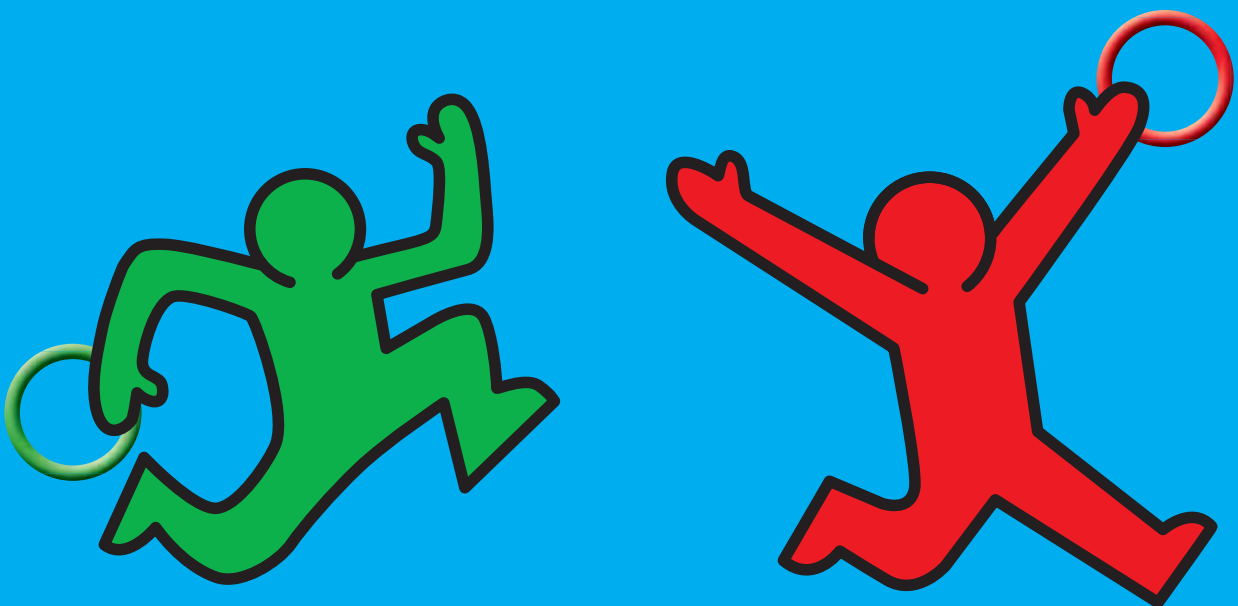


Theme ①: The Olympic and Paralympic values



Theme 1

Introduction

This theme identifies the seven values associated with the Olympics. These are made up of three Olympic values – Friendship, Respect and Excellence – along with the four Paralympic values – Determination, Inspiration, Courage and Equality.

The values underpin the Games as a set of universal principles, but they can be applied to education and our lives, as well as to sport itself. Schools can even adopt these seven values as a whole school ethos.

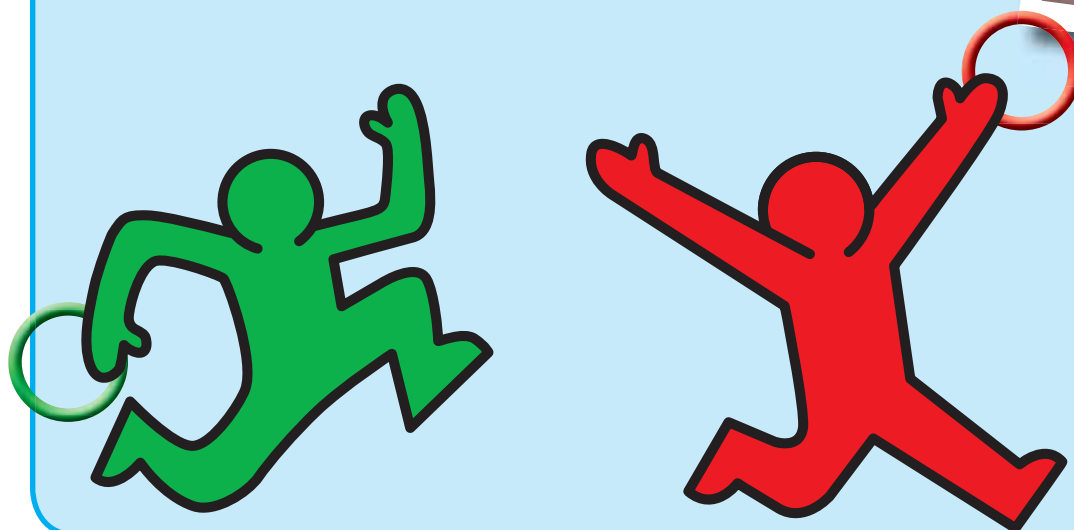
Within this theme each of the values have been broken down into a series of elements that can be incorporated into curriculum planning, with ideas about teaching each element. It also includes a differentiated approach to each of the values starting with the basic concepts around themselves, and then moving to a wider national and international level. There are website links to support teachers and professionals around the values.

Also there is a unit of work around the value of Equality for Key Stages 1, 2 and 3, with suggested books and activities.

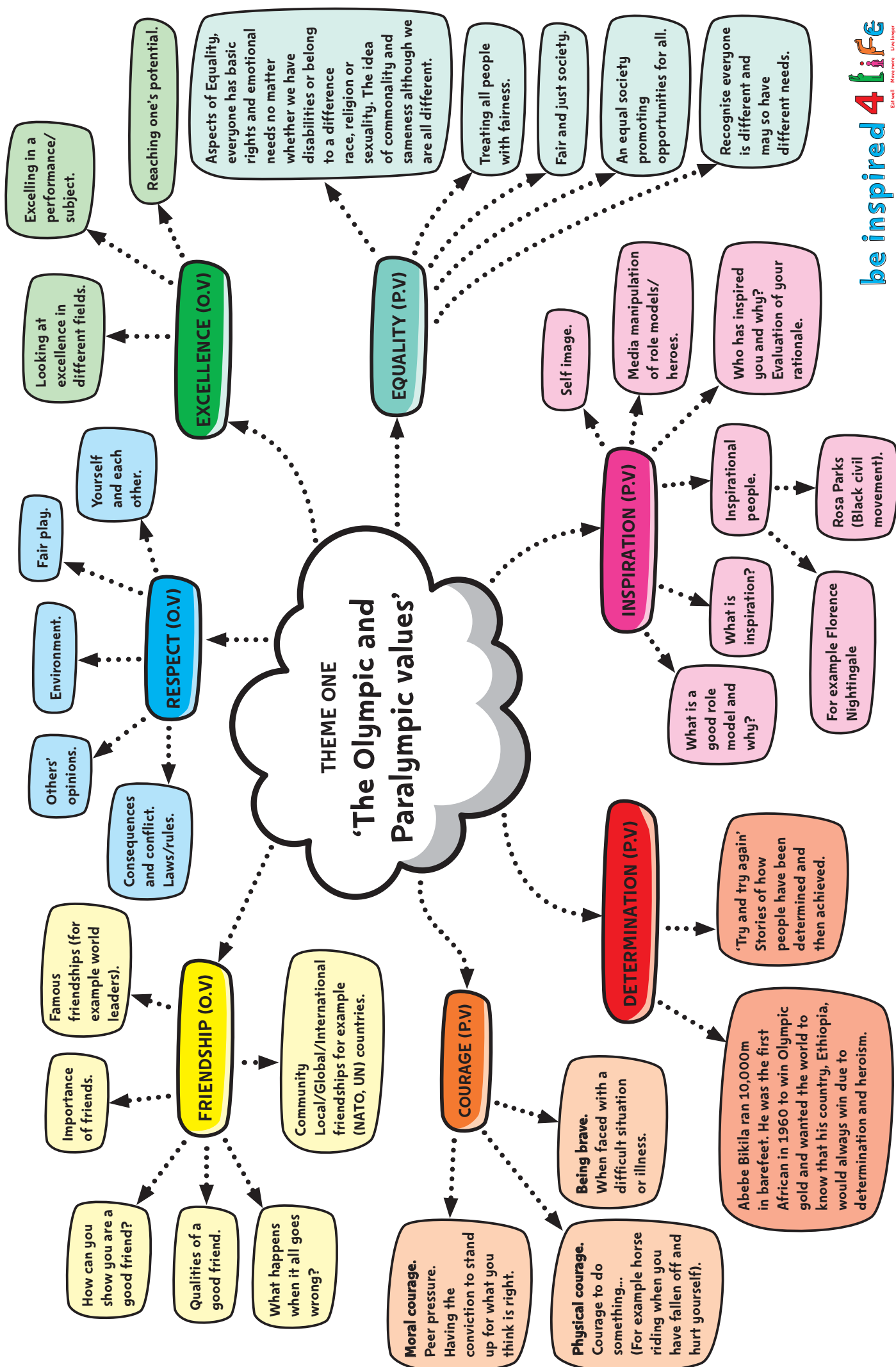
For schools that have already embraced the Rights Respecting School Award (RRSA), links have been made to the United Nations Convention for the Rights of the Child (UNCRC).

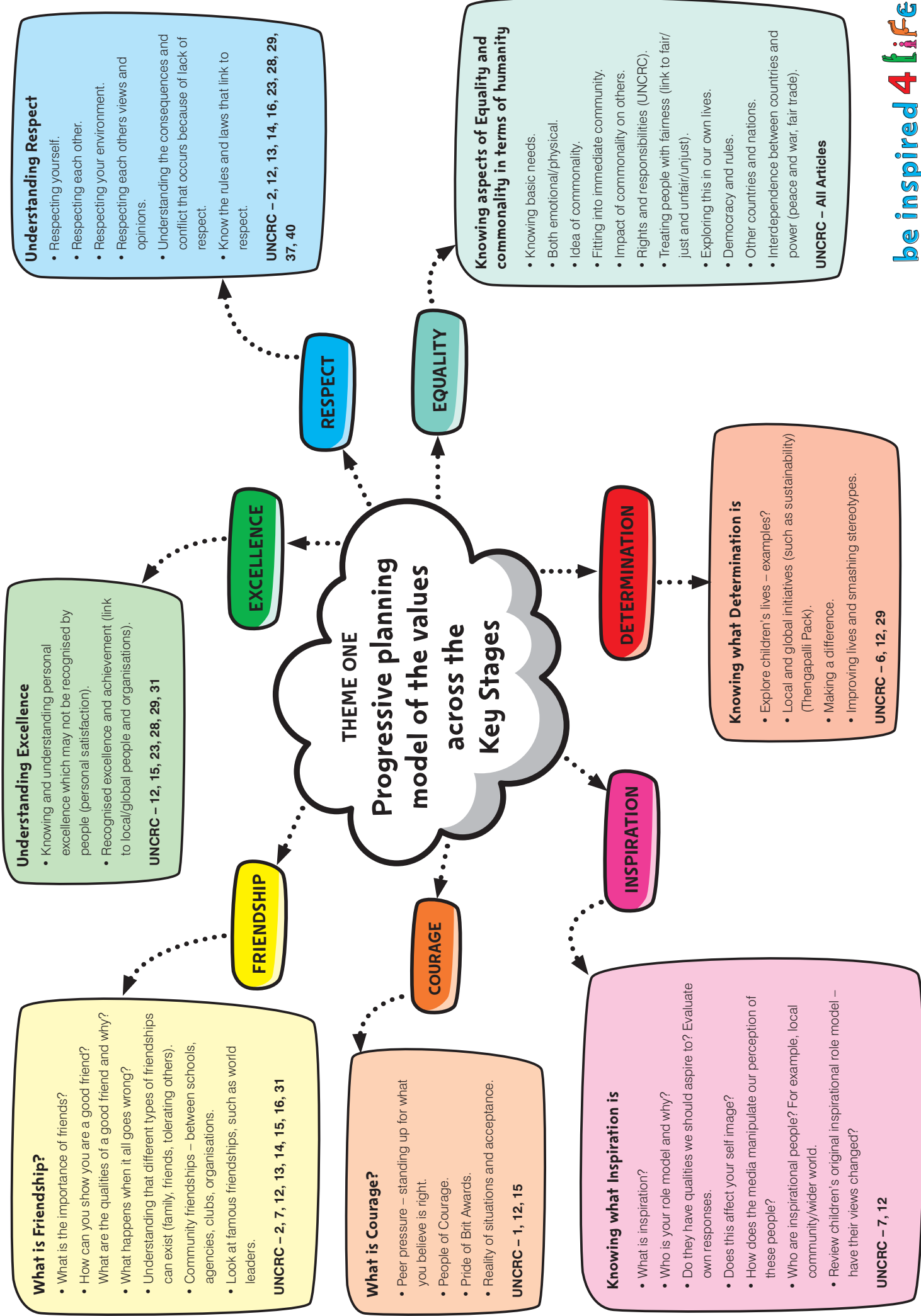
Teachers may also want to relate the values to famous sports people such as Steve Redgrave who won five gold medals over 16 years or Blade Runner – Oscar Pistorius, the fastest man with no legs who is the Paralympic 400m star.

To support this theme, teachers may wish to use the accompanying activities in the challenge booklet to help students really understand these values.



THEME ONE 'The Olympic and Paralympic values'





Meanings of the Olympic values

Friendship

Understanding each other although there may be differences. Values that are found in friendships are often a result of a friend demonstrating the following on a consistent basis:

- sympathy
- empathy
- honesty
- mutual understanding
- compassion
- trust
- positive reciprocity.

Respect

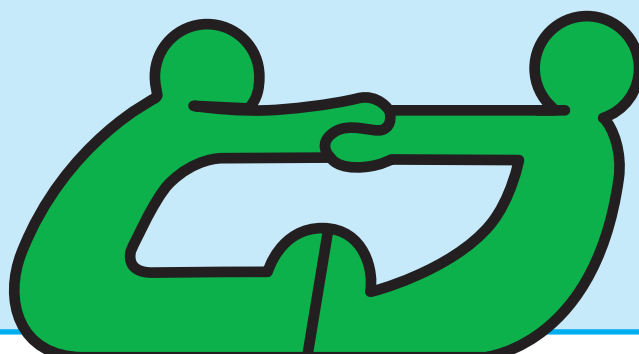
Being fair, knowing your limits whilst taking care of yourself and others around you. Respect denotes both a positive feeling of esteem for a person or other entity (such as a nation or a religion) and also specific actions and conduct representative of that esteem.

Respect can be a specific feeling of regard for the actual qualities of the one respected. It can also be conduct in accord with a specific ethic of respect.

(Respect should not be confused with tolerance, since tolerance doesn't necessarily imply any positive feeling).

Excellence

Giving your best, not only in sport but in life, and achieving your goals. This is a talent or quality which is unusually good and so surpasses ordinary standards. Or could be personal excellence in achieving a goal that seemed out of reach.



Meanings of the Paralympic values

Determination

Believing in yourself to continue to do the best you can even if things are difficult. Making or arriving at a decision with purpose.

Equality

Everyone can be equal and receive the same treatment. This is the quality of being the same in quantity or measure, value or status. Ensuring fairness, equal treatment, opportunities, regardless of religion or race. **This should be without:**

- discrimination
- prejudice
- bias
- inequality
- unfairness.

Courage

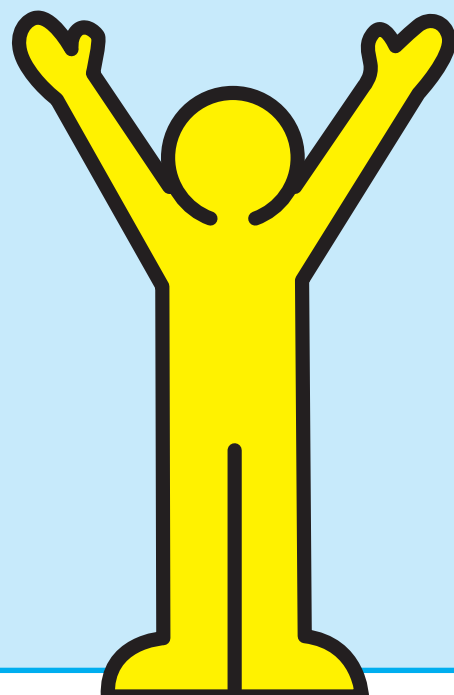
Being brave and confident enough to do what you believe is right. Courage, bravery, fortitude, will, and intrepidity, is the ability to confront fear, pain, risk/danger, uncertainty or intimidation.

“Physical courage” is courage in the face of physical pain, hardship, death or threat of death.

“Moral courage” is the ability to act rightly in the face of popular opposition, shame, scandal, or discouragement.

Inspiration

Finding something that gives you ideas to complete a task or do something special.



Promoting the values

What do the Olympic and Paralympic values mean to your young people and the local community that they live in?

One way to foster a school ethos around the values could be to award these coloured wrist bands. Seven different colours each with a different value etched into the rubber for those young people who are demonstrating any of the particular values.

For more information on the wrist bands visit



www.adband.co.uk

For schools and colleges that have registered with the Get Set network, promotion of the values could be through certificates featuring the 2012 logo and the specific values.

For more information on the certificates visit



www.fruit-studios.com



Using the Paralympic value of Equality to look at interdependence at Key Stage 1

1 The World Came to My Place Today (Book)

This is about realising that everything in your home comes from different parts of the world.

- Look at finding places – geography.
- Look at transport around the world.
- Investigation about the home.

2 The Tale of the Orange Juice (Activity)

This activity helps pupils to understand the basic principals of global trade. The purpose is to explore where an everyday item comes from, how it reaches us and to encourage pupils to make links between their own lives and the lives of other people around the world.

 www.amnesty.org.uk/content.asp?CategoryID=11880

3 What else connects us? Mama Zooms (Book)

A little boy makes the world a place full of excitement. His mother's wheelchair as he sees it, is a "zooming machine", a vehicle capable of carrying him and his mother as far as his imagination will allow.

- Good for discussing family life, play, the environment, shopping and education issues.

4 Goals and challenges in our own lives – Beatrice's Goat (Book)

A true story about a nine year old Ugandan girl and a goat named Mugisa that was donated to her family and changed their lives.

- Good for discussing opportunity, education and trading.

EQUALITY

5 Running Shoes (Book)

Sophy, who lives in modern-day Cambodia, is unable to attend school because it is eight kilometres away and she has no shoes. This is a good example of a story with a universal message - finding courage to follow one's dreams.

- A good book to discuss determination, inspiration and equality.

Any resources suggested here can be borrowed from Minnie at RADE, Quilley School of Engineering, Cherbourg Road, Eastleigh, SO50 5EL.

Tel: **023 8061 3304**

 E-mail: theinterculturalcentre@virgin.net

6 Sport across the world

Children play sport across the world, but how and where they play them varies depending on the facilities available to them including having a disability.

World Team (Book) by Tim Vyner. A story of children playing football in lots of different countries.

Keep Your Ear on the Ball (Book). Davey is blind. His well-meaning classmates stop offering help when they see how able Davey is. They respect his self-reliance, until he tries to play kickball. After several missed kicks and a trampled base keeper, no one wants Davey on their team. Working together, the children figure out a way to offer help that respects Davey's unique abilities and his desire for freedom.



Using the Paralympic value of Equality through Literacy and PSHE for Key Stage 1 and 2

1 The Ants at the Olympics by Richard Digance (Poem)

Read The Ants at the Olympics poem and use this as a creative stimulus to reinforce the seven Olympic and Paralympic values.

This could also be used to discuss perseverance and not giving up.

What would it feel like to be the ants competing? Why do they compete every year? What sports would they be good at and why?

2 Fair play Activity Cards (Amnesty International – Our World, Our Rights Book)

Explore the concept of being fair, fairness and fair minded. What do the children understand by these terms? Use the activity cards as a stimulus for classroom discussion.

3 Can I? Could I? – Ability not Disability activity (Amnesty International – Our World, Our Rights Book)

Ask the question – is everyone the same?

Can the children explain their reasoning?

What is the difference between the Olympics and Paralympics? Why do the athletes take part in the Games? This activity will help them understand the concept of universality and that some groups of people struggle to ensure they have a good enough standard of living.

This could also link to raising the children's aspirations in life.

- Look at finding places – geography.
- Look at transport around the world.

EQUALITY

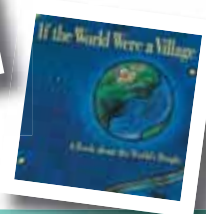
4 That's not Fair! Girls push to play football. Real life story with activities to discuss in a teaching resource called "Respect" by Save the Children

Read the story to the children – what do they think?

Use the story to illustrate those issues that can be unfair and that sometimes people are discriminated against for different reasons.

Link to children's voice, active Citizenship and making a difference in society.

- Look at finding places – geography.
- Look at transport around the world.
- Investigation about the home.



5 If the World were a village (Book)

This helps the children consider whether there is a fair distribution of resources across the world and the inequality that some countries face.

6 Equality cartoons

Use cartoons (Visual Literacy) to investigate serious issues:

- justice
- inequality
- power
- discrimination
- censorship.

Any resources suggested here can be borrowed from Minnie at RADE, Quilley School of Engineering, Cherbourg Road, Eastleigh, SO50 5EL.

Tel: 023 8061 3304  E-mail: theintercultural.centre@virgin.net

Using the Paralympic value of Equality through Maths and ICT Key Stage 2 and 3

1 Amnesty International – our World, Our Rights (Book)

Use cartoons (Visual Literacy) to investigate serious issues:

- justice
- inequality
- power
- discrimination
- censorship.

2 2008 Olympic and Paralympic Games medals table

Use the Internet to search and find the medal tables for 2008 Beijing Games. Look at the results – can the children make any observations from the greatest number of medals won to the least? Largest more wealthy countries to the smaller less well off countries?

3 Wealth Vs Medal haul

Use the medal tables from the previous session, children start to investigate any correlation between the countries Gross Domestic Product (GDP) and the medals won. Is this the same for the Paralympic medals won? Represent their information graphically and speculate on the observations and possible reasons why.

EQUALITY

4 If I were at home. . .

Explore the concept that not all countries have equal or sufficient resources, and that sometimes the more wealthy countries support by giving these countries money or goods.

Use www.ifitweremyhome.com

Click on country comparison to investigate the disparities between countries in terms of wealth, health, population, education and life expectancy.

NB: Teachers should check the content of this website before delivering in the classroom.

5 Enquiry

Choose one or two countries that participate in the Games and produce a profile outlining the socio-economic, geographical, political factors possibly affecting their medal tally.

Use information from:

www.ifitweremyhome.com
<http://kids.nationalgeographic.com/kids/places/find>

Any resources suggested here can be borrowed from Minnie at RADE, Quilley School of Engineering, Cherbourg Road, Eastleigh, SO50 5EL.

Tel: **023 8061 3304**

E-mail: theintercultural.centre@virgin.net

Free resources from the NHS Hampshire Resource Service



NHS Hampshire Resource and Campaigns Service has health improvement resources to support Theme 1 of the Olympics project – Be Inspired 4Life.

Some examples of resources to borrow from the many available:

- *Real Health for Life* teaching pack and series of lesson plans (KS1 and KS2)
- *I am, I know, I can* teaching pack (KS1 and KS2)
- *Mates Traits* (KS1 and KS2)
- *Staying Safe and Healthy* DVD (KS1)
- *Chalkface* project – sensitive issues (KS3)
- *The Social Skills Game* (KS1, KS2 and KS3)
- Relationship section of *Talking together about sex and relationships* (for young people with learning difficulties)

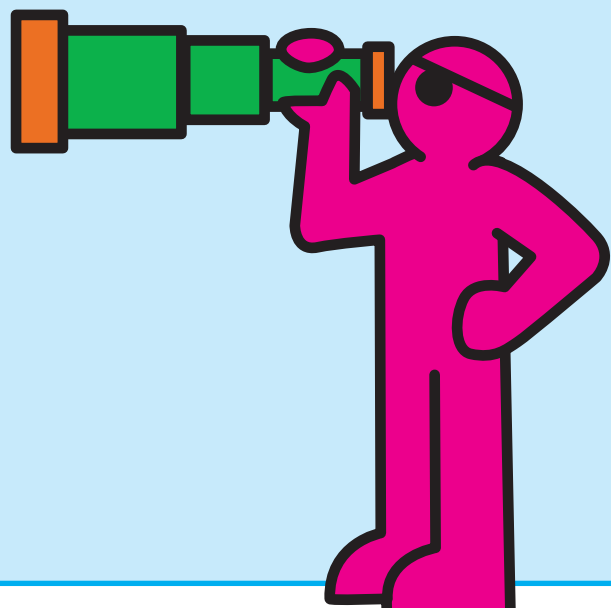


To see the full catalogue, please visit www.healthresources.hantspct.nhs.uk.

You can register (if not already) to borrow/order free materials.



For more information email resource@hampshire.nhs.uk or call **01252 335133** to discuss your requirements.



Duke of Edinburgh's Award

The skills that underpin the Duke of Edinburgh's (DofE) Award can be started at an early age encouraging young people to help people or the community, get fitter and develop life skills. Some of these ideas could be incorporated to support students personal development, help develop life skills, gain a sense of achievement and also link into community cohesion.

These skills link closely with the seven Olympic and Paralympic values and could support development of practical and social skills.

They could also be used to inspire our young people to make a difference either to their own life or to that of the community, developing their courage or determination to achieve something.

The actual DofE programme is for students aged between 14 and 24 years old. The programme is at three different levels – Bronze, Silver and Gold – which are achieved by completing activities in five sections. These sections are: Volunteering, Physical, Skills, Expedition and Residential.

Although if your students are under 14 they would still be able to challenge themselves and participate in the suggestions, which would give them a good grounding should they want to start the DofE programme once they are 14.



SKILLS: Life skills

Skills for employment

Consider where you might like to work by researching and interviewing people who work in different organisations.

Gain work experience in a range of careers that interest you.

Identify the skills and training you'll need for your chosen career and create an action plan to get them.

Learn how to write a letter of application for a job, complete a job application form and create a good CV.

Learn interview techniques and improve by videoing yourself and getting other to appraise you.



What will you do?

VOLUNTEERING: Coaching, teaching and leadership

Peer mentoring

Help another young person to develop their IT skills.

Be a peer mentor at school for others with special educational needs.

Mentor a young person who is experiencing difficulties.

Befriend new students at college and help them to settle in.

Use your sign language skills to mentor deaf pupils in your school.



What will you do?

EXPEDITION: By boat

Teamwork

Explore the different team roles needed on a boat and give everyone the opportunity to do a new role.

Log the incidents that test your team every day and think about how you could have dealt with the incident more effectively.

As a team, on your journey make a flag which you can raise on the last day.

Record your boating adventures and make a short film.

As a team, follow part of the route Captain Cook took from the Tyne to the Thames and keep a diary.



What will you do?

VOLUNTEERING: Coaching, teaching and leadership

Group leadership

Be a uniformed youth group leader.

Take responsibility for the Sea Cadet unit's admin, budget and equipment.

Help run an after-school kids' club.

Help design and organise a residential event such as a summer camp or jamboree.

Run sessions on technical skills, such as orienteering.



What will you do?

Book suggestions

***The Gordon Star* – Patterson, Rebecca – KS1**

Gordon does not get his teacher's gold star for any of his work. However, the pupils believe he deserves one as he always cheers them up.

***Frank and Teddy Make Friends* – Yates, Louise – KS1**

Frank, a mouse, is very shy and so makes Teddy to be his friend. Teddy helps with all Frank's inventions but one day makes a mess and so Frank sends him outside. Frank then discovers how much he misses him.

***Sylvia and Bird* – Rayner, Catherine – KS1**

Sylvia is the only dragon in the world. Then she meets Bird and they form an unlikely friendship. Sylvia feels jealous of Bird's other friendships and sets off to find more dragons. When Bird can't keep up Sylvia has to decide how important their friendship is.



***Bitter Chocolate* – Grindley, Sally – KS2**

Pascal and his friend Kojo work on a chocolate plantation as child slaves. Both have lead difficult lives and this follows Pascal's story, full of courage and determination. Ends on a note of hope.

***Off Side* – Palmer, Tom – KS2/3**

Danny is obsessed with football and being a detective. He uncovers a plot by a bogus football talent scout who is bringing boys from other countries and abandoning them in the UK. Danny has to decide what is the best course of action and it takes all his courage and determination to win through.

***Two Good Thieves* – Finn, Daniel – KS3**

Baz and Demi are friends in a South American slum, stealing to stay alive. Their story involves courage and determination as they strive to break free. Corruption is rife. Who will the reader respect more the officials or the thieves?



***Once* – Gleitzman, Morris – KS3**

First of a trilogy set in Poland and dealing with the Holocaust. Gripping story of two friends and their determination to survive continued in *Then and Now*.

Boys Don't Cry – Blackman, Malorie – KS4

Dante is 17 and waiting for his A-Level results with hopes of university. An ex-girlfriend arrives with a baby explaining that he is the father and disappears. Dante is also trying to come to terms with the fact that his brother is gay. An inspiring read.




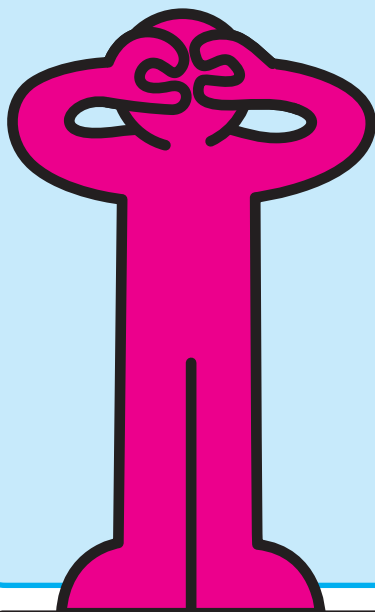
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These are a few suggestions for stories linked to the Olympic values. The School Library Service (SLS) will be producing a more comprehensive list for September 2011.

There are also lots of wonderful non-fiction books available so do contact your local SLS Centres (Basingstoke, Farnborough, Waterlooville, Fareham and Calmore) for more suggestions and to look at a wider range. If you would like to order any of the titles please contact the SLS Bookshop in Winchester on **01962 826660**.

For any comments or advice please contact Bridget Rowley, Area Schools Librarian on

 bridget.rowley@hants.gov.uk.



Useful websites

Ideas of how to incorporate the values into your school

 [www.schoolsportweek.org/Olympic Sports And Values.aspx](http://www.schoolsportweek.org/Olympic_Sports_And_Values.aspx)

What are the values and why have them? (featuring video clip)

 <http://getset.london2012.com/en/educators/the-olympic-and-paralympic-values>

Teaching resources on famous people (such as Rosa Parks, Florence Nightingale)

 www.primaryresources.co.uk/history/history0.htm#famous

The Olympic values – a short video clip

 www.olympic.org/olympism-in-action

Blade Runner – fact sheet and worksheet

 www.abilityvability.co.uk/files/factsheets/FS7%20-%20Oscar%20Pistorius.pdf

Video clips with three different athletes about their Olympic journey

 <https://getset.london2012.com/en/educators/video-library/heroes-shanaze-reade-1>

<https://getset.london2012.com/en/educators/video-library/heroes-tom-daley-1>

<https://getset.london2012.com/en/educators/video-library/heroes-xavier-mohammed-1>

To access the above video clips your organisation needs to register free with the Get Set network by visiting:

 www.getset.london2010.com

