

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.

TEACHING CUES

- ✔ Safety First
- ✔ Control the Delivery Stick
- ✔ Push and Follow Through to Target

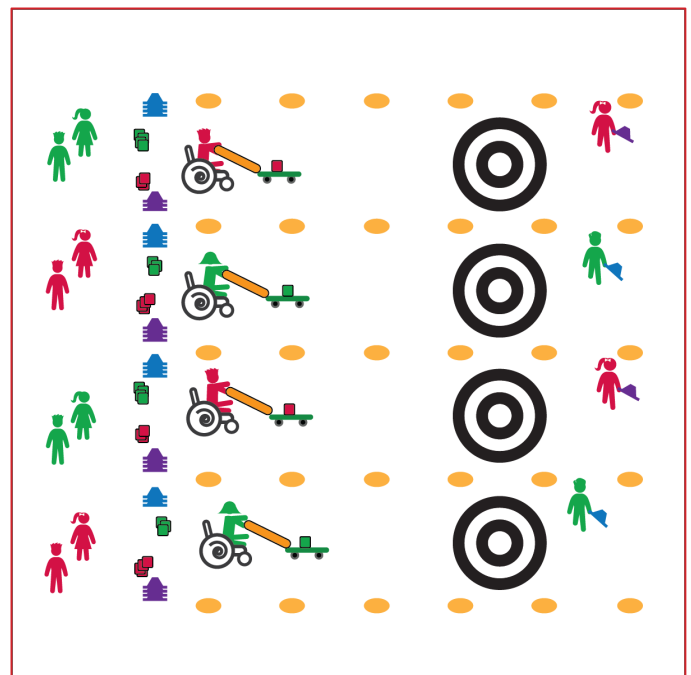
ACTIVITY SET-UP & PROCEDURE

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 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 3 [E2.3-5]:** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E5.3-5]:** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).

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.

TEACHING CUES

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

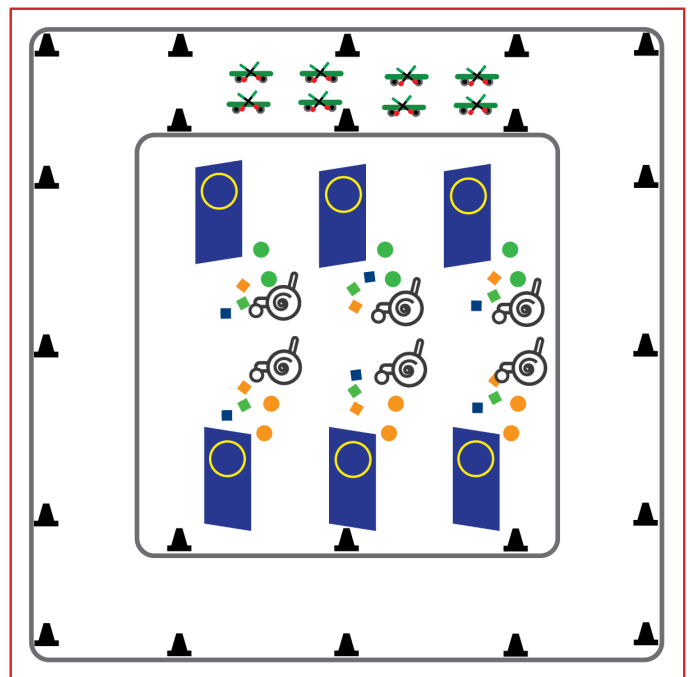
ACTIVITY SET-UP & PROCEDURE

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.

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.

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

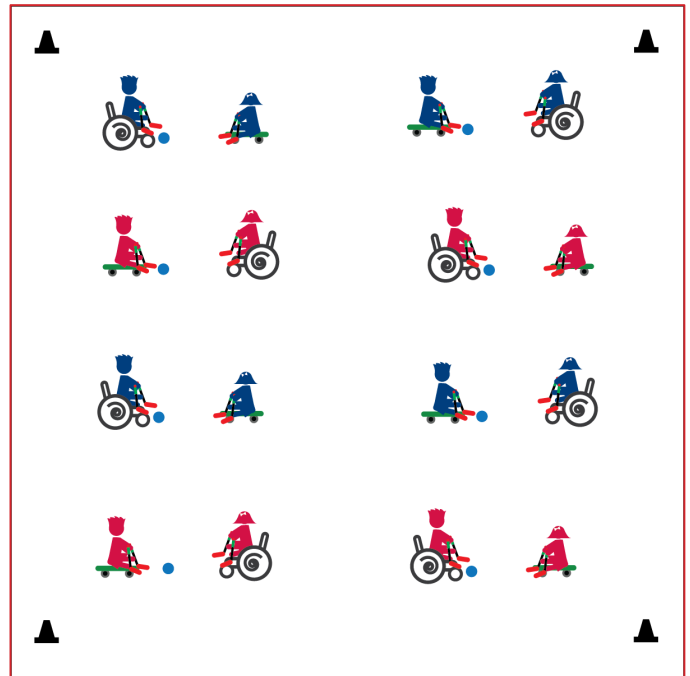
ACTIVITY SET-UP & PROCEDURE

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.



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 [E17.3-5]:** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b); Combines hand dribbling with other skills during one-on-one practice tasks (5).
- ✔ **Standard 2 [E1.3-5]:** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Applies the concept of closing spaces in small-sided practice tasks (4b); Dribbles in general space with changes in direction and speed (4c); Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments (5).
- ✔ **Standard 4 [E4.3-5]:** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

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

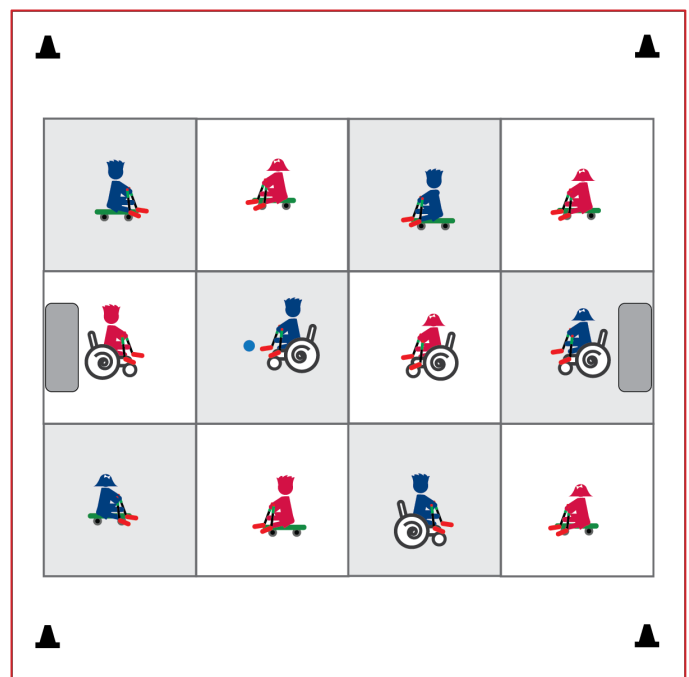
ACTIVITY SET-UP & PROCEDURE

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 [E25.3-5]:** Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey stick, bat, golf club). Note: Use batting tee or ball tossed by teacher for batting (3); Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis/badminton racket), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through) (4); Strikes a pitched ball with a bat using a mature pattern (5a); Combines striking with a long implement with receiving and traveling skills in a small-sided game (5b).
- ✔ **Standard 2 [E5.5]:** Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a); Applies basic offensive and defensive strategies/tactics in net/wall small-sided practice tasks (5b); Recognizes the type of throw, volley, or striking action needed for different games/sports situations (5c).
- ✔ **Standard 4 [E4.3-5]:** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

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.

TEACHING CUES

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

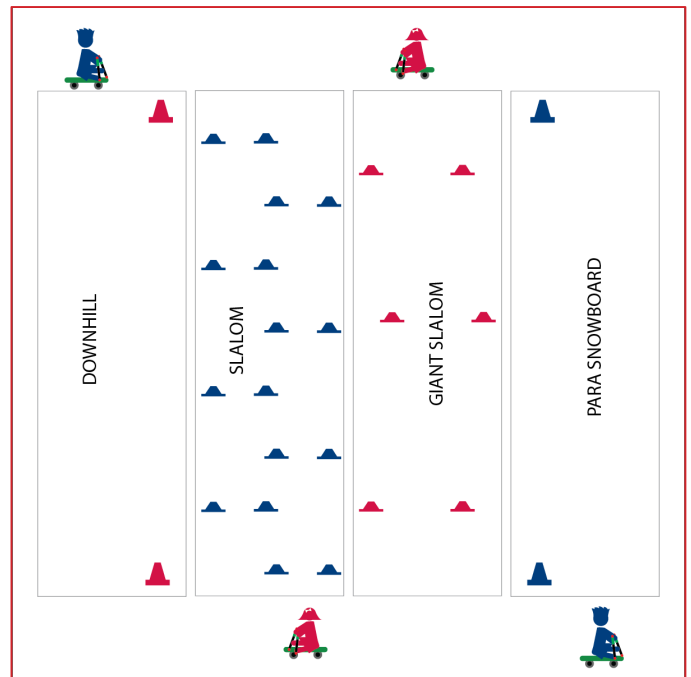
ACTIVITY SET-UP & PROCEDURE

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.

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

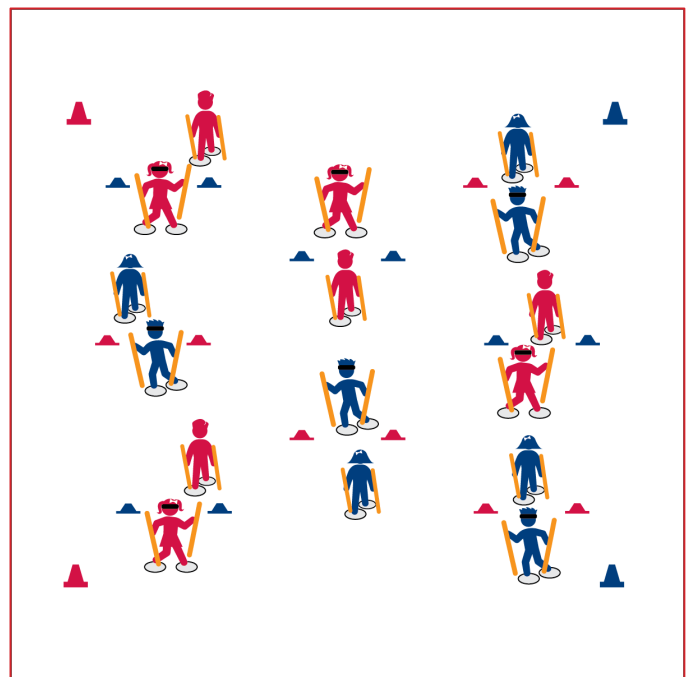
ACTIVITY SET-UP & PROCEDURE

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 3 [E2.3-5]:** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E6.3-5]:** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✔ **Standard 5 [E4.3-5]:** Describes the positive social interactions that come when engaged with others in physical activity (3); Describes/compares the positive social interactions when engaged in partner, small-group, and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

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.

TEACHING CUES

- ✔ Lean Forward Slightly
- ✔ Feet Slide Skis Forward
- ✔ Communicate
- ✔ Move Safely in Space
- ✔ Demonstrate Teamwork

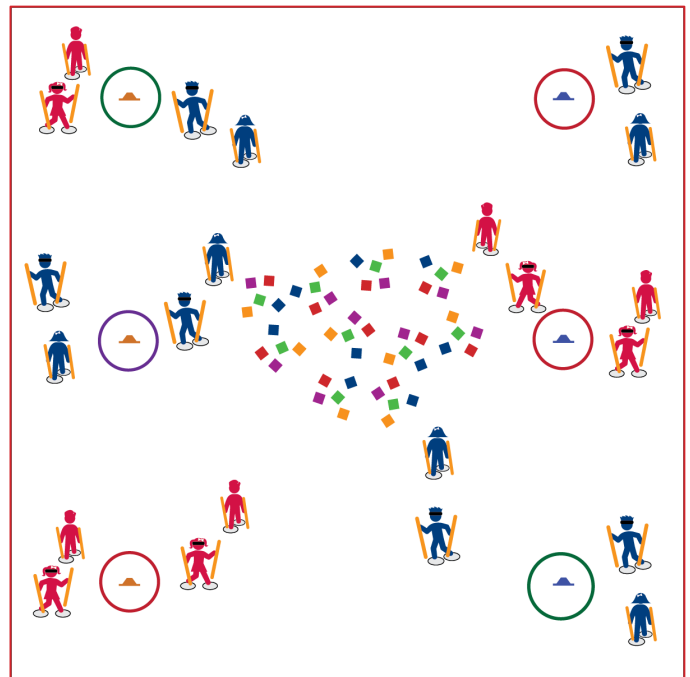
ACTIVITY SET-UP & PROCEDURE

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.



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 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 [E1.3-5]:** Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).
- ✔ **Standard 5 [E4.3-5]:** Describes the positive social interactions that come when engaged with others in physical activity (3); Describes/compares the positive social interactions when engaged in partner, small-group, and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

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.