



## What's going on this week?

Over the past two weeks the Paralympics have taken place in Tokyo, following the postponed 2020 Olympics. The event has featured athletes with disabilities competing in 539 events, across 22 different sports. Ahead of the games, ParalympicsGB launched a campaign to make disabled people *Impossible to Ignore*. The initiative was developed after research showed Paralympic athletes are key to challenging perceptions of disability in the UK.

### Main question:

**Can the Paralympics help us become more inclusive of others?**

### Listen, think, share

- Look at this week's poster. Has anyone been watching the Paralympics over the past couple of weeks? There are 22 sports. Can you name any of the ones you have watched or are aware of?
- On the poster is 200m Paralympian, Richard Whitehead. Can you name any other members of the Paralympic GB team and the sports they took part in?
- Watch this week's useful video (link overleaf), which shows the Channel 4 advert for the Paralympics. Look at the pictures and read through the information, which explores some of the examples from the Channel 4 Paralympic advert, found on the assembly resource. What do you think are the main messages of the video?
- Think about the ways in which we are all different. Have you ever felt that there have been barriers because of those differences (e.g. your height, age or something else) which have stopped you from doing something? How did you feel? Thinking of people with disabilities, what are the different ways in our lives and environments that could help to remove barriers that might be faced? For example, having a ramp for access to buildings or not assuming that someone with a disability can't do certain things.
- Many people believe that the Paralympics provide a good opportunity to raise awareness of people with disabilities. Do you agree? How do you think they manage to do this?

### Reflection

Since the first event in the 1940's, the Paralympics has played a huge role in increasing awareness of people with disabilities. Sport can be a fantastic way to help unite and inspire us all.



## KS1 Focus

### Question:

**Why is it important for us all to feel included?**

### Listen, think, share

- Write the word 'include' on the board. What do you think it means? Share examples of the word used in a sentence such as: 'Can you include some colour in your picture?', 'It's important to include everyone in your game at playtime.'
- Explain that to include someone or something in an activity/a group means they or it become part of it.
- Look at resource 1, which shares some examples of times when some children have felt included and times when they have not. Can you sort them? Have you ever felt like any of these children? When? What happened?
- Record a list of words on the board to describe how you feel when you are included and how you feel when you are not. Why do you think it is important that we feel included? E.g. so we don't feel lonely, sad, left out.
- Focus on Eben's comment. He doesn't feel included at playtimes. Do you think he should feel included? Why? What could he do to help himself feel more included? What could his classmates do? Discuss that he could tell somebody how he feels, ask somebody if he can join in or one of his classmates could ask him.
- Sana didn't feel included when she couldn't join the rest of her family in a race because she was too young. Discuss why sometimes we cannot be included e.g. it is not safe, it's too expensive, it might be too difficult or easy.

### Reflection

We have all had times when we have felt included and times when we have not. It doesn't feel very nice to be left out so we must try to help ourselves and others so that we do not feel this way.



## KS2 Focus

### Question:

**Should the Paralympics be given the same coverage as the Olympics?**

### Listen, think, share

- Write 'Paralympics' and 'Olympics' on the board. What is the main difference between the two? Have you watched either of them over the summer?
- Explain that the Paralympics feature athletes, who have a disability, competing in sporting events. The word comes from Parallel Olympics, which means running alongside the Olympics.
- Think about where we find coverage of the events e.g. television, radio, social media, newspapers. Have you come across coverage of either event? Did you find the Paralympics were covered more, less or equal to the Olympics? Do you think both events should be given the same amount of coverage by the media? Why?
- Look at resource 2, sharing people's thoughts on the Paralympics and Olympics. What do you think? Do you agree or disagree with anyone?
- The Tokyo 2020 Olympics and Paralympics were covered by different television channels. Explain that the rights for broadcasting the Olympics is decided by the International Olympic Committee and the rights for Paralympics by the International Paralympics Committee.
- Channel 4 has held the rights for broadcasting the Paralympics since London 2012. Across 2012 and 2016, Channel 4 showed more coverage of disability sport than any other broadcaster. What do you think about this?

### Reflection

Over time, the Paralympics have received more coverage. This provides us with an opportunity to watch and enjoy the events if we choose to.

## KS2 Follow-up Ideas

**Option 1:** Find out more about one of this year's Paralympics' athletes. You can ask the children to use the GB athletes found in 'This week's news story' to help source information. Think about:

- Who are they?
- Where are they from?
- What event do they compete in?
- What is their disability?
- What have they achieved?

Ask the children to create a fact file or write a paragraph sharing information about their Paralympian.

**Option 2:** Share some information about Lex Gillette. Explain that he is the world record holder in the long jump for blind athletes. Share his mantra 'No need for sight when you have a vision.'

- What do you think this means?

Lex Gillette competes all over the world with the support of his sighted guide.

- What difficulties do you think he faces?
- Can you imagine what it would be like to take part in a long jump without being able to see?

Ask the children to take part in some athletic events with and without the use of their sight. These could include:

- Long jump
- Sprint
- Target throw
- Obstacle course

For each event, work with a partner, who can act as their sighted guide, should they need one.

## KS1 Follow-up Ideas

**Option 1:** Ask the children to think about the Paralympics. There were 22 different sports that athletes competed in.

- Can you name any of these sports?

Share the list found on 'This week's news story'.

- Which sport do you think you would enjoy the most/least?
- Which sport do you think you would find easiest/most difficult to compete in?
- Can you pick your top five favourite sports from the list and order them?
- How could we find out which sport is the most popular in our class?

Model how to tally the information on the board and find the most and least popular Paralympic sport in your class!

**Option 2:** Recap the activity from Resource 1 Focus asking the children to collect vocabulary associated with being included and not being included.

- Can you describe how you feel when you are included and when you are not?
- Share a time when you have felt included and when you have not.

Ask the children to split a piece of paper in half to produce a piece of art to reflect feeling included and not feeling included. Think about:

- Which colours, shapes or lines might show feeling happy?
- Which colours, shapes or lines might show feeling sad or lonely?

This week's news story

[www.bbc.co.uk/newsround/58113760](http://www.bbc.co.uk/newsround/58113760)

This week's useful videos

Channel 4 Paralympic promotional advert

*\*WARNING\* at 1.56 there is a bleep-censored word and some graphic images at the end of the clip*

[www.youtube.com/watch?v=OjIP9EFbcWY](http://www.youtube.com/watch?v=OjIP9EFbcWY)

This week's virtual assembly

[www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

This week's useful vocabulary

**Assuming** – accepting something is true without question or proof; presuming.

...or not **assuming** that someone with a disability can't do certain things.

**Barrier** – a problem or circumstance that prevents someone from doing something.

Have you ever felt that there have been **barriers** because of those differences?

**Disability** – a medical condition that limits or restricts daily life.

The event has featured athletes with **disabilities** competing in 539 events, across 22 different sports.

**Initiative** – an act or strategy that is intended to solve a problem.

The **initiative** was developed after research showed...

**Inspire** – give new ideas and a strong feeling of enthusiasm to someone; motivate.

Sport can be a fantastic way to help unite and **inspire** us all.

**Perception** – the way you think about something or the impression you have of it.

Research showed Paralympic athletes are key to challenging **perceptions** of disability in the UK.