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Resocializing role of sport and recreation of socially maladjusted people

Movement and physical fitness play a very important role in the life of every human being. Sports and recreational activities have long played a significant role in the institutional process of resocialisation of socially maladjusted people. These activities are eagerly supported by the educators of the institutions, and for the pupils are an excellent opportunity to demonstrate fitness, while rebounding accumulated tensions and frustrations. Sport and recreation concerns many areas, including physical and health fitness, mental, intellectual, social and aesthetic development. Physical activity of people often provides a lot of positive reinforcements from the social margin and significantly improves the well-being, directing the positive image of society.

Key words: resocialization, creative rehabilitation, sport, recreation, social maladjustment, deviant behaviour, physical activity, physical culture, creative change, sensory deprivation.

*Moving is healthy,
and sport for centuries is the simplest method of education
“[...] behind the teacher of the athlete, the boys will go into the fire, give him
respect, recognition, attachment, they will do for him much more than for any
other person [...]”*

Stanisław Jedlewski¹

¹ St. Jedlewski, *Minors in correctional facilities*, Wiedza Powszechna, Warsaw 1962, p. 256.

Introduction

Anetta Jaworska in the *Lexicon of resocialization*² under the slogan *The role of physical culture in resocialization* states that

the need for movement exists throughout a person's lifetime and depends on non-genetic factors.³ Physical culture is understood as a system of integrated and systematic human behavior in terms of care for their own health, mental development, physical fitness, beauty, resilience, physical fitness and the desire to improve themselves both in the spiritual and corporeal⁴.

The purpose of this article is to show the sport in terms of social welfare, a peculiar phenomenon of civilization and its values menial terms of rehabilitation of socially maladjusted. The values present in the sport, as well as attitudes, relationships occurring here is the moral and social rules should be treated as a kind of "center" rehabilitation of young and not only the young, who have problems with social adjustment.

The methodology used to write this publication was to conduct a critical analysis of literature, legal acts and other documents, including available Internet resources.

Creative resocialization

Rehabilitation is both a science and social practice which defines the range of educational, caring and therapeutic operations.

² A. Jaworska, *The Role of Physical Culture in Resocialization*, [in:] *Leksykon resocjalizacji*, Publishing House "Impuls", Kraków 2012, p. 327-335.

³ A. Zalewska-Meler, *Physical culture as a means of penitentiary influence - systemic assumptions and the possibilities of their implementation*, [in:] A. Jaworska (ed.), *Resocialization. Legal, social and methodological issues*, Publishing House "Impuls", Krakow 2009.

⁴ M. Demel, A. Skład, *Theory of Physical Education*, Wydawnictwo Naukowe PWN, Warszawa 1986, pp. 11-12; Z. Krawczyk, *Axiology of the body*, [in:] Z. Krawczyk, J. Kosiewicz (ed.), *Philosophy of physical culture. Concepts and problems*, T. I, Studies and Monographies of the Academy of Physical Education in Warsaw, Warsaw 1990, p. 114.

It is a process driven to form some changes in people not adaptable socially especially in the areas of self-consciousness, self-upbringing, self – confirming and self-reflectance.⁵

According to Mark Konopczyński

Creative rehabilitation - is a creative activity Rehabilitation conducted using methods developed cultural-technical methods and support⁶.

The main aim of practical treatments creative rehabilitation is to transform individual identity and social unadapted social youth through education to stimulate development and cognitive structures and creative and equipping it with new individual and social competences. These treatments, taking methodical form of theatrical work, sports, drama, art or music, can create different personal parameters of a young man. Help him equip him with new skills, enabling him to establish correct interpersonal contacts⁷.

The achievement of the described goal is reserved not only by changing or correcting his deviant behaviors and attitudes, but above all by his internal development. This development should be understood as discovering and developing the potential and talents of a socially maladjusted person⁸.

The concept of creative resocialization sees a young, socially maladjusted individual in terms of creative change. Ultimately, this change can (should) come down to acquiring new competences and social skills, as well as creating new identities: individual and social, young man⁹. The charges using this form of

⁵ K. Pierzchała, *Wines - law - punishment. Legal and psychopedagogical aspects of penitentiary resocialisation [Fault - law - penalty. Legal and psycho and pedagogical aspects of penitentiary rehabilitation]*, "Probacja" 2017, No. 2, p. 95.

⁶ M. Konopczyński, *Methods of creative resocialization*. Educational Theory and Practice, Pedagogium, PWN Scientific Publishers, Warsaw 2010, p. 13.

⁷ Tamże.

⁸ Tamże.

⁹ K. Wielecki, *Crisis and sociology*, Wydawnictwa UW, Warsaw 2012, p. 324; See K. Pierzchała, *Destigmatization of criminals in the light of the Church's Magisterium and views on rehabilitation*, Publishing House "Impuls", Krakow 2016, p. 32 and others.

resocialization begin to believe in themselves and in others¹⁰.

The essence of creative resocialization is an attempt to show that a given situation can be changed (seen) in a way different from the usual social rehabilitation schemes. As part of creative re-socialization, an attempt may be made to transform a young criminal, and actually create different from his existing parameters of his identity, which determine the quality of contacts with other people¹¹.

Creative resocialization in its basis opposes the postmodern¹² way of thinking, in a sense destroying man and its results. Being a creator means going beyond the present, crossing the border of "yourself, in your inability, maladjustment or social marginalization"¹³. Creating is also a cooperation in building yourself: better, wiser, more mature. Creation also means creating others, supporting them in crossing barriers of specific infirmity. Classical forms of influence on young people in institutional environments are not promising effectively, that's why you are constantly looking for new, not too complicated, and at the same time attractive roads, influences¹⁴.

The main goal of creative resocialization is to bring about the successful completion of "two processes:

1. inducing the development of structural factors of creative and cognitive processes of socially unfit individuals,
2. changes in their social image¹⁵.

¹⁰ M. Konopczyński, *Methods of creative resocialization ...*, dz. cyt., p. 15.

¹¹ Tamże, p.13

¹² Postmodernism - "a trend in art, literature and philosophy of the late twentieth century, which is a critique of modern civilization based on the idea of a rational and uniform order existing in the world, opposing its decomposition and deconstruction of traditional ways of thinking, seeing the world and practicing art", M. Bańko (ed.), *Great Dictionary of Foreign Words PWN*, (copy-right 2003), PWN Scientific Publisher, Warsaw 2014.

¹³ M. Konopczyński, *Methods of creative resocialization ...*, op. cit., p. 21.

¹⁴ Tamże, pp. 21 and 22.

¹⁵ Tamże, p.175.

In the end, these measures are to reduce the educational parameters of the individual's identity, which are fundamentally different from those of the socially maladjusted people.

Contemporary pedagogy mentions more than a dozen methods of creative resocialization, these are mainly:

1. Method of the Resocialisation Theater;
2. Method of Resocialization through Sport;
3. Methods supporting the process of resocialization:
4. Drama;
5. Psychodrama;
6. Sociodrama;
7. Therapy through music;
8. Plastic therapy¹⁶.

Rehabilitation of socially maladjusted people through sport and recreation

Henryk Machel distinguishes four methods of organized resocialization of convicts:

1. resocialization teaching,
2. work,
3. cultural and educational activities,
4. recreation and sport¹⁷.

Sports activities and physical education should be based on the participation of prisoners in gymnastics and sports classes, as well as participation in sports competitions. Their meaning lies primarily in maintaining the physical fitness of the detainee (a socially maladjusted person)¹⁸.

¹⁶ More on: tamże, pp. 201-282.

¹⁷ H. Machel, *Prison as a punitive and rehabilitation institution*, Wyd. Arche, Gdańsk 2003, pp. 259-260.

¹⁸ M. Kuć, *Legal Bases of Social Rehabilitation*, 2nd Edition, C.H. Publisher. Beck, Warsaw 2013, p. 101.

The provisions of art. Art. 135 § 1 of the Executive Penal Code (hereinafter: KKW)¹⁹ stipulate that

in penitentiary establishments, convicts are created conditions for appropriate leisure time. To this end, cultural and educational activities, physical and sports education are organized and social activity of convicts is stimulated²⁰. These regulations indicate the goal of cultural, educational, social and sports activities (hereinafter only sports). Activation of convicts by providing them with the possibility of using, for example, sports devices, is primarily meant to organize the convicts “conditions for spending their free time properly²¹.”

Recreation and sport serve to fill prisoners’ free time by:

- triggering additional activity (fighting against boredom, passivity and resignation),
- education of new interests,
- organizing sports activities, enabling energy discharge and relaxation, preventing aggressive and self-aggressive reactions of prisoners,
- limiting anxiety reactions, learning to compete and teamwork²².

The resocializing meaning of sport and recreation as a form of activation of prisoners also consists in the fact that each activity undertaken and implemented should be consistent with the axioormative²³ educational message²⁴ (eg learning to win and lose in

¹⁹ Act of June 6, 1997 - *Executive Penal Code*, (Journal of Laws 1997 No. 90, item 557, as amended).

²⁰ M. Kuć, *Legal foundations ...*, dz. cyt., p. 100.

²¹ Tamże, p. 101.

²² Tamże, pp. 31-32.

²³ The axioormative system - a functionally related set of norms and values concerning all manifestations of social life, characteristic for a specific culture, regulating the life of society and the life of an individual social. The subsystems of the axionormative system include custom, morality, law, aesthetics or fashion, https://pl.wikipedia.org/wiki/System_aksjonormatywny, [downloaded: 06.06.2018].

²⁴ Sociology of education, unlike pedagogy, concentrates on the essence of the process of knowledge transfer and its influence on the shape and operation of society.

sports, help weaker etc.)²⁵.

The re-socializing role of sport and recreation according to Marek Konopczyński is focused on building specific competences of personal charges, contributing to the desired parameters of their identity. This method allows pupils to participate in different from existing social roles. The latter have the features of a culturally accepted form of self-expression, through the social presentation of their physical capabilities, in the form of assets and competences. This method particularly mobilizes and activates the male part of foster children. Nowadays, access to sport, sports base is relatively common, and there is a great popularity of sport among minors, which greatly facilitates the implementation of this method of resocialization. Sport and recreation can be an attractive rehabilitation alternative, real to be implemented both in the conditions of educational institutions (penitentiary), as well as in an open environment²⁶.

Anetta Jaworska, quoting Marek Konopczyński,²⁷ writes that

[...] important elements of such rehabilitation are simultaneous intellectual activation and triggering of creative processes. Among the most important assets of education through sport, Marek Konopczyński lists: increase in systemic dynamics, emotional impressions, intellectual impressions, positive emotional experiences (derived from cooperation and competition), increased sense of security, development of awareness of the driving power in life, increase in resourcefulness, clear goals of action. Changing the ward's identity related to practicing sports is also associated with the increase of

Through specific educational methods, a specific type of society is created, which is influenced by cultural ideals contained in the axioormative transmission. In addition, transmission of socially desirable values results in establishing the ideal to which the community should aspire (issues of order and social order), M. Choczyński, *Education as a social process in the theory of Florian Znaniecki*, "University Sociological Journal" 2011/6, p. 96.

²⁵ M. Kuć, *Legal foundations ...*, dz. cyt., pp. 31-32.

²⁶ M. Konopczyński, *Methods of creative resocialization ...*, op. cit., pp. 238 and 239.

²⁷ Tamże, p. 140.

self-respect and confidence in one's own effectiveness as well as the perception of oneself as an ambitious man. This positive attitude towards each other increases the likelihood of positive attitude towards other people²⁸.

The role of classes in the area of physical culture focused on the rehabilitation of socially maladjusted people (perpetrators of crimes) staying in penitentiary units - is very significant. A large part of those serving the penalty of deprivation (restriction) of freedom are people who are often physically devastated - not only as a result of an unhygienic lifestyle, but also as a result of obvious lack of movement. Forced limitation of physical activity results both in the deterioration of the hypokinetic state (related to kinetics or directly with the body movement), as well as in the abnormal psychosocial functioning (low control of emotions, behavior, impulsiveness and aggression)²⁹.

The basic condition for the utilization of resocialization values of sports and recreational activities should be laughter, fun and a wealth of sensory experiences. An important element of the classes should also be the elimination of the sense of the pupil from the psyche impossibility and weakness, and this is facilitated by the exercises with the teacher and peers. Pupils interacting in a group gains the ability to make decisions, focus on what they do, and a special value in this respect team games.

Penitentiary influence based on physical culture was included in the process of rehabilitation of individuals serving the penalty of deprivation of liberty after 1989. Currently, sports activities carried out (also in closed and prison conditions) are classes starting from gymnastics and gyms, to team games (football, basketball, volleyball).

Participation in sports activities outside the prison is conditional on the type of prison. In an open-ended prison, "convicts may take part in group sports [...] activities organized by the

²⁸ A. Jaworska, *The role of physical culture in rehabilitation ...*, dz. cyt.

²⁹ Tamże.

administration, outside of the penal institution” (article 92 point 4 of the CCI), or “allow participation in classes and events [...] sports organized outside the premises of the prison” (article 92 point 5 of the CEC). In a semi-open penal facility, “convicts may take part in group sports [...] activities organized by the administration outside the prison facility” (article 91 point 4 of the CCC). “In the case of imprisonment in a closed prison, [...] sports [...] activities [...] are organized within a prison” (Article 90 point 3 of the CCI)³⁰.

The importance of the educator in promoting physical culture

The role of reintegration educator through sporting activity (conducting classes in the field of physical culture) should be paying attention not only to temporary sporting benefits, but to the future goals of a socially maladjusted pupil. The role is also to implement it in the basic rope of knowledge about health and show the value of the human body.

- the educator should be adequately prepared, not only physically but also psychosocial both at work with minors and adult wards. Among the important behaviors of the educators who conduct the described activities, the following is of particular importance:
- a friendly but consistent attitude towards foster children;
- the ability to see and the ability to reward camaraderie, cooperation, and stigmatize unsportsmanlike behavior and attempts to deceive;
- the ability to listen to pupils’ opinions in the context of the content of the class;
- entrusting care to sports equipment³¹.

The educator should have extensive psycho-pedagogical knowledge and the ability to diagnose both the level of maladjustment

³⁰ M. Kuć, *Legal foundations ...*, dz. cyt., p. 101.

³¹ K. Sas-Nowosielski, *Myths and facts of resocialization through physical culture*, “Wychowanie i Zdrowie” 2001/11.

and the range of possible needs of the pupils. Unfortunately, however, it is not possible to determine the educator of the ideal, corresponding work with all foster children. The specific model depends on the nature of the institution in which the given educator works, as well as the individual predispositions of the pupils. The basic features that an educator of physical culture should show belong to Jan Pięta:³²

- elements of effectiveness - showing a partner's attitude, a democratic style, with the ability to lead a group and to exist in it;
- personality model - passion for the job, own hobby and creative passions that help to be attractive, leadership skills, sense of responsibility, extensive knowledge and personal culture, as well as high morale, because it also grew up by its own example;
- universal features - high level of communication skills, friendly attitude, emotional balance, kindness, sense of humor and good health.³³

Andrzej Baładynowicz is of the opinion that

[...] personality traits of physical education teachers are repeated in students more often than the same traits of other teachers. In the teaching of every other subject, in which the pedagogue, educator and student interact, there is no such close contact of personality as during the education of physical education. This creates exceptionally favorable conditions for the work of the educator and, by means of specific measures, it allows to shape the personality of the exercisers³⁴.

A good physical education teacher can influence the pupil's ambitions, change his habits, conduct his behavior and arouse his self-esteem, which in the end often contributes to stimulating his / her belief in the prospect of achieving success in life³⁵.

³² J. Pięta, *Pedagogy of free time*, University of Economics. Wydawnictwo DRUKTUR, Warsaw 2004, p. 210.

³³ A. Jaworska, *The role of physical culture in rehabilitation ...*, dz. cyt.

³⁴ A. Baładynowicz, *Probation punitive justice*, Publisher Wolters Kluwer, Warsaw 2015, p. 73.

³⁵ Tamże.

Effects of the social rehabilitation role of sport and recreation of socially maladjusted people

Rehabilitation through sport and recreation allows:

- changing the image of one's own socially maladjusted (prisoner); that person changes his mind, his self-esteem improves,
- arousing new interests, finding and developing potential, gaining new skills and competences,
- shaping a mature personality, own identity,
- better frame of mind, sense of usefulness,
- appreciation, a sense of doing something for someone and for yourself,
- voltage discharge, relaxation, relaxation, peace and self-satisfaction,
- after leaving the penitentiary facility, continuation of the initiated sports activity and lifestyle change.

In addition, sport develops many of these features that are valued in criminal environments - cunning, endurance, physical fitness, and courage. It has an element of tension, and the victory won gives a sense of advantage over others. At the same time, the sport teaches the culture of communing with the opponent and respecting the rules. Not without significance is the ability of the sport (especially the team) to level the attitudes resulting from subcultural diversity (the superiority of the team over the subcultural systems), which results in integration based on correct social attitudes.

Cyclical physical exercises of moderate intensity, exercise "for endurance" gradually shape the psycho-emotional state of the so-called. "Muscular enjoyment", the formation of endorphins (a group of peptide hormones that cause well-being and self-satisfaction, and generally causing euphoric states, the so-called hormones of happiness), which in a special way express positive emotions and which counteract depression³⁶.

³⁶ E. G. Bulicz, *Physical culture and health*, Znanije, Moscow 1981.

While practicing sports, the juvenile masters the necessary motor habits, manifesting the effort of will with significant muscle tensions. Therefore, developing in him a sense of confidence, awareness of their own strength, resilience, agility and speed. Recourse to the effort of will in case of fatigue, conscious forced to overcome fatigue, and overcoming emotional states such as distraction, aware of the danger, the fear³⁷.

The meaning of sports activities in penitentiary resocialization is confirmed by the results of empirical research, including Józef Dobrzeński. In the opinions of prisoners, physical education is the main social rehabilitation facility that facilitates the unloading of negative states emotional and getting well-being. In addition, sports activities (mainly team and club games) become the most interesting and the most preferred way of spending free time in penitentiary conditions³⁸.

Summary

Sport and recreation are key elements of social life. Giving health, joy and entertainment at the same time allow you to fight the threats of today's civilization - alcohol, drug addiction, violence, etc. It is widely believed that sport and recreation and all physical activity is an important element of the life of socially maladjusted people.

Human development anticipates the need for physical, psychological and social activity, carried out on various levels³⁹. Cultural, educational, social and sport activity diminishes the effects of deprivation (a condition caused by the lack of the ability to

³⁷ J. Karwowski, *The influence of physical education on resocialisation of socially maladjusted youth*, "Physical Education and School Hygiene" 1976/9.

³⁸ More on: J. Dobrzeński, *Resocialization of prisoners with means and methods of physical culture*, [in:] J. Szałański, *Fault-Penalty-Hope Change*, COSSW, Łódź-Warszawa-Kalisz 1998, pp. 491-498; J. Dobrzeński, *Physical culture and its determinants in resocialization of prisoners*, Wydawnictwo AWF Gdańsk, Gdańsk 1998.

³⁹ M. Kuć, *Legal foundations ...*, dz. cyt., p. 100.

satisfy a vital need or drive or loss or lack of the necessary person or thing) sensory (experienced by the senses, sensory, sensory), specific to prison isolation. Thus, it prevents the formation of disturbances in the behavior of isolated penitentiaries, which may take on the face of more or less persistent personality disorders. Sports activities obviously allow for the maintenance of physical fitness of prisoners, satisfy the need for movement and are a point to alleviate tensions and conflicts⁴⁰.

The resonance of physical culture in resocialization is conditioned by the proper selection of activities, their good preparation and supervision, so that they serve to improve or maintain psychosocial health, and do not result in the opposite of the intended, because not every physical activity is related to physical culture. This culture should always be considered in a positive sense, it should always create, not destroy, develop, and not lead to destruction.

From the point of view of resocialization, introducing activities containing elements of physical recreation is much more beneficial, at the expense of exercise exercises. The resocializing essence of recreation is not only to increase physical activity, but also to deepen social ties between participants. Considering recreation in the context of resocialisation of socially maladjusted people - it is possible, for example, in the form of tourism, survival, recreational trips (eg mushroom picking), landscape trips, camps, bonfires, canoe trips. It is also used in social integration, including people with disabilities, an example of which is the initiative of pastoral care of a joint pilgrimage of prisoners and the disabled to Jasna Góra⁴¹.

Recreational activities not only integrate and build mutual

⁴⁰ Tamże, p. 101.

⁴¹ P. Wojtas, K. Pierzchała, *Priesthood Ministry in Poland*, [in:] *Modernization of Prisons, 5th Penitentiary Congress*, T. Bulenda, A. Rzepliński (ed.), Publisher University of Warsaw Institute of Social Prevention and Resocialization, Central Board of Prison Service, Warsaw 2015, pp. 475-496.

emotional relations, but also allow learning about the world of nature, which contributes to shaping pro-ecological attitudes. Qualified tourism has special resocialization values, mainly due to providing wonderful experiences and strong impressions⁴².

Brunon Hołyst is of the opinion that the most important obstacle in developing physical culture (sporting activities) are the specific conditions in which specific penitentiary institutions operate, i.e. architectural restrictions, making it impossible to build sports fields, as well as overpopulation, making it impossible to separate rooms for sports⁴³.

In conclusion, it should be assumed that social rehabilitation of people who are socially maladjusted by the method promoting sport and recreation (physical culture) is one of the most complementary in the field of creative resocialization. Within its reach there is stimulation of the majority of cognitive structures and creative pupils, possessing significant deficits in the area of physical development. Extremely important for resocialization of man is his potential to establish contacts with the environment, and sport makes it easier. Therefore, it seems to be creating conditions for education in physical culture to be a deliberate and planned process of deliberate action, focused on shaping socially acceptable personality traits, a set of attitudes, values and beliefs of the whole society, including socially maladjusted people⁴⁴.

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⁴² A. Jaworska, *The role of physical culture in rehabilitation ...*, dz. cyt.

⁴³ B. Hołyst, *Kryminology*, Wydawnictwo LexisNexis, Warsaw 2012, pp. 1365-1366.

⁴⁴ R. Tadla, *Rehabilitation of convicts - an outline of the problems*, "Probacja" 2015/1, pp. 125-134.

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Resocjalizująca rola sportu i rekreacji osób niedostosowanych społecznie

Ruch i sprawność fizyczna odgrywa bardzo ważną rolę w życiu każdego człowieka. Działania sportowe i rekreacyjne od dawna odgrywają również znaczącą rolę w instytucjonalnym procesie resocjalizacji osób niedostosowanych społecznie. Działania te, chętnie są wspierane przez wychowawców placówek, a dla wychowanków stanowią doskonałą okazję do wykazania się sprawnością, przy okazji odreagowania nagromadzonych napięć i frustracji. Sport i rekreacja dotyczy wielu dziedzin, a w tym sprawności fizycznej i zdrowotnej, rozwoju psychicznego, intelektualnego, społecznego i estetycznego. Aktywność fizyczna osób niejednokrotnie z marginesu społecznego dostarcza wiele pozytywnych wzmocnień oraz znacząco poprawia samopoczucie, kierując w pozytywną stronę wizerunku społecznego.

Słowa kluczowe: resocjalizacja, twórcza resocjalizacja, sport, rekreacja, niedostosowanie społeczne, zachowania dewiacyjne, aktywność ruchowa, kultura fizyczna, kreatywna zmiana, deprywacja sensoryczna