

How a Nonprofit Giant Used Interactive Guided Learning to Promote Social Inclusion

Case Study

Client:

The client is a renowned sports corporation operating as a non-profit organization. It offers year-round sports training and athletic competition in a variety of sports for children and adults with intellectual disabilities. It markets its mission worldwide.

Category:

Diversity & Inclusion

Industry:

Non-Profit Sports

Client Geography:

Washington DC, United States

Business Objective

- ▶ Train educators on the importance of the mission.
- ▶ Create accepting school environments for students with and without intellectual disabilities.
- ▶ Enable educators to introduce meaningful social inclusion.

Learning Objective

- » Recognize the impact of unified learning at the elementary level.
- » Discuss the specific goals and activities within the strategy for elementary schools.
- » Describe and apply best practice examples of unified sports implementation.

Learner Profile with
Number of Learners

Educators (teachers) from
elementary schools

Learning Principles/Approach/Strategy

This course uses an interactive, guided learning instructional strategy that helps the learner gain knowledge and access to relevant data in an engaging manner.

The client had three requirements for all courses in the 'for educators' package:

- » **Consistency in functionality**
- » **Quality programming**
- » **Sustainability**

This module was created to ensure **consistency in functionality**, with similar treatment to all content as in other courses in the package. This course leverages the custom eLearning content development and considered the visual consistency in designs and layout for similar content, particularly so that when a learner takes more than one course, it is easier for them to recollect information in a similar pattern as in another course, such as course taken in high school. This important element was focused on because the client's learners could be anywhere in the world & need to feel like they are part of a global learning team.

This course also offers **quality programming**. For an educator, learning is crucial for the development and growth of their students. This course was designed to provide educators with the tools and resources they need during and after the training.

This course also provides **sustainability**. The use of immersive learning environments, up-to-date resource options, and the latest learning technology provide the learner with everything they need to learn how to introduce meaningful inclusion in their school.



Solutions

This course is a Level 2 e-learning course with case scenarios and access to additional, related resources on the internet via direct links. This course introduces many reflection questions to put learners back in the center of the learning process.

To get to the essence of the course and emphasize the message, the course leverages the use of indicative icons. And while the learner is on their learning journey, they have a final formative assessment. The course is presented in Standard English, Standard Spanish, 508 English, and 508 Spanish.



Implementation/Distribution Process

This course promotes social inclusion by bringing together students with and without intellectual disabilities through sports and other activities. We believe that students who play together become better at being inclusive in their approach and responsibility.

While it is true that seeing two children from radically different backgrounds play together warms the heart, we sometimes fail to notice that one child sits alone in class while the others are at recess. Sometimes we do not listen to the child that has been held back two grades because he cannot keep up with his peers and, as a result, is being picked on by his new, much younger classmates. So maybe we need to go one step further when we work to ensure that all our students feel included.

For this to work, we need to first believe in the importance of meaningful inclusion and then work it into the fiber of our schools. So tomorrow, a little girl with Down syndrome is invited to play soccer at recess with children with and without intellectual disabilities, where she learns that she is great at the game! And a young boy with autism makes new friends who laugh with him, and he learns he is great at telling jokes!

This is where our course comes in. This custom eLearning content development course weaves the importance of meaningful inclusion throughout the module so that the learner is guided to the realization that making their elementary school more inclusive is the logical next step to take in what is a journey in the right direction.

The course starts with a brief history of the mission and how this tie in with what the school aims to accomplish.

By breaking down each section of the three model components into an explanation of what the component is and what activities fall under its umbrella, the learner gains an insight into how this model can be used at various levels in their own school.

- » In addition, comprehensive real-life examples of activities in action in other elementary schools, complete with real photos and videos, suppress any voices of doubt that might remain.
- » The course also details how educators, parents, and others can form a leadership team. It then describes what a leadership team is and highlights the importance of the role. And, through plausible case scenarios, the course demonstrates how the team can overcome difficulties they may face on their journey to creating a more inclusive school.
- » This custom eLearning content development detailed course addresses the dynamic human cognition, learning style, and behavior. It provides the learner with appropriate information within the course and links to important, relevant resources they can refer to at any time to enable them at all levels throughout the course. In summary, this course encourages everyone in its audience to join the Inclusion Revolution so that one day, no child is left out simply for being different.

Learner Assessment

This course is designed for elementary school educators. At the end of the training, these educators take the next step and introduce meaningful social inclusion into their elementary schools. They use the tools and resources this training provides to bring together students with and without intellectual disabilities to create accepting school environments.

Business Impact

Educators in all elementary schools work hard to ensure that their students are all treated equally, can form friendships, and feel respected and loved irrespective of their gender, skin tone, family background, or income level. After this course, they were able to:

Summarize the special sports mission.

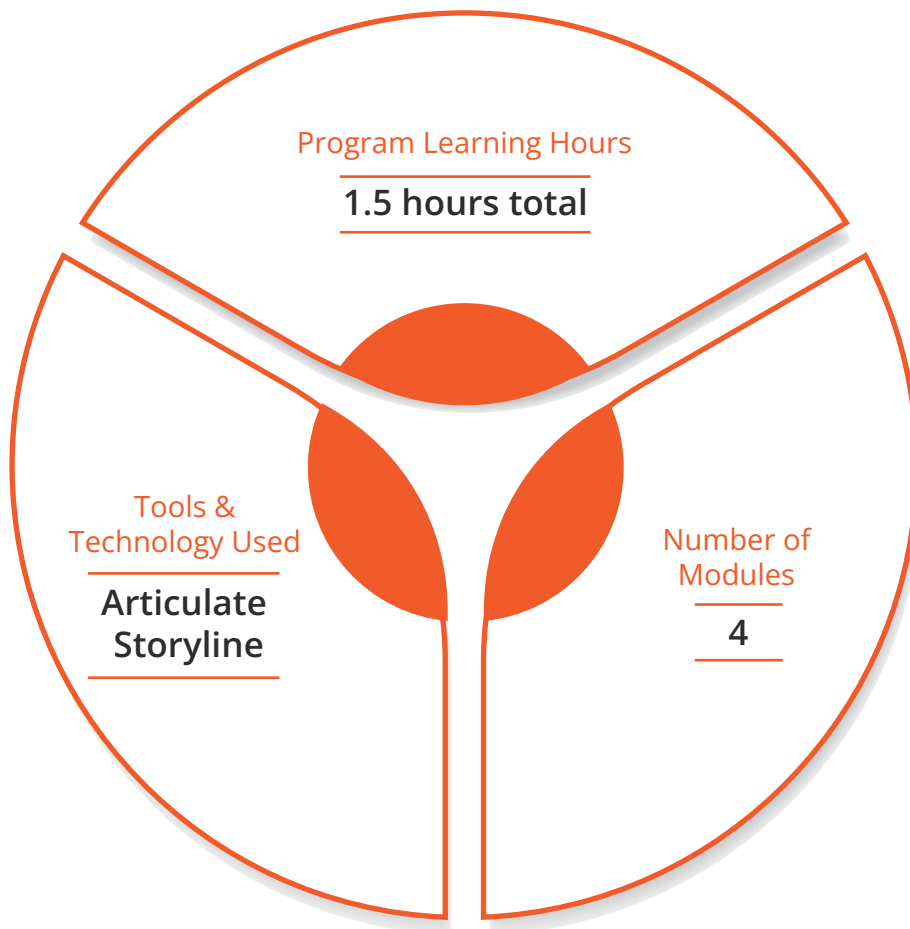
Recognize the impact of unified learning at the elementary level.

Describe and apply best practice examples of unified sports implementation.

Utilize the unified learning strategy to align and support elementary-level educators' work.

G-Cube Resources Used

- » Instructional designers
- » Media experts
- » Subject matter experts
- » Quality control team
- » The time spent totaled 1500 work hours



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