

LEVEL 4

SEMESTER 1 & 2

MODULE CODE: SHSS4062
PROFESSIONAL DEVELOPMENT AND PRACTICE

ASSESSMENT TYPE: ASSIGNMENT

ASSESSMENT/COMPONENT: 1

COMPONENT WEIGHTING: 50 %

WORD COUNT: 1500 WORDS

MODULE TUTOR: GERAINT FORSTER

Task

Choose **ONE** of the essay titles allocated to your degree group below, and using **relevant and reliable research** to support your points, write a 1500 word essay on that topic. Pay particular attention to the **structure and referencing** of the essay, as these correspond to a large proportion of the available marks. Please refer to your lecture notes on referencing and essay writing in order to ensure you are following the correct format – you must reference as described in the UWTSD Harvard Referencing Handbook.

SUBMISSION DETAILS: Submit via turnitin by 3:00pm on 1st November 2019

Essay titles (please choose only ONE of these, from the relevant options for your degree):

BA Physical Education:

1. Discuss the advantages of children learning outdoors.
2. Discuss whether Physical Education should be a compulsory part of the school curriculum.
3. Discuss the health promotion role of Physical Education.

BA Outdoor Adventure Education:

1. Discuss the components of a good essay and identify common mistakes to avoid.
2. Discuss the key features of an "adventurous" activity.
3. Discuss whether there really is a need for children to play freely outdoors.

BSc Health, Nutrition and Lifestyle:

1. Discuss the components of a good essay, and identify common mistakes to avoid.
2. Discuss the role of Registered Nutritionists, Registered Dieticians, Nutritional Therapists and other professions who offer dietary advice in the United Kingdom. Consider the inequality in qualifications and codes of conduct in relation to the above.
3. Discuss the causes of the so called 'obesity crisis' facing the UK.

BSc Sport Therapy:

1. Discuss the components of a good essay, and identify common mistakes to avoid.
2. Discuss why the Society of Sports Therapists should be statutory regulated by the Health Care and Professions Council.
3. Discuss the role of a pitchside first aider in managing complex sports trauma.

Sport, Health & Outdoor Education

Assessment Feedback Sheet

Student No./Name: aaron reddy

Module: Professional Development and Practice

Module Code: SHSS4062

Personal Evaluation – to support your academic progress please complete the section below <u>BEFORE</u> submitting your work.									
What do you consider to be the best aspects of this work?	I believe the best aspect of this work is the main body of the essay								
Which aspects do you consider could have been improved in this piece of work?	I personally feel that the conclusion could be improved								
What have you found most satisfying whilst undertaking this submission?	I have found that I have gained a broader knowledge on the key features of an adventurous activity								
ASSESSMENT CRITERIA	Learning	GRADE							
		Poor 0-25%	Unsatisfactory 26-39%	Satisfactory 40 – 49%	Good 50 – 59%	Very Good 60 – 69%	Excellent 70 – 85%	Exceptional 86– 100%	%
Essay content and quality of resources used	1								30%
Referencing within the essay	1								20%
Correctly constructed reference list	1								20%
Structure of essay and clarity of writing	1								30%

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: 1/11/19 via Turnitin	Return date: 8/11/19 (at least within 4 weeks)	Tutor:	Mark:
--	---	---------------	--------------

Assignment Checklist

- ☐ Please complete the **Personal Evaluation** section of the Assessment Feedback sheet, add your name and details, and paste the whole of this assignment document into the front of your assignment
- ☐ Submission is a **single .pdf file, clearly labelled** with your name and module code
- ☐ Font style - Times New Roman, size -12 for text and 14 for headings
- ☐ Ink colour – black only
- ☐ Line spacing – 1.5 line spacing and 2cm- 2.5cm page margins
- ☐ Quotations more than three lines to be indented 1 line spacing
- ☐ One line space between paragraphs, paragraphs must be left aligned
- ☐ Pagination (your assignment should have **page numbers**)
- ☐ All tables and figures are internally referenced and have a title
- ☐ **Word count** checked and written at end of text (before references and any appendix)
- ☐ Assignment is within 10% of the word limit (excluding references and any appendices)
- ☐ **All** references in the text are included in the reference list
- ☐ **Correct referencing as described in UWTSD Harvard Referencing Handbook on the Library website** <https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/library-and-learning-resources/infoskills/harvard-eng.PDF>
- ☐ Correct spelling and punctuation, using **UK English**
- ☐ Grammar and syntax correct- double check anything that has a green line under it

- ☐ I have read my assignment out loud to myself and it makes sense and is easy to read
- ☐ Somebody else has read my work and it makes sense to him or her!
- ☐ **I have checked and I have not plagiarised**

Key features of adventurous activities

This assignment will discuss the key features of an adventurous activity. “According to the oxford concise dictionary, an adventure is ‘an unusual, exiting or daring experience’” (soanes & Stevenson, 2008, p. 18). Beames, S., Mackie, C. and Atencio, M. (2019) state that adventure is a concept which is culturally and relative: it means different things to different people, depending on their experiences. From this we can tell that for some people walking up a mountain might be a walk in the park, however for some people it may be the biggest adventure they’ve ever had. From this I will define the meaning of adventure, spirituality and nature, motivators for engaging in adventurous activities and risk beyond the individual. Be the end of this essay we will be able to conclude what each factor of adventure mean, how they relate to each other, what similarities they have in common and how to relate them to your personal performance and adventures.

What is adventure?

“Adventures are challenging experiences, have a degree of unpredictability, and demand physical and mental skills to overcome, then let us put these features to test”. S. Beames (2019) *adventure and society*, 1st edition, Palgrave Macmillan. From this quote we can clearly see that there are key elements to an adventure. one element is unpredictability, “(walker, 2019) states that an Uncertain Outcome is necessary for adventure. Uncertainty (in reasonable amounts) keeps us engaged, flexible and aware, and fosters creativity and innovation.”. this means that no matter the situation you’re in, it is a different experience for everyone in that situation. Whether that is play, adventure, peak adventure or misadventure. With the factor of ‘adventure’ being different for everyone, is it possible to personalise your adventure and control the outcome whilst still classing it as an “adventure”?

spirituality and nature

Adventurous activities contain many different views on spirituality and nature. Taylor (2007) gives us an opinion that for some surfing is seen as a religious experience, he then goes on to say that the rhetoric’s of surfing associated with spirituality are not hard to see as they can both be linked within nature. Taylor (2007) then states that surfing offers us a ‘sense of belonging in nature’, this could also offer us a sense of spirituality as you could feel as a part of nature rather than separated from it. Although these two factors are similar, risk can be linked with in them as nature can offer unsafe environments, for example within surfing you may come across big waves and stormy conditions. For an inexperienced surfer this could become life threatening, meaning they would not gain the spiritual experience they set out for. Although for some it may be perilous, for more experienced athletes testing nature to its limits appears as a challenge. It is clear to see this by looking at professional surfers, they are constantly chasing swells to catch the best waves or possibly the biggest, for years surfers at Nazare, Portugal have been trying to catch the biggest waves ever. However, are they doing this for fun and to push boundaries? Or to gain a feeling of spirituality within nature?

motivators for engaging in adventurous activities.

Within adventurous activities there are several different motivators, such as boredom, a higher level of challenge, empowerment and betterment of physical and mental health. (Elias & Dunning, 1986) state that the reason for undertaking adventurous activities is due to “the boredom of day to day life being so banal and predictable”. This statement could be linked to the theory of risk being a key part of adventure as it is the uncertainty that separates adventure from the banal and predictability from day to day life. A different motivation could be a higher level of challenge, “some people seek to add an additional level of challenge and excitement” (Elias & Dunning, 1986; Langseth, 2011). This reference may relate to people who perform adventurous activities on a more regular basis, compared to those who don’t. The hunger for a more challenging adventure can relate back to risk, which can then be reflected on Simon Priest’s scale of adventure. Everyone, at some point will have started at the beginning of the chart at “play”, the desire for a more challenging experience will then carry them all the way to peak adventure, this is where someone feels the most challenge without fatal consequences giving a more challenging and experiential experience. An alternative factor could be that you seek empowerment and betterment of your mental and physical health, (Miles & Wattchow, 2015) state that through performing adventurous activities, you will develop an improved mental and physical state.

Risk beyond the individual

Risk beyond the individual. Like risk, are very similar. Both involve a level of uncertainty and unpredictability, however risk beyond the individual is aimed towards instructors providing an element of risk to groups that they take out, whilst keeping them out of danger. Martinkova and Parry (2017) back up the contradiction that the theory of ‘safe danger’ is beneficial for groups of individuals participating within the chosen activity. On the other hand, Beames and Brown (2016) state that any exposure of harm to young people has no place in any education setting. However, risk beyond the individual isn’t based primarily on groups at outdoor centres. (Brymer, 2010) explains that risk beyond the individual can become personal. For example, he tells us that a group of friends who go skiing may hire a mountain guide as they don’t want to go too close to the limit of their abilities as they want the experience to be leisurely.

Conclusion

Throughout this essay I have covered several topics relating to adventurous activities. Within these topics they share a similar aspect of ‘risk’, however each topic gives a different point of view. For ‘adventure’ we have learnt that you can tailor an adventurous activity to suit your skill level whilst controlling the level of risk. We then move on to spirituality and nature, although this topic is primarily aimed towards gaining a more spiritual experience from nature. This can still be produced from risk, as stated in ‘adventure’ it depends on the person’s experience and skill level to control the threat of risk. We can also see that risk is a big factor

in the motivators for engaging in adventurous activities. people seek a higher level of challenge within their activities, they will then complete that by using risk as the main factor of increasing the challenge, relating to Priests' chart. We then move onto risk beyond the individual which is where risk is controlled the most. Risk beyond the individual tells us that it is a false sense of risk, or in some cases there is no risk at all. Now that we have covered all the factors we are left with the question, is risk good or bad? Throughout writing this essay I have discovered there are more positives than negatives for risk. for example, risk is used as a method of learning. we can reflect this on priests' chart where it shows, peak adventure, which is where the most crucial learning is performed. Risk is also used to determine how difficult an activity can be or how adventurous it may be. Risk only becomes a negative when we go beyond our abilities to perform. From this we can see that the positives have the capacity to have a bigger experiential experience for us during adventurous activities, it allows us to gain more knowledge and skills regardless of the few negatives it may present.

Beames, S., & Brown, M. (2016). *Adventurous learnings*. New York: Routledge.

Beames, S., Mackie, C. and Atencio, M. (2019). *Adventure and society*. 1st ed. Palgrave Macmillan.

Brymer, E. (2010). Risk taking in extreme sports: a phenomenological perspective. *Annals of leisure research*, 13(1-2), 218-238.

Elias, N., & Dunning, E. (1986). *Quest for excitement in leisure*. In N. Elias & E. Dunning (eds.), *quest for excitement: sports and leisure in the civilizing process* (pp. 63-90). Oxford, UK: Basil Blackwell.

Martinkova, I., & parry, J. (2017). Safe danger: on the experience of challenge adventure and risk in education. *Sport, ethics and philosophy*, 11(1), 75-91.

Miles, B., & Wattchow, B. (2015). The mirror of the sea: Narrative identity, sea kayak adventuring and implications for outdoor adventure education. *Australian journal of outdoor education*, 18(1), 16-26.

Taylor, B. (2007). Surfing into spirituality and a new, aquatic nature religion. *Journal of the American academy of religion*. 75(4), 923-951.

walker, m. (2019). 5 Elements of Adventure – Matt Walker Adventure. [online] Mattwalkeradventure.com. Available at: <https://mattwalkeradventure.com/5-elements-of-adventure/> [Accessed 23 Oct. 2019].