



Pools to Schools: Connections to The Ontario Curriculum Health and Physical Education
Grade 3-8

Strand A: Social-Emotional Learning Skills

1.1 Identification and Management of Emotions	Athletes discuss how they feel when they are getting ready for a competition, during training and when standing behind the blocks.
1.2 Stress Management & Coping	Athletes discuss how they use swimming/physical activity as a means of stress management. They also discuss strategies for how they self-regulate feelings of nervousness and anxiety when competing at an elite level.
1.3 Positive motivation and Perseverance	Athletes share stories of personal perseverance and how they maintain positive motivation when they face a setback.
1.4 Healthy Relationships	Athletes discuss their relationships with teammates and competitors and how they maintain respectful interactions when dealing with others in difficult situations.
1.5 Self-awareness & Sense of Identity	Athletes discuss how sport plays a role in their sense of identity and belonging in an environment when they may otherwise feel like an outsider as an individual with an impairment engaging in physical activity. Athletes discuss their strengths as an athlete and how being an athlete impacts their day to day lives.
1.6 Critical & Creative Thinking	Athletes present in a manner that allows students to make connections to their own lives. Athletes discuss the importance of time management, goal setting and hard work that is required to achieve big dreams.

Strand B: Active Living

While the presentations only involve a short stretching/activation component, athletes discuss the enjoyment they experience from engaging in physical activity (B1.2), how and why they are physically active and the benefits that they receive from being physically active (B1.3). Athletes will also discuss what motivates and challenges them to continue to engage in elite sport (B1.3). Athletes discuss the health benefits to being physically active (B2.2), the intrinsic and extrinsic

factors that impact their participation in physical activity (B2.3) and the importance of setting and acting on personal physical activity goals (B2.4).

Strand C: Movement Competence: Skills, Concepts, & Strategies

During the presentations, athletes show videos of themselves competing in elite competitions (Paralympics, World Championships, Para Pan Am Games) and discuss their race strategies and stroke mechanics. Teachers can reference the videos to discuss the movement skills, concepts, and strategies that the athletes utilized. Specifically, swimming can be used as an example when discussing the Law of Reaction within movement principles. Within discussions of movement strategies, swimming is an excellent example of an individual, recreation, and lifelong physical activity due to the low impact nature of the activity. By engaging in the Pools to Schools program, teachers will be able to highlight the sport of swimming as an option of physical activity for their students in an accessible and exciting way.

Strand D: Healthy Living

Grade 3	D1.3 Athletes can discuss how the use of illegal substances by others impacts their sporting experience. Athletes can discuss their experiences with doping control. D1.4 Athletes discuss their experiences of being a child in school with an impairment and if applicable their experiences with bullying. D3.3 The athletes can help teachers discuss the concept of visible and invisible differences as some of the athletes' impairments may not be easily identifiable for the students. D3.4 Athletes discuss the stress of being an elite athlete as well as the stress that they experience as an individual with an impairment and how external factors impact their stress levels.
Grade 4	D2.5 Athletes discuss strategies they use to help support their mental health at different times of their training cycle. D3.1 Athletes can discuss how their eating happens impact their athletic preparation and how their eating habits may change at different times of their training cycle. D3.3 Athletes discuss the stress management strategies that they utilize within the competitive environment.

Grade 5	D1.1 If applicable to the athlete's lived experience, they discuss the supports they sought when dealing with bullying when they were in school. D3.3 Athletes can discuss the choices that they make regarding the use of alcohol/cannabis in relation to the impact using those substances can have on their athletic performance. D3.4 Athletes discuss the stigma they face as an individual with an impairment which can lead to discussions of stigma regarding other challenges such as mental health.
Grade 6	D1.1 Athletes can discuss the benefits they have received from being included, respected, and accepted within the athletic and (if applicable) school environment. D2.3 Athletes can discuss how their experiences with safe and positive social interactions and how they deal with conflict management in a variety of areas in their lives. D3.1 Athletes can discuss the benefits they receive from healthy eating/active living as an athlete and an individual with an impairment. D3.3 Athletes can discuss how they have dealt with stereotypes and assumptions in their lives, how that impacts them and the strategies they use to respond.
Grade 7	D2.2 If applicable, athletes can discuss how they were impacted by the bullying/harassment that they experienced when in elementary school. D3.1 Athlete can discuss the impact traveling to different countries and living situations has on their food choices and the impact this can have on their performance.
Grade 8	D2.1 Athletes can discuss their personal eating behaviours. D2.4 Athletes can discuss the routines and habits that they use to help them maintain their mental health both within the competitive and daily environment. D3.1 Athletes can discuss the importance of healthy eating as it impacts their athletic performance.

The Pools to Schools program introduce students to the thrilling sport of para swimming. Elite para swimmers who have represented Canada at international competitions, such as the Para Pan Am Games, Paralympic Games and World Championships, will share lessons of perseverance and resilience with your students during the presentation.

Through engaging with the Pools to Schools program, students will have the opportunity to expand their understanding of sport, disability, and what is possible through goal setting, hard work, and the passionate pursuit of their dreams. As the athletes present their stories live, they can adjust their presentations to meet the educational needs of the grade that they are presenting to within the parameters of their personal stories and experiences.

Presentation Outline Questions for Presenters

Below is the list of questions/discussion topics that the athlete presenters have been given to help guide their presentations. This list can be updated to include specific topics/questions to cover curriculum objectives for each grade. Additionally, classes are encouraged to ask questions throughout the session so if there was a specific area that the teacher would like the presenter to discuss they could ask the athlete to do so.

- 1) What is para swimming? – You may show Paralympic Sport A-Z: Swimming video <https://www.youtube.com/watch?v=UBwvL9yOgu0>
- 2) Who is para swimming for?
- 3) What is classification? What classification do you compete in?
- 4) How did you become involved in competitive swimming?
- 5) Tell us about your swim team. What do you like about being on a swim team?
- 6) What is your favourite event and why?
- 7) How long have you been on the national team?
- 8) What countries have you traveled to due to swimming? Tell us a favourite memory you have from your international travels.
- 9) What are the Paralympic Games? / What are the Para Pan Am Games?
- 10) What did you enjoy most about competing at the Para Pan Am Games/Paralympic Games/World Championships?
- 11) What were some of the challenges of being on the Para Pan Am Games/Paralympic Games/World Championship team? How did you work through those challenges?
- 12) What are your favourite Paralympic Games/international competition memories?
- 13) Please discuss your Paralympic or Para Pan Am Games or World Championship experience. show video of yourself in a race from a major international competition (some of these are videos that the athletes own, some are available on YouTube) –

- while showing a race discuss what you are thinking about/routines you follow/what happens behind the scenes/the equipment or clothes you wear/race strategies.
- 14) What is the most important thing to focus on when preparing for a major event?
 - 15) Discuss your goal setting routine and how goal setting has helped you achieve your dreams.
 - 16) What does representing Canada mean to you?
 - 17) Please tell us about a challenge that you have faced during your sports career and how you overcame or worked through that challenge.
 - 18) What are some of the mental health tools that you have developed through sport?
 - 19) What are some of the lessons you have learned from being an athlete/growing up with a disability?
 - 20) What is something you would like the audience to know about what it is like living with a disability?
 - 21) What was elementary/high school (relate to the grade you are presenting to) like for you?
 - 22) What sports or physical activities did you do in elementary/high school?
 - 23) What challenges did you face when you were in elementary/high school? (bullying, stigma, assumptions of others, etc.) What did you do to overcome those challenges?
 - 24) What is one thing you would say to the students in the audience today who are thinking about getting or staying involved in sports?