

Chloe Harrison

1903943

Inclusive Practices

ADPA5013

Throughout this essay I will be explaining, exploring and evaluating my practical workshop. Going into detail about my thought processes and research into 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 aged eleven to fourteen. I am interested in the impact of puberty, social media and mental health on participation in physical education(P.E)

I specifically chose to focus my research on key stage three and key stage four because there are 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 on 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 are rife. Through my own experience of being highly active and in the sport department a lot at school, I received strange and judgemental looks when walking around school in my P.E kit. People in my class would constantly judge me if I was trying hard throughout the lesson just because they were not interested. 'Puberty triggers rapid increases in height, size and capacity of the heart and lungs, muscle mass, and body fat'(Bell,2016). 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. Teenagers tend to see it as a negative and a high percentage of this age group feel uncomfortable in their bodies. The Sport Journal study has shown that very active girls have an increased amount of self-esteem than not so active girls 'Research indicates that sports and physical activity directly affect individuals' health physically, emotionally, and mentally. Thus, it is critical to promote sports and physical activity throughout one's lifetime. Self-esteem and happiness were examined in this study to determine college students' prior sport experience and their possible association with these factors'(Collins, Cromartie, Butler and Bae, 2018). It has also been proved that

exercise has a positive affect on cognitive performance(Budde 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 choose 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.

Mental health is a very important issue that is becoming more common throughout these ages. Mental health problems can cause loss of contact with reality, 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 affect teenagers within the school environment. There many mental health issues that teenagers could be facing which could affect their participation in physical activity. Some of these are eating disorders, body dysmorphia, anxiety and depression. 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 mindset to exercise. I am designing my workshop to be safe by repeatedly saying to take it at their own pace, constantly giving positive feedback and compliments and acting more as a peer than a teacher to give off positive and comforting vibes to them.

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. I am going to be engaging with all key stage three and four students but I am going to try and focus on students who would otherwise not be physical to make them become more active afterwards.

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 mindsets. My warm up is focusing on shaking the body and warming up all parts of the body in a simple and comfortable way. 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 while warming up their bodies correctly. It will lower inhibitions at the beginning of the session ready for the rest of the class to be positive with the correct atmosphere I want to create. 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 be 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 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 at 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' moods and it will give me a sense of how they're feeling without going into specifics. It will allow all participants to notice changes in their moods after participating in my session.

'Research indicates that weekly creative and contemporary dance classes can significantly enhance aerobic fitness, lung capacity, flexibility and upper body strength. It also appears that such classes can improve self-esteem, social relationships and feelings of competence.(1-4) Similarly, ballroom dance appears to develop self-esteem, self-confidence and social skills among primary and secondary school children.(5) Dance seems to improve relationships between male and female students of all ages due to the teamwork that is required to perform successfully.(4,5) Furthermore, there is evidence that participation in school- based dance interventions can result in healthy lifestyle changes outside of school.'(Aujla, n.d.)

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 into secondary schools as there are 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 did well was speaking clearly. This was one of my main goals for my own development. 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 did well. After a short discussion with my lecturer, Zosia, I decided to give more time for my exploration task so more thought is going into it which will make the exploration better and the participants will go more into depth with their movements and thought processes. 'Limited evidence that suggests dance participation may improve self-concept and body image and reduce anxiety. The studies varied in quality and further high quality research is recommended however it does provide a basis of evidence to suggest dance improves health and wellbeing' (Burkhardt and Rhodes, 2012). Pushing through the fear and letting bodies guide the movement can sometimes help people have a huge confidence boost. The idea of moving but there is no 'right' or 'wrong' is something very important for a lot of people and would be very important for the ages that I am delivering my workshop. (Amerson, n.d.). These health benefits will have a positive effect on my participants and from my research I hope that they feel better about themselves after participating.

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 a 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.

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.

Bibliography

Agius Ferrante, C., 2012. [online] Core.ac.uk. Available at: <<https://core.ac.uk/download/pdf/9989301.pdf>> [Accessed 2 December 2020].

Allender, S., Cowburn, G. and Foster, C., 2006. Understanding Participation In Sport And Physical Activity Among Children And Adults: A Review Of Qualitative Studies. [online] Oxford Academic. Available at: <<https://academic.oup.com/her/article/21/6/826/608268>> [Accessed 30 November 2020].

Allender, S., Cowburn, G. and Foster, C., 2020. Understanding Participation In Sport And Physical Activity Among Children And Adults: A Review Of Qualitative Studies.

Amerson, T., n.d. *Benefits Of Dance Improvisation*. [online] Varsity.com.cn. Available at: <http://www.varsity.com.cn/en/pic_info.asp?id=186> [Accessed 8 December 2020].

Assets.publishing.service.gov.uk. 2018. [online] Available at: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf> [Accessed 3 December 2020].

Aujla, I., n.d. People Dancing :: Home :: Foundation For Community Dance. [online] Communitydance.org.uk. Available at: <<https://www.communitydance.org.uk/content/34671/.../Imogen%20Aujla.pdf>> [Accessed 8 December 2020].

Brown, K., Patel, D. and Darmawan, D., 2017. [online] Us National Library of Medicine. Available at: <<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5532200/>> [Accessed 23 November 2020].

Budde, H., Voelcker-Rehage, C., Pietrabyk-Kendziorra, S., Ribeiro, P. and Tidow, G., 2008. [online] National Library of Medicine. Available at: <<https://pubmed.ncbi.nlm.nih.gov/18602754/>> [Accessed 29 November 2020].

Burkhardt, J. and Rhodes, J., 2012. [online] ArtsCouncil.org.uk. Available at: <https://www.artscouncil.org.uk/sites/default/files/download-file/Dance_Education_Governors_Trustees_0.pdf> [Accessed 9 December 2020].

Centreformentalhealth.org.uk. 2020. [online] Available at: <https://www.centreformentalhealth.org.uk/sites/default/files/2018-09/CentreforMentalHealth_MissedOpportunities_11-15years.pdf> [Accessed 29 November 2020].

Collins, D., Cromartie, D., Butler, D. and Bae, D., 2018. Effects Of Early Sport Participation On Self-Esteem And Happiness. [online] The Sport Journal. Available at: <<https://thesportjournal.org/article/effects-of-early-sport-participation-on-self-esteem-and-happiness/>> [Accessed 9 December 2020].

Hardy, C. and Mawer, M., 2003. Learning And Teaching In Physical Education. Falmer Press.

HealthLink BC. 2020. Growth And Development, Ages 11 To 14 Years. [online] Available at: <<https://www.healthlinkbc.ca/health-topics/te7233>> [Accessed 13 November 2020].

Mayo Clinic. 2017. Children And Gender Identity: Supporting Your Child. [online] Available at: <<https://www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/children-and-gender-identity/art-20266811>> [Accessed 1 December 2020].

McNeely, C. and Blanchard, J., 2009. The Teen Years Explained. Baltimore, MD: Center for Adolescent Health at Johns Hopkins Bloomberg School of Public Health.

OpenLearn. 2019. 12 Things You Need To Know About Inclusion In Schools. [online] Available at: <<https://www.open.edu/openlearn/education-development/education/12-things-you-need-know-about-inclusion-schools>> [Accessed 1 December 2020].

Valkenburg, P. and Piotrowski, J., n.d. Plugged In. Yale University, pp.78-96.

Walaszek, R., Kasperczyk, T. and Borowiec, K., 2013. The assessment of the body posture and motor abilities of 14-year-old boys and girls. Physiotherapy, 21(4).