Can Sport the power to teach, educate and rehabilitate - an attempt to find mutual dependencies

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ABSTRACT

At the beginning of XX century in Poland people prized physical culture. The aim was humans' growth - spiritual, physical and intellectual. Similar trends we can observed in England and The USA in the XIX century. Recognized the positive impact of sport on young people, consciously began to use it as resocialization remedy. In 1928 in Poland, physical education was introduced into prisons, reformatories and educational centres. Soon saw first results - mental abilities development and the spiritual arousal with them. In 1930 started global crisis. This resulted saving in sports resocialization programs in Poland. It's hard to evaluate this experimental resocialization program today. Prison management's reform after 1997 created new conditions. Prisoners should have possibilities to participate in sport classes. Sport has special meaning for unemployed and young people. There are activities conducive to biological, physical and mental development because they stimulate the nervous system. It gives well-being, joy and contentment. Sport shapes relationships because on the playing field people competing with themselves. Sport satisfies many humans' needs. It helps to overcome weakness, obstacles reach to success. Physical effort shapes self-discipline, persistence and positive character traits. Sport is proven way to reduce tensions' emotions, especially aggressive and supports resocialization process.

Keywords: The history of activities on sports in prisons, changes in the rules of the prison, Sport can teach, educate, sport can reclaim
1. INTRODUCTION

Physical education was very appreciated by the Polish society in the Interwar period. There was a considerable emphasis put on the spiritual, physical as well as intellectual development of an individual. There were drama and theatre groups set up in Warsaw and its vicinity and about 23 clubs which ran their choirs, theatres and orchestras. For instance, the sports club Zjednoczenie (Eng.: the United) ran a chamber music band and the sports club Czarni (Eng.: the Black) a symphony orchestra. In about 20 clubs there were reading rooms and libraries. To illustrate the situation it is worth mentioning that rowing was practised in 23 clubs, boxing in 42 clubs and fencing in 19 clubs in Warsaw. On many occasions clubs organized picnics. Those were cycling trips supervised by cycling sections. Such trips were accompanied by an orchestra or a choir of a given club and the order was maintained by the members of boxing sections. The sports club Prad (Eng.: the Current), situated in Powisle, emphasized the fact that by means of physical education it was educating young often unemployed people. The aim was to “pull away children from the street”. In their reports the sports club Skra pointed out that by taking care of the young generation of Wola it “pulls them away from vodka”. In their status, the Jewish club Gwiazda (Eng.: the Star) declared to use sport in the battle against tuberculosis and venereal diseases. Sports clubs educated and taught and that is why the Second Republic of Poland decided to experiment with this idea in the Interwar period of the 20th century [Picture 1] [1-6].

![Picture 1](Sports Therapy and Rehabilitation)

2. THE HISTORY OF ACTIVITIES ON SPORTS IN PRISONS

As early as in the 19th century some of the educational centres in England and the United States started to realize that sport played an important role in the educational process. In the
mid century the primary school in Rugby in England made an observation that the introduction of sport resulted in the reduction of the number of offences and the increase in the level of discipline of teenagers. The type of football played by the pupils and teenagers in that school gave name to the new sport discipline, i.e. rugby. [6] [Picture 2].

A the end of the 19 century the American Organisation YMCA set an aim of the comprehensive education of the society in the spirit of tolerance. One of the methods of the prevention of social pathology was to be sport. They postulated the construction of sports facilities and playgrounds for children and their slogan “the more sport fields the fewer prisons” was very popular and for many years frequently cited. In Poland the positive effect of sport on the teenagers was noticed in the Interwar period and that is why sport started to be used as a method of rehabilitation.
In 1925 Adam Obrubanski, a well-known sports activist, wrote that sport developed chivalry, bravery, discipline and the spirit of comradeship in the society. He also claimed that the US research confirmed that the increase of sports fields results in the decrease in the number of juvenile delinquency. A few years later the same was said by Wanda Prazmowska who stated that there was a very close relation between the number of gangs and the lack of sports fields in districts. Such assumptions resulted in the introduction of sport classes in prisons, borstals and training and educational centres in 1928. It was possible thanks to the new act of parliament dated 7th March 1928 which standardized the principles of educating convicts in Polish prisons. First sport sections were formed in prisons. In the same year sports classes were already conducted in the Mokotowskie prison, the borstal in Glaz near Kalisz, the prison for juvenile criminals located on 52 Dluga street in Warsaw and in prisons in Drohobycz and Bialystok.

In December 1928 the Polish newspaper “Przeglad sportowy” wrote: “the construction of the sport hall is bound to be finished in Mokotowskie prison. The Ministry of Justice decided to introduce gymnastics in all prisons. To make it possible prisons will be equipped in sports halls”. A year later, an internal command of the prison service introduced a new timetable for juvenile criminals. It was recommended to organize gymnastics twice a day – in the morning and in the evening.

It was also planned to introduce team sports and sports competitions. One of the nesters of the penal thought, Zygmunt Bugajski, observed the saving effects of sports. In 1929 he wrote: “the introduced principles of physical education give amazing results. The intellect of prisoners develops significantly, tasks that used to be difficult are now solved by them easily. Together with the physical development we can observe spiritual revival. Dull, mindless, gloomy and animal-like appearance of prisoners is slowly disappearing which is reflected in the expression of hope visible on their faces”. In June 1930 the administration of the prison on Dluga street in Warsaw organized the competition for 14 convicts. 550 meter run was a huge success which was recognized not only as a sporting success, as all participants completed the run, but also as an educational success as all the runners returned to prison.

In prisons with no sports halls it was recommended that sports classes should take place outdoor or in the corridors. In prison in Piotrkow Trybunalski volleyball matches took place in the prison yard. In 1935 in the training and educational centre close to Przemyśl sports classes took place in a wide corridor and on the meadows around the prison during summer. The wards were awarded numerous prizes and sport medals in external competitions. Despite the problems with sports facilities sports classes were also popular in the prison in Grudziadz. Gymnastics, which took place every morning, was of significant importance. The sports classes weren’t obligatory, however the prisoners participated eagerly which was proved by the high number of volunteers.

However, in 1930 the world began to experience the crisis which lasted for a few years. Poland desperately started to look for savings and the rehabilitation through sport was an easy way to reduce the spending. Today it is quite difficult to assess this experimental rehabilitation program as it didn’t last too long.

Yet, we cannot forget that physical education and physical activity is essential for maintaining normal functioning of an individual. It is worth noticing that at that time richer countries didn’t introduce a similar program. The humanitarian treatment of people who were in conflict with law was a sensation in times where the emergence of the concentration camps was inevitable during the World War II [Picture 3].
Activities on sports in prisons. A team made up prisoners during exercises. Rawicz 1936, in Sport in the Sport Polish Republic.

3. CHANGES IN THE RULES OF THE PRISON.

The amendment of the Executive Penal Code (Polish: *Karny Kodeks Wykonawczy, KKW*), which led to the reform of prison after 1997, set up new conditions of the introduction of physical education in prisons. Isolated convicts should have the possibility to participate in sports classes. Every prison has a different infrastructure for work as well as for the implementation of cultural, educational and sport activities. The main principle for organizing sports activities in prison is the existence of sports and recreational facilities. Some prisons have the possibility of organizing sports activities outside their premises. The primary place where
sports activities take place is a prison yard. It has been observed that the improvement of sports facilities is not of significant interest in prisons, especially in remand centres and, despite the fact that sport has the power to educate and rehabilitate, the willingness of making up for many years of neglect in this sphere is not visible either. Physical education takes on a new specific meaning, especially in the situation of unemployment. In the entire population of convicts we can observe quick changes and revalues of their attitude towards sports or work. Rejection of job offers are occasional and the prisoners willing to work outnumber the vacancies. The rest of the convicts find cultural, educational and sports activity of paramount importance. Juvenile convicts require a lot of work which should take their entire free time. The main aim is to teach them basic social skills. Sport is their main area of interests and preferences. Sports activities are regarded as favourable as they result in the biological, psychological and mental development. Sport provides an individual with the adequate number of stimuli. It stimulates the nervous as well as other systems and organs of an individual. Doing sport should keep youngsters adequately stimulated which results in a good mood, joy and satisfaction. The need to be successful will change inadequate social skills into some other forms of rivalry, i.e. sports rivalry.

4. SPORT CAN TEACH, EDUCATE

The majority of people, especially juvenile criminals, need the recognition of their achievements and the feeling of self-esteem. Sport accounts for a remarkable activity as it takes

![Picture 4. Sport can teach. Education- Level 1.](image_url)
into account rivalry, the comparison of achievements and the aspiration to win, which is highly evaluated. The key to motivate youngsters is to understand their needs and fulfill them through sport. We cannot forget that sport has now become very fashionable and young people take a great interest in it. It has brought a man closer to nature, it has left its stamp on the architecture of cities. It has showed the beauty of a physical activity which has encouraged youngsters to take it up. It has developed its own vocabulary, new needs and desires. We must also remember about the curative aspect of sport; it reduces psychomotor inhibitions, it helps to get to know people and develops physical skills and coordination. Physical activity is demonstrated in the regular training for competitions in which only the best members of a team can take part. Being chosen for a team releases the feeling of ambition expressed in the desire to represent a team well, not to disappoint hopes and other team members. This aspect also carries an educational meaning as it puts a young person in the sphere of responsibility [Picture 4].

Interpersonal relations are also established on a sports field where rivalry happens. Victory and defeat are primary elements of sports, similarly to the good and the bad in ethics or truth or falsity in logic. If sport lacked rivalry it would probably end up being only a physical activity. The most important values and educational skills of a coach is their ability to inspire towards individual work and self-improvement.

The creative use of the principles of individualization is to recognize and develop the strongest points and potential virtues in a team member. Every person is different and they can achieve success thanks to various factors. In the educational area we also need to strive to find individual qualities and characteristics of a given convict. Sport fulfills various need, especially those of youngsters. It helps to overcome weaknesses and obstacles as well as to achieve success. Physical activity to a great extent develops self-discipline and persistence. Therefore, sport has the power to educate.

Physical education leads to the development of positive traits of character, regularity, responsibility, ambition, self-confidence and discipline. It also boosts self-esteem, confidence in your own abilities and it helps to ease mental tension, anger and aggression. It also reduces the level of stress, improves interpersonal relations in a group and soothes the symptoms of depression [Picture 5].

The lack or poor physical activity has a negative effect on the psychophysical development, it distorts physical skills and efficiency and it has a negative impact on the functional efficiency of a circulatory and respiratory systems. It also impairs hormonal processes with all possible negative consequences for the remaining systems in the body. Finally, it leads to faulty fat metabolism which results in excess weight and obesity. The research also showed that the lack of physical activity results in mental disorders e.g. bad mood and depression. Bad mood and depression particularly concerns isolated prisoners or those who serve their sentence in prisons where the limitation of physical activity is an inseparable element of the punishment and its deprived character. Physical activity eases the symptoms related to imprisonment and it contributes to the humanization and subjective treatment of the inmates, which consequently may lead to the process of their social readaptation. Sport and physical education is therefore very important and undoubtedly very desirable [1].

M. Ciosek considers physical activity as an effective way to reduce emotional tensions and aggression among prisoners. It is also a fundamental element of rehabilitation. In his opinion sports classes are a good way to organize the surplus of free time and to entertain prisoners. Sport also develops self-discipline and will-power, which results in the reduction of violence in prison. [4].
According to B. Czajkowska the introduction of physical education as one of the forms of treatment in therapeutic centres is particularly justified when it comes to the prisoners who are hyperactive, emotionally unstable and who need a lot of physical activity and emotional relief through sport. Prisoners in therapeutic centres like versatile activities in various sports discipline. Any monotony and uniformity lead to the rapid decline of interest and have a negative effect expressed in the increase of irritation, impatience and conflicts among prisoners. [3].

According to the ancient classification physical education is one of the primary ways of breeding, next to the moral, technical, intellectual and aesthetic education. One of the researchers, who was trying to define physical education within the realm of the modern educational trends, was W. Osinski. He came to the conclusion that physical education is an intended and conscious activity directed towards the development of the set of the right attitudes and towards the transfer of the basic information. It also aims at accustoming prisoners to social stimuli, developing motor skills and improving efficiency and physical appearance – categories which influence a man’s behaviour towards their physical form. [7-9].

H. Grabowski introduces the term physical education and defines it as an intended transfer of values and model behaviours towards the body. Physical education also encompasses the transfer of knowledge and skills within the scope of the appropriate behaviour towards the care of the body i.e. affecting the sphere of intellect and skills. Physical education is the transfer of the values related to the care of the body which is a carrier of health, effective work and the attribute of beauty as well as the source of pleasure. [6].

According to J. Bielski the particular aims of physical education are:
the comprehensive and harmonious development, the improvement of health, general physical efficiency and immunity towards harmful physical and mental stimuli,

- the development of the sense of responsibility for your own growth, health, and efficiency as well as the creation of the need for constant strive to maintain those values,

- the arousal of interests in various forms of physical activity of recreational, sporting and tourist character,

- the acquirement of certain knowledge and skills resulting in active participation in physical culture. [1].

Moreover, the process of education by means of physical culture should provide optimal conditions for the mental development through adequate correlation between physical, emotional and mental development as well as for the development of a character and the desired attitudes towards individual and group activities. Modern understanding of the process of physical education may lie at the bottom of rehabilitation activities directed at those socially maladjusted [9].

Jedrzej Sniadecki is of the opinion that in the experience of physical education the physical aspect shouldn’t or even cannot be separated from its mental and moral aspect. It can be stated that the concept of physical education in prisons represents the intended process of influencing people deprived of freedom in order to develop somatic and health oriented attitudes, thanks to which their social readaptation will be possible. According to the researchers physical education should be regarded as equal to other methods and therefore implemented according to the approved programs for individual convicts as well as for groups.

The Act on Physical Culture says that physical culture in a part of national culture protected by law. Citizens exercise their equal right to practice various forms of physical culture whose primary aim is the care of optimal psychophysical development and well-being of all citizens. Prisoners are guaranteed the right to exercise their civil rights, including the right to physical culture as the common good of all citizens. In connection with the physical activity of prisoners the penal regulations, next to the term “physical culture”, use the following terms: physical education, sports classes, physical recreation. [7-11].

5. SPORT CAN RECLAIM

The amendment to the executive regulations of the penal code to a great extent enhanced the prospects for organizing free time of prisoners in many aspects. The change in regulations also encompassed the organizational and order regulations of executing the penalty of imprisonment. (Rozporządzenie Ministra Sprawiedliwości z dnia 25 sierpnia 2003r, Dz.U. Nr 152, poz 1493)

The aim of the execution of the penalty of imprisonment is to evoke in a convict the willingness to cooperate in the development of the socially desired attitudes, especially the sense of responsibility and the need to obey law and order, which is equal to refraining from coming back to criminality (art. 67, section 1 of KKW). In order to achieve it individual work with convicts takes place (art. 76, section 2 of KKW) which includes not only work and education but also cultural, educational and sports activities (art. 67, section 3 of KKW). It also encompasses section 39 of the organizational and order regulations of executing the penalty of imprisonment.
Depending on the type of the prison, convicts may profit from physical culture activities to varying degrees. In restricted prisons sports activities are organized only within the premises of the prison (art. 90 subsection 3 of KKW). Convicts who pose serious danger to the prison (dangerous prisoners) can only take part in sports activities within the residential blocks. Their moving around the premises is limited only to necessary needs and happens under increased surveillance (art. 88b, subsection 3 and 4 of KKW). Half-open prisons offer greater possibilities for sports activities where, apart from activities within the grounds of the prison, it is also possible to leave the premises in a group (art. 91, subsection 4 of KKW). In open prisons convicts participate in organized group activities and sports events outside the premises and, what is more, it is also possible for individuals to participate in sports activities and events which take place outside the premises and are organized by organizations other than Prison Service (art. 92, subsection 4 and 5 of KKW).

Prisons set out the optimal conditions for the organization of free time of prisoners. In order to achieve it cultural, educational and sports activities are organized and the social activities of convicts are encouraged (art. 135, section 1 of KKW). The number of hours to be spent on cultural and educational activities as well as individual activities is set out by the internal order by the manager of a remand centre or a prison (section 14 of the 2nd act of the organizational and order regulations of executing the penalty of imprisonment).

The legislator also planned the introduction of the special interests groups (art. 136, section 1 of KKW) which created the possibility of setting up groups for cultural, educational, social and sporting activities. The legal conditions ensure entering into contact with the organizers and institutions who are engaged in rehabilitation and provide help to prisoners (section 42 of the organizational and order regulations of executing the penalty of imprisonment). The participation in sports activities is for a prisoner a very attractive form of spending their free time.

That’s why the legislator recognized the possibility to award well-behaved prisoners with the permission to participate in cultural, educational and sports activities more often (art. 138, section 2, subsection 10 of KKW). Such an award can also be presented to a convict in order to encourage them to improve their behaviour (art. 137, section 1 of KKW). It also works the other way round with convicts who disturb order and discipline in prison. They can be denied the right to participate in cultural, educational and sports activities for up to three month (art. 143, section 1, subsection 4 of KKW).

On the 24 of February 2004, the general director of the Prison Service issued the regulations concerning the detailed rules of carrying out and organizing the work of prisons as well as job descriptions for officers and other workers in prisons and therapeutic centres. According to the regulations the aim of the activities is to emphasise the role of culture in a life of a man, which will consequently motivate the humanistic behaviour as well as to the care of health and optimal psychophysical development of prisoners.

The aims of the organization of physical activities are:

- the development of respect for culture and national heritage,
- the recognition, creation and the fulfilment of cultural and sporting needs and interests,
- the creation of an open, creative and social-oriented attitude,
- the development of the need for a socially-acceptable way of spending free time,
- the promotion of physical activities,
- the development of the sense of responsibility, self-control and self-discipline,
the psychophysical development, the development of talents and physical skills as well as health restoration and preservation.

Culture, education, prevention of aggression as well as the promotion of a healthy lifestyle are particularly taken into account during the organization of activities. The activities take place in designated common rooms, sports halls, sports fields, prison yards and other places within or outside the premises. The manager of a given prison sets out the right conditions for the safe and hygienic realization of physical culture activities. They secure the resource and technical base, assign a qualified teacher, coach or instructor and ensure a shower after finishing physical activities. Sports appliances and equipment cannot threaten life or health of people using them. That is why they have to be certified according to the Polish Norms. Participants of the organized sports activities are provided with personal accident insurance against any incidents which may occur during the activities.

A sports educator is appointed and their role is to organize and supervise physical culture activities in a prison (section 107.2). Their responsibilities include:

- the implementation of physical culture activities for prisoners,
- keeping in touch with sports institutions,
- the organization of mass sports and recreational events for prisoners,
- applying for the appointment of sports teams and supervising their activities,
- the prevention of any negative indication of subcultures and the creation of the friendly atmosphere during the activities,
- the supervision of activities organized within the residential blocks,
- the supervision of facilities, appliances and sports equipment,
- managing the documentation related to the implementation of the activities,
- submitting the plan of budget expenditure related to the implementation of physical culture and other activities [11].

According to T. Bulenda the legal regulations allow to organize physical culture activities in various, not only traditional, forms by using educational values to a greater scope and extent. [12].

6. CONCLUSIONS

Physical activity, particularly sports activity, is a proven way to reduce emotional tensions, especially aggression. It is also another way of supporting the process of rehabilitation. The proper organization and implementation of sports activities is not only a method of organizing free time and entertainment in prisons but also a method of developing self-discipline, will-power, ambition and the principle of fair play. It also reduces violence inside prisons. It is well known that physical activity is an inherent attribute of human life. The advantages of an active lifestyle are many. Properly selected physical activity promotes the development of the whole organism, multiplies and maintains good health. In turn, regular sporting allows you to maintain the proper physical and mental condition. Thus, increased and systematic motor activity can alleviate or eliminate the occurrence of many pathogens. An excellent opportunity to provide people who are deprived of their freedom with the right dose
of movement are created by sports activities carried out in all penitentiary units, as well as recreation within the framework of cultural and educational activities. The implementation of programs of the Prison Service promoting physical activity and a healthy lifestyle among persons deprived of liberty brings positive results in this regard. Classes in physical education teach convicted cooperation in a group and discipline, fight against their own weaknesses and the ability to survive failures. Shaping convicts through sport and physical education is a complex process. To a large extent, its successful implementation depends on the prisoner himself, his willingness and attitude, but also on appropriately selected methods and educational measures aimed at changing the deficits found.

One can risk the claim that sport extinguishes national, social and cultural antagonisms more. This was the case in the Second Polish Republic, stadium animosities and brawls most often resulted from a complicated political situation, and not from the mere fact of practicing physical culture. Let us note, however, that in the Second Polish Republic in common sports unions could act: a Pole, a Jew, a German and a Ukrainian. It happened that non-Poles were leading or playing a key role for the unions: in Warsaw, where Zelik Rusecki was the president of the Football Union. The sport was combined when a national representation was formed, in which representatives of minorities could participate. The national press and national minorities were happy to inform about the successes of Konopacka or Kusociński. Together, athletes from different nationalities exhibited regions or cities. In the football team of Lwów, the core were Poles, but there were also Ukrainian and Jewish footballers. In this way, the Lviv residents were cheered on by the inhabitants of the city: Poles, Jews and Ukrainians. Sport is able to alleviate manners, trigger positive emotions and reconcile conflicting parties.

References


