



Activity – MOOC1 Benefits of sport: Abilities and preferences

IO2 Portfolio of the Four-minute BarrierS Erasmus+ project

Objective of the activity	Evaluation of the progress of the visually impaired child
Any materials necessary	Evaluation forms. The examples provided below can be used as such. Alterations, depending on the practiced sport, or the status of the child can be made.
Participants / stakeholders	PE teacher; low vision specialist and personal physician, supporting the child; peers; parents; the child itself
Detailed description	<p>Evaluation of the progress of the child with v.i. is one of the most critical steps and it needs to be a continuous process. It incorporates a number of elements, namely physical condition, sports competences, self-awareness, and social aspects. All of these need to be considered at each stage. The evaluations are to be made by the P.E. teacher, with the support of the other stakeholders, included above. The results of the evaluations are to be shared with the parents and physician, and depending on the individual case, with the child as well.</p> <p>Evaluation Stage 1 (Baseline) - This evaluation contains all the components listed above. A lot of this information can be collected during the completion of Activity “Identify the student’s abilities and preferences in order to propose adequate sports and physical activity options”</p> <p>The first evaluation is to serve as a baseline- providing the starting point from which progress, or lack thereof can be tracked over time.</p> <p>It would involve: Collected information from the physician, Tests on physical abilities conducted by the P.E. teacher (these may differ depending on the specific sport practiced); information collected during discussions with the child, his/her parents and his/her peers.</p> <p><i>This is to be completed prior to initiating the sport activity.</i></p> <p>Evaluation Stage 2 (Interim): The core elements remain the same. However, here it is important to make the first</p>



	<p>comparison between the results at stage 1 and the results at stage 2. It is recommended that a Progress report is developed. In addition to including the results comparison, the Progress report and Evaluation Stage 2 are critical, as this is the time when any necessary substantial adaptations or changes will need to be made, based on the results.</p> <p><i>This is to be completed after 1 term or 6 months after the start of the sport activity.</i></p> <p>Evaluation Stage 3 (Final): This would serve as the final evaluation. It contains all the core elements of the previous two stages. It will show the change in results from the Baseline, to the completion of a full sport training and practice. An additional interview needs to be made with the child in order to evaluate not only their attitude towards their progress, but also their desire to continue with the selected sport.</p> <p><i>This is to be completed after 1 year after the start of the sport activity.</i></p>
--	---



Evaluation form				
Name and age of student:				
Type: Physical		Result Baseline	Result Interim	Result Final
Anthropometrics	Body mass index			
	Height			
	Overall health status			
Comments				
Physical capacity (Non-exhaustive list. Additional parameters can be added)	Coordination			
	Mobility			
	Balance			
	Aerobic capacity			
	Strength			
	Speed			
Stamina				
Comments				
Type: Sport competences These depend on the selected sport. Examples provided (add as many "Sport competences" sections as necessary, depending on the number of sports the child is practicing)	Selected sport:			
	Knowledge of the sport			
	Understanding of the rules			
	Add sport-specific parameters here			



Adaptations/alterations made			
------------------------------	--	--	--

*This form is to be filled by the P.E. teacher with support information from the physician

Evaluation form				
Name and age of student:				
Type: Social aspects	Example questions	Result Baseline	Result Interim	Result Final
	Each answer shall be rated on a scale from 1 to 5 . Scale provided below.			
Self-awareness and self-confidence	How confident are you in your ability to play sports?			
	How concerned are you about your physical abilities?			
	How well do you manage your environment?			
Comments				
Inclusion (child v.i.)	How included do you feel in your class?			
	How ready do you feel to play sports with others?			
	To what extent do you feel like part of a group/team?			
	To what extent do you feel others will be happy to be able to play with you?			
	To what extent do you feel supported during the activities?			
Comments				
Attitude towards the sport	How interested are you in the selected sport?			
	To what extent do you look forward/enjoy playing it?			
	How well do you think you are performing?			
	How possible do you consider continuing with the sport in the future?			



Comments	
----------	--

*This form is to be filled (collectively) by the child’s teacher/school counsellor with support information from the P.E. teacher and after discussion with the child

***Scale for evaluation:** 1- not in the least, 2-not so much, 3- neither positive nor negative, 4- quite, 5- to a great extent

It will be advisable to monitor the attitude of the peers as well- both within the Buddy network and outside of it. The School counsellor (or equivalent role) should have discussions with the classmates and with the members of the Buddy network (Please check MOOC activity Buddy network) in order to see the level of inclusion and acceptance, as a result of the adapted sport activities. The short evaluation form below is to be used for the summary of the results.

Evaluation form				
Name and age of student:				
Type: Peer attitude	Example questions	Result Baseline	Result Interim	Result Final
Each answer shall be rated on a scale from 1 to 5 . Scale is provided below.	How do you feel about the adapted sport?			
	How excited are you to be part of the adapted sport?			
	How concerned are you about the inclusion of a classmate with v.i.? If you have certain concerns you would like to share with us, what are they?			
	To what extent do you feel the student with v.i. has become a true part of the team?			
	To what extent do you think the sport has influenced the child with v.i.?			
	To what extent would you like to be involved in other adapted/mixed sports?			
	To what extent would you like to be a part of the Buddy network?			
	How important is it to play a sport			



	together?			
Comments				

***Scale for evaluation: 1-** not in the least, **2-**not so much, **3-** neither positive nor negative, **4-** quite, **5-** to a great extent