

The Paralympic Games: Making a Difference!



Student Booklet



Guiding Question:

How Can We Help Paralympic Athletes Get More Recognition for Their Achievements?

Name: _____

Group: _____

Your Student Booklet (SB)

Ready...



Set...

Special Features

Saying It Right!



This section will help you interact orally in English with your classmates during specific tasks. Every time you see this title and symbol, use the suggested functional language in your discussions.

Strategy



This logo indicates that you will be learning and using a strategy to help you with a specific task.

Reflecting on My Performance



This section will help you to reflect on your progress after certain tasks. This is the moment when you say what went well or what you need to improve on.

Paralympic Glossary

PG

This section, at the end of your SB, will help you remember unfamiliar words or expressions. You will fill it in after certain tasks and reuse it to help you produce your brochure.

Final Self-evaluation

At the end of the LES, you will reflect on **what** and **how** you have learned during this LES. Your teacher will collect your final self-evaluation as traces of your learning.

Go!



Reflecting on My Performance



C1 - Interacts orally in English

Evaluation criterion: Participation in oral interaction

Gold medal A	Silver medal B	Bronze medal C	Wooden medal D	Paper medal E
<ul style="list-style-type: none"> - I always spoke English in class with my classmates and my teacher. - I used more than the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - I always spoke English in class with my classmates and my teacher. - I used most of the functional language provided to react to and maintain the discussion. 	<ul style="list-style-type: none"> - I usually spoke English in class with my classmates and my teacher. - I used some of the functional language provided to react to and maintain the discussion. 	<ul style="list-style-type: none"> - I rarely spoke English in class with my classmates and my teacher. - I used some of the functional language provided when prompted. 	<p>I did not speak English in class.</p>



CCC8 - Cooperates with others

Evaluation criterion: Appropriate attitudes and behaviours

Gold medal A	Silver medal B	Bronze medal C	Wooden medal D	Paper medal E
<p>I always:</p> <ul style="list-style-type: none"> - listened to and accepted my classmates' answers. - compared my answers and helped my classmates to complete the task. 	<p>I usually:</p> <ul style="list-style-type: none"> - listened to and accepted my classmates' answers. - compared my answers and helped my classmates to complete the task. 	<p>I sometimes:</p> <ul style="list-style-type: none"> - listened to and accepted my classmates' answers. - compared my answers and helped my classmates to complete the task. 	<p>I rarely:</p> <ul style="list-style-type: none"> - listened to and accepted my classmates' answers. - compared my answers and helped my classmates to complete the task. 	<p>I did not cooperate with others.</p>

Opening Ceremony



What do I know?



Paralympic Games...

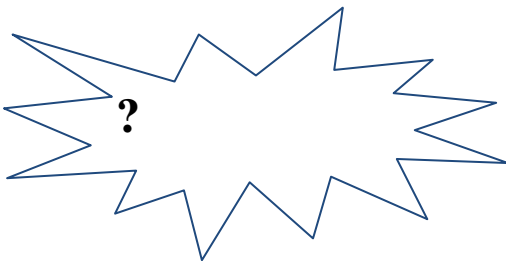
- Write the words you associate with the Paralympic videos or classroom posters.

Paralympic
Games

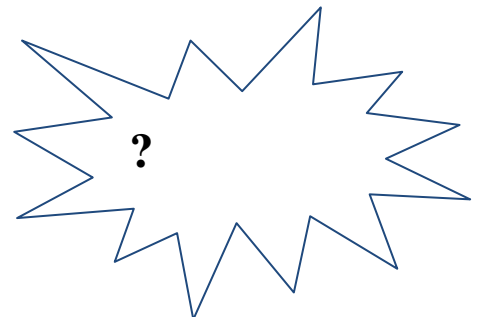
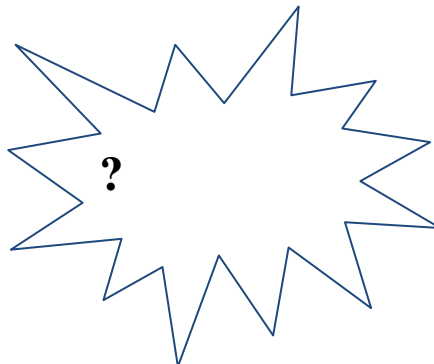
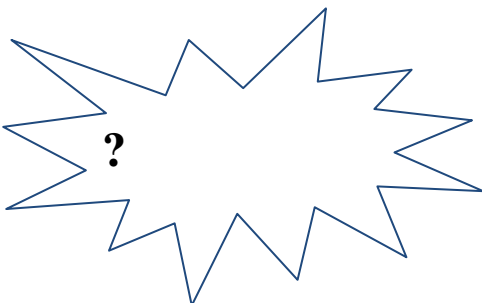
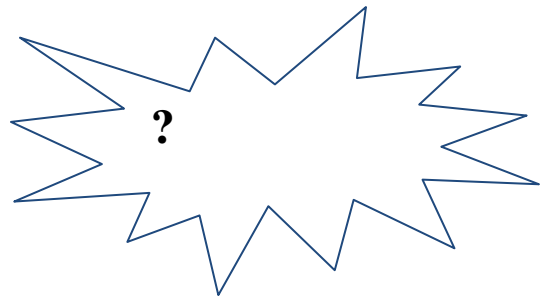


What more do I want to know?

- Write 5 key words.



Paralympic
Games



Opening Ceremony



Who Are They?

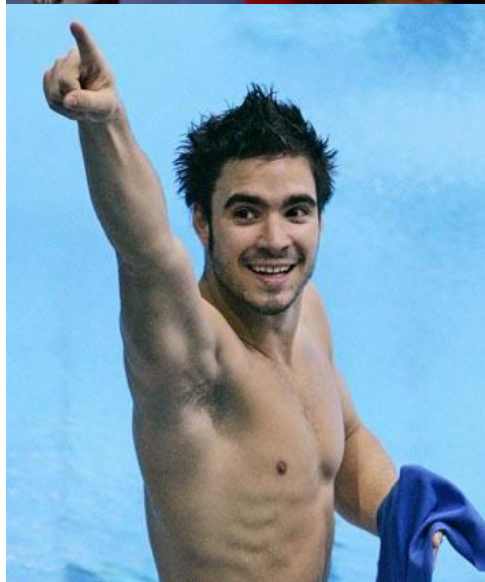
1. Name:
Sport:



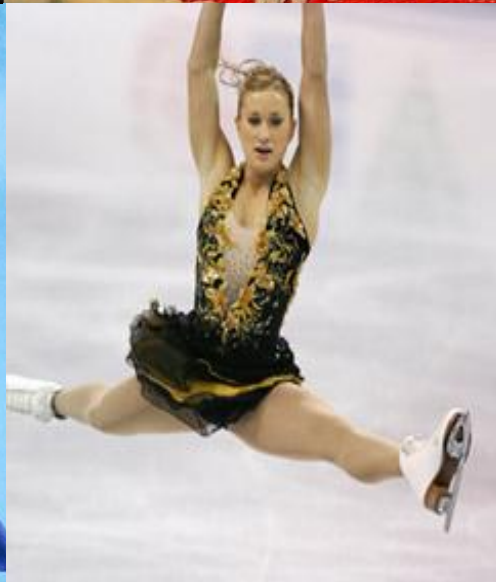
2. Name:
Sport:



3. Name:
Sport:



4. Name:
Sport:



5. Name:
Sport:



6. Name:
Sport:

Opening Ceremony



Who Are They?

1. Name:
Sport:



2. Name:
Sport:



3. Name:
Sport:



4. Name:
Sport:



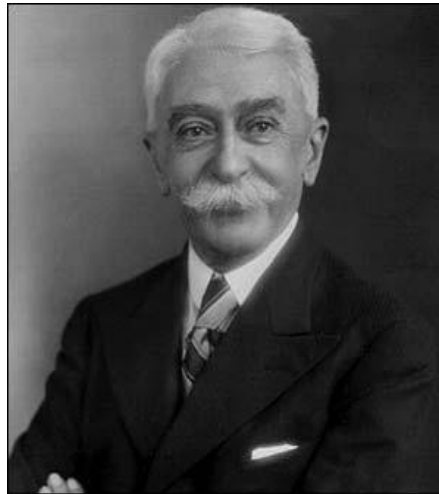
5. Name:
Sport:



6. Name:
Sport:



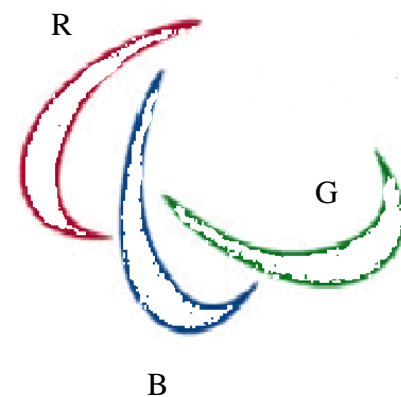
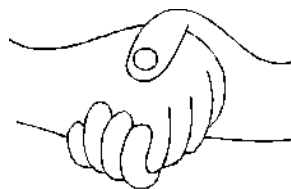
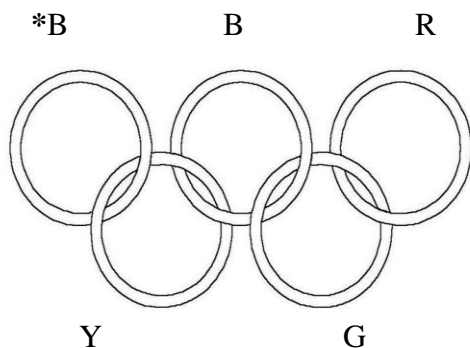
Pierre's Dream



The Baron Pierre de Coubertin, founder of the modern Olympic Games, had a big dream: to bring the world together in a friendly sport competition. De Coubertin wanted people to play sports without any discrimination. *Faster, higher, stronger* and *All sports for all people* were some of his mottos. That means anybody can compete and reach the highest levels! In the next few classes, we will try to give more meaning to Pierre's dream. Here's the **guiding question** that will lead you to your final task.

**How can we help Paralympic athletes
get more recognition for their achievements?**

- Colour the Olympic and Paralympic logos. Guess the colours by their first letters.
*B = blue



Tasks 1 (a) and 1 (b): The Paralympic Games

- Task 1(a): Use text components, cognates and words you already know in English to practise the strategy *infer*. This will prepare you to read the text.
- Task 1(b): Read the text. Use the symbols below to identify important information or information not understood:
 - ! = I have to remember this! Incredible! Wow!
 - ? = I'm not sure what this word/sentence means.



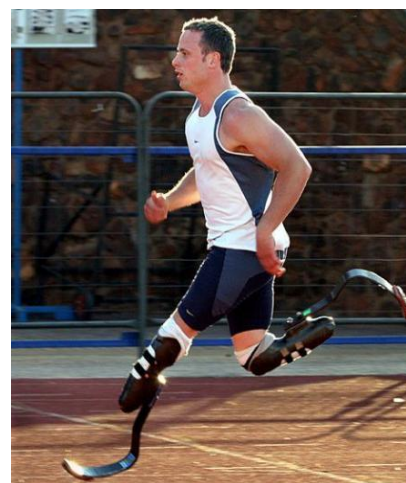
The Paralympic Games

A very big and important event

The Paralympic Games are the second largest international sporting event in the world (over 4000 athletes and 150 nations in 2008), after the Olympic Games. They follow the Olympic Games every two years, with both summer and winter Games. Paralympic athletes with a physical or a visual **disability** compete at the highest levels for their countries. Most importantly, the Paralympic Games want to emphasize athletes' achievements and excellence, not their disability.

The meaning of *Paralympic*

The word *Paralympic* comes from the Greek terms "para" (same as) and "olympic". This means that the Paralympic Games are "parallel" to the Olympic Games. They are the most important international competition for athletes with a disability, just as the Olympic Games are for **able-bodied athletes**.



South African runner Oscar Pistorius runs with **prostheses** called "Cheetahs". He won the 100, 200 and 400 meter races in the 2008 Beijing Paralympic Games.

Did you know?



The Paralympic logo consists of the three colours that are most represented in national flags around the world: red, blue and green. It symbolises the three elements of the Paralympic **motto**, "Spirit in Motion".

The founder of the Paralympic Games



Dr. Ludwig Guttmann, founder of the Paralympic Games

Dr. Ludwig Guttmann, a German doctor who worked in England with people who had spinal cord injuries, was the founder of the Paralympic Games. He realized that exercise and sports competition helped people with disabilities have healthy lives. In 1948, he organized the International Wheelchair Games, a competition for World War Two veterans. The first official Summer Paralympic Games were held in Italy, in 1960. Later in 1976, the first Winter Paralympic Games started in Sweden.

Categories of disabilities in the Paralympic Games

Paralympic athletes belong to five different disability categories: amputee, cerebral palsy, visual impairment, **spinal cord injuries** and “les autres” which include disabilities that do not fit in the previous categories. Athletes in each category are grouped according to their degree of disability.



American Paralympic skier Sarah Billmeier won her first world championship in alpine skiing at age 14.

Glossary

Able-bodied athletes: athletes with no disabilities

Disability: a condition or physical inability that limits life activities

Motto: a brief statement to express a principle or a goal

Prostheses: artificial body parts

Spinal cord injuries: injuries to the spinal cord resulting in paralysis and loss of sensation

Paralympic Games vs. Special Olympics





The Paralympic Games are a world-level performance competition for elite athletes with physical or visual disabilities. On the other hand, the Special Olympics are a competition encouraging people with an intellectual disability to participate in sports.



Task 1 (b): Olympic Games And Paralympic Games: More Similar Than Different!

- Use the knowledge from the Paralympic Games text and your prior knowledge on the Olympic Games to complete the chart individually.

Olympic Games		Paralympic Games
1.	First largest international sporting event in the world	<u>Second</u> largest international sporting event in the world
2.	Summer and Winter Olympic Games are before the Paralympic Games.	Summer and Winter Paralympic Games are _____ the Olympic Games.
3.	Every four years: <ul style="list-style-type: none"> 2008 (Summer Games): Beijing, China 2010 (Winter Games): Vancouver, Canada 	Every four years: <ul style="list-style-type: none"> 2008 (Summer Games): _____ 2010 (Winter Games): _____
4.	Vancouver 2010: February 12 to February 28 (17 days)	Vancouver 2010: March 12 to March _____ (10 days)
5.	Founder: Baron Pierre de Coubertin in 1894	Founder: _____
6.	Able-bodied athletes	Athletes with a _____ : physical or _____
7.	Elite athletes	_____ athletes
8.	Bronze, silver and gold medals	_____, and _____ medals
9.	Fastest runner for the 100 meter race: Usain Bolt from Jamaica 9.59 sec. (world record-2009) Able-bodied athlete	Fastest runner for the 100 meter race: _____ from _____ 10.91 sec. (world record-2008) Disability: _____
10.	What is the main difference between the Paralympic Games and the Special Olympics?	
Paralympic Games 		Special Olympics 

Saying It Right! 📌

- Use the models of functional language to share your answers with a partner.



- What did you write for number one?
- I wrote Second too.

Agreeing

- I wrote Second. What about you?

- What did you put for number two?
- I am not sure. Where did you find the answer?
- I see it. Now I understand.

Explaining

- I put after, what do you think?
- On page eight, it says *they follow the Olympic Games*. So, it's after!

- Let's look at question number seven. What's your answer?
- I don't think so. Look at the sidebar on page nine.
- Let me help you. It's here.

Disagreeing

Offering help

- I think the answer is Professional. Do you agree?
- Give me a second... Where is the sidebar?



Reflecting on My Performance

**Gold
A**

**Silver
B**

**Bronze
C**

**Wooden
D**

**Paper
E**

C1

Speaking English

My strong point: _____

My challenge: _____

My training program: _____

CCC 8

Cooperating with my partner

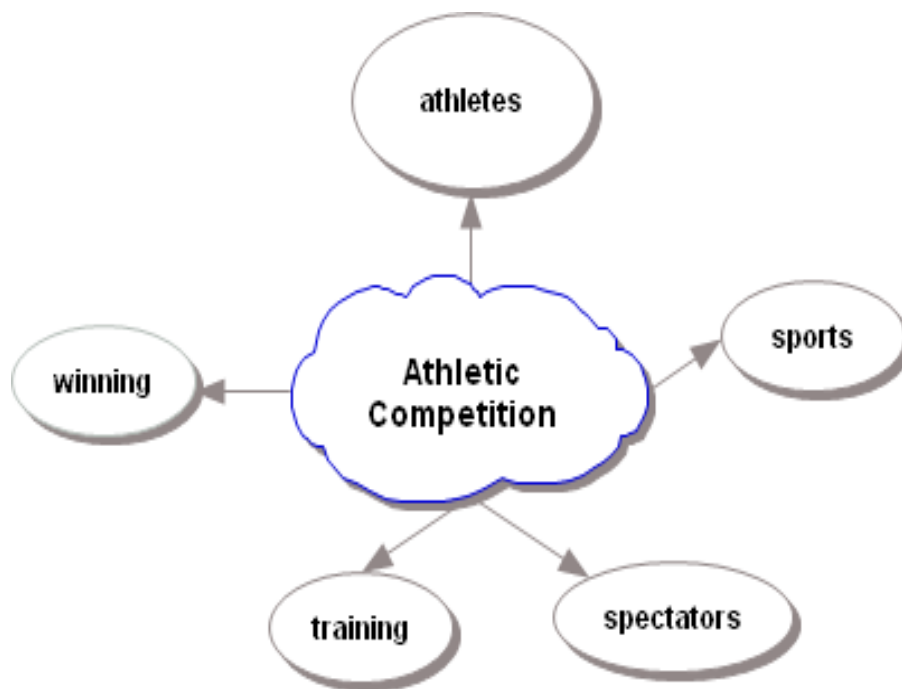
My strong point: _____

My challenge: _____

My training program: _____

Task 1 (c): Athletic Competition

- Practise the strategy *use semantic mapping* to organize the **Athletic Competition** vocabulary from the word bank below.
- Associate the words with the five categories in a logical way.



Athletic Competition Word Bank

<input type="checkbox"/> ball	<input type="checkbox"/> encouraging	<input type="checkbox"/> medals	<input type="checkbox"/> race
<input type="checkbox"/> bronze	<input type="checkbox"/> equipment	<input type="checkbox"/> organized	<input type="checkbox"/> record
<input type="checkbox"/> coach	<input type="checkbox"/> excitement	<input type="checkbox"/> participation	<input type="checkbox"/> rules
<input type="checkbox"/> determination	<input type="checkbox"/> flag	<input type="checkbox"/> podium	<input type="checkbox"/> silver
<input type="checkbox"/> discipline	<input type="checkbox"/> gold	<input type="checkbox"/> practice	<input type="checkbox"/> swimming
<input type="checkbox"/> effort	<input type="checkbox"/> individual	<input type="checkbox"/> prosthesis	<input type="checkbox"/> team

Task 1 (d): The –ed Warm-Up

- Listen to *The –ed Rap*.
- Rap along with the song and pronounce /d/, /t/ or /id/ at the end of the verbs.

The –ed Rap



Verse 1

Planned, trained, listened, encouraged
Lined up, opened, closed, stumbled
Prepared, turned, scared, continued
Hear the sound /d/, say the sound /d/
As in trained

Verse 2

Jumped, stopped, helped, walked
Noticed, talked, laughed, watched
Worked, liked, hoped, finished
Hear the sound /t/, say the sound /t/
As in helped



Verse 3

Started, exploded, wanted, needed
Waited, hated, decided, respected
Completed, ended, included, excluded
Hear the sound /id/, say the sound /id/
As in completed

Task 1 (d): The -ed Warm-Up

- Pronounce these verbs according to the three different pronunciations.
- Write each verb in the right column.

continued
trained
respected
helped

started
opened
turned
walked

planned
decided
closed
jumped

listened
finished
completed
encouraged

/d/	/t/	/id/

Saying It Right! 👍

- Use the models of functional language to complete the -ed interactive crossword puzzle.



Can you pronounce 2 down?
Can you pronounce 6 across?

Asking for information

Yes, it's *wanted*.

That's right!
It's your turn.
What about you?

Agreeing

Okay.
It's my turn.

Taking turns

That's not the right pronunciation. Can you repeat?

Disagreeing

I said...



Reflecting on My Performance

Gold
A

Silver
B

Bronze
C

Wooden
D

Paper
E

C1



Speaking English

My strong point: _____
My challenge: _____
My training program: _____

CCC 8



Cooperating with my partner

My strong point: _____
My challenge: _____
My training program: _____

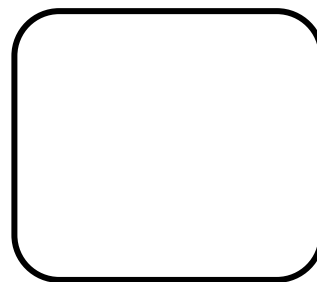
Task 2 (a): Easier Said Than Done!

Part 1

- With a partner, experiment what it feels like to have a disability.

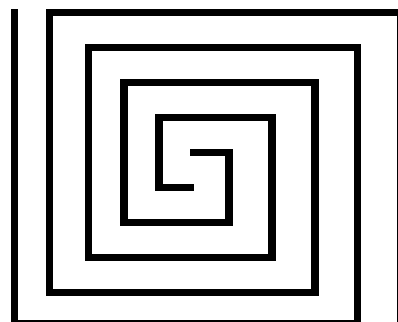
Living every day in the dark...

- Look carefully at the disability pictogram. Wearing a blindfold, and with the help of your coaching partner, try drawing the pictogram in the other square. Don't peek!



Something is missing...

- Now switch roles. Using your non-dominant hand, draw a line from one end of the maze to the other (max. 25 seconds). Don't touch the lines!



Part 2

- Imagine what it would feel like to have a disability. . .

1. How would your life change if:

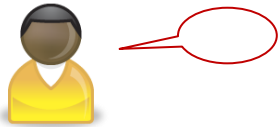
a) you were born visually impaired? _____

b) you lost an arm today? _____

2. Can you think of some of the challenges Paralympic athletes face every day? _____

Task 2 (a): Easier Said Than Done!

Saying It Right! 👍



Part 1: Use the following expressions to coach your partner or to react to your coach.

Coaching your partner	Reacting to your coach
<ul style="list-style-type: none"> You can do it! Good job! Way to go! You're good! Slowly, take your time. Faster! Not perfect, but well done! Be careful! Come on, do your best. Time's up! 	<ul style="list-style-type: none"> It's not easy... It's difficult. I can't see anything! I can do it! Am I doing well? Easy for you to say! Can I try it again? No problem for me! Already! Is it okay?

Part 2: Share your answers with your partner using the sentence starters below.

Sentence starters:

- If I were born blind, I would...
- If I lost an arm, I would...
- It must be difficult...
- Paralympic athletes face...



Reflecting on My Performance



Gold
A



Silver
B



Bronze
C



Wooden
D



Paper
E

C1



Speaking English

My strong point: _____

My challenge: _____

My training program: _____

CCC 8



Cooperating with my partner

My strong point: _____

My challenge: _____

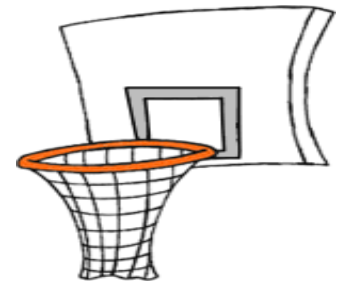
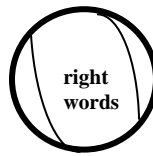
My training program: _____

Task 2 (b): Shooting for the Right Words!

To respect people with disabilities, it is important to use the right words.

Right Words Bank

- | | | | |
|---|---|---|------------------------------------|
| <input type="checkbox"/> prosthesis | <input type="checkbox"/> wheelchair | <input type="checkbox"/> person with a disability | <input type="checkbox"/> inclusion |
| <input type="checkbox"/> cerebral palsy | <input type="checkbox"/> able-bodied person | <input type="checkbox"/> intellectual disability | |
| <input type="checkbox"/> discrimination | <input type="checkbox"/> leg and/or arm | <input type="checkbox"/> visually impaired | |



- Fill in the chart using the words or expressions from the **Right Words Bank**.
- Share your answers with the class.

1. A better way to say “handicapped”. A <u>person with a disability</u> .	6. Never say “retarded”! Say a person with an _____.
2. Amputees are missing one or more of these: _____.	7. Some people with involuntary movements are not “weird”, they have _____.
3. Used to replace a missing leg or arm. A _____.	8. When you can barely see, you are _____.
4. A person that does not have a disability is an _____.	9. Trying to accommodate people that are different is _____.
5. It helps people with a disability to move around. A _____.	10. Not treating people equally is _____.

Note: Don't forget to use these words and expressions in the next activities and in your everyday life.

Task 3 (a): Paralympic Sports Pictograms

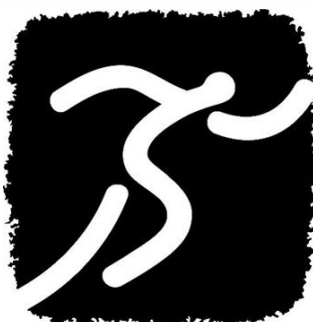
- Match the pictograms with the corresponding list of Paralympic sports on page 20.
- Write the name of the sport and identify “S” for summer or “W” for winter.



S

Table Tennis







W









Task 3 (a): Paralympic Sports Pictograms

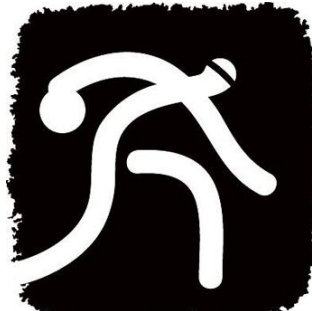

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Task 3 (a): Paralympic Sports Pictograms


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Paralympic Sports Bank

Summer Sports

Archery	Shooting
Athletics	Soccer 5-a-side
Boccia	Soccer 7-a-side
Cycling	Swimming
Equestrian	Table Tennis
Goalball	Volleyball (sitting)
Judo	Wheelchair Basketball
Powerlifting	Wheelchair Fencing
Rowing	Wheelchair Rugby
Sailing	Wheelchair Tennis

Winter Sports

Alpine Skiing
Nordic Skiing
Sledge Hockey
Wheelchair Curling

Task 3 (a): Paralympic Sports Pictograms

Saying It Right! 👍

- Use the expressions below to share your answers with a partner.



What sport is this pictogram?
Is it a winter or summer sport?
What's the difference between...and...?

Asking for information

Identifying

I think it's...
It's a winter/summer sport.
This sport has a wheelchair and the other one has...
...a blindfold.
...a horse.
...a tennis racket.

Do you have the same answer?
Did you write... for this pictogram?

Agreeing

Disagreeing

Yes, I do. I think you're right.
No, I wrote....

Why do you say that?
Can you explain your answer?

Asking for information

Because I see...
I answered this because...



Reflecting on My Performance



Gold
A



Silver
B



Bronze
C



Wooden
D



Paper
E

C1



Speaking English

My strong point: _____
My challenge: _____
My training program: _____

CCC 8



Cooperating with my partner

My strong point: _____
My challenge: _____
My training program: _____

Task 3 (b): Paralympic PA-SPORT

- Read about Swimming (p. 25) or Sledge Hockey (p. 26).
- Complete the chart below for this sport.
- Share the information with your partner using **Saying It Right!** expressions on page 24 in order to complete the PA-SPORT section for the other Paralympic sport.



PA-SPORT



PAGE ①

Swimming



Athlete's family name: _____
 Athlete's first name: _____
 Country: _____
 One achievement: _____
 One fact about the athlete: _____

Year the sport was introduced: _____

Who can compete?

- amputees
- _____

Skills needed (3):

- **endurance**
- _____
- _____

Equipment needed (3):

- A swimsuit
- _____
- _____

Other information about the sport (2):

- Some swimmers start the race in the water.
- _____

Sledge Hockey



Athlete's family name: _____
 Athlete's first name: _____
 Country: _____
 One achievement: _____
 One fact about the athlete: _____

Year the sport was introduced: _____

Who can compete?

- amputees
- _____

Skills needed (3):

- **strength**
- _____
- _____

Equipment needed (3):

- A helmet with a full cage
- _____
- _____

Other information about the sport (2):

- A Sledge Hockey period lasts 15 minutes.
- _____

Paralympic Sports Skills Box

- | | | | |
|---------------|--------------------|-------------------------|-------------------|
| - Agility | - Concentration | - Hand-eye coordination | - Speed |
| - Balance | - Dexterity | - Power | - Strength |
| - Cooperation | - Endurance | - Precision | - Technique |

Task 3 (b): Paralympic PA-SPORT

- Read about another Paralympic Sport and complete page ② of your PA-SPORT.
- With a partner, compare your answers using the Saying It Right! 🗣️ expressions on page 24.



PA-SPORT



PAGE ②

Athlete's family name: _____
Athlete's first name: _____
Country: _____
One achievement: _____
One fact about the athlete: _____

Paralympic Sport

Year the sport was introduced: _____

Pictogram of the sport:

Who can compete?

- _____
- _____

Skills needed: (See Paralympic Sports Skills Box, p. 22)

- _____
- _____
- _____

Equipment needed:

- _____
- _____
- _____

Other information about the sport:

- _____
- _____
- _____

Classmate's name: _____



Task 3 (b): Paralympic PA-SPORT

Saying It Right! 👍

- Find out about Paralympic sports.



What's the name of the athlete?
Where is the athlete from?
What did this athlete achieve?

Asking for information

His/her name is...
He/she is from...
He/she won...
He/she is the first athlete to...

When was this Paralympic sport introduced?

It started in...

Who can play...?

Athletes with ...

What equipment do you need to play...?

You need...

What skills are needed in...?

To play..., you need...

Can you give me more information about...?

Yes, did you know that ...

I wrote... for skills needed, what did you write?

Agreeing

Yes, I think you're right.

Disagreeing

No, I wrote/disagree/think...



Reflecting on My Performance



Gold
A



Silver
B



Bronze
C



Wooden
D



Paper
E

C1



Speaking English

My strong point: _____

My challenge: _____

My training program: _____

CCC 8



Cooperating with my partner

My strong point: _____

My challenge: _____

My training program: _____



23. Swimming



About the sport

Since the first Paralympic Games in Rome in 1960, swimming has been one of the main sports of the Paralympics. As in the Olympic Games, competitors measure their skills in Freestyle, Backstroke, Butterfly, Breaststroke and Medley events.

Depending on the degree of disability, some swimmers may be allowed to start the race in the water rather than diving in. Visually and hearing-impaired athletes are allowed an assistant or “tapper” who will tap them on the head with a long, padded pole to warn them that they are approaching a turn or the end of the race.

Tap on the head →



Who can compete?

Male and female athletes having either a physical disability or visual impairment can compete. Athletes are classified based on their functional ability to perform each stroke. Categories of disabilities include: amputee, spinal cord injuries, cerebral palsy, visual impairment and *les autres*.

Equipment

- The Olympic rules are followed with a few modifications such as an optional platform. No prostheses or assistive devices are permitted.
- The clothing for swimmers is a swimsuit. Competitive swimmers wear bodyskin swimsuits made of technologically advanced Lycra fabrics designed to hug the body tightly and provide increased speed in the water.
- Swimming caps and protective eye-goggles are permitted. The goggles protect the swimmers' eyes as well as improve their vision in the water.



Name: Natalie Du Toit

Country: South Africa

Paralympic medals: 10 gold, 1 silver

Facts: Natalie Du Toit has been competing internationally in swimming since the age of 14. In February 2001, her left leg was amputated at the knee after she was hit by a car while riding her scooter back to school after swimming practice. Du Toit took five out of a possibility of five gold medals at the Beijing 2008 Paralympic Games, setting three world and two Paralympic records. She also participated in the Beijing Olympic Games. This remarkable athlete is the first known amputee swimmer to qualify for both Olympic and Paralympic Games.



Natalie competes without her leg prosthesis. She starts the race by diving from the platform wearing her bodyskin swimsuit.

Interesting Facts about Swimming

- Swimming is one of the largest and most popular events at the Paralympics Games and is practised in more than 80 countries in the world.
- There are various ways for swimmers to start their race: in the water, sitting on the starting platform before diving or the typical standing start.
- For every men and women's category, athletes compete in seven individual events and two relay competitions.



Swimming Video Clip: It's the Real Deal - Click on Multimedia Lesson

<http://www.paralympiceducation.ca/> - Click on Sports - Click on Swimming



24. Sledge Hockey



About the sport

Sledge Hockey is quickly becoming one of the biggest attractions for spectators at the Paralympic Winter Games. It was invented at a rehabilitation centre in Stockholm, Sweden, during the early 1960s by a group of Swedes and made its debut in the Lillehammer 1994 Paralympics.

Sledge Hockey is the Paralympic version of Ice Hockey. Two teams play against each other. A team must not have more than six players on the ice while play is in progress. The object of the sport is for one team to get the puck past the other team's goaltender and into the goal. There are three periods of 15 minutes in a Sledge Hockey game.

Who can compete?

Male athletes with a physical disability in the lower part of the body can participate in this sport. Sledge Hockey allows players with limited mobility (amputees and able-bodied people with knee, leg or hip injuries) to play.

Equipment

- Because of the physical nature of the game, all players are required to wear a helmet with a full cage as well as a protective collar. Players are also encouraged to wear protective padding, including shoulder pads, shin guards, elbow pads and large padded gloves.
- In addition, the goalkeeper wears leg, chest and arm pads, a mask, a catch glove and a blocker to protect him from pucks flying up to 100 km/h.
- Instead of skates, players use two-blade sledges that allow the puck to pass underneath. They also have two sticks, one with a spike-end to push the sledge across the ice and the other one with a blade-end to handle and shoot the puck.



Name: Chris Manns

Country: USA (New York)

Paralympic medals: 1 gold, 1 bronze

Facts: Chris Manns was born on June 30, 1980. In 2002, Manns played in his first Paralympic Winter Games in Salt Lake City and scored the first goal of the tournament. His team won the gold medal over Norway. He was the team's captain in the 2010 Vancouver Games. Chris Manns is known for his physical play and rocket shot.



The puck passes underneath a two-blade sledge.

American captain Chris Manns wearing his protective gear.



Two sledge hockey sticks
spike-end blade-end

Interesting Facts about Sledge Hockey

- Sledge Hockey is also called Ice Sledge Hockey or Sled Hockey.
- This sport is played in ten countries.
- It requires great upper-body strength, balance, and the ability to handle the puck.



Ice Sledge Hockey Video Clip: It's the Real Deal – Click on Multimedia Lesson
<http://www.paralympiceducation.ca/> - Click on Sports – Click on Ice Sledge Hockey

Task 4 (a): Chantal Petitclerc: An Athlete, A Model

The *Response Process*

- Practise the three phases of the *Response Process*.

What is the *Response Process*?



The *Response Process* helps students better understand a text and develop the competency *Reinvests understanding of texts*.

The three phases of the *Response Process*

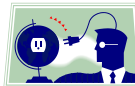
Phase 1: *Exploring the text*

- first, individually
- then, with others



Phase 2: *Establishing a personal connection with the text*

- first, individually
- then, with others



Phase 3: *Generalizing beyond the text*

- first, individually
- then, with others



Why use the *Response Process*?

- To read for a purpose
- To make texts more interesting for everyone
- To give personal opinions about texts and share ideas with others
- To better understand texts
- To practise the language used in texts

Chantal Petitclerc's Biography

- Read about **Chantal Petitclerc** and complete the Response Journal on pages 29-30 with the help of your teacher.

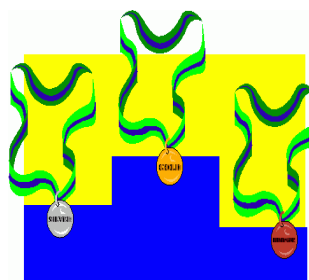


Personal Information

Name: Chantal Petitclerc
Sport: Athletics (Wheelchair Racing)
Date of birth: December 15, 1969
Place of birth: St-Marc-des-Carières, Qc
Disability: Paraplegic
Height: 1m 65
Weight: 49 kg



Personal Achievements



Paralympic medals (21)

Gold
14
Silver
5
Bronze
2

Paralympic Games

- 2008 Beijing, China
- 2004 Athens, Greece
- 2000 Sydney, Australia
- 1996 Atlanta, United States
- 1992 Barcelona, Spain

Chantal's Story

At the age of 13, Chantal Petitclerc lost the use of both legs in an accident. Gaston Jacques, a high school teacher, convinced her to try swimming to develop her physical strength. It was Chantal's first contact with sports and training. Although not very athletic as a teenager, she always pushed herself. She never felt self-pity. "I always accepted my accident," she says. When Chantal was 18, a trainer introduced her to wheelchair sports. Using a homemade wheelchair, she took part in her first race and came in ... dead last! But at that moment, she fell in love with wheelchair racing and her successful career began. To step on the world's podiums, she trained four hours a day, six days a week.

Over the course of five Paralympic Games, she has won a total of 21 Paralympic medals, making her the most decorated amateur athlete in Canadian history. Reflecting after her 5th consecutive gold medal in Beijing, she said, "It's just so great. I know I worked really hard for it. Nobody gave it to me." On the track and in her life, Chantal always focused on ability, not disability. She is the perfect example of determination, perseverance and discipline.

Task 4 (a): Chantal Petitclerc's Response Journal

Sport: Athletics (Wheelchair Racing)

PHASE 1: EXPLORING THE TEXT (INDIVIDUALLY)



My first reactions to the text

- I found the text difficult/easy to read because...
- I didn't understand (word, sentence, paragraph).
- It is interesting that ...
- I'm surprised that...

Some questions about the text

1. **How** did Chantal become paraplegic?

2. **When** did she first start practising her sport?

3. **What** are some of her achievements?

4. **Why** was she not really affected by her disability?

5. **What** are some of Chantal's qualities?

6. **What** does Chantal mean when she says "Nobody gave it to me"?

7. **What** did you think of the text?

Write
short
answers

PHASE 1: EXPLORING THE TEXT (WITH OTHERS)



Sharing your initial understanding

1. She became paraplegic...
2. She started when...
3. She won...
4. Because ...

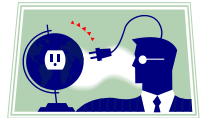
5. She is...

6. She means...

7. I think that the text...

Readjusting my understanding of the text

PHASE 2: CONNECTING WITH THE TEXT



My personal connections to the text

Write
short
answers

1. Do you know someone who has a disability? **Who?**

2. **How** would you react if you suddenly lost the use of your legs?

3. Chantal is a perfect example of perseverance and discipline. **When** did you need one of these qualities?

4. **How** do you compare Chantal's achievements with other athletes or personalities you know?

Sharing your personal connections

1. Yes, ...is... No, I don't know anyone.
2. I think I would...
3. When I...
4. Her achievements...

My classmates' connections

PHASE 3: GENERALIZING BEYOND THE TEXT



Write
short
answers

Paralympic athletes are role models for young people because ...

- Use the following key words to create **two short mottos** that best represent Chantal Petitclerc. Look at the example.

1. Wheels: *Wheels of courage!*
2. Goal: _____
3. Believe: _____

Task 4 (b): Local Heroes

My Participation in the Response Process



C2- Reinvests understanding of texts
Evaluation criterion: Evidence of comprehension of texts
 (through participation of the Response Process)

Gold medal A	Silver medal B	Bronze medal C	Wooden medal D	Paper medal E
<ul style="list-style-type: none"> - I completed the entire Response Journal. - I always shared my ideas and opinions. - I always listened to and accepted my classmates' answers. - I used all the provided prompts and more. 	<ul style="list-style-type: none"> - I completed the entire Response Journal. - I always shared my ideas and opinions. - I always listened to and accepted my classmates' answers. - I used most of the provided prompts. 	<ul style="list-style-type: none"> - I completed most of the Response Journal. - I usually shared my ideas and opinions. - I usually listened to and accepted my classmates' answers. - I used some of the provided prompts. 	<ul style="list-style-type: none"> - I completed some parts of the Response Journal. - I rarely shared my ideas and opinions. - I rarely listened to and accepted my classmates' answers. - I used some of the provided prompts. 	<p>I did not participate in the Response Process.</p>

Reflecting on My Performance

 Gold A	 Silver B	 Bronze C	 Wooden D	 Paper E
C2 	<p style="text-align: center;">Participating in the Response Process</p> <p>My strong point: _____</p> <p>My challenge: _____</p> <p>My training program: _____</p>			

Final Task (a): Brochure Basics

- What do you know about brochures?

The **purpose** of a brochure is to inform and convince people about an idea or a product.

Brochure Formats

Brochure Components

Targeted Audiences

- With the help of your teacher, use Chantal Petitclerc's model brochure on pages 33 and 34 to identify the required brochure components.

Recognizing Chantal's Qualities and Achievements

- Some of her great qualities are...
- She is a role model because...

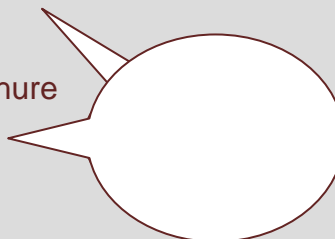


- As an elite athlete, she won...
- Her achievements also include...

Support Chantal Petitclerc!



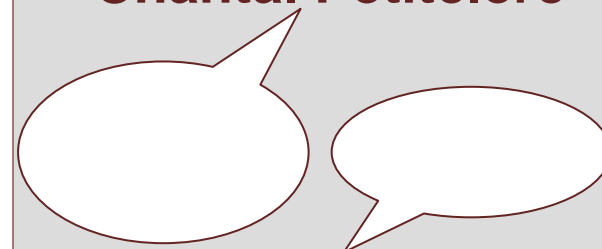
- Send your comments and this brochure to inform the Canadian Minister of State for Sport why **Chantal Petitclerc** should get more recognition.
- Show this brochure to...
- ...



Produced by:

©2010

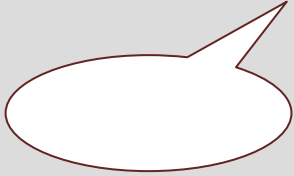
Making a Difference for Chantal Petitclerc



Nobody gives it to you!



Chantal's Story



- Chantal was born on December 15, 1969 in Saint-Marc-des-Carières, Québec.
- ...
- ...



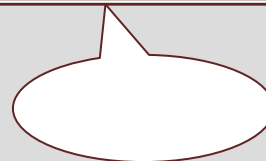
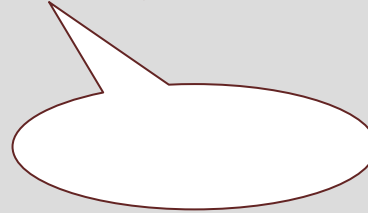
Chantal, wheeling for gold!



- ...
- ...

About the Paralympic Games

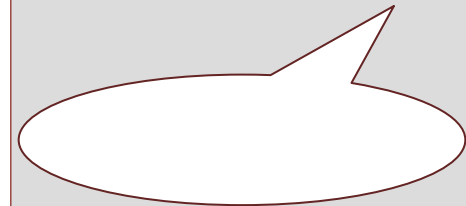
- The Paralympic Games were created as a rehabilitation program in 1948.
- ...
- ...
- ...
- ...



International Paralympic Committee
paralympic.org
paralympic.ca

Wheelchair Racing Information

- Wheelchair racing is one of the most popular sports in the Paralympic Athletics events.
- ...
- ...
- ...
- ...



Final Task (b): Creating The Brochure

Brochure Planner

Medium: _____ **Targeted audience:** _____

Purpose: _____

Focus sentence: *We are going to create a promotional brochure to help _____
_____ get more recognition for her/his achievements.*

Required Elements for the Brochure

Panel 1: Making a Difference for (athlete's name)

- A large picture of the athlete
- A motto representing the athlete

☐
☐

Panel 2: (athlete's name) Story

- Five (5) short sentences in bullet-form
- A picture of the athlete with a caption
- Personal information
- Athlete's disability
- How the athlete started playing the sport
- Other interesting information (**do not include achievements**)

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Panel 3: About the Paralympic Games

- Five (5) short sentences in bullet-form
- History of the Paralympic Games
- Importance of the Paralympic Games
- Logo and motto of the Paralympic Games and related websites

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Panel 4: (Swimming or Sledge Hockey) Information

- Five (5) short sentences in bullet-form
- A picture of the sport and/or pictogram
- History of Swimming or Sledge Hockey
- Disability categories for Swimming or Sledge Hockey
- Equipment for Swimming or Sledge Hockey
- Other information about Swimming or Sledge Hockey

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Panel 5: Recognizing (athlete's name) Qualities and Achievements

- Four (4) short sentences in bullet-form
- A picture to represent the athlete's achievements
- Athlete's qualities: Two (2) sentences
- Athlete's achievement: Two (2) sentences

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Panel 6: Support (athlete's name)

- A picture of the athlete
- Name, mailing and email address of the Canadian Minister of State for Sport
- Who else will receive the brochure?
- Students' names, school and year of /production

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☐
☐
☐

Final Task (b): Creating The Brochure

Saying It Right! 🗣️

- Use this functional language to create the brochure with your partner.



Sharing ideas about the brochure

What's the best... for...?
Let's look at the next panel.
What can we add to panel 2?

Where can we find...?

Are we finished with...?

Making Suggestions

It's...
I think we should...
Maybe we could (add, change, put...)

In task (?)..., In the SB, page...
I'm not sure ...

Yes, this panel is finished. No, we're missing....
Let's verify with the checklist

What do you think about...?
I think we should change this picture. Do you agree that...?

Agreeing

Disagreeing

I think. . .What about you?
Yes, I think you're right.
No, I wrote/think...



Reflecting on My Performance

Gold
A

Silver
B

Bronze
C

Wooden
D

Paper
E

C1

Speaking English

My strong point: _____

My challenge: _____

My training program: _____

CCC 8

Cooperating with my partner

My strong point: _____

My challenge: _____

My training program: _____

Paralympic Glossary (PG)

As you complete the tasks, you will learn some new words and expressions that might be important to remember. These words and expressions will help you discuss with your classmates and understand the texts you will read, listen to or view.

	Words and Expressions	Definitions and Examples
Opening Ceremony	<i>achievement</i>	<p><u>Definition</u>: To perform with success and effort</p> <p><u>Examples</u>:</p> <ul style="list-style-type: none"> - One of Maurice Richard's important achievements was winning eight Stanley Cups with the Montreal Canadiens. - Our high school basketball team won the tournament. What an achievement!
Opening Ceremony	<i>recognition</i>	<p><u>Definition</u>: To show appreciation of success</p> <p><u>Examples</u>:</p> <ul style="list-style-type: none"> - Naming an arena after a French Canadian hockey legend such as Maurice Richard is a form of recognition. - As a form of recognition, the school principal makes a special announcement to congratulate the basketball team.
Task 1 (a)	<i>motto</i>	<p>Definition:</p> <p>Example:</p>
Task 1 (a)	<i>elite</i>	<p><u>Definition</u>: selected as the best; "elite athletes"</p> <p>Example:</p>
Task 1 (c)	<i>training</i>	<p>Definition:</p> <p>Example:</p>
Task 1 (d)	<p>A verb I didn't know before:</p> <p>_____</p>	<p>Example:</p>

Paralympic Glossary (PG)

	Words and Expressions	Definitions and Examples
Task 2 (a)	<i>blindfold</i>	Definition: Example:
Task 2 (b)	<i>respect</i>	Definition: Example:
Task 3 (a)	A Paralympic sport I discovered: _____ winter sport <input type="checkbox"/> or summer sport <input type="checkbox"/>	Example:
Task 3 (b)	One of the three sports I learned more about: _____	Example:
Task 4 (a)	<i>push myself</i>	Definition: Example:
Other words and expressions		

Closing Ceremony



Final Self-evaluation

Part A - Evaluate your performance during this LES. Place a checkmark (✓) next to your choice.

	Always	Often	Sometimes	Never
1. I spoke English during the tasks.				
2. I helped my partners interact orally in English.				
3. I used the strategy <i>infer</i> before I read texts.				
4. I participated actively during the response process.				
5. I took my partner's feedback into account during the production of the brochure.				
6. I cooperated with my classmates during the tasks.				

Part B - Answer the questions.

1. What did you learn in this LES?
2. How has your attitude changed concerning Paralympic athletes?
3. What can you do to continue helping people with disabilities?
4. What is one difficulty you had during this LES? What did you do to solve the problem?
5. Which strategies helped you during this LES?
6. What you can transfer to another LES? (E.g. language, information, strategies, attitudes, etc.)

Part C - Set a personal goal to improve on one of the three ESL competencies.

Part D - Evaluate your overall performance.

**Gold
A**

**Silver
B**

**Bronze
C**

**Wooden
D**

**Paper
E**

My signature: _____ Group: _____ Date: _____

My teacher's signature: _____

Comments: