



SLEDGE HOCKEY... PAST TO PRESENT

HockeyCanada.ca/SledgeHockey



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An Introduction To Sledge Hockey

Ice Sledge Hockey is the Paralympic version of Ice Hockey and, since its debut in the Paralympic program in the Lillehammer 1994 Paralympics, it quickly became one of the biggest attractions for spectators at the Paralympic Winter Games. The response to sledge hockey in Vancouver at the 2010 Paralympic Games was outstanding with all games played in front of enthusiastic crowds of greater than 5000 people.

It is fast-paced, highly physical game and played by athletes with a physical disability in the lower part of the body. Ice Sledge Hockey is practiced by athletes in about 10 countries and is governed by the IPC through the International Paralympic Ice Hockey Committee. It follows the rules of the International Ice Hockey Federation (IIHF) with a few modifications. Instead of skates, players use two-blade sledges that allow the puck to pass beneath. They also have sticks with a spike-end for pushing and a blade-end for shooting.

It is interesting to note that while sledge was originally created as a form of recreational therapy for athletes with disabilities, there are provisions for able-bodied

athletes to play at the grassroots level. Approximately 8% of Ontario Sledge Hockey Association (OSHA) players do not have a disability, these players mostly being siblings or friends of a disabled player.

This package was created with the aim to increase awareness of sledge hockey in educational settings. With the World Sledge Hockey Challenge coming to London for the first time in 2011, it will be a great opportunity for students to see the top players from Canada, USA, Norway and Japan compete for the championship.

One organizing tool for this package could be for students to create a final project "Sledge Hockey". This would encompass different lessons (or specific activities within each lesson) and this self-contained unit could then be evaluated based on those completed exercises.

Good luck and hopefully many students will find their way to the arena to witness sledge for themselves!

GOALS OF THIS SLEDGE HOCKEY EDUCATION PACKAGE

1. To increase awareness of the challenges people living with disabilities face.
2. To increase acceptance of people who have different abilities.
3. To educate students in order that they become fans and supporters of sledge hockey.
4. To provide an opportunity to experience sledge hockey.
5. To increase fan support knowledge of the 2011 World Sledge Hockey Challenge in London.



Lesson 1. People Living With Disabilities

Lesson Summary: This lesson investigates the lives and challenges that sledge hockey players may face on a daily basis and how sledge hockey is a positive influence in their lives.

Curriculum Skills, Knowledge and Values. Students will:

1. Understand the different forms of disabilities recognized by the International Paralympic Committee
2. Learn how athletes deal with the challenges of everyday living
3. Learn the importance of athletics

Teaching Materials:

- Copies of the Appendix documents: Specific Disabilities, Inclusion and Equity, The Role of Sport, Sports of the Paralympics
- Computer and internet access
- Website: www.paralympiceducation.ca

Classroom Activities:

1. Teacher reads Appendix 1 Specific Disabilities. Discuss with students:
 - a. Pre-Test: Which definitions have the students heard before? What do they know of the different disabilities?
 - b. Students list one fact for each disability or briefly describe each into their notebooks.
2. Brainstorm with the class and list on chart paper/board some of the challenges that persons with a disability would face as they go through a day in your school.

3. Create a title in individual notebooks “Challenges Athletes Face”.

- a. In groups of 4-5 students: Identify what you feel are the two most important challenges created in the brainstorming exercise. List these in notebooks.
- b. In more detail, write what about “a day in the life” of someone in a wheelchair as they get up in the morning, get ready for the day, go to school, attend classes, and return home for the evening.

4. Teacher reference: “Inclusion and Equity” (Appendix 2) and “The Role of Sport” (Appendix 3). Have students use computer website www.paralympiceducation.ca, part of the Petro Canada Paralympic Schools Program. Access “People with Disabilities” section and view the lesson on Specific Disabilities”. Complete the following:

- a. In your own words describe what inclusion and equity means when looking at person’s with a disability.
- b. Why are sports so important to those with physical challenges?
- c. Choose one category/type of disability and describe how your life would be different if you had that disability.

5. In partners or small groups, research different sports that athletes with disabilities can participate in. Which looks like it would be the most challenging to participate in and why? Teachers can provide information form Appendix 4 “Sports of the Paralympics” or students can utilize the internet to conduct the search.



Lesson 2. History of Sledge Hockey and the Paralympic Games

Lesson Summary: This lesson investigates the development of sledge hockey and the historical progression of the Paralympic Games.

Curriculum Skills, Knowledge and Values. Students will:

- Learn that participation in athletics connects people around the world.
- Study the history of the Paralympic Games.
- Understand why sledge hockey was created.

Teaching Materials:

- for teacher reference: Appendix 5 The International Paralympic Committee ”
- student copies of the document “History of the Paralympic Games” (Appendix 6).
- Appendix 7 About Sledge Hockey
- Appendix 8 Sledge Hockey Timeline

Classroom Activities:

1. Teachers lead a discussion on the International Paralympic Committee, its development and focus.
2. Read the package on the History of the Paralympic Games. Afterward, answer the following questions.
 - a. Who was responsible for the creation of the Paralympic Games? Why?
 - b. Where and when did the Paralympic Games start?
 - c. The Games have become a global event. Research one of the visiting countries playing in the World Sledge Hockey Challenge: United States, Norway or Japan. Choose three areas of study and write a brief report on this country. Topics could include culture, tourism, athletics, history and/or geography.
3. How did sledge hockey get its start? Teacher leads a discussion based on Appendix 7 “About Sledge Hockey”. Alternatively, students may be given a copy of Appendix 7 and create own notes on the development of sledge hockey.
4. Outline five important dates that helps in understanding how sledge hockey developed into the popular Paralympic sport it is today. Reference Appendix 8.

Teacher Background:

About Sledge Hockey

Sledge hockey is the Paralympic version of Ice hockey. It is fast-paced, highly physical and played by athletes with a physical disability. Sledge is an innovative team sport that incorporates the same rules and discipline structure as regular hockey.

Sledge hockey was invented by three Swedish wheelchair athletes on a frozen lake in Stockholm in 1961 as a means of recreational therapy. Athletes sit strapped into a metal frame that rests on two regular-sized skate blades. Athletes use two 75 cm long hockey sticks, with picks on one end and blades on

the other. The picks are used to propel the sledge across the ice and the slightly curved blade is used to handle the puck. The goaltender has an additional pick at the bottom of the blade and also has picks attached to the catching glove.

Like hockey, each team has six players on the ice, including the goaltender. Teams are comprised of a maximum of 15 male players per team, including two goaltenders. To be eligible to compete at the Paralympics, athletes must have a disability of a permanent nature in the lower part of the body that precludes their participation in standing hockey.

Sledge Hockey is governed by the IPC (International Paralympic Committee) through the International Paralympic Ice Hockey Committee. It follows the rules of the International Ice Hockey Federation (IIHF) with a few modifications. Sledge's Paralympic debut was in 1994 at the Lillehammer Paralympic Winter

Games. The 2010 Games in Vancouver saw sledge adopted as a major-league sport with games played in front of sold-out crowds who were loud and excited in their support.

For more information about sledge hockey in Canada, visit Hockey Canada's website at www.hockeycanada.ca/wshc.



Lesson 3. The Basics of Sledge Hockey

Lesson Summary: Students are introduced to sledge hockey and gain an understanding to its fundamentals.

Curriculum Skills, Knowledge and Values. Students will

- Learn understand the design of sledges
- Understand skills involved in sledge hockey.

Teaching Materials:

- Computer and internet access
- www.youtube.com/user/HCSledge

Classroom Activities:

1. In preparation for the lab period, have students read “About Sledge Hockey” in this package. Teacher can use notes (see Appendix 7) to have a discussion with students about what they can expect to see/experience as they progress through the sledge unit.
2. Arrange for a guest speaker. Contact your local sledge hockey club and arrange for an experienced player or sledge leader to come to your school. Presentation could be done to large or small groups and include a question period.

3. In the computer lab:

- a. Equipment search: www.uniqueinventionsinc.com. Describe the sledges that players use. What does it cost for each player to purchase a pair of sticks and a sledge?
- b. Rules search: consult Ontario Sledge Hockey Association or Hockey Canada for rules to the sport and identify three rules that are different from stand-up hockey www.ontariosledge.com
- c. Skills search: www.youtube.com/user/HCSledge. Specific skills such as puckhandling, stopping and turning are shown being done by Canadian National Team members. Assignment for the students
 - For one skate skill (eg. Starting, turning) outline five points you would use to summarize in trying to explain or teach the skill to a person new to sledge
 - For one puck skill (eg. Passing, shooting...) complete the task above
 - What do you think would be the most challenging aspect for YOU to play sledge?
- d. Search www.youtube.com for sledge games eg. Canada vs. USA.

Lesson 4. Video: Sledhead

Lesson Summary: This lesson gives students insight into the lives of Canadian National Team players and their preparation leading up to the World Championships in 2008.

Curriculum Skills, Knowledge and Values. Students will

- Learn how athletes deal with the challenges of everyday living
- Gain an appreciation for the athletes who play sledge hockey at the National level

Teaching Materials:

- Copy of video: Sledhead
- DVD player and television
- website: www.hockeycanada.ca/SledgeTeam for notes on National Team Players

Classroom Activities:

1. Provide students with activities to complete during the video. Suggestions include:
 - a. Choose one Canadian sledge athlete and describe their story. Examples of information to look for include how they acquired the disability, how they lead their daily lives and what playing sledge hockey has meant to them.
 - b. Describe the sledge action. What would make this a very difficult game to play?
 - c. What would it be like to travel to other parts of the world while having a disability? What challenges could occur in another country for you?
2. After the video, have a class discussion about the video. Questions to consider:
 - a. What are your impressions of the video?
 - b. Who was the most impressive athlete and why?
 - c. Do you have a better appreciation for the lives that these players lead? Explain your answer.
 - d. Individually, have the students research a Canadian National Sledge Hockey player. Hockey Canada team notes can be found at: www.hockeycanada.ca/SledgeTeam

Teacher Background:

From the cover of the SLEDHEAD DVD:

“SLEDHEAD is the story about a group of men who are determined to prove they are the world’s best disabled hockey team.

They play a fast-paced game of ice hockey in which players sit in titanium sledge, smashing into each other with abandon while firing hard rubber pucks 130 kilometers an hour. Propelled by sticks with sharp picks on the end, the game is hard-hitting and action-packed.

It’s also a story about men who know they are disabled but refuse to be categorized as helpless and they do not want pity. Their lives are often inspiring and sometimes tragic but they overcome their obstacles and are better men for it.

Over a yearlong season, the documentary builds to an exciting climax where the players’ fate and place in the history books comes down to mere seconds.

With fierce rivalry and unforgettable characters set amidst the arena as a background SLEDHEAD is the story about a remarkable team of athletes and even more remarkable men.”



Activity 1. Learn to Sledge

Lesson Summary: Students will have the opportunity to play sledge hockey.

Curriculum Skills, Knowledge and Values. Students will

- Experience the fun in playing sledge hockey on the ice
- Understand the how challenging sledge is to play

Teaching Materials:

- Ice Rental
- Gymnasium
- Parasport Ontario www.parasportontario.ca Phone 416-426-7187

Classroom Activities:

1. Contact Parasport Ontario and arrange for a sledge demonstration in your gymnasium. The “Ready, Willing and Able” program will bring sledges-on-wheels and an instructor out to your school to take your students through sledge hockey skills.
2. In gymnasium: use two roller boards per person and a small nerf ball or plastic hockey puck to play “sledge”. Students sit long-legged with buttocks on one and heels on another roller board. By playing with hockey rules and having students have to pass, control and shoot the ball with both hands WHILE TRYING TO MAINTAIN A BALANCED POSITION, students will gain a little appreciation for the athleticism required to play sledge hockey. Be sure to use proper safety equipment!
3. On-ice: Contact your local sledge hockey group to arrange for a “Learn to Sledge” clinic. www.ontariosledge.com has a list of teams in the Ontario Sledge Hockey Association. In London, contact the London Blizzard www.londonblizzard.com.

Teacher Background:

About Sledge Hockey in London

The team was originally launched in 1997 by Thames Valley Children’s Center as a means of recreational therapy for children with physical disabilities. Parents took over sole responsibility for team organization, fundraising and scheduling midway through that first year. There are presently twenty-seven (27) Blizzard players registered on our Junior (under 15 years) and Intermediate teams.

Participation, fun and skill development are our main objectives and over the years our ability to compete with other teams has steadily improved. The Blizzard Intermediates won the Ontario “B” championships in the 2009-2010 season. This past November the Junior team earned Bronze medals and the Intermediates Silver at the season’s first tournament in Brampton. At the January 2011 Blizzard Invitational Sledge Hockey Tournament the host London teams again did very well. The Juniors captured the “B” Gold medal and the Intermediates lost in the Bronze medal game.

The Ontario Sledge Hockey Association (OSHA) governs sledge in Ontario. There are twenty-one (21) communities across Ontario that participate in leagues, tournaments and elite programs such as the Ontario Parasport Winter Games. Sledge Team Ontario (STO) trains the top sixteen (16) players in the

province with the aim of playing at the highest level in Canada. In the past two years, five players have graduated from STO and currently represent Canada on the National Team.

Activity 2. See the Sport Live!

Lesson Summary: This lesson prepares students for live sledge hockey.

Curriculum Skills, Knowledge and Values. Students will Learn about athletes who play sledge hockey

Teaching Materials:

Activities:

1. The London Blizzard Sledge Hockey Club practice regularly at the Western Fair Sports Center. During the 2010-11 season practices are from 6:45 -8:30 pm. www.londonblizzard.com for contact and schedule information.
2. Choose an international team that will be competing in an upcoming World Sledge Hockey Challenge. Research sledge hockey in this country and the players that will be performing. Go to that game and cheer on the “under-dogs”!
3. Create signage that students can take into the game. Ideas include country flags, signs of “good luck” and preparing a “dress code” for the class to attend the game in.
4. London is hosting the World Sledge Challenge April 18-23, 2011 at Western Fair. www.hockeycanada.ca/wshc for up-to-date information and ticket sales. Appendix 9 outlines the event schedule.

Teacher Background:

About the Tournament

The four teams will participate in round robin play over six (6) games to be played between April 18 and 22nd and Bronze and Gold Medal games will be played on April 23rd. All games will be played on the Olympic sized rink at the Western Fair Sports Complex in London.

Canada has a winning history in the Sledge Hockey World Challenge having won gold in 2007 in Kelowna, B.C. and 2008 in Charlottetown, P.E.I. before settling for silver last year in Charlottetown. Canada, Japan, Norway and the United States were the top four finishers at the 2010 Paralympic Winter Games in Vancouver, B.C.



Appendix 1. Specific Disabilities

The International Paralympic Committee (IPC) is the international representative organization of elite sports for athletes with disabilities. The IPC organizes, supervises and co-ordinates the Paralympic Games and other multi-disability competitions.. (Source: International Paralympic Committee, July 2003) In order to compete on equal terms, Paralympic athletes are placed into different classes.

Specialized medical and technical personnel, called classifiers, evaluate the athletes with various tests based on the athletes' ability to perform skills required by the sport. In that way, it is guaranteed that the athletes competing within a class have equal or similar abilities and the determining factor for their success is skill and training, rather than the level of disability. (Source: Athens2010.com, July 2003)

Disability categories

The IPC has established six disability categories applying to both the Summer and Winter Paralympics. Athletes with one of these physical disabilities are able to compete in the Paralympics though not every sport can allow for every disability category.

- **Amputee:** Athletes with a partial or total loss of at least one limb.
- **Cerebral Palsy:** Athletes with non-progressive brain damage, for example cerebral palsy, traumatic brain injury, stroke or similar disabilities affecting muscle control, balance or coordination.
- **Intellectual Disability:** Athletes with a significant impairment in intellectual functioning and associated limitations in adaptive behavior.
- **Wheelchair:** Athletes with spinal cord injuries and other disabilities which require them to compete in a wheelchair.
- **Visually Impaired:** Athletes with vision impairment ranging from partial vision, sufficient to be judged legally blind, to total blindness.
- **Les Autres:** Athletes with a physical disability that does not fall strictly under one of the other five categories, such as dwarfism, multiple sclerosis or congenital deformities of the limbs such as that caused by thalidomide (the name for this category is French for "the others").

1. Athletes with Disabilities

Amputee Athletes

An amputation refers to a missing limb or part of an arm or leg. Not all amputees are alike. Some athletes were born without a limb or parts of limbs. Others have lost limbs or parts of limbs through illnesses like cancer or diabetes, or as a result of an accident. Amputations can affect an individual's balance and ability to move. Some athletes wear prosthesis. A prosthesis is an artificial device that replaces the missing body part and helps improve its movement. Athletes with amputations compete in a number of sports including Cycling, Cross Country Skiing, Alpine Skiing and Athletics.

Athletes with Spinal Cord Injuries

Spinal cord or back injuries may result in paralysis, which affects movement of the lower body and all or part of the trunk muscles. The degree of a disability from a spinal cord injury depends on where the injury has happened along the spinal cord. In general, the higher the injury on the spine, the less function there is afterward because more muscles are affected. People with spinal cord injuries who are paraplegics have limited or no function of the lower body, but have use of their arms allowing them to participate in sports such as Wheelchair Rugby and Sledge Hockey. Quadriplegia affects both arm and leg movement.

Athletes with Cerebral Palsy

Cerebral Palsy is a condition that damages the areas of the brain that control movement and body posture. This damage can occur before, during and after birth due to a delay in oxygen getting to the brain. The disability may have no visible signs, or it may cause lack of control of facial and limb movements and speech difficulties. Athletes who experience mild symptoms of CP compete in sports such as seven-a-side soccer, while those athletes with more severe symptoms compete in Boccia and other sports.

Les Autres

This impairment classification encompasses individuals with Multiple Sclerosis, Muscular Dystrophy, Polio, and Spina Bifida. It also includes a number of other disabilities that do not fall into any of the more specific classifications.

- **Multiple Sclerosis:** a chronic, unpredictable condition that affects the brain or spinal cord or both, causing muscular weakness, loss of coordination, and speech and visual problems.
- **Muscular Dystrophy:** a progressive genetic condition characterized by progressive muscular weakness and shrinking of the muscle fibers. Paralysis is the inability to move a part of the body. Some people with Muscular Dystrophy may experience paralysis because of the gradual weakening of arm, shoulder and leg muscles.
- **Poliomyelitis (Polio):** a viral infection of the motor cells in the spinal cord that leads to deformation, muscular paralysis or weakening of the muscles. The severity of the infection determines the extent of the damage and paralysis.
- **Spina Bifida:** a developmental buckling of the spine in which one or more of the vertebrae fail to completely close during early development. Vertebrae are the series of bones that make up your spine. This leaves an opening in the spine that leads to nerve damage. This affects muscle function and sensation to varying degrees.

2. Athletes with Visual Impairments (Blind)

With Visual Impairments, an athlete may have partial sight or may be completely blind. Some persons can distinguish only the difference between light and dark. Others see a mist, as if a thick white curtain were always in front of their eyes. Some see the world around the edges of a dark area in the centre of their eyes, never seeing a whole shape, but only its top, bottom or sides. For others, everything is blocked off but a tiny speck of light. Some see nothing at all. Athletes with a visual impairment can participate in a variety of sports, including Goalball, Alpine Skiing, Cross Country Skiing, Biathlon and Cycling.

3. Athletes with an Intellectual Disability

There are many types of intellectual disabilities. Some people are born with an intellectual disability while other people have an intellectual disability that is caused by an accident or a condition. Persons may be socially mature or act younger than they are; they may be gifted in their abilities or be lagging behind their peers; have low self-esteem or have great confidence; have good verbal skills or use a special device to communicate. Down Syndrome is the most common genetic problem that causes an intellectual disability. These individuals have 47 chromosomes, rather than 46. This genetic difference causes varying degrees of developmental delays. Athletes with an intellectual disability participated in a number of demonstration sports during the

FACT SHEET

In 2001, approximately 3.6 million Canadians or 12.4% of the population living in households reported having a disability. This number is expected to increase to 7 million by 2020.

Of the 3.6 million

- 305,750 OR 8% are between 5 - 24 years of age.
- 626,610 OR 17% are between 24 - 44 years of age.
- 217,000 are between 5 and 24 years of age AND have a mobility* or visual disability
- 205,238 are between 25 - 44 years of age AND have a mobility* or visual disability
- 53% female, 47% male

* a mobility disability includes; spinal cord, cerebral palsy and amputee

NOTE: Some 3.2 million adults reported having mobility pain but reluctantly did not associate it with any limitation. Therefore the data was not used.

Statistics source: Statistics Canada: 2001 Participation and Activity Limitation Survey (PALS)

Appendix 2. Inclusion and Equity

Do you have a classmate who uses a wheelchair? Do you have a friend who is blind? If you do, then you may know a future Paralympian!

These days, athletes with disabilities have a greater number of opportunities to take part in sports than ever before. Athletes with disabilities often belong to the same organizations and participate in the same events as their able-bodied teammates and classmates. This is called inclusion. Inclusion is the practice of including all people. It means considering the wide spectrum of needs, interests and abilities of everyone in your community and providing opportunities for all to participate.

The outcome of the move to inclusion is equity. Equity is a right that all people have. In physical activity and sport competition equity is about fairness and accessibility. This means that regardless of sex, race, religion, or level of ability; all people should have equal access and be given the chance to participate in all sports and recreational activities.

“An inclusive physical education environment is one which provides the opportunity for students of all abilities and interests to participate in physical education. Inclusive physical education recognizes the inherent value of each student; the right to take risks and make mistakes; the need for independence and self-determination; and the right to choice.”

Appendix 3. The Role of Sport

Sport has the unique ability to bring people together from all over the world, to compete and celebrate their similarities and differences. According to the Olympic Charter, established by Pierre de Coubertin, the goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practised without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play (Source: *Olympic.org*, July 2003).

The general philosophy of the Paralympic Games is to follow the rules of the Olympic sports as much as possible. This philosophy is already implied in the name of the event. The term “Paralympic” is taken from the word Olympic and the prefix Para., a Greek word that means close to. The Paralympic Games is an elite sports event in terms of both the organisation and the actual competition. (Source: *Athens2004.com*, July 2003) In this, it shares in spirit of the Olympic movement that dates back to ancient Greece. The Paralympics are a dynamic expression of the capabilities of people with disabilities. Sport has been a great way of building the visibility and profile of persons with disabilities. Sports allow people to see that people with disabilities possess amazing skills and

are capable of great athletic performances. In fact, many Paralympic athletes compete at the same level as their able-bodied counterparts. Society needs to provide people with disabilities with many opportunities in the sport world, from local recreational sporting activities to elite international competition.

The Canadian Paralympic Committee (CPC) works to increase the opportunities for athletes with a disability within a sport system that recognizes the value and contribution of all competitors. The Paralympics provides people with disabilities a chance to display their ability and compete with their peers on a fair basis.

What is the difference between the Paralympics and the Special Olympics? The Special Olympics and Paralympics are two separate organizations. Special Olympics is unique in providing sports opportunities for individuals with intellectual disabilities. Paralympics provides sports opportunities for elite athletes with physical disability. The Special Olympics World Summer Games takes place the year before the Olympic Games, while the Paralympic Games are conducted immediately following the Olympics.



Appendix 4. Sports of the Paralympics

WINTER SPORTS

Within the six disability categories the athletes still need to be divided according to their level of impairment. The classification systems differ from sport to sport. The systems are designed to open up Paralympic sports to as many athletes as possible, who can participate in fair competitions against athletes with similar levels of ability. The closest equivalents in able-bodied competitions are age classifications in junior sports, and weight divisions in wrestling, boxing, and weightlifting. Classifications vary in accordance with the different skills required to perform the sport. The biggest challenge in the classification system is how to account for the wide variety and severity of disabilities. As a result there will always be a range of impairment within a classification.[10] What follows is a list of the Winter Paralympic sports and a general description of how they are classified.

Alpine skiing: There are two events in alpine skiing: slalom and giant slalom. Alpine skiing accommodates athletes with the following physical limitations: spinal injury, Cerebral Palsy, amputation, Les Autres and blindness/visual impairment. There are eleven classifications, seven for standing athletes, three for sitting athletes, and three for visually impaired athletes. The divisions are defined by the degree of the athletes' function and the need for assistive equipment (prosthesis, ski poles, etc.).

Biathlon: Biathlon is a combination of cross-country skiing with target shooting. It requires physical stamina and accurate shooting. The events are open to athletes with physical disabilities and visual impairments. There are fifteen classes in which athletes will be placed depending on their level of function. Twelve divisions are for athletes with a physical impairment and three divisions are for athletes with a visual impairment. The athletes compete together and their finishing times are entered into a formula with their disability class to determine the athletes'

SUMMER SPORTS

Archery: Archery is open to athletes with a physical disability. Classifications are broken up into three divisions: W1, spinal cord injured and Cerebral Palsy athletes with impairment in all four limbs. W2, wheelchair users with full arm function. W3, standing amputee, Les Autres and Cerebral Palsy standing athletes. Some athletes in the standing group will sit on a high stool for support but will still have their feet touching the ground.

Athletics: Athletics is open to all disability groups and uses a functional classification system. A brief classification guide is as follows: prefixing F for field athletes or T for track athletes. F or T 11-13 are visually impaired, F or T 20 are learning disabled, F or T 32-38 are Cerebral Palsy, F or T 40-46 amputee and Les Autres, T 51-54 wheelchair track athletes and F 51-58 wheelchair field athletes.

Basketball: Basketball is open to wheelchair athletes and athletes with a learning disability. Wheelchair athletes are classified according to their physical ability and are given a points rating between 0.5 - 4.5. The individuals who rate at 0.5 are the most severely disabled and those at 4.5 are the least disabled. A team on the court comprises five players and may not exceed a total of 14 points at any given time.

Boccia: Boccia is open to athletes with cerebral palsy or related neurological conditions who compete from a wheelchair. Classifications are split into four groups; BC1: Athletes are either throwers or foot players (with Cerebral Palsy). Athletes may compete with an assistant BC2: For throwing players (with Cerebral Palsy). Players may not have an assistant BC3: Athletes (with severe disability) who use an assistive device and may be assisted by a person, but this assistant must keep their back to the court. BC4: For throwing players. Players may not have an assistant (non Cerebral Palsy).

Cycling: Cycling is open to amputee, Les Autre, Cerebral Palsy and visually impaired athletes who compete in individual road race and track events. Classifications are broken up into divisions 2, 3 and 4. Athletes in division two are

over all finish order. Visually impaired athletes are able to compete through the use of acoustic signals. The signal intensity varies depending upon whether or not the athlete is on target.

Cross-country skiing: Cross-country skiing, also known as Nordic skiing is open to athletes with Cerebral Palsy, amputations, the need for a wheelchair, visual impairment and intellectual impairment. There are fifteen classifications, three for visually impaired athletes, nine for standing athletes and three for seated athletes. The divisions are determined in a similar fashion to alpine skiing with attention given to the athletes' level of function and need for assistive devices.

Ice Sledge Hockey: Ice sledge hockey is open only to male competitors with a physical disability in the lower part of their body. The game is played using international hockey rules with some modifications. Athletes sit on sledges with two blades that allows the puck to go beneath the sledge. They also have two sticks, one with a spike end for pushing and the other with a blade end used to hit the puck. The athletes are classified into three groups: group 1 is for athletes with no sitting balance or with major impairment in both upper and lower limbs, group 2 is for athletes with some sitting balance and moderate impairment in their extremities and athletes in group 3 have good balance and mild impairment in their upper and lower limbs.

Wheelchair curling: Wheelchair curling is a coed team event for athletes with permanent lower limb disabilities that require them to use a wheelchair in their daily lives. Athletes with Cerebral Palsy or Multiple Sclerosis can also play if they use a wheelchair. Delivery of the stone can be by hand release or the use of a pole. There are no classifications in this event except the requirement that all athletes participating must have need for a wheelchair for daily mobility

the most severely disabled. While athletes in division four are considered to be higher functioning. Visually impaired athletes compete together with no separate classification system. They ride in tandem with a sighted guide. Amputee, spinal cord injury and Les Autre competitors compete within the classification groupings LC1 - for riders with upper limb disabilities, LC2 - for riders with disabilities in one leg but who are able to pedal normally, LC3 - essentially for riders with a handicap in one lower limb who will usually pedal with one leg only, and LC4 for riders with disabilities affecting both legs.

Equestrian: Equestrian is open to all disability groups, with riders divided into four grades. Grade 1 incorporates severely disabled riders with Cerebral Palsy, Les Autres and spinal cord injury. Grade 2 incorporates Cerebral Palsy, Les Autres, spinal cord injury and amputee riders with reasonable balance and abdominal control. Grade 3 is for Cerebral Palsy, Les Autres, amputee, spinal cord injury and totally blind athletes with good balance, leg movement and co-ordination. Grade 4 incorporates athletes who have Cerebral Palsy, Les Autres, amputation(s), spinal cord injury and/or are visually impaired. This last group comprises ambulant athletes with either impaired vision or impaired arm/leg function.

Fencing: Fencing is open to wheelchair athletes. There are only three classes; class A incorporates those athletes with good balance and recovery and full trunk movement; class B is for those with poor balance and recovery but full use of one or both upper limbs; class C is for athletes with severe physical impairment in all four limbs.

Appendix 4. Cont...

SUMMER SPORTS CONT...

Football: There are two forms of football played at the Paralympics. The first is 5-a-side football, which is open to visually impaired athletes. The second is 7-a-side football, which is open to athletes with Cerebral Palsy. 5-a-side football is open to all visually impaired athletes. Since there are different levels of visual impairment, all players except the goalie (who acts as a guide) are required to wear eye shades. The field dimensions are smaller than able-bodied football, there are only five players on the pitch and the ball makes a sound. Otherwise the rules are exactly the same as able-bodied football. Athletes competing in 7-a-side football are broken down into classes 5, 6, 7 and 8. All classes comprise ambulant athletes; class 5 being the least physically able, progressing through to class 8 who are minimally affected. Teams must include at least one athlete from either class 5 or 6. Furthermore no more than three players from class 8 are allowed to play at the same time. Other than the fact that the game is played with seven players the rest of the rules and dimensions of the playing field are the same as able-bodied football.

Goalball: Goalball is open to visually impaired athletes who must wear “black out” masks to ensure all participants can compete equally, therefore eliminating the need for classification. The ball has a bell in it to help the players react to the ball. Complete silence at the venue is required so that the athletes can orient themselves and to ensure fairness.

Judo: Judo is open to visually impaired athletes. The rules are the same as able-bodied judo except that the players are allowed contact with their opponent prior to the start of the match. There are no classifications; participants are divided into weight categories in the same way as able-bodied judo athletes.

Powerlifting: Powerlifting is open to athletes with Cerebral Palsy, spinal cord injuries, amputations (lower limb only), and Les Autres. Since the competition is a test of upper body strength the classifications are by weight category as in able-bodied powerlifting competition.

Sailing: Sailing is open to amputee, Cerebral Palsy, visually impaired, spinal cord injured and Les Autres athletes. There are three events, one for single, double, and triple-crew boats. Classification for sailing in the three-person event is based on a functional points system with low points for severely disabled athletes rising by scale to high points for less disabled athletes. A classification committee evaluates each sailor and assign a point from one to seven based on their level of ability. Each crew of three is allowed a maximum of 14 points. The single-person event can be crewed regardless of points but the sailor must have at least a minimum level of disability which prevents them from competing on equal terms with able-bodied sailors. The two-person event is designed for more severely disabled athletes.

Shooting: Shooting is open to athletes with a physical disability. There are only two classes of competition, wheelchair and standing. There are two types of events, pistol and rifle. The athletes are broken down into classes based on their upper body functionality, balance, muscle strength and limb mobility. The three classes are SH1-competitors do not require a shooting stand, SH2-competitors cannot support the weight of the gun and require a shooting stand, and SH3-Rifle competitors with a visual impairment.

Swimming: The Paralympic swimming competition features all four of the strokes used in able-bodied swimming competitions. Classification is divided into three groups: S1 to S10 are those with physical impairment. S1 will have the most severe impairment and an S10 a lesser impairment. Athletes are judged on their muscle strength, joint range of motion, limb length and movement co-ordination. S11 to S13 are those with a visual impairment. S11 will have little or no vision, S12 can recognise the shape of a hand and have some ability to see, S13 greater vision than the other two classes but less than 20 degrees of vision. S14 is for athletes with a learning difficulty.

Table Tennis: Table tennis is open to athletes with a physical disability. There are individual, doubles and team events. A match is 5 sets of 11 points each. The athletes are broken down into ten divisions based on their level of func-

tion. Classes 1 to 5 are for athletes competing from a wheelchair with class 1 being the most severely disabled and class 5 the least disabled. Classes 6 to 10 encompass ambulant athletes with class 6 the most severely disabled and class 10 the least.

Tennis: Tennis at the Paralympics is played with all the same rules as able-bodied tennis with the exception that the ball is allowed to bounce twice, and the first bounce must be within the bounds of the court. It is open to athletes with a mobility related disability which means that they cannot compete on equal terms with able-bodied tennis players. The game is played from a wheelchair, with two classes, paraplegic (at least one leg must have a permanent and substantial loss of function) and quadriplegic (at least three limbs must have a permanent and substantial loss of function).

Volleyball: Volleyball is open to athletes with a physical disability and is performed from a seated position. In sitting volleyball the court is smaller than the standard court and has a lower net. In the sitting games the only classification rule is that each team may have only one player who fits the minimum disability rule, which is that their disability prevents them from competing on equal terms with able-bodied athletes. The other players on the team must demonstrate a higher level of disability.

Wheelchair rugby: Athletes are classified on a points system similar to wheelchair basketball, with the most severely disabled athlete being graded at 0.5 points rising to 3.5 points. Each team has four players and is allowed a maximum of eight points on the court at any one time.



Appendix 5. The International Paralympic Committee

As the Paralympic Movement grew, separate organizations were formed to serve athletes who do not have spinal cord injuries, such as amputees, people who are visually impaired, and those with Cerebral Palsy. In 1982, the International Coordinating Committee of World Sport Organizations for the Disabled (ICC) was established to govern the Paralympics, and to represent the Games in dialogues with the International Olympic Committee (IOC) and other global organizations.

A new governing body, the International Paralympic Committee (IPC), replaced the ICC in 1992. The IPC includes more than 100 member nations as well as the international federations that represent different disability groups. Canada played a key leadership role in the establishment of the IPC.

The IPC has a clear vision: “To Enable Paralympic Athletes to Achieve Sporting Excellence and Inspire and Excite the World”.

This Vision statement defines the ultimate aims of the IPC:

- To enable: This is the primary role of the IPC as an organization—to create the conditions for athlete empowerment through self-determination.
- Paralympic athletes: The primary focus of IPC’s activities, in the context of Paralympic athletes, is the development of all athletes from initiation to elite level.
- To achieve sporting excellence: The goal of the sports-centred organization.
- To inspire and excite the world: The external result is IPC’s contribution to a better world for all people with a disability. To achieve this, relations with external organizations and the promotion of the Paralympic Movement

The new Paralympic logo consists of three elements in red, blue and green—the three colours that are most widely represented in national flags around the world. The shape of the three elements symbolizes the new vision of the IPC “TO enable Paralympic Athletes to Achieve “

Appendix 6. History of the Paralympic Games

The Paralympic Summer Games are the second largest sporting event in the world today, the first largest being the Olympic Games. In a relatively short time, the Paralympic Winter Games has established itself as a major event on the Olympic calendar. The winter event may only be 26 years old - a fledgling by Olympic standards - but the concept is much older.

It is amazing to think that the Paralympic Games had their humble beginnings less than fifty years ago, in Stoke Mandeville Hospital in Aylesbury, England. The earliest beginnings of the creation of athletic Games for people with disabilities can be traced back to World War II and the efforts of one man, a doctor from England named Ludwig Guttman. Known as the “Father of Sport for People with Disabilities”, Dr. Guttman was a strong advocate of using sports therapy to enhance the quality of life for people who were injured or wounded during World War II.

Dr. Guttman organized the 1948 International Wheelchair Games to coincide with the 1948 London Olympics. His dream was of a worldwide sports competition for people with disabilities to be held every four years as “the equivalent of the Olympic Games”. Twelve years later, his dream became a reality.

The first Paralympic Games were held in Rome, Italy, in 1960 and involved 400 athletes from 23 countries. Originally only wheelchair athletes were invited to compete. Since that time, the Paralympic Games have grown dramatically. The present day Paralympic Games include six major classifications of athletes: persons with visual impairments, persons with physical disabilities, amputee athletes, people with cerebral palsy, people with spinal cord injuries, and Les Autres - athletes with a physical disability that are not included in the categories mentioned above (e.g., people with Muscular Dystrophy).

The Paralympics are held in two seasons: summer and winter. Athletes with disabilities have been competing in the Winter Games since 1976. Sweden hosted the first Winter Games, which included 12 countries competing in Alpine and Cross-country skiing events. In 1992, the four-year cycle was modified so that the winter and summer Paralympic Games coincide with the Olympics.

Sir Ludwig Guttman died in 1980, but his vision of sport for athletes with disabilities continues today. Clearly the value of sport in the lives of athletes

with disabilities extends far beyond its rehabilitative benefits. Sportsmanship, camaraderie, and an active lifestyle are other important benefits. The athletic talents of competitors with disabilities are becoming recognized worldwide, just as Dr. Guttman intended. The skill and talent of high-performance athletics and competition are evident in the performance of today’s Paralympians from all nations.

The Paralympic Summer Games have grown considerably since their inception in 1960, when a total 400 athletes from 23 countries participated. The last Paralympic Summer Games were held in Athens, Greece in 2004. These Games broke many records. Athens hosted 11,099 athletes, the largest number ever and also the most women athletes ever. Representatives of 202 countries took part, more than any other sport event.

The Winter Paralympic Games have a fairly short, but distinguished history. The first Winter Games took place in 1976 in Ornskoldsvic, Sweden. This first international winter competition included 12 countries who competed in events in alpine and cross country skiing. The Games have steadily increased in size and popularity since their inception in 1976. There are now five events including alpine skiing, cross country skiing, biathlon, curling and sledge hockey. The Salt Lake 2002 Paralympic Winter Games included up to 1100 athletes and team officials from 35 countries.

In addition to the increased participation over the years, there have been a number of other changes to the Paralympic Games. Various events have been added and removed, and the range of disabilities and classifications included in the Games has also expanded. The following information has been summarized from the International Paralympic Committee website. For more information about each of the Paralympic Winter and Summer Games please visit the site at www.paralympic.org.

Appendix 7. About Sledge Hockey

A direct descendant of Ice Hockey, Ice Sledge Hockey was invented at a rehabilitation centre in Stockholm, Sweden, during the early 1960s by a group of Swedes who, despite their physical disability, wanted to continue playing Hockey. The men modified a metal frame sled, or sledge, with two regular-sized Ice Hockey skate blades that allowed the puck to pass underneath. Using round poles with bike handles for sticks, the men played without any goaltenders on a lake south of Stockholm.

The sport caught on and, by 1969, Stockholm had a five-team league that included players with a physical disability and able-bodied players. That same year, Stockholm hosted the first international Ice Sledge Hockey match between a local club team and one from Oslo, Norway. During the 1970s, teams from

SLEDGE HOCKEY DEVELOPMENT IN CANADA

The sport of sledge hockey, an innovative team sport that incorporates the same rules and discipline structure as able-bodied hockey, was invented by three Swedish wheelchair athletes on a frozen lake in Stockholm in 1961. The game was an instant success, and after only a couple years of development, five teams competed for the Stockholm city championship. The Swedish players subsequently introduced the sport to their Norwegian neighbors and regular matches between respective national teams ensued. Norway, in turn, introduced the sport to British wheelchair athletes.

In 1979, Dick Loiselle, a former director of the 1976 Toronto Olympiad, brought back a sled from Europe, given to him by Rolf Johansson, a Paralympic gold medalist in wheelchair track and field and one of the inventors of sledge hockey. It was given with the understanding that the Paraplegic Association of Canada would initiate a program for sledge hockey; however, the PAC declined the proposal and the opportunity was given to Jerry Johnston, executive director of the Canadian Association for Disabled Skiing.

these two countries played once or twice a year. Several other countries began to establish teams, including Great Britain (1981), Canada (1982), USA (1990), Estonia and Japan (1993)

Two Swedish national teams played an exhibition match at the inaugural Örnsköldsvik 1976 Paralympic Winter Games in Sweden. However, Ice Sledge Hockey did not become an official event until the Lillehammer 1994 Paralympic Winter Games. Canada, Norway, Sweden, Great Britain, USA, Japan and Estonia have dominated international competitions, but the sport is growing with club teams now established in Germany, the Netherlands, Denmark, Czech Republic, Russia and Korea.

After the CADS also declined, the sled was sent to Jean Lane, Johnston's sister-in-law. Lane made a presentation to the City of Medicine Hat, Alberta, which had allocated \$42,000 for persons with disabilities in sport, but had no such programs to use the funds. With the program presented by Lane fulfilling all necessary criteria, sledge hockey in Canada was born.

As a result of rapid growth of the sport, Sledge Hockey of Canada (SHOC) was created in 1993 and given the title of a national sport federation by the Government of Canada, to coordinate, develop and promote the sport of sledge hockey in Canada. In 1994, sledge hockey was introduced as a demonstration sport at the Paralympic Winter Games in Lillehammer, Norway. The sport has since become a full medal event at the Paralympic Winter Games. Canada has participated in sledge hockey in each Paralympic Winter Games.

In 2004, sledge hockey came under the umbrella of Hockey Canada.



Appendix 8. Sledge Hockey Timeline

1961 – A club team in Stockholm, Sweden attempts sledge hockey with smaller goals and no goalkeepers. Competition takes place on an open lake, and round poles with bike handles are used as sticks.

1967 – Sledge hockey is admitted onto a regular outdoor rink in Stockholm, Sweden.

1969 – A league of five teams is formed in Stockholm, Sweden. It includes athletes both with and without disabilities. The teams have no organized training and play only one or two games each year between 1971 and 1980.

1976 – At the first Olympic Winter Games for the Handicapped in Örnsköldsvik, Sweden, an exhibition match is played between two Swedish teams. Sledge hockey coverage is shown on television for the first time.

1980 – The Alberta Sledge Hockey and Ice Picking Association is formed.

1981 – Thanks to a \$26,000 federal grant, the SHIP program (Sledge Hockey and Ice Picking) is promoted in 21 Canadian cities during the International Year of the Disabled Persons. Some cities establish sledge hockey programs thanks to this promotion.

1982 – During the World Championship in Winter Sports in Les Diablerets, Switzerland, a demonstration game with athletes from Great Britain, Norway and Sweden is conducted.

1982 – During the Alberta Winter Games in Lloydminster, a demonstration of the sport is put on by the Alberta Sledge Hockey and Ice Picking Association.

1982 – A formal rules and regulations manual for sledge hockey is adopted by the Alberta Sledge Hockey and Ice Picking Association.

1983 – A national sledge hockey tournament is held in Medicine Hat, attracting teams from Calgary, Montreal and Vancouver, in addition to the tournament hosts.

1983 – Alberta Sledge Hockey and Ice Picking Association officials hold a technical clinic in Ottawa during Winterlude, with assistance from the National Capital Commission, attracting the attention of Governor-General Jean Sauve.

1984 – During the Alberta Winter Games in Crowsnest Pass, a demonstration of the sport is put on by the Alberta Sledge Hockey and Ice Picking Association.

1986 – The first world championship for sledge racing, sledge hockey, cross-country skiing and downhill sledge tobogganing is organized in Oslo, Norway. Sledge hockey competitors include Great Britain, Norway and Sweden.

1987 – Jean Lane receives an Alberta Advisory Board on Recreation for the Disabled (AABRD) Legacy Award, sponsored by the Alberta Parks and Recreation Association, in recognition of her support of sledge hockey and the Alberta Sledge Hockey and Ice Picking Association.

1991 – The first World Cup of sledge hockey is held in Oslo, Norway. For the first time in 25 years, Sweden loses a sledge hockey game, falling to Canada in the gold medal game.

1993 – The second World Cup of sledge hockey is held in Hull, Que. Canada wins its second-consecutive gold medal, defeating Norway in the gold medal game.

1994 – Sledge hockey is included in the Paralympic Winter Games program in Lillehammer, Norway, under the IPC flag. Participating countries include Canada, Estonia, Great Britain, Norway and Sweden. The Swedes win gold, Norway takes silver and Canada claims bronze.

1996 – The first sanctioned sledge hockey world championship is held in Nynäshamn, Sweden, with six teams – Canada, Estonia, Japan, Norway, Sweden and the United States – taking part. Sweden adds a world title to its Paralympic gold, defeating Norway in the final.

1998 – Norway wins its first-ever Paralympic gold medal, defeating Canada 2-0 in the final in Nagano, Japan. The defending champions from Sweden win bronze, falling to Canada in the semifinals.

2000 – Canada sits atop the sledge hockey world for the first time, winning the world championship with a 2-1 overtime victory over Norway in the gold medal game in Salt Lake City, Utah.

2002 – On its home ice in Salt Lake City, Utah, the United States wins its first major international title, claiming Paralympic gold with a shootout victory over Norway. The defending world champions from Canada finish off the podium, losing 2-1 in a shootout to Sweden in the bronze medal game.

2004 – Eighteen years after it was the site of the first televised sledge hockey game, Örnsköldsvik, Sweden hosts the world championship. Norway wins its first major event since the 1998 Paralympics, defeating the United States 2-1 in the final, while Canada finishes fourth for the second-straight tournament.

2006 – Canada shakes off a pair of disappointing international finishes, winning its first-ever Paralympic gold medal by blanking Norway 3-0 in the final in Turin, Italy. The Canadian defence allows just four goals in five games – all in a 4-1 preliminary-round loss to the Norwegians.

2007 – At the first World Sledge Hockey Challenge in Kelowna, B.C., Canada takes home the gold medal thanks to a 1-0 overtime win over Norway. The U.S. takes bronze, topping Germany 5-0 in the third-place game.

2008 – Canada adds a world championship to its Paralympic and World Sledge Hockey Challenge gold medals, scoring in the final 10 seconds to beat Norway 3-2 in Marlborough, Mass. Korea wins gold in the B pool, beating the Czech Republic in the final.

2008 – Canada defends its World Sledge Hockey Challenge gold medal in Charlottetown, P.E.I., routing Norway 7-0 in the final. The U.S. settles for third for the second year in a row, hammering Japan 9-0 in the bronze medal game.

2009 – The United States ends Canada's dominance of international hockey, beating the Canadians in a shootout in the semifinals before winning their first world championship with a 1-0 victory over Norway in Ostrava, Czech Republic. Canada settles for bronze with a 2-0 win over Japan.

2009 – Once again the U.S. ends Canada's reign, this time at the World Sledge Hockey Challenge, where the Americans take gold with a 3-2 overtime victory over Canada in Charlottetown, P.E.I.

2010 – On home ice in Vancouver, B.C., Canada suffers a 3-1 upset loss to Japan in the semifinals before falling to Norway in the bronze medal game. The United States adds Paralympic gold to its world championship and World Sledge Hockey Challenge gold medals, beating the Japanese in the final.



Appendix 9. World Sledge Hockey Challenge Event Schedule



Canada
CAN



Japan/Japon
JPN



Norway/Norvège
NOR



United States/États-Unis
USA

# N°	Time (ET) Heure (HE)	Round Ronde	Teams Équipes	Arena Aréna	Location Lieu
MONDAY, APRIL 18, 2011 / LUNDI 18 AVRIL 2011					
1	12:30	Round Robin / Préliminaire	NOR – JPN	Western Fair Sports Centre	London, Ont.
2	19:00	Round Robin / Préliminaire	CAN – USA	Western Fair Sports Centre	London, Ont.
TUESDAY, APRIL 19, 2011 / MARDI 19 AVRIL 2011					
3	12:30	Round Robin / Préliminaire	JPN – USA	Western Fair Sports Centre	London, Ont.
4	19:00	Round Robin / Préliminaire	CAN – NOR	Western Fair Sports Centre	London, Ont.
WEDNESDAY, APRIL 20, 2011 / MERCREDI 20 AVRIL 2011					
5	12:30	Round Robin / Préliminaire	NOR – USA	Western Fair Sports Centre	London, Ont.
6	19:00	Round Robin / Préliminaire	CAN – JPN	Western Fair Sports Centre	London, Ont.
THURSDAY, APRIL 21, 2011 / JEUDI 21 AVRIL 2011					
Off Day / Congé					
FRIDAY, APRIL 22, 2011 / VENDREDI 22 AVRIL 2011					
7	12:30	Semifinal / Demi-finale	TBD / à déterminer	Western Fair Sports Centre	London, Ont.
8	19:00	Semifinal / Demi-finale	TBD / à déterminer	Western Fair Sports Centre	London, Ont.
SATURDAY, APRIL 23, 2011 / SAMEDI 23 AVRIL 2011					
9	11:00	Bronze	L7 – L8 / P7 – P8	Western Fair Sports Centre	London, Ont.
10	14:00	Gold / Or	W7 – W8 / G7 – G8	Western Fair Sports Centre	London, Ont.

Appendix 10. Resource Summary

- a. Local: www.londonblizzard.com
- b. Provincial: www.ontariosledge.com
- c. Provincial: Parasport Ontario www.parasportontario.ca
- d. National: www.hockeycanada.ca
- e. National: www.paralympiceducation.ca
- f. International: www.paralympic.org
- g. Hockey Canada coaching resource: www.hockeycanada.ca/SledgeDev



CANADA

WORLD SLEDGE HOCKEY CHALLENGE
DÉFI MONDIAL DE HOCKEY SUR LUGE



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