

I'm POSSIBLE

Engaging young people with the Paralympic Movement



Supported by

Supported by the Agitos Foundation with funding from the Nippon Foundation Paralympic Support Centre and Global Sport Development Foundation, and in close collaboration with Japanese Paralympic Committee.

AGITOS
Foundation

Developing Sport,
Changing Lives



*Theme 2, Unit 8 – Ottobock owns the intellectual property rights to this unit.



Introduction to I'mPOSSIBLE

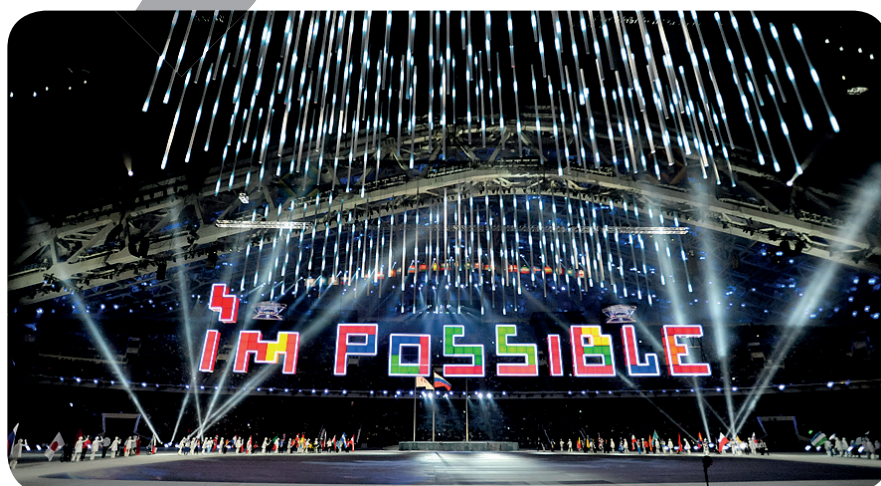
Engaging young people with the Paralympic Movement

I'mPOSSIBLE is an educational programme developed by the International Paralympic Committee (IPC) to spread the values and the vision of the Paralympic Movement to young people throughout the world. The programme name is in recognition of the fact that with courage and determination, Paralympians continue to redefine what is possible, frequently achieving the unexpected. Using inspirational Para athletes' stories, I'mPOSSIBLE aims to:

- Inspire and excite young people and demonstrate to them that with determination, courage and inspiration they can, like the Para athletes, achieve the unthinkable in their lives
- Challenge learners' perceptions and attitudes towards people with an impairment, thereby helping to increase inclusion through Para sport

The programme is designed for teachers to use with learners aged 6–12. It provides a range of easy-to-use lesson ideas introducing learners to the Paralympic values, Para sports and the inspirational achievements of Para athletes from around the world. Wherever possible, differentiated activities have been provided for younger learners, aged 6–8.




This guide will introduce and explain the content of I'mPOSSIBLE and provide you with knowledge and understanding of the Paralympic Movement, Paralympic values and Para sport.





I'mPOSSIBLE

I'mPOSSIBLE includes 15 lesson plans (units), with all the supporting teacher and learner resources necessary for each session. They are stand-alone units that can be taught as and when you wish. The units are arranged into two themes: **Paralympic values and Para sport**. Each unit includes the following:

- a. **A teacher lesson plan:** two activities are included that provide ideas and tasks for 45-minute learning sessions. You may prefer to carry out one, rather than both activities about the Paralympic values during a learning session. Or you may choose to extend the time allocated or to combine two or more units together for longer sessions. Lesson plans with this symbol  provide activity ideas specifically for younger learners (aged 6–8) although you can of course use them with older learners if you wish. There is one activity per unit when learners play a Para sport. Para sport lesson plans contain introductory activities and simple games ideas for younger children, games for older children and tips and strategies for including all learners, including those with an impairment, in the practical activities. The activities for younger children are identified with this symbol: . These activities will also be useful as practice or warm-up activities for older learners.
- b. **A learner-facing resource:** these are in the format of PowerPoint presentations, fact sheets or worksheets. They include such things as tasks, quizzes and challenges and additional information to extend learning and help learners complete work. Learner-facing resources for younger children are shown with this symbol: .
- c. **An evaluation task:** these activities enable you to check levels of understanding during the unit. Where possible, the evaluation activity forms part of the main activity of the lesson. It is presented in a range of formats including: completing worksheets, group/class discussions, or tangible outcomes in the form of such things as pictures, artefacts or presentations.
- d. **Discussion questions:** each unit concludes with focused discussion questions. These will allow you to determine any changes in perceptions, opinions and attitudes of your learners towards Para athletes and other people with an impairment.
- e. **Extension activities:** where appropriate, information is included signposting you to other relevant resources, including web links to existing IPC resources, but these resources will not be required in order to complete a unit successfully.
- f. **Homework tasks:** where appropriate, ideas are included that could be given to learners to complete at home with their families and friends. It is not essential for these to be undertaken.



The units

Theme 1: Paralympic values

Unit	Title	Learning objective
1	The Paralympic Games. What are they?	To become aware about why and how the Paralympic Movement has evolved.
2	The Paralympic values.	To gain knowledge about the Paralympic values, symbol, vision and aspiration.
3	The values in our school.	To gain knowledge about the Paralympic values, symbol, vision and aspiration.
4	Proud to be me.	To become aware of individual difference.
5	A Para athlete is coming to town.	To gain experience with accessibility.

Theme 2: Para sport

Unit	Title	Learning objective
1	Para sports. What are they and how are they played?	To become aware of different Para sports and adaptations.
2	Let's play the Para sport of sitting volleyball.	To experience Para sport.
3	Let's play the Para sport of goalball.	To experience Para sport.
4	Let's play the Para sport of boccia.	To experience Para sport.
5	Let's experience Para athletics.	To experience Para sport.
6	The blade runners.	To learn about the experiences of a Para athlete.
7	Let's create a new Para sport.	To gain experience with accessibility.
8	It's all about ability. Shining a spotlight on athletes with an impairment.	To learn about the experiences of a Para athlete.
9/10	Local Organising Committees or National Paralympic Committees are encouraged to develop two additional units to showcase local Paralympic athletes, cultural heritage and/or specific features for an upcoming event (e.g. mascot, torch, logo, venues).	



An introduction to inclusion

What is inclusion?

Everyone has the right to participate in sport. This includes people with impairments. The development of Para sports is making it possible for more and more people with an impairment to participate in meaningful competitions, sports and activities with or without modifications. For example, Para swimming includes events that are the same or very similar to the Olympic sport of swimming. Other Para athletes participate in activities that have been modified. For example, sitting volleyball is an adaptation of the Olympic sport of volleyball, enabling those with physical impairments to participate fully by sitting on the floor. There is also a range of Para sports that have been specifically designed for, and are only played by, athletes with an impairment. Examples of these Para sports are boccia and goalball.

Including all learners in I'mPOSSIBLE

In the context of I'mPOSSIBLE, inclusion is the way in which learners of all abilities, cultures and backgrounds are able to participate in sports, games and activities so that they all enjoy some degree of success. To include everyone:

- focus on abilities, not inabilities
- remove physical and social barriers to participation
- create an environment that is accessible to all
- modify or alter the way in which activities are presented and played.

The inclusion spectrum

The inclusion spectrum sets out a range of options for the fuller participation of all learners, including those with an impairment, to be involved in challenging, worthwhile sports, games and activities that make them feel good. In the version presented here there are three options. Teachers should use the option that enables all learners to enjoy some degree of success. The options are:

- Everyone can play
- Modifications to include everyone
- Para sport

Everyone can play

Everybody in the group can play the sport, game or activity with only minor or no modifications.



Photo credits

Every effort has been made to acknowledge all copyright holders. The IPC will, if notified, correct any errors in future editions.

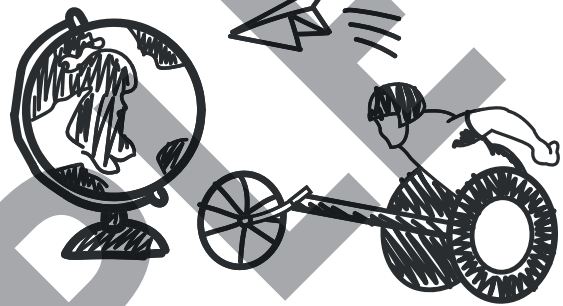
Teacher Handbook:

Credit unknown, Alex Ferro, Getty images, Dennis Grombkowski, Handikappidrott, INAIL, IWAS, Oriol Molas, NPC Columbia, Christopher Payne, Luc Percival

Resources:

Dan Behr (T1 U3 fact sheet; T2 U7 lesson plan).
Kevin Bogetti-Smith (T1 U1, slide 6; T1 U1 (6-8), slide 6; T2 U1 fact sheet).
Lieven Coudenys (T1 U1, slides 22, 23; T1 U1 (6-8), slide 11; T1 U2 (6-8) worksheet).
Credit unknown (T1 U1, slides 6, 7, 9, 10, 11, 12, 13, 14, 17, 18, 22, 23; T1 U1 (6-8) slides 3, 19).
Mike Ehrmann (T1 U2 (6-8) worksheet).
Getty images (T1 U1, slides 6, 7, 13, 15, 16; T1 U1 (6-8), slides 2, 3, 8, 9, 10, 12, 13, 15, 17, 19; T1 U1 lesson plan; T1 U1 worksheet; T1 U1 (6-8) worksheet; T1 U2, slide 2; T1 U2 lesson plan; T1 U2 worksheet; T1 U3 lesson plan; T1 U3 fact sheet; T1 U3 worksheet; T1 U3 (6-8) worksheet; T1 U4 lesson plan; T1 U4 worksheet; T1 U4 (6-8) worksheet; T1 U5 lesson plan; T1 U5 worksheet; T1 U5 (6-8) fact sheet; T2 U1, all slides; T2 U1 lesson plan; T2 U1 fact sheet; T2 U1 (6-8) fact sheet; T2 U1 memory cards; T2 U2 lesson plan; T2 U2 fact sheet; T2 U3 lesson plan; T2 U3 fact sheet; T2 U4 lesson plan; T2 U4 fact sheet; T2 U5 lesson plan; T2 U6 lesson plan; T2 U6 learner fact sheet; T2 U6 teacher fact sheet; T2 U6 worksheet; T2 U7 lesson plan; T2 U7 worksheet; T2 U8 lesson plan; T2 U8 worksheet;).

Handikappidrott (T1 U1, slide 16).
INAIL (T1 U1, slides 9, 10, 16; T1 U1 (6-8), slide 18).
IPC (T1 U3 (6-8) worksheet).
ISMWSF_IWAS (T1 U1, slide 15).
Richard Kalocsai (T1 U2 worksheet)
Wagner Meier (T1 U1 (6-8), slides 14, 15)
Marco Milic (T2 U6 learner fact sheet)
Francois Nel (T1 U1 (6-8), slide 19)
James Netz (T1 U1, slide 7; T1 U1 (6-8), slide 7; T2 U1 fact sheet).
OIS (T1 U5 lesson plan; T2 U7 lesson plan).
Oriol Molas (T1 U1, slide 7; T1 U1 (6-8), slide 7; T2 U1 fact sheet).
Ottobock (T2 U6 lesson plan)
NPC Brazil (T1 U2 (6-8) worksheet; T2 U2 fact sheet).
NPC Japan (T1 U1 (6-8), slide 5).
Christopher Payne (T1 U1, slides 2, 3, 4, 5, 8, 15; T1 U1 (6-8), slides 4, 17).
Luc Percival (T1 U1 worksheet; T1 U3 worksheet; T1 U3 (6-8) worksheet).
Rob Prezioso (T1 U1 (6-8), slide 6).
Shutterstock (T1 U3 lesson plan).
Alexander Sussekind (T1 U1, slide 15).
The Tokyo Games for the Physically Handicapped (T1 U1 (6-8), slide 5).
Bill Wippert (T1 U1, slide 7; T1 U1 (6-8), slides 7, 19; T2 U1 fact sheet; T2 U1 memory cards).



I'm POSSIBLE

Engaging young people with the Paralympic Movement