



| ID                  | 2895                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br>Curricular Unit | Strategies for Inclusion in Physical Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Regent              | Maria Leonor Frazão Moniz Pereira da Silva                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                     | <ul> <li>To develop attitudes and values relating to the acceptance of diversity, functioning as inclusion facilitators in PE classes and the school.</li> <li>To learn to analyze the process of learning and class participation in PE, facilitating the inclusive dimension of teaching.</li> <li>To master intervention strategies and curriculum adaptation facilitating the inclusion in PE classes and the school.</li> <li>To understand the sporting activities in the Sport for the Disabled and to be able to integrate them in the Physical Education program meeting its objectives for all students.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Syllabus            | The Physical Education (PE) program as a subject of an Inclusive School:<br>Physical Education for diversity and for all.<br>Sources of Discrimination, Prejudice and Stigmatization. Positive and<br>friendly environments.<br>Cultural diversity and gender.<br>Objectives and contents of personal and social development in Physical<br>Education.<br>Enhancing self-image and interpersonal relationships.<br>Resilience, Empowerment, Feeling of Ownership and Belonging as<br>authentic inclusion resources.<br>Misbehaviour in PE class and its control.<br>Preventive and remedial strategies.<br>The curriculum for different school grades, activity requirements and<br>possible adaptations for students with different types of disabilities and<br>other groups with special needs.<br>Teaching strategies in this context: adapting tools, rules and playing<br>spaces, PE classroom management and support, learning/teaching styles.<br>Sports activities for people with disabilities. Sports adaptation in an<br>inclusive class. Goalball as an example of reverse inclusion. |
| Evaluation          | <ul> <li>(1) Submission of two topics with critical analysis and discussion in the classroom (40%);</li> <li>(2) Report about planning and application of inclusive didactic units (30%);</li> <li>(3) Test/exam (30%).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| Bibliography | <ul> <li>Correia, L. M. (2008). Inclusão e Necessidades Educativas Especiais. Porto:<br/>Porto editora.</li> <li>Hayes, S.; Stidder, G. (2003). Equity and Inclusion in physical education<br/>and Sport. London: Routledge.</li> <li>Kounin, J. (1970). Discipline and group management in classrooms. New<br/>York: Holt.</li> <li>Lieberman, L., &amp; Houston-Wilson, C. (2009). Strategies for inclusion: a<br/>handbook for physical educators (2ª ed). Champaign, IL: Human Kinetics.</li> <li>Moniz Pereira, L. (1988). Evolução histórica da Educação Especial. "O<br/>Professor", nº 105, 132-35.</li> <li>Moniz Pereira, L. (Ed.) (2017). Desporto com sentido - Manuais de<br/>Desporto Adaptado (2ª ed). Seixal: APCAS.</li> <li>Rosado, A. (1998). Nas Margens da Educação Física e do Desporto. Cruz<br/>Quebrada: Edições FMH.</li> <li>Sherril, C. (2005). Adapted physical activity, recreation and sport:<br/>crossdisciplinary and lifespan (5th ed). New York: McGraw-Hill.</li> <li>Shields, L., Bredemeier, B. (1995). Character Development and Physical<br/>Activity. Human Kinetics Publishers.</li> <li>Winnick, J. (2011) Adapted physical education and sport. Champaign, IL:<br/>Human Kinetics.</li> </ul> |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|