

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?	Possibly the structure but could have used improvement.								
Which aspects do you consider could have been improved in this piece of work?	All of it as I feel like this first one I won't do to well I got a bit confused with everything but I'm hoping I'll get some marks to help and be able to improve on my next one.								
What have you found most satisfying whilst undertaking this submission?	Submitting it on time knowing that there will need to be improvements so I can then do better next time.								
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 the advantages of children learning outdoors

Through out the essay a lot of points shall be made, there will be times that some advantages overlap each other but they're benefits discovered from different studies. Many people have believed that outdoor play would benefit children more than a isolated classroom, therefore the paper from many different studies but also from other personal experiences with sources from around the world explaining the improvements they have witnessed in children who learn outdoors as a pose to children who are restricted from being creative and letting them express their feelings and social skills with other children in a structured matter.

The advantages of outdoor education are often talked about to be beneficial for children, (Mutz et al., 2016) explains how a study of 14-year-old participants took a nine-day hike, and it was reported that the improvement in their life satisfaction, mindfulness, happiness and self-efficiency were all on the rise. Whereas the perceived stress on the children also lowered. Furthermore (Folkman, 2011, Lazarus and Folkman, 1984) stated that stress is an "interaction between external challenges and internal capacities to cope with challenges". Regarding this statement of stress (Mutz et al., 2016) explains how the self-efficiency of children is due to increase and the stress to lower because there were more ways of creating a challenging environment and challenges which at first might have looked impossible but the children quickly learning otherwise and proceeding to accomplish the task successfully.

Amanda L. McGowan's (2016) Article was, in her opinion she believed that outdoor education had a strong benefit on self-authorship for children. Her study found that children had a better self-authorship and similar studies agreed with the study. Where as She also believed that a stronger study of an adventure program of longer duration between 17-30 days would have much more of a lasting impact on participants.

There are many benefits of outdoor education and in (S. J. Cooley et al., 2014) article the benefits are broadened. His first benefit was that through outdoor education children had set them selves with better skills than what was original. The list of his meaning behind that statement was that communication skills, leadership, conflict and self-awareness were all contributed and developed more through outdoor education.

Sam J. Cooley (et al., 2014) had then moved on to his next point in which he lists another benefit off as “Building existing student work groups in preparation for formal academic group projects (e.g., team spirit, trust, decision making, planning, cooperation, group-awareness and performance)” Whilst reading this you were able to visualise a lot more benefits than originally was thought. They also say that other benefits such as confidence was shown more through children who had more out door learning experience as a pose to those with littler experience.

It is believed that children can learn a lot from outdoors such as mistakes made and falling over or how to get back up and many more. But a child’s play themes were often praised as it was found in classes which were then met in school that they had already learnt a lot and had a better understanding due to creative development though outdoor play, a study by (Garrick R. et al., 2010) showed that “Children talked about a range of play-based experiences relating to CD and this Area yielded the most examples of children’s interests”.

Furthermore (Barlow G. 2015) says “Many people will be aware of the apparent benefits of Outdoor Education and the notion of learning beyond the classroom: developing self-esteem; promotion of independence; enhancing cooperation and perseverance; developing respect and appreciation for the environment. This is something that we strive to accentuate from year to year”. This is something which is believed by many people around the world but the only question which stands from this is why is this not a leading factor or a key stage that children should be doing at a young age?

Francis Wardle’s beliefs are “It’s a safe place where children are protected from the elements and are easily supervised”. This isn’t a wrong belief to have in anyway but the reasoning for his belief is its where children learn “playing, eating, sleeping, washing their hands and also going to the bathroom”. These are all valuable things for a child to learn and very essential for them as well but how much learning is happening? As a pose to children being outside playing and learning how to fall over and get back up, how to be creative and make some fun out of what adults would consider nothing such as a branch or sticks.

“Interacting with natures benefits children’s social and emotional wellbeing, develops resilience, and reduces the risk of obesity” (Sharma-Brymer V. Bland D. 2016) These benefits are often brought up as main benefits from ‘outdoor play’. They also state that “Children’s drawings provide valuable information on how they perceive their living environments, including home, community and school.” Many people may question why this

could be perceived as a benefit but when thinking about it you begin to understand that children are more likely to show you a true thought process or answer through their drawing and you can see for further improvement.

Furthermore, research has been proven that children who learn are a lot more focused and show more interest in nature features for play and physical activity. (Sharma-Brymer V. Bland D. 2016) Following on from the research one of the questions asked for children was how would they prefer their school to be laid out inside and outside and the research and answers which were given was that children rather have nature inside just as much as outside. This shows that children are more focused when surrounded by nature such as outdoors as that is when they learn their best lessons and where they feel most comfortable.

Sam J. Cooley (et al., 2014) states that another benefit children would have from learning outdoors is an increased social integration. The examples which are given for this are “support networks and friendships, frequency of informal groupwork behaviour and interaction between staff and students” All though this may seem as a far-fetched benefit for children its something that they would have had experience of for the future.

When asked the question of what’s beneficial to out door education? The common response for many people such as teachers and parents and many more the answer is that healthier and happier children do better in school. Without really understanding to what extent and why its not happening. “opportunities for children to access the natural environment are diminishing. Children are spending less time outside due to concerns over safety, traffic, crime and parental worries.” (Marchant E. Todd C. Brophy S. 2019) This is many worries of parents and teachers as they have a responsibility towards protection of the child but they also say that these problems are even more the reason why schools have the best potential to encourage outdoor play for children and give them the access to natural environments that is essential for them learning.

A key report by Berry Mayall (2007) explains how a child’s life outside of school has a big impact on their education. The writer explains how “it is fashionable nowadays to study children ‘in their cultures’, rather than ‘the child’ in isolation”. This is a key factor for why children working outdoors rather than in an isolated classroom as it helps keep them fit, it prepares them for life outside of school but also a child is always going to make a mistake. As many people say there is no such thing as perfection so the best way for a child to get a essential life lesson is allowing them to learn by their mistakes which can help them in their

future. For example, this can be if a child falls over a number of times outside they will be hurt at first but once they have done it enough times they'll learn how to fall and minimize the damage caused to them.

In summary, it is clear to me that children who have had their chance to develop outdoors rather than in a class room have had better experiences helping them for future times and also, they have taken more in by being one with their environment and the nature that surrounds them. Some studies may only be small in which the benefits have risen from but non the less benefits were noted and witnessed. So, if the studies could have been bigger and for a longer period of time you could only expect positive results in which children would be better prepared for learning, social, and also being instructed for example by a teacher. Which would only help for future learning as they have payed more attention from a young age as they have learnt in a way they understand as a pose to what others believe they want.

Word count:1494

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