

ADAPTED GAMES LESSON PLAN

Setting: Gymnasium

Safety Considerations:

- Create boundaries for each station, long benches would be best, but whatever will keep loose rolling balls in their zones
- When on scooter boards, make sure students are careful not to run over fingers, make sure long hair is tied back so it doesn't get caught in wheels
- When some students are blindfolded, ensure that students understand the importance of keeping the ball on the ground/close to it to avoid any injuries

Pre-Games Discussion

Have students sitting in a circle, formation that works best for you to instruct but also has their attention.

- Show them the four different pictures of people without giving any context about them. Ask the question;
 - What do we notice is different between these people?
- Give students around a minute to share what they notice is different about these people
- Then ask them if they notice any similarities between the people, then segue into how each of the people are Paralympians
 - Give a background of who they are, what sport they play, and any other relevant information about them
- Go into what it means for a sport to be adapted
 - When a sport is modified, redesigned, or specially created to ensure everyone, specifically individuals with disabilities, can participate

Explain that you are now going to play in stations that each have a different Paralympic-style sport (divide gym into 3 different spots for each station, as well as the students in 3 separate groups)

Station 1: Sitting Basketball

Equipment: two basketballs, targets on the wall

- Place targets on the wall/floor for students to shoot at
- Students will be divided into two teams and be sitting in a line beside the other team
- Each person will have a chance to shoot at the target
- If they get it in/don't get it in, then bum scooch to the back of the line so their next teammate can scooch forward and make their shot
- Goal is for students to get as many baskets as a team by hitting the target

Station 2: Scooter Relays

Equipment: scooter boards, pylons to mark end zones (can also use lines on the floor of the gym)

- Divide students into 2-3 equal teams
- Each student must have a scooter board (please preface for students to watch their fingers – not to get run over when on the boards)
- Each time must line up in their own team line, behind the starting point
- The first person must scooter down to the other side and back, and then tag the next person in their line once they cross the starting point to let them go
- First team to get through their entire line wins
- **Can also have variations of relays**
 - Can have students either sit on the board or lay on their stomachs
 - Students need to create a worm with their team as they sit on the scooter boards, by having them in a line with each other's legs wrapped around the person in front of them. They need to travel to the other side and back as a group to win
 - Two students from each team must link arms with another teammate and travel down and back, then switch partners to get through rest of line
 - Eg. If there are three people in each group, first- and second-person link arms and go first, then second- and third-person link and go, then third- and first-person link and go

Station 3: Goalball

Equipment: blindfolds, large, soft ball (dodgeball) with a bell taped to it, two nets (goal zones), long benches/barrier to keep ball in zone

- ****Create a boundary with benches around the goalball playing area to keep it contained and not interfering with other stations****
- Students will be divided into two teams
- The goal is to score the ball into the opponent's net
- Only can use underhand tosses (depending on your class, you can keep it to only rolling the ball on the floor)
- Students must rely on their listening skills to know if the ball is moving, around them, etc,

LESSON PLAN – Paralympian Profiles

Todd Nicholson

- Inducted into the Canadian Paralympic Hall of Fame in 2025
- Was part of the Para ice hockey team for up to 20 years
- He also competed in wheelchair basketball, wheelchair tennis, triathlons, duathlons, marathons, and Para skeleton
- He competed at 5 Paralympic Games
- Became a paraplegic when he was in a car crash in high school

Viviane Forest

- She is visually impaired (born visually impaired)
- From Montréal
- Has competed in 3 Paralympic Games
- Played Goalball but also did Alpine Skiing

Rob Shaw

- From North Bay, Ontario
- Competes in wheelchair tennis
- Was involved in a diving accident when he was 21 and was partially paralyzed from the neck down
- He became the first player, in stand-up or wheelchair tennis, to win a multi-sport medal in singles competition
- He competed in two Paralympic Games

Melanie Hawtin

- Originally was training in track as a wheelchair racer, however underwent surgery and had to break from track
- Then found a love for wheelchair basketball and was able to use a lot of her skills to help her on the court
- Born with spina bifida, hydrocephalus
- Attended 3 Paralympic Games

INCLUSIVE EDUCATION RESOURCES

MARCH 2026

LESSON PLAN

Paralympian Profiles (print for introduction of lesson)

Todd Nicholson



Viviane Forest



Rob Shaw



Melanie Hawtin

