HOW DOES LEARNING IN THE OUTDOORS SUPPORT THE THEORY OF AFFORDANCE & PHYSICAL LITERACY

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BMPE5005

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Routledge
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Education 3-13

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The Foundation Phase in Wales – a play-based curriculum that supports the development of physical literacy

N. Wainwright, J. Goodway, M. Whitehed, A. Williams & D. Kirk

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Play and Physical literacy

- Play 'facilitates the establishment of many of the other attributes that are characteristic of a physically literate individual, including motivation, confidence, environmental and interpersonal engagement, self-knowledge and self-expression.' Maude (2010:111)

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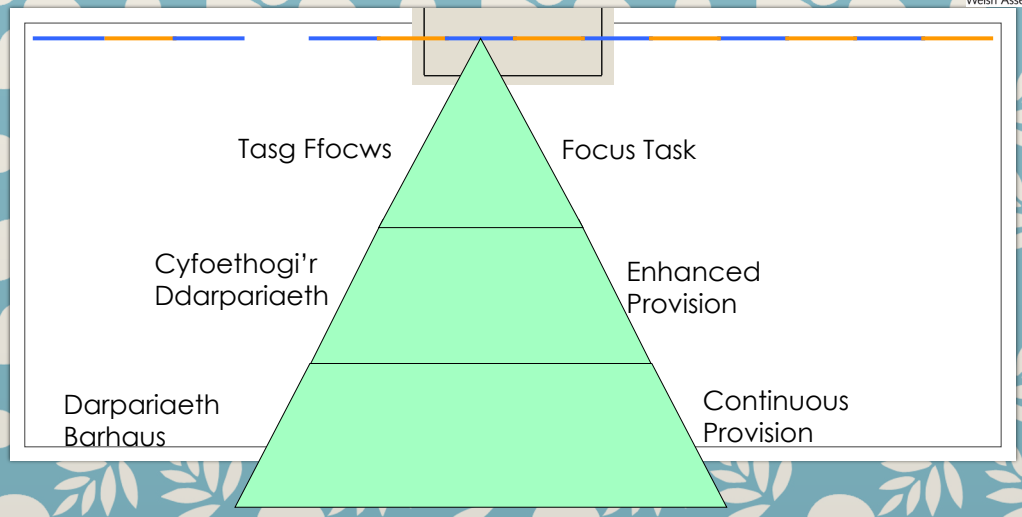


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chwarae • dysgu • tyfu
play • learn • grow
cyfnod sylfaen 3–7 foundation phase

Dysgu Sylfaen Foundation Learning

Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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Continuous Provision

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Continuous Provision

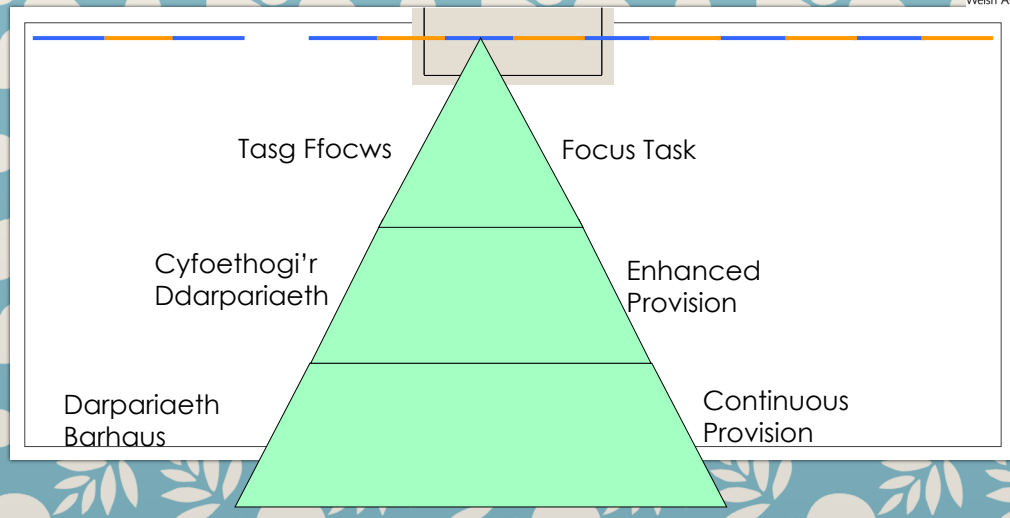


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Welsh Assembly Government



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Gwerthuso
Evaluating

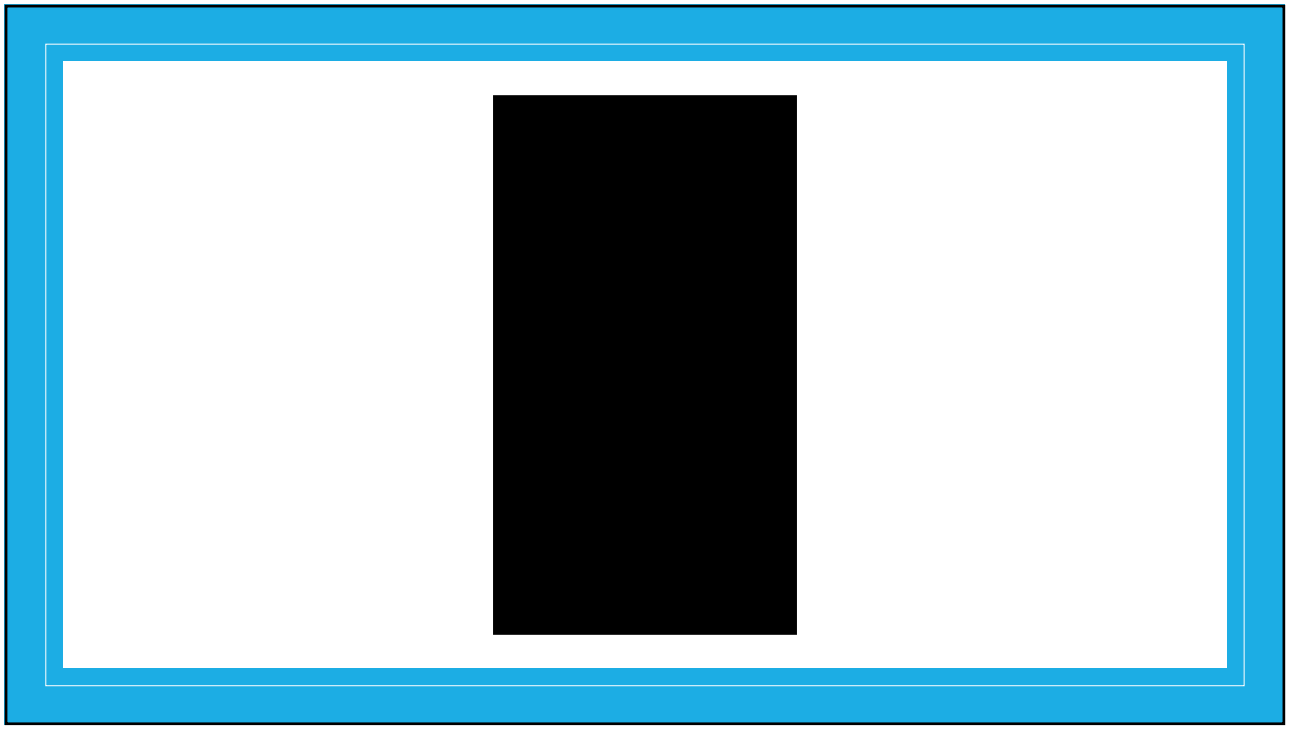
Cynllunio
Planning

Gweithredu
Doing





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Nodweddion Chwarae. Indicators of Play



- Diddordeb a pherchnogaeth gan y plentyn.
- Yn agored.
- Nid yw'r bwriad wedi ei osod gan oedolyn.
- Nid yw wedi ei reoli gan oedolyn.



- The child has an interest and ownership of the activity.
- Open ended.
- The adult has not decided on an outcome.
- The adult does not steer the activity - debatable.



Clip video – den building

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Learning in the Outdoors



What is your opinion about 'learning through play' & doing so - in the outdoors?

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Dylanwadau Byd Eang International Influences



1. Reggio Emilia – Northern Italy
2. Te Whariki – New Zealand
3. Hi-scope – USA
4. Forest Schools – Scandanavia



The use of the outdoors is central to the learning of Foundation Learning. The outdoors is considered as a site for learning

https://dysgu.hwb.gov.wales/playlists/view/00d83c8b-7c19-4f60-aead-38d09de33108/en#page1

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Video : Intro. to Affordance

https://youtu.be/NK1Zb_5VxuM

Only 2mins long

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Affordances

- The concept of affordances has been widely used in the field of outdoor research (Fiskum and Jacobsen, 2013; Fjortoft, 2001, 2004; Kytta, 2002; Storli and Hagen, 2010;).
- Affordances have properties that they offer to a species but the affordance not only depends on the environment but also the species.
- **https://youtu.be/NK1Zb_5VxuM**
- Kytta (2004) suggests children's ability to perceive affordances develops as they grow and learn new physical skills. When a child learns to walk, a new field of affordances opens up and they are able to perceive new features of the environment and intuitively use them for physically active play (Stroli and Hagen, 2010)

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Tasg

- Beth ydy'r cyfleoedd ar gyfer y canlynol o safbwynt odeolion, plant ac anifeiliaid?
- Llyn
- Traeth
- Coedwig

- Ydych chi'n medru meddwl am fwy o amgylcheddau a'u cyfleoedd?

Task

- What are the affordances of these for adults, children and animals ?

- Lake / pond
- Beach
- Woodland

- Can you think of some more outdoor environments and their affordances?

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Enabling Environments

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Amgylcheddau sy'n galluogi
Enabling environments

- variety of areas
- size of spaces
- the resources
- use of space
- adult roles









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Enabling Environments & Affordances

Create a mind map looking at aspects of enabling environments in the outdoors.

What type of materials?

Placing – area & space?

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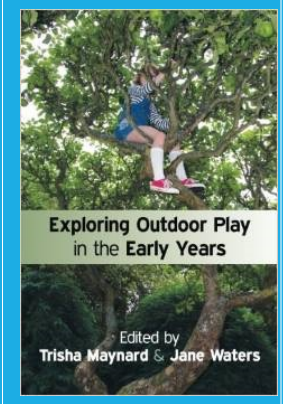
Influential Learning Environments



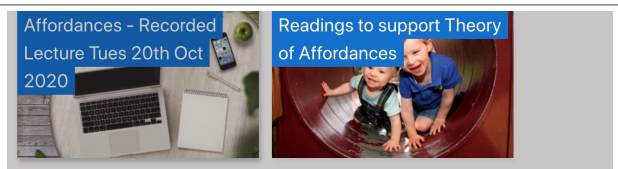
Dr Jane Waters

Gwyddys erbyn hyn bod cytundeb ymysg ymchwilwyr bod cynnig cyfleoedd y tu allan i blant yn fanteisiol, beth ddywed Dr Waters am y profiadau hyn?

We have already concluded the importance of providing children with outdoor opportunities, this is generally accepted amongst theorists, what insight does Dr Waters provide us with?



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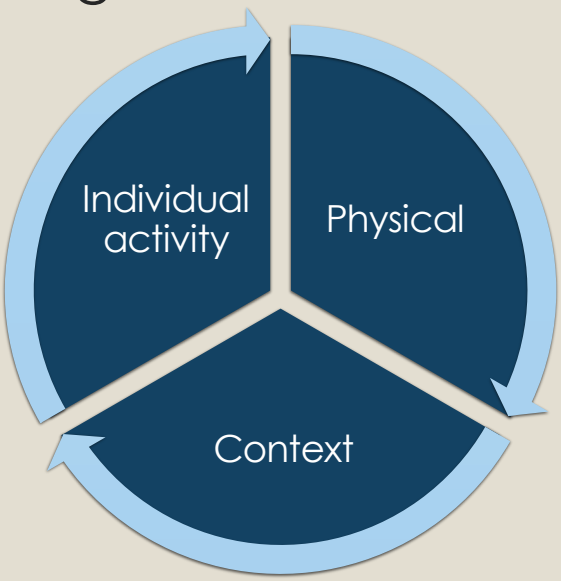


Readings to support Theory of Affordances

- Fiskum & Jacobsen : Outdoor education - an increased variability of affordances 2012
- Niklasson & Sandberg : Children and outdoor environment 2010
- Storli and Hagen : Affordances in outdoor environments and play 2010
- Kytta : Affordances of Children's Environments 2002
- Theory of Affordances
- Affordance Theory in Outdoor Play - Chapter by Jane Waters

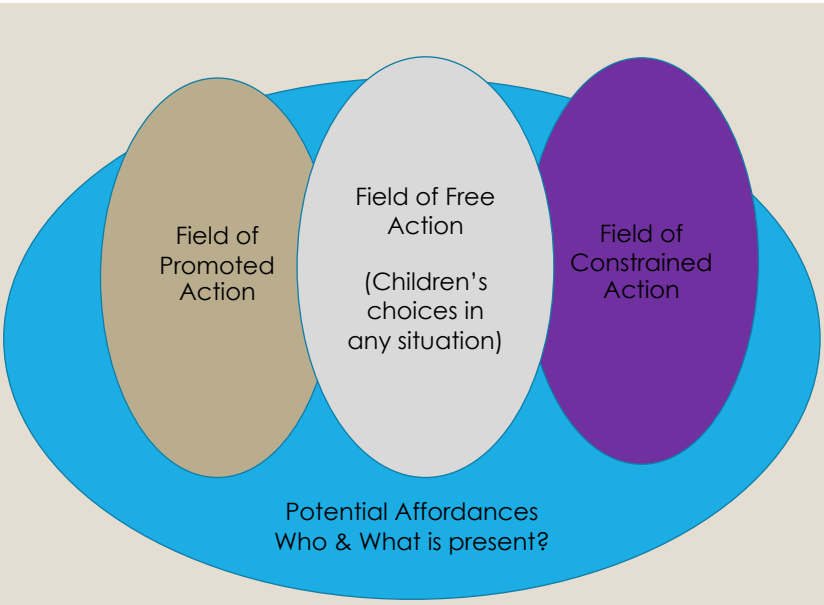
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Making the links with theory and research



A simplified model of the interactional affordance of space (from Waters, 2013)

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(Kytta, 2004, p.182) as cited in Waters (2017, p.47)

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Amgylchedd effeithiol / Effective environments

Lle sy'n annog:

- ⊡ Chwilfrydedd
- ⊡ Gwneud penderfyniadau
- ⊡ Gweithredu'n unigol/ gydag eraill
- ⊡ Datrys problemau
- ⊡ Trefnu amser
- ⊡ Datblygu ar gyflymder eu hunan
- ⊡ Dysgu am arferion cymdeithasol
- ⊡ Datblygiad o sgiliau gwybyddol, ieithyddol a chorfforol
- ⊡ Creadigrwydd

Somewhere that encourages:

- ◦ Inquisitiveness
- ◦ Making decisions
- ◦ Independent/ co-operative opportunities
- ◦ Problem solving
- ◦ Time management
- ◦ Develop at their own pace
- ◦ Learn social skills
- ◦ Develop cognitive,linguistic and physical skills
- ◦ Creativity

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1. Nature Olympics (from Nature Fun and Play) make a circuit for a friend
2. Build and make a Camp Fire for the group
3. Design your own bug hotel make a list of resources
4. Weave blanket & complete with natural objects
5. Quiz / Treasure Trail using QR codes & self-made maps
6. Make a shelter large enough for four!
7. Make Flower Bombs for meadows / gardens





Practical Activities to choose from



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- Kytta's (2004) study of affordances of children's environments found that a rural natural environment provided a superior amount of affordances, something that Fjortoft and Sageie (2000) and Fjortoft (2000, 2001, 2004) have noted.

- Kytta (2004) suggests children's ability to perceive affordances develops as they grow and learn new physical skills. When a child learns to walk, a new field of affordances opens up and they are able to perceive new features of the environment and intuitively use them for physically active play (Stroli and Hagen, 2010)

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Fjortoft (2000) explored the learning effects from playing in a natural environment on motor development. Grahn *et al*., (1997, cited in Fjortoft, 2000 and Mygind, 2007) found that children playing in an outdoor environment which included natural environments had better physical fitness, motor skills and coordination, concentration abilities and less absence due to illness than children in an urban environment.

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Enabling Environments & Affordances

Re-visit mind map looking at aspects of enabling environment.

What type of materials?
Placing – area & space?

Considering the theory of affordances ….. how does the outdoors make a unique contribution to physical literacy?
What type of physical activities are possible?

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- Affordance theory states that the world is perceived not only in terms of object shapes and spatial relationships but also in terms of object possibilities for action (affordances) — perception drives action. (Gibson, 1904-1979)
- We need to ensure that children are given the opportunities to experience a wide variety of affordances from early childhood to ensure good motor development.







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- Fjortoft (2004) maintains that the diversity of affordances in the natural environment encourages a wide range of physical actions and in so doing develops motor competency
- She highlights the importance of the environmental complexity and diversity in nature as an important influence on physically active play (Fjortoft, 2000, 2004).
- The above therefore aids to develop physical competence …which is an attribute of physical literacy

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Oes gyda ni mwy o ddealltwriaeth am ddylanwad cadarnhaol posib o ddysgu yn yr awyr agored ar ddatblygiad llythrennedd corfforol plentyn?

Do we have a better understanding of the possible impact of learning outdoor may have on a child's physical literacy?

Task : write a paragraph each summarising what you know about :

(i)Foundation Learning & International Influences and Educational Theorists Influences

(ii)Playful Pedagogy & Research

(iii)Physical literacy – what does this mean for young children?

(iv)Outdoor affordances – how does this support Play and young children's Physical Literacy journey?

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