



Activity 1 – MOOC1 Benefits of sport: Abilities and preferences

IO2 Portfolio of the Four-minute BarrierS Erasmus+ project

Objective of the activity	Identify the student’s abilities and preferences in order to propose adequate sports and physical activity options
Any materials necessary	No specific materials are necessary for this activity
Participants / stakeholders	PE teacher or coach, parents, child’s physician and ophthalmologist, any other expert or low vision specialist, supporting the child, the child itself
Detailed description	<p>Step 1: The PE teacher sets up a meeting with the child’s parents in order to understand at what age the loss of vision was experienced and whether it was/is a progressive condition or not. What is the overall physical state and mental disposition of the child?</p> <p>During this initial meeting the teacher should ask the parents’ permission to contact the child’s physician, low vision specialist and/or ophthalmologist in order to learn more about the condition and the do’s and don’ts. The teacher should also inform the parents that he/she will also need to have an in-depth talk with the child itself so that the physical education programme corresponds to the child’s interests and desires. The teacher should also discuss any concerns that the parents or the child may have in relation with practicing sports.</p> <p>The PE teacher will explain to the parents that all these conversations are only for the benefit of the child and for setting up a sports / physical activity proposal that would cater for its physical wellbeing as well as for its social inclusion.</p> <p>The PE teachers should go to meet the parents prepared with a mental picture of all the benefits, which being physically active can bring to the child in order to successfully “sell” the idea that the child needs to be involved in sports (the PE teacher can consult for the purpose “4. Benefits of sport and physical activity for people with v.i.” from the MOOC). When promoting sports opportunities at the school, the teacher should be realistic and initially share those options, which, if not immediately available, can be available at a feasible cost and within a reasonable period of time.</p>



	<p>Step 2: The PE teacher sets up a meeting with the child's physician, low vision specialist and/or ophthalmologist. The PE teacher should explain what the reasons for this meeting are. The meeting/s should help the PE teacher understand:</p> <ul style="list-style-type: none"> - what the student can see? - what its v.i. condition/s is/are? Further questioning about whether it is a progressing condition, since when has it been progressing, is it still progressing and what the prospects for the future are – both the pessimistic and optimistic ones. - what are the physical implications from the condition/s – if there is anything the child should not do in sports in order to preserve remaining vision or if there are certain muscle groups, tendons or joints that need special attention? <p>Step 3: The PE teacher sets up one or more meetings with the child itself. The first and most immediate task of the teacher is to predispose the child and explain what his/her intentions are and how sports involvement is going to be beneficial for the child.</p> <p>The meetings should follow a Q&A scheme. The observation part should be informal until the student is at the school.</p> <p>The Q&A part should cover at the minimum:</p> <ul style="list-style-type: none"> - What helps the child see best when there is partial vision? - If excessive light presents a problem, the teacher should ask what is the preferred shading mechanism for the child – a hat or sunglasses? - What instructional approach would the child prefer, i.e. does it feel alright if someone else touches it in an attempt to sculpt it for a certain position or move; does it prefer things the other way around – it touching someone else, sculpting the respective position or move, in order to try and replicate it. The child should understand that if touching is out of the question, this is perfectly acceptable and the teacher and the other supporters will do their best to be as verbal as possible. - Another important question would be what adaptations the child would prefer – audio or visual cues, a combination of both, plus tactile guiding. This needs to be clarified in order for the teacher to understand how to approach this aspect of the inclusive sports offer. - Preferred sports and/or physical activities. - Preferred social activities, because those can be related to activities at the school, as well as at other locations and/or settings and to the proposed sports. <p>The teacher can end the Q&A session by mentioning that he/she will do his/her best in setting up a nice array of possible</p>
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physical activities for the child, based on its preferences, but would also ask the child to be adventurous and ready to test additional sports and other types of adaptations in order to be exposed to as many possibilities as possible, because we cannot be aware of liking something unless we try it out. Of course, all these steps the child will do with support from the teacher and from a buddy group that would be set up.

Step 4: The PE teacher should set up an initial sports programme for the child with ideas for physical activities and adaptations coming both from the child's interview as well as based on the teacher's experience. The sports programme should be based on the material base at the school and the readiness of the institution to make certain investments in infrastructure of materials. However, this programme should be a draft, which may only be finalized after observation and testing, which should take place during the next stage.

Stage 5: The PE teacher should meet the child at the school, at the physical facilities, in order to check how the child bears itself in the environment.

Before trying out various physical activities, the teacher should observe whether the child needs a correction of the posture, whether there are any walking difficulties, any problems with balance as well as how it reacts to various stimuli.

The PE teacher should try out the sports, which have been included in the draft programme and see how the child responds to the selected cues (based on the preferences it has mentioned). The PE teacher may also try out a number of different sports and games, with the consent of the child, in order to expose it to them and create possibilities for expanding its sports interests. The teacher should be ready with various auditory cues as well as for various visual cues for one and the same activity in order to check which are the most suitable ones.

Step 6: The PE teacher should now finalize the training programme for the student with v.i., based on all the interviews, observations and tests carried out.