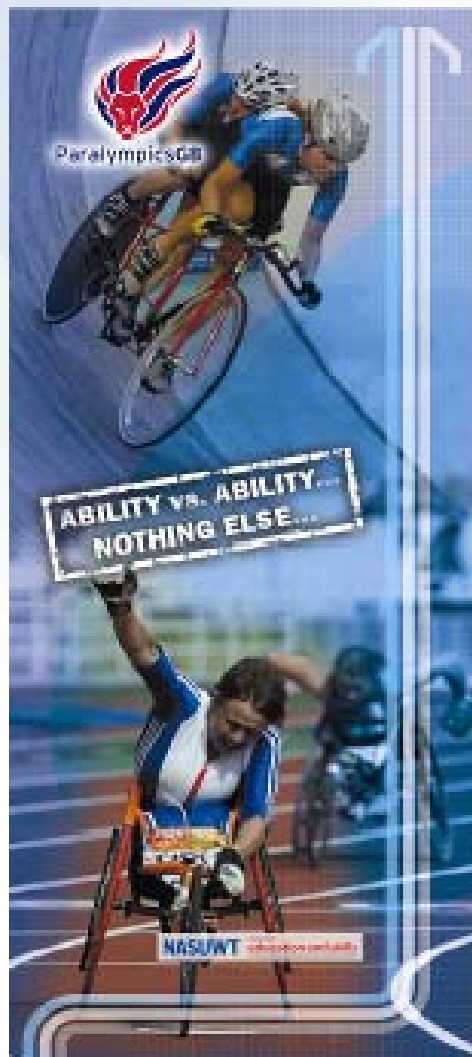


Scheme Title	The Paralympics - a history		
Duration	8 weeks	Year Group	Year 7



<b>Introduction and overview</b>
<p>This scheme of work has plans for eight lessons of an hour in length and so should last about half a term. It is designed to be delivered through the history curriculum but it has obvious crossover links with <b>citizenship</b> and other areas of the KS3 curriculum including <b>geography</b> and <b>mathematics</b>. A brief outline of the themes covered is outlined below and some questions linked to each of the themes are identified in the Key Questions section of the scheme.</p> <p>The scheme could be used at any point in the Y7 curriculum and has a major focus on students developing their own thinking. Using the QCA Framework of personal, learning and thinking skills to chart student progress in these areas would be an effective way of assessing achievement in some of these areas including the <i>independent enquirers</i> and <i>creative thinkers</i> sections. Where appropriate, these are referred to in the relevant stage.</p>
<b>Key questions</b>
<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"> <li>• What was life like in Ancient Greece?</li> <li>• How and why did the Olympic Games begin?</li> <li>• When did the Paralympic Games begin?</li> <li>• What will happen at the Olympic and Paralympic Games in London in 2012?</li> <li>• Should disabled athletes be able to compete against more able bodied athletes?</li> </ul>
<b>Scheme resources outline</b>
<p>Students will use a wide range of resources including factsheets (FS) and activity sheets (WS). These include statistical information, photos and graphics.</p> <p>All are detailed on a resources sheet and provided in electronic form on the <i>abilityvsability</i> website.</p>

## NASUWT

Key content of stages	Timings	Key words
<p><b>Stage 1 - The Olympics and Ancient Greece</b></p> <p>The scheme explores the origins of the Games in Greece, beginning with the Olympic rings as a starting stimulus. There is a series of activities based on a factsheet and a plenary session to confirm the learning. Students will learn that the Olympic Games originated in Greece and have some idea of what life was like and how and why they valued sport.</p>	One hour	<p>These key words should feature in the assessed outcomes completed at the end of the scheme.</p> <ul style="list-style-type: none"> <li>• Olympic Games</li> <li>• disability</li> <li>• parallel</li> <li>• spinal cord injury</li> <li>• therapy</li> <li>• Paralympics</li> <li>• paraplegic</li> <li>• neurologist</li> <li>• audience</li> <li>• purpose</li> <li>• image</li> <li>• target</li> <li>• vocabulary</li> <li>• inclusion</li> </ul>
<p><b>Stage Two - The Origin of the Modern Olympics</b></p> <p>Students will use photo sources and a factsheet to explore the first modern Olympic Games and the development of the Paralympic Games. Through a series of activities they will be aware of the origins of the two Games and the differences between them.</p>	One hour	
<p><b>Stage Three - World War II and the Stoke Mandeville Games</b></p> <p>Students begin by exploring public perceptions of disability following the Second World War. They will devise a poster promoting the Stoke Mandeville Games of 1948 and using the ideas of its founder, Ludwig Guttman. All students will be aware of the original ideas behind the development of the modern Paralympic Games and understand something of the role played by Guttman in their origin. In a plenary session they will discuss the image and text choices in their posters.</p>	One hour	
<p><b>Stage Four - How well have we done?</b></p> <p>This stage uses a video extract as a starter to engage students with the success of British athletes in the Paralympic Games. A factsheet provides comparative results for the most successful countries and a medals tally helps to students to identify relative sporting success. Students will be able to compare the performances of British athletes and make formative judgements about their successes.</p>	One hour	
<p><b>Stage Five - Researching the Paralympic Games</b></p> <p>Students look at the current logo for the London 2012 Olympic and Paralympic Games and then compare logos from previous Games as a precursor to undertaking internet research into one chosen recent Paralympic Games. They will locate, copy, collate and interpret the information they have discovered before printing out their material in the form of a readable summary. Students will learn some detailed</p>	One hour	

## NASUWT

<p>Facts about the Games and be able to match them to appropriate images.</p>		
<p><b>Stage Six - What have the Paralympics ever done for us?</b> Students will identify the locations of recent Paralympic Games using a world map and then work together to devise a collaborative guide to the positive impact of the Games. They will then discuss the issues facing disabled athletes and identify how the Paralympics support the transformation of perceptions of disability in society. They will understand the positive impact of the Paralympic Games and how they can improve perceptions of disability in society.</p>	<p>One hour</p>	
<p><b>Stage Seven - London 2012</b> Why and how did London win the 2012 Olympic and Paralympic Games? Students use a factsheet about the 2012 Games and explore some of the issues surrounding the location and the facilities. Students will actively engage with the issues and present a case for action, proposing practical ways forward and try to use their skills of persuasion to influence others.</p>	<p>One hour</p>	
<p><b>Stage Eight - the future of athletics</b> Students explore the issue of integration in relation to the Olympic and Paralympic Games. They also look at the examples of athletes who cross the boundaries using, as an example, the South African runner Oscar Pistorius. Students will be able to form an opinion about the issues and use information to back up their point of view. Some students will be able to put their views into the wider context of disability rights in society as a whole.</p>	<p>One hour</p>	

<p><b>Key assessed outcomes</b></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.</p> <p>Although assessment opportunities are clearly indicated for each stage of the scheme, teachers should customise this section and record the key assessment outcomes here, giving 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>

## NASUWT

### The Teacher's Union

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.

### Scheme resources

Teachers are provided with an extensive range of worksheets and factsheets for each of the activities in the individual lessons. Where appropriate, a wide range of weblinks are provided for the individual stages. These are listed below. The teacher customising this scheme for their own use could use this section to describe in more detail additional resources available for the scheme.

Teachers will also need to have access to a data projector and an e-whiteboard - and a world map!

Teachers will be able to use the original *abilityvsability* CD Rom sent to schools in 2006 and the materials on the *abilityvsability* website (including, for example, the quizzes and the Fact Zone information sheets).

## Stage 1 - The Olympic Games and Ancient Greece

Teaching sequence	Learning sequence
<p>This lesson involves students in an exploration of the early Olympic Games. The main objectives of the lesson are that students:</p> <ul style="list-style-type: none"> <li>• understand what life was like in Ancient Greece</li> <li>• know why the Olympic Games came about</li> <li>• be aware of the Ancient Greek attitude to disability</li> </ul> <p>The lesson begins with a starter - the Olympic rings. It will be useful for teachers to have some background information about this so that they can guide student discussions.</p> <p>More information about the rings and other symbols (including the Olympic and Paralympic mascots) can be found at <a href="http://en.wikipedia.org/wiki/The_Olympic_Spirit">http://en.wikipedia.org/wiki/The_Olympic_Spirit</a></p> <p>Whilst the starter should be no more than ten minutes in length, teachers may wish to use additional information about the Olympic and Paralympic mascots as extension material</p> <p>There should now be an introduction by the teacher with some explanation of both the learning expectations and the outcomes. Teachers will find it useful to present the objectives as a series of questions which will be answered during the course of the lesson "So what was life like in ancient Greece? That's what we'll find out in this lesson." This can be referred to during the course of the lesson so that the teacher can see how much learning is taking place.</p> <p>Teachers should ensure that the objectives are made clear and that responding to</p>	<p><b>Starter</b></p> <p>Olympic Rings image - what do you think of when you see this logo? Students to work together in pairs to brainstorm the symbolism of the rings. Teachers should draw their attention to the existing symbolism of interlocking rings, the number of rings and the colours used. Students should be encouraged to be as creative as possible with their thinking about the rings. They should then use this information in their plenary activity.</p> <p><b>10 mins</b></p> <p><b>Activities</b></p> <p>Students will then use the factsheet (FS1) to complete the three activities on the worksheet (WS1). They should work in pairs or small groups and the activity should be timed with teacher intervention and discussion of the outcomes. Intervention will be focused on ensuring that the initial objective questions are being responded to by students. Any learning at this point can be shared with other pairs/small groups.</p> <p>Working in pairs or small groups, students will devise a short quiz using the information that they have gathered from the factsheet. Teachers will provide guidance about the kinds of questions which can be used and the quiz will form an introduction to the next lesson.</p> <p><b>40 mins</b></p> <p><b>Plenary</b></p>

## NASUWT

<p>Worksheet questions will support the final discussion and plenary. Students should also know the assessment criteria for any presentation - this is likely to include appropriate selection of material, clarity of presentation, creativity of presentation and quality of group interactivity.</p> <p>It is important that the teacher does not lead the plenary - see information in the Learning sequence section of this lesson plan.</p>	<p>The plenary will be a short presentation in groups based on the research undertaken in the lesson. 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>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><b>10 mins</b></p>
<p><b>Assessment outcomes</b></p>	<ul style="list-style-type: none"> <li>• All students will be aware that the Olympics originated in Greece and will have some knowledge of what life was like.</li> <li>• Most students will know that the Olympics originated in Greece and will be aware of what life was like and why they valued sport.</li> <li>• Some students will understand the historical context of the Olympics and its relation to the structure of Ancient Greek society.</li> </ul>

## Stage 2 - The origins of the modern Olympic Games

Teaching sequence	Learning sequence
<p>The main objectives of this lesson are that students:</p> <ul style="list-style-type: none"> <li>• know how the modern Olympics came about</li> <li>• are aware of when the Paralympic Games began</li> <li>• understand the difference between these Games</li> </ul> <p>The lesson begins with a starter using some key images from the first modern Olympic Games in 1896. Teachers should also usefully provide some contextualising information about the world of 1896. This can be found at <a href="http://en.wikipedia.org/wiki/1896">http://en.wikipedia.org/wiki/1896</a> and at similar sites. Teachers should select some key facts from the year and link them to what the world was like over 100 years ago.</p> <p>For more information about these first Games (including a useful chart showing the sports competed for and when they were held) teachers should go to <a href="http://en.wikipedia.org/wiki/1896_Summer_Olympics">http://en.wikipedia.org/wiki/1896_Summer_Olympics</a></p> <p>As in the previous lesson, there should now be an introduction by the teacher with some explanation of both the learning expectations and the outcomes. 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 how did the Olympics get started again just over 100 years ago?"</p> <p>In the main section of the lesson students will work through the information provided on the factsheet (FS2) and then complete the three tasks on the worksheet (WS2).</p>	<p><b>Starter</b></p> <p>Students will explore some powerful images from the 1896 Games and link them to some key facts from this year. There are five images provided on the website.</p> <p>Students to work together in pairs and using some of the key facts from the year draw conclusions about the kind of environment in which the Olympic Games took place - for example, that 1898 was the year in which Henry Ford produced his first quadricycle and that women were not allowed to vote in the UK until 1918.</p> <p><b>10 mins</b></p> <p><b>Activities</b></p> <p>Students will then use the factsheet (FS2) to complete the three activities on the worksheet (WS2). They should work in pairs or small groups and the activity should be timed with 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 rather than individual work will ensure better progression and learning for all students.</p> <p>Students will collate the information in each of the three activities in their exercise books.</p> <p><b>40 mins</b></p>

## NASUWT

<p>The Teacher will make clear that the information to be used in the plenary is derived from the responses to Task 3 and that the criteria for assessment link to the objectives - again these criteria are likely to include appropriate selection of material, clarity of presentation, creativity of presentation and quality of group interactivity.</p>	<p><b>Plenary</b></p> <p>The plenary will focus on short student presentations of the information provided for Task 3 using the criteria provided by the teacher.</p> <p><b>10 mins</b></p>
<p><b>Assessment outcomes</b></p>	<ul style="list-style-type: none"> <li>• All students will know that there are <b>two</b> different types of Olympic Games and will be aware of some of the differences.</li> <li>• Most students will be able to identify the key differences between the two different Games and will be aware of the origins of each.</li> <li>• Some students will understand the differences and be able to explain the origins of the <b>two</b> Olympic Games in its historical context.</li> </ul>

Teaching sequence	Learning sequence						
<p>The main objectives of this lesson are that students:</p> <ul style="list-style-type: none"> <li>will be aware of how WWII led to the beginning of the Paralympics</li> <li>will be aware of Ludwig Guttman and his beliefs in the therapeutic applications of sport</li> </ul> <p>The lesson begins with another starter image - this time of a WWI soldier in his wheelchair together with some key facts about the number of wounded servicemen that returned to the UK at the end of the war. Students are asked to think about two key facts - that the number of UK combat troops killed in WWII was over 400,000 but that almost 260,000 people returned home wounded. - that's more people than live in each of any of these cities: Bolton, Walsall, Plymouth, Rotherham, Stoke on Trent, Derby, Swansea, Salford, Barnsley, Aberdeen or Southampton.</p> <p>The size of the problem should help them grasp the difficulty of providing for this significant group.</p> <p>As in the previous lesson, there should now be an introduction by the teacher with some explanation of both the learning expectations and the outcomes. 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 how did the end of WWII lead to the start of the Paralympics?"</p> <p>In the main section of the lesson students will work through the information provided on the factsheet (FS3) and then complete the three tasks on the worksheet (WS3).</p>	<p><b>Starter</b></p> <p>Students will explore the powerful image of a returning WWII veteran together with two key facts displayed in the classroom - the number of UK dead and wounded in WWII.</p> <p>Students should then work in pairs to brainstorm what the needs of a returning combatant would be and how the family and the community might cope with this</p> <p><b>10 mins</b></p> <p><b>Activities</b></p> <p>Students will then use the factsheet (FS3) to complete the three activities on the worksheet (WS3) beginning with the designing of the Stoke Mandeville poster. They should use the guidance for creating a successful poster previously provided in the original activities online for Paralympic Activity 04. It is reproduced here:</p> <p>Use this information to help you:</p> <table border="1" data-bbox="1144 1114 2092 1437"> <tbody> <tr> <td data-bbox="1144 1114 1480 1222">A powerful image will have some or all of these elements:</td> <td data-bbox="1480 1114 2092 1222"> <ul style="list-style-type: none"> <li>action shots</li> <li>dramatically cropped images</li> <li>strong colours</li> <li>unusual angles</li> </ul> </td> </tr> <tr> <td data-bbox="1144 1222 1480 1382">A memorable phrase will have all or some of these elements:</td> <td data-bbox="1480 1222 2092 1382"> <ul style="list-style-type: none"> <li>short words (<i>cut, grow, eat</i>)</li> <li>alliteration (<i>brilliant BBQ, fast food</i>)</li> <li>rhyme (<i>luscious sun-blush</i>)</li> <li>new words (<i>flantastic!, berrylicious!</i>)</li> <li>questions (<i>What's your favourite?</i>)</li> </ul> </td> </tr> <tr> <td data-bbox="1144 1382 1480 1437">Good use of white space is:</td> <td data-bbox="1480 1382 2092 1437"> <ul style="list-style-type: none"> <li>images or phrases standing out on a simple background</li> <li>parts of the advertisement with no image or phrase</li> </ul> </td> </tr> </tbody> </table>	A powerful image will have some or all of these elements:	<ul style="list-style-type: none"> <li>action shots</li> <li>dramatically cropped images</li> <li>strong colours</li> <li>unusual angles</li> </ul>	A memorable phrase will have all or some of these elements:	<ul style="list-style-type: none"> <li>short words (<i>cut, grow, eat</i>)</li> <li>alliteration (<i>brilliant BBQ, fast food</i>)</li> <li>rhyme (<i>luscious sun-blush</i>)</li> <li>new words (<i>flantastic!, berrylicious!</i>)</li> <li>questions (<i>What's your favourite?</i>)</li> </ul>	Good use of white space is:	<ul style="list-style-type: none"> <li>images or phrases standing out on a simple background</li> <li>parts of the advertisement with no image or phrase</li> </ul>
A powerful image will have some or all of these elements:	<ul style="list-style-type: none"> <li>action shots</li> <li>dramatically cropped images</li> <li>strong colours</li> <li>unusual angles</li> </ul>						
A memorable phrase will have all or some of these elements:	<ul style="list-style-type: none"> <li>short words (<i>cut, grow, eat</i>)</li> <li>alliteration (<i>brilliant BBQ, fast food</i>)</li> <li>rhyme (<i>luscious sun-blush</i>)</li> <li>new words (<i>flantastic!, berrylicious!</i>)</li> <li>questions (<i>What's your favourite?</i>)</li> </ul>						
Good use of white space is:	<ul style="list-style-type: none"> <li>images or phrases standing out on a simple background</li> <li>parts of the advertisement with no image or phrase</li> </ul>						

## NASUWT

<p>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. Where groups have been involved in poster development then their interaction will also be judged.</p>	<p><b>40 mins</b></p> <p><b>Plenary</b> The plenary will focus on short presentations of selected students' posters - again using appropriate criteria identified and explained by the teacher in advance.</p> <p><b>10 mins</b></p>
<p><b>Assessment outcomes</b></p>	<ul style="list-style-type: none"> <li>• All students will be aware that the original idea behind the Paralympics emerged after WWII. They will also be aware of whose idea it was.</li> <li>• Most students will be aware of the link between the Paralympics and its links to WWII. They will also understand why Ludwig Guttmann set up the first games</li> <li>• Some students will be aware of the Stoke Mandeville Games in its historical context and will be aware of why Ludwig Guttmann promoted sport as a therapy.</li> </ul>

Teaching sequence	Learning sequence
<p>The main objectives of this lesson are that students:</p> <ul style="list-style-type: none"> <li>will be able to make comparative judgement about how well British Paralympic athletes have done over time.</li> </ul> <p>The lesson begins with a short video extract from a recent Paralympic Games medal ceremony. This is used to help compare recent sporting success for Great Britain with the consistently improving success for the GB team in the Paralympic Games. Students may be surprised to see that GB came second in the medal table in both the Athens and the Sydney medal tables.</p> <p>As in the previous lesson, there should now be an introduction by the teacher with some explanation of both the learning expectations and the outcomes. 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 how can we make an accurate assessment of a country's performance in the Olympic and Paralympic Games?"</p> <p>This lesson requires a reading of tables and the teacher should ensure that all students know how to do this. This may need support for some students and the teacher modelling how to answer a question using information from one of the tables provided in the factsheet (FS4) will help here.</p> <p>Similarly, the teacher should make clear what sort of summary of the information is required. This will need to be formatted and might be additionally presented</p>	<p><b>Starter</b></p> <p>Students will use the video extract of the Paralympic Games medal ceremony and a table of Britain's most recent Paralympic successes in Athens to quickly research UK success.</p> <p><b>10 mins</b></p> <p><b>Activities</b></p> <p>The main activity is to use the factsheet (FS4) to present a summary which focuses on the key lesson objective of making an accurate assessment of how well GB has done in the Paralympic Games compared with the Olympic Games. 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. Students will be aware of the format and may be provided with a writing frame to help them.</p> <p><b>40 mins</b></p> <p><b>Plenary</b></p> <p>The plenary will focus on the issues which surround Britain's Paralympic achievement. Students will be selected to respond to specific questions presented by the teacher - eg. "Why do we not celebrate Britain's Paralympic success more widely?" - and use these as stimuli to present their own views.</p> <p><b>10 mins</b></p>

## NASUWT

<p>as a writing frame for less confident writers.</p> <p>The plenary should derive from the format that is chosen to present the summary of Britain's performance. A good way to do this would be begin with impressions of how Britain achieved recent Paralympic results, what the public perception is of this success and how the status of Paralympic achievement can be raised.</p>	
<p><b>Assessment outcomes</b></p>	<ul style="list-style-type: none"> <li>• All students will be made aware of GB's excellent performance and results in the Paralympic Games.</li> <li>• Most students will be able to compare GB's performance over time and against other nations to make formative judgements.</li> <li>• Some students will use all of the information at hand to make a well argued statement of performance.</li> </ul>

Teaching sequence	Learning sequence
<p>The main objectives of this lesson are that students:</p> <ul style="list-style-type: none"> <li>• are able to use the internet effectively to research the Paralympic Games</li> <li>• can select relevant information about a chosen Paralympic Games</li> <li>• can record and collate their findings effectively</li> </ul> <p>The lesson begins a starter focused on the London 2012 Games. Students are shown the 2012 Games logo and some background details about the London 2012 Games. This is contrasted with some images from the 1948 London Games. Students are asked to discuss some ways in which the Olympic and Paralympic Games have changed over the last 50 years and then share their findings with their peers.</p> <p>The teacher should model the kind of research that students will undertake. The focus is on the Paralympic Games, so it will need to be explained that the Paralympic Games have not always taken place alongside the Olympic Games. The focus on researching a specific Games should be modelled by the teacher and the format of the outcome be clearly signalled. Students need to know the audience and the structure of the document they are to produce - a children's encyclopaedia entry or a teen magazine article, for example.</p> <p>Additional key facts about each of the Paralympic Games held since 1948 may be provided by the teacher to help students focus on their Games selection. For example, that the mascot for the 1996 Games in Atlanta was Blaze, a mythical phoenix bird , or that Kylie Minogue sang at the opening ceremony of the Sydney</p>	<p><b>Starter</b></p> <p>Using a sequence of images provided (available on the website) students should work in pairs to discuss the ways in which they think the Olympic and Paralympic Games have changed in the last 50 years.</p> <p><b>10 mins</b></p> <p><b>Activities</b></p> <p>Students will then use the worksheet (WS5) to work through the two tasks using any formatting guidance provided by the teacher. Examples of the format(s) to be used (for example, a children's encyclopaedia entry or a teen magazine article) should be made available if required.</p> <p>Additionally, students will have a key fact about each of the Games held since 1948 to act as stimulus for their research.</p> <p><b>40 mins</b></p> <p><b>Plenary</b></p> <p>The plenary will be selected student presentations on research using the criteria established by the teacher during the lesson. As always, the plenary should be entirely student focused.</p> <p><b>10 mins</b></p>

# NASUWT

The Teachers' Union

The plenary will be an opportunity for students to share the research in the format they have selected, making comments about the content, what they have learned and the format in which they have chosen to present their research.

## Assessment outcomes

- All students will be able to research factual information on one of the past Paralympic games using the internet as a resource.
- Most students will complete a document which will include appropriate, relevant information on a past Paralympic Games.
- Some students will research, collate and re-present a wide range of factual information about a chosen Paralympic Games, using appropriate images to support their information and within a well-chosen format.

Stage 6- what have the Paralympics ever done for us?

Teaching sequence	Learning sequence
<p>The main objectives of this lesson are that students:</p> <ul style="list-style-type: none"> <li>• will be aware of where and when the Paralympic Games have been held</li> <li>• will be able to identify at least one positive effect of the Games</li> <li>• will form a judgement on whether the Games contribute to our understanding of and perceptions about disabled people.</li> </ul> <p>The lesson begins with a starter in which students use a world map to pin a flag on each of the countries which have hosted the Paralympic Games. This can be undertaken using a hard copy display world map or by using an e-version available for electronic whiteboards. The teacher will need to provide a series of pin flags or ask students to identify the appropriate location on an e-map together with a list of countries that have hosted the Games.</p> <p>The teacher then reviews some of the work students have undertaken in previous lessons, this time drawing out some of their key learning about the Paralympics and disability sport, before talking students through the three tasks of the lesson. This lesson is designed to summarise the knowledge that students have accumulated and then refocus it to reflect on the <i>issues</i> rather than the <i>content</i>. The teacher will need to model the kinds of contributions expected for the first activity - for example, that the Paralympics have the potential to raise the profile of disability sport - but only if they are promoted to a wider audience through popular media.</p>	<p><b>Starter</b></p> <p>Students will work in pairs to match the countries which have hosted the Paralympic Games on the available map. The distribution pattern can promote some useful information about the distribution of the Games - for example, that there have been no African hosts.</p> <p><b>10 mins</b></p> <p><b>Activities</b></p> <p>Students will then use the worksheet (WS6) to collaboratively work through the three tasks. 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. Teacher intervention will be focused on ensuring that the initial objective questions are being responded to by students. Any learning at this point should be shared with other small groups.</p> <p><b>40 mins</b></p> <p><b>Plenary</b></p> <p>The plenary will be an opportunity for students in small groups to share one key point they have learned about the role of the Paralympics in raising the profile of disability sport and changing perceptions of disability.</p> <p><b>10 mins</b></p>

## NASUWT

The primary comments can all be collated by the teacher as they are being made and then later displayed around the classroom.	
<b>Assessment outcomes</b>	<ul style="list-style-type: none"><li>• All students will understand that the Paralympics has had a positive impact upon society.</li><li>• Most students will understand and be able to give one example of how the Paralympics has benefited the athletes, disabled people in general and society as a whole.</li><li>• Some students will have a comprehensive understanding of the benefits of the Paralympics.</li></ul>

Teaching sequence	Learning sequence
<p>The main objectives of this lesson are that students:</p> <ul style="list-style-type: none"> <li>• will be aware of some of the reasons why London won the bid to hold the Olympic and Paralympic Games in 2012</li> <li>• will be aware of what 'sustainable' means how this has been built into the planning of the 2012 Games</li> <li>• will understand what is happening in London (and the rest of the UK) during the 2012 Games</li> <li>• use researched information to develop a reasoned argument for or against the London 2012 Olympic and Paralympic games</li> </ul> <p>The lesson begins with a starter in which students explore a montage of images that give a flavour of the 2012 provision in London and around the UK. The teacher should model the kind of comments and reflections expected.</p> <p>The teacher then initiates the main body of the lesson. Students will write a short newspaper article which focuses on a particular point of view - either for or against. They should use the resource provided on the <i>abilityvsability</i> website to guide students through the process of writing an effective newspaper article using the two groups of English 'triplets' - analyse, review, comment and persuade, argue, advise.</p> <p>Students should be reminded that one aim of the 2012 Games is to fully integrate the Olympic and Paralympic provision and that this should be a focus for their newspaper article.</p>	<p><b>Starter</b></p> <p>Using the image montage provided for Stage 5 (available on the website and to include the London Olympic village, stadia and other location images) students should work in pairs to discuss their impressions of the 2012 provision. Teachers should note that although the images are those used for Stage 5, the focus for this stage is different.</p> <p><b>10 mins</b></p> <p><b>Activities</b></p> <p>Students will then use some of the information they have gathered in previous activities to work through main task - writing a newspaper article which either promotes London as the 2012 Olympic and Paralympic city and agrees with the current plans, or which criticises the current plans, disagreeing with them and providing an alternative approach.</p> <p>Students should be provided with support material including guidance on writing techniques to create a better newspaper feature and an outline newspaper front page (WS7). The length of the article will be determined by the lesson time available but students should be aware that they will be - as real newspaper writers! - working towards a specific copy deadline.</p> <p><b>40 mins</b></p> <p><b>Plenary</b></p> <p>The plenary will be selected student presentations of their newspaper articles.</p>

## NASUWT

<p>The primary presentations (and others) can be displayed around the classroom and may be revised and extended as a homework or extension activity.</p>	<p>Feedback will be provided using search using the criteria derived from the guidance material.</p> <p><b>10 mins</b></p>
<p><b>Assessment outcomes</b></p>	<ul style="list-style-type: none"> <li>• All students will be aware of the developments going on in London in preparation for the 2012 Olympic and Paralympic Games.</li> <li>• Most students will be able to identify specific developments and be able to comments on their use.</li> <li>• Some students will be aware of the key issues surrounding the 2012 Games and will be able to provide justified opinions on the different perspectives.</li> </ul>

Teaching sequence	Learning sequence
<p>The main objectives of this lesson are that students:</p> <ul style="list-style-type: none"> <li>• will be aware of the arguments on whether the Olympic, Paralympic and Special Olympic Games should be integrated</li> <li>• will be aware of the arguments on whether disabled people should be able to compete against able-bodied athletes</li> <li>• will be aware of Oscar Pistorius and be able to make an informed judgement on whether he should be allowed to compete in the Games.</li> </ul> <p>This last lesson brings together the ideas and concepts discussed and explored throughout the scheme. It begins with a starter in which the teacher helps students think through the differences between the three kinds of Olympic Games - the Olympic, Paralympic and Special Games. The focus so far has been on the Olympic and Paralympic Games and this is the appropriate time in the scheme for the teacher to introduce the concept of the Special Olympic Games. This is done initially through the starter activity which uses three images of track athletes as a stimulus for discussion.</p> <p>The teacher will need to be familiar with the background and issues surrounding the Olympic, Paralympic and Special Games and their integration. More information can be found on these websites:</p> <p><a href="http://www.paralympics.org.uk/default.asp">http://www.paralympics.org.uk/default.asp</a>  <a href="http://news.bbc.co.uk/sport1/hi/other_sports/disability_sport/default.stm">http://news.bbc.co.uk/sport1/hi/other_sports/disability_sport/default.stm</a>  <a href="http://www.specialolympics.org/NR/exeres/E6869BEA-6498-4571-ADA1-">http://www.specialolympics.org/NR/exeres/E6869BEA-6498-4571-ADA1-</a></p>	<p><b>Starter</b></p> <p>Using the images of three athletes side by side (available on the website), students are asked to think about the difference between the three athletes and the opportunities for each to display their talents.</p> <p>After five minutes, students come together to discuss this more widely in the larger group. The opinions developed here will contribute to the main activity and the plenary.</p> <p><b>10 mins</b></p> <p><b>Activities</b></p> <p>Students prepare material for a whole class debate using the formal structure identified in the teaching sequence information. This will be carefully structured to ensure that initial opinion forming, group discussion and the whole class debate is focused and designed to ensure maximum participation from all students. There are various formats that teachers can use to ensure this - some new guidance is provided on the <i>abilityvsability</i> website.</p> <p><b>40 mins</b></p> <p><b>Plenary</b></p> <p>The plenary will be entirely student focused, but this time as many students as possible will be invited to present one important new <i>opinion</i> (not a fact) that they have developed as a result of their work on this scheme. They will be asked to write these up as quotes using a quotation mark strip proforma (see</p>

# NASUWT

The Teachers' Union

[http://en.wikipedia.org/wiki/Special\\_Olympics](http://en.wikipedia.org/wiki/Special_Olympics)

[http://en.wikipedia.org/wiki/Oscar\\_Pistorius](http://en.wikipedia.org/wiki/Oscar_Pistorius)

<http://www.guardian.co.uk/sport/2008/jul/18/olympicgames2008.athletics2>

Some of this information (for example, an edited version of the Guardian newspaper article) will be presented to students to help them prepare for the class debate. This will be carefully structured to ensure a successful outcome.

The plenary will be an opportunity for students to share the research in the format they have selected, making comments about the content, what they have learned and the format in which they have chosen to present their research.

below) which is then displayed around the classroom. Alternatively, they can be recorded as audio statements and be presented on the school website.

" student text goes here "

10 mins

## Assessment outcomes

- All pupils will be able to form an opinion about each of the issues described in the lesson plan.
- Most pupils will be able to use some factual information to back up their arguments on these issues. They will also be aware of disability rights and some aspects of the inclusion agenda.
- Some pupils will be able to put these arguments into the wider context of disability rights and inclusion in society.

<b>Support work</b>	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.
<b>Extension work</b>	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.