Part 1

In certain countries, such as Iceland, it is widely believed that it is important for children to play and learn outdoors. According to research conducted by Norodahl & Johannesson (2013), they show that being outside is highly beneficial to children. Norodahl & Johannesson also note that the curriculum shows enthusiasm for outdoor learning, positively encouraging children to think about their natural surroundings and the environment as well as promoting exercising and healthy living.

Traditionally, there has been a positive awareness of outdoor play, especially for children of preschool age, between one and six, who are encouraged to play outside everyday as part of their schooling. Children of compulsory school age – 6 to 16, are usually only outdoors on their break times, in-between lessons. Although there is a national curriculum, the outdoor learning time can be dependent on the school or the teachers. Outdoor learning is proving to be more popular in Iceland than in previous years as a survey shows approximately 70% of schools in Reykjavik, Iceland's Capital, are now partaking in more outdoor education than they had before (Oladottir, 2008, Cited in Noradahl and Johannesson, 2014).

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Part 2a

The focus of this text is Forest schools. The Forest Education Initiative (2005a) describe forest schools as,

> An inspirational process that offers children, young people and adults regular opportunities to achieve, and develop confidence and self-esteem through hands-on learning experiences in a woodland environment (2005a, cited in O'Brien and Murray, 2006, p.6).

Forest schools involve alternative environments, a chance to encounter a different range of learning tools all whilst giving extra freedom in child-led activity. Forest schools are being encouraged by the Welsh Assembly Government (2009), especially in Foundation Phase as an environment rich in resource for children's learning. Some groups have expressed that due to parents' concerns about the potential risk to their child's safety, they are deterring them from spending time outdoors, especially as there are now so many different indoor activities, specifically technology (O'Brien and Murray, 2006, p47). There has been significant research that proves the more frequently a child visits the woodland, will consequently result in additional confidence as an adult during future visits (Ward Thompson, Aspinall Et al, 2004, p.1).

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Part 2b

1. If you fail to acknowledge the source of your information, you could be accused of plagiarism. If accused of plagiarism, the writer could be subject to severe penalties such as being suspended from the university (Burns & Sinfield, 2016 p.58). The individual's university would determine the action required according to the unfair practice procedures and regulations (University of Wales Trinity St David, 2019, p16).
2. False, the writer needs to reference if they are using a direct quote, paraphrasing or summarising the work of someone else. If you have read a piece of work for research and you are using it in any way, it needs to be referenced (Moore et al, 2010, p.113).
3. This is false as although Wikipedia is monitored, anyone can add or edit the information held within Wikipedia and therefore it is not considered a reliable source (Boone, 2011).
4. If using a long, direct quote (2 lines or more than 30 words):

- No need for quotation marks
- indent the quote so it is shown as its own paragraph
- cite the quote with Authors name, year of publication, including either page number or URL as appropriate (University of Wales Trinity St David, 2019, p. 6).

5. The writer could begin researching by breaking down the question thus ensuring they are fully aware of the task, progressing to reading and note-taking using books, journals, articles, websites, newspapers and podcasts (Cottrell. 4th Ed, 2014, pp.153-155).

References

Boone, N. (2011). 'Wikipedia is useful, but not yet credible.' *University Wire*. [online] Available at: https://search-proquest-com.ezproxy.uwtsd.ac.uk/docview/2115825339?accountid=130472&rfr_id=info%3Axri%2Fsid%3Aprimo (Accessed 5 Nov. 2019).

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Part 3

The aim of the article ‘Students’ Perspective on Cyber Bullying’, written by Agatston, Kowalski and Limber (2007), is to provide an insight on how cyber bullying can affect students. It also considers the need to improve communication between children and adults when reporting cyber bullying and increasing policies whilst on campus.

The article suggests that due to the students’ ever advancing ability in using technology, there has been an increase in “high risk” behaviours including cyber bullying. As detailed in methods, the focus groups of 150 students, from 4 schools in Georgia, USA, were asked to contribute to the study. The students described cyber bullying as “using the internet or other digital technologies such as cellular phones and personal digital assistants to be intentionally mean or to harass others” (p.s60). The article continues with the results of the focus groups, further discussing how cyber bullying may affect the students throughout the school day and confirming that there is often a lack of confidence if discussing a situation with an adult, whether an educator or parent. The paper concludes with the discussion, providing notions of policies and additional learning activities within schools, increasing the awareness of cyber bullying for children and parents. Although the main message of the article is valid, it is not necessarily clear throughout.

The text is objective, in a clear format however the language of the article is informal and does not seem to be aimed at academic readers. The information is not necessarily in the correct section, causing a lack of flow and making it difficult to follow. In comparison to other articles, this article is extremely vague, not fully unravelling the method or providing discussion points applied.

The evidence used to support the article is insubstantial and gets lost amongst the text, for example, providing a small sample group from ‘Cobb County School District of Marietta, Georgia’ (p.S59), there is no comparison to other methods or studies, resulting in a lack of appendices and referencing. Methods only detail focus groups, yet interviews are mentioned in results, potentially influencing the answers of the children.

The authors provide the overall age range as 12-17 but have given no indication of what the ages are in each group or, why the focus groups were separated by gender. Other research shows that using mixed gender focus groups can result in ‘some of the richest findings due to the differences in opinions and experiences’ (Davis & Jones,1996; Heary & Hennessey 2002, cited in Mishna, Saini & Solomon, 2009. p1224). Agatston, Kowalski and Limber (p.S60) indicate that a higher percentage of female students are victims of cyber bullying or feel that cyber bullying is an issue. However, Keith and Martin suggest that girls are more likely to be the tormentor than boys (2005, p225). Both studies show that male students seem to be more laid back and less worried by cyber bullying.

Statistics in the article are not clearly displayed, Kowalski and Limber (p.S59) have included a previous study showing that many students were not impacted by cyber bullying. This is not significant and contradicts the main message of the text. The method also incorporates information about free school meals, but the article offers no explanation as to why it is relevant. Another article, taken from the AM J Health Journal explains that ‘Adolescents from families of low affluence reported higher prevalence of being victims of bullying’ (Due et al, 2009, p907).

The article states that children are unlikely to tell an adult if they are a victim of cyber bullying, this is widely supported by other articles. Keith and Martin's article 'Cyber Bulling: Creating a Culture of Respect in a Cyber World' also suggests that 'Most adults approach computers as practical tools, while for kids the Internet is a lifeline to their peer group' (2005, p.226). Children are more concerned with what the impact of telling an adult will have on them, mostly worrying about having their technology time stopped or heavily monitored. Avoiding telling an adult is not unique to cyber bullying, it is similar with young people who are bullied in a traditional sense too (Hanish & Guerra, 2000; Mishna & Alaggia, 2005. Cited in Mishna, Saini & Solomon, 2009, p1223). Regardless of potential punishment, children still risk accessing their devices during school hours as technology seems to be the preference for communication.

In recent years, cyber bullying has had a real impact on children and young adults. Research suggests that cyberbullying can be worse than traditional bullying, it has no limits as to where and when it could take place, the victim often unaware of who the bully is (Mishna, Saini & Soloman, 2009, p.1224). Children have lost the feeling of safety in their own home as cyber bullying can occur wherever the young person has their phone or access to the internet.

Studies are ongoing into the effects of cyber bullying on the mental health and well-being of the young person. The age of children starting to use technology and social media is reducing, research also suggests that there is less adult supervision and a growing number of platforms available, meaning children will require greater protection against cyber bullying than ever before.

Overall the article helps to gain a very brief understanding of what cyber bullying is and how children might experience it. The piece covers young people not feeling entirely confident about going to their parents or teachers to address any issues concerning bullying, whether in traditional or cyber form.

Considering, at the time of the article, there would have been fewer policies or lessons covering the topic within a school setting, and potentially less awareness at home about cyber bullying, this article is now, not wholly relevant. There is currently further understanding on the impacts of cyber bullying, thus resulting in more serious consequences than there may have been twelve years ago. The subject of cyber bullying will continue to evolve, and with it, the requirement for policies and teachings too.

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