

Inclusive Education within Physical Education Case Study 1:

Scenario:

John is a third-year student. It is April and his PE class are completing *Strand Two: Games*, focusing on the striking and fielding games category. The class have completed catching and throwing exercises and have been shown batting and fielding techniques. John found these practices challenging, but he enjoyed them, as he was partnered with his friend Sam.

During the second lesson of striking and fielding a whole class game of Rounders was introduced. The class were split into two teams and the game commenced. John started on the fielding team. The tennis ball was hit towards him. John went to catch the ball but missed. He then went to retrieve the ball from the ground but panicked and threw the ball towards the wrong base. John felt embarrassed.

John's team soon were the batting team. John really didn't want to bat, as he didn't want to let his team down again. John felt anxious. He was better at fielding than striking and he had messed that up in front of his whole class. John went to the end of the batting queue. Before it was his turn to bat, the whistle went, time for cool down exercises. John was relieved he didn't have to bat in front of everyone.

Over the next fortnight, John forgot his PE gear twice in a row. This wasn't like John. The teacher was concerned and asked John if everything was OK, John got upset and said, "I am no good at Rounders, I don't like P.E. anymore".

Key Questions:

How could the teacher respond to John?

How could the situation, where John felt like opting out was his only option, be avoided?

These resources have kindly been developed for Junior Cycle for Teachers (JCT) by the National Council for Special Education (NCSE) to allow teachers to consider the Junior Cycle principle of Inclusive Education within classroom practice in Physical Education

Inclusive Education within Physical Education Case Study 2:

Scenario:

Jane is a second-year student. She has access to a Special Needs Assistant and her Individual Education Plan states that she is a student with autism spectrum disorder (ASD) and has hypersensitivity to specific stimuli, namely sound and touch. Jane's PE class are completing Strand Four: Dance and gymnastics. They are creating and performing a dance. The teacher has introduced and developed the ideas of space, rhythm and timing.

During the first lesson, the teacher guided the class through some dance steps. The music was on low in the background to facilitate the teacher's instructions. The teacher was very encouraging to everyone and Jane felt that she was doing a good job. Some of the movements were fun, Jane liked working on her own following the teacher's steps. The same warm up was completed in the second lesson which Jane enjoyed as she had practiced the steps since last week. This week the warm up music was louder, the class had to work in pairs and the moves were more tactile. Each pair had to; touch palms and perform an under-arm turn. The pace was faster and Jane was getting confused. Feeling overwhelmed, she moved awkwardly and was slower than her partner who began to get frustrated with her.

The next step was for the class to work in small groups to devise a dance performance. The teacher noticed a reluctance amongst some students to work with Jane. Some students wanted the teacher to refine and record their dance for their classroom based assessment. The group with Jane did not want to record their dance at all.

Key Questions:

Suggest ways that the teacher could deal with the recording of the dances issue?
How could Jane be better supported in P.E. class?

Discuss in groups, how to best to support students with Autism in PE Class.

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Inclusive Education within Physical Education Case Study 3:

Scenario:

Kate is in third year and has the condition Muscular Dystrophy. Kate uses a wheel chair and has access to an SNA. Kate is very independent and likes school. Kates P.E. class are completing Strand One: Physical activity for health and wellbeing. It is January and the class are looking at the concept of health-related fitness. In previous lessons, circuit classes, have been completed and Kate has liked the variety and challenging nature of the station work. The teacher has adapted some stations so Kate can work alongside her class mates. The class has set a goal that they will all complete a couch to 5k programme. The weather has been poor this month, so P.E. has mainly taken place indoors. The students are tracking their progress using apps on their phones. Kate is training hard with her classmates and the music the teacher plays, while they are training, is motivating. The class are in agreement that it gets too stuffy inside in the PE hall when they are running and decide that they will complete their 5k outdoors on the GAA pitch. Kate is internally devastated, she will not be able to complete the 5k if it is on the pitch. Kate thinks to herself, maybe I will ask the teacher if I can do it inside, alone, on the day.

Key Questions:

How can the teacher help solve this issue for Kate?

What can be done to ensure that Kate completes the couch to 5k in an inclusive environment alongside her peers?

Discuss in groups how best to support students with physical disabilities in the PE class.

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Inclusive Education within Physical Education Case Study 4:

Scenario:

Mark is a first-year student. Mark enjoys PE, but he can be impulsive in his actions and defiant when reprimanded for his behaviour. It is November and Marks PE class are completing Strand Three: Individual and team challenges. The class are learning about orienteering.

Last week's lesson focused on star orienteering and this week's focus is on a score event. Mark is excited to start; his team came second last week. The teacher takes time to help the students orientate the map, thump their positions, etc. The teacher explains the rules of competing again; to stay in their allocated groups of three at all stages, the penalties for missed controls, the safety procedures and the staggered starting times.

Mark is in a group with George and Alan. They get their map and set off to the first control. They find it and solve the puzzle. They examine the map to locate the second control and realise it is further away. Mark tells George and Alan that they need to hurry if they want to win the challenge. The boys inform Mark that they are making good time and that they shouldn't rush the challenge. Mark ignores the two boys and starts running ahead. Mark reaches the second control and is annoyed when he realises the boys are not with him. When they arrive at the second control, Mark grabs the map from Alan and says he will go on ahead, Alan takes it back and explains that they must stay in their group. Mark pulls the map from Alan, throws it on the ground and tells the boys he will complete the challenge alone. When George and Alan return to school, Mark is hanging around outside the PE hall, kicking a ball. Alan tells the teacher what has happened. The teacher heads outside to find Mark.

Key Questions:

How could this situation have been avoided?

Discuss, in groups, how best to support students with emotional and behavioral difficulties in PE.

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