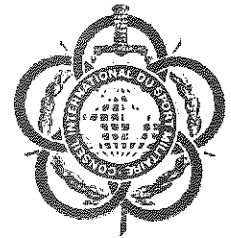


International Symposium on *Sport for all!*



SPORT FOR ALL AND THE MILITARY

General ZECHNER (Austria)
President of CISM

I should like to start my presentation with a few general remarks on mutual relationship between the military and sport.

Sport has been influenced in decisive way by the military, and, conversely, has in many ways influenced the military, especially with regard to training. This interaction has reached hitherto unknown proportions.

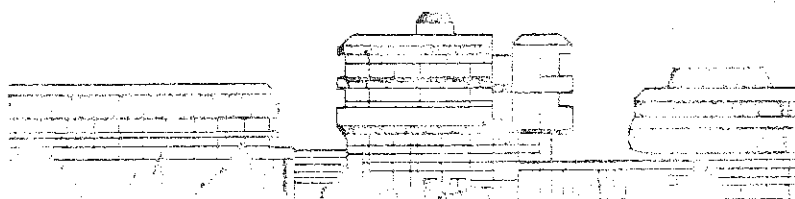
Naturally this statement and those to follow has a wide application, both with respect to place and time, and refer to « sport » as a common word in every day language as a general sub-category of the term « physical exercise », and not to the limiting meaning of a scientific definition.

Physical exercises have been performed during the earliest phases of human development. They result from bodily movement required for utility, work and fight outdoors, leading to basic activities like running, jumping, throwing, lifting, carrying, wrestling, and others that are trained in delineated areas to facilitate the struggle for existence. The overwhelming number of all modern disciplines thus trace their roots back to early times, and many of them are directly linked with military applications. All culture groups in all periods of history bear witness to this fact. Let me give two examples: During antiquity the Olympic Games marked the first heydays of sport and included boxing, wrestling, racing and the like, all of which are disciplines with an undoubtedly military character. Medieval tournaments are in essence, ritualised forms of contemporary combat. One always finds that sport and the military training have common roots, and, as so another generalising statement, one can say that both are aimed at forming the body.

Therefore it is a logical consequence that the military has made and still makes important contributions towards the methodology of physical education. This can be demonstrated by a large number of examples like the manuals in the fields of fencing, riding, swimming and skiing, just to mention a few examples of Central Europe.

The mutual influence between sport and the military at this day and age could be exemplified by

- institutions that deal with sport in the armed forces;
- competitive sport in the armed forces and
- the way sport influences military training in general.



Warendorf - Germany
22 - 28 September 1996

Let me only say some words about the nomenclature with respect to the improvement of the individual's bodily abilities. This varies from army to army and covers the terms of „physical education“, „physical exercise“, „physical training“, „fitness training“ up to and including „sport“. The semantic differences give a rough indication of how the different armies view the purpose of this part of the whole training regime. There can, however, be no doubt about its function as an educational factor. This results from the fact that personal achievements in the field of sport can, apart from their intrinsic value, be contributing factors towards achievements in other areas, and thus lead to a higher level of education and social status. Whenever the term „education“ is used in this respect, this includes socialisation in general and also specific training. Whereas one school of thought tends to emphasise the mediatorship of physical education (sport), representative of a more teaching oriented approach of sport want to see it as a field of education in its own right which mainly is a goal in itself and which leads to better bodily fitness for general military training as a spin-off.

Apart from that, the practical application is always based on the same means: Games and exercise from the big repertoire of sport, combined with specific findings of any kind that have proved their general validity in many ways in the field of sport.

In this respect, however, a world-wide analysis of the prevailing training system shows a remarkable general shift of sport from „military sports“ to „sports in the military“. Together with this change one can also note that the aims of sport are much more directed towards the promotion of the individual than to the collective as before.

Taking into consideration some consequences that are linked with the ongoing processes of restructuring in a high number of armed forces the big challenge of the military for the years to come will not be „education“ for sport by sport“ but also the extension of „sport for all soldiers“ to „sport for all members of the armed forces“.

I do hope that time is not so far when all CISM members will be able to approve the „CISM-Charter“, already prepared in a draft by the CISM-Academy, which I am going to quote now:

„Physical and sport activities constitute important factors of stability, health and development of an individual; they are basic elements of education, culture and social life. The daily practice of physical and sports activities of an acceptable quality is an (undeniable) right for each individual belonging to the armed forces of the world regardless of rank, sex, age, capabilities or social condition“.

Consistent attempts to achieve an optimum will of course immediately call for valid theoretical concepts that meet the demands set by many criteria and also for the methodological abilities to put these concepts into practice.

Now in the second part of my deliberations to the subject on hand I take pleasure in giving an abridged example of three assumptions (one each anthropological, psycho-sociological, and methodological) that would have to be taken into consideration and/or could stimulate new ways. Or in other words to put the threefold question with regards to the practised sport „who?“, „why?“, „how“?.

Anthropological basic assumptions about man, also important for anthropological questions in the field of sport (GRUPE)

- Man is a being capable of action:

This means that man is not predetermined as an animal is, which possesses a set of readily available instincts that determine its actions from birth onward. Man is open for a multitude of influences and effects exerted by his cultural and social environment. Man depends on them, but he also must come to grips with them. The conditions that allow education and learning are based on the underlying assumption that man can opt for or against a certain course of action. This is also true for the education in the field of sports.

- Man is a being embedded in history:

His nature is not fixed; he is subject to changes in the course of history. His self-esteem and what he thinks he is must also be seen in a historical context. In this context, the role of the sexes, of women, of age groups, of the body, of sexuality, of posture, and of bodily movement are variables.

- Man is a cultural, social and societal being:

This means that not only is the individual an unmistakably unique one, but he is also determined and personalised by social, cultural, and societal traits. Not even the body is purely organic or natural; it too can be regarded as a social entity, since its appreciation and importance is different in every individual, as well as in every social stratum and cultural setting.

Following these basic assumptions mentioned before, one must assume, at least on principle, his freedom of action and of decision making, and thus his ability to learn and to teach, as limited as they may be due to individual or external conditions. Man is determined by internal (bodily) and external (social and cultural) factors, but not completely and finally as to deny him any decisions of his own. This is why we must realise that

„man does not merely live his life,“

„must see life as a task to be fulfilled“.

In this context a very special aspect deserves particular attention. Each period of individual development has its own characteristics and its specific effects on the educative task. Generations also usually pass through a developmental process that is in a way similar to the individuals. The most remarkable event, comparable to the discovery that the individual makes of his self in his personal adolescence, is the new awareness of the „we“, the notice of the strength of the group as such, the discovery of the intelligence and the physical and moral force of his generation, which are in no way inferior to those of his elders. The group behaviour of a generation is of special significance for the behaviour patterns of the youth around the age of 20, when National Service is generally done. But it is not only the generation group that conditions the behaviour of such a youth; the norms and choices of any other (normal) group in which the individual is included have enormous motivating force in his choice of personal behaviour patterns. From this point of view for the recovering attitudes of assimilation and may not only become a great opportunity for reinforcing and broadening major learning patterns but may also lead to a linkage with circles that will enrich social behaviour, into which individual values may be fully integrated.

The sixfold meaning of sport (attachment 2)

- By doing sport, people search for special bodily experiences, for bodily balance, for a workout as comprehensive as possible, and for the resulting good feeling. They expect sport to exert a positive influence on their fitness, their health, and their shape.
- Through sport people search for fascination, sensations, and pleasure that can be associated with bodily movement as such. Through the movements performed in sport, they gain access to experiences of a special kind, particularly nature.
- People seek to use sportive movements as a vehicle to formulate messages about themselves; they want to express something in this way; they want their movements to appear skilled, artistic, impressive, beautiful, and of aesthetic value.
- People are attracted to sport as a field of activity in which one can set one's goals, strain oneself, measure up to challenges, compare oneself with others, find out one's capabilities and limits, experience the appreciation of others, and recognise one's own value.
- In the field of sport people seek open-ended situations that cause tensions, but are not necessarily threatening. They search for experiences full of risk and adventure, they thrill of an uncertain situation, and the relief to follow.
- In the field of sport people seek togetherness, a special, and often easier communication, the experience of a close human relationship, and social life.

Each of the answers presented above characterises an aspect of sport that can be important for the individual. The importance of each point may be different sportsmen. Each of these six answers, however, is not only a justification of sport, but characterises in itself under the living conditions prevailing today a real need or human necessity. The connection between subjective attraction and objective value is best characterised by the term „meaning“.

Promotion of fitness and education towards fitness (BREHM) (attachments 3 and 4)

At present, „fitness“ enjoys the highest priority with respect to the „meaning“ of sport. „Improving one's fitness by means of sport“ is an almost unanimous answer cited in respective surveys. In Germany, for example, recent surveys about the attraction of various disciplines show that those connected with fitness rank highest: Swimming, hiking, and bicycling to be practised without any organisations, whereas institutions report the highest demand in the wide field of gymnastics as a means to achieve fitness (jazz gymnastics, wellness gymnastic, fitness gymnastic, fitness training, aerobics, power training, work-out, etc.) Here one finds that these opportunities are not only interesting for people already motivated for sport, but also for those who generally have a motivated for sport, but also for those who generally have a rather negative attitude towards sport. For both groups fitness training can become a fixed part of their lifestyle and have a positive effect on the physical, psychological, and social development of many and thus give them an option to remain healthy, and to enjoy a high quality of life and a high degree of well-being.

Both subjectively and objectively, the term „fitness“ generally remains rather undefined and is largely determined by age. Whereas younger people generally equate fitness with health, well-being, and increased strength of the body, grown-ups think differently, since they want to prevent risks and ailment by maintaining a high level of fitness. Generally people widely agree, however, that fitness in general refers to bodily ability and strength. Therefore, fitness is both a general value of our society and a particular motivation for sport, especially in young people and in grown-ups, including senior citizens.

Fitness has always been attributed due importance in the training programs of the armed forces. Promoting fitness in the course of training and educating soldiers towards this goal will remain a training priority. The teaching concept to be employed in this connection should increasingly be based on the responsibility for the individual as a whole: it should be designed to foster bodily abilities in a most comprehensive way, attract and support both cognitive and emotional levels in its educational efforts, and be flexible in terms of intentions and methods, so that the emphasis can be put wherever needed.

These principles form the following concept of „promotion of fitness and education towards fitness“ by BREHM.

- „Promotion of fitness“ should not be a mere support of physiological functions, but a most comprehensive increase of bodily abilities via five different approaches (conditional, co-ordinating, relaxing, rhythmic, and expressive).
- „Education towards fitness“ as a superior principle should address the cognition, emotion, and the motivation of the students. It should create „competence in fitness“ in order to enable them to act and it should create „fitness awareness“ to make fitness activities as an stable as possible part of their lifestyle.
- The intentional inclusion of sensory „perception“ by initiating experiences and by directing attention should in the end become the central linkage in methodology for education to grow out of mere promotion.

A few remarks may serve as an illustration of the education intentions:

- „Competence in fitness“ includes the knowledge about effects („What changes in my body through endurance training?“), about processes („How can I train my endurance?“) and the ability to control („To what extent does my endurance increase?“).
- Fitness awareness requires positive experience on an emotional level. This is the case if one feels after fitness activities. Therefore the selection of the right workload in a given situation should be determined by the subjective feeling in that particular situation, rather than by some training norm. When in doubt, the creation of a long-term fitness awareness takes precedence over immediate support, as the former is the precondition for the latter.
- Fitness awareness largely requires positive attitudes. Such awareness is reinforced by activities that go beyond a long-term goal and that have a meaning for the concrete situation as well.
- Improving bodily abilities along the lines to be supported takes a lot of time, and thus is limited within the restricted timeframe of on-duty training. Activation and guidance of sensory perception in the early phases of such a promotion, however, permit the creation of emotional and motivating preconditions to activate bodily activities beyond duty hours.

With this in mind, and to repeat it, any education towards fitness presupposes promotion of fitness, as both of them must go hand in hand. Sensory perception becomes the central linkage in methodology for education to grow out of mere promotion.

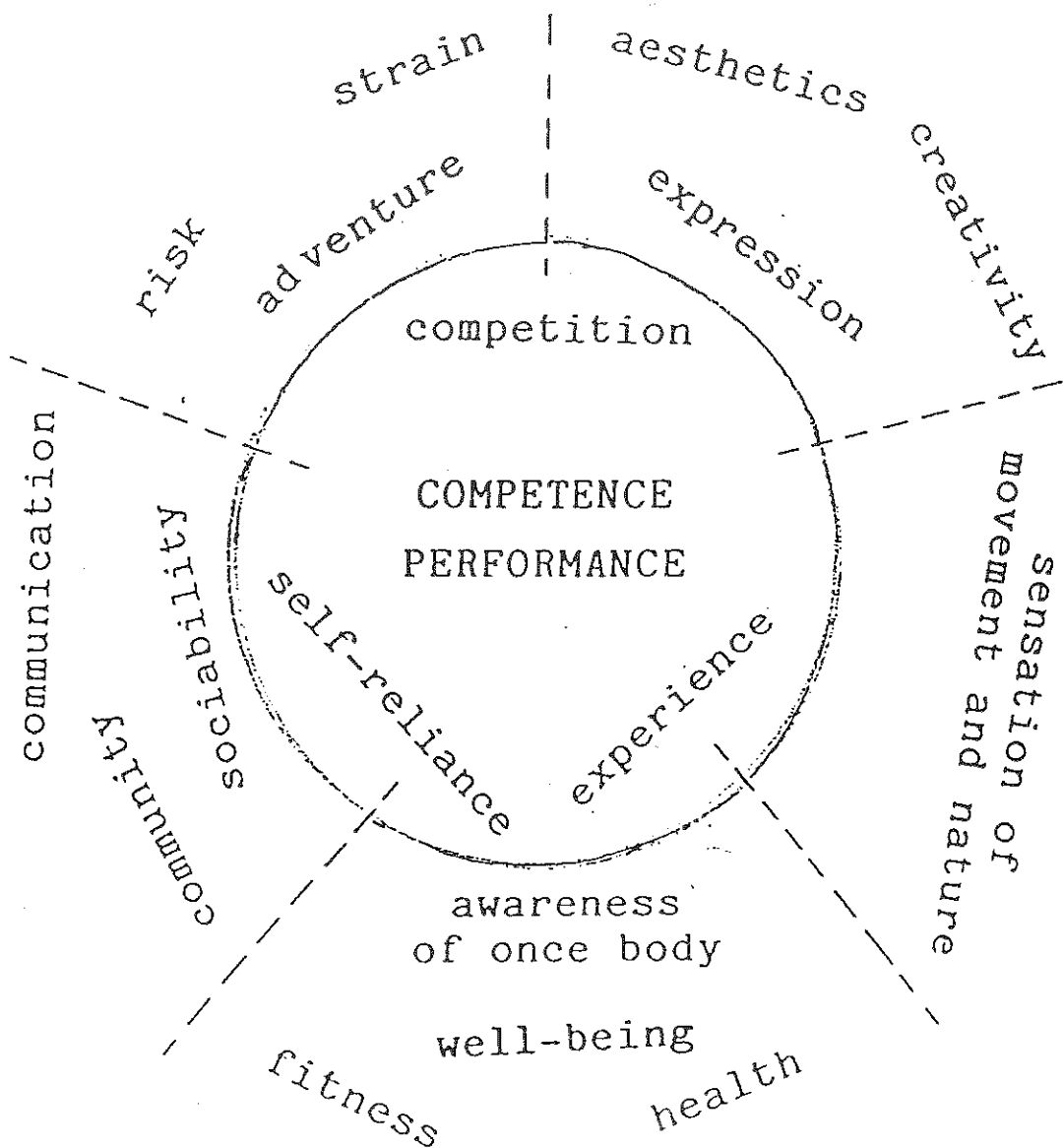
It is important to know that our success as teachers is primarily measured against the success with which we achieve our educational purposes.

Coming to the end of my presentation let me highlight the interdependence between the acceptance of all our work and the efficiency achieved. This relationship becomes the key for the success of all our efforts. I have put it in the simple formula: „Efficiency is the quality of the effort, multiplied by its acceptance“.

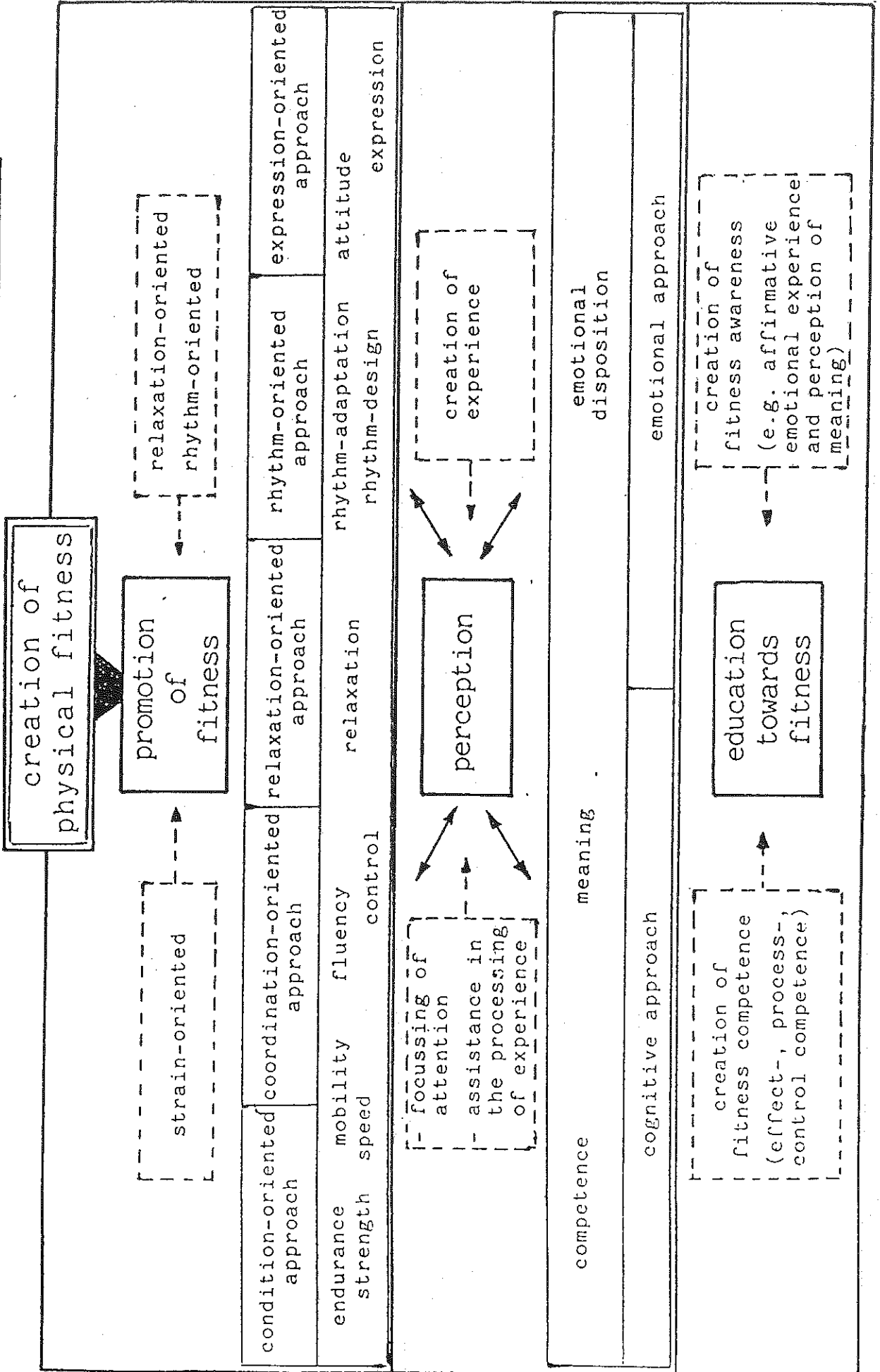
$$E = Q \times A$$

**MAN IS
A BEING CAPABLE OF ACTION
A BEING EMBEDDED IN HISTORY
A CULTURAL, SOCIAL AND SOCIETAL BEING**

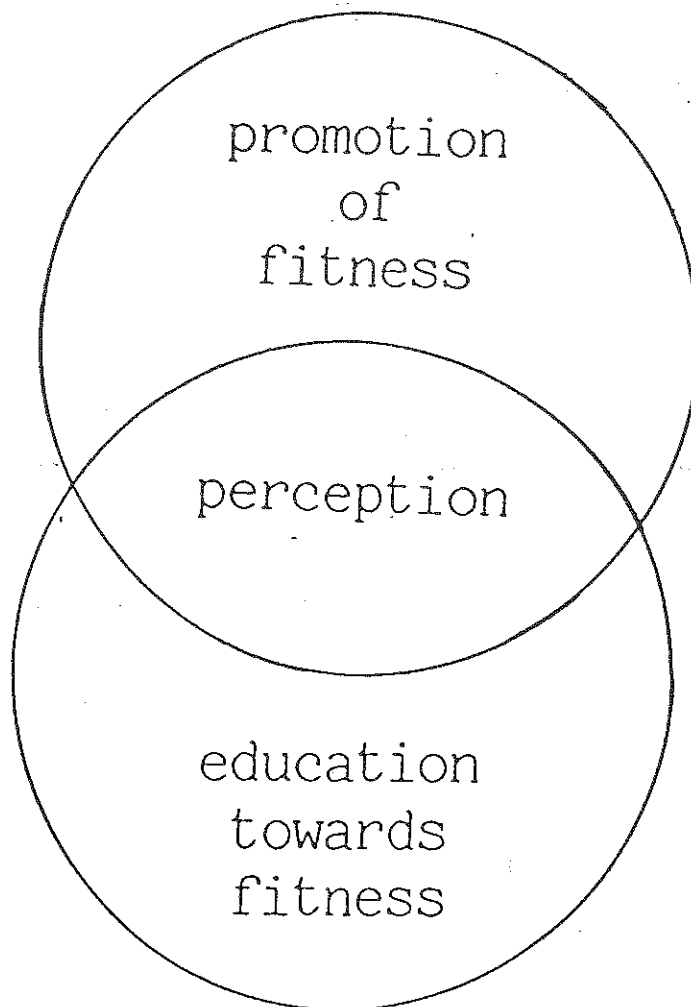
The sixfold meaning of sport



Intentions, approaches and methods of the promotion of fitness and education towards fitness



enhancement of body functions
and the body's ability to achieve



development of competence
and the motivation
to independently preserve fitness