is also questioned by conflict theorists. Among college athletes, studies have shown that the degree of sportsmanship apparently declines as athletes become more involved in the sports system. As sociologist Stanley Eitzen (1993a) notes, nonscholarship athletes display greater sportsmanship than those with athletic scholarships, and those who have not earned letters exhibit more sportsmanship than letter winners.

Conflict theorists can point to any number of past and present scandals in both the college and professional ranks. Americans are constantly reading in the sports section of the daily newspaper about athletes, from high school to the professional level, who are taking drugs, cheating in school, or accepting illegitimate cash “gifts.” One university after another is being investigated and penalized by the National Collegiate Athletic Association. Coaches as well as players are involved in misconduct.

Athletes may use performance-enhancing drugs such as steroids and amphetamines to achieve a “competitive edge.” . . . Big-time college coaches in their zeal to win have been found guilty of exploiting athletes, falsifying transcripts, providing illegal payments, hiring surrogate test takers, paying athletes for nonexistent summer jobs, and illegally using government Pell grants and work study monies for athletes. So much, I would argue, for the myth that “sport builds character” (Eitzen, 1996:189).



In some cultures, sport is so important lives may depend on it. In 1994, Colombian soccer player Andres Escobar was gunned down, apparently for scoring against his own team in the World Cup soccer match against the U.S. (Colombia lost, 2-1.)

Symbolic Interactionism

Symbolic interactionism also contributes to our understanding of sport as a social institution. This theoretical perspective concentrates on personal meanings, social relationships, and self-identity processes. Symbolic interactionists are concerned with the symbols of sports. The meanings and interpretations of these symbols are important because they affect the self-concepts, as well as the relationships, of those involved.

The social context of Little League baseball illustrates this perspective. For three years, Gary Alan Fine (1987) studied American adolescent suburban males who played Little League baseball. He discovered and documented a variety of ways in which the boys assigned meanings to their team activities. In addition, he described how these meanings and interpretations influenced the boys' social interactions and affected their self-definitions.

What were these meanings? Much of the activity of coaches and parents centered on teaching the rules of the game and teaching values, such as team play, hard work, fair play, competition, and winning. But these ten- to twelve-year-old boys formed their own interpretations of these messages. The boys misinterpreted the adult values of hard work, competition, and so forth as the “masculine” values of dominance, “toughness,” and risky behavior.

How were social interaction and self-concepts affected? In the first place, the boys' behavior convinced coaches and parents that the youngsters understood and accepted their values. For example, the aggressive behavior that the boys considered as evidence of their masculinity was seen by the coaches and parents as evidence of “hustle,” dedication to competition, and the desire to win. The boys were praised for this behavior, which encouraged them to continue it. “Weaker” peers, younger children, and girls in general frequently experienced the disdain of these Little Leaguers. This disrespect often led to a loss of self-esteem for children who suffered the brunt of the Little Leaguers' scorn.

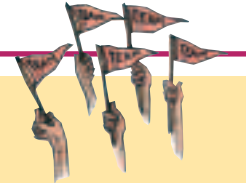


This young boy might be misinterpreting what his coach is trying to teach him about sportsmanship.

Figure 15.2 Focus on Theoretical Perspectives

Social Effects of Sport. This table illustrates how each theoretical perspective might study an issue involving sport. For each assumption, provide a specific example from your own experience or from a team you follow.

Theoretical Perspective	Concept	Assumption
Functionalism	Social integration	Athletic teams promote togetherness and belonging in a community.
Conflict Theory	Social conflict	Deep social conflict exists within a community and persists despite widespread attachment to athletic teams.
Symbolic Interactionism	Social concept	Participation in a team sport may promote or harm self-esteem depending upon factors such as emphasis on winning and fair play.



What are some limitations of each perspective? The functionalist perspective makes important points regarding the positive and negative role of sport in society. Its critics, however, contend that many sports have become so closely tied to elite interests that they contribute more to private profit than to the general well-being of society. To investigate this point, the conflict perspective concentrates on some major concerns of sport, such as racism and sexism (discussed in the next section). On the other hand, conflict theorists tend to overlook the positive contributions of sport to society. They are accused of placing too much emphasis on the extent to which sport is manipulated and controlled by the elite. Their critics also claim that conflict theorists underestimate the character-building benefit of team sports. Symbolic interactionism contributes greatly to understanding the socialization process in sport. But, because it concentrates on social interaction, it fails to include the broader social and cultural context. For example, symbolic interactionism does not address the functions of sport in society or explore sport within the context of power and social inequality.

“ [Knut] Rockne wanted nothing but “bad losers.” Good losers get into the habit of losing.

George E. Allen
American raconteur

”

Section 2 Assessment

1. What is the relationship between sport and achievement-oriented values?
2. Name three roles that sport plays in society, according to functionalists.
3. Summarize in one sentence the overall attitude of the conflict perspective toward sport.

Critical Thinking

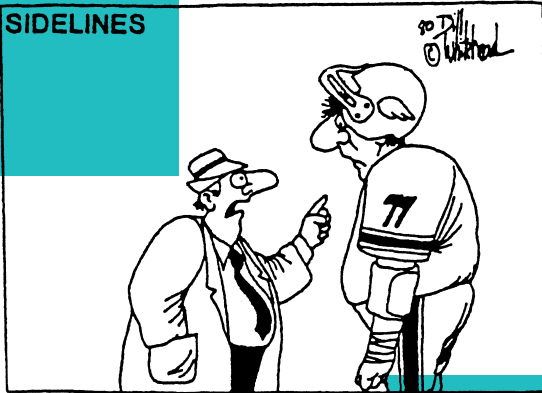
4. **Finding the Main Idea** Has your self-concept been affected by sports? Explain the effects from the symbolic interactionist viewpoint.



Focus on Research

Case Study: Tough Guys, Wimps, and Weenies

SIDELINES



“When are you gonna learn when it’s necessary to use unnecessary roughness?”

Remember Donna Eder’s study of middle-school stratification? (See pages 66–67.) She also researched the nature of middle-school sports. Using the framework of symbolic interactionism, Eder assumes that the social world of teenagers is constructed through interaction with others. Thus, everyday exchanges—insults, greetings, gossip—give teenagers a sense of their social world.

Middle-school coaches accented the value of toughness. In the world of athletics, having a “mean” attitude is masculine, and being nice is effeminate. Wrestlers, for example, were told to make opponents “suffer.” Football coaches did not tolerate fighting off the field, but as a means to handle conflict among athletes, these same coaches encouraged physical force on the field.

I said that I had heard that Coach Paulson wasn’t pleased with the way the team played. Walter and Carl both agreed. Walter [the team manager] said that the team didn’t hit like they should have and that made the coach mad. Carl said, “Yeah, but I really socked that guy. Man, I threw him down on the concrete. Did you hear Coach James yelling, “Way to go, Orville”?” (Eder, 1995:62)

Evidence of weakness was greeted by derogatory names like “wuss,” “wimp,” and “girl.” Ritual insults promoted stereotypically masculine behavior, particularly among higher-status boys. Stories of physical force in sports were repeated with pride. Even soccer players bragged about kicking opponents in the shins or throwing a ball into an opponent’s face.

The most forcefully combative boys were the most respected. Although the coaches tried to curb physical violence outside of games and matches, many players considered fighting an appropriate way to handle all peer conflicts.

[The] importance of being tough extended to behavior off the playing field as well as on it. Boys were continually challenged to develop more aspects of toughness, including the ability to deny pain and suppress feelings as well as respond combatively to verbal and physical attacks. Boys who rejected these messages were

sometimes subject to ridicule by girls as well as boys, showing the difficulty boys faced when trying to escape the pressures of being masculine within this school setting (Eder, 1995: 72).

Insult exchanges could be won by getting another boy to become angry. By losing his cool, the other boy lost his image of toughness. Some boys would insult another boy just to look good to others. An example is provided by one of the researcher's notes on Hank, the highest-status boy in the seventh grade, who had a reputation for verbal assault.

Hank does seem to enjoy conflict or competition on a one-on-one basis. A couple of times today he left the table just to go down and abuse some kid at the end of the table, calling him a pud, a squirt, or a wimp. Then he would come back and tell the group how the guy had done nothing when he had said this. Hank would get a big smile on his face and was really pleased (Eder, 1995: 73–74).

Insults and counter-insults delivered several messages. First, boys learned not to care about the feelings of others. Second, insulting, or even humiliating, their peers was a socially approved means of achieving or displaying higher status. Third, boys who humiliated low-status peers were rewarded with social recognition. This was true even if the target of ridicule was handicapped or overweight.



Future sociologists may study the effect that team sports plays on women's aggression.

Working with the Research

1. Do you think this study describes sports at your school? Explain.
2. Do female athletes treat each other differently from the way boys treat each other? Explain.



II. POST-TEXT EXERCISES

Exercise 1. Answer the questions in the **Section 1 Assessment** on page 79.

Exercise 2. Describe the following paradoxes in more detail. Prove your point of view.

PARADOXES	
<i>On the one hand</i>	<i>On the other hand</i>
Free play	Organised play
Diversification	Focus
Traditional	Fashionable
Specialization	Generalization
Change	Stability
Individual	Team
Flexibility	Commitment
Control	Empowerment
Risk	Control

The paradox of sports: It's good for you, yet it kills

Exercise 3. Read the Case Study and discuss with your partner questions in the Section **Focus on Research** on page 78.

Exercise 4. Analyse the chart below based on your personal experience. Provide relevant examples and explanations for each theory.



Six major social theories are used to study sports in society

- Functionalist theory
- Conflict theory
- Interactionist theory
- Critical theories
- Feminist theories
- Figural theory.

Exercise 5. Based on the information above make a short presentation to your partner on different social theories on sport. Include one of the following aspects:

- The founder/research group or a scholar that has developed a theory.
- The key concepts of the theory.
- Criticism/contradictions.
- Theory development over the time.

* Use active vocabulary from the **PRE-TEXT EXERCISES**.

Name

Date _____ Class _____

Activity 1

Lesson 2.2. Theoretical Perspectives of Sport

Ethical Issues in Sport

Discuss the issues. Provide examples.

1. Adidas and Manchester United deal: Is it ethical for a company to pay to have its logo on a certain team's jerseys?

2. Are famous athletes role models for youngsters?

3. Can sports athletes impact social change?

4. Are sport stars paid too much?

5. Are the Olympics important?

6. Are there too many rules on physicality in sports?

7. Do you think steroids should be allowed in the Olympic games?

8. Do you believe sports are as important as many countries make them out to be?

9. Is street fighting a sport?

10. Is hunting a sport?

11. Is sports better than the arts?

12. Is violence ever acceptable in sports?

13. Olympic volunteers quitting because of long hours and a lack of food.
Do organizations take advantage of volunteers?



Five Ways TO BOOST YOUR SELF-CONFIDENCE

1. ACCENTUATE THE POSITIVE

Remind yourself what you're good at—whether it's a talent like drawing or a personality trait such as being outgoing. This is a great way to ward off that nagging voice of negativity in your head, says Michael Riera, Ph.D., a psychologist in Berkeley, California. Make a list of your strengths and read it aloud every day until you really believe it.

2. REACH OUT When you feel overwhelmed by school, family, or social pressures, don't ride it out alone: Call a friend to calm your nerves. Don't make the mistake of thinking that asking for support is a sign of weakness. Checking in with someone who cares will make you feel less alone and better able to understand what's making you feel bad about yourself.

3. GIVE YOURSELF A PUSH

Challenging yourself to tackle uncomfortable situations can boost your self-esteem, no matter what the outcome. If you want to talk to your teacher about an extension on an assignment, don't imagine the 12,000 ways that it could go wrong. Instead, says Riera, "see yourself getting

through it. Then, even if the teacher says no, acknowledge that by giving it a try you succeeded."

4. HAVE A CHEERLEADING SQUAD

Find a "support network who believes in you," advises Riera, whether that includes friends, family, or a school guidance counselor, and lean on them when you're feeling insecure. They'll be able to see you—and your problems—more clearly than you can see yourself.

5. TRY, TRY AGAIN You may not reach all your goals the first time you go out for them, but by being realistic about your ambitions, you can pace yourself—and be proud of your improvements along the way. ■

TIME to THINK...

About Self-Esteem

Create a personal "to do" pamphlet. On each page, write one of the above tips. Write two ways that you can use each tip in your daily life. Draw an empty box next to each example, and add a check mark as you accomplish each one.

LESSON 2.3. Social Issues in Sport

I. LEAD-IN EXERCISES

Exercise 1. Answer the following questions.

1. Why is social mobility? Provide examples.
 2. Will it ever be possible to overcome sexism and racism?
 3. What are some bright examples of successful athletes that belong to social minority groups?
- * Study the picture on page 84, explain how sport mirrors current social values.

Exercise 2. Study the active vocabulary, translate into Ukrainian.

Word	Translation	Word	Translation
upward mobility		collegiate sport	
minorities		on average	
viewpoint		stacking	
mainstream		endorsement	
convincing		resign	
evidence		resistance	

Exercise 3. Match the columns to get the right definitions:

No.	Term		Definition
1.	Social mobility	A	is rising from a lower to a higher social class or status.
2.	Minority	B	is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age or sexual orientation.
3.	Upward mobility	C	is prejudice, stereotyping, or discrimination, typically against women, on the basis of gender.
4.	Discrimination	D	is a culturally, ethnically, or racially distinct group that coexists with but is subordinate to a more dominant group.
5.	Sexism	E	refers to the shift in an individual's social status from one status to another.

Exercise 4. Match the collocations, matching phrases from the first and second lines:

coaching	significant	resistance	administrative	average	to aspire	better	salary
salary	position	jog	and prestige	to sth.	educated	opportunity	minority

Exercise 5. Read advice concerning your healthful lifestyle, fill in the missing words.

decreasing, traditionally, ancient, important, escalator

1. Sport may be a social class _____ for minorities.
2. Discrimination might have _____ economic consequences.
3. The cultural roots of sexism date back at least as far as the _____ Greeks.
4. Stereotypes have _____ discouraged females from playing sports.
5. Although sexism in sports has been _____, women athletes continue to suffer from inequalities.

Exercise 6. Read and translate the text. Do the POST-TEXT EXERCISES.

Section

3

Social Issues in Sport

Key Term

- stacking

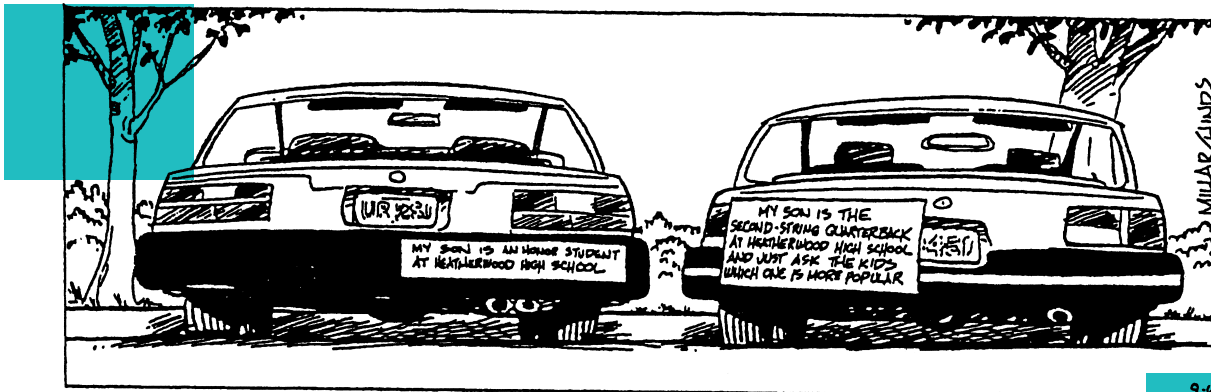
Section Preview

Sport contributes to upward mobility among collegiate athletes, but the opportunities are too few. Minorities still face discrimination in sport. Women in sport suffer from gender-based stereotypes. Intercollegiate female athletes do not receive treatment equal to the treatment received by males, although this situation is slowly improving.

Sport and Social Mobility

The autobiographies of star athletes often point to sport as their way out of poverty. One educator once predicted that “football would enable a whole generation of young men in the coal fields of Pennsylvania to turn their backs on the mines that employed their fathers” (Rudolph, 1962:378). Many athletes do use sport as a means out of their equivalent “coal fields,” and many minority members work their way out of poverty through sport. It is also true that the average salaries of professionals are very high (Leonard, 1998). Even so, let’s examine this alleged relationship between sport and social mobility.

Does sport really promote social mobility? Participating in sport increases the likelihood of improving a person’s place in the stratification structure. Whatever sport they play, college athletes tend to be better educated, earn more money, and have higher occupational prestige than their fathers. This is the very definition of upward social mobility. And in these terms, college athletes as a whole are more successful than college students who do not participate in sports (Leonard, 1998). Although this finding is meaningful, it has not settled the debate regarding how much sport promotes upward mobility for minorities.

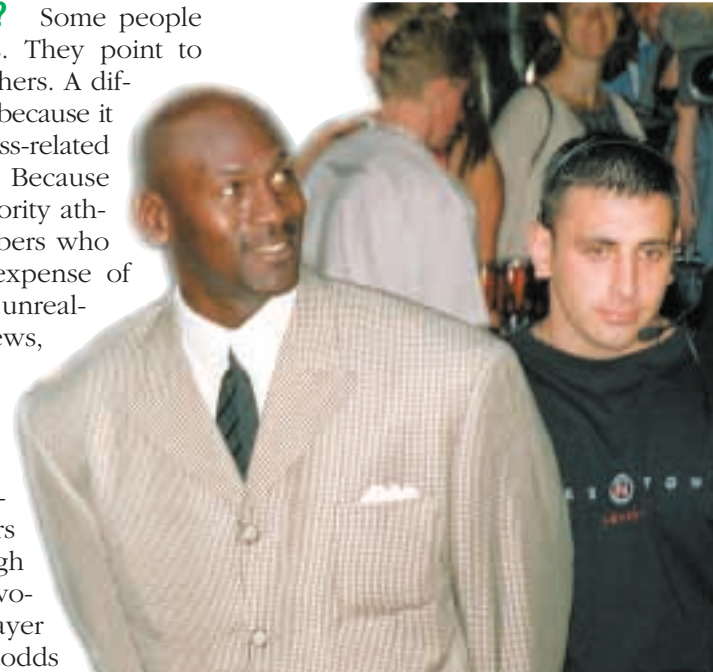


Sports have long been an important basis for stratification in high schools.

Does sport promote upward mobility for minorities? Some people argue that sport is a social class escalator for minorities. They point to Michael Jordan, Deion Sanders, and Sammy Sosa, among others. A different viewpoint argues that the emphasis on sport is harmful because it diverts attention away from learning the academic and business-related skills necessary for success in mainstream American society. Because of the lure of high salaries and prestige, many aspiring minority athletes fail to develop alternative career plans. Minority members who spend their youth sharpening their athletic skills at the expense of their general education will very likely be casualties of an unrealizable dream of wealth and glory (Lapchick and Matthews, 1999).

Some convincing evidence supports those who see sport as a barrier to upward mobility for minorities. Figure 15.3 shows that there are over one million high school football players. Just under 60,000 of these players become college football players. And 1,600 of these college players become professional players. Thus, the probability that a high school football player will make it to the pros is less than two-tenths of one percent. Similarly, a high school baseball player has a 0.2 percent chance of becoming a major leaguer. The odds are even worse for a high school basketball player, who has a 0.1 percent probability of making it to the National Basketball Association. Moreover, those who become professional athletes have short careers on the average: one to seven years for baseball players, four to six years for basketball players, and four and one-half years for football players.

Of course, this does not mean minority athletes should not enjoy the benefits of a collegiate sport. To be sure, some athletes have received good college educations who may otherwise not have had the chance. It does argue, however, that no high school athlete—minority or white, for that matter—should rely solely on sport as a ticket up the stratification structure.



The phenomenal success of Michael Jordan is frequently used to prove that sport is a path of upward mobility for minorities. Is Jordan a typical example?

	Number of Players in High School	Percentage Advancing from High School to College	Number of Players in College	Percentage Advancing from College to Professional Level	Number of Players at Professional Level	Percentage Advancing from High School to Professional Level
MALES						
Football	1,002,734	6%	57,593	3%	1,643	0.16%
Basketball	541,130	3%	15,874	2%	348	0.06%
Baseball	451,701	6%	25,938	3%	750	0.17%
Ice hockey	27,245	13%	3,647	18%	648	2.38%
Total	2,022,811	5%	103,052	3%	3,389	0.17%
FEMALES						
Basketball	451,600	3%	14,445	1%	132	0.03%
Golf	49,690	6%	3,108	2%	52	0.10%
Tennis	159,740	5%	8,314	2%	150	0.09%
Total	661,030	4%	25,867	1%	334	0.05%
Grand Total	2,683,841	5%	128,919	3%	3,723	0.14%

Figure 15.3 High School Athletes' Chances of Advancing to the Pros. *This table shows the slim chance that high school athletes have to play a professional sport. Does this surprise you?*

Sources: National Federation of State High School Associations, 1999–2000.

Unit 4 Social Institutions

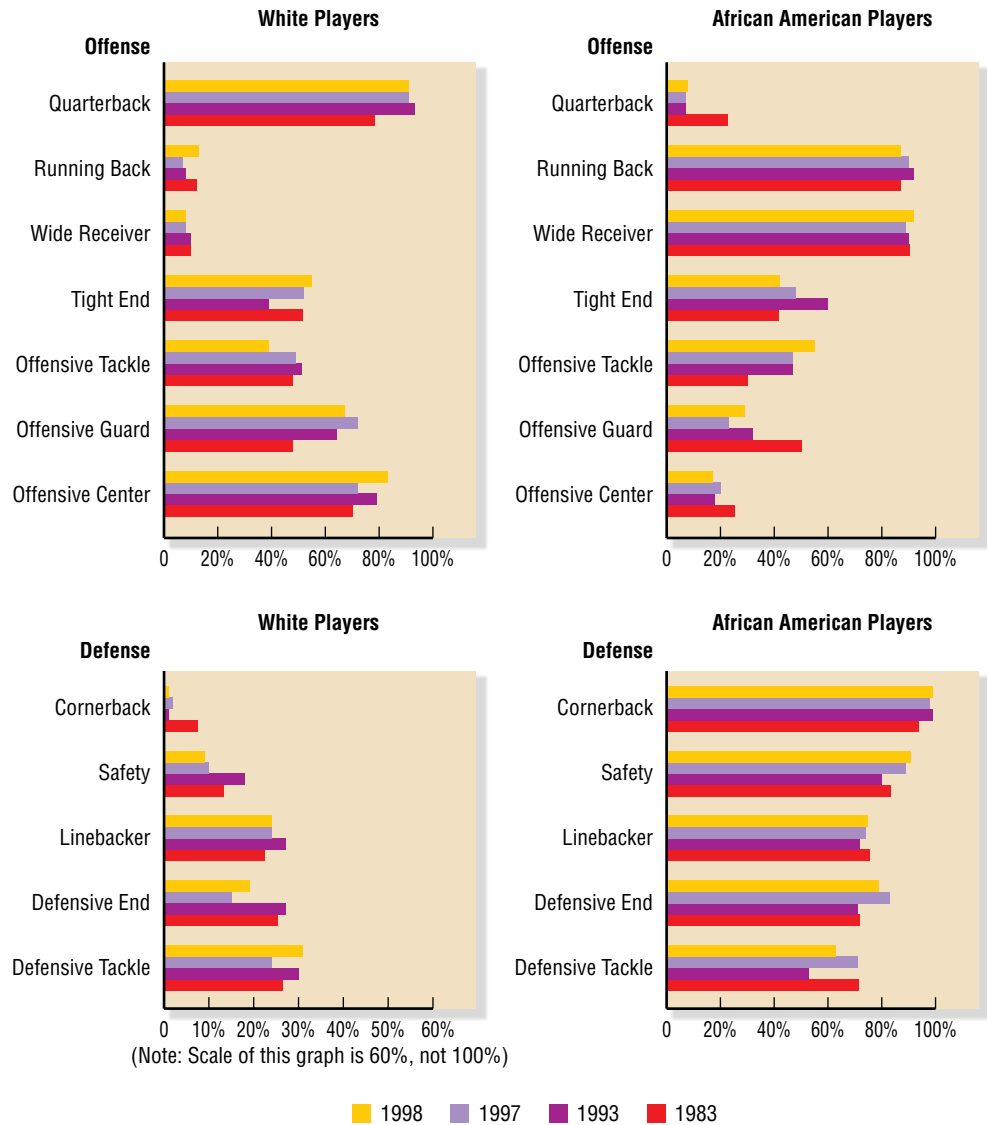


Figure 15.4 National Football League Positions, by Race. Do you think that these data support the presence of stacking in the NFL?

Source: Northeastern University, Center for the Study of Sport in Society, 2001.

Sport and Racism

stacking
assignment of players to less central positions on the basis of race or ethnicity

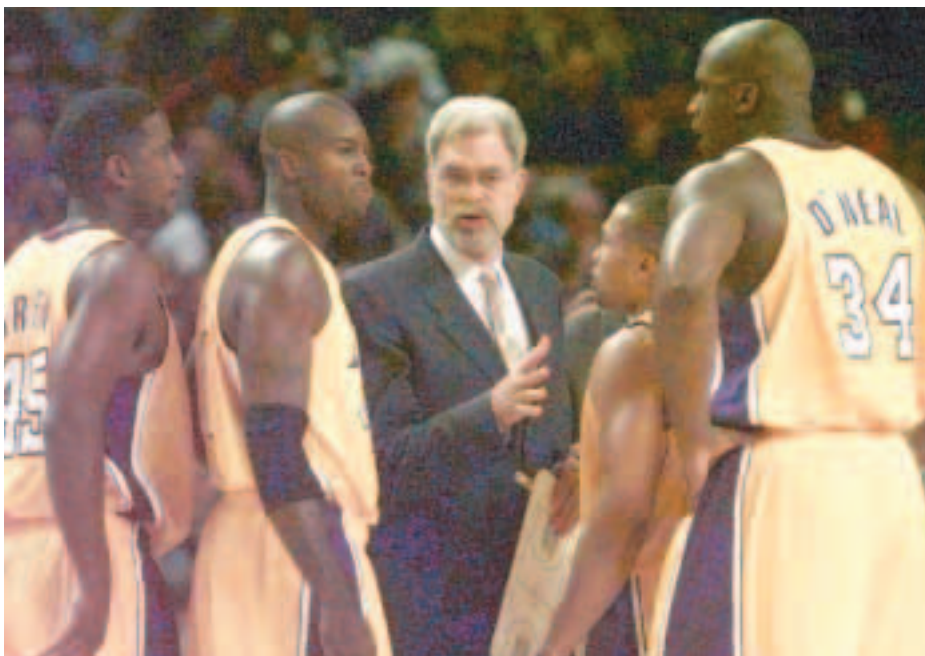
One sign of systematic discrimination shows up in what is called *stacking*. In **stacking**, players are assigned to less central positions on the basis of race or ethnicity. “Central” positions are those that involve leadership and decision-making responsibilities and thus offer a greater likelihood of influencing the outcome of the game. Historically, minorities have more often been assigned to positions requiring relatively little interaction and coordination with other players. In football, for example, African American quarterbacks are rare, while the proportions of African Americans in many defensive and other less central positions are high. (See Figure 15.4.)

Such discrimination has important economic consequences, because the positions occupied by most African Americans have high injury rates that cut careers short. Both salaries and pension benefits are reduced as a result.

Is there salary fairness in professional sports? Discrimination in salary at the professional level exists. African Americans in the major professional sports are, on the average, paid as much as or more than their white counterparts. It is only when level of performance is controlled that discrimination appears—African Americans have lower average salaries than whites for the same level of performance. In other words, African Americans must perform better than whites to avoid pay discrimination (Eitzen and Sage, 1997).

What other areas of discrimination have been found? Minority former athletes profit much less than their white colleagues from personal appearances and commercial endorsements. They also lose out in sports-related careers when their playing days are over. While approximately 78 percent of players in the National Basketball Association (NBA) are black, only about 16 percent of radio and television NBA sports announcers are African American, and only about 3 percent of the announcers are Latino.

At the professional level, there are few minorities represented in the power structure—head coaches, general managers, owners, executives, commissioners. In 1989, Bill White became the first African American to head a major professional sports league. As of 2001, only one major sport franchise in the U.S. was owned by minorities. And no minorities in either the NFL or Major League Baseball were board chairs, presidents, or CEOs. In 2000, Michael Jordan became president of basketball operations for the NBA's Washington Wizards. In the following year, despite the fact that the deal would give him partial ownership of the team, Jordan resigned and signed a player's contract. There were only three African American head coaches in professional football in 2001, six African American baseball managers, and one Latino baseball manager. Only 21 percent of NBA head coaches were members of minority groups in 2001.



SOCIOLOGY
Online

Student Web Activity
Visit the *Sociology and You* Web site at soc.glencoe.com and click on **Chapter 15—Student Web Activities** for an activity on sport and sexism.



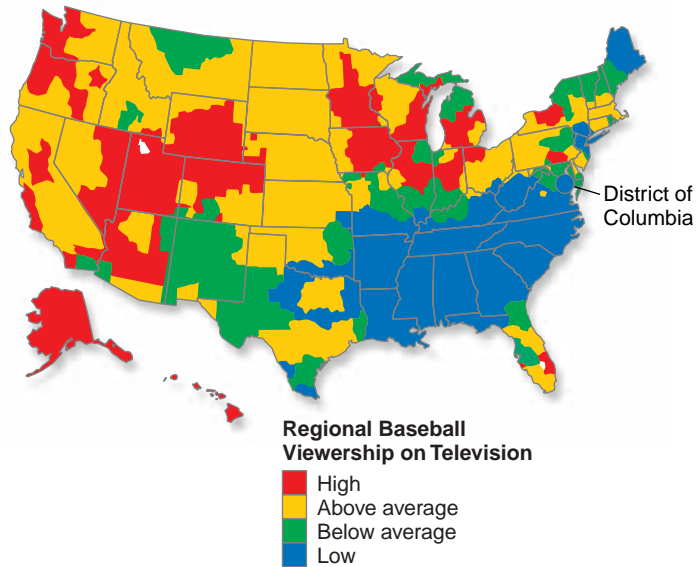
Minorities are well represented as players in major U.S. sports. However, after their playing days are over, minorities are underrepresented in positions of power within their sport.

Snapshot of America



Who Are the Biggest Baseball Fans?

Baseball fans used to be young working-class white males. Today's fans are older and more affluent but still predominantly white and male. The relative lack of African American fans might be traced to baseball's traditional racist policies on the field and in the front office.



Interpreting the Map

1. Do you see any regional patterns in the rates of baseball viewership? Describe.
2. How do you explain these patterns?
3. As a baseball fan, are you similar to or different from the general pattern in your state? Why?

Adapted from *Latitudes and Attitudes: An Atlas of American Tastes, Trends, Politics, and Passions*. Boston: Little, Brown.

Sexism in Sport

Racial and ethnic minorities have not been the only victims of prejudice and discrimination in sport. Women have experienced sexism in athletics. The cultural roots of sexism date back at least as far as the ancient Greeks. Greek gods were depicted as athletic, strong, powerful, competitive, rational, physical, and intellectual. Many Greek goddesses were passive, beautiful, physically weak, supportive, unathletic, and sexually attractive. (The few active, strong goddesses were usually not attractive to nor attracted by men. To Greek males, women who were physically or intellectually superior to them were unfeminine.) These gender definitions have survived in large part for the past 2,500 years. Their influence is felt in sport just as it is in other aspects of social life.



What are some of the consequences of sexism?

Stereotypes have traditionally discouraged females from playing sports. For centuries, the idea that playing sports makes females more masculine has been widespread. To be an athlete, females were told, is to be unfeminine. This stigma discouraged many females from participating in athletics and tyrannized many of those who did. Another barrier was the old, discredited argument that sports harm a woman's health, particularly her ability to have children.

Sexism has denied females equal access to organized sports. At the local level, resistance to female participation in sports continues to exist. It was not until the mid-1970s that, under legal threat, the national Little League organization ended its males-only policy. Only when the 1972 Educational Amendment Act (Title IX) was passed were public high schools and colleges required to offer females equal access to sports. Originally, Title IX was interpreted as providing equal opportunity in "all" sport programs of institutions receiving federal funds. Ambiguities in Title IX have led to many legal suits. Important issues remain unresolved. Currently, the courts favor matching the ratio of males and females in a school's athletic programs to their proportionate numbers in the student body of that school (Blum, 1993).

Why has the percentage of women coaching women's programs declined?

Women are still denied equal access to the power structure of sport (Lapchick and Matthews, 2001). What's more, although Title IX increased equality for female athletes, it led to a decrease in the number of coaching and administrative positions held by women. In the early 1970s, women's intercollegiate teams were headed almost entirely by women. As of 2000, more than half of the NCAA women's teams were coached by men. (See Figure 15.5 on page 518.) Less than 25 percent of all women's programs were headed by a female administrator, and females held



Although sexism in sports has been decreasing, women athletes continue to suffer from inequalities.

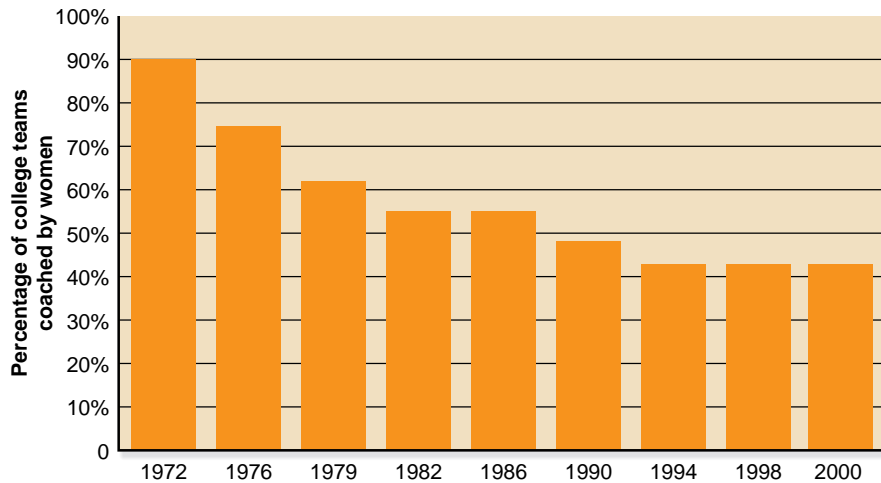


Figure 15.5 Percentage of College Women's Athletic Teams Coached by Women.

What is most interesting to you about these data?

Source: Center for the Study of Sport in Society, 2001.



You don't save a pitcher for tomorrow. Tomorrow it may rain.

Leo Durocher
baseball coach



only one-third of all administrative jobs in women's programs (Acosta and Carpenter).

Ironically, Title IX may be one reason for this decline. As the money and prestige associated with women's programs have increased, men have found these coaching jobs much more attractive. And conflict theorists believe that men, who are overwhelmingly in charge of athletic programs and who have the power to make hiring decisions, are more likely to choose men as coaches (Nixon and Frey, 1996).

Are women represented at the national level? Currently, professional sports for women include a Women's National Basketball Association (WNBA), a volleyball league, a golf tour, and a tennis circuit. As we have already seen, few women athletes make it to the professional ranks. Even those women who become professionals earn significantly less than their male counterparts (Levin, 1996). Golf, for example, is one of the few professional sports offering significant opportunities for women. Still, the leading money winner on the men's tour typically earns more than twice as much as the leading money winner on the women's tour. This disparity is reflected in the total prize money for the Professional Golfers' Association (PGA) and the Ladies Professional Golf Association (LPGA) tours—\$185 million for men in 2001; \$43.5 million for women.

There are some positive, if small, signs of change. In addition to her Nike commercial, U.S. soccer star Mia Hamm has a lucrative deal with Gatorade. Chamique Holdsclaw, an extremely talented female professional basketball player for the Washington Mystics, obtained an unheard-of (for women athletes) five-year contract with Nike, plus her own signature Holdsclaw shoe (Hammel and Mulrine, 1999).

Section 3 Assessment

1. What advice would you give to a young man or woman planning to become a professional athlete? Use the information in this chapter in your response.
2. How did the Educational Amendment Act of 1972 (Title IX) affect women's sport programs?

Critical Thinking

3. **Analyzing Information** "American females experience more prejudice and discrimination in sport than males." Explain why you agree or disagree with this statement.



Sociology Today

How to Avoid Bigotry in Sport

Sports sociologist J. Coakley supports the concerns of many Native Americans on the issue of team names. He wrote the following article about this issue.

Most of us are not very concerned about the use of Native American names by many athletic teams. But to Native Americans, war whoops and tomahawk chopping portray negative stereotypes.

Using stereotypes to characterize Native Americans in the U.S. is so common that most people don't even realize they are doing it. . . . When these stereotypes are used as a basis for team names, mascots, and logos, sports become a way of perpetuating an ideology that exploits, trivializes, and demeans the history and cultural heritage of Native Americans.

If teachers, administrators, and students in U.S. schools had a deep knowledge of the rich and diverse cultures of Native Americans and realized the discrimination native peoples currently face, they would not use names such as Indians, Redskins, Chiefs, Braves, Savages, Tribe, and Redmen for their teams; they would not allow Anglo students to entertain fans by dressing up as caricatures of Native Americans; and they would not allow fans to mimic Native American chants or act out demeaning stereotypes of war-whooping, tomahawk-chopping Native Americans.

Schools should not use any Native American name or symbol in connection with sport teams unless they do the following:

1. Sponsor a special curriculum to inform students of the history, cultural heritage, and current living conditions of the native group after which their sport teams are named. Unless 70 percent of the students can pass annual tests on this information, schools should drop the names they say are used to "honor" native people.
2. Publish two press releases per year in which information about the heritage and current circumstances of the native peoples honored by their team names is described and analyzed; publish similar materials annually in school newspapers and yearbooks.
3. Once per year, during homecoming or a major sport event, sponsor a special ceremony designed by and for native peoples in the local area, with the purpose of informing students and parents about the people they say they honor with their team names.

Source: Jay J. Coakley, *Sport in Society*. 6th ed. Boston: Irwin McGraw-Hill, 1998, pp. 272–273.

Doing Sociology

Is there a sport symbol in your community or state that might be offensive to Native Americans? Has the existence of this offensive symbol hurt your community or state economically? Explain.



II. POST-TEXT EXERCISES

Exercise 1. *Discuss few more fast facts on discrimination.*

1. According to a BBC sport survey, up to 83% of sports now offer the same amount of prize money for men and women. But in the 17% that don't, the difference runs into the millions.
2. Annually, boys get 1.13 million more sporting opportunities than girls.
3. 4% of the total commercial investment in sport goes into women's sport, despite a 2018 Nielsen report revealing that 84% of general sports fans have an interest in women's sports.
4. Only half of the governing bodies in sport currently meet the government target to have women making up one quarter of the people sitting around the boardroom table.
5. When it comes to women's sport, tennis is by far the most lucrative sport for female athletes.
6. In the Forbes 2020 top 50 highest paid athletes, there is one woman, Naomi Osaka, is sitting at number #29.
7. Coaches in women's team sports at college level earn 63 cents for every dollar earned by head Coaches of men's teams.

Exercise 2. *Answer the questions in the **Section 3 Assessment** on page 90.*

Exercise 3. Read  "How to Avoid Bigotry in Sport" and discuss with your partner questions in the Section  on page 91.

Exercise 4. *Analyse the chart below based on your personal experience. Provide relevant examples. Think of some possible solutions for these issues*



Exercise 5. *Based on the information above make a short presentation to your partner on how sport may reveal discrimination issues that exist in society. Include one of the following aspects:*

- Choose one type of social discrimination.
- Provide relevant examples in the sphere of sport in your country and abroad.
- Mass media, in particular, social media role in formation and spreading of social stereotypes and prejudice.
- Think of the possible solutions. Check the link [Discrimination in Sports: 5 Types, 25 Solutions | i-Sight \(i-sight.com\)](#) for more information.

* *Use active vocabulary from the **PRE-TEXT EXERCISES**.*

Name

Date _____ Class _____

Activity 1

Lesson 2.3. Social Issues in Sport

Discuss the issues bellow



Background Information

Social Issues Highlighted through Sport

Sport engages the physical and mental abilities of groups and individuals world-wide, whether as fans or participants, as professionals or amateurs. Sport experiences generate a range of complex meanings that are shaped by many factors, including race, ethnicity, gender, and socioeconomic status. To understand the significance of sport more fully, it is necessary to examine the connections between sport and issues such as social mobility, individual achievement, ethnic conflict, nationalism, and the drive for equity.



Suggestion for Instruction / Assessment

Social Issues Snapshots

To activate thinking about social issues in sport, ask students to form groups of three or four and have them

- choose an issue that affects sport participation and development
- use a web diagram or a mind map to identify challenges/barriers and successes for their chosen issue
- present their ideas to the class, asking for additional comments or feedback

In addressing gender equity in sport, for example, the following misconceptions could be used in a class discussion about why women were/are excluded from sport:

- Females aren't interested in playing sports.
- Certain physical activities harm the female body.
- The aggressive and sometimes violent nature of sports does not reflect the feminine character.
- Women aren't as good as men in sport and, therefore, shouldn't have the same opportunities.
- Girls with exceptional athletic talent are "tomboys."

If desired, have students investigate and expand on their topic further, using print or web-based resources.



Battling DEPRESSION

Building off traditional treatments, we're discovering new ways to fight depression. Here are a few.

Talking Cures

Today's Treatments Many therapists encourage patients with depression to probe the unconscious roots of their problems by simply talking. Once they are out in the open, these problems can be easier to handle. Newer techniques like cognitive therapy teach patients to recognize destructive patterns in their lives and develop steps for changing bad mental habits.

On the Horizon Meditation has long been used to relieve stress. Now many believe that it may help people with depression by lowering levels of cortisol, a hormone released during stress.

Medicines

Today's Treatments Most antidepressants work by adjusting levels of various neurotransmitters, the chemicals that carry signals in the brain. Unfortunately, many of these drugs produce unwanted side effects.

On the Horizon Researchers are exploring certain molecules that are responsible for 90 percent of chemical signaling in the brain. Because they control so much of the brain's activity, their

levels must be fine-tuned in ways that relieve depression without affecting other brain functions.

Alternative Therapies

Today's Treatments Many patients help themselves using over-the-counter supplements, such as St. John's wort. On the down side, these can have side effects. Researchers are still investigating how effective these supplements are.

On the Horizon Omega-3 fatty acids (found naturally in fish oils) may promote the health of nerve-cell membranes. Scientists hope to discover how these fatty acids can help those suffering from depression. ■

TIME
to THINK...

About
Treating
Depression

The hormone cortisol is mentioned in the above article. Using the Internet or your school's media center, investigate this substance. What part of the body produces it and why? How can it have a negative effect on health? Report your findings to the class.

CHAPTER 15 ASSESSMENT

Summary

Section 1: The Nature of Sport

Main Idea: As a social institution, sport fulfills some important societal needs. One of these is helping individuals identify with other members of society. Sport subcultures have developed around both team and individual sports. For this reason, sport is a reflection of society.

Section 2: Theoretical Perspectives and Sport

Main Idea: Functionalists see sport positively, as a means for socializing young people, promoting social integration, providing a release for tensions, and developing sound character. Conflict theorists believe that organized sports can be harmful to character development. Symbolic interactionists focus on the self-concepts and relationships developed through sport activities.

Section 3: Social Issues in Sport

Main Idea: Sport contributes to upward mobility among collegiate athletes, but the opportunities are too few. Minorities still face discrimination in sport. Women in sport suffer from gender-based stereotypes. Intercollegiate female athletes do not receive treatment equal to the treatment received by males, although this situation is slowly improving.



Self-Check Quiz

Visit the *Sociology and You* Web site at soc.glencoe.com and click on **Chapter 15—Self-Check Quizzes** to prepare for the chapter test.

CLICK HERE

CONTENTS

Reviewing Vocabulary

Complete each sentence using each term once.

- | | |
|---------------------------------------|-----------------------------|
| a. sport | interactionist |
| b. Title IX | perspective on sport |
| c. sports subculture | g. social mobility in sport |
| d. functionalist perspective on sport | h. stacking |
| e. conflict perspective on sport | i. salary equity |
| f. symbolic | j. sexism in sport |
- The assumption that all athletes are paid based on level of performance is known as _____.
 - The perspective that is most concerned with the relationships of those involved is called _____.
 - Using sport to improve a position in the stratification structure is known as _____.
 - _____ is the assigning of less central positions to minorities.
 - _____ is the perspective that emphasizes the positive contributions of sport to society.
 - A set of norms that surround a particular sport is called _____.
 - _____ is the perspective that sees sport as an institution in which the most powerful oppress, manipulate, coerce, and exploit others.
 - _____ is a set of competitive activities in which winners and losers are determined by physical performance within a set of established rules.
 - _____ was established with the intent of increasing opportunity for female athletes in school settings.
 - The defining of sport as a masculine activity is known as _____.

Reviewing the Facts

1. Why does sport play an important role in American society?
2. According to the functionalists, what is one purpose of sport?
3. What is the conflict theorists' view of sport as an institution?
4. Outline and summarize sport from the three sociological perspectives. Create a diagram similar to the one below to record your answer.

PERSPECTIVE	SUMMARY
Functionalist	
Conflict Theorist	
Symbolic Interactionist	

5. Identify the relationship between sport and social mobility.

Thinking Critically

1. **Drawing Conclusions** High school athletes with superior skills are often given extraordinary help in meeting college entrance requirements, including coaching for achievement and aptitude tests. Many students feel this is unfair to those who have higher grades but aren't accepted. Others justify the practice. They point out that athletics bring in lots of money for colleges. They also say that athletes have skills as rare as high intelligence and so deserve their sports scholarships every bit as much as others deserve academic scholarships. Do you think it is fair for athletes to be given help meeting college entrance requirements?
2. **Analyzing Information** The use of mascots is at the center of a current debate in sports. Some schools have made efforts to change their school nicknames and mascots so as not to offend various groups that might have been negatively portrayed by these mascots and nicknames. Do you think that schools and teams have an obligation to take such actions?

Or should teams be allowed to retain their traditional nicknames and mascots?

3. **Making Generalizations** Typically, the rewards associated with a particular skill or occupation tell us how much society values that skill or occupation. Sports superstars are rewarded very highly. Relatively few "superstars" in the field of teaching or medicine make salaries comparable to those of successful professional athletes. Do you believe this indicates that U.S. society doesn't value education and health care as highly as sports? What other factors might influence compensation and salary?
4. **Making Inferences** Nearly 80 percent of the players in the National Basketball Association are African American, while over 90 percent of the members of the National Hockey League are white. Baseball and football are more evenly mixed. How would you explain the lack of African Americans in hockey and their apparent overrepresentation in basketball? (See also Activity 3 on the following page.)
5. **Evaluating Information** In the National Basketball Association draft, the best players go to the teams that completed the previous season with the worst records. Why do you think the NBA uses this approach instead of allowing the best players to go to the teams with the most prestige, status, and monetary resources?
6. **Applying Concepts** Here's a thought experiment to try. Using your answer to number 5 above, see if you can apply your reasoning to the institution of the family. Imagine that NBA teams are like families in various social classes and that each generation is like a season of professional basketball. Wouldn't it be fair to ask the winning families (those at the top of the social class ladder) not to pass on their advantages to their offspring? In other words, for the competition to be fair, wealthier families should not be allowed to go to the best schools but instead should be sent to the schools with the fewest resources. The logic used here is that the best and most talented succeed anywhere. What is the fallacy in this argument?

CHAPTER 15 ASSESSMENT

7. **Drawing Conclusions** In referring to the way a crowd of people can motivate a team of players, Emile Durkheim once said, “There are occasions when this strengthening and vivifying action of society is especially apparent. In the midst of an assembly animated by a common passion, we become susceptible of acts and sentiments of which we are incapable when reduced to our own forces.” Do you believe that a home court or home field advantage really exists? Do players rise to the occasion when cheered on by the home crowd? Are there ever times when athletes might play better when not at home?
8. **Evaluating Information** Pretend that you are attending a professional tennis match with an economist, a political scientist, a psychologist, and a sociologist. Link each of the questions below to the discipline most likely to give a complete answer.
 - a. How did the hot dogs get to be five dollars?
 - b. Why do some athletes fall apart after a bad call?
 - c. What is the socioeconomic status of the players?
 - d. Does tennis reflect mainstream values?
 - e. How did Americans lose their dominance in this sport?
 - f. Why does it seem that all tennis courts are located in wealthy neighborhoods?
2. **The Home Court Advantage** Interview athletes who participate in several of your school’s sports. Ask the following questions.
 - a. What are the advantages of playing at home?
 - b. What are the disadvantages of playing on the road?
 - c. What factors contribute to home court advantage?
 - d. What factors hinder better performances on the road?
 - e. Do you ever prefer to play at home?
 - f. Compare your notes with those of your classmates to see if there is consensus.
3. **The Cost of Sports** Research suggests that participation in sports reflects geographic location and economic conditions. For instance, basketball is an urban game that does not require a lot of money to play. All one needs is a ball and a place to shoot. Conduct research on other major sports—football, baseball, hockey, skiing, tennis, and golf. Try to determine where and by whom these sports tend to be played. How much does it cost an individual who is not professional to play these sports? Share your results with the class.
4. **Minorities in Coaching and Management** The text discusses underrepresentation of minorities in coaching and management positions. To find out whether this pattern still holds, conduct a quick survey of your own. (If your teacher allows, you may want to work in groups.) Concentrating on professional sports, what are the names of coaches and managers from all the teams in a national league? Use the Internet to find answers to these questions. (Most professional sports leagues include at least twenty-five teams.) Identify as many of the coaches and managers as possible by race and ethnicity. What is the proportion of minority coaches and managers in your sample?
5. **Sports Apparel** One way to see the impact of sports on U.S. society is to walk the halls of any American high school. (You may rather observe people at a mall or shopping center if your school does not allow clothes with commercial

Sociology Projects

1. **Sports and Statistics** The sports section is a great place to examine how statistics are used. For one week follow a team in any sport that is currently in season. Track several team and individual statistics. Do dramatic changes occur in the statistics, or are the changes insignificant? Can you offer any reason for the change or lack of change? Compare your team’s statistics with those of a classmate’s team. Analyze the validity of the statistics. Do they accurately tell the story, or can statistics deceive us?

logos.) To get an idea how many people at your school wear clothes that represent sports teams or sports activities, sit in one place for fifteen minutes and simply count the number of students and teachers wearing sports clothing. Are many students wearing clothing representing their own high school teams? Or do most favor logos from local college or professional teams? Do you think wearing team clothes fosters a sense of identification with the team?

6. **Sports in Film** Numerous movie videos deal with sports themes. Select a video, and write a report on it using concepts discussed in the chapter. For example, the film *Jerry McGuire* touches on player salaries and issues of race, among other themes. Present your report to the class.
7. **Sports as a Social Institution** Imagine that you are a visitor from a planet where the institution of sport does not exist. The objective of your visit to Earth is to observe social interactions in sport in order to determine whether sport is an institution that should be established on your planet.

As a “visitor” you attend a game of basketball, football, volleyball and baseball. What conclusions would you make regarding the social interactions of those involved in the game?

Consider and list any perceived negative or positive interactions. Analyze those interactions as either being constructive or destructive to the development of desirable social interactions on your planet.

Write a one-page essay that summarizes your findings and supports your decision to recommend or to not recommend that sport be established as an institution on your planet.

Technology Activity



1. Using your favorite search engine, do a search for “sociology of sport.”
 - a. How many web page matches did your search find? What does that indicate to you about the importance of this subject?
 - b. Go to the electronic journal *Sociology of Sport On-Line* (sosol) at <http://physed.otago.ac.nz/sosol/>. Review the table of contents of the most recent issue. What types of topics are covered by the authors?
 - c. Click on Overview. Where is this journal published? Why was it started?



Chapter 15



Enrichment Reading

We Don't Like Football, Do We?

by D. Stanley Eitzen

If you grew up female in America, you heard this: *Sports are unfeminine*. And this: *Girls who play sports are tomboys*. You got this message: *Real women don't spend their free time sliding feet-first into home plate or smacking their fists into soft leather gloves*.

So you didn't play or you did play and either way you didn't quite fit. You didn't fit in your body—didn't learn to live there, breathe there, feel dynamic and capable. Or maybe you fell madly, passionately in love with sports but didn't quite fit in society, never saw yourself—basketball player, cyclist, golfer—reflected in movies, billboards, magazines.

Or you took a middle ground, shying away at first but then later sprinting toward aerobics and weight lifting and in-line skating, **relishing** your increasing endurance and grace and strength. Even then, though, you sensed that something was wrong: all the ads and articles seemed to focus on weight loss and beauty. While those may have inspired you to get fit in the first place, there are more important things, you now know, than how you looked. No one seemed to be talking about pride, pleasure, power, possibility.

If you grew up male in America, you heard this: Boys who *don't* play sports are sissies or . . . [homosexuals]. And this: Don't throw like a girl. You got this message: Sports are a male initiation rite, as fundamental and natural as shaving and deep voices—a **prerequisite**, somehow, to becoming an American man. So you played football or soccer or baseball and felt competent, strong,

and bonded with your male buddies. Or you didn't play and risked ridicule.

Whether we were inspired by Babe Ruth or Babe Didrikson or neither, and whether we played kickball with our brothers or sisters or both, all of us, female and male, learned to associate sports prowess and sports privilege with masculinity. Even if the best athlete in the neighborhood was a girl, we learned from newspapers, television, and from our own parents' prejudices that batting, catching, throwing, and jumping are not neutral, human activities, but somehow more naturally a male domain.

Insidiously our culture's reverence for men's professional sports and its silence about women's athletic accomplishments shaped, defined, and limited how we felt about ourselves as women and men.

. . . You may have noticed that boys are no longer the only ones shooting baskets in public parks. One girl often joins the boys now, her hair dark with sweat, her body alert as a squirrel's. Maybe they don't pass her the ball. Maybe she grabs it anyway, squeezes mightily through the barricade of bodies, leaps skyward, feet flying.

Or she teams with other girls. Gyms fill these days with the rowdy sounds of women hard at play: basketballs seized by calloused hands, sneakers squealing like shocked mice. The players' high, urgent voices resonate, too—"Here!" "Go!"—and right then nothing exists for them except the ball, the shifting constellation of women, the chance to be fluid, smooth, alive.



What Does it Mean?

insidiously

developing in a stealthy and harmful manner so gradually as to become established before being apparent

prerequisite

required as a prior condition to something

relishing

being pleased with or gratified by

This West Virginia high school student is a starter on her school's only varsity basketball team.

What does this mean? What does it mean that everywhere, women are running, shooting baskets, getting sweaty and exhausted and euphoric? What changes when a woman becomes an athlete?

Everything.

On playing fields and in gyms across America, women are engaged in a contest with higher stakes than trophies or ribbons or even prize money. Through women's play, and through their huddles behind the scenes, they are deciding who American women will be. Not just what games they will play, but what role they will play in this still-young nation. Not only what their bodies will look like, but what their bodies can do.

Adapted from Mariah Burton Nelson. "We Don't Like Football, Do We?" in D. Stanley Eitzen, *Sport in Contemporary Society: An Anthology*, 5th ed., St. Martin's Press, Inc., 1996, pp. 25–26.

Read and React

1. State briefly the main point of this article.
2. What do you think is the author's viewpoint on the relationship between gender and sport? Do you agree with him?
3. Do you believe that attitudes in the United States regarding female participation in sport are changing? Explain.
4. From which theoretical perspective is the author writing? Use examples to illustrate that perspective.

LESSON 3.1. Inclusive Sport and Play – the Basics

I. LEAD-IN EXERCISES

Exercise 1. Answer the following questions.

1. What are the benefits of sport? Provide examples.
2. When does sport tend to be a risk?
3. Do you know any examples of sport inclusion in your country?

Exercise 2. Study the active vocabulary, translate into Ukrainian.

Word	Translation	Word	Translation
wheelchair-users		gross motor skills	
to contribute		fine motor skills	
hypertension		intellectual impairment	
diabetes		contractures	
obesity		disability	
osteoporosis		self-esteem	

Exercise 3. Match the columns to get the right definitions:

No.	Term		Definition
1.	Intellectual impairment	A	is any physiological disorder, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems that substantially limits one or more life functions.
2.	Physical impairment	B	is an individual having impairment of general mental abilities that impact adaptive function in three or more areas.
3.	Self-esteem	C	is when everyone plays the same sport, with adaptations to fit everyone's needs and abilities.
4.	Inclusive activity	D	is an individual's subjective evaluation of their own worth.
5.	Modified Activity	E	is when everyone (both those with and without disabilities) plays the same sport, with minimal or no adaptations of the environment or equipment.

Exercise 4. Match the collocations, matching phrases from the first and second lines:

emotional	increased	cognitive	damaging	additional	inferiority	to ensure	domestic
concentration	performance	attitudes	crises	complex	commitments	benefits	safety

Exercise 5. Read advice concerning your healthful lifestyle, fill in the missing words.

contributes, physical, over-protect, relaxation, concentration

1. Parents may _____ a child with disability.
2. Sport and _____ education can teach children key values.
3. Sport and physical education in schools actually _____ to academic subjects.
4. Engaging in physical activity leads to increased _____.
5. Sport provides fun, _____ and an escape from stress.

Exercise 6. Read and translate the text. Do the POST-TEXT EXERCISES.

Inclusive sport and play – the basics



The Right to Play: Wheelchair racing in Oddisuddan Mullativu

Key Learning Points in this Chapter

- The benefits of sport and play – for all children and for those with disability
- The risks of sport
- Models of inclusion in sport

*The fact that you're reading this manual suggests that you're probably involved in sport, either as a play leader, PE teacher or sports officer/coach. So you're probably already well aware of the many benefits of sport and play for children. However you may not be aware of the particular benefits that sport and play can have for children with disabilities. This chapter will remind you of the benefits of sport and play for **all** children, while highlighting the particular benefits for those with a disability.*

While sport brings many benefits to children we should be realistic and be aware that it can also have negative impacts. These need to be recognised so that we can prevent them.

The degree and type of inclusion which is possible in sport depends on factors such as the type and severity of impairment, and the type of sport/physical activity. This chapter will explore this in more detail, presenting two models which illustrate the types and degrees of inclusion which are possible in sport. These models will introduce the concepts of adapted sport, disability sport and adapted physical activity (APA) – how sport and games can be modified to make them accessible for children with disabilities.

What are the benefits of sport and play for children and youth?

The benefits of sport and play have been amply documented and researched. Here is a summary of the main benefits.

Increased physical activity and improved health

Sport and physical activity are important components in a healthy lifestyle for children. Physical activity contributes to developing healthy bones and efficient heart and lung function, and can positively impact on the functioning of the body's immune system. Sport and physical activity contribute to the prevention of chronic diseases such as cardiovascular disease, diabetes, hypertension, obesity and osteoporosis.

All children, including those without disabilities, are becoming increasingly sedentary, due to changes in lifestyle (eg. increased use of TV and the internet), family pressure to study harder, etc. Obesity rates in Sri Lanka are rising - 0.4 million schoolchildren are thought to be overweight in Sri Lanka (2011)⁹. Children with disabilities may be particularly prone to a sedentary lifestyle – children with physical impairments (especially wheelchair-users

and those with other severe mobility impairments) have particular difficulty in moving. Children with visual impairment also tend to be more inactive because of fear of falling over and injury. Parents may over-protect a child with disability, eg. not allowing him to play for fear of injury, which also contributes to low activity levels. Low physical activity can lead to health complications for children with disabilities, eg. contractures can

increase, and wheelchair-users can develop bedsores, circulatory or urinary problems.

Young women may be particularly at risk of physical inactivity because of cultural attitudes towards their participation in sport. It's therefore particularly important that sport and play programmes include young women, eg. by ensuring a safe environment for them and by selecting appropriate physical activities for them, eg. dance.

Increased strength and functional ability

Sport and physical activity can increase muscle strength and also improve functional ability, such as range of motion, gross motor skills (eg. walking, jumping, kicking), fine motor skills (eg. hand function – grasping, gripping), balance and coordination (eg. hand-eye coordination). While this is of benefit to all children, children with disabilities (especially physical or intellectual impairments) may be in particular need of developing these skills. For example:

- ◆ wheelchair-users need to develop upper-body strength to push themselves independently, without the need for a carer
- ◆ children with amputations, paralysis or contractures (tightening of the muscles) may need exercise for muscle strengthening, to



Physical activity is particularly vital for young people with Down Syndrome, who are at greater risk of obesity



Wheelchair-racing – a great way to develop upper body strength

⁹ Nutrition & Lifestyle: The Official Blog of the Department of Nutrition, Medical Research Institute, Sri Lanka, 24/5/11

improve gross motor skills, and to improve balance

- ◆ children with contractures (either arm or leg) need exercises to increase the limb's range of motion
- ◆ children with intellectual impairment or cerebral palsy frequently have coordination or balance problems, and poor motor skills (both gross and fine).

By developing strength and functional ability, children with disabilities become more autonomous and less dependent on their parents. For example a wheelchair-user can push herself, and a child with cerebral palsy can learn to feed or dress herself.

Educational benefits

Sport and physical education can teach children key values such as honesty, teamwork, fair play, respect for themselves and others, discipline, and adherence to rules. While these are valuable lessons for all children, children with disabilities in particular may lack the social education and opportunities to learn these lessons, due to overprotection at home and isolation.

Sport and physical activity are seen by some as the antithesis to education and academic achievement – time spent playing is 'wasted' study-time. However this is erroneous, for two reasons. Firstly, sport and physical education in schools actually contributes to academic subjects rather than detracts from them, eg. it contributes to curriculum topics in Mathematics and Science (measurement of distance, time, etc). Secondly, academic research has consistently shown that spending a reasonable amount of time in physical activity does not hinder academic performance, and it may actually improve it. Some studies have shown, for example, that engaging in physical activity leads to increased concentration, enhanced creativity and memory, better task performance and problem-solving among children in school. It may therefore be beneficial for children with intellectual impairment to take part in physical activity, in order to improve their cognitive performance.



Sport as an educational activity – measuring distance in standing long-jump

Improved psycho-social situation

Sport provides fun, relaxation and an escape from stress. Research has shown that sport and physical activity can be effectively used in treating depression. Stress and psycho-social disorders can affect any child, eg. as a result of family crisis, school pressure or the anxieties of adolescence. However stress and psycho-social disorders are more widespread in areas affected by conflict such as Northern and Eastern Sri Lanka, where children may have experienced more serious trauma and disruption to normal life (death in the family, family dislocation, displacement, etc).

Sport and play has been used in many parts of the world in programmes to normalise children's mental state after a war or natural disaster. Sport and play programmes can therefore provide psycho-social relief to children in North and Eastern Sri Lanka, especially those with conflict-related psycho-social trauma.

Higher self-esteem/self-confidence

Low self-esteem and self-confidence can affect all children; any schoolchild, for example, can be the victim of bullying just because he or she is different from other children. Children can suffer from low self-esteem because of unsupportive parents, or because of emotional crises during adolescence as their bodies change. Children with disabilities may be particularly susceptible

to low self-esteem and self-confidence. They may suffer from 'inferiority complex' – viewing themselves as being inferior to other children. This self-view may be the result of the attitudes and practices of their families and others around them such as their teachers and other children. Such damaging attitudes and practices including infantilising (treating the child with disability like

- ◆ meet new people and make new friends
- ◆ gain experience of leadership or responsibility, eg. by being appointed a team captain or a referee.

Experience from the Sports For All Project has shown that young people with disability can 'forget' they are disabled when they are playing and succeeding in sport. Sport can contribute to creating a whole new identity for the youth with disability - she starts to consider herself firstly as a sportswoman and secondly as a person with disability.



Sporting achievements can boost the self-confidence of these youth with learning difficulties

a much younger child), over-protecting, 'spoon-feeding', bullying, denying equal opportunities, etc. Children with disabilities may therefore be shy and more withdrawn than other children, having less belief and confidence in their own abilities.

Sport and play can help to address a child's low self-esteem or low self-confidence, by enabling the child to:

- ◆ enjoy the excitement of winning, and the praise and recognition that she receives after a victory
- ◆ sense achievement when she can achieve personal goals – eg. when hitting a cricket ball for six for the first time, or when beating her personal best time in athletics
- ◆ experience the satisfaction of trying and mastering a new skill, eg. learning to ride a bicycle, or playing table tennis for the first time
- ◆ broaden his horizons through travelling to new places for away fixtures

What are the benefits of inclusive sport and play?

The section above has shown how children (both with and without disabilities) can reap many benefits from taking part in sport and games. There are additional benefits to **inclusive** sport, ie. sport provision for people with and without disability together, in the same place and at the same time. The benefits of inclusive sport are not just felt by the children with disabilities, but by other children too.

Inclusive sport – benefits to the child with disability

Inclusive sport contributes to the socialisation of children with disabilities, especially those with severe disabilities who may otherwise have few



Inclusive carom can have a positive impact on people with disabilities' self-esteem

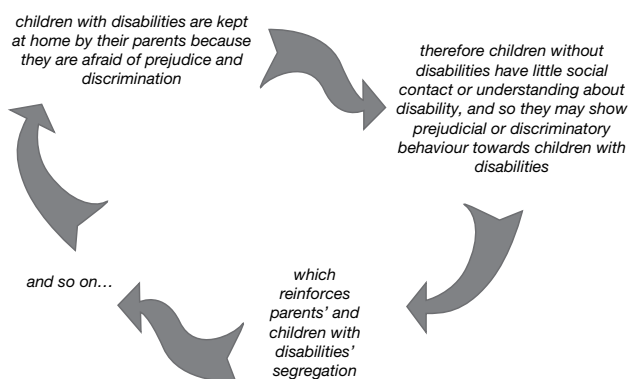
opportunities to meet other children and learn social skills such as cooperation, sharing, turn-taking, etc.

Inclusive sport can build the self-esteem of children with disabilities, reducing their inferiority complex, if they are able to compete equally with and maybe even beat children who do not have a disability. For example a child with physical impairment discovers that she is an excellent carom player and represents her school in tournaments. The child gains prestige and status within the school through this, which over-rides the fact that she has a disability.

Some children with disabilities who are particularly gifted in sport may be held back if they only have opportunities to compete against other children with disabilities. For example a child who is deaf who is a talented athlete should be able to compete against all children to give him extra competition and to develop his talent.

Inclusive sport – benefits to other children

Giving children without disabilities contact with and exposure to children with disabilities can be a valuable life experience, as they learn about and gain a broader understanding of what it is to be human. They learn empathy, patience, tolerance, acceptance and respect for people who are different from themselves. Children can sometimes be cruel towards those with disabilities. Through ongoing contact with children with disabilities, children without disabilities will gradually stare, point or laugh less at them – they will increasingly accept them as children just like themselves. This breaks **the vicious cycle of segregation:**



Inclusive sport also teaches children without disabilities about the wider values of sport. Often a lot of emphasis on sport, eg. in schools, is placed on winning – on cups, medals and trophies. Inclusive sport shows that there is more to sport than this – sport is also about personal development, about each child doing their best, trying hard and improving themselves. A child with a deformed leg may never get selected for the school football team, but he can enjoy himself in an adapted-rules game of football in a PE lesson, improve his fitness and inspire others with his efforts and perseverance.

Many of the principles of inclusive sport benefit all children, not just those with disabilities. For example in schools, inclusive PE teaching or coaching promotes an individual instructional approach and adapting to the learning style of each child. Even children who do not have a disability vary greatly, eg. in physical ability, coordination, cognitive ability, behaviour, interest in sport, preferred learning method, attention span, etc. Inclusive teaching and coaching enables the teacher/coach to respond more effectively to the individual needs of each and every child, to provide better quality, more effective PE lessons and coaching sessions.

Similarly in children's clubs, play and games sessions can attract children from a wide range of ages, and it can be a challenge leading a session for young and older children at the same time. Individualised and adapted approaches can help the play leader to design and deliver games sessions which are suitable and enjoyable for all the participating children regardless of their age, and also ensure safety (since there is greater risk in games and sport with mixed age groups of children playing together).

Accessibility is another issue which is central to inclusion but also benefits everyone. Improving playing fields so that they are level, with quality surfaces and free from hazardous objects provides a safe playing environment to **all** children, not just those with disabilities.

Inclusive sport or disability sport?

Because of the benefits of inclusive sport, does this mean that there should be no segregated, disability sport provisions at all? Not necessarily – remember, the last chapter spoke of the ‘twin-track’ approach to full social participation. While it is best practice to promote inclusive approaches such as inclusive sport, segregated approaches such as disability sport can also play a role in advancing the inclusion of people with disabilities. For example some children with disabilities who are new to sport may prefer to play with other children with disabilities, to gain confidence and to overcome their shyness before being introduced to more competitive play with other children without disabilities. It’s important to respect the choice of children and youth with disabilities, whether they prefer to play inclusive or segregated sport. Disability sports, eg. wheelchair basketball, can provide opportunities to people with disabilities to compete at national and international level, giving them considerable social opportunities (travel, new experiences, etc), and even economic reward. Through this they can become role models to inspire other people with disabilities. Disability sports events such as the Paralympics are also effective in changing public perceptions towards people with disabilities and creating more understanding and acceptance of disability.

So disability sport has a place in sport provision for people with disabilities, which is why it is recognised (along with inclusive sport) in Sri Lanka’s National Policy on Disability. However it should also be remembered that providing disability sport is often expensive (it needs more specialised equipment such as wheelchairs, and players’ transport costs for coaching sessions and events can be expensive), and the number of beneficiaries can be proportionally quite low. Inclusive sport, on the other hand, by using existing structures such as schools and sports clubs, can provide benefits to a large number of children and youth at relatively low cost.

What are the potential harmful effects of sport?

While participating in sport and play potentially has many positive impacts for children, including those with disabilities, there are also a few dangers and pitfalls that we should be aware of.

Negative impact on the child’s psycho-social situation/self-esteem – earlier it was described how participation in sport can reduce a child’s stress, enable him to relax, and have positive impacts on his self-esteem and self-confidence. However if the sport/play experience is badly delivered, the result may be exactly the opposite! For example a sports or play activity may not be appropriately adapted, so that the child fails at the task, and experiences excessive stress in trying to achieve it. This may humiliate the child in front of other children, negatively impacting upon his self-esteem. The social and psycho-social benefits which children with disabilities can derive from participating in sport do **not** happen automatically – it depends on how the sports/play activity is planned, adapted and delivered.

Exacerbating exclusion / negative attitudes – similar to the point above, having children with disabilities participate in sport alongside children without disabilities does not *necessarily* create positive awareness about disability among the general public. If the attempt at inclusion is unsuccessful, it may have the opposite effect. For example if a child with disability is placed in an inclusive game environment with insufficient adaptations, she may perform very badly which would reinforce the belief (among spectators and non-disabled players) that children with disabilities should not take part in sport, or should have separate, ‘special’ events. Alternatively, making excessive adaptations which result in giving the child with disability an unfair advantage over a child without disability may lead to resentment and a backlash against inclusion.

Lack of balance – while children should participate in sport and play, we should also ensure that they strike a suitable balance between

this and their other responsibilities, such as family and domestic commitments, as well as academic studies, cultural activities, etc. There is a risk that a child enjoys sport so much that he neglects his other activities and responsibilities.

Risk of injury/impairment – while sport and play can reduce the effects of an impairment on a child’s functioning as described earlier (by increasing strength and developing the child’s functional ability), sport can also exacerbate an existing impairment or create a new impairment through injury. Chapter 6 of this manual gives advice on ensuring safe practice to prevent such accidents.

Promoting undesirable behaviour/traits – earlier in this chapter the positive values and life-skills that sport can impart were discussed (fair play, discipline, teamwork, adherence to the rules, etc). However unfortunately in society, a fair amount of undesirable behaviour also takes place in sport and this is sometimes tolerated or even promoted by schools or sports clubs. Unsporting behaviour, cheating, sledging (players verbally abusing their opponent to gain an advantage), etc. are common in sports such as cricket and football. Off the pitch, hooliganism and violence among spectators sometimes spoil matches. Responsible adults (coaches, PE teachers, etc) need to ensure that positive behavioural traits are promoted through sport, both on and off the pitch.

Models of inclusive sport

What, then, is inclusive sport? There are various ways in which children with disabilities can participate in sport, and there are various degrees to which inclusion can be possible. The form of inclusion which is possible with a given child depends on the child’s impairment (its type and severity), and the nature of the sport/physical activity.

Several models have been put forward to explain the variety of possible forms that inclusion in sport can take. This manual will present two of them: the ‘Continuum of Inclusion’ (Winnick, 1987) and the ‘Inclusion Spectrum’ (Stevenson and Black,

2011). Both models are useful for understanding inclusive sport. A difference between the two models is that the Continuum of Inclusion focuses more on sport while the Inclusion Spectrum is based more on PE and play.

At this point it’s useful to define several terms which will be used. **Adapted sports** include those variations of mainstream sports which have been made to enable people with disabilities to play, for example wheelchair basketball or sitting volleyball. **Disability sports** include adapted sports, but also those sports which have no mainstream equivalent because they were created specifically for people with disabilities. These include goalball and boccia (which will be explained later). **Adapted physical activity** refers more broadly to adaptations in physical activity more generally, including sport, play and physical education.

1. The Continuum of Inclusion

Winnick proposes five levels of inclusion in sport as explained below:

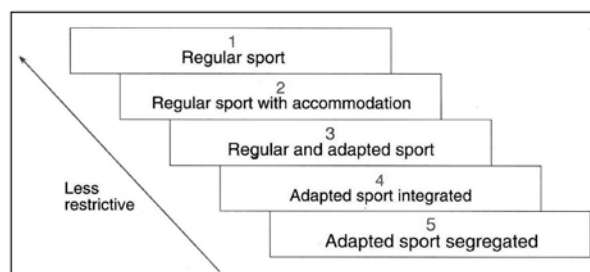


Figure 3.1 An integration continuum for sport participation. Reprinted, by permission, from J.P. Winnick, 1987, “An integration continuum for sport participation,” *Adapted Physical Activity Quarterly* 4: 158.

1. Regular sport – at this level of inclusion, children with disabilities are included into regular, mainstream sport with no adaptations at all. This includes, for example, deaf youth taking part in athletics events. They can participate equally alongside people who are hearing in almost all events, track and field¹⁰, with minimal additional support (eg. Sign Language interpretation and a flag at the start to accompany the starting gun in track events).

Another example is participation of people with physical impairments in sedentary games, such

¹⁰Start-light systems are needed for higher-level competitive events, especially for the sprint distances



Most people with physical impairments can easily play sedentary games inclusively without adaptations

as chess, carom, etc, or standing games such as darts or cue sports (snooker, billiards, pool). A wheelchair-user, for example, can play against a person without a disability with no adaptation to the game, and with no need to organise separate games/tournaments for the players with disabilities. A person with a disability affecting one arm would be able to play darts against people with no disability.

2. Regular sport with accommodation

– in this case, the child with disability is able to participate in regular, mainstream sport but with some accommodation or modification, to allow the child to compete equally with other players (but not to give an additional advantage). A celebrated example is the case of Oscar Pistorius, the South African double-amputee athlete who competes alongside athletes without disabilities with the aid of two prosthetic legs. After a lengthy legal process, the Court of Arbitration for Sport ruled that the use of these prosthetic legs gave Pistorius equal opportunity with other athletes and not an unfair advantage.

Children with disabilities may be able to take part in other regular sports with children without disabilities, without adapting the sport, with the aid of their mobility aids. For example a child with a foot deformity who wears orthotic shoes may be able to play cricket as well as any other children without having to adapt the game to accommodate his needs.

3. Regular and adapted sport – at this level of inclusion, the sport itself is adapted to allow people with and without disabilities to

play together. An example would be in tennis doubles, where one player has a disability and the other does not. The player without a disability follows normal tennis rules (regular sport), while the player with a disability follows modified rules – she is allowed two bounces of the ball per volley instead of one (adapted sport). *see photo below*

Another example would be a marathon which incorporates a wheelchair marathon within the mainstream race. Athletes with and without disabilities follow the same course, although start times are staggered and the results are separated between the two categories.

The 'Unified Sports' also falls within this category in the Continuum of Inclusion. Unified Sports is a branch of Special Olympics, the worldwide movement of sport for people with intellectual impairment. Unified Sports, however, involves mixed teams of people with intellectual impairment (termed 'athletes') and without intellectual impairment (termed 'partners'). For example in 7-a-side football a team consists of 4



'Mixed' – disabled/non-disabled doubles in tennis

athletes and 3 partners. Unified Sports originated in the USA, has been promoted in many countries where Special Olympics is present including India and Bangladesh. Sports practiced using the Unified approach include athletics, basketball, badminton, football and volleyball.

4. Adapted sport integrated – this level of inclusion is where athletes with and without disabilities participate in adapted or disability



1



2



3



4



5



6

1. **Boccia**, a target game similar to petanque which was designed for wheelchair-users
2. **Para Badminton**, which has categories for wheelchair-users as well as leg and arm amputees
3. **Sitting Volleyball**, for people with spinal injury or leg amputation
4. **Amputee football** – 7-a-side football where the 6 outfield players are leg amputees and the goalkeeper is an arm amputee
5. **Goalball** – a sport which features in the Paralympic Games, specially developed for players with visual impairment
6. **Sitting Throwball** – a variation of throwball, where all the children play seated on the ground, which is easier for children with mobility difficulties

sport, eg. in wheelchair sports such as wheelchair tennis or wheelchair basketball, athletes with and without disabilities both use wheelchairs. This can also be called ‘reverse inclusion’, where athletes without disabilities play sports which are normally for athletes with disabilities only.

Boccia (see above) can be another example of ‘adapted sport integrated’. Boccia is a sport which was developed specifically for people with disabilities, but it can equally well be played in mixed teams of people with and without disabilities.

5. Adapted sport segregated – this is the final level of the Continuum of Inclusion. It is where athletes with disabilities participate in adapted sport in a completely segregated setting, without participation of athletes without disabilities. Examples of adapted sports are shown above:

Even if children with disabilities are playing an adapted or disability sport, with no children without disabilities participating at all, there can still be some degree of inclusion. For example, parallel events/tournaments can be held, eg. a wheelchair basketball match/tournament

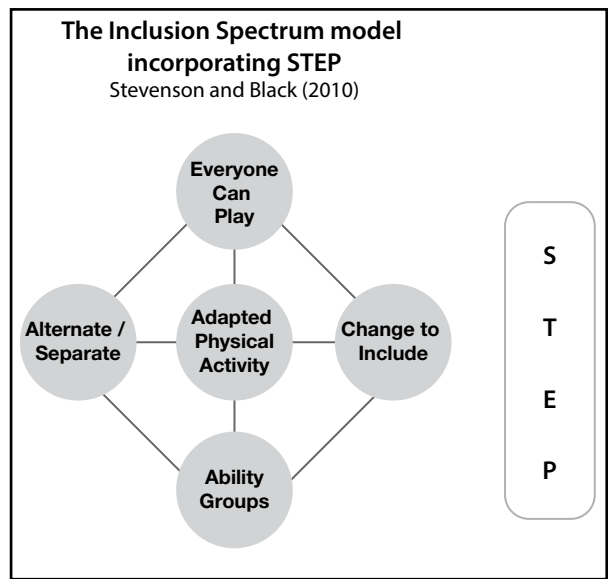
(segregated, only children with disabilities) can be incorporated within a mainstream basketball tournament, a wheelchair race (children with disabilities only) can be included in the programme of a mainstream athletics meet, etc.

Everyone Can Play

There are six types of inclusive sport/play in the Inclusion Spectrum. The first one is 'Everyone Can Play', in which children with disability participate in naturally inclusive activities based on what each child can do, with little or no modifications or adaptations. For example:

2. The Inclusion Spectrum

A more recent model of inclusion put forward by Stevenson and Black (2011) is similar to that of Winnick but is based more on school and community-level PE and physical activity rather



Inclusive warm-up session



Free play session with hula hoops. Each child can play according to their ability

than formalised sport. Another difference is that rather than seeing inclusion as being hierarchical (ranging from 'more inclusive' to 'less inclusive'), the Inclusion Spectrum depicts the different types of inclusion as being of equal importance and therefore circular.

- ◆ warm-up and cool-down activities, where children can find the level of participation that they can manage
- ◆ free dance activities, where each child can express himself in the way he can
- ◆ collecting or gathering games, eg. gathering up objects scattered around the playing area and arranging them by colour ('cups and saucers' is one such game, see chapter 5).

Change to Include

In Change to Include, all the children of different abilities do the same activity but with adaptations. The purpose of the adaptations is to provide support to those with less abilities, and challenge to those with more abilities. The types of adaptations which can be made follow the **STEP** model (**s**pace, **t**ask, **e**quipment and **p**eople). Chapter 4 gives examples of this. In the game pictured, for example (running and picking up marker saucers), a child with mobility impairment can be allowed to run a shorter distance.



Ability Groups

In Ability Groups, children are grouped according to ability. Each group does a version of the same activity, but at a level which suits the individuals in each group. For example



more able children might be involved in a game of full-contact football, while children with less ability would be involved in a passing or dribbling game or activity.

You might also use this approach in a group with children of mixed ages. In the picture bottom left, a very diverse group of children is divided into two groups – smaller children play a minor game (passing a ball between the legs), while older boys are instructed in a more physical ball-throwing game.

Alternate / Separate

This is similar to Ability Groups: children with disabilities work individually on specific skills, to enable them to be successfully included in the whole group. This approach is used when a child needs to practise separately first before participating in the main group. For example a child might need additional practice in catching or developing hand-eye coordination before participating in a sport such as cricket. This approach should only be used temporarily and not most of the time.

Adapted Physical Activity

This is the same as 'Adapted sport integrated' in the Continuum of Inclusion, where children without disabilities play with children with disabilities in adapted or disability sports, eg. sitting throwball or boccia.

Summary of the two models of inclusion in sport

What these two models tell us is that there is no single answer to the question 'what is inclusive sport?' How children with disabilities can be included in sport depends on the type and degree of disability, and the nature of the sport or physical activity. Possible forms of inclusion in sport are:

- ◆ children with and without disabilities playing together, with no additional support and with no adaptations needed to the sport
- ◆ children with disabilities playing a non-adapted sport with children without disabilities, thanks to additional support such as rehabilitation equipment
- ◆ children with disabilities playing adapted versions of sports with children without disabilities. These include adaptation to the playing space, the task, the equipment and people (STEP).
- ◆ children (with and without disabilities) divided into ability groups so that they can participate on differentiated tasks within the same group
- ◆ **reverse inclusion**, where children without disabilities play an adapted or disability sport with children with disabilities, eg. a wheelchair race.
- ◆ **parallel inclusion**, where children with disabilities play adapted/disability sport and children without disabilities play mainstream sport, separately but alongside each other, eg. a joint volleyball/sitting volleyball tournament.

The next chapter of the manual will explore these options and possibilities in more depth.

II. POST-TEXT EXERCISES

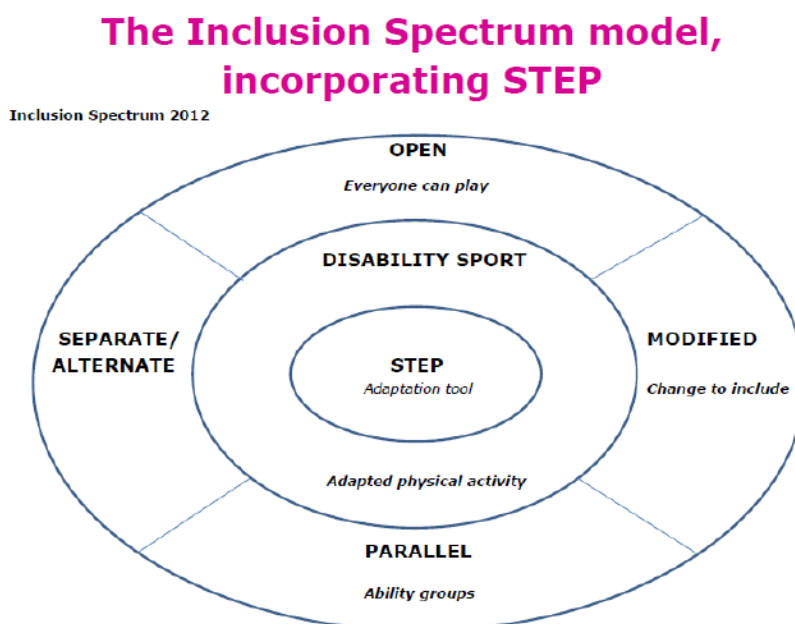
Exercise 1. *Discuss the following issues. Provide relevant examples.*

1. What are the benefits of inclusive sport and play to the children with disability?
2. What are the benefits of inclusive sport and play to other children?
3. What are the potential harmful effects of inclusive sport?
4. What are the potential harmful effects of disability sport?
5. What are the existing models of inclusive sport?
6. What does inclusion spectrum presuppose?
7. How can models of inclusive sport be adapted to different cultural backgrounds?

Exercise 2. *Study the summary of the Chapter on page 113. Tell that are the advantages and disadvantages of both models of inclusion in sport.*

Exercise 3. *Read the article “ ” on page 116. Discuss the main ideas with your partner and express your opinion.*

Exercise 4. *Analyse the chart below based on your personal experience of dealing with disabled athletes. Provide relevant examples. Think of some possible solutions for the issues of inclusion.*



Exercise 5. *Based on the information above make a short presentation to your partner on how sport may facilitate disabled citizens in your country. Include one of the following aspects:*

- Choose one type of sport for sport inclusion.
- Provide relevant examples in the sphere of sport in your country and abroad.
- Mass media, in particular, social media role in popularizing Sport for All.
- Think of the possible social projects that can be launched to promote Sport for All.

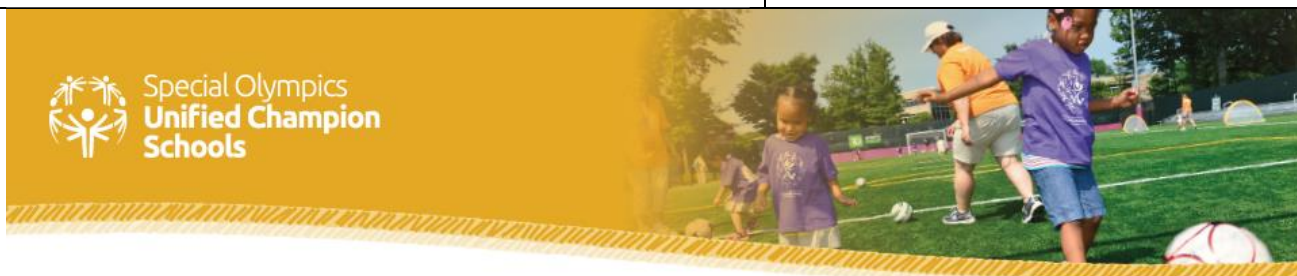
* *Use active vocabulary from the PRE-TEXT EXERCISES.*

Name _____

Date _____ Class _____

Activity 1

Lesson 3.1. Inclusive Sport and Play – the Basics



Get Started with Inclusive Sports

There are various ways to implement inclusive sports, but a typical first step is to have a planning meeting with your school's Unified Leadership Team. Consider discussing topics such as the ones below. Once you agree on one or more inclusive sports activities, use the action plan form on page 147 to organize the details.



Topics to discuss

- Which Unified Sports model (competitive, player development, or recreation) or combination of models is the most appropriate for the students in our school? For example, a school may have a Young Athletes program for kindergartners and a competitive Unified bocce team for older students. A school is not restricted to using one model.
- Are there existing opportunities, such as PE classes, that can be made socially inclusive?
- Which sports are of greatest interest to students with and without intellectual disabilities?
- Who will be the adult leaders for the activities we choose?
- Is any training needed for the adults leading the activities?
- Is any paperwork required for participants?
- How will general education students be selected to participate? Will the selection be based on grade level, or is an application process a better fit?
- When will the activities be held? Before, during, or after school?



TIME HEALTH

MEDIA & ADVOCACY

Making A DIFFERENCE

Jennifer Howitt, 16, may use a wheelchair, but she isn't sitting out on life. Paralyzed after breaking her back in a hiking accident at age nine, she has since developed into one of the country's top young disabled athletes. She competed at the World Athletic Championships in track and field and went to the Sydney Paralympics as the youngest member of the 12-person United States women's wheelchair basketball team. Says Jennifer of her experience in Sydney, "It was pretty inspirational. If the entire world can come together to celebrate people overcoming challenges and participating in sports, then it is really possible for us, as a planet, to work out all our problems."



Can teens really have a positive effect on the world? You bet! Here's just one example.

How does staying active help Jennifer? "I got a lot of confidence out of playing basketball," says Jennifer, who started the sport at age 11 when her father took her to a practice. "I didn't want to go," she recalls. "I was sort of in denial about my disability. But once I started playing, I couldn't get enough."

Now Jennifer coaches other young paraplegic athletes at Berkeley's Bay Area Outreach & Recreation Program. When an 11-year-old girl there told Jennifer that she was a role model, "it almost made me cry," says Jennifer.

After high school, Jennifer plans to head to Georgetown University in Washington, D.C., where she'll major in international politics. In the meantime, she's establishing a few international relations of her own: She recently lived for a few months with a family in Costa Rica, and she also coached at a recreation center in Northern Ireland.

How will Jennifer change the world? She hopes "to show young girls with disabilities that they can achieve whatever they want. A disability doesn't get in the way of anything." ■

TIME
to **THINK...**

**About Positive
Role Models**

Like Jennifer, many people considered to be positive role models have overcome major life obstacles. Brainstorm with the class names of heroes. Using the Internet or your school's media center, research the life of one person on the list. What problems or challenges did he or she overcome? Report your findings to the class.

LESSON 3.2. Sport and Play – Making It Inclusive

I. LEAD-IN EXERCISES

Exercise 1. Answer the following questions.

1. What makes a good coach?
2. What are the challenges the coach can face in inclusive sport?
3. What adaptations can be made in this case?

Exercise 2. Study the active vocabulary, translate into Ukrainian.

Word	Translation	Word	Translation
assessment		crutch	
staffing support		mobility aid	
in-depth knowledge		comprehension	
safety risks		fragile	
acquisition		watch-points	
health concern		expenditure	

Exercise 3. Match the columns to get the right definitions:

No.	Term		Definition
1.	Hearing impairment	A	is a term experts use to describe any kind of vision loss, whether it's someone who cannot see at all or someone who has partial vision loss.
2.	Visual impairment	B	is the inability of an individual to hear sounds adequately.
3.	Intellectual impairment	C	is a condition that limits a person's intellectual capacity, resulting directly or indirectly from injury to the brain or from abnormal neurological development.
4.	Mental disability	D	is defined as an individual having impairment of general mental abilities that impact adaptive function in three or more areas e.g. coping abilities
5.	Physical impairment	E	is any physiological disorder, condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems that substantially limits one or more major life functions.

Exercise 4. Match the collocations, matching phrases from the first and second lines:

verbal	to conduct	to encourage	medical	body	environmental	worries and	to solve
assessment	concerns	aid	discussion	children	composition	problems	factors

Exercise 5. Read advice concerning your healthful lifestyle, fill in the missing words.

- assume, disability, observation, communicate, paramount
1. Safety is of _____ importance for obvious reasons.
 2. Close _____ is also key in spotting any risks or dangers during the coaching/play session.
 3. It's important before any session that you know about any child with a _____ in the group,
 4. Don't _____ all people with disabilities need help.
 5. Remember even if people cannot speak they can still _____ in other ways.

Exercise 6. Read and translate the text. Do the POST-TEXT EXERCISES.

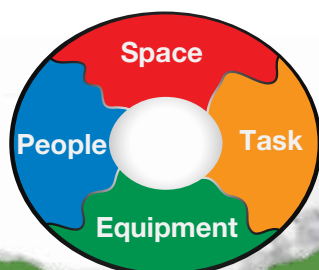
Sport and play – making it inclusive



Disability - not a barrier to having fun

The previous chapter explained the concepts of inclusive sport, adapted sport and disability sport, and gave various ways in which children with and without disabilities can play together through presenting two conceptual models. This chapter will give more concrete, practical ways how this can be done. This includes some general principles of working with children with disabilities in sport and physical activity, some specific tips related to certain impairments, and general ideas about games and sports which lend themselves more easily to inclusion (and also some activities which should be avoided).

Do you remember STEP? This was briefly introduced in the last chapter. STEP (space, task, equipment and people) comes from the Inclusion Spectrum model of inclusive sport, and gives us a framework for recognising what we can adapt to bring about effective inclusion. This chapter will go into much more detail about how STEP can be put into practice.



Key Learning Points in this Chapter

- *Basic assessment of children with disabilities*
- *General principles in working with children with disabilities in sport and play*
- *Impairment-specific guidelines on sport and play*
- *What adaptations can be made?*
- *How to lead an inclusive play session*
- *What makes a good play leader/coach?*

Finally this chapter will focus on **you**, the play leader/PE teacher. What are the essential qualities you should have to work with children of mixed abilities in play and sport? The chapter will also give some tips to help you improve your play/coaching session, to make them more effective and more enjoyable for all children, not just for those with a disability.

First of all, though, this chapter will discuss **assessment**, which is vital before planning or conducting any play or sports activities with children with disabilities, or indeed any children.

Assessment

Assessment can help you to answer questions such as:

- ⊙ What sports and games should I provide to my group of children, including those with disabilities?
- ⊙ Are there any sports or activities that the child should definitely **not** be involved in?
- ⊙ How is participating in sport and play benefiting this child?

These first two questions are important for all sports and play sessions, whereas the third is most important if you are working in a project where monitoring and evaluation is required.

Assessment is an activity to help your sport or play programme at both the **individual** and the **project** level. At the **individual** level, assessment is used to:

- ⊙ make choices and decisions about which sports and activities are suitable for each child. For many children with disabilities, this is simply a matter of the child's particular preferences and interests. However for children with more severe or complex impairments, it is also based on the child's capacities and abilities, which may be affected as a result of her impairment. There may also be medical reasons why it is inadvisable to take part in certain activities on health grounds.
- ⊙ identify the children's needs for additional support – rehabilitation equipment, adapted sports equipment, adapted games/methodology, staffing support, etc. You need in-depth knowledge and understanding about the children with disabilities in your group, so that you can effectively involve them in your play activities, and so that you can be aware of any health and safety risks – this process of knowing their needs and situation starts with assessment.
- ⊙ in competitive disability sport, assessment is called **classification**, and is used to categorise athletes with the same type of impairment. It is important to group athletes with the same or very similar levels of impairment together in the same race or event, to ensure fairness.

At **project** level, assessment can help to:

- ⦿ plan the services and activities you will provide, to determine what resources (sports equipment, coaches, facilities, etc) you will require. For example collectively considering all the individual assessments you have carried out will tell you if you have enough people with the compatible impairments and the interest to form a team, eg. in sitting volleyball or wheelchair basketball; if not you will perhaps need to focus on individual sports such as badminton or table tennis.
- ⦿ monitor and evaluate the outcomes of your work. For example, if you are a PE teacher you might be interested in knowing how the fitness levels or sports skills of your children are increasing thanks to your coaching. Or you may be interested in finding out about the psychological or social changes in the children you're working with, as a result of their participation in your project. Demonstrating such changes begins with conducting an assessment.

Depending on how formalised your sports/games activities are, you may need to conduct a written assessment (and therefore developing an assessment form is a good idea – see appendix 2 for examples), or if you are working in sport and leisure informally at community level, a verbal discussion with the children (and parents) is probably enough. However you conduct an assessment, the kinds of information you need are as follows:

1. About the child's impairment

- ⦿ What type of impairment does the child have? Is it from birth or acquired?
- ⦿ What is the cause?
- ⦿ What medical/rehabilitation services has the child received?
- ⦿ Is the child taking any medication?
- ⦿ Has the child received any advice from a medical professional concerning his participation/non-participation in physical activity?
- ⦿ Is the impairment progressive (is it getting more severe over time)?
- ⦿ Does the child have a mobility aid (wheelchair/crutch/prostheses/orthosis/etc)? If so what condition is it in? If the child does not have a mobility aid, does he need one?
- ⦿ Are there any medical risks in the child participating in sport (eg. bedsores, which could be exacerbated by physical activity)?

The assessment should also cover the child's physical abilities. The complexity of this will depend on whether or not you have access to a professional such as a physiotherapist. A physiotherapist will be able to conduct an assessment including, for example, the child's muscle strength, range of motion, posture, hand function, spasticity, etc. If you don't have access to such a professional, you should nevertheless be able to describe the child's physical abilities, eg. in terms of arm and leg function, ability to walk, run, etc, level of comprehension/understanding (eg. for children with hearing impairment or intellectual impairment), etc, as these will influence what sport and play activities the child can and can't do, and also highlight any potential risks.

2. Sport

What sports and games is the child interested in playing? While it's important to get the child's opinion on this, remember that the child's experience may limit her answers to the common sports and games that she sees every day. A child is unlikely to mention a sport such as sitting volleyball which she has never seen or heard of before. The child needs to know about options and opportunities available so that she can make an informed choice.



Sit and reach test, measuring flexibility

Are there any sports/activities which are inadvisable for the child? For example highly physical contact sports such as rugby or kabaddi are generally not suitable for children who are particularly weak or fragile (although remember that adaptations can be made to make many games, even highly physical ones, more suitable).

Sport and fitness assessment can also include an in-depth assessment of the child's fitness levels. This is useful if you

want to measure the results of a

coaching camp or a training programme on a group of children. There are various ways of assessing or measuring fitness. One assessment system that has been developed



Trunk lift – measuring core strength and flexibility



Dumb-bell lift and hold, assessing muscular strength

specifically for children with disabilities is the **Brockport Physical Fitness Test (BPFT)**. This consists of a battery of 27 fitness tests covering three domains of physical fitness:

- ⦿ aerobic capacity
- ⦿ body composition
- ⦿ musculoskeletal functioning (muscular strength and endurance, and flexibility)

For a full description of the tests included in the BPFT, please refer to Winnick, 2005 (see references). Some examples of tests used in the Sports For All Project are shown above:

3. Social assessment

A child's participation in sport and physical activity depends as much on social and environmental factors as on the physical/medical factors, as discussed in chapter 2. Therefore an assessment should also cover:

- ⦿ the child's psycho-social/psychological status – does the child have the self-confidence to participate in public, social activities like sports practice? Or is she excessively shy? What concerns does the child have about her participation? You

need to understand what these concerns are so that you can begin to address them, eg. worries about bullying, failing, cost of transport, etc.

- ⦿ parental support and attitudes – how do the parents feel about the child's participation in sport? Are they supportive? What are their worries and concerns?
- ⦿ transport and accessibility issues – where does the child live in relation to the sports/play venue? Can the child get there independently, or with assistance? Is this assistance available, eg. a friend helping to push the wheelchair, or the father giving a lift by motorbike? Or is public transport required, and is this a barrier?

Make sure the parents (and if necessary, medical professionals) are involved in the assessment!

Examples of assessment forms used in the Sports For All Project are given in Appendix 2. But note that these are only examples – you should develop your own forms based on your own needs!!

General principles in inclusion

When working with children with disabilities in sport and physical activity, whatever the type or degree of disability, there are some general principles to keep in mind. Jowsey (1992) provides us with the following useful list:

1. Focus on ability not disability! It is easy to first of all see the child's disability and worry about what the child is unable to do. But instead you should establish what the child's strengths and abilities are and try to develop these. Children with Down Syndrome, for example frequently have well-developed muscle strength even if their abilities in other areas (eg. body coordination and balance) is poor. Similarly children who use wheelchairs or crutches may have well-developed upper-body strength, and therefore excel in sports and games where this is required. To build the child's confidence and motivate her to continue practising sport, it's important that she experiences success, so you should focus on activities (at least in the beginning) which play to her strengths and abilities, where she is most likely to succeed.

2. Encourage independence – children with disabilities may be over-protected at home and not allowed to develop their independence. Participation in PE and sport is an opportunity to help the child to develop this independence, eg. pushing and transferring from his wheelchair himself, dressing, etc. But you should also make sure that the environment is conducive to developing this independence, eg. it is accessible and free of obstacles, and the child is able to move around freely and safely.

3. Encourage the child to be responsible for his own learning – overprotection can also lead to children with disabilities not thinking and solving problems for themselves. PE and sport is an excellent medium through which children can learn to think for themselves. When introducing a new skill (eg. how to execute a badminton serve, how to skip with a rope), take a step back and let the child explore how to carry out the action herself before offering assistance. Encourage the child to ask for help if required, and offer this help only after being requested. Don't give too much assistance to the child – she can probably do more than you think she can!

Remember also that children are free to make their own choices and decisions, eg. about what games they take part in, or when they need to stop and take a break, although the coach or play leader may need to take a more controlling attitude when it comes to health and safety issues.

4. Remember safety – safety is of paramount importance for obvious reasons. Chapter 6 deals with health and safety in greater detail. Actual injuries caused by accident are obviously to be avoided, but even the fear of accidents can have a negative impact upon a child. If a child starts to associate PE or sport with pain, fear or risk, it is likely that he will start to find excuses to be absent in future. The child must not only **be** safe but also **feel** safe at all times.

5. Allow sufficient time – be patient! Children with intellectual impairment may need more time to understand an instruction, so you may have to repeat several times. Children with intellectual impairment and mobility difficulties will need more time to complete a physical task. Make sure that the other children in the group are also patient and understanding of the child's needs.

Prior to a PE lesson/games session, you must also allow a sufficient amount of **your** time, eg. for planning the session. With a child with a disability, you may need more time to plan an adaptation to the activity, or to prepare/make/buy an adapted piece of sports equipment, as shown in the example below.

Experience from Sports For All project: adapting table tennis for a boy with visually impairment

The Sports For All project was providing sports practice to youth with physical impairments every Sunday in Vavuniya, and on one particular Sunday a young man turned up with his friend who was blind. The activity that week was table tennis. This set the project team to start thinking about adapting table tennis so that a person with visual impairment could take part.

It was decided to develop a game where a disc was pushed back and forth across the table-tennis table, but the disc would need to have a sound inside it. But the staff were faced with various questions: what kind of disc to use? What kind of noise-making device to put inside it?

For the disc, it was found that a coffee-jar lid was a suitable size and weight, and its surface was smooth enough to slide over the table-top. But the noise-making device was more difficult. The staff bought some children's noise-making toys and tried to extract the sound device from them, but this didn't work. They searched for a very small, cheap mobile phone or radio which could be placed inside, but without success. Finally, one staff-member was able to find an electronics shop in Colombo which sold small electronic buzzers. A local electrician was found who could solder this inside the coffee-jar lid, and bingo! A piece of equipment for an adapted table-top game for people with visual impairment was created!



6. Be aware of specific 'watchpoints' for each child – you need to know about any particular health issue related to each individual child, eg. epilepsy, heart condition, etc. Also, make sure you get to know individual children's likes, dislikes, preferences, etc, in sport and games, especially for children with intellectual impairment or behavioural problems (see below under 'impairment-specific tips').

7. Check the child's understanding – ensure that the child knows exactly what is expected of her, eg. after giving instructions or explaining the rules of a game. For example you can ask the child questions about your instruction: 'what colour team are you? When I count to three, what do you have to do?'. Children with intellectual impairment or hearing impairment may have particular difficulty in understanding your instructions.

8. Appreciate the child's energy expenditure – recognise that for children with physical impairments, walking, or moving in a wheelchair expends a considerable amount of energy and they are likely to get more tired than other children. Therefore adapt the tasks you give to the child accordingly.

9. Use a variety of teaching styles – depending on the type of disability in your group, you may need to use visual demonstrations and manual guidance as well as verbal instructions.

10. Practice close observation – this will help you to analyse the child's response to a given task and make adjustments accordingly. For example observing how a child shoots in basketball will enable you to modify the task in future, eg. reducing the distance, the height of the hoop, or the type of ball. Close observation is also key in spotting any risks or dangers during the coaching/play session, to prevent accidents or health-related problems.

Impairment-specific tips

These guidelines are for if you have a child with a particular type of impairment in your coaching/play session. It's important **before** any session that you know about any child with a disability in the group, so that you are able to take any necessary measures. This involves assessment of the child as discussed earlier.

These tips are about ensuring the **quality** of the child with disability's participation during the coaching/play session, and her **enjoyment**. For health and safety issues related to specific impairments, please see chapter 6.

Using written instructions and visual diagrams in cricket coaching with deaf youth

1. Hearing impairment/speaking impairment

- ⦿ When giving instructions, ensure that any child with hearing impairment is standing near the front of group, where she is more likely to be able to hear you or to read your lips (if the child is able to lip-read).
- ⦿ Speak clearly and loudly, while at the same time maintaining normal mouth movements. Over-stressing words in speech makes lip-reading difficult.



- ⦿ Face the child with hearing impairment.
- ⦿ Reduce background noise/chatter from other children while you are giving instructions. In indoor venues echo can be a particular problem, making it difficult for children with hearing impairment to hear you.
- ⦿ Use gestures, demonstrations, written or pictorial instructions, not just verbal instructions.

For children who know Sign Language, seek interpretation support from a Sign Language interpreter if available, or help from a friend or family member who understands the child's gestures and informal signs.

2. Visual impairment

- ⦿ A child with visual impairment is likely to be very cautious and anxious when entering a new environment or when being introduced to a new experience. Therefore ensure plenty of time to explain to the child what you are going to do, and also to explain about the child's surroundings, eg. verbally describe the playing area, how many people are present, etc. Guide the child around the playing area, giving a verbal description if necessary.



Brightly-coloured, tactile play equipment such as this is specifically designed for children with visual impairment

- ⦿ When giving instructions, ensure that the child with visual impairment is standing at the front of the group, where he is more likely to be able to see you.
- ⦿ Use verbal explanation more than visual demonstration or visual aids.
- ⦿ Ensure that the playing area is well-marked with clear lines (use bright colours where possible).
- ⦿ Use modified equipment where possible, eg balls with bells, or brightly-coloured sports equipment. Foam balls and beach balls also move more slowly and are easier for the child to track.
- ⦿ Avoid noisy games that can be very confusing and frightening for a child with visual impairment.
- ⦿ Make sure that indoor environments (eg. indoor sports halls and games rooms) are well lit.

3. Intellectual impairment

The degree of intellectual impairment (ie. comprehension, memory, attention, etc) varies from child to child, as does the child's other difficulties (mobility, balance, coordination, hearing, etc). Therefore a thorough understanding of the individual child's abilities is needed for you to be able to effectively work with him.

- ⦿ When giving instructions, ensure that the child with intellectual impairment is standing at the front where she can hear and see you clearly. Children with intellectual impairment can have difficulties in concentrating and paying attention. They can easily be distracted and you need to be able to see them easily to check that they are following you.
- ⦿ According to the child's level of intellectual impairment, you may need to give clear, short and simple instructions, for example, 'when I blow the whistle, run to the red cone over there.' Use accessible language, eg. when talking about complex matters such as biomechanics. Make sure that the game or task that you are explaining is within their capacity of understanding. Games with complicated rules are best avoided. This also applies to young children who have difficulties grasping complicated rules.
- ⦿ Use a wide range of teaching methods, eg. verbal instructions, visual demonstration and other visual and auditory inputs (eg. pictures, noise-making toys). You may also need to manually guide the person, ie. using your hands to guide the child's body.
- ⦿ Repeat instructions as they often have memory problems.
- ⦿ Children with intellectual impairment can be particularly attracted by colourful sport and play equipment.
- ⦿ The child may have associated physical impairments as well as the intellectual impairment, so use exercises and games to try to improve the child's balance and coordination.
- ⦿ Be patient and allow extra time where necessary because of their understanding and mobility problems.



Children are attracted to brightly-coloured sports equipment

4. Mental disability

Children with mental disability have very specific needs so it is difficult to give general advice. You need to carefully observe and talk to the child to find out about him, as well as talking to the parents.

- ⦿ Some children may feel uncomfortable or anxious playing in a large group of children, especially if the child doesn't know them. Therefore allow him to play in a small group, or maybe even alone.
- ⦿ Find out who the child's friends are, or encourage other children to befriend her.
- ⦿ If the child appears to be withdrawn or disinterested, provide appropriate encouragement and motivation, without being forceful or pushy.

- ⦿ The child may have particular likes or dislikes, or things he is afraid of. They may be rational (eg. a particular preference for cricket or football), or they may appear irrational to you (for example a dislike of being touched, or an obsession with a favourite toy). Some children have a particular preference for routines, in which case you should try to establish a pattern or ritual during the play session. It's particularly important to avoid anything that is likely to disturb, frighten or annoy the child.
- ⦿ If the child becomes over-excited, give him some 'time out' to cool down.
- ⦿ Some children with mental disability can exhibit behaviour that is anti-social, eg. not sharing play equipment, not taking turns, or arguing. Monitor the child's interactions with other children to check for such behaviour, and take appropriate disciplinary action where necessary.

5. Physical impairment

Many of the issues related to children with physical impairments are covered in a later section on adaptations (eg. of equipment, space, rules, etc). Additional issues to consider with children with physical impairments are:

- ⦿ Warm-up and stretching is particularly important for children with physical impairments. For children with spasticity (eg. most children with CP), a period of relaxation at the start of the games session will probably produce better performances. A child may need assistance in warm-up and stretching exercises, eg. helping to lift her arms or to bend her wrists.
- ⦿ Also for children with spasticity, avoid fear, excitement, tiredness and loud noises during the play session, as this can provoke a 'startle reflex' in which the child loses grasp and posture.
- ⦿ For children who use mobility aids (eg. prostheses, orthoses, crutches and wheelchairs), find out (in discussion with the child) which is the most comfortable way for the child to take part in the game. For example the child may prefer to play with or without her orthosis. Or she may prefer to play using a crutch instead of his/her prosthesis, depending on the nature of the game.
- ⦿ Because children with mobility difficulties can be slower than other children, select sports and games where fast movement is not required, or adapt games to allow for players of different speeds to play together equally and fairly.
- ⦿ Reduce the duration of the play session, according to the child's ability, and allow more breaks if necessary.
- ⦿ Be observant for signs of tiredness and watch for accidents.
- ⦿ Allow more time where necessary for slower children.

Some conditions such as muscular dystrophy are progressive, ie. the child gradually loses muscle strength and function over time. Therefore activities will have to be gradually modified over a period of time to allow for this, eg. reducing the duration or intensity of the activity.

General tips on interacting with people with disabilities

Here are some general tips on social interaction with people with disabilities, not just in sport and play but in everyday life.

Ask before you assist

Don't assume all people with disabilities need help. Many people are able to move around independently. But if they do need assistance then check how to support them before you do so. They are usually the best person to ask how to go about this.

Be sensitive about physical contact

As with other people, be aware of dignity so don't grab or touch people with disabilities without their permission. Do not grab hold of wheelchairs and other equipment they use without checking with the person first.

As much as possible speak directly to the person with disabilities

Remember even if people cannot speak they can still communicate in other ways. While some people rely on support persons to assist them with such, don't assume they cannot speak for themselves and make useful contributions and choices

Don't make assumptions

People with disabilities are the best judge of what they can or cannot do. Don't make decisions for them about participating in any activity; always seek their preferences.

Identify yourself before you make physical contact with a person with visual impairment

Explain your intentions if your assisting someone with a sight impairment for example when leading them to an exit of a building. Also make sure you introduce yourself before speaking with a person with visual impairment, and make sure you tell them when leaving the conversation.

If you are giving directions to people with vision impairment, give specific non visual information

Make sure any directions given rely on non visual clues (e.g. instead of 'turn right at the blue building', say, "Walk forward to the end of this aisle and make a full right."¹

¹ Disability Inclusive Community Based Disaster Risk Management: A toolkit for practice in South Asia, Handicap International 2012, www.disabilityindrr.org

Adapting Sport and Games

The previous chapter introduced the terms **adapted sport** and **adapted physical activity**. Just to recap, the purpose of adaptation is either to introduce extra challenges for more able players or to make the activity easier for less able players, to enable a group of mixed abilities to play together. But what can we adapt? The Inclusion Spectrum (Stevenson and Black, 2011), introduced earlier in this manual, classes adaptations using the acronym STEP:



Within any given game or sport, there is plenty of scope for how you can introduce adaptations, to give advantages or disadvantages to players of different abilities – the only limit is your creativity!

Adapt the **Space**

- ⦿ Playing areas can be made smaller to reduce the amount of mobility required for people with mobility impairments, eg. for badminton, volleyball, football, etc. For example wheelchair badminton is played on only half the court, as it is very difficult for a wheelchair-user to cover the entire court.
- ⦿ Playing surfaces should be as level as possible, so that they are accessible to children with physical impairments. Can you imagine how difficult it is, for example, to push a wheelchair on a bumpy sports ground? Mud or long grass can also be a hindrance to mobility.

Wheelchair badminton uses only half the normal court size



Make sure sports grounds are clear of obstacles and rubbish (eg. broken glass, stones, etc), so that they are accessible to people with visual impairments.

- ⦿ Indoor sports halls can present particular difficulties for children with disabilities. Ensure that lighting is sufficient for children with visual impairments to see. Children with hearing impairment also need good lighting, especially if they can lip-read. Indoor sports halls also frequently suffer from poor acoustics, eg. echoes, which present difficulty for children with hearing impairment, especially when the hall is crowded with a lot of noisy children! There is

particular need for children to be quiet when you are giving instructions in indoor halls, if you have a child with hearing impairment present.

- Playing areas should be well marked so they are visible to children with visual impairment, eg. using coloured cones or marker saucers, or chunnam powder. Bright colours also make the game more attractive and interesting to children with learning difficulties. Walkways (eg. access paths to sports grounds) should also be well marked so they are easily visible.



The yellow line on this access ramp to a latrine helps to guide a person with visual impairment

Another way of adapting the playing ground to enable inclusion is by introducing **zoning**. This is a form of rule-change (see below). You can introduce areas of the playing area where only the child with disability can play. For example in football, you can demarcate an area (eg. a defined width of the midfield area, or the penalty box) where only players with disability can play. This means that the players with disability are more involved in the game, eg. in passing and scoring. You can introduce similar zones in netball or basketball, for example.

- For some people with disabilities, eg. wheelchair-users, toileting can be a particular challenge; they will be reluctant to take part in sports activities especially if they are of long duration, or far from home, if there are no toileting facilities at the sports venue. Therefore you need to ensure that accessible toilets are available.
- Changing facilities may be required at the sports event, especially to enable the participation of girls. These may also need to be accessible, eg. if wheelchair-users are taking part.
- Children may need help travelling to and from the sports venue, eg. pushing his wheelchair, giving him a lift on a bicycle, or helping him on and off of buses. You need to ensure that someone (a friend or family member) is available to provide this help.

Adapt the **Task**

Give children choices about what activities they would like to do, and ensure that some options are more suitable for children with disabilities. Some games, sports and activities which may be particularly suitable for children with disabilities are as follows:

Individual games/activities – in activities where there is no direct competition/comparison between the child with disability and other children, it is easier for the child to find his own level and go at his own pace. For example, athletics, dance, yoga, aerobics, gymnastics and circuit training. Team sports can be adapted to become more individualised activities, eg. 'Football Skills' and Cricket Skills' (see next chapter).

Target games – these require less mobility and less physical contact than many other games and sports, but develop other skills such as accuracy and coordination.



Yoga and aerobics – two individualised activities suitable for a mixed-ability group





Examples are archery and ten-pin bowling (shown here). Archery is a recognised Para Sport in Sri Lanka and is promoted by the National Paralympic Committee. More examples of target sports (eg. boccia and darts) are given in the next chapter.



Cooperative games – such games emphasise cooperation between children rather than competition (eg. parachute games) – see next chapter.

It's worth also mentioning games or activities which are best avoided if you have a mixed-ability group. Avoid **elimination games**, where children are 'out', as it will usually be the child with disability who is 'out' first (unless you have introduced some compensatory rule to give him an extra chance). And avoid children choosing their own teams, as this will usually result in the child with disability being left last which can be damaging to his self-esteem if it happens regularly. Use other methods (eg. random selection, numbering off) to form teams.

Rule adaptations- You can adapt the rules of a game to give advantages/disadvantages to players of different abilities, to 'level the playing field'. Of course these adaptations may not be able to be carried over into formalised tournaments which are played according to standard rules, but in practice sessions and PE you can be as imaginative as you want!

Here are some examples of rule changes in games and sports. The next chapter will give many more examples of how rule-changes can be applied to various games.

- ⊙ Modifying the scoring system – eg. in football, hitting the sides of the net or the post also count as a goal for a less able child; in basketball, hitting the back-board (or even the post) counts as a goal.
- ⊙ Use of substitutes – eg. teams are required to play all their substitutes for a certain period of time, including players with disabilities.
- ⊙ Out-of play rule – waive it for children with disabilities if have they difficulties with ball control, eg. in football, netball and basketball. Or waive the handball rule for children who need to use their hands as well as their feet in ball control.

Tag rugby in India



- ⊙ Rules to reduce physical contact – in rugby, for example, there are variants such as touch rugby and tag rugby, where players do not have to tackle. In touch rugby, touching a person is a substitute for a tackle. In tag rugby, players wear two tags on either side of their shorts. Players make a 'tackle' by removing one tag from another player and shouting 'tag.'

Rules to enforce participation of a child with a disability – for example in volleyball, the child with a disability must have been involved in the volley for the point to count, or in football, the child with disability must have touched the ball in the build-up to a goal.

- ⦿ Change the distance that players play from. For example in frisbee games, more able players have to pass the frisbee a greater distance than less able players. In volleyball, throwball or tennikoit, allow a less able or younger child to serve from a shorter distance rather than from the normal serving line.
- ⦿ Change the way individuals execute a given task in the game – for example some children are allowed to catch/throw one-handed and others two-handed; or some children are allowed to run, while others must walk, or hop.
- ⦿ Give extra 'lives' to children with disabilities before they are 'out'. Eg. in dodgeball the child can be hit three times before being 'out'.

When making adaptations to a game or sport, remember that the purpose of adaptation is to create **equal opportunity** and a **level playing field** – it should not create an unfair advantage for any person. A basic principle of sport is that it should be **fair** – making adaptations which are perceived to give the child with disability an unfair advantage may be seen as unsporting or as patronising to the child, which can cultivate attitudes towards disability which are not conducive to inclusion.

Another point to bear in mind is that any adaptation made should maintain the basic integrity of the game – the basic essence or goal of the game should be unchanged. Altering the game to the extent that it is scarcely recognised as, say football or cricket, may be unsatisfying to the whole group, including the child with disability herself.

Adapt the **Equipment**

Special, adapted play equipment can be purchased, but there's also a lot you can do to adapt the sports and play equipment you use. Or you can also make your own equipment!

- ⦿ Balls – it's important in ball games to use balls which are non-threatening to the child – children can be fearful when faced with a fast-moving, heavy ball. Many sports accidents happen with balls, even among children without disabilities. Therefore you should experiment with ball of different sizes, weights, colours and textures. Balls which are larger, lighter, softer, more textured and more brightly-coloured are easier to throw, catch and track while in motion. Beach balls and foam balls are particularly suitable, or tactile inflatable balls. Balloons can also be used in many games, although outdoors their motion can be unpredictable in windy conditions. Beanbags are a good substitute for balls in catching games because they don't bounce.
- ⦿ Lower nets – in net games such as badminton, volleyball, sitting volleyball, throwball and tennikoit, lower the height of the net according to the age and ability of the children. Sitting sports such

Sitting beach volleyball – adapted net (lower), and appropriate playing surface (sand – to reduce injury)



Beach balls are great fun!



as sitting throwball and sitting volleyball in particular need a low net. The official height for the net in sitting volleyball is 1.15 m for men and 1 m for women, compared to 2.43m for men and 2.24 m for women in standing volleyball.

- ⊙ Bats and racquets – bats (eg. cricket bats) and racquets (eg. in badminton and tennis) should be suitable for the child's age, size and strength.



Table tennis table with adapted support post

For children with weak hand-grip, you can improvise a strap to help the child to hold the bat/racquet. In cricket, a tennis racquet can be substituted for a cricket bat, as it is lighter, it has a larger surface area (and therefore easier to hit the ball) and gives more bounce to the ball.



England v Australia in the Blind Cricket Twenty20 World Cup in 2012. Sri Lanka came third

- ⊙ Table tennis tables should be adapted for wheelchair-users; on many tables the supporting post under the table is too close to the edge of the table meaning that a wheelchair-user's legs cannot fit under it. The post should be a minimum of 40 cm from the edge of the table.



Catch pad

- ⊙ Use sports equipment with bright colours, to help increase their visibility for children with visual impairment, and to attract the

attention of children with learning difficulties. Many items of sports and play equipment are already available in bright colours (eg. balls, Frisbees, cones, hoops, etc); others can be painted, eg. blind cricket is a recognised sport in Sri Lanka and uses stumps painted in luminous colours.



Junior javelin

- ⊙ Specialised sports and play equipment, suitable for children with disabilities, may be available, or if not it may be possible to improvise using materials which are available locally. For example play parachutes (see next chapter) are brightly coloured and stimulating to all children including those with disabilities, and they require little physical mobility. Catch pads consist of Velcro pads and special balls which stick to the pad, and are useful for children who have difficulty catching, eg. children with poor hand-eye coordination or poor hand function. Junior javelins are lightweight, foam javelins which young children or children with particular weak upper body strength can use to develop the skills of throwing.

- ⊙ In disability sport, some adapted aids may be required, for example in athletics wheelchair-users can participate in throwing events using a special throwing chair, to give the required support: (see left)



Remember that children with disabilities may need particular equipment related to their impairment. The child may require mobility aids such as a wheelchair, a crutch, a prosthetic or orthotic.

You should check that this aid is in a good state of repair, safe to use, and that it is right size for the child – children who are growing will outgrow their mobility aid. Children with hearing impairment may use a hearing aid, while children with visual impairment may use glasses or a white cane. For all these adaptive aids, it may or may not be advisable for the child to use the aid during the sports/play session depending on the nature of the physical activity. For example it may be advisable for children not to wear glasses during highly physical, contact sports. A child may be able to use a crutch in some games but not in others. You should make a decision based on your observations and in discussions with the child, but remember that safety is of paramount importance.

Adapt the **People**

'People' refers to both **players** and **instructors** (ie. the teacher, coach or play leader). You can adapt the way children **play** and also adapt the way you yourself **teach**.

Concerning the other children and youth in the group, the most important point is to foster an inclusive atmosphere in the group, so that they understand and accept the child with a disability. If the other children do not know the child with disability, you may need to sensitively explain to them about her disability – about what she can and can't do, and about any potential risks (eg. if she has epilepsy, or if she has to avoid excessive physical contact). Make sure you emphasise the positives, and also respect the child's privacy by not disclosing unnecessary information. During play/sport sessions, be aware of the possibility of any discriminatory practice taking place, for example the child being left out of activities (or opting out himself), name-calling, bullying, etc.

You can also adapt the way that children play together; by for example:

- ⦿ dividing the children into smaller groups. In small-team sports, eg. 5-a-side football, each child can play a more active role in the team than in the full-team version of the sport. Smaller groups also allow staff to give more individual attention to each child's special needs. You might divide the groups according to abilities, for example so that you can focus on developing a particular skill (eg. batting) with children of a similar ability. However this segregation should not be for long and should not be a regular part of your play/coaching sessions.
- ⦿ having unequal teams, based on parity of ability rather than numerical parity. A larger team, eg. in football, tug-of-war, etc, would have more people with disabilities. In badminton, as well as singles and doubles, you could have teams of three, for example – one player without disability to support two players with disability.
- ⦿ changing the rules about how players play, eg. in football, removing the goal-keepers in football to make scoring easier. In cricket you can allow a 'runner' – a player who runs for a child with disability when he is batting.
- ⦿ another possible rule-change is to give specific roles to the team member who has a disability. For example in basketball, having a rule that only the child with disability is allowed to shoot at the hoop – all other members of the team have to



Four people per team in badminton - two people without disabilities to support two wheelchair users



Deaf and hearing teams playing volleyball together, with a hearing referee (communication using gesture)

pass the ball to him. Or in volleyball, all serves have to be taken by the child with disability. It's important to find a role for each child in the game, regardless of his disability, even if this is refereeing or keeping the score.

- ☉ making sure that there is adequate communication between the child with a disability and other players. For example you may need to develop a system of gestures or signs to help children communicate with a child who is deaf.

- ☉ have assistants to provide support to the child with disability to enable her to achieve the task. This might be peer support (the child's friend, or another child), a parent or sibling, or staff/volunteers. Here are some examples of support during play and sport:



Helping a youth with learning difficulty during a parachute session



An assistant giving extra stability during discus throw

You also need to consider your own teaching/coaching/instructional style. As well as the aspects mentioned earlier, related to children with specific impairments, be aware of the following three principles of teaching:

1. Success-based teaching - create situations adapted to the child's abilities so she can succeed at the task. Avoid obstacles that might set the stage for failure and lead to disappointment and frustration.

2. Personalised teaching – remember that each child is unique! Think of his abilities and potential! Listen to and observe him, to get a full understanding of his environment, needs, desires and resources. Also think of the child's interpersonal encounters with other children – help to foster links between children so they can offer each other mutual help.

3. Differentiated teaching – use a wide range of teaching and learning methods and processes. Vary your communication methods (written, demonstration, verbal, pictures, etc). Remember the adaptations that are possible under STEP.

Critically appraise yourself and monitor your own performance – for example when making verbal communication, ask yourself 'can everyone hear me/see me? Am I speaking loud enough? Too fast? Has everyone understood me, or do I need to repeat the message? Should I ask the children questions to check their understanding?' Seek

feedback from the children themselves, or from a colleague: ask them 'how was the lesson today? Did everyone enjoy it? Did they learn something? Did everyone participate well? How can I improve?'



Coaches in action – 'is everyone paying attention? Is everyone following me?'

Some general advice when making adaptations using STEP:

- ☉ Think positively and creatively: there are no problems, only solutions.
- ☉ Take the risk to try something new –“to err is human” – you **will** make mistakes in the process of developing a new game or a new piece of equipment – that’s OK, as long as you learn from them!
- ☉ Have confidence in yourself – don’t be afraid to be creative and to have your own ideas!

Being a good play leader/coach

The previous section stressed that you as play leader or coach need to be mindful of your instructional or coaching style. But more widely than this, you have to consider your overall character and attitude during your play/coaching session. **You** are responsible for creating the atmosphere in the group among the children and youth. The participants look to you to create a welcoming, friendly, fun and safe environment. Remember, chapter 3 talked about the possible negative effects of sport on children and youth – the positive benefits of sport and play are not automatic. If the play/coaching session is poorly managed it can actually lead to the child having a greater feeling of worthlessness, or the child being more socially excluded. Children may respond to a poor play/coaching session by absenting themselves from your session, abandoning sport, and telling other children not to go either to the session!

With this in mind, it's therefore important to examine what are the qualities of a good play leader/coach?

Qualities of a good play leader/coach

Friendly – the play leader has to welcome the children to the session. Ideally the play leader should have arrived at the venue ahead of time and be there to talk to the children as they arrive, with a smile, and take time to get to know them, to know their names, talk about their lives, their interests. This helps to create an environment in which the child feels valued and safe.

Respected – the play leader's own life should reflect the values of sport, ie. she should live a healthy lifestyle and promote values of good sportsmanship. She should act as a role model who the children can look up to and follow.

Fair – especially in competitive sport, the play leader must be, and must be seen to be, impartial at all times, dealing with all teams and all players equally and fairly.

Knowledgeable about games/sports – the play leader needs to have sufficient knowledge about the games and sports he is giving instructions in. This is especially important when introducing new games or new rules, to allow for the inclusion of children with disabilities. Preparing beforehand can help to give you confidence. Children will notice if you are lacking in confidence when leading the games/play session and this will affect their enjoyment of the session.

A good coach is one who builds children's confidence



Encourager – in your group you are likely to have children who are shy or withdrawn, eg. children who have come for the first time and don't know anybody else, or children with low self-esteem, who are afraid of new experiences and feel will fail at anything they try. This may be a child with disability, or it could be any other child who isn't particularly 'sporty.' It's your job to build their sense of confidence, to help them to try things they may have never tried before, to experience success, to make friends, and to discover enjoyment through participation in play and sport.

Listener – you should always be open to ideas, from children or from your colleagues, about improving your play/coaching sessions. It's good practice to ask children at the end of a session, 'what did you think of the session today?' and as well as listening to their feedback, acting on it! Was it too easy/too difficult, too long, was the sports equipment sufficient and appropriate, did they have fun?



Observant – this manual has mentioned observation several times – to help in assessing the child's abilities, to ensure that tasks you give the child are appropriate, to ensure good interpersonal relations between the children, to be vigilant for risks and accidents...being observant is a key skill for a play leader/coach, and one that is not easy to practice when you are trying to watch what 30 excited children over a large play area are doing!

A good coach is a listening coach

Good communicator – the play leader has to be able to communicate clearly with all children, but also (as discussed earlier) be able to adapt his communication methods to meet the needs of each individual child.

Flexible – when working with children and youth, especially with larger groups, you have to be prepared for the unexpected: far more (or fewer) children you planned for turn up at your play session; the footballs you planned to use are all deflated and there's no pump; the game you planned to introduce fell flat because it wasn't aimed at the right age-group; a new child with a severe disability unexpectedly turns up and you have no idea how the child can be involved in the game you'd planned; it's raining so an outdoor play session has to become an indoor play session...you have to be able to improvise and have a 'plan B' for when things don't go according to plan.

Well-organised – although it's good to be flexible and plan for the unexpected, it's also good to be well-organised! Children can get bored easily (or distracted and start misbehaving), if you are disorganised and you appear to not know what you are doing during the session. You need to think before the play session and ask yourself a series of questions: what games will I do? What equipment will I need? Where will the session take place and is the venue suitable? How many children are expected? What children with special needs are likely to be there and what measures do I need to take concerning them? Etc.

What makes a successful, inclusive play/coaching session?

Finally for this chapter, now that we have established what the ideal play leader/coach should be like, here are a few practical tips on what the ideal inclusive play/coaching session should look like! These tips are divided into logical sections – before the play session, at the beginning of the session, during the session, and at the end of the session.

Good preparation

Think before the play session – what activities (warm-ups, games, sports, etc) are you going to do? What equipment do you need for these? It's very easy to forget something! For example you are planning a carom tournament and you forget the disc, or you're planning a game of volleyball and there's no pump and the ball is flat. There should be enough equipment for the number of children you are expecting – it can be boring for children if there is inadequate equipment and children have to stand around waiting for their turn.

Have you thought about any adaptations you might need to introduce (special equipment, rule adaptation, peer support, etc) during the game?

How many children do you expect to come to the session? Consider your child/staff ratio – how many children per responsible adult (staff, volunteers, parents, etc). For younger children, or when there are children with more severe disabilities, it's important to have adequate adults present. This is to ensure adequate supervision and prevent accidents/injuries, as well as to ensure the quality of the session. Large groups of children need adequate numbers of adults, to divide into smaller groups, to give instructions, to lead the games, referee, keep scores, etc etc.

Are the facilities suitable? Is the playing ground accessible, are toilet and changing facilities as adequate and accessible as possible?

Good opening

As the children arrive at the session, it's good if the play leader is already there, to welcome the children and to have some time for informal conversations with them before the session starts. This can help develop trust with them to encourage them to continually attend the session.

*An enjoyable warm-up,
team-building activity*



Start the play/coaching session with some warm-up activities. Especially for young children, these should be play/fun-based and not just a series of formal stretching exercises. For children's clubs, you may want to also have an ice-breaker activity at the start of the session, especially if there are new children present. Your children's club may have an opening ceremony, eg. a song, raising a flag, a clapping game, or some other activity which builds the solidarity and sense of identity and belonging of the children.

Good **implementation** of games/activities

Now the session has started and the games are underway. There are many things to remember, most of which have already been covered in this manual:

- Make sure your instructions are clear – children like to be given clear guidance on what to do, and they will feel confused and possibly unsafe if they get insufficient guidance from their leader. Be aware of the communication difficulties of children with disabilities as discussed earlier.

Make sure you are able to handle the number of children present – that you have enough equipment for the game and that you have enough adults to provide supervision. If there is insufficient equipment some children may not be able to fully participate and will be left standing on the sidelines. Having children with disabilities in the group will probably mean you will need extra assistance from adults, or seek peer assistance from other children.



A well-organised play session with adequate adult supervision

- Use of time – keep the children engaged. Some children have short attention spans, eg. children with learning difficulties, and others are easily distracted. If you are slow in organising and conducting the various activities in the session, children may get bored, resulting in their lower satisfaction and possible risks as they find other ways to entertain themselves outside of your supervision.
- Be flexible and responsive – when things don't go according to plan, have an alternative plan and use it!
- Think about the sequence of games and the energy expenditure of the children – if you have a very high-energy or high-excitement activity, it should be followed by a rest period or a slower game. Try to taper games so that you end with a low-energy game.
- Discipline – promote good behaviour among the children at all times. Watch out for any behavioural problems such as fighting, bullying, over-excitement, name-calling, misuse of sports equipment, etc, and take appropriate disciplinary action.
- Make sure that all games and activities are appropriate for children's age, gender and ability.

Good **attitude** of the play leader

As discussed earlier, the attitude of the play leader sets the tone for the whole session. The play leader is like a mirror – if she is enthusiastic and full of energy, the children will follow suit – they will be happier and get much more enjoyment from the session.

Good **participation** of all

Make sure that all the children are actively participating according to their ability. This participation should come about through your encouragement, not coercion. Be observant to see which children appear to be excluded. If a child appears to be excluded, find out the reasons why and try to address them. Accept also that a child with physical impairment may need more rest than other children. Use the appropriate adaptations (STEP) to make sure that the child is given every opportunity to participate.

Good **safety**

Inclusive play is safe play! Chapter 6 discusses health and safety issues in more detail.

Good **ending**

End your session with a cool-down activity or game, and perhaps a closing ceremony (a song, lowering of the flag, etc), to build solidarity and friendships between the children and to encourage them to come again. The end of the session is a good time to ask the children for their feedback about the session so that you can make improvements for next time.

Good **fun!**

The most important is that the play/coaching session must be fun and rewarding for the child. A child will only get the benefits (health, social, psychological) from participation in sport and play if she associates the experience with enjoyment and fun.

Don't be afraid to have some silly ideas when closing a play session!



II. POST-TEXT EXERCISES

Exercise 1. Study “General tips on interacting with people with disabilities” on page 128. How can you apply them in your career.

Exercise 2. Describe the following components of inclusion spectrum in detail.

Exercise 3. Study the Section “Being a good play leader/coach” on page 137. How much do you agree with these principles?

Exercise 4. Analyse what makes a successful, inclusive play/coaching session on page 139 based on your personal experience. Provide relevant examples and explanations for each idea.

Exercise 5. Analyse the chart below based on your personal experience of cultivating an inclusive environment. Provide relevant examples. Think of some possible solutions for the issues of inclusion.



Exercise 6. Based on the information above make a short presentation to your partner on different organizations that deal with inclusive sport. Include one of the following aspects:

- The founder/research group or a scholar that has developed a school/organization.
- The key concepts of the school/organization.
- Criticism/contradictions.
- Growth and development over the time.

* Use active vocabulary from the *PRE-TEXT EXERCISES*.

Name _____

Date _____ Class _____

Activity 1

Lesson 3.2. Sport and Play – Making It Inclusive



Checklist for a Unified Sports Day

A Unified Sports Day is a festive and fun way to involve all students and families in a day of inclusive sports activities. Use the checklist below to make the event a success.

- 1. Meet with the Unified Champion School Leadership Team to discuss hosting a Unified Sports Day at your school. Develop a timeline for recruiting volunteers and planning the event. Consider whether to seek any sponsors or donors.
 - Finalize the activities and clear them with the necessary school personnel before releasing the information to others.
 - Determine how to ensure that all students will have equitable opportunities to participate.
 - Create a plan for each task that needs to be completed, including deadlines and a list of who is responsible for carrying out each step.
- 2. Meet with the principal to discuss plans for the event and ensure the administration's support and approval.
- 3. Communicate with school staff about the event. Seek their input on possible activities to include. Invite student input, as appropriate. Solicit volunteers.
- 4. Reach out to the physical education teacher(s) and encourage collaboration for organizing activities and making accommodations to ensure all activities are accessible to all students.
- 5. Develop a plan.
 - Set the date for the event and a schedule for the day.
 - Invite members of the parent-teacher organization to help plan or carry out activities.
 - Decide whether the day will have a theme or focus on a specific sport.
- 6. Publicize the Unified Sports Day within the school. Invite students' families. Reach out to the local newspaper and radio station. Include information about the event on the local access television station.
- 7. After the event, thank everyone involved with making the event a success. Send a special thank-you note to any sponsors or donors.
- 8. Use the school's website or social media to post photos, videos, and stories about the event.





Learning to Learn

Think kids with learning disabilities aren't smart? The truth is, many are brighter than average. Meet one teen who outsmarted her classroom challenges.

Vanessa Flatley, 15, of New Jersey, discovered that she had dyslexia in the second grade. Dyslexia is a learning disability (LD) that involves a glitch in the brain's associative center—the area that allows people to recognize and comprehend written words. “With dyslexia, you picture things differently in your head,” Vanessa says. “You get letters mixed up because you can't tell the difference between them.”

Vanessa knew that she was smart—most kids with learning disabilities are—but she couldn't copy words written on a blackboard, and she also had trouble spotting and remembering patterns. This made it almost impossible for her to learn the alphabet and the multiplication tables.

A New Way of Learning

Vanessa left public school in third grade to attend the Learning Studio, a private, one-room school with two teachers. “I was more comfortable because the other kids there were like me,” she says. “They didn't all have dyslexia, but they all had an LD.” Even better, says Vanessa, she didn't feel dumb. It helped that teachers there knew that she and her classmates needed to get

information to their brains in different ways. Vanessa conquered the alphabet, for example, by handling letters covered in sandpaper.

Vanessa's proudest accomplishment was finally learning her multiplication tables. “I couldn't get them, even though I don't have trouble with algebra,” she says. “My tutor was finally able to help me see the patterns.”

What's next for Vanessa? “I'll be integrating into normal classes gradually,” she explains. “I'm pretty nervous, but if I need extra help, I'll ask for it.” Most important, years after being made to feel like the dumbest girl in the class, Vanessa is strong and confident. ■

TIME
to THINK...

About Learning Disabilities

Did you know the list of celebrities with dyslexia includes Walt Disney, Thomas Edison, Whoopi Goldberg, and Tom Cruise? Choose one of these celebrities and investigate his or her life. Focus on how your subject dealt with dyslexia and managed to reach his or her dreams. Report your findings to the class.

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Vocabulary

health skills	advocacy	long-term goal
interpersonal communication	decision-making skills	action plan
refusal skills	values	character
conflict resolution	goal	role model
stress management	short-term goal	

- I. Directions:** Read the following passage. For each underlined phrase, write the term from the list above that can replace it. Some terms may be used more than once.

How do you choose a personal (1) person whose success or behavior is an example to others? Begin by examining your (2) ideas, beliefs, and attitudes about what is important. Look for a person whose (3) distinctive qualities that describe how a person thinks, feels, and behaves demonstrates core ethical values.

Perhaps you could be a(n) (4) person whose success or behavior is an example to others. This is an admirable (5) something you aim for that takes planning and work to set for yourself. This achievement requires excellent (6) strategies that can help you say no to behaviors that are unhealthful, unsafe, or against your values and (7) steps that enable you to make healthful decisions. (8) The exchange of thoughts, feelings, and beliefs between two or more people is also very important. You should develop a(n) (9) multistep strategy to achieve your goal to follow that will develop these qualities.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

- II. Directions:** Answer the following question in the space provided.

10. The word *advocacy* contains the root *voc*, which is from the Latin word *vox*, meaning *voice*. How does the word *voice* relate to the meaning of the term *advocacy*?

Activity 4**Applying Health Skills**

In So Many Words

Directions: Teens are often pressured by their friends to take part in risky behavior. Refusal skills, the strategies used to say no to unsafe behavior, are an important health tool for teens. Read the conversations below. In the space provided, identify the refusal strategy being used. Then make a suggestion of one other refusal strategy that may also be effective in this situation.

1. Justin: "Come on! I've asked you 12 times to watch the door so I can sneak a smoke. What's your problem?"

Mike: "I'm leaving now. You won't listen, and I'm not discussing it any more."

Refusal strategy: _____

Possible suggestion: _____

2. Tasha: "We're going to be late unless we take the shortcut on the train tracks. Let's go!"

Ebony: "No. I don't want to take the risk of walking on the tracks."

Refusal strategy: _____

Possible suggestion: _____

3. Brad: "It's just one drink, and it's only beer. Why won't you have some?"

Keiko: "I don't drink alcohol. It's against the law and against my family's beliefs."

Refusal strategy: _____

Possible suggestion: _____

The Long and Short of It

Directions: What are your plans for your life? What are your plans for next week? Both long-term and short-term goals are important for a healthy life. An action plan can help you identify and achieve your goals. Use the blank action plans below to create one short-term goal and one long-term goal.

Personal Action Plan—Short-Term Goal

1. My goal: _____
2. Steps to reach this goal: _____
3. Sources of help and support: _____
4. Time frame for this goal: _____
5. Checkpoints for evaluation of progress: _____
6. Reward for achieving this goal: _____

Personal Action Plan—Long-Term Goal

7. My goal: _____
8. Steps to reach this goal: _____
9. Sources of help and support: _____
10. Time frame for this goal: _____
11. Checkpoints for evaluation of progress: _____
12. Reward for achieving this goal: _____

A Personal Role Model

Directions: Role models are examples of success and good character. Having a role model helps you to see the traits of good character in action. Even adults have role models—often other adults who somehow inspire or encourage good character traits or values.

Choosing a role model shouldn't be easy. It's often tempting to choose a famous athlete or musician for a personal role model—after all, they're rich and famous. Remember, good character traits and strong values are what's important when choosing a role model.

In the spaces below, name a role model you have chosen. After each trait of good character, give an example of how your role model displays this trait.

1. **My Role Model:** _____

2. **Traits of Good Character**

a. **Trustworthiness** _____

b. **Respect** _____

c. **Responsibility** _____

d. **Fairness** _____

e. **Caring** _____

f. **Citizenship** _____

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