



INTERNATIONAL
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Delivering OVEP

A PRACTICAL GUIDE TO OLYMPIC VALUES EDUCATION





OLYMPIC VALUES
EDUCATION PROGRAMME

Delivering OVEP

A Practical Guide to Olympic Values Education

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Introduction

From the founder of the modern Olympic Games, Baron Pierre de Coubertin, to the current IOC President, Thomas Bach, the importance of values-based education through sport has been repeatedly emphasised. Coubertin viewed Olympic sport not only as an opportunity for athletes to test their skills in competition, but also **“for each individual to use sport as a possible source for inner improvement”**.

OVEP was launched in 2007 and was intended to communicate the benefit of sport and physical activity through an understanding of Olympism and its positive impact on individual health, enjoyment and social interaction. Importantly, the dissemination of OVEP is achieved through a cascade effect in the form of Train-the-Trainer workshops.

Blending sport with education and cultural expression continues to be the foundation of the IOC’s Olympic Values Education Programme (OVEP), version 2.0. It serves to supplement teaching delivery using the attractiveness of sport and Olympism.

OVEP 2.0 is based on the Olympic philosophy that learning takes place through the balanced development of body, will and mind. The OVEP curriculum 2.0 embraces an active approach using fun activities, transfer of factual knowledge and a practical application of 21st century learning competencies. The activity-based content allows students to experience learning values through the

medium of play and is guided by sport pedagogy that focuses on exploration of identity, historical reference, memories and stories, a holistic community orientation, and intergenerational engagement. Combined, these learning actions reflect today’s multicultural reality to live and build collectively.

Within OVEP 2.0, current teaching methods have been incorporated to facilitate collaboration, creative thinking, and the critical appraisal of problems in pursuit of novel solutions. Additionally, assessments are being developed to guide instruction and to give learners individualised feedback—both which will best support learning and retention. The programme’s effectiveness is enhanced by the skilled leadership of local educators who understand the traditions and nuances of their national and regional cultures.

As learning and teaching is an evolving and adaptive process, the continued development of OVEP 2.0 teaching materials will be ongoing





Olympism and values-based education

The Olympic Movement uses three core values to promote Olympism: Excellence, Respect and Friendship. They are, however, not the only values that develop the body, will and mind. Values such as determination, courage, perseverance and resilience, are intertwined with these core beliefs and they can be found in abundance in the lore of the Olympics. OVEP is a values-based programme and can be used to:

- Develop a student's understanding of these values and help to implement them in their lives.
- Encourage students to participate in sport and physical activity.
- Strengthen the appreciation of effort in academic subjects.
- Promote positive behaviour and build healthy relationships between young people and their community.

Young people do not necessarily have to be participants in sport to take advantage of the resource, although this is a desired outcome.

The Olympic Values Education Programme contains four resources:



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

This is the official core resource for the project and the primary knowledge base within the framework for the delivery of OVEP. It has four sections. The first section, “Introduction to Olympic Values Education”, explores the principles of Olympism and the Olympic educational themes. In the second section, the core elements of the Olympic Games—from symbols to ceremonies—are discussed and connected to values-based educational opportunities. Section three continues this work and 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. The final section explores the importance of the Olympic educational themes and addresses contemporary issues that challenge the world’s youth.

Delivering OVEP: A Practical Guide to Olympic Values Education

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

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.

The Resource Library

The DVD contains downloadable digital versions of the Fundamentals Manual, *Delivering OVEP: A Practical Guide to Olympic Values Education* and the Activity Sheets.

Other resources include background information, inspirational materials such as videos, and examples of grassroots programmes.

Delivering OVEP: A Practical Guide to Olympic Values Education

OVEP, together with the accompanying resources, is not just about embedding values in the way that learners are taught, it is about helping participants experience and live by these values. This guide offers practical support for educators' delivery of OVEP. The term "educators" is used in an inclusive sense, and refers to anyone who is involved in a caretaker role and/or is responsible for transferring knowledge. This includes teachers, community leaders, youth workers, sports coaches and parents, plus those working in humanitarian and sport organisations, educational institutions and non-governmental organisations. Likewise, learning and applying OVEP can take place in many environments: at home, in school, on a sports field, a place of worship, a community centre, a playground, etc. For brevity, the term "learning centre" is used in this document to describe all such learning environments.

This guide discusses the principles of delivering effective values education, and gives examples of how to plan, teach and assess values education in practice.



Key principles of this guide

- It is not intended to be a prescriptive document but a facilitating resource that will empower the educator.
- The effective use of this resource will be shaped not only by the experience and skill of the educator but also by the manner in which it fits into the unique circumstances of the learning centre.
- Some learning centres will have impressive physical and educational resources, allowing them to fully implement many of OVEP's suggested activities. Other learning centres may have very limited resources. OVEP activities and resources can be, and should be, adapted in a manner that allows for successful implementation—so long as these changes respect the spirit and intent of the programme.
- Most educators are required to follow an established educational curriculum; however, it is important to acknowledge that the application of OVEP does not pass judgement or contradict values that are taught in different cultures.
- The core values of Olympism—Excellence, Respect and Friendship—have global relevance and can exert a powerful and transformative influence on the lives of those that implement them.

This guide recognises that there will be a wide range of skill and experience in the educators implementing OVEP. Some educators will have completed teaching programmes in higher education and will relate to many of the suggested pedagogical strategies. Other educators may not have had formal training but may be respected leaders in their communities. Regardless of the educator's experience, the application of OVEP content and the suggested teaching strategies in this document are intended to guide and support all practitioners committed to seeing OVEP's successful implementation.

This guide is organised in chapters to help an educator introduce and fully implement OVEP. However, it is important to note that this guide does not need to be read sequentially.

How the OVEP content can be used

- To supply extra material and activities to an existing scheme of work;
- To inspire the development of a new scheme of work;
- As a scheme of work in its own right.



The Resource Library references

- *“Teaching Olympism in Schools: Olympic Education as a Focus on Values Education”* Centre d'Estudis Olímpics (UAB), International Chair in Olympism (IOC-UAB), Binder, D., 2010. [02/School Curriculum](#).
- *“Coubertin Academy: A Handbook for Education in Secondary Schools”* International Pierre de Coubertin Committee (IPCC), 2007. [00/Activity Sheets & 03/Manuals](#).



Chapter 1

Understanding the benefits of OVEP

The Fundamentals of Olympic Values Education manual is an extensive educational resource packed with ideas, stories and activities that can teach values and inspire youth. It also has considerable potential to transform individual lives and whole communities, providing hope and opportunity to those that adopt the core values of Olympism: Excellence, Respect and Friendship. Nelson Mandela, the former President of South Africa, recognised the inherent power and potential in sport:

“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. Sport can create hope where once there was only despair. It is more powerful than government in breaking down racial barriers.”



It is important to stress that OVEP is not uniquely a sports programme designed to motivate future Olympians. Thomas Bach, President of the IOC, recently stated:

“The United Nations and the International Olympic Committee know how much sport can do to address the vast array of human and social needs in the areas of health, education, inclusion, sustainable development and peace... Yes, sport can change the world but it cannot change the world alone. When placing sport at the service of humankind we need, and want, partnerships with other players in society.”

OVEP engages with other partners such as schools, community centres, faith-based communities and sports organisations, to be facilitators of this programme.



What are the benefits of OVEP?

When OVEP is implemented it offers considerable holistic and practical benefits, not only for the individual, but also for families and communities. These fall into six broad categories:

- Individual
- Physical
- Behavioural
- Emotional
- Social
- Educational

Individual benefits

It is well documented that successful sports programmes can influence the development of an athlete's values, character and sense of sportsmanship. The knowledge and activities of OVEP are particularly effective in developing not only the core values of Olympism—Excellence, Respect and Friendship— but also life values such as perseverance, courage, assertiveness, honesty, integrity, and personal responsibility. The Olympic Games provide countless examples of athletes who have overcome adversity to achieve their goals. There are stories of athletes showing immense courage in competition, and others displaying integrity despite setback. OVEP draws on many of these stories to help inspire others to follow these good examples. Participating in OVEP also provides participants a framework upon which they can develop leadership skills and then use them in activities that build their understanding of Olympism in practical ways. Educators are referred to the activity sheets in The Resource Library to further explore these values.

Physical benefits

OVEP is not meant to be a passive programme where participants just read and reflect on values-based education. It is a programme that encourages its participants to be physically active and pursue vigorous goals in order to achieve healthy living. Three of the Olympic educational themes discussed in the OVEP Fundamentals Manual—the joy of effort, the pursuit of excellence, and the balance between body, will, and mind—describe examples of athletes who have experienced a range of benefits from participation in physical activity. Participation in sports has allowed these individuals to reap considerable physiological benefits that in turn, propelled them to higher performance. These benefits are not the reserve of the sporting elite, they are available to anyone that practices with frequency (how often you work-out), intensity (how hard you work-out), duration (how long you work-out), specificity (the type of exercises or activity you choose) and progression (do you keep challenging yourself?). The adaptations made by the athlete when following those fitness principles can include: increased cardio-respiratory fitness, improvements in general motor skills, greater muscular strength, plus enhanced flexibility.

Benefits when behaviour changes

Participation in OVEP can also lead to changes in behaviour. This values-based approach can increase a participant's pro-social behaviour, encourage contribution in civic events (volunteering, etc.), and these, in turn, can increase a person's sense of connection to others. By encouraging participation in sports (or other physical activities), OVEP can act as an insulator against social pressures that can lead to drinking, smoking, experimentation with risky behaviour, etc.

Emotional benefits

One of the most frequently cited reasons for young athletes dropping out of sports programmes is that they stopped having fun. OVEP is designed not only to share knowledge and help the students' development skills, but also to be something that is so enjoyable that they will continue to participate in sport and benefit from all that it can offer. Enhancements in self-esteem, reductions in stress, and protection against depression are noted as potential benefits of OVEP.

Social benefits

Participation in OVEP can build resilience and social skills and can have profound effects on the student's life and that of their community. Whether in improved civic literacy (i.e. respecting the norms and traditions of positive social behaviour) or in bridging differences, OVEP has the potential to exert considerable influence in these areas. Promoting peace and understanding are key elements of Olympism (as expressed in the Olympic oath, the Olympic Truce, etc.). It is a purpose of OVEP to help promote peace, understanding, and social reconciliation amongst individuals and communities.

OVEP also helps participants to understand the importance of social inclusion and acceptance; this is particularly beneficial to participants who have previously experienced challenges in their social relationships.

Educational benefits

OVEP activities are also designed to challenge and enrich a student's learning experiences. When implemented with effective pedagogical strategies, this programme can improve academic performance, increase participant engagement in learning programmes, and have myriad benefits including improved brain function and overall ability to learn.

Reference

For further reading, participants and educators are referred to the Human Capital Model which can be found on the Designed to Move webpage located in The Resource Library. This model summarises over 500 peer-reviewed scientific reports that describe the benefits of physical activity, sports, and physical education.



The Resource Library references

- *"Olympism: Ethics and Politics"* Gresham College, Parry, J., 2012. [02/Olympism](#).
- *"Olympism, Olympic education, values: Bibliography"* International Olympic Committee (IOC), Olympic Studies Center (OSC), 2015. [01/Background & 03/References](#).
- *"Olympic Education: University lecture on the Olympics"* Centre d'Estudis Olímpics (UAB), International Chair in Olympism (IOC-UAB), Müller, N., 2010. [01/Background](#).
- *"Values and Norms in Sport: Critical Reflections on the Position and Meanings of Sport in Society"* Steenbergen, J., De Knop, P., Elling, A., Meyer & Meyer Sport (UK) Ltd, 2001. [01/Background & 03/Book References](#).
- *"Values Education in Perspective: The New Zealand Experience"* Commonwealth of Australia, Snook, I. [02/Good Practices](#).
- *"National Framework for Values Education in Australian Schools"* Commonwealth of Australia, 2005. [01/School Curriculum](#).
- *Learning Experiences* webpage, The Ministry of Education of New Zealand. [03/Links](#).
- *Designed to Move* webpage, Designed to Move. [03/Publications](#).



Chapter 2

Creating an environment for successful learning

An educator implementing OVEP will recognise the importance of the following elements: programme content, pedagogy, educator/student relationships, understanding the needs of the students and recognising the opportunities and challenges of the learning centre.

Content

Section one of the Fundamentals Manual describes the principles of Olympism. It then articulates how the core values connect with the educational themes and links them to examples of Olympic education around the world. The material in the manual has the capacity to stay relevant for many years and is not something that will quickly become outdated. Each new Olympic Games will generate a new cast of heroes and villains. Inspirational stories of athletes overcoming adversity will be offset by thought-provoking issues that will challenge our assumptions about fair play. The principles of Olympism, however, will never change. They will act as a guide for educators seeking to enrich their students' understanding of the complex issues that prevail in our sports and societies.

“The impetus to learn generally does not come first from content itself, but rather because a teacher has learned to make the content inviting.”

Carol Ann Tomlinson

Pedagogy

OVEP acknowledges that effective teaching can be achieved through many methods and will respect the pedagogical traditions from different cultures. This guide also recognises that these educators will possess a wide range of skill and experience. Some will have completed teaching programmes in higher education and will relate to many of the contemporary pedagogical strategies described in the Fundamentals Manual. Other educators may not have had formal training but may be respected leaders in their communities. No matter what the educator's experience, status or qualification, the suggested teaching strategies in this guide are intended to facilitate and create a positive learning experience for all students.

What makes OVEP appealing to a diverse range of learners is a blend of assessment methods, activity planning and innovative teaching methods. It stumbles when it is applied like a rigid set of instructions.

Relationships

Educators have an influential role in the development of their students' characters. Olympic athletes often acknowledge a coach or mentor, someone who not only taught them skills for the sports field but also helped them to become a person capable of leadership in their community.

When an educator has a positive and professional relationship with their student, they take on a position of trust and can inspire, support and guide the student as they face life's opportunities and challenges. The sense of connection that a student feels to their educator can build immense confidence and increase their sense of self-worth. The educator also takes a key role in creating a culture of acceptance for all learners. However, an educator who is judgmental, hostile and is dismissive of their professional obligations as a role model exerts a detrimental influence and can harm the healthy development of the students. Codes of conduct for athletes, parents, and coaches (educators) can be found in Section 4: "B. Learning to play fair", of the Fundamentals Manual.

"For each individual, sport is a possible source for inner improvement."

Baron Pierre de Coubertin

Understanding the needs of the students

OVEP is a programme that can never be prescriptive; its effectiveness is built on thoughtful planning and the pragmatic, not idealistic, implementation of its activities. Thus it is up to the educator, the students and the leaders of the community to decide which educational themes and teaching methods will best meet the needs of those participating in the programme. It is important to acknowledge that the successful experiences of the participants in OVEP—whether they are student, educator, or the broader community—are amplified when this programme is delivered in a joyful manner. It is meant to be fun!

All educators will know that their students are inherently curious. They seek knowledge and understanding and are eager to be challenged. To ensure that this desire for learning is honoured, an educator will select OVEP activities that are matched to the vast range of capabilities of the students. The days of "one size fits all" teaching are fading. Today's practitioners understand the need to include a student's ideas, opinions, learning styles and interests into an educational programme. The OVEP teaching methods selected in this guide will show how 21st century learning competencies are being used to give students the skills, knowledge and, most importantly, values that will prepare them for this rapidly changing world.

The word "education" is derived from the Latin "educare". It means "to draw out". OVEP is about "drawing out" and building the values of Olympism—it is not about the imposition of rigid constructs.

Recognising the opportunities and challenges of the learning centre

The effective use of this resource will be shaped not only by the experience and skill of the educator but also by the manner in which it is moulded to the unique circumstances of the learning centre. Some learning centres will have impressive physical and educational resources that will allow them to fully implement many of OVEP's suggested activities. Other learning centres may have very limited resources—not everyone has wi-fi or a beautiful classroom. There are no easy solutions to the limitations imposed by poor educational facilities. Educators have long made the best of difficult circumstances and will continue to provide the very best that they can with the materials that they have. The spirit and intent of OVEP will not be diminished by poor-quality paper, a lack of art materials or the fact that students are sharing desks.

↓ The Resource Library references

- "Olympism Education: Teaching and learning Olympism in a New Zealand secondary physical education programme" Thorn, S., University of Canterbury, 2010. [01/School Curriculum](#).



Chapter 3

OVEP and 21st century learning competencies

*“Education is not the filling of a pail,
but the lighting of a fire.”*

William Butler Yeats

There are many pathways that educators and students can use to experience OVEP. The education pathways, as suggested on page 20 of the Fundamentals Manual, range from formal higher education programmes, some of which are offered by the Olympic Movement, to integrated cross-curricular approaches used in learning centres. The goals of these pathways, and many others, are the same: to give OVEP participants an enriched, values-based experience that will give Olympism a personal meaning in their lives and that of their community. This chapter gives these pathways an educational structure upon which OVEP can be implemented as befits each educator’s circumstance (type of learning centre, availability of resources, etc.) First, it will be useful to provide some background.

Changing paradigms in teaching and learning

There are many theories of learning and there are countless teaching strategies that have been devised to support them. Some of the more traditional educational approaches require the students to be passive recipients of information. In this regard, the extent of the student's learning is limited to the depth and understanding of that of the teacher—essentially “you learn what they know”. This direct approach to learning focuses on the content that is provided, and reflects the preferences or interests of the teacher. Examples of direct teaching include: class lectures—you just sit, listen and record information; and demonstrative learning—you watch the teacher carry out an activity, then follow the prescribed steps. In this direct teaching methodology the content is something that is “done to you” rather than something you select, based on your interests. The efficacy of OVEP using these methods is limited and is not recommended.

OVEP will be at its most effective when the participants actively engage with the material and use the 21st century competency skills to explore their curiosity, questions and understandings.

21st century learning competencies

The educational paradigm currently reshaping learning and teaching methodologies is that of 21st century competencies. Best practice in education now centres on the personalisation of the curriculum, which involves designing the programme around the interests and personal learning styles of each student. Key skills that support this approach and that are considered to be essential—core competencies—for students as they move into the workplace and adulthood now include:

- **Creativity (inventive thinking)**—Developing thinking strategies that bring unique solutions to complex problems.
- **Problem-solving**—Analysing challenges and working (usually collaboratively) to find solutions.
- **Critical thinking**—Using thinking strategies to understand the nature of complex problems and find inventive solutions.
- **Collaboration**—Developing the ability to work together.
- **Civic literacy**—Getting along with others and making a contribution in your community.
- **Communication skills**—Recognising the importance of communication (using many forms) to build character and culture.
- **Becoming a self-directed learner**—Students are encouraged to take responsibility for their own learning (rather than placing the onus directly on the teacher).

Clearly these skills are only going to be developed if the students actively engage with content. This student-centred approach to teaching directly contrasts with the teacher-centric methodologies of the past. Students are now recognised as important sources of information and they can use their experiences to design their learning content with a personalised bias.



The Resource Library references

- “*Olympic Pedagogy as a Theory of Development of Ethical and Humanistic Values in Education*” Naul, R., International Olympic Academy (IOA), 2007. [01/Background](#).
- “*Olympic values education: evolution of a pedagogy*” Binder, D., Routledge, 2012. [02/Olympism & 03/References](#).
- *Sport for Hope* webpage, International Olympic Committee (IOC). [03/Links](#).
- Teaching Resources, International Olympic Committee (IOC), The Olympic Museum (TOM). [03/Publications](#).
- *Framework for 21st Century Learning* webpage, The Partnership for 21st Century Learning. [03/Publications](#).
- UNESCO webpage, United Nations Educational, Scientific and Cultural Organization (UNESCO). [03/Links](#).



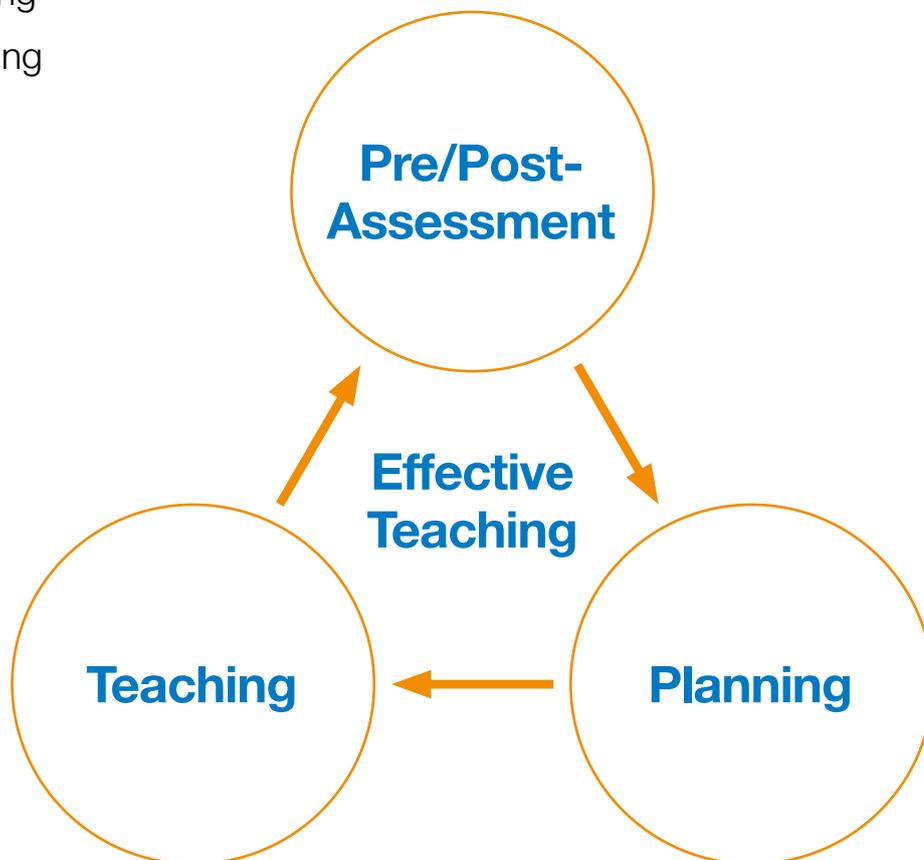
Chapter 4

The teaching and learning cycle

This chapter will provide a framework—the teaching and learning cycle—that educators can use to support the implementation of OVEP. After this, educators will be able to learn different strategies that support the implementation of OVEP using 21st century competencies.

The teaching and learning cycle features three key elements:

- Assessment
- Planning
- Teaching



“A goal, without a plan, is just a wish.”

Antoine de Saint-Exupéry

Pre-assessment

A good educator does not walk into a learning environment and just start teaching. With this old-fashioned approach, the view was that if you teach something you think is interesting, you might engage some students and that is the best you can hope for. Students expect and deserve better. The teaching and learning cycle offers a structure that helps the educator design lessons and activities that will support all learners. Pre-assessment is essential because it helps the educator understand the learning profiles of the students. This pre-assessment should be completed from two different perspectives: that of the educator and that of the student(s).

An educator's pre-assessment questions/data collection might include:

- What are the ages/gender/cultural composition of the students?
- What assessment information is already available? Talk to the previous educators and find out how the students learn, cooperate, experience difficulty, etc.
- Read the students' report cards. Look at examples of work the students have already completed.
- What teaching methods engaged the students and inspired them to work hard?
- How did the previous educator enrich the programme or adapt it to meet the needs of different learners?
- What are the individual strengths/learning needs of each student?
- Do they need additional work to strengthen their understanding or are they ready to move on to more challenging concepts?
- Pre-assessment/data collection from the students might include:
 - What aspects of OVEP interest us?
 - What do we already know?
 - What would we like to know?
 - What sporting experiences would we like to try?
 - How do we like to express our learning (drama, written work, art, etc.)?

This information is used to inform the decisions of the educator in the next stage of the teaching and learning cycle.

Planning

Choosing appropriate content and planning engaging activities in OVEP can benefit from the use of a principle termed “Understanding by Design (UBD)”. This is where the educator starts their planning by considering what skills, knowledge, and experiences the students will have at the conclusion of the project. “Beginning with the end in mind” is a catchphrase that will help the educator select the teaching strategies, and help them to consider how and when to use them.

Like an athlete preparing for peak performance at the Olympic Games, OVEP is most effective when it is planned and delivered with specific goals. These goals may range from the short-term—the specific learning objectives of a lesson—to medium-term—having the students explore an Olympism educational theme—to a long-term goal—implementing OVEP in a manner that builds values and repeatedly exposes students to Olympism year after year. Typically, educators will start with short- and medium-term goals and assess the programme's effectiveness and popularity with the students.

Planning the pace of the programme or activity (e.g. an Olympic themed week versus a lesson every week for a month) is important because it will be blended with any other educational requirements the educator is obliged to deliver.

A good educator recognises that students have very different learning styles, different interests and personal preferences as to how they demonstrate their learning. Planning for and respecting these differences will also require the educator to consider the following:

Accommodations—How to teach the same content but adjust the outcomes for a student with different capabilities. The educator may change aspects of the learning environment or use different equipment, but will still teach the same content as for other students.

Modifications—How to change the programme so that the learner is able to interact with the material in an authentic way. Is there any special equipment or particular teaching strategy needed to facilitate the students' learning? Are there any specific learning environments for which the activity is best suited? For example: Will the students best learn the concepts through outdoor experiential education, or in small group discussions?



The pre-assessment data (i.e. how the students learn) and the planning process (what you are going to teach them) will direct the educator toward specific teaching strategies. The next chapter covers a few such methods—though it is by no means a comprehensive list, as pedagogy varies across regions, cultures and traditions.

Before viewing these methods it is important to recognise that these teaching strategies cannot be effective if they are applied in a random, scattered approach. An educator’s effectiveness is increased when the learning is scaffolded with a structure flexible enough to meet the needs of all learners. Key elements that can be included in this structure are:

Assessment of the previous lesson’s learning

The educator may choose to start the class by assessing the learner’s understanding of the previous concept. Obviously, this step is skipped if everything is new. One increasingly popular teaching method is the “Flipped Classroom”. In this method, learners are given the lesson’s contents in advance. When they arrive at the classroom/learning environment, it is to discuss the contents, work on assignments that deepen understanding, take tests or get help with difficult concepts.

Introduction of new content

The educator uses the pre-assessment data to introduce skills and concepts in a manner that recognises the diversity of learning styles and interests of the students. Contemporary teaching strategies diminish the role of the educator as the “sage on the stage” and increase the capacity for the student to share their knowledge and experiences. Students are encouraged to take leadership roles, enriching their own understanding and supporting the learning of others.

Facilitated practice

The educator takes on the role as a facilitator of learning. In this capacity the student is guided to explore and deepen their understanding of the material. The educator may make suggestions but, ultimately, the student develops a sense of “owning” their learning, rather than memorising facts that the teacher thinks are important.

Feedback

The “GROW” model (developed by Sir John Whitmore) is often used to describe the elements of feedback.

Goal—The educator starts a conversation with the student by asking “What was your objective in this task? Did you achieve it? What issues/problems do you identify with your work/ understanding?” The purpose is to have the student develop self-reflective skills.

Reality—Sometimes students do not accurately appraise their work or performance (thus the need for feedback). In this element, the educator shares with the student the aspects of the work that they considered positive. The educator then makes suggestions that might strengthen understanding or improve performance. It is important to note that affirmative phrases such as “good job” or “well done” are mistakenly interpreted by some educators as feedback. Such phrases—while well-intentioned—do not convey information that allows the student to recognise or identify areas of strength and areas for improvement.

Options—The educator prompts or questions the student to explore other possibilities with this task. “What could you do differently? What opportunities exist that will deepen your understanding?”

Will (or Way Forward)—This element prompts the student to consider how they will move forward. The student reflects on their learning and tries to identify (self-assess) areas for improvement.

Independent practice

The educator encourages the student to practise and develop their learning outside of the context of the learning environment.

Post-assessment

The final part of the teaching and learning cycle is to revisit assessment, although it should be stated that assessment can take place at any time throughout a unit, theme or project, not just at its end. As with pedagogy, there are countless methods an educator can use to assess student learning and ensure that the educator uses methods “as a tool for growth, rather than a means to point out mistakes” (Tomlinson, 1999, p10).

Examples of assessment

Performance-focused assessment

The student displays their work and receives feedback from educators, parents, peers, etc. These displays can include plays, songs, poems, etc. while feedback could be written or verbal.

Examination-focused assessment

The educator uses tests (formative), quizzes, summative examinations and peer-made tests to ascertain depth of understanding.

Self-assessment

The student reflects on their work. They consider their initial goals and match the products of their efforts to these goals. This reflection can be expressed through written pieces, recorded interviews or monologues. Presentation of work in portfolios—especially electronic—is becoming increasingly popular.

Peer assessment

The students request the feedback from peers. One strategy is “Three Stars and a Wish”. This is where the peer starts their feedback with three very positive comments about the work they are appraising. They then follow this with a “Wish”—a comment that will help the student to further strengthen their work.

Conference-focused assessment

The educator organises meetings in which the student discusses their work and receives feedback from interested parties. These are sometimes called “student-led conferences” and are a powerful way to help students take pride in their work, and also to feel connected to those who are giving them feedback.

Criteria-based assessment

The educator creates rubrics that relate specific requirements to a number. Thus the student can self-assess and gather information on areas in which their work or understanding needs strengthening.

The cycle then repeats

The educator uses the assessment data to plan for the next lesson and the next unit, and does so with the knowledge that the material is chosen and delivered in a manner that is challenging and respectful of the learner’s unique needs.



Chapter 5

Teaching methods that support the implementation of OVEP

Like many fields of study, teaching methods—pedagogy—has its fair share of jargon and terminology. Some of the terms may be easily understood e.g. “learning objectives”, “discussion groups”. But other terms—e.g. “differentiation”, “scaffolding”, “compacting”—are perhaps not as widely recognised. One of the educator’s tasks is to apply teaching methodologies that promote OVEP without the reliance on technical language for support. Pragmatism is most effective when it has plain language as its foundation—teaching does not need to be over-complicated in order to be effective! This chapter reviews teaching methods that can develop OVEP using 21st century learning competencies and other methodologies that build on existing knowledge and support the learner.



Teaching methods, 21st century learning competencies and OVEP

Creativity

The generation of new ideas or solutions is an important skill that is incorporated into OVEP. The following methods can be used:

- **Guided or open-ended inquiry**—This can either be an individual or a collaborative process that encourages students to be their own explorers of knowledge and understanding. There are several ways in which this can be done:
 - **Guided inquiry**—The teacher provides a question, the student(s) then choose the processes to research, then communicate their findings.
 - **Open-ended inquiry**—The students choose their own question, methods of research and methods of communicating their results and discoveries.
- **Think—connect—challenge—express**—The educator guides the student to appraise the problem and link it to their current understanding, before challenging it and finally expressing their new understanding.
- **Drama** is valued as a powerful way of provoking thought, sharing ideas and inspiring new ways to look at issues. Drama is used in some of these OVEP activities to bring to life issues emerging from Olympism and provide a fun way for students to connect with this material.
- **Role-play**—The students research characters from an Olympic story then act it out. They then consider and discuss questions.
- **Critical thinking**—Rather than being one skill, critical thinking is a composite of different thought processes: analysing information, synthesising into some personal meaning and forming a judgement about this new information. This is an important skill in OVEP because it helps the student develop their own understanding rather than having it given to them by an educator.
- **Metacognition**—In this technique, students are encouraged to analyse their thinking process—what does it tell them? Does the thinking reveal bias or depth? Does it prompt or require further questions to gain greater clarity? This method is best suited for advanced thinkers—not those who are still at a concrete-sequential level (i.e. young children).

Problem-solving

If we want the students to develop their own ideas about values-based education, we will need to give them the skills to think for themselves. The ability to problem solve, and its companion skill, critical thinking, will help this process.

- **Carousel learning**—This is a brainstorming activity. The educator poses a question—it may have several parts—and writes it down on several sheets of paper. These are taped to walls. Students rotate from paper to paper. They consider the question on the paper, reflect, then write down their responses. They then move onto the next paper. At the end, the papers are taken down and studied for patterns and discussion items. This method can activate the student's prior knowledge and provoke new lines of inquiry. It also allows less confident, less outspoken members of the class to make thoughtful contributions.
- **Jigsaw learning**—In this method, students are split into groups and study a different piece of one problem. They then gather, share their ideas and assemble their solution to the problem. It is a strong method for promoting collaboration. If one piece of the puzzle dominates the rest—just like a jigsaw—it will not work. The pieces must fit together.
- **Working backwards**—This is a unique teaching strategy whereby the students start their work at the finishing point. The students then have to determine the preceding steps that helped to reach this point.
- **Structured inquiry**—The teacher provides a question and expects specific outcomes from the research. The key aspect of this approach is for students to develop analytical and reflective thinking.

Critical thinking

Teaching methods that will develop this skill include metacognition, carousel learning, jigsaw, working backwards, and structured inquiry. Also:

- **Question and answer**—This method draws on the skill of the educator to ask questions that explore a student's understanding and then challenge them with further questions based on their responses. This approach gives the students the opportunity to make predictions and provide reasoning that in turn will be challenged for strength or accuracy.
- **Panel discussion**—A moderator (an educator or a student) is selected to present questions to a group of people (perhaps students or experts). The format for the panel's responses can vary. The moderator may address an issue to a specific member of the panel or pose the same questions to all members. After a specified time answering the question (with no interruptions) the other panel members can comment on the responses.



Collaboration

This is a process that facilitates learning by bringing the skills, knowledge and experience from others and incorporating them into your own learning. Many of the activities in the OVEP toolkit utilise collaborative teaching skills.

- **Circle of sharing**—In this method of learning, students are placed in a circle and given one problem to work on. Everyone in the circle thinks about the problem—usually an open-ended, challenging question. A recorder will then transcribe the responses and contributions of each person in the circle. After gathering all of the input, the scribe summarises the answers and this leads to further discussion.
- **Round table**—In this strategy, an educator writes a question (or several questions) on a piece of paper. Students write answers or suggest ideas and then pass the paper on to the next member of the group. This is a useful way of generating ideas but is also a means for the educator to gauge the group's level of understanding.
- **Panel discussion**—A moderator (an educator or a student) is selected to present questions to a group of people (perhaps students or experts). The format for the panel's responses can vary. The moderator may address an issue to a specific member of the panel or pose the same questions to all members. After a specified time answering the question (with no interruptions) the other panel members can comment on the responses.
- **Peer teaching**—Research has repeatedly shown that allowing students to teach one another has a profound impact on the learning success of both the student and the teacher. It is especially powerful for students who find the material to be challenging. Having a peer teacher helps the developing student to connect with both the material and their peers in significant ways.

Civic literacy

- **Developing leadership skills** and a sense of civic service (volunteering) facilitate the implementation of OVEP values.
- **Role modelling**—both student and educator—is an important reinforcement of these skills.

Communication skills

OVEP values can be developed through many forms of media. Information communication technology (known as ICT) offers sophisticated tools to share learning, communicate messages, collaborate, problem solve and create. Some of these tools are widely used by youth—Facebook, blogs, vlogs, Prezzi and PowerPoint.

- **Blogs**—Students with internet access can write about their experiences of OVEP and then post them online. A blog is like a diary or journal and can take whatever style of writing you feel matches your purpose. You may wish to write persuasively, express opinions or celebrate the successes of others. It can be whatever you want it to be. Some blogs are written for an audience of followers, while others may be just for the joy of personal expression. There are plenty of blogging resources available online and these can be easily located through search engines.

As some students may not have access to these tools, or internet access, more traditional tools of communication may also be used:

- **Journals**—Students are encouraged to keep a journal as they work their way through these OVEP activities. It can record their thoughts and shape their ideas on topics that require debate and opinion. They can become a powerful archive of a student's developing sense of character.
- **Response journals**—These are used by the student to write their thoughts (over time) to a question. For example: The educator may pose a question “Can OVEP change the character of a student?” As the student participates in the OVEP activities, they will be able to make journal entries in response to this question.
- **Literature circles**—This is a great way to gather students' ideas about OVEP topics. Students are placed in (or choose) small groups. They are given a text to read and then discuss its contents. They can report back to the larger group on the conversations and opinions that were expressed. These literature circles can be used for studying books as well as shorter pieces of writing.

Self-directed learning

- **Project-based learning (PBL)**—Students are encouraged to select a question that will guide their learning for the designated length of the assignment or project. OVEP and PBL are a natural fit as students might select one or more educational theme(s) and then explore aspects matched to their interests. The PBL approach would allow the students to choose how they presented what they have learned. The students explore their thinking around this question and choose ways in which they would like to express what they have learned. This is not intended to be a quick process but is something that can last weeks, even months. An example of a project-based learning question using OVEP material could be: “Olympism transforms societies. What does this mean for you and your community?”
- **Case study**—Students may decide to pursue a detailed, focused study of a particular aspect of OVEP. Methods of demonstrating their learning—in keeping with a personalised approach—should be decided by the student.
- **Choice boards**—The educator writes learning options on a board that connect with the objective of the lesson. The student chooses which activity is best suited to their learning style and current interests. It also gives the student a choice over how they wish to demonstrate their learning.
- **Learning stations**—The educator creates a series of stations with activities that connect to the lesson's theme. The educator can allow the students to self-direct their movement from one station to another, or direct them as seems necessary.

Teaching methods that build or support existing knowledge

Scaffolding—This is a technique whereby the educator breaks the task into smaller, more manageable pieces and supports the learner until they are ready for more complex pieces.

Compacting—The educator uses the pre-assessment data and determines whether it is necessary for a student to work on an aspect of the assignment. If they have mastered the concept, they are ready to move onto something more challenging.

Anchoring—Some students will finish work quickly. An educator can provide a supplemental that builds on the concept/learning that has been assigned to the rest of the class.

Teaching by adjusting OVEP content

Accommodations—The educator teaches the same content for each student and expects the same outcomes but needs to give students with different capabilities more time, or perhaps different equipment, to enable them to demonstrate their learning.

Modifications—The educator adjusts the content so that the learner interacts with the material in a manner that is respectful of their capabilities.

Adjusting the pace of learning

Some students are motivated to produce quality work when given specific timelines. For other students this will create anxiety and inhibit their learning. Teaching methods that adjust the pacing (variable, self-directed, accelerated, decelerated etc.) can be used to support the diversity of learning styles.

Organising the students

There are many ways to organise your students:

- **Clustering** gifted kids together so that they may deepen their learning together.
- **Mixing groups** of students with different learning styles and different needs has been shown in research to benefit all learners.
- **Random grouping** prevents learning cliques forming in a learning environment.
- **Behavioural grouping**—Organising students in a manner that allows those that are shy or less vocal to have an opportunity to share ideas (and not be intimidated by more outspoken individuals).

Learning by doing

Constructivism—This is a method—articulated by the ancient Greek philosopher Aristotle—that believes students connect in a deeper, more meaningful way when they actively engage with the material rather than sitting passively, receiving facts. The activities suggested in OVEP allow the students to learn about Olympism by doing, not just hearing about it.

Learning through inquiry

This can either be an individual or a collaborative process that encourages students to be their own explorers of knowledge and understanding. There are several ways in which this can be done:

- **Guided inquiry**—The teacher provides a question, the student(s) then choose the processes to research, then communicate their findings.
- **Structured inquiry**—The teacher provides a question and expects specific outcomes from the research. The key aspect of this approach is for students to develop analytical and reflective thinking.
- **Open-ended inquiry**—The students choose their own question, methods of research and methods of communicating their results and discoveries.
- **Socratic questioning**—This ancient strategy, inspired by the teachings of Greek philosopher Socrates, is led by the educator, who challenges the students to question their understandings and defend their opinions.

Oral teaching methods

Some cultures use oral methods of education to teach students. Storytelling, use of analogies and Socratic questioning (using questions to explore deeper thinking on a topic) are examples of such methods.

Didactic methods

There are cultures where students best learn by giving them heavily prescribed instruction—meaning the state dictates what you will learn. Students typically receive information from the instructor and their questioning is limited to carefully defined parameters.



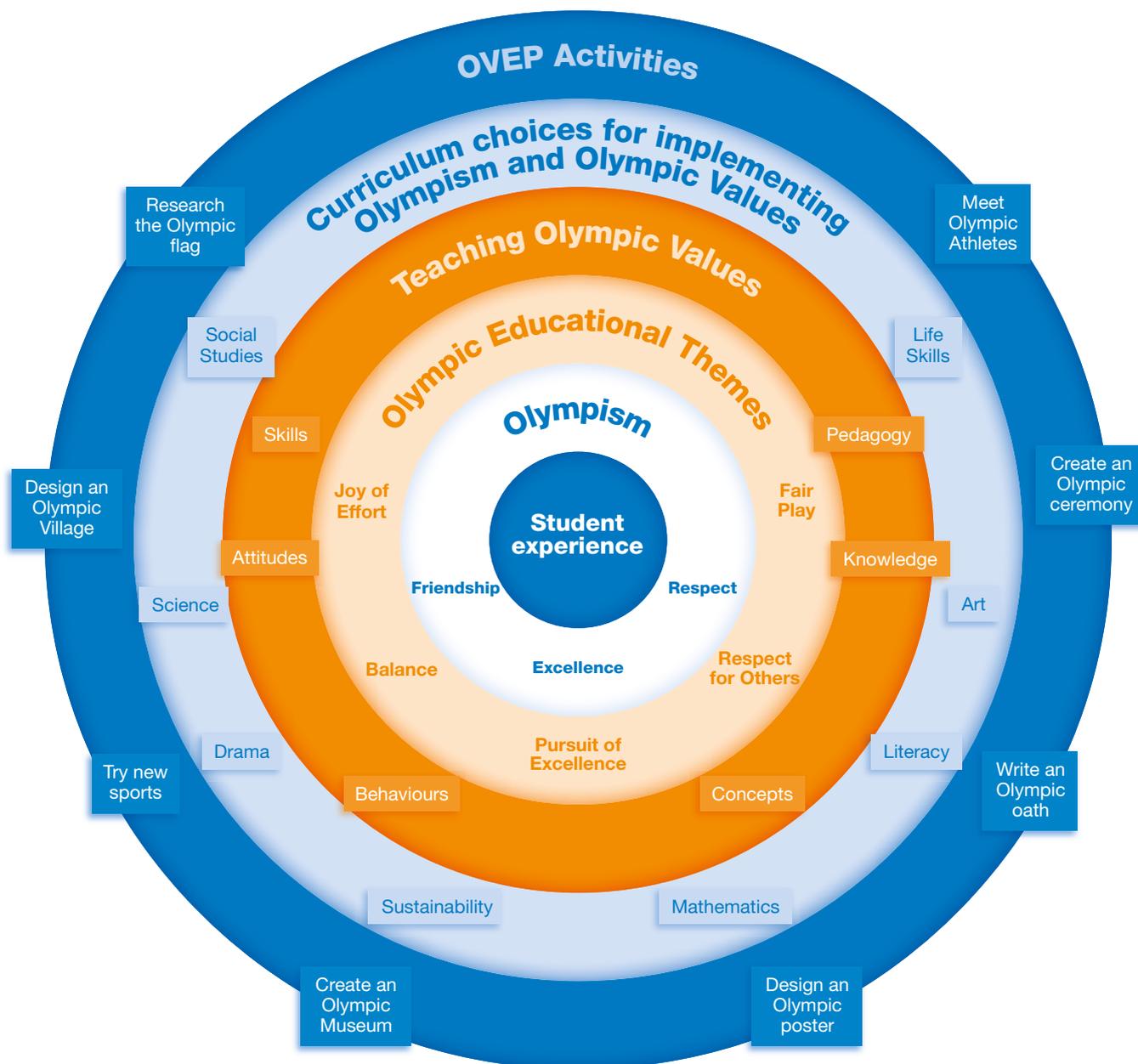
Chapter 6

Olympic educational theme-based teaching (units of work)

The Fundamentals Manual and The Resource Library provide material for inquiry, discussion, reflection and activity. Implementing this work so that it is coherent and aligns with the learning objectives of OVEP can be achieved by using these materials in the following ways:

- OVEP resources are used as a standalone activity
- OVEP resources are blended into other educational projects
- OVEP resources are fully integrated into the curriculum but are only used for a defined period (e.g. during the Olympic Games)
- OVEP is implemented as a scheme of work using project-based learning
- OVEP activities are implemented by subject area
- OVEP activities are implemented by using the Olympic educational themes

IMPLEMENTING OVEP*



*downloadable as a poster from The Resource Library. 00/Activity Sheets.

OVEP resources are used as a standalone activity

The educator may only have a small amount of time or limited resources to spend on OVEP. Thus they could select activities that match these constraints and teach them in a manner that still helps them to achieve their desired outcomes—e.g. inspiring students to adopt the values of Olympism. A classroom teacher could ask the students to consider a thought-provoking question and then choose an activity from The Resource Library that allows them to further explore this work.

Example: “Changing attitudes in society over the last 100 years have influenced many aspects of the Olympics.” Choose an activity from the Fundamentals Manual or The Resource Library and consider how, why, where and when these changes

occurred. Choose a way to express your thoughts and learning on this question. Clearly such an approach also lends itself to a much deeper examination using multiple activities.

Example: An educator is teaching a life skills course and wants the students to consider ways in which sports and the Olympics can promote international peace and cooperation. The educator could use the questions posed on page 49 of the Fundamentals Manual—The language of peace—to provoke conversation and develop the students thoughts on this issue. The Fundamentals Manual is used in this example as a resource to support a specific topic/learning opportunity rather than being used as a full programme.

OVEP resources are blended into other educational projects or courses

The educator may choose to incorporate selected material to supplement an existing project or unit of work.

Example: Many learning environments teach “life skills” and this unit covers the areas that students experience as they develop health, sexuality, friendship development, social skills, lifestyle choices, decision-making skills, among others. The Olympic education themes clearly connect with many aspects of such a programme. An educator responsible for teaching these life skills could select OVEP activities to enhance their own programme.

OVEP resources are selectively integrated into the curriculum

Educational environments, such as schools, are required to deliver their education using many subjects: literacy, mathematics, science, history, arts. The demands of implementing a broad curriculum are therefore challenging. However, there are still opportunities to implement the OVEP programme. Examples:

- Athletic leadership programmes
- Life skills courses
- Physical education classes
- Homeroom (i.e. class time in which there is no specific subject being taught)
- Extracurricular clubs (i.e. an “Olympic Club” is formed to follow OVEP)

Many of the activities provide opportunities for the educator to connect the students’ experience with OVEP in specific subject areas. Selective integration of OVEP occurs when this programme is only used for a defined period (e.g. during the Olympic Games).



The Resource Library references

- “Teaching Values in Movement Activities: Inherent and Added Values” Martínková, I., 2012. [01/Background](#).

OVEP is implemented as a scheme of work using project-based learning (PBL)

OVEP is at its most effective when it is ongoing, with skills, knowledge and experiences that build year over year. One approach is for the educator to design units around the Olympic educational themes and use the Fundamentals Manual and The Resource Library to select activities. Teaching this material in courses/classroom that is structured into the curriculum timetable would mandate the educator to fully implement it as opposed to it being considered as something else to squeeze into the curriculum.

Another practical teaching method for implementing OVEP is to use project-based learning (PBL). Students choose an open-ended question that provokes challenging and deeper thinking on the topic. After considering the “guiding question”, each student may then choose an aspect that particularly intrigues and motivates them to research and experience more about the topic. This approach allows the project to be highly personalised and is an appealing methodology for students with very different learning styles, interests and capabilities.

A PBL example for students in secondary grades (9-12): “How do politics influence the Olympic Games?” Using the inquiry approach, the educator would solicit student responses then prompt further questions that would generate additional student questions and responses: “Should countries ever use boycotting the Olympic Games as a means to make a political statement? How has the Olympic Movement responded to ideological discord? How have political decisions influenced the awarding of the games? How has political expectation influenced performances at the Olympic Games?” Using these questions and the students’ thoughts to guide them, the educator and student can select OVEP activities that would help them further explore their interests and ways of demonstrating what they have learned.



The Resource Library references

- *Be Inspired 4 Life* webpage, Hampshire County Council. [03/Manuals](#).
- *Game for Life* webpage, Sport Singapore. [03/Manuals](#).

Resources and references

“African Traditional And Oral Literature As Pedagogical Tools In Content Area Classrooms K-12” by Asimeng-Boahene, L. and Baffoe, M., Information Age Publishing, 2014.

“Creating and Sustaining the Constructivist Classroom” by Marlowe, B. A. and Page, M. L., Corwin Press, 2005.

“Different Speeds & Different Needs: How to Teach Sports to Every Kid” by Barber, G., Paul Brookes Publishing, 2010.

“Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms” by Heacox, D., Free Spirit Publishing, 2009.

“Project Based Learning (PBL) Starter Kit” by Larmer, J., Ross, D. and Mergendollar, J. R., Unicorn Printing, 2009.

“Physical Education Methods for Elementary Teachers” by Thomas, K., Lee, A. M. and Thomas, J. R., 3rd Edition, Human Kinetics, 2008.

“Qualities of Effective Teachers” 2nd Edition, by Stronge, J. H., ASCD, 2007.

“The Differentiated Classroom: Responding to the Needs of All Learners” 2nd Edition, by Tomlinson, C. A., ASCD.

“Invitations to Learn” by Tomlinson, C. A., Educational Leadership, September, 2002 60 (1) 6–10.

Linking OVEP activities to curriculum subjects

Activity	Olympic educational theme	School subjects	Teaching methods
01 Baron Pierre de Coubertin and the Olympic Movement	Respect for others, balance, fair play	Art, drama, social studies	Role-play, inquiry, theatre, discussion
02 The Olympic symbol	Respect, excellence	Art, history, social studies	Discussion, inquiry
03 Flying the flag	Respect	Art, history, geography, social studies	Discussion, inquiry
04 The Olympic motto: Citius, Altius, Fortius	Excellence, balance, joy of effort	PE, writing, literacy, geography, social studies	Discussion, inquiry
05 Igniting the spirit: the Olympic flame	Respect	PE, writing, literacy, geography, mathematics	Guided inquiry, circle of sharing
06 The Olympic Games opening ceremony	Pursuit of excellence, balance, respect for others, fair play	Drama, art, music	Guided inquiry, role-play, theatre
07 The Olympic Games closing ceremony	Pursuit of excellence, balance, respect for others, fair play	Writing, literacy, drama, art	Inquiry, Socratic questioning
08 The Olympic oaths	Fair play, respect for others, joy of effort	Writing, literacy, drama, art	Constructivism, Socratic questioning
09 The Olympic Truce	Respect for others, balance, fair play	Writing, literacy, drama, art	Circle of sharing, round table
10 Peace and the Olympic Games	Respect for others, fair play	Writing, literacy, drama, art	Circle of sharing, round table
11 The Peace Heritage Game	Respect for others, fair play, friendship, joy of effort	Writing, literacy, drama, art	Circle of sharing, round table



Activity	Olympic educational theme	School subjects	Teaching methods
12 Sport and art in Ancient Greece	Respect, balance, excellence	Art, geography, social studies	Guided inquiry, constructivism
13 Sport and art in the modern Olympic Games	Respect, balance, excellence	Art, geography, social studies	Guided inquiry, constructivism
14 Logos and mascots	Balance, respect, joy of effort	Art, writing, literacy	Literature circles
15 The Olympic Museum	Joy of effort, balance, pursuit of excellence, fair play, respect for others	Art, social studies, drama, music	Creativity, collaboration, problem solving
16 The Olympic sports programme	Balance, pursuit of excellence, fair play, respect for others, joy of effort	Art, business studies, drama, music	Inquiry, collaboration
17 The Youth Olympic Games (YOG)	Balance, pursuit of excellence, fair play, respect for others, joy of effort	Social studies, drama, music	Creativity, collaboration
18 Breaking through barriers: women in sport	Balance, pursuit of excellence, fair play, respect for others, joy of effort	Art, drama	Role-play, theatre, creativity
19 The Paralympics: "Spirit in Motion"	Balance, pursuit of excellence, fair play, respect for others, joy of effort	PE	Role-play, inquiry, constructivism
20 Hosting an Olympic Games	Balance, pursuit of excellence, fair play, respect for others, joy of effort	Writing, literacy, business studies, art, music, drama	Inquiry, constructivism, creativity
21 The Olympic Village	Respect, excellence, fair play	Social studies, science, biology, art	Creativity, problem solving
22 Sustainable development through the Olympic Games	Balance, respect for others	Social studies, science, biology, art	Creativity, problem solving
23 Overcoming the challenges of an Olympic Games	Balance, pursuit of excellence, fair play, respect for others, joy of effort	Art, drama, social studies, life skills	Role-play, discussion
24 Experiencing the joy of effort through sport and physical activity	Joy of effort, pursuit of excellence, fair play, balance, respect for others	PE	Problem solving, creativity, collaboration
25 Celebrating humanity: stories from the Olympic Games	Respect for others, balance, fair play, pursuit of excellence, joy of effort	Social studies	Discussion, role-play, circle of sharing
26 Living by the rules of fair play	Fair play, respect, balance	Art, drama, social studies, life skills	Role-play, discussion
27 Practising respect for oneself and for others	Respect	Art, writing, literacy	Literature, circles, discussion
28 My rights = my responsibilities	Respect, balance, fair play	Life skills, social studies	Inquiry, thinking skills
29 Making difficult choices	Respect, balance, fair play	Life skills, drama	Role-play, discussion, problem solving
30 Doing your best by pursuing excellence	Pursuit of excellence, balance	Writing, literacy	Journal, response journals, circle of sharing
31 Perseverance and the Olympic Games	Pursuit of excellent, joy of effort, respect	PE	Discussion, role modelling, problem solving, creativity
32 Resilience and the Olympic Games	Respect, joy of effort, fair play	Social studies	Inquiry, creativity
33 Courage at the Olympic Games	Respect, joy of effort, pursuit of excellence	Social studies	Discussion, circle of sharing, inquiry
34 Living an active, balanced and healthy life	Joy of effort, pursuit of excellence, fair play, balance, respect for others	PE	Problem solving, creativity, collaboration

Suggested further reading on pedagogy

Teaching methods

<https://www.teachervision.com/teaching-methods/resource/5810.html>
<http://teaching.unc.edu/learning-resources/articles-books/best-practice/instructional-methods/150-teaching-methods>

Differentiation in the classroom

<http://www.ascd.org/research-a-topic/differentiated-instruction-resources.aspx>

Strategies to support different learners

<https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/accommodations-and-modifications-how-theyre-different>

Pacing strategies and classroom instruction

<http://www.edutopia.org/blog/instructional-pacing-tips-rebecca-alber>

How to use choice boards

http://www.alexiscullerton.com/uploads/2/4/7/2/24729748/choice_boards_packet.pdf

Thematic education

<http://www.funderstanding.com/educators/thematic-instruction/>

Constructivism in the classroom

<http://www.education.com/reference/article/constructivism/>

Lesson design and planning

http://www.crlt.umich.edu/gsis/p2_5

Strategies for effective lesson planning

<https://www.tes.co.uk/teaching-resource/lesson-design-and-planning-6074051>

Specific teaching approaches

<http://www.celt.iastate.edu/teaching-resources/course-planning/specific-approaches/>

Inclusion and diversity coaching

<https://www.sportscoachuk.org/coaches/resource-bank/inclusion-and-diversity-coaching>

Inclusion resources

http://www.swimming.org.au/article.php?group_id=6699



The Resource Library references

- *Sport for Development: What role can sport play in sustained social change?* video, Magic Bus, 2013. [01/Advocacy](#).
- *Play Academy: Resources for Teachers*, Right To Play International. [02/Good Practices](#) & [03/Manuals](#).
- *International Inspiration* webpage, International Inspiration. [02/Good Practices](#).
- “*Kolb’s Learning Styles*” diagram, www.businessballs.com. [03/Links](#).
- *Olympic Ambassador Programme* webpage, The New Zealand Olympic Committee, 2016. [00/Activity Sheets](#).



Glossary

Accommodation—The educator teaches the same content for each student and expects the same outcomes but needs to give students with different capabilities more time, or perhaps different equipment, to enable them to demonstrate their learning.

Anchoring—Some students will finish work quickly. An educator can provide a supplemental activity that builds on the concept/learning that has been assigned to the rest of the class.

Blogs—Students with internet access can write about their experiences of OVEP and then post them online. A blog is like a diary or journal and can take whatever style of writing you feel matches your purpose. You may wish to write persuasively, express opinions, or celebrate the successes of others. It can be whatever you want it to be. Some blogs are written for an audience of followers, while others may be just for the joy of personal expression. There are plenty of blogging resources available online and these can be easily located through search engines.

Carousel learning—This is a brainstorming activity. The educator poses a question—it may have several parts—and writes it down on several sheets of paper. These are taped to walls. Students rotate from paper to paper. They consider the question on the paper, reflect, then write down their responses. They then move onto the next paper. At the end, the papers are taken down and studied for patterns, discussion items, etc. This method can activate the student's prior knowledge and provoke new lines of inquiry. It also allows less confident, less outspoken members of the class to make thoughtful contributions.

Case study—Students may decide to pursue a detailed, focused study of a particular aspect of OVEP. Methods of demonstrating their learning—in keeping with a personalised approach—should be decided by the student.

Chatrooms—Many of the OVEP activities are designed to solicit and develop the thoughts of students. Digital chatrooms could be great forums for collaborating with students in other parts of the world. The use of chatrooms as a teaching method, while full of potential, must also be used with sound professional judgement, for they can also be places where inappropriate content is expressed. Educators are advised to consult with their IT departments for recommendations.

Choice boards—The educator writes learning options on a board that connect with the objective of the lesson. The student chooses which activity is best suited to their learning style and current interests. It also gives the student a choice over how they wish to demonstrate their learning.

Circle of sharing—In this method of learning, students are placed in a circle and given one problem to work on. Everyone in the circle thinks about the problem—usually an open-ended, challenging question. A recorder will then transcribe the responses and contributions of each person in the circle. After gathering all of the input, the scribe summarises the answers and this leads to further discussion.

Collaboration—This is one of the 21st century learning competencies and is an important technique for teaching many of the OVEP activities. Students are encouraged not only to “get along”, but also to seek and value the ideas of others as they work together on projects and assignments.

Communication skills—Many of these OVEP activities develop the students' communication skills. In writing, they have the opportunity to express their opinions creatively through storytelling, article writing and interviewing. They can also develop their methods of personal expression through movement, drama, and the spoken word (such as monologues or dialogues). The OVEP activities value the thoughts and contributions of all learners, whatever their capabilities, and many of the recommended teaching methods are designed to allow equity of voice in debate and discussion.

Compacting—The educator uses the pre-assessment data and determines whether it is necessary for a student to work on an aspect of the assignment. If they have mastered the concept, they are ready to move onto something more challenging.

Concept mapping—This technique asks students to identify relationships between ideas and themes, and then express them in a visual way. Example: Olympism connects to Olympic educational themes, which connects to joy of effort, which in turn connects to an aspect of sport. This thinking strategy helps the students place large amounts of information into categories that can then be analysed (or used in whatever way the project or assignment requires).

Constructivism—This is an educational philosophy that suggests students learn most effectively when they are “doing” or experiencing the learning, rather than passively interacting with the content. Many of the OVEP activities prompt the student to develop their thinking and understanding of values using constructivism, as opposed to sitting in a classroom and being lectured to.

Creativity—This is recognised as one of the key 21st century learning competencies. Students are encouraged to bring their own ideas to problems and means of expression.

Critical thinking—Rather than being one skill, critical thinking is a composite of different thought processes: analysing information, synthesising into some personal meaning, and forming a judgement about this new information. This is an important skill in OVEP because it helps the student develop their own understanding rather than having it given to them by an educator.

Differentiation—This is a process whereby the educator designs a unique learning experience for the student. They may find it necessary to adjust key variables in the classroom: the content, the pace of the learning, the expected learning outcomes, the organisation of the students (for example, mixed ability or clustered around interests).

Drama—One of the great contributions from ancient Greece—along with the Olympics—was drama. It was valued as a powerful way of provoking thought, sharing ideas and inspiring new ways to look at issues. Drama is used in some of these OVEP activities to bring to life issues emerging from Olympism and provide a fun way for students to connect with this material.

Entry cards—At the start of a lesson or unit, students are encouraged to write down their questions about its topic on a small card. Specifically, they will write what they know and want to know. These cards can then be referred to throughout the unit by the educator and student, and used as reminders to focus work and answer questions.

Exit cards—The companion to the entry card is the exit card. At the conclusion of the unit, the student writes down the things they have learned, along with areas that are of interest for further study and any questions or challenges they have faced.

Experiential learning—In this method, students are tasked with completing activities where the power and impact of the lesson is best achieved by “doing”. In the Paralympics activity sheet 19, the exercises are best “studied” by carrying out the games rather than thinking about them.

Flipped classroom—In this method, learners are given the lesson’s contents in advance. When they arrive at the classroom or learning environment, they are asked to discuss the contents and work on assignments that deepen understanding, take tests or get help with difficult concepts.

Guided or directed reading/discussion/thinking/writing—The educator can use OVEP and supplementary materials—articles, books, blogs, websites—to support the student’s understanding of the questions posed. In directed reading, the educator may ask the student to make predictions (“What do you think might happen if...?”), use prompts to stimulate deeper thinking, help the student make comparisons, find similarities and note differences.

Inquiry—This can either be an individual or a collaborative process that encourages students to be their own explorers of knowledge and understanding. There are several ways in which this can be done:

- **Guided inquiry**—The teacher provides a question, the student(s) then choose the processes to research, then communicate their findings.
- **Structured inquiry**—The teacher provides a question and expects specific outcomes from the research. The key aspect of this approach is for students to develop analytical and reflective thinking.
- **Open-ended inquiry**—The students choose their own question, methods of research and methods of communicating their results and discoveries.

Jigsaw learning—In this method, students are split into groups and study a different piece of one problem. They then gather, share their ideas and assemble their solution to the problem. It is a strong method for promoting collaboration. If one piece of the puzzle dominates the rest—just like a jigsaw—it will not work. The pieces must fit together.

Journals—Students are encouraged to keep a journal as they work their way through these OVEP activities. It can record their thoughts and shape their ideas on topics that require debate and opinion. They can become a powerful archive of a student’s developing sense of character.

Learning stations—The educator creates a series of stations with activities that connect to the lesson’s theme. The educator can allow the students to self-direct their movement from one station to another, or direct them as seems necessary.

Literature circles—This is a great way to gather students’ ideas about OVEP topics. Students are placed in (or choose) small groups. They are given a text to read and then discuss its contents. They can report back to the larger group on the conversations and opinions that were expressed. These literature circles can be used for studying books as well as shorter pieces of writing.

Metacognition—In this technique, students are encouraged to analyse their thinking process—what does it tell them? Does the thinking reveal bias or depth? Does it prompt or require further questions to gain greater clarity? This method is best suited for advanced thinkers—not those who are still at a concrete-sequential level (i.e. young children).

Modifications—The educator adjusts the content so that the learner interacts with the material in a manner that is respectful of their capabilities.

Panel discussion—A moderator (an educator or a student) is selected to present questions to a group of people (perhaps students or experts). The format for the panel’s responses can vary. The moderator may address an issue to a specific member of the panel or pose the same questions to all members. After a specified time answering the question (with no interruptions) the other panel members can comment on the responses.

Peer teaching—Research has repeatedly shown that allowing students to teach one another has a profound impact on the learning success of both the student and the teacher. It is especially powerful for students who find the material to be challenging. Having a peer teacher helps the developing student to connect with both the material and their peers in significant ways.



Personalisation—This methodology draws on 21st century learning competencies (creativity, collaboration, communication skills, problem-solving) and allows the student to design their learning around their interests and preferred learning styles. Students can then choose how they express their learning—essentially they personalise it.

Portfolios—A portfolio is a depository of student learning. It can be a physical document—a binder, a file—or a digital box in which various media can be stored. The student gathers work that showcases their learning, how it has progressed, along with areas of strength and weakness.

Prezzi/PowerPoints—A number of digital tools can be used to colourfully present ideas connected to these OVEP activities.

Project-based learning (PBL)—Students are encouraged to select a question that will guide their learning for the designated length of the assignment or project. OVEP and PBL are a natural fit as students might select one or more educational theme(s) and then explore aspects matched to their interests. The PBL approach would allow the students to choose how they presented what they have learned.

Question and answer—This method draws on the skill of the educator to ask questions that explore a student's understanding and then challenge them with further questions based on their responses. This approach gives the students the opportunity to make predictions and provide reasoning that in turn will be challenged for strength or accuracy.

Response journals—These are used by the student to write their thoughts (over time) to a question. For example: The educator may pose a question “Can OVEP change the character of a student?” As the student participates in the OVEP activities, they will be able to make journal entries in response to this question.

Role-play—The students research characters from an Olympic story then act it out. They then consider and discuss questions.

Round table—In this strategy, an educator writes a question (or several questions) on a piece of paper. Students write answers or suggest ideas and then pass the paper on to the next member of the group. This is a useful way of generating ideas but is also a means for the educator to gauge the group's level of understanding.

Scaffolding—This is a technique whereby the educator breaks the task into smaller, more manageable pieces and supports the learner until they are ready for more complex pieces.

Socratic questioning—This ancient strategy, inspired by the teachings of Greek philosopher Socrates, is led by the educator, who challenges the students to question their understandings and defend their opinions.

Task cards—Educators write down tasks that describe or support the OVEP activities. These cards can be taken into groups and used to prompt questions or clarify understanding.

Think—connect—challenge—express—The educator guides the student to appraise the problem and link it to their current understanding, before challenging it and finally expressing their new understanding.

Thinking skills—Many of the OVEP activities prompt the students to explore their own ideas about the material. Thus thinking skills such as analysis, reflection, synthesis and theorising are incorporated into these activities.

Virtual learning—Students who have access to information and communication technologies (known as ICT) can use these resources to make creative use of many of the suggested OVEP activities. They can share their ideas in video conferencing, podcasts, chatrooms or social media.

Vlogs—Students' technological literacy provides many unique ways to demonstrate what they have learned to their educators. Vlogs are the video equivalent of blogs. The students can record an interview with each other, or record a monologue, and then upload to a website or hosting site. This method offers considerable potential for students.

Working backwards—This is a unique teaching strategy whereby the students start their work at the finishing point. The students then have to determine the preceding steps that helped to reach this point.

OVEP Resources

- “*The Fundamentals of Olympic Values Education: A Sports-Based Programme*”. [00/Fundamentals Manual](#).
- “*Delivering OVEP: A Practical Guide to Olympic Values Education*”. [00/Delivering OVEP](#).
- “*Activity Sheets: Exercises to Support Olympic Values Education*”. [00/Activity Sheets](#).
- *The Resource Library*.
- *Olympic Adventure* platform, International Olympic Committee (IOC). [03/Links](#).

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In regard to this publication, the 2nd edition has been revised, expanded and developed to be more user-friendly. It is comprised of predominately four parts: *The Fundamentals of Olympic Values Education: A Sports-Based Programme*; *Delivering OVEP: A Practical Guide to Olympic Values Education*; *Activity Sheets: Exercises to Support Olympic Values Education*; and *The Resource Library*.

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