The ideas presented here could be used across the curriculum to form the basis of medium or short term plans or one off taster activities.

The information boxes provide ideas for activities under broad themes within the curriculum.

Where possible, ideas are supported by web links where more information can be found or additional support materials are provided within the pack.

The ideas highlighted are aimed at increasing children’s awareness about disability sport and disabled people through, in the first instance, the medium of the European Wheelchair Basketball Championships. However, the ideas can easily be linked into other competitions, such as the Paralympic Games, or work as a stand alone resource.

Activities are stimulating and thought provoking, whilst many are hands on and all dovetail into the KS1 learning objectives.

They may act as prompts for your own ideas and, just as importantly, prompts for what the children would like to find out and learn about.

**KEY STAGE 1**

**PHYSICAL DEVELOPMENT, HEALTH AND WELL-BEING**

Have children heard of, seen or even had a go at some disability sports such as Boccia, Goalball or Sitting Volleyball? Let them see these sports and have a go at them themselves.

**MATHEMATICAL UNDERSTANDING**

Pupils can apply their data handling skills to researching different wheels or the popularity of colours in the flags of the competing countries.

**SCIENTIFIC AND TECHNOLOGICAL UNDERSTANDING**

Pupils can undertake a wheel hunt in school; research and compare different wheels or undertake experiments to see which wheels are best for moving on different surfaces.

**UNDERSTANDING ENGLISH, COMMUNICATION AND LANGUAGES**

Pupils can undertake research and produce information booklets or PowerPoint presentations about wheelchairs and wheelchair basketball. They can develop poems on the theme of wheels or write shape poems based upon wheels.

**HISTORICAL, GEOGRAPHICAL AND SOCIAL UNDERSTANDING**

Pupils can undertake their own research to find out about the history of the wheelchair. Why are there so many different wheelchairs for sale and what are their different uses? Pupils can focus on the countries entering the European Championships and research information about them, their culture and customs, geographical location.

**UNDERSTANDING THE ARTS**

Pupils could develop their own posters, logos or artwork to market the European Championships or to reflect values, feelings and interpretations of life as a disabled person.
HISTORICAL, GEOGRAPHICAL AND SOCIAL UNDERSTANDING

Significant Events - the history of the wheelchair; use photos to aid discussion on development and progress of wheelchair design from sedentary purpose to active sports participation e.g. wheelchair basketball.

Significant People - Ade Adepitan and Helen Freeman – use pen profile to understand how Ade got involved in wheelchair basketball and his rise to fame as a TV personality.

Biographies – pupils could research one of the above famous people and present it in the form of a class non-fiction book.

Geographical and cultural understanding - explore countries involved in the European Championships:
• Where countries are on the World map
• People, customs, culture
• Track progress of countries in run up to Rio 2016

Visit britishwheelchairbasketball.co.uk for all above.

UNDERSTANDING ENGLISH, COMMUNICATION AND LANGUAGES

Wheel poems and shape poems including the movement, sound or qualities of different wheels.

Production of an information book regarding the development of wheelchairs and/or the European Wheelchair Basketball Championships.

Devise own PowerPoint presentation to show an understanding of the life of a famous wheelchair basketball player or about the European Wheelchair Basketball Championships.

Developing Speaking and Listening skills through debating - KS 3/4 sheet on extended debating ideas which could be simplified.

SCIENTIFIC AND TECHNOLOGICAL UNDERSTANDING

Wheel hunt – exploring the school environment and taking photos of as many different wheels as possible.

Undertake a research project comparing different wheels and thinking about the reasons why wheels are different sizes and thicknesses.

Carry out an investigation to see which wheels are best for moving on different types of surface or different gradients.

Design and develop a wheelchair – pupils to consider current wheelchair designs including the variety of sports wheelchairs on the market and make comparisons in relation to different sized wheels, and the number of wheels per chair.

PHYSICAL DEVELOPMENT, HEALTH AND WELL-BEING

Try out various disability sports:
- Boccia
  www.gb-boccia.org
- Goalball
  www.goalballuk.com
- Sitting volleyball
  www.volleyballengland.org/Sitting_Volleyball

Children to consider elements of inclusion for disabled people into physical activities and sport. Look at basic principles of ‘STEPS’

S = Space
T = Task
E = Equipment
P = People
S = Speed

See pushingtheboundaries inpe.co.uk

Consider training schedules and nutrition plans for wheelchair athletes – compare to own lifestyles.

See britishwheelchairbasketball.co.uk

MATHMATICAL UNDERSTANDING

Data Collection – pictograms, bar charts, Venn and Carroll Diagrams to collate information about variety of wheels, size of wheels or most popular colours used in flags of competing basketball countries.
The ideas presented here could be used across the curriculum to form the basis of medium or short term plans or one off taster activities.

The information boxes provide ideas for activities under broad themes within the curriculum.

Where possible, ideas are supported by web links where more information can be found or additional support materials are provided within the pack.

The ideas highlighted are aimed at increasing children’s awareness about disability sport and disabled people through, in the first instance, the medium of the European Wheelchair Basketball Championships. However, the ideas can easily be linked into other competitions, such as the Paralympic Games, or work as a stand alone resource.

Activities are stimulating and thought provoking, whilst many are hands on and all dovetail into the KS2 learning objectives.

They may act as prompts for your own ideas and, just as importantly, prompts for what the children would like to find out and learn about.

**PHYSICAL DEVELOPMENT, HEALTH AND WELL-BEING**

Have children heard of, seen or even had a go at some disability sports such as Boccia, Goalball or Sitting volleyball?

Try to recreate one at school or have a go at changing a familiar sport to ensure someone who uses a wheelchair can also participate.

**MATHEMATICAL UNDERSTANDING**

Ratios, diameters, circumferences and angles could all be studied in relation to wheelchairs.

**SCIENTIFIC AND TECHNOLOGICAL UNDERSTANDING**

Pupils could design and develop a motorised wheelchair.

**UNDERSTANDING ENGLISH, COMMUNICATION AND LANGUAGES**

Pupils can use the European Wheelchair Basketball Championships as a basis from which to explore and debate topical issues, so developing their speaking and listening skills.

They can undertake research and produce reports, both written and as PowerPoints.

**HISTORICAL, GEOGRAPHICAL AND SOCIAL UNDERSTANDING**

Pupils can undertake their own research to find out about the history of wheelchair basketball, Disability Sports as a whole or a famous person with a disability.

Pupils can focus on the countries entering the European Championships and research information about them, their culture and customs and geographical location.

**UNDERSTANDING THE ARTS**

Pupils could develop their own posters, logos or artwork to market the European Championships or to reflect values, feelings and interpretations of life as a disabled person.
HISTORICAL, GEOGRAPHICAL AND SOCIAL UNDERSTANDING

Significant Events - the history of wheelchair basketball and/or Disability Sports as a whole. Timelines and use of chronological ordering for successes at European Championships or Paralympics.

See [www.britishwheelchairbasketball.co.uk](http://www.britishwheelchairbasketball.co.uk)

Significant People - Sir Ludwig Guttmann – founder of the first Paralympics at Stoke Mandeville in Buckinghamshire - or top wheelchair basketball players.

See [www.paralympics.org.uk/games/ludwig-guttmann](http://www.paralympics.org.uk/games/ludwig-guttmann) or [www.britishwheelchairbasketball.co.uk](http://www.britishwheelchairbasketball.co.uk)

Biographies – pupils could research a famous person with a disability and write a biography to share.

Geographical and cultural understanding - explore countries involved in the European Championships:
- World map
- People, customs, culture
- Past successes in wheelchair basketball
- Track progress in run up to Rio 2016

See [britishwheelchairbasketball.co.uk](http://britishwheelchairbasketball.co.uk)

UNDERSTANDING ENGLISH, COMMUNICATION AND LANGUAGES

Developing speaking and listening skills through extended debating ideas – see KS 3/4 sheet.

Information texts - Pupils to retrieve relevant information from the internet and produce own information texts concerning European Wheelchair Basketball Championships, including photos and possible video footage.

This research could be used to develop a PowerPoint presentation which can then be presented to the rest of the class.

Writing a biography of Sir Ludwig Guttmann or wheelchair athlete.

See [britishwheelchairbasketball.co.uk](http://britishwheelchairbasketball.co.uk)

Writing a poem about a wheelchair basketball player, their triumphs and disappointments, points of view and feelings.

UNDERSTANDING SCIENTIFIC AND TECHNOLOGICAL UNDERSTANDING

Consider current different wheelchair designs, including the variety of sports wheelchairs on the market.

Consider functions of wheelchairs – for example racing wheelchairs as opposed to rugby wheelchairs. Also consider the individual specific functions of individual wheelchairs.

Make comparisons in relation to different sized wheels, their sizes, and number of wheels per chair.

Draw up the proposed design, make a model wheelchair and evaluate results. How could it become a motorised chair?

PHYSICAL DEVELOPMENT, HEALTH AND WELL-BEING

Try out various disability sports:
- Boccia [www.gb-boccia.org](http://www.gb-boccia.org)
- Goalball [www.goalballuk.com](http://www.goalballuk.com)
- Sitting volleyball [www.volleyballengland.org/Sitting_Volleyball](http://www.volleyballengland.org/Sitting_Volleyball)

Children to consider elements of inclusion for disabled people into physical activities and sport. Look at basic principles of STEPS:

S = Space
T = Task
E = Equipment
P = People
S = Speed

See [pushingtheboundaries.inpe.co.uk](http://pushingtheboundaries.inpe.co.uk)

Consider training schedules and nutrition plans for wheelchair athletes – compare to own lifestyles.

See [britishwheelchairbasketball.co.uk](http://britishwheelchairbasketball.co.uk)

UNDERSTANDING THE ARTS

Sculpture – design and paint wheel trims and erect outdoors as a sculpture.

Designing publicity posters, logos and mascots for the European Championships.

Production of artwork incorporating the wheel as a sign of freedom for people with a disability.

Researching and studying painters and artists with a disability – recreating work.

Music - creating compositions for Opening and Closing ceremonies.

MATHEMATICAL UNDERSTANDING

Ratios – compare the rotation length of one wheel to another. How many rotations to cover a specified distance? Use ratios as a way of calculating results. Look at diameters and circumferences of wheels, the angles involved and the axis.

See [pushingtheboundaries.inpe.co.uk](http://pushingtheboundaries.inpe.co.uk)
TEACHER NOTES

The ideas presented here could be used to promote the following skills in Literacy, Drama and ICT:

Researching, questioning, formulation of persuasive arguments, debating skills, presentation skills (both in written format and speech) and working in a team. Students could also be used to promote a wider understanding of equality issues in Citizenship and Sports/PE courses.

Possible format for teaching:
1. Read leading article to provide initial discussion and first opinions
2. Form ‘for and against’ groups
3. Students to formulate an argument supporting their ‘for or against’ opinion
4. Discuss debating question in Groups
5. Students to further research question posed to form a secure base for future debate
6. Groups to present argument to rest of class
7. Consider developing their ideas in a written essay style demonstrating a persuasive argument.

SHOULD SPORTS PEOPLE WITH A DISABILITY BE ALLOWED TO BE MEMBERS OF MAINSTREAM CLUBS?

Students can take the sides of people with a disability or mainstream clubs. What do the two sides think? What arguments can be presented? What will be the majority vote?

OLYMPICS V PARALYMPICS

Should they remain separate events or become one single event? Students can debate numerous issues – set up two groups, one representing the International Olympic Committee, the other The International Paralympic Committee, what arguments will be put forward?

Is it easier to win a medal at the Paralympics?

DISABLED PEOPLE PARTICIPATING IN MAINSTREAM SPORT

Discuss the case of Natalie Du Toit, an athlete with a disability who is a world record holder in Swimming and has competed in the Olympics.

Should athletes with a disability be able to compete against athletes without a disability if they make the qualifying standards?

IS IT FAIR THAT MAINSTREAM SPORT GETS MORE MEDIA COVERAGE THAN DISABILITY SPORT?

Why does disability sport receive less coverage?

What impact could greater disability sport coverage have on people with a disability as a whole?

PEOPLE WITHOUT A DISABILITY COMPETING IN DISABILITY SPORTS

Students can debate the equality issue and decide if it is appropriate for people without a disability to compete in disability sport.
SHOULD SPORTS PEOPLE WITH A DISABILITY BE ALLOWED TO BE MEMBERS OF MAINSTREAM CLUBS?

More people with a disability are joining mainstream sports clubs to receive quality coaching.

Students could consider: Should clubs be providing specialist equipment e.g. throwing frames for, perhaps, a single athlete?

Will coaches have the appropriate level of expertise to coach people with a disability?

Will coaching for people without a disability be effected in a detrimental way?

OLYMPICS V PARALYMPICS

Should they remain as two separate world class events or be held as one single event?

Students should consider the following: Would it become too big or last too long so people would lose interest?

Could an amalgamation of these competitions give competitors with a disability more status and a higher profile?

Would it be unmanageable?

Is it easier to win a medal at the Paralympics?

Disability sport has a large variety of classification groupings based upon the variety of impairments, so there would not be one overall 100m male final, but several. For visually impaired athletes there are at least 3 different categories. In this respect, more individuals can win medals.

For more information on classification systems go to www.britishwheelchairbasketball.co.uk or www.paralympics.org.uk

DISABLED PEOPLE PARTICIPATING IN MAINSTREAM SPORT

Natalie Du Toit is an amputee who qualified in 2008 for the Beijing Olympics. She became the first athlete with a disability to qualify for the final of the Olympics.

Should athletes with a disability be able to compete against athletes without a disability if they make the qualifying standards?

Supporting Articles can be found on:
www.timesofindia.indiatimes.com/sports/more-sports/others/Can-able-and-disable-athletes-compete-together/articleshow/6179185.cms
www.topendsports.com/events/summer/highlights/disabled.htm

IS IT FAIR THAT MAINSTREAM SPORT GETS MORE MEDIA COVERAGE THAN DISABILITY SPORT?

Students could consider whether or not BBC channels have less impact than BBCi channels.

Students could also consider the wider implications if coverage was greater – could help change negative attitudes towards people with a disability as can see what they are capable of; earning potential of athletes with a disability on a par with athletes without a disability; more people with a disability encouraged to take up sport and fitness activities; provision of positive role models for children with a disability.

PEOPLE WITHOUT A DISABILITY COMPETING IN DISABILITY SPORTS

Recreationally and in National Leagues people without a disability can play wheelchair basketball, however not at international level. Is this fair that:

a. people without a disability can compete?

b. that they are not able to compete at international level?

What do students think about Daniel Sadler, an athlete without a disability who took part in the wheelchair category of the Great North Run and came 3rd, receiving prize money.

Should this be allowed?

Supporting Article can be found on:
www.independent.co.uk/sport/general/athletics-what-place-for-the-ablebodied-in-wheelchair-racing-9188532.html
WEBSITES AND RESOURCES

Wheelchair Basketball
www.britishwheelchairbasketball.co.uk

Wheelchair Basketball Physical Education Delivery Resources
www.pushingtheboundariesinpe.co.uk

International Wheelchair Basketball
www.iwbf.org
www.iwbf-europe.org

Wheelchair Basketball film

Paralympic History website
www.paralympics.org.uk

Rio 2016 website
www.rio2016.com

European Championships 2015
www.euro2015.uk

UK Sport - Every Road to Rio
www.uksport.gov.uk

Sport England
www.sportengland.org

English Federation of Disability Sport
www.efds.co.uk

Sports Wheelchairs
www.rgklife.com

Wheelpower
www.wheelpower.org

Boccia
www.bocciaengland.org.uk

Goalball
www.goalballuk.com

Sitting volleyball
www.volleyballengland.org/sitting_volleyball

Instrument making
www.pinterest.com/maestroclassics/homemade-musical-instruments

Crafts
www.activityvillage.co.uk/search-results?q=paralympic

Paralympic poem
www.youtube.com/watch?v=v4M1efSbjhE

Literature resources
www.discoveryeducation.com/free-puzzlemaker

Disability discrimination act
www.gov.uk/definition-of-disability-under-equality-act-2010