



Disentangling Inclusion in Primary Physical Education: Teacher Training Resource Toolkit

Frances Murphy, Susan Marron, Sandra Heck, & Claude Scheuer

Co-funded by the
Erasmus+ Programme
of the European Union



This work is licensed under the Creative Commons Attribution 4.0 International License. <http://creativecommons.org/licenses/by/4.0/>



Technical sheet

Title: Disentangling Inclusion in Primary Physical Education: Teacher Training Resource Toolkit – English Version.

Authors: Frances Murphy & Susan Marron (Dublin City University), Sandra Heck & Claude Scheuer (University of Luxembourg)

Number of pages: 10

Year: 2022

Cite as: Frances Murphy, Susan Marron, Sandra Heck, & Claude Scheuer (2022). *Disentangling Inclusion in Primary Physical Education: Teacher Training Resource Toolkit*. Luxembourg: University of Luxembourg. DOI: 10.5281/zenodo.6302685

Project: Disentangling Inclusion in Primary Physical Education

Project Coordinator: Claude Scheuer

Funder: European Commission

Programme: Erasmus+ Key Action 2: Strategic Partnerships for School Education – 2018

Reference: 2018-1-LU01-KA201-037316

Timeline: December 2018 – November 2021

Project Sheet: <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-LU01-KA201-037316>

For further information on the DIPPE Project please follow the links:

Website: <https://www.dippe.lu/>

Facebook: <https://www.facebook.com/DIPPEproject/>

Twitter: <https://twitter.com/DIPPE12>

Project partners:

The authors wish to acknowledge the contribution of the Disentangling Inclusion in Primary Physical Education (DIPPE) project team for the development of the tools here referenced for DIPPE (2020).

No.	Institution	Involved researchers
1	European Physical Education Association [EUPEA], Luxembourg	Martin Holzweg, Elinor Steel, Hannah Vecchione
2	Dublin City University, Ireland	Susan Marron, Frances Murphy
3	Munster Technological University [MTU], Ireland	Catherine Carty, Jackie Gallagher
4	The Hague University of Applied Sciences, The Netherlands	Sanne de Vries, Frank Jacobs, Hans van Ekdome
5	University of Edinburgh, Scotland/United Kingdom	Nicola Carse, Paul McMillan
6	University of Luxembourg, Luxembourg	Sandra Heck, Claude Scheuer
7	University of Trnava, Slovakia	Jana Labudova, Dana Masarykova
8	University of Valladolid, Spain	José Ignacio Barbero-González, Nicolás Bore-Calle, Alfonso García-Monge, Gustavo González-Calvo, Lucio Martínez-Alvarez

Disclaimer: The European Commission support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



Table of contents

Technical sheet	2
1. Introduction	5
2. Values and Learning Outcomes	5
2.1 Values	5
2.2 Learning Outcomes	5
3. Overview of the Professional Learning Workshop	6
3.1 Phase 1: Introduction	6
3.2 Phase 2: Planning for Inclusion	7
3.3 Phase 3: Thematic Module(s).....	7
3.4 Phase 4: Thematic Module(s)' Practical Application.....	7
3.5 Phase 5: Signposting the DIPPE Website	7
3.6 Phase 6: Evaluation	8
5. Teacher training user manual	9
5.1 Master presentation	9
5.2 Individual presentations.....	9
6. Administration Materials	10
7. Annexes.....	10
7.1 Teacher training presentations	10
7.2 Teacher training documents	10



1. Introduction

The aim of the *Disentangling Inclusion in Primary Physical Education* (DIPPE) Erasmus+ project was to support inclusion in primary physical education. Intellectual Output #3 of the project resulted in the development of a free open educational resource (a web application), the DIPPE website (www.dippe.lu). This website was designed to support teachers in accessing information, pedagogical tools and resources to include all children in primary physical education lessons.

Output #4 of the project resulted in the development of this Teacher Education Resource to assist facilitators plan and implement a teacher education Professional Learning Workshop which may be presented face to face or online. The Teacher Education Resource consists of this manual, PowerPoint presentations and administration materials available on the DIPPE website “About” tab. This manual provides (A) a description of the values and learning outcomes underpinning the Professional Learning Workshop, (B) an overview of the Professional Learning Workshop, and (C) administration materials that will be necessary for the organisation of the Professional Learning Workshop. A table is presented on page 8 showing a sample structure for a Professional Learning Workshop providing guidance on the content, the resources and materials, the location and the time allocation.

2. Values and Learning Outcomes

2.1 Values

This Professional Learning Workshop is about encouraging participants to learn from each other and share their expectations and knowledge, as well as learning from the facilitator(s).

Our role as facilitator(s) is about creating a culture and framework for that dialogue, as well as enabling challenge, reflection and development.

2.2 Learning Outcomes

Participants will be enabled to

1. Build on their knowledge of children’s abilities;
2. Identify, plan and implement strategies to include children with additional needs in physical education informed by the principles of [Universal Design for Learning](#) (UDL);
3. Identify signposts to guide inclusive participation including adaptation models;

4. Explore and develop tasks that children may undertake in physical education lessons reflecting their abilities.

3. Overview of the Professional Learning Workshop

The Professional Learning Workshop consists of six distinct phases (1) *Introduction*, (2) *Planning for inclusion*, (3) Thematic module(s) embracing *Attention and concentration*, *Social emotional and relational*, *Gross and fine motor skills*, *Physical capabilities*, *Chronic conditions*, *Verbal and non-verbal communication*, *Sensory*, (4) practical application of inclusive activities related to the different thematic modules, (5) signposting the DIPPE website and (6) evaluation. Generally, the Professional Learning Workshop should be at least three hours' duration.

PowerPoint presentations are available to guide the facilitator(s) through the phases outlined above. These presentations are available in two formats

1. Individual PowerPoints: *Introduction*, *Planning for Inclusion* and the thematic modules *Attention and concentration*, *Social emotional and relational*, *Gross and fine motor skills*, *Physical capabilities*, *Chronic conditions*, *Verbal and non-verbal communication*, *Sensory*;
2. A Master PowerPoint including all elements of (1) above.

Facilitators can select option (1) or (2) above.

Depending on the duration of the Professional Learning Workshop, facilitators can choose one or more thematic module(s) as their focus. Within each thematic module some scenarios are presented reflecting children with particular additional needs. One or more scenarios can be explored.

3.1 Phase 1: Introduction

Participants are welcomed. The values and learning outcomes underpinning the Professional Learning Workshop are presented (see page 5 and 6 above) along with an explanation of the Erasmus+ *Disentangling Inclusion in Primary Physical Education* project. The homepage of the DIPPE website is shared with the participants on a screen to illustrate the key output of the project.

3.2 Phase 2: Planning for Inclusion

A definition and meaning of inclusion as well as a prompt to teachers related to valuing diversity are presented. Inclusive education as a human right is discussed and an outline of a pathway to diversity is presented. A discussion of inclusive practice follows with a focus on developing an inclusive learning environment. The inclusion process proposes that components (the individual, the environment, and curriculum and pedagogy) are constantly interacting which contributes to the inclusion process. The concept of *Universal Design for Learning* (UDL) is discussed with reference to strategies and resources to promote inclusion, each underpinned by the related principles (multiple means of action and expression, of engagement and of representation).

3.3 Phase 3: Thematic Module(s)

This phase involves selecting one or more of the six thematic modules (*Attention and Concentration; Social, Emotional and Relational; Gross and Fine Motor Skills; Physical capabilities; Chronic conditions; Verbal and nonverbal communication; Sensory*) related to possible additional needs of children in primary physical education classes. Three scenarios are presented within each thematic module on the website. Each scenario provides a description of a child with additional needs. The facilitator may select one, two or three scenarios and participants are prompted to discuss how a child may be included in a primary physical education lesson (inclusive practice) with reference to UDL. In particular, participants are challenged to consider principles of engagement, representation, action and expression. This phase could be undertaken in a classroom, sports hall or outdoors.

3.4 Phase 4: Thematic Module(s)' Practical Application

Further exploration of the thematic module(s) chosen, focussing on the scenario(s), is undertaken where participants are prompted to apply inclusive practice principles (UDL principles) in a sports hall or outdoors as they explore a range of activities. Suggested practical activities are embedded in the PowerPoints with further detail available in the slide notes in some cases. Participants will be encouraged to share solutions and strategies related to UDL principles.

3.5 Phase 5: Signposting the DIPPE Website

The facilitator signposts the tabs of the DIPPE website: *Homepage; Planning for inclusion; Thematic modules; Glossary; References; About; Contact; and Partners.*

3.6 Phase 6: Evaluation

The facilitator prompts participants to complete an evaluation form for teachers to evaluate the Professional Learning Workshop. Additionally, the teacher educators complete an evaluation form. Both forms are available on the DIPPE website “About” tab/Teacher Education Resource.

A sample structure is outlined below for a Professional Learning Workshop providing guidance on the content, the resources and materials, the location and the time allocation (Table 1). In case there is time and/or requirement for a longer format, further inclusive practices (see phase 4) could be added. The choice of the practices shall ideally be related to mirroring diverse thematic modules and possibly also to the participants’ interests and needs (could be asked in advance of the workshop).

Table 1. Sample Structure for Professional Learning Workshop (3-hour)

<i>Phase</i>	<i>Content</i>	<i>Resources and Materials</i>	<i>Location</i>	<i>Time Alloc.</i>
1	Introduction <ul style="list-style-type: none"> Welcome & Introduction The DIPPE Project Overview The DIPPE Website-Homepage 	<i>Introduction PowerPoint/Master PowerPoint and DIPPE Website Homepage</i>	<i>Indoors (with access to Wi-Fi and screen)</i>	<i>10 minutes</i>
2	Planning for Inclusion <ul style="list-style-type: none"> Understanding Inclusion Inclusive Practice Strategies and Resources 	<i>Planning for Inclusion PowerPoint or Master PowerPoint</i>	<i>Indoors (with access to Wi-Fi and screen)</i>	<i>40 minutes</i>
3	Thematic Module(s) Scenario 1 <ul style="list-style-type: none"> Inclusion Discussion Inclusion Reflection Scenario 2 <ul style="list-style-type: none"> Inclusion Discussion Inclusion Reflection 	<i>Thematic Module PowerPoint(s) or Master PowerPoint</i>	<i>Indoors (with access to Wi-Fi and screen)</i>	<i>30 minutes</i>
4	Practical Application <ul style="list-style-type: none"> Inclusive Practice Activities Sharing solutions and strategies 	<i>Sports equipment, Task cards, flipchart, post-its, pens, clipboards</i>	<i>Indoors/ outdoors</i>	<i>30 minutes</i>
5	The DIPPE Website-Signposting	<i>DIPPE Website</i>	<i>Indoors (with access to Wi-Fi and screen)</i>	<i>30 minutes</i>
6	Evaluation and Closure	<i>Questionnaire</i>		<i>30 minutes</i>

Note: the duration indicated in the workshop above is 2 hours 50 minutes. An additional 10 minutes maybe used to provide a break.

5. Teacher training user manual

In the following, the contents and the possible use of the different available PowerPoint presentations in the teacher training are shortly described. The available materials can be adapted and implemented in a flexible way, following local and regional implementation contexts.

5.1 Master presentation

The **Master presentation** is a general presentation structuring the entire professional learning workshop presentation. It contains general information about *The DIPPE project*. Furthermore, the selected slides from all other presentations can be additionally included or excluded here in the respective parts so that it can be used as such (in a longer format) or shortened by using only individual elements of it (for instance not all seven thematic modules).

The structure of the master presentation is the following:

1. Introduction (project aims, partners, workshop values, expected learning outcomes);
2. The DIPPE Project work: Literature review and teacher questionnaire as well as resulting from this practitioner engagement/feedback
3. Overview of the Thematic Modules
4. Understanding and Planning for Inclusion in Physical education (including two videos)
 - Understanding Inclusion
 - Inclusive Practice
 - Strategies and Resources
5. The seven thematic modules (respectively definition, two scenarios, reflection/discussion, practical application, and references)

5.2 Individual presentations

The following parts are available as **individual presentations** and can be compiled according to the individual requirements:

- Understanding and Planning for Inclusion in Physical education (including two videos);
- The seven thematic modules.

6. Administration Materials

In order to facilitate the organisation and implementation of the teacher training, some helpful administration materials are available on the DIPPE website:

1. An **invitation letter for teachers** describing the aim of the Professional Learning Workshop
2. A **list of participants** where participants can register and sign
3. A **confirmation of participation (certificate)** to acknowledge the participation of the teachers
4. An **evaluation form for participants** to evaluate the Professional Learning Workshop

The teacher training documents are made available for download separately in the annexes.

7. Annexes

7.1 Teacher training presentations

The teacher training presentations are made available for download separately. Please follow this link to download the presentations: <https://www.dippe.lu/about/>

7.2 Teacher training documents

The teacher training documents are made available for download separately. Please follow this link to download the documents: <https://www.dippe.lu/about/>