

SHSS4074

ADVENTURE AND CHALLENGE IN THE CURRICULUM

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

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This essay explores what physical literacy is and the way in which physical literacy can contribute to the development of a child in adventurous activities. This essay will also look into how the teaching spectrum can help in a child's learning in the outdoors and how facilitation can help develop teamwork in outdoor education.

Sport England mentions that physical literacy is the motivation, physical competence, confidence, knowledge and the understanding that children gain of the foundation movements for participation in lifelong activities. Being physically literate supports their development as competent, confident and healthy movers (Sport England, no date).

The Welsh academy for health and physical literacy have introduced physical literacy in the foundation phase curriculum in Wales due to it being a massive part for a child's learning. whilst learning through playing in the outdoors helps develop the children's physical skills. Children can learn in various physical ways which to them feels like they are playing not learning this will make them more engaged in all of the tasks that they will be doing. Children who play in the natural environments have better physical skills and have better mental health and well-being. Natural environments can be found to have a lot of loose objects which could be used for free play which can help improve creativity for children (The Welsh academy, 2015).

The Welsh assembly mention that having the choice to do outdoor education for children can give many opportunities for them to be active, creative and more engaged in their learning. learning literacy and numeracy can be found boring for children but than be changed to be fun outdoor activities such as treasure hunts, finding numbers, clues, letters and words. Children could throw objects onto certain numbers or letters to make up letters and sums for maths and English. This can bring the children closer to the nature and show them how they can make the environment fun through physical interaction with it (The Welsh academy, 2015).

Physical literacy is a big part of a child's learning criteria and can help the children out mentally and physically, Amaven says that 'Physical literacy is an essential part of every child's development.' If children do not learn essential skills from a young age like reading and writing, then it will make it harder for them at a later age. This can be the same as skills, if the children do not have the skills, they need then it will make it harder for them to grasp it when they are a little bit older (Amaven, 2020).

One way in which physical literacy can help is by reducing the risk of obesity withing children. Amaven mention that every, one in four children are obese when they leave primary school. However, every child who is active from a younger age have a lower risk of gaining weight problems of they participate in a thirty-minute vigorous activity daily. The goal to maintain this was to make exercise fun and satisfying in life to keep the children interested at that age (Amaven, 2020).

Physical literacy can also help improve the confident and the academic attainment, when the children are physically literate, they will have the confidence to explore new challenges and activities. Being confident can also help the children in certain areas in their life such as

making friends, achieving academically and decision making for when they are older. After participating in physical activity children will be more focused and this will help with lessons based inside (Amaven, 2020).

Physical literacy can also increase the amount of happiness and spatial awareness of a child, every year there are increasing numbers withing primary school children of stress and anxiety, this can mainly be due to the emotional and mental pressure of tests. When participating in physical activity it is known help relieve stress, help sleep and relaxation and help the children with their anxiety in constructive exercise. The children who are more physically literate have better spatial awareness. Having better spatial awareness allows the children to move through various environments with great confidence (Amaven, 2020).

Physical literacy can help with the coordination and reaction time withing school children. Being able to have good coordination and responses are quite important for children, as they are learning they will need these to get over tasks. Physically literate children use coordination skills to get around a range of physical activities and to also move around the environment in a safe manner. Having these skills will help in later years when they need coordination to ride a bike (Amaven, 2020).

Another way physical literacy can help in primary schools is by giving the children a sense of adventure and freedom when outside. Most children enjoy exploring what is around them whether it is in a group or by themselves. A physically literate child will want to go around exploring the area and will want to make friends in the area, they will also want to join in with any sports that are being played even if they have participated in that sport before because it is a sense of adventure to them (Amaven, 2020).

Finally, physical literacy can help children with their memory and their cognitive system. When participating in physical activity it can have a direct impact on the cognitive health and can help the children with memory recall. Whilst, doing a physical activity can stimulate chemicals that will be able to affect the brain cells function and the growth of the blood vessels. Many children who exercise regularly have a better density of cells within their brain and this can improve their critical thinking skills (Amaven, 2020).

A lot of children can learn about thing through Kolb's experimental learning cycle, this learning cycle consists of four areas which are the concrete experience, reflective observation, abstract conceptualization and the active experimentation. The learner will go through all stages of this cycle, by doing this they will be able to learn the activity and increase with their skills.

The first stage of the Kolb's cycle is the concrete experience, the concrete experience allows the children to have a new experience and situation to encounter. This would allow them to find out where they are in terms of the skills and techniques that they will need to progress in (McLeod, 2017).

The second stage to Kolb's learning cycle is the reflective observation of the new experience, this stage is the reflection stage and it is important because the children will

gain valuable feedback to help them improve in the later sessions, it will also give them to knowledge to know what to look for when they are self-assessing or helping out a peer with the same improvement (McLeod, 2017).

The third stage to Kolb's cycle is the Abstract conceptualization, this is the stage that comes after the reflective observation of the new experience but instead of learning the mistake they will be trying new ways to try and make it better by using new ideas or by modifying the previous activity to suit themselves. When they modify the activity then they are learning how to change certain activities for individual needs and this skill can help them when they are a little bit older (McLeod, 2017).

Finally the fourth stage in Kolb's cycle is the active experiment, the active experiment is when the children will use their own ideas and go out into the playground or open area and try out the new ideas to see if they can improve in the certain skills that needed improving (McLeod, 2017).

Kolb also uses learning styles to see how each individual learns differently and how they can change the activities according to their learning styles. There are four different learning styles which consist of diverging, assimilation, converging and accommodating. Diverging is the first teaching style, this is when people would rather watch things be done and they are good at gathering information and using their imagination to solve problems (McLeod, 2017).

The second learning style is assimilating, this learning style uses more of a logical approach where the ideas and concepts are more important. This type of learning requires a detailed explanation rather than participating in a practical (McLeod, 2017).

The third learning style is converging, people who learn through converging prefer technical tasks. People who learn through converging will use practicals for their ideas and theories. Finally, the last learning style is accommodating, this learning style is a hands on and would rather use a practical approach to carry out their ideas and plans (McLeod, 2017).

Overall outdoor education can help with a child's physical literacy by helping them improve their skills that will help them challenges that are yet to come, and certain teaching styles which can improve certain interests within participation.

References

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