

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:	Dominic Davies	Student number:	ID 2013014
Programme:	BA Physical Education / BA Outdoor Adventure Education.		
Module:	Facilitating Adventurous Activities		
Module code:	BMOE4003	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Jon Haylock & Heddwen Davies	Internal Verifier:	Jon Haylock & Heddwen Davies
Assignment Title:	Evaluate how adventurous activities contribute to the development of children's physical literacy.	Word count (or equivalent):	1,500 words
Submission deadline:	3pm turnitin 26th March, 2021	Return date of provisional marks & feedback:	3pm Turnitin 23rd April, 2021
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	30	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	10	
5. Transferable Skills for Life and Professional Practice		
	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		

Adventurous Activities' Contribution Towards the Physical Literacy of Children

Physical literacy is a relatively new and very important subject within the education of children and it has become such a key topic now more than ever. As technology continues to develop and we continue to move into an era more reliant on technology than ever before, more people are prone to living a sedentary lifestyle, therefore the idea of being physically active has become something we all need to seriously consider. Children must be aware of just how important being physically active and being outdoors is. Physical literacy has been given many definitions since the concept was introduced and it has been interpreted in many ways by different people. Margaret Whitehead is a prominent figure that comes to mind when touching upon the idea of physical literacy as she has elaborated on it many times as a concept. Margaret (2001) defines physical literacy as the motivation, confidence, physical competence, understanding and knowledge to maintain physical activity at an individually appropriate level throughout life. Within the field of education the subject of physical education plays a key role in educating children the values of physical literacy, and this essay will detail how the adventurous activities curriculum contributes towards the physical literacy of children.

Physical literacy is not easy to define but the concept of it is so important when educating children. Jurbala (2015) states that the term is based on a metaphor that likens movement fluency to language literacy. This therefore would essentially mean that being a physically literate individual is just as important as having those essential literacy skills we learn as we grow up, so this undermines just how big of a concept this actually is. To get a better understanding of the concept, it can be dissected into different elements. The International Physical Literacy Association (2014) divides physical literacy into 4 sections; motivation and confidence (affective), physical competence (physical), knowledge and understanding (cognitive) and engagement in physical activities for life (behavioural). These are the four domains of learning in physical education (Horne, 2018). From a child's perspective, motivation and confidence refers to a child's enthusiasm and enjoyment in taking part in physical activity for life, if a child grows up not enjoying physical activity they are more likely to grow up into an unhealthy individual. Physical competence is that element of ensuring children understand fundamental movements and the skills required in sport and any physical activity, which in turn boosts confidence and motivation within sport growing up and also allows them to use their body movements to express themselves. Knowledge and understanding is essential to understand how to respond to the environment and other individuals and also to understand the health benefits of living a healthy lifestyle as well as identifying the qualities that influence movement. The most important is engaging in physical activities for life, which is an individual's own responsibility in integrating physical activity into their daily lives. There are various models that use the key elements of motivation, competence and confidence and show the domino-effect of how they link and act upon each other.

Thankfully my experience of the concept of physical literacy has been extremely positive throughout my life, as my primary school had a heavy focus on the subject of physical education. From a young age I was educated around fundamental movements such as running, walking and jumping as they were all implemented into the curriculum in some manner. My experiences of physical activity from a young age has since paved the way for me to take a huge interest in sport, and has got me to where I am today studying physical education at university. However the focus of this essay is on outdoor and adventurous activities (OAA), which is part of the physical education within the curriculum, and how it contributes to the physical literacy of children. Unlike traditional games or team sports, OAA offers a different take to physical education and it allows children to learn aspects of physical activity in a very unique and engaging way. Killingbeck (2007) states that OAA consists of a diverse range of activities drawn together by a common

approach which often focuses on the process facilitated through the activity as well as the outcome. The skills that come with OAA are lifelong skills that are also transferable as well as distinctive, and the curriculum of OAA gives children a chance to develop an understanding, appreciation and enjoyment of the great outdoors. It also allows for children to foster a healthy attitude to the environment around them as they grow. (Professional Development Service for Teachers, 2021),

The OAA curriculum can be broken up into strands which include various activities such as walking, orienteering and a variety of outdoor challenges as well as water activities, these would be aimed at children towards the school years 5 and 6. These activities are good in that they appeal to children that aren't motivated to participate in physical activity, which is key to getting children physically active. Activities such as walking and orienteering are good for younger children as they work on fine motor skills and fundamental movements but they can also introduce skills such as problem solving, orienteering in particular which goes back to the point that OAA develops transferable skills that can be used in wider life. Another example of an activity is rock climbing, which involves more physical movement than walking and orienteering. Rock climbing introduces challenges that require strength, balance, agility and coordination in a novel and exhilarating environment (Killingbeck, 2007). Rock climbing can be seen as quite dangerous however. From my point of view these activities are an escape from the traditional curriculum and educational methods as they offer thrilling and exciting means to learn. OAA also explores many environments from rural to urban, in-school and out of school, local and remote, and pupils are encouraged to interact with these environments in a meaningful way. Cooperation is a traditional factor within OAA, and from this not only do problem solving skills develop but healthy relationships can be made between students and this adds to the enjoyment of learning. Communication skills are also developed from cooperation, and this allows students to explore many different ideas both verbally and physically with confidence, further adding to the concept of physical literacy and building one's confidence in participating in physical activity for life.

My experiences within OAA in primary school was positive. My most fond memory is a weekend away in Pendine with the school when I was in year 5, where we took part in many activities such as orienteering, kayaking in shallow waters and obstacle courses. This memory has stuck with me for years and I thoroughly enjoyed my time there. I feel that those leading each activity also helped me enjoy my experience; they offered support, motivation and ensured that they showed us their knowledge and understanding as well as educating us by allowing us to work together in groups. They made the experience enjoyable which therefore improved the learning experience, this can be said about any facilitator in this field. This was all mainly done through the reciprocal teaching style with a bit of student initiated learning. Facilitators have that role of educating pupils by engaging them in tasks together, in other words they allow students to learn from each other through the engagement of tasks and activities. This whole OAA experience wasn't compulsory, and it was more of the choice of the parents so therefore some students unfortunately missed out, which brings up this idea of 'cotton wool kids' which Stella O'Malley introduced in 2015. This concept explains how parents are not letting their children outdoors due to an overwhelming feeling of fear, and are instead leaving them indoors which leads them to living a sedentary lifestyle. It's been proven that children would prefer to have that freedom to be outdoors, yet only 1 in 10 children play in parks these days. The curriculum of OAA teaches children the values of being outdoors and it gives children the freedom they desire. It also educates parents about how important it is for children to be outside.

To conclude, it is clear to see how much OAA contribute to the physical literacy of children, as not only does it educate them in what it means to be physically active and become a physically literate individual, but it also gives them that freedom to enjoy the outdoors by participating in thrilling activities that take children away from the traditional teaching methods. It teaches them the values of becoming a physically literate

individual. This has become relevant now more than ever due to the increase in obesity in society and the increase in children living sedentary lifestyles at a young age, so it goes to show just how essential the curriculum of OAA actually is within schools and how much children actually do benefit from it.

Reference List

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3. Goodyear, V & Dudley, D. (2015), "'I'm a Facilitator of Learning!'", Understanding What Teachers and Students Do Within Student-Centered Physical Education Models', *Quest*, vol. 67, no. 3, pp. 274-289.
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7. OUTDOOR AND ADVENTURE ACTIVITIES (2021), Professional Development Service for Teachers, available at: <<https://pdst.ie/Outdoor-and-Adventure-activities>> (Accessed 14 March 2021).
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