

Learning Scenario

Inclusion - Examining students' willingness and acceptance for different kinds of para-sports? An exemplary class experience

Language(s): Englisch

Domain: Sozialwissenschaften>Body and body-experiences>Behinderung

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Description/ main idea

This educational scenario is focussing on the following superordinate educational objectives :

1. Sensitising students for inclusive sports
2. Amplify students' understanding for sports and depict competencies for actions.
3. Provide a change of perspective for regular students in regard to handicapped students.

This learning scenario consists of four double-lessons (each 90 min). Thereby two units were devoted to blind-man soccer and two to wheelchair basketball.

Unit and date of implementation:

1st unit (10/10/2014): Spatial and apperception exercises, learning basic techniques (passing and dribbling)

2nd unit (17/10/2014): Introduction to the games in a playful approach, implementing regular version of the games

3rd unit (07/11/2014): Safety aspects, using the materials, Rules, dribbling and shot

4th unit (14/11/2014): Shot on the basket and teampractical understanding in regard to the games

Phases & Activities

Scenario PDF File [international_contest_ohran.pdf](#)

Learning objectives

Cognitive - Knowledge:

Factual: students should be capable to explain the rules of blind-man soccer

Meta □ cognitive: Students should be capable to perform a change of perspective and put themselves in the position of blind people

Cognitive - Process:

To remember: Students should be capable to describe the safety aspects of wheelchair basketball, students shall be capable to interpret motions and hints for motions, Students should be capable to explain the phases of scoring, students should be capable to explain the rules of blind-man soccer

To apply

To think critically and creatively: Sensitising students for inclusive sports, Amplify students' understanding for sports and depict competencies for actions, Provide a change of perspective for regular students in regard to handicapped students.

Affective:

To organize values: Students should be capable to perform a change of perspective and put themselves in the position of blind people, students reflect on their achievements and play a part within their team

To form and follow a system of values: Students should be capable to perform a change of perspective and put themselves in the position of physical handicapped persons

Psychomotor:

To imitate and try: Students shall be capable to implement motions, students should learn who to move with a wheelchair, students should learn to perform basketball specific motions while sitting in the wheelchair (scoring), students should be capable to perform the basic techniques passing and dribbling.

To perform confidentially following instructions: Guiding students shall learn to take responsibility for their blind players and the team.

Grade & Age

16 - 17 years

Keywords/subject

physical education, sport, wheelchair basketball, blind soccer