



Accessibility Awareness Resource Package for Teachers

Grades 7 – 10

Prepared by:
Equity and Diversity,
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KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

These resources were prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to teaching these topics. This package may be used in its entirety, in part, or adapted.

Let opportunity knock...Open doors to awareness

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Introduction

According to Statistics Canada, more than 1.85 million Ontarians have some form of disability - that's one in seven people.¹

In October 2010, the Kawartha Pine Ridge District School Board (KPR) held an Accessibility Awareness Day at the Education Centre in Peterborough. This event included disability simulations, a community service information fair, and a wheelchair basketball game. To build upon the success of the event, KPR's Equity and Diversity Team has developed this resource package for schools interested in providing similar learning opportunities, whether through curricular or co-curricular programming. These materials are intended to support school staff in developing educational programs that support character development and accessibility awareness. This resource also aligns with current provincial policy and the policies of KPR, in general.

Since passing the *Accessibility for Ontarians with Disabilities Act, 2005*, Ontario has begun to create and implement province-wide, mandatory accessibility standards in five key areas of everyday life; customer service, transportation, employment, information and communications, and built environment. These standards will help foster inclusion for everyone in Ontario, regardless of their abilities, enabling all to attain their full potential.²

Through Ontario's Equity and Inclusive Education Strategy (PPM No. 119), "schools must provide students and staff with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives. Students should be able to see themselves represented in the curriculum, programs, and culture of the school."³

The Equity, Diversity and Inclusion Policy of KPR requires that "our school and professional development curricula accurately reflect and use the diversity of knowledge of all peoples as the basis for instruction; that it actively provides opportunities for all students, staff and trustees to understand the factors that cause inequity in society and to understand the similarities, differences and connections among different forms of discrimination; and that it helps students, staff and trustees to acquire the skills and knowledge to challenge unjust practices and to build positive human relationships among all members of society."⁴

¹ Statistics Canada, Participation and Activity Limitation Survey, 2006

² Retrieved from <http://news.ontario.ca/mcss/en/2011/06/ontario-becomes-more-accessible-for-people-with-disabilities.html>

³ Retrieved from <http://www.edu.gov.on.ca/extra/eng/ppm/119.html>

⁴ Retrieved from <http://www.kprschoools.ca/Students/EquityPolicies.html>

General Overview

The purpose of these units is to increase awareness of how society can improve the lives of people with disabilities by removing the social and physical barriers that prevent full participation. These lessons explore access to services and to physical recreation. They may be adapted for a range of grades and subject areas. They can be offered independently or in combination with each other and as part of related educational programming in both the elementary and secondary panels.

This package focuses on physical disabilities. It is anticipated that a follow-up resource package on intellectual disabilities will be developed in the future.

Lesson 1: Students identify barriers to the full participation of people with disabilities in society, describe the key elements of legislation passed to increase accessibility for people with disabilities, and understand the impact of this legislation on society as a whole.

Lesson 2: Through participation in an experiential learning activity, students identify barriers to full participation of people with disabilities in the physical environment and describe ways that those barriers could be changed to increase inclusion.

Lesson 3: Students actively and safely participate in wheelchair basketball and learn the principles and strategies of the game.

A resource kit is available through MediaNet in the LRC to assist with the disability simulation aspect of the lessons.

For Teachers:**Avoiding 'unintended' lessons about disability**

These units are designed to encourage students to see how individuals, including themselves, and society as a whole can play a role in improving the lives of people with disabilities. The focus of these units is on the social experience of disability and not on the negative experience of the impairment. People with disabilities are human beings who deserve, as do we all, to be treated with dignity and respect.

Focusing on the social experience of disability means identifying the social and physical barriers that society creates that limit the activities of people with disabilities. This involves addressing the changes that individuals and society can make in order to improve accessibility for people with disabilities.

Inviting representatives from disability awareness groups to participate in the delivery of these resources will help students to develop a better understanding of the issues faced by people with disabilities. Students should take away from these sessions the understanding that they have a role to play in improving accessibility for all people.

Creating a supportive classroom environment will help all students to feel like valued participants. This requires teachers to be knowledgeable about students' background, current abilities, strengths, and potential areas of educational and social needs. Teachers may draw on the expertise and assistance of school and board staff who can provide support around issues related to special education.

These lessons should be presented in a way that enables students who are not living with an identified disability:

- To recognize that participating in these lessons does not mean that they now understand what it is like to have a disability.
- To avoid feeling pity towards people with disabilities or relief that they do not have a disability.

It is also important to show that living with a disability is not all negative. People with disabilities participate in activities that are rewarding, challenging and fun, and make vital contributions to home and community life as well as to society in general.

[Adapted from: Johnson, M.E. (2006). Disability Awareness – Do it right! The Avocado Press: Louisville, Kentucky.]

Lesson 1 Understanding Accessibility Unit: Accessibility Awareness Grade 10	
Critical Learning	Guiding Questions
This lesson will provide students with an introduction to the concepts of disability and accessibility and related Ontario legislation.	What is the impact of increasing accessibility for people with disabilities on all members of society?
Curriculum Expectations	
This lesson can be adapted for students in Grades 7 to 10. For specific expectations by grade and subject, see the provided Curriculum Expectations.	<p>Session Goals (Unpacked Expectations) At the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • identify barriers to full participation for people with disabilities in society. • describe the key elements of legislation passed to increase accessibility in society. • understand the impact of this legislation on society as a whole.
Instructional Components and Context	
<p>Readiness</p> <p>Prior Knowledge & Skills:</p> <p>Students should have already been exposed to learning activities and resources that reflect diverse points of view and experiences.</p>	<p>Materials</p> <p>Flip chart paper Markers Tape Computers with internet access (or printed copies of information about legislation) Copies of handouts</p> <p>Website: Making Ontario Accessible, Ministry of Community and Social Services http://www.mcass.gov.on.ca/</p>

Lesson 1 Understanding Accessibility Unit: Accessibility Awareness Grade 10	
Minds On (Elicit & Engage)	Consider
<p>Whole Class > Learning Goals Introduce the learning goals and the guiding questions. Post the guiding questions.</p> <p>Place Mat – Definitions</p> <ul style="list-style-type: none"> • Divide students into groups of 4 or 5. Assign each group one of the following questions to answer: What is a disability? What is accessibility? What are barriers to accessibility? What are accommodations? What is ableism? • Distribute chart paper to each group. Ask the students to divide the chart paper into sections equal to the number of students in the group, leaving a circle or square in the centre of the paper. • Direct each group member to think about and then write silently about the question in their personal area of the chart paper for a defined length of time. • Ask the students to discuss their answers with the other members of their group and to find the common elements. Each group should list the common elements in the centre of the page • Have students post the charts to share their group's answer with the whole class. 	<p>What are the differences and similarities among the definitions?</p> <p>What factors might change an individual's definition?</p> <p>Why is understanding these terms important to individuals, communities and society?</p>
Action! (Explore & Explain)	
<p>Jig Saw – Ontario Legislation</p> <ul style="list-style-type: none"> • Provide printed information or direct students to the Ministry of Community and Social Services (Ontario) website on "Making Ontario Accessible." • Assign each student to a 'home group' of 4 or 5 students. And, assign each student to an 'expert group' of 4 or 5 students. • Each 'expert group' is given a focus on a particular standard from the <i>Accessibility for Ontarians with Disabilities Act, 2005</i>. • In their 'expert group,' students review the information provided, discuss, and determine essential concepts and information using the 5Ws organizer provided. • Students meet with their 'home group' and each student shares their knowledge of a particular standard with their home group. 	<p>How well does each standard increase accessibility for people with disabilities?</p> <p>What are some of the challenges of introducing these standards?</p> <p>How will individuals, businesses, communities, and society be affected by these changes?</p>
Consolidation (Elaborate, Evaluate, Extend)	
<p>Communicating results</p> <ul style="list-style-type: none"> • Each 'home group' prepares a poster or presentation on 'Making Ontario Accessible.' • In order to share their knowledge with their home group, students will need to understand: <ul style="list-style-type: none"> – who is affected by the standard, – the direct and indirect benefits of the standard (for individuals, businesses, communities, society), – the consequences of not complying (for individuals, businesses, communities, society), 	<p>Does the legislation lead to a society where people with disabilities are able to fully participate in all areas of public life?</p>

Lesson 1 Understanding Accessibility Unit: Accessibility Awareness Grade 10

- the geographical locations affected by the standard,
- the timing of the standard, and
- the evidence of a need for the standard.

Extensions:

Invite a Community Expert. Involving representatives from disability groups will help students develop a better understanding of the related concepts. See list of Community Experts.

Hold a Disability Awareness Education Fair. Ask students to contact a disability awareness group and create a display about their services. See list of Community Experts.

Videos and class or small group discussions. These videos present a range of people living with different types of disabilities. View as a group and then ask students to reflect on their impressions.

Video – How Can I Help?

http://www.mcsc.gov.on.ca/en/mcss/programs/accessibility/understanding_accessibility/videos_stories_tips.aspx

Training video from the Ontario Ministry of Community and Social Services.

Video – CNIB Seeing Beyond

<http://youtu.be/ngvuA8D2LIE>

CNIB client Tamara discusses some of the misconceptions about people who are blind or partially sighted.

Video - Moira and Caroline Making Their Way in the World

<http://www.cacl.ca/news-stories/real-life-stories/moira-and-caroline-making-their-way-world>

This video is from the Canadian Association for Community Living.

Video – JC Stylez documentary

http://youtu.be/4VO_h1HFIR8

Lazylegz has been teaching a revolutionary course at the Joseph Charbonneau School in Montreal. By teaching his students breakdancing, he inspires self-confidence, team spirit, and the discovery of new physical movements.

How has your thinking about disability been affected (by this presentation or video)?

Handout

5Ws

Name:

Date:

Visit the Ministry of Community and Social Services website (www.mcsc.gov.on.ca). Review the information about the Accessibility for Ontarians with Disabilities Act, 2005 such as the 2008 report *About the Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*. Use the web pages, resource documents, videos and the legislation itself to help you complete this worksheet about a specific standard.

Standard		
Question	Answer	
WHO?	Who is the standard applied to? Which individuals, organizations, sectors, communities? Who will benefit? Direct and indirect benefits.	
WHAT?	What does the standard require/ What are the consequences of not complying?	
WHERE?	Where will the standard be in effect? Include region affected and types of locations affected.	
WHEN?	When does the standard come into effect?	
WHY?	Why is the standard necessary? Consider the evidence.	

Lesson 2 Barriers and Challenges Unit: Accessibility Awareness Grade 10	
Critical Learning	Guiding Questions
<p>This lesson will provide students with a better understanding of the challenges faced by people with disabilities by participating in activities that limit their physical abilities as they do common daily tasks.</p>	<p>How are the activities of people with disabilities affected by society? How is society affected by the activities of people with disabilities?</p>
Curriculum Expectations	Session Goals (Unpacked Expectations)
<p>This lesson can be adapted for students in Grades 7 to 10. For specific expectations by grade and subject, see the provided Curriculum Expectations.</p>	<p>At the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • identify barriers to the full participation of people with disabilities in the physical environment. • describe ways that those barriers could be changed to increase inclusion.
Instructional Components and Context	
<p>Readiness Prior Knowledge & Skills:</p> <p>Students should have already been exposed to learning activities and resources that reflect diverse points of view and experiences.</p>	<p>Materials Information Cards¹ Equipment: Swim goggles with clear nail polish¹ Swim goggles with dark nail polish spots¹ Wheelchair² Cane² Sling¹ Foam ear plugs¹ Industrial ear muffs¹ Walker² Tensor bandage¹ Reflection sheets</p> <p>Note: ¹This equipment is available from the KPR Learning Resource Centre via MediaNet. ²These items may be accessed through Community Agencies. Call to make arrangements.</p>
Minds On (Elicit & Engage)	Consider
<p>Whole Class > Learning Goals Introduce the learning goals and the guiding questions. Post the guiding questions.</p> <p>Community Expert – Living with a disability Invite a Community Expert(s) from a disability awareness organization to share some of their experiences but also to accompany students as they do the activity.</p>	

Lesson 2 Barriers and Challenges Unit: Accessibility Awareness Grade 10	
<ul style="list-style-type: none"> • Reflective Discussion – Preparing for experiential activity • Explain to the students that the class will be participating in a range of activities that will limit some of their activities in ways similar to those experienced by some people living with disabilities. Pose the following questions to the group: <ul style="list-style-type: none"> - How do you feel about participating in this activity? - What are your concerns? Fears? - What do you think it might feel like? - What do you think might happen? - How do you think other people might react to you? - Why do you think the class is doing this activity? 	<p>How is the activity different from the experience of living with a disability?</p>
Action! (Explore & Explain)	
<ul style="list-style-type: none"> • Introduce the Activity: Review what is going to happen with the students and review each type of physical limitation as a group. Provide an opportunity for students to ask questions about the activity. • For the purpose of this activity, students will be assigned one barrier only. However, it is important to note that some people may have multiple barriers that affect their daily lives, for example vision loss and depression. It is also important to remember that one type of disability should not lead to assumptions about others, for example a person with a disability that affects their speech may not mean that they have an intellectual disability as well. <p>Outline of Activity:</p> <ul style="list-style-type: none"> • Divide students into pairs. Explain that one student will use the equipment to create a physical limitation and the other student will act as a support person. The pairs will have an opportunity to switch roles. Pairs should stay together throughout the activity. • Assign each pair a type of limitation with information card and equipment. Give students time to review the information card and to practice using the equipment. • During the activity, the student pairs should travel around the classroom and throughout the school doing things that they would typically do on an average school day. This may include: <ul style="list-style-type: none"> - Walking down the hallway. - Entering and exiting the building. - Using their locker. - Going to the cafeteria. - Using a computer to search the internet. - Going to the school library. - Getting a drink of water. • The support person should assist in the ways described on the information card and make sure that their partner is safe from injury. • After both groups have had an opportunity to do the activity, students complete a reflection sheet about their experience with the limitation and also as the support person. 	<p>Through which parts of the school will students travel? Are there areas that should be avoided for safety reasons? Consider the health and safety of students and community experts with disabilities who are participating in the activity.</p>
Consolidation (Elaborate, Evaluate, Extend)	
<p>Community Expert Observations Ask invited Community Experts to share reflections on accompanying the students during the activity.</p>	<p>What are circumstances where these barriers could limit someone's ability to access something?</p>

Lesson 2 Barriers and Challenges Unit: Accessibility Awareness Grade 10	
<p>Identifying Solutions</p> <p>Whole Class Sharing: Ask students to list barriers that they encountered during the activity. Divide students into small groups. Ask each group to select three types of barriers and suggest ways that these barriers could be removed. Ask each group to select a speaker who will share their suggestions with the whole class.</p> <p><i>Extensions:</i></p> <p><i>Universal Design.</i> Introduce students to The Principles of Universal Design (Available from the Centre for Universal Design at the University of North Carolina: http://www.ncsu.edu/project/design-projects/udi/center-for-universal-design/). Discuss each principle and find examples of items/structures that meet or fall short of the principles.</p> <p><i>Relay-in-a-box</i> – The Canadian Paraplegic Association (Ontario) has a wheelchair relay available for loan. This activity challenges participants to participate in a series of activities while sitting in a wheelchair. See Community Organization listing for contact information.</p>	<p>How could removing these barriers benefit all members of the school community?</p> <p>What is the impact of these barriers on access to education and access to employment?</p> <p>Why are these barriers present? Link to a discussion about ableism (See Glossary) and its impact of accessibility.</p>

INFORMATION SHEET 1

This information card describes a physical limitation that participants will experience as part of this activity. It also provides some detail about how this physical limitation may arise.

Please use the equipment only in the ways described on this sheet. While you are participating in the activity, think about how you feel in this situation, how others react to you in this situation, the types of barriers you encounter and why they are in place.

AREA OF LIMITATION: Vision Loss

PROFILE: Macular Degeneration:

Age-related macular degeneration (AMD) is a disease associated with aging that gradually destroys sharp, central vision. Central vision helps people to see objects clearly and to perform common daily tasks such as reading and driving. AMD affects the macula, the part of the eye that allows you to see fine detail. AMD causes no pain. In some cases, AMD advances so slowly that people notice little change in their vision. In others, the disease progresses faster and may lead to a loss of vision in both eyes. AMD also distorts colour vision. AMD is a leading cause of vision loss in Americans 60 years of age and older. AMD occurs in two forms: wet and dry.

TOOLS: Swim goggles with clear nail polish.

TODAY'S CHALLENGE: You will wear a pair of goggles that have been modified to alter your vision.

SUPPORT PERSON FUNCTIONS: To read or to guide.



INFORMATION SHEET 2

This information card describes a physical limitation that participants will experience as part of this activity. It also provides some detail about how this physical limitation may arise.

Please use the equipment only in the ways described on this sheet. While you are participating in the activity, think about how you feel in this situation, how others react to you in this situation, the types of barriers you encounter and why they are in place.

AREA OF LIMITATION: Vision Loss

PROFILE: **Diabetic Retinopathy:**

Fragile, abnormal blood vessels can develop and leak blood into the center of the eye blurring vision. This is called proliferative retinopathy. At an advanced stage of this disease, fluid can leak into the center of the macula, the part of the eye where sharp, straight-ahead vision occurs. The fluid makes the macula swell, blurring vision. This condition is called macular edema. It can occur at any stage of diabetic retinopathy, although it is more likely to occur as the disease progresses. About half of the people with proliferative retinopathy also have macular edema.

TOOLS: Swim goggles with dark nail polish spots.

TODAY'S CHALLENGE: You will wear a pair of goggles that have been modified to alter your vision.

SUPPORT PERSON FUNCTIONS: To read or to guide.



INFORMATION SHEET 3

This information card describes a physical limitation that participants will experience as part of this activity. It also provides some detail about how this physical limitation may arise.

Please use the equipment only in the ways described on this sheet. While you are participating in the activity, think about how you feel in this situation, how others react to you in this situation, the types of barriers you encounter and why they are in place.

AREA OF LIMITATION: Mobility

PROFILE: **Spinal Cord Injury**:

The spinal cord is a thick bundle of nerves that runs through the vertebrae (backbones) in the spine. This nerve bundle is about 18 inches long, starting at the base of the brain and ending at the buttocks. The spinal cord acts as a superhighway between the brain and the rest of the body. An accident that causes the vertebrae to break can also damage the spinal cord. And when the spinal cord is damaged, the highway is essentially closed. Nerve impulses can't get through. This results in paralysis – loss of mobility and sensation – below the level of injury.

The site of the injury will determine what parts of the body are paralyzed. The higher the injury, the more body parts are affected. For instance, a spinal cord injury in the upper, or cervical, region of the spine will affect the arms as well as the trunk, legs and pelvic area (including bowel and bladder). Someone with this level of injury is considered to be quadriplegic. But an injury lower down, in the thoracic or lumbar region, won't affect the arms. Someone with a spinal cord injury in either of these regions is considered to be paraplegic. About half of all people with spinal cord injuries are quadriplegic, and half are paraplegic.

TOOLS: Wheelchair

TODAY'S CHALLENGE: You will spend the simulation in a wheel chair. You will have no mobility in your legs therefore you may not get out of the chair during the simulation. There will be assistance from support staff to help you to navigate the day.

SUPPORT PERSON FUNCTIONS: To provide services related to travelling.

INFORMATION SHEET 4

This information card describes a physical limitation that participants will experience as part of this activity. It also provides some detail about how this physical limitation may arise.

Please use the equipment only in the ways described on this sheet. While you are participating in the activity, think about how you feel in this situation, how others react to you in this situation, the types of barriers you encounter and why they are in place.

AREA OF LIMITATION: Agility

PROFILE: **Parkinson's Disease:**

Parkinson's disease is a disorder that affects nerve cells, or neurons, in a part of the brain that controls muscle movement. In Parkinson's, neurons that make a chemical called dopamine die or do not work properly. Dopamine normally sends signals that help coordinate your movements. No one knows what damages these cells. Symptoms of Parkinson's disease may include

- Trembling of hands, arms, legs, jaw and face
- Stiffness of the arms, legs and trunk
- Slowness of movement
- Poor balance and coordination

As symptoms get worse, people with this condition may have trouble walking, talking or doing simple tasks. They may also have problems such as depression, sleep problems or trouble chewing, swallowing or speaking.

Parkinson's usually begins around age 60, but it can start earlier. It is more common in men than in women. There is no cure for Parkinson's disease. A variety of medicines sometimes help symptoms dramatically.

TOOLS: Cane and Sling

TODAY'S CHALLENGE: Your balance is very unsteady therefore you are unable to walk without the aid of a cane. Walking any distance is very tiring. Your dominant arm and hand will be tied in a sling as it is no longer any use. All correspondence, such as typing or writing, will be completed with your non-dominant hand.

SUPPORT PERSON FUNCTIONS: To provide services related to travelling.

INFORMATION SHEET 5

This information card describes a physical limitation that participants will experience as part of this activity. It also provides some detail about how this physical limitation may arise.

Please use the equipment only in the ways described on this sheet. While you are participating in the activity, think about how you feel in this situation, how others react to you in this situation, the types of barriers you encounter and why they are in place.

AREA OF LIMITATION: Hearing

PROFILE: **Hearing:**

There are 2 basic types of hearing loss, which are called conductive and sensorineural.

Conductive causes: Conductive hearing losses result from physical problems with the movement of the sound wave through the ear. A simple example is blockage of the ear canal. Conductive hearing loss can also be attributed to trauma which could result in perforated tympanic membrane damage or dislocated ossicle, or infection of the ear canal that causes it to swell.

Sensorineural causes are from damage to the hair cells or nerves. This could be a result of acoustic trauma from prolonged exposure to loud noise or pressure trauma such as usually is found in divers. Certain drugs, vascular diseases and Meniere's disease can contribute to partial or total hearing losses.

TOOLS: Foam ear plugs are inserted into the ear and then industrial ear muffs are placed over both ears.

TODAY'S CHALLENGE: Due to trauma, you have suffered a distinct hearing loss.

SUPPORT PERSON FUNCTIONS: To provide sign language or oral interpretation services - to translate conversation, not to participate in it.

INFORMATION SHEET 6

This information card describes a physical limitation that participants will experience as part of this activity. It also provides some detail about how this physical limitation may arise.

Please use the equipment only in the ways described on this sheet. While you are participating in the activity, think about how you feel in this situation, how others react to you in this situation, the types of barriers you encounter and why they are in place.

AREA OF LIMITATION: Speech

PROFILE: **Aphasia:**

This is a disorder stemming from damage to the language portion of the brain, usually the left side. Aphasia is a communication disorder that interferes with the ability to process, understand or speak language. There are varying degrees of Aphasia from mild to severe. Aphasia can also cause a difficulty in reading or writing. Aphasia can occur from strokes, head injuries and from brain tumors. It is more common in adults but can also affect children. Typically Aphasia is diagnosed by a neurologist. The prognosis for Aphasia is much better in younger people.

Fluent Aphasia

In this form of aphasia people may also have difficulty understanding what other people are saying to them. Their own speech patterns are not generally affected - sentences flow well but the content of the speech is usually irrelevant and impaired.

TOOLS: Sign for colleagues with speech instructions

TODAY'S CHALLENGE: Due to a head injury from an accident, your comprehension of speech has been compromised. For your challenge this morning, anyone who you have verbal communication with, will be asked to speak to you with their mouth covered and in a mumbling manner. Your disability has not affected your speech or writing skills.

SUPPORT PERSON FUNCTIONS: To relay or interpret a person's communications.

INFORMATION SHEET 7

This information card describes a physical limitation that participants will experience as part of this activity. It also provides some detail about how this physical limitation may arise.

Please use the equipment only in the ways described on this sheet. While you are participating in the activity, think about how you feel in this situation, how others react to you in this situation, the types of barriers you encounter and why they are in place.

AREA OF LIMITATION: Mobility

PROFILE: **Stroke:**

Although stroke is a disease of the brain, it can affect the entire body. Some of the disabilities that result from a stroke include paralysis, cognitive deficits, speech problems, emotional difficulties, daily living problems, and pain.

Paralysis is one of the most common results of a stroke. The paralysis or weakness may affect only the face, an arm, or a leg or may affect one entire side of the body and face. A person who suffers a stroke in the left hemisphere of the brain will show right-sided paralysis or paresis. Conversely, a person with a stroke in the right hemisphere of the brain will show deficits on the left side of the body. This one-sided paralysis is called hemiplegia.

A related disability that is not as debilitating as paralysis is one-sided weakness or hemiparesis.

Stroke patients with hemiparesis or hemiplegia may have difficulty with everyday activities such as walking, dressing, eating, and using the bathroom.

Damage to a lower part of the brain, the cerebellum, can affect the body's ability to coordinate movement, which leads to problems with body posture, walking, and balance.

TOOLS: Walker
Splint
Tensor bandage

TODAY'S CHALLENGE: As a result of a stroke, the left side of your body is paralyzed. Your mobility depends on a walker and your left arm is not able to perform 'normal' functions. Your left leg and arm will be splinted and wrapped in a tensor bandage.

SUPPORT PERSON FUNCTIONS: To provide support related to movement/mobility.

Handout

Reflection: Experiencing a physical limitation

Name:

Date:

Area of Limitation:

1. What was your reaction when you learned of your limitation?
2. What simple tasks suddenly became more difficult?
3. How did people respond to you? To your limitations?
4. What surprised you about the experience?
5. What creative solutions did you use to compensate for your limitation or barriers that you experienced?
6. Did today help you to discover any new or underutilized strengths and abilities?
7. Did anything about your experience today change your perspective about disabilities, people with disabilities or the barriers that people face? Do you have any suggestions for changes that would help make the school more inclusive and/or barrier-free?

Reflection: Being a support person

Name:

Date:

Area of Limitation:

1. What was your reaction to being a support person?
2. How did people respond to you?
3. What surprised you about the experience?
4. Did today help you to discover any new or underutilized strengths and abilities?
5. Is there anything you might change if you were to be a support person for someone in the future?
6. Did anything about your experience as a support person change your perspective about disabilities, people with disabilities or the barriers they face? Do you have any suggestions for changes that would help make the school more inclusive or barrier-free?

Lesson 3 Wheelchair Basketball Unit: Accessibility Awareness Grade 10	
Critical Learning	Guiding Questions
<p>This unit will build on fundamental movement skills and relate them to wheelchair basketball. Students will focus on using and combining fundamental movement skills to send, receive, keep, or travel in a wheelchair with a ball. The teacher will assist students in recognizing the physical strength and stamina necessary to manoeuvre a wheelchair while encouraging understanding of the importance of sport for persons living with disabilities. Students will have an opportunity to play wheelchair basketball and to learn about other wheelchair sports and athletes.</p>	<p>How does wheelchair sport increase inclusion and reduce ableism?</p> <p>How is wheelchair basketball played?</p>
Curriculum Expectations	Session Goals (Unpacked Expectations)
<p>This lesson can be adapted for students in Grades 7 to 10. For specific expectations by grade and subject, see the provided Curriculum Expectations.</p>	<p>At the end of this lesson, students will be able to...</p> <ul style="list-style-type: none"> actively and safely participate in wheelchair basketball. understand the principles and strategies of the game.
Instructional Components and Context	
Readiness	Materials
<p>Prior Knowledge & Skills:</p> <p>Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.</p> <ul style="list-style-type: none"> knowledge and skills related to health topics as identified in the curriculum of previous grades group work skills safe practices fundamental movement skills (in combination and in sequence) principles of movement 	<p>10 sport wheels chairs⁵</p> <p>Basketball court</p> <p>Basketballs</p> <p>Pylons</p> <p>Copies of handout</p> <p>Website - Parasport Ontario: http://www.parasportontario.ca/Games/Sports.aspx Includes descriptions of parasports.</p> <p>Paralympic Sport TV http://www.youtube.com/paralympicsporttv Coverage of a range of sports including wheelchair basketball</p> <p>Rick Mercer Report: http://www.youtube.com/user/MercerReport# Segments on Paralympics, murderball, wheelchair rugby, wheelchair basketball, bungee jumping with Rick Hansen.</p>

⁵ Local wheelchair sport clubs, retailers and organizations have equipment to rent or borrow. See Community Organizations Listing. This may also include an experienced athlete able to lead a session.

Lesson 3 Wheelchair Basketball Unit: Accessibility Awareness Grade 10	
Minds On (Elicit & Engage)	Consider
<p>Whole Class > Learning Goals Introduce the learning goals and the guiding questions. Post the guiding questions.</p> <p>Overview of wheelchair sports Whole class> Invite a Community Expert, such as a representative from a disability awareness group or a parasport athlete, to introduce students to wheelchair sports. Watch videos on a range of wheelchair sports.</p>	<p>What are the wheelchair sport opportunities in our community?</p> <p>What are some of the effects of wheelchair sports on individuals? Communities? Society as a whole?</p>
Action! (Explore & Explain)	
<p>Each session begins with: Go through typical warm-up and stretching routine, review wheelchair basketball basics.</p> <p>Each session ends with: Go through cool down. Through an open forum discussion, ask students: How they felt before/after the session about doing this activity? How is it similar or different from other games or sports they have played? What was the most challenging part of doing this activity?</p> <p>Session 1:</p> <p>Introduce the sport wheelchair and its components explaining the necessary safety precautions of the sport and its equipment, (i.e. straps, fingers, fifth-wheel, etc). Introduce the rules, skills and strategies. Have the first ten students get in the sport wheelchairs and manoeuvre around the pylon obstacle course, gaining an understanding of what is needed to control the chair to the best of each individual's abilities. (If you feel the students are ready and time permits you could introduce the basketball, still focusing on chair control).</p> <p>Session 2:</p> <p><i>Pylon Obstacle Course:</i> Have first 10 students get into sport wheelchairs and go through the pylon obstacle course from lesson 1 (you could include basketballs if you feel they need more of a challenge). Repeat with next group(s). Have students in sport wheelchairs find a partner and practice passing the ball using chest pass, bounce pass and overhead pass. Repeat for next group(s).</p> <p><i>Serpentine or Snake Drill</i> – have 5 students in sport wheelchairs line up on one side of the basketball key facing the other 5 students in sport wheelchairs. First student in line will pass the ball across the key to the other first student in line then turning away from the student next to him/her go to the end of the line to receive a pass. They continue in this same manner until the line progresses and the basketball is at the other end of the basketball court, therefore running out of room. Repeat once or twice for each group(s). This drill will develop chair control and passing skills.</p> <p><i>Four Corners Drill</i> – using half of the basketball court, have 3 students in sport wheelchairs in each corner at half-court and 2 students in sport wheelchairs in each of the corners at the baseline for a total of 10 students and 10 sport wheelchairs. The one group of 3 at half court is going to be shooters and the other group of 3</p>	

Lesson 3 Wheelchair Basketball Unit: Accessibility Awareness Grade 10

will be rebounders. The drill will start with the first shooter taking a shot and then joining the rebound line. The first rebounder will get the ball after it is shot and pass it kitty-corner to the first student in said line and then join said line. The student who just received the pass will then pass the ball across court (under the hoop baseline) to the first student in that line and then join that line. The person who just received the ball in this line will then pass the ball to the next student in the shooting line and then join the shooting line and the drill will continue in this manner until the group has scored at least 5 baskets. Let the students know that the only line in which they do not follow their pass will be the shooting line and that the person in front of them during this drill should always be the same person throughout the drill. This drill will develop chair control, passing and shooting skills.

Session 3:

Include a wheelchair based warm-up activity such as the pylon obstacle course. Review the rules, skills and strategies. Have a wheelchair basketball game. Rotate the students at least every 5 minutes.

Consolidation (Elaborate, Evaluate, Extend)

Reflection: Ask students to complete the handout.

Group Discussion:

Have a group discussion about the ways in which wheelchair sport affects ableism. This discussion should address:

- social (increase opportunities for people in wheelchairs to participate in recreation)
- physical (improve individual health and well-being, improve the accessibility of facilities), and
- economic factors (increase in popularity may reduce costs of participating, may lead to professional sport opportunities).

Handout

Wheelchair Basketball

Name:

What happened when you played wheelchair basketball?

What new skills did you learn?

How was your experience different from what you expected?

What did you like about the experience?

What did you dislike about the experience?

**How has this experience changed your thinking about...
...wheelchair sports?**

...disability?

...inclusion?



Community Experts

This is a list of some disability awareness groups operating within the KPR area:

Alternatives Community Program
Services
267 Stewart St.
Peterborough, ON, K9J 3M8
Phone: 705-742-0806
E-mail: alternatives_vikki@yahoo.ca

Arthritis Society
380 Armour Rd. #263
Peterborough, ON, K9H 7L7
Phone: 705-742-7191
Toll-free: 1-800-321-1433
E-mail: brimmer@on.arthritis.ca
Website: <http://www.arthritis.ca>

Canadian Cancer Society
727 Lansdowne St. West
Peterborough, ON, KL9J 1Z2
Phone: 705-742-3823
Toll-free: 1-800-463-0432
E-mail: arecord@ontario.cancer.ca
Website: <http://www.cancer.ca/>

Canadian Diabetes Association
294 Rink St. #1
Peterborough, ON, K9J 2K2
Phone: 705-742-2733
Toll-free: 1-800-267-4704
E-mail: mailto:diabetes@trytel.net
Website: <http://www.diabetes.ca/>

Canadian Hearing Society
Website: <http://www.chs.ca/>

Canadian Hearing Society Peterborough
315 Reid St.
Peterborough, ON, K9J 3R2
Phone: 705-743-1573
Toll-free: 1-800-213-3848
TTY: 705-743-1621
E-mail: storrance@chs.ca

Canadian Hearing Society Durham
Braemor Center Plaza
575 Thornton Road N, Unit 7
Oshawa, ON L1J 8L5
Phone: (905) 404 8490

Canadian Mental Health Association
(CMHA)
Website: <http://www.cmha.ca>

CMHA Durham Region Branch
60 Bond Street West
Oshawa, ON L1G 1A5
Phone: 905 - 436 8760
Fax: 905 - 436 1569
Email: cmha@cmhadurham.org
Website: <http://www.durham.cmha.ca/>

CMHA Peterborough Branch
466 George St. N.
Peterborough, ON K9H 3R7
Phone: 705 - 748 6711
Fax: 705 - 748 2577
Email: info@peterborough.cmha.on.ca
Website: <http://www.peterborough.cmha.on.ca>

Canadian National Institute for the Blind
(CNIB)
Website: <http://www.cnib.ca/>

CNIB Durham
1 Mary St. North, Unit D
Oshawa L1G 7W8
Phone: 905-436-1202
Email: info@cnib.ca

CNIB Peterborough
159 King St. #300
Peterborough, ON, K9J 2R8
Phone: 705-745-6918
E-mail: warren.northcott@cnib.ca

Canadian Paraplegic Association
 Ontario
 Website: <http://www.cpaont.org>
 P.O. Box 131
 Warsaw, ON K0L 3A0
 Phone: 705-652- 0786 or
 1-888-643-2507
 Email stephanie.bolton@cpaont.org

Community Care Durham
 Website:
<http://www.communitycaredurham.on.ca>
 Administration Office:
 Community Care Durham
 16100 Old Simcoe Road
 Port Perry, ON L9L 1P3
 Phone: 905-985-0150 ext. 253

Community Care Peterborough
 180 Barnardo Ave.
 Peterborough , ON, K9H 5V3
 Phone » 705-742-7067
 E-mail » centofc@commcareptbo.org
 Website: <http://www.commcareptbo.org>

Community Living Ontario
 Website:
<http://www.communitylivingontario.ca/>

Community Living Peterborough
 223 Aylmer St.
 Peterborough , ON, K9J 3K3
 Phone:705-743-2411
 E-mail:
contact@communitylivingpeterborough.ca
 Website:
<http://www.communitylivingpeterborough.ca/>

Community Living Oshawa/Clarington
 39 Wellington Ave East
 Oshawa, ON L1H 3Y1
 Phone: 905-576-3011
 Email: info@communitylivingoc.ca
 Website:
<http://www.communitylivingoc.ca>

Community Living West Northumberland
 275 Cottesmore Avenue,
 Cobourg, Ontario K9A 4E3
 Phone: 905-372-4455
 Email: communitylivingwn@yahoo.ca
 Website:
<http://www.communitylivingwestnorthumberland.ca>

Disability Doorway
 Durham Region Employment Network
 60 Bond Street West, 8th Floor
 Oshawa, Ontario L1G 1A5
 Phone: 905-720-1777
 Website:
<http://www.disabilitydoorway.com>

Down Syndrome Association of
 Peterborough
 291 Charlotte St. Unit #3
 Peterborough, ON, K9J 2V6
 Phone: 705-749-6695
 Email:
info@downsyndromepeterborough.ca
 Website:
<http://www.downsyndromepeterborough.ca/>

Five Counties Children's Centre
 872 Dutton Rd.
 Peterborough , ON, K9H 7G1
 Phone » 705-748-2221
 Toll-free » 888-779-9916
 E-mail » info@fivecounties.on.ca

Four Counties Brain Injury Association
 360 George St. N. #27
 Peterborough , ON, K9H 7E7
 Phone » 705-741-1172
 Toll-free » 1-800-854-9738
 E-mail » fcbia@nexicom.net

Heads Up For Inclusion
 223 Aylmer St. North
 Peterborough, ON, K9J 3K3
 Phone: 705-745-1700
 Email: amigos@headsupforinclusion.ca
 Website:
<http://www.headsupforinclusion.ca/>

Multiple Sclerosis Society
PO Box 324, 1022 High St.
Peterborough, ON, K9J 6Z3
Phone: 705-748-4221
E-mail: mssociety@cogeco.net
Website: <http://www.mssociety.ca>

Ontario Federation for Cerebral Palsy
1630 Lawrence Ave W, Ste 104
Toronto, ON, M6L 1C5
Phone : 416-244-9686
Toll-free: 1-877-244-9686
Fax: 416-244-6543
E-mail: centre@ofcp.on.ca
Website: <http://www.ofcp.ca/>

Peterborough Council for Persons with
Disabilities
c/o City of Peterborough
500 George Street N
Peterborough ON K9H 3R9
Phone: 705-742-7777 x 1630
Email: jcowley@peterborough.ca
Website: <http://www.peterborough.ca>

Sports organizations:
Wheelchair Basketball Canada:
<http://www.wheelchairbasketball.ca>

Canadian Wheelchair Sports
Association: <http://www.cwsa.ca/en/site/>

Ontario Wheelchair Sports Association:
<http://ontwheelchairsports.org/en/>
Includes video and toolkit:
<http://www.onesharpeye.com/owsa/>

Canadian Paraplegic Association
Ontario: <http://www.cpaont.org>
--Peterborough Office:
<http://www.cpaont.org/peterborough>
Canadian Paraplegic Association
Ontario
P.O. Box 131
Warsaw, ON K0L 3A0
Phone: 705-652-7496
Toll Free : 1-888-643-2507

Peterborough Special Olympics
1085 Fairbairn Street
Peterborough, ON, K9J 6X3
Phone 705-742-6697
Email wstrode@cogeco.ca

Glossary

These are brief descriptions of some of the terms used in these units. For more information, please refer to the additional resources at the end of each activity in the units.

Ability: The capacity to do something, including physically, intellectually or socially.

Ableism: The practices and dominant attitudes in society that devalue and limit the potential of persons with disabilities; a set of practices and beliefs that assign inferior value (worth) to people who have developmental, emotional, physical or psychiatric disabilities; a set of assumptions (conscious or unconscious) and practices that promote the differential or unequal treatment of people because of actual or presumed disabilities. [Retrieved from <http://www.stopableism.org/>]

Accessibility: The opportunity for all people to participate fully in all aspects of life without barriers. In the case of people with disabilities, this includes the removal of barriers to the physical environment, to transportation, to information and communications technology, and to other facilities and services open or provided to the public. Accessible communities make a real difference in the lives of people with disabilities; it is not just about physical access and technical devices - access is about equity of opportunity. An accessible community takes the perspective that accessibility is more than physical design: it is complete social inclusion that makes a community a better place for everyone.

Accommodation: Arrangements that help persons with disabilities fulfill their right to full integration and participation in society. They should be able to access services, employment, and housing, and face the same duties and responsibilities as everyone else.

Employers, landlords, service providers, and others have a duty to consider the needs of persons with disabilities. This means designing for buildings, processes, programs or services inclusively. If existing physical structures, systems, or attitudes create barriers, they must be removed. Where it is impossible to remove barriers without undue hardship, special arrangements must be made to help persons with disabilities fully participate. This is what is called "accommodation."

Respect for the dignity of persons with disabilities is the key to preventing and removing barriers. This includes respect for the self-worth, individuality, privacy, confidentiality, comfort and autonomy of persons with disabilities.

Accommodation will vary according to a person's unique needs. These needs must be considered, assessed, and accommodated individually. [Retrieved from Ontario Human Rights Commission <http://www.ohrc.on.ca>]

Assistive devices: An assistive device is a tool, technology or other mechanism that enables a person with a disability to do everyday tasks and activities such as moving,

communicating or lifting. It helps people to maintain their independence at home, at work and in the community. [Retrieved from <http://www.mcass.gov.on.ca>.]

Barrier: A barrier is anything that keeps someone with a disability from fully participating in all aspects of society because of their disability. This includes attitudinal, structural, communication, technological, and systemic barriers. [Retrieved from <http://www.mcass.gov.on.ca>.]

Disability: Disability means (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
 (b) a condition of mental impairment or a developmental disability,
 (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
 (d) a mental disorder, or
 (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997; (“handicap”). [OHRC, Section2].

Discrimination: Any practice or behaviour, whether intentional or not, which has a negative effect on an individual or group because of their race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, handicap (disability), or other analogous ground. Discrimination may arise as a result of direct differential treatment or it may result from the unequal effect of treating individuals and groups in the same way. Either way, if the effect of the behaviour on the individual is to withhold or limit full, equal and meaningful access to goods, services, facilities, employment, housing accommodation, etc. available to other members of society, it is discrimination. [Retrieved from Ontario Human Rights Commission <http://www.ohrc.on.ca>]

Inclusion: Inclusion means all individuals feel accepted and valued. Inclusive schools and workplaces give all people the opportunity to reach their full potential and to contribute meaningfully at school and to our world. [Retrieved from <http://www.kprschools.ca/Students/EquityandDiversity.html>]

Service animals: A service animal is an animal with a job to do for a person with a disability. Examples include guide dogs and animals trained to alert an individual to an oncoming seizure and lead them to safety. [Retrieved from <http://www.mcass.gov.on.ca>.] See AODA legislation

Social experience of disability: This model draws on the idea that it is society that creates barriers, through designing everything to meet the needs of people who do not have a disability. There is a recognition within the social model that there is a great deal that society can do to reduce, and ultimately remove, some of these barriers, and that

this task is the responsibility of society, rather than the person with a disability.
[Retrieved from the University of Leicester <http://www2.le.ac.uk/>]

Support persons: A support person is an individual hired or chosen to accompany a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or access to goods or services. [Retrieved from <http://www.mcass.gov.on.ca.>]

Curriculum Expectations

	Lesson 1	Lesson 2	Lesson 3
Grade 7	<p>Science and Technology UNDERSTANDING STRUCTURES AND MECHANISMS: FORM AND FUNCTION OVERALL EXPECTATIONS By the end of Grade 7, students will:</p> <p>1. analyse personal, social, economic, and environmental factors that need to be considered in designing and building structures and devices;</p> <p>1. Relating Science and Technology to Society and the Environment By the end of Grade 7, students will:</p> <p>1.1 evaluate the importance for individuals, society, the economy, and the environment of factors that should be considered in designing and building structures and devices to meet specific needs (<i>e.g., function; efficiency; ease of use; user preferences; aesthetics; cost; intended lifespan; effect on the environment; safety, health, legal requirements</i>)</p>	<p>Science and Technology UNDERSTANDING STRUCTURES AND MECHANISMS: FORM AND FUNCTION OVERALL EXPECTATIONS By the end of Grade 7, students will:</p> <p>1. analyse personal, social, economic, and environmental factors that need to be considered in designing and building structures and devices;</p> <p>1.2 evaluate the impact of ergonomic design on the safety and efficiency of workplaces, tools, and everyday objects (<i>e.g., furniture, computer equipment, home tools and equipment</i>), and describe changes that could be made in personal spaces and activities on the basis of this information (<i>e.g., use computer keyboards and mice that are ergonomically designed; use kitchen tools such as knives with ergonomic handles; use equipment for household jobs that is designed to ease strain on the body, such as ergonomically designed snow shovels and garden tools</i>)</p>	<p>Health and Physical Education <i>Active Participation</i> A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity; A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living; A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities. <i>Movement Skills and Concepts</i> B2.1 demonstrate an understanding of the components of a range of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments.</p>

	Lesson 1	Lesson 2	Lesson 3
Grade 8	<p>Science and Technology UNDERSTANDING STRUCTURES AND MECHANISMS:SYSTEMS IN ACTION</p> <p>OVERALL EXPECTATIONS By the end of Grade 8, students will:</p> <p>1. assess the personal, social, and/or environmental impacts of a system, and evaluate improvements to a system and/or alternative ways of meeting the same needs;</p> <p>Specific expectations 1.2 assess the impact on individuals, society, and the environment of alternative ways of meeting needs that are currently met by existing systems, taking different points of view into consideration</p>	<p>Science and Technology UNDERSTANDING STRUCTURES AND MECHANISMS:SYSTEMS IN ACTION</p> <p>OVERALL EXPECTATIONS By the end of Grade 8, students will:</p> <p>2. investigate a working system and the ways in which components of the system contribute to its desired function;</p> <p>3. demonstrate an understanding of different types of systems and the factors that contribute to their safe and efficient operation.</p> <p>Specific expectations 2. Developing Investigation and Communication Skills 2.4 use technological problem-solving skills to investigate a system (<i>e.g., an optical system, a mechanical system, an electrical system</i>) that performs a function or meets a need</p>	<p>Health and Physical Education</p> <p><i>Active Living</i> A1.1 actively participate according to their capabilities in a wide variety of program activities (e.g., individual, small-group, and large-group activities; movement and rhythmic activities; dance; outdoor pursuits).</p> <p><i>Movement Skills and Concepts</i> B1.2 perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli (e.g., approach, take off, and land when doing a triple jump into a pit; strive to beat a time record in orienteering; choreograph a dance sequence in response to music; perform step aerobics at different tempos; change styles of cross-country skiing depending on snow and terrain conditions, using a skate technique on open, flat sections and a classic technique on narrower trails).</p> <p>B2.2 demonstrate an understanding of how movement skills, concepts, and strategies are transferable across different physical activities within various categories* (e.g., individual, target, net/wall, striking/fielding, territory), and identify skills, concepts, and strategies that they found effective while participating in a variety of physical activities in different categories.</p>

	Lesson 1	Lesson 2	Lesson 3
Grade 9	<p>Individual and Family Living, Grade 9 or 10, Open Social Challenges Overall Expectations By the end of this course, students will:</p> <ul style="list-style-type: none"> • analyse how a changing society affects individuals and families; • describe strategies by which individuals and family members manage resources in a changing environment; • apply skills for using various technologies for family activities; • demonstrate an understanding of the principles of consumer awareness. <p>Specific Expectations <i>Change</i> By the end of this course, students will:</p> <ul style="list-style-type: none"> – compare individual and family lifestyles now and in the past, considering the effect of social, cultural, economic, technological, and environmental change; – analyse the impact of a variety of changes on individuals and on peer and family relationships and lifestyle (e.g., divorce and child-custody arrangements; new technologies); – evaluate a new product, service, or technology for its ability to meet their own needs or the needs of their families (e.g., develop criteria for choosing a long distance service). <p>Social Science Skills</p> <ul style="list-style-type: none"> • use social science research methods to obtain information from various media, technology, and human resources in order to examine aspects of individual and family living; • effectively communicate the results of their inquiries; • demonstrate effective collaborative group skills. 	<p>Individual and Family Living, Grade 9 or 10, Open Social Challenges Overall Expectations By the end of this course, students will:</p> <ul style="list-style-type: none"> • analyse how a changing society affects individuals and families; • describe strategies by which individuals and family members manage resources in a changing environment; • apply skills for using various technologies for family activities; • demonstrate an understanding of the principles of consumer awareness. <p>Specific Expectations – evaluate a new product, service, or technology for its ability to meet their own needs or the needs of their families (e.g., develop criteria for choosing a long-distance service).</p> <p>Social Science Skills</p> <ul style="list-style-type: none"> • use social science research methods to obtain information from various media, technology, and human resources in order to examine aspects of individual and family living; • effectively communicate the results of their inquiries; • demonstrate effective collaborative group skills. 	<p>Healthy Active Living Education, Grade 9 Open Physical Activity Overall Expectations By the end of the course, students will:</p> <ul style="list-style-type: none"> • demonstrate personal competence in applying movement skills and principles; • demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities. <p>Sport and Recreation By the end of the course, students will:</p> <ul style="list-style-type: none"> – demonstrate understanding of specific rules and guidelines for participation in recreation and sport including team, group, dual, and individual activities (e.g., the scoring rules in rugby, etiquette such as allowing faster participants to pass on a cross-country ski trail); – identify the requirements, including basic equipment standards, preparation (e.g., warm-up and cool-down exercises, training requirements), and specific safety issues that maximize performance and participation in recreation and sport activities; – explain appropriate strategies or tactics that enhance performance in specific situations and conditions (e.g., passing versus dribbling a basketball against a defender, shifting gears in cycling to adjust to changing conditions).

	Lesson 1	Lesson 2	Lesson 3
Grade 10	<p>Civics, Grade 10, Open Active Citizenship Overall Expectations By the end of this course, students will:</p> <ul style="list-style-type: none"> • apply appropriate inquiry skills to the research of questions and issues of civic importance; • demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes. <p><i>Inquiry Skills</i> By the end of this course, students will:</p> <ul style="list-style-type: none"> – formulate appropriate questions for inquiry and research; locate relevant information in a variety of sources (e.g., texts, reference materials, news media, maps, community resources, the Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials; – organize information, using a variety of methods and tools (e.g., summaries, notes, timelines, visual organizers, maps, comparison organizers); – communicate the results of inquiries into important civic issues, using a variety of forms (e.g., discussions and debates, posters, letters to elected officials, Web pages, visual organizers, dramatizations). 	<p>Civics, Grade 10, Open Purposeful Citizenship Overall Expectations By the end of this course, students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens' actions; • describe the diversity of beliefs and values of various individuals and groups in Canadian society; • analyse responses, at the local, national, and international levels, to civic issues that involve multiple perspectives and differing civic purposes. <p><i>Diversity of Beliefs and Values</i> By the end of this course, students will:</p> <ul style="list-style-type: none"> – compare the varied beliefs, values, and points of view of Canadian citizens on issues of public interest (e.g., freedom of information, censorship, health care funding, pollution, water quality, nuclear power, taxation, casinos); – explain how different groups define their citizenship, and identify the beliefs and values reflected in these definitions; – analyse Canadian issues or events that involve contrasting opinions, perspectives, and civic purposes; – describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation. 	<p>Healthy Active Living Education, Grade 10, Open Physical Activity Overall Expectations By the end of the course, students will:</p> <ul style="list-style-type: none"> • demonstrate personal competence in applying movement skills and principles; <p>Sport and Recreation</p> <ul style="list-style-type: none"> – demonstrate understanding of specific rules and guidelines for participation in recreation and sport including team, group, dual, and individual activities (e.g., the travelling violation in basketball, scoring rules in orienteering, etiquette such as replacing divots when playing golf, fair play); – describe the requirements, including basic equipment standards, preparation (e.g., warm-up and cool-down exercises, training requirements), and specific safety issues that maximize performance and participation in recreation and sport activities; – explain appropriate strategies or tactics that enhance performance in specific situations and conditions (e.g., tipping rather than spiking against an effective blocker in volleyball, hitting the ball to one side of the fairway to compensate for cross-wind conditions in golf).