

 I'm**POSSIBLE**

# TEACHER HANDBOOK



INTERNATIONAL PARALYMPIC COMMITTEE

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**Content Disclaimer:**

This toolkit has been adapted to fit the local context of Zambia. Any modification included in it refers to the views of the Publisher.

# OVERVIEW

I'm**POSSIBLE** is the International Paralympic Committees (IPC) global education programme, designed for teachers to use with learners aged 6–18 to enable young people throughout the world to engage with the Paralympic values, Para sports and the vision of the Paralympic Movement for a more inclusive world through Para sport.

The IPC is the global governing body of the Paralympic Movement. Its main responsibilities are to support its 200 plus members to develop Para sport and advocate for social inclusion, ensure the successful delivery and organisation of the Paralympic Games and act as the international federation for 10 Para sports. The IPCs vision is to make for an inclusive world through Para sport.

The programme was originally developed by the Agitos Foundation (AF), the fundraising organisation of the IPC, with support from the Nippon Foundation Paralympic Support Centre and Foundation for Global Sport Development, and in close collaboration with the Japanese Paralympic Committee.

## SUPPORTERS AND CONTRIBUTORS

I**m**POSSIBLE is supported by:



**INTERNATIONAL  
PARALYMPIC  
COMMITTEE**

### NOTE:

This I**m**POSSIBLE Teacher Handbook is the second edition issued on 3 December 2020. The first edition was launched in August 2018.

The IPC and AF developed the original toolkit materials in English, French and Spanish. Any translation and local adaptations of the I**m**POSSIBLE toolkit materials were applied by a third party.

Theme 2 Unit 6, The blade runners - Ottobock owns the intellectual property rights to this unit.

Theme 2, Lets play the Para sport of badminton - this unit has been developed in collaboration with the World Badminton Federation.

Theme 2, Lets play the Para sport of wheelchair curling unit - certain content has been reproduced from the FloorCurl Activity Guide with the kind permission of Rock Solid Productions Inc. and the World Curling Federation. Further information is available from <https://floorcurl.com/>

IN-COUNTRY REPRESENTATIVE:

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IN-COUNTRY REPRESENTATIVES I**m**POSSIBLE PARTNERS:

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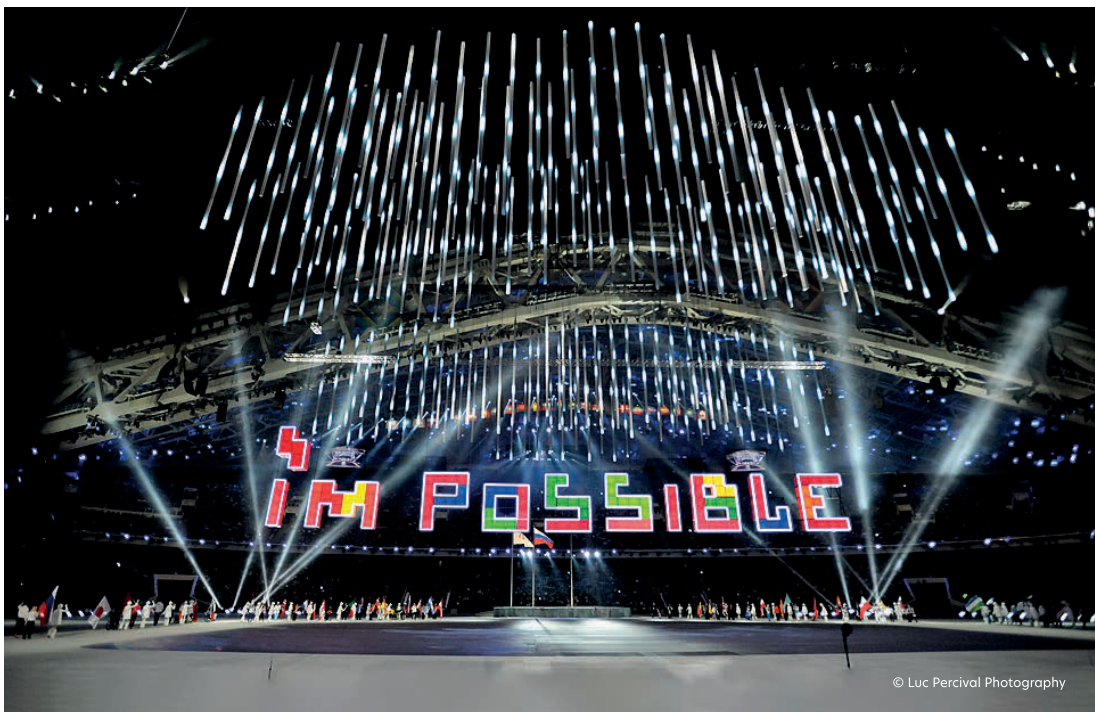
# 1 I'm**POSSIBLE**

## 1.1 INTRODUCTION

Originally developed by the Agitos Foundation (AF), the fundraising organisation of the IPC, I'm**POSSIBLE** was launched on 3 December 2017, International Day for Persons with Disabilities, and more than 40 countries are already committed to implement the programme around the world.

Through Para sport the IPC aims to generate change in three key areas: attitudes, mobility and opportunity. The IPC wants to change attitudes about persons with disabilities, increase mobility and accessibility and ensure that persons with disabilities have equal opportunities to education, sport, healthcare and employment.

The IPC firmly believes that Change Starts With Sport, and that the work of the Paralympic Movement is a catalyst for driving social inclusion and advancing the Sustainable Development Goals and the UN Convention on the Rights of Persons with Disabilities.



# 1 I'mPOSSIBLE

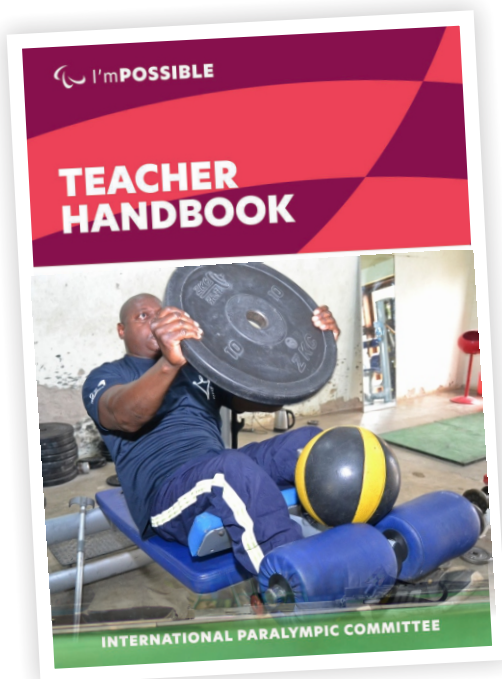
I'mPOSSIBLE enables young people of all abilities to **Learn. Engage. Include.**, which is the call to action of the programme.

- Learn about the Paralympic Movement and its values.
- Engage with and participate in Para sports and inclusive activities, and share this with family, friends and community.
- Challenge and change attitudes towards persons with a disability to bring about a more inclusive world.

## LEARN.

## ENGAGE.

## INCLUDE.



The programme name is in recognition of the fact that Paralympians continue to redefine what is possible, frequently achieving the unexpected. It aims to:

- challenge and change how young people perceive persons with a disability, thus bringing about a more inclusive society.
- 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.

This Teacher Handbook 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.

# 1 I'mPOSSIBLE

## 1.2 SUSTAINABLE DEVELOPMENT GOALS & UN CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

One of the IPC's strategic priorities is to drive a cultural shift through Para sport for a truly inclusive society. Social transformation requires grassroots activism, a change in the law and a cultural shift so that the law becomes internalised in all areas of society over time. The Paralympic Movement recognises that it can play a big part in this cultural shift and driving the human rights agenda.


The IPC aims to use its global position and influence, together with its events and activities, to challenge the stigma attached to disability, empower social transformation and make for a more inclusive society for all. In doing so, the IPC aims to advance the implementation of the United Nations Convention on the Rights of Persons with Disabilities (the Convention) and the Sustainable Development Goals (SDGs).


The I'mPOSSIBLE education programme plays a key role in driving this cultural shift, by engaging future generations with the Paralympic values and Para sports. According to the United Nations Educational, Scientific and Cultural Organisation (UNESCO)\*, education in the twenty-first century increasingly recognises the role of values and social skills in tackling global challenges, such as diversity and inclusion. This approach is at the core of the SDG 4 Quality Education, which advocates for inclusive lifelong learning opportunities and innovative content delivery.

The IPC acknowledges the fundamental importance of values-based education and its role in supporting National Paralympic Committees and Local Organising Committees around the world to activate this potential and to build the Movement and its vision towards a more inclusive world.

\*Reference: <http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/values-education-through-sport/>

### FOR MORE INFORMATION:

 For more information about the **SDGs**, please refer to <https://sustainabledevelopment.un.org/>

 For more information about the Convention, please refer to **Theme 1 Unit 4: inclusion for all** from I'mPOSSIBLE Toolkit Materials for learners aged 13-18 and <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

# 1 I'mPOSSIBLE

# SUSTAINABLE DEVELOPMENT GOALS



© United Nations



# 1 I'mPOSSIBLE

## 1.3 OVERVIEW OF THE EDUCATION MATERIALS

I'mPOSSIBLE includes 13 lesson plans (units) for the 6-12 years age group (i.e. primary resources), 10 lesson plans for the 13-18 years age group (i.e. secondary resources) as core resources, and a pool of additional lesson plans (e.g. sports, Local Organising Committees), 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 sports.

The I'mPOSSIBLE learner resources are differentiated by colour with supporting labelling. Red headings are for the 6-12 years age group and green are for the 13-18 years age group, as shown in the examples below.



Each unit includes the following:

### A TEACHER LESSON PLAN:

#### Paralympic values

Two activities are included which 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

also provide activity ideas specifically for younger learners (aged 6-8 for primary and 13-15 for secondary resources) although you can of course use them with older learners if you wish.

#### Para sports

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 learners, games for older learners and tips and strategies for including all learners, including those with a disability, in the practical activities. The activities for younger learners are identified with colour coding and age group labelling. These activities will also be useful as practice or warm-up activities for older learners.

### B LEARNERS RESOURCE:

These are in PowerPoint presentation, fact sheet or worksheet formats. They include such things as tasks, quizzes and challenges and additional information to extend learning and help learners complete work. Learners resources for younger learners are indicated with labelling (aged 6-8 for primary and 13-15 for secondary resources).

### C 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, quizzes, group/class discussions, or tangible outcomes in the form of such things as pictures, artefacts or presentations.

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## D DISCUSSION/REFLECTION 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 a disability.

## E EXTENSION ACTIVITIES/OPTIONAL INDEPENDENT RESEARCH:

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.

## G OVERVIEW OF PARA SPORTS:

This overview gives a brief introduction to the

## H FILMS:

Inspirational films are available for learning units as indicated in the respective lesson plan to enrich learning.

### FOR MORE INFORMATION:

▶ Please check the IPC's **I'mPOSSIBLE YouTube playlist:**  
<http://bit.ly/ImPOSSIBLEvideos>



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# 1 I'mPOSSIBLE

## 1.4 THE LEARNING UNITS

### THEME 1: PARALYMPIC VALUES

Additional learning units are available upon request.

UNIT	PRIMARY RESOURCES	SECONDARY RESOURCES
1	The Paralympic Games. What are they?	The Paralympic Movement
2	The Paralympic values	The Paralympic values
3	The values in our school	What makes a Paralympian?
4	Proud to be me	Inclusion for all
5	A Para athlete is coming to town	The case for accessibility

### THEME 2: PARA SPORTS

UNIT	PRIMARY RESOURCES	SECONDARY RESOURCES
1	Para sports. What are they and how are they played?	Let's create a new Para sport
2	Let's play the Para sport of sitting volleyball	Let's play the Para sport of sitting volleyball
3	Let's play the Para sport of goalball	Let's play the Para sport of goalball
4	Let's play the Para sport of boccia	Let's play the Para sport of boccia
5	Let's experience Para athletics	Let's experience Para athletics
6	The blade runners	
7	Let's create a new Para sport	
8	Its all about ability. Shining a spotlight on athletes with a disability	

Additional learning units are available upon request (e.g. sports, Local Organising Committees).

# 1 I'mPOSSIBLE

## 1.5 DELIVERY IDEAS

I'mPOSSIBLE is designed to be flexible so that it can be adapted to the individual circumstances of schools and other youth organisations around the world. Schools can choose how to deliver the programme according to the resources and time they have available. The activities are cross-curricular and could fit into lessons on:

- Physical Education (PE)
- Personal, social and health education (PSHE)
- Sociology
- Geography
- History
- Citizenship
- Art
- Literacy
- Ethics
- Languages

There are several ideas on how the programme can be implemented:

**Full programme:** teachers can start at the beginning with theme 1 and deliver the full programme in the order provided over successive days or weeks.

**Flexible approach:** teachers can choose activities or lessons from both themes and learning units that align with the existing curriculum and teach them in any order over successive days or weeks.

**Week of activities:** the programme can be implemented in a week devoted to activities related to ImPOSSIBLE.

**School events:** the programme can be applied in the lead-up to or during a schoolwide event including a Para sport festival, Paralympian/Para athlete school visit, Paralympic documentary film screening etc.



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Agitos Foundation/Theresa Rooney

# 2 PARALYMPIC MOVEMENT

## 2.1 INTRODUCTION

Sir Ludwig Guttman, a German doctor working at Stoke Mandeville Hospital in Great Britain shortly after World War II, is widely acclaimed to have begun the Paralympic Movement.



Spectators at the Stoke Mandeville Games

## 2 PARALYMPIC MOVEMENT



© International Wheelchair and Amputee Sports Federation

Sir Ludwig Guttmann

He believed in the power of sport to change lives and to improve the physical fitness, self-esteem and confidence of those being rehabilitated after the war. He staged the first Games for athletes with spinal injuries in 1948. The athletes used wheelchairs and competed in archery. The Stoke Mandeville Games became an annual competitive event. In 1960 the first Paralympic Games were held in Rome, Italy. They attracted 400 athletes from 23 countries. Since then the Paralympic Movement has become global. More and more athletes with wide-ranging impairments compete in local, regional,

national and international competitions inspiring and amazing large audiences around the world. Today the global governing body of the Paralympic Movement is the International Paralympic Committee (IPC).

### FOR MORE INFORMATION:



For a brief introduction, please see the film '**Introduction to the Paralympic Movement**' at:

<https://bit.ly/ImPOSSIBLEvideos>

## 2 PARALYMPIC MOVEMENT

### 2.2 THE INTERNATIONAL PARALYMPIC COMMITTEE

Founded on 22 September 1989 as an international non-profit organisation, the International Paralympic Committee (IPC) is an athlete-centred organisation composed of an elected Governing Board, a management team and various Standing Committees and Councils. Since 1999 the IPC has been headquartered in Bonn, Germany.

The IPC's primary responsibilities are to support its 200 plus members (i.e. International Sport Federations, National Paralympic Committees, International Organisations of Sport for the Disabled and Regional Organisations) develop Para sport and advocate social inclusion, ensure the successful delivery and organisation of the Paralympic Games and act as the international federation for 10 Para sports. In addition, the IPC

aims to offer opportunities for people with a disability to engage in Para sport from the beginner to the elite level. In doing so, its vision is to **'Make for an inclusive world through Para sport'**.

The mission of the IPC is **'To lead the Paralympic Movement, oversee the delivery of the Paralympic Games and support members to enable Para athletes to achieve sporting excellence.'**

#### FOR MORE INFORMATION:



For more information about the IPC please refer to the website:

<https://www.paralympic.org/>



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## 2 PARALYMPIC MOVEMENT

### 2.3 NATIONAL PARALYMPIC COMMITTEES

National Paralympic Committees (NPCs) are national organisations recognised by the IPC as the sole representatives of athletes with a disability from their respective countries. The IPC currently has over 180 NPCs, which are responsible for the entrance, management and team preparation for the Paralympic Games and other IPC-sanctioned competitions.

### 2.4 PARA SPORT EXPLAINED

**Para sport:** Para sport refers to all sport for athletes with an eligible impairment, whether they feature on the Paralympic programme or not. The International Federation must be recognised by the IPC and therefore operate under the IPC Athlete Classification Code.

**Paralympic sport:** Any Para sport on the Paralympic programme is referred to as a Paralympic sport. The term is only used when referring to the sports involvement in the Paralympic Games.

**Para athlete:** A Para athlete is a person with an eligible impairment who participates in Para sport. Specifically, the term is used for athletes who have not yet competed at a Paralympic Games, or for amateur athletes. The International Federation of their sport must be recognised by the IPC.

**Paralympian:** A Paralympian is an athlete who has taken part in a Paralympic Games.





## 2 PARALYMPIC MOVEMENT

### Classification

Athlete classification in the Paralympic Movement is a unique feature of Para sport. It is defined as grouping eligible athletes into sport classes according to how much their impairment affects fundamental activities in each specific sport or discipline.

### FOR MORE INFORMATION:



More information can be found on the IPC website:

[www.paralympic.org](http://www.paralympic.org)

### The Paralympic Games

The Paralympic Games is an international, multi-sport event at which elite Para athletes from around the world compete in different Paralympic sports, showcasing to the world their extraordinary determination and courage, and inspirational achievements to drive inclusion. They take place every two years, alternating between Winter and Summer Paralympic Games. The word 'Paralympic' derives from the Greek 'para' (beside or alongside) and the word 'Olympic'. Its meaning is that the Paralympic Games are parallel to the Olympic Games, both using the same cities and venues.



© Mike Ehmann/Getty Images

## 2 PARALYMPIC MOVEMENT



### 2.5 THE PARALYMPIC VALUES

The Paralympic values are at the very heart of the Paralympic Movement. Para athletes demonstrate the values through their remarkable efforts and achievements. Fundamental to I'mPOSSIBLE is young people's understanding of, and engagement with, the Paralympic values so that they demonstrate them in daily life; at school, at home and in their communities.

#### FOR MORE INFORMATION:



For a brief introduction, please see the film '**The Paralympic values**' which is available via the IPC's I'mPOSSIBLE YouTube playlist: <http://bit.ly/ImPOSSIBLEvideos>

## 2 PARALYMPIC MOVEMENT



PARA ATHLETES DEMONSTRATE:

### COURAGE

**How this value is displayed:** Para athletes through their performances, which showcases to the world what can be achieved when testing your body to its absolute limits.

**How young learners can demonstrate this value:** to have a go at something that others might not be prepared to try or think is not possible.



PARA ATHLETES DEMONSTRATE:

### DETERMINATION

**How this value is displayed:** Para athletes have a unique strength of character that combines mental toughness, physical ability and outstanding agility to produce sporting performances that regularly redefine the boundaries of possibility.

**How young learners can demonstrate this value:** to continue to do something and not give up, even when it is difficult.

## 2 PARALYMPIC MOVEMENT



PARA ATHLETES DEMONSTRATE:

### INSPIRATION

**How this value is displayed:** as role models, Para athletes maximise their abilities, empowering and exciting others to be active and participate in sport.

**How young learners can demonstrate this value:** to be encouraged by the achievements and actions of others.



PARA ATHLETES DEMONSTRATE:

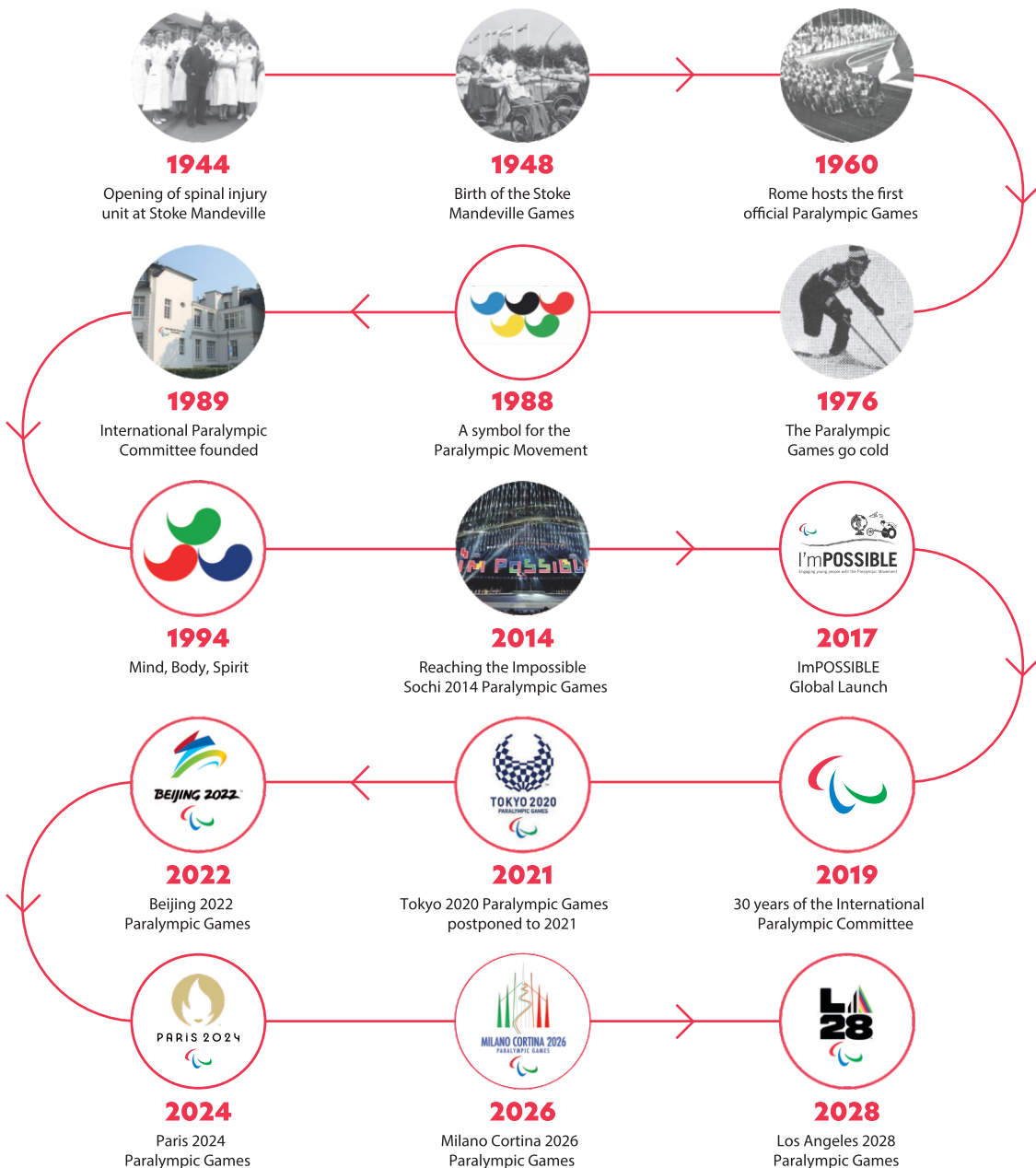
### EQUALITY

**How this value is displayed:** through sport, Para athletes celebrate diversity and show that difference is a strength. As pioneers for inclusion, they challenge stereotypes, transform attitudes and break down social barriers and discrimination towards persons with disabilities.

**How young learners can demonstrate this value:** to involve all learners, including people with disabilities, giving them the same opportunity and the necessary support to achieve the results they want to pursue.

# 2 PARALYMPIC MOVEMENT

## 2.6 BRIEF HISTORY OF THE PARALYMPIC GAMES



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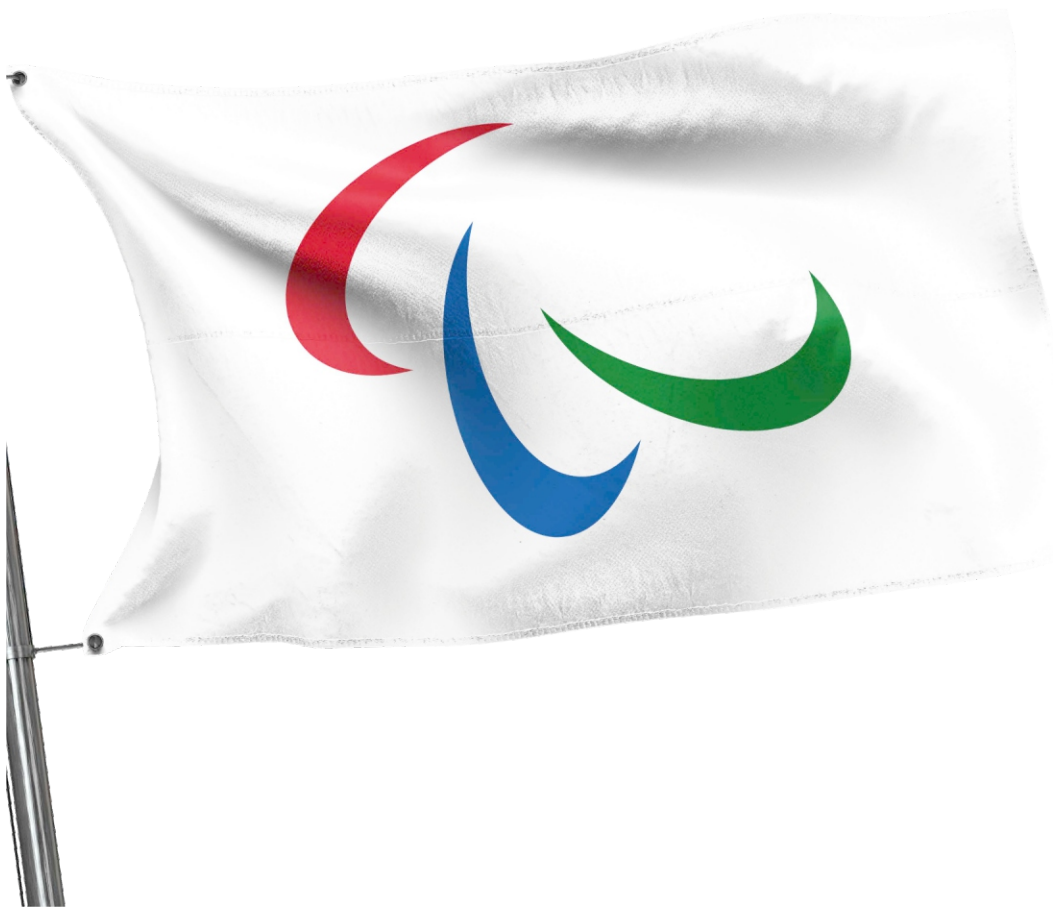
## 2 PARALYMPIC MOVEMENT

### 2.7 THE PARALYMPIC SYMBOL

The three Agitos, meaning 'I move', is a powerful and highly recognised symbol of the Paralympic Games. This Paralympic symbol is displayed on the Paralympic flag which is raised at the Opening Ceremony of each Games and lowered at the Closing Ceremony. The three Agitos is coloured red, blue and green and encircles a

central point, symbolising motion. The symbol is circular and emphasis the role of the Paralympic Movement in bringing Para athletes together from around the world.

The Paralympic symbol has been revised in 2019 to strengthen its appearance and future-proof it to grow as a Movement.



## 2 PARALYMPIC MOVEMENT

### 2.8 CHANGE STARTS WITH SPORT

The IPC's brand narrative – **Change Starts With Sport** – globally positions its mission and vision. It focuses on three pillars of change: **attitudes**, **mobility** and **opportunity**.

#### A: ATTITUDES

##### THE CHALLENGE

- People with disabilities face discrimination daily. In many societies, people focus more on what does not work, rather than on what does.
- Whether conscious or unconscious, prejudice can be a barrier for people with disabilities to reach their full potential.

##### IMPACT SO FAR

- 79 per cent of Brazilians said the Rio 2016 Paralympics improved their perceptions of people with disabilities.
- One in three people in Great Britain – equivalent to 20 million people – changed their attitudes towards disability because of the London 2012 Paralympics.

##### GOAL

- Using the outstanding athletic performances of Para athletes, we will help foster an inclusive society for people with disabilities to live without prejudice.

#### B: MOBILITY

##### THE CHALLENGE

- People with disabilities are not included in many areas of society because of the physical restrictions they face. This occurs at the global level, within communities and even in the home.

##### IMPACT SO FAR

- New legislation passed in Russia ahead of Sochi 2014 ensured everything built for the Paralympic Winter Games was barrier-free. Sochi is now the blueprint for 200 other Russian cities looking to further their own accessibility.

##### GOAL

- Turn athletes into activists who use their profile to pressurise relevant authorities around the world into furthering accessibility and mobility for all by the 2030 Paralympic Games.

# 2 PARALYMPIC MOVEMENT

## C: OPPORTUNITY

### THE CHALLENGE

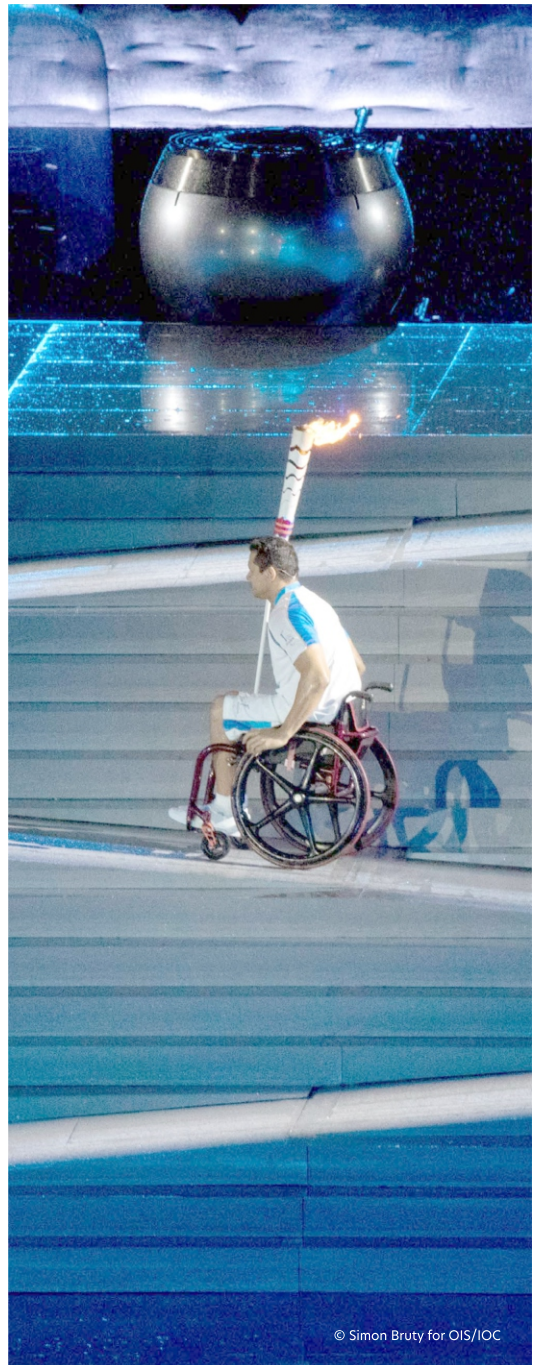
- 15 per cent of the worlds population have some form of disability. But despite the potential that people with disabilities offer society, they are more likely to have reduced access to education, health care, employment and sport.

### IMPACT SO FAR

- **Japan:** 1 per cent of all hotel rooms to be accessible.
- **Brazil:** 85 per cent increase in the number of people with disabilities taking training courses, and a 49 per cent increase in the employment of people with disabilities in Brazil.
- **Great Britain:** One million more people with disabilities employed since London 2012.

### GOAL

- For people with disabilities in a Paralympic host country to benefit from equal opportunities in sport, education and employment.



© Simon Bruty for OIS/IOC



## 2 PARALYMPIC MOVEMENT

### 2.9 THE PARALYMPIC MASCOTS

There is a mascot for every Paralympic Games. They are usually fictional characters created to appeal to young children and encourage them to engage with the Games. They often reflect something of the culture or heritage of the city or country where the Games take place.

The name **Someity** comes from someiyoshino, a popular cherry blossom variety, and additionally echoes the English phrase 'so mighty'.

The name **Shuey Rhon Rhon** expresses the desire for more inclusion for people with a disability as well as more dialogue and understanding between cultures of the world.



Someity, the mascot of the Tokyo 2020 Paralympic Games



Shuey Rhon Rhon, the mascot of the Beijing 2022 Paralympic Games

# 2 PARALYMPIC MOVEMENT

## 2.10 THE PARALYMPIC TORCH RELAY

The Paralympic Torch Relay aims to ignite inspiration and excitement and raise awareness of the upcoming Paralympic Games. It also seeks to encourage everyone to support the Paralympians competing at them. It involves Torchbearers, made up of members of the public and athletes who each carry the Torch over short distances. Sometimes different means of transport are used, such as boats, bicycles and helicopters.

The Paralympic Torch Relay is much shorter than the Olympic Torch Relay. The Olympic Torch is ignited several months before the Opening Ceremony of the Olympic Games. In contrast, the Paralympic Torch Relay begins after the closing of the Olympic Village and at least six days prior to the date of the Paralympic Games Opening Ceremony.

As Stoke Mandeville, in Great Britain, is the historical birthplace of the Paralympic Movement, it is a permanent Paralympic Torch Relay flame festival city, and the place from which one flame, referred to as the 'heritage flame', is lit. In recognition of its significance to the Paralympic Movement each Paralympic Torch Relay visits Stoke Mandeville.



# 2 PARALYMPIC MOVEMENT

## 2.11 FACTS ABOUT THE PARALYMPIC GAMES

### DID YOU KNOW?

- The name 'Paralympic' comes from the Greek word para which means beside or alongside. The name means a competition held in parallel with the Olympic Games.
- The Paralympic Games grew out of the pioneering work of German doctor, Sir Ludwig Guttman.
- In 1948 Sir Ludwig Guttman organised a wheelchair archery competition for people with spinal injuries.
- The competition was held at Stoke Mandeville hospital in Great Britain.



### THE PARALYMPIC GAMES

- The first Paralympic Games was held in Rome, Italy in 1960. Athletes with spinal injuries took part. They used wheelchairs.
- His Imperial Highness Prince Akihito and Princess Michiko attended the Opening Ceremony of the Tokyo Paralympic Games in 1964.
- Para archer, Antonio Rebello, released a burning arrow to light the Cauldron at the 1992 Barcelona Games.
- American swimmer Jessica Long was 12 years old when she won gold in the 100m and 400m freestyle S8 events at Athens 2004, making her the youngest ever individual gold medallist at a Paralympic Games.



## 2 PARALYMPIC MOVEMENT

### THE PARALYMPIC WINTER GAMES

- The first Paralympic Winter Games took place in 1976 in Örnsköldsvik, Sweden. Athletes with spinal injuries competed in alpine skiing and cross-country skiing.
- The Paralympic Winter Games have taken place every four years since 1976. In 1994, the cycle was adjusted, so that the Paralympic Winter Games are held two years after the Paralympic Summer Games.
- Para ice hockey, a fast, physical game played on ice, was contested for the first time in Lillehammer, Norway, in 1994.
- The mascot of the 1998 Winter Paralympic Games staged in Nagano was Parabbit, a white rabbit with one red and one green ear.
- Para snowboard, an individual sport, was introduced in Sochi, Russia in 2014.



© International Paralympic Committee



© Unknown

# 3 INCLUSION

## 3.1 WHAT IS INCLUSION?

Everyone has the right to participate in sport. This includes people with disabilities. The development of Para sports is making it possible for more and more people with a disability 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.



# 3 INCLUSION

## 3.2 INCLUDING ALL LEARNERS IN I'mPOSSIBLE

In the context of I'm**POSSIBLE**, 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.

## 3.3 THE INCLUSION SPECTRUM

The inclusion spectrum sets out a range of options for the fuller participation of all learners, including those with a disability, 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:

- a Everyone can play
- b Modifications to include everyone
- c Para sport

### A EVERYONE CAN PLAY

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

### B MODIFICATIONS TO INCLUDE EVERYONE

To ensure the full and meaningful participation of learners with a disability it may be necessary to modify the environment and/or make alterations to the way in which the activity is presented. Four elements of an activity can be altered or modified to make the sport, game or activity more inclusive:



**Teaching style**  
**Rules**  
**Environment**  
**Equipment**

The **TREE FRAMEWORK** was developed by the Disability Sport Unit of the Australian Sports Commission. Reproduced with permission.

### TEACHING STYLE

Refers to how an activity is communicated to the participants. Using a combination of some of the following strategies will help ensure you communicate in an effective and appropriate manner.

- Be aware of all needs of participants in your group.
- Ensure participants are positioned to maximise instructions and demonstrations.
- Use language that is appropriate to the group.

# 3 INCLUSION

- Use visual aids and demonstrations.
- Use a buddy system.
- Use physical assistance (e.g. guiding body parts through a movement) if appropriate.
- Keep instructions short and to the point.
- Check participant understanding.

## RULES

Rules may be simplified or changed and then re-introduced as skill levels increase. Strategies may include:

- Allow more bounces in a game such as tennis.
- Allow multiple hits or a bounce in a sport such as volleyball.
- Allow a greater number of players on a team to reduce the amount of activity required by each player.
- Reduce the number of players to allow greater freedom in movement.
- Vary time restrictions.
- Reduce the competitive elements.

## ENVIRONMENT

Environment involves length, height, distance travelled, zones, indoor, outdoor, seated, or standing. Strategies may include:

- Reduce the size of the court or playing area.
- Use a smooth/indoor surface rather than grass.
- Lower the net heights in sports such as volleyball or tennis.
- Use zones in the playing area.
- Minimise distractions in the surrounding area.

## EQUIPMENT

Equipment involves size, shape, colour, texture, or weight. Strategies may include:

- Use lighter bats or racquets and equipment with shorter handles.
- Use lighter, bigger and slower bouncing balls or balls with bells inside.
- Use equipment that contrasts with the playing area.
- Feel free to make your own equipment if its not available.

## C PARA SPORT

If there are learners with disabilities in the group, they may benefit from participating in Para sport and can do this alongside their peers without disabilities. This allows everyone in the group to learn by experience and promotes inclusion by accommodating the diversity of learners.

### TIPS FOR LEARNERS:



Tips for including learners with a disability in the practical sessions of ImPOSSIBLE are included in the relevant lesson plans.

# 4 MONITORING AND EVALUATION

## 4.1 I'mPOSSIBLE TEACHER SURVEY

Please complete this evaluation once you have delivered one or more I'mPOSSIBLE units with your students. Please email the completed forms to the respective countrys representative (e.g. National Paralympic Committee, Local Organising Committee) in your country no later than the end of the calendar year. Please note, teacher and learner comments may be used for promotional purposes, however will not be attributable to you or the students personally.

School Name: .....

Country: ..... Administrative/zip code: .....

### 1. Are you?:

- Female
  Male
  Other
  Dont want to say

### 2. Do you have a disability?

- Yes
  No
  Dont know to say

### 3. Have you participated in the I'mPOSSIBLE Teacher Training?

- Yes
  No

### 4. Approximately how many boys and girls did you use the I'mPOSSIBLE unit(s) with? (enter number)

	GIRLS	BOYS		GIRLS	BOYS
With a disability			Without a disability		
<b>TOTAL:</b>					

### 5. What age(s) were the learners you used the I'mPOSSIBLE unit(s) with? (select all that apply)

- Under 6
  6-9
  10-12
  13-15
  16-18
  Over 18

Please turn over



## 6. Which I'mPOSSIBLE unit(s) did you use with your class? (select all that apply)

PRIMARY SCHOOL	
<b>THEME 1: PARA VALUES</b>	<b>THEME 2: PARA SPORTS</b>
<input type="checkbox"/> <b>Unit 1:</b> The Paralympic Games: What are they? <input type="checkbox"/> <b>Unit 2:</b> The Paralympic values <input type="checkbox"/> <b>Unit 3:</b> The values in our school <input type="checkbox"/> <b>Unit 4:</b> Proud to be me <input type="checkbox"/> <b>Unit 5:</b> A Para athlete is coming to town <input type="checkbox"/> <b>Additional unit</b> (please write in below):	<input type="checkbox"/> <b>Unit 1:</b> Para sports. What are they and how are they played? <input type="checkbox"/> <b>Unit 2:</b> Let's play the Para sport of sitting volleyball <input type="checkbox"/> <b>Unit 3:</b> Let's play the Para sport of goalball <input type="checkbox"/> <b>Unit 4:</b> Let's play the Para sport of boccia <input type="checkbox"/> <b>Unit 5:</b> Let's experience Para athletics <input type="checkbox"/> <b>Unit 6:</b> The blade runners <input type="checkbox"/> <b>Unit 7:</b> Let's create a new Para sport <input type="checkbox"/> <b>Unit 8:</b> It's all about ability. Shining a spotlight on athletes with a disability <input type="checkbox"/> <b>Additional unit</b> (please write in below):

SECONDARY SCHOOL	
<b>THEME 1: PARA VALUES</b>	<b>THEME 2: PARA SPORTS</b>
<input type="checkbox"/> <b>Unit 1:</b> The Paralympic Movement <input type="checkbox"/> <b>Unit 2:</b> The Paralympic values <input type="checkbox"/> <b>Unit 3:</b> What makes a Paralympian? <input type="checkbox"/> <b>Unit 4:</b> Inclusion for all <input type="checkbox"/> <b>Unit 5:</b> The case for accessibility <input type="checkbox"/> <b>Additional unit</b> (please write in below):	<input type="checkbox"/> <b>Unit 1:</b> Let's create a new Para sport <input type="checkbox"/> <b>Unit 2:</b> Let's play the Para sport of sitting volleyball <input type="checkbox"/> <b>Unit 3:</b> Let's play the Para sport of goalball <input type="checkbox"/> <b>Unit 4:</b> Let's play the Para sport of boccia <input type="checkbox"/> <b>Unit 5:</b> Let's experience Para athletics <input type="checkbox"/> <b>Additional unit</b> (please write in below):

## 7. Where, and how often, did you use I'mPOSSIBLE? (select all that apply)

	ONCE	MORE THAN ONCE
During a lesson		
At an assembly		
At a school event (e.g. sports day)		
In a non-school setting (please indicate the setting):		

## 8. How useful were the following resources when delivering the I'mPOSSIBLE units?

(select one answer per line)

	VERY USEFUL	SOMEWHAT USEFUL	NOT VERY USEFUL	NOT AT ALL USEFUL	I DIDNT USE IT
<b>a)</b> Learner factsheets/worksheets					
<b>b)</b> Lesson presentations					
<b>c)</b> Teacher handbook					
<b>d)</b> Teacher lesson plans/activity ideas					
<b>e)</b> Short films					
<b>f)</b> Quizzes					
<b>g)</b> The complete I'mPOSSIBLE toolkit					

Please turn over

**9. Following your use of the I'mPOSSIBLE unit(s), to what extent do you agree with the following?**  
(select one answer per line)

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DONT KNOW
a) It is important to teach young people about the I'mPOSSIBLE themes (Paralympic values and Para sport)						
b) I have a better understanding of the Paralympic Movement since using I'mPOSSIBLE						
c) I have a better understanding of inclusion since using I'mPOSSIBLE						

**10. And now thinking about your learners, following your use of the I'mPOSSIBLE unit(s), to what extent do you agree with the following?** (select one answer per line)

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DONT KNOW
a) My learners know what the four Paralympic values are (courage, determination, inspiration and equality)						
b) My learners were inspired by Para athletes						
c) My learners recognise how they can demonstrate Paralympic values in their own lives						
d) My learners are aware of Para sports (e.g. goalball)						
e) My learners have made an effort to adapt Para sports so peers with different abilities can play						
f) My learners have a better understanding of disability and the importance of inclusion						
g) My learners enjoyed taking part in I'mPOSSIBLE						
h) My learners understand how to make a space more accessible to people with disabilities						

Please turn over

11. How likely are you to do the following? (select one answer per line)

	VERY LIKELY	SOMEWHAT LIKELY	NOT VERY LIKELY	NOT AT ALL LIKELY	DONT KNOW
a) My learners know what the four Paralympic values are (courage, determination, inspiration and equality)					
b) My learners were inspired by Para athletes					
c) My learners recognise how they can demonstrate Paralympic values in their own lives					
d) My learners are aware of Para sports (e.g. goalball)					
e) My learners have made an effort to adapt Para sports so peers with different abilities can play					
f) My learners have a better understanding of disability and the importance of inclusion					
g) My learners enjoyed taking part in I'mPOSSIBLE					
h) My learners understand how to make a space more accessible to people with disabilities					

12. Finally, do you have any comments about the programme or improvements you would like to see made to I'mPOSSIBLE? (enter comments in box below—any comments you make may be used for promotional material, but we wont attach your name to anything you say)

End of survey. Thank you.

## LEARNER SURVEY

# 4 MONITORING AND EVALUATION

### 4.2 I'mPOSSIBLE LEARNER SURVEY

This survey is about the I'mPOSSIBLE Paralympic activities you recently took part in with your class. Please answer the questions below and return the survey to your teacher when you are finished. Ask your teacher if you are not sure how to answer any questions.

**13. What's the name of your school?** (write in)

**14. How old are you?** (write in number)

**15. Are you...?** (select one)

- A boy
  A girl
  Other
  Don't want to say

**16. Which of these have you taken part in recently? These are the I'mPOSSIBLE activities** (select all that apply)

- A lesson or activity on the Paralympic values and how the Paralympic Games began  
 A lesson or activity on Para sports, and you may have had a chance to try a Para sport  
 A lesson or activity on Para athletes and their experiences  
 A lesson or activity on accessibility and inclusion for all individuals  I Don't know

**17. How much did you enjoy taking part in the I'mPOSSIBLE activities with your class?** (select one)

- I enjoyed them 😊
  I didn't enjoy them 😞
  I Don't know 😐

**18. Did you learn something about the Paralympic Games, Paralympic values or Para sports during your I'mPOSSIBLE lesson or activity?** (select one)

- I learnt something 😊
  I didn't learn anything 😞
  I don't know 😐

**19. Since taking part in I'mPOSSIBLE, have you talked about the Paralympic Games, Paralympic values or Para sports with your friends or family?** (select all that apply)

- Yes, with my friends and/or family
  No, I haven't talked about it

**20. Do you think that everyone, including those with disabilities, can take part in sport?** (select one)

- Yes
  No
  don't know

**21. What did you enjoy most about taking part in the I'mPOSSIBLE activities?** (write in below)

Please turn over

## 4 MONITORING AND EVALUATION

22. What are the four Paralympic values? (write in below)

23. How much do you know about the following since taking part in the I'mPOSSIBLE activities? (select one answer per line)

	I KNOW A LOT			I DONT KNOW ANYTHING		DONT KNOW
	1	2	3	4	5	
a) Paralympic athlete's stories and achievements						
b) How to play Para sports						
c) The Paralympic values						
d) How to make my school accessible to someone with a disability						

24. How much do you agree or disagree with the following? (select one answer per line)

	AGREE	DISAGREE	DONT KNOW
a) I can show the Paralympic values through my own actions in everyday life			
b) I know more about how to make changes to sports or games so that everyone, including those with disabilities, can play			
c) I have a positive attitude towards people with disabilities, focussing on what they can do, not what they cant			
d) I want to try to make sure that everyone is able to take part in sport and games and other activities			
e) I am inspired to know that I, like Para athletes, can achieve things that may seem impossible			
f) I now feel more confident trying something that my friends might think is difficult			
g) It is important to continue to do something and not give up, even when it is difficult			
h) I am going to take part in volunteering or a community project to promote inclusion and help those with a disability			

25. Finally, do you have any other comments you would like to make about taking part in I'mPOSSIBLE? (enter comments in box below-any comments you make may be used for promotional material, but we wont attach your name to anything you say)

End of survey. Thank you.











**LEARN.  
ENGAGE.  
INCLUDE.**

**INTERNATIONAL PARALYMPIC COMMITTEE**