

# THE RESOURCE LIBRARY



# THE RESOURCE LIBRARY

## Click to enter

The OVEP Toolkit is a set of free resources designed to enrich any educational curriculum with Olympic-themed activities, teaching strategies and inspirational materials. It can be put into action by teachers and instructors, coaches and sports clubs, governments and educational authorities, members of the Olympic Family, and even parents at home.

The Resource Library contains a rich selection of background information, inspirational materials such as videos and examples of grassroots programmes that complement the programme activities.

The concept behind The Resource Library is to gather and share collective knowledge that exists in a values-based learning framework. We would like to thank those who have already contributed to this digital interface.

If your organisation would like to be part of The Resource Library, please contact us at [ovep@olympic.org](mailto:ovep@olympic.org)

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# THE RESOURCE LIBRARY

Please note for ease of use all files have been listed alphabetically

Key to icons:  PDF  Word  Link  Reference  Video  Shortcut

# THE RESOURCE LIBRARY

## 00. OVEP Resources

# THE RESOURCE LIBRARY

## 01. Introduction to values-based education

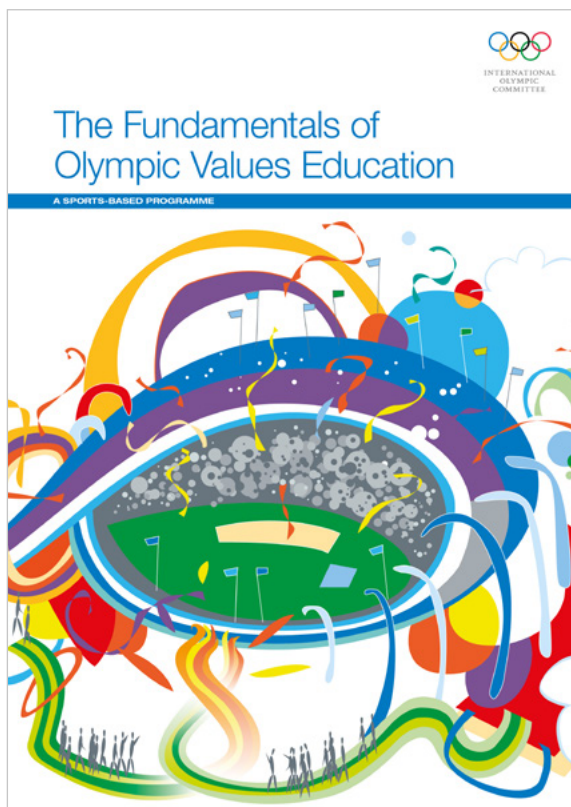
# THE RESOURCE LIBRARY

## 02. Values in practice

## 03. Resources for delivering values-based learning

## 00. OVEP Resources

### FUNDAMENTALS MANUAL



***The Fundamentals of  
Olympic Values Education:  
A Sports-Based Programme***

### **The Fundamentals of Olympic Values Education: A Sports-Based Programme**

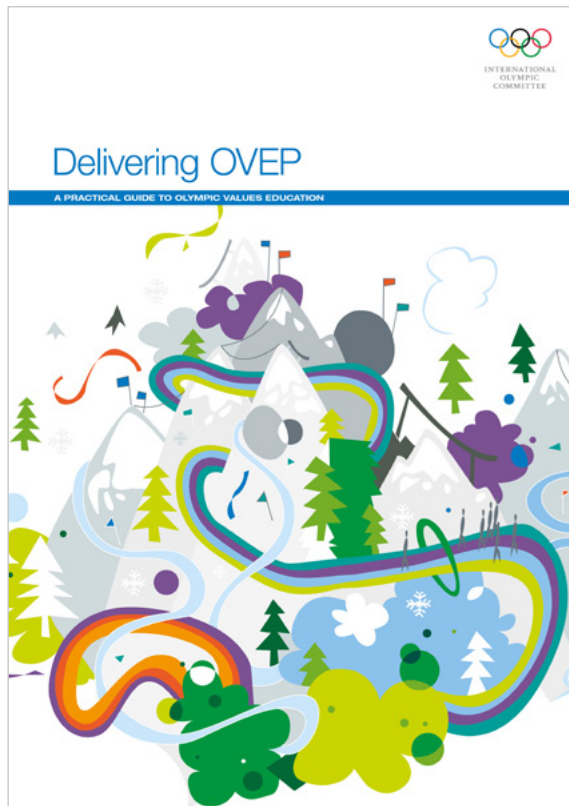
This is the official core resource for the programme and the primary knowledge base within the framework for the delivery of the OVEP. It consists of four sections:

- **Section 1: Introduction to Olympic Values Education**  
Explores the principles of Olympism and the Olympic educational themes.
- **Section 2: Celebrating Olympism through symbols, ceremony and art**  
Connects the core elements of the Olympic Games to values-based educational opportunities.
- **Section 3: Delivering Olympism through sport and the Olympic Games**  
Discusses how the Olympic Movement has adapted to opportunities and challenges facing the world through initiatives such as the Youth Olympic Games (YOG), providing opportunities for women, and recognising the importance of sustainability when hosting games.
- **Section 4: Teaching the educational themes of Olympism**  
Explores the importance of the Olympic educational themes and addresses contemporary issues that challenge the world's youth.



## 00. OVEP Resources

### DELIVERING OVEP



### **Delivering OVEP: A Practical Guide to Olympic Values Education**

This guide will assist you in delivering the IOC's Olympic Values Education Programme. This document identifies 21st century teaching strategies and learner competencies that are used to successfully implement the programme. Numerous pedagogical strategies and examples of practical ways to implement OVEP are discussed.



**Delivering OVEP:  
A Practical Guide to  
Olympic Values Education**

## 00. OVEP Resources

### ACTIVITY SHEETS



### **Activity Sheets:** **Exercises to Support Olympic Values Education**
















Each Activity Sheet is a printable guide to a set of hands-on learning exercises that take the Olympic themes, symbols, traditions, and provide students/learners with ways to experience this material through creative and thought-provoking activities.

The Activity Sheets are differentiated to meet the developmental capabilities of students from the primary years to the upper years of secondary High School.

- 01**  *Baron Pierre de Coubertin and the Olympic Movement*
- 02**  *The Olympic symbol*
- 03**  *Flying the flag*
- 04**  *The Olympic motto: Citius, Altius, Fortius*

## 00. OVEP Resources

### ACTIVITY SHEETS

- |    |   |    |  |
|----|---|----|--|
| 05 |  <a href="#"><i>Igniting the spirit: the Olympic flame</i></a> | 13 |  <a href="#"><i>Sport and art in the modern Olympic Games</i></a>   |
| 06 |  <a href="#"><i>The Olympic Games opening ceremony</i></a>     | 14 |  <a href="#"><i>Logos and mascots</i></a>                           |
| 07 |  <a href="#"><i>The Olympic Games closing ceremony</i></a>     | 15 |  <a href="#"><i>The Olympic Museum</i></a>                          |
| 08 |  <a href="#"><i>The Olympic oaths</i></a>                      | 16 |  <a href="#"><i>The Olympic sports programme</i></a>                |
| 09 |  <a href="#"><i>The Olympic Truce</i></a>                     | 17 |  <a href="#"><i>The Youth Olympic Games (YOG)</i></a>              |
| 10 |  <a href="#"><i>Peace and the Olympic Games</i></a>          | 18 |  <a href="#"><i>Breaking through barriers: women in sport</i></a> |
| 11 |  <a href="#"><i>The Peace Heritage Game</i></a>              | 19 |  <a href="#"><i>The Paralympics: "Spirit in Motion"</i></a>       |
| 12 |  <a href="#"><i>Sport and art in Ancient Greece</i></a>      |    |  |

## 00. OVEP Resources

### ACTIVITY SHEETS

- 20  *Hosting an Olympic Games*
- 21  *The Olympic Village*
- 22  *Sustainable development through the Olympic Games*
- 23  *Overcoming the challenges of an Olympic Games*
- 24  *Experiencing the joy of effort through sport and physical activity*
- 25  *Celebrating humanity: stories from the Olympic Games*
- 26  *Living by the rules of fair play*
- 27  *Practising respect for oneself and for others*

- 28  *My rights = my responsibilities*
- 29  *Making difficult choices*
- 30  *Doing your best by pursuing excellence*
- 31  *Perseverance and the Olympic Games*
- 32  *Resilience and the Olympic Games*
- 33  *Courage at the Olympic Games*
- 34  *Living an active, balanced and healthy life*

## 00. OVEP Resources

### ACTIVITY SHEETS

Additional activity sheets

## 00. OVEP Resources

### ACTIVITY SHEETS



***The New Zealand Olympic Committee –  
Olympic Ambassador Programme webpage***  
© 2016 The New Zealand Olympic Committee

## 01. Introduction to values-based education

### BACKGROUND



**Gresham College** – Parry, J. – *Olympism: Education*

© 2012 Gresham College



**International Olympic Academy (IOA)** – Keim, M. –  
*Respect for Diversity*

© International Olympic Academy (IOA)

## 01. Introduction to values-based education

### BACKGROUND



**Steenbergen, J., De Knop, P., & Elling, A.** (2001) – *Values and Norms in Sport, Critical Reflections on the Position and Meanings of Sport in Society, Meyer and Meyer Sport, Aachen, 33-56*

© 2001 Meyer & Meyer Sport (UK) Ltd



## 01. Introduction to values-based education

### ADVOCACY

The following Charters publications provide an international and intergovernmental viewpoint on sport advocacy.



### Quality Physical Education Policy Project



## 01. Introduction to values-based education

### ADVOCACY



**Let's Move** – *Let's Move! webpage*

© White House



**Magic Bus** – *Sport for Development: What role can sport play in sustained social change? video*

© Australian Sports Outreach



**True Sport** – *What Sport Can Do: The True Sport Report*

© 2008 Canadian Centre for Ethics in Sport



**World Health Organization (WHO)** –  
*Global Recommendations on Physical Activity for Health*

© 2010 World Health Organization (WHO)

## 01. Introduction to values-based education

### ADVOCACY



### Girl Effect

#### The Girl Effect: The clock is ticking video

For over a decade, the NIKE Foundation, inspired by Nike's belief in human potential, has been focused on investing in girls. In 2008 the NIKE Foundation, in collaboration with NoVo Foundation, United Nations Foundation and other partners, launched the Girl Effect movement. With the support of over 150 partners in 90 countries, NIKE Foundation and the Girl Effect movement have positively impacted the lives of millions of girls and influenced investment in them. [Click here to view video](#)

© 2010 GirlEffect.org



### International Olympic Committee (IOC)

#### Celebrating the power of sport video

In the space of a few minutes, and on the occasion of the first ever International Day of Sport for Development and Peace on 6 April 2014, Olympians, international leaders and young people in the video remind us how sport unites and inspires; how it can break barriers and make a real difference in communities and countries across the world. [Click here to view video](#)

© 2014 International Olympic Committee (IOC) – All rights reserved



United Nations  
Educational, Scientific and  
Cultural Organization

### United Nations Educational, Scientific and Cultural Organization (UNESCO)



***United Nations Educational, Scientific and Cultural Organization (UNESCO) – Values Education through Sport photobook***

© United Nations Educational, Scientific and Cultural Organization (UNESCO)



***United Nations Educational, Scientific and Cultural Organization (UNESCO) – Values Education through Sport video***

© United Nations Educational, Scientific and Cultural Organization (UNESCO)

## 01. Introduction to values-based education

### SCHOOL CURRICULUM



**Commonwealth of Australia** – *National Framework for Values  
Education in Australian Schools*

© 2012 Commonwealth of Australia

## 02. Values in practice

### GOOD PRACTICES



***International Olympic Committee (IOC) –***

***Olympic Values Education Programme***



© International Olympic Committee (IOC) – All rights reserved

## 02. Values in practice

### GOOD PRACTICES

### OLYMPISM



## International Olympic Committee (IOC)

### Voices and Faces of OVEP short clips

The OVEP community consists of a myriad of enthusiasts and educators from all different parts of the world. What they have in common is that they see the potential of sport, physical activity and play working together to engage and inspire future generations. These short clips will give you a brief glimpse of the different partners, settings and participants actively working with OVEP. You will see the diverse partners such as NOCs, IFs, youth leaders and young people sharing their experiences, learning and working behind the scenes to make this programme a success in their own cultural context. If you would like to share your national OVEP experience and initiative, please contact us at [ovep@olympic.org](mailto:ovep@olympic.org) to submit your short video.

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 <a href="#"><i>Tye</i></a>	 <a href="#"><i>Helen Brownlee</i></a>	 <a href="#"><i>Federated States of Micronesia (FSM) National Olympic Committee</i></a>
 <a href="#"><i>Lestly Ashby</i></a>	 <a href="#"><i>Prof. Silvia Dalotto Marco</i></a>	 <a href="#"><i>Said Fazlagic</i></a>
 <a href="#"><i>Tony Macfadyen</i></a>	 <a href="#"><i>Jordan Olympic Committee (JOC)</i></a>	 <a href="#"><i>Narin HajTass</i></a>
 <a href="#"><i>Makena</i></a>	 <a href="#"><i>Lucas O'Ceallachain</i></a>	 <a href="#"><i>Yarden Har-Lev</i></a>
 <a href="#"><i>Carl Thomas</i></a>	 <a href="#"><i>Sheila Stephens Desbans</i></a>	

## 02. Values in practice

### GOOD PRACTICES



#### ***Classrooms Champions USA –***

*Classroom Champions 2015 Report to Communities*

© Classroom Champions USA



#### ***Commonwealth of Australia – Snook, I. –***

*Values Education in Perspective: The New Zealand Experience*

© Commonwealth of Australia



#### ***Fight for Peace – Fight for Peace webpage***

© 2010 Fight for Peace (UK) – All rights reserved

Take a look at the video under “What we do”



#### ***International Olympic Committee (IOC) –***

*IOC Women and Sport Awards – Trophy Winner video*



© International Olympic Committee (IOC) – All rights reserved



#### ***International Olympic Committee (IOC) –***

*UN Women Executive Director: A message to the sport world video*



© International Olympic Committee (IOC) – All rights reserved

## 02. Values in practice

### GOOD PRACTICES



**Jordan Olympic Committee** – [Jordan Olympic Committee webpage](#)

© Jordan Olympic Committee – All rights reserved

Take a look at the *Generations For Peace* organisation under Initiatives.



**Keim, M. & Bouah, L. (2013)** – *Sport and Recreation on Robben Island, The International Journal of the History of Sport, 30:16, 1962-1975, DOI: 10.1080/09523367.2013.861129*

The article provides insight into an important part of South Africa's sport history that has not been explored yet: What was the role sport and recreation played on Robben Island in the days when it served as political prison? The research has been a collaborative project of the Department for Cultural Affairs and Sport, Western Cape Sports Council, Mayibuye Centre and the University of the Western Cape's Interdisciplinary Center for Sport Science and Development. Facilitated by the establishment of a 'Robben Island General Recreational Committee' in the 1960s, sport and recreation took a very special form on the Island. Unknown to South Africans and the world, during Apartheid, sport and recreation on Robben Island were used as a vehicle to unite people and to promote values of respect, integrity, dignity, teamwork and fair play as an integral part of a holistic person. Leisure activities became a place of triumph of human spirit, body and soul. The research facilitated the process of digitisation of archives from the Island. Numerous sources were discovered, giving an insight into the role of sport and recreation for many of South Africa's past and present leaders. The study also highlights the role sport and recreation played in the unique journey to freedom and democracy.

© 2013 Taylor & Francis



## 02. Values in practice

### GOOD PRACTICES



## British Olympic Association (BOA) & British Paralympic Association (BPA)

### Get Set webpage

Get Set is the British Olympic Association and British Paralympic Association's youth engagement programme. It was originally created as the official London 2012 education programme, to deliver against Lord Coe's vision to use the Games to inspire a generation of young people. The programme aims to give all young people the chance to learn about and live the Olympic Values of Excellence, Respect and Friendship and the Paralympic Values of Inspiration, Determination, Courage and Equality; build excitement about Team GB and ParalympicsGB, using the Olympic and Paralympic Games as a hook for learning and participation. The video below presents the Get Set to Make a Change Project developed at the Mowbray School Bedale. [Click here to access webpage](#)

Also have a look at the *Olympic and Paralympic Values* film under the resources section.

© British Olympic Association (BOA), British Paralympic Association (BPA) & Spirit of 2012 Trust Limited



### **British Olympic Association (BOA) & British Paralympic Association (BPA) –**

**Get Set to Make a Change: Mowbray School makes a HUGE change!**

© British Olympic Association (BOA) & British Paralympic Association (BPA)

## 02. Values in practice

### GOOD PRACTICES



### Canadian Olympic Committee

#### Canadian Olympic School Program webpage

The Canadian Olympic School Program seeks to create the excitement of the Olympic Movement in the classroom and throughout the school. The resources are aimed at sparking discussions about values, telling stories that inspire and encouraging students to work together to find creative solutions to suggested challenges and current issues. [Click here to access webpage](#)

© 2015 Canadian Olympic Committee



THE GIRL EFFECT

### Girl Effect

#### The Girl Effect: The clock is ticking video

For over a decade, the NIKE Foundation, inspired by Nike's belief in human potential, has been focused on investing in girls. In 2008 the NIKE Foundation, in collaboration with NoVo Foundation, United Nations Foundation and other partners, launched the Girl Effect movement. With the support of over 150 partners in 90 countries, NIKE Foundation and the Girl Effect movement have positively impacted the lives of millions of girls and influenced investment in them. [Click here to view video](#)

© 2010 GirlEffect.org



### International Inspiration (IN)

#### Webpage

IN is a unique charity that uses the power of sport to involve, inspire and positively impact upon the lives of children, young people and marginalised groups around the world—providing them with rights and opportunities that they may not otherwise have had. IN believes sport is an effective and high-quality tool to tackle some of the most pressing development issues, such as engaging more children in education, promoting human rights, gender equity and providing opportunities for children with disabilities to join sporting and social activities. [Click here to access webpage](#)

© 2013 International Inspiration – All rights reserved

## 02. Values in practice

### GOOD PRACTICES



### International Olympic Committee (IOC)

#### Compete, Learn & Share platform

Featuring videos, quizzes, stories and more, this one-stop shop of resources and tools organised around the five themes of the Youth Olympic Games' Learn & Share programme (Olympism, Athlete's Career, Well Being & Healthy Living, Social Responsibility and Expression) is designed to help young people become the best they can be both on and off the field of play

[Click here to access webpage](#)

© International Olympic Committee (IOC) – All rights reserved



### International Olympic Committee (IOC)

#### Sport & Active Society webpage

The IOC has long recognised that it has a significant advocacy role to play in the promotion of sport and physical activity at all levels around the world. This advocacy role has been reflected in the Olympic Agenda 2020 – the strategic road map for the future of the Olympic Movement - and is part of the “Olympism in action” programmes along with the Olympic Day, Olympic Values and Education, Women in Sport or Peace through Sports programmes for example. [Click here to access webpage](#)

Also have a look at the:

- Toolkit *Sport and Active Society Programmes: A Guide to Implementation*
- Case studies *Sport and Active Society Programmes How to Manage a Sport for All Programme?*

© International Olympic Committee (IOC) – All rights reserved

## 02. Values in practice

### GOOD PRACTICES



### International Ski Federation (FIS)

#### World Snow Day webpage

World Snow Day is the second phase of the 'Bring Children to the Snow' campaign. World Snow Day looks beyond the FIS membership to the wider snow sports community. It seeks to motivate children aged from 4–14 by encouraging all stakeholders to celebrate all things snow around the world simultaneously. In short, World Snow Day is the biggest day on snow all year. And World Snow Day is not a one-off event but is planned to be staged annually for years to come. [Click here to access webpage](#)

© International Ski Federation (FIS)



### Laureus

#### Give the Gift of Sport video

Video presenting the Laureus Sporting Legends with the aim to promote the Give the Gift of Sport to over 80 projects around the world. [Click here to view video](#)

© 2010 Laureus World Sports Awards Ltd – All rights reserved



### Libyan Olympic Committee

#### The Fairy Play Sabratha webpage

The project "The Fairy Play Sabratha" is proudly introduced by the Libyan Olympic Committee with the aim to foster the educational and cultural aspects of sport related to human values and development. The visual results of the project (photography and film) open up a wide range of promotion possibilities on a global level, including innovative educational strategies. [Click here to access webpage](#)

© Lukas Maximilian Hüller, Libyan Olympic Committee

## 02. Values in practice

### GOOD PRACTICES

#### Olympics Freeway Murals, Los Angeles

10 living master muralists, commissioned for the 1984 Olympic Arts Festival, painted the 1984 Olympics murals series that adorned Downtown LA freeways with 13 monumental fabulous murals. Since their placement on the freeways, however, vandalism graffiti has all but obliterated the fabulous, quality public works of art and has saddened millions of Los Angelinos and visitors. There has been a heartfelt desire over the years to restore all of the 13 murals, but efforts have always fallen short. However, the restoration and maintenance effort was put into action in April of 2011.



#### Project Litefoot

##### Webpage

Litefoot is a charitable trust led by top sportspeople. Since 2008 they've been competing against each other to see who can reduce their environmental impact the most. Their purpose is to inspire New Zealanders to be environmental champions. [Click here to access webpage](#)

© Project Litefoot

## 02. Values in practice

GOOD PRACTICES

OLYMPISM



### Right To Play International

Right To Play is the leading international humanitarian and development organisation using the transformative power of sport and play to build essential skills in children and thereby drive social change in communities affected by war, poverty and disease. For more manuals, have a look at their website. [Click here to access webpage](#)



*Red Ball Child Play: Trainer Manual*

© Right To Play International



*Right To Play International –  
Play Academy: Resources for Teachers*

© Right To Play International



*Red Ball Child Play: Games Manual*

© Right To Play International



*Red Ball Child Play: Leader Manual*

© Right To Play International



### UNICEF

#### Kicking The Ball For Girls' Education In Rural Nepal video

This is the story of 13-year-old Sabita from Solakhpur village in southern Nepal. Sabita, who plays football, talks about how sports has helped her in her education as well as personality development. [Click here to view video](#)

© 2015 UNICEF Nepal

## 02. Values in practice

### OLYMPISM



***Binder, D. (2012) – Olympic values education: evolution of a pedagogy, Educational Review, 64:3, 275-302***

Guided by the twentieth century hermeneutic idea that application co-determines understanding, this paper explores the conversations between theory and application that evolved during the implementation of three Olympic-related curriculum projects. Each of these projects was informed by specific fields then-current educational theory, and offered understandings and insights that were applied in the next project. These understandings guided the development of the toolkit for the Olympic Values Education Programme (OVEP) of the International Olympic Committee. The author suggests that the collective insights from this ongoing curriculum development process have the potential to provide a theoretical foundation for a pedagogy of Olympic Values Education. Roland Naul, another Olympic scholar, describes the approach to Olympic education that evolved from this process as a 'lifeworld' orientation, in which the Olympic ideals act as a motivation for learning activities in all aspects of life, integrated with active participation in sport and physical activity. Questions that are addressed during the discussions of the various projects include: What current educational theory will best support the flexible delivery of Olympic-related activities in support of school-based learning outcomes? How do children and youth learn positive behaviours and values, and what teaching methodologies support this learning? Do the Olympic values have relevance in cultural contexts other than the ones based on Euro-American traditions? Are they, as the Olympic Movement professes, universal? Are the methodologies proposed for teaching values in Euro-American contexts appropriate in other cultural contexts? How can international Olympic education and fair play initiatives represent global cultural perspectives?

© 2012 Routledge



***Gresham College – Parry, J. – Olympism: Ethics and Politics***

© 2012 Gresham College

## 02. Values in practice

### OLYMPISM



**Garcia, B. (2008)** – *One hundred years of cultural programming within the Olympic Games (1912–2012): origins, evolution and projections*, *International Journal of Cultural Policy*, 14:4, 361-376

The Olympic Games is recognised worldwide as the largest sports mega-event – certainly, the event attracting the largest amount of media coverage globally. As well as a sports event, the Olympics are a cultural phenomenon, with a history spanning more than 100 years and supported by a global network of organisations with an educational and intercultural remit that defines itself as a Movement an aspires to promote Olympism as a ‘philosophy of life’, headed by the International Olympic Committee. What is less known is that the Games also incorporate 100 years of Olympic cultural and arts programming and that such experience is playing a growing role defining or contributing to respective host cities’ cultural policies. This paper offers an overview of the cultural dimension of the Olympic Games and the development of Games-specific cultural programming. After an introductory section providing a discussion and framework to the notion of cultural policy-making within the Olympic Games, the paper presents an historical account of ‘official’ Olympic cultural programming, in the summer editions of the Games, from the initial conception by Pierre de Coubertin in 1906 up to the last implementations on occasion of the Sydney 2000, Athens 2004 and Beijing 2008 Games. The paper ends with a brief revision of the current challenges and prospects that the programme, now denominated by the Cultural Olympiad and spanning over four years, holds within the Olympic Movement and for future host cities such as London in the lead to 2012.

© 2008 Routledge



**Garcia, B. & Miah, A. (2012)** – *The Olympics: The Basics*, Routledge

*The Olympics: The Basics* is an accessible, contemporary introduction to the Olympic Movement and Games. Chapters explain how the Olympics transcend sports, engaging us with a range of contemporary philosophical, social, cultural and political matters, including:

- peace development and diplomacy;
- management and economics;
- corruption, terror and activism;
- the rise of human enhancement; and
- ethics and environmentalism.

This book explores the controversy and the legacy of the Olympics, drawing attention to the deeper values of Olympism, as the Olympic Movement’s most valuable intellectual property. This engaging, lively, and often challenging book, is essential reading for newcomers to Olympic studies and offers new insights for Olympic scholars.

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**International Olympic Committee (IOC)** –  
*100 Years of the Olympic Flag!*



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## 02. Values in practice

GOOD PRACTICES

OLYMPISM



### **International Olympic Committee (IOC) –**

*Factsheet: Opening Ceremony of the Olympic Winter Games*

© 2014 International Olympic Committee (IOC) – All rights reserved



### **International Olympic Committee (IOC) –**

*Factsheet: The Olympic Torch Relay*

© 2014 International Olympic Committee (IOC) – All rights reserved



### **International Olympic Committee (IOC) – Pierre de Coubertin**

*(1863–1937) Olympism: Selected Writings (2000), eds. Norbert Müller, International Olympic Committee (IOC)*

© 2000 International Olympic Committee (IOC) – All rights reserved



### **International Olympic Committee (IOC) – The Olympic Oath –**

*Opening Ceremony – London 2012 Olympic Games video*

© 2014 International Olympic Committee (IOC) – All rights reserved



### **International Olympic Committee (IOC) –**

*YOG 2012 Innsbruck – Christina Ager Eid video*

© 2012 International Olympic Committee (IOC) – All rights reserved



### **International Olympic Truce Centre (IOTC) –**

*Olympic Truce: Peace inspired by sport*

© International Olympic Truce Centre (IOTC)



### **International Olympic Truce Centre (IOTC) –**

*Olympic Truce: Sport as a Platform for Peace*

© 2009 International Olympic Truce Centre (IOTC)



**Lenk, H. (2012) – S.O.S.; Save Olympic Spirit: Toward a Social Philosophy of the Olympics; Selected Writings, eds. Manfred Messing and Nobert Müller, 91-108, Kassel, Agon Sportverlag**

© Hans Lenk



**Polish Olympic Committee – Gleaming Airship: Pierre de Coubertin on Sport and Olympism**

© 2014 Polish Olympic Committee

A Polish version of this document is also available.



**Prof. Dr Jim Parry – Olympism for the 21st century**

© Prof. Dr Jim Parry



**Special Olympics – Champions Together webpage**

© Special Olympics

## 02. Values in practice

### OLYMPISM



### International Olympic Committee (IOC)

A wide range of teaching tools are available from the Museum according to theme. These materials were created with the help of teachers and education experts in the fields and are available to any teacher who wishes to address these Olympic themes.

[Click here to access webpage](#)

## 02. Values in practice

### OLYMPISM



## International Olympic Committee (IOC)

Interesting IOC videos

Beginner's Guide  
to the Olympics video



© 2013 International Olympic Committee (IOC)  
– All rights reserved

What Makes The Olympic  
Games Unique? video



© 2014 International Olympic Committee (IOC)  
– All rights reserved

Olympic Anthem WAV music fil

© International Olympic Committee (IOC)  
– All rights reserved

## 03. Resources for delivering values-based learning

### MANUALS

## 03. Resources for delivering values-based learning

### MANUALS



### Argentina Olympic Committee

Guide to Olympic Education with the basic concepts and knowledge of the Olympic Movement: The Ancient Olympic Games, the Olympic Games in Modern Era, the Structure of the Olympic Movement, Olympic Solidarity, Paralympic Games, Cultural Barriers, Fair Play, Doping, Symbols and Ceremonies. The objective of this first 40 page didactic material was to raise teachers' awareness and interest in working during their physical education classes with Olympism related content and from their own interests, the interest shown by the students and the educational community in general, to delve into those contents that raise greater interest. The second is a Guide including new didactic material for secondary school teachers in order to complement the Guide to Olympic Education I with more complex activities.



***Argentina Olympic Committee –***  
*Olympic Education 1: Activity Guide for Teachers*  
© Argentina Olympic Committee



***Argentina Olympic Committee –***  
*Olympic Education 2: Activity Guide for Teachers*  
© Argentina Olympic Committee



### Australian Olympic Committee

This series of lessons is designed around teaching the Olympic values through sport to young Australians, complementing the Australian Federal Government's Values Education framework. The lessons conclude in the staging of an intra-school or inter-school sporting and cultural event—Olympic Day. [Click here to access webpage](#)

## 03. Resources for delivering values-based learning

### MANUALS



### Council of Europe

#### Pro Safe Sport Online Academy webpage

Presents the origins, background, principles, benefits and implementation guidelines for promoting the well-being of young athletes and a healthy and safe sport environment. [Click here to access webpage](#)

© Council of Europe



### European Inclusive Physical Education Training

Designed for teachers and targeting undergraduate students, this resource pack focuses on the effective inclusion of persons with disabilities in mainstream education. It aims to help training organisations/third level institutes to incorporate Inclusive PE/Adapted Physical Activity training into undergraduate programmes.

## 03. Resources for delivering values-based learning

### MANUALS



### Future First Global

The additional resource *Every School A Community: the role of alumni in supporting the transition from school to work* can be found [here](#)



### Hampshire County Council

#### Be Inspired 4 Life webpage

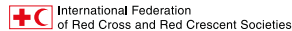
Hampshire's Be Inspired 4 Life teaching resource has been created using the inspiration of the 2012 Olympic and Paralympic Games as a springboard to engage children, young people and professionals.

[Click here to access webpage](#)

© 2016 Hampshire County Council

## 03. Resources for delivering values-based learning

### MANUALS



### International Federation of Red Cross (IFRC) and Red Crescent Societies Reference Centre for Psychosocial Support (PS Centre)

The International Federation of Red Cross and Red Crescent Societies (IFRC) is the world's largest humanitarian network that reaches 150 million people in 189 national societies through the work of over 17 million volunteers. Together, we act before, during and after disasters and health emergencies to meet the needs and improve the lives of vulnerable people. We do so without discrimination as to nationality, race, religious beliefs, class or political opinions. [Click here to access webpage](#)



### International Labour Organization (ILO)

Provides the guidance, support and wherewithal for IPEC field staff, implementing agencies and committed groups and individuals around the world to give vulnerable children and their peers a chance to enjoy their childhoods as they should. Includes a user's guide, sections on child labour and the right of children to play, coaching young and inexperienced players and on mobilising communities and partners (a guide for implementing agencies), a football coaching manual and a code of conduct and good practice. [Click here to access webpage](#)



## 03. Resources for delivering values-based learning

### MANUALS



### International Olympic Committee (IOC)

This Educational Kit is one of a series of documents aimed at teachers to help them prepare for a visit to The Olympic Museum with their class. The “All Different All Winners” visit is aimed at school children from nine years old. It is composed of a thematic tour of the permanent exhibition, followed by an interactive workshop. This document presents the visit and suggests some activities and material for preparation or follow-up in class.

Intended to prepare visitors for the Hope and the Hope Factory exhibitions. Provides an introduction to the theme of Sport/Olympism and Hope, describes a step-by-step visit to the Hope exhibition and describes the objectives, content and pedagogical approach to peace education of The Hope Factory. [Click here to access webpage](#)

## 03. Resources for delivering values-based learning

### MANUALS

#### International Olympic Truce Centre (IOTC)

Conflict is a reality—on so many levels: interpersonal, international, religious, race and gender—and it is not easily resolved. The Olympic Truce encourages the nations of the world to unite, to lay down weapons and work towards building the foundations of peace, mutual respect, understanding and global reconciliation. All humanity is asked to take the opportunity to imagine peace.

[Click here to access webpage](#)

#### Kent County Council

Provides information in the theme of Inspiration; (1) presents the theme (Becoming an informed spectator, thinking about the values, online resources, discussion points, activities and more), (2) explores the cultural challenges (creatively explore the value of inspiration, icebreakers, session ideas and more), (3) provides practical guidance to use this pack.



## 03. Resources for delivering values-based learning

### MANUALS



### Peace and Sport

Summarises and assembles the best practices in adapted sport to provide educators with instructive, practicable and progressive tools to use sport as a vehicle for peace.



***Peace and Sport*** – *Adapted Sport Manual: Adapting sporting practice to serve society and contribute to Sustainable Peace*

© Peace and Sport



### Right To Play International

Right To Play is the leading international humanitarian and development organisation using the transformative power of sport and play to build essential skills in children and thereby drive social change in communities affected by war, poverty and disease. For more manuals, have a look at their website. [Click here to access webpage](#)



***Right To Play International*** –  
*Play Academy: Resources for Teachers*

© Right To Play International

## 03. Resources for delivering values-based learning

### MANUALS



### Sport Singapore Game For Life webpage

Sport offers a parallel pathway to success as it helps people develop the skill sets and principles valued by society. Sport can be a powerful vehicle if it is designed, structured and delivered with care and forethought.

Sport Singapore developed the Game For Life (GFL) Toolkit with the intent to provide sport coaches, educators and trainers with resources that provide a structured approach for developing character and leadership in and through Sport.

The Toolkit comprises a resource guide with an evidence-based framework, and book compilation of how sport has transformed the lives of Singaporeans from business, academia, government and sport. The book goes beyond the inspiring read of 25 personal life stories by posing reflective questions that make the reader think about how sport can shape his or her life.

The GFL framework can be plugged and played into any sporting experience. This has equipped many local and overseas institutions and agencies to purposefully design their sporting programmes to bring about the learning of values and development of character.

To learn more [click here](#)

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## 03. Resources for delivering values-based learning

### MANUALS



### UNICEF

#### Fair Play Teaching Resource

The United Nations Children's Fund works to overcome the obstacles that many children in developing countries face, such as poverty, violence and discrimination. It promotes children's rights and aims to create safe environments for kids. The Fair Play Unit Plan is a UNICEF resource that helps educators teach the benefits of fair play for children's rights.



*Fair Play: A Social Inquiry Unit for Years 7 & 8*

© 2011 UNICEF New Zealand



### World Anti-Doping Agency (WADA)

The World Anti-Doping Agency (WADA) is the international independent organisation created in 1999 to promote, coordinate and monitor the fight against doping in sport in all its forms. The toolkit contains a series of lesson plans and activity ideas for introducing students to the issue of doping.

## 03. Resources for delivering values-based learning

### PUBLICATIONS



***International Council of Sport Science and Physical Education (ICSSPE)*** – Hardman, K. – *An Up-date on the Status of Physical Education in Schools Worldwide: Technical Report for the World Health Organisation*

© International Council of Sport Science and Physical Education (ICSSPE) & World Health Organization (WHO)



***International Olympic Academy (IOA)*** – *Proceedings of the Session*

© International Olympic Academy (IOA)



***International Olympic Committee (IOC), The Olympic Museum (TOM)*** – *Teaching Resources*



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## 03. Resources for delivering values-based learning

### PUBLICATIONS

#### DESIGNED TO MOVE

### Designed to Move

#### Webpage

To **find out more online** and see the Designed to Move Resource Library for more materials such as:

- Designed to Move Report
- Active Schools Infographic
- The Human Capital Model
- UK All-Party Commission on Physical Activity: Infographic
- Move It: Increasing young people’s participation in sport and much more

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### International Fair Play Committee (CIFP)

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## 03. Resources for delivering values-based learning

### PUBLICATIONS



### The Partnership for 21st Century Learning

#### Framework for 21st Century Learning webpage

P21's Framework for 21st Century Learning was developed with input from teachers, education experts and business leaders to define and illustrate the skills and knowledge students need to succeed in work, life and citizenship, as well as the support systems necessary for 21st century learning outcomes. It has been used by thousands of educators and hundreds of schools in the U.S. and abroad to put 21st century skills at the centre of learning. [Click here to access webpage](#)

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### True Sport

#### True Sport Principles

True Sport is a series of programmes and initiatives designed to give people, communities and organisations the means by which to leverage the many benefits of good sport from a platform of shared values and principles. [Click here to access webpage](#)

©True Sport



## 03. Resources for delivering values-based learning

### LINKS



***Association of Summer Olympic International Federation (ASOIF)***  
*– The Association of Summer Olympic International Federation website*  
© 2011 Association of Summer Olympic International Federations (ASOIF)



***Humankind Production – Arthus-Bertrand, Y. – Human***  
© 2015 Humankind Production



***Let's Move – Let's Move! webpage***  
© White House



***International Olympic Committee (IOC) – Association of International Olympic Winter Sports Federations (AIOWF) webpage***  
© International Olympic Committee (IOC) – All rights reserved



***International Olympic Committee (IOC) – International Day of Sport for Development and Peace webpage***  
© International Olympic Committee (IOC) – All rights reserved



***International Olympic Committee (IOC) – Olympic Adventure webpage***



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Have a look under the section Implementing the Programme/The Olympic Adventure



***International Olympic Committee (IOC) – Sport for Hope webpage***



© International Olympic Committee (IOC) – All rights reserved

Also have a look at the Sport for Hope video playlist [here](#)



***International Olympic Committee (IOC) – Youth Olympic Games webpage***



© International Olympic Committee (IOC) – All rights reserved



***www.businessballs.com – Kolb's Learning Styles***  
© www.businessballs.com

## 03. Resources for delivering values-based learning

### LINKS



### The Ministry of Education of New Zealand

#### Learning Experiences webpage

With the main aim to support students' learning needs through psychosocial well-being, healthy lifestyles and inclusion, this website has been developed to reflect a broader depth to movement and advocates for culturally responsive pedagogical practice. Including a range of learning experiences covering nine topics relevant for the New Zealand context but applicable to other countries.

[Click here to access webpage](#)

© Crown



### Project Litefoot

#### Webpage

Litefoot is a charitable trust led by top sportspeople. Since 2008 they've been competing against each other to see who can reduce their environmental impact the most. Their purpose is to inspire New Zealanders to be environmental champions.

[Click here to access webpage](#)

© Project Litefoot

## 03. Resources for delivering values-based learning

### LINKS



### Right To Play International

#### Webpage

Right To Play is the leading international humanitarian and development organisation using the transformative power of sport and play to build essential skills in children and thereby drive social change in communities affected by war, poverty and disease.

[Click here to access webpage](#)

© Right To Play International



### United Nations Educational, Scientific and Cultural Organization (UNESCO)

In 1945, UNESCO was created in order to respond to the firm belief of nations, forged by two world wars in less than a generation, that political and economic agreements are not enough to build a lasting peace. Peace must be established on the basis of humanity's moral and intellectual solidarity. [Click here to access webpage](#)

© United National Educational, Scientific and Cultural Organization (UNESCO)

Also see:

- International Charter of Physical Education, Physical Activity and Sport
- Declaration of Berlin
- World-wide Survey of School Physical Education – Final Report 2013
- Teaching Respect for All (Implementation Guide and video)
- Global Citizenship Education: Topics and learning objectives
- Gender Equality, HIV and Education and much more interesting materials

## 03. Resources for delivering values-based learning

### LINKS



### United Nations Environment Programme (UNEP)

#### Of Forests and Men video

The United Nations mandated Yann Arthus-Bertrand to produce the official film for the launch of the International Year of Forests, 2011. Following the success of his film *Home*, seen by 400 million people, the photographer created a 7-minute short film on forests filled with aerial images from *Home* and the *Earth from Above* television series. [Click here to view video](#)

© 2011 Foundation GoodPlanet



### Women Win

#### Webpage

Women Win is the global leader in girls' empowerment through sport. They leverage the power of play to help girls build leadership and become better equipped to exercise their rights. Sport is only a tool. The end game is helping girls thrive as they face the most pressing issues of adolescence, including accessing sexual and reproductive health and rights, addressing gender-based violence and achieving economic empowerment. Take a look at the Community tools section. [Click here to access webpage](#)

© Women Win

## 03. Resources for delivering values-based learning

### REFERENCES



**Binder, D.** (2012) – *Olympic values education: evolution of a pedagogy*, *Educational Review*, 64:3, 275-302

Guided by the twentieth century hermeneutic idea that application co-determines understanding, this paper explores the conversations between theory and application that evolved during the implementation of three Olympic-related curriculum projects. Each of these projects was informed by specific fields then-current educational theory, and offered understandings and insights that were applied in the next project. These understandings guided the development of the toolkit for the Olympic Values Education Programme (OVEP) of the International Olympic Committee. The author suggests that the collective insights from this ongoing curriculum development process have the potential to provide a theoretical foundation for a pedagogy of Olympic Values Education. Roland Naul, another Olympic scholar, describes the approach to Olympic education that evolved from this process as a “lifeworld” orientation, in which the Olympic ideals act as a motivation for learning activities in all aspects of life, integrated with active participation in sport and physical activity. Questions that are addressed during the discussions of the various projects include: What current educational theory will best support the flexible delivery of Olympic-related activities in support of school-based learning outcomes? How do children and youth learn positive behaviours and values, and what teaching methodologies support this learning? Do the Olympic values have relevance in cultural contexts other than the ones based on Euro-American traditions? Are they, as the Olympic Movement professes, universal? Are the methodologies proposed for teaching values in Euro-American contexts appropriate in other cultural contexts? How can international Olympic education and fair play initiatives represent global cultural perspectives?

© 2012 Routledge



**Garcia, B.** (2008) – *One hundred years of cultural programming within the Olympic Games (1912–2012): origins, evolution and projections*, *International Journal of Cultural Policy*, 14:4, 361-376

The Olympic Games is recognised worldwide as the largest sports mega-event – certainly, the event attracting the largest amount of media coverage globally. As well as a sports event, the Olympics are a cultural phenomenon, with a history spanning more than 100 years and supported by a global network of organisations with an educational and intercultural remit that defines itself as a Movement an aspires to promote Olympism as a ‘philosophy of life’, headed by the International Olympic Committee. What is less known is that the Games also incorporate 100 years of Olympic cultural and arts programming and that such experience is playing a growing role defining or contributing to respective host cities’ cultural policies. This paper offers an overview of the cultural dimension of the Olympic Games and the development of Games-specific cultural programming. After an introductory section providing a discussion and framework to the notion of cultural policy-making within the Olympic Games, the paper presents an historical account of ‘official’ Olympic cultural programming, in the summer editions of the Games, from the initial conception by Pierre de Coubertin in 1906 up to the last implementations on occasion of the Sydney 2000, Athens 2004 and Beijing 2008 Games. The paper ends with a brief revision of the current challenges and prospects that the programme, now denominated by the Cultural Olympiad and spanning over four years, holds within the Olympic Movement and for future host cities such as London in the lead to 2012.

© 2008 Routledge

## 03. Resources for delivering values-based learning

### REFERENCES



**Garcia, B. & Miah, A. (2012) – *The Olympics: The Basics*, Routledge**

*The Olympics: The Basics* is an accessible, contemporary introduction to the Olympic Movement and Games. Chapters explain how the Olympics transcend sports, engaging us with a range of contemporary philosophical, social, cultural and political matters, including:

- peace development and diplomacy;      – the rise of human enhancement; and
- management and economics;              – ethics and environmentalism.
- corruption, terror and activism;

This book explores the controversy and the legacy of the Olympics, drawing attention to the deeper values of Olympism, as the Olympic Movement's most valuable intellectual property. This engaging, lively, and often challenging book, is essential reading for newcomers to Olympic studies and offers new insights for Olympic scholars.

© 2012 Routledge



**International Olympic Committee (IOC) – Pierre de Coubertin (1863–1937) *Olympism: Selected Writings (2000)*, eds. Norbert Müller, International Olympic Committee (IOC)**



© 2000 International Olympic Committee (IOC) – All rights reserved

## 03. Resources for delivering values-based learning

### REFERENCES



**Keim, M. & Bouah, L. (2013)** – *Sport and Recreation on Robben Island, The International Journal of the History of Sport, 30:16, 1962-1975, DOI: 10.1080/09523367.2013.861129*

The article provides insight into an important part of South Africa's sport history that has not been explored yet: What was the role sport and recreation played on Robben Island in the days when it served as political prison? The research has been a collaborative project of the Department for Cultural Affairs and Sport, Western Cape Sports Council, Mayibuye Centre and the University of the Western Cape's Interdisciplinary Center for Sport Science and Development. Facilitated by the establishment of a 'Robben Island General Recreational Committee' in the 1960s, sport and recreation took a very special form on the Island. Unknown to South Africans and the world, during Apartheid, sport and recreation on Robben Island were used as a vehicle to unite people and to promote values of respect, integrity, dignity, teamwork and fair play as an integral part of a holistic person. Leisure activities became a place of triumph of human spirit, body and soul. The research facilitated the process of digitisation of archives from the Island. Numerous sources were discovered, giving an insight into the role of sport and recreation for many of South Africa's past and present leaders. The study also highlights the role sport and recreation played in the unique journey to freedom and democracy.

© 2013 Taylor & Francis



**Keim, M. & De Coning, C.** – *Sport and Development Policy in Africa: Results of a collaborative study of selected country cases*

© 2014 SUN PRESS and UWC



**Lenk, H. (2012)** – *S.O.S.; Save Olympic Spirit: Toward a Social Philosophy of the Olympics; Selected Writings, eds. Manfred Messing and Nobert Müller, 91-108, Kassel, Agon Sportverlag*

© Hans Lenk



**Steenbergen, J., De Knop, P., Elling, A. (2001)** – *Values and Norms in Sport, Critical Reflections on the Position and Meanings of Sport in Society, Meyer and Meyer Sport, Aachen, 33-56*

© 2001 Meyer & Meyer Sport (UK) Ltd