



APPENDIX GA36b

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:	Rebecca Fountain	Student ID number:	1900711
Programme:	BA Physical Education / BA Outdoor Adventure Education.		
Module:	Facilitating Adventurous Activities		
Module code:	BMOE4003	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Jon Haylock & Heddwen Davies	Internal Verifier:	Jon Haylock & Heddwen Davies
Assignment Title:	Evaluate how adventurous activities contribute to the development of children's physical literacy.	Word count (or equivalent):	1,500 words
Submission deadline:	3pm turnitin 26 th March, 2021	Return date of provisional marks & written feedback:	3pm Turnitin 23 rd April, 2021
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	30	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	10	
5. Transferable Skills for Life and Professional Practice		
	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		

The following essay will evaluate how the use of adventurous activities can facilitate the development of children's physical literacy and their desire to learn in new environments which are creative, engaging, and exciting. Firstly, the essay will look at the concept of outdoor learning and how different environments can create opportunities for adventurous learning and open play. Secondly, the role of the teacher or facilitator will be appreciated, and how implementing foundational movement competencies into their teaching can aid a child's growth. Finally, the essay will weigh in on how adventurous activities can have a lasting impact on a child's holistic development whilst also reviewing the impact of the covid pandemic on outdoor education centres, however, also arguing the limitations the education system brings to this approach.

Outdoor learning is something we do and perhaps take for granted for each day. Whether it be going for a walk, riding a bike, or sitting in a garden, there are a myriad of opportunities out there to learn through different environments. Whitehead (2010) states how physical literacy must be encouraged for lifelong engagement in healthy and enjoyable physical activity. Moreover, Fjortoft (2004) delves into the environmental aspect of outdoor learning and conveys how natural environments like a woodland represent this concept of rough play and adventure which is vital for a child's motor competence skills. Fjortoft (2004) expresses how children must have choices and opportunities in life to play outdoors and moreover, move away from the traditional approaches to learning. Therefore, teachers must try and adopt this outdoor learning concept into their lessons as this undoubtedly will stimulate children's natural instincts to discover and play freely, which is a far cry from the traditional learning playgrounds children experience in schools says Fjortoft (2004, p. 4).

Visual perception is perhaps overlooked when it comes to learning. The theory of affordances (Gibson, 1986) discusses this, and how an affordance according to Gibson (1986) is deemed as what an environment can offer a person and their needs. It is seen as an incentive for children to evaluate their learning and use their environment to discover and grow using natural surroundings. An example Fiskum and Jacobsen (2013) convey is that of a tree and how this simple object can be used for multiple purposes such as climbing, den building or even for shelter. Therefore, affordances allow the child to use their environment for active learning and they provide possibilities which are imaginative, interactive, and relevant to the learner. During a personal communication with Richard Cheney, an outdoor activities instructor, he believed that activities like team building and assault courses helped children immerse themselves into

this new and alternative outdoor environment. Moreover, Cheney (2021) valued the importance of tapping into our primal instincts and how artificial environments like a classroom can suppress a child's desire to learn and grow outdoors, and Cheney felt being in an outdoor environment therefore "is a catalyst to improved learning" (Cheney, 2021, personal communication.) Additionally, Cheney (2021) felt that being surrounded by nature can help children to absorb information, increase alertness due to the exposure of clean, fresh air and improve their cognitive learning skills. Thus, allowing children's brains to engage information more efficiently.

We must question however, limitations to outdoor learning and the potential barriers the education system presents. Furthermore, home life also impacts this, as not every child is lucky enough to have family influences, therefore, schools must find a way of embedding outdoor education into its curriculum. A talk by Sir Ken Robinson at the RSA (2010) conveyed the need to advocate such adventurous activities into the curriculum as it will hopefully lead to a change in education paradigms; shifting from the traditional concept of what and how a child should learn to more aesthetic experiences, so the child feels present in their own learning. Sir Ken Robinson further discusses in the RSA Animate (2010) how we all have the capacity to learn creatively, however, this deteriorates over time which is why the education system may present a barrier for outdoor learning if it does not incorporate outdoor learning opportunities into lessons. Every child deserves to lead an active lifestyle; therefore, it is the facilitators' role to give children these adventurous opportunities to do so. However, the job of the teacher or facilitator can become increasingly difficult when parents intervene and would rather their child not take part. Waiton (2006) describes this as parents wrapping their children in cotton wool, which consequently, questions whether adventurous activities can be included in the curriculum. Risk can come with any activity, however, in society today, many still question the issues of child safety argues Waiton (2006). Educators must adapt their teaching to implement more 'safe' play experiences says Waiton (2006). Although this may hinder a child's development, safety is paramount during adventurous activities and given this, teachers must adapt to these changes and guide their pupils through engaging but safe outdoor learning experiences.

The role of the facilitator must also be appreciated, and how it can supplement a child's learning development. Maynard and Waters (2007) outline how the Welsh Assembly Government in 2001, proposed that children aged 3-7 years should learn through play-based activities indoors

and in outdoor settings. This approach engages children from the early foundation phase, where exploration, imagination, and the implementation of foundational movement competencies are at the forefront for children's development. Following on from the personal communication with Richard Cheney, he agreed that foundational movements must be incorporated into a child's development from an early age. Additionally, Cheney (2021) spoke of the concept around movement, and how it is not necessarily our movements which are the issue, but how we move which must be questioned when it comes to a child's development. Cheney (2021) expressed how we limit our abilities, and how in nature our feet are as vital to us as our hands. He said, "with 70% of our feedback coming from our feet when balancing, walking, or running, and only 30% is actually from our ears and eyes" (Cheney, 2021, personal communication.) Teachers and facilitators must recognise, and perhaps implement more sensory activities into outdoor learning lessons like water and sand so children can explore with their feet as well as their hands.

Maynard and Waters (2007) further discuss how schools are now recognising the importance of outdoor discovery, and how some schools are installing climbing walls, tunnels, and outdoor spaces to allow children to explore and learn in sensory and adventurous ways. TeamBMC (2019) explore in their video how a school who wanted to develop more adventurous activities into their curriculum installed an inclusive climbing wall which immediately added that element of outdoor play into a primary school setting. Their aim was to help every child find an activity they were good at, but importantly enjoyed doing. This concept contributed to the development of each child's physical literacy journey as they learnt key fundamental movements such as balance, agility, and coordination which they can learn and use in their lives beyond a school setting. Cooley, Burns & Cumming (2014, p. 3) add to this, stating how "learning has the potential to occur through exploration and reflection". This concept of reflection explores this personal journey each child embarks on through education, and how physical literacy instils this uniqueness into their development.

We perhaps, take for granted the opportunities we have in our lives to learn and discover, which has been especially evident during the recent covid pandemic. Schools have not been allowed to visit outdoor education settings for residential or trips, consequently, this has had a major impact on the development of a child's physical literacy. The National Improvement Hub (2021) state how the pandemic has negatively impacted outdoor learning, moreover, the Scottish Government as part of this are keen to support outdoor learning facilities to ensure

children can continue to benefit from this unique way of learning which outdoor education brings. Similarly, the importance of holistic development is recognised through this learning, as Sarkar (2020) inputs, holistic development is vital for the 21st century, how it can aid in the development of certain abilities in children; social, moral, and psychomotor being some of them. Sarkar (2020) evokes how PE must help a child understand themselves, which nevertheless, is what outdoor education is striving to develop. Additionally, Weiss (2011) argues how holistic approaches to learning development promotes positive youth development; an area in which outdoor education tries to focus on. There must be a focus and motivation to ensure holistic development is implemented through physical and outdoor education in the curriculum. Perhaps having a focus on this approach in teacher training courses and outdoor facilitator trainings will help this says Sparke and Walker (2013, p. 48).

In conclusion, outdoor education must “stand shoulder to shoulder with other curriculum areas” (Sparke and Walker, 2013, p. 45) as this will have a profound effect on a child’s physical literacy development. Furthermore, the concept of a holistic approach allows children this time in their lives to grow as individuals and discover new outdoor learning environments where affordances can open their imaginations to create unique learning spaces. Moreover, it encompasses this concept of discovery and developing at their own level which is why many academics such as Gibson (1986) and Fjortoft (2004) strongly believe learning in a natural environment with an array of affordances can successfully enhance every child’s physical literacy which Whitehead (2013, p. 103) argues supports the uniqueness of PE and the implementation of adventurous activities into the school curriculum.

Word Count - 1580

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