

Ethics In Youth Sport Policy And Pedagogical Applications Routledge Studies In Physical Education And Youth Sport

Elite youth sport competitions have increased significantly in number in recent years, with the Youth Olympic Games representing the high point of this phenomenon. This book examines the global context within which elite youth sport has emerged and continues to grow. It explores elite youth sport policy across fifteen countries, in Europe, the Americas, Africa and Asia, addressing the questions of how youth talent development is organised and why elite youth sport has become so popular. Taking a comparative global perspective, the book analyses the growth in more systematic approaches to young athlete development and the increasing emphasis on early talent identification. It discusses the attitude of stakeholders (such as NGBs, governments and sponsors) towards elite youth sport, while also considering how young elite athletes' interests are protected and how the growth in elite youth sport affects a sport's development strategy. Written by a team of internationally renowned researchers, *Elite Youth Sport Policy and Management: A comparative analysis* is fascinating reading for all students, scholars, managers, policy-makers and coaches with an interest in youth sport, elite sport development, talent identification and sports policy.

Organizational Behavior in Sport Management provides numerous real-life examples from organizations and immerses students in the key behavioral issues that those in sport organizations face today. The text comes with an instructor guide that offers many useful tools to help instructors enhance students' learning.

Is the role of the sports coach simply to improve sporting performance? What are the key ethical issues in sports coaching practice? Despite the increasing sophistication of our understanding of the player-sport-coach relationship, the dominant perspective of the sports coach is still an instrumental one, focused almost exclusively on performance, achievement and competitive success. In this ground-breaking new book, leading sport scholars challenge that view, arguing that the coaching process is an inherently moral one with an inescapably ethical dimension, involving intense relationships between players and coaches. *The Ethics of Sports Coaching* critically examines this moral aspect, develops a powerful idea of what sports coaching ought to be, and argues strongly that coaches must be aware of the ethical implications of their acts. The book is structured around four central themes: the nature of coaching, the character of the coach, coaching specific populations and specific coaching contexts. It explores in detail many of the key ethical issues in contemporary sports coaching, including: coaching special populations the ethics of talent identification understanding the limits of performance enhancement coaching dangerous sports expatriate coaching setting

professional standards in sports coaching. Combining powerful theoretical positions with clear insights into the everyday realities of sports coaching practice, this is an agenda-setting book. It is essential reading for all students, researchers and practitioners with an interest in sports coaching or the ethics and philosophy of sport.

The influence of professional, adult sport on youth sport is now a global concern. Children are involved in high-stakes competitive sport at national and international levels at an increasingly young age. In addition, the use of sport as a medium for positive youth development by governments and within the community has fuelled ambitious targets for young people's participation in sport at all levels. In this important study of ethical issues in and around youth sport, leading international experts argue for the development of strong ethical codes for the conduct of youth sport and for effective policy and pedagogical applications to ensure that the positive benefits of sport are optimized and the negative aspects diminished. At the heart of the discussion are the prevailing standards and expectations of youth sport in developed societies, typically consisting of the development of motor competence, the development of a safe and healthy lifestyle and competitive style, and the development of a positive self-image and good relationship skills. The book examines the recommendations emerging from the 'Panathlon Declaration' and the debates that have followed, and covers a wide range of key ethical issues, including: emotional and physical abuse aggression and violence doping and cheating values and norms teaching and coaching integrity management. Ethics in Youth Sport is focused on the application of ethical policy and pedagogies and is grounded in practice. It assumes no prior ethical training on the part of the reader and is essential reading for all students, researchers, policy makers and professionals working with children and young people in sport across school, community and professional settings.

Assessment has widely been acknowledged as a central element of institutional education, shaping curriculum and pedagogy in powerful ways and representing a critical reference point in political, professional and public debates about educational achievement and policy directions. Within physical education there remains significant debate regarding the subject knowledge, skills and understandings that should be assessed, in what ways and at what points in students' education this should occur. Divided into three parts, Assessment in Physical Education makes an important contribution to our understanding of the socio-cultural issues associated with assessment in physical education, in terms of its systemic development as well as at the level of pedagogic relations between physical education teachers and their students. It provides readers with an insightful critique and theoretically informed ideas for rethinking assessment policies and practices in physical education. This book will be of interest to advanced students and researchers in physical education and youth sport studies, as well as those involved in initial teacher education and teacher professional development.

Creativity is an essential component of sport performance. The player who can make decisions that are both unexpected – and therefore less easily predicted by his/her opponent – and appropriate is the player who is likely to be successful. In this ground-breaking new book Daniel Memmert explores the concept of tactical creativity, introducing a new theoretical framework based on extensive empirical research. He argues for the importance of encouraging divergent thinking abilities at an early age, and explains how tactical creativity sits alongside conventional approaches to 'teaching games for understanding'. The book outlines essential rules for environmental and training conditions, and suggests a wide range of game forms for teaching and coaching tactical creativity to children and young people. This is important to all students, researchers, coaches and teachers working in physical education, sports coaching, sport psychology or skill acquisition.

There is now a widespread expectation that teachers and coaches should be reflective practitioners, an expectation written into national standards of education in many countries. This innovative book introduces the methods by which teachers and coaches can conduct research into their own professional practice and therefore become more effective reflective practitioners, improving their students' learning as a result. As the only book on practitioner research that focuses specifically on the unique challenges of working in a physical education or youth sport environment, it uses real-life case studies and applied practical examples to guide the reader through the research process step-by-step. Examining the what, why and how of four key research methods in particular – action research, narrative enquiry, autoethnography and self-study – it provides an expert analysis of the strengths and limitations of each method and demonstrates how conducting reflective research can produce tangible results in improving both teaching and learning. This is an invaluable resource for all those interested in enhancing their professional development as students, practitioners or researchers of physical education and youth sport.

Positive psychology (PP) is a fast-developing area of research that emphasises personal growth and the positive qualities of life. This is the first book to apply the principles and practice of PP to sport and physical activity. In attempting to help people enjoy sport, sport psychology has paradoxically often focused on topics such as anxiety, stress and burnout. By contrast, this reader-friendly introduction to PP shows how it can improve sporting performance while also enhancing physical and mental well-being. Demonstrating the practical relevance of PP for all those who participate in sport and physical activity at any level, it covers a variety of topics including: passion, enjoyment and flow positive pedagogy and appreciative inquiry for sport leaders, coaches and teachers gratitude, mindfulness, optimism and hope positive psychology coaching for sport leaders and practitioners character strengths, growth mindset and resilience. With expert contributors from around the globe, real-life case studies, practical strategies and suggestions for future research

in every chapter, this book is inspirational reading for all students, coaches, researchers and practitioners with an interest in sport and exercise psychology, mental health and well-being.

Does competitive sport respect children's human rights? Is intensive training child labour? Is competitive stress a form of child abuse? The human rights of children have been recognized in the 1989 UN Convention on the Rights of the Child, and ratified by 192 countries. Paulo David's work makes it clear, however, that too often competitive sport fails to recognize the value of respect for international child rights norms and standards. *Human Rights in Youth Sport* offers critical analysis of some very real problems within youth sport and argues that the future development of sport depends on the creation of a child-centred sport system. Areas of particular concern include issues of: over-training physical, emotional and sexual abuse doping and medical ethics education child labour accountability of governments, sports federations, coaches and parents. The text will be essential reading for anybody with an interest in the ethics of sport, youth sport, coaching and sports development.

This book redresses a pressing need for us to understand the motivations of children and young people in playing sport, what it means to them, and how it fits into their everyday lives. It is research-heavy, with each chapter presenting the results of a different study conducted on children's and young people's participation in sport across a diverse range of ages, settings and sports from a humanistic perspective. Well-written and accessible, it captures the texture, nuances and meanings of participation in different sports in Australia, France, Japan and New Zealand in order to situate learning and the nature of children's experiences within their social and cultural contexts. It provides valuable insights into the subjective nature of children and young people's participation in sport, and should be read by anyone interested in children's and youth sport, from academics, undergraduate and postgraduate students to coaches, teachers, parents and youth sport administrators.

Pre-service and beginning teachers have to negotiate an unfamiliar and often challenging working environment, in both teaching spaces and staff spaces. *Workplace Learning in Physical Education* explores the workplace of teaching as a site of professional learning. Using stories and narratives from the experiences of pre-service and beginning teachers, the book takes a closer look at how professional knowledge is developed by investigating the notions of 'professional' and 'workplace learning' by drawing on data from a five year project. The book also critically examines the literature associated with, and the rhetoric that surrounds 'the practicum', 'fieldwork' 'school experience' and the 'induction year'. The book is structured around five significant dimensions of workplace learning: Social tasks of teaching and learning to teach Performance, practice and praxis Identity, subjectivities and the profession/al Space and place for, and of, learning Micropolitics As well as identifying important implications for policy, practice and research methodology in physical education and teacher education, the book also shows how research can be a powerful medium for the communication of good practice. This is an important book for all students, pre-service and beginning teachers working in physical education, for academics researching teacher workspaces, and for anybody with an interest in the wider themes of teacher education, professional practice and professional learning in the workplace.

The rapid development of digital technologies has opened up new possibilities for how Physical Education is taught. This book offers a comprehensive, practice-oriented and critical exploration of the actual and potential applications of digital technologies in PE. It considers the opportunities that are offered by new technologies and how they may be best implemented to enhance the learning process. Including contributions from the US, UK, Europe, Canada and New Zealand, this international collection reflects on how digital innovations are shaping

PE pedagogy in theory and practice across the globe. Its chapters identify core pedagogical principles – rather than simply discussing passing digital fads – and offer practical narratives, case studies and reflections on how PE practitioners can introduce technology into teaching and learning through the use of social media, video gaming, virtual reality simulation, iPads and Wiki platforms. *Digital Technology in Physical Education: Global Perspectives* is a valuable resource for students, researchers and practitioners of PE looking to integrate digital technology into their work in a way that does justice to the complexity of teaching and learning.

Providing a state-of-the-art account of the nature, distribution and determinants of sports injury in children and adolescents, this unique volume uses the public health model to describe the scope of the injury problem and the associated risk factors and evaluate the current research on injury prevention strategies as described in the literature. Thoughtfully divided in six sections, the nature of the young athlete and epidemiology of pediatric and adolescent sports injury are described first. Then an overview of the most common types of youth sports injuries as well as more serious injuries (e.g., concussions) and outcomes is presented, followed by a discussion of injury causation and prevention. Suggestions for future research rounds out the presentation. Each chapter is illustrated with tables which make it easy to examine injury factors between studies. Throughout, the editors and contributors have taken an evidence-based approach and adopted a uniform methodology to assess the data available. Ideal for physicians, physical therapists, athletic trainers and sports scientists alike, *Injury in Pediatric and Adolescent Sports* concisely and accurately presents the situation faced by clinicians treating young athletes and the challenges they face in keeping up with this growing and active population. Furthermore, the information in this book will be useful to allied health researchers and sport governing bodies as an informed basis for continued epidemiological study and implementation of injury prevention initiatives designed to reduce the incidence and severity of injuries encountered by young athletes.

Are children playing less than they used to? Are rising obesity rates linked to a decline in children's time to play freely? These and other related questions have filled the pages of newspapers, magazines and scholarly journals for the past decade. Researchers and journalists have attributed these issues to societal changes around children's lives and leisure, the growth of structured and organised activities and increasing perceptions of risk in children's play. *Play, Physical Activity and Public Health* presents a discussion of the way modern notions of play are rendering children's leisure activities less free and less engaged in simply for fun. Based on original qualitative research, and analysis of contemporary media from Canada and elsewhere, this book argues that the growing health concerns around childhood play entail a paradox: by advocating, promoting, discussing, and re-directing children's play, a new form of children's leisure is emerging - one that is purpose-driven, instrumentalised for health, and ultimately, less free. We explore how play has become goal-oriented, a means to health ends, and how the management of pleasure in play as well as diverse risk discourses around play continue to limit and constrain possibilities for children and families to play and engage in leisure freely. Incorporating past critiques of this trend in play, we argue for research and practice to create new possibilities and ways of thinking about children's play, leisure, fun and childhood, that are less constrained and managed, and importantly less geared towards health goals. This is a valuable resource for students of the sociology of sport, kinesiology, sports and health psychology, education, public health, and childhood studies. It is also an important read for school teachers, public health practitioners, psychologists, physical education teachers, academics and parents interested in how children's leisure lives are being shaped by the growing and diverse discussions around play.

There are more opportunities than ever before for young people with disabilities to participate in sport and adapted physical education. For example, there are more than 3.7 million athletes worldwide aligned to the Special Olympics organisation, with national associations active in

Download File PDF Ethics In Youth Sport Policy And Pedagogical Applications Routledge Studies In Physical Education And Youth Sport

more than 200 countries worldwide. Despite this rapid growth, all too often coaches and teachers lack adequate knowledge of the particular challenges faced by people with intellectual disabilities. The principal aim of this book is to improve the understanding and professional skills of coaches, teachers, practitioners and researchers, to promote awareness of successful programmes addressing the needs of such young people, and to challenge the prevailing myths and stereotypes surrounding their abilities. With contributions from leading researchers and practitioners around the world, this book is the first to explore in depth the topic of sport and intellectual disability from a coaching perspective. Including both theoretical discussion and empirical case-studies, the book covers a full range of contemporary issues and themes, including training and coaching, family support, perceptions of disability, athlete motivation, positive sport experiences, motor development programmes, and social and cultural aspects of disability. *Sport Coaching and Intellectual Disability* is important reading for any student, researcher, coach, teacher, manager or policy maker with an interest in disability sport, physical education, coaching, or mainstream disability studies.

Leaders and managers throughout the sporting world face many ethical challenges on a daily basis. Should an athletic director chastise an unruly but influential supporter? What factors should affect an athlete's eligibility? Is competitiveness acceptable in youth sports? This text shows aspiring sports management professionals how to identify the moral issues in sports and develop principle-centered leadership practices to lead with justice, honesty, and beneficence. Among the issues addressed are the conflict between sportsmanship and gamesmanship, violence in sports, racial and gender equity, performance-enhancing drugs, academics, and commercialization. Throughout, specific examples from real-world sports situations and reflective questions encourage students to think critically. Instructors considering this book for use in a course may request an examination copy [here](#).

The Female Tradition in Physical Education re-examines a key question in the history of modern education: why did the remarkably successful leaders of female physical education, who pioneered the development of the subject in late nineteenth- and early twentieth-century England, Canada, Australia and New Zealand, lose control in the years following the Second World War? Despite the later resurgence of second wave feminism they never regained a voice, with the result that male leadership was able to shift the curriculum in ways that neglected the needs and interests of girls and young women. Drawing on new sources and a range of historiographical approaches, and touching on related fields such as therapeutic exercise and dance, the book examines the development of physical education for girls in a number of countries to offer an alternative explanation to the dominant narrative of the 'demise' of the female tradition. Providing an important contextualization for the state of contemporary female physical education, this is fascinating reading for anybody with an interest in the development of sport and physical education, women's and gender history, and physical culture more generally.

In this powerfully argued and progressive study, Kimberly Oliver and David Kirk call for a radical reconstruction of the teaching of physical education for girls. Despite forty years of theorization and practical intervention, girls are still disengaging from physical education, dropping out of physical activity, and suffering negative consequences in terms of their health and well-being as a result. This book challenges the conventional narrative that girls are somehow to blame for this disengagement, and instead identifies important new ways of working with girls, developing a new pedagogical model for 'girl-friendly' physical education. The

book locates our understanding of the experiences of girls in physical education in the broader context of young people's multifaceted engagements with popular physical culture. Adopting an activist perspective, it outlines a programme of action informed by principled pragmatism and based on four critical elements: student-centred pedagogy; critical study of embodiment; inquiry-based physical education centred-in-action, and listening and responding to girls over time. It explores the implications of this new thinking for teaching, research, PETE and policy, and outlines a future agenda for work in this area. Offering a profound theoretical critique of contemporary research and practice, as well as a new programme of action, *Girls, Gender and Physical Education* is essential reading for all researchers, advanced students and practitioners with an interest in the issues of gender, equity and inclusion in physical education.

As sport has become more intense, professional and commercialized so have the debates grown about what constitutes acceptable behaviour and fair play, and how to encourage and develop 'good' sporting behaviour, particularly in children and young people. This book explores the nature and function of values in youth sport and establishes a framework through which coaches, teachers and researchers can develop an understanding of the decision-making processes of young athletes and how they choose between playing fairly or cheating to win. The traditional view of sport participation is that it has a beneficial effect on the social and moral development of children and young people and that it intrinsically promotes cultural values. This book argues that the research evidence is more subtle and nuanced. It examines the concept of values as central organizing constructs of human behaviour that determine our priorities, guide our choices, and transfer across situations, and considers the value priorities and conflicts that are so useful in helping us to understand behaviour in sport. The book argues that teachers and professionals working with children in sport are centrally important agents for value transmission and change and therefore need to develop a deeper understanding of how sport can be used to encourage pro-social values, and offers suggestions for developing a curriculum for teaching values through sport in differing social contexts. Spanning some of the fundamental areas of sport practice and research, including sport psychology, sport pedagogy, practice ethics, and positive youth development through sport, and including useful values and attitudes questionnaires and guidance on their use and interpretation, this book is important reading for any student, researcher, coach or teacher with an interest in youth sport or physical education.

This book provides an inter-disciplinary examination of the relationship between sport, spirituality and religion. It covers a wide-range of topics, such as prayer and sport, religious and spiritual perspectives on athletic identity and 'flow' in sport, theological analysis of genetic performance enhancement technologies, sectarianism in Scottish football, a spiritual understanding of sport psychology consultancy in English premiership soccer and how Zen may be useful in sports performance and participation. As modern sport is often intertwined with commercial and political agendas, this book also provides an important corrective to the "win at all costs" culture of modern sport, which cannot always be fully understood through secular ethical inquiry. This is a unique and important addition to the current literature for a wide-range of fields including theology and religious studies, psychology, health studies, ethics and sports studies.

The concept of positive pedagogy has transformed the way we understand learning and coaching in sport. Presenting examples of positive pedagogy in action, this book is the first to apply its basic principles to individual sports such as swimming, athletics, gymnastics and karate. Using the game based approach (GBA) (an athlete-centred, inquiry-based method that involves game-like activities), this book demonstrates how positive pedagogy can be successfully employed across a range of sports and levels of performance, while also providing insight into coaches' experiences of this approach. Divided into three sections that focus on the development, characteristics and applications of positive pedagogy, it fills a gap in coaching literature by extending the latest developments of GBA to activities beyond team sports. It pioneers a way of coaching that is both efficient in improving performance and effective in promoting positive experiences of learning across all ages and abilities. *Positive Pedagogy for Sport Coaching: Athlete-centred coaching for individual sports* is invaluable reading for all sports coaching students as well as any practising coach or physical education teacher looking for inspiration.

Sport coaching has grown significantly as an area of research interest with an expanding number of sport coaching programs offered. The past decade or so has also seen significant interest in games-based approaches to coaching and teaching games. On a global level, Game Sense is one of the most recognized athlete-centred approaches for team sports, probably close behind Teaching Games for Understanding. *Game Sense for Coaching and Teaching* provides an understanding of how an Australian approach to coaching has grown and developed as it has been taken up across the globe. While the focus is on Game Sense, the book also offers insights into how any coaching or physical education (PE) teaching approach changes as it is adapted to different contexts across the world, examining the theoretical, historical and philosophical foundations of sport coaching and teaching in schools. This book is particularly useful for undergraduate and post-graduate sport coaching and PE courses but is also likely to be of interest for all practicing sports coaches or physical education teachers and lecturers.

Sport, Fun and Enjoyment explores the pleasurable aspects of sport within the context of everyday recreational and competitive physical activities. While much recent work has focused on the relationships between physical activity, health and wellbeing, much less attention has been paid to pleasure and fun, key aspects of our engagement with sport but not so easy to measure in terms of specific outcomes. By offering a critical exploration of what can be constituted as 'fun' in a sporting context, this book reveals the complex ways in which individuals approach sport and engage with it throughout the life course. The book considers the importance of pleasure and fun as a factor in our initial, formative experiences of sport activity, and as a factor in participation and continued participation. It explores the nature of fun as an embodied experience which incorporates a multitude of social, psychological and physiological components, and as a subjective experience which cannot be fully explained through simplistic binary formulations of pleasure and pain. Drawing on a wide research literature and original empirical research with children and adults, the book outlines a new theoretical framework for thinking about pleasure and fun in sport, highlighting the contrasting ways in which sport and physical activity is experienced and the interplay between individual and social contexts. *Sport, Fun and Enjoyment* is important reading for anybody with an interest in physical education, youth sport, the sociology of sport, physical

activity and health, sport development or sport policy.

Contemporary sports coaching studies have moved beyond simple biophysical approaches to more complex understandings of coaching as a set of social relationships and processes. This is the first book to examine what that means in the context of one major international sport, rugby union. Drawing on cutting-edge empirical research in the five most powerful rugby-playing nations, as well as developments in pedagogical and social theory, the book argues for an holistic approach to coaching, coach development and player and team performance, helping to close the gap between coaching theory and applied practice. With player-centered approaches to coaching, such as Game Sense and Teaching Games for Understanding, at the heart of the book, it covers key contemporary topics in coach education such as: Long term coach development Experience and culture in coaching practice Positive coaching for youth rugby Improving decision-making ability Collaborative action research in rugby coaching Informed by work with elite-level rugby coaches, and examining coaching practice in both the full and sevens versions of the game, this book encourages the reader to think critically about their own coaching practice and to consider innovative new approaches to player and coach development. It is essential reading for all students of sports coaching with an interest in rugby, and for any coach, manager or administrator looking to develop better programmes in coach education.

This fascinating book investigates the sporting traditions, successes, systems, "terrains" and contemporary issues that underpin sport in New Zealand, also known by its M?ori name of Aotearoa. The book unpacks some of the "cliches" around the place, prominence and impact of sport and recreation in Aotearoa New Zealand in order to better understand the country's sporting history, cultures, institutions and systems, as well as the relationship between sport and different sections of society in the country. Exploring traditional sports such as rugby and cricket, indigenous M?ori sport, outdoor recreation and contemporary lifestyle and adventure sports such as marching and parkour, the book examines the contested and conflicting societal, geographical and managerial issues facing contemporary Aotearoa New Zealand sport. Essential reading for anybody with a particular interest in sport in Aotearoa New Zealand, this book is also illuminating reading for anybody working in the sociology of sport, sport development, sport management, sport history or the wider history, politics and culture of Aotearoa New Zealand or the South Pacific.

"Covers such topics as gender equality, cheating, holistic sports, steroid use, and role models"--

Individual achievement in sport is often constrained by an athlete's age relative to the peers with whom they participate. A common practice within sport and educational domains is to group youth based on their chronological ages to help promote equal competition, age appropriate instruction, and ensure participant safety. While well intended, such grouping practices can often advantage relatively older children, while disadvantaging those who are relatively younger within the same age cohort. These phenomena are known as Relative Age Effects (RAEs). *Relative Age Effects in Sport: International Perspectives* includes chapters from internationally recognized scholars who have examined RAEs from different perspectives (e.g., sport, mental health and wellbeing, youth development). This new volume assists in communicating and mobilizing knowledge and research about RAEs,

Download File PDF Ethics In Youth Sport Policy And Pedagogical Applications Routledge Studies In Physical Education And Youth Sport

focusing on developing feasible and attractive solutions that capture the attention of practitioners and policy makers from sport governing bodies and creating a resource that is accessible to professionals within the sport and academic communities. *Relative Age Effects in Sport: International Perspectives* is key reading for academics and researchers in the fields of athlete development, talent identification, coaching education, health and wellbeing, mental health and related disciplines, whilst also of interest to sport industry professionals such as coaches and policy makers.

Unsportsmanlike behavior by student athletes or parents at youth sporting events happens with regularity these days. Much recent research reveals that young people are dropping out of sport at alarming rates due to the often toxic elements in the culture of youth sports. The timely, innovative essays in *Youth Sport and Spirituality* present a wide-ranging overview that draws on resources from Catholic spiritual and theological traditions to address problems such as these, as well as opportunities in youth sport in the United States. The book consists of two sections. In the first, prominent scholars in philosophy, psychology, theology, and spirituality reflect on how youth sport contributes to the integral development of the person and his or her grasp of spiritual values. The second half of the book consists of chapters written by coaches, athletic directors, and specialists working with youth coaches. These practitioners share how their approaches to working with youth in sport contribute to the integral development of their players and their openness to transcendent values. The essays examine coaching as ministry, youth sport and moral development, and how parents can act as partners in youth sports, among other topics. The book will interest coaches, athletic directors, and youth ministers in Catholic elementary and high schools in parish settings, as well as undergraduate and graduate students in education who are preparing to teach in Catholic schools. Contributors: Patrick Kelly, SJ, Daniel A. Dombrowski, Nicole M. LaVoi, Mike McNamee, Clark Power, David Light Shields, Brenda Light Bredemeier, Richard R. Gaillardetz, Kristin Komyatte Sheehan, Dobie Moser, Jim Yerkovich, Sherri Retif, James Charles Naggi, and Edward Hastings.

The influence of professional, adult sport on youth sport is now a global concern. Children are involved in high-stakes competitive sport at national and international levels at an increasingly young age. In addition, the use of sport as a medium for positive youth development by governments and within the community has fuelled ambitious targets for young people's participation in sport at all levels. In this important study of ethical issues in and around youth sport, leading international experts argue for the development of strong ethical codes for the conduct of youth sport and for effective policy and pedagogical applications to ensure that the positive benefits of sport are optimized and the negative aspects diminished. At the heart of the discussion are the prevailing standards and expectations of youth sport in developed societies, typically consisting of the development of motor competence, the development of a safe and healthy lifestyle and competitive style, and the development of a positive self-image and good relationship skills. The book examines the recommendations emerging from the 'Panathlon Declaration' and the debates that have followed, and covers a wide range of key ethical issues, including: emotional and physical abuse aggression and violence doping and cheating values and norms teaching and coaching integrity management. *Ethics in Youth Sport* is focused on the application of ethical policy and pedagogies and is grounded in practice. It assumes no prior ethical training on the

part of the reader and is essential reading for all students, researchers, policy makers and professionals working with children and young people in sport across school, community and professional settings.

The issue of doping has been the most widely discussed problem in sports ethics and is one of the most prominent issues across sports studies, the sports sciences and their constituent disciplines. This book adds uniquely to that catalogue of discourses by focusing on extant anti-doping policy and doping practices from a range of multi-disciplinary perspectives (specifically ethical, legal, and social scientific). With contributions from a world-class team of scholars and legal practitioners from the UK, Europe and North America, the book explores key contemporary issues such as: sports medicine international doping policy the whereabouts system the criminalization of doping privacy rights, gene doping and ethics imperfection in doping test procedures steroid use in the general population. *Doping and Anti-Doping Policy in Sport* offers an important critique of contemporary anti-doping policy and is essential reading for any advanced student, researcher or policy maker with an interest in this vital issue.

Timely, accessible, and focused on practical application, *Ethics of Sport & Athletics: Theory, Issues, and Applications, Second Edition*, details the theories and mechanics of moral reasoning, ethical and unethical behavior in sport, and the development of moral education through sport. This well-organized, case-based approach to sport-related dilemmas teaches readers how to successfully apply moral reasoning skills in good decision making to ensure confidence in sports management. Extensively updated with real-world examples drawn from the latest sports headlines, this Second Edition is designed to help readers grapple with the many complicated ethical challenges they'll encounter in today's sports professions, including performance enhancement, violence in sports, and racial and gender discrimination. An expanded emphasis on applying knowledge and concepts in sport management further equips readers to confront specific scenarios, ultimately improving the overall moral integrity of sport without diminishing its competitive element.

Underpinned by a philosophy of empowerment, athlete-centred approaches to coaching are defined by a style that promotes learning through ownership, responsibility, initiative and awareness. *Perspectives on Athlete-Centred Coaching* offers an in-depth theoretical examination of player-focused coaching models, and provides professional guidance for practising coaches. Written by a cast of world-leading scholars and practitioners, and offering a breadth of approaches to, and critiques of, the application of athlete-centred coaching, the book covers topics including:

- athlete-centred coaching and holistic development
- coaching tactical creativity
- athlete-centred coaching in disability sport
- team culture and athlete-centred coaching
- developing thinking players through Game Sense coaching
- supporting athlete wellbeing
- athlete-centred coaching and Teaching Games for Understanding
- athlete-centred coaching in masters sport.

Based on the latest research and offering the most comprehensive enquiry into this central area of coaching theory, *Perspectives on Athlete-Centred Coaching* is important reading for any students and lecturers of sports coaching or physical education, and practising coaches across any sport.

Despite the rapid advance of the academic study of coaching science, there is a dearth of evidence on contemporary progressions within the coaching profession itself, particularly around the wide-ranging challenges that coaches face.

Professional Advances in Sports Coaching constitutes an essential collection of the most innovative, up-to-date reviews and research on professional issues in sports coaching and coaching psychology. Seeking to assess and challenge contemporary conceptual and theoretical research around the evolving nature of the coach's role, issues associated with athlete and coach welfare, and societal demands of the coach, the book covers topics as diverse as: gender and spirituality within sports coaching; working in culturally diverse environments and disability sport; understanding hazing, mental health issues, and disordered eating in athletes; moral behaviour and safeguarding; high performance coaching and talent development; communicating with athletes in the age of social media, and managing cliques. Written by leading experts from around the world, every chapter clarifies and defines key concepts, gives an up-to-date and comprehensive review of literature within the area, and examines the implications for future research and applied practice. This is a critical resource for any upper-level student enrolled in sports coaching science or practice classes, sports coaching academics with an interest in professional practice, and practicing sports coaches.

Positive Pedagogy is an athlete-centred, inquiry-based approach that transforms the way we understand learning and coaching in sport and can be successfully employed across a range of different sports and levels of performance. Applied Positive Pedagogy in Sports Coaching: International Cases reflects the uptake of Positive Pedagogy by coaches across different countries and sport settings through its complete focus on their experiences of using it and adapting it to their needs and contexts. Comprising 17 detailed chapters that examine both Team Sports (Part 1) and Individual Sports (Part 2), this book seeks to provide insight into the opportunities and challenges involved in the application of Positive Pedagogy for sport coaching (PPed). Critically, it also identifies any problems the coaches encountered, how they addressed them and what they learned from these experiences. Acting as a complementary text to the successful Positive Pedagogy for Sport Coaching, 2nd edition, Applied Positive Pedagogy in Sports Coaching: International Cases is an exciting, applied text that will be vital reading for all practising sports coaches or physical education teachers looking to improve or even transform their professional practice, as well as sports coaching students and researchers.

The safeguarding of children and young people participating in sport has become an increasingly prominent concern in policy-making and research communities around the world. Major organisations such as the IOC and UNICEF now officially recognize that children in sport can be at risk of exploitation and abuse, and this concern has led to the emergence of new initiatives and policies aimed at protecting vulnerable young people and athletes. This book is the first to comprehensively review contemporary developments in child protection and safeguarding in sport on a global level. The book is divided into two parts. Part One critically analyses current child protection and safeguarding policy and practice in sport across a range of countries, including the US, Canada, the UK, Australia, China and Germany, providing

a global context for current policy and practice. This represents the most comprehensive review to date of the landscape of child protection and safeguarding in sport and provides a starting point for critical international comparisons. Part Two explores a range of issues related to child protection and safeguarding in sport, including many not covered in previous books, such as emotional abuse, injury and over-training. While in many instances the impetus for policy in this area has arisen from concerns about sexual abuse, the second part of this book therefore opens up a broader, more holistic approach to child and athlete welfare. By bringing together many of the leading researchers working in child and athlete protection in sport from around the world, this book is important reading for all advanced students, researchers, policy-makers or practitioners working in youth sport, physical education, sports coaching, coach education or child protection. The teaching of games is a central component of any physical education or youth sport programme. Contemporary Developments in Games Teaching brings together leading international researchers and practitioners in physical education and sports coaching to examine new approaches in games teaching and team sport coaching that are player/student-centred and inquiry-based. The book aims to bridge the gap between research and practice by exploring contemporary games teaching from pedagogical, policy and research perspectives. It offers interesting new commentary and research data on well-established models such as Teaching Games for Understanding (TFfU), Game Sense, Play Practice and the Games Concept Approach (GCA), as well as introducing innovative and exciting approaches emerging in East Asia, including Singapore and Japan. Representing the most up-to-date survey of new work in contemporary games teaching around the world, this book is invaluable reading for any student, researcher, in-service teacher or sports coach with an interest in games teaching or physical education.

The descriptions and examples of unethical behaviors in sport in this book will challenge readers to rethink how they view sport and question whether participating in sport builds character—especially at the youth and amateur levels.

- Describes and analyzes key ethical issues, such as cheating, fair play, violence, discriminatory actions, and the use of performance-enhancing drugs, in a single volume
- Identifies how ethical problems in sport affect sport in the United States and internationally but also significantly impact society overall
- Examines significant events and influential individuals to provide a historical and sociological context for understanding how and why individuals behave unethically in sport
- Provides a wealth of information and resources that describe how poor behaviors of athletes, coaches, and parents in sport can be changed through educational interventions and a reemphasis on values like integrity

Sports are more than just "games". They can unite countries, start wars, and revolutionize views on race, class, and gender. Through works from philosophy, sociology, medicine, and law, this collection explores intersections of sports and ethics, and identifies the immense role of sports in shaping and reflecting social values

Download File PDF Ethics In Youth Sport Policy And Pedagogical Applications Routledge Studies In Physical Education And Youth Sport

What is, or what should be, the function of sport in a globalized, commercialized world? Why does sport matter in the 21st century? In *Ethics and Governance in Sport: the future of sport imagined*, an ensemble of leading international experts from across the fields of sport management and ethics calls for a new model of sport that goes beyond the traditional view that sport automatically encourages positive physical, psychological, social, moral and political values. Acknowledging that sport is beset by poor practice, corruption, and harmful behaviors, it explores current issues in sport ethics, governance and development, considering how good governance and the positive potentials of sport can be implemented in a globalized sporting landscape. *Ethics and Governance in Sport* suggests a future model of sport governance based on well substantiated projections, and argues that identifying the root causes of harmful behavior, those things that are characteristic of sport, and engaging sport managers, policy makers and leaders of sport organizations, is essential if sport is to thrive. The book's interdisciplinary examination of sport, encompassing philosophy, sociology, economics, management and sport development, and its forward-looking approach makes it important reading for advanced students, researchers and policy makers with an interest in the place and development of modern sport. Its clear messages invite self-reflection and discussion, especially within sports organizations.

[Copyright: 1df1a5cfc7269a6ba7a227d0cee524c0](#)