



THE ATHLETE'S VIEW

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CORNER

ATHLETE'S

Once the middle linebacker calls the signals, we all clap in unison to break the huddle. The clapping represents everyone working together for one common purpose—to stop the offense from moving the ball.

As I turn and face the other team, I look to see how the offense breaks its huddle and where everyone is going. I watch how the offense sets up. If it's first and ten, I don't know if it's going to be a run or pass. But if it's second and short, I pretty much know it's going to be a run. If it's second or third and long, it'll probably be a pass or draw play.

When the offensive linemen are in their stance, I read keys here, too. If the player directly across from me is leaning back slightly, it's probably a pass. If he's leaning forward, left, or right, I'm looking run. I also have to check the other linemen because I may get double-teamed. I'm reading all my keys, looking for any advantage I can get. And all this happens in just a few seconds. After a while, you kind of get a feel for what's coming.

I brace myself if I expect a run. I get ready to push off hard if I'm looking pass. In either case, I have

to get off the ball as fast as possible to get the advantage. Beating the other guy with quickness is as important as using force



Russell Maryland

SEE CORNER, INSIDE

ASI Plays Ball with the Exploratorium

Just imagine. It's two outs in the bottom of the ninth. The bases are loaded. The crowd is cheering as the pinch hitter steps up to the plate. If ever you wanted a fast, accurate pitch, it's now.

You'll have a chance to measure the speed and accuracy of your fastball from a major-league pitcher's mound with a 60' 6" distance to home plate at a very special exhibit at the Exploratorium in San Francisco. This temporary exhibit called *Sport!* will cover the science of sport in more than a dozen hands-on, bodies-on, participatory stations.

The exhibit is scheduled for September 27, 1997 through January 4, 1998, during the period that encompasses the Major League Baseball playoffs, the National Football League regular season, the beginning of the National Basketball Association and National Hockey League seasons, and the build up to the 1998 Winter Olympics.

Originally developed by the Ontario Science Centre, the exhibition includes exhibits where visitors of all skill levels can engage in sports activities while learning about the science behind them.

For example, besides the chance to test your pitching speed, you can feel the results of aerodynamic engineering as you sit in a two-person bobsled and rocket down a video track. Or maybe you'd like to better understand the skill of gymnast Mary Lou Retton when you walk on a 10 centimeter-wide competition

balance beam, concentrating on your nose in a mirror to learn a balancing trick used by gymnasts. Other exhibits include rock climbing, feeling the motion of a figure skater, and learning how to land like a cat.

The American Sports Institute is a partner in this exciting exhibition, co-sponsoring three special forums to address related sports topics:

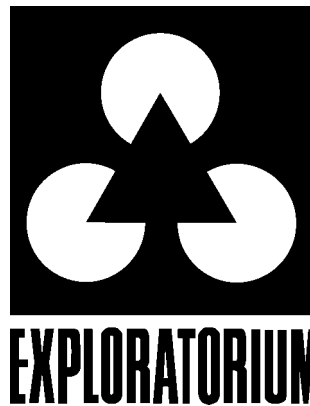
education, motivation, and sports medicine.

In addition, the exhibit will display information about women in sports, examine the impact of steroids, and offer the opportunity to look at dissected golf balls and racquets to learn how materials used in equipment can give athletes the *edge*. People interested in sports injuries will have the chance to look through an

arthroscope to see how knee surgery is performed and learn about rotator cuff, cauliflower ear, turf toe, and more.

Martha Brown, Project Manager for the Exploratorium's Sport exhibition, says, "I'm excited to be collaborating with such a wonderful organization as the American Sports Institute. ASI's commitment to the notion that sports embody an approach to life from which all people can benefit resonates with the Exploratorium's own educational mission to encourage people to explore and understand the natural world."

See inside for more information about each of the forums, as well as a coupon for \$2 off adult admission to the Exploratorium.



Message from the Director...

I hope you'll have the opportunity to take advantage of one or more of the three forums ASI is co-sponsoring in association with the Exporatorium's *Sport!* exhibit. Leading figures in the area of sports and education, motivation, and sports medicine will share their insights and be available to answer your questions. Please read the lead story for more information, and use the coupon inside for discounted admission to the museum.

In addition, I hope you can join us for the Ninth Annual PASS Benefit. Here's your chance to rub shoulders with more than 50 of the Bay Area's finest athletes, including celebrity Co-Chairs Russell Maryland, defensive lineman for the Oakland Raiders, and Dana Stubblefield, defensive lineman for the San Francisco 49ers. Martin Wyatt, KGO-TV's sports director, says, "The PASS Benefit is the largest gathering of sports celebrities in the Bay Area." The buffet format gives you a chance to mix and mingle, gather autographs, discuss plays, and bask in the remarkable presence of these accomplished men and women. For a unique way to entertain clients, for an electrifying evening for yourself, or for a memorable night for your children, call now to order your tickets.

The PASS Benefit also gives you a chance to meet some of the students who are enrolled in the PASS class and hear firsthand about the impact PASS is having on their lives.

Funds raised through the PASS Benefit help support the continued development, expansion, and evaluation of the PASS program. Sponsorships and individual tickets are still available. Tickets can be donated so more PASS students can attend. I hope you will join us.

Susan Kirsch is the Executive Director of the American Sports Institute.



Winning ORBIT golfers Dave Friedrich, Ed Muzik, Sean Carney, and Paul Rugg with celebrity teammates Vida Blue (second from left) and Tim Roye (third from right).

Second Annual Golf Classic a Success

The ASI Golf Classic, sponsored by ORBIT Semiconductor, was a resounding success.

Golfers, 235 of them, enjoyed a spectacular day playing at The Olympic Club, site of the 1998 U.S. Open. Pacific Bell stepped up to be the Dinner Sponsor and American Airlines joined in as the Eagle Sponsor. Fry's Sports and The Men's Wearhouse were Birdie Sponsors, and Tee Sponsors included: Belvedere Group, DPR Construction, McKesson Corporation, Nations-Bank, Planning Additional Resources, Sports-Channel, and Union Bank of California. Besides thanking The Olympic Club and each of

the sponsors, foursomes, and individuals who played in the tournament, special thanks go out to the celebrities who golfed.

Many volunteers helped make the day run smoothly. Thanks to Dee Modglin, auction coordinator, and the auction committee, Cheri Elrod, Howard Pruitt, and Bob Wilmot. Thanks to volunteer coordinator Lydia Yinger. Thanks, too, to all of the people who volunteered on the day of the event and the businesses and individuals who donated items for the silent and live auctions. Funds go toward the development of ASI's sports-based educational programs.

ASI Receives Grant from Wender-Weis

ASI was a beneficiary of the Children's Champions Dinner, sponsored by the Wender-Weis Foundation. Athletes mingled with PASS students and guests at the dinner and auction. The funds will be used to help fund PASS teacher training at schools on the peninsula.

PASS on National Radio

To kick off the new school year, *The Charles Osgood Report* on CBS Radio carried a story about PASS. Pete Donoff, PASS teacher at Bayside/MLK School in Sausalito, California, and PASS creator Joel Kirsch talked about the power of sport to improve academic performance. *The Osgood Report* reaches an estimated 12 million listeners.

ASI President Speaks at Commonwealth Club

ASI President Joel Kirsch spoke on The Relation of Body, Mind, and Spirit in Education at The Commonwealth Club on July 29. Participants experienced the elements of the PASS class: a clap-in, concentration practice, and physical warm-ups. Attendees learned the importance of balance in the context of integrating body, mind, and spirit, before the Athlete of the Day, Ron Boose, led the clap-out.



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Teacher-Coaches, Kids, and Resiliency

Athletes on the playing field often exhibit some of the factors researchers associate with resilience, the process of *bouncing back* from adversity. One factor is an attitude of hope and optimism; another is the ability to solve problems. The presence of a caring individual in the individual's life also contributes to resilience. Athletes often identify a coach as the person who encouraged their performance and taught them to handle success and failure.

Coaching—in sports as well as other areas—can be helpful in building resilience. In a recent study, I examined diverse fields, from business to the arts to sport. I found that effective coaches perform four common functions.

First, coaches teach, using strategies such as modeling, demonstrating, giving instructions, and questioning. Second, coaches structure the learning environment by selecting or preparing a setting to create an optimal environment for learning. Third, coaches assess by identifying targets for performance and measuring knowledge and skill levels of the performer. Fourth, coaches provide social support by listening, protecting, advising, counseling, empathizing, and creating trust.

I combined these functions in the following definition which is applicable to a variety of settings: Coaching is instruction that

places the responsibility for learning in the learner and fosters the development of skill through vigorous use of teaching practices, provision of continuous feedback on performance in settings designed for practice or display of mastery, and provision of companionship and other forms of social support.

PASS was one of the programs I reviewed in my study. As I examined teacher trainer materials and evaluation data, viewed a videotape, read press clippings, and talked with Joel and Susan Kirsch, I began to see how PASS is a program which promotes resilience rather than one which prevents failure. Coaching in its broadest sense—performing the four functions and placing the responsibility for learning in the PASS students—is a hallmark of the program. Teachers undergo 120 hours of intensive training to present the PASS curriculum and to develop supportive relationships with students and their parents. Crystal McClendon, a Ph.D. candidate at the University of Maryland, is conducting a detailed study of PASS. Her classroom observations are confirming that PASS teachers make ample and energetic use of coaching strategies.

Another way in which PASS fosters resilience is by building on the qualities of resilience that students have developed through participation in sport. Students know what efficacy (the sense that

I can do this) feels like. They know what mastery of a valued skill feels like. They've experienced both in sport. When PASS teachers introduce the *Fundamentals of Athletic Mastery* (FAMs), the students can reflect upon the ways they've already used them. PASS teachers and the students themselves use coaching strategies to assist students in applying the FAMs to academic tasks. In my view, the FAMs — particularly attitude, flexibility, and balance — are remarkably similar to the personal characteristics that researchers cite as facilitators of resiliency.

Research also shows that being resilient in one situation is no guarantee that a person will be resilient in all situations. PASS is important because it attempts to increase the probability that students who've proven they can cope with the pressures of sport will enjoy similar success in the classroom.

Dr. Sandra Murray Nettles is associate professor in the College of Education at the University of Maryland and a Program Co-Director in the Johns Hopkins University Center for Research on the Education of Students Placed at Risk (CRESPAR). Crystal McClendon's study is being conducted as part of CRESPAR's Resilience and Cultural Integrity Program.



ATHLETE'S CORNER CONTINUED FROM PAGE ONE

against him.

Depending on the situation, I'm either in a three-point or four-point stance. When I first break from the defensive huddle and check where the offensive players are setting up, I can hear the crowd and everything else. But once I get down into my stance, all that goes away. I don't hear anything, no matter how loud the crowd is. It's just me and the lineman or linemen on the other side of the line. We kind of get into this shell.

At this point, there's an energy force that starts to build. And everything is concentration and focus, focus and concentration. What I

have to do is execute the play that's been called. I don't worry or even think about the guy directly across from me. But I sure want him thinking about me, because the more he does, the less he's thinking about what he has to do. When he does this, he is not focused, he is not concentrating on what he needs to do.

In the NFL, position by position, everyone has just about the same skill level. What makes the difference is the mental side of things. When I'm down in my stance and that energy force starts to build, everything becomes a battle of brains and wits. It's all psychologi-

cal, it's all a test of your character.

As the quarterback calls signals, this energy force continues to build. It becomes more and more intense. You feel it welling up in your body. I can't tell you how you feel it, you just do.

Finally, everything is as far as it can go. The energy buildup is at a breaking point. You know the snap is coming. You're ready to explode off the ball. You know that in just an instant, everything is going to bust loose.

Russell Maryland is a defensive lineman for the Oakland Raiders, and a celebrity Co-Chair of the Ninth Annual PASS Benefit.

ASI, The Exploratorium and SPORT!

SPORT CULTURE IN EDUCATION

Saturday, October 18, 2:00 p.m.

Sports in school is often a volatile issue. Some claim it enhances the educational process, others say it's a detraction. This forum will examine the role of sport in a well-rounded education—its history, its current relationship, and what the future may hold.

Panelists include **George Leonard**, author of *Education and Ecstasy*, *The Ultimate Athlete*, and *Mastery*; **Jack Hayes**, Executive Director, California Interscholastic Federation; **Jo Baker**, Director, Academic Programs for Student-Athletes, UC Berkeley; and **Joel Kirsch**, President, American Sports Institute and Director of the *Promoting Achievement in School through Sport* (PASS) program.

WHAT MOTIVATES ATHLETES?

Saturday, November 15, 2:00 p.m.

Why do they do it? Motivation is central in most human endeavors. Scientists, humanitarians, and artists talk about the motivation in their work, but how does motivation work

for athletes? Are there different types? Can it be developed? Just how big of a motivator is money for professional athletes?

Panelists include **Shawn Estes**, pitcher for the San Francisco Giants and others, to be announced.

SPORTS MEDICINE

Saturday, December 20, 2:00 p.m.

The healing and preventive properties of medicine have been around for thousands of years; the field of psychology, the science of mind and behavior, for hundreds of years. But the specialized field of sports medicine and sports psychology are a more recent development. What brought this about? Is the care for athletes that different from the general population? What can the general public learn from the field of sports psychology? How do these two specialties contribute to the well being of today's athletes.

Panelists include **Dr. James Garrick**, Director of the Center for Sports Medicine, St. Francis Memorial Hospital and others, to be announced.

PASS Profile

A few days after arriving on the campus where I would be attending college, the shocking truth hit me—I would be a freshman again.

Many of the lessons I learned in high school would now have to be applied. It did not take long for me to realize the key to college survival had largely to do with one's ability to adapt to situations. This included being able to walk into a situation—stressful or not—and interpreting what the moment called for.

I was on the diving team throughout high school. I remember time and time again blowing dive after dive because of every known reason under the sun—anticipation, fear, pride, a cluttered mind.

After some deep analysis and help from the PASS class, I was able to find a solution to my problem. I realized that my diving competitions did not require 100% of my mental and physical energy. I needed to rely more on my body in an auto-pilot state.

During practice, when trying new dives, was when I needed to apply myself 100%. During meets, I needed to do the dives out of habit, leaving my mind clear and uncluttered, giving what the moment called for.

This type of situation applied not only to diving but also to my academics. I needed to prepare thoroughly for papers and exams, and then let something within me take over when writing the papers and taking the tests.

I also learned to find a balance between homework, classwork, and exams. In addition, studying became an area of balance, some classes requiring more in-depth studying than others.

I have used this auto-pilot state and balance in high school and college. I hope to take what I learned about both while in the PASS class during my high school days and use them throughout the rest of my life in many more ways.



Melissa Cox was in the PASS class at Tamalpais High School during the 1994-95 and 1995-96 school years. She now attends the University of California at Santa Cruz.

ABOUT THE EXPLORATORIUM

LOCATION:

The Exploratorium is located in the Palace of Fine Arts, 3601 Lyon Street in San Francisco. Free Parking is available at the Palace of Fine Arts

HOURS:

Tuesday through Sunday 10 am - 5 pm
Open Wednesdays until 9:30 pm

RATES:

Adults (18-64)	\$9.00
Seniors (65+)	\$7.00
Students (with ID)	\$7.00
Youth (6-17)	\$5.00
People with Disabilities	\$5.00
Children (3-5)	\$2.50
Children 2 and under & unaccompanied youth	FREE
1st Wednesday each month	FREE

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up to
\$12!



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One coupon is good for up to six people. Valid any day through January 4, 1998.
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Every Day Senior Discounted Price - \$7.00 (No additional discount given on Senior price.)

Areté—A Striving for Excellence

A recent survey by the Columbia University-based National Center on Addiction and Substance Abuse found that drug and alcohol abuse is spreading among ever-younger age groups. “Never before have American adolescents been asked to grow up amid such a combustible and dangerous mix of substance abuse and substance abuse conditions,” said the Rev. Edward Malloy, chairman of the panel preparing the report. The recommendation: Step up education and anti-drug programs.

While the concern that underlies this report is well-founded, and while the recommendation comes with the best of intentions to assure a healthy future for our children, there are two inherent problems with this approach. First is the fact that it is problem-oriented, rather than goal-focused. Second, it proposes to find a solution in the context of the problem, rather than going beyond the problem.

In the American Sports Institute’s *Promoting Achievement in School through Sport* program, young people are encouraged to take a different perspective. PASS is based on the assumption that students can learn everything they need to know to be successful in life if they pursue their dreams with commitment, patience, and perseverance.

The year-long Arété Project surrounds students with the attitudes and concepts that enable them, both cognitively and viscerally, to acquire life-time knowledge for making healthy, life-affirming choices, moving steadily toward goals and dreams rather than focusing on the negative. The title for the project, *Areté*, comes from the ancient Greek term that means a continuous striving for excellence in a balanced and unified body/mind/spirit way.

In the first few days of being in the PASS class, students distinguish between an athlete and a jock. The athlete, they discover, lives with a code of honor represented by *areté*, always striving to do one’s best in everything. A jock, however, will sacrifice principles, values, and commitment for expediency and will focus on winning at all costs.

To make their point about the *areté* perspec-

ive, PASS teachers might refer to the quote by Ronnie Lott, former San Francisco 49er, who said, “Good players win when everything is on the line. Champions win when nothing is on the line.”

Students are challenged to be champion athletes in their approach to everything. In this way, they’re encouraged to see their entire life as a constant practice in striving for excellence, with the *Fundamentals of Athletic Mastery* (FAMs) as the guiding principles for all decision making and choices. Once this process takes hold, it begins to show up as a *way of being*, or as character that determines how students behave in everyday life—on the playing field; in the classroom or cafeteria; and in the neighborhood, even when it’s infested with drugs and drug-dealing friends.

To get started on the Arété Project, PASS students set two integrated goals and develop an action plan to reach these goals. One goal is to improve their athletic performance, and the other is to improve their overall grade point average. This process encourages students to focus on what is relevant to them.

First the goals are pertinent because they are individualized. Second, the goals are important because they reflect the immediacy of the students’ circumstances. Swimmers, runners, cheerleaders, or the football, basketball, or baseball players each select an athletic goal that is appropriate for their sport and level of play. In a like manner, both the student who begins the year with a 1.3 (D minus) grade point average and the student who begins the year with a 3.7 (A minus) grade point average self-select appropriate goals. It’s not uncommon for a student to set a goal to raise his/her grade point average by a full grade point, reflecting one of the assumptions of the PASS class: students are not lacking in *ability* to perform better in school, but lacking

in the *motivation* to do so.

With their goals in hand, students are guided through a comprehensive goal-setting process that teaches them the basics of doing a feasibility study, collecting and using baseline data, developing strategies to reach their goals, using a schedule and time management techniques, identifying and securing resources, and developing a plan for evaluating their success.

Then, for several months, PASS students study and apply the eight FAMs—concentration, balance, relaxation, rhythm, power, flexibility, instinct, and attitude—that become the basic building blocks of their strategies for reaching their goals.

Lauren Cox (Melissa’s sister), a PASS student at Tamalpais High School in Mill Valley, California, writing a summary report about her Arété Project, says, “By using all eight of the FAMs and following my weekly schedule, I was able to reach my academic and athletic goals. I had to change a lot of things. I had to stop thinking too much

and relax, balance my time to reduce stress, find a rhythm to get things done, and use my instincts on test questions where I wasn’t sure of the answers and didn’t want to choke. Doing this gave me a lot more time to relax. This helped me lower the amount of stress in my life because everything was balanced.”

Expanding the PASS program to more students can go a long way toward addressing the problem society faces with drug and alcohol abuse. Like the old brain teaser about connecting the dots with lines that requires going beyond the boundaries to find a solution, PASS, particularly the Arété Project, supports students as they move beyond the boundaries of what they know and into the realm of what they dream to become.

By using all of the FAMs
and following my weekly
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reach my athletic and
academic goals.

—Lauren Cox
PASS Student