

Activity  
Card  
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**Value:** Respect for sporting achievements  
**Activity:** Practicing Athletics (track and field) disciplines

### GENERAL GOAL

Students gain respect for the athletic performance of athletes with various disability types.

### SPECIFIC GOAL

To have a better understanding of the effects of different positions/situations in regard to each persons' ability.

### ENVIRONMENT

Athletics track, alternative: large playground or sports hall with high jump and long jump facilities.

### SUGGESTED EQUIPMENT

- Throwing devices (e.g., small balls and shot puts with varying size and weight).
- Blindfolds/ eyeshades.
- Stop watches, tape measure.
- Wheelchairs, throwing chair, chair.
- Paper and pens to record scores.

### PEOPLE INVOLVED IN THE ACTIVITY

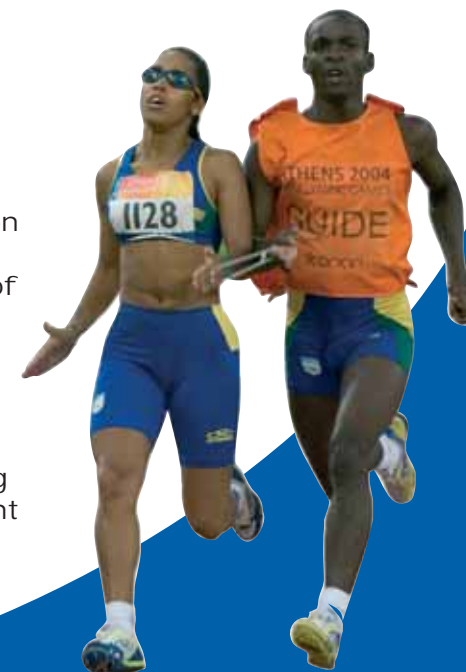
Session leader, assistants (one for every five students) and athletes (if available).

### STARTING THE ACTIVITY

The students are divided into small groups of five, in which each student takes up a different position (standing, sitting, kneeling/using a wheelchair, wearing eyeshades, etc.). An assistant is assigned to each group. The session leader introduces the activity and what it entails such as the performance of various Athletics disciplines, focusing on the perspectives of people with a variety of disability types. Please refer to the table on page 2.

### RUNNING THE ACTIVITY

Four separate stations, representing four Athletics events, are set up by the session leader prior to implementation of the activity. The students' task is to move from station to station while performing the event to the best of their ability. The students measure one another's performance and document the result on a sheet of paper. In order for the level of the group performance as a whole to be high, team work among the students is encouraged. Eventually the students should reflect on the given performance.



event	blindness/visual impairment	spinal injury	leg amputee	arm amputee	able-bodied
1) Long jump	With verbal assistance or audio cues and/or markers	Does not compete in this event	Hopping	Use either one arm or the other, or hold both arm down by you side	No adaptations
2) High jump	With verbal assistance or audio cues and/or markers	Does not compete in this event	Hopping	Use either one arm or the other, or hold both arm down by you side	No adaptations
3) Race (eg, 100m)	With guide-runner	Racing wheelchair if available (otherwise use ADL wheelchair)	Hopping for this activity (explain use of prosthesis devices in real competition)	Use either one arm or the other, or hold both arm down by you side	No adaptations
4) Throw (eg, shot put)	With verbal assistance	Throw from a wheelchair, throwing chair or regular chair	Perform on one leg for this activity (explain use of prosthesis devices in real competition)	Use either one arm or the other, or hold both arm down by you side	No adaptations

As a final activity the different groups compete in a mixed relay race where the groups of five compete against each other i.e., students simulating a leg amputation should race against each other etc.



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#### GUIDELINES FOR ADAPTATION TO YOUNGER PARTICIPANTS

- Limit the amount of ways in which you change or adapt an event during one activity.

#### GUIDELINES FOR ADAPTATION TO OLDER PARTICIPANTS

- Use this activity as a starting point to introduce the students to the concept of functional classification (see the PSD Manual, Section two, Chapter 10 on classification).
- Mark the Paralympic records of the events of different disability groups (see world record table) and ask the students to make an attempt to reach the record.

#### REFLECTION

When groups have successfully rotated through all stations, the session leader gathers the students along with the score sheets and initiates a discussion, focusing on the comparison of able-bodied/disabled athletic performances with the students' score sheets.

#### Sample Questions:

- Could you name the different disciplines you have just completed?
- Which was the most difficult?
- How did you feel running blindfolded, throwing from the chair, etc?
- Could you describe the different Paralympic Sport classes? Why do athletes not compete together?
- What were the differences among stations?
- Using the score sheet compare your results according to various abilities.
- Compare your results to Paralympic records.
- Where could you see Athletics event for persons with a disability? Would you attend the event?



# world records\*

event	blindness/visual impairment	spinal injury	leg amputee	arm amputee	able-bodied
Long jump - male	7.64m	-	6.79m	7.23m	8.95m
Long jump - female	6.28m	-	5.04m	5.73m	7.52m
High jump - male	2.03m	-	2.10m	2.05m	2.45m
High jump - female	1.80m	-	1.52m	1.66m	2.09m
100m - male	10.62 sec	13.76 sec	10.91 sec	10.72 sec	9.69 sec
100m - female	12.27 sec	15.91 sec	12.98 sec	12.04 sec	10.49 sec
Shot put - male	16.64m	16.03m	17.89m	14.87m	23.12m
Shot put - female	13.06m	10.96m	12.58m	11.93m	22.63m

\*These are the records from September 2008.  
Check [www.paralympic.org](http://www.paralympic.org) for the latest records!

The official rules of Athletics can be found at [www.ipc-athletics.org](http://www.ipc-athletics.org).

## LINKS

Website: [www.paralympic.org/release/Summer\\_Sports/Athletics](http://www.paralympic.org/release/Summer_Sports/Athletics)  
PSD Manual: Section Two, Chapters 8 and 10

## Did you know...?

The IPC Athletics World Championships are one of the largest events on the IPC sporting calendar. In 2006 they brought together over 1,000 athletes!

