

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



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

***“CURRICULUM”  
Long Version for trainer with no  
training-experience with the target  
group***

Curriculum for the STAI VIT trainer course

Published by the  
**STAI VIT** project consortium

The project “STAIL VIT” was co-financed by the “ERASMUS+”  
Programme of the European Commission

This publication reflects the view only of the author and the Commission cannot be  
held responsible for any use which may be made of the information contained  
therein.

This Curriculum is published by the STAIL VIT project consortium.

## Licensing



Sport Training, -Activities Improve Inclusion of Vision Impaired Trainees is licensed  
under [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported  
License](https://creativecommons.org/licenses/by-nc-sa/3.0/).

## Printed:

*January 2016 by Berufsförderungswerk Düren gGmbH*

## The STAIL VIT Project Consortium:

### **Berufsförderungswerk Düren gGmbH**

(Project co-ordination)  
Karl-Arnold-Str. 132-134  
D52349 Düren, Germany  
<http://www.bfw-dueren.de>

### **Forschungsinstitut für Inklusion durch Bewegung und Sport gGmbH**

Paul-R.-Kraemer-Allee 100  
D 50226 Frechen, Germany  
<http://www.fi-bs.de>

### **Istituto Regionale Rittmeyer per i ciechi di Trieste**

Viale Miramare 119  
34136 Trieste, Italy  
<http://www.istitutorittmeyer.it/>

### **Asociația Clubul Sportiv Kory Francisc**

strada Calea Dorobanților, numărul 31  
400117 Cluj Napoca, Romania  
<http://www.kory-francisc.ldv.ro/>

### **NRCB**

24 Landos Str.  
Plovdiv, 4006  
P. Box 11, Bulgaria  
<http://www.rehcenter.org>

## Curriculum of the STAIL VIT Trainer course In the frame of the STAIL VIT project

Number of modules	:	5 Modules
		Approx. hours: Total 24,75 hours (33 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 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.	
<b>Hours</b>	<b>Subject</b>	<b>Remarks</b>
<b>5,25 (7 CU)</b>	Didactical and methodical basics	
	<ul style="list-style-type: none"> <li>a. 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> </li>   <li>b. Basics of visual impairments (3 CU) <ul style="list-style-type: none"> <li>- Medical basics</li> <li>- Differences between peripheral and central vision loss</li> <li>- Visual acuity vs. restriction of the visual field</li> <li>- Health restrictions</li> <li>- Limitations of mobility</li> <li>- Technical and medical aids</li> <li>- Further Literature</li> </ul> </li>   <li>c. Effects of physical activity for VIP (2 CU) <ul style="list-style-type: none"> <li>- Importance of physical activity for VIP</li> <li>- Biological and physiological effects during and after sport</li> <li>- Effects on health</li> <li>- Sport disciplines for VIP</li> <li>- Further Literature</li> </ul> </li> </ul>	

## Module 2 – Practical self-awareness of visual impairment

<b>Learning Aim</b>	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.	
<b>Hours</b>	<b>Subject</b>	<b>Remarks</b>
<b>3 (4 CU)</b>	Self-awareness in the gym	
	<ul style="list-style-type: none"> <li>a. Practical obstacle course (2 CU) <ul style="list-style-type: none"> <li>- Climbing while being blind</li> <li>- Running while being blind</li> <li>- Throwing while being blind</li> <li>- Jumping while being blind</li> <li>- Sliding while being blind</li> <li>- Balancing while being blind</li> </ul> </li> <li>b. Reflection (2 CU) <ul style="list-style-type: none"> <li>- Discussion about difficulties</li> <li>- Discussion about possible limitations</li> <li>- Exchange experiences</li> </ul> </li> </ul>	

## Module 3 – 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	
	<ul style="list-style-type: none"> <li>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> </li> <li>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> </li> </ul>	



	<p>c. "Concept of act" (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> <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>	
--	--	--

#### Module 4 – Put the sport concept into practice

<b>Learning Aim</b>	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.	
<b>Hours</b>	<b>Subject</b>	<b>Remarks</b>
<b>4,5 (6 CU)</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 (2 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 (3 CU)</p> <ul style="list-style-type: none"> <li>- Rules</li> <li>- Prerequisites of participants</li> </ul>	



	<ul style="list-style-type: none"> <li>- Material</li> <li>- Preparatory exercises</li> <li>- Game structure</li> <li>- Implementation of the sport concept</li> </ul>	
--	--	--

### Module 5 – 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>	