

# **Environmental Resources for Teaching Physical and Health Education to Person With Disability**

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## ***Abstract***

*The paper examined environmental resources that can be used for effective teaching of physical and health education to persons with disability. The resources that are available in our environment that could be employed in teaching persons with disability include stadium/university sport centers, recreation centers, rivers and streams, rehabilitation centers, libraries, forests, mountains and hills. The writers are of the opinion that if the identified environmental resources are properly and adequately utilized, persons with disability will definitely enjoy and have interest in Physical and Health Education lessons.*

## **Introduction**

Environmental approach to teaching is the utilization of available resources in an environment for effective teaching/learning process. Environmental resources that could be used in teaching/learning process include laboratory, museum, libraries, recreation centres, rivers, stream and others to list a few. Persons with disability are individuals that are incapacitated, thereby deprived of the use of some parts of the body or have improper functioning of any part of the body (Oyeniya, 2002). They can also be seen as individuals who differ markedly from other normal people therefore requiring special attentions. According to Fait (1978) person with disability is an individual who differ markedly in mental, physical, emotional or behavioural characteristics from their normal peers and they require special help in realizing potentials.

Ogundele (1988) opined that the term handicapped is descriptive of the circumstances of a person who is at a disadvantage in displaying the reaction patterns of behaviour, mental or emotional disabilities can be classified into orthopaedic/physical deviation, mental retardation, emotionally disturbed, visual handicapped, hearing impairment, intellectual disability, health impairment.

Environmental resources that can be utilized in the effective teaching of Physical and Health Education to persons with disability are stadium/University sport centers recreation centers,

rivers and streams, museum, parks and amusement centers, hospital and clinics, rehabilitation centers, music, libraries, singing games, story/telling, symposium.

### **Stadium and University Sports Centers**

For effective teaching of Physical and Health Education and complement classroom teaching, students with disability can be transported to stadium and University sports complex to see and utilize available facilities. Teachers of adapted Physical Education can easily adapt the facilities in the complex to meet the needs of disabled persons if the facilities are not built to accommodate them. The activities to be carried on the regular facilities could therefore be modified. For example, those with physical impairment could be asked to do 50m dash instead of 100m, and this could be graduated depending on the level and severity of disability.

### **Recreation Complex**

Recreation centers provide an opportunity for children and complement classroom teaching, students with disability to meet different sets of people from all spheres of life. In these centres disabled students can play indoor games with members of the recreation clubs and ask questions from them. These games include badminton, tennis, swimming, ayo, ludo and others to list a few which the students might not have seen before.

### **Rivers and Streams**

In our environment, there are streams and rivers that are hygienic which could be used for swimming where swimming pools are not available. Many athletes of note started their swimming career in rivers and streams, therefore, teachers of children with disability could use river and streams to introduce the students to swimming. If necessary, the rivers and streams could be treated with chemicals.

### **Mountain and Hills**

Mountains and Hills could be used in teaching persons with disability, during outdoor programmes. These children could be taught endurance through mountain climbing. Apart from this, they learn process of working in groups and ways of helping individuals with problems during adventures.

### **Museums**

Museums, where available, can be used to complement classroom teaching if the teachers of Physical Education take children with disability out on excursion. This usually serves as a recreational programme form where students could learn about historical materials, war relics, works of art and others to list a few. Doing this always relieves the students the boredom of academic work in the classroom. It is pertinent to note that these categories of children with disability can easily gain from visits to museums.

### **Parks and Amusement Centres**

Visits to parks and amusement centres enable children with disability to meet people from all walks of life. Such a visit provides an opportunity for both teachers and students to ply in a relaxed atmosphere. Examples of parks and amusement centers include Old Park Trans Amusement Park, Zoological Garden Ibadan Agodi Garden, Olumo ROCK Abeokuta, Olumirin falls, Erin Ijesa, Ife Museum, Idanre Hills, Ikogosi Warm Spring, Old Badagry slaves route and others.

### **Hospital and Clinics**

For effective teaching and to complement classroom teaching in health education, student with disability could be taken to hospitals to see facilities and equipment they have learnt about. At the hospitals and clinics, they will have the opportunity of meeting nurses, doctors and other paramedical staff who will serve as resource persons and answer any question posed by the students.

### **Radio, Television and Tape Recorders**

The use of radio, television and tape recorder in teaching Physical and Health Education topics to children with disability is highly essential. They visually impaired and other categories of children with disability could listen to recorded programme on the television, they could listen to the voice, while those with physical disability can watch television.

### **Filling the Basket**

With a limited space children with disability could participate in filling basket. This could be done with oranges or mangoes placed at different points and basket placed at the starting point. The students will now pick the oranges or mangoes form the points and return them to the basket one after the other. This could help in training the children for physical fitness.

### **Singing Games**

Singing games are done with physical activities. During this programme, the participants may not even know their level of involvement in physical activities until the activities are completed. For example, activities like who is the tallest, I am the owner of my am, whatever happens to it I don't care, with my head, my shoulder, my knee, my leg, they are all for God. All students with various disabilities can participate in all these activities.

### **Story Telling**

Story telling can be done in the classroom during raining season when students cannot go out to ply. In the class, storytelling could be organized by teachers in order to engage the students after the normal classroom teaching. At the end of the story, students can be asked to explain what they have learnt from the story they have listened to Story/telling teaches and promotes act of speaking in the public and rational thinking.

## Lecturers and Symposium

Resources persons that are available in different places could be invited to deliver lectures on different topics in Physical and Health Education. These resource persons could be Physical and Health Education specialist, nurses, doctors environmental health students can ask questions which the lecturer can readily answer to correct the erroneous ideas of the students.

## Conclusion and Recommendations

There are many resources in our environment that can be used for effective teaching of Physical and Health Education; the writers have just discussed few ones which could be used in teaching students with disability. Teachers of Physical and Health Education can use any of the identified resources to teach both able-bodied and children with disability depending on the level of disabilities. Teachers of children with disability should always know their limitations and the limitations of their students before involving them in outdoor activities. This is highly essential to prevent injuries and accidents. Teachers should be aware of the legal implication of involving children with disability in physical activities and should therefore take proper care. According to Petherick (1983) physical educators have to be realist and accept that legal litigation is a real possibility. Therefore, teachers of physical Education should attend leadership courses so as to lead students properly. Okunrotifa (1988) opined that teachers of physical Education should have professional leadership training, which includes relevant courses in adapted physical education for disabled.

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