



# Active Insight: Evidence in Action

## Tip #422



## Active Classrooms for All

### Overview

Inclusive movement in Years F–6 supports students to demonstrate and practise skills in supportive environments. Designing for all learners promotes equity, builds confidence, and enhances wellbeing. This approach ensures meaningful participation and supports diverse needs within structured and engaging physical activity contexts.

### Key Teaching Ideas

Design activities that provide multiple options for participation. Plan for diversity from the start. Use flexible groupings and scaffold tasks, supporting inclusive participation and helping all students feel confident, capable, and engaged in movement experiences.

### Practical Application

- Provide multiple movement options supporting diverse abilities and participation needs
- Adjust space and intensity to suit student readiness and confidence levels
- Use clear visual and verbal instructions supporting understanding and engagement
- Implement peer support strategies encouraging collaboration and shared success
- Scaffold tasks progressively supporting confidence and skill development outcomes

### Next Steps

Use inclusive strategies from [Fundamental Movement Skill](#) programs. Thoughtful planning ensures all students participate meaningfully and develop confidence in physical activity environments.

*The Fundamental Movement Skills approach is informed by foundational motor development research (Gallahue & Ozmun, 2006), contemporary physical education pedagogy (Graham et al., 2013), and the Australian Sports Commission's emphasis on developing movement competence and confidence through fundamental movement skills as a foundation for lifelong physical activity and sport participation.*

