



Journal of Hospitality, Leisure,
Sport & Tourism Education

Vol. 8, No. 1.

ISSN: 1473-8376

www.heacademy.ac.uk/johlste

PRACTICE PAPER

Seeing is believing: Using film for teaching issues of diversity in sport

Jason Lee (Jason.lee@unf.edu) and Jennifer Kane (jkane@unf.edu)
University of North Florida, LCIT/Sport Management, Jacksonville, FL 32224, USA

Dan Drane (dan.drane@usm.edu)
University of Southern Mississippi, School of Human Performance and Recreation,
118 College Drive #5142, Hattiesburg, MS 39406-0001, USA

Richard Kane (kaner@duvalschools.org)
Division of Academic Services, Physical Education, Duval County Public Schools,
1701 Prudential Drive, Jacksonville, FL 32207, USA

DOI:10.3794/johlste.81.208

©Journal of Hospitality, Leisure, Sport and Tourism Education

Abstract

Given that both classrooms and respective industry workforces are made up of heterogeneous groups of individuals, sport academics must make purposeful efforts to teach aspects of diversity. Film provides a valuable media form that can positively contribute to the teaching concepts of diversity. Educators may find that film implementation aids in facilitating student learning and knowledge retention. Film provides the opportunity for students to reflect upon relevant issues. This paper previews the potential of film as a scholarly resource for teaching diversity concepts in higher education sport academia, and provides insights and suggestions for effective implementation.

Keywords: film; diversity; education; sport; disability; media; pedagogy; society

Jason Lee is an assistant professor of sport management at the University of North Florida, in Jacksonville, USA. Dr Lee's has served as editor of the academic journal, Sport Management and Related Topics (SMART) Journal and has edited two textbooks to be published in 2009. In addition, Dr Lee maintains an active research agenda in the areas of socio-cultural aspects of sport, sport symbolism, and the use of film as an educational tool.

Jennifer Kane is an associate professor of sport management at the University of North Florida. She received her PhD in sport administration from Florida State University. Dr Kane is currently serving as programme co-ordinator for the Sport Management programme and teaches courses in Sport Administration, Resource Development and the Introduction to Sport Management. Her primary area of research interest is in professional preparation in sport management.

Dan Drane is assistant director of the School of Human Performance and Recreation (HPR) and associate professor of sport management at the University of Southern Mississippi. As assistant director, he is directly responsible for all graduate studies, co-ordinates international collaborations and relationships, and oversees research efforts for HPR. Dr Drane is an experienced researcher and accomplished writer and has had articles published in many sport management journals. He has authored one book and is currently working on a sport event management textbook.

Rick Kane is the K-12 physical education curriculum specialist for Duval County Public Schools in Jacksonville, Florida. He has served as a physical education teacher in Florida's public schools and has also served as an instructor in teacher education at the University of North Florida.

Introduction

Sport is important because it reflects society, reinforces its class, race, and gender inequities, and provides opportunities. Sport matters because it affects each of us, sometimes profoundly. (Eitzen, 2005, p. 220)

Sport has been viewed as being a microcosm of society, sharing basic elements and expressions of issues such as commercialisation, racism, sexism, bureaucratisation, alienation, and exploitation of those without power by the powerful (Eitzen, 2005). Educators in sport-associated higher education fields (e.g. sport management, sport studies, sport development) who seek to teach any of the numerous issues related to diversity are challenged to find effective ways of doing so. The challenge is to find a way for students to relate to the issues when they may or may not have personally experienced them. Puntill (2002) states, "images of any kind should be used more within a classroom to create motivation and interest in students" (para. 4). Film adds a dimension to the learning process that is not always present with more traditional methods. Cavanaugh's (1998) discussion of Barron and Orwig's research on multimedia states that "the use of multimedia delivery methods are more appropriate than single sense methods as some learners learn better under specific modalities" and "that it provides instruction that is delivered to the student through numerous sensory channels which allows various learning styles to benefit" (p. 9). The use of the media form of film provides a significant way to project commanding imagery of important issues through progressive educational initiatives. This article seeks to identify and examine how concerted efforts can be employed to provide a strong foundation for the teaching of diversity issues in sport through the use of film.

In this article, specific film scenes have been identified to emphasise particular applicable facets of diversity that are pertinent to academic areas involving sport. The authors will examine a variety of sport-themed films that can serve as a worthwhile complement to traditional classroom methods in teaching diversity. This work features information regarding the presentation of specific issues of diversity in sport, including physical ability/disability through the use of selected films.

Diversity and education

Diversity is "any mixture of items characterized by differences and similarities" (Thomas, 1996, p. 5). Cunningham (2007) analysed several definitions of diversity leading to his conclusion that a working definition of diversity is "the presence of differences among members of a social unit that lead to perceptions of such differences and that impact outcomes" (p. 6).

Traditionally, diversity studies have focused on demographic attributes such as age, gender and race. Current views of diversity extend beyond these factors to include numerous dissimilarities (Cunningham, 2007). Allison and Schneider (2000) classified the dimensions of diversity as sexual identity, age, social class, gender, race/ethnicity and mental/physical ability.

Educational environments commonly house a diverse population, and being mindful of such diversity allows others to be more aware of relevant aspects occurring in society. According to the United States' National Association for Multicultural Education (2002, para. 4):

Multicultural education advocates the belief that students and their life histories and experiences should be placed at the centre of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking.

This forces educators to seek innovative ways to help bridge the cultural gap that results from such diverse classrooms. Often, the media can serve as a means to address this cultural gap: educators can facilitate open dialogue and discussion about whether the media properly portrays issues of diversity (Uehara, 2005). Film provides a contemporary media

source that can be used, and the learning outcomes associated with such discussions, in addition to other course-related activities and assignments, can help prepare students to move into an equally diverse workforce.

In the United States, the ability to successfully manage diversity in sport has been affected by an array of legislative initiatives which include the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1992. Although these initiatives have had a positive impact on developing a more equitable society, the need for diversity pedagogy remains vital. With this, an emphasis towards addressing diversity has seen a growing body of literature focusing on measures by which sport organisations can manage diversity (Cunningham & Sagas, 2004; DeSensi, 1994, 1995; Doherty & Chelladurai, 1999; Fink, Pastore, & Riemer, 2001).

Educators are charged with the responsibility to prepare, as far as possible, students who have an appreciation of the differences in people as well as the advantages that come from working in a diverse environment. This concept was also illustrated by Cunningham (2004) when he proposed that “given the benefits of diversity and the increasing heterogeneous nature of the workforce today, implementation of such strategies is not only desirable, but essential for optimal functioning in sport organizations” (p. 435).

It is important that both academics and members of the workforce understand diversity issues and develop strategies to highlight the positive effects of diversity. A study by the Social Justice and Cultural Diversity Committee of the National (United States) Association for Kinesiology and Physical Education in Higher Education (NAKPEHE) surveyed the organisation’s members regarding the impact of diversity on teaching and student learning and found that, while most members value the benefits of diversity, they are reluctant to alter their teaching to accommodate diverse student populations (Davis, Hodge, Frank, & Jones, 2006).

Film use

The potential for using popular media such as film can be used to enhance student learning as it may provide a means through which students can understand how their own lives are mediated by popular culture affecting their experience in sport. A review of the literature pertaining to film use as a pedagogical tool suggests that the unique features of film provide a powerful teaching device (Champoux, 1999a). The distinctiveness and flexibility of film can be used to represent concepts of diversity in a commanding manner. Beck (2002) contended that movies are instrumental in shaping our actions and that we have “come to depend on familiar movie images to show us how to deal with important events of life” (p. 24). By understanding the value of film use, educators can tap into an underused media form and open the doors to support student understanding of course-related concepts of diversity in sport.

Film viewers have the ability to actively participate in the images to which they are being exposed. The exceptionality of film, coupled with the ability of film to present reality in a way that fluctuates from typical human understanding, allows viewers to visualise and recall presented content (Champoux, 1999a). The addition of film to existing instructional methods affixes an added dimension to the educational process. Film implementation can complement course instruction in a variety of forms depending on course content and the desired learning objectives of instructors.

Although there is limited literature pertaining to the use of film in teaching sport concepts, there are various references detailing film use for teaching socio-cultural issues in sport (Crawford, 1988; Pearson, Curtis, Haney, & Zhang, 2003). The issue of film use as a means for teaching diversity has also been addressed, though not in the sport academic context (Champoux, 1999b). It is in this context that the specific areas of physical ability/disability type are addressed.

Film selections

Film scenes aid in expressing relevant concepts and situations, and are attractive to instructors for many reasons. Films are a widely available academic resource available from various sources including video stores, other retail stores, online video rental services, libraries and download services such as iTunes. They are generally inexpensive, with rental fees being especially affordable. Furthermore, variety is particularly appealing in that educators can select films that represent a variety of genres, including popular contemporary films (e.g. *Million Dollar Baby*, *Coach Carter*), cinema classics (e.g. *Pride of the Yankees*), documentaries (e.g. *Dust to Glory*, *NASCAR: IMAX Experience 3D*), television series (e.g. ESPN's *Playmakers*, MTV's *Two-a-Days*) and even animated films (e.g. *Chicken Little*, *Cars*).

Once the films have been selected, it is important to consider the best ways of presenting them. Among the more simple methods of delivery are instructor-assigned movies and student-selected movies. Instructor-selected films can be presented to students before concepts are covered, after concepts have been covered, or as a combination of these (repetition) (Champoux, 1999a).

For this article, various films are identified which provide views on primary areas of interest in the area of sport. Films were specifically selected on the strength of the visual images they provided and the topical relevance of the primary issues addressed.

The right to use

Though the use of film may provide a beneficial addition to existing teaching methods, adherence to appropriate copyright law should be maintained. In the United States, it is permissible to use properly ascertained films so long as they are used for educational purposes within the context of the academic class. For example, it is permissible for an educator to show a properly copyrighted DVD to their class within an appropriate educational setting. In contrast, if one were to host a public viewing, to charge admission or to show an illegally copied film, the same copyright protection would not exist. Educators should consider contacting their educational council or other appropriate representative for accurate copyright law for the relevant locality.

Film scene descriptions

The following sections provide a brief description and analysis of sample films scenes which profile different aspects of diversity. These scenes contain powerful resources for teaching diversity topics in sport. In total, students were presented with five film clips from three films: *America's Heart & Soul* [two clips]; *Murderball* [two clips]; and *Step into Liquid* [one clip]. Information pertaining to the films includes the year of release, running time, rating (with justifications for the given ratings provided in parenthesis), distribution company and a general synopsis of the selected scenes.

These appropriately poignant film scenes represent various dimensions of diversity, specifically addressing issues associated with physical ability/disability. While there are many other films appropriate for illustrating concepts related to these issues, the authors have selected the following film clips as good examples of films that can be used by instructors.

In addition to the scenes detailed, educators may wish to implement a film in its entirety as a teaching mechanism. Though more time-consuming, this approach allows students to gain an all-encompassing insight into the issues addressed in the films. Among the films that could be viewed in their entirety include: *Super Size Me*; *America's Heart and Soul*; *Remember the Titans*; *Glory Road*; and *Emmanuel's Gift*.

Selected film scenes: physical ability/disability

America's Heart & Soul (2003) Running time: 1 hour, 27 minutes (DVD)	Rating: PG (for some language) Distributor: Artisan Home Entertainment
Scene 1 (Start: Chapter 26; 01:09:43 – 01:13:11 – 3 minutes, 28 seconds)	
'Pioneer of the Impossible' is the story of a unique athlete. The scene begins by showing a young man who is an elite mountain climber. As the audience is introduced to the magnitude of the act of mountain climbing, they are also informed that the man being profiled is blind. This clip demonstrates that anything is possible if one truly believes.	
Scene 2 (Start: Chapter 28; 01:18:32 – 01:22:21 – 3 minutes, 49 seconds)	
'Father & Son' is the touching story of a father and son, Dick and Rick Hoyt. Rick is the severely handicapped son of Dick. Inspired by the courage of his son, Dick Hoyt regularly competes in gruelling events such as marathons and triathlons, while literally carrying his number one fan, Rick. This heart-warming examination of a unique family dynamic permits viewers to experience, in a very profound way, the 'heart and soul' of America.	
Murderball (2003) Running time: 1 hour, 28 minutes (DVD)	Rating: R (for language and sexual content) Distributor: Velocity Home Entertainment
Scene 1 (Start: Chapter 5; 00:19:08 – 00:21:17 – 2 minutes, 9 seconds)	
In the first scene, the audience is introduced to Keith Cavill. Keith has been injured in a motocross accident and is now a paraplegic. The audience is given a glimpse into the new world that Keith must face. Footage is shown of Keith as a youngster and it is explained that he had a passion for motorcycles and competition. He is now facing the fight of his life and a major void that he is not sure can ever be filled.	
Scene 2 (Start: Chapter 14; 01:00:52 – Chapter 15 – 01:05:58 – 5 minutes, 6 seconds)	
Jumping ahead to scene 15, which is appropriately titled, 'Don't Feel Limited', Keith and other patients at his rehabilitation centre are greeted by a special guest, Mark Zupan. Zupan introduces himself as a member of the US quad-rugby or 'Murderball' team. Zupan provides some insightful information as he expresses that he has been able to do more since being bound to his wheelchair than he had before. Arriving in his 'gladiator'-styled Murderball wheelchair, Zupan piques the interest of his audience, especially Keith. Seemingly, for the first time since his accident, Keith now has something to look forward to, with hopes of getting his competitive juices flowing again. He is like the proverbial kid in a candy store as he rides in the rugged Murderball wheelchair, which is equipped for competition and hard-hitting impact. Keith is very inquisitive and the sparkle in his eyes is almost as noticeable as the wide grin all over his face.	
Step into Liquid (2003) Running time: 1 hour, 27 minutes (DVD)	Rating: PG (for some language) Distributor: Artisan Home Entertainment
Scene (Start: Scene 09, 00:51:55; Scene 10, 00:42:07 – 17 minutes, 35 seconds)	
Jesse Billauer is a person who loves to surf, but he is anything but your typical California 'surfer dude'. Jesse lives by the personal philosophy that 'life rolls on'. This motto, and the example he sets, is an inspiration to others, as he has been able to do what he loves despite physical limitations. Through understanding the value of a person's heart and believing in the importance of life and seizing the day, Jesse has overcome major obstacles, while using his influence, desires and connections to make a difference.	

Film as a reflective tool

Dewey (1933) contended that reflection is "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (p. 9). Student responses and reactions to film clips enable opportunities to expose and confront preconceived notions, attitudes and stereotypes in a safe and productive way. The multiplicity among student responses provides a perfect illustration of the distinctive ways in which different people process the same film clips. Clayton (2004) stresses that reflection should occur in a safe place with a critical edge in which students are able to express and support their learning. Students are to be given opportunities to reflect on applicable issues. They may provide both spoken and written feedback in an assortment of forms.

Students can be given the opportunity to provide feedback before or at the conclusion of the film screening through prompts such as: how did this film (or scene) make you feel?, did the film appropriately reflect [the given issue/concept]?, and other techniques for eliciting discourse. Though such prompting can generally induce brief responses from students, opportunities for further discussion and exploration need to be offered whether through regular class meetings, online methods or outside of class through reflective assignments. Another way to obtain feedback from students on individual films is through the collection of written film clip synopses. Such reviews provide an opportunity for learners to present an overall summary of a film, discussion pertaining to relevant themes and concepts addressed in class, and are a means of garnering individual reactions through personal critiques of the film. They also allow students the opportunity to freely express their like or dislike of a film, while addressing accentuating features of the film. In addition, students may provide general feedback through written assignments such as reflective essays or even through answering questions provided through examinations.

One way of collecting student reflections is through encouraging students to extend the dialogue to discussion boards on online course templates such as BlackBoard or Web CT. By posting brief responses, students are able to reflect on their perceptions of a film. The discussion board provides a means for students as well as the instructor to receive valuable insights from others, while also providing instructors with the facility to post responses that can often trigger critical thinking opportunities. Clayton (2004) stressed that reflection must be guided in order to initiate learning and assist students in the articulation of that learning. Additionally, online educational tools such as BlackBoard provide a 'digital dropbox' tool that allows students to submit assignments electronically. Student responses were taken from digital dropbox responses for this study.

Student Reflections

Films show their educational worth by providing students with the opportunity to seek clarity through exploring cognitive and affective experiences, provoking discussion and assessing values (Champoux, 1999a). Student reflections, obtained by the authors, repeatedly supported the idea that film, when used as an instructional method, can provide clarity to educational concepts.

In discussing issues of diversity, including aspects associated with disability in sport, students were to submit a *reaction paper* identifying the significance of protecting the rights of individuals, primarily with regard to consideration of diversity and anti-discrimination legislation. Students were to support their responses with evidence which reinforced their answers. This included information from the course textbook, class discussions, insights from personal experience and/or from media forms such as television and film. Students had previously been given opportunities to view the identified film clips (from *America's Heart & Soul*, *Murderball* and *Step into Liquid*), which provided them with a potential reference to use in this activity. Through an analysis of the reflections written by students, the following themes emerged: (a) inspiration/motivation, (b) providing opportunities, (c) international perspectives, and (d) professional preparation. Sample excerpts from student responses are identified and discussed in the following passages.

Inspiration/motivation

Various students highlighted responses that provided a lens for appreciating the determination, ability, inspiration and motivational consideration associated with the projected images shown in the film clips. For example, one student wrote:

After watching all of [the presented video clips], you can't help but feel motivated after seeing what they are able to achieve... When people with disabilities are able to pursue their dreams, it makes people believe that they are able to do anything they put their mind to.

Further support was obtained from two other students, who mirrored the earlier sentiments.

The first stated:

After watching all of these films, my initial beliefs about people with disabilities were reaffirmed. I have always believed that people and athletes with disabilities are not very different from able-bodied people. In athletes, [there is] a passion for a sport as well as a desire to compete in it, whether they have a disability or not.

The second commented on the athletes presented in *Murderball*:

Just because one is disabled doesn't mean one is dead and should stop living one's life... according to one of the members of the quad rugby team, he said that he has done more with his life since he was paralysed than when he was able-bodied. In regards to being a sport manager, one should never discriminate not only because it is against the law, but because these persons are just as human as the rest of the population and deserve the same respect and opportunities.

The educational value of the presented issues was expressed by one student, who exclaimed:

I think we all need to keep in mind that just because something has caused a person to become disabled that does not mean they must forfeit their right to compete/participate in sport. Jesse Billaur [sic] [from Step into Liquid], Eric and Rick [from America's Heart & Soul] all have some type of disability whether it be blindness, paralyzed or cerebral palsy yet all of them have chose to still participate in activities that they love doing despite being disabled. In sports there are always obstacles that need to be overcome and these individuals have had obstacles placed in their lives, but are choosing to overcome them in order to participate in sports. And that is inspiring for both sport participants and fans alike.

Providing opportunities

The importance of providing opportunities for inclusive sport participation was also identified in various student responses. The ability of sport to serve as a vehicle for promoting anti-discrimination was addressed by a student who stated that he felt sport was:

in the best position to promote anti-discrimination... There is just so much opportunity out there for every one to find something they want to succeed in, whether it is in a wheelchair or in the swimming pool, that we should be encouraged by this progress.

The student went on to detail how film clips were able to provide an image to accompany the aforementioned statement, explaining:

Diversity is a very important subject as it relates to the world of sport. In all the years I've been involved with sports and athletics I've never thought differently of anyone based on where they are from or what they look like. I grew up in a society where I really did not know about discrimination, and when something of that nature did come about, I never really understood why someone would think negatively of another person based on any of those things. To me, they were just the same as I was and deserved the same amount of rights and respect that any one else would get. I took a particular interest in the *Murderball* [video clips]. There is no room for discrimination in order to achieve. That also includes allowing people to achieve. When I was watching the clips, all I saw was the USA [Paralympic wheelchair rugby] team going out there and competing, working together as a team to achieve success. In my opinion, I feel like the wheelchair has given the players an identity. They get in their wheelchair and instead of doing the norm, they use their wheelchair to go above and beyond, looking to excel anyway they can, and I think that's evident with the amount of success and how much they have achieved as para-sports continue to grow. It is important to allow these individuals, and others who are

disabled, to have the means of reaching success, just the same way as everyone else.

Such sentiments were expressed by another student:

In regards to diversity and anti-discriminating legislation it is obvious to say without laws in place dealing with equality, people with disabilities would not have the opportunity to compete in sports and fulfil [their] dreams of being athletes as able bodies do. Rick [referring to Rick Hoyt, from *America's Heart & Soul*] and his father are a great example of individual rights coming into play in a positive way. Although Rick cannot physically run and compete in races on his own, laws and regulations allow his father to be his team-mate [sic] and allow Rick's dreams of being a marathon runner to be fulfilled. This is just one example of how important equal rights are in sports. With laws continuing to be put in place dealing with sports there is a foundation to build on and to help improve all of the discriminating that takes place today.

This same student went on to share personal insight by drawing a relationship between issues presented in the *Murderball* clip and her life:

Another major reason that rights of an individual are so important pertaining to sports is no law should stop a person from accomplishing a goal. Keith, a motor cross [sic] rider, had a career ending injury and is now paralyzed. Not only did this injury destroy his dreams but also it changed his entire lifestyle. He hopes to possibly walk again but if for the time being he is discriminated against being an athlete in some shape or form I believe that is unacceptable. I for one have recently dealt with a career ending injury and can somewhat relate to Keith. Playing D1 [NCAA Division I] soccer I broke my back causing me to have serious spine surgery, learn to walk again, and to never play a physical sport again. Although I realize the consequences, if something law related stopped me from competing again I would be shattered. I feel that the significance of protecting the rights of individuals should not only be looked at more seriously but should also be [understood] better by people, allowing them to realize that everyone has rights.

Another student commented on concerns pertaining to mistreatment and exclusion, stating:

Watching the numerous videos on the different kinds of disable[d] athletes I learned one thing I am the disable[d] one ... Lots of people look at them as if they were second class citizens that they have no right to participate fully in a sport. Those people are wrong. After just watching these athletes pour their heart and soul into their respectful sports you can't help but want to root for them and do everything in your power as a sport manager to get these athletes the rightful legislation and fair playing fields that they need and deserve.

International perspectives

Two students provided distinctive insights with regard to international perspectives. One student drew comparisons from her home country and the United States. She stated:

First of all, I would like to mention that it is really interesting for me, as for a foreign student, to see and learn how individual's rights are protected in the United States. I will be honest with you, I do not even know that much information about my home country's tools for protecting its citizens. However, since I have started taking sports classes at [university name], we always talked about the Title IX, ADA, EPA, and Title VII, the statutes, which are playing a big role in increasing equity in our society ... I am glad that I had a chance to watch the real life application movies that [name of instructor] posted for us to watch. After watching [the video clips], I realized once again how many disabled people there are in the United States, and that it is crucial to have the rights of these people protected on the highest level possible.

The other student drew comparison to issues addressed in the *Murderball* clips to working experiences by detailing a relationship that was established while working abroad in a field experience (pre-internship) programme:

While in England I had the opportunity to work with the Plymouth Argyle professional football club. Within this organization was a branch known as Disability Football. This is where I met Kyle, a young man with no legs and one of his arms didn't have any fingers. He told us that he played goalie for the Disability Team and told us some of his life story and different things. Kyle wanted us to know that he didn't want to be treated differently than anyone else. I think he knew what he was capable of and that is something I think is very important for us as sport managers is to see what someone can do and not what they cannot do. It is much more uplifting for someone when you use positive words like can as opposed to cannot.

This same student expounded on the virtues of such films:

Overall, I think more and more, the world of sport is leading the way in shedding some of those anti-discriminatory images that still occur in the world, especially with the help of inspiring individuals like the athletes in *Murderball*.

Professional preparation

Future considerations of professional preparation emerged in student responses as well. One student referenced an example presented in one of the *America's Heart & Soul* clips while another student took into account future professional considerations stating:

I saw a lot of aspects that a sport manager would have to take care of in some cases. One example I can think of is would you really let a blind man climb if you were managing a rock wall or at a national park where there are mountains to climb. One would think that you would not let a blind man climb because how can he without being able to see. But what if he has years of experience then what do you do[?]. Within the sport world there is a norm of what an athlete is and what people are capable of doing but in more recent times people with disabilities have started to break through that norm and we as sport managers have to be ready to adjust to their needs so that we are compliant with the law and so we can make people happy.

Another student also referenced *America's Heart & Soul*, which featured a blind mountain climber:

I watched [a video clip] of a blind man who was a rock climber and overcame many adversities. He has accomplished more things in his life than many people with no disabilities have. He was trying to show people with disabilities that they can accomplish anything if they put their mind to it. Being a sport manager you have to be aware of your surroundings at all times and make sure that everyone is treated equal and given a fair chance.

These student response excerpts and the associated themes provide clear insights into the value of film as an educational tool. The documented student reflections provide a sample of the type of learning that can occur from film implementation.

Summary

Issues of diversity exist in all aspects of our society. As previously stated, sport is a microcosm of society sharing the basic elements of discrimination that exist within it. As both the classroom and the workforce become increasingly more heterogeneous, educators must make concerted efforts to teach diversity education. Film is a valuable media form that can positively contribute to diversity education. Though this paper specifically details the analyses of only five scenes from three films, plus another film in its entirety, it previews the potential of cinema as a scholarly resource for teaching diversity concepts in sport. The selected scenes cover non-traditional views of diversity such as physical ability and

disability. All the scenes illustrated and investigated are widely available on DVD or videotape. The authors recommend including these scenes in relevant courses that feature diversity topics in sport. Excerpts from student reflection activities are also provided to add further insight into the value of film in the education process.

Whilst this article highlights the potential for film to be used within higher education sport contexts, the concepts addressed in this work are transferable to other areas associated with sport and peripheral fields of study. Film scenes are an easily accessed teaching resource. The unique distinctiveness of film can have particularly helpful effects on the teaching process. Films serve many functions in teaching and may be used as a means for enhancement in sport academia. Educators may find that film can improve teaching effectiveness through facilitating student learning and knowledge retention, as also shown in the students' reflective statements. In addition, film provides an opportunity for students to reflect on important issues that they may have never personally experienced and the chance to discuss how various issues are portrayed in the media.

References

- Allison, M. & Schneider, I. (2000). *Diversity and the recreation profession: Organizational perspectives*. State College, PA: Venture Publishing.
- Beck, B. (2002). The unquiet grave. In the bedroom, monster's ball, and the agony of survival. *Multicultural Perspectives*, 4(4), 24-27. doi:10.1207/S15327892MCP0404_5
- Brown, D. (Director). (2003). *Step into liquid* [Motion picture]. United States: New Visual Entertainment.
- Cavanaugh, T. (1998). *The effect of using repurposed science rich feature films with varying levels of student activity on middle grades science instruction*. Unpublished doctoral dissertation, University of South Florida, Tampa, FL.
- Champoux, J. E. (1999a). Film as a teaching resource. *Journal of Management Inquiry*, 8(2), 206–217. doi:10.1177/105649269982016
- Champoux, J. E. (1999b). Seeing and valuing diversity through film. *Education Media International*, 36, 310-316. doi:10.1080/0952398990360410
- Clayton, P. H. (2004). *10 tips for designing reflection activities*. Raleigh, NC: North Carolina State University Service-Learning Program.
- Crawford, S. A. G. M. (1988). The sport film: Its cultural significance. *Journal of Physical, Education, Recreation and Dance*, 59, 45-49.
- Cunningham, G. B. (2004). Strategies for transforming the possible negative effects of group diversity. *Quest*, 56, 421-438. doi:10.1023/A:1024469132536
- Cunningham, G. B. (2007). *Diversity in sport organizations*. Scottsdale, AZ: Holcomb Hathaway.
- Cunningham, G. B., & Sagas, M. (2004). Group diversity, occupational commitment, and occupational turnover intentions among NCAA Division IA football coaching staffs. *Journal of Sport Management*, 18, 236-254.
- Davis, K. L., Hodge, S. R., Frank, A. M., & Jones, E. (2006). The NAKPEHE faculty diversity survey: Results and implications. *Chronicle of Kinesiology and Physical Education in Higher Education*, 17(2), 5-7.
- DeSensi, J. T. (1994). Multiculturalism as an issue in sport management. *Journal of Sport Management*, 8, 63-74.
- DeSensi, J. T. (1995). Understanding multiculturalism and valuing diversity: A theoretical perspective. *Quest*, 47, 34-43.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking in the educative process*. New York: D.C. Heath.
- Doherty, A. J., & Chelladurai, P. (1999). Managing cultural diversity in sport organizations: A theoretical perspective. *Journal of Sport Management*, 13, 280-297.
- Eitzen, D. S. (2005). *Fair and foul: beyond the myths and paradoxes of sport*. (3rd ed.). Lanham, MD: Rowman & Littlefield Publishing.
- Fink, J. S., Pastore, D. L., & Riemer, H. A. (2001). Do differences make a difference? Managing diversity in Division IA intercollegiate athletics. *Journal of Sport Management*, 15, 10-50.
- National Association for Multicultural Education (2003). *Definition of multicultural education*. Retrieved April 30, 2008, from <http://www.nameorg.org/resolutions/definition.html>
- Pearson, D. W., Curtis, R. L., Haney, C. A., & Zhang, J. J. (2003). Sport films: Social dimensions over time. *Journal of Sport & Social Issues*, 27(2), 145-161.
- Puntill, D. (2002). *Challenging cultural stereotypes through contemporary Italian films*. Retrieved April 30, 2008, from <http://www.llas.ac.uk/resources/paper.aspx?resourceid=1297>

- Rubin, H. A., & Shapiro, D. A. (Directors). (2003). *Murderball* [Motion picture]. United States: Eat Films.
- Schwartzberg, L. (Director). (2003). *America's Heart and Soul* [Motion picture]. United States: Walt Disney Pictures.
- Thomas, R. R., Jr. (1996). *Redefining diversity*. New York: AMACON.
- Uehara, D. L. (2005). Diversity in the classroom: Implications for school counselors. *Multicultural Perspectives*, 7(4), 46-55. [doi:10.1207/s15327892mcp0704_8](https://doi.org/10.1207/s15327892mcp0704_8)

Submitted 27 June 2008. Resubmitted 5 August and 2 November 2008. Final Version 7 November 2008. Accepted 11 November 2008.