

PHYSICAL EDUCATION

CLASS XI

CHAPTER-4

PHYSICAL EDUCATION & SPORTS FOR CWSN

(CHILDREN WITH SPECIAL NEEDS – DIVYANG)

Meaning of Adaptive physical Education: - Adaptive physical education is the modified programme of games and other creative activities which are synced according to the aptitude, capacity, need and ability of disabled and physically challenged students.

Definition of Adaptive Physical education: - A diversified programmed of developmental activities, games and sports and rhythm suited to interests, capacities and limitations of students with disabilities.

The physical designed for individuals with disabilities is called **Adapted physical Education**.

AIM: -The aim of the Adapted Physical Education is ensure the physical education for children with disabilities be delivered by a qualified Adapted Physical Educator.

Objectives of Adaptive Physical education

- A. **Human development**
The Adapted Physical Education must understand the human development. In spite of handicaps the individual trained for human development.
- B. **Motor Learning**
The emphasis is given to teach the must skill to the students with disabilities. The principles of motor learning are used while teaching of physical education of individuals with disabilities.
- C. **Exercise Physiology**
The modification must be done on the basis of scientific principles. The exercise is done keeping in mind their disabilities.
- D. **Measurement & Evolution of disabled**
Measurement provides information regarding the achievement. it also predicts the future information regarding the achievement. It also predicts the future performance of an individual with disabilities.
- E. **Curriculum**
Theory must be made as per the capabilities of individuals with disabilities.
- F. **Teaching**
Special care is given to make teaching effective for the individual with disabilities.
- G. **Ethics**

Teachers will concentrate to adhere to the high ethical standards in providing programs services for individual with disabilities.

ORGANIZATION PROMOTING ADAPTIVE SPORTS

International Organization

1. Special Olympics Bharat
2. Paralympics
3. Deaflympics

SPECIAL OLYMPICS BHARAT

- Eunice Kennedy Shriver sister of former president of The United States Of America, John F Kennedy introduced Special Olympics at world level. She started this camp because of concern about children with intellectual disabilities having very little opportunity to participate in athletic events.
- The first International Special Olympics Games were organized in 1968 in Chicago.
- It was founded in 1987 with a total of 37,546 athletes registered. It was named as Special Olympic India.
- In 2001 it was renamed as Special Olympics Bharat.
- This National Sports Federation got registered under the Indian trust act 1882.
- Later in 2006 Government of India gave recognition to this federation with an aim to develop sports among persons with intellectual disabilities.

VISION

- The vision of Special Olympics Bharat is to transform communities by inspiring people throughout the world to open their minds.
- Accept & include people with intellectual disabilities and thereby celebrate the similarities common to all.

MISSION

- The mission of Special Olympics Bharat is to give sports training and athletics competition for children and adults.
- It has an aim to develop physical fitness.
- Demonstrate courage, experience joy and participant in the sharing of gifts. Skills and friendship with their families other Special Olympics athletics and the community

SPECIAL OLYMPICS OATH

Let me win but if I cannot win, let me be brave in the attempt.

Activities of Special Olympics Bharat are following: -

- a) Training in sports

- Trained athletes take part in various competitions.
 - Competitions are held at District, State and National and International levels
 - Selected athletes at the National level also gives coaching camps supported by the Sports Authority of India to prepare for International competition events.
- b) **Promoting Healthy Athletes**
- To improve health fitness by providing basic health checkups, preventive treatment educational information & referrals for up care
- c) **Building Communities**
- It provides enjoyment & also develops skills. It gives opportunity to have positive social interaction between teammates.
- d) **Torch Run**
- **Special Olympic Bharat** organizes torch run annually.
 - This educates Special Olympics movement to people with intellectual disabilities.
- e) **Child athlete program**
- It was started for the training and selection of suitable games for the children age between 2 to 7.

Achievements of Special Olympics Bharat

- National Games: - Special Olympics Bharat is organizing different games at National level since 2002. There are thousands of players who participated in these games.
- International Games: - 671 ATHLETES HAVE PARTICIPATED AT THE Special Olympics World Games since 1987 until 2013. Through participation across 5 World Summer Games they have won 246 Gold, 265 Silver and 275 Bronze medals.

PARALYMPICS

- The word 'Paralympic' is derived from the Greek preposition 'para' (beside or alongside) and the word OLYMPIC. It means that the Paralympic Games are the parallel games to the Olympics and illustrate how the two movements exist side by side.
- The games were originated at the Stoke Mandeville Hospital in Great Britain. In 1944 Dr. Ludwig Guttmann, a German spinal injuries center to treat the war veterans through rehabilitation sports. These gradually evolved to recreational sports and then to competitive sports. These games were first organized in 1948 with London Olympics.
- These games were later called the Paralympics Games.
- In 1960, they were held in Rome, Italy. Since then the games are held after every 4 years.
- The Paralympic Games include i) Amputee ii) Cerebral Palsy iii) Intellectual disabilities iv) Wheel-chaired v) Visually impaired.
- The Paralympics are governed by International Paralympics Committee(IPC).

Paralympics Values

- i) Courage ii) Determination iii) Inspiration iv) Equality

Paralympics Motto

- 2004 (Athens)-‘Spirit in motion’ motto was introduced.
- 1994- Mind, body and spirit was the earlier motto given for Paralympics.

Paralympics Symbol

- It is composed of three ‘Agitos’ coloured red, blue and green(colours that are most commonly represented in National flags around the World) and encircling a single point on a white field.
- The word “Agito” means ‘ I move’ in Latin is a symbol of movement in the shape of an asymmetrical crescent.
- This Paralympic symbol was approved in April, 2003 and was first used in the year 2006 Paralympics.

Paralympics Flag

- The Paralympics flag has a white background with the Paralympic symbol in the centre.

Flame and Torch

- IPC declared that UK Will be involved in all flame and torch relays of the Paralympic Games in order to commemorate the Stoke Mandeville Hospital in Buckinghamshire as the birth place of the Paralympics movement.

Paralympics Oath

- In the name of all the competitors , we promise that we shall take part in these Paralympic games, respecting and abiding by the rules which govern them, committing ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory and the honour of our teams.

Paralympics order

- The Paralympic order is the highest order is the highest tribute a person connected with the Paralympic movement can achieve. The recipients get a medal with the IPC logo on it.

Paralympians at the Olympics

- 1984 Los Angeles: Neroli Fairhall(New Zealand)competed in Summer Olympics.
- 2012 London Olympics: Oscar Pistorious (South Africa) Qualified for the 400m race.

DEAFLYMPICS

- The games have been organized by the Committee International des Sports des Sounds(CISS), The International Committee of Sports for Deaf (ICSD) since the first event.
- Officially, the games were originally called the “International Games for the Deaf” from 1924 to 1965 but were sometimes also referred to as the ‘International Silent Games’ .From 1966 to 1999 they were called ‘World Silent Games’.
- Finally in 2001, these games were named as Deaflympics.
- The Deaflympics are different from other IOC sanctioned games by the fact that they are organized and run exclusively by members of the community they serve.
- Only deaf people are eligible to serve on the ICSD board executive bodies.
- Today, the number of national federation in the ICSD membership has reached 108.

MOTTO OF DEAFLYMPICS

It is **Per Lodus Aequalitas** which means equality through sports.

ELIGIBLE ATHLETE

- Athletes must have a hearing loss of at least 55 decibels in the better ear.
- They must first meet minimum eligibility criteria and be a member of an affiliated National Association.
- Athletes are forbidden to use any kind of hearing amplifications during competitions to avoid taking an unfair advantage over those not using these devices.

Following events are held for Summer Deaflympics

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|-------------------------|------------------------|-------------------------|-------------------|---------|
| • Athletics | Badminton | Basketball | Beach volley ball | Bowling |
| • Cycling Road | Football | Golf | Handball | Judo |
| • Karate | Mountain Bike Shooting | Swimming | Table Tennis | |
| • Taekwondo | Tennis | Wrestling - Greco Style | | |
| • Wrestling - Freestyle | | | | |

The following are the events organized for the Winter Deaflympics:

- Alpine Skiing
- Cross Country Skiing
- Curling
- Ice Hockey
- Snow boarding

CONCEPT AND NEED OF INCLUSION PHYSICAL EDUCATION

- Inclusion Education is a new approach towards the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area and seeks to maximize the potential of all students.

NEED OF INCLUSIVE PHYSICAL EDUCATION

- **To increase self confidence:** - The most important function of friendship is to make people feel cared for, loved and safe. In an inclusion educational setting, low achieving students are able to get extra help even though they did not qualify for special education. This leads to increase in the self- confidence for Divyangs.
- **To increase the academic level:** - Inclusion education is better when exposed to the richness of the general education most students learn and perform better when exposed to the richness of the general education curriculum.
- **To develop motor skills:** - Divyangs get more and more opportunities by participating in physical activities with the inclusion. It leads to increase in the self-confidence and they also learn different skills. There is an increase in motor skills. There is also an increase in the speed, strength, endurance and flexibility by participating in these kinds of activities.
- **To develop the social skills:** - An interesting side effect is that these parents report that they also feel comfortable with special needs because of their special needs because of their children's experiences.

IMPLEMENTATION OF INCLUSIVE EDUCATION

- The right to education is to be made effective in all states so that every child receives education and through inclusion, addressing children with special needs is also taken care of.
- Teachers, especially in rural areas are to be trained well so they are equipped with the required knowledge to teach children with special needs in an inclusive system of education.
- Regular analysis of schools, curriculum and amenities are to be done to develop a support team to give access to the regular curriculum methods to children with difficulties in learning.
- The school has the primary responsibility for helping children learn alongside their typically developing peers. An inclusion school must enable education structures, systems and methodologies to meet the needs of all children.
- A school based support team should develop strategies for the whole school to meet the needs of learners with special educational needs. This team should also be a resource for teachers experiencing problems in their classrooms.
- Those schools that are committed to talking in children with special needs, then teachers must attend workshops in order to be adjusted to the child's needs.
- As a system, inclusive education should be flexible. Its flexibility must be reflected in the methods and materials used to give those children the widest possible access to the regular curriculum.
- Parents have a right to be involved in all decision making concerning their child. They should be seen as partners in the education process.
- Differently able students should be treated equally as the normal children and instead of looking them in sympathy their talents and abilities should be recognized for their self respect and welfare of the society.

- Families with children without disabilities should develop relationships with families with children with disabilities and be able to make contribution.

ROLE OF VARIOUS PROFESSIONALS FOR CHILDREN WITH SPECIAL NEEDS

- A) Counsellor
- B) Occupational Therapist
- C) Physiotherapist
- D) Physical education teacher
- E) Speech therapist

Counsellor: - The advice, help and guidance given to any person to remove his difficulties are called as Counseling. The person who is giving advice is known as Counsellor.

- Identifying the students who should be assessed to determine eligibility for special education.
- Counseling sessions with special education students.
- Collaborating with other school and community professionals not only limited to teachers, school psychologists, physical therapists, occupational therapists, and Speech and language pathologists in the delivery of services.

Occupational Therapist: - It is the assessment and treatment of physical and psychiatric conditions using specific, purposeful activity to prevent disability and promote independent function in all aspects of daily life. It assesses the physical, psychological and social functions of the individual, identifies areas of dysfunction and involves the individual in a structured programme of activity to overcome disability. An Occupational therapist helps the Divyangs in the following ways:-

- An Occupational therapist will design and implement programs with appropriate strategies in order to enable the child to maximize his/her potential.
- An Occupational therapist will design and develop equipment or techniques for improving existing mode of functioning.
- An Occupational therapist in schools collaborate with teachers, special educators, other school personnel and parents to develop and implement individual or group programs, provide counseling and support classroom activities.
- Self care skills like daily dressing, feeding, grooming and toilet tasks are also taught.
- The environmental manipulation like handling switches, door knobs, phones, TVs remote etc. are also taught.
- An Occupational therapist is provided to develop the basic motor skills of the children. For e.g. Gross motor skills are those movements of the large muscles in the arms and legs which develop the abilities like rolling, crawling, walking, running , jumping , hopping, skipping etc. and Fine motor skills are those movements of the small muscles of the hands and fingers.

Physiotherapist: - A Physiotherapist is a health professional trained to assess and treat a variety of conditions that affect the physical function of adults and children. It is a clinical

health science and profession that aims to rehabilitate and improve with people with movement disorders by using evidence adaptive equipment.

- Assessing the issue at hand, that is most often the physical state of the child.
- Monitor the child's progress and after the program as the child improves, develops and grows.
- Organize and practice the slow pace exercises like walking and swimming for the child.
- Work in conjunction with other health professionals to meet all the child's needs in a thorough and comprehensive way.
- Help the families to understand the child's problem and to teach parents the skills to develop the child's ability to perform everyday tasks.

Physical education Teacher: - The main function of physical education teacher in school is to make students physically active. Physical education teacher efforts in the following ways

- Physical education teacher organizes the physical activity program to help children and to help them to overcome stress.
- They motivate the normal children to talk with the Divyang children so that the friendship and cooperation increases amongst them and the self confidence of Divyang children increases.
- They organize the functions along with the other teachers and parents so that they can discuss about the increase in participation in sports of Divyang children.
- The sports programs have been organized differently for differently able children so that there is an increase in the motor activities like speed, strength and coordinative abilities.

Speech Therapist: - The speech therapists assess, diagnose, treat and help to prevent speech, language, cognitive communication, voice, swallowing, fluency and other related disorders.

- Speech, language and swallowing difficulties can result from a variety of causes including developmental delays or disorders, learning disabilities, cerebral palsy, mental retardation, hearing loss, stroke.
- Language including comprehension and expression in oral, written, graphic and manual modalities, language processing.
- A speech therapist helps the child to increase his capacity of listening so that he can develop the new dictionary and can answer easily all the questions and also communicate with his classmates.
- Sometimes there is resonance in the voice of a child due to cough, cold and speaking excessively or any other reason which can be treated by the help of Speech Therapist.

Special Educator: - Special educator teachers communicate and work together with parents, social workers, school psychologists, speech therapists, occupational and physical therapists. A special educator can help the Divyangs in following ways: -

- Special educator remains in touch with the parents and make them know about the improvement of the children.

- A change in what students do or reshaping of the materials use. Reducing the number of questions students must answer at the end of a textbook chapter, allowing a student to answer aloud instead of writing an answer.
- To design the adaptive lessons for the Divyang students.
- To develop the different plan for different students.
- To make the lesson plans according to the capacities of children and to implement them and to divide them.

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