Module V: Issues in Youth Sports

In this module we examine issues in sport related to youth sport. We find that adult stakeholders in youth sport can face a variety of issues that may in turn create issues for young athletes. From elite youth sport to ordinary everyday participation and fun sport played by young people, there are issues that involve the safety of children and issues that involve the short and long term health and well being of young athletes. In some situations, adults can benefit at the expense of children and in so doing society is harmed. The importance of youth sport in our schools and in our rests upon the belief that sports properly taught can instill important virtues that benefit not only the person but all of society.

Learning Objectives and How to Achieve Them

After completing this module you should know and be able to do the following:

1. Identify the core values, important consequence and rights and responsibilities of key stakeholders in youth sport. [This is done throughout the readings and the video programs.]

2. Identify the key stakeholders in youth sport. [This is done in the readings, principally the Panel discussion.]

3. Provide examples that demonstrate a variety of beneficial and harmful aspects of youth sport. [This is done in the readings and the video programs.]

4. Provide accounts of methods currently being used to limit harms to athletes in youth sport. [This is done in the readings and video programs.]

5. Explain why girls may face particularly difficult issues when they excel in sport. [This is done in the readings and video programs.]

6. Critically think about youth sports issues by applying SAGE to issues affecting youth sport. [This can be done throughout the readings and video programs but is required for the TeleWeb students in their Web Activity.]

1. Module Specific Information

1.1 In Hollywood, there are “Stage Parents” who push their children into a movie or modeling career. When these parents are questioned regarding their motives, they often are said to respond that they are only helping their children. There are many stories of child actors who have suffered miserably for their early careers. Because of these problems, Hollywood and the Screen Actors Guild put restrictions on the way that children could be employed in the movie industry. Many protections were enacted regarding the safekeeping of their earnings and several regulations were implemented regarding the amount of time spent at work and away from school. Hollywood has developed practices intended to reduce the exploitation and harms that their industry inflicted on children. Sport may have a similar responsibility.

1.2 The following two press releases are from the National Federation of High School
Association (NFHS). It suggests one method for integrating sports and secondary education.

Press release concerning Citizenship Through Sports and Fine Arts Curriculum

KANSAS CITY, MO (September 9, 1997)—Just a generation or two ago, students received a grade on their report cards for citizenship. Now, citizenship has become the lost subject—and gone with that are the opportunities to teach students the positive traits, rewards and responsibilities that accompany citizenship.

“The membership of the National Federation of State High School Associations believes the time has come to re-emphasize the idea, the teaching and the nurturing of citizenship in our schools and our curriculum through the medium of sports and activities,” Robert F. Kanaby, executive director of the NFHS, said. “We consider high school athletics and activity programs the ideal place to reinforce these values, as we reach more than 10 million student participants annually.”

The NFHS has addressed this lost subject with the development of a Citizenship Through Sports and Fine Arts curriculum. The curriculum consists of a Rekindle the Spirit video and books focusing on citizenship traits of respect, positive values, perspective, sportsmanship, teamwork, healthy lifestyles and community service. An evaluation unit measures the effectiveness of the program and provides administrators ways, more important than records, to determine a coach’s and a team’s success. Teachable moments are provided that coaches and advisors can use to demonstrate these components of citizenship with their students whether in practice, in competition or off the field.

This is the first component of a multi-pronged strategy by the NFHS to infuse interscholastic activities with the citizenship message. Training for coaches focusing on the citizenship message and in-depth evaluation components for athletic directors also are being developed.

“Through this curriculum, together with initiatives such as the Citizenship Through Sports Alliance, we will have opportunities to make a significant difference in creating better citizens through sports and fine arts participation,” Kanaby said. “We expect to use these cocurricular activities to do our part in contributing in a positive way to the future of this nation.”

The NFHS is pleased to be a partner in the CTSA that consists of members from Major League Baseball, National Association of Intercollegiate Athletics, National Basketball Association, National Collegiate Athletic Association, National Football League, National Hockey League, National Junior College Athletic Association and the United States Olympic Committee…

NFHS Introduces Second Edition of Citizenship Curriculum

FOR IMMEDIATE RELEASE
Contact: John Heeney
KANSAS CITY, MO (January 26, 1999)—The National Federation of State High School Associations (NFHS) has introduced the second edition of the Citizenship Through Sports and Fine Arts curriculum. The curriculum, initially released in September 1997, was developed in response to concerns by the NFHS membership that the idea, teaching and nurturing of citizenship in our schools and curriculum needed to be re-emphasized, particularly through the medium of sports and activities.
The original curriculum consisted of a Rekindle the Spirit video and books focusing on citizenship traits of respect, positive values, perspective, sportsmanship, teamwork, healthy lifestyles and community service. An evaluation unit measures the effectiveness of the program and provides administrators ways, more important than records, to determine a coach’s and a team’s success.

Teachable moments are provided that coaches can use to demonstrate these components of citizenship with their students whether in practice, in competition or off the field. New components of the curriculum provide additional reinforcement for teaching citizenship values in high school co-curricular programs. Being Intentional About Citizenship—Teachable Moments in Fine Arts is a new booklet that helps fine arts directors reinforce citizenship ideas. A Guide for High School Administrators gives school administrators insight on how the curriculum should be presented to coaches and to boards of education and includes a sample letter to parents. The Winning Respect video shows kids talking about respect for opponents, teammates and teams; officials; the game, and between athletes and coaches.

“When the NFHS introduced the Citizenship Through Sports and Fine Arts curriculum, our goal was to help coaches and advisors teach, nurture and reinforce citizenship values,” Robert F. Kanaby, executive director of the NFHS, said. “We are continuing our efforts to use co-curricular activities to contribute to the positive growth of our nation through these new additions which direct our efforts toward administrators and students.”

The curriculum package, which contains all of the original materials as well as the new information, is available for $49.95 plus shipping and handling. Orders may be placed through the NFHS Customer Service Department at 1-800-776-3462 or 816-464-5400.

2. Key Terms and Concepts

Special responsibilities arise for coaches in youth sport due to the fact that children are not in a position to defend themselves or make most decisions for themselves. This places a responsibility on all adult stakeholders in the sport to protect the young athletes and guard against conflicts of interest where the adults may benefit from the efforts of the child.

While there are individual differences among children, and young children ages 5 to 8 are different from children ages 14-17. Adults must be very careful to gauge the maturity level and degree of independence that the child has to the adult authority figure.

3. Brief Summary of Voices in Sport and Society Readings

Panel: Strong Minds and Strong Bodies: Training or Child Abuse pgs.237-248; Scott Kretchmar, Ph.D., pgs.164-167; Michael McNammee, Ph.D., pgs 168-171.

For your convenience, the following are student summaries of most of the readings. It is not, however, a substitute for the original, this is just for review.

3.1 Panel: Strong Minds/Strong Bodies or Child Abuse

Blake Burleson – Assistant Professor at Baylor University in the Department of Religion
• Observe the statement that child labor laws were passed
• Sports for children now known as a working environment
• What can we do to help children in sports and how do we define abuse?

Joan Ryan - Author of *Little Girls in Pretty Boxes: the Making and Breaking of elite Gymnasts and Figure Skaters*, Sports columnist for Orlando Sentinel, the San Francisco Examiner and the San Francisco Chronicle

• When girls start out in sports too young and too little, they burn out early
• Girls compete against women and train like the women
• Challenged psychologically and physically
• Bodies need to be a certain way for individualized sports to maintain a criteria, projected disorders are created, E.g., in gymnastics – eating disorders
• Moving away from friends and family at an early age
• Push to go pro creates conflicts of interests and they are too young to make a mature decision
• Society and the media takes pleasure in the image of daddy’s little girl being an athlete

Ian Tofler, M.D., Ph.D. - Director of Psychiatry at a New Orleans Children’s Hospital, Assistant Professor of Psychiatry and pediatrics at LSU, attending psychiatry at a New Orleans Adolescent Hospital, also author of many articles on today’s subject.

• Children in sports can be a dangerous situation
• Threats from society, media and parents

Sport Psychologists standpoint

• Therapeutic
  • Keeping an alliance between
    o Coach as new extended family and parental figure
    o Parents and immediate family to educate and monitor behavior
    o Athletes transition
  • Parents responsibilities
    o Say no when other issues occur
    o Decide what the child’s priorities are
    o Decide when enough is enough especially at such a young age

Nancy Thies Marshall - Developer and manager of U.S. Gymnastics Athlete Wellness Program, Member of the 1972 U.S. Women’s Olympic Gymnastics team, Commentator for NBC Sports and has co-authored the book *Women Who Compete*

• Lived through the experience of a young athlete
  o Age was fourteen
  o Lived with coach
  o Six and seven hour training days
  o Coaching environment was ego oriented and unhealthy
  o Won national championships
  o Burned out
• Her perspective and changes in sports especially gymnastics
  o Using her experience to make the correct decision for her children
  o Age appropriate events
  o Rule changes to put less stress on children
• Worked on setting up the Athlete Wellness Program
  o Educate and personalize
    ▪ Female athlete, parents and coaches
    ▪ Nutrition and a healthy environment
    ▪ Psychology through experience, stress or burn-out situations
• Tops Talented Opportunity Program in gymnastics
  o Nationally qualified kids ages 9-12 that are tested to see if they are abused
  o Parents have no choice but to be educated
• Development through Gymnastics
  o USA Gymnastics’ Five-Star Club
    ▪ Safety certified instructors who passed Athlete Wellness Course
    ▪ Health enhancing and satisfying the child’s goal
  o Educated people writing resource material to put in new Resource library
  o Healthcare advisors and national congress assist each other

• Ethical issues for children
  o Do not return to the past
  o Cultural changes
  o Age
  o Political and economical
• Programs
  o Public programs are eliminated due to new taxes
  o Private programs produced costs high
• Abuse
  o Adults depend on a child to gain financial success and livelihoods
  o Pounding of little bodies over and over again
  o Each child is mentally different treated the same
  o Children see sports models abusing the system (social construction)

Rick Wolff - Journalist, sport psychologist, Author of “Kid Sports” a column in the Sports Illustrated

• Sports is not fun anymore
  o Child makes the A travel team but do not play
  o Parents push thinking of a college scholarship or they have a professional on their hands
  o Professionals of today and those retired would not want to go through youth sports today
  o Parents are living through the child to achieve what they always wanted
  o Parents let their kids get verbally abused by coaches
  o Genetics is a key element to exceptionality
3.2 Interview with Dr. Scott Kretchmar, Ph.D.

His point of view comes from the sports and activity side of things. His perspective focuses on the love of sport. He wants students to think of sport as an end in itself not a means to another kind of end such as fame, fortune, health, or winning. He tries to build a bridge between the ethics taught in the classroom and courtside to the real world. He encourages finding a special place in sports by just being there. He teaches kids in ways that bring out smiles and builds intensity for the game. He believes that kids not participating in quality sports are missing places that they could be free and creative and feel good about themselves.

Questions he tries to answer in his research: Why do human beings play and why do our lives go better when we have a good dose of play in them? What is the significance of games?

3.3 Interview with Professor Michael J. McNamee, Ph.D.

He focuses on the relationship between sport and moral education and moral development. The nature of sports provides unnecessary hurdles to overcome. The obstacles come in forms of rules as well as physical obstacles. The rules are what provide a basis for moral development. The moral atmosphere of the sport is determined by behavior of those participating in the sport and managing it.

Central virtues for those involved in any aspect of the sport. The coach specifically must be trustworthy – we trust that the coach will teach a little bit of life as well as the technical aspects of the game to a vulnerable, impressionable child who is very precious to us. We need just, honest, courageous, cooperative player. There must be integrity and nobility among referees.

To learn a sport, one must have a sustained appreciation, dedication and commitment. You can’t learn to appreciate the intrinsic value of a game by watching it on TV once or twice.

4. Brief Summary of Video programs including the DVD

Here are brief summaries of the video material provided for this module. Issues in Sport Teleweb students should view this module’s brief tutorial on the DVD.

4.1 Program 17 Sports and Children: Training or Child Abuse?

This program is designed to explore the ethical and societal issues associated with rigorous sports competition and training with children. It focuses on ethical considerations regarding managing sports where children may be harmed by their participation.

We investigate how child athletes can be abused by overzealous parents or coaches with:

- Mary Carillo
- Jay J. Coakley, Ph.D.
- Nancy Thies Marshall
- Joan Ryan

Our goal is to help you identify ethical and management issues associated with children’s sports training and competition.
The learning objectives for this program are:

- Identify social, ethical and management issues in sports where children are athletes.
- Describe cases where children seem harmed through sports training and competition.
- Identify cases where children are enhanced through sports training and competition.
- Recognize the laws, rules and regulations which apply to children in sports.
- Appreciate the importance of ethical concerns for children in sports.
- Describe management approaches currently in use to reduce the harm to children in sports.

Summary—“Sports and Children: Training or Child Abuse?”

Some children love a sport and through their dedication and exposure to early training, excel and live a privileged life because of the decisions made by parents and coaches when the child was under their control. In some sports as in some careers, preparation must begin long before athletes come of legal age to make decisions for themselves. Competitive ice skating, tennis, gymnastics, and swimming, like ballet and piano, are mastered by the elite performers in their youth. But making decisions for others is always rife with ethical and management issues and making decisions for the preparation of children for sports careers through rigorous training is no different. When are children being abused by the overzealous desire of parents or coaches to develop an athlete into an elite competitor, often with the ability to bring fame and riches to the parents and coaches, as well as to ultimately benefit the child?

Well-intentioned acts of parents and coaches can result in harm to children. Children are particularly at risk when parents and coaches begin to see a child as a means to their own personal goals. In these cases, the child needs protection from those who normally would provide the protection.

Mary Carillo, former tennis professional and noted sports commentator, shares her personal observations of the results of high pressure professional tennis competition on the personal development and adult lives of tennis players who turned professional at an early age. She also notes the role that adults play—the parents, coaches and promoters—and the way that adults benefit from the child’s performances.

The anonymous former elite child gymnast from Norway shared her personal story of the harm that her own love for gymnastic competition has caused her. She shared that her physical and psychological health was damaged because no one prevented her from harming herself through gymnastics training and competition. She believes that as a child she should not have been expected to have identified or valued appropriately the harms from sport which last a lifetime.

Dr. Jay Coakley, Professor of Sociology, at the University of Colorado, argued that children need assistance in setting limits to offset the natural childhood exuberance that children frequently put into sports training.

Joan Ryan, author of Little Girls in Pretty Boxes: The Making and Breaking of Elite Gymnasts and Figure Skaters, argued that judging in women’s figure skating and gymnastics rewards children’s bodies with victories and that without certain changes in these sports, girls will continue to suffer abuse and harm in order to win.
Dr. Ian Toffler, Director of Psychiatry at Children’s Hospital in New Orleans, and noted author of numerous publications on physical and emotional problems in elite female gymnastics, notes that aggressive and negative language by coaches and parents can cause significant damage in children. And he noted how medical professionals can contribute to physical abuse of children if athletes are permitted to compete when injured.

Nancy Marshall qualified for the 1972 Women’s Olympic Gymnastic Team when she was 14. She suffered separation from her family, burn out, and puberty while training, which convinced her not to compete in the 1976 Olympics. She credits the responsible and caring efforts of her parents for getting her through these difficult times and protecting her self esteem.

How can we protect the rights of children, balance the rights and responsibilities of parents and coaches, and maintain the quality of performance in sports when there are enormous amounts of money available to parents, coaches and young athletes for athletic achievement which, in turn, encourages parents and coaches to make greater and greater demands on the child.

The conflicts of interest among the stakeholders in children’s sports training result in a variety of ethical and management issues. How can a fair and just distribution of benefits and burdens among parents, coaches and children be determined, much less achieved?

Dr. Coakley brings out a fundamental ethical issue which affects many management decisions. What is it to be a child? What is childhood? What values, rights and authority does the child possess and what values, rights and responsibilities should the parents, coaches, and sports associations respect and live up to? At what point may children decide for themselves what is good for them? And when are parents obligated or permitted to intervene in a child’s sports training for the safety and health of their child? Parents must beware of permitting or participating in the exploitation of elite athletes. Dr. Coakley characterizes abuse as any behavior that directly harms a child and/or limits the child’s development physically or psychologically.

Joan Ryan argues that society is morally culpable—morally at fault—for enticing young girls into gymnastic and skating competition which demands a level of training and commitment that results in harm to the children.

Nancy Marshall points out that at USA Gymnastics, they are now encouraging everyone to ask the question “What are health enhancing and what are health harming behaviors by athletes, coaches and parents?” Only by identifying specific practices can those practices be managed for the betterment of the athlete and the sport.

Children are vulnerable to exploitation in sports just as they are vulnerable to exploitation in unethical workplaces. Poor choices by parents and coaches may result in harm to children by the very people who are charged with protecting and nurturing them. Many parents of young athletes believe that they are providing for their children what they would have wanted provided to themselves. Still, the availability of fame and riches makes parents and coaches appear not to be solely interested in the good of the child. How would the best societies provide their children protection during their pursuit of sports excellence?
In summary, we addressed the following questions: How should children be exposed to sports participation? Are children sometimes victims or beneficiaries of early sports training? What situations put children at risk of harm in sports? How have certain practices in youth sports—such as football, women’s gymnastics and junior league hockey—caused significant harm to young athletes? What are the ethical and managerial issues in children’s sports activities? How should decisions regarding sports and children be made?

4.2 Program 14: Sports and Primary and Secondary Education: Student or Player Development?

This program is designed to raise ethical and managerial issues in primary and secondary schools that relate to sports activity, training, and character development. As part of the Sports and Education Issues Module, it focuses on societal ethics issues relating to education, children, and sports.

We investigate whether sports is a diversion from the core values of primary and secondary education or a means to achieve those values with:

- Bill Curry
- Jay J. Coakley, Ph.D.
- Rick Wolff
- R. Scott Kretchmar, Ph.D.

Our goal is to help you recognize sports-related ethical and managerial issues confronting primary and secondary schools.

The learning objectives for this program are:

- Identify cases where educators and sports managers caused harm to the young athlete.
- Identify cases where schools cared more for the athletic performance than for academic achievement.
- Recognize the ethical and managerial aspects of balancing academic and athletic performance in schools.
- Identify the use of sports in enhancing academic achievement.
- Recognize social, ethical and management issues in youth sports and in those sports where young athletes may excel.

Summary—“Sports and Primary and Secondary Education: Student or Player Development?”

What is the role of athletics in primary and secondary education? Some claim that sports participation can assist in the personal and academic development of young people. Are sports a diversion from the core values of primary and secondary education or a means to achieve those values?

Should schools integrate sports into their academic curriculum or eliminate school sports and leave this activity to local youth sports clubs and leagues? What are the values and responsibilities that school administrators should consider in making these decisions?

How can we obtain the benefits of sports participation and at the same time avoid the problems? The testimony of world-class athletes shows the importance that sports can play in the lives of some students and the values which participation can instill when properly integrated into a curriculum.

Coach Bill Curry, based on his extensive experience in sports, knows the good that
sports can do for those who participate. He also is deeply aware of the problems that accompany sports when sports is poorly coached or poorly managed. Primary and secondary education must carefully consider how it provides the educational structure of youth sports. Since sports can play a role in the transition from youth to adulthood in our culture, it seems too important to leave to private, commercial interests alone.

Children are at risk of burning out when the creeping professionalism of youth sports makes the children feel as if there is nothing more of value to experience in sports.

Dr. Jay Coakley notes that the rules of discipline have traditionally been different for the coach than they have been for the classroom teacher. He does not believe these differences are justified.

Rick Wolff believes that every community takes their sports seriously. Is it really in the communities’ best interest to leave sports to the private clubs, uncontrolled parental interests and commercial interests or put sports under the control of the schools where sports can assist in the education of our children?

How would the best schools balance academics and sports? How can we manage sports to bring about both the academic and personal development in our students?

Successfully managing youth sports in schools requires the explicit identification of the benefits and liabilities associated with sports in schools. The realities of competing educational values and limited time and resources make optimizing both sport and education a difficult management challenge.

Dr. Scott Kretchmar argues that primary and secondary school teachers of sports should have a love of sport as an end in itself and that the curriculum of physical education should be changed to allow for students to learn the love of doing sports and movement.

Since the experience of the love of sport is special, like the love of music and art, the best schools would creatively manage their curriculum to assist their students to experience the joy that sports can provide. Developing the love of sports is a value which can pay health dividends for a lifetime.

Professor Larry Hinman asks how we might bring athletic activity into the primary and secondary school curriculum. Doing so may teach values and virtues which help students become more fully functioning human beings.

Dr. Jan Boxill claims that sports IS education. That a student who participates in the experience of sports will learn who he or she is and the experience obtained in sports will contribute significantly to the person he or she will become.

There was a time when everyone would say that elementary and secondary schools should develop character in their students; that schools should instill the values and virtues of an educated successful person. While not everyone may agree on all the values and virtues that schools should develop, most would agree that self-discipline, cooperation, teamwork, planning and time management, goal setting, and continuous effort, are values which should be developed in young students. Since these values can be developed through quality sports participation, educators, parents and communities should consider how they can provide the experience of quality sports participation as an integral part of their community’s primary and secondary education.
In summary, what is the role of sports in primary and secondary education? Should sports be integrated into everyone’s primary and secondary education? How much emphasis should be placed on winning in primary and secondary sports programs? What obligations do the sports programs have to develop elite athletes as opposed to providing an athletic experience for all students? What are the ethical and managerial issues associated with sports, and primary and secondary education? How should these decisions be made?

5. Brief Summary of Web Site activities

5.1 This week there is a required activity for the TeleWeb students. This week’s module asks you to make a decision using SAGE regarding having prayer at high school sports events. Researchers have discovered that in several Southern states in the U.S. public high school athletes participate in organized school prayers at school athletic events. Often these activities are known to be in violation of decisions made by the Supreme Court regarding separation of Church and State. Schools, coaches and athletes have indicated that they will continue to ignore this law.

5.2 There are many links to youth sport web sites that can provide a wealth of additional information regarding the issues discussed in the module plus lots more.

5.3 Do not forget to do the quiz for this week’s module.


What procedures should be enforced to protect children from overzealous sports training? Or, should the decisions regarding the training of children be left solely to the child’s parents?
7. Self Test for Module 5

1. Values cannot be taught to young people through coached athletics.
   (a) true  
   (b) false

2. Athletics are the only way to teach character and values in elementary and high schools.
   (a) true  
   (b) false

3. Team sports automatically instill values and character into athletes and no special effort is required by coaches or administrators to point out how the values learned in athletics translate outside the athletic environment.
   (a) true  
   (b) false

4. Elementary school gym classes typically do not teach students to love sports.
   (a) true  
   (b) false

5. Sports are simply a means to achieve the end of better health.
   (a) true  
   (b) false

6. A "true believer" or lover of sports who has experienced the pure delight of sport may be said to love sport as an end in itself.
   (a) true  
   (b) false

7. School connected athletic programs may provide better protection and guidance for the athlete than club or independent for-profit sports leagues.
   (a) true  
   (b) false

8. Travel teams and elite teams in elementary school age sports are seen as unnecessary to develop high performance athletes to prepare them for the next level of competition.
   (a) true  
   (b) false

9. From a moral point of view, parents who push their kids into training at young ages for a professional sports career are no different than parents who push their children into acting or singing careers.
   (a) true  
   (b) false

10. Properly taught elementary school athletics can be an important part of a school wide program to teach character and values.
    (a) true  
    (b) false
11. Athletics plays an important role in primary and secondary education because it:

(a) can assist in the personal and academic development of young people
(b) can teach values and virtues which help students become more fully functioning human beings.
(c) can assist students to experience joy that sports can provide.
(d) all of above

12. Children may be harmed when their athletic training is too strenuous.

(a) true
(b) false

13. Parents and coaches may earn large sums of money when their children or child athletes succeed.

(a) true
(b) false

14. Women's gymnastics and tennis are the only sports where children are at risk.

(a) true
(b) false

15. In women's gymnastics, the bodies of the younger women permit the athletes to score higher than the bodies of the more mature women.

(a) true
(b) false

16. Young women tennis players who are capable of competing with more mature women tennis players may be drawn into professional competition long before they have matured sufficiently to handle successfully professional athletic success.

(a) true
(b) false

17. Nancy Marshall qualified for the 1972 Olympic team when she was 14. Because of ______ she chose not to compete in the 1976 Olympics.

(a) rape, taunting, and wild party’s
(b) sexual harassment, burn out, and puberty while training
(c) separation from her family, burn out, and puberty while training

18. What is the best question that the USA Gymnastics Center should be asking?

(a) What are health enhancing and what are health harming behaviors by athletes, coaches and parents?
(b) What behaviors will enhance our sport?
(c) What health problems should stop an athlete from competing?

19. In Hollywood, parents who push their children into a movie or modeling career are called

(a) pushy
(b) stage parents
(c) good parents
(d) gold diggers
20. The minimum age for international gymnastics is:
   (a) 16
   (b) 14
   (c) 12
   (d) none of the above

21. In order for the women to try and maintain a girl’s body, they sometimes develop:
   (a) eating disorders
   (b) hard routines
   (c) take steroids

22. One of the top sports agencies bought a training facility in South Florida. That agency is
   (a) CBS
   (b) ING
   (c) IMG
   (d) XFL

23. In professional tennis, you can turn professional at what age?
   (a) 12
   (b) 14
   (c) 16
   (d) none of the above

24. Girls can compete with women in certain sports, while boys cannot compete with men in any sports. Why?
   (a) not enough support
   (b) bodies are not mature enough
   (c) not enough money involved

25. Mary Carillo shares her personal observations about the role of adults - the parents, coaches, and promoters - in the early development age of young athletes in what sport?
   (a) soccer
   (b) basketball
   (c) tennis
   (d) track

26. Poor choices by _______ may result in harm to children who are vulnerable to exploitation in sports.
   (a) parents
   (b) coaches
   (c) both a and b
   (d) none of the above

27. Who said the rules of discipline have traditionally been different for the coach than they have been for the classroom teacher?
   (a) Dr. J. Coakely
   (b) Jan Boxhill
   (c) Bill Currie
   (d) Bobby Knight

28. Dr. Jay Coakely states:
   (a) setting limits for children in sports may help to offset the natural childhood exuberance that children may put into training
   (b) abuse is something that interferes with development
   (c) children are vulnerable to exploitation
   (d) all of the above
29. According to Dr. Ian Toffler what kind of language can cause significant damage to children?

(a) negative  
(b) aggressive  
(c) dishonest  
(d) both a and b

30. Mary Carillo:

(a) argues that society is morally culpable for enticing young girls into gymnastic and skating competition, which demands a level of training and commitment that results in harm to the children.  
(b) is former tennis professional and noted sports commentator.  
(c) argued that children need assistance in setting limits to offset the natural childhood exuberance that children frequently put into sports training.  
(d) is a writer with the San Francisco Examiner.

31. Well-intentioned acts of parents can result in ________ to children when pushing them to participate in sports at an early age.

(a) anger  
(b) sadness  
(c) harm  
(d) frustration

32. According to Rick Wolff, who is the source of the problem as well as the source of the answer, pertaining to sports and kids?

(a) coaches  
(b) parents  
(c) teammates  
(d) the governing bodies of the sport in which they are participating

33. Which are the two most popular sports for female athletes in which girls are better than women, and therefore cause rigorous sports training with girls?

(a) swimming and gymnastics  
(b) gymnastics and figure skating  
(c) figure skating and swimming  
(d) none of above

34. According to Rick Wolff, to a large extent, becoming a professional athlete or getting a college scholarship as a student athlete is dependent upon:

(a) extensive training  
(b) thoughtful parents  
(c) genetic makeup  
(d) none of above

35. Toffler notes that aggressive and negative language by _____ and _____ can cause significant damage in children.

(a) coaches, teammates  
(b) teammates, parents  
(c) coaches, parents

36. Wolff stated, “It all begins with the _____ . They are the source of the problem as well as the source of the answer.”

(a) child  
(b) coach  
(c) parents  
(d) teammates
37. Nancy Marshall qualified for the 1972 Women’s Olympic Gymnastic Team when she was just

(a) ten years old
(b) fourteen years old
(c) fifteen years old
(d) none of the above

38. Joan Ryan argues that society is ________ for enticing young girls into gymnastics and skating competition.

(a) not responsible
(b) at fault
(c) none of the above
(d) a and b

39. Children are ________ to exploitation in sports

(a) vulnerable
(b) open
(c) aware
(d) none of the above

40. Dr. Jay Coakley argues that children need assistance in setting limits to offset the natural childhood ______ that they frequently put into sports training.

(a) fatigue
(b) restlessness
(c) exuberance
(d) anxiety

41. Joan Ryan argued that judging in women’s figure skating and gymnastics rewards children’s ______ with victories.

(a) efforts
(b) parents
(c) bodies
(d) hard work

42. Dr. Ian Tofler notes that aggressive and negative ________ by coaches and parents can cause significant damage in childhood.

(a) actions
(b) feedback
(c) attitudes
(d) language

43. Poor choices in sports by whom may result in harm to children by the very people who are in charge with protecting and nurturing them?

(a) friends
(b) teachers
(c) parents and coaches
(d) administrators

44. The availability of __________ makes parents and coaches appear not to be solely interested in the good of the child.

(a) athletic children
(b) endorsement deals
(c) fame and riches
(d) trophies and medals
45. Dr. Jay Coakley characterizes abuse as:

(a) any behavior that harms a child and/or limits the child’s physical or psychological development
(b) the physical assault of a child
(c) the mental degradation of a child
(d) none of the above
(e) all of the above

Module Five.

1. b, 2. b, 3. b, 4. a, 5. b, 6. a, 7. a, 8. b, 9. a, 10. a, 11. d, 12. a, 13. a, 14. b, 15. a, 16. a, 17. c, 18. a, 19. b, 20. a, 21. a, 22. c, 23. c, 24. b, 25. c, 26. c, 27. a, 28. d, 29. d, 30. b, 31. c, 32. b, 33. b, 34. c, 35. c, 36. c, 37. b, 38. b, 39. a, 40. c, 41. c, 42. d, 43. c, 44. c, 45. a