

Using your Observations of Children working outdoors, carry out an in depth analysis of their interaction with the outdoor environment in their learning and play. Focus on aspects of physical development and how their interaction with the environment contributes to the development of their physical literacy.

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Methodology

Qualitative Data – Why?

“To achieve a quality result, however, we need specific tools, to understand beliefs, values, feeling, and motivations that underlie behaviours and their consequences.

Qualitative research allows for these understandings because it is particularly focused towards the complex, messy and at times unpredictable contributions to and outcomes of social interactions” (Hay and Hastie, 2012)

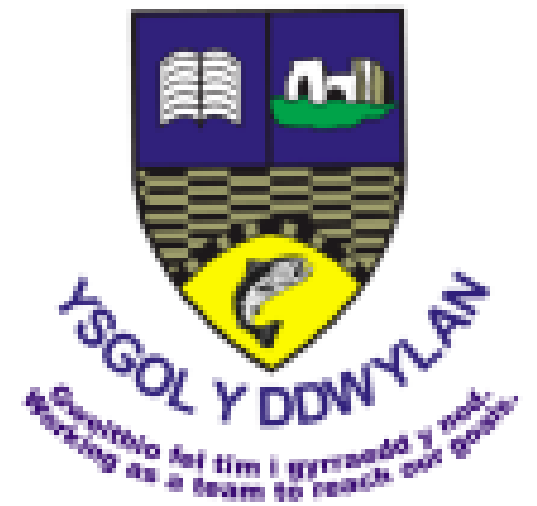
Methodology

Why Observational Research?

“Observational studies often offer authentic first-hand impressions of ongoing practices that cannot be covered by other methods, where second-hand reports of the same practices are available” (Ohman and Quennerstedt, 2012, p.191-192)

“Getting close to the situation makes it possible to documents, view, re-view and analyse what occurs when people act in context” (Ohman and Quennerstedt, 2012, p.192)

Observation



Development of Fundamental Movement Skills

Why do we need to develop them?

- “Through movement children learn further about their environment, their bodies and the body’s relationship with space and direction” (Pickup and Price, 2007, p.39)
- “Fundamental motor skills help children control their bodies, manipulate their environment, and form complex skills and movement patterns involved in sports and other recreational activities” (Goodway, 2003, p.299)
- Become more competent and confident movers throughout their life course (KIDDO, 2020)
- “It is essential to provide the opportunity to explore and practise these skills in the early childhood years” (NSW Health, 2017)
- Building Blocks of Movement (NSW Health, 2017)
- Mountains of Motor Development (Clark and Metcalf, 2002)

Development of Fundamental Movement Skills

School A – Mixing mud within the ‘loaf’, mixing mud with stick to get the correct consistency, placing seeds within the loaf. (Object Control Skills)

School B – Creating Sandcastles, using a paintbrush to smooth off the edges. Using clay to create, using hands to mould the shapes in the clay. Creating trees throughout the season. Planting seeds in pots and in vegetable patch to grow vegetables. (Object control Skills)

School A – Smashing Pumpkins, Jumping in leaves, running around. (Locomotor Skills)

School B – Running around at ‘playtime’, Running around the track in lesson, travelling across beams. (Locomotor Skills)

School A – Rolling, sliding across the mud (Body Control/Balance Skills)

School B – Balance beams interlinking with another. Beams set across tyres to be able to travel across an unpredictable surface. (Body Control/Balance Skills)



Interaction with outdoors

“School A – Interacting with the outdoors afforded the students an opportunity to engage with environment that does not appear in a classroom. Interaction with environment in outdoors setting and in manufactured setting.

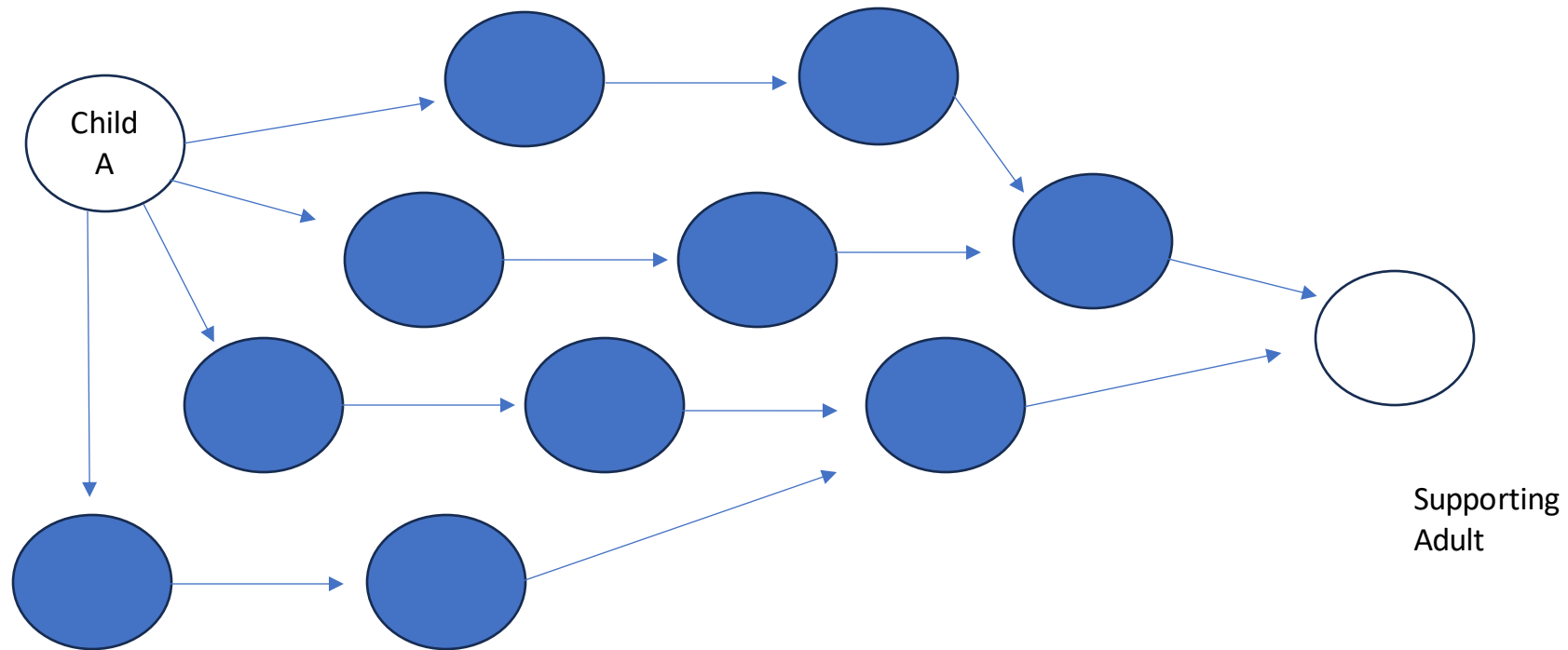
School B – Lots of interaction with man-made affordances to give un-predictableness of the environment. Interacting with outdoors throughout the school in designated manufactured areas.

Development of Physical Literacy in the Outdoors

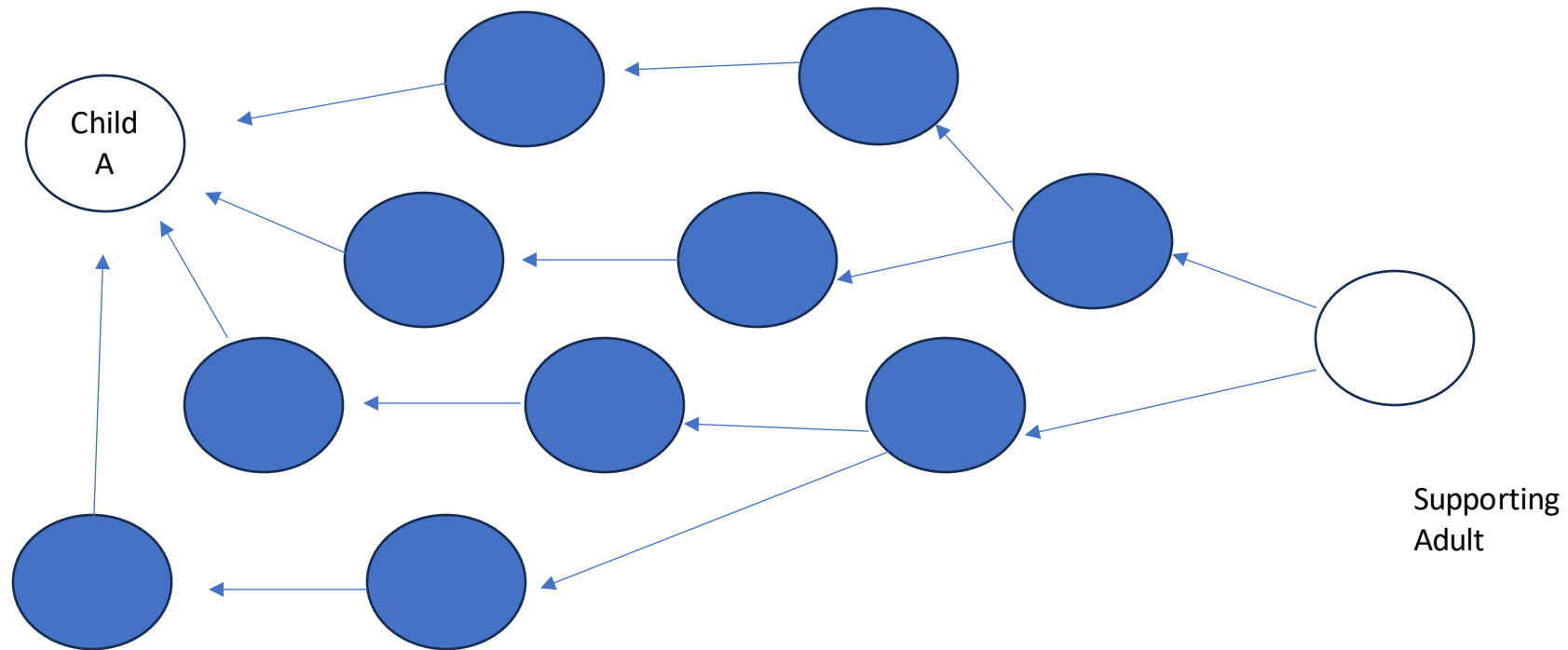
School A – Interaction with environment to develop skills, copying others to develop movement. Lots of movement such as Running, jumping, sliding, rolling and overhead throws. Track to complete their 'daily mile' to interact with different pieces of equipment to develop skills.

School B – Lots of interactions with a man-made environment to develop skills. Using ladders to jump in and out of. Balancing across beams to get across tyres. Obstacle course on the field where they can develop skills.

Supporting Development



Supporting Development



Conclusion

Childrens Engagement with the Natural World is High

Curriculum for Wales is affording children opportunities to develop their Physical Literacy

“When outdoors, we should endeavour to take advantage of the natural environment and resources that the outdoors uniquely provides, ensuring that we avoid the outdoors being a duplicate of indoor provision.” (Welsh Government, 2023, p.22)

Recommendations

Increased Variety
Natural
Affordances

Technology-
based outdoor
activity



Questions?



References

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