

<b>ID</b>	3307
<b>Curricular Unit</b>	Strategies for Inclusion in Physical Education
<b>Regent</b>	Maria Leonor Frazão Moniz Pereira da Silva
<b>Learning Outcomes</b>	<p>To develop attitudes and values relating to the acceptance of diversity, functioning as inclusion facilitators in PE classes and the school.</p> <p>To learn to analyze the process of learning and class participation in PE, facilitating the inclusive dimension of teaching.</p> <p>To master intervention strategies and curriculum adaptation facilitating the inclusion in PE classes and the school.</p> <p>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.</p>
<b>Syllabus</b>	<p>The Physical Education (PE) program as a subject of an Inclusive School: Physical Education for diversity and for all.</p> <p>Sources of Discrimination, Prejudice and Stigmatization. Positive and friendly environments.</p> <p>Cultural diversity and gender.</p> <p>Objectives and contents of personal and social development in Physical Education.</p> <p>Enhancing self-image and interpersonal relationships.</p> <p>Resilience, Empowerment, Feeling of Ownership and Belonging as authentic inclusion resources.</p> <p>Misbehaviour in PE class and its control.</p> <p>Preventive and remedial strategies.</p> <p>The curriculum for different school grades, activity requirements and possible adaptations for students with different types of disabilities and other groups with special needs.</p> <p>Teaching strategies in this context: adapting tools, rules and playing spaces, PE classroom management and support, learning/teaching styles.</p> <p>Sports activities for people with disabilities. Sports adaptation in an inclusive class. Goalball as an example of reverse inclusion.</p>
<b>Evaluation</b>	<p>(1) Submission of two topics with critical analysis and discussion in the classroom (40%);</p> <p>(2) Report about planning and application of inclusive didactic units (30%);</p> <p>(3) Test/exam (30%).</p>

## **Bibliography**

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