

# PROUD TO BE ME

**LEARN. ENGAGE. INCLUDE.**

Learning Objective: To become aware of individual difference.



INTERNATIONAL PARALYMPIC COMMITTEE

# ACTIVITY 1A

## What makes me proud?

### MATERIALS:



Chalkboard/whiteboard or large pieces of card, chalk, whiteboard pens and/or pencils pens.



### INSTRUCTIONS:

The information should relate to learners' sporting lives and hobbies.

- Prior to the lesson, ask learners to bring something to school that makes them proud. It should relate to their sporting lives or hobbies. It could be a piece of written work, an artefact, an instrument they play, a picture of them playing a sport or doing something, or a medal/award that they have won.
- As a class, or in smaller groups, learners should take it in turns to show or talk about what they are proud of and say why it makes them proud. Focus on the different talents and attributes within the class and help learners to understand that, just like the Para athletes, it has taken effort to create or do the things that make them proud. Record some of the words and sentences used by learners to describe what makes them proud and display them for everyone to see.



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# ACTIVITY 1B

## Proud to be me.

### MATERIALS:



Learner worksheet, '**Proud to be me**', pens/pencils and crayons, camera (optional).



### INSTRUCTIONS:

- Everybody in the class has something that they have done well and makes them proud. Help learners understand that everyone has different talents. In the class there will be those that are good at, or enjoy such things as, art, playing a musical instrument, writing, creating stories, cooking, playing sport or helping others. Explain the importance to society of people having different skills and talents.
- If possible show learners the I'mPOSSIBLE film, '**Proud to be me**' which tells stories of adults and children with a disability being proud of their sporting achievements. Ask learners to read the Para athlete stories on the learner worksheet '**Proud to be me**'. They can do this individually, in pairs, small groups or as a class.
- Help them understand that, just like the Para athletes, they should be proud of the things they do and achieve, whether in sport or other areas of their lives. Remind them too that to be the best they can be and do things well they, like the Para athletes, need to be determined,

dedicated, work hard, give of their very best all the time and keep trying, especially when the going gets tough.

- Learners should draw or place a photo or photos of themselves in the middle of the worksheet. Ask them to write down words or short sentences that tell others what makes them proud. Return to the worksheet two or three times during a couple of weeks to allow learners to add additional information or photos.



### DISCUSSION QUESTIONS

- Can you name any Para athletes? What is their sport and what are their greatest achievements?
- What sport do you play? How regularly do you practise to be the best you can be?
- What makes you proud of your schoolwork and sporting achievements?

### FOR MORE INFORMATION:



Show the film, '**Proud to be me**', which is available via the IPC's I'mPOSSIBLE YouTube playlist:  
<http://bit.ly/ImPOSSIBLEvideos>

# ACTIVITY 2A

## Becoming familiar with individual talents and attributes.

### MATERIALS:



Pencil and paper, learner worksheet, **'Similarities and differences'**.



### INSTRUCTIONS:

- Divide learners into groups of three. Each learner should list at least four things they do well. At least one should refer to their sporting lives. Learners should discuss the similarities and differences in what they do well. Help them to understand that their different talents and attributes are important to society and that they can all use them to contribute to it.
- In their groups, ask learners to look at the pictures and read the stories of the achievements of people with a disability on the learner worksheet, **'Similarities and differences'**. Ask them to write down the similarities and differences between the individuals in the stories. Include references to the Paralympic values they display. The worksheet includes a story about Stephen Hawking. Explain to learners that he is not an athlete, but he has, like the athletes, been very successful in his chosen career. Not everybody will want to become a successful sportsperson, but everyone can aspire to be the best they can be using their particular talents and attributes.
- Help learners understand that they are, like the people in the stories, unique, having different physical features and talents. Help them to appreciate the contribution their particular talents and attributes can make to school life, their communities and society. Remind them too that, just like the people in the stories, they should be proud of who they are and what they achieve in their sporting and daily lives.
- If possible conclude this section by showing the film, **'Proud to be me'**. This is about being proud of sporting achievements.

### FOR MORE INFORMATION:



Show the film, **'Proud to be me'**, which is available via the IPC's I'mPOSSIBLE YouTube playlist:

<http://bit.ly/ImPOSSIBLEvideos>



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# ACTIVITY 2B

## What makes you proud?

### MATERIALS:



Pencil and paper, learner worksheet, **'Similarities and differences'**.



### INSTRUCTIONS:

- Learners will write a short blog, short story, newspaper or magazine article, or create a personal poster or similar detailing what makes them proud. The information should relate to learners' sporting lives or hobbies. There is space on the learner worksheet, **'Similarities and differences'** to do this, or learners can generate their work on computers, tablets, smartphones, large sheets of paper or any other medium. Perhaps they can include photos, drawings or pictures of themselves playing the sport or doing their hobby too. Be creative. How best can learners tell others about what makes them proud?
- Ask learners to read what they have written or show what they have produced to others. Discuss what they hear and see. What Paralympic values are demonstrated through these stories?

### DISCUSSION QUESTIONS

- 'I tend to see the similarities in people and not the differences?' (Isabel Allende) What does this mean? What do you see in others?
- How do the Para athletes demonstrate the Paralympic values – courage, determination, inspiration, equality – through their extraordinary achievements?
- Do you work as hard as you can all the time? Are you proud of what you are achieving and becoming?



# EXTENSION ACTIVITY

Share your knowledge and demonstrate your willingness to help others so that they learn something new or improve something. For example, teach them a game that you play, help them with a maths task that they can't grasp or show them how to make something that they've never made before.

## **HOMEWORK TASK**

- Find out all you can about either a local Para athlete or a Para athlete who competes for your country. What inspires you about their sporting achievements and the things they have achieved in daily life?



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