

Name: Savannah May Hope Thomas - Millett

Student No: 1902451

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Lecturer: Zosia Jo

Within this assessment I will be showing a class plan I created to use for a certain age group, with detail of how I researched and decided to do this specific teaching method and my opinions on how the class went and if there is any room for improvement.

For my inclusive practical I had chosen to work with a age group ranging between 13 and 14 years old. With in this group it would be a mix of individuals with and without some sort of disability as I wanted to have a class to show that everyone can be equal and treated the same and not feel that they have to be separated as I feel that this happens and still is happening a lot in schools and sports groups and I feel that every individual needs to have a group in which feel equal and respected.

Research has shown “One in five people in England have a long-standing limiting disability or illness. Our Active Lives Adult Survey data shows disabled people are twice as likely to be physically inactive (41%), compared with those without a disability (20%)”. I wanted things to understand the different motivations and the barriers for certain audiences when it comes to the sport and physical activity rather than to have a one way fits all way to everyone. To plan for this class I went on to research different disabilities or illnesses that I may need to look out for when conducting the class.

Through out my research I had found that when doing a dance/or any sort of sport class, I would need to look out for:

. Individuals with dyslexia

. Individuals with dyspraxia

. Individuals with ADHD

. Autism

. Down Syndrome

. Mental illness

. Amputees

. MS

.Visually impaired

. Cerebral palsy

. Hearing impaired

. Paralysis

. Epilepsy

. Arthritis

. Scoliosis

Dyslexia

With dyslexia, it is a learning disorder which involves difficulty with reading due to the problem identifying speech sounds and learning how a individual relate to any letters and words. This is also called reading disability. With dyslexia it can affect areas of the persons brain that processes languages. Individuals that have dyslexia have a ordinary intelligence and can usually have normal vision research have shown that most individuals that have dyslexia can succeed with in education with tutoring or a organised specialized education program.

I know quite a bit about dyslexia as I have it myself can I can say from experience it hasn't stopped me from doing what I want to learn to do in life especially with in sport, however there has been times when information about a certain move or sequence hasn't registered in my head and this is common with quite a lot of individuals with dyslexia. With in a class environment if a individual/s has dyslexia and can't understand fully the information I am giving them, I would either break down more in little pieces for them to understand it, or I would demonstrate the move/sequence for them to see in a more physical way,

Dyspraxia

With dyspraxia, it is a neurological disorder. Dyspraxia impacts an individuals abilit to plan and process motor tasks. People that have dyspraxia often have language problems and in some way a degree of difficulties with thoughts and perceptions. However dyspraxia it doesnt affect the individuals intelligence, but it can give children learning difficulties. When in a class setting,, to help individuals with dyspraxia feels they are being listened and respected, as a teacher giving them clear handouts on the subject, allow individuals to record the lesson for note taking, try and repeat and summaries the main points of the lesson, or breaking down the moves/dance routines into smaller chunks.

ADHD

With ADHD (Attention Deficit Hyperactivity Disorder), it is one of the most known and common neurodevelopmental disorder of individuals. This is usually the first diagnosed in a childhood and can often last into adulthood. Young individuals with

ADHD might have trouble on paying attention, controlling impulsive behaviour or may be overly active. With in a dance class setting individuals with ADHD may seem as if they are daydreaming and might feel they are not interested in the class, they also may not respond to the teacher or anyone straight away when their names are called or when asked a question. As a teacher, if a pupil has ADHD the best thing they can do is to take their time with the pupil and not rush them into something that might make them feel uncomfortable, and if they don't understand something but they don't want to say anything also go back over everything to smaller and a bit slower so that the teacher knows that even though they don't want to ask for help and may not have the confidence to ask they are still in a way getting their question answered.

Autism

Autism (Autism Spectrum Disorder) (ASD), is refered to a broad range of conditions characterized by challenges with social skills, repetitive behaviour s, speech and nonverbal communication,. with in the autism spectrum, it shows that an estimate 1 in 54 children are affected by autism. With individuals that have autism should never be look at as a illness however as a condition or disability. Young individuals and adults with autism just wants to feel accepted and respected for who they are and not as the name they are carrying with them.

Down syndrome

With down syndrome, it is a condition which a individual has an extra chromosome. With chromosomes, they are small packages of the genes in the human body. It determines during pregnancy, how a baby is formed and how the body functions as it grows. Individuals with down syndrome have a strong visual learning madalists.

Mental illness

Mental illness which is also known as mental health disorders, is a wide range of mental health conditions disorders that affect a individuals mood, thinking and behaviour. Examples of different mental illnesses includes depression, anxiety disorders, schizophrenia, eating disorders and addictive behaviour.

Throughout all of the researched that was conducted to make sure that my lesson was planned to make sure that everyone is treated equally and with no discriminating or separating them it was time to make a class plan.

Hearing impaired

The word hearing impaired is also used to describe individuals with any degree of hearing loss from mild to profound including those that are deaf and also those that are hard of hearing. With individuals with hearing impaired and want to take part in a dance class research have shown that it is not impossible for individuals to take part

like some think as vibration of the music on the individuals feet help them understand the beat and rhythm of the music. It is also good for the class leader to have some sort of back ground/ qualification of sign language so that any individuals coming into the class wont feel excluded or left out with everyone.

Scoliosis

Scoliosis is a curvature of the human spine. Scoliosis is a side way curvature of the individuals spine that can occur more during the growth spurt just before puberty. While scoliosis is caused by conditions such as cerebral palsy and muscular dystrophy, the cause of scoliosis in most cases is still unknown to this day. Many individuals with scoliosis hasn't allowed it to stop them from doing the sport they love such as BGT contestant Julia Carlisle, who appeared on the popular TV show in 2017 with her dance group and amazing story about how she was told that she would need to give up dancing but she didn't listen to them as she was in love with dancing and could imagine giving it up. For any individuals with scoliosis and want to try dance, it is always good for the teacher to know the type of scoliosis the individual has as there are three different type and can affect in different ways when dancing. When in a dance class and a individual with scoliosis can't move in certain positions/ ways, it is up to the leader of the class to adapted and the class for everyone to concentrate on more lower and upper body and not the back.

Here below shows a table of a class plan that I created, that i had used for my lesson with the group of individuals.

<i>Practical Session</i>	<i>Lesson</i>
<i>Check in:</i>	<i>Name, preferred pronouns, describe your self (what you wearing, what colour hair do you have etc), and what animal are you feeling today.</i>
<i>Ice breaker:</i>	<i>For ice breaker we will be playing a game called "Splat".</i>
<i>Warm up:</i>	<i>Bouncing/shaking the body followed by quick mobile stretching.</i>
<i>Exploration:</i>	<i>Improve with bean bags (feeling the music and the rhythm and going with the flow, there is no right or wrong way of doing this) balancing on different body parts.</i>

<i>Task:</i>	<i>Working with the bean bags, going into pairs and creating a small piece showing balancing and mirroring technique work with the bean bags.</i>
<i>Sharing:</i>	<i>Each pair showing to the rest of the class the small piece they created together.</i>
<i>Positive feedback:</i>	<i>After each pair has shared their piece, two individuals chosen by me will give a positive feedback on what they like/enjoyed about the piece.</i>
<i>Cool down:</i>	<i>Breathing exercises followed by nice gentle stretches of the body to finish off.</i>
<i>Check out:</i>	<i>Name and what animal are you now feeling like.</i>

Due to a pandemic I needed to take in to consideration that all of the participants could not be as close to each other any less than 2 meters apart so to make sure of this everyone was allocated a square that the individuals would stay in the whole lesson.

To begin the lesson I wanted to do a check in. Check in is a really good way for everyone taking part in the class to get to know each other a bit more before doing any exercises together as there are some individuals that are nervous and have a low confidence of themselves to ask/respond to questions so this was a good opportunity for them to know everyone without feeling nervous. With the check in I began first by saying my name, my preferred pronounce , giving a quick description of myself (what I and wearing, what colour hair do I have etc) and what kind of animal I was feeling and passing it on to the next person and going around the class. This also helped me to see who was a bit anxious who is hyper or very active and can help anyone in any way as possible to make sure that they feel welcomed. After everyone gave their introduction of them selves we went on to play a ice breaker game. This is also a very good way for everyone to open up more.

After getting everyone to know each other a bit more we went on to do a exploration for which I chosen improvisation working with bean bags. This was a good challenge for the individuals to try as it uses balancing, movement, and connecting with the music. This was also something fun to do and something that I felt helped some step out of their comfort zone. I felt that we all had a bit of a giggle with the bean bags always falling off everyone when moving around their space as this exercise was made to be a fun and there was no right or wrong way for this and it was really interesting

to see everyone move differently from each other and seeing everyone different personalities when connecting with the music. After everyone had time to them selves to get used to the movement and balancing of the bean bags, I went on to give everyone a task. The task that I set was to put everyone into pairs and at the same time staying socially distance in their squares to created a small mirrored piece whilst balancing the bean bags on the same limbs of the body. I felt that this exercise was a success for everyone to have fun, be creative, thinking outside of the box and working a team. I felt that everyone created fantastic pieces and when each pair performed their piece to the rest of the class all individuals had given very good and positive feedback and that built up the energy of the class more and that is what I wanted to achieve in the lesson with pupils as I wanted to have a class with pupils of different abilities being together and being treated the same and as equals.

During the lesson I felt that my instructions were clear and that everyone understood each exercise that was given to them. I felt that during the lesson I had given a good amount of positive feedback and they all worked extremely well not just as an individual but when they worked in pairs and showed the class their creative pieces.

After lesson was finished I asked the individuals what they felt about the lesson and if there was any feedback they would give for me to improve next time. One piece of feedback that was given to me was I needed to speak up more clear, as at the beginning of the class everyone including myself felt I was not as clear as I thought but felt the rest of the time I was more clear and understanding to everyone that took part in the lesson. I was also given a feedback of try and be more confident with myself when teaching because if the person teaching the class is not confident the rest of the class will start to loose confident in the me and wont be so drawn into the class as I want them to.

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