

## UNIT-IV

### PHYSICAL EDUCATION & SPORTS FOR CWSN



#### **CONTENT:**

- 4.1 Organization promoting disability sports  
(Special Olympics, Paralympics, Deaflympics)
- 4.2 Concept of Classification and Divisioning in Sports;
- 4.3 Concept of Inclusion in sports, its need, and Implementation
- 4.4 Advantage of Physical Activities for children with special needs
- 4.5 Strategies to make Physical Activities accessible for children with special needs.

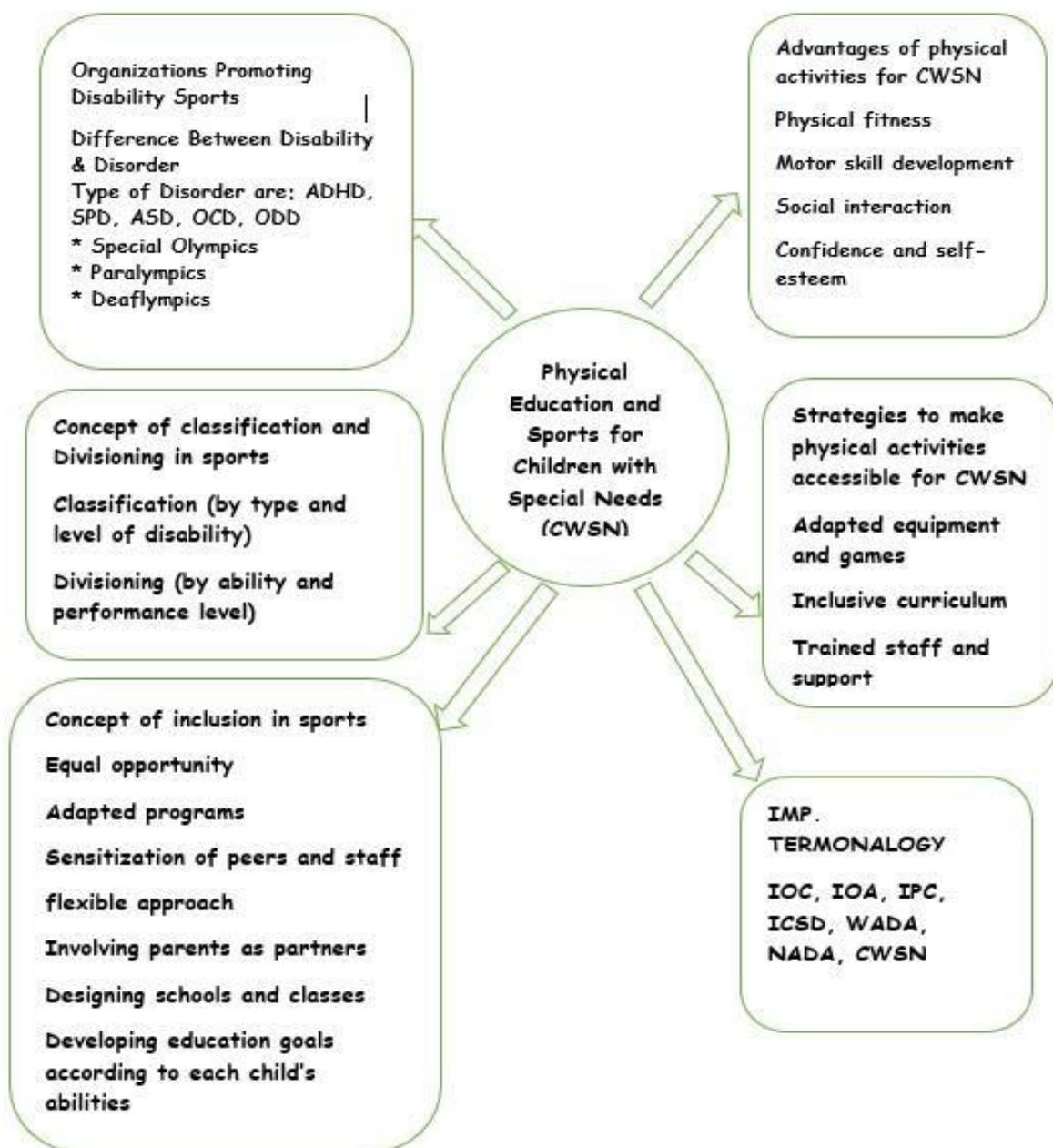
#### **Learning Objectives:**

1. Learn about organizations like Special Olympics, Paralympics, and Deaflympics that promote sports for people with disabilities.
2. Understand the concept of classifying and dividing athletes based on their abilities to ensure fair competition.
3. Inclusion in Sports:
4. Explore the need and implementation of inclusion in sports, which allows individuals with disabilities to participate alongside their peers.
5. Discover the advantages of physical activity for CWSN, such as improved physical health, motor skills, and social skills.
6. Examine strategies to make physical activities accessible to children with special needs, including adaptations and modifications.

## Learning Outcomes

1. Appreciate advantages of physical activities for children with special needs
2. Differentiate between methods of categorization in sports for CWSN
3. Understand concepts and importance of inclusion in sports
4. Create advantages for Children with Special Needs through Physical Activities
5. Strategies to make physical activities accessible for children with special needs

### MIND MAP WEIGHTAGE 04+04b\*



## **1 ORGANIZATIONS PROMOTING DISABILITY SPORTS**

Organizations promoting disability sports play a vital role in empowering individuals with disabilities to participate in sports and physical activities. The International Paralympic Committee provides opportunities for individuals with disabilities to develop their skills, build confidence, and compete at various levels.

- To Empower individuals: Build confidence and self-esteem in individuals with disabilities.
- To Foster inclusion: Promote social inclusion and equality for individuals with disabilities.
- To Develop athletic talent: Identify and develop the skills of athletes with disabilities.

Overall, disability sports play a crucial role in empowering individuals with disabilities, promoting inclusion in sports and physical activities.

## **DIFFERENCE BETWEEN DISABILITY & DISORDER**

### **DISABILITY:**

1. Disability is a physical, mental or cognitive condition that impairs, interferes with, or limits the person's ability to engage in certain actions to participate in daily activities.
2. There is no chance to become normal
3. Disability is concerned with various parts of the body

It is of three main types –

1. Cognitive,
2. Intellectual
3. Physical

### **DISORDER**

1. Disorder is an illness or dysfunctional factor that affects or disrupts the person physically or mentally.
2. There are high chances to become normal
3. Disorder is concerned with mental ability

**Type of Disorder Are: -**

- ADHD (Attention Deficit Hyperactivity Disorder)
- SPD (Sensory Processing Disorder)
- ASD (Autism Spectrum Disorder)
- OCD (Obsessive Compulsive Disorder)

- ODD (Oppositional Defiant Disorder)

**The organisations which promote disability sports are the following:**

- 1. Special Olympics**
- 2. Paralympics**
- 3. Deaflympics**

#### **4.1.1 SPECIAL OLYMPICS**

Special Olympics International was started by Eunice Kennedy Shriver, sister of John F Kennedy, the former President of USA. She believes that with equal opportunities and experience as anyone else, people with intellectual disabilities could compete more than ever thought possible.

First special Olympics were held in July 1968 in Chicago. About 1000 athletes from the USA and Canada participated in one day event. In 1988, the Special Olympics were officially organised by International Olympic Committee. Special Olympic Bharat was founded in 1987 as Special Olympics India, and changed its name to

Special Olympics Bharat. In 2001 Special Olympics Bharat came into existence. This National Sports Federation got registered under the Indian Trust Act 1882. Later in 2006, Government of India gave recognition to this Federation with an aim to develop sports among persons with Intellectual Disabilities. Special Olympics Bharat is also recognized by Special Olympics International.

#### **OBJECTIVES OF SPECIAL OLYMPICS**

The objectives of Special Olympics are to reach out to every one with disabilities and their families.

The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities.

Special Olympics do this through a wide range of training, competitions, health screenings and fund -raising events. This helps them to develop physical fitness, demonstrate courage and experience the joy of participation.

#### **SPECIAL OLYMPICS LOGO**

The Logo of Special Olympics is based on the sculpture “Joy and Happiness to All the Children of the World” by Zurab Tsereteli. The logo is a symbol of growth, confidence and joy among children and adults with disabilities who are learning coordination, mastering skills, participating in competitions and preparing themselves for richer, more productive lives.



## **SPECIAL OLYMPIC FLAME**

The flame of hope is a symbol of the Special Olympics. It is lit during a special traditional ceremony in Athens, Greece, in the months running up to the Special Olympic World Games. It is then relayed on foot by Special Olympics.

## **SPECIAL OLYMPIC OATH**

This was first introduced by Eunice Kennedy Shriver at the inaugural function of Special Olympics international games in Chicago in 1968, 'Let me win. But if I cannot win, let me be brave in the attempt'.

**"Let me win. But if I cannot win, let me be brave in the attempt."**

## **Programmes run by Special Olympics around the world**

### **ACTIVITIES OF SPECIAL OLYMPIC BHARAT**

- Training in Sports
- Building Leadership
- Promotion of Healthy Athletes

## **4.1.2 PARALYMPICS**

The Paralympics or Paralympic Games are the largest international sports events organised for disabled athletes which are held in the same style as the Olympic Games.

The word 'Para' derives from the Greek preposition 'para' (beside or alongside) and thus refers to the competition held in parallel with the Olympic Games.

The Paralympics are held immediately following the respective Olympic Games in the same host city and venue. Athletes with a variety of physical and intellectual disabilities including mobility disabilities, amputation, blindness, short stature and cerebral palsy participate in Paralympics.

International Paralympic Committee (IPC) was formed on 22 September 1989 and is situated in Bonn, Germany. IPC organizes summer and Winter Paralympic Games and coordinates world championships and other competitions.

The Paralympic Committee of India is the body responsible for selecting athletes to represent India at the Paralympic Games and other international athletic meets and for managing the Indian teams at the events. The organisation was founded in 1992 as the Physically Handicapped Sports Federation of India.

## **VISION OF PARALYMPICS**

To enable Paralympics athletes to achieve sporting excellence and to inspire and excite the world.

## PARALYMPIC ANTHEM

“ANTHEM OF FUTURE’ (Hymne De L’ Avenir)”

It was composed by Thierry Darnis and adopted as the official anthem of the IPC in March 1996.

## PARALYMPIC SYMBOL

(three Agitos – in Latin means ‘I move’) consists of three elements in Red, Blue and Green. These three colours are widely represented in national flags around the world. The 3 Agitos encircling a central point symbolise motion



## PARALYMPIC MOTTO: “SPIRIT IN MOTION”

Representing the strong will of every Paralympian. Introduced in 2004 at the Athens Paralympics games

## CATEGORIES OF DISABILITIES AS RECOGNISED BY IPC

### PHYSICAL IMPAIRMENT

- Impaired muscle power due to the spinal cord injury or post-polio syndrome.
- Impaired passive range of movement due to reduced systematic movement of joints
- Short stature
- Leg-length difference
- Loss of limb or limb deficiency since birth or because of an injury sustained leading to amputation. Also, diseases like cancer that lead to removal of the limb.
- Hypertonia: abnormal increase in muscle tension that reduce the ability of a muscle to stretch, due to damage to the central nervous system, as in cerebral palsy, traumatic brain injury and stroke.
- Ataxia: Ataxia leads to lack of coordinated of muscle movements that may occur due to cerebral palsy & brain injury
- Athetosis: occur due to unbalanced involuntary movements and difficulty in maintaining symmetrical posture of the body. Can occur because of cerebral palsy or injury to the brain and after getting a stroke.

### VISUAL IMPAIRMENT

Reduced or total loss of vision from damage to the eye structure, optical nerves or optical pathways, or visual cortex of the brain.

### INTELLECTUAL IMPAIRMENT

Impairment before the age of 18 leading to a restriction in intellectual functioning and adaptive behaviour are categorised under this group.

### 4.1.3 DEAFLYMPICS

**Motto-** *'Equality through Sports'*

Deaflympic are equivalent to the Olympic Games but for deaf athletes Founded in 1924. The term 'Deaflympics' was formally adopted in 2001

The first games, known as The Silent Games, held in 1924, were the first games ever for athletes with a disability. In 1924 in Paris, France, 148 athletes from nine European nations took part in the games. The first Winter Games, held in Seinfeld, Austria, in 1949, included 33 athletes from five nations.

The event was organized by Le Comité International des Sports Silencieux (the International Committee of Silent Sports), commonly known as the CISS which was formed in 1924 at France. In 1955, the CISS was admitted into the International Olympic Committee, the IOC, as an International Federation with Olympic standing. The flag of the IOC has flown next to the flag representing CISS/ICSD at the summer/ Winter Deaflympics since 1985.

#### **THE LOGO OF DEAFLYMPICS:**

Designed in 2003 is a positive and powerful symbol of the international deaf sports community. It ties together strong elements: Sign language and international cultures, unity and continuity.



The hand shapes, “ok”, “good”, and “great” that overlap each other in a circle, represent the original sign for “Deaflympics”. Together, the hand shapes represent the sign for “united”.

#### **MISSION**

**According to the International Committee of Sports for the Deaf (ICSD), the mission of the Deaflympics Games is given below:**

- To supervise the organisation of successful summer and winter Deaflympics events.
- To promote and contribute to the development of sports opportunities and competitions, from grass-root to elite level for deaf athletes.
- To support and encourage educational, cultural, research and scientific activities that contribute to the development and promotion of the Deaflympics.
- To fully enforce a drug-free sport environment for all the deaf athletes in conjunction with the World Anti-Doping Agency (WADA)
- To promote sports for deaf athletes without discrimination due to political, religious, economic, gender or racial reasons.
- To strive for higher numbers of better athletes with higher standards for excellence.
- To achieve a significant level of international recognition.

## **ELIGIBILITY**

Athletes must have a hearing loss of a minimum 55 dB to participate in Deaflympics. No hearing aids are allowed to be used in the competition.

Visual tools are used such as a flag wave and flash of light.

The spectators of the Deaflympics are expected to wave with their hands instead of cheering by clapping their hands.

## **MOTTO**

Motto of Deaflympics Games “Per Ludos Aequalitas” means *'Equality through Sports and stick to the ideals of the Olympics'*.

## **4.2 CONCEPT OF CLASSIFICATION AND DIVISIONING IN SPORTS**

The concept of Classification and Divisioning is a process used in disability sports for providing even and fair competition for athletes with disability through grouping of athletes.

The purpose is very much similar to grouping system used in mainstream sports according to their age-group, gender, weight etc. The general goal of any classification or Divisioning in disability sports is to reduce or minimize the effect of sports performance due to any of the above-mentioned variables like age, gender, weight or even abilities.

*'Classification'* is a grouping process associated with Paralympics and Para-athletes, and

*'Divisioning'* is a process of grouping associated with Special Olympics.

Classification process adopted by Paralympics assigns categories to athletes based on different types of disabilities, on the other hand Divisioning process of Special Olympics is a performance-based system of grouping athletes based on their skill level.

### **4.2.1 Classification in Paralympics**

Classification is undertaken to ensure that an Athlete's impairment is relevant to sport performance, and to ensure that the Athlete competes equitably with other Athletes" with fair chance to all participant athletes engaging in competitive sports.

According to the IPC, the classification process serves two roles. The first is to determine who is eligible and the second is to group athletes for the purpose of competition. The eligibility minimum is an impairment that limits the sportsperson's ability to participate in an activity and the disability needs to be permanent in nature.

### **Classification for Paralympics sports generally have the following steps:**

- The first step is generally a medical assessment.
- The second is generally a functional assessment which involves two parts: first observing a sportsperson in training and second observing the sportsperson in competition.
- There are a number of people involved in this process beyond the sportsperson, including individual classifiers, medical classifiers, technical classifiers, a chief classifier, a head of classification, a classification panel and a classification committee.

## 4.2.2 Classification for Paralympics (Eligible Impairment)

It defines the impairment group in which an athlete can compete in the various sports.

It groups athletes in classes defined by the degree of activity-limitation related to the impairment and/or specific to the task in the sport.

The IPC has established ten disability categories, including physical, visual, and intellectual impairment. Athletes with one of these disabilities can compete in the Paralympics though not every sport can be allowed for every disability category. These categories apply to both summer and Winter Paralympics.

### 1. Physical Impairment –

There are eight different types of physical impairment

- **Impaired muscle power** – With impairments in this category, the force generated by muscles, such as the muscles of one limb, one side of the body or the lower half of the body is reduced. e.g., spinal cord injury, spina bifida, post-polio syndrome.
- **Impaired passive range of movement** – The range of movement in one or more joints is reduced in a systematic way. Acute conditions such as arthritis are not included in this category.
- **Loss of limb or limb deficiency** – A total or partial absence of bones or joints from partial or total loss due to illness, trauma, or congenital limb deficiency. Eg: amputation, dysmelia.
- **Leg-length difference** – Significant bone shortening occurs in one leg due to congenital deficiency or trauma.
- **Short stature** – Standing height is reduced due to shortened legs, arms and trunk, which are due to a muscle-skeletal deficit of bone or cartilage structures. e.g., achondroplasia, growth hormone deficiency, osteogenesis imperfecta.
- **Hypertonia** – Hypertonia is marked by an abnormal increase in muscle tension and reduced ability of a muscle to stretch. Hypertonia may result from injury, disease, or conditions which involve damage to the central nervous system. Eg: cerebral palsy.
- **Ataxia** – Ataxia is an impairment that consists of a lack of coordination of muscle movements. Eg: cerebral palsy, Friedreich’s ataxia, multiple sclerosis.
- **Athetosis** – Athetosis is generally characterized by unbalanced, involuntary movements and a difficulty maintaining a symmetrical posture (e.g. cerebral palsy, choreoathetosis).

## 4.2.3 Divisioning in Sports by Special Olympics

Special Olympics uses a competitive-level matching referred to as ‘Divisioning’, which is a fundamental rule at Special Olympics. Athletes in competitions are matched with others of the same gender, about the same age and most importantly, of about the same competitive ability. In Special Olympics the athletes will compete with other athletes of their similar abilities.

## 4.2.4 Implementation of Divisioning

An athlete’s ability is the primary factor in Divisioning Special Olympics competitions. The ability of an athlete or team is determined by an entry score from a prior competition or the

result of a seeding round or preliminary event at the competition itself. Other factors that are significant in establishing competitive divisions are age and sex. In the process of Divisioning, athletes are firstly categorised as per their age group which is different for individual and team sports, followed by gender and lastly by their ability.

#### 4.2.5. Process of Divisioning:

##### 1. Age

Team Sports	Individual Sports
15 & under	8-11 years
16-21 years	12-15 years
22 & above	16-21 years
	22-29 years
	30 & above

- Gender:** In the second step, athletes are grouped as per gender, in some circumstances gender can be combined too.
- Ability:** Finally, athletes in Special Olympics are grouped according to their skill abilities' scores which are recorded by committee through preliminary and on-site events.
- Pre-competition information and scores** are used to place individuals or teams in preliminary rounds. on-site preliminary events (timed heats or team observations) are conducted to verify or modify divisions for the final competition.
- Maximum Effort Rule:** To achieve the intentions of fairness, there is a 'maximum efforts rule', wherein athletes are expected to give their maximum effort during Divisioning process and coaches are expected to motivate all athletes towards giving their best.

### 4.3 Concept of Inclusion in Sports, its need and implementation

With the introduction of the Right to Education, which makes education a fundamental right of every child between the ages of 6 and 14, all children – including those who are physically and mentally challenged, or afflicted with various types of disabilities and disorders – have the right to come to school to develop their abilities through the process of education. It is, therefore, the duty of all schools to provide them with such opportunities that they develop their learning

#### 4.3.1 Encouraging Inclusion through Physical Education and Sports

**Role of Family** – The role of family in encouraging a healthy, sports-oriented lifestyle for a child with a disability is crucial. At times the family may find it difficult to accept reality, and may give up on the child. It is essential to promote awareness and to treat a CWSN as equal in the family. A CWSN may require a structured life routine where participation in recreational games and sports plays a very important role in developing a healthy mind and body of the child. Parents should observe certain different abilities of the child and take professional help to enable her/him to excel in the area.

**Role of School** – School gives a structured programme to a child or a group where co-scholastic activities (drawing, poem, Olympiads etc.) and sports are a part of the regular routine. All schools must have trained APE teachers to give a specially-abled child access to games where equipment and movements are adapted in a fun way for her/his holistic development. Here, a teacher or a coach helps a child to transit towards competitive sports under different organizations such as Special Olympics, Paralympics etc. The school should take care to provide infrastructure that is compatible with the needs of CWSN Eg: a ramp along with stairs. Schools must organise intramural and extramural sports competitions.

**Role of Organisations** – There are some organizations working at the grass root level to promote adapted sports. These organizations are responsible for training teachers and coaches for teaching, coaching and organizing sports events at Zonal, District, State, National and International levels

### **4.3.2 INCLUSION - ITS NEEDS AND IMPLICATION**

Inclusion in education refers to a model wherein CWSN spend most or all of their time with students with non-special needs.

Each individual is different in terms of his physical, social, emotional and cognitive characteristics. This diversity is a reality, and everyone should respect the differences in each other. Inclusion is a vast concept that implies including everyone in education without being judgmental about the abilities, appearance, and economic condition etc. of the participants.

#### **Need for Inclusive Education**

- Builds Self Esteem
- Improves Social and Communication Skills
- Enhances Sensitivity – It has been noted that students without disabilities become more sensitive if they study in a classroom where they have students with special needs.
- Creates Better Understanding and Appreciation of others – In an inclusive classroom, students with or without special needs understand and appreciate the strengths and weaknesses of their classmates.
- Creates a Sense of Belonging
- Enhances Academic Performance
- Improves Performance

#### **Implementation of Inclusive Education in India**

In India, the number of children with special needs is really large. As a result, they have a number of problems in getting education, especially inclusive education.

India should emphasize on the following measures for effective implementation of inclusive education.

1. Ensuring effective implementation of the Right to Education in all states so that no child is left out of the scope of education so that we are able to take care of the needs of CWSN.
2. Equipping teachers, especially in rural areas, through appropriate training and in-service workshops to teach CWSN in an inclusive classroom.
3. Developing a support team through regular analysis of school & curriculum.
4. Encouraging a flexible approach towards curriculum transaction whereby teachers and students are able to diagnose and resolve the problems that they face during the teaching learning process.
5. Involving parents as partners and as a resource in the decision-making process for enhancing their child's learning so that a collaborative effort results in effective inclusive education.
6. Designing schools and classes in ways that help children learn and achieve to their fullest potential.
7. Developing education goals according to each child's abilities.
8. Making sincere efforts to develop good relations and understanding between families of students with disabilities and without disabilities. In this way, all students will also develop good relations among themselves and thereby create an appropriate environment for implementing inclusive education.
9. Providing students materials like uniforms, books, stationery, transport allowance, boarding and lodging facilities, therapeutic services, teaching and learning materials, assistive devices, etc., from the school

#### **4.4 ADVANTAGES OF PHYSICAL ACTIVITIES FOR CWSN**

Adding physical exercise to the schedules of children with special needs can result in strength improvements, increased stability, improved bone health, and improved stamina and cardiovascular fitness, contrary to popular belief.

##### **PHYSICAL BENEFITS**

- ✓ Regular involvement in sports and physical activities: -
- ✓ Helps in developing gross motor & fine motor skills.
- ✓ Improvement in coordination and flexibility
- ✓ Helps to fight back against problem such as obesity.

Technology has launched many video games and other special games for such children. Playing these games affect their strength, coordination, fine motor skills etc. Some of these games are 'Wii Fit Plus' Dance revolution bundle etc

##### **EMOTIONAL HEALTH BENEFITS**

- ✓ Physical activity helps in decreasing depression.
- ✓ Regular exercise helps in improving mental health and well-being.
- ✓ Sports activities can also improve general mood and wellness.

**MODE OF RECREATION AND FUN** - CWSN frequently miss out on social activities, recreation and fun. Participation in extracurricular and sports activities can help them overcome this obstacle, providing them with the ability to engage in social interactions, make friends and initiate social skills.

**CHANNELIZING THE SURPLUS ENERGY** – Children with disabilities like ADHD display hyperactivity which, if appropriately directed, can bear positive results related to cognitive benefits and constructive behaviour.

### **PSYCHOLOGICAL BENEFITS**

- ✓ Physical activity improves self-esteem, social awareness and self-confidence.
- ✓ Sports activities reduce anxiety, stress and depression
- ✓ Interaction and involvement with other students give children a sense of confidence.

### **BEHAVIOURAL BENEFITS**

- Sports and games help a child learn to practice self-regulation and enhance their decision-making skills.
- Child can focus on specific goals and work on their verbal communication by interacting with friends.
- Sports and P.E teach children a range of skills include teamwork, problem solving abilities, increased attention span, and focus on task-based behaviour.

### **INCREASED INDEPENDENCE**

- Increase in physical activity can lead to more freedom.
- Increased physical strength that comes from regular exercise allows persons with disability to do more daily task without assistance

### **HEALTHY LIFESTYLE**

Physically-disabled children often tend to live a sedentary life. As a result of their disability, their levels of participation in sports and physical activity are much lower than their peers. It is imperative that these children, must learn about the steps to lead a healthy life, within the context of their abilities and limitations of their respective conditions.

- Aids sleep
- Improves quality of life
- Strengthens muscles and bones
- Maintains health & weight
- Helps prevent chronic disease
- Builds social skills Improves mobility and balance

## 4.5 STRATEGIES TO MAKE PHYSICAL ACTIVITIES ACCESSIBLE FOR CWSN

### Meaning:

Strategies are planned methods or approaches used to ensure that physical activities are accessible, enjoyable, and beneficial for children with special needs, considering their limitations and abilities.

Participation in physical activity is beneficial for all children, including those with disabilities. In fact, participation of children with disabilities in sports and recreational activities promotes inclusion, optimizes physical functioning, and enhances overall well-being.

**Communication** – Advance information about activity, space, resource person or any change in activity should be communicated clearly. A variety of different instructional strategies such as verbal, visual and peer teaching should be used for performing various types of physical activities so that children get opportunity to participate in physical activity.

**Space – For CWSN**, space should be approachable for people having physical disability. The area for the physical activity should be limited. Space for activities should be disturbance free (noise, heat, cold, texture of floor, audience etc.) It is always better to start with indoor space.

**Social strategies - A CWSN** must be allowed to choose a sport she/he enjoys. It's easier for children to be motivated when they enjoy the activity. At first, the CWSN should be encouraged to watch others. Once the child sees people having fun as they play, she/he will be motivated to participate too.

**Psychological strategies** –children with disabilities need a lot of motivation to participate in physical activity. It's all about the cycle of conditioning: active kids who stay active grow stronger and more physically literate as they age.

**Graded Activities**– During initial stage activities should be simple and each activity should be based on a single action. There should be a gradual move from non-locomotor to locomotor to manipulated activities.

### KEY STRATEGIES

#### 1. Individualized Instruction Plan (IIP):

- Tailor physical activities based on each child's disability and functional level.
- Consider motor skills, stamina, learning ability, and interests.

#### 2. Use of Adaptive Equipment:

- Equipment like soft balls, sound balls, wheelchairs, and ramps can help CWSN participate easily.
- Equipment must be age-appropriate and disability-friendly.

#### 3. Modification of Rules and Activities:

- Simplify rules, reduce competition pressure.
- Allow extra time, fewer repetitions, or changes in team size.

#### **4. Trained Physical Education Teachers:**

- Teachers should be trained in adapted physical education.
- Use multisensory teaching techniques (verbal, visual, tactile).

#### **5. Peer Group Inclusion:**

- Encourage cooperative games with peers.
- Assign “peer buddies” for emotional and instructional support.

#### **6. Safe and Accessible Environment:**

- Ramps, handrails and smooth playing surfaces should be available.
- Ensure safety, especially for children with mobility challenges.

#### **7. Positive Reinforcement and Motivation:**

- Praise and reward every small effort and participation.
- Encourage regular involvement rather than focusing only on performance.

#### **8. Regular Monitoring and Feedback:**

- Track progress and modify activities when needed.
- Continuous communication with parents and therapists.

### **MULTIPLE CHOICE QUESTIONS -1 MARK**

#### **1. What does CWSN stand for?**

- A) Children with Sports Needs
- B) Children with Special Needs
- C) Children with Serious Needs
- D) Children with Special Nutrition

**Answer: B) Children with Special Needs**

#### **2. Which of the following is a type of disability?**

- A) Hearing Impairment
- B) Visual Impairment
- C) Intellectual Disability
- D) All of the above

**Answer: D) All of the above**

#### **3. Inclusive education means:**

- A) Teaching only disabled students
- B) Excluding students with disabilities
- C) Integrating children with special needs in regular classrooms
- D) Special schools for the disabled

**Answer: C) Integrating children with special needs in regular classrooms**

#### **4. Which law ensures education for all children in India?**

- A) RTE Act, 2009
- B) Disabilities Act, 1995

C) PWD Act, 2016    D) Sports Policy, 2001

**Answer: A) RTE Act, 2009**

**5. Special Olympics are organized for:**

- A) Athletes under 14                      B) Women athletes only  
C) Children with special needs        D) None of these

**Answer: C) Children with special needs**

**6. Which of the following is not a disability?**

- A) Dyslexia                                  B) Autism  
C) Paralysis                                 D) Asthma

**Answer: D) Asthma**

**7. Which organization is responsible for promoting sports among disabled persons?**

- A) ICC        B) AIFF        C) PCI        D) IOC

**Answer: C) PCI (Paralympic Committee of India)**

**8. Which is not a component of inclusive education?**

- A) Acceptance    B) Discrimination    C) Collaboration    D) Adaptation

**Answer: B) Discrimination**

**9. What is the meaning of the three 'Agitos' in the bellow logo (Paralympic symbol)?**

- (A) They represent athletes with different disabilities  
(B) They represent motion and unity in diversity  
(C) They stand for 3 Olympic values  
(D) They are for decoration only



**Correct Answer: (B) They represent motion and unity in diversity**

**10. Which of the following aims at empowering persons with disabilities?**

- A) Khelo India        B) PWD Act        C) UDAAN Scheme    D) RTI Act

**Answer: B) PWD Act**

**11. The term 'inclusive' means:**

- A) To isolate    B) To expel    C) To include    D) To avoid

**Answer: C) To include**

**12. Cerebral palsy mainly affects:**

- A) Vision        B) Hearing        C) Movement and posture        D) Heart

**Answer: C) Movement and posture**

**13. Which program helps integrate CWSN into mainstream education?**

- A) Mid-Day Meal Scheme    B) Sarva Shiksha Abhiyan  
C) Khelo India                      D) Fit India Movement

**Answer: B) Sarva Shiksha Abhiyan**

**14. The Paralympics is held after every----**

- A) 2 years    B) 3 years    C) 4 years    D) 1 year

**Answer: C) 4 years**

**15. Which one of the following is an intellectual disability?**

- A) Autism    B) Polio    C) Cerebral palsy    D) Blindness

**Answer: A) Autism**

**16. What is the full form of PWD Act?**

- A) Persons with Disorders Act    B) People with Disabilities Act  
C) Persons with Disabilities Act    D) Public Welfare for Disabled Act

**17. Which of the following is a hearing impairment aid?**

- A) Wheelchair    B) Braille    C) Hearing Aid    D) Crutches

**18. Special schools are meant for:**

- A) Athletes    B) General public  
C) Children with disabilities    D) Teachers

**19. Which of the following helps visually impaired individuals to read?**

- A) Crutches    B) Braille  
C) Sign language    D) Speech therapy

**20. Which of these is an example of inclusive practice?**

- A) Separate sports events for disabled children  
B) Avoiding group activities  
C) Mainstreaming students with disabilities  
D) Denying extra time during exams

### **VERY SHORT ANSWERS -2 MARKS**

**1. What is inclusive education?**

Ans: Inclusive education is an approach where children with special needs (CWSN) learn together with other students in the same classroom, using necessary support and adaptations to ensure equal learning opportunities.

**2. Define disability.**

Ans: Disability is any physical, mental, intellectual, or sensory impairment that limits a person's ability to perform activities in a manner considered normal for a human being.

**3. What is the main objective of adapted physical education?**

Ans: The main objective of adapted physical education is to provide modified physical activities to suit the abilities of CWSN, promoting their physical fitness, motor skills, and social integration.

**4. Name two types of physical disabilities.**

Ans: Two types of physical disabilities are:

1. Cerebral Palsy

2. Amputation

**5. How does physical activity help CWSN?**

Ans: Physical activity helps CWSN by improving their physical fitness, motor coordination, social interaction, and self-confidence, while also reducing stress and behavioural issues.

**6. What are Special Olympics?**

Ans: Special Olympics is an international sports organization that provides training and competition opportunities for individuals with intellectual disabilities, promoting physical fitness and inclusion.

**7. Mention two features of inclusive schools.**

1. Providing equal learning opportunities to all students including CWSN.
2. Offering necessary support like special educators, assistive devices, and adapted teaching methods.

**8. State any two aims of the PWD Act (1995).**

1. To ensure equal opportunities and full participation for persons with disabilities.
2. To remove barriers in education, employment, and accessibility.

**9. Differentiate between special and inclusive schools.**

Special schools cater exclusively to CWSN and have separate facilities.

Inclusive schools integrate CWSN with other students in a common learning environment.

**10. What is the role of a physical education teacher in an inclusive setup?**

Ans: A physical education teacher adapts physical activities, provides individualized attention, and fosters a positive environment to encourage participation of CWSN in sports and games.

**VERY SHORT ANSWER QUESTIONS 5 UNSOLVED 2-MARKS**

1. What are intellectual disabilities? Give examples.
2. How can schools promote inclusion of CWSN in sports?
3. Name any two challenges faced in inclusive education.
4. What is the role of parents in supporting inclusive education?
5. State any two benefits of physical education for visually impaired students

### **SHORT ANSWER QUESTIONS 3-MARKS**

#### **1. Explain any three features of inclusive education.**

- A) Equal Participation: All students, including CWSN, are given equal opportunities in academics and co-curricular activities.
- B) Supportive Environment: Teachers, infrastructure, and curriculum are adapted to support diverse learners.
- C) Promotes Social Integration: It encourages interaction and collaboration among all students, fostering mutual respect and understanding.

#### **2. State three objectives of the Special Olympics.**

- A) To provide year-round training and competition for individuals with intellectual disabilities.
- B) To enhance the physical fitness and motor skills of participants.
- C) To promote inclusion, confidence and self-esteem through sports.

#### **3. How can physical education teachers support CWSN in sports activities?**

- A) By modifying games and using adapted equipment suited to individual needs.
- B) By encouraging participation through motivation and building self-confidence.
- C) By collaborating with special educators and using visual or auditory aids.

#### **4. Describe three ways physical activity benefits children with intellectual disabilities.**

- A) Improves attention span and learning ability.
- B) Develops motor coordination and muscle strength.
- C) Promotes social interaction and reduces anxiety or behavioral issues.

#### **5. Differentiate between Special Olympics and Paralympics.**

- A) Special Olympics is for individuals with intellectual disabilities; Paralympics is for those with physical disabilities.
- B) Special Olympics is held every 2 years (winter and summer); Paralympics is held every 4 years after the Olympics.
- C) Special Olympics emphasizes participation; Paralympics focuses on elite competition.

#### **6. What are the adaptations that can be made in sports to include children with visual impairments?**

- A) Use of audio cues and sound-based balls (e.g., in goalball).
- B) Involving sighted guides or peer buddies.
- C) Ensuring a safe, obstruction-free playing environment.

### **3 UNSOLVED SHORT ANSWER QUESTIONS**

- 1. What are the challenges faced by teachers in implementing inclusive education for CWSN?**
- 2. State role of the community in promoting inclusive sports.**
- 3. Explain any three provisions under the Persons with Disabilities Act (PWD Act) related to education or sports.**

### **4 SOLVED CASE STUDY QUESTIONS (4 MARKS EACH)**

#### **Case Study 1: A Step Toward Inclusion**

**St. Mary's School recently adopted an inclusive education model. The school modified its infrastructure by adding ramps, handrails, and Braille signboards. The teachers underwent special training to handle children with disabilities. During the annual sports day, events like wheelchair races and standing long jump for visually impaired children were organized.**

**Q. Answer the following questions:**

- Define inclusive education.
- Mention two adaptations made by the school.
- State two benefits of inclusive sports events for CWSN.
- Name one sports activity suitable for visually impaired children.

**Answer:**

- Inclusive education is a system where CWSN are taught with other children in the same environment using appropriate support.
- Ramps and Braille signboards.
- Improves confidence and encourages participation; helps in social integration.
- Standing long jump, blindfold relay, or goalball.

#### **Case Study 2: Overcoming Barriers**

**Ravi is a student with a mild intellectual disability. He attends a regular school that promotes inclusive education. His teachers use simple language and repeat instructions to help him understand. In physical education classes, Ravi is encouraged to play team games, which help improve his communication and motor skills.**

**Q. Answer the following questions:**

- What type of disability does Ravi have?
- How does the teacher support Ravi in class?
- Name one benefits of physical education for Ravi.
- Give one example of a suitable team game for such students.

Answer:

- A) Intellectual disability.
- B) By using simple language and repeating instructions.
- C) Improves communication and motor skills.
- D) Passing the ball, modified football, or simple relay races.

### **Case Study 3: Sports for All**

**An NGO organized a sports festival for children with different disabilities, including cerebral palsy, visual impairment, and hearing loss. Each event was tailored to match the abilities of the participants. Volunteers and peer mentors helped children throughout the activities. The event was praised for its message of "sports for all."**

**Q. Answer the following questions:**

- A) Why is it important to modify sports events for CWSN?
- B) Mention two roles played by volunteers in such events.
- C) Name one suitable sport for children with cerebral palsy.
- D) State one benefit of peer mentorship in inclusive events.

Answer:

- A) To ensure safety and promote participation without discrimination.
- B) Assisting participants, guiding during events.
- C) Boccia or seated shot put.
- D) Builds confidence and encourages teamwork.

### **Case Study 4: Role of Schools in Empowerment**

**Government Model School introduced a weekly program called "Equal Play," focusing on adapted physical education for students with special needs. Activities like yoga, balance games, and stretching are included. The program is supported by special educators and physical education teachers who plan individualized activities for each student.**

**Q. Answer the following questions:**

- A) What is adapted physical education?
- B) Mention activities suitable for students with physical disabilities.
- C) Why is individual planning important in such programs?
- D) How do yoga and balance games help students with disabilities?

Answer:

- A) Adapted physical education involves modifying activities to suit the needs of CWSN.
- B) Yoga and balance games.
- C) Because each student has unique needs and abilities.
- D) Improves flexibility, body awareness, and coordination.

## **2 UNSOLVED CASE STUDY QUESTIONS (FOR PRACTICE)**

### **Case Study 5:**

**Mohan, a boy with visual impairment, studies in a school that practices inclusive education. His teacher uses audio tools and peer buddies to help him during lessons and physical education classes.**

#### **Questions:**

- A) What challenges do visually impaired students face in PE?**
- B) How can peer buddies support visually impaired students?**
- C) Name one sport designed for visually impaired individuals.**
- D) Suggest teaching strategies for such students.**

### **Case Study 6:**

#### **Case:**

**A district sports meet was organized exclusively for children with hearing impairments. Instructions were given through visual cues and signs. The event received strong community support.**

#### **Questions:**

- A) What type of communication barrier do hearing-impaired students face?**
- B) How can sports events be adapted for hearing-impaired students?**
- C) Why is community involvement important in such events?**
- D) Name sports that can be played with visual signaling.**

## **LONG ANSWER QUESTIONS 5-MARKS**

**Q1. Explain the concept of disability and discuss five types of disabilities.**

Ans:

Disability is a condition that limits a person's physical, sensory, cognitive, or emotional functioning. It may affect their ability to perform everyday activities or participate fully in society.

Types of Disabilities:

1. Physical Disability – Impairments that affect mobility, e.g., amputation, cerebral palsy.
2. Visual Impairment – Complete or partial loss of sight.
3. Hearing Impairment – Partial or total inability to hear.
4. Intellectual Disability – Below-average cognitive functioning, e.g., Down syndrome.
5. Learning Disability – Difficulty in reading, writing, or processing information (e.g., dyslexia).

**Q2. Describe the role of schools in promoting inclusive physical education for CWSN.**

Ans:

Schools play a critical role in promoting inclusive physical education by:

1. Infrastructure Adaptation: Ramps, accessible playgrounds, and suitable equipment help in physical access.
2. Curriculum Modification: Activities are tailored to meet the abilities of CWSN.
3. Trained Teachers: Educators are trained in adaptive techniques and handling special needs.
4. Peer Support: Inclusive sports encourage cooperation and peer learning.
5. Promoting Positive Attitude: Awareness campaigns and inclusive programs reduce stigma and foster acceptance.

**Q3. What is adapted physical education? Explain its need and benefits for children with special needs.**

Ans:

Adapted Physical Education (APE) is a modified form of physical education that caters to the needs of children with disabilities. It involves custom activities, tools, and techniques.

Need for APE:

To ensure equal access to fitness and recreation.

To improve physical, mental, and social development.

To build confidence and encourage participation in group activities.

Benefits:

1. Improves motor skills and physical health.
2. Enhances self-esteem and confidence.
3. Encourages socialization with peers.
4. Reduces anxiety and behavioral issues.
5. Helps in emotional and cognitive development.

### **LONG ANSWER QUESTIONS 5-MARKS UNSOLVED (PRACTICE)**

**Q1. What is the importance of organizing sports competitions like Special Olympics and Paralympics for CWSN? Discuss with examples.**

**Q2. Suggest five strategies a physical education teacher can adopt to ensure inclusive participation in PE classes.**

### **IMPORTANT TERMINOLOGY**

IOC	International Olympic Committee	Lausanne, Switzerland
IOA	Indian Olympic Association	New Delhi, India
IPC	International Paralympics Committee	Bonn, Germany
ICSD	International Committee of Sports for the Deaf	Lausanne, Switzerland
WADA	World Anti-Doping Agency	Montreal, Canada
NADA	National Anti-Doping Agency	New Delhi, India
CWSN	Children with Special Needs	-----
CISS	Le Comité International des Sports Silencieux	1924 at France