



INTERNATIONAL
OLYMPIC
COMMITTEE

OVEP Workshop Plan

LEARNING THROUGH PHYSICAL ACTIVITY



Train the Trainers

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OLYMPIC VALUES
EDUCATION PROGRAMME

OVEP Workshop Plan

Learning Through Physical Activity

This Plan is to be used in conjunction with *The Fundamentals of Olympic Values Education: A Sports-Based Programme* as part of the OVEP 2.0 pack.

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Opening ceremony:

Workshop objectives

In order to promote learning through play, the new OVEP 2.0 *Train the Trainers* workshop model has integrated physically active gaming sessions that are delivered with good practice instructional strategies (i.e. metacognitive strategies, formative assessments) and is experiential in outcome for the end beneficiaries (i.e. children and youth; adult participants and trainers).

Linked to the five educational themes (i.e. experiencing the joy of effort through sport and physical activity; learning to play fair; practising respect; pursuit of excellence; and balance of body, will and mind), the 2.5-day (20-hour) workshop is aimed to build the capacity of educators/facilitators to effectively pass on the learning messages of OVEP.



At the conclusion of this training, participants will have the skills and understanding to:

- Convey the purpose of OVEPs.
- Explain Olympism, the core Olympic values, the purpose of OVEP, the five OVEP education themes and how to access previously developed OVEP resources.
- Deliver OVEP materials effectively in diverse, safe (physical and emotional), and motivating settings.
- Develop a physically active OVEP based on unique community contexts.
- Teach physical activities in real-life environments while modelling physical activity teaching good practices (e.g. participants developing skills—both physical and life skills in a safe and motivating environment).
- Understand how to plan, deliver, assess, monitor and evaluate a physically active OVEP effectively within a context specific to their community, culture, etc.
- Understand how to plan and deliver an active session that teaches OVEP educational themes in a physically active environment, and supports youth in transferring the knowledge gained to different areas of their lives (e.g. school, family, social lives).
- Identify Dos and Don'ts for purposeful evaluation of OVEP programmes in physically active learning sessions.
- Identify the people, places and other opportunities to support the delivery of a physically active OVEP.
- Identify key champions in their community who can support the development and delivery of OVEP physical activity programming.
- Analyse current physical activity environments (e.g. sport, physical education) in which they live and serve youth as potential environments to deliver physically active OVEPs.
- Identify opportunities for implementing a new physically active OVEP in their community.



Summary of physically active OVEP activities

All Task Cards are supplied in PDF format and are sent with the Workshop Plan. They are to be printed out and used in conjunction with the Workshop Plan.

Task Cards 1–13 are related to the different activities within the OVEP Workshop, whereas Task Cards 14–16 are to be completed by participants as part of developing their Action Plan and Evaluation (see page 60, Developing an Action Plan for Moving Forward Delivering a Physically Active OVEP).

The Curriculum Link column below is a suggestion and can be further decided/expanded upon by the teacher in other subject areas based on the country-specific curriculum subject areas once the content has been reviewed.

Activity	Materials required	Task Card	Fundamentals Manual	Activity Sheet #	Curriculum Link
Active Statues	None	N/A	Page 51	12	Physical Education, History
Human Knot	String for modified activity	N/A	Page 34 Page 77 Page 110	2 31	Physical Education, Social Studies
Café “Olympique”	Sheets of paper with Olympic values, five OVEP educational themes and quotes from Task Card 1—be sure to add a different type of stationary or yoga pose to the back of each	1	Pages 14–18	10 11	History
OVEP Group Statues	OVEP educational themes laid out on the floor from Task Card 2	2	Pages 62–64 Page 103	17 28	Physical Education, Science
Opening Popcorn Opinion	None	N/A	Pages 85–86	24	Social Studies, Business
Keep It	Tennis balls, markers to designate activity space	N/A	Pages 36–37	3	Physical Education
I Juggle	Tennis balls or similar objects that can be juggled	3	Page 46 Page 53	8 14	Physical Education
Modified Sitting Volleyball	Tennis balls (or similar), cones to mark court and net	N/A	Page 65	16 17	Physical Education, Social Studies

Activity	Materials required	Task Card	Fundamentals Manual	Activity Sheet #	Curriculum Link
Crick-It	Tennis ball, cones to mark playing area and bases/wickets	N/A	Pages 60–61 Pages 62–64	18 19	Physical Education
Rock and Throw	Tennis balls	4	Pages 42–43 Pages 44–45	6 7	Physical Education, Science
Comfort Zone	Cones or similar markers to designate three zones	5	Pages 100–101	27	Health
We Juggle	Tennis balls	N/A	Page 77 Pages 87–88	23 25	Physical Education
Respect Mural Relay	Variety of photos depicting respect and disrespect, hoops, large sheets of poster paper, tape, markers/pens	6	Page 100	2 21	Social Studies, Arts
Handminton	Tennis balls, cones to designate net and court	N/A	Pages 106–109	30 31	Maths
Mix and Mingle	Blank sheets of paper, pens	N/A	Pages 38–39	4	Maths, Language, Arts, Geography
Bus Stop	Open space, gymnasium, multi-purpose room, paved surface. Sheets of paper from Task Cards 7 and 8	7 8	Pages 70–71	20	Social Studies
Walk and Talk	Case studies from Task Card 9	9	Page 25	1 22	Social Studies, History
Around the World	Sheets of paper from Task Cards 10 and 11	10 11	N/A	N/A	Social Studies
Sharing a physically active OVEP	Sheets of paper from Task Card 11	11	N/A	N/A	Language, Arts, Business
OVEP Bingo	Bingo sheet in Task Card 12, pens	12	Page 73	21	Social Studies
Micro-Lesson Teaching Episode	Participants can use available equipment	13	N/A	N/A	Physical Education, Business
OVEP Action Plan	Sheets of paper from Task Card 14	14	N/A	N/A	Language, Arts, Business
Wrap-Up Collage	Sheets of paper from Task Card 15, sticky notes	15	N/A	N/A	Social Studies, Arts
Evaluation	Sheets of paper from Task Card 16	16	N/A	N/A	Language, Arts, Business, Science

DAY 1: LEARNING ENVIRONMENT AND BUILDING COMMUNITY



Objective

Create an inclusive and welcoming learning environment for all participants.

Participants both experience and learn how to build community within a programme, which they can apply to youth programmes.

Participants receive all information and resources needed for the workshop (e.g. *Delivering OVEP PLAYbook: A Practical Guide to Olympic Values Education*, OVEP 2.0 Activity Sheets). Participants are reminded of the purpose of the resources and how they should be used during the training.

Raising awareness of each of the five OVEP educational themes.

Key points to review with participants:

- Instructors of physically active OVEPs can take the initiative to ensure that participants feel physically and emotionally safe.
- Learning environments are a key component to participants meeting objectives.
- Participants in Train the Trainer Workshops and physically active OVEPs deserve to feel a part of the group and that their voice matters.
- Building a community within a group at the beginning of trainings and youth programmes is an effective use of time, and it helps to ensure that all participants will be engaged.
- Individuals bring diverse strengths to a group and it is helpful for all group members to understand the collective strengths so that they can be optimised throughout the training or programme.

Activity

Active Statues

Statues were commonly used in Ancient Greece to pay tribute to Olympic Athletes and Olympism.

- Participants form a large circle of eight to 10 people.
- Participants take turns introducing themselves by creating a statue representing their favourite form of physical activity.

Materials:

None.

OVEP Resource Links

Fundamentals Manual
Page 51

Activity Sheet
12

OVEP Discovery Questions

What is the OVEP learning outcome?

What did you learn about other participants' personal values reflected through their statues and introductions?

Reflect and Connect

How will this work in your community?

- Could you do these activities in your own setting? Why or why not?
- What other community building activities have you used with youth that have been effective? (Group members share with a partner, all are invited to share great examples.)



Follow-up questions with participants

- Did you learn anything interesting about someone that you didn't know before? If so, please share why you found it interesting.
- Why is it important to know one another before participating in a programme like this one?

Objective

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Raising awareness of each of the five OVEP educational themes.

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- Instructors of physically active OVEPs can take the initiative to ensure that participants feel physically and emotionally safe.
- Learning environments are a key component to participants meeting objectives.
- Participants in Train the Trainer Workshops and physically active OVEPs deserve to feel a part of the group and that their voice matters.
- Building a community within a group at the beginning of training and youth programmes is an effective use of time, and it helps to ensure that all participants will be engaged.
- Individuals bring diverse strengths to a group and it is helpful for all group members to understand the collective strengths so that they can be optimised throughout the training or programme.

 **Note:** In these activities, physical activity is used as a vehicle to inspire learning. Please prompt participants so that they can make the connection between physical activity and learning.

Activity

Human Knot


The Olympic rings are interlinked to symbolise the universality of Olympism and represent the coming together of people from around the world.


This activity builds on the role of Olympism to bring people together.

- Participants are in groups of approximately 10 and stand facing each other in a circle.
- Participants take their left hand and reach across the circle to hold the hand of someone across from them, then they take their right hand and reach for someone else's hand across the circle. Participants do not hold the hand of someone directly beside them.
- The group must work together to determine how they can untangle their knot without ever breaking the chain (someone letting go). If someone lets go of a hand, the group must begin again.

Materials:

One large piece of string if the modified Human Knot activity is chosen.

 **Note:** You can modify this activity to include passing a long piece of string to someone not beside you and they hold it in one hand. Continue until everyone is holding a piece of the string in each hand. The group then has to figure out a way to untangle the string. This will decrease arm-twisting in case a participant(s) has an arm injury or restricted mobility.

 **Note:** Share with participants that the Human Knot activity models are an effective teaching method known as problem-solving. Creating situations whereby individuals have to solve problems makes the situation authentic to them. Encourage them to apply this teaching method in future physically active OVEP programmes they design and implement.

You may need to set a time for completion for this activity as groups can differ greatly in time needed to accomplish this task.

OVEP Resource Links

Fundamentals Manual

Pages 34, 77, 110

Activity Sheet

2, 31

OVEP Discovery Questions

What is the OVEP learning outcome?

How can the educational themes of joy of effort, fair play, respect for others, pursuit of excellence, and balance of body, will and mind be used to help us solve problems?

Reflect and Connect

How will this work in your community?

- Would you choose to replicate the Human Knot activity with trainers you work with? Why or why not?
- How can problem-solving activities such as this one engage participants?
- What are some ways that this activity can be modified to emphasise different OVEP educational themes?
- How can problem-solving skills be developed through this activity?
- What is the role of sport in developing problem-solving skills?
- What elements of the community building activities that you experienced would you like to incorporate when you deliver a physically active OVEP?

Follow-up questions with participants

- How can you apply skills demonstrated in this Human Knot activity to your lives outside of this programme?
- How can we develop our problem-solving skills?
- What areas of your life can these skills be applied?



DAY 1: DELIVERING OVEP



3
hours

Olympism, IOC structure, Olympic Education Commission, Olympic values, the five OVEP educational themes, current OVEP resources available (OVEP 2.0 which includes: The Fundamentals of Olympic Values Education, Delivering OVEP PLAYbook: A Practical Guide to Olympic Values Education, Activity Sheets and The Resource Library).

Objective

Explain Olympism, IOC structure, Olympic values, the five OVEP education themes and that the OVEP themes ought to be disseminated.

Participants will identify and explore the five OVEP educational themes.

Participants will explore how the five OVEP themes have the same meaning around the world, and the diverse ways to experience, reflect, explain and to express these themes.

Participants will discover that the five OVEP themes are an extension of the Olympic values of Excellence, Respect and Friendship.

Activity

Slide Show

Show participant slides of i) IOC structure, ii) Olympism, iii) OVEP overview, iv) OVEP educational themes, v) Global agendas; and vi) Olympic legacy (e.g. Tokyo 2020 and beyond).

Show IOC Media Video:

“Living the Olympic Values” available at: <https://www.youtube.com/watch?v=Vy9a-z946Rg>

Optional: Access videos from the International Olympic Academy and OVEP Animation Video:

“The Olympic Values Education Programme video” <https://www.youtube.com/watch?v=xBVg6l5jcCA>

Participants should refer to Section 7 of *Delivering OVEP PLAYbook: A Practical Guide to Olympic Values Education* during this time of the workshop, if time permits. If time doesn't permit, the facilitator shares speaking/summary notes of the section at this time.

OVEP Resource Links

Fundamentals Manual

Pages 25, 29, 87–88, 92–93, 107, 109, 114

Activity Sheet

25

OVEP Discovery Questions

What is the OVEP learning outcome?

What is your definition of Olympism and each of the Olympic educational themes?

Reflect and Connect

How will this work in your community?

- What do the educational themes mean within your own local community?



Follow-up questions with participants

- Do you think the educational themes are relevant to you?
- How would you implement the Olympic themes in your daily life to demonstrate care for self, others and the environment?

Objective

Explain Olympism, IOC structure, Olympic values, the five OVEP education themes and that the OVEP themes ought to be disseminated.

Participants are reminded that information gained in this section of the workshop is summarised in *Delivering OVEP PLAYbook: A Practical Guide to Olympic Values Education* Section 7.

Key points to review with participants:

- This workshop prepares participants to further disseminate previously developed OVEP resources.
- This workshop prepares participants to develop unique and fun physically active OVEPs by applying previous OVEP materials with new information on physical activity pedagogy.
- The five OVEP themes, born from Olympic values and Olympism, are the heart of all OVEPs.
- Physically active programming that is delivered with a positive youth development approach enables children and youth to gain fundamental movement skills and physical competencies, as well as to develop social skills and behaviours and self-esteem, academically and cognitively.
- Physically active OVEPs help support global health initiatives to increase physical activity behaviours of youth around the world.

Activity

Café “Olympique”

This teaching method will be used to help participants converse about the Olympic values and the five OVEP educational themes.

Read and review the graphic images of the “*The Fundamentals of Olympic Values Education*”, pages 14–18.

Optional read: Section 6 of *Delivering OVEP PLAYbook: A Practical Guide to Olympic Values Education* which includes theoretical background and activities relating to each of the five educational themes of Olympism.

Olympic core values: Excellence, Respect and Friendship.

Five OVEP educational themes: joy of effort, balance of body, will and mind, pursuit of excellence, respect for others, fair play.

Place the sheets of paper with the core values and educational themes (two or three copies each) printed in large text on the floor or ground (**see Task Card 1**).

- On your signal, participants find a partner and move using a locomotor skill that you call out (e.g. skip, hop, leap, run, slide step) to one piece of paper.
- During discussion, the partner pair will perform 10 repetitions of a stationary activity or a yoga pose of choice (e.g. air squats, shoulder stretch, wall push-ups, abdominal crunches, hamstring stretch, jogging in place, warrior pose, cobra pose).

Continued on the next page

OVEP Resource Links

Fundamentals Manual
Pages 14–18

Activity Sheet
10, 11

OVEP Discovery Questions

What is the OVEP learning outcome?

Did sharing your thoughts with others influence your own value system?

Reflect and Connect

How will this work in your community?

- How is this Olympic core value or educational theme currently present in your community?
- Why is it important to teach youth this Olympic core value or educational theme? Identify one way you teach this now, or will teach it through a physical activity programme.
- What are other ways that you can use movement or help participants practice flexibility or stability when they are discussing the OVEP themes in your programmes?
- Why do you think it's important to consider different values and which ones you want to model?
- Physically active OVEP programming supports positive youth development. In your own words, explain how.

Activity

Café “Olympique” continued

Pairs share the relevance of the following quotes to the Olympic values of Excellence, Respect and Friendship, and the educational themes of joy of effort, fair play, respect, pursuit of excellence, and balance of body, will and mind (**see Task Card 1**).

“Let there be peace on earth, and let it begin with me.” (*Sy Miller & Jill Jackson*)

“Using order to deal with the disorderly, using calm to deal with the clamorous, is mastering the heart.” (*Sun Tzu*)

“Great trouble comes from not knowing what is enough. Great conflicts arise from wanting too much. When we know when enough is enough, there will always be enough.” (*Tao Te Ching*)

“Men travel faster now, but I do not know if they go to better things.” (*Willa Cather*)

“There is more to life than increasing its speed.” (*Mahatma Gandhi*)

“See how nature—trees, flowers, grass—grows in silence, see the stars, the moon and the sun, how they move in silence...We need silence to be able to touch souls.” (*Mother Teresa*)

“Holding on to anger is like grasping a hot coal with the intent of throwing it at someone else; you are the one who gets burned.” (*Buddha*)

“Speaking without thinking is like shooting without taking aim.” (*Spanish proverb*)

“The two words ‘peace’ and ‘tranquillity’ are worth a thousand pieces of gold.” (*Chinese proverb*)

“You cannot shake hands with a clenched fist.” (*Indira Gandhi*)

On your signal, pairs select a new locomotor skill, move to a new paper, initiate a new movement while sharing answers to the same discussion questions. Repeat until all pairs discuss five or more quotes.

Materials:

Sheets of paper with the Olympic values, five OVEP educational themes and quotes from **Task Card 1**.



Follow-up questions with participants

- Balance is important in life. Through this activity, did you practice balance in different ways?
- Which educational themes are a priority to you and why?
- Why do you think it's important to consider different values and which ones you want to model?
- What are areas of your life whereby you can model the values discussed in this activity?
- If you were asked why the International Olympic Committee supports physically active OVEP programming, how would you respond?

Activity

OVEP Group Statues

- The five OVEP educational themes are laid out on floor, on large chart paper (see Task Card 2).
- In groups of three or four, groups move to each value in no particular sequence using different locomotor movements together as a group.
- When the signal is given, groups pause and create a group statue at a value card (i.e. joy of effort, balance of body, will and mind, pursuit of excellence, respect for others, fair play).
- While keeping the formation of the group statue, the participants in the group discuss with others the meaning of each theme for them personally after sharing their name.

OVEP Resource Links

Fundamentals Manual

Pages 62–64, 103

Activity Sheet

17, 28

OVEP Discovery Questions

What is the OVEP learning outcome?

Sport can be a powerful vehicle to learn and experience the OVEP educational themes. How can you embed the educational themes in all aspects of your life?

Reflect and Connect

How will this work in your community?

- What are the links between the educational themes?
- What educational themes do you feel your community best demonstrates? What themes do you think need more attention?



Follow-up questions with participants

- How do you promote these values among youth during physical activity? Do you practice the same values all your life? If no, what makes us change, adopt or revisit different values?
- Can you give one example of how physical activity has helped you to better understand the importance of the OVEP educational themes.



Notes

DAY 1: GOOD PRACTICES: PHYSICAL ACTIVITY PEDAGOGY



4 hours

**Break for 15 minutes
after 2 hours**

How to deliver OVEP themes in a positive and motivating physical activity setting.

How to apply information learned in this section to deliver OVEP 2.0 Activity Sheets in pedagogically sound physically active settings.

Objective

Teach physical activities in authentic/real-life environments while modelling good practices to foster participant enjoyment and skill development (skills, skill combinations).

Key points to review with participants:

- This workshop helps them to experience and understand research-based good practices for delivering OVEPs in physically active settings.
- The way that one delivers OVEPs in physically active environments is critical to the enjoyment and potential for increased physical activity behaviour.
- Everyone learns in different ways. To be an effective physical activity instructor, it is important to understand and apply a range of instructional styles that meet the needs of all learners.
- Physical activity can be an effective vehicle to teach OVEP themes and other content, but it must be done in positive, inclusive and motivating ways.

Activity

Opening Popcorn Opinion

Invite participants to share reasons why it is logical to use physical activity to support the development of the OVEP materials. Potential thinking motivators or prompts include:

- Have you ever experienced active learning?
- How did it effect your learning?
- How did it expand your thinking?
- Did it require specific skills from the facilitator?

Participants stand up when they have an example to share and, when called upon, jump up and share aloud with the group. Repeat their responses to ensure that everyone heard them.

Example responses to include if they do not come from participants:

- Physical activity behaviours are on steady decline in many countries.
- Physical activity brings many physical, mental and social health benefits.
- Physically active teaching enables kinaesthetic learners to shine.
- OVEP materials are flexible in that they can be learned in many settings and so we ought to ensure that the physical activity settings are included in OVEP dissemination.

OVEP Resource Links

Fundamentals Manual
Pages 85–86

Activity Sheet
24

OVEP Discovery Questions

What is the OVEP learning outcome?

How can OVEP be used to foster the development of 21st-century learning competencies?

Reflect and Connect

How will this work in your community?

- What are the major health, social, and educational issues within your local community?
- How might OVEP help to address these issues?



Follow-up questions with participants

- How does physical activity help you make healthy active choices?
- How can you motivate your family and peers to lead healthy active lifestyles?
- How do our healthy choices positively interact with the environment?

Transition:

Moving forward with an understanding of Olympism, IOC structure, Olympic values, the five OVEP educational themes and OVEP 2.0 knowledge resources, it's time to learn how we can fill a current gap and help youth learn about the OVEP values in warm and positive physically active settings. In addition, with an understanding that you all work in different contexts, this phase will ask you to make connections between workshop experiences and how they can be modified and applied to suit the needs of those you will work with in the future.

Objective

Maximise opportunities for all participants to practise and develop: small-sided games, modify equipment and/or the size play area.

Key points to review with participants:

- One can plan activities so that all participants can be involved and all can have the opportunity to improve their skills.

Activity

Keep It

Designate a clear space with boundaries.

Play successful rounds of keep away (maintain possession) with tennis balls or crumpled-up paper, large group (e.g. 15 vs 15), small group (5 vs 5), and then 2 vs 2.

Rules:

- Cannot move with the object;
- Cannot take the object out of someone's hands if they have it;
- Object must be tossed not handed off to a teammate; and
- 5 passes in a row scores 1 point and then give object to other team.

Materials:

Tennis balls, markers to designate activity space.

OVEP Resource Links

Fundamentals Manual
Pages 36–37

Activity Sheet
3

OVEP Discovery Questions

What is the OVEP learning outcome?

What OVEP theme(s) could you deliver through this activity? Why?

Reflect and Connect

How will this work in your community?

- What physical activity context(s) do you work in or serve in most often, and how could the takeaway from this activity be addressed in your context?
- Why do you want to do small-group activities when delivering OVEP in physically active settings?
- What can modifying the size of equipment or size of the playing area do to serve different skill levels?
- What method do you think is best for youth? Why?



Follow-up questions with participants

- How did your experiences differ when you played keep away in large group vs small group vs 2 vs 2 situations? What OVEP themes are demonstrated?
- How can you connect this physical activity experience outside of this programme?
- How do you think your skill development would be impacted by large group compared to 2 vs 2?

Objective

Individualising instruction: Provide instruction for different skill levels and experiences as well as for children and youth with disabilities.

Key points to review with participants:

- One can plan in such a way that, regardless of skill level, all participants can be challenged at appropriate rates.
- When appropriately challenged, participants will be more likely to enjoy the activity.
- Games can be modified to mirror or resemble Paralympic sport, which further helps to normalise inclusive and accessible physical activity opportunities.
- It is important that future physically active OVEPs consider populations with disabilities so that all potential youth in a community have a chance to participate.

Activity

I Juggle

- Juggling with one, two or three objects.
- Facilitator instructs participants to juggle one, two and three objectives.
- Participants get to choose which option they would like to do (one, two or three objects).

See Task Card 3

OVEP Resource Links

Fundamentals Manual

Pages 46, 53

Activity Sheet

8, 14

OVEP Discovery Questions

What is the OVEP learning outcome?

- How does OVEP help individuals make healthy choices in life?



Follow-up questions with participants

- Why did you choose what you chose? Do you like having choice when learning something new? Why or why not?
- If you already knew how to juggle, how did this activity make you feel? If you didn't know how to juggle, how did this activity make you feel?
- What happens when you are all focused on doing the task and unable to watch others as they try to learn a new task?

Objective

Individualising instruction: Provide instruction for different skill levels and experiences as well as for children and youth with disabilities.

Key points to review with participants:

- One can plan in a way that, regardless of skill level, all participants can be challenged at appropriate rates.
- When appropriately challenged, participants will be more likely to enjoy the activity.

Activity

Modified Sitting Volleyball

Introduce the Paralympic sport of sitting volleyball. Remind participants that often we think of a disability as a disadvantage, but if we played more modified sports or Paralympic sports with youth, those with disabilities may be at an advantage.

- Play modified sitting volleyball using a tennis ball and markers. The ball is allowed one bounce on each side (so that the game can keep going) and you can pass the ball up to two times before it has to be thrown over the net. All throws over the net must be underhand.

OVEP Resource Links

Fundamentals Manual

Page 65

Activity Sheet

16, 17

OVEP Discovery Questions

What is the OVEP learning outcome?

How do the OVEP themes help you develop respect for visible and invisible differences?

Reflect and Connect

How will this work in your community?

- How would you modify this activity further to include a participant who was blind?
- How would you modify this activity further to include a participant who had an arm in a sling?



Follow-up questions with participants

- What role do you think this activity has to help you to become a more positive person?

Objective

Skill-Specific Feedback: Giving youth intentional instruction to optimise their development.

Key points to review with participants:

- The most effective type of feedback to give in physically active settings is a combination of skill-specific and positive feedback.

Peer-to-Peer Support (reciprocal teaching) in skill development: Let youth feel proud to help their friends improve their skills.

Key points to review with participants:

- Allowing youth to coach each other when learning new physical skills gives them a sense of empowerment and shows them they are trusted.
- Peer teaching allows for all participants to hear more skill-specific feedback and this supports their learning and development.

Activity

Cricket-It

- Participants play in small groups such as 5 vs 5.
- Participants set up playing areas that include two markers placed 10m apart in a playing area approximately 40m x 40m.
- One marker is the homebase and the other marker is first base. The bases are set up in the middle of a playing area.
- To score a run, a pitcher underhand tosses a tennis ball to the batter at homebase, who hits the tennis ball with her/his hand.
- The batter can hit the ball anywhere in the play area (in front, side, behind). After the ball is hit, the batter runs to first base to score one run, and back to home to score two, and keeps going between bases until the fielding team returns it to the pitcher.
- Meanwhile the fielding team gets the ball and each person must throw and catch the ball once. The last person to catch the ball returns it to the pitcher.
- If the pitcher catches the ball while the batter is not standing on a base, the batter is out and loses all of their runs.
- Once everyone on the batting team has batted, switch fielders and batters. The team with the most runs scored after each team has a specified amount of turns wins.

Play two rounds of this game.

- Round 1: The only feedback given by facilitator and players is positive and general. Examples include: Nice try, good job, keep going, you can do it.
- Round 2: The only feedback given by facilitator and players is specific. Examples include: Move to open space, keep your eye on the ball, follow-through, speed up as you run from one base to the other.

OVEP Resource Links

Fundamentals Manual

Pages 60–61, 62–64

Activity Sheet

18, 19

OVEP Discovery Questions

What is the OVEP learning outcome?

How does giving and receiving feedback in a respectful way help in the pursuit of excellence?

Reflect and Connect

How will this work in your community?

- Feedback is critical to help encourage learning. When is the best time to provide feedback?
- How could you modify the traditional rules of a sport to make it more inclusive for participants?



Follow-up questions with participants

- What type of feedback do you find most helpful to make improvements?
- Did you prefer one type of feedback more than the other? Why or why not?
- Did you perform better in one round more than the other and do you think the type of feedback influenced your performance?

Objective

Skill-Specific Feedback: Giving youth intentional instruction to optimise their development.

Key points to review with participants:

- The most effective type of feedback to give in physically active settings is a combination of skill-specific and positive feedback.

Peer-to-Peer Support (reciprocal teaching) in skill development: Let youth feel proud to help their friends improve their skills.

Key points to review with participants:

- Allowing youth to coach each other when learning new physical skills give them a sense of empowerment and shows them they are trusted.
- Peer teaching allows for all participants to hear more skill-specific feedback and this supports their learning and development.

Activity

Rock and Throw

Participants will learn skill cues for the rock and throw used in cricket through two learning experiences, one using a facilitator direct teaching (command) teaching style and one using a reciprocal teaching style (participant serves as teacher).

See Task Card 4

Direct teaching/command: Have them practice throwing to a target using the following cues (e.g. partner, wall). Make a cross with the arms and turn your body side on with the dominant hand holding the ball and the dominant hand at the back. Keep your head level and turned toward your target. Shift weight from front to back (rocking motion). When ready, release the ball as you shift your weight forward. Drop your front arm and pull your throwing arm across your body as you release and then follow through. Throwing shoulder should be pointing towards target after follow through.

Peer teaching (reciprocal teaching):

Participants form groups of three. Review skill cues (above) for the rock and throw with the group and provide an image of the overhand bowling technique in cricket, as well as the task card with the skill cues, to each group. Two members of the group of three send and receive a tennis ball while demonstrating the rock and overhand throw used in cricket. The third group member is the teacher and provides skill-specific feedback to the other two. After five throws by the two throwing and catching, the group rotates positions and a thrower becomes the teacher.

See Section 7 of Delivering OVEP PLAYbook: A Practical Guide to Olympic Values Education to review the section on Mosston's Teaching Spectrum.

OVEP Resource Links

Fundamentals Manual

Pages 42–43, 44–45

Activity Sheet

6, 7

OVEP Discovery Questions

What is the OVEP learning outcome?

What teaching styles are more conducive to develop the OVEP themes?

Reflect and Connect

How will this work in your community?

- How can you build on this activity to make it serve various OVEP themes?
- What were the pros and cons of each experience?



Follow-up questions with participants

- Identify who has been influential in helping you develop skills.
- Does role modelling help us to develop our learning skills? If yes, how? If no, why?
- What experience did you enjoy more and why?

Notes



DAY 1: CLOSING ACTIVITIES



Build community and review learning while recognising contributions of others.

Key point to review with participants: *It is worthwhile to bring participants together at the end of a programme session as it gives them a sense of community before they leave for the day.*

Assessment activity

If time allows for your group size, invite the whole group to participate in this closing activity. If time is limited, divide the group into smaller 4–8 person segments. The goal is to ensure that the group recognises how the OVEP values, educational themes or new teaching strategies for a physical activity setting have been used.

“I recognise that the Olympic value or OVEP theme of _____
was used multiple times throughout the day, especially when _____
(e.g. everyone had a say in how to modify an activity).”

On the way out, the facilitator provides each participant with an Exit Slip.

Exit Slip (**see Task Card 15**): Participants do not put their name on the Exit Slips. Before the day wraps up, participants answer the following questions and leave with the workshop facilitator.

Prompt: Based on today's workshop:

1. I will do more of _____

2. I will do less of _____

3. I am still wondering about _____

Notes

DAY 2: WARM-UP FORMATIVE ASSESSMENT ACTIVITIES



Welcome back!

Check in with everyone. Make sure participants are comfortable and give examples of positive participation from the previous day.

Objective

Assessment to determine participants' areas of comfort and areas of discomfort.

Key points to review with participants:

- Risk is a 21st-century skill and it is important to learn where participants are related to their comfort zone so they can begin to think about risk, and how to foster healthy risk in future physically active OVEPs.
- Future physically active OVEPs should allow youth to share their fears and their comfort zone.

Activity

Comfort Zone

Inform participants that this phase of the workshop will focus on learning new skills to instruct youth in physically active settings.

Some of these strategies may seem more difficult than others, therefore this warm-up activity helps participants to explore their personal relationship with challenge.

Instructions to read to participants (paraphrase as you wish, and change the comfort zone options to best fit the group you are working with).

"Please stand in the zone of comfort that represents the following skills:"

- Cook a meal for your neighbour
- Repair a broken water pump
- Sew a shirt
- Saddle a horse
- Ride a bicycle
- Train a dog to sit
- Sky diving
- Grow vegetables
- Play a musical instrument
- Give a speech to a crowd
- Perform a cartwheel
- Explain Olympism to others
- Explain OVEP 2.0 to others

See Task Card 5

Continued on the next page

OVEP Resource Links

Fundamentals Manual
Pages 100–101

Activity Sheet
27

OVEP Discovery Questions

What is the OVEP learning outcome?

How could the OVEP themes help individuals move from the panic zone to the growth zone to the comfort zone?

Reflect and Connect

How will this work in your community?

- What did this warm-up activity reveal to you about your own personal sense of comfort with a challenge?
- What did this warm-up activity reveal to you about others in this training?
- How might you use this activity to support youth as they learn new physical activities?
- How might you use this activity to help facilitators determine areas of content that need to be revisited prior to moving forward in the workshop?

Activity

Comfort Zone continued

**Note:**

Remind participants that they may not feel comfortable with some of the good practice physical activity tips that were shared yesterday, or that will be shared today. That's okay! What's important is that they are open to learning and trying new things and that they become comfortable with being uncomfortable.

Materials

Three large labelled concentric circles in the dirt or on the floor, with chalk, tape, or using string (**see Task Card 5**).



Follow-up questions with participants

- What would you do to help someone who is in a panic zone?
- How can you help others move from the panic zone to the comfort zone?



Objective

Assessment to guide instruction/ checking understanding.

Key points to review with participants:

- Using Exit Slips is one way to help ensure learning objectives are met, or that they ought to be revisited.
- Exit Slips are a form of informal formative assessment, and can be used in the workshop as well as in future physically active OVEPs.

Activity

Follow-up Day 1 Exit Slip

- Participants receive Exit Slips that were completed at the end of Day 1.
- Participants do not receive their own Exit Slips.
- Participants move around in space and find a partner.
- They each take a turn answering the "I am still wondering about ..." statements on the Exit Slip together.



Follow-up questions with participants

- How can listening to the advice of peers be a positive experience? Can it be a negative experience?
- Why is it important to let people know when you don't understand something?
- How does joy of effort connect with fully understanding a concept or lesson being taught?

OVEP Discovery Questions

What is the OVEP learning outcome?

How does having a common understanding of the themes help you deliver OVEP more effectively?

Reflect and Connect

How will this work in your community?

- Can the Exit Slips be used for self-assessment? How and when?
- How can you advise on the best use of the Exit Slips?
- Did you feel comfortable completing the Exit Slips? If no, why?
- Did using the Exit Slips to capture what you learned yesterday? If yes, how? If no, why?
- Why do you think we didn't have you write your name in this activity?

Notes

DAY 2: GOOD PEDAGOGICAL PRACTICES (CONTINUED FROM DAY 1)



How to deliver OVEP themes in positive and motivating physical activity settings.

Transition:

As we just experienced, assessment is not used to assign a grade, evaluate someone, or make them feel nervous. Rather, assessment is a valuable tool to help you understand what topics ought to be revisited to optimise youth understanding. Now, we will continue from yesterday and continue gaining skills to develop and deliver OVEP materials in effective and emotionally safe physically active programmes.

Objective

Apply the five OVEP educational themes effectively to physical activity programmes. Model good practices, and be able to teach others how to do so as they become trainers.



Note:

In these activities, physical activity is used as a vehicle to inspire learning. Please prompt participants so that they can make the connection between physical activity and learning.

Activity

We Juggle

- Participants form groups of eight and stand in a circle facing each other.
- Participants create a throwing pattern in a group and try to repeat it continuously without dropping the object.
- Gradually add in more balls to the group juggle.
- Have the group make changes to make it more challenging or fun, but everyone has to agree on what the changes will be.

Play this in two contexts.

- **Ego-Involved Climate:** The goal is to see what group can juggle the longest without dropping the object, and to see what group can maintain the pattern while adding up to five objects. If you drop the object, your group is out. You watch the other groups.

Continued on the next page

OVEP Resource Links

Fundamentals Manual
Pages 77, 87–88

Activity Sheet
23, 25

OVEP Discovery Questions

What is the OVEP learning outcome?

What is the role of interpersonal skills and strategy to help achieve individual goals?

Activity

We Juggle continued

- **Task-Involved Climate:** The goal is for your group to do its best, reach a goal, or improve upon a previous attempt. Each group can continue when they drop the object, without any consequence. Group members are encouraged to support one another. Groups will have two attempts at this game that last three minutes long each. After the first attempt, the group will brainstorm ways that they can improve in the second attempt. The group(s) who improve in their section attempt will share with all participants why they felt they did so.
- Prior to beginning this activity, participants review OVEP 2.0 Activity Sheet #23: *Overcoming the challenges of an Olympic Games*.



Note:

Be sure to tell participants that both task and ego motivational climates are deemed acceptable in sport, yet one clearly fosters more skill development and enjoyment than the other. When planning activities, one should plan so that the objective focuses on task mastery, improvement and giving a best effort.

Reflect and Connect

How will this work in your community?

- Is collaboration important to help realise the potential of the OVEP themes? If so, why? If no, why not?
- How was success defined differently in these two activities?
- Which experience did you enjoy more and why?
- Based on this experience, how could current programmes or thinking around skill development be challenged?
- Think about the most popular physical activity in your community, culture or country. How could you design a drill(s) like the one you experienced during the second version of the group juggle activity (development based on a task-involved motivational climate)?
- Every Olympic Games has challenges related to corruption, doping, and cheating. What values can we apply while we participate in physical activities to avoid such challenges occurring in this training and in youth programmes?



Follow-up questions with participants

- Why was it important that the whole group had to approve a modification to the activity to make it more challenging or fun?
- What OVEP values did your group demonstrate during this activity, and how did demonstrating them influence your experience?
- What are things you have done to help all members of your group to succeed?



Activity

Respect Mural Relay

See Task Card 6

- Divide participants into groups of six. Each group will start about 20m from a hoop.
- Each team will execute a relay. One by one, members will run from the baseline to their designated hula hoop.
- Once they arrive at their designated hoop, each participant will choose a picture that they feel best represents respect.
- They then run back to their group and perform the physical activity identified on the back.
- The picture is then taped onto a large piece of paper to create a mural.
- The next person runs to the hoop to get the next picture.
- The participants continue to perform the physical activity until the next person returns back to the group with the next picture.
- Once everyone has chosen a picture and placed it on the mural, each group then has a discussion about why they chose the images for the respect mural.

Materials:

Hoops, large sheets of paper, 10 images + activities, tape.

OVEP Resource Links

Fundamentals Manual

Page 100

Activity Sheet

2, 21

OVEP Discovery Questions

What is the OVEP learning outcome?

Does every person have the same understanding and perspective of what represents respect?

Reflect and Connect

How will this work in your community?

- How would you adapt this relay activity to accommodate an important local custom or religious practice?
- Thinking about the context in which you live and serve, what cultural adaptations must you make in order to ensure that the programme is viable in your community?



Follow-up questions with participants

- When you meet people from different cultures, what are the first things you ask them about?
- Why do you think it is important to be welcoming of people from different cultures?
- What tradition or cultural component do you feel most proud about?
- Talk about a cultural practice that is important in your family or community and how this enriches your life.

Objective

Key points to review with participants:

- Physically active OVEPs should align scoring methods with the skill or task focus in each activity.

Activity

Handminton

- Create equal teams of up to six players/team.
- Create a court (similar to a badminton or tennis court) using cones or other materials (e.g. rocks, water bottles).
- Divide the court in half using cones or other materials to create a net.
- Place one team on one side of the net and the other team on the other side of the net.
- One team begins by using an underhand serve with their hand to the team on the other side of the net.
- The receiving team strikes the ball with their hand to try and return the ball over the net.
- Each person on the team is allowed to strike the ball once before sending the ball over the net.
- The ball is allowed to bounce once between each hit.
- The same person is not allowed to strike the ball twice before the ball is returned.
- If the ball is sent back over the net, and it cannot be returned by the receiving team, the sending team scores a point equal to the number of people who hit the ball before it was sent back over the net. For example, if six people on one side strike the ball before the ball is sent back over the net, and it cannot be returned, then the sending team receives six points.
- Each round lasts five minutes and then plays a new team in the next round.
- Between rounds, take two minutes to discuss a team strategy to improve performance.
- Teams keep the number of points they score from each round.
- The team with the most points after three rounds is declared the winner.

Materials:

Tennis balls, cones (or similar).



Note:

Identify how this activity can be used to encourage the use of numeracy skills.

OVEP Resource Links

Fundamentals Manual

Pages 106–109

Activity Sheet

30, 31

OVEP Discovery Questions

What is the OVEP learning outcome?

How does planning and teamwork contribute to the pursuit of excellence?

Reflect and Connect

How will this work in your community?

- How did keeping score in this way influence the motivation behaviours of players?
- What are other ways you can modify activities to keep score in a way that persuades youth to stay motivated in a game?



Follow-up questions with participants

- Why do you think you were given time between rounds to strategise?
- What OVEP theme(s) were demonstrated in this activity, and how could you apply this to other areas of your life?

Objective

Integrated learning in physically active settings: Twice the learning in half the time! Delivering OVEP in physically active settings along with classroom content.

Key points to review with participants:

- Integrating physically active OVEPs with academic core curriculum makes learning more meaningful for youth.
- Integrating physically active OVEPs with academic core curriculum effectively provides a clear path to deliver physically active OVEPs in schools.

Activity

Mix and Mingle

- Participants play this game together in a large group.
- Each person is given a sheet of paper and writes a number from 1–9 on the top half of the paper and a letter from A–Z.
- Crumple the paper to create a ball.
- When a start cue is given, participants begin to mingle with each other by using a walking locomotor skill.
- Participants then exchange their crumpled ball by tossing it to another person in the group.
- Continue to mingle and exchanging the crumpled balls.
- When the instructor yells STOP, participants form a group of five or six.

Using the crumpled balls, choose one of the following tasks to complete as a group:

- Using all the numbers from each participant, create a maths equation that equals 10.
- Add each number together and then perform that number of jumping jacks as a group.
- Using the letters, how many different world capitals you can identify that start with each of the letters.
- Using the letters, perform a physical activity that begins with each letter.
- Using the letters, identify a word in a different language that begins with each letter.

Instructors should encourage the use of different manipulative skills and locomotor skills between each round while traveling and mingling amongst the group members.

Materials:

Paper, pens.



Note:

Be sure to make the connection to other school subject areas such as maths, language arts, geography, etc.

OVEP Resource Links

Fundamentals Manual

Pages 38–39

Activity Sheet

4

OVEP Discovery Questions

What is the OVEP learning outcome?

Why would one want to plan activities that connect OVEP themes and physical activity with classroom curriculum?

Reflect and Connect

How will this work in your community?

- How can integrating classroom content motivate students in an OVEP physical activity programme?



Follow-up questions with participants

- What OVEP themes did you model in this activity?
- How did you experience fair play for others in this activity?

Notes

DAY 2: SYSTEMS, SETTINGS AND INSTRUCTIONS FOR DEVELOPING, PROMOTING AND DELIVERING OVEP



One reason OVEP is so special is that it can be widely disseminated around the globe. In this session, we will explore the different systems that OVEP physically active programming can be delivered in, how facilitators can adapt, design, and deliver OVEP, as well as the diverse settings in which youth can physically participate in OVEP physical activity programming.

Objective

An active brainstorming approach to determine the diverse possibilities regarding systems, facilitators, and settings for developing, promoting, and delivering physically active OVEPs.

Key points to review with participants:

- It is necessary to consider the strengths and challenges of all systems, instructors, and settings prior to planning a physically active OVEP for unique contexts.
- It is important to consider potential partners while you are planning for programme system delivery, settings of delivery and instructors. Identifying and reaching out to potential partners should occur early on during your planning stages.

Activity

Bus Stop

- Sheets of paper are spread throughout the room. Beside each piece of paper are 10 pencils. Each sheet of paper has one of the following headings and definitions on it (**see Task Card 7**).

Systems: What are the organisations or structures that might deliver physically active OVEPs?

Instructors: Who are potential deliverers of physically active OVEPs?

Settings: What spaces could be used in delivering physically active OVEPs to youth?

- When a start cue is given, participants move to one of the sheets of paper. Markers do not move with participants (safety).
- They brainstorm within their group possible answers to each question and someone(s) records group-brainstorming responses.
- After five minutes, another cue is given, and participants move clockwise toward another sheet of paper and repeat with this task while referring to the question on the second paper.
- When all three sheets are completed, the group comes together.
- Volunteers are sought to read brainstorming responses aloud to the large group.

Continued on the next page

OVEP Resource Links

Fundamentals Manual
Pages 70–71

Activity Sheet
20

OVEP Discovery Questions

What is the OVEP learning outcome?

Why do think we had you do this activity rather than tell you examples of systems, facilitators, and settings for OVEP in physically active programmes?

Reflect and Connect

How will this work in your community?

- What systems do you feel are best prepared to deliver OVEP in your community?
- Why is it critical to understand the potential reach of physically active?
- Given the context in which you live, how would you modify this activity to best suit youth in your community?
- What are some of the benefits of thinking about topics and materials in this way?

Activity

Bus Stop continued

After responses are shared, the following are shared with the group and then a discussion occurs:

- Systems (sport, physical education, classroom, recreation, community organised physical activity programming).
- Facilitators (coaches, athletes, physical education teachers, classroom teachers, recreation leaders, community physical activity volunteers).

Settings:

Open space, gymnasium, multi-purpose room, paved surface.



Note:

Encourage participants to refer to **Task Card 8** so they can see how they can further explore this topic upon conclusion of the workshop.



Follow-up questions with participants

- How can brainstorming with friends help you to find solutions to problems that you may encounter during different phases of life?
- How did moving around impact your experience in this activity, and how can you find ways to increase your physical activity behaviours?





DAY 2: ASSESSING, MONITORING AND EVALUATING PHYSICALLY ACTIVE OVEPS



Transition:

In the previous activities today, we addressed assessment as a way to guide instruction when we work with future trainers and youth as well as how an active brainstorming session can teach lessons such as collaboration and creating a no stakes environment. Now, we'll move to a session on assessing and monitoring an OVEP physical activity programme so that we can provide the most optimal experience possible for our youth. The key message going forward is that all programmes can be improved upon if we are willing to be reflective and use feedback (formal and informal) to adjust our delivery and curriculum to best meet the needs of youth.

Objective

An active case study approach to assessing and monitoring OVEP physical activity programmes.

Analysing Dos and Don'ts of physically active OVEP programme evaluation.

Key points to review with participants:

- Assessment, monitoring and evaluation each play an important role in the planning, implementing and evaluation of a physically active OVEP.
- The primary purpose of programme evaluation is to determine if programme objectives are met.
- Programme evaluation is necessary in order to make future decisions regarding instructors, programme sustainability, and to help gain programme partners and funders.



Note:

In these activities, physical activity is used as a vehicle to inspire learning. Please prompt participants so that they can make the connection between physical activity and learning.

Activity

Walk and Talk

Participants will work in pairs or groups of three for this activity.

- Participants will read a case study (see Task Card 9) that describes a physical activity programme, as well facts related to its implementation.
- Participants are given 10 minutes to go for a walk with a partner to think critically about one of the case study examples.
- After 10 minutes, they join with others who reviewed the same case study to form a group of eight.
- Together as a group of eight, complete the table together in Task Card 9 to share what they would do to help overcome the challenges in the case study from occurring and/or escalating.
- Large-group discussion then occurs.



Note:

Guide participants to the evaluation section in Section 4 of *Delivering OVEP PLAYbook: A Practical Guide to Olympic Values Education*. They may record their ideas and notes on programme evaluation in their PLAYbook during the training if time permits, or can be encouraged to do so on their own time.

OVEP Resource Links

Fundamentals Manual
Page 25

Activity Sheet
1, 22

OVEP Discovery Questions

What is the OVEP learning outcome?

What do you think are the best reasons for assessing and monitoring OVEP physical activity programmes?

Reflect and Connect

How will this work in your community?

- How could you combine the case study teaching method with physical activity when delivering OVEP physical activity programming?
- What would you tell someone who asked whether or not it was important to evaluate physically active OVEPs?



Follow-up questions with participants

- What did you learn from experiencing a case study approach in this setting?
- What OVEP themes did you demonstrate in this activity? Provide rationale for your response(s).



Notes

DAY 2: APPLYING WORKSHOP KNOWLEDGE



Objective

Designing a physically active OVEP programme in your own community: Part I.

Plan, deliver, assess and monitor a physically active OVEP within a context specific to their community, culture using a modified project-based method.

Key points to review with participants:

- Taking time to apply workshop knowledge is an important step toward the development and delivery of a successful physically active OVEP.
- Physically active OVEPs should be adapted to the strengths of youth from all parts of the world.

Activity

Planning your physically active OVEP

Programme development should include three phases:

- Planning;
- Implementation; and
- Evaluation.

Physically active OVEPs should be adapted to the strengths of youth from all parts of the world.

Each lesson of a physically active OVEP should combine OVEP themes with good pedagogical practices for physical activity instruction.

The Olympic torch relay is symbolic of the passing of the torch from one person to another. Its journey is only made possible with the help of many.

The same principle applies in this activity where participants apply information gained from Sections 1–7 of *Delivering OVEP PLAYbook* to plan for physically active OVEPs.

Reflect and Connect

How will this work in your community?

- Do you feel more prepared to apply information gained in this workshop to your own situation? Why or why not?
- What emotions did you feel when designing a physically active OVEP for your community? Were these emotions primarily positive or negative? If they were negative, what could you do help make them positive?

Objective

Designing a physically active OVEP programme in your own community: Part I.

Key points to review with participants:

- Each lesson of a physically active OVEP should combine OVEP themes with good pedagogical practices for physical activity instruction.
- Assessment, monitoring, and evaluation are equally important components of an effective physically active OVEP.

Activity

Around the World

Participants get into groups with others from similar geographic areas. Try to limit the number of participants in each group to no more than eight.

Participants should complete this activity using the tables in **Task Card 10**.

In this activity, participants will first identify the characteristics and needs of the participants.

Then, identify assets/strengths and challenges to developing and delivering a physically active OVEP in their community and what they would like their end product to look like when completed.

Participants are given 15 minutes to work with a partner to design or modify a previously used activity that they could use in a physically active OVEP programme.

Use the physically active OVEP activity plan format in **Task Card 11** to plan out your activity.



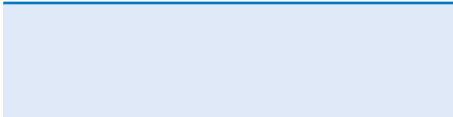
Note:

Encourage participants to integrate only the equipment that is available.

Reflect and Connect

How will this work in your community?

- Do you feel more prepared to apply information gained in this workshop to your own situation? Why or why not?
- What emotions did you feel when designing a physically active OVEP for your community? Were these emotions primarily positive or negative? If they were negative, what could you do to help make them positive?



Activity

Sharing a physically active OVEP

New groups are then formed by pairs joining other pairs from similar target audiences (e.g. age, school, clubs, etc.).

Within each group, identify the following roles:

- One facilitator.
- One timekeeper.

Using a No Stakes Peer Review Feedback Protocol, the first pair will describe their idea for a physically active OVEP activity that they generated from **Task Card 11**.

This should be thought of as a work in progress, while the other group members listen.

Time: three minutes/presenter

During this time, the pair that is presenting will:

- Describe the activity.
- Identify one aspect she/he is excited about and feels is working well.
For example, I am proud that this activity will target youth who are less physically active than the national norms.
- Identify one aspect of the activity for which she/he anticipates as a challenge or an area where new ideas are needed. The input request must be posed as a question. ***For example, in my community it will be difficult to convince parents to let their children participate because they are concerned about safety. What ideas do you have for helping me to recruit youth participants? Alternatively, the presenter can ask an open question. For example, how can I make this better? What is my next step?***
- While the pair describes their draft physically active OVEP activity, other group members listen without responding and are encouraged to take notes.

Continued on the next page

OVEP Discovery Questions

What is the OVEP learning outcome?

What OVEP themes did you and your group members demonstrate in completing this activity?

Activity

Sharing a physically active OVEP continued

When the three minutes has expired, the facilitator lets the group know and the presenters should say, "I invite your feedback."

The other group members share warm and constructive feedback for the presenter.

Time: two minutes

- Example constructive feedback might include statements such as, "I like that your activity encouraged inclusion", "You might consider inviting parents to participate with the youth" and "I wonder if you have considered partnering with a local business owner".
- The presenters do not respond verbally to any feedback. Rather, the presenters takes notes and writes down any new ideas as group members share.
- Repeat the process so that each group member presents her/his physically active OVEP activity draft.



Follow-up questions with participants

- What did you think about this protocol?
- What is a main takeaway from this activity?
- What hidden messages shine through in an activity like this, and what OVEP theme do these messages connect with?
- How could you modify this activity and use it when teaching youth in an active setting?
- Upon reflection, do you think your proposed activity plan differs greatly from what it would be if you did not attend this Train the Trainer Workshop? Please explain your answer.



Notes



DAY 2: CLOSING ACTIVITIES



Objective

Key points to review with participants:

- Thinking through potential consequences of actions is an important step in helping people to make the most effective decisions as they work toward a goal.

Activity

OVEP Bingo

- Each person receives a copy of the OVEP Bingo sheet in **Task Card 12**.
- Each participant then interacts with other participants throughout the room to complete one square in each column.
- Once they have completed a square in each column, they yell out the word BINGO in celebration.
- They then find a partner who has completed the task and discuss their answers together.

OVEP Resource Links

Fundamentals Manual
Page 73

Activity Sheet
21

Reflect and Connect

How will this work in your community?

- How can decision-making charts such as this be helpful in assessing individuals' understanding of work and tasks at hand?
- How can you modify the decision-making assessment activity and assess individuals' understanding of OVEP themes?

Notes



DAY 3: WELCOME



10
minutes

Opening warm-up activity.

Assessment activity

Inspiration Writing Prompt

Instructions:

Participants write a note using this prompt:

- What is one idea or moment of inspiration from yesterday that you want to further develop today as you design your own physically active OVEP?
- Find a partner that you have not yet worked with and share your idea or moment of inspiration in the spirit of sharing wonderful and exciting ideas!

Notes

DAY 3: MICRO TEACHING EPISODE: DELIVERING PHYSICALLY ACTIVE OVEPS



Objective

Apply an understanding of:

Combining good physical activity pedagogical practices with instructing the five Olympic educational themes.

How to instruct youth so they will transfer their understanding of the five Olympic educational themes to all areas of their lives.

Key points to review with participants:

- Peer support is a valuable tool for where participants draw on each other's experience and expertise so that everyone can develop the best possible physically active OVEP.
- Peer support is best achieved if it is offered in a no-stakes environment. A no-stakes environment is when peer feedback is shared to improve or advance a project. No grades or judgment should be assigned in a no-stakes environment.
- Practicing a new skill in groups, rather than independently, can help you feel more comfortable. This practice can and should be applied when requesting youth to perform new ideas to others.

Activity

Micro-Lesson Teaching Episode

After anchoring in the overall process of designing, implementing, assessing and evaluating an OVEP programme, participants will deliver the physically active OVEP activity that they developed and presented the previous day.

Each pair from the previous day will join four other pairs to create a group of 10.

In each micro-lesson, each pair within the group must plan for and demonstrate an understanding of the following:

- Physical activity skill or strategy (e.g. throwing, moving to space, keeping beat to music while dancing);
- Good practice for physical activity facilitation (i.e. a teaching strategy presented in Section 7 of *Delivering OVEP PLAYbook*);
- How to have an OVEP theme focus alongside physical activity (i.e. how to teach an OVEP theme(s) in an active setting);
- How to facilitate a transfer of learning for youth between the OVEP/physical activity experience and their lives outside of the programme.
- How to reference an OVEP 2.0 Activity Sheet.

Participants will work with their partner and deliver their micro-lesson to the rest of the group.

Continued on the next page

Reflect and Connect

How will this work in your community?

- After reflecting on this experience, were you pleased with your performance in the micro-lesson? Why or why not?
- What did others do when teaching their micro-lesson that you would like to emulate going forward?
- How could you modify this activity and use it when instructing physically active OVEPs to youth?
- What did your peers do during their micro-teaching episodes that you would like to emulate in future programme delivery?

Activity

Micro-Lesson Teaching Episode continued

Each micro-lesson should include all five criteria listed. This activity will serve as a way for groups to demonstrate their understanding of the entire workshop, and for the facilitator to assess/determine if any of the above criteria ought to be revisited to ensure participants' understanding.

- Each pair will have 15 minutes to present their micro-lesson using only the equipment available.
- Feedback will be provided to each group from those who participated in their activity.
- After each pair has presented and has received feedback, each individual should complete the Reflection Template in **Task Card 13**.

**Note:**

A jigsaw teaching method in physical activity settings provides many benefits. Having youth design their own games based on OVEP themes is one way for them to demonstrate their understanding of the themes.



Notes

DAY 3: DEVELOPING AN ACTION PLAN FOR MOVING FORWARD DELIVERING A PHYSICALLY ACTIVE OVEP

Objective

Trainer Planning Timeline

Participants develop a timeline to implement their physically active OVEP.

Key points to review with participants:

- A timeline can help individuals from feeling overwhelmed, and can help people understand how small steps are necessary in order reach the summit.

Activity

OVEP Action Plan

For this activity, individuals from the same organisation or similar type should work together to work on an action plan. If there is nobody from similar organisations, then have participants work individually.

- Using **Task Card 14**, outline the next steps your organisation will follow to plan, implement and evaluate a physically active OVEP initiative in your community.

If individuals already have a physically active OVEP initiative up and running, the action plan should focus on ways to make improvements and to foster long-term sustainability.



Follow-up questions with participants

- Do you think that youth could benefit from setting timelines and goals in their own lives? Why do you feel this way?

Notes

DAY 3: OLYMPIC CLOSING CEREMONY: PERSONAL ACTION STEPS AND WORKSHOP COMPLETION CERTIFICATES



Objective

To declare action steps which will occur post workshop.

Key points to review with participants:

- When workshop participants or youth in physically active OVEPs proclaim their plan(s) publicly, it helps to empower others, share great ideas and hold individuals accountable for following through with their plan.

Activity

Wrap-Up Collage

On a wall, tape three sheets of paper with the headings (**see Task Card 15**):

- 1) I will do more of...
- 2) I will do less of...
- 3) I am still wondering about...

Each person will then provide their responses to each question on a separate sticky note based upon their experience in the OVEP Workshop.

- Individuals then place their sticky note under the appropriate heading.
- After everyone has placed their sticky note on the wall under the appropriate heading, ask volunteers to come to the wall and attempt to group common responses together to create themes.
- The facilitator then facilitates a discussion around the themes that were generated under each category.

Each participant is provided with a certificate of completion.

Materials:

Sticky notes.

Reflect and Connect

How will this work in your community?

- What are you excited about?

Notes



DAY 3: WORKSHOP EVALUATION



15–30
minutes

Objective

To provide participants with a chance to give feedback to the facilitator that will help improve future OVEP workshops.

Key points to review with participants:

- It is critical that trainings at all levels are evaluated to increase their effectiveness and sustainability over time.

Activity

Evaluation

Participants complete the workshop Evaluation Form located in **Task Card 16**.

Reflect and Connect

How will this work in your community?

- What contextual considerations must be given when analysing programme evaluation data (e.g. duration of the programme, language spoken by participants compared to language of programme delivery)?

Notes



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