

Beginning of field work

Output 1 (O1) - 3 comparative studies

Study I – Physical activity habits of deaf students

The first, performed with deaf students, aims to identify sedentary behaviors, know if deaf students engage in physical activities and know how they occupy their free time.

Physical activity should occupy a prominent place in each person's life, either because of the enormous benefit it brings to health, or by the elevation of physical capacities that naturally trigger a sense of physical, social, and emotional well-being. When we spend a lot of time in sedentary activities our physical abilities tend to decline, and consequently we feel less and less willingness to be active, or do not have the motivation to perform physical activity. Sedentary behaviors tend to generate cycles of inactivity.

Study II – Communication between PE teachers and deaf students

On the second study, which targets PE teachers, the intent is to know: if they have training and certification in the sign language of their country; resources/strategies use in the transmission of the theoretical and practical contents of the discipline and, how they evaluate the communication they establish with deaf students.

For many students, the school, more precisely the PE class is the only place where they can perform physical activity. For a good learning experience there can be no barriers in communication between students and the teacher. In an inclusive school, deaf and hearing students share the same spaces, but do they share the same learning situations?

Study III – Development and knowledge of Physical Education and sports vocabulary of sign language interpreters

The third study targets sign-language interpreters, especially those who perform translation tasks in physical education classes. The aim of this study is to know how interpreters prepare the translation process and how they update themselves in sign language, since physical education and sports have a specific terminology that is unknown to most people who do not directly intervene in this area.

The studies are carried out by applying questionnaires, which will be translated into the national language of each partner country.

The results of the studies will be important indicators for verifying the need for teacher training and to rethink their performance in classes, with deaf students.



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The Site <https://SportSign.eu/> It offers several content search tools, available in 6 languages.

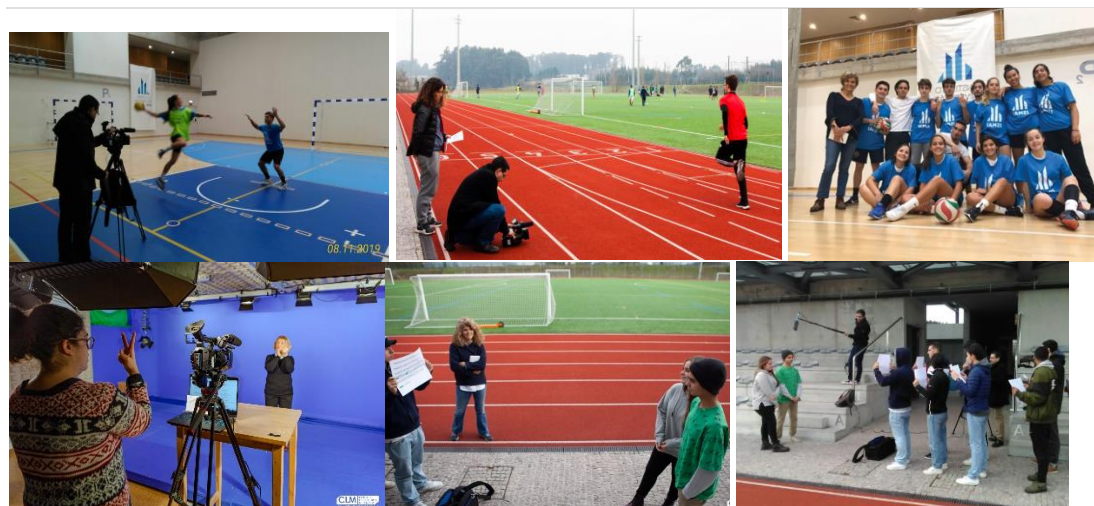
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Even in a pandemic time, which has been widespread in all countries in the consortium, the project partners stay connected and active. Thus came our website SportSign.eu, which will be available in 6 languages (Portuguese, English, Italian, Slovenian; Spanish and German) the content produced throughout the project.

The site offers a presentation video that is translated into international sign language. Two students provide a theoretical framework on the importance of Physical Education and Sport in the development of young people, they refer to the values, sports' culture and physical benefits that the practice entails, while referring to the inclusive role of schools and class, while warning about the problem of the communication barrier that may exist when teachers and students do not share the same form of communication, as is often the case with deaf students..

SportSign is in process of shooting the motor skills of 6 sport modalities



In the photo: (left to right) Mariana and Dinis, students of EASR and Xana Perry, Portuguese sign language teacher (LGP), of the Basic School of Paranhos, Portugal are the protagonists of the presentation video.