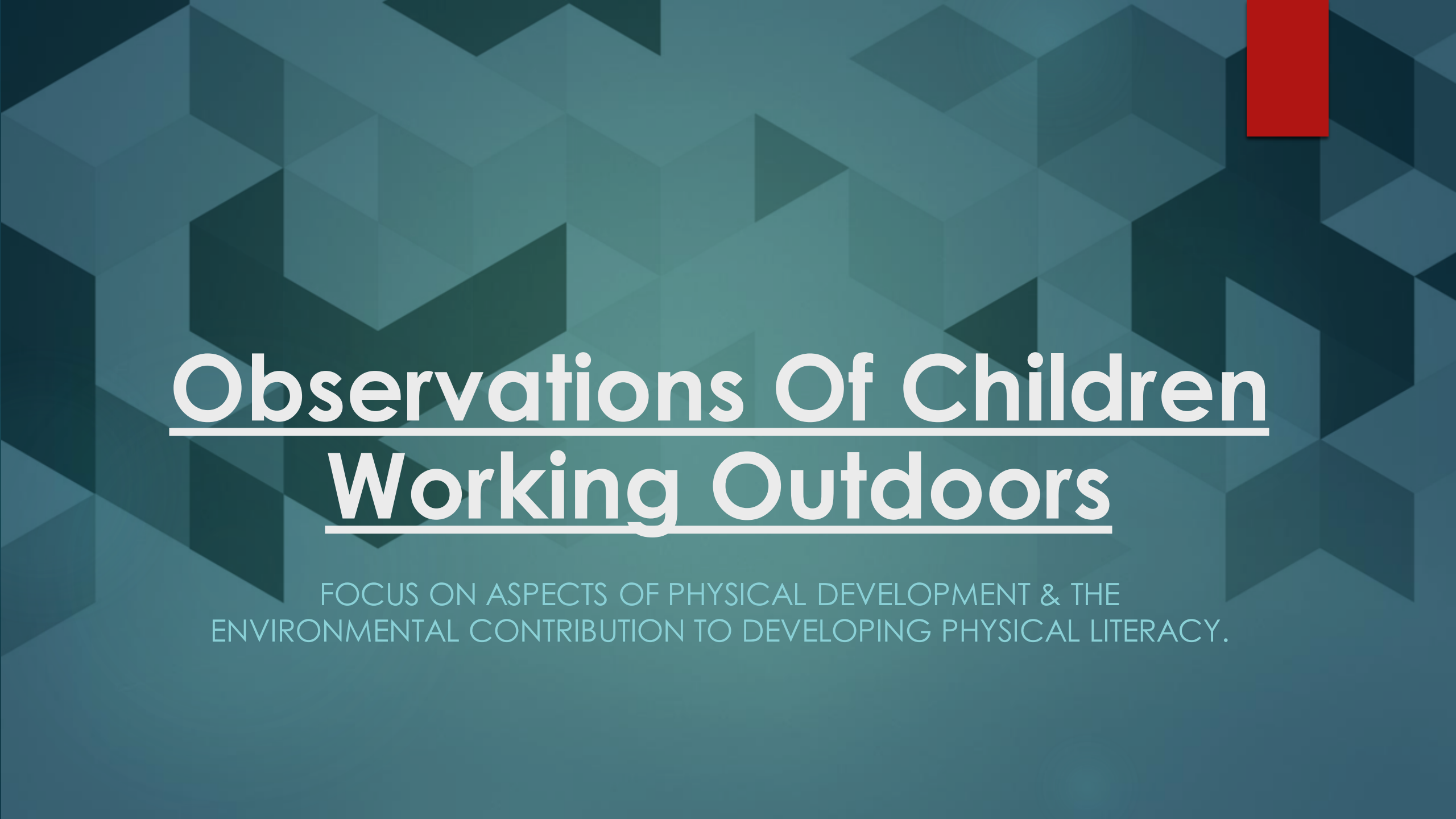




Observations Of Children Working Outdoors

FOCUS ON ASPECTS OF PHYSICAL DEVELOPMENT & THE
ENVIRONMENTAL CONTRIBUTION TO DEVELOPING PHYSICAL LITERACY.

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Methodology



Qualitative methods supports "interpretive activities" (Denzin and Lincoln, 2018 p.18)



"Observational studies often offer authentic first-hand impressions of ongoing practices" (Ohman and Quennerstedt, 2012 p.191-192)



Grounded theory: Developing theosis based on identifying patterns and themes in the data (Oktay, 2012).

Physical Literacy – What?

There are different interpretations of *WHAT* physical literacy is such as the LTAD perspective (Higgs, 2010).

However, the most widely accepted interpretation is by the IPLA (2017);

“the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life”



Physical Literacy – Why?

Although some argue that the “power of the metaphor” over exaggerates the importance of physical literacy (Jurbala, 2015 p.1)

Yet, what is the *aim* of physical education?

Subsequently, the value of physical literacy is supported by its philosophical underpinnings;

- ▶ Monism – One whole entity
- ▶ Existentialism – Creating & interacting
- ▶ Phenomenology – Perceptions & experience

Physical Literacy – How?

How is physical literacy facilitated in Foundation Phase curriculum in Wales?

Foundation Phase is purely play-based curriculum encouraging thematic areas of learning (DCELLS, 2015).

Emphasises on “experiential learning activities” with “play providing the vehicle” with specific focus on the outdoors (DCELLS, 2008, p.4).

Wainwright *et al.*, (2018) implies the nature of a play-based curriculum centralises physicality.

School Observations – Physicality Of Play



Tavernspite – Natural Playscape (Fjortoft, 2000; 2004)

- Bilateral movement
- Motor planning
- Proprioceptive sense



SCHOOL B – Structured Playscape (Goodway, Ozmun and Gallaghe, 2019)

- Loco-motor
- Gross motor skills

But... does structured playscapes need to be more incentivised than natural playscapes?



School Observations - Affordances



Tavernspite – Natural Landscape (Gibson 1979/1986)

- Natural affordances = Phenomenological experiences
- "Theory of loose parts" attached/detached (Nicholson, 1971 p.6)
- Creativity = directly proportional to quantity of variables



SCHOOL B – Natural Textures (Ayres, 2005)

- Man made or processed/refined natural objects
- Natural texture/minimal plastic
- Why natural textures stimulate creativity?



School Observations – Object Control



Tavernspite – Natural World (Wainwright et al., 2018)

- Fine motor skill
- Greater sensory affordances
- Any man-made materials were recycled and repurposed



SCHOOL B – Real World Context (Bruce, 2012)

- Shop/Building Site etc.
- Object control that is transferrable
- Cross-curricular skills



Recommendations

Child Voice

Global influences value children's voice;

e.g., Reggio Emilia...

“have grown out of a culture that values children” (Neugebauer, 1994 p.67).

Recommendation: Improve feedback mechanisms

Technology



Recommendation: Implement technology to encourage greater variety of affordances

Conclusion



Outdoor play fosters
"mountain of motor
development" (Clark and
Metcalf, 2002)



Affordances stimulates
creativity uniquely



Natural
environment/material isn't
necessary but most
effective



Guided discovery
teaching and learning is
most suitable (Mosston
and Ashworth, 2008)

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