

**Programme PRIME PETE Erasmus +**

MODULE DETAILS	
Module Title	Inclusive Primary Physical Education
Suggested Number of ECTS	1
Dimensions Core	D1C1 D2S1, D2S2, D2S3 D3K1, D3S2, D3C1, D3C2, D3C3 D4S1, D4S2, D4C2, D4C3
Dimensions Extended	D1K5 D2K3
Setting (Online, Hybrid, Offline, Movement Based, Theory Based (Lecture or Seminar))	Predominantly theory based, with the practical implementation of planned inclusive PE lessons, either with the student teacher group or with a regular PE class of a primary school.
Short Description	<p>During this module, the participating student teachers will learn to know theories, models and concepts when it comes to inclusive physical education during a first theoretical part of the course. Further on, they will be familiarized with the concept of 'Understanding and planning for inclusion' from the DIPPE-project (Disentangling inclusion in primary physical education; <a href="http://www.dippe.lu">www.dippe.lu</a>).</p> <p>In the second part of the course, the teacher students will plan, implement and reflect inclusive physical education lessons in regular physical education lessons in a primary school. Alternatively, if access to a primary school is not possible, they will implement the classes with their peers during the course in a practical session. When planning the inclusive physical education lessons, the student teachers will have to base their planning and decisions for the implementation of their lessons on the theoretical concepts and models seen in the theoretical part of the course.</p>

MODULE LEARNING OUTCOMES	
<b>Upon successful completion of this module, the student will be able to:</b>	
LO1	identify and consider issues related to the inclusion of all students in lesson planning in physical education;
LO2	understand, what inclusive teaching in physical education means;
LO3	understand, which theoretic models and/or tools might be useful to implement inclusive physical education;
LO4	understand, that different categories of additional needs require specific adaptations and/or support in inclusive physical education;
LO5	reflect their attitude when it comes to inclusive physical education.

**Indicative Content (list topics to be covered)**


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Inclusion in primary Physical Education:

- Inclusion of students with additional needs;

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- Participation of all students;
- Planning of inclusion: understanding inclusion, inclusive practice, strategies and resources.

TEACHING METHODOLOGIES	
Teaching Methodologies	<ul style="list-style-type: none"> <li>• Face-to-face teaching with group work in the first theoretical lesson;</li> <li>• Group work: teaching of the planned inclusive lessons by the student teachers.</li> </ul>

FACILITIES: INDOORS AND/OR OUTDOOR
Seminar room for the first theoretical session
Sports hall (if possible with a regular PE class in a primary school) for the implementation of the planned inclusive lessons

MODULE WORKLOAD		
Type	Learning Outcomes	Total Hours
Lecture		
Seminar/Workshop/Tutorial	LO1, LO2, LO3, LO4, LO5	2+8
Structured Independent Work		
Independent Work	LO1, LO2, LO3, LO4, LO5	16
Total Workload		

READING	
Essential Reading	
1. Giese, M. & Weigelt, L. (2015). <i>Inklusiver Sportunterricht in Theorie und Praxis</i> . Aachen: Meyer & Meyer. 2. Unfallkasse NRW (Hrsg.) (2016). <i>Gemeinsames Lernen im Schulsport. Inklusion auf den Weg gebracht. Band 1 – Grundlagen</i> . Retrieved from <a href="http://www.schulsport-nrw.de/fileadmin/user_upload/news/pdf/praevention_nrw_71.pdf">http://www.schulsport-nrw.de/fileadmin/user_upload/news/pdf/praevention_nrw_71.pdf</a> 3. Marron, S., Murphy, F., Carty, C., Gallagher, J., Vecchione, H., Steel, E., & Scheuer, C. (2021). <i>Recommendation document on disentangling inclusive primary physical education</i> . Dublin: Dublin City University. DOI: 10.5281/zenodo.5899520	
<b>RESOURCE</b> <b>(Expansion of Indicative Content)</b>  Note: This module resource is based on a structure of 5 weeks x 2 hours	
1	<b>Inclusion in physical education</b> <b>Theory-Based Lecture (2 hour)</b> <ul style="list-style-type: none"> <li>- What is inclusion? (Basis, definition, inclusion and primary school, state of research, didactic approach - general orientation, models for adaptations (TREE model, CHANGE IT model, 6+1 model of adaptive physical education), activity types, learning situations and arrangements.</li> <li>- Work assignments Seminar: Conceptualisation, implementation and reflection of teaching units on different special needs</li> </ul>
2	<b>The DIPPE-Project – Disentangling Inclusion in Primary Physical Education</b> <b>Theory-Based Lecture (1 hour)</b>

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	<ul style="list-style-type: none"> <li>- Development of a free open educational resource (web platform) consisting of inclusive strategies for physical activity teaching à easy access to information, resources and tools that will support teachers in teaching to include all children in the in physical activity/sport lessons à <a href="https://www.dippe.lu/">https://www.dippe.lu/</a> (in English)</li> <li>- Students explore the platform and find possible scenarios they can apply to their own students in the placement</li> </ul> <p><b>Learning, Attention and Concentration</b> <b>Movement-Based Lecture (1 hour)</b></p>
3	<p><b>Social and Emotional Development &amp; Focus on large and fine motor skills</b> <b>Movement-Based Lecture (2 hours)</b></p> <ul style="list-style-type: none"> <li>- Conception, implementation and reflection of teaching units on various different special needs <ul style="list-style-type: none"> <li>- Conception of the teaching unit with didactic-methodical structure grid</li> <li>- Implementation: 40-50 minutes per working group</li> <li>- Observation and reflection via Observation protocol</li> </ul> </li> </ul>
4	<p><b>Focus on physical disabilities &amp; Funding Priority Chronic Diseases</b> <b>Movement-Based Lecture (2 hours)</b></p> <ul style="list-style-type: none"> <li>- Conception, implementation and reflection of teaching units on various different special needs <ul style="list-style-type: none"> <li>- Conception of the teaching unit with didactic-methodical structure grid</li> <li>- Implementation: 40-50 minutes per working group</li> <li>- Observation and reflection via Observation protocol</li> </ul> </li> </ul>
5	<p><b>Focus on language and non-verbal communication &amp; Focus on sensory perception</b> <b>Movement-Based Lecture (2 hours)</b></p> <ul style="list-style-type: none"> <li>- Conception, implementation and reflection of teaching units on various different special needs <ul style="list-style-type: none"> <li>- Conception of the teaching unit with didactic-methodical structure grid</li> <li>- Implementation: 40-50 minutes per working group</li> <li>- Observation and reflection via Observation protocol</li> </ul> </li> </ul>