Initial training in combat activities in university training programs in physical education and health education

Kamran Asadi, Ali Bagheri

Abstract

knowledge of combat activities and the development of pedagogical-educational knowledge related to them are therefore limited, sometimes even non-existent. Combat activities have a high degree of complexity as well as a dangerous potential which it is important for the teacher to measure well thanks to her teaching experience, her knowledge of her school audience as well as his degree of expertise in combat activities in order to use them optimally, as has been documented for the teaching of French boxing. This explains, at least in part, the low use by physical education and health teachers of this means of action in Quebec schools.

I. INTRODUCTION

On the contrary, a less stable or predictable environment makes employees with intellectual disabilities insecure. Another obstacle refers to the lack of knowledge of the qualities of employees with intellectual disabilities, such as their consistency or their ability to perform repetitive tasks. An employer and an integration officer from the Integrated Health and Social Services Center point out that even if the tasks entrusted to the person with intellectual disabilities are not similar to those of other employees, these remain essential to the good operation of the company.

Community environment During the interviews carried out for this research, it was mentioned that community stakeholders are available and flexible when needed. They are often considered an important resource, especially if the workplace is having difficulty with the employee with intellectual disabilities. These actors have at heart the interests and well-being of both parents and their young people with intellectual disabilities. In focus groups or interviews, community workers are seen as beneficial resources providing workplace strategies as needed to facilitate inclusion.

In the same way, however, professionals interviewed mentioned that their workload does not allow them to be present as often as they wish with the people they supervise. In recent years, community stakeholders have seen their workload increase significantly, which forces them to tighten the criteria for including people receiving follow-up or to reduce the number of hours allocated to each. Parents interviewed, including two present as a support person, are concerned that the services will be withdrawn as soon as the young person works well in the workplace.

4.2.3 Societal macroenvironment The existence of income support facilitates the inclusion in the workplace of people with intellectual disabilities. This income support compensates for the lower performance of the person with intellectual disabilities.

Although the person can increase his performance, the participants admit that it is rather rare for the productivity of these workers to reach that of other employees over time. For this reason, participants questioned the limited duration of this type of subsidy, stressing that the person's disabilities persist, which jeopardizes their continued work. In addition, the rigidity of current structures, with regard to the required diplomas, collective agreements or social assistance, hinders inclusion. For example, certain environments maintain a person in an unpaid internship status, rather than hiring him as a paid employee, to allow him to maintain a reduced or flexible work schedule.

This concession would not be possible if she gained employee status, due to the union rules in her area. An employer specifies that the seniority which prevails, with the union rules of his company. Discussion The results obtained show that the current situation of people with intellectual disabilities in the workplace is closely linked to personal factors, more specifically to skills, in terms of capacities or challenges, but also to the presence of facilitators and obstacles in their environment. With regard to personal factors, the presence of social skills makes it easier for people with intellectual disabilities to integrate into work and increase their social participation. Indeed, the desire to get in touch with others,
to be able to welcome people and greet them has an impact on social participation regarding interpersonal and work relationships, while the presence of behavioral problems can lead the person to be disabled, isolated and excluded, as noted by Letscher et al.

Relational skills and the capacity for psychosocial adaptation are a protective factor for people with intellectual disabilities. A close link appears between the development of a social support network and social skills at work for young people in transition from school to work. At the same time, an inclusive work environment depends on skills and social relationships with colleagues and the employer. This may have been the case for several study participants who developed good relationships with their colleagues and their employer and managed to keep their jobs.

II. NEW FOCUS

Staff stability. The work context involves the autonomy of the employee with intellectual disabilities, which is expressed in terms of the pace of work in relation to the requirements and the need for support from the environment that the environment can offer. The person may need daily reminders of the task to be performed and a reference person, as noted by Jourdan-Ionescu and Julien-Gauthier. Thus, such a context may require a match between skills, work requirements and supervision. In addition, along the same lines as Proulx and Dumais, it appears that participants can contribute in different ways, in terms of: 1) productive activities, through unpaid work and 2) employment. With regard to the personal microenvironment, parents recognize that they lack information about the resources available. This aspect is also raised by Jourdan-Ionescu and Julien-Gauthier as a family risk factor. Similarly, the parents’ discussion group observed that parental overprotection impeded the social participation of people with intellectual disabilities.

A protective parenting style, with control and a high parental involvement structure, can act as an obstacle and hinder the development of social participation. On the contrary, a parent advocate provides support, advice, flexibility, opportunities to make decisions and to self-determination. Parental overprotection risks hampering social participation for people with intellectual disabilities, unlike a defensive style. In this research, we must emphasize the participation of a defending parent, himself a professional in the health and social services network, who played a significant role in setting up a school-to-work transition for his daughter in collaboration with the school environment.

Depending on the life project and her daughter’s interests in working with children, new work tasks that had not been investigated before, as part of her internships, were first developed in a daycare center family, then in an early childhood center. In focus groups or interviews, it appears that the family environment supports the person with intellectual disabilities, even beyond the majority, as noted by Proulx and Dumais. Therefore, it is important to ensure that families have the information necessary to support the person in achieving their personal aspirations such as learning to drive a personal vehicle and pursuing a life plan. According to Baril, Tremblay and Tellier, parents need information and technical aids to strengthen their parenting skills, according to Proulx and Dumais, in the context of a young generation who has higher aspirations to participate like everyone else, normal, in a normal environment, for example.

Finally, the family members interviewed often provide transportation for the disabled person, especially in rural areas, where the public transportation system is not very present. A poorly accessible transport service therefore constitutes a risk factor reducing, according to this study, the possibility for the person to achieve his professional aspirations and can thus constitute an obstacle to his participation. With regard to the community mesoenvironment, the teachers represent a first school-work transition interface for young people with intellectual disabilities, both in the context of preparatory training for work and training in semi-skilled trades. The approach is part of an aim of social participation and development of social and professional skills in regular contexts of paid or unpaid work by trying to make the young person with varied work experiences. This aim differs from that of an employment integration officer from the Integrated Health and Social Services Center who is rather looking for stability, job retention, according to the professionals’ discussion group. The complexity of finding internships in the workplace, in a region far from major urban centers, stems from the risk of overcrowding in the host communities.

III. SOME EXTRA FACTS

This observation is exacerbated if concerted action and collaboration are not established, for example from a school-to-work transition plan or a life project focused on the interests of the young, between teachers, integration agents from the Integrated Health and Social Services Center, the Specialized Manpower Service and other members of the educational team. In this sense, according to Lysaght, Cobigo and Hamilton, an inclusive work environment is closely linked to the satisfaction that the person derives from the work climate and from interpersonal relationships, which ties in with the
comments of the participants who retain as facilitators: the work climate, a sense of belonging, an openness to diversity in
the rhythm and capacities of each, encouragement, respect, listening, humor, etc. However, change in routine and turnover
are cited as barriers, as reported by Letscher et al., as well as the lack of knowledge of the qualities of employees with
intellectual disabilities, as reported by Baril. The community environment includes the health and social services network,
the specialized labor service and associations that provide support to the person with intellectual disabilities or their family.

These services are considered an important resource by the participants, because they provide support for the orientation
of the person, provide strategies in the workplace or publicly recognize successes, notably through the media. However,
limits appear in the intervention with individuals, given a context of budget cuts which sees an increase in the workload of
professionals in the community environment. With regard to the societal macroenvironment, it is first of all the equality of
opportunity and the political orientations in terms of accessibility to employment which are questioned by the participants.
Specific measures should encourage the hiring of people with disabilities, taking into account the reality of these people,
such as a limited number of hours or tasks adapted to their characteristics. This factor represents an obstacle, as do
the regulations and conventions in the living environment or the cumbersome administrative procedures, which can
hinder the process of social participation. In order to facilitate the inclusion of people with intellectual disabilities, the
government should send a clear message about its willingness to include them. To do this, it can encourage and strengthen
initiatives taken in the community by promoting the employment of people with intellectual disabilities in a more marked
or intensive manner. The objective of this research was to explore obstacles and facilitators related to the inclusion and
social participation of people with intellectual disabilities from the employment integration services of an integrated health
and social services center.

The methodology used refers to the qualitative case study from five focus groups and five individual interviews. The
results highlight factors relating to personal aspects, the personal and family microenvironment, the community
mesoenvironment and the societal macroenvironment. A study of the barriers and facilitators to inclusion and social
participation of people with intellectual disabilities on a larger scale may be of interest for future research. Such a study
could be based on the approach described in this article. In this article, combat activities designate a category of means of
action calling on practices relating to self-defense and the arts of combat involving the body in motor situations. By which
the pupil has the possibility of exploring his relation to himself and to others, to adapt his motor behaviors according
to situational constraints and the opposition provided by one or more adversaries and to deepen his personal and social
development global. Interest in combat activities has increased in recent years in North America. The often sensationalist,
unrealistic and even violent image conveyed by the mass media in relation to this category of activity has, in the opinion of
Banks and Reed, contributed to the construction of questionable conceptions as to the aims of combat activities. Despite
some resistance, combat activities are present in physical education from the 19th century in France. For example, Hbert’s
natural method included wrestling and boxing in natural defense exercises in physical education, while Joinville’s method
included French boxing.

An educational discipline invented in Japan in 1885 by Jigoro Kano, judo has been the subject of several didactic
approaches to physical education in France since the beginning of the 20th century. It was first a martial practice based on
techniques, then a more sporting practice oriented towards competition, then a practice more specific to physical education,
using judo combat to build knowledge combat. This last example of judo shows how a reference practice can give rise to
three different forms of motor situations used in physical education. In the North American context, a thematic issue of
the Journal of physical education, recreation & dance, in 2000, questioned the possibility of using combat activities in
physical education. Several experts recognize that they have good potential for use in terms of curriculum. Kahan proposed
elements to favor the inclusion of combat activities in physical education while ensuring the safety of the participants, by
distinguishing direct combat from indirect combat. In the same school discipline, Kozub and Kozub promoted a tactical
approach to combat sports, unlike Winkle and Ozmun who, for their part, in the United States, self-defense is used in
physical education to counter bullying problems. In this perspective of school use of self-defense, these authors propose to
focus on the moral and legal framework of self-defense, on the analysis of the environment and, finally, on three situations
of opposition.

Banks suggests that teaching self-defense deals with the following considerations: the possibility of being attacked,
the motivations of the aggressors, awareness of their environment, confidence in their first intuition and coping strategies.
communication against assaults. In other national contexts, combat activities are taught in physical education unevenly or
irregularly. Vt and Reguli describe a significant use of combat games, but a low use of combat sports in physical education
and in the training of Czech teachers. Judo and all other budo have been compulsory subjects since 2012 in Japanese
secondary schools. In the 1990s, it was documented that two thirds of physical education teachers were in contact with the
practice of combat activities during their university training in Europe as well as in the United States.
The physical education and health program and its didactic approach

In Quebec, physical and health education is a compulsory subject. As such, a program guides the action of teachers towards the development by students of the expected skills by determining learning objectives to be achieved at the various cycles and stages of the school career.

Previous courses focused on the development of motor efficiency, but the current program aims rather at developing anticipatory as much as reflexive thinking in students. In this sense, the Quebec School Training Program seeks to develop, in learners, a process of critical transformation of motor actions as well as their ability to engage in complex motor situations and to solve the problems associated with them. The complexity of the motor situation is based in particular on the existence of uncertainties which stimulate the manifestation of original motor behaviors and a reflexivity as to these behaviors adapted according to environmental and social constraints. The Quebec physical and health education program focuses on the student’s development of three disciplinary skills: acting in various contexts of physical activity practices, interacting in various contexts of practicing activities physical and adopt a healthy and active lifestyle.

The Quebec School Training Program is strongly inspired by Parlebas’ theoretical framework of motor praxeology. Thus, disciplinary competence 1 relates to situations qualified as psychomotor and disciplinary competence 2, to situations qualified as sociomotor. The means of action identified by the Quebec school training program are technical-artistic activities, cyclic activities, single-action activities, address activities and rhythmic activities for disciplinary competence 1; collective activities in common or separate space, cooperative activities, combat activities and dual activities for disciplinary competence. These means of action offer motor situations favorable to categories of motor behavior that the Training Program of the Quebec schoolnames “types of actions” and “principles of action”. These types of actions and principles of action are the resources to be mobilized for the development of disciplinary skills. The challenge of using combat activities in physical education and health lies in the teacher’s ability to create a combat driving situation allowing the development of the targeted disciplinary competence. To do this, Motor praxeology and uncertainty management Motor praxeology is a theory established by Parlebas in order to create “a science of motor action, in particular of the conditions, modes of operation and results of the implementation of this”. Motor praxeology provides an interpretative framework for the study of motor actions which designates “the process of accomplishing the motor behaviors of one or more subjects acting in a determined motor situation” p. 37).

More recent work concerning Brazil, France, Spain and Portugal indicates however that there is little or no formal and structured training in the use combat activities by physical education teachers in the school setting. So, if combat activities are found in different European physical education programs in the form of reference practices, they remain much less practiced in physical education classes in the United States than in training offered by non-school organizations in the community. What about the province of Quebec? How and on what basis are combat activities used? they remain much less practiced in physical education classes in the United States than in training offered by non-school organizations in the community. What about the province of Quebec? How and on what basis are combat activities used? they remain much less practiced in physical education classes in the United States than in training offered by non-school organizations in the community. What about the province of Quebec? How and on what basis are combat activities used? The general objective of this article is to set guidelines and make recommendations to guide the design and implementation of combat activities in physical education and health according to the specifics of the school training program. Quebec. In the next sections, we present the context of teacher training as well as the orientations and skills contained in the physical education and health program in force in the province of Quebec. Training physical education and health teachers in a Quebec context Combat activity is one of the means of action that physical education and health teachers can use as part of the Quebec School Training Program.

IV. Result

This category of means of action, however, is still struggling to find its place in physical education and training courses. It was found that the frequency of use of combat activities by teachers of physical education and health in secondary school in Quebec is rather low as well as technical-artistic activities, outdoors or rhythmic. A brief review of the downloadable versions of the physical education and health education training programs of Quebec universities in effect in 2016 also shows that there are few teacher training activities. Specifically, there are specifically dedicated to teaching combat activities. Only two universities offered a compulsory course of 1 or 2 credits in this subject. Two other universities had not trained teachers in these activities for several years.
References


[34] Vahid Rahmati. The mathematics of cryptography, 2016.
