

# Driving Inspiration



## Your Driving Inspiration Project Guide - Primary

This project guide will help your students learn about how the Paralympic movement started in Stoke Mandeville, Buckinghamshire and will provide you with practical ideas for running your own Driving Inspiration projects.

Ideally, you will be able to work with a Paralympian and disabled artists, but if not, there is no reason why you can't 'go it alone' using the toolkit for further inspiration and project ideas.



# Driving Inspiration for a day



## Driving Inspiration for a day

- Get the day started with a presentation to inspire the children. An outline presentation is given in **Getting Started**
- Include an active session which enables the children to experience the energy and movement of taking part in sport. **Get Active** includes a session based on the Paralympic sport of goalball with links to Boccia and sitting volleyball sessions
- Choose one of the creative activities from **Get Creative** which enables the children to explore one of these Driving Inspiration themes:
  - The Paralympic Values: Equality, Courage, Determination and Inspiration
  - Paralympic action
  - Ambition
  - Celebrating difference and diversity
- Celebrate success and finish the day by showing the artwork and performance in a special session for everyone who has taken part.

## Driving Inspiration over several sessions

The various activities can be carried out over several shorter sessions, for example:

1. Opening presentation (allow at least 1 hour)
2. Get active – a 'taster' based on a Paralympic Sport (1 hour for each sport)
3. Celebrating difference and diversity – making a group collage (2 hours +)
4. Developing one or more of the Get Creative activities (flexible, up to five two-hour sessions)
5. Celebrating success – bringing it altogether for the rest of the school and parents (1 hour +).





## Getting Started

Begin your Driving Inspiration project with a presentation, either to the whole school or specifically to the children who are going to take part. The aim of the start off session is to inform the children about:

- the history of the Paralympic Games
- what is going to happen at the London 2012 Paralympic Games
- what inspires and motivates the Paralympic athletes, and the artists and performers
- a flavour of what has happened in other Driving Inspiration projects
- an idea of what the children will be doing in their own project.

## Presentation Outline

The Assembly PPT presentation could be used at the start of this session.

The PowerPoint presentation briefly explains the history of the Paralympic Games, introduces the children to Paralympians and the London 2012 Paralympic mascot, Mandeville, and gives examples of some art projects already completed. For a fuller presentation, supplement the PowerPoint with the activities below:

[http://www.mandevillelegacy.org.uk/page\\_id\\_\\_73\\_path\\_\\_0p20p29p.aspx](http://www.mandevillelegacy.org.uk/page_id__73_path__0p20p29p.aspx)

Show the video about the Paralympic Games

<http://getset.london2012.com/en/the-games/about-the-olympic-and-paralympic-games/about-the-paralympic-games/paralympic-games-video>

- Can the children identify some sports?
- Which sports are exclusively Paralympian? (eg. Boccia, wheelchair basketball and goalball are mentioned in the video)
- How did the film show the excitement of the occasion?

- How does the film show that the Paralympians are committed to the Values of courage, determination, equality and inspiration?

### Inspirational stories

If you have special guests, a Paralympian and disabled artist, for example, ask them to tell their life stories to the children. They could then lead a question and answer session in which they open a dialogue with the children. If you are 'going it alone', you could use the following:

- Show one of the assemblies, interviews or film from the Driving Inspiration Toolkit. These will give the pupils a good idea of the work which has been done in other schools. [http://www.mandevillelegacy.org.uk/page\\_id\\_\\_76\\_path\\_\\_0p20p29p.aspx](http://www.mandevillelegacy.org.uk/page_id__76_path__0p20p29p.aspx)
- <http://getset.london2012.com/en/heroes> A video shows wheelchair athlete Shelley Woods talking about her motivation and ambition. Also see written interviews with Paralympic swimmer Eleanor Simmonds and athlete Ben Rushgrove
- Go to the official website of one of the great Paralympians to find inspirational life stories

Baroness Tanni Grey-Thompson  
<http://www.tanni.co.uk/>

South African swimmer Natalie Du Toit

<http://www.nataliedutoit.com/about/>

Oscar Pistorius, the South African 'blade runner'

[www.oscarpistorius.com/about/about-oscar](http://www.oscarpistorius.com/about/about-oscar)

- Ask the children to say what kind of questions they would like to ask the Paralympians if they had the chance to meet them
- Follow this link to download examples of questions which young people have asked Paralympians and artists in past Driving Inspiration days.

<http://www.creativebucks.org.uk/assets/documents/suggested-questions-for-paraly>

- Share this quote from Oscar Pistorius:

*"You are not disabled by the disabilities you have; you are able by the abilities you have."*

and/or this quote from the rower James Morgan:

*"Dis-ABILITY"*

What do they think this means?

How could they apply this to their own lives?

Ask the children to tell you with pride some of the things they *can* do.

### What's going to happen in the Driving Inspiration project?

- You might want to give the children a flavour of some of the things which have happened in other schools. Check out the case studies and the films listed in the toolkit, and select one or two to share with the children.
- Tell the children what will be happening during the rest of the day, or over the next few sessions. If you are lucky enough to have input from guest Paralympians and artists, they will be able to tell the children what to expect.

## Get Active

Practising skills for the games of Boccia, sitting volleyball and goalball are all appropriate for the children. They will enjoy learning the skills and can work towards a mini competitive session.

### Go to Get Set +, Paralympic School Day

<http://getset.london2012.com/en/get-set-plus/the-paralympic-games>

and follow the link to download the activity cards from the official website of the Paralympic movement. These cards give detailed information to enable a non-specialist to run a successful session. There are categories on general and specific goals, equipment needed, starting and running the activity, rules, working towards a small game and reflection.

[http://www.paralympic.org/Science\\_Education/Education/Paralympic\\_School\\_Day/Activity\\_Cards.html](http://www.paralympic.org/Science_Education/Education/Paralympic_School_Day/Activity_Cards.html)

You may like to work with younger children just on the basic skills. Here's an example connected to goalball. You will need a collection of bell balls and blindfolds:

- In goalball, the players listen for the ball! To practise listening, sit a small group of about six children in a circle blindfolded and ask for a volunteer to sit in the middle.



Ask the children to pass a ball around the circle and ask the child in the middle to point to the object. Take turns.

- Take the blindfolds off and practise rolling and receiving the ball in pairs, and then throwing and catching. Now try this with one player wearing a blindfold and then both players wearing blindfolds.
- Work in pairs and try passing to each other from standing, kneeling and lying positions, and vary the distance. Try with and without blindfolds
- Practise a goalball move. One player throws the ball and the other receives in a kneeling position or blocks the ball in a lying position. Try with and without blindfolds
- Pairs stand opposite each other. Each tries to 'score' by rolling or throwing the ball behind the opposite player. Try with and without blindfolds.
- Reflection: what was it like playing without being able to see? Did you get better? Can you imagine what it would be like to play in front of a large crowd? How important would it be for the crowd to keep quiet?

## Get Creative

Check out the tried and trusted ideas which other schools have successfully used

[http://www.mandevillelegacy.org.uk/page\\_id\\_\\_75\\_path\\_\\_0p20p29p.aspx](http://www.mandevillelegacy.org.uk/page_id__75_path__0p20p29p.aspx)

Here are a few creative activities which you may want to choose from or just go with your own inspiration!

Tell us about your project and upload your work onto the Mandeville Legacy site <http://www.mandevillelegacy.org.uk/schools> and also remember to blog about your project on Get Set.

### Getting in the mood

- The children can work in pairs or a small group to create mood boards all about the Paralympic Games. Alternatively, ask them to create a mood board which shows how they feel about one of the Paralympic Values eg. courage, determination, equality and inspiration.
- Their mood boards can be constructed from any materials - photo images downloaded from the image bank or elsewhere, their own drawings and words which might be quotations or reflect their feelings. Encourage the children to make their mood

board on a large piece of paper or card – A1 is ideal.

### My hero – my inspiration...

Look at the heroes section on Get Set <http://getset.london2012.com/en/heroes>

- Talk to the children about their own heroes. Are they from their own experience, for example, friends and family members who may not be famous, but who have done something they admire and respect?
- Why do we look up to heroes? How do they make us feel? Heroes don't have to be famous; it's what they do, say and think that is important.
- **In the frame:** Ask the children to find or draw a picture of their hero and then to work with a partner or in a small group to compose a picture of themselves with their hero. You will need digital cameras. Encourage the children to take several shots and to experiment with different poses. For example, try holding the image at arm's length or close to the body, sitting or standing, and think about the direction of the light. They may like to add some words to their image – either by placing them in the photo, or afterwards.



- What would they like to be a hero for? For example, rescuing someone from danger, overcoming a setback, breaking a world record? Create photographic self-portraits reflecting their personal goals. See the work done by Lynn Weddle and pupils at Driving Inspiration Schools.

[http://www.mandevillelegacy.org.uk/page\\_id\\_\\_75\\_path\\_\\_0p20p29p.aspx](http://www.mandevillelegacy.org.uk/page_id__75_path__0p20p29p.aspx)

### More inspiration

- Take a look at the work by Caroline Cardus and the children from schools in Buckinghamshire <http://www.disabilityartsonline.org.uk/driving-inspiration> The children wore white gloves and wrote inspirational words about their ambitions on their hands before photographing them and then digitally enhancing the image. You could use a similar technique in the 'heroes' activity.
- Artist Jon Adams worked with pupils from Oak Green and Bearbrook schools and asked them to explore what it's like to receive a special award. They listened to music and made drawings before

trying out the act of stepping up onto a podium to receive a medal.

### Getting Tactile with the Paralympic Values

- Make a textured collage of the word 'Inspiration' using fabric, card, crinkled paper and other interesting surfaces from found objects.
- Spread coloured sand across a board and invite the children to write about courage or determination in the sand and/or leave their handprints.
- What about a 'relief' picture featuring a Paralympian in action, again using fabric and textured materials, so that the outline of the figure is revealed through touch?
- Work on a sculpture which represents equality. Look at the images in the image bank and



choose one as a starting point. Also, look at images of sculptures on the Internet which interpret equality. How is balance shown? Why is that important in a sculpture about equality?

<http://getset.london2012.com/en/the-games/image-bank>

### Listening in

- Ask the children to record an audio description of the artwork which can be played alongside the display.

### Flipbooks: Paralympians in action

- Inspire the children by watching 'Driving Inspiration celebration flipbooks', this is a drawn animation made by children in Buckinghamshire and animator David Bunting.

<http://www.youtube.com/watch?v=5ArcshzAwys&feature=related>

Start off by making a simple two page flip book.

- Fold a long strip of paper, about 4 by 12 cms in half. Use thin paper so that you can trace over the bottom image
- Lift up the top layer and draw an image of a Paralympian in action near the bottom of the underneath layer. Draw with a strong black line; you can add colour later
- Place the top layer back down and look carefully to see the drawing underneath. Trace over it and make small changes, for example, a power-lifter might stretch slightly upwards
- Roll the top layer around a pencil and hold the paper down firmly at the top fold. Rolling the pencil backwards and forwards will show the images rapidly to create a quick animation.

Gradually, you can add more pages to the flip books to extend the animation.

- Check this website for more help with animation <http://www.anim8ed.org.uk/index.asp>

## Celebrating difference

The aim of this activity is to enable the children to understand that difference and diversity are rich aspects of our communities.

Begin by asking the children to think about their school and all the ways in which people are different. For example:

- Who is the oldest and who is the youngest? (include adults who work in school) Is everyone the same size?
- How many different languages are spoken?
- What do people like and dislike? (eg. foods, games, books etc.)
- Is everybody good at the same things?
- What have different people achieved?
- What ambitions do people have?

Encourage the children to find more ways of describing people's differences.

- Work together on a celebratory collage which shows all the ways in which the school community includes difference and diversity. The collage could include a

collection of photo images, drawings, paintings, handprints, textiles and words

- If possible, include a tactile element. You may want to make an audio recording which describes the collage and can be listened to when it is in its final display position.

## Celebrating Success

- Allow time for the children to share their Driving Inspiration work with the rest of the school community and their parents, and don't forget to blog about your success on Get Set.
- Remember to upload your work on to the Mandeville Legacy site <http://www.mandevillelegacy.org.uk/schools> and inspire others to join in with Driving Inspiration.

### Photographic Credits

Wheelpower

Driving Inspiration