

STUDY GUIDE

Physical Exercise and Sport for All: Inclusion, Health and Participation

Organised by
University of Catania

| 1. IDENTIFYING DATA. | | |
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| • Course Name. | Physical Exercise and Sport for All: Inclusion, Health and Participation | |
| • Coordinating University. | University of Catania (UNICT) | |
| • Partner Universities Involved. | Instituto Politécnico de Viseu (IPV) and Karlstads University (KAU) | |
| • Course Field(s). | Sport, Inclusion, participation | |
| • Related Study Programme. | | |
| • ISCED Code. | 0230 | |
| • SDG. | 3 – Good health and well-being 10 - reduced inequalities 17 – partnerships for the goals | |
| • Study Level. | B, M | |
| • EUNICE Key Competencies | <ul style="list-style-type: none"> • Green – strongly • Orange - moderately • Red – partially • Blank cell - not at all | |
| | Problem solving | |
| | Teamworking | |
| | Communication | |
| | Self-management | |
| | Cognitive flexibility | |
| | Digital competence | |

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| | Technical competence | |
| | Global intercultural competence | |

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| · Number of ECTS credits allocated. | 3 ECTS |
| · Mode of Delivery. | Online live and in presence |
| · Language of Instruction. | English |
| · Course Dates. | Online live (4 th of June and 30 th of June) In presence (15 th -19 th June) |
| · Precise Schedule of the Lectures. | |
| · Key Words. | Sport, inclusion, social dimension |
| · Catchy Phrase. | <i>"Exploring barriers, experiences and good practices in adapted physical activity and sport"</i> |

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| · Prerequisites and co-requisites. | <ul style="list-style-type: none"> - Scientific background and interest in Inclusion, healthcare and smart mobility. - English B2 |
| · Number of EUNICE students that can attend the Course. | 20 |
| · Number of EUNICE students that can attend the course per institution | 2 |
| · Course inscription procedure(s). | Students who wish to participate in this BIP should send an email to their local IROs. |

2. CONTACT DETAILS.

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|---------------------|---|
| · Department. | UNICT EUNICE Office |
| · Name of Lecturer. | Prof. Sabina Fontana |
| · E-mail. | eunice@unict.it |
| · Other Lecturers. | Prof. Carlos Vasconcelos, IPV Carla VieiraLourenço, IPV Madeleine Wiker, KAU Anders Knoph, KAU |

3. COURSE CONTENT.

The online component provides the theoretical foundations of inclusion in physical exercise, sport, and physical activity. The learning pathway guides students through an understanding of key concepts related to inclusion and diversity, highlighting the crucial role that sport and physical activity play in enhancing the physical, social, and psychological well-being of people with disabilities. Throughout the course, participants examine the main barriers that limit access to and participation in physical exercise and sport, as well as the key characteristics of different types of disabilities and special needs. Particular emphasis is placed on the analysis of good practices at both national and international levels, offering concrete examples of effective inclusive approaches in various contexts. Through videos, case studies, and real-life testimonies, learners are encouraged to engage with authentic experiences that promote a deeper and more practical understanding of inclusive sport. Collaborative activities, including workshops and group discussions, further support participants in developing ideas for inclusive physical exercise and sport projects, fostering active participation, reflection, and shared learning.

4. LEARNING OUTCOMES.

By the end of the course, learners will be able to:

- Explain the key concepts of inclusion, diversity, and equity in physical exercise, sport, and physical activity.
- Describe the physical, social, and psychological benefits of sport and physical activity for people with disabilities.
- Identify and critically analyze the main barriers to participation in physical exercise and sport for individuals with different disabilities and special needs.
- Recognize the key characteristics of various types of disabilities and understand their implications for inclusive physical activity practice.
- Analyze and compare examples of good practices in inclusive sport and physical activity at national and international levels.
- Reflect on real-life experiences and case studies to deepen understanding of inclusive approaches in physical exercise and sport.
- Collaborate effectively with peers to discuss inclusion-related challenges and solutions in sport and physical activity contexts.
- Design and propose inclusive physical exercise and sport project ideas that respond to diverse needs and promote participation for all.

5. OBJECTIVES.

The course aims to:

- Introduce the theoretical foundations of inclusion and diversity in physical exercise, sport, and physical activity.
- Raise awareness of the benefits of physical activity and sport for people with disabilities.
- Increase understanding of the barriers that limit participation in physical exercise and sport.
- Develop knowledge of different types of disabilities and related special needs in sport and physical activity contexts.
- Promote awareness of national and international good practices in inclusive physical exercise and sport.
- Encourage critical reflection through real-life experiences, videos, and case studies.
- Support collaboration and discussion among participants to foster inclusive thinking.
- Stimulate the development of inclusive project ideas in the field of physical exercise and sport.

6. COURSE ORGANISATION.

UNITS

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| 1. | [Indicate the name of the units and topics of the course] |
| 2. | [Indicate the name of the units and topics of the course] |
| 3. | [Indicate the name of the units and topics of the course] |
| 4. | [Indicate the name of the units and topics of the course] |

LEARNING RESOURCES AND TOOLS.

Learning resources and tools will be uploaded to EUNICE Moodle Platform

PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

Synchronous online courses, workshops, onsite courses, collaborative work, participation to an international research event, roundtables discussions, informal interviews, online self - study

7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

Class attendance to the online and on-site sessions (minimum 80%)
-Participation to the activities

8. BIBLIOGRAPHY AND TEACHING MATERIALS.

Lecturers may upload readings, videos or other teaching materials on the Moodle platform.

