

# Seeing is Believing

## TEACHER QUICK START GUIDE



Using the I'mPOSSIBLE resource within the New Zealand curriculum.



*Dame Sophie Pascoe (Paralympian #166) celebrating winning gold in the pool at the Rio 2016 Paralympic Games. (Image: Getty)*

**INTERNATIONAL PARALYMPIC COMMITTEE**

Proudly  
brought  
to you by:



**TOYOTA**

I'mPossible is the International Paralympic Committee's (IPC) global education resource, designed for teachers to use with learners 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. The IPC's 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'mPOSSIBLE is supported by:



## 1 I'mPOSSIBLE

1.1	Introduction .....	4
1.2	Overview of the Education Materials .....	4
1.3	Activity Guides .....	5
1.4	Delivery ideas .....	6

## 2 INCLUSION

2.1	What is Inclusion? .....	7
2.2	Including all Learners in I'mPOSSIBLE .....	8
2.3	The Inclusion Spectrum .....	8



Competing at her second consecutive Paralympic Games, Anna Grimaldi (#195) took home her second Paralympic gold medal in the Long Jump T47 at Tokyo 2020 Paralympic Games. (Image: Getty)



## 1.1 INTRODUCTION

I'mPOSSIBLE was launched on the International Day for People with Disabilities 2017, and many countries already use the resource around the world.

## 1.2 OVERVIEW OF THE EDUCATION MATERIALS

I'mPOSSIBLE includes 12 activity guides for Years 1 – 6 as core resources, with all the supporting teacher and learner resources necessary for each session. They are standalone units that can be taught as and when you wish. The units are arranged into two themes: Paralympic values and Para sports.

Units include the following:

### TEACHER ACTIVITY GUIDE

#### Theme 1: Paralympic values

Activity Guides include more than one activity for each age group. You can find the intended age group for each activity at the top right of each page. Possible learning opportunities and ideas are provided to activate learning. You may prefer to carry out one, rather than two or more 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.

Activity guides provide ideas specifically for younger learners (Years 1 – 3) although you can of course use them with older learners if you wish.

#### Theme 2: Para sports

There is one activity per unit when learners play a Para sport. Para sport activity guides contain introductory activities and simple games ideas for younger learners, and tips and strategies for including all learners, including those with a disability, in the practical activities.

### Activating 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.

### LEARNER RESOURCES

These are PowerPoint presentations, memory cards, quizzes, factsheets and worksheets. They include tasks, challenges and additional information to extend learning.

### FOR MORE INFORMATION:



Please check the IPC's I'mPOSSIBLE YouTube playlist:

<http://bit.ly/ImPossiblevideos>

### OVERVIEW OF PARA SPORTS

This Powerpoint gives an introduction to the Para sports profiled in the I'mPOSSIBLE units.

<https://education.paralympics.org.nz/wp-content/uploads/OverviewOfParaSports.pptx>

### FILMS

Inspirational films supplement the units to enrich learning. These are indicated in the respective activity guides.

## 1.3 ACTIVITY GUIDES

### THEME 1: PARALYMPIC VALUES

UNIT	PRIMARY RESOURCES
1	The Paralympic Games. What are they?
2	The Paralympic values
3	The values in our school
4	Proud to be me
5	A Para athlete is coming to town

### THEME 2: PARA SPORTS

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



Eltje Malzbender (#220) competing at the Tokyo 2020 Paralympic Games. (Image: Getty)

When downloading any files, they will appear as e.g T1U1... where T1 stands for Theme 1 and U1 stands for Unit 1.

### CUSTOMISED NZ RESOURCES

Paralympics New Zealand have created customised resources to enhance the learner experience. These include Fast Facts, the 'history of' and images of the NZ Paralympic Team, alongside fun and engaging activities that can be printed or shown on screen.

These additional resources can either be found with their relevant Unit.

## 1.4 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:

- English
- The Arts
- Health and Physical Education
- Learning Languages
- Mathematics and Statistics
- Science
- Social Science
- Technology
- Key Competencies

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 I'mPOSSIBLE.

**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.



© International Paralympic Committee/Agitos Foundation/Theresa Rooney



## 2.1 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.



## 2.2 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.

## 2.3 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

### EVERYONE CAN PLAY

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

## 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.
- 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.

### **Adapt rules to include everyone:**

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.

### **Adapt environment to include everyone:**

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.

### **Adapt equipment to include everyone:**

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 it's not available.

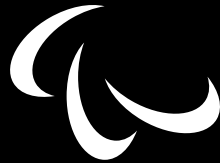
## **PARA SPORT**

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 I'mPOSSIBLE are included in the Activity Guides.



PARALYMPICS NEW ZEALAND ARE THE PROUD IMPLEMENTERS  
OF I'MPOSSIBLE IN NEW ZEALAND

---

*Championed by Toyota:*



*Let's  
Go  
Places*