

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.

TEACHING CUES

- ✓ Eyes on Target
- ✓ Follow Through to Target
- ✓ Move Safely in Space

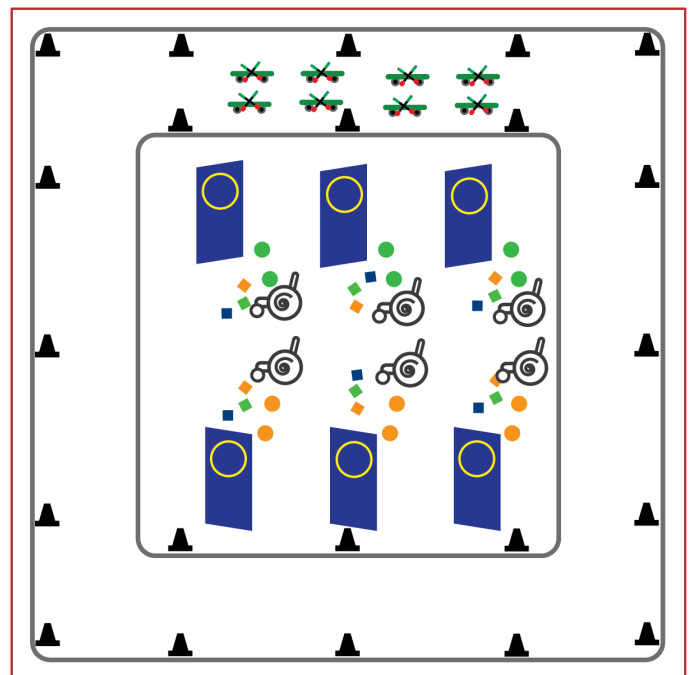
ACTIVITY SET-UP & PROCEDURE

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 [E13.3,5]:** Throws underhand to a partner or target with reasonable accuracy (3); Throws (underhand and overarm) using a mature pattern in non-dynamic environments, with different sizes and types of objects (5a); Throws (both underhand and overarm) to a large target with accuracy (5b).
- ✔ **Standard 1 [E14.3-5]:** Throws overarm, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force (3); Throws overarm using a mature pattern in non-dynamic environments (4a); Throws overarm to a partner or at a target with accuracy at a reasonable distance (4b). Throws (underhand and overarm) using a mature pattern in non-dynamic environments, with different sizes and types of objects (5a); Throws (both underhand and overarm) to a large target with accuracy (5b).
- ✔ **Standard 3 [E3.3-5]:** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✔ **Standard 5 [E2.3-5]:** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (5).

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.