



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

Curriculum Adventure

BMOE6002

Workshop 1

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ACADEMI CYMRU AR GYFER
IECHYD A LLYTHRENNEDD CORFFOROL
WALES ACADEMY FOR
HEALTH & PHYSICAL LITERACY

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Overview of the session

- Introductions
- Introduction to the module
- Introduction to the assessments
- Problem based learning
- The problem
- The context for the problem
- Physical literacy paper
- Kirk 2021 precarity
- Mental health and Nature
- Group working



Introductions

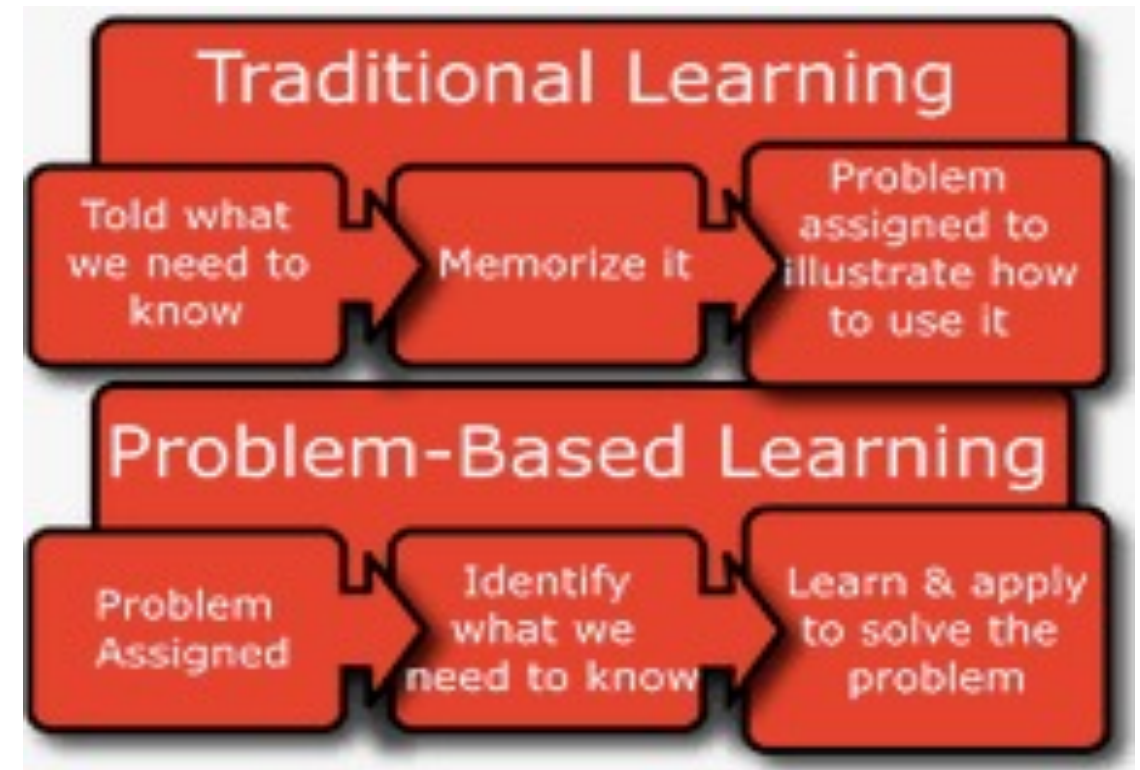
- Who are we in this module?
- What do you hope to gain from it?
- What are your previous experiences of adventure and outdoor learning prior to University?
- What were your secondary school grounds like? – facilities, green space, adventure areas, activity areas?

Module overview and assessments

- This module aims to give you an authentic problem that will prepare you for employment in / working within either, schools in Wales or at outdoor centers that welcome school children, or progressive schools in England.
- Ass 1. – problem based learning assignment
- Work as a group to address the problem, then write your own paper as an individual to submit.
- Ass 2 - presentation of a unit of adventurous activities

Problem based learning

- What is problem based learning and why are we using this approach?
- <https://youtu.be/RGoJIQYGpYk>



Assessment 1- Authentic problem

Working collaboratively research relevant information and develop questions to discuss that respond to the following problem.

- **The following job has been advertised.**
- **Temporary post, one year: Working with an outdoor location based at Cynefin.**
- *Since Covid19 pandemic there has been an emphasis on the importance of physical activity and in particular in the outdoors for supporting physical and mental health.*
- *In light of this and changes in the Curriculum in Wales, the PE & OAE department of 'Sport and Healthy Living' at UWTSD are seeking support to develop the Health and Well-being AoLE in their outdoor facility, Cynefin, in a way that supports physical activity with an emphasis on use of the outdoors. Applicants need to demonstrate an understanding of Adventurous Activities and outdoor learning.*
- *Prepare a paper for the senior management team of the Discipline of Sport and Healthy Living at UWTSD outlining how the grounds at Cynefin could be developed to support adventurous activities and outdoor learning suitable for children 12+. Your paper needs to demonstrate how the changes will contribute to the development of physical literacy, and health and well-being.*

Assessment - 2

- **15 minutes (10 minutes presentation and 5 minutes questions)**

Building on the paper that you have written for the SMT of TSD school. Present a unit of work for Adventurous Activities for Key Stage 3 which could be delivered at Cynefin grounds that you have developed.

Consider pupil progression and opportunities for assessment.

Context for the problem...real issues ...HEALTH

Children and young people are moving less

- *'Toxic childhood'* (Palmer, 2006)
- *'Cotton wool kids'* (Gill, 2007)
- *'Nature deficit disorder'* (Louv, 2008)



NEWS

Home UK World Business Politics Tech Science Health Education Entertai

Health

Exercise levels decline 'long before adolescence'

14 March 2017 Health

f Share



Children opting out of physical activity as young as 7 –

NEWS

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Wales Wales Politics North West North East Mid South West South East Cymru

One million Welsh adults 'physically inactive'

3 April 2017 | Wales

f Share



- Costs to health authority
- Hours lost in working
- Impact on families

Sedentary behavior is starting in early childhood

- Baby gadgets
- Increased time in buggies
- Busy working parents
- Coffee shop culture



continuing through middle and late childhood to adolescents

- Watching TV
- Playing computer games
- Phones
- A lack of free play



We are facing a 'Perfect Storm' of inactivity

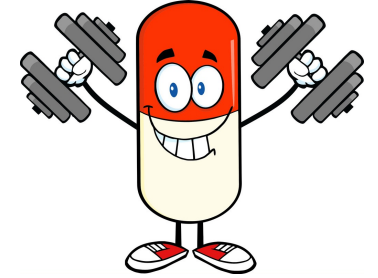
- The combination of many factors are all contributing to children and young people moving less in early childhood.
- Why is this a problem?



Physical Activity

Benefits of physical activity for young people

- Develop healthy musculoskeletal tissues (i.e. bones, muscles and joints);
- Develop a healthy cardiovascular system (i.e. heart and lungs);
- Develop neuromuscular awareness (i.e. coordination and movement control);
- Maintain a healthy body weight and more....



World Health Organisation (WHO, 2018)

- Inactivity is one of the leading risk factors for death worldwide- Non-communicable diseases (cardiovascular diseases, cancer & diabetes)

The Physical Inactivity & Sedentary Behaviour Report (2017)

- More than 20 million UK adults are classified as physically inactive, costing the UK health service as much as £1.2billion each year
- In Wales, 42% of adults were classed as inactive
- It also showed women in Wales were 40% more likely to be classified physically inactive than men





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Sicrwydd Ansawdd y DU

Physical activity for early years (birth – 5 years)

Active children are healthy, happy,
school ready and sleep better



Every movement counts

Aim for at least
180
Minutes per day
for children 1-5 years



Get Strong. Move More. Break up inactivity

UK Chief Medical Officers' Physical Activity Guidelines, 2019



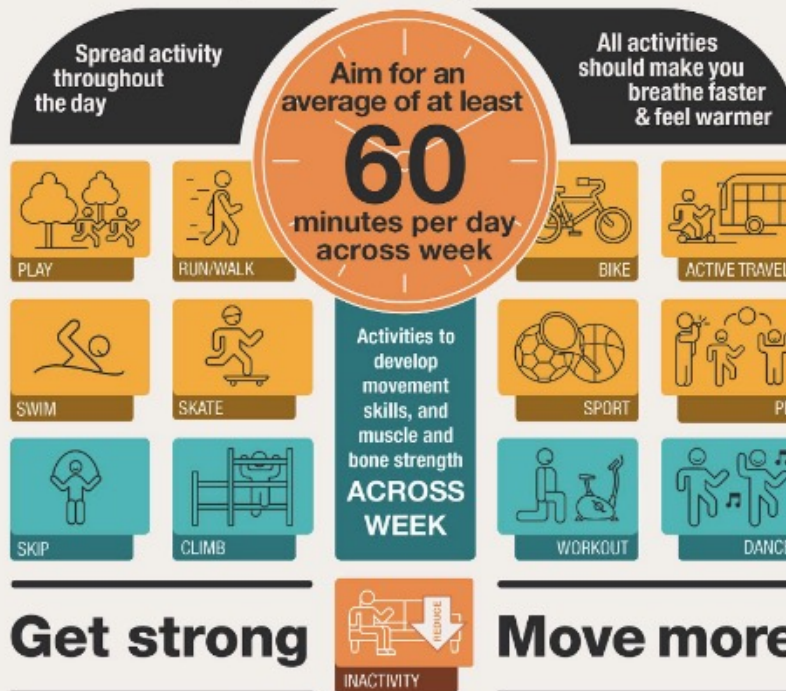
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Physical activity for children and young people (5 – 18 Years)



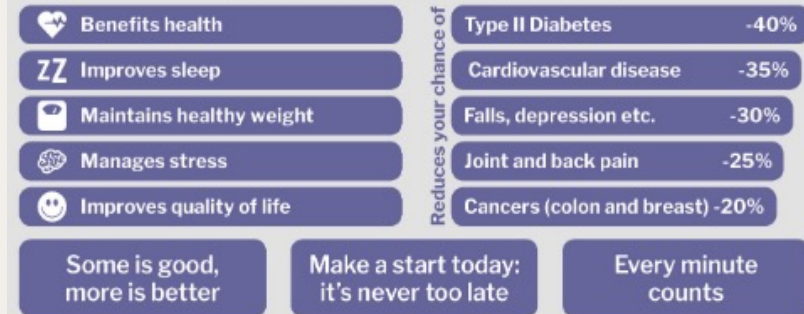
Be physically active



Find ways to help all children and young people accumulate an average
of at least 60 minutes physical activity per day across the week

UK Chief Medical Officers' Physical Activity Guidelines, 2019

Physical activity for adults and older adults



Be active



UK Chief Medical Officers' Physical Activity Guidelines 2019



UNIVERSITY LEAGUE
1st award class



UK Quality Assured
Sicrwydd Ansawdd y DU

Hulteen et al.'s model for physical activity

Sports Med
<https://doi.org/10.1007/s40279-018-0892-6>



CURRENT OPINION

Development of Foundational Movement Skills: A Conceptual Model for Physical Activity Across the Lifespan

Ryan M. Hulteen¹ · Philip J. Morgan¹ · Lisa M. Barnett² · David F. Stodden³ ·
David R. Lubans¹

© Springer International Publishing AG, part of Springer Nature 2018

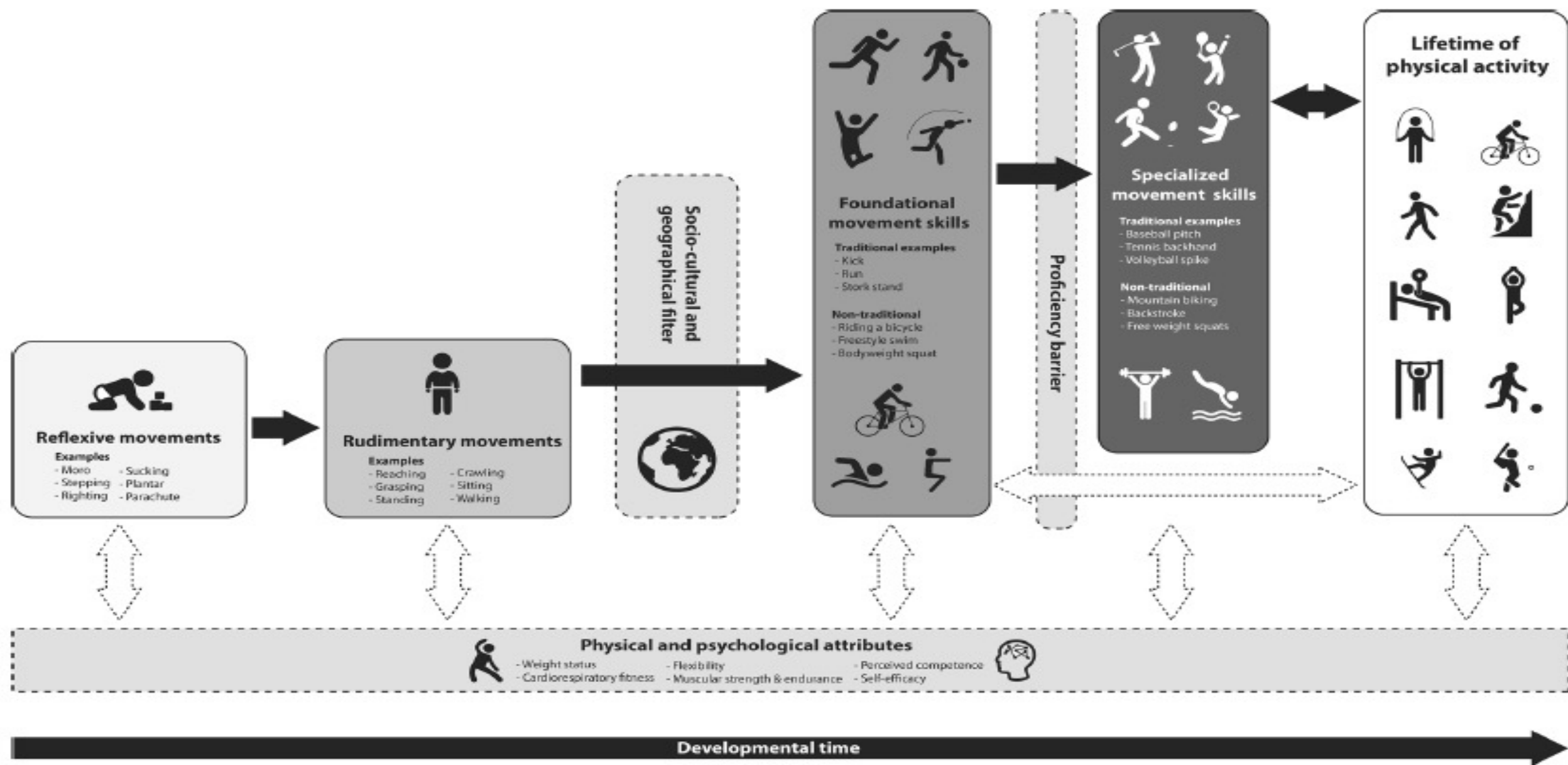


Fig. 1 Development of foundational movement skills for physical activity across the lifespan. *Black arrows* indicate previously hypothesized pathways; *white arrows* and *dotted boxes* indicate newly hypothesized pathways/components unique to this conceptual model

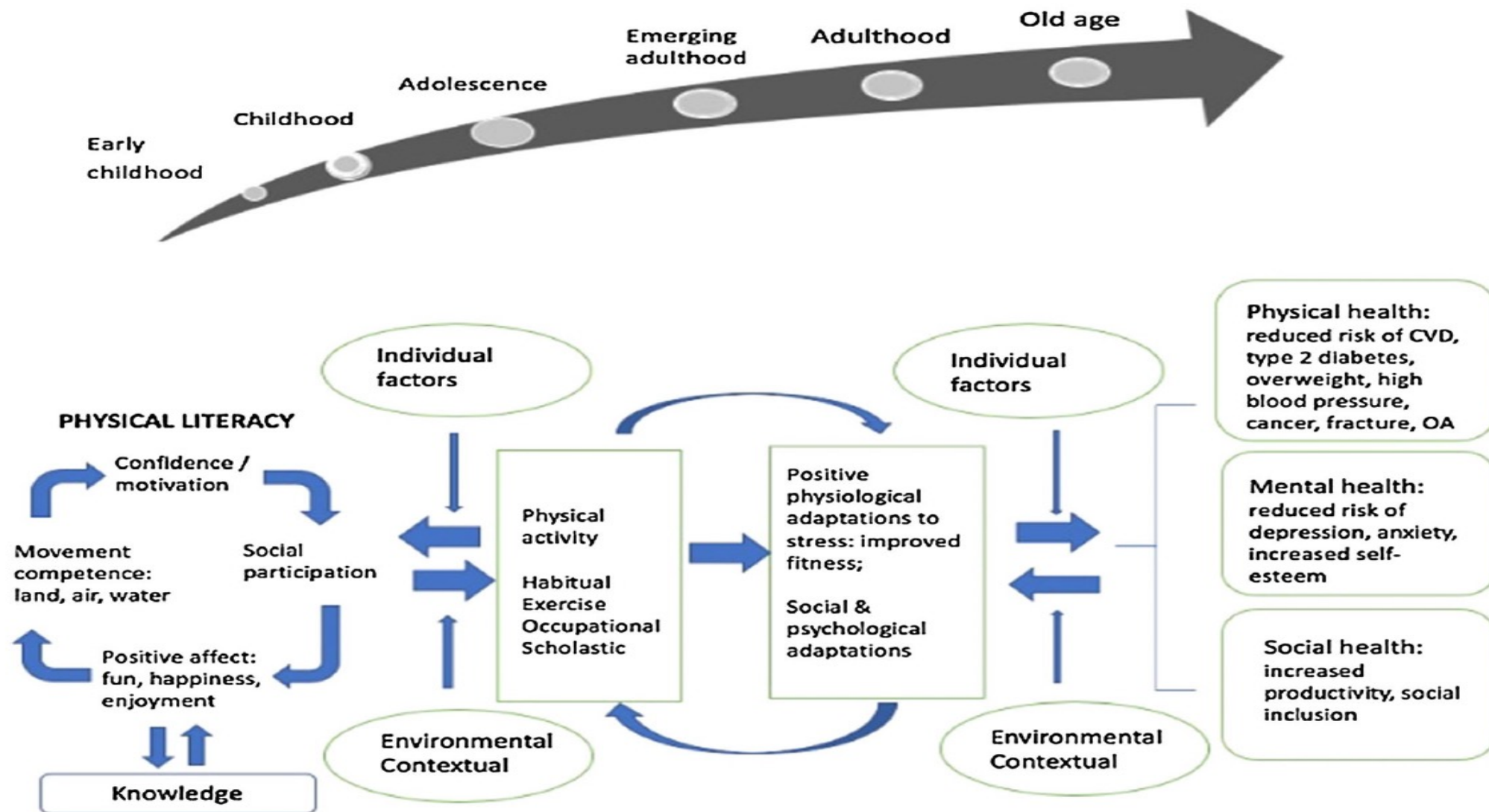


Fig. 1 Conceptual model linking physical literacy, physical activity and health. *CVD* cardiovascular disease, *OA* osteoarthritis

Covid 19 - PA protected in lockdown

- **Being outdoors is encouraged Why ?**
- The COVID-19 virus is primarily spread from person to person through respiratory droplets released into the air when talking, coughing, or sneezing.
- Outdoors and physical activity is good for physical health
- Outdoors and physical activity is good for mental health

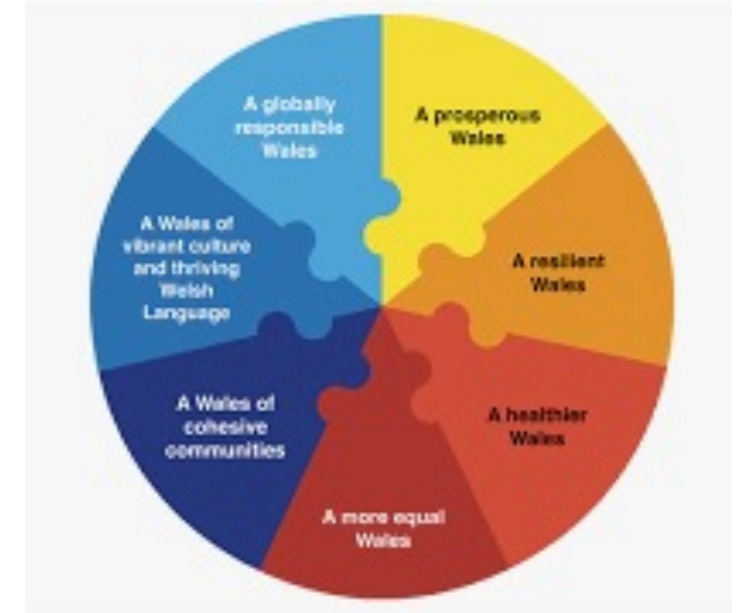
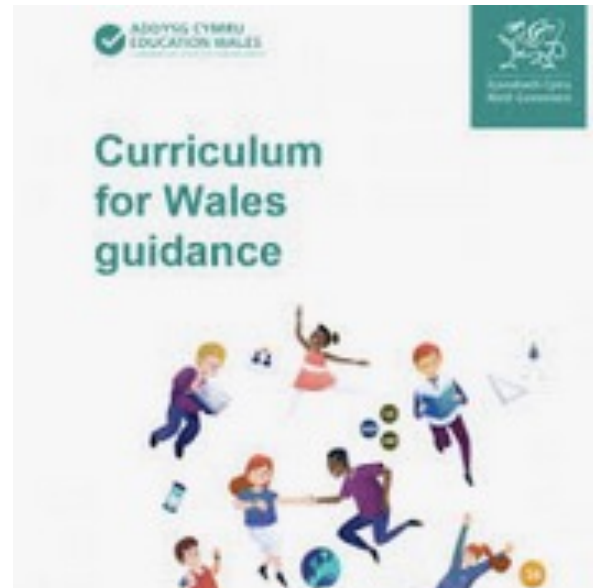
Mental health and Nature- Tillman et al 2018

- Systematic review of research – 35 papers with 100 individual findings
- 53% confirmed statistically significant positive relationships
- Emotional well being
- ADD/ADHD
- Self esteem
- Stress
- Depression Resilience
- Health related quality of life

We will consider this again later in the module

The situation in Wales

- Well Being of Future Generations Act
- Donaldson review
- New Curriculum for Wales



We will look in more depth later in the module

Changing education paradigms

- Let's watch a famous Ted Talk from Sir Ken Robinson who did the most viewed Ted Talk of all time
- https://www.ted.com/talks/sir_ken_robinson_changing_education_paradigms?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

Precarity – Kirk 2021 paper

- What is precarity? –
- Read this paper before next week and make notes for discussion
- Consider
- Why is precarity relevant to schools and physical education?
- What is the role of PE in relation to health?
- What is salutogenesis
- What approaches can schools use to support young people's health and well-being?

How do our schools address this?

- Do we need a change in the education system?
- Is our current system fit for purpose?
- Let's consider Sir Ken Robinson's famous Ted Talk

The problem

- In groups, start to think about some questions and issues that you need to resolve to address the problem.
- You will need to assign some research and reading etc. to different members of the the group to spread the work load and increase the amount that can be done by the group.
- Then members will need to feed back to the group and share what they have found out....we will do this each time we meet on campus.

Learning outside the classroom link

- On Moodle follow the link for the Natural England blog.
- Read the blog and make some notes about it.
- Discuss in your groups and check out the links for consideration in relation to your problem.

Group Action Plan...

- From the issues and questions that you identified, make an action plan for your group to be done by the time we next meet
- Make sure each person has one task that they can complete in a fortnight.
- All the tasks/readings for you are all on moodle

What are your questions ?

