

Appendix

Guidelines to assist teachers in incorporating UDL principles to the design and implementation of their physical education classes.

Provide Multiple Means of Representation

Learners take in information in diverse ways consider using multiple means of presenting information.

Provide options for perception

1. Offer alternatives for auditory information
2. Offer alternatives for visual information

Provide options for comprehension

1. Activate or supply background knowledge
2. Guide information processing, visualisation and manipulation
3. Maximise transfer and generalization
4. Consider use of demonstration, peer tutors, task sheets etc.
5. Consider use of video of the target skills
6. Use of task cards
7. Use of peer tutors

Resourceful, knowledgeable learners

Provide Multiple Means of Action and Expression

There is not one means of action and expression that will be optimal for all learners; providing options for action and expression can greatly improve learning in your class.

Provide options for physical action

1. Vary the methods for response and navigation
2. Optimise access to equipment and assistive technologies

Provide options for expression and communication

1. Optimise opportunities to self-regulate movement
2. Modification of game rules and expectations e.g. setting up courts of various sizes, net heights etc. children choose where to locate themselves; not placing a number on repetitions but using time as a criterion.
3. Use of a variety of equipment - e.g. use in beach ball or a balloon in volleyball to slow the pace of the game - children choose ball type to work with, using balls that are hexagon, Open Square, bell balls etc.

Provide multiple ways for each child to express what they know for assessment purposes

E.g. in volleyball a child could show that they can serve for volleyball from the service line, half court or throw the ball over the net.

Strategic goal-directed learners

Provide Multiple Means of Engagement

Learners differ significantly in what attracts their attention, engages and interests them.

Provide options recruiting interest.

1. Optimise individual choice and autonomy
2. Optimise relevance, value and authenticity
3. Minimise threats and distractions
4. Avoid elimination games.

Provide options for sustaining effort and persistence

1. Heighten salience of goals and objectives
2. Creation of class routines
3. Use of colanders, schedules, times, cues etc. that increase the predictability of daily activities and transitions
4. Vary demands and resources to optimize challenge

5. Modifying the organisation and rules of the game (e.g. using small-sided games, allowing two bounces a side for volleyball).
6. Use of a variety of equipment (e.g. teacher distributes as much equipment as possible to maximise opportunities to respond - provide various racket types, balls etc.)
7. Avoid children waiting in line
8. Create opportunities for collaborative learning
9. Vary class arrangements to include one-to-one, partner work, small groups work, teaching stations
10. Increase mastery-oriented feedback

Provide options for self-regulation

1. Promote expectations and beliefs that optimise motivation
2. Encourage self-paced work
3. Develop self-assessment and reflection

Purposeful, motivated learners