

Good practices in HEPA

NAME OF THE ACTIVITY

Disentangling Inclusion in Primary Physical Education (DIPPE)

LEADING ORGANISATION

University of Luxembourg

COUNTRY

 Luxembourg

HEPA-RELATED TOPIC

Socially disadvantaged groups' access to HEPA, physical activity among children and youth

TYPE OF ACTIVITY

Educational resource and training

TARGET GROUP

Schools

OBJECTIVES

Inclusive primary physical education should engage all children through positive, meaningful, developmentally appropriate learning experiences. Therefore, the focus of this online resource is to provide curricular and pedagogical support for teachers of primary physical education to develop an inclusive learning environment. The main objectives of the project are to map the current situation with regard to accessing information and resources on inclusion in primary PE; develop a teacher support resource to disentangle challenges related to inclusion in primary PE; make the resource available in a free open educational platform; and develop a teacher training toolkit for the implementation of this resource.

ACTIVITIES

In the context of this DIPPE online resource inclusion is understood as a sense of belonging, which includes feeling respected, valued for who you are, feeling a level of supportive energy and commitment from others. This means that diversity is valued and promoted within learning communities. The teaching modules include attention and concentration; social, emotional and relational skills; gross and fine motor skills; physical capabilities; chronic conditions; verbal and non-verbal communication; and sensory factors.

RESULTS / EVALUATION

The project's outputs include a free open educational resource for teachers to access information, pedagogical tools and resources to include all children in primary PE lessons to allow quality learning to support children's well-being, physical literacy and lifelong physical activity and a teacher training toolkit to facilitate the implementation of the educational resource. The results have included the strengthening of primary school teachers in delivering inclusive PE, and new, innovative resources for teachers that allow them to disentangle inclusion in primary PE in the training of student teachers.

TIPS & TRICKS

There are the usual processes which are essential when implementing a good programme, such as the need for a long lead-in time (and crucially to use that time wisely), a strong steering group of stakeholders, and a shared vision. There are also more fundamental processes which are crucial – specifically, strong connections with schools are essential to the programmes. That requires developing strong relationships with key figures within schools to move towards a common goal. Without that, wider engagement is incredibly difficult.

WEBSITE

www.dippe.lu/understanding-inclusion

RESOURCES

journals.plos.org

CONTACT

www.dippe.lu/contact