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Inclusive Practices

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Throughout this essay I will be explaining, exploring and evaluating my practical workshop. Going in to detail about my thought processes and research in to key stage three and key stage four comprehensive school students and their participation in physical education. Through tutor led lectures and my individual research I decided to deliver my workshop to key stage three and key stage four students, who are age eleven to fourteen. I am interested in the effects of puberty, social media and mental health and how that impacts the participation in to physical education(P.E) through out the early years of comprehensive school.

I specifically chose to focus, further research key stage three and key stage four because there is big milestones going on in their lives such as going through puberty, the pressures of social media in their generation and mental health problems. Mental health problems can cause many different effects to a child's school life, for example, decreased interest in activities, frequent complaints of physical illness such as headaches or stomach pains and frequent absence from school or poor performance in school(McNeely and Blanchard, 2009). All of these factors could contribute to a student not wanting to take part in P.E or any physical activity. Through the delivery of my workshop I want to make sure that the space is safe, supportive and comfortable for all participants to be able to move and enjoy themselves. Negative sport environments in schools is popular. Body shape is a very big factor for why teenagers do not want to take part in P.E. Social media portrays the 'perfect' body of models doing exercise and if they think their body is not like that, they see it as a negative. Puberty is a contributing factor to the change of body shape. Teenagers tend to see it as a negative and a high percentage of this age group feel uncomfortable in their bodies(Bell, 2016). Studies have shown that very active girls have learnt new skills, they had increased self-esteem, improved fitness and developed new social networks. It has also been proved that exercise positively affect cognitive performance(Buddle et al., 2008). This is how important physical activity is psychologically for key stage 3 students. The pressure for girls and boys to impress their boyfriends and girlfriends with the way they look is massive. This was the strongest factor for teenage girls to not want to take part in P.E(Allender, Cowburn and Foster, 2006). These are some of the factors that I considered while researching and deciding to chose this age group. Being comfortable in a physical activity setting is very important and my workshop aims to bring everyone taking part to feel comfortable to move by the end.

There are many relevant issues that happen throughout eleven to fourteen year olds school life. Mental health is a very important issue that is becoming more common throughout these ages. Mental health can cause loss of contact with realty, personality or

unusual behavioural changes, confused thought, difficulty with social interaction and impairment of day to day activities(Centre for Mental Health,2020). All of these can effect teenagers within the school environment. Making my workshop environment a safe place and making sure everyone is feeling supported is very important to try and help these teenagers feel comfortable in a physical activity setting and having a positive mind set to exercise.

Within my workshop I need to make sure I am delivering it inclusively and thinking about different groups of people, for example, different abilities, social backgrounds, culture, ethnicity etc. Also being inclusive to all participants and treating everyone equally is a key component as every participant will take my delivery differently. Sexuality and gender has a massive impact on eleven to fourteen year olds as they are still finding their true selves. Making sure I am not assuming their genders and choosing a check in activity that includes pronouns is helpful as they can share to the group how they want to be addressed and known as(Children and gender identity: Supporting your child, 2017). Using inclusive language is very important and not saying specific body parts when giving instructions is inclusive to the participants who have physical disabilities. This will not make them feel different to the rest of the group and will help them feel included within the session and what tasks they will be asked to complete.

When planning out my workshop I was thinking of different tasks that everyone will be able to take part in and enjoy with all different abilities and mind sets. My warm up is focusing on shaking the body and being silly. I specifically chose this exercise as I am hoping it will make everyone act silly and feel more comfortable in the environment rather than being serious and them feeling like they can't be silly and have a laugh. I will use an up beat song which will give everyone energy and most importantly that I make sure I am doing it with them and being extra silly so they feel they can also very silly. This is an important factor for teenagers at this age as they will not want to be as silly if the teacher is being serious but with me being silly it will encourage them to be as well.

I have chosen to deliver my task with very broad instructions with not too many specific instructions. All of the participants can take the task how they want to and with as much energy and effort as they feel comfortable. My overall aim from this task is to make sure by the end that everyone is moving as much that is possible for them and with confidence. After the task is complete I am going to be doing a sharing within partners with positive feedback t the end. Positive feedback is very important for participants that are not very confident and will help build their confidence and help them want to take part in more physical activities.

I purposely chose to use the same check out as the check in so I can hopefully see a positive change in the colour they are feeling. This will help me understand and see if my workshop is making a positive impact on these teenagers mood. If their colour changes

from black to yellow for example, that is a good signal that my workshop is having a positive impact but if it stays a dark colour or goes from yellow to black for example, need to re think different sections of my workshop and how it is being delivered.

There is no requirements for a school to have a standalone mental health policy. They should support mental health and wellbeing. If they can not give the support needed they will pass on the information and details about the pupil which will then be transferred to a specialist so they can get the best possible help and support around.(Department of Education,2018). My workshop aims to help and support mental health issues without sitting in a room and talking about it. I want to make sure they are feeling more positive by the end just by doing physical activity. I think this will be a very useful idea to put in to secondary schools as there is a lot of different mental health problems that could be solved within my workshop.

After completing my workshop I have thought about what went well and what I could improve on for future workshops. One thing I think I done well as speaking clearly. This was a main focus for my workshop and what I was focusing on to make sure that I did well. I made this a focus so everyone in the room could follow my instructions clearly and know what they are doing at all times. I also made sure I was using a smooth and friendly tone of voice so all participants felt at ease and comfortable as if I used a sharp, stern tone of voice the students may feel uncomfortable which would lead to them not doing their best within the workshop. Making sure I was giving out compliments when everyone was exploring my task to give encouragement and for further exploration to be made, which would lead to more focused improvisation. Giving enough time for exploration was something I think I done well. After a short discussion with my lecturer, Zosia, I decided to give more time for my exploration task so more thought is going in to it which will make the exploration better and the participants will go more in to depth with their movements and thought processes.

If I was going to do another workshop there would be some things I would like to do better and improve on. Giving clear instructions would be big focus for me if I was to do it again as sometimes I think I was brief with instructions and if they were more clear the participants would be able to understand the task better. This would lead to in depth movement thought processes. Another improvement would be walking around the space more frequently to make sure that all of the participants know that I am watching and paying attention to their work and giving out more compliments to individuals. This will boost their confidence within the session and make them feel better about moving and improvising. Confidence is very important in physical activity especially in improvisation.

To conclude, I think my workshop went well overall and had a positive impact on everyone that took part. My overall aim was achieved as at the end of the workshop everyone explained that their colour changed positively and they felt better in themselves after it.This was a big achievement for me personally as I wanted to make sure that all of the students felt more confident and better in themselves after the workshop. The

individual research I carried out was very important and helped me to plan a good structured workshop for the age group that I decided to work with. It gave me different ideas of what activities to include to make them feel comfortable and confident within the exercise setting. I have read through everything I needed to improve and when I deliver another workshop I will make sure that I focus on these improvements so the workshop can flow and have an even better effect on eleven to fourteen year olds.

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