

## Activity Card 19

**Value:** Empowerment and social support in sport.

**Activity:** Reflecting through art



### GENERAL GOAL

Students express their feelings and attitudes towards persons with a disability who participate in sport through art.

### SPECIFIC GOALS

- To be able to initiate a discussion with classmates about their PSD experiences.
- To overcome possible reservations when talking about disability.
- To explore creativity.

### ENVIRONMENT

Classroom activity (adaptations are possible).

### SUGGESTED EQUIPMENT

- Art materials (e.g., paint, paintbrushes, water-filled cups and empty cups to mix colours, crayons, pencils and erasers, modelling clay, etc.) drawing paper.
- Pictures and photographs of Paralympic Sports and/or athletes (provided on the PSD DVD).
- Tables and chairs, plastic tablecloth and tape.

### PEOPLE INVOLVED IN THE ACTIVITY

Session leader and assistants.

### REQUIRED KNOWLEDGE

This activity should not be the first activity of a PSD, so that children can reflect on their PSD experience and express it through art.

### STARTING THE ACTIVITY

It is the session leader's responsibility prior to the children's arrival to have all supplies ready. This includes photographs, posters and pictures of athletes which are to be hung on the wall.



## RUNNING THE ACTIVITY

The children enter the classroom and take a seat at the tables. The session leader provides paints and paper and invites them to create a picture, drawing and/or clay figure about the Paralympic School Day, Paralympic Games, Paralympic athletes or Paralympic sports. For inspiration, they can use related pictures and posters as examples which were previously displayed throughout the classroom. It is the task of the session leader to encourage creativity by asking the children what they would like to express through their art.

A series of photographs of Paralympic Sports have been provided on the Paralympic School Day DVD. To inspire the students, you should print these out and pass them around the class.

"Every child is an artist. The problem is how to remain an artist once he grows up."

Pablo Picasso (1881 - 1973)

### Did you know...?

At the age of 18, Mexican painter Frida Kahlo was hit by a bus and partially paralyzed. When she painted, she wore plaster casts to keep her arm still.



## GUIDELINES FOR ADAPTATION TO YOUNGER PARTICIPANTS

- Students modify the PSD Mascot, Spirit the Bird drawing (provided on the PSD DVD) with colours and add a disability related topic to the painting (eg, place the bird in a wheelchair). Afterwards they have to explain what extras they added and why.

## GUIDELINES FOR ADAPTATION TO OLDER PARTICIPANTS

- Students are divided in small groups and are instructed to work together and design a creative piece of art (eg, a cartoon, a handicraft, a poem, a collage, a poster). They are guided through the creation process by the session leader. In addition, they could present their work to their classmates.

## REFLECTION

Each student decides on a title for his/her work, and presents the painting to the rest of the class. A considerable amount of time should be foreseen to have a class discussion.

## Sample Questions

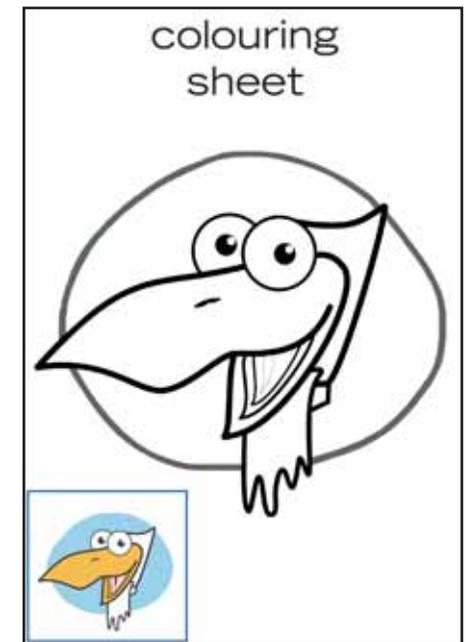
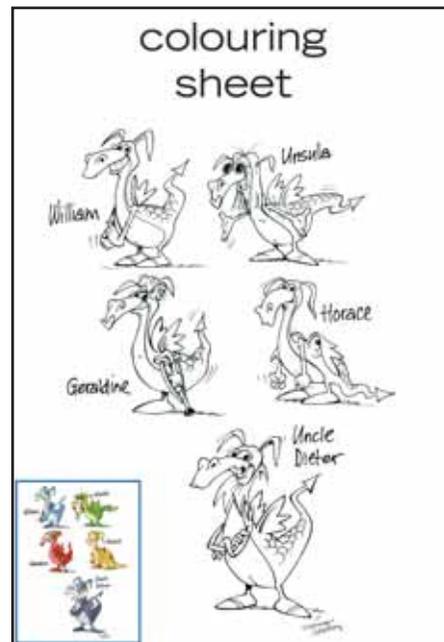
- What does your art represent and why did you choose that subject?
- Can you tell us something about your drawing?

The class teacher and classmates have the opportunity to ask questions about the art work and give suggestions to add or change details. Students could display their paintings around the room or an exhibition could be organized.

In addition, directions can be given to stimulate the students' creativity (eg, develop a logo for ..., write a slogan for..., design a mascot and give it a name and explain your choice).

# colouring sheets:

(available on the PSD DVD)



# setup



How will you turn your classroom into a nest of creativity?

## LINKS

Website: [www.paralympic.org](http://www.paralympic.org)  
PSD Manual: Section Two, Chapter 6

