



Promoting Inclusion to Meet Standard 4 in Elementary PE

Amanda Campbell, Ph.D.
Bridgewater College

Survey

We invite you to participate in a research project examining healthcare and education professionals' skills and confidence communicating with individuals with disabilities. We are asking you to **take just 5 minutes to complete an anonymous survey** about your feelings, comfort, abilities, and experiences communicating with individuals with disabilities. While there are no direct benefits to you, the results of this survey will help us to develop training resources to improve the education/healthcare experience for individuals with disabilities.

In appreciation for your time, at the end of the survey you will be directed to a separate page where you will be entered into a **drawing to win a \$25 VISA gift card**.

A complete consent document can be found on the first page of the survey, and is attached to this email. The survey can be found at this link:

https://jmu.co1.qualtrics.com/jfe/form/SV_3mxcOVYdkx6oi7l

This study has been approved by the IRB, protocol #22-3325.

We sincerely appreciate your time and your honest responses.

Thank you,

Dr. Jill Lassiter, James Madison University

Dr. Amanda Campbell, Bridgewater College

Dr. Andrea Taliaferro, West Virginia University



New Inclusion SOLs

Grade 2:

- 2.4(g): Identify the characteristics of inclusion as belonging, acceptance, and value.

Grade 3:

- 3.4(b): Participate in the development of classroom rules and guidelines for appropriate behavior that support a positive, safe, and inclusive environment in physical activity settings.
- 3.4(g): Differentiate between inclusive and non-inclusive activities/environments.

Grade 4:

- 4.4(f): Differentiate and communicate about activities that facilitate feelings of inclusion and those that do not.

Grade 5:

- 5.4(e): Explain the importance of inclusion in physical activity settings.
- 5.4(f): Participate in developing classroom activities led by the teacher that promote feelings of inclusion, which support feelings of acceptance, belonging, and all students being valued.

What words
do you think
of when you
hear
"inclusion"?



Go to www.menti.com and use the code **8495 9380**

INCLUSION

The act of creating an environment in which any individual or group will be welcomed, respected, supported and valued as a fully participating member. An inclusive and welcoming climate embraces and respects differences.



SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



© 2017 CASEL All Rights Reserved

*Standard 4:
Demonstrate the
aptitude, attitude,
and skills to lead
responsible,
fulfilling, and
respectful lives.*
(Social and
Emotional
Development)



Prompting &
Awareness

Word Wall



Relationship
Building

Instant Activity



Empowerment

Choices and
Challenges



Reflection

Transitions and
Closure



Reinforcement

Recognition

outside
beyond



PERSONAL SOCIAL

caring
helping



RESPONSIBILITY



self-
direction



participation
effort

respect
self-control



ACCEPTANCE

BELONGING

INCLUSION

VALUE



EMPATHY



VOCABULARY INDEX

INCLUSION STARTS WITH YOU | TOOLBOX

ALLY

An individual who supports and works to empower a group other than one's own (in terms of identities such as race, gender, age, ethnicity, sexual orientation, religion, etc).

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

BIAS

A form of prejudice that results from our need to quickly classify individuals into categories. Every human has biases. It's important to be aware of our biases.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

COURAGE

Bold confidence that allows a person to persevere in the face of great challenge, uncertainty, discomfort, and fear.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

DIVERSITY

A wide range of social identities, including race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, physical appearance, etc. Diversity also includes different ideas, perspectives, and values.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

EMPATHY

The ability to understand and share the feelings of another.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

EMPOWER

To provide the motivation, resources, and confidence to a person or a group so that they grow stronger and more confident in controlling their life and claiming their rights.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

EQUITY

The fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that prevent the full participation of an individual or group.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

FREEDOM

The power or right to act, speak, or think as one wants without limitation or restraint.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

INCLUSION

The act of creating an environment in which any individual or group will be welcomed, respected, supported and valued as a fully participating member. Inclusive environments embrace and respect diversity.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

INTERSECTIONALITY

The understanding that a person can hold multiple identities that are related to gender, race, class, religion, professional status, marital status, socioeconomic status, etc.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

KINDNESS

A feeling that causes a person to act in a friendly, generous, and considerate way toward others.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

MICROAFFIRMATION

Small acts and behaviors that occur in an effort to provide generous support, empathy, respect, and empowerment to another person. Microaffirmations are used to actively listen and to recognize and validate feelings and experiences.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

MULTICULTURAL COMPETENCY

A process of embracing diversity and learning about people from other cultural backgrounds. Key elements to becoming more culturally competent are kindness, respect, courage, and empathy.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

POWERFUL

Having influence over people's feelings, thoughts, and/or behavior.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

RESPECT

To appreciate someone or something because of their abilities, qualities, or achievements.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

RESPONSIBILITY

An obligation to do something of consequence or to care for someone or something.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

SAFE SPACE

An environment in which everyone feels comfortable expressing themselves and participating fully, without fear of attack, ridicule, or denial of experience.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

SUPPORT

To give help. To be actively interested in the success of a person, group, or community.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

UNIQUE

Being the only one of its kind; unlike anything else. Remarkable and special.

BELIEVE IN YOU

INCLUSION STARTS WITH YOU | TOOLBOX

VOICE

The ways in which an individual or group expresses a point of view, need, or specific intention.

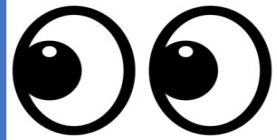
BELIEVE IN YOU



2.4(g): Identify the characteristics of inclusion as belonging, acceptance, and value.

Play “Partner Mingle”

Reflect



What does it look like?



What does it sound like?



What does it feel like?



Reflect

- How did you show belonging, acceptance, and value when we played the mingle game?
- How might you show belonging, acceptance, and value when you are outside at recess, or in the lunch room?





Partner Levels of Acceptance Video by Barb Borden, @BarbaraBorden9

This file pairs with this printable template:

bit.ly/2M8Zqzq by Sara Wood, @SaraWoodPE

And this file: bit.ly/2Bh6vYi by Stephanie Klaffke, @KlaffkePE



by Barb Borden @BarbaraBorden9

COLLABORATION

BEGINNING	DEVELOPING	PROFICIENT	WOW WORK
<p>If assigned group, show verbal and non-verbal signs of unhappiness</p>	<p>If assigned group, show non-verbal signs of unhappiness</p>	<p>If assigned group, show non-verbal signs of acceptance</p>	<p>If assigned group, show verbal and non-verbal signs of acceptance</p>
<p>Choose group based only on friendship with 1-3 peers</p>	<p>Choose group based only on friendship with a select group of peers</p>	<p>Choose group based on friendship and who can help me</p>	<p>Choose group based on friendship, who can help me, and who I can help</p>
<p>Non - example of accepting peers</p>	<p>Non - example of accepting peers</p>	<p>Example of accepting peers</p>	<p>Example of accepting peers of all ability levels</p>

I can accept, recognize and actively involve others (S4.E4)

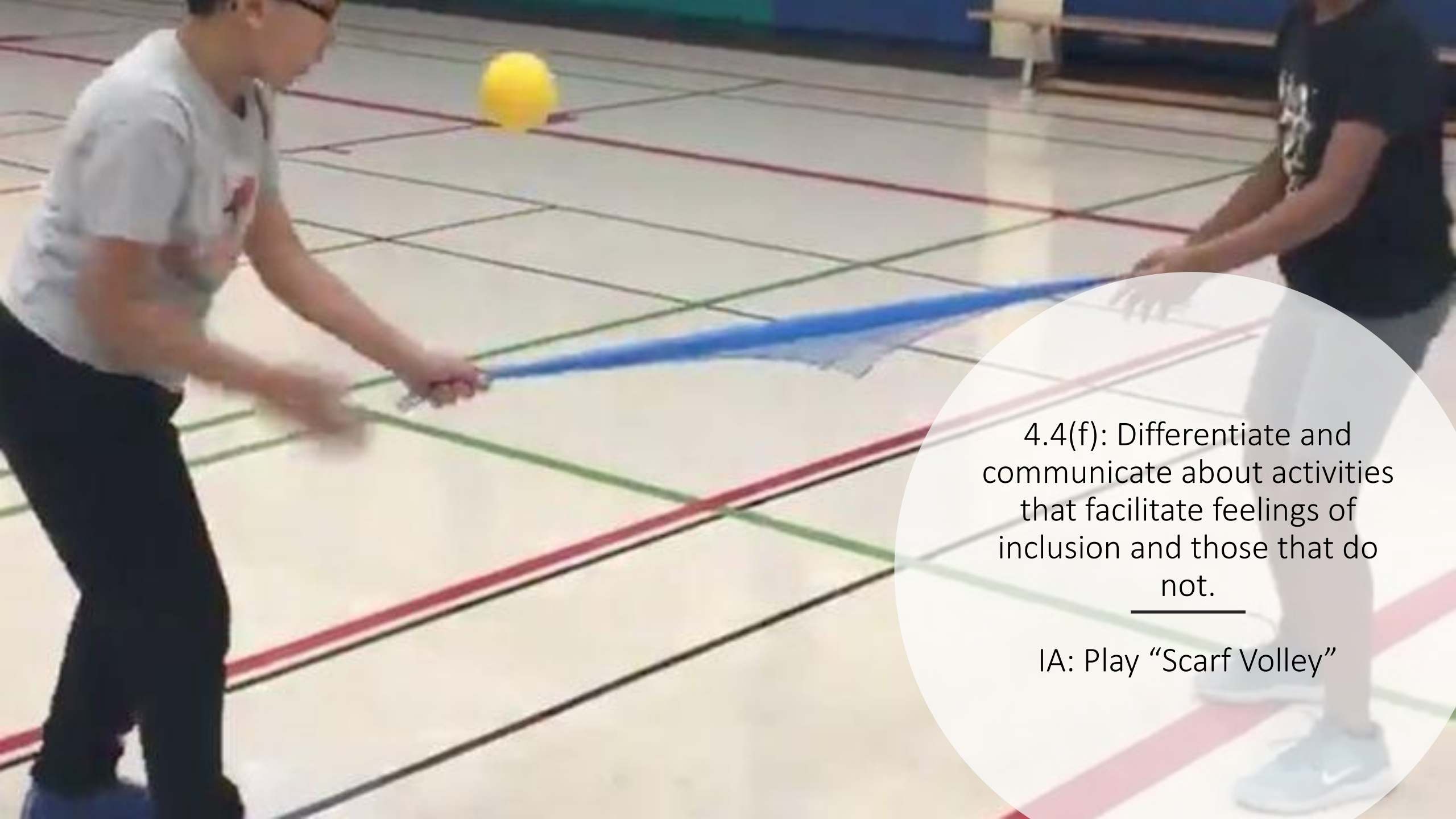


3.4(g): Differentiate between inclusive and non-inclusive activities/environments.

Play "River Crossing"

Reflect

- Were you successful/did you achieve your goal?
- If so, what helped your team achieve your goal? If not, what would you change?
- What challenges did your team face?
- What aspects of inclusion were present in this activity? Were there aspects that were missing?
- Did anyone feel like they had a good idea that wasn't heard?
- Was there anything your group could have done to make the activity more inclusive?
- How did you show empathy or caring toward your group members?



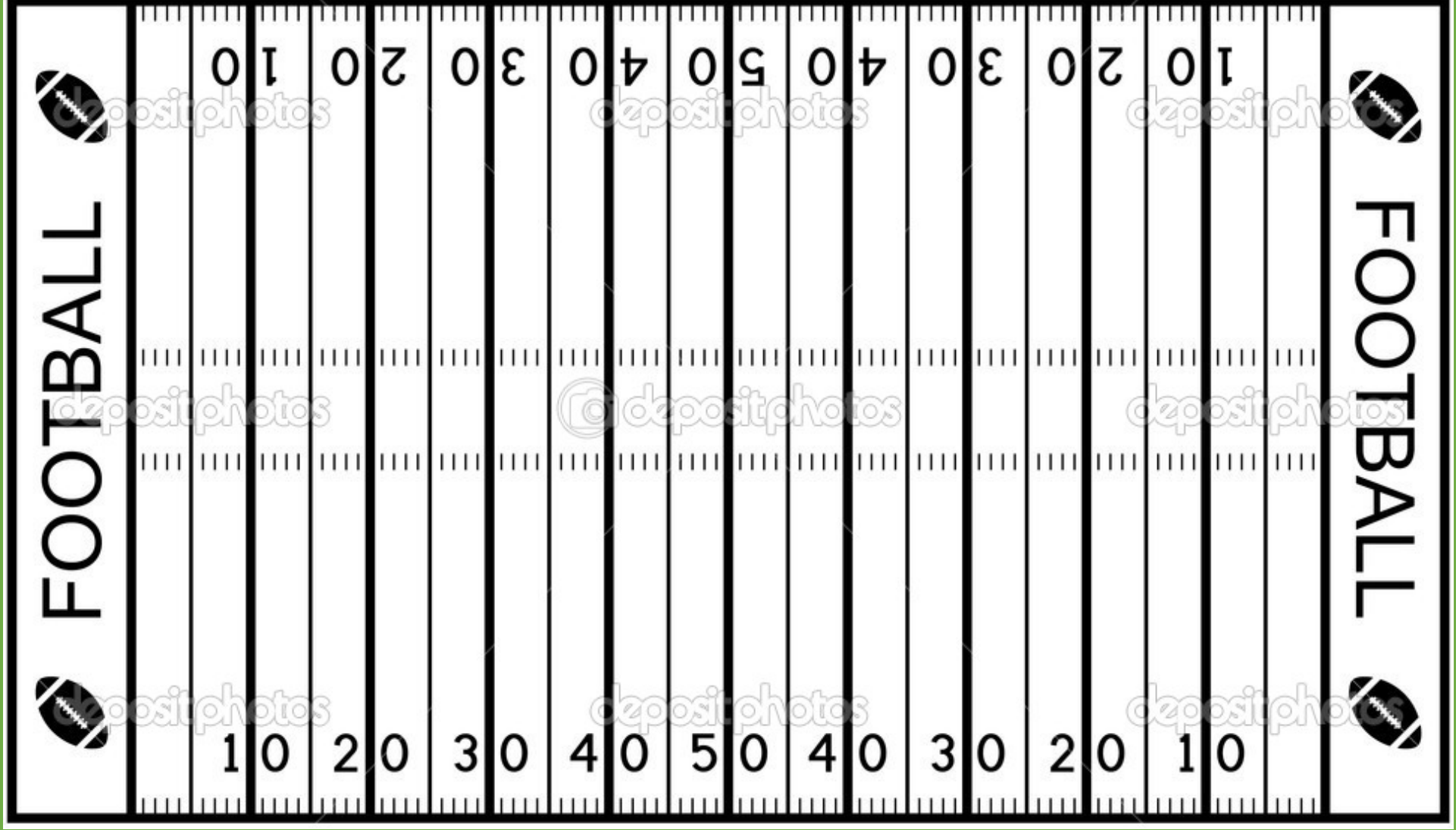
4.4(f): Differentiate and communicate about activities that facilitate feelings of inclusion and those that do not.

IA: Play "Scarf Volley"



4.4(f): Differentiate and communicate about activities that facilitate feelings of inclusion and those that do not.

Play “Quarterback Challenge”



Reflect

Discuss with your group:

- What aspects of inclusion did you experience or feel were missing in the game?
- Did your group make any changes to make the game more inclusive?
- How did you show empathy or caring toward your teammates?





5.4(e): Explain the importance of inclusion in physical activity settings.

5.4(f): Participate in developing classroom activities led by the teacher that promote feelings of inclusion, which support feelings of acceptance, belonging, and all students being valued.

Play “Change it up”

Your Challenge:
Use aspects of
the “CHANGE IT”
acronym to make
the game more
inclusive.
Consider the
following
scenarios:

A new classmate, Ayaz, just moved from a different country. They do not speak English and they have never played kickball before, so they are afraid to join the game. They don't understand the rules and they are afraid of messing up in front of their new classmates.

Jaylen is a classmate who has always wanted to play kickball but has always been hesitant to join because they do not have good kicking skills. They are afraid that they might kick and miss or get out right away. They are also unsure of when to run and when to stay on base, and they are worried about throwing the ball to the wrong person if the ball comes to them in the field.

Cortez is a classmate who uses a wheelchair. They have always wanted to join the kickball games at recess but were afraid that no one would want them on their team. They also know that they would need some adaptations to be able to play. The other kids in class always just assumed that Cortez wasn't interested in playing kickball.

“CHANGE IT”

Coaching style – e.g. demonstrations, use of questions, role modeling, verbal instructions

How to score or win

Area – e.g. size, shape, or surface of playing area

Number of participants

Game rules – e.g. number of bounces or passes

Equipment – e.g. softer or larger balls, lighter, more/less bounce

Inclusion – e.g. everyone has to touch the ball before team can score

Time – e.g. “How many...in 30 seconds?”

Survey

We invite you to participate in a research project examining healthcare and education professionals' skills and confidence communicating with individuals with disabilities. We are asking you to **take just 5 minutes to complete an anonymous survey** about your feelings, comfort, abilities, and experiences communicating with individuals with disabilities. While there are no direct benefits to you, the results of this survey will help us to develop training resources to improve the education/healthcare experience for individuals with disabilities.

In appreciation for your time, at the end of the survey you will be directed to a separate page where you will be entered into a **drawing to win a \$25 VISA gift card**.

A complete consent document can be found on the first page of the survey, and is attached to this email. The survey can be found at this link:

https://jmu.co1.qualtrics.com/jfe/form/SV_3mxcOVYdkx6oi7l

This study has been approved by the IRB, protocol #22-3325.

We sincerely appreciate your time and your honest responses.

Thank you,

Dr. Jill Lassiter, James Madison University

Dr. Amanda Campbell, Bridgewater College

Dr. Andrea Taliaferro, West Virginia University



Additional Resources

- Link to activities: https://docs.google.com/document/d/1Y5ymluplZUI-z4_wEI20a4Tfex-hvEpV5I5LT-nl53g/edit?usp=sharing
- <https://www.cbhpe.org/edi-social-justice>
- <https://inclusiveschoolcommunities.org.au/resources/toolkit/art-inclusion-teaching-students-be-includers>
- https://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/TU/TU_SPORT_BARAN_EN.pdf
- Inclusion Vocabulary & Journals - <https://www.bsnsports.com/ib/inclusiontoolbox>
- EDI Classroom Posters - https://docs.google.com/presentation/d/1Oml1Xj9wpkoTYlePaoB-Bk7390_tFxDTOQx6xwtO338/edit#slide=id.gd6a793a294_0_13
- Personal and Social Responsibility Badges - <https://thephysicaleducator.com/2011/10/21/responsibility-badges-in-physical-education/>