



Scheme Title	The Paralympics - getting involved!		
Duration	7 weeks	Year Group	Year 6/7
Introduction and overview			
<p>This scheme of work has plans for seven lessons of an hour in length and so should last about half a term. It is a generic scheme that could be used with Y6 or Y7 learners in the primary phase or in English or citizenship in the secondary phase. It uses both student activity ideas and teacher support materials from the original <i>abilityvsability</i> pack and integrates these into a scheme together with the DVD which was provided with the original <i>abilityvsability</i> mailing to schools. The DVD is not an essential component of this scheme and is presented as a supplementary resource.</p> <p>The scheme could be linked to both the SEAL (social and emotional aspects of learning) in the primary phase and QCA PLT Framework of personal, learning and thinking skills in the secondary phase.</p> <p>The most applicable SEAL unit is <i>Going for Gold!</i> but teachers may wish to link the work with other elements of this initiative. The <i>independent enquirers, creative thinkers, reflective learners and team workers</i> skills are the most appropriate parts of the PLT programme to assess student achievement.</p>			
Key questions			
<p>The scheme uses some key questions to provide teachers with background information about the scheme. Questions are often a good way to make the objectives of a sequence of work real for students, and they also provide a focus for students' final self-assessment activities.</p> <ul style="list-style-type: none"> • What have you learned about Paralympic sport and Paralympic athletes? • What are the most important features of an Olympic and Paralympic image? • How have you applied your learning about the Paralympic Games to your own life? 			
Scheme resources outline			
<p>Students will use a wide range of resources including the <i>abilityvsability</i> DVD which features video footage of all the Paralympic sports in both the summer and the winter games. They will also use a wide range of the Activities from the Paralympic website together with resources from the <i>MediaZone</i> and <i>Athletes</i> sections of the <i>abilityvsability</i> website.</p>			

Key content of stages	Timings	Key words
<p>Stage 1 - The Paralympic World</p> <p>Students use the Activity 01 <i>The Paralympic World</i> from <i>abilityvsability</i> resources to generate some ideas about what Paralympic athletes are like (ie that they focus on their abilities rather than their disabilities!) and use the first <i>abilityvsability</i> learning zone quiz to gain information about the Paralympic Games.</p>	One hour	<p>These key words should feature in any assessed outcomes completed at the end of the scheme.</p>
<p>Stage Two - Go for Gold!</p> <p>Students will work with Activity 03 <i>Just go for it!</i> and 02 <i>Getting in the Zone</i> from <i>abilityvsability</i> and explore the idea of personal target setting and learning goals. The activities make a link between the target setting of a Paralympian athlete and the target setting which can help any learner.</p>	One hour	<ul style="list-style-type: none"> • Olympic Games • disability • target • parallel
<p>Stage Three - The Big Picture</p> <p>Students work with Activity 04 <i>The Big Picture</i> from <i>abilityvsability</i> to devise a poster to be used to promote the Games of 2016 to promote one of the seven cities which have bid for this event. They research their selected city and work in groups to create an image which is shown in the poster they have produced.</p>	One hour	<ul style="list-style-type: none"> • Paralympics • Oscar Pistorius • inclusion • audience
<p>Stage Four - Promote the Paralympics</p> <p>Working in the same groups as for Stage Three, students work to design a mascot and logo for the 2016 Games using the Activity 09 <i>Promote the Paralympics</i> from <i>abilityvsability</i> to support their work. Using additional resource information and internet research students create their own new logo and mascot for the Paralympic Games in 2012 or 2016.</p>	One hour	<ul style="list-style-type: none"> • purpose • image • vocabulary
<p>Stage Five - Life in a Day</p> <p>Students use Activity 07 <i>These are a few of my favourite things...</i> and Activity 05 <i>A Day in the Life</i> from the <i>abilityvsability</i> resources to create an article about a Paralympic athlete for a magazine or newspaper feature. There is additional support information for teachers on the <i>abilityvsability</i> website.</p>	One hour	
<p>Stage Six - Trying Something New</p> <p>Students will use Activity 08 <i>What doesn't kill you makes you stronger!</i> to explore how training for a new sport can influence academic achievement.</p>	One hour	

<p>Stage Seven - Ability versus ability - nothing else!</p> <p>Students will use media technology on the <i>abilityvsability</i> website to create a presentation which shows their views at the end of the scheme about Paralympic sport and Paralympic athletes. They then share these views in a final plenary session and demonstrate how their perceptions of disability in sport and society have changed.</p>	<p>One hour</p>	
---	-----------------	--

<p>Key assessed outcomes</p>
<p>Assessment is always on-going in any work with learners, but at the end of each stage there will be one or more formal assessments - it may be may in the form of a formal written assessment, an oral presentation, a discussion with the teacher - or any other approach which able to identify the progress made by each individual student. For any scheme there are likely to be two or more assessment outcomes. Teachers should customise this section and record the assessment outcomes here.</p> <p>Just give the title and the form of assessment (for example, oral presentation, comparison chart, written essay) for each stage. In any scheme - and across a year - there should be a balance between the types of assessment. In addition, teachers should record whether work is to be assessed by the student, their peers or the teacher.</p> <p>One piece of assessed work in each scheme should be able to be moderated by a group of teachers as guidance material. Key samples will then be available with the scheme to ensure effective standardising when the scheme is repeated. This helps new teachers see what is being covered in the scheme and provides a model for a good piece of work and how that work is assessed</p>

<p>Scheme resources</p>
<p>Teachers are provided with an extensive range of resources for each of the activities in the individual lessons. Where appropriate, a wide range of weblinks are provided for the individual lessons. Most lessons require access to the <i>abilityvsability</i> website resources, either online or in print out form.</p> <p>Teachers will also need to have access to a data projector and an e-whiteboard. Other resources used in this scheme include the <i>abilityvsability</i> Paralympic sports DVD, the <i>Mascots, logos and posters</i> resource material and access to a hall or gymnasium space for Lesson 6. Goalball equipment will also be needed for this lesson.</p>

Stage 1 - The Paralympic World

Teaching sequence	Learning sequence
<p>The main objectives of this lesson are that students:</p> <ul style="list-style-type: none"> • know what the word Paralympic means • develop some understanding of disability and the key ideas behind the <i>abilityvsability</i> initiative • become familiar with some Paralympic athletes and their sports • develop greater understanding and respect for differences between people. <p>Teachers may find it useful to phrase these objectives in the form of questions which will be answered during the course of the lesson - so why has the <i>abilityvsability</i> initiative been set up? They should ensure that the objectives are made clear and that responding activities will support the final discussion and plenary. Students should also know the assessment criteria for assessment that is undertaken during the lesson, whether formal or informal.</p> <p>The lesson begins with a starter activity that looks at some of these perceptions, including the common misconception that the word Paralympic is semantically linked to disability.</p> <p>The main focus of the lesson is the completion of the Activity sheet 01 - <i>The Paralympic World</i> from the <i>abilityvsability</i> pack. This can be downloaded from the <i>abilityvsability</i> website at: http://www.abilityvsability.co.uk/files/activity_01.pdf</p>	<p>Starter</p> <p>Students work in pairs and discuss what they think the word <i>Paralympic</i> means. They then discuss and log their own perceptions about the Paralympic Games and Paralympic athletes at the beginning of this lesson and then compare these with their thoughts and views at the end of the lesson. These will be referred to in the plenary session.</p> <p>A selection of comments and views can be recorded by the teacher either on paper or in electronic form and then presented around the classroom for the plenary.</p> <p>The use of a TA would be invaluable here.</p> <p>The aim throughout is to encourage students to think creatively and make independent enquiries about the issues around the Paralympic Games.</p> <p>10 mins</p> <p>Activities</p> <p>Students are provided with a copy of Activity Sheet 01 from the <i>abilityvsability</i> pack. They work in pairs and look at the quotes from the two Paralympic athletes on the site (Danny Crates and Sarah Bailey) and discuss the view that this presents of Paralympic athletes. These help to create a picture of the world of Paralympic athletes that focuses on their achievements rather than their disabilities.</p> <p>The teacher should then ask students to talk with a partner and share three</p>

<p>Students work in pairs to complete the activities and discuss the views presented of Paralympic athletes. The teacher should monitor the comments made by students and log their thinking about the Games and disability. These should be added to the views identified in the starter activity.</p> <p>If teachers require more information about the Paralympic Games at this stage they should look at the FactZone on the <i>abilityvsability</i> website at: http://www.abilityvsability.co.uk/content/view/76/114/</p> <p>Finally, students complete the first Learning Zone quiz (The Paralympics): http://www.abilityvsability.co.uk/content/view/88//</p> <p>The plenary requires selected students to present their views of the Paralympic athletes they have been reading about. It is important that the teacher does not lead the plenary - please see the Learning sequence section of this lesson plan.</p>	<p>things they have learned about Great Britain's Paralympic athletes and then be asked at the end of their work in this lesson whether this investigation has changed their thinking about the Paralympics. Students should write down an agreed list of three facts or opinions.</p> <p>They should then use this information in their plenary activity.</p> <p>40 mins</p> <p>Plenary</p> <p>It is important that this plenary and others are opportunities for students to share their learning with other students and/or with the teacher. The focus must be on student presentation rather than teacher summary. With students leading the learning here, the teacher has a built in opportunity to assess the work and their developing personal skills.</p> <p>Selected students will share the three things they have learned about Paralympic athletes and the Paralympics and a range of student views will be displayed around the classroom.</p> <p>Please note: each plenary is likely to feature a small number of students, with the intention that by the end of the scheme of work, all students will have had an opportunity to present during the plenary sessions.</p> <p>10 mins</p>
<p>Assessment outcomes</p>	<ul style="list-style-type: none"> • All students will know what the word Paralympic means and have some understanding of disability and the key ideas behind the <i>abilityvsability</i> initiative. They will also know more about some Paralympic athletes and their sports. • Most students will additionally be able to talk about some of the Paralympic sports and show a good understanding and respect for those with disabilities. • Some students will additionally be able to contextualise the key issues they have explored and explain how their thinking about different people has developed.

Stage 2 - Go for Gold!

Teaching sequence	Learning sequence
<p>The main objectives of this lesson are that students:</p> <ul style="list-style-type: none"> gain an insight into the world of a selected Paralympic athlete explore the idea of personal target setting and personal learning goals. <p>Students begin with a starter in which they think of targets of any kind that they have set themselves over the last few weeks. To help them, the teacher will provide both serious and fun examples.</p> <p>The main section of the lesson begins with a look at Activity 03 <i>Just Go For It!</i> from the <i>abilityvsability</i> pack. The teacher guides students through the activities on the sheet and students complete the blank target setting form, discussing their target setting with their peers and the teacher. The completed targets should be displayed around the classroom, but students will be expected to take a copy home and share this with their parents/carers.</p> <p>The teacher will then distribute Activity 02 <i>Getting in the Zone</i> to students and ask them to read the material in pairs before completing the activity questions at the end.</p> <p>The activity introduces the contentious issue of Oscar Pistorius' qualification for and involvement in both the Paralympic and Olympic Games and teachers should be aware that there are more support resources for this aspect identified in other new schemes of work.</p> <p>Teachers should also note that the records identified in Activity 02 still stand as of the date of publication of these resources.</p>	<p>Starter</p> <p>Students are asked to think of three targets that might have set - consciously or unconsciously - over the last few weeks. The targets can be serious or silly - and the teacher will provide examples of both to inspire.</p> <p>10 mins</p> <p>Activities</p> <p>Students will then work individually to complete their Activity 03 sheet from the <i>abilityvsability</i> pack together with the blank target form, before working with a partner to share the ideas they have come up with.</p> <p>As with all of the activities in this scheme, individual student work should be timed with appropriate teacher intervention and discussion of the outcomes. Students should not be working for longer than 15 minutes without some opportunity to review their progress collectively. Collaboration on the work or sharing of individual ideas at regular points rather than lengthy individual work will ensure better progression and learning for all students. The completed target sheet can be pasted into the student's work book or be displayed in the classroom.</p> <p>40 mins</p> <p>Plenary</p> <p>The plenary will focus on selected short student presentations of their targets and why they have chosen them. They will be asked to categorise their</p>

<p>The plenary session offers another opportunity to share and then discuss the targets that have been selected and chosen.</p>	<p>targets- most easy to achieve, most difficult, those requiring support from others etc. 10 mins</p>
<p>Assessment outcomes</p>	<ul style="list-style-type: none">• All students will have gained some insight into the world of a chosen Paralympic athlete and explored the idea of personal target setting and learning goals.• Most students will now understand the ways in which the physical of a chosen Paralympic athlete is the same as <i>and</i> different to themselves. They will also have set and achieved some personal targets and learning goals.• Some students will be able to talk about how the world of a Paralympic athlete compares with their own and be able to set, manage and achieve new personal targets and learning goals.

Stage 3 - The Big Picture

Teaching sequence	Learning sequence
<p>The main objectives of this lesson are that students:</p> <ul style="list-style-type: none"> • become aware of the importance of image to the Olympic and Paralympic movement • can use criteria to create an effective poster design • develop their skills as independent enquirers, creative thinkers and team workers. <p>The lesson starter asks students to think about the ways in an individual image is created for an Olympic event. They will view a number of posters and logos from previous Olympic and Paralympic Games and make comment on them using some key criteria provided by the teacher - strong colours, unusual angle, new graphics, unusual image etc.</p> <p>For the main activity, students are allocated one of the seven cities bidding for the 2016 Summer Olympic and Paralympic Games. The four cities announced by the IOC and through to the second round are Chicago (USA), Madrid (Spain), Rio de Janeiro (Brazil) and Tokyo (Japan). The teacher should find out a few key facts about each of the cities so that students have some basic information to guide them before they begin the process, for example:</p> <ul style="list-style-type: none"> • Chicago is one of the world's biggest cities • One third of the city was destroyed in a great fire • Chicago is home to the world's first skyscraper 	<p>Starter</p> <p>Students look at the images provided by the teacher and discuss them using the criteria provided.</p> <p>10 mins</p> <p>Activities</p> <p>Students work in pairs to design a poster for one of the seven cities bidding for the 2016 Olympic and Paralympic Games. They will be given guidance on how to access information on the internet about each of the cities.</p> <p>They should use the guidance for creating a successful poster which is available online at the <i>abilityvsability</i> site.</p> <p>It is reproduced again here:</p> <p>Use this information to help you:</p> <p>A powerful image will have some or all of these elements:</p> <ul style="list-style-type: none"> • action shots • dramatically cropped images • strong colours • unusual angles <p>A memorable phrase will have all or some of these elements:</p> <ul style="list-style-type: none"> • short words (<i>cut, grow, eat</i>) • alliteration (<i>brilliant BBQ, fast food</i>) • rhyme (<i>luscious sun-blush</i>) • new words (<i>flantastic!, berrylicious!</i>) • questions (<i>What's your favourite?</i>)

<ul style="list-style-type: none"> • It is the birthplace of house music, named after the warehouses in which it was first played • Chicago is probably the USA's most sporting city <p>These facts should be ones which might usefully be factors or considerations in the poster design and the teacher will model how they might be used before asking students to work independently.</p> <p>Teachers will again find it useful to present the objectives as a series of questions which will be answered during the course of the lesson "So what makes a good poster?" The teacher will make clear that criteria used in judging the quality of the poster and the presentation of its production. These will be derived from the criteria identified in the Learning sequence notes and the key qualities of the presentation itself - the appropriate selection of material, clarity of presentation and the creativity of presentation.</p> <p>The plenary will be a student led presentation in pairs of the processes and outcomes of the poster creation.</p>	<p>Good use of white space is:</p> <ul style="list-style-type: none"> • images or phrases standing out on a simple background • parts of the advertisement with no image or phrase <p>40 mins</p> <p>Plenary</p> <p>The plenary will focus on short presentations of selected student posters using the criteria identified in the Teaching sequence. Completed posters will be displayed in the classroom or around the school. They may also feature as presentations in an assembly.</p> <p>10 mins</p>
<p>Assessment outcomes</p>	<ul style="list-style-type: none"> • All students are aware of Olympic and Paralympic images and can create a poster design for one of the 2016 bid cities which reflects some of their internet research. They will also show appropriate some personal, learning and thinking skills as part of the learning process. • Most students are aware of the importance of image to the Olympic and Paralympic movement and can create an effective poster design for one of the 2016 bid cities which links to criteria provided for design. They will demonstrate some internet research skills and develop some identified skills as independent enquirers, creative thinkers and team workers. • Some students will understand Olympic and Paralympic images in a wider cultural context and create a strong, effective poster design which reflects this understanding and their research application. They will also develop their skills as independent enquirers, creative thinkers and team workers.

Stage 4 - Promote the Paralympics

Teaching sequence	Learning sequence
<p>The main objectives of this lesson are that students:</p> <ul style="list-style-type: none"> • will become aware of the power of the logo and mascot to an Olympic and Paralympic Games • can use criteria to create an effective logo and mascot for the 2016 Olympic and Paralympic Games • develop their skills as independent enquirers, creative thinkers and team workers. <p>London 2012 is the first Games to share a common Olympic and Paralympic logo. This activity assumes that this will also be the case for the host city in 2016. Students will look at some of the sports which will feature in the Paralympic Games by viewing extracts from the <i>abilityvsability</i> DVD if available. They then use Activity 09 from the <i>abilityvsability</i> website to complete their logo design before moving onto the second stage of exploring the idea of a mascot to accompany the new logo. The process of organisation is the same and</p> <p>The plenary will again be a student led presentation in pairs of the processes and outcomes of the logo and mascot creation.</p>	<p>Starter</p> <p>Students will look at an extract from the Paralympic sports DVD (if available) and then use the resource sheets on mascots, logos and posters to provide background information to inform their work in pairs as part of the main activity. They will discuss the images on the resource sheets and then select their favourite logo, most appealing mascot and most effective poster and be prepared to provide reasons in the plenary.</p> <p>10 mins</p> <p>Activities</p> <p>Students begin by thinking about two well known logos provided by the teacher. They should try and forget what each represents, discuss them with a partner and then share their ideas with others.</p> <p>The main task is to design a new international Olympic and Paralympic logo for the host city of 2016. Students will need to think about</p> <ul style="list-style-type: none"> • what ideas and values their logo represents • what colours and symbols they will use <p>To guide them, Activity 09 explores the logos for the Athens and Beijing Paralympic Games and provides a structure to help students develop their ideas successfully.</p> <p>Students should not be working for longer than 15 minutes without some opportunity to review their progress collectively. Collaboration rather than individual work will ensure better progression and learning for all students.</p>

	<p>40 mins</p> <p>Plenary</p> <p>The plenary will initially focus on some students providing reasons for their starter selection of images before moving onto the presentation of selected students' ideas for a logo and mascot for the 2016 Games.</p> <p>10 mins</p>
<p>Assessment outcomes</p>	<ul style="list-style-type: none"> • All students be aware of the power of the logo and mascot to an Olympic and Paralympic Games and be able to create an effective logo and mascot for the 2016 Paralympic Games • In doing so they will develop their skills as independent enquirers, creative thinkers and team workers.

Stage 5 - Life in a Day

Teaching sequence	Learning sequence
<p>The main objectives of this lesson are that students:</p> <ul style="list-style-type: none"> • listen to some of the <i>abilityvsability</i> Paralympic athlete interview • research some of the Paralympic sport websites • create an effective piece of writing using the 'life in a day' format. <p>The main activity is to <i>create</i> a Paralympic athlete with a name and a sport and then write 'a day in the life' feature for a typical day. The title <i>A Life in the Day</i> is taken from the long-running <i>Sunday Times</i> magazine article which aims to draw out the life and opinions of a person in the news via their daily routine. Students should be made aware of this and in modelling the activity, the teacher should draw attention to the way this works. They will find Activity 07 <i>These are a few of my favourite things...</i> useful in this respect.</p> <p>The teacher will direct students to the <i>abilityvsability</i> website interviews where they can learn about the life of an athlete - their training schedule, how they began in their sport and some of their favourite things. They should also look at some of the Paralympic sport websites to find out more about individual sports - both winter and summer. Useful websites are shown on Activity 05 <i>A Day in the Life</i> which forms the main focus of the activity.</p> <p>The teacher should also provide students with a <i>Day in the Life</i> writing guidance sheet to help them create a good piece of writing. There is a copy of this in the Teacher Zone section of the website.</p>	<p>Starter</p> <p>Students should begin by using Activity 07 <i>These are a few of my favourite things...</i> to explore links between a person and their likes and dislikes.</p> <p>10 mins</p> <p>Activities</p> <p>Students will write 'a day in the life' feature for a magazine or a newspaper article. They should work on their own as directed in Activity 05 but sharing ideas and discussing their progress will be part of the teacher interaction while students are working.</p> <p>40 mins</p> <p>Plenary</p> <p>The plenary focus will be on selected student presentations of their <i>Life in a Day</i> pieces. As always, the plenary should be entirely student focused.</p> <p>10 mins</p>

<p>The plenary is an opportunity for students to share their articles, comment on their choice of information and discuss the character they have created.</p>	
<p>Assessment outcomes</p>	<ul style="list-style-type: none">• All students will listen to some of the <i>abilityvsability</i> Paralympic athlete interviews, research some of the Paralympic sport websites and create an effective piece of writing using the 'life in a day' format.• Most students will use the <i>abilityvsability</i> Paralympic athlete interviews to contribute ideas to their article, effectively research and select information from some of the Paralympic sport websites and create an effective piece of writing using the 'life in a day' format.• Some students will use the <i>abilityvsability</i> Paralympic athlete interviews in their article, effectively research and select information from some Paralympic sport websites and create an effective 'life in a day' character who is wholly convincing

Stage 6- Trying Something New

Teaching sequence	Learning sequence
<p>The main objectives of this lesson are that students:</p> <ul style="list-style-type: none"> • develop an awareness of what it is like to be a Paralympic athlete • increase their awareness of living with a disability • apply the processes of learning a new skill to the wider world of learning. <p>The lesson begins an active starter. Students use the school gym to try the Paralympic sport of goalball. They first watch the goalball section of the <i>abilityvsability</i> DVD and are given some key rules. Information about the sport can be found at:</p> <p>http://www.paralympics.org.uk/page.asp?section=00010001000500070001&sectionTitle=Eligibility</p> <p>The main focus on the lesson is using the <i>abilityvsability</i> Activity 08 <i>What doesn't kill you makes you stronger!</i> Students are asked to think about what a Paralympic athlete does in a day before exploring skier Liz Miller's routine on the Activity 08 sheet.</p> <p>This information can be accompanied by a further exploration of sports on the <i>abilityvsability</i> DVD, together with images from the image bank.</p> <p>The key message here is that planning what students are doing can help them achieve - in sport and life. Students are also reminded that - as Paralympic athlete Russell Willey says - "the most thing is to set yourself <i>realistic</i> short term goals".</p> <p>The teacher should now model the processes outlined on Activity 08 of how a new sporting skill can be learned. They can use any example - from tiddywinks to juggling to basketball - to demonstrate this before asking students to undertake their own learning process with a new</p>	<p>Starter</p> <p>The focus is active with students having the experience of a Paralympic goalball athlete. After a demonstration of the rules, students are blindfolded (if required) and then play a knockout round of goalball using as many teams of three players on the court as the class size permits.</p> <p>Alternative Paralympic sporting experiences are possible. For example, students can simply use a chair to shoot a basketball through a hoop - showing the strength wheelchair basketball players need in order to play the sport.</p> <p>Students are asked to think about their new sporting experience. They will then share their thinking for the first part of the plenary.</p> <p>10 mins</p> <p>Activities</p> <p>Students will use the Activity 08 sheet from <i>abilityvsability</i> to apply the learning process to their own choice of activity. They should work in pairs and record the process: this can be done on a mobile phone camera or PDA/HHC as a series of still images or short movie clips.</p>

<p>sporting activity. The teacher should also illustrate how the learning can be recorded using a mobile phone or PDA/HHC camera.</p> <p>Two examples - one for juggling and one for tiddlywinks - can be found on the websites below: http://www.videojug.com/film/how-to-juggle-3-balls http://www.charlesrelle.org.uk/gettingstarted.html</p> <p>Finally, the teacher will ask whether this planning approach can be used to help students learn in other subjects. This will be part of the plenary presentation and discussion.</p>	<p>The teacher should make available opportunities for students to review their progress collectively. Any learning at this point should be shared with other pairs.</p> <p>40 mins</p> <p>Plenary</p> <p>The plenary is an opportunity for students in small groups to share their changing perceptions about disability sport and perceptions of disability. This will include the starter activity, the main learning experience and the pre-plenary discussion about application of these ideas to the wider world of learning.</p> <p>10 mins</p>
<p>Assessment outcomes</p>	<ul style="list-style-type: none"> • All students will develop an awareness of what it is like to be a Paralympic athlete, increase their awareness of living with a disability and apply the processes of learning a new skill to the wider world of learning. • Most students will having a growing understanding of disability in sport and the wider world, and be able to talk about how they could apply the processes of learning a new skill to the wider world of learning. • Some students will be able to apply their understanding of what it is like to be a Paralympic athlete, have a clear awareness of living with a disability and demonstrate their ability to apply these skills to a wider world of learning.

Stage 7 - Ability versus ability - nothing else!

Teaching sequence	Learning sequence
<p>The main objectives of this lesson are that students:</p> <ul style="list-style-type: none"> • assess their own learning and attitudes to Paralympic sport and Paralympic athletes, noting changes over time during the course of the scheme of work • create a presentation which powerfully shows these changed perceptions. <p>Students begin the lesson by looking at a range of media images from the <i>abilityvsability</i> website and compiling their own selection of inspirational images. They will choose five images which promote the most positive image of Paralympic athletes and which reflect their end-of-scheme views of Paralympic sport.</p> <p>The main activity focuses on two alternative approaches to recording student perceptions. The first involves using one of the eight video extracts in the movie bank section of the MediaZone on the <i>abilityvsability</i> website. These can be allocated by the teacher to pairs of students who then use the available <i>Framegrabber</i> technology with their video extract to select a series of annotated images which present their end-of-scheme view of Paralympic sport and Paralympic athletes.</p> <p>Alternatively, the teacher can promote the use of the images bank of images on <i>abilityvsability</i> and ask students to create a Windows <i>MovieMaker</i> film. The outcome will be a series of images linked with transitions selected by the students</p>	<p>Starter</p> <p>Students should work in pairs to explore some of the still images for each of the Paralympic sports available on the <i>abilityvsability</i> website. They should look specifically for <i>five</i> images which promote their changed views about Paralympic sport and be prepared to share their thinking with other students at the end of the starter.</p> <p>10 mins</p> <p>Activities</p> <p>Students use the <i>Framegrabber</i> technology available on the <i>abilityvsability</i> website to create their own short printout presentation of their learning. The selection of images should promote a fuller understanding of Paralympic sport and Paralympic athletes.</p> <p>Alternatively, more able students could use Windows <i>MovieMaker</i> together with the image bank on the <i>abilityvsability</i> website to create their own soundtracked still image montage of Paralympic sport. The selection of images should again promote a fuller understanding of the Paralympic world.</p> <p>40 mins</p> <p>Plenary</p> <p>The plenary will be selected student presentations of their chosen image</p>

<p>together with an audio commentary which again captures their thinking about Paralympic sport and Paralympic athletes.</p> <p>The teacher should model the processes being used for each activity - for example, viewing the short video extracts twice or scripting and timing an audio commentary for the MovieMaker film.</p> <p>The teacher should also draw the attention of students to the interviews with athletes on the <i>abilityvsability</i> website. These can be found at: http://www.abilityvsability.co.uk/content/view/72/110/</p> <p>The plenary presentations of selected student images and annotations will provide a comprehensive summary of their learning about and attitudes to Paralympic sport and Paralympic athletes.</p>	<p>presentation. There should be a more extended opportunity to review and assess student achievement.</p> <p>10 mins</p>
<p>Assessment outcomes</p>	<ul style="list-style-type: none"> • All students will be able to assess their own learning and attitudes to Paralympic sport and Paralympic athletes and discuss how their perceptions have changed during the course of the scheme of work. They should also create a presentation which shows these changed perceptions. • Most students will be able to accurately assess their own learning and attitudes to Paralympic sport and Paralympic athletes and share with their peers and teacher how perceptions have changed. They should also create an effective presentation which shows these changed perceptions. • Some students will be able to assess their own learning and attitudes and explain how this can impact on their lives and learning. They will be able to use the interviews with athletes to support their views. Their presentation will show how these changed perceptions have impacted on their understanding.

Support work	For any students who need support in this scheme there should be some additional resources which help them. If these have been already provided then they should be used. If the teacher is able to modify existing resources then they should be available for use when this scheme is delivered again.
Extension work	However small the group size the teacher is working with, there will always be different level of ability. This section will identify ways in which the learning can be taken further by a more able student. Extension work should not be more of the same but rather something different - and interesting.