



Como a liberdade da disposição dos conteúdos da avaliação é grande, por isso, o conteúdo do ensino pode ser revisto segundo as diferentes necessidades dos alunos. Por outro lado, para corresponder às necessidades especiais dos alunos, também pode ser emendado o sistema da avaliação em termos das situações especiais dos alunos. Assim, os alunos com necessidades especiais podem ter a oportunidade de estudar e apreciar os interesses dos desportos por causa das vantagens referidas do ensino, fazendo-lhes sentir ser mais fácil de conviver com outros na sociedade.

No aspecto das limitações, por causa de partes dos equipamentos não estarem adaptados aos alunos com deficiências físicas, os professores têm de complementar as aulas através dos equipamentos caseiros ou informais. Por outro lado, devido à utilização dos equipamentos caseiros, os professores depois não têm tempo de fazer as práticas com os alunos face a face, portanto, os alunos só podem praticar mutualmente, o que faz com que eles saibam como ajudar e cuidar dos outros.

Para resumir os pontos referidos, as escolas têm de comprar os equipamentos físicos adequados para os alunos, e arranjar para que eles e os

amigos ou colegas antigos fiquem a estudar na mesma turma para que eles possam cuidar uns dos outros. O número dos alunos da turma também tem de ser limitado segundo a situação dos alunos integrados, para reduzir a dificuldade da educação. Se conseguir reunir todas as condições e elementos referidos, criar-se-á exactamente um ambiente harmonioso e excelente de educação.

No fim, se quiser a educação integrada realizada com sucesso, as escolas têm de cooperar esforçadamente na administração. Os professores têm de ser mais pacientes e amorosos, os colegas têm de aceitar-se uns aos outros e acarinham-se mutuamente, os pais têm de apoiar mais as escolas e os alunos têm de ser mais confiantes e perseverantes. Assim, a educação integrada terá sucesso no futuro.

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01

Physical Education Teaching for Integrated Education

1. Analysis on present situation

At present the two public high schools in Macao are providing integrated education classes. In addition to providing general grammar class for junior secondary students, the Escola Luso-Chinesa Technico-Profissional also provides special education class for students with special need and comprehensive vocational and technical classes for senior secondary classes. If a student's intelligence is normal but he/she has physical disabilities, he/she will be incorporated into general class by integrated education method. However, the physical education teacher generally seldom has formal training on physical disabilities teaching. Therefore, teachers face a certain level of challenge in teaching. For that, the writer tries to give a short summary of a few years' teaching experiences to share with everyone.

2. Student psychological counseling

Students with special teaching needs studying in general class are known as integrated students. Usually, they are more likely to lack self-confidence in character and their relationship with schoolmates is less than ideal. School should implement life education through teaching, reflection and experiences to allow general students and integrated students to understand the meaning and value of life. So that students learn mutual tolerance, acceptance and how to appreciate others in order to establish a positive and progressive outlook of life. School-stationed social workers talk and listen to the views of integrated students in need on a regular basis. Thus it enables school to better understand the needs of students and allow students to appreciate schools' caring for them. In the meantime it allows students to express their feelings from the heart. When schools find that students' behavior or psychology is anomalous in classroom, they can refer the case to school-based professional social workers for follow-up and tracked counseling. If we carry out this work seriously we may expect to achieve the goal of a harmonious campus.

3. Adjustment on the curriculum, teaching and assessment of physical education

Adjustment on physical education curriculum should correspond with the different situations of students. The design of physical education curriculum should be mainly based on professional therapists' assessment reports on students in different situations and should make adjustments suitable for the individual conditions of different students according to the recommendations made by therapists. Therefore the arrangement of curriculum contents is different from general students. If student's lower limb is weak, we need to increase his upper limb's strength and flexibilities. e.g. to bounce basketball in the same place, to pass the ball by using one hand or both hands, to underhand toss or serve volleyball or to overhand smash badminton etc. Besides if student needs to move in wheelchair and stays in the same place kicking the football, there are sports for supplementing the development of low limb. This kind of arrangement is to achieve the goal of enhancing the strength of student's body and muscle.

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If a student's intelligence is completely normal, the requirements for mastering physical education knowledge should be same as for other general students. There is no need to adjust the contents in assessment paper for physical education knowledge. In regards to student who has writing or visual difficulties, we need to modify the way to answer according to practical needs. For example we can mainly use multiple choice-based question supplemented with fill-in blanks or enlarged fonts to reduce writing difficulties. In addition we should make adjustments to the student's learning plan (I.E.P) in the middle of each semester so that we can provide curriculum contents suitable for the physical situation of student to achieve the objective of the curriculum-based orientation.

In regards to physical education teaching, we need to arrange class teaching or practice in a one-on-one mode for a period which allows students to master the teaching contents and skills easier. Thus, different students can participate in activities in every physical education session and will not lose confidence gradually for being limited in activities. We must always encourage students to participate in class activities. For example after students can master badminton skills of serving and smashing with forehands, we can invite general students and integrated students together to participate in simple sparring and competition, which allows students to generate a sense of participation rather than remain being a watcher in the physical education class. It also enables students to get involved more actively in physical education class activities and achieves the aim of strengthening their physical health. Therefore, we should adjust the practice hours and modes of activities as much as possible to suit students' needs in our teaching. We should try to arrange individual teaching and practices in each session in order to secure students' skills. In addition we need to arrange students with better skill to practice with them, and allow them to understand that they may participate in learning activities as other general students.

In the course of teaching, we should use supplementary equipment facilities as much as possible to strengthen students' development in sports so that they will not feel bored for being limited to certain kinds of sports. For example, students can feel the sense of fun through using rackets to play table tennis, badminton and other sports. Besides by using home-made equipments and ball bats of alternative sizes, students can easily master sport skills. For example using paper-made balls allows students who have upper limb activity difficulty to perform the correct postures of throwing the balls easily; using children's short grip badminton rackets can reduce the swing weight and increase activity flexibility; bouncing lady's basket balls can reduce the impact in re-bounce and reduce the chance of injury; using soft volleyball for practice allows students to serve and toss balls easily. The above-mentioned appropriate changes allow students to enjoy sports and strengthen their muscle and to maintain a healthy body and mind situation.

In regards to result assessment, the intelligence level of all students is normal and the requirements for mastering physical education knowledge are the same for all students. Therefore, it is unnecessary to adjust the contents of physical education knowledge tested in examination. But the test forms should be mainly multiple-choice and fill-in blanks so as to reduce the difficulties met by some students' in writing.

The content of physical ability assessment for students with limited physical activity is different from general students to some extent. Its main principle is to assess whether this student can achieve the ability of one single goal. For example test on upper and lower limbs ability requires students to complete a series of activity contents within a time limit and encourages students to achieve a result better than before in every class session and the best result is chosen as the ultimate result. In regards to

skill assessment, the contents are prepared according to the special situations of different kinds of students as regards the sport items they can master.

Because we are considerably free in planning the assessment contents, we can amend the test contents according to students' different situation. On the other hand, we can amend the assessment scoring system according to students' special situation to suit the special needs of students. These teaching advantages allow students with special needs to have opportunities to learn and enjoy sports in their physical education class and to be integrated into community more easily.

In regards to restrictions, as some of the teaching equipment are not suitable for students with physical difficulties and thus not appropriate for teaching purpose, teachers need to make equipment by themselves or use other informal equipment for teaching purpose. On the other hand, being affected by the arrangement of teaching materials, sometimes teachers cannot teach or practice with students who need face to face teaching and practices. Because of these, students have to practice with their schoolmates. In this way, students can experience how to help and care for others.

Summing up the above principles, schools should purchase appropriate physical education equipments for students with special need and the best way is to arrange them to study with their best friends or old schoolmates who can help and care for them in the same class. The number of students in class should be limited according to the situation of integrated students so as to reduce practical problems in teaching. With the availability of all these elements and conditions, an excellent and appropriate harmonious teaching environment can be assured.

At last, it is suggested that in order to implement integrated education successfully, schools should complement administration comprehensively; teachers must have more love and patience; schoolmates must be able to accept and care for others; parents must fully understand and support and students must be confident and persevering. With these, the success of integrated education is surely in sight.

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