

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

What is it about? (Aim/objectives)

Integrate theory and implementation of Olympic-related projects that guided the development of the Olympic Values Education Program (OVEP), and applied different project approaches to teaching Olympic values to school-going children.

Where is it from? (Context/location)

Canada and International – by D.L. Binder who developed OVEP for IOC.

Who are involved? (Research participants)

Background: four educational initiatives for schools:

- 1988, Calgary Olympic Winter Games' project: *Come Together: The Olympics and You*
- 1990, Government of Canada: *Fair Play for Kids*
- 2000, Athens Foundation of Olympic Sport Education: *Be a Champion of Life*
- 2007, International: *Teaching Values: An Olympic Education Toolkit*

What are the readings and main concepts?

Educational theories and evolution of Olympic Education (Olympism as a 'lifeworld orientation'). Four worldwide approaches to Olympic education projects for schools:

- The knowledge-orientation approach – explain the Olympic idea (historical and educational legacy)
- The experiential approach – inside and outside school at games, sports, arts and music festivals.
- The physical achievement through effort approach – individual and social development occurs through intense efforts to improve oneself in physical endeavours (compete against others)
- The lifeworld-oriented approach – 'links the Olympic principles to children's and youths' social experiences in sport with experiences in other areas of their lives' (p. 278)

What are the main findings? (Results)

Discussion on each project/programme (scenario, background/rationale, target audience, questions, theoretical background and critique):

- *Come together: The Olympics and You* – teacher workshop and school outreach programme.
- Material of the different programmes entail handbooks of activities (*Fair Play for Kids: A Handbook of Activities for Teaching Fair Play* – Canadian elementary schools) supported by fair play principles (respect the rules; respect the officials and their decisions; give everybody an equal chance; always maintain self-control).
- Global resource – *Be a Champion in Life*. Teach fundamental principles of Olympic Charter - #1 Olympism as philosophy of life and #2 the goal of Olympism. Also - capture essence of sub-Saharan concept of UBUNTU about respect, recognition, compassion, empathy, sincerity and generosity.
- *Teaching Values: An Olympic Toolkit (OVEP, resource manual)*. IOC trademark material (symbols and ceremonies), 'educational values of Olympism' (joy of effort, fair play, respect for others, pursuit of excellence, balance between body, will and mind).

What are the main lessons? (Discussion/Reflections/Learnings)

- Adapt and apply global set of Olympic values to apply to different cultures, religious traditions and educational systems and settings.
- Learn from other programmes and approaches – e.g. Youth Olympic Games, International Olympic Academy programme and London 2012 (comprehensive web-based educational programme, *Get Set*).
- Integrate Olympic Value education in existing educational and sport-for-development programmes.

Is it useful? (Chat room, knowledge sharing)

How can my organisation apply existing Olympic education or Olympism education resources?

Which approach will be most suitable to teach Olympic values to participants?

How can I go about developing a programme or initiative based on Olympic values and offer meaningful activities? Think about community programmes, programme at school, events or advocacy.