

**INSTITUTE OF SPECIAL EDUCATION**  
**University of the Punjab, Lahore**

**BS Special Education**  
**Physical Education for Special Needs**  
**Course Code: SEBS-421**

**Eighth Semester**  
**(3 Credit Hours)**

**Learning Outcomes**

After the completion of this course, the students will be able to:

1. Enable students to describe and apply key terms/concepts related to inclusive physical activity participation.
2. Enable learners to apply common models, frameworks, and approaches used when developing inclusive physical activity opportunities.
3. Enable students to explain about minimizing or removing the barriers to physical activity participation for a number of disabilities.
4. Enable learners to critically evaluate accessibility issues in the context of physical activity participation.
5. Enable students to evaluate, and reflect on their awareness and understanding of equity and diversity in physical activity settings.

**Contents**

**Unit-1: Introduction**

- 1.1 Definition and Introduction to Physical Education
- 1.2 Its Meaning, Scope and Significance for PWDs
- 1.3 Role of Sports for PWDs
- 1.3 Unified Sports for PWDs
- 1.5 Status of Physical Education Services for PWDs in Pakistan

**Unit-2: Sports for PWDs and Their Adaptations**

- 2.1 General Introduction of Sports for PWDs
- 2.2 Sports/ Games for Intellectual and Developmental Disabilities

- 2.3 Sports for Persons with Sensory Impairment
- 2.3 Sports for Persons with Physical Disabilities
- 2.5 Physical Activities and Adaptive Sports for PWDs

**Unit-3: Roles of Sports for Development**

- 3.1 Motor Development through Sports and Games
- 3.2 Social Development through Sports and Games
- 3.3 Moral Development through Sports and Games
- 1.4 Communication Development through Sports and Games

**Unit-4: Physical Education and Training**

- 4.1 Assessment of Motor Skills
- 4.2 Classification of Sports according to Abilities
- 4.3 Planning Physical Activities/Programs for PWDs
- 4.4 Formal and Informal Training
- 4.5 Injuries and its Management in Sports
- 4.6 Transitional Hierarchy in Sports
- 6.7 The Role of sports to Control the Behaviors /Violence

**Teaching-learning Strategies**

*Lecturing, text book reading, group discussion, question answer sessions.*

**Assignment- Types and Number with Calendar**

*Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.*

**Assessment and Examinations:**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.

3.	Final Assessment	40%	Written test at the end of the semester.
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### **Suggested Readings**

Chandler, T. (2002) *Sports and physical education*. London: Routledge.

Hopper, B. (2000) *Teaching physical education in the primary school*. London: Routledge.

MacFadyen, T. (2002) *Teaching physical education 11-18*. London Continuum.

Mande, P. (2001) *Physical children active teaching*. Buckingham: Open University Press.

Morley, D. and Bailey, R. (2006) *Physical education and sports*. New York: Routledge.

Smell, F.L. (1996) *Children and youth in sports*. Madison: Brown Bench Mark.