

## 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

In small groups students discuss what they already know about the Paralympic Games and the Paralympic Movement. On a large sheet of paper they record 6-8 facts that can be shared with other groups. You might want to provide a set of questions to prompt discussion.

- What are the Paralympic Games? Where did they begin and when?
- Which cities have hosted Paralympic Games?
- What sports are contested at the Paralympic Games?
- Name some Paralympians. In what Para sports do they compete?
- Where will the next Paralympic Games take place?



Watch the Agitos Foundation film, *I'mPOSSIBLE - Introduction to the Paralympic Movement* ([youtu.be/Mgl0Vb5mW6c](https://youtu.be/Mgl0Vb5mW6c)). Students add to their lists any new facts learnt from the video. They share their facts and knowledge with others.

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*).



### Activity 2

Using information from the video, the PowerPoint presentation and their own research, students work in small groups to complete a timeline of the key milestones of the Paralympic Movement from 1960 to the present day. Include the date and venue of the Paralympic Games, the number of activities, competitors and countries represented together with information that is of interest to the students.

For additional information about the history of the Paralympic Movement you could explore:

- the film, *All about ability* featured on the IPC website: [youtu.be/6RMOSDyknw8](https://youtu.be/6RMOSDyknw8)
- 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)
- 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, *I'mPOSSIBLE - The Paralympic Games: the 6 'P's*; materials for students to take notes; large sheets of paper for recording and displaying information.





### Extension activity

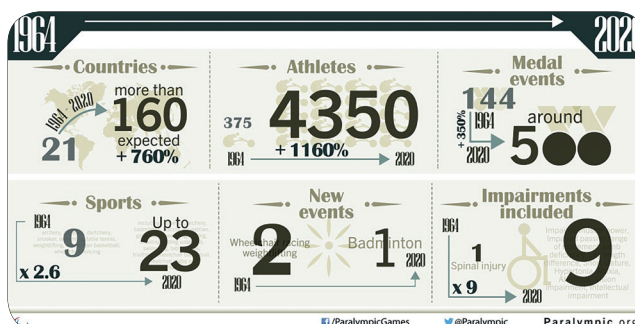
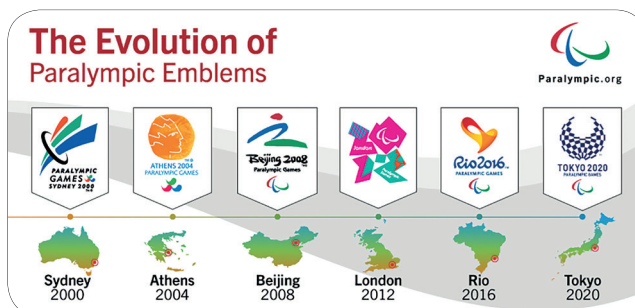
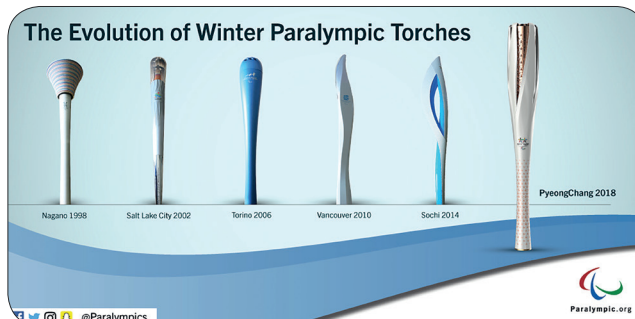
Use any visual medium to depict the evolution of the Paralympic Games from 1960 to the present day.

OR

The 2020 Paralympic Games take place in Tokyo; the same host city as the 1964 Games. Use any visual medium to depict the evolution of the Paralympic Games since 1964.

### Optional independent research

Research the development of one element of the Paralympic Games that interests you. For example, how has the Opening Ceremony changed since 1960; what has the growth been in media coverage since 1960; how has the design of wheelchairs changed for those competing in Para athletic events.



### Discussion questions

- Suggest future ways in which the Paralympic Movement might develop.
- How do Para athletes inspire the world to re-think what is possible?

### 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