



ADAPTED SPORT:

Looking at the Paralympic Games

Three to Four Weeks

ENGAGE: What are Adaptations made to physical activities that make them more inclusive to people of varying abilities?

Enduring Understanding	Deeper Learning
<ul style="list-style-type: none"> Understanding the difficulty of disabilities Building empathy toward inclusion Sport is for everyone 	<p>Entry Event: Olympic Games</p> <p>Video Links:</p> <ul style="list-style-type: none"> https://youtu.be/OjIP9EFbcWY - Tokyo Paralympics Promo https://youtu.be/58klQtIzxAl - About The Paralympics https://youtu.be/yWOzVPI-xP8 - "Freedom Chair" – Full Movie https://youtu.be/fyLcthMA-JI – Murderball Clip - Classifications
Driving Questions	Big Ideas
<ul style="list-style-type: none"> What are disabilities? What are unique Paralympic adapted sports? How can sport be adapted to help people participate? 	<p>Sport is for everyone.</p> <p>We can change rules or equipment to make sport more accessible and inclusive.</p> <p>Adaptations can happen based on physical factors including disabilities and age</p>

EXPLORE

Project Idea

In Groups students will be given a sport or activity, along with a disability, and adapt a game that would allow people with that disability an equal advantage when participating.

EXPLAIN & EXTEND

Communication	Thinking	Personal & Social Awareness
<p>Collaborate, Carry Out and Review Students will work together to design and create a diagram and prototype.</p> <p>Explain and Reflect on Experiences</p>	<p>CREATIVE THINKING Novelty and Value Generating Ideas Developing Ideas Students will build on other people's ideas to create and present an original piece of protective equipment and egg saver.</p>	<p>POSITIVE PERSONAL/CULTURAL IDENTITY Personal Strengths and Abilities Students will acknowledge their strengths and abilities in light of the role they take in presenting the play.</p> <p>PERSONAL AWARENESS AND RESPONSIBILITY Self-Determination Students will be able to express their needs and seek help when they need it, to find purpose and motivation</p>

Students will receive and act on feedback and suggestions to their designs.

CRITICAL THINKING

Develop and Design

Students apply critical thinking to adapt their activity to meet the needs of their person with a disability.

and act on it, and to advocate for themselves.

SOCIAL RESPONSIBILITY

Solving problems in peaceful ways

Students will identify an appreciation of different perspectives and the strengths of all group members as they collaborate.

Students will be able to advocate for the participation of those with disabilities.

Building Relationships

Students will develop positive peer relationships in the context of creating a piece of equipment

First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational.
- Learning involves recognizing the consequences of one’s actions.
- Learning is embedded in memory, history, and story.

Digital Citizenship

Evaluate

Curricular Competencies

Learning outcomes:

- Participates in a wide variety of activities
- Develops an adapted game promoting inclusion and activity for people with disabilities
- Incorporates creative solutions for the inclusion of others
- Demonstrates leadership by finding a way to positively contribute to a group or team

Content:

Lessons 1-4

Students compete in the class “Olympic Games” Students are placed into “country teams” and will work with this team for the entire unit.

- Winter Olympics adapted for gym
- Divide students into countries / teams
- Relay events – day 1/2 (ski jumping, biathlon, slalom, moguls, bobsled, luge)
- Team events – day 3/4 (curling, team pursuit speed skating, figure skating, hockey – only if necessary?)

Lessons 4-7

Students will learn about physical disabilities Students will experience and discuss what sport is like with a disability

- 1-arm basketball (school team members go to 1 hand nondominant hand) Regular rules of basketball apply but students may only use one arm with the other held behind their back or in their shirt. Using a second arm would lead to a “foul” or free point for the other team. Switch
- 1 eye badminton / 1 eye running – students can alternate between running and badminton while closing or covering one of their eyes.

- No hand (closed fist) handball – students will play handball but must have their hands closed for the entire game. They may throw the ball with 2 hands, dribble it, or bat it.
- 1 leg hockey – students must hop on 1 leg for the entirety of their shift, including goal tenders. Do short 1-2 min shifts. They may switch legs for their next shift.

After each activity discuss as a group the following questions:

- What were some of the challenges that you experienced?
- What were some of the things that you changed to be more successful? – skill changes (tossing ball and batting it), (flipping the stick to use as a crutch), strategy changes (hitting to side of weak eye)
- How could this game be changed to make it more inclusive, or easier, or fair, for all participants?

Special Guest – Emily Blundel?

Lessons 9-11

Students experience and discuss sports with adaptations

After each game discuss the adaptations (rules/equipment) that have happened to these sports to allow inclusion from separate populations. Who would these adaptations benefit? Who wouldn't they benefit? How could it be changed further for those who it does not benefit?

- Blind guided running
 - Students run 400m while being blindfolded and guided by a classmate. They may be attached using a "tether". The guide would run in front or along-side of the blindfolded person
- Speaker bowling
 - Place a speaker behind a set of bowling pins. Students must be blindfolded while attempting to knock down the pins, using the auditory cues from the speaker and others to help them aim at the pins.
 - Can use 4 quadrants if there is not enough speakers.
- Sitting volleyball
 - 6 vs 6 volleyball using the badminton court.
 - The net is lowered to half-way up the badminton pole ("1meter")
 - When contacting the ball 1 butt cheek must be in contact with the floor and you may not stand and run if chasing a ball.
 - You may block a serve.
- Scooter hockey
 - Students will go on their knees on the scooter and push themselves using their arms.
 - Use 2 mini hockey sticks each.
 - Plastic puck works best.
- Goal ball
 - Could work with a small group of 12-18 only
 - Blindfolded with a ball with bells in it.

- Absolutely no talking or noise
- Wheelchair basketball
 - Taking turns with the wheelchairs
 - 3 pushes and then must pass or dribble.
 - 5 seconds before you must dribble or pass
 - Ramming people with the chair is a foul. Contact is allowed but not with speed.
- Wheelchair rugby (adapted collision rules)
 - 5 seconds with the ball until pass
 - Must try to get the ball across the endline to score
 - Contact rules will be same as for wheelchair basketball

Lessons 12-16

Students work in groups to create a game that is adapted and inclusive for people with a specific disability.

- Students are given a random combination of a sport and a disability that they will have to adapt for options could include:

<u>Sport</u>	<u>Adaptation</u>
Lacrosse	Visual Impairment
Baseball	Dual Arm Amputation
Football	Dual Leg Amputation
Capture the flag	Paraplegia
Skittle ball	Quadriplegia/Quad Effect (polio/cp)
Soccer	Single Leg Amputation
Gaelic Handball (wall ball)	Single Arm Amputation
Dodgeball	Elderly
Yoshi	
Volleyball	
Tennis	

Day 1-2: Students will have 2 days to work through the worksheet and start to form an idea of how they are going to adapt this sport.

Day 3: the students will present to 1 or 2 other groups who will give warm and cool feedback, with suggestions to improve the adaptations.

Day 4: students will make final adaptations and begin presenting to the class or another audience.

Day 5: students will continue to present their games

Assessment Methods:

Formative: Written reflection on experiencing sport with a disability, students will have the chance to peer assess (protocol), and give feedback on another group's adapted game prior to them teaching it to the class

Summative: Students create rules for a game adapting it to include a specific population's needs. They will teach/lead the class or a portion of the class in the game they have adapted

Competency Learning:

- I can work with others to achieve a common goal; I do my share.
- I can take on roles and responsibilities in a group.
- I give, receive, and act on feedback.

- I can understand different types of disabilities
- I can identify how sports are adapted to make them more inclusive for those with differing physical abilities
- I can adapt an activity to make it inclusive for someone with a disability
- I can appreciate the abilities and perseverance of athletes with a disability