



The More Things Change, The More They Stay The Same: Uncovering the Realities and Challenges of the Physical Culture and Its Impact on Young People

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The More Things Change, The More They Stay The Same: Uncovering the Realities and Challenges of the Physical Culture and Its Impact on Young People

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Defining Terms, Spaces and Concepts

Movement/Physical Activity: *Movement* and *Physical Activity* are broad terms referring to all bodily movements that use energy. It includes all forms of physical education, sports and dance activities, indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting), and daily habitual activities.

Physical Education: *Physical Education* is the planned, progressive learning that takes place during the formal curriculum time which is delivered to all pupils. This involves both *learning to move* (i.e. becoming more physically competent) and *moving to learn* (e.g. learning through movement, a range of skills and understandings beyond physical activity). The goal of physical education is to promote lifelong physical literacy.

School Sport: *School sport* is the structured learning that takes place beyond the curriculum on an optional basis. The context for learning is physical activity, and the goal of school sport is to develop and broaden the foundational learning that takes place in physical education. It also forms a vital link with community sport programs and other recreational activities.

Youth Sport: Organized sport programs located outside of schools, typically led by private institutions and intended for children and adolescents, usually aged between the ages of 7 and 18. Its goal is to promote health, improve motor skill development, among many other objectives.

Elite Sport: Organized sport programs offering the highest level of competition for individuals aged 18 and over for those who have reached the highest level of performance in their sport. It places emphasis on winning prestigious sporting competitions.

Movement Practice(s): Pedagogical methods and strategies employed by movement practitioners (e.g., skill drills, small-sided games, conditioned games, plenaries, etc.)

Movement Arena: A physical space where individuals and groups engage in and with all types of movement, physical activity and sport (e.g., a dance studio, playground, sports hall, etc.)

Movement Practitioner: Physical education teachers, youth and elite sport coaches, volunteer coaches, personal trainers, etc.

Physical Culture: An umbrella term that is used to describe the process in which people engage with all kinds of movement arenas and subsequently come to learn the norms, customs, and traditions associated with sport and physical activity. It broadly encompasses an anthropological way of thinking about physicality that emphasizes the study of relationship(s) between all kinds of movement and movement-oriented institutions and their connection to health, aesthetics, physical art, sport performance, among various other concepts.

Virtuous Mover/Sportsperson: The notion that for a “mover” to become virtuous, they must develop a good sense of movement-oriented moral character, virtue, and phronesis that is pliable across contexts and supports the flourishing of all people with which they share movement community with. The definition differs (slightly) between virtuous movers and sportspeople.

Background

The perceived and lived impact of the “*physical culture*,” which I define broadly as the process in which people engage with all kinds of movement arenas and subsequently come to learn the norms, customs, and traditions associated with sport and physical activity, has long been associated with the character formation of human beings. Conceptually speaking, the idea that one’s positive relationship with and experiences in movement (but especially youth/elite sport) being a key component of a “good” and “well-respected life” has stood the test of physical time since the birthplace of writing in ancient Mesopotamia, is a story that has been told time and time again across most human cultures and histories, and doesn’t appear to have lost any traction as a philosophical ideal within the sport coaching sectors. While it is difficult to pin down or reduce the ethos of this perspective to a single phrase or statement, the idea behind this belief generally derives from the view that physical activity and sport is an artificially created space that affords persons to test and develop their human nature, and is a topic that has evolved to the point where there is an almost universally desirable and socially supported (deontological) telos with which to guide the development of one’s movement-oriented moral agency. In the current climate, three institutions or movement arenas, namely school physical education and sport, youth sport, and elite sport have been (in)directly charged with carrying this torch and duty since the 1900s.

Unfortunately, while various movement-inclined academics and governing bodies have developed numerous ideals and concepts under the umbrella of the oftentimes oversimplified notion that *sport builds character*, the “practice” of enacting moral and character education in movement arenas with young people, emerging adults, and established adults appears to have mostly remained the same since the early 1900s and is the catalyst for the phrase, “the more things change, the more they stay the same” in the current presentation and manuscript. More specifically, the most dominant and globally supported “moral practice” in movement circles has been teachers’ and coaches’ relentless adherence to deontological ethics via sport-as-technique-based pedagogies (i.e., the notion that rules distinguish right from wrong and that pedagogies need to be ground in behavioral psychology foregrounding what and how content is taught). On the surface this might not look or be problematic, per se, because it suggests that ethics and morality, at least from one perspective, is being taught on a global scale. Upon closer inspection; however, a look at the pedagogical and ethical literature suggests that an emphasis on teaching moral skills (from a behavioral perspective) and teaching adherence to moral rules can only go so far, and is just one piece of a very complex pedagogical puzzle that needs to be prioritized and developed if we are to educate young people with the intention of creating a better world.

Additionally, according to the global literature in the fields of physical education and sport pedagogy, to date, there appears to be a plethora of political, conceptual, and pedagogical challenges acting to inhibit the potential for and quality of moral educational practices of movement circles beyond that of behavioral and deontological pedagogies and subsequently the

character development opportunities provided to people engaged with physical culture(s) on a day-to-day basis. Making matters worse, despite increasing levels of conceptual sophistication regarding what character education is and looks like (or not) within movement circles since the 1950s, the conceptual literature surrounding character education (generally) remains in the ivory towers of academic institutions and is, in part, limited to only a handful of empirical studies with varying forms of methodological rigor (i.e., they are generally limited to one-off studies employing surveys or interviews, only). Furthermore, limited (moral) debates, be they philosophical or empirical in nature, have yet to identify the impact of these challenges (but not the identification of the challenges themselves) on the flourishing (or floundering) of young people and need to be unpacked further if movement arenas and practitioners are to (self)-actualize their potential for promoting flourishing societies.

While I will come back to this dilemma later, and have discussed this elsewhere, I should note that the challenges I am about to present are not the fault or result of any single person or institution. Rather, they are a by-product of a set of “grand” or “global challenges” that have manifested and/or are in the process of manifesting in almost every nation because of the various cultural and conditional factors shaping the modern world. Moreover, if it is indeed true that movement arenas and cultures have exponential potential for educating people about the virtues, or better yet, helping them to become virtuous people, then failing to address the challenges facing environments that are specifically anchored to promote both health and physical literacy alongside character and virtue development will be a significant missed opportunity to develop flourishing persons and societies. Additionally, if the domain of physical and mental health and well-being, which is defined as the “extent to which a person’s physical and mental health is strong, self-sustaining, and free of disease and ill-health,” is among the most important domains necessitating a flourishing life, alongside four others (i.e., happiness and life satisfaction, meaning and purpose, character and virtue, and close social relationships), then failing to address the philosophical, empirical, and pedagogical challenges associated with the institutions that almost all young people go through and experience could during their childhood could have a disastrous, long-term impact on the collective group of people advocating for educational and professional philosophies of flourishing in other domains and areas of life. Put another way, school physical education and school sport provides an opportunity to enrich the lives of young people, and to instill virtuous habits, dispositions, and forms of wisdom that would benefit their physical and mental health and well-being and afford them opportunities to apply these abilities in ways that serve other areas of life and the life of their community. Elite sporting institutions, while currently fostering an unhealthy and in a lot of ways, problematic model of sport development, can also be structured in ways that both promotes opportunities for sporting success but also promotes a level of balance and harmony at the personal and societal level beyond the confines of sport. For brevity, readers are encouraged to read my previous works where topics such as these have been addressed more thoroughly (see Further Reading section).

Purpose & Rationale

Broadly speaking, the purpose of this presentation and manuscript is to begin uncovering the realities and challenges associated with the physical culture and its moral impact on young people. A more concise objective is to:

1. Identify ten important challenges negatively impacting the promotion of effective character education practices in movement areas,
2. Describe how and why these challenges arose in the ways that they did,
3. Discuss how they connect and act to influence one another, and subsequently
4. Provide example initiatives meant to rectify, or at least contribute to the vision of rectification associated with these challenges.

In this way, the idea, empirical support, and pedagogical practices associated with, for example, moral and character education in the context of movement circles is likely to be greater, play a more important role within the nature and structure of schooling, and indeed contribute to the positive development and flourishing of people and the societies with which they are based.

Note: The manuscript and presentation are limited in that I have limited space and time with which to address these questions. In this manuscript, I have prioritized points 1 and 4, and will elaborate on points 2 and 3 within the presentation more thoroughly. In the event that a question is not answered thoroughly as possible in both the manuscript and presentation, readers should know that this is a developing project and that I welcome feedback that increases the criticality and authenticity of this work.

Disclaimer

While it can be problematic for a single person or institution to recognize, unpack, and propose alternatives to the challenges this paper hopes to discuss without the support of a group of international colleagues, it is nonetheless important to identify them on the basis that it could (a) bring awareness about topics and issues that are applicable or relevant to other people and subject areas, and supports the view that (b) greater levels of quality discussions and debates surrounding key topics may one day contribute to a more meaningful and impactful future for youth and emerging adults than is currently present. Moreover, the topics intended to be discussed have been specifically selected to support the statement made, and are limited to the readings, vision, and creativity of one person based within the confines of a single presentation and should factor additional context-specific considerations that go beyond the scope and purpose of this presentation. To that end, the genesis of this paper seeks to call into question the realities and challenges associated with the *physical culture* so that the standard of character education and development can be increased at the local, national, and global stage. It also stresses the role and importance of the physical culture on education's ability to go beyond the notion of "the more things change, the more they stay the same," and in turn, contribute to the development of virtuous movers and flourishing sportspeople.

Global Challenges Impacting the Potential for and Quality of Movement-Oriented Character Education

In no particular order, I will now report on ten important challenges negatively impacting the potential for and quality of moral and character education practices within the context of the *physical culture*. To do this, I will follow the AC/DC model (i.e., identify or attend to the challenge, clarify what the challenge is, [briefly] deconstruct why and how it became a challenge, and create an alternative proposal meant to overcome the challenge) via a Table format in an effort to present and review this information in a concise manner. All are interconnected and shape each other.

The Philosophical / Positionality Challenge (Conceptual clarity)

The Empirical Challenge (Lack of research and data)

	The Philosophical / Positionality Challenge (Conceptual clarity)	The Empirical Challenge (Lack of research and data)
Attend	<ul style="list-style-type: none"> ▪ The unavoidably philosophical and theological nature of the professions are significantly out-of-date, meaning that the current nature of the (moral) profession is oftentimes misunderstood, understudied, and underdeveloped. ▪ Outside of a conceptual account of health and physical literacy, the field lacks clarity about what it morally stands for, has led to confusion about its ethical role in society, and to an on-going positionality crisis for many stakeholders. 	<ul style="list-style-type: none"> ▪ While philosophical and conceptual works are plentiful, there is a dearth of empirical research (generally) linked to character and moral education in the fields of physical education, youth sport, and elite sport, with even fewer studies being conducted in “real life” settings. ▪ Of the research available, the studies conducted are methodologically weak by today’s standards and yield limited transferable findings.
Clarify / Deconstruct	<ul style="list-style-type: none"> ▪ Significant shift in philosophical work in the 1950s from doing philosophy on/of physical education to philosophy on/of sport – leading to there being few (if any) consistent philosophers of physical education. Most of current philosophical work is concerned with elite sport and concepts that are irrelevant from a pedagogical and youth development perspective. ▪ Teacher/coach education programs have shifted away from the study of philosophy and humanities toward the sciences since the 1980s, leading to a lack of emphasis on the development of wisdom, reasoning, morality, ethics, among other-relevant philosophical concepts at the pre-service level. 	<ul style="list-style-type: none"> ▪ The empirical study of character education in the context of physical education and sport is limited to only a handful of case studies in the last century – meaning that the education for the moral person was neither a priority for the fields of physical education or faced with conceptual and empirical challenges and obstacles that hinders scholars’ ability to investigate the area. ▪ Of the research available, one-off studies dominate the literature and most projects seem to only use a single data collection technique (i.e., interview, survey, questionnaire). ▪ The research available (or lack thereof) is empirically incongruent with the overwhelmingly positive conceptual literature.
Create	<ul style="list-style-type: none"> ▪ Increase the number of trained philosophers doing moral work in the areas of physical education and sport pedagogy. ▪ Increase professional emphasis on philosophy as pedagogical fields, with an increased role in (under)graduate education– leading to improved moral purpose, agency and impact. ▪ Increase dialogue between pedagogues and philosophers to advance authenticity/accuracy of philosophical analysis – clarify and strength the ethical positioning of movement practitioners. 	<ul style="list-style-type: none"> ▪ Increase the number of pedagogy scholars engaged with moral and character education from a research standpoint. ▪ Increase and improve the relevance of moral and ethical teaching, learning, and research in graduate education in physical education and sport pedagogy programs. ▪ Create, develop, and build lines of research that are specifically focused on and connect to moral and ethical philosophies and theories, as opposed to theories employing ethics as an extension.

- Increase positionality/perspective switching between types of academic philosophers (schools) and pedagogues (philosophy).

- Advance the type, quality, and rigor of empirical research currently being conducted in the name of moral education.

The Quality Control Challenge (The quality of teaching and coaching)

The Goods Challenge (The difference between private and public goods)

<i>Attend</i>	<ul style="list-style-type: none"> Philosophy, and the related topics of ethics/morality are not at the core of effective teacher/coach education anymore; rather, it's a peripheral curriculum task or activity. Teachers/coaches enter formal educational institutions with limited understandings of and experiences in delivering moral and character education which requires them to learn and develop this knowledge and capabilities on the job. 	<ul style="list-style-type: none"> Public goods (i.e., the development of health and physical literacy) are given less support and recognition when compared to private goods (i.e., the development of athletes, the securing of prestige, and the achievement of sporting successes for capital gain). Public educational institutions, despite possessing a different educational ethos and set of cultures and conditions, are conceived and structured in ways that favor the pursuit of private goods.
<i>Clarify / Deconstruct</i>	<ul style="list-style-type: none"> Teacher/coach education programs have shifted away from the study of the nature and functioning of sport based governing bodies in ways that leading to an over-emphasis on the development of athletes and possessing a "responsibility fracture" focusing on pedagogical effectiveness of the institutional almost an oration were private educated and were socialized via a system of elite sport performance model of movement education - thus, leading to an inherent and (in)direct development and emphasis on privatized models and pathways of sport. The sociological literature suggests that teacher education programs have the weakest impact on pre-/in-service teachers' pedagogies and philosophies of education. Coaches and coach educators also receive next to no formal educational training (generally) and even less with regards to the moral domain of education. Consequently, this requires governing bodies as providers to be highly resistant to structural and change related highly oppositional, and subsequently by posters generated by academic instability and the level there are of few stakeholders with expertise in moral education who can advance the theory and practice of movement-oriented character education on an international scale. "The more things change, the more they stay the same." and is something that much change if the true 	<ul style="list-style-type: none"> The nature and functioning of modern government mean that there is an increasing cycle of private and public research suggesting that many private educational trends embedded within a physical education and performance oriented movement education. The development of educational and sporting policies in terms of funding, doing, and relating, are therefore, almost exclusively grounded in private ideals of movement education. Subsequently, public educators and coaches serving in public sectors are likely to engage with policies that are inappropriate for their context and serve to harm the community with which they are dedicated to serve, as there is a misalignment between the educational aims, practices, and conditions with the high end educational climate. Governing bodies are at a disadvantage to be constrained by their publicly funded aims and objectives, leading to increased levels of privatization and neo-liberal engagement practices being used in public institutions.
<i>Create</i>	<ul style="list-style-type: none"> Re-orient teacher/coach education programs and their accrediting bodies in ways that organize ethics/ morality at the center of what defines an effective educator in theory, practice and evaluation, ensuring that in-service educators do not develop moral expertise in schools, only. Furthermore, high impact professional development opportunities need to be provided to in-service teachers to build upon their already established (moral) expertise. Develop an educationally rich understanding of a pedagogy of moral education in the context of (under)graduate teacher/coach education. Develop a body of literature pertaining to an ethic of teacher/coach education that connects the study and practice of moral education in schools and universities to enable pre-/in-service teachers to advance their pedagogies of morality in appropriate ways. Advance scientific inquiry into how teacher phronesis can be cultivated within early career educators who are without years of professional and practical experience. 	<ul style="list-style-type: none"> The development of educational policies and curriculum needs to be carefully constructed to the point where the nature of the document, and all its intended consequences do not reiterate already established agendas that promote the status quo or use terminology and sentence structures that (in)directly prioritize private goods over public goods. International committees consisting of all kinds of stakeholders, but especially local and global physical education and sport pedagogy experts from across the globe need to be included in the conversation and decision-making of school-based policies. Equally, sport-based governing bodies favoring private educational aims should not exclusively drive the development of public policies which affect communities that are not directly affiliated with them, and which would benefit from alternative aims that are at odds with goals espoused by private institutions. Policymakers need to be made aware of and encouraged to develop educational policies that take into consideration the nature, type and conditions available to different types of educational institutions and develop clear and explicit curricular/ policies. Increased levels of localized support, led by the committee members and policymakers, need to be provided to teachers and teacher educators to support their reading, interpretation, and implementation of public policies.

**The Temporary Relevance Challenge
(The impact of politicians and mega-events)**

**The Performative Challenge
(Psychomotor traditions rule)**

<p><i>Attend</i></p>	<ul style="list-style-type: none"> ▪ The educational aim, value, and relevance of movement arenas is topical and highly impacted by mega-events (i.e., World Cups, Olympics). ▪ Economic support, funding, and policy developments are highly dependent on an ever-changing set of politicians favoring private goods (i.e., because of their socialization) as informed by on-going (inter)national political circumstances. 	<ul style="list-style-type: none"> ▪ Affective, social, moral and cultural growth etc., as opposed to physical and cognitive growth, is much more challenging to foster and evaluate, meaning that governing bodies are likely to prioritize them less when evaluating youth-based movement education programs and in coach licensure programs. ▪ Because there are only 250-300 active researchers in the field of physical education/sport pedagogy, it is difficult to develop lines of research and practice that are dedicated to alternative traditions and domains of learning that are more challenging and controversial to promote and evaluate.
<p><i>Clarify / Deconstruct</i></p>	<ul style="list-style-type: none"> ▪ The nature and functioning of modern government mean that there is an ever-changing cycle of politicians and public servants being made responsible for the governance of schools, sport, and mega-events who favor varying political perspectives and promote (or not) the value of sport in accordance with their political opportunities and obstacles. Unfortunately, this has led to an “ebb and flow” effect whereby general and moral support is inconsistent and affords greater levels of private goods developing (because of a plurality of reasons). ▪ Mega-events are evidence to have a significant impact on the physical sporting infrastructure of a nation but show limited long-term impact on the quality of teaching/coaching as well as limited evidence that it supports the achievement of aims such as health and physical literacy. 	<ul style="list-style-type: none"> ▪ The fields of physical education/ sport pedagogy, since the 1970s, has seen a significant reduction in its agent population because of the increase and influx of kinesiological/health science-related sub-disciplines. Altogether, this has been evidenced to have reduced the focus of sport pedagogy to the physical/cognitive domains of teaching, and led the field to be hyper-focused on only a handful of traditions that are/were now lost because of the shift in its professional population that were/had originally been focused on broader traditions and areas of knowledge. While the scientific study of pedagogies concerned with affect, social responsibility and development, cultural development, etc. has blossomed over the past two decades, movement-based assessments, evaluations, and accreditation bodies have yet to be meaningfully adopt and integrate non-psychomotor/ cognitive-based domains of professional development to a point where educators possess or are being supported to possess broad levels of pedagogical fluency.
<p><i>Create</i></p>	<ul style="list-style-type: none"> ▪ Stakeholders at all levels need to create, build upon, and strengthen their positive relationships with politicians, policymakers, and the relevant governing agencies to ensure they are appropriately and consistently informed of the aims, challenges and opportunities that exist within movement arenas at different types of institution and not just during the time of mega-events. ▪ Governing agents and bodies need to leverage the development of and develop their ability to respond to topical government policies in ways that reduce the “ebb and flow” nature of public funding, support, and relevance. ▪ Large governing bodies (i.e., the FA, Olympic Committees) need to leverage their (moral) agency in such a way that it holds hosting nations accountable for embodying its values at the local, regional, and national level. Equally, stakeholders need to engage with large governing bodies (i.e., the FA, Olympic Committees) to advance the 	<ul style="list-style-type: none"> ▪ Governing bodies, with the support of stakeholders, need to explore, clarify, and demist how their sport/activity contributes (or not) to the development of the human being from multiple domains of learning and not just as it pertains to psychomotor and cognitive growth. Professional learning opportunities, qualifications, and courses then need to be provided to their agents and members to strengthen their holistic knowledge and understanding of the activity/sport and its potential holistic impact on young people beyond that of physical growth and performance, and cognitive tactical/strategical coaching and pedagogies. ▪ University and governing body-based coach education programs must prioritize coach growth and development and in the areas of emotion/ motivation development, and moral/civic/social development, cultural understanding, among other areas alongside physical and cognitive development. This development is key for all levels of coaching, but especially at the youth sport level and for entry level agents.

quality of moral pedagogies being employed by teachers and coaches in the name of the institutions values so that the development and legacy of the event can be both impactful and longstanding.

- Academics and governing bodies must collaborate to develop bodies of empirical and pedagogical research with which to support the education for and promotion of holistic development across all levels of the sport/activity.

**Precarious Access & Quality of Movement Education
(Neo-liberalism in sport)**

**The Governance Challenge
(Managing the experiences provided)**

<p><i>Attend</i></p>	<ul style="list-style-type: none"> ▪ Neo-liberal policies have infiltrated and corrupted school health/physical education programs and youth sport settings to the point where privatized models of education (i.e., pay to play, playing for competition/prestige [only] vs human development) are starting to dominate and have led to youth being excluded from educational experiences. ▪ Private models of education have led to professional outsourcing, meaning that lower quality teacher/ coaches (who are unlikely to have received any pedagogical training) take the educational positions away from trained practitioners. 	<ul style="list-style-type: none"> ▪ Local, regional, and (inter)national governing bodies have struggled to maintain moral oversight of their respected sport and physical activity initiatives because of a variety of reasons and have led to an on-going number of scandals. ▪ Governing bodies and institutions are viewed as vehicles to achieve political aims (as opposed to moral means, ends, and aims), and because mega-events are the only stimuli that politicians generally pay attention to, real and consistent changes are unlikely to occur, and temporary changes oftentimes support the status quo and are unlikely to afford meaningful opportunities for long-term moral development.
<p><i>Clarify / Deconstruct</i></p>	<ul style="list-style-type: none"> ▪ Foundational movement education programs embedded within publicly funded institutions located across the globe are being openly and professionally outsourced to private institutions and governing bodies favoring private aims of movement education. Youth-based movement circles are widely argued to be nurseries for elite sport, and maintain practices and cultures both reduce access to movement at the front end of adolescence (5-11) and maintains a culture that is evidenced to cause significant drop rates in physical activity levels from the age of 18 onwards. Thus, meaning that less youth engaged in movement equals less opportunities to educate for character development to occur. If development did occur, there is potential for less transfer. 	<ul style="list-style-type: none"> ▪ Governing bodies have a responsibility and duty of care to protect everyone who engaged with their activities, cultures, and infrastructures from all forms of harm at all times. Unfortunately, elite sport and professional institutions have developed what can only be described as an unethical and unhealthy model of sport development that has afforded the creation, maintenance, and nurturing of unhealthy movement cultures that have (in)directly caused harm to youth and emerging adults. Due to several factors, such as the expansive nature of sport itself, or the influx of neo-liberal institutions and practices infiltrating sport at all levels, the idea and practice of movement education has and is becoming more precarious in nature and hostile than it has ever been when viewed through the lens of modern sport.
<p><i>Create</i></p>	<ul style="list-style-type: none"> ▪ Public institutions and agents fostering public funded and politically supported educational goals need to receive greater levels of support and protection when dealing with components of precarity that would lead to increased levels of privatization and outsourcing. ▪ Increase the number of pedagogy researchers engaged with the study of moral development/growth within youth/elite sport and investigating the moral impact of neo-liberal practices on athlete flourishing and well-being. ▪ Increase the amount and quality of professional dialogue between political/private entities and national governing bodies to advance safeguarding/well-being. ▪ Increase level of infrastructural support for public educators/ coaches to the point where they can consistently provide an educationally valuable educational experience to young people without advancing their own precarity. 	<ul style="list-style-type: none"> ▪ Governing bodies must create, develop, and support the implementation of the development of long-term, moral development plans that clearly outline the moral expectations of the institution and its agents, and outline how a client's moral engagement with the sport or activity is, should, and ought to be developed appropriately across the different educational arenas (i.e., junior/senior [non-]competitive levels). ▪ Increase collaboration efforts and bipartisanship between multi-level governing bodies within the same sport/activity and improve the amount and quality of dialogue taking place between different governing bodies working in the same paradigm (i.e., sport) but within different realms of focus (i.e., the nature and type of sport). ▪ All governing bodies, but especially those engaged with children and adolescents aged 5-18, must increase legal adherence to conceptual/ empirical research, develop regulations that prioritize safeguarding, athlete health and well-being, and advance the quality of moral coaching beyond deontology.

Conclusion

The purpose of this presentation and manuscript was to conceptually uncover, as I understood them, some of the realities and challenges associated with the physical culture and its moral impact on young people. Furthermore, I sought to unpack what I believed to be ten of the most important grand or global challenges negatively impacting the potential and quality of moral and character education practices in the context of movement arenas. Given the scope of this manuscript, I was only able to introduce the readership to these challenges, to provide some possible explanations (but not a holistic explanation) as to what these challenges were, and then provide one or two comments describing how and why they developed. These challenges included:

1. The philosophical/positionality challenge,
2. The empirical challenge,
3. The dimensional challenge,
4. The priority challenge,
5. The quality control challenge,
6. The goods challenge,
7. The temporary relevance challenge,
8. The performative challenge,
9. The access and quality of movement education challenge, and
10. The governance challenge.

Of the challenges identified, some of them will be easier to address as they can be overcome by local agency at the teacher and university level. Others will be more tiresome and cumbersome to address, such as those linked to the (re)development of the broader physical culture, or those linked to national and political governing bodies. Moreover, it would seem (to me) that many of the obstacles to high quality teaching of moral and character education are not new ones; rather, they have existed for a while (some longer than others) and have longstanding histories. Because of this, it could be argued that the phrase, “the more things change, the more they stay the same” is pertinent to this movement. Nonetheless, while this work remains in development, and there is certainly much work to do, I am hopeful and feel confident that these challenges can be overcome. I also maintain high aspirations for the moral development of different movement arenas, such as school physical education and sport, youth sport, and elite sport, and their ability to be shifted in such a way that helps them overcome some of these pervasive challenges and help to capture their institution and agent’s potential for developing the character of young people and contribute to the greater good both in and beyond the realm of movement.

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