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

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THE RESOURCE LIBRARY

00. OVEP Resources

01. Introduction to values-based education

02. Values in practice

03. Resources for delivering values-based learning

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

Key to icons:  PDF  Word  Link  Reference  Video  Shortcut
00. OVEP 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 the IOC’s Olympic Values Education Programme (OVEP).

DELIVERING OVEP:
A Practical Guide to Olympic Values Education
This guide will assist you in delivering OVEP.

ACTIVITY SHEETS:
Exercises to Support Olympic Values Education
This hands-on document contains a large series of activity sheets intended to support the learning capabilities of students and the developmental needs of a diverse range of learners.
01. Introduction to values-based education

BACKGROUND
Provides specific documentation on the notion of values-based education. Describes values-based education and presents its history and the related values included and put ahead within this notion.

ADVOCACY
Provides documentation to support and enhance the community’s values-based education, physical activity and sport promotion through governing bodies’ initiatives and efforts.

SCHOOL CURRICULUM
Provides documentation on the integration of values-based education into school curriculums.
02. Values in practice

GOOD PRACTICES
Includes a series of best practices put forward to support and enhance values-based education, social development through sport and physical activity and sport promotion within a wide field of reach.

OLYMPISM
Regroups documentation related to Olympism and the Olympic Movement.
03. Resources for delivering values-based learning

MANUALS
Provides guides and manuals designed to support and accompany youth, teachers, instructors, coaches, parents, organisations and governing bodies through their efforts to engage in and deliver values-based education, social development through sport and physical activity and sport promotion.

PUBLICATIONS
Regroups a wide range of documentation designed to support and accompany youth, teachers, instructors, coaches, parents, organisations and governing bodies through their efforts to engage in and deliver values-based education, social development through sport and physical activity and sport promotion.

LINKS
Includes relevant links to a series of websites that stand as references for the delivery of values-based learning and social development through sport.

REFERENCES
Includes references to books and articles.
The Fundamentals of Olympic Values Education: A Sports-Based Programme

This is the official 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.
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.
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
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Additional activity sheets

**Australian Olympic Committee** – *Olympic Day Guide*
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**Australian Olympic Committee** – *Olympic Day Lessons*
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**Australian Olympic Committee** – *Olympic Values Memory Game*
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**Australian Sports Commission** – *Sports Ability 2 Activity Card*
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**International Olympic Committee (IOC)** – *Implementing OVEP Poster*
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**International Olympic Committee (IOC)** – *The Olympic Values Test: Activity Sheet*
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00. OVEP Resources

FUNDAMENTALS MANUAL

International Olympic Truce Centre (IOTC) – Colours for Peace: A fun way to learn about Olympic Truce
© 2012 International Olympic Truce Centre (IOTC)

International Olympic Truce Centre (IOTC) – Colours for Peace: A fun way to learn about Olympic Truce – Teachers’ Guide
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International Pierre de Coubertin Committee (IPCC) – Answer Key to Sport Vocabulary Exercise
© 2007 International Pierre de Coubertin Committee (IPCC)

International Pierre de Coubertin Committee (IPCC) – Answer Key to The Official IPCC Quiz: “Pierre de Coubertin – Life and Work of a Humanist”
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International Pierre de Coubertin Committee (IPCC) – Balance Between Body, Will and Mind: The Educational Value of Good Examples – Creating the Coubertin Puzzle
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International Pierre de Coubertin Committee (IPCC) – Coubertin Academy: A Handbook for Olympic Education in Secondary Schools
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The New Zealand Olympic Committee – Olympic Ambassador Programme webpage
© 2016 The New Zealand Olympic Committee

The Olympic Museum Educational and Cultural Services – Olympic Games Posters
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01. Introduction to values-based education

**BACKGROUND**

- **Centre d’Estudis Olímpics (UAB), International Chair in Olympism (IOC-UAB)** – Müller, N. – Olympic Education: University lecture on the Olympics
  © 2004 Centre d’Estudis Olímpics (UAB), International Chair in Olympism (IOC-UAB)

- **Gresham College** – Parry, J. – Olympism: Education
  © 2012 Gresham College

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

- **International Olympic Academy (IOA)** – Naul, R. – Olympic Pedagogy as a Theory of Development of Ethical and Humanistic Values in Education
  © 2007 International Olympic Academy (IOA)

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**International Olympic Committee (IOC)** –

- **Living the Olympic Values! video**
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- **Olympic Charter**
  © 2015 International Olympic Committee (IOC) – All rights reserved

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

- **Academic Olympic papers available online: Selection**
  © 2014 International Olympic Committee (IOC) – All rights reserved

- **Olympism, Olympic education, values; Bibliography**
  © 2015 International Olympic Committee (IOC) – All rights reserved
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<tr>
<td>International Pierre de Coubertin Committee (IPCC) – Muller, N. and Schantz, O.</td>
<td>Bibliography of Coubertin’s Writings</td>
<td>© 2008 International Pierre de Coubertin Committee (IPCC) – All rights reserved</td>
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<tr>
<td>Martinková, I. Parry</td>
<td>Teaching Values in Movement Activities: Inherent and Added Values</td>
<td>© I. Parry Martinková</td>
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The following Charters publications provide an international and intergovernmental viewpoint on sport advocacy.

**European Commission** – White Paper on Sport  

**European Commission** – Sport and Physical Activity  
© European Union, 1995-2016

**International Council of Sport Science and Physical Education (ICSSPE)** – International Position Statement on Physical Education  
© 2010 International Council of Sport Science and Physical Education (ICSSPE)

**Sport for Development and Peace International Working Group** – Sport for Development & Peace: Governments in Action  
© 2008 Right To Play International

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**United Nations Educational, Scientific and Cultural Organization (UNESCO)** – Quality Physical Education Policy Infographic  
© 2015 United Nations Educational, Scientific and Cultural Organization (UNESCO)

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### 01. Introduction to values-based education

#### Advocacy

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<td>Association for Physical Education</td>
<td>Health Position Paper</td>
<td>© 2015 Association for Physical Education</td>
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<td>Hansen, L. &amp; Sanders, S. W.</td>
<td>Active gaming: The new paradigm in children’s physical activity</td>
<td>Digital Culture &amp; Education © 2011 Digital Culture &amp; Education</td>
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<td>International Olympic Committee (IOC)</td>
<td>Sustainability Through Sport: Implementing the Olympic Movement’s Agenda 21 – 2012</td>
<td>© International Olympic Committee (IOC) – All rights reserved</td>
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<tr>
<td>Magic Bus</td>
<td>Sport for Development: What role can sport play in sustained social change?</td>
<td>© Australian Sports Outreach</td>
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<tr>
<td>True Sport</td>
<td>What Sport Can Do: The True Sport Report</td>
<td>© 2008 Canadian Centre for Ethics in Sport</td>
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<td>World Health Organization (WHO)</td>
<td>Global Recommendations on Physical Activity for Health</td>
<td>© 2010 World Health Organization (WHO)</td>
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<td>Let's Move</td>
<td>Let's Move webpage</td>
<td>© White House</td>
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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 (UNESCO)
United Nations Educational, Scientific and Cultural Organization (UNESCO) – Values Education through Sport photobook
© United Nations Educational, Scientific and Cultural Organization (UNESCO)
01. Introduction to values-based education

BACKGROUND

ADVOCACY

SCHOOL CURRICULUM

Centre d’Estudis Olímpics (UAB), International Chair in Olympism (IOC-UAB) – Binder, D. – Teaching Olympism in Schools: Olympic Education as a Focus on Values Education
© 2010 Centre d’Estudis Olímpics (UAB), International Chair in Olympism (IOC-UAB)

Commonwealth of Australia – National Framework for Values Education in Australian Schools
© 2012 Commonwealth of Australia

Education, Audiovisual and Culture Executive Agency – Physical Education and Sport at School in Europe
© 2013 Education, Audiovisual and Culture Executive Agency

International Pierre de Coubertin Committee (IPCC) – Nikolaus, I. – The CIPC’s International Network of Coubertin Schools: A Sustainable Model for an Olympic Education
© 2015 International Pierre de Coubertin Committee (IPCC)

© New Zealand Council for Educational Research

University of Canterbury – Thorn, S. – Olympism Education: Teaching and learning Olympism in a New Zealand secondary physical education programme
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02. Values in practice

GOOD PRACTICES  OLYMPSM

International Olympic Committee (IOC)
Olympic Values Education Programme video

Physical activity and sport have significant benefits for health, well-being and youth development. Sport can be a fantastic tool for outcomes such as peace, holistic education and social development. Recognising the unique potential of sport as an educational and communication tool, the Olympic Values Education Programme (OVEP) is a practical set of learning resources designed to inspire and allow young people to experience life values such as Excellence, Respect and Friendship. Click here to view video

© International Olympic Committee (IOC) – All rights reserved
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 to submit your short video.

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<td>Makena</td>
<td>Lucas O’Ceallachain</td>
<td>Yarden Har-Lev</td>
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<td>Carl Thomas</td>
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International Olympic Committee (IOC)

Voices and Faces of OVEP short clips

Helen Brownlee

Federated States of Micronesia (FSM) National Olympic Committee

Said Fazlagic

Jordan Olympic Committee (JOC)

Narin HajTass

Yarden Har-Lev

Sheila Stephens Deshans
02. Values in practice

**GOOD PRACTICES**

- **Centre d’Estudis Olimpics (UAB), International Chair in Olympism (IOC-UAB)** – Tarradellas, J. – The Olympic Movement and the environment: University lecture on the Olympics
  
  © 2010 Centre d’Estudis Olimpics (UAB), International Chair in Olympism (IOC-UAB)

- **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

- **International Olympic Academy (IOA)** –
  
  International Olympic Academy video
  
  © International Olympic Academy (IOA)

- **International Olympic Committee (IOC)** –
  
  IOC Women and Sport Awards – Trophy Winner video
  
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  UN Women Executive Director: A message to the sport world video
  
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- **International Olympic Committee (IOC)** –
  
  Your past is not your destiny: Flavio CANTO video
  
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Values in practice

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

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

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

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
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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:
– 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?

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02. Values in practice

**GOOD PRACTICES**

**OLYMPISM**

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**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)

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**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

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**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
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

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02. Values in practice

GOOD PRACTICES  OLYMPSM

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

Red Ball Child Play: Games Manual
© Right To Play International

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

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?

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Centre d’Estudis Olímpics (UAB), International Chair in Olympism (IOC-UAB) – Garcia, B. – The concept of Olympic cultural programmes: origins, evolution and projection – University lecture on the Olympics

© 2002 Centre d’Estudis Olímpics (UAB), International Chair in Olympism (IOC-UAB)

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

© 2012 Gresham College

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 policymaking 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.

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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.

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International Olympic Academy (IOA) – *International Olympic Academy video*

© International Olympic Academy (IOA)

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

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<td><em>International Olympic Committee (IOC)</em></td>
<td>Factsheet: Opening Ceremony of the Olympic Winter Games</td>
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<td>Olympic Truce: Sport as a Platform for Peace</td>
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<td><em>Polish Olympic Committee</em></td>
<td>Gleaming Airship: Pierre de Coubertin on Sport and Olympism</td>
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<tr>
<td><em>Prof. Dr Jim Parry</em></td>
<td>Olympism for the 21st century</td>
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<td><em>Special Olympics</em></td>
<td>Champions Together webpage</td>
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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

The Olympic Museum Educational and Cultural Services – Olympism and the Olympic Movement
© IOC, The Olympic Museum, Lausanne 3rd edition, 2013 – All rights reserved

The Olympic Museum Educational and Cultural Services – The Main Olympic Topics
© IOC, The Olympic Museum, Lausanne 3rd edition, 2013 – All rights reserved

The Olympic Museum Educational and Cultural Services – The Olympic Games in Antiquity
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The Olympic Museum Educational and Cultural Services – The Modern Olympic Games
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The Olympic Museum Educational and Cultural Services – The Olympic Flame and the Torch Relay
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The Olympic Museum (TOM) – How well do you know the Olympic Games?
© 2011 The Olympic Museum, Lausanne
02. Values in practice

**International Olympic Committee (IOC)**

**Interesting IOC videos**

- Beginner’s Guide to the Olympics video
- What Makes The Olympic Games Unique? video
- Olympic Anthem WAV music file

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<tr>
<th><strong>International Pierre de Coubertin Committee (IPCC)</strong> – Coubertin Academy: A Handbook for Olympic Education in Secondary Schools</th>
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<th><strong>International Pierre de Coubertin Committee (IPCC)</strong> – Answer Key to Sport Vocabulary Exercise</th>
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This document contains the answer key to the Sport Vocabulary Exercise (p.70) of the Coubertin Academy: A Handbook for Education in Secondary Schools.

03. Resources for delivering values-based learning

MANUALS

PUBLICATIONS

LINKS

REFERENCES

Argentine 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](#)

- **Australian Olympic Committee – Olympic Day Lessons**
  © Australian Olympic Committee

- **Australian Olympic Committee – Olympic Day Guide**
  © Australian Olympic Committee
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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.

EIPET Partnership & Institute of Technology, Tralee – European Inclusive Physical Education Training (EIPET) Resource Pack

© EIPET Partnership & Institute of Technology, Tralee
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](#).

* Future First Global – Laurie, E. and Wanja, P. – An Alumni Community for Every School: Learning from Kenya pilot programmes

© 2015 Future First Global

**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](#)

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MANUALS

The International Federation of Red Cross 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

Moving Together: Promoting psychosocial well-being through sport and physical activity
© 2014 International Federation of Red Cross (IFRC) and Red Crescent Societies Reference Centre for Psychosocial Support (PS Centre)

Different, Just Like You – A psychosocial approach promoting the inclusion of persons with disabilities
© 2014 International Federation of Red Cross (IFRC) and Red Crescent Societies Reference Centre for Psychosocial Support (PS Centre)

The 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

International Labour Organization (ILO) – Football Resource Kit:
Using Football in Child Labour Elimination and Prevention Projects
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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.

**International Olympic Committee (IOC), The Olympic Museum (TOM) – All Different, All Winners: Educational Kit**

© 2014 The Olympic Museum (TOM)

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](#)

**The Olympic Museum Educational and Cultural Services – Hope Factory: When Sport Can Change the World**

© IOC, The Olympic Museum, Lausanne 1st edition, 2011 – All rights reserved
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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.
### 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

**Red Ball Child Play: Trainer Manual**  
© Right To Play International

**Red Ball Child Play: Games Manual**  
© Right To Play International

**Red Ball Child Play: Leader Manual**  
© Right To Play International
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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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.

Teacher’s Tool Kit
© 2014 World Anti-Doping Agency (WADA)
03. Resources for delivering values-based learning

MANUALS | PUBLICATIONS | LINKS | REFERENCES

**The Aspen Institute** – Sport for All – Play for Life: A Playbook to Get Every Kid in the Game
© 2015 The Aspen Institute – All rights reserved

**Child and Youth Finance International** – Youth Engagement Country Handbook 2015
© Child and Youth Finance International

For more information, have a look at their website: http://childfinanceinternational.org/

**Georgiadis, S. V., International Olympic Truce Centre (IOTC)** – A Great Tiny Olympic Champion
© 2012 International Olympic Truce Centre (IOTC)

A French version of this document is also available.

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

**International Olympic Committee (IOC), The Olympic Museum (TOM)** – Teaching Resources
© 2015 International Olympic Committee (IOC) – All rights reserved

**International Pierre de Coubertin Committee (IPCC)** – Nikolaus, I. – The CIPC’s International Network of Coubertin Schools: A Sustainable Model for an Olympic Education
© 2015 International Pierre de Coubertin Committee (IPCC)

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

**United Nations Environment Programme (UNEP)** – Tunza magazine: Sport and the environment
© 2012 United Nations Environment Programme (UNEP)

**United Nations Environment Programme (UNEP)** – Tunza magazine: The 4Rs – A way of life
© 2013 United Nations Environment Programme (UNEP)
03. Resources for delivering values-based learning

MANUALS  PUBLICATIONS  LINKS  REFERENCES

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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International Fair Play Committee (CIFP) – Fair Play, from an ideal to reality: Principles, case studies and practical examples, thoughtprovoking subjects, strategies – Implementation handbook

© International Fair Play Committee (CIFP)
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]

© 2015 The Partnership for 21st Century Learning – All rights reserved

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
### Resources for delivering values-based learning

**Manuals**

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<td><strong><a href="http://www.businessballs.com">www.businessballs.com</a></strong> – Kolb’s Learning Styles</td>
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<td>© <a href="http://www.businessballs.com">www.businessballs.com</a></td>
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**Publications**

**Links**

- Have a look under the section Implementing the Programme/The Olympic Adventure
- Also have a look at the Sport for Hope video playlist [here](#)
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
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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
– 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
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
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?
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© 2008 Routledge

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- 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.

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International Olympic Committee (IOC) – Pierre de Coubertin


International Olympic Committee (IOC)

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International Olympic Committee (IOC), Olympic Studies Center (OSC) – Academic Olympic papers available online: Selection

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International Olympic Committee (IOC), Olympic Studies Center (OSC) – Olympism, Olympic education, values: Bibliography

© 2015 International Olympic Committee (IOC) – All rights reserved

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
