

Sport, Health & Outdoor Education

Assessment Feedback Sheet

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Module: Professional Development and Practice

Module Code: SHSS4062

Personal Evaluation – to support your academic progress please complete the section below BEFORE submitting your work.									
What do you consider to be the best aspects of this work?	The use of reliable sources.								
Which aspects do you consider could have been improved in this piece of work?	Possibly the amount of information and a more in depth conclusion perhaps.								
What have you found most satisfying whilst undertaking this submission?	Reading articles, chapters from books and journals about things you don't really think about when talking about physical activity.								
ASSESSMENT CRITERIA	Learning Outcome	GRADE							
		Poor 0-25%	Unsatisfactory 26-39%	Satisfactory 40 – 49%	Good 50 – 59%	Very Good 60 – 69%	Excellent 70 – 85%	Exceptional 86– 100%	%
Essay content and quality of resources used	1								30%
Referencing within the essay	1								20%
Correctly constructed reference list	1								20%
Structure of essay and clarity of writing	1								30%
It is expected that students will present work that is proof read, correctly referenced and adheres to the Assessment Checklist . Therefore, a range of 0 – 10 marks will be deducted for non-completion of any of the points on the checklist below .									
TUTOR COMMENTS:									
Submission date: 1/11/19 via Turnitin		Return date: 8/11/19 (at least within 4 weeks)		Tutor:			Mark:		

Discuss whether Physical Education should be a compulsory part of the school curriculum.

Physical education can be very beneficial to children in many different ways. Studies show that it can improve physical health, mental health and social development amongst adolescents. Penedo and Dahn (2005) both argue that through engaging in physical activity and exercise, an individual gains health benefits and a better quality of life. Also, Miller, Gilman and Martens (2008) states that physical activity and exercise has the ability to improve the mental health and cognitive development of children and adolescents in schools. In addition to those benefits, Wallhead, Garn and Vidoni (2013) suggests that social bonds can significantly develop if the individual is exposed to physical activity over a period of time.

Active Healthy Kids Wales (AHK-Wales) (2018) reports that only 18.4% of young people aged 11-16 years old are meeting the recommended guidelines of at least an hour of moderate to vigorous physical activity every day of the week. This percentage is very low and correlates with the sedentary behaviours of children in Wales. Again, Active Healthy Kids Wales (AHK-Wales) (2018) report that a huge 80% of children and young people aged 11-16 spend more than 2 hours sitting down during their free time on weekdays and this figure rises to 87% on weekends. Therefore, one might argue that including physical education as a compulsory part of the school curriculum would be absolutely crucial in promoting children's healthy lifestyle. The Damaging effects children can face if leading an inactive lifestyle can have huge personal health consequences. The results from a study completed by Neubert et al., (2009) shows that the number of children with type 2 diabetes is rapidly rising and health conditions such as this have the ability to impact the whole of society. Research also shows that the health conditions related to this subject tend to follow to the individual into adulthood (Abadie and Brown, 2010).

According to Daniels (2009); Lobstien, Baur and Uauy (2004) the body fat of children and young people are drastically increasing along with an increasing risk of developing other chronic diseases and other health complications such as obesity and heart disease. Although physical education will not be able to solve this problem on its own, it can highly contribute to getting children involved in meeting the recommended guidelines of physical activity as a minimum in schools. Then if they enjoy it, this could mean that the children could potentially participate in more physical activity outside of school whether it be joining a club or just

doing some casual physical activity at their own pace instead of spending their free time sat down living the sedentary lifestyle.

As well as physical health benefits, being active can improve your mental health too. In recent times it is becoming more of a concern in young people as according to Sahakian, Malloch and Kennard (2010) mental health issues are far more common than you might think as nearly 10% of children aged 5-16 are struggling with a clinically diagnosable mental health issue which will follow them into adult life. According to Biddle and Asare (2011) there is only limited evidence to prove it but there are consistencies between having an increase in physical activity and lowering your depression and anxiety. Biddle and Asare (2011) also suggest that physical activity can improve an individual's self-esteem. On the other hand, Whitehead and Corbin (1997) state that physical education can have a negative effect on an individual because if the lesson is taught inappropriately then this could have severe consequences towards one's self esteem and motivation. Although if physical education is taught properly and effectively then children will gain self-esteem, confidence and will be motivated. Baranowski et al. (2008) suggests that if physical activity has goal setting, challenges, interesting features and is rewarding, then, like a video game, it will entice children into participating and enjoying. Similarly, when creating a physically active session, if set out correctly (set challenges and goal setting) then physical activity will also be a way to increase cognitive development. Although, Coe et al. (2006) completed an experiment by randomly assigning 214 children to physical education classes for a school term. From this he noticed that partaking in the physical education classes did not affect the children's school grades. However, he noticed that children who reported they are involved in more physical activity outside of school which equated to more than the recommended guidelines were the ones who achieved more academically. Therefore, this led Coe et al (2006) to propose that to get to an improved academic state then you must be completing a vigorous level of physical activity for more time than the recommended guidelines. This leads to Etnier et al. (2006) who suggests that from many studies there is a positive link between participating in physical activity and cognitive development amongst adolescents. Arguably this could be one of the best advantages of physical education, the fact that children are able to learn whilst moving. Benham et al. (2014) argues that educators should employ physical activity more frequently on purpose to encourage healthy living and also to enhance the children's attention, focus and motivation.

The third reason as to why physical education should be compulsory in schools, is the social skills and social behaviours it enhances. Wallhead, Garn and Vidoni (2013) inform that statistics showed children who participated in physical activity over a period of time scored higher on all three social goals of recognition, status and affiliation. Wallhead and O'sullivan (2005) suggests that physical education promotes and enhances social development through student responsibility, cooperation and trust skills amongst each other. Hellison (1995) argues that by giving adolescents roles and responsibilities, the children will feel empowered to set and develop their own goals and this will also put the character development into practice by making them determined to hit or reach the goals that they were allowed to set themselves. Hellison (1995) also suggests that by giving the children the power, this means that less time is spent stood listening to the teacher which will then potentially encourage them to take more pride in their decisions and accomplishments whilst refraining from judging their classmates. This will also encourage getting along with peers of all abilities and not just the elite sport pupils of the class. According to Gould and Voelker (2012) Leadership is one of the most important life skills that today's adolescents must gain as there are major issues that they will encounter in their adult life that will most certainly need them to take charge and make crucial decisions in an effective way. Unfortunately, Exterj and Smith (2009); Kuhn and Weinberger (2005) both agree that using only sport and physical activity does not automatically make you a leader. For example, research indicates that being an elite sports performer does not correlate with adult leadership. However, Gould and Voelker (2012) states that youth leadership can most certainly develop throughout physical education and physical activity along with maximum efforts from effective coaches and educators. So much so that if given the correct knowledge and practice, children will not only be given leadership opportunities but will also be taught how to be effective in those roles and situations.

In conclusion, with all the evidence stated, physical education most certainly should be a compulsory part of the school curriculum because it is absolutely key, that with children being less fit and more sedentary (Harsha and Berenson, 1995) something must be done about it. Although it is quite clear that making physical education compulsory will not automatically solve all the issues stated above, what it can do though is introduce new skills to people and constantly help them to then develop and further themselves as individuals, as partners or as groups as it is all about cooperating with others. Being able to gain so many types of skills through physical education, it is important to reiterate one of the points above made about using physical activity as a way of learning and a way of developing character

whilst keeping healthy and active (Benham et al.,2014). By doing this you will be ticking all the boxes by encouraging the children to be active and showing them that they can develop their brains by being challenged, enhancing their leadership skills and building their confidence whilst doing so. Also, Hellison (1995) has a strong argument about giving adolescents roles and responsibilities and giving them the power to be creative and letting them practice hands on instead of sat listening to a teacher like the other subjects in the school curriculum.

Essay word count - 1432

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