

SPORT SCIENCE & MANAGEMENT
SS2325 ADAPTED PHYSICAL ACTIVITY AND RECREATION

Academic Year	2025-26	Semester	2
Course Coordinator			
Course Code	SS2325		
Course Title	Adapted Physical Activity and Recreation		
Pre-requisites	-		
No of AUs	3		
Contact Hours	39		

Course Aims

This course introduces you to the world of adapted physical activities, leisure and competitive sports for individuals with special needs. You will gain an overview of the various recreational and sporting activities available for individuals with special needs and be introduced to the basic theoretical and practical knowledge for adapting activities/equipment appropriately to meet the unique needs of a variety of special populations. Principles, guidelines, and strategies for activity instruction will be gleaned through hands-on participation, class discussions and personal reflections.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. explain and argue for the need for participation in adapted physical activity, leisure and sports by individuals with special needs.
2. understand the pathophysiology and behavioural characteristics of individuals with common disabilities/special needs and how these relate to physical activity, movement, and sport.
3. apply appropriate instructional methods & strategies in the delivery and instruction of a physical activity/leisure or sport experience to a selected special needs population.
4. identify barriers and facilitators to physical activity and sport in disability and special needs groups.
5. identify the various adapted physical/leisure activities and sports available to individuals with special needs by different organisations in Singapore.

Course Content

The following topics will be covered:

1. Adapted Physical Activity (APA), Leisure & Sports for Individuals with Special Needs in Singapore.
2. Pathophysiological and behavioural characteristics of disability and special needs groups.
3. Instructional models for planning adapted physical activities & sports for different disability groups.
4. Disability Sport Organisations
5. Barriers to Disability Sport Participation.

NTU Competencies & Graduate Attributes

NTU Competencies	
Character	√
Competence	√
Cognitive agility	√

NTU Graduate Attributes	
Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Adaptability	Intermediate
2. Building inclusivity	Advanced
3. Care for society	Intermediate
4. Problem Solving	Intermediate
5. Sportspersonship	Basic

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. Group Presentation (Programme Design)	1, 2, 3, 4	40%	Team	Appendix 1 & 2
2. Reflection Paper	1, 4, 5	30%	Individual	Appendix 3
3. Class Test	1-5	30%	Individual	
Total		100%		

Formative Feedback

Feedback for learning will be verbally provided during class discussions and Q&A and during practical class sessions where you have the opportunity to learn about and play, different disability sports.

You will be provided with written feedback pertaining to your assignment. Generic

written feedback will be provided to the class for the test.

Throughout the course, you will have the opportunity to assist and provide feedback to your fellow classmates during the practical sessions.

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	Lectures will provide information for key learning concepts and theories and support understanding of key concepts
Online learning	Time will be given for learning from online materials as a part of flip teaching approach. These materials will support key concepts covered in lectures and laboratories.
Practical Tutorial/ Practical Sessions	Practical sessions will: <ul style="list-style-type: none">- give hands-on experiential learning to support key concepts and content provided in class.- provide tasks for you to internalise and apply the content you learned in class to solve specific disability-related issues and challenges.- provide space and time for small group activities and discussions to allow you to assimilate the content and for sharing learning.

Reading and References

NIE Research and Publications

Nil

Other Readings and References

1. Sherrill, C. (2004). Adapted physical activity, recreation & sport: Crossdisciplinary and lifespan (6th ed.). New York, NY: McGraw-Hill.
2. Winnick, J. P., & Porretta, D. L. (eds.) (2017). Adapted physical education and sport (7th ed.). Champaign, IL: Human Kinetics.

Additional readings will be posted on NTU Learn.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory – punctually, submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they have

missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick, supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

(4) Attire and safety

You are expected to participate in practical laboratory activities. Some of these activities involve exercise. You are expected to wear appropriate attire for participation, obey laboratory safety rules, and take appropriate care of and return all equipment after use.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognise your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [NTU Student Academic Integrity Policy and Procedures link](#) in the Student Portal for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Special note: Generative AI tools will be allowed to the extent stipulated for each assignment in the assignment instructions, and any such use must be duly referenced or disclosed.

Course Instructors

Instructor	Office Location	Phone	Email
TBA			

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	Overview of adapted physical activity (APA)	1	Winnick & Porretta (7 th ed), Chapter 1
2-5	Pathophysiology and characteristics of disability and special needs groups – with relation to sport	2	Winnick & Porretta (7 th ed), Chapters 8-17 (as assigned)
6-9	Instructional models, assessment, and pedagogy for different health, fitness, and sporting goals	2,3	Winnick & Porretta (7 th ed), Chapter 7
Recess Week			
6-9	Instructional models, assessment, and pedagogy for different health, fitness, and sporting goals	2,3	Winnick & Porretta (7 th ed), Chapter 7, 23-29 (as assigned)
10-11	Disability sport organisations and Paralympic sport	5	Winnick & Porretta (7 th ed), Chapter 2
12	Barriers and facilitators to physical activity and sport participation	4	As Assigned
13	Class test	1-5	

Appendix 1: Assessment Criteria for Group Presentation (40% of Final Grade including peer review)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Quality of presentation (max 20)	Information provided clearly answers the question set out. Presentation is clear and the flow is coherent and logical. Pace is appropriate.	Information mostly answers the question set. Presentation is mostly clear and the flow generally coherent and logical.	There are weaknesses or absences in the information provided, and the flow of presentation is unclear at times.	Much of the information provided does not answer the question, and the flow is difficult to understand.	Little relevant information and unclear flow.
Demonstration of material (max 40)	Able to clearly demonstrate and thoroughly explain the efficacy and feasibility of an adapted physical activity program with your chosen condition. Able to answer questions in a poised and articulate manner with a high level of confidence.	Good demonstration and explanation of efficacy and feasibility of adapted physical activity program with your chosen condition. Able to answer most of the questions clearly and with confidence.	Clear but basic demonstration and explanation of efficacy and feasibility of adapted physical activity program with your chosen condition. Able to answer some of the questions clearly but lacks confidence at times.	Poor demonstration and weak explanation of efficacy and feasibility of adapted physical activity program with your chosen condition. Has difficulty answering questions and lacks confidence.	Unable to demonstrate or explain efficacy and feasibility of adapted physical activity program with your chosen condition. Unable to answer questions.
Use of technology (max 10)	Uses relevant technology very well to supplement and enhance the quality of presentation.	Good use of technology to improve the presentation.	Some use of technology to help improve the presentation.	Little use of relevant technology in the presentation.	No clear use of technology in the presentation.
Communication and teamwork* (max 20)	Communication is very clear and easy to understand.	Communication is clear and easy to understand most of the	Communication is unclear at times. Varied contributions	Communication is unclear and there and difficult to	Communication is unclear and not possible to understand.

	All members of the team make active contributions	time. Most members of the team make good contributions	of different team members.	understand. Most contributions provided by a single team member.	No team member makes an active contribution.
<p>*All individuals within the group are expected to contribute to work involved in the planning, data collection and output. An individual's score may vary from that of the team based on feedback and observations in this area.</p>					

Appendix 2: Peer Evaluation Component for Presentation

For the peer evaluation component, group members within each group will be asked to rate each of their peers, and the score received for each group member will be the average of the scores from their peers' round to the nearest integer (e.g., student gets a score of 9, 8 and 8, respectively from the 3 other group members and will receive a score of 8 (average of 8.3)).

Marks	10, 9	8, 7	6, 5	4, 3	2, 1, 0
Peer Evaluation (10 max)	Excellent work; was a crucial component of the group's success.	Very strong work; contributed significantly to the group.	Sufficient effort; contributed adequately to the group.	Insufficient effort; met minimal standards of the group.	Little or weak effort; was detrimental to the group.

NB: Numeric scores for peer review do not necessarily align with the letter grade categories.

Appendix 3: Assessment Criteria for Reflection Paper (30% of Final Grade)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Activity Description (10 max)	Concise & clearly expressed. Reader is able to “imagine” the entire session	Clearly expressed. Reader can “imagine” most parts of the session	Lack some clarity. Reader can “imagine” some parts of the session	Some attempt to describe the activity. Reader has difficulty imaging the session.	None of the above criteria met the required level.
Reflective analysis & Articulation of learning experience (20 max)	Very insightful, in-depth analysis of the experience. Goes beyond simplistic description to a deeply reflective analysis of how the session contributed to student’s awareness /appreciation/ understanding of self and those with disabilities. Conscious & thorough effort made to analyse connections between learning goals & experience; provided deep personal insights & some indication of future behaviours /decisions.	Good insights and some personal depth of thought & analysis in some areas. Express good depth of awareness/understanding /appreciation of self and those with disabilities. Thoughtful effort made to reflect & analyse and connect the experience to learning goals. Good personal insights and examples of learning.	Somewhat insightful. Express some awareness, understanding, application and reflection of self & those with disabilities. Depth analysis in some areas but not all. Some effort made to reflect and connect the experience to learning goals. Some personal but superficial insights.	Limited, simplistic insights. Lacks depth - reflection is without obvious depth of thought & analysis of experience. Little attempt or effort made to reflect upon experience and its connection to learning goals. Little personal insights	