

# Driving Inspiration



## Your Driving Inspiration Project Guide - Secondary

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

A day of Driving Inspiration activities could be carried out either with the input of guest Paralympians and artists or you can 'go it alone' and lead the day using ideas from this toolkit. Begin with a presentation to inspire the students. An outline, which you can adapt to suit your circumstances, is given in **Getting Started**.



Include an active session which enables the students to experience the energy and movement of taking part in sport.

Challenge the students to think about the specific skills needed for success in various Paralympic sports. Go to Get Set for more information. <http://getset.london2012.com/en/the-games>

The official website of the Paralympic movement includes practical activity ideas for introducing the skills required in some of the Paralympic sports. <http://www.paralympic.org/TheIPC/WWD/ParalympicSchoolDay>

Choose a creative activity which enables the students to explore a Driving Inspiration theme. Several suggestions are given in **Practical Ideas**.

For example, the students could create mood boards all about the Paralympic Games. Alternatively, they could work on creating a dance or stage a debate which shows how they feel about one of the Paralympic Values.

Include opportunities for discussions, practical work, reflection and time to create a final outcome that will showcase students' learning.

### **Celebrating Success**

Finish the day by showing the art work and performance in a special session for everyone who has taken part. You can begin with the PowerPoint presentation to inspire the students.

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



### Driving Inspiration over several sessions

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

**Session 1:** An opening presentation giving background information about the Paralympic Movement including its history and founder, Paralympic athletes and disabled artists

**Session 2:** Discussion and debate around the theme with initial thoughts committed to paper or worked into draft art forms

**Session 3:** Planning, designing, creating, remodelling, reflecting

**Session 4:** Continuation of the creative process leading to a final product

**Session 5:** Celebration of learning and reflection of achievements.



through imagery, paintings, drawing, sketches, reflections or stories?

What Paralympic sporting moments stand out for you? Use images of these moments or disabled artists' interpretations of them to create your own drawings, paintings or artefacts that capture the essence of these moments. Through your work, reflect an artist's particular style or convey the same or similar meanings through different art forms. <http://www.creativebucks.org.uk/drivinginspirationimagebank/>

### In the mood

The students 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, e.g. 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 students to make their mood board on a large piece of paper or card - A1 is ideal.

### Photographic Credits

Wheelpower  
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## Paralympic sports taster session

- Lead a Paralympic sports taster session for younger children

The purpose of this activity is to engage students in learning about some of the Paralympic events, and using this knowledge to organise and run a Paralympic sports taster session for younger children.

- Research previous Paralympic activities and events, and find out about those that will be included in London 2012

- Watch live demonstrations or film footage of athletes participating in these events

- Find out about the rules and equipment required. GB team websites/contacts are useful for this

- Practice the techniques involved and understand the strategies and tactics of the activities so that you become competent to play and demonstrate some of them. Experience as many of these events as possible and then select two or three that you can demonstrate, explain and teach to younger children. To do this, you will need to ensure you have access to the correct equipment

- Working as Young Leaders, spend time teaching the events to your identified pupils and engage them in mini tournaments or festivals where they can demonstrate their learning, have fun and succeed.

There are a range of resources to help you run these events at:

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

## Using ideas from art and design

Have a look at the work of Jon Adams, an artist whose autism is reflected in his work. The illustration here shows a journey in words from Barrow to Lancaster

[http://www.disabilityartsonline.org/?location\\_id=206&item=281](http://www.disabilityartsonline.org/?location_id=206&item=281)

What has the artist conveyed to the observer, and how has he conveyed it?

Can you use Jon's idea of a journey to convey the journeys of Paralympic athletes through the ups and downs of their quest for a gold medal?

Can you find a way of symbolically depicting time and show the important moments of the journey

## Planning your project

### What is the purpose of the project?

Students' work should tell the stories of the Paralympic Movement and Paralympic athletes through different art and media disciplines inspired by disabled artists. Their work should also reflect their personal aspirations.

### What are the big ideas or questions that you want your students to explore and answer?

Keep the focus on disability, diversity and the Paralympic Values.

### What knowledge and skills do you want them to acquire, or through what contexts do you want them to apply skills and knowledge previously learnt?

These might be specific creative skills, but they might also be life skills such as team-working and developing good communication etc.

### What sports, art and music genres do you want students to explore?

### How will students demonstrate their learning? What end product(s) do you envisage?

These might be a performance, temporary or permanent exhibition of work, digital presentation, readings...

### To whom will students demonstrate their learning?

The audience could be fellow students, the community or a panel of judges. Remember to share online through the Mandeville Legacy website and Get Set.

### How can artists and/or athletes enrich, inspire and contribute to the inspirational outcomes you are seeking?

If you are not able to have any direct involvement with artists or athletes, how can you use the images, films, music, case studies and background information found on the Get Set and Mandeville Legacy websites as stimulus materials for your project?

<http://www.mandevillelegacy.org.uk>

<http://getset.london2012.com>



## Getting started

Begin your Driving Inspiration project with a presentation that informs students about Stoke Mandeville, Dr Guttman and the origins of the Paralympic Games.

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

This could include showing 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>

At the end of this session, students should know the history of the Paralympic Movement and be aware of some of the current Paralympic events and athletes.

Set the context for your project by referring to previous Driving Inspiration projects run in other schools:

[http://www.mandevillelegacy.org.uk/page\\_id\\_\\_75\\_path\\_\\_0p20p29p.aspx](http://www.mandevillelegacy.org.uk/page_id__75_path__0p20p29p.aspx) or showing footage, images, live performances or artefacts of the work of disabled artists relevant to the outcomes of your project.

## Inspirational stories

### Working with guests

Having set the context for this work and prepared your students with background information about your visitors, ask them to share their stories as part of an assembly, class or group discussion. Ask them to focus on their work, showing examples where possible, and share with students their lives, artistic or sporting journeys and achievements. This might include a performance, display of artefacts or video footage of the athlete(s) competing. Depending on the focus of your project, engage your students and visitors in discussing the emotions, feelings and images their artefacts or performances convey, or tease out with them the highs and lows of their lives, what drives them, and from where they draw their inspiration, creativity and determination.

### Without guests

Use the assembly presentation ([http://www.mandevillelegacy.org.uk/page\\_id\\_\\_73\\_path\\_\\_0p20p29p.aspx](http://www.mandevillelegacy.org.uk/page_id__73_path__0p20p29p.aspx)) images (<http://www.creativebucks.org.uk/drivinginspirationimagebank/>) films ([http://www.mandevillelegacy.org.uk/page\\_id\\_\\_76\\_path\\_\\_0p20p29p.aspx](http://www.mandevillelegacy.org.uk/page_id__76_path__0p20p29p.aspx))



Challenge them to work in pairs, and to find ways of using non-verbal forms of communication to instruct their partner to move in different directions and/or use different actions and dynamics. The leader must not perform the required actions but instead provide physical instructions which their partner interprets.



## Ideas for dance based projects

Check out the work of Signdance Collective and Deaf Men Dancing, both of which are led by Disabled Directors.

<http://sites.google.com/site/signdancecollective/home>

<http://www.londondance.com/content.asp?CategoryID=3751>

Give students opportunities to develop dances focusing on specific senses or physical movements, expressing their emotions and ideas through a range of different 'vocabularies'.

Can you join forces with disabled and non-disabled dancers to learn about the Paralympic Games, the Values and the journeys of Paralympic athletes, and create performances that reflect the discussions and debates you have had?

Engage students in a discussion about the perception of dancers: the stereotype of a ballet dancer, a music video pop idol dancer, and a professional from Strictly Come Dancing. How do they look, and what image do they present?

What does this tell us about how you have to look (posture, image, skill and technique) to be a dancer, and why? Ask students to view images of people with a disability to provoke a debate about how these people can dance. Show them pictures, videos or films of disabled dancers (blind, wheelchair users, dancers without limbs) to challenge their understanding of how those with disabilities have found their own unique ways to move, allowing them to express and communicate their ideas, feelings and emotions through different, original and personal movement vocabularies.

Give students opportunities to experience how these dancers use movement and gesture to express thoughts and feelings by focusing on specific movements or the space in which they can move in some way. For example, suggest that the students develop a dance which includes a sequence of movements from a seated position. Or ask them to discover what they can convey through eye and head movements and a range of small gestures. Focus these dances on the emotions, feelings and images conveyed by Paralympic athletes or the actions and movements of Paralympic athletes involved in their various sports.



and/or the case study materials to inspire students and provide starting points for discussions and debate about the theme and intended outcomes. Include in the initial introduction a presentation about the work of a specific disabled artist or the work of a range of disabled artists. Use films, images or artefacts to discuss their lives and work.

Remember the focus is about linking

sport with the arts, telling the stories of the Paralympic Movement and Paralympic athletes through different art disciplines, so make sure the initial presentations and discussions will lead to artistic outcomes.

There are interviews with past Paralympians, including a video interview with Baroness Tanni Grey-Thompson, on the Mandeville Legacy website [www.mandevillelegacy.org.uk](http://www.mandevillelegacy.org.uk)

## Getting involved

From the conversations and discussions that come from interacting with your guests or each other, begin to focus students to the theme of the project or line of enquiry, supported by your visiting guests and/or school staff. Where possible, let your artistic guests lead students through a creative process that introduces new knowledge, techniques and learning, and challenges their creativity and thinking about diversity, the Paralympic Values and/or celebrates the achievements of the Paralympic Movement and Paralympic athletes.

Discuss with students the outcomes you are expecting and how the day/sessions will unfold and conclude.

Will everyone be expected to show their learning through the same art discipline, or will you give students the opportunity of celebrating their learning through a choice of outcomes, for example, through a performance, readings, paintings, murals or the production of artefacts or blogs? Be realistic in the outcomes you can expect in the given time. Take a look at the case studies to see a variety of creative outcomes.

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

## Celebrating Success

Allow time for students to celebrate their Driving Inspiration work with others. Audiences might be the rest of the school, parents, the wider community or invited guests. Alternatively, performances might be filmed and used for assemblies and other school presentations, and artefacts displayed in school or at community exhibitions. Films, images and animations could be entered into local or national competitions. Don't forget to blog about your success on Get Set <http://getset.london2012.com/> and on the Mandeville Legacy website [http://www.mandevillelegacy.org.uk/category\\_idtxt\\_\\_schools.aspx](http://www.mandevillelegacy.org.uk/category_idtxt__schools.aspx)



## Ideas for music projects

### Spirit in Motion

The Paralympic symbol consists of three elements in red, blue and green.

These colours are those most widely used in national flags around the world. The symbol represents motion around a central point and the bringing together of athletes from around the world, enabling them to compete in a spirit of friendship and equality.

The Motto of the Paralympic Movement is 'Spirit in Motion' emphasising the inspirational people involved in Paralympic sports and the strength of character of these individuals.

Together, they denote a Paralympic Movement 'on the move', responding to the ever changing world and continually striving to excite the world with the inspirational performances of Paralympic athletes.

Listen to and analyse different styles of music that reflect motion, energy and excitement. How does the composer use the various instruments and sounds individually and together to create a dynamic picture?

Working with others, what do you understand by 'Spirit in Motion' and how can you reflect the vibrancy, excitement, courage, determination and strength of character of Paralympic athletes using sounds, musical instruments and/or the digital music technology available to you?

### Using the sounds created by the movement of Paralympic athletes

Working with Paralympic athletes, record the sounds created by their movements and actions. For example, the noise of wheelchairs colliding together, as in wheelchair basketball; the sound of a Boccia ball hitting the jack; the sound of a swimmer pulling through the water; a bow leaving an arrow... Use these sounds to produce a short accompaniment to a trailer advertising the Paralympic Games.







Discuss the actions, movements and involvement of Paralympic athletes in their various sports. Ask students to create their own flip books and animations that demonstrate these actions and movements taking into account different audiences. For example, ask them to create an animation for a group of Year 1 children who are learning about Paralympic sports, or ask them to create an animation that can be shown as an advert on global TV

inviting visitors to the Paralympic Games.

Check out this website for help with getting started on animation projects. <http://www.anim8ed.org.uk/index.asp>

### The equity of Media coverage

Will spectator and media interest be the same for the Olympic Games and the Paralympic Games?

## Practical Ideas

### The Paralympic Values: topics for discussion and debate

*(The definitions in italics are from <http://www.paralympic.org/IPC>)*

#### Courage

*It encompasses the unique spirit of the Paralympic athlete who seeks to accomplish what the general public deems unexpected, but what the athlete knows as a truth.*

What is it that makes the general public view the achievements and accomplishments of Paralympic athletes as unexpected? What do athletes say about their accomplishments? What is it they have overcome to be the champions they are?

#### Determination

*The manifestation of the idea that Paralympic athletes push their physical ability to the absolute limit.*

Cadbury London 2012 general manager Norman Brodie believes that Paralympic athletes are on a different level to their Olympic counterparts, and praised their mental fortitude. He said,

“Paralympians I’ve met are on a different level, it’s how positive they are about life.” He goes on to talk about their “amazing skill and mental fortitude”, and praises them for the way in which they prepare for competitions.

Do you agree with Mr Brodie? What have Paralympic athletes told you, or what have you seen or read that leads you to agree or disagree with Mr Brodie?

#### Inspiration

*When intense and personal affection is begotten from the stories and accomplishments of Paralympic athletes, and the effect is applying this spirit to one’s personal life.*

What effects have the inspirational stories of Paralympic athletes you have heard, read about or seen had on you? What inspiration do others see in you? What are the barriers that stop you from reaching your goals and aspirations? Can you apply the same courage and determination to overcome these barriers so that others will be inspired by your achievements?

## Equality

*Paralympic Sport acts as an agent for change to break down social barriers of discrimination for persons with a disability.*

What does it mean to discriminate against disabled people? What are some of the ways in which society treats those with disabilities less favourably than those without a disability?

How can sport break down these barriers and contribute to a better world for all people with a disability?

Martin Luther King Jr in his speech at a civil rights march said, "I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character."

What types of characters do you see in the Paralympic athletes and disabled artists you are working with, or have seen or read about? How have these characters shaped their sporting or artistic careers? What is it you see in these people that make them who they are? Can you reflect their strength of character and personal traits through artefacts, performance outcomes, film or digital imagery?

## Ideas for film-makers

### Technology and the Games

Technological advances in equipment and the ability to capture and explore human movement have been phenomenal since Sir Ludwig Guttmann organised a sports competition involving war veterans with spinal cord injuries at Stoke Mandeville in 1948.

What have these developments been, and how have they influenced the involvement of disabled athletes in local, regional, national and international competitions?

Create an inspirational film that includes clips, archive footage, models and conversations with Paralympic athletes that illustrates the way in which science and technology have impacted on a specific discipline, and predict/explain/show what the next advances might be.

### The impact of the Equality Act on the Games

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in a range of areas, one of which is the need to ensure access to goods, services and facilities.



Discuss ways in which those designing the Olympic Park and other Olympic venues have had to consider this aspect of the Equality Act. What considerations will they have given to accessing venues, spectator areas, transport arrangements, provision for dealing with personal care needs, provision for dealing with medical needs, and provision for carers? What do the athletes themselves say about the arrangements made to meet their specific needs when visiting venues in this country and further afield? What else would they like to see in place?

Using the information you have gathered and your film-making expertise, create a short promotional film welcoming overseas visitors with a disability to London 2012. Show them how London is prepared for them to be included in all the events and activities of the Games.

### Digital Imagery

Watch 'Driving Inspiration celebration flipbooks'. This is an animation drawn by children in Buckinghamshire with animators David Bunting and Clinton Osborne: <http://www.youtube.com/watch?v=5ArcshzAwys>