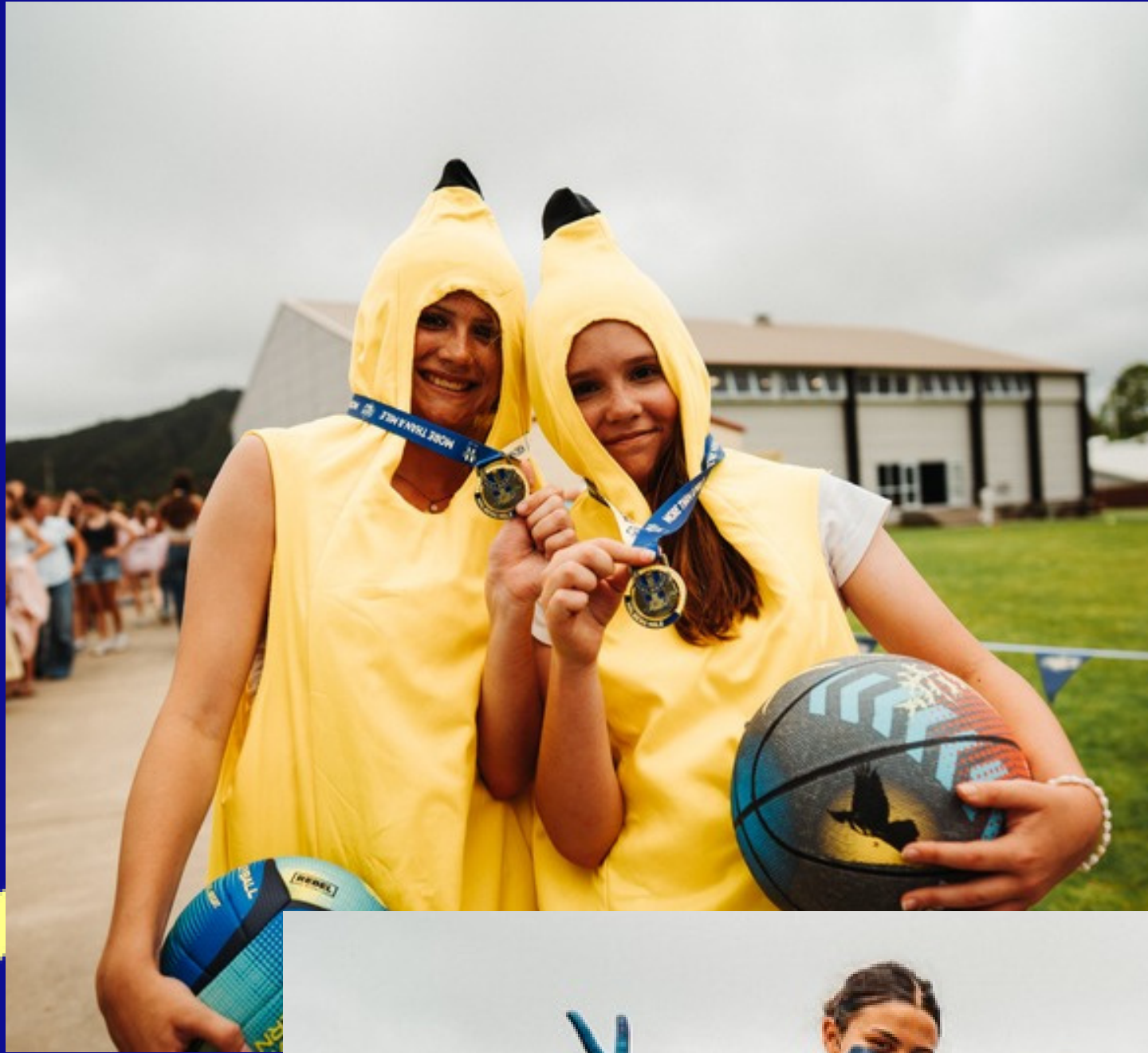




Halberg
MILE



EDUCATION
RESOURCES



HALBERG MILE EDUCATION BOOKLET



MORE THAN A MILE

This booklet is a collection of fun, flexible activities designed to support learning about the Halberg Foundation, Sir Murray Halberg, and inclusion in sport.

It has been created to be used throughout Term 3 in the lead up to your Halberg Mile event, helping students connect with the purpose behind the fundraiser while also getting active, creative, and reflective. Teachers are encouraged to choose the activities that best suit their class, and change them to meet the needs of their tamariki.

As your student works through the activities, we would love to see what they create and experience.

Please feel free to send through photos, stories, or student work (where permission has been given) to: mile@halberg.co.nz

We can't wait to see how your tamariki bring inclusion and the spirit of the Halberg Mile to life!





COACHMATE



Halberg Train resources are hosted on CoachMate, a free app designed to support inclusive sport and physical activity. The app includes two sections (Learn and Practice), featuring:

- Short videos on how to modify physical activities using the STEP Model
- Impairment-specific guidance for teachers and coaches
- 34 inclusive games and activities that can be used in PE, sport, and recreation

The resources provide valuable insights into creating positive and inclusive sport experiences for disabled young people.

COACHMATE STEP BY STEP

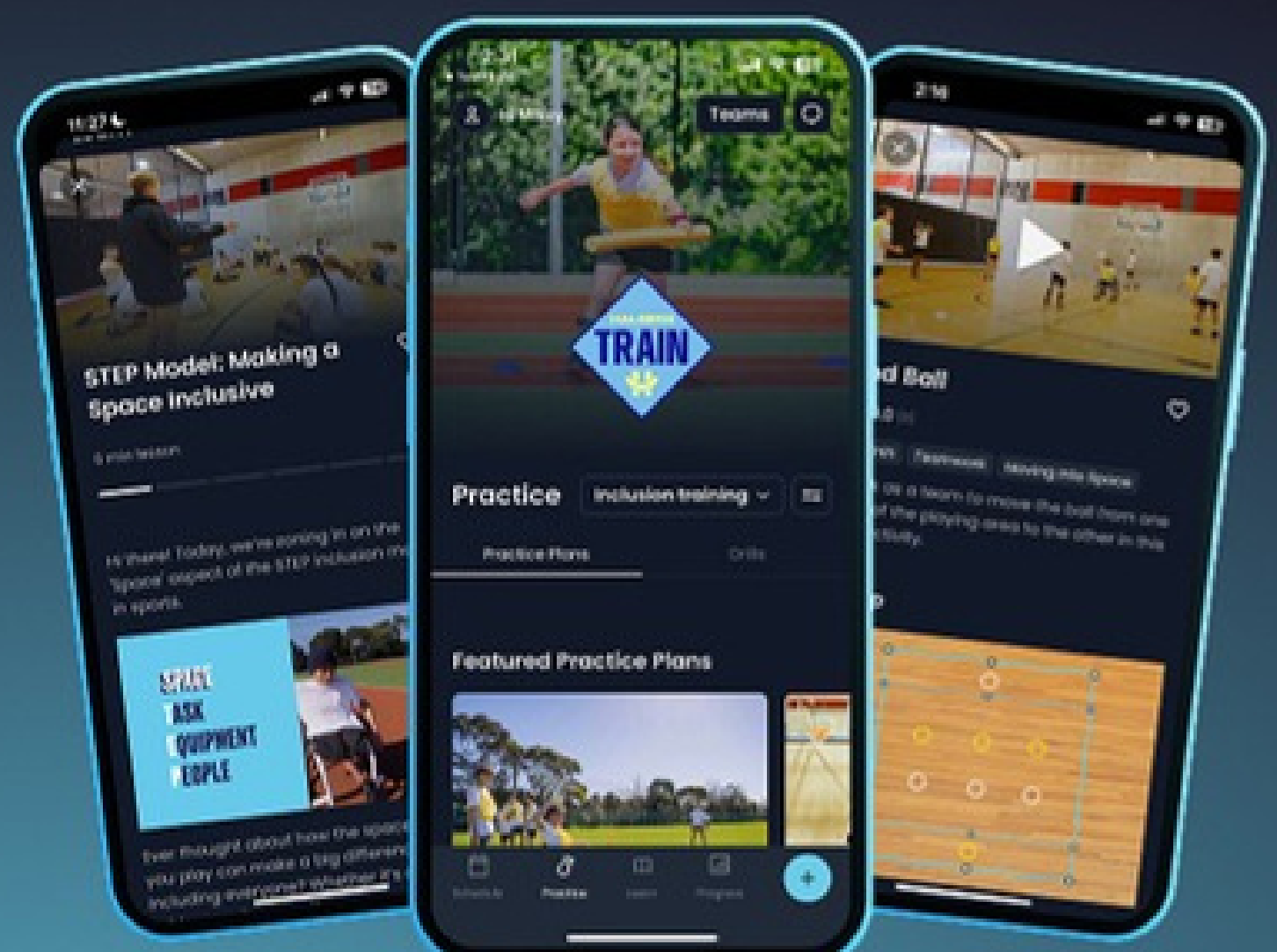
1. You will need to DOWNLOAD the CoachMate app via the app store of Google Play
2. Once you have downloaded the app, create an account
3. Then add 'Inclusion Training' as a sport

Halberg encourages all schools and classes to have a go at some of these inclusive games as part of their Halberg Mile learning. As you play the games, have your students consider how these games will work for everyone, and if any modifications are needed.



POWERED BY

c[●]achmate™





HALBERG STEP MODEL



The STEP Model is a guide for modifying physical activity, focusing on Space, Task, Equipment, and People. It's about balancing the activities original integrity with maximising individual potential.

SPACE focuses on where the activity is taking place, or how space is used in the activity.

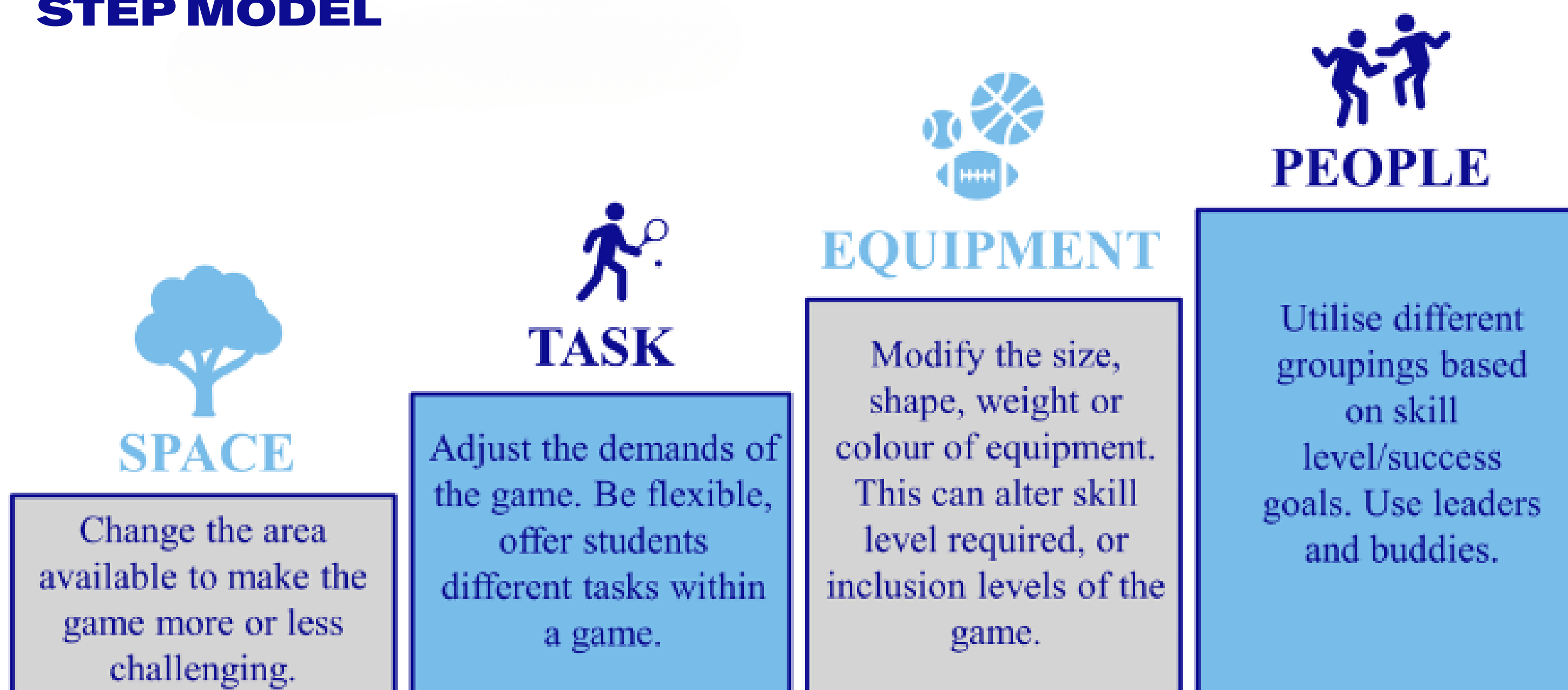
TASK is the type of activity or activities you are delivering in your session and the impact they can have on inclusion.

It is essential during your planning that you consider if the **EQUIPMENT** you are using is the best fit for your participants. Where possible you should adjust the equipment to suit everyone's needs.

When we look at **PEOPLE**, consider the person delivering, the players within the setting and the interaction between them. Where necessary, change the people who are involved in the activities, the number in the groups, and the person delivering the session.

You can use the Step Model to make games and activities easier or harder, but the focus should be always on participation and enjoyment.

STEP MODEL





HALBERG STEP MODEL



ACTIVITY

- 1** Choose a simple game or activity you can play regularly at school. Some examples might be tag, capture the flag, or dodgeball. Set up this game and play it with your group.
- 2** Can you be creative and apply the **STEP Model** to this game? Pick one of the categories below and make a change. Play the modified game with your group.

SPACE _____

TASK _____

EQUIPMENT _____

PEOPLE _____

- 3** Reflect. Consider the following questions:
 - What did you change?
 - Did this make the game easier or harder?
 - Was everyone in the group/class involved?
 - How did the modification effect enjoyment?

- 4** Pick a different category within **STEP** and make another change. Play the modified game with your group.

SPACE _____

TASK _____

EQUIPMENT _____

PEOPLE _____

- 5** Reflect. Consider the following questions:
 - What did you change?
 - Did this make the game easier or harder?
 - Was everyone in the group/class involved?
 - How did the modification effect enjoyment?



HALBERG MILE GOAL SETTING



Whilst one of the aims of the Halberg Mile is to learn more around the Halberg Foundation, Sir Murray Halberg, and inclusion in sport, it is also a great opportunity to challenge yourself.

Can you set a SMART goal for the Halberg Mile?

A **SMART** goal is **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound.

SPECIFIC: Clearly define what needs to be accomplished.

MEASUREABLE: Establish how progress will be tracked and success will be evaluated.

ACHIEVABLE: Set realistic goals that are within your reach and capabilities.

RELEVANT: Ensure the goal aligns with your interests, needs, and developmental stage.

TIME BOUND: Set a deadline or timeframe for achieving the goal.

MY SMART GOAL IS ...

TO GIVE MYSELF THE BEST CHANCE OF ACHIEVING THIS GOAL, I WILL ...



HALBERG AWARDS



The **ISPS HANDA Halberg Awards** are New Zealand's premier sporting honours, celebrating the very best achievements in sport each year.

The **64th ISPS HANDA Halberg Awards** will be held in February 2027, bringing together athletes, coaches, celebrities, and sports fans for a special night celebrating the people and moments that inspire the nation.

It's a night full of excitement and celebration, where New Zealand comes together to recognise sporting heroes who have made an unforgettable impact, both on and off the field.

WHAT AWARDS ARE PRESENTED?

Each year, a range of awards are given to celebrate excellence, achievement, and inspiration in sport, including:

- Surpeme Halberg Award
- 2degrees Sportswoman of the Year
- ISPS HANDA Sportsman of the Year
- ISPS HANDA Para Athlete/Para Team of the Year
- ISPS HANDA Team of the Year
- Buddle Findlay Coach of the Year
- Sky Sport Emerging Talent
- New Zealand's Favourite Sporting Moment in partnership with Generate
- Sport New Zealand Leadership Award
- Sir Murray Halberg Legacy Award in partnership with CityFitness

WHY IT MATTERS?

The Halberg Awards aren't just about winning - they're about recognising dedication, resilience, teamwork, and moments that bring New Zealanders together through sport.





HALBERG AWARDS



Everyone has someone they look up to in sport. It might be a famous athlete, a coach, a teammate, a family member, or even a friend. Sporting heroes inspire us not just through what they achieve, but how they act, lead, and include others.

In this activity, you'll explore what makes someone a true sporting hero and reflect on the qualities that inspire you.

PART 1 - WHO IS YOUR SPORTING HERO?

Think about someone who inspires you in sport or being active...

PART 2 - WHY ARE THEY YOUR HERO?

What do you admire about them? Write a short sentence: I chose them because...

PART 3 - DESCRIBE A MOMENT WHERE YOUR SPORTING HERO SHOWED THEIR STRENGTHS

PART 4 - WHAT CAN YOU LEARN FROM THEM?

Great athletes inspire us, but we can also learn from them.
One thing I can learn from my sporting hero is:

Remember, sporting heroes aren't just the fastest, strongest, or most famous...they are the people who inspire others, include everyone, and show what it means to give your best.



HALBERG GAMES T-SHIRT COMPETITION



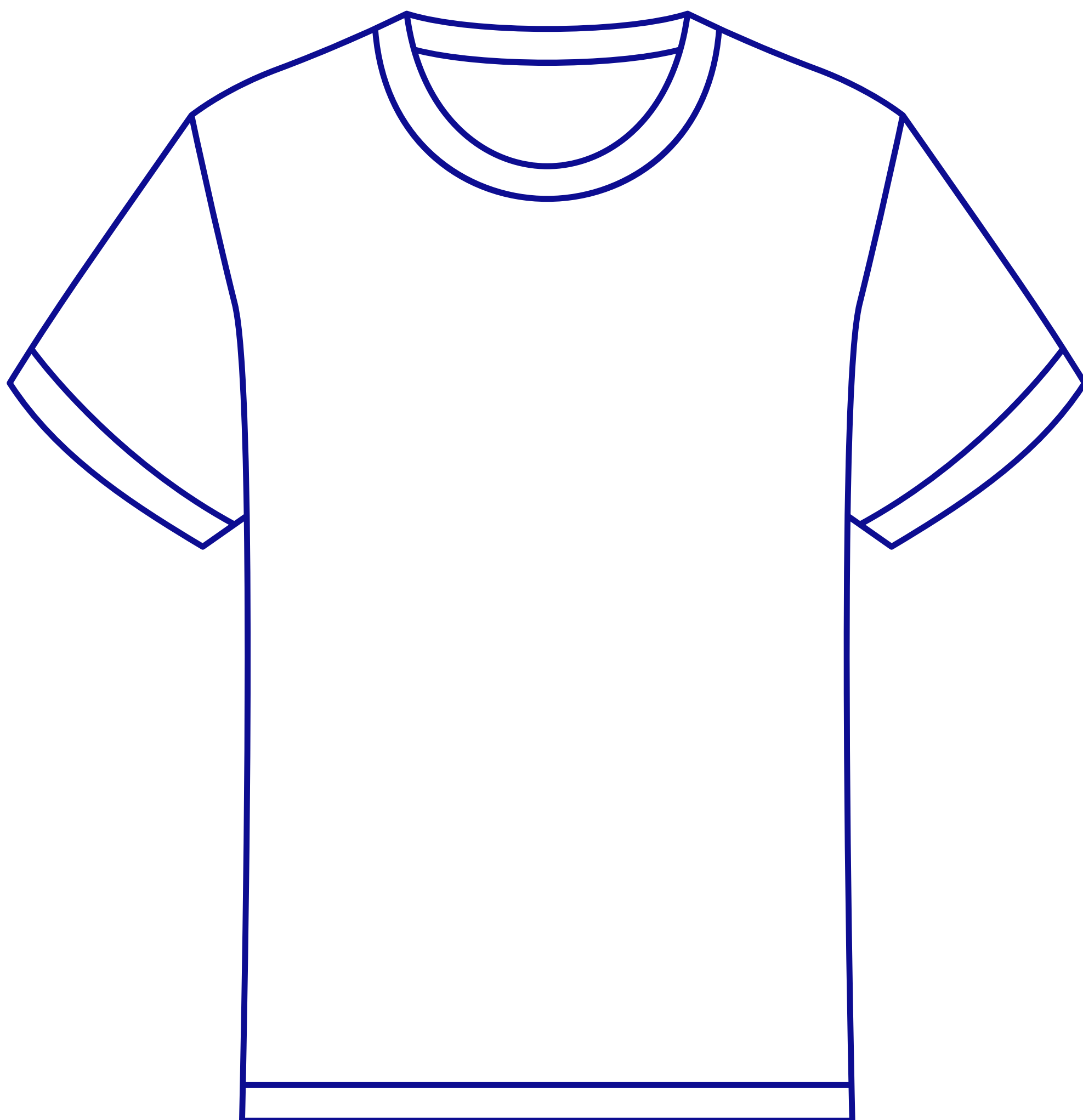
DESIGN A FUTURE HALBERG GAMES T-SHIRT

Get creative and design your own Halberg Games regional t-shirt! Every year, athletes attending the Halberg Games receive a special regional t-shirt. This year, we're looking for fresh ideas, and your design could inspire the official 2027 Halberg Games t-shirts!

COMPETITION PRIZE

The winning design could be adapted and featured on the official Halberg Games 2027 regional t-shirts worn by athletes across New Zealand!

Have fun, get creative, and show us what the Halberg Games means to you!





HALBERG MILE INCLUSION



The Halberg Foundations vision is that all young people with physical disabilities have equal access to sport and recreation. At the centre of this is the topic of inclusion. Inclusion for disabled young people in PE, on the playground, at events, at local sports clubs, and in the community.

The dictionary definition of inclusion is:

The action or state of including or of being included within a group or structure.

Halberg's view of inclusion is:

Accepted, belonging, empowered, valued and actively participating within a group structure or activity.

Halberg also encourages people to adapt a '**Strength-Based Approach**'. This approach is all about focusing on the abilities and potential of participants or teammates, rather than their limitations. Regardless of impairment, everyone has strengths (or superpowers) they can bring to the team, class or group. Focus on what people can do, not what they can't do!

Reflect: Take some time to think about the questions below. There are no right or wrong answers, just be honest about your thoughts and experiences.

How does it feel to be included?



HALBERG MILE INCLUSION



How does it feel to be excluded?

Can you think of a time when someone helped you feel included? What did they do?

What makes me unique?

What strengths or qualities do you bring to your class or sports team?

What can I do to help my classmates, teammates, or friends feel included in PE, at sports trainings, or on the playground?

During the Halberg Mile, what can you do to ensure everyone at school is included?



HALBERG MILE LEADERSHIP



WHAT IS LEADERSHIP?

Leadership is about inspiring and guiding others to work together towards a shared goal. It's not just about being in charge, it's about lifting others up, showing kindness, and helping a team succeed together.

We see leadership everywhere: in classrooms, on sports fields, in teams, and within our communities. Great leaders don't always stand in front, they often lead by example.

Sir Murray Halberg showed this through his own journey. As a Paralympic athlete and founder of the Halberg Foundation, he inspired others through determination, resilience, and a belief that every person deserves the opportunity to take part in sport, no matter their ability.

What makes a great leader? Think about the people you admire - in sport, or in your community. What qualities do they show?

Take a moment to think: Who is a leader you know or look up to? What makes them a good leader? When have you seen leadership in action?





HALBERG MILE LEADERSHIP



BECOME A HALBERG LEADER

Now that you've explored what leadership is, it's your turn to put it into action. Sir Murray Halberg showed leadership through his belief that everyone should have the opportunity to take part in sport, no matter their ability. He didn't just talk about inclusion, he created opportunities for it.

This activity is about thinking like a leader who includes, supports, and inspires others.

PART 1 - LEADERSHIP IN ACTION

Read the scenarios below. For each one, think about what a good leader would do.

1. A classmate is left out during a game.
What could you do or say?

2. Someone in your team is finding an activity tricky.
How could you help them feel supported?

3. Your group has different ideas about what to do.
How could you help everyone feel heard?



HALBERG MILE LEADERSHIP



PART 2 - WHAT WOULD SIR MURRAY DO?

Sir Murray Halberg believed sport should be for everyone. If he was in your classroom or sports team, how do you think he would show leadership?

PART 3 - LEAD LIKE YOU?

Now think about your own life - school, home, or your community.

Complete the sentence:

One way I can show leadership this week is by...

Because this will help...

Remember, leadership isn't about having a title, it's about how you make others feel.

Every time you include someone, encourage someone, or help your team, you are showing leadership just like Sir Murray Halberg believed in.



SIR MURRAY HALBERG



Sir Murray Halberg was one of New Zealand's most successful distance runners and an Olympic gold medallist. But his impact goes far beyond the track.

In 1963, Sir Murray Halberg founded the Halberg Foundation with a powerful mission: to enhance the lives of physically disabled young people by enabling them to participate in sport and recreation.

His vision was simple but life-changing, that everyone should have the opportunity to take part in sport, no matter their ability.





SIR MURRAY HALBERG



MATCH THE LEGACY

Can you connect the key words, and facts about Sir Murray Halberg and his legacy?
Draw lines, cut and match, or work in pairs to complete the activity.

Match the words to the correct meaning:

SIR MURRAY HALBERG

Making sure everyone has the opportunity to take part in sport and recreation.

OLYMPIC GOLD MEDALLIST

A former New Zealand athlete who created a foundation to support disabled young people in sport.

DISTANCE RUNNER

A New Zealand athlete who won a gold medal at the Olympic Games.

INCLUSION IN SPORT

An organisation founded in 1963 to support young people with physical disabilities to take part in sport and recreation.

HALBERG FOUNDATION

A long-distance athlete who competes in running races such as 1500m and 5000m



HALBERG MILE WORD SEARCH



Complete the Halberg word search below. Words can go in any direction. Words can share letters as they cross over.

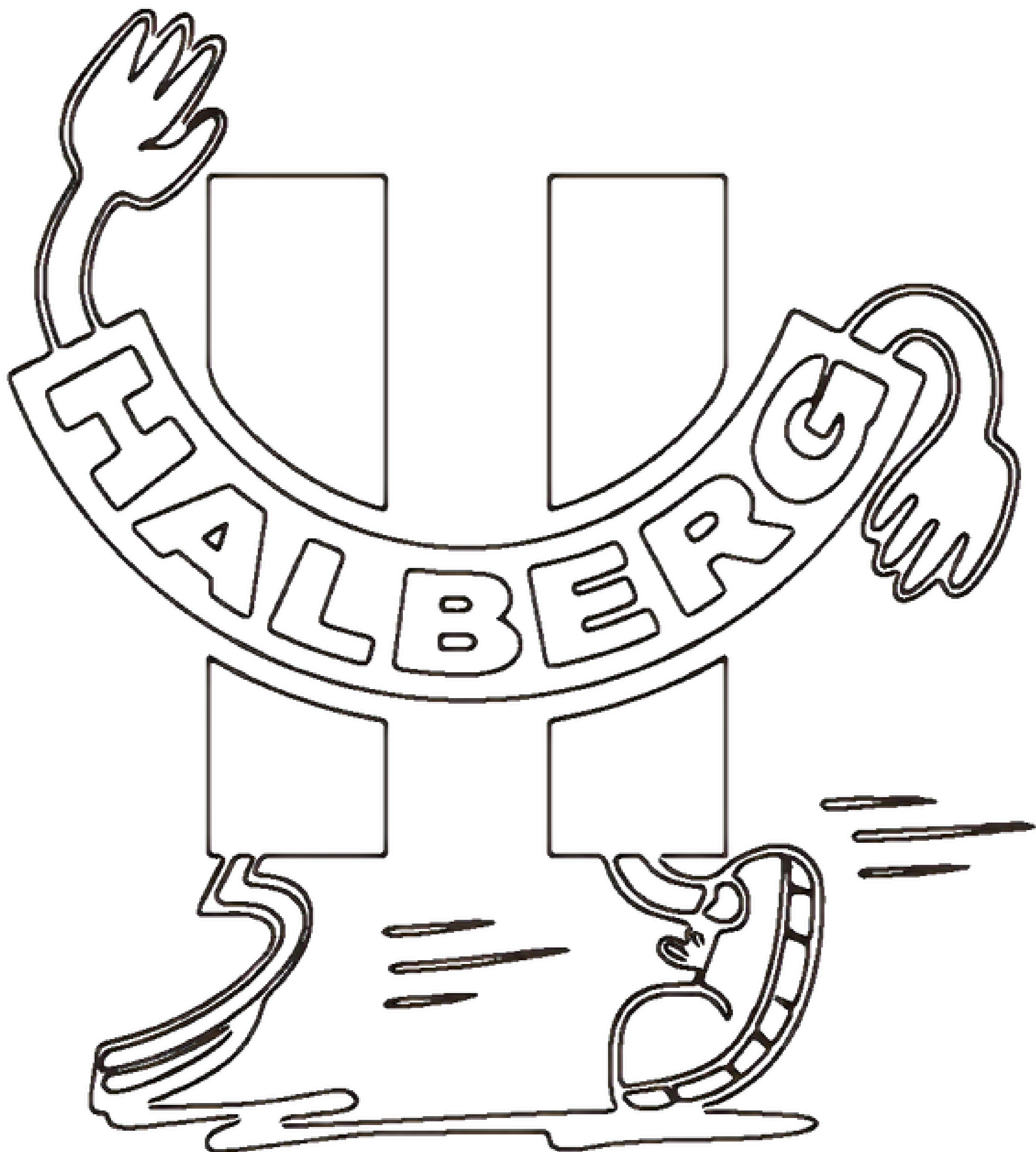
HALBERG MILE WORD SEARCH

T	E	A	M	W	O	R	K	A	D	C	R	E	F	X
Z	Y	A	R	R	U	M	H	X	Y	A	N	L	R	F
M	I	L	E	M	C	P	E	Z	T	O	G	O	I	G
Y	E	V	I	N	C	L	U	S	I	O	N	H	E	A
T	Q	Y	U	G	R	N	P	T	L	M	I	V	N	M
I	U	E	V	I	T	P	A	D	A	G	N	N	D	E
L	I	E	L	H	H	D	S	N	U	R	I	M	S	S
I	P	H	U	B	N	A	X	K	Q	E	A	I	H	S
B	M	N	A	U	I	Q	K	J	E	S	R	T	I	E
A	E	E	O	L	S	S	J	O	Y	P	T	O	P	R
S	N	F	Y	W	B	P	S	E	T	E	L	H	T	A
I	T	N	Y	B	A	E	O	E	R	C	L	Q	K	W
D	J	U	O	W	T	P	R	R	C	T	I	K	D	K
O	Y	F	U	Y	C	P	X	G	T	C	Z	E	E	S
S	U	P	P	O	R	T	H	P	N	Y	A	P	L	D

Accessible
Adaptive
Athlete
Disability
Equality
Equipment
Foundation
Friendship
Fun
Games
Halberg
Inclusion
Joy
Mile
Murray
Respect
Sport
Support
Teamwork
Training



HALBERG MILE COLOURING





HALBERG MILE COLOURING





INCLUSIVE LANGUAGE GUIDE



Language is powerful. The words we use can help people feel included, valued, and respected - or they can unintentionally exclude.

This guide helps you use language that reflects the spirit of the Halberg Foundation: inclusion, respect, and the belief that everyone should have the opportunity to take part in sport and recreation.

WHY LANGUAGE MATTERS

The way we talk about disability shapes how we think about it. Inclusive language focuses on the person not the disability, recognises ability, strengths, and participation, avoids labels that define someone only by their disability, and helps create welcoming and inclusive environments.

Here are some tips around terminology and communication:

- All words or phrases can be used in a positive or negative way
- Don't fixate on labels or medical terms. **A person is not defined by their impairment**
- Speak to the individual as you would anyone else, regardless of age or impairment
- Offer assistance, but always wait for a reply
- Focus on what people can do, not what they can't
- Be curious, ask questions.





INCLUSIVE LANGUAGE GUIDE



UNDERSTANDING DIFFERENT IMPAIRMENTS

Below are some broad impairment types:

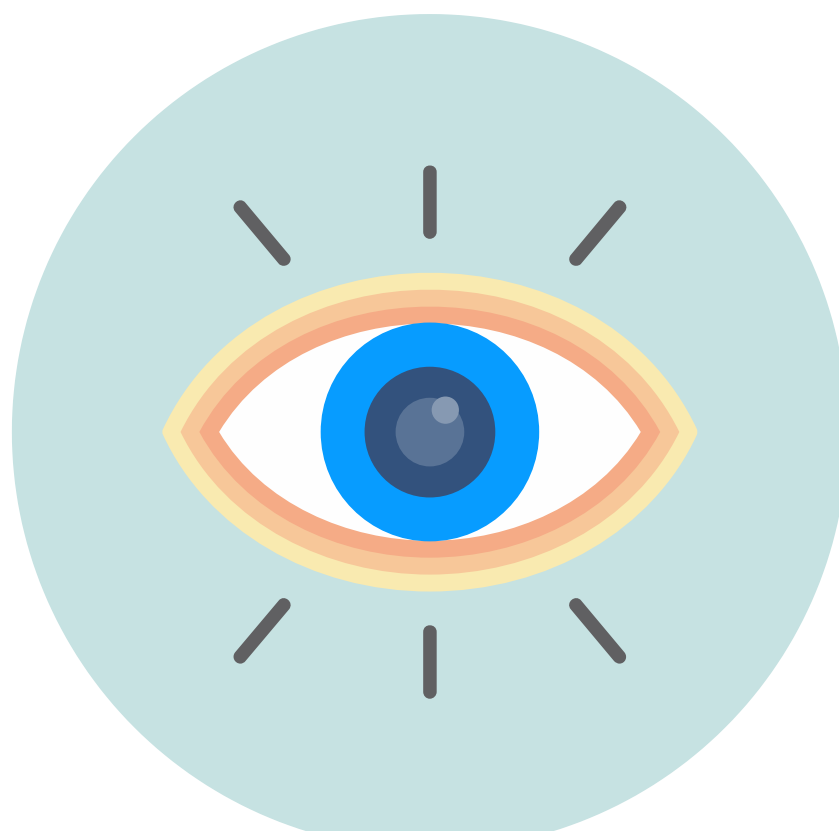
- Hearing impairment
- Visual impairment
- Physical impairment
- Neurodivergent impairment
- Intellectual impairment

Within each of these is a wide range of impairments, and each impairment presents itself differently from person to person. Remember everyone is different, it's alright to ask someone what language they prefer.

RESPECTFUL LANGUAGE IN SPORT

When talking about Para sport or inclusive sport, try:

- Para athlete
- Paralympic sport
- Adaptive sport
- Inclusive Games or Activities
- All Abilities Sport





INCLUSIVE LANGUAGE GUIDE



REAL LIFE EXAMPLES

Instead of saying “They can’t play that game”

Try “How can we modify the game so everyone can take part?”

Instead of saying “That’s amazing for someone like that”

Try “That was an incredible performance”

Instead of saying “They’re wheelchair-bound”

Try “They’re a wheelchair user”

If you’re unsure, ask yourself “Does this language focus on the person, their ability and inclusion?” If yes, then you’re on the right track.

Remember, the goal isn’t perfection, it’s respect. Using inclusive language helps make sport and recreation welcoming for everyone, just like Sir Murray Halberg believed when he created the Halberg Foundation.



Use these questions to help guide your story:

- What were the highlights on the Halberg Mile day?
- What challenges did you face? How did you overcome these?
- Was everyone in your class/at your school able to be involved? How did you support others on the day?
- What have you learnt around the Halberg Foundation, inclusion, and Sir Murray Halberg?

[illegible]



HALBERG MILE STORY

