



# R I S I N G P H O E N I X

EDUCATION GUIDE

“IT’S FUNNY BECAUSE WHEN YOU SEE THE LAST MARVEL AVENGERS WELL...IT’S A TEAM OF SUPERHEROES WHO TRY TO SAVE HUMANKIND, SAVE PEOPLE, FIGHT FOR SUCCESS. WELL, WE ARE QUITE SIMILAR. WE ARE ALL SUPERHEROES BECAUSE *we have all experienced tragedy, we have all lived through...something that didn’t allow us to succeed. And that’s where our strength lies. Life is a fight. We are trying to save the world.*”

**JEAN-BAPTISTE ALAIZE**  
LONG-JUMP PARALYMPIAN





# *Overview*

Watching *Rising Phoenix* is a transformative documentary and learning opportunity for all students 13 years and older. The most recent games, the 2016 Rio de Janeiro Paralympics, were one of the largest elite global sporting events of all time and unlike anything else in the world.<sup>1</sup> The Paralympians commitment to training, sense of purpose, and family support reveal new facets to the meaning of strength and tenacity. Yet, the games and the Paralympic movement are so much more. As Sir Philip Craven shares in *Rising Phoenix*, the Paralympics is “going to help change society and make this planet a better place to live on.”<sup>2</sup>



## Goals

- ▶ To introduce the Paralympics as one pathway, among many, to raise visibility for people with disabilities and engender excitement and curiosity about the larger movement for disability rights.
- ▶ To reinforce that not all people with disabilities have the capacity or desire to become Paralympians. Most people with disabilities are not Paralympians, just as most people without disabilities are not Olympians.
- ▶ To use an intersectional lens in recognizing the diversity of individuals with disabilities. Disability is one aspect of the athletes' identities, comprising a whole people with different life experiences—racial, national, class, religious and other identities—that also influence who they are and how they interact in the world.

## *Lessons*

---

The Educational Guide for *Rising Phoenix* is organized into the following standalone sections to facilitate this journey of learning.

- ▶ **Watching the Full Film:** We highly recommend watching *Rising Phoenix* in its entirety in one or two class periods, or at home with their families (runtime: 105 minutes). If not possible, short film clips are curated for each lesson.
- ▶ **The Origin Story of the Paralympics** explores the unique set of historical, political, and cultural forces that intersected for the first Paralympic games to take place.
- ▶ **The Growth of the Paralympic Movement** has students apply critical media skills to analyze how representations of the Paralympic Games has changed over time, and think critically about why media representations matter.
- ▶ **Meet the Paralympians** has students explore the values of the Paralympic Games themselves: courage, determination, inspiration, and equality. Students will research athletes, and create a biography of one of the athletes.

# EDUCATIONAL PRACTICES

## *for Teaching Rising Phoenix*

### *Accessibility Adjustment*

---

You have options for how you watch and access Netflix at home and in the classroom including: Assisted listening systems, audio descriptions, closed captions, keyboard shortcuts, screen readers, subtitles, and voice commands. To enable these tools see [Accessibility on Netflix](#).

### *Language Matters*

---

As is true for any discussion that centers communities who have been systematically marginalized or oppressed, it is important to recognize that the language we use can help, or can harm, members of that community.

*A classroom is a learning space, meaning that mistakes are likely, and they are an opportunity to learn more.* Furthermore, language is always evolving and changing. Learning new and preferred language and vocabulary will be an ongoing process as people with disabilities are further integrated into our lives and communities. It is helpful to include a local organization of people with disabilities to learn more about preferred terms in your area. Equipping your students with some vocabulary as you begin these learning units may help encourage more open and constructive dialogue.

The following are simple guidelines adapted from the National Center of Disability and Journalism at Arizona State University as a great place to start with regard to learning about communities with disabilities:

- ▶ Respectfully ask a person with a disability how they would like to be described, and honor that.
- ▶ Refer to the person’s disability only when it’s relevant.
- ▶ Avoid made-up words like “diversability” and “handicapable” unless they refer directly to a movement or organization.<sup>3</sup>

\*See the glossary included with these resources to support your efforts.

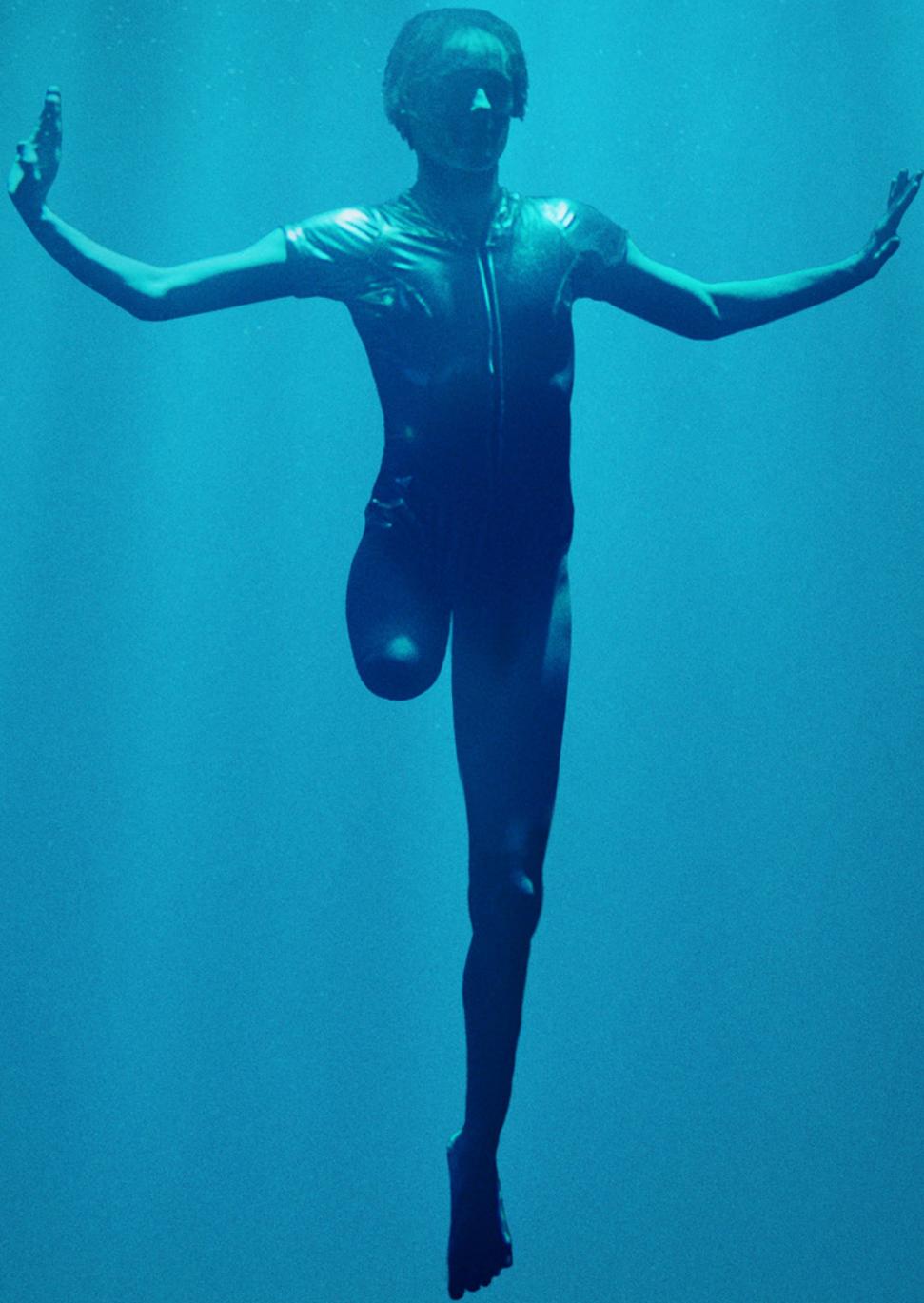
## ***Creating an Inclusive Environment For All Students***

Disabilities come in many shapes and forms. According to data in the United States, about 14 percent of school-age children (ages 3-21) have disabilities.<sup>4</sup> Globally, about 15 percent of the world’s population lives with some form of disability.<sup>5</sup> It is very likely that one or more students in any classroom have a disability, visible or invisible, and that one or more students have family members with disabilities. With that in mind, any classroom conversation about disabilities will benefit from the assumption that disabled people are present in the room (without those people having to identify themselves or their disabilities).

As you embark on this learning unit for ***Rising Phoenix***, it may be helpful to revisit any classroom agreements you have about respectful conversations and atmosphere in class, along with introducing any new guidance that may be helpful, such as the concept of person-first language.



**Teacher Note:** *Rising Phoenix* has an MPA rating of PG-13 for “thematic content, brief violent images, some strong language, and for brief suggestive references.”



DR. LUDWIG GUTTMANN AND  
*the Origins of the  
Paralympic Games*

**Teacher Note:** It is strongly encouraged for students to watch *Rising Phoenix* in its entirety before beginning these lessons either in class (allocate two class periods) or at home with their families. However, if watching *Rising Phoenix* is not possible, film clips are curated and aligned with each lesson.

As you work through the lessons, keep the intersectional lens in mind —while these world-class athletes all have disabilities, they also have different life experiences and identities shaped by their geography, race, class, and other factors.



## ***Overview***

One of the many compelling stories in *Rising Phoenix* (and there are many) is Dr. Ludwig Guttmann, a neurologist and German Jewish refugee who fled Nazi Germany with his wife and two children and settled in England in 1939, six months before the outbreak of World War II. Today, he is celebrated as the “father” of the Paralympic games and a life-long advocate for the mental and physical well-being of people living with disabilities.



In this lesson students will explore the life and work of Dr. Guttman through first-hand testimonials and primary sources, discuss their findings and observations, chart the different push/pull factors in play and connect the genesis of the Paralympic Movement within its historical context. Through this process, students will come to understand that “push” and “pull” factors often work together and play out in history, in our present day, and in our everyday lives.

### ***Lesson Objectives***

---

By the end of this lessons, students will:

- ▶ Identify the key historical turning points in Dr. Guttman’s life
- ▶ Connect the push and pull factors that forced Dr. Guttman to start a new life in England
- ▶ Analyze a diverse set of historical documents and perspectives on Dr. Guttman to gain awareness and a deeper understanding of the Paralympic Movement

### ***Subject Areas***

---

World History, English Language Arts, Social Studies, Disability Studies, Sociology, Physical Education

### ***Materials***

---

- ▶ Equipment and internet access to watch (or previously download) two film clips from *Rising Phoenix*
- ▶ Handout: Film Transcript for Clip One and Clip Two
- ▶ Handout: Dr. Guttman Source Materials (Chapters 1 - 4)
- ▶ Handout: Push/Pull Chart

### ***Length***

---

Two, 55-minute class period (in person or online) for the lesson. This does not include the time set aside to watch ***Rising Phoenix***.

# ACTIVITY

## 1. Opening

---

Have students reflect and respond in writing to these two questions:

- ▶ What are the different reasons someone would leave their home?
- ▶ What are the reasons that would draw them to a new place?

Share with students that they will be watching two short film clips from *Rising Phoenix*, reviewing historical source material that relates to the film clips, and analyzing the push/pull factors in play that lead to Dr. Guttmann conceiving of and hosting the first sporting event. If helpful, explain to students that ‘push’ factors are the forces that encourage people to be pushed in a certain direction, (e.g. leaving their home) while ‘pull’ factors are those that draw people to the new place or to a new decision. (e.g. accepting a new job). They will learn of several push/pull factors in Dr. Guttmann’s life that led the genesis of what we now know as the International Paralympic Games.

## 2. *Rising Phoenix* Film Clip One

---

Distribute **Handout: Film Clip Transcript** for students to follow along if helpful and **Handout: Push/Pull Factors**

### Introduce Clip One

Context Clip One: The segment begins with Eva Loeffler, Dr. Guttmann’s daughter, introducing her father and the escape of her family from Nazi Germany.

### Watch Clip One (28.46 - 33.31)

Discuss with students:

- ▶ What did you learn about Dr. Guttmann and his family from this film clip?
- ▶ What were the reasons Dr. Guttmann left Germany?
- ▶ What new information was in the film clip?
  - Clarify any outstanding questions

## 3. *Push/Pull Round One: Germany to England*

---

Organize students into small groups, no larger than four students and have them read through Chapters 1 through 3 and refer to Timeline Part I. After finishing, have students chart what they understand as the forces that pushed Dr. Guttmann out of Germany and pushed him in other directions once he arrived in England.

Before transitioning to Clip Two, debrief with the class the push factors they identified.

## ***4. Rising Phoenix Clip Two***

---

**Context Clip Two:** Dr. Guttman and his family have fled Nazi Germany and settled in England. When the film segment begins, Dr. Guttman is now heading up the Spinal Injury Unit at Stoke Mandeville Hospital, in Buckinghamshire, England.

### ***Watch Clip Two (41.44 - 46.17) from Rising Phoenix.***

Discuss with students:

- ▶ What pulled Dr. Guttman to work with spinal injuries?
- ▶ What pulled him to using sport?
- ▶ What pulled Dr. Guttman to host the first sporting event at Stoke Mandeville?

## ***5. Push/Pull Round Two: Stoke Mandeville to Paralympics***

---

Return to the small groups and have students work through Chapter 4. Because Chapter 4 can be viewed as a video with an accompanying transcript, you may elect to show this Chapter as an entire class before breaking up into small groups to review the Timeline Part II and add to the Push/Pull Chart.

Before transitioning to the closing of the lesson, debrief with the class any new push/pull factors they identified from Clip Two, from the first-hand testimonial, and from the timeline.

## ***6. Closing***

---

**Teacher Note:** Tracing the ‘push’ and ‘pull’ factors is an instructive exercise to strengthen critical thinking. Students learn, analyze, and then synthesize information in order to have an informed perspective, in this case, about the life and work of Dr. Ludwig Guttman. Through his work and dedication he accomplished a great deal and changed the lives of many. To deepen student understanding of this esteemed figure, it is important to point out that leaders such as Dr. Guttman are more than what they accomplish and what we celebrate today. Consider framing the closing of this lesson with this idea in mind of our greater humanity and what it means to be part of something bigger than ourselves.

Consider sharing the following closing thoughts with students:

When Dr. Guttman was asked “When does a refugee stop being a refugee?” he responded, “I think never. [I was always] set apart. There are still people in the country that wouldn’t recognize you as an English person-British yes.”<sup>6</sup>

In a *Sports Illustrated* article celebrating the legacy of Dr. Guttmann, his daughter Eve Loeffler recounts, “[My] father was marked by his past. Many of his relatives perished in Auschwitz. He was driven, intent to give back to the country that had given his family refuge. I think that’s another thing that made him work so hard. He was Hitler’s gift to this country in a way, and he was determined to be a good British citizen.”<sup>7</sup>

### Discuss

- ▶ What are student’s response to his feeling of always being set apart?
- ▶ What connections can they make between his life as a refugee, his role as a husband and father, his position as Dr. Ludwig Guttmann and the honor he received from the Queen of England with the title Sir Ludwig Guttmann?
- ▶ What does it mean to be marked by your past? Knowing what you know about Dr. Guttmann, do you agree or disagree with this assessment?



# PUSH/PULL CHART

As a group, chart out the push/pull factors present in Dr. Guttman's life and work. 'Push' factors are the forces that encourage people to be pushed in a certain direction, (e.g. leaving their home) while 'pull' factors are those that draw people to the new place or to a new decision. (e.g. accepting a new job). There are several topics suggested to begin the exercise but it is encouraged to connect the dots between the film and the other primary source material to highlight other forces.

***Home:*** *Pushed from Germany to England: Why?*

---

***Work:*** *Pushed from Germany to England and eventually to Stoke Mandeville. How and Why?*

---

***Paralympics:*** *Pulled to create a sporting event for individuals? Why? How?*

---

# PUSH/PULL “CHAPTERS”

## *for Dr. Ludwig Guttman<sup>8</sup>*

### *Chapter 1*

---

Ludwig Guttman was born on July 3, 1899 in Tost, Prussia. Raised in an Orthodox Jewish home, he was unable to serve in World War I because of a medical condition, so he took his medical degree in 1924 and soon became the assistant to Europe’s leading neurosurgeon, Dr. Otfried Foerster. After the Nazi Party came to power in 1933, Jewish doctors were no longer allowed to work at public hospitals or treat non-Jewish patients. Ludwig lost his medical license and his position with Dr. Foerster who was powerless to protect him. Dr. Guttman was transferred to a work position at the Jewish hospital in Breslau as a neurologist. While many of his colleagues left Germany by 1937, he chose to remain in Germany and was appointed director of the Jewish hospital in 1937.



While in Breslau, Dr Guttman witnessed the pogroms of November 9, 1938 and the burning of synagogues, the desecration of prayer books and Torah scrolls, and the deportation of thousands of German Jewish men to concentration camps. At the hospital Ludwig instructed all staff to admit any male no matter what the circumstances. That evening 64 were admitted. The next day an SS officer visited the Jewish hospital in Breslau and scrutinized the condition of every patient admitted the night before. Defying the laws specifying that Jewish doctors could only treat Jewish patients, Dr. Guttman saved 60 of the 64 that were admitted that night. Four were deported, including several doctors.<sup>9</sup>

After the November 9th pogrom, the climate and conditions for German Jews became more and more dire. Ludwig was aware that a second world war was on the horizon and had decided it was time to leave. He had secretly been in contact with an organization in the U.K, the [British Society for the Protection of Science and Learning](#), to help secure safe passage from himself and his family.<sup>10</sup> On December 13, 1938 he received notice of their visas for England and by March 1939. Dr. Guttman, his wife, son, and daughter arrived in Oxford, England as refugees from Nazi Germany.

## Chapter 2

---

“I was 40 years old with a poor grasp of English and unable to continue my work as a neurologist and neurosurgeon.”

- Dr. Ludwig Guttmann<sup>11</sup>

### **Oral Testimony of Dr. Ludwig Guttmann: Imperial War Museum (edited for brevity).**

Interviewer: *How were you received by English refugee authorities?*

“We arrived 14 March 1939. There was a terrible storm that day. We were standing in the immigration que, and in came an officer and he looked at me like a caricature, then his expression changed. He asked, ‘Who are the little children? They shouldn’t stay in a draught.’ All that we went through in Germany, this simple man saying this about my children; my confidence in humanity came up like this and never wavered. That was England. Another interesting thing, when we came to Oxford, we were invited to live in Dr. Linz’s master lodging for three weeks until we found our own house. We had kindness that was absolute. One day one of the wives asked, ‘What are you going to do with your boy and girl? And helped us figure out schooling. Our boy was admitted to the Dragon School. He was good in sport and got a scholarship to St. Edwards, 16 years admitted exhibition to Magdalen College.

Even with his medical experience and degree, Dr. Guttmann was initially unable to find a position treating patients in England. He tried to volunteer to treat soldiers after England entered the war, but to no avail. This was at a time when domestic fear in England, especially with German refugees, was heightened following The Battle of Dunkirk (May 26-June 4, 1940) and the mass evacuation of British and other Allied forces following the advance of German troops with the Battle of France.”<sup>12</sup>

Instead Dr. Guttmann found a position doing research, and soon designed and conducted experiments to understand the peripheral nervous system of individuals with spinal cord injuries.<sup>13</sup>

*(Before reading further see the Sidebar Box: Review of the Nervous System to appreciate the findings from Dr. Guttmann’s experiment.)*

### **Review of the Nervous System.**

The nervous system is a complex network within the body that sends messages from one area of the body to another. The nervous system has two main parts, the central nervous system (CNS) which includes the brain and spinal cord, and the peripheral nervous system (PNS) which connect the brain and spine to all the other parts of the body. Some of the nerves in the PNS system are 'autonomic,' meaning they happen without us thinking about them, and they control functions like our heart pumping, or our lungs breathing. Other nerves are 'somatic,' or under our conscious control, like waving hello or walking.

Dr. Guttman learned about his patients' peripheral nervous systems by dusting their bodies with a special powder that would change color when wet. Then, using a heated box, he would make the patients sweat (an autonomic response). Based on where the patients' sweat made the dust change color, he could map out the entire peripheral nervous system and understand which nerves were permanently damaged and which were still viable and healthy.

### **Oral Testimony: Imperial War Museum (edited for brevity).**

*Interviewer: How did you feel in September 1939 when the country you had just come from was at war with the country you had just come to?*

"After the declaration of war, I offered my service to the army but they said to me. 'You are engaged in very important work for the war, continue to do this work.' I wasn't pleased. My experience would have been more useful in clinical work but I had no other choice. I was pretty occupied with experimental work. Experimental work on nerve regeneration, experimental on exercise, experimentation prevention on neuro (unintelligible) formation, and on nerve sutures...I become more and more frustrated. I was asked to write two surveys - one on the surgical treatment and the other on rehabilitation. I wrote two papers on the surgical treatment of spinal cord injuries and the other on rehabilitation. But it was not until September '43 that I was asked to see Dr. Riddoch. He asked me to come Oxford which was the headquarters of neurosurgery. He said to me, "We know about your work with paraplegics, but we need to open another spinal unit as one of the preparation for the second front, which will start next spring. I know you are fed up with the research. Would you like to do it?" I replied, "Yes, but I am still not naturalized but want a free hand to see if my philosophy could be put into practice, and it was granted. I went to Stoke Mandeville [Hospital.] The facilities I had were practically non-existent so it was an uphill fight."<sup>14</sup>



### ***Chapter 3: Testimony of Eva Loeffler, Dr. Gutmann's daughter, from April 2011***

---

My father was a very successful neurosurgeon in Hamburg. He was assistant to the chief surgeon and was expected to succeed him. Then after 1933 it became impossible for Jews in Germany to hold professional posts and he became the Medical director of the Jewish Hospital in Breslau. While there, he received several offers of medical work from institutions in North America and South America that would have allowed him to emigrate, but he stayed on through the 1930s, partly to help other Jews in Germany.

In 1938 during 'Kristall Nacht' when Jewish houses and businesses were attacked, over 60 Jewish men fled to the Breslau hospital during the night. My father said they must all be allowed in, whether they were ill or not and they were all admitted to beds on the wards. The next day the Gestapo came round to see my father, wanting to know why such a large number of admissions had happened overnight. My father was adamant that all the men were sick and said many of them were suffering from stress. He took the Gestapo from bed to bed, justifying each man's medical condition. Apparently he also pulled faces and grimaced at the patients from behind the Gestapo's back, signalling to them to pull the same expressions and then saying, 'Look at this man; he's having a fit.'

Then in 1939 the German government ordered my father to go to Lisbon. He was to treat a good friend of the Portuguese dictator, Salazar, who was believed to be suffering from a brain tumour. It was part of the Nazis' attempts to build good relations with Portugal. My father turned to the official and said, 'But how can I travel when you have taken my passport away?' By the next day it had all been sorted and he was flown to Lisbon. Apparently the man didn't have a tumour. On the way back he stopped in London and met people from the Society for the Protection of Science and Learning, an organisation that was helping Jewish academics get hold of visas. He was told our visas had already been sent to Berlin and he had been offered a research post at the Radcliffe Infirmary in Oxford. He returned to Breslau and told my mother to start packing.

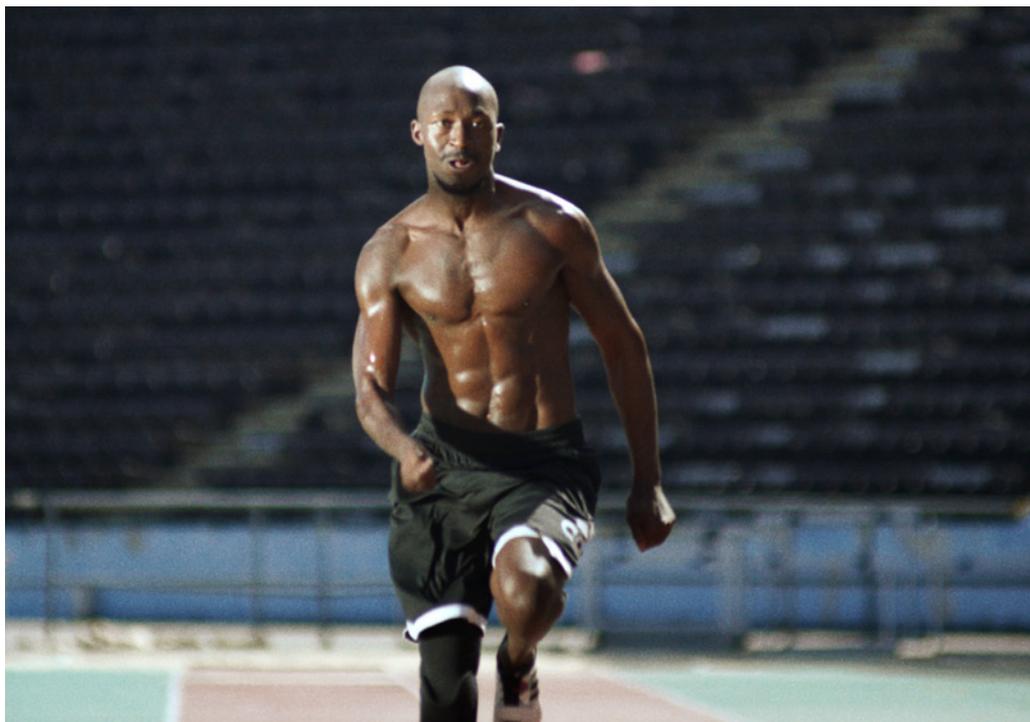
It was 1939 and I was six years old. I remember I was abnormally frightened at the time; I used to cry a lot. Even as a small child I picked up the fear and sadness felt by my parents. Although Jews were allowed to take out some furniture, clothes and linen they were not allowed to take any money, gold silver or jewellery. But the official who was supervising us came round the day before and told my mother 'I shall be an hour late tomorrow'. It was obviously a hint that we might pack what we wanted; but my mother was too frightened to take anything forbidden as she thought it could be a trap.

When we arrived in Oxford, we stayed in the Masters Lodge Of Balliol College. The Master, Lord Lyndsay, had heard that my father would be working at the Radcliffe Hospital - doing research on peripheral nerve injuries - and offered hospitality to this Jewish refugee family. I remember; it was a very strict English household; the children weren't spoken to; we had high tea on our own at 5.00 and were sent off to bed.

Then we moved out to a house in Lonsdale Road in North Oxford. I have very happy memories of my childhood there although when we arrived in England my parents insisted on all of us speaking English which I did not understand or speak for a few weeks. Our small semi-detached house was crammed full of the large, heavy German furniture that we had been allowed to bring with us; it all seemed so overpowering in the small rooms. But it was a very happy home.

My father started working at Stoke Mandeville in 1944 when I was eleven. It meant that he became increasingly absent. He would set off on the bus on Monday morning and basically stay there all week and come home at weekends when he would be busy writing medical papers and often travelling to other spinal units abroad. Eventually he bought our first car and travelled to Stoke every day, but although he was very supportive of my brother who became a doctor and me when I trained to be a physiotherapist, he was too involved in his work to play with us and I only remember one family holiday.

During the Wheelchair Games at Stoke Mandeville I used to go along and help as one of the volunteers; in the early years it was almost totally run by volunteers. I used to help pulling the arrows out of the archery butts and picking up the ball during table tennis matches. There was a wonderful atmosphere at



the Games and I recall there was always an enormous party in the sports hall on the final evening. I used to run around with a tray handing out pints and pints of beer and everyone got very merry. I remember one year Margot Fonteyn the ballerina was there while her husband a tetraplegic was having treatment in the spinal injuries unit.

Later on, in 1956-7, when I had finished my training as a physiotherapist I worked at Stoke Mandeville for a short time. It was difficult because my father would ask me questions I couldn't answer and correct me in front of everyone. He was absolutely devoted to his work; and when he wasn't doing that he was at home writing papers or preparing talks; or else he was away travelling. He retained that very Germanic strain of authoritarianism. It was difficult to disagree or argue with him. It's an attitude that wouldn't last five minutes in a hospital today. One of the very few people who managed to disagree with him and get away with it was the head physiotherapist Dora Bell. However in spite of this he was loved and respected by staff and patients and was known as 'Poppa'<sup>15</sup>."

## **Chapter 4**

---

[Watch this reflection](#) of Paralympian Caz Walton reflect on Sir Ludwig Guttmann.<sup>16</sup>

- ▶ What new information do they learn about Dr. Ludwig from this video?
- ▶ What was new and surprising?

The transcript for this interview can be found [here](#).<sup>17</sup>



# TIMELINE: PART 1

(Events in **bold** are world events of note.)

**1899** Ludwig Guttman born on July 3 in the German township of Tost, Upper Silesia, to Bernhard and Dorthea Guttman.

**1914 World War I begins**

**1917** Ludwig graduates high school early and volunteers at a local hospital as an orderly while he waits to be called up to serve in the war. At eighteen he is denied entry into the German Army due to an ongoing infection in his neck contracted through his work at the hospital.

**1918** Ludwig begins medical school at the University of Breslau.

**1919 World War I ends on June 29 with the signing of the Treaty of Versailles**

**1923** Ludwig passes his final medical exams and begins training as a neurologist under Dr. Otfried Foerster.

**1927** Ludwig marries Else Samuel.

**1928** Ludwig and Else move to Hamburg, Ludwig heads the neurology unit in a large university hospital to great success with talks of him gaining a post as a medical professor in the university. At the time he was the first neurosurgeon in a psychiatric hospital in the world.

**1929** Ludwig and Else return to Breslau, upon the urging of Dr. Foerster. Ludwig begins work as Foerster's neurology associate. He recalls many years later that this was one of the hardest decisions he was to make in his life.<sup>18</sup>

**1929** Son, Dennis, is born.

**1933** Daughter, Eva, is born.

**January 30: The Nazi Party Comes to Power**

**March 31: The Law for Restoration fo the Professional Civil Service excludes Jews from holding government jobs.**

April 1: Ludwig is fired from his position as head assistant under Dr. Foerster because he is Jewish.

**April 1: Nazi leadership organizes a boycott against Jewish shops owners and professionals. German citizens are encouraged to purchase goods and services elsewhere.**

**May 10: Books written by Jewish authors are publicly burned across Germany.**

July 10: Ludwig begins a new job as head of neurology in an all-Jewish hospital in Breslau.

**1934 After abolishing the office of president, Adolf Hitler becomes supreme leader "Führer" of Germany. There are no constitutional limits to his power.**

**1935 The Nuremberg Race Laws were passed on September 15 moving Germany from a democracy to a dictatorship.**

**1936 The Summer Olympics are held in Berlin. Anti-Jewish activities temporarily halt in order for Germany to appear a respectable member of the international community.**

**1937** Ludwig is promoted to medical director of the Breslau Jewish Hospital.

**1939** March 14: Ludwig and his family flee Germany for Oxford, England.

April: Ludwig begins work as a research fellow in neurology at the Radcliffe Infirmary in Oxford, England.

**September 1: World War II begins.**

October: Hitler authorizes a euthanasia program (T-4 program) to systemically kill Germans living with disabilities whom the Nazis deem "unworthy of life."

# TIMELINE: PART 2

- 1944** March 1: Ludwig opens the Spinal Injuries Center at Stoke Mandeville Hospital in Aylesbury, England, primarily to serve soldiers wounded in battle during World War II.
- 
- 1945** **September 2: World War II is officially over.**
- 
- 1948** July 29: The first Stoke Mandeville Games are held on the front lawn of the hospital. Sixteen ex-military members from two hospitals compete in one event-archery.
- 
- 1952** In their first year, the Stoke Mandeville Games are considered an international event when a Dutch team of war veterans with paraplegia compete in archery.
- 
- 1955** **The US sends its first team to compete in the Stoke Mandeville Games.**
- 
- 1957** The Stoke Mandeville Games are awarded the Fearnley Cup for outstanding achievement in the service of the Olympic Movement.
- 
- 1960** **The Stoke Mandeville Games are played in Rome, Italy to coincide with the Olympic Games. Later renamed, the 1960 event is recorded as the first official Paralympic Games.**
- 
- 1966** Ludwig is knighted by Queen Elizabeth for his services to people with disabilities. His title becomes Sir Ludwig Guttman.
- 
- 1967** At sixty-seven years of age, Ludwig retires as director of what is now recognized as the National Spinal Injuries Center at Stoke Mandeville Hospital.
- 
- 1968** Ludwig raises funds to build the first sports stadium for people with disabilities on the grounds near Stoke Mandeville Hospital.
- 
- 1976** Ludwig is elected Fellow of the Royal Society for his contributions to neuroscience.
- The first Winter Paralympics take place in Örnsköldsvik, Sweden. Athletes with other disabilities (blind, visually impaired, amputees) begin to compete.**
- 
- 1980** Sir Ludwig Guttman dies on March 18, 1980, at the age of eighty, in Aylesbury, England. The sports stadium he helped establish is renamed the Ludwig Guttman Sports Center for the Disabled.
- 
- 1988** **From this year to the present, the Paralympic Games are held in the same host cities as the Summer and Winter Olympics Games.**
- 
- 2016** **More than 4,000 athletes from 159 countries compete in the Paralympic Games in Rio de Janeiro, Brazil.**

# TRANSCRIPT

## *Lesson: Dr. Ludwig Guttman and the Origins of the Paralympic Games*

### ***Clip One: Begin 28.46 - 33.31***

---

#### **EVA LOEFFLER**

Jonnie Peacock was running and there were 80,000 people in the Olympic stadium. And they weren't shouting and clapping and cheering because they were seeing disabled people, they were shouting because they were seeing a great sporting event. And that just brought it home to me, what the Paralympics mean. My father did start something quite amazing and I am very, very proud of him. He was a neurosurgeon and neurologist and he was reckoned to be the next top man in Germany, though he was in his thirties, building up his career and bringing two children into the world. Suddenly, it was all taken away.

#### **NEWSREADER**

Berlin's great day dawns with the arrival of the Olympic flame at the end of its two thousand mile journey from Greece.

#### **ADOLF HITLER**

(Speaking German)

#### **EVA LOEFFLER**

Hitler came to power and he immediately said all Jewish academics and teachers and scientists and doctors could no longer work in normal hospitals or universities. So he lost his job, just like that, because he was a Jew. He came to Breslau and became head of the Jewish hospital there, because he was allowed to work in a Jewish hospital.

#### **LUDWIG GUTTMANN (SUBTITLED ENGLISH )**

On the 9th of November I took my car and went to the synagogue. And there, the whole thing was surrounded by hundreds of people, burning, and SS men playing football with prayer books. I stood there and realised my tears were running down, but I became quite determined to help persecuted people.

#### **EVA LOEFFLER**

Kristallnacht, where a lot of Jews were beaten up, about sixty men came to the hospital and my father had said, you must admit everybody who comes in.

#### **LUDWIG GUTTMANN (SUBTITLED ENGLISH )**

In my position I could help people, whether Christian or Jewish, it didn't matter. Help them to disappear under the nose of the Gestapo.

### **EVA LOEFFLER**

And the next day the Gestapo called and said, you must come to the hospital immediately. And my mother said to my father, take your boots and your overcoat, because she thought he would be taken to the concentration camp.

### **LUDWIG GUTTMANN (SUBTITLED ENGLISH)**

I went to the hospital and there were three SS officers sitting there. "Sixty four people were admitted how can you explain this?" I discussed every case and of course I invented all sorts of diagnoses you see. Out of the 64 people - I saved 60.

### **EVA LOEFFLER**

I remember crossing into France and my mother crying and that made a big impression on me, she was leaving her family and she knew what might happen. It was (chuckles) raining when we got to England. It was all new and the language was different, I became quite frightened, there was a big queue of refugees coming, because we were refugees.

### **LUDWIG GUTTMANN (SUBTITLED ENGLISH)**

In came the immigration officer and said 'Who are the little children in the background?' And my wife said, 'Ours.' 'Will you please come first? Children shouldn't stay in a draught.' Now this knocked us both out for six. After all we had been through in Germany, that simple man saying 'Children shouldn't stay in a draught' - then my confidence in humanity came up like this, and it has never wavered.

**End Clip: 33.31**



## ***Clip Two Begin: 41.44***

---

### **EVA LOEFFLER**

My father said, I dream of the time when disabled people will take part in the Olympic Games. Everybody thought what a crazy idea. In 1944, if you had a spinal cord injury, you didn't have much chance.

### **PHILIP CRAVEN**

They were brought back to Britain in open top coffins. The medical fraternity said, well they're no good anymore and they couldn't go back and fight so, you know, pump them up with morphine, then they die of infection within six months.

### **EVA LOEFFLER**

When they decided to open the Spinal Injuries Centre at Stoke Mandeville, nobody wanted to do it, because the patients died. When they offered the job to my father, he had all sorts of ideas how to help, he jumped at it. And he did this extraordinary treatment of turning them every two hours and really, that stopped the bed sores and they lived. And because he didn't have any staff, he stayed at the hospital and helped turn the patients every two hours. He was never at home (chuckles), I knew that he was being a, a very good doctor and doing something very special.

### **PHILIP CRAVEN**

So I'd have been dead, you know, if this guy hadn't come along.

### **ANDREW PARSONS**

Paraplegia is not the end of the way, it is the beginning of a new life.

### **PRINCE HARRY**

Sir Ludwig, his main goal, which, which was so simple, was to ensure that those individuals became tax payers.

### **ANDREW PARSONS**

And this means to be a citizen. It's not only about surviving, it's about being a useful human being, be a friend, be a member of your family, be your husband, your wife, someone, you know, someone like everyone else.

### **LUDWIG GUTTMANN**

It occurred to me that it would have been a serious omission not to include sport in the rehabilitation of handicapped people. That was probably one of the best thoughts I have ever had as a medical man.

### **PRINCE HARRY**

The hook is the sport. There isn't anything else in the world that can bring you back from the darkest places than sport.

### **LUDWIG GUTTMANN**

When I saw how sport is accepted by the paralysed, it was logical to start a sports movement. We had our first competition between paralysed ex-servicemen, sixteen only, on the very day of the 29th of July 1948, when the Olympic Games were opened in London.

### **EVA LOEFFLER**

They trained all the time to get fitter, to get better, to be faster, the movement just took off.

### **NEWSREADER**

Eighteen countries make a record entry for the International Paraplegic Games...

### **NEWSREADER**

Twenty two countries were represented at this year's International...

### **NEWSREADER**

Twenty six countries took part in the Stoke Mandeville games.

### **EVA LOEFFLER**

It just grew like topsy really.

### **EVA LOEFFLER**

Rome was the first time they managed to have Paralympic games. A lot of people thought it was something to do with being paralysed, but Paralympic was parallel to the Olympics.

### **ANDREW PARSONS:**

I think Guttman was really smart in realising sport movement will be a very important tool for challenging perceptions worldwide.

**End: 46.17**



THE PARALYMPIC  
*Movement*

“YOU KNOW IN THE PARALYMPIC SPORT, EVERYBODY HAS A STORY. IT COMES FROM THEM BREAKING BARRIERS TO BE ABLE TO ACHIEVE WHAT THEY WANTED TO ACHIEVE, LIVE ON AND LIVE LIFE, *even if others may think that you cannot.*”

## XAVIER GONZALEZ

INTERNATIONAL PARALYMPIC  
COMMITTEE CHIEF EXECUTIVE (2004-  
2019)





**Teacher Note:** It is strongly encouraged for students to watch *Rising Phoenix* in its entirety before beginning these lessons either in class (allocate two class periods) or at home with their families. However, if watching *Rising Phoenix* is not possible, film clips are curated and aligned with each lesson.

As you work through the lessons, keep the intersectional lens in mind —while these world-class athletes all have disabilities, they also have different life experiences and identities shaped by their geography, race, class, and other factors.

### *Overview*

---

In this lesson, students will learn more about the growth of the modern Paralympic movement. The Paralympics brings visibility to the community of people who are disabled, celebrating the athleticism and achievement of the athletes, and also the connection between the athletes and the audience of non-disabled people. This visibility brings the potential to transform lives in many ways, from the infrastructural changes to make public transportation accessible in Paralympic cities, to increased employment, to increased positive perceptions of people with disabilities. Students will begin with a critical media analysis of historical footage of previous Paralympic Games, and what it reveals about societies' perceptions of and assumptions about people with disabilities. They will learn about the stories and impacts of the Paralympics in the cities where it has taken place, and create their own visual representations of the Paralympic Games.



## ***Lesson Objectives***

---

By the end of this lessons, students will:

- ▶ Critically analyze media coverage of people with disabilities
- ▶ Learn about the growth of the Paralympic Games, and some of the impacts in each of the cities where they have taken place
- ▶ Create their own visual representation of the Paralympic Games

## ***Subject Areas***

---

Disability Studies, Social Studies, Media Literacy, English Language Arts, Arts and Visual Media

## ***Materials***

---

- ▶ Equipment to project suggested videos, access to the internet
- ▶ Copies of **Handout One, Media Analysis Note Catcher**
- ▶ **Handout Two: Growth of the Paralympic Games.** Print out one copy and cut into a stack of small cards to pass out to students.
- ▶ Materials for creation of visual representations (poster board, markers, etc.)

## ***Length***

---

Two, 55-minute class periods

# ACTIVITY

## *1. Pair/Share: Representation Matters*

---

Ask students to find a partner and think together about a character or television presenter, political leader, or any other image of a person with a disability they have seen on TV. How many can they think of? What was that person like? If fictional, was the actor who played the character a person with a disability? Was the person a lead character, or a side role? What did you learn about the person, other than their disability?

If you can't think of a person or character, what does that communicate to you?

Come back together as a group and share a bit about their paired discussions. As a large group, ask students to discuss why and whether media representation matters to the lives of everyday people.

## *2. Evolution of Representation - The Paralympic Games*

---

Introduce that idea that our societal assumptions about disability can vary according to the “model” or the lens through which we see people with disabilities. The following are several models through which disability can be seen:

- ▶ **Charity/Pity Model:** In this model, people with disabilities are victims and seen as in need of charity, and/or pity, and are a burden.
- ▶ **Medical Model:** In this model, the disability is a deficiency or aberration, and the remedy is to cure the problem and/or make the people with disabilities appear as ‘normal’ as possible.
- ▶ **Social/Human Rights Model:** In this framework the disability is a difference, not a problem. The challenge is with the interaction between the person and environments and attitudes that exclude people with disabilities.<sup>19</sup>

Many other models exist, such as the “identity model” where disability offers an identity to be embraced, or the “minority model” where the experiences of the community of people with disabilities is akin to other communities like race, class, or religion.<sup>20</sup>

These lenses are helpful to use and assess when thinking about how to shift towards more inclusive models like the social/human rights model to build more accessible communities.

Test for understanding of these models with students by asking for definitions and examples in their own words.

Go back to some of the examples of characters with disabilities the students thought of in the opening exercise and ask what model they represent?

Distribute Handout One and explain to students that they will be watching three different videos from different eras of the Paralympic Games. Using Handout One: Note Catcher, students will analyze the videos and come back together for a group discussion.

**Stoke Mandeville Spinal Unit's Sports Festival aka International Paraplegic Games (1955)**

[https://www.youtube.com/watch?time\\_continue=5&v=XO\\_vgbqzZLA&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=5&v=XO_vgbqzZLA&feature=emb_logo)

**Stoke Mandeville 1984:** <https://www.youtube.com/watch?v=56UmbSmYYq8>

**Rio Trailer 2016:** <https://www.youtube.com/watch?v=locLkk3aYlk>

**Large Group Discussion Questions:**

- ▶ What stood out to you as you completed your analysis?
- ▶ In what ways did the videos and images change over time?
- ▶ Which of the models we discussed did you see?
- ▶ What do you think is the impact of how people with disabilities are portrayed in the media on people with disabilities? On able-bodied people?

**Watch Film Clip 2 (Opening - 7:53)**

Explain to students that they are watching the film clip separately from the others because it is a different type of media, documentary film, than the clips which were all news and/or publicity pieces by and for the Paralympic Games. Take a moment to discuss those different types of media, and predict what differences they might see as a result.

Distribute another copy of Handout One for students who require more writing space, and have students take notes as they watch the film clip. Offer a minute or two after the film ends for students to complete their notes.

**Discuss:**

- ▶ Did any of your answers feel new? Share them out.
- ▶ How do you see the film clip in the line with the evolution of representation of people with disabilities? What model of disability do you think it represents?
- ▶ In the clip, swimmer Ellie Cole says, "People have so many different physicalities in the Paralympics compared to the Olympics. In the Olympics, all the bodies look the same and in the Paralympics, none of the bodies look the same." Discuss what you think she means.
- ▶ Thinking back on all of the representations that you saw:
  - ▶ Did you learn something new? What was it and why?
  - ▶ What did you see that you liked or disliked?
  - ▶ What would you like to see more of, or learn more about?
  - ▶ What do you think is the impact of visibility and representation on people's day to day lives?

### ***3. Growth of the Paralympic Games***

---

**Teacher Note:** Print and cut the Handout: Growth of the Paralympic Games into a set of cards, one per student.

Explain to students that in celebration of the growth of the Paralympic Games, our class will acknowledge each game and reflect upon the athletic, institutional, and country-wide achievements that occurred as a host city through this activity.

**Step 1:** Shuffle your Growth of the Paralympic Games cards and distribute the cards. If possible, only pass out one card per student.

**Step 2:** Have students stand up and arrange themselves chronologically starting in 1948 and continuing to 2016.

**Step 3:** After students have double-checked they are in the correct order, beginning in 1948 have each student read their card out loud.

**Step 4:** Have students return to the seats and debrief the exercise.

- ▶ What overarching themes did they notice across time and country?
- ▶ What questions came up as they heard the chronology?
- ▶ What is one game that stood out to them more than others? Why?

### ***4. Closing - Create Your Own Representation - Tokyo 2021***

---

Based on all of these exercises, think about the upcoming Paralympic Games planned in Tokyo in 2021.

Reflect on the following questions:

- ▶ What stood out to you in the representations you saw that you liked? Why did you like it?
- ▶ What messages have you learned or absorbed that you would like others to hear?

Based on your answers, create a visual representation of the Paralympic Games that will contribute to the movement, and encourage people to watch and/or participate in Tokyo 2021. This may take the creative form of a spoken word poem, poster, short video, infographic, collage, or other expression. Include an artist's statement that explains your model of disability, the inspiration and the intentions of your piece.

# HANDOUT ONE: MEDIA ANALYSIS NOTE CATCHER

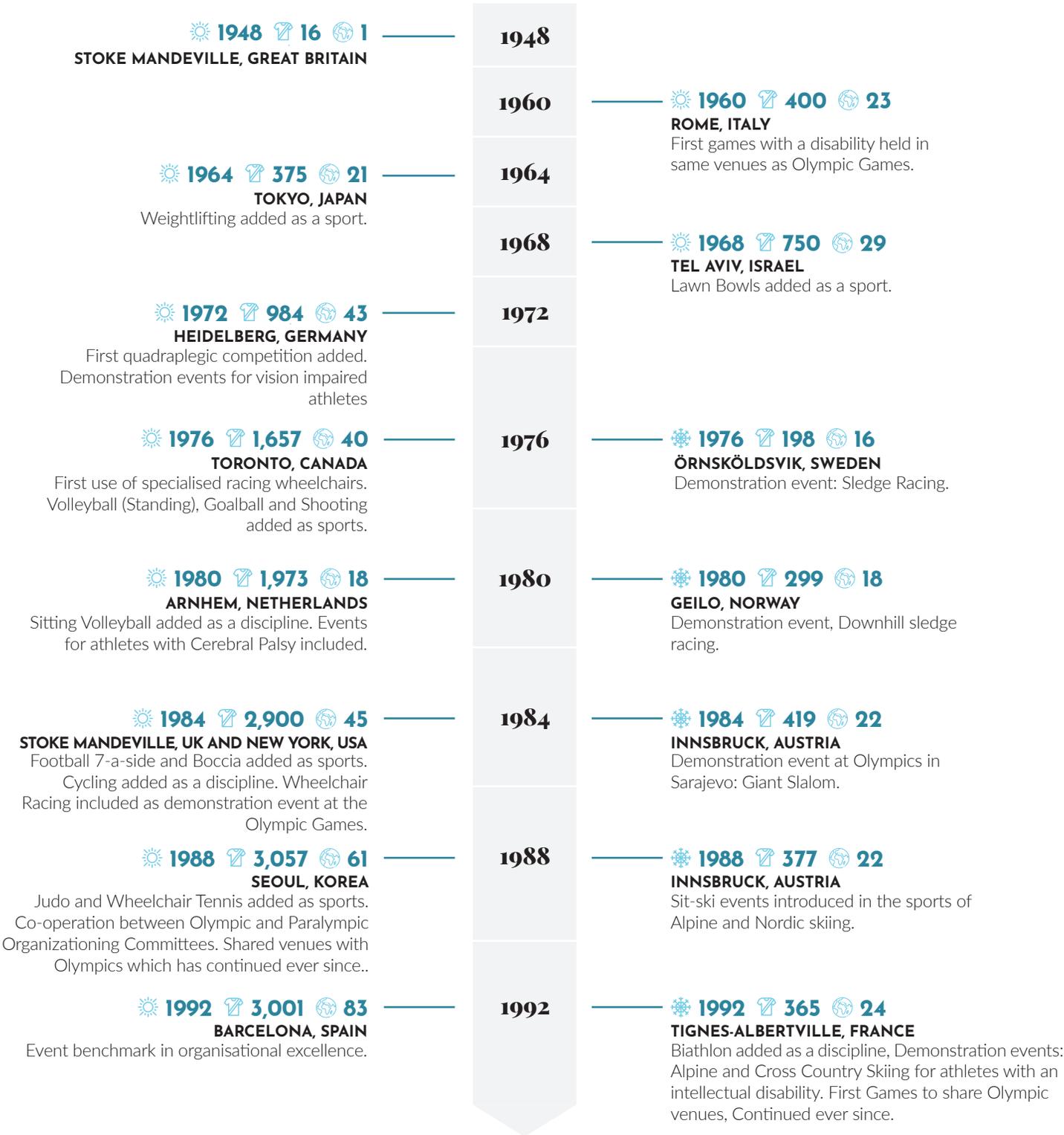
## *Media Coverage of the Paralympics, 1955, 1984, and 2016*

For each video, make notes for each question:

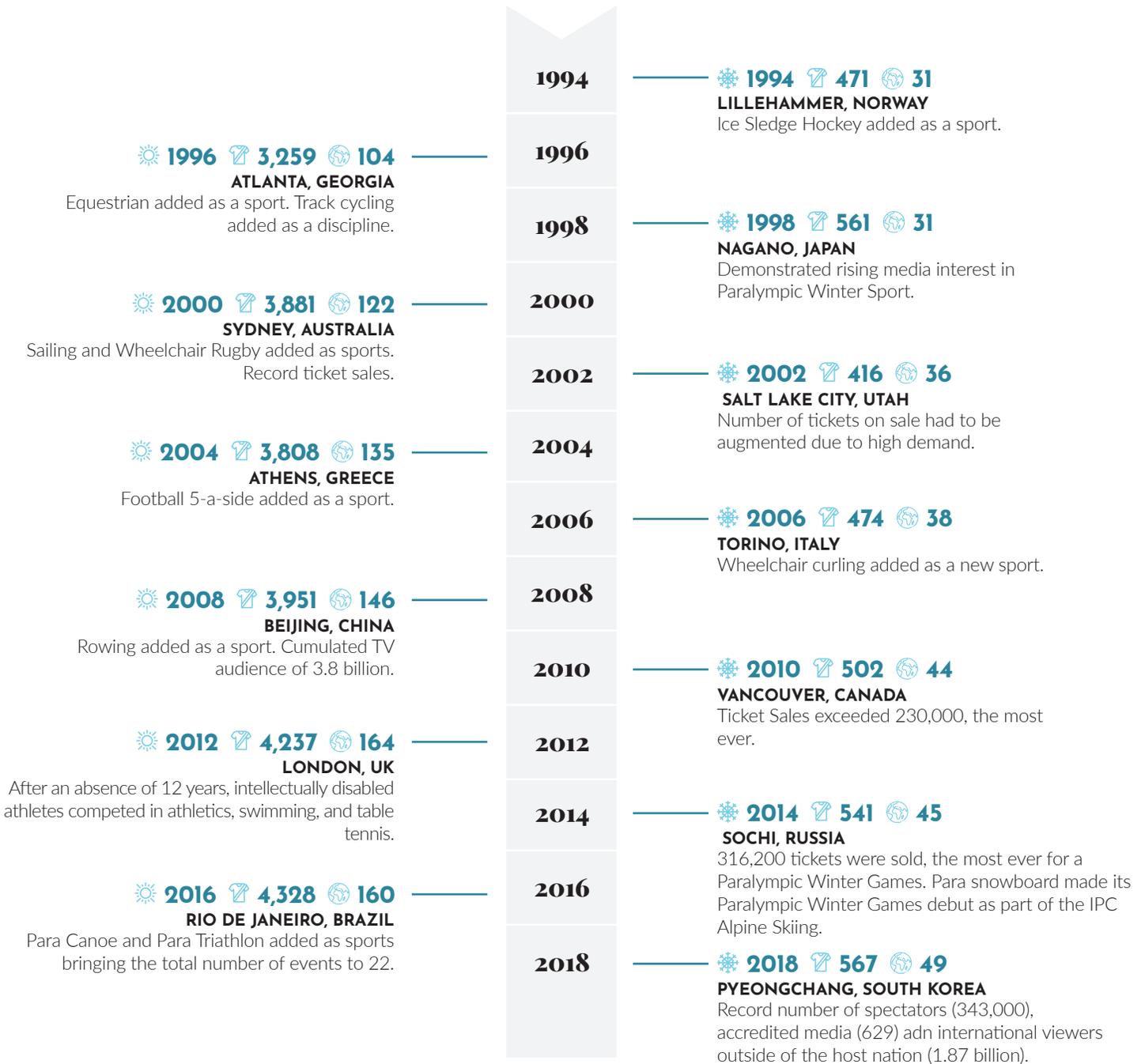
- 1. Who made the piece, and who is the audience?**
- 2. Do you think this piece has a charity, medical, or social model? Give examples.**
- 3. What terms do you see or hear to refer to people with disabilities?**
- 4. Is there a narrator of the piece? If so, are they a person with a disability?**
- 5. Is there music in the background? What is it, and what message does it communicate?**
- 6. People of which race and/or economic class are represented? Is anyone missing?**
- 7. Is the video itself accessible for people with visual or hearing impairments?**
- 8. What else do you notice? Is there anything surprising?**
- 9. What do you notice changes about the pieces over time?**

# GROWTH OF THE PARALYMPIC GAMES

 SUMMER GAMES	 ATHLETES
 WINTER GAMES	 COUNTRIES



 SUMMER GAMES	 ATHLETES
 WINTER GAMES	 COUNTRIES





MEET THE  
*Paralympians*

“THE OLYMPICS IS WHERE HEROES ARE CREATED. *The Paralympics is where the heroes come.*”

**XAVIER GONZALEZ**  
RISING PHOENIX





**Teacher Note:** It is strongly encouraged for students to watch *Rising Phoenix* in its entirety before beginning these lessons either in class (allocate two class periods) or at home with their families. However, if watching *Rising Phoenix* is not possible, film clips are curated and aligned with each lesson.

As you work through the lessons, keep the intersectional lens in mind—while these world-class athletes all have disabilities, they also have different life experiences and identities shaped by their geography, race, class, and other factors.

## *Overview*

---

The Paralympic Games has been called one of the best sporting events in the world. Harry, Duke of Sussex commented in *Rising Phoenix*, “What they saw [at the London 2012 Paralympics] was undoubtedly better than the Olympics itself. To see individuals like that go on and achieve what they’ve achieved, no amount of books that you read, no amount of teaching in class that you can have is going to give you the same inspiration as being able to watch something which you’ve been told is impossible.”

The Paralympic games creates enormous visibility for the global community of people with disabilities in a way that is unique—the Paralympians are celebrated because of their athleticism. Their disabilities are a part of them, but do not define them. During the games, their physicality becomes secondary to the determination and focus it takes to become a world-class athlete.

This film offers a glimpse into the ways sports and sporting events can connect and inspire people across the spectrum of ability. In this lesson, students will choose an athlete from the film with whom they can connect, learn more about that person and their sport, and reflect on how that person’s Paralympic values might have value in their own lives.



## ***Essential Questions***

---

- ▶ What are the values of the Paralympic movement?
- ▶ In what ways does Paralympic achievement influence a global audience?
- ▶ What do we gain from learning more about the Paralympians?

## ***Lesson Objectives***

---

By the end of this lessons, students will:

- ▶ Articulate the stated values of the Paralympic Games
- ▶ Learn more about Paralympic sports and the pathway to become a paralympian through the story of their chosen athlete
- ▶ Reflect on how some aspect of that athlete's character might have meaning in their own lives

## ***Subject Areas***

---

Disability Studies, Social Studies, Media Literacy, English Language Arts, Arts and Visual Media

## ***Materials***

---

- ▶ Equipment to project the film clip
- ▶ Access to the internet to research the students' chosen athletes and/or Paralympic sports

# ACTIVITY

## *1. Explore the Four Values of the Paralympic Games*

---

Read out loud the four values from the [Paralympic Website](#)

- ▶ **Courage:** It encompasses the unique spirit of the Paralympic athlete who seeks to accomplish what the general public deems unexpected, but what the athlete knows as a truth.
- ▶ **Determination:** The manifestation of the idea that Paralympic athletes push their physical ability to the absolute limit.
- ▶ **Inspiration:** When intense and personal affection is begotten from the stories and accomplishments of Paralympic athletes, and the effect is applying this spirit to one's personal life.
- ▶ **Equality:** Paralympic Sport acts as an agent for change to break down social barriers of discrimination for persons with an impairment.
  - What do you understand about these values?
  - From what you know of the film already, how do you see these values reflected?
  - What are some of your lived experience and the formative events that signify the values of courage, determination, inspiration, and equality?

## *2. Watch the Film Clip Four (1:19:41-1:30:30 runtime: 11:49)*

---

### **Discuss:**

- ▶ What stood out to you as you watched the clip?
- ▶ Why did the stands start to fill up in Rio?
- ▶ What do you think it is about sports that brings people together, connects them?
- ▶ What examples in the clip did you see of courage, determination, inspiration, and equality?

### 3. Meet the Paralympians

---

Have students use the website <https://www.paralympic.org/athletes>, and other reliable resources on the internet to research an athlete in the film that they connect with or admire, and create a biographical sketch of that person.

As students learn more about their athlete, keep these questions in mind:

- ▶ How does the athlete represent themselves and their identities?
- ▶ What is the athlete's source of inspiration?
- ▶ How does that athlete get support for their training?
- ▶ In what ways does the athlete demonstrate the Paralympic values?

**Remind students that paralympians are whole people:** All of the Paralympians are world-class athletes. They all have disabilities that came about in different ways and at different times in their lives. Additionally, they come from different nations, race, class, religious backgrounds, and have different life experiences.

**Here is a list of athletes in the film to refresh their memories:**

#### **Jean-Baptiste Alaize**

France | Athletics

*"Falling, getting up again. Falling, getting up again – that's life. And this is relevant for many people. And I understood it... very early. And today - sport is what has saved me."*

#### **Ryley Batt**

Australia | Wheelchair Rugby

*"Everybody has a superpower that they find out at some point in their lives."*

#### **Ellie Cole**

Australia | Swimming

*"It's like this unspoken mission that we have, every Paralympian has had a life where they've been told, time and time again, that, you know, life is going to be too impossible for them."*

#### **Ntando Mahlangu**

South Africa | Athletics

*"Let's forget about the stadiums being packed. Yes, it plays a big role, yes, you want people to come and support. But I'm representing a billion people and it's amazing. It's actually a big thing to represent where I come from, because I would never forget my roots."*

### **Tatyana McFadden**

USA | Athletics and Skiing

*"I think the moment I sat in that racing chair, I just, I don't know, I just, I knew it was for me. It was something like I'd never felt before, freedom and that I could go really fast. I was so in the zone, I didn't really care about anything else, nothing was wrong in the world."*

### **Jonnie Peacock**

United Kingdom | Athletics

*"In 2011, any interview I did, pretty much the first question was how did you lose your leg? In the months leading up to London and constantly after London, it was all about the sport and there was a huge shift from story to sport and that was incredible for me to see."*

### **Matt Stutzman**

USA | Archery

*"One thing that caught my attention the most was cars. I can drive it with my feet and outrace 90% of the people around me. The car doesn't stereotype the driver, like it doesn't care if you have arms or don't have arms, it just wants to be driven. That's why I fell in love with archery, a bow just wants to be shot."*

### **Bebe Vio**

Italy | Fencing

*"(Fencing with no arms and no legs) was impossible at the beginning, but everything is impossible at the beginning. You just need to, to, to believe in yourself, just go ahead, do whatever you want."*

### **Cui Zhe**

China | Power Lifting

*"As I was disabled at a very young age, my family never had high expectations for me. They just wondered what I would do when I grew up, how would I support myself. ... I was born to a family that was not rich. (Sports) had opened a door for me."*

## 4. Reflective Writing

---

Provide time for students to do some reflective writing on the athlete that they chose. Questions they might address in their writing include:

- ▶ What about this person resonates with you?
- ▶ What qualities and traits about them would you hope to achieve in your own life?
- ▶ How have you strived, up to this point, to achieve those qualities? What has helped you succeed? What has challenged you?



# GLOSSARY <sup>23</sup>

***Ableism:*** A set of beliefs and practices, often unconscious, that discriminate against and devalue people who have disabilities.<sup>24</sup>

***Disability:*** A general term used to describe a functional limitation of some aspect of daily living, such as learning, breathing, walking, or eating. The term has varying legal definitions in different states and nations. Disabilities can be visible or invisible.

***Identity-First Language:*** Signifies that a person feels their disability (or other identity) is the descriptor they would like understood first about them.

***Intersectionality:*** The idea that oppression of specific identities works differently in a person who has multiple marginalized identities, such as physical ability, sexual orientation, race, class, and others.<sup>25</sup>

***Paralympics:*** International sporting competition held “parallel” to the Olympic games.

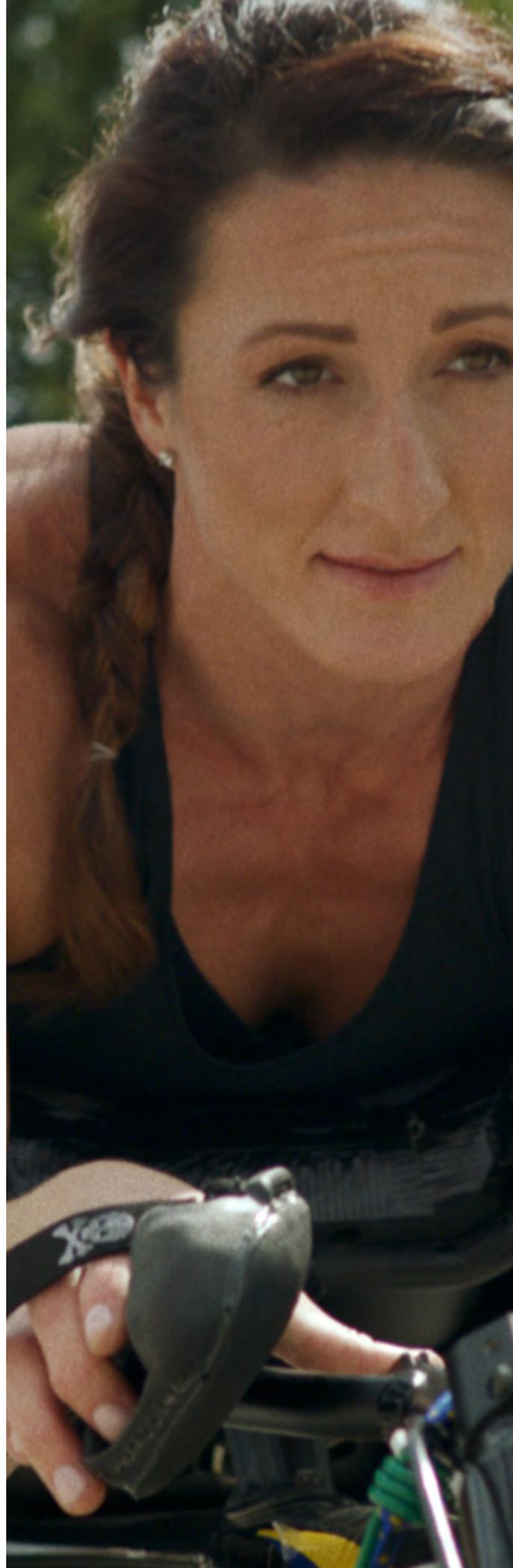
***Person-First Language:*** Avoids defining a person by their disability, a practice of putting the person first, as in “person with a disability” rather than “disabled person.”

***Suffers from/victim of/afflicted with/stricken with:*** When used to refer to a disability, assumes the person with the disability is suffering, which is not always the case.

***Wheelchair user/Person who uses a wheelchair:*** In place of more common phrases like “wheelchair-bound” or “confined to a wheelchair,” these terms remove judgement that use of a wheelchair is bad or limiting.

# ENDNOTES

- 1 In 2016 more than four thousand athletes competed in Rio de Janeiro, Brazil from 154 countries. A cumulative 4.1 billion people watched on television in more than 150 countries while 1.6 billion engaged via digital media. More than 2.15 million spectators filled the venues. More countries than ever before won at least one medal and the Games were by far the best in terms of athletic performance. *International Paralympic Annual Report, 2016*. [https://www.paralympic.org/sites/default/files/document/170824082342043\\_IPC+Annual+Report+2016\\_Accessible.pdf](https://www.paralympic.org/sites/default/files/document/170824082342043_IPC+Annual+Report+2016_Accessible.pdf)
- 2 Sir Philip Craven was the International Paralympic President (2001-2017) and former wheelchair basketball, swimmer and track and field Paralympian. <https://ncj.org/style-guide/>
- 3 [https://nces.ed.gov/programs/coe/indicator\\_cgg.asp#:~:text=In%202018%E2%80%9319%2C%20the%20number,of%20all%20public%20school%20students](https://nces.ed.gov/programs/coe/indicator_cgg.asp#:~:text=In%202018%E2%80%9319%2C%20the%20number,of%20all%20public%20school%20students).
- 4 [https://www.who.int/disabilities/world\\_report/2011/report/en/#:~:text=Disability%20data-,World%20report%20on%20disability,a%20figure%20of%20around%2010%25](https://www.who.int/disabilities/world_report/2011/report/en/#:~:text=Disability%20data-,World%20report%20on%20disability,a%20figure%20of%20around%2010%25).
- 5 Testimonial of Dr. Guttman, Reel 3-23:48-24:30) <https://www.iwm.org.uk/collections/item/object/80004556>
- 6 <https://www.si.com/more-sports/2012/08/28/sir-ludwig-guttman-paralympics>
- 7 This content has been adapted from <https://www.thehistorypress.co.uk/articles/dr-Guttman-and-the-paralympic-movement/>
- 8 Testimonial of Dr. Guttman, Reel 2-10:43-20:20) <https://www.iwm.org.uk/collections/item/object/80004556>
- 9 The origins of the British Society Protection of Science and Learning trace back to 1933 and the Academic Assistance Council. "In, all some two thousand people were saved in those early years, and helped to build new lives. Sixteen won Nobel Prizes; eighteen were knighted; over one hundred became Fellows of The Royal Society or The British Academy. Their contribution to British scientific, intellectual and cultural life was enormous." <https://www.cara.ngo/who-we-are-our-history/>
- 10 <https://www.iwm.org.uk/collections/item/object/80004556>
- 11 From the Imperial War Museum, <https://www.iwm.org.uk/history/what-you-need-to-know-about-the-dunkirk-evacuations>, <https://www.iwm.org.uk/history/7-photos-from-the-dunkirk-evacuations>
- 12 Testimonial of Dr. Guttman, Reel 3-11:15-16:20) <https://www.iwm.org.uk/collections/item/object/80004556>
- 13 Testimonial of Dr. Guttman, Reel 3-18:38-22:35) <https://www.iwm.org.uk/collections/item/object/80004556>
- 14 [http://mandevillelegacy.org.uk/documents/Eva\\_Loeffler\\_full\\_interview.pdf](http://mandevillelegacy.org.uk/documents/Eva_Loeffler_full_interview.pdf)
- 15 [https://www.youtube.com/watch?v=K\\_OGy-WK3Tw](https://www.youtube.com/watch?v=K_OGy-WK3Tw)
- 16 [http://www.mandevillelegacy.org.uk/documents/Caz\\_Walton.pdf](http://www.mandevillelegacy.org.uk/documents/Caz_Walton.pdf)
- 17 Testimonial of Dr. Guttman, Reel One: 17:25 - 19:50 <https://www.iwm.org.uk/collections/item/object/80004556>
- 18 <https://www.miusa.org/resource/tipsheet/disabilitymodels>
- 19 <https://www.disabled-world.com/definitions/disability-models.php>
- 20 All information adapted from <https://www.paralympic.org/paralympic-games/winter-overview> and <https://www.paralympic.org/paralympic-games/summer-overview>
- 21 <https://www.paralympic.org/feature/what-are-paralympic-values>
- 22 Unless otherwise noted, definitions are adapted from the National Center on Disability and Journalism: <https://ncdj.org/style-guide/#A>
- 23 <http://cdrnys.org/blog/uncategorized/ableism/>
- 24 <https://www.law.columbia.edu/news/archive/kimberle-crenshaw-intersectionality-more-two-decades-later>



# R I S I N G P H O E N I X

THE EDUCATIONAL CONTENT FOR *RISING PHOENIX* WAS DEVELOPED BY



***Rising Phoenix*** has an MPA rating of PG-13 for “thematic content, brief violent images, some strong language, and for brief suggestive references.”