



TOOLS FOR LEARNING **PARALYMPIC GAMES**

INTERMEDIATE (3-5)

The Virginia Standards of Learning Project

THE AMP LAB Cortland SUNY

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TOOLS FOR LEARNING **PARALYMPIC GAMES**

Created by:

Kate Darpino, Katie McNamara, Jolanda Hengstman, Aaron Hart, and Victor Spadaro

Special Contributions by:

Michelle Grenier, Lara Brickhouse, Lauren Lieberman, John Foley, and Deedi Brown

Design:

Jennifer Truong

In partnership with the SUNY Cortland AMP Lab.

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ABOUT THIS
MODULE

MODULE OVERVIEW

The Paralympic Games were designed to emphasize the participants' athletic achievements and not their disabilities. The Paralympics host thousands of competitors from over 100 countries and is one of the largest international sporting events in the world. This module was designed to introduce all students to the Paralympic spirit.

This version of OPEN's Olympic Games module has been modified specifically to meet the Physical Education Standards of Learning for Virginia Public Schools. Additional free Intermediate Grades 3-5 resources can be found at:

<http://openphysed.org/curriculummodules>

- ✓ **Standard 1 [3.a]** Demonstrate the critical elements for overhand throw and catch using a variety of objects; dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward (a).
- ✓ **Standard 1 [4.a,d,e]** Demonstrate mature form for specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities, to include overhand throw and catch with a partner while moving, overhand throw to a target for distance, dribbling with non-dominant/non-preferred hand walking and dominant/preferred hand at various speeds, striking a ball with short-handled implement (a); Demonstrate the use of pacing, speed, and endurance in a variety of activities (d); Demonstrate the ability to self-pace in a cardiovascular endurance activity (e).
- ✓ **Standard 1 [5.a,d,e,f]** Demonstrate mature form in locomotor, non-locomotor, and manipulative skill combinations in more complex and dynamic environments and modified sports activities, to include execution to a target, hand dribble, and striking a ball while stationary and moving (a); Demonstrate use of space in a variety of activities (d); Demonstrate accuracy in a variety of activities (e); Demonstrate use of force in a variety of activities (f).
- ✓ **Standard 2 [3.a]** Apply the concept of open space while moving (a).
- ✓ **Standard 3 [3.a,b,d]** Explain the health-related components of fitness (a); Identify one measure for each component of health-related fitness (b); Identify that there are levels of intensity in moderate to vigorous physical activity (MVPA) (d).
- ✓ **Standard 4 [3.a,b,c]** Explain the importance of rules for activities (a); Provide input into establishing and demonstrate implementation of rules and guidelines for appropriate behavior in physical activity settings (b); Describe the importance of cooperating and work cooperatively with peers to achieve a goal (c).
- ✓ **Standard 4 [4.a,b]** Identify a group goal and the strategies needed for successful completion while working productively and respectfully with others (a); Identify and demonstrate conflict-resolution strategies for positive solutions in resolving disagreements (b).
- ✓ **Standard 5 [4.g]** Explain the role of moderate to vigorous physical activity (MVPA) for energy balance (g).

MODULE OVERVIEW

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PLANNING COMPLETE LESSONS

Each Paralympic activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

Instant Activity (not on block plan)	5–10 minutes
+ Skill Activity with Debrief	10–15 minutes
+ Event Activity with Debrief	10–15 minutes
+ Check for Understanding	5 minutes

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

MODULE OVERVIEW**ASSESSMENT****SELF
ASSESSMENT
WORKSHEET****USING
THE SELF
ASSESSMENT
FOR
EVALUATION
(GRADING)****HOLISTIC
RUBRIC
FOR
PERFORMANCE**

Two types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. For example, during the module's first lesson, students participate in the activity Wheelchair Curling. At the end of this activity, students would complete the Pre and Goal columns for Communication (and possibly Working Safely). Hockey Pass, Hockey Shot, and Working Cooperatively would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the final lesson of the module.

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of stars. Here is a sample rating scale for self-assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

The holistic rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria, including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics, providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the Module's station day, providing a final holistic evaluation of each student's performance.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Wheelchair Curling	Athlete with a Disability, Button, Delivery, Delivery Stick, End, Hammer, House, Lead, Para Sport, Paralympics, Rink, Rock, Second, Skip, Third
2	Para Biathlon	Biathlon, Cardiorespiratory Endurance, Classification, Eligible Impairment, Health-Related Fitness, Muscular Endurance, Overhand, Throw, Underhand
3	Sled Hockey Dribble & Pass	Communication, Cooperation, Dribble, Pass, Physical Activity, Power, Safety Concerns
4	Zone Sled Hockey	Able-bodied Athlete, Control, Etiquette, Force, Muscular Strength, Para Athlete, Paralympian, Safe, Teamwork, Vigorous
5	Paralympic Village Clean-up & Para Alpine Skiing	Able-Bodied Athlete, Communication, Cooperation, Guide, Paralympian, Paralympics, Safe, Teamwork, Cardiorespiratory Endurance, Downhill, Flat, Giant Slalom, Integrity, Outrigger Ski, Sit-Ski, Slalom
6	Paralympic Village Clean-up & Para Cross-Country Skiing	Communication, Guidance, Guide, Outrigger Ski, Safe, Sit-Ski
7	Paralympic Village Clean-up & Student Event Choice	Academic Language Review

MATERIALS LIST

QTY	NAME	CODE	US Games USGAMES.COM
32	Bean Bags	1293418	Link to e-Store
24	Scooters	1137408	Link to e-Store
24	Scooter Paddles	1290943	Link to e-Store
24	Noodles	1100500	Link to e-Store
28	Cones	1093452	Link to e-Store
6	Tumbling Mats	1280876	Link to e-Store
24	Spot Markers	1388151	Link to e-Store
48	Low Profile Cones	1255690	Link to e-Store
6	Hoops	02170	Link to e-Store
24+	Scooter Hockey Sticks	7693	Link to e-Store
12+	Plastic Hockey Pucks	1093445	Link to e-Store
2+	Pop-up Goals	1063943	Link to e-Store
12+	Blindfolds	1140217	Link to e-Store
48+	Paper Plates		<u>NA</u>
			OPENPhysEd.org
	Full Paralympic Module		OPENPhysEd.org
	Academic Language Cards		OPENPhysEd.org

TEACHER NOTES

WHEELCHAIR CURLING

STUDENT TARGETS

- ✓ **Skill:** I will push the rock as close to the center of the house as possible.
- ✓ **Cognitive:** I will discuss the skill components of curling.
- ✓ **Fitness:** I will be actively engaged during the entire activity.
- ✓ **Personal & Social Responsibility:** I will follow all rules and etiquette of curling.

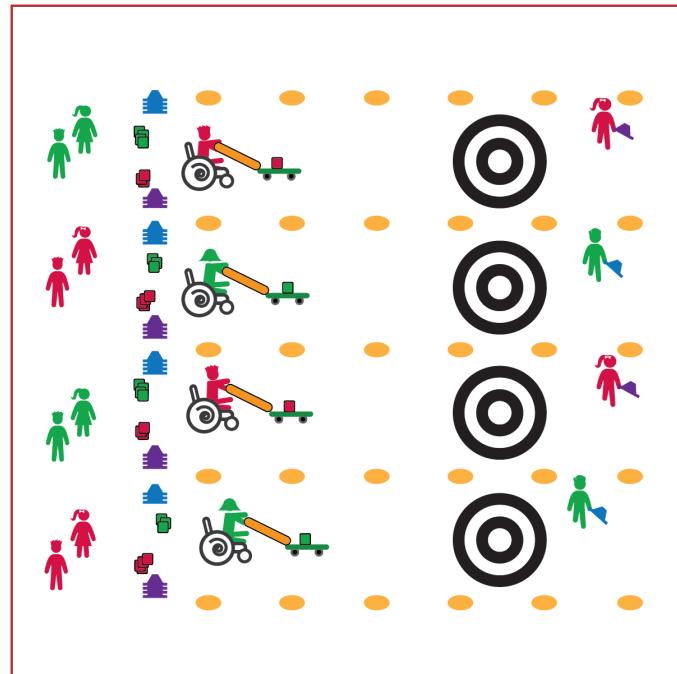
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 8 rocks (bean bags) per rink
- ✓ 1–2 scooters per rink
- ✓ 8 low-profile cones per rink (4 per color to designate teams)
- ✓ 1 delivery stick (hockey stick, lacrosse stick, noodle) per rink
- ✓ 1 chair or wheelchair per rink
- ✓ Floor tape

Set-Up:

1. Create rinks and house targets with tape/cones.
2. Use floor tape to make targets (houses) at 1 end of each rink.
3. Place a chair, delivery stick, and 8 bean bags at the opposite end of the house for each rink.
4. Create equal teams, 2 teams at each rink.



Activity Procedures:

1. It's time for Wheelchair Curling, a Paralympic event that matches Olympic Curling. The only adaptation from Olympic curling is the elimination of sweepers.
2. The objective of today's activity is to place your team's rock closest to the button during each end.
3. 1 student from the 1st team will sit in the chair (or wheelchair) and use the delivery stick to push the rock (scooter carrying a bean bag) toward the house. Try to get your rock closest to the button. Take turns sending scooters. When each scooter stops, the team will place a low-profile cone on the floor as a marker of the send.
4. Next, a player from the opposite team will do the same.
5. Alternate until every player has had a turn. Whichever team's rock is closest to the button is the winner of the end. Play for up to 8 ends.

Grade Level Progression:

3rd: Use a ball as the rock, with students sending the ball toward the house using a ramp.

4-5th: Play the activity as described.

**WHEELCHAIR CURLING****UNIVERSAL
DESIGN
ADAPTATIONS**

- ✓ Play the activity with alternative equipment (e.g., foam balls or soft flying discs).
- ✓ Instruct students to send the rock blindfolded. Teammates can direct blindfolded students on direction and where to send the rock (bean bag).

**ACADEMIC
LANGUAGE**

Athlete with a Disability, Button, Delivery, Delivery Stick, End, Hammer, House, Lead, Para Sport, Paralympics, Rink, Rock, Second, Skip, Third

**STANDARDS
& OUTCOMES
ADDRESSED**

- ✓ **Standard 4 [3.a,c,f]** Explain the importance of rules for activities (a); Describe the importance of cooperating and work cooperatively with peers to achieve a goal (c); Describe one group physical activity to participate in for enjoyment (f).
- ✓ **Standard 4 [4.a,c,d]** Identify a group goal and the strategies needed for successful completion while working productively and respectfully with others (a); Define etiquette and demonstrate appropriate etiquette and application of rules and procedures (c); Define integrity and describe the importance of integrity in a physical activity setting (d).
- ✓ **Standard 4 [5.d,e]** Explain the importance of inclusion in physical activity settings (d); Describe and demonstrate respectful behavior in physical activity settings (e).

**DEBRIEF
QUESTIONS**

- ✓ **DOK 1:** What does follow-through mean?
- ✓ **DOK 2:** How does follow-through affect accuracy?
- ✓ **DOK 3:** Can you predict what will happen to a delivery if a person follows through to the right? To the left?
- ✓ **DOK 1:** What would you include on a list of Wheelchair Curling rules?
- ✓ **DOK 2:** What does it look like when you follow these rules?
- ✓ **DOK 3:** Why is it important to follow rules? Elaborate on why you believe that what you're saying is true.

**TEACHING
STRATEGY
FOCUS**

Preview new content. YouTube and other websites are a great way to introduce students to Paralympic events. Before each activity in this module, take a few minutes to show an inspirational video demonstrating the skill, athletic ability, and fitness of Paralympians.



PARA BIATHLON

STUDENT TARGETS

- ✓ **Skill:** I will throw underhand and overhand using proper form and technique.
- ✓ **Cognitive:** I will discuss the importance of muscular endurance for biathletes.
- ✓ **Fitness:** I will remain actively engaged in an effort to improve my muscular endurance.
- ✓ **Personal & Social Responsibility:** I will focus on safety for myself and my classmates.

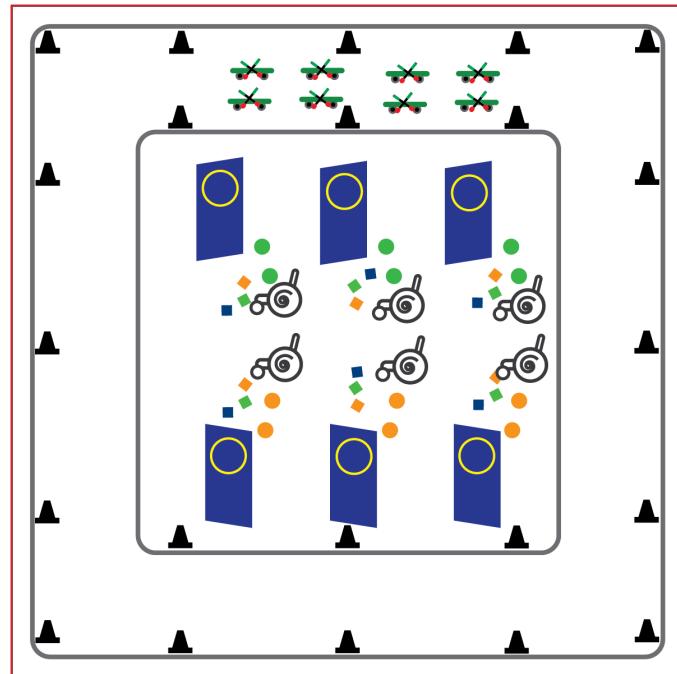
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 28 cones
- ✓ 6 tumbling mats and 6 chairs
- ✓ 6 hula hoops
- ✓ 18 spot markers
- ✓ 18 bean bags or yarn balls
- ✓ 1 scooter or wheelchair per 2 students
- ✓ 2 foam scooter paddles per 2 students

Set-Up:

1. Use cones to outline a lap track around the perimeter of the activity area.
2. Spaced evenly throughout the inside of the track, stand the tumbling mats on their ends and tape a hula hoop to each to form a vertical target.
3. Place 3 poly spots in front of each target at varying distances, and place 1 chair or wheelchair and 3 bean bags nearby.
4. Send half of the class to the track, the other half spread evenly across the targets.



Activity Procedures:

1. It's time for Para Biathlon, a long-endurance fitness event that combines elements of traveling long distances and target practice.
2. Students beginning on the track: when I say, "GO!" begin moving around the track with a scooter or wheelchair. When you have completed 1 lap, move to a line at 1 of the targets for target practice.
3. Students starting with target practice: line up so 1 person tosses the bean bags at a time. Take 3 throws to earn points. Hit the target (inside of hoop) from the closest spot to earn 1 point, the middle spot for 2 points, and the farthest spot for 3 points. Throwing options include sitting in the chair and tossing underhand, sitting in the chair and throwing overhand, or standing and tossing underhand. After throwing all 3 bean bags, pick them up, give them to the next person, and then go to the track.
4. Continue rotating between the track and target practice until you hear the stop signal.
5. Add your points together during your Para Biathlon event so you know if you make the medal podium!
6. Bronze Medal = ___ to ___ points; Silver Medal = ___ to ___ points; Gold Medal = ___ to ___ points.

Grade Level Progression:

3rd & 4th: Play the activity as described. 5th: Use a bucket instead of a target.

**PARA BIATHLON****UNIVERSAL
DESIGN
ADAPTATIONS**

- ✓ Allow students to continue throwing bean bags until they earn at least 1 point. Provide assistance to help students experience success.
- ✓ Students work in pairs. Have 1 student wear a blindfold and the other act as a guide to help them navigate the track.
- ✓ While at a throwing station, the guide can clap in front of the target to let their partner know where to throw. Guides should clap in front of the target, then move out of the way and tell their partner it is safe to throw. Remind students to remove their blindfolds when transitioning from the track to a throwing station and vice versa.

**ACADEMIC
LANGUAGE**

Biathlon, Cardiorespiratory Endurance, Classification, Eligible Impairment, Health-Related Fitness, Muscular Endurance, Overhand, Throw, Underhand

**STANDARDS
& OUTCOMES
ADDRESSED**

- ✓ **Standard 1 [3.a]** Demonstrate the critical elements for overhand throw and catch using a variety of objects; control, stop, and kick ball to stationary and moving partners/objects(a).
- ✓ **Standard 3 [3.a,c]** Explain the health-related components of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) (a).
- ✓ **Standard 3 [4.a]** Describe the components of health-related fitness and list associated measurements (cardiorespiratory endurance/aerobic capacity, muscular strength and endurance, flexibility, body composition) (a).

**DEBRIEF
QUESTIONS**

- ✓ **DOK 1:** What is endurance?
- ✓ **DOK 2:** What types of endurance are important for Para biathletes?
- ✓ **DOK 3:** How is endurance related to accuracy when you are try to hit a target?

**TEACHING
STRATEGY
FOCUS**

Help students examine their reasoning. Many students have not been introduced to the importance of the Paralympic Games. Use the activities in this module to prompt students to examine their own reasoning and logic with respect to who is and is not considered an athlete.

SLED HOCKEY DRIBBLE & PASS

STUDENT TARGETS

- ✓ **Skill:** I will dribble the ball/puck with control.
- ✓ **Cognitive:** I will discuss the appropriate times for passing and for dribbling.
- ✓ **Fitness:** I will remain active with a focus on keeping pace with my partner.
- ✓ **Personal & Social Responsibility:** I will work cooperatively and use encouraging language with my partner.

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 scooter or wheelchair per student
- ✓ 2 short-handled floor hockey sticks per student
- ✓ 1 yarn ball or plastic hockey puck per student

Set-Up:

1. Give each student a scooter, 2 short-handled hockey stick, and 1 yarn ball/puck.
2. Students to spread out around the activity space.

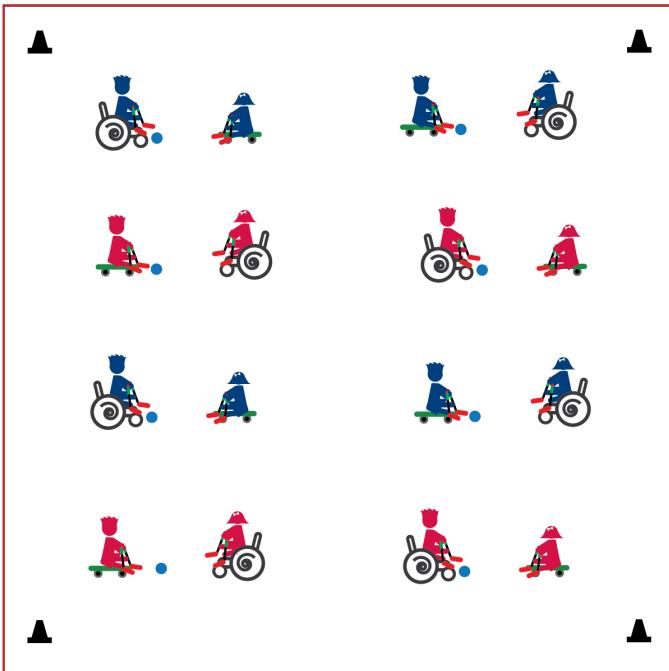
TEACHING CUES

Dribbling:

- ✓ Eyes Up, Moving Safely
- ✓ Both Sides of the Stick to Control the Ball/Puck

Passing:

- ✓ Handshake Grip
- ✓ Shoulder to Target
- ✓ Low Stick with a Follow-Through



Activity Procedures:

1. It's time for Para Ice Hockey, a Paralympic event in which players sit on double-blade sleds. Today we will be practicing dribbling and passing.
2. First, we'll practice dribbling using both feet to move on their scooters. On the start signal, move around the space while controlling the yarn ball/puck you're pushing with your hockey stick. (Provide time for practice.)
3. Next, we'll sit cross-legged on the scooter. Use the top end of our hockey sticks to move around the activity space. Focus on control of the ball/puck. (Provide time for practice.)
4. Now it's time to work on our passing skills. (Pair students, each pair safely spaced with 1 ball/puck).
5. On the start signal, begin passing back and forth while staying stationary. (Provide time for practice)
6. Next, begin moving safely throughout the space while passing with your partner. You can use your feet to help you move. (Provide time for practice)
7. Finally, sit cross-legged on your scooter and use 1 hand to move while passing with your partner.

Grade Level Progression:

3rd: Use yarn balls. Students can move with their feet the entire time.

4th-5th: Play activity as described.

**SLED HOCKEY DRIBBLE & PASS****UNIVERSAL
DESIGN
ADAPTATIONS**

- ✓ Practice stationary passing only.
- ✓ Provide a variety of sticks and striking objects. For example, a large foam ball instead of a puck for easier striking.
- ✓ Play an Add-It-Up Cooperative Challenge for 1 minute. Students count the number of passes complete.

**ACADEMIC
LANGUAGE**

Communication, Cooperation, Dribble, Pass, Physical Activity, Power, Safety Concerns

**STANDARDS
& OUTCOMES
ADDRESSED**

- ✓ **Standard 1 [3.a]** Demonstrate the critical elements for dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward; (a).
- ✓ **Standard 1 [4.a]** Demonstrate mature form for specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities, to include dribbling and passing with varying speed while moving, dribbling with non-dominant/non-preferred hand, striking a ball with short-handled and long-handled implement (a).
- ✓ **Standard 1 [5.e,g]** Demonstrate accuracy in a variety of activities (e); Apply concepts of direction and force to strike an object with purpose and accuracy (g).
- ✓ **Standard 2 [3.a]** Apply the concept of open space while moving (a).

**DEBRIEF
QUESTIONS**

- ✓ **DOK 1:** Can you list the cues for dribbling and passing in Para Ice Hockey?
- ✓ **DOK 2:** How does sitting on your scooter or chair affect your ability to pass the ball/puck?
- ✓ **DOK 3:** How is dribbling in Para Ice Hockey related to dribbling in other sports?

**TEACHING
STRATEGY
FOCUS**

Help students practice skills, strategies, and processes: Dribbling and passing on a scooter or from a wheelchair is a dynamic skill that will be new to many students. Allow ample time for students to practice and refine their skill performance.

ZONE SLED HOCKEY

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate how to strike the puck at the goal.
- ✓ **Cognitive:** I will discuss offensive and defensive roles.
- ✓ **Fitness:** I will stay actively engaged with my teammates.
- ✓ **Personal & Social Responsibility:** I will use positive communication skills with my teammates.

TEACHING CUES

- ✓ Eyes Up
- ✓ Move Safely in Space
- ✓ Move to Open Space

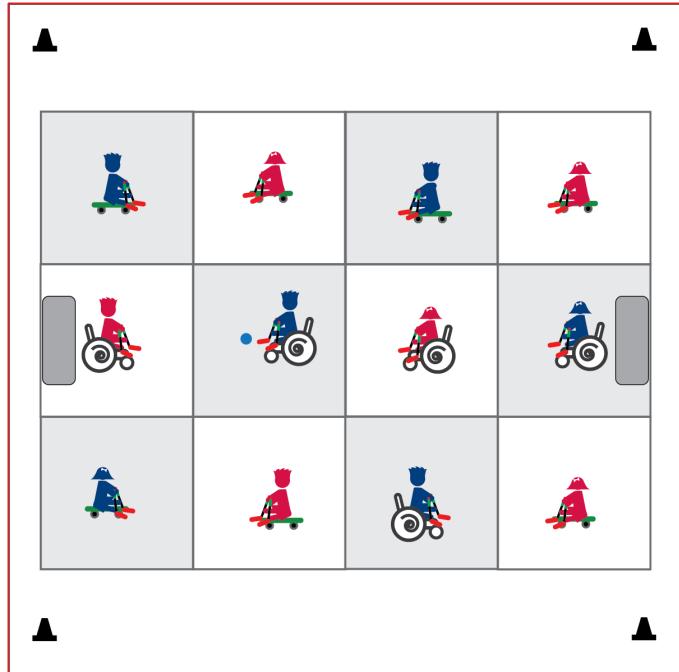
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 scooter or wheelchair per student
- ✓ 2 short-handled floor hockey sticks per student
- ✓ 1 yarn ball or plastic hockey puck per activity area
- ✓ 2 goals per activity area
- ✓ Cones for marking boundaries and zones

Set-Up:

1. Place goals at opposite ends of the activity area.
2. Using cones, divide the space into 6 zones.
3. Create 2 even teams. Send each student to a zone with a scooter and sledge hockey sticks.



Activity Procedures:

1. Today's activity is called Zone Para Ice Hockey.
2. The objective of this activity is to work with your teammates to score more goals than the other team.
3. You must stay in your designated zone, passing to your teammates from zone to zone to advance the ball/puck. Interceptions can be made as the ball/puck crosses your zone.
4. Halfway through the activity, we will rotate zone positions, and a new student will play goalie.

Grade Level Progression:

3rd: Play the activity without goalies.

4th: Play the activity as described.

5th: Students must keep their feet on the scooter and use only their hands and sticks to push.

**ZONE SLED HOCKEY****UNIVERSAL
DESIGN
ADAPTATIONS**

- ✓ Vary the number of students in each zone.
- ✓ Increase or decrease the size of the goals.
- ✓ Replace the puck with a larger object for easier striking.
- ✓ Play with only 2 zones: 1 for offense and 1 for defense.

**ACADEMIC
LANGUAGE**

Able-bodied Athlete, Control, Etiquette, Force, Muscular Strength, Para Athlete, Paralympian, Safe, Teamwork, Vigorous

**STANDARDS
& OUTCOMES
ADDRESSED**

- ✓ **Standard 1 [3.a]** Demonstrate the critical elements for dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward; (a).
- ✓ **Standard 1 [4.a]** Demonstrate mature form for specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities, to include dribbling and passing with varying speed while moving, dribbling with non-dominant/non-preferred hand, striking a ball with short-handled and long-handled implement (a).
- ✓ **Standard 1 [5.e,g]** Demonstrate accuracy in a variety of activities (e); Apply concepts of direction and force to strike an object with purpose and accuracy (g).
- ✓ **Standard 2 [3.a]** Apply the concept of open space while moving (a).

**DEBRIEF
QUESTIONS**

- ✓ **DOK 1:** What is open space?
- ✓ **DOK 2:** What do you know about the importance of open space in Sledge Hockey?
- ✓ **DOK 3:** How is open space related to both passing and shooting in Sledge Hockey?
- ✓ **DOK 1:** Which components of health-related fitness are important to athletes who play Sledge Hockey?
- ✓ **DOK 2:** How would you compare (contrast) Olympic Ice Hockey with Paralympic Sledge Hockey?

**TEACHING
STRATEGY
FOCUS**

Help students examine similarities and differences: Sledge hockey is a great activity to help students examine and process the similarities and differences of all Paralympic events. Take time to guide student discussion and allow them to struggle with what might be preconceived attitudes and beliefs in a nurturing and understanding learning environment.

PARA ALPINE SKIING

STUDENT TARGETS

- ✓ **Skill:** I will safely change directions to avoid obstacles.
- ✓ **Cognitive:** I will remain aware of my surroundings and adapt to each course.
- ✓ **Fitness:** I will discuss the importance of routine physical activity.
- ✓ **Personal & Social Responsibility:** I will demonstrate personal responsibility by using equipment properly.

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Multiple cones
- ✓ 1 scooter or wheelchair per student
- ✓ 2 foam scooter paddles per student
- ✓ Event cards

Set-Up:

1. Mark each event space with event cards. The events flow like an obstacle course, with 1 ending where another begins. This allows students to move through the course.
 - a. Downhill: 1 cone at the start, 1 at the finish.
 - b. Slalom: cones side by side, 4' apart to simulate gates (8–10 gates).
 - c. Giant Slalom: cones side by side, 8' apart to simulate gates (3–4 gates).
 - d. Para Snowboard: 1 cone at the start, 1 cone at the finish.
2. Create 4 equal groups. Each group at 1 of the 4 starting points, each student with a scooter and 2 foam scooter paddles.

Activity Procedures:

1. It's time for Para Alpine Skiing. In the Paralympic Games, this event features 6 disciplines: downhill, slalom, giant slalom, super-G, super combined, and team events. Today we will be focusing on downhill, slalom, and giant slalom, along with Para Snowboard.
2. The objective of today's activity is to complete the obstacle course while staying safely in control of your body and your scooter.
3. You'll start at 1 event and make your way through the entire course.
4. Downhill: sit cross-legged on your scooter and use the paddles to move straight to the finish.
5. Slalom & Giant Slalom: sit cross-legged on your scooter and use the paddles to move through each gate.
6. Para Snowboard: sit sideways on your scooter, place the paddles on your lap, and use your hands and/or feet to move to the finish.

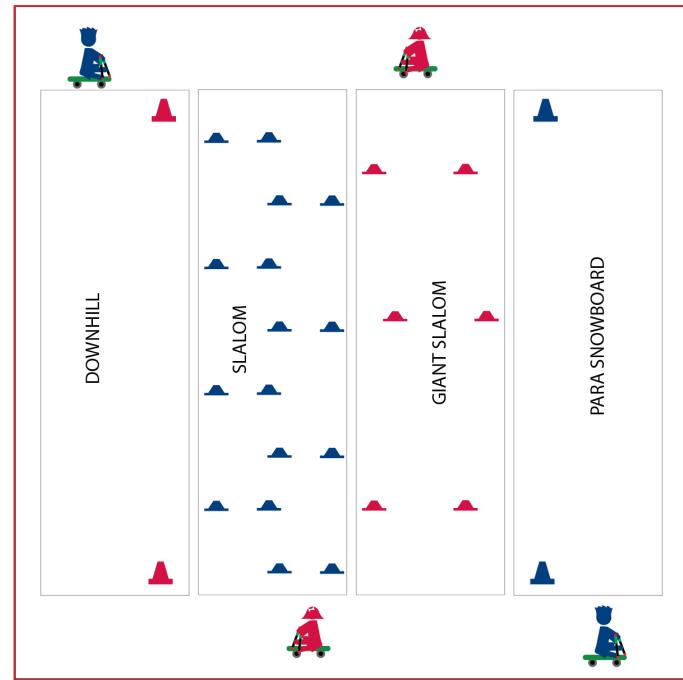
Grade Level Progression:

3rd: Students can use their feet to help push.

4th-5th: Play the activity as described.

TEACHING CUES

- ✓ Control Paddles
- ✓ Feet Up
- ✓ Eyes Forward
- ✓ Move Safely in Space



**PARA ALPINE SKIING****UNIVERSAL
DESIGN
ADAPTATIONS**

- ✓ Decrease the number of gates for slalom and/or giant slalom.
- ✓ Place rubber penguins or other critters around the course for students to avoid.
- ✓ Provide a guide for students with visual impairments.

**ACADEMIC
LANGUAGE**

Cardiorespiratory Endurance, Downhill, Flat, Giant Slalom, Integrity, Outrigger Ski, Sit-Ski, Slalom

**STANDARDS
& OUTCOMES
ADDRESSED**

- ✓ **Standard 3 [3.a]** Explain the health-related components of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) (a).
- ✓ **Standard 3 [4.a]** Describe the components of health-related fitness and list associated measurements (cardiorespiratory endurance/aerobic capacity, muscular strength and endurance, flexibility, body composition) (a).
- ✓ **Standard 5 [3.a]** Explain that energy balance relates to good nutrition (energy in) and physical activity (energy out) (a).

**DEBRIEF
QUESTIONS**

- ✓ **DOK 1:** Olympic and Paralympic athletes must train in order to be extremely physically fit. How can you recognize an athlete who is physically fit?
- ✓ **DOK 2:** How would you apply this type of training to a sport or activity that you enjoy?
- ✓ **DOK 3:** How is routine physical activity related to good health?

**TEACHING
STRATEGY
FOCUS**

Organize students to interact with content: Organize the ski courses to flow seamlessly and safely together. Monitor student activity and encourage safe behaviors. Focus on safe pacing and continuous movement.

PARA CROSS-COUNTRY SKIING

STUDENT TARGETS

- ✓ **Skill:** I will use proper signals to give help guide my partner.
- ✓ **Cognitive:** I will communicate with my partner in order to keep her/him safe.
- ✓ **Fitness:** I will remain actively engaged and stay aware of my surroundings.
- ✓ **Personal & Social Responsibility:** I will follow etiquette for Para Cross-Country Skiing.

TEACHING CUES

- ✓ Lean Forward Slightly
- ✓ Feet Slide Skis Forward
- ✓ Communicate with Your Partner
- ✓ Wait Patiently at Each Gate

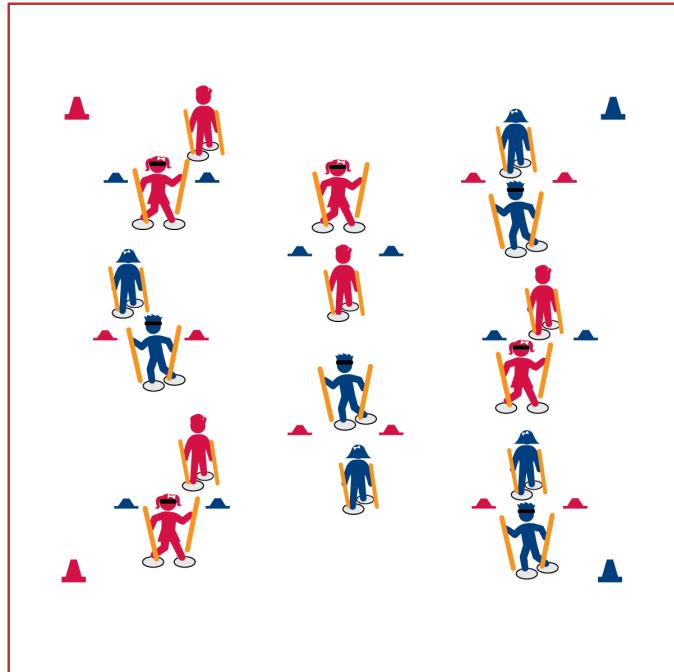
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 blindfold per 2 students
- ✓ Paper plates to serve as skis (2 per student)
- ✓ 2 noodles (or safe substitute) per student to serve as ski poles
- ✓ 24–48 low-profile cones or spot markers

Set-Up:

1. Place cones or spot markers around the activity area to serve as gates.
2. Pair students, each pair starting at a different gate.



Activity Procedures:

1. Activity Today's activity is called Para Cross-Country Skiing. When Para athletes with a visual impairment compete in this event, they have a sighted guide to help them maneuver the course. Today you will be split into pairs and will take turns guiding your partner through the course.
2. 1 student in each pair will be blindfolded. The student with the blindfold will be the Para Athlete and the student without the blindfold will be the guide.
3. Pairs will line up at a starting gate, and on the start signal, they will begin to navigate the course. The guide will be in front and will give signals to their partner such as "left," "right," and "follow my voice" to help them navigate through all of the gates.
4. As you arrive at the next gate, wait for the pair ahead of you to reach the opposite gate.
5. When you return to your starting gate, the athlete and the guide will switch roles.
6. For safety, all students freeze if the teachers call, "EMERGENCY BREAK!"

Grade Level Progression:

3rd: Move without skis. Students walk with "ski poles" in order to practice student communication skills.

4th-5th: Play the activity as described.

**PARA CROSS-COUNTRY SKIING****UNIVERSAL
DESIGN
ADAPTATIONS**

- ✓ Place gates in straight lines or in a perfect circle.
- ✓ Increase or decrease the size of the gates.
- ✓ Place rubber penguins or other critters around the course that students must avoid.
- ✓ Set up 2 courses side by side and play relay-race style.

**ACADEMIC
LANGUAGE**

Communication, Guidance, Guide, Outrigger Ski, Safe, Sit-Ski

**STANDARDS
& OUTCOMES
ADDRESSED**

- ✓ **Standard 1 [4.e]** Demonstrate the ability to self-pace in a cardiovascular endurance activity (e).
- ✓ **Standard 4 [3.a,c,f]** Explain the importance of rules for activities (a); Describe the importance of cooperating and work cooperatively with peers to achieve a goal (c); Describe one group physical activity to participate in for enjoyment (f).
- ✓ **Standard 4 [4.a]** Identify a group goal and the strategies needed for successful completion while working productively and respectfully with others (a).
- ✓ **Standard 4 [5.d,e]** Explain the importance of inclusion in physical activity settings (d); Describe and demonstrate respectful behavior in physical activity settings (e).

**DEBRIEF
QUESTIONS**

- ✓ **DOK 1:** What is dedication?
- ✓ **DOK 2:** How would you summarize the role of a guide in Para Cross-Country Skiing?
- ✓ **DOK 3:** How is dedication of both the athlete and the guide related to Paralympic success?

**TEACHING
STRATEGY
FOCUS**

Manage response rates with tiered questioning techniques. Utilize the debrief questions above. They are tiered in complexity, based on and created using Webb's Depth of Knowledge question stems. These questions will help students process and understand the discussion as it's happening, therefore participating with more interest and success.

PARALYMPIC VILLAGE CLEAN-UP

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate safe and effective communication.
- ✓ **Cognitive:** I will discuss the importance of the Paralympic Games.
- ✓ **Fitness:** I will stay actively engaged as a skier and guide.
- ✓ **Personal & Social Responsibility:** I will demonstrate respect when working with my partner.

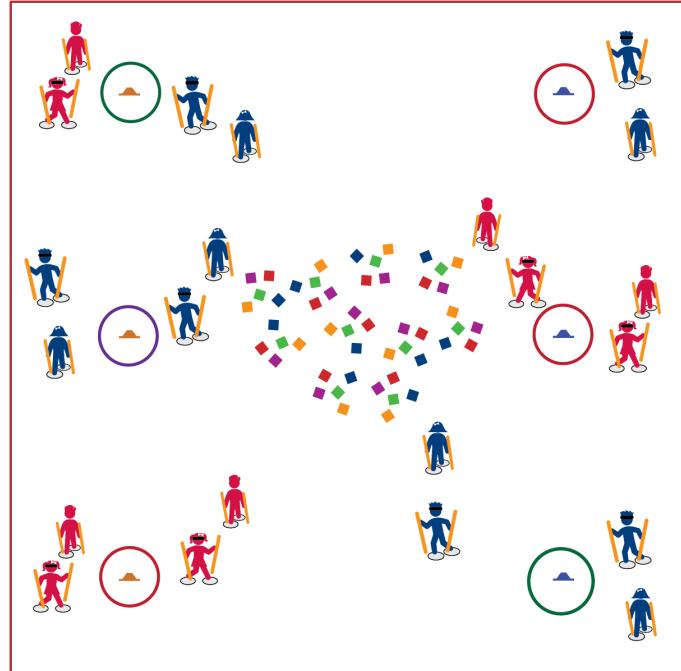
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 blindfold per 2 students
- ✓ 2 paper plates per student to serve as skis
- ✓ 2 noodles (or safe substitute) per student to serve as ski poles
- ✓ 1 cone and 1 hoop per 4 students
- ✓ 24–64 bean bags or yarn balls

Set-Up:

1. Place cones around the perimeter of the activity area with a hoop around each.
2. Place the bean bags in the center of the area.
3. Pairs will have 1 blindfold, 4 skis and 4 ski poles.
4. Pair students, 2 pairs lined up behind each cone.



Activity Procedures:

1. Today's activity is called Paralympic Village Clean-up. The object of the activity is to help clean up the Paralympic Village of all the trash (bean bags) left over from the Para athletes' daily meals and place them in your waste management center (cone and hoop).
2. 1 person from each pair will be the cleaner, and the other will be the guide. The cleaner will put on the blindfold.
3. On the start signal, 1 pair from each cone will work to ski into the Paralympic Village, pick up 1 piece of trash, and return to their waste management center. One partner will be the cleaner, and s/he will be responsible for picking up the piece of trash and returning it to the waste management center. The other partner is the guide, and s/he will help the cleaner find the trash and return safely by giving commands such as "left," "right," "bend down," "turn around," etc.
4. When you place the trash in the waste management center, high-five the next pair in line (who will then attempt to retrieve a piece of trash).
5. For safety, all students freeze if the teachers call, "EMERGENCY BREAK!"

Grade Level Progression:

3rd: Play the activity as described.

4th-5th: Use different colored beans bags and assign each group a color. Students try to collect all of their beanbags before time expires.



A

PARALYMPIC VILLAGE CLEAN UP

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Move without skis. Students walk with “ski poles” in order to practice student communication skills.
- ✓ Students use scooters and paddles to retrieve the bean bags. Students will not be blindfolded.
- ✓ Use different colors of bean bags to represent different types of waste. For example, blue=trash, red=recycle, green=compost. Assign “jobs” to all the groups in the class. Each group will focus on picking up only their type (color) of trash. The class must work together to clean up the Paralympic Village.

ACADEMIC
LANGUAGE

Able-Bodied Athlete, Communication, Cooperation, Guide, Paralympian, Paralympics, Safe, Teamwork

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [4.e]** Demonstrate the ability to self-pace in a cardiovascular endurance activity (e).
- ✓ **Standard 4 [3.a,c,f]** Explain the importance of rules for activities (a); Describe the importance of cooperating and work cooperatively with peers to achieve a goal (c); Describe one group physical activity to participate in for enjoyment (f).
- ✓ **Standard 4 [4.a]** Identify a group goal and the strategies needed for successful completion while working productively and respectfully with others (a).
- ✓ **Standard 4 [5.d,e]** Explain the importance of inclusion in physical activity settings (d); Describe and demonstrate respectful behavior in physical activity settings (e).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What would you include on a list about the Paralympics?
- ✓ **DOK 2:** How would you summarize the importance of the Paralympics?
- ✓ **DOK 3:** What facts would you use in order to convince someone to watch the Paralympics? Why did you choose those facts?

TEACHING
STRATEGY
FOCUS

Help students revise knowledge. As the module comes to a close, utilize quality class time to help students revise previous misconceptions while also adding new information. This discussion will help students build a sense of themselves as active learners.

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✓ **Standard 4 [3.a,c,f]** Explain the importance of rules for activities (a); Describe the importance of cooperating and work cooperatively with peers to achieve a goal (c); Describe one group physical activity to participate in for enjoyment (f).
- ✓ **Standard 4 [4.a,c,d]** Identify a group goal and the strategies needed for successful completion while working productively and respectfully with others (a); Define etiquette and demonstrate appropriate etiquette and application of rules and procedures (c); Define integrity and describe the importance of integrity in a physical activity setting (d).
- ✓ **Standard 4 [5.d,e]** Explain the importance of inclusion in physical activity settings (d); Describe and demonstrate respectful behavior in physical activity settings (e).

FOCUS TARGETS

- ✓ **Skill:** I will push the rock as close to the center of the house as possible.
- ✓ **Cognitive:** I will discuss the skill components of curling.
- ✓ **Fitness:** I will be actively engaged during the entire activity.
- ✓ **Personal & Social Responsibility:** I will follow all rules and etiquette of curling.

ACADEMIC LANGUAGE

- ✓ Athlete with a Disability
- ✓ Button
- ✓ Delivery
- ✓ Delivery Stick
- ✓ House
- ✓ Para Sport
- ✓ Paralympics
- ✓ Rock

SELECTED ASSESSMENT

- ✓ Self-Assessment



SAMPLE LESSON PLAN

1
INSTANT ACTIVITY

TRANSITION NOTES

Students enter, and Wheelchair Curling is set up and ready to go. 6–8 cones are placed around the perimeter with names of countries posted. Use this activity to emphasize the international nature of the Paralympic Games.

ACTIVITY

Around the World R-P-S

DEBRIEF

DOK 1: What are the Paralympic Games?
DOK 2: How would you compare and contrast the Paralympic Games with the Olympic Games?

2
LEARNING TASK

Students are grouped into equal teams with 2 teams per rink. Play the activity as described in the activity plan.

Wheelchair Curling

DOK 1: What would you include on a list of Wheelchair Curling rules?
DOK 2: What does it look like when you follow these rules?
DOK 3: Why is it important to follow rules? Elaborate on why you believe that what you're saying is true.

3
LEARNING TASK

If time permits, allow students to experiment by playing with alternative equipment such as foam balls or soft flying discs.

Wheelchair Curling with Alternate Equipment

DOK 1: What does follow-through mean?
DOK 2: How does follow-through affect accuracy?
DOK 3: Can you predict what will happen to a delivery if a person follows through to the right? To the left?

4
EXIT ASSESSMENT

Self-Assessment: Communication and Working Safely

ABLE-BODIED ATHLETE

Noun

An athlete who does not have a disability.

Venus Williams is an **able-bodied athlete**.



ATHLETE WITH A DISABILITY

Noun

A person who competes in a sport and also has a disability. Avoid the terms handicapped, impaired, and other insensitive words.

Rico Roman is an amazing hockey player, and he happens to also be an **athlete with a disability**.



BIATHLON

Noun

An athletic contest combining two events, especially cross-country skiing and rifle shooting.

Mia Zukker is competing in both the Para **Biathlon** and Para Cross-Country Skiing.



BUTTON (CURLING)

Noun

In curling, the marked center of the target rings (house).

The curling team tried to throw the rock as close to the **button** as possible.



CARDIORESPIRATORY ENDURANCE

The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.

Nick knew that he needed to increase his **cardiorespiratory endurance** if wanted to win gold in Para Alpine Skiing.



CLASSIFICATION (PARALYMPICS)

Noun

A system for determining the minimum disability criteria of a Paralympic sport and separating athletes into classes in order to establish fair competition.

The International Paralympic Committee uses the **classification** of athletes in order to make the competition fair.



COMMUNICATION

Noun

The exchange of information from one person or group to another.

Kyle's Para Sledge Hockey team collected a lot of gold medals by focusing on teamwork and communication.



CONTROL

Verb

To manage or regulate the movement or actions of something.

During the Para Biathlon, Gina **controlled** her scooter so she wouldn't hurt herself or others.



COOPERATION

Noun

The process of working together for a common goal or outcome.

Without **cooperation**, teams will not have great success during the Paralympics.



DELIVERY (CURLING)

Noun

In curling, the action of throwing a stone to the other end of the playing surface.

Cesar's **delivery** was spot-on; he pushed the rock right on top of the button.



DELIVERY STICK

Noun

Used by athletes whose body cannot deliver the rock traditionally, a pole with an attachment that fits over the handle of the rock used to push the rock toward the house.

The Para Curler used the **delivery stick** to push the rock right onto the button.



DOWNHILL

Adjective

Characterized by a downward slope.

Para athletes gain speed when they participate in
downhill alpine skiing.



DRIBBLE

Verb

Maneuvering a ball under the control of a single player. Soccer requires foot dribbling. Basketball requires hand dribbling. Floor hockey requires stick dribbling.

Mark had developed such good stick-handling skills that he could **dribble** the puck past several players.



ELIGIBLE IMPAIRMENT

Noun

A disability that enables a Para athlete to compete in the Paralympic Games. The ten eligible impairments are impaired muscle power, impaired passive range of motion, limb deficiency, leg length difference, short stature, hypertonia, ataxia, athetosis, visual impairment, and intellectual impairment.

The Paralympic Committee considers an athlete's **eligible impairment** during the classification process.



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END (CURLING)

Noun

The segments a curling game is divided into; similar to innings in baseball.

A game of curling is usually divided into 8 or 10 ends.



ETIQUETTE

Noun

The set of customary or acceptable behaviors among members of a group or in a specific setting.

Brad demonstrated proper **etiquette** for Para Curling by being quiet while Macy was delivering the rock.



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FLAT

Adjective

Without a slope, curve, or bump.

Para athletes need to use their poles to gain speed on the **flat** surface when they participate in Para Alpine Skiing.



GIANT SLALOM

Noun

A long-distance version of slalom (a ski race down a winding path marked by gates) but with gates spaced farther apart.

In **Giant Slalom**, athletes must make wide turns in order to hit all of the gates.



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GUIDANCE

Noun

Advice or information aimed at helping a person or group reach a goal, resolve a problem, or improve.

A good coach offers **guidance** and support for her athletes.



GUIDE

Verb

To provide a person or group with advice or information in order to help them reach a goal, resolve a problem, or improve.

Because he was blindfolded, Matthew relied on his partner to **guide** him through the course.



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GUIDE

Noun

A person who provides a person or group with advice or information in order to help them reach a goal, resolve a problem, or improve.

Because Susan was blindfolded, she relied on her **guide** to help her navigate the course.



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HAMMER (CURLING)

Noun

In curling, the last rock thrown in an end.

It was a close game, so when Gayle threw the **hammer** and it landed on the button, her team was super excited!



HEALTH-RELATED FITNESS

Noun

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

Para Alpine Skiing requires a lot of strength and endurance, and it's a great way to improve our **health-related fitness**.



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HOUSE (CURLING)

Noun

In curling, the four rings that form a bull's eye at each end of a sheet of ice (rink). It consists of the 12-foot ring, the 8-foot ring, the 4-foot ring, and the button.

Even though it didn't land on the button, Bernadette was proud that the rock she threw landed in the **house**.



INTEGRITY

Noun

The quality of having sound moral principles.

John refused to cut corners and skip gates during Para Alpine Skiing because of his **integrity**.



LEAD (CURLING)

Noun

In curling, the player who throws the first two rocks of the end.

The **lead** on Dierdre's curling team threw two great shots to set them up for success.



MUSCULAR ENDURANCE

Noun

The ability of a muscle to continue to perform without fatigue.

Because Brenna had worked so hard to develop her **muscular endurance**, she performed more push-ups than anyone else in the class.



MUSCULAR STRENGTH

Noun

The maximum amount of force a muscle can produce in a single effort.

Push-ups, squats, and other exercises will help you develop your **muscular strength**.



OUTRIGGER SKI

Noun

Ski poles used by Para Skiers to assist with balance and other forms of control; often characterized by small "skis" on the bottom of the pole and arm attachments at the top.

Outrigger skis helped Alex maintain her balance while she was going down the hill.



OVERHAND

Adjective

Executed with the arm or hand above shoulder level.

Lucy hit the target 6 times using an **overhand** throw during the Para Biathlon.



PARA

Prefix

**Characterized or relating to the
Paralympic sport movement.**

Lucy's goal is to compete in **Para** Swimming when she is older.



PARA ATHLETE

Noun

A person with an eligible impairment who competes in a Para sport but has not competed in the Paralympic Games.

The **Para athletes** who compete in the Paralympics are strong and incredibly skilled.



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PARA [SPORT]

Noun

**The proper way to describe a sport
that is played in the Paralympic
Games.**

Para Swimming is a very competitive sport.



PARALYMPIAN

Noun

Any athlete who has competed in the Paralympic Games, past or present.

Trischa Zorn is a world-renowned **Paralympian**.



PARALYMPIC GAMES

Noun

Also called the Paralympics. An international, multi-sport event in which athletes with a broad range of eligible impairments compete. The Paralympic Games take place every two years, alternating between the Summer and Winter Games.

The Paralympic Games will be held in Pyeongchang, South Korea in 2018.



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PASS

Verb

To move an object from one space to another.

During the Para Sledge Hockey game, Theresa **passed** the puck to Kyle to score the game-winning point.



PHYSICAL ACTIVITY

Noun

Any physical movement that uses the body's energy.

Physical activity is an important part of living a healthy lifestyle.



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POWER

Noun

The ability to produce maximum force in the shortest time.

Lorena used more **power** when she wanted to throw the rock really far.



RINK (CURLING)

Noun

- 1) A curling team.**
- 2) The name of the space in which a curling game is played.**

In curling, there is a house at either end of the rink.



ROCK (CURLING)

Noun

The granite object that a curler throws (delivers). Also called the stone, it usually weighs about 44 pounds.

Katrina threw the **rock** down the length of the rink so that it stopped as close to the button as possible.



SAFE

Adjective

**Protected against physical, social,
and emotional harm.**

We must always use **safe** behaviors so that no one gets hurt.



SAFETY CONCERNS

Noun

A matter of interest or importance to the well-being of a person, group, place, or thing.

It's important to remember all the **safety concerns** that arise during physical education class.



SECOND (CURLING)

Noun

In curling, the player who throws the third and fourth stones of the end.

Caitlin liked to be her team's **second** because it gave her a chance to knock out previous rocks.



SIT-SKIS

Noun

Also known as mono-skis; characterized by a molded seat mounted on a metal frame with built-in shock absorbers and outrigger skis for stability.

Athletes with lower-limb disabilities often use **sit-skis** in competition.



SKILL-RELATED FITNESS

Noun

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of Skill-Related Fitness include Agility, Balance, Coordination, Power, Reaction Time, and Speed.

There are many opportunities in the Para Biathlon to develop our **skill-related fitness**.



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SKIP (CURLING)

Noun

The captain of a curling team and the person who throws the final two stones of an end. S/he makes strategy decisions, telling the other players where to throw the rock.

Marianne knew that acting as her team's **skip** was a great responsibility.



SLALOM

Noun

A ski race down a winding path marked by gates.

In **Slalom**, the gates are not far apart, which forces the athlete to make quick, short turns.



TARGET

Noun

An object selected as the aim of attention or attack.

Muhammad threw carefully and hit the very center of the **target**.



TEAMWORK

Noun

The combined action and effort of a group of people working toward a goal or purpose.

The key to scoring an eight-ender in curling is **teamwork**; without each other, the players cannot succeed.



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THIRD (CURLING)

Noun

In curling, the player who throws the fifth and sixth stones of the end. S/he helps the Skip with strategy and posts the score at the conclusion of the end. Also called the mate or the vice.

Tanuj and Madelene were best friends, so they worked together well when she was the skip and he was the third.



THROW

Verb

To propel an object with force through the air by a movement of the arm and hand.

The Para Biathlon requires players to **throw** with as much accuracy as possible.



UNDERHAND

Adjective

Executed with the arm or hand below shoulder level.

It is easier to throw something gently if you use an **underhand** throw.



VIGOROUS

Adjective

Done with great force and energy.

Vigorous exercise helps your heart become strong and healthy.





SE

INTERMEDIATE (3-5)

SKIING EVENTS

DOWNHILL





INTERMEDIATE (3-5)

SKIING EVENTS

SLALOM





INTERMEDIATE (3-5)

SKIING EVENTS

GIANT SLALOM





SE

INTERMEDIATE (3-5)

SKIING EVENTS

PARA SNOWBOARD



SPORT DESCRIPTIONS**Para Biathlon**

Para Biathlon was introduced as a Paralympic sport in 1988. It follows the rules of the International Biathlon Union with modifications in equipment for various impairments. Para Biathlon combines the disciplines of cross-country skiing and rifle shooting. The events consist of a 2.0 or 2.5 km course skied three or five times. The total race distance is between 6 and 15 km. Between the two stages, athletes must hit two targets from a distance of 10m. In this sport, men and women compete separately. Eligible impairments include leg impairments, arm impairments, combined leg and arm impairments, and visual impairments. Based on level and type of impairment, athletes are divided into sitting, standing, and visually impaired categories. Athletes with a visual impairment use a guide for the skiing portion of the race and rely on changes in pitch when shooting at targets. When the pitch is highest, the athlete is aiming at the correct target.

<https://www.paralympic.org/nordic-skiing>

Wheelchair Curling

Wheelchair Curling was introduced as a Paralympic sport in 2006. Wheelchair Curling is played according to the rules of the World Curling Federation, with the only modification being the elimination of sweepers. In this sport, athletes sit in a stationary wheelchair and have the option of using the traditional arm/hand release to deliver the stone or using a delivery stick. Teams include both men and women and the sport is open to athletes with a physical impairment to the lower half of the body. Eligible impairments include spinal-cord injuries, cerebral palsy, multiple sclerosis, and double-leg amputation.

<https://www.paralympic.org/wheelchair-curling>

Para Ice Hockey

Para Ice Hockey, formerly known as IPC Ice Sledge Hockey, was introduced as a Paralympic sport in 1994. Para Ice Hockey is played according to the rules of the International Ice Hockey Federation with several modifications. Players sit on double-blade sledges that allow the puck to pass underneath. They each have two sticks, which have a spiked end for pushing and blade-end for handling the puck. Para Ice Hockey is a very fast-paced and physical sport. It is played by both men and women and is open to athletes with a physical impairment in the lower part of their body that would inhibit them from playing in able-bodied ice hockey.

<https://www.paralympic.org/ice-hockey>

SPORT DESCRIPTIONS

Para Alpine Skiing

Para Alpine Skiing was included in the first Paralympic Games in 1976. The sport features six disciplines: downhill, slalom, giant slalom, super-G, super combined, and team events. The sport is open to both men and women. Eligible impairments include spinal injury, cerebral palsy, amputation, les autres conditions, and blindness/visual impairment. Athletes with a visual impairment use sighted guides to navigate the course. Equipment adaptations such as single ski, sit-ski or orthopedic aids are available to accommodate various impairments.

<https://www.paralympic.org/alpine-skiing/about>

Para Cross-Country Skiing

Para Cross-Country Skiing was introduced as a Paralympic sport in 1976. It follows the rules of the International Ski Federations with modifications in equipment for various impairments. Athletes can compete in a variety of events ranging in distance from 2.5 km to 20 km, or they can participate in a team relay. The sport is open to athletes with leg impairments, arm impairments, combined leg and arm impairments, and visual impairments. Athletes with visual impairments use a guide to navigate the course. Depending on the level of physical impairment, an athlete may use a sit-ski or outrigger skis.

<https://www.paralympic.org/nordic-skiing>

Para Snowboard

Para Snowboard made its debut as a Paralympic sport in 2014. In this event, athletes use speed and agility to complete the course as fast as possible. The sport includes three disciplines: snowboard-cross, banked slalom, and giant slalom. Para snowboard is open to both men and women. Eligible impairments include spinal injury, cerebral palsy, and amputation. Equipment adaptations such as orthopedic aids are available to meet the needs of snowboarders with various impairments.

<https://www.paralympic.org/snowboard>

ATHLETE BIOS

Patrick McDonald is 50 years old and a devoted husband and father to his wife, Carrie, and his two kids, Andie and Kalen. He grew up around sports, loved being active, and then, when he was older, enlisted in the military. He was stationed in South Korea in 1991 when he experienced an accident that left him paralyzed from the waist down. This did not stop him from participating in sports and joining the Paralympic team. As a Paralympic Winter Games athlete in Wheelchair Curling, Patrick placed fourth in the 2010 Paralympic Winter Games and fifth in 2014.

Paralympian Patrick McDonald not only beat his limitations in Wheelchair Curling—he also beat cancer. In 2018, he is taking a break from the upcoming Paralympics, but he won't be prevented from staying active in sports. He is getting back in there and coaching his daughter's curling team. Patrick McDonald stated, "I get to live through the team, and sometimes being on this side of the glass is more stressful than being on the other side of the glass." He hopes to win a medal at both the Summer and Winter Paralympic Games and one day make the Paralympic shooting team.

<https://www.teamusa.org/Athletes/MC/Patrick-McDonald>

Penny Greely is 46 years old, works in Wisconsin as a case worker, and plays as a Paralympic Wheelchair Curler in the winter and a Paralympic Sitting Volleyball player in the summer. Penny is married with one son and loves to fish, swim, and golf. She joined the Team USA family in 2004, when she joined the Sit Volleyball team and won the bronze medal at the 2004 Summer Paralympics. She continued to participate in the Paralympics, and in 2014, placed fifth as a Wheelchair Curler. Today, Penny and her team are going for gold in this year's 2018 Winter Paralympics.

<https://www.teamusa.org/usa-curling/athletes/Penny-Greely>

Jack Wallace, a 19-year-old studying Biomedical Engineering at the College of New Jersey, lost his right leg in a 2008 boating accident. A year later, he was introduced to Sled Hockey while attending Camp No Limits in Maine. He fell in love and went on to join a local New Jersey team. In 2013, he participated in the U.S. National Development Sled Hockey Team. In 2016, he was given the chance to compete on the 2018 Paralympic team. His dream is to become a pilot. Just like any other person, he has dreams, hobbies, and a hard-working mentality to always push forward no matter the circumstance.

<https://www.teamusa.org/para-sled-hockey/athletes/Jack-Wallace>

ATHLETE BIOS

Mia Zutter is 18 years old and was diagnosed with Stargardt disease, a degenerative eye condition, in 2011. Mia is studying Psychology at the College of Saint Scholastica and competes on the ski team. She enjoys hiking, figure skating, swimming, and photography. When she is not competing, Mia aspires to work with visually-impaired students. Her role models are US cross-country skier Jessica Diggins and US Para rower and cross-country skier Oksana Masters. This is her very first Paralympic games, and she is looking forward to her events in the Para Biathlon and Para Cross-Country on the Nordic Skiing Team.

<https://www.teamusa.org/para-nordic-skiing/athletes/Mia-Zutter>

Andrew Kurka is a 26-year-old Paralympic Alpine Skier. He enjoys fishing, cycling, hunting, cooking, spending time with family, wrestling, American football, and bodybuilding. He began skiing at the age of 15. When he was 13, he broke his back in a four-wheel motorbike accident, but this did not stop him from participating in sports and starting a life for himself. (Today, Andrew works as a radio DJ and host for Classic Country 100.9, a radio station in Alaska.) He was told by his doctors that there would be limits to what he could do following his accident, but he was determined to prove them wrong. After three months of training, he was able to go to his office, take off his leg brace, and do a full somersault. Andrew lives the motto, "Life's short, live it fast." He is determined to win a medal at the 2018 Paralympic Winter Games.

<https://www.paralympic.org/athletes/biographies>

Amy Purdy is 38 years old and a Paralympic Snowboarder. At the age of 15, she took up snowboarding. At 19, Amy was rushed to the hospital due to bacterial meningitis and was in a coma for three weeks. The doctors had to amputate both her legs below her knee, but she was determined to find a way to continue snowboarding after her illness. By age 30, she began competing professionally in Para Snowboarding. A philosophy that she lives day by day is, "Never allow defeat to defeat you. You become truly disabled when you choose not to overcome your obstacles." Amy won the bronze medal at the 2014 Paralympic Winter Games and plans to win in the 2018 Paralympic Winter Games as well. She appeared on the television series, "The Amazing Race" and "Dancing with the Stars." She also wrote a book titled, "On My Own Two Feet: From Losing My Legs to Learning the Dance of Life."

<https://www.paralympic.org/asp/lib/theasp.asp?pageid=8937&sportid=581&personid=1150774&refreshauto=1>

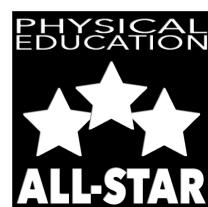
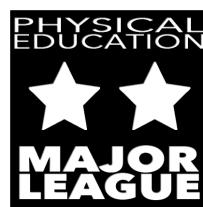
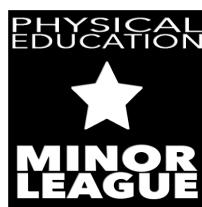


INTERMEDIATE (3-5)

SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the "Goal" column to show how much you'd like to improve your skills after some practice and hard work.



Level 1:

I'm in the **Minor Leagues**. I wish I could do this better, and so I will keep trying my best to improve.

Level 2:

I'm in the **Major Leagues**. Practice is helping, and I will keep trying my best to improve.

Level 3:

I'm an **All Star**. I can do this well. Practice worked, and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Communication			
Hockey Pass			
Hockey Shot			
Working Cooperatively			
Working Safely			



TOOLS FOR LEARNING PARALYMPIC GAMES



INTERMEDIATE (3-5)

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____

CLASS: _____

Proficient 4	Consistently and safely demonstrates the skill and exercise form required to complete each OPEN Paralympic activity. Consistently applies concepts and strategies related to movement in order to complete a variety of fitness- and skill-related tasks. Conducts herself/himself safely and with consideration for others. Acts as a leader, communicating well with teammates and working to help others improve. Recognizes the value of physical activity for health, challenge, and social interaction.
Competent 3	Performs skills with occasional errors in both form and outcome. Guides partner with accurate signals. Is able to throw with accuracy. Strikes safely with acceptable control. Performs activities and exercises correctly throughout the module. Can apply concepts and strategies related to movement. Conducts herself/himself safely without disrupting the learning environment. Recognizes the value of physical activity in at least one area (health, challenge, or social interaction).
Lacks Competence 2	Performs skill with frequent errors in both form and outcome. Rarely displays control/accuracy. Has difficulty applying concepts and strategies related to movement. Occasionally creates unsafe situations. Has difficulty interacting with others. Does not recognize the value of physical activity.
Well Below Competence 1	Displays unsatisfactory effort toward skill development. Often breaks safety rules and disrupts learning for others. Refuses to actively engage in physical activity settings.

	Score	Comments
1.		
2.		
3.		
4.		
5.		
6.		
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22.		
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24.		



TOOLS FOR LEARNING PARALYMPIC GAMES



INTERMEDIATE (3-5)

HOLISTIC DUAL PERFORMANCE RUBRIC

GRADE: _____

CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently guides their partner using specific verbal signals and performs striking and throwing with control, using critical cues. Consistently and safely demonstrates the skill and exercise form required to complete each OPEN Paralympic activity. Consistently applies concepts and strategies related to movement in order to complete a variety of fitness- and skill-related tasks.	Conducts herself/himself safely and with consideration for others. Acts as a leader, communicating well with teammates, and working to help others improve. Recognizes the value of physical activity for health, challenge, and social interaction.
Competent 3	Performs skills with occasion errors in both form and outcome. Guides partner with accurate signals. Is able to throw with accuracy. Strikes safely with acceptable control. Performs activities and exercises with fewer than five corrections to form throughout the module.	Can apply concepts and strategies related to movement. Conducts herself/himself safely without disrupting the learning environment. Recognizes the value of physical activity in at least one area (health, challenge, or social interaction).
Lacks Competence 2	Performs skill with frequent errors in both form and outcome. Rarely displays control/accuracy. Has difficulty applying concepts and strategies related to movement.	Occasionally creates unsafe situations. Has difficulty interacting with others. Does not recognize the value of physical activity.
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts learning for others. Refuses to actively engage in physical activity settings.

Student Name	Skill	PSR	Comments
1.			
2.			
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24.			

ACADEMIC LANGUAGE QUIZ

A person who provides someone information in order to help them reach a goal is called a(n) ____?

1

- a. Lead
- b. Guide
- c. Athlete
- d. Captain

What is an event that includes both cross-country skiing and rifle shooting?

2

- a. Wheelchair Curling
- b. Sled Hockey
- c. Alpine Skiing
- d. Biathlon

Which piece of equipment is not used in the Paralympics?

3

- a. Outrigger skis
- b. Sit-skis
- c. Delivery stick
- d. All of the above are used in the Paralympics

Athletes who have competed in the Paralympic Games are known as?

4

- a. Athletes
- b. Paralympians
- c. Olympians
- d. Para Athletes

The area that is without a slope, curve, or bump is considered to be ____?

5

- a. Flat
- b. Downhill
- c. Uphill
- d. Steep

What is another word for the Paralympics?

6

- a. Para Sports
- b. Paralympic Games
- c. Olympics
- d. Curling

Which curling player throws the first two rocks of the end?

7

- a. Skip
- b. Lead
- c. Third
- d. Second

What is the word for managing or regulating the movement or actions of something?

8

- a. Communicate
- b. Guide
- c. Control
- d. Power

UNIVERSAL DESIGN

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations intended to serve as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Paralympic Games

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> ✓ Provide activity cards in large-print versions or use an LCD projector ✓ Provide scooters of various sizes and speeds ✓ Utilize a variety of balls and bean-bag-style objects that are easy to see, hold, throw, and strike. ✓ Increase the size of targets ✓ Provide a variety of sticks for striking and pushing scooters/sleds 	<ul style="list-style-type: none"> ✓ Remove competitive restraints from activities and focus on cooperative play ✓ Change the boundaries of activities to allow for more or less restriction of movement ✓ Allow students an opportunity to modify rules to match their skills and interests 	<ul style="list-style-type: none"> ✓ Provide visual cues and reminders throughout the activity area ✓ Set up activity stations matching the Olympic module's activities to allow for fewer players and/or more adult assistance ✓ Provide auditory assistance (e.g., clapping) near targets and goals 	<ul style="list-style-type: none"> ✓ Provide ongoing verbal cues ✓ Use peer tutors to assist with instruction and participation ✓ Use pictures and/or video for instruction ✓ Individualize instruction with one-to-one interactions

Teaching Dates of Module:	School Year:
General Comments/Notes for Planning Next Year's Module	
<input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3...	
Self-Reflection Across Danielson's Four Domains of Teaching	
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...	
Domain 2: Classroom Environment	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...	
Domain 3: Instruction	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...	
Self-Rating with Rationale	
Choose One: Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)	
Provide rationale: <input checked="" type="checkbox"/> Evidence 1 <input checked="" type="checkbox"/> Evidence 2 <input checked="" type="checkbox"/> Evidence 3	