



DARE TO BELIEVE
OLYMPIC SCHOOL PROGRAMME
TRANSITION YEAR
USER MANUAL



Dare to Believe

TRANSITION YEAR OLYMPIC SCHOOL PROGRAMME

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Dare to Believe

TRANSITION YEAR OLYMPIC SCHOOL PROGRAMME

WELCOME

Thank you for your interest in the Olympic Federation of Ireland's Dare to Believe Transition Year Programme that is funded by the International Olympic Committee and Permanent TSB.

OUR VALUES

We value the many proven benefits of sports participation; physical & mental health, social connection, global unity, leadership skills, personal development & character building.

OUR MISSION

Our Olympic & Paralympic ambassadors are on a mission to spread the Olympic spirit, encourage self-belief & promote the benefits of sports to the students of Ireland. We were motivated to create this programme due to the research that states only 10% of teenagers in Ireland are getting the recommended amounts of physical activity.

OUR SOLUTION

Our programme includes a 6 module Olympic Values based classroom curriculum & a workshop within one of our Olympic ambassador role models. We worked with teachers and students to create this interdisciplinary TY modular life-skills & wellbeing programme that will educate and inspire students,

Thank you for including Dare to Believe in your academic calendar and please don't hesitate to reach out with any questions or feedback,
Dare to Believe & Team Ireland



A handwritten signature in black ink.

Roisín McGettigan-Dumas OLY
Programme Developer
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A handwritten signature in black ink.

Roisín Jones
Programme Manager



TY Programme Overview



OLYMPIC VALUES CURRICULUM + OLYMPIAN VISITS



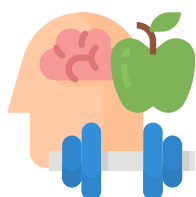
The Olympic Values Curriculum

PART 1: AN OVERVIEW OF OUR 6 UNIT CURRICULUM



RING 1: OLYMPISM

Students learn about the history of the Olympic & Paralympic movements, values & sport's role in the Global Goals



RING 2: HEALTHY MIND & BODY

Students explore the variety of sports & body types, mental & emotional health, the benefits of sports & more



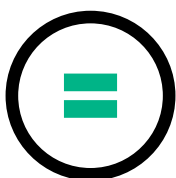
RING 3: JOY OF EFFORT + COURAGE

Students reflect on their own interests and strengths, define & discuss courage in action.



RING 4A: RESPECT

Students examine the importance of respect for self, others, competitors and the environment.



RING 4B: EQUALITY

Students learn about the inequalities many of the world's population face due to physical impairments, gender, sexual orientation, socio economics.



RING 5: EXCELLENCE

The final ring dives into the athlete mindset & students will set goals and complete other sport psychology exercises that cover growth mindset & resilience. Students will review the programme & take the Olympic values quiz.

The Olympian Visit

PART 2: HOW AND WHAT HAPPENS ON THE VISIT



THE VISIT

Schools that complete the Olympic Values programme will be eligible to request a 1.5 hour workshop with an Olympic ambassador. Visits are scheduled based on ambassador availability.

On the Olympic Ambassador Workshop day the ambassador will go to the school (if covid allows) or zoom online (if covid does not allow) and give a talk to the entire TY cohort that completed the Dare to Believe programme. The athlete will tell their Olympic journey story, allow time for Q&A, play age-appropriate activities and give a demonstration/pro-tips on their specific sport. The visit will end with students being awarded certificates for completing the programme.

Olympic Ambassador Workshops includes:

- 20 Minute talk
- 20 Min Q&A
- 20 Min Olympic Values Themed Games
- 20 Min Sport Specific Workshop/Physical Activity
- Dare to Believe Certificate presentation (when appropriate)



How it Works

DARE TO BELIEVE TY PROGRAMME

1

REGISTER:

Transition Year Coordinators and individual teachers can sign up for free to access the full Dare to Believe programme. Registered schools will have access to the Olympic Education Community which provides free access to all curriculum, live Virtual Events and Olympic resources and challenges. Teachers will also be invited to informational webinars.

2

SCHEDULE:

Teachers/ TY Coordinators can schedule Dare to Believe programme into their calendars. This can be used as a Life skills, Wellbeing or PE classroom course. There are 6 "Rings"/units that will take between 1-2hrs. The programme can be done over 6 weeks or spread out longer depending on the teacher's schedule.

3

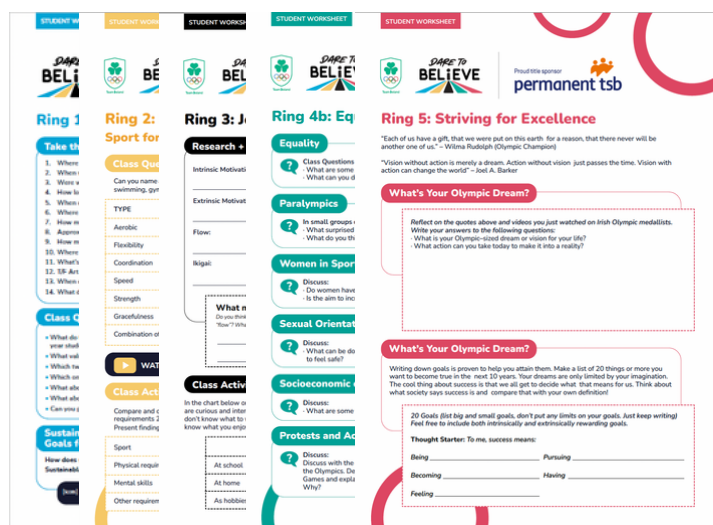
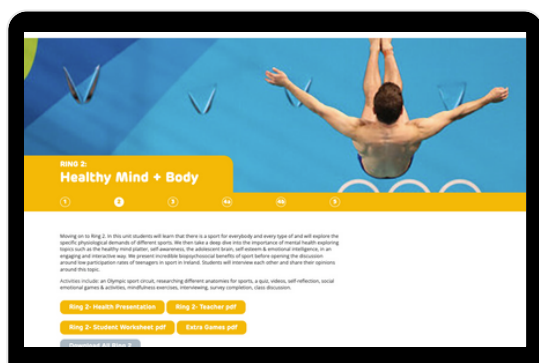
TEACH:

Teachers go through the 6 unit programme: presentations, class activities and worksheets with students at their own pace. Upon completion teachers notify Dare to Believe and will then become eligible for an Olympic Ambassador visit directly to their school. These workshops will be booked based on both school and ambassadors availability.

4

AMBASSADOR WORKSHOP:

Ambassador engages with school and gives an inspiring talk to TY students. In addition the ambassador will do Q&A, play games and give a sport specific demonstration. Students will be presented with a certificate of completion.



Features + Benefits

DARE TO BELIEVE TY PROGRAMME

OLYMPIC AMBASSADORS

Students get to engage with Olympic ambassador role models who will go to your school to give a talk, play some activities and do a Q&A. Visits are reserved for schools that complete the programme.



OLYMPIC COMMUNITY

Once a member of our Olympic Educational community you will gain access to all our programmes, Olympic Day planning tools, live events, informational webinars, available athlete visits & more. Our customer support team is very responsive & will answer any questions

RESOURCES

The full pack of teacher & student friendly resources includes: presentations, worksheets, games and activities. The are avaialbale for download in the teacher hub and are 100% free of charge thanks to funding from the IOC & PTSB.



GAISCE

Our programme can be used towards the GAISCE bronze award if done over a GAISCE required 13 week period.



Testimonials

WE PILOT TESTED OUR TY PROGRAMME

TEACHER QUOTES

“The Dare to Believe **ready-made lessons and resources** addressed **contemporary issues**. The level of **student engagement was excellent**. This course is different from other programmes available.”

TY Teacher Orla Barry, Cork

“The Dare to Believe TY programme **surprised me in a good way**. I used it as a TY classroom based PE class and **my students were curious and enthralled** to learn more about high performance athletes' mindset, lifestyles and what it really takes. Moreover **sport teaches life skills + this course helped my students to make that connection to their own lived experience**. The course takes the stress of planning off your plate. **You're covered with presentations, teacher and student worksheets. It's all there, so easy!** I took my time with each Ring and it allow students to have **terrific discussions and group work**.”

TY PE teacher Niamh Moriarty, Co.Kerry

STUDENT QUOTES

“I **enjoyed how inspirational** the Dare to Believe TY programme was.... The **insight I gained** into an athletes training regiment was so **motivational**... I found learning about the Paralympics, how the Olympics started and equality **very interesting**... Getting into **groups to talk** about topics of sport and the problems of people within sport was enjoyable... **Seeing how Olympians learned from their struggles was powerful.**”

TY Students- CBS Artane, Co. Dublin





TRANSITION UNIT TEMPLATE

UNIT DESCRIPTOR

1. Title of transition unit

Dare to Believe Olympic Transition Year Programme.

2. Area of study

Values Education, Social issues, Health and Wellbeing, Role of Sport in the Sustainable Development Goals, Civic Education, Human Rights, Bio psycho social benefits of sports, Anti-racism and discrimination, Social issues, Adolescent development, Mental Health, Sport Science, PE, Social Personal and Health Education, Olympism.

3. Overview

Students will complete a 6 unit* curriculum based on Olympic & Paralympic Values and life skills learned through sport, and engage with Olympic Athlete Ambassadors.

Classroom Curriculum + Olympic Athlete Ambassadors

Core

Teacher led

- **Classroom Curriculum** -covers a diverse range of intercurricular subjects and encourages students to self-reflect, set goals, investigate issues they care about, complete activities and learn about the biological, psychological and social benefits of sport. All resources are provided for the teacher including the lesson plans, activities, presentations, discussions etc.
- **Olympic Athlete Ambassadors**- Once the classroom programme is complete the teacher requests a visit from one of our Olympic ambassadors. The class will be assigned an ambassador who will be scheduled to visit in person(or virtually) to deliver a masterclass in their chosen sport, deliver a keynote talk with the students and answer questions from the students. Once the student completes the programme they will receive an Olympic Dare to Believe Certification.

Optional:

- **GAISCE**- Our programme is a teacher led transition year solution that has been approved by GAISCE.....If you have students in your class that are participating in gaisce, this programme can count towards fulfilling the bronze award. Please note; to qualify for Gaisce the programme must be completed over 13 weeks. Alternatively students can organise an Olympic Day to fulfil the community involvement challenge area.

*** Note 6 units can be done over whatever time period is appropriate to your school. Also note if using the programme to fulfil Gasice Award see section 6 below.*



4. Related learning

- Links with PE- Exploring health, sports, sport science, high performance athletes lifestyle, sport psychology and high performance mindset. Our classroom based curriculum give students a taste of what to expect in LC PE and bridges the gap from Junior Cycle PE to Leaving Cert PE.
- Links with SPHE- Personal development, reflect on social and personal values, explores social issues and sustainability goals, inclusion and diversity.
- History/Civics- history of the Olympic movement and Irish involvement, cultural and societal impact of sport.

5. Summary outline of the unit

- Students will be introduced to the Olympic & Paralympic values curriculum and the Olympic Physical Activity Challenge.
- Dare to Believe resources will be used throughout the programme. These are available through Dare to Believe <https://www.daretobelieve.ie> and will include 6 presentations, an accompanying teacher manual and students worksheets, group activities,
- The Olympic ambassador will engage with students as role models. The athlete will be scheduled to visit in person to deliver a masterclass in their chosen sport, deliver a keynote talk with the students and answer questions from the students.

6. Breakdown of the unit (How timetabled)

One class scheduled each week for 6 units (teachers can complete in 6-12 weeks) + 1.5 hour Ambassador visit.

*Ambassador visits will be only scheduled once in a school year for all Dare to Believe participants.

Week 1- Olympism + Global Sustainable Goals

- Introduce students to the Olympic and Paralympic movements, and their history and philosophies..
- Explore social and personal values
- Learn about sport's role in the Global Sustainability Goals

Week 2- Healthy Mind + Body, Irish Physical Activity Plan

- Understand the importance of physical activity, as a way to learn values and boost cognitive skills and live healthy lives.
- Students will learn about the mind-body, body-mind connection. They will learn about different types of exercise, what a balanced diet and brain needs and the biological, social, and psychological benefits of sports.
- Students will learn about mental health, emotional intelligence, adolescent brain, self esteem and emotional regulation.

Week 3- Joy + Courage

- Help students identify their interests and skills
- Discuss the importance of joy, effort and moral and physical courage



Week 4- Respect

- Students understand the central role respect plays in a just society and sports. Students develop an understanding of empathy for self and others. Students learn to be an ally for victims of hate speech and bullying.
- Learn about the importance of respect and fair play in sport

Week 5- Equality

- Learn about equality and some of the social and physical barriers people face.

Week 6- Striving for Excellence

- Goal setting, resilience building, high performance mindset.
- Reflect on the programme and take the Olympic Values Quiz.

Student Participation:

- Student participation is measured through class and activity participation and keeping a journal throughout the programme.

Olympic Ambassador Visit

- Once students have completed the programme and the physical activity challenge around Ireland, they will submit their reviews and the process for organising the Olympic Ambassador visit commence. .
- The Olympic ambassador will engage with students throughout the programme. The class will be assigned an ambassador and will receive a video message at kick off of the programme, a live but brief zoom in the middle and once the team has completed the whole programme, the athlete will be scheduled to visit in person to deliver a masterclass in their chosen sport, deliver a keynote talk with the students and answer questions from the students.
- The date will be scheduled based on the athlete's availability and dates that are suitable for school. We will recommend that there will be one ambassador visit per school per year, so if teachers are working with different classes on Dare to Believe, they can all come together to meet the ambassador for their workshop, games and demonstration

GAISCE Bronze Award Compliant:

- Personal Skill Challenge Area : Students wishing to complete the GAISCE award can complete the programme over 13 weeks. Their engagement in the programme be logged in class attendance and engagement and student Gaisce journals.
- Community Involvement Challenge Area: Students wishing to complete this challenge area are invited to organise an Olympic Day at their school. We recommend students teaming up to take on this challenge that involves organising a sports day for younger students or TY students. Dare to Believe will provide planning resources .



7. Aims (maximum 3)

This transition unit aims to:

1. Engage students in the impact and function of sport in the world, their community, their mental, physical and social wellbeing. Demonstrate the power of sports to teach values and address social issues.
2. Inspire students through world class role models- give teenagers an opportunity to engage, interact and learn from world class athletes who've overcome obstacles to achieve their goals. The ambassadors can help students identify the behaviors, attitudes and qualities they need to succeed in life and become the best version of themselves.
3. Increase students physical activity levels - according to the National Health & Activity plan only 10% of Irish teenagers get the recommended daily amount of physical activity. We aim to have students take ownership of their activity while using an innovative platform and engaging content to motivate and reward the activity.

8. Learning outcomes

On completion of this unit students should be able to:

- Reflect on personal and institutional values
- Investigate the role and impact of sport as part of the Olympic movement and the Global Sustainable Development Goals.
- Develop the self-awareness and self-reliance needed to be personally effective and achieve increased physical activity levels.
- Learn about the mind/body, body/mind connection, different types of exercises, the biological, social and psychological benefits of sport and exercise .
- Learn about the values of joy, courage, equality, respect, and excellence.
- Goal setting, how to build resilience, motivation and develop a high performance mindset.

Knowledge, skill, value-based learning outcomes:

Critical and Creative Thinking; Teamwork, confidence building, social skills, creativity, independent learning, research skills and information processing, innovation, personal development, working with others, advocacy, Sustainable Development Goals awareness. Perspective taking, discussion, analysis and reflection. Active listening, story-telling, interviewing, speaking out, debating and discussing.

- Experiential-based learning outcomes: Explore, Act & Reflect
- Longer term developmental outcomes: Empathy; Self Efficacy; Empowerment and Connection to Community.
- Value-Based Learning : Exploring concepts such as human rights, social justice, democracy, Sustainable Development Goals, civic participation, volunteering and social justice.
- Knowledge : Gaining a deep understanding of complex social issues and the interrelationship of local and global aspects of social issues in relation to sport.



9. Key skills	How evidenced
information processing	- Students are asked to watch and read materials that on topics that are complex and have multiple perspectives. Students are asked to reflect and discuss the information provided.
critical and creative thinking	- Students are encouraged to participate in activities and reflect. Students are also encouraged to give feedback and share ideas and opinions.
communicating	- Class activities- debating, discussion, teamwork, evaluation, expressing opinions, orla presentation.
working with others	- Class activities and games involve students working with each other communicating effectively, listening and expressing ideas respectfully.
being personally effective	- Students are required to keep a journal to reflect on their own work, set goals, develop ideas, research topics and complete activities.
10. Teaching approaches	
Negotiated learning; Personal responsibility in learning; Activity-based learning; Integration of appropriate areas of learning; Group work: discussion, debate, Videos, Newspaper articles, Sports results, worksheets, internet resources, cross-curricular links,	

11. Assessment approaches
Completion of student worksheets. Peer assessment, self assessment and formative assessment. Teacher assessment from class involvement. Engagement with Ambassador (ask questions, fill out goals), Reflection discussion. A learning journal is recommended to kept throughout.



12. Evaluation

Student's completion of class activities and challenges, teacher and students evaluations, reflection journal. Students will be asked to evaluate the programme.

13. Resources

- Dare to Believe Curriculum Resources- presentations, teacher manual and student worksheets, webinars, videos, activities.
- Dare to Believe Challenge website to log activities and share engaging content including PE activity resources.
- Olympic Day Planning Resources- organisational chart, templates etc.
- Olympian visits

4. Type of Transition Unit

Top-Up and Taster of PE and SPHE:

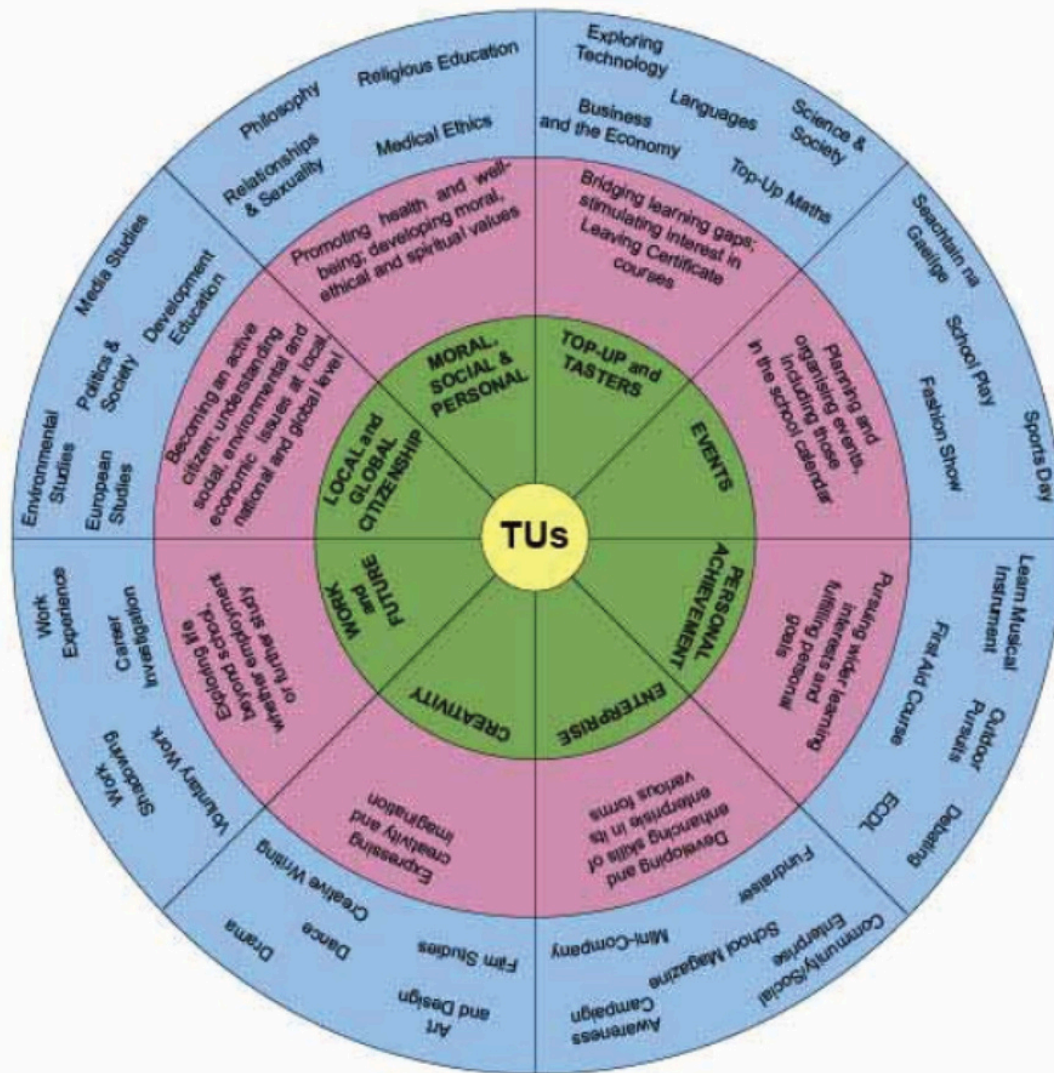
The programme successfully bridges the learning gaps from Junior Cycle PE that is practical based to Leaving Cert PE that includes classroom curriculum and theory. Teachers think this course will help students identify and demonstrate true interest in LC PE. This course also covers many SPHE and Wellbeing topics and areas of study.

Moral Social & Personal

This programme promotes health and wellbeing, develops ethical and social values.

Local & Global Citizenship

This programme demonstrates that sport helps people to become an active citizen and understand social, environmental and economic issues at local, national and global levels.



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|---|-----------------------------------|
|  | Some examples of transition units |
|  | Description of area of study |
|  | Area of study |