



Ndingathe

(I'MPOSSIBLE
MALAWI)

Teacher Handbook
+ Learning Units

Ndingathe (I'MPOSSIBLE Malawi)

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Learning Units

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PREFACE

International Paralympic Committee's I'MPOSSIBLE education programme was first introduced in Malawi in 2019 through implementation by the Malawi Paralympic Committee. The programme aimed to use the power of Paralympic sport and athlete storytelling to challenge perceptions of disability and promote inclusion through sport and physical education.

The impact of this work was recognised internationally when the Malawi Paralympic Committee received the prestigious I'MPOSSIBLE Award during the closing ceremony of the 2020 Summer Paralympics. This recognition reflected the commitment of teachers, athletes, schools, and communities across Malawi who embraced the programme and adapted it within local contexts.

Through ParaSportAgainstStigma (PSAS), a subprogramme of AT2030 delivered by Global Disability Innovation Hub and funded by UK International Development, the programme was further expanded across Malawi. During this phase, the toolkit was translated and localised into Chichewa under the name Ndingathe, meaning "I can" or "I am able to." The name reflects a simple but powerful idea which challenges the deeply rooted assumption that disability equates to inability.

The programme was rolled out across schools and teacher networks throughout Malawi, creating new opportunities for children and young people with disabilities to participate in sport and physical education. At the same time, the experience also raised important questions about long term sustainability and how the toolkit could become easier for schools, teachers, and community clubs to use independently.

In response, a series of collaborative workshops were held with local stakeholders, including teachers, teacher

trainers, and the Malawi Schools Sports Association. These discussions highlighted the importance of taking localisation a step further, not simply through language translation, but through adapting examples, activities, imagery, and delivery approaches to better reflect Malawian experiences and realities.

This shortened and adapted version of Ndingathe is the result of that process. Developed by the Malawi Paralympic Committee in close collaboration with the University of Malawi, it is intended to support more independent and widespread use by teachers, schools, and community organisations across the country.

It is our hope that this guide will continue to open doors for greater participation, understanding, and inclusion, while helping more young people with disabilities see themselves as capable, valued, and belonging within sport.

ACKNOWLEDGEMENTS

Ndingathe is a localised adaptation of the International Paralympic Committee's I'MPOSSIBLE programme, the official education programme of the Paralympic Movement, originally developed by the Agitos Foundation in 2017.

The core educational framework, lesson concepts, and intellectual property remain the property of the International Paralympic Committee. This Malawi adaptation was developed through the wider I'MPOSSIBLE programme framework and includes Chichewa translation, contextual adaptations, Malawian athlete stories, imagery, and references designed to better reflect the experiences and realities of children and young people in Malawi.

This version was developed through a collaborative process led by the Malawi Paralympic Committee in close partnership with the University of Malawi, alongside teachers, teacher trainers, schools, athletes, and wider stakeholders who contributed their time, ideas, and reflections throughout the workshops and development process.

We also acknowledge the wider support of the Para Sport Against Stigma programme, a sub programme of AT2030 delivered by Global Disability Innovation Hub and funded by UK International Development, together with collaborating partners including Loughborough University, University of Malawi, International Paralympic Committee, and African Union Sports Council Region 5.

Most importantly, we thank the young people, athletes, teachers, and communities across Malawi who continue to show that disability is not inability.

TABLE OF CONTENTS

Preface	..	..	..	..	..	....	..	iii
Acknowledgements	..	..	..	..	..	..	..	v
Introduction to Ndingathe (I'MPOSSIBLE)	..	..	..	..	..	..	..	iv
Overview of Ndingathe (I'MPOSSIBLE)	..	..	..	..	..	..	..	1
The Basics	..	..	..	..	..	..	..	4
Athlete stories related to the values	..	..	..	..	..	..	..	9
An Introduction to Inclusion	..	..	..	..	..	..	..	12
Step-by-by learning activities based on thematic areas	..	..	..	..	..	..	..	17
Theme 1-The Paralympic values	..	..	..	..	..	..	..	17
Unit 1 – The Paralympic Values	..	..	..	..	..	..	..	17
Unit 2 - It's All About Ability	..	..	..	..	..	..	..	21
Unit 3 - Para sports what are they and how are they played?	..	..	..	..	..	..	..	25
Theme 2-Para sport	..	..	..	..	..	..	..	28
Unit 4 - Let's play Para athletics	..	..	..	..	..	..	..	28
Activities that help hone skills for different sport codes	..	..	..	..	..	..	..	30
Unit 5 - Let's play the Para sport of Sitting Volleyball	..	..	..	..	..	..	..	31
Unit 6 - Adapting football and netball for learners with disabilities	..	..	..	..	..	..	..	38
Unit 7 – Let's create a new Para sport	..	..	..	..	..	..	..	42
Reflection, Monitoring, and Learning	..	..	..	..	..	..	..	50

Introduction to Ndingathe (I'MPOSSIBLE)

I'MPOSSIBLE is an education programme developed and funded by the International Paralympic Committee, to spread the Paralympic values and the vision of the Paralympic Movement to young people throughout the world.

The programme has been implemented in Malawi since 2019. This new edition has been reorganised to reflect learnings and alignment to our local school context. This programme has provided a pathway for many of our para-athletes, coaches and teachers to join the Paralympic Movement in Malawi.

Overview of Ndingathe (I'MPOSSIBLE)

I'MPOSSIBLE includes an introduction to inclusion and two learning units for primary schools. They are stand-alone units that can be taught within expressive arts and physical education curricula in primary and secondary schools, respectively. The units are arranged into two themes: Paralympic values and Para sport. Each unit includes the following:

a. A teacher's lesson plan

i. Paralympic values

Two activities are included that provide ideas and tasks for 45-minute learning sessions. You may choose one activity during a learning session.

ii. Para sports

There is one activity per unit when learners play a Para sport. Para sport lesson plans contain introductory activities, simple game ideas for young children, games for older children and tips as well as strategies for including those with impairments in the practical activities.

b. A learner-facing resource

These are in the form of fact sheets and worksheets. They include tasks, quizzes and challenges to extend learning and help learners complete work.

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 discussions or tangible outcomes in the form of things like pictures, artefacts or presentations.

d. Discussion/reflection questions

Each unit concludes with focused discussion questions. These allow one to determine any changes in perceptions, opinions and attitudes of learners towards Para athletes and other people with an impairment.



The Learning Units

Theme 1- Paralympic Values

1. The Paralympic values
2. It's all about ability
3. Para sports- what are they and how are they played?

Theme 2- Para sports

1. Let's play Para athletics
2. Let's play Sitting Volleyball
3. Adapting football and netball for learners with disabilities
4. Let's create a new Para sport

The Basics

This next section provides background information for teachers and sport coaches implementing I'MPOSSIBLE. It also equips one with the basics about the Paralympic Movement, inclusive approaches and easy-to-use evaluation techniques. Remember, these are just basics; you can always take a step further to learn more. The resource bank has links to more materials, videos and stories to keep building your skills.

The Paralympic Movement in Malawi

Malawi's Paralympics story dates back to 2014, the year which saw the formation of the Malawi Paralympic Committee (MPC). The MPC scouted schools for learners with disabilities to join Para sports, marking the start of organised development. Since making its debut at the Rio 2016 Paralympic Games with athlete Taonele Banda, Malawi has expanded its international presence, securing multiple medals in the process. It is worth noting that the country also competed in Tokyo 2021 and Paris 2024 Paralympics. The Para Sport Against Stigma Project (2020-2024) boosted Para sports growth through broadcasting, community engagement, and athlete development. In 2023, Malawi hosted its first National Paralympic Games, signalling remarkable progress in this discipline. The MPC, backed by government funding and partners, has established regional and district committees that are promoting inclusion. Collaborations with international partners have increased awareness and participation, thereby creating a more supportive environment for para-athletes.

The Global Perspective

Sir Ludwig Guttmann, 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. In 1960, the first Paralympic Games were held in Rome, Italy and attracted 400 athletes. Since then, the Paralympic Movement has become a global showpiece. More and more athletes with wide-ranging impairments compete in local, regional, national and international competitions. Today, the global governing body of the Paralympic Movement is the International Paralympic Committee (IPC) (www.paralympic.org).

Para sport explained

- **Parasport:** It refers to all sport codes for athletes with an eligible impairment, whether they feature on the Paralympic Games 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 Games 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:** This is any person with an eligible impairment and participates in Para sport.
- **Paralympian:** This is an athlete who takes part in the Paralympic Games.
- **Classification:** Athlete classification in the Paralympic Movement is a defining feature of Para sport. It is defined as an act of grouping eligible athletes into sport classes in accordance with how much their impairment affects fundamental activities in each specific sport or discipline.
- **Paralympic Games:** This is an international, multi-sport event at which elite Para athletes from around the world compete in different Paralympic sports. They take place every two years, alternating between Winter and Summer. The word 'Paralympic' derives from the Greek word '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.

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 Ndingathe (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.

Table 1: The Paralympic Values and how they are displayed by Para athletes

	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 one's 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 possibilities.
Inspiration	As role models, Para athletes maximise their abilities, thereby 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 disabilities.

	How this Paralympic value is displayed 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 those with disabilities, giving them the same opportunity and the necessary support to achieve the results they want to pursue.

Athlete stories related to the values

Malawi athletes' case studies localisation: a battle against all odds

1. SAMUEL NKHOMA

Meet Samuel Nkhoma, a resilient weightlifter from Zomba, training hard for an upcoming local competition. After a life-changing accident left him paraplegic, Samuel could've lost his passion for sports, but not him. He is proof that with courage and determination, anything is possible. His spirit is truly inspiring, and we're rooting for him all the way.

He must have a lot of courage to play this game, don't you think?



2. TAONELE BANDA

This is Taonele Banda. She is, without doubt, a force to be reckoned with. Born in Nkhotakota, Malawi, she is a visually impaired runner who's doing well on the track. She specialises in the 200m, 400m, and 1500m events, and has even represented Malawi at the Paralympic Games in Rio 2016 in the 1500m and Tokyo 2021, competing in the 400m and 1500m.

She's an inspiration, isn't she?



3. CALLISTER MDUMUKA

I am Callister Mdumuka, a passionate sitting volleyball player. Despite facing setbacks, like being left out of international engagements, I don't give up. I train hard, fuelled by my coaches' guidance and support from fellow athletes. Sports have taught me resilience and shaped me into who I am today. My goal is to make it into the Malawi National Sitting Volleyball Team.

I am determined, aren't I?



An Introduction to Inclusion

What is inclusion?

Everyone has the right to participate in a sport of some sort. 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 and without modification. 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 adapted. For example, sitting volleyball is an adapted version of the Olympic sport of Volleyball, enabling those with lower-limb physical impairments to participate fully by sitting on the floor. There is a range of Para sports that have been specifically designed for and are only played by, athletes with disabilities. Examples include boccia and goalball.

Including all learners in Ndingathe (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, there is need to:

- Focus on abilities, not inabilities
- Remove physical and social barriers to participation
- Create an environment that is accessible to all

- Modify or alter the way in which activities are presented and played

The Inclusion spectrum

The inclusion spectrum sets out a range of options for the fullest participation possible of all learners. In the version presented here, there are three options; teachers should use the option that enables all learners to enjoy some degree of success and challenge. The options are as follows:

1. Everyone can play – everybody in the group can play the sport, game or activity with only minor or no modifications.
2. Modification to include everyone – to ensure the full and meaningful participation of learners with disabilities, 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 adapted to make the sport, game or activity more inclusive.

The Tree Model for Inclusive Teaching

This covers the following parameters:



- a. Teaching Style
- b. Rules
- c. Environment
- d. Equipment

Table 2: Description of Parameters for the Tree Model for Inclusive Teaching

a. Teaching style

It refers to how an activity is communicated to the participants. Using a combination of some strategies will help ensure you communicate in an effective and appropriate manner. These include:

- 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
- Buddy system
- Use physical assistance (e.g. Guide body parts through a movement, if appropriate)
- Keep instructions short and to the point.
- Check participant understanding.

b. Rules –

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

- Allowing more bounces in a game such as tennis
- Allowing multiple hits or a bounce in a sport such as volleyball
- Allowing a greater number of players on a team to reduce the amount of activity required.
- Reducing the number of players to allow greater freedom in movement.
- Varying time restrictions.
- Reducing the competitive elements.

c. Environment

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

- Reducing the size of the court or playing area.
- Using a smooth/indoor surface rather than grass.
- Lowering the net heights in sports such as volleyball, basketball or tennis.
- Using zones in the playing area.
- Minimizing distractions in the surrounding area.

d. Equipment –

It encompasses size, shape, colour, texture or weight. Strategies may include:

- Using lighter bats or racquets and equipment with shorter handles.
- Using lighter, bigger and slower bouncing balls or balls with bells inside.
- Using equipment that contrasts with the playing area.
- Feeling free to make your own equipment using material you can find like bottles, wood, cardboard. Make sure to test for safety before using with learners.

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

Learning Units

There are exclusive resource packs for both teachers and learners. However, for the purposes of this toolkit, learning units for teachers have been made available herein as presented below:

Theme 1 – Paralympic Values

1. The Paralympic Values
2. It's All About Ability
3. Para sports: What are they and how are they played?

Theme 2 – Para sports

4. Let's play Para athletics
5. Let's play Sitting Volleyball
6. Adapting football and netball for learners with disabilities
7. Let's create a new Para sport

Step-by-step learning activities based on thematic areas

Theme 1

Unit 1 – The Paralympic Values

Learning objective: To gain knowledge about the Paralympic values.

Activity A: Getting to know the Paralympic values

Materials: Magazines, newspapers, glue, scissors, and a large piece of paper or cardboard

Instructions:

- 1.** Write the four Paralympic values (courage, determination, inspiration and equality) on a board/chart paper.
- 2.** Talk to the learners about the way in which athletes with a disability demonstrate these values as they strive for excellence in their particular sport. Use the learner-friendly definitions provided in the Teacher Handbook to help learners think about how the Para athletes demonstrate them in their sporting and daily lives.
- 3.** Divide learners into groups of 4-5 and give each group a specific Paralympic value, making sure that all four values are distributed evenly around the groups. Each group should write down on a piece of paper words or ideas that come to mind when they think of a specific Paralympic value.
- 4.** Next learners should cut out images from newspapers and/or magazines that represent the ideas they came up with. If newspapers or magazines are not available, learners could draw their ideas. With these images and words learners should create a collage around the corresponding Paralympic value on a large piece of paper or cardboard.
- 5.** Once the learners have finished, each

group should present their collage and explain how the images represent the Paralympic values.

Activity B – Understanding the Paralympic values

Materials: Paper, pens/pencils and whiteboard/chalkboard, copies of learner worksheet: 'The Paralympic Values'

Instructions:

- 1.** Having completed the discussion questions from Activity A, the teacher should provide a formal definition of each value. Write the learner-friendly definitions above each of the collages. Learner-friendly definitions are contained in the Teacher Handbook.
- 2.** Ask learners to complete learner worksheet: 'The Paralympic values', providing further suggestions about what each value means. Encouraging the learners to relate a value to a personal experience, or an experience of a friend or family member and ask them to explain the situation and why they have chosen a particular value.
- 3.** Underneath each of the collages, write a short description of how each of the Paralympic values is demonstrated by Para athletes. Use the learner-friendly definitions and athlete stories in the Teacher Handbook to help you. The definitions and descriptions need to be explained so that learners understand the

importance of them to the achievements of Para athletes.

4. Finally, in their groups, learners should begin to consider new ways in which they can demonstrate these values in their own lives, including when they are playing sports.

Discussion questions

- Which values is the most challenging for you to show?
- What changes could you make in your life to enable you to better demonstrate it?
- How do Paralympic athletes demonstrate the values to us?

Extension activities

- Ask learners to create 'pledge cards' to express how they will live one of the values in their own lives and at school. These could be added as part of their display.
- Learners can use their creativity to explain and share the Paralympic values of courage, determination, inspiration and equality. They can write something, use their photography skills, draw, create a short film or produce an object that can be displayed to showcase the values in their class, school or community.

Homework task

- Share your understanding of the Paralympic values with family members or supporters. What do they mean to them and how do you all demonstrate them in daily family life? Can you think of any stories where characters from books or films show the Paralympic values?

Unit 2 - It's All About Ability

Learning objective: To become aware of individual differences

Activity A – Shining a spotlight on Para athletes

Materials: Learner worksheet, 'Shining a spotlight on local Para athletes', materials for writing and drawing, books, magazines, newspaper articles about local Para athletes, access to internet/YouTube (optional).

Instructions:

1. Divide learners into pairs or small groups. Tell them that they are going to find out all they can about their country's current and future Paralympians, particularly those who live and train locally. Where possible, this should include Para athletes competing at summer and winter Paralympic Games. They can do this in any way they choose: reading books and newspaper/magazine articles, listening to stories told by others,

writing directly to the Para athletes, inviting them to school, watching programmes/videos about them. If there is access to the internet, a good starting point is the International Paralympic Committee website (www.paralympic.org) or the Malawi Paralympic Committee (Facebook account). Each group should be given a task focusing on a specific Para athlete, or all groups can do the task focusing on one Para athlete identified.

2. Learners should use the information they gather to compile a display, poster, booklet, document, magazine or newspaper article, blog or short story that others can read. A set of questions to prompt learners' research can be found on the learner worksheet, 'Shine a spotlight on local Para athletes.'

Activity B – Let's support our Para athletes

Materials: pens/pencils, paper, smartphones, laptops, computers or tablets.

Instructions:

1. Tell learners they are going to send messages of support to some of the local Para athletes they've researched. They can do this by writing short, encouraging letters of support.
2. Encourage learners to continue to send messages of support as they follow the

journeys of Para athletes to the next Paralympic Games.

Discussion questions

- 'The Paralympians have lifted the cloud of limitation' (Sebastian Coe, 2012). What does this mean?
- 'Everybody expected me to win gold and that I would win, but I still had to work hard, to go to training, to be at the top of my game. A lot of people forget that' (Esther Vergeer). When we watch the Para athletes, why is it easy to forget the amount of hard work they put in day after day?
- 'Paralympic sport is an extremely effective vehicle for changing society' (Sire Philip Cravel, past IPC President). What does this mean?

Extension activities

- Take a Para sport that you don't know anything about. Find out all you can about it and the Para athletes who play it and represent your country.

Homework task

- Find out all you can about local Para athletes or Para athletes who compete for your country. What inspires you about

their sporting achievements and the things they have achieved in daily life?

Activity C- Shining a spotlight on Para athletes

Materials: Ndingathe (I'MPOSSIBLE) resources from previous units, newspaper/magazine articles about Para athletes, large pieces of card and display board or chalkboard/whiteboard, materials for writing and drawing, camera (optional)

Instructions

Learners should use all they know about Para athletes and their sports to create a fantastic display for others to admire. The display should be bold and exciting with an eye-catching title. Use any available resources. Find pictures and photos from magazines, newspaper articles or previous Ndingathe (I'MPOSSIBLE) fact sheets or ask learners to draw their own. Add simple words or short sentences that describe to others the Para athletes and their achievements.

Activity D - Let's support our Para athletes

Materials: Writing, drawing and colouring materials, learner worksheet, 'Messages of support to our Para athletes'

Instructions

This is an opportunity for learners to begin to support and follow local Paralympic hopefuls as they train in preparation for the next Paralympic Games. Find out

about local and national Para athletes and ask learners to draw pictures and/or write short messages of support to them. Alternatively, complete the Learner Worksheet, 'Messages of support to our Para athletes' and send it to the athlete.

Discussion questions

- a. What are some of the things the Para athletes will be busy doing between now and the next Paralympic Games?
- b. How will you continue to follow the sporting journeys of the Para athletes?

Unit 3 - Para sports: What are they and how are they played?

Learning objective: To become aware of different Para sports and adaptations.

Activity A - Getting to know the Para sports

Materials: Paper, pencils, blackboard, and fact sheet: 'Para sports at the Paralympic Games'

Instructions: The teacher should ask learners, in groups or as a class, to identify all the sporting disciplines they think are played by people with an impairment. Of these sporting disciplines, ask learners to identify those they think are played at the Paralympic Games. Record all answers on the board. Use underlining or any other means to identify the Para sports that learners think are played at the Paralympic Games.

Once the class has finished, use the fact sheet to present the winter sports being contested at the most recent Paralympic Games. Talk to the learners about the sports that are familiar to them and discuss how these sports, which they play or watch, are adapted to enable people with an impairment to play. Choose no more than four sports from those identified on the fact sheet to describe and discuss in detail.

Activity B: Guess the Para sport

Materials: PowerPoint presentation 'Guess the Para sport'

Instructions:

- 1.** Each slide of the PowerPoint presentation has a description and a picture of a Para sport. Learners should read the description and guess which Para sport they think it is. They can do this individually, in pairs or in small groups. If necessary, give learners the fact sheet: 'Para sports at the Paralympic Games'. Record the answer on a board.
- 2.** Now show the Para sport picture. Were the learners correct? Check answers before moving to the next slide.
- 3.** Teachers should decide which Para sports they wish to include. There is no necessity to use all the slides. Unwanted slides can be removed before the start of the lesson. Additional slides can also be included.

Discussion questions

- a** Are you surprised by any Para sports?
- b** Do you have any friends with an impairment?
- c** Do you include them in sports and games that you play? Why or why not?

Homework task:

- a** Which Para sport really excites you? What can you find out about the sport and the Para athletes that play it?
- b** How many of the Para sports can you remember and tell your family about?

Activity C - Getting to know the Para sports

Materials: 'fact sheet: Para athletes and the sports they play'

Instructions:

- 1.** Begin by reading (or ask class members to read) the stories of the two Para athletes found on the fact sheet.
- 2.** Ask learners if they have seen these sports being played and what they think about what they have heard. Are they surprised by the athlete's stories?
- 3.** Ask learners (in groups or as a class) to identify all the sports they think are played by people with a disability and record all

answers on the board. Ask learners how they know the sport is played by people with disabilities and what they know about it. Have they seen the sport on TV? Social media? Does a family member or friend participate or compete in the sport?

Theme 2 – Para sports

Unit 4 - Let's play Para athletics



Learning objectives: To become aware of different Para sport and adaptations

Introduction: Para athletics, in the form of field events for wheelchair users, appeared in the first Paralympic Games in 1960. The titles in these events were

competed for by athletes with spinal injuries. The sport now includes a wide range of track and field events for both male and female athletes, with a variety of athletic impairments being taken into consideration. Athletes compete in specifically designed wheelchairs or use a range of prosthetics and assistive devices. In track and field events, those who have vision impairment may be assisted by sighted guides.

Athletic events contested at the Paralympic Games include:

- 'Track events: Sprint race, middle distance race, long-distance race and relay race
- 'Road events: Marathon
- 'Field events: High jump, long jump, triple jump, discus, shot put, javelin
- 'Combined events: Pentathlon

The aim of this unit is to experience what it is like to be a guide-runner for track events and running with an eyeshade. Initially, activities should be undertaken at a walking/jogging pace. Guide-running should lead their partners by the elbow, shoulder, or wrist, or try using verbal commands to guide them as they walk/job. Emphasise the need to guide, not pull or push. Only when students are confident with their guide-runner should they increase their speed and run together, side by side, along straight tracks. Students should act as both guide-runner and athlete. Further information can be found in the Overview of Para sports on the IPC website: www.paralympic.org/news/para-athletics-explained-guide-running

Activities that help hone skills for different sport codes

Activity 1 -Let's get started learning these skills: Guiding athletes with visual impairments; experience running with an eye mask.

Equipment: Space for walking and running, eyeshades or blindfolds (or something to cover the eyes); cones or similar to make obstacle courses; light objects that can be picked up – bean bags, rubber rings, etc.

Skills practice:

Begin with a teacher-led activity. Provide everyone with eyeshades or ask participants to keep their eyeshades or ask participants.

Unit 5 - Let's play the Para sport of Sitting Volleyball



Learning objective: To become aware of different Para sports and adaptations.

Introduction: Sitting volleyball is a global game played by athletes with physical impairments. Its rules are very similar to standing volleyball, but it is played on a smaller court and uses a lower net. This makes the game faster than standing volleyball.

Further information about the game can be found in the Overview of Para sports.

Activities **1a** and **b** are the main activities for younger and older students who are new

to the games of volleyball and sitting volleyball. These activities can also be used as practice activities for more experienced learners before moving on to their main activity, Activity 2.

Activity 1: Let's get started learning these skills: throwing and catching over a net from a sitting position (younger children).

Equipment: A lightweight ball or balloon, a low net (or string) about 1 metre off the ground; targets include cones or plastic bottles.

Skills practice:

- 'Sitting on the floor. Use your hands to move in different directions around the court – starting, stopping and changing directions on command.
- 'In pairs:
 - Sit opposite each other, roughly a metre apart.
 - Practice throwing the ball to each other and catching it.
 - Remain seated throughout. Once successful, move further away and repeat the activity.
- 'Throw the ball over the net to your partner, who should then catch it and return it over the net. How many times can the two of you pass the ball back and forth before it is dropped?

- 'Throw the ball over the net so that your partner is compelled to move to catch it. Learners should remain seated throughout the activity and use their hands to help them move across the floor.
- 'Divide learners into groups of four:
 - Sit in a square formation.
 - Pairs of students should throw and catch the ball.
 - Repeat the activity with two learners on each side of the net.
- 'Groups of four or five learners sit in a circle. They work together to try to keep a balloon or lightweight ball in the air by gently hitting it upwards with both hands (volleying). Learners should try to avoid catching the balloon/ball. How long can you keep the balloon/ball in the air (or for how many hits)?
- 'Play two against two, with or without a net. The ball should be passed between the two learners on the same team before it is passed over to the other team. A point is scored if the ball is dropped by the opposing pair. The winning pair is the first team to score eight points.

Let's give the game a go.

- 'Divide the learners so that there is an equal number on both sides of the net. It is usual to have six learners per team. However, the

number can be adjusted depending on the class size and the facilities available. Remember, the fewer the learners per team, the more involved each learner will be in the game.

- 'All learners must be seated and remain seated at all times.
- 'Begin with a balloon. Each team member must touch the balloon once before they send it over the net to the opposing team. Explain to the learners that this adaptation to the sport slows down the game and gives learners of all abilities the opportunity to play. This adaptation also allows equal participation from all learners because every player on a team must touch the balloon. If necessary, learners can be permitted to catch the balloon before sending it over the net.
- 'Once learners have developed their understanding of the sport, switch the balloon for a volleyball (or light-weight ball). Teams aim to send the ball over the net and land it within the opponent's court or playing area. The ball should be touched three times, by three different learners, before it is passed over the net. The winning team is the first to score 25 points (this can be reduced).

Activity 2 – Let’s practice our skills and get ready to play (younger children).

Try out the accuracy and skills games below to build the technique needed to play sitting volleyball.

Skills practice

- ‘First, you place targets on the floor on the far side of the net. Then, learners take it in turns to try and hit the targets by throwing the ball with one hand (serving action) over the net. Each learner should have three attempts. Score one point for each successful attempt.

Play a two-a-side, with or without a net. Begin with a serve. The ball should be passed between the two learners on the same team before it is passed over the net to the other team. Combine setting and passing, as well as digging and passing. A point is scored if the ball is dropped by the opposing pair. The winning pair is the first to score ten points.

- ‘Play a three-a-side game on a court with a net. Include some or all of the main skills used in the game: serving, digging, setting, spiking and blocking. Play one-set matches where the winning team is the first to ten points.

Activity 3 (older children)

Please, see the overview of Para sports and the film ‘I’MPOSSIBLE: Sitting volleyball for a brief introduction to sitting volleyball.

Playing area

- 'A smooth-surfaced area roughly 10m x 6m in size, marked with chalk, tape, cones or markers.
- 'Place a low net (approximately 1 metre high) over a central line which divides the court into two 5m x 6m halves.
- 'For more advanced games, include parallel attack lines approximately two metres from the central line.

Equipment

- 'Balls of varying sizes and weights are suitable for the age and ability of the students. These include beach balls, balloons, and volleyballs.
- 'A net (or an alternative such as a string) that stands at least 1 metre off the ground.

How to play

- 'Teams usually include six players.
- 'Players must have their pelvis in contact with the floor at all times.
- 'Teams aim to hit the ball over the net so that it lands within the opponent's court.
- 'Teams are permitted to pass the ball among themselves three times before it has to go over the net.

- 'Blocking an opposing team's serve is permitted. This is different from the rules of volleyball.
- 'The first team to 25 points wins the set, as long as they win by two clear points.
- 'The first team to win three sets wins the match.

Further information and films can be found on the IPC website: www.paralympic.org/sitting-volleyball

Inclusion Tips

(T): Use visual aids and demonstrations.

(R): Reduce the number of players.

(R): Increase the number of intrateam passes permitted before the ball must go over the net.

(R): Allow the ball to be caught before it is passed.

(E): Lower the height of the net.

(E): Use a lighter, bigger or slower ball.

(E): Use equipment that visually contrasts with the playing area.

Discussion questions

- 'How did you feel playing sitting volleyball? What was the most difficult aspect of the game?

- 'How would you describe sitting volleyball?
- 'If you had a classmate with an impairment, how could you make the game more inclusive for them? For example, how might you include a classmate who is visually impaired? One method might be to think about the rules and equipment. For example, you could use a ball which makes noise as it moves, or you could include more players per team.

Homework task

- 'What can you tell your family about sitting volleyball? What can they tell you about the sport?
- 'What more can you find out about sitting volleyball?

Unit 6 - Adapting football and netball for learners with disabilities

Adapting football and netball for students with visual impairment

Football

- 'Blind Football is played by visually impaired athletes with sound-emitting balls and guides.
- 'Teams have 4 outfield players + 1 goalkeeper (all visually impaired) and guides.

Ground Specifications

- 'Field size: 40m × 20m (smaller than standard football).
- 'Goals: 3.66m wide × 2.14m high.
- 'Surface: Flat, smooth, and obstacle-free.

Equipment

- 'Ball: Size 4 with bells or noise-makers inside.
- 'Guides: Sighted assistants (coaches, teammates) provide verbal cues.

Rules

- 'Gameplay: Players use sound to locate the ball and goals. No offside rule.
- 'Ball Movement: Played below knee height (to avoid head injuries).
- 'Guides: Provide verbal cues-positioned outside the field (side or goal).
- 'Duration: Two 20-minute halves.
- 'Fouls: Verbal warnings, penalties for serious infractions.

Key Adaptations

- 'Players communicate constantly ("ball left", "goal ahead").

- 'Goalkeepers often have sighted guides behind them.
 - 'Emphasis on trust, teamwork, and spatial awareness.
1. Use a ball with bells: Replace the regular ball with one that has bells inside, making it audible for players with visual impairment.
 2. Mark the goalposts: Use tactile markers or ropes to indicate goalpost positions.
 3. Use verbal cues: Players can use verbal cues like "I'm open" or "Pass to me" to communicate.
 4. Guide runners: Use a guide runner or a buddy system to help players navigate the field.
 5. Simplify rules: Modify rules to focus on basic skills like dribbling, passing, and scoring.

Netball

1. Use a ball with sound: Similar to football, use a ball with bells or a beeping sound.
2. Tactile markings: Mark court lines and goal areas with tactile tape or markers.
3. Verbal cues: Players can use verbal cues to indicate their position or request the ball.

4. Goal umpire assistance: Have an umpire or assistant provide verbal feedback on goal shots.
5. Modified gameplay: Focus on basic skills like passing, catching, and shooting, and adjust gameplay accordingly.

Common adaptations

1. Teamwork: Encourage teamwork and communication among players.
2. Clear communication: Use clear, concise language and verbal cues.
3. Patience and support: Provide patience and support to players with visual impairment.

Creating balls for adapted football and netball from locally available resources

- 'Cardboard or papier Mache (you can use old newspapers and flour glue)
- 'Bells or metal pieces (you can use old cans or metal lids)
- 'String or thread
- 'Paper or fabric scraps
- 'Glue
- 'Scissors

Step-by-step guide:

1. Make the ball shape: Use cardboard or papier Mache to create a ball shape. You can mix flour and water to create a glue, apply it to the newspaper strips, and shape it into a ball. Let it dry completely.
2. Prepare the bells: Clean and cut the metal pieces, or use the bells you have. If using cans, make sure they're clean and dry.
3. Add bells to the ball: Poke holes in the ball and tie the bells or metal pieces to the ball using string or thread. Make sure they're securely attached.
4. Decorate the ball: Use paper or fabric scraps to decorate the ball. You can glue them on or tie them with a string.
5. Seal the ball (optional): If you want to make it more durable, apply another layer of paper mâché or glue to seal the ball.

Unit 7 – Let's create a new Para sport

What is a Para sport?

Para sport refers to all sports, recreational and competitive, that are played, performed and contested by athletes with impairments. They range from those played informally in playgrounds and parks to those contested at school and in local, national and international events. The Para athletes' amazing determination and courage to try new things, combined with advances in technology, mean

that Para sports continue to grow in number and popularity.

Para sports are either adaptations of sports played by athletes without an impairment or have been created specifically to meet the needs of athletes with an impairment. Examples of adapted sports are wheelchair basketball and sitting volleyball, which use similar playing areas, equipment and rules as the sports of basketball and volleyball. Para sports invented and played exclusively by athletes with an impairment include boccia and goalball.

Ask students to read the stories of wheelchair rugby, goalball and boccia and how they have developed and evolved. Explain to them that all sports have, at some point in time, been invented by someone.

Activity 1 (for younger students) – Let's create our own target game

Equipment: Suitable-sized indoor or outdoor space; enough chairs for players to play seated games; a wide range of equipment from which players can choose.

1. Divide players into pairs.
2. Familiarise players with target games. For example, play simple versions of skittle ball using one, two or three skittles or ask players to throw objects into buckets or hoops. Remind them how to keep score.
3. Tell players that they are going to use what they know about target games to devise their own. The games should be played seated (on chairs, benches or on the floor).

4. Give specific pieces of equipment to each pair or let them choose from a range.
5. Players should be able to demonstrate and explain how to play their game to the rest of the class. Select good examples and ask the inventors to teach their game to others.

Activity 2 (older students)

A) Let's learn what we need to create a new Para sport

Tell students that they are going to use all they know about Para athletes and the sports they play to create a new, exciting Para sport that can be played by athletes with different impairments.

If possible, watch videos of Para athletes in action and discuss the sports they see. Good starting points are the video links that can be found under each sport: (www.paralympic.org/sports , n.d.)

Students should consider the following: What are the rules and safety considerations? Who competes in them? How do the rules, playing area and equipment allow fair play for athletes with different impairments?

Revisit the classification system and sport classes. Remind students that classification enables fair and equal competition by grouping athletes by impairment.

Activity 2 (for older students)

B) Let's create a new Para sport

Divide students into groups of around four to six. Challenge them to create a new game suitable for athletes with a disability. Give a different challenge to each group or give students complete freedom to decide their own game. Worksheet 'A new Para sport' provides a range of game choices which increase in complexity and challenge.

Provide specific equipment, allow students to choose from a variety or challenge them to adapt or design their own.

Students complete the worksheet detailing their game. They should play their game, teach it to others (including, where possible, those for whom it is designed), ask for feedback and act on it to develop their game before producing a final version of it.

Equipment: suitable-sized indoor or outdoor space; a range of equipment from which students can choose. Include equipment to throw, propel, roll and kick; markers, cones, hoops, ropes and other items to make goals and targets; chalk and tape for making playing areas; other equipment for specific sports like balls with bells (or a ball with a plastic bag wrapped around it) and eyeshades; 'Our Para sport student worksheet. Encourage students to use low-cost equipment that makes the games accessible to everyone.

Inclusion tips

(T) – Consider the needs of all participants – does everyone understand the game and know how to play it?

(R) – Can everyone play the game and be successful?

(E) – Reduce the size of the playing area, the height of nets and the position of targets/goals.

(E) – Consider the size, shape, colour and weight of the equipment being used.

Extension activity: Determine the most popular game from those created. Play it in a competitive tournament.

Optional independent research: Research the history of some of the Para sports? Why and how did they develop? In which countries were they first played? What Para sports have been developed in your country?

Discussion/reflection questions

- 'What feedback did you get from others about your game? Can you make it even better?
- 'How might you include classmates with different impairments in your game? What changes will you need to make to such things as the rules, the equipment or the number of players?
- 'What have you learnt about Para athletes and the sports they play?
- 'You've worked with others to create a new game for Para athletes. What Paralympic values have you demonstrated during this task and how did you demonstrate them?

Homework task: What can you find out about the Para sports that are popular in your country? Who invented them and who plays them?

Evaluation task: Students evaluate their own and others' games, offer advice to others and act on advice given to them about their games.

Resource Bank

To enrich your in-depth understanding of the subject matter regarding Para sport, you can refer to the following resources:

- For athlete stories and local context: [YouTube.com/@MalawiParalympic](https://www.youtube.com/@MalawiParalympic)
- For sport explainers and Para sport content: [YouTube.com/@paralympics](https://www.youtube.com/@paralympics)

Success Criteria

Learners must be able to:

- 'Pass balls in pairs
- 'Play goal ball in groups

Teaching, learning and assessment resources and inclusive strategies

1. Use adaptive equipment: bell-filled balls, courts with tactile markings
2. Blind folds: provide blind folds to all students for fair play

3. Peer support: pair students with visual impairments with sighted peers as teammates

Teacher's activities	Learners' activities
<p>Introduction: 5 minutes (warm up activities)</p> <ul style="list-style-type: none"> • Ask learners to run on the spot and later do some stretches (without blind folds). • State lesson objectives 	<ul style="list-style-type: none"> • Running on the spot then conducting some stretches • Listening

Developmental steps**Step 1: introducing goal ball**

- Introduce goal ball and its history

RULES

Discuss the rules i.e., ball throwing and scoring the ball into an opponent's goal.

- Ask learners to feel the ball in their hands

Step 2: Skill development

- Practice throwing, blocking the ball and catching with a learner using tactile.
- Use blindfolds to all learners to promote fairness and stimulate playing with limited vision.
- Ask learners to practice throwing balls in pairs checking their safety.

- Listening attentively to the history of goal ball.
- Listening to the rules of the game of goal ball.
- Feeling the ball in their hands.
- Practicing throwing, blocking and catching balls with the teacher
- Using blindfolds to promote fairness and stimulate playing with limited vision to all learners.
- Practicing throwing balls in pairs
- Going into teams of 6 players
- Playing a modified game of goal ball with adaptations as needed.

<p>Step 3: playing the game</p> <ul style="list-style-type: none"> • Divide the class into teams of 6` players • Let learners Play a modified game of goal ball, with adaptations as needed. (Use belled balls made from local resources) • Go round to supervise and check learner participation, team work safety during the exercise. 	
<p>Conclusion</p> <ul style="list-style-type: none"> • Ask questions to assess understanding of the game and its adaptations • Ask learners to make correction 	<ul style="list-style-type: none"> • Answering questions to show understanding of the game of goal ball and its adaptations. • Making corrections.

Reflection, Monitoring and Learning

As schools, teachers, coaches and community groups begin to use Ndingathe (I'MPOSSIBLE), it is important to create simple ways to reflect on what is working well, what challenges are emerging, and how activities can continue to become more inclusive over time.

Monitoring and reflection do not need to be complicated or resource intensive. Even small amounts of information can help schools and organisations better understand participation, improve delivery, and share learning with others.

Some useful things to consider include:

Keeping simple records of participation, including: number of young people participating by age groups, gender, and disability type where appropriate and comfortable to collect

Reflecting on participation and inclusion:

- Which activities worked well?
- Which activities were more difficult to deliver?
- Did all learners feel included and able to participate?
- What adaptations or changes helped participation?

Creating opportunities for discussion and feedback:

- learner reflection discussions
- teacher and coach discussions
- conversations with parents or community members
- sharing experiences between schools or clubs

Using learning to improve implementation:

- adapting activities
- improving accessibility
- identifying equipment needs
- developing more inclusive teaching approaches

Schools, teachers and community organisations are also encouraged to share key learning, success stories, challenges, photographs, partner interest and examples of good practice with the Malawi Paralympic Committee. This can help strengthen future programme development and support wider learning across Malawi.

The most important part of monitoring and reflection is not collecting large amounts of data, but understanding how more children and young people with disabilities can participate meaningfully, confidently, and safely in sport and physical activity.

