Guide

PLAYDAGOGY

Olympic Values
INTRODUCTION

Editorial

Paris 2024

“The Olympic and Paralympic Games are exceptional events that put sport at the heart of society. The Paris 2024 bid is today mobilising a long-term project based on the principle of inclusive and sustainable games. What better way to pass the values of Olympism and the ambition of a rapidly changing society that associate the youth of France and the world? We place sport and its values for the education of young people, “Generation 2024”. With the French National Olympic Committee, PLAY International and UNICEF France, we realise this ambition by putting Playdagogie in the Olympic colours.”

Tony Estanguet and Bernard Lapasset, co-presidents of Paris 2024

UNICEF

“Sport and play are fundamental rights of children and have a vital role in their development, happiness and well-being. UNICEF France, which promotes the daily participation of children and young people, is delighted to be associated with this positive approach, alongside the French National Olympic Committee, PLAY International and Paris 2024. This initiative will enable more people to be made aware of their rights.”

Jean-Marie Dru, president of UNICEF France

PLAY International

This pedagogical kit is the concrete illustration of the common ambition that the French National Olympic Committee and Paris 2024 share with UNICEF France and PLAY International: fostering children’s education in France and abroad. Olympic values, when transformed into life skills, are a way to empower children. We are pleased to use Playdagogy with Paris 2024 for the benefit of children across the world.”

David Blough, Executive Director PLAY International

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INTRODUCTION

A team effort

This initiative is a collaboration by:

PLAY International

PLAY International uses sport as a tool to respond to educational, social and health problems around the world. Since 1999, the NGO has developed innovative solutions that have been shared with an ever growing number of teachers, coaches and volunteers.

UNICEF France

UNICEF promotes the rights and well-being of every child in all of its actions. The association works with its partners in 190 countries and territories to make this commitment a reality, with a special effort to reach the most vulnerable and marginalised children for the benefit of all children, wherever they may be.

With the support of VASANOC

VASANOC is Vanuatu’s National Association of Sport, Olympic Committee, Pacific Games Association, Commonwealth Games Association and Melanesian Games Association. Our Core Value is “Olympism” with a philosophy “To Place Sport at the Service of Vanuatu” and “Contribute to Building A Better Vanuatu Through Sport”.

France National Olympic Committee and Sport France

The programme has support from:
As a part of Paris’s candidature for hosting the 2024 Olympic and Paralympic Games, Paris 2024 is using the Olympic values to contribute to the education of children and young people.


Each partners’ invaluable experience has resulted in this curriculum that is educational, active and fun.

WHY A KIT ON THE OLYMPIC VALUES?

The Olympic values cross all aspects of our lives. Respect, friendship and excellence are universal values.

Communities all around the globe face challenges of peace and social inclusion. By understanding and integrating the values of respect, excellence and friendship into our daily lives, we can begin to tackle some of these issues.

Today, we are able to learn more about other people and their cultures. This new ability to discover can be overwhelming, and rather than fostering peace and solidarity, it can drive distrust and conflict. Learning to live together, overcoming prejudice and respecting others is not always straightforward.

Participating in a sport, whether in a club, at school or with friends develops our social, behavioural, physical and life skills. Sport is a tool that develops self-discipline, encourages a healthy lifestyle, teaches us to share, to accept others and to work together to reach our goals.

Understanding the Olympic values will be an important stepping stone for many towards positive and sustainable social participation.

By providing opportunities for all young people to enjoy the effort of activities which are both physical and educational, Paris 2024 is ensuring that a lasting legacy is at the heart of the event and that the outcomes (more healthy and active lives, new interactions with others) are permanently embedded.
THE RIGHT TO PLAY

The Olympic values contribute to a fundamental right, one that is recognised and protected by the UN Convention on the Rights of the Child (UNCRC); the right to leisure, sport, culture and play. This right promotes childhoods that are happy and active, as well as realising other rights, such as the right to be heard and the right to an education. Being active fosters learning and helps children to concentrate in school. The right to leisure, sport, culture and play can be effective in supporting children’s development, however it is important to consider:

- Activities need to be varied, adapted to the age, appealing to different groups and often require specific resources (playing field, bats, balls, etc.).
- Activities need to be adapted and implemented by trained professionals, who are able to listen to the needs of children and react appropriately.
- Activities need to be accessible to all (access, price, time).

WHAT IS PLAYDAGOGY?

Playdagogy is an educational methodology founded on the use of active games as an awareness-raising tool for children. The approach is the result of many projects developed by PLAY International around the globe – for example Bolivia, Afghanistan, Burundi and Haiti.

Research into the approach was conducted in 2012 alongside the French Ministry of National Education in four Parisian primary schools. This research resulted in the resourcing and formalisation of the methodology. Since then, Playdagogy has developed and grown (new themes, geographic coverage, etc.) thanks to the continuous process of co-creation with educational professionals in around the world, the distribution of educational tools, as well as the training and the support of people on playing fields.

This guide and associated educational sessions allow teachers, coaches and volunteers to implement a physical and active curriculum based on Olympic values.
THE 3 OLYMPIC VALUES
The three fundamental values of this philosophy are: Friendship, Respect and Excellence

Each of these values is reflected in symbols of the Olympic Movement:

The Olympic Motto, Faster, Higher, Stronger, promotes the value of excellence, encouraging athletes to always try to improve themselves.

The Olympic Flame symbolises friendship between people, with its relay traversing many countries around the world.

The Olympic Rings, represent respect, uniting all nations and continents in peace, without discrimination.

It is important to remember that Olympic values are not only for elite sporting events. It is a philosophy that crosses all boundaries – sport, school, culture, art, play, literature. They should be present in all aspects of our daily lives.

The Olympic values are part of the right to leisure, sport, culture and play, as defined by the UN Convention on the Rights of the Child (CRC). Article 31 explains that “The Child has the right to rest and leisure, to engage in play and recreational activity appropriate to the age of the child and to participate freely in cultural life and the arts.

The Convention on the Rights of the Child is a commitment that governments from around the world have made to help ensure that every child has the ability to reach their full potential. The Convention ensures that all children have access to support and services that will help them to grow, learn and explore the world around them in a healthy, active way.

This kit brings these two international movements together; promoting the Olympic values while ensuring all children have the right to play (article 31).*
Friendship brings Olympic and Paralympic athletes and people from around the world together in sport, play and competition.

Friendship breaks down barriers – encouraging individuals to look beyond the differences such as gender, ability, culture or religion. By welcoming everyone’s differences we are able to make stronger and more interesting bonds. Friendships can be the basis of connections within community for working together and supporting each other; when Cyclone Pam hit Vanuatu in 2015 communities opened doors to welcome everyone and begin the process of rebuilding.

Friendship is vital for everyone every day. As children grow and learn, they change from being entirely self-focused; to doing things next to others; to interacting and doing things with others. These developments are important because it shows that friendships and social connections are behaviours that we all develop.

Learning about ourselves and others is a right of all children (article 29); as is making friends, meeting other children and joining groups (article 15).*

It is important for children to learn that friendships:

- Help us include everyone – boys and girls, different abilities and cultures,
- Are about accepting differences and listening to others,
- Are about living together, sharing and negotiating,
- Gives us a sense of belonging and a common goal,
- Gives us encouragement and motivation to chase our dreams and ambitions.

In this kit there are two games that focus on friendship: *Fishim evri fren* and *Sikrasem hed*.

Accepting other people as they are and discovering differences makes our lives richer by opening our eyes and minds to the world around us.
Respect is at the heart of all things Olympic – respecting yourself, people, rules and nature. Respect is key to strong friendships, fair play and sportsmanship.

Understanding the impact of our actions, positive or negative, is an important part of growing up and playing a participative role in our communities. Respecting yourself and others goes beyond sport.

- Knowing that we can offend or hurt someone by not letting them join in our game (respect of others),
- Listening to and asking for the ideas, opinions and beliefs of everyone – boys, girls, people living with a disability (respect for others),
- Helping others to feel safe from violence – teasing, bullying, and verbal, physical and sexual violence (respect for others),
- Taking care of ourselves by choosing to eat healthy food, while getting enough rest and exercise (self-respect),
- Being confident in ourselves to share and defend our ideas and opinions (self-respect).

In this kit there are two games that focus on respect: Kakae stret and Rispek.

These games encourage children to understand different aspects of respect, develop a better understanding of what it means to be respectful and include everyone.

The Convention on the Rights of the Child helps children to reach their full potential. Learning about respect will help children to understand that it is important for them to share what they think (article 12); to find and share information with others (article 13); think and believe what they want (article 14); and practice language and culture (article 30). Children also have the right to be taught about their identity, their cultural values and the values of others (article 29).*

* Articles from the UN Convention on the Rights of the Child.
Excellence means doing your best. It is not about winning; it is about having an ambition, and through determination, effort and perseverance reaching that goal.

Excellence is part of our daily lives, everyone can achieve excellence; girls can be better than boys; persons with disabilities can be better than those fully able. We are all good or strong in our own way, excellence is:

- Telling yourself “I can do it, I can go further”,
- Taking small steps to progress and constantly improve,
- Enjoying what you do and trying to do it better,
- Making good choices – choosing to include everyone; choosing to work together; choosing not to use bad language or violence; choosing to believe in yourself.

Excellence is not only on the sporting field. It is also in the classroom, where all children have the right to an education (article 28), helping children pursue excellence by chasing their dreams.

Excellence is not always for the individual. In sporting teams, families, and communities, sometimes we face challenges, and together we set common objectives to help us to reach our goals. Working together makes us stronger and helps us to do better.

In this kit there are two games that focus on excellence: BTB and Kam antap. These two educational games develop the value of excellence; helping children to reach their full potential (article 29).*

* Articles from the UN Convention on the Rights of the Child.
### Olympic Values games and cycle

<table>
<thead>
<tr>
<th>Game</th>
<th>Olympic value</th>
<th>Objective</th>
<th>Key messages</th>
</tr>
</thead>
</table>
| Fishim evrifren | Friendship    | To understand that everyone has different skills and abilities.                                     | • We should take the time to get to know people who are different from us.  
• We should always include everyone in what we do, even if it is not easy.                                                                                                                             |
| Kakae stret   | Respect       | To understand that it is important to take care of your mind and body.                              | • Being active is important for our health – it helps to prevent illness and injury, while improving our fitness and mental health.  
• It is important to eat lots of fresh fruits and vegetables.                                                                                                                                             |
| BTB           | Excellence    | To understand that excellence is a personal challenge to do better.                                 | • Excellence is not about being the best or a world champion.  
• Excellence is setting a goal and putting in the effort to achieve it.  
• Everyone has the right to pursue their own goal; for some it might be to play with friends, to have fun. For others it might be to achieve a personal best or improve their technique. The essential thing is to try to do better. |
| Sikrasem hed! | Friendship    | To understand that everyone has the right to be heard.                                              | • The opinions and beliefs of girls and boys should be treated equally. Everyone has a right to express themselves.  
• To solve problems we need to be able to explain our opinions and listen to those of others.  
• Discussing and agreeing are important parts of all friendships.                                                                                                                                       |
| Rispek        | Respect       | To understand that respect is about treating everyone equally.                                     | • Violence is never acceptable. It is never ok to use physical, verbal, psychological or sexual violence against anyone.  
• I respect you, you respect me.                                                                                                                                                                            |
| Kam antap     | Excellence    | To understand that everyone can ‘kam antap’.                                                       | • We should help all children access opportunities so they can reach their goals.  
• Continuous learning helps everyone to chase their dreams.                                                                                                                                               |
PLAYDAGOGY
Playdagogy: active and participative learning

Creation of pedagogical content
Pedagogical (educational) content is created collectively with stakeholders who know the beneficiary group, specialists in physical activities and with expertise of a working in the thematic and geographic area.

Why use play?
Our methodology considers physical activity and sports as impactful and under-utilised educational tools which allow children to develop and express themselves. The game, logic, symbols and discussion all help children to participate actively (and physically).

Our curriculum is varied and provides children the opportunity to develop in a number of areas: Cognitive, intellectual, creative, verbal, emotional, etc.

Raising awareness to change behaviours
To raise awareness is to provide a new way of looking at something – either from a different perspective or with new information. In order to see a change in behaviour, people need to feel concerned by an issue or a problem. Children need to be actively, independently and personally involved; providing them the opportunity to explore issues in a safe environment. When participants are at the heart of the process they are able to become active and responsible citizens.

The awareness-raiser should be a guide; supporting reflection, providing information and encouraging discussion.

Playdagogy = raising awareness through games
The objective of the Playdagogy is to raise the awareness of children through structured games about different issues. It is done by the progressive integration of the issue through the physical activity. The playing field and exchanges allow children to actively participate in the session. Opportunities are exploited during the games to ensure children are key actors and their thinking is stimulated. Thanks to symbols in the game, which will create links between the game and the daily life, children will construct an understanding in a simple but authentic manner. The interaction with the issue through symbols in a playful way facilitates an open discussion where taboos are reduced.

Playdagogy’s aims
The aim of Playdagogy is to provide youth and community workers, teachers and sport coaches with playful and dynamic educational tools that provide children (6-12 years old) with the information and confidence to address and reduce risky behaviours:

1. Raise awareness about health, social and environmental issues in a positive and fun way.
2. Offer a space where children can reflect, stay active and become actors of change.
3. Identify high-risk behaviours and promote pro-social behaviours.

PLAYDAGOGY

Playdagogy Olympic Values - 12
Playdagogy is an innovative methodology of active education, specific to PLAY International. It uses sport as an educational tool, as well as a catalyst for sensorial, cognitive and emotional experimentation. This dynamic helps children to reflect and share during the discussion on social issues.

The educational tools are deliberately fun and dynamic.

Each Playdagogy session lasts about 50 minutes and is divided into three steps, with opportunities for the child to engage with the theme:

1. A typical session is based on physical activities, sports or traditional games. Children play and enjoy themselves by practicing the physical activity,

2. Vocabulary and symbols are introduced into the game to familiarise children with the theme. This creates parallels between the game and the daily life,

3. At the end of a session, a discussion is lead to give children the opportunity to reflect and express themselves about the awareness-raising theme. The key messages are conveyed and discussed.

**STEP 1**  
GAME WITHOUT THEME  
Children learn the rules, have fun exercising and develop strategies for the game.

**STEP 2**  
GAME WITH THEME  
Children’s have feelings, sensations, experiment and question their understandings.

**STEP 3**  
DISCUSSION  
Children express themselves and reflect on key messages.

Adult makes the children active in a fun and safe environment.

Adult is facilitator. They provide clues, symbols and observe behaviours that will be discussed.

Adult is mediator. Supporting and facilitating discussion around key messages.
Organise a session

The game sheets have all the information required to organise a session. Making yourself familiar with these in advance will lead to a positive and productive session.

Clearly indicated is:

- The space and equipment required,
- If an annex needs to be copied and given out,
- How to set up the space,
- The educational objectives, key messages and discussion questions.

On each game sheet there is a guide to quickly understand the:

- Size of the playing field
- Number of children
- Age of children
- Approximate time needed

Vary the game

The game sheets are your guide.

You will find variations that you can make to the games depending on the knowledge, age, number and ability of children.

It can be necessary to add your own changes according to the space and equipment or the number of children. Although you will find some suggestions below, please be creative and add your own.

The game is new to your children

Each session has been designed for a single lesson of around 45 minutes. However, if the game is new to your class, consider joining an initial session with just the game without theme, followed by the full session another time. It might also be useful to explain the game in the classroom with a picture of the field before beginning.

You have a group of older children

Adapt instructions to make the game more dynamic and physically intense; increase the duration of games.

During the discussion, ask one of the children to be the leader and ask the questions, with other children taking it in turns to talk. Only intervene to provide specific information (key messages) or to clarify a misconception. Always begin with their understandings.

You have a large group of children

Create several identical fields to reduce the number of players and the time children are not active. Create multiple teams and increase the duration of games to rotate teams. Ask one team or group of children to be referees – even across multiple fields.

Good practice for implementation

- Implement sessions in a regular way (e.g. once per week).
- Ensure to deliver it in its entirety to the same group of children.
- If a theme is not understood by children, revisit the session, and consider some adaptations – change key messages or discussion questions.
- Always respect the 3 steps of a session, it is important to make the link between different the different phases of a session and foster the creation of connections between the game and real-life.
Physical activities and sports are recognised worldwide as essential tools which enable children to improve their development to become active citizens in their community and society. One of the objectives of the Government of Vanuatu expressed in the National Sustainable Development Plan for 2016 to 2030 is to “Encourage participation in physical activities and develop a safe and inclusive sports system that serves as a vehicle for community cohesion, education, health, leadership and fair play” (Vanuatu National Sustainable Development Plan 2016-2030, page 11).

The activities presented in this kit are relevant to this Government’s national objective and are also in line with recommended educational practices that teachers should implement as defined in the Vanuatu National Curriculum Statement. The Vanuatu National Curriculum Statement establishes a strong relation between healthy living and physical activities.

The Vanuatu National Curriculum Statement states that “The curriculum will develop in children and students appropriate knowledge, understanding, values, attitudes and skills to support the maintenance of good health. Being healthy and adopting healthy lifestyles is vital in allowing young people to reach their full potential. Children and students need to be aware of the consequences of poor health and that much sickness can be prevented using simple methods such as washing hands, cleaning teeth and eating healthy foods” (Vanuatu National Curriculum Statement, 2010, page 45).

This Playdagogy kit will also assist primary schools to reach the minimum standards developed by the Ministry of Education with the support of UNICEF, especially for the following standards:

**Standard 2**: Schools welcome children with special needs every day and they participate actively in class.

**Standard 4**: Every teacher facilitates learning in an interesting and engaging way and students feel welcome, valued and safe in school.

**Standard 5**: Each teacher knows each of their students and helps them individually to be successful in school.

**Standard 11**: School management and staff protect teachers and students from harm.

**Standard 12**: Girls and boys alike are encouraged by teachers to participate on equal terms in any school activity.
The Convention on the Rights of the Child (CRC) is a commitment that governments from around the world have made to help ensure that every child has the ability to reach their full potential. The Convention ensures that all children have access to support and services that will help them to grow, learn and explore the world around them in a healthy, active way.

Some key rights, that are referred to in the activities outlined in this guide include:

**Every child has the right to a safe and healthy life.**

Article 24: Children have the right to quality health care, safe drinking water, nutritious food, a clean and safe environment and information to help them stay healthy.

**Every child has the right to education.**

Article 28: Children have the right to a good quality education and should be encouraged to go to school to the highest level they can.

**Every child has the right to play and rest.**

Article 31: Children have the right to play and rest.

**Every child has the right to express their own opinion and to have access to information.**

Article 12: Children have the right to express their opinion and to have this taken into consideration.

**Every child with disability has the right to special care.**

Article 23: Children with disabilities have the right to special education and care, as well as all the rights in the Convention, so that they can live a full life.

**Every child has the right to identity.**

Article 7: Children have the right to a name that is officially recognized by the government, and the right to a nationality (belong to a country).

**Every child has the right to be protected from abuse.**

Article 19: Children have the right to be protected from being hurt (body or mind) and mistreated.

**Every child has the right to be protected from discrimination.**

Article 2: All children should have these rights no matter who they are, where they live, what language they speak, what religion they are, whether they are a boy or girl or have a disability. No child should be treated unfairly.

For more information on the Convention on the Right of the Child please visit: www.unicef.org/rightsite
### Evaluation grid

**NAME:** ..........................................................................................................................................................

**EMAIL:** .........................................................................................................................................................

**SCHOOL / STRUCTURE:** ..................................................................................................................................

**REGION:** ..........................................................................................................................................................

**AVERAGE AGE:** ..............................................................................................................................................

**GROUP SIZE (AVERAGE):** ..............................................................................................................................

**NUMBER OF BOYS:** ......................................................................................................................................

**NUMBER OF GIRLS:** .....................................................................................................................................

**ADDITIONAL COMMENTS ON GROUP:**

<table>
<thead>
<tr>
<th>RESPECT</th>
<th>STEP 1</th>
<th>STEP 2</th>
<th>STEP 3</th>
<th>STEP 4</th>
<th>GAMES PLAYED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children are focused on themselves, not paying attention or being careful of anything around them.</td>
<td>Before □ After □</td>
<td>Before □ After □</td>
<td>Before □ After □</td>
<td>Before □ After □</td>
<td>□ Kakae strek</td>
</tr>
<tr>
<td>□ Rispek</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>EXCELLENCE</th>
<th>STEP 1</th>
<th>STEP 2</th>
<th>STEP 3</th>
<th>STEP 4</th>
<th>GAMES PLAYED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children can set goals, but unable to identify steps to reach them.</td>
<td>Before □ After □</td>
<td>Before □ After □</td>
<td>Before □ After □</td>
<td>Before □ After □</td>
<td>□ BTB</td>
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<tr>
<td>□ Kam antap</td>
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<table>
<thead>
<tr>
<th>FRIENDSHIP</th>
<th>STEP 1</th>
<th>STEP 2</th>
<th>STEP 3</th>
<th>STEP 4</th>
<th>GAMES PLAYED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children have trouble making new friends and playing with others.</td>
<td>Before □ After □</td>
<td>Before □ After □</td>
<td>Before □ After □</td>
<td>Before □ After □</td>
<td>□ Fishim evri fren</td>
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<td>□ Sikrasem hed</td>
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</table>

**How to use this tool:** Before beginning any games from the Playdagogue Olympic Values kit mark where you think most of the children are for the three areas respect, excellence and friendship. If they are between two areas mark both. Fill in the details about the group of children you will be delivering the game(s) to. After you have completed all your sessions mark where the group of children are now located.

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**Is there anything else you would like to tell us about your experience?**

- Are there things that you really liked? Or parts that could be improved / did not make sense?
- Is there something that the children said or did that you would like to share?

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**We would love to hear about your experience!**

**Please either:**
- Scan or take a photo of this page and email it to: playdagogue@play.international
- Or photocopy this page and send it to: VASANOC, PO Box 284, Port Vila, Vanuatu

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Going further

Find out more about the Playdagogy Olympic Values kit: paris2024.playdagogy.org

Find out more about PLAY International and our projects: pi4y.international

Download, free of charge, other Playdagogy educational kits on gender, racism, nutrition and living together: playdagogy.org

Provide feedback or ask a question:

playdagogie@pi4y.international

Find out more about the work UNICEF does in more than 190 countries: unicef.fr

For more information on the convention on the rights of the children: unicef.org/rightsite

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In collaboration with the Paris 2024 candidacy committee