

Europeana Learning Scenario

(Teachers)

Title

Paralympic Heroes: “Spirit in Motion”

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Abstract

The Paralympic Games are elite sports events for athletes with various disabilities. The emphasis is firmly placed on the participants’ athletic achievements and not their disability. Starting from the Olympic Games London 2012, the host city is required to host the Paralympic Games as well, within one month of the closing ceremony of the Olympic Games.

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

Keywords

Paralympic values, paralympic heroes

Table of summary

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Subject	English as a foreign language, Sports, Civics Education, Social Studies and History, ICT
Topic	Paralympic athletes
Age of students	Different age groups from Primary ages 5–8 to Senior ages 15–18.
Preparation time	145 min
Teaching time	45 min
Online teaching material	https://broadcasting.blog-tom.com/en/ https://miro.com/online-brainstorm-tool/ https://www.paralympic.org/feature/what-are-paralympic-values https://piktochart.com/templates/infographics/ https://www.europeana.eu/en/exhibitions/heroes-of-the-olympic-games/legends https://www.europeana.eu/en/search?page=1&view=grid&query=the%20Olympic%20Museum https://www.europeana.eu/en/sport https://www.readwritethink.org/sites/default/files/resources/interactives/cube_creator/ https://virtualwritingtutor.com/ www.teachervision.com https://app.edu.buncee.com/



	www.canva.com www.padlet.com https://www.teachervision.com/social-skills/3-2-1-reflection https://www.emaze.com/2020/06/16/emaze-create-virtual-art-gallery/
Offline teaching material	Internet access, whiteboard for brainstorming, paper, writing and drawing instruments
Europeana resources used	https://www.europeana.eu/en/sport https://www.europeana.eu/en/exhibitions/heroes-of-the-olympic-games/champions#kayespenhayn https://www.europeana.eu/en/exhibitions/heroes-of-the-olympic-games/legends#knutlundstrom https://www.europeana.eu/en/exhibitions/heroes-of-the-olympic-games/legends https://www.europeana.eu/en/exhibitions/heroes-of-the-olympic-games https://www.europeana.eu/en/search?page=1&view=grid&query=the%20Olympic%20Museum

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Integration into the curriculum

- Investigate how the organization of texts into chapters, headings, subheadings, home pages and subpages 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 presenting and justifying a point of view (ACELY1699)
- Navigate and read texts for specific purposes by 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)
- 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)

Aim of the lesson

The lesson aims to enable students to

In the lesson, students will:

- revise Olympic educational themes: balance, the pursuit of excellence, fair play, respect for others, the joy of effort.
- learn about paralympic values.
- discuss the difference between an Olympian and a Paralympian.
- encourages research, Socratic questioning, experiential learning.
- develop language and digital skills by using various ICT tools.
- practice writing skills.
- develop critical thinking and information literacy.

Outcome of the lesson

- Understanding how athletes with disabilities train and compete.
- Designing a poster to represent “Spirit in Motion”, exhibited in Emaze.
- Writing a persuasive essay on the following topic: Paralympic athletes deserve more recognition for their sporting achievements.

Trends

Collaborative Learning, Flipped Classroom, Individual Learning, Peer Learning, Assessment

Key competences

ICT literacy, Digital, Personal, social, and learning to learn, Citizenship, Cultural awareness and expression

Activities

Name of activity	Procedure	Time
Previous activity (Flipped Classroom)	Students are asked to watch a Live! broadcasting The Olympic Games of The Olympic Museum, to stir students’ interest in the theme. https://broadcasting.blog-tom.com/en/#1900	15 min.
Brainstorming	The teacher tells students that the motto of the International Paralympic Committee is “Spirit in Motion”. Do you think this is a good motto? Why? <ul style="list-style-type: none"> • Why are Paralympic athletes an inspiration to us all? Write the following words on the board: <ul style="list-style-type: none"> • 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. https://miro.com/online-brainstorm-tool/ may be used for this activity.	5 min.
Paralympic values	These words are the Paralympic values. A definition of each word can be found on the International Paralympic Committee’s website https://www.paralympic.org/feature/what-are-paralympic-values .	10 min.

Name of activity	Procedure	Time
	<p>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.</p> <p>https://piktochart.com/templates/infographics/</p>	
<p>Discussion</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 events. <p>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.</p>	<p>30 min.</p>
<p>Research – reading activity & Writing</p>	<p>Individually or as a class, using https://www.europeana.eu/en/sport, Sportspeople, Biographies and stories about athletes, the Athlete Profiles section of the Europeana website, learn about some of Paralympic heroes. Some suggested athlete profiles are:</p> <ul style="list-style-type: none"> • Swimmer Kay Espenhayn https://www.europeana.eu/en/exhibitions/heroes-of-the-olympic-games/champions#kayespenhayn • Winter Paralympian Knut Lundstrøm https://www.europeana.eu/en/exhibitions/heroes-of-the-olympic-games/legends#knutlundstrom • Tennis player Vergeer https://www.europeana.eu/en/exhibitions/heroes-of-the-olympic-games/legends <p>Link the qualities listed in the brainstorm to each of these athletes. Explain how in becoming an elite athletes, these people displayed the qualities listed above. To help focus your research, use the following questions:</p> <ul style="list-style-type: none"> - Did this athlete produce an exceptional performance? If so, what was it? - What is this athlete’s particular story? What was his/her career like? - What was his/her attitude during his/her career? - What values do you think he/she represents? <p>Students should use the internet to access and read the stories from the <i>Histories of the Olympics and Paralympics</i> on the Europeana website. https://www.europeana.eu/en/exhibitions/heroes-of-the-olympic-games</p> <p>Using their research and specific examples from the website, students should answer the following question:</p> <p><i>How do Paralympic athletes demonstrate the four Paralympic values?</i></p> <p>Or they might like to write a persuasive essay on the following topic: Paralympic athletes deserve more recognition for their sporting achievements.</p> <p>Students can use the following tool for writing their essays.</p>	<p>45 min</p>

Name of activity	Procedure	Time
	https://www.readwritethink.org/sites/default/files/resources/interactives/cube_creator/ and https://virtualwritingtutor.com/	
Homework	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: <ul style="list-style-type: none"> • Parents • Teachers • Friends • Specific professions eg. police, doctors, firefighters Design a poster entitled “Spirit in Motion”, posters which is to be exhibited in a virtual gallery with https://www.emaze.com	5 min.+ ½ h doing the task
Extension activity	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: <ul style="list-style-type: none"> • 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.	60 min

Assessment

Today’s heroes in turn inspire new generations. So perhaps they will help to develop tomorrow’s heroes?

Which of the heroes particularly impressed you? For what reasons?

Who are your heroes? From sport, other areas, or your daily environment?

How did you start admiring them? Do you share this admiration with those around you?

Do these heroes fascinate you? Do you regard them as role models?

Do they seem inaccessible?

Ask your pupils for their impressions.

Students can share their impressions of a Padlet.

The teacher gives students feedback on their answers by writing a comment in Padlet under each assignment; students are advised to reflect on their learning and fill the assessment Graphic Organiser about the lesson and how they performed during the lesson.

Complete the Annex 3-2-1 Reflections Graphic organiser.

Teacher evaluates students' essay writing work, according to the following grid: content – 10 p, organisation & cohesion – 20 p, Vocabulary – 20 p, Structures – 20 p, Effect on the reader – 20 p and 10 p granted. Students have been previously informed about the assessment grid.

***** AFTER IMPLEMENTATION *****

Student feedback

At the end of the lesson, students completed the assessment questionnaire. Their feedback was positive; they liked the topic and the activities. Some students found the extensive activity challenging and very interesting. Other students thought the extension activity was too difficult for them.

Teacher's remarks

In the last activity, they gave detailed answers to the questions, which was a pleasant surprise. The essays were most of all quite impressive. Some skilled students draw and they enjoyed the activity very much.

Teacher evaluates students' essay writing work, according to the following grid: content – 10 p, organisation & cohesion – 20 p, Vocabulary – 20 p, Structures – 20 p, Effect on the reader – 20 p and 10 p granted.

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 32 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex

<https://www.teachervision.com/social-skills/3-2-1-reflection>

https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Documents/OVEP/Fundamentals-Olympic-Values-Education/English/1539_OVEP_Fundamentals_ENG_3a_AW.pdf