

Development To a Secondary School Ground to Improve Health & Well-being

This paper intends to present ideas in line with the job description where we will outline how the school grounds could be developed to support adventurous activities and outdoor learning; this paper will be going to the senior management team of the school. It will demonstrate how the changes will contribute to the development of physical literacy and health and wellbeing. With the change of the Welsh curriculum, the physical education department of TSD secondary school are seeking support to develop the Health and Well-being Adventurous of Learning Education in the school in a way that supports physical activity with an emphasis on use of the outdoor. Also, with covid-19 been a big barrier when doing physical activity as people were not allowed to do physical activity in school or outdoor unless it was on their own and only for one hour which cause people to have mental health problems or their mental health problem got worse because of the time there were on their own, according to Aronsson and Waite, (2022. p.172) article 'mental health problems have been exacerbated by the COVID-19 pandemic, particularly in children and young people from socioeconomically deprived households, with reports of sleep difficulties, feeling lonely and worrying about leaving the house'. The spaces that will be add would benefit the pupil's well-being by adding an outdoor classroom and learning spaces, a pond space, a bouldering wall space and then a biking space, then be go onto talk about the risk and barriers of each space and how it could develop the curriculum and link them the other objects.

'Mental and emotional health, physical health and a healthy lifestyle all contribute to an individual's health and wellbeing. Health and wellbeing issues will change with time, not only because of pandemics or the economic environment but also as the societal concept of health and wellbeing changes', (NHS England, 2022). The NHS England (2022), say that physical health focuses on the musculoskeletal health, which is important to maintain a person's functional abilities, when they are in and out of work. The mental and emotional health can manage the active mental day-to-day stress which can ensure a person's wellbeing and happiness is maintained. The healthy lifestyle is not all about diseases but a large proportion of deaths, particularly those from coronary heart disease and lung cancer can also be avoided, it is not all about avoiding disease, also about diet, exercise, hydration, and sleep are essential.

By adding an outdoor classroom and learning space to the ground of the school, which can be seen from figure one in the appendix page, it will improve the pupil's health and well-being by allowing the pupils feel free by 'escaping the uncomfortable of and restricted conditions of the classroom' (Brophy, *et. al*, 2019). By learning outdoors at helps the pupils with all abilities including those with behavioural difficulties and additional learning needs to feel more engaged with the lesson and feels of improvement in the equalities of the work produced by the pupils, it also helps engage different styles of learning, outdoor learning influences the pupil's motivation to learning which improves the pupils well-being and the skills that have been developed by the outdoor learning space include communication skills with other pupils and teachers and teamworking skills, it can also develop problem-solving discussion skills and independence skills. The outdoor learning helps with physical and emotional health benefits by feeling happy and willing to attend school, (Brophy, *et.al*, 2019). The risk to the outdoor classroom and learning space is the safety to the pupils as they could get physically injured such as a minor injury. Some of the barriers to the outdoor

classroom and learning space are the fear that the teachers have to keep the pupils safe, it is also expensive to build and maintain and finally clothes can be a barrier as some lessons may be cancelled as the pupils will not have the suitable clothing to go outside, so the school might want to pervade clothing and wellies so children are able to go outside, (Brophy, *et.al*, 2019). The structure of the outdoor classroom and learning space will have benches where the pupils can sit and do work or have lunch, this structure will have a cover over that will last a while so it will not have to be change so frequently and they will be able to work outside when it is raining.

By adding a nature environment space to the grounds of the school, which can be seen from figure two in the appendix page, it will improve the pupil's health and well-being by improving the pupil's mental health issues such as depression, stress, self-discipline and reducing aggression and crime by listening to the sounds of birds and the other outdoor sounds, watching animal's movements, and admiring flowers and trees. By allowing the pupils to have '15-20 minutes exposures to natural environment were accompanied by significant lowering of blood pressure and pulse rate' (Bird, *et.al*, 2011). A barrier to the developing a nature environment is that a city school might not have the space to create a nature space, which will mean that the pupils in a city schools might not have the same experience as a country school pupil. Some risk to the development of a nature environment is that the pupils may crash into a tree or someone else but there is no obstruction to the visibility of other users. Another risk is that a tree could collapse, or a tree could become damaged with wear to fix this risk by adding an 'additional bracing to the tree crown providing a secondary bearing in the unlikely event of the branch giving way' (Gill, 2020). The structure of the nature environment space will be by trees so the pupils can play on them with supervision, it will also have places to sit, so if they need to calm down and need to be on their own to have time to think, also allowed them to listen to the sounds around them.

By adding a bouldering wall space and an indoor wall to the grounds of the school, which can be seen from figure three in the appendix page it will improve the pupil's health and well-being by improving the pupil's overall stamina, it will also improve the work of multiple muscles groups, which include the upper and lower parts of the body such as the back, abdominal muscles, the legs, fingers, shoulders and the arms. Bouldering can also help with mental health conditions such as depression and anxiety, this activity will keep the pupils focused, it will build their confidence and self-esteem, which then help alleviate the symptoms of some mental health problems. This will as help develop skills that the pupils can use in other subjects and everyday life, these skills include puzzle-solving and physical coordination, which can help with pupils that maybe suffer from dyspraxia, it will help them with building upper limb strength and stability, which some pupils with dyspraxia often lack in. Some of the barriers that will occur when planning lessons to use the bouldering wall will be that the teacher may need to get the qualifications to safely use the wall and the health and safety levels that may be required. Also, the expense of the walls being build and the expense of the equipment that will be needed to use the wall such as the climbing harness and suitable footwear, which some pupils may not own, (NHS Inform, 2022). Some of the risk that will occur with this activity may be that the pupils could fall or jump from a high height, they could impact with a hard object when coming down the wall or they could trap or damage their fingers, (Rock & Sun, 2022). The structure of the bouldering wall will be

built indoors and outdoors so it can be used if it rains or if it is windy the pupils will still be able to do bouldering, the wall will be tall enough to allow the pupils to climb high enough to be able to solve- problems.

By adding a biking space to the ground of the school which can be seen in Figure four in the appendix page, it will improve the pupil's health and well-being which can be seen in Dillard, (2017) article evidence that mountain biking can lower the risk of early death, heart disease, high blood pressure and type 2 diabetes. It can prevent weight gain, an improved muscle fitness. Mountain biking can also reduce depression, which some people may suffer from. Upper body strength can be improved by mountain biking as there are a lot of obstacles that they will need to go over, so they need to be able to lift the front of the bike also should be able to control the bike through rough trails and when landing off jumps. Regular cycling can improve both physical and mental health, which can then reduce the chance of experiencing many health problems. The cycling helps increase the pupils muscle strength and flexibility, helps strengthen the pupil's bones which will then help improve their joint mobility and it will reduce anxiety and depression. Cycling helps control all the obesity and weight, as it raises the pupil's metabolic rate, it helps build the pupils muscles and helps burn body fat. Which will help the pupils take up psyching outside of school but if they are thinking about doing cycling to lose weight then they'll need to be told and taught that they will need to combine cycling with a healthy eating plan, (Better Health Channel, 2021). Some of the risks that may all will occur with this activity will be minor or major injuries such as crashing the bike into an obstacle, another risk is that the bike could break while riding causing injuries to the pupils. Some of the barriers that may occur with this activity will be qualification as the teachers may need to get health and safety levels also equipment would be another barrier as there will need to be maintained frequently also the expense of buying the bikes and the safety gear to go with them. another barrier be clothing and appropriate footwear for the pupils to wear to prevent them from getting injured as some pupils may not have the suitable footwear or clothing to ride a bike safely. The structure of the biking space will have a mountain biking track and a flat area where the pupils can practice skills to help improve their movements for when they move onto the track.

To conclude this paper, by allowing the develop these structures to the ground of a secondary school, it was shown by the articles and the research have been used will improve the pupil's health and well-being mentally and physically. By Improving the pupil's mental health such as behaviour difficulties are additional learning from the outdoor classroom and learning space and improving skills such as communication in further depth, it also allows them to be independent which they can use it in further situations and careers. In a nature environment space, it is shown that it helps the pupils mental health issues more than their physical health issues as it reduces depression, anxiety and stress that the pupils may suffer from, allow them to work on these issues in a different way than sitting in a classroom looking out the window, by being able to see feel and hear the sounds of the nature calms these peoples down which will better allow them to be able to learn in a different way and it means that the pupils will feel more calm when going into their next lesson. By using the bouldering wall space and an indoor wall is shown that it is improved the pupils mental and physical health as well as developing new skills which can be used in the future such as getting a job or solving problems in their personal lives. The biking space showed us that it helped the pupils physical health issues more than the mental health

issues by making the pupils body stronger and help them develop the muscles and the exercise that they will need to use in the future to keep themselves healthy and allow them to help others stay healthy as well. Everything comes with risks and barriers, does not mean that these structures can't happen all it means is but it needs to be structured right and that the qualifications that will need to have to allow these structures to happen will need to be put in place also everything will need to be planned out so if something does happen we have a plan to find out how to fix it and where to take it too get fixed this will be mainly for the bouldering and the Viking space as they have the biggest risks and barriers.

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Appendix

Figure One

(This photo is showing an outdoor classroom and learning space, which would be a great space to add into a school ground)



Figure Two

(This photo is showing a nature environment, which would be a great space to add into a school ground)



Figure Three

(This photo is showing a Bouldering wall, which would be a great space to add into a school ground)



Figure Four

(This photo is showing a Biking space, which would be a great space to add into a school ground)

