

Assessment Feedback Sheet

Student No./Name: Connor Wishart 1900010

Module: Physical Education the Child and the Curriculum

Module Code: SHSS4073

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?	Gaining knowledge in this topic								
Which aspects do you consider could have been improved in this piece of work?	Possibly using more references								
What have you found most satisfying whilst undertaking this submission?	Developing knowledge and coming to an overall conclusion I was unsure of before reading things for the assignment.								
ASSESSMENT CRITERIA	Learning Outcome	GRADE							
		Poor 0-25%	Unsatisfact ory 26-39%	Satisfactory 40 – 49%	Good 50 – 59%	Very Good 60 – 69%	Excellent 70 – 85%	Exceptional 86– 100%	%
Justification of aim 1 for Physical Education	1, 3								20%
Justification of aim 2 for Physical Education	1, 3								20%
Justification of aim 3 for Physical Education	1, 3								20%
Detailed knowledge and understanding of the National Curriculum documentation	1								20%
Evidence of research and wider reading	1, 2, 3								20%
It is expected that students will present work that is proof read and follows the School Reference Guide and Assessment Checklist . Therefore a range of 0 – 10 marks will be deducted for non-completion of any of the points on the checklist below .									0/10
TUTOR COMMENTS:									
Submission date: 22nd November 2019 via Turnitin		Return date: 22nd December 2019 (at least within 4 weeks)		Tutor: Dylan Blain				Mark:	

Identify and justify what you consider to be the three most important aims for Physical Education.

Physical education is far more than the stereotypical school subject. Many individuals do not understand that physical education lessons entail more than just participating in some form of physical activity. Research suggests that physical education has the ability to heighten children's development within the four domains of learning. These being the physical, social, affective and cognitive domains which successively allows them to develop as a complete individual (Laker, 2001; Bailey et al., 2009). Further research would enable you to find that amongst those domains, there are clear and specific benefits. By targeting those specific benefits and setting key aims, you will be most certainly progressing to improve and develop the children as a whole individual and not just the stereotypical physical side of it.

Although most people are aware that physical education involves health benefits, they do not know or understand the extent of them. According to Hallal et al., (2006), when children and adolescence participate in physical activity they can contribute to an increase of healthy adult lifestyles, helping to lower the rate of chronic diseases in their future lives. In relation to that, Hallal et al., (2006) suggest that what children and adolescents do in their school years is more than likely to set a pattern for the future of their upcoming adulthood, so by increasing physical activity in children and adolescents you are helping them set a more healthy path for the long run. Nelson (2019) argues that the current generation of children are the first generation to have a lower life expectancy than their parents. Nelson (2019) also states that there is a complicated link between childhood obesity and social factors and environmental factors, this insinuates that living a sedentary lifestyle and not being a part of a team or group can have a major influence on an individual's health. It is critical that increasing physical activity and introducing healthier lifestyles to children because it has been found that once adolescents develop obesity, they are at a much greater risk of also developing endocrinological, psychosocial and multiple cardiac morbidities (Nelson, 2019). Therefore by introducing healthier lifestyles and increasing physical activity through physical education, it is an aim that will help individuals all the way throughout their life (Abadie and Brown, 2010).

It could be argued that to gain the benefits, which would decrease the chance of getting heart disease, diabetes and osteoporosis further on in their lives, you would have to take part in an optimal amount of physical activity. Physical education can be an introduction to this, it can give children and adolescents the opportunities to find a type of physical activity they enjoy, this will encourage them to participate outside of school and carry on after school during adulthood. However, Hallal et al., (2006) argues that by forcing physical activity on children in early childhood has been linked with inactivity in adulthood because of the negative experiences. Therefore, physical activity must not be about strict drills, it must be play and game based from early childhood to ensure it is fun and enjoyable for all. The more pupils that partake and enjoy physical education lessons will positively correlate with an increase in adult physical activity years down the line.

Along with all the issues that today's children and adolescents will face further on in their lifetime, they must be fully prepared and able to complete and overcome such tasks (Gould and Voelker, 2012). Obtaining communication and leadership skills is absolutely crucial. Gould and Voelker (2012) also state that having leadership as a life skill could be more critical to develop in today's youths than at any other time in our past. In most scenarios, you must communicate with others to come up with a result, if not then you must be able to lead and come up with results yourself. Either way, you need good leadership skills to deal with problems effectively. According to Gould and Voelker (2012) physical education is seen as a socialization vehicle for children and adolescents by providing several interactive, fun, and motivating opportunities to not only learn these skills but to put them into practice. It is a great way to get people who would not normally socialize with each other to communicate and develop social skills whilst individually learning to understand how to appreciate ideas, to partake in mature decision making and helping each other develop their physical competence (Siedentop, 2001). Also, by getting children to make their own decisions, they will be subconsciously developing their cognitive skills. Etnier et al., (2006) suggests that various studies show that there is a positive link between participating in physical activity and cognitive development amongst adolescents. As well as that, studies show that when a learner takes part in vigorous levels of physical activity for longer than the recommended guidelines then you are more likely to increase your academic grades. This would suggest that from the studies there is a positive link between participating in physical activity and cognitive development amongst adolescents (Coe et al., 2006; Etnier et al., 2006).

In contrast to the popular belief, participating in physical activity does not automatically feed leadership skills into young people. Studies have shown that excelling in a sport or a particular physical activity does not correlate with the quality of adult leadership (Exterj and Smith, 2009; Kuhn and Weinburger, 2005). However, if you take a step away from sports and focus more on play-based activities and put the children in charge of appointing roles and choosing activities then this will enable them to start to make their own decisions whilst listening and partaking in their peers' activities.

As well as the two very important aims already listed, the third and most important aim is physical literacy. This is an overarching concept which holds a very holistic role and is capable of developing an individual in every possible aspect which relates to the four domains of learning. Whitehead (2013) states that physical literacy is a journey which is tailored to each individual and can change due to personal circumstances which may be out of the control of the individual, this will determine the speed, time and direction of an individuals' physical literacy journey. If physical literacy is being achieved, then as a coach you will be aiding in improving and developing skills from each of the four domains, sometimes without even noticing. Whilst partaking in physical activity, if it's set out correctly then it will have a positive impact on various stages of psychological and emotional development of the participant and also cognitive development such as improving children's concentration and arousal which could potentially in turn benefit the children's academic performance (Bailey et al., 2009).

It could be argued that if physical literacy is a journey, then this could mean that it could come to a stop, meaning the person would be classed as physically illiterate (Whitehead, 2013). Whitehead (2013) also argues that physical literacy cannot be taught and that the only way to achieve your aim of physical literacy is by planning, guiding and supporting learners in experiences that are rewarding, purposeful and develop self-esteem and self-respect. Whitehead and Murdoch (2006) both argue that all other people, such as a teacher, coach, parent, friend or professional figure who are in a position of influence in physical activity can promote and develop physical literacy in children and adolescents. However, physical education teachers are arguably the most important influencers on children because they are professionals who have a key role in being able to create opportunities and they are also in a

role to influence every child due to physical education being a compulsory subject, unlike a coach who only sees the children who choose to partake in extra activities outside of school. Also, due to the extensive knowledge they have, this can allow learners to make dramatic developments within their own physical literacy journey.

In conclusion, it is crucial to have aims throughout any school subjects whether it is long term or short term. With aims set, this provides direction on where an educator needs to go and how they're going to get there (Whitehead, 2013). Also, Whitehead (2013) states that aims can provide answers to the 'why' questions. When it comes to physical education, physical literacy is able to provide an answer to every activity. The Welsh Government (Gov Wales, 2019) have released a draft curriculum which will take effect starting in 2022. Throughout the 'health and wellbeing' part, there is an increase in demand for developing skills in all four domains. Although an individuals' physical literacy journey starts from the young age of a toddler, using physical literacy as a main aim of physical education means that individuals will develop as a whole person. As well as physical literacy, the other aims listed relate to lifelong benefits to individuals which are crucial if the overall aim of physical education is to ensure that children and adolescents are able to kick start and develop healthy and fulfilling lifestyle which will then hopefully mirror how the individual choses to live in adulthood.

Word count - 1508

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