

Feature: Athletes and Social Change

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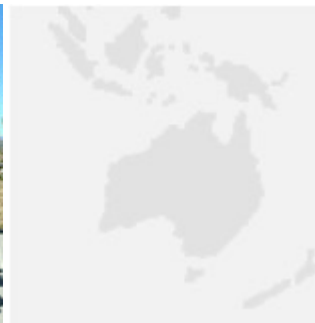
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The Bulletin of the International Council of Sport Science and Physical Education (ICSSPE) is published three times a year. Its goal is to provide a forum for ICSSPE members and other contributors to share news and experiences, raise issues for discussion, develop international and external links and promote events. The featured articles and other contents are monitored by the ICSSPE Executive Office and the Editorial Board, with the aim of allowing for free and balanced dissemination of information consistent with ICSSPE's aims and objectives. The views expressed within this publication are not necessarily those held by ICSSPE unless otherwise stated.

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Editorial

Katrin Koenen

Welcome to Bulletin No. 63!

The feature section of this May issue focuses on 'Athletes and Social Change'. The essays, articles and narratives, collected and edited by Prof. Dr. Mary Hums (University of Louisville), Eli Wolff (Brown University) and Dr. Meg Hancock (University of Louisville), examine and provide diverse perspectives at the intersection of athletes and social change. Included are topics such as 'Paying the Price for Speaking Out: Athletes, Politics and Social Change', by Simon C. Darnell; 'Athletes' Social Responsibility in South Korea', by Hyunjoo Cho; 'Long-Lasting Social Change as Ultimate Success for 'Heroes out of Sport'', by Thomas Könecke; and 'Athletes and Social Change: Developing the Citizen Athlete', by Ann Peel, Erin Cameron, and Marko Begovic.

Additionally you can find several organisational profiles connected to this topic.

The Current Issues section presents a broad variety of topics such as 'Bear Bryant's System of Winning'; 'Wheelchair Athletes and their Considerations in Sporting Activities'; Physical Fitness and Physical Activity as Determinants of Health Development in Children and Adolescents; and 'Morphology and Low Back Pain, in Women During Pregnancy and Post-Partum', amongst others.

Please also visit the ICSSPE News section where you can find all of ICSSPE's current activities. For us, 2012 is a very important year with the ICSSPE meetings included the General Assembly in July in Glasgow. The meetings will be followed by ICSEMIS 2012, which will bring together sport and exercise scientists and world leading experts from all scientific branches, to exchange sport science, clinical and pedagogic information, to promote education about science, education and medicine in sport, and to encourage multi-disciplinary approaches. It will be a great opportunity to network amongst researchers, pedagogues, clinicians and practitioners. And the autumn of 2012 and the year 2013 are already looking promising with a lot of interesting projects and events. Please find more details on those also under ICSSPE News.

I hope to meet many of you at some of these interesting occasions and that for now you enjoy the Bulletin surf!



Katrin Koenen
Publications and Scientific Affairs Manager



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Editorial (French)

Katrin Koenen

Bienvenue au bulletin n ° 63.

La particularité de ce numéro de mai est qu'il se concentre sur le thème de "l'athlète et du changement social".

Les essais, articles et récits, rassemblés et édités par le Professeur Dr. Hums Mary (Université de Louisville), Eli Wolff (Brown University) et Dr. Meg Hancock (Université de Louisville), examinent et fournissent des perspectives diverses concernant l'intersection des athlètes et le changement social.

Inclus, sont des sujets tels que "Paying the Price for Speaking Out: Athletes, Politics and Social Change" de Simon C. Darnell; "Social Responsibility in South Korea ", de Hyunjoo Cho; "Long-Lasting Social Change as Ultimate Success for `Heroes out of Sport" de Thomas Könecke; ainsi que "Athletes and Social Change: Developing the Citizen Athlete", de Ann Peel, Erin Cameron, and Marko Begovic.

En outre, vous pouvez y trouver plusieurs profils organisationnels liés à ce sujet.

La section "Current Issues" présente un large éventail de sujets tels que `Bear Bryant's System of Winning`; `Wheelchair Athletes and their Considerations in Sporting Activities`; Physical Fitness and Physical Activity as Determinants of Health Development in Children and Adolescents; and `Morphology and Low Back Pain, in Women During Pregnancy and Post-Partum`, amongst others.

Visitez également la section "News" d`CIEPSS où vous pouvez trouver toutes les activités actuelles du CIEPSS. Pour nous, l'année 2012, avec les réunions du CIEPSS et l'assemblée générale de Juillet à Glasgow, est une année importante. Les rencontres seront suivies de ICSEMIS 2012, qui réunira des scientifiques du sport et d'exercice et des experts mondiaux de premier plan de toutes les branches scientifiques, afin de partager leurs idées concernant les sciences du sport, de l'information clinique et pédagogique, et d'aussi promouvoir l'éducation sur la science, l'éducation et de la médecine dans le sport, et à encourager les approches pluridisciplinaires.

Ce sera une excellente opportunité de réseautage entre les chercheurs, des pédagogues, des cliniciens et des praticiens. De plus, l'automne 2012 et l'année 2013 ont déjà l'air prometteur avec beaucoup de projets intéressants et d'événements prévus. Vous trouverez plus d'informations concernant ces projets sous la section "News" d`CIEPSS.

En espérant pouvoir rencontrer nombreux d'entre vous lors de ces occasions intéressantes, je vous souhaite beaucoup de plaisir à surfer dans notre Bulletin.



Katrin Koenen
Publications et Affaires Scientifiques



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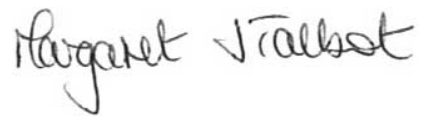
As we draw nearer to London 2012, and the International Convention on Science, Education and Medicine in Sport (ICSEMIS) in Glasgow, we see an incredibly rich programme of keynotes, symposia, workshops, papers and poster presentations, from researchers and scholars from all over the world. It is particularly pleasing to see that, along with our colleagues on the International Coordinating Committee (IOC, IPC and FIMS), our efforts to ensure inter- and multi-disciplinary approaches have paid off. Recently, the Organising Committee has been circularising some of the topics of symposia and workshops which demand the insights of several disciplines. It is particularly noteworthy, how many of these problematic issues in sport and physical education (e.g. doping, competition categorisation, talent development, safeguarding of athletes) require the attention of both physical and social scientists – and how many are also giving rise to distinctive forms of learning, thus enriching the area of sport pedagogy.

ICSSPE's three strategic priorities – quality physical education; healthy living across the life span; and ethics and professionalization – thread through the programme. Having myself spent much of the last year benefiting from the English health system for medical treatment, I am now wondering whether we need to focus more on the power of exercise in recovery from ill-health. Possibly, we are so focused on promoting the positive aspects of exercise for health that we have tended to avoid study of its role during and recovering from illness. Our enhanced relationships with FIMS and ACSM provide a welcome platform for developments in this area, and for the inter-disciplinary work which ICSSPE is tasked to promote.

ICSSPE's partnerships and relationships with international publishers, especially Routledge and Human Kinetics, has also resulted in their support, both directly for ICSEMIS, but also through their recognition of the rich material which will be available from the Convention. This means that there will follow, a wide range of special issues of sport science and physical education journals, as well as themed books, published as a result of the Convention's efforts to promote inter-disciplinary debate. This will be an important part of the "learning legacy" which has been a primary aim of the Convention from the outset.

ICSEMIS' learning legacy is also represented in the innovative public awareness programme, delivered with a range of partners, which will increase the visibility of sport sciences – check on the ICSEMIS website for details. The scholarships for young scientists offered by the Convention will bring young people from less developed countries, to present their work and to learn from senior international experts – a real international learning legacy. We congratulate and thank the ICSEMIS 2012 Organising Committee, which has done such a wonderful job to deliver this event, in a challenging financial context. They will be recommending to the International Coordinating Committee, ways of improving and enhancing the partnership, before bids are invited for the 2016 event.

I am convinced that the relationships which develop through collaboration and shared mission in sport science and physical education can help to build bridges between cultures, political systems and regions of the world. If you are not able to join us in Glasgow for the Convention itself, you may be able to access some of the activities of the awareness campaign. But there is still time to register for this exciting event, at which thousands of world-leading sport scientists will be gathering and sharing their insights and ideas – we hope that you can join us!



Professor Margaret Talbot, PhD OBE FRSA
President



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President's Message (French)

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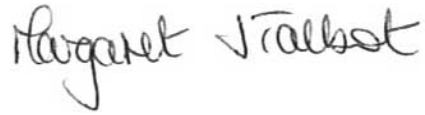
À l'approche des Jeux Olympiques de Londres et du "International Convention on Science, Education and Medicine in Sport (ICSEMIS)" de Glasgow, nous voyons apparaître un programme incroyablement riche composé de "keynotes", de symposiums, d'ateliers, de publications et de présentations, assurés par des chercheurs et des universitaires provenant des quatre coins du monde. Il est particulièrement réjouissant de voir que, de concert avec nos collègues du International Coordinating Committee (CIO, le CIP et FIMS), nos efforts servant à assurer une approche inter- et pluridisciplinaire ont payé. Récemment, le comité d'organisation a fait connaître quelques-uns des sujets qui seront abordés lors de symposiums et d'ateliers exigeant ainsi des connaissances de plusieurs disciplines. Il est particulièrement remarquable, combien de ces problématiques dans le sport et l'éducation physique (par exemple le dopage, la catégorisation de la concurrence, le développement des talents, la sauvegarde des athlètes) nécessitent l'attention des scientifiques à la fois physiques et sociales - et combien donne également lieu à des formes distinctives de l'apprentissage, contribuant ainsi à enrichir le domaine de la pédagogie sportive.

Les trois priorités stratégiques de CIEPSS, à savoir – l'éducation physique de qualité, un mode de vie sain tout au long de la vie, et l'éthique et la professionnalisation – sont un fil conducteur du programme. Ayant moi-même passé une grande partie de l'année dernière bénéficiant du système de santé anglais, je me demande si nous ne devons pas nous concentrer davantage sur le potentiel de l'exercice dans le rétablissement des malades. Peut-être, sommes-nous trop concentrés sur la promotion des aspects positifs de l'exercice pour la santé que nous avons tendance à éviter l'étude du rôle que ce dernier joue durant et après la maladie. Nos relations privilégiées avec FIMS et ACSM fournissent une plate-forme d'accueil favorisant l'avancée des recherches dans ce domaine, mais aussi pour le travail interdisciplinaire que CIEPSS est chargé de promouvoir.

Les relations et partenariats avec les éditeurs internationaux, en particulier Routledge et Human Kinetics, a également donné lieu à leur soutien, à la fois directement pour ICSEMIS, mais aussi par ce qui en résultera de la Convention. Cela signifie qu'à la suite de cette convention, un large éventail de numéros spéciaux de revues en sciences du sport et éducation physique, ainsi que des livres thématiques, seront publiés. Ce sera une partie importante de " learning legacy " qui a été l'un des principaux objectifs de la Convention dès le début.

CIEPSS' "learning legacy" est aussi représenté dans le "innovative public awareness programme", livré avec une gamme de partenaires, ce qui augmente la visibilité des sciences du sport – pour plus de détails visitez le site internet d'ICSEMIS. Les bourses d'études pour les jeunes scientifiques offertes par la Convention permettra aux jeunes venant des pays en voie de développement de présenter leurs travaux et d'apprendre de hauts experts internationaux – un réel "international learning legacy". Nous tenons à féliciter et à remercier le comité d'organisation ICSEMIS 2012, qui fait un travail remarquable pour organiser cet événement, malgré un contexte financier difficile.

Je suis convaincue que les relations qui se développent grâce aux collaborations et des expériences partagées en sciences du sport et en éducations physique peuvent aider à construire des ponts entre les cultures, les systèmes politiques et les régions du monde. Si vous n'êtes pas en mesure de vous joindre à nous à Glasgow pour la Convention, vous pourrez néanmoins accéder à certaines des activités de la campagne de sensibilisation. Mais il est encore temps de s'inscrire à cet événement passionnant, au cours duquel des milliers de scientifiques du sport de renommée mondiale seront présents afin de partager des idées et des points de vue - nous espérons que vous pouvez vous joindre à nous!



Professeure Margaret Talbot, PhD OBE FRSA
Présidente



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Welcome New Members

Welcome New Members

Since July, ICSSPE has received the following new membership applications which will be ratified at the 73rd Executive Board Meeting:

C104-3

Sport Organisation - Municipality of Tehran

Iran

9 November 2011

D104-3

West Coast University of Panama / Faculty Physical Education and Martial Arts

Iran

9 November 2011

D126-2

Capital University of Physical Education and Sports

3 January 2012

China

D057-31

Kennesaw State University, Human Services Department

USA

27 January 2012

D104-4

University of Tehran Science & Technology Park

TAP Institute

16 February 2012

D115-1

Sultan Qaboos University, College of Education - Physical Education

Oman

27 March 2012



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[Profile: Generation Ali - Passing the Torch to a New Generation](#)



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[Profile: Laureus World Sports Academy](#)



[Profile: NBA - Basketball without Borders](#)



[Profile: Olympism Project](#)



Profile: Right To Play



Profile: Sacred Warrior



Profile: Special Olympics



Profile: SportsCorps



Profile: United Nations Office on Sport for Development and Peace



Athletes and Social Change: Introduction

Mary A. Hums, Eli A. Wolff, Meg Hancock

We are very pleased to introduce this unique bulletin providing global perspectives on athletes and social change. There has been limited research and scholarship specifically focusing on the nexus of athletes and social change. This bulletin attempts to broaden the discourse to better understand and examine the role and contribution of athletes toward and within social change, human rights and development.

What does it mean for athletes to engage in social change, philanthropy and work within the community? This bulletin will focus on the following considerations:

1. The roles and responsibilities athletes have beyond the playing field.
2. The ways athletes can serve as educators and advocates to address social problems within and outside of sports
3. How the global sporting community encourages or discourages athletes working in the realm of social change.
4. The roles educational institutions play in providing grounding for athletes to make the connections between athletics, academics and the community.

This collection of essays, articles and narratives will examine and provide diverse perspectives at the intersection of athletes and social change.

We would like to thank all of the authors and all of our friends and colleagues who contributed organizational profiles. We hope that you will enjoy this collection!

Sincerely,

Dr. Mary A. Hums, Eli A. Wolff and Dr. Meg Hancock

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Paying the Price for Speaking Out: Athletes, Politics and Social Change

Simon C. Darnell

‘When you are an athlete you should be unafraid to exercise your voice. Today that is rarely the case.’
– Ann Peel, as quoted in Koss (2011)

Introduction

The notion that sport is exempt from social and political life is passé. Increasingly, sport organizations take an active interest in issues of social reform, conflict resolution, philanthropy and aid, and international development. Athletes are also currently active in such causes. For example, National Basketball Association (NBA) star Steve Nash oversees charitable efforts to support the health and development of children, both in the United States and internationally. Through the Steve Nash Foundation, he works to increase “access to critical needs health and education resources” in order to “ameliorate conditions for kids, families and communities” (Steve Nash Foundation, para. 1, 2012). Similarly, former NBA player John Amaechi operates the Amaechi Basketball Centre in Manchester, UK, as a venue for personal and community development that welcomes all persons “regardless of ability, ethnic background, socio-economic background, gender or age” (Amaechi Basketball Centre, para. 1, 2012).

Due in part to the efforts of athletes like Nash and Amaechi, it is now possible to identify a broader institutionalization of sport in the service of social change (see Coalter, 2007; Darnell, 2012; Wilson, 2012). In turn, few people now support the idea that athletes – particularly those who come from high profile and elite sport or might even be considered celebrities – should be restrained to their sporting roles only and eschew any broader social and political remit. Indeed, the publication of this special bulletin of ICSSPE offers some evidence of the increased acceptance of, and even desire for, athletes and sportspersons to leverage their skills, popularity, privilege and goodwill towards various ends of social change. Here, I offer a contribution to this burgeoning field by drawing attention to some specific examples of athlete-led activism, suggesting that there are different types of action under this banner and that these types are distinguishable by their political palatability, or the extent to which they challenge powerful institutions and regimes of normativity and truth. I use this analysis to draw attention to the fact that athletes must often ‘pay a price’ for engaging in activities that challenge political power, and/or the sanctity of sport itself.

Types of Athlete Activism

For the purposes of this article, the actions undertaken by athletes to contribute to social change can be understood to fit into one of two categories. In the first, athletes now regularly embody and act upon a responsibility as sportspeople to contribute to efforts at social change that are external to sport. That is, athletes mobilize their profile, wealth and authority to tackle a range of broad social and political problems. The contribution of athletes to meeting the goals of international development, or contributing to peace education fit into this category. For example, the non-governmental organization Right to Play engages a series of well known and successful sportspeople as ‘athlete ambassadors,’ who draw on their personas and images to raise funds and promote the role of sport and physical activity for local development in marginalized communities. Also in this category are the various athletes who have used the profile afforded them to speak out on political issues. Former NBA player Etan Thomas, who delivered several public statements against the US military action in Iraq (Zirin, 2008), and now regularly writes political commentary for publications such as the Huffington Post, is one such athlete.

By contrast, in the second category are the actions of athletes who (continue to) call for political reform aimed at sport itself, and agitate for changes through which sport itself can become more egalitarian, inclusive, democratic, fair and equitable. Opportunities for athletes with a disability, anti-racist, anti-homophobic, anti-corruption and anti-doping reforms and policies, and inclusion for gender non-conformist athletes fit into this category.

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For example, in the late 1990s, Canadian Olympic swimming champion Mark Tewksbury led an organization of athletes to protest corruption and bribery within the International Olympic Committee (Koss, 2011). The resulting group, dubbed Olympic Advocates Together Honourably (OATH), strove “to be an independent advisory and watchdog organization seeking systemic change” (P.R. Newswire, para. 2, 2012).

I suggest that both of these categories of athlete-led activity are worthy of attention, but, crucially, they call for consideration and appreciation of their position along a continuum of political palatability. Not all athlete-led activities aimed at facilitating social change necessarily fit the category of ‘political activism,’ which can be defined as communicating the need or demand for change to those in power and mobilizing new and popular support for such causes (Shaw, 2001). With this definition in mind, it is inaccurate to characterize the athlete-led activism of Right to Play as politically analogous to that of Etan Thomas because Thomas’ actions are qualitatively more radical in orientation and approach. This distinction is important because research, discussed below, shows that activist athletes who call for radical social and political reform – and particularly in ways that overtly politicize sport, or call for changes to its structure, organization and culture – must negotiate this continuum. Indeed, athletes pay a price for moving too far beyond politically palatable social and political action.

In general terms, on one end of this continuum sport is positioned as a force for good, relatively apolitical in its internal character and organization, possessive of universal values, and generally benign in its social and political impact. This understanding of sport tends to lend itself to athlete-activist projects that fall into the first of the two categories discussed above, in which sport is deemed to make a contribution to social change in areas external to sport itself, or at the least, to offer a stable and influential cultural phenomenon from which to call for change.

This end of the continuum is generally non-threatening and non-challenging to powerful groups and institutions – both within sport and without – and therefore tends to be regarded as politically palatable. For example, positioning sport as a catalyst for international development or conflict resolution rarely engenders political controversy as it tends to confirm dominant beliefs and popular desires regarding the munificence of sport culture. Due in large part to this political palatability, it is reasonable to suggest that the majority of contemporary athlete-led activism lands on this end of the spectrum and it is not difficult to understand why this would be the case. Amidst the challenge of negotiating the complex political terrain of social change, participating in activities which provoke as little resistance and controversy as possible is attractive, a phenomenon which tends to lead to the referencing of, and even trading upon, popular notions of sport as an affirmative social and cultural formation and institution.

However, even though it is dominant, athlete-led activism that is politically palatable is not the only form. On the other end of the continuum lies a general understanding that sport is inherently political and, perhaps more importantly, that it is often organized and dominated by powerful interests and underpinned by exclusionary and hierarchical norms and values. From this perspective, and depending on the extent to which a radical politics is embraced, organizations like the International Olympic Committee (IOC) and Federation Internationale de Football Association (FIFA) can be viewed as undemocratic and even hypocritical stewards of sport who promote its universality while maintaining their cabal-like ownership over the world’s most popular, powerful and lucrative sporting institutions (see Jennings, 1996, 2006). Similarly, the dominant culture of sport can be viewed as one which demands and privileges normativity and conformity – through interlocking structures of race, class, gender, sexuality, ability and bodily practices – rather than a site of universally recognized and celebrated values. Clearly, athlete-led activism that proceeds from this perspective tends to fit within the second category described above, in which reform is aimed at and through the organization and culture of sport itself. The history of OATH is an example of this, as is the recent legal challenges of women ski jumpers who fought for inclusion in the 2010 Olympic Programme (Travers, 2011). The key point is that despite their often marginal profile, relatively radical politics are taken up by athlete-activists on a regular basis.

Before discussing the implications of these categories and this continuum, it is necessary to recognize overlaps in the categories I have described. Clearly, examples exist of athlete-led activism that embrace resistive politics and eschew political palatability, yet are still directed and mobilized towards social and political issues beyond sport. Indeed, Thomas’ critiques of the war in Iraq are but the latest salvo in an important history of such athlete-led political activism, a history which includes iconic athletes like boxer Muhammed Ali, who denounced the war in Vietnam in the 1960s, and runners John Carlos and Tommy Smith who famously supported the American Civil Rights Movement at the 1968 Olympic Games (Zirin, 2005). Given these examples, my point is not to argue for the solidity of the trends or categories in athlete-led activism, but rather to consider the continuum of political palatability, and to illustrate the importance of understanding the features, characteristics, specificities, effects and implications of contemporary efforts at social change as led by athletes. I discuss some of these issues next.

The Costs of Resistive Politics

If athlete-led activism is situated along the continuum I have described, it is reasonable to argue that the current emergence, popularity and institutionalization of these activities is heavily weighted towards the end of the scale that is more politically palatable. Conversely, athletes who speak out about social and political issues in ways that challenge and critique powerful interests – both within sport and without – generally find themselves within the minority in relation to efforts of sport for social change, as well as the culture of sport more broadly. Recognizing this marginalizing effect is important because while the momentum and recognition of athlete-led activism suggests that more and more athletes are welcomed and encouraged to participate in efforts at social change, attention and consideration also needs to be given to the barriers or consequences athletes face if their actions slide towards the more politically radical end of the spectrum.

For example, in recent reflections on her time as an athlete-activist, Canadian Ann Peel described how the current structure and organization of sport along lines of institutional power and cultural normativity militates against athletes speaking out on issues of reform and change (Koss, 2011). Peel's thoughts align with other recorded instances, as well as emergent themes in my own recent discussions with athletes who have called for radical reform and political resistance to oppression and dominance in and through sport. The experiences these athletes have described to me illustrate there are costs to be paid by athletes for engaging in explicit political action and that these costs can take several forms. Three are worth discussing here: organizational alienation or expulsion from sport, political isolation, and personal fatigue and discouragement.

Organizational alienation speaks to the fact that athletes who participate in activism that is politically challenging and/or aimed at sport are often expelled from sporting organizations, either institutionally or informally. For example, Tewksbury became "persona non grata" in Olympic circles after organizing for reform (Starkman, 2010), and while he has subsequently been welcomed back into the Olympic community, it is not difficult to understand how athletes risk their position and acceptance within the structures of sport by calling for change. Certainly, athletes I have spoken with have described the experience of not being invited back to sports organizations after offering critical analyses of the culture and operation of sport.

Similarly, and second, athletes risk political isolation for their activism if it is anything less than politically palatable or in line with the dominant political class or preferred narrative. After Nash wore a t-shirt to the NBA all-star game in 2003 that read 'No War – Shoot for Peace,' he was roundly condemned by other players, such as former US Navy member David Robinson, and sports journalists like Skip Bayless, who criticized Nash for overstepping his boundaries of expertise. Given that political activism challenges power and normativity, and often does so from a minority position, athletes who participate in such resistive politics risk considerable isolation.

Finally, athletes pay a cost in terms of personal fatigue and resources. The athlete activists I have spoken with recount how much of their personal life has become dedicated to participating in resistive politics. There is generally little understanding or appreciation of the amount of time and resources required for sustained and dedicated political resistance, and the toll this can take on athletes who make such commitment. Of course, given the resources that some professional athletes can and do accrue, dedicating money to social reform and change may be firmly within their remit compared to average citizens (though radical political activism likely reduces the chances of, for example, future lucrative product endorsements). At any rate, the point remains that it is easier to participate in social change that mobilizes dominant forms of sport or does so in ways that conform to political norms, because the personal costs of participating in radical politics, in terms of material resources and subjectivity, remain high for athletes and yet often go unacknowledged.

Implications of Athlete-led Activism

Several implications can be drawn from the preceding brief discussion. I have outlined, in admittedly general terms, some of the negative effects, both potential and realized, for athletes who participate in radical politics, both within sport and without, and in ways that challenge powerful groups and regimes of truth and normativity. Clearly, there remains a price to be paid to be an outspoken athlete, even in an era where the role of athletes as contributors, and even arbiters, of social change, is increasingly accepted. Put simply, the more radically and directly athletes challenge the normativity of sport and political life – and/or use sport as a platform to do so – the more barriers they face and costs they incur. These costs can be institutional, social, political and personal in nature, but should not be considered significant only to athletes themselves. Indeed, these costs suggest that scholars and activists who are interested in mobilizing and supporting athlete-led activism towards social and political reform would do well to think through the political orientation of their actions as well as the impact, and response, which they are likely to engender.

This also suggests that if truly resistive politics are the most effective – and even preeminent – means by which to enact meaningful and lasting social change (see Zinn, 1980), then the courage of athletes who speak out in politically challenging ways, and the costs they incur as a result, are worthy of recognition and ongoing scholarly analysis.

In turn, the importance of radical political activism for significant and sustained social change should draw the attention of scholars to the expulsion, and subsequent rehabilitation, of many radical athlete-activists. For example, the heralding in recent years of trailblazing athletes like Ali, Smith and Carlos has potentially obscured the fact that they were initially vilified and ostracized in sport and political life for challenging authority, power, dominance and normativity (Zirin, 2008). Similarly, Tewksbury will serve as the Chef de Mission of Canada's Olympic team for London 2012 even though less than 15 years ago he faced isolation for critiquing the Olympic Movement in fundamental ways. This phenomenon of expulsion and rehabilitation has several potential implications unto itself, but at least one is that the social change that athletes seek through radical political action regularly proves to be important and sustainable, despite often being rejected initially as transgressive and destabilizing. In other words, the historical trajectory of radical athlete-led activism suggests not only that it is worthy of attention and respect in both practical and scholarly circles, but that this attention should be given in the times, spaces and contexts when the activism occurs, more so than after the fact.

Of course, many important questions still remain to be analyzed, particularly regarding whether, how and why some athletes believe the benefits of radical social activism outweigh the costs to be incurred, and/or the reasons why some athlete-led activism remains relatively unchallenging. Clearly, more research remains to be done to understand how and why athletes commit to social change efforts, and the types of politics with which they do, or do not, engage. Such issues continue to be examined and debated in political science and studies of activism more broadly (see, for example, Rutten, 2000) and there is undoubtedly much that scholars of sport can glean from this literature. For now, it is reasonable to assert that there remains a substantial price to pay to be paid by athletes who engage in activism that is radical in its approach and intended to oppose powerful institutions and call for fundamental change. As a result, only a notable minority of athletes do so.

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Gainline - Africa Reflections

David Marchesseault

Prologue: In the Grass by David Marchesseault

The dense Ugandan heat envelops me,

Pouring beads of sweat from places I never knew possible

It breaks my concentration as I sit,

As I listen

Humphrey, a 6'7, 275 pound Ugandan colleague sits to my left, unphased by the sun pouring down on him

He tells me about the history of his region, his community, and his family

The war, the abductions, the rape, the killings, the insanity

Daily life for over 20 years in his world: northern Uganda

I feel the weight of these atrocities on my heart as he speaks

I chose my words carefully, in long drawn out pauses

Preferring to pick at errand stems of elephant grass rather than interject on my behalf

It is our bond as athletes that bring us to this field

A vision for a community based organization with and international feel

With rugby as the vehicle

The community as the driver

And us the passengers,

Reacting, discussing, and working as partners

Yet I am cautious

Not blind to the dynamics of power and historical tendencies of development

Nor the over-simplification of issues within such a complex context

I am cautious of anything I say, picturing his answer before I even ask a question

I fear the tendency of individuals' inability to say no to offers of assistance

Unable to break free from the opportunistic, aid dependency that often comes second nature to people growing-up in conflict

Yet, Humphrey does not simply say 'yes, yes, yes'

He is strategic, concise and poignant

This reassures me of his intentions

I need to be confident, honest, and understanding

I need to be honest in my words and my approach

And I must cease to think defensively, negatively, or brash

People respect thoughtfulness right?

They respect being treated as equals

Part of the solution,

Not part of the problem

I will not make that mistake

I wipe my brow with my shirtsleeve as we both stare into the distance.

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*Two grown men from different mothers and upbringings,
Worlds apart
We sit in the grass watching young Ugandans play rugby in the distance
Mountainous thundercloud lurch overhead and the thought of rain drowns our conversation
As we get up to leave, a sense of respect and realization overcomes me
The key to success here is loyalty
Loyalty through trust, cooperation, understanding and most importantly: time
Time was the key...
I pat Humphrey on the back
It is dinnertime and we're hungry,
But I'm in no rush,
I got nothing but time.*

Issuing the Challenge

The Haka in rugby is regarded by many as one of the most intimidating of sporting traditions. The Haka is the issuing of a challenge through an elaborate battle cry and dance, using gestures and facial distortion as signs of the warriors stated intention, intensity, and desire for the upcoming match. A well-performed Haka has the tendency to stir crowds into frenzy, unsettle the toughest of opponents, and change the course of a match before it even begins. The legendary New Zealand All Blacks execute this challenge prior to any international contest as a way to 'set the tone' for their impending battle with the opposition. Issuing a Haka is as much of a challenge to yourself as it is to your opposition, setting your intentions for the test in front of you. I have faced and issued my fair share of Haka before, both mental and physical. In the summer of my second year of undergraduate school, I had the opportunity to play rugby in New Zealand, considered the mecca for rugby union. I can vividly remember the emotions coursing through my blood playing some of the worlds best players. I was young, determined, and prepared to learn rugby the hard way.

And I did.

As an American football player since the age of nine, I saw rugby as an additional sport to quench my thirst for contact between winter training and summer 'rep' league. However, discouraged by the culture of football at University, I turned to the rugby team as my athletic refuge. From there I embodied rugby for the next four years of my life. I trained, breathed, and slept rugby. I taught rugby, coached rugby, and learned rugby from legendary athletes of the game. I was labeled a rugby player, had rugby injuries, and dealt with them 'like a rugby player' would (Howe, 2001).

In tandem with my passion for rugby was that of international development. Having formed an interest for worldly affairs from a young age (representing Canada internationally from the age of 11) with Children's International Summer Villages (CISV) and Rotary International, I was compelled to 'return to the field' following my undergraduate degree as a way to further my experience and understanding of humanitarian intervention. I did this through a yearlong assignment as a Protection Officer with the United Nations High Commission for Refugees (UNHCR) in Addis Ababa, Ethiopia. There, I worked largely in refugee camps across East Africa specializing in Best Interest Determination (B.I.D) of traumatized women and children. This experience allowed me to not only gain valuable leadership and work experience in conflict zones, but permitted me intimate contact with vulnerable populations. Through these extremely personal interviews, the simplistic benefit of sport, play and space became a reoccurring theme. Recognizing my ability to create some small positive change, I worked with various agencies during my time at UNHCR to improve and allocate resources to small sports initiatives to those individuals, families and communities I had connected with. Yet, it wasn't until I personally experienced sport as a tool for healing that I intimately believed in its value.

As an athlete, I was fortunate enough to experience a number of beneficial outcomes (physical, social, mental, etc.) from sport. Yet, it was not until my final semester of my master's degree in International Conflict Studies at the University of Ottawa that I began to truly experience sport as a form of personal salvation. Unable to sleep, concentrate, or function for weeks after returning from field work in Sierra Leone, I was diagnosed with a form of Post-traumatic-Stress-Disorder (PTSD). I reluctantly tried clinical and medicinal methods as a way of 'pushing on' in order to finish my studies. The consultations left me feeling further frustrated and the medications made me feel worse off and hopeless than before. It wasn't until I decided to forgo treatment and dedicate myself to a strict regiment of yoga, exercise (which included rugby), and rest that I regained control and overcame this adversity. It was unbelievably empowering. Sport in this circumstance saved my life.

I wanted to disclose this very personal story to highlight the time and place where my belief in sport changed. In my time of strife, I embodied many of the characteristics and qualities given to me as an athlete, enabling me to positively change my behavior and overcome my adversities. I was reinvigorated and decided to refocus my research effort to further explore the topic of sport as reconciliation. I finished my degree on time and knew my work was relevant, as I had experienced it first-hand.

From this diverse background, on Sunday, August 8th 2011 at 3:11am, I wrote my call to action, my Haka (Figure 1), for the establishment of a fictional organization I called, Right to Ruck. The opportunity to act came from a colleague at UNHCR who had put me in touch with some rugby players from war-torn northern Uganda. They were looking to use rugby as a vehicle to reconcile their community and I was keen on learning more. Rugby had been immensely popular prior to the war and a source of pride within the north. This combination of serendipitous chance, genuine enthusiasm (from the community), and an academic desire to take theory to practice, drove me to put pen to paper, or rather fingers to keyboard.

RIGHT TO RUCK RUGBY FOR RECONCILIATION: SUSTAINABLE DEVELOPMENT THROUGH SPORT IN GULU, NORTHERN UGANDA

August, 2010

The origins of Right to Ruck:

The inspiration behind the creation of a Rugby based Sports for Development charity is a culmination of

years and years of personal experiences, discussions and deliberations.

First and foremost, it is born from 26 years of sweaty practices, punishing blows (not by me), heartbreaking defeats and sweet victories through the various sports I've attempted to play.

Secondly, it is born from my belief that without sports in my life I wouldn't be the person I am today.

Although never the best player on the field, the friends made, lessons learned, life long bonds formed and

memories made (on and off the pitch) are all positive contributions to my life brought on my involvement

in these various activities.

Thirdly, and academically speaking, it is born out extensive research which I have been involved in on

sport and development in recent years. My travel and research has reaffirmed my belief that youth in

every part of the world benefit not only physically, socially and mentally from coming together to play (in

whatever format) but the values transferred during these activities are trickled down throughout their

families and communities. By targeting the youth and their families, the potential for positive communal

change is incredible.

The United Nations also support this idea. They believe (and financially support) that sport builds health,

fitness, self-respect, self-confidence and self-esteem. They state that it is "an innovative, low-cost and

effective method to contribute significantly to health, education, development and peace and is a powerful

language through which to mobilize societies" (UN Inter Agency Task Force on Sport for Development and

Peace 2003, 24). Armed with these qualities, an effective rugby program has the potential to really change lives in any community but especially in those communities destroyed by war and suffering.

The aim of this project is to reach out to the Canadian Rugby community together, highlighting our passion and values while engaging and supporting an innovative, grass-roots, community driven development initiative in Gulu, Northern Uganda. Rugby for reconciliation projects can be used to promote social inclusion by breaking down barriers and creating bridges between opposing groups. Sport can also help the process by building confidence and trust amongst opposing sides, advancing the healing process, encouraging resiliency, and giving a sense of normalcy. For both the Ugandans and Canadians I see this as being an incredibly enriching experience.

As rugby players, trainers, board members, and supporters we know of and have experienced how the power rugby has changed our lives and those around us. Aside from its incredible physical benefits, rugby brings people together from all walks of life and allows them to work together towards common goals, along the way forging close relationships and experiences that are remembered and continue long after the final whistle has blown.

Success on the pitch is dependent on how the entire team works together, their trust, dedication and understanding of one another. The qualities demonstrated and built while playing: passion, loyalty, teamwork, problem solving and friendship translate themselves off the pitch in the lives of the individuals and their communities. Everyone wins.

It is these sorts of qualities we seek to exemplify and promote to the youth and communities of Northern Uganda. Through the power of rugby the Gulu Elephants Rugby Club seeks to promote reconciliation, reintegration and interaction through healthy living to their war-torn communities.

With your support we can make this dream possible.

Sincerely,

David Marchesseault

Figure 1. My 'Virtual Haka'

No doubt this declaration contained evidence of the blind ambition needed to kick such a monumental vision into action. Yet, like a veteran rugby player visually and instinctively navigating the pitch, I was certain I had spotted an opportunity, assessed my opponents and recognized the potential risks for failure. In my opinion, it was my ball to lose.

I pressed down on the 'Send' button and like that, my Haka was complete. After breathing in a sigh of relief, my mind stopped racing for a moment and I reflected on the potential of my actions and the implications moving forward. I vividly remember feeling much like I did when I faced my first Haka in Wellington all those years ago: the uneasy blend of brazen excitement and pure fear of the unknown. I had challenged the Canadian rugby community and I challenged myself. I was committed.

In the dead heat of a July summer night, with my laptop light glaring, eyes blood red, I waited for the response.

Building Gainline Africa

Surprised by the outpouring of support, I selected a group of engaged personalities with varied skill-sets, diverse backgrounds, and dissimilar viewpoints from across Canada's geographic, gender, and age boundaries as our active volunteer board.

I created a foundational framework of operations, dividing our board into working groups (Governance, Brand/Design, Programming, Communications, Events/Fundraising, Membership). This had a dual effect of providing a diffusion of power from a central personality (such as myself), while empowering others to take the lead in various essential areas of the organization. Whether deciding on our name and logo, or debating whether using rugby within a given context was appropriate, the establishment of an organizational framework was beneficial for our members, allowing them to engage internally and with our partners abroad, and forcing them to conceptualize perceptions and perspectives other than their own.

In 16 months Gainline Africa (GA) has gone from an organization without a proper name or brand, to an organization supported by the Canadian men's national rugby teams. The name Gainline Africa has been making its way through the North American rugby community vis-a-vis various initiatives, most notably our Orange Laces campaign (Gainline Africa, 2010b). A symbolic moment for GA came during the Rugby World Cup in New Zealand where many Canadian men were spotted wearing orange laces as a show of support for our cause. Individuals, high schools, Universities and club teams have followed suit, initiating conversations, informing themselves about the situation in northern Uganda, and making educated decisions to (or not to) endorse our cause.

Through these conversations, GA has facilitated the creation of a growing sub-community of like-minded, socially conscious rugby players who are trying to understand the dynamics and diverse ways a sport such as ours can be used for positive social change. In turn, we have begun to sow the seeds of cross-community building through social networks both here and abroad. In these simple, symbolic, yet meaningful gestures of support (be it laces, bands, a tournament, or any other initiative or event), more profound collaborations and commitments will emerge. As a new organization it is our responsibility to think innovatively about these commitments and how we can meaningfully engage and retain the rugby community's long-term interest in order to create a socially and fiscally sustainable base of support. This has tested our ability as an organization to adapt, adopt, and engage in meaningful, yet realistic ways, challenging us not only as a team but also as social change athletes.

Overcoming Obstacles in the Field: Listening is the Best Medicine

As idealistic as my late-night call to action seemed, there was nothing haphazard or serendipitous about my decision to begin GA. I was extremely cognizant of the factors involved (time, money, energy, time, more energy) in establishing a fully volunteer run organization, and they were daunting.

Yet I felt I was well equipped for this work, having worked in post-conflict settings for years. Furthermore, I had immersed myself in the literature of post-conflict development during my masters degree work at the University of Ottawa, which provided me insight into the potential setbacks, cautions, and opportunities of our work in northern Uganda. Most importantly, I recognized the limitations and risks of using sport in this context and embraced many of those critiques as my mantra for a thorough analysis of its potential throughout the development phase of our program. Following the foundational work of Kenneth Bush's Peace Conflict Impact Assessment (PCIA) (Bush, 2008) and Fred Coalter's (2006, 2010) critical approaches to SDP programs through rigorous monitoring and evaluation (M&E) and accountability practices I sought to sidestep potential pitfalls made by uninformed organizations.

This led me, after months of correspondence and phone calls with our Ugandan rugby colleagues, back to East Africa on a six-week impact assessment mission of our potential partnership in Gulu. GA's goals would help guide the organization forward (or not), conditional on our evaluation for positive impact.

My goals outlined an incredibly rich yet demanding experience in Gulu. We conducted 20 trainings with the Gulu Elephant Rugby Club (GRFC), six days of high school trainings, and a memorial game on July 31st vs. the Lira Bulls. As part of our impact assessment we met not only with our hosts, the GRFC, on numerous occasions but also with a variety of actors who made up and influenced the rugby community. At the national level, GA members met with the Ugandan Rugby Union Executive to discuss our work in the north and how we could utilize regional resources to ensure full support from the national body. At the local level, we met with all of our school administrators and the district sports advisor as well as a variety of local partners and other international non-governmental organizations (NGOs) to commence and continue fostering partnership possibilities. We even held talk shows on a local radio in both English and Luo languages to inquire about community needs and foster public dialogue about our desire to partner with the local rugby community rather than dictate our programming to it.

All meetings were met with reserved expectations and a tone of pure partnership, not the jovial, evangelical, western neo-colonial 'handout' many of our Ugandan friends were accustomed to after decades of war and humanitarian aid dependency. These exact words often came from my mouth in conversation in Gulu. Harsh as it may sound, I was not interested in re-establishing historical norms and wasting individuals time and effort. I was interested in working with them, understanding their needs and partnering together to get the community the tools it needed to be successful (however they defined it). We believed this strategy allowed us to set the tone of our visit and subsequently we were well received and respected by our guests thereafter. Moreover, many of our Ugandan colleagues told me they appreciated this approach as it erased traditional subordinate roles and "put us as equal partner in our own destiny." I was very happy to hear that.

These intimate conversations gave us a better understanding of the environment in which we would be working. Investing in personal relationships with Ugandan partners through simple, daily interactions (e.g., practicing rugby with them, cooking and eating meals together, and making the time to meet their families and friends) allowed us to engage in meaningful discussions which focused upon the needs of the community. Once a need was identified we worked with particular community leaders in creating an agenda for achieving the identified objectives. The creation of a University Scholarship Committee has allowed us to begin preliminary discussions with the community and Gulu University about future partnerships in relation to secondary education for our athletes. Furthermore, it initiated a baseline evaluation survey (designed in partnership with the schools, GRFC, and GA) to better understand the demographics and concerns of the students within our rugby programs.

During our time in Gulu, it was important to continually reflect upon the objectives and limitations of our organization. Later, in conversation with partners, we could confidently state these objectives and avoid energetically overcommitting to things we could not deliver. Furthermore, I made sure to clearly identify and reinforce our boundaries when committing to anything, as building trust was a fundamental aspect of our time there. By doing this we were actively committed to establishing a framework for success based on the needs of our Ugandan teammates and in relation to our potential contributions. Through many long group discussions we collectively came to agreement, after six weeks, as to what GA's contribution could be (organizationally) and should be (what the community needs) in Gulu. This breakthrough took time, debate, disagreement and collective understanding to accomplish. Gaining the community's trust and respect whilst finding mutual ground as to what they wanted and we could do provided us with a clear vision that no 'brainstorming' session or phone conference back home in Toronto could have ever done. It was ideal.

Leaving Uganda last summer, everyone involved, whether Canadian or Ugandan knew we had a long road ahead. The fact that we had collectively established our objectives as a team, sought to listen first then act, and tried to understand through living within our partner community had made our legitimacy, understanding and potential for success that much more potent.

Crossing the Gainline

Back home in Canada people often ask me: "Dave, why use rugby as a vehicle for development?"

I simply reply: "Because the community wanted rugby."

I went to Gulu with the lowest expectations possible, preferring to heed caution, listen, and develop the organization from the community's needs (both at home and in Gulu) rather than from preconceived notions. From this I found out they don't need jerseys, they don't need tones of money, they don't need a million rugby balls. What they do want is partnership, organization, leadership development and a physical space to call home. They also want to feel connected to the rugby world, as their isolation, even in Ugandan rugby, has negatively impacted the community. In Canada, discussions within the various levels of our rugby community underlined their desire to be informed, educated, and engaged with fellow rugby communities globally, 'giving back' through a sport that had given so much to them. It seemed like I had all the right ingredients for success and prepared my volunteer board accordingly, decentralizing power from the 'founder' position, and positioning myself as an equal member moving forward.

So what next?

Since our inaugural impact assessment trip, GA has embarked on a pilot School Program in Gulu, northern Uganda (Gainline Africa, 2010a). With the assistance of our local partners we will work to use rugby as a vehicle to help improve the lives of youth within the region. In the next year, we will work with over 300 secondary students, 16 teachers, and 12 volunteer coaches in Gulu District to develop a manageable training structure for all students and teachers looking to advance rugby skills, coaching and refereeing. Three times a week, the GRFC volunteer coaches will travel to the participating schools to train both boys and girls in rugby development.

The development of our volunteer coaches will be facilitated through formal and informal agreements made between us, the Ugandan Rugby Union and the International Rugby Board. In turn, we will work with our schools to make the activities inclusive to all those who wish to participate. Memorandums of Understanding (MOUs) between GA, the GRFC and the school rugby clubs have been drafted and will be agreed upon in order to formalize the spirit of each particular school partnership. School teams will then exemplify their community spirit through acts of kindness, as defined by them, embodying the qualities taught to them on the pitch and utilizing them in their surrounding neighborhoods. All these decisions were made as a community collective, with GA often playing water boy rather than the central player in discussions.

With this structure our partners believe they will improve skills on the field while teaching youth valuable lessons in life such as teamwork, leadership, respect, tolerance and friendship. In addition, GA will focus on the promoting education. In Uganda alone, only 4% of the population enrolls in post-secondary education (UNESCO, n.d.). The discussions we had with our school committees identified post-secondary as a major hurdle for many students due to financial impediments. In the coming year, GA continues to work with the University of Gulu and our partner schools in order to establish a GA rugby scholarship program for students within our program. The effort for this initiative has proven incredibly complex, as we work with our communities to create a transparent and accountable selection process of potential candidates. Our baseline evaluation conducted through the GRFC and schools has provided us with valuable data to better understand the backgrounds and needs of our student athletes.

By continuing down this path of communication, camaraderie and cooperation, GA's projects hope to flourish and succeed. Based on my initial intuition of rugby's intangible qualities and my limited knowledge of development practice, GA's path will be largely dependent on our ability to work in partnership through a framework that is adaptable to our unique organizational context. Recognizing our limitations as an SDP organization and working diligently with local partners to circumnavigate these limits in creative and context specific ways sets us apart from many SDP NGOS I have evaluated in my studies. I believe our success will depend on how well we stay true to our core values of accountability (internally and externally), communication and partnership, while taking time to discuss and negotiate our framework of success with our partners in the communities we work with. GA has come a long way as an organization in 16 months, yet the name of the game is longevity. This is achieved through sustainable practices and programs, and driven by the community one partners with. We have crossed the gainline, yet we are far from the goal line.

The Post-Game Breakdown

In closing, the time taken to reflect and review GA's historical artifacts for this piece has been, in a unique way, a microcosm of the ethos we have adopted as an organization. By analyzing emails, photographs, documents and drafts, what becomes clear to me is my drive stems from perhaps idealist energies, but what experience, literature, and sport has taught me is that preparation, participation and execution is key.

What excites me most about our current situation is the unbelievable perspectives and opportunities that lay ahead. With GA, we have sowed the seedlings of great potential for an organization that will seek to use rugby as a vehicle for social change. I had seen the way sport acted as a form of salvation for me personally and was enthusiastic about the possibilities of sharing that positive impact within a broader setting. I wanted to do more than just academically disseminate the message that sport was powerful; I wanted to show people just how powerful it could be. In creating GA, my vehicle for social change, I understood that sport needed to be a passenger in it, if not the driver of it for it to be successful. I firmly believe GA has crafted the space needed to become an effective, efficient dynamic, reflexive, and adaptable change agent. Our team has been able to set the tone of our work both internally and externally through sound planning, reflection, and oversight. We do not claim to be the best, we can only claim to do our best and seek to highlight and learn from our mistakes.

Lastly, this reflective exercise of myself as a 'social change athlete' for this special edition has made me recognize that Gainline Africa was not built out of ignorance, my need to make 'a difference' or an attempt to reenact some sort of twisted neocolonial whiteness (of which many NGOs and persons are accused). It came from me realizing that with my knowledge, experiences, connections, and abilities I had the potential to unite unique communities (of which I have been a part) behind a worthy social cause. My drive seems to have also started from an issue that pains me deeply as someone who worked, lived, and suffered through overseas development work: the lack of consideration or credit we give to the ones people seek to 'change'. The idea that those with the capacity to inflict change 'know what's best' sickens me. Their subsequent lack of community involvement in all steps of a program or project process is at the crux of development ineffectiveness.

There are many ways to try and help people effect positive change. This is the way I chose to try and contribute, making many mistakes and overcoming many hurdles along the way. The challenges are not over. Through it all I learnt one key lesson that I believe guides my approach: although it may be extremely difficult, exhausting, complex, time-consuming, and paranoid inducing, [creating inclusive, honest and meaningful communication with those you seek to partner with in any development initiative should be at the heart of you work.](#)

This means creating inclusive, accountable, and realistic programs that address the needs of a particular community, not a program that makes our selfishly attainable desires a reality. GA and I have attempted to do what most say they do but, in fact, do not: take the time to listen. As a result we have a game plan that everyone can get behind.

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Athletes' Social Responsibility in S. Korea

Hyunjoo Cho

Introduction

Athlete Social Responsibility (ASR) is a relatively new concept even though the significance of athletes and responsibility for a better society has grown. The unique position of an athlete puts him or her in an important societal position by putting him or her in a position to act ethically. This includes using a spirit of fair play or acknowledging initiatives like international anti-doping policies.

The concept of 'social responsibility' was adopted from the discussion of the ethics of corporations as a way of connecting business and society (Schwartz & Carrol, 2003). This article tried to challenge the concept of Athletes' Social Responsibility (ASR) by answering whether it is the relations between an athlete and 'intriguing questions' used for defining Corporate Social Responsibility as follows: "What do athletes owe society?" and "Can Sport ignore its social responsibility?" Thus, I am trying to identify if there is any similarity between Corporate Social Responsibility (CSR) and ASR in the perspective of managing 'fame'. Corporations manage their own business, but need to think about Social Responsibility in terms of managing their 'image', which may eventually affect their business. What then about sport and athletes?

In this research, the well-known cases of S.Korean athletes 'social responsibility' actions will be reviewed and discussed to understand the S.Korean perspective of ASR in the social movement. I analysed the character of the athletes' motives and the complex socio-economic agenda through discourse analysis of people exposed to the media and the interview.

Methodology

In this research, the critical realist ontological position was taken. A constructivist approach draws on Fairclough's approach to critical discourse analysis (CDA). Fairclough categorised the analysis items as genre, frame and style (Fairclough, 2003). The genre utilized here included newspaper articles and statements on websites with interviews with the athletes. Frame encompassed all aspects of the 'social contribution' of athletes in S. Korea. The CDA was applied to press reports of South Korean ASR and the selected ASR related websites. Content related to specific sports and the aims of the athletes relative to ASR were subject to analysis.

Paths of Glory

According to several S.Korean newspapers, surprising news was received on 20 December 2011, which said that 'Park Chan Ho established a blind trust of his salary and other options to benefit the team Han Hwa'. The reason provided was 'he came back to Korea to contribute to the development of Korean baseball', so he wanted to use his income for the development of the amateur baseball of Korea. Park's highest salary was USD 15,505,142 in 2006, and the latest one in Japan was USD 1,200,000 annual salary with the optional USD 1,000,000 (Lee, 2011).

This became the motivation to review the circumstance of athlete social responsibility in S.Korea and how the media reflected on that. Park is not the only athlete who established his or her own foundation as a form of social contribution. There are five more well-known athletes with established foundations. They will be compared and analysed for similarities and differences and their motives identified to shed light on the circumstance of ASR in S.Korean sporting environment and society.

Baseball Player Park Chan Ho went through his professional career in the USA and Japan before he came back to S.Korea in 2011. Nevertheless, he was a member of the S.Korean national team, and this February a poll said he was voted as the most favorite baseball player in S.Korea (W. S. Seo, 2012). He decided to finish his career in the S.Korean professional league. Thus, S.Korean baseball society was excited to see which team he would play for, and under what conditions. The team, Han Hwa, became the first candidate, and entered the discussion for annual salary and other options with him. Just like Park, the domestically 'legendary' Baseball Player Yang Jun Hyuk, who retired in September 2010 from the professional team SAMSUNG Lions, also established his foundation for social contribution.

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Yang Jun Hyuk held various records in S.Korean baseball history. He was a member of the S.Korean national team and in 1989 experienced winning the 2nd IBA Championship. Thus, after his retirement, his career was spotlighted by many of his fans. Like previous athletes after their retirement, Yang opened the 'Yang Jun Hyuk Youth Baseball Championship' in S.Korea. This was for baseball clubs that were not registered in the schools, and included about 55 Youth clubs with 1000 junior players. Since then, Yang has been involved in various charity projects such as charity football matches. He established his own foundation with the deposit of USD 173,910 (Yang, 2012).

Football Player Hong Myung Bo has his own foundation as well. Hong became a world- famous libero with his play on the S.Korea national team when S.Korea was ranked 4th in the 2002 World Cup. After that, he played in the S.Korean and Japanese professional leagues until 2003. Then he was educated to become a coach and started his coaching career for the S.Korean national team in 2006. After the 2002 World Cup, when he was obviously a celebrity in S.Korea society, he became involved in various charity projects as an appointed ambassador of international organisations such as UNICEF. His interest in social responsibility was revealed by establishing the 'Hong Myung Bo Scholarship Association' in 1997. He used income when he transferred his registration from 'Po Hang' to a Japanese league team. From 1997 to 2001, the association awarded a scholarship with the interest earned off the foundation deposit, about USD 47,480. In 2004, this scholarship association expanded as the 'HMB Foundation' and started to conduct various projects for social contribution (Hong, 2012).

Recently, Barclays Premier League football player Park Ji Sung established the JS Foundation in February 2011. Park was one of the best Asian players in the Barclays Premier League and became a legendary example of the success of Korean football players (J. S. Park, 2012).

In another sporting area, professional PGA Tour Golfer Choi Kyung Ju established 'KJ Choi Foundation' with one of his sponsors since 2007. After winning the 1996 Korea Open and 1999 Japan Golf Tour, in 1999 he became the first Korean to obtain a PGA Tour qualification. The initial foundation deposit was USD 8,695,650 (Pi & Choi, 2012).

In a relatively less popular sport, weightlifting, Jang Mi Ran became famous with her bloodied hand, which was broadcasted accidentally when she waved her hand from the medal podium after winning the silver medal at the 2004 Athens Olympic Games. That scene was captured and spread on the Internet and Jang became the symbol of a heroine who endured in one of the less popular sporting events. When she took home the gold medal in the 2010 Guangzhou Asian Games, she won the Grand Slam in weightlifting. In October, 2011 she officially started her foundation with a deposit of USD 173,910 from Visa Company (Jang, 2012).

What Athletes Want

Several noticeable characteristics were found from the discourses of ASR in the S.Korean media and their interviews. Firstly, the media tended to focus on establishing the foundation as a platform for ASR projects rather than individual athletes' private or random charitable actions. The media almost never mentioned this as 'Athletes' Social Responsibility', and considered it more as the individual celebrity's social contribution. It may be that a concept of social responsibility operated in S.Korean society which was 'funds' oriented rather than an actions and 'good deed' perception of a 'fundamental sharing' attitude. Nevertheless, this was not an ethical judgment of the athletes who were capable of establishing these foundations as a pattern of ASR. Rather, showing the successful sporting stars' strong enthusiasm for ASR, stimulated many other celebrities who were not aware of this social response at all.

The day when the conditions of Park's contract were agreed by the team Han Hwa, Park said the following at the press conference.

"I decided to donate my next years' salary for the development of Amateur baseball in Korea.....I appreciated the team who did their best to give me a chance to finish my baseball career in Korea which I longed for.....I will spend the rest of my life for the development of Korean baseball. I will support it to create the environment for the talented baseball junior to focus on baseball." (Lee, 2011) (Highlighted by the author)

Mr. Lee, the PR manager of the S.Korean Baseball Organisation (KBO), said this was a unique case of a professional player donating his annual salary, not only in S.Korea but also the USA and Japan. Moreover, Park already had established a Scholarship Foundation in 1995 named after him. It was started as the 'Park Chan Ho Scholarship Association' with a USD1,304,750 Foundation Deposit, and was converted to the present foundation in 2001 (Yoo, 2012).

In his interview, Park declared that he wanted to contribute to the development of Korean baseball, and he appreciated the baseball people who had supported him in becoming the player he is. In one specific passage Park recognized that he had an obligation to contribute to Korean baseball as a person who had received benefit from baseball funding.

This implied that the Park needed to think about something more than his admirable performance to interest the fans. His idea was clearly revealed in the following article:

“.....It is natural that I provide enjoyment with my pitching, and I thought what can I do additionally for the benefit if of juniors? And set a precedent. I earned a glorious opportunity after I came back to Korea, thus it doesn't matter how much I will earn. It was more important what role I will perform and giving back to society is more valuable.....” (Ko, 2011)

Former football player Hong Myung Bo recently donated USD130, 430 (KRW 150,000,000) to several charitable foundations. These were the proceeds of a charity football match organised by Hong Myung Bo Scholarship Foundation (D. H. Kim & Jung, 2012). The Hong Myung Bo Scholarship Foundation organised more charity events and donated the proceeds for other charity foundations for more specific purposes. The open financial report of the foundation for 2011 and 2012 said the charity events were quite successful.

Similarly, Barclays Premier League football player Park Ji Sung's JS Foundation also hosted a Charity Football Match. Just a week after his retirement from the national team on 31 January 2011, he established his foundation and started social responsibility projects. The following are quotes Park when he was interviewed about the motivation for his foundation.

“..... I want to return the love which I received from my fans.....”

“..... I want to contribute to Korean Football other than playing the matches.....”

“..... I will conduct various charity programs through Football diplomacy under the idea of Globalization of Korean Football and Sharing the Happiness through Football.....” (D. W. Kim, 2011) (Highlighted by the author)

Park expressed that he felt some sort of obligation to return the love of his fans. He chose 'Football Diplomacy' as the means of completing his contribution to society by way of developing Korean football. It is meaningful that he mentioned 'Diplomacy', which normally is used as a term for international relations. This implied that he considered contributing to the development of Korean football through various international events to be very important. There was similar cooperation with the international charity football match that JS Foundation organised.

PGA Tour Golfer Choi Kyung Ju made clear on his web site that he had done various charity works since he debuted in the PGA. After a while, he wanted to do these projects more consistently using a more stable platform. Thus, he established KJ Choi Foundation. The foundation supports young athletes who have potential but were in deprived family circumstances, inhibiting their ability to continue their sports career as Golfer Choi had. Personally, Choi revealed this 'sharing life' was based on the lesson learnt from his religious beliefs, and showed his strong motivation for social contribution.

“..... I established a foundation and it is such a great pleasure to think about the work of sharing.....” (H. Y. Oh, 2011) (Highlighted by the author)

The cases above showed certain motivations for top athletes' social contribution. Whether it came from their personal experience or a social obligation (since they achieved the 'fame' through their athletic career), what was commonly shown was their wish of sharing their achievement through the 'authority' represented by the foundation.

When ASR Met CSR

Another characteristic of S.Korean ASR was the corporate functional approach to planning and managing ASR projects. The foundations successfully raised funds by organising sporting events, which were seen as a successful sports marketing. Moreover, this ASR even started with the corporate funds that supported the idea of athletes' motivation and they were also willing to share the 'sporting' image of the athletes' for the benefit of their corporate sponsors.

Park indicated the rationale for why he gave the right to decide the amount of this money and the usage of this money to the team Han Hwa, instead of using it for his present foundations:

“.....If I needed to deal with the amount of money with the team, and then I felt that my pure motive would fade. The team must have an idea of the amount, and my purpose and decision was clear, so I thought this could be the best way to express my mind.....” (E. B. Park, 2012) (Highlighted by the author)

Concerning the blind trust of his annual salary, Park confirmed the exact motivation to donate this money, so he did not need to deal with this with the team.

“.....This small amount of money (KW 600,000,000, about USD 521,740) is just a seed. I hope that team Han Hwa will grow this into a huge tree and bear great fruits. I will keep thinking about the plans to contribute the development of Korean Baseball and Youth Baseball, then give this dream and hope to children.....” (K. Y. Seo, 2011)

Thus, it emerged that Park chose Han Hwa not only as a team where he would play, but also as a partner who would work with him for the development of Korean Baseball and help him meet his social responsibility goal. Eventually this became the meeting point of ASR from Park and CSR of Han Hwa, who got together at the same time.

The most recent case of establishing a foundation helps explain this argument even more clearly. Jang Mi Ran was sponsored by VISA for the initial foundation deposit. VISA promised that they would contribute more to this project and support Jang and her wishes for the development of a less popular sport and its athletes through this foundation.

“.....As national representatives of the Olympic Games, I am so pleased to announce the partnership with VISA for the Jangmiran Foundation.....As an athlete I always had a mind to contribute to the less popular sports, and I am so moved that this dream has come true.....” (Y. J. Oh, 2012)

In Jang’s case, VISA will be involved in most of the administrative work of the foundation such as PR and project management. Thus, Jang Mi Ran’s initiative became the source of ASR through the support of VISA in its CSR strategy. It is interesting to note that VISA viewed Jang Mi Ran as an athlete beneficial for sports marketing when entering into a long-term partnership involving CSR because of her ‘fame’ and sincere image.

Discussion and Conclusion

It turned out that ASR was not a familiar term in S.Korea even though the various social contributions of the athletes’ were broadly publicized. It is true that the role of sport was important in the period since N.Korea and S.Korea divided, and the particular circumstances of N.Korea and S.Korea spotlighted sport as a bridge between them without political obstacles. As sport constructed and reflected on its role in N.Korea and S.Korea relations, ASR also positioned itself by reflecting the views of the people through the media about the ASR actions.

Nevertheless, ASR in S.Korea illustrated the typical motivations of the athlete. Most of the foundations were focused on the athletes’ original sports and were concerned for the juniors who would follow in their ways. Thus, they intended to provide a better sports performance environment for their juniors. This common motive implied that they have been persuaded in some way that what the government can do for improving each sporting event still needed their added effort. This may indicate the necessity of policy makers’ intervention and this could be discussed in further studies.

In another perspective, ASR in S.Korea currently incorporates the perspective of ‘Public Relations’ of the famous sports players. To manage their fame, and keep their value in the ‘sports market’, even though it was not always through performance as players, they needed to keep up their ‘good image’ as sports people. That must be related to the corporations’ motivations to cooperate with the sports players on their foundations’ charity projects.

In terms of the standardisation of establishing their own foundations, the athletes may have chosen a strategic reason to expand their charity projects, particularly in the S.Korean environment. Identifying the factors of this unique circumstance is beyond this research; nevertheless, this would be the next step of S.Korean ASR research.

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Kicking for Change - Footballers and their Role in Promoting Social Transformation

Alexander Cardenas

Introduction

The present article aims at highlighting the role of athletes, particularly active and retired footballers who engage in social activism through different programs, foundations and related charity work. By virtue of their influence and popularity, top athletes have the ability to serve as powerful vehicles to propel social transformation and change. In recent years, the world of football (soccer) has witnessed more active participation by top footballers in social causes especially in regions affected by poverty, violence and conflict. Their actions validate the use of the sport as a tool to address a variety of social issues. With this introduction, this paper positions athletes as key players in the sport for development and peace movement (SDP) and introduces various social initiatives supported by footballers around the world.

The Global Popularity of Athletes

In the same way that music legends, movie stars, political leaders and religious figures generate attention and interest at a global scale, sport has produced some of the most recognized world icons whose popularity and fame has transcended geographic barriers. Due to recent developments in telecommunications, sporting feats achieved by sports clubs and top athletes in a diversity of disciplines have been known in every corner of the planet, unleashing a global connectivity around sports never experienced before.

The sports industry is growing in power and global influence at a very rapid pace. Hillmer and Fabre estimate that sporting activities are associated with a turnover of 152 billion U.S. dollars (quoted in Schwery 2003). As the sports industry is considered one of the most profitable sectors, athletes emerge as the new celebrities of today's globalized world. The finances involved for top athletes in the sports industry in the form of salaries, product endorsements and other marketing deals have reached unprecedented levels in human history. Moreover, in its most controversial facet, football, in its capacity as the most popular sport in the planet, is usually perceived as "a global business with grossly and even obscenely overpaid celebrity star players" (Woodhouse, 2011, p.353).

There have been a variety of cases where football players and other sport celebrities use their fame and fortune in non-humanitarian and even eccentric pursuits. Yet, there are also exemplary stories of athletes using their names and resources to support a myriad of social causes and to advocate on issues of equality and justice. Although there have been many instances in sport history in which athletes have paid a high price for letting their voices be heard, particularly on political issues (e.g. U.S. runners Tommie Smith and John Carlos were stripped from their 1968 Olympic medals for symbolically expressing their support to the Black Power movement at the medal ceremony), athletes nowadays are increasingly becoming more aware of their role and responsibility in propelling social and political transformation.

Carter (2009) defines this shift towards social responsibility among top athletes with the term "Athlete Social Responsibility" (ASR) and defines it as "a process of identifying one's role and responsibilities as an athlete to be more than simply competing and training. ASR is the process of developing a strong sense of responsibility in sport" (p. 10). The ASR concept positions athletes as agents of transformation and change who demonstrate their willingness and capacity to make tangible contributions to society.

Athletes as Agents of Change

Because of their privileged position as global celebrities, top athletes, particularly football players, have the potential to serve as key changemakers. Many reasons may explain why sportspeople have emerged as catalysts in creating positive impacts in communities in need. First, by virtue of who they are and what they do, athletes inspire and motivate others, especially the youth, hence they can serve as "hooks" to bring children into programs where other social services are delivered. Second, they have the ability to divert media attention to a particular social issue or initiative that otherwise would go unnoticed.

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Third, because of their status as celebrities, they are in the capacity to mobilize resources from a diversity of actors including private donors and governments. Moreover, they are financially capable of contributing to social causes and in many instances they have supported economically social interventions in a variety of areas. Fourth, they may serve as bridges between clashing groups –as in the case of Didier Drogba and his role in the peace process of the Ivory Coast– and emerge as neutral actors who can foster dialogue and reconciliation. Lastly, they have been acknowledged by the international community as key players in positioning sport as a valid development and peace building tool. The last section of this paper will provide some examples on the involvement of football players in social action and the diversity of causes they support.

Sport for Development and Peace and Athletes

Due to the emergence of the use of sport as a tool for social intervention, a strategy commonly referred to as sport for development and peace (SDP), athletes, both active and retired have gained access to a greater community that validates the importance of their involvement and leadership in the promotion of sport as a catalyst for peace and development.

As a social intervention strategy, sport for development and peace proposes the intended use of games, physical activity and sports to achieve explicit peace and development objectives including, most notably, the Millennium Development Goals (MDG) (Sport for Development and Peace International Working Group, 2008). A potential contribution of athletes to achieve the MDG has been highlighted in relation to Goal 6 “Combat HIV and AIDS, malaria and other diseases”, and has put forward the involvement of celebrity athletes to increase the reach and subsequent impact of educational and prevention campaigns (Right to Play, n.d., p.12). One particular project involving football players as educators of African youth on HIV/ AIDS prevention, was documented by Clark et al. (2006). The project introduced a football-based HIV prevention curriculum and recruited professional football players in Zimbabwe to serve as educators. Among other results, it was concluded that incorporating professional athletes as mentors was not only innovative, feasible and culturally appropriate but their involvement provided a constant source of inspiration and motivation for boys and girls participating in the program. The study also revealed that girls identified most strongly with female footballers who participated in the intervention, suggesting the need to incorporate more professional female footballers as health educators.

The Universal Language of Football

Sport’s exceptional capacity to break through all sorts of barriers also makes athletes, according to the international NGO Right to Play (n.d.), “the most visible actors in SDP undertakings, the best role models and the best spokespeople to disseminate education messages to hard-to-reach groups” (p.17). As the most popular sport in terms of participants and followers –Wong points out the 2006 FIFA World Cup was watched by an audience of 3.3 billion people in 214 countries (2008, p.130), while FIFA estimates that 265 million people play the game (FIFA, 2007)– football has become a universal language and a common denominator among cultures. Taking advantage of the universality of this sport and the reputation built around their careers, football celebrities have been instrumental in advancing peace and development endeavors through different means and channels. The following paragraphs will introduce the work of active and retired footballers who have taken up numerous social causes through their own projects, foundations and related charitable activities.

Footballers Creating a Positive Impact Around the World

Leo Messi Foundation (Argentina)

In 2012, and at age 24, the Barcelona and Argentina forward Lionel Messi became the first footballer to win the FIFA player of the year three consecutive times. Messi has picked up plenty of awards and titles and has broken a large number of football records, including most recently, Barcelona’s all-time scoring record. In 2007 Messi set up the *Fundacion Leo Messi* to provide education and health programs to children-at-risk in his native Argentina. Among other projects, the foundation also helps in the improvement of sporting facilities, the provision of funds and training of Argentinean doctors in Barcelona with a particular focus on childhood cancer treatment and, in conjunction with FC Barcelona Foundation, supports research against Chagas disease. As a top footballer and celebrity, Messi explains his motivation for community service, “one day after visiting a hospital, I realize the special dimension of a public figure. I understood that for those sick children the presence of a known player can be very helpful” (Fundacion Leo Messi, 2010).

The emblematic South American player has also joined the International Campaign of the Red Cross (ICRC) to support the organization's crusade for victims of landmines. Furthermore, as UNICEF Goodwill Ambassador, he visited Haiti in July of 2010 to play football with children and used his popularity to gain media and public support for children affected by the earthquake that nearly destroyed the country in 2010 (UNICEF, 2010). Messi's impressive football achievements, in addition to his worldwide popularity and his contributions to social causes both in his native Argentina and abroad, made him one of Time magazine's most influential people of 2011.

Martha Vieira da Silva (Brazil)

Considered the best female football player in the world today, Brazilian striker Martha Vieira da Silva has won the FIFA's Women's Player of the Year five years in a row from 2006 to 2010. In November 2010, Martha was appointed as a Goodwill Ambassador by the United Nations Development Program (UNDP) to advance efforts in achieving the Millennium Development Goals (MGD), particularly those relating to the empowerment of women. In 2007, Martha, nicknamed "Pele with Skirts" due to her exceptional football skills, was invited by fellow football players Zinedine Zidane and Ronaldo to play in UNDP's Match Against Poverty in Fez, Morocco, becoming the first woman in the history of this sport to play in an internationally-sanctioned men's football game (UNDP, 2010). As one of the four female UNDP Goodwill Ambassadors, Martha regards the group of Ambassadors as "international role models who can support social causes on a global scale" (Americas Quarterly, 2011).

Fútbol Con Corazón (Football With a Heart - Colombia)

Fútbol con Corazón, a non-profit organization founded in 2008, uses football as a pedagogical tool to provide life opportunities for over 2,000 vulnerable children in Colombia's Caribbean Coast (Futbol Con Corazon, 2011). This NGO has incorporated retired football players with exceptional personal qualities and dispositions for community service as permanent staff, and has trained them to become tutors and mentors to disadvantaged boys, girls and youth. Carlos Perez, former player for Atlético Junior, the most popular team of the Caribbean Coast of Colombia, joined Fútbol con Corazón as coach and mentor since its first day of operations. Perez advocates for the notion of footballers as role models to children especially to those in vulnerable communities. When asked about his involvement in the organization he said:

"we should use the good name, image and fame we have built up over the years as professional football players to deliver a positive message to our at-risk-children. Being involved in underserved communities, providing a good example and mentoring children to realize their capacities is even more important than any material contribution we could make to a social cause. I have come to realize that when kids have professional players teaching and mentoring them, they pay much more attention and they are more engaged in learning new things. Kids look up to you and follow your example. The admiration and respect children feel for us is definitely the most powerful tool as athletes we possess to create a positive impact in their lives" (C. Perez, personal communication, April 17th, 2012).

Perez is currently training community leaders to use football as a tool for social inclusion expanding to more areas affected by violence and poverty in Colombia's Caribbean Coast. Carlos Mojica and Freddy Polo, both former Colombian professional footballers, currently support *Fútbol con Corazón* as trainers and youth mentors. The work of these athletes has become an important component in fulfilling the organization's mandate of propelling social and economic development and building peaceful communities in Colombia through football as a medium.

Vení Jugá Project (Come Play With Us - Colombia)

Osman Lopez and Bonner Mosquera played football together for the first time in 1991 and soon became emblematic defenders of *FC Millonarios* of Bogota, one of the most popular clubs in the country. Now retired from professional football, Lopez and Mosquera established an organization to train the new generation of footballers as well as to promote the sport as a vehicle for social inclusion and community development. In conjunction with international development agencies and governmental organizations, in 2011 Lopez and Mosquera implemented the project "*Vení Jugá*" in Buenaventura, Colombia's main port on the Pacific Ocean. This city is one of the nation's least developed and has had a history of violence and poverty as a consequence of armed conflict, drug trafficking and the presence of guerilla and paramilitary groups. Believing in the potential of football players as agents of transformation, Mosquera commented: "the general perception in Colombia is that footballers are only good to play the sport. We want to change that and show that we can contribute a lot to society" (B. Mosquera, personal communication, March 27th, 2012).

When asked why he had established *Vení Jugá*, he explained:

“my main motivation in doing what we do is to give back to the communities that have supported us so much and that now need our assistance. When you are playing football professionally, your perception on a variety of social issues is very narrow. But now that we have spent time with the communities and got to know their needs, we have a different perspective on things and also on the ways we can help. Moreover, Osman and I have recently completed university degrees and that, added to our professional football careers and the good name we have built around them, give us more tools to help communities in need” (B. Mosquera, personal communication, March 27th, 2012).

The project *Vení Jugá* has benefited around 1,200 children from disadvantaged communities in the Buenaventura area and the implementation of a second phase is currently being studied. Proud of the project’s success, Osman Lopez has a message to athletes who want to become involved in social causes: “my message to footballers is to get training and acquire and develop new skills that in addition to our experience as athletes will put us in a position to create a positive impact in our society” (O. Lopez, personal communication, March 27th, 2012).

Emmanuel Petit (France)

The Homeless World Cup Foundation was founded in 2002 with the idea of changing homeless people’s lives through the game of football. Currently it operates with a network of 73 international partner organizations to promote football as a catalyst for social change. Traditionally involved with social projects in his country, Emmanuel Petit, former Barcelona, Arsenal and France international player, became a Homeless World Cup Global Ambassador during the celebration of this event in Paris in the summer of 2011. For Petit, “football is a very powerful influence. When you take somebody from the street, put them in a football pitch where there are rules, referees and team mates –that is life too, that is society” (Homeless World Cup.org, 2011).

Didier Drogba (Ivory Coast)

“A single match of football achieves what five years of combat and negotiation could not: an apparent end to Ivory Coast’s civil war” (Merrill, 2007, para. 1). The man who brought the warring sides together was not a politician or a gun-toting strongman but Didier Drogba, the star striker for Ivory Coast”. These were the opening lines of a report in *Vanity Fair* examining the role of the 2009 African Footballer of the Year and current Chelsea striker in the peace process of this West African nation. For nearly five years the Ivory Coast had been divided between the insurgent-North and the government loyal-South. With the occasion of a qualifying game for the 2008 African Cup of Nations against Madagascar, Drogba proposed that the match be played in the city of Bouaké, stronghold of the rebel forces (Merri07, 2011).

The game, which ended with a score of 5 – 0 in favor of Ivory Coast, provided a platform for reconciliation between opposing sides and created a sense of unity in a country on the brink of civil war. After the game Drogba declared, “It was the best thing that has ever happened to me. To see everyone coming together like that only for a game shows that football can unite people. Sports in general can do this. May be only sports” (quoted in Rigby, 2010, p.295).

Drogba’s efforts to build a peaceful Ivory Coast via football diplomacy was at the time highlighted by the West Africa Early Warning and Early Response Network (WARN) as a visible sign of hope and a momentous achievement in consolidating peace in this nation (WARN, 2007).

Champions for Peace Initiative (Peace and Sport – Monaco)

Peace and Sport is a global initiative founded in 2007 by Mr. Joel Bouzou, former French Athlete and World Champion of Modern Pentathlon in 1987. Based in the Principality of Monaco and placed under the High Patronage of H. S. H. Prince Albert II of Monaco, the organization’s mission is to promote sustainable peace around the world through the practice of sports. In order to achieve its mandate, Peace and Sport intervenes in areas affected by extreme poverty, conflict and lack of social cohesion and encourages the practice of sports and sporting values to educate young generations to create social transformation in their communities. Moreover, the organization takes action to position sport as the focus of effective political mobilization and has set up international cooperation between political leaders, sport governing bodies, private sector, peace organizations and civil society (Peace and Sport, 2008).

Realizing the privileged position of top athletes and their potential to create a positive impact on disadvantaged communities, Peace and Sport launched Champions for Peace. This initiative brings together active or retired top-level athletes who wish to contribute to the creation of a real culture of peace throughout the world by using the power of sport.

The philosophy behind Champions for Peace is that, more than anyone else, athletes are conscious of the unifying power of sport, its capacity to motivate and inspire youngsters and its ability to break through political, social, racial and religious barriers, which have proven to be often times the source for conflict in the world. Moreover, Champions for Peace was created with the aim of offering these athletes a platform for communal expression and action to support sport programs directed towards human and social development (Champions for Peace, 2011).

Ms. Valerie Amant, head of communications at Peace and Sport elaborates on the role of Champions for Peace in supporting social causes around the world: "...to some youth sport champions are usually role models and therefore, the most likely characters to encourage and inspire them through their example and athletic careers and therefore, have become instrumental in supporting our mandate" (V. Amant, personal communication, March 27th, 2012).

Another way top athletes can collaborate in humanitarian causes is by mobilizing material resources and diverting media attention to a particular social problem or initiative. "The media are usually very eager to talk to champions and follow on their activities. Furthermore, the private sector and the government are both very keen to support humanitarian causes led by them and that really makes a difference", Ms. Amant explained (V. Amant, personal communication, March 27th, 2012).

Representing 33 nationalities, 34 Olympic and non-Olympic disciplines, 52 Olympic medals, 75 World Cup winners and over 190 national and regional titles, Champions for Peace is made up of 66 outstanding sports champions who are committed to serving peace. In this constellation of champions and sports, the world of football is represented by Christian Karembeu (Champions for Peace, 2011). This legendary midfield player has an impressive career, winning twice the Champions League for Real Madrid and becoming World Cup winner in 1998 playing for France. In August 2010 Karembeu visited Haiti to deliver sports equipment collected by Peace and Sport through an operation dubbed "Sport Solidarity for Haiti" and to evaluate the priorities needed by sport as well as to meet the beneficiaries of the program and high government officials (Peace and Sport, 2010).

Mia Hamm Foundation (United States)

In 1987 at age 15, Mia became the youngest woman to play on the U.S. Women's National Soccer Team. During her career, she scored more international goals than any other American football (soccer) player, male or female, with a record of 158 goals. Widely recognized as the world's best women's football player of all time, Mia Hamm won two World Championships and two Olympic Gold Medals. After her brother Garret died from complications related to aplastic anemia, Mia started a foundation to provide support to patients and families needing marrow or cord blood transplants. In 2001 during the "Garret Game", an all-star exhibition match, the American footballer was able to raise awareness and funds for bone marrow disease research and brought together marrow donors with recipients at the game's half time. This experience provided according to Mia, "her most satisfying moment away from the field". Moreover, the Mia Hamm Foundation was also established to provide opportunities for young women in sports (The Mia Hamm Foundation, n.d.).

Conclusion

Because of their privileged position as global celebrities, top athletes have the potential to make tangible contributions to a variety of social causes. By virtue of who they are and what they do, athletes can mobilize human and material resources in a very efficient manner. Moreover, the international community has positioned athletes as key players in advancing humanitarian causes, providing them with a platform to access a wider network of actors in the development and peace sector. The footballers highlighted in this article are a few examples of athletes who have realized that their names and efforts can create a positive impact especially in communities affected by poverty, violence and conflict.

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Athletes and Social Change: Developing the Citizen Athlete

Ann Peel, Erin Cameron, Marko Begovic

Historically, there have been a small, but influential, number of athletes who have actively advocated and engaged in social issues (Kaufman & Wolff, 2009; Kidd, 2000). Some of the most celebrated athletes, such as Billie Jean King, Jackie Robinson, and Muhammad Ali, have maintained enduring popular respect because of their capacities to demonstrate extraordinary sport skill and willingness to engage in society (Malec & Beckles, 1997; Zirin, 2005). In other words, athletes who have achieved sporting excellence while projecting a sense of humanity and social responsibility have had a lasting impact on society (Hughson, 2009).

In Canada, there has been progress toward recognizing athlete agency as evidenced in Sport Canada's commitment to an "athlete-centered sport" system (Kihl et al., 2007). Athlete-centered is defined as a characteristic where, "the sport system exists for athletes/participants who are the primary focus in the development of policies, programs, and procedures"(Canadian Heritage, 2002a, p. 13). This commitment is largely due to the efforts of athletes who founded the Canadian Athletes Association (now AthletesCAN), Canada's Association of National Team Athletes. In a recent issue of *Sport in Society*, Canadian Olympic athletes and AthletesCAN alumni Ann Peel and Alexandra Orlando argued that "athletes' voices are beginning to pick up around the world...[and that] athletes will change the rules of the game" (Koss et al., 2011, p. 315). To understand what they are talking about, one only needs to look at the growing list of Canadian athlete ambassadors advocating for children's rights to play (righttoplay.com) and the Canadian athletes speaking about climate change on behalf of the David Suzuki Foundation (playitcool.org). The trend of socially concerned and engaged amateur athletes can be seen around the world. For example, in Montenegro, the efforts of individual athletes are increasingly having social impacts. For example, to bring attention to environmental sustainability, individual athletes and sport leaders in the northern region of Montenegro are organizing events in line with the highest international standards in environmental protection (leave no trace). The PEAK program is designed specifically to raise awareness of the environment among young people. Research suggests that athletes who focus on performance, while keeping a healthy perspective of sport, themselves, and the world, are more likely to succeed long-term in sport and in life (Brown, 2001; Carter, 2009; Henricks, 2006; Stirling, 2007). Despite this, amateur sport systems have been slow to adopt social responsibility as a key component of athlete development (Carter, 2009). Indeed, athletes have often been discouraged and even punished by sport organizations for engaging in social responsibility activities (Kidd, 2000; Wolfe & Kaufmann, 2009; Zirin, 2005).

One of the most well-known examples is that of U.S. athletes Tommie Smith and John Carlos, medalists in the 200 meter event at the 1968 Olympics, were stripped of their medals for their deliberate actions to expose racism in the US sport system (Zirin, 2005). In a public statement afterwards Avery Brundage, president of the International Olympic Committee, suggested that Smith and Carlos had violated "one of the basic principles of the Olympic games: that politics play no part whatsoever" (Zirin, 2005, p.76). While it was accepted that countries were using sport as a political platform (for instance, the Olympic boycotts of 1980 and 1984), it clearly was not okay for the athletes to do the same. This historic double standard not only violates an athletes' human rights to freedom of expression within the Universal Declaration of Human Rights (Article 19), it also violates the athlete's rights of personhood within the specific context of sport, within the proposed Northeastern University Athlete Bill of Rights. While amateur sport systems have sustained the notion that athletes should focus only on sport, athletes themselves are demonstrating that this isn't true. As sports psychologist Matthew Brown (2001) argued "it's not necessary for athletes to forfeit themselves or their values in order to perform well" (p. 159).

In our increasingly socially conscious world, a number of sport leaders, journalists, and sociologists are recognizing the failure of institutional sport to demonstrate that it is capable of moral and socially responsible leadership (CCES, 2008; Jarvie, 2007; Kidd, 2009,1996; Rudd, 2005; Zeigler, 2007; Zirin, 2008). While there is a growing body of literature around social responsibility and professional sports (Tainsky & Babiak, 2011), few are recognizing the emerging amateur athlete-driven social responsibility movement and its potential positive implications on sport systems around the world.

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Even within Canada's athlete-centered-sport system, social responsibility is not a component of the long-term athlete development model.

As sport is considered a key social institution, more research is needed to understand the role that amateur sport and other social and educational institutions can play in supporting the athlete social responsibility movement. The growing presence of morally aware and responsible athletes might serve to support sport systems around the world adapt to the social values and expectations of the twenty-first century. This paper aims to explore the role of social responsibility within an athlete's development by using the Athlete Social Responsibility (ASR) framework (Carter, 2009) by:

1. outlining the Athlete Social Responsibility framework;
2. exploring innovative programs that are applying the ASR framework;
3. identifying how ASR could contribute to "positive" athlete development

Athlete Social Responsibility (ASR)

Social responsibility is defined as "a process of identifying with other persons on an ever widening basis" (Educational Policies Commission, 1963, p.7). It is a developmental process made up of a series of stages, which is manifested through thoughts and actions from childhood to adulthood. Social responsibility is a well-established concept that has been widely explored and accepted within developmental psychology. It plays an important role in Erikson's ego identity model in human development (McAdams, 2001), Csikszentmihalyi (1990) ideas of ultimate performance flow, and Orlick's (1998) concepts of life balance. Research suggests that when athletes achieve a sense of balance and perspective in sport and in life, they are more likely to engage flow experiences thereby achieving full self-actualization and development.

Building upon this definition of social responsibility, Athlete Social Responsibility (ASR) is the process of identifying one's role and responsibilities on an ever-widening basis. Within this framework and its stages, athletes develop a strong sense of responsible citizenship in sport and life. While the concept of ASR might resemble corporate social responsibility (CSR), the belief that organizations have responsibilities beyond profit maximizations (Babiak & Wolfe, 2006; Smith & Westerbeek, 2007), it is fundamentally different in its loci of control and motivation. While the CSR practice has been criticized for being too managerially driven, hierarchical, and too simple and mechanistic in its approach to ethical practice (MacLagan, 2008), ASR is a grass-roots movement driven by athletes at all levels who see the potential of sport in society. ASR is not part of an overall managerial strategy but derives from an athlete's personal experience and desire to become a responsible citizen. It could be argued that while sport is failing to meet social expectations, athletes are increasingly becoming the moral managers of sport and could help lead it into a new era especially as it relates to positive long term athlete development. The following section shares the story of two innovative programs, one Canadian high school and one Olympic Committee, who are adopting and successfully implementing the ASR model.

The Canadian Example: The Early Development of a Socially Responsible Athlete

Athlete Social Responsibility is a process and an outcome. As young people develop, they can be encouraged to perceive their role in sport as a vehicle for social inclusion and social change, in addition to providing the fun and challenge of play and competition. By exposing young people as early as high school to a broad understanding of the role of sport in their lives, and as a vehicle to have an impact in their communities, they will have difficulty retreating to a narrow view of sport as focused on their own performance or participation. By ensuring that their exposure to sport's enhanced role in community is well-designed, they will associate sport with positive growth, and as a constructive force in the world.

At Havergal College, an independent girls school in Toronto, Canada (where the lead author works), the Institute at Havergal has the mandate of providing the theoretical framework and program support to enable our students and staff to engage in the world, to be socially responsible. We use a framework rooted in the work of Amartya Sen (Nobel Laureate in Economics 1998). Adopting this framework we seek to engage with other people to contribute to a world that honors self-determination.

We start from the point of our shared humanity, not a mandate to serve or help others. We create learning relationships that foster mutual respect and a sense of partnership with the communities and organizations with whom we engage. This is a significant departure from the usual educational approach to community engagement, which emphasizes service, and from the norm in international development. We believe that only by enabling our students to perceive others as their equals will they be enabled to be effective in addressing the world's issues and in contributing to a just, progressive world for all.

This model of engagement draws both from self-determination theory (Ryan & Deci, 2000) and participatory action research (Darnell & Hayhurst, 2011), and it has relied heavily on sport as an effective and relatively neutral means of engagement.

The Story of Athletes in Motion

In the fall of 2009, as part of a school-wide conference on taking action in the community, we asked students to share with us their vision of the world they want. Over 25% of student respondents (n=600, grade 7 to 12), came back with a vision for a world in which all children had access to sport and play. Within a month, a small group of students acted on their vision and created Athletes in Motion with a vision of "Sport for all. Set for Life" In year one, we partnered with Motion Ball (sport for athletes with disabilities), the Race for Dignity (an event in support of Dignitas International), Start2Finish (after school running and reading programs in elementary schools located in priority neighbourhoods of new Canadians, and organized sports days to which we invited students from our partner elementary and middle schools in the public school board. Our most significant program started in the fall of August 2010 when we hosted a two-week sport for community day camp to which those children were invited.

The camp immediately gained financial support from JumpStart, the foundation of Canadian Tire, one of Canada's largest and oldest corporations. The mission of Jumpstart is "to give kids a sporting chance".

The goals of the camp were few and relatively simple. We wanted to demonstrate the power of sport in human development (with a focus on developing self-determination), use sport to build a sense of social responsibility in high school athletes, provide a vehicle for national team athletes to act with social responsibility, and to enhance self-confidence and relatedness both within and across each participating group, and across the city of Toronto.

The camp has a number of elements that make it a unique experience for all participants, and which enhance its impact on the participants and their communities:

1. Its focus is on inclusion and participation, on mastery not excellence.
2. It is multi-sport, including sports to which children are not always exposed, such as rugby and rhythmic gymnastics. We also include sports writing, led by a poet, to add a literacy component.
3. It is student-led (male and female, public and independent schools), supported by adult facilitators. Students are the counselors and are involved in the design, promotion and daily implementation of the camp.
4. It is accessible – campers are charged \$10 per week and are bused to camp from their home schools, with lunch and snacks provided.
5. It is delivered in the two-week gap between city programming and the beginning of the school year when children in these neighborhoods would otherwise not have access to programming.
6. It provides an opportunity for national team athletes to coach in an informal community setting wherein they are inspirational and appreciated as athletes and as role models for health and wellness.
7. It connects national team athletes with the high school student athletes leading the camp, enabling relationships and mentoring.
8. It partners with local sport providers – a tennis school, the University of Toronto swim team, the City of Toronto's Sport Leadership Program, among others, to enable a broader connection to community.

Student Camp Counselors, when interviewed, report that their participation reinforced that sport can be a positive experience and connect people from different communities, regardless of their skill. They learned that enabling children to learn different sports built self-confidence, a sense of inclusion, and the knowledge that one could learn new skills. This latter observation was one of the most powerful emerging from the camp: many of the campers did not seem to realize that sport skills are learned and not innate. On arriving at the camp a number had reported, "I cannot swim." We had to persuade their parents that they could learn and that the process would be safe. The outcome was children comfortable in the water (excellent drowning prevention), and the stunning realization that swimming is a learned skill. The delight in learning was extraordinarily powerful for all involved and gave us all a strong sense of the power of possibility in transforming one's sense of self.

The student leaders observed campers becoming more involved with each other and less socially isolated through the shared experience of sport and play. They suggest that it is the very physicality of sport that forces positive interaction as children must share to play together.

All the student camp leaders reported that they were highly motivated to bring sport to younger children because of their experiences in sport, both positive and negative. They learned through the camp that they don't have to wait until they are adults to make a contribution to their communities: they can do it now, in high school. They also learned through their relationships with participating national team athletes that athletes are people for whom they now feel more appreciation. The athletes who coached at the camp report the power of connecting children with their sport and how these relationships fueled their performance.

The high school students also reported that when campers returned to the camp in its second year, they wanted to help and to be a part of the camp leadership. Participation in an environment focused on inclusion had encouraged young children to understand that sport can be a vehicle for personal growth and belonging. Campers reported, almost unanimously, increased self confidence, greater mastery of sport skills, a greater willingness to try new things and a sense of relatedness.

The camp is now entering its third year. Participation more than doubled in year 2, by all measures – campers (from 40 to 90 per session), student counselors (from 12 to 32) and athletes (from 6 to 13). This year we plan to expand the camp to another location at a public secondary school.

The use of sport as a method to engage the student athlete in his or her community has met with tremendous receptiveness from young people, and their communities. Young people understand from experience that sport builds competence, autonomy and relatedness, which enhance self-motivation and mental health (Ryan & Deci, 2000). Sport thus enhances the internal focus of human development, while also connecting students to their external world in positive ways. We believe this is important because only people functioning at their best are equipped to address the world's issues, the ultimate purpose of building a sense of social responsibility in people of all ages.

The Montenegro Example – Game, Set Peace Program

The Montenegro Olympic Committee has taken strides towards building social responsibility into its mandate through the Game, Set Peace program. Montenegro has experienced two decades of social crisis. Due to the loss of lives from conflict, there are many orphans who are discriminated against and excluded from society. The Game Set Peace program created a project to organize camps for children from the country's only orphanage with a mission to enable an environment for those children to mix with their peers and to gain life skills. Another focus for the children included skills needed to develop resilience and a secure identity and sense of self. Game Set Peace offered opportunities to learn adaptive, management, and coping skills, to practice communication skills, to learn how to build relationships and interact positively with others, and to learn how to use critical and creative thinking processes. Mr. Igor Vušurović (Olympic gold medalist, Volleyball, Sydney 2000) was an ambassador for the project.

The program introduced several sports to the children, including tennis, soccer, kayaking, running, and physical education classes. The Game Set Peace program also established a "Special Olympic Day" and a "Women and Sport Day" in which 500 children participated in sports with the clear message: Sport is for all regardless of gender, age, or ability. These efforts in Montenegro demonstrate the continued power of sport, led by athletes, to address social change.

Programs like Athletes in Motion Jumpstart sport for community camp and the Game, Set Peace program offer two examples of how ASR is being implemented at different levels of sport. Sport systems worldwide would do well to consider how to build ASR into their sport programs and athlete development models, in particular within the long-term athlete development model.

"Positive" Long-Term Athlete Development

The long-term athlete development model (LTAD) was developed by sport specialists in the mid 2000's (Balyi & Hamilton, 2004). It aimed to create a framework of athlete development that balanced training load and competition throughout childhood and adolescence (Balyi & Hamilton, 2004). While the LTAD model was not novel (Bompa, 1995; Riordan, 1977), it employed a greater scientific basis for training children and adolescents and thus was widely adopted by national sport systems. The model built upon empirical evidence in the areas of optimal trainability, maturation process and levels, onset of peak height velocity, and trainability windows (Balyi, 2001). The model highlights four stages of development, which take into consideration athletic capabilities and sport specialization after pubertal changes: (a) FUNdamental phase, (b) Training to train phase, (c) Training to compete phase, and (d) Training to win phase (Balyi & Hamilton, 2004).

While the model highlights the many intricacies of the physical development of an athlete, the model contains little content regarding the psychosocial development of an athlete. While the model does highlight the importance of character building and the holistic development, little direction is given as to how to implement such important aspects of an athlete's psychosocial development. This failure of sport to provide support for an athlete's positive psychosocial development needs to be addressed. While this may seem like a daunting task, there are many resources available to help with this process such as the positive youth development framework.

Positive Youth Development (PYD), a strength-based approach to development, recognizes youth as motivated constructive agents of their own development (Larson, 2006). It focuses on "enhancing the fit between the capacities of young people and the assets for positive development that exist in their communities" (Lerner, et al., 2005, p.15). The PYD framework suggests that in order to enhance psychosocial development youth need appropriate environments (context), caring adults (external assets), and opportunities to acquire life skills (internal assets) (Petitpas et al., 2005). While the first two components of this framework are common points of discussion in sport (training environments and coaching), the last component is less prominent.

It has been argued that "it is not sport per se that teaches life skills; it is a sport experience that is designed in such a fashion that its participants can transfer what is learned to other domains" (Danish & Nellen, 1997, p.103). This intention towards design is above and beyond what regular sport programs provide (Gould, Chung, Smith, & White, 2006) and what is currently outlined in the long-term athlete development model. It has been argued that strategies must be taken in order to help coaches, sport administrators, and sport leaders effectively plan and facilitate positive youth development in sport (Camie et al, 2011). For example, in a recent article written for coaches about how to facilitate PYD, one of the identified strategies is the facilitation of social responsibility activities. While they do not specifically use the words 'social responsibility' they refer to the important role social engagement plays in helping young people thrive in life (Lerner, et al., 2005). Positive Youth Development highlights the importance of developing opportunities where youth can engage in the social world (Lerner, et al., 2005). Drawing from this field, the LTAD model would do well to include athlete social responsibility in order to encourage "positive" athlete development.

The long-term athlete development model (LTAD) has made important strides in addressing the shortcomings and improving the efficacy of the Canadian sport system. However, the LTAD is an ever-evolving model that must adapt to changing contexts. Sport, like other social institutions, needs to demonstrate that it is accountable, responsible, and worthwhile in order to ensure its place in society (Zeigler, 2007). We, as a society, invest in education because we believe it confers a societal good because it develops responsible citizens. So too, if sport is to continue to receive societal support, it must show that it is a societal good and not just another form of entertainment and commerce. The LTAD would benefit from incorporating the concept of athlete social responsibility within its framework, to aid athletes not only in developing a sense of their role and responsibility in society, but a sense of themselves as human beings.

Conclusion

We have discussed a number of ways in which sport has been connected to social engagement, to the benefit of athletes' development as people and as performers, and to the benefit of sport. We propose that early exposure of young people to the power of sport as a tool of engagement means that they will never look back. Young athletes exposed early to a robust view of sport's power assume that their role as athletes is to use their passion and talent to connect with others. Should one or more of them qualify for international teams, they will now look for connections to the world, such as the Giving Back and Sport Leaders Abroad programs of the Commonwealth Games Association of Canada. It is highly unlikely that they could ever view their performances in isolation from their community or think that their performances are the sum total of their gift back to community. Because once you have shared sport with a child, and witnessed the growth of that child, you "see you are making a difference and you feel good about yourself." And that can only enhance performance and contribute to a beneficial view of the role of sport in society.

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Community Impact: How Volunteers at the University of Tennessee Use Sport for Social Change

Ashleigh M. Huffman, Sarah J. Hillyer

In an Ideal World...

As two former NCAA Division I basketball athletes, we cannot deny the impact of our own experiences as student-athletes. Unfortunately, when we reflect on the “good-ole days” neither of us can find much “good” to share. Instead, our attention turns to stories of pain and injustice – not just the physical aches, pains, and injuries one would come to expect for competitive athletes, but the psychological, emotional, and social suffering endured over the course of four years. For both us, career-ending injuries (as a result of a “no pain, no gain” culture) summed up our “student-athlete” experiences. Not only were our athletic careers cut short, our educational experiences were marked by social isolation and imbalance. Similarly, we both graduated with sports-related undergraduate degrees and questions about the role sports would play in our professional and personal lives thereafter.

The choice was simple: What would we choose to do with a life-long love of sports that had seemingly been hi-jacked by a system that disregarded the humanity of the student-athlete in exchange for the “win” – financial profit, post-season championships, job security, and more. We decided to take action. In 1994, Sarah Hillyer founded the non-profit organization Sport 4 Peace (S4P). Dr. Ashleigh Huffman joined the organization upon graduation in 2005. Simply stated, S4P invites current and former female student-athletes to volunteer for short-term sports-based programs to promote the holistic development of girls and women in underserved local and global communities. S4P exists to serve two audiences: (1) current and former female student-athlete-volunteers who desire to use their passion and skills to make a positive contribution in the lives and communities of our partners and (2) girls and women – local and global – who lack access and opportunity to participate in sports, recreation and healthy activities due to cultural, religious, or social barriers.

In addition to our work as Sport for Development and Peace (SDP) practitioners, we have both held additional roles. Dr. Huffman served as an academic advisor in athletics and Dr. Hillyer coached softball at two different universities. Currently, we are serving as professors in the Kinesiology, Recreation, and Sport Studies (KRSS) Department at the University of Tennessee. Our experiences as former student-athletes, SDP practitioners, a university coach, and an academic advisor have informed our work and the inspiration for this article.

The University of Tennessee: Ready for the World

The University of Tennessee, Knoxville (UT) is the state’s flagship institution and premiere research-based, land-grant university. It is home to 28,000 students from 50 states and over 100 foreign countries. Currently, UT is ranked in the Top 50 public institutions of higher education and is striving to break into the Top 25 through unique and innovative programming campaigns like “Big Orange, Big Ideas,” “Ready for the World,” and “VOL Vision.” As part of these campaigns, the university has increased its commitment to creative activity, outreach, and engagement to enhance student learning. This commitment has sparked new globally focused course designs, increased cross-cultural initiatives, and the infusion of community programming into traditional curriculum.

In accordance with the mission of the university, KRSS is also pushing for increased intercultural engagement and practitioner-based initiatives using sport, physical activity, and recreation. As a result, Dr. Hillyer and I have had the privilege of designing and teaching two intercultural courses – (1) *Women in Sport: An International Perspective* and (2) *Service-Learning: Sport and Community Development*. Both courses highlight the role of sport in various cultures with a specific emphasis on access/opportunities and development/peacebuilding.

Specifically, *Women in Sport* explores the ways that sport intersects politics, religion, education, and culture to impact women’s sports experiences in the United States, China, South Africa, Israel, and Iran. *Sport and Community Development* is a service-learning course designed to use sport, physical activity, and recreation to meet the self-identified health and wellness needs of a growing number of Iraqi refugees living in Knoxville.

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The course is an outgrowth of previous experiences in the local community with the refugee population.

Over the course of seven semesters, approximately 45 student-athletes have completed the *Women in Sport* course. In four semesters of *Sport and Community Development*, 6 student-athletes have engaged consistently with the community through a weekly exercise and after-school sports and tutoring program for the Iraqi women and children. As a result of these two courses, over 50 student-athletes have been exposed to the ideas of Sport for Development and Peace (SDP).

In addition to the curriculum, KRSS has teamed with UT Athletics and Sport 4 Peace to create meaningful sport-based service initiatives for local refugee families throughout the year. The capstone of these efforts is the annual Knox Kicks World Cup in which individuals of all ages, ethnicities, religions, and cultural backgrounds come together to celebrate the diversity of Knoxville through friendly soccer competitions held every spring. Since 2008, over 150 student-athletes have been involved in the Knox Kicks event, which hosted 225 participants in 2011.

In the Real World...

There is no shortage of literature that addresses the significant challenges facing student-athletes playing for “big-time” college programs (Bowen, Levin, Shulman & Campbell, 2005; Kissinger & Miller, 2009; Lapchick, 2006). In this article, we will not attempt to address the scope of these challenges, but instead will focus on the three most relevant issues we encounter on a consistent basis.

Time

It is no secret that the demands placed on NCAA Division I student-athletes are enormous. Perhaps one of the most obvious challenges for student-athletes who desire to excel in the classroom, serve in the local community, and succeed in his/her respective sport is time. The number of hours UT student-athletes spend in her/his sport varies, but on average at least 40 hours per week are spent training, competing, traveling, conditioning, rehabilitating, studying game film, and occasionally “giving back” to the local community. According to one student-athlete,

Every time you and Dr. Hillyer present us with a cool opportunity to do something with the Iraqi refugees I want to participate, but it seems like something else related to my sport always interferes – whether it be a last minute change in practice time, an unscheduled/impromptu team meeting, or some team-induced drama fest that we have to resolve before the coaches find out. Even during a ‘normal’ week I struggle to find the time to do anything else other than go to class, study, and compete. It’s exhausting and overwhelming – not just physically, but mentally. I look forward to the day when I have the time to do something meaningful with my life again.

These types of expectations leave little time for student-athletes to pursue anything outside of the schedules assigned to them by coaches, administrators, and/or support staff – in other words, the gatekeepers.

Gatekeepers

In fairness to all intercollegiate athletics “gatekeepers,” let us remind the reader that we too were gatekeepers in our own respective roles as a university softball coach and academic advisor. We understand the demands, the expectations, and the culture of “big-time” college athletics. One of the greatest challenges we face in our work is the notion that student-athletes are “off-limits.” In a system where the stakes are incredibly high, gatekeepers cannot afford to let the student-athlete participate in activities outside of the “athletics script.” Therefore, the gatekeeper feels the high-stakes pressure to “protect and guard” the student-athlete from being pulled in any direction outside of her/his immediate control. This particular challenge is disappointing on several levels. For example, “all” outside activities get lumped into the “no is always the first response” category. Despite the positive benefits a student-athlete might experience by participating in activities that promote sport as a tool for positive social change, the access to such opportunities is often restricted by gatekeepers who are protecting themselves as much as they are “protecting” the athletes.

Policies

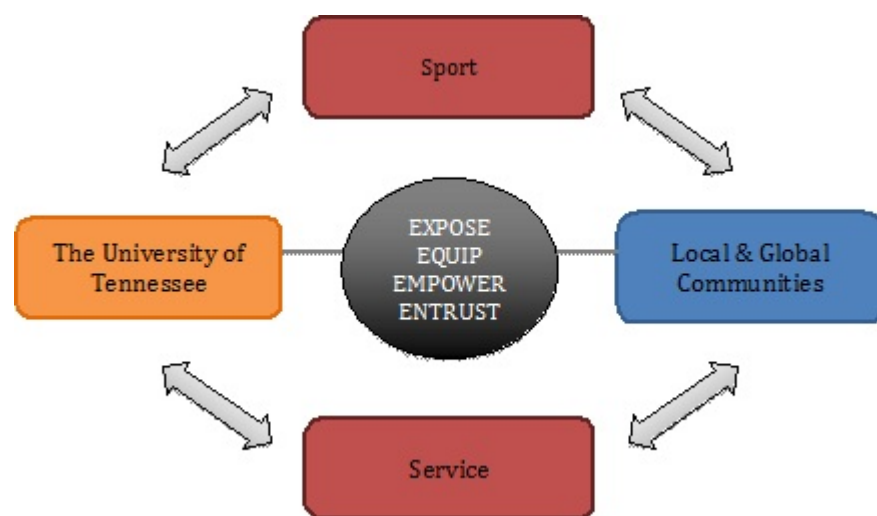
Addressing the challenges regarding policies at institutions of higher education can be tricky. Therefore, we would like to preface this section by stating that we are very grateful for the strong support of our department, college, and UT Athletics. Over the past five years, we have implemented a variety of sports-based outreach initiatives through UT.

For example, in 2009 UT and Sport 4 Peace partnered with the U.S. Department of State's SportsUnited Program to bring a team of 13 Iraqi girls basketball players and coaches to attend two sessions of Pat Summitt's Basketball Camp. We have also enjoyed the support of the university and athletics department to hold three consecutive Knox Kicks World Cup events at the renowned Regal Soccer Stadium, home of the UT Lady Vols Soccer team.

Despite an outpouring of support since 2006, recent changes in personnel and organizational structure have resulted in modifications to certain UT Athletics Policies. The trickle-down of some of these procedural policies directly impacted the Fourth Annual Knox Kicks World Cup. As a result of these policy changes, Knox Kicks, one of the largest outreach events for student-athletes on campus, has been cancelled.

Changing the World One Volunteer at a Time

As SDP practitioners and professors, Dr. Hillyer and I have spent many years developing and fine-tuning our philosophies on community engagement through sport. Through much research, we have developed what we believe to be a successful model of education that balances the needs of the student and the community and amplifies the message of development and peace through sport. We call this model the "Four E's of Engagement."



As demonstrated in the visual diagram, the "Four E's of Engagement" reside in the center of the model and are the foundational pieces to understanding the community-university partnership. In all of our local work, students, student-athletes, faculty, staff, and coaches represent UT. Refugees from Burundi, Iraq, Rwanda, and Burma as well as underserved populations from various ethnic, religious, and cultural backgrounds represent the local communities in which UT is in relationship. Key partners in local nonprofits, religious organizations, civic groups, and state/federal agencies also comprise the local community and work in collaboration with UT affiliates.

The community-university partnership is designed to be reciprocal in nature, meaning the community benefits from services provided by the university while the "university" is also able to learn from the community. This sharing of ideas and co-creation of new knowledge is what balances the relationship and makes it mutually beneficial. This model moves away from the "one-off" sports clinics for privileged youth concerned with autographs and scholarships and moves toward a more consistent, sustainable, community-driven model that is rewarding for both parties because it address social issues and needs in the local community.

In this model, sport and service are used to strengthen the bonds of understanding between the community and university by providing a common ground on which to stand. Although sport and service are not inherently positive or negative pursuits, we believe that if carried out with intentionality and consideration that they can be successful tools for positive social change.

To foster reciprocity and promote sustainable social change, there must be a shared sense of investment by the community and university. Through qualitative interviews and focus groups, Dr. Hillyer and I have found the "Four E's of Engagement" to be a helpful pedagogical tool and one that promotes ownership and advocacy among student-athletes and community members.



The “Four E’s of Engagement” is based on levels of transformation that occur over time. Through the “Four E’s”, we want to Expose, Equip, Empower, and Entrust student-athletes and community members with the knowledge and tools necessary to make a positive difference in the lives of others through sport. Using direct quotes from interviews with student-athletes, we will highlight the ways they discuss engagement using the “Four E’s” model.

Expose

Numerous student-athletes, regardless of their designated degree program, take classes in Recreation and Sport Management (RSM) because of their love and passion for sport. The majority of the RSM curriculum is devoted to understanding the organizational, financial, and legal aspects of elite sport systems (intercollegiate and professional). Very few classes address the nonprofit side of sport or the ways sport can be used to impact the local community. Many student-athletes defined the *Women in Sport* and *Sport and Community Development* classes as eye-opening experiences that broadened their understanding of sport and presented tangible ways to combine their passion, skills, and knowledge to address community needs. According to one student-athlete enrolled in the Sport & Community Development class,

If it weren’t for this class, I would have graduated with a degree in Sports Management and pursued a career as a coach or administrator without ever knowing about sport and social change. I wish I had taken this class much sooner in my career because now I know more than ever before exactly what I want to do with my athletic skills and my undergraduate degree. Now I want to find a job that allows me to use my passion (in sports) and my passion for making my community a more inclusive place to live.

Equip

Step two in the “Four E’s” model is to move beyond mere exposure and into application. Student-athletes are often asked to volunteer their time at various outreach events – visiting children’s hospitals, volunteering at a local soup kitchen, or reading to young school children at a nearby community center. Although these activities are important and worthwhile, several student-athletes have expressed dissatisfaction with all of the attention and publicity that surrounds their community service efforts. Most recently, we had a conversation with one student-athlete to commend her efforts in visiting the children’s hospital during the semester break, which was broadcasted on the local news. She responded by saying, “Yeah, it’s great that we were able to do that and the kids are really sweet, but I’ll be happy to do things like that after I graduate without all the cameras and reporters. Just once I would love to do something and it just be about the kids and not about us as athletes.” Unfortunately, the few community projects that student-athletes do have time to complete are often viewed as “PR stunts” and not genuine engagement.

We have found the biggest transformational impact on student-athletes is offering experiences that connect academics, athletics, and service. Giving students the opportunities to organize events for the community has proven to be a more sustainable approach to create long-term advocates for social change through sport. Student-athletes understand their sport in the context in which they played it – an extremely high level. Very few know how to transfer that passion and skill into an event for participation and friendship. Through the *Sport and Community Development* course, student-athletes are taught tangible skills related to event management, fundraising, marketing, communications, financial management, legal issues, and logistics. As one student-athlete stated,

Knox Kicks World Cup was the perfect event for me to transfer my ‘book knowledge’ about event management into practical application. The best part was that not only did I have the opportunity to ‘do’ event management, I also learned about putting on an event with a social purpose.

Through this process, student-athletes are able to apply the things they are learning in a way that promotes confidence and success. We have found this model of coupling academics, athletics, and service to be effective in creating more invested and committed change agents.

Empower

In order for the “Four E’s” model to work, there must be buy-in. In regards to athletics, buy-in is often difficult to achieve for several reasons, with the most prominent including lack of time, gatekeeper provisions, and unfavorable policies. As a result, many student-athletes are not exposed to the world outside of athletics, unless it is a mandatory team function arranged by the coaching staff or CHAMPS LifeSkills coordinator. We contend that it is hard for student-athletes to be advocates for social issues if they are continually shielded from opportunities to engage with the world around them, the one that exists outside of the “athlete bubble.” As one student-athlete stated,

In this class (*Women in Sport*), I’ve learned so much about the challenges that women face in other countries – politically, culturally, religiously – and then I learned that more than 100 Iraqi families are living as refugees in Knoxville. I started putting things together in my own mind – like how our team could use basketball to help the Iraqi women. I talked with teammates about having a sports clinic for families and everyone was excited about meeting new people. Then some of us went to our coaches and asked them if we could give a free clinic after one of our practices. We were so excited when our coaches were on board. I would say that playing with the Iraqi ladies and kids was one of the most meaningful things our team has ever done together. I hope we can do this more often and on a more consistent basis. It’s really important for us to get outside our own little bubble.

What has been the most inspiring and rewarding moments associated with teaching these two courses and hosting the annual Knox Kicks event is watching student-athletes embrace their passion – sport – and use it to positively impact the community. On different occasions, three student-athletes in the 337 class have been so profoundly impacted by the stories of local Iraqi refugees that they have taken the initiative to organize sports clinics for the refugee families. With all of the time constraints placed on student-athletes, it is quite remarkable that upon exposure to this information, they convinced their coaches and teammates to give their time and energies to local underserved families through sport. It is also fascinating that they were able to make the connections between what they were learning in the classroom and their own social sphere. And they were able to convince others of the importance and the ease of using sport to give back to the local community, encouraging greater buy-in and less “mandatory attendance.”

Entrust

The final and most critical piece of the “Four E’s” model is entrust – entrusting student-athletes to take the things that they have learned in our classes and through community events and apply them upon graduation. Entrusting individuals to make a difference in local and global communities is a tall task...and quite honestly a scary one. Somewhat like parents, it is hard to “let go” and trust that they will take the lessons learned together and apply them in real world settings. It is impossible to guarantee that all students will “get it,” but we stay committed to the pedagogical strategies and celebrate the instances when graduates continue to use sport as a tool for positive social change.

One of the most powerful examples is a former student and UT Lady Vol Soccer player. In her own words,

Many people don’t know that I have a severe learning disability. This has made doing good in the classroom a hard challenge. I really struggled a lot and school made me have really low self-esteem. This is why I feel that I can relate to the refugees. School is hard for them because everything about it is different than what they are used to. And they get picked on. And the teachers don’t explain things in a way they can understand. But this class (*Sport and Community Development*) changed my self-image about being a good student.

I could be a good student because I learn best by doing. But this class also made me a better person. Even though I graduated, I am still doing things with refugees in Texas. I can't imagine not being involved in their lives.

Conclusion

No model is perfect, but we have found this to be a helpful and effective pedagogical tool in implementing sustainable community efforts. Furthermore, we believe this model can be used in a variety of contexts. For example, professional teams, sports federations, or national Olympic committees could be substituted for the role of the university. The most important factors include community and agency buy-in and a shared sense of ownership between the entities involved.

We have also found that a bottom-up approach facilitates buy-in at the university athletics level. When student-athletes present the ideas to coaches and administrators there is significantly more support for community development and outreach efforts as opposed to an "outside organization" approaching athletics with an opportunity for student-athletes to serve. Pedagogically speaking, we believe the progression from exposure to equipping to empowering to entrusting is applicable in a variety of settings.

The "Four E's" model is based upon feedback from students and student-athletes, including more than 35 five qualitative interviews and 100 reflective journals over a two-year time period. While the scope of this article limits a more thorough explanation of the mechanics of the model, we hope the introduction to the ways UT Volunteers are using sport for social change are evident and compelling to consider in your own context.

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Long-Lasting Social Change as Ultimate Success for "Heroes out of Sport"

Thomas Könecke

Introduction

In 1996, Holt and Mangan stated that "a sport without a hero is like Hamlet without the Prince" (1996, p. 5), indicating that sport is to a large extent perceived through its prominent athletes (cf. e.g. Gebauer 1997). Consequently, it can be stated that it is because of the athletes and their perception that sport has been able to attain the socio-economic importance it has today. Regardless of this, Holt and Mangan also point out that "varieties and purposes of sporting heroism are rarely examined" (1996, p. 5). Filling this gap in research is what the general research project, the findings presented here are extracted from, aims to do.

In the following sections, specific characteristics which enable the sport system to create prominent and popular social figures at an unparalleled rate are first described. Furthermore, specific "great tasks" are identified that athletes are expected to perform to be considered "temporary heroes" within the sport system or "heroes in sport". Afterwards, four examples of "heroes out of sport" are analyzed. All of these examples show that athletes who fulfill the "great tasks" of the sport hero not only within the sport system but in a societal context can gain admittance to the "collective memory"^[1] (Emrich & Messing, 2001, 64) of society, thus overcoming the "temporary (sport) heroism". It also shows that athletes involved in social change are an especially admired group of these "heroes out of sport", which is why their heroism inside and outside the sport system seems to be even more appreciated than the one of those athletes who act in line with general consent.

Major Characteristics of the Sport System

In a first section, three major characteristics of the sport system that enable it to produce athletic heroes rather frequently will be outlined:

1. Only sport-related actions of (potential) sport heroes are relevant for their assessment.
2. Athletes usually attain only temporary fame (if any at all) and have to renew their reputation periodically.
3. The sport system offers a reduced complexity compared to everyday life.

The first characteristic describes how athletes are usually exclusively judged according to their actions within the sport system. Consequently, to become a sport hero, an athlete does not necessarily have to behave heroically in other fields as well. Emrich and Messing relate this to the general specialization-process which "is typical of our societies"^[2] (2001, p. 63; cf. also Harris, 1994, p. 8). In most societies, sport has a very visible role and is (especially by men) considered to be very important (cf. Holt, 1996, 1; Smith, 1973, 63). Thus, it can usually be observed that even the "sacrifice of health values in favour of values connected with sports successes encounters everywhere social acception" (Swierczewski, 1978, p. 92).

The second characteristic, temporary fame, relates to the ephemeral popularity that usually comes with athletic success. It is typical of the sport system that athletes have to renew their reputation periodically, in some sports even on a daily basis. Due to this, Izod compares athletes to the so-called "year kings" (1996, p. 188), who paid for their short regency by being sacrificed, i.e., killed. Their life was the price for (short-lived) fame and fortune. In contrast to the "year kings", athletes can prolong their fame by successfully participating in competitions.

These athletic competitions are a key factor of the third characteristic mentioned above, the reduced complexity of the sport-system. Sport competitions enable almost everybody to easily distinguish between an admirable performance and one that is not to be admired. Recognizing this difference is usually much harder in other sub-systems of society, since normally only fractions of a performance (of for example a politician or manager) are visible to and can comprehensively be judged by the external public.

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But a league table can easily be interpreted and almost all sport competitions end with a ceremony that differentiates the most admirable from the less admirable performances. As opposed to everyday life, most people experience the sport system as much less complex in terms of judging its outcome. The time span also has to be considered. Athletic actions can be assessed after a very short period and it usually quickly reveals if the right, the admirable path (to success) has been taken or not. Consequently, a clear reduction of complexity can be observed (cf. e.g. Emrich & Messing, 2001, p. 63). Another important facet of this is that clear-cut roles usually are held by supporters of certain teams or clubs merely by membership to the "right" (the preferred) and the "wrong" (the opposing) contestant(s). If, for instance, whether or not an athlete is a good person does not have to be considered if he occupies one of these roles, unless he violates codes of conduct that matter directly within the sport system (e.g. doping). This again supports this first characteristic that only sport-related actions of (potential) sport heroes are relevant for their assessment, and is yet one example of the close ties that exist between the three characteristics described above.

The "Great Tasks" and "Heroism within Sport"

The characteristics mentioned above outline the systematic framework which dominates the actions of well-known athletes. As described, athletes can achieve temporary sport heroism. But is every successful performer within the sport system to be considered a sport hero?

Izod addresses this question as follows: "The great tasks of the contemporary sporting hero are against all odds to win contests and to strive to break records" (1996, p. 187). Edmonds similarly points out that sport heroes are expected to "win[...] in spite of tremendous odds" (1982, p. 40). Steitz, who analyzed definitions of other authors, concluded that their main commonality was the expectation of a super-human performance or a miracle (cf. Steitz, 2000/2001, p. 10). If winning important contests or achieving records can be considered a miracle, the first two authors seem to point in the same direction as the latter. But further reflection reveals that (at least implicitly) they think further ahead. Kieffer is more explicit in his newspaper article by calling football player biographies "modern hero sagas"^[3] (Kieffer, 2002, p. 28) whose protagonists have "to overcome all odds to get to where they belong: to the top"^[4] (Kieffer, 2002, 28). Izod differentiates further:

„In [all] sports athletes have to face painful difficulties. [...] Equally devastating are the private hell of self-doubt and the public hell of failure and humiliation. [...] Like every other hero, the sporting hero has to be seen to have confronted not only every conceivable external hardship but also all his or her deepest fears and doubts“ (Izod, 1996, p. 187).

Athletes seemingly need special circumstances to ennoble their performance to be considered sport heroes, and more than external factors ("all odds", "every conceivable hardship") seem to be relevant. The internal struggle ("deepest fears and doubts") also seems to be of central importance in the judgment process and the potential attribution of sport heroism. Unlike in many other fields of modern societies where almost every outcome is at least "sold" as a partial success, participation in popular sport competitions always is burdened with the potential of openly suffering an obvious defeat. Consequently, winning in sport is very valuable since a defeat is usually at least somewhat and, very often, rather likely. As Edmonds points out, "[d]efeat is too like death" (Edmonds 1982, p. 40). Thus, he concludes that "overcoming the fear of death" (ibid.) is a key task of modern sport heroes.

These reflections relate to Izod's "internal hells" (cf. above): a possible defeat in popular sport competition implies the "public hell of failure and humiliation" and the rather great likelihood of such a defeat implies "the private hell of self-doubt". When Lange (1998/1999) analyzed popular German sportsmen he defined as sport heroes, he found that all of them act in broader areas their admirers would not dare to enter (Lange 1998/1999, p. 129). Hence, it can be concluded that sport heroes act as representatives of their admirers when they engage in their internal and external struggles to face the challenges at hand. Thus, by performing the following three "great tasks", an athlete can attain "temporary sport heroism" until he has to face his next challenge:

1. Achieving an outstanding performance.
2. Overcoming considerable external hardship.
3. Conquering the internal hells (private hell of fear and self-doubt as well as public hell of failure and humiliation).

Concerning the first task it seems important to take a look at Duret's statement: "Heroism is not directly derived from the result but from the way of winning or losing"^[5] (1993, p. 49). Duret and Wolff conclude that "[c]hampions [...] become real heroes only if they are able, whether through defeat or victory, to win our esteem" (1994, p. 144).

So, really winning a contest does not seem to be an irreplaceable part of athletic heroism, which is why Holt and Mangan write: "Surviving setbacks to come back and attempt to win at the highest level has always been inherently heroic. To give all was all any man could do" (1996, p. 6). Later on they describe a scene from the Tour de France: "The sight of Poulidor seconds behind Ancquetil battling in vain for the lead on the slopes of the Puy de Dôme was thrilling and heroic. The loser in this case was better loved than the winner" (Holt & Mangan, 1996, p. 7). This determined yet often unavailing struggle has also been addressed by Edmonds: "I love to see the tests of the human spirit. I love to see defeated teams refuse to die, [...] the heart that refuses to give in" (1982, p. 40). Consequently, a courageous attempt to win (i.e., one that an athlete's admirers can interpret as such) seems to be more important for hero creation in sport than victory itself. Courage in this context has been characterized by Emrich and Messing as "the ability to withstand an internal enemy"^[6] (2001, p. 47), as not trying to "avoid pain [and] suffering"^[7] (ibid.).

If spectators are of the opinion that an athlete is facing these internal and external struggles in an extraordinary way, they may, at least for some time, consider him a sport hero. It has to be pointed out that this hero creation process always is an interpretation by the athlete's admirers. They have to perceive his actions as heroic. Consequently, all factors that strengthen this impression make the attribution of sport heroism more likely or make the sport hero appear more heroic.

"Heroism out of Sport" by Exemplarily Meeting General Expectations

So far, how athletes can become heroes within the sport system has been described. Usually this kind of prominence is only temporary and will not stand the test of time. Only in very unusual cases, for example if he suffers a severe injury or loses his life, will a sport hero be remembered for a very long time (cf. e.g. Holt & Mangan, 1996; Dunker 2003). But even then will he "only" be considered a sport hero and not enter the "collective memory"^[8] (Emrich & Messing, 2001, p. 64) of a society. In this chapter, the US-American baseball player Ted Williams and the French tennis player Jean Borotra will be used as examples of how athletes can overcome the boundaries of the sport system with its usually only temporary heroism "in sport" by performing the "great tasks" not only in sport but in a societal context.

The starting point for a look at Ted Williams is Smith's following observation: "The war years were accompanied by a diminution in athletic interest. The few sport heroes who did exist were those who had a military connection. Ted Williams, the ex-marine fighter pilot, was the most popular baseball player" (1973, p. 65). Ted Williams had been a fighter pilot in World War II and the Korean War and is remembered by many as an American hero (cf. Ted Williams Museum).

Especially interesting is a short look at Williams' first enlistment in World War II. At first, the baseball player, who many consider to be one of the best batters of all times (cf. Morgan & Lally, 1998; Baker, Mercer & Bittinger, 1993), had not been called to duty, resulting in massive protests by the American public. Williams finally joined the Air Force. He was enlisted in 1943 and released in January 1946 but did not participate in any combat operations. In 1953, he participated in the Korean War, where he served in combat missions and was awarded several medals. When his life is looked at, Williams' willingness to serve his country as a soldier is frequently addressed (cf. Ted Williams Museum). He is considered somebody who was willing to put his life at stake to serve his country when "real" heroes were needed apart from the baseball diamond. As a result, Ted Williams is by many considered a "hero out of sport", who overcame temporary sport heroism (cf. ibid.).

A European athlete, who could be classified similarly, is the Frenchman Jean Borotra. He used to be an excellent and very spectacular tennis player who won many single titles and successfully participated in the French Davis Cup team, last appearing in 1955, when he was 57 years old. Apart from his sporting exploits, Borotra served in the two World Wars (cf. e.g. Amson 1999), was a member of the Vichy-Government during World War II (cf. Simonet & Véray 2000; Amson 1999) despite of which he constantly refused to cooperate with the German occupiers like he was expected to (cf. Amson 1999). As a result, he was released from office in April 1942 (cf. Simonet & Véray 2000; Faure 1996). When Borotra tried to escape to Spain, he was captured by the Germans and deported first to the concentration camp Sachsenhausen (cf. Faure 1996) and later to "Chateau Iter" in France (cf. ibid.; Amson 1999, 212).

After the war, the Frenchman received many national and international awards and honors for his bravery and service to his country (cf. Faure 1996). Furthermore, he became an important figure in the French oil industry, which shows that he not only stood out in sports and politics but also in business (cf. Horsmann 2000; Amson 1999). Summing it all up, Horsmann observes that to the French, Borotra is a timeless example of someone who committed himself and his success to the general public and was willing to accept personal suffering and sacrifices in order to do so (Horsmann 2000).

Both Jean Borotra and Ted Williams are perceived as athletes who showed outstanding willingness to sacrifice themselves and their personal advantages to fulfill their duty to their countries and fellow citizens.

They did not only perform outstandingly within the sport system but showed courage and willingness to endure hardship when they were acting for the general good (cf. Emrich & Messing 2001). Both of them felt, at least that is the interpretation that has been described above, an obligation to enter situations where they could have been seriously injured or killed to extraordinarily live up to traditional values and expectations (cf. Emrich & Messing 2001; Horsmann 2000). This is why they are considered “heroes out of sport” and have such been admitted to the “collective memory” (Emrich & Messing 2001, 64) of their respective societies.

Changing Society through “Heroism out of Sport”

For Ted Williams and Jean Borotra their willingness to serve their countries was a key factor for their becoming “heroes out of sport”. In the case of Muhammad Ali the exact opposite was the case. He did not adhere to traditional values in many fields and ways (cf. Remnick 2000). The first major step was that, a day after having won the world heavyweight championship for the first time in 1964, the gold medalist of the 1960 Olympic Games openly admitted that he had converted to Islam, changed his original name (Cassius Marcellus Clay) to Muhammad Ali, and was a member of the Nation of Islam (NOI), a rather unpopular organization (cf. Jodl 2002). Later on, he refused to join the military during the Vietnam War after being drafted (cf. Remnick 2000). As a consequence, the boxer was sentenced to the maximum penalty, lost his title, much of his popularity, and a great deal of money. Furthermore, he was not allowed to participate in boxing competitions for several years until the sentence was cancelled (cf. Jodl 2002; Emrich & Messing 2001; Remnick 2000).

By refusing to adhere to what was expected of him by the general public, Muhammad Ali not only upset the white establishment but also many members of the “National Association for the Advancement of Colored People” (cf. Remnick 2000, XIII). However, by sticking to his convictions and his willingness to accept even severe punishment, the athlete finally became the probably most famous, most respected, and most admired sportsmen ever. Or, as Remnick cites his former opponent Floyd Patterson: “I came to love Ali. I came to see that I was a fighter and he was history” (2000, p. 299).

The last sport hero that will be looked at is Jack Roosevelt Robinson who was the African-American baseball player who broke the Color Line in Major League Baseball in the US. When “Jackie” Robinson, who had stood out in several sports in high school and college, made his debut for the Brooklyn Dodgers in 1947, segregation was often still violently protected. Consequently, the player supposed to break the “color line” had to excel as a sportsman and also as a person. Due to this, Robinson had to promise not to react to racist provocations for at least one season in order not to endanger the success of this historic debut (cf. Schwartz, n.d.).

It is often written that it must have been very difficult for the baseball player to keep his promise because he had very openly stood up for his rights before (cf. e.g. *ibid.*). He did so despite being the target of discrimination and hostility by fans, opponents, and, at first, even some of his own teammates. He often was not allowed to stay in the same hotels or eat at the same restaurants as his team, and received several death threats. When he was finally released from his promise to silently accept all suffering, the athlete had to learn that now even former supporters turned against him because:

“I became a swell-head, a wise guy, an ‘uppity’ nigger. When a white player did it, he had spirit. When a black player did it, he was ‘ungrateful,’ an upstart, a sorehead. It was hard to believe the prejudice I saw emerging among people who had seemed friendly toward me before I began to speak my mind. [...] It was apparent that I was a fine guy until ‘Success went to his head,’ until I began to ‘change’” (Robinson & Duckett 1972, p. 92).

The way Jackie Robinson “dealt with pressure infinitely greater than any other athlete before or since, and [his] handling of that pressure made possible the careers of Jordan, Woods, Ali and many more” (Enders 2003). This is why many consider him one of the great “heroes out of sport” (cf. e.g. Morgan & Lally 1998; Smith 1973).

Conclusion

On the cover of the book about Muhammad Ali, Remnick writes “[h]e changed the world of sports and went on to change the world itself” (Remnick 2000). This is certainly also true of Jackie Robinson whose grave stone was engraved with the sentence “A life is not important except in the impact it has on other lives” (Find a Grave, n.d.). Both athletes became heroes out of sport for generations of people inside and outside the sport system, which is also true of Ted Williams and Jean Borotra. These four sportsmen not only fulfilled the “great tasks” within sports but also in a societal context. Consequently, they became heroes in a classical sense for large groups of people (cf. Horsmann 2000).

The two African-American athletes could not rely on acceptance and support by large parts of their societies. Contrary to Williams and Borotra, they had to turn stigma into charisma against an often openly hostile public opinion. Consequently, their fulfilling the “great tasks” within the sport system as well as in a societal context lead to a “relabeling” (Lipp 1985, 204) that is directly linked to them as persons. It is usually perceived that if they had failed, changes that shape our society today might have taken much longer to occur. As a result, Russell’s following statement is considered to still hold true of Muhammad Ali and Jackie Robinson even long after their careers have ended: “Be it as it may, the important and basic point to be established here is that heroes have the capacity to influence their admirers in fundamental and profound ways“ (Russell 1993, 124).

- [1] Translation of German original.
- [2] Translation of German original.
- [3] Translation of German original.
- [4] Translation of German original.
- [5] Translation of French original.
- [6] Translation of German original.
- [7] Translation of German original.
- [8] Translation of German original.

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Profile: Athletes for Hope



Athletes for Hope is a non-profit organization founded in 2007 by Andre Agassi, Muhammad Ali, Lance Armstrong, Warrick Dunn, Jeff Gordon, Mia Hamm, Tony Hawk, Andrea Jaeger, Jackie Joyner-Kersey, Mario Lemieux, Alonzo Mourning, and Cal Ripken, Jr. As athletes who share a deep commitment to giving back, the Founders joined forces to create an organization that brings athletes together to educate, inspire, and empower them to channel their energy for a common goal: to make a difference in the world.

Athletes for Hope has grown from its original 12 Founders to over 1,000 athletes across many sports leagues, including the NBA, NFL, NHL, MLB, and the Olympic Movement. These athletes take part in the Causeway program which provides educational workshops and subsequently one-on-one guidance for each athlete through his or her personal philanthropic journey.

Along with our Founders, Athletes for Hope is breaking down barriers and bringing people together. Through its work, Athletes for Hope helps athletes recognize their untapped potential to make a difference, and challenges them to set a new standard.

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Profile: Coach Across America



Coach Across America (CAA) is the first nationwide effort in the United States to mobilize highly trained coaches as sports-based youth development experts. CAA recruits and hires recent high school or college graduates and places them as coaches in community- and school-based sports programs in our nation's most underserved communities. Coaches commit to a year of service, earning a small living stipend.

Launched as an AmeriCorps program in 2009, CAA has grown to 250 coaches per year at 100 organizations across 25 states. On average, each new coach enables an organization to continue serving 50 youth already in the program and to engage an additional 100 youth not receiving services. The goal of Coach Across America is to build healthier futures for youth.

CAA believes this can only be accomplished through a holistic approach that promotes the health of the coaches serving, the service sites, and the communities served. For this reason, CAA invests heavily in the training and professional development of its coaches and service site staff.

Further, CAA requires that coaches recruit additional community members to serve as volunteers alongside them, and prioritizes hiring coaches to serve in their home communities as a way to build a community's long-term assets. By ensuring the development of healthy coaches, service sites, and communities, CAA maximizes the impact it has on youth.

"It is my belief that it is important to serve my community and my country not just for a year but for the rest of my life."-Ktrice McNeill, New York City, 2011 Coach of the Year

Website: <http://www.up2us.org/index.php?page=coach-across-america>

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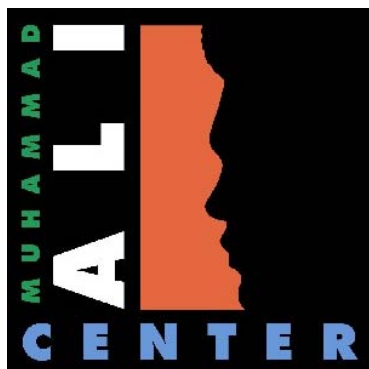
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Profile: Generation Ali - Passing the Torch to a New Generation



Muhammad Ali has provided great inspiration to countless millions of people around the world. Through his words and actions, Muhammad has empowered people to make positive changes in their own lives, in their communities, and in the world. Ali's impact and messages of respect, understanding, and giving back to the world are timeless. Ali's six core values (Respect, Confidence, Conviction, Dedication, Giving, and Spirituality) serve as powerful examples of how Muhammad's character was developed, how his thinking and actions evolved, and how his life was transformed. Driven by passion and conviction, Muhammad Ali has transformed himself several times over. The path of his life has involved transitions from athlete to activist to ambassador for peace. But like other "greats" in the world, this legacy cannot be kept alive merely by the impact he has had on the world in the past. While Ali's messages of respect, hope, understanding, and giving back to the world are timeless, there is a need to enlighten new generations about Ali's life in ways that will resonate with younger audiences.

"Generation Ali" is a grassroots movement designed to utilize Muhammad's core values, his ability to inspire, and his ability to engage a new generation of people now coming of age as social activists intent on creating better lives, a better nation, and a better world. Today's generation of "Millennials" (born between 1980 and 2000) combine 60s idealism with 80s materialism, and is socially engaged and more inclusive (diversity positive) than any previous generation. They are starved for worthy, enduring targets of emulation. The purpose of Generation Ali is to provide a platform for Millennials and other like-minded young adults to connect, collaborate, and encourage one another as they work toward transforming the world around them in positive and compassionate ways, exhibiting many of the same core values as Muhammad Ali. Being an Olympic year, the symbolism of Muhammad passing the torch he carried at the 1996 Games in Atlanta to a younger generation could not be more relevant. Who better to be their champion and inspiration than Muhammad Ali?

The Muhammad Ali Center, located in Louisville, Kentucky, is a 501(c)3 education and cultural center that is inspired by the ideals and six core values (Respect, Confidence, Conviction, Dedication, Giving, and Spirituality) of Muhammad Ali. Featuring a non-traditional award-winning visitor experience, educational and public programming, and global initiatives, the Ali Center reaches beyond its physical walls to fulfill its mission: To preserve and share the legacy and ideals of Muhammad Ali, to promote respect, hope and understanding, and to inspire adults and children everywhere to be as great as they can be.

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Profile: International Paralympic Committee



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Social Change Through Sport and Sport Leaders

The International Paralympic Committee (IPC) aims to use the Paralympic Games as a vehicle to stimulate social development and leave a long-term sporting and social legacy with the host country.

The IPC also has an overall aspiration of creating a more equitable society through the example of Paralympic sports and athlete ambassadors.

The Paralympic Ambassadors are successful Paralympians who deliver motivational speeches and represent the Paralympic Movement in awareness campaigns.

The aim of the athlete ambassadors is to be role models for young people with and without disability and to raise awareness and change perceptions about people with a disability.

As athletes are the essence of the Paralympic Movement, one of the IPC's strategic goals is to empower para-athletes at all levels to practice sports and develop competition pathways from grassroots to the Paralympic Games.

Through the Agitos Foundation, the development arm of the IPC, people with a disability are encouraged to become ambassadors for change within their own communities.

In the past year, the Agitos Foundation held Youth Camps in El Salvador and Rwanda, as well as a Regional Training Camp in Zambia. Educational sessions there covered topics including the UN Convention on the Rights of Persons with Disabilities, leadership, being a role model, community mobilization, engaging the media, the power of sport for social and personal development and teamwork.

Those athletes, coaches and administrators participating were encouraged and mentored to continue Paralympic sport programmes within their countries.

The IPC's aim is to empower people to activate social change around them.

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Profile: The John Carlos Story - The Sports Moment That Changed the World

Seen around the world, John Carlos and Tommie Smith's Black Power salute on the 1968 Olympic podium sparked controversy and career fallout. Yet their show of defiance remains one of the most iconic images of Olympic history and the Black Power movement. Here is the remarkable story of one of the men behind the salute, lifelong activist, John Carlos.

John Carlos is an African American former track and field athlete, professional football player, and a founding member of the Olympic Project for Human Rights. He won the bronze medal in the 200 meters race at the 1968 Olympics, where his Black Power salute on the podium with Tommie Smith caused much political controversy. The John Carlos Story is his first book.

Dave Zirin is the author of four books, including *Bad Sports*, *A People's History of Sports in the United States*, and *What's My Name, Fool?* He writes the popular weekly online sports column "The Edge of Sports" and is a regular contributor to *Sports Illustrated.com*, *SLAM*, *Los Angeles Times*, and *The Nation*, where he is the publication's first sports editor.

Website: <http://www.haymarketbooks.org/hc/The-John-Carlos-Story>

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Profile: Laureus World Sports Academy



The Laureus World Sports Academy is a unique association of 46 of the greatest living sporting legends. All share a belief in the power of sport to break down barriers, bring people together, improve the lives of young people around the world and act as global ambassadors for the Laureus Sport for Good Foundation, volunteering their time to visit projects in order to draw attention to the problems afflicting society today.

Laureus Ambassadors are a select group of current and retired sportsmen and sportswomen who have achieved sporting greatness, plus non-sporting personalities who are passionate about sport. They, like the Academy, share a belief in the power of sport to improve the lives of young people around the world.

There are currently 106 members of the Laureus Ambassadors programme all of whom act as goodwill ambassadors and further support the work and initiatives undertaken by the Laureus World Sports Academy members and the Laureus Sport for Good Foundation.

The Laureus Ambassadors programme, unlike the Laureus World Sports Academy, is open to both active as well as retired sporting individuals.

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Profile: NBA - Basketball without Borders



Together with the International Basketball Federation (FIBA), the NBA continues to develop Basketball without Borders (BWB) in Africa, Europe, the Americas, and Asia. BWB is a global basketball development and community outreach program that unites young basketball players to promote the sport and encourage positive social change in the areas of education, health, and wellness.

The International Basketball Federation (FIBA) selects the young players (ages 19 & under) based on their basketball skills, leadership abilities and dedication to the sport of basketball. To promote friendship and diversity, campers are divided into teams without regard to race and nationality. They share living quarters with their new teammates and participate in daily seminars that promote education, leadership, character, healthy living, and HIV/AIDS awareness and prevention.

Since its inaugural year in 2001, 30 Basketball without Borders Camps have taken place in 15 countries and 18 cities on 5 continents featuring more than 350 NBA players, coaches and team personnel from 30 different teams who serve as camp coaches and mentors for more than 1,600 young athletes from more than 104 countries and territories. The NBA family and the campers have traveled more than 85 million miles and logged more than one million hours of community service while participating in Basketball without Borders.

The inaugural Basketball without Borders took place in July 2001. NBA Legends Vlade Divac and Toni Kukoc, together with five other NBA players from the former Yugoslavia, re-united to work with 50 children from Bosnia and Herzegovina, Croatia, Macedonia, Slovenia and Serbia and Montenegro at La Ghirada in Treviso, Italy.

Community Outreach

The strategy of our NBA Cares social responsibility efforts is to use the extensive reach of the BWB program to bring attention to important social issues on a global scale, while working to address them to the best of our ability in local communities during the BWB camps. NBA Cares efforts focus on the areas of education, youth and family development and health and wellness with an emphasis on HIV/AIDS awareness and incorporate product donations as part of outreach to communities. Social responsibility plans are specifically developed for each market in order to maximize partnerships with government, nonprofit and corporate sectors, creatively engage players and coaches participating in the BWB program, and best address the needs in the community.

BWB has reached countless people through an extensive community relations outreach efforts in each region. These efforts consist of life skills seminars for the athletes, product donation for local NGOs, and grassroots events and activities. The life skills seminars are hour-long sessions held daily for the campers, and include leadership development, HIV/AIDS awareness, and a session on teamwork and communication. Product donation consists of clothing, educational supplies, basketball equipment, and toiletries donated and distributed to partnering NGOs and local government agencies. Finally, grassroots events and activities take place each afternoon in partnership with community partners and are attended by the NBA players and coaches.

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The highlight of this community outreach is the NBA Cares Legacy Project, the NBA's premier community initiative, which includes the creation of safe places where children and families can live, learn or play. As part of Basketball without Borders, as of the end of October 2011, the NBA and its partners have created 53 NBA Cares Live, Learn or Play spaces – 20 places where children and families can live, 12 places where they can learn and 20 places where they can play. A dedication ceremony takes place with coaches and players.

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<http://www.icsspe.org/>

Profile: Olympism Project



The Olympism Project was formed by Olympian participants of the International Olympic Academy in Olympia, Greece. The Project's goal is to advance the principles and practice of Olympism worldwide:

Pursuit of Excellence – Body, Mind & Spirit
Joy in Effort – Faster, Higher, Braver
Fair Play -- Respect, Sportsmanship, Cooperation
Service – Sport for All, Solidarity, Development
Peace – Unity, Friendship, Nonviolence, Ekecheria

The Olympism Project nurtures human development through training and education, inspiring and empowering individuals and groups to take responsibility for increasing world peace through sport.

Website: <http://www.olympismproject.org>

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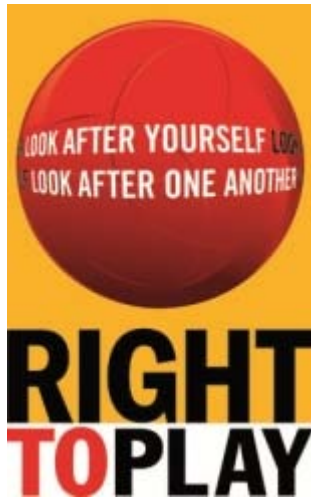
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Profile: Right To Play



Right To Play is the leading international humanitarian and development organization using sport and play as tools to effect behaviour and social change. Right To Play delivers its programs by training local community members to lead sport and play activities. This approach encourages individual and community leadership and helps to create a foundation for regular and long-term sport and play programming. Right To Play's trained coaches and community leaders implement programs which are designed to develop basic life skills, prevent diseases, teach conflict resolution and instil hope in children affected by war, poverty and disease. Right To Play's work is guided by the United Nations Convention on the Rights of the Child and involves a unique methodology that encourages long-term behavior change. Right To Play implements programs in 20 countries in Africa, Asia, the Middle East and South America.

Right To Play is supported by an international team of top athletes from more than 40 countries. As role models, these athletes inspire children, raise awareness and promote opportunities for funding for Right To Play projects. Right To Play's Athlete Ambassadors include: Chelsea Football Club (UK), Team NetApp, Haile Gebrselassie (Ethiopia), Jose Calderon (Spain), Constantina Dita (Romania), Anja Pärson (Sweden), Alexander Ovechkin (Russia), and Steve Young (USA), among many others.

A pioneer in its field, Right To Play sets standards for quality sustainable programming, promotes best practices and advances research on the efficacy of sport-based development efforts. Right To Play's aim is to engage and positively influence key decision-makers from the development, sport, business, media and government sectors to ensure every child benefits from the positive power of sport and play. Founded in 2000 by Johann Olav Koss, four-time Olympic gold medallist and social entrepreneur, Right To Play fosters the hope and skills that are essential to envisioning and realizing a better future.

Website: <http://righttoplay.com>

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Profile: Sacred Warrior



SACRED WARRIOR shares tools, training and methods to harmonize mind, body and spirit through the arts, sports and spiritual practices.

Mission

SACRED WARRIOR shares tools, training and methods to reveal innate grace and potential through the arts, sports and spiritual practices. Challenging training and workshops aim to harmonize mind, body and spirit and guide students to release any beliefs or barriers holding them back. We teach students to access inner strength, energy, stillness and peace for optimal integration and expression of one's authentic self.

Background

The concept of SACRED WARRIOR was inspired by Chogyam Trungpa's book, "The Sacred Path of the Warrior." The book was given to Sacred Warrior Founder, artist and teacher, Vanessa Chakour upon Vanessa's decision to box professionally. Through boxing, training, art and meditation she found calm in the midst of chaos, better internal balance, intuition, and emotional intelligence. Vanessa has evolved her talents as a coach and a teacher through mindful and purposeful exploration of her own life struggles. She believes in full integration of the self as a powerful tool for healing and creating meaningful change in one's life.

In 2010, Vanessa met Co-Founder, Yali Szulanski when she took her on as a fighter to help Yali further access her strength and healing from struggles with her health and recurring instances of abuse. Yali's training evolved with Vanessa guiding her and allowing her the space within to tune into her strength and innate ability to heal. Through their training, they found a shared path and ambition to help others heal and access their inner strength.

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Profile: Special Olympics



Special Olympics is an international organization that harnesses the power of sport to promote human rights and social inclusion for people with intellectual disabilities across the globe. Founded in 1968 by Eunice Kennedy Shriver, Special Olympics engages nearly 4 million athletes in more than 170 countries. Over the past decade, Special Olympics has undergone a significant demographic shift, with more than 70% of athletes coming from low-to-middle income countries. Special Olympics athletes enjoy year-round training and competitions in more than 30 Olympic-type sports.

Through Young Athletes, Special Olympics introduces young children ages 2 to 7 to sports and builds social and motor development skills. Special Olympics' Unified Sports bring people with and without intellectual disabilities together to play team sports and forge friendships. Beyond the playing field, Special Olympics connects athletes with health programming, youth engagement, and family support. Within Athlete Leadership Programs (ALPS), athletes develop self-advocacy skills that prepare them to serve as nonprofit board members, policy advocates, mentors, and coaches.

Each year, a group of athlete leaders are selected to serve as Sargent Shriver Global Messengers. In this capacity, they become lead spokespeople and deliver Special Olympics' messages about inclusion and dignity to media, business, civic, and government leaders around the world. The impact of Special Olympics includes improved health, greater confidence, and social connections. In promoting social inclusion and rejecting stigma, Special Olympics transforms neighborhoods, communities, and nations. Special Olympics will convene the 2013 Winter World Games in PyeongChang, South Korea from Jan. 29-Feb. 6, 2013.

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Profile: SportsCorps



SportsCorps, a new initiative under the Fitzgerald Youth Sports Institute (FYSI), was created to mobilize a new generation of leaders working to strengthen the health of youth through the power of sport.

SportsCorps places current students and recent college graduates in community centers, schools and health centers throughout the country and around the world. These young, dynamic and inspirational leaders partner with pediatricians, school administrators and health center staff to get youth moving and address issues related to obesity, nutrition, wellness and psychosocial youth development.

SportsCorps harnesses the passion and dedication of youth leaders who embrace the ideals of service and community activism, while utilizing the vehicle of sport to make lasting impact in communities around the globe.

Health Connection

SportsCorps Health Connection places recent college graduates to work full time over the course of one year within health centers, community centers and schools, to build the capacity of sport-based health programs.

Student Clubs

SportsCorps supports student led clubs that activate sport for social change initiatives within their surrounding community. SportsCorps student clubs are provided training, toolkits, resources and are a part of the SportsCorps network around the country and worldwide.

Community Leaders

SportsCorps supports recent college graduates who are passionate about civic engagement and sport for social change in developing a young professional network in local communities.

Fellowship

The SportsCorps Fellowship equips current college students or recent college graduates with the funding, strategic partnerships and technical assistance to launch new, or further the capacity of existing, sport for social change projects in local communities.

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Profile: United Nations Office on Sport for Development and Peace



The United Nations Office on Sport for Development and Peace (UNOSDP) provides the entry point to the United Nations system with regard to Sport for Development and Peace (SDP), bringing the worlds of sport and development closer together. The Office assists the Special Adviser to the United Nations Secretary-General on Sport for Development and Peace in his worldwide activities as an advocate, facilitator and representative of sports' social impact in a development context.

Through conferences, reports, official resolutions, media outreach, public relations and networking, UNOSDP assists the Special Adviser in raising awareness about the use of physical activity, sport and play as powerful tools in the advancement of development and peace objectives, including the Millennium Development Goals (MDGs). UNOSDP provides guidance and assistance to those who currently engage or would like to engage in harnessing the potential of sport as a force for good.

Emphasising dialogue, knowledge-sharing and partnerships, UNOSDP serves as a facilitator, encouraging cross-cutting and interdisciplinary exchanges between all stakeholders interested in SDP. In addition, the UNOSDP also serves as the secretariat for the [Sport for Development and Peace International Working Group](#) (SDP IWG), an inter-governmental policy initiative whose aim is to promote the integration of SDP policy recommendations into the national and international development strategies of national governments.

In terms of engagement of athletes, UNOSDP has utilized the reach of 10 UN Goodwill Ambassadors who are footballers and who agreed to feature in the 32-page educational comic book, *Score the Goals - Teaming Up to Achieve the Millennium Development Goals*. With only three years until the 2015 deadline for achieving the MDGs, the challenge remains to make children fully aware of them and of the important role they can play in achieving them. Sport stars – and football players in particular – often act as role models and, as such, are of great added value to the UN and their partners when disseminating key messages and values.

Website: <http://www.un.org/sport>

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Alabama Football Coach Paul "Bear" Bryant's System of Winning

Duwayne Escobedo

Dr. E. Gaylon McCollough learned more than football from legendary Alabama football coach Paul "Bear" Bryant. The coach taught him how to win in the games of business and life.

McCollough has begun revealing Bryant's secrets to success for the first time as a public speaker, outlining more than 40 points from the coach's playbook.

Based largely on his insightful book, "The Long Shadow of Coach Paul 'Bear' Bryant," McCollough draws on his experiences as a center who played on Alabama's 1964 National Championship team. He won All-America honors as a player and student-athlete and was drafted by the Dallas Cowboys. Later, McCollough became one of Bryant's doctors and a confidant of the larger-than-life coach.

"I wanted to do something on Coach Bryant that people could use to teach their children or grandchildren or use in their own everyday life," says McCollough, a well-known facial plastic surgeon, teacher, author and motivational speaker who is also a United States Sports Academy Board of Visitors member. "I know a few of the little known facts that made him the winner he was. He had a system of winning that could and should be carried into the game of life."



Alabama Coach Paul Bear Bryant before the 1964 Sugar Bowl

McCollough has condensed Bryant's system of winning into 46 short lessons that he explained for the first time in his presentation, "Coach Paul 'Bear' Bryant: Grandmaster of Mind Over Matter," at a Gulf Coast Athletic Club meeting on November 21, 2011 in Gulf Shores, Alabama.

McCollough starts the motivational talk with a story about how sports writers frequently asked Bryant: "Coach, what's the secret to your success?" Bryant would invariably glare at them and in a low growl give his pat answer: "If I knew, I sure as hell wouldn't tell you."

But Bryant did know and he drilled his winning system into his players, like McCollough. The coach would often tell his players that he was teaching them things they needed to live by after football, McCollough says.

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Throughout the presentation, McCollough paints vivid pictures with words to illustrate Bryant's sage lessons on being prepared, making the right choices, adapting to change, conducting yourself like a winner, never giving up and so forth.

Coach Bryant never stopped teaching and McCollough recalls the last time he wore an Alabama uniform he learned Lesson #46.

In the January 1, 1965 Orange Bowl between Alabama and Texas, McCollough lined up at centre on fourth-and-goal on the 1-yard line. He was snapping to future NFL Hall of Fame quarterback Joe Namath, who planned a quarterback sneak. Namath appeared to slip across the goal line to complete an incredible comeback to defeat Texas on the game's last play. But the referee marked the ball six inches shy of the end zone.

Walking off the field, one of the Alabama players shouted, "We scored Coach!" Bryant shot back, "Well, if we walked it in there would never be a question about it, would there?"

Translation by McCollough: "To win in football, business or life, always go beyond what's expected and never leave any room for doubt."

To hear McCollough's presentation, "Coach Paul 'Bear' Bryant: Grandmaster of Mind Over Matter," visit www.youtube.com/watch?v=ZXiDzHAKT5c.

To watch a PBS interview of McCollough about his insightful book, "The Long Shadow of Coach Paul 'Bear' Bryant," visit www.mccolloughplasticsurgery.com/about/newsevents.html.

You can purchase the book online for \$26.95 at mccolloughplasticsurgery.com/about/books.html.

Duwayne Escobedo is the Director of Communications at the United States Sports Academy. Previously, he spent more than two decades as a sports writer, political columnist, investigative reporter and editor for various media outlets.

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Wheelchair Athletes and their Considerations in Sporting Activities: A Review

Nagoor Meera Abdullah, Wahidah Tumijan & Mahenderan Appukutty

Introduction

To achieve success in life and in sports, athletes with disability must combine of hard work with methods of training, sacrifice and determination, incentive and opportunity (Steward & Peterson, 1997). This is particularly important for athletes with spinal cord injuries or amputations, which until few decades ago usually led to permanent inability or death. It was only after the Second World War that the situation for these individuals improved, in terms of opportunities available for them to participate in sport (Steward & Peterson, 1997). The increase in number of disabled person's participating in sport was also stimulated by the creation of the rehabilitation centers in the United States and England (Steward & Peterson, 1997).

The work of Dr. Ludwig Guttmann is particularly noteworthy in the opening of access for disabled persons to participate in sports. In fact, it was Dr. Guttmann who pioneered the treatment and recovery of persons with disabilities in England, at the Stoke Mandeville Rehabilitation Unit (Steward & Peterson, 1997). The history of sports for the disabled began in England, at Aylesbury. Following a request from the British government, Dr. Guttmann, a neurologist who had escaped from the Nazi persecution of Jews in Germany, created the National Spinal Cord Injury Centre at the Stoke Mandeville Hospital to treat injured British soldiers from the Second World War. Their treatment allowed them to participate in sport. This pioneering work was followed in the United States and Germany and in 1948 the concept of introducing sports for injured people achieved official status with the first international competition for disabled athletes at the Stoke Mandeville Games.

With the growth of sport activity in the daily lives of persons with disabilities, it has been rightly perceived that disabled persons can obtain the same physical and emotional benefits from sport as their able-bodied counterparts, leading to an increased need to overcome limitations, opponents and records (Kottke & Lehman, 1994). Therapy techniques that have been introduced for the treatment for persons with disabilities and the use of advanced technologies in sports activities constitute important mediums for the rehabilitation and reintegration of persons with disabilities into sport and ultimately into society (Kottke & Lehman, 1994). The introduction of sports therapy in rehabilitation, as well as further involvement in sports depends on the severity of the injury and may lead a disabled person to either become a non-competitive athlete or a paralympic athlete (Kottke & Lehman, 1994).

Spinal Cord Injury

Spinal cord injury results in reduced vasomotor and sweating responses below the level of lesion with subsequent thermoregulatory dysfunction (Guttmann, Silver & Wyndham, 1958). Studies of paraplegic individuals at rest and during exercise have shown that thermoregulatory responses are proportional to the level of lesion, reflecting the amount of sympathetic nervous system available for sweating and blood distribution (Guttmann, Silver & Wyndham, 1958; Petrofsky, 1992; Price & Campbell, 2003). However, when the level of spinal cord lesion is in the cervical region, resulting in tetraplegia (or quadriplegia), much greater thermal strain is observed during both resting and exercise heat exposure (Guttmann, Silver & Wyndham, 1958; Price & Campbell, 2003). We can see, for example, during resting heat exposure, tetraplegic individuals compared with paraplegic individuals, who in turn demonstrate greater increases than able-bodied subjects (Guttmann, Silver & Wyndham, 1958).

When exercising in hot and humid condition, similar responses are also observed with tetraplegic individuals being under a much greater thermal strain than paraplegic individuals (Petrofsky, 1992; Price & Campbell, 2002). This is because of the level of lesion being above the sympathetic outflow, resulting in the absence or severe reduction of sweating capacity (Guttmann, Silver & Wyndham, 1958). In relation to that, during exercise in the heat, paraplegic athletes demonstrate similar increases in core temperature compared with able-bodied athletes during arm crank ergometry (Price & Campbell, 2002), but at a much lower metabolic rate, reflecting the decreased heat dissipation.

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The spinal cord injury population, especially those individuals with tetraplegia, may be considered to be at greater risk from heat-related illness than able-bodied individuals. When spinal cord injured subjects are cooled at rest, tetraplegic individuals demonstrate greater decreases in core temperature than paraplegic individuals and the able-bodied because of the lack of sympathetically induced vasoconstriction and an inability to generate larger amounts of metabolic heat from shivering as a result of paralysis (Downey, Chiodi & Darling, 1967; Downey, Huckaba, Kelly, Tam, Darling & Cheh, 1969; Guttmann, Silver & Wyndham, 1958). It is possible that the absence of heat retaining mechanisms in tetraplegic individuals may enable a given cooling stimulus to be more effective than for paraplegic and able-bodied subjects and would have a significant impact on the reduction of heat injury in this population as well as improving quality of life (Webborn, Price, Castle & Goosey-Tolfrey, 2005).

Cardiorespiratory Fitness of Wheelchair Users

In recent years, interest in the physical capacity of persons with functional impairment of the lower part of the body and the legs has been increasing. Individuals who use wheelchairs vary widely in their level of cardiorespiratory fitness, some being seriously unfit and others achieving levels that compare closely with those of fit able-bodied athletes.

Zwiren and Bar-Or (1975) compared some 20 paraplegic and 21 able-bodied young men, using protocols involving exercise with an arm ergometer to sub-maximum and maximum levels. The subjects were grouped into 4 categories: WA (wheelchair active – 11 men who had lower limb disabilities for an average of 13 years but were training vigorously for international athletic competition), WS (wheelchair sedentary – 9 men who had lower-limb disabilities for an average of 7 years but undertook no physical training), NA (normal active – 13 able-bodied athletes who were members of a national team in sports that are related to the sports of the wheelchair athletes) and NS (normal sedentary – 8 able-bodied but sedentary young men). Results showed that the WA subjects were leaner compare to the WS subjects, that there were no intergroup differences of grip strength, that while the forced vital capacity (FVC) of the NA group was larger than that of all other groups, the mean FVC of the WA group was larger than that of the WS group and that there were no significant intergroup difference in maximum heart rate. The maximum heart rate of the WA subjects (expressed in milliliters of oxygen per kilogram of body weight per minute) was 9% lower than that of the NA group but 50% higher than that of the NS group.

Gass and Camp (1979) even reported that international-class Australian paraplegic athletes with lower-level lesions of the spinal cord had higher cardiorespiratory fitness levels compared to those of sedentary able-bodied subjects of similar age. More commonly, fitness, as measured by maximum oxygen uptake of persons in a wheelchair, is low. This is usually because of unnecessary restrictions on their physical activity that can be associated with a lack of opportunity or awareness (Zwiren & Bar-Or, 1975; Wicks, Lymburner, Dinsdale & Jones, 1978; Pollock, Miller, Linnerud, Laughridge, Coleman & Alexander, 1974). Many persons with lower-limb disabilities, however, are also restricted by physiologic disturbance, including a reduced maximum heart rate and a poor stroke volume than those with high-level of lesions. This can be associated with a loss of vasomotor regulation below the level of the lesion. The loss of venous return restricts the central blood volume and thus leads to poor cardiac performance (Smith, Guyton, Manniny & Whitey, 1976). This also relates to the arteriovenous oxygen difference at any given sub-maximal work rate being unusually large in most lower limb disabled subjects (Hjeltnes, 1977), reflecting a poor regional blood flow to the active muscles, or a large amount of active muscle for the total blood flow available, or both.

Cardiorespiratory fitness assessment, whether maximal or sub-maximal, is a critical component in the development of an individual's exercise programme. Exercise testing provides the clinician with baseline data that can be used to identify an individual's needs in order to develop an appropriate exercise programme (Davis, 1993). Standardised testing provides a tool to evaluate the effectiveness of the prescribed exercise programme and gives the client motivating feedback. So, in relation to that, sub-maximal exercise testing has many advantages over maximal testing and is preferred by clinicians working with individuals with chronic pain or physical limitations, such as spinal cord injuries (Noonan & Dean, 2000). Currently, there are a number of validated sub-maximal and maximal aerobic fitness tests designed for wheelchair users. Sub-maximal and maximal arm crank ergometry had been demonstrated to be a valid tool for assessing the cardiorespiratory fitness of wheelchair users, but the arm cranking action is not functionally related to wheelchair mobility (Davis, 1993). Other tests, such as maximal and sub-maximal wheelchair treadmill tests and wheelchair ergometry based incremental speed tests, have also been shown to be valid and reliable (Hartung, Lahy & Blaneq, 1993). However, all tests must be done in a clinical or laboratory setting and this requires expensive equipment, trained administrators and is often time consuming.

Field tests for wheelchair users have been developed in an attempt to address some of these issues. The 12 minute Cooper test for distance was adapted for wheelchair users and found to be well correlated ($r=0.84$) to peak oxygen consumption (VO_2 peak) as determined by a typical laboratory based graded max arm ergometry test.

Although this modified protocol developed by Franklin and colleagues (1990) meets the requirements of a simple field test, self-paced tests for distance, regardless of the target population, are motivation dependent and previous experience will often influence the results (Franklin et al., 1990). A study by Vanlandewijck, Daly and Theisen (1990) used a wheelchair version of the 25 m shuttle run 'beep test' and found that it correlated well ($r=0.78$) with peak heart rate (HR) measured in a maximal arm ergometry effort. Vinet and colleagues (1996) found a moderate correlation ($r=0.65$) between laboratory derived VO₂ peak and an increment field test using a 400m tartan track. A multistage field wheeling test, a modified version of Leger and Boucher's (1980) continuous incremental running test, was developed and tested by Vanderthommen et al. (2002). They found a moderate to high correlation between the distance covered during the shuttle wheel and the arm crank determined VO₂ peak and maximum power output ($r=0.64$ and $r=0.87$ respectively). All of the test require the maximal effort of the wheelchair users, so, a sub-maximal field test for wheelchair users that is easy to administer, potentially self-administered, time efficient, and requires minimal equipment, is necessary in order to provide safer and more reliable exercise prescription in the current health care environment (Laskin, Slivka & Frogley, 2004).

Wheelchair User's Responses to Training Programme Using Arm Ergometer

It is firmly established that average able-bodied adults can increase their cardiorespiratory fitness by 20% to 30% by participating in a well designed training programme that involves the large muscles of the body (Gessaroli & Robertson, 1980; Shepard, 1965). The relative importance of the intensity, the duration and the frequency of training sessions has been clarified by a number of experiments (Astrand & Saltin, 1961; McArdle, Glaser & Mayer, 1971; Bar-Or & Zwiren, 1975). A lot less is known about the effectiveness of training using the arms only, and indeed, there is still an argument as to whether effective cardiovascular training can be induced by using arm effort (Vokac, Bell, Baultz-Holter & Rodahl, 1975; Rasmussen, Klausen, Clausen & Trap-Jens, 1975; Clausen, 1977).

Using an arm crank ergometer for persons with paraplegia been often explained in various studies. Emes (1977) compared the physical working capacity of 20 wheelchair and 20 able-bodied basketball players. The two groups did not differ significantly in their capacity to work with their upper trunk and arm muscles, as measured using an arm-crank ergometer, which suggest that the wheelchair athletes had adjusted relatively well to their disability. Bar-Or and Zwiren (1975) also concluded, using their comparisons of paraplegic subjects at different fitness levels that conditioning of the upper limb and trunk muscles was effective in increasing aerobic power, reducing the heart rate response to sub-maximum effort and controlling body weight. Nillson, Staff and Pruett (1975) found that after 7 weeks of training, subjects with paraplegia were able to perform an arm ergometer test at a maximum level with no more discomfort than able-bodied subjects. Their maximum oxygen uptake increased by 12% and they enjoyed their training, their feelings of confidence and well-being had increased and they had continued with the conditioning programme after the formal part of the experiment had ended.

Pollock and associates (1974) studied the responses to training on an arm ergometer in two groups of former sedentary subjects and compared them with the responses of a third group that remained sedentary; the average age was 38 years in each group. Group 1 included 8 disabled individuals – 6 were in wheelchairs and 5 were completely paralysed from the lower trunk down. Group 2 consists of 11 able-bodied men. Group 3 consisted of 10 able-bodied men and served as a control group. Groups 1 and 2 trained 3 times a week for 20 weeks. Although they showed no significant changes in girth or skinfold measurements, there was an increase in maximum oxygen intake (19% in group 1 and 37% in group 2). The difference in training response was attributed to the differences in the intensity of conditioning activities that the 2 groups could perform. The able-bodied subjects were able to expend larger amounts of energy since they were able to obtain additional leverage from their leg muscle while working with their arm muscles.

Specific Overuse Injuries in Wheelchair Sports

Many investigations and reports have described the type and frequency of injuries among individuals with spinal cord injury in various sports (Table 1). The majority of these studies however are retrospective, involving either interviews or questionnaires. There has been no study published to date that looks specifically at overuse injuries in these individuals, mainly those who use wheelchairs (Herring & Nilson, 1987). Most sports-related injuries can be classified into one of two major types: acute macrotraumatic injuries, which are the result of a one-time event, or chronic microtraumatic injuries, which occur over time and are often secondary to repetitive motions. Injuries in the latter group (also referred to as overuse or overload injuries) make up to 50% of all sports-related injuries (Herring & Nilson, 1987).

Table 1: Breakdown of 50 injuries reported by 19 elite wheelchair athletes over a 1-year period

Type of injuries	N	%
Strain	24	48
Abrasion	11	22
Contusion	5	10
Blisters	3	6
Fracture	3	6
Sprain	2	4
Laceration	1	2
Illness	1	2

Source: Bloomquist, L. E. (1986). *Injuries to athletes with physical disabilities: prevention implications*. *Phys Sports Med*: 14(9): 97-105.

Shoulder pain is quite common in persons with and without disability, who participate in sport, but it's very often seen in persons using wheelchairs. The reason is very clear because they rely entirely on upper limb for both ambulation and weight-bearing tasks most of the time. The shoulder is poorly designed for this purpose, and becomes exposed to higher inter-articular pressures related to a more abnormal distribution of stresses across the subacromial area. The shoulder joint has a greater range of motion than any other joint in the body. The radius of curvature of the humeral head is three times that of the glenoid socket (Howell & Galinar, 1986). Unlike the hip joint, the shoulder relies on ligament and muscular components for its main constraints. A person who depends exclusively on a wheelchair for ambulation, exposing his/her shoulders to increase stresses and muscular imbalances, predisposing it to a variety of overuse injuries. Participants in wheelchair sports, especially those involved in track events, marathon road racing, basketball and tennis, expose their shoulders to even greater stresses, resulting in overuse problems.

Overuse injuries involving structures in and around the elbow joint are often seen in sport populations. Throwing and racquet based athletes are more susceptible to this type of injury, with lateral epicondylitis being the most common seen. Other common overuse injuries of the elbow region include: medial epicondylitis, entrapment of the ulnar nerve at the cubital tunnel and entrapment of the medial nerve by pronator teres muscle. Several previous studies did mention the common injuries that been highlighted in this population (Curtis, 1982; Madorsky & Curtis, 1984; Hoeberigs, Debets-Eggen & Debets, 1990; Taylor & Williams, 1995; Ferrara, Buckley, McCann, Limbird, Powell & Robl, 1992; Curtis & Dillon, 1985; Nilsen, Nygard & Bjorholt, 1985). The elbow, like the shoulders, is exposed to greater stresses and strains in individuals who use a wheelchair and is thus predisposed to injury. A study by Ferrara et al. (1992) did clarify that 17% of the injuries reported by 87 wheelchair users participating in sports involved the elbow, with the vast majority of these being the overuse type. A study by Bloomquist (1986) revealed that all wheelchair users participating in sports over the age of 40 reported elbows overuse problems.

Lateral epicondylitis, or most commonly described as tennis elbow, is an overuse injury which involves the extensors of the wrist at their origin. The extensors carpi radialis brevis tendon is always affected. This is because of a repetitive microtraumatic overloading injury of the tissue, resulting from concentric and eccentric extensor muscle activity during rapid and stressful motions (Kibler, 1995). The process is primarily degenerative, rather than inflammatory, and involves pathological changes within the tendon itself and not specifically the lateral epicondyle (Wilder et al., 1994). Wheelchair tennis players develop lateral epicondylitis because of poor mechanics in overhand and backhand strokes, each which leads to either concentric or eccentric overloading of the wrist extensors at the elbow. Sports that engaged wheelchairs, especially marathoners, are exposed to the development of lateral epicondylitis. This is due to the repetitive hard and forceful elbow extension, performance of maximal pronation and wrist flexion that are required during wheelchair propulsion, which can leads to eccentric overloading of the wrist (Alley & Pappas, 1995).

The repetitive stress of wheelchair propulsion predisposes the wrists of individuals who use wheelchairs to a variety of overuse tendonitis injuries. This problem is focused on wheelchair athletes since they generate speed through the larger forces, as well as the physical demands of their particular sports: improper pushing technique in which the wrists are in hyperflexion may eventually lead to wrist flexor tendonitis. In persons who participate in wheelchair racing, there may be repetitive hyperpronation of the forearm during the end of the propulsion cycle, which may eventually lead to the development of specific wrist tendonitis as well as lateral epicondylitis (Busconi & Curtis, 1995). Usually, the injured wrist tendons in wheelchair users who participated in sports include: extensor digitorum longus, extensor carpi ulnaris, flexor carpi ulnaris and abductor pollicis longus (Busconi & Curtis, 1995).

Carpal tunnel syndrome (CTS) is caused by a compression of the median nerve as it transverses the carpal tunnel. There are various causes that have been linked to the syndrome, such as diabetes mellitus, pregnancy, hypothyroidism, rheumatoid arthritis, ganglion cysts, osteoarthritis and flexor tendonitis. Wheelchair users with paraplegia have been reported to have an increased incidence as compared to the non-disabled population (Aljure, Eitorai, Bradley, Lin & Johnson, 1985; Gellman et al., 1988). A study by Gellman et al. (1988) found that the carpal tunnel pressure of persons with paraplegia was significantly elevated in wrist extension as compared to individuals without paraplegia.

Burnham and Steadward (1994) also did a study related to CTS injuries and revealed a significant showing of median nerve conduction velocities across the carpal tunnel immediately after the subjects propelled a wheelchair. Burnham and Steward (1994) reported a 46% incidence of CTS by electrodiagnostic criteria in 28 sports participants who were wheelchair users, with a substantially lower number of these patients having clinical evidence of CTS. One reason linked to this syndrome is the repetitive extrinsic pressures over the carpal tunnel as well as frequent wrist extension posturing, both of which occur during wheelchair propulsion. An observation revealed that most of the athletes handle the push rims with their thumbs, but when they are tired, they switch to their palms, placing more stress on the carpal tunnel (Ferara & Davis, 1990). Another reason is repetitive strain and overuse of the wrist flexor tendons, which is commonly experienced by wheelchair athletes, can lead to inflammation which may affect the median nerve in the carpal tunnel (Burnham & Steward, 1994).

Wheelchair Athletes and Upper Body Strength Considerations

The shoulder complex participates in many daily activities. For the wheelchair-bound paraplegic, the scapulohumeral joint is particularly used for repetitive movements and thus undergoes considerable muscle-joint stress (Bernard, Codine & Minier, 2004). Wheelchair propulsion and depression transfers require adaptations of all the particular structures, which were originally developed for prehension or balance. Several studies have reported kinematic analysis of propulsion (Dednarczyk, 1994; Kulig et al., 1998; Van der Woude, Van Kranen, Ariens, Rozendhal & Veeger, 1995) and muscular activity during the propulsion cycle (Mulroy, Gronley, Newsam & Perry, 1996; Ryu, McCormick, Jobe, Moynes & Anatonelli, 1988). The isokinetic method of exercise and the agonist/antagonists ratio, which have been useful in studies to prevent dysfunction, are two methods used in understanding the muscular adaptations that occur with athletic activities (Hinton, 1988; McMaster, Long & Caiozzo, 1991; Wilk, Andrews, Arrigo, Keirns & Erber, 1993).

Eklom and Lundberg (1968) conducted a study on 24 adolescent subjects with lower-limb disabilities. The training regimes were the usual required physical education class (two or three periods in the gymnasium each week) with two additional 30-minute training sessions each week. The supplementary sessions included 2 to 5-minute bursts of large muscle activity, such as propelling the wheelchair rapidly or using medicine balls, dumbbells or parallel bars. Unfortunately, only 8 (most probably the fittest) of the subjects were able to complete all the tests. The post-test revealed a 40% increment in work tolerance, mechanical efficiency and a reduction in the extent to which lactate accumulated in the blood during sub-maximum work.

Despite the above study, there have been few studies of strength training for wheelchair users. Stoboy and Wilson-Rich (1971) reported some measurements of isometric strength in disabled subjects, and Nilson and associates (1975) included assessments of triceps strength in paraplegic subjects after a 7-week training programme. The data don't really show a great change, specifically in the triceps, but they did show that overall dynamic strength and muscular endurance were increased 19% and 80% respectively after training.

Wheelchair users should be encouraged to use a hand-propelled rather than a motorised chair in daily life and to eat a diet that is well regulated to avoid accumulation of excess body fat. They should also understand that normal wheelchair activity in the home environment produces less training to maintain cardiovascular fitness because the work load during wheelchair ambulation is done by just a small portion of muscle groups. Heart rate during movement is an adequate guide to training intensity.

Conclusion

The intensity of cardiovascular stimulus can be adjusted by regulating the length of activity and recovery phases. The aim should be for the disabled person to complete at least four 30-minute exercise sessions each week, during which the heart rate, assessed immediately after stopping exercise, has increased to 60% from resting heart rate and the age-related maximum rate; that is, in an individual with a maximum heart rate of 180 beats per minute and a resting rate of 80 beats per minute, the heart rate immediately after they stop exercising should be 140 beats per minute. In individuals who have been in hospital or very sedentary for a number of years, a gradual progression in the number, duration and the intensity of exercise sessions is vital to success.

Aside from the danger that exercisers may suffer physical injury if they attempt to progress too rapidly, they may also become convinced that the programme is too strenuous or that they cannot succeed with it. With the combination of a resolute patient and a gentle but persistent therapist, many wheelchair users can ultimately adjust relatively well to their disability.

The treatment and rehabilitation of overuse injuries to the upper limbs of this population of wheelchair users can be difficult since these individuals rely almost exclusively on their upper limbs for both mobility and weight-bearing tasks. Both consideration of physical findings and biomechanical errors or deficiencies must be addressed in order to ensure full recovery and/or prevent recurrence.

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Physical Fitness and Physical Activity as Determinants of Health Development in Children and Adolescents: The MoMo Longitudinal Study

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Introduction

Until now, there is no longitudinal epidemiologic data available on the development of physical activity/inactivity and motor skills in children, adolescents and young adults in Germany as well as on their underlying factors. In addition, there has not been a representative longitudinal study in the German-speaking countries which investigates the causal effects of physical activity and motor skills on objective and subjective parameters of physical and mental health in children, adolescents and young adults.

For Germany, the existing cross-sectional German Health Interview and Examination Survey for Children and Adolescents (KiGGS, Survey conducted by the Robert Koch Institute (RKI) in Berlin, www.kiggs.de, Kurth, 2007) is the first representative nationwide study with respect to physical and mental health. KiGGS consists of several modules with one of these being the "Motorik-Modul" (MoMo, www.motorik-modul.de, Woll, Kurth, Opper, Worth & Bös, 2011). The MoMo Baseline Study, conducted 2003-2006, offers nationwide cross-sectional representative data on the physical fitness and physical activity of children and adolescents. Since 2009, MoMo has continued longitudinally as a joint project of the University of Konstanz, the Karlsruhe Institute of Technology and the University of Education Karlsruhe in cooperation with the RKI under the direction of Prof. Dr. Alexander Woll of the University of Konstanz. The MoMo Longitudinal Study is funded by the Federal Ministry of Education and Research. Using an interdisciplinary framework, the combination of the MoMo Longitudinal Study with the KiGGS health monitoring, which is funded by the German Ministry of health (2008-2023), yields organisational and scientific synergy effects.

Aims

The primary goal of the study is to contribute to the long-term improvement of the health situation of children, adolescents and young adults in Germany. For this purpose, the following aspects are investigated:

1. The causal effects of internal (personal attitudes, age, sex) and external factors (influence of peers/peer-group, parents, socioeconomic level, environment (urban/rural, east/west), migration background) on the development of physical activity in early and late adolescence (cf. Lampert, Mensing, Woll & Romahn, 2007).
2. The causal effects of physical activity (type, intensity, duration, frequency), internal (age, sex) and external factors (socio-economic level, environment, migration background) exerting an influence on the change/development of physical fitness (cf. Starker et al., 2007).
3. The causal effects of physical fitness and physical activity as predictors of physical health (e.g., pain, obesity, cf. Ellert, Neuhauser & Roth-Isigkeit, 2007; Kurth & Schaffrath Rosario, 2007), biochemical risk factors (cf. Thierfelder, Dortschy, Hintzpeter, Kahl & Scheid-Nave, 2007), general state of health (cf. Lange et al., 2007) and how they affect mental health (cf. Schlack, Hölling, Kurth & Huss, 2007) and quality of life (cf. Ravens-Sieberer, Ellert & Erhard, 2007).
4. The age-related and period effects on physical activity and physical fitness in childhood and adolescence.

The main objectives of the MoMo Longitudinal Study are long-term improvement of the health situation of children and adolescents in Germany with physical activity as one way to this improvement, an identification of the consequences of a lack of physical activity for the selected health parameters (e.g., pain, mental health, quality of life, general health status) as well as the preventive contribution of physical activity and physical fitness on these parameters, and a contribution to the question of how much fitness, respectively physical activity, is needed to be health protective.

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Study Design

Subjects

The KiGGS Survey is a representative survey of the German population from 0 to 17 years (Kurth, 2007). The baseline sample was drawn from May 2003 to May 2006. In a first step, 167 sample points were selected, which represent Germany, in respect of community types and geographic distribution. In a second step, a random sample was drawn from the selected cities and the parents of the children and adolescents were contacted. With a response rate of 66.6%, a total of 17,641 (8,985 boys, 8,656 girls) participants were included.

The sample of the MoMo Baseline Study was drawn by employing a randomisation procedure from the KiGGS Baseline Survey. The sample contains 4,529 children and adolescents (age range 4-17 years). Because in the age group of babies (newborns to the age of 3) physical fitness and physical activity measurements differ significantly from later years (cf. Bös et al., 2001), this age group was excluded from the MoMo Baseline Study. In 2009, these children were aged 6 to 9 years. Therefore, they have been integrated in the MoMo Longitudinal Study (as a new cross-sectional sample in wave 1). The MoMo Longitudinal Study includes all subjects of the MoMo Baseline Study and an accumulation of the survey population (see next subsection).

Type of Study

The plan of the study is a cohort sequence design where more cohorts are repeatedly observed at the same age. In addition to the longitudinal observation of the participants of the MoMo Baseline Study, there is a representative cross-sectional accumulation for every cohort in the age range between 4 and 17 years (see Figure 1). This helps to minimise the validity threats of pure cross-sectional and pure longitudinal designs. The investigation of the MoMo Longitudinal Study I (wave 1) began in September 2009 and will end in July 2012.

The entire sample of the MoMo Baseline Study (N=4,529 participants) is incorporated in the recruitment process. This longitudinal sample is supplemented with participants aged 10 to 17 years. This step is necessary to maintain the sample size and to counteract the process of panel mortality. However, the participants of the accumulation sample will not be observed longitudinally. The purpose of the accumulation is to enhance the representativeness of the data for children and adolescents aged 4 to 17 years.

Additionally, there is a new cohort consisting of 300 children per year level from 6 to 9 years of age (1,200 in total) of the KiGGS Survey which were not considered in the MoMo Baseline Study because of their age (0 to 3 years in 2003 to 2006). These participants will be observed longitudinally. In order to cover all age groups, a sample of 300 four year old children and 300 five year old children (600 new participants) are drawn from the KiGGS Survey, which is running concurrently. These participants represent a cross-sectional sample.

Participants in the MoMo Baseline Study who are now aged 10 to 23 years and participants of the KiGGS Survey aged 6 to 9 years at the first wave (2009-2012) of the study will be observed longitudinally over the next measurement points. These longitudinal observations are necessary in order to assess developmental processes of physical activity, fitness and health status. The subsequent waves will be drawn in three year intervals (see Figure 1). Data collection for the MoMo Longitudinal Study II will start in August 2012 and end in 2015. In the same manner as in the MoMo Longitudinal Study I, the longitudinal sample will be supplemented by equivalently aged participants from 9 to 17 years. Additionally, there will be a new cohort of children aged 4 to 8 years. On the basis of the described investigation waves, the MoMo Longitudinal Study (waves 1 and 2) is supposed to be continued in the years 2015 to 2020 (waves 3 and 4).

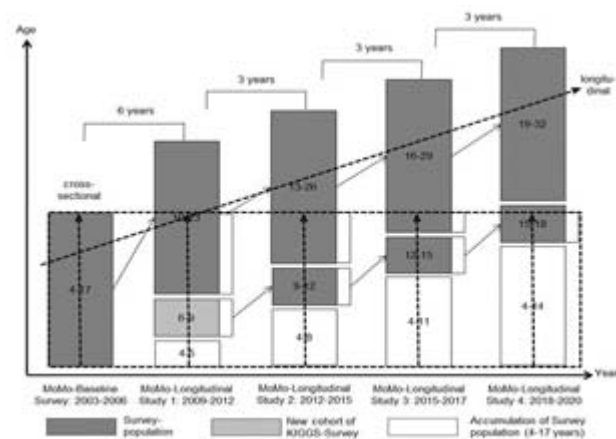


Figure 1. Study Design MoMo Longitudinal Study (cohort sequence design)

Data Items to be Analysed

For the assessment of physical fitness and physical activity of children and adolescents, the same test items and questionnaires as used in the MoMo Baseline Study will be applied (cf. Bös et al., 2004). The MoMo motor performance test (MoMo-MPT) includes eleven test items to examine endurance (ergometric test), strength (push-ups, standing long jump, counter movement jump on force platform, side-steps), coordination (gross motor skills: static stand, balancing backwards; fine motor skills: reaction time, line tracking, inserting pins) and flexibility (stand and reach). The test items were selected in a way that subjects aged 4 to 17 years could easily accomplish them (exception: ergometric test and push-ups are not applicable to 4 and 5 year old children). They can also be used in adulthood by undertaking small modifications (cf. Bös et al., 2004).

The quality of differentiated measurement of physical fitness and physical activity was confirmed by extensive pre-studies (cf. Bös et al., 2004; Oberger et al., 2006). The MoMo-MPT proved to be reliable and valid. Gender specific aspects are considered in the data calculation of the fitness tests. The tests are analysed separately for boys and girls.

Due to the sample size, our focus is on self-reported physical activity measurement. However, we have included more objective measurements of physical activity in the evaluation process of the MoMo physical activity questionnaire (MoMo-PAQ). The MoMo-PAQ was administered on two separate occasions in a one-week interval to evaluate reliability and was compared with accelerometry data gathered by an ActiGraph GT1X to evaluate validity. Thus, reliability and validity of the MoMo-PAQ are comparable with these of other internationally published physical activity questionnaires for adolescents (cf. APARQ, Booth, Okely, Chey & Bauman, 2002; AQuAA, Chinapaw, Sloomaker, Schuit, van Zuidam & van Mechelen, 2009; Fels-PAQ, Treuth, Hou, Young & Maynard, 2005; Physical Activity Questionnaire for Adolescents, Kowalski, Crocker & Kowalski, 1997; SHAPES activity questionnaire, Wong, Leatherdale & Manske, 2006).

The MoMo-PAQ covers different areas of physical activity (active transport, everyday physical activity (e.g., playing outdoors; gardening), leisure time exercise, school-based exercise). Furthermore, intensity, type, frequency and duration of activity and seasonality are considered.

For the assessment of determinants of physical activity, social (social support), psychological (outcome expectancies, physical activity enjoyment, physical self-concept, self-esteem) and environmental determinants (access to sport facilities, physical environment related to physical activity) are taken into account.

To answer one of the relevant questions of the MoMo Longitudinal Study – the influence of physical activity and physical fitness on the development of health – different parameters for physical (obesity, chronic diseases and pain, biochemical risk-factors) and psychosocial health (hyperkinetic syndrome, social competence, mental development, quality of life) are assessed. The health outcomes are assessed in a differentiated manner and with standardised measurements (for example, for the assessment of body fat as well as BMI, waist to hip ratio and bioelectrical impedance analysis (BIA), Kurth & Schaffrath Rosario, 2007).

In order to address the questions relevant to the MoMo Longitudinal Study, the following variables, which have been surveyed within the framework of the KiGGS Survey, are also taken into consideration: social status, migration background, region of residence, details on family situation (number of siblings etc.), living environment and details on health behaviour (smoking, alcohol).

The total test time per subject lasts about one hour (fitness tests; body fat assessment and questionnaire).

Current Status and Perspectives

Until April 2012, 43 out of 50 test drives were conducted and 138 out of 167 test locations were visited. 2118 longitudinal test subjects were tested so far, which equals a current overall response rate of 58.7%. The aim is to be able to present the results of the MoMo Longitudinal Study 1 to the interested public in the near future. This should happen within the framework of a joint symposium with the RKI planned for 2013 but also by international publications. Parallel to the evaluation phase of the first wave, the preparations for the second wave are taking place.

As important policy recommendations for public health will result from this study, it will have a significant impact on future health policy in Germany and continue to yield transfer results in multiple fields. The anticipated results of this study will be directly applicable in policy planning. One application would be to detect high-risk groups and to develop specific intervention programmes.

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ACTIVE PREGNANCY: Biomechanical Modelling and Effect of Physical Exercise Programmes on Gait, Morphology and Low Back Pain, in Women, During Pregnancy and Post-Partum

Rita Santos-Rocha

Background

The morphologic, physiological, biomechanical and hormonal adaptations during pregnancy can influence physical activity and daily task performance (Nicholls & Grieve, 1992). Body composition (Woo, Leung and Kwok, 2007; Monteiro et al., 2010), increased loading in the anterior trunk area (Paisley & Mellion, 1988; Gilleard, Crosbie and Smith, 2002) and higher foot pressures in pregnant women (Nyska et al., 1997; Gaymer et al., 2009) are associated with alterations of gait pattern. Joint laxity increases and consequently, there is an increase in the joints' amplitude (Calguneri, Bird and Wright, 1982). At the end of pregnancy, the adoption of strategies such as increasing the width of the base of support caused by other body segments, allows for minimisation of the increased weight and trunk girth effects. Indeed, such changes can substantially modify gait pattern, contributing to an overload on the musculoskeletal system, causing lower limb, hip and lower back pain (Vullo, Richardson and Hurvitz, 1996; Foti, Davis and Bagley, 2000; Karadag-Saygi, Unlu-Ozkan and Basgul, 2010).

The literature supports the recommendation to initiate or continue exercise in most pregnancies (Paisley, Joy and Price, 2003). Consequently, exercise prescription during the different phases of pregnancy must include forms of adaptation of the type of exercise, the intensity, duration and frequency. A specific exercise programme during pregnancy decreased back pain intensity and increased functional ability (Kluge, Hall, Louw, Theron and Grove, 2011; Shim, Lee, Oh and Kim, 2007). Also, promoting good posture and regular exercise can be recommended as a method to relieve back pain in pregnant women (Shim et al., 2007). Thus, exercise prescription must be adapted to the morphological and biomechanical alterations that occur during pregnancy, and contribute to pain relief and treatment.

Objectives

The main purposes of the ACTIVE PREGNANCY study are:

- 1) to build the biomechanical model of gait during pregnancy;
- 2) the prospective analysis of the quantification and distribution of external biomechanical load acting on the feet;
- 3) the prospective analysis of the alterations of morphology (mother and foetus/weight and position);
- 4) to analyse the effect of a Physical Exercise Programme on gait biomechanics, functionality and morphology;
- 5) to analyse the effect of a Physical Therapy Programme on the treatment of low back pain in women during pregnancy and post-partum, and;
- 6) the promotion of physical activity during pregnancy and post-partum.

Design

This prospective cohort study, following women from week 16 to late pregnancy (20-25, 25-30, 30-35 weeks) and post-partum, includes 2 randomised control studies.

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Participants & Setting

1) About 30 healthy pregnant women, 20-40 years, were recruited through fitness and health centres to participate in the biomechanical modelling study, to be tested in laboratory during pregnancy and through to the 3-month post-partum period. About 30 healthy age matched nulliparas controls were also recruited to be tested once in the Laboratory of Biomechanics.

2) Consecutively enrolled pregnant women, aged 20-40 years, seen by a doctor in gestational weeks 12–18 and 3-month post-partum, were recruited to participate in the randomised control study Physical Exercise Programme. Pregnant women (N=30) will be tested prior to the intervention (20-25 weeks of gestation), during intervention (25-30wk), after intervention (30-35wk) and 3-6 months post-partum. Thus, 3 measures will be taken during pregnancy and one post-partum. As inclusion criteria, age and the absence of health problems will be considered, as well as medical clearance to participate in physical activity. Exclusion criteria will consider the presence of any clinical disabilities or chronic diseases. Data collection will take place in fitness centres.

3) Consecutively enrolled pregnant women, aged 20-40 years, seen by a doctor in gestational weeks 12–18 and 3 months post-partum, will be recruited to participate in the randomised control study Physical Therapy Programme. 20 healthy pregnant women controls (no pain), 20+20 pregnant women with low back pain (LBP), 20+20 pregnant women with pelvic girdle pain (PGP), and 20+20 pregnant women with combined pain (LBPGP), will be tested during 2nd and 3rd trimesters and post-partum. Subjects will be randomly assigned to an intervention (PTP). Classification into subgroups by means of mechanical assessment of the lumbar spine, pelvic pain provocation tests, standard history and a pain drawing. A controlled clinical trial will test the intervention in 3 groups of pregnant women (LBP, PGP, LBPGP). All participants will complete a questionnaire to measure general and obstetric characteristics, as well as the Oswestry disability questionnaire to measure functional limitation. Participants will be assigned to one of 4 groups based on the type of pain experienced: no pain, with LBP, with PGP, with LBPGP. Participants will be assigned to the no pain group if they had no subjective lumbar or girdle complaint or fewer than 2 positive pelvic pain provocation tests and no lumbar pain or change in range of motion from repeated movements, according to the Mechanical Diagnosis and Therapy (MDT) classification. Assignment to the 3 LBP groups will be made following examination by a specialised physiotherapist. After classification, the women will be referred to a women's health physiotherapist for treatment. Women will be randomised and will undergo an 8-week intervention. Age-matched non-pregnant nulliparas controls will be tested once. The objectives of the study and the testing procedures will be explained prior to the intervention. Data collection will take place in health centres. The objectives of the study and the testing procedures will be explained.

Methods

1) To build three-dimensional multi-bodies mechanical dynamic models of gait during pregnancy and post-partum (normal gait, walking and negotiating a 15cm high obstacle and carrying an extra-load of 3kg), a computerised model is being developed using software ADAMS Lifemodeler (Mechanical Dynamics, Inc.), that simulate the dynamic behaviour of a system of rigid multi-bodies and allows the reproduction of some performance conditions of the movements. Reflective markers were placed on the lower limbs (see figure) to provide kinematic data, using the Qualysis Q-trac software (Motion Capture System). Kinematic data are being recorded by means of 12 high speed cameras (Qqus3 Qualisys AB definition 1280x1024 at 500Hz), providing three-dimensional data using a high resolution optoelectronic system, working in the infrared spectrum. The ground reaction forces are being recorded by means of two force platforms - AMTI (Advanced Mechanical Technology, Inc., Watertown, MA) and KISTLER (Kistler AG, Winterthur, Switzerland). Internal forces are obtained using an inverse dynamics solution and anthropometric information, using the Visual 3D C-Motion Inc. Software. To determine forces acting on a system of interest, a procedure called force system analysis can be applied. It includes determination of the mechanical system of interest, assumptions, a free body diagram, equations of motion and a mathematical solution (Nigg & Herzog, 1999). Subsequently, the model of rigid segments connected with flexible elements and/or a variety of joints will be analysed using ADAMS software. This programme derives a series of movement equations for the model applying the methods of Lagrangian dynamics.

2) In the intervention groups, the biomechanical data of gait will be recorded using a pressure platform (Novel EMED-X system, München, Germany). Data will be collected using a high sensor resolution mode with a sensor resolution of 4 sensors/cm² and a frame rate of 100Hz. Pedography software will be used to collect and analyse plantar pressure; deformation of the foot; applied local pressure; pressure-time integral; timing of the foot loading processes; applied local force; force-time integral.

The women will walk barefoot at comfortable speed for 2 minutes. They will be allowed to acclimatise to the equipment by performing a few steps before data collection, and they will be asked to perform 10 trials (with each foot). A total of 40 steps per subject will be processed using appropriate software.

3) The maternal morphologic data (stature, weight, breadths, girths and skinfolds) will be obtained according to the International Society for the Advancement of Kinanthropometry (ISAK) standardised measurement protocol (Marfell-Jones, Old, Stewart and Carter, 2006) with exception of the abdominal girth (Lohman, Roche and Martorell, 1988). The morphology of the foetus (position and weight) will be obtained by echography. Anthropometric characterisation will be attained through 21 measures that include: stature and body mass, 5 girths (thorax, abdominal, gluteal, mid-thigh and medial calf), 6 breadths (biacromiale, transverse chest, anterior-posterior chest, abdominal-sagittal, biiliocristal and foot), 5 skinfolds (triceps, subscapulare, iliac crest, front thigh and medial calf), the foot length and height and the trochanterion height. Anthropometric equipment in use are: a Siber-Hegner GPM kit, a weighing scale model (SECA) and a Harpenden calliper. All anthropometric data are being collected by ISAK accredited anthropometrists.

4) The Physical Exercise Programme was developed by exercise specialists. The intervention includes aerobics, walking, pelvic floor, stretching and strength exercises. It consists of 2 sessions/week, 55 minutes each, for 8 weeks.

5) The Physical Therapy Programme will be developed by exercise specialists and physiotherapists. The intervention includes walking, pelvic floor, stretching and specific stabilising exercises. It will consist of 8 sessions, once a week of 55 minutes each. The sessions will start with 15 minutes of walking (as a low impact aerobic activity), followed by 30 minutes of exercises that include five series of specific pelvic floor muscle training and stabilising exercises. The sessions will end with 15 minutes of stretching exercises (progression on the postures of active global stretching method). Pain intensity and functional ability will be investigated in each session, by 0-100mm VAS and by a pain drawing.

6) Researchers produced a flyer explaining the purposes of the study, to be given to participants, doctors, nurses, fitness instructors and physiotherapists. A technical book on exercise during pregnancy is also being produced.

7) The level of physical activity and the engagement in any exercise programme will be evaluated by questionnaire and accelerometry. For all subjects, the collection of data on the type of physical activity, duration and frequency, and on signs and symptoms of pregnancy related health issues. Prevalence of signs and symptoms associated to pregnancy will be assessed recalling the pregnancy record and the Physical Activity Readiness Medical Examination (Canadian Society for Exercise Physiology - CSEP); the collection of data on the volume of physical activity during a regular week (number of steps/day; time/day; level of physical activity: light, moderate and vigorous; average daily steps; average time spent in physical activity) will be done using accelerometry (ActiGraph GT3X).

8) Integrated statistical analysis will be performed using SPSS, to examine the effects of the independent variables and the association between the different variables, to compare with the control group. Statistical analysis will be performed in order to understand the changes induced by pregnancy in the morphologic and biomechanical variables, the effect of the exercise programmes and the level of physical activity; investigate the association of biomechanical variables of gait and subgroups of pregnancy-related low back pain; analyse the interaction between morphologic and biomechanical variables; and to analyse the changes in biomechanical parameters of gait as risk factor for pain or diagnosis. It is important to stress that the subgroups are dynamic and once constituted will depend on the control variables by the time the subjects are assessed. A multifactorial analysis will be performed, in order to build a predictive model of the biomechanical response factors associated with pregnancy, adjusted to pain and level of physical activity.

PRELIMINARY RESULTS: On average, temporal and spatial parameters have changed across pregnancy trimesters (Foti et al., 2000). The sagittal range of movement, ground reaction forces and joint moments in both lower limb joints, show small but significant differences between trimesters (Foti et al., 2000; Lymbery and Gilleard, 2005). Higher knee flexor and hip extensor peak moments were obtained in pregnant women, when compared with controls (Aguiar et al., 2011).

EXPECTED RESULTS: 1) Three-dimensional biomechanical models of normal gait, walking and negotiating a 15cm high obstacle and walking carrying an extra load; 2) validated anthropometric measures and biomechanical variables in the phases of pregnancy, prior and after intervention, post-partum and controls, assessed by specialists; 3) tested exercise intervention programmes (Physical Exercise Programme and Physical Therapist Programme) to promote physical activity during pregnancy and post-partum, and to standardise the assessment and treatment of different types of pain; 4) reports to be given to participants; 5) technical book and other publications produced.

Work in Progress

In order to better develop safe and effective exercise programmes, it is necessary to understand the physical activity patterns of pregnant women, the characteristics of proper exercise in terms of mechanical loading, and also, its effects in pregnant women in terms of gait, functionality, morphology and treatment of low back pain. The results of the present work will be useful to develop recommendations for pregnancy and post-partum specific exercise programmes, and eventually for foot, pelvic and lumbar pain prevention.

Research Unit: CIPER - Centro Interdisciplinar de Estudo da Performance Humana (The Interdisciplinary Centre for the Study of Human Performance), Neuromechanics of Human Movement Group.

Participating Institutions: Faculdade de Motricidade Humana - Universidade Técnica de Lisboa (Faculty of Human Kinetics - Technical University of Lisbon) & Escola Superior de Desporto de Rio Maior - Instituto Politécnico de Santarém (Sport Sciences School of Rio Maior - Polytechnic Institute of Santarém).

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Figure: Reflective markers placed on anatomical landmarks

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Academy Completes Research on Top-selling Pre-workout Supplement

Jordan R. Moon, Brandon Spradley

Over the past several of months, the United States Sports Academy (www.ussa.edu) has been performing research on a top-rated pre-workout supplement containing creatine, beta-alanine, caffeine and amino acids, among other ingredients. The supplement, [Assault™ by MusclePharm](#), is the top rated and top-selling pre-workout supplement and was named the new supplement of the year in 2011 on bodybuilding.com.

Of particular importance to athletes, this supplement contains no banned substances and is tested and certified by informed-choice and the National Science Foundation (NSF). In light of [recent incidents](#) regarding the pre-workout supplement Jack3d, the product (Assault™) recently tested at the Academy could be a legal alternative for athletes looking for a pre-exercise workout booster. However, the true effects of a pre-workout supplement containing creatine, beta-alanine, caffeine and amino acids on performance had not been evaluated before now.

The research study, which was designed by primary investigator Dr. Jordan Moon, employed a two phase project design that would test the supplement on various factors such as human performance, safety and effectiveness. Graduate assistants and other Academy doctoral students worked together on the study. The purpose of the first phase was to determine the effects of the supplement on various human performance aspects such as upper and lower body muscular endurance, aerobic and anaerobic capacity and choice reaction time. Those who participated in the study visited the Academy's human performance laboratory on three separate occasions, each session lasting 2 to 3 hours in duration. Participants' sport background varied across a wide range of sports/activities such as baseball, football, mixed martial arts, tennis, cycling and kickboxing. Each workout session began with ingesting one scoop of either the supplement or the placebo (Maltodextrin) 20 minutes before exercise.

Results indicated that with the ingestion of the supplement, participants felt higher levels of energy, alertness and focus. In addition, subjective feelings of fatigue were delayed in comparison with the placebo. With this, subjects experienced an 18.4% increase in total number of leg press repetitions with the ingestion of the pre-workout supplement. Subjects were also able to significantly improve their choice reaction times; which could be practical in sports or activities that require quick agility movements and responses.

In the second phase of the research study, the Academy sought to examine the safety and efficacy of the pre-workout supplement. Participants performed a very similar protocol to the first phase, although this time each participant was required to ingest the supplement for 33 days and undergo blood analysis. A majority of the subjects who participated in this phase of the research study were local athletes on Spring Hill College's rugby team in Mobile, Alabama.

Results indicated that the supplement proved to be a safe and effective product for long-term supplementation. Consuming one scoop of the supplement for 33 days had no impact on resting blood pressure, resting heart rate or fasting glucose. In addition, chronic supplementation of the supplement did not affect kidney or liver enzymes or cholesterol values. This phase of the study also validated the first phases' findings in that the supplement was consistent in increasing lower body muscular endurance.

The overall findings of the Academy's research suggest that the supplement Assault™ is safe, effective and may promote increases in strength, muscular endurance, energy, choice reaction, and agility; all while decreasing fatigue in healthy men.

The Academy continues to perform relevant and interesting research in the fields of nutrition, exercise physiology and athlete development. Its human performance lab contains some of technology's most advanced equipment and devices.

All athletes are encouraged to participate in the Academy's upcoming research studies. In particular, male and female athletes ages 14 to 45 are being recruited for a body composition and reaction time study.

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Participants will receive more than \$500 worth of free testing and learn detailed information about their body, including body fat percent and muscle mass content.

Athletes who are interested in this latest body composition study can find out more information by calling, +1 251-626-3303, extension 7182.

The Academy does not recommend taking Assault™ or any dietary supplement without first consulting with a doctor or healthcare professional. Results of this study do not constitute endorsement of the product by the United States Sports Academy.

Dr. Jordan Moon is the United States Sports Academy's Department Head of Sports Fitness and Health. Dr. Moon, who received his Ph.D. in Exercise Physiology from The University of Oklahoma, is considered one of the top researchers in his field and an expert in the assessment of body composition. Anyone wanting further information about the work being done at the United States Sports Academy should contact Dr. Moon at jmoon@ussa.edu or Jordan@jordanmoon.com.

Brandon Spradley is a United States Sports Academy residential doctoral student. Spradley, a former University of Alabama sprinter, graduated cum laude with a bachelor's in Kinesiology in December 2009 and earned his master's with honours in Exercise Science in December 2010.

The United States Sports Academy is an independent, non-profit, accredited, special mission sports university created to serve the nation and world with programmes in instruction, research and service. The role of the Academy is to prepare men and women for careers in the profession of sports. For more information about the Academy, call +1 251-626-3303 or visit www.ussa.edu.

Contact

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Examining New Models in Sports Media

Mark Janas

Competition for the sports entertainment dollar is fierce. There is less pie to slice up between the “big 4” traditional sports (football, baseball, hockey and basketball), second-tier sports like soccer and lacrosse, other non-revenue scholastic and amateur sports, action sports and sport’s newest darling, mixed martial arts. With only a few exceptions, sponsorship revenues are down across sports at all levels. In high school and collegiate sports, budgets are being slashed and everyone is looking for ways to maintain their programmes. For many of these sports organisations, finding exposure opportunities is a key part of dealing with today’s business climate.

Of course, sports fans have a host of media options to follow their major college and major league professional sports teams. Those options include broadcast television, cable television, satellite television, the Internet, radio, newspapers, magazines, social media and mobile services. The options to get up-to-date scores and news related to sports at other levels (hereon known as the “other sports”) are not so plentiful, particularly for those who do not live in markets local to the teams or events in which they are interested. However, there are options for the other sports and technology can play a big part.

One example (and the focus of this article) is text messaging or Short Message Service (SMS) technology. Text messaging or Short Message Service (SMS) technology is available today on most mobile phones. The SMS protocol provides the ability to send and receive short messages of up to 160 characters. Most people refer to the act of sending a text message as “texting.” Typically, wireless providers offer service plans that include a “bucket” of or unlimited number of SMS messages for a set monthly fee.

Text messaging as part of mobile marketing campaigns is quickly becoming a primary means of reaching out to customers. People have become more and more comfortable with and reliant on their mobile phones for a variety of services. There more than 2.4 billion mobile phone users today worldwide. Those users exchange over 3 trillion messages per year. Five hundred billion of these messages are commercial or marketing messages. The associated mobile marketing campaigns have goals similar to other marketing efforts (for example, those utilising television, radio, paper media and the Internet) and are designed to increase brand awareness, increase patronage, improve customer loyalty and increase revenues.

Mobile marketing is in fact the advertising industry’s fastest growing media channel, offering a cost-effective way to connect to an “opted-in” mobile audience with desirable demographics. SMS technology provides banks, insurance companies, mortgage lenders, social networks, hospitals, publishers and more with a direct, quick channel for instant customer communications, instant cost savings and an instant revenue channel. Even during slow economic times, few believe people will give up their cell phones or texting.

People are tethered to their phones 24/7, and as a result, 97 percent of all SMS marketing messages are opened, and perhaps more remarkably, 83 percent are opened within one hour.

Many of the world’s largest corporations and agencies use SMS to both advertise and communicate with customers. However, until very recently, outside of a few services designed for NCAA Division 1 revenue sports and the “big 4” major league sports delivered by the likes of ESPN.com or CBSSports.com, there have been few efforts to leverage this technology for the other sports.

The next logical question of course is “why not?” The shortest answer is that the major media players have not been that interested in putting the work in to operate in these markets, especially when there are other much easier options. While the numbers of interested fans of the “other sports” may seem relatively small, they collectively add up to be a significant target market for advertising various products and services. Technology such as SMS technology provides the ability to package these fans in an attractive way for such advertising.

As of very recently, companies have emerged with comprehensive content management systems designed to do just this type of packaging. These systems include the ability for teams to publicise their sports schedules, solicit subscribers, manage advertising campaigns, and distribute game scores in real-time, amongst other functions.

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Perhaps most importantly, these companies offer the “other sports” the ability to monetize their sports content through a variety of advertising revenue sharing or paid subscription programmes. There is no doubt that the sports business climate is tough right now. But tough times, and in this case technology, can sometimes create opportunities.

Dr. Mark Janas is the Managing Partner and CEO of In3, Inc. a technology and business development firm based in Raleigh, NC with holdings in multiple minor league basketball teams and sport-related businesses including ScoreTrax.com. He received his doctorate in sports management from the United States Sports Academy. Anyone interested in graduate programs at the Academy should go to <http://ussa.edu>.

Dr. Janas is an entrepreneur with many interests. The Sport Digest published another piece by Dr. Janas in December, 2011. In that article he dealt with issues facing anyone trying to operate a minor league professional basketball team. One of Dr. Janas’ business ventures can be found online at <http://scoretrax.com>. This is an SMS service that allows members (joining is free) to receive scores and updates on their favourite teams.



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ICSEMIS 2012

From July 19 to 24, 2012, the International Convention on Science, Education and Medicine in Sport (ICSEMIS) will take place in Glasgow, United Kingdom, just before the Opening Ceremonies for the 2012 Summer Olympic Games. ICSEMIS is jointly organised by the International Olympic Committee (IOC), the International Paralympic Committee (IPC), the International Federation of Sports Medicine (FIMS) and the International Council of Sport Science and Physical Education (ICSSPE) and was first held in 2008 in Guangzhou, China.

This year's convention will take place in the Scottish Exhibition and Conference Centre to bring together sport and exercise scientists and world leading experts and policy makers from all disciplines. Researchers, students and practitioners from every branch of sport and exercise are invited to attend and to share this unique opportunity for multi- and interdisciplinary scientific exchange.

For more information, please visit www.icsemis2012.com.



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ICSSPE Meetings

The 2012 annual ICSSPE meetings will be held at the Scottish Exhibition and Conference Centre / Crown Plaza Hotel in Glasgow just prior to this year's International Convention on Science, Education and Medicine in Sport (ICSEMIS) from July 16 to 19. All members are invited to join us.

The dates for the meetings are as follows:

16 July 2012, 14.00 – 18.00h President's Committee

17 July 2012, 09.00 – 13.00h Editorial Board

17 July 2012, 14.00 – 18.00h International Committee of Sport Pedagogy

18 July 2012, 09.00 – 13.00h Executive Board

18 July 2012, 14.00 – 18.00h Associations' Board

19 July 2012, 09.00 – 13.00h General Assembly



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Communities and Crisis - Inclusive Development through Sport

From October 26 to 31, 2012, participants will once again experience a seminar on physical activity and sport programmes as part of psycho-social interventions in social problem and crisis areas. Once more, this hands-on seminar will take place in Rheinsberg, Germany.

Diversity, inclusion of persons with disabilities, gender issues, community building, and cultural competency will be addressed as key issues as they closely relate to projects in post-trauma and social problem communities. International experts from the fields of sociology, psychology, social work, sport and physical education will present a curriculum that includes both practical and experimental workshops as well as theoretical learning sessions.

The registration form will be available on our website www.icsspe.org in due course.



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Paths to Success - Inspiring Future Leaders / Challenges in Communication

For the third time, the German Olympic Sports Confederation (DOSB), ICSSPE and Freie Universität Berlin (FU) will jointly host the international seminar Paths to Success at SEMINARIS CampusHotel in Berlin, Germany from November 23 to 25, 2012.

The focus of this seminar will be to provide young men and women with skills and insights to enable them a career as future leaders in sport, sport science and physical education with a special focus on "Challenges in Communication". For several years, the search for young professionals to take up leadership positions has been high on the agenda of German and international sport organisations. During the seminar, successful leaders and coaches in sport will share their experiences and strategies to improve communication and presentation skills.

Please check our website back later for more information and registration.



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MINEPS V

The Federal Republic of Germany has been chosen by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) to host the 5th International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V). The conference will be held in cooperation with the city of Berlin and ICSSPE from May 28 to June 1, 2013 at the hotel InterContinental Berlin.

The three overarching topics for the conference will be "Sport as a Fundamental Right for All", "Promoting Investment in Sport and Physical Education Programmes" and "Preserving the Integrity of Sport".

More information will be available on our website soon.



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The `SPAPSI` Project - Sport and Physical Activities as Psycho-Social Interventions

The Sport and Physical Activities as Psycho-Social Interventions (SPAPSI) project implements a framework for the psycho-social recovery of individuals and communities from trauma, through the use of sport, games, and physical activities. Psychological trauma as a result of catastrophes such as natural disaster or war is unfortunately a widespread phenomenon all over the world and has profound effects on the individuals and communities that experience them.

While numerous organisations or military support are often quick to offer infrastructure rebuilding and nutritional aid, the psycho-social consequences are often forgotten. However, in recent years humanitarian organisations are beginning to address the emotional and social needs of individuals and communities and to deal with the effects of psychological trauma.

The SPAPSI project started in late 2011 as a unique collaboration between ICSSPE, the International Federation of Red Cross and Red Crescent Societies, The Swiss Academy for Development, and The Technical University of Munich, aiming at creating a framework and material which development workers can use to implement effective psycho-social rehabilitation programmes for trauma stricken communities. This frame-work is non-medical, instead aiming to empower communities through psycho-social rebuilding and allowing for community sustained coping and resilience through various sports, games and physical activities that promote healing through improved physical and psychological health, social integration and cognitive functioning.

Currently the partners are creating a handbook for development workers, which will be distributed to agencies worldwide. SPAPSI is also working on developing a free web resource, translation of materials into different languages, and the formulation of training workshops for development workers.

The whole project is funded by the Life Long Learning Programme – Leonardo Da Vinci, of the European Union.

For more information on the SPAPSI project please contact Katrin Koenen at kkoenen@icsspe.org



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