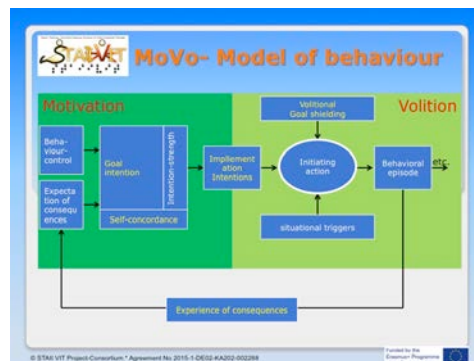


Sport, Training, -Activities Improve Inclusion of Vision Impaired Trainees



Sport Training, -Activities Improve Inclusion of Vision Impaired Trainees

COURSE TUTORIAL



Official for the STAI VIT trainer course

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2 Structure of this tutorial

1. Structure of the course
2. Basics about vision impairment
 - a) Legal and medical definition of vision impairment
 - b) Different diseases as cause of vision impairments
3. Presentation of didactical model
 - a) Sport Education Model
 - b) The concept about the ability to act
 - c) Peer Teaching
4. MoVo-Model of behaviour

3 The Structure of this course

- Module 1 – Basics of training people with visual impairments
- Module 2 – Practical self-awareness of visual impairment
- Module 3 – Theoretical basics of the sport concept
- Module 4 – Put the sport concept into practice
- Module 5 – Demonstration lesson

3.1 Module 1 – Basics of training people with visual impairments

The aim is to learn the didactical and methodical basics of sport activities for VIP. For this it's important to know the medical foundations of ophthalmology and the methods of sport science. The students acquire the theoretical knowledge to train VIP and learn the reasons why VIP should do sports.

3.2 Module 2 – Practical self-awareness of visual impairment

The aim is to experience being blind or visually impaired. The students should get to know the perspective of a VIP. The change of perspective is important to understand the challenges VIP have to face and to learn which activities may be more difficult to practice. The self-reflection and the discussion about the gained impressions with other students support the understanding of visual impairment.

3.3 Module 3 – Theoretical basics of the sport concept

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.

3.4 Module 4 – Put the sport concept into practice

The aim is to learn how to implement the theoretical framework of module 3 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.



3.5 Module 5 – Demonstration lesson

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.

4 Basics of visual impairments

4.1 Legal definition

- A person is **visual impaired**, if he or she is not able to see more than 30% with the best possible correction, compared to a normal-sighted person.
- A person is **severely visual impaired**, if he or she is not able to see more than 5% with the best possible correction, compared to a normal-sighted person.
- A person is **blind**, if he or she is not able to see more than 2% with the best possible correction, compared to a normal-sighted person.

4.2 Causes of blindness

Causes for blindness in Central Europe

- | | |
|------------------------------------|--------|
| • age-related macular degeneration | 50.0 % |
| • glaucoma | 18.0 % |
| • (diabetic) retinopathy | 17.0 % |
| • cataract | 5.0 % |
| • corneal opacity | 3.0 % |
| • loss of sight during childhood | 2.4 % |
| • other causes | 4.6 % |

4.3 Different kinds of visual impairments

4.3.1 Macular degeneration

- most common degenerative disease of the macula
- severe irreversible decline of the visual acuity possible
- progressive disease
- risk of disease increases with age (>85 years: 11 – 18.5%)
- No difference between men and women

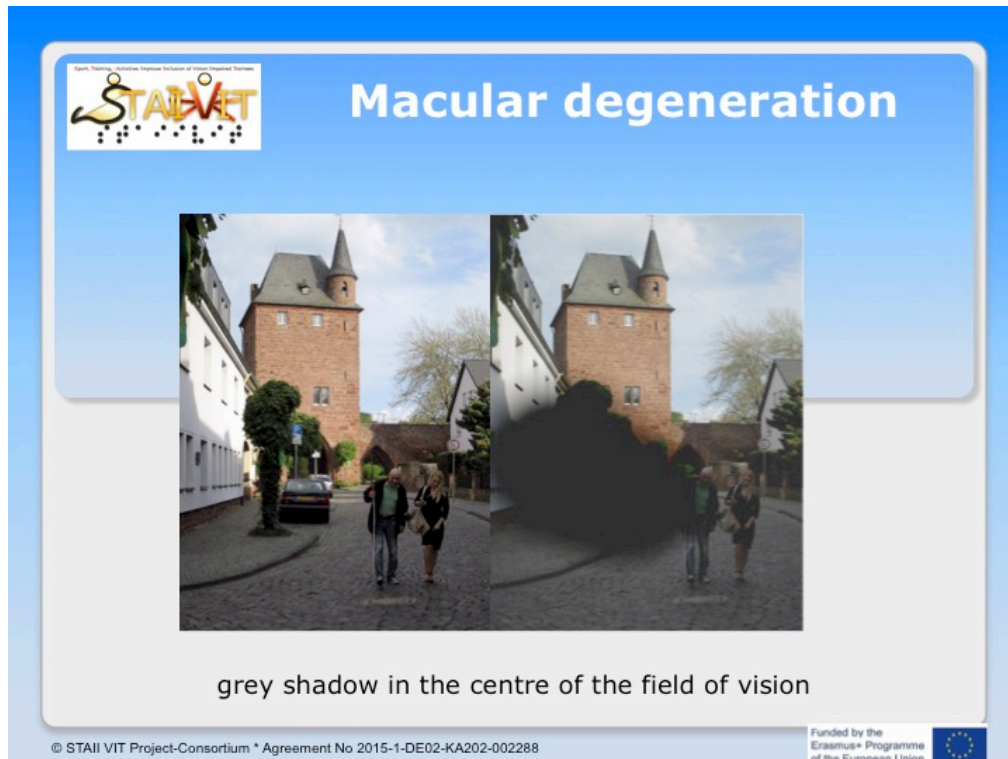


Figure 1 Example - View with Macular Degeneration

4.3.2 Glaucoma

- Damage of the optic nerve with scotoma
- progressive disease
- 2nd common cause for blindness in Germany
- 10% of all patients visiting ophthalmologists are diagnosed with glaucoma
- risk factors: increased intraocular pressure, genetic predisposition, age
- usually the outlet of the aqueous humor is limited

Types of this disease:

Primary glaucoma

- primary open angle glaucoma (POAG) 90%
iridocorneal angle is open
- primary angle-closure glaucoma 5%
irido-corneal angle is blocked

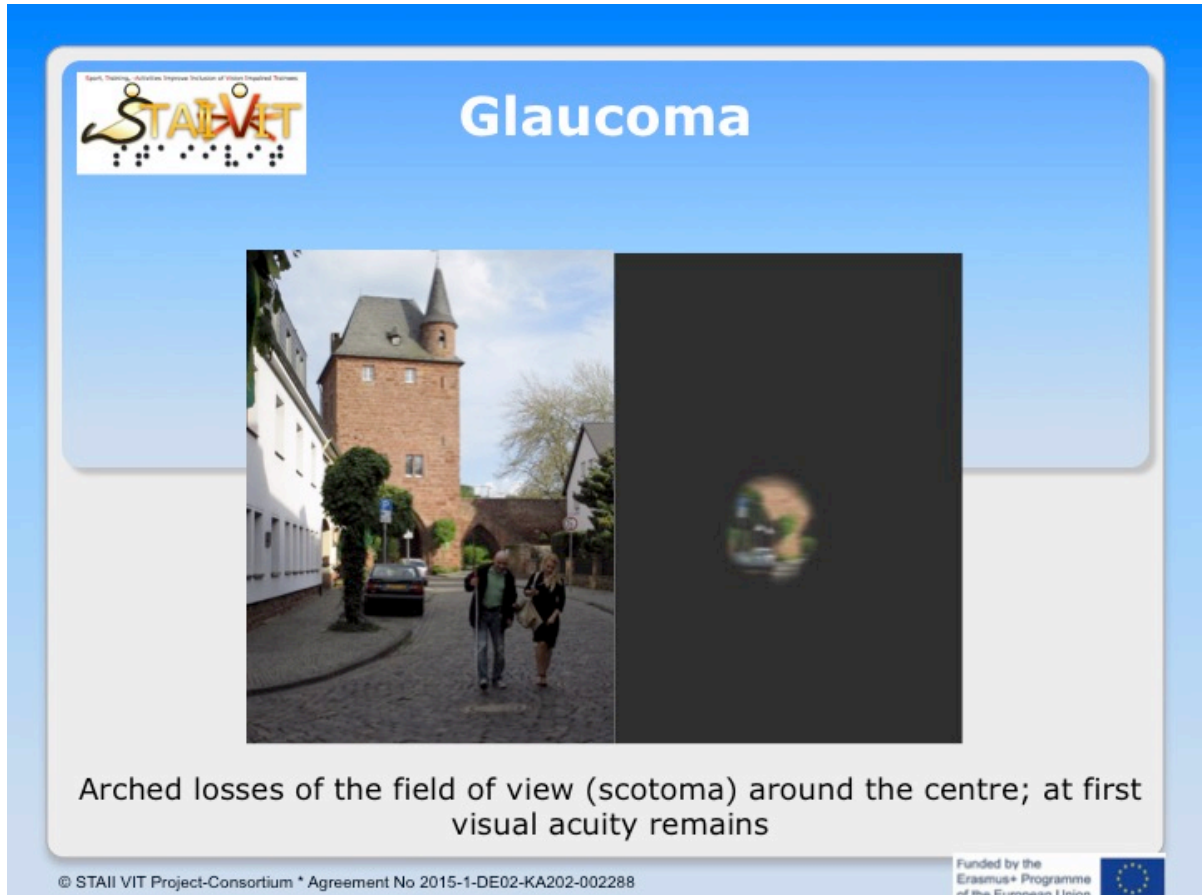


Figure 2 View with Glaucoma

4.3.3 Diabetical Retinopathy

- Damage of the retina as effect of a vascular disease
- progressive disease
- risk factors: increased blood glucose level (diabetes mellitus), high blood pressure, dyslipidemia (fat metabolism)

Types of this disease:

Simple retinopathy (non-proliferative):

- changes in the blood vessels at the back of the eye, small haemorrhages and focal fat storage on the retina

Advanced retinopathy (proliferative):

- Formation of new blood vessels

Therapy:

- Irreversible, no causal therapy
- Laser-therapy
- Improvement of blood glucose level and blood pressure

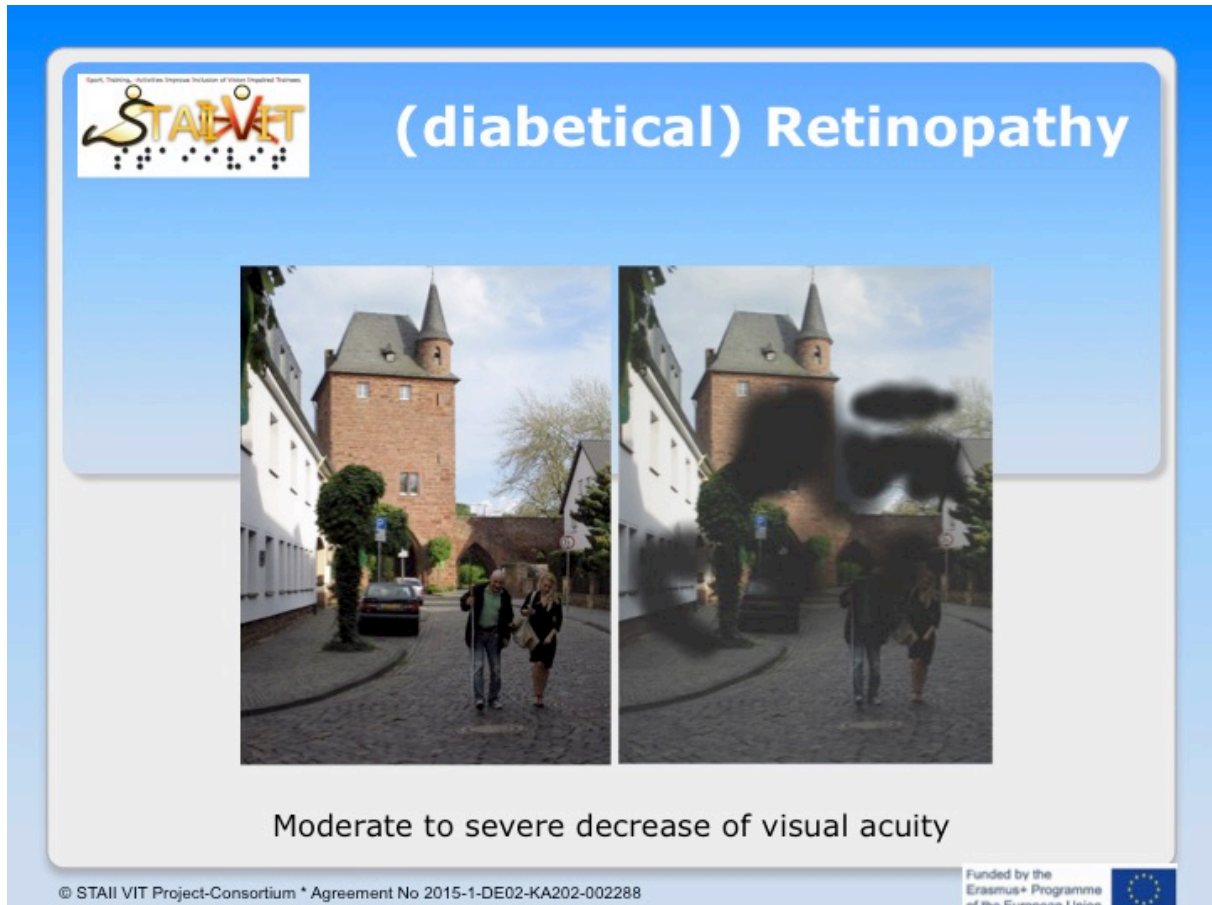


Figure 3 View with Diabetical Retinopathy

4.3.4 Retinopathia Pigmentosa

- Inherited retinal dystrophy
- Most common: cone-rod dystrophy → destruction of photoreceptors
- Prevalence: 1:4000
- Progressive disease

Characteristics:

- glare sensitivity
- night-blindness
- color blindness
- concentric restriction of the field of view

Therapy:

- Irreversible, no causal therapy
- aids like colored filter glasses etc.

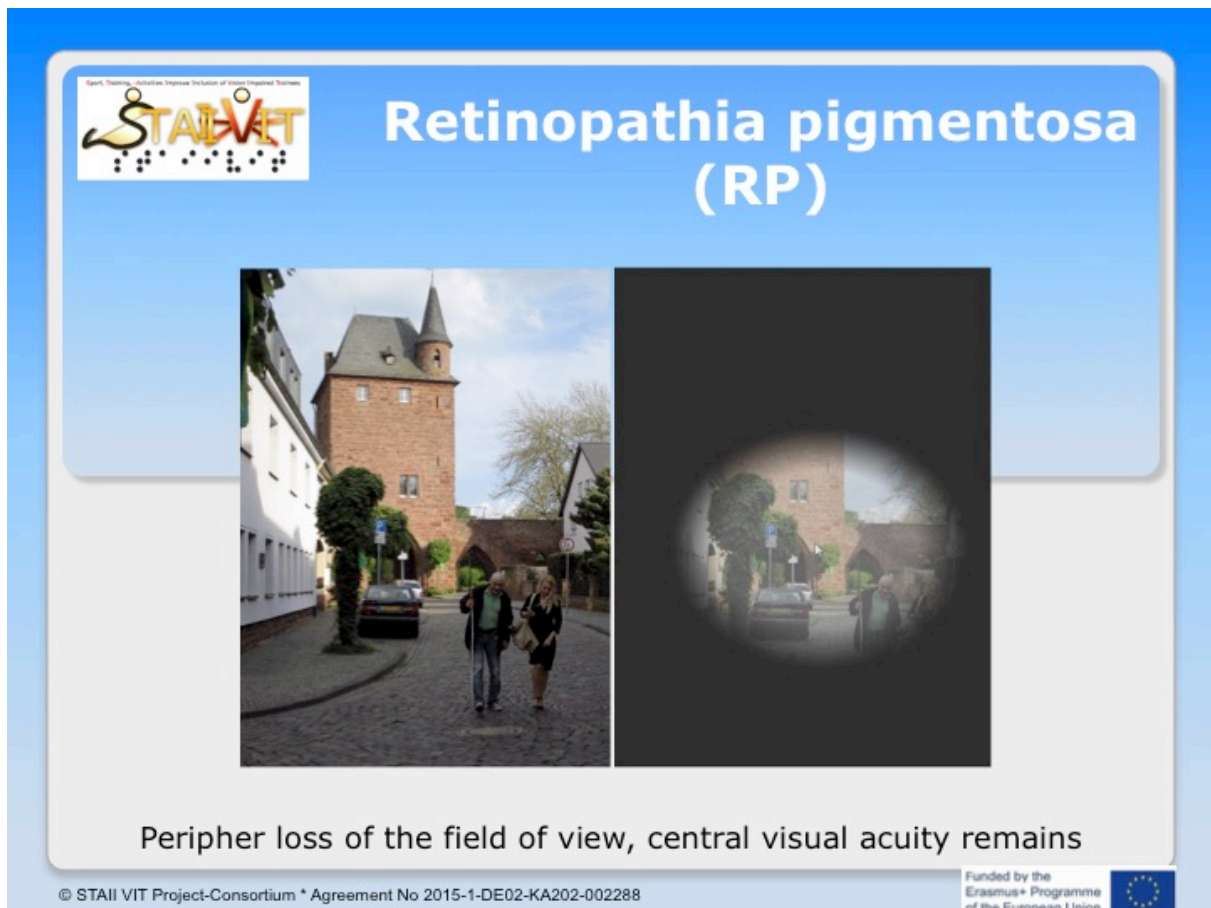


Figure 4 View with Retinopathia Pigmentosa

5 Effects of physical activity for visual impaired people

5.1 Why should people with vision impairments be active in sports?

The manifestation of movement experience is proportional to the time of appearance of the impairment.

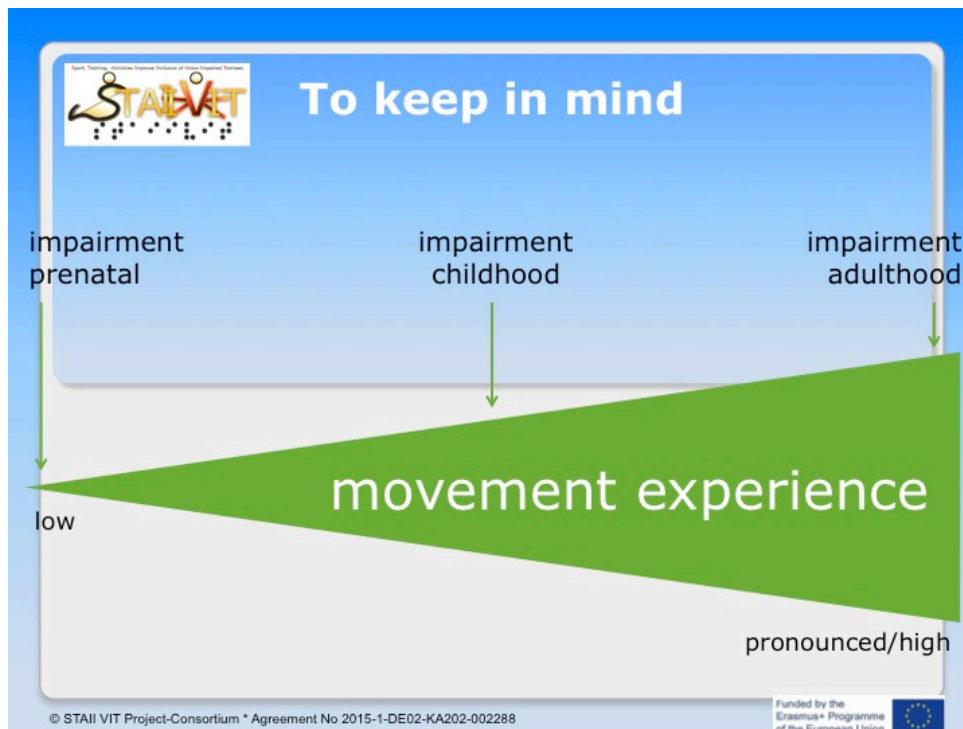


Figure 5 The correlation of movement and appearance of impairment

5.1.1 The following difficulties may occur according to the impairment:

1. Motor skills may be disturbed

timid body posture
jerky body posture
compulsive body posture

hesitant movement
reduced movement

Probable approach for intervention:

Practical and conscious exercise of different kinds of movement
Automated movement

Achieved results:

Motion sequence is safer, more precise, more economic



2. High muscle tone, even in relaxed (skeletal muscles) position

poor posture
irreversible postural defects

Probable approach for intervention:

improve body awareness
relaxation training

3. Anxiety in consequence of bad experiences

unfamiliar environment
collision with obstacles
limited orientation because of bad accessibility

Probable approach for intervention:

Reduction of anxiety in a safe environment

assisted learning
neutral and familiar surrounding
positive experiences
improved self-confidence

4. Autonomic dysfunctions

insufficient light stimulus
dysfunction of metabolism
hormone undersupply

Probable approach for intervention:

Physical activity leads to the release of the missing hormones

examples:

release of testosterone increases
release of thyroid hormones (T₃, T₄, TSH) increases

5. Diseases in consequence of inactivity

obesity/adipositas
higher risk of diabetes
higher risk of heart attack, higher blood pressure
orthopaedic problems (arthrosis, herniated disc)
weakened immune system

Probable approach for intervention:

preventive health and fitness training
physical activity can support

6 Sports for people with visual impairments

6.1 Visual impairment – classification in competition

- IOSD (International Organisations of Sports for the Disabled) classification into 3 groups (B1-B3)
- criteria:
visual acuity and field of view
the better eye with best possible correction
- **B1 fully blind:**
no light perception to perception
no recognition of objects or outlines in every direction and distance
- **B2 severe visual impairment:**
objects and outlines can be recognised
visual acuity lower than 3% and/or a restriction of the visual field to 5 degrees
- **B3 visual impairment:**
visual acuity between 3% and 10% and/or a restriction of the visual field from 5 degrees to 20 degrees

6.2 Goalball



Figure 6 Goalball scene

- teamsport for blind and visual impaired people
- eligible to enter: classes B1, B2, B3
- during game everyone has to wear a blindfold
- since 1976 paralympic
- 3 players per team
- is similar to „torball“
- ball with bells: 1250 g
- field: 9 x 18 m
- playing time: 2x 10 Minuten

- highball-line

6.2.1 Goalball playing-field

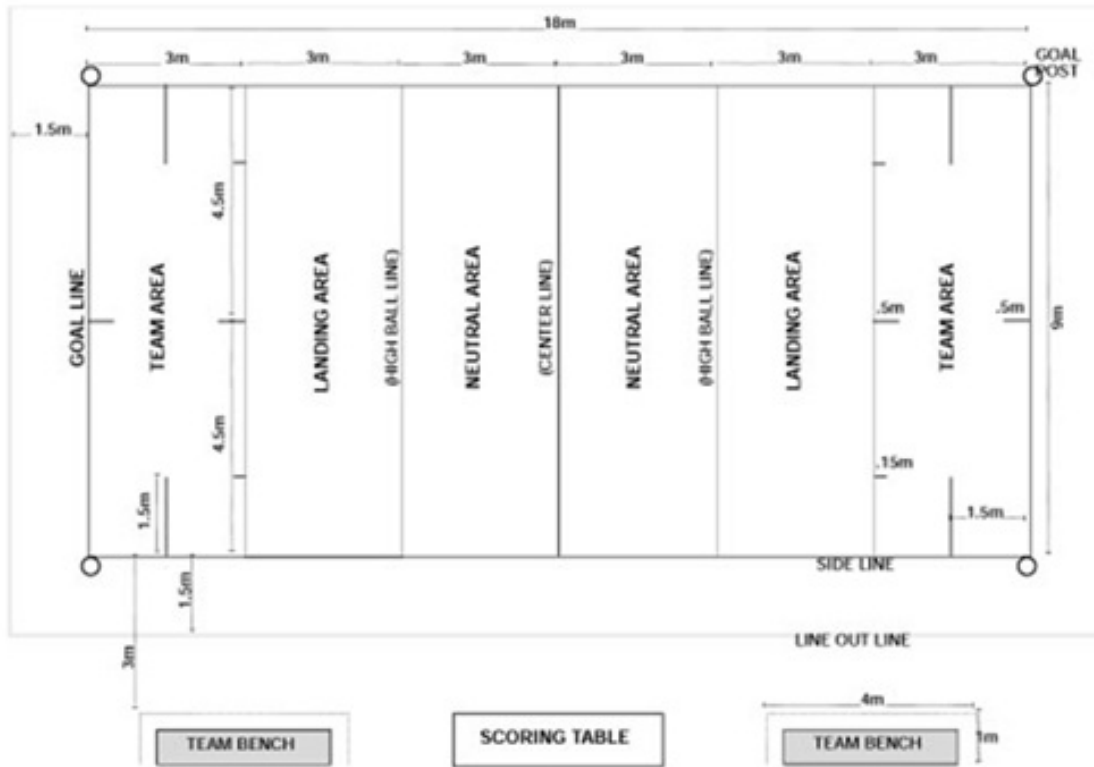


Figure 7 Setup of the Goalball playing-field

6.3 Blind Soccer/ Blind Football



Figure 8 Scene Blind Soccer game



game idea similar to football

playing time: 2 x 25 min, 1 timeout per team and half

field: 40m x 20m, mostly artificial grass

goals: 2m (height) x 3m (width) (like a handballgoal)

boards on the longitudinal sides

players:

- 5 players per team → 1 sighted goalkeeper, 4 visual impaired or blind field players
- every field player is wearing a blindfold
- guides on the side of the field and behind the goal support the team (orientation)

ball:

- like a futsal ball (smaller, heavier)
- filled with bells

Differences to the classical soccer game

players that attack the player in possession of the ball have to say „voy“ (I´m coming in spanish

fouls: every player that commits his 5th foul has to leave the field, every personal foul of a team counts for the team fouls, after the 4th team foul the opposing team gets a 8m free kick

free substitutions during interruptions

no offside

7 Basics of sport science and the methodology of teaching sports

Key-aspects:

1. Personality of the trainer
2. Management style of the trainer
3. Trainees

7.1 Personality of the trainer

Each personality is individual → individual teaching style

→ Better find your own style than copy someone else's

Advise: Develop a natural authority

7.2 Management style of the trainer

Authoritarian style: The trainer decides what to do and how to do it.

Democratic style: Some decision-making processes are given to the trainees.

„Laissez-faire“-style: The trainees can decide on their own

7.3 Trainees

1. Exchange of information between trainer and trainee
2. Self-assessment of the own role (trainee or trainer)
3. Trainees should observe if they are able to understand and implement the given information
4. Talking to trainees: motives, expectations, learning difficulties
5. Target-actual comparison: maybe changes in teaching style are necessary

7.4 Methodological suggestions

Problems: Mediation of movement and locomotion.

Options:

1. To „verbalize“
2. Palpation by the participant
3. Guiding of the movement/ locomotion by the trainer

4. _____

5. _____

7.4.1 Verbalization

Difficulties:

- Understanding depends on experience
- triggered ideas very different
- "Inner" perception is very subjective

7.4.2 Palpation by the participant + Guiding of the movement/locomotion by trainer

Difficulties:

- subjective perception of a movement differently
- only possible in static position (Dynamic difficult to demonstrate)
- Physical contact is difficult

Important:

Learn the "inside view" of the participant!

The motion of the exercising individual is an attempt to solve a moving exercise on the basis of his subjective experiences and the available skills.(Thiele 2001)

Specific questions:

- Why is he / she doing this?
- What does he / she believes to do?
- Which consequences does he / she expect from the movement?

7.4.3 Options to frame exercises

Metaphorical instructions

Formulating an exercise that is linked to known patterns of movement.

Example: "We're trying to pick apples from a high tree that we just can reach."

7.4.4 Opions of organizing lesson

- Familiar structure in the organization of lessons, provide security
- Fixed position of the trainer offers a simple way of orientation

Disability-specific aspects:

- Principle of conformity with the disability
- Principle of expediency
- Principle of economy



7.4.5 Methodological procedures

- Integrative Method
- Part learning method (analytic-synthetic method)
- Deductive method
- Inductive method

7.4.6 General principles for planning lessons

- From the simple to the difficult
- From the known to the unknown
- From the simple to the complex

7.5 Structure of the lesson

Lesson is structured in 3 parts:

1. Warm-up
2. Main part
3. Cool-down/Closure

7.5.1 Warm-up

- Psychological perspective:
Preparation and adjustment of the participants to the exercise by motivating, compliance, get ready, aim of the exercise
- Physiological perspective:
Creating of prerequisites to accomplish achievement. e.g., circulation, blood circulation, muscles, tapes, joints.
- Educational perspective:
Promoting social actions:
Common start, Group dynamics

7.5.2 Main part

- Decisive element of the lesson
- Execution of planned exercises
- Training of endurance, strength, speed, technique, etc.

7.5.3 Cool-down/Closure

- Collective termination of the lesson
- Relaxation/ Calm down
- Slowly "shutdown" of the body

Example:

Warm down, relaxation exercises (PMR , autogenous training), discussion and reflection of unit

7.6 Effective commendation

Positive result of effective commendation is well documented. This is based on the theory of operant conditioning by B. F. Skinner.

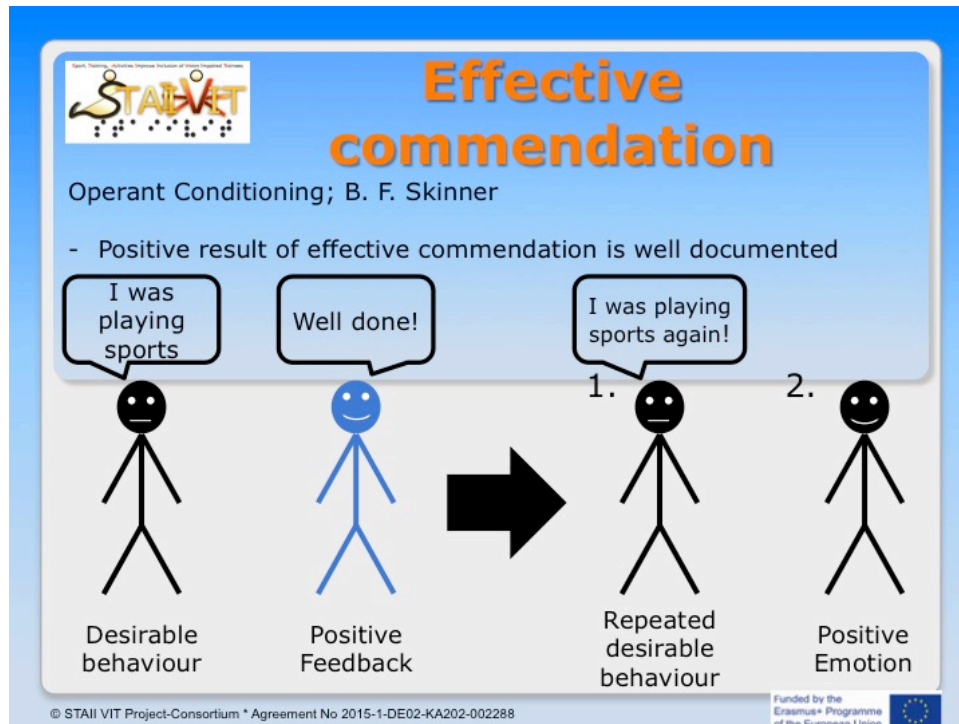


Figure 9 Effective commendation

Pleasant-positive behaviors (commendation, gestures of appreciation, encouraging applause, positive words) of the trainer:

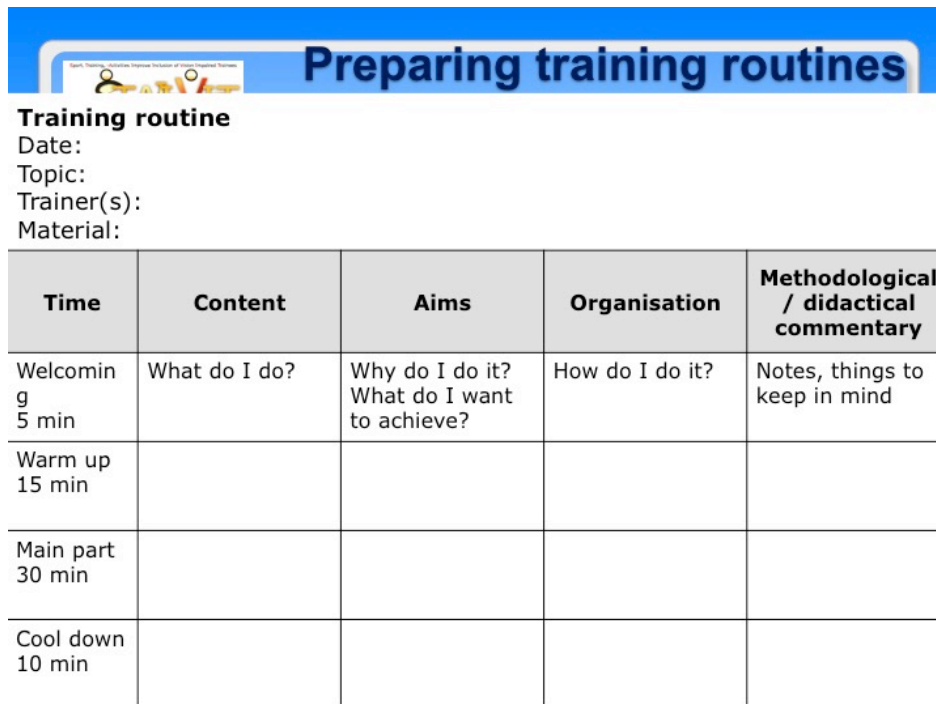
- Building the desired behavior of the participants
- Increase self-confidence
- Increase motivation
- Enhance mood

This should preferably take place immediately after the specific behavior (without delay).

- must be positive also for participants.
- should not be used stereotyped, but in a natural form.

7.7 Preparing training routines

We propose the following training schedule for preparation



Preparing training routines

Training routine
Date:
Topic:
Trainer(s):
Material:

Time	Content	Aims	Organisation	Methodological / didactical commentary
Welcoming 5 min	What do I do?	Why do I do it? What do I want to achieve?	How do I do it?	Notes, things to keep in mind
Warm up 15 min				
Main part 30 min				
Cool down 10 min				

Figure 10 Scheme of preparation schedule

8 Introduction of our sport concept

Our concept has the aims to develop:

1. Sustainability
2. Personal resources
3. Peer counselling

This should be achieved with the following involved strategies:

1. The concept of the (participants) ability to act
2. Peer teaching
3. Sport education model
4. The Motivation- Volition Model (abbrev. "MoVo model")

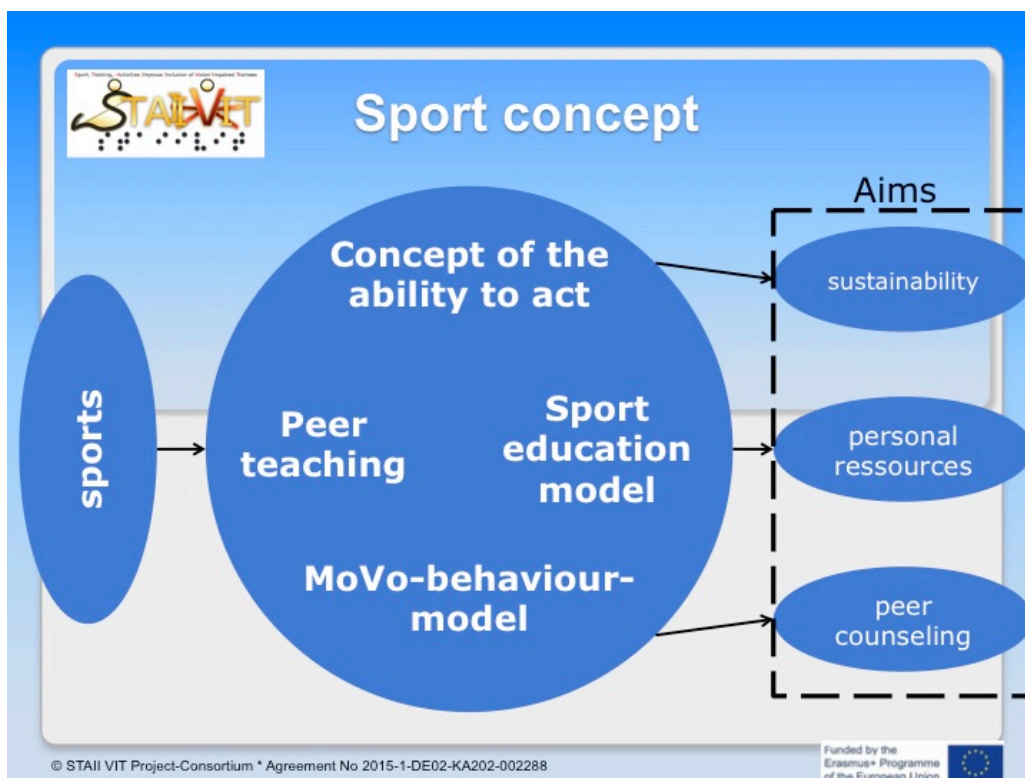


Figure 11 The concept of sport in this project

9 The Sport Education Model

- This model is based on the theory of SIEDENTOP, located in the American region
- Based on organized sporting leagues
- Central aspects:

Role taking of various functions/roles by participants (e.g. trainer, referee, kitman, team-manager, player, etc.)

Empathize a season within a certain sport (Preparation phase with training, regular tournament in a season of the league , seasonal climax)



Sport Education Model

- Model of SIEDENTOP, located in the American region
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 - Role taking of various functions/roles by participants (e.g. trainer, referee, kitman, team-manager, player, etc.)
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Figure 12 Background of the Sport Education Model

9.1 Aims of the Sports Education Model

This models provides three aims:

1. The **Competent** sportsperson
2. The **Enthusiastic** sportsperson
3. The **Literate** Sportsperson

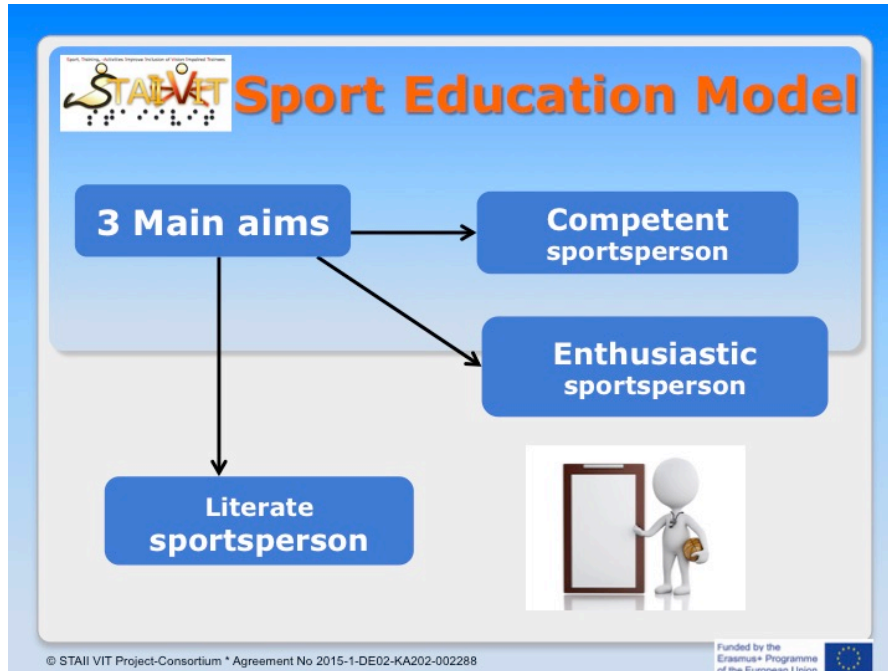


Figure 13 Aims of the Sport Education Model

9.2 Specific learning objectives

- **Development of** discipline-specific skills and fitness
- Understand and apply **strategic** aspects of the game/ sport
- **Participation according to the** pre-requisites of the individual development
- Active planning **of the sport-programme**
- Responsible leadership behaviour
- Corporate target tracking **in the group**
- **Aspire to achieve** a common goal
- Understanding of the rituals, **specific for the sport and conventions or their basic meaning**
- **Development of an** available competence specific **for the related sport**
- **Acquisition and** use of knowledge **to act as "referee" and training in the sport**
- Voluntary decision **of the (later) extracurricular participation in sports**

Sport Education Model

Specific learning objectives

1. Development of **discipline-specific skills und fitness**
2. **Understand and apply** strategic aspects of the game/ sport
3. Participation according to **the pre-requisites of the indiv. development**
4. **Active planning** of the sport-programme
5. **Responsible leadership behaviour**
6. **Corporate target tracking** in the group

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Figure 14 Learning objectives of the Sport Education Model

9.3 Characteristics

The Sport Education Model is characterized by the principle to include various events and factors into the training schedule. Examples for such events and factors can be:

- Enduring affiliation to the group
- Seasons
- Culminating events
- Festivities
- Recording of progress, intermediate results and progress
- Formal competitions

Sport Education Model

6 Characteristics

- Enduring affiliation To the group
- Formal competitions
- Seasons
- culminating events
- Festivity
- „Record keeping“ of intermediate results and progress

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Figure 15 Characteristics of the Sport Education Model

9.4 The difference between the Sport Education Model and the paradigm in traditional sport education

4. Competitions as medium to develop sport specific skills, knowledge and strategies → **No „Win at all costs“**
5. Students are involved in planning and decision → **Not Adults**
6. Development-related Modification of sports, influenced by students → **No determination by adults**
7. Genuin educationa approach: Sport teacher is responsible for rough planning → **No abuse of trainees for exclusively high competitive sports**
8. All will participate → **No exclusions**

10 Concept of the ability to act

10.1 Background

- Didactical idea by Dietrich Kurz
- Promotion of ability to act in sports:

→ knowing by experience the different reasons to be active in sports and to arrange the life, based upon this experience.

*“The ability to act consists firstly of the elements, which are required to participate proficiently in the given conditions on each sport, and secondly, the ability to reflect sports about it’s meaning and to organize it accordingly“
(Kurz 1997, S. 21)*

Educational dimensions (Perspective of Meaningfulness) according to **KURZ**

- Improvement of cognitive ability and movement experience
(Body experience)
- Express themselves physically and make movements
(Expression)
- To dare sth. and take responsibility
(Tension)
- Experience and reflect performance
(Performance)
- Acting in concert, compete and communicate
(Cooperation)
- Improving fitness and developing health consciousness
(Health)

10.2 Multiple perspective of physical education according to this concept

The intention to perform sports, might be based on the following reasons:

- improve performance
- improve tension
- cooperation with people
- improve health
- body experience
- expression

The ability to act in sports is characterized in the achieved competences to

- recognize the purpose of the activities
- integrate the acquired concept into life
- understand sports
- organizing sports

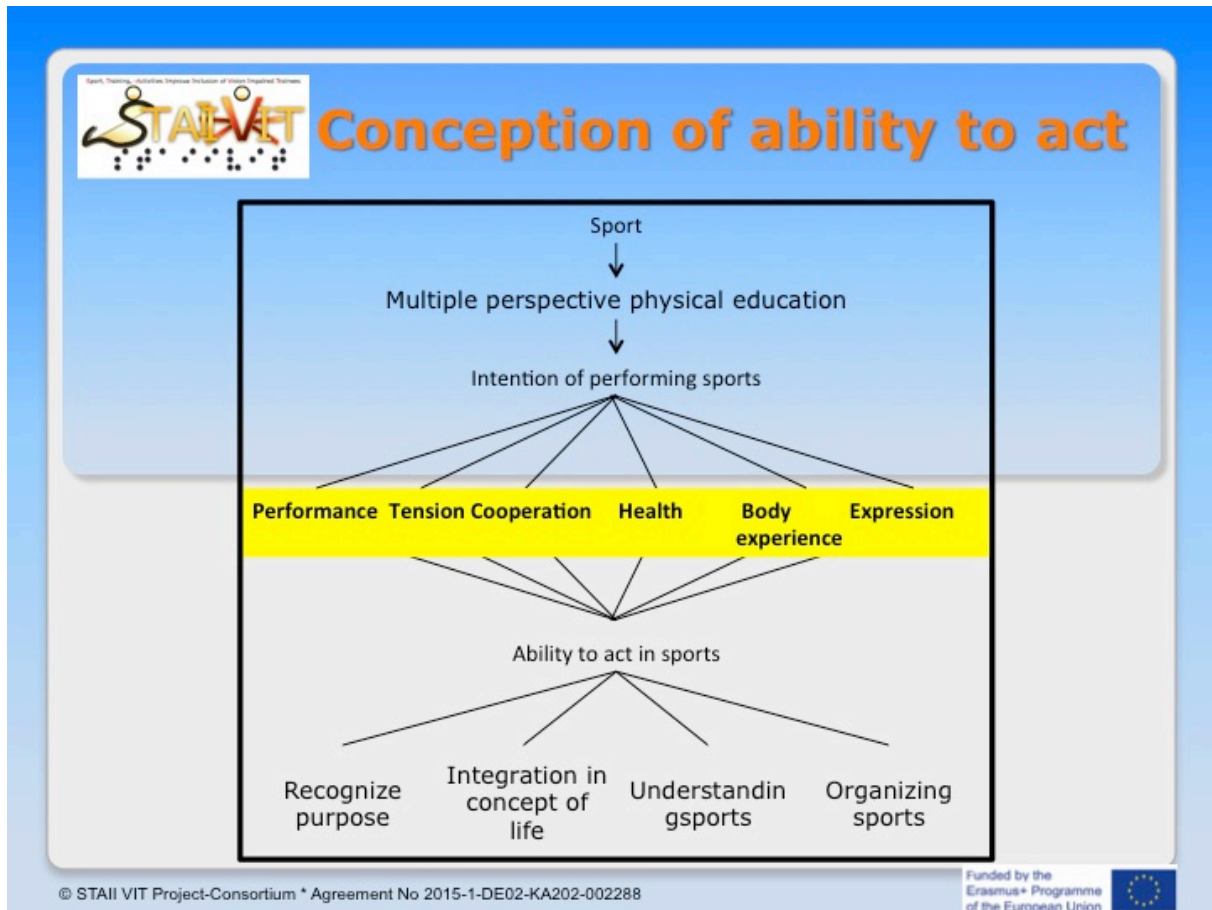


Figure 16 Multiple perspectives of physical education

10.3 Advantages of this approach

Different motifs/expectations concerning sport activities can be adressed.

Examples:

- Men and Women
- More powerful and less powerful
- The cautious and the fearless

11 Peer teaching

11.1 Definition

Peer = the equal

Increasing the number of students in a class can limit the options of correction by the teacher

By peer teaching, a student takes the role of a teacher (tutor). A second student, may take the role as learner

The tutor supports the learner, guide and correct him

11.2 Prerequisites

- Learner must accept to be instructed by another participant
- The tutor must provide knowledge about exercises and make use of his social competences. Furthermore he has to take responsibility for the student.
- Even the more powerful students should/must accept and realize the corrections from less capable students

Method is also applicable for small groups with max. 3 participants.

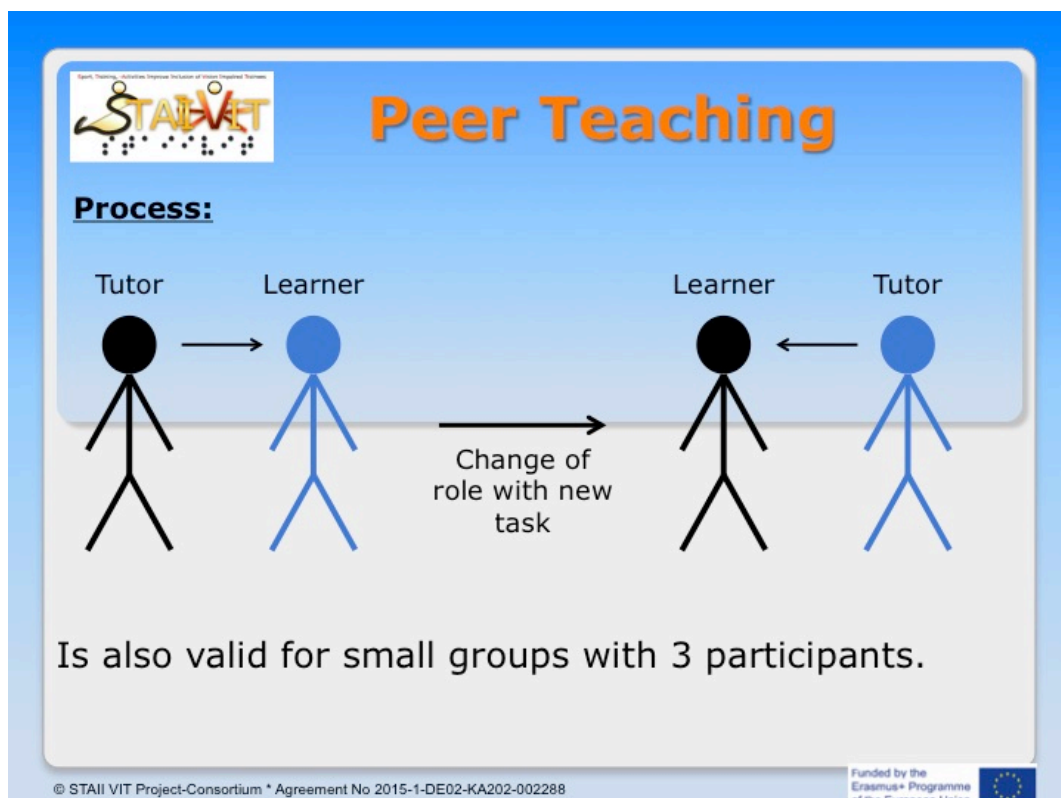


Figure 17 The principle of Peer Teaching

12 The Motivation-Volition-Model

12.1 Purpose

- This model tries to explain habitually behaviour in sport and health.
 - based on the experience, that intended behaviour will not be always realized.
- Motivational & (in particular) volitional (decision based) process

Volition designates in psychology the process of formation, maintenance and realization of intentions.

Thereby the question has priority, how the implementation of goals, and artwork is carried out (by actions) and turned into results.

It is about overcoming acting barriers by intent. (KEHR 2004, P. 12 f)

12.2 Structure

Structure and maintenance of (health protective) behavior depending on 5 psychological factors:

1. Goal intention
2. Self-concordance
3. Implementation intention
4. Action control & goal shielding
5. Positive experiences about consequences

12.2.1 Goal intention:

general nature of intent:

- **Intention-strength** depending from:
 1. Expected advantages/ disadvantages
(=**Expectation of consequences**)
 2. Self-efficacy expectation
(=**Behaviour-control**)

Sportbehaviour: Benefits > costs & Conviction of competent behavior execution

12.2.2 Self-concordance

Extent to which the goal intention matches with personal values and interests of the person

4 Modes:

- | | |
|--------------------|---------------------------------|
| • External SC | Example:
(Money as stimulus) |
| • introjected SC | („Somebody says... “) |
| • Identified SC | (Conviction) |
| • Intrinsically SC | (Behavior for its own sake) |

12.2.3 Implementation intentions

More concrete plans of execution (When, Where, How)

Function:

Concretize the action and specifying the situational conditions

Link between motivation and Volition

12.2.4 Volitional Goal shielding

Precautions onoccurring resistances

e.g.:

- Attention control (TV program not available)
- Emotional Management (no "domestic set up" for work)
- Cognitive restructuring (bad weather as a challenge)
- Motivation (visualization of positive objectives)

12.2.5 Experience of consequences:

Feedback if the aquired experiences have led to the expected consequences (expectation of consequence)

→ Positive oder compatible:
Increased probability for permamnent behaviour

But: little empirical evidence

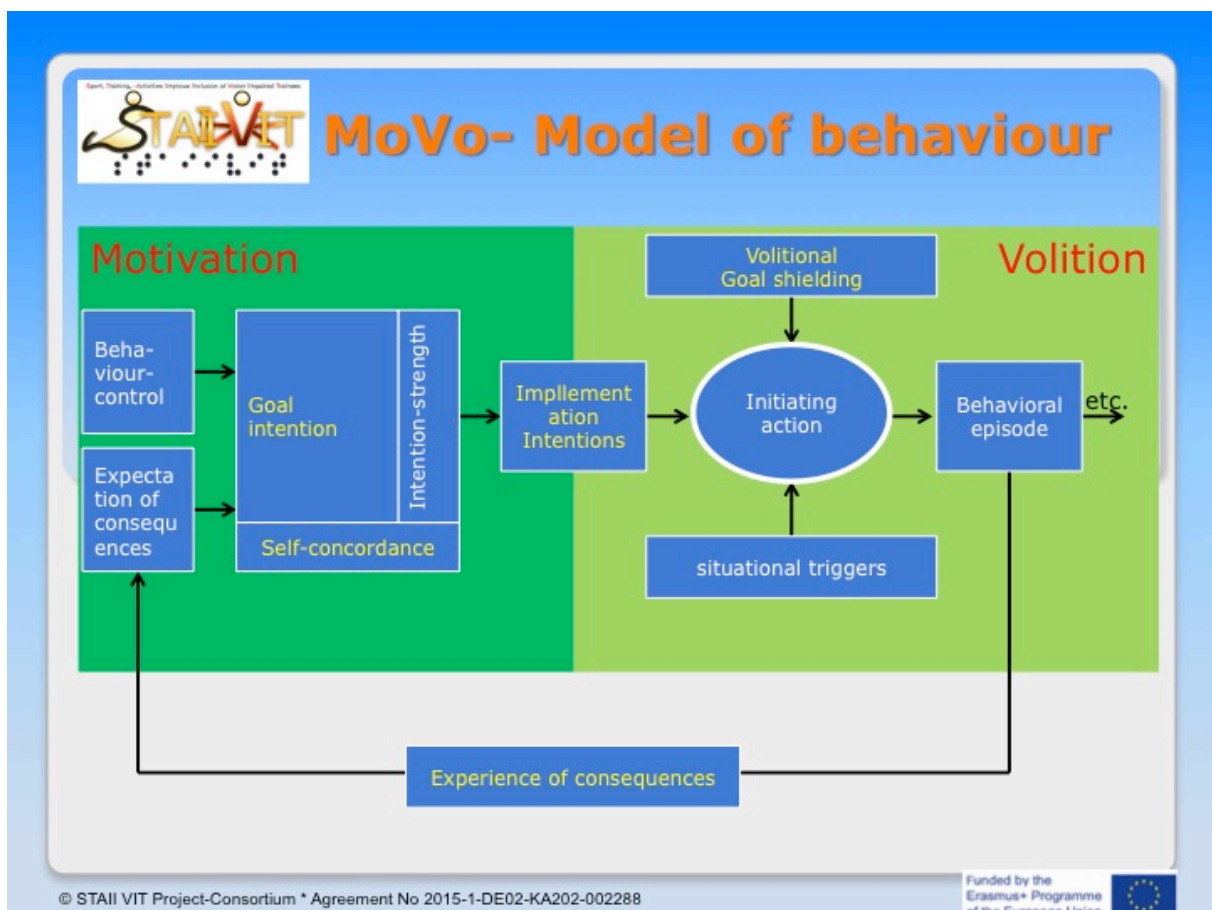


Figure 18 The principle of the MoVo Model

12.3 Examples

Motivation-based intervention vs.

- Establishing awareness of problems (Information & enlightenment)
 - Induction of a threat experience (rating of negative consequences caused by inactivity)
 - Balance the pros and cons (cost - benefit)
 - Empowerment of perceived self-efficacy (positive „success“-experiences)
 - Evaluation of self-concordance
 - Contemplation of consequence experience
- Training of first-person observation
 - Conscious use of implementation intentions (eg. small "What-When-Where-plans)
 - Anticipation of critical internal and external barriers
 - Developing coping-strategies

12.4 Conclusion

Many sport/health campaigns are purely based on the motivational level, volitions are mostly ignored!

13 Objectives and relevant components of the model in practice

13.1 Our long-term goals

- Sustainability:
The participants should discover the purpose and a motivation in sport activity for themselves, which they should establish and preserve. This should lead to a regular sports activity.
- Personnel resources:
The personnel resources of the participants (physically & psychically) should be supported and be strengthened.
- Peer Counseling:
The participants should become "multipliers" for sport. They should stimulate and motivate other visually impaired to be active in sports.

13.2 Our approach to achieve those goals

1. The Sport Education Model, the conception of the ability to act, provides the participant with sufficient knowledge to understand and reflect the background of training, activities and improving performance. Furthermore it enables him to interact with other sportsperson
2. The principle of per teaching enables the participant to experience and learn sports from different angles and perspectives
3. Those strategies should motivate the participant to keep active and habitualize his training activities
4. The long term effect is the improvement of the participants individual resources

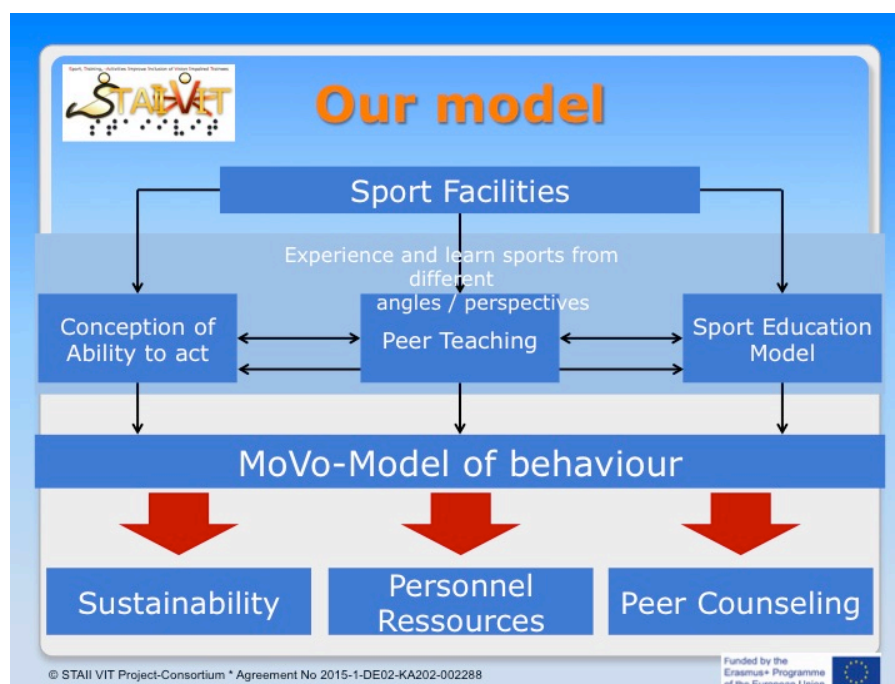


Figure 19 The various elements of the model

13.3 The realisation of the Sport Education Model

One aim of this model is to create the “**Enthusiastic sportsperson**”, who build enthusiasm for sports:

- participates in regular sport exercises
- act as a „multiplier“

How can we include those participants in implementing processes?

Examples:

- Preparing the sports facilities
- Suggestions and involvement in decision of training contents
- Proposals for the alternation of rules of the game and/or teamorders

How can participants take different roles?

Examples:

- Role as referee
- Role as trainer

What type of special events can preserve the motivation of the participants?

Examples,

- As highlight of the (Mid-) season (half-) year
- If possible/requested: regularly
- In particular useful in teamsports

13.4 How to realize the “ability to act”

Goal: educating the ability to act in sports

- a) Being active (performing sports, master sports)
- b) Reflect sporting activity (benefits, rules, requirements)
- c) Plan and execute sport meaningful Sport (for himself and other)

13.4.1 Strategies

1. An educational dimension per unit in focus
Examples:
 - a) Time A: endurance run as a competition
 - b) Time B: soccer as a team sport
2. A content should be mediated in multiple dimensions
Examples:
 - a) Soccer as tournament
 - b) Soccer as social event
3. Several dimensions should be alternated by times



13.4.2 Types of mediation

1. **Accentuate:** Draw attention to certain relevance
2. **Contrast:** Learn form of exercise in different relevances

13.4.3 Realizing Peer-Teaching

Taking the role as a tutor

- If methodologically applicable and appropriate to the competences
- If possible, all participants now and then tutor
- No compulsion!!!
- No showing up of somebody !!!

Taking the role as referee

13.5 The realization of the MoVo model

Implementation motivation phase:

- Illustrate the positive benefit and low effort (eg letter before the start, info from coaches)
- Design of the program enables a re-entry at any time

Implementation volitions phase:

- Consider Temporal adjustment in everyday life
- If applicable: organizing in smaller group (overcome one's weaker self)

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TIME	CONTENT	AIMS	ORGANIZATION	METHODOLOGICAL DIDACTICAL COMMENTARY
	<p>EX: 3 IP: Stand straight with your feet about shoulder-width apart. Head twisting to the right/left. 2x8</p> <p>EX: 4 IP: Stand straight with your feet about shoulder-width apart, one hand up, other hand down: T1-2/5-6 - extension of the arms T3-4/7-8 – other hand up 2x8</p> <p>EX: 5 IP: Stand straight with your feet about shoulder-width apart, hands up: T1-2/5-6 - flexion of the shoulder T3-4/7-8 – extension of the shoulder 2x8</p> <p>EX: 6 Stand straight with your feet shoulder-width apart. Hold your arms straight out in front of you, palms down T1-2/5-6 – scissoring in in front of the body T3-4/7-8 – extension of the arm laterally, palms up 2x8</p> <p>EX: 7 Stand straight with your feet shoulder-width apart. Arm circles 2x8</p> <p>EX: 8 Stand straight with your feet shoulder-width apart. Hold your arms straight up T1– trunk leaning to the right T 2 IP T3– trunk leaning to the left T 4 IP 4x4</p> <p>EX: 9</p>			<p>- “ “</p> <p>- “ “</p> <p>- “ “</p> <p>- “ “</p> <p>- “ “</p> <p>- “ “</p> <p>- “ “</p> <p>- “ “</p> <p>- arms stretched</p>

TIME	CONTENT	AIMS	ORGANIZATION	METHODOLOGICAL DIDACTICAL COMMENTARY
	<p>Stand straight with your feet shoulder-width apart. Hold your arms straight up</p> <p>T1– trunk leaning and rotation to the right</p> <p>T 2 IP</p> <p>T3– trunk leaning and rotation to the left</p> <p>T 4 IP 4x4</p> <p>EX: 10</p> <p>Stand straight with your feet shoulder-width apart, hold your arms straight out lateral to the shoulder level</p> <p>Trunk rotations.</p> <p>T 1-4 palms down</p> <p>T 5-8 palms up 2x8</p> <p>EX: 11</p> <p>Stand straight with your feet shoulder-width apart. Hold your arms straight up</p> <p>T1-2 extension of the shoulder with the stretching of the arms</p> <p>T3-4 trunk flexion with the touching the leg</p> <p>4x4</p> <p>EX: 12</p> <p>Stand straight with your feet shoulder-width apart, hold your arms straight out lateral to the shoulder level</p> <p>T1 – lift your left leg straightened to your right hand</p> <p>T2 – IP</p> <p>T3 – lift your right leg straightened to your left hand</p> <p>T4 – IP</p> <p>EX: 13</p> <p>Stand straight with your feet shoulder-width apart,</p> <p>T1 lunge in front on right leg</p> <p>T2 IP</p>			

TIME	CONTENT	AIMS	ORGANIZATION	METHODOLOGICAL DIDACTICAL COMMENTARY
	<p>T3 lunge in front on left leg EX: 14 Stand straight with your feet shoulder-width apart, T1 lunge in lateral on right leg T2 IP T3 lunge in lateral on left leg 10x EX: 15 Stand straight with your feet more than shoulder-width apart, hands on waist</p> <ul style="list-style-type: none"> - lunge in lateral on right leg with trunk rotation and stretching the arms up - lunge in lateral on left leg with trunk rotation and stretching the arms up 10x 			
MAIN PART 20 min	<p>Consolidation of the throwing of the goalball</p> <ul style="list-style-type: none"> - throwing the ball while lunging 10x - throwing the ball while lunging, before make two steps 10x <p>throwing the ball with a pirouette 15x Learning the plunge position ("lay on")</p> <ul style="list-style-type: none"> - learning the correct position of the body and its different parts (separate for each body part) - body awareness in the plunge position (exercise with isometry of different body parts in key positions) - with the ball 	<p>Understanding specific movements of the throwing</p> <p>Understanding the correct position Understanding the correct position of different body parts</p>	<ul style="list-style-type: none"> - With partner - Individually, guided by teacher - With partner 	<p>The lunging is with a body rotation The ball must hit the floor</p> <p>All body parts (arms, legs) in a line Head tilted backwards "hold the position don't let me move you Hold position of the body and catch the ball</p>

TIME	CONTENT	AIMS	ORGANIZATION	METHOLOGICAL DIDACTICAL COMENTARY
		Understanding correct body position while defending the goal	- With a partner	
COOL DOWN 10 min	- Game - stretching		All togheter	

Training Routine 2

Date: 12.05.2016

Topic:

Trainer:

Material: participants fit fitness lessons and fitness equipment – barbell, dumbbell, cross trainer, exerciser and sauna

Training Routine by: Marin Peichev,

TIME	CONTENT	AIMS	ORGANIZATION	METHODOLOGICAL DIDACTICAL COMMENTARY
WELCOME 5 min	In order to prepare for heavy training we start with the muscles of the arm and work separately on arms and legs at first and when they are fit enough we do both. Training the coordination of movements also important part of the plan.	Explains the reason for doing the exercise – elongate and tone the muscles, they get well shaped and strong, we reduce the psychological stress and rise the physical one.	Setting an appointment – date and hour convenient to the participants. Motivating them by the expected results – strong muscles, less stress, sauna and massage at the end of lesson.	We keep in mind their other accompanying illnesses, traumas, sport abilities and knowledge and expectations for the results
WARM UP 10 min	Moving the hand in all possible articulations starting from the wrist and ending with the arm.	Warming up the muscles	Trainees can warm	Pay attention of the abilities of the

TIME	CONTENT	AIMS	ORGANIZATION	METHODOLOGICAL DIDACTICAL COMMENTARY
	<ul style="list-style-type: none"> - circles with wrists in a horizontal position of the arm - circles with the forearms in the same position - lifting the arm forward, to the side and backward to the least range of motion of the joints - circles with the whole arm forward and backward - stretching of the arms with twisted fingers in front of the body from breast, above the head and at the back 	Getting an idea of the normal range of motion of the participants and their ability to understand the movements and repeat the exercise correctly	up in couples or by themselves without any apparatus	participants, understanding of the exercise and proper repetition
MAIN PART 20 min	<p>Exercises:</p> <ol style="list-style-type: none"> 1. training of the wrist – in sitting position – elbows on the knees – - and lifting a weight –dumbbell In several positions of the wrist – a/ palms up b/ thumb up c/ palms down to the floor 2. Sitting on a chair or standing by the wall and holding a dumbbell -folding the elbows to full range of motion, thumb up one at a time - Pendel 3. Sitting on a chair or bench – hands with dumbbells behind the neck folded in elbows – we extend them at one and the same time. 4. Standing and holding a barbell in both hands, palms up, with extended elbows in front of legs – in that 	Gradually increasing the weight according of the abilities Starting from smaller muscle groups to the bigger Changing of the direction of the movement every other exercise in order to work on	Barbell Dumbbell Exerciser	Divide participants in couples in order to control themselves and help each other The weight should be chosen from trainer and supervised by the peer

TIME	CONTENT	AIMS	ORGANIZATION	METHOLOGICAL DIDACTICAL COMENTARY
	position we flex and the extend again the elbows. 5. Standing face to face to the exerciser and holding the handle with folded elbows sticked to the sides of the trunk, palm up and after several repetitions – with palms down to the floor – end extend the elbows as much as possible.	antagonists and get maximum results		
COOL DOWN 5 min	- Relaxing massage in couples up to 2.5 min	To stop muscle pains To take out of the body the lactic acid To see the results – muscles are fit and hard, joints are moving to full range Psychological stress is reduced	massage bed	Attract the attention of the trainees to the results Ask for complains, proposals, ideas for changes in organization and exercises, ideas for the next time

