

LET'S CREATE A NEW PARA SPORT

LEARN. ENGAGE. INCLUDE.

Learning Objective: To become aware of individual difference.



INTERNATIONAL PARALYMPIC COMMITTEE

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INTRODUCTION: WHAT IS PARA SPORT?

Para sport refers to all sports, recreational and competitive, that are played, performed and contested by athletes with an impairment.

They range from those played informally in playgrounds, parks and on wasteland to those contested at school and in local, national and international events. The Para athletes' amazing determination and courage to try new things, combined with advances in technology mean that Para sports continue to grow in number and popularity.

Para sports are either adaptations of sports played by athletes without an impairment or have been created specifically to meet the needs of athletes with an impairment. Examples of adapted sports are wheelchair basketball and sitting volleyball which use similar playing areas, equipment and rules as the sports of basketball and volleyball. Para sports invented and played exclusively by athletes with an impairment include boccia and goalball.

Ask students to read the stories of wheelchair rugby, goalball and boccia and how they have developed and evolved. Explain to them that all sports have, at some point in time, been invented by someone.

Activity 1 is for younger learners (6-12 years).

Activities 2a and **b** should be completed by older learners (13-18 years).



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ACTIVITY 1

Let's create our own target game.

EQUIPMENT

Suitable sized indoor or outdoor space; enough chairs for players to play seated games; a wide range of equipment from which players can choose.

Divide players into pairs.

- Familiarise players with target games. For example, play simple versions of skittleball using one, two or three skittles or ask players to throw objects into buckets or hoops. Remind them how to keep score.
- Tell players that they are going to use what they know about target games to devise their own. The games should be played seated (on chairs, benches or on the floor).
- Give specific pieces of equipment to each pair or let them choose from a range.
- Players should be able to demonstrate and explain how to play their game to the rest of the class. Select good examples and ask the inventors to teach their game to others.



ACTIVITY 2A

Let's learn what we need to create a new Para sport.

Tell students that they are going to use all they know about Para athletes and the sports they play to create a new, exciting Para sport that can be played by athletes with different impairments.

FOR MORE INFORMATION:



Good starting points are the video links that can be found under each sport here:
www.paralympic.org/sports

If possible, watch videos of Para athletes in action and discuss the sports they see.

Students should consider the following:
What are the rules and safety considerations?
Who competes in them? How do the rules, playing area and equipment allow fair play for athletes with different disabilities?

Revisit the classification system and sport classes (Theme 1, Unit 1). Remind students that classification enables fair and equal competition by grouping athletes by impairment.



ACTIVITY 2B

Let's create a new Para sport.

Divide students into groups of around four to six. Challenge them to create a new game suitable for athletes with a disability. Give a different challenge to each group of students, the same one to all groups or give students complete freedom to decide their own game. Worksheet 'A new Para sport' provides a range of game choices which increase in complexity and challenge.

Provide specific equipment, allow students to choose from a variety or challenge them to adapt or design their own.

Students complete the worksheet detailing their game. They should play their game, teach it to others (including, where possible, those for whom it is designed), ask for feedback and act on it to develop their game before producing a final version of it.

EQUIPMENT

Suitable sized indoor or outdoor space; a range of equipment from which students can choose. Include equipment to throw, propel, roll and kick; markers, cones, hoops, ropes and other items to make goals and targets; chalk and tape for making playing areas; other equipment for specific sports like balls with bells (or a ball with a plastic bag wrapped round it) and eyeshades; **'Our Para sport'** student worksheet. Encourage students to use low-cost or DIY (do it yourself) equipment that make the games accessible to everyone.

INCLUSION TIPS

- (T) Consider the needs of all participants - does everyone understand the game and know how to play it?
- (R) Can everyone play the game and be successful?
- (E) Reduce the size of the playing area, the height of nets and the position of targets/goals.
- (E) Consider the size, shape, colour and weight of the equipment being used.



EXTENSION ACTIVITY

Determine the most popular game from those created. Play it in a competitive tournament.

OPTIONAL INDEPENDENT RESEARCH

Research the history of some of the Para sports. Why and how did they develop? In which countries were they first played? What Para sports have been developed in your country?

DISCUSSION/REFLECTION QUESTIONS

- What feedback did you get from others about your game? Can you make the game even better?
- How might you include classmates with different disabilities in your game? What changes will you need to make to such things as the rules, the equipment or the number of players?
- What have you learnt about Para athletes and the sports they play?
- You've worked with others to create a new game for Para athletes. What Paralympic values have you demonstrated during this task and how did you demonstrate them?

HOMEWORK TASK

What can you find out about the Para sports that are popular in your country? Who invented them and who plays them?

EVALUATION TASK

Students evaluate their own and others' games, offer advice to other and act on advice given to them about their games.