

Planning for inclusive PE

The Irish Primary PE Association (IPPEA) gives practical guidance on including children with intellectual challenges in your PE lesson.

The activities we have shared are chosen from two online Irish resources: the *Primary School Sports' Initiative (PSSI) resource* <https://pssi.pdst.ie/> and the *Scoilnet Physical Literacy resource* bit.ly/PhysicalLiteracyScoilnet.

Here the TREE model (introduced in last month's article) is applied with inclusive options to assist teaching a child with an intellectual challenge two jumping skills (i.e. jumping for height and jumping for distance). While jumping is the focus of this article, the guidance can be applied to skill teaching in general.

Teaching style

- ✳ Break the skill into just three components e.g. when teaching jumping for height: (1) stand with knees bent (2) swing arms forward and up (3) land with bent knees. <http://bit.ly/JumpingHeight>. Present skill components in the correct order (although the child might only need to work on one of these).
- ✳ Check for understanding using questioning, self- and peer-assessment. <http://bit.ly/jumpingforheight>.
- ✳ Be consistent with explanation – these should be clear and well-ordered.
- ✳ Introduce further components and progression over time.
- ✳ Praise achievements specific to the components you have explained.

Equipment

- ✳ Visual prompts e.g. use pictures or video clips published on these links to help you explain the key points of jumping for height and jumping for distance. bit.ly/JumpingHeight.
- ✳ Could the resource teacher/SNA use the materials above to support the child's learning when working with them on an individual basis?
- ✳ Consider being consistent using the same coloured equipment e.g. green floor markers, green cones;

Rules

- ✳ Be consistent: e.g. explain turn-taking and remind the child where necessary.

- ✳ Focus on the technique and not the distance/height.
- ✳ Focus on personal achievements and not the rules for long or high jump competitions.

Environment

- ✳ Minimise distractions e.g. place unused equipment out of sight
- ✳ Teach skills in similar and different settings (e.g. athletics indoors and outdoors) and across strands (e.g. jumping in dance and gymnastics).

Teaching action: Case Study Gymnastics

A PSSI Gymnastics Lesson 4 for third and

fourth classes. <http://bit.ly/PSSIGYM>

Proposed learning:

The children will perform strengthening and tension activities designed to promote tension (important in gymnastics!) through practising balancing with a partner. The children will practise jumping with a turn, and combine movements to make a sequence.

Mary is a child in this class with Down's Syndrome aged ten years. She has moderate learning difficulties. She has short-term memory problems, a low attention span and has difficulty problem-solving.

Possible actions

The SNA is assisting a group of children in the PE lesson (environment). Mary is unable to do the forward and backward roll but is happy to perform the pencil roll (teaching style). She works on body tension in the pencil roll directed by the teacher. Mary prefers to perform a quarter turn in her jump rather than a half turn. The SNA observes with a focus on one teaching component of the jump 'swing arms in the direction of the turn' (teaching style). This was explained to her in advance by the teacher. Mary prefers to jump on a gymnastics mat rather than on the floor. The sequence of movements is written on a card to prompt Mary to combine the movements in order (equipment). Later she may be able to choose her movements. The teacher

and/or the SNA provide verbal feedback and visual demonstrations to assist in learning the skills. The teacher asks Mary a question on the skill components to assess her understanding e.g. Why do you bend your knees when you land on the mat/floor? Mary can describe the components verbally and perform the skills physically. She feels good about her learning.

- ✳ Listen and watch: TREE Model Part 2 Peter Downs <http://bit.ly/advancedtreeframework>.
- ✳ Down Syndrome Ireland Fantastic Gymnastics <http://bit.ly/fantasticgymnastics>.

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Irish Primary PE Association
Cumann Corpoideachais Bunscoile na hÉireann

✓ spin is spin!