

Chapter 4: Sports and Socialization

September 27th, 2010

GETTING KIDS ACTIVE!

The 2008 Physical Activity Monitor Survey, conducted by the Canadian Fitness & Lifestyle Research Institute (CFLRI), asked parents whether their children primarily engage in sport in structured or unstructured environments.

According to parents:

- **78%** of children participate in sport in structured environments only
- **3%** engage in sport in solely unstructured environments (play)
- **18%** participate in both structured and unstructured environments

Adult Activity Levels

- **48%** of Canadians (aged 20 and older) **are at least moderately active** during their leisure time.
- **52%** of Canadians **are inactive!**
- **Women** are 55% inactive, 45% moderately active or more.
- **Men** are 49% inactive, 51% moderately active or more.

Adult Activity continued...

The following groups of individuals are more likely to be at least moderately active:

- Those with **higher socioeconomic** status (compared to those of lower SES)
- **Men** (exception being for those aged 45–64 years where women and men are similar)
- **Younger adults** (compared to older–

Beliefs about the benefits of physical activity

Beliefs about the benefits of physical activity

- **78%** of Canadians very strongly agree that physical activity prevents heart disease.
- **73%** believe that it helps maintain ability with everyday tasks in older age;
- **67%** agree very strongly agree that it helps reduce stress.
- Students are less likely than the national average to strongly believe in

Intensions to become active

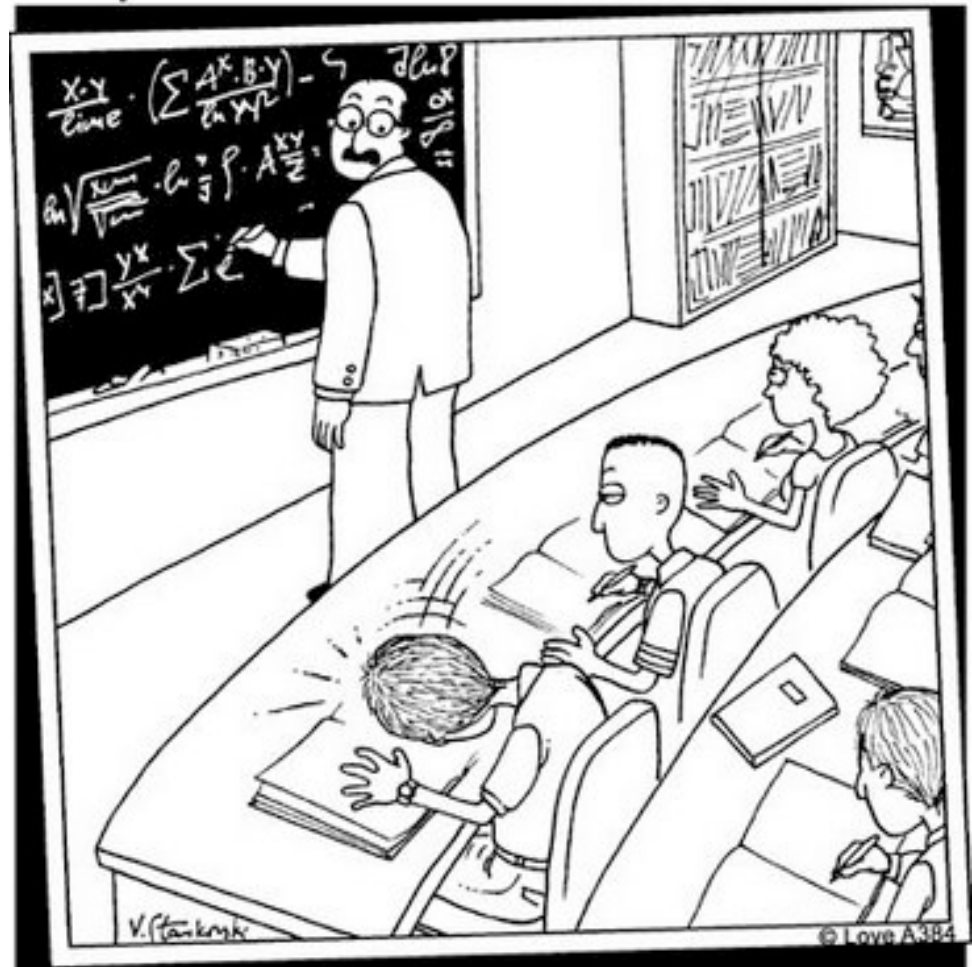
Intentions to become active

- Among individuals who had strong intentions to be active, the following are reasons they report for wanting to become active:
 - Stay fit or to maintain health, 39%
 - Maintain weight, 12%
 - Lose weight, 10%
 - Physical activity is fun, exciting or enjoyable, 8%
- Students are more likely than the national average report that the reasons they want

Questions

PERLS 104

Questions



Professor Herman paused when he heard that unmistakable thud -- another brain had imploded.

PERLS 104

Socialization

Functionalism

- Scholars using functionalist theory to guide research view socialization as a process through which we learn what we must know to fit into society and contribute to its operation.
- INTERNALIZATION MODEL

Conflict

- Scholars using conflict theory also view socialization in terms of an internalization model. However they focus primarily on the ways that economic factors influence sport participation.
- ECONOMIC DETERMINISM

New Approaches to

- Sociologists today are unlikely to view socialization as a process through which culture is passively internalized.
- Instead, they prefer an interactionist model based on the idea that socialization involves participatory learning through which people are involved in larger processes of cultural production, reproduction and change.

Socialization

- Socialization refers to the life-long, cumulative process of learning, relearning, and un-learning of the existing (and changing) knowledge, skills, attitudes and behaviours. Sociologists study socialization processes at various levels, ranging from day-to-day interactions between individuals to the organization of society as a whole.
- Throughout our discussions we are also

SUMMARY

- We know that sports have an impact on people's lives. The most informative research on what happens in sports deals with:
 - Everyday experiences of people who play sports
 - Social worlds created around sports
 - Community and cultural processes through which ideologies are created, reproduced and changed

Activity

- In groups of 10–15 students, introduce yourself (3 minutes)
- I will go around to each group with a “socialization scenario”. As a group, discuss and apply a theoretical perspective (10–15 minutes)

- # SPORTS are more than
- **Sports** consist of sets of relationships that are produced by people in society.
 - **Sports** are the creations of people interacting with one another.
 - **Sports** are the “social stuff” out of which society and culture come to be what they are.

Critical

- **Society** involves cultural production, power relations and ideological struggles
- **Sports** are social constructions that change as power relations change and as narratives (stories)
- **Research** focuses the meaning and organizations of sports,

Interpretive

- **Society** is created and maintained through social interaction
- **Sports** are studied in terms of how they are created and given meaning by people
- **Research** focuses on how people experience sports and how identities are related to sport

Athlete Burnout (4 groups)

Functionalist

- Public goals and values can take a toll on a young athlete
- Athlete with individualistic talent are all grouped together to form a common goal, but may struggle with finding their own role
- Athlete burnout allows us to slow down and regroup and recharge our bodies to come back better and healthier

Interpretivist

- Media coverage can take its toll on an athlete but only subjected to their play on the field
- Public interpretations vs self value (psychological burnout)
- Burnout is negative, frustrating
- Sport becomes like work
- Extreme pressure from coaches, trainers and teammates

Athlete Burnout (4 groups)

Functionalist

- Higher expectations of athletes
- Overtraining, overworked, overanalyse
- Focus not on the individual but more on organization, country
- Assumes all social groups benefit from

Critical

- Challenging the coaches, management for creating athlete burnout
- Example: Hockey
- Players have to perform , get the show on the road, media does not follow a burned out athlete

Competition (3 groups)

Functionalist

- Social order depends on maintaining solidarity through establishing social institutions, including sport.
- Sport must be competitive and regulated to teach kids rules and values

Critical

- Expand non-competitive sport to encourage more participants.
- **Competitive sport is**

Conflict

- Competitive sport has more funding

Interactionist

- Kids play for fun

Ending Sports, “Getting on with life” and changing personal

Functionalist

- Emphasizes that existing sport forms should be supported and maintained
- Individual athlete's problems, fears, injuries, etc...
- Stay a productive member of society

Interpretive and Critical

- Health benefits, wants to do activities with grandkids, husband, strengthen self-identity
- Lost power and control if they were no longer involved with sports
- Make a choice between “competition” and “fun”.