

School of Sport, Health & Outdoor Education

Assessment Feedback Sheet

Student No./Name: Connor Wishart

Module: Adventure and challenge in the curriculum SHSS4074

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?	Making the links between adventure and physical literacy.									
Which aspects do you consider could have been improved in this piece of work?	Learning new things via reading									
What have you found most satisfying whilst undertaking this submission?	Improving knowledge on both aspects of the essay.									
ASSESSMENT CRITERIA	Learning Outcome	GRADE								
		Poor < 20%	Weak 20-29%	Unsatisfactory 30-39%	Satisfactory 40 – 49%	Good 50 – 59%	Very Good 60 – 69%	Excellent 70 – 84%	Exceptional 85– 100%	%
Understanding of the concept of physical literacy	3									40%
Awareness of the benefits of adventurous activities and outdoor learning	3									40%
Links to literature and research to support opinions	3									20%
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: 03/04/20 via Turnitin		Return date: (at least within 4 weeks)			Tutor: J HAYLOCK			Mark:		

Evaluate how adventurous activities contribute to the development of children's physical literacy

Physical literacy can be defined in many ways. Almond and Whitehead (2013) claims that it is to be dependent on an individual's knowledge, and that physical literacy can be described as taking advantage of our human embodied capability, where the individual has; sufficient motivation, confidence, physical competence, knowledge and understanding to appreciate and take responsibility for maintaining purposeful physical activities throughout their life journey. Almond (2013) argues that physical literacy has the capability to enhance and enrich the quality of lives and that without adhering to physical literacy, it would be impossible to develop as human beings. From Almond and Whitehead's (2013) interpretation above, this gives answer, or a name to McGettrick's (2005) statement which describes education as the overarching purpose to promote the holistic development of children and young people (McGettrick, 2005).

Whitehead (2013) also claims that the best way that physical literacy can be understood is as a 'cradle to the grave' journey. From that statement, the bigger meaning of physical literacy is that it is not a state that can be reached. In fact, it is seen as a journey throughout a whole life time, unique to each individual. Everyone's journey is more than likely to come across twists, turns and most definitely setbacks along the way. Setbacks can include anything which would stall the journey on account of personal circumstances, whether it can be controlled by the individual or not. However, with determination and possibly motivation and help from others, individuals' journeys can restart and continue to thrive (Whitehead, 2013). In the same text, Whitehead (2013), explains that physical literacy is far more than just physical education and comprises all participation in physical activity throughout an individuals' life course. The promotion of physical literacy is relevant throughout life and is equally as important to pre-school children, adults and, older adults as it is to learners whom are in the school.

While everyone can be physical literate, it is the same that, if at any point of their life, individuals lack or lose the motivation, confidence and physical competence to maintain participation and value physical activity, they can no longer be classed as being physically

literate, in other words they may become physically illiterate (Whitehead, M and Almond, L 2013). Whitehead (2013) states that physically illiterate individuals will avert any involvement in physical activity in all situations wherever less physical alternatives are possible. This could include not walking short distances, avoiding tasks such as house cleaning and gardening, opting for quick methods of food preparation and always using the remote control to turn on and off an electrical appliance. These type of individuals will not be motivated to take part in any structured physical activity and will therefore not achieve any finesse or development of their physical competence. They will have little or no confidence in their ability in an environment which consists of physical activity, anticipating no rewarding feedback from such involvement. Individuals will have a very low level of self-esteem with respect to this phase of their capability and will avoid all inessential physical activity in order to cover from and protect themselves against failure and embarrassment.

Whitehead (2013) describes the foundation years and primary school years to be a crucial period covering a significant time of an individual's life, this is when competences and attitudes are more than likely going to be achieved and built, none so critical as motor competence and self confidence in the area of physical activity. As learners advance through this stage of their journey, there should a gradual increase in involving the participants in discussing the structure and value of physical activity. Opportunities to design and evaluate their own work and progress are highly recommended. Expanding and increasing physical literacy can be seen both in the ability to co-ordinate the whole body in activities such as jumping and climbing and, to apply these movement ranges in a variety of environments and settings. Whitehead (2013) claims that developing physical literacy at this stage is significantly in the hands of teachers conducting physical education lessons. The meaning of this clarification is that teachers or indeed any practitioners, do not teach physical literacy. Instead they plan, guide and support learner involvement in experiences that are rewarding, meaningful and develop self-esteem and self-respect. The role of a teacher is to design a single question about the subject matter's target concept which is to be discovered by the student. Joyce and Weil (1972) state that we are able to teach by creating environments for children. Going by what Joyce and Weil (1972) said, by using Mosston and Ashworths (1990) teaching styles, you can shift the bulk of the lesson and the more responsibilities onto

the pupils which will make you more of a facilitator but give the students far more decisions to make enabling them to become more creative.

Adventurous activities are a great way to improve children's creativity, incorporate all aspects of physical literacy and prepare them for their future. Although the conventional outlook on adventure is risk oriented. Generally, adventure participants are considered risk-takers or adrenaline seekers. The word 'adventure' is described by Hopkins and Pulnam (2013) as an experience that involves an uncertainty of the outcome. They also state that an adventure can be a matter of the mind and spirit as much as a physical challenge. It generally involves us in doing something new, moving beyond our experiences in discovering the unfamiliar or meeting the challenge of the unexpected. Jenkins (2006) strongly argues that you simply cannot wrap children up in cotton wool, by doing this you are putting children at risk of developing more and more fears whilst growing up and later on as an adult.

In more recent times, health and safety has become a barrier to adventurous activities, but a study that was carried by Titman (1994), very clearly showed children's preferences for outdoor play environments. The environmental qualities most appreciated by children included: the colours throughout different nature, trees, woodlands, shaded areas, meadows, places for climbing and construction, and challenging places for exploring and experience. This clearly shows that children have a fascination for more complex, challenging and exciting play environments than the conventional playgrounds usually on offer to them. Options for choice, opportunities for play, and the possibility to construct, create and re-organize play settings are irreplaceable values in children's play environments (Lindholm 1995). In agreement was Gibson (1979) when he came up with the idea of affordances. The idea that anything could be used in a way it was not created for. Nature, whether it be a woodland, beach, riverside, or mountain area, represents a dynamic environment and a stimulating and challenging playground for children. The natural environment of a forest, or even a school field with trees can be considered to be a good, potential playscape for children. Also, by being outdoors and being creative with nature, this enables children to grow up and frequently take part in green exercise as adults. Meaning their physical literacy journey will continue into adulthood because they have understanding and given green exercise meaning.

In conclusion, a child's physical literacy journey as a holistic approach can very well be nailed by incorporating adventurous activities into the lives of young children. Being able to hit targets from all four domains of learning on one type of activity is a huge positive and if taught or facilitated correctly and efficiently then it is certain to make an improvement to the lives of young children now and in the long run. In PE lessons would be an ideal time to incorporate adventurous activities due to a lot of children not being able to access it outside of their home without the guidance some may need. It gives individuals from a very young age the opportunity to become experts at foundation movement skills such as balance, co-ordination, jumping, throwing and catching. As well as being able to then move on and use them to accomplish bigger and more exciting tasks in physical activity wherever in life. Not only though does adventure help the physical side of an individuals' journey, it helps young people build trust, build bonds even with people they don't know. Putting each-others trust in one another so that they can successfully reach an end goal. Developing key social skills which are essential in every aspect of life. Also, by completing a challenge and succeeding after solving things themselves, adventurous activities can clearly be a very satisfying and an easy way to build self-confidence and self-belief.

Word Count - 1416

Reference List

CLOUGH, P., MACKENZIE, S.H., MALLABON, L. and BRYMER, E., 2016. Adventurous Physical Activity Environments: A Mainstream Intervention for Mental Health. *Sports Medicine*, **46**(7), pp. 963-968.

Gibson, J. (1979). "The Ecological Approach to Visual Perception." Boston: Houghton Mifflin Company.

Hopkins, D. and Putnam, R., 2013. *Personal growth through adventure*. Routledge.

Jenkins, N.E., 2006. 'You can't wrap them up in cotton wool!' Constructing risk in young people's access to outdoor play. *Health, risk & society*, **8**(4), pp.379-393.

Joyce, B. and Weil, M., 1972. Models of Teaching Model. *Boston: A Liyn dan Bacon*.

Killingbeck, M., Bowler, M., Golding, D. and Sammon, P., and physical literacy.

Kolb, D. (1984) *Experiential Learning: Experience as the source of learning and development*, London: Prentice-Hall

Lindholm, G. (1995). "Schoolyards- The Significance of Place Properties to Outdoor Activities in Schools. *Environment and Behavior* **23**(3): 259-293.

McGettrick, B. (2005). 'What is Education for?' In: A, Titus and J, Potter (eds) *Education for a change: transforming the way we teach our children*, pp. 33-37. Oxon: RoutledgeFalmer.

Titman, W. (1994). *Special Places, Special People: The Hidden Curriculum of School Grounds*. UK: World Wide Fund For Nature/ Learning through Landscapes.

Whitehead, M., 2013. Definition of physical literacy and clarification of related issues. *ICSSPE Bulletin*, **65**(1.2).