



{inclusion outreach}

1031 Lucas Avenue
Victoria, BC V8X 5L2
Tel 250-595-2088

www.inclusionoutreach.ca

DESIGNING AN INCLUSIVE PE CLASS

Physical Education includes physical literacy, fitness, and health curricular goals. Planning an inclusive PE class means that every learner participates in a meaningful way. This will require differentiation and adaptation, similar to other core academic subjects.

First	decide what the goal of the class activity is. Be clear and deliberate. “what is the purpose of this PE class and what is the skill I am teaching?”. How can students participate without any adaptations?
Next	analyze the activity. Look at the factors you can manipulate to make the activity easier or harder. Look at the component skills for complex activities. Make adaptations to the activity.
Then	think of the abilities of all of the students in your class and then provide options/choices within that continuum. Have easier options and harder options. Allow each child to choose and <u>value each option</u> . This is where you might change/add equipment.

Keep in mind:

- The sport doesn’t have to be played by official rules. Save the official rules for club play, night leagues, etc.
- Meaningful means different things for different students
- The purpose is teaching physical literacy (not competition)
- The sport doesn’t have to be played with the official rules. Rules are “bendy”
- A teacher can constrain the game so that everyone participates and has a meaningful role in the game.

How do I come up with the options? Think about....

Set up of gym

- Stations – naturally provide choice
- Circuits
- Game/competition area and skill practice/fitness exercise area

Class structure

- Break up the time into warm up, skills practice/game option, and cool down to provide the most opportunity for variety, choice, and movement exploration

Respect

Competence

Inclusion

Presence

Choice



{inclusion outreach}

1031 Lucas Avenue
Victoria, BC V8X 5L2
Tel 250-595-2088

www.inclusionoutreach.ca

Game rules

- Adjust boundaries – shrink or expand the field of play, divide the area into “lanes”
- Specify how many passes before a goal can be scored
- Maximize participation by avoiding elimination style games – rotate the kids, when one gets “out”, the next goes in

Roles

- For fast paced games, you can make up any role to enable participation. For example: a person who inbounds the ball, a person who serves the ball into play.
- There is value in offering roles such as time-keeper, lines person, equipment organizer and it’s inclusive when all students can rotate through these roles

Equipment choices

- Offering choices of equipment to practice the target skill can offer variety and enable all children to participate.
- See Sport Specific Ideas in the Intermediate/Secondary and Elementary handouts

Peer partnering/small groups

- Small side games and small group skills practice
- Pairings where you have to pass to a partner

*this handout was adapted from Queen Alexandra Centre for Children’s Health

More RESOURCES:

PISE:

play.pise.ca – some lesson plans are password protected, the rest is open - amazing resource – info on UDL, examples of games, lesson plans, all are targeted toward specific skills, specific age groups.

Sport for Life/Ministry of Health:

<https://schoolpapl.ca/resources-home/playbuilder/>

Canucks Autism Network

<https://www.canucksautism.ca/training-community-engagement/sport/#jumpstart>

E-learning, tips sheets for inclusion and support

Respect

Competence

Inclusion

Presence

Choice