

The Paralympic Games: Making a Difference!

Teacher Tools



**A Learning and Evaluation Situation
to Help with the Teaching of the Related Content**

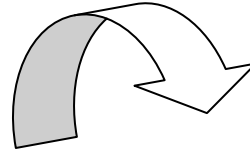
Secondary Cycle One ESL Core Program

List of Teacher Tools (TT)

TT 1a	ESL Competency 1 poster
TT 1b	ESL Competency 2 poster
TT 1c	ESL Competency 3 poster
TT 1d	Cross-Curricular Competency 8 poster
TT 1e	Strategy poster <i>Activate Prior Knowledge</i>
TT 2	Banner of the guiding question
TT 3	One Guiding Question, Two Goals and Three Steps poster
TT 4	Professional and Olympic Athletes, <i>Who Are They?</i>
TT 5	Professional and Olympic Athletes, <i>Who Are They?</i> , Correction Key
TT 6	Paralympic Athletes, <i>Who Are They?</i>
TT 7	Paralympic Athletes, <i>Who Are They?</i> , Correction Key
TT 8	Olympic logo poster (in colour)
TT 9	Paralympic logo poster (in colour)
TT 10	Strategy poster <i>Infer</i>
TT 11a and TT11b	The Paralympic Games text (Task 1a)
TT 12a to 12f	Explicit teaching of the strategy <i>Infer</i>
TT 13a	Observation Grid for the Strategy <i>Infer</i>
TT 13b	Observation Grid for the Strategy <i>Use Semantic Mapping</i>
TT 14	Student version of C1 & CCC8 rubrics (SB, p.3)
TT 15a	C1 and CCC8 Observation Grid (Tasks 1b and 2a)
TT 15b	C1 and CCC8 Observation Grid (Tasks 3a and 3b)
TT 15c	C1 and CCC8 Observation Grid (Final Task b)
TT 16	Strategy poster <i>Self-evaluate</i>
TT 17	Correction Key for SB, p.10 (Task 1b)
TT 18	Strategy poster <i>Use Semantic Mapping</i>
TT 19	Semantic map (blank version)
TT 20	Semantic map (completed version)
TT 21	The <i>-ed Rap</i> lyric sheet
TT 22	Correction Key for SB, p.14 (Task 1d)

TT 23a	Interactive crossword puzzle for Student A
TT 23b	Interactive crossword puzzle for Student A, Correction Key
TT 24a	Interactive crossword puzzle for Student B
TT 24b	Interactive crossword puzzle for Student B, Correction Key
TT 24c	Interactive crossword puzzle, Complete Correction Key
TT 25	Verb List: Simple Past Tense –ed Pronunciation
TT 26	<i>Shooting for the Right Words!</i> , SB, p.17, Correction Key (Task 2b)
TT 27	<i>Paralympic Sports Pictograms</i> , Correction Key (Task 3a)
TT 28 A-V	22 different Paralympic Sports Sheets (N.B. See separate document)
TT 29	Paralympic Sports Report - Homework (Task 3b)
TT 30	<i>The Response Process</i>
TT 31	<i>Chantal Petitclerc's Biography</i>
TT 31a-b	<i>Chantal Petitclerc's Response Journal</i> (Task 4a)
TT 32a-b	<i>Chantal Petitclerc's Response Journal</i> , Correction Key (Task 4a)
TT 33	Evaluation Rubric: Student's Answers in the Response Journal
TT 34	Observation Grid: Student's Answers in the Response Journal
TT 35	Evaluation Rubric: Student's Participation in the Response Process
TT 36	Observation Grid: Student's Participation in the Response Process
TT 37	Chantal Petitclerc's Model Brochure (completed version)
TT 38	Chantal Petitclerc's Model Brochure (with empty bubbles)
TT 39	Chantal Petitclerc's Model Brochure, Correction Key (with completed bubbles)
TT 40	Brochure Planner
TT 41	Draft Copy: C2 and C3 Final Brochure Rubrics
TT 42	Final Brochure Template (also available in a <i>Word</i> version)
TT 43	Final Copy: C2 and C3 Final Brochure Rubrics
TT 44	Photos of the Four Local Paralympic Athletes
TT 45	Final self-evaluation
TT 46	<i>Feel the Rush</i> (1 minute 32 seconds), (N.B. See separate wmv file)
TT 47	<i>Two Athletes, Two Games</i> (30 seconds), (N.B. See separate mpeg file)
TT 48	<i>The –ed Rap</i> , (N.B. See separate mp3 audio file)

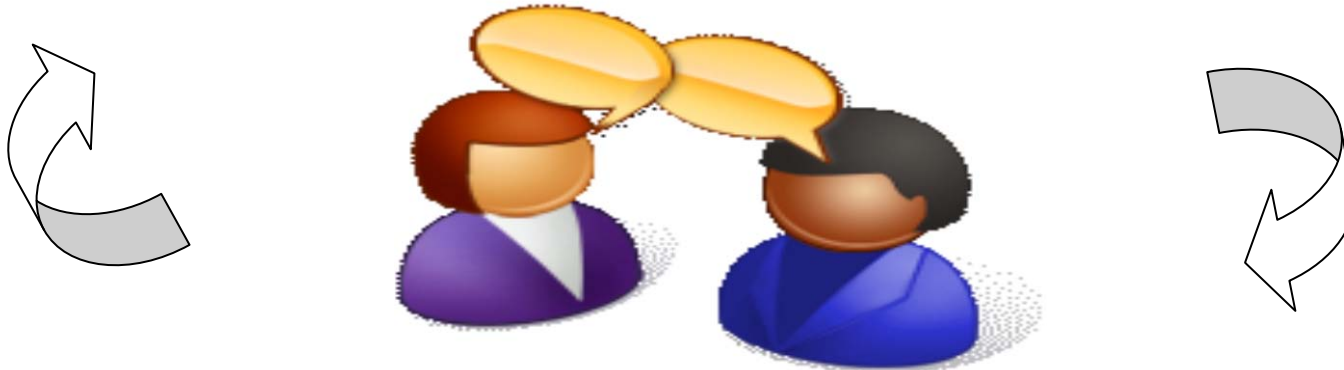
**Initiates, reacts to,
maintains and ends
oral interaction**



**Constructs
meaning of the
message**

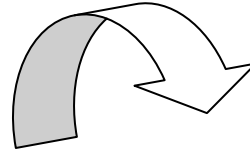
Competency 1

Interacts Orally in English



**Expands a personal
language repertoire**

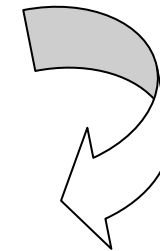
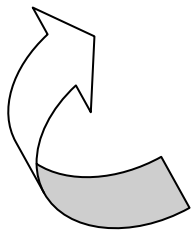
**Listens to,
reads and/or
views texts**



**Constructs
meaning of the
text**

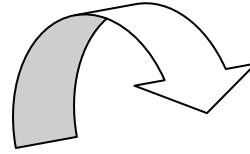
Competency 2

Reinvests understanding of texts



**Represents
understanding
of the text**

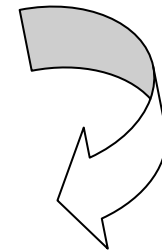
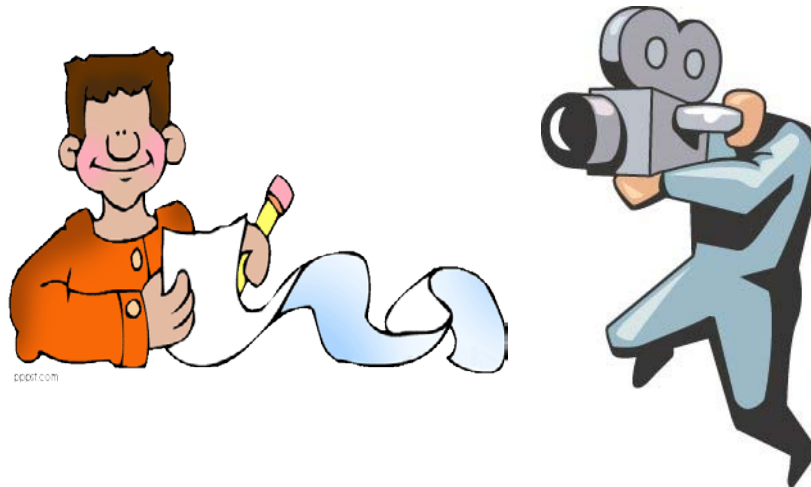
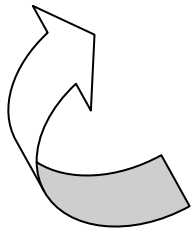
**Uses a
personalized
writing process**



**Uses a
personalized
production
process**

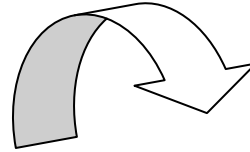
Competency 3

Writes and produces texts



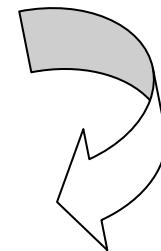
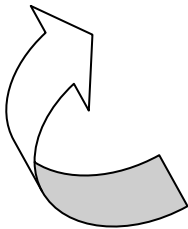
**Builds a personal inventory of
writing and production
resources**

**Contributes to
team efforts**



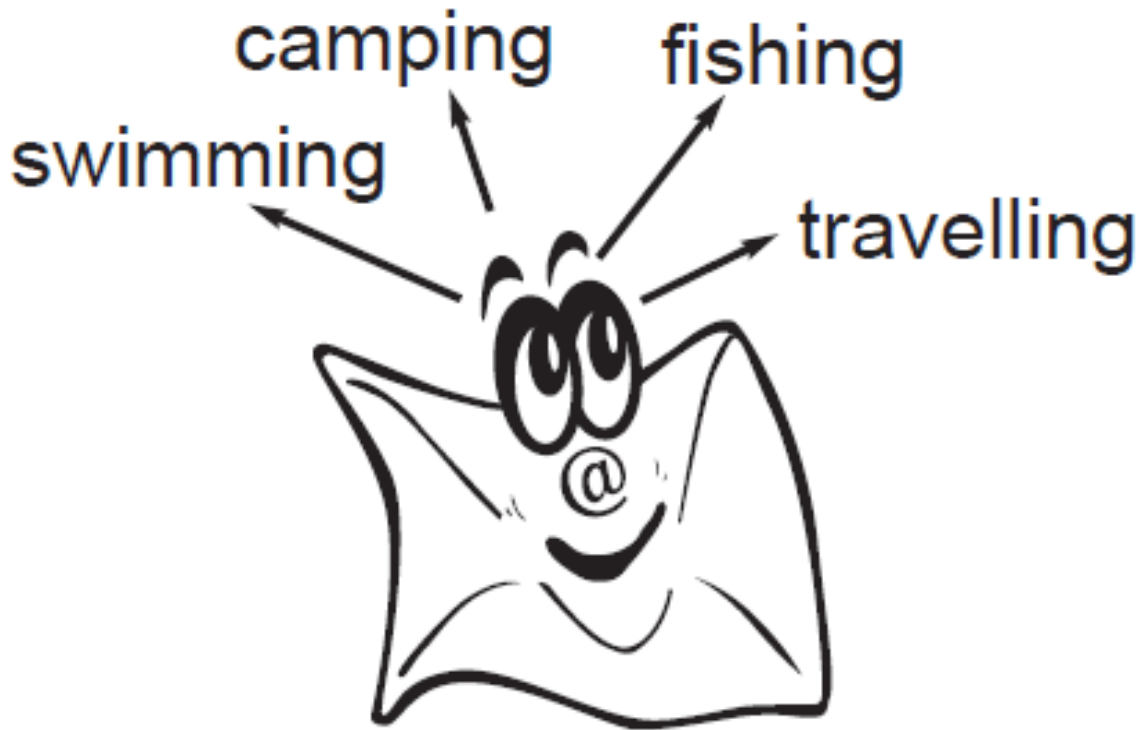
**Uses teamwork
effectively**

Cross-Curricular Competency 8 Cooperates with others



**Interacts with an open mind
in various contexts**

**Let's brainstorm about
summer vacations.**



**ACTIVATE
PRIOR
KNOWLEDGE**

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

The Paralympic Games: Making a Difference!

One Guiding Question

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

Two Goals

Goal 1: To develop respect for people with a disability and recognize their rights and achievements

Goal 2: To take individual action to help a person with a disability, a local Paralympic athlete



Three Steps

1. **First**, we will learn more about the Paralympic games and disabilities.
2. **Then**, we will learn more about Paralympic sports and some local Paralympic athletes.
3. **Finally**, we will create a brochure to help a local Paralympic athlete get more recognition for his/her achievements.

Who Are They?

1. Name:
Sport:



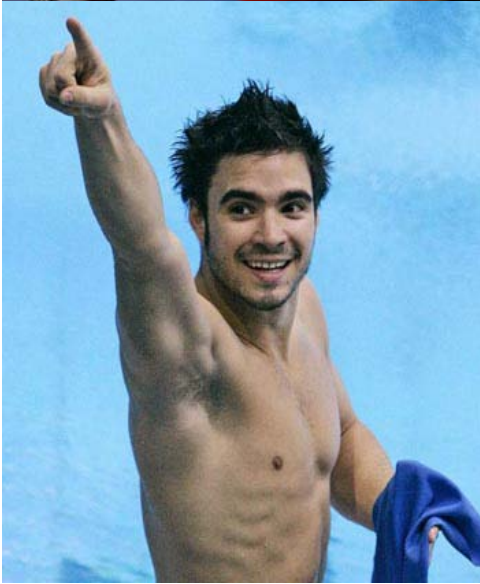
2. Name:
Sport:



3. Name:
Sport:



4. Name:
Sport:



5. Name:
Sport:



6. Name:
Sport:



Correction Key Who Are They?

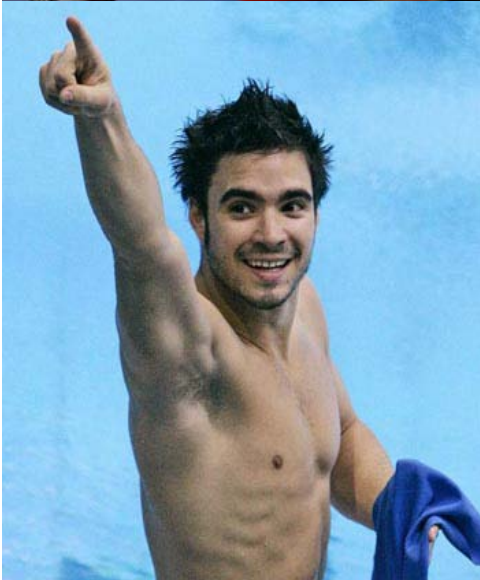
1. Name:
Sport:



2. Name:
Sport:



3. Name:
Sport:



4. Name:
Sport:

5. Name:
Sport:



6. Name:
Sport:



1. **Sidney Crosby:** Canadian hockey superstar, Stanley Cup champion (2008-09)
2. **Michael Phelps:** American swimmer, 14 Olympic gold medals (best in Olympic history)
3. **Serena Williams:** Tennis star, 32 single titles, ranked 2nd in the world
4. **Alexandre Despatie:** Canadian (Qc) diver, 2 silver Olympic medals
5. **Joannie Rochette:** Canadian (Qc) figure skater, 5th in Winter Olympics (2006) and World Championship (2008)
6. **Usain Bolt:** Jamaican world record sprinter (9.58 sec. /100 meters and 19.19 sec./200 metres)

Who Are They?

1. Name:
Sport:



2. Name:
Sport:



3. Name:
Sport:



4. Name:
Sport:



5. Name:
Sport:



6. Name:
Sport:

Correction Key Who Are They?

1. Name:
Sport:



2. Name:
Sport:



3. Name:
Sport:

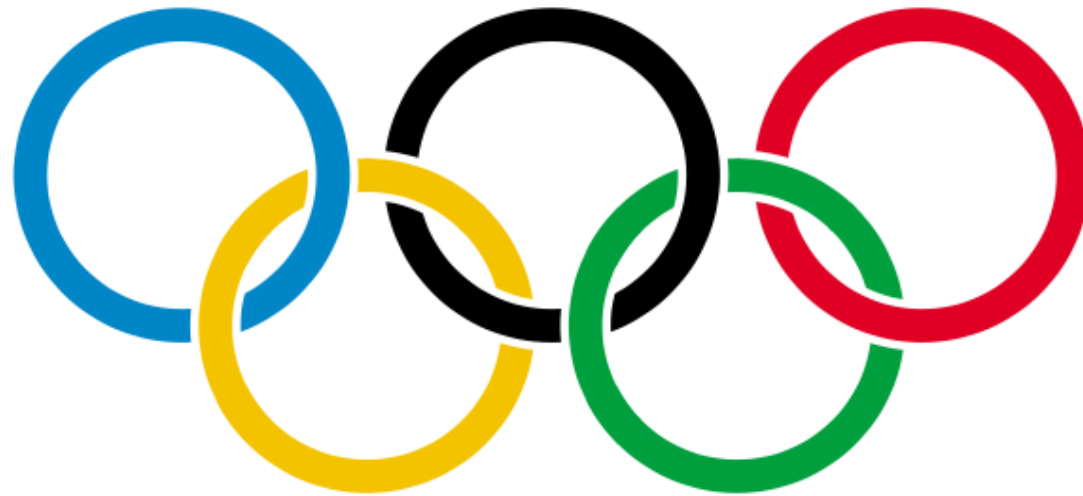


4. Name:
Sport:

5. Name:
Sport:

6. Name:
Sport:

1. **Chantal Benoit:** (St.Hilaire, Qc), wheelchair basketball, the "Michael Jordan" of WB, 4 gold medals and 1 bronze
2. **Benoît Huot:** (Longueuil, Qc) Paralympic swimmer, 6 medals last PG, 16 Paralympic medals, many world records
3. **Hou Bin:** Chinese high-jumper, 3 gold medals in 3 Paralympic Games, holds record at 1m92 (6'3).
4. **Chantal Petitclerc:** Qc wheelchair racer, 21 medals, 5 gold in last PG, most medals in Olympics or Paralympics history
5. **Oscar Pistorius:** S-African runner, gold medals in 100/200/400m in Beijing 2008, missed Olympics by .5 sec in 400m
6. **Nathalie Du Toit:** S-African Paralympic swimmer, 11 gold medals, only Paralympic swimmer in history to compete in the Olympics.

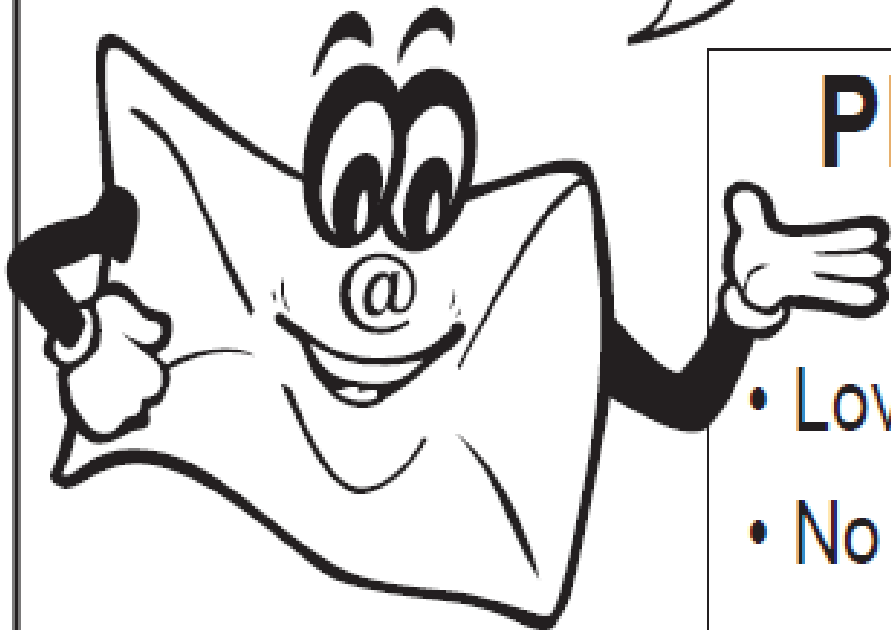


OLYMPIC LOGO



PARALYMPIC LOGO

Oh! That's what
"peace" means.



PEACE

- Love
- No more fear



INFER

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

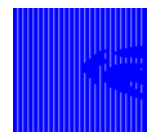
Prostheses: artificial body parts

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.



The Paralympic Games

The Paralympic Games



The Paralympic Games



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The Paralympic Games

A very big and important event



The meaning of *Paralympic*

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The Paralympic Games

A very big and important event



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Did you know?



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Observation Grid for the Strategy *Infer*

Group: _____

	Tasks 1a, 3b, 4b
Competency	C2 - Reinvests understanding of texts
Evaluation Criterion	<ul style="list-style-type: none"> Use of communication and learning strategies
Targeted Strategy: <i>Infer</i>	<ul style="list-style-type: none"> Make intelligent guesses based on prior knowledge of available cues such as context, cognates, words and expressions, visual clues, contextual clues, intonation or patterns
Possible Observable Behaviours	<ol style="list-style-type: none"> Identifies text components, cognates and words already known in English in texts <u>with guidance</u> Identifies text components, cognates and words already known in English in texts <u>more autonomously</u>

General Observations for Task 1a



Individual Observations

Group: _____

Task 3b: Date _____

Task 4b: Date _____

Names	3b	4b	Comments
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Observation Grid for the Strategy *Use Semantic Mapping*

Group: _____

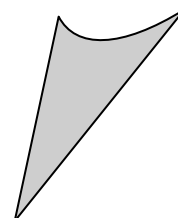
	Task 1c
Competency	C2 - Reinvests understanding of texts
Evaluation Criterion	<ul style="list-style-type: none"> Use of communication and learning strategies
Targeted Strategy: <i>Use Semantic Mapping</i>	<ul style="list-style-type: none"> Group ideas into meaningful clusters
Possible Observable Behaviours	General Observations <ul style="list-style-type: none"> Uses vocabulary words from word bank Groups categories by colour Draws picture to illustrate words Draws a legible map Adds new words related to the topic Explains the reasoning for links made

General Observations for Task 1c

Date: _____

General Observations for Task 1c

Date: _____





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>

C1 and CCC8 Observation Grid

	A The student ...	B The student ...	C The student ...	D The student ...	E The student...
C1	<ul style="list-style-type: none"> - always spoke English in class with classmates and teacher. - used more than the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - always spoke English in class with classmates and teacher. - used most of the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - usually spoke English in class with classmates and teacher. - used some of the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - rarely spoke English in class with classmates and teacher. - used some of the functional language provided when prompted. 	<ul style="list-style-type: none"> - did not speak English in class.
CCC8	<p>always:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<p>usually:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<p>sometimes:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<p>rarely:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<ul style="list-style-type: none"> - did not cooperate with others.

Group: _____ Date: _____					
Names	C1 Task 1b	CCC8 Task 1b	C1 Task 2a	CCC8 Task 2a	Comments
1.					
2.					
3.					
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C1 and CCC8 Observation Grid

	A The student ...	B The student ...	C The student ...	D The student ...	E The student...
C1	<ul style="list-style-type: none"> - always spoke English in class with classmates and teacher. - used more than the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - always spoke English in class with classmates and teacher. - used most of the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - usually spoke English in class with classmates and teacher. - used some of the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - rarely spoke English in class with classmates and teacher. - used some of the functional language provided when prompted. 	<ul style="list-style-type: none"> - did not speak English in class.
CCC8	<p>always:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<p>usually:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<p>sometimes:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<p>rarely:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<ul style="list-style-type: none"> - did not cooperate with others.

Group: _____ Date: _____					
Names	C1 Task 1b	CCC8 Task 1b	C1 Task 2a	CCC8 Task 2a	Comments
19.					
20.					
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C1 and CCC8 Observation Grid

	A The student ...	B The student ...	C The student ...	D The student ...	E The student...
C1	<ul style="list-style-type: none"> - always spoke English in class with classmates and teacher. - used more than the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - always spoke English in class with classmates and teacher. - used most of the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - usually spoke English in class with classmates and teacher. - used some of the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - rarely spoke English in class with classmates and teacher. - used some of the functional language provided when prompted. 	<ul style="list-style-type: none"> - did not speak English in class.
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Group: _____ Date: _____					
Names	C1 Task 3a	CCC8 Task 3a	C1 Task 3b	CCC8 Task 3b	Comments
1.					
2.					
3.					
4.					
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18.					

C1 and CCC8 Observation Grid

	A The student ...	B The student ...	C The student ...	D The student ...	E The student...
C1	<ul style="list-style-type: none"> - always spoke English in class with classmates and teacher. - used more than the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - always spoke English in class with classmates and teacher. - used most of the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - usually spoke English in class with classmates and teacher. - used some of the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - rarely spoke English in class with classmates and teacher. - used some of the functional language provided when prompted. 	<ul style="list-style-type: none"> - did not speak English in class.
CCC8	<p>always:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<p>usually:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<p>sometimes:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<p>rarely:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<ul style="list-style-type: none"> - did not cooperate with others.

Group: _____ Date: _____					
Names	C1 Task 3a	CCC8 Task 3a	C1 Task 3b	CCC8 Task 3b	Comments
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					
31.					
32.					
33.					
34.					
35.					
36.					

C1 and CCC8 Observation Grid

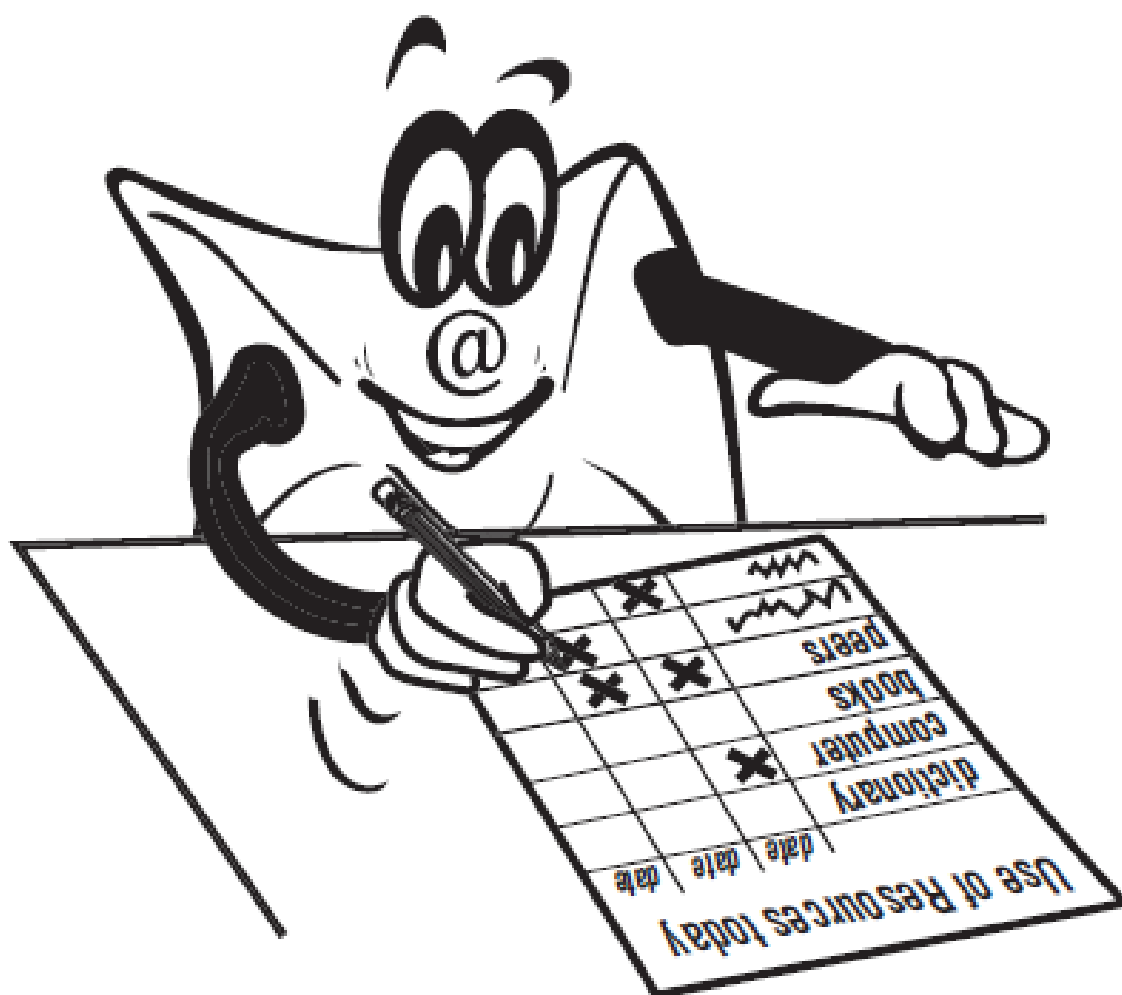
	A The student ...	B The student ...	C The student ...	D The student ...	E The student...
C1	<ul style="list-style-type: none"> - always spoke English in class with classmates and teacher. - used more than the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - always spoke English in class with classmates and teacher. - used most of the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - usually spoke English in class with classmates and teacher. - used some of the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - rarely spoke English in class with classmates and teacher. - used some of the functional language provided when prompted. 	<ul style="list-style-type: none"> - did not speak English in class.
CCC8	<p>always:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<p>usually:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<p>sometimes:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<p>rarely:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<ul style="list-style-type: none"> - did not cooperate with others.

Group: _____ Date: _____			
Names	C1 Final Task (b)	CCC8 Final Task(b)	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
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12.			
13.			
14.			
15.			
16.			
17.			
18.			

C1 and CCC8 Observation Grid

	A The student ...	B The student ...	C The student ...	D The student ...	E The student...
C1	<ul style="list-style-type: none"> - always spoke English in class with classmates and teacher. - used more than the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - always spoke English in class with classmates and teacher. - used most of the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - usually spoke English in class with classmates and teacher. - used some of the functional language provided to react to and maintain the discussion during the task. 	<ul style="list-style-type: none"> - rarely spoke English in class with classmates and teacher. - used some of the functional language provided when prompted. 	<ul style="list-style-type: none"> - did not speak English in class.
CCC8	<p>always:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<p>usually:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<p>sometimes:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<p>rarely:</p> <ul style="list-style-type: none"> - listened to and accepted classmates' answers. - compared his/her answers and helped classmates to complete the task. 	<ul style="list-style-type: none"> - did not cooperate with others.

Group: _____ Date: _____			
Names	C1 Final Task (b)	CCC8 Final Task(b)	Comments
19.			
20.			
21.			
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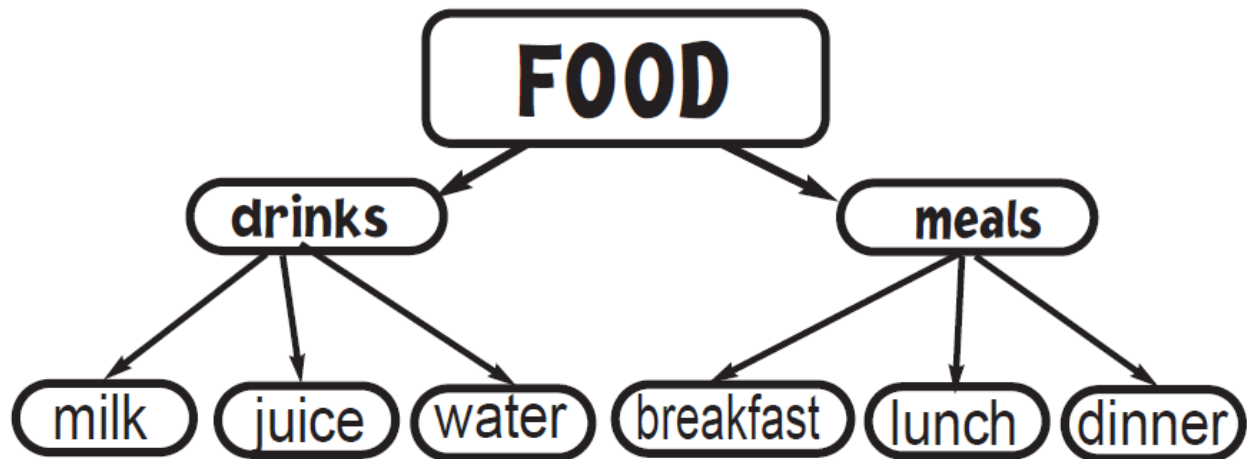
SELF-EVALUATE

Correction Key

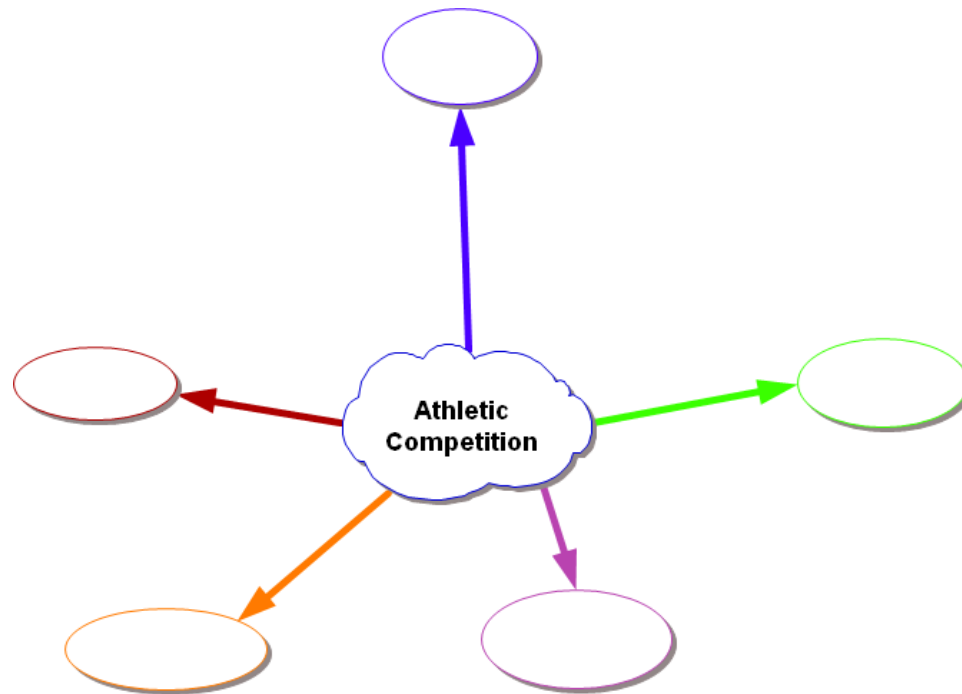
Olympic Games And Paralympic Games

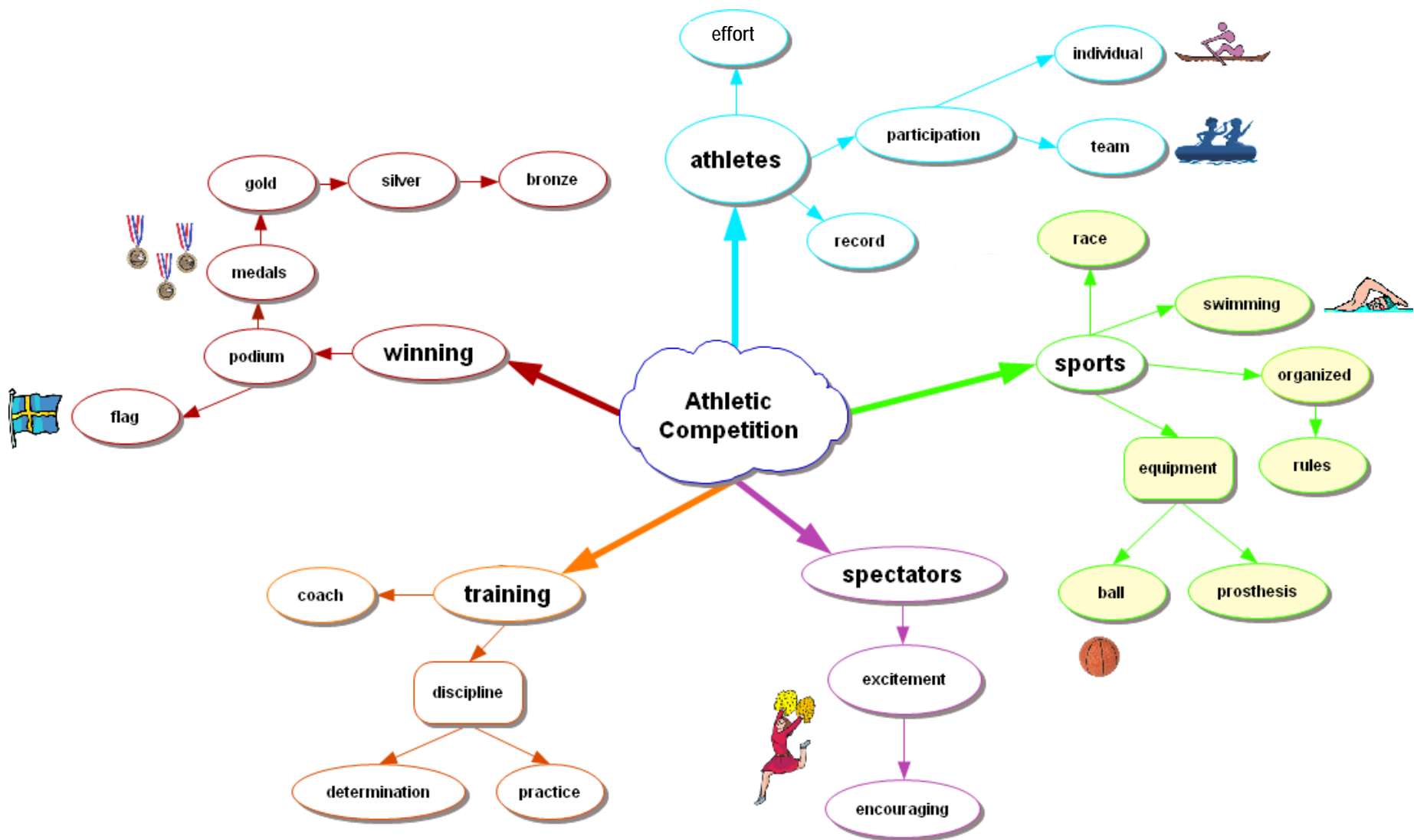
Student Booklet, p. 10

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 <u>after</u> 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): Beijing, <u>China</u> 2010 (Winter Games): Vancouver, <u>Canada</u>
4.	Vancouver 2010: February 12 to February 28 (17 days)	Vancouver 2010: March 12 to March <u>21</u> (10 days)
5.	Founder: Baron Pierre de Coubertin in 1894	Founder: <u>Dr. Ludwig Guttman in 1948</u>
6.	Able-bodied athletes	Athletes with a <u>disability</u> : physical or <u>visual</u>
7.	Elite athletes	<u>Elite</u> athletes
8.	Bronze, silver and gold medals	<u>Bronze</u> , <u>silver</u> and <u>gold</u> 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: <u>Oscar Pistorius</u> from <u>South Africa</u> 10.91 sec. (world record) Disability: <u>physical (amputee)</u>
10.	What is the main difference between the Paralympic Games and the Special Olympics?	
Paralympic Games  <p>The Paralympics are a world-level performance competition for elite athletes with physical or visual disabilities.</p>		Special Olympics  <p>The Special Olympics are a competition encouraging people with an intellectual disability to participate in sports.</p>



USE SEMANTIC MAPPING





The -ed Rap



Verse 1

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

Verse 2

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



Verse 3

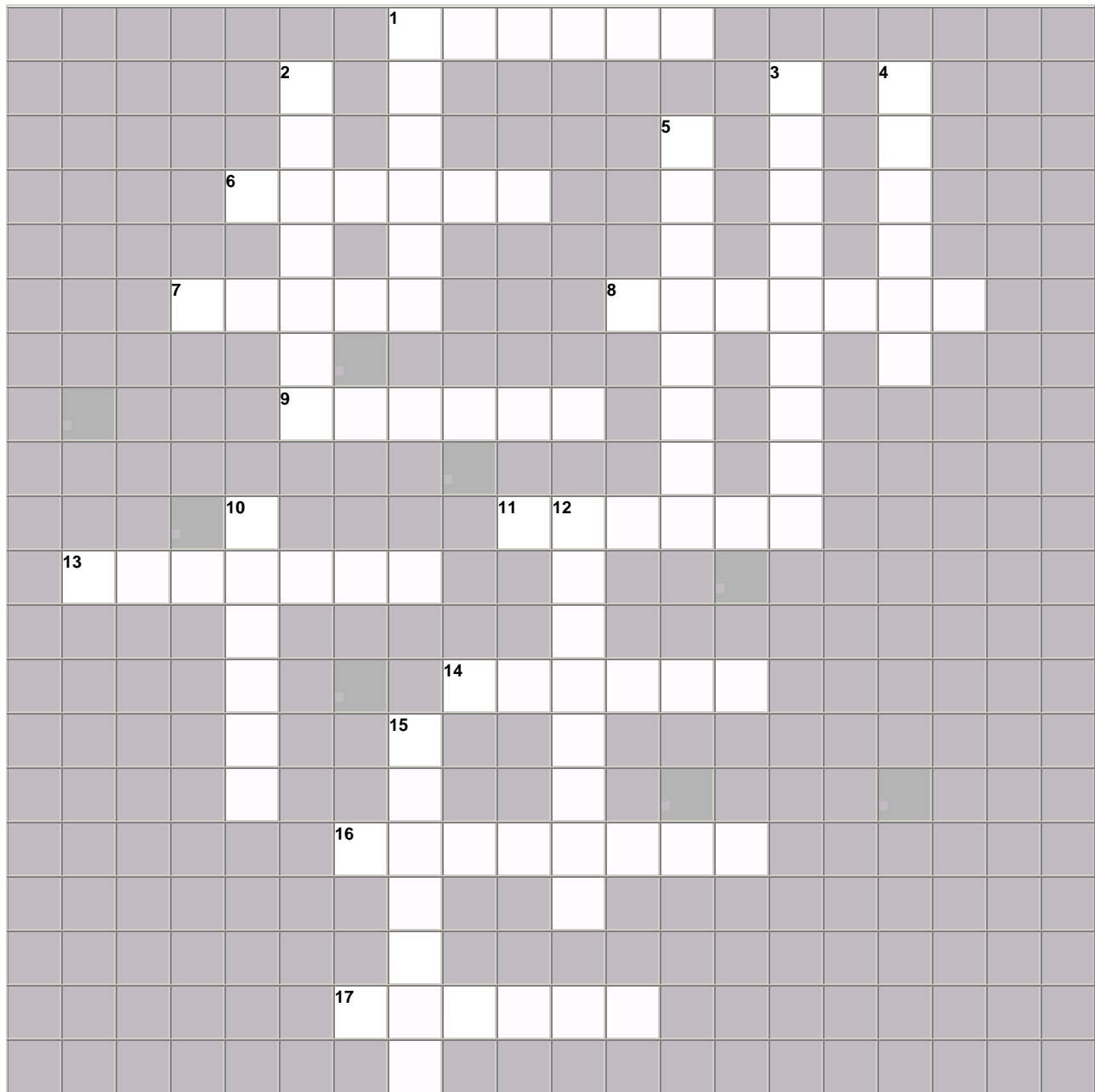
Started**ed**, exploded**ed**, wanted**ed**, needed**ed**
Waited**ed**, hated**ed**, decided**ed**, respected**ed**
Completed**ed**, ended**ed**, included**ed**, excluded**ed**
Hear the sound /id/, say the sound /id/
As in completed**ed**

Correction Key
Simple Past –ed Pronunciation
Student Booklet, p. 14

/d/		/t/	/id/
continued	listened	helped	respected
trained	opened	walked	decided
planned	turned	jumped	started
closed	encouraged	finished	completed

Student A (name): _____

Complete the interactive crossword with your partner.



Down ↓	Across →
1.	1. walk
2.	6. wait
3. continue	7. hate
4. join	8. notice
5.	9.
10.	11.
12. explode	13. reduce
15. train	14.
	16.
	17.

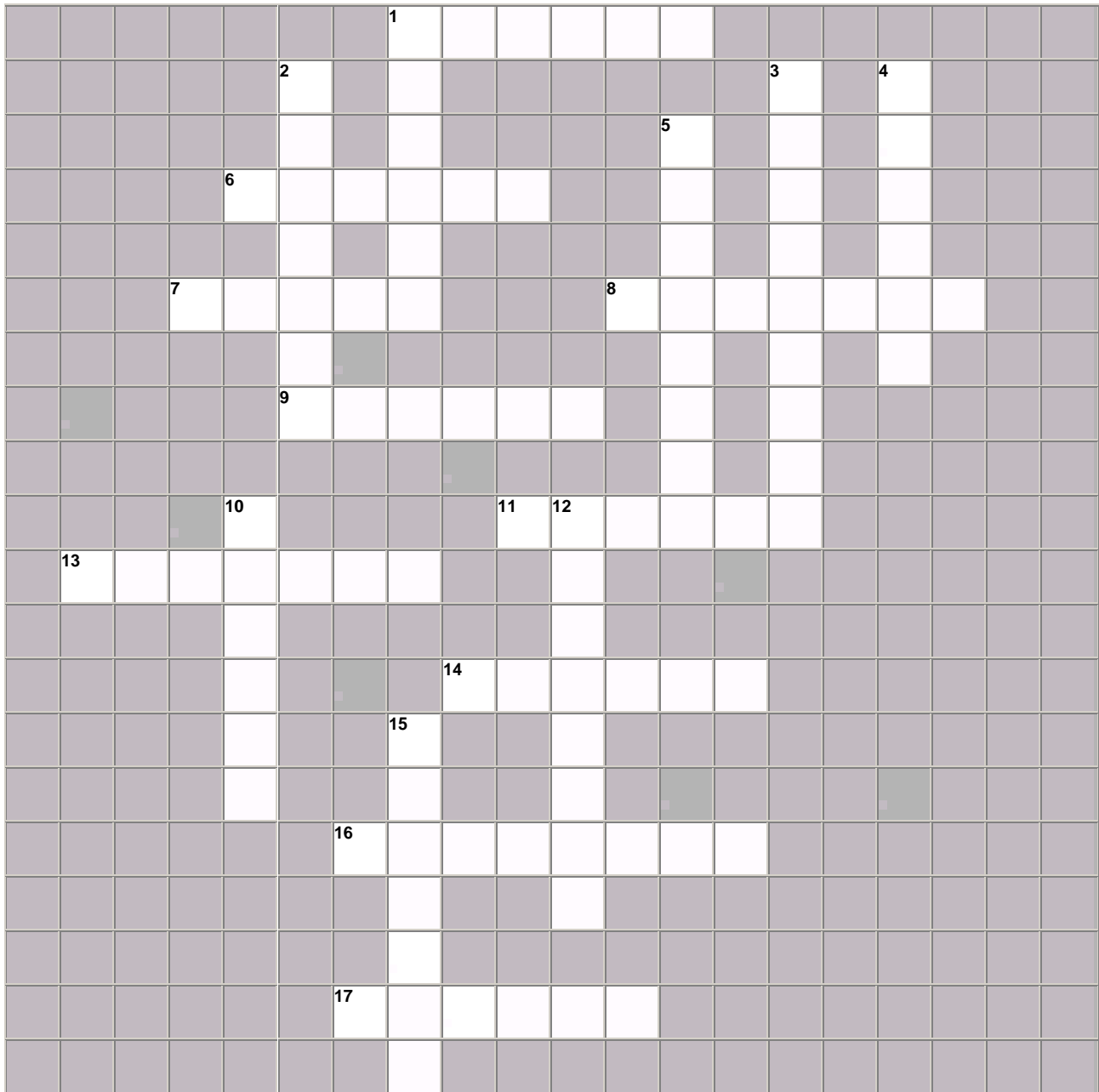
Correction Key: Student A

[illegible]

Down ↓	Across →
1.	1. walk
2.	6. wait
3. continue	7. hate
4. join	8. notice
5.	9.
10.	11.
12. explode	13. reduce
15. train	14.
	16.
	17.

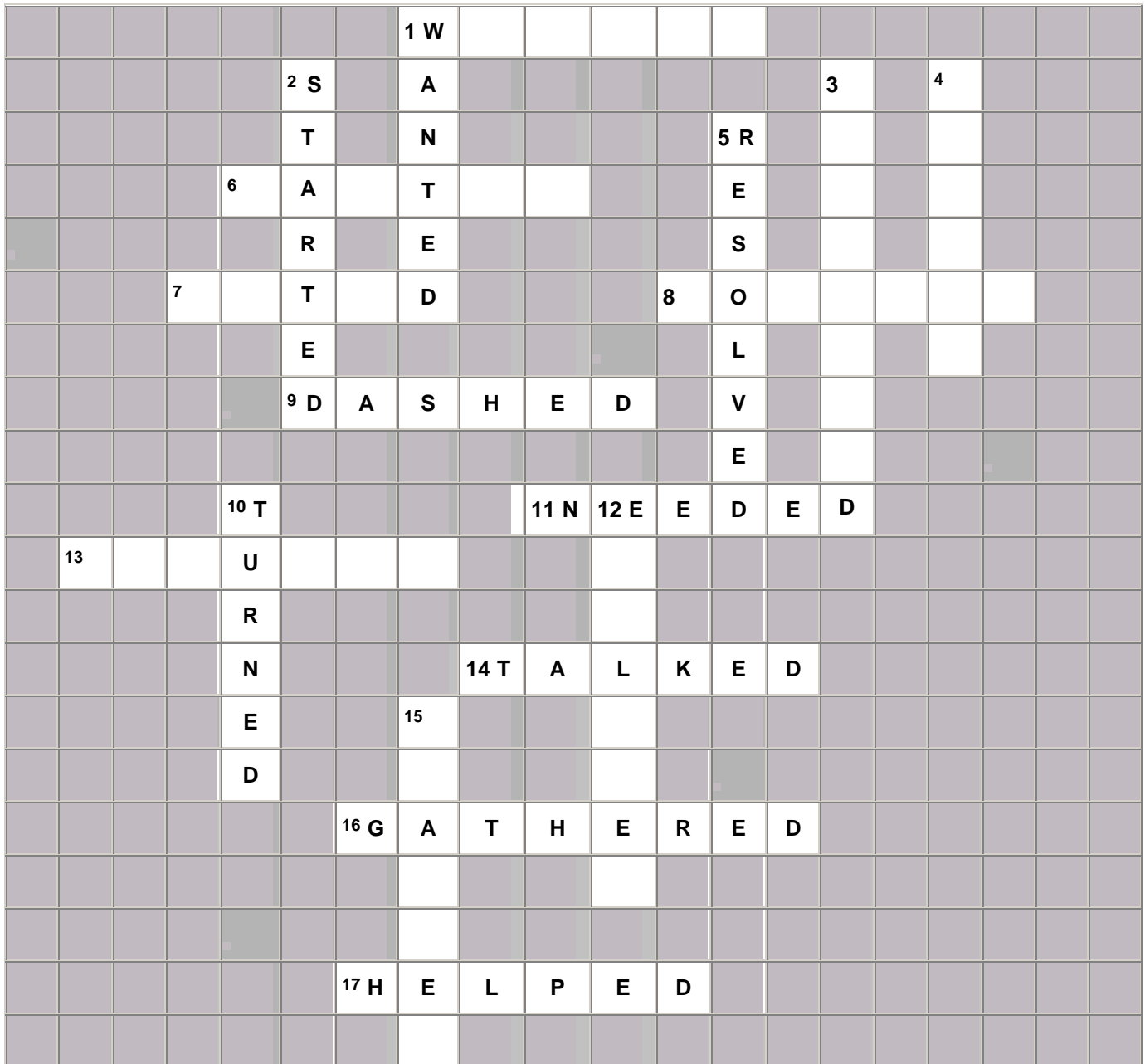
Student B (name): _____

Complete the interactive crossword with your partner.



Down ↓	Across →
1. want	1.
2. start	6.
3.	7.
4.	8.
5. resolve	9. dash
10. turn	11. need
12.	13.
15.	14. talk
	16. gather
	17. help

Correction Key: Student B



Down ↓	Across →
1. want	1.
2. start	6.
3.	7.
4.	8.
5. resolve	9. dash
10. turn	11. need
12.	13.
15.	14. talk
	16. gather
	17. help

Interactive Crossword Complete Correction Key

							1 W	A	L	K	E	D							
					2 S		A							3 C		4 J			
					T		N					5 R		O		O			
				6 W	A	I	T	E	D			E		N		I			
					R		E					S		T		N			
			7 H	A	T	E	D					8 N	O	T	I	C	E	D	
					E							L		N		D			
					9 D	A	S	H	E	D		V		U					
												E		E					
					10 T						11 N	12 E	E	D	E	D			
	13 R	E	D	U	C	E	D				X								
				R							P								
				N					14 T	A	L	K	E	D					
				E				15 T				O							
				D				R				D							
							16 G	A	T	H	E	R	E	D					
								I				D							
								N											
							17 H	E	L	P	E	D							
							D												

Verb List - Simple Past Tense –ed Pronunciation

/t/	/d/	/id/
asked	advised	accepted
baked	agreed	afforded
brushed	allowed	attended
cooked	answered	arrested
cracked	appeared	collected
crashed	arrived	contacted
danced	believed	counted
dressed	belonged	decided
dropped	burned	defended
escaped	called	demanded
finished	carried	divided
fixed	changed	ended
guessed	cleaned	expanded
helped	closed	expected
hoped	covered	exported
hiked	cried	flooded
joked	damaged	graduated
jumped	described	hated
knocked	died	hunted
kissed	dried	included
laughed	earned	invited
locked	encouraged	invented
looked	enjoyed	landed
missed	entered	needed
mixed	explained	painted
packed	explored	planted
passed	filled	printed
picked	followed	presented
pressed	happened	pretended
pushed	interviewed	protected
pronounced	imagined	provided
relaxed	jailed	rented
slipped	killed	repeated
smoked	listened	reported
stopped	lived	respected
shopped	loved	rested
talked		scolded
typed		skated
walked		started
washed		shouted
watched		treated
worked		visited
		waited
		wanted

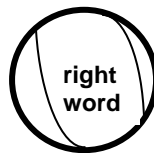
Correction Key

Shooting for the Right Words!

Student Booklet, p. 17

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 | |



- | | |
|--|--|
| <ol style="list-style-type: none">1. A better way to say "handicapped". A <u>person with a disability</u>.2. Amputees are missing one or more of these: <u>Leg and/or arm</u>.3. Used to replace a missing leg or arm. A <u>prosthesis</u>.4. A person that does not have a disability is an <u>able-bodied person</u>.5. It helps people with a disability to move around. A <u>wheelchair</u>. | <ol style="list-style-type: none">6. Never say, "retarded"! Say a person with an <u>intellectual disability</u>.7. Some people with involuntary movements are not "weird", they have <u>cerebral palsy</u>.8. When you can barely see, you are <u>visually impaired</u>.9. Trying to accommodate people that are different is <u>inclusion</u>.10. Not treating people equally is <u>discrimination</u>. |
|--|--|

Correction Key

Paralympic Sports Pictograms

Student Booklet, pp. 18-20



S

Table Tennis



S

Cycling



S

Athletics



W

Sledge Hockey



S

Archery



S

Rowing



S

Judo



S

Soccer 5-a-side



W

Alpine Skiing



S

Wheelchair Tennis



S

Equestrian



S

Swimming



S

Boccia



S

Goalball



S

Soccer 7-a-side



W

Wheelchair Curling



S

Wheelchair Basketball



S

Shooting



S

**Wheelchair
Rugby**



S

**Volleyball
(sitting)**



S

Powerlifting



S

Sailing



W

Nordic Skiing



S

**Wheelchair
Fencing**

Name: _____ Group: _____

Task 3(b) - Homework Paralympic Sports Report

Instructions:

1. Type <http://www.paralympticeducation.ca/>
2. Click on Sports.
3. Click on **Swimming**.
4. Click on Multimedia Lesson.
5. Watch the video as many times as you want and pause, if needed.
6. Describe what you see about the sport, the athletes and the equipment.
7. Repeat numbers 1 to 6 for **Sledge Hockey**.



Swimming



Sledge Hockey



About the sport In the video, I saw...	About the sport In the video, I saw...
About the sport In the video, I saw...	About the sport In the video, I saw...
About the sport In the video, I saw...	About the sport In the video, I saw...

Optional: Watch other Paralympic sports.

The *Response Process*



A What is the *Response Process*?

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

B 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



C 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

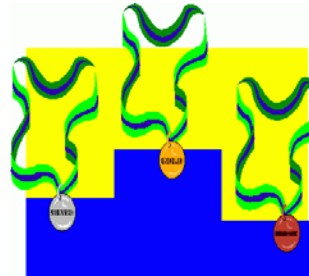


Personal Information

Name: Chantal Petitclerc
Sport: Athletics (Wheelchair Racing)
Date of birth: December 15, 1969
Place of birth: St-Marc-des-Carrières, 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.

Source: www.chantalpetitclerc.com

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

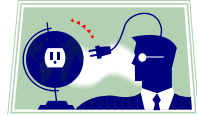
PHASE 1: EXPLORING THE TEXT (WITH OTHERS)



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

Write
short
answers

My personal connections to the text

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 (a): Chantal Petitclerc's Response Journal

Sport: Athletics (Wheelchair Racing)

Correction Key

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?
In an accident.
2. **When** did she first start practising her sport?
When she was 18 years old.
3. **What** are some of her achievements?
14 gold medals, most decorated, Paralympic athlete, five Paralympic Games, etc.
4. **Why** was she not really affected by her disability? *She accepted her accident; focused on ability, not disability, etc.*
5. **What** are some of Chantal's qualities?
Determination, perseverance, discipline.
6. **What** does Chantal mean when she says "Nobody gave it to me"?
She worked hard to get success.
7. **What** did you think of the text?
Interesting. Easy to read. Chantal is a role model, etc.

Write
short
answers

PHASE 1: EXPLORING THE TEXT (WITH OTHERS)

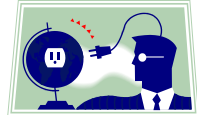


Sharing your initial understanding

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

Examples: *Oh, she had an accident and lost both legs!*
It's true, Chantal was also very determined.



PHASE 2: CONNECTING WITH THE TEXT

Write
short
answers

My personal connections to the text

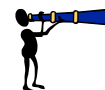
1. Do you know someone who has a disability? **Who?**
Yes, my cousin has cerebral palsy.
No, I don't know anyone.
2. **How** would you react if you suddenly lost the use of your legs?
I think I would cry.
I would be sad.
I would do the best I can with that situation.
3. Chantal is a perfect example of perseverance and discipline. **When** did you need one of these qualities?
Yes. Many times. Discipline is difficult to have all the time.
4. **How** do you compare Chantal's achievements with other athletes or personalities you know?
Her achievements are greater than many other athletes.
She won many gold medals.

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 ...

- ... *they show them that difficult situations can be sources of inspiration.*
- ... *if they can excel, so can young people.*
- ... *they have a lot of courage and determination.*

- 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: *No self-pity, reach your goals!*
3. Believe: *Believe in yourself!*

Evaluation Rubric: Student's Answers in the Response Journal

C2 – <i>Reinvests understanding of texts</i> Task 4(b): Local Paralympic Heroes					
Criterion ↓	Gold medal A	Silver medal B	Bronze medal C	Wooden medal D	Paper medal E
Evidence of comprehension of texts: Observed through student's answers in the Response Journal	All answers are correct AND - are always linked to the text AND - always take into account others' input (written in different colour).	Most answers are correct AND - are mostly linked to the text AND - mostly take into account others' input (written in different colour).	Some answers are correct AND - are sometimes linked to the text AND - sometimes take into account others' input (written in different colour).	Few answers are correct AND - are rarely linked to the text AND - rarely take into account others' input (written in different colour).	Very few answers are correct AND - are not linked to the text AND - do not take into account others' input (written in different colour).

General Comments:

Name: _____ Group: _____

Observation Grid: Student's Answers in the Response Journal C2 – Reinvests understanding of texts Task 4(b): Local Paralympic Heroes					
Criterion ↓	Gold medal A	Silver medal B	Bronze medal C	Wooden medal D	Paper medal E
Evidence of comprehension of texts: Observed through <u>student's answers</u> in the Response Journal	All answers are correct AND - are always linked to the text AND - always take into account others' input (written in different colour).	Most answers are correct AND - are mostly linked to the text AND - mostly take into account others' input (written in different colour).	Some answers are correct AND - are sometimes linked to the text AND - sometimes take into account others' input (written in different colour).	Few answers are correct AND - are rarely linked to the text AND - rarely take into account others' input (written in different colour).	Very few answers are correct AND - are not linked to the text AND - do not take into account others' input (written in different colour).

Comments: _____

✂ _____

Name: _____ Group: _____

Observation Grid: Student's Answers in the Response Journal C2 – Reinvests understanding of texts Task 4(b): Local Paralympic Heroes					
Criterion ↓	Gold medal A	Silver medal B	Bronze medal C	Wooden medal D	Paper medal E
Evidence of comprehension of texts: Observed through <u>student's answers</u> in the Response Journal	All answers are correct AND - are always linked to the text AND - always take into account others' input (written in different colour).	Most answers are correct AND - are mostly linked to the text AND - mostly take into account others' input (written in different colour).	Some answers are correct AND - are sometimes linked to the text AND - sometimes take into account others' input (written in different colour).	Few answers are correct AND - are rarely linked to the text AND - rarely take into account others' input (written in different colour).	Very few answers are correct AND - are not linked to the text AND - do not take into account others' input (written in different colour).

Comments: _____

Evaluation Rubric: Student's Participation in the Response Process

C2 – Reinvests understanding of texts Task 4(b): Local Paralympic Heroes					
Criterion ↓	Gold medal A	Silver medal B	Bronze medal C	Wooden medal D	Paper medal E
Evidence of comprehension of texts: <u>Observed through the student's participation in the Response Process</u>	The student: - completed the entire Response Journal. - always shared ideas and opinions. - always listened to and accepted classmates' answers. - used all the provided prompts and more .	The student: - completed the entire Response Journal. - always shared ideas and opinions. - always listened to and accepted classmates' answers. - used most of the provided prompts.	The student: - completed most of the Response Journal. - usually shared ideas and opinions. - usually listened to and accepted classmates' answers. - used some of the provided prompts.	The student: - completed some parts of the Response Journal. - rarely shared ideas and opinions. - rarely listened to and accepted classmates' answers. - used some of the provided prompts.	The student did not participate in the Response Process.

Date: _____ Group: _____

Observation Grid: Student's Participation in the Response Process

C2 Criterion ↓	Gold medal A	Silver medal B	Bronze medal C	Wooden medal D	Paper medal E
Evidence of comprehension of texts: Observed through the <u>student's participation</u> in the Response Process	The student: - completed the entire Response Journal. - always shared ideas and opinions. - always listened to and accepted classmates' answers. - used all the provided prompts and more .	The student: - completed the entire Response Journal. - always shared ideas and opinions. - always listened to and accepted classmates' answers. - used most of the provided prompts.	The student: - completed most of the Response Journal. - usually shared ideas and opinions. - usually listened to and accepted classmates' answers. - used some of the provided prompts.	The student: - completed some parts of the Response Journal. - rarely shared ideas and opinions. - rarely listened to and accepted classmates' answers. - used some of the provided prompts.	The student did not participate in the Response Process.

Names	Task 4 b	Comments
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

Date: _____ Group: _____

Observation Grid: Student's Participation in the Response Process

C2 Criterion ↓	Gold medal A	Silver medal B	Bronze medal C	Wooden medal D	Paper medal E
Evidence of comprehension of texts: Observed through the <u>student's participation</u> in the Response Process	The student: - completed the entire Response Journal. - always shared ideas and opinions. - always listened to and accepted classmates' answers. - used all the provided prompts and more .	The student: - completed the entire Response Journal. - always shared ideas and opinions. - always listened to and accepted classmates' answers. - used most of the provided prompts.	The student: - completed most of the Response Journal. - usually shared ideas and opinions. - usually listened to and accepted classmates' answers. - used some of the provided prompts.	The student: - completed some parts of the Response Journal. - rarely shared ideas and opinions. - rarely listened to and accepted classmates' answers. - used some of the provided prompts.	The student did not participate in the Response Process.

Names	Task 4 b	Comments
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		
31.		
32.		
33.		
34.		
35.		
36.		

Recognizing Chantal's Qualities and Achievements

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



- As an elite athlete, she won 21 Paralympic medals, including 14 gold.
- Her achievements also include participation in five Paralympic Games and most decorated amateur athlete in Canadian history.

To learn more about Chantal:

chantalpetitclerc.com

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.

The Honourable _____
Canadian Minister of State for Sport
Government of Canada
Room 207 Confederation
House of Commons
Ottawa, Ontario, K1A 0A6

or

_____@parl.gc.ca

- 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.
- At the age of 13, she lost the use of both legs in an accident.
- She was introduced to wheelchair racing at 18.



Chantal, wheeling for gold!

- She finished last in her first race using a homemade wheelchair.
- She is now an outstanding wheelchair racing athlete competing in the 100, 200, 400, 800 and 1500 metre races.

About the Paralympic Games

- Paralympic Games were created as a rehabilitation program in 1948 in England created by Dr. Ludwig Guttman.
- ...
- ...
- ...
- ...

Spirit in Motion!



International Paralympic Committee
paralympic.org
paralympic.ca

Wheelchair Racing Information

- Wheelchair racing is one of the most popular sports in the Paralympic Athletics events.
- It was introduced for the first time in the first Paralympic Games in 1960 in Rome.
- Paralympic athletes like Chantal Petitclerc use very lightweight wheelchairs to race.
- Other equipment used by athletes are helmets, gloves and glasses.
- Amputee athletes and other spinal cord injury disabilities are allowed to compete in wheelchair racing.



Recognizing Chantal's Qualities and Achievements

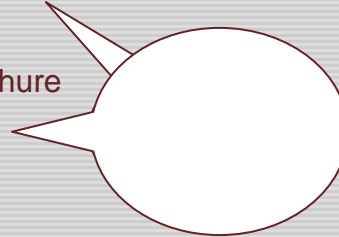
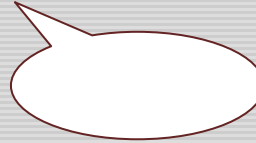
- Some of her great qualities are...
- She is a role model because...



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

Support Chantal Petitclerc!

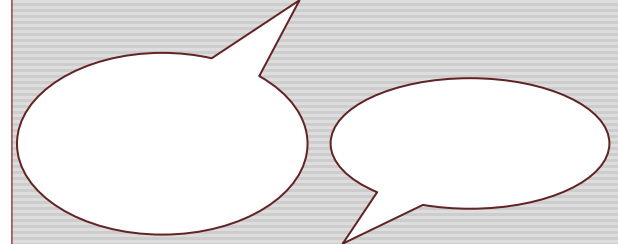
- Send your comments and this brochure to inform the Canadian Minister of State for Sport why **Chantal Petitclerc** should get more recognition.
- Show this brochure to...
- ...



Produced by:

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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.

➤ ...

➤ ...

➤ ...

➤ ...



Recognizing Chantal's Qualities and Achievements

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

Short sentences
in bullet-form



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

Support Chantal Petitclerc!

Engaging
subtitle

- 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...
- ...

Encourage
readers to
take action



Produced by:

©2010

Making a Difference for Chantal Petitclerc

Catchy title
with a
large font

Single large
picture



Nobody gives it to you!

Motto

Chantal's Story

Engaging subtitle

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



Chantal, wheeling for gold!

Caption

- ...
- ...

About the Paralympic Games

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

Short sentences in bullet-form



Logo

International Paralympic Committee
paralympic.org
paralympic.ca

Wheelchair Racing Information

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



Picture expressing your message

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) 's 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**) ☐

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 ☐

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 ☐



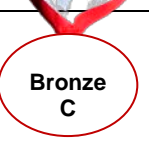

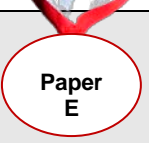
Panel 5: Recognizing (athlete's name) 's Qualities and Achievements

- 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 ☐

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 ☐

Draft Copy: C2 and C3 Final Brochure Rubrics

Evaluation criteria ↓		 Gold A	 Silver B	 Bronze C	 Wooden D	 Paper E
C2	Use of knowledge from texts appropriate to the task	<input type="checkbox"/> My brochure shows many clear links* to the texts and the information used is entirely relevant and highly adapted**	<input type="checkbox"/> My brochure shows many clear links* to the texts and the information used is mostly relevant and adapted**	<input type="checkbox"/> My brochure shows some clear links* to the texts and the information used is partially relevant and adapted**	<input type="checkbox"/> My brochure shows few clear links* to the texts and little of the information used is relevant nor adapted**	<input type="checkbox"/> My brochure shows very few clear links* to the texts and little of the information is relevant
		<input type="checkbox"/> My brochure includes all the required elements*** and some additional information	<input type="checkbox"/> My brochure includes all the required elements***	<input type="checkbox"/> My brochure includes most of the required elements***	<input type="checkbox"/> My brochure includes few of the required elements***	<input type="checkbox"/> My brochure includes very few of the required elements***

* **Links to the texts:** information taken from texts used throughout the LES

** **Adapted:** the selected information is organized and combined in a personal way and may contain copied sentences

*** **Required elements:** from the *Brochure Planner*, SB, p. 35

C3	Formulation of the text • Organisation of required text components ****	<input type="checkbox"/> All parts of my brochure are well-organized and promote the Paralympic athlete very effectively	<input type="checkbox"/> Most parts of my brochure are well-organized and promote the Paralympic athlete effectively	<input type="checkbox"/> Some parts of my brochure are well-organized and promote the Paralympic athlete satisfactorily	<input type="checkbox"/> Few parts of my brochure are well-organized and do little to promote the Paralympic athlete	<input type="checkbox"/> My brochure is not well-organized and does not promote the Paralympic athlete
	Formulation of the text • Accuracy of the language	<input type="checkbox"/> All parts of my brochure are easily understood upon first reading	<input type="checkbox"/> Most parts of my brochure are easily understood upon first reading	<input type="checkbox"/> Some parts of my brochure are understood upon first reading	<input type="checkbox"/> Few parts of my brochure are understood upon first reading and require rereading	<input type="checkbox"/> Very little of my brochure is understood even after rereading

**** **Organization of required text components:** clear pictures expressing each panel's message, captions describing pictures, constant font type, brochure producer's name.

Teacher's comments on my draft copy:

- Send your comments and this brochure to inform the Canadian Minister of State for Sport why

_____ should get more recognition.

The Honourable _____
Canadian Minister of State for Sport
Government of Canada
Room 207 Confederation
House of Commons
Ottawa, Ontario, K1A 0A6

or

_____@parl.gc.ca

- Show this brochure to...

Produced by:





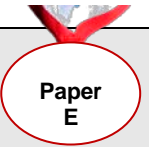

© 20_____

2

3

4

Final Copy: C2 and C3 Final Brochure Rubrics

Evaluation criteria ↓		 Gold A	 Silver B	 Bronze C	 Wooden D	 Paper E
C2	Use of knowledge from texts appropriate to the task	<input type="checkbox"/> The student's brochure shows many clear links* to the texts and the information used is entirely relevant and highly adapted**	<input type="checkbox"/> The student's brochure shows many clear links* to the texts and the information used is mostly relevant and adapted**	<input type="checkbox"/> The student's brochure shows some clear links* to the texts and the information used is partially relevant and adapted**	<input type="checkbox"/> The student's brochure shows few clear links* to the texts and little of the information used is relevant nor adapted**	<input type="checkbox"/> The student's brochure shows very few clear links* to the texts and little of the information is relevant
		<input type="checkbox"/> The student's brochure includes all the required elements*** and some additional information	<input type="checkbox"/> The student's brochure includes all the required elements***	<input type="checkbox"/> The student's brochure includes most of the required elements***	<input type="checkbox"/> The student's brochure includes few of the required elements***	<input type="checkbox"/> The student's brochure includes very few of the required elements***
C3	Formulation of the text • Organisation of required text components ****	<input type="checkbox"/> All parts of the brochure are well-organized and promote the Paralympic athlete very effectively	<input type="checkbox"/> Most parts of the brochure are well-organized and promote the Paralympic athlete effectively	<input type="checkbox"/> Some parts of the brochure are well-organized and promote the Paralympic athlete satisfactorily	<input type="checkbox"/> Few parts of the brochure are well-organized and do little to promote the Paralympic athlete	<input type="checkbox"/> The brochure is not well-organized and does not promote the Paralympic athlete
	Formulation of the text • Accuracy of the language	<input type="checkbox"/> All parts of the brochure are easily understood upon first reading	<input type="checkbox"/> Most parts of the brochure are easily understood upon first reading	<input type="checkbox"/> Some parts of the brochure are understood upon first reading	<input type="checkbox"/> Few parts of the brochure are understood upon first reading and require rereading	<input type="checkbox"/> Very little of the brochure is understood even after rereading
Comments SIGNATURE DU PARENT: _____ DATE: _____ À retourner au professeur d'anglais, _____ pour le _____. <i>Thank you!</i>						Global evaluation 

Photos of the Four Local Paralympic Athletes

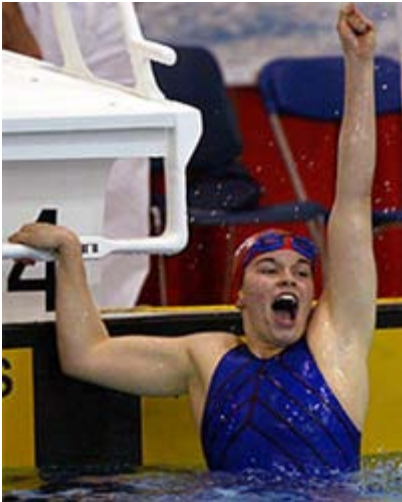
Benoît Huot



Benoît St-Amand



Valérie Grand'Maison



Jean Labonté



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> when I read texts.				
4. I participated actively during the response process.				
5. I took my partner's feedback into account during the production of our brochure.				
6. I cooperated with my classmates during the tasks.				

Part B - Answer the questions.

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

Part C - Set a personal goal for the next LES.

--

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: