

I'mPOSSIBLE

Engaging young people with the Paralympic Movement



Supported by

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Developing Sport,
Changing Lives



The Foundation for
**Global
Sports
Development**



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List of contents

| | |
|--|----|
| Introduction to I'mPOSSIBLE | 4 |
| Overview of I'mPOSSIBLE | 5 |
| The learning units | 7 |
| The Paralympic Movement | 8 |
| The International Paralympic Committee | 9 |
| The Agitos Foundation | 10 |
| National Paralympic Committees | 11 |
| Para sport explained | 12 |
| Brief history of the Paralympic Games | 14 |
| The Paralympic symbol | 15 |
| The Paralympic motto | 16 |
| Paralympic mascots | 16 |
| The Paralympic Torch Relay | 17 |
| Facts about the Paralympic Games | 18 |
| The Paralympic values | 20 |
| An introduction to inclusion | 21 |
| I'mPOSSIBLE teacher evaluation survey | 25 |
| I'mPOSSIBLE learner evaluation survey | 28 |
| Photo credits | 30 |



Introduction to I'mPOSSIBLE

Engaging young people with the Paralympic Movement

I'mPOSSIBLE is an education programme developed and funded by the Agitos Foundation, the International Paralympic Committee's (IPC) development arm, to spread the Paralympic 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 6–18. 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 each age group of learners, 6-8, 9-12, 13-15, and 16-18 years.

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.





Overview of I'mPOSSIBLE


I'mPOSSIBLE includes 15 lesson plans (units) for primary schools and 10 lesson plans for secondary schools, 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:

Paralympic values

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

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 an impairment.



Overview of I'mPOSSIBLE

- e. **Extension activities/optional independent research:** where appropriate, information is included signposting you to other relevant resources, including web links to existing IPC and/or Agitos Foundation's 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 Para sports profiled in the I'mPOSSIBLE units.



The learning units

Theme 1: Paralympic values

| 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 | It's all about ability. Shining a spotlight on athletes with an impairment | |
| 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). | |

Additional learning units are available upon request.

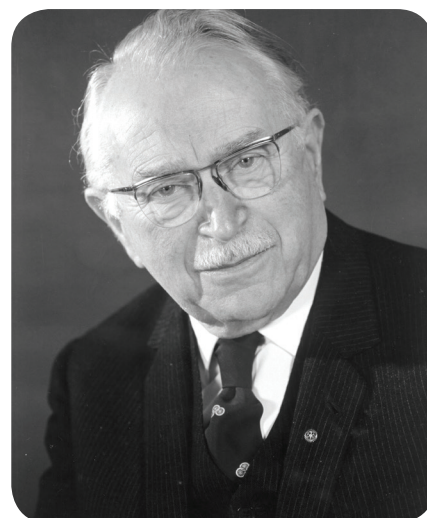


The Paralympic Movement

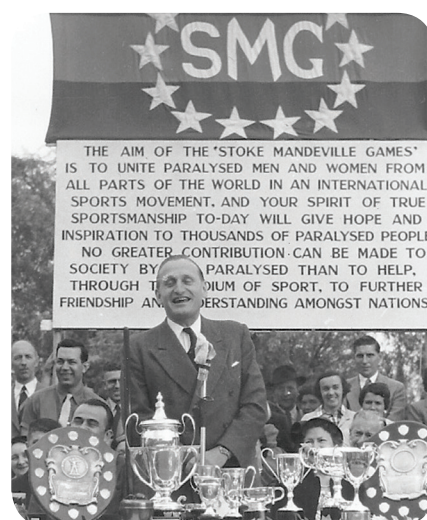
Sir Ludwig Guttman, a German doctor working at Stoke Mandeville Hospital in Great Britain shortly after World War II, is widely acclaimed to have begun the Paralympic Movement. He believed in the power of sport to change lives and to improve the physical fitness, self-esteem and confidence of those being 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 a brief introduction, please see the film 'Introduction to the Paralympic Movement' at:

<https://youtu.be/MglOVb5mW6c>



Sir Ludwig Guttman



Spectators at the Stoke Mandeville Games



The International Paralympic Committee

Founded in 1989 and based in Bonn, Germany, the International Paralympic Committee (IPC) is the governing body of the Paralympic Movement, organising the Paralympic Summer and Winter Games. In addition, the IPC aims to offer opportunities for people with an impairment to engage in Para sport from the beginner to the elite level. In doing so, it aspires to make for a more inclusive society for people with an impairment through Para sport. For more information about the International Paralympic Committee please refer to the website: <https://www.paralympic.org/>

The vision of the IPC is **'To enable Para athletes to achieve sporting excellence and inspire and excite the world.'**

Each word in the vision has a clear meaning in defining the ultimate aim of the IPC:

- **Enable:** Creating conditions for athlete empowerment
- **Para athletes:** The primary focus, from initiation to an elite level
- **Achieve:** Sporting excellence is the goal of a sport-centred organisation
- **Inspire and excite:** Touch the heart of all people for a more equitable society



The Agitos Foundation

As the development arm of the IPC, the Agitos Foundation aims to use Para sport to change lives and realise the IPC's vision of a more equitable and inclusive society for all. The name is taken from the Paralympic symbol, the Agitos, which means 'I move'. The foundation attracts funding and delivers programmes to enable the development of Para sport opportunities around the world. For more information about the Agitos Foundation please refer to the website: www.agitosfoundation.org





National Paralympic Committees

National Paralympic Committees (NPCs) are national organisations recognised by the IPC as the sole representatives of athletes with an impairment from their respective countries. The IPC currently has over 170 NPCs, which are responsible for the entrance, management and team preparation for the Paralympic Games and other IPC-sanctioned competitions.





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 sport's 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.

- **Classification**

Athlete classification in the Paralympic Movement is a defining 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.

More information can be found on the IPC website: www.paralympic.org



Para sport explained

- **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. 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.





Brief history of the Paralympic Games



1944

Opening of spinal injury unit at Stoke Mandeville



1948

Birth of the Stoke Mandeville Games



1949

From rehabilitation to sport



1952

The Stoke Mandeville Games are organised



1988

A symbol for the Paralympic Movement



1976

The Paralympic Games go cold



1964–
1972

Separate ways



1960

Rome hosts the first official Paralympic Games



1989

International Paralympic Committee founded



1994

Mind, Body, Spirit



2000

Paralympic Games on air



2004

The Paralympic Games go to Greece



2017

I'mPOSSIBLE Global Launch



2014

25 years of the International Paralympic Committee



2014

Reaching the Impossible – Sochi 2014 Paralympic Games



2012

Truly changing perceptions London 2012 Paralympic Games



2020

Tokyo 2020 Paralympic Games



2022

Beijing 2022 Paralympic Games



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 emphasises the role of the Paralympic Movement in bringing Para athletes together from around the world.





The Paralympic motto

The Paralympic symbol also reflects the Paralympic motto, '**Spirit in Motion**', indicating the fact that Para athletes constantly inspire and excite the world with their performances, always moving forward and never giving up.



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".

**Someity, the mascot
of the Tokyo 2020
Paralympic Games.**



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.





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 Summer Games

- The first Paralympic Summer 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.





Facts about the Paralympic Games

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.
- 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.





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 a brief introduction, please see the film 'The Paralympic values' at:

<https://youtu.be/pDHdcb-59Rs>

| Para athletes demonstrate | How this Paralympic value is displayed by Para athletes |
|---------------------------|--|
| Courage | Para athletes, through their performances, showcase to the world what can be achieved when testing your body to its absolute limits. |
| Determination | 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. |
| Inspiration | As role models, Para athletes maximise their abilities, thus empowering and exciting others to participate in sport. |
| Equality | Through sport, Para athletes challenge stereotypes and transform attitudes, helping to increase inclusion by breaking down social barriers and discrimination towards people with an impairment. |

| Para athletes demonstrate | How this Paralympic value can be demonstrated by young learners |
|---------------------------|---|
| Courage | To have a go at something that others might not be prepared to try or think is not possible. |
| Determination | To continue to do something and not give up, even when it is difficult. |
| Inspiration | To be encouraged by the achievements and actions of others. |
| Equality | 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. |



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 disabilities
- 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:

1. Everyone can play
2. Modifications to include everyone
3. Para sport

1. Everyone can play

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



An introduction to inclusion

2. Modifications to include everyone

To ensure the full and meaningful participation of learners with an impairment 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



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.



An introduction to inclusion



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.



An introduction to inclusion



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 it's not available.

3. 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 impairments. This allows everyone in the group to learn by experience and promotes inclusion by accommodating the diversity of learners.

Tips for including learners with an impairment in the practical sessions of I'mPOSSIBLE are included in the relevant lesson plans.





I'mPOSSIBLE teacher evaluation survey

Please complete this evaluation once you have delivered one or more I'mPOSSIBLE units with your students. Please email the completed forms to: i-am-possible@agitosfoundation.org and include 'I'mPOSSIBLE evaluation survey' in the subject line. 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 ☐ Don't want to say

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

| | Girls | Boys |
|-----------------------|-------|------|
| With an impairment | | |
| Without an impairment | | |
| TOTAL | | |

3. 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

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

| Primary School | |
|--|---|
| Theme 1: Para values <input type="checkbox"/> Unit 1: The Paralympic Games: What are they? <input type="checkbox"/> Unit 2: The Paralympic values <input type="checkbox"/> Unit 3: The values in our school <input type="checkbox"/> Unit 4: Proud to be me <input type="checkbox"/> Unit 5: A Paralympic athlete is coming to town <input type="checkbox"/> Additional unit (please write in below): | Theme 2: Para sports <input type="checkbox"/> Unit 1: Para sports. What are they and how are they played? <input type="checkbox"/> Unit 2: Let's play the Para sport of sitting volleyball <input type="checkbox"/> Unit 3: Let's play the Para sport of goalball <input type="checkbox"/> Unit 4: Let's play the Para sport of boccia <input type="checkbox"/> Unit 5: Let's experience Para athletics <input type="checkbox"/> Unit 6: The blade runners <input type="checkbox"/> Unit 7: Let's create a new Para sport <input type="checkbox"/> Unit 8: It's all about ability. Shining a spotlight on athletes with an impairment <input type="checkbox"/> Additional unit (please write in below): |
| Secondary School | |
| Theme 1: Para values <input type="checkbox"/> Unit 1: The Paralympic Movement <input type="checkbox"/> Unit 2: The Paralympic values <input type="checkbox"/> Unit 3: What makes a Paralympian? <input type="checkbox"/> Unit 4: Inclusion for all <input type="checkbox"/> Unit 5: The case for accessibility <input type="checkbox"/> Additional unit (please write in below): | Theme 2: Para sports <input type="checkbox"/> Unit 1: Let's create a new Para sport <input type="checkbox"/> Unit 2: Let's play the Para sport of sitting volleyball <input type="checkbox"/> Unit 3: Let's play the Para sport of goalball <input type="checkbox"/> Unit 4: Let's play the Para sport of boccia <input type="checkbox"/> Unit 5: Let's experience Para athletics <input type="checkbox"/> Additional unit (please write in below): |

Please turn over.

5. 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) | | |

6. 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 didn't use it |
|--|-------------|-----------------|-----------------|-------------------|-----------------|
| a) Learner factsheets/worksheets | | | | | |
| b) Learner presentations | | | | | |
| c) Teacher handbook | | | | | |
| d) Teacher lesson plans/activity ideas | | | | | |
| e) Short films | | | | | |
| f) Quizzes | | | | | |
| g) The complete I'mPOSSIBLE toolkit | | | | | |

7. 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 | Don't 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 | | | | | | |

Please turn over.

8. 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 disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree | Don't 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 impairment 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 impairments | | | | | | |

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

| | Very likely | Somewhat likely | Not very likely | Not at all likely | Don't know |
|---|-------------|-----------------|-----------------|-------------------|------------|
| a) Use I'mPOSSIBLE resources with my class again | | | | | |
| b) Recommend I'mPOSSIBLE resources to other teachers | | | | | |
| c) Play a Para sport (e.g. goalball) with my class again | | | | | |
| d) Talk about the Paralympic values with my friends and/or family | | | | | |
| e) Make changes to my classroom environment to make it more inclusive | | | | | |

10. 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 won't attach your name to anything you say.)

End of survey. Thank you.



I'mPOSSIBLE learner evaluation 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. If you are aged 10 or under, please only complete the first page of questions. If you are aged 11 or over, please complete both pages of questions.

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

12. How old are you? (write in number)

.....

13. Are you...? (select one)

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

14. 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

15. 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

16. 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

17. 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

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

- ☐ Yes ☐ No ☐ Don't know

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

.....

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

.....

11 – 18 year olds turn the page for more questions. Those aged 10 or under, thank you for your responses, please return this survey to your teacher.

21. 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 don't know anything | | | | | Don't know |
|---|--|---|---|---|---|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| a) Paralympic athletes' stories and achievements | | | | | | |
| b) How to play Para sports | | | | | | |
| c) The Paralympic values | | | | | | |
| d) How to make my school accessible to someone with an impairment | | | | | | |

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

| | Agree | Disagree | Don't 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 impairments, can play | | | |
| c) I have a more positive attitude towards people with impairments, focussing on what they can do, not what they can't | | | |
| 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 an impairment. | | | |

23. 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 won't attach your name to anything you say)

End of survey. Thank you.



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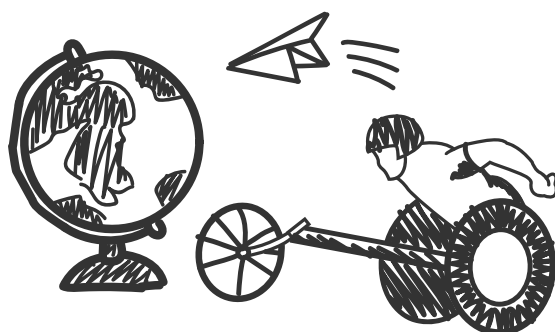
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Resources:

Agitos Foundation (Secondary T1 U4 slides 5, 7, 9, 10, 15, 16).
 Alan Spinks (Secondary T1 U1 slide 10).
 Alexander Sussekkind (Primary T1 U1, slide 15).
 Beijing 2022 (Secondary T1 U1 slide 17).
 Bill Wippert (Primary T1 U1, slide 7; T1 U1 (6-8), slides 7, 19; T2 U1 fact sheet; T2 U1 memory cards).
 Christopher Payne (Primary T1 U1, slides 2, 3, 4, 5, 8, 15; T1 U1 (6-8), slides 4, 17), (Secondary T1 U1 slide 3).
 Cicero Rodrigues (Secondary T1 U1 (13-15) slide 8).
 Dan Behr (Primary T1 U3 fact sheet; T2 U7 lesson plan), (Secondary T1 U1 (13-15) slide 6; T1 U1 (15-18) slide 6, T1 U2 slides 13, 14).
 Dominik Baur (Secondary T1 U3 slide 15).
 Francois Nel (Primary T1 U1 (6-8), slide 19).
 Getty images, (Primary 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), (Secondary T1 U1 slides 2, 3, 4, 5, 7, 8, 9, 10, 11, 13; T1 U2 slides 7, 8, 16; T1 U3 slides 7, 8, 9, 19).
 Handikappidrott (Primary T1 U1, slide 16).
 INAIL (Primary T1 U1, slides 9, 10, 16; T1 U1 (6-8), slide 18), (Secondary T1 U1 (13-15), slide 3).
 IPC (Primary T1 U3 (6-8) worksheet), (Secondary T1 U1, slide 13; (13-15), slide 3; (15-18), slide 3; T1 U3, slide 13; T1 U4, slides 4, 11; T1 U5 (13-15) lesson plan).
 ISMWSF_IWAS (Primary T1 U1, slide 15).
 James Netz (Primary T1 U1, slide 7; T1 U1 (6-8), slide 7; T2 U1 fact sheet).
 Kevin Bogetti-Smith (Primary T1 U1, slide 6; T1 U1 (6-8), slide 6; T2 U1 fact sheet).

Lieven Coudenys (Primary T1 U1, slides 22, 23; T1 U1 (6-8), slide 11; T1 U2 (6-8) worksheet), (Secondary T1 U1 (13-15), slide 5; T1 U1 (15-18), slide 9; T1 U1, slide 5; T1 U2, slide 2; T1 U3, slides 21, 23; T2 U2, lesson plan).
 Luc Percival (Primary T1 U1, worksheet; T1 U3, worksheet; T1 U3 (6-8), worksheet).
 M Dekel (Secondary T1 U3 (13-15), slide 7; T1 U3, slide 2).
 Marco Milic (Primary T2 U6, learner fact sheet).
 Mike Ehrmann (Primary T1 U2, (6-8) worksheet).
 NPC Brazil (Primary T1 U2 (6-8), worksheet; T2 U2, fact sheet) (Secondary T1 U3 slide 19; T1 U3 slide 19; T1 U4, slide 13).
 NPC Japan (Primary T1 U1 (6-8), slide 5), (Secondary T1 U1 (13-15), lesson plan).
 Olympic Information Services (OIS) (Primary T1 U5 lesson plan; T2 U7 lesson plan), (Secondary T1 U1, slides 8, 12; T1 U1, slides 3, 7, 8, 9, 11, 15; T1 U2, slides 3, 5, 7, 10; T1 U3 slides 2, 3, 4, 5, 7, 9, 17; T1 U4 slide 6, 8, 11, 12, 13, 14, 15, 16; T1 U4 (15-18) lesson plan; T1 U5 (13-15) lesson plan; T2 U3, lesson plan; T2 U5, lesson plan).
 Oriol Molas (Primary T1 U1, slide 7; T1 U1 (6-8), slide 7; T2 U1 fact sheet).
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 Rafal Burza (Secondary T1 U3, slide 24).
 Ralf Kuckuck (Secondary T1 U4, slide 14).
 Raphael Dias (Secondary T1 U4, slide 3).
 Richard Kalocsai (Primary T1 U2, worksheet).
 Rob Prezioso (Primary T1 U1 (6-8), slide 6).
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 Credit unknown (Primary T1 U1, slides 6, 7, 9, 10, 11, 12, 13, 14, 17, 18, 22, 23; T1 U1 (6-8), slides 3, 19), (Secondary T1 U3, slide 11).
 Wagner Meier (Primary T1 U1 (6-8), slides 14, 15).
 World Taekwondo (Secondary T1 U1, slide 10).
 Yoshio Kato/Nippon Foundation Paralympic Support Center (Secondary T1 U4, slide 7).



I'mPOSSIBLE

Engaging young people with the Paralympic Movement

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Teacher Handbook

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