

WHEELCHAIR BASKETBALL RESOURCE GUIDE

TEACHERS AND COMMUNITY PARTNERS



PRIMARY ■ JUNIOR ■ INTERMEDIATE

A LEGACY INITIATIVE OF THE 2014 WOMEN'S WORLD WHEELCHAIR BASKETBALL CHAMPIONSHIP



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Wheelchair Basketball Canada is a not-for-profit organization that is the national sports governing body responsible for the organization of wheelchair basketball in Canada. Wheelchair Basketball Canada delivers programs and services that strengthen the sport from the grassroots level to high performance athletes and is committed to excellence in the development, support and promotion of wheelchair basketball programs and services for all Canadians.

Wheelchair Basketball Canada's Resource Guide provides educators and community partners (sport and recreation workers, coaches, and community centre staff) with a variety of user-friendly Activity Cards to be utilized with children and youth that are specific to the sport of wheelchair basketball.

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Program Overview

WOMEN'S WORLD WHEELCHAIR BASKETBALL CHAMPIONSHIP

Wheelchair Basketball Canada is proud to host the 2014 Women's World Wheelchair Basketball Championship (WWWBC) from June 20-28, 2014 at the Mattamy Athletic Centre in Toronto, Ontario, Canada.

This elite, world-class competition, governed by the International Wheelchair Basketball Federation (IWBF), is an important step in the ongoing development of the sport as it marks the first time the women's championship will feature 12 participating countries from all corners of the globe. It is a milestone event that will continue to forge a legacy for female wheelchair basketball athletes in Canada and around the world.

To raise public awareness about the inclusiveness of wheelchair basketball and to ensure the 2014 WWWBC serves as a legacy for future generations of athletes in Ontario, Wheelchair Basketball Canada launched an official Schools Program.

The Wheelchair Basketball Resource Guide will remain as a legacy of the 2014 WWWBC event and will be offered free to educators and community partners to teach children and youth about the sport of wheelchair basketball and encourage youth, with or without a disability, to be physically active.

SCHOOLS PROGRAM GOALS

- To increase awareness about the sport of wheelchair basketball beyond the 2014 WWWBC;
- To teach youth about the value of goal-setting and the power of sport;
- To inspire youth to reach their full potential and get involved in their community;

- To encourage youth of all abilities to embrace healthy, active lifestyles;
- To foster positive perceptions of people with a disability and parasport;
- To connect youth, educators, and the local community to the 2014 WWWBC, and have them attend the event and other parasport events following; including the 2015 Parapan American Games in Toronto.

SCHOOLS PROGRAM IMPACT AND LEGACY

- The Wheelchair Basketball Canada Resource Guide is an educational tool for providing a useful, and comprehensive unit on wheelchair basketball for schools and community partners in Ontario and across Canada.
- Students of all abilities will learn about the inclusive nature of wheelchair basketball, accessibility issues and disability sport.
- The sport chairs used to implement the program were sponsored by Sunrise Medical and will be a legacy for the development of grassroots wheelchair sport programs in Ontario.
- The Schools Program will engage grassroots wheelchair basketball athletes/clubs in Ontario and allow them to connect and build relationships within their communities.



Women's World Wheelchair Basketball
CHAMPIONSHIP
CHAMPIONNAT
du monde féminin de basketball en fauteuil roulant

Wheelchair Basketball

ABOUT THE SPORT

Wheelchair basketball is a fast-paced game played by two teams of five players in which the object is to toss the ball through the opposing team's basket. Teams are comprised of five players and seven substitutes.

Scoring

A goal is credited to the team attacking the basket into which the ball has entered as follows:

- A goal from a free throw counts as 1 point.
- A goal from the two-point field goal area counts as 2 points.
- A goal from the three-point field goal area counts as 3 points.

Every team has 24 seconds to complete its attempt to score a basket. If the team with the ball exceeds this time limit, then the ball and the right of play is granted to the opposing team.

Basic Rules

The basic rules of wheelchair basketball are very similar to stand-up basketball but over time they have evolved as well. In 1964 basic international rules were adopted which included minor adjustments to meet the needs of the game in a wheelchair.

Dribbling

A player may wheel the chair and bounce the ball simultaneously, however, if the ball is picked up and/or placed on the player's lap, s/he is only allowed to push twice before obligated to shoot, pass, or dribble the ball again. There is no double dribble

rule in wheelchair basketball. A travelling violation occurs if the player takes more than two pushes while in possession of the ball and does not dribble.

Chair Regulations

The wheelchair, the primary equipment of the game, has evolved as the sport has grown. In the early days, players used the typical everyday stainless steel wheelchair with foot and armrests and weighing about 30 pounds. Today the wheelchairs are lightweight and streamlined to allow for speed and agility with many cutting-edge, sport-enhancing design features.



The wheelchair is considered a piece of equipment in the game and has the following restrictions:

- Total chair height (including seat cushion) may not exceed 63cm for **Class 1-3 players** (classification will be described in detail on page 7).
- Total chair height (including seat cushion) may not exceed 58cm for **Class 3.5-4.5 players**.
- Front bar should be 11 cm from the floor.
- There must be floor protection material on the underneath of the front of the wheelchair.

- The chair may have three or four wheels with the large wheels not exceeding 69cm.
- There must be a hand rim on each wheel.
- Steering devices, brakes, or gears are not allowed on the chair.
- Black air tires are not permitted.
- Any tire or castor(s) that marks the floor is not permitted.
- Arm rests and other supports are not allowed to project beyond the line of the player's legs or trunk in a natural sitting position.
- The horizontal bar at the back of the wheelchair (backrest) must be padded to prevent injury.

Fouls

- The wheelchair is considered part of the player's body in relation to establishing responsibility for contact on court in the case of charging, blocking, going out of bounds, and other violations.
- An offensive player may not remain in the key area for more than three seconds.
- In addition to the technical fouls that may be assessed from time to time as in stand-up basketball, a player lifting his/her legs to gain an advantage or lifting out of the chair is given a technical foul. The player must remain firmly seated in the chair and must not use his/her lower limbs to steer the chair or gain an unfair advantage. In the event that a player falls out of a chair, a referee may stop the play if in his/her opinion the player is at risk of being injured.
- On an inbounds play, the offensive player is not allowed to go into the key until the ball is handed to the inbound player by the referee.

Duration

In accordance with International Wheelchair Basketball Federation (IWBF) rules, wheelchair basketball games usually consist of four quarters of 10 minutes. If the game is tied at the end of four quarters, an overtime period of five minutes is played. If the scores remain tied at the end of this period, additional overtime periods will be played until a winner is determined.

The Court

Wheelchair basketball is played on the same court as stand-up basketball (the height of the basket, distance to the foul line, three point line, etc. are the exactly the same). For international competition, all FIBA court regulations are followed. Some of the standard FIBA measurements are as follows:

- COURT DIMENSIONS: 28m (long) x 15m (wide)
- 3 POINT LINE: 6.75m (from basket)
- BASKET HEIGHT: 3.04m (10')

Classification

Most individuals watching a wheelchair basketball game become immediately enthralled. Soon however, one question comes to mind: "How can athletes of widely differing functional capacities compete fairly against each other?"

Classification is the process by which a team's total functional potential on the court is levelled off with respect to its opponent's. It is a functional evaluation taking into consideration each player's ability to perform skills specific to the sport of wheelchair basketball: wheeling, dribbling, passing, reaction to contact, shooting, and rebounding. Each player is then assigned a point value based on their functional ability. That point value determines a player's classification.

In Canada, classifications are closely based on the international classification system and range from 1.0 to 4.5. Lower class athletes are more limited in their functional skills. Athletes who are assigned higher classes have few if any limitations. The total number of points on the court assigned for each of the five players may not exceed 14 points at any one time in most divisions.

Classes

CLASS 1.0 AND 2.0 athletes are similar in that they do not have control of their sitting base. For example, for most, upper extremity support is required to recover upright sitting after leaning forward to dribble, catch a pass, or make a shot.

CLASS 1.0 athletes are generally unable to move their trunk in any of the planes of movement. For example, most are unable to rotate their upper body to receive an over the shoulder's pass in a fast break.

CLASS 2.0 athletes are generally able to rotate their upper body without using their arms for support. This greatly improves their ability to scan the court, as well as receive or shoot the ball in different directions.

CLASS 3.0 AND 4.0 athletes are similar in that they both have control of their sitting base.

CLASS 3.0 athletes are generally able to turn their shoulders as well as lean forward without difficulty. They can dribble the ball far off the front of the wheelchair for example. They, however, cannot lean to the sides and return to upright without using their arms as an assist; most class 3.0 athletes lack the leg power necessary to perform such an action.

CLASS 4.0 athletes are able to move their trunk in all planes of movement. They can rotate and lean forward to at least one side without difficulty. Athletes in this category can lean to the side to contest a shot or protect the ball from an opponent or catch a rebound. Class 4.0 athletes differ from class 4.5 athletes in that they often are not able to lean equally to both sides due to limited power in one leg.

One can get a feel of what it feels like to be a class 1.0 or 2.0 athlete by attempting to hold the knees together and up while sitting in a chair. In this position, leaning forward or sideways is nearly impossible. The only possible movement is shoulder rotation.

One can get a feel of what it feels like to be a class 3.0 athlete by pressing the knees together while sitting in a chair. Leaning forward and turning the trunk to look over the shoulder will be easily accomplished; leaning to the side to pick up an item off the floor will be difficult if not impossible.

Occasionally, an athlete displays characteristics of two classes. In these instances a .5 class may be assigned.

Classifiers

Classifiers are certified technical officials whose role is to evaluate and assign players to a classification. Classifiers are a group of individuals familiar to the sport. Medical training is not necessary.

THE HISTORY OF THE SPORT

The sport of wheelchair basketball emerged out of the Second World War (1939-1945). As a result of this global conflict, society was confronted with an unusual number of people with physical disabilities. Following the war, many veterans with disabilities were placed in hospitals for rehabilitation and many still possessed a desire to participate in sports.

The philosophy of the day was adaptation of particular sports as viewed through the eyes of rehabilitation staff. Basketball was perceived to be one of the most adaptable team sports, and was played in various parts of the world in the early 1940's.

The first documented game of wheelchair basketball was played on November 25, 1946 by a group of veterans in the United States of America.

Sir Ludwig Guttmann

Sir Ludwig Guttmann is known as the founder of the Paralympic Movement. He was given the task of starting a spinal cord injuries centre at Stoke Mandeville Hospital in Aylesbury, England. The British government funded the operation in 1944 with the view of having the second front assist individuals to cope with their disability, regain dignity and independence that may have been lost, and become happy, healthy and respected members of the community.

Guttmann organized the first Stoke Mandeville Wheelchair Games in 1948, a competition that featured organized wheelchair sports, including wheelchair netball (a distant cousin of wheelchair basketball). For his efforts, Guttmann is recognized as an early pioneer.

Four years later, in 1952, competitors from the Netherlands joined the Stoke Mandeville Wheelchair Games and an international movement was born. The annual event would become known as the International Stoke Mandeville Games, a predecessor to the modern-day Paralympic Games.

The Paralympic Games

The Paralympic Games are the pinnacle event for world-class athletes with a physical disability and one of the largest multi-sport competitions in the world. The Paralympic Games, governed by the International Paralympic Committee (IPC), take place every four years in the same year as the Olympic Games.

The first Paralympic Games took place in Rome, Italy in 1960. Wheelchair basketball was one of eight sports that debuted at the first Paralympic Games. The women's wheelchair basketball competition was introduced at the 1968 Paralympic Games in Tel Aviv, Israel.

Today, wheelchair basketball is one of the premiere sports contested at the Paralympic Summer Games.

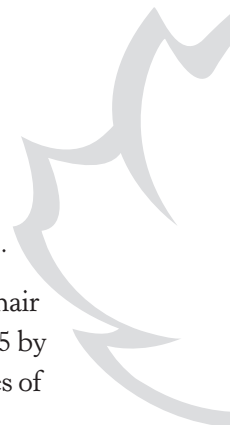
The World Championships

The World Wheelchair Basketball Championship, formerly known as the Gold Cup, is an independent international wheelchair basketball competition. The event is governed by the International Wheelchair Basketball Federation (IWBF), and takes place every four years.

The first World Championship took place in Bruges, Belgium in 1975 and featured competition between 11 men's teams from North America, Asia and Europe. The first World Championship for women took place in St. Etienne, France in 1990.

A Junior World Championship for U23 Men was held for the first time in Toronto, Canada in 1997. A Junior World Championship for U25 Women was introduced in 2011 in St. Catharines, Canada. A Senior World Championship for senior women was held in 2014 in Toronto, Canada.

EVOLUTION OF WHEELCHAIR BASKETBALL

- 
- 1939-45** The sport of wheelchair basketball emerged out of the Second World War.
 - 1946** The first documented game of wheelchair basketball was played on November 25 by a group of veterans in the United States of America.
 - 1960** Wheelchair basketball was one of nine sports that debuted at the first Paralympic Games in Rome, Italy.
 - 1967** Canada participated in the first Pan American Games in Winnipeg, Canada.
 - 1968** The women's wheelchair basketball competition was introduced at the Paralympic Games in Tel Aviv, Israel. Canada participated in this first international event to include women.
 - 1975** The first World Championship took place in Bruges, Belgium.
 - 1979** The first National Wheelchair Basketball Championships were held, independent of the typical multi-sport games for athletes with disabilities.
 - 1990** The first World Championship for Women took place in St. Etienne, France.
 - 1991** The National Women's Team began its dominance at the international level by winning a gold medal at the Stoke Mandeville Games. They remained unbeaten internationally for nearly two decades winning gold at the 1992, 1994, 1996, 1998, 2000, 2002, 2004 and 2006 World Championships and Paralympic Games.
 - 1994** The Canadian Wheelchair Basketball Association (CWBA) was inaugurated, becoming the first independent wheelchair sport association in Canada.

- 
- 1995** Wheelchair basketball was included as an official sport in the Canada Games.
- 1997** Canada earned the right to host the first Junior World Wheelchair Basketball Championships in Toronto, Canada, where the Canadian team earned gold.
- 2004** The Canadian Men's National Team became the first men's team ever to win back-to-back gold at Paralympic Games in Athens, Greece.
- 2006** The Canadian Women's National Team won their fourth consecutive World Championship title and the Men's National Team captured their first World Championship title.
- 2008** The Canadian Men's National Team won silver at the Paralympic Games in Beijing, China.
- 2011** The Junior World Championship for U25 Women was introduced in St. Catharine's, Canada.
- 2012** The Canadian Men's National Team won gold at the Paralympic Games in London, England.
- 2014** The Women's World Wheelchair Basketball Championship were hosted in Toronto, Canada.

About the Resource Guide



WHY WAS IT DEVELOPED?

The Wheelchair Basketball Resource Guide was designed for teachers and community partners to educate children and youth about the sport of wheelchair basketball, inclusion and accessibility, and encourage youth, with or without a disability, to be physically active.

For this particular resource, we do not focus on cognitive abilities. Although we understand that schools and community organizations are inclusive settings with children and youth with physical disabilities that include cognitive disabilities, this resource focuses on physical disabilities. Teachers and community partners can adapt and modify the Activity Card based upon the needs of the children and youth.

The Wheelchair Basketball Resource Guide is organized into six main sections. These sections are Program Overview, Activity Cards, Resources, References, Glossary, and Contacts.

The Program Overview section includes the overview, goals and legacy of the Wheelchair Basketball Schools Program. The Wheelchair Basketball section includes information on the sport of wheelchair basketball and the Wheelchair Basketball Resource Guide.

The Activity Cards section includes 15 Activity Cards, five per age/grade category, with links to the Ontario Health and Physical Education Curriculum and Long-Term Athlete Development (pp. 57-59). Various themes related to the sport of wheelchair

basketball, inclusion and accessibility are integrated into the activities.

The Resources section includes the resources that support the Activity Cards.

WHO CAN USE IT?

EDUCATORS – The Wheelchair Basketball Resource Guide is an efficient tool for educators to enhance awareness, highlight inclusivity, and engage students in fun activities that are connected to the Ontario Curriculum, Grades 1-8: Health and Physical Education, 2010 (revised). A unit plan has been developed for each section (Primary, Junior and Intermediate) that outlines the key details for each lesson located in Resource section (pp. 60-62). Each Activity Card outlines the specific curriculum links. Various educator and student assessments have been developed for each unit. Educators can integrate one or more of the activities into already planned content or they can have their students complete the entire unit on wheelchair basketball.

COMMUNITY PARTNERS (SPORT, RECREATION WORKERS, COACHES, AND COMMUNITY CENTRE STAFF) – The Wheelchair Basketball Resource Guide will add creative activities and games to programming that are not just fun but educational for their young members. The Activity Cards will create awareness around the sport of wheelchair basketball to foster positive perceptions of people with a disability and parasport. By using the Activity Cards, community partners are making connections to learning that is happening in the classroom.



Thank you for using the Wheelchair Basketball Resource Guide and doing this work.

We encourage you to provide feedback on this Resource Guide. If you have any questions or comments related to the Activity Cards, please contact info@wheelchairbasketball.ca.

PRIMARY ACTIVITY CARDS



ACTIVITY CARD 1

Adopt a Country – Become a Fan!

GRADE: 1–3

AGE: 6–8

TIME: 30–45 MIN

Primary

By the end of the activity, participants will be able to identify a wheelchair basketball chair and identify 12 countries that play women’s wheelchair basketball at an international level.

SETTING: Classroom/Multi-purpose room

EQUIPMENT:

- Index cards that use letters that spell basic wheelchair basketball words (e.g. wheels, ball, chair, court, hoop, spoke, ability, sport, basket, player, etc.) (p. 16)
- Access to computers
- Colouring tools (multiple colour options)

RESOURCES:

- Country Flags (pp. 66-77)
- Primary Journal Questions (pp. 63-64)
- Adopt a Country Worksheet (p. 65)

LTAD LINKS:

- See Long-Term Athlete Development (pp. 57-59)
- FUNdamentals

CURRICULUM LINKS:

| LIVING SKILL: <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Critical and Creative Thinking | | | | | | | |
|---|------------------------|--------------|------------------------------------|---------------------------|-------------------------------------|------------------------------|--------------------------------------|
| A–Active Living | | | B–Movement Competence | | C–Healthy Living | | |
| A1 Active Participation | A2 Physical Fitness | A3 Safety | B1 Movement Skills and Concepts | B2 Movement Strategies | C1 Understanding Health Concepts | C2 Making Healthy Choices | C3 Connections for Healthy Living |
| ✓ | | ✓ | | | ✓ | ✓ | |

Activities

SKILL DEVELOPMENT:

- Introduce the unit and the activities (the what, where, how, when and why).
- Ask who has seen wheelchair basketball? And who knows someone with a physical disability?
- Share wheelchair basketball footage from Wheelchair Basketball Canada’s YouTube Channel <http://www.youtube.com/WheelchairBball>

Alphabet Popcorn

- Create a large open space for this activity. Hand out index cards with letters that spell basic wheelchair basketball words (e.g. wheels, ball, chair, court, hoop, spoke, ability, sport, basket, player, etc.). Participants are in a squat position and when a participant's letter is called the participant has to "pop" up from the squat. Do this quickly to ensure other participants do not wait long to "pop". Multiple cards with the same letters handed out helps ensure all are active frequently. The game can advance so that if one of the words is called out the "pop" is for all who hold a letter from the word. Play the game another time except this time the youth participants can only "pop" with the upper body while sitting on the floor. *Adapted from Alberta Education, DPA, p. 43.*

Adopt a Country – Countries Participating in Women's Wheelchair Basketball

- Participants will need to select one of the twelve country flags included in the Resource section. They will then need to learn more about the flags and colours of the flag. Participants can either access books or computers to obtain this information. They can then proceed to colour the flag with the appropriate colours. Provide participants with the Adopt a Country Worksheet with some questions about their chosen country (e.g. food, anthem, spoken language, favourite sport, etc.). Participants may choose to continue this work at home. It is recommended that a note is sent home with the sheets describing the activity.

ASSESSMENT:

- Primary Journal Questions (located in Resource section). Answer Journal Question for Activity 1 on the sheet. Facilitators may need to assist participants with vocabulary in the activity requirements. This sheet can form part of the participant's portfolio of the unit.

CLOSURE:

- Completion of the Journal Question is the exit slip for this activity. Ensure participants have their Country Flag template and Adopt a Country Worksheet to take home to work on.

SAFETY

Move furniture to a safe distance



Awareness of who may have or know someone with a disability

ACTIVITY CARD 2

Welcome World!

GRADE: 1-3

AGE: 6-8

TIME: 30-45 MIN

By the end of the activity, participants will begin to understand that activity can be modified when people are not able to use certain body parts the way most others can.

SETTING: Classroom/Multi-purpose room

EQUIPMENT:

- Strong tape
- 1 Index card per participant
- Access to computers

RESOURCES:

- Country Flag chosen from Activity 1 (pp. 66-77)
- Adopt a Country Worksheet (p. 65)
- Primary Journal Questions (pp. 63-64)

LTAD LINKS:

- See Long-Term Athlete Development (pp. 57-59)
- FUNDamentals

CURRICULUM LINKS:

| LIVING SKILL: <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Critical and Creative Thinking | | | | | | | |
|---|------------------------|--------------|------------------------------------|---------------------------|-------------------------------------|------------------------------|--------------------------------------|
| A-Active Living | | | B-Movement Competence | | C-Healthy Living | | |
| A1 Active Participation | A2 Physical Fitness | A3 Safety | B1 Movement Skills and Concepts | B2 Movement Strategies | C1 Understanding Health Concepts | C2 Making Healthy Choices | C3 Connections for Healthy Living |
| ✓ | ✓ | | | | ✓ | ✓ | |

Activities

SKILL DEVELOPMENT:

- Before starting the activity, please be sure the Country Flags are coloured and the participants have completed the Adopt a Country Worksheet. If not, provide some additional time to complete this. Participants may help their peers.

Pair Share

- Participants will need their Country Flag and Adopt a Country Worksheet for this activity. Youth are strategically paired with another peer who has chosen a different country. Explain the “Pair Share” teaching and learning process. One participant shares the information gathered with the other peer and then they switch. The Country Flags can be posted in the room and form part of the participant’s portfolio for this unit.

Flag Tag

- If you are in a classroom setting, move the desks to the outside walls of the room to allow for a safe free space in the middle of the room. If you are in a gymnasium setting, have the group meet in the middle of the room.
- Have participants write their selected Country’s Flag on an index card which is then taped on their backs. Participants sit on bottoms and move around the space on their bottoms. Four “taggers” are selected. Taggers move around on their bottoms to tag other participants. Tagged participants must say the name of the tagger’s country before becoming the new tagger. At all times there are 4 or more taggers so no one sits out. The game continues until all have been a tagger at least twice. *Adapted from Alberta Education, DPA, p. 57.*

ASSESSMENT:

- Primary Journal Questions (located in Resource section).
Answer Journal Question for Activity 2 on the sheet. Facilitators may need to assist participants with vocabulary in the activity requirements.

CLOSURE:

- Completion of the Journal Question is the exit slip for this activity and continues to build the participant’s portfolio for this unit.

SAFETY

Move furniture
to a safe distance



The tag should be a
touch not a push

**ACTIVITY
CARD
3**

What? No Legs?

GRADE: 1-3

AGE: 6-8

TIME: 30-45 MIN

By the end of the activity, participants will have an understanding of the importance of upper body strength and being able to use all the working body parts so a person can move well without the use of the legs.

SETTING: Gymnasium/Large multi-purpose room

- EQUIPMENT:**
- 4 Medium soft spongy balls
 - 8 Clean medium garbage cans/buckets
 - Pinnies of a few colours
 - 9 Pylons to set up grid dimensions
 - 12 Skittle pins (bowling pins)
 - Mats if needed

RESOURCES: • Primary Journal Questions (pp. 63-64)

LTAD LINKS: • See Long-Term Athlete Development (pp. 57-59)
• FUNdamentals

CURRICULUM LINKS:

| LIVING SKILL: <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Critical and Creative Thinking | | | | | | | |
|---|------------------------|--------------|------------------------------------|---------------------------|-------------------------------------|------------------------------|--------------------------------------|
| A-Active Living | | | B-Movement Competence | | C-Healthy Living | | |
| A1 Active Participation | A2 Physical Fitness | A3 Safety | B1 Movement Skills and Concepts | B2 Movement Strategies | C1 Understanding Health Concepts | C2 Making Healthy Choices | C3 Connections for Healthy Living |
| ✓ | | ✓ | | ✓ | ✓ | | ✓ |

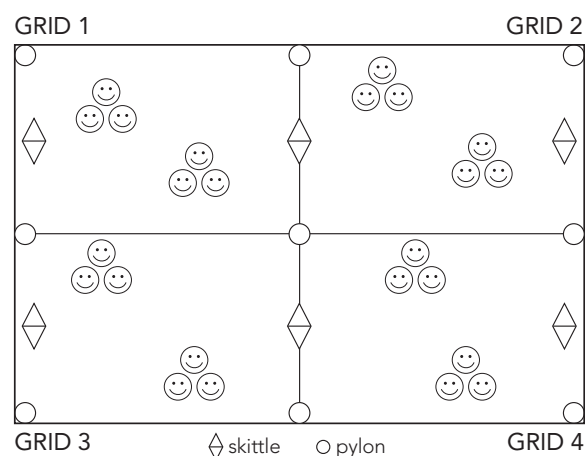
Activities

SKILL DEVELOPMENT:

Crab Soccer (Grid Game)

- Have participants move freely around the space, hopping, skipping and running for a few minutes. Lead shoulder stretches. Pull elbow across body, under chin with opposite hand, hold and switch. Then lift elbow above head with same hand behind head and opposite hand pulling the elbow back, hold and switch.

- In Activity Card 3, the participants are going to compare two activities – one game is played with the legs and the second one only with the upper body (lower = waist and below, upper = above the waist). Both are forms of grid games. It is recommended that all youth play the same game at the same time in each grid. The second game can then be played after the first is complete.
- Grid games are small games played in one large space. Split the room into four equal grids marked off with pylons. Create goals with two skittles or bowling pins on the end lines and shared end lines as shown. Teams will share the skittle in the middle of the grids. Once a team scores, the ball is given to the other team and the game continues.
- Participants will travel around the grid by crab walking (balancing on your hands and feet with your front facing the ceiling and your hips lifted upwards off the floor). There must be two passes before scoring (knocking down the skittle/bowling pin). Participants can only pass and score with the feet and only move in the crab walk. Teams rotate from one grid to the next after a five minute game. Some teams will stay on the grid as the others rotate. It is not necessary to have all teams play each other. Do not use winning or losing to decide which team moves to another grid. The facilitator will need to help corral balls and put them back in play.



Bottom Ball – No Legs (Grid Game)

- Use the same teams and grid set-up except replace the skittles with garbage cans for buckets. For this game, participants propel themselves on their bottoms. Participants can be on their knees too if it is too difficult on the bottoms for the entire game. The idea of the game is to gently pass or roll the ball to a teammate before the player is touched. If touched the player gives the ball to the other player. Teams must pass two times before scoring by gently throwing or placing the ball in the garbage can. Teams rotate from one grid to the next after a short five minute game. Some teams will stay on the grid as the others rotate. It's not necessary to have all teams play each other. Do not use winning or losing to decide which team moves to another grid. The facilitator needs to help corral balls and put them back in play.

ASSESSMENT:

- Primary Journal Questions (located in Resource section). Answer Journal Question for Activity 3 on the sheet. Facilitators may need to assist participants with vocabulary in the activity requirements. This sheet can form part of the participant's portfolio of the unit.

CLOSURE:

- Allow time to return to the classroom/multiple-purpose room to answer the Journal Question. The facilitator will likely need to prompt the participants. If time permits, participants can share some of their answers.

SAFETY

Mats may be necessary



If mats are used, cover the entire grid



Provide rest breaks

ACTIVITY CARD 4

Upper Body All the Way

GRADE: 1-3

AGE: 6-8

TIME: 30-45 MIN

By the end of the activity, participants will have greater knowledge and appreciation for the limited use that some wheelchair basketball athletes have with the lower body.

SETTING: Classroom/Large Multi-purpose

EQUIPMENT:

- Pen/pencil
- Medium bouncy balls for each group of partners
- Bottom Ball (optional) – 6 clean medium garbage cans, 9 pylons, 4 Medium soft spongy balls, mats if desired
- Wheelchairs if available

RESOURCES:

- Accessibility Sign and Definition (p. 78)
- Accessibility in Your Facility (pp. 79-81)
- Primary Journal Questions (pp. 63-64)

LTAD LINKS:

- See Long-Term Athlete Development (pp. 57-59)
- FUNdamentals

CURRICULUM LINKS:

| LIVING SKILL: <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Critical and Creative Thinking | | | | | | | |
|---|------------------------|--------------|------------------------------------|---------------------------|-------------------------------------|------------------------------|--------------------------------------|
| A-Active Living | | | B-Movement Competence | | C-Healthy Living | | |
| A1 Active Participation | A2 Physical Fitness | A3 Safety | B1 Movement Skills and Concepts | B2 Movement Strategies | C1 Understanding Health Concepts | C2 Making Healthy Choices | C3 Connections for Healthy Living |
| ✓ | ✓ | | ✓ | ✓ | | | ✓ |

Activities

SKILL DEVELOPMENT:

Accessibility in Your Facility – Tour

- Introduce activity noting that participants will try to learn how easy and hard it is for people with disabilities to move about a school/recreation centre in a wheelchair.
- Define accessibility and show the sign to the participants.

- Ask the youth where they have seen this sign and list the places on a board/paper.
- In groups of three or four, participants will tour a section of the school/recreation centre that the facilitator assigns. Groups will go to specific locations to look for areas believed to be challenging for a wheelchair user. If the facility has access to wheelchairs for this unit, a wheelchair per group can be used in a supervised setting. Participants should take paper and writing tools to note the areas investigated (e.g. stairs to the gym, narrow bathroom doors, no ramp into the building, doors open wrong way, ramps have no rails, etc.). The facilitator may have to prompt participants. After 20+ minutes, participants return to the classroom/multi-purpose room to take an inventory of the notes or observations they found and share with the rest of the group.

NOTE: Ensure the school or recreational centre staff are aware of the activity to not disrupt the learning environment the participants are exploring.

Upper Body All the Way

- Participants are paired up and sit foot to foot facing their partner in a safe space. Each group has a ball (*if not possible move to next activity*). Participants are asked to think of how many ways they can roll the ball around your body. Participants are encouraged to try to bounce and catch the ball with their partner in as many ways as possible. *Adapted from Be Fit For Life, Move & Play Card, p. 18.*

Optional: **Bottom Ball** from Activity Card 3 can be played again. Entire group engagement is critical for this activity. As a result, it is important to split the area into grids to ensure everyone is included.

ASSESSMENT:

- Primary Journal Questions (located in Resource section).
Answer Journal Question for Activity 4 on the sheet. Facilitators may need to assist participants with vocabulary in the activity requirements. This sheet can form part of the participant's portfolio of the unit.

SAFETY

Knees and bottoms
may get sore



Provide rest breaks

CLOSURE:

- If time permits, work on the Journal Question and put the equipment away.

ACTIVITY CARD 5

Chuck the Chicken then Scoot!

GRADE: 1–3

AGE: 6–8

TIME: 30–45 MIN

By the end of the activity, participants will be able to simulate a wheelchair basketball game even without wheelchairs – by using scooters.

SETTING: Gymnasium

- EQUIPMENT:**
- 5 Balloons
 - Scooters
 - 4 Medium soft bouncy balls
 - 6 Large clean garbage cans
 - Pinnies of a few colours
 - 2 Rubber chickens/pigs/fish or koosh balls
 - 6 Skittles or bowling pins
 - 9 Pylons

- RESOURCES:**
- Wheelchair Basketball Self-Assessment (p. 82)
 - Primary Unit Teacher Assessment (p. 83)
 - Primary Journal Questions (pp. 63-64)

- LTAD LINKS:**
- See Long-Term Athlete Development (pp. 57-59)
 - FUNdamentals

CURRICULUM LINKS:

| LIVING SKILL: <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Critical and Creative Thinking | | | | | | | |
|---|------------------------|--------------|------------------------------------|---------------------------|-------------------------------------|------------------------------|--------------------------------------|
| A–Active Living | | | B–Movement Competence | | C–Healthy Living | | |
| A1 Active Participation | A2 Physical Fitness | A3 Safety | B1 Movement Skills and Concepts | B2 Movement Strategies | C1 Understanding Health Concepts | C2 Making Healthy Choices | C3 Connections for Healthy Living |
| ✓ | | | ✓ | ✓ | | | ✓ |

Activities

SKILL DEVELOPMENT:

Balloon Up

- Blow up 4 balloons (2 for activity and 2 as spares or to increase challenge).

- Divide participants into two groups. Each group gets a balloon and their own side of the gymnasium. Use pinnies to help participants keep their teams straight.
- Each team wants to keep the balloon up longer than the other team. Once the balloon touches the floor the other team gets a point. Play to three or four points.

Chuck the Chicken

- Split the group into two teams (Team A and B). Each team gets one chicken. Team A starts off by forming a line and passing the chicken from the back of the line to the front through the legs of the second-last person in line, then over the head of the next person, then through the legs of the next person, and so on. Team B starts off by clumping themselves into the smallest human circle as possible, all except for one player on the team. This player needs to run around and around the outside of the circle of Team B players. The team earns one point for each full circle completed.
- When the chicken reaches the front of the line of Team A, the person at the front of the line yells “Chuck the Chicken” as loud as they can and throws the chicken as far away as possible. Team B immediately breaks away and runs to wherever the chicken has landed forming a line like Team A did at the start of the game. The team passes the chicken up the line, under the legs, over the head of the next until the chicken is at the front of the line. Meanwhile, Team A forms into a clump and one person runs laps around the clump, earning points until Team B yells “Chuck the Chicken”. The game continues in this fashion until a determined time is up.

Scooter Ball and Soccer Knee Ball

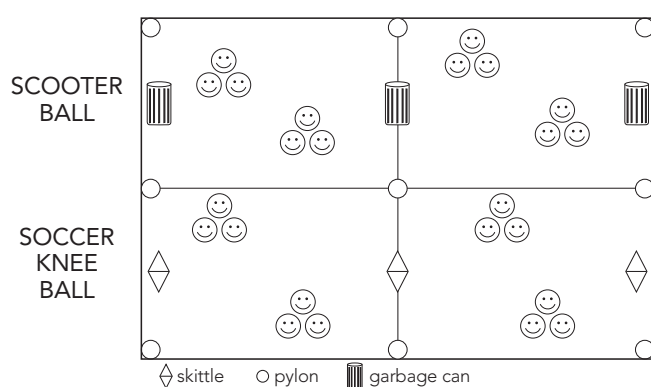
- It’s unlikely a school or recreational centre will have 20 or more scooters. Therefore, half the group plays **Scooter Ball** and half plays **Soccer Knee Ball**. These games are in the same type of grid structure as Activity Card 3 (diagram on next page).
- The rotation around the grid is again determined by the facilitator in a non win/loss manner. Games are 5-6 minutes in length. Participants are divided into teams of three and given pinnies.

Scooter Ball

- The ball is given to one player on one team.
- Players can pull or push with legs to move the scooter back and forth.
- Three pushes/pulls are allowed before passing.
- Players can glide on the scooter with the ball.
- Three passes must be made before scoring in the garbage can.
- After a team scores, the other team gets the ball to try to score.
- If the ball team loses possession of the ball in this transition, the game plays on.
- Balls are not to be pulled out of other participant’s hands.
- No pushing or pulling of other participants on the scooters.
- Facilitators will need to corral the balls to help keep the flow of the games.

Soccer Knee Ball

- The ball is given to one player on one team.
- Players pass to each other with hands only (batting the ball lightly).
- Three passes must be made before scoring by shooting the ball in the “net” (net is a pair of skittles or bowling pins).
- One point if shooting between the skittles to score.
- Two points if the ball also knocks a skittle over.
- Three points if the ball knocks both skittles over.
- Once the team scores, the other team gets the ball and moves in the other direction to “play on”.
- No pushing or pulling of participants on their knees.
- The facilitator will need to corral the balls to help keep the flow of the games.



ASSESSMENT:

- Primary Journal Questions (located in Resource section). Answer Journal Question for Activity 5 on the sheet. Facilitators may need to assist participants with vocabulary in the activity requirements. This sheet can form part of the participant’s portfolio of the unit.
- There has been two assessments developed for the Primary Unit that can be used. A Primary Unit Teacher Assessment that can be completed on each youth participant and a Wheelchair Basketball Self-Assessment that each youth participant can complete.

CLOSURE:

- Completion of the Journal Question. Provide opportunity to work on this in the classroom/multi-purpose room.

SAFETY

Be careful of the walls or bleachers

Fingers and loose clothing may get pinched under the scooters

Knees may get sore

Provide rest breaks

JUNIOR ACTIVITY CARDS



ACTIVITY CARD 1

Adopt a Country – I am a Fan!

GRADE: 4–6

AGE: 9–11

TIME: 30–45 MIN

Junior

By the end of the activity, participants will have a greater understanding of the game of wheelchair basketball, the participants, and activities which require the use of the upper body only.

SETTING: Classroom/Multi-purpose room

EQUIPMENT:

- Access to computers
- Wheelchair basketball video clip
- 2 Sponge balls
- Medium pylons (optional)
- Colouring tools

RESOURCES:

- Country Flags (pp. 66-77)
- Adopt a Country Worksheet (p. 65)
- Junior Journal Questions (pp. 84-86)

LTAD LINKS:

- See Long-Term Athlete Development (pp. 57-59)
- FUNdamentals

CURRICULUM LINKS:

| LIVING SKILL: <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Critical and Creative Thinking | | | | | | | |
|---|------------------------|--------------|------------------------------------|---------------------------|-------------------------------------|------------------------------|--------------------------------------|
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| A1 Active Participation | A2 Physical Fitness | A3 Safety | B1 Movement Skills and Concepts | B2 Movement Strategies | C1 Understanding Health Concepts | C2 Making Healthy Choices | C3 Connections for Healthy Living |
| ✓ | ✓ | ✓ | ✓ | ✓ | | | |

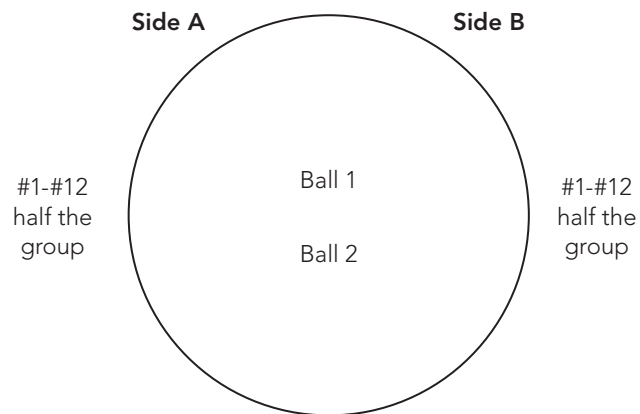
Activities

SKILL DEVELOPMENT:

- Introduce the unit and the activities (the what, where, how, when and why).
- Ask who has seen wheelchair basketball? And who knows someone with a physical disability?
- Share wheelchair basketball footage from Wheelchair Basketball Canada's YouTube Channel <http://www.youtube.com/WheelchairBball>

Battle Ball Crawl

- The group makes one large circle and then sits on their knees or bottoms (refer to diagram).
- Participants are numbered off into two groups. There will be one set of numbers around one half of the circle and a second set around the other half of the circle. Simply divide the group in half to determine the numbers. If there is an odd number, the facilitator, assistant, or volunteer can play.
- Place two sponge/koosh balls in the middle of the circle. The activity facilitator calls out one of the numbers and the two players with the number crawl to the balls, grab one of the balls and try to hit the legs of the other player first (one point for the legal hit and minus a point for an illegal hit above the waist). The rest of the group keeps the balls in the circle. The facilitator needs to watch for the first hit and supervise the activity attentively. Targets such as bigger pylons can be used instead of hitting the participant. *Adapted from Ever Active Schools, DPA Greatest Hits, p.6.*



Adopt a Country – Fan Pride (Part 1 of 2)

- The facilitator splits the group into pairs. Although participants are working in pairs, they are to still complete their own work. Each pair will need their Country Flag template (located in Resource section) and have access to a computer. Research questions will include searching for their country's flag colours, population, economy, and culture.

ASSESSMENT:

- Junior Journal Questions (located in Resource section). Answer Journal Question for Activity 1 on the sheet. Facilitators may need to assist participants with vocabulary in the activity requirements. This sheet can form part of the participant's portfolio of the unit.

CLOSURE:

- Completion of the Journal Question is the exit slip for this activity. Ensure the participants have their Country Flag and Adopt a Country Worksheet so they are able to take it home and work on it.

SAFETY

No head shots



Knees may get sore



May need to use an obstacle to hit if participants shy from the balls or are too enthusiastic with throwing

ACTIVITY CARD 2

So You Think You Can Stack

GRADE: 4–6

AGE: 9–11

TIME: 30–45 MIN

By the end of the activity, participants will be able to identify aspects of the adopted countries that are unique and interesting.

SETTING: Classroom/Multi-purpose room

EQUIPMENT:

- 6 strong plastic cups (with a hole in end) or cup stacking sets – 1 set per group of 2 or 3
- Access to computers
- Pen or pencil

RESOURCES:

- Participants' Country Flag and Adopt a Country Worksheet from Activity 1
- Speed Stacking (p. 87)
- Adopt a Country – Self-Assessment (p. 88)
- Adopt a Country – Junior Unit Teacher Assessment (p. 89)
- Junior Journal Questions (pp. 84-86)

LTAD LINKS:

- See Long-Term Athlete Development (pp. 57-59)
- FUNdamentals

CURRICULUM LINKS:

| LIVING SKILL: <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Critical and Creative Thinking | | | | | | | |
|---|------------------------|--------------|------------------------------------|---------------------------|-------------------------------------|------------------------------|--------------------------------------|
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| A1 Active Participation | A2 Physical Fitness | A3 Safety | B1 Movement Skills and Concepts | B2 Movement Strategies | C1 Understanding Health Concepts | C2 Making Healthy Choices | C3 Connections for Healthy Living |
| ✓ | ✓ | ✓ | ✓ | ✓ | | | |

Activities

SKILL DEVELOPMENT:

- In order to complete Part A of this Activity Card, participants will need to have their Country Flag and Adopt a Country Worksheet from Activity Card 1 completed. If participants have not completed either of these, please provide additional time as needed.

Adopt a Country Research (Part 2 of 2)

- Participants continue to work on the Adopt a Country project. The facilitator and any parent volunteers or assistants help with the research and keep the work focused on the task. Participants present information on their country near the end of the session.

Cup Stacking Challenges

- Split up participants into partners at the beginning of this activity. The cups can be from cup stacking kits or stronger disposable plastic cups with a hole placed in the bottom. Participants can practise how to up stack, down stack, and use multiple patterns. Refer to www.speedstack.com (additional links included in Resource section, p. 87). They can try the three stack, six stack, etc. Participants can have relays, group challenges, and country vs. country challenges. Have participants stack the cups where it is comfortable for them (on tables, the floor, etc.). *Adapted from Ever Active Schools, DPA Greatest Hits, p. 10.*

ASSESSMENT:

- Two assessments have been developed for the Adopt a Country activity (located in the Resource section). A Junior Unit Teacher Assessment that can be completed on each participant and a Self-Assessment that each youth can complete.
- Junior Journal Questions (located in Resource section). Answer Journal Question for Activity 2 on the sheet. This sheet can form part of the participant's portfolio of the unit.

NOTE: This may be a hard question for participants. The facilitator may need to simplify.

SAFETY

Ensure cup stacking area is free of clutter



Participants need room to spread out

CLOSURE:

- Completion of the Journal Questions.

ACTIVITY CARD 3

The Basketball Wheelchair – A Slick Unit

GRADE: 4–6

AGE: 9–11

TIME: 30–45 MIN

By the end of the activity, participants will be able to identify the parts of a basketball wheelchair.

SETTING: Classroom/Multi-purpose room

EQUIPMENT:

- Pen or pencil
- 24 Pieces of paper (3 different colours – 8 pages per colour)
- Glue stick
- Pen or marker

RESOURCES:

- Wheelchair Basketball Word Search (p. 90) and Answer Key (p. 91)
- Sport Wheelchair Worksheet (p. 92) and Answer Key (p. 93)
- Math Crawl (wheelchair wheels – print 24 copies in total) (p. 94)
- Junior Journal Questions (pp. 84-86)

LTAD LINKS:

- See Long-Term Athlete Development (pp. 57-59)
- FUNdamentals

CURRICULUM LINKS:

| LIVING SKILL: <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Critical and Creative Thinking | | | | | | | |
|---|------------------------|--------------|------------------------------------|---------------------------|-------------------------------------|------------------------------|--------------------------------------|
| A–Active Living | | | B–Movement Competence | | C–Healthy Living | | |
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| ✓ | | ✓ | ✓ | | | ✓ | |

Activities

SKILL DEVELOPMENT:

Word Search

- Participants work in a group of two or three to complete the Word Search (p. 90). Pairs/groups should be picked strategically by the facilitator to ensure this activity is engaging, inclusive and enthusiastic for all – not frustrating for participants as they struggle to find the words.

The Basketball Wheelchair

- Participants will label and colour a basketball wheelchair (p. 92) noting the sleekness and highly advanced nature of the sport equipment.

Math Crawl Activity

- Print out 24 pages (each page has two wheelchair wheel discs). Label the wheelchair discs from 1-16 (8 pages) to create three sets of discs that are labelled 1-16. Cut out each set of the discs and glue them to paper (one colour per set). *Adapted from Ever Active Schools, DPA Greatest Hits, p. 36.*
- This activity requires a multi-purpose space. Split participants into 3 groups. Each group gets assigned a colour and must decide a corner of the room to declare home base. The facilitator spreads the coloured discs throughout the play area faced down (colour side up). Each team is given two captain roles to assign to each group. The captains help ensure all are included in the game and the team works together.
- The facilitator can signal numerical numbers or simple math questions where the answer or the numbers are sought (e.g. #3 or $4 + 3 = 7$). On the facilitator's signal, the chosen participants crawl to try and collect the required answer. Participants are only able to flip over one disc per turn. If they are able to locate the number requested, they can bring it back to their designated home corner. If not, they flip it back over and the team is to try to remember the location of that number. This activity requires math skills and memory of the location of the numbers as well. The group that collects all their numbers in an order from 1-16 first is the winner.

ASSESSMENT:

- Junior Journal Questions (located in Resource section). Answer Journal Question for Activity 3 on the sheet. Facilitators may need to assist participants with vocabulary in the activity requirements.

CLOSURE:

- Completion of the Journal Question.

SAFETY

May need to
use mats as knees
can get sore

Provide rest breaks

ACTIVITY CARD 4

Capture Canada's Flag – No Way!

GRADE: 4–6

AGE: 9–11

TIME: 30–45 MIN

By the end of the activity, participants will have a greater understanding of the accessibility in their school/community centre and the issues surrounding accessibility in general.

SETTING: Classroom and Gymnasium

- EQUIPMENT:**
- 20 Flags or material (ten of each country/colour)
 - 2 Colours of pinnies
 - 4 Pylons
 - 1 Wheelchair per group of 3 or 4 if available
 - Pen or pencil

- RESOURCES:**
- Capture the Flag Rules (p. 95)
 - Accessibility in Your Facility (pp. 79-81)
 - Junior Journal Questions (pp. 84-86)

- LTAD LINKS:**
- See Long-Term Athlete Development (pp. 57-59)
 - FUNdamentals

CURRICULUM LINKS:

| LIVING SKILL: <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Critical and Creative Thinking | | | | | | | |
|---|------------------------|--------------|------------------------------------|---------------------------|-------------------------------------|------------------------------|--------------------------------------|
| A–Active Living | | | B–Movement Competence | | C–Healthy Living | | |
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| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |

Activities

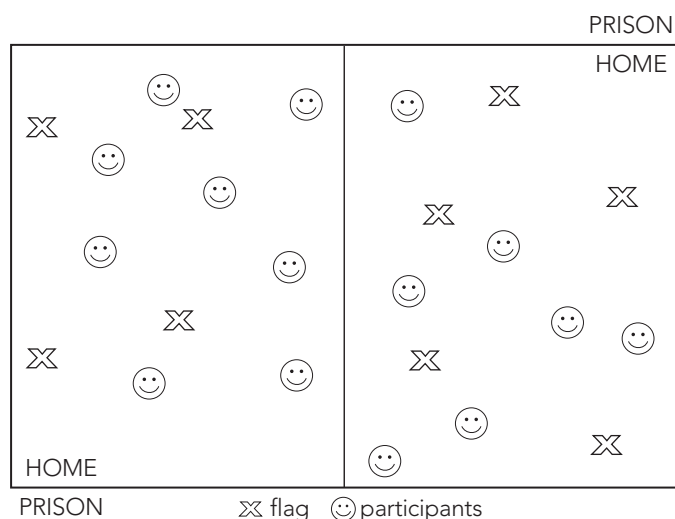
SKILL DEVELOPMENT:

Capture Canada's Flag

- Select two countries – Canada being one of them and select one other from the following list: Australia, Brazil, China, France, Germany, Great Britain, Mexico, Peru, China, Netherlands, and the United States.

- Review and explain the concept and rules of Capture the Flag (located in Resource section, p. 95) before moving to the gymnasium.
- Split participants into two teams, each representing a country. Each team will get a set of pinnies and ten flags of the opposing country to distribute across their half of the gym.

Capture the Flag



Accessibility in Your Facility

- The facilitator explains that the activity involves participants in groups of 3-4 exploring a designated area of the school/recreation facility to answer questions on accessibility. Using the Accessibility in Your Facility Worksheet, participants can answer the questions and make observations. Participants will need a pencil or pen.

NOTE: Ensure the school/recreation staff are aware of this activity to not disrupt the learning environment the participants are exploring.

- After 15-20 minutes, have participants return for a group discussion on their findings. The findings could be put in a report and given to the school administrator or facility manager for consideration. This could form another lesson with the focus being social responsibility and becoming an advocate.

ASSESSMENT:

- Junior Journal Questions (located in Resource section). Answer Journal Question for Activity 4 on the sheet. Facilitators may need to assist participants with vocabulary in the activity requirements.

CLOSURE:

- Completion of the Journal Question.

SAFETY

May find ten flags are too many

Reduce number if necessary

ACTIVITY CARD 5

Chuck the Chicken to the World!

GRADE: 4–6

AGE: 9–11

TIME: 30–45 MIN

By the end of the activity, participants will have a greater knowledge of and physical skill for locomotion in a non-traditional manner using lower body parts at different levels in activities.

SETTING: Gymnasium

EQUIPMENT:

- Scooters
- 6 Skittles (or bowling pins)
- 6 Spongy balls
- 6 Garbage cans or buckets
- 2 Rubber chickens or other objects
- Pinnies of a few colours
- 9 Pylons

RESOURCES:

- Scooter Ball and Stand-Up Games – Compare and Contrast Worksheet (p. 96)
- Junior Journal Questions (pp. 84-86)

LTAD LINKS:

- See Long-Term Athlete Development (pp. 57-59)
- FUNdamentals

CURRICULUM LINKS:

| LIVING SKILL: <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Critical and Creative Thinking | | | | | | | |
|---|------------------------|--------------|------------------------------------|---------------------------|-------------------------------------|------------------------------|--------------------------------------|
| A–Active Living | | | B–Movement Competence | | C–Healthy Living | | |
| A1 Active Participation | A2 Physical Fitness | A3 Safety | B1 Movement Skills and Concepts | B2 Movement Strategies | C1 Understanding Health Concepts | C2 Making Healthy Choices | C3 Connections for Healthy Living |
| ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | |

Activities

SKILL DEVELOPMENT:

Chuck the Chicken to the World

- Split the group into two teams (Team A and B). Each team gets one chicken. Team A starts off by forming a line and passing the chicken from the back of the line to the front through the legs of the second-last person in line, then over the head of the next person, then through the legs of the next person, and so on. Team B starts off by clumping themselves into the smallest human circle as possible, all except for one player on the team. This player needs to run around and around the outside of the circle of Team B players. The team earns one point for each full circle completed.

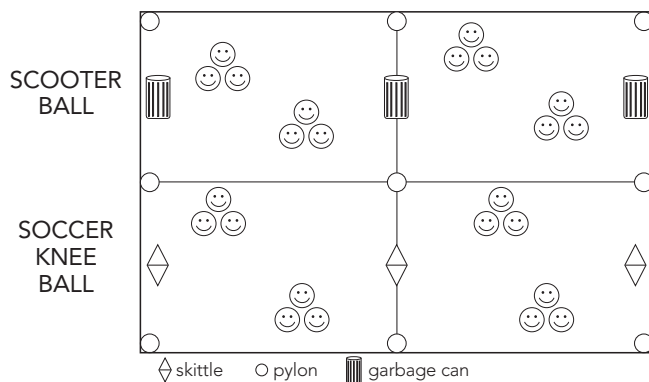
- When the chicken reaches the front of the line of Team A, the person at the front of the line yells “Chuck the Chicken” as loud as they can and throws the chicken as far away as possible. Team B immediately break away and runs to wherever the chicken has landed forming a line like Team A did at the start of the game. The team passes the chicken up the line – under the legs, over the head of the next until the chicken is at the front of the line. Meanwhile, Team A forms into a clump and one person starts to run laps around the clump, earning points until Team B yells “Chuck the Chicken”. The game continues in this fashion until a determined time is up.

Scooter Ball and Soccer Knee Ball

- If scooters are available, half the group plays scooter ball and half plays soccer knee ball. The games are in the same type of grids structure as Activity Card 3. The rotation around the grid is determined by the facilitator in a non win/loss manner. Games are 5-6 minutes in length. Once teams are divided and given pinnies have them keep the pinnies on for the duration of the activity.

Scooter Ball

- The ball is given to one player on one team.
- Participants can pull or push with legs so the scooter moves back and forth.
- Three pushes/pulls are allowed before passing.
- Players can glide on the scooter with the ball.
- Three passes must be made before scoring in the garbage can.
- Once scored on the scored on team takes the ball and gets to try to score back.
- If the ball team loses possession of the ball in this transition, the game plays on.
- Balls are not to be pulled out of other’s hands.
- No pushing or pulling of participants on the scooters.
- Facilitator will need to corral the balls to help keep the flow of the games.



Soccer Knee Ball

- The ball is given to one player on one team.
- Participants pass to each other with hands only (batting the ball lightly).
- Three passes must be made before scoring by shooting the ball in the “net” (pair of skittles or bowling pins).
- One point if shooting between the skittles to score.

- Two points if the ball also knocks a skittle over.
- Three points if the ball knocks both skittles over.
- Once the team scores the other team takes the ball and goes the other direction to “play on”.
- No pushing or pulling of participants on their knees.
- Facilitator will need to corral the balls to help keep the flow of the games.

Scooterball and Stand-Up Games – Compare and Contrast Worksheet

- Following the completion of scooter ball and soccer knee ball, participants are to complete the Compare and Contrast Worksheet (located in Resource section, p. 96). Participants note the similarities and differences between scooter ball and stand-up games. The bubble map can be used as a self-assessment or educational assessment and is meant to be a compare and contrast activity.

Bottom Ball – No Legs (*Optional*)

- Use the same teams and grid set-up except replace the skittles with the garbage cans or buckets. For this game, participants propel themselves with their bottoms. Participants can be on knees too if it is too difficult on their bottom for the entire game. The idea of the game is to pass gently or roll the ball to a teammate before the player is touched. If touched the player gives the ball to the other team. Teams must pass two times before scoring by gently throwing or placing the ball in the garbage can. Teams rotate from one grid to the next after a short 5 minute game. Some teams will stay on the same grid as the others rotate. It is not necessary to have all teams play each other. Do not use winning or losing to decide which team moves to another grid. The facilitator needs to help corral balls and put back in play.

ASSESSMENT:

- Junior Journal Questions (located in Resource section). Answer Journal Question for Activity 5 on the sheet. Facilitators may need to assist participants with vocabulary in the activity requirements.

CLOSURE:

- Completion of the Journal Question.

SAFETY

No head shots

Fingers and loose clothing getting pinched under the scooters

May need mats or pads for knees

Provide rest breaks

INTERMEDIATE ACTIVITY CARDS



ACTIVITY CARD 1

Canada Welcomes the World

GRADE: 7-8

AGE: 12-13

TIME: 30-45 MIN

Intermediate

By the end of the activity, participants will become familiar with many of the female Canadian athletes playing wheelchair basketball at the national level.

SETTING: Classroom/Multi-purpose room

- EQUIPMENT:**
- Access to computers
 - Sturdy paper to make athlete trading cards
 - Colouring tools
 - Pen or pencil

- RESOURCES:**
- Female Wheelchair Basketball Athlete Cards – a copy of all 12 for each participant (pp. 106-107)
 - Abilities and Disabilities – Compare and Contrast Worksheet (p. 99)
 - Intermediate Journal Questions (pp. 97-98)

- LTAD LINKS:**
- See Long-Term Athlete Development (pp. 57-59)
 - Learn to Train, Train to Train and Active for Life

CURRICULUM LINKS:

| LIVING SKILL: <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Critical and Creative Thinking | | | | | | | |
|---|------------------------|--------------|------------------------------------|---------------------------|-------------------------------------|------------------------------|--------------------------------------|
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| ✓ | ✓ | | ✓ | | | ✓ | |

Activities

SKILL DEVELOPMENT:

- Introduce the unit and the activities (the what, where, how, when and why).
- Ask who has seen wheelchair basketball? And who knows someone with a physical disability?
- Share wheelchair basketball footage from Wheelchair Basketball Canada's YouTube Channel <http://www.youtube.com/WheelchairBball>

Female Wheelchair Basketball Athlete Trading Cards

- From the profiles provided and online information from websites (e.g. Wheelchair Basketball Canada <http://www.wheelchairbasketball.ca>), participants select four of the twelve Athlete Cards (located in Resource section), which they cut out and glue on sturdy paper. The back of the card can be used to make the trading cards unique. Participants should be creative making the athlete's card of trading quality. The cards can be laminated but this is not necessary for trading purposes. The Trade Day is in Activity Card 2 of this unit.

Disabilities and Abilities – Compare and Contrast Worksheet

- Using the Compare and Contrast Worksheet, participants work in pairs to compare and contrast these terms and physical states. Facilitators may need to prompt some of the participants using the Physical Disability definitions included in the Glossary (pp. 109-111). For example, what are the similar qualities each shares? Are there similarities we do not even think of? Why do we always think of disabilities as simply limiting to a person? Once the pairs are done the maps can be coloured.

Daily Physical Activity for the Day – Cross Country Canada

- Clear space in the centre of the room and have participants find a place to stand in the clear space. The facilitator calls out an action and participants are to act out this action until the facilitator notifies the participants of the next cross Canada move.

In no particular order, the cross Canada moves are listed below. The activity can be repeated a number of times with new moves added by the facilitator or participants.

- Climb an Alberta mountain, working hard up the mountain for 45s then walk on the spot for 30s.
- Ski in BC mountains going fast on the slopes for 45s then walk on the spot for 30s.
- Bike the prairies of Saskatchewan and Manitoba for 45s then walk on the spot for 30s.
- Wheel in a sport wheelchair across Newfoundland and Labrador for 45s then walk on the spot for 30s.
- Paddle the lakes and mighty rivers of Ontario and Quebec for 45s then walk on the spot for 30s.
- Dance a jig in Nova Scotia, New Brunswick and PEI for 45s then walk on the spot for 30s.
- Cross-country ski across the territories of Yukon, Northwest Territories and Nunavut for 45s then walk on the spot for 30s.

ASSESSMENT:

- Intermediate Journal Questions (located in Resource section). Answer Journal Question for Activity 1 on the sheet. Facilitators may need to assist participants with vocabulary in the activity requirements.

CLOSURE:

- Completion of the Journal Question.

SAFETY

Move furniture a safe distance



Awareness of who may have or know someone with a disability

ACTIVITY CARD 2

A Tree of Wheels – No Way!

GRADE: 7–8

AGE: 12–13

TIME: 30–45 MIN

By the end of the activity, the participants will have a greater understanding of the fitness requirements of wheelchair basketball players and the unique challenges some athletes encounter.

SETTING: Classroom/Multi-purpose room

EQUIPMENT:

- Colouring tools
- Pen and pencil

RESOURCES:

- Female Wheelchair Basketball Athlete Trading Cards (from Activity Card 1)
- Classification Information (pp. 6-8)
- Sport Wheelchair Fitness Tree package – 4 pages (pp. 100-103)
- Intermediate Journal Questions (pp. 97-98)

LTAD LINKS:

- See Long-Term Athlete Development (pp. 57-59)
- Learn to Train, Train to Train, and Active for Life

CURRICULUM LINKS:

| LIVING SKILL: <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Critical and Creative Thinking | | | | | | | |
|---|------------------------|--------------|------------------------------------|---------------------------|-------------------------------------|------------------------------|--------------------------------------|
| A–Active Living | | | B–Movement Competence | | C–Healthy Living | | |
| A1 Active Participation | A2 Physical Fitness | A3 Safety | B1 Movement Skills and Concepts | B2 Movement Strategies | C1 Understanding Health Concepts | C2 Making Healthy Choices | C3 Connections for Healthy Living |
| ✓ | ✓ | ✓ | | ✓ | ✓ | | |

Activities

SKILL DEVELOPMENT:

- Learn about how wheelchair basketball players receive a number, called a classification, and how this number determines what position the athlete plays.
- Discuss fitness components and make a visual representation of such in the form of a wellness tree with basketball sport chairs as the leaves.

Female Wheelchair Basketball Athlete Trading Cards

- Participants can continue to work on their athlete trading cards. At this point, the facilitator can explain the classification of athletes from the description provided (pp. 6-8). This will allow participants to understand the roles of each classification and how athletes of widely differing functional capacities compete fairly against each other. Have the participants look at the classification of each of the playing cards they developed.
- Upon completion, participants can begin trading their cards. Participants are to pick two of their four cards to trade. Participants may be strategic in making their trading decisions and that is encouraged as it illustrates the participants have taken a keen learning interest in learning about the athletes.

Sport Wheelchair Fitness Tree

Each participant is given the Sport Wheelchair Fitness Tree package (located in Resource section, pp. 100-103). This includes two activities:

- **Activity #1** – Participants associate the eight health and fitness components with the corresponding parts of the wheelchair for an elite athlete. Participants are to note the various sizes of the wheelchair parts to the importance of the health and fitness components. Definitions for the health and fitness components are included in this package. Example: An elite wheelchair basketball athlete may label power as #3 Large Rear Wheel. Additional instructions are included in the package.
- **Activity #2** – Participants use the wheelchair diagram and associate the size of each part to correspond with their own personal health and fitness components. Give participants a blank wheelchair template and have them fill in the corresponding health and fitness component to the chair parts to complete their own health and fitness wheelchair. For example, the facilitator may be a recreational runner and s/he may label cardiovascular endurance as the #1 Seat on the wheelchair diagram as it is very important for running. An elite hockey player may label power as #1 Seat. The labelling can lead to a discussion about the health and fitness components. The goal is creating awareness and conversations are not correct or incorrect.
- Participants may also colour their personal Sport Wheelchair Fitness Tree.

ASSESSMENT:

- Intermediate Journal Questions (located in Resource section). Answer Journal Question for Activity 2 on the sheet. Facilitators may need to assist participants with vocabulary in the activity requirements.

CLOSURE:

- Completion of the Journal Question.

ACTIVITY CARD 3

Accessibility – We Are All Responsible

GRADE: 7–8

AGE: 12–13

TIME: 30–45 MIN

By the end of the activity, participants will have a greater understanding of what accessibility is and how we can all make a difference to help others when greater accessibility is required.

SETTING: Gymnasium

EQUIPMENT:

- 1 Rubber chicken or other item
- Scooters
- 9 Pylons
- 6 Garbage cans
- 6-12 Skittles (bowling pins)
- 4 Spongy balls
- 2 Sets of pinnies
- Wheelchairs if available
- Pen or pencil

RESOURCES:

- Intermediate Journal Questions (pp. 97-98)
- Accessibility in Your Facility Worksheet (pp. 79-81)

LTAD LINKS:

- See Long-Term Athlete Development (pp. 57-59)
- Learn to Train, Train to Train, Active for Life

CURRICULUM LINKS:

| LIVING SKILL: <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Critical and Creative Thinking | | | | | | | |
|---|------------------------|--------------|------------------------------------|---------------------------|-------------------------------------|------------------------------|--------------------------------------|
| A–Active Living | | | B–Movement Competence | | C–Healthy Living | | |
| A1 Active Participation | A2 Physical Fitness | A3 Safety | B1 Movement Skills and Concepts | B2 Movement Strategies | C1 Understanding Health Concepts | C2 Making Healthy Choices | C3 Connections for Healthy Living |
| ✓ | | ✓ | | ✓ | | ✓ | |

Activities

SKILL DEVELOPMENT:

- This lesson will focus on accessibility in the school and modifications of the game of basketball to ensure wheelchair basketball is inclusive and exciting.

Chuck the Chicken to the World

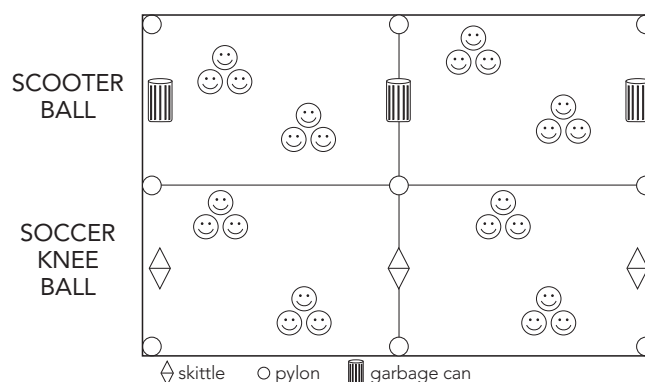
- Split the group into two teams (Team A and B). Each team gets one chicken. Team A starts off by forming a line and passing the chicken from the back of the line to the front through the legs of the second-last person in line, then over the head of the next person, then through the legs of the next person, and so on. Team B starts off by clumping themselves into the smallest human circle as possible, all except for one player on the team. This player needs to run around and around the outside of the circle of Team B players. The team earns one point for each full circle completed.
- When the chicken reaches the front of the line of Team A, the person at the front of the line yells “Chuck the Chicken” as loud as they can and throws the chicken as far away as possible. Team B immediately break away and runs to wherever the chicken has landed forming a line like Team A did at the start of the game. The team passes the chicken up the line – under the legs, over the head of the next until the chicken is at the front of the line. Meanwhile, Team A forms into a clump and one person starts to run laps around the clump, earning points until Team B yells “Chuck the Chicken”. The game continues in this fashion until a determined time is up.

Scooter Ball and Soccer Knee Ball

- It is unlikely a school or recreational facility will have 20 + scooters. Therefore, half the group plays scooter ball and half plays soccer knee ball.
- These games are both grid games which are small games played in one large space. Split the room into four equal size grids that are marked off with pylons and the goals are two lined up skittles (or bowling pins) lined up. Teams will share the skittle in the middle of the grids. Once a team scores the ball is given to the other team and the game continues.
- The rotation around the grid is again determined by the activity facilitator in a non win/loss manner. Games are 5-6 minutes in length. Once teams are divided and given pinnies have them keep the pinnies for the class.

Scooter Ball

- The ball is given to one player on one team.
- Players can pull or push with legs to move the scooter back and forth.
- Three pushes/pulls are allowed before passing.
- Players can glide on the scooter with the ball.
- Three passes must be made before scoring in the garbage can.
- After a team scores, the other team gets the ball to try to score.
- If the ball team loses possession of the ball in this transition, the game plays on.
- Balls are not to be pulled out of other participant's hands.
- No pushing or pulling of other participants on the scooters.
- Facilitators will need to corral the balls to help keep the flow of the games.



Soccer Knee Ball

- The ball is given to one player on one team.
- Players pass to each other with hands only (batting the ball lightly).
- Three passes must be made before scoring by shooting the ball in the “net” (net is a pair of skittles or bowling pins).
- One point if shooting between the skittles to score.
- Two points if the ball also knocks a skittle over.
- Three points if the ball knocks both skittles over.
- Once the team scores, the other team gets the ball and moves in the other direction to “play on”.
- No pushing or pulling of participants on their knees.
- The facilitator will need to corral the balls to help keep the flow of the games.

Accessibility in Your Facility

- Participants are in groups of 3-4 and given a wheelchair (if available) for this activity. Participants are each provided with the Accessibility in Your Facility Worksheet and assigned an area of the school/recreation facility they are to assess and a time frame for completion. Once the groups return to the classroom/multi-purpose, the sheets of notes and observations are handed in to the facilitator and used as the lesson’s information for the journal question(s) and if time, group discussion. This discussion can occur after the unit as well to allow for more specific time and attention to the topic.

NOTE: The school or recreational administrator and staff should be notified of this activity to not disrupt the learning environment the participants are exploring.

ASSESSMENT:

- Intermediate Journal Questions (located in Resource section). Answer Journal Question for Activity 3 on the sheet. Facilitators may need to assist participants with vocabulary in the activity requirements. Additional questions may be determined by the facilitator. The goal of this question is to get the participants seriously considering the school/recreation environment and the accessibility for all. The feedback in the journal could even develop into a report on accessibility to the administration.

CLOSURE:

- Completion of the Journal Question.

SAFETY

Cautious of fingers getting caught under the scooters



No pulling and pushing on the scooters



Provide rest breaks

**ACTIVITY
CARD
4**

I Love This Game – Really I Do!

GRADE: 7-8

AGE: 12-13

TIME: 30-45 MIN

Intermediate

By the end of the activity, participants will have experienced the game of wheelchair basketball and be able to understand the use of lead up games in preparing for traditional game experiences.

SETTING: Gymnasium

- EQUIPMENT:**
- 10 Sport wheelchairs
 - 2 Hula hoops
 - 1 Basketball for every 2 students
 - 3 Sets of pinnies
 - Pylons or other obstacles

- RESOURCES:**
- Stand-up Game and Wheelchair Game of Basketball – Compare and Contrast Worksheet (p. 104)
 - Intermediate Journal Questions (pp. 97-98)

- LTAD LINKS:**
- See Long-Term Athlete Development (pp. 57-59)
 - Learn to Train, Train to Train, Active for Life

CURRICULUM LINKS:

| LIVING SKILL: <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Critical and Creative Thinking | | | | | | | |
|---|------------------------|--------------|------------------------------------|---------------------------|-------------------------------------|------------------------------|--------------------------------------|
| A-Active Living | | | B-Movement Competence | | C-Healthy Living | | |
| A1 Active Participation | A2 Physical Fitness | A3 Safety | B1 Movement Skills and Concepts | B2 Movement Strategies | C1 Understanding Health Concepts | C2 Making Healthy Choices | C3 Connections for Healthy Living |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |

Activities

SKILL DEVELOPMENT:

- Explain the lesson and the goal of playing the game today.
- Participants do the drills whether wheeling or running and all drills are done cross court in the gym.
- Once the games begin, participants will switch from stand-up basketball to wheelchair basketball throughout the class.

Wheeling Without the Ball/Running Without the Ball

- Participants in the wheelchairs push from the hip with hands on the wheels while trying to keep the wheelchair straight across the court. Participants without chairs run back and forth across the court until the facilitator has participants switch.
- The facilitator can have participants do the following:
 - Push wheelchair forward across the court.
 - Push wheelchair across the court and practise pivoting to the right and then to the left.
 - Turn backwards and pull across the court (be mindful of others by looking over the shoulder).

Wheeling/Running with the Ball

- Participants in wheelchairs try wheeling with a ball across the court. Participants practise bouncing the ball one time and placing the ball in their lap, pushing twice, and then bounce again and repeating. Participants that are running are dribbling the ball with control of the ball to not travel. If there are too many participants to do this drill with runners and wheelers, the runners can be paired with the wheelers and take turns using one ball. This will reduce the number of balls and the congestion in smaller gymnasiums.

Game Time

- The goals for these games are passing and chair movement. Refer to the information on the basic rules of wheelchair basketball (p. 6). Due to limited numbers of wheelchairs, the gymnasium will be split in half. One side will play wheelchair basketball and the other side will play stand-up and then switch. Facilitators are encouraged to modify the game by hanging a hula hoop from the main hoop to give the participants two targets to choose from. Regardless of the target, used the same points should count to be inclusive. Other facilitator determined modifications are encouraged to ensure fun and activity participation. For example, three pushes can be allowed with the ball rather than two or using hula hoops as nets for increased success.

ASSESSMENT:

- Intermediate Journal Questions (located in Resource section). Answer Journal Question 4 using the Compare and Contrast Worksheet to document the similarities and differences of the stand-up and wheelchair game of basketball. Facilitators may need to assist participants with vocabulary in the activity requirements.
- Once complete there can be a further group conversation.
The worksheet can be used as an assessment of learning as well.

SAFETY

No tipping or pushing the chairs

CLOSURE:

- Completion of the Journal Question.

ACTIVITY CARD 5

The Best Game Ever!

GRADE: 7-8

AGE: 12-13

TIME: 30-45 MIN

By the end of the activity, participants will continue skill development by playing wheelchair basketball and stand-up basketball to gain further experience in mobility and control in unique manners.

SETTING: Gymnasium

- EQUIPMENT:**
- 10 Wheelchairs
 - 2 Hula hoops
 - 1 Basketball for every 2 students
 - 3 Sets of pinnies
 - 25 Pylons or other obstacles

- RESOURCES:**
- Wheelchair Basketball Intermediate Self-Assessment (p. 105)
 - Intermediate Journal Questions (pp. 97-98)

- LTAD LINKS:**
- See Long-Term Athlete Development (pp. 57-59)
 - Learn to Train, Train to Train, Active for Life

CURRICULUM LINKS:

| LIVING SKILL: <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Critical and Creative Thinking | | | | | | | |
|---|------------------------|--------------|------------------------------------|---------------------------|-------------------------------------|------------------------------|--------------------------------------|
| A-Active Living | | | B-Movement Competence | | C-Healthy Living | | |
| A1 Active Participation | A2 Physical Fitness | A3 Safety | B1 Movement Skills and Concepts | B2 Movement Strategies | C1 Understanding Health Concepts | C2 Making Healthy Choices | C3 Connections for Healthy Living |
| ✓ | | | ✓ | ✓ | | ✓ | |

Activities

SKILL DEVELOPMENT:

- Explain the activity and the goal of the game.
- Divide the gym into two halves for the games and skill drills.
- Participants do the drills whether wheeling or running and all drills are done cross court in the gym.
- Once the games begin, participants will switch from stand-up basketball to wheelchair basketball throughout the time.

Wheelchair Basketball Drills

- Participants will learn how to pick up the basketball while moving using the wheel of the chair. Participants wheel towards the ball, approach it from one side, reach down towards the ball, hold the ball on the wheel, and let it roll up to your hip where you grab it for control. It is recommended that while reaching for the ball, the opposite hand is holding onto the chair frame for balance and control. Complete this activity cross court and in pairs so balls can be corralled by the partner. Switch after first wheeling partner tries across the gym. To get the ball rolling the non wheeling partner can even gently roll it in front of the wheeler if this helps with control. Don't throw the ball hard; gently roll it in front of the wheeler for greater success and control.

Slalom Course

- Set pylons out in 5 lines across the gymnasium. Pylons should be equally spaced apart by 3 to 4m apart. Two lines of wheelers share a row of pylons. Participants will push and maneuver around the pylons exploring turning and pushing and pulling. Participants maneuver all the way to the end and back and then switch after first partner wheels the slalom course. All participants can rotate to have a turn.

Game Time

- The goals for today's games are passing and chair movement. Refer to the information on the basic rules of wheelchair basketball (p. 6). Due to limited numbers of wheelchairs, the gymnasium will be split in half. One side will play wheelchair basketball and the other side will play stand-up and then switch. Facilitators are encouraged to modify the game by hanging a hula hoop from the main hoop to give participants two targets to choose from. Regardless of the target used the same points should count to be inclusive. Other facilitator determined modifications are encouraged to ensure fun and participation. For example, three pushes can be allowed with the ball rather than two or using the hula hoops as nets for increased success.

ASSESSMENT:

- Intermediate Journal Questions (located in Resource section). Answer Journal Question 5 and have participants complete the Wheelchair Basketball Self-Assessment for this unit. Facilitators may need to assist participants with vocabulary in the activity requirements.

SAFETY

No tipping or pushing the chairs

CLOSURE:

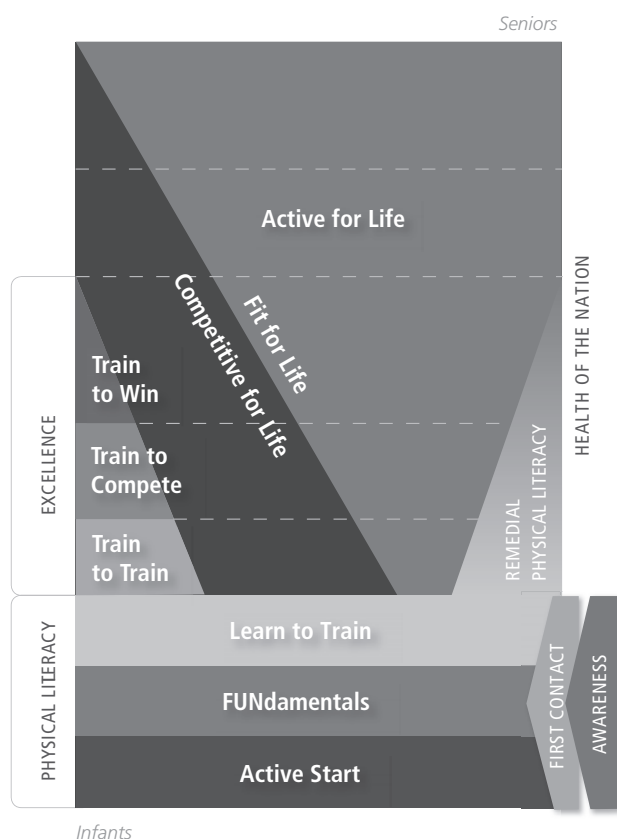
- Completion of the Journal Question.

RESOURCES



Long-Term Athlete Development

Canadian Sport for Life's Long-Term Athlete Development (LTAD) framework is a seven-stage training, competition and recovery pathway guiding an individual's experience in sport and physical activity from infancy through all phases of adulthood. There are seven basic LTAD stages that apply to all Canadians, and two extra stages for persons with disabilities.



STAGE 4: Train to Train
STAGE 5: Train to Compete
STAGE 6: Train to Win

Stages 4, 5 and 6 provide elite training for those who want to specialize in one sport and compete at the highest level, maximizing the physical, mental and emotional development of each athlete.

STAGE 7: Active for Life

Is about staying Active for Life through lifelong participation in competitive or recreational sport or physical activity.

STAGE 1: Active Start
STAGE 2: FUNDamentals
STAGE 3: Learn to Train

Stages 1, 2 and 3 develop physical literacy before puberty so children have the basic skills to be active for life. Physical literacy also provides the foundation for those who choose to pursue elite training in one sport or activity after age 12.

EXTRA STAGE: Awareness
EXTRA STAGE: First Contact

These extra stages are particularly important for individuals with an acquired disability who, prior to injury or illness, may have had no contact with, and no knowledge of, sport and physical activity for persons with a disability.

Participants can pass through the stages at different ages depending on their biological and developmental ages, as well as their early- or late-entry into the sport.

Early entry athletes enter the sport with little sport experience, and at an early biological or developmental age (typical chronological ages of 5-10 years).

Late entry athletes typically range in chronological age from 10 years to 40 years and enter the sport through one of two streams, either having progressed through the Basketball Canada model, or having other sport backgrounds.

Active Start

EARLY ENTRY: 0-6 years

LATE ENTRY: 0+ years after onset of disability

The objective is to learn fundamental movements and link them into play. This develops essential motor coordination while children explore a range of movement in a supportive, non-judgemental environment. Physical activity is essential for healthy child development.

Active play is the way young children are physically active. For this reason it is recommended to steer clear of adult organized wheelchair basketball at this time. Children with disabilities are encouraged to take part in organized physical activity and active play. Physical therapy is not a replacement for physical activity and should not be presented as such. Children with disabilities should be encouraged to participate in activities that require the use of their mobility aid and activities that can be done without the use of a mobility aid. For those children who use a wheelchair for ambulation, they should be taught how to properly move a wheelchair. It is important for the healthy development of children with disabilities that they acquire the habits of lifelong activity.

Children during this time rapidly outgrow their mobility aids (such as bicycle, skipping rope, etc). Communities need to find effective ways – equipment swaps or rentals, for example – to ensure that all children have access to the equipment they need to be active.

FUNDamentals

EARLY ENTRY: females 6-8 years, males 6-9 years

LATE ENTRY: +0-2 years after onset of disability

The goal at this stage is to learn fundamental movement skills through wheelchair basketball and other activities in a positive fun way. The athletes will be introduced to basic basketball skills. The goal is not to win, but rather to have fun while playing sports, and to ensure the success of each individual athlete. The emphasis should be on giving athletes the fundamental movement skills of agility, balance, coordination and speed, thereby developing their physical literacy. Providing these basic athletic skills will build a base for the athlete that will enable him or her to develop to their full physical potential in later years.

In the Wheelchair Basketball LTAD plan, the FUNdamentals stage is subdivided into two phases: FUNdamentals Movement and FUNdamentals Modified Games.

FUNDamentals Movement

OBJECTIVE: To learn fundamental movement skills through wheelchair basketball and other activities in a positive, inclusive and fun way. The emphasis is on a variety of fun games (including wheelchair basketball) to teach fundamental movement skills and introduce basic basketball skills.

FUNDamentals Modified Games

OBJECTIVE: To learn the basic basketball skills through modified games while still emphasizing fundamental movement skills in a fun and inclusive environment (1-on-1, 2-on-2, 3-on-3, and 4-on-4).

Learn to Train

EARLY ENTRY: females 8-11 years, males 9-12 years

LATE ENTRY: +1-2 years after onset of disability

The Learn to Train (L2T) stage involves learning basic basketball skills while still emphasizing fundamental movements in a fun inclusive environment. This period is one of the most important periods of motor development for children. During this time, children are developmentally ready to acquire the fundamental movement skills and foundational sport skills that are the cornerstones of all athletic development. Basic basketball skills should be emphasized,

but participation in other sports should also be encouraged. Basic exercises in psychological skills such as goal setting and concentration can be introduced.

Train to Train

EARLY ENTRY: females 11-15 years, males 12-16 years

LATE ENTRY: +2-5 years after onset of disability

The Train to Train (T2T) stage introduces athletes to many of the technical and tactical parts of basketball. However, fundamental movement skills should still be developed during this period. Fundamental skills need continued development to help athletes reach their full athletic potential regardless of how intense training becomes in later years.

Similar to the FUNdamentals stage, there are two distinct phases of the Train to Train stage. During this stage, there is a progressive movement from the recreational play to more intense competition. It presents the possibility of a split in the competition/fun continuum for athletes. Many athletes will not like the shift to the competition side and will decide to remain active in a more recreational setting. Others will choose the more competitive side.

Train to Compete

EARLY ENTRY: females 15-18+/- years,
males 16-18+/- years

LATE ENTRY: +4/5 – years after onset of disability

The Train to Compete (T2C) stage addresses athletes who have chosen the high-performance competitive pathway. This stage applies very specific physical and mental training for wheelchair basketball.

Learn to Win

EARLY ENTRY: females 18-23+/- years,
males 18-25+/- years

LATE ENTRY: +4/5 – years after onset of disability

At the Learn to Win (L2W) stage, wheelchair basketball activities should be fully integrated with sport science and sport medicine programs. Athletes' technical, tactical, physical, mental and ancillary skills and capacities should be fully established.

Train to Win

EARLY ENTRY: females 23+/- years, males 25+/- years

LATE ENTRY: +5-10 – years after onset of disability

These players will be playing professionally and aspiring to represent Canada in international compe-

tion. They are refining their skills, creativity and working within very personalized training plans.

Active for Life

AGES: Females and males any age

During the Active for Life (A4L) stage, players move from high-performance competition into more recreational programs. Some may be retiring from play altogether, so efforts should be made to retain them in the wheelchair basketball system as coaches, administrators, officials, volunteers and other supporting roles. This will not only enhance their health and lifelong wellness, but it will also enhance the development and continuity of the sport of wheelchair basketball.

Competitive for Life

AGES: may occur at any age

There is an important transition period in the LTAD continuum between having fun through participation to winning medals at the highest level of play. Many Learn to Train athletes may not be able to enter the high performance LTAD stages due to a lack of skills, late maturation, or a lack of awareness of opportunities. Competitive for Life participation allows time to stay active and involved in the game. Time spent here allows the athlete to develop a better-informed decision as to their chosen pathway: develop, stay, compete or become active for life.

Awareness Stage

The Awareness stage informs the general public and prospective athletes with disabilities of the available opportunities.

First Contact Stage

The First Contact stage ensures persons with disabilities have a positive first experience with an activity and remain engaged. Organizations need to train coaches and develop programs that provide suitable orientation for prospective athletes with disabilities, helping them to feel confident and comfortable in their surroundings.

Reference: Wheelchair Basketball Athlete Development Model – Vol 1 (2013), www.wheelchairbasketball.ca

Primary Unit Plan

GRADE: 1-3 **AGES:** 6-8 **LEVEL:** Primary **UNIT:** Wheelchair Basketball **DATES:** _____

| Activity Card | Overall Expectations | Specific Expectations | Learning Activities | Assessment and Cross Curricular | Safety | LTAD Links |
|---------------|--|--|--|---|---|--------------|
| 1 | PS, IS, CT A1, A3 C1, C2 | A1.3, A3.1 C1.2, C2.3 | Classroom or Multi-purpose Room <ul style="list-style-type: none"> • Video Clip Introduction • Alphabet Popcorn • Adopt a Country – Research • Journal Questions | Social Studies Language Arts Health DPA Journal Q | <ul style="list-style-type: none"> • Note to parents, participants should wear pants • Move furniture to a safe distance • Awareness of who may have or know someone with a disability | FUNDamentals |
| 2 | PS, IS, CT A1, A2 C1, C2 | A1.3, A2.2 C1.1, C2.2 | Classroom or Multi-purpose Room <ul style="list-style-type: none"> • Adopt a Country continued • Pair Share • Flag Tag • Journal Questions | Social Studies Health DPA Journal Q | <ul style="list-style-type: none"> • Move furniture to a safe distance • The tag should be a touch not a push | FUNDamentals |
| 3 | PS, IS, CT A1, A3 B1, B2 C1, C3 | A1.1, A3.2 B1.3, B2.1 C1.2 | Gymnasium or Large Multi-purpose Room <ul style="list-style-type: none"> • Crab Soccer • Bottom Ball – No Legs • Journal Questions | Health and Physical Education Journal Q | <ul style="list-style-type: none"> • Mats may be necessary • If mats used, cover the entire grid • Provide rest breaks | FUNDamentals |
| 4 | PS, IS, CT A1, A2 B1, B2 C3 | A1.3, A2.2 B1.2, B1.3, B2.2 C3.1 | Classroom or Large Multi-purpose Room <ul style="list-style-type: none"> • Accessibility in Your Facility • Upper Body All the Way • Journal Questions | Health and Physical Education Journal Q | <ul style="list-style-type: none"> • Knees and bottoms may get sore • Provide rest breaks | FUNDamentals |
| 5 | PS, IS, CT A1 B1, B2 C3 | A1 B1.4, B1.5, B2.1, B2.2 C3.1 | Gymnasium <ul style="list-style-type: none"> • Balloon Up • Chuck the Chicken • Scooter Ball (if scooters available) • Soccer Knee Ball • Self-Assessment • Journal Questions | Health and Physical Education Self-Assessment Journal Q | <ul style="list-style-type: none"> • Be careful of the walls or bleachers • Fingers and loose clothing may get pinched under the scooter • Knees may get sore • Provide rest breaks | FUNDamentals |

Junior Unit Plan



GRADE: 4-6 **AGES:** 9-11 **LEVEL:** Junior **UNIT:** Wheelchair Basketball **DATES:** _____

| Activity Card | Overall Expectations | Specific Expectations | Learning Activities | Assessment and Cross Curricular | Safety | LTAD Links |
|---------------|--|--|--|--|--|--------------|
| 1 | PS, IS, CT A1, A2, A3 B1, B2 | A1.1, A2.1, A3.1 B1.3, B1.4, B2.1 | Classroom or Multi-purpose Room <ul style="list-style-type: none"> • Video Clip Introduction • Battle Ball Crawl • Adopt a Country – Research • Journal Questions | Language Arts Social Studies DPA Journal Q | <ul style="list-style-type: none"> • No head shots • Knees may get sore • May need to use an obstacle to hit if participants shy from balls or are too enthusiastic with throwing | FUNDamentals |
| 2 | PS, IS, CT A1, A2, A3 B1, B2 | A1.2, A1.3, A2.2, A2.3, A3.1 B1.4, B2.2 | Classroom or Multi-purpose Room <ul style="list-style-type: none"> • Adopt a Country continued • Cup Stacking Challenges • Adopt a Country Self-Assessment and Teacher Assessment • Journal Questions | Language Arts Social Studies DPA Self-Assessment Teacher Assessment Journal Q | <ul style="list-style-type: none"> • Ensure cup stacking area is free of clutter • Participants need to spread out | FUNDamentals |
| 3 | PS, IS, CT A1, A3 B1, B2 C2 | A1.1, A3.1 B1.1, B2.1 C2.1 | Classroom or Multi-purpose Room <ul style="list-style-type: none"> • Word Search • The Basketball Wheelchair • Math Crawl • Journal Questions | Math DPA Journal Q | <ul style="list-style-type: none"> • May need to use mats if knees get sore • Provide rest breaks | FUNDamentals |
| 4 | PS, IS, CT A1, A2, A3 B1, B2 C1, C2 | A1.1, A2.1, A3.2 B1.3, B1.4, B1.5, B2.1, B2.2 C1.2, C2.2 | Classroom and Gymnasium <ul style="list-style-type: none"> • Capture Canada's Flag • Accessibility in Your Facility • Journal Questions | Health and Physical Education Journal Q | <ul style="list-style-type: none"> • May find 10 flags are too many • Reduce number if necessary | FUNDamentals |
| 5 | PS, IS, CT A1, A2 B1, B2 C1, C2 | A1.3, A2.2, A2.3 B1.3, B1.4, B1.5, B2.3 | Gymnasium <ul style="list-style-type: none"> • Chuck the Chicken to the World • Scooter Ball and Soccer Knee Ball • Compare and Contrast Worksheet • Bottom Ball – No Legs • Journal Questions | Health and Physical Education Journal Q | <ul style="list-style-type: none"> • No head shots • Fingers and loose clothing getting pinched under the scooters • Provide rest breaks | FUNDamentals |

Intermediate Unit Plan

GRADE: 7-8 **AGES:** 12-13 **LEVEL:** Intermediate **UNIT:** Wheelchair Basketball **DATES:** _____

| Activity Card | Overall Expectations | Specific Expectations | Learning Activities | Assessment and Cross Curricular | Safety | LTAD Links |
|---------------|--|--|--|---|--|---|
| 1 | PS, IS, CT, A1, A2 B1 C2 | A1.2, A2.1 B1.1, B1.3 C2.2 | Classroom or Multi-purpose Room <ul style="list-style-type: none"> • Video Clip Introduction • Female Wheelchair Basketball Athlete Trading Cards • Compare and Contrast Worksheet • DPA for the Day • Journal Questions | Social Studies Language Arts DPA Journal Q | <ul style="list-style-type: none"> • Move furniture to a safe distance • Awareness of who may have or know someone with a disability | Learn to Train Train to Train Active for Life |
| 2 | PS, IS, CT A1, A2, A3 B2 C1 | A1.2, A2.2, A3.1 B2.3 C1.1 | Classroom or Multi-purpose Room <ul style="list-style-type: none"> • Female Wheelchair Basketball Athlete Trading Cards continued • Sport Wheelchair Fitness Tree • Journal Questions | Social Studies Math DPA Journal Q | | Learn to Train Train to Train Active for Life |
| 3 | PS, IS, CT A1, A3 B2 C2 | A1.1, A1.2, A3.1 B2.1, B2.2 C2.2 | Gymnasium <ul style="list-style-type: none"> • Chuck the Chicken to the World • Scooter Ball and Soccer Knee Ball • Accessibility in Your Facility • Journal Questions | Social Studies Health and Physical Education Journal Q | <ul style="list-style-type: none"> • Cautious of fingers getting caught under the scooters • No pulling and pushing on the scooters • Provide rest breaks | Learn to Train Train to Train Active for Life |
| 4 | PS, IS, CT A1, A2, A3 B1, B2 C1 | A1.1, A2.3, A3.2 B1.1, B1.2, B2.3 C1.1 | Gymnasium <ul style="list-style-type: none"> • Wheeling Without the Ball/ Running Without the Ball • Wheeling/Running with the Ball • Game Time • Compare and Contrast Worksheet • Journal Questions | Health and Physical Education Journal Q | <ul style="list-style-type: none"> • No tipping or pushing the chairs | Learn to Train Train to Train Active for Life |
| 5 | PS, IS, CT A1 B1, B2 C2 | A1.1 B1.3, B1.4, B2.2 C2.2 | Gymnasium <ul style="list-style-type: none"> • Wheelchair Basketball Drills • Slalom Course • Game Time • Self-Assessment • Journal Questions | Health and Physical Education Self-Assessment Journal Q | <ul style="list-style-type: none"> • No tipping or pushing the chairs | Learn to Train Train to Train Active for Life |

Primary Journal Questions



NAME: _____ GRADE: _____ DATE: _____

Activity 1

Why do you think a person would play wheelchair basketball?

Activity 2

What would it feel like to play on a sport team for your country? If you could ask one of these female athletes this question what would she say?

Activity 3 What was hard about only using your feet to score and pass? What was hard about only using your hands to score and pass?

Activity 4 Are there ways you can move that are not traditional movements but are helpful to be successful when you can't use your legs?

Activity 5 Which game from today's activity did you like better and why?

Adopt a Country Worksheet



NAME: _____ GRADE: _____ DATE: _____

Use this sheet to help gather information on the country you have chosen.

Chosen Country _____

PRIMARY, JUNIOR, AND INTERMEDIATE

Population: _____

Continent: _____

National flag description: _____

How old is the country?: _____

National anthem name: _____

Language(s) spoken: _____

Country's capital city: _____

Food: _____

#1 Sport: _____

Weather: _____

Religions: _____

Famous person or team: _____

INTERMEDIATE ONLY

#1 Employment: _____

Average wage: _____

Poor country or rich: _____

Any provinces/territories/states: _____

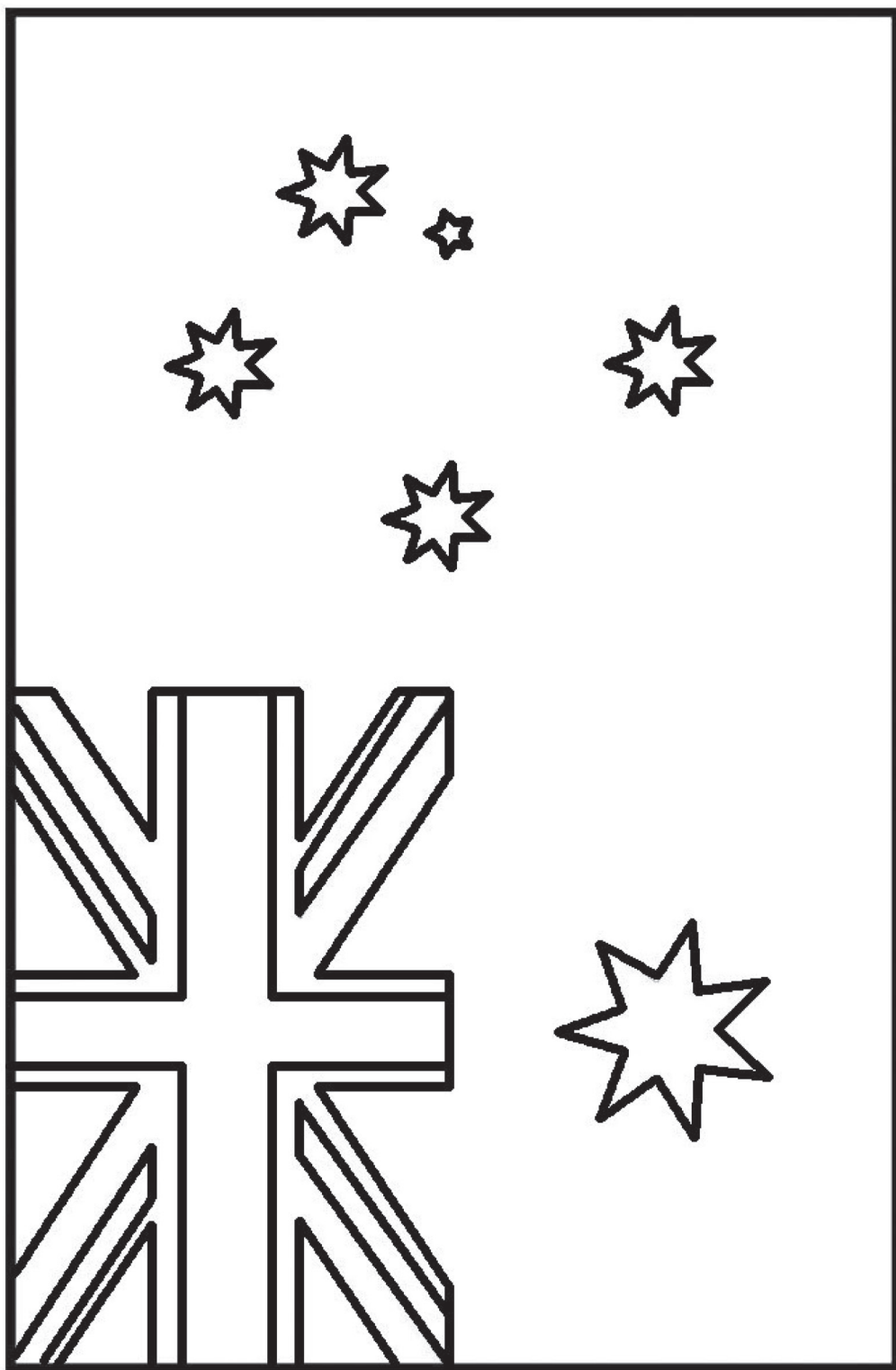
Free health care or paid: _____

School uniforms: _____

Private or public schools: _____

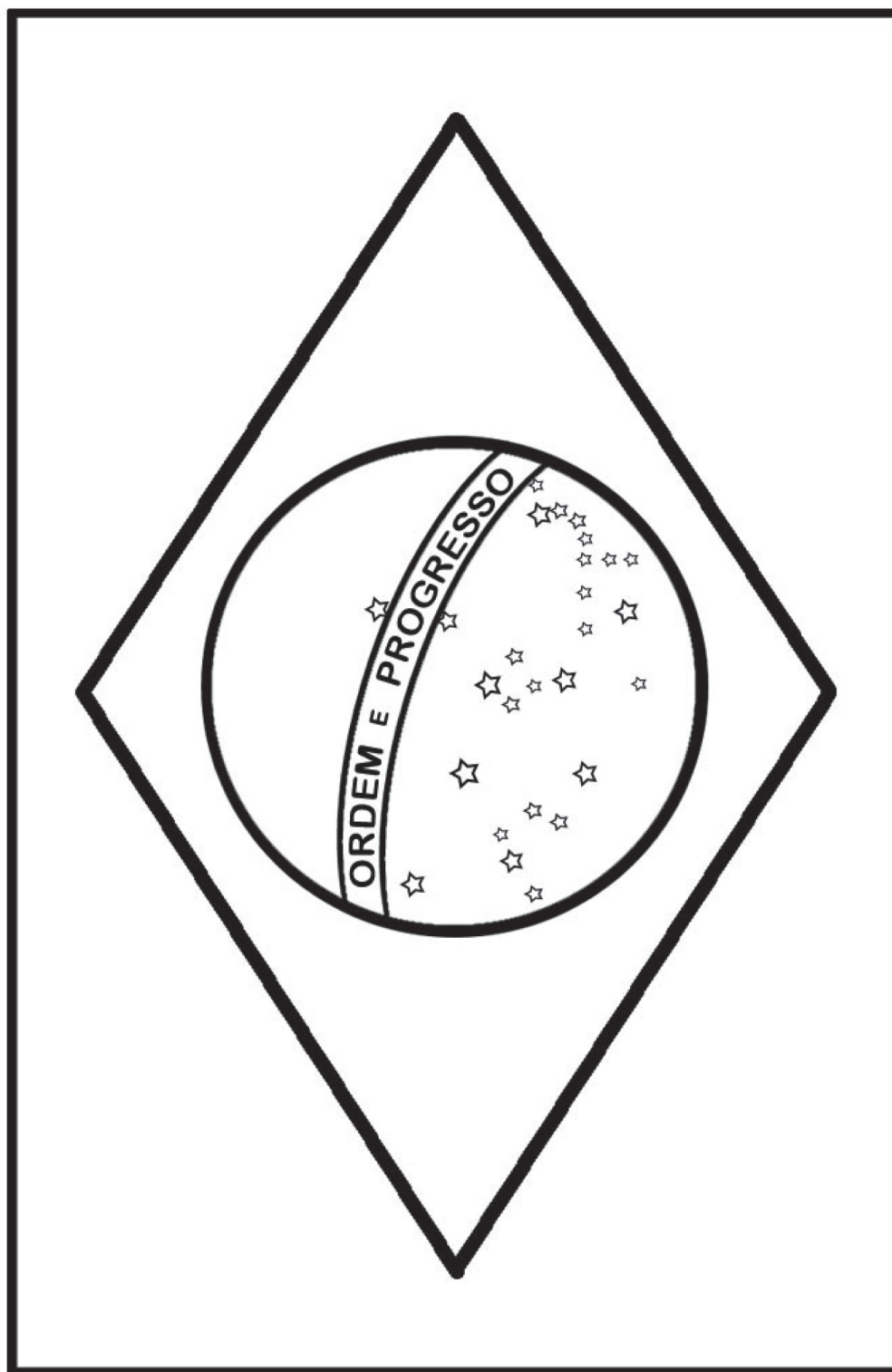
Interesting fact: _____

Australia



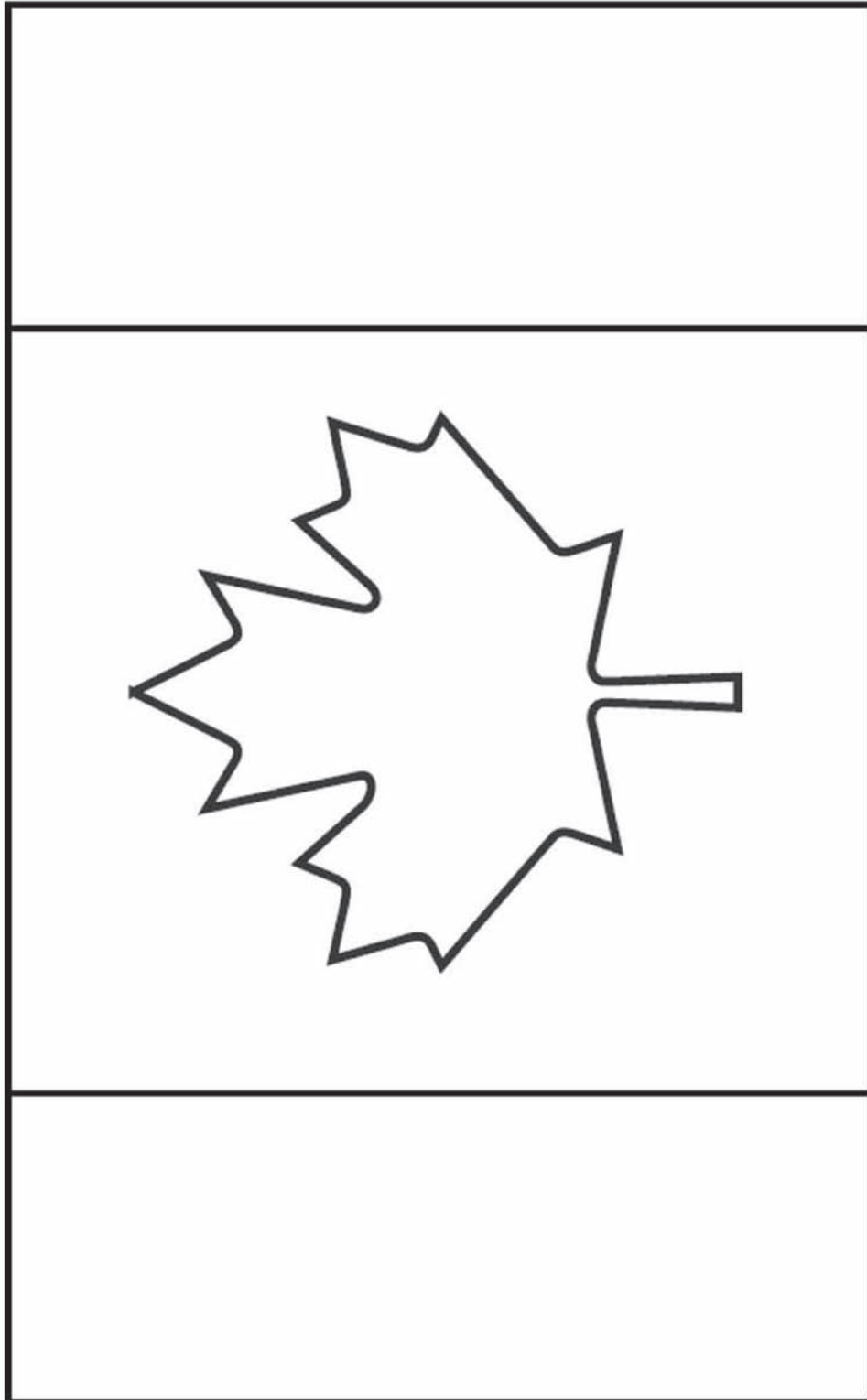
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Brazil



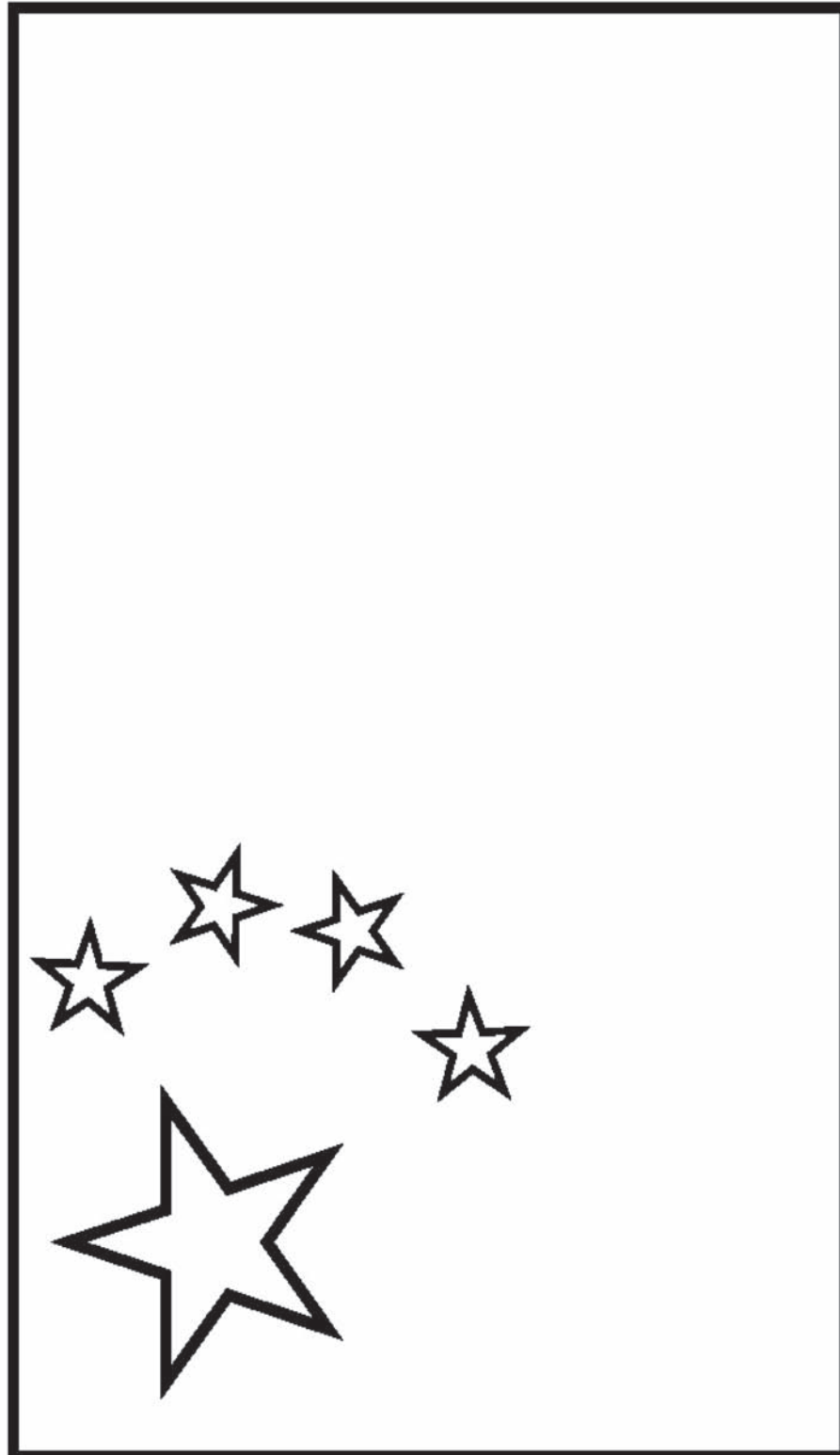
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Canada



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China



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France

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Germany

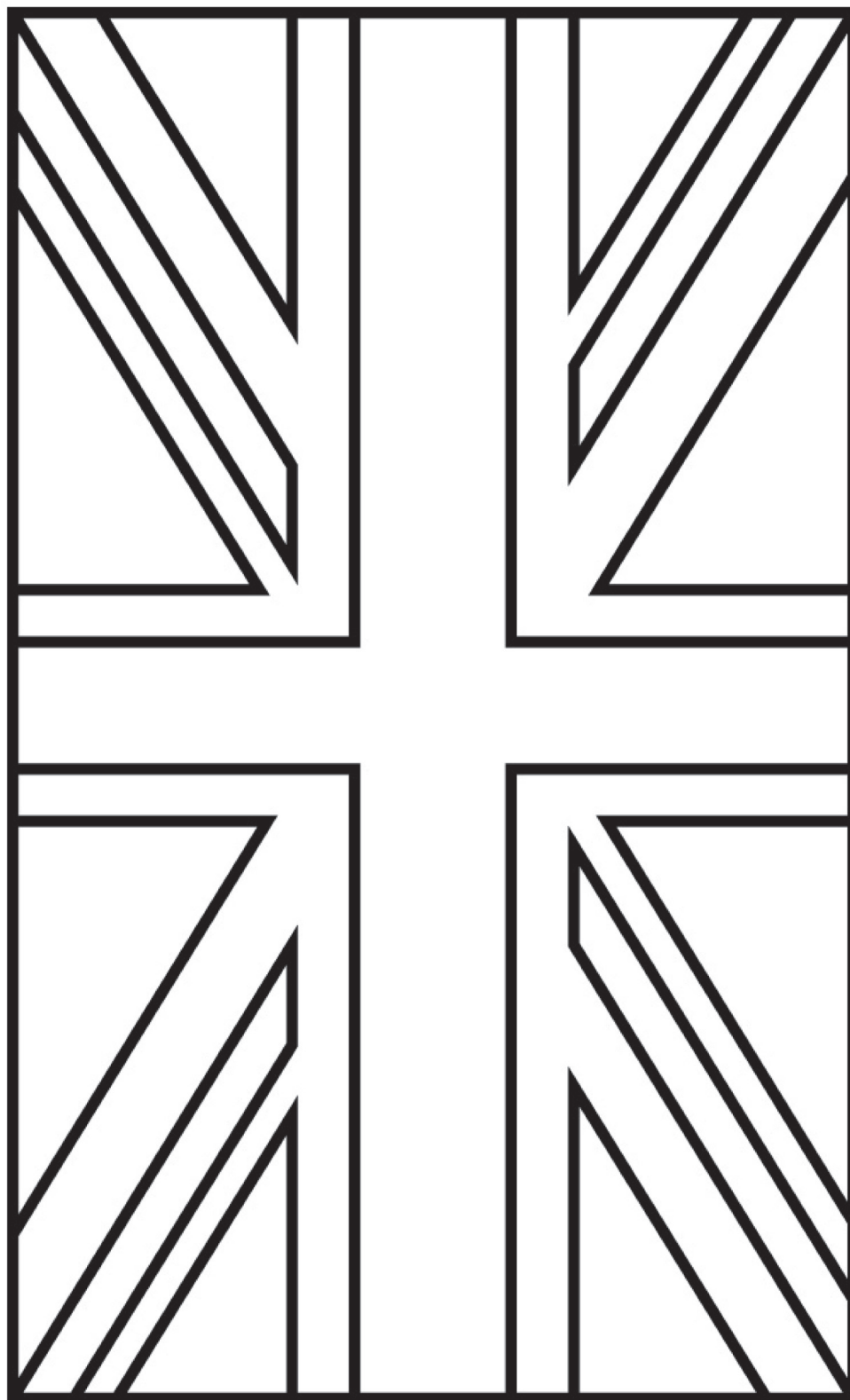
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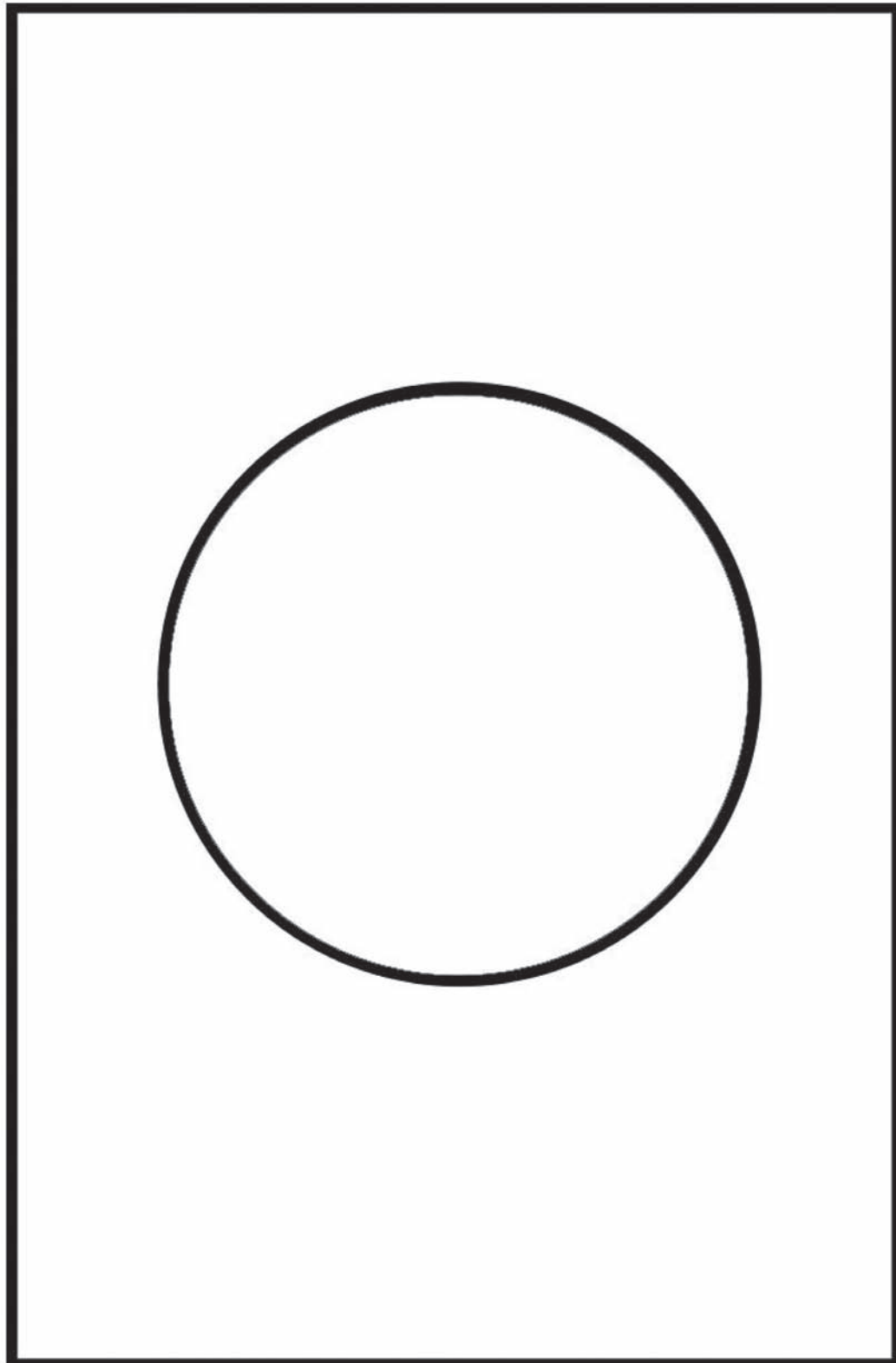


Great Britain



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Japan



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Mexico



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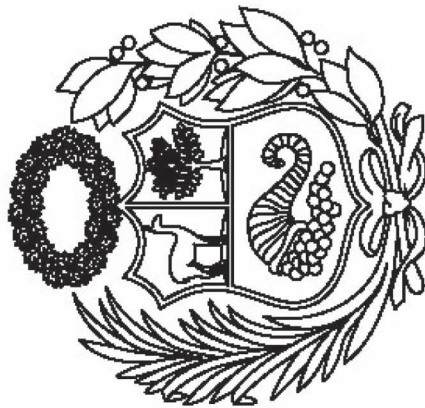
Netherlands

| | | |
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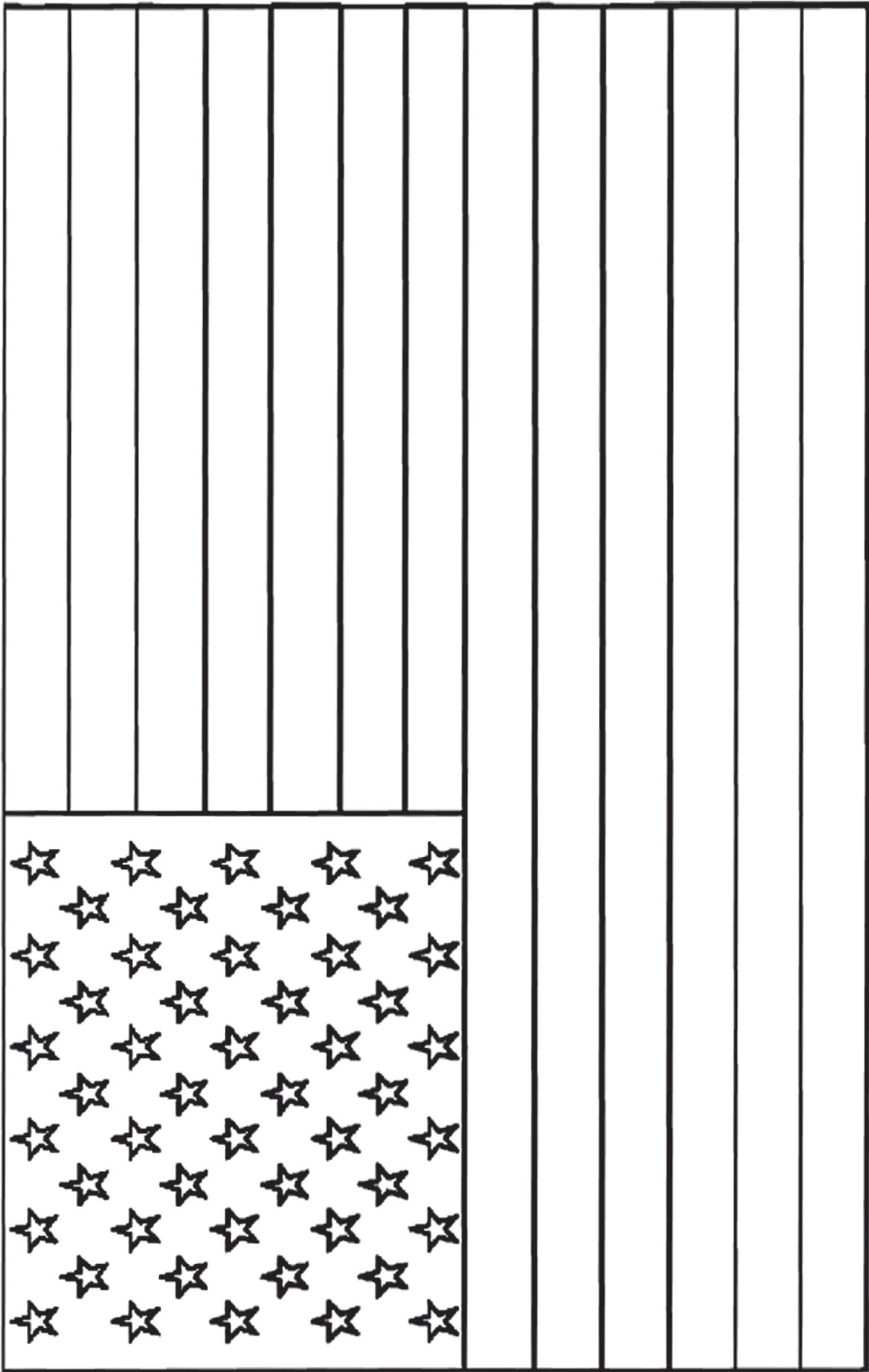


Peru



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United States



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Accessibility Sign and Definition



Accessibility is the promotion of the functional independence of individuals through the elimination, to the greatest extent possible, of disadvantages resulting from a disability (United Nations, 1992).

Accessibility in Your Facility




NAME: _____ GRADE: _____ DATE: _____

Please note that for this activity to have proper supervision and consideration, an adult or older peer should accompany each group of youth tasked with an area of the school/recreational facility to assess accessibility. The templates below can be used by each group in the assigned areas. For example, one group may be assigned halls while another is assigned the library or gym and all would use the Interior Layout checklist below. The facilitator is asked to organize assigned areas accordingly.

For this activity, accessibility simply means resources are present for people with disabilities which allow for their involvement. This then results in the identification, removal and prevention of barriers to their full participation in life.

The following checklist has been adapted from the Ontario Ministry of Trade, Economic Development and Employment (2013).

| OUTSIDE THE BUILDING | YES | NO |
|---|-----|----|
| Accessible pedestrian route(s) or path(s) are wide enough for wheelchairs, scooters, or other mobility devices. | | |
| Curb cuts or ramps are wide enough for wheelchairs and scooters, have a non-slip finish and are kept clear of snow and ice in winter weather. | | |
| Routes are not blocked by poles, plants, bicycle racks, etc. | | |
| Accessible entrances are clearly marked with the International Symbol of Accessibility.  | | |
| Building and route signage is provided in large lettering. | | |
| Accessible passenger loading zone for taxis, buses, or accessible vehicles. | | |
| Awnings or canopies extending over exterior walkways have lots of head space. | | |
| On outside steps, forward edges are highly colour contrasted for easy visibility. | | |
| On both sides of ramps or exterior stairs, handrails are a bright colour and have horizontal or vertical rails to prevent people from slipping through. | | |
| Other things noticed: | | |

| INTERIOR AND GENERAL LAYOUT | YES | NO |
|---|-----|----|
| Halls and aisles are wide enough for people using mobility aids including electric wheelchairs and scooters. | | |
| Office counters or counters/tables in eating areas are accessible to and useable by students and community members using wheelchairs or scooters. | | |
| Telephones, coat racks or display shelves are accessible to and useable by students with various disabilities e.g. wheelchair users, persons with low vision or hearing loss. | | |
| Good lighting is installed to ensure that people with vision disabilities may clearly identify colours, patterns and signs. | | |
| Floor finishes have non-slip surfaces under wet and dry conditions and mats are not tripping hazards. | | |
| Open-concept, accessible routes are marked by bright colour to provide directional cues for people with vision disabilities. | | |
| There are no objects sticking out or tripping hazards in accessible routes, and if so, they are clearly marked with a bright colour, a rough surface floor finish. | | |
| Where floors are carpeted, the carpet is of firm, dense construction and easy for a wheelchair user to roll over without difficulty. | | |

| WASHROOMS AND ELEVATORS | YES | NO |
|--|-------|-------|
| An accessible stall is provided for each gender when integrated into regular washrooms or an accessible stand-alone unisex washroom is located nearby. | | |
| The following washroom features are accessible to people with a wide range of disabilities: | | |
| • grab bars | | |
| • coat hooks | | |
| • flush controls | | |
| • wash basins | | |
| • toilet paper dispenser | | |
| • call button for emergencies | | |
| • mounted automatic hand-dryers or paper towel holders | | |
| • lever-handled faucets or automatic faucet | | |
| Elevator doorways are wide enough and stay open long enough to allow people using wheelchairs to pass through easily. | | |
| In accessible elevators, Braille signage and controls can be easily reached and a two-way emergency call system or telephone provided. | | |
| Audible signals announce floors and up/down direction of elevator cars. | | |
| Other things noticed: | | |




| FIRE SAFETY AND PARKING | YES | NO |
|---|-----|----|
| A fire policy and fire safety plan are in place for the evacuation of people with disabilities. | | |
| Main exit routes and exit doors are easily accessed and used by people using mobility aids. | | |
| Exit instructions are printed in large text, and mounted in an accessible, highly visible location. | | |
| Fire alarms have both visual and audible signals. | | |
| Accessible parking spaces are clearly marked with the International Symbol of Accessibility. | | |
| In accessible underground parking areas, a call bell or two-way communication system is located near parking spaces reserved for people who may require assistance. | | |
| There is a safe, clearly marked, accessible pedestrian route from the designated parking area to an accessible building entrance. | | |
| Accessible pedestrian route is made of firm, level material. | | |
| Other things noticed: | | |

Wheelchair Basketball

Self-Assessment

NAME: _____ GRADE: _____ DATE: _____

INSTRUCTIONS: Pick and colour the face that best describes your work in the wheelchair basketball unit.
Read the sentences beside the face to make sure you pick the one that best describes you.

| | |
|---|--|
|  | <ul style="list-style-type: none"> • I always played by the rules and had fun. • I played well with all my class mates. • I learned many new skills. • I think I gave my best. |
|  | <ul style="list-style-type: none"> • I played by the rules but forgot sometimes. • I forgot to play with all my class mates • I learned 1 or 2 new skills. • I think I could have worked harder. |
|  | <ul style="list-style-type: none"> • I did not have much fun. • I had a hard time with the rules. • I forgot about my classmates quite a few times. • I could have done better. |

Primary Unit Teacher Assessment



NAME: _____ GRADE/AGE: _____ DATE: _____

| CRITERIA | CONSISTENTLY | FREQUENTLY | OCCASIONALLY | RARELY, IF EVER |
|---|--------------|------------|--------------|-----------------|
| Demonstrates proper skills | | | | |
| Uses equipment safely | | | | |
| Plays fairly, with proper game etiquette | | | | |
| Encourages and supports others in their participation | | | | |
| Displays a positive attitude | | | | |
| Comments: | | | | |

Adapted from <http://education.alberta.ca/PhysicalEducationOnline/TeacherResources/ToolBox/>

Junior Journal Questions

NAME: _____ GRADE: _____ DATE: _____

Activity 1

Now that you know some information about wheelchair basketball and the countries that participate in Wheelchair Basketball at the international level, what is one area you want to understand in more detail by the end of this unit? Explain in 2-3 sentences.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity 2

- A.** What would you say if a person with a disability said
“I do not focus on my disability, rather I focus on my many abilities”.
- B.** Why is cup stacking a great inclusive activity for all youth – even kids with physical disabilities that affect the use of their legs? Explain in 2-3 sentences.

Activity 3

- Many wheelchair basketball players can use their legs but not fully participate in stand-up activities. Why do you think this is? What types of physical challenges might these people have with their lower limbs?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a small, dark grey tab-like shape protruding from the edge, which appears to be part of a binder or folder. The overall appearance is that of a clean, unused piece of stationery.

Activity 5

[illegible]

Speed Stacking



This is a great inclusive activity. If you do not have stacking cups, buy sturdy plastic cups and put holes in the end to allow for quick air release when stacking. See the links below or look up more information on other search links.

- 1** uottawa-comprehensive-school-health.ca/wp-content/uploads/2012/02/Sport-Stacking-1.pdf
- 2** www.speedstacks.com/instructors/resources/forms/FiveDayLessonPlan.pdf
- 3** www.speedstacks.com/stackers/how-to-stack/?lang=en
- 4** www.curriculumsupport.education.nsw.gov.au/secondary/pdhpe/new_ideas/stacking_instructions.pdf



Adopt a Country – Self-Assessment

NAME: _____ GRADE: _____ DATE: _____

| CRITERIA | 1 (NOT YET) | 2 (OK) | 3 (TERRIFIC) |
|------------------------------------|---|---|---|
| Contribution to the Group | I rarely make suggestions or I make suggestions in inappropriate ways. | I usually offer ideas and suggestions to the group. | I always offer my ideas and suggestions to the group in polite, respectful ways. |
| Listening and responding to others | I rarely listen to other people in my group. | I usually listen to and respond to the other people in my group. | I always listen and respond to other people and encourage the members of my group to work together. |
| Completing Tasks | Other members of my group sometimes have to complete my part of the group task for it to be done on time. | I usually do my part of the group task. | I always do my part of the group tasks and my part of the work is done on time. |
| Use of Time | I need frequent reminders to stay on task. | I am on task most of the time. | I am on task all the time. |
| Effort | My work needs to be checked over by others or sometimes be redone. | My work is usually good quality, but may not always be the best I could do. | My work is always very high quality, neatly completed, and reflects my best effort. |

(Adapted from Rubi-Star) ■ Reference: www.education.gov.sk.ca

Adopt a Country – Junior Unit Teacher Assessment

| CRITERIA | LEVELS OF QUALITY | | | |
|----------------------------|--|---|--|--|
| | 4 EXCELLENT | 3 PROFICIENT | 2 ADEQUATE | 1 LIMITED |
| Focus on Task | Group members consistently focus on task <input type="checkbox"/> | Group members frequently focus on task <input type="checkbox"/> | Group members sometimes focus on task <input type="checkbox"/> | Group members rarely, if ever, focus on task <input type="checkbox"/> |
| Roles and Responsibilities | Roles and responsibilities are clearly defined <input type="checkbox"/> | Roles and responsibilities are defined <input type="checkbox"/> | Roles and responsibilities are vague <input type="checkbox"/> | Roles and responsibilities are not defined <input type="checkbox"/> |
| Respect for Others' Ideas | Respect for others' ideas is consistently evident <input type="checkbox"/> | Respect for others' ideas is frequently evident <input type="checkbox"/> | Respect for others' ideas is occasionally evident <input type="checkbox"/> | Little or no respect for others' ideas <input type="checkbox"/> |
| Settling Differences | Conflicts/ disagreements are dealt with constructively <input type="checkbox"/> | Conflicts/ disagreements are dealt with <input type="checkbox"/> | Conflicts/ disagreements are occasionally dealt with <input type="checkbox"/> | Conflicts/ disagreements are generally ignored <input type="checkbox"/> |
| Task Completion | Task completed well within timelines <input type="checkbox"/> | Task completed within timelines <input type="checkbox"/> | Task completed beyond timelines <input type="checkbox"/> | Task is left incomplete <input type="checkbox"/> |

Reference: education.alberta.ca/PhysicalEducationOnline/TeacherResources/ToolBox/

Wheelchair Basketball

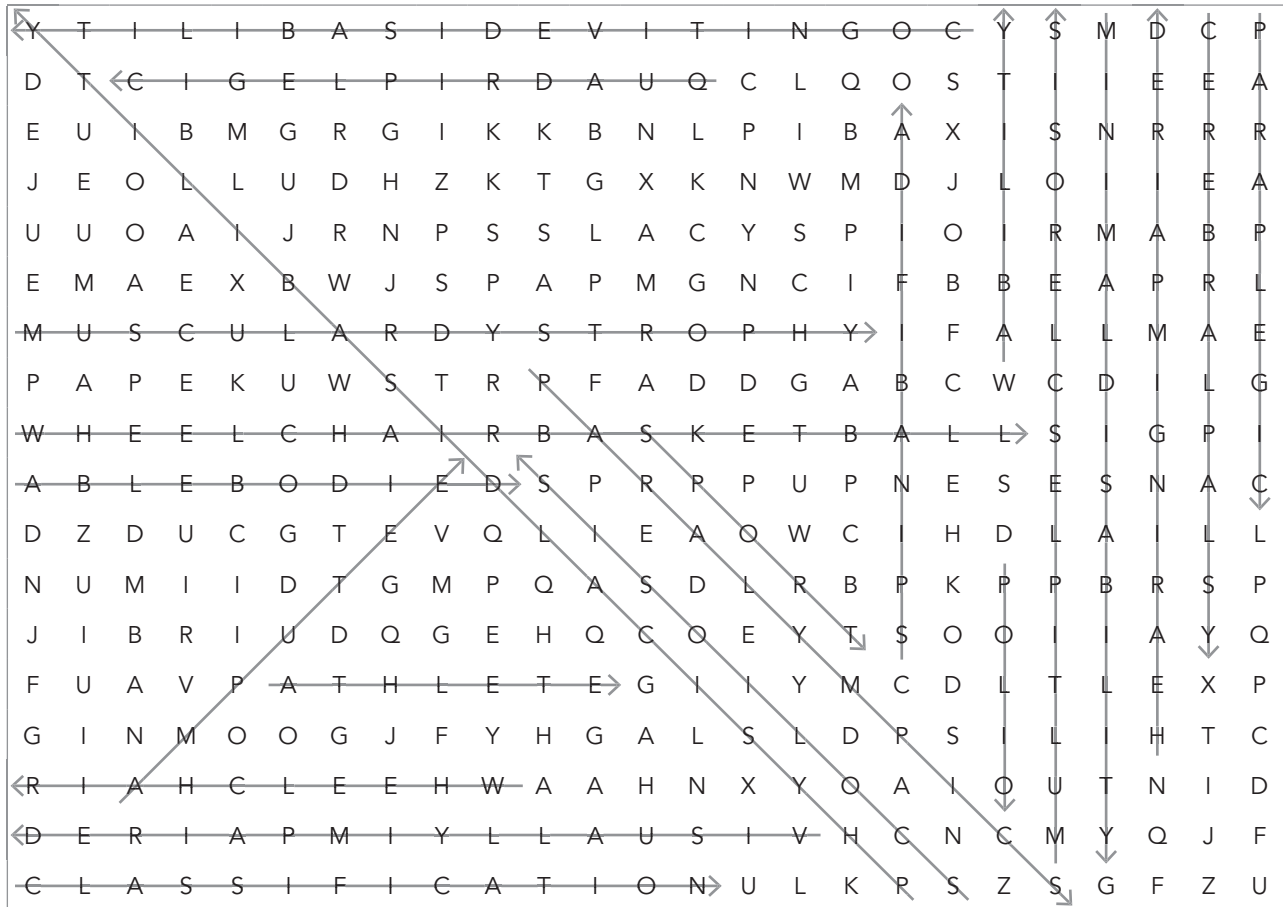
Word Search



- ABILITY
- ATHLETE
- COGNITIVE DISABILITY
- MULTIPLE SCLEROSIS
- PARAPLEGIC
- QUADRIPLAGIC
- SPORT
- WHEELCHAIR BASKETBALL
- ABLE BODIED
- CEREBRAL PALSY
- HEARING IMPAIRED
- MUSCULAR DYSTROPHY
- PHYSICAL DISABILITY
- SCOLIOSIS
- VISUALLY IMPAIRED
- AMPUTEE
- CLASSIFICATION
- MINIMAL DISABILITY
- PARALYMPICS
- POLIO
- SPINA BIFIDA
- WHEELCHAIR

Wheelchair Basketball Word Search

ANSWER KEY

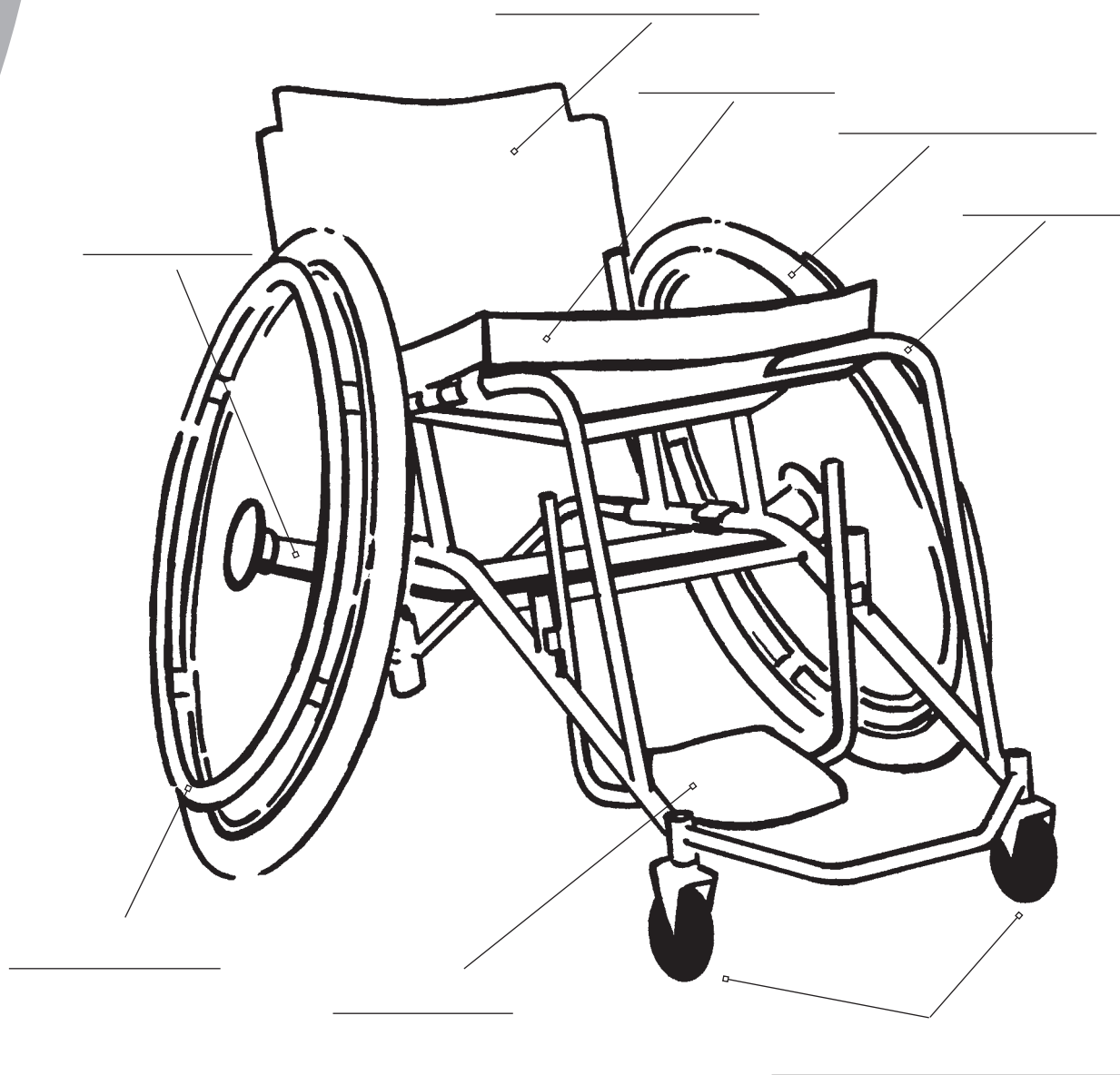


- ABILITY
- ATHLETE
- COGNITIVE DISABILITY
- MULTIPLE SCLEROSIS
- PARAPLEGIC
- QUADRIPLÉGIC
- SPORT
- WHEELCHAIR BASKETBALL

- ABLE BODIED
- CEREBRAL PALSY
- HEARING IMPAIRED
- MUSCULAR DYSTROPHY
- PHYSICAL DISABILITY
- SCOLIOSIS
- VISUALLY IMPAIRED

- AMPUTEES
- CLASSIFICATION
- MINIMAL DISABILITY
- PARALYMPICS
- POLIO
- SPINA BIFIDA
- WHEELCHAIR

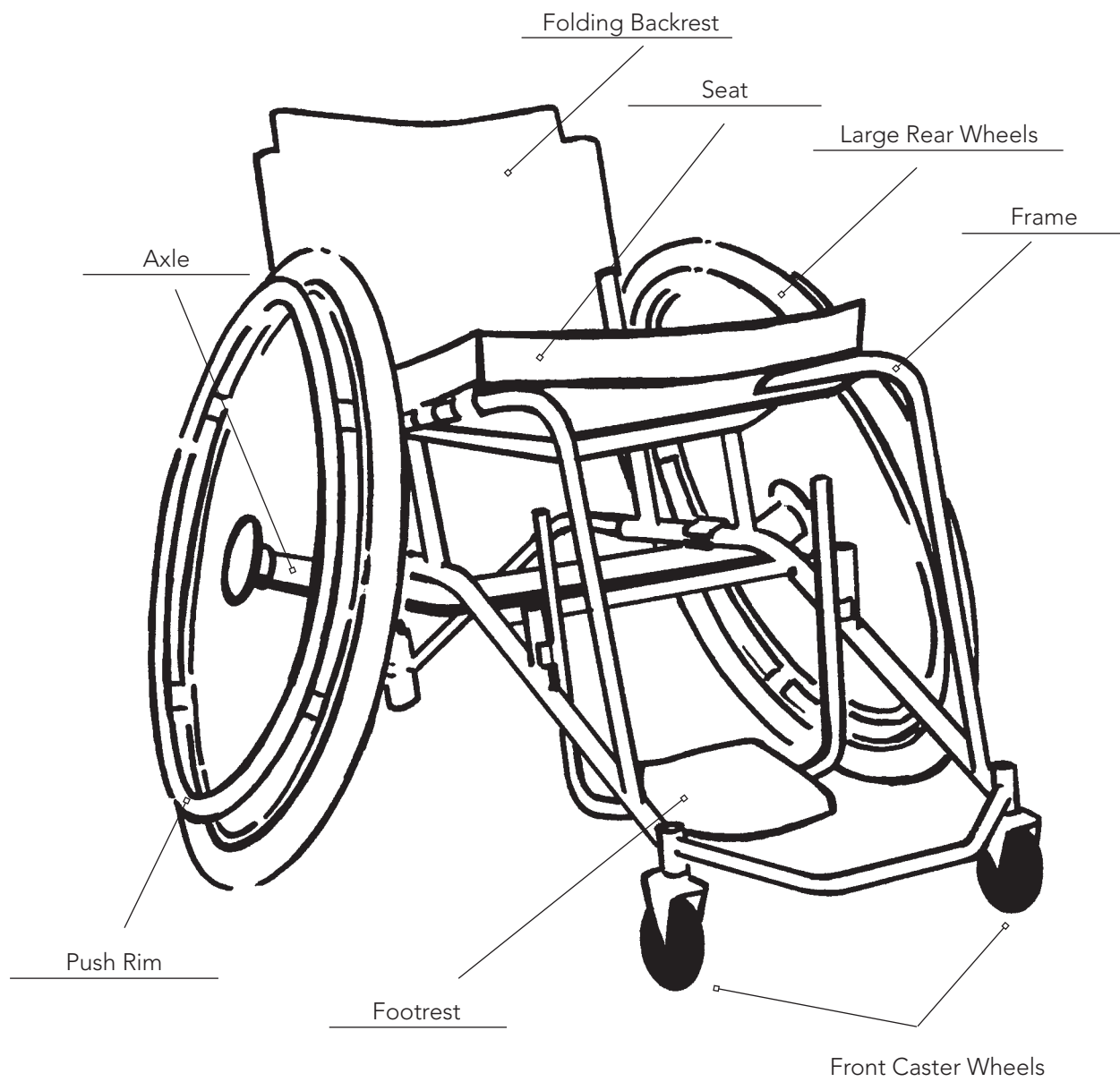
Sport Wheelchair Worksheet



- | | | | |
|-----------------------------------|-----------------------------------|--|--|
| <input type="checkbox"/> Axle | <input type="checkbox"/> Frame | <input type="checkbox"/> Folding Backrest | <input type="checkbox"/> Large Rear Wheels |
| <input type="checkbox"/> Footrest | <input type="checkbox"/> Push Rim | <input type="checkbox"/> Front Caster Wheels | <input type="checkbox"/> Seat |

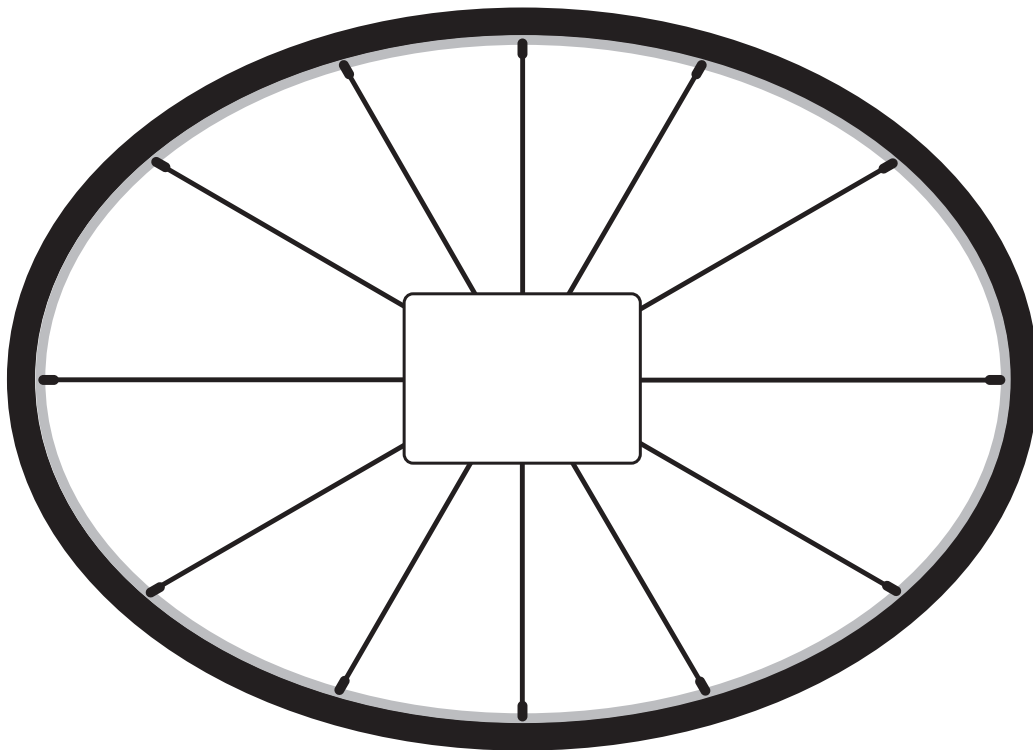
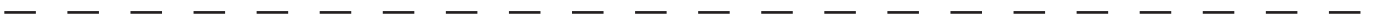
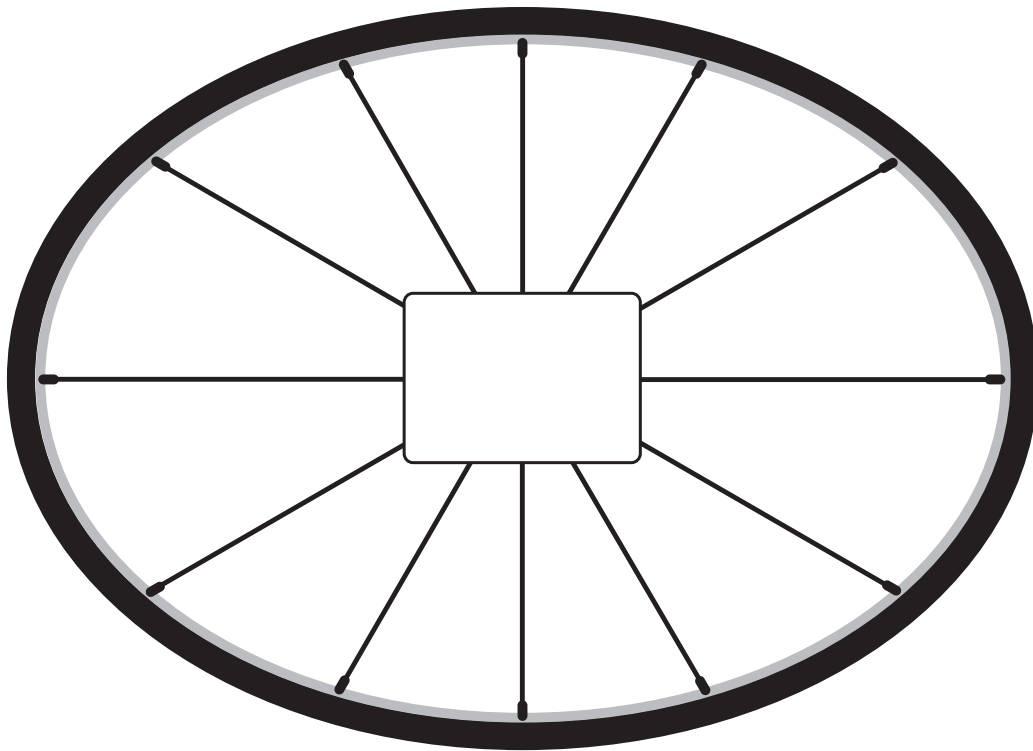
Sport Wheelchair Worksheet

ANSWER KEY





Math Crawl



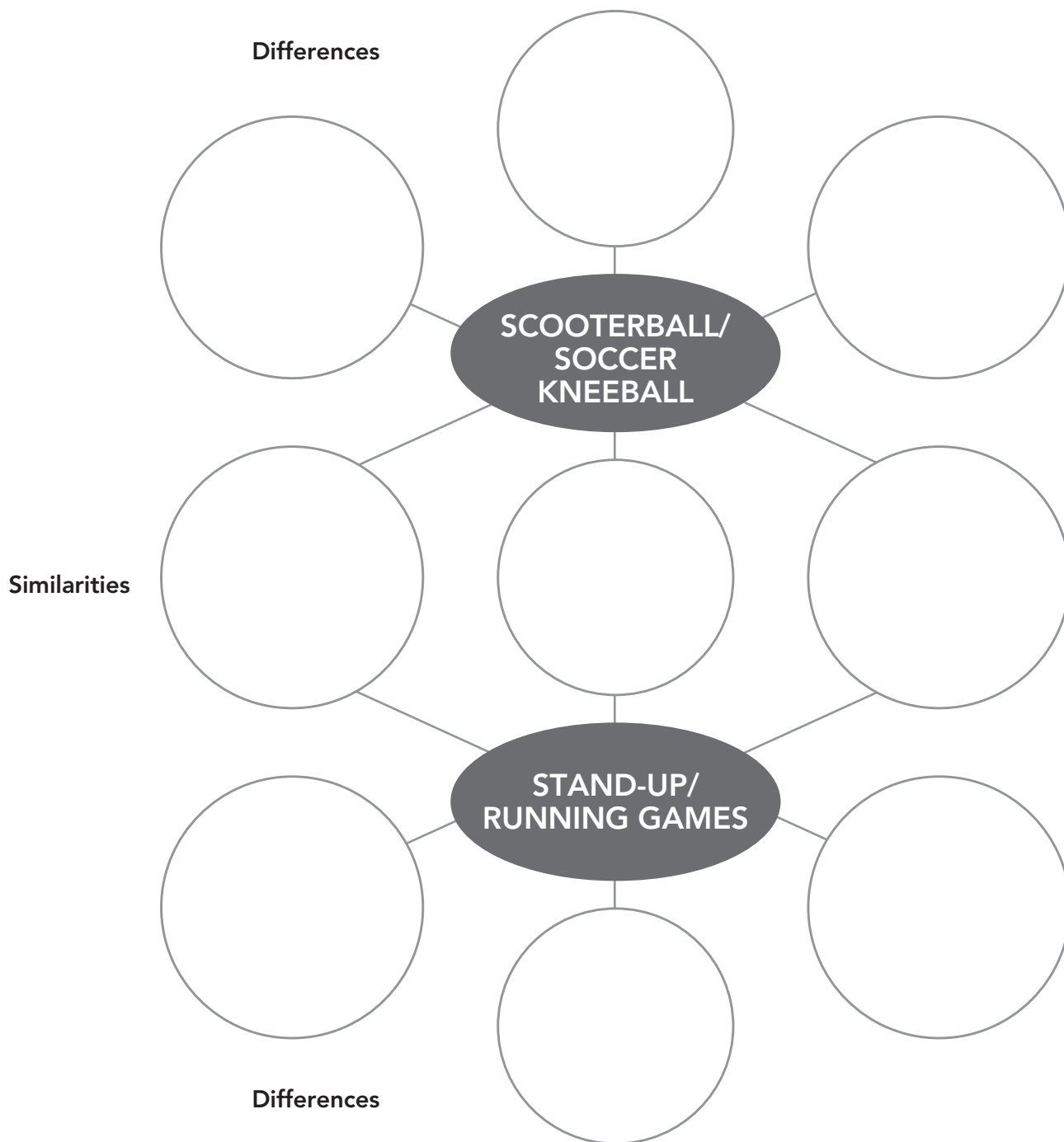
Capture the Flag Rules

- 1** Capture the Flag requires a playing field of some sort. Whether indoor or outdoor, the field is divided into two clearly designated halves, known as countries.
- 2** Players will form two teams, one for each country. Each side has 10 “flags” which is most often a piece of fabric, but can be any object small enough to be easily carried by a person.
- 3** The object of the game is for players to make their way into the opposing team’s territory, grab a flag and return with it to their own country without being tagged.
- 4** The flags are defended mainly by tagging opposing players who attempt to take it. At any one time, flags and home can only be guarded by one team player.
- 5** Within their own country players are “safe”, meaning that they cannot be tagged by opposing players. Once they cross in to the opposing team’s country they can be tagged.
- 6** If a player is tagged, that player goes to the “prison” in the designated area. Players can only be set free by a member of their team sneaking into the prison to tag them. This guarantees the player that was set free a safe passage back to their country.
- 7** Flags can be stolen from the other country only if the player has not been tagged before obtaining the flag.
- 8** When flags are captured, they are brought to the team’s home and piled.
- 9** The game is over when one team has all the 10 flags in their home area.

Scooterball and Stand-Up Games

COMPARE AND CONTRAST WORKSHEET

NAME: _____ GRADE: _____ DATE: _____



Intermediate Journal Questions



NAME: _____ GRADE: _____ DATE: _____

Activity 1

If you have or at some point in your life get a physical disability, how will you help others understand that you have many abilities that should be the focus of your being and need to be recognized?

Activity 2

Based upon what you learned about classification and the point system used in wheelchair basketball, what would you do to pick a line up of 5 players and why? Explain in 3-5 sentences.

Activity 3

In reviewing your completed Accessibility in your Facility worksheet, please share your findings based upon the following questions: What are the concerns for accessibility in your designated area? What is accessible about the area? What barriers make the area non-accessible?

Activity 4

What are the similarities and differences of the stand-up game and the wheelchair game? Answer this question using the Compare and Contrast Worksheet (p. 99).

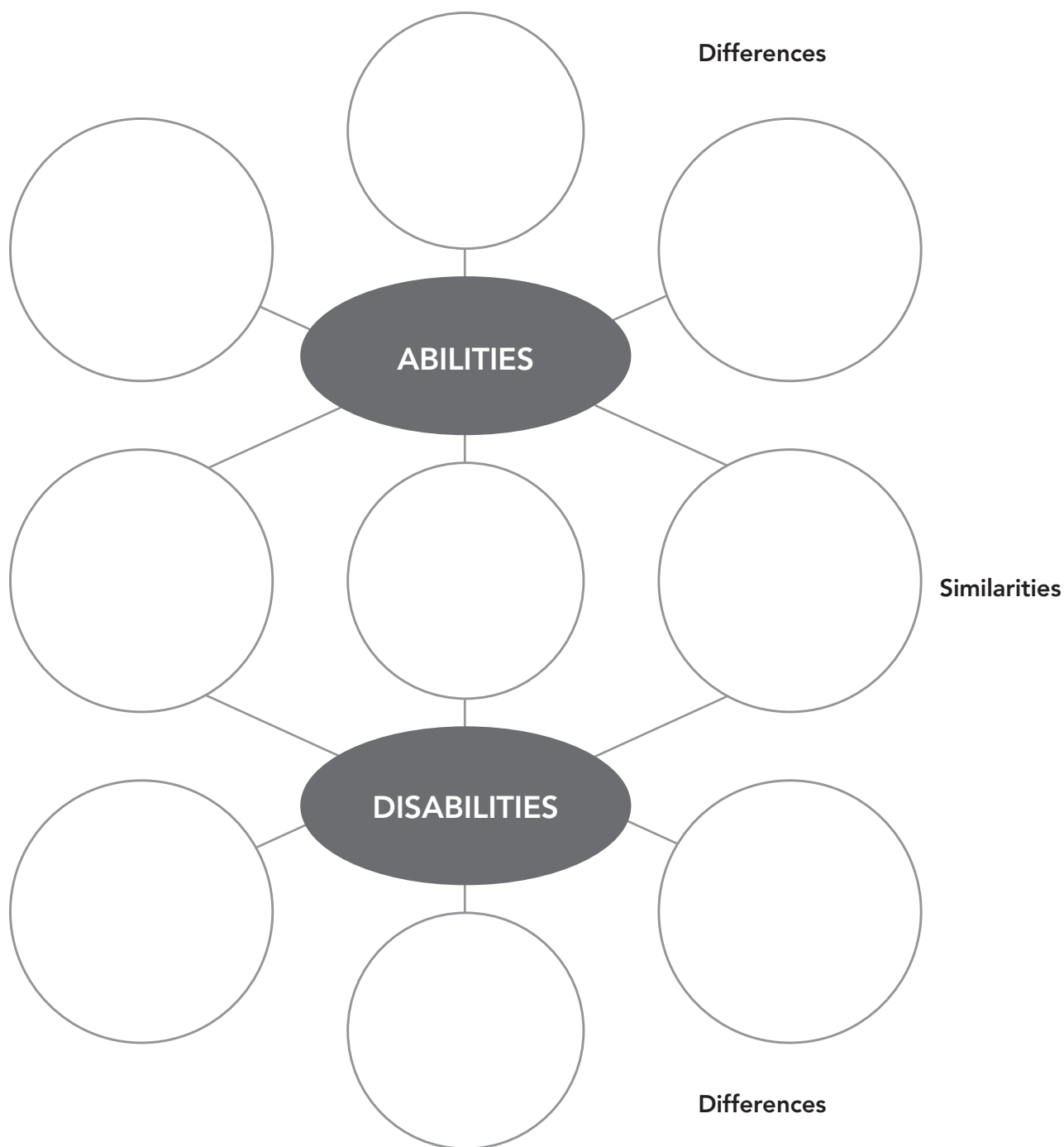
Activity 5

Think about all you have learned from participating in this unit. Write a short 3-5 sentence paragraph explaining the one learning experience that you feel is most important.

Abilities and Disabilities

COMPARE AND CONTRAST WORKSHEET

NAME: _____ GRADE: _____ DATE: _____





Sport Wheelchair Fitness Tree

NAME: _____ GRADE: _____ DATE: _____

Using the size of the wheelchair equipment part observed on the template, match the related health and fitness components to the part of the wheelchair that represents the amount of importance you believe must be recognized by a wheelchair basketball athlete. The bigger the part, the more importance the particular related health and fitness component must have.

Fill in the health and fitness components that correspond to each wheelchair part below:

- 1 Folding Back Rest _____

- 2 Seat _____

- 3 Large Rear Wheels _____

- 4 Chair Frame _____

- 5 Front Caster Wheels _____

- 6 Foot Rest _____

- 7 Push rims _____

- 8 Axle _____

Sport Wheelchair Fitness

Tree Definitions

The following terms relate to specific aspects of physical fitness:

Agility – A performance-related component of physical fitness that is the ability to change position of the entire body in space with speed and accuracy.

ANSWERS THE QUESTION: Am I as quick as a cat or ninja?

Body composition – A health-related component of physical fitness that applies to body weight and the relative amounts of muscle, fat, bone, and other vital tissues of the body. Most often, the components are limited to fat and lean body mass (or fat-free mass).

ANSWERS THE QUESTION: Am I a healthy weight?

Cardiovascular (endurance) – A health-related component of physical fitness that is the ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity. Usually expressed as measured or estimated maximal oxygen uptake (VO₂max).

ANSWERS THE QUESTION: Can I run around for a long time without being exhausted?

Coordination – A performance-related component of physical fitness that is the ability to use the senses, such as sight and hearing together with body parts in carrying out motor tasks smoothly and accurately.

ANSWERS THE QUESTION: Am I able to move around and play without feeling like my arms and legs aren't attached to my body?

Flexibility – A health and performance-related component of physical fitness that is the range of motion possible at a joint. Flexibility is specific to each joint and depends on a number of specific variables, including but not limited to the tightness of specific ligaments and tendons.

ANSWERS THE QUESTION: Am I able to reach and stretch like a spring?

Power – A performance-related component of physical fitness that describes the rate (or speed) at which work can be applied.

ANSWERS THE QUESTION: Am I able to be fast and strong?

Speed – A performance-related component of physical fitness that is the ability to perform movements rapidly or within a short period of time.

ANSWERS THE QUESTION: Am I fast?

Strength – A health and performance-component of physical fitness that is the ability of a muscle or muscle group to exert force.

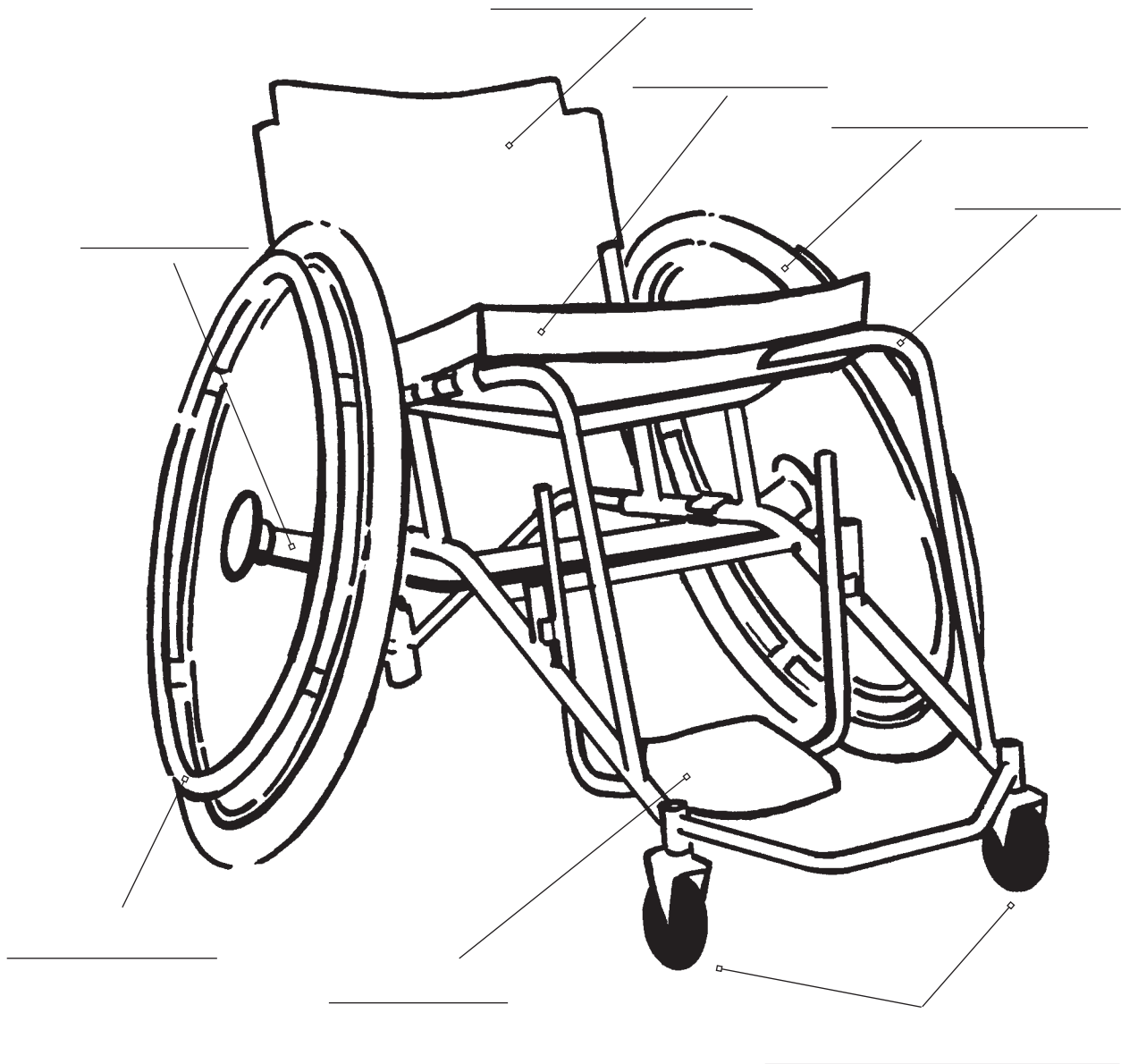
ANSWERS THE QUESTION: Are my muscles mighty regardless of the size?

NAME: _____ GRADE: _____ DATE: _____



Sport Wheelchair Fitness Tree – Elite Athlete

NAME: _____ GRADE: _____ DATE: _____

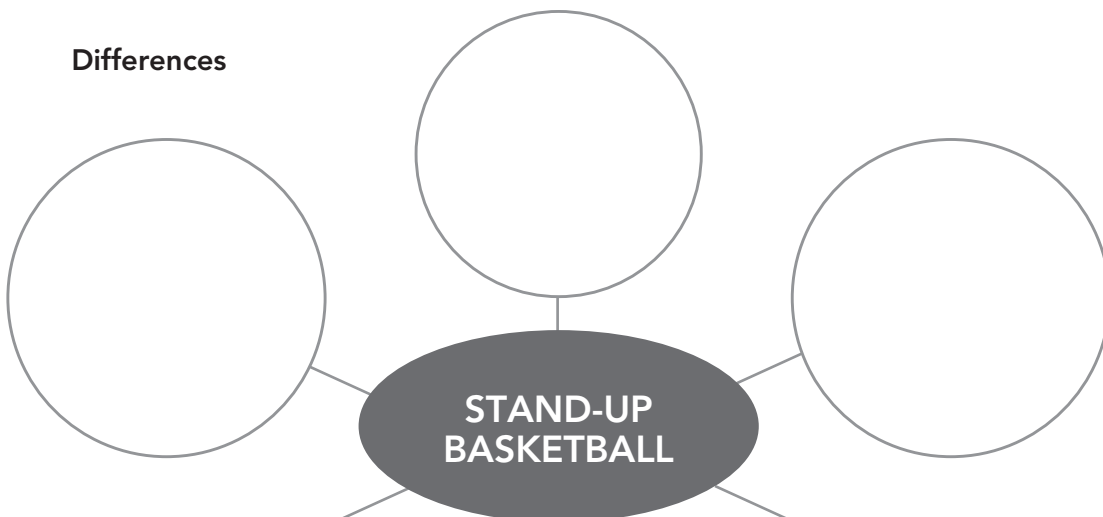


Stand-Up and Wheelchair Basketball

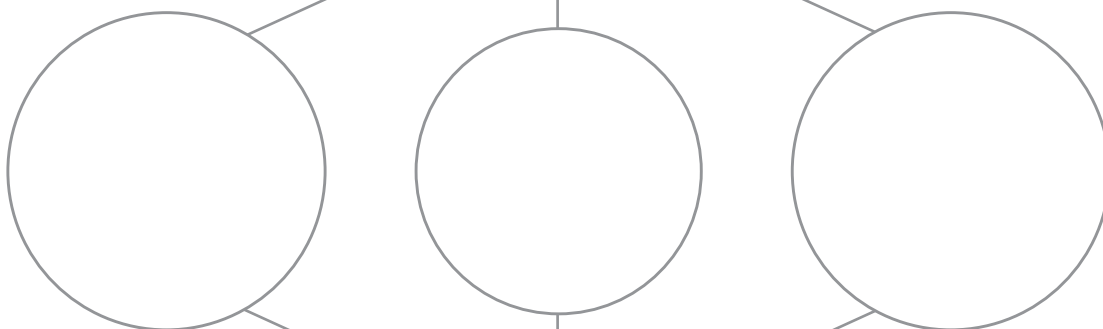
COMPARE AND CONTRAST WORKSHEET

NAME: _____ GRADE: _____ DATE: _____

Differences



Similarities



WHEELCHAIR
BASKETBALL



Differences

Wheelchair Basketball

Intermediate Self-Assessment



NAME: _____ GRADE: _____ DATE: _____

- 4 = EXCELLENT**
- I consistently demonstrate the skill.
 - I consistently help my partner and explain what he or she needs to improve.
- 3 = PROFICIENT**
- I frequently demonstrate the skill.
 - I frequently help my partner and explain what he or she needs to improve.
- 2 = ADEQUATE**
- I occasionally demonstrate the skill.
 - I occasionally help my partner and explain what he or she needs to improve.
- 1 = LIMITED**
- I rarely demonstrate the skill.
 - I rarely help my partner or explain what he or she needs to improve.

| SKILL | MY RATING |
|-------|-----------|
|-------|-----------|

| | |
|------------------|-------|
| Moving in chair | _____ |
| Turning in chair | _____ |
| Ball Pick Up | _____ |
| Catching | _____ |
| Passing | _____ |
| Shooting | _____ |
| Partner Work | _____ |

TOTAL _____

Overall, I would rate my performance in this unit as (1 to 4): _____

Overall, the FUN rating for this unit is a (1 to 5): _____

COMMENTS: _____

Female Wheelchair Basketball Athlete Cards



Date of Birth: May 22, 1988
Hometown: Burnaby, B.C.
Classification: 3.0
Teams: Team Canada (Senior Women),
B.C. Breakers

Quick Facts:
A versatile athlete, she has also competed
at the national level in athletics and
wheelchair tennis



Amanda Yan

Team Canada - Wheelchair Basketball



Date of Birth: December 8, 1988
Hometown: Quebec City, Que.
Classification: 3.5
Teams: Team Canada (Senior Women),
University of Alabama

Quick Facts:
She lives and plays basketball by the motto
Carpe Diem (seize the day)



Cindy Ouellet

Team Canada - Wheelchair Basketball



Date of Birth: September 1, 1980
Hometown: London, Ont.
Classification: 4.0
Teams: Team Canada (Senior Women),
London Wheelchair Basketball Association

Quick Facts:
Three-time Paralympian in swimming,
winning both Paralympic gold and silver
medals in the 4 x 100m medley relay



Darda Sales

Team Canada - Wheelchair Basketball



Date of Birth: February 25, 1977
Hometown: Saint-Eustache, Que.
Classification: 1.5
Teams: Team Canada (Senior Women),
Gladiateurs de Laval

Quick Facts:
Allard has competed for Team Canada at
the World Championships and the
Paralympic Games



Elaine Allard

Team Canada - Wheelchair Basketball



Date of Birth: May 25, 1991
Hometown: Prince Albert, Sask.
Classification: 4.5
Teams: Team Canada (Senior Women),
University of Alabama

Quick Facts:
Former player with the University of
Saskatchewan women's basketball team



Erica Gavel

Team Canada - Wheelchair Basketball



Date of Birth: August 23, 1989
Hometown: Donkin, N.S.
Classification: 1.0
Teams: Team Canada (Senior Women),
Nova Scotia Flying Wheels

Quick Facts:
Named to the all-star team at the 2011
Women's U25 World Wheelchair Basketball
Championship



Jamey Jewells

Team Canada - Wheelchair Basketball

Female Wheelchair Basketball Athlete Cards



Date of Birth: August 26, 1977
Hometown: Vancouver, B.C.
Classification: 4.5
Teams: Team Canada (Senior Women),
Trier Dolphins, B.C. Breakers

Quick Facts:
Led all players in scoring and rebounding
at the 2012 Paralympic Games & 2010
World Championship



Janet McLachlan
Team Canada - Wheelchair Basketball



Date of Birth: August 12, 1983
Hometown: Elmira, Ont.
Classification: 2.0
Teams: Team Canada (Senior Women),
Sheffield Steelers

Quick Facts:
Harnock works the point for Team Canada
and is a triple-threat when it comes to
dribbling, passing and shooting



Katie Harnock
Team Canada - Wheelchair Basketball



Date of Birth: August 21, 1992
Hometown: Sherbrooke, Que.
Classification: 2.5
Teams: Team Canada (Senior Women),
University of Alabama

Quick Facts:
On the court she is known for her tireless
work ethic and she loves the team dynamic
of wheelchair basketball



Maude Jacques
Team Canada - Wheelchair Basketball



Date of Birth: July 20, 1988
Hometown: Oakville, Ont.
Classification: 1.5
Teams: Team Canada (Senior Women),
Burlington Vipers

Quick Facts:
Former track athlete who competed at the
world junior championships in wheelchair
racing



Melanie Hawtin
Team Canada - Wheelchair Basketball



Date of Birth: September 23, 1989
Hometown: Mississauga, Ont.
Classification: 1.5
Teams: Team Canada (Senior Women),
Brampton Cruisers

Quick Facts:
Competed at her first Paralympic Games in
2012 as a rookie on Team Canada



Tamara Steeves
Team Canada - Wheelchair Basketball



Date of Birth: September 4, 1974
Hometown: Richmond Hill, Ont.
Classification: 3.0
Teams: Team Canada (Senior Women),
Trier Dolphins, Variety Village

Quick Facts:
Three-time Paralympic gold medalist and
three-time world champion in wheelchair
basketball



Tracey Ferguson
Team Canada - Wheelchair Basketball

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Glossary

Abduction is the movement of a limb away from the midline of the body.

Ability is the level of or capacity to perform a task.

Able-bodied (AB) is a term used to describe persons who do not have a physical disability.

Accessibility is the promotion of the functional independence of individuals through the elimination, to the greatest extent possible, of disadvantages resulting from a disability (United Nations, 1992).

Active Living encourages individuals to value regular physical activity and integrate it into their daily lives. Active living encourages individuals to ensure that the social and physical environment supports healthy and enriching personal choices.

Adaptation involves making circumstances more suitable through change.

Amputation is the removal of all or part of a limb due to injury or disease. Amputations can affect an individual's balance and locomotion. Prosthesis for upper and lower limb amputations help enhance mobility and limb functioning. With prosthesis, some individuals can become more involved in physical activity programs.

Amputee is a person who has lost a limb as the result of an injury or disease.

Athlete is any person who participates in a sport.

Athletics refers to track and field events and road racing.

Axle is a central shaft for a rotating wheel or gear. On wheeled vehicles, the axle may be fixed to the wheels, rotating with them, or fixed to its surroundings, with the wheels rotating around the axle.

Basic Movement Skills are the foundation of human movement broken into locomotor skills, stability skills, and manipulative skills.

Basketball *see Wheelchair Basketball.*

Body Composition is a health-related component of physical fitness that applies to body weight and the relative amounts of muscle, fat, bone, and other vital tissues of the body. Most often, the components are limited to fat and lean body mass (or fat-free mass).

Bridging the Gap is a program aimed to introduce individuals with disabilities to availability of sport and recreation opportunities.

Cardiovascular (endurance) is a health-related component of physical fitness that is the ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity. Usually expressed as measured or estimated maximal oxygen uptake (VO₂max).

Canadian Sport for Life (CS4L) is a movement to align the education, health, sport and recreation sectors to support the health of the nation and put more athletes on the podium.

Camber is the bar on a wheelchair that allows the wheels to be mounted on an angle, increasing stabilization and turning ability.

Cerebral Palsy is a non-progressive disorder of movement or posture due to damage to the brain before, during, or shortly after birth. While sensory or language disabilities may occur as a result of such brain damage, "cerebral palsy" refers only to movement and posture disorders.

Classification is a term used in wheelchair sports to determine the level at which athletes are ranked based on their functional ability level and the degree of their injuries.

Coordination is a performance-related component of physical fitness that is the ability to use the senses, such as sight and hearing together with body parts in carrying out motor tasks smoothly and accurately.

Crab Soccer is playing a traditional soccer game in a “crab walk” position.

Demo Team is a group of individuals and athletes who create awareness about wheelchair sports through school presentations focused on safety, ability rather than disability, and the promotion of wheelchair sports.

Disability is the consequence of an impairment that may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these. A disability may be present from birth, or occur during a person’s lifetime.

Equity is the process of being fair and providing everyone with a full range of opportunities and benefits.

Flexibility is a health and performance-related component of physical fitness that is the range of motion possible at a joint. Flexibility is specific to each joint and depends on a number of specific variables, including but not limited to the tightness of specific ligaments and tendons.

Hearing Impaired refers to individuals with any degree of hearing loss. Deafness refers to profound hearing loss with little or no residual hearing.

Impairment refers to anatomic or functional loss. An impairment may or may not result in a disability.

Inclusion is the act of including persons with a disability in environments or activities with able-bodied persons.

Locomotor Movements are those in which the body’s location changes relative to fixed points on the ground. These movements include wheeling, walking, running, hopping, jumping, skipping, sliding, and climbing.

Long-Term Athlete Development (LTAD) is a structured pathway that follows Canadian Sport for Life (CS4L) principles to optimize the

development of athletes at all ages and stages of development.

Manipulative Movements involve moving an object or receiving/controlling an object (usually with the hands or feet) including throwing, catching, kicking, bouncing, carrying, and pushing.

Mobility refers to the capacity, readiness, and facility to move and to move within one’s environment.

Multiple Sclerosis (MS) is a chronic, slowly progressing disease of the brain, spinal cord, and optic nerves.

Muscular Dystrophy is a chronic, hereditary condition characterized by progressive muscular weakness and atrophy of the muscle fibres. Duchenne muscular dystrophy, the most common type, is a gender-linked recessive disorder that affects only males characterized by progressive muscle weakness, obesity, and muscle atrophy.

Paralympics are the games for athletes with disabilities that run parallel to the Olympic Games.

Paraplegia refers to the varying degrees of paralysis to the legs and the trunk. Arms are unaffected in this category. The ability to propel the wheelchair is affected by trunk balance and stability. The major factor between the classes of paraplegics is the evaluation of the abdominal and spinal muscles.

Physical Activity has four physical components: cardio respiratory endurance, muscular endurance, strength, and flexibility that combine to make up good health practices.

Physical Disability refers to individuals with a physical disability who have an acquired or congenital physical and/or motor impairment such as cerebral palsy, spina bifida, muscular dystrophy, arthritis, developmental coordination disorder, amputations, genetic disorders, etc. The disability may interfere with the development or function of the bones, muscles, joints and central nervous system.

Points on the Floor refers to the total number of classification points that are allowed on the floor at a time during an athletic event.

Poliomyelitis (Polio) is a viral infection of the motor cells in the spinal cord that leads to muscular paralysis, atrophy or both. The severity of the infection determines the extent of the neural damage and paralysis. Some muscles are completely hindered, while others are only weakened.

Power is a performance-related component of physical fitness that describes the rate (or speed) at which work can be applied.

Quadriplegia refers to paralysis of all the leg and trunk muscles.

Scoliosis is a sideways curvature of the spine. In more serious cases, a rod is surgically inserted into the back. Scoliosis results when the spine is misaligned, in part by the relative strength and flexibility of the back muscles. It is one of three alignment disabilities.

Scooter Ball is a fast paced game that is based off the principal of team hand ball and is designed to be a team sport. The concept of the game is to continually pass a ball down the court and attempt to score a goal against the opposing team.

Segregation refers to separating persons with a disability from others during activities.

Sensory Disability is when an individual is unable to accurately interpret an outside stimulus. This may be in a form of blindness, deafness, severe vision impairment or severe hearing impairment.

Skittle is a pin used in the game of skittles.

Speed is a performance-related component of physical fitness that is the ability to perform movements rapidly or within a short period of time.

Spina Bifida is a buckling of the spine in which one or more of the vertebrae fail to completely close leaving an opening in the spine that leads to nerve damage. Spina bifida usually occurs early, before birth.

Spinal Cord Injuries typically originate in accidents. The degree of disability from a spinal cord injury depends on where the injury occurred along the spinal cord. In general, the higher the injury is on the cord, the less function there is afterward.

Strength is a health and performance component of physical fitness that is the ability of a muscle or muscle group to exert force.

Visually Impaired refers to individuals with an impairment in sight (both partially sighted and blind) which adversely affects performance.

Wheelchair is a tool that allows persons with disabilities the ability to be more mobile, by hand-pushing or motor.

Wheelchair Basketball is similar to stand-up basketball except that provisions are made within the rules to allow for a wheelchair.



Contacts

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