



Paralympic Education Program



Our Aussie Paralympic Heroes: Year 3 to Year 6

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

- Internet access
- Whiteboard for brainstorming

Differentiation

- Teachers can access websites and information for students and present as a PowerPoint or worksheet.
- Teachers can vary the writing expectations for their learners.

English

Year 3

- Identify the features of online texts that enhance navigation (ACELA1790)
- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)
- Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)

Year 4

- Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)
- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)
- Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)
- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)



English

Year 5

- Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)
- Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)
- Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)
- 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)

Year 6

- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)
- 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 (ACELT1712)
- 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)





Teaching and Learning Activities

1

Write the following words on the board:

- Determination
- Equality
- Inspiration
- Courage

As a class or as a think, pair, share activity, students are to brainstorm any ideas, words or examples which come to mind when they think of each word.

Keep this brainstorm in a visible location.

2

These words are the Paralympic values. A definition of each word can be found on the International Paralympic Committee's [website](#).

Referring to these definitions, students are to pick one of the values and create a visual representation showing that value. They should aim to produce work that is symbolic rather than literal.

3

Either as a silent writing task or a group discussion, ask students:

What is the difference between an Olympian and a Paralympian?

Some discussion points teachers might like to consider:

- 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.

Teachers might like to ask how many Olympians they can name and then ask how many Paralympians they can name or how many sports stars they can name, and how many they can name who have a disability. Classes might like to discuss why, as a society, we know more athletes without a disability.



4

Individually or as a class, 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

Link the qualities listed in the brainstorm to each of these athletes. Explain how in becoming an elite athlete, these people displayed the qualities listed above.

5

Students should use the internet to access and read the stories from **Para-athletes on the Athletes Voice website.**

Using their research and specific examples from the website, students should answer the following question:

How do Australian Paralympic athletes demonstrate the four Paralympic values?

Or they might like to write a persuasive essay on the following topic:

Paralympic athletes deserve more recognition for their sporting achievements.

6

Students can draw or write about someone in their life who they think displays the Paralympic values and why. When completing this activity, they should refer to the qualities they brainstormed earlier.

Examples might include:

- Parents
- Teachers
- Friends
- Specific professions eg. police, doctors, firefighters



Extension Activities

1

Imagine two Paralympians are coming to visit your school. One of them has a vision impairment and the other uses a wheelchair. What accommodations will your school need to put in place to make it accessible for the Paralympians.

Think about:

- Signs, door/building numbers or names and maps being large enough to read or in braille
- Bright or tactile strips near hazards like stairs
- Ramp or lift access to buildings
- Wider doors to fit a wheelchair
- Ensuring there are no obstacles in walkways such as bags or bins
- Is the emergency evacuation plan accessible to these athletes?

Students could present their findings by redesigning part of the school or writing a letter to the principal.