



## Paralympic Education Program



### Our Aussie Paralympic Heroes: Foundation to Year 2

#### Introduction

This resource introduces students to a variety of Paralympians and Para-athletes. The activities aim to inspire students and break down misconceptions about disability and ability.

#### Resources

- Printed images of 'heroes'
- Post-it notes or whiteboard for brainstorming
- Internet access

#### Differentiation

- Teachers can vary the length and detail of students' writing.
- Students can access and read websites themselves.



## Australian Curriculum Links

### English

#### Foundation

- Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)
- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)
- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)

#### Year 1

- Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)
- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)
- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)

#### Year 2

- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)
- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)
- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)





## Teaching and Learning Activities

1

**Create a ‘Gallery Walk’ by sticking various images of ‘heroes’ around the room.**

Images could include:

- Fireman fighting a fire
- Sports stars – abled bodied and Para-athletes
- Comic book heroes
- Police or rescue officers
- Parent or teacher helping

Before students walk around the room and reflect on the images, the teacher tells them they are to think of words which describe the different people in the images.

Students are to share their answers by either:

- a. A whole class discussion with the teacher writing the words suggested on the board.
- b. Giving each student some post-it notes. They write and stick their words near the picture which inspired them.

The teacher and students discuss the words brainstormed and see if they can come up with any connections between the words.



2

**The teacher tells students they are exploring Australia’s Paralympic heroes today. Discuss as a class the difference between an Olympian and Paralympian.**

Some discussion points teachers might like to consider are:

- The prefix “Para” means parallel, meaning equal to, not paraplegic as commonly thought.
- Paralympians and Olympians are not the same, as the Olympic Games and Paralympic Games are not the same event.

3

**Using the [Athlete Profiles](#) section of the Paralympics Australia website, learn about some of Australia’s Paralympic heroes. Some suggested athlete profiles are:**

- Ellie Cole
- Dylan Alcott
- Curtis McGrath
- Madison de Rozario
- Angie Ballard
- Chad Perris
- Melissa Tapper
- Ryley Batt
- Daniela Di Toro
- Kurt Fearnley

Teachers can present some simple facts about each athlete along with a picture and ask students to link any words from the brainstorm in the first activity to the athlete.

Some facts might include:



### Fact #1

Ellie Cole has won six Paralympic gold medals in swimming. She lost her right leg to cancer when she was three years old.

Teacher: from our brainstorm, what words would you use to describe Ellie? What makes you say that?



### Fact #2

Chad Perris won a bronze medal in the athletics 100 metres at the Rio 2016 Paralympic Games. Chad was born with a condition which effects his eyesight and means he has no colour in his hair or skin.

Teacher: from our brainstorm, what words would you use to describe Chad? What makes you say that?



### Fact #3

Despite having a paralysed arm, Melissa Tapper has competed at the Paralympic Games and against abled-bodied athletes at the Olympic Games in table tennis.

Teacher: from our brainstorm, what words would you use to describe Melissa? What makes you say that?



### Fact #4

After breaking his neck whilst surfing at the Coogee Beach at the age of 13, Andrew Edmondson went on to compete for Australia in wheelchair rugby and helped his team win the gold medal at the Rio 2016 Paralympic Games.

Teacher: from our brainstorm, what words would you use to describe Andrew? What makes you say that?



4

Students can draw or write about one of these athletes and how they show some of the qualities brainstormed.

5

Students can draw or write about a time where they showed some of the qualities brainstormed.



## Extension Activities

1

Students can access Paralympics Australia's [Athlete Profiles](#) to select a athlete of their choice and write them a letter or draw them a picture which can be delivered to the Paralympics Australia office.

