

Sport, Training, -Activities Improve Inclusion of Vision Impaired Trainees



**Sport Training, -Activities  
Improve Inclusion of Vision Impaired  
Trainees**

*CURRICULUM*  
***Short Version for experienced trainer***

Curriculum for the STAI VIT trainer course

Published by the  
STAI VIT project consortium

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Number of modules	:	4 Modules
		Approx. hours: Total 18,00 hours (24 CU)
Group Size	:	2 Instructors Participants: 5-15
Target group		<ul style="list-style-type: none"> <li>• Physiotherapists</li> <li>• sport scientists</li> <li>• exercise therapists</li> <li>• sport trainers</li> </ul>
Prerequisites of participants:		<ul style="list-style-type: none"> <li>- Fundamentals of training theory</li> <li>- Experience in working with people with visual impairments</li> <li>- Interest in sport science and visual impairments</li> </ul>
Required material/ infrastructure		<ul style="list-style-type: none"> <li>- Gymnasium (with usual equipment: e.g. gym mats, ropes, boxes, etc.)</li> <li>- Optional: blind-soccer-field</li> <li>- Volleyball net, Swiss ball</li> <li>- Music for aerobic, music player</li> <li>- Balls with noise-devices</li> <li>- Sleep masks</li> <li>- Simulation glasses</li> </ul>

List of abbreviations:

CU: Course units (1 CU corresponds to 45 min)

VIP: Visual impaired people

## Module 1 – Basics of training people with visual impairments

<b>Learning Aim</b>	The aim is to learn the didactical and methodical basics of sport activities. For this it's important to know the methods of sport science. The students acquire the theoretical knowledge to train people.	
<b>Hours</b>	<b>Subject</b>	<b>Remarks</b>
<b>1,5 (2 CU)</b>	Didactical and methodical basics	
	Basics of sport science (2 CU) <ul style="list-style-type: none"> <li>- General didactical methods</li> <li>- General methodical procedures</li> <li>- General training methods</li> <li>- Preparing training routines</li> <li>- Further Literature</li> </ul>	

## Module 2 – Theoretical basics of the sport concept

<b>Learning Aim</b>	The aim is to get to know the different parts of the sport concept, the purpose of this concept and how to use it in sport courses. The students acquire the theoretical knowledge to implement the sport concept into their training courses. Furthermore, they learn which key aspects are important for the practical realisation.	
<b>Hours</b>	<b>Subject</b>	<b>Remarks</b>
<b>6 (8 CU)</b>	Theoretical presentation of each construct that is integrated into the sport concept	
	a. MoVo-model (2 CU) <ul style="list-style-type: none"> <li>- Theoretical basics</li> <li>- Visual illustration and explanation of the model</li> <li>- Necessary prerequisites</li> <li>- Notes regarding implementation</li> <li>- Further Literature</li> </ul> b. Sport education model (2 CU) <ul style="list-style-type: none"> <li>- Theoretical basics</li> <li>- Necessary prerequisites</li> <li>- Realisation in sport courses</li> <li>- Possible problems of implementation</li> </ul> c. "Concept of act" (2 CU) <ul style="list-style-type: none"> <li>- Theoretical basics</li> <li>- Necessary prerequisites</li> <li>- Realisation in sport courses</li> <li>- Possible problems of implementation</li> </ul>	

	<p>d. Peer teaching (2 CU)</p> <ul style="list-style-type: none"> <li>- Theoretical basics</li> <li>- Necessary prerequisites</li> <li>- Realisation in sport courses</li> <li>- Possible problems of implementation</li> </ul>	
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### Module 3 – Put the sport concept into practice

<b>Learning Aim</b>	The aim is to learn how to implement the theoretical framework of module 2 into sport courses. In addition the students get to know different kinds of sport disciplines for VIP. They learn the rules, possible exercises and prerequisites of the sports in a practical training.	
<b>Hours</b>	<b>Subject</b>	<b>Remarks</b>
<b><u>4,5 (6 CU)</u></b>	Practical conduct of different sport courses for people with visual impairments	
	<p>a. Pezzivolleyball (2 CU)</p> <ul style="list-style-type: none"> <li>- Rules</li> <li>- Prerequisites of participants</li> <li>- Material</li> <li>- Preparatory exercises</li> <li>- Game structure</li> <li>- Implementation of the sport concept</li> </ul> <p>b. Dancing/Aerobic (1 CU)</p> <ul style="list-style-type: none"> <li>- Possible contents</li> <li>- Prerequisites of participants</li> <li>- Specific features</li> <li>- Material</li> <li>- Implementation of the sport concept</li> </ul> <p>c. Gymnastics/Fitness (1 CU)</p> <ul style="list-style-type: none"> <li>- Possible contents</li> <li>- Prerequisites of participants</li> <li>- Specific features</li> <li>- Material</li> <li>- Implementation of the sport concept</li> </ul> <p>d. Blind Football (2 CU)</p> <ul style="list-style-type: none"> <li>- Rules</li> <li>- Prerequisites of participants</li> <li>- Material</li> <li>- Preparatory exercises</li> <li>- Game structure</li> <li>- Implementation of the sport concept</li> </ul>	

## Module 4 – Demonstration lesson

<b>Learning Aim</b>	The students show that they understand the constructs of the sport concept and are able to implement them into a sport course for people with visual impairments. The self-reflection serves as means of questioning the own actions and summarising the lesson.	
<b>Hours</b>	<b>Subject</b>	<b>Remarks</b>
<b>6 (8 CU)</b>	Prepare and conduct an exemplary lesson	
	<ul style="list-style-type: none"> <li>a. Self-study in groups to prepare a schedule for an exemplary sport lesson (4 CU) <ul style="list-style-type: none"> <li>- Joint development of a demonstration lesson (warm-up, main part, cool-down)</li> </ul> </li> <li>b. Practical demonstration lesson (2 CU) <ul style="list-style-type: none"> <li>- Realisation of the planned demonstration lesson</li> </ul> </li> <li>c. Reflection of the demonstration lesson (2 CU) <ul style="list-style-type: none"> <li>- Explanation of the pursued aims</li> <li>- Discussion about difficulties</li> <li>- Discussion about possible limitations</li> </ul> </li> </ul>	