



## PY4065 – INTEGRATED & INCLUSIVE PHYSICAL EDUCATION

<b>Credits:</b>	6
<b>Faculty:</b>	Dr Daniel Tindall & Ms. Brigitte Moody
<b>Department:</b>	Physical Education & Sport Sciences
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<b>Semester offered:</b>	Autumn

### AIMS AND OBJECTIVES

Integration and inclusion of all individuals into school structures and curricular provision is an essential feature of physical education teaching. Catering for individuals with varying levels of ability from limited to a high level requires knowledge of appropriate pedagogical principles and an ability to situate the needs of the individual on a whole school and classroom basis. Empowerment and entitlement are key concepts within this module.

The purpose of this module is threefold:

- 1) To critically evaluate the attitudes and beliefs about teaching and learning which inform and guide his/her professional practice.
- 2) To act as an advocate on behalf of learners, referring students for specialised educational support as required and participating in the provision of that support, as appropriate.
- 3) To identify cross-curricular links and themes including citizenship; creativity; inclusion and diversity; initiative and entrepreneurship; personal, social and health education; and ICT, as appropriate to the sector and stage of education, and how these are related to life experiences.



### MODULE CONTENT

This module is designed to provide students with an introduction to adapted physical activity with a focus on physical and motor characteristics of persons with disabilities as they relate to programming in physical education. The course will focus on past and present research regarding motor/physical development, assessment, and programming for individuals with cognitive, sensory, physical and health impairments. Students will be able to identify and understand how Ireland views the placement of children with disabilities and the efforts it takes to promote more inclusive physical education programmes.

### ENGAGED ACTIVITY

The module is a combination of lecture and laboratory experiences. It is anticipated the lecture will introduce the theoretical aspects of the content. Specifically, pre-service teachers will be involved in lectures of current professional practice that influence curriculum design, teaching strategies, and assessment for students with special educational needs. The laboratory experiences will be configured to provide practical application, including teaching experiences and assessment opportunities. Within the laboratory experience the focus is on contact theory and experiential learning allowing students to create personal meaning as it relates to disability and inclusion. To accomplish this, students will take part in the *Inclusive Play & Leisure Activities for Youth* (i-PLAY) programme. This 10-week physical activity programme is designed for children, youth, and young adults (ages 5-21) with special needs. The main goals of the programme are:

- To provide young people with special needs the opportunity to play and interact socially with peers,
- To provide pre-service Physical Education teachers with the opportunity to gain experience in planning and assisting youth with special needs as it relates to the physical activity setting, and
- To provide families an opportunity to connect with one another as a way to support each other and their children with special needs.

### KEY RESOURCE

<http://www.ul.ie/pess/undergraduate/i-play>