

## Theme 1: Paralympic values

### Unit 1: The Paralympic Movement

#### Learning objective:

To become aware of the Paralympic Movement and how it has evolved



#### Introduction

Students learn about the Paralympic Movement and its development into one of the largest sporting events in the world.



#### Activity 1

Students discuss what they already know about the Paralympic Games and the Paralympic Movement using prompts such as.

- What are the Paralympic Games? Where did they begin and when?
- Who competes in Paralympic Games? Can they name any impairment groups (cerebral palsy, amputee, muscular dystrophy, spinal bifida, vision impairment)?
- Which cities have hosted Paralympic Games? Why were they chosen to host the Games?
- What sports are contested at the Paralympic Games? Why these particular Para sports and not others?

- Name some Paralympians. In what Para sports do they compete?
- Where were the previous Paralympic Games staged? How did you engage with them?

Watch the Agitos Foundation film, *I'mPOSSIBLE - Introduction to the Paralympic Movement* ([youtu.be/Mgl0Vb5mW6c](https://youtu.be/Mgl0Vb5mW6c)). Students discuss any new information they learnt, thought or realised from the video.

Use the PowerPoint presentation, *I'mPOSSIBLE - The Paralympic Games: the six 'P's*, to fill in any gaps in students' knowledge of the 6 'P's: Paralympic Movement, Paralympic Games, Para sport and sport classes, Paralympic sport, Para athletes and Paralympians. Information about classification in Para sport and sport classes is included in the Teacher notes (signposted).



The International Paralympic Committee's (IPC) vision is to 'enable Para athletes to achieve excellence and inspire and excite the world'. Students discuss how well they think the IPC is doing to realise its vision since the first Paralympic Games of 1960. They should provide examples to support and justify their views. Here are a couple of questions to get discussions started.

- How do today's Para athletes demonstrate excellence? Is this different to the early days of Para sport?
- How has access to Para sport been made possible for people with different impairments?
- How do Para athletes excite the world? Do they excite you? Have you watched the Paralympic Games, spectated at a Para sport event or followed the journeys of your countries Paralympic hopefuls? Do you consider their achievements to be amazing and inspirational? What does this tell you about how well the IPC's vision is being realised?



## Activity 2

Independently, in pairs or small groups, students take responsibility for researching details of previous Paralympic Games: 1960, 1976, 1992, 2008 or similar. They use any exciting medium to record and display information in such a way that students are able to draw comparisons between the Games and answer the question, 'How have the Paralympic Games evolved over time?'

For additional information about the history of the Paralympic Movement check out:

- the film, *All about ability* featured on the IPC website [youtu.be/6RMOSDynkw8](https://youtu.be/6RMOSDynkw8)
- the film, 'History of International Paralympic Committee' found on the IPC website [youtu.be/UEXet\\_Kmwkw](https://youtu.be/UEXet_Kmwkw)
- the PowerPoint presentation, *The history of the Paralympic Games* (signposted)
- the IPC website: [www.paralympic.org/the-ipc/history-of-the-movement](http://www.paralympic.org/the-ipc/history-of-the-movement)

### Atlanta, USA

1996



Countries	104
Athletes	3259
Sports	19
Volunteers	12,000
Spectators	383,373
Website hit s per day	120,000

- the IPC website: [www.paralympic.org/paralympic-games](http://www.paralympic.org/paralympic-games)
- the IPC website: [www.paralympic.org/news/1964-2012-games-growth-and-evolution](http://www.paralympic.org/news/1964-2012-games-growth-and-evolution)
- the Teacher's handbook which provides information about the history of the Games

### Equipment

Video equipment and access to the Agitos Foundation film, *I'mPOSSIBLE - Introduction to the Paralympic Movement*, projector, presentation screen; PowerPoint presentation, *The Paralympic Games: the 6 'P's*; materials for students to take notes; large sheets of paper for recording and displaying information.



### Extension activity

Research the Paralympic sports contested at Paralympic Games and the classification system that enables Para athletes to compete in fair competition. For further information about the classification system and sport classes check out:

- Teacher's Handbook (signposted)
- IPC's website: [www.paralympic.org/classification](http://www.paralympic.org/classification)
- IPC Paralympic classification film: [youtu.be/8vYd\\_Baq1E](https://youtu.be/8vYd_Baq1E).



This film was made in 2012 since when the classification system has, like the Paralympic Games themselves, continued to evolve and change. The general principles of classification outlined in the film remain the same.

### Optional independent research

Reflect on the development of the Paralympic Movement and suggest ideas for further development of the Movement and the Games.

### Discussion questions

'*The Paralympic Games is not about impairment, it's all about elite sport*'. (Taken from the IPC classification film: [youtu.be/8vYd\\_Baq1E](https://youtu.be/8vYd_Baq1E)) How is competition fair when people with different impairments are competing against each other?

### Evaluation quiz

Complete the evaluation quiz individually, in pairs or small groups.

### Classification in Para sport

Classification in Para sport determines which athletes are eligible to compete in a sport and how athletes are grouped together for competition. This, to a certain extent, is similar to grouping athletes by age, gender or weight.

Para athletes compete in sport classes. These classes are sport-specific because each Para sport involves different tasks and activities, such as sprinting, propelling a wheelchair, or throwing.

Therefore, sport classes are based on the extent to which an athlete can perform the specific tasks and activities required by the sport. This allows Para athletes with different impairments to compete fairly against each other and ensures sporting excellence is what determines which athlete or team is victorious.

For further information go to:  
[www.paralympic.org/classification](http://www.paralympic.org/classification)

### Para athletics

Open to all ten impairments recognised by the IPC, Para athletes may have a sport class for track events with prefix 'T' and sport class for field events with prefix 'F'. Each athlete is given a double-digit number indicating their impairment and the level of affect it has on the sport activity; the lower the number the more severe the impact. See the table below for some examples.

### Goalball

Goalball is played only by athletes with a vision impairment. Players wear eyeshades, a ball with bells is used and there must be total silence when the game is being played. Athletes competing in Goalball all have varying degrees of vision impairment, ranging from the B1-B3 sport class. In order to ensure a fair competition between the teams, all players must wear eyeshades during the game.

### Sitting Volleyball

There are two sport classes in sitting volleyball, VS1 and VS2. Athletes in VS2 sport class have better core function for sitting volleyball than those in VS1. To ensure a fair competition between the two teams, a team may only have one VS2 athlete on court; the remaining five athletes must have VS1 sport class.

### Boccia

There are four sport classes in boccia, BC1-4, depending on the athlete's ability to use their hands and feet to propel a ball. All athletes compete in wheelchairs due to a loss of leg function and trunk stability, caused by a lack of muscle co-ordination and control.

**Para athletics classification**

Sport Class	T or F	First digit	Second digit	Impact on participation
T11	Track	Vision impairment	No light perception	Compete with sighted guides
T32	Track	Coordination impairment (ataxia, athetosis and/or hypertonia)	impairment affecting all four limbs	Compete in wheelchairs
F45	Field	Limb deficiency, impaired muscle power or passive range of movement	Impairment in both arms	Throw from standing position with limitation in grasping and throwing activity