

How does adventurous activities contribute towards children's physical literacy?

58%

As this has been submitted as a word file due to Turnitin issues comments have been made directly attached to this document (click on the comments tab above to see them). Summative comments and an indication of how the marks have been allocated, has been made at the end of the document. (JH)

In this Introduction we will be evaluating the relationships and effects adventurous activities can contribute towards children's physical Literacy. Adventurous activities can be viewed in many ways, anyone can have their own opinion on what an adventurous activity is for them. For example, an adventurous activity could be base jumping for one person however an adventurous activity could be going for a forest trail hike for a different person. There are no criteria for what people describe as an adventurous activity apart from if it gives them a sense of adventure. Physical Literacy is similarly to an adventurous activity it is a process that comes from within and is one's ability to have an understanding on completing lifelong participation in physical activity. Margaret Whitehead (2010) implies that physical literacy is your knowledge, motivation, confidence, and physical competence that you use throughout your life to be physically active. In this piece of writing, we will be looking into how adventurous activities fits into the concept of physical literacy and how it can improve people's lifelong participation in physical activity. Adventurous activities involve a range of skills that can be challenging and therefore promote physical, cognitive, and emotional growth in children.

Firstly, we will discuss adventurous affordances and the theory of affordances and how Affordance contributes towards how we can create adventurous activities in the environment. Gibson (1986) Summarises that the theory of affordances is the way we view surfaces, objects, and places what opportunities and possibilities can you find within an environment. At a young age most children when they go outdoors to play can create adventurous activities for themselves and others by how they use Affordances. Children will find ways to make games using logs, spotting bugs, climbing trees, and creating their own paths to reach a destination. When they are participating in any adventurous activity it is exploring the creative and fun side of their mind which they enjoy, furthermore all activities they are doing are requiring an energy output meaning they are a physical activity. This is a great way for children to go out and do something they enjoy while pushing the limits of their minds and at the same time they may not realise they are doing a physical activity. The affordances of an environment will never disappear no matter if you get injured or if your old or out of shape you will always have the ability to create an adventurous activity that is suitable for you. This means that throughout your life you can keep up with activities you did as a child without any factors getting in

Commented [JH1]: There are however many authors who have provided definitions, that have led to a general consensus in the literature as to what typically constitutes an adventurous experience.

Commented [JH2]: Good Introduction that lays the foundation for the essay.

Commented [JH3]: they

Commented [JH4]: Statements such as this require academic sources to support them. Otherwise they can only be read as being your opinion.

the way therefore your physical literacy is being developed. Adventurous activities do not have to be done in the forest by yourself, it can also be facilitated by others on adventure camps, by parents and clubs like scouts. Kolb (1984) suggests in the outdoor education sector we look at facilitation as helping people through experiential learning. There are four stages of experiential learning which are as followed: Concrete experience, Reflective observation, Abstract conceptualisation, and active experimentation. The first section is "concrete experience" this is where a child is having an experience like climbing a tree and as a facilitator you can give your experiential advice to make sure they have a positive experience. Next is the Reflective observation where the child will review their experience on what they did. This leads into the Abstract Conceptualisation stage where they will draw up conclusions on the activity, did they enjoy and how could they make the experience better. As a Facilitator this is another time you can give your input to assist their conclusion and make sure they come away wanting to do the activity again. Finally, you have the Active Experimentation stage, here the child will plan and or try out the new conclusions they have drawn around the activity. For example, they will try climbing the tree again but this time they will try do stages at a time and only grab onto thick branches not thin ones that might snap. After the Child has undergone this whole experience, The facilitator has helped the child to create a positive experience and the tools to continue doing this activity throughout their life and to use this process for other activities for life and being Physically Literate. In a study undertaken by Wainwright et al, (2018) the findings of the experiment describe that when the foundation phase curriculum was added in Wales which involved increased physical activity during the foundation phase "under the age of 7". This led to increased components of physical literacy for example motivation, confidence, and competence. Through this experiment you can see that when children are exposed to an increased physical activity level at a young age this massively contributes to the idea of lifelong participation in physical activity. Going back to adventurous activities the study shows that participation in physical activity from a young age has a massive impact on physical literacy, therefore if from a young age you are going out and doing adventurous activities it will be increasing your confidence motivation and competence to continue your physical literacy journey through life. In a Paper written by Williams and Wainwright (2019) it is concluded that currently the way adventurous activities are being taught to children in school's it is not hitting its full potential. The best way to achieve this adventurous activities in the curriculum like it is supposed to be is to look back at the models based approach which is mentioned earlier in this paper, if the models based approach is the best way adventurous activities can be matched with its main learning outcomes again within schools and to explore the potential to maximise the effect of learning outcomes in adventurous activities on young children in schools. In changing the ways, we teach adventurous activities in school it will give more meaning and learning

Commented [JH5]: All of this passage of writing here needs support from academic sources. It can be seen that you understand the concepts. However when you are writing academically you need to let the reader know who's opinion/research/knowledge you are writing about.

Commented [JH6]: Good to include reference to the practical application of adv affordances and the link with Kolbs work is clear. This could have been an interesting point to include some balance to the discussion. Perhaps mentioning barriers and issues etc.

Commented [JH7]: This kind of qualitative study is not really considered an experiment. It is more typical to refer to such work as a study or investigation.

Commented [JH8]: Good observation

Commented [JH9]: This section is a little confusing?

in lessons for children. If children are getting positive learning experiences outdoors in school, it is massively more likely for them to retain their want to be physically active. Next, we will be discussing how adventurous physical activities have many psychological benefits to a person. Clough et al (2016) states that there are positive psychological benefits for example self- efficacy, resilience, and positive affect. Also, it provides challenges and opportunities to overcome tasks while also giving a sense of autonomy, competence, and a way of connecting with nature. It was found that all these psychological benefits promote wellbeing. If a child is experiencing all these positive experiences from adventurous activities then they are going to get a sense of general feel good about themselves, mental health is a big issue in this modern age so any ways to improve mental health and make you feel good will be a massive motivator for children to stay active and contribute toward being physically literate. Dismore and Bailey (2005) suggest that children who partake in hands on activities in the outdoors developed a change in attitude towards learning. This means that when a child is outdoors doing hands on tasks while learning they are taking in more information as they are enjoying the process, and they are not associating the skills they are learning with traditional learning processes. When doing outdoor learning through adventurous activities majority of the time they are having autonomy to choose what they want to do within the lesson, therefore they are doing skills that they want to learn and are going to use in the future this is massively linked to your physical literacy as you learn the skills that you want to use for life in the outdoor setting.

In conclusion from the sources, we have used we can see that there is a direct link between adventurous activities and an increased effect on physical literacy. By participating in physical activities in an outdoor setting you are receiving the physical benefits but also there are lots of psychological benefits from being in nature. These benefits lead to children being more likely to continue doing these positive physical activities throughout the course of their life which will contribute to the persons Physical literacy and keep them on a path of enjoying and maximising the learning potentials provided by adventurous activities. We also see that when outdoor activities are incorporated during the foundation phase of a child they are massively more likely to learn lots of transferable skills towards other learning settings and because they have autonomy of activities they are more likely to continue doing physical activities they enjoy.

Commented [JH10]: Good progression in the narrative

Commented [JH11]: If

Commented [JH12]: Through out the latter part of this essay you have started to use literature more effectively to support your discussion. You make some really valid points that have clearly come from reading around the topic.

Commented [JH13]: Try to avoid words such as this that we might use in everyday speech. For example in an academic setting the word massively is something that is hard to quantify, as well as its use makes your work sound less professional and academic.

Commented [JH14]: A good conclusion based upon the interesting discussion you have made throughout your essay.

References

Commented [JH15]: This is quite a limited reference list. Moving to level 5 you will be expected to provide more supporting evidence to scaffold your discussions.

Kolb, D. (1984) *Experiential Learning: Experience as the source of learning and development*, London: Prentice-Hall

Clough, P., Mackenzie, S.H., Mallabon, L. and Brymer, E. (2016) 'Adventurous Physical Activity Environments: A Mainstream Intervention for Mental Health', 46(7). doi: 0.1007/s40279-016-0503-3 .

Gibson James, J. (1986) *THE ECOLOGICAL APPROACH TO VISUAL PERCEPTION* Hillside, New Jersey: Lawrence Erlbaum Associates, Inc.

Wainwright Nalda, Goodway Jackie, Whitehead Margaret, Williams Andrew and Kirk David (2018) 'Laying the foundations for physical literacy in Wales: The contribution of the Foundation Phase to the development of Physical literacy' , .

Whitehead Margaret (2010) *Physical Literacy : Throughout the Lifecourse*. 1st ed edn. New York: Routledge.

Williams Andrew and Wainwright Nalda (2019) 'Rethinking Adventurous Activities in Physical Education: Models-Based Approaches' , .

Dismore Harriet and Bailey Richard (2005) "'If only': Outdoor and Adventurous Activities and Generalised Academic Development' , *Journal of Adventure Education and Outdoor Learning*, 5(1). doi: 10.1080/14729670585200561 .

Fraser thank you for your submission. It has made for an interesting read. You raise some interesting discussion points, that seem to be based upon the reading you have done. There are some well written sections of your essay where you effectively paraphrase and incorporate academic sources into your discussion. An area of development for you might be to consistently maintain this throughout the whole essay. As there are some sections that require more support. To that end moving into level 5 there will be an expectation to locate and use more up to date and relevant sources in your work. You have a good writing style that with some minor adjustments will be the basis for a successful academic career.

Bellow is a breakdown of how your marks have been allocated.

58%

Engagement with literature 15/30

Engagement with a somewhat limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.

Knowledge and understanding 12/20

Competent knowledge of the basic underlying concepts and principles. Exhibits a good understanding of the field of study that is developing in both depth and breadth.

Cognitive and intellectual skills 13/20

Good evaluation of the underlying concepts and principles. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.

Practical skills 6/10

A good and appropriate application of fundamental methods with a clear appreciation of the context of the application.

Transferable skills for life and professional practice 12/20

Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Demonstrates the skills for employment requiring the exercise of some personal responsibility.

Marked By Jon Haylock

This essay was also moderated and mark was agreed at 58% Heddwen Davies

However, all marks are provisional until after external examiners view and exam boards. As a result marks may change.