

**Presentation Transcript**

Topic: I'mPOSSIBLE Programme and Implementations in Schools

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Aerfi: Hi everyone. Thank you for taking your time out to attend this Inclusive Sport Conference and Carnival 2021. My name is Aerfi. For this session, I will be giving you a brief introduction of the Paralympic movement and implementation in school during lesson. Whereas my friend Mariette, will be sharing on how she introduced the I'mPOSSIBLE philosophy and programme to students at SOTA. Through platforms such as the 'Gotong Royong Learning Festival' in 2019 and 2020, which was then taken up as a CAS Project initiated by a team of IB students.

Aerfi: Before I start my presentation, let me share with you a bit about myself. I'm currently a PE teacher from Seng Kang Primary School and have been a PE teacher for about four years. Teaching students of the ages 7-12. I started teaching students in Seng Kang Primary about the Paralympic Movement as well as Paralympic Values over the past three years. In 2019, I had the opportunity to visit Japan to see how Paralympics were taught in Japanese schools under the I'mPOSSIBLE Overseas Exposure Programme. These are the topics that I'll be sharing with you today.

Aerfi: Introduction of Paralympics movement and implementation in school during lesson. So how did the Paralympic movement started?

Aerfi: Sport for athletes with an impairment has existed for more than 100 years. And the first sport clubs for the deaf were already in existence in 1888 in Berlin. It was not until after World War II however, that it was widely introduced. The purpose of it at that time was to assist the large number of war veterans and civilians who had been injured during wartime. In 1948, Sir Ludwig Guttman, a German-born British neurologist organized a sports competition involving World War II veterans with a spinal cord-related injury in Stoke Mandeville, England. 4 years later, competitors from Holland joined the Games, and the international movement, now known as the Paralympic Movement, was born.

Aerfi: Earlier on, I mentioned about the I'mPOSSIBLE initiative. Well, I'mPOSSIBLE is an education programme developed 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. Through education of inclusion and the Paralympic values, I'mPOSSIBLE aims to challenge and change the perceptions of how young people perceive people with impairment, thus bringing about a more inclusive society.

Aerfi: The experience I gained from the I'mPOSSIBLE Overseas Exposure Programme as well as knowledge I gained from the workshop, I attended helped me to share the Paralympic Movement to my students.

Aerfi: Since 2019, P5 & P6 students have been introduced to Goalball & Sitting Volleyball as part of their post exam activities. This year, in Seng Kang Primary School, I have decided to incorporate the use of ICT into their lessons. Using Ipads, QR codes, online videos as well as Kahoot! platform to educate students on:

What is the Paralympic Game? Students will find out what the Paralympic Games mean. Symbol of Paralympic Games. Students will know the meaning behind the symbol of Paralympic Games. Paralympic Values. Namely, Determination, Inspiration, Courage & Equality.

Paralympic Sports. Students will be introduced some of the Paralympic sports that are played in the Paralympic games, but focus is mostly on Goalball as well as Sitting Volleyball as these two sports will be introduced to the students to play. Singapore Paralympic Athletes: Students will be introduced to Yip Pin Xiu (2008 Beijing, Swimming), Laurentia Tan (2012 London, Equestrian), Theresa Goh (2016 Rio, Swimming) and their success stories.

Besides that, students will be given the latest news. The Tokyo Paralympic Games was originally scheduled on 25 August – 6 September 2020. However, due to Covid-19 pandemic, it is now rescheduled to Tuesday, 24 August – Sunday, 5 September 2021  
For Kahoot! quiz, it reinforces students' understanding on what they have learnt.

Aerfi: You may want to take out your handphones or iPads to see the lesson package I share with my students.

Aerfi: Besides the online lesson, students were taught the safety rules of handling each equipments. They also get to play Goalball & Sitting Volleyball. The pictures also depict some of the equipments that my school has purchased in the past 3 years. Please enjoy a short video of my students playing sitting volleyball.

Aerfi: For those who have gone through the Seng Kang Primary School Paralympic Wall slides and are interested to try the Kahoot! quiz, please find the Game Pin for the quiz.

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Aerfi: Lastly, thank you for listening and now I shall hand over the session to my friend Mariette. Mariette, please.

Mariette: Thank you, Aerfi. Hi, everyone. I'm Mariette here, teacher at School of the Arts Singapore (SOTA). I'm going to share with you what I've done at SOTA for the students for this I'mPOSSIBLE Programme. SOTA is an IB school, IB means International Baccalaureate. It's a six-year school programme. And we believe that our students are privileged in terms of the experiences that they had and the curriculum that they have. We believe in this notion of 'Noblesse Oblige'. So richly received, so willingly give, and this is a mandate that all our students are aware of, and they know that they are in a situation where they have to give, but before they give, they should also learn. That is what we are going to move on to sharing.

Mariette: Just a very quick introduction on what you see on the screen. SOTA is under the ambit of MCCY, and we are the only pre-tertiary specialised Education School that offers Arts and Economic education for youth aged between 13 - 18 years old. Basically, students will read the International Baccalaureate programme, either the diploma or the career programme by the end of year 5 or 6. What you see over here are the four girls who took on this I'mPOSSIBLE CAS project as one of their many CASes that they did. We have Anneli and Kar Har at the top, and on the bottom, Kasumi followed by Nicole. These are the four girls who has been fronting this project last year.

Mariette: Just a brief introduction for those who are not very aware of the IB curriculum. The aim of the IB programme is to develop internationally minded people, who recognise that the common humanity and shared guardianship of the planet, and to help create a better and more peaceful world for all. In the IB curriculum, our student read six subjects plus three core subjects. As you had heard from Aerfi at the beginning about C-A-S, CAS for short, Creativity Activity Service (CAS), which all IB students are required to read this subject, which leads into the offer of the diploma programme.

For SOTA, through CAS, our students get to develop themselves. They do activities and projects that's beyond the curriculum, and is borderless, it is carried-out outside the school curriculum time. And in SOTA, our students do between 2 - 6 CAS projects across 18 months. And being an IB school where our world values and our understanding of perspective is important. Within the CAS projects, one of it must address a UN Sustainable Development Goal, what we call the UN Global Goals or SDG goals for short. And being a SOTA IB Arts school, our students also need to involve the arts in their project. So, it is actually all self-run by our students themselves. In the CAS experience, submissions of reflections where they reflect, think and write about their experiences in the projects is a very important component.

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Mariette: I want to share with you that there's a similarity between the IB learner profile and our CAS learner outcomes with the Olympic and Paralympics value. We see on the right corner, Paralympics values of Determination, Courage, Equality and Inspiration, these is being lived, demonstrated and experienced in the IB learner profile. The 10 profiles, Inquirers, Principled, Thinkers, Caring, Balanced, Knowledgeable, Risk-Takers, Communicators, Reflective and Open-Minded. As mentioned, it is a CAS project, the students are also able to identify that through this I'mPOSSIBLE programme that they have. They are able to address the CAS Learner outcomes. We have 7 outcomes, Strength & Growth, Challenge & Skills, Initiative & Planning, Commitment & Perseverance, Collaborative Skills, Global Engagement, and Ethics of Choices & Actions. In their reflections, they talk about how they have applied their experiences in the CAS project, with the Paralympics values.

Mariette: Next, I'm going to share with you is that how we introduce the I'mPOSSIBLE programme in our school mainly in three platforms. We have 'Gotong Royong', which is a learning festival where the community comes together, and we learn for one another. Community includes not only the school, but also the expert partners that we have. We started this I'mPOSSIBLE programme in 2019, and have as many as 50 students participating in it. From the experience, the four girls that you saw earlier, came together, they said, "Hey, I want to start this CAS project." That is where last year, 2020, they were running a lot of many activities for our students, our cohort mates and with their juniors and cohort mates during recreation play time.

Last year, being a COVID 19 year, it was quite challenging. But we managed to do the physical sessions of all the mask on and practising the safety distancing. In addition, the students also have to reach out to the student population and audiences through the public platform like social media, which I will share with you later. And last year in 2020, October post exam activity, we organised our 11th 'Gotong Royong'. Unfortunately, because of the number of students allowed, we are only able to reach out to 16 students due to the capacity restriction of 10 students per venue, even though the whole Hall can take up to 1200, we are only able to accommodate 10 students, hence, we saw there was a big drastic reduction.

But this year, we are coming back again. So very quickly, this is what the students has also shared in their website. The aim for their CAS project is to align with the Paralympic Games, they want to promote Equality, Equity, Social Inclusivity for the disabled, by advocating and spreading awareness. They also want to foster a deeper understanding and acceptance of the disabled, through activities that allow the participants to experience what it's like to have a disability. That was a focus that we want to bring in this element to say what if I don't have this? Or certain elements such as, what if I don't have a lower body, how do I play the game? How do I continue to be active in the game?

Mariette: As you have heard that one of our CAS criteria is that they must address the UN SDG, Sustainable Development Goals. So, the students identified that from the CAS, they're able to address goal #3, which is Good Health & Well Being, and goal #10, Reduce Inequalities. These are the main two main goals that the students will be focusing on as they are presenting and sharing the experiences and leading the juniors in this activity.

Mariette: I'm going to share with you some of the reflections that the students write. That is why in CAS, reflections are important. Anneli, who is the team leader. shared that she got to understand more on the Paralympic values. And she says that Determination, Inspiration, Courage and Equality are the few significant values from the Paralympic Games. It is amazing that these life values can be applied to sports and vice versa. And how she has found that these Paralympic values are also applicable to herself as a teenager.

Mariette: I'm going to move on. Before we start or the first session of our I'mPOSSIBLE programme, we got them to think about what 'I used to think', 'but now I think' kind of thinking programme. They invited their peers to join them. That was before we went into a circuit breaker, that was in January - February period. As they were playing, and they got to understand about the Paralympic Games, "Okay, I'm gonna play this game". Initially they thought that Paralympic games is actually a form of exercise for the disabled, for rehabilitation, for relaxation. They didn't know that the games were as rigorous as for the abled body. The students managed to experience that. So, they used to think this way. One activity that we had was to have a blindfold, so they were walking around the school, experiencing what is it being like to be visually impaired. And Kasumi, who is one of the team members, she shared that this activity was actually very eye opening for her. We also saw a video of 'Sochi 2014 Paralympics', which got her to realise that they're very amazed by how courageous the Olympians were.

So, there was our first activity that we had. Along the way, the students did, they organised about four, every month they played a game. They invited their juniors, their peers to play during the recreation time. And in addition, they also went to research because CAS has a requirement where the grounding in research is important to understand the games. Not just to play them, you have got to understand them.

Mariette: Kar Har shared that, through her research, she really got to know and established new knowledge in the CASes, or in the sports that she has never encountered before. And if we take a look at the centre section of the reflections, she learned that she learned about not giving up. Despite all the struggles that was being faced, and their disabilities. And it actually inspires her to persevere in everything that she does, and encounter that she have.

Mariette: Next, I'm going to share with you, we had recreation play time. what you see on the screen here, we have our two senior boys and we tried to do this para-badminton game. And you see behind, there are many students who are playing normal badminton. This is during lunchtime, where our hall is available for students to come in. And you notice that even the hall is very big. We can only have six students in half of the hall. That is about one netball court size. So, enjoy the snip shots that we are shared with you.

Mariette: The next one, what you see on the slide here is the website this four students created, the 'I'mPOSSIBLE CAS' website. Because in addition to the physical sessions, they decided to put together a website to document their experience, so they went to research. Because all these four girls they are dancers, so for them Dancesport is a very intriguing sport. So, they went deep into research in this. So in totality of all the Para Games and events, they identified six games that the went into deeper research in the understanding. What you see on screen here are the Dancesport, Para-Swimming and Boccia. They also play Goalball because in our school we play Goalball. So, the research on that and a couple of other games that we have. These is a sample of the website that they came out with.

Mariette: Another sample they came up with is 'Instagram'. Being youth, they liked the social media a lot and they believe that they can reach out to the public through the social media. So, they created the website, they put in the fun facts and you can see the pictures on the left side, the print screens of the athletes. If you click onto that, it will lead you to what they have researched about. This is one of the activities. And corner right side, the logo, it is created by Nicole Fan. She felt that this is a representation of her understanding of what is I'mPOSSIBLE. I'm also going to share with you, the three year one boys' experience in the Para Games, in badminton.

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Mariette: Subsequently, last year in 2020 end of the year, we had 'Gotong Royong'. Nicole Fan shared about experiences, organising and leading the participants in 'Gotong Royong'. The last section I want to highlight to you again, is that she is a dancer. So for her, she felt that the body is essential in creating a craft. And so this CAS has not only made her more appreciative of body, but it also got her to realise that having four limbs is never a privilege that she should take for granted.

Mariette: Alright, so the last sharing from me will be the overall reflections by the 'I'mPOSSIBLE CAS' team.