

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.

TEACHING CUES

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

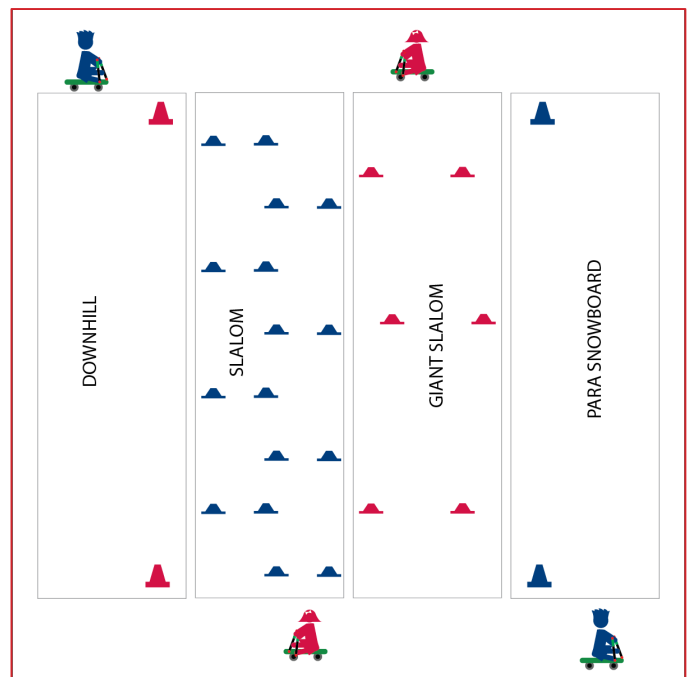
ACTIVITY SET-UP & PROCEDURE

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.



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 2 [E3.3-5]:** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance, and pacing for running (4a); Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target (4b); Applies movement concepts to strategy in game situations (5a); Applies the concepts of direction and force to strike an object with a long-handled implement (5b); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics (5c).
- ✔ **Standard 4 [E2.3-5]:** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- ✔ **Standard 5 [E1.3-5]:** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

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.