

Olympic Values School Program in Hungary – workshop plan

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The location: Hungarian University of Sport Sciences

Time period: 2024.02.05-2024.03.23

Development principles

1. Understand and elaborate the most important OVEP topics
2. Provide active learning environment
3. Use the pedagogical methods, provided in OVEP
4. Give ideas about the implementation of school projects
5. Provide opportunities to practice the methodology to be used in schools

As an extra, participants will receive a draft plan for school programs, which they can customize to fit well to their plans.

Training plan

1. Icebreaker
 - a. Find your partner: participants have to find their partners while they are moving. Participants receive different characteristics in order to find a pair matching them. If somebody does not suit, the participant has to go and find another partner and discuss the given characteristics with the others as well until they find one suitable partner.
 - b. Introduce yourself with the help of a dice: participants stand in a circle and get a number from 1-6. They throw a "sponge" dice into the middle of the circle. The number shown up on the dice will indicate the person who has to introduce her/himself in 2-3 minutes.
 - c. Introduction of the trainers and the purpose of the training.
2. Introduction to the OVEP toolkit, the values and the educational themes
 - a. Fundamental principles of Olympism and their involvement to the Olympic projects in Schools: presentation and discussion
 - b. The system of Olympic values and educational themes: participants form pairs with the help of the given sport cards. Each pair will have to put a jigsaw puzzle together, which will show the drawing from page 18., The Fundamentals of Olympic Values Education. After that, they will discuss this figure together.



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3. Elaborating the OVEP topics – planning

Participants form groups of three. Groups have to work together to elaborate the different Olympic themes. Groups will be formed randomly, on the basis of different citations from the OVEP Toolkit, to be found by the participants. Groups will be formed by participants with the same citation.

- a. Group 1. - The origin of the Olympic Movement
 - i. The group reads the biography given and the circumstances of the foundation of the modern Olympic games.
 - ii. Going back in time, they have to prepare an interview with Baron Pierre De Coubertin.
 - iii. The group records their interview and presents it to the others.
- b. Group 2. - Olympic Symbols: The group reads the relevant section from OVEP and finds all the symbols in it. The task is to design a “modern” Olympic logo by using the collected symbols.
- c. Group 3. - Olympic Motto: The group reads the relevant section from OVEP. They have to produce a word cloud (online / offline) as a background of the motto. On the basis of the word cloud, they have to write a poem.
- d. Group 4. - The Olympic oath - cheating during competitions:
 - i. The group reads the relevant section from OVEP.
 - ii. They individually have to find case studies regarding cheating at the Olympic Games and its consequences.
 - iii. They write the three cases on a flipchart paper (Who? When? What? Consequences?).
 - iv. Everyone introduces their own story to their group.
 - v. Finally, they summarize the consequences of any kind of cheating.
- b. Group 5. - The Olympic Truce:
 - i. With the help of a QR code, the group listens to the relevant OVEP sections (p. 47-49)
 - ii. They raise questions and write them down

- iii. They formulate right/false answers to the given questions and write them down to post-its and stick them on the wall separately.
 - iv. Participants introduce questions to the others, who have to choose and organize the answers under the relevant questions (right/false).
 - c. Group 6. - Olympic logo and image
 - i. One member reads the text on page 32.
 - ii. The group have to design a poster, containing the five rings, and the logos and mascots of the last five winter and summer games.
 - iii. Discuss the meaning and message of those logos and mascots related to the corresponding country, city.
- 4. Elaborating the OVEP topics – implementation
 - a. Groups introduce their already planned activities (under point 3.) and give feedback to each other. Each group involves all their members actively. The time given is 10-12 minutes for each group.
- 5. Elaborating the OVEP topics in a physically active manner – planning

The same groups of three have to plan different physical activities. They have to work together on different OVEP topics. The topics together will result in a draft plan for a physically active OVEP school project. Each group is responsible for one physically active task, which they have to plan and prepare and also guide the others to do it, just like a PE teacher. Location: gym.

- a. Group 1 – joy of effort
 - i. Have you ever been in a situation where you had to give your best effort, even if it went beyond your limits during physical exercise? If yes, how did you feel like? Tell your story to the others!
 - ii. If participants are ready, they have to plan physically active tasks, which demonstrate physical effort the most.
 - iii. Participants formulate questions (at least 4) to children regarding the philosophy behind an effort to be taken, maybe beyond somebody's limits.
 - iv. One participant reads out loud the story of Kipchoge from the OVEP Toolkit. According to this, participants have to prepare a test with 2-3 questions with self-reflection and discuss it with the others.
- b. Group 2 – Fair play
 - i. Everyone watches a fair play story via an electronic device.
 - ii. The group stimulates these stories with the help of a game. The group has to find a game, which can demonstrate if something is fair or not. Each participant has to cooperate secretly with another participant, who will act fairly and unfairly in the game.
 - iii. Do the participants recognize sportsmanship? Which act was fair and which one unfair? Write them down next to the games you played!
 - iv. Participants have to find new questions for their students regarding fair play in everyday life.
- c. Group 3 – Respect for others
 - i. The group will get a poster about fair and unfair competition. The task is to categorize the given phrases on the poster.
 - ii. After that, they have to find a really competitive game.
 - iii. They sort the characteristics of fair and unfair competition.

- iv. They think about questions to children, highlighting respect in sport and in civil life.
- d. Group 4 – Striving for excellence
 - i. The group members read and understand the Activity Sheet 30. The page has to be filled in before the physically active game.
 - ii. Question: How does courage appear in sport?
 - iii. Participants plan an obstacle race aiming to develop courage. Which movements could be implemented? How could you differentiate the difficulties?
 - iv. Before the active game, mark the sports with numbers, indicating the level of difficulty of the given sport.
 - v. They discuss the activity and raise questions to children, highlighting bravery in sport and in civil life.
- e. Group 5 – Harmonious development of body, will and mind
 - i. The group has to work with the “physical activity pyramid” as a “pyramid puzzle”. They have to raise 3-4 questions in order to make the children/audience understand the pyramid.

Physical Activity Pyramid



- ii. The groups have to figure out activities related to the activity types in the pyramid. All these tasks have to be inserted into a blank physical activity pyramid after they are completed.
- iii. The group has to raise reflective questions regarding the whole activity and write them down.
- f. Group 6 - Paralympic games – spirit in motion

- i. Participants watch a video about paralympic sports. They figure out 3-4 questions, focusing on the differences between para sports and sports.
 - ii. They choose a game of “reverse integration”, related to a paralympic sport.
 - iii. They explain the citations on page 68 with their own words.
 - iv. The group figures out reflective questions (3-4) related to the whole activity.
- g. Group 7 – Healthy body, healthy soul
 - i. Which activities can reduce everyday stress? How can you dissolve anxiety? The group has to invent a short crossword, which includes stress, and related words.
 - ii. Video projection about stress control and discussion.
 - iii. Participants record the case study on page 117.
 - iv. Discussion about questions on page 117
- 6. Groups execute activities planned under point 5.
- 7. Final summary, elaboration and closing

Olympic values school projects – ideas

1. Sport stages in schools

Volunteer groups of students have to organize an Olympic “spot” with the help of their teachers in each class. These locations have to provide “guests” the opportunity to move and try sports. All locations will have their own posters. All the students can visit these locations during a preliminary given time period and participate in the given activities. Suggestions for activities: individual and cooperative challenges, sport competitions, etc...

2. Art and the Olympic Games

Participating classes produce an artwork of a given Olympic symbol, like the five rings, motto, truce, sport and art, logos, mascots, sporting image of the school, etc...

3. Olympic and non-Olympic sports in school

Classes have to collect all the sports pursued by its members, and organize an Olympic festival based on that.

4. Paralympic Day