

Why? ENGAGEMENT



Getting students excited about learning & helping them keep interest in learning tasks. Encourage students to take risks & reduce students' discomfort & distraction.

Disrupt gender binaries - Have students introduce themselves by their name & pronouns. Make fitness norms the same for all students. Include curricular choices that are not gendered. Provide students with a gender neutral PE kit, if applicable, swimming kit. Use gender neutral language when communicating with students (refrain from using, for example: *guys, boys, girls, etc.*).

Maximize opportunities to respond & engage - Use small-sided games to maximize participation & engagement. Avoid students waiting in lines. Distribute equipment so students have maximum opportunity to engage. Avoid elimination activities.

Offer tasks that are meaningful & authentic - Help students understand what they are learning, why this learning can be important, & how this learning can be applied to their lives. Ensure the content is accessible & culturally/contextually relevant to students.

Reduce distractions to create a safe space for learning to occur - Designate a safe space for students to go to that promotes calmness & removes distractions. If showing media, minimize showing ads & playing unnecessary sounds. Limit excess volume (e.g. students yelling/screaming & music).

Give students choice & autonomy - Allow students choice in partners/groups, tasks, & equipment. Negotiate the PE curriculum with students & encourage a community feel among learning.

Give students an opportunity to share their culture - Empower & encourage students to use their primary language when communicating with others. Allow students to share their culture within a space that is often dominated heavily by Western values. Integrate Indigenous games & dances into learning experiences. Inquire into games & dances from countries that students in your class identify with.

What?

REPRESENTATION



Presenting information & course content to students in multiple formats so that all students can access it.

- **Provide multiple means of representation** - Present information to students in multiple ways which includes text, pictures, videos, drawings, graphs, music, etc. Use images & other forms of media that are inclusive of athletes who identify as LGBTQ+ & 2S, gender non-conforming, &/or are BIPOC. Include word walls with appropriate translations, use cue cards (pictorial &/or translated), & utilize Google Translate.
- **Student demonstrations** - Use a variety of students for demonstration. Highlight that all learners can demonstrate physical activity & skill development.

Universal Design for Learning in Physical Education



References

- CAST (2018). *Universal design for learning guidelines version 2.2*. Retrieved from <http://udlguidelines.cast.org>
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- Grenier et al. (2021). *Universal design for learning in physical education*. Human Kinetics.
- Landi et al. (2020). The a-z of social justice physical education: Part 2. *JOPERD*.
- Lynch et al. (2020). The a-z of social justice physical education: Part 1. *JOPERD*.
- NCHPAD (2020). *Laying the foundation for universal design for learning in physical education: An interactive infographic*. Retrieved from <https://www.nchpad.org/1820/7004/Laying-the-Foundation-for-Universal-Design-for-Learning-in-Physical-Education>



ACTION & EXPRESSION

How?

Students are given options to express what they know & what they can do. Students are assessed & evidence is gathered to show what students know.

Assess what students know - Assess all students according to their individual ability & skills (e.g. if a child is not able to successfully demonstrate a physical skill, allow them to show what they know by explaining, drawing, or teaching what they know to others). Prepare students for assessment so they comprehend & value what & why they are demonstrating what they know (e.g. students co-construct assessment criteria with teacher). Incorporate & prioritize assessments within the social/emotional & affective domains to avoid only relying on gross motor assessments.

Provide student choice when assessing students - Allow students to display their understanding using their choice of language (e.g. primary language). When being assessed, provide students the option to modify elements of their performance. For example, when running, students can choose their distance, who they run with, music being played while they run, & the goals they set. When assessing a baseball swing, students can choose if the ball is on a tee or being tossed, the type & size of ball being hit, & the size/type of implement used to strike the object.



POLICY & REFLEXIVITY

Other Factors to Consider

Policy - A physical education (PE) program should have explicit policies that protect, understand & promote the rights of marginalized groups including, but not limited to, persons with disabilities, different ethnic origins, diverse genders & sexualities, & those from low social class backgrounds.

Reflexivity - Being reflective generally means looking back on our actions (or a situation) & critically questioning ourselves in order to become better (as teachers, parents, partners, etc.). Alternatively, reflexivity considers the way power influences the situation & involves us examining our beliefs & values in relation to the environment. Which knowledge, people & culture are (not) represented in your PE program?

