



# Promoting Inclusion to Meet Standard 4 in Middle School PE

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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](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 6:**

- 6.4(f): Participate in developing student-led classroom activities that promote feelings of inclusion, which support feelings of acceptance, belonging, and being valued, for all students.

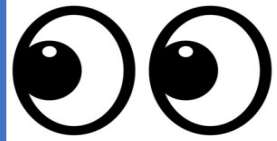
## **Grade 7:**

- 7.4(c): Explain the importance of cooperating with classmates and demonstrate supportive behaviors that promote feelings of inclusion and safety of others.
- 7.4(i): Identify and describe instances that do not support feelings of inclusion (e.g., marginalization).

## **Grade 8:**

- 8.4(e): Apply relationship skills and strategies (e.g., trust, compassion, empathy) that promote team/group dynamics and inclusion.
- 8.4(i): Develop plans to enhance inclusion and reduce social exclusion/marginalization.

# Define Inclusion



What does it look like?



What does it sound like?



What does it feel like?





# 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



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*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



caring  
helping



PERSONAL SOCIAL



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.

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## COURAGE

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

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## 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.

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## 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.

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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.

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## FREEDOM

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

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## 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.

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## 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.

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## KINDNESS

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

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## 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.

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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.

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## POWERFUL

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

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## RESPECT

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

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## RESPONSIBILITY

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

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## SAFE SPACE

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

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## SUPPORT

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

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## UNIQUE

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

BELIEVE IN YOU

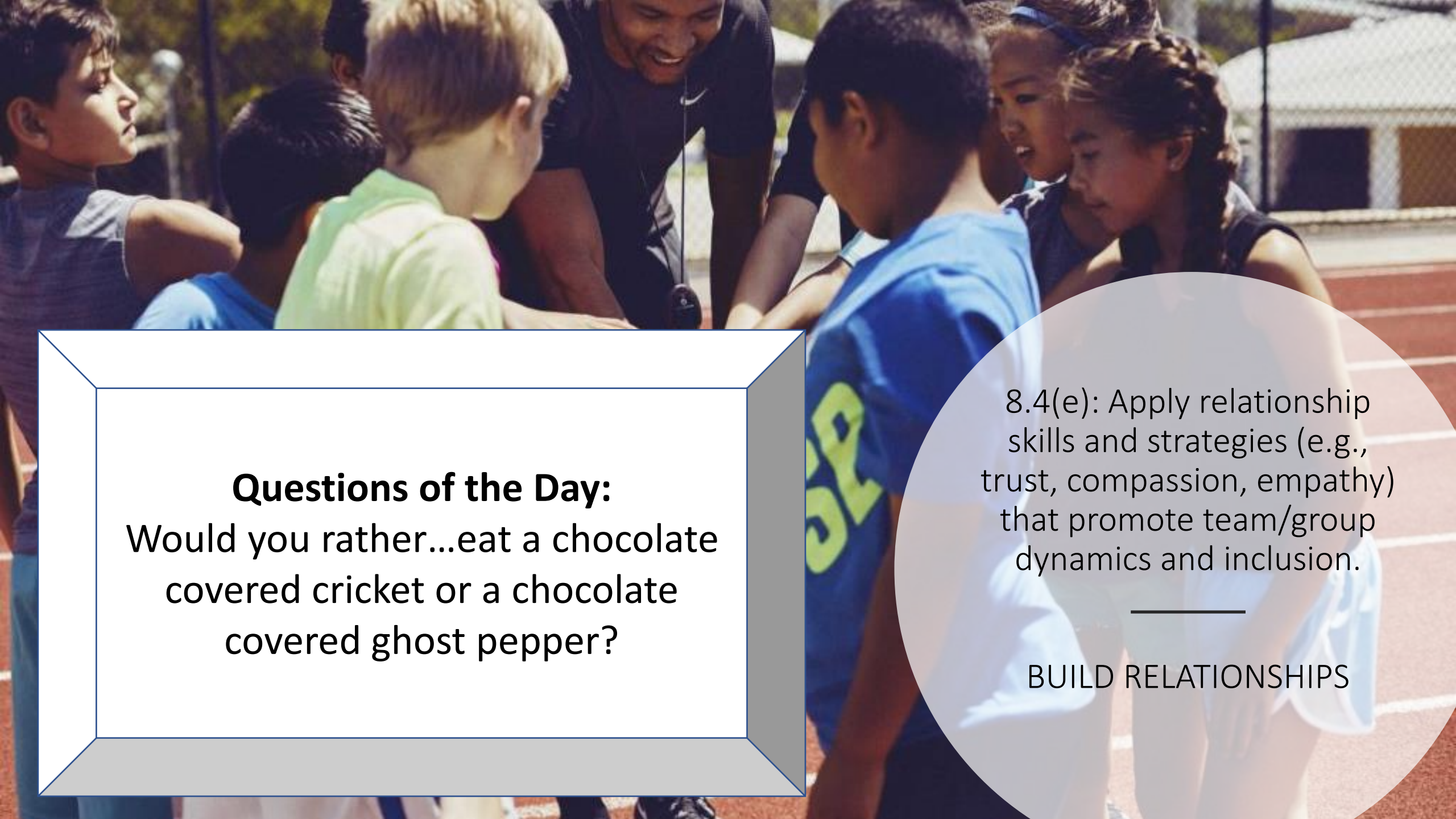
INCLUSION STARTS WITH YOU | TOOLBOX

## VOICE

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

BELIEVE IN YOU





**Questions of the Day:**

Would you rather...eat a chocolate covered cricket or a chocolate covered ghost pepper?

8.4(e): Apply relationship skills and strategies (e.g., trust, compassion, empathy) that promote team/group dynamics and inclusion.

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BUILD RELATIONSHIPS

# Reflect

- Why is it important to learn about each other?
- How does learning about each other contribute to belonging, acceptance, and valuing each other?
- How did YOU show belonging, acceptance, and value when we played the fish game?






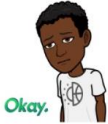


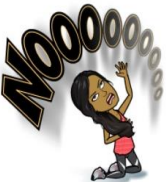




Partner Levels of Acceptance Video by Barb Borden, @BarbaraBorden9

This file pairs with this printable template:

[bit.ly/2M8Zqzq](https://bit.ly/2M8Zqzq) by Sara Wood, @SaraWoodPE

And this file: [bit.ly/2Bh6vYi](https://bit.ly/2Bh6vYi) by Stephanie Klaffke, @KlaffkePE

# COLLABORATION

<b>BEGINNING</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>WOW WORK</b>
 <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>

8.4(e): Apply relationship skills and strategies (e.g., trust, compassion, empathy) that promote team/group dynamics and inclusion.





8.4(e): Apply relationship skills and strategies (e.g., trust, compassion, empathy) that promote team/group dynamics and inclusion.

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Social Card Game

# Reflect

- What social skills did you use in this game?
- In what ways do these skills contribute to an inclusive environment?
- How can you apply these skills when we...?







7.4(c): Explain the importance of cooperating with classmates and demonstrate supportive behaviors that promote feelings of inclusion and safety of others.

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7.4(i): Identify and describe instances that do not support feelings of inclusion (e.g., marginalization).

# Reflect

- What social skills did you use in this game?
- In what ways do these skills contribute to an inclusive environment?
- What makes a game inclusive?







6.4(f): Participate in developing student-led classroom activities that promote feelings of inclusion, which support feelings of acceptance, belonging, and being valued, for all students.

Ultimate Frisbee

# Reflect

Discuss with your group:

- What aspects of inclusion did you experience or feel were missing in the Ultimate game?
- What changes could your group make to make the activities more inclusive?
- How can you show empathy or caring toward your group members?





# “CHANGE IT”

**C**oaching style – e.g. demonstrations, use of questions, role modeling, verbal instructions

**H**ow to score or win

**A**rea – e.g. size, shape, or surface of playing area

**N**umber of participants

**G**ame rules – e.g. number of bounces or passes

**E**quipment – e.g. softer or larger balls, lighter, more/less bounce

**I**nclusion – e.g. everyone has to touch the ball before team can score

**T**ime – e.g. “How many...in 30 seconds?”

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 Ultimate Frisbee before, so they are hesitant 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 loves Ultimate Frisbee but during the large games, he only gets to touch the frisbee a couple of times. Like many other students in the class, Jaylen needs some more skill practice to be more successful. He worries that his classmates won't pass him the frisbee because he dropped it the last time.

Ava is a classmate who uses a wheelchair. She has always enjoyed PE but it has not been as fun in middle school. Ava worries that her classmates don't want her on their team when they play invasion games and knows that she would need some adaptations to the game to be able to play.





6.4(f): Participate in developing student-led classroom activities that promote feelings of inclusion, which support feelings of acceptance, belonging, and being valued, for all students.

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“Change it up”



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# Additional Resources

- Link to activities:  
[https://docs.google.com/document/d/1nrFi\\_LGvPSXurra7Ml4ldhDH9pl8n3TPU7kUwKbWMQ0/edit?usp=sharing](https://docs.google.com/document/d/1nrFi_LGvPSXurra7Ml4ldhDH9pl8n3TPU7kUwKbWMQ0/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](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\\_tFxDT0Qx6xwtO338/edit#slide=id.gd6a793a294\\_0\\_13](https://docs.google.com/presentation/d/1Oml1Xj9wpkoTYlePaoB-Bk7390_tFxDT0Qx6xwtO338/edit#slide=id.gd6a793a294_0_13)
- Personal and Social Responsibility Badges -  
<https://thephysicaleducator.com/2011/10/21/responsibility-badges-in-physical-education/>

**What is your favorite movie?**

**What is your favorite food?**



**What is one thing you are  
good at?**

**What is one thing you are not  
good at (yet)?**

**Describe your pet or the pet  
you wish you had**



**What is your favorite video  
game?**