

## Theme 1: Paralympic values Unit 2: The Paralympic values

### Learning objective 2

To gain knowledge about the Paralympic values.



### Activity A

#### Getting to know the Paralympic values

#### Materials:

Magazines, newspapers, glue, scissors, and large pieces of paper or cardboard

#### Instructions:

- Write the four Paralympic values (courage, determination, inspiration, and equality) on a board.
- Talk to the learners about the way in which athletes with an impairment demonstrate these values as they strive for excellence in their particular sport. Use the learner-friendly definitions provided in the Teacher Handbook to help learners think about how the Para athletes demonstrate them in their sporting and daily lives.
- Divide learners into groups of 4–5 and give each group a specific Paralympic value, making sure that all four values are evenly distributed around the groups. Each group should write down on a piece of paper words or ideas that come to mind when they think of the specific Paralympic value.
- Next, learners should cut out images from newspapers and/or magazines that represent the ideas they came up with. If newspapers or magazines are not available, learners could draw their ideas. With these images and words learners should create a collage around the corresponding Paralympic value on a large piece of paper or cardboard.
- Once the learners have finished, each group should present their collage and explain how the images represent the Paralympic value.





## Activity B

### Understanding the Paralympic values

#### Materials:

Paper, pens/pencils, and whiteboard/chalkboard, copies of learner worksheet: 'The Paralympic values'

#### Instructions:

- Having completed the discussion from Activity A, the teacher should provide a formal definition of each value. Write the learner-friendly definitions above each of the collages. Learner-friendly definitions are contained in the Teacher Handbook.
- Ask learners to complete learner worksheet: 'The Paralympic values', providing further suggestions about what each value means. Encourage the learners to relate a value to a personal experience, or an experience of a friend or family member and ask them to explain the situation and why they have chosen a particular value.
- Underneath each of the collages write a short description of how each of the Paralympic values is demonstrated by Para athletes. Use the learner-friendly definitions in the Teacher Handbook to help you. The definitions and descriptions need to be explained so that learners understand the importance of them to the astonishing achievements of Para athletes.
- Finally, in their groups, learners should begin to consider new ways in which they can demonstrate these values in their own daily lives, including when they are playing sports.



## Discussion questions

- Which value is the most challenging for you to show?
- What changes could you make in your life to enable you to better demonstrate it?
- How do Paralympic athletes demonstrate the values to us?



## Extension activities



- Ask learners to create 'pledge cards' to express how they will live one of the values in their own lives and at school. These could be added as part of their display.
- Learners can use their creativity to explain and share the Paralympic values of courage, determination, inspiration, and equality. They can write something, use their photography skills, draw, create a short film or produce an object that can be displayed to showcase the values in their class, school or community.

## Examples of how the Paralympic values could be explained



Through their performances, these Para athletes showcase the values of courage, determination, equality and inspiration.

## Homework task

- Share your understanding of the Paralympic values with family members or supporters. What do they mean to them and how do you all demonstrate them in daily family life? Can you think of any stories where characters from books or films, show the Paralympic values?

Activities C and D are more suitable for younger learners, aged 6–8



### Activity C

#### Getting to know the Paralympic values

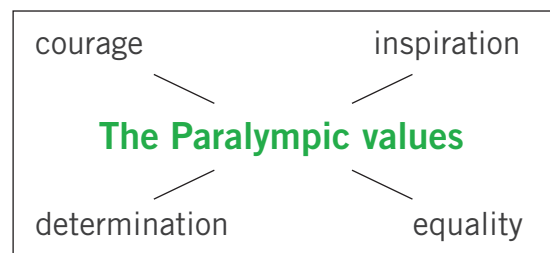
##### Materials:

An inspirational picture of a Para athlete, or use the factsheet, 'The Paralympic values. What are they?', learner-friendly definitions of the Paralympic values provided in the Teacher Handbook

##### Instructions:

- Show your learners an inspirational picture of a Para athlete. If possible use a picture of a local Para athlete or someone who is well-known in your country. If you do not have such a picture use the two pictures on the fact sheet: 'The Paralympic values. What are they?'
- Lead a discussion about what each picture shows and draw out further from the learners' words that describe both the actions and values shown by the athletes. Amongst other words, help them to use and understand such words as 'courage', 'determination' and 'inspiration'.
- On a board write the four Paralympic values. Leave enough room to add definitions and pictures of Para athletes.

- Use the learner-friendly definitions provided in the Teacher Handbook to help learners think about what the Paralympic values mean and how Para athletes demonstrate them in their sporting lives. Write the learner-friendly definitions under the corresponding value.



- Help learners to define the values using words they understand and use regularly. For example, learners might use the word 'brave' to describe the value 'courage', defined as *'someone who has a go at something that others might not be prepared to try or think is not possible'*. Gather all these words together and add them to the display.



Activities C and D are more suitable for younger learners, aged 6–8



## Activity D

### Understanding the Paralympic values

#### Materials:

Copies of learner worksheet:  
'The Paralympic values'

#### Instructions:

- Give learners a copy of the worksheet: 'The Paralympic values'. Ask them to look at each picture and decide which value they think is being demonstrated by the Para athletes. Learners can carry out the activity individually, in pairs or in small groups. Ask them to write the value they have chosen under each picture.
- There is no right or wrong answer. Once everyone has finished the task ask learners to explain the value they have chosen for each picture and why.
- Collectively decide which picture best represents each of the four Paralympic values and add these pictures to your Paralympic values display.

For example:



#### Courage

To have a go at something that others might not be prepared to try or think is not possible.

- Repeat the activity using pictures of local Para athletes.

### Discussion questions

- Ask learners to provide examples of when they or someone they know has demonstrated one of the values.