

Move Well, Move Often:

Supporting inclusion of all pupils in the development of physical literacy and fundamental movement skills

Supplementary Materials





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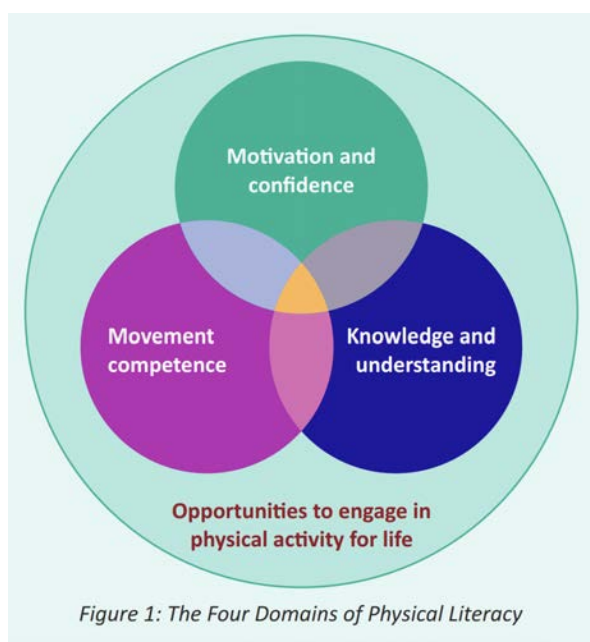


INTRODUCTION

Move Well, Move Often

The PDST Move Well, Move Often resource has been designed to complement the teaching of the Physical Education (PE) Curriculum and aims to support the development of physical literacy through the lens of Fundamental Movement Skills (FMS).

Move Well, Move Often is an interactive resource comprising of a Teacher’s Guide, three Activity Books and a wide range of supplementary online material including posters, video clips, assessment templates, Beyond the Classroom activities and now, this resource to support inclusion. The resource can be accessed at www.scoilnet.ie/pdst/physlit or www.pdst.ie.



What is Physical Literacy?

The physically literate pupil can be described as having the movement competence, motivation and confidence, and knowledge and understanding to continue to participate in physical activity throughout their lives. Research shows that being physically active later in life depends on feeling confident in an activity setting; and that confidence, as an adult, most often comes from having learned fundamental movement and sports skills as a child.

What are Fundamental Movement Skills?

Fundamental Movement Skills are the basic building blocks of movement and are an essential part of everyday life and recreational activity. It is only when these skills are mastered that a pupil can go on to develop specialised movement skills, which will allow them to reach their potential in sports-specific endeavours.

Stages of Development

Pupils progress through the stages of development for Fundamental Movement Skills at different rates and for that reason, differentiation is at the heart of Move Well, Move Often resource.

- In the **exploring stage**, pupils make a concentrated effort to learn the movement. Activities for this stage enable pupils to explore and discover for themselves what is involved in performing a particular movement skill.
- In the **developing stage**, pupils become more efficient and refined in their performance of the movement skill through repetition and practice in a variety of contexts.
- In the **mastering stage**, pupils use more automatic movements than in the developing stage. They can apply movement skills in a variety of ways and combine other movements in more complex games and activities.

For more information about developing Physical Literacy, visit www.scoilnet.ie/pdst/physlit/

Locomotor Skills Transporting the body in any direction from one point to another	Stability Skills Balancing the body in stillness and in motion	Manipulative Skills Control of Objects using Various body parts
<ul style="list-style-type: none"> • Walking • Running • Hopping • Skipping • Jumping for height • Jumping for distance • Dodging • Side stepping 	<ul style="list-style-type: none"> • Balancing • Landing 	<ul style="list-style-type: none"> • Catching • Throwing • Kicking • Striking with the hand • Striking with the implement

How to use this resource

This document is intended to be used in conjunction with the Move Well, Move Often resource. It highlights a range of approaches and methodologies that teachers can use to remove barriers to participation, to enable achievement of learning outcomes across the PE curriculum for all pupils. It aims to enable the teacher to create an environment and conditions in which each pupil can flourish according to their own capability.

The activity books included in Move Well, Move Often present a wide range of developmentally progressive activities for each fundamental movement skill. The class teacher can select the number of skills for development in any given year, in accordance with the pupil's needs and aligned with the school plan. Variations for each activity are presented throughout these books to highlight further opportunities for differentiation.

In this supplementary resource, a sample selection of 5 activities from each of the three Move Well, Move Often Activity Books are presented in Chapter 3 to highlight strategies for inclusion for pupils with physical disabilities, learning needs and pupils who are autistic, blind or vision impaired, or deaf or hard of hearing. Teachers can apply these strategies to all of the activities in the Move Well, Move Often resource where required.

The following key is used throughout these materials to identify the particular strategies.



Physical Disability



Blind or Vision Impaired



Learning Needs






Deaf or Hard of Hearing



Autistic

It is important to recognise the characteristics of pupils with disabilities, impairments or needs that affect movement or functional ability. However, by listening to the voice of the pupil we can ensure that the capabilities of the pupil rather than the disability is the focus. The overall aim of these supplementary materials is to ensure that the pupil reaches their own potential with regards to physical literacy and fundamental movement skills development.

This resource is underpinned by the Universal Design for Learning Model (cast.org). UDL is a scientifically valid framework for guiding educational practice that provides flexibility in the ways information is provided, in the ways pupils respond or demonstrate knowledge and skills, and in the ways pupils are engaged. UDL reduces barriers in instruction, provides appropriate accommodations, supports and challenges, and maintains high achievement expectations for all pupils including pupils with disabilities. PE is a subject that offers excellent opportunities for inclusion of **all pupils** using the UDL framework:

Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action or Expression
Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material. 	Present information and content in a variety of ways to support understanding by students with different and abilities. 	Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type). 

The Importance of Communication

Communication is an essential part of everyday life. It is also a fundamental human right. It is our primary means of accessing and conveying information and expressing our needs and wants. It is how we explain our thoughts and emotions and interpret those of others, make choices, express feelings and build relationships. It forms the basis of how we interact socially with others. It is not uncommon for pupils with additional needs to have communication difficulties. These difficulties may include pupils who communicate verbally most of the time or some of the time and those whose communication is mostly non-verbal. These pupils often struggle to communicate their needs, wants and/or opinions and as a result use behaviour as their voice. By supporting pupils to use alternative and augmentative (AAC) ways to communicate, we can increase their positive interactions and provide them with opportunities to understand and express themselves fully. We call this a total communication approach.



A Total Communication Approach

A Total Communication Approach involves using and accepting all types of communication, not just speech, equally. This approach includes facial expression, body language, gesture, sign, sounds, symbols, written language, pictures, objects of reference and electronic aids. An example of this might be a pupil using gestures to access a toy, using a sign to indicate that he or she needs to go to the toilet or exchanging a picture to ask for a snack.

For a total communication approach to be effective, the following three components need to be included:

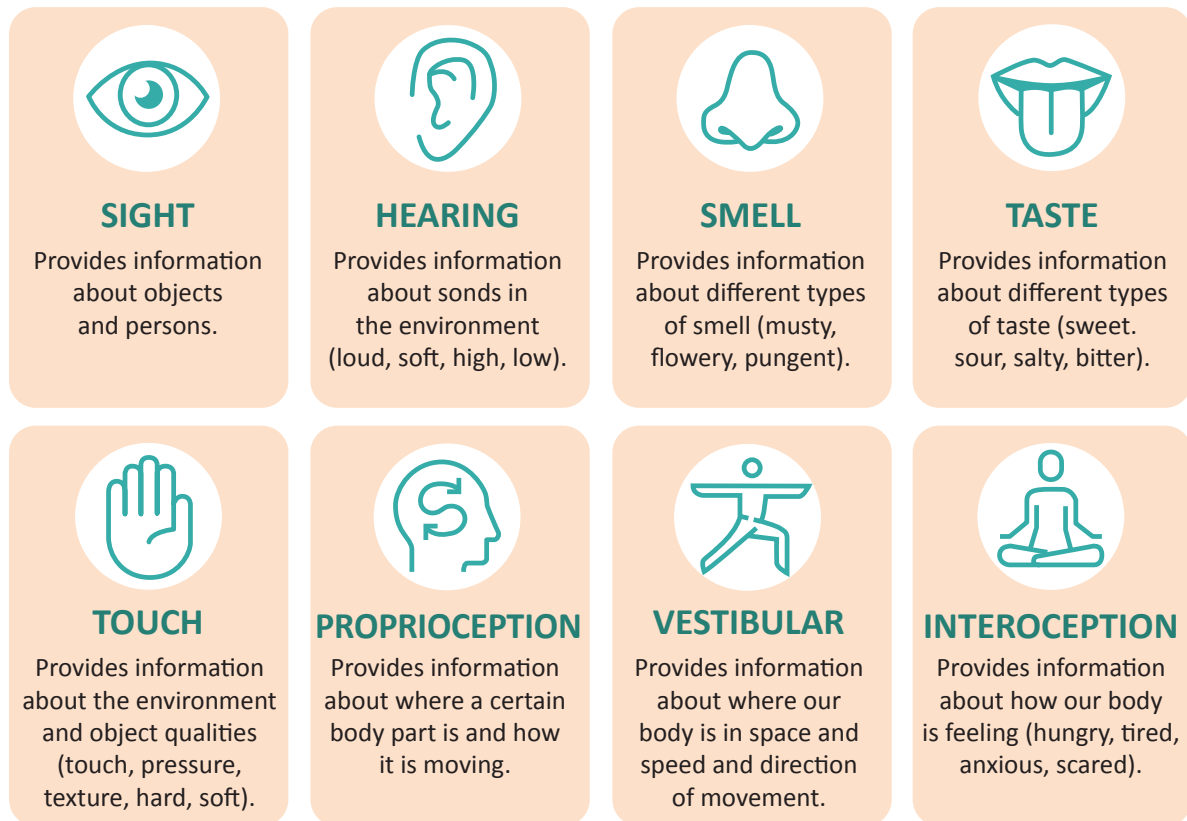
1. Identifying and supporting the pupil's means or mode of communication.
2. Motivating the pupil by providing a reason for him/her to communicate.
3. Practising and creating many opportunities for the pupil to communicate.

The ***A Total Communication Approach for Children and Young People with Additional Needs*** resource from the National Council for Special Education (NCSE) highlights a wide range of communication approaches that children commonly use to express basic needs and wants, including using gestures and signs, objects of reference, pictures, choice boards, communication books, PECS (Picture Exchange Communication Systems) and picture devices.

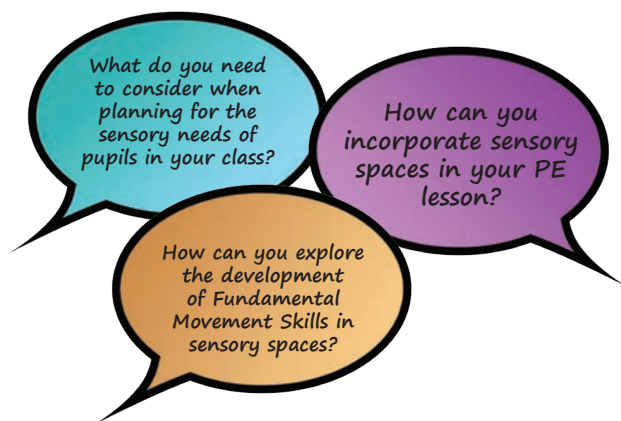
This resource is available from <https://ncse.ie/wp-content/uploads/2020/05/Resource-5-A-Total-Communication-Approach.pdf>

An Awareness of Sensory Strategies

An awareness of the impact of our sensory systems on teaching and learning is important when assessing the environment in which learning takes place for all pupils, especially those with disabilities. We all respond to sensory information within our environment differently as we touch, move, see, hear, taste and smell things around us. Sensory information is necessary for our attention and concentration, building social relationships, organisation of tasks and is fundamental to learning. There are 8 sensory systems which provide us with information which is vital to our understanding of the world and how we respond to it.



The school and the classroom can be filled with lots of sensory information which some pupils may find overwhelming. Incorporating classroom wide movement breaks and providing opportunities for movement throughout the school day can support pupil's wellbeing and sensory needs. By modifying the environment to support pupil's sensory needs and creating sensory spaces we can enable pupils to engage and access the school curriculum, and support their participation in play and social and emotional learning.



The **Sensory Spaces in Schools** resource from the National Council for Special Education (NCSE) provides a strengths based, pupil centred approach to looking at sensory environments within a school and establishing a culture where sensory spaces and sensory strategies are utilised throughout the school day.

This resource is available from <https://ncse.ie/wp-content/uploads/2021/10/NCSE-Sensory-Spaces-in-Schools-2021.pdf>

The TREE Model

The TREE Model is an adaptation tool which can support teachers to adapt and modify activities to make them more inclusive and accessible for all ability levels.

The following pages incorporate the TREE model to outline practical strategies to support inclusion of pupils with physical disabilities, autistic pupils, pupils who are blind or vision impaired, pupils with learning needs and pupils who are deaf or hard of hearing.



Teaching or Coaching Style:

You can adapt the way you communicate with the pupils

Rules or Regulations:

You can simplify or change the rules and regulations to make your activities more inclusive

Equipment:

You can modify the equipment you can use so that pupils can access your activities

Environment:

You can adjust where the activities happen and how they are structured to accommodate all ability levels



STRATEGIES FOR INCLUSION



Strategies to support pupils who are Blind or Vision Impaired

Teaching

- Speak directly to the pupil, not their guide or assistant.
- Ask the pupil what they can or cannot see, so that you can adapt the lesson to their strengths.
- Discuss strategies beforehand with the pupil, their parents, and previous teachers or SNAs.
- Pre-teaching: Teach elements of the lesson prior to the lesson taking place. For example, the teacher could describe the equipment being used and allow the pupil to practise with it at lunchtime with another pupil or SNA.
- Use descriptive language when explaining an activity e.g. walk three steps leading with your right foot first.
- Verbally explain each movement as you visually demonstrate it.
- Tactile Modelling: Tactile boards provide the physical layout of a playing area using raised lines and figures. Invite the pupils to explore the board, and move through the playing area with the teacher.
- Provide pupils with a description of the activity that has been written using a tactile writing system e.g. Braille.
- The use of sound: Create a sound source at the location of a target to help pupils to orient themselves e.g. clapping.
- Buddy System (Peer Models): Pair all pupils together. Rotate the pupils every class so they have a different peer buddy each time if possible.
- Be mindful when using words and phrases such as 'watch out'. Consider using descriptive instructions e.g. 'stop, there is a bag in front of you'.

Rules

- Allow more bounces (2 or 3 for Tennis or Volleyball).
- Everyone on the team must touch the ball before scoring.
- Appoint guides or spotters in key areas to help redirect the play if necessary to help prevent injuries.
- In games, give the offensive player more space between themselves and the defender e.g. non contact game.

Equipment

- Use brighter, larger or neon taped equipment to help pupils locate the objects more easily.
- Lower baskets or make goals larger.
- Tie a bag around the object to add noise.
- Use a soft ball for games as there will be less impact on the body if they are hit with the ball unexpectedly.
- Deflate the ball to slow the speed down.
- Add bells to the ball to enable pupils to hear the ball.
- For throwing activities, use balloons or scarves as they are lightweight and will stay in the air for longer.
- Use tactile cues e.g. rubber tiles to indicate the start or the end of a lane.
- A tether or rope or towel or shoelace can help guide the pupil in activities and allow the pupil to run independently.

Environment

- Leave the playing area set up the same way each day. Notify pupils if any changes are made. Identify objects which may enable the pupil to orient themselves around the area e.g. goals or bench. If rearranging equipment, allow the pupil to explore the new arrangement before the PE lesson begins.
- Do not leave any objects on the floor that are not required.
- Illumination: Increase or decrease the amount of lighting as required.
- Tactile surfaces: Use carpets or mats with different surfaces or textures.

Move Well, Move Often:

Supporting inclusion of all pupils in the development of physical literacy and fundamental movement skills



Strategies to support pupils with a physical disability

Teaching

- Buddy System or Peer Tutoring System: Pair the pupil with a physical disability with another pupil who can help them during the activity. It is important to have a rotating schedule of partners to include as many members of the class as possible.
- Avoid leaning or sitting on the wheelchair.
- To make eye contact with a wheelchair user, stand three steps back.
- Check the pupil's range of movement e.g. they may find it difficult to raise their arms in the air for an overhead throw.
- Check in with the pupil throughout the session to ensure that they are not tired or exhausted as they may have a lack of motor skill efficiency.
- Some pupils may struggle with temperature regulation (hot and cold) and may need to drink water or take interval breaks.
- Make pupils aware of hot or cold surfaces as some pupils may have poor or no sensation in certain parts of their bodies.
- Consider your facilities and equipment when planning a Physical Education lesson e.g. avoid long grass areas if a pupil is a wheelchair user.
- Always ask the wheelchair user if they require assistance, never assume they do.

Rules

- Allow additional rest time for pupils that tire easily.
- Pupils with physical disabilities could be given a specific role e.g. referee, umpire, coach or recording stats.
- Change the rules e.g. during a throwing activity, move the designated marker or cone closer to the target.
- Other pupils could use their less dominant hand or carry out a more complex locomotor skill during the activity such as hopping or jumping.
- In competitive activities, create tackle free zones within which pupils can receive and make passes unchallenged.
- Use a two meter exclusion zone if the pupil with the physical disability is in possession.

Equipment

- If a pupil struggles to lift objects from the ground, place them at an accessible height e.g. on a table or bench.
- Use spot markers instead of hula hoops so pupils in a wheelchair can move onto them with ease.
- Use a ramp so the pupil can push the ball or beanbag down the ramp if their upper body mobility is limited.
- Use lighter equipment (scarves and balloons) if upper body mobility is limited.
- Use props such as scarves or ribbons during dance lessons, as it will allow the teacher to highlight movements for pupils with a limited range of motion.
- If the pupil has reduced hand function and is striking with an implement, allow them to use larger bats or bats with Velcro straps.

Environment

- Smaller playing areas may make the activity easier for a pupil with a physical disability.
- Use a zoned playing area where the pupil can move safely and has sufficient space.
- If possible, use smooth or hard surfaces to allow pupils to move with ease.
- Group pupils in ability zones to increase their participation.
- Lower the basket or net to make the activity more accessible to the pupil.
- If attending events and matches in other venues, check that they have wheelchair access.

Move Well, Move Often:

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Strategies to support autistic pupils

Teaching

- Provide clear instructions e.g. “Stand in the red hoop and strike the balloon with your right hand”.
- Gradually introduce progression in a lesson.
- Break down skills into smaller, manageable parts e.g. the pupil can perform the skill when stationary. When they feel confident, they can progress to carrying out the skill whilst moving.
- Give clear demonstrations and check for understanding before beginning the activity.
- Have a visual schedule of the Physical Education class and include all activities that are taking place in the lesson.
- Use a Total Communication Approach (CPA) to ensure pupils have alternative and augmentative ways to communicate.
- Use a countdown method in activities to prepare the pupil for transition e.g. “the activity will be finished in one minute” or “ten seconds left”.
- Use a timer or clock to show pupils how long each activity is or how long is left in the PE lesson.
- Use non-contact or low arousal guidelines to avoid personal contact.
- Keep groups small in number.
- Use differentiation where possible e.g. a large surface area on a racket.
- Repetition is very important in learning new skills .
- Use the pupils’ interests in some form in the class if possible. This will help to keep them focused during the lesson.
- Encourage pupils to work in groups or pairs, or if the pupil does not feel comfortable, allow them to work individually.

Rules

- Limit the number of tasks during one activity.

Equipment

- Use sensory equipment where possible.
- Use large, bright stimulating equipment.
- Use colour coordination e.g. all the same colour bibs, cones, balls in each line or group.
- Use arrows as markers on the ground to show the direction of movement.
- Allow pupils to choose from a selection of balls e.g. a fluffy or a soft ball.

Environment

- Keep the playing area the same for each class.
- Keep noise levels low.
- Create a structured environment in the PE lesson.
- Limit distractions.

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Strategies to support pupils with learning needs

Teaching strategies

- Provide clear verbal instruction which is short and precise.
- Support verbal explanation with visual demonstration.
- Demonstrate skills or activities from different angles.
- Break down skills into smaller, manageable explanations e.g. when kicking a ball, strike it with the laces of your shoe.
- Check for understanding before starting game or activity.
- Repetition is very important in learning new skills.
- Buddy System or peer tutoring.
- Consider teaching the skills involved in the activity before the Physical Education lesson begins.

Rules/Task adaption

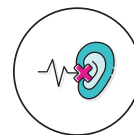
- Use cooperative activities more than competitive activities.
- Adapt games so that all pupils can succeed. Successful experiences are key for further participation.
- Allow individual practice time before some activities.
- Focus on improvement and performance instead of results.
- Modify the rules in various games e.g. allow pupils to travel with the ball in their hands for four steps in basketball.
- Limit the number of rules and explanations during activities.

Equipment

- Use balls that are light and travel slower in the air e.g. a beach ball.
- Use other materials instead of balls e.g. balloons, scarfs or beanbags.
- Use show-me boards to help explain new activities and to provide the pupils with feedback.

Environment

- Limit distractions.
- Use arrows as markers on the ground to show the direction of movement.
- Ensure the playing area is clear of hazards to ensure the pupils safety e.g. bibs on the ground.



Strategies to support pupils who are Deaf or Hard of Hearing

Teaching strategies

- Check with the pupil what their preferred means of communication is, such as lip-reading, sign language, hearing devices.
- Face the pupil when speaking to them.
- Use visual demonstrations.
- Check for understanding before proceeding to the activity.
- Use visual cues, such as bibs or flags, to signal the start or the end of the activity.
- Use show-me boards to show any tactical play or to describe activities.
- Use visuals or task cards to support learning.

Rules/Task adaption

- Play non-verbal games.

Equipment

- Use music with a heavy bass and put speakers face down to a wooden floor if possible. This will allow pupils who are Deaf or Hard of Hearing to feel the beat.
- Use a whiteboard or flipchart when explaining activities.

Environment

- Minimise background noise.



DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Activity 1 - Fundamental Movement Skill: Walking

THE WIND BLEW



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Arrange pupils in a circle around a parachute, holding onto the handles or the edge. Practise the correct holding technique with the parachute. Invite pupils to walk around in a circle holding onto the parachute and sing:

*There was a man in our town who went for a WALK one day.
But the wind blew so hard he turned around and WALKED the other way.*

Pupils change direction on 'turned around'. After they have practised this using the FMS of walking, change the word in the song to 'hop' and invite pupils to hop on one foot around in the circle.



Strategies for inclusion

Physical Disability



- If the pupil is a wheelchair user, ensure that a very tall classmate is not standing either side of them so they can reach the parachute. If the pupil finds it difficult to hold onto the parachute and push the chair, an assistant could push the chair to allow the pupil to take part in the activity.
- If the pupil has limited fine motor skills and struggles to hold onto the parachute, they can use a velcro glove. Velcro can be placed on the parachute and on the glove, it would make the activity somewhat easier for the pupil.
- If a pupil is using a walking frame, they can continue to stand and use one hand on the parachute and their other hand to steady them on the walking frames.
- The teacher should dictate the speed of the parachute to ensure a pupil with a physical disability can take part fully.

Autism



- Use a countdown to give the pupils notice before the activity will end.
- Use Total Communication Approach e.g. up, down, walk, turn.

Blind or Vision Impaired



- Use a bright, fluorescent parachute.
- Use descriptive language when describing the activity.
- The pupil who is blind or vision impaired could place their outside hand on the person in front of them to help guide them around the circle.

Learning Needs



- Use arrows as markers on the ground to show the direction of movement so the pupils know which way to go when running with the parachute.
- Introduce each aspect of the activity progressively e.g. introduce change of direction, once they have mastered walking around in a circle.

Deaf or Hard of Hearing



- Use visual cues such as bibs or flags to signal the start or finish of the activity. Use sign language to initiate "turn".
- If the pupil has partial hearing, use speakers to play the song or get pupils to sing it out loud.

MOVE WELL, MOVE OFTEN BOOK 1 (PAGE 59)

Activity 2 - Fundamental Movement Skill: Skipping

LETTERS



GAMES



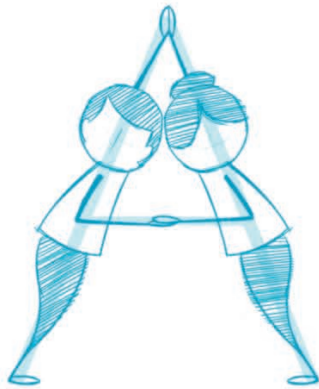
GYMNASTICS



OUTDOOR & ADVENTURE

Description of Activity

Arrange pupils in pairs. On a signal, pupils from each pair begin skipping in opposite directions around the playing area. When the teacher calls out a letter e.g. 'A', pupils must skip towards each other, meet and form that letter using their body parts, either standing or lying down. When each pair has constructed the letter, invite pupils to begin skipping again and repeat the activity using another letter.



Strategies for inclusion

Physical Disability

- If pupils are unable to skip with their physical disability, they can change and adjust the way they travel e.g. walk.
- Allow the pupil with a disability to go in a group of three or four if it is a large letter.



Autism

- Use Total Communication Approach e.g. run, jump, hop, skip.
- Use a foam noodle or scarf to connect two pupils together to make a letter if any pupil feels uncomfortable holding hands or in close contact.



Learning Needs

- Allow pupils time to practise letters with a partner before beginning the activity.
- Demonstrate and check for understanding before beginning the activity.



Blind or Vision Impaired

- Assign a partner to the pupil who is blind or vision impaired. They can wear bells on their wrists so that the Vision Impaired pupil can find them.
- Use a whistle to indicate the start and end of the activity.



Deaf or Hard of Hearing

- Demonstrate the activity slowly and clearly.
- Use visual cards during the activity. Write the letters on an A4 page or white board and hold them up when calling out letters.



Activity 3 - Fundamental Movement Skill: Dodging

FROST AND SUN



ATHLETICS



GAMES



GYMNASTICS

Description of Activity

Give two pupils a blue bib and a ball or beanbag and invite them to be the frost. Give two other pupils a yellow bib and a ball or beanbag and invite them to be the sun. The frost must chase the remaining pupils and tag them by touching them with the beanbag or ball. Once tagged the pupil becomes frozen and must perform a balance with their hands held out to the side. They can only become defrosted when they are touched by the sun with the yellow beanbag or ball. After a set amount of time, pause the activity, select new taggers and play again.



Strategies for inclusion

Physical Disability



- If a pupil with a physical disability is the tagger, to encourage success, ask all other pupils in the class to carry out a difficult locomotor skill such as jumping which will reduce their speed.
- Provide a safe zone or pit stop where pupils can have a rest.
- Use a small playing area when the pupil with the physical disability is the person tagging, so they have a greater chance to catch other pupils.
- When the pupil with the physical disability is the person tagging, they can use a blue sponge ball instead of a beanbag and can throw the ball below waist height. A peer or assistant can help retrieve the ball.

Autism



- Relate frost and sun to pupil's topic of interest e.g. Tom and Gerry.
- Taggers need to be clearly identifiable e.g. bright bib.

Blind or Vision Impaired



- The pupils who are tagging should wear large vibrant bibs so they can be easily identified.
- The pupils who are tagging can wear bells on their wrist so the pupil who is blind or vision impaired knows when they are close.
- Outline the boundaries of the playing area with tall cones.

Learning Needs



- Allow the pupil a chance to try the activity in a small sided game with 4 pupils, one pupil can be the sun and one pupil can be the frost.

Deaf or Hard of Hearing



- Visually demonstrate the activity with a small group.
- Use visual cues such as bibs or flags to signal the start and end of the activity.

Activity 4 - Fundamental Movement Skill: Throwing

TARGET THROW



ATHLETICS



GAMES



GYMNASTICS

Description of Activity

Arrange pupils in groups of four. Give each pupil a beanbag and each group a hoop. Invite each group to find a space in the playing area and to place their hoop on the ground in the centre of the group. Pupils stand one metre back from their hoop and take turns to throw their beanbag into the hoop. If they are successful, they can take a step back and throw from there next time. If they are not successful, they have to try again from that distance. Pupils continue throwing to see how many steps away from their hoop they can get.



Strategies for inclusion

Physical Disability



- Decrease the distance from target or increase the size of target.
- Use a ramp or cylinder (similar to the ramp used in ten pin bowling) with the base of it positioned in the hoop or target. The pupil places the ball/beanbag on the ramp or cylinder and pushes the beanbag down the ramp and into the hoop.
- Buddy System- another pupil can help assist the pupil with the physical disability e.g. the pupil with the physical disability can direct the "buddy" to position the ramp.

Learning Needs



- Use task cards to facilitate learning and help explain the activity.
- Repeat the activity a number of times to help the pupil understand the activity.

Blind or Vision Impaired



- Buddy System- to help position the pupil in front of the target. They can also provide immediate feedback to the vision impaired pupil.
- Create a sound source at the location of the target e.g. clapping.
- Use audio cues e.g. "the hoop is positioned at 12 o'clock, one metre in front of you".
- Use large, colourful hoops or cones (make a circle using tall cones).

Autism



- Shorten the activity time.
- Keep groups small (individual or pair work).
- Use Picture Exchange Communication System (Total Communication Approach) e.g. beanbag, hoop, throw, pickup.

Deaf or Hard of Hearing



- When explaining and demonstrating the activity, make sure the pupil who is Deaf or Hard of Hearing is at the front of the class.
- Use visual cues such as bibs or flags to signal the start and end of the activity.

BALLOON TENNIS



DANCE



GAMES

Description of Activity

Give each pupil a balloon and invite them to find a space in the playing area where they are not in contact with anyone else. Pupils must strike the balloon upwards into the air and keep it there using only the hands. After a set amount of time, the teacher calls out various body parts such as: right hand only; left hand only; alternating hands; elbow, shoulder, head, chest, back, knee, foot etc. Pupils must keep the balloon up in the air using only that body part until the next instruction.



Strategies for inclusion

Physical Disability

- Attach a string to the balloon so that the pupil with the physical disability can hold the string and retrieve the balloon easily after striking it.
- Buddy System: pupils can work in pairs for this activity and if the balloon drops, the other pupil can pick it up.



Blind or Vision Impaired

- Put rice inside the balloon so the pupil can hear the balloon and help them locate it.
- Give each pupil their own space to carry out the activity. This will stop pupils bumping into each other.
- Use a large, bright coloured balloon.



Learning Needs

- Mark out an area for the pupils to practise the activity in. This will help keep pupils focused and on task.
- Revise the different parts of the body before starting the activity.



Deaf or Hard of Hearing

- Give a demonstration with each change of technique or instruction e.g. demonstrate striking the balloon with your hand, stop the activity, and then demonstrate striking the balloon with your foot.
- Write out the names of the different body parts that will be used in the activity on show-me boards.



Autism

- Ensure sufficient space between each person so no close contact occurs.
- Use Total Communication Approach e.g. strike, balloon, head, hand, knee.



Activity 1 - Fundamental Movement Skill: Running

FRUIT BASKET



ATHLETICS



GAMES

Description of Activity

Arrange pupils in groups of five with a hoop per group. Invite groups to place their hoops around the perimeter of a large outdoor playing area, equidistant from a central point. Lay as many small, light pieces of PE equipment as possible in the centre of the playing area (fruit salad). On a signal, one pupil from each group runs to the fruit salad, picks up one piece of fruit and carries it back to their hoop. This process is repeated until all pieces of fruit have been gathered. The group with the most pieces of fruit in their hoop wins.



Strategies for inclusion

Physical Disability

- If a pupil struggles to lift the objects from the ground, place them at an accessible height e.g. on a table or bench.
- The start cone can be closer to the fruit basket for a pupil with the disability.



Blind or Vision Impaired

- Buddy System: partner the vision impaired pupil with another pupil that can help lead them to the hoop and back.
- Use a rope from the start point to the hoop that will guide the pupil and allow them to run without a guide.
- Use large, colourful pieces of equipment in the hoop.
- Use brightly coloured cones and tactile markers at the start.



Learning Needs

- Have a separate hoop for each group to avoid confusion and chaos in the middle.
- Reinforce that pupils should only retrieve one piece of equipment at a time.



Deaf or Hard of Hearing

- Use visual cues such as bibs or flags to signal the start and end of the activity.
- Peer Demonstration: invite one group to demonstrate the activity so the pupil who is Deaf or Hard of Hearing can see it in action.
- Give a demonstration before the start of the activity and for each change of instruction.



Autism

- Place arrows on the ground to direct the pupil where to run.
- Use Total Communication Approach e.g. run, pickup, drop.



Activity 2 - Fundamental Movement Skill: Running

TAILS



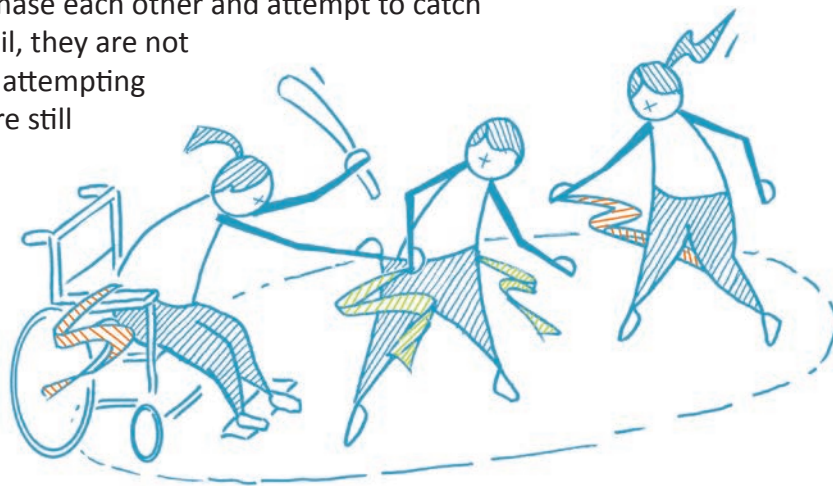
ATHLETICS



GAMES

Description of Activity

Give each pupil a ribbon (tail), and invite them to tuck it into the elastic band of their trousers at the hip. On a signal, pupils chase each other and attempt to catch each others tails. If a pupil loses their tail, they are not out of the activity, as they can continue attempting to capture a new tail from pupils who are still wearing theirs. If a pupil catches a tail, they can tuck it into their trousers as an extra tail. After a set time, stop the activity and count how many tails pupils have gathered.



Strategies for inclusion

Physical Disability



- Include a safe zone or pit stop where pupils can enter to have a short rest.
- All other pupils are only allowed to walk fast (no running).
- Reduce the size of the playing area so the pupil has a chance to capture the tags.
- Pupils with a physical disability could use a foam noodle to tag other pupils. Pupils must tag below waist height. The pupil tagged with noodle must handover one of their tags.

Learning Needs



- Allow time for the pupils to try the game out in small groups until they understand the concepts before putting them into larger groups.
- Play a simplified activity initially until pupils understand the concept of the activity.

Autism



- Shorten the activity time.
- Keep groups small.
- Use Total Communication Approach e.g. run, pickup, drop.

Blind or Vision Impaired



- When explaining and demonstrating the activity, make sure the pupil with the blind or vision impaired is at the front of the class and has a clear view.
- Use large, colourful tails e.g. bibs
- Ensure boundaries are clearly marked with bright tape or tall coloured cones. Provide a change in floor texture to outline boundaries, e.g. place yoga mats near the wall so that the pupil knows when they step on the mats they are close to the wall.
- Buddy System: another pupil can help guide the blind or vision impaired pupil around the playing area. Change buddy after each round.

Deaf or Hard of Hearing



- When explaining and demonstrating the activity, make sure the pupil who is Deaf or Hard of Hearing is at the front of the class.
- Use visual cues, such as bibs or flags, to signal the start and end of the activity.

Activity 3 - Fundamental Movement Skill: Hopping

SAUCERS AND DOMES



ATHLETICS



GAMES



GYMNASTICS



OUTDOOR &

Description of Activity

Arrange pupils in two even groups, saucers and domes. Give each pupil a coloured cone and invite them to find a space in the playing area. Invite each pupil to place their cone on the floor according to their given name, e.g. domes place their cone on the floor the right way round and the saucers place their cone on the floor upside-down. The aim of the activity is to turn the opposing group's cone over so that saucers become domes and vice versa. On a signal, pupils begin hopping around the space, turning cones over. After a set amount of time, compare the number of saucers to domes, and play again.



Strategies for inclusion

Learning Needs

- Pre-teaching: Teach elements of the lesson in advance to the pupil with learning needs. The teacher could describe the equipment that is being used and allow the pupil to practise with it at lunchtime with another pupil or SNA.
- Allow the pupil to practise in pairs turning cones and naming the cones "domes" and "dishes" before the activity begins.



Physical Disability

- Decrease the size of the playing area so the pupil with the physical disability can reach a higher number of cones.
- If a pupil struggles to lift the cones from the ground, place them at an accessible height e.g. on a table or bench or radiator.



Blind or Vision Impaired

- Use large, colourful cones that are a different colour to the floor. Use tall cones for the boundaries.
- Provide verbal feedback on the pupils positioning e.g. turn to the right and step forward.
- In small groups, get all other pupils to wear a blindfold and each pupil can have a partner who will act as a guide for the vision impaired pupil or the blindfolded pupil.



Autism

- Use Total Communication Approach e.g. run, cone, lift, turn.
- Keep groups small.
- Colour code the cones for the pupil with Autism.



Deaf or Hard of Hearing

- Use a loud whistle to start and stop the game if the pupil is partially deaf.
- Use visual cues, such as bibs or flags, to signal the start and end of the activity.



Activity 4 - Fundamental Movement Skill: Jumping

CATCHING FROGS



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Arrange pupils in pairs with a ball per pair. Pupils form two lines, five metres apart down the hall with one partner opposite the other. One pair of pupils (the frogs) wait at one end of the line. The rest of the pairs roll their ball forward and back to their partner. The frogs attempt to jump their way down the middle without getting tagged by the ball. Once they reach the other end, they join the line and a new pair of frogs attempt the challenge.



Strategies for inclusion

Physical Disability

- Use a chute or ramp if required.
- For pupils with reduced mobility, decrease the speed of the game by using larger, slower balls.
- Place pupils who are throwing the balls back a further distance so that it gives the pupil with the physical disability more time to avoid the balls.



Autism

- Ensure there is adequate space between each pupil when throwing the balls.
- Use Total Communication Approach e.g. run, jump, dodge, throw.



Learning Needs

- Introduce one teaching point at a time. Pupils could practise running down the middle without any balls being thrown at them and then slowly introduce a small number of balls.
- Place arrows on the ground to direct the pupil where to run.



Blind or Vision Impaired

- Use a ball with bells in it.
- Throwers can wear hi-visibility bibs.
- Buddy System: use a buddy or guide to support the pupil when they are running.



Deaf or Hard of Hearing

- Give demonstration to introduce the activity, plus a demonstration for each change of instruction.
- Use visual cues, such as bibs and flags, to signal the start and end of the activity.



Activity 5 - Fundamental Movement Skill: Kicking

PINBALL SOCCER



Description of Activity

Arrange pupils in two groups. Line the two groups up facing each other fifteen meters apart with a line of skittles/ water bottles down the middle as targets. The aim of the activity is to knock over a target in the middle of the court by kicking a football at it. Ensure that there are enough footballs to keep the activity flowing and that there is an odd number of targets to decide a winner. Pupils must remain behind their kicking lines at all times and the activity continues until all targets are knocked.



Strategies for inclusion

Physical Disability

- If the pupil is unable to kick the ball they can throw it or use a ramp which will assist delivery.
- Buddy System: A buddy or assistant can help retrieve the ball for the pupil with the physical disability.



Autism

- Use Total Communication Approach e.g. throw, pickup, ball, cone or skittle.
- Ensure there is sufficient space between groups.



Blind or Vision Impaired

- Use large, brightly coloured skittles that are a different colour to the floor or ground.
- Use a ball with bells in it.
- A bleeper or hand clapping can be used to give the pupil a sense of where the skittle is positioned.



Learning Needs

- Use specific skill cards along with verbal instruction.
- Introduce one rule or teaching point at a time.
- Check for understanding before beginning the activity.



Deaf or Hard of Hearing

- Use visual cues (bibs, flags) to signal the start or end of the activity)
- Pause the game to give teaching points if needed.



Activity 1 - Fundamental Movement Skill: Running

CIRCLE PASS CHALLENGE



ATHLETICS



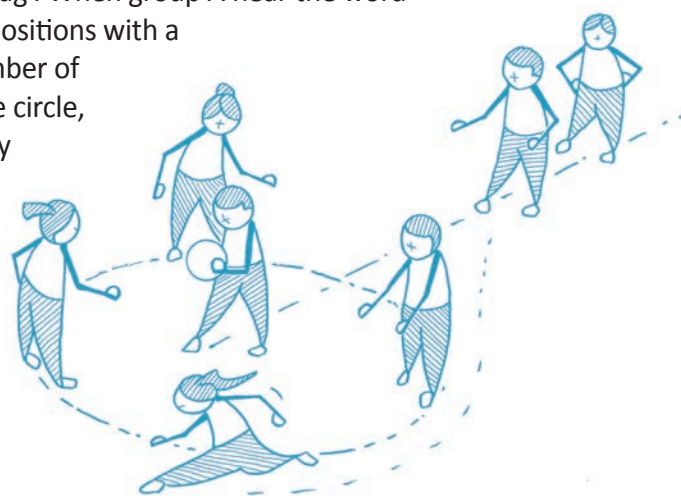
GAMES



OUTDOOR & ADVENTURE

Description of Activity

Arrange pupils in two groups. Group A forms a circle and group B forms a line approximately ten metres away. One pupil from group A stands in the centre of the circle with a ball. On a signal, the pupil in the circle throws the ball to each member of the group in turn. The group members count each good catch. If the ball is dropped it does not count. At the same time, the members in the line run individually around the circle and return to the group, tagging the next pupil, and shouting 'tag'. When group A hear the word 'tag', the pupil in the centre catches the ball and changes positions with a pupil in the circle, and continues to pass, counting the number of passes. Meanwhile the runners are still running around the circle, returning to the line and tagging the next pupil. The activity continues until each pupil in the line has run around the circle. When the last pupil finishes their run the group call 'stop' and the pupils in the circle stop throwing. Group A reveals the number of catches that were made. Groups swap over and repeat the activity. Compare number of catches each time the activity is played.



Strategies for inclusion

Physical Disability



- If the pupil has reduced upper body mobility, they can roll the ball to the other pupils or the circle can be brought closer together.
- If the pupil can't run or move fast, outline a distance for them to travel to by placing a cone about five metres from the start line.

Learning Needs



- Place arrows around the outside of the circle to outline where the pupils have to run to.
- Introduce each aspect of the activity progressively. To begin, have all pupils in a circle and practise throwing and catching with one pupil in the centre. Split the main group up into two and carry out the activity as outlined above.

Autism



- Pupils can stand on spot markers which can be placed on the floor to ensure each pupil has their own area when throwing and catching the ball.
- Keep groups small to avoid long wait time.
- Use Total Communication Approach e.g. run, throw, catch, pass.

Blind or Vision Impaired



- Give a descriptive explanation of the activity and exercises.
- Use balls with bells.
- Invite pupils to call names before they pass the ball so the pupil can anticipate the pass.
- Buddy System: use a partner to support the player when they are throwing or catching or running.

Deaf or Hard of Hearing



- Use visual cues, such as bibs and flags, to signal the start and end of the activity.

MOVE WELL, MOVE OFTEN BOOK 3 (PAGE 65)

Activity 2 - Fundamental Movement Skill: Jumping

CARD SUITS



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Invite pupils to stand in a space and start marching on the spot. Using an oversized deck of cards, the teacher turns over the cards one by one. Each card will signify an action for pupils to perform, and the number will signify how many of each exercise they do:

- Diamonds: Star Jump
- Hearts: Jump as high as possible
- Clubs: Jump as far as possible
- Spades: Touch the ground and jump in the air



Strategies for inclusion

Physical Disability

- Show adaptations of the exercises, e.g. if a pupil is a wheelchair user they can do arm jacks instead of star jumps. Instead of jumping as far as possible they can see how far they can push themselves with one turn of the wheels.



Blind or Vision Impaired

- Give a descriptive explanation of the activity and exercises.
- Call out the card suite when revealing what card is next e.g. five of hearts.
- Draw the card suites on a large A3 page if the pupils have partial sight and position the pupil who is blind or vision impaired beside the teacher so they can see it.



Learning Needs

- Introduce one card at a time.
- Repeat the same card suite before moving onto the next one. Check for understanding before proceeding.



Deaf or Hard of Hearing

- Give demonstration to introduce the activity, plus a demonstration for each change of instruction.
- Hold up cards when calling out the next suite.



Autism

- Pupils can stand on their own spot markers spread out around the playing area to ensure enough space is kept between all pupils.
- Use Total Communication Approach e.g. jump, run.



Activity 3 - Fundamental Movement Skill: Balancing

GROUP AND BALANCE



DANCE



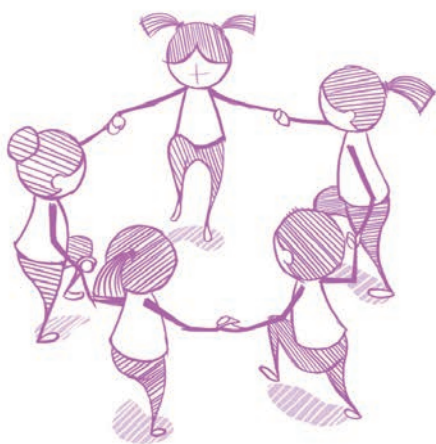
GAMES



GYMNASTICS

Description of Activity

Pupils run around a large defined playing area avoiding contact with other pupils. Invite them to begin slowly and gradually experiment with changing direction and changing speed. On a signal the teacher calls a number. Pupils form groups of that number, make a circle and balance on one foot while linking hands or arms. Invite pupils to explore a range of group balances once comfortable with balancing on one foot. Pupils without a group perform a static balance. Once the balances have been held for ten seconds continue the activity.



Strategies for inclusion

Physical Disability

- Reduce the size of the area to move around.
- Wheelchair users with limited lower body movement can just join hands and make upper body shapes. Encourage the group to make different shapes with their hands which will help encourage upper body movements.



Autism

- Pupils can use a scarf to connect with the other pupils if they don't feel comfortable holding their hand or they can perform a balance individually.
- Use Total Communication Approach e.g. run, balance.



Learning Needs

- The teacher can demonstrate examples of balances that can be included in the activity to give some pupils and groups ideas.
- Gradually introduce each aspect of the game e.g. get pupils to practice getting into a circle and holding hands the first time. Then introduce the balances.



Blind or Vision Impaired

- Use visual cues, such as bibs and flags, to signal the start and end of the activity.
- Ask pupils to give a descriptive explanation of each balance performed.



Deaf or Hard of Hearing

- Give a demonstration to introduce the activity plus a demonstration for each change of instruction

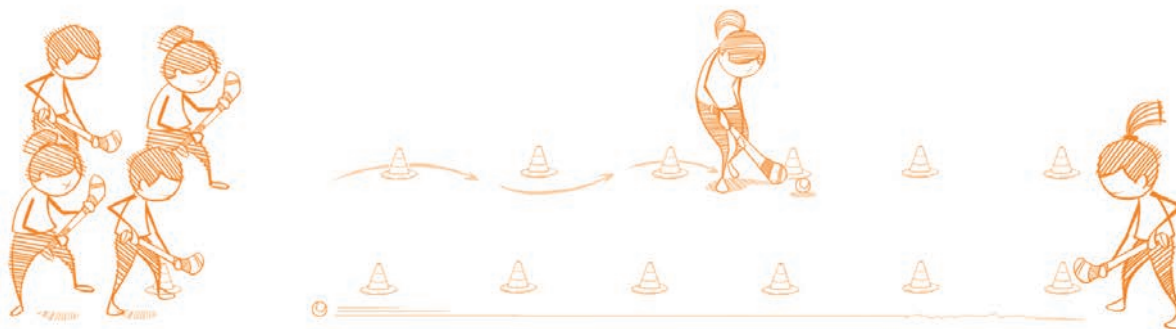


UNIHOC RELAY



Description of Activity

Arrange pupils in relay teams of equal numbers. Each team has two unihoc sticks and one tennis ball or puck. Set up a relay lane for each team by placing cones three feet apart in a straight line. Invite all teams to line up behind their first cone. On the whistle, the first pupil from each team dribbles the ball or puck in and out through the cones using their unihoc stick. When they reach the last cone, invite each pupil to strike the ball or puck along the ground back to the next pupil on their team. Each pupil follows their pass, hands the unihoc stick to the next in line and rejoins their line. When each pupil has completed their attempt, the entire team must crouch down to show they are finished.



Strategies for inclusion

Physical Disability

- Use a Buddy or Assistant who can push the wheelchair user while they dribble the ball or puck through the relay lane.
- Reduce the distance between the cones for any pupil with limited mobility.



Autism

- Use unihoc sticks with soft ends for safety reasons.
- Have small groups to avoid long wait time.
- Use Total Communication Approach e.g. run, strike, puck, unihoc, pass.



Learning Needs

- Practice dribbling the sliotar or puck in a straight line before adding the curved pattern.
- Place arrows in and out through cones to show the direction of travel.



Blind or Vision Impaired

- Use a ball with bells in it or a large beach ball.
- Use large cones.
- Use buddy or guide to support the pupil when dribbling the ball.



Deaf or Hard of Hearing

- Give a demonstration to introduce the activity plus a demonstration for each change of instruction.
- Use visual cues, such as bibs and flags, to signal the start and end of the activity.

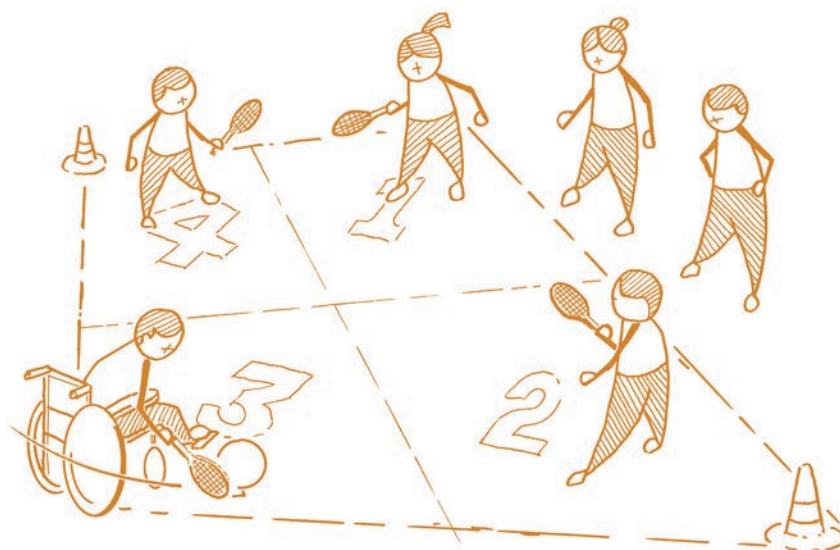


RACKET SQUARE



Description of Activity

Arrange pupils in groups of six. Set out a large square playing area for each group, divided into four mini-squares numbered one to four. Four pupils have a racket and stand in each section of the square, with the remaining pupils lined up outside. The pupil in square one begins with the ball and strikes it to any other mini-section of the square. The next pupil lets the ball bounce in their section and strikes it to another section. This process continues. If a pupil misses the ball or fails to land it in a section they hand the racket to one of the pupils in waiting who serves to start the game again. The ball must be hit upwards at all times.



Strategies for inclusion

Physical Disability

- For pupils with reduced mobility, decrease the size of the squares and have pupils closer together.
- Use a batting tee and allow the pupil with reduced mobility to start with the ball.
- Use a large bat and ball to give a greater chance of striking the ball.



Autism

- Have small groups to avoid a long wait time.
- Use Total Communication Approach e.g. strike, tennis racket.



Blind or Vision Impaired

- Use a ball with bells in it.
- Use a large, colourful beach ball.



Learning Needs

- Begin the activity with pupils in pairs, they can strike the ball across an area to their pupil and their pupil will return the pass. Gradually introduce more pupils into the activity.
- Allow more than one bounce of the ball.



Deaf or Hard of Hearing

- Give demonstration to introduce the activity, plus a demonstration for each change of instruction.





INCLUSIVE APPROACHES IN PE ACROSS THE STRANDS

The Primary PE Curriculum

The content of the physical education curriculum is presented in the following strands and strand units. It is recommended that each strand unit should be covered to ensure variety, balance and continuity. However, taking the time available into consideration, the depth of treatment of each strand unit may be adjusted.



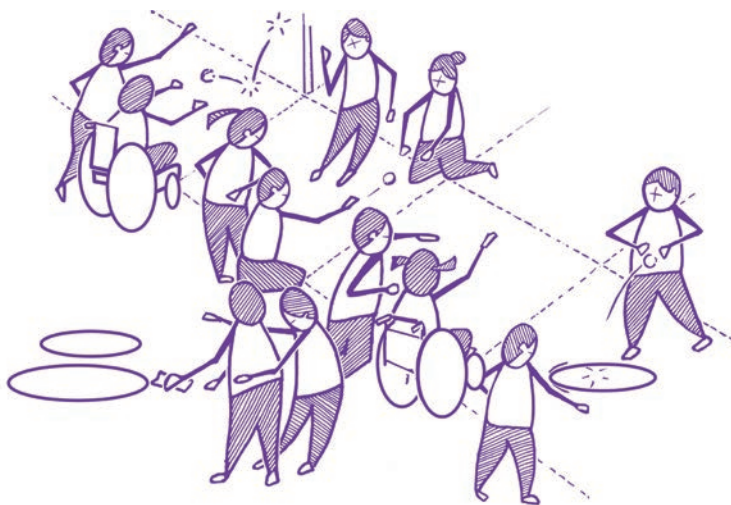
Supporting Learning and Engagement with the Curriculum

The curriculum is broad and diverse and offers many different opportunities to address and improve the learning needs of pupils with Special Educational Needs and disabilities. In offering the pupils a broad curriculum, which includes all of the strands outlined above, it is highly likely that the pupils will not only develop many skills but will also develop a preference of activity and/or skills that could become a lifetime interest. In order to make this curriculum accessible, the following ideas may be considered when planning for inclusion of pupils with mild general learning disabilities:

- Skills, concepts and activities will need to be redefined and broken down into progressive stages to meet the varying abilities of these pupils.
- Learning expectations should be reasonable in meeting the balance between familiar and unfamiliar skills and activities.
- Realistic targets should be set, appropriate activities and equipment should be chosen, and sufficient time should be given to bridge the gap between applying familiar skills and learning and applying new skills and concepts.
- Positive reinforcement should be given frequently, the ability of the pupils should be emphasised, and appropriate activities should be provided in order to improve the self-esteem and confidence of these pupils.

(NCCA - PE Guidelines for teachers of pupils with mild GLD, p.8)

In planning for pupils with Special Educational Needs and disabilities, it is important to focus on fostering self-esteem and confidence by engaging the pupils in activities that are appropriate and achievable, with consistent emphasis on ability rather than disability.



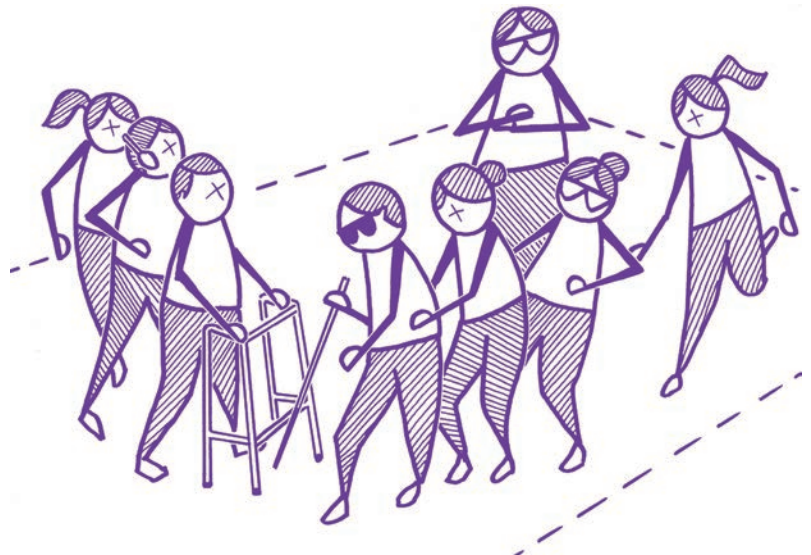


Strand: Athletics	Strand Unit: Throwing
Fundamental Movement Skill:	Manipulative - Throwing
Resources:	Large space, cones, body-part cards, beanbags, scarves, beachballs, balloons, balls, hoops
Optional resources:	Flashing light signal system, bell-balls, visual timer, bright tape, tall cones
Learning outcomes:	The pupil should be enabled to develop throwing skills from a stationary position using a variety of objects.

Introduction

Warm Up Activity: Trains

Pupils form groups of three and form a train. Some of the pupils are spread out around the space as loose carriages. On a signal, pupils start moving around the space. On a second signal, loose carriages join the back of a train and the pupil at the front of the train leaves to move about freely. Repeat until every pupil has had a turn moving freely.



Teacher Questions

What do you need to focus on when you are catching? How many different ways can you throw the object upwards? Can you complete a challenge before you catch? How many times can you catch without dropping?

Strategies for Inclusion:

Physical Disability

- All pupils move around at their own pace. If a pupil with a physical disability joins a line of pupils, ensure the pupil leading the line moves at a suitable speed.



Blind or Vision Impaired

- Ensure the space is free of obstacles.
- Use a buddy system when the pupil who is blind or vision impaired is leading the group. Ensure they give descriptive feedback to their partner.



Learning Needs

- Allow pupils time to practise the different locomotor skills before beginning the activity.



Deaf or Hard of Hearing

- Use visual cues, such as flags, to signal "start" and "change".
- Demonstrate the different locomotor movements after calling them out or write them on "show me boards".



Autism

- If some pupils don't feel comfortable holding onto the pupil's waist in front of them, all pupils could wear bibs and they can hold onto the bottom of the bib.





Introduction

Warm Up Activity: Connect

Outline a large playing area using cones. Pupils move freely around the space using a variety of locomotor skills – running, jumping, hopping, skipping, walking etc. On a signal, teacher calls a body part, e.g. knee, and pupils must connect with another pupil using that body part. On another signal, pupils move freely around the space. Repeat.



Strategies for Inclusion:

Physical Disability

- Call different body parts which the pupil with the physical disability can connect with easily e.g. elbow, hand etc.
- Allow the pupil with the physical disability to be the teacher and call out the instructions.



Blind or Vision Impaired

- Have a designated area where the pupil who is blind or vision impaired can move around without bumping into other pupils. Use large colourful cones to mark out the area.



Learning Needs

- Revise the different body parts before beginning the activity.



Deaf or Hard of Hearing

- Hold up A4 sheets showing the different body parts to connect with or point to the body part.



Autism

- Use Total Communication Approach (run, jump, hop, skip, knee, elbow)

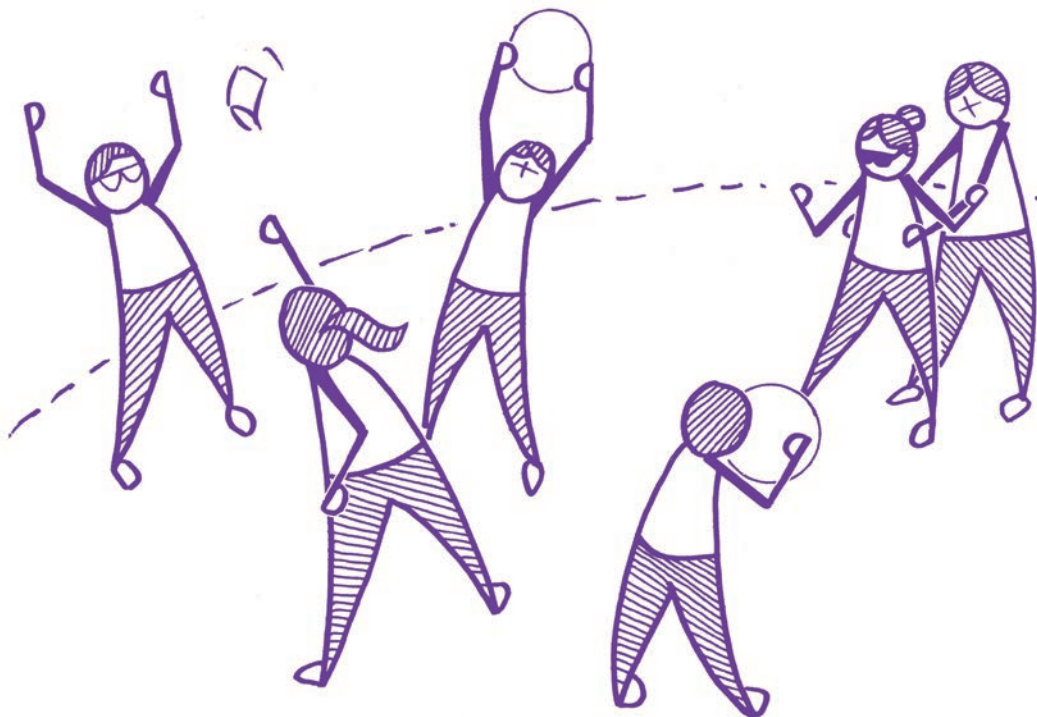




Introduction

Throwing and Catching

Explore throwing and catching individually and in pairs. Start with a beanbag and gradually move on to small scarves, beachballs, balloons and balls. Stand on the spot and throw and catch the object using both hands; using one hand; clap or turn or touch the ground before catching; walk around the space throwing and catching. Repeat the activity with a partner.



Strategies for Inclusion:

Physical Disability

- If a pupil has limited upper body movement, objects that stay in the air for longer are more suitable e.g scarves and balloons.
- A buddy system can be used to help the pupil with the physical disability retrieve the ball if they don't catch it.



Autism

- All pupils can pick a textured ball of their choice.



Learning Needs

- Demonstrate the activity and give short, clear instructions
- Break down the skill into smaller, manageable steps e.g "Hold the ball at chest height. Push pass the ball to your partner." Focus on one skill first and then introduce the next once you are happy the pupil understands the skill (e.g. first throwing, then catching).



Blind or Vision Impaired

- Give a descriptive explanation to the pupil who is blind or vision impaired.
- Use large colourful balls with bells.



Deaf or Hard of Hearing

- Ensure the pupil who is Deaf or Hard of Hearing is paired with a pupil who is competent with using hand signals e.g. hold up their hands when they are ready for a pass.





Fundamental Movement Skill Development - Throwing

Set up a station teaching grid as shown in the diagram.

Pupils move around the grid in pairs to practise throwing in a variety of ways. Teacher can move freely around the grid or can base themselves at a particular station.

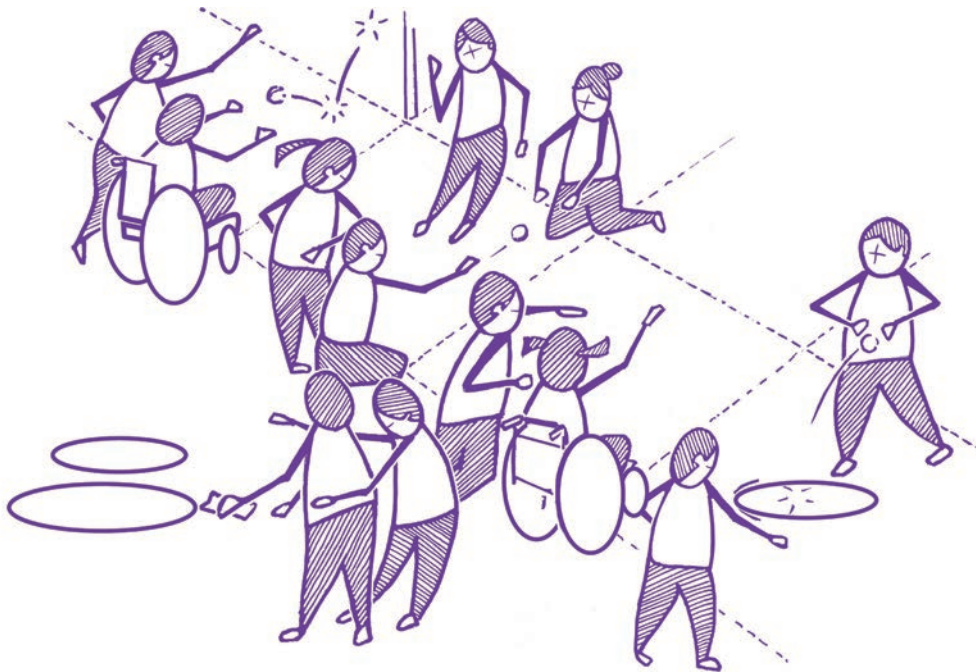
Station 1: Rebound. Pupils throw underarm at a wall so that it comes back to the thrower. Then, pupils throw underarm at a wall so that it comes back to their partner. Continue for a set amount of time before moving on to the next grid.

Station 2: Rolling. Pupils roll a ball to each other in pairs.

Station 3: Bullseye. Pupils line-up behind a selection of hoops laid out at various distances. Pupils throw beanbags into the hoops.

Station 4: Kneel and Throw. Pupils kneel or sit to throw overarm at a target.

Station 5: Bounce Pass. Pupils face each other across a hoop. Pupil A bounces a ball into the hoop and Pupil B catches it.



Strategies for Inclusion:

Physical Disability

- Change pairing of pupils every five to ten minutes. Use a pair-changing system e.g numbers. Avoid asking pupils to pair themselves.
- Select some pupils to be PE helpers in advance of the lesson, to help with setup and also to help the pupil with the disability at some of the stations.
- Allow pupils with walking aids the option to sit and throw the object at each station. A ramp can be used for pupils with limited upper body movement.



Autism

- Ensure short activity time at each station.
- Keep groups small (pairs).



Blind or Vision Impaired

- Use bell balls.
- Provide verbal cues to countdown time.



Deaf or Hard of Hearing

- Provide visual cues to show the time left in the activity e.g. a large timer or clock or stopwatch.



Learning Needs

- Use station cards at each cone to remind pupils what skill they are performing at each station.





Conclusion

Invaders Throwing Game

Divide the pupils into two teams of four. One pupil from each team stands in each square. Team A have possession of the ball and must make as many passes as possible between their team, passing in any direction. Team B must try to intercept the play by catching or knocking the ball out of play. No tackling or taking the ball from an opponent – if contact is made, turn the ball over to the other team. All pupils must remain in their own square.



Strategies for Inclusion:

Physical Disability

- A buddy system could be used to support pupils with physical disabilities, or pupils with physical disabilities could occupy a square of their own.
- Use objects that stay in the air for longer which will allow the pupils have more time to react to the object e.g a scarf or a beach ball.



Learning Needs

- Begin with beanbags and then introduce balls of various sizes.



Autism

- Ensure small numbers in each square.
- Make the square large enough to avoid contact as much as possible.



Blind or Vision Impaired

- Use a bell ball.
- Ensure boundaries are clearly marked with bright tape or tall coloured cones.



Deaf or Hard of Hearing

- Use visual cues to start and stop the activity e.g .bibs.





Conclusion

Cool Down

Arrange pupils in a circle, facing outwards. On the word 'go', pupils move outwards away from the circle. On the word 'stop' pupils turn back and return to the circle. Repeat this activity using a variety of locomotor skills, e.g. run, jog, skip, walk. Complete a range of 'Follow the Leader' cool down stretches in the circle.



Consideration for the Teacher

- How does this activity allow pupils to participate at their ability level?
- How can the activity develop confidence in pupils?
- How can social interaction be explored in this activity?
- Does this activity address the development of Fundamental Movement Skills for each pupil at their own level?

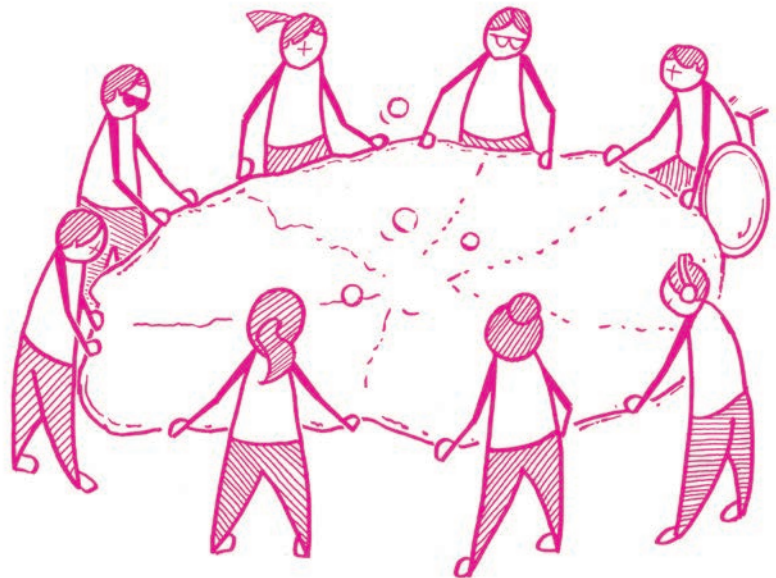


Strand: Dance	Strand Unit: Creating, Exploring and Performing Dance
Fundamental Movement Skill:	Balance
Resources:	Parachute, beanbags, balls, teddies, blindfold, music and speakers, coloured markers (large and small)
Optional resources:	Flashing light signal system, bell-balls, visual timer
Learning outcomes:	The pupil should be enabled to explore movements of body parts and body actions, perform a dance to music showing a sensitivity to rhythm changes and show increased poise, balance, control and coordination while moving and stopping.

Introduction

Dancing Parachute

Pupils are arranged evenly around the edge of the parachute, holding the handles or the edge of the material. Practise moving the parachute up and down as a group. Use the parachute to make waves, soft at first and then big and wild! Play some music. Invite the pupils to interpret the music and make waves according to their interpretation - loud and wild or quiet and soft. Add some small balls or beanbags or teddies to the parachute. Select a group of pupils to stand around the edge of the parachute. Play the music again. This time, when the music is loud and wild some of the equipment might bounce off. Pupils who are not holding the parachute must try to return all of the objects to the parachute before the music ends.



Strategies for Inclusion:

Physical Disability

- Ensure all pupils can comfortably hold onto the parachute. Potentially, all pupils could be sitting down.
- A "litter picker" can be used to assist wheelchair users to pick up the balls on the ground.



Learning Needs

- Repetition of the activity is important to help reinforce learning.



Blind or Vision Impaired

- Use sound timers to countdown the activity or call out the remaining time.



Autism

- Use sensory equipment including different textured balls and teddies to make it more stimulating for Autistic pupils.
- Slowly and gradually introduce new aspects to the activity.
- Use a countdown method in the activity to prepare the pupil for transition to the next activity.



Deaf or Hard of Hearing

- Use music with a heavy bass and put speaker's facedown to a wooden floor if possible. This will allow pupils who are Deaf or Hard of Hearing to feel the beat.
- Use visual cues to countdown the activity time e.g. stopwatch

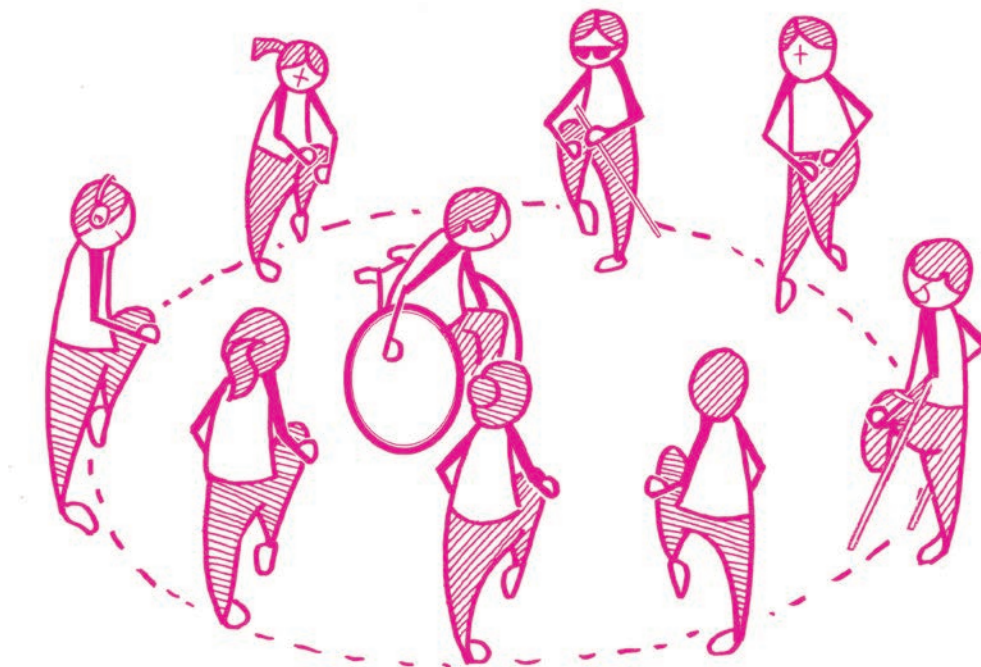




Fundamental Movement Skill Development - Balance

Leader of the Gang

Arrange the pupils into a circle with one pupil in the centre. This pupil is the detective and their job is to discover who is the leader of the gang. The detective is blindfolded (or closes his or her eyes) while one pupil in the circle is chosen to be the leader of the gang. The leader will lead the pupil through a range of balancing activities on the spot. The group follows the leader, doing whatever shape or balance they do. The detective removes the blindfold or opens their eyes, and must try to guess the identity of the leader. The leader changes the balance activity every five seconds. The detective has three chances to guess who the leader is. Repeat the activity by choosing a new leader each time.



Strategies for Inclusion:

Physical Disability

- Encourage the pupils to choose shapes and balances that everyone will be able to complete. If there is a wheelchair user in the class, encourage more shapes that use upper body movements.



Learning Needs

- Allow the pupil with learning needs more chances to guess the leader of the gang.



Autism

- Ensure the circle is well spread out and each pupil has their own personal space.



Blind or Vision Impaired

- Buddy system - Pair the pupil who is blind or vision impaired with another pupil. Ask them to describe the balance being performed to the Vision Impaired pupil e.g. "Stand straight like a pencil with your arms above your head and straight".





Fundamental Movement Skill Development - Balance

Movement Patterns

Gather pupils together in an outlined playing area. Coloured marker discs will be shown by the leader. Each colour represents a different movement for pupils to perform. Invite pupils to suggest movements for the different colours. Add music.

- Green means GO - all pupils moving around.
- Red means STOP - all pupils stop and perform a balance.
- Yellow means SLOW MOTION.
- Blue means CHANGE DIRECTION.
- White means CHANGE LEVELS
- moving high or low from the ground.

Pupils can take turns in the lead role. More coloured cones and actions can be added. Consider using a model traffic lights or image to highlight the actions in a visual way.



Strategies for Inclusion:

Physical Disability

- Pupils can move around at their own speed depending on the movement and their ability level.



Learning Needs

- Introduce one colour at a time.
- Pupils can move around in pairs and dance in pairs. This will encourage pupils to dance and help pupils to come up with ideas.
- Actions can be modified to make them less challenging.



Autism

- Use a large space to carry out the activity.



Blind or Vision Impaired

- Use verbal cues- call out the colours when showing the coloured cones.
- Use large visual cards if pupils have partial sight.
- A pupil who is blind or vision impaired may use mobility aids or a tactile environment to move independently.



Deaf or Hard of Hearing

- Use visual cues, such as stop and go signs.





Conclusion

Create and Perform a Dance to Music

Hand out a selection of coloured spots or counters to pairs or small groups. Use the instructions from the previous game. Invite the groups to create a dance by selecting four coloured spots and arranging them into a sequence. Display the coloured spots or counters on a piece of paper. Select a starting shape, repeat the four part dance four times, and select a finishing shape. Perform the dance to music.



Strategies for Inclusion:

Physical Disability

- Encourage pupils in a group to create and perform the dance together, so everybody in the group is included.



Learning Needs

- Move around groups and offer the pupils ideas if they are struggling to come up with dance moves.



Autism

- Avoid using music if it disrupts any of the pupils or give them the option to wear ear defenders if they help.





Introduction

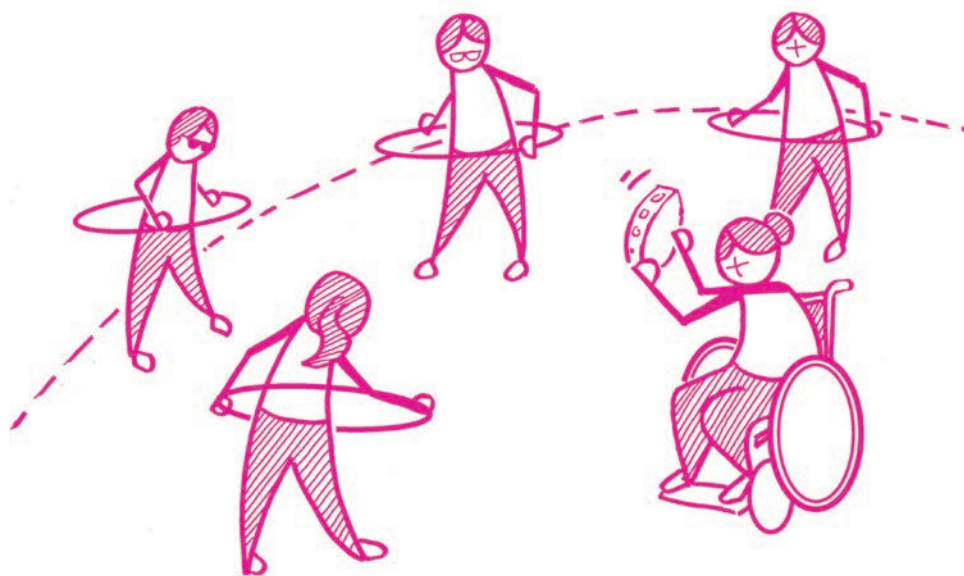
Warm Up Activity: Dancing Body Parts

Pupils find a space in the playing area. Pupils are encouraged to move slowly around the room, listening to the gentle shaking of the tambourine, and to be still when the sound stops. Invite pupils to take turns using the tambourine. Attention is drawn to parts of the body, with assistance as required, by tapping the shoulders, patting the knees, stamping the feet, patting the head, patting the tummy. Now when the tambourine stops, pupils must keep their body still while only moving a particular body part as shown on a visual cue. Invite pupils to take turns selecting the body part. Shake the tambourine again and repeat the activity.

Give each pupil a hula-hoop and invite them to move around the room holding the hoop around their waist. Now when the tambourine stops, they gently allow the hoop to drop to the floor, before dancing with the body part shown on the visual cue. Shake the tambourine and repeat the activity. Set the hula-hoop at the edge of the room.

Spontaneous Free Movement Break

Set a specific amount of time using a visual timer, allowing the pupils to move freely and spontaneously around the space to music for that duration of time. When the time is up, pupils return to their hula-hoop and stretch.



Strategies for Inclusion:

Physical Disability

- All pupils move around at their own pace.
- To allow the pupil with the physical disability a rest, give them the tambourine to shake every couple of turns.



Blind or Vision Impaired

- Use descriptive language if you have a pupil who is blind or vision impaired in your class; eg. "Touch your head with your hands for five seconds".



Learning Needs

- Pupils may like to watch others do the tasks and observe the variety of movements to give them ideas for their own sequence.



Deaf or Hard of Hearing

- Use visual instruction and demonstration.
- Use music with a loud bass and face it down towards the floor so that pupils can feel the music.
- Use visual timers for the movement break.



Autism

- Ensure all pupils understand the importance of other pupils space when moving around.





Introduction

Warm Up Activity: Follow the Leader Shape Circle

Arrange pupils in a circle formation. Teacher guides pupils through a range of body shapes and stretching activities. Invite pupils to take turns making shapes, while the others copy their actions.



Strategies for Inclusion:

Physical Disability

- Give adaptations of shapes for pupils with a physical disability.
- If a pupil has limited upper body movement but has good lower body movements, they can carry out any upper body shapes with their legs e.g star shape with legs pointed out to the side.



Learning Needs

- Begin with either upper or lower body shapes. Progress by combining both together.
- Practise a number of shapes with the pupils before inviting the pupils to choose the shapes. This will help ensure they can come up with a shape when it is their turn.
- Provide task cards with different shapes on them which the pupils can use.



Autism

- Use spot markers or hoops so pupils know where to stand.



Blind or Vision Impaired

- Use descriptive language when explaining the shapes.



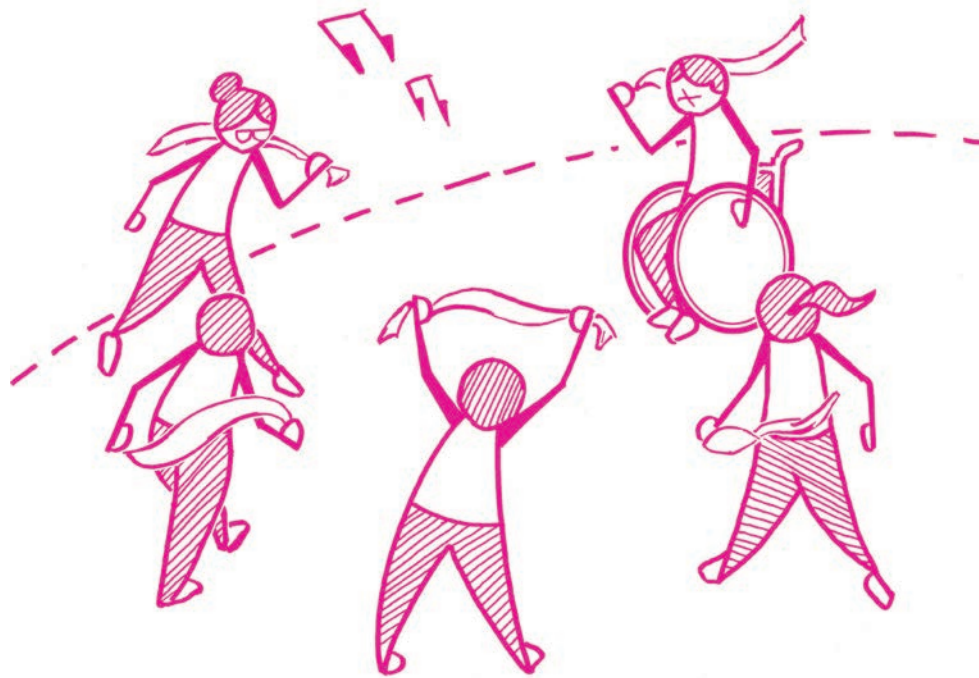


Fundamental Movement Skill Development – Walking and Balancing

Dancing with Props

Pupils find a space in the playing area. Each pupil has a small scarf. Pupils are invited or guided in walking around the room quietly and slowly, lightly pulling the scarf through the air. On a signal, pupils freeze on the spot, holding the scarf still. Play soft, light music and invite the pupils to walk around the space again in time with the music, moving their scarf in any way they like around their body in space. When the music stops, pupils freeze, making a shape with their body and the scarf.

Invite the pupils to take a balloon with a piece of string attached instead of a scarf. Play the soft music again, encouraging the pupils to move softly through the space, dancing with the balloon. Change the music to a variety of different rhythmic patterns and encourage the pupils to respond to the different tempos and sounds.



Strategies for Inclusion:

Physical Disability

- Buddy system- Another pupil can push the wheelchair user around the room while they dance in the chair with the scarf or balloon. Change buddy every few minutes.



Autism

- Keep music at a low level if it disrupts some of the pupils.
- Use music or songs that appeal to the pupils and that they enjoy.



Learning Needs

- Ensure pupils have enough time to try out and practice their ideas and movements.
- Encourage pupils to take the opportunity to watch others, to talk about what they see, and to copy movements.



Deaf or Hard of Hearing

- Provide visual cues to start and stop the activity such as green and red cones.





Fundamental Movement Skill Development – Walking and Balancing

Parachute Dance

All pupils and support staff stand around the edge of the parachute, holding the handles. All pupils lift the parachute together and let it float back down to the ground without letting go. Lift the parachute again and shake it gently like a soft breeze, then suddenly like a big storm. End by lifting the parachute high and letting it float away, or by sitting on the ground, lifting the parachute high, and letting it drift down over the pupil's legs.



Strategies for Inclusion:

Physical Disability

- All pupils can sit in a chair to facilitate a wheelchair user.



Deaf or Hard of Hearing

- Use “show me” boards or visuals of the different weather conditions.



Learning Needs

- Call out the different types of weather and actions.

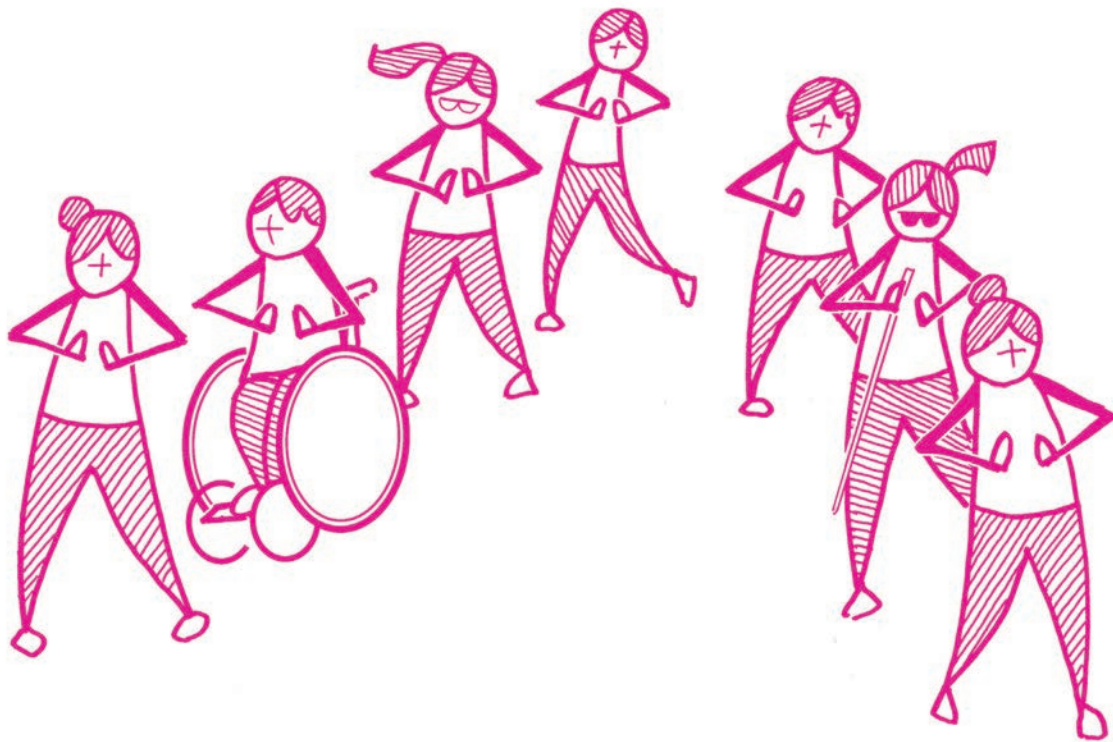




Conclusion

Cool Down Action Dance

Choose an action song that the pupils are familiar with and perform the actions to the song, at various speeds, starting with fast pace, and finally repeating it slowly at the end.



Strategies for Inclusion:

Physical Disability

- Buddy system - Another pupil can push the wheelchair user around the room while they dance in the chair with the scarf or balloon. Change buddy every few minutes.



Autism

- Keep music at a low level if it disrupts some of the pupils.
- Use dance songs that appeals to the pupils and that they enjoy.



Learning Needs

- Show the pupil with learning needs the dance in the morning or at break time so they have time to process the dance and the movements.



Deaf or Hard of Hearing

- Use music with a loud bass and place the speaker towards the floor so the pupil can feel the beat.



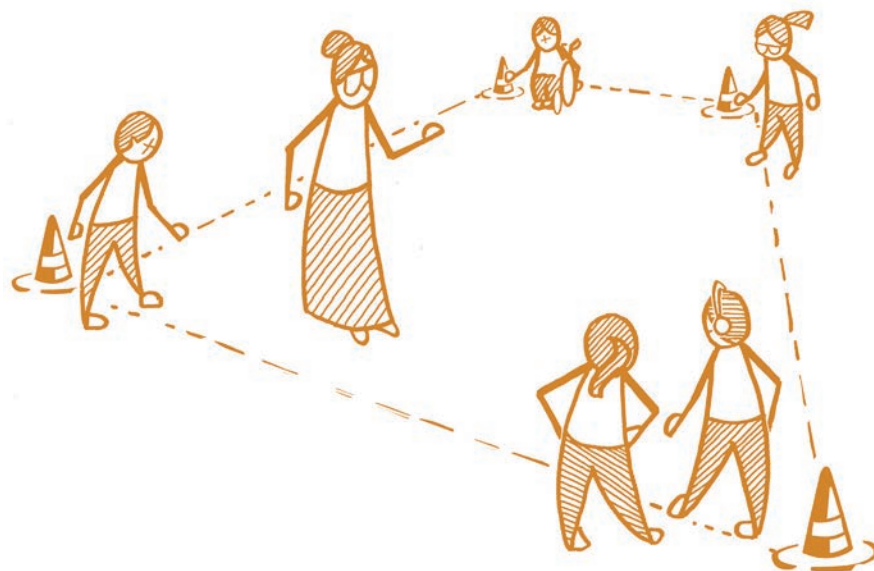


Strand: Games	Strand Unit: Sending, receiving and travelling
Fundamental Movement Skill:	Manipulative - Striking with an implement
Resources:	Cones, beanbags, tennis balls, benches, standing tennis net, various types of rackets, balloons, beach balls
Optional resources:	Flashing light signal system, bell-balls, visual timer, bright tape, tall cones
Learning outcomes:	The pupil should be enabled to develop and practise ball-handling skills while stationary or moving

Introduction

Warm Up Activity: Corner to Corner

Arrange pupils in groups of five around a square set out with cones. Send one pupil from each group to a corner of the square, and keep two from each group at the first corner. On your signal, one pupil from each group in the first corner walks to tag their teammate in the next corner. As soon as they have been tagged, that pupil walks to the next corner and so on. The activity continues until the fifth pupil tags the first pupil, who begins the next round by jogging slowly. With each new round, the pupils increase their speed slightly, going from a walk to a slow jog, to a faster jog, to running. Continue for a set amount of time.



Strategies for Inclusion:

Physical Disability

- Shorten the distance between each cone if a pupil has a walking frame or limited lower body movement.
- Pupils with physical disabilities may work with a buddy when moving from cone to cone.



Autism

- Repetition of the activity is important to help reinforce learning.
- Use arrows on the ground to show the direction of travel.



Learning Needs

- Repetition of the activity is important to help reinforce learning.
- Use arrows on the ground to show the direction of travel.



Blind or Vision Impaired

- Use large, colourful cones.



Deaf or Hard of Hearing

- Use visual cues to countdown the remaining time in the activity e.g timer





Introduction

Warm Up Activity: Clear the Decks

Divide the playing area up into three grids, each of which is divided into two areas called decks. Pupils are divided into two teams. Each team has a deck and an equal number of materials are scattered around each team's deck. Pupils must try to clear their deck by throwing one material at a time into the opposing team's deck. Set a time limit. Once the time is up, the materials remaining in each team's deck are counted. The team with the lowest number of materials remaining in their deck score a point. Repeat the activity using bats or tennis rackets to move materials across the decks instead of throwing.



Strategies for Inclusion:

Physical Disability

- A "litter picker" can be used to assist wheelchair users to pick up the balls on the ground.
- A buddy system can be used to help retrieve the items from the ground.
- A ramp can be used if a pupil has limited upper body movement.



Learning Needs

- Ensure pupils are well spread out, so everyone has their own personal space.



Autism

- Ensure pupils are well spread out, so everyone has their own personal space.



Blind or Vision Impaired

- Use large colourful pieces of equipment.
- Use bell balls.
- Outline the boundary with tall cones or by changing the surface texture e.g mats.



Deaf or Hard of Hearing

- Use visual cues to countdown the remaining time in the activity e.g. timer
- Invite a number of pupils to demonstrate the activity before starting.





Fundamental Movement Skill Development - Striking with an implement

Racket Skills

Using the grid set out for the 'Clear the Decks' warm up activity, each pupil is assigned a section of the grid and given a racket and a ball. Each section of the grid will have three or four pupils, each holding a type of racket (tennis racket, hurleys, bats, table-tennis rackets etc) and a ball is shared between the group (tennis balls, beach balls, balloons). Pupils tap the ball on their racket around the group, scoring a point for each successful tap. If a pupil drops the ball they start counting at the beginning. After a set amount of time, pupils move into a new grid to practise with a different type of racket and ball.



Strategies for Inclusion:

Physical Disability

- If the pupil has limited upper body movement, they can use a racket with a larger surface area which will increase their chances of hitting the ball.
- Use balloons instead of tennis balls to increase the time the pupil has to strike the object.
- Vary the distance between the pupils according to ability levels, e.g. have them closer together.



Autism

- Use spot markers so that each individual knows where to stand.
- Ensure pupils are well spread out in the playing area.



Blind or Vision Impaired

- Use a large, colourful beach ball.
- Put rice in the ball so the pupil can hear it.



Learning Needs

- Use spot markers so that each individual knows where to stand.
- Ensure pupils are well spread out in the playing area.

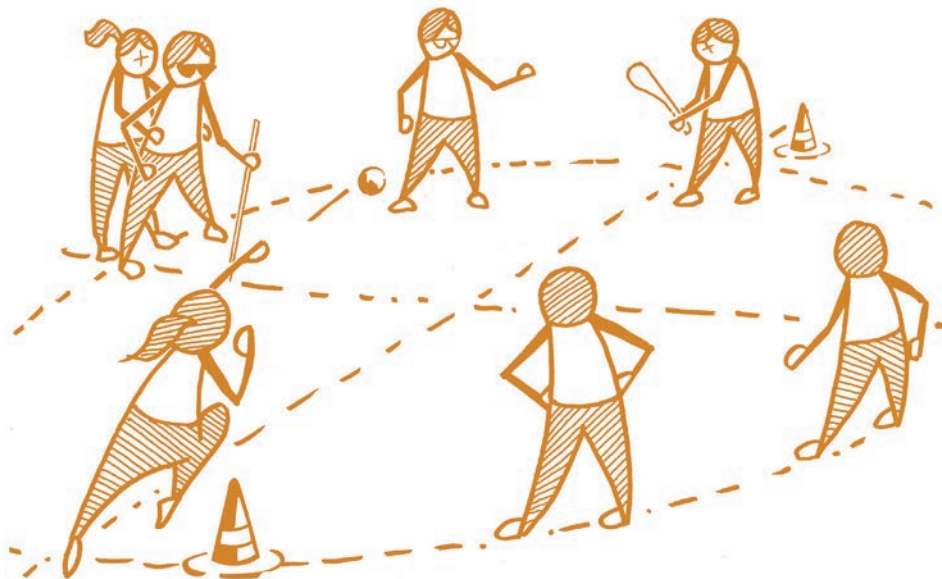




Conclusion

Rounders Variations

Divide the pupils into two teams - fielders and batters. Fielders spread around inside the outlined playing area. First fielder bowls the ball to the batter, or the batter can bat the ball from a tee or from the hand. Batter makes a hit and chooses the base they want to run to. This can be based upon how far and where they have hit the ball. The fielders must work the ball back to the home base. They must pass the ball to each pupil on their team before they can bring the ball back to base. Alternatively, a cricket pitch could be utilised and batters complete a number of innings before the ball is returned to base, instead of having to make their way around the rounders pitch. When the team of batters have been played, roles reverse and fielding team bat.



Strategies for Inclusion:

Physical Disability

- Give the pupil the option to strike the ball off a tee.
- A buddy system could be used to support the pupil with the physical disability.



Learning Needs

- Place arrows on the ground to show the direction of travel.
- Allow the pupil with learning needs an extra chance or strike if they don't succeed after three strikes.



Blind or Vision Impaired

- Use a bell ball.
- Use tall, colourful cones as boundaries and also have the opposition in bright colourful bibs.
- Pupils on the batting team could be at each cone and they can clap or call the pupil who is blind or vision impaired so they know where to run.
- A buddy system could be used for a pupil who is blind to help guide them around the cones.



Deaf or Hard of Hearing

- Demonstrate the activity before beginning.



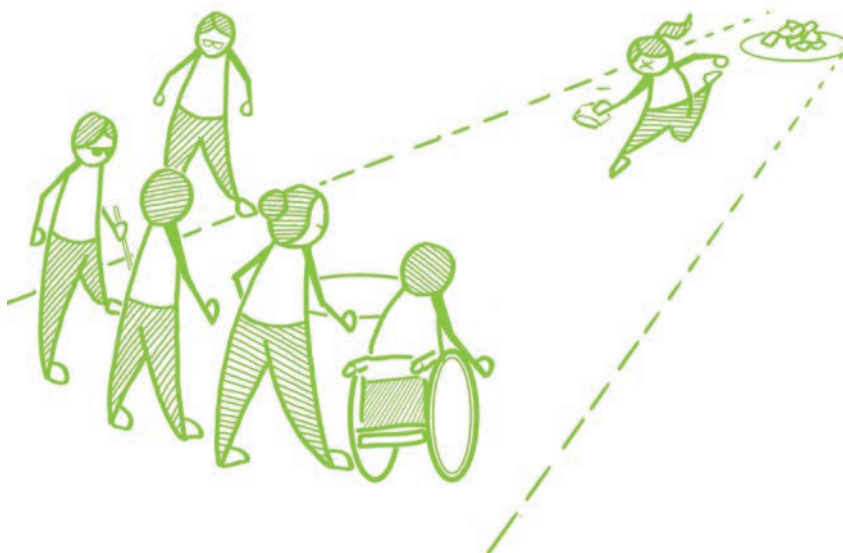


Strand: Outdoor and Adventure	Strand Units: Outdoor Challenges and Orienteering
Fundamental Movement Skill:	Locomotor: Walking
Resources:	Hoops, beanbags, orienteering control cards, cones, string, parachute, clipboards, scavenger sheets, paper, pencils/crayons,
Optional resources:	Flashing light signal system, visual timer, bright tape, tall cones, buzzers,
Learning outcomes:	The pupil should be enabled to find controls on the school site using a map or plan.

Introduction

Steal the Treasure

Place one hoop in the centre of the playing area and put all the beanbags inside it. Put one hoop in each corner of the area, away from boundary walls and an equal distance from the centre hoop. Divide the pupils into four teams and ask each team to stand by one of the hoops, this is their base. When you say Go, one member from each team runs to the centre hoop and collects a bean bag, runs back and puts it in their base hoop. Next pupil runs, this continues until all beanbags are gone from the centre hoop. Runners can now go to other base hoops and steal beanbags from other teams. Stop the game at any time and count beanbags.



Strategies for Inclusion:

Physical Disability

- Ensure the area is free from obstacles.
- If a pupil struggles to lift the objects from the ground, place them at an accessible height e.g. on a bench.
- The start cone can be closer to the hoop for a pupil with a physical disability.



Autism

- Place arrows on the ground to direct pupils where to run.
- Use Total Communication Approach e.g run, pickup, drop.



Learning Needs

- Repetition of the activity is important to help reinforce learning.
- Have a separate hoop for each group to avoid confusion and chaos in the middle of the activity.
- Reinforce that pupils should only retrieve one piece of equipment at a time.



Blind or Vision Impaired

- Use sound timers to countdown activities.
- Buddy system: partner the vision impaired pupil with another pupil that can help lead them to the hoop and back.



Deaf or Hard of Hearing

- Use visual cues to start and stop the activity e.g. hold the green or red cones in the air.





Introduction

Parachute Game - Colour Swap

Pupils are arranged around the edge of the parachute, holding it carefully at waist height. Call out a colour. All pupils holding the parachute at this colour on opposite sides of the parachute walk under the parachute and swap places, while the rest of the group lift the parachute up high without letting go.



Strategies for Inclusion:

Physical Disability

- If a pupil struggles with fine motor skills and is unable to grip the parachute, they can use a velcro glove. Velcro can be stuck on the parachute also.
- Ensure all pupils can comfortably hold onto the parachute. This might mean that all pupils are sitting down.



Autism

- Use a countdown method in the activity to prepare the pupil for transition to the next activity.



Blind or Vision Impaired

- Use a buddy system to help guide them to their colour.



Learning Needs

- Repetition of the activity is important to help reinforce learning.



Deaf or Hard of Hearing

- Use a flashing light or coloured cards to signify the colour change.

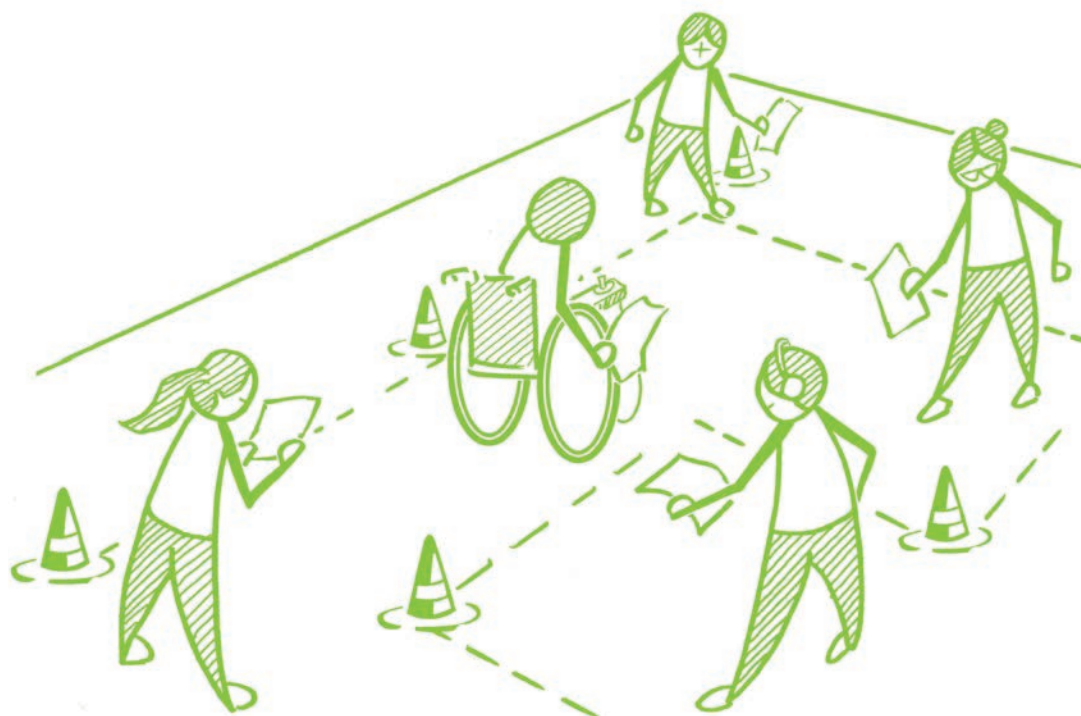




Fundamental Movement Skill Development - Walking

Indoor Maze

Set up the playing area with cones and tape as shown. Place controls at appropriate cones along with a control system. Each pupil gets a map and aims to complete the course as quickly as possible. Lay out a few different courses to meet the needs of each pupil, and to keep pupils as active as possible. The pupils record the information at each control card using the score-sheet on their clipboard. Pupils can complete this activity individually or in pairs.



Strategies for Inclusion:

Physical Disability

- Keep the course short if the pupil tires easily or has a walking frame.



Learning Needs

- Allow the pupils practice time or avoid timing the activity.
- Increase the difficulty of course gradually.



Autism

- Place arrows on the ground to direct pupils where to run.
- Use Total Communication Approach e.g. run, pickup, drop.



Blind or Vision Impaired

- Use large A3 pages.
- Allow the pupil who is blind or vision impaired to explore the course and become familiar with the environment before beginning the activity.



Deaf or Hard of Hearing

- Use visual cues to start and stop the activity e.g. hold green or red cones in the air.





Fundamental Movement Skill Development - Walking

Scavenger walk

Divide pupils into pairs or groups of three. Each pair has a clipboard and a pencil, and a worksheet with instructions for the scavenger hunt. These might include find something shiny or fuzzy or bright or big or square or hard or soft or beautiful or unusual etc., or find something beginning with S or H or Q or E or T or C or W etc. For younger pupils, invite them to draw ten things that they saw on their scavenger walk. Pupils walk around in pairs, filling in the answers on their sheet as they go along. On a signal, all pupils return to base.



Strategies for Inclusion:

Physical Disability

- Choose objects that are in close proximity to the pupil.
- Place objects at a height so the pupil in a wheelchair does not have to bend over.



Autism

- Place arrows on the ground to direct pupils where to run.
- Use Total Communication Approach e.g run, pickup, drop.



Learning Needs

- Keep instructions simple. Begin with physical copies of the object, progress to pictures of the objects. Finally progress to words and then a letter.



Blind or Vision Impaired

- List large items that are easy to recognise e.g. a tree
- Buddy system- pair the pupil who is blind or vision impaired with another pupil who will help guide them around the area and write down the answers.



Deaf or Hard of Hearing

- Use visual cues to start and stop the activity e.g hold the green or red cone in the air.

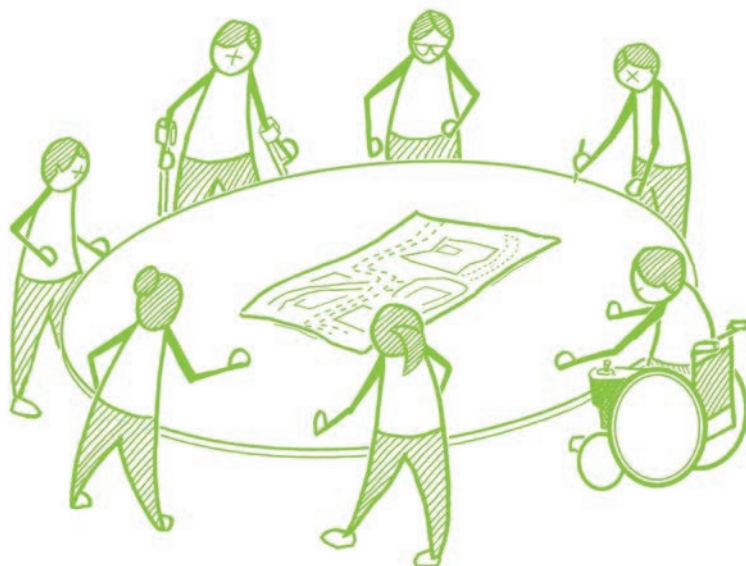




Conclusion

Outdoor Orienteering

Having completed the scavenger walk, invite pupils to draw a map of the area on the back of their scavenger walk worksheet. As a group, identify key features in the area that should be recorded on the map and draw them in. Give each pair a control card and invite them to hang it somewhere in the orienteering area, making sure to mark the spot on their map. All pupils then walk around the area looking for the control cards, marking their locations on their maps. There could also be information gathering activities at the back of each control card. Examples of these could include; a coloured shape, a letter, a jumbled up word, a question, a code or a sum. At the end of the activity, pupils gather back at the base and complete an activity based on the information they gathered (e.g. write a story using the words you found, or add up all of your answers, or complete a crossword, or colour a picture etc.).



Strategies for Inclusion:

Physical Disability

- A buddy system can be used to support pupils with physical disabilities.



Autism

- Have a visual schedule of what the pupil has to complete.



Blind or Vision Impaired

- Use tactile modelling – These are boards that provide the physical layout of the area using raised lines and figures.
- Ensure boundaries are marked clearly and that signals are used when returning to the base e.g. whistle.



Learning Needs

- Keep a number of control cards low and ensure they are easy to locate.



Deaf or Hard of Hearing

- Use visual cues to start and stop the activity e.g. hold the green or red cones in the air.





Conclusion

Parachute Game - Guess who's in the tent

Choose one pupil to be the guesser. They turn their back to the other pupils, who move around the parachute to change their positions, then make a tent. Once the pupils are hidden inside the tent, the pupil who is guessing walks around the tent, tapping each occupant in turn on the shoulder. When a pupil is tapped they say 'I like sitting inside the tent'. The pupil outside has to listen to the voice and try to guess the identity of the speaker.



Strategies for Inclusion:

Physical Disability

- A buddy system can be used to support pupils with physical disabilities.
- A pupil with a physical disability could use a pool noodle to tap the pupil on the shoulder if they are unable to reach over to the person's shoulder.



Autism

- Place arrows on the ground to direct pupils where to walk.
- Use Total Communication Approach e.g. listen, tap shoulder, next.



Learning Needs

- Ask the pupils under the tent to call out several sentences. This will give the pupil outside the tent more of a chance of getting the answer correct.
- Allow the pupil sufficient time to process the sentences and guess who is under the tent.



Blind or Vision Impaired

- If a pupil is blind or vision impaired, a guide can assist them around the parachute and direct them where to place their hand.
- Use verbal cues to start and stop the activity.



Deaf or Hard of Hearing

- Use visual cues to start and stop the activity e.g. hold the green orred cones in the air.





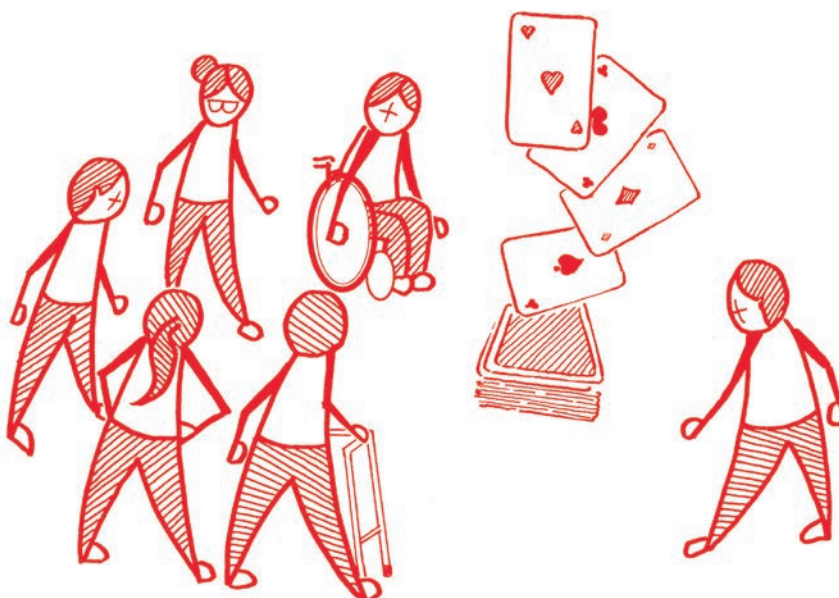
Strand: Gymnastics	Strand Unit: Movement
Fundamental Movement Skill:	Balance, Hopping and Skipping
Resources:	Large sized playing cards, cones, beanbags, baskets, gymnastics mats, blindfolds, bell-balls
Optional resources:	Flashing light signal system, bell-balls, visual timer, bright tape, tall cones
Learning outcomes:	The pupil should be enabled to practise basic rolling techniques, develop body awareness through the creation of body shapes, and select and link a range of movement actions to create and perform a sequence of movement.

Introduction

Card Suits Warm Up Activity

Organise the pupils into four groups in each corner of the playing area. Spread a large-sized deck of cards out on the space in the middle. Pupils take turns to run into the centre of the space and retrieve a card. Each card will signify an action for the pupils to perform, and the number will signify how many of each exercise they must complete. Select activities that suit the abilities of all the pupils in the class. If a group selects the joker, they must go for a walk around the space before returning to their place.

Activity examples: Diamonds: Star-jump, Hearts: Hop-scotch, Clubs: high stretch, Spades: Finger-clicks



Strategies for Inclusion:

Physical Disability

- Ensure cards are spread around the playing area in close proximity to the pupils with physical disabilities.
- Exercises can be adapted depending on the ability level of the pupils e.g. Arm jacks can be used for a pupil using a walking frame instead of jumping jacks.



Learning Needs

- Only include one or two card suits at the beginning of the activity.
- Keep actions simple and easy to complete.



Blind or Vision Impaired

- A buddy system can be used to guide the pupil to a card.
- Provide verbal cues when counting down the remaining time.
- Use large A3 deck of cards.



Autism

- Ensure pupils are well spread out and have their own personal space.



Deaf or Hard of Hearing

- Use visual cues to signify "start" and "stop" during the activity.
- Use a visual timer.

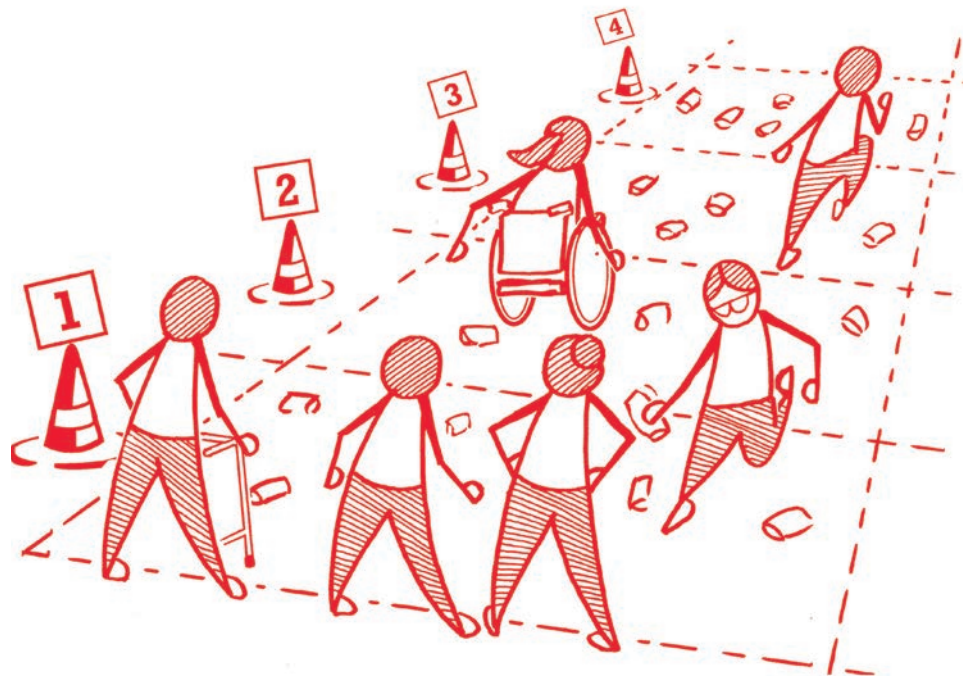




Fundamental Movement Skill Development - Hopping, Skipping, Balance

One for All

The playing area is divided into four sections known as zones. Position four different colour markers to distinguish the different zones. Spread beanbags out within each zone. Divide the groups into two teams ensuring a range of abilities in each team. Pupils take turns to retrieve beanbags and return to the start point. First team to gather all the beanbags scores a point. Teams or individuals can select which pupils go to each zone depending on ability. Pupils can only retrieve one beanbag on each trip. Locomotor skill must change as pupils enter each zone, e.g. zone one = walk, zone two = hop, zone three = skip, zone four = jump etc.



Strategies for Inclusion:

Physical Disability

- Encourage teams to match ability levels to zones, e.g. pupil with a walking frame can go to zone 1.
- Raise items off the floor if a pupil is a wheelchair user e.g. on top of a cone/bench.



Autism

- Use different textured beanbags or balls.
- Keep each team in a separate lane to stop teams crossing over.
- Keep activity time short.



Learning Needs

- Colour code the cones and beanbags to make it easier for the pupils with learning needs to identify the equipment.



Blind or Vision Impaired

- Use large colourful objects.
- Instruct pupils to tag the person who is next in line as they return to group.



Deaf or Hard of Hearing

- Demonstrate the activity.

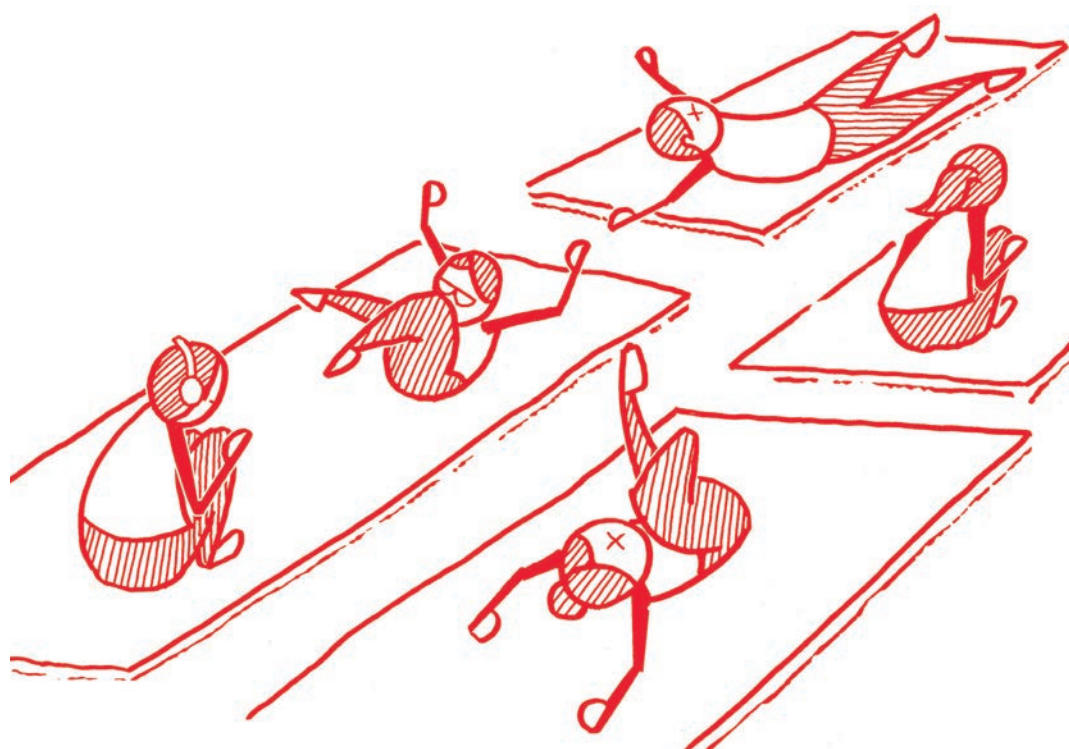




Development

The Roll sequence

In pairs or small groups, pupils create and perform a roll and shape sequence, e.g. pencil roll onto back, tuck knees, tuck roll onto back, raise arms and legs, dish roll onto tummy, star shape, log roll onto back, curl up onto the seat, rock forwards and backwards, come to a finishing shape.



Strategies for Inclusion:

Physical Disability

- Encourage pairs or groups which have a wheelchair user to try as many shapes as possible rather than rolls. If pupils are unable to perform rolls they could perform/engage in rhythmic gymnastics while their partner carries out the rolls.



Autism

- Assign a certain area to each pair or group.
- Use Total Communication Approach to allow the pupils to choose what rolls and shapes they would like to include (e.g. picture of a star shape).



Learning Needs

- Write out the sequence on a page.
- Practise the sequence in stages.

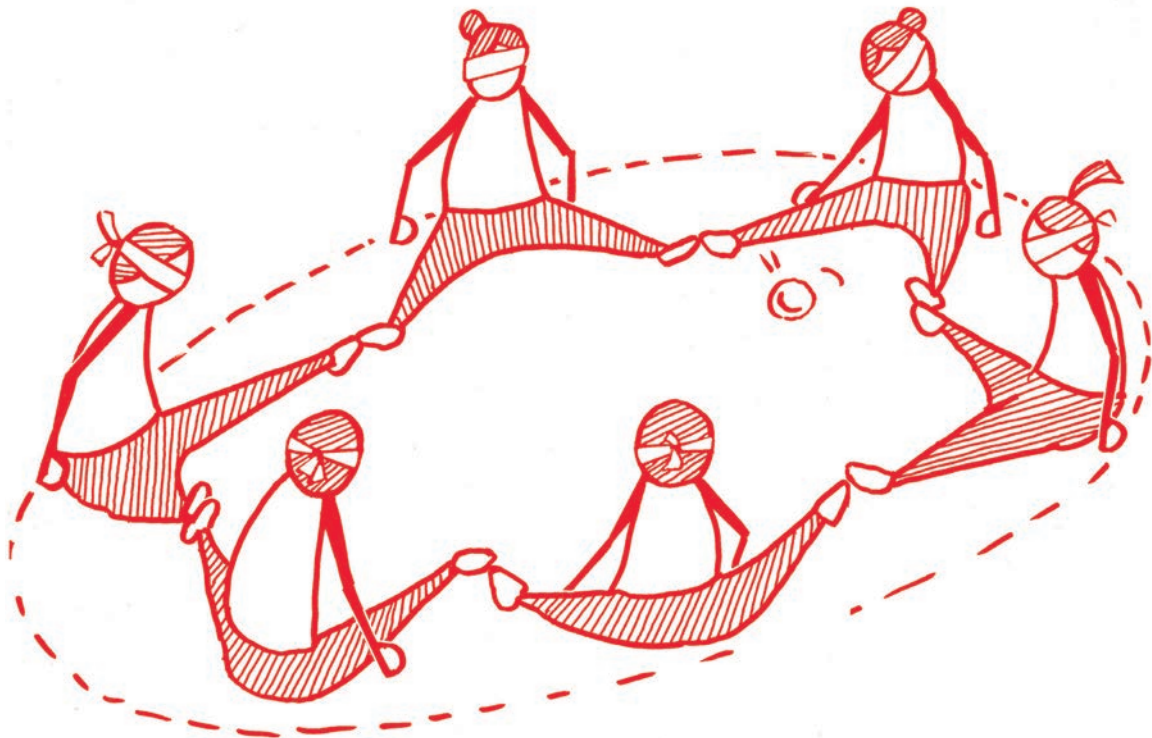




Conclusion

Circle Ball Cool Down

Arrange pupils into a seated circle. Pupils extend legs outwards along the floor, touching the feet of the person either side of them. All pupils in the circle wear blindfolds. Bell-ball must remain on the floor as pupils pass the ball around the circle space to each other.



Strategies for Inclusion:

Physical Disability

- If possible, the wheelchair user can sit on a mat or cushion to play this activity.
- If the pupil has limited upper body movement, a ramp can be used.



Autism

- If any pupils feel uncomfortable with their feet touching another pupil, they can place their foot next to the pupil beside them without physically touching. A helper can be placed outside the circle to retrieve any balls that roll outside the legs.



Learning Needs

- Ensure pupils know how to play the activity before they put on the blindfold.
- Use larger, lighter balls to decrease the speed of the ball and to give the pupil with learning needs more time to stop the ball.





Conclusion

Circle Ball development

Pupils can stand in the circle, again with the outside of the foot touching the pupil either side. Pupils can score a point by rolling the ball across the circle and through the legs of another pupil. For this version of the activity, there will need to be sighted ball-retrievers and score-keepers spread out around the outside of the circle. The ball can only be stopped by the hand, no kicking allowed.



Strategies for Inclusion:

Physical Disability

- If possible, the wheelchair user can sit on a mat or cushion to play this activity.
- If the pupil has limited upper body movement, a ramp can be used.



Autism

- If any pupils feel uncomfortable with their feet touching another pupil, they can place their foot next to the pupil beside them without physically touching. A helper can be placed outside the circle to retrieve any balls that roll outside the legs.



Learning Needs

- Ensure pupils know how to play the activity before they put on the blindfold.
- Use larger, lighter balls to decrease the speed of the ball and give the pupil with learning needs more time to stop the ball.





Strand: Aquatics	Strand Unit: Water Based Ball Games
Fundamental Movement Skill:	The pupil should be enabled to participate in pair and group play throwing and catching a ball
Strand: Aquatics	Strand Unit: Buoyancy and Propulsion
Fundamental Movement Skill:	The pupil should be enabled to: • walk in shallow water • observe that some objects float and others sink • practise balance, rotation and recovery exercises with and without a float • explore use of arms and legs to travel in water
Resources:	Floating toys, plastic bucket, light floating balls, floating aids such as noodles and floats. Where appropriate use Total Communication Approach cards for aquatics.
Learning outcomes:	The pupil should be enabled to experience opportunities for enjoyment in the water, including water play and allowing the pupil the sensation of buoyancy. The pupil is encouraged to enjoy the therapeutic, physical, psychological, and social benefits that aquatics has to offer.

Introduction

Warm Up Activity 1 - Fun Activities

- Walking races
- 'Simon Says', where activities match the level of ability of the group.
- Splish-splash - place a bucket floating in the middle of the circle of pupils. The group tries to sink the bucket by splashing it full of water as fast as possible.



Strategies for Inclusion:

Physical Disability

- Pupils with limited movement can have a shorter finish line in the walking races.



Learning Needs

- Demonstrate all activities before beginning. Ensure to demonstrate all 'Simon Says' actions before calling them out so pupils are familiar with the actions and know how to perform them.



Autism

- Use Total Communication Approach and ensure pupils are well spread out in their lines.



Blind or Vision Impaired

- Use a whistle to start the race.
- Tie a rope from the start to the finish line which the vision impaired pupil can hold onto and follow the path to the finish line.



Deaf or Hard of Hearing

- Use visual cues such as bibs or flags to signal the start and end of the activity.
- During the 'Simon Says' activity use a signal to enact "Simon Says" e.g. hold hand on head when "Simon says" and take it off when you don't want the pupils to carry out the action.





Introduction

Warm Up Activity 2 - Moving a ball in the water

- **Over-and-under relay:** Arrange pupils in a circle in shallow water. Pass a ball over the head and under the legs of each pupil in the circle. Pupils have the option of selecting whether to pass the ball over or under.
- **Water push-ball:** The ball is moved around the pool by splashing and pushing the water with their hands.



Strategies for Inclusion:

Physical Disability

- A buddy system can be used to support the pupil. They can assist them by helping the pupil retrieve the ball and pass it on.
- Arm bands might help the pupil stay afloat without using a lot of energy if they tire easily.



Autism

- Use Total Communication Approach and ensure pupils are well spread out in their lines. Keep activity time short.



Learning Needs

- Begin the activity with the first progression with all pupils passing the ball over the head. Then introduce passing the ball under the legs. Finally progress to incorporating both passes.



Blind or Vision Impaired

- Use a ball with a bell in it. When pupils are passing the ball, ensure they call the name of the pupil they are passing the ball to.



Deaf or Hard of Hearing

- Use visual cues such as bibs or flags, to signal the start and end of the activity.





Buoyancy and Propulsion

- Float in a stretched shape, prone and supine positions.
- Push off the side of the pool and glide a distance.
- Practise arm and leg movements. Use appropriate activities as a method of teaching these skills: kicking like a frog, a 'Simon Says' activity where activities suggested are mainly promoting buoyancy and propulsion.



Strategies for Inclusion:

- Some pupils might need hand-over-hand support or floats or arm bands to assist them.
- Use teaching cues that pupils can relate to and understand "Long legs", "Keep your heels under the water".





Conclusion

Floating and Sinking

Pupils interact with a range of objects that float or sink.

Go Fish

How many objects can you retrieve from the bottom of the pool and place in the bucket?

Shopping Game

Each pupil has a float (trolley). Teacher places lots of floating toys on the water and pupils must collect as many as they can on their float, and bring them to the side of the pool.



Strategies for Inclusion:

Physical Disability

- Place the objects in close proximity of the pupil with the physical disability.



Learning Needs

- Get a competent pupil in the class to demonstrate the activity so all pupils know how to carry it out.



Autism

- Use Total Communication Approach and textured objects (ball with spikes or a soft, spongy ball).



Blind or Vision Impaired

- Buddy system: The vision impaired pupil's partner can give them specific instructions to direct them to where the object is placed e.g. "Turn to your right and reach out in front of you with your left arm".
- Use bright colourful objects.



Deaf or Hard of Hearing

- Use visual cues such as bibs or flags, to signal the start and end of the activity.





Considerations for the Teacher:

- How do these activities allow pupils to participate at their ability level?
- How can the activity develop confidence in pupils?
- How can social interaction be explored in these activities?
- Do these activities address the development of Aquatics skills for each pupil at their own level?
- Does this lesson offer choice?

Planning Considerations for the Teacher:

The aquatics programme is concerned with gaining competence and confidence near, in, under and on water. It provides unique opportunities for enjoyment, allowing the pupil the sensation of buoyancy. The emphasis in the aquatics strand unit is not solely on stroke development but on all aspects relating to activity with water in particular the provision of opportunities for enjoyment of water play and water safety. Many playground games (e.g. Over and Under, Pass and Duck, Tag, Simon Says) can be easily adapted to a pool setting and pupils derive much pleasure from playing them in water. Ensure that all pupils have an opportunity to play structured games during their time in the water as opposed to an over emphasis on supervised free play.

Pupils are encouraged to enjoy the therapeutic, physical, psychological, and social benefits that aquatics has to offer within school and throughout their lives.

Provide some simple toys for the non-swimmers to use such as toy watering cans, sieves, sponges and a selection of floating and sinking objects including a range of different sized balls. This sort of play integrates very well with the Floating and Sinking element of the Science curriculum and allows beginners to grow in confidence while in the water.

The following class-based lessons could be completed in advance of attending the pool:

- hygiene practices when using the pool
- clothing, use of footbath, shower, toilet, etc.
- pool rules
- safety at the pool

Irish Water Safety have developed the PAWS programme (Primary Aquatics Water Safety) - available here <https://www.teachpaws.ie/>





FURTHER RESOURCES TO SUPPORT INCLUSION IN PHYSICAL EDUCATION

Further Resources to support inclusion in Physical Education

Resource	Available from	How this might support teaching a pupil with a disability
Primary PE Curriculum	National Council for Curriculum and Assessment (NCCA) https://www.curriculumonline.ie/Primary/Curriculum-Areas/Physical-Education/	The Primary PE Curriculum.
Primary PE Teacher Guidelines	National Council for Curriculum and Assessment (NCCA) https://www.curriculumonline.ie/Primary/Curriculum-Areas/Physical-Education/	Approaches and Methodologies that can be used to support the teaching of the Primary PE Curriculum.
Guidelines for Teachers of pupils with General Learning Disabilities	National Council for Special Education (NCSE) Mild General Learning Disabilities: https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/P_Mild_PE.pdf Moderate General Learning Disabilities: https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/P_Mod_PE.pdf Severe and Profound General Learning Disabilities: https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/P_Sev_PE.pdf	These resources outline a range of approaches and methodologies that could be used to support the teaching of PE for pupils with mild, moderate and severe and profound general learning disabilities.
NCSE Support and Resources	National Council for Special Education (NCSE) https://ncse.ie/	The National Council for Special Education (NCSE) provide a range of materials aimed at supporting physical, social and emotional development for pupils with Special Educational Needs and disabilities.
PDST Primary PE	The Professional Development Service for Teachers https://www.pdst.ie/Physical-Education-Main	This website outlines a range of resources that can support the teaching of PE across the primary school including lesson plans, planning resources and strand-based resources.
PDST Physical Literacy and Fundamental Movement Skills	Professional Development Service for Teachers (PDST) Move Well, Move Often Physical Literacy Resource www.scoilnet.ie/pdst/physlit/	This resource aims to support teachers to develop the physical literacy of each pupil according to their own ability. The resource includes videos, activity books, assessment templates, inclusive lesson plans, and activities that can be used beyond the classroom.
CARA Resources	CARA Sport Inclusion Ireland https://caracentre.ie/fact-sheets/disability-resources/	CARA provide resources and training courses to support teachers to make PE lessons more inclusive.
Count Me in book	https://www.peai.org/wp-content/uploads/2014/04/2006-Count-Me-In.pdf	This book is a guide to Inclusive Physical Activity, Sport and Leisure for pupils with a disability.
Disability Sport NI	https://www.dsni.co.uk/files/Top_Tips_for_Sight_Loss_v3.pdf	Top tips for including a pupil that is blind or vision impaired in class.
Irish Wheelchair Association	https://www.corksports.ie/contentfiles/Kate/IWA_Best_Start_Schools_Inclusion.pdf	This resource outlines many games and activities that are suitable for pupils with a physical disability.

Further Resources to support inclusion in Physical Education

Resource	Available from	How this might support teaching a pupil with a disability
Special Olympics Ireland Fitness Resources	https://www.specialolympics.ie/fitness-resources	These resources provide opportunities for pupils to develop their fitness and reach their athletic goals.
Physical Activity for people with Autism	https://www.autism.org.uk/what-we-do/professional-development	This booklet includes strategies that could be used to support Autistic pupils in sport and physical activity.
The Inclusion Club	http://theinclusionclub.com/	Sharing models of good inclusive practice in sport and recreation for people with disability
TDA (UK)	Training and Development Agency for Schools - Developing people, improving lives https://dera.ioe.ac.uk/13804/1/physicaleducationpe.pdf	This website outlines suggestions for including pupils with SEN and/or disabilities in primary PE lessons (UK)
YouTube Action Songs	The Learning Station, Shake Your Sillies Out: https://www.youtube.com/watch?v=NwT5oX_mqS0 I am the Music Man https://www.youtube.com/watch?v=22kqia2ibVU Boom Chicka Boom https://www.youtube.com/watch?v=F2XVftzel8E	There are many action songs that can be accessed via YouTube, that pupils can follow. These action songs are very inclusive and easily adaptable.
Disentangling Inclusion in Primary Physical Education (DIPPE)	https://www.dippe.lu/	Strategies and resources to support teachers to include all pupils in primary PE lessons, with a focus on pupils with additional needs. Gross/Fine motor skills, sensory, communication, physical capabilities, attention/concentration and social, emotional, relational are some of the areas explored.
Sports ability Australia Activity Cards	https://www.sportaus.gov.au/sports_ability	Inclusive activity cards for all levels of ability. Through the adaption of game rules, equipment and techniques, the cards provide fun and enjoyable opportunities for everyone to participate and achieve success.

Further Resources to support inclusion in Physical Education

Resource	Available from	How this might support teaching a pupil with a disability
All about Autism, All about me	https://www.youthsporttrust.org/media/z3fflo2m/all_about_autism1.pdf	A resource booklet sharing strategies to make physical education and sport accessible for all.
Lets play together! A fun and simple guide to conduct inclusive games for all. National Council Of Social Service (NCSS) and Singapore Disability Sports Council (SDSC)	https://sdsc.org.sg/downloads/lets-play-together.pdf	The objective of this resource guide is to offer suggestions on inclusive games that can be implemented for all participants, regardless of their abilities or level of functioning. This guide offers practical ideas on adaptations that can be made according to each participant's level of functioning.
Inclusion interactive pdf PALM Ireland	https://drive.google.com/file/d/1vcJJ13u2SyGV4nMryUWAPPYOqbY3UEBc/view	Link to resources for visual/Deaf/Hard of Hearing, ASD, Wheelchair, ADHD/Motor Skills/MGLD, Amputee, Cerebral Palsy
Universal Design for Learning in Physical Education	https://www.nchpad.org/1820/7004/Laying~the~Foundation~for~Universal~Design~for~Learning~in~Physical~Education	This interactive visual resource provides information on the core components of Universal Design for Learning in Physical Education. In addition, recommended strategies to facilitate the implementation of UDL in all physical education settings are provided.



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Ionad Oideachais Bhaile Átha Cliath Thiar



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