Student: 
Dates: June 10 – 28, 2012 
Teacher: Joe Paschall, Teacher of Students with Visual Impairments and Adaptive Physical Education 
Teaching Assistant: Janie Williams 

PROGRAM OVERVIEW
The Academic Secondary Enrichment (ASE) classes are designed for middle and high school academic students. These students work hard in school to learn regular core curriculum subjects such as language arts and math in classrooms with their sighted peers. In TSBVI summer programs, they have the opportunity to practice these academic skills within meaningful, high-interest activities. At the same time, they learn and practice skills in the Expanded Core Curriculum for Blind and Visually Impaired Students (ECC). The ECC includes skills that are unique to the needs of students with visual impairments. ECC skills enhance an individual’s ability to access the regular core curriculum, live independently, and enjoy social and recreational activities. Skills in the ECC include compensatory academic skills (e.g., braille and tactile graphics), orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, assistive technology skills, sensory efficiency skills, and self-determination skills.

Each ASE class has a unique theme, and students participate in a wide variety of activities related to the theme of their class. During these activities, students learn and practice specific ECC skills such as applying math and literacy skills when creating and following a budget, food shopping and preparation, managing and organizing their living area, planning and evaluating a project, using public transportation, getting places on time, keeping up with belongings, and using technology for various purposes including research and communication with family and friends.

An additional benefit of the program is the opportunity to interact with other students with visual impairments. For many, talking with other students about the challenges they face at home and school may both alleviate feelings of isolation and increase self-confidence.

The ASE classes taught during the summer of 2012 were: Austin Adventures, Camp Challenge, Camp Fine Arts, Community Independence, Individual Sports, Middle School Enrichment, Problem Busters: Energy Brigade, Radio Station Production, Voices in Song, Web Design, Wildcat Catering, and Writers’ Workshop.
DESCRIPTION OF CLASS: Individual Sports
This full day, intensive three-week class provided high school students who are visually impaired the opportunity to receive one half SBOE credit for high school Physical Education. This credit was earned by participating in activities consistent with the standards and guidelines set forth in the general curriculum of the Texas Essential Knowledge and Skills (TEKS) for Physical Education # 116.55 Individual Sports (described in attached Appendix). The class was provided at grade level and without content modifications. However, adaptations were made when needed to accommodate for the students’ vision loss.

Students participated in a wide range of individual sports that can be pursued for a lifetime. They increased their experience with and knowledge of skills and resources related to individual sports for fitness. They acquired skills and knowledge related to overall health-related fitness. They exercised personal choice in selection of individual sport activities they enjoy, and began plans for continuing some of these in their home communities.

The knowledge and skills addressed in this class primarily addressed the individual sports of strength training and bowling. Students also experienced a variety of other sports, including swimming, scuba diving, tumbling, trampoline, dancing, track and field, ice-skating, hiking, tandem cycling, and archery.

The following course content was addressed:
- Introducing students to a variety of individual sports
- Provide hands-on training to develop skills for successful participation in individual sports
- Orienting students to equipment and safety for individual sports
- Identifying locations in one’s community where various sports activities take place
- Learning how to access organizations and facilities where sport activities take place
- Developing strategies to modify movements necessary for these individual sports
- Identifying appropriate practice techniques to help improve skills for individual sports activities
- Developing an appropriate conditioning program for a chosen individual sport
- Identifying the critical elements needed to perform a sport skill successfully.
- Understanding aspects of good sportsmanship during competition and respecting the role of an official
- Researching the historical development of an individual sport
- Understanding how diet contributes to overall fitness
- Evaluating personal fitness in relation to cardiovascular endurance, muscular strength, flexibility, body composition, and a selected individual sport
- Establishing a fitness goal for an individual sport and explaining how the two are related
- Identifying the effects of substance abuse on personal health and physical performance, as well as the side effects of steroid use
- Identifying risks and safety procedures when participating in an individual sport
- Establishing realistic goals and accepting disappointment during competition in a socially appropriate manner

Course Requirements and Evaluation
The students were provided instruction on knowledge related to the class objectives, rules, equipment, training, effects of substance abuse, nutrition, maintaining a healthy lifestyle, sportsmanship, and aspects of various individual sports. Knowledge was assessed by written
examination. Class grades were based on knowledge of items listed above, as well as attendance and class participation.

Activities and Skills

- Cardiovascular and weight training: the students learned how to use cardiovascular equipment, a weight machine, and free weights in an appropriate and safe manner.
- Bowling: the students learned and practiced appropriate bowling techniques, proper etiquette, how to keep score, the history of the sport, and how the equipment works.
- Swimming: the students learned to do four basic swim strokes and essential safety procedures.
- Gymnastics: the students learned to do floor and trampoline moves in a safe and efficient manner.
- Track and field: the students ran and were exposed to various field events.
- Canoe and Paddling: the students were introduced to the skills of canoeing and paddled down Lady Byrd Lake with guides.
- Ice skating: the students were shown the basic fundamentals of ice skating in class and then traveled to a local rink to try out the sport.
- Hiking: the students were shown the basic principles of hiking before traveling to a local look-out site.
- Tandem cycling: the students were introduced to the fundamentals of tandem cycling. They learned about proper attire, hydration, and experienced a ride with an experienced tandem guide.
- Tennis: the students experienced the game of tennis, adapted for both totally blind and low vision players.
- Archery: the students were introduced to archery by a certified archery instructor, including knowledge about proper body position, equipment, and targets with balloons
- Scuba Diving: the students were exposed to this sport in an indoor pool by professional scuba diving instructors. They were able to wear air tanks, fins, and masks and also swim underwater independently.

Adaptive Sports: the class was introduced to adaptive sports developed for individuals who are blind and visually impaired. These sports included Goal Ball, Beep Baseball, and Tennis. They learned about the objectives of these games, the number of participants, rules, technique, equipment, game strategies, and how to contact organizations that sponsor these types of sports.

Team Sports: The students were exposed to a variety of team sports, including football, basketball, and baseball. They were presented with the objectives, rules, number of players, and equipment for each sport through tactile models and hands on instruction.

Nutrition: The students were provided with information regarding healthy food choices, through class discussion on healthy meal planning and recording their individual food intake. They learned about types of foods necessary to sustain physical activity in training and competition.

Drug Prevention: The students were presented with information that explained the effects of substance abuse on personal health and on the performance of physical activities. One example of this would be the side effects of steroid use.

Aging Process: The students were presented with information that explained the process of human aging, and how to remain healthy as we age through proper nutrition and exercise.
Field Trips
On our first class trip we traveled to Lady Bird Lake and paddled in canoes, had a picnic lunch, and swam in a spring fed pool called "Deep Eddy." We also visited an exhibit that explained how the spring fed pools in the area came into existence. Next we traveled by bus to the University of Texas campus. We bowled at the Student Union, enjoyed choosing individual restaurants for lunch, and toured their sport and recreational facilities. Hiking up Mt. Bonnell, a site that looks over Lake Austin, was our next activity. Once we made it to the top, the students had another picnic lunch in a beautifully shaded area. The site is full of nature and history.

On our second all-day field trip, we traveled to various locations by city bus. Our first stop was at an ice skating rink. Before the trip, we went over proper technique of the sport and aspects of safety on the ice. We enjoyed lunch at a restaurant, and then traveled on to Dick's Sporting Goods for a very informative tour of sports and fitness equipment. Finally, we visited Sprouts, a grocery store with choices of healthier foods. The students were given a tour and learned about exotic fruits, vegetables, herbs, and the principles of organic farming.

EXPANDED CORE CURRICULUM
Students in this class practiced a number of skills from the Expanded Core Curriculum for Students with Visual Impairments. Examples include:

- O&M skills in the community, including use of public transportation
- Self determination skills, such as when soliciting assistance for information from appropriate individuals in the environment or when making personal choices in a restaurant
- Independent living skills, such as money handling when making purchases in restaurants and stores
- Social skills, during many interactions with their instructors and peers, and when matching appropriate behavior to different environments.

CURRICULUM AND RESOURCES

- Text: *Foundations of Personal Fitness*, by Don L. Rainey and Tinker D. Murray
- *Assessment: Camp Abilities Assessment*, by Dr. Lauren Lieberman, University of Brockport, Brockport New York
- Resources: *Science and Study of Substance Abuse*, National Institute of Drug Abuse
  Anabolic Steroid Side Effects, *Encyclopedia of Sports Medicine of Science*

INDIVIDUAL COMMENTS
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