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*Specialized Sport-Instructor Qualification For You/SSIQ4U*  
*Project ID 603385-EPP-1-2018-1-IT-SPO-SSCP*



## Modular Curriculum on Learning Experiences for becoming Specialized Sport-Instructor

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# Goal and objectives of the learning experiences<sup>1</sup>

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## **Overall goal** of the learning event:

The participants of the learning experience event have gained a comprehensive range of cognitive and practical skills required to develop and carry out sport activities for persons with a disability. (Skills: EQF Level 5)

## **Specific objectives** of the learning event:

1. The participants of the training have gained factual and theoretical knowledge and clear understanding about the specific characteristics of various types of disabilities. (Knowledge: EQF level 4)
2. The participants of the training have gained factual, comprehensive and theoretical knowledge and a clear understanding of the concept of a holistic approach and its various dimensions in sport activities for persons with a disability (Knowledge: level 5)
3. The participants of the training have become aware of the boundaries of this holistic approach in sport activities for persons with a disability (Knowledge: EQF level 5)
4. The participants of the training have become aware of the ethical dilemmas and impact on the behavior of the sport instructor while working with persons with a disability (Knowledge: EQF level 4)
5. The participants of the training are able to empower the persons with a disability to change their lifestyle by supervision and review and develop the performance of others (Responsibility and autonomy: EQF Level 5)
6. The participants of the training are able to provide personal (tailor-made) interventions in sports activities and to provide feedback on performance to persons with a disability (Responsibility and autonomy: EQF Level 5)
7. The participants of the training are able to monitor, to communicate and to provide adequate feedback on performance to persons with a disability in various circumstances. (Responsibility and autonomy: EQF Level 5)

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<sup>1</sup> Note: The objectives of the training are related to the European Qualification Framework (EQF)



Module 1		Introduction		01
	Time	What	Objectives	Materials
1	10 minutes	Short introduction of the aim of the project and the objectives of the learning experiences. by Maurizio Chiappa (ODC)	<ul style="list-style-type: none"> <li>Participants are aware of the content of the learning experience program</li> <li>Participants are aware of the professional background and experiences of other participants</li> </ul>	PPT: No 1
2	20 minutes	Ice Breaker: creative way of knowing each other in a better way. This is a simple, short exercise that quickly engages participants in a group activity. The purpose of the exercise is to line up according to certain criteria: <ol style="list-style-type: none"> <li>length</li> <li>age</li> <li>shoe size</li> <li>birthday</li> <li>initial letter of the name</li> </ol> These exercises speak for themselves. Don't chat for long. Do and laugh. (by Gustavo Martín Villarejo (INTRAS))	<ul style="list-style-type: none"> <li>Participants feel comfortable to rise up questions and to express themselves</li> </ul>	



Module 2		Being disabled & Communication		02
	Time	What	Objectives	Materials
1	10 minutes	Short introduction about disability and communication. By Guus van Beek) (All About Quality Consultancy)	<ul style="list-style-type: none"> <li>Participants gain actual and theoretical knowledge and clear understanding about communicating with persons with a disability.</li> </ul>	Movie: No 1 PPT: No 2
2	15 minutes	Information about characteristics and communication with persons with an Intellectual disability. By Agne Laansalu (Astangu)	<ul style="list-style-type: none"> <li>Participants gain factual and theoretical knowledge and clear understanding about the specific characteristics of persons with an Intellectual disability.</li> </ul>	PPT: No 3 Movie No 2
3	15 minutes	Information about characteristics and communication with persons with a Physical disability. By Rasa Noreikytė (VRC)	<ul style="list-style-type: none"> <li>Participants gain factual and theoretical knowledge and clear understanding about the specific characteristics of persons with a Physical disability.</li> </ul>	PPT: No 4
4	15 minutes	Information about characteristics and communication with persons with Mental Health issues. By Gustavo Martín Villarejo (INTRAS)	<ul style="list-style-type: none"> <li>Participants gain factual and theoretical knowledge and clear understanding about the specific characteristics of persons with Mental Health issues.</li> </ul>	PPT: No 5
5	15 minutes	Information about characteristics and communication with Young People with disability. By Michele Geccherle (ODC)	<ul style="list-style-type: none"> <li>Participants gain factual and theoretical knowledge and clear understanding about the specific characteristics of young persons with a disability.</li> </ul>	PPT: No 6
6	15 minutes	Questions and discussion. By Guus van Beek) (All About Quality Consultancy)		



Module 3		Ethical dilemmas		03
	Time	What	Objectives	Materials
1	15 Minutes	Introduction on the topic Ethical dilemmas. By Guus van Beek (All About Quality Consultancy)	<ul style="list-style-type: none"> <li>Participants are aware of the ethical dilemmas and impact on the behaviour of the specialised sport instructor.</li> </ul>	Movie: No 3 PPT: No 7
		Description of case “Ethical dilemma working with person with Intellectual disability”. By Agne Laansalu (Astangu)	<ul style="list-style-type: none"> <li>Participants are aware of the Ethical dilemma working with person with Intellectual disability.</li> </ul>	Case: No 1
		Description of case “Ethical dilemma working with person with mental health issue”. By Gustavo Martín Villarejo (INTRAS)	<ul style="list-style-type: none"> <li>Participants are aware of the Ethical dilemma working with person with mental health issue.</li> </ul>	Case: No 2
		Description of case “Ethical dilemma working with person with Physical disability”. By Rasa Noreikytė (VRC)	<ul style="list-style-type: none"> <li>Participants are aware of the Ethical dilemma working with person with Physical disability.</li> </ul>	Case: No 3
		Description of case “Ethical dilemma working with young person with a disability”. By Michele Geccherle (ODC)	<ul style="list-style-type: none"> <li>Participants are aware of the Ethical dilemma working with young person with a disability.</li> </ul>	Case: No 4
2	20 minutes	Discussion in four groups of 5 persons about one of the cases. By Guus van Beek (All About Quality Consultancy)	Participants discuss the description one of the cases, identify the ethical dilemma and explore how to respond to this dilemma.	
3	20 minutes	Feedback of the (four) groups. By Guus van Beek (All About Quality Consultancy)	Participants report on how they would respond on the identified ethical dilemma.	
4	10 minutes	Summary and conclusions. By Guus van Beek (All About Quality Consultancy)		



# Case Descriptions Ethical dilemmas

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## Case 1: “Personal hygiene issues”

In our organisation there is a physical free time activity taking place once a week, where our clients participate. Client use one of our dressing rooms to change their clothes before and after the activity. Several times after the free time activity the staff informed us of the very unpleasant smell in the male changing room. We found out that the person causing the unpleasant smell was one of the clients from the free time activity group.

Questions for discussing case 1:

1. What would be the ethical dilemma in this case?
2. What do you think are the obstacles for the clients to take care of their hygiene?
3. How would you communicate to clients that they need to pay more attention to personal hygiene?
4. How to let clients know that they need to wash themselves more often?

## Case 2: “Make decisions for them”

We have a patient who is recommended to start practicing sports. We register the football team, because that's where most people go. He told us that he liked sports, so we made the decision to enroll him in the team. It starts with a follow-up to observe its progress. The first day facilitates your integration in the group: we do accompaniment to the facilities through a professional, you are presented to the rest of the group, a positive space is created so that you will enjoy the first contact, meet your partner. The result is good, it comes at the agreed time, it is seen as participatory and integrated. In the second session he comes alone, he arrives a few minutes late. We think that the patient may have become disoriented.

From the third day on, the excuses begin for not coming on time, he arrives late, leaves early, or cannot go for family reasons, medical appointments, he is ill. When we observe their behaviors and their lack of commitment, we try to force this person to constantly go to training. They look for different ways to go every day, a worker goes to look for him at home and accompanies him to the place. Finally, after two months he says he does not come back.

A new approach is proposed, personalized assistance in sports. This requires that the assistant must necessarily know their initial demands, know their life history, see their needs ... The user tells us that he likes sports, but the more we know him, we observe that situations where there are many people cause him stress. However, when he carries out activities individually, he arrives on time and never fails consecutively.

As a conclusion to this case, we observe that if we make decisions for them, the result may not be what we expect. For this, the ideal is to know their desires, their motivations, and their interests in all areas and work them in a personalized way.



### Case 3: “touch based practices / body contact”

Touch, while ubiquitous and ever present in the practice of physiotherapists/sport instructors, is conspicuously absent from research, but it is a very important and sensitive topic. Through non-touch, touch, and movements, physiotherapists/sport instructors invite their **service users** to participate in the process of creating and performing therapy. Touch in physiotherapy and sports depends on the professionals' embodied skills; those they cultivate in order to respectfully listen to their **service users** and guide them to explore their own bodily capacity, limits and possibilities. It is important to discuss the risk of transgressing bodily boundaries. There are numerous reflections on the risk of humiliation and violation due to the necessity for service users to uncover parts of their body for the physiotherapy examination and treatment. The main strategy is to explain what and why is done: the need for examination and examination positions; the professional rationale for closeness to the skin, muscles, and joints to optimizing the therapy; offering the explanation to findings; and ensuring the service users' understanding of this.

*The service user, 47-year, man, who suffer brain injury couldn't perform the stretching of paralyzed leg independently. The help of sport instructor was needed. During the exercise he was asking to put professional's hand in the groin area motivating that it is important to do to understand the tension. The sport instructor explains about the muscles structure and that no need to touch the groin area to do exercise. The advice from the sport instructor: “I inform all the time about what I am doing and why. We both need to know what is happening and why, especially since the service users is partly undressed.*

### Case 4: “Relation with the trainer as a teacher no as a playmate” ,(relational and physical sexuality)

Sexuality must be taught and learned through socialization and the relationships that can be made by doing sport. the physical sexuality taught with the knowledge of the body and that of the body of others. Sexual identity respect (case) or education.

Key question for discussion: “How to cope, role and limit of instructor”.



Module 4		Practical learning experiences (Individual activities)		04
	Time	What	Objectives	Materials
1	5 minutes	<p>Introduction: The following individual activities are offered in a Circuit to a group of 5 people. The four activities will be offered continuously to small groups of 5 persons per group in timeslots of 30 minutes by deploying the methodology of differentiation.</p> <p>The format of the individual activities is:</p> <ul style="list-style-type: none"> <li>• 5 minutes short and brief introduction</li> <li>• 15 minutes individual exercises</li> <li>• 10 minutes feedback including points of attention while offering these activities to persons with a disability</li> </ul>	<ul style="list-style-type: none"> <li>• Participants are able to prepare and to provide individual interventions in sports activities to persons with a disability.</li> <li>• Participants are able to give adequate feedback on performance to persons with a disability.</li> </ul>	
	30 minutes	“Thinks as them” by Gustavo Martín Villarejo (INTRAS)	<ul style="list-style-type: none"> <li>• Participants are able to prepare and to provide individual interventions in sports activities to persons with mental health problems.</li> <li>• Participants are able to give adequate feedback on performance to persons with a mental disability.</li> </ul>	Activity 1
	30 minutes	“Circuit training” by Agne Laansalu (Astangu)	<ul style="list-style-type: none"> <li>• Participants are able to prepare and to provide individual interventions in sports activities to persons with intellectual disability.</li> <li>• Participants are able to give adequate feedback on performance to persons with an intellectual disability.</li> </ul>	Activity 2
	30 minutes	“Cardio-fitness” by Jurgita Veliulyte (VRC)	<ul style="list-style-type: none"> <li>• Participants are able to prepare and to provide individual interventions in sports activities to persons with a physical disability.</li> <li>• Participants are able to give adequate feedback on performance to persons with a physical disability.</li> </ul>	Activity 3





	30 minutes	"Functional training" by Michele Geccherle (ODC)	<ul style="list-style-type: none"> <li>• Participants are able to prepare and to provide individual interventions in sports activities to youngsters with a disability.</li> <li>• Participants are able to give adequate feedback on performance to youngsters with a disability.</li> </ul>	Activity 4
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Module 5		Behavior modification and changing life style		05
	Time	What	Objectives	Materials
1	10 minutes	Introduction into the topic “Behavior modification and changing life style” . By Agne Laansalu (Astangu)	Participants will gain factual and theoretical knowledge about behavior modification of persons with a disability to change their lifestyle	PPT No. 8
2	10 minutes	Example of changing Life-Style By Agne Laansalu (Astangu)	Participants will gain information about behavior modification (life style change) of persons with an intellectual disability.	PPT No 8
3	10 minutes	Example of changing life style By Michele Geccherle (ODC)	Participants will gain information about behavior modification (life style change) of youngsters with a disability.	Case No. 2
4	10 minutes	Example of changing life style By Gustavo Martín Villarejo (INTRAS)	Participants will gain information about behavior modification (life style change) of persons with mental health issues.	Case No.3
5	20 minutes	Discussion, summary and conclusion. By Agne Laansalu (Astangu)		



Module 6		Holistic and persons centered approach		06
	Time	What	Objectives	Materials
1	15 minutes	Introduction into the topic “Holistic and Persons Centered Approach” By Rasa Noreikytė (VRC)	<ul style="list-style-type: none"> <li>• Participants gain factual, comprehensive and theoretical knowledge and a clear understanding of the concept of a holistic approach and its dimensions.</li> <li>• Participants are aware of the boundaries of this holistic approach in sport activities for persons with a disability.</li> <li>• Participants are able to identify individual sports activities for persons with a disability for each dimension</li> </ul>	PPT No. 9
2	10 minutes	Example of Person Centred Approach for persons with learning disabilities. By Agne Laansalu (Astangu)	<ul style="list-style-type: none"> <li>• Participants are aware of the boundaries of this holistic approach in sport activities for persons with a learning disability.</li> </ul>	Example No 1
3	10 minutes	Example of Person Centred Approach for young people with a disability. By Michele Geccherle (ODC)	<ul style="list-style-type: none"> <li>• Participants are aware of the boundaries of this holistic approach in sport activities for young persons with a disability.</li> </ul>	Example No. 2 PPT No. 10
4	10 minutes	Example of Person Centred Approach persons with a physical disability. By Rasa Noreikytė (VRC)	<ul style="list-style-type: none"> <li>• Participants are aware of the boundaries of this holistic approach in sport activities for persons with a physical disability.</li> </ul>	Example No. 3
5	10 minutes	Summary and conclusion. By Rasa Noreikytė (VRC)		



Module 7		Empowering persons with a disability		07
	Time	What	Objectives	Materials
1	20 minutes	Introduction on the topic Empowering persons with a disability By Guus van Beek (All About Quality Consultancy)	Participants gain factual and theoretical knowledge about the dimensions of empowering persons with a disability	PPT No.11 Movie No. 3
2		Description of case “Empowering persons with a learning disability” by Astangu	Participants are able to identify specific sport activities that contribute to develop the empowerment of persons with learning disability.	Case No. 4
3		Description of case “Empowering persons with a mental health issue” by INTRAS	Participants are able to identify specific sport activities that contribute to develop the empowerment of persons with mental health issues.	Case No. 5
4		Description of case “Empowering persons with a physical disability” by VRC	Participants are able to identify specific sport activities that contribute to develop the empowerment of persons with a physical disability.	Case No. 6
5		Description of case “Empowering youngster with a disability” by ODC	Participants are able to identify specific sport activities that contribute to develop the empowerment of youngsters with a disability.	Case No. 7
6	20 minutes	Discussion in four groups of 5 persons about one of the cases. By Guus van Beek (All About Quality Consultancy)		
7	20 minutes	Feedback of the (four) groups. By Guus van Beek (All About Quality Consultancy)		
8	10 minutes	Summary and conclusions By Guus van Beek (All About Quality Consultancy)		



Module 8		Practical learning experiences (Group activities)		08
	Time	What	Objectives	Materials
1	15 minutes	<p>Introduction: The following individual activities are offered in a Circuit to a group of 5 people. The four activities will be offered continuously to small groups of 5 persons per group in timeslots of 30 minutes by deploying the methodology of differentiation.</p> <p>The format of the group activities is:</p> <ul style="list-style-type: none"> <li>• 5 minutes short and brief introduction</li> <li>• 15 minutes individual exercises</li> <li>• 10 minutes feedback including points of attention while offering these activities to persons with a disability</li> </ul>	<ul style="list-style-type: none"> <li>• Participants are able to prepare and to provide group interventions in sports activities to persons with a disability.</li> <li>• Participants are able to give adequate feedback on performance to persons with a disability.</li> </ul>	
2	30 minutes	<p>“Role-play “Lake contaminated” By Gustavo Martín Villarejo (INTRAS)</p>	<ul style="list-style-type: none"> <li>• Participants are able to prepare and to provide group interventions in sports activities to persons with mental health issues.</li> <li>• Participants are able to give adequate feedback on performance to persons with a mental health issue..</li> </ul>	Activity No. 5
3	30 minutes	<p>“The swimming pool” By Michele Geccherle (ODC)</p>	<ul style="list-style-type: none"> <li>• Participants are able to prepare and to provide group interventions in sports activities to young persons with a disability.</li> <li>• Participants are able to give adequate feedback on performance to young persons with a disability.</li> </ul>	Activity No. 6
4	30 minutes	<p>“Rock-Paper-Scissors” By Agne Laansalu (Astangu)</p>	<ul style="list-style-type: none"> <li>• Participants are able to prepare and to provide group interventions in sports activities to persons with a learning disability.</li> <li>• Participants are able to give adequate feedback on performance to persons with a learning disability.</li> </ul>	Activity No. 7



5	30 minutes	<p>“Tai chi exercises” By Jurgita Veliulyte (VRC)</p>	<ul style="list-style-type: none"> <li>• Participants are able to prepare and to provide group interventions in sports activities to persons with a physical disability.</li> <li>• Participants are able to give adequate feedback on performance to persons with a physical disability.</li> </ul>	Activity No. 9
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Module 9		Evaluation		09
	Time	What	Objectives	Materials
1	20 minutes	Individual reflection of the 2 days by each individual participant. By Guus van Beek (All About Quality Consultancy)  Key questions to be answered: <ul style="list-style-type: none"> <li>• What have you learned?</li> <li>• What would you change in the program</li> </ul>	<ul style="list-style-type: none"> <li>• Participants are able to reflect on their individual performance during the learning experience program.</li> <li>• Participants are able to express objectives of the learning experience program have been achieved.</li> </ul>	
2	30 minutes	Filling in the evaluation questionnaire. By Guus van Beek (All about Quality consultancy)	Evaluation form Analysis of results	Evaluation form Analysis of results
3	10 minutes	Closure of the learning event by Maurizio Chiappa (ODC)		PPT No. 12



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 <p>Centro Polifunzionale Don Calabria</p>	 <p>Valakupių reabilitacijos centras</p>	 <p><b>ASTANGU</b> Astangu Kutsererehabilitatsiooni Keskus</p>
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