



Paralympic Education Program

Presented by



Australian Paralympic History Project WebQuest

Introduction

This WebQuest is designed for students to complete in groups, however, can be adapted to suit a variety of learning contexts.

→ **A WebQuest is an inquiry-oriented lesson format in which most or all the information that students work with comes from the web.**

Before students embark on this WebQuest, teachers are encouraged to give students an overview of the History of the Paralympic Games and the Australian Paralympic History Project.

The Paralympic Games first took place in Rome, Italy, in 1960 and since then they have taken place every four years. Australia has participated at every Paralympic Summer Games since then, and at every Paralympic Winter Games since their inception in 1976.

You can read more about the Paralympic Games from the [International Paralympic Committee](http://www.paralympic.org).

To capture, manage and preserve the history of the Paralympic movement in Australia, the Australian Paralympic History Project was set up in 2010 and includes a wide range of resources including oral histories, images, audio-visual recordings, Wikipedia articles and memorabilia.

You can read more about the Australian Paralympic History Project and the history of the Australian Paralympic movement at a dedicated website called Paralympic Stories.

The aim of this WebQuest is to help school students engage with and understand the history of the Paralympic Movement and by doing so, appreciate the successes and challenges of athletes with a disability over time.

Resources

- Internet access
- Materials to create presentation (PowerPoint or poster paper)

Differentiation

- Teachers might model or scaffold the activities using the websites provided.
- Students may draw their objects instead of finding images online.





Australian Curriculum Links

Humanities and Social Sciences

Year 5 and Year 6

- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094, ACHASSI122)
- Locate and collect relevant information and data from primary and secondary sources (ACHASSI095, ACHASSI123)
- Work in groups to generate responses to issues and challenges (ACHASSI102, ACHASSI130)
- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105, ACHASSI133)



Year 6 History

- The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)



English

Year 5

- Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)
- Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)
- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)
- Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)

Year 6

- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)
- Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)
- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)
- Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)





Teaching and Learning Activities

The Quest

Your task is to help Paralympics Australia collect items of significance to the Paralympic movement in Australia to display at the National Sports Museum.

You will need to select FIVE significant items and explain who owns these items and why they are significant. Each item should be from a different Paralympic Games and should include both the Paralympic Summer and Winter Games.

Process

1

In your group, discuss why is it important to collect memorabilia and document the history of the Paralympic movement in Australia?

2

List 10 key Australian achievements or events from any of the past Paralympic Games.

To help you explore some of the achievements had by the Australian Paralympic Team in the past, check out the [Australian Paralympic Hall of Fame](#) and [Paralympic Stories](#).

3

From your list of key achievements and events, select five which you could use to find an item to display at the National Sports Museum.

From each event, think of an item of memorabilia which could be used to remember that event.

Memorabilia could include:

- Uniforms
- Medals
- Equipment used by the athletes

- Newspaper articles
- Photographs
- Letters

Using the websites above or another search engine, find an image of each item.

4

Now that you have five items that should be included in the National Sports Museum, you need to deliver a presentation explaining what these items are and why they should be included in the museum.

You could deliver your presentation by making:

- A poster
- A PowerPoint presentation
- A video
- A Prezi

For each item, make sure you identify:

- What Paralympic Games the item is from?
- Which athlete did the item belong to?
- Why is this item significant to the Australian Paralympic movement?



Extension Activities

1

Select a Paralympian and construct a timeline of their life, including their significant sporting achievements and highlights. To start, check out the [Heroes](#) section of the Paralympic Stories Website.

See if you can find some images and/or articles on the internet to include on your timeline.

2

Think about this question:

What did the Paralympic Games look like when they started in 1960?

When discussing this question, think about the following topics:

- Technology
- Media coverage
- Gender
- Classification and disability
- Sport and performance

Teachers could show the this [YouTube clip](#) from the International Paralympic Committee's 30th anniversary to stimulate discussion.

From the [homepage](#) of the Paralympic Stories Website you can research these topics in more detail.

After discussing and researching this question, compare how the Paralympic Games looked in 1960 to today.

Students could present their work:

- As a written report
- In a comparison table or Venn diagram
- As a presentation with a poster or digital presentation

