

THE PROGRAM FOR SPECIAL PHYSICAL EDUCATION
CLASS IN THE JUNIOR MIDDLE SCHOOL, REPUBLIC OF
CHINA

(本文曾於 1985 年 10 月 4 日在加拿大舉行的第五屆國際特殊體育研討會專刊發表)

Professor of Provincial Taiwan
College of Physical Education,
Taichung, Taiwan, Republic of
China

Author: Tsai-yeen Chen,

ABSTRACT

In June, 1973, the Department of Education of the Taiwan Provincial Government, ROC. instructed the Taiwan Provincial College of Physical Education to study how to carry out a physical education program for the handicapped students in junior middle school. The college authority assigned the author to direct this research work. Many principals and teachers of the concerned schools as well as several experts and doctors were invited to take part in the task. After five conferences, a physical education program for handicapped students in the junior middle school was set up. Then this program was put into experiment by three schools. Those experimenting schools' authorities confirmed that after the program was carried out for two years, they all established a special physical education classes. Both the mental and the physical conditions of the handicapped students have improved. Consequently this program was revised and approved by the Ministry of Education in January of 1977. The contents of the program include: (1) general objectives, (2) principles of implementation, (3) administration and organization, (4) kinds of teaching materials and main items of teaching materials, (5) principles of teaching and guidance, (6) evaluations. Virtually, this program has been adopted by many schools of different levels in my country up to now.

THE PROGRAM FOR SPECIAL PHYSICAL
EDUCATION CLASS IN THE JUNIOR MIDDLE
SCHOOL, TAIWAN, REPUBLIC OF CHINA

I. The general objectives

1. To correct the status of the students' physical fitness by means of physical activities, to improve their health both physically and mentally, and to raise their vitality.
2. To cultivate good habits of sport-loving and safty-notifying in order to establish a solid foundation for sound living.
3. To development good characters of rule-observing, obedience, team work spirit, and justice in order to promote their social abilities.

II. Principles of implementation

1. Organization of class

- (1) All schools should organize special physical education class to supervise those students of physically and mentally handicapped, weakness or illness who are not suitable to accept normal physical education teachings.
- (2) Each special physical education class should be enrolled with not more than 15 students, if no such class, personal guidance should be made in the regular physical education class.

2. Personnel

- (1) All schools should assign professional trained physical education teachers to teach in special physical education class, according to the physical condition of each student to provide special teaching activities. Therapeutic corrective activities should be conducted by the medical personnel after school hour.

(2) Local therapeutic and rehabilitive organizations should supervise all schools to carry out the therapeutic and corrective activities for the handicapped students.

3. Fund

(1) All schools should set special budget to meet the teaching needs of the special physical education class.

(2) Since the special students are taught separately from the normal students, the additional periods should be regarded as official physical education hours.

4. Facilities: All schools should provide sufficient facilities, and choose an appropriate place for the use of special physical education class.

III. Administration and organization: The school principal should invite concerned persons both in and out of the school, such as dean of studies, dean of students, director of guidance, director of physical education, director of health, boy scout master, rehabilitive doctor, physical education teachers, school doctors and representatives of students' parents to organize supervision committee to study the program and hold meeting regularly.

IV. Kinds of teaching materials and main items of the teaching materials

Kinds of teaching materials	Main items of the teaching materials
physical fitness activities	all activities for developing strength, endurance, velocity, coordination, balance, power, flexibility, and agility, such as: weight lift, dumbbell, shot put, softball throwing for distance, bamboo pole climbing, rope climbing, pyramids building, horizontal bar, vaulting box, dart throwing, free hand exercise, tumbling, walking, short distance running, middle distance running, high jump, hurdles, bicycling.

ball games	basketball, volley ball, soccer, softball, bass ball, badminton, table tennis, tennis, battledore and shuttlecock, dodge ball.
games	relay games, tag games, lead-up games, games with ball, modifying golf, modifying bowling, tether ball, ring tennis, chinese boxing, archery, shuffle board, horseshoes throwing, kite flying, ringtose, beanbag, croquet, camping, horseback riding, hill climbing, hiking, fishing, wheelchair athletics.
rhythmic activities	dancing and its fundamental step, fundamental positions, simple folk dancing.
water sports	swimming, diving, rowing.
therapeutic exercise	free hand corrective exercise, apparatus corrective exercise, water therapeutic activities.

V. Principles of teaching and guidance

1. All schools should invite rehabilitive doctors to carry out physical examination, inspection of handicapped condition and equipment at the beginning of each school term in order to realize the status of handicapped development. Personal case record should be filed. The record of student physical examination should be used as reference in carrying out and in making improvement in teaching, sport instruction and therapeutic correction.
2. In teaching and sport instruction, sound items should be selected according to the status of handicapped condition and the ability of each student, so as to prevent from over-fatigue and health-hurting.
3. Teaching and sport instruction should be especially emphasized on improvement of the students' handicapped condition. According to the difference of their handicapped conditions and abilities, personal guidance and dividing-group teaching should be made.
4. Rules, facilities and equipments of the track and field events, games or ball games should be revised so as to fit the students' handicapped conditions,

abilities and interests.

5. During the physical education periods, the knowledge of physical education, health, medical care and safety should be taught in order to cultivate their interest in sports and their ability of enjoying sport competitions.
6. Teaching and guidance should correspond to rehabilitative and therapeutic corrective activities. If the students' handicapped conditions turn worse after taking part in physical education activities, it is necessary to contact with doctors, and to revise the methods of teaching and guidance.
7. The students whose motor functions were blocked seriously should also take part in all kinds of physical activities through the aid of others.
8. In order to raise interest, the students are encouraged to participate various performances of physical education and competitions which fit to their physical conditions, whether they are held in or out of the school. Those outdoor activities of hiking, trips and camping etc. should be greatly encouraged, whether they are held separately or in mixing with normal students.
9. Cautions should be made to alert students' safety in order to prevent from any accident.
10. All students should wear their equipment whenever skill teaching and testing are held in order to train them well use their equipment agilely and to correct their handicapped condition.
11. For those students who are considered by the doctor to be not suitable to accept physical fitness training, the items of teaching or testing should be emphasized on tumbling, up-and-down of wheelchair, put on-and-off clothes etc..

VI. Evaluations

1. Items of evaluations

- (1) Skills and abilities in sports----50%

- a. The method and the point system for the test should be worked out at the end of each school term according to the virtual condition of the school concerned.
- b. The test items should be selected in accordance with the items of teaching materials in this program.

(2) Learning spirit and sportsmanship----30%

- a. According to the expressions in ordinary physical education class, therapeutic corrective activities, competitive performance and outdoor activities, as well as the degree of hard work and progress, record of absence, learning attitude and behavior.
- b. The basic points for evaluation is 77, and then make increase or decrease according to the conditions of the above items.

(3) Knowledge of physical education----20%

- a. The test on knowledge of physical education should include hygiene and physiology of exercise, rules and regulations of sports, skill and method of sports, and safety of life. It may be held by written reports or oral replies.
- b. The evaluation should be made at least once each school term.

2. Calculation of the records

(1) The total percentages of above 3 items is the physical education record of the school term. The school year's record is the average of the two school terms.

(3) The average of three school year points is the graduation record.