



LEVEL 4

SEMESTER 2

MODULE CODE: SHSS4079
FACILITATING ADVENTUROUS ACTIVITIES

ASSESSMENT TYPE: ASSIGNMENT

ASSESSMENT/COMPONENT: 1

COMPONENT WEIGHTING: 50%

WORD COUNT: 1500 WORDS

MODULE TUTOR: JON HAYLOCK

Task – Essay

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

SUBMISSION DETAILS: Submission via turnitin by 3:00pm on 3th April 2020

School of Sport, Health & Outdoor Education

Assessment Feedback Sheet

Student No./Name: 1900408 / Daniel Hardy

Module: Facilitating Adventurous Activities

Module Code: SHSS4079

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?	I believe the best part of my work would be the variety of sources I have used for my research. I feel that the assignment flows well and is easy for the reader to understand.									
Which aspects do you consider could have been improved in this piece of work?	I feel that I could have improved the structure of this assignment. Whilst working on this I found it difficult to figure out where to take the essay in relation to the question. However, I feel that all parts of the criteria were met.									
What have you found most satisfying whilst undertaking this submission?	I have found that researching and writing this paper has been enjoyable. I believe that writing these types of essays really do allow the information to sink in. I feel that I have learnt a lot from this.									
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.

This body of work will attempt to evaluate how adventurous activities contribute to the development of children's physical literacy. By breaking down the term in half, both the words physical and literacy shall be discussed to grasp a greater understanding of the concept 'Physical Literacy' and what it is that makes up and determines a child's development. Through the use of nature's affordances, risk and adventurous activities such as expeditions, paddling and climbing trees, this assignment shall also look at how the involvement with adventure integrates the variety of skills and attributes that are essential to an individual's Physical Literacy.

Whitehead (2010) breaks down the word Physical in the concept of 'Physical Literacy', as she explains how the idea of physicality can often be perceived and heavily associated with performance and the perception of over competing. This misunderstanding can often lead to a lack of motivation in some individuals, as they may not feel they are as competent as others. However, what Whitehead attempts to convey, is that a natural progression throughout childhood developing the human movement through the use of an individual's fine and gross motor skills such as balance, jumping and coordination are what can determine an individual's level of physical competence 'several studies have shown a positive association between good motor skills and higher levels of physical activity' (Hestbaek et al., 2017). Taking advantage of this development through the use of adventurous activities can be the perfect way to hone into these skills. Take climbing a tree for example; Tulley (2012, 6:20) explains how children should be encouraged to climb trees as this can immediately spark physical and cognitive engagement through the continuous set of challenges a tree offers 'Cognitive activities include all the psychological processes and activities involved in thinking and knowing' (Oakley, 2004, p.2). As the individual ascends the tree, they must place and move parts of their body into a variety of positions requiring the use of coordination, flexibility and strength. He also mentions that during the ascent you will eventually become out of arms reach from the person who is spotting you. This will instantly produce a level of risk forcing the individual to mentally compose his or herself and to solve a variety of problems that may occur such as choosing the right branch to hold onto or even

how to get back down once you have reached the top, both of which are valuable tools to improve the individuals cognitive and motor skills.

‘A child climbs a tree not just because it has branches of the right thickness a suitable distance apart, but also because that the child possesses the requisite motor skills and wants to climb it’ (Gurholt *et al.*, 2016)

To most people, the word ‘literacy’ is associated with the ability to read and put words onto paper, however, Whitehead (2010) again breaks down this word into a variety of different associations ‘[Literacy] signals an interplay with our surroundings, which is a critical aspect of the philosophical thinking on which the concept of physical literacy is based’ (Whitehead, 2010, p.6). When we take part in adventurous activities, there is always going to be an element of risk in what you are doing ‘Risk is a measure of the likelihood that a particular hazard will cause harm’ (Barton, 2006, p.13). The American clothing company (Patagonia, 2018) explains how an adventure is to take risks and that children should be exposed to the natural environment as much as possible to reward themselves with knowledge, understanding and confidence within their surroundings. Staff members explain how simple things such as walking outside bare foot will develop an infant’s understanding of what is potentially a hazardous feature, for example stepping on something that is black overlooked by the sun will more often than not be very hot and could burn an individuals skin ‘advocates for children’s play assert that active outdoor play always involves some risk, but that the risks are greatly outweighed by the health and developmental benefits’ (Gill, 2007, p.16). This experience will increase the child’s awareness and knowledge of the specific hazard therefore proving beneficial towards the child’s physical literacy development ‘It is the process of learning from experience that shapes and actualizes developmental potentialities’ (Kolb, 1983, p.33).

Using the natural environment as a space to take part in adventurous activities can be highly beneficial towards the growth of a child’s physical literacy ‘Learning in an outdoor environment allows children to interact with the elements around us and helps them to gain an understanding of the world we live in’ (Early Years Resources, 2016). When compared to a school gymnasium or local sports center, the natural environment offers a range of different features and affordances that can be used to aid the individual’s development. For example, Fiskum and Jacobsen (2012) explain how something as simple as different types of surfaces

can provide children useful affordances and benefits for different styles of physical activity. A soft, overgrown or swampy surface could be perceived as ideal for ‘rough and tumble play’ but not suitable for running fast however, a flat, hard gravel surface would prove to benefit the running but not the rough and tumble play.

The Affordance of something does not change as the need of the observer changes. The observer may or may not perceive or attend to the affordance, according to his needs, but the affordance, being invariant, is always there to be perceived. (Gibson, 1986 p.138)

When facilitating a variety of adventurous activities, understanding the resources you have at your disposal and the affordances these can give both to the facilitator and the group being taught can be an indispensable tool. In a study conducted by Niklasson and Sandberg (2010), results showed that climbing and building shelters were the most popular activities with young children. An activity such as building shelters can allow children to learn and gain perception of many affordances shelters can provide to both people and wildlife. For example, shelters can be a place to hide, to escape from the weather and to sleep but the activity of building shelters can also offer affordances through the use of imagination and how the individual uses the resources available to build the shelter.

The idea of taking part in adventurous activities to create beneficial development towards the younger generations has been around as early as the start of the 20th Century. Leading pioneers such as Kurt Hahn and Robert Baden-Powell noticed that the youth at the time were disengaged and lacked a sense of character, this was presented through Kurt Hahn’s 6 declines of modern youth “the young of today have to be protected against certain poisonous effects inherent in present-day civilization” (Outward Bound, 2020). Children attending residential trips and clubs such as the Outward Bound, The Scouting Association and The Royal Cadets have the opportunity to develop their physical literacy through an array of different activities and experiences such as expeditions, camp craft skills, raft building, climbing and so on. Through inclusion in these activities, children not only are developing motor and cognitive skills, but they are also socialising with like-minded individuals and learning in an outside environment, something that can be hugely beneficial towards that person's well-being ‘With physical growth and the development of motor skills and fitness, whether it is for sport or an adventure journey, comes a sense of well-being’ (Mortlock, p.97).

Exploring outdoor environments such as rivers and lakes through paddling activities can be a great way for children to not only take part in physical activity but to connect and learn about the environment. In Canada (Potter et al., 2004), educators take pride in facilitating activities on the great lakes to give students a sense of appreciation and to ‘draw out their wilderness from within themselves’. By doing this, students will develop a connection with the environment allowing an understanding of how in modern-day society we can co-exist with the wildlife that surrounds us and that the exposure to this can not only benefit our well-being but our all-round physical literacy throughout the life course.

There is no doubt that taking part in adventurous activities encourages the development of an individual’s physical literacy, however, what has been drawn from this body of work is that the participation in this style of activity allows the participant to experience a huge variety of benefits that may not be achieved through other forms of physical recreation. Through experiencing challenge, taking risks and exposing oneself to the outdoor environment, the individual may develop multiple attributes and skills that make up a person’s physical literacy.

Word Count - 1429

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