



VOLUME 7
NUMBER 4
FALL 1998

THE ATHLETE'S VIEW

CORNER

ATHLETE'S

When you're the head coach in the final minutes of a championship game, you have to try to keep the team under control. You can't get caught up in the emotions of the game because when you get that close to something as important as a championship, the emotions can take over, and that can be the worst thing that happens. You can't get too hyper, whether you're the coach or a player.

What can happen is that, if you're ahead, you can celebrate in your mind too early. Many times, I've seen celebrations come early, and then you end up paying for it later. What you have to do is concentrate on what is at hand and execute, really try to stick to a game plan on both ends of the floor.

You can't try to do everything at once. You have to take things one at a time or you'll get confused. You try to oversimplify things and narrow them down to what is important at each particular moment. This is where the concentration comes in. You have to concentrate in a certain area and not allow yourself to mentally wander into other areas.

It's like the proverbial one game at a time, one pitch at a time, one possession at a time. If the other team has the ball, you have to get the ball, period. That's your focus at that moment. It's basically something that you have to really, really concentrate on.

Al Attles is a vice president for the Golden State Warriors. He coached the Warriors to their only NBA title in 1975. Attles is one of the celebrity chairs for the 1998 PASS Benefit.



Al Attles

A Vision for America's Professional Sports Teams

Second of two parts

The value of a professional sports team to its community raises debate in every major city.

There are those who say that a community with a professional sports team enjoys great economic and public relations benefits.

In the opposing camp, people believe that a community would be much better served investing its time and resources in social programs that address more important matters, such as education, health care, housing, and community character.

No matter which side of the debate people take sides with, one thing is certain: No one would argue that professional sports teams are as important to a community as its educational, health care, and religious institutions. Yet, this could be the case.

What, then, are some of the things that professional sports teams could do to change their *way of being*, to change how they operate, in order to position themselves in their communities so that citizens would value them as much as they do their educational, health care, and religious institutions?

Starting Rallies and Democracy — Players for professional sports teams often talk about how they are inspired when the fans in the stands rally behind them. The players often refer to these fans as the *extra player*—the tenth player in baseball, the sixth player in basketball, the twelfth player in football. Professional sports teams could readily use the energy and enthusiasm of these fans to promote democracy as well as win games.

Teams could have campaigns where its players are quoted in the media on how they are inspired to do well by the fans when the fans participate by cheering *before* the players start a rally. There could be public dialogue sessions between the fans and players about how this happens.

Then, when the fans provide the impetus for a rally in a future game, they would feel that

they've participated in an integral way to help produce the rally. The players could turn and point to the fans, acknowledging their role in the rally. The fans would go crazy. The energy created would permeate everyone and everything. There would be a synergistic effect between the fans and players.

The teams could promote this process as something that not only inspires the players to victory but as a way to promote democracy in several ways. The team could

encourage parents who take their children to these games to talk to their kids afterward about the experience. The parents would explain that if many individuals support a cause and make something happen, collectively, each and every person's participation is crucial.

During the voting season, the players could continue to talk about how their fans inspire them and do public service announcements, encouraging the fans to vote, and how this, too, inspires the players.

Math: A Sport Natural — Addition, subtraction, multiplication, division, fractions, decimals, averaging, estimating are all math-related processes that are a big part of sport. Thus, sport can be a natural math environment for kids.

Professional sports teams could be as important as our schools.

SEE AMERICA'S PRO SPORTS TEAMS, INSIDE

Message from the Director...

Mark McGwire and Sammy Sosa captured the national spotlight as they pushed the limits of human accomplishment. Regardless of our favorite home team, we collectively cheered, feeling privileged to witness human transcendence in progress.

The dream of the impossible propels us to new heights. "Unless we dare to be great, we can't be and never will be," said basketball legend, Julius, "Dr. J." Erving.

For many kids, the dream of an education, a good job, and a bright future motivate them to work hard in school. Young women and men who participate in PASS, like the rest of us, long for a life filled with heart and meaning, with a chance to break out of old patterns and achieve impossible dreams.

The PASS program is making dreams come true for hundreds of children in 25 schools. In total, 3,000 students benefit from PASS and PASS-based programs. It's an effort born out of a commitment to create widespread educational reform, modeled after principles and practices of sport.

Many of you are active supporters of this dream, making contributions, volunteering, participating at events, talking to others about PASS. On October 13, we celebrate the **10th Annual PASS Benefit** in San Francisco. We hope you'll be there. If you can't attend, we hope you'll use this occasion to make a donation that supports this important work.

Previous support has generated major accomplishments. Here are a few examples of the growth over the past 10 years:

	1989	1998
Celebrities	9	81
Sponsors	4	32
PASS Schools	1	25
PASS Students	15	3,000

All across the country, kids dream the impossible of becoming the next Mark McGwire, Sammy Sosa, Maya Angelou, or Neil Armstrong. Your involvement helps turn these impossible dreams into joyful realities.

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



1998 PASS Teachers: back row, l-r: Kevin Adams, Danny Camacho, Jeff Harper, PASS Trainer Pete Donoff, Don Ricco, and O.J. Mitchell. Seated: Lisa Lopez, Darlene Miller, and Eddie Gonzalzes.

25 Teachers Inspire Students through Sport

With another academic year upon us, we extend a warm welcome to the new PASS teachers and a hearty welcome back to the veterans.

Illinois

Mark Ring, Antioch Community HS, Antioch
 Lisa Harmon, Fenton HS, Bensenville
 Donna Florek, Bogan HS, Chicago
 Dortha Butler, Fenger HS, Chicago
 Joyce Crowder, Flower HS, Chicago
 Tommy Miller, Gage Park HS, Chicago
 Belinda Green-Roberts, Harper HS, Chicago
 Bill Bonner, Julian HS, Chicago
 Eddie Gonzalzes, Lindblom MS, Chicago*
 Carmen Guy, Wirth Experimental, Chicago

* NEW TEACHERS

California

Clint Bragg, Menlo-Atherton HS, Atherton
 Bob Wilson, Hilltop HS, Chula Vista
 Jeff Harper, Franklin MS, Long Beach*
 Susan Berkhout, Tamalpais HS, Mill Valley
 Don Ricco, Hill MS, Novato*
 Darlene Miller, Fremont HS, Oakland*
 Joseph Bullie, McClymonds HS, Oakland
 Wayne Brooks, Oakland Tech HS, Oakland
 Mike Darr, College Park HS, Pleasant Hill
 O.J. Mitchell, Bayside/MLK School, Sausalito*
 Kurt Krueger, Capuchino HS, San Bruno
 Kevin Adams, Galileo HS, San Francisco*
 Lisa Lopez, McAteer HS, San Francisco*
 Rudy Guevara, Santa Teresa HS, San Jose
 John Goulding, James Logan HS, Union City

ASI Adds Marketing/PR Position

Kathy Bent has accepted the challenge to work toward the goal of doubling the number of students who benefit from the PASS program in the year 2000. Toward this end, she is updating the database, arranging for participation in conferences, and scheduling PASS seminars in five cities: San Francisco, Chicago, Tampa, Los Angeles, and San Diego.

Says Kathy, "I've been involved in sports all my life, from college athletics to coaching. I'm excited to have found a job that combines my love for sports with bringing something special and unique to the classroom." We're pleased to welcome Kathy to the ASI staff.

Get Fit and Support ASI

If you live in the Marin County, CA area, you have a chance to get in shape with a personal trainer and support ASI at the same time. Throughout the remainder of the year, Mill Valley Personal Fitness owner Gary Ferroni will donate five percent of all new memberships to ASI.

Thanks, Gary. Marinites, sign up today!

THE ATHLETE'S VIEW

Published by the American Sports Institute
 P.O. Box 1837, Mill Valley, CA 94942
 (415) 383-5750 • Fax (415) 383-5785
 www.amersports.org • info@amersports.org
 Zachary Van Doren, Editor

© 1998 American Sports Institute. All rights reserved.

The Birth of 24 Hour Team Sports

Out of necessity, most innovations are born.

The high school coaches in our area did not have the money or the space to buy and house weight-lifting and conditioning equipment and programs for the students involved in interscholastic sports. If Title IX opened the door for young women to participate in greater numbers in high school sports, then Prop. 13 closed the door on the use of tax dollars for extracurricular activities in our schools.

Booster clubs and fund-raisers have more and more often been used to fill this void. This situation provided an opportunity for concerned community businesses to find ways to help. At 24 Hour Fitness, we are making a strong push to be one of those companies.

Four years ago, 24 Hour Fitness became an official sponsor of the North Coast Section, one of 10 regional sections of the California Interscholastic Federation, the governing body of high school sports in California. The North Coast Section is made up of almost 150 member schools.

In 1997, the Central Coast and San Francisco sections also agreed to have 24 Hour Fitness be their official sponsor. Then, in 1998, the 500-plus member Southern Section agreed, along with all the high schools in Colorado and Oregon.

The number of high schools involved with 24 Hour Team Sports has grown to more than 1,350. This year alone, the total number of championship events sponsored by 24 Hour Team Sports stands at 600 and counting.

Mark Mastrov, the CEO of 24 Hour Fitness, participated in high school and college athletics and knows firsthand the role of team sports in creating valuable learning experiences in goal setting, teamwork, and overall work ethic. He has personally nurtured the growth of 24 Hour Team Sports.

Mastrov and the author, who coached wrestling at Terra Linda High School in Marin County, CA, have added a new component in conjunction with sponsorship. The Team Sports Strength and Conditioning Program allows

participants on high school varsity teams access to local 24 Hour Fitness Centers at no cost to the students or their schools.

Over the past five years, 24 Hour Fitness has donated in excess of \$2,000,000 in exercise equipment to schools throughout California. In April of this year, 24 Hour Fitness made a contribution of exercise equipment to the 10-member schools of the San Francisco Section. This is another example of how a local business can step up and be a positive influence in the community it serves.

At 24 Hour Fitness, we are extremely proud of this valuable program and its associations. Being able to help communities better themselves benefits everyone. With this mission in mind, we will continue to expand 24 Hour Team Sports, with Texas and Nevada next in line.

Chris Feder is Director of the 24 Hour Team Sports program.



ASI Links to Amazon.com

Have you ever wished to obtain a greater understanding of what the American Sports Institute is all about? Have you ever wanted to explore the philosophies behind ASI and the PASS program?

There are in fact a number of literary works that have given a good deal of inspiration to the formation of ASI. In association with Amazon.com, we are pleased to offer through our website a chance for the public to purchase these enlightening works. With each sale, Amazon.com returns a percentage of the profits to ASI.

So please, take some time to visit the bookstore, enlighten yourself, and help us further our work. The bookstore can be found at www.amersports.org/bookstore.html.

AMERICA'S PRO SPORTS TEAMS

CONTINUED FROM PAGE ONE

If they chose to do so, professional teams could hand out at each game single sheets of paper that would enable fans—kids and adults alike—to do all sorts of math-related activities.

Baseball teams could have sheets where fans could have the current batting averages of several or all of the starting players listed with room to compute the averages after each at bat. Then, when the player came to bat the next time, the batting average would be posted on the scoreboard so everyone could check their work.

Football teams could do the same regarding the completion percentages of the quarterbacks for both teams. Basketball teams could do this with field goal and free throw percentages.

Health and Fitness for All — Teams know the devastating affects of injuries to their players. Players know they have to be healthy and fit to perform at the professional level. Health advo-

cates know the physical, emotional, and financial benefits of everyone being healthy and fit.

Team trainers and physicians could host a weekly, radio call-in show in which the training, rehabilitation, and nutritional practices of the players are discussed. Players could also be on the show, talking about their specific fitness regimens. In addition, listeners could call in to ask questions that deal with their personal health and fitness issues.

Certainly, people would feel special, knowing they were receiving health and fitness information from the trainers and physicians of their favorite team. And kids would be more readily open to appreciating the value of health and fitness.

Taking A Stand Against Violence — We all know too well how violence is an everyday occurrence in America. The recent tragic shootings in

SEE PRO SPORTS TEAMS, INSIDE

schools across America, the ways in which younger and younger children are harming one another, and the road rage of so many adults is sending a clear message that something is amiss.

Is violence currently a part of sport in America. Absolutely. Does it have to be this way? Absolutely not.

Major League Baseball teams could play a major role regarding violence in sport and violence in America by having their pitchers sign pledges that they live by that they will never, ever intentionally throw at a batter. In addition, the hitters could sign pledges that they live by that they will never charge a pitcher if hit by a pitch or believe a pitcher intentionally threw at them.

The impact of these pledges would certainly reduce violence in baseball and could lead to discussions and editorials on violence in America and ways to reduce it. As the San Francisco Sheriff's Department's acclaimed *Resolve to Stop the Violence Project* (RSVP) has shown, violence is a pattern of behavior that is learned, and is something that can be unlearned.

Ritual and Ceremony: Being in Sync — There are a number of rituals and ceremonies at sporting events. The standing and playing of the national anthem before the games, the seventh-inning stretch in baseball, the meeting of the team leaders for the coin toss to start a football game, to name a few.

The idea here, as with America's religious and judicial institutions, is that rituals and ceremonies provide a sense of meaning and purpose to the events with which they are associated. In an age when so many of the events in people's lives and so many things in the media are being questioned as to whether or not they fulfill us, whether or not they provide a sense of purpose and meaning, these rituals and ceremonies give us purpose and meaning.

Professional sports teams could include other forms of rituals and ceremonies before and during games to bring a greater sense of purpose and meaning to their athletic events.

For example, a *clap-in* is done in some martial arts training classes to signify the start of the classes and to demonstrate respect for the art and those who have come to train. Professional sports teams could select one fan per game to join a player on the field, court, or ice just before the start of a game to lead a clap-in for all the players and fans.

Here, just after the national anthem, with

everyone still standing, the player and selected fan would position themselves side by side, facing the fans. The players on the home team would also face the fans. Everyone would then fully extend their arms straight ahead with palms together. Then, on the count of three, with the designated player and fan leading the activity, everyone at the event would clap twice in rapid succession and in unison.

The clap-in would provide purpose and meaning in the sense that everyone would do this together, as one team, as one community. The same effect is created when people all rise together for and participate in unison in rituals and ceremonies in our courthouses and in our churches, synagogues, temples, and mosques.

In addition, the context for the clap-in would be established to represent not only the start of the athletic event, but also a demonstration of respect for the art of sport and respect for all those who have come to play and come to watch.

An important factor in all this is how a team's players would feel. Players who feel good about a team and the community that supports them are motivated players who are willing to put out the extra effort it takes to win a championship. Also, these players might take less money than other teams' offers to stay in that community when it's time to negotiate contracts.

What about attendance? If the teams do this, will they—the fans—come? The answer to this rests with other simple questions:

Would parents be more or less likely to take their kids to a game if they knew there would also be something educational, something more than dot racing? Would people want to join their friends at a game, knowing they might make a difference in its outcome?

Professional sports teams are not here to supplant the missions of our educational, health care, and religious institutions. However, teams could redefine their role in their communities by helping to promote and support learning, health and fitness, and spirituality as they strive to win championships.

In the end, with these kinds of changes in a team's way of being, it wouldn't be just the team's fans who would extol the virtues of having a professional sports franchise in their community. The regular fans would be joined by the educators, health care advocates, and the spiritual leaders of that community who would wholeheartedly stand by and be counted among the team's most enthusiastic supporters.

PASS Profile

PASS is a program that has athletes analyze themselves and their skills. A game plan is presented to the students on how to improve and cultivate their natural talents. It enables students to figure out what makes them tick, what drives them to want to excel, to be great at something, anything.

Once this treasure is found, the PASS athletes are challenged to apply this fire to all aspects of their lives. The program wishes not only to produce top athletes by the end of the year, but to create bright thinkers, diligent workers, and caring hearts.

This program is a life course. Recently, I heard that students must take a life science course before they graduate from college in order to figure out themselves and what they want to do with their lives. Although the PASS class is not an official college preparatory class, it definitely gives students a jump start in hitting the *think button* to turn on their future.

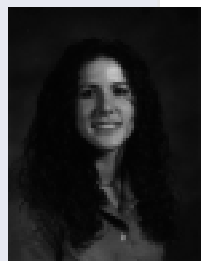
One of the most rewarding elements of PASS is the teachers. The teachers who facilitate this program are of special character. They, too, have been PASS athletes in their prime. Not being instructed how, they created their own formulas to attain Areté.

The teachers' devotion and desire to share their insights inspires students to listen to their words. They teach students how to think, not what to think. They share with us their knowledge in hopes that we can gain some of our own. They are our coaches, our counselors, our friends.

The PASS teachers encourage us to keep trying and never settle for less than our best. They remind us to follow the straight and narrow, and never let go of our dreams. Our teachers give us hope and confidence in our potential. They give us someone to aspire to.

Thank you teachers for giving us heroes we can talk to in an age where real heroes are hard to find.

Julia Molloy was in Mike Darr's PASS class last year at College Park High School, Pleasant Hill, CA. As a sophomore in PASS, Julia was voted Athlete of the Year by her classmates. As a freshman, she started on the varsity volleyball, basketball, and softball teams, making all-league in basketball. Julia is a 4.0 student.



PASS®

PASS: A Model for Total School Reform

The sound, research-based practices in the PASS program pay off for students and teachers alike, thus making it a model for total school reform.

—Barbara McCombs and Pat Lauer
Researchers. Mid-continent Regional
Educational Laboratory (McREL)

A BRIEF BACKGROUND ON SCHOOL REFORM

There are those people involved with educational reform who complain about educators' and the public's tendency to *tinker toward utopia* when it comes to making changes. The issues of full-scale educational reform—the kind that lead to significantly improved educational outcomes—are complex.

David Conley, author of *Roadmap to Restructuring: Charting the Course of Change in American Education*, thoroughly addresses the tangle of issues involved in improving education, and includes a bibliography that itself is 37 pages long. Players come from every level.

For example, the National Governors' Association offered Goals 2000, a formulation of national standards. Closer to home, local districts and school boards wrestle with issues that include compensation packages, length of the school day and year, facilities, and school-community relations.

However, Conley places the learner and the teacher at the heart of school reform. "Change at this level is the most difficult to achieve," he says.

It is at this level that PASS demonstrates elements of educational reform that make it a model for others interested in improving learning for all kids. This article identifies five elements of reform and describes how PASS addresses each of them.

ELEMENTS OF SCHOOL REFORM IN A PASS CLASSROOM

1. Project-Based Education. Elizabeth Share, Vice President of the Autodesk Foundation (www.autodesk.com/foundation), a

school reform group who uses project-based learning as one tool for improving education, says, "Project based learning transforms teaching from *teachers telling to students doing*. PASS is a wonderful example of enabling students to achieve by knowing and doing."

In the daily, yearlong PASS class, students spend about 80% of their time working on their *Areté Project*. The *Areté Project* is comprised of an athletic and an academic goal, personally set by each student. It includes the development and implementation of an action plan for reaching the goals. The year concludes with each student writing a report that assesses their successes and analyzes their shortcomings.

2. Mastery-Based Learning. Henry Ford's assembly line was the model for creating a turn-key, educational system. Start kids on the conveyor belt of education at the age of five; tinker with them as they move from one grade to the next; standardize the subjects and content at each grade, regardless of individual backgrounds; and assign abstract grades to assess progress.

The problem with this approach is that educators rarely pull the cord to stop the assembly line when they see a problem. Assigning a "D" or "F" is intended to be an assessment of the student, but more often than not, it is an indictment of the system. The assembly line keeps moving, without regard to its impact on students and learning.

PASS students complete all assignments at a high degree of proficiency. PASS teachers return unsatisfactory work with suggestions for how to re-do it so that it will get an "A" or "B". Just as a coach is unlikely to penalize players who don't perform a new play right the first time, students aren't penalized if they don't master the material the first time.

PASS teachers reward dedication and effort. The topics the students work on are important, so they warrant the time it takes to get it right, even if it takes repeated practice to achieve mastery.

3. Portfolios. PASS portfolios are the equivalent of a school yearbook. They contain the rich history of the student's projects and

assignments, all completed at a high level of mastery. Besides work from the *Areté Project* and examples of the student's writing, the portfolio includes a videotape of oral presentations made throughout the school year.

"The students treasure the portfolios," says Rudy Guevara, third-year PASS teacher at Santa Teresa High School in San Jose. "For some students, it's the first time they have papers with well-deserved A's or B's on them. They remember and appreciate how many times they've had to rework something to get it right. They've earned the right to be proud."

4. Respect for Peers. In the PASS class, students express genuine insight, caring, and involvement in each other's academic and athletic challenges and successes. Visitors are often struck by the courteous and respectful behavior of the PASS students toward one another.

Marcia Harter, Coordinator for Educational Services for the Marin County Office of Education in California, says, "I visited a PASS class and was impressed with the student's self-motivation and self-control, as well as their respect for each other and each other's differences."

5. Staff Development Training for Teachers. Teachers learn how to implement the PASS program by participating in a rigorous, three-week training program. They alternate between the role of student and teacher, trying out new approaches on their peers.

Jeff Harper, a history teacher at Franklin Middle School in Long Beach, CA, says, "The training was excellent. I'm impressed with the program from top to bottom. I'm leaving the training excited and confident of success."

IN SUMMARY

Other aspects of the PASS program make it a model for total school reform: individualized instruction, the student/teacher relationship, parent involvement, among other themes. Together, these integrated approaches transform tinkering toward utopia to a swell of support for winning ways for both teachers and learners. In the long run, we all benefit.