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Programme:	BA Physical Education / BA Outdoor Adventure Education.		
Module:	Facilitating Adventurous Activities		
Module code:	BMOE4003	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Jon Haylock & Heddwen Davies	Internal Verifier:	Jon Haylock & Heddwen Davies
Assignment Title:	Evaluate how adventurous activities contribute to the development of children's physical literacy.	Word count (or equivalent):	(or 1,500 words
Submission deadline:	3pm Turnitin 26th March 2021	Return date of provisional marks written feedback:	3pm Turnitin & 23rd April 2021
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.		

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	10	
5. Transferable Skills for Life and Professional Practice	20	

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%)		

Evaluate How Adventurous Activities Contribute to the Development of Children's Physical Literacy

This essay will discuss the way in which adventurous activities contribute to the development of children's physical literacy. To begin, physical literacy will be defined and its importance with respect to children's development will be considered. This essay will then continue to investigate outdoor education, the affordances of physical activities and ask whether children are being too protected from the outside world which has resulted in some children being labelled 'cotton wool kids'.

Physical Literacy is "the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for maintaining purposeful physical pursuits/activities throughout the life course." Whitehead (2013).

In order for individuals to maintain physical activity throughout their lives together with all the health benefits that accompany it, it is crucial that fundamental movement and sports skills are learnt whilst they are children – in other words, they need to have well-developed physical literacy. According to Kirk (2005) if these skills are not developed then children will not want to take part in physical activity and sport which can result in unhealthy activities and life choices together with obesity.

It has been shown that well developed physical literacy improves academic performance, cognitive skills, mental health, psychological wellness, social skills and healthy lifestyle habits (Ellerton, 2018). The development of physical literacy and fundamental movement skills should be mastered by all children because physical literacy is just as important as reading and writing (Ellerton, 2018). Physical literacy is important for child's development as it is the development of fundamental movement and sport skills that allow children to move confidently and competently in different physical activity and sporting situations. There are four basic sporting environments in which children should learn movement and sport skills:

- On the ground e.g., netball
- In the water e.g., swimming
- On the snow and ice e.g., ice skating
- In the air e.g., gymnastic

Children who fail to develop physical literacy will be at a great disadvantage when engaging in physical activities and sport. The opportunity for all children to develop physical literacy will always be a challenge. There are three main groups that are traditionally underrepresented in physical activity, recreation and sport.

- Children with disabilities
- Girls
- Disadvantaged children from inner cities (Ellerton, 2018).

Outdoor education creates opportunities for individuals to explore the natural environment which in turn can help them to feel a part of the natural world, which is complex, uncertain and demanding (Bowler *et al*, 2007)

There are a range of outdoor adventurous activities that are drawn together by a common approach. These different activities increase the opportunities to develop specific skills in a wide range which offer lifelong relevance. e.g.

- Sustained activities such as orienteering and walking combine athletics prowess with specific gross and fine motor skills.
- The physical challenges that rock climbing requires are strength, balance, agility and coordination.
- By adding water activities like kayaking and canoeing, it is possible to widen the range of physical competencies.

Outdoor adventurous activities engage pupils in a wide range of environments in adventurous challenges. Encouraging pupils to undertake adventurous activities helps them to develop skills in natural settings which in turn leads to greater understanding and respect for outdoor environments (Bowler *et al*, 2007).

It seems that boys are grasping other affordances far more than girls with respect to outdoor education. However, boys will grasp affordances to make it possible for them to burn off energy and give them less demands of action, while the girls will grasp affordances that fit to design them and have prediction about how to use them. In outdoor education it seems that boys have a significantly higher outcomes than girls and the amount of stress in action regulation is by gender. Children learn a connection between real life and curriculum topic through outdoor education (Fiskum and Jacobsen 2013).

The landscape of a woodland area affords a variety of play activities and provides a suitable playground for children. According to Fiskum and Jacobsen (2013) a woodland setting affords the opportunity for children to run and tumble, climb trees, and play a variety of games involving physical activity.

There are three categorises for play activities, but two of them come under the same play activities:

- Functional Play: which is defined as gross motor play, which is placed in landscapes with mixed vegetation and a varied topography.
- Symbol and Construction Play: was placed in a habitat dominated by scattered, mixed bush vegetation, which includes trees as well as dense shrubs with open patches.

According to Fjortoft (2004) children's motor development is influenced by the natural playscape, this is where inner-city children lack as they are surround by busy roads and buildings, if they want to go and adventure in the wildlife they would have to travel out of the city, which might take them a while. However, the safety of children and young people have become an increasing concern with the emergence of what is called 'paranoid parenting' and 'culture of litigation'. According to Furedi (2006), in the last few years children in England are no longer allowed to go swimming on their own; also, in the UK the game of conkers is banned and the list of things that children are not allowed to do is growing by the day.

Two main causes have been identified:

- Over-Parenting: Day-to- day parents are being far too engaged in their children's lives so that children are not solving their own problems, their parents are doing it for them, and it has got to a stage that children have learnt they do not need to ask to have their needs met. By having their parents doing everything and them not saying anything, children lose the ability to openly communicate and to seek help and will be unable to function in society.
- Technology: When parents allow children to use technology in their down time, they do not have to entertain themselves which can lead to them losing the imagination and power to occupy themselves during periods of inactivity. Children's vocabulary has suffered due to the overuse of technology.

Indeed, educators are having to cover an ever-expanding curriculum at the same time as teaching skills ordinarily acquired before school entry.

Parents that respond to the Circle of Security programme encourages them to respond to their child's needs from their interactions and behaviours. This will encourage parents to reflect on the behaviour of themselves and their child's according to the attachment levels. The issues that children should be dealing with independently like homework and friendship groups are issues that their parents are complaining and dealing with instead (McBurnie, 2014)

Parents have become restrictive when it comes to allowing their children to play unsupervised and to travel on school transport. Some parents are convinced that letting their children play outside is more dangerous than it was when they themselves were young but other parents feel that the dangers that children face today such as traffic are what they had to face in their own childhood and, in addition, they feel like children and young people are more equipped and educated to deal with these hazards (Jenkins, 2006).

According to the Guardian (2009), a million of children have been told by their parents that they are not allowed to play outdoor as the parents are too nervous about exposing their children to any risk. 21% of children have been band from playing conkers and 17% of children have been told they cannot play a game of tag or chase. Some parents have even stopped their children from playing 'hide and seek' to keep them from danger. The percentage of parents that adventured in outdoor space among trees, rivers and woodland in their childhood was 70% but only 29% of children adventure the outdoor today.

Conclusion

This essay has discussed the way in which adventurous activities contribute to the development of children's physical literacy. It has investigated outdoor education, the affordances of physical activities and the phenomenon of 'cotton wool kids'.

Children need to learn physical literacy to maintain physical activity throughout their lives together with health benefits, if this is not learnt by children then they will not take part in physical activity and sports. Physical literacy helps children with academic performance, cognitive skill, mental health, psychological wellness, social skills and health lifestyle habits.

The affordance that has been grasped by boys and girls are very different as boys grasp it to make it possible to burn off energy, but girls grasp it to make it fit to design them. It is hard for inner-city children to develop the same outdoor skills that outer-city children have as the outer-city children have the wildlife, so they have the opportunity to run and tumble, climb trees, and play a variety of games involving physical activity, unlike the inner-city children.

This is a difficult thing to solve because the media makes everything look worse than what it might be, so parents see this on the news or a Facebook and think that it is unsafe for their children and need to wrap their kids in cotton wool just to keep them unharmed, but that is keeping their children from learning the skills they need to survive when they get older and when they have children of their own.

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