



ID	3713
Curricular Unit	Strategies for Inclusion in Physical Education
Regent	Maria Leonor Frazão Moniz Pereira da Silva
Learning Outcomes	To develop attitudes and values relating to the acceptance of diversity, functioning as inclusion facilitators in PE classes and the school. To learn to analyze the process of learning and class participation in PE, facilitating the inclusive dimension of teaching. To master intervention strategies and curriculum adaptation facilitating the inclusion in PE classes and the school. 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.
Syllabus	The Physical Education (PE) program as a subject of an Inclusive School: Physical Education for diversity and for all. Sources of Discrimination, Prejudice and Stigmatization. Positive and friendly environments. Cultural diversity and gender. Objectives and contents of personal and social development in Physical Education. Enhancing self-image and interpersonal relationships. Resilience, Empowerment, Feeling of Ownership and Belonging as authentic inclusion resources. Misbehaviour in PE class and its control. Preventive and remedial strategies. The curriculum for different school grades, activity requirements and possible adaptations for students with different types of disabilities and other groups with special needs. Teaching strategies in this context: adapting tools, rules and playing spaces, PE classroom management and support, learning/teaching styles. Sports activities for people with disabilities. Sports adaptation in an inclusive class. Goalball as an example of reverse inclusion.
Evaluation	 (1) Submission of two topics with critical analysis and discussion in the classroom (40%); (2) Report about planning and application of inclusive didactic units (30%); (3) Test/exam (30%).

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