

## *Chapter 2*

### **Sport And Its Many Forms**

#### **Introduction**

Sport exists in many forms. The training, points of view, experiences and philosophies of those who conduct their respective versions of sport determine who participates. Nevertheless, there are some basic elements such as physical performance and uncertain outcomes that all forms share. (Hutslar, 1981:93-94) Some of the similarities and differences that exist among these many forms of sport, particularly as they relate to the sport for youth, are presented in this chapter.

When you work within the sporting world, it is apparent that one form of sport might be quite unrelated to any other form of sport. This can be illustrated in the schools and colleges. Good physical education, intramural and varsity athletic programs have become as different as English, civics, and industrial arts. Each has its own goals, budget necessities, and leadership. Similarly, televised sports programs are unlike anything offered at local clubs, spas, and exercise emporiums. The tendency of untrained mothers and fathers is to view all forms of sport alike. In day-to-day operations, they are as separate from one another as East and West, up and down, day and night . . . and child and adult. When business golfers go to the links, it may be for golf or business. Those who play the wrong game lose. The failure to recognize what form of sport is being played can lead to errors in judgment, confusion, and conflict. It is equally important to know which game you are trying to play with and for your youngsters.

*The contents of this chapter include a section that describes the more common forms of sport. The last section examines why people engage in sport activities.*

#### **Building Some Sport Models**

When conversation drifts to kids in sport, many stories surface about the “unfortunate” things that happen to the players, the adult participants and spectators. This is particularly true among directors and supervisors. We can identify problems in most areas of our lives, even the church, but particularly marriage, family and work. While many positive things occur by participating in sports, the problems in sport frequently gain the most attention from those who spread the word - - the media.

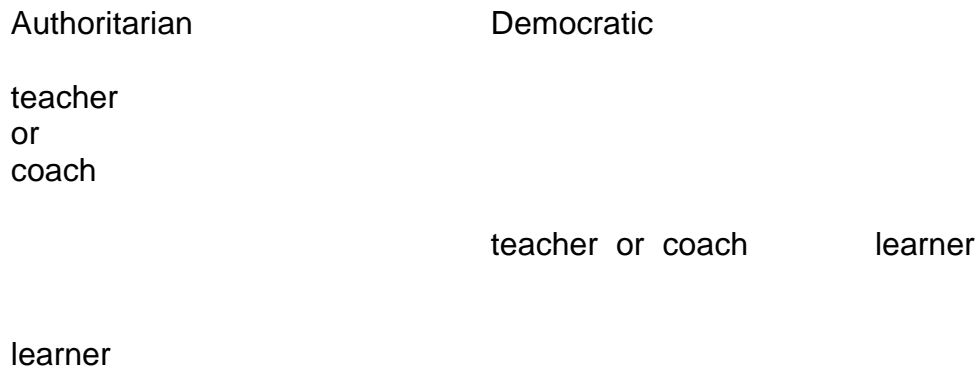
In my view, some of the problems in youth sport occur because there is no general model to guide us in presenting these activities. This is particularly true where much of the leadership responsibility falls on the shoulders of willing but untrained mothers and fathers. As a result, many youth programs are patterned after the sports shown by the great teacher - - television. Conflict is a major feature of that game. In fact, it is used as a selling point in many instances to increase revenue.

Yet, conflict is not unique to youth sport. Since many youth sport programs are similar to what I have labeled “Revenue Sports” activities, it seems only reasonable to conclude that many people make no distinction between adult and kid or youth sport.

Perhaps this is a simplistic explanation. In order to develop a clearer picture of the forms that sport takes, and thus see what youth sport might become, let us look at them briefly. The commonly known forms of sport are Adult Leisure Sport, Therapeutic Sport, Revenue Sports, Intramural Sport, Instructional Sport, and a variation of the latter called Outdoor Pursuits. Before examining sport in detail, let us review some familiar models. This will help us develop a more clear understanding of our sporting models.

A model, according to sociologists Forcese and Richer, is an abstraction from reality that is used to simplify, but capture the essential characteristics of a particular thing. (1973:38-39) Models can vary from actual representations, like airplanes, to bubble diagrams that architects use in the early stages of facility planning. They might also be symbolic or word creations that show how components fit together. Alex Inkeles, noted sociologist, wrote about models for society. He believed that all models were correct. This thought was qualified when he wrote, “Each holds a piece of the truth. To ask which is truer is to fail to understand the proper function of such models. They are devices for focusing our attention.” (Inkeles, 1964:44) The following models may help us understand the differences among the many forms of sport.

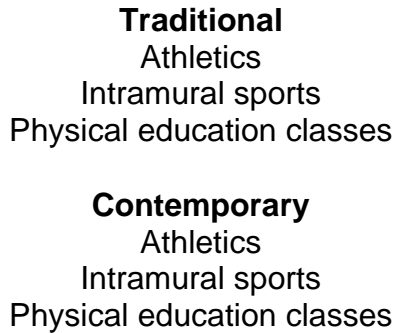
Numerous word, line or character models can be found. We can even create our own models. Here are two models that I have used to present teaching and learning. See Figure 2-1. Opposing Perspectives On Teaching And Learning. Beginning teachers and many coaches tend to dominate and control the learning situation with dictatorial power. More experienced “leaders” find that they can operate on equal terms with their “students” and be very effective.



*Figure 2-1  
Opposing Perspectives on Teaching And Learning*

For many years, the following triangle was used as a model to depict the relationship among school sport activities. See Figure 2-2, Models of the School Sport System. The triangle has been attributed to Jay Bryan Nash, pioneer in the field of health, physical education, and recreation.

We were taught that this was “the way things are.” (Votmer and Esslinger, 1949:234-236) Later, others like Hughes and his colleagues (1962:174) began to question the limited participation that characterized varsity athletics in Nash’s model. In its place, they offered a rectangular model. It represented a philosophy that all students should have access to all programs that are supported by general tax dollars. The pyramid or ladder of success became accessible to everyone. All could strive to climb its heights.



*Figure 2-2  
Models of the School Sport System*

This brings to mind another sporting triangle. The YMCA emblazoned their mind-body-spirit philosophy about life into their well-known symbol and corporate logo. It provides an effective reminder to their members about the goals and purposes of their international organization. Study it the next time you go past “The Y.”

The Ancient Greeks of Athens had a conceptual model for life that was based, in part, on sport. Their view, the Greek Ideal of the 5th and 4th Century B.C. was, nothing to excess. It was expressed by Aristotle as the Golden Mean. This model for sport was unique. It is difficult, if not impossible, to find any time when sport has been held in such high regard. They believed that the best state was achieved when there was balance in life-study, art, science, politics, and sport. Emphasis on one element without equal emphasis on the others was not appropriate. Balance was the philosophy that guided their lives. (Forbes, 1974; Fairs, 1968)

Outside the world of sport, Joseph Luft developed a very useful model known as The Johari Awareness Model. (Luft, 1969) It is used to help people understand each others’ behavior, feelings, and motivations. The philosophy behind his model, illustrated in Figure 2-3, is to increase our ability to interact with others successfully.

	Known to self	Not known to self
Known to others	open	blind
Not known to others	hidden	unknown

*Figure 2-3*  
*The Johari Awareness Model*

This model can be applied to teaching as well as youth sport. Teachers know a great deal about learning, kids, planning plus the specific material in their subject area. They know how to organize and present new material for beginners. The methods and skills of teaching are common knowledge among teachers and former teachers. They know it and others know it. Thus, it falls in the OPEN quadrant.

Non-teacher types who work with kids in sport are unaware of this information. Therefore, they can be placed in the area labeled BLIND. This is not necessarily carry a negative connotation. However, in my research with good and superior athletes, they called themselves a “know it all” at certain points. In this case, it represented a stage in their development where they refused to learn from those who could teach them more. Some never grow beyond this.

When one knows something and keeps it from the others, it becomes HIDDEN. This happens among coaches and might be called strategy, tactics and planning. When everyone is in the dark, it is UNKNOWN.

This is a particularly good model to use with people who are preparing to become teachers and coaches. Training is directed toward moving people from the BLIND to the OPEN quadrant. When this occurs, real growth can take place. This was brought out clearly in the title of a book by a former, but unnamed, baseball coach. It was: it is what you learn after you know it all that really counts. I would mention his name but he was not one of the models you would want your children’s coach to follow. In the OPEN quadrant, feelings, behaviors, and motivations are known.

Returning to our primary concerns, I have used the following model to explain how sport, a generic term that I apply to many types of physical activity, is influenced by a number of factors.

Each time we play, our performance reflects our past experiences plus our social, biological, geographical and psychological uniqueness. (Hutslar, 1981)

These previous models were presented to get you to think about sport in global terms. Rather than consider your child, single games, isolated events, and players that have little in common, I want you to reflect on the over-riding traits or basic characteristics that distinguish one thing from another. Look at what separates one form of sport from another.

Let us begin this exercise with a familiar sport activity. One of the most recognizable forms of sport is adult recreational activities. It is presented here as the Adult Leisure Sport Model and can be applied to youngsters. Among the primary characteristics of this form of sport are:

- open and unregulated participation
- games rather than practice sessions
- social relationships with friends
- participation during free and unobligated time, and
- play for the sake of play

In recent years, another sport form has gained prominence. It is that which occurs in therapeutic recreation, adapted physical education, and commercial fitness and wellness enterprises. Here, infants to senior citizens participate in specified physical activities to restore, completely or in part, body functioning that has been lost due to accident, illness, birth problems or sedentary living. The major characteristics of The Therapeutic Sport Model are:

- identify specific functional loss
- specifically prescribed exercises
- active and/or passive movement activities
- restored functioning
- slow change

The leaders of Therapeutic Sport can be personable, attractive clerks, attendants, para-medical assistants, or professionally certified specialists. Preventive medicine programs fit also in this model.

These word models represent interesting forms of sport. Some aspects of both models can be found in youth sport. In particular, the Therapeutic Sport Model has been used by many people who attempt to transform uncultured and reprehensible urchins into fine young boys and girls. In some places it is known as character development, and its proponents undertake it with the zeal of missionaries.

The next model directly influences youth sport. I call it "Revenue Sports." The Revenue Sports Model, our traditional way of conducting sport in the USA, has evolved over the past 100 years from the player's game to a major corporate enterprise and sizzling media event. Only Canada, and possibly Japan, have a sport model comparable to what exists here. It starts in the youth leagues and progresses through the educational system, and culminates in the professional sport leagues. It receives enormous media attention, influence, and control because of the popular interest it generates. This, in turn, generates revenue.

The number of player-participants is quite small in relation to the attention it commands. This is characteristic also of the "rags to riches" entertainment business. People in secondary and support roles, ranging from manufacturers to owners to those who deal in their memorabilia, far surpass the number of performers. However, their numbers are comparatively few when compared with other, more common occupations.

The Revenue Sports Model, shown in Figure 2-4, is recognized by these characteristics:

- fans
- gate receipts
- male domination
- high turnover
- specialization
- media control
- extensive recruiting/scouting
- non-playing substitutes
- elimination
- intimidation
- championships
- what ever it takes to win

*Figure 2-4  
The Revenue Sports Model*

Other distinctive features of the Revenue Sports Model include: all stars; rigid rules; scoreboards; playing with injuries; short sport lives; trades; non-fraternization; long seasons; comparatively low educational attainment; limited instruction, farm systems; dynasties; extensive travel; endorsements; and low player participation. Review these “words” in this model and determine if they also characterize your program. In some cases there are very few differences among the professional game, the college game, the high school game, and our youth activities. The most reasonable explanation for this is that youth sport leaders allow televised, revenue sport activities to become their guide. Television, and what it presents, is a powerful teaching tool. It influences youngsters and it influences coaches who may feel that they are but one step removed from the big time and all of its acclaim. If they know no better, then they fall in the BLIND quadrant.

The Intramural Sport Model can be regarded as the player’s model. It is characterized by peer leadership more than anything else. It is a financially attractive model for school administrators in that it requires few staff members. Frequently, one person does it all. The primary characteristics of the Intramural Sport Model, illustrated in Figure 2-5, include:

- peer leadership
- formed around existing social units or relationships
- few tangible incentives or rewards
- specifically trained supervisors
- short seasons
- variety
- skill level play
- small team rosters
- high participation ratios
- unlimited rule modifications

- high facility usage
- what ever it takes to get participation

*Figure 2-5*  
*The Intramural Sport Model*

There is no set format for intramural programming. At one time it was regarded as the farm system for varsity high school and college sports. Now, youngsters are introduced to sport at much earlier ages. This, and sport specialization, has allowed "IM's" to evolve into a player's activity. To some extent, however, IM's do function as a farm system at the smaller institutions and for girls.

The Instructional Sport Model is familiar to those who have taken private sport lessons in tennis and golf or to those who have been enrolled in the classes of professionally competent physical education teachers. The uniqueness of this form of sport, as with all "educational" operations, is that it is grounded in a developmental curriculum based on the skill levels of the participants - beginner, intermediate, advanced, master. Total participation, an important aspect of learning, is a must in this form of sport. We learn by doing. This is particularly true for young children as was pointed out in Munchkin Tennis. (Hutslar, 1998) Many corporations are putting renewed emphasis on practical work and total participation in their training programs.

The Instructional Sport Model is characterized by the following traits:

- trained teachers
- set curriculums of study
- 100% participation
- skill levels based on ability or performance
- systematic development
- exposure, variety, enrichment
- extensive use of resource materials
- testing and evaluation
- learning, the first priority

A popular version of the instructional sport model at the college level is The Outdoor Pursuits Model. It too is based on a planned curriculum with specific objectives. It differs from other forms of sport in that the participants plan to "live" their curriculums through field experiences. This takes the form of weekend or extended trips for camping, hiking, skiing, scuba diving and other sports. The participants become totally immersed in the culture of their sport. Learning periods are intense. The essential characteristics of the Outdoor Pursuits Model include:

- short instructional periods
- intensive field experiences
- travel
- mutual aid and helping relationships

- costly instructional fees

It would seem that people who travel with youngsters in what is termed “elite sport,” could take advantage of this Outdoor Pursuits Model. In team as well as individual activities, leaders could expand upon what they offer youngsters while traveling. Practice sessions and games or matches could be integrated with visits to galleries, theaters, museums, historic locations and other “educational” experiences. Planned activities could put more meaning into the belief that sport travel is educational. Revenue Sports continues to suffer from drug and alcohol problems. Their leaders might consider offering educational pursuits to their young, restless, and bored players who have more free time and negative influences than they can manage.

The sport models that we have just reviewed and now come to recognize are Revenue Sports, Intramural, Instructional, Outdoor Pursuits and the newly identified Adult Leisure and Therapeutic Sport. As was noted earlier, there is little occurring that causes us to say: “Oh, that is a youth sport model!” In fact, youth programs can be found to follow each of these previous models.

This is appropriate time to get you to think more seriously about the idea of “A Youth Sport Model” for kids. Based on what has been presented concerning these many forms of sport, what do you believe should be the basic elements of a youth model? Use the space provided below to jot down, in simple words, how you would describe A Youth Sport Model.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

Now, continue. Finish Beyond X’s and O’s. Return to this page when you have completed the last chapter. The elements of A Youth Sport Model is developed in the following pages. Compare your feelings, after reading Beyond X’s and O’s, with what you have written above. Just one more time, jot down what you regard to be your ideas about the characteristics of your Youth Sport Model. Please do it now. Thank you.

### **Sport In Contemporary Society**

Since World War II and the growth of television, sport has flourished and become one of the more dominant elements in American society. Harry Edwards, sport sociologist and social activist, went so far as to suggest that sport was the “American civil religion.” The arenas and stadiums are the temples and certain highly acclaimed people are the saints. (Edwards, 1972; Rogers, 1972; 1972) It is possible that nothing in the American culture touches so many people and commands their attention as does sport. Politics and religion are not excluded from consideration.



What is this fascination and preoccupation with sport? The purpose of this section is to take a brief glimpse at why people play, child and adult. A number of writers have examined this point. They include John Lucas and Ron Smith, sport historians (1978:414-418), Gerald Kenyon (1969:77-84) and Christopher Stevenson and John Nixon, sport sociologists (1979:16-22). They offer important considerations about sport and help explain why youth sport should be viewed as “different game” from the other forms of sport. These and other writers have noted that sport can function as: identity, preparation for work, socialization, social control, business and entertainment and fun.

### **Sport As Identity**

Most of us affiliate with other people, organizations, causes and activities. This helps us define or understand more clearly who we are. Wearing colors, symbols and badges give us the comfort of being known in a certain way. This happens with young fans and their team, among groups of teenagers and between fans, alumni and “their team.” Similarly, an identity can be achieved by joining some sport activity as well as becoming successful in a sport. In the latter instance, people who do well can improve how they feel about themselves. Self-esteem is raised by success, and this helps people know themselves.

Last, sport can be a way of individual expression. It can lead to heightened personal experiences. This is associated most commonly with top or peak performance. Here, sensations of “well being” are produced comparable to what is claimed about drugs - - but without the negative connotations. In more simple terms, it means that people can “get high” by participating in sports. At the higher levels of involvement, sport can become a dominating and exceedingly positive experience in life. This is noted frequently by avid runners and joggers. Many people accuse parents of living through their children. Sport, as well as many other activities, provides a base around which people build their lives. Finding your identity through sport can be carried to extremes or it can be done in a more balanced manner.

### **Sport As Preparation for Work**

Sport is one of the cherished activities of youth, and one of their early vocational interests. Sport vocations, in addition to the more obvious player positions in Revenue Sports, include: coaches, physical education or “gym” teachers, recreation directors, leaders and technicians, program administrators, intramural directors, fun and fitness managers and staff attendants, teachers in higher education, researchers, and consultants. (Clary, 1982)

Climbing the ladder of success in sport, particularly Revenue Sports, is an arduous task, as in any field. However, in sport, the formal climb begins at the age of six or seven in many instances. For those who seek to become professional athletes, they must struggle against enormous odds. Then, life at that top level may be very short.

Climbing the ladder of success is one way to illustrate this journey, but that is mainly for those who make it. Most players do not make it, so this makes the funnel analogy much more realistic. The main products of the sport system are well filtered athletes -- highly concentrated (skilled), quite refined (specialized), and carefully screened. However, the most striking feature is that there are very few jobs as players in the Revenue Sports System -- 50,000 at most.

The opportunities to become a paid player are limited. Far more job opportunities exist in the related fields of recreation and physical education. However, low pay, budget problems, and job tension make these positions less attractive than in the past.

When youngsters have the potential to become paid athletes, it is probably not wise to discourage them from "going for it." However, it is quite foolish for them to put all of their energy into chasing that dream without an equal if not greater focus on their school work. The reasons are simple. There are millions of "careers" that have little or nothing to do with the sport arena while Revenue Sports is not a career at all. At best, Revenue Sport is a highly uncertain short-term vocation with substantial rewards for a few who make it big.

### **Sport As Socialization**

Socialization has several meanings depending on the author cited. Here, it will be used to mean the learning that goes on outside the formal school curriculum. Youngsters learn from friends, parents, coaches, television, on the street and from their experiences in many situations. It may be planned or unplanned. In sport, the primary objective would seem to be learn the skills of sport -- hit, kick, throw, catch, block, shoot, turn, twist, fake, and more. Then, they learn to put these individual skills together into game forms.

Players learn many other things as well. They learn on the bench, in the locker rooms, at practice sessions, from coaches, and from parents in the stands. They learn from adult leaders and they learn from their teammates. They learn specific actions, related and unrelated to sport, legal and illegal.

Many people in sport also claim to teach young players how to become better people. This has been one of the primary thrusts of sport advocates through much of the 20th Century. It is called "character development," and is carried on as an informal and largely unplanned activity within sport. However, character development through sport appears to be more talk than demonstrated accomplishments. If you believe that it occurs, it must be accepted on faith.

On the positive side, what kids learn from sport is continual participation. Sport attracts people whether they are poor, average or good players. Active youngsters become active adult players, male or female. Certain desirable human traits can be developed through sport, as well as through other activities. However, these qualities do

not emerge spontaneously and without planning, according to educational researchers who have done work on sportsmanship. (Sheehan and Alsop, 1972)

Youngsters behave according to what they see those around them do. When adults yell, kids yell. When adults argue, kids argue. We teach them this informally. Personal development through sport (e.g., dedication, honesty, courage, patriotism, truth, religiosity) can occur when beliefs are matched with specifically planned lessons conducted by people whose motives go beyond X's and O's and winning and losing. For the most part, however, character traits are best taught to youngsters at home by their parents and other close acquaintances. If parents do not do this themselves, then they trust their children's development to the good intentions of untrained, volunteer leaders. They may be no more prepared to do this than many people and less able to do it than most parents. After all, what can they teach to groups of youngsters that parents cannot teach their own children during hours and hours of daily interaction? Simply specify what children need to learn about life, sport, and character. Then teach it to them.

### **Sport As Social Control**

When youngsters become involved with sport activities, they obligate themselves to move with a group of people in the same direction at the same time. This, in itself, is just one form of control that our social institutions exert on us. Marriage does this as does work. In most cases, we are willing to give up some things to obtain other things of greater value.

At the same time, the requirements of a specific sport also influences our lives. For instance, playing on a team prevents youngsters from engaging in other activities. Wanting to become an exceptional player channels free time into practice time. In a more negative sense, stories are common about how coaches control the lives of their players. Many 18 to 22 year olds are prevented from associating with the other students on campus. Coaches, it seems, want to keep their young stars from "getting new ideas" or doing things that might detract from their performances on the fields and courts.

On a larger scale, it has been said frequently that sport acts as a "social pain killer" particularly in hard times. Sport can occupy time that people might use otherwise to feel depressed and useless in desperate situations. Some say that sport keeps disadvantaged people from becoming disruptive about their social problems. In this case, sport can be regarded as a "social anesthetic" to shift attention away from more serious concerns.

Nationally and internationally, sport has been widely acknowledged as a way to gain political control over people. It works in two ways. First, sport can become a rallying point. When people, whether oppressed or not, get behind their national teams, it distracts them from social issues or problems. Sport is popular and it replaces, occupies, and pacifies. Second, when nations succeed in the international arena, it gives political leaders reason to proclaim their system superior to other forms of government. In reality, one has little to do with the other. For example, East Germany or

the German Democratic Republic, was quite successful in international sport. Their coaching methods at the world class level were quite democratic. Their political style was authoritarian and totalitarian. Nevertheless, the association between sport and political effectiveness persists.

Sport as social control, whether applied to juvenile delinquents, the temporary or permanently disadvantaged masses, or encapsulated peoples, can be a tool to maintain compliance and keep the peace. In some instances, it may be difficult to determine the motives behind a sport program. When the prime purpose of sport is to control the actions of others, caution is warranted. What will be the outcome when people learn that they are being controlled or used? What happens to the integrity or inherent value of sport or the potential within sport when it is put to covert or unintended uses? It would seem that the entity we call sport might have a questionable future when it becomes a way for others to accomplish non-sport ends. When sport becomes tarnished, dishonest, and unpopular, what do we play?

### **Sport As Business And Entertainment**

Sport can fulfill the objective of the free enterprise system which is, to make profits. It flourishes at four levels: the players, managers and promoters; the owners of sport and fitness operations to pro teams to clubs; the manufacturers and their representatives; and, among the media's print, broadcast, and advertising/marketing elite. All in all, sport is an exclusive club that is well guarded from outsiders and difficult to penetrate. The industry is built upon the highly visible personalities, the game, and the media. As entertainment, television executives control the sport. They decide who plays, when they play, and the rules of play as bowling, golf and college sports know all too well. They even determine who wins through the shifts in momentum caused by "TV times out."

Without doubt, the most important influence on sport since the 1950's has been television. It has taken dynasties and made them legends. It has transformed undisciplined and child-like players, coaches, and owners with lucrative commercial contracts into household celebrities. TV tells the performers to get noticed and we will reward you. The commercials tell the viewers, young and old, that bizarre, emotional, and obscene behavior that would be "Rated X" in the movies is acceptable for others to imitate. Over the years the industry has produced one "personality" after another who you hope your own children do not imitate. Their actions are inexcusable, yet they command the attention of millions.

You might get the impression, and justifiably so, that Revenue Sports and its entertainment package is not something to emulate and that it should be eliminated or changed. That is not my primary intention at all. I have indicated, not too kindly but to the point, that Revenue Sports has some unique characteristics. These same characteristics, perhaps because of television, appear in our youth sport leagues. They are out of place there and in most of the other forms of sport previously described.

Sport is big business for a small number of people in the financial arena. Manufacturers capitalize on those who enjoy playing. They exist to make a profit, but it is totally inappropriate that this should be a goal of youth sport. Revenue and youth sport have completely different objectives and are contested by vastly different types of people -- highly trained and physically mature peak performers in contrast to immature beginners who are just passing through. The profit motive is legitimate but adopting this model for kids requires careful planning.

## **Sport As Fun**

Personal experiences in sport, recreation, physical education, and leisure, can be fun. Fun is pleasure. People seem to enjoy certain things in life naturally. Among those things regarded as pleasurable are chocolate, junk food, sleep, and playing. Sex could be included as well but people might find that thought offensive. Youngsters, if you watch them when they are not looking, will play spontaneously for long periods of time. We do the same thing mentally when we allow our minds to wander from thought to thought, unencumbered by focused concerns. It can be, but does not have to be, selfish, personal, and without value to others. The enjoyment of playing needs no justification, even in light of our Puritan heritage that holds fun and play as self-gratification and a lingering sin.

Few people, other than the existential sport philosophers seem to regard sport or play as fun. Most people look for more substantive reasons to justify their involvement or association with sport -- character development, fitness, democratic values, heightened intellectual functioning. However, people who can accept sport as fun need no other reason to become involved.

For youngsters, playing is fun and not playing is no fun. As adults, we can probably attach any meaning we want to sport for kids. However, if it is not fun, they will not be there for long. That is part of the problem in sport. When adults try to decide why kids play or what sport is best for them their individual tastes are neglected. Taste is what makes youngsters and adults favor one sport over another. That is why over 100 different sporting activities have evolved through the years -- something for everyone. The attraction of sport is "the fun of doing it." I stress doing it.

People drive cars, build houses, play pianos, hit baseballs, and even write books because doing it is fun. Getting to play something fun, rather than sitting on the bench, is basic to the nature of sport. Doing something that is fun is what attracts people to sport. Pleasure can transform work into play. It is that powerful.

## **Summary**

It has been shown in this chapter that there are as many forms of sport as there are reasons for playing. Adults can select why they wish to play and at what level they can achieve satisfaction. In youth sport, it is important to recognize what form of sport your program follows and what it means to the youngsters. Each form of sport has its own

structure, goals, and leadership qualities. No two are alike, and each form puts specific restraints on its participants. The players and the game form should be in harmony for optimum individual satisfaction.

The following chapters are presented to show untrained parents and volunteer coaches how to develop and conduct more effective practice sessions and games for the participants. The perspective is that youth sport is different from other forms of sport. Working with ALL participants regardless of skill level and potential, is a central part of the youth model that is advocated in Beyond X's and O's.