

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Dylan Dadd	Student number:	ID 1801343
Programme:	Physical Education and Outdoor Adventure Education		
Module:	Curriculum Adventure		
Module code:	BMOE6002	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Dr Nalda Wainwright	Internal Verifier:	
Assignment Title:	Problem Based learning assignment	Word count (or equivalent):	2500
Submission deadline:	18th of December 2020	Return date of provisional marks & written feedback:	
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.		

Module Learning Outcomes (from module syllabus)
- critically evaluate the importance of adventure to individual learning, personal development, society and work; - critically analyse a range of different teaching and learning strategies appropriate to adventurous learning; - negotiate a range of learning opportunities to underpin adventure in the whole curriculum; - critically analyse the role of adventure and the outdoors in the development of children's physical literacy

TASK DESCRIPTION

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: Work with the physical education department of TSD secondary school.

The Covid19 pandemic has emphasised the importance of physical activity for supporting a healthy immune system. Added to this the outdoors is deemed a safer space to reduce transmission of the virus.

In light of this and changes in the Curriculum in Wales, the PE department of TSD secondary school are seeking support to develop the Health and Well-being AoLE in the school 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 school outlining how the school grounds could be developed to support adventurous activities and outdoor learning. Your paper needs to demonstrate how the changes will contribute to the development of physical literacy, and health and well-being.

Your paper is an individual piece of work. You will be working together throughout the module to support each other's learning however the final paper needs to be your own work informed by the your group discussions and research.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Ensure that you have read recent journal articles in the field of physical education and outdoor education. Look at articles in the Journal of Adventure and Outdoor Learning, Physical Education and Sport Pedagogy, Journal of Teaching Physical Education. Make sure that you have read the Well Being of Future Generations Act, the New Curriculum For Wales Curriculum for Life. Check the websites on the moodle page for links to developments that are recent in schools. AT THE VERY LEAST YOU MUST HAVE READ ALL THE ARTICLES ON MOODLE

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment:

Ensure that you show your awareness of the new pedagogical model for outdoor and adventure and models based practice in PE. Show you can link research that underpins the use of the outdoors for supporting health and wellbeing. Show you are aware of and have an

understanding of physical literacy as a concept. Demonstrate that you are aware of including all pupils in learning experiences.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

You should show a coherent argument to justify the choice of developments that you are advocating in the grounds and be able to support your arguments with references from the literature.

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

Demonstrate that you have thought of creative and interesting ways to develop the grounds. In particular addressing problems facing schools in relation to COVID 19 and also appropriate levels of challenge for secondary age pupils such as developing primary ideas for secondary ground developments.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new

competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Demonstrate that you are able to make decisions about developments that link to curriculum requirements and the needs of a secondary school. Use of images in the work or appendices to show what developments you will advocate. Map out the developments and show this clearly with timescales.

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		
	20	
5. Transferable Skills for Life and Professional Practice		

	10	
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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)		
	Over 1 week late (0%)		

We Make the Path by Walking

Over the past year, schools have had to adjust in numerous ways. Some aspects have benefitted through this change whilst others have not. For one thing, when life seems so fragile, the general awareness of living conditions and quality of life has suddenly never been so relevant. Another advantage is the usefulness of outdoor spaces and immune-boosting exercises are getting the recognition they deserve. This correlates with an increased understanding of the benefits of both and has sparked the government to change the curriculum for the long-term health of Welsh students. Among these include physical literacy, health and mental wellness, as well as exposure to their environment. Working directly with the physical education department of TSD secondary school, myself and other qualified individuals have created an outline for possible adventure training paired with outdoor learning. These ideas were constructed, read over, meditated, discussed and explored to benefit not only the student now but their future.

Why is it so important now versus anytime before? As more children turn to a life online and are ever-more protected by parents, they are ill-equipped for adult life with its plethora of risks. Instead of protecting from real dangers, the opportunities for experiment and growth are lost in our overly-sanitised world when idolizing safety first for child care. This “insidious anxiety” has caused parents all over to seize control of their kids in fear when children “...are statistically safer than at any point in human history” (Furedi, 2002). This has outward effects on the activities of children as they grow-up differently to their parents. For example, it has been found that “fewer than one in ten children aged seven or eight today go to school on their own; in 1971 80 per cent did so” (Gill, 2007). Not only this but numerous activities are deemed dangerous in comparison to earlier times when they were seemingly normal experiences. Those parents who don’t deem the ‘risks’ as dangerous are branded as irresponsible. Kids growing up in homes where outside risks outweigh the benefits turn to online lives where they can’t be restricted from parental control. Since creativity and development are stifled, kids seek to fulfil their insatiable appetite for adventure and stimulation in other places (Gill, 2007). This comes with its own set of issues and likely an increased risk in unknown territories. Even so, something can be said about this new form of growing up...

“Indeed in some respects, their media-rich bedrooms – fluid, expressive, social spaces, places of safety and security, yet also the springboards for exploration – are redolent of the dens and shelters beloved of previous generations of children” (Gill, 2007)

The worrying idea is how these kids will turn out and enter the workforce? We’ve never had a generation so engrossed in the online world their entire adolescence. This speaks to Louv’s idea on the Nature Deficit Disorder, where humans are spending less time outside. This has huge impacts on the health and mental wellbeing of people such as increased depression, attention disorders, and limited respect for the environment (Louv, 2013). I can only imagine the problems that will occur in the future with this boom of tech-kids having to take on the biggest issue facing mankind; climate change. Now we see why it’s so important to increase students’ time outside by providing a safe environment for risky business to take place. Moving on to more technical parts of the essay, the next section will discuss definitions and personal experiences of outdoor adventure.

What is physical literacy and why is it so important? Basically, it is a metaphoric comparison of movement fluency to language literacy. It is something that can be developed and worked on throughout one's life similar to reading and writing (Jurbala, 2015). Government bodies understand the importance of literacy in its creation of a fully functioning adult, but what about basic physical literacy? As a metaphor, it is open to interpretation which allows one's own definition to arise through the application of oneself to the skill. My own interpretation of physical literacy is based on experiencing outdoor adventure activities from a very young age. To me, it is the embodiment of a well-lived life. The quality of my life and those who love similar activities express having a quality of life unequivocal to others and a desire to continue this way of living. Humans all over the globe exhibit this potential which can be seen in the development of physically literate programs integrating into the curriculum of Canada, America, and the United Kingdom. Of course, the specific physical expression will differ based on cultures and landscapes but the general outcomes are similar. Without the introduction, guidance, and assurance from schools, both public and private, many kids miss out on this opportunity to capitalise on their own "motile potential to make a significant contribution to the quality of life" (Whitehead, 2007). Individuals who are taught physical literature can move with confidence and poise in a variety of challenging situations (Whitehead, 2010). They are deft at 'reading' their physical environment as well as others through non-verbal communication. With this self-awareness comes confidence and self-esteem that can in-turn be perceived as fluent self-expression, something imperative to the mental health of individuals. This understanding of self and others is lost in the age of electronics but something that can be taught as responding to situations with intelligence is only granted through experience. Now you may be thinking that this sounds a whole lot like regular physical education classes we got taught throughout our many years of education...what's the difference? This next section of the essay will differentiate between physical literacy, which we have just been over, and something we grew up either adoring or abhorring, namely physical education classes.

So what is the difference between physical literacy and regular physical education classes? This is where it starts to get a little philosophical. Contemporary classes on fitness are mechanical by nature. They assume the individual is part of a sum that can be continuously broken apart and put back together to benefit the whole (Whitehead, 2010). It has been found that structure and discipline, such as standing in lines, the coaches whistle and waiting for one's turn, would diminish the possibility of flow states, a creative mental process that creates a connection to an unknown world (Lloyd & Smith, 2006; Jurbala, 2015). This may work to win games and generate competitiveness but it does little to instil lasting confidence in the student. Through engaging with others in a productive manner such as completing a team-building activity allows students the room to interact organically and thus realize their full potential. The difference between physical education and physical literacy is that the latter promotes intellectual and emotional engagement in a variety of movement forms that will naturally foster the individual's appreciation "...for a fulfilling, healthful life in which physical activity is prized and sustained" (Jurbala, 2015). In the next section of the essay we cover how learning isn't just an

in-classroom activity but the process of constructing genuine knowledge through the transformation of regular, organic experiences (Kolb, 1984, p. 38).

A clear starting point would be to engage with some of the ideas generated by the outdoor adventure students for the school grounds. These included a variety of outdoor-based tasks and experiences that could be easily arranged and upkeeped. Bird feeders, ponds, and insect habitats paired with environmental studies would teach students about local ecology through conservation. This would work to build a lasting relationship with nature as it is known that

“...children who spent time in green spaces between the ages of seven and twelve tend to think of nature as magical. As adults, they are the people most likely to be indignant about lack of nature protection, while those who have had no such experience tend to regard nature as hostile or irrelevant and are indifferent to its loss” (Tree, 2018).

This responsibility and love for the outside world needs to be cultivated early-on in students as they are the champions of our future and the ones who will be tackling climate issues in the near future. Including tarps and hammocks around the school grounds would also establish an appreciation for the recreational get-away that is our ‘outside’ world. A large amount of research has shown recreational experiences in natural landscapes decreasing levels of stress and providing coping methods for future instances (Bird, 2007). Adventure activities would include camping, slacklines, climbing, orienteering, and adventure-based leadership activities such as missions. Such missions would include trust-falls, obstacle courses, and challenges that engage all students. These types of inclusive activities promote interest in completing tasks as a team. Not only are they rewarding physically and mentally, but the work that goes on around this outdoor Eden can also be used to make the lives of students richer. The next section of the essay focuses on examples that could be used in an adventure-based playground to promote creativity.

As a student, building and creating a life outside for myself was the biggest awakening to what I was really capable of. I remember vividly building forts outside in the woods where friends and I would form a fully functioning economy trading sticks and other scraps we found. Other peers on my course agree with having experienced this which is why we have made it a key aspect of this adventure program. It would include an on-going natural design class distributed through woodshop and bushcraft classes. The school could then enlist these new workers to build various outdoor structures including log steps/balance logs, fire pits, benches, insect habitats, birdhouses, community gardens, and one day maybe even an outdoor theatre. Building supplies could be from repurposed goods, donations or locally sourced. An outdoor stage is the perfect classroom for humanitarian arts and creates a place for the performance arts to showcase their talents. As stated by the Welsh government “Involvement in the expressive arts can enable learners to develop a sense of self, build confidence, and explore different forms of communication and relationships” (Govt. Wales, 2020). It is also a place for teachers to use in an engaging way such as the reading of a play by students (think Romeo and Juliet). Expressive arts give students an opportunity to move creatively as dance is an outlet for many individuals. Asking the students to create structures for their own school grounds gives each a sense of responsibility and purpose. They can pour themselves into working on projects together for the

greater good of the population and in-turn walk away with irreplaceable lessons. The process of learning involves having curiosity, posing questions, experimenting, failing, taking on responsibility, creating meaning, and solving problems (Ewert and Davidson, 2017). Outdoor learning is holistic in itself with activities having cross-curricular opportunities (Armiger, 2020). Investment in teaching building skills would evidently have a feedback loop to other activities. Not only is this sustainable but teaches students skills beyond the classroom.

Following the guidance from the Welsh government on changes to the curriculum, inclusion of health and mental well-being is needed (Gov. Wales, 2020). Activities should support independent growth of children in school and beyond, emphasizing the fact that learning doesn't end outside of the classroom. Integrating positive behaviours at a young age will only reap benefits in older age. Such classes will emphasize the importance of healthy relationships by producing healthy individuals. Enabling a space where students can talk openly about their feelings, thoughts, emotions and learn to listen and respond to others respectfully. It will also facilitate leadership skills by providing opportunities to students to manage risk for the sake of themselves and the group. Schools should provide stability for kids by addressing how and where to seek help for anything, mentally, physically, or online. Positive behaviours that would come out of implementing such a course would include unique regular exercise, natural ways to respond to stress, understanding of relationships, appreciation of the environment and a brief disconnection from the online world.

If anything can be learned from the COVID-19 pandemic it's that change is always possible. Now that some time has passed and an understanding of the situation has come to fruition we see an opportunity to change what "normal" life looks like. Now would be the perfect time to implement an Outdoor Leadership class into the school curriculum. Following the guidance from the Welsh Government and students from the University of Wales Trinity Saint David, the physical education department of TSD's secondary school could easily bring a new form of teaching to the institution. Adventure classes primarily focused on outdoor activities are of-course gently addressed in physical education classes throughout the country but only a few dive deeper into actually getting kids comfortable outside. Why not be one of those schools and pave the way for all Welsh students throughout this lush landscape? We all have the ability to exercise our free will, why not choose something that will benefit the lives of students for generations to come. Defining mental health on a global scale, the World Health Organization (WHO) clarifies it as "state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community" (WHO, 2004). As explained in the essay, all these factors contributing to a healthy individual would be addressed in a physically literate adventure program. Not only would this follow government guidelines it would benefit the individual immensely, shine back on teachers, enrich the community and change the world as a whole.

Bibliography

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