

*What Sport Means
in America:
A Study of Sport's Role in Society*



U.S. Anti-Doping Agency

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Legendary basketball coach John Wooden wrote in his memoirs, *The Wisdom of Wooden*, that his father was formative in instilling the values of sport and life.

“Basketball or any other sport can be great fun to play and entertaining to watch. However, it offers something more important. The lessons it provides—taught properly—apply directly to life. Many of those lessons are usually taught first by a good mother and father, but sports can help make them stick and add a few more.”

INTRODUCTION

Background

As the non-profit, independent entity recognized by Congress to administer the anti-doping program in the United States for the Olympic, Paralympic, and Pan Am Games sports, the U.S. Anti-Doping Agency’s (USADA) mission is to preserve the integrity of competition, inspire a commitment to the core principles of true sport, and protect the rights of U.S. athletes to compete healthy and clean. USADA is equally dedicated to its four main areas of service: 1) the anti-doping testing and results management processes, 2) programs that deter and detect incidents of doping, 3) research that advances anti-doping science, and 4) education initiatives aimed at preventing doping altogether, rooted in building a culture of integrity and priceless life lessons learned through true sport.

Recognizing that doping, at its core, is not just a drug problem but also a values issue, USADA understands that cheating by doping is just one manifestation of a fundamental ethical problem—the willingness to win in sport at all costs. This attitude undermines the intrinsic value of sport, and all that it offers, and incurs serious health and social costs to all of those who participate. It is with this in mind that USADA envisions itself as a guardian of the values and life lessons learned through true sport.

The Value of Sport – A National Asset

We know that sport, at its best, can build character and promote the virtues of honesty, respect, selfless teamwork, dedication, and commitment to a greater cause. Sport lessons (good and bad) transcend the playing field, spilling over into the classroom, the business world, and the community, and contribute to shaping the character and culture of America’s citizens.

In acknowledging sport as a valuable national asset, we must be candid about the issues currently tearing at its fabric. There are those who place winning above all else and are willing to cheat for the sake of this goal. This willingness to prioritize winning, at the sacrifice of ethics and health, erodes our trust in sport and its inherent value. In the United States, there is no doubt that we face a doping problem. The question is, to what extent is this but one extreme symptom in our country of a greater epidemic—an ethics issue? As a nation, we should embrace the role that sport currently plays and can play in our society, and the issues it now faces, in order to determine how to ensure its enduring integrity and value.

Project & Objectives

In establishing a foundation for its educational footprint, USADA has implemented this research project in an effort to measure the attitudes, beliefs, and behaviors of the nation's general population, as well as those of athletes competing in sport under the auspices of a national governing body [NGB], regarding the impact of sport in our society (see box). Due to the NGBs' unique positions as regulatory and membership bodies, data from NGB participants is included to capture the formalized sport audience, which includes not only the most elite athletic levels of sanctioned competition, but also the developmental and organized youth programs for those who make sport a part of their lives. The results of this study will inform future education initiatives, serving USADA's mission to inspire audiences about the values to be derived from a culture of true sport.

The survey was conducted by Discovery Education under its national research arm, on behalf of USADA, and as part of a partnership on the national USADA True Sport Awards program. Based on an online questionnaire, including closed-ended questions and open-ended input from youth as well as adult populations, the study looks at, among other things:

- participation levels nationwide,
- the values sport should reinforce versus those that it actually does,
- beliefs about issues/problems facing sport today,
- why people begin playing and conversely why they stop and when,
- what drives the pressure to cheat and the impact of the emphasis on winning,
- the responsibility sport figures have as role models, and
- whether sport is meeting society's expectations.

METHODOLOGY

To address its research questions, USADA commissioned Discovery Education to conduct an online survey (Appendix A). A total of 8,934 surveys were completed, representing five different audience segments:

- **General population adults ages 18-64** (n=4,443): Individuals selected from a general population panel and weighted using U.S. Census data to be demographically representative of the U.S. general population,
- **NGB Adults** (n=370): Members of national governing body (NGB) sport organizations who are 18 years or older, and who participate in sport, are parents of children who participate, or are officials or volunteers. (For the definition of an NGB, see box this section.),
- **NGB Coaches** (n=193): Individuals who are coaches for NGBs. (For definition of an NGB see box this section.),
- **Teachers** (n=201): Educators recruited from the Discovery Education call list who teach at the K-12 or at the college levels (majority teach middle school or high school), and distributed nationally as follows: Northeast: 23%, Midwest: 20%, South: 33%, West: 24%,
- **Children ages 8-17**, including:
 - **General population children participants ages 8-17** (n=2,263): Children in the general population who either participate in organized sport through a competitive league/club (not associated with school), through a school team, through community-based leagues, or participate in informal sport (not organized through official entities),
 - **NGB children** (n=646): Youth (ages 8-17 years old) participating as members in NGB-level sport. (For definition of an NGB, see box this section.),
 - **General population non-participant children** (n=681) Children obtained from the general population who have minimal or no participation in sport.

Respondents from NGB sport organizations were recruited from substantial and well-maintained lists provided by the following NGB organizations (for definition of an NGB, see box this section.): USA Fencing Association, USA Hockey, US Youth Soccer, USA Swimming, USA Taekwondo, and USA Track & Field. For the purposes of this study, the sampling of NGB sports included is based on a preference to have a representative cross-section of those played in the United States, including, but not limited to, the following criteria: summer sports, winter sports, large, small, with and without comprehensive youth components, with and without professional leagues, and a balance of youth participation, gender participation, geographic diversity, and ethnic diversity. Additional sports were contacted but unable to participate for various reasons.

The study was fielded from December 18, 2009 to January 20, 2010. The several survey forms took an average of 21 minutes to complete. USADA worked closely with an institutional review board (IRB) to ensure the project was in compliance with the Children's Online Privacy Protection Act (COPPA) regulations. Surveys sent to those in the general population were "blind," with no indication of the identity of the surveying party.

The online panel utilized in this survey was managed by Opinion Outpost. The online sampling method and sample size used in this survey produced results that are representative of the populations described. The 4,443 adult respondents have been weighted to reflect the U.S. Census for age, ethnicity and geography.

In addition to the quantitative study, 128 brief qualitative online interviews were conducted, focused primarily on the emphasis of winning in sport. Respondents were split between adults and children, and included 26 general population adults, 20 coaches, 20 teachers, 21 children ages 8-10, 21 tweens ages 11-13, and 20 teens ages 14-17.

This report emphasizes quantitative research findings among general population adults, but it also includes findings among the other primary subgroups as well as some demographic subgroups in which key statistically significant differences exist.

A national governing body (NGB) is a sports organization that has a regulatory or sanctioning function. Sport governing bodies can impose disciplinary actions for rule infractions and serve as the arbiter of rule changes in the sport that they govern. They also set the conditions for and supervise competitions. Every Olympic sport is subject to the oversight of an NGB, which also should provide training and education on the values and ethical expectations of the given sport.

EXECUTIVE SUMMARY

To better understand what Americans believe about the role and significance of sport in society and to assess their views on sport ethics and values, role models, and aspirations, in 2010 USADA commissioned a survey of nearly 9,000 Americans, representing the general population, coaches, athletes, and parents of athletes involved in Olympic-path sports and non-Olympic level sports (e.g. community-based, school-based, informal). The major study highlights are as follows:

- ***More than three-fifths of U.S. adults—approximately 162 million Americans—claim some relationship to sport-related activities***
- ***Parents overwhelmingly cite personal and social values when describing their hopes for their children in playing sport***
- ***Coaches rank as the #1 positive influence on today's youth involved in sport***
- ***Two-thirds of Americans agree that sport overemphasizes the importance of winning***
- ***Americans rank the use of performance-enhancing drugs as the most serious problem facing sport today, closely followed by issues such as the focus on money, and the criminal behavior of well-known athletes***
- ***Nearly 90% of U.S. adults agree that well-known athletes have a responsibility to be positive role models for young people, and by wide margins agree that the personal conduct of well-known athletes is as important as their athletic accomplishments***

Important findings from the study follow.

Role and Significance of Sport in American Society

Sport plays a major role in American life. More than three-fifths of U.S. adults, approximately 162 million people, claim some relationship to sport-related activities, including 25% who are actively engaged in sport as participants, parents of children in sport, coaches, or volunteers.

Sport offers many positive benefits to society, as the majority of adults agree that sport provides a source of fun and enjoyment (88%), can reduce youth crime and delinquency (84%), can teach valuable life lessons (80%), and can bring people together in ways that strengthen communities (76%). Three-fifths of adults agree that sport overall promotes positive values.

Why We Value Sport

Those who start a sport because they enjoy it and derive benefits from participation may be more likely to make it a life-long activity. However, many people drop out of sport—often at an early age—because they no longer perceive its value. Fun is the most common reason adults and children give for initially becoming involved in sport. Conversely, when sport is no longer fun, children and youth are more likely to stop participating.

Parents largely name positive personal and social values when describing their hopes for their children in playing sport. They hope that playing sport will teach their children to have fun, do their best, feel good about themselves, play fair, have respect for others, be part of a team, and be competitive in a good way. Parents agree that sport meets these expectations. In fact, **parents so highly value sport that more than 90% of parents of children who are somewhat or very active in sports agree that sport is “fun and a reward in itself.”**

However, U.S. adults are mixed as to whether sport overall is reaching its full potential in contributing to society’s values. They strongly believe that it is important for sport to reinforce wholesome values such as honesty, fair play, respect for others, doing your best, teamwork, fun, hard work, and self-discipline, and rank winning and competitiveness as the least important values sport should reinforce. However, interestingly, adults believe **the top qualities that sport actually does reinforce are competitiveness and winning.**

Ethics in Sport

Ethics violations and the desire to win at all costs threaten the inherent value of sport in America. A majority of adults (75%) agree that athletes’ use of performance-enhancing substances is a violation of ethics in sport. This is further underscored by the fact that **Americans rank the use of performance-enhancing drugs as the most serious problem facing sport today**, closely followed by the focus on money and the criminal behavior of well-known athletes.

Nearly two-thirds of U.S. adults agree that sport overemphasizes the importance of winning and two-fifths (41%) of those who report personally bending or breaking the rules say they were motivated by their desire to be a “winner.” Children ages 8-17 who play a sport believe that the desire to be a winner is the primary motivation for cheating. **As children get older (and stakes get higher) teens experience more cheating than do younger children (ages 8-10) and they become more tolerant of it.** In terms of gender, boys are more likely than girls to be aware of cheating in sport and consider winning to be a more important value in sport than do girls.

There is little tolerance overall for breaking or bending the rules in sport. More than 8 in 10 U.S. adults agree that breaking or bending the rules in sport is always cheating, whether or not someone notices (83%), and that breaking or bending the rules for any reason is cheating and should not be tolerated (84%). However, **more than half of adults believe that there are some sports that are accepting of unethical behavior, demonstrating the reinforcement of negative values and undercutting the ability of sport to reach its potential.** Football, hockey, wrestling, and baseball were sports most frequently mentioned as accepting of unethical behavior.

Despite adults’ disdain for cheating, about 1 in 5 admit to having bent or broken the rules in a sport and nearly half say they know someone who has bent or broken the rules in a sport. Cheating is most common among sports volunteers (36%), sports participants (34%), and male parents of children ages 8-17 (31%). Furthermore, nearly all (96%) of those who have personally cheated cite knowing others who have done so as well.

The Importance of Role Models in Sport

Although 67% of spectators spend most of their time watching professional sport, **adults believe that professional sport lags behind all other categories of sport in actually promoting positive values, while community-based sport is considered to have the most positive actual influence.** Roughly half of U.S. adults think professional athletes have a positive influence on today's youth, and nearly 90% of adults agree that well-known athletes have a responsibility to be positive role models for young people. **By wide margins, adults agree that the personal conduct of well-known athletes is as important as their athletic accomplishments.**

Children who play sport also have high expectations for well-known athletes. Despite the general intolerance for cheating of any kind, alarmingly, 41% of children in the general population who play sport and 29% of children involved in organized sport through a national governing body (NGB) [see box on page 3] *agree* that **if a well-known athlete breaks the rules in a game, it makes children think it is acceptable to break the rules to win.** In addition, children in all types of sport agree that **if a well-known athlete takes drugs, it makes children think it's acceptable to take drugs as well.**

Among all audiences surveyed, coaches rank as the #1 positive influence on today's youth, according to the majority of respondents. This makes coaches, perhaps even more so than parents and teachers, the guardians of youth sport. These adults are closest to youth sport participants (both proximally and emotionally) and are generally perceived as having a positive influence on young people.

Behind coaches, and other direct influencers, such as parents, teachers, and teammates, Americans rank Olympic, college, and professional athletes as less positive influences on young people, with college and professional sport athletes generally ranked lowest amongst these groups.

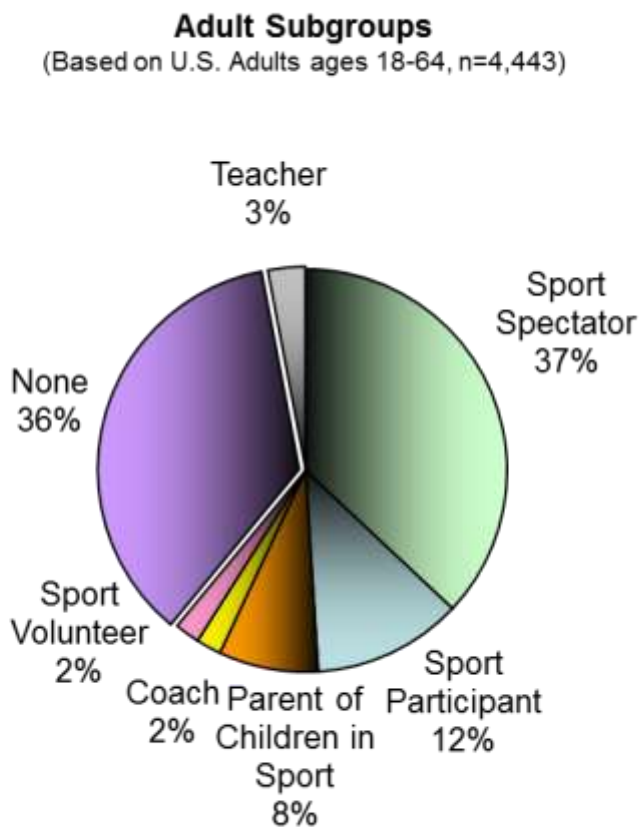
As children move into the teen years, their rankings of positive influencers shift away from direct influencers such as coaches, parents, and teachers, toward indirect influencers such as Olympic and college athletes, demonstrating a swing in focus to external public personalities as role models. Interestingly, among all respondents, **Olympic athletes rank higher than college and professional athletes as having a positive indirect influence on young people.** And Olympic athletes overall received the highest score in the "completely positive" category.

DETAILED FINDINGS

Role and Significance of Sport in American Society

The footprint of sport on society is large. More than three-fifths of adults in the general population are involved in sport-related activities, and **one-quarter are actively engaged in sport as participants, parents of children in sport, coaches, or volunteers** (see Figure 1). Among all adults, parents have the highest rates of active engagement in sport, driven by their children's participation, but also due to their roles as coaches and/or volunteers. Men and high-income households also have higher sport engagement rates.

Figure 1



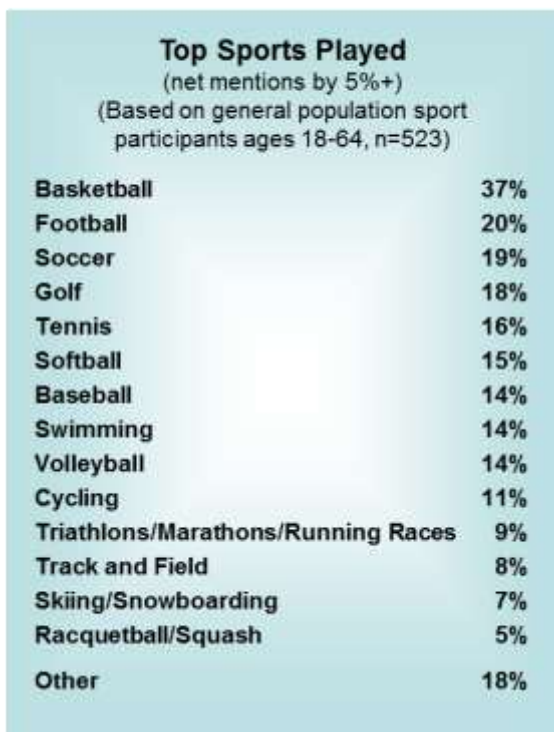
Adult sport participants in the general population devote a substantial amount of time to these activities, averaging more than 11 hours per week playing sports. Basketball, football, soccer, and golf are among the most popular sports; however, participants are engaged in a wide variety of sports (see Figure 2).

More than one-third (36%) of adult sport participants categorize their level of play as informal on playgrounds/parks, 25% are involved in an organized sport through a competitive league or club, 20% participate through community-based leagues, and 14% are on a school team competing against other schools (mostly at the college level).

Q 108: In the past year, which of the following **best** describes you?

There is strong overlap in the most popular sports among adults and children. Consistent with adult sport participants, the most frequently played sport among children in the general population is basketball (played by 41%). Other popular sports among these children include baseball (30%), soccer (29%), football (25%), and swimming (18%).

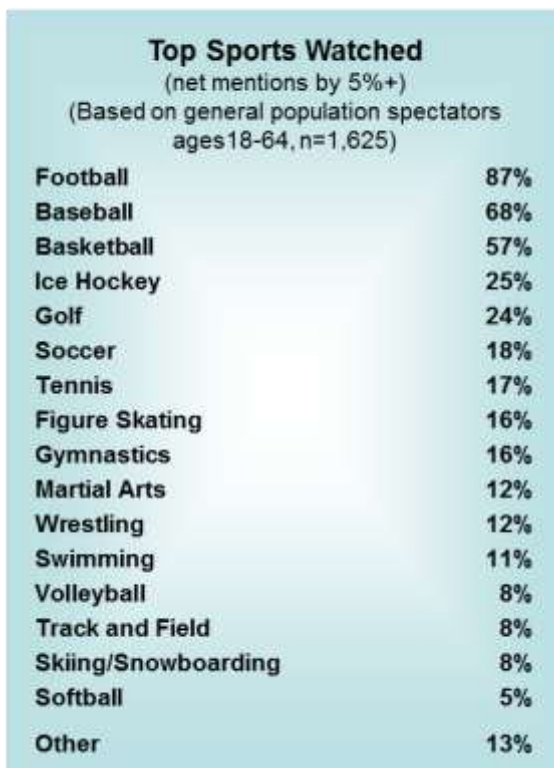
Figure 2



Although millions of American adults are sport participants, **the single largest group of adults describe themselves as sport spectators (37%)**. Sport spectatorship in the United States is a time-intensive pastime. Three-quarters (74%) of spectators watch a game once or more per week, and more than half check sports scores online (56%) and/or watch a sports recap show weekly (54%). Men drive heavy sports consumption, because they are both more apt to engage in these activities, and engage in them more frequently, than women.

More than half (55%) of sport spectators say they hardly ever miss watching a game if their favorite team is playing, and almost 4 in 10 describe themselves as sports fanatics, figures that, once again, are driven by men.

Figure 3



Professional sports are the major draw for spectators.

Two-thirds (67%) of sport spectators and 73% of men say they spend most of their time watching professional sports. An additional 23% of spectators allocate most of their viewing to school/college sports. Football is the most widely viewed sport in the United States, as 87% of spectators rank it among the top 5 sports they spend their time watching (see Figure 3).

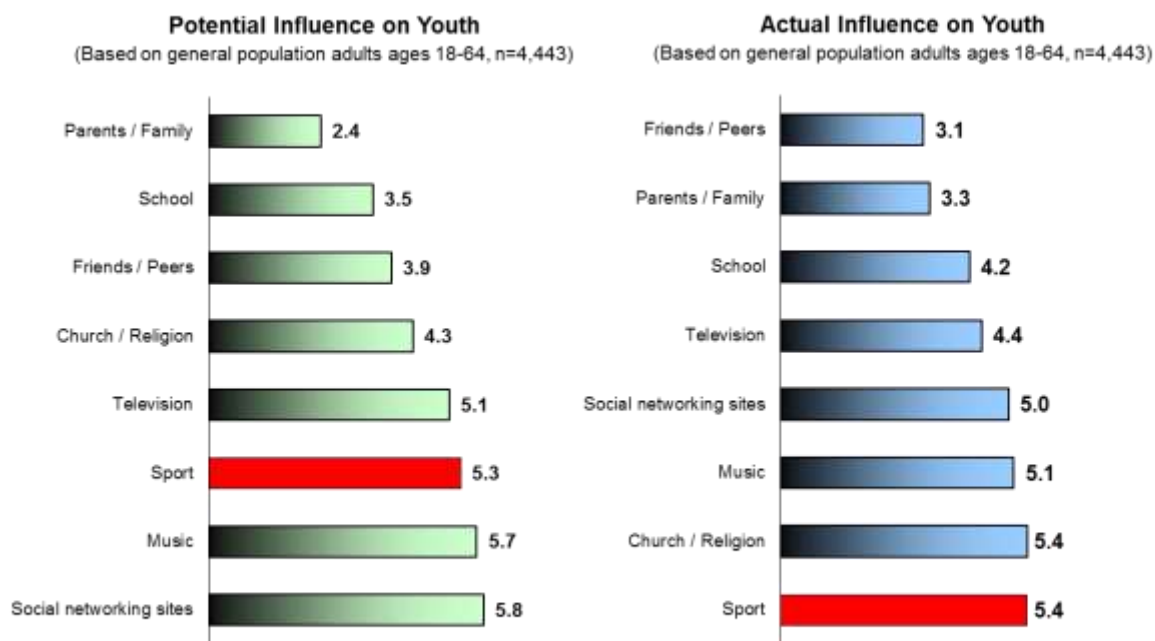
When asked about the importance of seven different values when watching sport, spectators are most apt to say it is *highly important* that **athletes/teams do their best** (74%).

The majority of spectators also value **being entertained** (63%) when they are watching sports and seeing **athletes/teams perform well** (56%). Interestingly, just 42% of spectators claim it is *highly important* that **athletes/teams win**.

Those identified as heavy sport spectators are more personally invested in their sport-watching experience compared to light spectators. Heavy spectators share the same values as light spectators; however, they are even more likely to place high importance on all top values, particularly winning. Although seeing **athletes/teams win** (65%) is *highly important* to the majority of heavy spectators, it still ranks fourth behind seeing **athletes/teams do their best** (82%), **being entertained** (74%), and seeing **athletes/teams perform well** (71%).

Despite their relatively strong engagement in sport, adults in the general population perceive sport as having limited positive influence on youth today. Those who are personally engaged in sport-related activities or who work directly with children perceive sport as having relatively greater positive influence. Respondents were asked to rank the actual and potential influence of eight factors, including sport, on today’s youth. Although sport ranks ahead of only music and social networking sites in terms of its potential positive influence, adults perceive sport as having less actual positive influence on youth than all elements listed including parents/family, friends/peers, and school (see Figure 4).

Figure 4

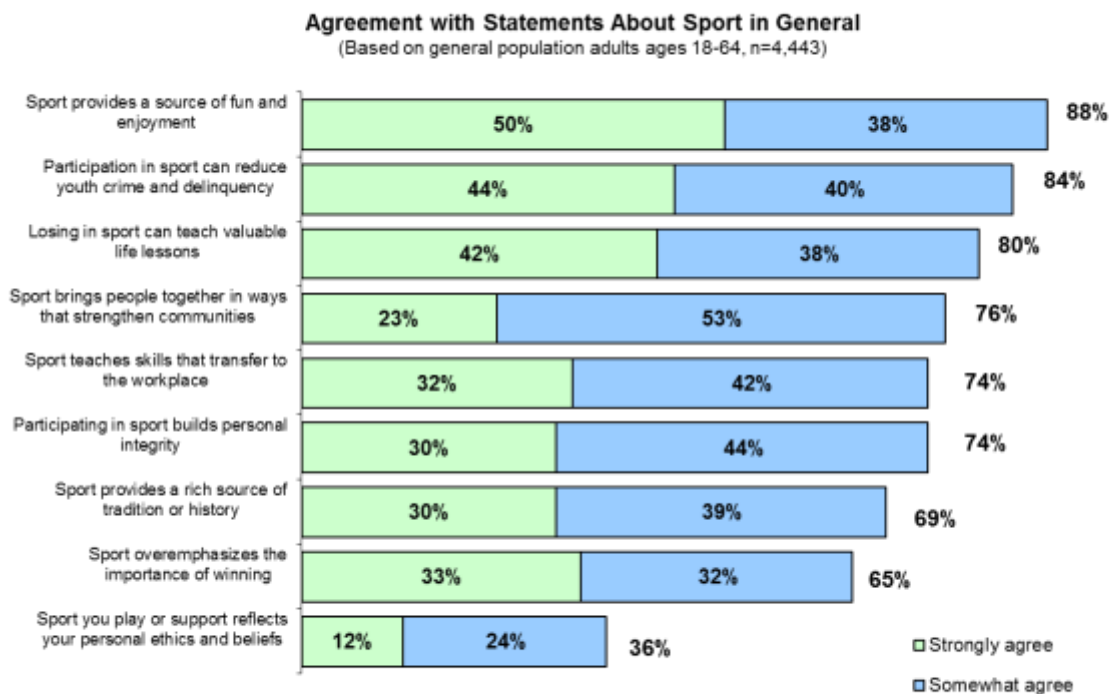


Q 101: To what extent do you feel each of the following has the greatest potential to be a positive or a negative outside influence on youth today?
 Q 102: And please tell me the influence you think each one actually has on youth in this country?
 Based on **mean scores**. Ranked in order of importance, with 1 meaning it is the most positive influence and 8 meaning it is the least positive.

Those engaged with NGB sport (including adults and coaches) ranked sport more highly in terms of potential and actual positive influence (ranking it fourth on both measures), but even among these engaged groups sport still falls behind friends/peers, parents/family, and school.

Despite the perception that sport has relatively soft influence on youth, **adults recognize many positive benefits of sport to society**. More than four-fifths of adults agree that sport provides a source of fun and enjoyment and can reduce youth crime and delinquency, and that losing in sport can teach valuable life lessons (see Figure 5). **However, almost two-thirds of adults also agree that sport overemphasizes the importance of winning, a belief most strongly felt by older adults (ages 45-64)** who are significantly more likely to agree that sport overemphasizes winning.

Figure 5



Q 107: The following is a list of statements about sport in general. Please indicate whether you strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree or strongly disagree with the following statements.

Recognition of the positive benefits of sport to society is most widespread among NGB coaches.

More than 9 in 10 NGB coaches *agree* that sport provides a source of fun and enjoyment (99%), teaches skills that transfer to the workplace (97%), reduces youth crime (96%), teaches valuable life lessons (96%), and strengthens communities (91%). Teachers and NGB adults also tend to express higher agreement that sport offers such positive benefits.

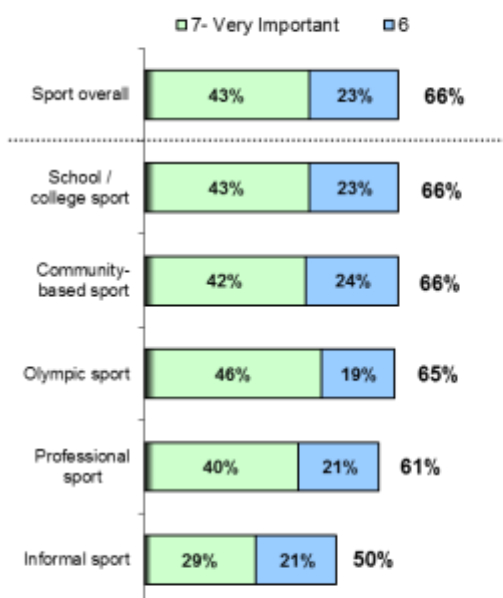
The majority of general population adults believe that sport should play a role in teaching morality.

More than four-fifths of respondents believe that it is *important* that sport overall promotes positive values, while three-fifths *agree* that sport overall *actually* promotes positive values. As illustrated in Figure 6, general

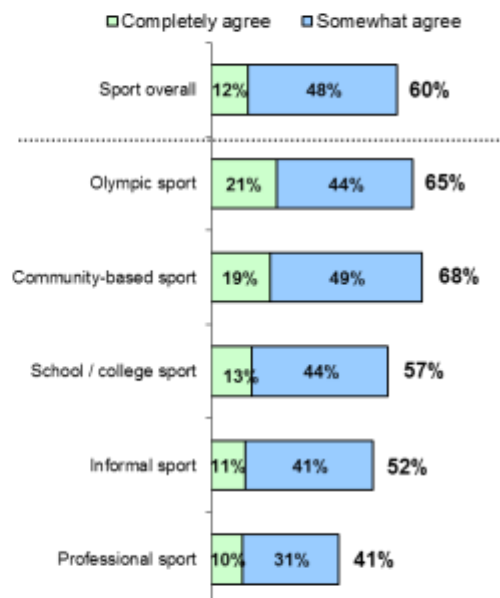
population adults believe that it is *important* for all categories of sport to promote positive values, but clearly believe that some categories of sport are doing a better job than others in achieving that goal. **Specifically, professional sport, despite its large viewing audience, lags all other categories of sport in actually promoting positive values**, while community-based sport is considered to have the most positive actual influence.

Figure 6

Importance of Sport in Promoting Positive Values
(Based on general population adults ages 18-64, n=4,443)



Sport Actually Promotes Positive Values
(Based on general population adults ages 18-64, n=4,443)



Q 136: Please indicate how important you feel that... [] actively promote positive values in today's youth such as honesty, integrity and a sense of fair play? Rated a 7 or 6 on a 7-point scale where 7 means it is very important and 1 means it is not at all important.

Q 137: Please indicate whether you agree that the following are actually promoting positive values among youth in the U.S.?

* Informal Sport = Sport played on the playground or in parks

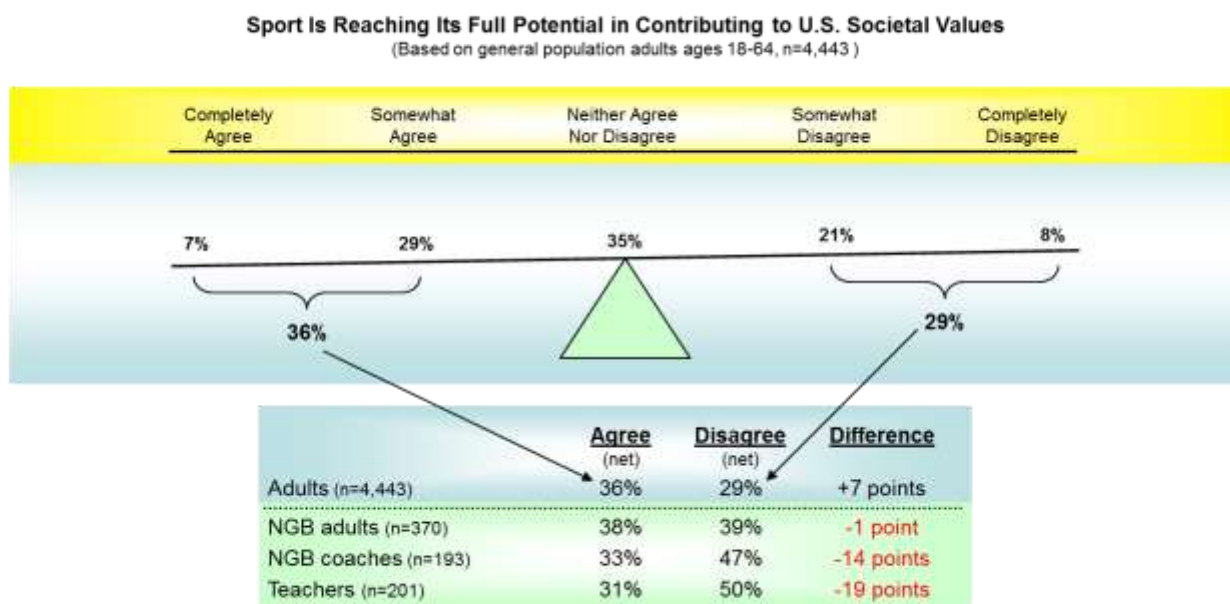
* Community Sport = Sport through community based leagues, e.g., YMCA, parks and recreation, etc.

Those more directly involved with sport and children, including NGB adults, NGB coaches, and teachers, are even more likely than general population adults to believe that it is *important* that sport overall conveys positive values and are also more likely to *agree* that **sport overall** actually promotes positive values. However, these groups are less likely than general population adults to *agree* that professional sport actually promotes positive values (32% of NGB adults, 30% of NGB coaches, and 27% of teachers versus 41% of general population adults).

There is an opportunity for sport to play a great role in positively shaping U.S. societal values. Currently, general population adults and NGB adults are mixed as to whether sport overall is reaching its full potential in

contributing to society’s values, while teachers and NGB coaches are more likely to believe that sport is not reaching its full potential (see Figure 7).

Figure 7



Q: Do you agree that sport overall is reaching its full potential in terms of its contribution to societal values in the United States?

Values and Ethics in Sport

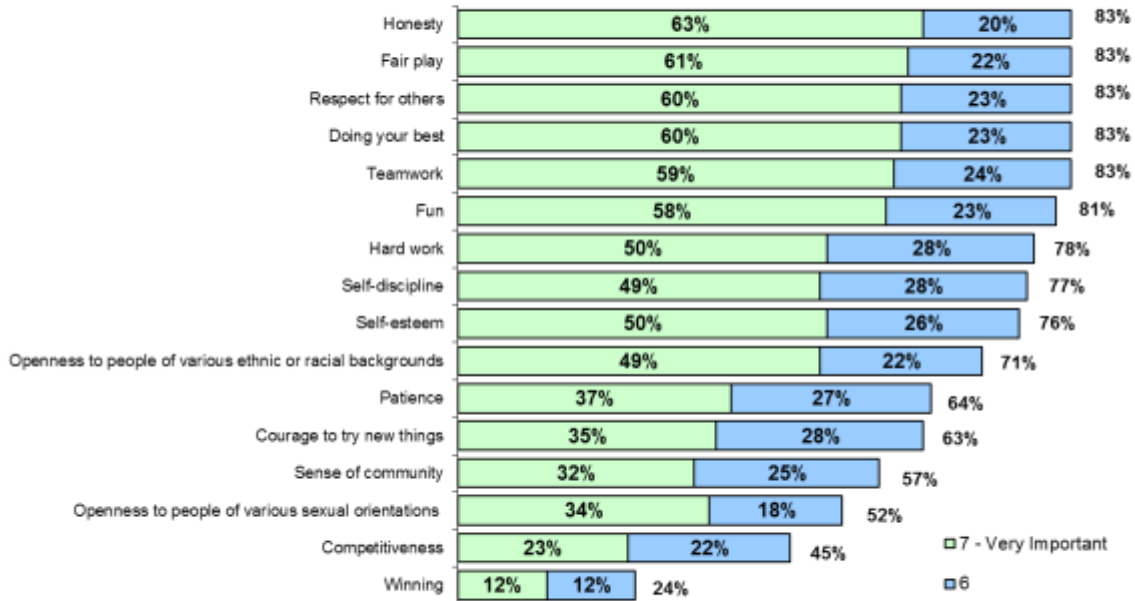
General population adults believe that it is *highly important* for sport to reinforce a variety of wholesome values, led by honesty, fair play, respect for others, doing your best, teamwork, and fun. Interestingly, **competitiveness and winning rank as the least important values to reinforce through sport, but highest in terms of the values that sport is actually reinforcing.** This is strikingly depicted in the order of the values ranked in Figures 8 and 9, in which both winning and competitiveness are at the very bottom of the list of values sport **should** reinforce, but diametrically opposite on the list of values sport **actually does** reinforce. In addition, less than half of adults believe that sport is doing a good job of reinforcing the values they rank as the five most important. **So while adults see benefit in sport reinforcing key values, overall they believe that sport, for the most part, is not delivering on the values that are seen as most critical.**

NGB adults, NGB coaches, and teachers tend to select the same values as general population adults as their top priorities for sport to reinforce but are even more likely to place strong importance on sport reinforcing positive values. In addition to honesty, fair play, respect for others, doing your best, teamwork, and fun, **these groups also include hard work and self-discipline in their top values.**

Figure 8

Importance of Values to Reinforce Through Sport

(Based on general population adults ages 18-64, n=4,443)



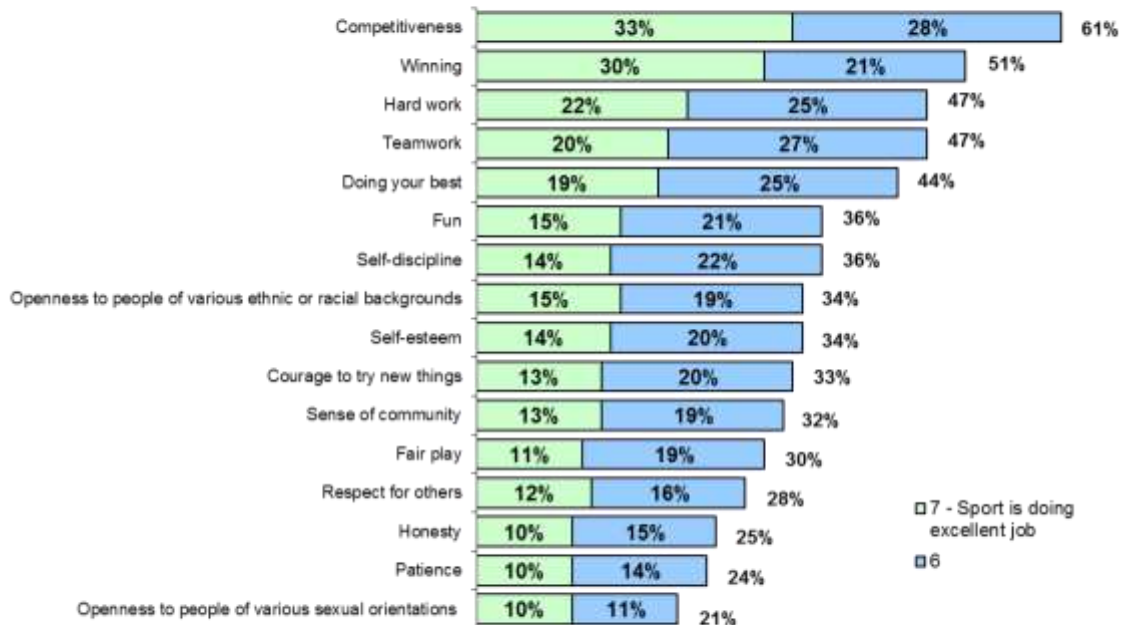
Q 105: The following is a list of values or principles that may or may not be important in sport. Please indicate how important you feel it is that these values or principles are reflected and reinforced through sport programs and activities overall.

Rated a 7 or a 6 on a 7-point scale where 7 means it is very important and 1 means it is not at all important to reinforce this value through sport.

Figure 9

Perceptions of Values Most Reinforced Through Sport

(Based on general population adults ages 18-64, n=4,443)



Q 106: Please indicate how good or poor a job you think sport programs and activities actually perform in terms of reinforcing values or principles. Rated a 7 or a 6 on a 7-point scale where 7 means sport is doing an excellent job and 1 means sport is doing a poor job in reinforcing these values.

Consistent with general population adults, NGB adults, NGB coaches, and teachers concur that competitiveness is the top value reinforced through sport. However, NGB adults and teachers believe that sport actually does a good job in reinforcing some of the values they find important (as opposed to general population adults who think sport only reinforces the values they find unimportant). Specifically, NGB adults believe that sport reinforces doing your best and hard work, while teachers believe that it reinforces hard work and teamwork. **Despite these findings, sport still falls short of its full potential in reinforcing key values among all demographic groups.**

NGB coaches responding to survey questions about values learned and important in sport, mostly report that their athletes are respectful to others (82%) and they believe it is important that everyone have a fair chance (81%). A large majority of coaches (more than 9 out of 10) said that fair play and respect for others are highly important values to reinforce through sport, **but relatively few coaches (1 in 4) feel sport is effectively reinforcing those values.**

The Issue of Winning in Sport

Qualitative feedback reinforced the idea that U.S. society places strong importance on winning in sport, with many adults agreeing that sport places too much emphasis on winning. Many regard U.S. society as one in which winning is rewarded and effort and participation are often overlooked.

“Sportsmanship, overcoming challenges, perseverance—these are things that are learned from losing as much as from winning. Young people need to see beyond the bottom line black-and-white score.” (male, ages 25-34)

“Of course we want to win. Everyone wants to win. However, young children should have an emphasis on mastering their sport and individual improvement. Not everyone can win, and that’s ok.” (female, ages 35-44)

“Too much emphasis is placed on winning over having fun or just doing your best at your ‘job.’ This seems to be more true the higher the level of competition.” (male, ages 25-34)

However, many believe that the focus on winning in professional sports is acceptable and appropriate, contending that the paychecks received by professional athletes justify this pressure.

“If (professional athletes) are getting paid millions of dollars per year, it’s ok to have such a big emphasis on winning.” (female, ages 25-34)

While winning should not be the only goal in sports, many coaches admit to believing that it is important to strive to win. They believe that just allowing children to be content with having fun fails to instill in them an appreciation for healthy competition and pushing one’s limits.

“There needs to be some emphasis on winning because it’s a motivation for excellence, but it can’t be the whole story.” (male coach, ages 45-54)

“Youth ‘for fun’ sport are that, but I also don’t agree with totally doing away with winning or losing just so kids feelings aren’t hurt. At higher and higher levels, winning becomes more important, whether that is right or wrong.” (female coach, ages 25-34)

Attitudes Toward Winning: Teens versus Younger Children

Both quantitative and qualitative research in this study suggest some **key differences in attitudes toward winning and tolerance of cheating among teenagers compared to younger children (ages 8-10)**. Consistent with the pattern seen in the general population of issues of cheating and winning being more tolerated by younger adults (ages 18-34), these data similarly suggest a greater tolerance of cheating (coupled with more direct experience with the behavior among both teens and boys) and a slightly different perspective on winning among teens. Although the majority still recognize that cheating is never acceptable (80%), **teens are significantly less likely than children ages 8-10 to agree that bending the rules to win is the same as breaking them (61% teens versus 66% children ages 8-10) and that bending/breaking the rules is always cheating and never acceptable (80% teens versus 84% children ages 8-10)**.

Teens are also significantly more likely than younger children (ages 8-10) to report that their parents often expect them to win (25% of teens versus 17% of children ages 8-10). In qualitative interviews, teens did admit that winning was the biggest motivator when playing sport because the level of competition for them is often higher and there is more at stake (i.e., college scholarships and various championships).

“I like to win because it lets me compete at higher levels and makes the sport more challenging...right now I’m working towards qualifying for World Championships therefore winning is very important—I compete to win.” (female teen, 9th grade)

“Winning is very important...I would be so psyched to (win the state finals) since it would improve my chances for college and scholarship offers.” (male tween, 7th grade)

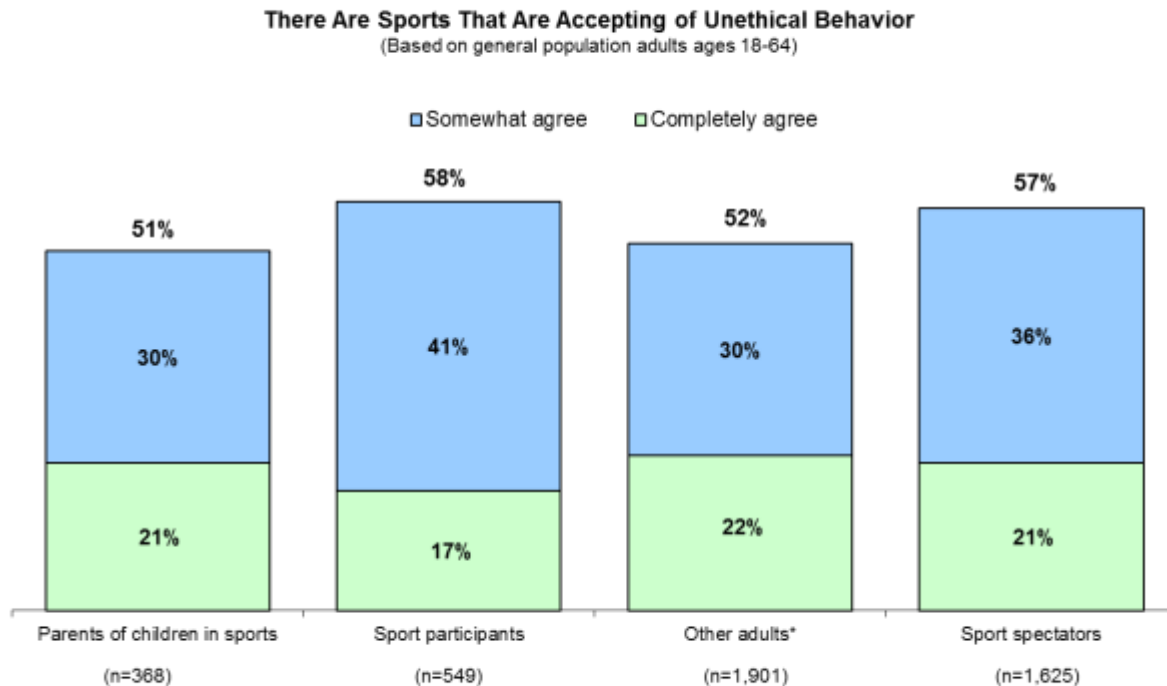
Sport’s Impact on Ethics

Sport has the greatest potential to instill ethics among those actively engaged. More than half (56%) of sport participants and 49% of general population children who play sport *agree* that they have a **stronger sense of right and wrong** because of the sport they play. Participants (54%), coaches (52%), and children (55%) involved in **NGB** sport are similarly likely to *agree* with this sentiment. In contrast, only 22% of spectators *agree* that they have a stronger moral code from watching sport.

Although sport can positively impact ethics, many adults also believe that some sports accept unethical behavior. More than half of general population adults *agree* that there are sports that are accepting of unethical

behavior (see Figure 10), a sentiment that is shared by NGB coaches (66%), parents of children in NGB sport (60%), and NGB sport participants (59%). In addition, more than one-third of general population and NGB sport children agree that some sports do a bad job of teaching the difference between right and wrong. **Football is the sport general population adults most frequently mention as accepting of unethical behavior, followed by hockey, wrestling, and basketball.**

Figure 10

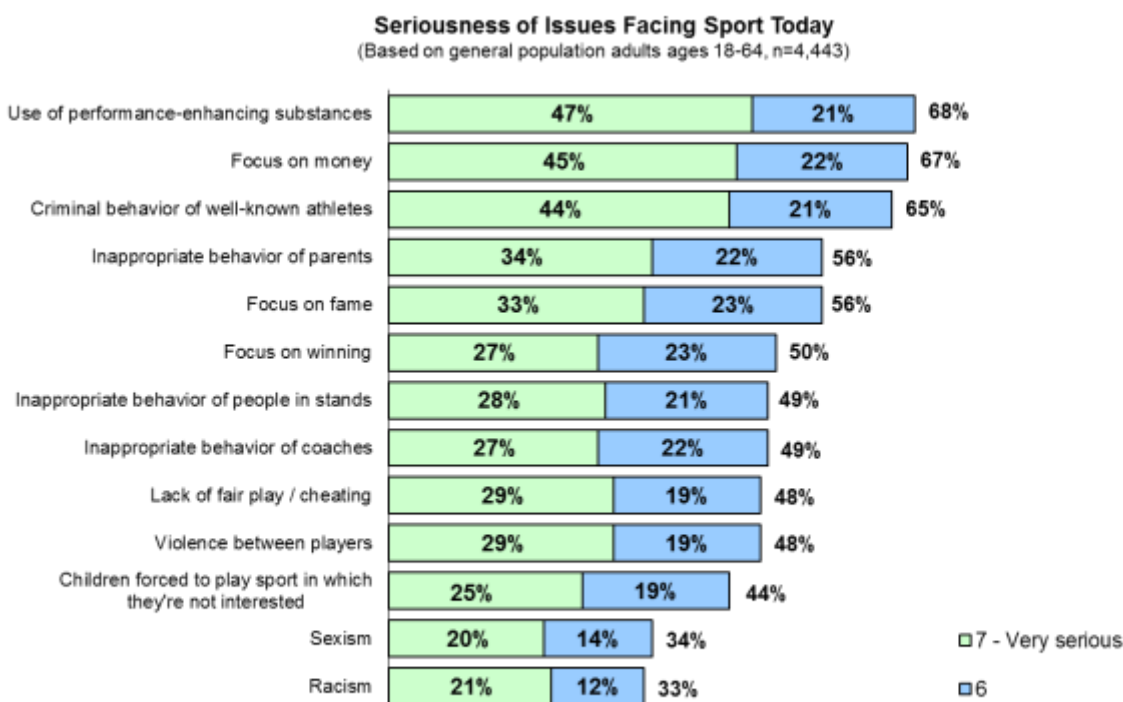


*Other adults=Adults ages 18-64 who are not sport participants, sport spectators, or parents of children in sport.

The Concern About Performance-Enhancing Drugs in Sport

The use of performance-enhancing substances is ranked as the most serious issue facing sport today, followed closely by the focus on money and criminal behavior of well-known athletes (see Figure 11). In addition, the inappropriate behavior of participants’ parents, focus on fame, and focus on winning are of critical importance to half or more of adults surveyed.

Figure 11



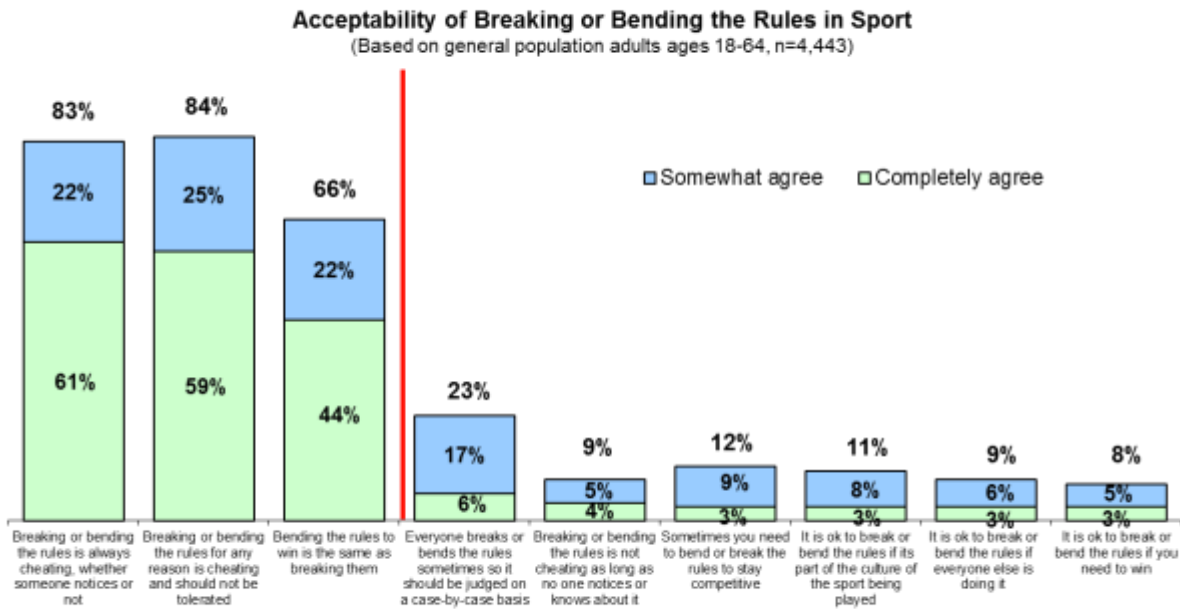
Q 139: Following is a list of issues facing sport today. On a scale of 1-7, where 7 means very serious and 1 means not at all serious please indicate how seriously you consider them to be problems facing sports today? (Rated 7 or 6 on a 7-point scale)

Cheating and Rule-Breaking in Sport

Although less than half of general population adults ranked cheating as a *highly serious* issue facing sport, there is little tolerance for breaking or bending the rules in sport. More than four-fifths of adults agree that breaking or bending the rules in sports is always cheating, whether or not someone notices, and/or that breaking or bending the rules for any reason is cheating and should not be tolerated (see Figure 12). In general, women and older adults (ages 45-64) have even less tolerance for cheating than men and younger adults ages 18-34.

In addition, NGB adults, NGB coaches, and teachers claim to be even more intolerant of cheating, as more than 90% of each group *agree* that breaking or bending the rules for any reason is always cheating and should not be tolerated.

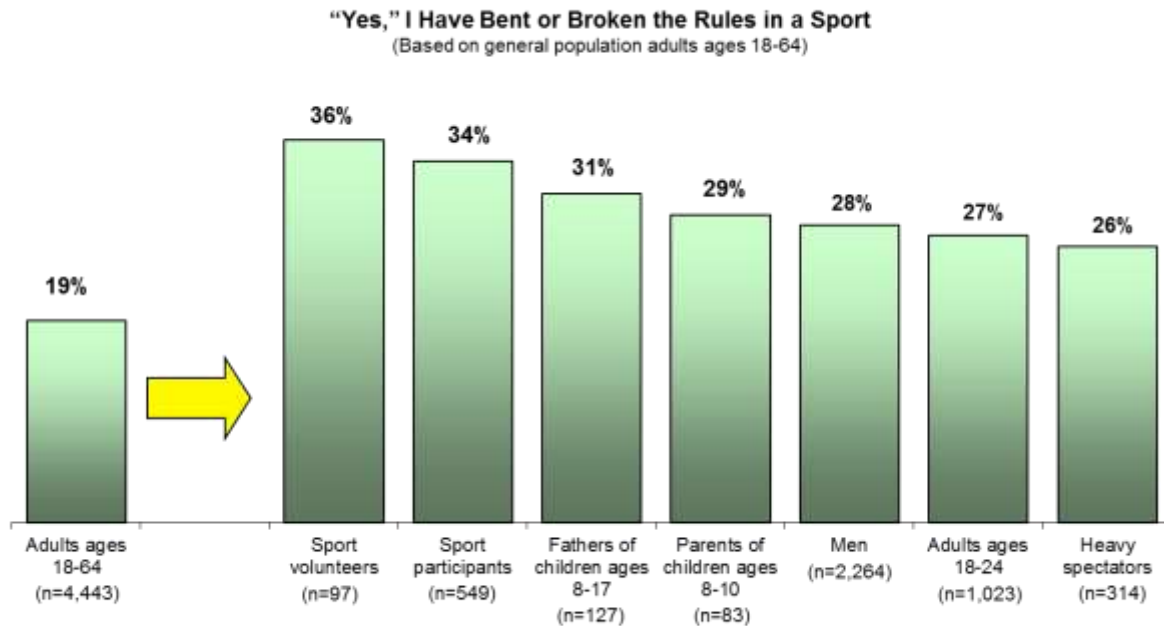
Figure 12



Q 140: Following are some statements about sport overall – please indicate whether you agree or disagree with them.

Despite the overall disdain for cheating, about 1 in 5 general population adults admit to having bent or broken the rules in a sport. Sport volunteers, sport participants, and fathers of children ages 8-17 have the highest rates of admitted rule bending or breaking (see Figure 13).

Figure 13



Q 141: Have you ever bent or broken the rules in a sport?

Nearly half (47%) of general population adults say they know someone who has bent or broken the rules in sport, a figure that jumps to more than two-thirds among sport participants and general population sport children. This number is even higher for those who have cheated themselves—nearly all (96%) respondents who admit to bending or breaking the rules say they know someone else who has done the same.

Knowledge of cheating in sport is also pervasive in formal sport, as 79% of NGB coaches are aware of other coaches who have cheated, and 72% of NGB children and 66% of NGB adults are aware of others cheating.

Among general population sport children, tweens and teens are more likely to have observed cheating (71%) than children ages 8-10 (64%), and boys (71%) are more likely than girls (65%) to be aware of cheating in sport.

Overall, children understand that breaking the rules in sport is unfair and wrong and that the desire to win does not justify cheating.

“Rules should not be broken just to win.” (male, 12th grade)

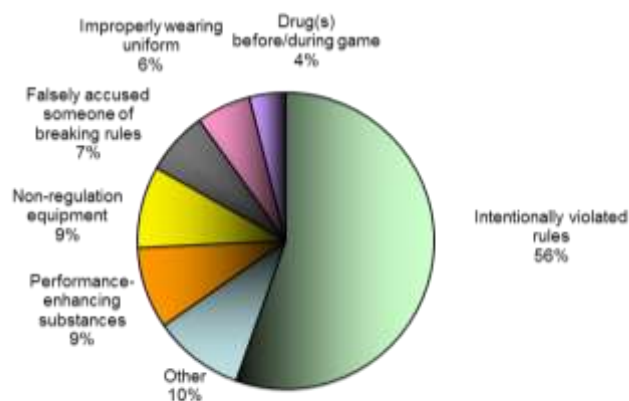
“We all work hard, no one should get an advantage by cheating.” (female, 10th grade)

“Rules are so the game is fair and no one gets hurt.” (male, 2nd grade)

“Some of my friends think that winning is everything. My dad taught me to win with honor and lose with grace and dignity. He and other coaches taught me that as long as I do my best I am always a winner, irrespective of what the score says.” (male, 8th grade)

Figure 14

How You/Someone You Know Bent or Broke the Rules in Sport
 (Based on general population adults ages 18-64 who personally - or know someone who - bent or broke the rules in sport, n=2,110)



Q 143: Which of the following best describes how you/the person you know had broken/bent the rules?

More than half of reported incidents of cheating in sport came in the form of intentionally violating the rules (see Figure 14). The use of performance-enhancing substances tops the list of serious issues facing sport today, and 9% of adults who personally bent or broke the rules in sport, or know someone who has, report this type of violation.

In qualitative interviews, respondents draw a distinction between minor rule breaking and breaking the rules in order to win, with the latter considered more akin to cheating than the former. Some believe that the motives of the player must be taken into account, saying that accidents should not be punished as severely as willful violations. However, the majority of respondents agree that breaking rules to ensure a win is never justified.

“There may be a rule that in long distance track, you need to stay within the white line of the track. But if there is bumping going on and you are bumped outside the line, I don’t believe it to be your fault and as long as an effort is made to get back inside the line it would be alright.” (male, ages 25-34)

“Holding in football to protect your quarterback is against the rules but an acceptable offense that brings with it a 10-yard penalty but keeps your quarterback healthy. Then there are people who break the rules to gain a competitive advantage—that’s unethical and unacceptable.” (male coach, ages 55-64)

Some respondents mention instances when strict rule enforcement may actually lead to the least fair outcome. Others believe that when safety is at stake, it might be worthwhile to violate the rules and be penalized rather than have an athlete get seriously injured. A few respondents observe that “pushing” the rules is one of the ways that sport evolves.

“Everyone tries to find a way to get an edge in competition—as long as they are staying in the rules, is that bending them?...For example, dolphin kicking underwater off the walls in swimming. In the past it wasn’t always explicitly against the rules but people started doing it because it was faster....Now its accepted and explicitly allowed in many situations. The earlier bending brought innovation.” (male coach, ages 25-34)

Children likewise understand that the issue of rule breaking in sport is complex and point out circumstances and situations where they believe that breaking the rules is not the equivalent of *cheating*. First, informal play (gym class, recess, playground) is more lenient when it comes to following the rules, as children are less concerned with winning in these arenas and may even devise their own rules. Second, *accidental or minor* violations such as unintentionally breaking the rules as a result of aggressive play are not regarded at the same level as *deliberate or malicious* rule breaking. Third, there are instances in sport where principles of honor and respect justify not following the rules, such as not continuing to score points when a team has already sealed its victory.

“If you accidentally get a handball in soccer it is breaking the rules but it sometimes can't be helped if the ball is kicked right at you.” (female, 7th grade)

“There is a difference between an extreme breaking of the rules... and a minor infraction... it is not intentional...part of playing aggressively. Our bodies aren't perfect. We're playing a game.” (female, 11th grade)

When asked about their motive for bending or breaking the rules in sport, general population adults who personally cheated are most apt to say they **like being a “winner”** (41%), which highlights the negative influence of “winning at all costs.” However, 1 in 5 admitted cheaters claim they did not realize they were breaking the rules.

Interestingly, NGB adults who personally bent or broke the rules in sport are less likely than general population adults to say their transgression was motivated by the desire to be a “winner” (28% versus 41% of general population adults), attributing their transgressions instead to emotions in the moment (such as losing their temper, tripping an opposing player out of anger, etc.).

When serious cheating does occur, adults favor punishment. For example, there is broad support for punishing Olympic athletes who use performance-enhancing drugs. More than three-quarters of adults think that Olympic athletes who cheat in this way should be held accountable. The use of such performance-enhancers is overwhelmingly associated with ethics in sport, and athletes who use such performance-enhancers are seen as personally unethical.

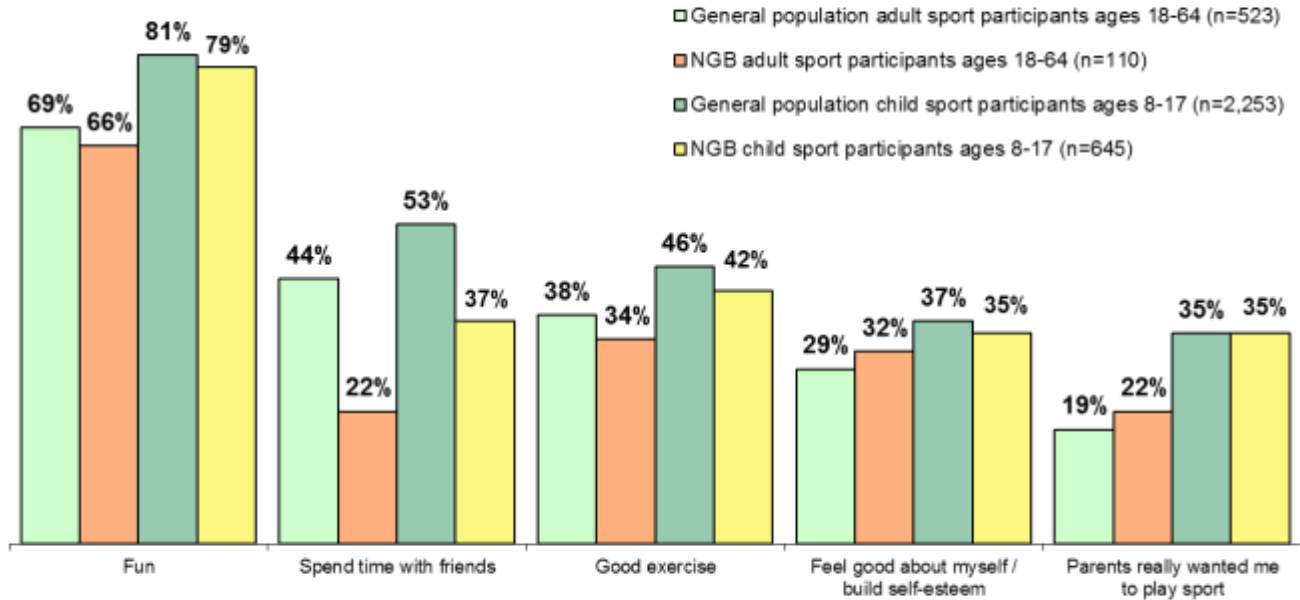
Reasons to Start or Stop Playing Sport

Sport is a life-long activity. Most general population adults who play a sport began playing in childhood. Nearly three-fifths (59%) of the sports that adult participants currently play were started in grade school or middle school, and four-fifths (79%) were started in high school or earlier. Likewise, 82% of the sports played by NGB participants were started in high school or earlier. The early school years are also a critical time for children to begin a sport. Two-thirds (66%) of the sports played by general population sport children and 55% of the NGB sports played by children ages 8-17 were started between the ages of 8-10.

Overwhelmingly, the most common reason to start a sport is to have fun. The majority of adults and children who participate in sport—both informally and formally—say they started participating in sport because it is fun (see Figure 15). Spending time with friends is the second most frequently mentioned reason for starting a sport among general population sport adults and children; however, it is less motivating for NGB sport participants.

Figure 15

Top Motivators for Becoming Involved in Sport



Q (adults): Which of the following best describes why you first started playing sport overall?

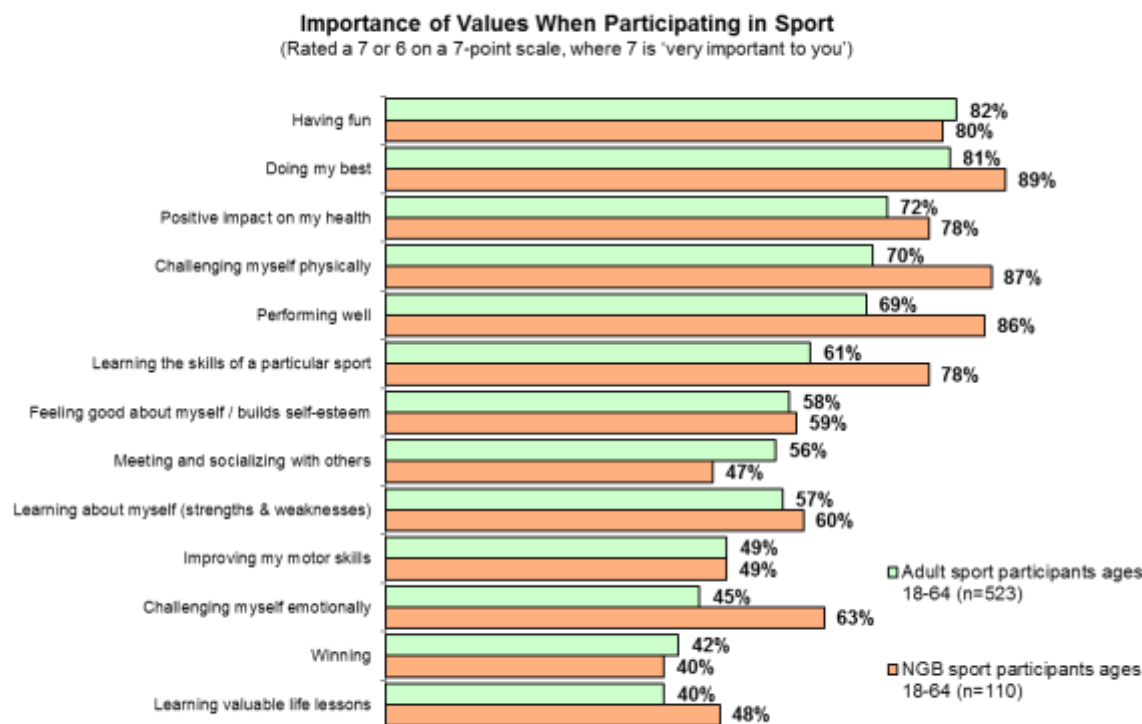
Q (children): Which of the following best describes how you first became involved in sport?

Interestingly, children ages 8-17 who have not participated in sport in the past year, but previously participated, are less likely than children who play sport to credit fun, good exercise, spending time with friends, or building self-esteem as motivating their initial involvement in sport. These data further suggest that those who start a sport because they enjoy it and derive benefits from it may be more likely to make it a life-long activity.

In addition to being a primary motivator to start playing sports, fun is also among the most important aspects of sport valued by general population and NGB adult and youth participants (see Figures 16 and 17). At the same time, there are some key differences in how general population and NGB participants approach sport. For general population sport participants, sport is about **“having fun”** and **“doing my best”** as these values rank #1 and #2, respectively, among both adults and children.

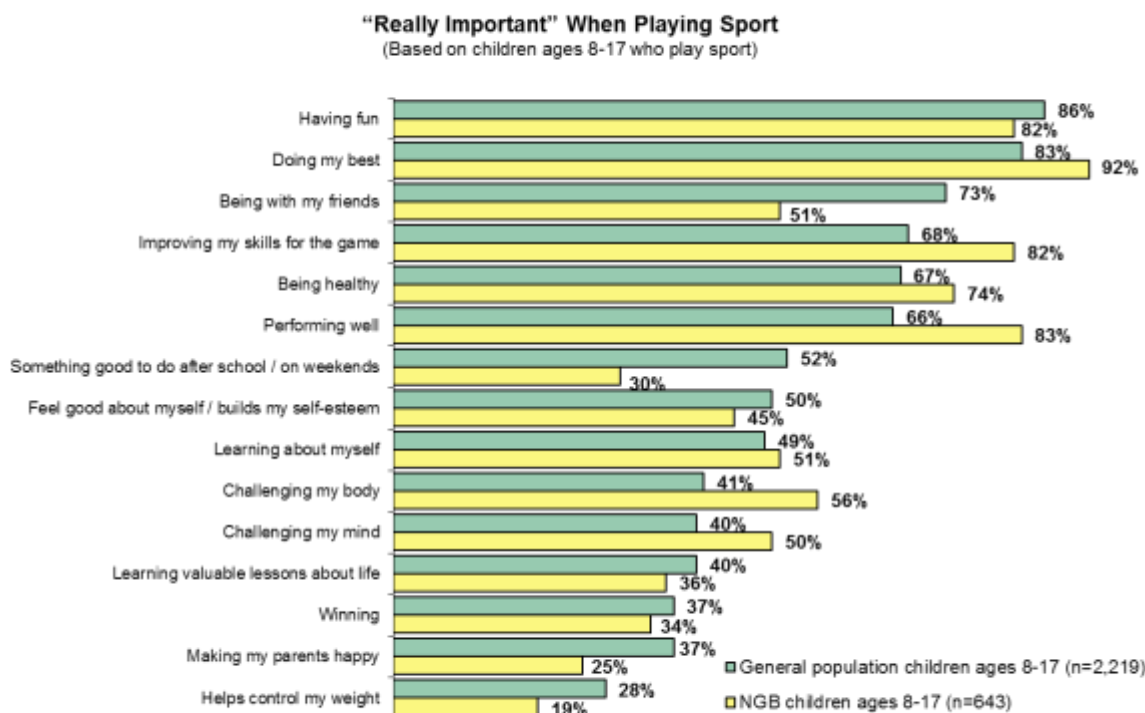
However, for NGB sport participants, sport is also about accomplishment, as **“doing my best”** and **“performing well”** rank as top values among NGB adults and children, just ahead of fun. In addition, the social aspect of sport (being with my friends) is much more important to general population children than NGB children.

Figure 16



Q 114: How important are the following to you when participating in sport?

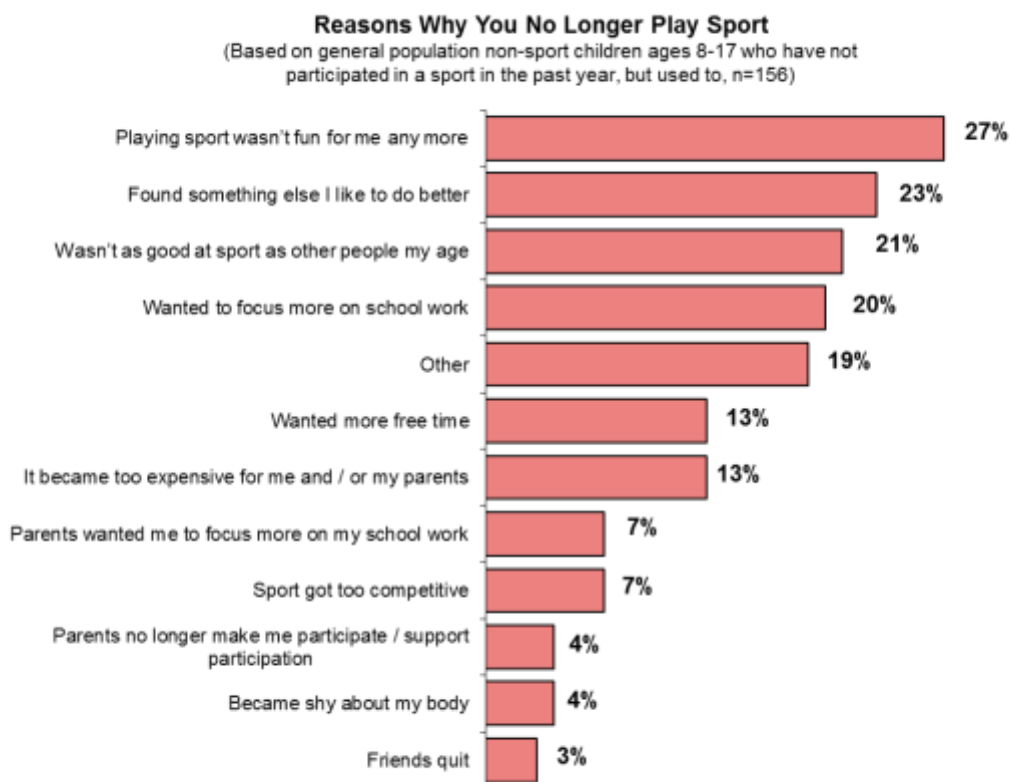
Figure 17



Q 8: How important are each of the following when you play sports?

Given its status as a primary motivator to start playing sports, it is not surprising that the absence of fun is the top reason children give for discontinuing in sport. Other top reasons were finding something else to do and wanting to focus more on schoolwork (see Figure 18). Significantly, 21% dropped out of sport because they felt they weren't as good as others and 13% cite the cost as a barrier, highlighting the issues of competitiveness, specialization, and accessibility.

Figure 18



Q 6: (If you have not participated in sport in the past year but used to) Please tell us which of the following best describes why you no longer play sport?

Qualitatively, adults believe that although children may start playing sport mostly because they're having fun, as children age (most cite high school as a turning point), winning begins to overshadow participation and children do not want to play a sport in which they are unlikely to succeed.

“Kids feel the pressure to win at an earlier age. At five, they all like to play. By junior high, they feel more like they should only play the sport that they are ‘good’ at—and that judgment comes from outside sources more than from their own opinions or level of enjoyment.” (female, ages 35-44).

“I think that winning is what sports is all about—a lot of young folks lose interest because coaches and parents put too much emphasis on wins and losses instead of playing and doing your

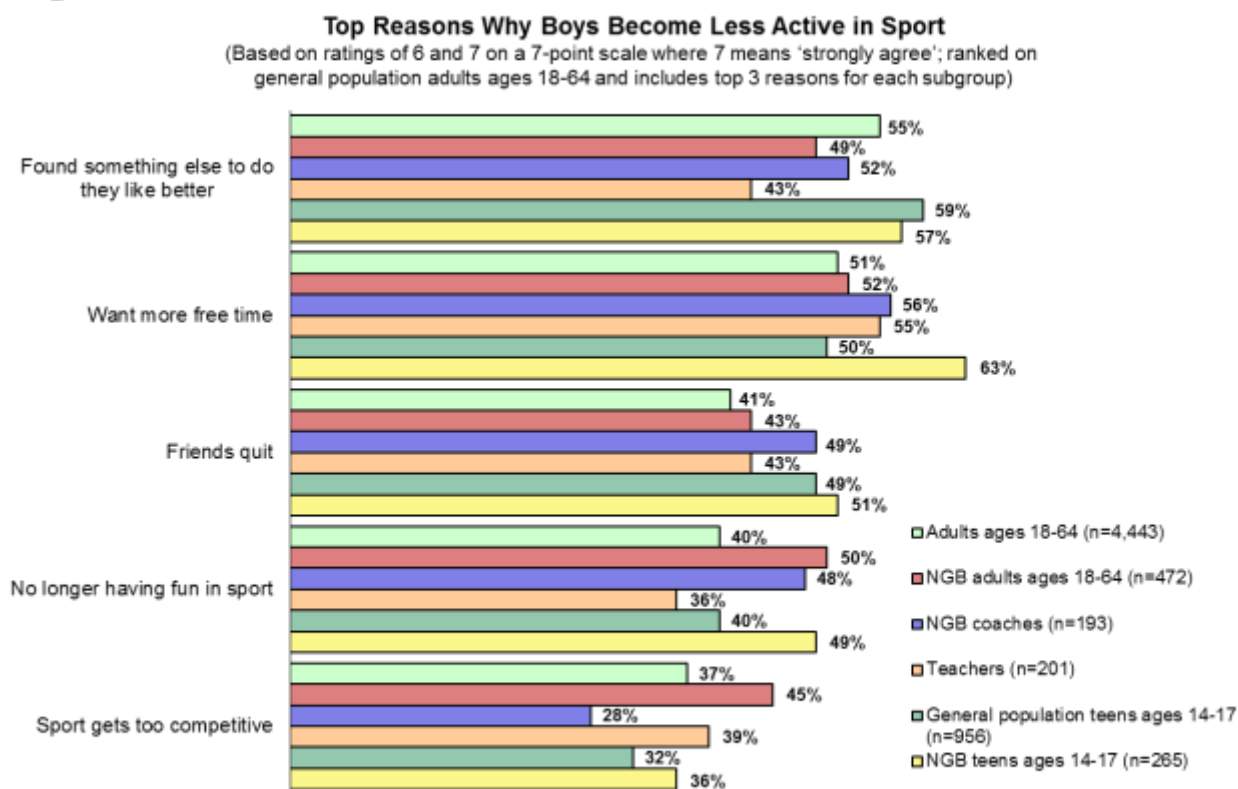
best...kids want what the parents and coaches want, as they are trying to please those folks. Most kids think winning is the only way.” (male, ages 35-44).

“While winning is properly a positive experience for young people, younger children still receive a lot of pleasure from just playing. Adults tend to encourage them to lose this as they grow older, replacing it with the desire to win above all else.” (male teacher, ages 45-54).

“I think that youth are being conditioned to expect that they **MUST** always win. There are too many external pressures, whether real or imagined, on them to win. Coaches stress winning because their jobs require it, parents want it for various reasons not all of which have the child in mind, and American sport culture is obsessed with the big win.” (male, ages 25-34)

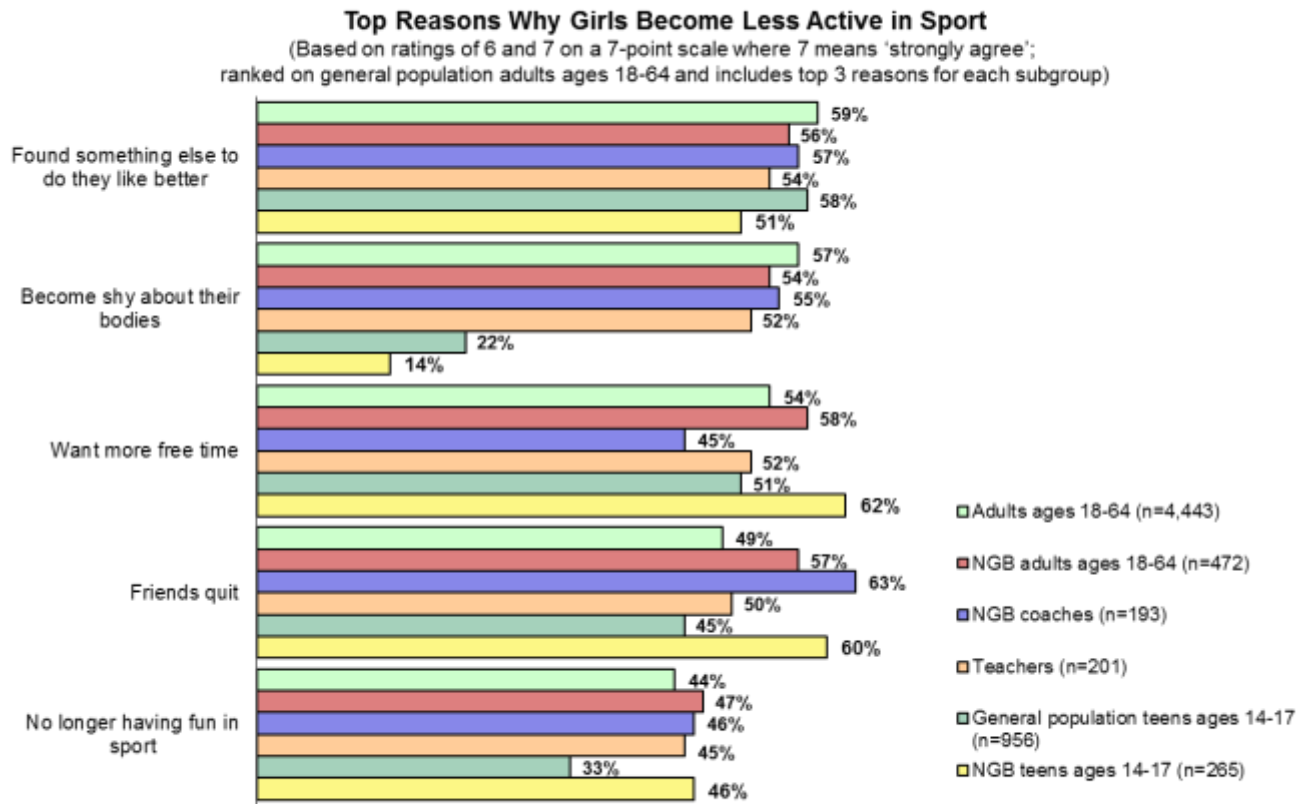
Children become less active in sport as they become teenagers. Various groups (general population adults, NGB adults, NGB coaches, teachers, general population teens, and NGB teens) were asked to provide reasons as to why these changes might occur (see Figures 19 and 20). General population and NGB sport teens offer three main reasons: children find something else they want to do, their friends quit, or they want more free time. **Teens also thought, to a lesser extent, that no longer having fun was another reason why boys and girls might stop playing sport.**

Figure 19



Q 130: You may have heard the statistic that young people tend to be less active in sport in their teens compared to when they were younger. Regardless of whether you've heard this before, please indicate why you think this might be the case for boys?

Figure 20



Q 131: You may have heard the statistic that young people tend to be less active in sport in their teens compared to when they were younger. Regardless of whether you've heard this before, please indicate why you think this might be the case for girls?

All groups of adults believe that the major reasons why boys stop playing sport are the desire for more free time and finding something else they prefer to do. Secondary reasons for boys to stop playing include friends quitting, no longer having fun, and feeling as though they are not as good as others. **Survey results also indicate that adults believe that sport becoming too competitive is a more significant factor for boys quitting than for girls**, with those sentiments strongest among parents of younger children (ages 8-10) as well as older adults (ages 55-64).

All groups of adults think that the major reasons for girls quitting sport are finding something else they want to do, their friends quitting, becoming shy about their bodies, and wanting more free time. Parents of teens are also more likely to say that girls drop out of sport because they don't think they're as good as others in the sport (51% versus 41% of the general population adults). Notably, all adult subgroups rank "becoming shy about their bodies" significantly higher for girls as a reason to quit sport, than the teens do themselves.

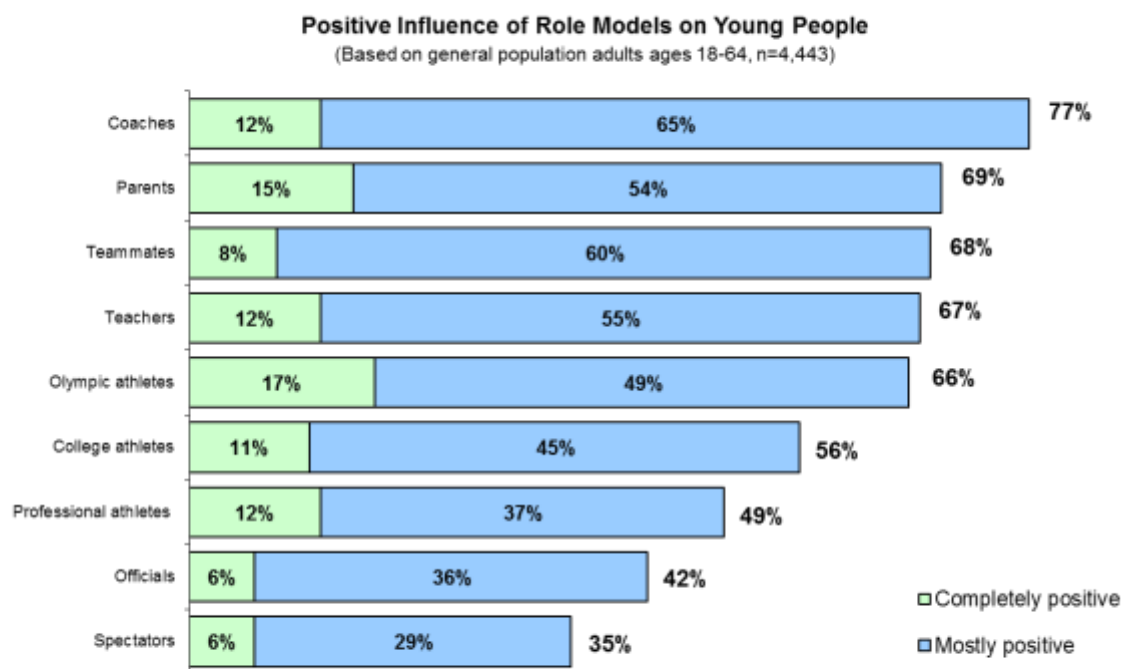
Children and Sport

Direct and Indirect Influences

Coaches are a leading positive influence on today's youth. Respondents were asked to rate the overall influence of a variety of groups on young people. Across all major demographic groups including general population adults and children as well as NGB adults, children, and coaches, coaches rank as the #1 positive influence on youth today. The lone exception to this finding was among teachers who deem both themselves as well as coaches as the most positive influences on young people.

General population adults believe that those with whom children interact directly, including coaches, parents, teammates, and teachers, all have a positive influence on today's youth and perceive Olympic athletes as offering children the greatest indirect positive influence (see Figure 21). Although none of the groups earned a strong *completely positive* evaluation, Olympic athletes garner the highest “completely positive” score.

Figure 21

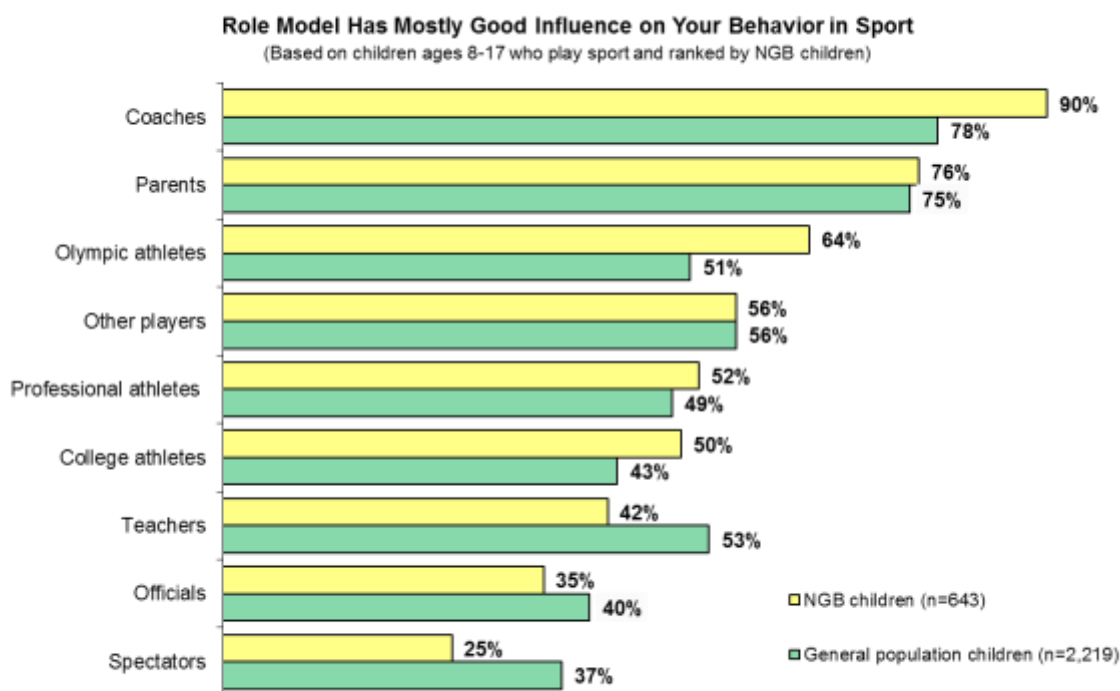


Q 132: Please rate the following on their overall influence on young people – would you say the following generally have a... completely positive, mostly positive, neither positive nor negative, mostly negative or completely negative influence on youth today?

Among children, teenagers were more likely than those ages 8-10 and tweens to give most role models less positive ratings including coaches, parents, teachers, officials, and spectators while rating Olympic and college athletes more positively than younger players.

Coaches are particularly strong role models for NGB children, as 90% agree that coaches have a mostly good influence on their behavior in sport. As discussed earlier, coaches are also the top positive influence on the behavior of general population children, while parents rank second with both groups (see Figure 22). For NGB children, Olympic athletes rank third behind coaches and parents, with nearly two-thirds (64%) saying that Olympic athletes have a mostly good influence on their behavior in sport.

Figure 22



Q 12: Of the following people, please tell us which you think has a mostly good influence on your behavior in sports by choosing the smiley face, which has a mostly bad influence on your behavior in sports by choosing the sad face or if they have no influence on your behavior in sports by choosing the middle face.

Adults have high expectations for professional athletes. Although only about half (49%) of general population adults and 38% of NGB adults think professional athletes have a positive influence on today's youth, the majority of both groups (83% of general population adults and 91% of NGB adults) *agree* that well-known athletes have a **responsibility to be positive role models** for young people. In addition, three-quarters (76%) of general population adults and 83% of NGB adults *agree* that well-known athletes' **personal conduct is as important as their athletic accomplishments**. Although NGB coaches and teachers are less likely than general population adults or NGB adults to regard professional athletes as having a positive influence on children, they set similarly high expectations for such athletes.

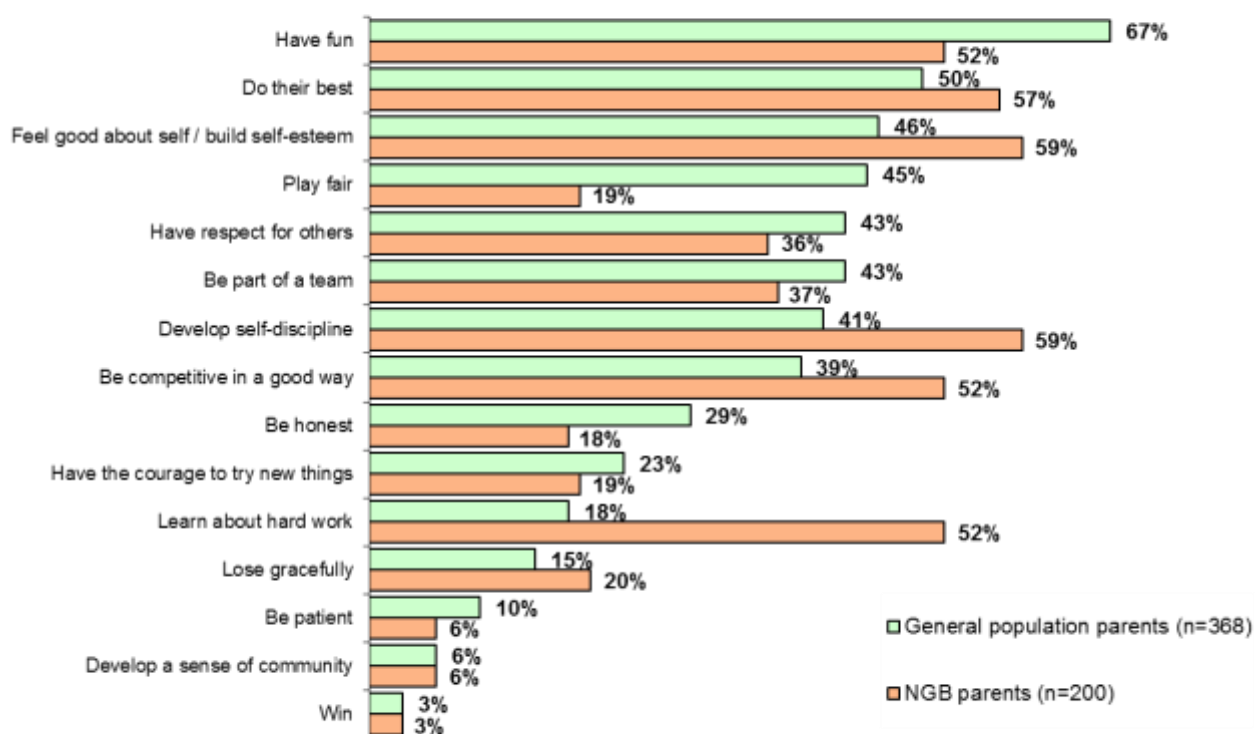
Children who play sport also set the bar high for well-known athletes. Very few children in the general population even fewer NGB children say they would still look up to a well-known athlete if he or she broke the rules to win and/or took drugs but was still a good athlete. However, clearly the behavior of high-profile athletes sends powerful messages to some children about acceptable behaviors. **Two-fifths (41%) of general population children and 29% of NGB children agree that if a well-known athlete breaks the rules in a game, it makes children think it's acceptable to break the rules to win. In addition, children in all types of sport agree that if a well-known athlete takes drugs, it makes children think it's acceptable to take drugs as well.**

Expectations Among Influencers for Sport's Contributions to Children

When it comes to what parents hope their child will learn from playing sport, there are some key differences between general population parents and NGB sport parents (see Figure 23).

Figure 23

Top 5 Most Important Values Parents Hope Their Child Will Learn from Playing Sport
(Based on parents of children in sport)



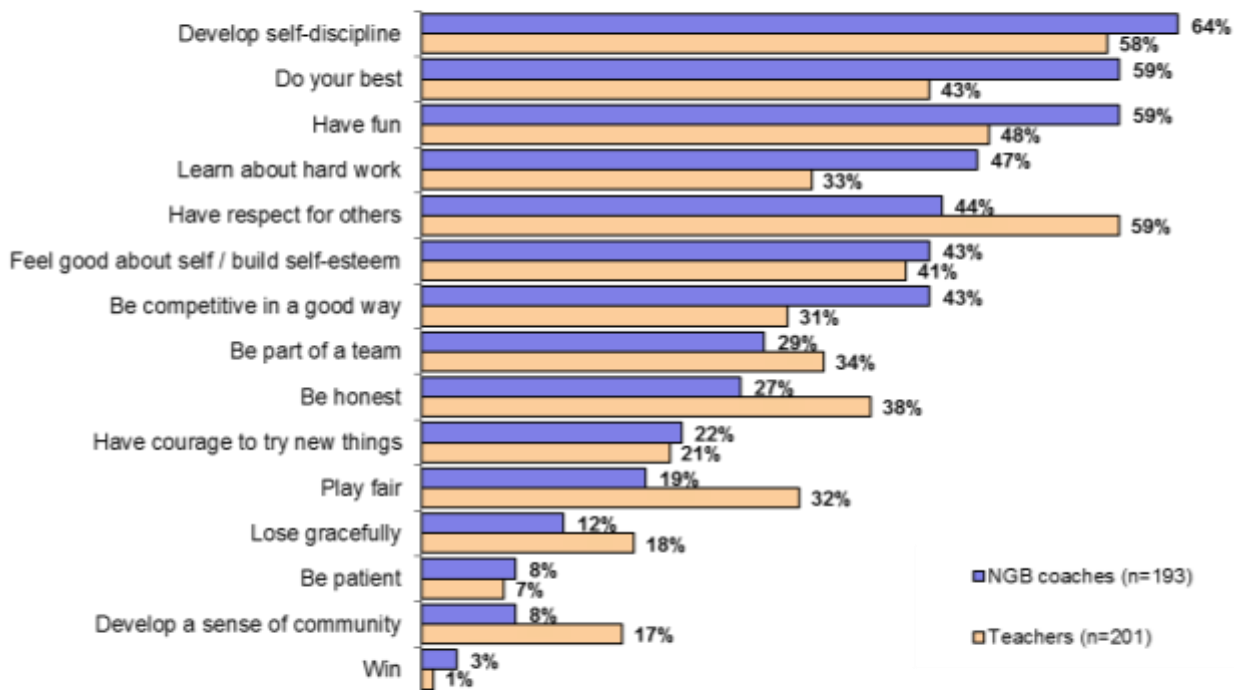
Q 125: Please indicate which statements best describe what you hope your child will learn from playing sport (select up to five most important things you hope they will learn from sports): I hope that sport teaches my child how to...

As parents more invested in sport, NGB parents are significantly more likely than general population parents to look to sport as a way to teach their children more competitively oriented values. In addition to building self-esteem and self-discipline as mentioned above, NGB parents are more likely to cite being “competitive in a good way” and “learning about hard work” as values they hope their child will learn through sport and are more likely than general population parents to agree that sport is about winning (25% vs. 16%). Less competitively oriented values such as “having fun” and “having respect for others” are of less importance to NGB parents overall. However, despite this, NGB parents are even more intolerant of cheating than general population parents.

Self-discipline is among the most important values both NGB coaches and teachers hope children will learn from playing sport. In addition to self-discipline, NGB coaches also wish to teach their athletes to **do their best** and **have fun**, while teachers believe that it is important for sport to help students learn to **have respect for others**. Consistent with adults, very few NGB coaches or teachers believe that **winning is among the top values to teach children in sport** (see Figure 24). Notably, both NGB parents and NGB coaches rank playing fair significantly lower than do general population parents and teachers.

Figure 24

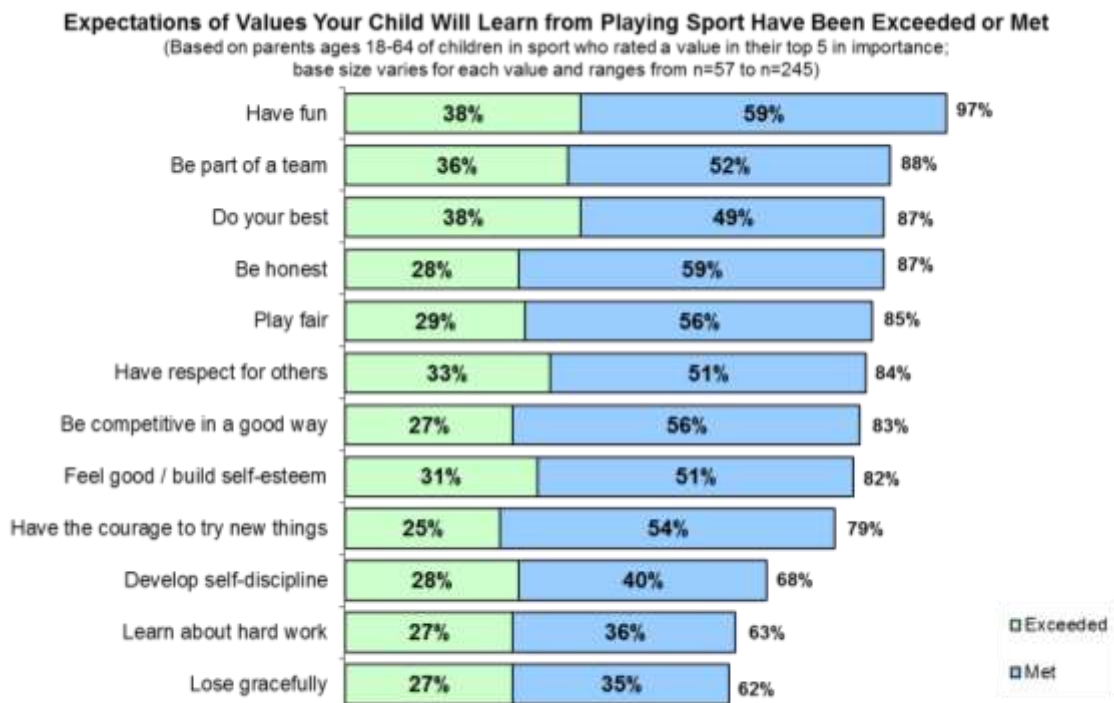
Top 5 Most Important Values Coaches/Teachers Hope Their Athletes/Students Will Learn from Playing Sport



Q: Please indicate which statements best describe what you hope the [athletes/players you coach or kids you teach] will learn from playing sport (select up to five most important things you hope they will learn from sport). I hope that sport teaches the [athletes/players I coach or kids I teach] how to...?

Overall, sport is delivering on most general population parents' expectations for what they hope their child will learn, particularly for the values deemed most important by the majority of parents—having fun and doing your best. Indeed, nearly all parents who hoped that sport would teach their child to have fun also say this expectation has been exceeded or met (see Figure 25).

Figure 25



Q 126: And of the five things you selected (as most important in sport), please indicate whether your expectations for your child learning those things have been exceeded, met, nearly met or not met. Base sizes for the following values fall below 50 and are therefore not shown in the chart: develop a sense of community (n=23), be patient (n=36), and win (n=11).

Foremost, general population parents hope that their child's participation in sport will teach them to **have fun**, while NGB parents are most concerned with sport conveying **self-esteem** and **self-discipline** to their child. The majority of both groups, however, hope playing sport will teach their child to **do their best** and **rank winning last in importance**, as only 3% of general population parents or NGB parents rank it as a top 5 value that they want sport to teach their child.

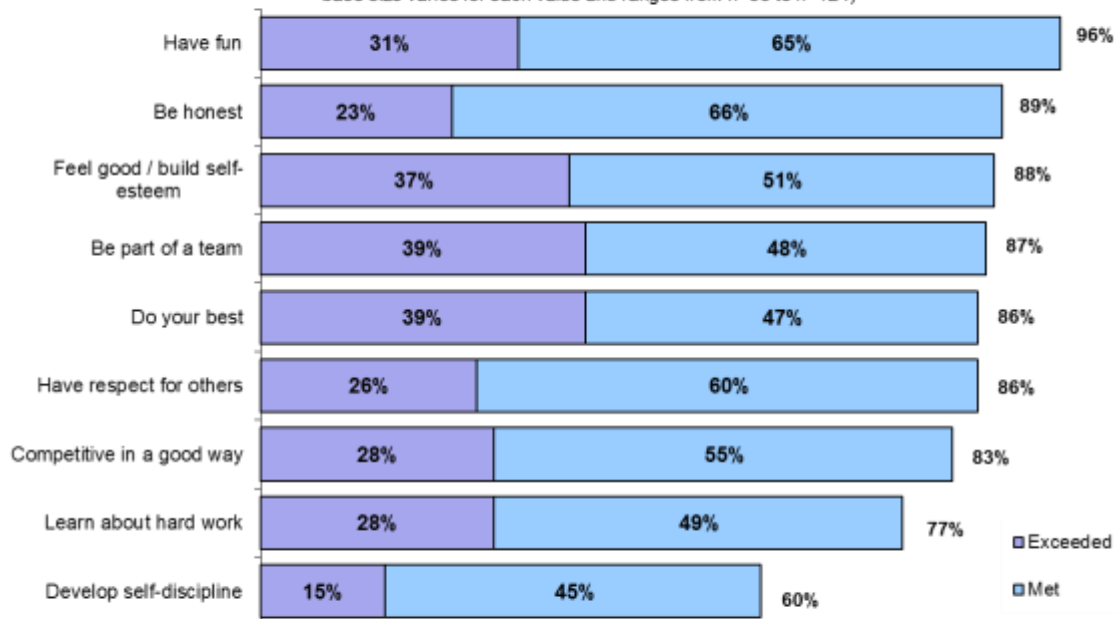
Likewise, sport is delivering on most NGB sport parents' expectations for what they hope their child will learn. Specifically, the majority of NGB sport parents who strongly value their child learning self-esteem (85%), self-discipline (78%), and/or doing their best (81%) from playing sport say their expectations have been exceeded or met.

Although NGB coaches generally believe that sport is conveying the values they want their athletes to learn, their top priority, developing self-discipline, lags behind the other values. However, NGB coaches are generally pleased with the degree to which sport is teaching other top values—having fun and doing your best (see Figure 26).

Figure 26

Expectations of Values the Children You Coach Will Learn from Playing Sport Have Been Exceeded or Met

(Based on NGB coaches of children in sport who rated a value in their top 5 in importance; base size varies for each value and ranges from n=53 to n=124)



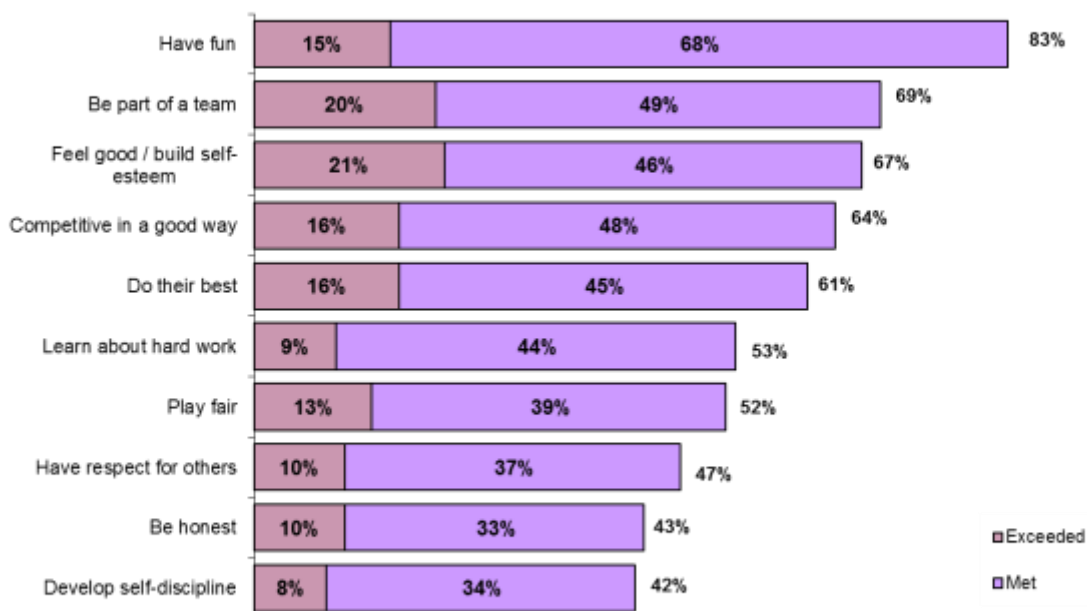
Q 34: And of the five things you selected, please indicate whether your expectations for kids you coach learning those things have been exceeded, met, nearly met or not met. Note: base sizes for the following values fall below 50 and are therefore not shown in the chart: have courage to try new things (n=42), play fair (n=37), lose gracefully (n=24), be patient (n=16), develop a sense of community (n=15), and win (n=5).

Teachers, however, perceive sport as falling short in terms of delivering on their top values, as fewer than half say their expectations for sport teaching self-discipline and respect for others are being met or exceeded

(see Figure 27). However, more than four-fifths of teachers believe that sport is delivering on fun, and they also think that sport does a good job of teaching values such as being a part of a team and building self-esteem.

Figure 27

Expectations of Values Your Students Will Learn from Playing Sport Have Been Exceeded or Met
 (Based on teachers who rated a value in their top 5 in importance; base size varies for each value and ranges from n=62 to n=118)



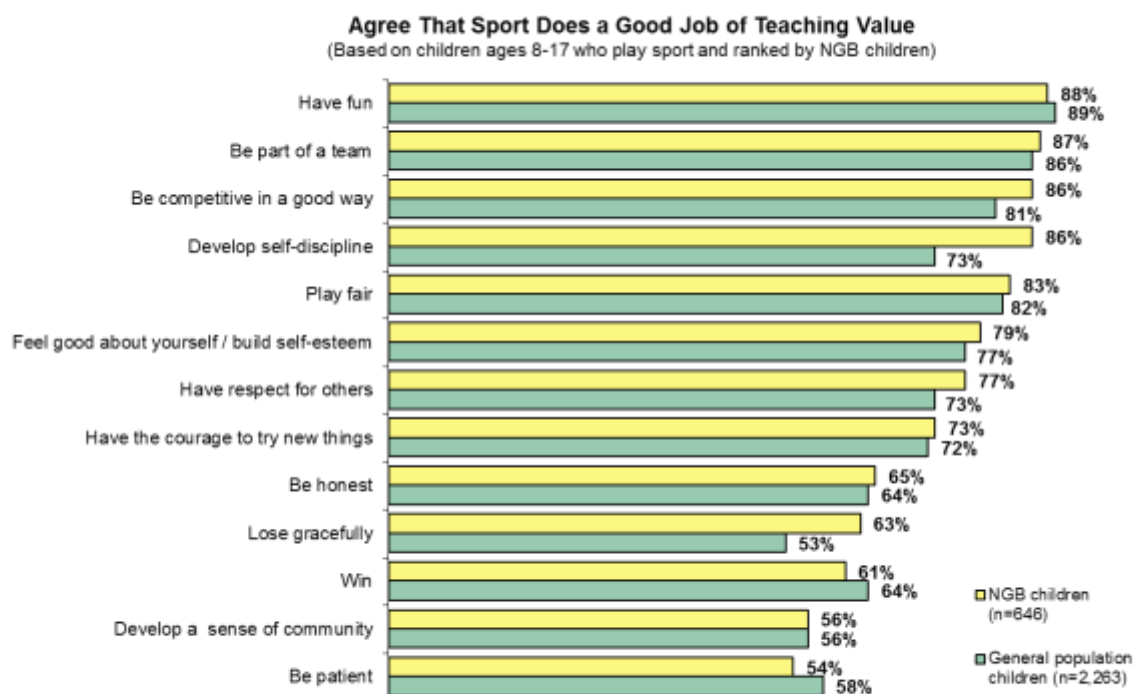
Q 40: And of the five things you selected, please indicate whether your expectations for kids you teach learning those things have been exceeded, met, nearly met or not met. Note: base sizes for the following values fall below 50 and are therefore not shown in the chart: courage to try new things (43), lose gracefully (37), develop a sense of community (34), be patient (14), and win (2).

The majority of children agree that sport does a good job teaching them a host of values. Foremost, general population and NGB children agree that sport does a good job of teaching them to have fun, be part of a team, be competitive in a good way, and play fair. In addition, more than four-fifths of NGB children believe that sport conveys self-discipline.

NGB children are more likely than general population children to agree that sport does a good job of teaching them to be competitive in a good way, develop self-discipline, and lose gracefully (see Figure 28).

The majority of children say their parents expect them to just do their best when playing sport; however, this message is even stronger among the population of NGB children interviewed than of children in the general population.

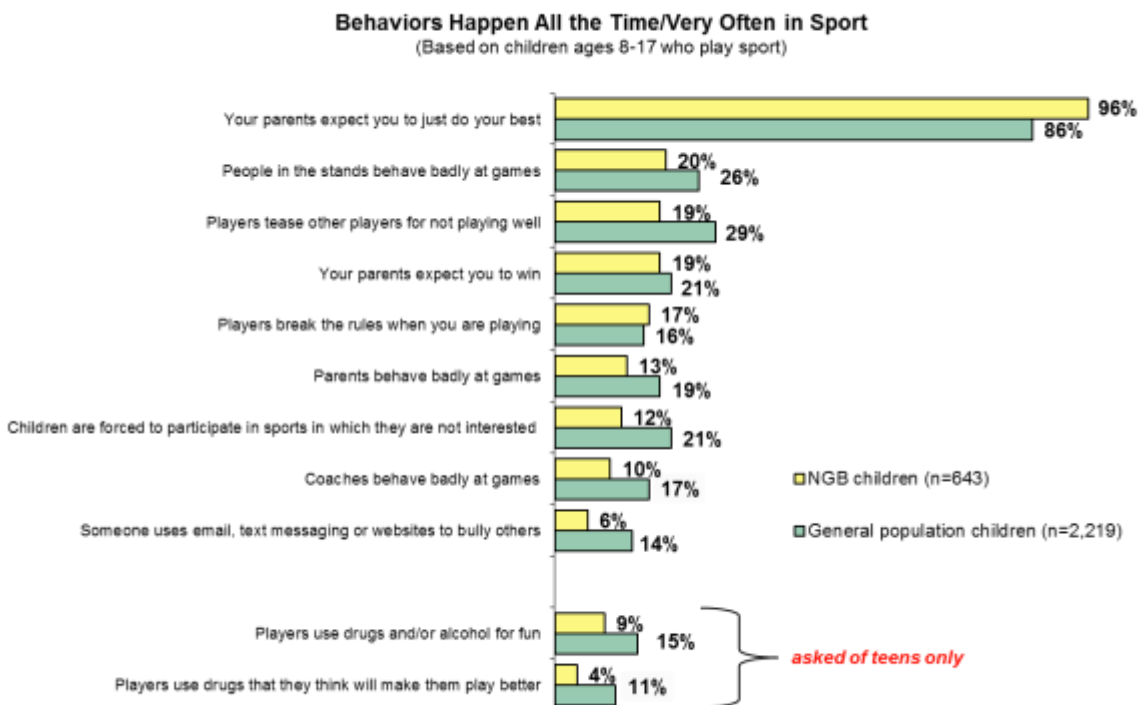
Figure 28



Q 11: The following is a list of things that sport can teach you. If you agree that sport does a good job of teaching these things, please let us know by choosing the button under the smiley face. If you neither agree nor disagree that sport does a good job of teaching these things, choose the button under the straight face. And if you disagree that sport does a good job of teaching these things, please choose the button under the frowning face.

Among children overall, a plurality report that a variety of negative behaviors happens very often or all the time in the sport that they play (see Figure 29). **Negative behaviors appear to be more prevalent in sport played by children in the general population** (as NGB children are less likely than others to report that many bad behaviors happen all the time or very often when they play sport). **Across age groups, teens are more likely than children ages 8-10 to report that they often see adults (including people in the stands, parents, and coaches) behaving badly at games.**

Figure 29



Q 15: How often does this happen in sport that you play? (all the time; very often; sometimes; not very often; never)

CONCLUSIONS

Based on the findings in this study, the significance of sport is reinforced as a cherished national pastime. Survey results reinforce that parents hope their children will derive value from playing sport, and that Americans recognize sport's potential for building character and promoting necessary virtues for a greater cause.

As a society, Americans value sport and what it can offer. In general, they have a sophisticated understanding of what it means to bend or break the rules, and overwhelmingly agree that use of performance-enhancing drugs is a clear ethical violation that threatens sport today. Furthermore, Americans believe that an over-emphasis on winning threatens sport, possibly by motivating rule breaking and by taking the fun out of sport for too many people. Role models, in particular coaches, can play an important part in maintaining the integrity and value of sport.

The lessons learned by participating in sport transcend the playing field and contribute to shaping the character and culture of America's citizens. As a nation, we should advocate for the role that sport currently plays and could play in our society, and attend to these issues that place sport in jeopardy in order to cultivate its enduring integrity and value to so many aspects of American life.

APPENDIX A: Questionnaire- What Sport Means in America

Survey Notes:

- Question labels (i.e., anything preceding the “:”) is for development purposes only and will not be displayed to the respondents (e.g., S01 – Gender)
- Survey notes (skip patterns, filters, etc.) are highlighted in RED

SCREENER

S01 – Gender: What is your gender?

Male	1	
Female	2	

S02 – Age: How old are you?

[Drop-Down List of exact ages]	Age	<p>Screen Only: 18-64 years of age. Parents of the Youth Respondents will be captured here. Youth Age will be recorded in their battery of questions.</p>
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CODE AGE:

- 18-24
- 25-34
- 35-44
- 45-54
- 55-64

CROSS AGE BY GENDER

S03 – Industry Filter: Are you or any member of your household currently employed (paid or voluntary) in any of the following industries? (SELECT ALL THAT APPLY)

[ROTATE]		
Administrative support	1	
Advertising / Public Relations / Journalism / Media	2	TERMINATE
Banking and Financial Services	3	
Education (e.g., Teacher/Educator, Administrator, etc)	4	
Executive, managerial	5	
Farming, forestry, and fishing	6	
Homemaker	7	
Law Enforcement	8	
Market Research	9	TERMINATE
Marketing	10	
Operator, fabricator, and laborer	11	

Precision production, craft, and repair	12	
Professional	13	
Radio / TV / Film	14	TERMINATE
Service	15	
Sports (e.g., Coach, Player, Support Staff, etc.)	16	
Student	17	
Technical and sales	18	
Retired	19	
Unemployed [ANCHOR]	20	
Other [ANCHOR]	21	

S03.A1 – Target Group: (If S03 = 4 ELSE GO TO S03.B1) Are you currently a teacher/educator?

Yes	1	
No	2	

S03.A2 – Target Group: (If S03.A1 = 1) Please select all the grade levels you teach.

[GRADE CLASSIFICATION - OPTION 1] Option 2 is List of Individual Grade Levels		
Primary: Kindergarten - 5th Grade	1	TERMINATE
Middle School: 6th Grade - 8th Grade	2	Verify Grade Groupings
High School	3	Verify Grade Groupings

S03.B1 – Target Group: If S03 = 4, 16 ELSE GO TO S03.C1) Are you a sports coach?

Yes	1	
No	2	

S03.B2 – Target Group: (If S03.B1 = 1) Please select all of your team member grade levels you coach.

[GRADE CLASSIFICATION - OPTION 1] Option 2 is List of Individual Grade Levels		
Primary: Kindergarten - 5th Grade	1	TERMINATE
Middle School: 6th Grade - 8th Grade	2	Verify Grade Groupings
High School	3	Verify Grade Groupings

S03.C1 – Target Group: Are you a parent or primary guardian of any children currently living in your household?

Yes	1	
No	2	

S03.C2 – Target Group: (If S03.C1 = 1 ELSE GO TO THE END OF SCREENER AND CHECK QUOTA. FULFILL ANY REMAINING QUOTAS OR TERMINATE AND THANK

RESPONDENT) Please indicate the total number of children that live in your household in each of the following age ranges, if any.

Younger than 8 years old	# of Children	
8 – 10 years old	# of Children	
11 – 13 years old	# of Children	
14 – 17 years old	# of Children	

IF NO CHILDREN BETWEEN 8 – 17 AND NO REMAINING GEN POP QUOTAS, THEN TERMINATE AND THANK RESPONDENT

S03.C3 – Target Group: (If S03.C2 = Non-zero for any 8 – 17 children) In addition to your thoughts and opinions, we would like to collect the thoughts and opinions of your children. Are they also present to answer the survey?

If you have more than one child present, please pick only one of them.

Yes	1	
No	2	

Note: As we proceed through the survey, we will tell you if the questions will be “FOR THE PARENT/GUARDIAN”, “FOR THE CHILD”, or “FOR BOTH PARENT/GUARDIAN & CHILD”.

S03.C3B – Target Group: FOR THE PARENT/GUARDIAN. How old is the child you’ve chosen?

8 – 10 years old	1	
11 – 13 years old	2	
14 – 17 years old	3	

S03.C4 – Target Group: FOR BOTH THE PARENT/GUARDIAN & CHILD. Depending on the child you’ve picked to answer the survey, please indicate which scenarios describe your child’s current involvement in sports. Please confirm with your child. (Select All That Apply)

[ROTATE]		Notes
Participation in organized sports through a competitive league/club that is not associated with school. These leagues/clubs require trying out and being selected to the team (For example: select leagues or teams, Amateur Athletic Union (AAU), Little League, Pop Warner etc.)	1	HIGHEST PRIORITY QUOTA
Participation in organized sports through the school team competing against other schools	2	
Participation in sports through community-based leagues (For example: YMCA, Police Athletic Leagues, etc.)	3	
Participation in informal sports on the playground or parks with other children	4	
Minimal or No Participation in sports	5	SINGLE SELECT ONLY

QUOTA PRIORITY (ELITE IS HIGHEST PRIORITY QUOTA FOR PARENT/YOUTH SURVEYS) – RANDOMIZE FULFILLMENT OF QUOTAS 2 – 5.

BRANCH TO APPROPRIATE SECTION BASED ON QUOTA GROUP ASSIGNED

[CHILDREN AND TWEENS / TEEN SURVEY BEGINS HERE]

1. FOR THE CHILD. How old are you? **[OPEN NUMERIC TEXT BOX]** **[FOR TEENS: MIN 14/MAX 17]** **[FOR CHILDREN/TWEENS: MIN 8/MAX 13]**

2. FOR THE CHILD. In which grade are you currently?

3. FOR THE CHILD. Are you a...

- 1.) Boy
- 2.) Girl

This survey should take about 15 minutes of your time. Would you like to continue?

Participation in Sports

Throughout this survey we'll be talking about any sport that you play or watch either on TV or in person. There are no wrong answers to any of the following questions. We are just interested in what you think. Let's get started!

4. FOR THE CHILD. In which sport or sports have you participated during the past year? Please list up to three sports and if you have more than three, pick the three in which you spend the most time (please do not include sports that you took in classes at school or that were organized by your teachers). (Accept up to three responses.)

- Archery
- Baseball
- Basketball
- Curling
- Cycling
- Fencing
- Figure Skating
- Football
- Golf
- Gymnastics
- Ice Hockey
- Lacrosse
- Martial Arts
- Racquetball/Squash
- Skiing/Snowboarding
- Soccer
- Softball
- Swimming
- Speed Skating
- Taekwondo
- Tennis

- Track and Field
- Triathlons/Marathons/Running Races (5Ks, 10Ks, etc.)
- Volleyball
- Wrestling
- Other (Please specify.)
- I have not participated in sports in the past year but I used to
- I have never participated in sports activities (Skip to Q 12)

5. FOR THE CHILD. How old were you when you first started playing a sport? (Register response for up to three sports.)

6. (If you have not participated in the past year but used to – Q4=27) FOR THE CHILD. Please tell us which of the following best describes why you no longer play sport?

- I wanted to focus more on school work
- My parents no longer make me participate/support my participation
- My friends quit
- I found something else I like to do better
- I wasn't as good at sports as other people my age
- Sports got too competitive
- I wanted more free time
- My parents wanted me to focus more on my school work
- Playing sport wasn't fun for me any more
- I became shy about my body (my shape, my size, etc.)
- My friends made fun of me for playing sport in general
- My friends made fun of me for playing the sport I played because they did not consider it a good sport for "girls" /for "boys" (insert appropriate gender reference based on gender of respondent)
- It became too expensive for me and/or my parents
- Other (Please specify.)

7. FOR THE CHILD. Which of the following best describes how you first became involved in sports?

- My parents really wanted me to play a sport
- Playing sports let me spend time with my friends
- I wanted to do something my parents would approve of
- I had fun playing sport
- Playing sport was good exercise for me
- Playing sport made me feel good about myself/ builds my self-esteem
- Playing sport kept me away from people/ situations that may get me into trouble
- Other (Please specify.)

(If Q4 = I have not participated in the past year but used to/ I have never participated in sport activities SKIP TO Q 11).

8. (Participants only) FOR THE CHILD. How important are each of the following when you play sports?

(Really Important; Sort of Important; Not Very Important)

- Performing well
- Winning
- Doing my best
- Being healthy
- Improving my skills for the game
- Being with my friends
- Having fun
- Learning valuable lessons about life
- Challenging my body
- Challenging my mind
- Making my parents happy
- Something good to do after school/ on weekends
- Helps control my weight
- Makes me feel good about myself/ builds my self-esteem
- Learning about myself (what I'm good at and what I need to improve)
- Other (Please specify.)

[ASK TEENS ONLY]

9. FOR THE CHILD. You may have heard that people tend to be less active in sports in their teens compared to when they were younger. Why do you think that might be true for girls? (You can pick more than one answer.)

- They want to focus more on school work
- Their parents are no longer making them participate/ supporting their participation
- Their friends quit
- They found something else to do they like better
- They feel like they are not as good as other people their age
- Sport gets too competitive
- They want more free time
- Parents encourage the children to focus more on academics
- They are no longer having fun in sport
- They become shy about their bodies
- Their friends and/or peers make fun of them for participating in sport in general
- Their friends and/or peers make fun of them for participating in a particular sport because they don't consider it "appropriate" for girls
- Other (Please specify.)
-

[ASK TEENS ONLY]

10. FOR THE CHILD. And why do you think that might be true for boys? (You can pick more than one answer.)

- They want to focus more on school work
- Their parents are no longer making them participate/ supporting their participation
- Their friends quit
- They found something else to do they like better
- They feel like they are not as good as other people their age
- Sport gets too competitive
- They want more free time
- Parents encourage the children to focus more on academics

- They are no longer having fun in sport
- They become shy about their bodies
- Their friends and/or peers make fun of them for participating in sport in general
- Their friends and/or peers make fun of them for participating in a particular sport because they don't consider it "appropriate" for boys
- Other (Please specify.)

Attitudes Toward Sport

11. FOR THE CHILD. The following is a list of things that sport can teach you. If you agree that sport does a good job of teaching these things, please let us know by choosing the button under the smiley face. If you neither agree nor disagree that sport does a good job of teaching these things, choose the button under the straight face. And if you disagree that sport does a good job of teaching these things, please choose the button under the frowning face. Sport can teach you how to:

- Have fun
- Be honest
- Be competitive in a good way
- Play fair
- Develop self-discipline
- Have the courage to try new things
- Feel good about yourself/ builds your self-esteem
- Have respect for others
- Develop a sense of community
- Be patient
- Be part of a team
- Win
- Lose gracefully
- Other (Please specify.)

(If Q4= used to participate/never participated, skip to Q13)

12. FOR THE CHILD. Of the following people, please tell us which you think has a mostly good influence on your behavior in sports by choosing the smiley face, which has a mostly bad influence on your behavior in sport by choosing the sad face or if they have no influence on your behavior in sports by choosing the middle face.

- a) Other players
- b) Coaches
- c) Officials
- d) Parents
- e) Spectators
- f) Teachers
- g) Professional athletes
- h) Olympic athletes
- i) College athletes
- j) Other (Please specify either a mostly good or a mostly bad influence.)

13. FOR THE CHILD. Please tell us whether you agree or disagree with the following statements about sport overall (smiley face for agree; straight for neither agree nor disagree; frown face for disagree).

- If a well-known athlete breaks the rules in a game, it makes children think its ok to break the rules to win.
- If a well-known athlete uses drugs, it makes children think its ok to take drugs as well.
- I would still look up to a well-known athlete even if he or she broke the rules to win.
- I would still look up to a well-known athlete even if he or she took drugs but was still a good athlete.

(If Q4= used to participate/never participated skip to Q 16)

Ethics

Now we are going to ask some questions about right and wrong in sport.

14. FOR THE CHILD. Please let us know if you agree or disagree with the following statements (smiley face scale):

- I have a stronger sense of what is right and wrong because of the sport I play than I would have without it
- I learn a lot about what is right and wrong from the sport that I play
- Some sports do a bad job of teaching the difference between right and wrong (if agree, OE: Please list the sport you would put in this category.)

15. FOR THE CHILD. How often does this happen in sport that you play? (all the time; very often; sometimes; not very often; never)

- Players break the rules when you are playing
- Players tease other players for not playing well
- Children are forced to participate in sports in which they are not interested
- Your parents expect you to win
- Your parents expect you to just do your best
- Someone uses email, text messaging or websites to bully others
- People in the stands behave badly at games (such as yell at the players, coaches or officials, use bad words, etc.)
- Coaches behave badly at games (such as yell at the players, use bad words, etc.)
- Parents behave badly at games (such as yell at the players, coaches or officials, use bad words, etc.)
- **[ASK TEENS ONLY]** Players use drugs that they think will make them play better
- **[ASK TEENS ONLY]** Players use drugs and/or alcohol for fun
- Other (Please specify.)

16. FOR THE CHILD. Following are some statements about sport overall – please indicate whether you agree or disagree with them using the smiley face button if you agree, the straight face if you neither agree or disagree, or the sad face if you disagree.

- Breaking or bending the rules in sport for any reason is cheating and is never ok.
- Breaking or bending the rules is always cheating, whether someone notices or not.
- Breaking or bending the rules is not cheating as long as no one notices or knows about it.
- Everyone breaks or bends the rules sometimes – it depends on the situation.
- It is ok to break or bend the rules if you need to win.
- It is ok to break or bend the rules if everyone else is doing it.
- Bending the rules to win is the same as breaking them.

17. FOR THE CHILD. Do you know anyone who has ever broken/bent the rules in a sport?

- Yes I know someone who has broken/bent the rules
- No I don't know anyone who has broken/bent the rules in a sport (skip to end and thank respondent)

18. (If Q17=1) FOR THE CHILD. What kind of sport program were they playing at the time when they broke/bent the rules?

- A competitive league not associated with school but where they had to try out to be on the team (select leagues, etc.)
- A team that competes against other schools
- A community-based league (like the YMCA, Parks and Recreation, etc.), not part of a school team
- A game in the playground or park, but not part of a school team

19. (If Q17=1) FOR THE CHILD. What would you say were their reasons for breaking/bending the rules?

- Their coach encouraged them to “do what it takes” to win
- Their parents encouraged them to “do what it takes” to win
- They liked being “a winner”
- They did not want to let down their coaches/sponsors
- They did not want to let down their parents/family
- They did not want to lose their friends
- They did not want to be unpopular
- They did not realize they were breaking/bending the rules
- Other (Please specify.)

SEGUE SCREEN:

Thank you for your answering our survey! The remaining questions are for your parent.

[END CHILDREN AND TWEENS / TEEN SURVEY – SKIP TO DEMOGRAPHICS]

[COACHES AND TEACHERS SURVEY BEGINS HERE]

Attitudes Toward Sports

20. To what extent do you feel each of the following has the greatest potential to be a positive or negative outside influence on youth today? Please rank in order of importance from 1-11, with 1 meaning it has the greatest potential to be a positive influence and 11 meaning it has the least potential.

- School
- Church/Religion
- Parents/Family
- Sport (including professional, Olympic, school, college and community-based and informal sport)
- Television
- Music
- Social Networking Websites
- Friends and Peers

21. And please tell me the influence you think each one actually has on youth in this country: Please rank in order of importance, with 1 meaning it is the most positive influence and 11 meaning it is the least positive.

- School
- Church/Religion
- Parents/Family
- Sport (including professional, Olympic, school, college and community-based and informal sport)
- Television
- Music
- Social Networking Websites
- Friends and Peers

22. Of the following kind of sport, which do you think has the greatest potential to be a positive or negative outside influence on youth today? Please rank in order of importance from 1-11, with 1 meaning it has the greatest potential to be a positive influence and 11 meaning it has the least potential.

- Professional sport
- Olympic sports
- School/College sport
- Community-based sport (e.g. YMCA, Parks and Recreation, etc.)
- Informal sport

23. Of the following kind of sport, please tell me the influence you think each one actually has on youth in this country: Please rank in order of importance, with 1 meaning it is the most positive influence and 11 meaning it is the least positive.

- Professional sport
- Olympic sports
- School/College sport

- Community-based sport (e.g. YMCA, Parks and Recreation, etc.)
- Informal sport

The rest of the survey will be focusing on sports and their impact on children.

24. The following is a list of values or principles that may or may not be important in sports. Please indicate how important you feel it is that these values or principles are reflected and reinforced through sports programs and activities overall. Please use a 7-point scale, where 7 means it is very important, 1 means it is not at all important and the midpoint (4) means it is neither important nor unimportant to reinforce this value through sport.

- Fun
- Honesty
- Competitiveness
- Fair play
- Self-discipline
- Courage to try new things
- Self-esteem
- Respect for others
- A sense of community
- Patience
- Teamwork
- Winning
- Doing your best
- Hard work
- Openness to people of various ethnic or racial backgrounds
- Openness to people of various sexual orientations
- Other (Please specify.)

25. Please indicate how good or poor a job you think sport programs and activities actually perform in terms of reinforcing these values or principles. Please use a 7-point scale, where 7 means sport is doing an excellent job, 1 means sport is doing a poor job and the midpoint (4) means sport is doing neither an excellent nor a poor job in reinforcing these values.

- Fun
- Honesty
- Competitiveness
- Fair play
- Self-discipline
- Courage to try new things
- Self-esteem
- Respect for others
- A sense of community
- Patience
- Teamwork
- Winning
- Doing your best
- Hard work
- Openness to people of various ethnic or racial backgrounds

- Openness to people of various sexual orientations
- Other (Please specify.)

26. The following is a list of statements about sport in general. Please indicate whether you strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree or strongly disagree with the following statements:

- Sport brings people together in ways that strengthen communities
- Increasing participation in sport can be an effective way to reduce youth crime and delinquency
- Sport provides a source of fun and enjoyment
- Sport provides a rich source of tradition or history
- Participating in sport builds personal integrity
- Sport overemphasizes the importance of winning
- Losing in sport can teach valuable lessons
- Sport teaches skills that people can transfer to the workplace
- The sport you play or support is a reflection of your personal ethics and beliefs

Participation

27. In the past year, which of the following **best** describes you (itemize list)

- Sports Participant
- Teacher
- Sports Coach
- Sports Volunteer
- Sports Spectator
- Parent of Children in Sport
- None of the Above (Please specify.)

Grade level of teacher/coach determined in the screener (middle school; high school).

[COACHES ONLY]

28. Which of the following best describes your involvement in sport during the past year:

- I coach organized sport through a competitive league/club that is not associated with school. These leagues/clubs require trying out and being selected to the team (select teams or leagues, etc.)
- I coach organized sport through a school team competing against other schools
- I coach sport through community-based leagues (YMCA, Police Athletic Leagues, etc.)
- I coach informal sport on the playground/parks

[COACHES ONLY]

29. (Coach) Which sport(s) have you coached during the past year? (Rank up to three in order of time spent coaching.)

- Archery
- Baseball
- Basketball
- Curling
- Cycling
- Fencing
- Figure Skating

- Football
- Golf
- Gymnastics
- Ice Hockey
- Lacrosse
- Martial Arts
- Racquetball/Squash
- Skiing/Snowboarding
- Soccer
- Softball
- Swimming
- Speed Skating
- Taekwondo
- Tennis
- Track and Field
- Triathlons/Marathons/Running Races (5Ks, 10Ks, etc.)
- Volleyball
- Wrestling
- Other (Please specify.)

[COACHES ONLY]

30. (If coach) Which of the following sports do you spend most of your time coaching?

- Professional sport
- Olympic sport
- School/College sport
- Community-based sport (e.g. YMCA, Parks and Recreation, etc.)
- Informal sport

[COACHES ONLY]

31. (If coach) How important are the following to you in terms of what the athletes/players you coach learn or experience from sport overall (rate the following statements on a scale of 1-7, where 7 means it is most important to you as a coach, 1 means it is least important to you as a coach and the midpoint (4) means it is neither important nor unimportant to you as a coach).

- Performing well
- Winning
- Doing their best
- The positive impact on their health
- Improving their motor skills
- Allowing them to meet and socialize with other children
- Having fun
- Challenging themselves physically
- Challenging themselves emotionally
- Teaching them valuable life lessons
- Feeling good about themselves/ building their self-esteem
- Learning about themselves (their strengths and weaknesses)
- Learning the skills of a particular sport
- Knowing they are spending time outside of school in a positive way

- Teaching them to be more conscious of what they put into their bodies
- Knowing they're in a safe environment when they're not at home
- Learning how to manage their time (balancing sports with homework)
- Other (Please specify.)

[COACHES ONLY]

32. (If Coach) **OPEN END:** What kind of life lessons do you feel sport has taught the athletes/players that you coach? (Please be as specific as you can.)

[COACHES ONLY]

33. (If coach) Please indicate which statements best describe what you hope the athletes/players you coach will learn from playing sport (select up to five most important things you hope they will learn from sport): I hope that sport teaches the athletes/players I coach how to....

- Have fun
- Be honest
- Be competitive in a good way
- Play fair
- Develop self-discipline
- Have the courage to try new things
- Feel good about themselves/ build their self-esteem
- Have respect for others
- Develop a sense of community
- Be patient
- Be part of a team
- Win
- Lose gracefully
- Do your best
- Learn about hard work
- Other (Please specify.)

[COACHES ONLY]

34. And of the five things you selected, please indicate whether your expectations for children you coach learning those things have been exceeded, met, nearly met or not met.

[COACHES ONLY]

35. **OPEN END:** If Nearly Met or Not Met, Why would you say your expectations were nearly or not met?

[COACHES ONLY]

36. Please indicate whether you agree or disagree with the following statements about the athletes/players in your school you coach: (completely disagree, somewhat disagree, not sure, somewhat agree, completely agree)

The students I coach...(Rotate Order)

- Sometimes cheat to win or get ahead
- Do not care if their friends cheat to win or get ahead
- Are respectful to others even if they do not agree with them
- Keep working to achieve difficult goals they care about

- Do what they think is right even if others disagree
- Try to be nice even to those who are not their friends
- Believe it is important that everyone has a fair chance
- Exclude those who are different from them (e.g. children from different races, cultures, religions, etc.)
- Care only about themselves
- Make fun of ideas that are different

[TEACHERS ONLY]

37. (If teacher) How important are the following to you in terms of what children learn or experience with sport overall (rate the following statements on a scale of 1-7, where 7 means it is the most important to you as a teacher, 1 means it is least important and the midpoint (4) means it is neither important nor unimportant to you as a teacher).

- Performing well
- Winning
- Doing their best
- The positive impact on their health
- Improving their motor skills
- Allowing them to meet and socialize with other children
- Having fun
- Challenging themselves physically
- Challenging themselves emotionally
- Teaching them valuable life lessons
- Feeling good about themselves/ build their self-esteem
- Learning about themselves (their strengths and weaknesses)
- Learning the skills of a particular sport
- Knowing they are spending time outside of school in a positive way
- Teaching them to be more conscious of what they put into their bodies
- Knowing they're in a safe environment when they're not at home
- Learning how to manage their time (balancing sports with homework)
- Other (Please specify.)

[TEACHERS ONLY]

38. (If Teacher) OPEN END: What kind of life lessons do you feel sport has taught the children that you teach (please be as specific as you can).

[TEACHERS ONLY]

39. (If teacher) Please indicate which statements best describe what you hope the children you teach will learn from playing sport (select up to five most important things you hope they will learn from sports): I hope that sport teaches the children I teach how to...

- Have fun
- Be honest
- Be competitive in a good way
- Play fair
- Develop self-discipline
- Have the courage to try new things
- Feel good about themselves/ builds their self-esteem

- Have respect for others
- Develop a sense of community
- Be patient
- Be part of a team
- Win
- Lose gracefully
- Do their best
- Learn about hard work
- Other (Please specify.)

[TEACHERS ONLY]

40. And of the five things you selected, please indicate whether your expectations for children you teach learning those things have been exceeded, met, nearly met, or not met.

[TEACHERS ONLY]

41. OPEN END: If nearly met or not met, Why would you say your expectations were nearly or not met?

[TEACHERS ONLY]

42. Please indicate whether you agree or disagree with the following statements about students in your school that you teach: (completely disagree, somewhat disagree, not sure, somewhat agree, completely agree)

The students I teach... (Rotate Order)

- Sometimes cheat to win or get ahead
- Do not care if their friends cheat to win or get ahead
- Are respectful to others even if they do not agree with them
- Keep working to achieve difficult goals they care about
- Do what they think is right even if others disagree
- Try to be nice even to those who are not their friends
- Believe it is important that everyone has a fair chance
- Exclude those who are different from them (e.g. children from different races, cultures, religions, etc.)
- Care only about themselves
- Make fun of ideas that are different

43. You may have heard the statistic that young people tend to be less active in sports in their teens compared to when they were younger. Regardless of whether you've heard this before, please indicate why you think this might be the case for boys? (Please indicate your level of agreement with each statement on a scale of 1-7 where 7 means strongly agree, 1 means don't agree at all and the midpoint (4) means you neither agree nor disagree.):

- They want to focus more on school work
- Their parents are no longer making them participate/ supporting their participation
- Their friends quit
- They found something else to do they like better
- They feel like they aren't as good as other people their age
- Sports get too competitive
- They want more free time

- Parents encourage the children to focus more on academics
- They are no longer having fun in sports
- They become self conscious about their bodies
- Their friends and/or peers make fun of them for participating in sport in general
- Their friends and/or peers make fun of them for participating in a particular sport because they do not consider it “appropriate” for boys
- Other (Please specify.)

44. Please indicate why you think this might be the case for girls? (Please indicate your level of agreement with each statement on a scale of 1-7 where 7 means strongly agree, 1 means you don't agree at all and the midpoint (4) means you neither agree nor disagree.):

- They want to focus more on school work
- Their parents are no longer making them participate/ supporting their participation
- Their friends quit
- They found something else to do they like better
- They feel like they aren't as good as other people their age
- Sports get too competitive
- They want more free time
- Parents encourage the children to focus more on academics
- They are no longer having fun in sports
- They become self conscious about their bodies
- Their friends and/or peers make fun of them for participating in sport in general
- Their friends and/or peers make fun of them for participating in a particular sport because they do not consider it “appropriate” for girls.
- Other (Please specify.)

Sports Role Models and Influencers on Youth

45. Please rate the following on their overall influence on young people – would you say the following generally have a... completely positive, mostly positive, neither positive nor negative, mostly negative ,or completely negative influence on youth today?

- a) Teammates
- b) Coaches
- c) Officials
- d) Parents
- e) Spectators
- f) Teachers
- g) Professional athletes
- h) Olympic athletes
- i) College athletes
- j) Other (Please specify.)

46. OPEN END: If professional, Olympic or college athletes are indicated as having a completely/mostly positive influence, Why?

47. OPEN END: If professional, Olympic or college athletes are considered to have mostly/completely negative influence, Why?

48. Please indicate whether you agree or disagree with the following statements (completely agree, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, completely disagree):

- Well-known athletes have a responsibility to be positive role models for young people.
- Well-known athletes should be judged only by their athletic accomplishments, not by their personal lives.
- Well-known athletes' personal conduct is as important as their athletic accomplishments.
- Well-known athletes' personal conduct is more important than their athletic accomplishments.

49. Below are characteristics some people may or may not have. Please indicate how much each of them is like you (not at all like me, mostly not like me, somewhat like me, mostly like me, exactly like me)

- Consistently reinforces the rules for students
- Explicitly discusses the importance of good character with students
- Holds students accountable for their actions
- Prefers not to discuss moral issues with students
- Pays attention to how students treat each other
- Listens carefully to an explanation of why a student misbehaved
- Gets to know students and cares about their interests (friends, music, hobbies, etc.)
- Believes that winning/ being first in class is the only thing that counts
- Makes themselves available to talk with students about problems that may be bothering them

Ethics and Attitudes Toward Sport

50. Please indicate how important you feel that (sport overall, community-based sport, informal sport, professional sport, school/college sport, Olympic sport GRID) actively promote positive values in today's youth such as honesty, integrity and a sense of fair play? Please use a 7-point scale, where 7 means it is very important, 1 means it is not at all important and the midpoint (4) means it is moderately important to promote these positive values.

51. Please indicate whether you agree that the following are actually promoting positive values among youth in the U.S.?

For...sport overall; community-based sport; informal sport; professional sport; school/college sport; Olympic sport. (GRID)

Completely agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Completely Disagree

[TEACHERS ONLY]

43. How much do you agree with the following statements (completely agree, somewhat agree, neither agree nor disagree, somewhat disagree, completely disagree).

- People have a stronger sense of what is right and wrong because of the sport they watch/play/support than they would have without it.
- The culture of the sport people play or watch defines their personal sense of what is right and wrong
- The culture of the sport people play or watch impacts their personal sense of what is right and wrong
- There are sports which I consider to be accepting of unethical behavior (if yes, OE: Please list the sport you would put in this category.)

[COACHES ONLY]

44. How much do you agree with the following statements (completely agree, somewhat agree, neither agree nor disagree, somewhat disagree, completely disagree).

- I have a stronger sense of right and wrong because of the sport I coach than I would have without it
- The culture of the sport people play or watch defines their personal sense of what is right and wrong
- The culture of the sport people play or watch impacts their personal sense of what is right and wrong
- There are sports which I consider to be accepting of unethical behavior (if yes, OE: Please list the sport you would put in this category.)

45. Following is a list of issues facing sports today. On a scale of 1-7, where 7 means very serious and 1 means not at all serious, please indicate how seriously you consider them to be problems facing sports today? (Rotate Order)

- Inappropriate behavior from people in the stands (such as yelling at the players or coaches or officials, using obscenities, etc.)
- Inappropriate behavior from coaches (such as yelling at players or officials, using obscenities, etc.)
- Inappropriate behavior from parents of the participants (such as yelling at the players or coaches or officials, using obscenities, etc.)
- Children being forced to participate in a sport in which they are not interested
- Use of performance-enhancing substances
- Violence between players
- Lack of fair play/cheating
- Racism
- Sexism
- The focus on money
- The focus on fame
- The focus on winning
- Criminal behavior of well-known athletes
- Other (Please specify.)

46. Following are some statements about sports overall – please indicate whether you agree or disagree with them (completely agree, somewhat agree, neither agree nor disagree, somewhat disagree, completely disagree).

- Breaking or bending the rules in sports for any reason is cheating and should not be tolerated

- Breaking or bending the rules is always cheating, whether someone notices or not
- Breaking or bending the rules is not cheating as long as no one notices or knows about it
- Everyone breaks or bends the rules sometimes so it should be judged on a case-by-case basis
- It is ok to break or bend the rules if you need to win
- It is ok to break or bend the rules if everyone else is doing it
- Sometimes you need to bend or break the rules to stay competitive
- It is ok to break or bend the rules if its part of the culture of the sport being played
- Bending the rules to win is the same as breaking them.

[TEACHERS ONLY]

47. Have you known anyone who has broken the rules in a sport?

Yes I know someone who has broken the rules

No I do not know anyone who has broken the rules in a sport (skip to Q30)

[TEACHERS ONLY]

48. (If Yes to I know someone who has broken the rules) What level sport were they playing at the time?

Community-based (YMCA, etc.)

Informal

Formal youth competitive

High school/college

Olympic level

Professional sport

[TEACHERS ONLY]

49. Which of the following best describes how the person you know had broken the rules?

- They were taking performance-enhancing substances on a regular basis
- They took performance-enhancing substances only a few times
- They took some kind of drug(s) before or during a game
- They used non-regulation equipment
- They did not wear their uniform/parts of their uniform properly
- They accused someone else of breaking the rules when they hadn't
- They intentionally violated the rules of the sport
- Other (Please specify.)

[COACHES ONLY]

50. Have you ever broken the rules in a sport or known anyone who has broken the rules in a sport as a coach?

Yes, I have broken the rules

No I have never broken the rules in a sport (skip to Q34)

Yes I know someone who has broken the rules

No I don't know anyone who has broken the rules in a sport (skip to Q34)

[COACHES ONLY]

51. (If Yes to I have broken the rules or I know someone who has broken the rules) What level sport were you/they coaching at the time?

Community-based (YMCA, Parks and Recreation, etc.)

Informal
Formal youth competitive
High school/college
Olympic level
Professional

[COACHES ONLY]

52. Which of the following best describes how you/ the person you know had broken the rules?

- You/they knew the players were taking performance-enhancing substances on a regular basis and did nothing about it
- You/they knew that athletes took performance-enhancing substances only a few times and did nothing about it
- You/they knew that athletes took some kind of drug(s) before or during a game and did nothing about it
- You/they allowed the use of non-regulation equipment
- You/they allowed players to not wear their uniform/parts of their uniform properly
- You accused someone else of breaking the rules when they hadn't
- You intentionally violated the rules of the sport
- Other (Please specify.)

[COACHES ONLY]

53. If yes, to I have broken the rules. What would you say were your reasons for breaking the rules:

- I did not want to lose my social status as a coach
- I did not want to lose my financial status
- I like coaching "a winning team"
- I did not want to let down my fellow coaches/sponsors
- I did not want to let down my parents/family
- I did not want to lose my friends
- I did not realize I was breaking the rules
- Bending/breaking the rules is expected in the game I was coaching
- I did not want to lose my job
- Other (Please specify.)

Olympic Sports Participation

54. As you know the U.S. competes in the winter and summer Olympic/Paralympic Games. How important is it to you that the U.S. is successful at the Olympic/Paralympic Games?

- Extremely important
- Very important
- Moderately important
- Slightly important
- Not at all important

55. How important are the following elements in defining success for the U.S. at the winter and summer Olympic/Paralympic Games? (on a scale of 1-7, 7 meaning very important and 1 meaning not at all important).

- Athletes/teams are well prepared for competition

- The fact that athletes/teams are competing is enough
- Individual athletes/teams achieve their personal bests
- Athletes/teams win any medals
- Athletes/team win gold medals
- U.S. achieves their highest overall medal count (including gold, silver, and bronze)
- U.S. places first in the overall medal count (including gold, silver, and bronze)
- U.S. achieves their highest gold medal count
- U.S. places first in the gold medal count
- Other (Please specify.)

56. Following are some statements about the use of performance-enhancing substances or methods – please indicate whether you agree or disagree with them (completely agree, somewhat agree, neither agree nor disagree, somewhat disagree, completely disagree).

- Olympic athletes should not be punished or penalized by the Olympic committee for using performance-enhancing substances or methods
- If an Olympic athlete uses performance-enhancing substances or methods, it does not mean he or she is an unethical person
- The issue of athletes using performance-enhancing substances or methods is not at all related to ethics in sport

57. Do you agree that sport overall is reaching its full potential in terms of its contribution to societal values in the United States?

- Completely agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

[END COACHES AND TEACHERS SURVEY - SKIP TO DEMOGRAPHICS]

[GEN POP SURVEY BEGINS HERE]

Attitudes Toward Sport

101. To what extent do you feel each of the following has the greatest potential to be a positive or negative outside influence on youth today? Please rank in order of importance from 1-11, with 1 meaning it has the greatest potential to be a positive influence and 11 meaning it has the least potential.

- School
- Church/Religion
- Parents/Family
- Sport (including professional, Olympic, school, college and community-based and informal sport)
- Television
- Music
- Social Networking Websites
- Friends and Peers

102. And please tell me the influence you think each one actually has on youth in this country: Please rank in order of importance, with 1 meaning it is the most positive influence and 11 meaning it is the least positive.

- School
- Church/Religion
- Parents/Family
- Sport (including professional, Olympic, school, college, community-based and informal sport)
- Television
- Music
- Social Networking Websites
- Friends and Peers

103. Of the following kind of sport, which do you think has the greatest potential to be a positive or negative outside influence on youth today? Please rank in order of importance from 1-4, with 1 meaning it has the greatest potential to be a positive influence and 4 meaning it has the least potential.

- Professional sport
- Olympic sport
- School/College sport
- Community-based sport (e.g. YMCA, Parks and Recreation, etc.)
- Informal sport

104. Of the following kind of sport, please tell me the influence you think each one actually has on youth in this country: Please rank in order of importance, with 1 meaning it is the most positive influence and 4 meaning it is the least positive.

- Professional sport
- Olympic sport
- School/College Sport
- Community-based sport (e.g. YMCA, Parks and Recreation, etc.)
- Informal sport

105. The following is a list of values or principles that may or may not be important in sport. Please indicate how important you feel it is that these values or principles are reflected and reinforced through sport programs and activities overall. Please use a 7-point scale, where 7 means it is very important, 1 means it is not at all important and the midpoint (4) means it is neither important nor unimportant to reinforce this value through sport.

- Fun
- Honesty
- Competitiveness
- Fair play
- Self-discipline
- Courage to try new things
- Self-esteem
- Respect for others
- A sense of community
- Patience
- Teamwork
- Winning
- Doing your best
- Hard work
- Openness to people of various ethnic or racial backgrounds
- Openness to people of various sexual orientations
- Other (Please specify.)

106. Please indicate how good or poor a job you think sport programs and activities actually perform in terms of reinforcing these values or principles. Please use a 7-point scale, where 7 means sport is doing an excellent job, 1 means sport is doing a poor job in reinforcing these values and the midpoint (4) means sport does neither a good or bad job in terms of reinforcing these values or principles.

- Fun
- Honesty
- Competitiveness
- Fair play
- Self-discipline
- Courage to try new things
- Self-esteem
- Respect for others
- A sense of community
- Patience
- Teamwork
- Winning
- Doing your best
- Hard work
- Openness to people of various ethnic or racial backgrounds
- Openness to people of various sexual orientations
- Other (Please specify.)

107. The following is a list of statements about sport in general. Please indicate whether you strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree or strongly disagree with the following statements:

- Sport brings people together in ways that strengthen communities
- Increasing participation in sport can be an effective way to reduce youth crime and delinquency
- Sport provides a source of fun and enjoyment
- Sport provides a rich source of tradition or history
- Participating in sport builds personal integrity
- Sport overemphasizes the importance of winning
- Losing in sport can teach valuable life lessons
- Sport teaches skills that people can transfer to the workplace
- The sport you play or support is a reflection of your personal ethics and beliefs

Participation

108. In the past year, which of the following **best** describes you (itemize list)

- Sport Participant (Go to Q9)
- Teacher
- Sport Coach
- Sport Volunteer (skip to Q28)
- Sport Spectator (skip to Q15)
- Parent of Children in Sport (skip to Q20)
- None of the above (Please specify.) Skip to Q28

109. (If Participant) Which of the following best describes your involvement in sport during the past year:

- I participate in organized sport through a competitive league/club that is not associated with school. These leagues/clubs require trying out and being selected to the team (e.g. select teams or leagues)
- I participate in organized sport through a school team competing against other schools
- I participate in sport through community-based leagues (YMCA, Police Athletic Leagues, etc.)
- I participate in informal sport on the playground/parks
- I have minimal or no participation in sport (skip to Q129)**

110. (If participant): Which sport have you participated in during the past year? (rank up to three in order of participation, with 1 being the sport you participate in the most, 2 being the sport you participate in second most, etc.).

- Archery
- Baseball
- Basketball
- Curling
- Cycling
- Fencing
- Figure Skating
- Football
- Golf
- Gymnastics
- Ice Hockey
- Lacrosse

- Martial Arts
- Racquetball/Squash
- Skiing/Snowboarding
- Soccer
- Softball
- Swimming
- Speed Skating
- Taekwondo
- Tennis
- Track and Field
- Triathlons/Marathons/Running Races (5Ks, 10Ks, etc.)
- Volleyball
- Wrestling
- Other (Please specify.) 138

111. (If Participant) On average, how many hours a week do you spend participating in each of these/this sport(s)?

112. (If Participant) How old were you when you first started playing this/these sport(s)?

Primary school (kindergarten-5th grade)

Middle school (6th-8th grade)

High school

College

Other

113. (If Participant) Which of the best following best describes why you first started playing sport overall?

- My parents really wanted me to play a sport
- I started playing sport to spend time with my friends
- I wanted to do something my parents approved of
- I just thought it was fun
- It was good exercise for me
- Playing a sport made me feel good about myself/ built my self-esteem
- Playing sport kept me away from people/situations that may have gotten me into trouble (**AT RISK GROUP**)
- Other (Please specify.)

114. (If Participant) How important are the following to you when participating in sport? Rate the following on a scale of 1-7, where 7 is very important to you and 1 is not at all important to you and the midpoint (4) indicates it is neither important nor unimportant to you when participating in sport.

- Performing well
- Winning
- Doing my best
- The positive impact on my health
- Improving my motor skills
- Meeting and socializing with others
- Having fun

- Challenging myself physically
- Challenging myself emotionally
- Learning valuable life lessons
- Feeling good about myself/ builds my self-esteem
- Learning about myself (my strengths and weaknesses)
- Learning the skills of a particular sport
- Other (Please specify.)

PARTICIPANTS SKIP TO Q128.

115. (If spectator) –**IDENTIFY HEAVY VS. LIGHT SPORTS CONSUMERS. Define heavy sport viewers as doing at least 2 of the following at least once a week AND completely agreeing with at least two statements in Q16).**

How often do you do the following:

- Watch a sport game on TV/Internet/PDA
- Watch a sport recap show on TV/Internet/PDA
- Attend a sport event
- Listen to a game on the radio
- Check sport scores online
- Read blogs about sport
- Read sport publications and websites

- Four or more times a week
- Three times a week
- Twice a week
- Once a week
- Less than once a week
- Never

116. (If Spectator) How much do you agree with the following statements (completely agree, somewhat agree, neither agree nor disagree, somewhat disagree, completely disagree).

- I am a sport fanatic
- Sport is my main source of entertainment
- If my team is playing, I hardly ever miss one of their games
- If my team is playing a home game, I support them by wearing shirts/hats/jerseys with my team's logo
- I regularly wear shirts/hats/jerseys with my favorite team(s) logos

117. (If Spectator) Which sport have you watched during the past year? (rank up to five in order of time spent viewing).

- Archery
- Baseball
- Basketball
- Curling
- Cycling
- Fencing

- Figure Skating
- Football
- Golf
- Gymnastics
- Ice Hockey
- Lacrosse
- Martial Arts
- Racquetball/Squash
- Skiing/Snowboarding
- Soccer
- Softball
- Swimming
- Tennis
- Track and Field
- Triathlons/Marathons/Running Races (5Ks, 10Ks, etc.)
- Volleyball
- Wrestling
- Other (Please specify.)

118. (If spectator) Which of the following kinds of sport do you spend most of your time watching? (Please rank in order of time spent, with 1 indicating the sport that you spend most of your time watching, etc.).

- Professional sport
- Olympic sport
- School/College sport
- Community-based sport (e.g. YMCA, Parks and Recreation, etc.)
- Informal sport

119. (If spectator) How important are the following to you when watching sport (rate the following statements on a scale of 1-7, where 7 means it is most important to you when you are watching sport, 1 means it is least important to you when you are watching sport and the midpoint (4) means it is neither important nor unimportant to you).

- That the athletes/teams perform well
- That the athletes/teams win
- That the athletes/teams do their best
- Meeting and socializing with others
- Being entertained
- Learning valuable life lessons
- Makes me feel good about myself/ builds my self-esteem
- Other (Please specify.)

SPECTATORS SKIP TO Q128.

120. (If parent) Overall how active has your child that you identified earlier in this survey been in sport activities? Would you say your child is...

- Very Active
- Somewhat Active

Not Very Active
Not at All Active

121. (If Parent) How old is your child who participates in sport and to whom you're referring in this survey? (**CONFIRM CHILD SELECTION FROM SCREENER**)

122. (If Parent and Child is Very/Somewhat Active) Following are some statements related to your feelings about your child playing sport. On a scale of 1-7 where 7 means you strongly agree, 1 means you do not agree at all and the midpoint (4) means you neither agree nor disagree, please indicate your level of agreement with the following statements:

1. I chose the sport that my child participates in because it is of interest to me
2. I believe that sport is about winning
3. I believe that with enough training any child can be an excellent athlete
4. I hope that a sport scholarship will improve the chances of my child becoming a professional/semi-professional athlete
5. A sport scholarship is the only way that my child can go to college
6. I believe that sport is fun and a reward in itself

(If select 6 or 7 on #1, 2, 3 or 4 then will qualify as a "pushy parent").

123. (If Parent) How important are the following elements to you in terms of what your child learns or experiences with sport overall? Please rate these elements on a scale of 1-7, with 7 meaning it is extremely important to you, 1 meaning it is not at all important and the midpoint (4) meaning it is neither important nor unimportant.

- Performing well
- Winning
- Doing their best
- The positive impact on their health
- Improving their motor skills
- Allowing them to meet and socialize with other children
- Having fun
- Challenging themselves physically
- Challenging themselves emotionally
- Teaching them valuable life lessons
- Feeling good about themselves/ builds their self-esteem
- Learning about themselves (their strengths and weaknesses)
- Learning the skills of a particular sport
- Knowing they are spending time outside of school in a positive way
- Teaching them to be more conscious of what they put into their bodies
- Knowing they're in a safe environment when they're not at home
- Learning how to manage their time (balancing sport with homework)
- Other (Please specify.)

124. (If Parent) OPEN END: What kind of life lessons do you feel sport have taught your children? (Please be as specific as you can.)

125. (If parent) Please indicate which statements best describe what you hope your child will learn from playing sport (select up to five most important things you hope they will learn from sports): I hope that sport teaches my child how to....

- Have fun
- Be honest
- Be competitive in a good way
- Play fair
- Develop self-discipline
- Have the courage to try new things
- Feel good about himself or herself/ build their self-esteem
- Have respect for others
- Develop a sense of community
- Be patient
- Be part of a team
- Win
- Lose gracefully
- Do their best
- Learn about hard work
- Other (Please specify.)

126. And of the five things you selected, please indicate whether your expectations for your child learning those things have been exceeded, met, nearly met or not met.

127. OPEN END: (If nearly met or not met) Why would you say your expectations were nearly or not met?

(If Parent, Skip to Q130)

128. In your opinion, how important do you think the following are in terms of what children (A8-17) learn or experience from playing sport overall. Please use a 7-point scale, where 7 means it is extremely important, 1 means it is not at all important and the midpoint (4) means it is neither important nor unimportant.

- Performing well
- Winning
- Doing their best
- The positive impact on their health
- Improving their motor skills
- Allowing them to meet and socialize with other children
- Having fun
- Challenging themselves physically
- Challenging themselves emotionally
- Teaching them valuable life lessons
- Feeling good about themselves/ building self-esteem
- Learning about themselves (their strengths and weaknesses)
- Learning the skills of a particular sport
- Knowing they are spending time outside of school in a positive way
- Teaching them to be more conscious of what they put into their bodies

- Knowing they're in a safe environment when they're not at home
- Learning how to manage their time (balancing sports with homework)
- Other (Please specify.)

129. OPEN END: Are there any other experiences you feel are important in terms of what children A8-17 learn or experience from playing sport ?

130. You may have heard the statistic that young people tend to be less active in sport in their teens compared to when they were younger. Regardless of whether you've heard this before, please indicate why you think this might be the case for boys? (Please indicate your level of agreement with each statement on a scale of 1-7 where 7 means you strongly agree, 1 means you do not at all agree and the midpoint (4) means you neither agree nor disagree):

- They want to focus more on school work
- Their parents are no longer making them participate/ supporting their participation
- Their friends quit
- They found something else to do they like better
- They feel like they aren't as good as other people their age
- Sports get too competitive
- They want more free time
- Parents encourage the children to focus more on academics
- They are no longer having fun in sport
- They become self conscious about their bodies
- Their friends and/or peers make fun of them for participating in sport in general
- Their friends and/or peers make fun of them for participating in a particular sport because they do not consider it "appropriate" for boys
- Other (Please specify.)

131. Please indicate why you think this might be the case for girls? (Please indicate your level of agreement with each statement on a scale of 1-7 where 7 means you strongly agree, 1 means you do not at all agree and the midpoint (4) means you neither agree nor disagree):

- They want to focus more on school work
- Their parents are no longer making them participate/ supporting their participation
- Their friends quit
- They found something else to do they like better
- They feel like they aren't as good as other people their age
- Sport gets too competitive
- They want more free time
- Parents encourage the children focus more on academics
- They are no longer having fun in sport
- They become self conscious about their bodies
- Their friends and/or peers make fun of them for participating in sport in general
- Their friends and/or peers make fun of them for participating in a particular sport because they do not consider it "appropriate" for girls
- Other (Please specify.)

Sport Role Models and Influencers on Youth

132. Please rate the following on their overall influence on young people – would you say the following generally have a... completely positive, mostly positive, neither positive nor negative, mostly negative, or completely negative influence on youth today?

- a) Teammates
- b) Coaches
- c) Officials
- d) Parents
- e) Spectators
- f) Teachers
- g) Professional athletes
- h) Olympic athletes
- i) College athletes
- j) Other (Please specify.)

133. OPEN END: (If professional, Olympic or college athletes are indicated as having a completely/mostly positive influence) Why?

134. OPEN END: (If professional, Olympic or college athletes are considered to have mostly/completely negative influence) Why?

135. Please indicate whether you agree or disagree with the following statements about well-known athletes which could include professional athletes, Olympic athletes and/or college athletes (completely agree, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, completely disagree):

- Well-known athletes have a responsibility to be positive role models for young people
- Well-known athletes should be judged only by their athletic accomplishments, not by their personal lives
- Well-known athletes' personal conduct is as important as their athletic accomplishments
- Well-known athletes' personal conduct is more important than their athletic accomplishments

Ethics and Attitudes Toward Sport

136. Please indicate how important you feel that (sport overall, community-based sport, informal sport, professional sport, school/college sport, Olympic sport GRID) actively promote positive values in today's youth such as honesty, integrity and a sense of fair play? Please use a 7-point scale, where 7 means it is very important, 1 means it is not at all important and the midpoint (4) means it is neither important nor unimportant to promote these positive values.

137. Please indicate whether you agree that the following are actually promoting positive values among youth in the U.S.?

For...sport overall, community-based sport, informal sport, professional sport, school/college sport, Olympic sport. (GRID)

Completely agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree
Completely disagree

138A. (Gen pop version) How much do you agree with the following statements (completely agree, somewhat agree, neither agree nor disagree, somewhat disagree, completely disagree).

- People have a stronger sense of what is right and wrong because of the sport they watch/play/support than they would have without it
- The culture of a sport that people play or watch defines their personal sense of what is right and wrong
- The culture of a sport that people play or watch impacts their personal sense of what is right and wrong
- There are sports which I consider to be accepting of unethical behavior (if completely/somewhat agree, OE: Please list the sport you would place in this category)

138B. (If participant, use this version) How much do you agree with the following statements (completely agree, somewhat agree, neither agree nor disagree, somewhat disagree, completely disagree).

- I have a stronger sense of what is right and wrong because of the sport I play than I would have without it
- The culture of the sport I play defines my personal sense of what is right and wrong
- The culture of the sport I play impacts my personal sense of what is right and wrong
- There are sports which I consider to be accepting of unethical behavior (if completely/somewhat agree, OE: Please list the sport you would place in this category)

138C. (If spectator, use this version) How much do you agree with the following statements (completely agree, somewhat agree, neither agree nor disagree, somewhat disagree, completely disagree).

- I have a stronger sense of what is right and wrong because of the sport I watch than I would have without it
- The culture of the sport I watch defines my personal sense of what is right and wrong
- The culture of the sport I watch impacts my personal sense of what is right and wrong
- There are sports which I consider to be accepting of unethical behavior (if completely/somewhat agree: Please list the sport you would place in this category)

138D. (If parent, use this version)

How much do you agree with the following statements (completely agree, somewhat agree, neither agree nor disagree, somewhat disagree, completely disagree).

- My child has a stronger sense of right and wrong because of the sport he/she plays than he/she would have without it
- The culture of the sport my child plays defines their personal sense of what is right and wrong
- The culture of the sport my child plays impacts their personal sense of what is right and wrong
- There are sports which I consider to be accepting of unethical behavior (if completely/somewhat agree OE: Please list the sport you would place in this category)

139. Following is a list of issues facing sport today. On a scale of 1-7, where 7 means very serious and 1 means not at all serious please indicate how seriously you consider them to be problems facing sports today? (Rotate Order)

- Use of performance-enhancing substances
- Inappropriate behavior from people in the stands (such as yelling at the players or coaches or officials, using obscenities, etc.)
- Inappropriate behavior from coaches (such as yelling at players or officials, using obscenities, etc.)
- Inappropriate behavior from parents of the participants (such as yelling at the players or coaches or officials, using obscenities, etc.)
- Children being forced to participate in a sport in which they are not interested
- Violence between players
- Lack of fair play/cheating
- Racism
- Sexism
- The focus on money
- The focus on fame
- The focus on winning
- Criminal behavior of well-known athletes
- Other (Please specify.)

140. Following are some statements about sport overall – please indicate whether you agree or disagree with them (completely agree, somewhat agree, neither agree nor disagree, somewhat disagree, completely disagree).

- Breaking or bending the rules for any reason is cheating and should not be tolerated
- Breaking or bending the rules is always cheating, whether someone notices or not
- Breaking or bending the rules is not cheating as long as no one notices or knows about it
- Everyone breaks or bends the rules sometimes so it should be judged on a case-by-case basis
- It is ok to break or bend the rules if you need to win
- It is ok to break or bend the rules if everyone else is doing it
- Sometimes you need to bend or break the rules to stay competitive
- It is ok to break or bend the rules if its part of the culture of the sport being played
- Bending the rules to win is the same as breaking them

141. Have you ever bent or broken the rules in a sport or known anyone who has bent or broken the rules in a sport?

Yes, I have broken/bent the rules

No, I have never broken/bent the rules in a sport (skip to Q44)

Yes, I know someone who has broken/bent the rules

No, I don't know anyone who has broken/bent the rules in a sport (skip to Q44)

142. (If Yes to I have broken/bent the rules or I know someone who has broken/bent the rules) What level sports were you/they playing at the time?

Formal youth competitive

High school/college

Olympic level

Professional sport

Community-based
Informal

143. Which of the following best describes how you/the person you know had broken/bent the rules?

- You/they took performance-enhancing substances on a regular basis
- You/they took performance-enhancing substances but only a few times
- You/they took some kind of drug(s) before or during a game
- You/they used non-regulation equipment
- You/they were not wearing your uniform/parts of your uniform properly
- You/they accused someone else of breaking the rules when they hadn't
- You/they intentionally violated the rules of the sport
- Other (Please specify.)

144. If yes, to I have broken/bent the rules. What would you say were your reasons for breaking/bending the rules:

- My coach encouraged me to "do what it takes" to win
- My parents encouraged me to "do what it takes" to win
- I did not want to lose my scholarship
- I did not want to lose my social status as an athlete
- I did not want to lose my financial status
- I like being "a winner"
- I did not want to let down my coaches/sponsors
- I did not want to let down my parents/family
- I did not want to lose my friends
- I did not realize I was breaking the rules
- I got addicted to the performance-enhancing substance(s) I was using
- Bending/breaking the rules is expected in the game I was playing
- Other (Please specify.)

Olympic Sports Participation

145. As you know the U.S. competes in the winter and summer Olympic/Paralympic Games. How important is it to you that the U.S. is successful at the Olympic/Paralympic Games?

- Extremely important
- Very important
- Moderately important
- Slightly important
- Not at all important

146. How important are the following elements in defining success for the U.S. at the winter and summer Olympic/Paralympic Games? (on a scale of 1-7, 7 meaning very important and 1 meaning not at all important).

- Athletes/teams are well-prepared for competition
- The fact that athletes/teams are competing is enough
- Individual athletes/teams achieve their personal bests
- Athletes/teams win any medals
- Athletes/team win gold medals
- U.S. achieves their highest overall medal count (including gold, silver and bronze)

- U.S. places first in the overall medal count (including gold, silver and bronze)
- U.S. achieves their highest gold medal count
- U.S. places first in the gold medal count
- Other (Please specify.)

147. Following are some statements about the use of performance-enhancing substances and methods in sport – please indicate whether you agree or disagree with them (completely agree, somewhat agree, neither agree nor disagree, somewhat disagree, completely disagree).

- Olympic athletes should not be punished or penalized by the Olympic committee for using performance-enhancing substances or methods
- If an Olympic athlete uses performance-enhancing substances or methods, it does not mean he or she is an unethical person
- The issue of athletes using performance-enhancing substances or methods is not at all related to ethics in sport

148. Do you agree that sport overall is reaching its full potential in terms of its contribution to societal values in the United States?

- Completely agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

[END GEN POP SURVEY – GO TO DEMOGRAPHICS]

[DEMOGRAPHICS]

Now, just a few more questions for statistical purposes only.

149. Which state do you live in? **[DROP DOWN; CODE REGION]**

150. What is the last grade in school you completed?

- Grade school
- Some high school
- High school graduate
- Some college
- College graduate
- Graduate school
- Technical school
- Prefer not to answer

151. What is your current marital status?

- Married
- Single
- Widowed
- Divorced
- Living with a partner

-Prefer not to answer

152. What is your current employment status?

- Employed full-time
- Employed part-time
- Self employed
- Temporarily unemployed
- Full-time student
- Full-time homemaker
- Retired
- Prefer not to answer

153. Which of the following categories best represents your 2008 total household family income?

- Less than \$30,000
- \$30,000 to \$49,999
- \$50,000 to \$74,999
- \$75,000 to \$99,999
- \$100,000 to \$149,999
- More than \$150,000
- Prefer not to answer

154. Which of the following best describes your ethnic background?

- White/Caucasian
- Black/African-American/Caribbean-American
- Hispanic/Latino
- Asian/ Pacific Islander
- Arab
- Other

155. Which of the following best describes your political orientation?

- Very Conservative
- Somewhat Conservative
- Middle of the Road
- Somewhat Liberal
- Very Liberal

[END SURVEY]

APPENDIX B: Demographics of Adult Survey Participants

	General Population Adults	NGB Sport Engaged Adults	NGB Coaches	Teachers
Base:	4,443	370	193	201
Gender				
Male	51%	47%	64%	31%
Female	49%	53%	36%	69%
Age				
18-24	23%	21%	13%	7%
25-34	21%	6%	14%	25%
35-44	11%	27%	26%	19%
45-54	20%	39%	32%	27%
55-64	23%	6%	15%	22%
Parent (any children living in HH)	20%	72%	49%	38%
Highest Level of Education				
High school graduate or less	20%	17%	2%	1%
Some college or technical school	39%	16%	22%	6%
College graduate or more	41%	67%	76%	92%
Marital Status				
Married	42%	68%	67%	63%
Not Married	58%	30%	33%	37%
Employment				
Employed full-time	39%	52%	63%	82%
Employed part-time	11%	9%	13%	13%
Self-employed	7%	8%	11%	1%
Temporarily unemployed	11%	3%	1%	1%
Full-time student	13%	17%	7%	2%
Full-time homemaker	7%	7%	2%	0%
Retired	11%	1%	2%	0%
Household Income				
Less than \$30,000	25%	6%	10%	8%
\$30,000 to \$49,999	22%	6%	12%	21%
\$50,000-\$74,999	22%	12%	16%	22%
\$75,000-\$99,999	12%	7%	13%	20%
\$100,000-\$149,999	9%	24%	21%	15%
More than \$150,000	3%	22%	14%	6%
Prefer not to answer	5%	24%	13%	8%

APPENDIX C: Demographics of Child Survey Participants

	NGB	General Population	
	Formal Sport Kids	Informal Sport Kids	Non Sport Kids
Base:	646	2,263	681
Gender			
Boy	58%	61%	48%
Girl	42%	39%	52%
Age			
8-10	24%	34%	32%
11-13	35%	34%	33%
14-17	41%	32%	34%
Grade			
Primary school (K-5th grade)	25%	38%	36%
Middle school (6th-8th grade)	37%	33%	32%
High school (9th-12th grade)	38%	29%	32%