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# LEARNING PROGRAMME METHODOLOGY REPORT



**PHYS***ical***CAL**



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## **PhysicAL:** *Physical Activity for Inclusive Healthy Lifestyle*

### **1. Introduction**

The teaching method is guided discovery, where professionals are given a series of tasks that they try to solve and discuss later. In this way, educators are able to develop practical skills and abilities, as well as acquire new knowledge, methods and strategies as a tool to improve their professional practices for an inclusive physical-sports activity.

Also, collaborative learning will be used as a methodology in which participants with different levels of skills and abilities will come together to carry out the scheduled tasks (eg, making videos, adapted material, etc.). In other words, the participants in the training program are active agents in the construction of knowledge, and not mere recipients. In this sense, this procedure makes it possible to encourage all participants to actively contribute to the teaching process from their own professional experiences. In short, these participatory methodologies use a range of techniques for the learning process, considering each participant as an agent of this process.

The techniques used to achieve these changes in the self-efficacy of teachers are information, both direct and indirect, simulation through practical and experienced activities, direct contact with persons with disabilities and adaptations/modifications of the different physical activities and sports, taking into account the diversity and support needs of persons with disabilities.

After the training of theoretical contents and techniques for access to physical-sports activity for persons with disabilities, teachers will apply what they have learned to their practical application. With this methodology, it is intended to promote the autonomy and initiative of the

teacher to achieve a high level of self-efficacy and competence to address the teaching of physical-sports activity with persons with disabilities.

The training will be carried out in person for professionals who can travel to a nearby area of influence. By also enabling online training, access will be facilitated for educators interested in the training action. In the first option, the facilitator or expert guide will guide in person the different working groups made up of a representativeness of different teaching-learning perspectives; professionals who are directly involved in working with persons with disabilities, persons with disabilities who can also be athletes and experts in the content to be developed.

## **2. Creation of Content and Experiences**

The baseline evaluation with the corresponding analysis of the training needs expressed by professionals in Spain and Portugal has allowed a specific Matrix of competencies for inclusive physical activity. Once the training needs have been identified, activity 2 of the project consists of the implementation of the training program through the development of training content and a specific methodology accessible through the AVIVA online platform.

With the identification of these baseline evaluation findings, different learning contents will be created to meet the needs and knowledge gaps in relation to the intervention; theoretical learning material to acquire the necessary skills to introduce or improve the practice of physical activity and sport in the daily life of persons with disabilities, as well as activity contents to carry out the demonstrations developed in the next activity of the project.

The contents of the program are based on six basic competencies: (1) knowing basic concepts in the field of disability; (2) train professionals for

physical-sports activity in persons with disabilities; (3) acquire basic knowledge regarding techniques and tactics of different adapted sports; (4) train to plan and develop inclusive and adapted physical activities; (5) create support resources and (6) train to plan and develop inclusive and adapted physical activities. (Table 1, column 1).

Each of the training blocks focus on the following central aspects related to disability and physical-sports practice. The Table describes the objectives and training blocks (1) current disability paradigm; (2) persons with disabilities.; (3) generalities about physical-sports activity; (4) sport for persons with disabilities; (5) information on resources and preparation of material. (Table 1, column 2)

Table 1 - Contents of the program

<b>Objective</b>	<b>Training blocks</b>
1. Know the current paradigms that support professional practices.  2. Know the basic concepts of attention to diversity, especially the inclusive paradigm.  3. Analyze the terminology related to Disability.  4. Know and apply the principles of inclusion in physical education.	<b>B1.</b> Introductory aspects <ol style="list-style-type: none"> <li>1. Model of Human Functioning proposed by the WHO (2001).</li> <li>2. Model of Quality of Life and Support/Rights.</li> <li>3. Independent Living Movement.</li> <li>4. Inclusive education.</li> </ol>
1. Know the etiology and	<b>B 2.</b> persons with disabilities. <ol style="list-style-type: none"> <li>1. persons with intellectual disabilities.</li> </ol>

<p>characteristics of different disabilities</p>	<ol style="list-style-type: none"> <li>2. persons with physical disabilities.</li> <li>3. persons with Autism Spectrum Disorder.</li> <li>4. Visually impaired persons.</li> <li>5. Hearing impaired persons.</li> <li>6. persons with high support needs.</li> </ol>
<ol style="list-style-type: none"> <li>1. Acquire knowledge about inclusion in the field of physical education.</li> </ol>	<p><b>B 3.</b> Generalities about physical-sports activity.</p> <ol style="list-style-type: none"> <li>1. Inclusive physical-sports activity.</li> <li>2. Physical education in the educational context.</li> <li>3. Physical-sports activity in the context of leisure.</li> <li>4. Sports physical activity and health promotion</li> <li>5. Adapted sport.</li> </ol>
<ol style="list-style-type: none"> <li>1. Acquire advanced knowledge about sport for persons with disabilities and its different modalities.</li> <li>2. Know the basic principles and methodological guidelines for planning physical-sports activities.</li> </ol>	<p><b>B 4.</b> Sport for persons with disability.</p> <ol style="list-style-type: none"> <li>1. Sports practice in persons with Cerebral Palsy.</li> <li>2. Sports practice in persons with developmental disabilities.</li> <li>3. Sports practice in persons with visual impairment.</li> <li>4. Sports practice in persons with hearing disabilities.</li> <li>5. Sports practice in persons with motor disabilities (eg spinal cord injury, amputees, etc.).</li> </ol>
<ol style="list-style-type: none"> <li>1. Prepare adapted physical-sports activity material.</li> <li>2. Learn about available online resources about</li> </ol>	<p><b>B 5.</b> Information on resources and preparation of material.</p> <ol style="list-style-type: none"> <li>1. Documentation on disability and adapted physical activity.</li> <li>2. Preparation of adapted material.</li> </ol>

<p>adapted physical activity.</p> <p>3. Achieve through collaborative work the development of resources.</p> <p>4. Achieve the dissemination of materials through collaborative work among professionals.</p>	<p>3. Preparation of adapted physical-sports activity tutorials.</p> <p>4. Preparation of infographics for each of the adapted sports.</p>
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### 3. Conclusion

The objective of this task is the implementation of the *PhysicAL Training* program, with the methodology and learning content developed, in an online environment through the *PhysicAL Moodle* platform. The implementation of the learning program has as recipient agents educators and relevant personnel in training and assistance to people with intellectual, physical and sensory disabilities. There are various profiles for this formation; adult professionals or students in physical activity and sports, occupational therapy, social education, social work, psychology, pedagogy, education in general, people with concerns who want to improve the quality of life of persons with disabilities and have positive attitudes.

It is essential to have in these training groups the contributions of persons with disabilities as causal agents in communion with the target professionals, in this way we will obtain a real perspective of the solutions proposed to the training demands. The group is made up of people who belong to organizations that meet the needs of persons with disabilities in their daily activities, including public and private institutions, as well as specific centers for persons with disabilities, educational centers, occupational centers, federations or sports clubs. . With this activity, the full

development of the learning program (training) will be achieved through the design of a learning methodology, the creation of specific content and the implementation of the learning program in a face-to-face and online environment. These results will carry out practical training and the definition of best practices in the following activities.

In particular, as a result of the creation of the learning program, activity 2 will promote a change of attitude in PWD towards the practice of physical activities and overcoming learning challenges through sports practice. It will also promote self-determination and motivation through individually adapted training, due to the experience acquired by professionals with the content developed. Finally, it will also train professionals in the sector with inclusive sports and physical practice competitions and will create multidisciplinary work teams within organizations for persons with disabilities.





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