

SURE START BRIDGWATER



EVALUATION OF THE HORTICULTURAL PROJECT 2002

ACKNOWLEDGEMENTS

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The authors would like to thank Jo Valentine, the Horticultural Project worker, and the children involved within the nursery settings for welcoming us into their groups.

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1. EXECUTIVE SUMMARY

Background

- 1.1. The Horticultural Project is part of the Sure Start Bridgwater programme. The purpose of the evaluation is to document and evaluate the work of the Horticultural Project and to see whether the project helps Sure Start Bridgwater to meet its main objectives as specified by the national Sure Start Unit.

Methods

- 1.2. An observational study of the Horticultural Project was carried out during Autumn 2002. Data was collected in a variety of different ways and included use of observation notes, a tape recorder to capture children's feedback, and digital photography to document the work that is taking place.

Results

- 1.3. The length of each session varied between 30 minutes to 2 hours. In the course of the study we took approximately 470 photos.
- 1.4. The Horticultural Worker carries out a range of different activities which include playing with and exploring soil, planting seeds and bulbs, tasting unfamiliar fruit and vegetables, and cooking food together.
- 1.5. The project provides a flexible and supportive learning environment. Children are able to work at their own level whilst working with the Horticultural Worker.
- 1.6. During the observations of the Horticultural Project children spent time exploring the texture and feel of different objects. Children were encouraged to feel and describe different things such as soil, plants or different vegetables.
- 1.7. There was an emphasis on teamwork by the Project. Children were both encouraged, and voluntarily worked together to complete tasks.
- 1.8. Many activities that the children carried out were of the type that children might need to carry out in future everyday life, such as planting, sweeping, and cooking. This helps children to develop experience and real life practical skills for the future.
- 1.9. The Horticultural Worker used the outdoor environment as a learning experience to encourage children to learn in new and different ways. Through a task such as planting, the Horticultural Worker was able to introduce exploring, describing, counting, and sharing.

- 1.10. The Horticultural Project helps to provide physical exercise for the children.
- 1.11. Children were encouraged to make links to work that they had done before with the project, ensuring that the learning that took place was in context with children's previous experiences.

Recommendations and Conclusions

- 1.12. The Horticultural Project helps Sure Start Bridgwater to meet the following objectives:

Objective 1: Improving Social and Emotional Development

Objective 2: Improving Health

Objective 3: Improving Children's Ability to Learn

- 1.13. Further work needs to take place within the Horticultural Project if it is to contribute significantly towards Objective 4, Strengthening Families and Communities. This may be achieved by sharing good practice with greater numbers of nursery staff in the Sure Start area. The Horticultural Project also needs to consider how to involve greater numbers of parents and other community members. This would help reinforce the work that is taking place with the children and help to ensure the sustainability of the project.
- 1.14. Feedback from children shows they make links back to what they have been doing with the Horticultural Worker in previous sessions. It is important that visits to the nurseries are regular so children can build on what they have learnt in previous sessions.
- 1.15. This study shows that there is a benefit in ensuring that the outdoor environment is a familiar and regularly used asset in nursery settings across the Sure Start Bridgwater area. Children can benefit in terms of their health, emotional and social development and learning from the outdoor environment.

2. BACKGROUND

- 2.1. Sure Start Bridgwater was set up as part of the Sure Start Unit's Trailblazer programme. Sure Start Bridgwater covers two areas, namely Hamp and Eastover. Hamp consists mainly of council and housing association accommodation, whilst Eastover tends to consist of mainly privately owned terraced housing.
- 2.2. The Horticultural Project is part of the Sure Start Bridgwater programme. A Horticultural Worker post has been funded since the start of the Sure Start Bridgwater, and forms an integral part of their programme.

3. AIMS AND OBJECTIVES

3.1. The aims and objectives of the evaluation were as follows:

- To evaluate and document the work of the Horticultural Project.
- To carry out a methodological pilot of new ways of researching and gaining feedback from young children aged 0-4 years.
- To pilot new and imaginative ways to document the work of the Sure Start programme.
- To assess the impact that the Horticultural Project is having with regard to the Sure Start objectives as listed below:

Objective 1	Improving Social and Emotional Development
Objective 2	Improving Health
Objective 3	Improving Children's Ability to Learn
Objective 4	Strengthening Families and Communities

4. METHODS

- 4.1. At the time of the study the Horticultural Worker was working with groups in the two nurseries on a weekly basis. After a preliminary visit to the settings to understand how the sessions worked in practice, it was decided to carry out an observation study. Observations were carried out in both settings over a time period of five weeks during November and December 2002, and a total of six sessions were observed.
- 4.2. Two observers were used for the study. It was felt that two sets of observations would strengthen the data and impressions that we gained from each setting, ensuring that the study was robust.
- 4.3. We used a range of techniques to capture and document the work of the Horticultural Worker including visual images, taped sessions and written observation notes.

Observation Notes

- 4.4. It is common for a study of this type to be mainly based on the analysis of observation notes. The two researchers wrote up independent observer notes after leaving the setting. We only compared notes after all observations had been carried out.

Visual Images

- 4.5. In addition, we attempted to document some of the different stages and elements of the Horticultural Project by taking digital photos of the work that was taking place.
- 4.6. We took a large number of photos during the course of the study, and by doing this we hope that we have captured every element, rather than selecting particular 'interesting' shots. Overall, we took approximately 470 photos.
- 4.7. The photos are one of the main sources of data for the study, and these were coded according to what was happening in the photo. Both researchers on the project coded the data independently, before comparing to see whether our findings were similar.
- 4.8. We were keen to gain feedback from the children involved with the Horticultural Project about their views. In order to encourage feedback from the children, the photos we had taken were shared with the children and we discussed with the children what they were doing in the photographs.

Sound

- 4.9. A tape recorder was taken along to the session in order to capture some of the comments and responses from the children at the settings.

Informed Consent

- 4.10. We ensured that we had the informed consent of parents in both settings before proceeding with the study. A copy of the letter given to parents is provided at Appendix 1.

5. RESULTS

- 5.1. We looked at two different nurseries for this study. The first nursery occupies part of the Sure Start House in Bridgwater. At the back of the house is a high walled garden. Features of the garden include benches, a small decorative bridge, compost bins, a garden shed and a polytunnel. Children were selected to take part in the session, as only a small number of children can comfortably fit within the polytunnel at anyone time.



- 5.2. At the second nursery setting, Sure Start Bridgwater funds a number of places specifically for Sure Start children. The children are able to access the garden freely and children are able to join in with the activities of the Horticultural Worker as and when they choose to.
- 5.3. The length of each session varied, and ranged from thirty minutes to two hours. The number of children involved in each session varied between four and ten. The majority of work with the children took place outdoors, although two sessions also used the kitchen, to look at and prepare food.
- 5.4. The Horticultural Worker carries out a range of different activities whilst working with children from the nursery setting. The box below shows some of the different activities that we observed whilst at the sessions.

Activities taking place during the sessions:

- | | |
|---|----------------------------|
| ▪ Playing with and exploring soil | ▪ Planting seeds and bulbs |
| ▪ Tasting unfamiliar fruit and vegetables | ▪ Cooking food together |
| ▪ Collecting leaves | ▪ Using the compost bins |
| ▪ Watching and listening to explanations | ▪ Working as a team |
| ▪ Talking about and describing objects | |

- 5.5. A number of themes were evident in the information that we collected from the observation study. The themes are mainly taken from the photos, but are also supplemented by the information contained within our observation notes and tape recordings of the settings. These themes are discussed in further detail below.

The Learning Environment

- 5.6. The project is able to work in a flexible and supportive manner. Children were able to work at their own level and if they particularly enjoyed one particular activity they could continue with it even if other children were ready to move onto a different stage. For example, if one child enjoyed mixing soil, or watering, they were able to carry on with that activity, rather than being hurried onto a different activity. The photos below illustrate one child who simply wanted to water, and one child who was keen to continue filling pots and mixing soil.



- 5.7. During sessions when children were able to choose whether or not to join in, we noted a number of children who were cautious about approaching activities. We noted on a number of occasions, children who were undecided or shy about becoming involved in the activities edging up to where the project was working, to watch quietly, before deciding whether or not they would join in. Sometimes children were acknowledged and encouraged to come and try an activity, sometimes they would join in of their own accord, and other times children would simply leave again. For those quiet children who did decide to join in, they could work quietly at their own level without becoming intimidated by the group. The photos below show how shy children would gradually approach the activity.



- 5.8. We often heard children asking for the Horticultural Worker to carry out a particular task for them. Each time, the child was encouraged and supported to carry out the particular task by themselves, thereby encouraging a sense of independence and achievement for the children. In addition, children were offered regular praise and encouragement for their work.
- 5.9. The Horticultural Worker was able to work in a flexible way to allow the interests and observations of children to be worked into the sessions. On a number of occasions a child would notice something of great interest to them and the Horticultural Worker was often able to incorporate this into the session and discuss this with all the children. For example, one child spotted a marrow, and the Horticultural Worker used the child's interest and observation as a starting point for further discussion with the group.



Capturing Children's Interest

- 5.10. Whilst undertaking the observations it was striking how absorbed and captivated the children became in the work that they carried out. Levels of concentration varied from child to child, but in general, we saw evidence that children were interested and highly motivated by the work of the project. The photos below illustrate the captivation that children demonstrated in relation to their work.



- 5.11. In addition, it was clear that children were happy to be involved with the project and found the project fun. A passing nursery staff member at one of the nurseries commented on one of the children.

Nursery Worker: "I think he's enjoying that so much that he didn't want to leave it did he!"



Understanding and Describing

- 5.12. During the observations of the Horticultural Project children spent time exploring the texture and feel of different objects. Children were encouraged to feel and describe different things such as soil, plants or different vegetables. One example of how children were encouraged to explore soil was when they were searching through soil for beans or stones. Children were asked questions and encouraged to talk about different objects in terms of colour, texture and smell.



Child: "It's soft and orange." (describing the inside of a pumpkin)



Horticultural Worker: "Pass the veg along and have a look at them all."

Horticultural Worker: "Would you like to smell some parsley?"



- 5.13. Watching the Horticultural Worker and other children was an important learning experience for the children involved. Children spend much time talking, listening and watching one another in small groups. From this process, children are able to learn from each other's ideas and descriptions of objects, and learn that they need to take turns when talking and listening.

Working Together

- 5.14. There was an emphasis on teamwork within the nursery settings. Children were both encouraged, and voluntarily worked together to complete tasks.
- 5.15. Sometimes, it was necessary for children to work together to achieve a team goal. For example, in one session the children needed to move the wheelbarrow from the shed in which it was stored to a part of the garden to sweep and pick up leaves. They soon realised that they would only be able to successfully move and control the wheelbarrow if they all worked together. This example is shown in the following photo.



- 5.16. On another occasion, a group of boys worked together to move soil from one part of the garden to a planting trough. Without prompting they worked together, and in pairs to move the soil. The photo below illustrates this teamwork.



- 5.17. Sharing between the children was encouraged as part of the project. For example, children would be asked to share out paintbrushes, or work together to carry out tasks.



- 5.18. On some occasions, some children worked on tasks independently from the group. The photo below shows a child working on her own task, to fill and plant her pots with seeds.



Real Life Experience/Learning

- 5.19. Many of the tasks and activities that the children took part in were what we might consider real life and practical experience. The activities were of the type that children might need to carry out in future everyday life, such as planting, sweeping, and cooking. In this way, the Horticultural Project is helping children to develop experience and real life practical skills for the future.

Practical Experience

- 5.20. These practical activities provide children with a way of learning that is very hands on and focused for young children. The Horticultural Worker can weave in many different forms of learning by working in this way, and we noted a number of different things that children were learning through hands on experience.
- 5.21. The Horticultural Worker used the outdoor environment as a learning experience to encourage children to learn in new and different ways. For example, filling pots was used as an exercise to encourage children to both explore and describe the texture of soil. However, in addition, when children were planting bulbs this was used as an exercise to encourage children to firstly share out the pots, and secondly to count the pots that they had filled. In this way, one task carried out by the children was able to introduce exploring, describing, counting, and sharing.

*Horticultural Worker: "Can you see which is the small one?"
(flower pots)*

*Horticultural Worker: "Can you see what's happening here on
this plant?"*

*Horticultural Worker: "How many have you filled up? Shall we
count them?"*

Getting Messy

- 5.22. Children were encouraged to use their hands to mix soil wherever possible. This meant that children often got messy hands, which many children were concerned about. They were reassured that it was okay to get messy and encouraged to have as much hands on experience as possible.



Horticultural Worker:
“I really think it is easier to use your fingers, like this.”

Horticultural Worker:
“Stir it all up with your fingers.”

Child: “Some is on my hands.”

Exercise and Physical Co-ordination

- 5.23. The project was able to introduce different tasks for children, which either were a physical challenge, (for example moving soil, pushing a wheelbarrow), or encouraged children to develop skills with regard to physical dexterity (e.g. watering plants).



- 5.24. Boys in the group particularly seemed to enjoy physical challenges, and it was interesting that one part of a session where children were moving soil, was carried out just by boys.
- 5.25. The Horticultural Project helps to provide physical exercise for the children. For example, children helped to sweep leaves with a great deal of energy. Children also often ran about as part of the project, for example a ball was provided in order to chase, or children sometimes invented their own ‘run-around’ games whilst out in the garden.



Ownership and Achievement

- 5.26. Children demonstrated a sense of ownership and achievement in the work that they carried out as part of the project.
- 5.27. One of the children demonstrated their strong sense of ownership of the garden when the Horticultural Worker mistakenly mentioned planting something in her garden.

Child: "It's not your garden, it's our garden."

- 5.28. We saw much evidence of children's pride in the work that they had carried out as part of the Horticultural Project. The children were keen to share their achievements both with others. The following quotes show evidence of this.



Child: "I done it, I done it!"

Child: "Look – look what I've got."

*Child: "I did it. Look!"
(having chopped some vegetables)*

Making Links

- 5.29. During the observations we noticed that the Horticultural Worker made links to previous sessions. Children were encouraged to think back to previous sessions to remember what they had done. The children would often start a session with a look at the plants in the garden and talk about how they had changed.



Child: "It's grown."

Child: "It's all grown up!"

- 5.30. As well as making links to previous sessions, the Horticultural Worker would try to make links between different plants or objects. For example, when looking at onions when making soup, they were compared in shape and similarity to the bulbs that they were planting the week before.

- 5.31. Another example of how the Horticultural Worker made links is provided when the children looked at garlic bulbs. Children were given garlic bulbs to look at in detail and smell before planting. Children were also given garlic plants that had started to grow and it was explained to them that the bulbs that they were planting would soon come to look like the plants that had already grown.

Children's Feedback

- 5.32. Children were keen to look at the photos that we had taken of the Horticultural sessions. We asked children to find themselves in the photos and to talk about what they were doing.



- 5.33. Children were able to refer back to sessions when prompted by the photographs. The ability to describe and explain varied amongst children, but a number of children did recognise themselves in the photographs and talk about what they were doing.

Child: "I was digging wasn't I."

Child: "I've got a broom."

Child: "I was putting loads in (soil) wasn't I!"

Child: "Trying to dig with big big spade."

- 5.34. Children were often able to spot their friends and describe what they were wearing.

Child: "That's me and I've got purple trousers on and Claire's there."*

- 5.35. Sometimes children's vocabulary was limited and they couldn't remember the word for something they were doing in the photos. Many children when asked about the sessions did agree that they enjoyed the sessions. However, it is difficult to know whether the children were simply agreeing with us, as they did not talk about this without prompting. They were more focused on describing what was in the photo and trying to spot themselves and their friends.

* Names have been changed

6. DISCUSSION

Sure Start Objectives

- 6.1. In the following section we discuss the extent to which the Horticultural Project helps Sure Start Bridgwater to meet its main objectives.

Objective 1 Improving Social and Emotional Development

In particular, by supporting early bonding between parents and their children, helping families to function and by enabling the early identification and support of children with emotional and behavioural difficulties.

- 6.2. There is evidence to suggest that the Horticultural Project helps to improve social and emotional development. In particular, children are taught particular social skills about sharing and taking turns. Children are taught to share equipment and resources in the sessions, and to work together in order to complete particular tasks. For example, when making soup, different children carried out different tasks to make the soup.
- 6.3. There was a noticeable difference in children once they were outside and when they were able to run around freely. The children appear to relax and let off steam to a greater extent than when they are in a more formal classroom environment. In addition, being able to explore and share new experiences together creates social bonds between the children, for example, by showing one another plants, and exploring the den together.
- 6.4. At times, the Horticultural Worker was able to give more attention to those children who may have been in need both socially and emotionally. One child was very demanding and the Horticultural Worker was able to take him aside from the main group and spend some time working with him independently.

Objective 2 Improving Health

In particular, by supporting parents in caring for their children to promote healthy development before and after birth.

- 6.5. The main way in which the project helps to improve health, is by direct involvement with the children. They are able to be physically active whilst learning, which is likely to benefit their health. Children are encouraged to become familiar with the outdoors in a fun way.
- 6.6. Children are introduced to new types of fruit and vegetables in a non-threatening way through the project. Children were likely to try fruit and vegetables if others had tried and enjoyed it. Hopefully, this will

encourage the children to have a positive attitude to fruit and vegetables at home.

Objective 3 Improving Children's Ability to Learn

In particular, by encouraging high quality learning environments and childcare that promote early learning, provide stimulating and enjoyable play, improve language skills and ensure early identification and support of children with special needs.

- 6.7. The Horticultural Project provides children with a hands-on fun way of learning. One task such as planting can introduce touch, texture, smell, description, and counting. The hands on element of the project helps to reinforce what they are learning. Children are encouraged to make links between different objects, and remember back to previous sessions, in order to see how a plant has changed. Children can learn by seeing change, rather than simply being told that something happens.
- 6.8. The style of learning appears to captivate young children and keep them motivated. The project is able to provide a flexible and supportive way of learning, and a range of different learning abilities can be catered for. The Horticultural Project allows children to follow their own interest when learning. They can focus on one particular task, or many.

Objective 4 Strengthening Families and Communities

In particular, by involving families in building the community's capacity to sustain the programme and thereby create pathways out of poverty.

- 6.9. To date the project has mainly focused on working with the children and a small number of parents. In order to help contribute towards the objective 'Strengthening Families and Communities', further work needs to be undertaken. This study has focused on the work with the children. However, to reinforce the work that is taking place with the children, and to help ensure sustainability of the project, further thought needs to be given to how to involve parents, nursery staff and the local community to a greater extent in the Horticultural Project.

Research Issues

- 6.10. There were a number of research issues that arose during the course of the project. This will be discussed briefly here, as reflections on the research methods used.
- 6.11. Using a range of methods to capture the work of the Horticultural Project worked well. There was some difficulty in deciding how to

store, organise and analyse such a large number of photos in terms of practicality and memory size. We choose to use PowerPoint to store and analyse the photos.

- 6.12. Children did not appear to be distracted by our presence. We explained what we were doing and why we were there and they seemed to accept our presence very quickly. There was a great advantage in carrying out a study that went over a span of time, in that it allowed the children to recognise and become confident about talking to us.
- 6.13. Using photos was a useful prompt with which to gain children's feedback. It may be useful to ask children very specific and simple questions in addition to asking them to describe the photos.
- 6.14. It is interesting to note that each aspect of data collection added an additional aspect to the project. For example, the photos provided a visual aspect to the project. However, photos could not capture aspects such as questioning, describing and counting, which the tapes and observation notes were able to. The tape allowed us to capture children's comments and reflections through out the session as well as the general approach of the Horticultural Worker.

7. CONCLUSIONS AND RECOMMENDATIONS

- 7.1. The Horticultural Project helps Sure Start Bridgwater to meet the following objectives:
 - Objective 1: Improving Social and Emotional Development
 - Objective 2: Improving Health
 - Objective 3: Improving Children's Ability to Learn
- 7.2. Further work needs to take place within the Horticultural Project if it is to contribute significantly towards Objective 4, Strengthening Families and Communities.
- 7.3. There are a number of ways in which the work towards Objective 4 could be reinforced. Currently, the Horticultural Worker is funded by Sure Start Bridgwater. In order to ensure that the work that is carried out by the Horticultural Project is sustainable beyond the life of Sure Start, it may be useful to work closely with the two settings studied to show them how they can incorporate the outdoor environment into learning for children.
- 7.4. Consideration should be given to how the work of the Horticultural Project can be expanded to other nurseries and childcare facilities within the Sure Start area not currently benefiting to the same extent from the work of the Horticultural Project. There is scope for the Horticultural Worker to share knowledge and horticultural play ideas with other childcare staff so that further children may benefit from this approach.
- 7.5. The Horticultural Project is a distinct part of the Sure Start Bridgwater programme. Consideration needs to be given to how the Project links with other Sure Start workers in order to make best use of the specialist knowledge of the Horticultural Worker.
- 7.6. The Horticultural Project needs to give further consideration about how to involve greater numbers of parents and other community members in the project. Parents tend to become more involved during the warmer months of the year. Involving greater numbers of parents and community members would help to contribute towards the objective 'Strengthening Families and Communities' and reinforce the work that is taking place with the children. It is likely that this will be necessary to ensure the sustainability of the project.
- 7.7. The feedback from children shows that they do remember and make links back to what they have been doing with the Horticultural Worker in previous sessions. It is important therefore that visits to the nurseries are regular so that children can build on what they have learnt and to ensure that the Horticultural Worker is a familiar face for them.

- 7.8. This study shows that there is a benefit in ensuring that the outdoor environment is a familiar and regularly used asset in nursery settings across the Sure Start Bridgwater area. The style of working and use of the outdoor environment should be encouraged by the Horticultural Project and the Sure Start programme. Children can benefit in terms of their health, emotional and social development and learning from the outdoor environment.
- 7.9. Using photos is a useful way to capture and document the work of a project. Children also respond well to using photos as a prompt for talking about what they were doing. However, observation notes and sound recording are also important as they capture other elements which photos are unable to record.

APPENDICES

APPENDIX 1



October 2002

Dear parent/guardian,

As part of your child's education, a horticultural worker comes and spends time working with children in the garden at Greenfields.

We are interested in looking at and describing the work that takes place with children in the garden and we are planning to carry out a small study.

The study will involve two members of staff from the Evaluation Unit based within Dorset and Somerset NHS attending sessions with the horticultural worker. We want to see how children learn and gain from the approach being taken with this project.

In addition, we would like to take some photos of the children and the horticultural worker in order that we can illustrate and describe the work that is taken. The photos may be used to illustrate any reports when feeding back on the results of the study.

We want to make sure that parents and guardians are happy for their child to be involved in this study. If you have any questions about the study or do not wish your child to be included as part of this study, please contact Lynnette Chapman on 01823 344305. Please let us know by Friday 8th November 2002, if you **do not** wish your child to be part of this study.

Thank you for your time.

Lynnette Chapman
Sure Start Evaluation Officer

APPENDIX 2

Photo Coding

Code	Description
1. Absorbed/Interested/Captivated	Captured attention
2. Exploring/Inspecting (hands on level) finding stones.	e.g. Digging through soil,
3. Enquiring/Questioning	Asking for explanations.
4. Having fun	
5. Working together (pairs) Sharing Interaction	
6. Team Work /Interaction another within the team, group task.	Actually interacting with one
7. Getting Messy	
8. Practical Experience/Hands On involved	Real life experience, getting
9. Independent working	Away from the group
10. Physical exercise/activity/challenge	
11. Showing/Demonstrative/Pride up to see	Pointing at an object/holding it
12. Sensing	
13. Carrying on unsupervised continuing to work	HW not present but children
14. Observing and others	Looking at what HW is doing
15. Dexterity & Physical Co-ordination	
16. Ownership themselves, care taken etc.	e.g. grasping pots to
17. Individual for collective goal independently to help the team.	Working on a task

Note Codes

Description
for all
Explanation
Talking about
GF & EYC
Making links
Praise
Counting

General Themes

On-looking/space

Unrestrained
Organisation of

Self-reliance
Helping

APPENDIX 3

Themes drawn from the observation data:	
<u>The Learning Environment</u>	
Absorbed/interested/captivated Enquiring and Questioning On looking, space for all Organisation of the two settings	Exploring and Inspecting Having Fun Self reliance Unrestrained
<u>Real Life Experience and Learning</u>	
Practical Hands on Experience	Getting Messy
<u>Teamwork and Sharing</u>	
Working Together and Sharing Working to achieve a team goal Independent Working	Team Work Interaction Helping Carrying on unsupervised
<u>Understanding and Describing</u>	
Sensing Observing Talking about Counting	Description Explanation Making Links
<u>Ownership and Achievement</u>	
Showing/demonstrative/pride Praise	Ownership
<u>Exercise and Physical Co-ordination</u>	
Dexterity and Physical Co-ordination Physical Exercise/activity/challenge	