Mind, Body, Spirit
Fact Sheet

Overview: Paralympic Winter Games

The Paralympics are the Olympic Winter Games for athletes with physical disabilities. The word Paralympics is a combination of the word parallel, which means “similar” or “with” and the word Olympics. The athletes who compete in the Paralympic Winter Games are either visually impaired or physically disabled.

The VIII Paralympic Winter Games will be held in Salt Lake City, Utah, March 7-16, immediately following the 2002 Olympic Winter Games. Up to 1,100 athletes and team officials from 35 different countries will participate in these Games.

The events that will be held during the 2002 Paralympic Winter Games include alpine skiing, biathlon, cross-country skiing and ice sledge hockey.

In order to participate in these events, the athletes must make special adaptations. For example, skiers who are missing a single leg may use a single ski, ski crutches or artificial limbs. Visually impaired skiers will use sighted guides who lead them, by verbal directions, through the course.

Desire, Discipline and Determination

The Paralympics Games are often confused with the Special Olympics. The Special Olympics are games for people with mental and developmental disabilities. In these events, everyone wins. The world class athletes, selected to compete in the Paralympics, must qualify for competition using guidelines similar to those of the Olympic Winter Games. Both groups of athletes must follow tough training schedules and meet strict qualifying standards to be eligible for participation. Simply put, Paralympic athletes are the best of the best.

One of the goals of the Paralympic Games is to remind society of the capabilities, strengths and rights of disabled people. Many athletes who participate in these games feel that winning a medal is a secondary goal, first and foremost, they hope the Paralympics will help change how the world perceives people with disabilities.
History of the Paralympic Games

An English doctor by the name of Sir Ludwig Guttman had a dream! As a neurosurgeon, he worked with many patients who were disabled. After the Second World War, there were hundreds of young men in Austria and Germany who had lost limbs. Many of them were skiers before they were wounded and wished to continue their favorite sport. Dr. Guttman looked for a way for them to ski and compete at an international level. He wanted an event equal to the Olympic Winter Games in which athletes with disabilities could compete.

A Dream Come True

In 1948, Dr. Guttman organized the Stoke Mandeville Wheelchair Games that ran parallel to the Summer Olympic Games. This event was held in England, with just a few athletes. The event was created to enhance the quality of life for people with spinal cord injuries and was the foundation for the Paralympic Games.

The first Paralympic Summer Games was held in Rome, in 1960. Four hundred athletes representing 23 countries competed in those Games. Although ski races for the disabled had been held since 1950, it was not until 1976 that the first Paralympic Winter Games were hosted in Sweden.

The number of athletes participating in Paralympic Winter Games has increased from 250 athletes in Sweden to an estimated 550 in Salt Lake City.

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<tr>
<th>NO.</th>
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<th>HOST CITY</th>
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<td>I</td>
<td>1976</td>
<td>Ornskoldsvik, Sweden</td>
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<td>II</td>
<td>1980</td>
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<td>VII</td>
<td>1998</td>
<td>Nagano, Japan</td>
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<td>VIII</td>
<td>2002</td>
<td>Salt Lake City, Utah, USA</td>
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Vocabulary

1. NEUROSURGEON: a doctor who specializes in surgery involving the brain or spinal cord
2. AMPUTATE: to remove all or a portion of a limb
3. PARALLEL: with, similar, like
4. SPINAL CORD: the thick cord of nerve tissue which extends from the brain down through the backbone and from which nerves branch off to various parts of the body
5. DISABILITY: a physical, intellectual or sensory state that causes limitations with body function
6. MOBILITY IMPAIRED: an individual who requires a wheelchair or has impaired balance when walking
Questions and Activities

Paralympic Games & History

After reading the Overview, Paralympic Winter Games and the History of the Paralympic Winter Games fact sheets, consider the following questions and activities.

**Primary Grades:**

**LANGUAGE ARTS:** Getting to Know the Paralympics
What are the Paralympic events? Select a Paralympic event. Imagine what you would you see, hear and feel when attending this event? If you had the opportunity to interview a Paralympic athlete, what questions would you ask? List your questions.

Who came up with the idea of the Paralympic Games? State the purpose of these Games?

**SOCIAL STUDIES:** The Best Place
Locate the site of each Paralympic Winter Games on a world map. List the reasons why these sights might have been selected.

**P.E.** Getting Stronger
Paralympic athletes are very strong, healthy, and fit. What are the many, varied things you should do each day to make sure that you stay healthy and strong. Set a goal to improve your health or fitness in some way.

**P.E.** You Can Do It
Have you ever hurt your arm or leg so badly that it could not be used? What challenges did you face? What surprises did you discover? How does this help you understand the challenges of disabled athletes?

**Intermediate Grades** (Adapt Primary Grade ideas)

**ART:** Mind, Body, Spirit
The three comma shapes called “Tae-Geuks”: found on the Paralympic symbol, represent Mind, Body, and Spirit. Gather illustrations, photographs, headlines, and articles that illustrate these three ideals. Create a collage for each one.

**ART:** Recognizing Logos
A logo is a distinctive name or symbol designed for easy recognition. Coca-Cola and Nike have designed successful logos because most people around the world can recognize them. List other logos that are very well known. Cut out logos from magazines and newspapers or view the samples on www.thelogowizard.com and www.logo-mojo.com. Identify the logos you think are effective. What traits do they have in common? Logo designers put a lot of thought into their work. Every line and shape must have significance. Make a list of skills a person must have to be a good logo designer. Practice these skills by designing a logo for your school or family.
Paralympic Symbols

Paralympic Logo

On March 12, 1998, the Salt Lake Organizing Committee introduced its Paralympic Winter Games logo in a joint unveiling in Salt Lake City, Utah, and Nagano, Japan (during the VII Paralympic Winter Games). The logo features the Paralympic motto Mind, Body, Spirit represented by three red, green and blue marks that form an abstract image of an athlete in motion. Beneath the graphic are the words Salt Lake Paralympics 2002.

The logo includes a flowing graphic of three distinct marks:

- **UNITY**
  The red sphere represents the global unity of the Paralympic movement.

- **ATHLETE IN MOTION**
  The two broad, green and blue, lines below represent the athlete in motion.

- **MIND, BODY, AND SPIRIT**
  Underneath the green and blue lines is the International Paralympic Committee emblem. Three “Tae-Geuks” (comma shaped designs) in green, red and blue represent Mind, Body, Spirit. Tae-Geuks are Korean spiritual symbols used for decoration.

Paralympic Flag

The Paralympic flag displays the Paralympic emblem of “Mind, Body, Spirit,” which is the Paralympic motto.
Paralympic Symbols - Color by Number

This is the emblem of the 2002 Paralympics.

The motto for the Paralympic Winter Games is “Mind, Body, Spirit” represented by three comma-shapes at the bottom left. The circle stands for the unity of everyone who participates in the Paralympic Winter Games. The two lines represent athletes in motion.

1 – Red
2 – Green
3 – Turquoise

SALT LAKE 2002 PARALYMPICS
Meet Otto the Otter

Otto was selected as the mascot of the 2002 Paralympic Winter Games because of his fun-loving spirit.

**Otto’s Personality Profile**

- **Words that describe me:** Active, cute, playful, graceful, speedy, slender, sleek, clean, agile, resilient, energetic
- **My favorite foods:** Fish, frogs, crayfish
- **Where I live:** On a river. My favorite Utah locations are the Green River, Colorado River and Flaming Gorge!
- **My favorite hobbies:** I love diving into the water and speeding towards the bottom of the rivers. (I can hold my breath for up to eight minutes underwater.) I also like to run around on the land. (And I’m very fast!) When I’m tired of playing, I like to wrap myself in kelp to rest.
- **Other things you should know about me:** I’m very clean and always wash myself after every meal.
- **Obstacles overcome:** Otters were almost extinct in Utah due to trapping and pollution in the early 1900’s. Otters have now rebounded and show strength and resourcefulness.
- **Other favorite things:** I love watching all of the Paralympic sports. I love children and will be visiting them all over the state, sharing the excitement of the Paralympic Games, that will take place March 7-16, 2002. I appreciate the National Park Service for making recreational areas easier for people with disabilities to visit.

**Extensions:**

- Locate the Green River, Colorado River and Flaming Gorge on a Utah map.
- Learn about other plants and animals that are part of a river habitat.
- Draw a picture of Otto in his habitat.

**Otter Facts:**

Otto is an American River Otter. These otters are three to four feet long and weigh 15 to 25 pounds. Otters have webbed and clawed feet that are good for running and swimming. The whiskers of otters are very sensitive and are used for hunting. Fish is his favorite food, and sometimes, Otto uses tools to help him get his meals. Otters were reintroduced in Utah in 1990 and are found in several rivers in Utah.
Comparing Otto

After reading Otto’s Personality Profile write a personality profile about yourself.

HOW I AM LIKE OTTO: ________________________________________________________

MY FAVORITE FOODS: _________________________________________________________

WHERE I LIVE: _______________________________________________________________

MY FAVORITE HOBBIES: ________________________________________________________

OTHER THINGS YOU SHOULD KNOW ABOUT ME: __________________________________

WHAT I AM AFRAID OF: ________________________________________________________

What words that describe Otto also describe the athletes of the Paralympics?

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Write a poem about Otto the Otter using the words Otto used to describe himself.

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Otto the Otter is the mascot of the 2002 Paralympic Winter Games. He likes to be active and has lots of energy! His name means eight in Italian. This is a good name since Salt Lake City hosts the eighth Paralympic Winter Games.
Let's Learn From Otto

Otto, the mascot for the 2002 Paralympic Winter Games, wants everyone to know and enjoy the Paralympics Games as much as he does.

Pretend that you are Otto. Write a short speech telling what you know about the Paralympics. (Review history, sports and venues.) You may use the back of the page to finish your speech.

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Sarah Will loved to ski! She worked hard to improve her speed and technique. Sarah had become very good at her sport. One day in 1988, she had a serious accident, while skiing in Aspen, Colorado, causing her to be paralyzed from the waist down. Sarah could no longer use her legs but discovered that disabled athletes could still compete using a mono-ski. This device uses a seat and footrest attached to a ski. The athlete competes using poles with small outriggers for better control.

After mastering the mono-ski, Sarah won most of the races that she entered. During the 1996 Nagano, Japan Winter Olympics, Sarah lost one gold medal to a Japanese racer. The winner bowed to Sarah and thanked her for being such strong competition! Sarah congratulated the Japanese racer and then went on to win the gold in the next three events. In fact, all together, Sarah has won a total of eight Paralympic gold medals, making her the most honored disabled woman skier of all time.

Sarah’s positive attitude did not end with her desire to win. She and fellow paralympian Chris Waddell organized a mono-ski camp in Vail, Colorado. Here young people learn to set goals and turn their disabilities into strengths. So far, four students from the camp have qualified for the U.S. Disabled Ski Team.

Now in her mid 30’s, Sarah is excited to participate in the Salt Lake 2002 Paralympic Winter Games. She doesn’t consider herself disabled at all. In fact, her disability brought out the winner in Sarah as she turned an accident into an opportunity for excellence and service.

Muffy Davis has been skiing since she was four years old. At the age of seven, she was accepted as a member of the Sun Valley Ski Team.

Muffy worked hard in high school and had a goal to win an Olympic gold medal. She challenged herself to compete against a classmate Picabo Street and became an excellent skier.

In 1989 when Muffy was just 16 years old, she was involved in a skiing accident that paralyzed her from the mid-chest down. Muffy appreciated all the support she received from family, neighbors, and friends.

Muffy continued school, graduating with honors, and was accepted into Stanford University. She graduated in 1995, again with high honors. But, Muffy still wanted to race. Muffy was told that she most likely would not be able to operate a mono-ski. She wouldn’t let that stop her. She was soon skiing using a mono-ski.

Muffy won the bronze medal in the super giant slalom at the Paralympics in Nagano, Japan and continues to win medals in World Cup Finals and other disabled skiing events. She is preparing to participate in the 2002 Salt Lake Paralympic Winter Games.
Chris Waddell

Chris Waddell began skiing when he was three years old. He was paralyzed below the waist in a skiing accident in 1988 and quickly became a strong mono-skiier. He has been skiing for 27 years, 11 of which have been on the U.S. Disabled National Team. He has won five Paralympic gold medals.

Chris is excited about the technological advances made for disabled skiers. He balances ski training and wheelchair race training as he prepares for the 2002 Salt Lake Paralympic Winter Games.

Steve Cook

It is not noticeable that Steve Cook is any different than those around him. However, he is missing the bottom right half of his leg from a farming accident. Steve has always been athletic and tried skiing just two weeks after his leg was amputated. It was a painful experience, and he thought he should try other ways of staying fit. His choice of mountain biking took him to the Atlanta Paralympic Games.

Steve started Nordic skiing about five years ago and has just begun training in the sport. Nonetheless, he participated in the Nagano, Japan Paralympics, competing in four events, and is preparing for the 2002 Salt Lake City Paralympics.

Check out these sites for more information about these athletes and others:

THE HARTFORD TEAM ABILITY
Includes background information on several Paralympic athletes.

United States Ski Team – Disabled Biographies
http://www.usskiteam.com/disabled/athletebios.htm
Everyday Heroes

Many Paralympians possess the characteristics of heroes! In this lesson, students will explore the concept of heroes and create a tribute to a hero of their choice.

Objectives: Students will
- Identify the characteristics of heroes and heroines.
- Learn about Paralympic athletes with similar characteristics.
- Create a tribute to a hero of their choice.

Introduction:
1. Define the concepts: hero, heroine, and heroism. Create a list of heroic characteristics and values.
2. Depending on the age of your students, either read the fact sheet “Meet the Athletes” aloud to your students, or have them read it to themselves.
3. Have students identify the heroic characteristics of each athlete.
4. As a class, create a list of people who are heroes and heroines.
5. Write all responses on individual note cards and then sort the cards into categories, e.g. television, sports, music, family, community member, everyday hero etc.
6. Have students choose one hero or heroine they would like to pay tribute to. The students do not have to choose a Paralympic athlete, but you may want to encourage them to do so.

Activity:

Primary Grades
- Invite everyday or neighborhood heroes to school for a “Hero Party.” Students will introduce their hero, present them with a small tribute and have refreshments.
- Draw a picture of a hero to add to a class “Hero Book.”
Create a short biographical sketch on a chosen hero. Sketches should include the following:

- Accomplishments of their hero
- Goals of their hero
- Challenges their hero has overcome
- Information such as date and place of birth, family and childhood facts. This is called biographical information.

Write a tribute to a hero using information from the biographical sketch. A tribute can be anything that compliments the hero and highlights their accomplishments. Below are some tribute ideas:

- A multimedia presentation using software such as KidPix, Hyperstudio, or PowerPoint
- A poster or brochure
- A speech or poem

**Extensions:**

- **SOCIAL STUDIES** Identify and discuss historical or current national figures that display qualities of a hero
- **SCIENCE** Scientists are often viewed as heroes because of the discoveries they make. Identify scientists who have made contributions to society.
- **LANGUAGE ARTS** Encourage students to collect information and stories from newspapers and magazines about Paralympians. Identify events and athletes that display heroic characteristics.

**Internet Resources:**

1. **GALLERY OF ACHIEVEMENT.**
   http://www.achievement.org/
   Students can read about more heroes in the Hall of Perseverance

2. **MYHERO WEB PAGE.**
   http://www.myhero.com/home.asp
   Divide students into small groups and have each group select a category (artists, explorers, peacemakers, etc.) After reading 2-3 of the hero profiles in their category, have students list some of the characteristics of the heroes. As a whole class, determine those characteristics that are most common.
Sarah Will: Attitude and Determination Creates a Winner

Objectives: STUDENTS WILL

- Relate the study of Paralympics with character building.
- Be introduced to the Paralympian Sarah Will.
- Write a short skit demonstrating how they might turn a problem into a strength.

Introduction:

- Read the children’s book, Leo the Late Bloomer to students.
- Discuss the book and Leo’s feelings when he wasn’t able to do things as well as his friends. When he was considered normal, everyone was happy. What would have happened if Leo had not bloomed in the same way as his friends?

Primary and Intermediate Grades

Activity: “Making Lemonade”

ASK AND DISCUSS:
What if Leo had a lifetime disability of some kind? Some people are either born without full use of their body, or they become disabled in some way through an accident. In what ways might these people bloom and show excellence?

Read or have the students read the story of Sarah Will.

ASK:
Have you ever heard the saying, “If life gives you a lemon, then make lemonade?” In what ways has Sarah made lemonade during her lifetime?
Lesson

- Ask students to think of a time when they were either ill, had broken a bone or had been in an accident causing them to be incapacitated in some way. Assign students to write about the experience, describing how they felt and how they responded to the situation.

- Now, using the example of Sarah Will, reconsider the situation and brainstorm ways in which the experience might have been used to “make lemonade.” Ask student to share their ideas within a small group.

After students have shared ideas, they will create a skit that demonstrates how a positive attitude and determination create success out of disappointment.

Extensions:

- Encourage students to participate in a disability day. Each student will decide what his or her disability will be. They will use a blindfold, sling or other device in order to simulate a disability. Their goal will be to respond to the experience with a positive attitude, to help each other through the day and find ways to turn the disability into an advantage.
The Spirit of the Paralympics

Paralympic athletes go through difficult training throughout the year to prepare for their events. Then, for the ten days during the Paralympic Winter Games, Paralympians show the world how they have used enthusiasm, energy, confidence and courage to overcome the challenges that face them.

1. List a variety of challenges that Paralympians face. (You may want to read the “Meet the Athletes” fact sheets for specific examples.)

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2. What qualities, behaviors or characteristics are demonstrated by Paralympians as they work to overcome these challenges?

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3. Everyone has challenges. List some of the challenges that you face.

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The athletes of the Paralympics create a plan of action that will help them meet their goals. Think about a challenge you would like to meet or overcome. Determine goals that will help you accomplish this. Think of a date. Recording a target date does not mean that you will always meet your goal, but it does give you a deadline to shoot for.

For example:

GOAL: to receive an A in spelling   TARGET DATE: first report card period.

LIST YOUR GOALS AND TARGET DATES.

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AFTER DETERMINING YOUR GOALS, THINK ABOUT THE FOLLOWING QUESTIONS:

- What sorts of obstacles could prevent you from achieving your goals?
- How could you overcome those obstacles?
- What sorts of obstacles might a Paralympian face in attempting to achieve his/her goal to compete at an elite international level of sporting competition?
Everyone deserves respect, but sometimes we are not sure how to show it. A person with disabilities wants to be treated like everyone else. Listed below are some guidelines that might be helpful when greeting a person with a disability.

**Disability Etiquette – Do’s**

- When introduced to a person with a disability, offer to shake hands. People with limited hand use can usually shake hands. Shaking hands with the left hand is an acceptable greeting. If someone is unable to shake hands, try a nod or a smile.
- Always ask before offering to help a person with a disability. Don’t assume that he or she requires help. If the offer to help is declined, do not insist.
- Address a person with a disability directly, not through their assistant.
- Stand to the front of a person with a disability when speaking. Whenever possible, position yourself at their eye level.
- If a person has a visual impairment, identify yourself by name and use his or her name when speaking to him or her in a group.
- Give assistance to a person with a visual impairment, by using words such as right/left, front/back, top/bottom.
- If a person has a visual impairment, and it is necessary to get their attention, touch the guest lightly on the arm. Allow the person to take your arm and then proceed by walking slightly ahead of them at a normal pace. Describe obstacles in their path.
- Be patient and allow the person to do all that is within their capability.
- Act naturally and be yourself.

**Disability Etiquette – Don’ts**

- Do not ask a person about his or her disability.
- Do not ask a person with a disability personal questions about his/her life.
- Do not use words such as handicapped, crippled, lame, confined to a wheelchair, victim, tragic, etc.
- Do not treat a person with a disability as if he or she is sick or unhealthy.
- Do not assume that a person with a disability needs help.
- Do not assume that all persons with disabilities think or feel the same way.
- Do not touch someone’s wheelchair, cane or crutches without their permission.
- Do not feed, pet, or give commands to service animals unless given permission.
- Do not assume that a person with a visual impairment also has an auditory impairment. Speak in a normal tone of voice.
- Do not offer unmerited admiration such as calling a person brave or heroic.
- Do not overly monitor your actions and words.
Disability Awareness (continued)

When referring to a person with a disability always refer to the person before the disability:

NOT: “A disabled person in the downhill ski event.”
RATHER: “A person with a disability in the downhill ski event.”

Vocabulary

1. AMPUTATION: the act of removing all or a portion of arm, hand or leg usually by surgery
2. ARTIFICIAL: not real
3. ETIQUETTE: manners; rules for behavior in polite society
4. OBSTACLES: something that stands in the way
5. PARALYSIS: loss of the power of motion or sensation in any part of the body
6. VISUAL IMPAIRMENT: blind or partially sighted
Tolerance Etiquette Training

People who are different are sometimes shunned and treated unfairly. It is important that students learn to appreciate differences and help others feel accepted.

In this lesson, students will create a scenario in which they teach volunteers for the Paralympic Winter Games the proper procedures for working with someone with a disability.

Objectives: STUDENTS WILL
- Appreciate the differences between people
- Recognize the impact of intolerance and learn how to promote tolerant behaviors
- Demonstrate their knowledge through a presentation

Introduction:
As a class, brainstorm all the ways people are different and the ways they are the same. Categories might include hair color, skin color, eye color, gender, height, month of birth-day, birth places, likes or dislikes, etc.

Activity: Why don’t they like me?

Primary and Intermediate Grades

1. Have students group themselves according to one of the categories listed above.
2. Describe a situation that demonstrates a way in which an identified group might be treated unfairly. For example, “Today, I am only going to let those who have brown hair go out for recess. Is that fair?” or “Today, only the girls can eat lunch. Is that fair?” Discuss how treating people who are different than you shows intolerance.
3. Ask students to consider why people don’t like others who are different. Some reasons may include: fear, lack of knowledge, etc.
4. Depending on the age of your students, either read the “Disability Awareness” fact sheet aloud or have them read it to themselves.
Activity: Training Volunteers to Work with the Paralympics

Intermediate Grades

1. Tell students to imagine that they are conducting a training for the volunteers of the Salt Lake 2002 Paralympic Winter Games.
2. Divide students into groups of four. As a group, the students must identify the most important points they learned from the Paralympic fact sheets.
3. Each group will:
   a. Brainstorm a list of subjects that should be included in a training for people working with disabled athletes.
   (SEE DISABILITIES AWARENESS FACT SHEET)
   b. Assign a student or students to address each issue using several of the following:
      i. Narrative explanation of the issue.
      ii. Examples of visuals or a multimedia presentation that will be used to share with the participants.
      iii. Scenarios or situations for participants to role-play.
      iv. A quiz to assess participants’ understanding of material covered.
4. Use students from other classes to participate in the “training” sessions.

Extensions:
- Give students the opportunity to role-play various situations.
- Identify the adaptations that should be made at the school to meet the needs of a visiting Paralympian? Consider ramps, doorways, access to toilet, movable furniture, placement of sinks, and tables, etc.
- Invite a person with a disability to come to the classroom and share experiences.
Walk a Mile in My Shoes

Put yourself in the place of a Paralympian. What does it take to compete in these Games?

The Paralympic Games are events for world class athletes who have overcome barriers and limitations. The participating athletes demonstrate enthusiasm, energy, endurance and skill. Let’s see if you have the determination to compete with a limitation. Complete the activities described below and chart your results and feelings.

NOTE: The purpose of this activity is not for you to feel pity for people with disabilities, but rather, to become aware of their challenges and to use your alternative skills and senses to complete the tasks.

Take the Challenges...

CHALLENGE ACTIVITY #1 – These activities simulate impairments to vision.

- Gather the following items: an eye patch (to simulate depth perception), an opaque scarf (to simulate obscured vision), a blindfold (to simulate no sight), and a ball.
- Perform the following tasks and record your score in the With Sight row of the table below.
  - Walk on a line
  - Walk on a circle
  - Climb over objects such as chair or desk
  - Catch a ball (You will get five throws.)

<table>
<thead>
<tr>
<th>VISUAL IMPAIRMENT SIMULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record the Time in Seconds or number of Catches in Five Throws</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Blindfolded with guide</td>
</tr>
<tr>
<td>Blindfolded</td>
</tr>
<tr>
<td>Wearing scarf</td>
</tr>
<tr>
<td>Wearing eye patch</td>
</tr>
<tr>
<td>With sight</td>
</tr>
</tbody>
</table>

Perform the tasks again, recording your score for each of the following:

- Wearing the eye patch
- Wearing the opaque scarf
- Wearing a blindfold
- Wearing the blindfold and having a student guide you, either verbally or manually.

Record your score in the Visual Impairment Simulation table above and write in a journal how you felt performing each of these tasks.
**Take the Challenges...**

**CHALLENGE ACTIVITY #2** – These activities simulate impairments

- Gather the following items: a piece of cloth (to use as a sling), 3 feet piece of twine or rope (to tie legs together), and a ball.
- Perform the following tasks and record your score in the Without a Disability row of
  the table below.
  - Pick a hat up off the floor
  - Go between a set of cones
  - Kick a ball
  - Catch a ball (You will get five throws.)

**MOBILITY IMPAIRMENT SIMULATION**

Record the time in seconds or number of catches in five throws.

<table>
<thead>
<tr>
<th></th>
<th>Pick a hat up off the floor</th>
<th>Go between a set of cones</th>
<th>Kick a ball</th>
<th>Catch a ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legs tied together</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arm in sling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without a disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Perform the tasks again, recording your score for each of the following:

- One arm in a sling
- Legs tied together

Record your score in the Mobility Impairment Simulation table above and write in a journal how you felt performing each of these tasks.

**REFLECTION:** Record your responses to the following questions:

- Were the challenges easier or harder than you thought they would be? Explain.

- What did you do to make the tasks easier?

- What did you learn from this experience?
Promoting the Paralympics

The Paralympic Movement began over 50 years ago as a way to rehabilitate people injured during war. Today it is the premier competition for athletes with disabilities, and yet, there are still many people who know little of these Games.

In this lesson students will plan an ad campaign for the 2002 Paralympics

Objectives: STUDENTS WILL
- Learn about the history, events, venues, and symbols of the Paralympics
- Discuss a process for sharing information
- Communicate ideas and information for a variety of purposes and to specific audiences

Introduction:
1. Ask students to brainstorm everything they know about the Paralympic Games. Write this information on a chart or chalkboard.
2. Next, have the students list any questions they may have about the Paralympic Games.
3. Put students in groups and have the students from each group read a different fact sheet included in the Mind, Body, Spirit section of this book.
4. After students have read the information, have students cross out any information from the original brainstorm that may have been incorrect. Also, ask the students if they are now able to answer any of the questions they had listed earlier.
5. Divide the information learned into categories. Categories might include:
   a. The History of the Paralympic Games
   b. The Sporting Events of the Paralympic Games
   c. The Symbols of the Paralympic Games
6. Assign each group one of the categories from above. Each group will brainstorm 8 - 10 questions about the Paralympics within their assigned category. Include questions that have been answered, as well as those that have not been answered.

Activity:
1. Each group will use their questions to create a survey asking how much people currently know about the Paralympic Games.
2. Each group will then survey between 10-15 peers from other classes and record and chart the results. (The same survey will be held at the end of the ad campaign to determine its effectiveness.)
3. Students may need to conduct additional research to determine the answers to some of their survey questions. Students can find information in the fact sheets included in this guide as well on the Paralympic Website www.paralympic.org or the Salt Lake 2002 website www.saltlake2002.com
4. Students will use the information from the survey to create an ad campaign that promotes the Paralympic Winter Games. (Consider posters, brochures, flyers, billboards, radio commercials, television spots, school intercom messages etc.)
Fact Sheet

Not Your Average Sport

Paralympic sports are like the sports we watch on television or read about in the newspaper, but they are changed so that athletes with disabilities can still participate.

Have you ever tried skating on only one leg? Or skiing through a snowstorm without being able to see where you are going? These types of experiences might give you an idea of the challenges that face the Paralympians.

Let’s compare ice hockey and ice sledge hockey.

The crash of sledges and poles can just barely be heard over the roar of the cheering crowds. This popular event is similar to ice hockey, with Olympic-size rinks and regulation-size goals. It is becoming one of the biggest attractions for spectators at the Paralympic Winter Games. It is fast-paced, highly physical and played by athletes with a physical disability. As in ice hockey, each team has five players on the ice and a goalie. Two blade sledges (sleds) replace skates allowing the puck to pass underneath. Athletes use two, 3-foot long hockey sticks with picks on one end, similar to the jagged toe on figure skates, and blades at the other end. The pick helps propel the sled across the ice and the slightly curved blade is used to handle the puck. The game consists of three, 15-minute stop-time periods.

Review information about ice hockey and sledge hockey (found on pages 43 and 96) and compare and contrast the two sports on another sheet of paper. Write down similarities and differences between the two sports.

Then choose one of your favorite sports to modify so that people with disabilities could participate. On another sheet of paper, explain the modified event. Include a brief explanation of how to play, the basic rules, and a drawing of the equipment used.
**Count Me In!**

**THE PARALYMPIC WINTER GAMES CONTINUE TO GROW.**

The table below identifies the location of the Paralympics and the number of participating nations and athletes.

<table>
<thead>
<tr>
<th>No</th>
<th>Year</th>
<th>Host City</th>
<th>Nations</th>
<th>Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1976</td>
<td>Ornskoldsvik, Sweden</td>
<td>14</td>
<td>250</td>
</tr>
<tr>
<td>II</td>
<td>1980</td>
<td>Geilo, Norway</td>
<td>18</td>
<td>350</td>
</tr>
<tr>
<td>III</td>
<td>1984</td>
<td>Innsbruck, Austria</td>
<td>18</td>
<td>350</td>
</tr>
<tr>
<td>IV</td>
<td>1988</td>
<td>Innsbruck, Austria</td>
<td>18</td>
<td>350</td>
</tr>
<tr>
<td>V</td>
<td>1992</td>
<td>Tignes-Albertville, France</td>
<td>24</td>
<td>475</td>
</tr>
<tr>
<td>VI</td>
<td>1994</td>
<td>Lillehammer, Norway</td>
<td>31</td>
<td>550</td>
</tr>
<tr>
<td>VII</td>
<td>1998</td>
<td>Nagano, Japan</td>
<td>32</td>
<td>571</td>
</tr>
<tr>
<td>VIII</td>
<td>2002</td>
<td>Salt Lake City, Utah</td>
<td>40 (est.)</td>
<td>600 (est.)</td>
</tr>
</tbody>
</table>

Use the information from this table to complete a bar graph showing the progress of the Paralympic Winter Games since 1976.

**A Bar Graph of the Winter Paralympics**

**QUESTIONS ABOUT THE CHART...**

- How would you explain to sponsors the growth in numbers of athletes and countries competing in the Paralympic Games over the past 30 years?
- Identify changes that might occur which could impact the future of the Games.
- Predict the number of athletes that will participate in the Paralympics for the next 10 years. Graph your predictions and provide reasons for your predictions.
Paralympic Events Lesson and Activity Ideas

LANGUAGE ARTS: Sports Announcer
The Paralympic Games, while gaining in popularity, are still unknown to many people around the world. Sportscasters seek ways to describe the events, so that those not attending the Games understand what is going on. After reading about the Paralympic sports, create an exciting news broadcast that describes one of the Paralympic sports, so that other students might understand what it is and how it is played. Try to capture the excitement of the event through words. Think of the reporter questions: who, what, where, when, how and why as you write your newscast. Use descriptive words that help listeners visualize and catch the excitement of the Paralympic event. Present your speech to the class and then select the best speeches to read over the school intercom during the Paralympics. Describe a different sport each day until the students understand each sport.

CREATIVE THINKING: Adapting Use
The Paralympians use equipment that has been adapted for their use. Paralympians use mono-skis with a molded seat and poles with outriggers. These have been adapted so that disabled athletes can still compete in their favorite sport. Consider ways to adapt regular sports equipment for people who have disabilities that make regular play difficult.

ART: Come to the Games
Create a flyer or brochure to advertise the Paralympics of 2002. Use reporter questions (who, what, where, when and why) to build excitement and advertise the event. Consider which colors, drawings and words might be used to create the most effective flyer to encourage spectator attendance.

PHYSICAL EDUCATION: Exercise
Paralympians need to develop other muscles to compensate for those that have become disabled. Consider the strengths and skills needed to perfect their performance. What practices or exercises might build these skills? How might the athletes practice during the summer? Imagine that you are a coach for ice sledge hockey. Organize a plan to help young people learn about and perform well in this event. Write an outline of your plan.

SCIENCE: Making it Better
Sports equipment continues to improve through science and technology. Select a favorite sport. Study the equipment and play area used in the sport. Consider ways to improve performance. If possible, make a prototype of the equipment using your ideas. Draw your ideas showing ways to improve the sport.
Speed, strength, power...athletes in all disability classes combine these elements, pushing their limits, to speed down mountains and through slalom courses. Apparent disabilities of the skiers do not get in the way of breathtaking performances.

Competition consists of downhill, super-G, giant slalom and slalom. Athletes are classified according to three disability categories: visually impaired, sitting (e.g. spinal cord, double amputee) and standing (e.g. amputee, cerebral palsy). Visually impaired athletes use sighted guides who lead them through the course. Standing competitors use a single ski, outriggers (poles with small skis on their tips), other orthopedic aids or ski without poles. Sitting competitors use a sit-ski (mono ski) with outriggers.

VENUE: Snowbasin Ski Area

EVENTS: Men’s and Women’s downhill, super-G, slalom, and giant slalom
The crash of sledges and poles can just barely be heard over the roar of the cheering crowds. Sledge hockey, the Paralympic version of ice hockey, is fast becoming one of the biggest attractions at the Paralympic Winter Games. It is fast-paced, highly physical, and played by athletes with a disability that prevents them from easily getting around on their feet.

This sport is similar to ice hockey, with Olympic-size rinks and regulation-size goals. As with ice hockey, each team has five players and a goalie on the ice. Two-blade sledges (sleds) which allows the puck to pass underneath, replaces skates. Athletes use two, 3-foot-long hockey sticks with picks on one end—similar to the jagged toe on figure skates—and blades at the other end. The pick helps propel the sled across the ice, the slightly curved blade helps handle the puck. Games consist of three 15-minute stop-time periods.

VENUE: E Center
EVENTS: Sledge hockey tournament

Ice Sledge Hockey

Competition consists of biathlon and cross-country skiing. The biathlon combines cross-country skiing and shooting. Athletes ski three 2.5-km segments. Between each segment, they fire five shots at targets 10 meters away using air or laser guns mounted on stands. The competitor is penalized for each bullet missing the target with a one-minute increase in his or her overall time. A sound-system aids visually impaired athletes, indicating when to fire.

Cross-country competitors are divided into three categories: visually impaired, sitting and standing.

VENUE: Soldier Hollow
EVENTS: Men’s and Women’s biathlon, cross-country, and relay

Nordic Skiing

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