Teach Your Children Well

Corbin addresses common misconceptions about the promotion of lifetime physical activity through physical education and proposes alternatives for change. First, he suggests that children are not fragile and are capable of vigorous aerobic physical activity. At the same time, he notes that children are concrete thinkers and therefore do not engage in physical activity because “it is good for them” but, instead, because they enjoy it. The myth that young girls are fragile and uninterested in physical activity is debunked, but Corbin suggests that they sometimes need opportunities to build their skills and confidence. Given these observations, it is suggested that physical educators should give physical activity a higher priority than physical fitness. It is further suggested that physical educators should not just focus on the development of motor skills but should also develop self-management and problem-solving skills. In the final analysis, emphasis should be placed on developing perceptions of competence in activities that can be performed by most children and that provide foundational experiences for an active lifestyle.


TARGETing PE

This study examined the effect of manipulating the motivational climate on achievement goal orientations, satisfaction/boredom, and perceived competence in physical education (PE). Participants were 40 British adolescents who received either a series of mastery-oriented lessons based on Epstein’s (1988, 1989) TARGET framework or standard PE lessons. Results indicated that students exposed to the mastery lessons experienced significantly higher levels of task orientation and perceptions of competence. These students were also more satisfied and less bored with the PE lessons, and their ego orientation scores decreased significantly from pretest to posttest. The findings were discussed with regard to the implications of manipulation of task structures in PE and organized youth sport.


Approaches to Sport Psychology Consulting

In a special issue of the *International Journal of Sport Psychology* devoted to applied work with athletes, experienced sport psychologists comment on their approach to consulting. In one article, Ken Ravizza (University of California at Fullerton) indicates that his general approach to consultancy work is based on an existential philosophy, with freedom of choice and responsibility for the conse-
quences of decisions resting with the athlete. To existentialists, existence is what is, not what should be or might be. Therefore, emphasis is placed on a here-and-now focus, a relinquishing of control, and transcendence of the ego so that the athlete can become totally immersed in the performance. To assist the athlete in achieving these goals, the consultant must get to know and appreciate the athlete’s experience, help him or her to recognize experiential knowledge, and assist in the refinement of strategies that spring from this experiential wisdom. Ravizza suggests that peak performance in sport and in life is not about being perfect. Instead, it is about learning to deal with adversity and to compensate.

In another article in that issue, Jeff Bond (Australian Institute of Sport) summarizes an institutional approach to sport psychology consultation that includes personal development training, lifestyle management, performance enhancement training, group and team dynamics, critical interventions, and applied research. He also outlines a holistic philosophy of consultancy which recognizes the elite athlete or coach as, first, a functioning “person,” and second as a “sportsperson.” With this philosophy as a basis, Bond discusses educational and training issues related to sport psychology training and the types of competencies needed to provide effective services. He also addresses issues related to acceptance and credibility, awareness of boundaries, confidentiality, and strategic obsolescence.


**What Bugs Olympians?**

U.S. Olympic athletes who participated in the Atlanta and Nagano Games were sent surveys by Gould and colleagues in order to investigate factors that might have influenced their performances. The athletes were asked to note both positive and negative influences and to rate the degree of impact for each factor. From the results, the authors developed a model of performance influences that included 12 categories of factors: performance-related, sponsor, media, staff, weather, travel, environment, coaching, equipment, team, family and friends, and “other.” Positive influences in these categories included confidence in self and teammates, past Olympic experience, helpful staff, proximity of the venue to the Olympic village, trust in the coach(es), team leadership and cohesion, sources of support, and communicating with family. Some of the negative influences included too much time before competition, outside factors that disrupted routines, decision-making related to business, inexperienced governing body personnel, transportation difficulties, distractions in the Olympic village, timing of ceremonies in relation to competition, team conflicts, and equipment problems. Gould et al. note that their findings point out the limitations of some sport psychology research that examines one or two variables at a time instead of considering the interactions of a wide range of variables.

Lookin’ Good or Good Lookin’?

Ninety-two undergraduates read profiles of male or female athletes that focused either on the athlete’s accomplishments or the athlete’s attractiveness. Each profile was accompanied by a picture of the stimulus person. Respondents were then asked to rate the athlete with respect to femininity, respectability, athletic ability, and aggressiveness. They were also asked to rate the stimulus person’s physical attractiveness, likeability, heroic qualities, and similarity to the “ideal” man or woman. Female athletes who were described as attractive were seen as more attractive than female athletes who were described in terms of their athletic ability, even though the same picture was used in both scenarios. Males, on the other hand, were rated the same in both conditions. In addition, athletes who were described in terms of attractiveness were viewed as less talented, less aggressive, and less heroic than those who were described in terms of athleticism. The authors comment on how a focus on factors other than ability can marginalize accomplishments, especially for female athletes.

Knight, J.L., & Giuliano, T.A. (2002). He’s a Laker; She’s a “looker”: The consequences of gender-stereotypical portrayals of male and female athletes by the print media. *Sex Roles, 45*, 217-229.

More or Less Exercise

Despite the fact that physical activity need not be highly intense to produce health and physiological benefits, many individuals still believe they must work out vigorously to improve their health. This study examined exercise adherence in sedentary men and women as a function of different combinations of exercise intensity and frequency. Participants ranged in age from 30 to 69 years and were randomly assigned to either a control group or one of four exercise groups (intensity = moderate or vigorous; frequency = moderate or high). All participants kept daily training logs and attended 11 group sessions during the 6-month study. The results showed that those in the moderate intensity group accumulated more total minutes of exercise and completed a greater percent of prescribed minutes than participants in the high intensity group. The high intensity group also reported more exercise-related injuries. At the same time, the high frequency group walked more total minutes than did the moderate frequency group. The authors suggested prescribing more frequent exercise to ensure that participants reach the minimum necessary amount for health benefits.


Exercise and Breast Cancer

Most survivors of breast cancer undergo some combination of surgery, radiation, chemotherapy, and hormone therapy. These treatments can have negative physical consequences such as fatigue, weight gain, nausea/vomiting, pain, osteoporosis, and muscle atrophy. They can also have negative psychological consequences such as depression, anxiety, stress, altered body image, impaired cognitive
functioning, or reduced self-esteem. The purpose of this paper was to review research on the effects of exercise following breast cancer treatment and to make recommendations for exercise as a therapeutic adjunct. Some 90% of the studies examined showed beneficial changes in at least one physical or mental outcome as a result of exercise. While none of the studies specifically addressed exercise types and amounts, some general guidelines were offered. Walking is the most common mode of exercise for this group of individuals, although any type of activity is appropriate, including upper body exercise such as swimming. It was suggested that resistance training and aerobic activities should be incorporated into any exercise program. ACSM guidelines for frequency, intensity, and duration are generally appropriate (50–75% heart rate reserve, 3–5 days per week, 20–60 minutes per session), but general fitness levels and current physical state (e.g., fatigue, nausea) must be considered. In order to encourage adherence, it is important to help patients find enjoyable exercise that builds confidence and a sense of control, develops new skills, and includes positive social interactions.


**Depression Rules**

In this paper, Lane and colleagues examine a number of hypotheses related to the centrality of depression in the mood/performance relationship. Participants were 451 children ages 12.4 years who completed a modified version of the POMS and set performance goals 10 minutes prior to a competitive running race. Depressed mood was positively related to anger, fatigae, confusion, and tension, but negatively related to vigor. Depressed mood was also associated with the setting of easier goals and relatively low levels of performance. Anger was associated with debilitated performance when accompanied by depressed mood, but anger was not related to performance in the absence of depressed mood. Discussion focuses on the moderating effect of depression on the mood/performance relationship.


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