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**Philosophy**

**Lesson 1**

I chose to incorporate the history of the Special Olympics into a social studies lesson as not many people know about it or it’s history. I believe it is also important that students have knowledge about what they may not know as to help them understand. How it is important for able bodied and students without intellectual disabilities to know the opportunities such as the Olympics are possible for anyone. For students who have an intellectual or physical disability it can show them that there are opportunities for them to do something they may have not thought possible like win a gold medal. This lesson can be used for grades 6-12 and the assignment can be modified as the teacher wishes.

**Lesson 2**

Today with students with disabilities attending public schools and being integrated into regular classes more often than they used to (CRF). In some cases these students may not be understood or accepted by their able bodied peers. It is part of the educator’s responsibility to help with this transition (McLean, 2008). This lesson is a fun and active way to help improve that in a physical education class. The lesson consists of students using props to feel how someone with a disability may feel when trying to preform simple tasks. Hopefully it gives them more appreciation for what disabled students might go through on a daily basis. This lesson can be used for grades 8-12. This is because the lower grades may not be able to fully understand the message of the lesson. However, if a teacher feels their students would understand than it would be useful.

**Introduction**

In both of these lessons students will learn about opportunities and obstacles that may arise for people with intellectual and physical disabilities. Also, hopefully, they will gain more understanding and knowledge about people with disabilities that may come across in society. In Canada, as of 2006, 14.3% of the population has a disability and the number seems to be rising (Statistics Canada, 2009). Out of the 14.3% only 3.7% are under the age of 15 but as age increases so does the percentage (Statistics Canada, 2009).

**Lesson 1**

This lesson will specifically show to disabled and able students that there are high-level sport opportunities for disabled people, like the Special Olympics.

**Lesson 2**

This physical education class is geared to enhance students understanding of what it could be like to have a disability. Also how difficult daily tasks may be with just a simple physical change. An issue, which may arise with this lesson, is if there is a student in the class with disabilities, physical or intellectual. They may feel uncomfortable as they may be singled out, unintentionally, are they may not need to change physically. With this issue, as a teacher, I would probably ask the student beforehand how they would feel if the class did this lesson. If the student didn’t have an issue with the lesson I would then ask, if they would be willing to participate.

**Goals, Objectives and Learning Outcomes**

**Goal:** for the students to appreciate those who have disabilities.

**Objective:** be able to understand more about the difficulties people with disabilities may have to overcome in daily life and know about the opportunities they may have.

**Affective objective:** for the students to be more understanding of people

with disabilities as well as possibly a greater interest in the topic.

**Cognitive objective:** improve their research skills, focused on in Lesson 1

**Psychomotor objective:** work on hand-eye coordination, spatial awareness,

agility, footwork, and motor skill; this is focused on in Lesson 2

**Learning Outcomes**

1. Upon completing the assignment in Lesson 1, the students will have improved their knowledge on the topic, research skills, and referencing skills
2. After finishing the class of Lesson 2, students will have a better understanding of what some of the challenges on a daily basis are for people with physical and intellectual disabilities
3. Overall, the will have more knowledge on what it is like for a disabled person in today’s society

**Lesson 1**

**Pre-lesson preparation**

Before the class starts you will need to make sure that the computer and projector are working properly, including sound, and that the video is loaded and ready for use. Also on each wall of the classroom have the letters A, B, C, and D taped up visible for Activity #2. Make sure that you will have use of or have booked a computer lab for the next two blocks.

**Materials required**

|  |  |  |
| --- | --- | --- |
| Computer (teacher use) | Projector and screen | Assignment Handouts |
| Tape | A, B, C, D on paper | Internet |

**Plan**

This class is about the history to present day of the Special Olympics. The objective is to enhance the knowledge of the elite athletic opportunity for people with disabilities. The learning outcomes for the students are to have more understanding of the challenges that are over come be people with disabilities. Also have more appreciation for the movement of creating a more open mind for people who have disabilities.

**Activity #1**

Prepared is a slideshow on the history of the Special Olympics. Where they will be used in a lecture format for the first part of the class (about 10 minutes). The slides are located in the activity package along with teacher notes.

**Activity #2**

This activity involves questions, being displayed on the slides, about the previous content they would have learned in Activity #1. Once the question is read by the teacher the student must walk to the wall in which the correct answer is posted on (A, B, C, D). After the students have chosen their answer the teacher will read out the correct one, those who have incorrectly complete fifteen jumping jacks and those who answer correct do five. Once the jumping jacks are completed then proceed to the next question. This should take about fifteen minutes.

**Assignment**

The assignment handout is attached in the Activity Package. The assignment is a small research project about a special Olympian. Using one of the videos in the Athletes section of the Special Olympics website. After their assignments are done, there will be a class where in small groups the students discuss their findings.

For the class can be given to work in the computer lab on this assignment as well as next block (in this case they have a double block, lunch in the middle). When the students get back from lunch before the work block is started, run a small game lasting 5-10 minutes. This game is to help get rid of some the left over energy from lunch in a controlled and contained manner. Some options are 7-up, four corners, organize by height/age without talking. Once the game is overhead to the computer lab so the students can continue research. The students will be assessed based on the assignment, as it has the grading criteria on the handout.

Special Olympic Athlete Assignment

Due: \_\_\_\_\_\_\_\_\_\_\_

1. Go to [**http://www.specialolympics.org/videos.aspx**](http://www.specialolympics.org/videos.aspx)and select a video from the “Athletes” section
2. Once you have chosen your video tell your teacher which one by (insert date) Proceed to work on the following tasks:
   1. Summarize your chosen video. (Approximately 250 words)
   2. Research your athlete and their background. (Approximately 250 words)
   3. Once you have found their ethnicity research the country and it’s history. (Approximately 1000 words)
   4. Provide three questions to pose to your group members to promote discussion.
3. On due date you will present your findings in small assigned groups.

Marking Criteria

/5 Proper APA format in regards to referencing (typed, double spaced)

/15 Research fully completed

/5 Grammar, spelling, and punctuation

/5 Participation in the group discussion

**Lesson 2**

**Pre-lesson preparation**

Before class the gym should be set up as a relay obstacle course, for groups of 6 or so. Also have the “test” handout printed off for the relay.

**Materials required**

|  |  |  |
| --- | --- | --- |
| Cones | Hula Hoops | Bean bags |
| Large socks/ mittens | Blindfolds | Ear plugs |
| Resistance bands | Hurdles | Timer |
| Pens | Paper | Various objects available to be used for an obstacle |

**Plan**

This class involves some of the students to act as if they have a disability and other students will be their assistants. The idea is that the students will have to complete a relay with a series of obstacles that their “disability” may make it very challenging. The aim is to have the student’s gain more understanding as to how some daily activities may prove very difficult for someone with a disability.

**Activity #1**: Relay Race

1. Class will be divided into group of five (four will be “disabled” and one will be the assistant) each “disabled” student will have a different disability and at the end mid point of the obstacle course each with have a certain task they must preform a long with answering a question about their disability (attached in activity package)
   1. Physical disability with legs: had a resistance band around ankles (task: jump rope 10 times)
   2. Blindness: blindfolded (task: toss 5 bean bags into the hula hoop)
   3. Hearing loss: ear plugs, or headphones with music playing (assistant must get the message across that they need to pass a bean bag back and forth five times)
   4. Dexterity disability: taped socks on your hands (task: write full name on a piece of paper)
2. Once each of the “disabled” students are outfitted with their props they are set in teams they receive a test in which the participants who are not racing at the time must work to finish. To complete the race they all must finish the course as well as the test. The test is to have the students constantly doing something was well as have them understand what an intellectual ability would be like as well. Time to complete should be about 40 minutes including prepping students. Can make the obstacle course longer or shorter as needed.

**Relay Questions**

**Blindness**

1. People with this vision are considered legally blind?

|  |  |  |  |
| --- | --- | --- | --- |
| a. 20/20 | b. 20/50 | c. 20/100 | d. 20/200 |

1. Macular degeneration is caused by what?

|  |  |  |  |
| --- | --- | --- | --- |
| a. Chemical burn to the macula | b. Too much pressure around the optic nerve | c. Damage to blood vessels that supply the macula | d. Inflammation of the macula |

Answers: 1- d, 2- c

**Loss of Hearing**

1. Hearing loss affects \_\_\_\_\_ children born in the US, making it the most common birth defect.

|  |  |  |  |
| --- | --- | --- | --- |
| a. 5 000 | b. 9 000 | c. 12 000 | d. 18 000 |

1. \_\_\_\_\_ of children with permanent hearing loss are born to two hearing parents

|  |  |  |  |
| --- | --- | --- | --- |
| a. 72% | b. 81% | c. 87% | d. 92% |

Answers: 1- c, 2- d

**Dexterity Difficulty**

1. What is a rare disorder that causes malformation of the limbs?

|  |  |  |  |
| --- | --- | --- | --- |
| a. Fibromyalgia | b. Phocomelia | c. Dextrogyloma | d. Bryolygomia |

1. Name the surfer who lost an arm from a shark attack and continued surfing?

|  |  |  |  |
| --- | --- | --- | --- |
| a. Bethany Hamilton | b. Kelly Slater | c. John Florence | d. Mick Fanning |

Answers 1- b, 2- a

**Leg Disability**

1. Approximately how many Americans require the use of a wheelchair?

|  |  |  |  |
| --- | --- | --- | --- |
| a. 0.8 million | b. 1.6 million | c. 2.4 million | d. 3.8 million |

1. What is a good way to communicate with someone in a wheelchair?

|  |  |  |  |
| --- | --- | --- | --- |
| a. Talk slow and loud so they can hear you | b. Stand in front of them and use hand gestures | c. Kneel down at their eye level and talk calmly to them | d. Get someone who is trained to talk to someone in a wheelchair |

Answers: 1-b, 2- c

**Activity #2**

Once the relay is done have the students reflect on the difficulties they encountered as a disabled person and assistant in the teams and have a group discussion based off these questions:

1. What do you think the hardest disability was and why?
2. What was the thought process when you came up to an obstacle that looked really difficult?
3. As an assistant what was the toughest aspect?
4. What are you going to take from this activity?

**Conclusion**

As a teacher you have the opportunity to be a great influence on the students. Promoting healthy and active lifestyle is one of the ways; this includes making your society healthy and treating others well. In this case treating those who have a disability as they should be, whether that be as a normal person, or in a appropriate manner. Also to help them gain understanding in causes, like the Special Olympics, and show that they can be just as competitive as elite athletes and driven more than most. Both of these activities include working with their peers to gain a better understanding of the topics as well as incorporating activity into the day where reasonable. Overall, a student who completes these lessons will have gained knowledge, and hopefully interest about the topics as well as not have spent a whole class sitting, therefore promoting active learning.

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