

*Ethics in youth sport: Policy and pedagogical applications* by Stephen Harvey, and Richard L. Light, (eds.), Abingdon: Routledge, 2012, 240pp., \$53 (paperback), \$128 (hardback), ISBN 9781138795778.

Colum Cronin<sup>a</sup>

<sup>a</sup>*Sport Coaching Research Group, Liverpool John Moores University, Liverpool, UK.*

Orcid ID: 0000-0002-1687-4437

As I opened this book, the range of applied examples from sport coaching, sport management, sport development and physical education surprised me. From then on, it was clear that this book prioritises the *application* of ethical policy and pedagogy by providing useful analyses of sporting practices. Accordingly, the book is a helpful aid for practitioners who seek to analyse their practice, for lecturers who wish to prompt ethical discussions, and for researchers who may have looked at practices from a pedagogical rather than ethical perspective. That said, readers of this journal who seek an in-depth exploration of ethical theories such as deontology, virtue ethics, and utilitarianism will not find these perspectives at the forefront of the book. These perspectives are only briefly discussed within the text (e.g. Sections within chapters 10, 11 and 12). Similarly, concepts that are usually the subject of philosophical considerations such as autonomy, beneficence and malevolence, are implicit within the text, but rarely discussed explicitly. Accordingly, some readers may not find this text philosophically demanding. That said, it does not purport to be a definitive philosophical treatise. Rather, it seeks to be a useful resource that may inform policy and practice. It achieves this aim by providing a useful supply of situated case studies, ethical dilemmas, and grounded considerations of how sport policy and pedagogical practice can be improved. Indeed, as the cover denotes, the ethical focus of this text is clearly on policy and pedagogical *application*.

The focus of the text is reinforced within the introduction which declares (4); ‘the book is action orientated (philosophy-in-action) and aimed at readers interested in or working with sport and leisure from an applied perspective’. Given this focus, it is a particularly useful text for practitioners such as coaches and coach educators because it raises important questions about everyday coaching practices. For example, the negative

consequences of early sport specialisation are considered in chapters 2, 3 and 5. This questioning of common practices is a significant contribution because youth sport coaching can be a bastion of tradition where doxic practices are often enacted uncritically (Cushion and Jones 2014). Through questioning everyday sporting practices on ethical grounds, the authors begin discussions that could benefit many young people. Indeed, throughout the book, all authors display an empathetic concern that youth sport be a positive experience for young people. This motive is warranted and welcome because for too many young people, sport and physical education are not welcoming nor pleasant environments (Armour 2013).

The ethical consideration of everyday sport policy and pedagogy practice within the text is valuable because the interdisciplinary nature of sport pedagogy has been acknowledged in recent years. Yet, despite the burgeoning recognition of interdisciplinary perspectives, much pedagogical research remains devoid of ethical consideration, or for that matter, philosophical knowledge. Of course, exceptions exist (e.g. Hardman and Jones 2010; Jones 2017; Kretchmar 2017; Martínková and Parry 2013), but nonetheless, Harvey and Light's text highlights how valuable an ethical consideration of policy and pedagogical practice can be. Moreover, the text also identifies many different areas of everyday practice that are in need of further philosophical consideration. Thus, the book might prompt practitioners to reconsider their practice, but also through the absence of philosophy, could prompt philosophers to further contribute to an interdisciplinary view of sport pedagogy.

In addition, to describing ethical challenges, the book also provides suggestions, guidelines and good practices for practitioners to enact. For example, in chapter one, 'The Integrity Management Framework' is introduced to help practitioners make sense of ethical dilemmas that may arise in their everyday work. Practical advice about codes

of conduct and risk analysis are also offered and these will be of value to readers in sport management or sport development positions. Similarly, good practice guidelines are provided in chapter 2 such as empowering athletes by listening to them. These guidelines will be of interest to the readers that the book targets – practitioners, students, physical education teachers and sport coaches. Indeed, if accompanied by a philosophical consideration of ethical theory (e.g. McNamee and Morgan 2015), this book could help students to connect ethical theory with everyday sporting practices. This may help students to question their own existing pedagogical experiences and to ensure that they act in a more ethically rigorous manner throughout their career. As such, this is a useful resource for sport coaching or physical education students who undertake ethics, professional practice, or work experience modules.

Lecturers who seek to use the book in their teaching will be pleased by the peer reviewed research used throughout. For example, in chapter 7 Harvey, Kirk and O'Donovan use a wide range of literature to explore the Sport Education model (Siedentop, Hastie, and Van der Mars 2019) as a means of promoting ethical practice amongst young people. During the book, evidence is also provided from the personal experiences of the authors. For instance, in Chapter 8, Nicolette Schipper-Van Veldhoven draws upon her experiences as a programme manager at the Netherlands Olympic Committee and Netherlands Sports Federation to describe how codes of conduct and policies have been created to protect and safeguard young people. Beyond these chapters, the book also provides ethical considerations of particular pedagogical practices (e.g. chapters 4, 6, and 11). In each of these chapters, the authors describe a single pedagogical model or practice and consider whether it is ethically sound and how it could be so. These chapters are therefore relevant and useful to both physical

educators and coaches, who have a duty of care for participants. Each chapter is therefore a valuable contribution in its own right.

Given the distinct focus of each chapter, it is important to note that at times, there are some contradictions between chapters. For instance, in Chapter 11 Dean Barker, Natalie Barker-Ruchti and Uwe Pusché elegantly use primary ethnographic data to argue for a social constructivist approach to ethics, which does not produce a 'set of guidelines' because 'every setting should be treated on its merit' (171). This approach is somewhat contradictory to the material in earlier chapters (e.g. chapter 1 and 2) which identify universal rights and propose guidelines. On a related note, Chapter 12 is another example of where material could have been linked to earlier chapters. In this chapter, Paul Wright, Michael Burroughs and Deborah Tollefsen introduce Paulo Freire's Pedagogy of the Oppressed (Freire 1972) as a philosophical consideration that is relevant to Hellison's Teaching Personal Social Responsibility Model (TPSR)(Hellison 2010). This is an insightful link given that both the TPSR and Freire's pedagogy seek to emancipate individuals and encourage them to be positive influencers of change in their local communities. Freire's arguments are however, also relevant to earlier chapters, such as Chapter 7 on Sport Education, and Chapters 2 and 4, which seek to empower young people in sport. Sadly, these links are not made. Nonetheless, because each chapter is detailed, evidenced based, and relevant to practitioners, lecturers could support students to compare and contrast the chapters themselves.

Despite these minor criticisms, it is important to note that 'Ethics in Youth Sport' may be very useful as a companion resource for other texts. For instance, students, physical educators and coaches considering game-based activities would benefit from specifically reading Chapter 6 Game Sense Pedagogy: an applied ethics perspective, alongside a dedicated Game Sense text e.g. Light (2012). Similarly, many

of the other chapters are focused on a particular policy or pedagogy, and again practitioners engaged with a given policy or pedagogy will benefit from reading a single chapter. Thus, the text is not only useful for those who seek an ethical perspective of sport policy and pedagogy, but distinct chapters will be of interest to readers as a standalone resource. Indeed, on this basis, I recommend that lecturers who teach undergraduate sport coaching, sport management and physical education students consider using this text within their pedagogy modules. Any given chapter could be used as a case study for students to debate and they are written in a style that lends itself to a good 'seminar discussion'. Similarly, practitioners will benefit from reading a specific chapter relevant to them. For example, lecturers interested in teaching ethical practice will benefit from chapter 10 in which Tania Cassidy reflects upon her experiences of teaching ethics and social justice. This chapter will help lecturers to develop their own teaching practice and can be read without engaging with the rest of the text.

In sum, this is not a text immersed in philosophical theory but nor did it aspire to be. Nonetheless, the book as a whole will be of use to those students or lecturers who undertake professional practice or work-based learning modules. It will help students to question existing practice and to be more aware of ethical dilemmas and potential solutions. In addition, each individual chapter is strong enough in its own right to prompt a practitioner to (re)consider their own practice of a particular policy or pedagogy. This outcome is desirable, because as Harvey and Light demonstrate, participants in everyday sport contexts are in need of ethically sound policy and pedagogies.

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