

Section 1:

Celebrating Olympism through symbols, ceremony and art

The Olympic Games live in the imagination through symbols and traditions. This section introduces these symbols and traditions and shows how they can be used to promote the values of Olympism.

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Background information:

This section introduces and elaborates on the various Olympic symbols and traditions which are an integral part of the Games.

Olympic educational themes:
Respect for others, balance fair play



↑ Nagano 1998:
Kenji Ogiwara (Japan)
taking the athlete's oath

Pierre de Coubertin (1863–1937), the founder of the modern Olympic Games, understood the importance of emotion and imagination as educational tools.

In organizing the Games, he integrated sports with culture. He created symbols and encouraged ceremonies, music, and pageantry. These artistic and cultural experiences help to make the Olympic Games different from all other sporting events and provide a basis for values education activities in a variety of curriculum areas as well as sport and physical education.

The Olympic rings and Olympic flag

The five Olympic rings are also referred to as “The Olympic symbol”. The colors are blue, black, red, yellow and green. They are interlinked to symbolize the universality of Olympism.

At least one of these five colors (or the white background color) appears on the flag of every competing nation. The rings are often said to represent the five regions of the world involved in the Olympic Games: Europe, Asia, Oceania, Africa and the Americas.

The Olympic flag was first hoisted over an Olympic stadium in 1920 during the Antwerp Games in Belgium. At each Olympic Games the flag is brought into the stadium during the opening ceremony and raised on a flagpole. It must then fly in the stadium throughout the duration of the Games.

The lowering of the flag at the closing ceremony signals the end of the Games. The mayor of the host city of the Games then passes the Olympic flag to the mayor of the host city of the next edition of the Games.



↑ The first Olympic flag, which was commissioned by Baron Pierre de Coubertin, and was first displayed during the Pan-Egyptian Games, Alexandria, Egypt in 1914. You can see the French words “Alexandrie 5 Avril 1914” (Alexandria, 5 April 1914) written on the flag

The Olympic motto

The Olympic motto is **CITIUS, ALTIUS, FORTIUS**, which is Latin for **FASTER, HIGHER, STRONGER**. The motto was created in 1891 by Father Henri Didon, a friend of Pierre de Coubertin, and adopted by the IOC in 1894.

The Olympic flame and Olympic torch

In the context of the modern Games, the Olympic flame is a manifestation of the positive values that Man has always associated with the symbolism of fire. The Relay's function is twofold: to herald the Olympic Games and to transmit a message of peace and friendship to the people along its route. The tradition of the modern Olympic flame began in 1936 at the Berlin Games and has remained an Olympic custom ever since. The flame is lit by the sun at Ancient Olympia in Greece and then passed from runner to runner in a relay until it reaches the host city. There it is used to light a flame in a cauldron at the Olympic Stadium during the opening ceremony. The flame burns throughout the Games and is extinguished at the closing ceremony.

The opening ceremony

The opening ceremony is the first public event of the Olympic Games and is primarily the responsibility of the host city's Organizing Committee. The sequence of events at the opening ceremony is stipulated by the Olympic Charter.

The closing ceremony

The closing ceremony signals the official end of the Olympic Games and is usually shorter and simpler than the opening ceremony. The sequence of events was formalized in 1956.

The Olympic Anthem

The music for the Olympic Anthem was written by Greek composer Spyros Samaras and the words were added by Greek poet Kostis Palamas in 1896. It was adopted by the IOC in 1958. The Olympic Anthem is played at the opening and closing ceremonies of all Olympic Games and during all official International Olympic Committee ceremonies.

The Olympic oaths

“In the name of all competitors, I promise that we will take part in these Olympic Games, respecting and abiding by the rules which govern them, in the true spirit of sportsmanship, committing ourselves to a sport without doping and without drugs, for the glory of sport and the honor of our teams.”

At the opening ceremony there are always three oaths taken: one by an athlete on behalf of all athletes; one by a coach on behalf of all coaches; one by a judge/official on behalf of all officials. The Olympic oath was first used at the 1920 Olympic Games in Antwerp.

The medal ceremony

At the ancient Olympic Games, only the first-place winners received awards—a simple wreath made from an olive tree branch that was cut with a gold-handled knife from a wild olive tree. The Ancient Greeks believed that the vitality of the sacred tree was transmitted to the recipient through the branch.

At the modern Olympic Games, medals are presented to the first, second and third placed athletes. A GOLD medal is presented for first place, SILVER for second and BRONZE for third. The host city is responsible for designing the medals within the guidelines set by the IOC. The national anthem of the first-place winner is played as each medalist's national flag is raised.



↑ Sochi 2014: Silver medalist Kelsey Serwa (Canada), gold medalist Marielle Thompson (Canada) and bronze medalist Anna Holmlund (Sweden) celebrate during the medal ceremony for the women's ski cross

Activity Sheet 01

Baron Pierre de Coubertin and the Olympic Movement

Context for activity:

Pierre de Coubertin is acknowledged as the founder of the modern Olympic Movement. Read about his life.

Olympic educational themes:

Respect for others, balance, fair play.

Suggested teaching strategies and learning skills

Question and answer, circle of sharing, round table, inquiry.

Learning outcome

Learning about the life and achievements of the founder of the modern Olympic Movement, Pierre de Coubertin.

Adaptations for different age groups

Primary ages 5–8

“Appreciating the arts like Pierre de Coubertin.” This activity is taken from *“Coubertin Academy: A Handbook for Olympic Education in Secondary Schools”*, located in The Resource Library. It describes (and shows) how students combine their interests and abilities in arts and athletics through a collage project. Students are encouraged to create their own art collage—one that shows the influences of their personal athletic experiences (preferably sharpened through the lens of Olympism).

Intermediate ages 9–11

Imagine that you are Pierre de Coubertin and you are trying to launch the modern Olympic Games. You are about to make a presentation to an influential group of politicians, businessmen and aristocracy. What would you say to convince them to support your endeavour? How would you incorporate the history of the ancient Olympic Games? Form groups and decide what you will include in your presentation. Dress up as Coubertin and the audience. Role-play this presentation and then discuss the barriers that Coubertin might have faced in order to launch the Games. After the presentation, ask yourselves what you learned from this role-play. What skills did Coubertin use to overcome these challenges? Would those skills be effective 100 years later?

Students in this age group are also encouraged to take the quiz on page 81 of *“Coubertin Academy: A Handbook for Olympic Education in Secondary Schools”* located in The Resource Library and titled *“Learning from History like Pierre de Coubertin”*.

Middle ages 12–14

To further their understanding, students are encouraged to research the life and achievements of Pierre de Coubertin and then complete the quiz on page 45 of *“Coubertin Academy: A Handbook for Olympic Education in Secondary Schools”* located in The Resource Library and titled *“Pierre de Coubertin – Life and Work of a Humanist – The official CIPC Quiz”*.

Senior ages 15–18

Visit The Resource Library and read the article titled *“Balance Between Body, Will and Mind: The Educational Value of Good Examples – Creating the Coubertin Puzzle”*. Using this article as a reference, identify themes or phrases that Coubertin used to launch the games. Create a presentation—perhaps using digital media, performing arts or visual arts—to showcase these themes.

Linked by the rings: the Olympic symbol

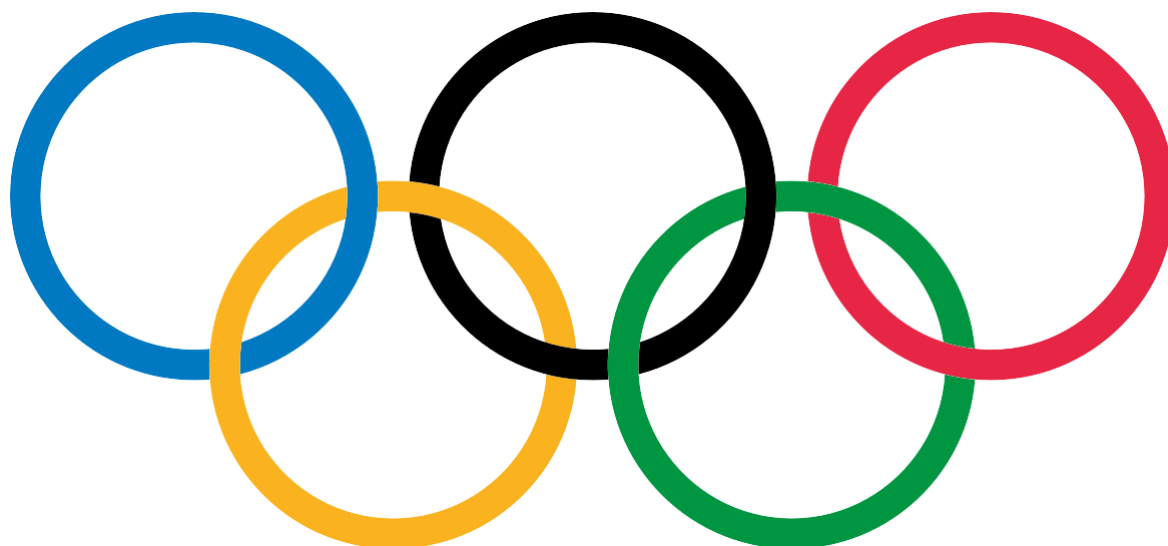
Linked by the rings: the Olympic symbol

This section looks at the iconic Olympic rings and explains how the Olympic symbol can be used to introduce and explore the values of the Olympic Movement.

Olympic educational themes:
Respect, excellence

? Before you read—questions to ask

Have you seen the Olympic rings before? Where? How would you describe them to someone who hasn't seen them? What do you think they mean?



Reading

Look at the five rings pictured above. They are joined together like a chain. You will see them everywhere on TV during an Olympic Games. The five Olympic rings are referred to as “The Olympic symbol” and are recognized throughout the world. The colors of the top three rings—from left to right—are blue, black and red; the bottom rings are yellow and green.

Some people say that the five rings represent friendship among the people on the five large continents of the world.

What do you think?

For discussion

- Pierre de Coubertin, the founder of the modern Olympic Games, designed this symbol in 1913.
 - Do you think it is a good symbol for the Olympic Games?
 - Why or why not?
- Symbols and colors mean different things in different cultures. What does it mean in your culture? Do you know other cultures? Can you give examples?

Activity Sheet 02

The Olympic symbol

Context for activity:

Read the paragraph “The Olympic rings and Olympic flag”. Consider what the word “symbolism” means. How does this word connect with the Olympic rings?

Olympic educational themes:

Respect, pursuit of excellence.

Suggested teaching strategies and learning skills:

Inquiry, circle of sharing, creativity, collaboration, entry cards, exit cards, personalization, thinking skills.

Learning outcome:

Understanding the significance of the Olympic rings.

Adaptations for different age groups

Primary ages 5–8

Colour the Olympic rings overleaf and talk with your classmates about the significance of this symbol.

Intermediate ages 9–11

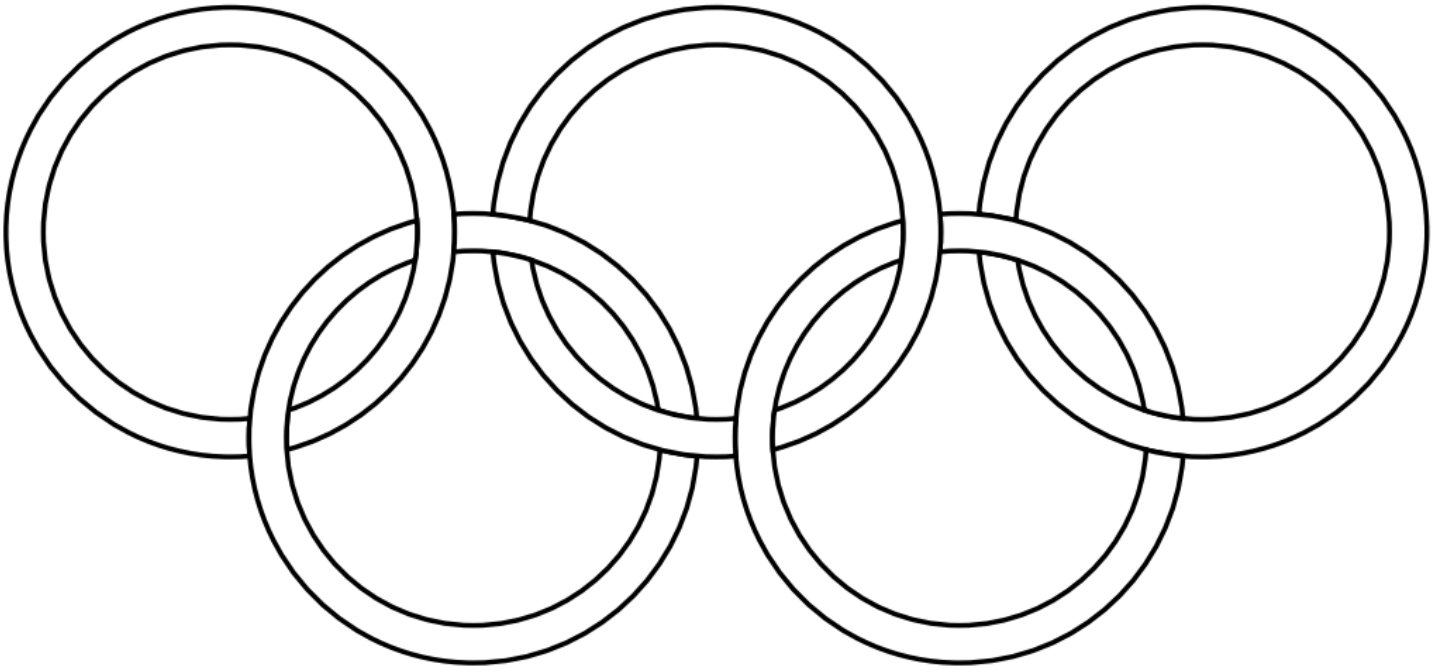
Draw a large picture of the Olympic rings and then fill the circles with words/pictures/drawings of things you think show the Olympic values (excellence, respect and friendship).

Middle ages 12–14

Make a study of other international symbols. How powerful are these symbols in conveying their message? Do you think the Olympic rings convey the message of Olympism? Make a collage of symbols on a poster.

Senior ages 15–18

The Olympic rings were designed in 1914. How is this symbol relevant in the rapidly changing world that we find ourselves in? Will this symbol serve the next 100 years of the Olympic Games or does it need updating? Design a new IOC symbol that you believe embraces Olympism and will inspire the youth of future generations.



Flying the flag

Flying the flag

Countries' flags are used to symbolize national pride, while the Olympic flag represents international unity through sport and the Olympic values.

Olympic educational themes:
Respect

? Before you read —questions to ask

Have you seen the Olympic flag flying anywhere?

Where?

Why does the Olympic Movement need a flag?

“The eight of us had the extraordinary honor of carrying the flag into the stadium and seeing it being raised for the duration of the Olympic Games. I was honored to be picked as the one representing the environment... It was an emotional and humbling experience.”

Jean-Michel Cousteau



↑ Salt Lake City 2002: Eight individuals who have made a significant contribution to the world carry the Olympic flag during the Opening Ceremony



Reading 1

Once all of the athletes have entered the Olympic Stadium during the opening ceremony, everything falls silent. Then from one end of the stadium eight people dressed in white enter the arena. Each of them is holding an edge of the Olympic flag, which they then carry carefully around the track. They stop at the flagpole, attach the flag and then begin to raise it. A huge choir sings the Olympic Anthem. It is a very emotional moment.

During each edition of the Olympic Games, Olympic flags are always flown alongside any other national or local flags in the host city. These flags symbolize that the city is now living under the Olympic spirit. During the closing ceremony, a specific Olympic flag (one for the Winter Games and one for the Summer Games) is handed over to the mayor of the city that will host the next edition of the Olympic Games.



Reading 2

Flag waving from a wheelchair³

Sam Sullivan, the Mayor of Vancouver (CAN), uses a wheelchair and has minimal hand movement. He said he didn't want someone waving the Olympic flag—which is nearly five meters in height—on his behalf.

"That's completely against everything I stand for. I want to be able to do it myself," explained Sullivan.

With one billion viewers expected to watch the Closing Ceremony at the 2010 Winter Games in Vancouver, Sullivan said the symbolism of taking the flag was important.

"There are many people with disabilities who have emailed me and said this is really quite a profound moment for them as well as for me and other people with disabilities in Canada," said Sullivan.

To solve the problem, engineers and volunteers in Vancouver designed a three-angled flag-holder to mount on the armrest of Sullivan's wheelchair. It had to be designed to cope with a number of scenarios.

"That's one big flag. If the wind takes it, do I end up on my face or falling off the edge of the stage?" Sullivan said.

When the then IOC President Jacques Rogge handed him the flag, Sullivan moved his motorized wheelchair back and forth, to get the flag to wave.



> Turin 2006: At the Closing Ceremony the Olympic flag is passed to Sam Sullivan, the Mayor of Vancouver, host city for the 2010 Winter Games

Activity Sheet 03

Flying the flag

Olympic educational themes:

Respect.

Suggested teaching strategies and learning skills

Discussion, creativity, collaboration, task cards.

Learning outcome

Understanding the significance of a flag in reflecting identity and values.

Adaptations for different age groups

Primary ages 5–8

Using poster paper, design an Olympic flag, attach it to wooden poles and hold a parade.

Intermediate ages 9–11

Build a simple kite and decorate it with a design that portrays the Olympics.

Middle ages 12–14

Compare national flags—do they convey the spirit and culture of the country? Come up with a new design for your national flag.

Senior ages 15–18

Design a flag that celebrates diversity and incorporates the themes of Olympism.

The Olympic motto: Citius, Altius, Fortius

The Olympic motto: Citius, Altius, Fortius

Mottos and messages highlight important values. Use the Olympic motto and message as models for developing other mottos or sayings to represent the Olympic values.

Olympic educational themes:
Excellence, balance, joy of effort

Citius, Altius, Fortius are Latin words. They mean “Faster, Higher, Stronger”. This motto sums up the Olympian value of striving for excellence, and being the very best that one can.

There are some Olympic sports that use a judging system to decide who wins the gold medal. Gymnastics, diving and figure skating are three examples. The panel of judges look for things like spectacular moves, body control, artistic style and difficulty of movements or combinations of movements.

For discussion

Can judges or officials cheat? If so, how? Why would they cheat?

Should there be punishment or sanctions for cheating in sport? If so, what should they be?



↑ Sochi 2014: Speed skaters Brittany Schussler, Kali Christ and Ivania Blondin of Canada in action at the Adler Arena Skating Centre



↑ London 2012: Valerie Adams of New Zealand competes in the women's shot-put qualification at the Olympic Stadium



↑ Sochi 2014: Jean-Frédéric Chapuis, Arnaud Bovolenta and Jonathan Midol (all France) and Brady Leman (Canada) in action during the final of the men's ski cross freestyle at Rosa Khutor Extreme Park

For discussion

“The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well.”

Baron Pierre de Coubertin

This message appears on the scoreboard at every Olympic Games. Explain what you think it means in your own words.

Do you agree with this message? Why or why not?

Not all athletes or their coaches agree with this message. In some cases, they will cheat in order to win. What are some of the ways that athletes cheat? Why do they cheat?

How does cheating harm other athletes? How does cheating harm the athlete who has cheated?

Activity Sheet 04

The Olympic motto: Citius, Altius, Fortius

Context for activity:

The Olympic motto “Citius, Altius, Fortius” (“Faster, Higher, Stronger”) was coined by Father Henri Didon, who was a close friend of Baron Pierre de Coubertin. It was adopted by the IOC in 1894. Do you find these words inspiring or motivating when you play sport? Is there a message in this motto for your community and country?

Olympic educational themes:

Pursuit of excellence, balance, joy of effort.

Suggested teaching strategies and learning skills

Inquiry, constructivism, creativity, forum theatre, problem-solving, collaboration.

Learning outcome

- Recognizing the power of mottos to inspire and motivate participants as they pursue Olympism.
- Understanding the meaning of the Olympic motto.

Adaptations for different age groups

Primary ages 5–8

Choose three games that you can play in your physical education class that are relevant to each of the three words in the Olympic slogans: “Faster, Higher, Stronger”. Can you create a game that has elements of two of the three words? For example: faster and higher, or stronger and higher? In groups, make a game and then teach it to your classmates.

Intermediate ages 9–11

Write a poem with three verses—one dedicated to each of the words in the motto. Example: You could link these words to experiences that you have had in sport, or describe how these words influence the lives of others.

Do you think this motto only connects with sport? Does it have any meaning for other aspects of life?

Middle ages 12–14

Write and act out a short play about three characters from the Ancient Olympics—Citius, Altius and Fortius—who are meeting each other for the first time. Perhaps Zeus is interviewing these characters for a lead role in the Olympic Games—each one wants the job and they must explain why they are more deserving than the others.

Senior ages 15–18

Study the picture of the sculpture “Citius, Altius, Fortius” that is located in the grounds of The Olympic Museum, Lausanne, Switzerland. This is clearly an abstract depiction of the Olympic motto. You are tasked with designing and building a sculpture or model of the Olympic motto that will be used in the opening ceremony of the next Olympic Games. What form, and which materials, will you use?

Igniting the spirit: the Olympic flame

Igniting the spirit: the Olympic flame

Fire, flames, torches and candles have always had a special meaning for human beings, and play an important part in rituals and ceremonies, just as in the ancient and modern Olympic Games.

Olympic educational themes:
Respect

“The Athens Olympics will be meaningful even though I cannot participate as an athlete, since I can participate in the Olympic Torch Relay all over the world.”

Cathy Freeman, gold medalist, Sydney Olympic Games (2000)

Reading

Each edition of the Olympic Games has a special flame that travels on a long journey—known as the torch relay—taking it from the ruins of the site of the ancient Olympic Games to the host city. The flame Lighting Ceremony takes place in front of the ruined columns of the Temple of Hera in Ancient Olympia. The flame is lit by the heat of the sun reflecting off a mirror into the oil in a big cauldron. A flame is lit from the flame, and begins its journey to light the Olympic spirit in other parts of the world.



Sochi 2014: The Olympic flame arrives at the International Space Station

For discussion

Look at the women in the photo. They are actresses playing the role of Ancient Greek priestesses. The high priestess reflects the light of the sun from a mirror into the oil in the large bowl or cauldron.

- Why do you think people who are organizing a modern Olympic Games want to use symbols and ceremonies from the ancient Olympic Games?
- Are there any special events in your own community that use special flames or fires? For example, are there any occasions or ceremonies when you use candles or build fires?
- Why do you think fire and light are so important in ceremonies?



Athens 2012: High Priestess Ino Menegaki lights the 2012 Olympic flame during the Lighting Ceremony of the Olympic flame at Ancient Olympia in Greece

The London 2012 Torch Relay reaches the town of Carlisle in England



Activity Sheet 05

Igniting the spirit: the Olympic flame

Olympic educational themes:

Respect.

Suggested teaching strategies and learning skills

Discussion, inquiry-based learning, forum theatre, round table, creativity, collaboration, peer teaching.

Learning outcome

Understanding the value of the Olympic flame as a symbol that inspires hope and is connected to common values around the world.

Adaptations for different age groups

Primary ages 5–8

Design and build your own Olympic torch (suggested materials: used paper towel cardboard roll, red tissue paper for the flame). Discuss with the students the type of design that would decorate the handle—will it reflect the culture of your community? Will it feature drawings of famous athletes? Allow the students to express their creative choices and then present their torch to classmates.

Have the students build their torch and then use it in a relay to open a school/community sports/cultural event.

Intermediate ages 9–11

Write a short story about the following adventure of an Olympic torch carrier: While running along a dark road the torch carrier starts to think about the history of the Games. Suddenly the flame throws out a mysterious flickering light that becomes instantly filled with images of the ancient and modern Olympics. What happens next?

Design unique ways that you could carry the Olympic flame, instead of using a torch. Your challenge is to use materials that will not burn, and ensure that the flame is not extinguished as it travels. Can you use natural and recycled materials?

Middle ages 12–14

The Olympic flame, once kindled, is transported across a host country by athletes. Many forms of transportation—often related to the unique culture of the host country—are used. Example: When Vancouver hosted the 2010 Winter Games, the Olympic flame was transported by dog sleds, paddled across lakes by canoe, delivered by horseback riders, etc. In this activity, you have been asked to plot a journey across your country to deliver the Olympic flame to a major city. What will be the route for your journey? Draw this route on a map. What interesting and unique ways to transport the flame will you choose?

People in Canada who wanted to carry the Olympic flame for the 2010 Winter Games were asked to write a short essay explaining why they were well-suited for this honour. If you were given the task of choosing the Olympic torch carriers, what method would you use to make your selection?

Senior ages 15–18

Research the torch lighting ceremony that is conducted in the Temple of Hera at Olympia. Write a short play that teaches your classmates about the symbolism and history of this ceremony.

The Olympic Games opening ceremony

The ceremonies and rituals that form an integral part of the Olympic Games distinguish them from all other international sports events. Through a mix of music, song, dance and fireworks, the opening and closing ceremonies invite people to discover the culture of the country in which the Games are taking place.

Olympic educational themes:
Excellence, balance, respect for others, fair play

Opening ceremony

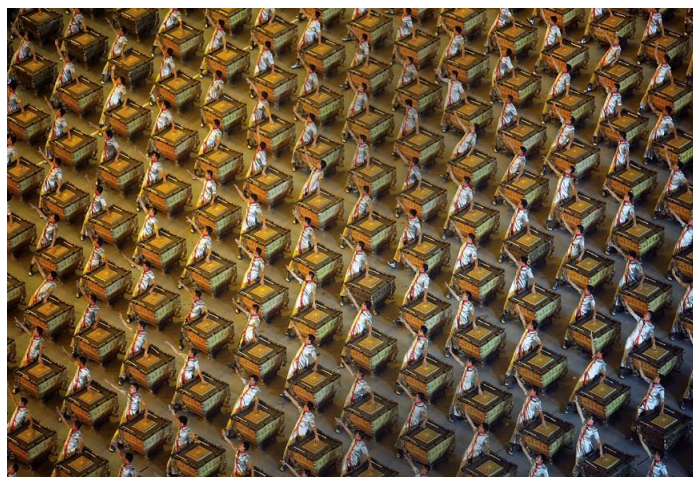
The opening ceremony is the first public event of the Olympic Games and is primarily the responsibility of the host city's Organizing Committee. The order of the ceremony is stipulated by the Olympic Charter.

Order of events:

- The Head of State of the host country officially declares the Games open.
- The Parade of Nations—Greece first, host city last, others in alphabetical order.
- Speeches by the President of the Organizing Committee and the President of the International Olympic Committee.
- The Olympic torch is used to light the Olympic flame.
- A stylized representation of doves is presented as a symbol of peace.
- An Olympic oath is taken by an athlete, a coach and an official.
- A program of entertainment reflecting the culture and history of the host country is provided by the Organizing Committee.



↑ Sochi 2014: A colourful display of traditional Russian dancers and architecture during the Opening Ceremony of the Olympic Winter Games Sochi 2014 at the Fisht Olympic Stadium



↑ Beijing 2008: Drummers perform during the Opening Ceremony at the National Stadium in the Chinese capital

Activity Sheet 06

The Olympic Games opening ceremony

Context for activity:

Look at film clips of previous Olympic Games ceremonies. Do you think they have changed over the years? Do you see them as celebrations or do some countries view this as a competition and try to “outshine” the other?

Olympic educational themes:

Pursuit of excellence, balance, respect for others, fair play.

Suggested teaching strategies and learning skills

Inquiry, creativity, forum theatre, collaboration, question and answer presentations.

Learning outcome

- Recognizing the power of Olympic symbolism.
- Learning how the Olympic Games opening ceremony can be used to make a statement about the culture, history and spirit of the host nation.

Adaptations for different age groups

Primary ages 5–8

Pretend that you are an athlete marching into the Olympic Stadium. Design flags and stage an athletes' parade.

Intermediate ages 9–11

Dress up as a famous historical/cultural character. Stage an Olympic opening ceremony parade. What would these characters say if they were asked to give a welcome speech?

Middle ages 12–14

Study film clips of the Olympic Games London 2012. How did they make sections of the Opening Ceremony funny? Imagine the world is watching your opening ceremony. Write and present a short skit that is funny and tells us something about your country and the people who live there.

Senior ages 15–18

You have been placed in charge of organising the opening ceremony at the Olympic Games that will be held in your country. Your mandate is to showcase the art, culture, and history of your country. What would you include? What elements would make it fun yet thoughtful? Would it inspire the entire nation or just certain parts of it? What messages do you wish to convey? Choose one or several themes and create a play/parade that presents your ideas.

The Olympic Games closing ceremony

The Olympic Games closing ceremony

The closing ceremony signals the official end of the Olympic Games and is usually shorter and simpler than the opening ceremony. It follows a set sequence of events that was formalized in 1956.

Olympic educational themes:

Pursuit of excellence, balance, respect for others, fair play

Closing ceremony

Order of events:

- In contrast to the opening ceremony, the athletes are not separated into national teams as they enter the stadium, to symbolize the unity and friendship of the Games.
- The flags of Greece, the host country and next host country are raised, accompanied by their respective national anthems.
- The Olympic flag is passed to the mayor of the next host city.
- The President of the International Olympic Committee pronounces the Games closed: “I declare the Games of the (current) Olympiad closed, and in accordance with tradition, I call upon the youth of the world to assemble four years from now at (the site of the next Olympics), to celebrate with us there the Games of the (next) Olympiad.”
- The Olympic flame is extinguished.
- The Olympic flag is lowered as the Olympic Anthem is played.
- A cultural entertainment display is laid on by the Organizing Committee of the next host city.



← Vancouver 2010: Athletes walk around the Olympic cauldron during the Closing Ceremony of the Olympic Winter Games Vancouver 2010



↑ London 2012: Fireworks explode over the Olympic Stadium during the Closing Ceremony of the Olympic Games London 2012

For discussion

The opening and closing ceremonies offer an opportunity for the host city and country to share and celebrate its culture, traditions and identity.

In groups, discuss the culture, traditions and identity of your local area or country. Which give the best sense of what it is like to grow up there?

Choreograph a simple dance that captures some key aspects of your culture. How do you decide which to include and which to exclude?

Activity Sheet 07

The Olympic Games closing ceremony

Context for activity:

Read the section “The Olympic Games closing ceremony” and then view film clips of previous ceremonies. What traditions/protocols relating to the ceremony can you identify? Do you think these traditions are important?

Olympic educational themes:

Pursuit of excellence, balance, respect for others, fair play.

Suggested teaching strategies and learning skills

Discussion, guided inquiry, collaboration, communication skills, jigsaw learning, carousel learning, peer teaching.

Learning outcome

- Recognizing the importance of traditions and protocols in the Olympic Games.
- Recognizing how Olympism is celebrated and the values that are put forward through this ceremony.

Adaptations for different age groups

Primary ages 5–8

Imagine that you are a spectator at the Olympic Games closing ceremony. The athletes are walking into the stadium, the Olympic flag is being lowered, the Olympic flame is going out. Draw/paint a picture of this scene.

Intermediate ages 9–11

Consider the following question: Why are the athletes not separated into their national teams when they enter the stadium?

Imagine you are an athlete and this is your first Olympic Games. Imagine that you have been asked by your local newspaper to write a short article on what it is like to participate in the opening/closing ceremonies of an Olympic Games.

Middle ages 12–14

At the end of the Olympic Games, the Olympic flag is lowered and then handed to the mayor of the next host city. Who would you choose to pass this flag over? Would it, for example, be an athlete, or perhaps a child?

Senior ages 15–18

At the end of the closing ceremony, a short entertainment is provided by the host city of the next edition of the Games. What messages would you include if you were responsible for creating this piece of entertainment?

The Olympic oaths

The oaths taken by athletes, coaches and officials during the opening ceremony are an important Olympic protocol. The Olympic oath can be used as the basis for an activity to explore the problems of cheating in sport in both ancient and modern times.

Olympic educational themes:
Fair play, respect for others, joy of effort

“In the name of all competitors, I promise that we shall take part in these Olympic Games, respecting and abiding by the rules which govern them, committing ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honor of our teams.” *The Athletes’ Oath*



Reading

Cheating and punishment in Ancient Olympia

How would you punish a cheater in a sporting event in your community?

The Ancient Greeks had a very unusual way of punishing athletes who cheated.

The Olympic Games of Ancient Greece were organized with many rules and rituals—just like the modern Games.

The Games were deemed sacred, and were held to honor the Greek god Zeus. Before the Games began, the athletes, their fathers and brothers, and officials promised to obey the rules at a special ceremony that took place in front of the Temple of Zeus.

However, there were sometimes cheaters. As a penalty for cheating the athlete and his home city had to pay a large fine. These fines were used to build small statues of Zeus called “Zanes”. For hundreds of years other athletes walked past these statues as they marched into the stadium. The statues served as a powerful reminder of the consequences of cheating. Some of the bases of these statues can be seen today in Ancient Olympia. The names of the cheaters are still there for everybody to see—3,000 years later.



Athletes who cheated at the ancient Olympic Games were punished by being made to pay for a small statue of Zeus bearing their name



For discussion

What kind of actions break the rules of Olympic sports competitions?

What happens to the people who break the rules?

Describe a ceremony in your culture or tradition in which people make promises or oaths. Why do people make promises like this?

Have you ever made a promise to someone?

Did you keep your promise?

How did you feel about keeping or breaking your promise?

Why did you feel this way?

If you cheated during a sports competition, would you like your school or community to put your name on a statue in front of the school?

Why or why not?

How would your parents feel?

What are appropriate punishments for your classmates if they cheat?

Do you think this is an effective “consequence” for cheating?

What is the punishment for those who cheat in sport today?

Do these punishments prevent people from cheating?

Why or why not?

What measures would you suggest in order to prevent cheating in a sports competition?

Activity Sheet 08

The Olympic oath

Context for activity:

Read the section “Cheating and punishment in Ancient Olympia”.

Olympic educational themes:

Fair play, respect for others, joy of effort.

Suggested teaching strategies and learning skills

Socratic questioning, constructivism, inquiry, collaboration, jigsaw learning, carousel learning, journals, response journals, blogs

Learning outcome

- Understanding the significance of the Olympic oath.
- Recognizing that cheating has consequences, not only in sport, but also in life.

Adaptations for different age groups

Primary ages 5–8

Design a poster that encourages athletes to follow the principles in the Olympic oath: respecting the rules of the Olympic Games, participating with sportsmanship, not doing drugs, competing for the glory of sport and the honour of the team.

Intermediate ages 9–11

Conduct some research about “Zanes”. Create a Zane for the modern Olympic era. Do you think they should be displayed?

Middle ages 12–14

Write a story about an athlete who is considering cheating. Describe how the athlete is troubled by this thought and decides against this after reading the Olympic oath.

Senior ages 15–18

In groups, discuss the idea of zero-tolerance for cheating against the notion of forgiveness. Which approach do you favour? Why? Are these approaches a realistic way of dealing with the complexities of modern sport?

Write a courtroom drama that places an athlete on trial for cheating.

The Olympic Truce in ancient and modern times

The Olympic Truce in ancient and modern times

In this section we explore the pledges and commitments based on Olympism and Olympic values that are designed to promote international peace and unity.

Olympic educational themes:
Respect for others, balance, fair play

The mission of the International Olympic Truce Foundation is to promote the Olympic ideals, to serve peace, friendship and international understanding. In particular, it seeks to uphold the observance of the Olympic Truce, calling for all hostilities to cease during the Olympic Games, and mobilizing the youth of the world in the cause of peace.

A word about the Olympic Truce

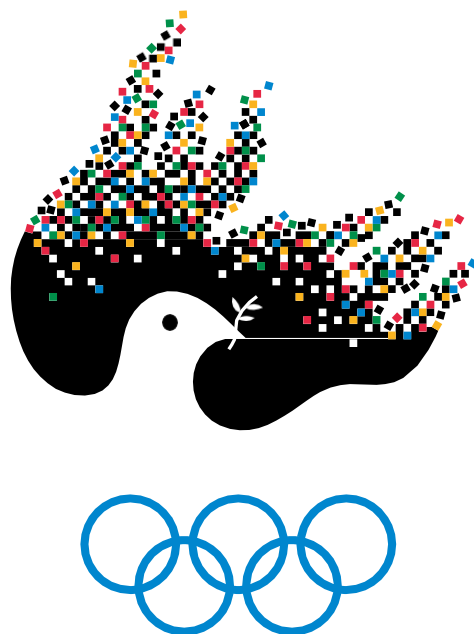
The word “truce” is commonly defined as “an agreement between enemies or opponents to stop fighting or arguing for a certain time”.⁶ The word is derived from the same root as the word “true”. It has always held a special meaning for the Olympic Games, going right back to ancient times, when a truce was declared prior to every Games.



↑ Sochi 2014: Ban Ki-Moon, the United Nations Secretary General, visiting the Olympic Village



↑ A priestess releases a dove at Ancient Olympia



↑ The Olympic Truce symbols

The history of the Olympic Truce

The tradition of the “Truce” or “Ekecheiria” was established in Ancient Greece in the 8th century BCE by the signature of a treaty between three kings in the Greek city state of Elis. During the truce period, the athletes and their families, as well as ordinary pilgrims, could travel in total safety to participate in or attend the Olympic Games and return home afterwards. As the opening of the Games approached, the sacred truce was proclaimed by citizens of Elis, who travelled throughout Greece to pass on the message. For a thousand years the Greeks were able to travel in safety to participate in the Games.

The International Olympic Committee revived the ancient concept of the Olympic Truce in 1992 as a way to:

- protect the interests of the athletes and sport;
- offer people who were at war with each other the opportunity to stop their conflict during the two weeks that their athletes were competing in the Olympic Games, thus creating windows of opportunity for dialogue, understanding and reconciliation; and
- use sport to establish contacts and find common ground among communities in conflict.

The Olympic Truce is symbolized by a dove of peace flying over the Olympic rings. The dove holds an olive branch, another symbol of peace. The Olympic flame appears in the background.

Activity Sheet 09

The Olympic Truce

Context for activity:

Read the section “The Olympic Truce in ancient and modern times”.

Olympic educational themes:

Respect for others, balance, fair play.

Suggested teaching strategies and learning skills

Socratic questioning, constructivism, communication skills, blogs, vlogs, role-play, round table, panel discussion.

Learning outcome

Understanding the power of the Olympic Truce as a tool for promoting peace and international understanding.

Adaptations for different age groups

Primary ages 5–8

Draw a poster that promotes peace.

Intermediate ages 9–11

Write the Olympic Truce on a poster board. Add words (around the paragraph) to elaborate on the principles embodied by the Truce, then decorate the border of the poster with images that evoke peace, acceptance, sportsmanship, diversity, etc.

Middle ages 12–14

Research young people who are actively involved in promoting peace. Write questions you would ask them if you were interviewing that person. Role-play such an interview with a partner.

Senior ages 15–18

Design a truce wall. What would it look like? Think of creative ways that people could show their commitment to this truce. Your truce wall could take the form of a website. Participants could record their message/intention to be peaceful and then upload it to the site/blog/vlog.

The language of peace

The language of peace

The Olympic Games is not just a festival that brings together the world's youth and challenges them to perform to the best of their capabilities in sporting competition. It is also a powerful, social force that promotes peace and understanding amongst athletes and nations.

Olympic educational themes:

Respect for others, fair play, friendship, joy of effort

For discussion

Below is a collection of inspiring and insightful sayings about living a life of peace. Read the sentences and then discuss the ideas in the right-hand column.

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

Discuss: Identify one action that you could take today that would help to create peace between you and someone in your family, or between you and a friend.

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

Discuss: What strategy is suggested by Sun Tzu to deal with chaotic situations?

“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

Discuss: What does the Tao Te Ching say is the reason for conflicts? How does it think these conflicts could be resolved?

“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

Discuss: The Olympic motto is “Faster, Higher, Stronger”. Some people think that trying to go “faster, higher and stronger” is not always a way to create a “better and more peaceful world”. What are Willa Cather and Mahatma Gandhi trying to say? Do you agree with them? Why or why not?

“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

Discuss: Many great teachers say that a few minutes of quiet time every day helps us to remain calm in the midst of conflicting situations. Where could you find a quiet place to enjoy a few minutes of silence each day? When would you do this?

“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

Discuss: How does anger harm the person who is angry? Talk about a situation when you were angry. In what way did your anger harm you?

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

Discuss: Bad words between people leave lasting wounds. How can you keep yourself from “shooting off your mouth” before you have time to think about the consequences of what you are saying?

“The two words ‘peace’ and ‘tranquility’ are worth a thousand pieces of gold.”
Chinese proverb

Discuss: Why do you think the author of this statement thinks that peace and tranquility are so valuable? Describe what it is like when you are feeling peaceful.

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

Discuss: Explain this saying. Do you agree? At the end of a game that you lost, it is sometimes hard to shake hands. Why is it important to shake hands anyway?

Symbols of peace

Activity Sheet 10

Peace and the Olympic Games

Context for activity:

The Olympic Games, and the Olympic Movement in general, are a powerful force in promoting peace. This activity sheet is a starting point for initiating a dialogue that will help learners to understand the importance of peaceful interactions.

Olympic educational themes:

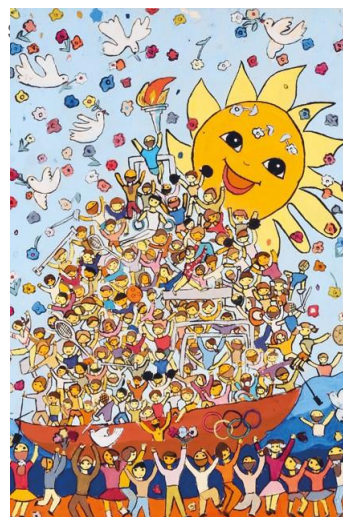
Respect for others, fair play.

Suggested teaching strategies and learning skills

Civic literacy, collaboration, problem-solving, critical thinking, Socratic questioning, circle of sharing.

Learning outcome

Learning about peace initiatives and how to put them into practice in our own lives.



Picture by 12-year-old Barbu Elena from Romania, which featured at the 1985 Children's International Drawing Competition

Adaptations for different age groups

Primary ages 5–8

"Colours for Peace: A fun way to learn about Olympic Truce." This activity, located in The Resource Library, encourages participants to understand peace (and the Olympic Truce) through colouring activities.

Intermediate ages 9–11

Make a "Promise Wall". Students write down on sheets of paper (perhaps sticky paper) promises/ideas that they can use to promote and keep peace in their own lives. After posting their thoughts on the wall, students are encouraged to sort them into clusters. What themes seem to be widely experienced? Have the students discuss their reasons/commitments to peace. Ask the question "Is there anything that would strengthen their commitment to these suggestions or undermine them?"

Middle ages 12–14

Which symbols of peace and acceptance are represented in the picture opposite? Create a work of art that represents peace and acceptance in the world.

Continued overleaf

Senior ages 15–18

Divide a page into two columns. In the left-hand column write down examples of fair play in sport. In the right-hand column write down examples of unfair play. Below is a collection of inspiring and insightful sayings about living a life of peace. Read the sentences and then discuss the ideas in the right-hand column.

Activity Sheet 11

The Peace Heritage Game

Context for activity:

The Peace Heritage Game was developed to help participants to understand different perspectives and beliefs and to promote peace and reconciliation. The game was first created at the Cape Town Peace Conference in South Africa.

In this game participants visit key heritage sites of a city or country and then reflect on the question: “What is the significance or the meaning of each heritage site to you?” The participants—ideally drawn from as wide a range of cultures and value systems as possible—will then engage in dialogue. Participants not only work together to find clues and solve problems, but they are also expected to present and interpret their findings for the other groups and/or their communities.

Sites are selected based on their significance, potential and relevance to the game. Consider the following types of peace heritage site:

- Sites that are of historical significance. History of political and social reconciliation and the rootedness of peace in people’s suffering and history.
- Sites that recognize the role of women in peace and reconciliation.
- Sites that focus on the role of leaders in peace and reconciliation.
- Sites that are significant regarding Human Rights activism. While the Peace Heritage Game was originally designed for participants aged 16–21, it has been adapted for younger age groups.

Olympic educational themes:

Respect for others, fair play, friendship, joy of effort.

Suggested teaching strategies and learning skills

Inquiry, problem-solving, collaboration, creativity, civic literacy, circle of sharing, round table, drama, song, storytelling.

Learning outcome

- To recognize the importance of other people’s heritages and cultures with regards to sport and peace.
- To develop an improved knowledge, understanding and awareness of the importance of peace and reconciliation.

Adaptations for different age groups

Primary ages 5–8

Visit a peace heritage site in your city, listen to the story of its origin, draw a picture of it and, as a team, draw the story and create a story drawing book.

Hold a “Walk or Rally for Peace”. Form teams and choose flags, create banners, write and sing songs that show your “spirit of peace”.

Find symbols for peace used in the world, for example doves, bells, torches, the peace sign, etc.

This age group should be guided by teachers and/or parents rather than facilitators whom they do not know that well.

Intermediate ages 9–11

Research a historical site in which someone stood up for what they believed was right under extremely difficult circumstances. Examples you may wish to consider include Nelson Mandela, Martin Luther King, Mahatma Gandhi and, in particular, women such as Rosa Parks, Emily Hobhouse and Emmeline Pankhurst. Share your findings with other participants. What did these people believe in? Why are they important to us even today? What do you think helped these people face their challenges? How did their experiences end up promoting peace? Choose one of these famous people and write a short story about their courage.

Continued overleaf

Adaptations for different age groups (continued)

Middle ages 12–14

Read the description of the Heritage Game in the Senior age group section below and then consider the following scenario. In the Heritage Game, young people are encouraged to be ambassadors in their communities. They are expected to be open, non-judgmental individuals who are willing to embrace and then reflect upon new cultural experiences. Taking on this responsibility, imagine you have just finished participating in the Heritage Game and have returned to your community. You want other young people to share your experiences by playing the game. What can you do if you are not able to visit an actual site? Select peace heritage internet sites from around the world, for example: Robben Island (South Africa), London Peace Pagoda (the UK), the Stele with Coubertin's heart in Olympia (Greece), the Children's Peace Monument in Hiroshima (Japan), the Tower of World Peace in Osaka (Japan), the Statue of Liberty in New York (USA) or the Peace Palace in The Hague (the Netherlands). You can use the internet to visit selected heritage sites in different countries.

Ask the students to conduct their research and then pretend that they work at the information desks of these sites. Act out the dialogue that might take place between Heritage Game participants and the information centre. What questions would you ask? Do you think these visits (real or otherwise) can promote peace and understanding? Hold a competition in which the teams that give the best performance and provide the most authentic answers are rewarded.

Working in groups, build your own peace monuments and add your own symbols of peace.

Senior ages 15–18

The Heritage Game originates in South Africa and was designed for students of this age group, with participants selected by organisations and communities from all over the country. These young people were drawn from a wide variety of backgrounds and cultures. They were placed into teams and they worked together to create a team identity—creating team names and team songs while using flags, bandanas and other items. The teams, each under the guidance of a youth facilitator, were then transported by minibuses to visit selected heritage sites. They were asked to observe, and then reflect on the question: "What is the significance of each heritage site to you?" At the end of the visit, the participants shared their observations. The youth facilitators guided the conversation so that it stayed on topic. At the end of the discussion, the teams had to choose a way to express what they had learned. Some groups chose to create and perform a dance. Some participants created songs, while others used technology for a presentation. "Selfies" (photos) of each group were taken on mobile phones by participants and sent to a coordinator.

A competitive element was also applied. Teams could win points for the degree of collaboration and creativity they used to express their learning. They could win points for team spirit. Conversely, teams could lose points for bad language, smoking, drinking or poor behaviour. The outcomes of the Peace Heritage Game were impressive. Participants reported feeling a deeper connection to their history and heritage and a better understanding of other participants' points of view.

Can you create your version of the Heritage Game in your community or city? Which sites of interest would you choose? How would you select the participants? Try the game and see what happens.

Sport and art in Ancient Greece

Physical training and sports competitions were an important part of the education of Greek boys in ancient times.

Olympic educational themes:
Respect, balance, pursuit of excellence

The artwork on pottery from Ancient Greece often shows athletes in action. Use the photos below to help learners explore the sporting activities of the Ancient Greeks. Then help them explore sporting traditions in their own cultures.



Reading

The Ancient Greeks wrote wonderful poetry, plays and stories. They also had beautiful architecture, sculpture and art. You can learn a lot about their sporting traditions from their sculptures and the paintings on their pottery.



For discussion

Look at the pictures on this page.

- What events are being shown?
- What else can you learn about life in Ancient Greece from these photos?
- Compare and contrast the sporting events of Ancient Greece and modern Olympic sports.



↑ Artefacts from Greece depict events from the ancient Olympic Games >

Activity Sheet 12

Sport and art in Ancient Greece

Context for activity:

In sculptures, paintings, pottery, and architecture we have preserved a record that show us how the athletes in the ancient Olympic Games practiced and competed. Study photos of these various depictions. How are running races portrayed? What are “halteres” and how are they used? Which modern Olympic sports can you identify in the images depicting the ancient Games?

Olympic educational themes:

Respect, balance, pursuit of excellence.

Suggested teaching strategies and learning skills

Inquiry, creativity, collaboration, problem-solving

Learning outcome

Recognizing the importance that art and culture has played in preserving the history and legacy of the ancient Olympics.

Adaptations for different age groups

Primary ages 5–8

Cut out the shape of a large vase from a large piece of paper. Research different designs used on pottery, then draw or paint them onto this paper. Display them on a wall as part of an Olympic Day/school celebration.

Intermediate ages 9–11

Research photos of archaeological artefacts from the ancient Olympic Games. Choose an aspect of the Games and then paint a picture.

Middle ages 12–14

Make a model of the ancient Olympic stadium (perhaps using a cardboard box). Decorate the stadium with designs influenced by these artefacts.

Senior ages 15–18

If you were tasked with creating a modern sculpture that pays homage to the themes and influences of the ancient Olympic Games, what might this sculpture look like? What materials would you use? What form would it take? Either draw, or, if practical, create this sculpture.

Sport and art in the modern Olympic Games

Posters convey messages through words, pictures and symbols. A study of Olympic posters can be used to introduce learners to different ways of representing local heritage and the values of the Olympic Movement.

Olympic educational themes:
Respect, balance, pursuit of excellence



Reading the image

Context: When Rome (ITA) received the right to host the 1960 Olympic Games, it made a decision to highlight the rich history of the city. The poster shows the upper part of a column, known as a capital, decorated with human figures. At the top a she-wolf can be seen, feeding two infants. Text, dates and the Olympic rings complete the design.

The Wolf feeding Romulus and Remus: The she-wolf and twins represent the popular myth of the founding of Rome. Legend has it that the twin boys were the offspring of the Roman god of war, Mars, and the nephews of the King of Alba Longa.

The king, fearing a challenge for the crown, set the twins afloat in a basket on the Tiber River, which later floated ashore and was found by a female wolf.

Nursed by the she-wolf, the twins were later adopted by a shepherd and named Romulus and Remus. According to tradition, the adult Romulus and Remus founded the city of Roma in 753 BC, on the site where they were discovered by the she-wolf. Later, in a quarrel for leadership, Romulus killed Remus and became sole ruler of Rome.

The image of the she-wolf and the twins is based on the sculpture of the Lupa Capitolina (Capitoline Wolf), dating from the 6th century BC. The original sculpture had been damaged in ancient times and was restored during the Renaissance. The twins we see today date from this period. The sculpture has become a well-known symbol of the city of Rome.

The Column—the Athlete and the Crowd: The scene represented is of an athlete crowning himself with his right hand while holding a palm leaf of victory in his left. While he himself is nude, those surrounding him are wearing togas. Several other athletes are also wearing crowns, a symbol of victory.

The Text: The text on the poster uses the writing of Ancient Rome for its numbers (Roman numerals) rather than Arabic numbers (which are used today in Euro-Western writing). The Roman numerals reinforce the ancient identity of the Rome 1960 Games. The text reads “Games of the XVII Olympiad, Roma, 25. VIII–11. IX”; and, on the capital, “Roma MCMLX”.



↑ The official poster of the 1960 Olympic Games in Rome



For discussion

What is the impact of using posters as a communication tool?

Activity Sheet 13

Sport and art in the modern Olympic Greece

Context for activity:

Posters, t-shirts, postage stamps and many other forms of art media have been used to convey messages through words, pictures and symbols. A study of different Olympic posters can be used to introduce learners to different ways of representing local or national heritage and the values of the Olympic Movement.

Olympic educational themes:

Respect, balance, pursuit of excellence.

Suggested teaching strategies and learning skills

Creativity, collaboration, problem-solving, jigsaw learning, carousel learning.

Learning outcome

Developing visual art skills that help communicate key messages of Olympism.

Adaptations for different age groups

Primary ages 5–8

When a country chooses to celebrate the hosting of an Olympic Games, they often release postage stamps. During the London 2012 Games, the British Postal Service released a special stamp for each athlete that won a gold medal. Countries have also chosen to celebrate the unique culture heritage by releasing Olympic stamps. Sometimes these feature the Olympic venues and stadia. Imagine that your city is to host the next Olympic Games. Take an envelope and design a postage stamp that will depict some aspect of the Games that you wish to celebrate. Decorate the envelope to further highlight this stamp. Inside the envelope write an information card that tells the reader about your design, its message, etc.

Intermediate ages 9–11

Host a t-shirt festival. Ask students to bring in any t-shirt that has a sports design. Hang them on lines of string that stretch across a gym (like washing lines). Have the students walk into this “t-shirt museum” and look at the various designs. Using paper cut into the shape of a t-shirt, have the students design an Olympic t-shirt.

Middle ages 12–14

Create an interpretative dance that incorporates the ancient and modern Olympic themes.

Senior ages 15–18

Study the art history of Olympic posters from 1896 to the most recent Games. Match the designs of the posters with your knowledge of the history of the host country during that time. What do you notice? What sort of messages do you think will be expressed using Olympic posters in the future? Design an Olympic poster with a message that embraces Olympism and conveys hope for the future.

Logos and mascots: designing your identity

Logos, mascots and Olympic torch designs can be used to introduce learners to the ways that different Olympic cities use these visual elements to represent the art and traditions of their culture and city. This will aid understanding of cultural difference.

Olympic educational themes:
Balance, respect, joy of effort



Reading 1—Mascots

Often a host city for an Olympic Games will choose as its mascot an animal that has special symbolism for the host country.

Moscow 1980 (USSR) had a bear (Misha); Sarajevo 1984 (Yugoslavia) had a wolf (Vuchko); Calgary 1988 (Canada) had polar bears (Hidy and Howdy). Sometimes the mascot is an animated or cartoon character.



Reading 2—Logos, Emblems, Symbols

A logo is an emblem or a symbol that defines the identity of an Olympic Games host city and Organizing Committee. It is the visual identifier of the event. Here we give two examples of the logo chosen for previous editions of the Games, the Summer Olympic Games in Mexico City (MEX) in 1968, and the Winter Games in Lillehammer (NOR) in 1994.



← Mexico City 1968

The emblem combines the five Olympic rings and the year of the Games. It mimics the traditional pottery and tapestry designs of Mexico's Huichol Indians.



↑ Seoul 1988

The mascot for Seoul 1988 was "Hodori", a friendly tiger. The tiger features in many Korean legends.



↑ Lillehammer 1994

Inspired by nature, the sky and the snow, the emblem for the 1994 Olympic Winter Games incorporates the Aurora Borealis (the Northern Lights), the five Olympic rings and snowflakes.



↑ Turin 2006

The mascots chosen for Turin 2006 were "Neve" (above left), a gentle, kind and elegant snowball—and "Gliz" (above right), a lively, playful ice cube. They were designed to personify the essence of winter sports and to symbolize a young generation that is full of life and energy.

Activity Sheet 14

Logos and mascots

Context for activity:

For many years, learners have discovered the ways in which logos and mascots are used to represent the art and traditions of different Olympic cities. The Olympic Games London 2012 wanted their mascots, “Wenlock and Mandeville”, to be much more than fun, symbolic representations of the host city—they also wanted these characters to have stories that accompanied their origin. Wenlock was created from a drop of liquid steel—a leftover from the construction of the Olympic Stadium. It also had a three-pointed head that symbolized the three medal places on the Olympic podium. The logo for the Olympic Games Barcelona 1992 was an abstract splash of three colors, resembling a gymnast or athlete jumping over the Olympic rings. This logo creatively linked the logo to Barcelona’s historic reputation for art, and its close association with iconic artists such as Picasso, Miro and Gaudi



Olympic educational themes:

Balance, respect, joy of effort.

Suggested teaching strategies and learning skills

Constructivism, creativity, literature circles.

Learning outcome

Recognizing the power of symbols to convey messages.

Adaptations for different age groups

Primary ages 5–8

Imagine that the Olympic Games were about to be held in your city. Design a mascot that would best represent the “spirit of the people”. Research mascots using www.olympic.org and then draw your own.

Intermediate ages 9–11

Write a short back story about an Olympic mascot. Try to incorporate the principles of Olympism or the Olympic educational themes. Read page 53 of the Fundamentals Manual to get some ideas about various mascots or visit www.olympic.org for additional information.

Middle ages 12–14

Create a model of your mascot. As an additional challenge, can you make it using only recycled materials?

Senior ages 15–18

Look at examples of Olympic logos and consider how they have evolved over the past few decades. Create a logo or series of logos—either using technology or other visual media—conveying an inspirational message relating to Olympism.

Section 2

Delivering Olympism through sport and the Olympic Games

In this section we look at the organizations and events that promote and deliver Olympism to society.

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The Olympic Movement

The Olympic Movement is a network of organizations, Olympic Games Organizing Committees, corporations and individuals who are committed to sport and the ideas and values that provide the foundations of Olympism.

Olympic educational themes:

Joy of effort, balance, pursuit of excellence, fair play, respect for others

For discussion

Why do you think the Olympic Games and the Olympic Movement appeal to so many different countries and cultures around the world?

International Olympic Committee (IOC)

The International Olympic Committee supervises the organization of each Olympic Games, and coordinates the Olympic-related sporting, cultural and educational activities. The Members of the IOC are influential individuals who have made contributions in sport. These people act as the IOC's representatives in their respective countries.

IOC Members are not there as representatives of national governments. Sometimes an IOC Member has to represent the IOC in more than one country. Some IOC Members represent athletes, while others come from international sports federations. The number of IOC Members at any given time cannot exceed 115, not including any Honorary and Honor Members. The Members meet once a year at the IOC Session.

International Sports Federations (IFs)

The rules and protocols of Olympic sports competitions have to be the same for every athlete, no matter what country they come from. Therefore, each sport is governed by the rules of an International Federation (IF). There are 28 summer sports IFs, and seven winter sports IFs. The IFs are responsible for overseeing the technical aspects and management of their sports at the Olympic Games.

They also establish the eligibility criteria for the competitions of the Games, in accordance with the Olympic Charter, and work together with the IOC in the fight against doping in sport.

National Olympic Committees (NOCs)

Over 200 countries and territories send athletes to march behind their flags during the opening ceremony of the Olympic Games. Each of these countries and territories has a National Olympic Committee (NOC). The NOC in each country and territory is responsible for its country's or territory's team of athletes, and for the promotion and encouragement of the values of the Olympic Movement within its boundaries.

Organizing Committees for the Olympic Games (OCOGs)

Once a city wins the vote for the right to host an Olympic Games, the first thing it must do is create an OCOG. The OCOG comprises a steadily growing group of experts and volunteers who will spend the next seven years planning every aspect of the Games, constructing the facilities, organizing the sporting and cultural events, and getting the city ready to welcome thousands of athletes, spectators and media. The OCOG is also responsible for securing the funding to pay for the Games. At the same time the committee has the responsibility for organizing the Paralympic Games, which take place 10 days after the Olympic Games under the supervision of the International Paralympic Committee.

IOC Commissions

The IOC Commissions are working groups which are responsible for studying and reviewing specific subjects, advising the IOC President and making recommendations to the Executive Board of the IOC. The IOC Commissions are: 2022 Coordination Commission, 2024 Evaluation Commission, Athletes' Entourage, Audit Committee, Communications, Coordination Commission for the 3rd Summer Youth Olympic Games Buenos Aires 2018, Coordination Commission for the 3rd Winter Youth Olympic Games Lausanne 2020, Coordination Commission for the Games of the XXXI Olympiad Rio 2016, Coordination Commission for the Games of the XXXII Olympiad Tokyo 2020, Coordination Commission for the XXIII Olympic Winter Games PyeongChang 2018, Culture and Olympic Heritage, Delegate Members, Ethics, Evaluation, Finance, IOC Members Election, IOC Representatives on the WADA Executive Committee and Foundation Board, Legal Affairs, Marketing, Medical and Scientific, Olympic Channel, Olympic Channel Services, Olympic Education, Olympic Games Coordination, Olympic Program, Olympic Solidarity, Public Affairs and Social Development through Sport Athletes', Sport and Active Society, Sustainability and Legacy, Women in Sport and Youth Olympic Games Coordination.

Olympic sponsors

The Olympic Movement receives most of its funding from the sale of the rights to broadcast the Olympic Games to media companies. However, it also enjoys the support of several multinational corporations through the TOP (The Olympic Partner) sponsors' program. All but a small fraction of the money collected is distributed back into sport through NOCs, OCOGs and Ifs.

The Olympic world

The universality of sport and the values of Olympism are affirmed through the work of the National Olympic Committees in each of the following territories:

Africa	The Americas	Asia	Europe
Algeria (ALG) Angola (ANG) Benin (BEN) Botswana (BOT) Burkina Faso (BUR) Burundi (BDI) Cameroon (CMR) Cape Verde (CPV) Central African Republic (CAF) Chad (CHA) Comoros (COM) Congo (CGO) Democratic Republic of the Congo (COD) Djibouti (DJI) Egypt (EGY) Equatorial Guinea (GEQ) Eritrea (ERI) Ethiopia (ETH) Gabon (GAB) Gambia (GAM) Ghana (GHA) Guinea (GUI) Guinea-Bissau (GBS) Ivory Coast (CIV) Kenya (KEN) Lesotho (LES) Liberia (LBR) Libya (LBA) Madagascar (MAD) Malawi (MAW) Mali (MLI) Mauritania (MTN) Mauritius (MRI) Morocco (MAR) Mozambique (MOZ) Namibia (NAM) Niger (NIG) Nigeria (NGR) Rwanda (RWA) São Tomé and Príncipe (STP) Senegal (SEN) Seychelles (SEY) Sierra Leone (SLE) Somalia (SOM) South Africa (RSA) South Sudan (SSD) Sudan (SUD) Swaziland (SWZ) United Republic of Tanzania (TAN) Togo (TOG) Tunisia (TUN) Uganda (UGA) Zambia (ZAM) Zimbabwe (ZIM)	Antigua and Barbuda (ANT) Argentina (ARG) Aruba (ARU) Bahamas (BAH) Barbados (BAR) Belize (BIZ) Bermuda (BER) Bolivia (BOL) Brazil (BRA) British Virgin Islands (IVB) Canada (CAN) Cayman Islands (CAY) Chile (CHI) Colombia (COL) Costa Rica (CRC) Cuba (CUB) Dominica (DMA) Dominican Republic (DOM) Ecuador (ECU) El Salvador (ESA) Grenada (GRN) Guatemala (GUA) Guyana (GUY) Haiti (HAI) Honduras (HON) Jamaica (JAM) Mexico (MEX) Nicaragua (NCA) Panama (PAN) Paraguay (PAR) Peru (PER) Puerto Rico (PUR) Saint Kitts and Nevis (SKN) Saint Lucia (LCA) St Vincent and the Grenadines (VIN) Suriname (SUR) Trinidad and Tobago (TTO) United States of America (USA) Uruguay (URU) US Virgin Islands (ISV) Venezuela (VEN) Oceania American Samoa (ASA) Australia (AUS) Cook Islands (COK) Federated States of Micronesia (FSM) Fiji (FIJ) Guam (GUM) Kiribati (KIR) Marshall Islands (MHL) Nauru (NRU) New Zealand (NZL) Palau (PLW) Papua New Guinea (PNG) Samoa (SAM) Solomon Islands (SOL) Tonga (TGA) Tuvalu (TUV) Vanuatu (VAN)	Afghanistan (AFG) Bahrain (BRN) Bangladesh (BAN) Bhutan (BHU) Brunei Darussalam (BRU) Cambodia (CAM) People's Republic of China (CHN) Chinese Taipei (TPE) Democratic People's Republic of Korea (PRK) Hong Kong, China (HKG) India (IND) Indonesia (INA) Iraq (IRQ) Islamic Republic of Iran (IRI) Japan (JPN) Jordan (JOR) Kazakhstan (KAZ) Republic of Korea (KOR) Kuwait (KUW) Kyrgyzstan (KGZ) Lao People's Democratic Republic (LAO) Lebanon (LIB) Malaysia (MAS) Maldives (MDV) Mongolia (MGL) Myanmar (MYA) Nepal (NEP) Oman (OMA) Pakistan (PAK) Palestine (PLE) Philippines (PHI) Qatar (QAT) Saudi Arabia (KSA) Singapore (SIN) Sri Lanka (SRI) Syrian Arab Republic (SYR) Tajikistan (TJK) Thailand (THA) Democratic Republic of Timor-Leste (TLS) Turkmenistan (TKM) United Arab Emirates (UAE) Uzbekistan (UZB) Vietnam (VIE) Yemen (YEM)	Albania (ALB) Andorra (AND) Armenia (ARM) Austria (AUT) Azerbaijan (AZE) Belarus (BLR) Belgium (BEL) Bosnia and Herzegovina (BIH) Bulgaria (BUL) Croatia (CRO) Cyprus (CYP) Czech Republic (CZE) Denmark (DEN) Estonia (EST) Finland (FIN) France (FRA) Georgia (GEO) Germany (GER) Great Britain (GBR) Greece (GRE) Hungary (HUN) Iceland (ISL) Ireland (IRL) Israel (ISR) Italy (ITA) Kosovo (KOS) Latvia (LAT) Liechtenstein (LIE) Lithuania (LTU) Luxembourg (LUX) The Former Yugoslav Republic of Macedonia (MKD) Malta (MLT) Republic of Moldova (MDA) Monaco (MON) Montenegro (MNE) Netherlands (NED) Norway (NOR) Poland (POL) Portugal (POR) Romania (ROU) Russian Federation (RUS) San Marino (SMR) Serbia (SRB) Slovakia (SVK) Slovenia (SLO) Spain (ESP) Sweden (SWE) Switzerland (SUI) Turkey (TUR) Ukraine (UKR)

The Olympic Museum and the Olympic Studies Centre

The Olympic Museum and the Olympic Studies Centre

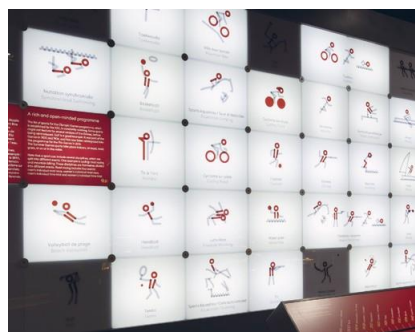
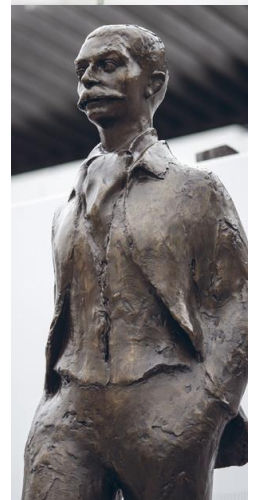
Located in the Swiss city of Lausanne, near the IOC headquarters, The Olympic Museum and the Olympic Studies Centre are the educational hubs of the Olympic Movement.

The idea of creating a museum and an Olympic Studies Centre can be traced back to Baron Pierre de Coubertin, the Frenchman who revived the Olympic Games in the 19th century. An educator first and foremost, Coubertin was of the opinion that the Olympic Movement must pursue the educational objectives that had first inspired it. He wrote: “I have not been able to carry out to the end what I wanted to perfect. I believe that a center of Olympic studies would aid the preservation and progress of my work more than anything else.”

Several years after the IOC established its headquarters in Lausanne, Pierre de Coubertin set up the nucleus of an Olympic Museum, responsible for collecting and preserving the legacy of the Games, based in the Villa Mon-Repos. On 23 June 1982, The Olympic Museum was inaugurated in the center of Lausanne (on Avenue Ruchonnet); and on 11 October the same year, a library and the Olympic Studies Centre (OSC) opened on the first floor of the building.

Since 1993, The Olympic Museum and the OSC have been based in Ouchy, on an esplanade facing Lake Geneva. The OSC is currently made up of the library, University Relations Section, Historical Archives Section and Research and Reference Services. Between them they house and manage all of the Olympic reference materials.

The OSC is today one of the world’s leading centers for written, visual and audio information on the Olympic Movement and the Olympic Games. Meanwhile The Olympic Museum, which recently underwent a major revamp, now offers a permanent exhibition with a large number of exciting interactive displays, as well as regular special exhibitions. It also has an active schools’ program.



The Olympic Museum in Lausanne. From left, clockwise: The Olympic Truce wall from London 2012; Olympic Games pictograms in the permanent exhibition; a pair of ice skates signed by Olympic figure skating champion Sonja Henie; a statue of Pierre de Coubertin by Jean Cardot, which stands in Lausanne

Activity Sheet 15

The Olympic Museum

Context for activity:

Museums serve many purposes—they can be centers of learning and can remind us of our past. Museums can celebrate great achievements and can provoke thought and deep reflection. The great museums of the world educate, inspire and creatively engage their visitors to experience and interact with their collections. In this activity, students will engage in activities that focus on The Olympic Museum and, in doing so, they will be able to explore and experience Olympism.

Olympic educational themes:

Joy of effort, balance, pursuit of excellence, fair play, respect for others.

Suggested teaching strategies and learning skills

Inquiry, Socratic questioning, creativity, collaboration, problem-solving, jigsaw learning, carousel learning, circle of sharing, multimedia presentations.

Learning outcome

Engaging with and drawing inspiration from Olympic themes.

Adaptations for different age groups

Primary ages 5–8

Discuss with your classmates the sports that you have participated in. Bring any records of your activities such as ribbons, medals and pictures into the class. Put these items on display and invite other students to attend your class museum.

Intermediate ages 9–11

You have been assigned to create fun activities for students of your age to do inside The Olympic Museum. You want the students to learn about Olympism and the history of the Olympic Games, but also want visitors to participate (learning is not something that is “done to them” but something they participate in). List and then draw the activities you have created to make the museum interactive.

Continued overleaf

Middle ages 12–14

What would the building and grounds of your museum look like? Do you want a building that makes a bold statement, or would you prefer visitors to be more engaged by the museum’s contents? Would it be a modern facility made with modern materials, or would it acknowledge the influences of ancient Games by adopting a classical look? Maybe you want both. How would you design the grounds? The grounds of The Olympic Museum in Lausanne contain sculptures and interactive exhibits, including a 100m running track on which you can compare your speed with Usain Bolt and Florence Griffith Joyner. What would you include? Create a model or a painting of your Olympic Museum.

Activity: Visit a running track and ask the students to try and “break the world record” for different distances. Example: Ask the students to run a 100m. Shout out the seconds “7,8,9... stop!” The students can then get a sense of how quickly Usain Bolt or Florence Griffith Joyner have run the 100m. This can be done for any event. Can your students run an 800m with eight runners each running 100m? Can they beat David Rudisha’s time of one minute 40.9 seconds?

For field events: Pull a tape measure out and show the distance of the long jump records. Ask the students to do “standing jumps”, i.e. jumping without a run-up. Then jump again from the place that you have landed. How many standing jumps does it take to beat the current long jump record (men: Mike Powell 8m 95cm; women: Galina Chistyakova 7m 52cm)?

Senior ages 15–18

Create groups of students and assign them a principle of Olympism or an educational theme. Discuss the kinds of exhibit you would choose to challenge visitors to reflect, and inspire them to act. How will you balance celebration of achievements—using memorabilia, for example—with thought-provoking presentations? Will the displays be interactive? Will your exhibits appeal to a broad range of audiences? Create an architectural drawing that shows the layout of your museum.

The Olympic sports programs

The Olympic sports program

The Olympic sports program has continued to grow over the years, with new sports added on a regular basis. For a sport to be accepted onto the Olympic program it has to be governed by an International Federation which is recognized by the IOC.

Olympic educational themes:

Balance, pursuit of excellence, fair play, respect for others, joy of effort



For discussion

Which Olympic sports are popular in your country? Are there any sports played in your country that are similar to or based on these sports?

Which traditional sports, which are not on the Olympic program, are popular in your country?

Once you have found a sport that is not currently part of the Olympic program, put together a case for its inclusion.

Produce a timeline of sporting events from the original sports played at the Olympics through to more recent additions of sports.



Reading

Winter sports such as skating and skiing are popular in the parts of the world where cold winter temperatures turn water into ice and rain into snow. Sliding, gliding and jumping on slippery or snowy hills on skis, on skates or on seats with runners under them are great fun for children and adults in countries that have cold winters. According to the Olympic Charter: "Only sports widely practiced in at least 25 countries and on three continents may be included in the program of the Olympic Winter Games."

SPORTS PROGRAMME: SOCHI 2014

Biathlon
Bobsleigh
Curling
Ice Hockey
Luge
Skating
Skiing

SPORTS PROGRAMME: RIO 2016

Aquatics
Badminton
Canoe
Fencing
Gymnastics
Judo
Rugby
Table Tennis
Triathlon
Wrestling

Archery
Basketball
Cycling
Football
Handball
Modern Pentathlon
Sailing
Taekwondo
Volleyball

Athletics
Boxing
Equestrian
Golf
Hockey
Rowing
Shooting
Tennis
Weightlifting



↑ Sochi 2014: Julia Dujmovits of Austria competes in the women's parallel slalom snowboard



↑ Vancouver 2010: Goalkeeper Roberto Luongo of Canada gives up a goal during the ice hockey men's gold medal game between USA and Canada

Activity Sheet 16

The Olympic sport programs

Context for activity:

The sports program of the Olympic Games has grown from nine sports in 1896 to 26 sports in 2012. The Games of 1896 had athletes from 14 countries participating, while the Games of 2012 included athletes from 204 countries and four Individual Olympic Athletes. As the Olympic Games now have extensive global participation, interest in adding sports has developed to ensure that the Olympic program remains relevant to young people by ensuring innovation and adapting to modern taste and new trends, while respecting the history and tradition of the sports. In 1988, the Republic of Korea showcased Taekwondo as well as women's judo and baseball—a few years later it was introduced into the program of the Olympic Games. Think of sports that are widely played but are not part of the Olympics. Why do you think they are not on the Olympic program?

Olympic educational themes:

Balance, pursuit of excellence, fair play, respect for others, joy of effort.

Suggested teaching strategies and learning skills

Constructivism, inquiry, forum theatre, question and answer, round table, entry cards, exit cards.

Learning outcome

Recognizing that different sports are played in different parts of the world.

Recognizing that the Olympic sports program has evolved over the years to embrace the diversity of sports.

Adaptations for different age groups

Primary ages 5–8

Which Olympic sports can you name? Choose one and research how it is played, its rules, the equipment they use. Create a display, or give a presentation to other students about what you have learned.

Intermediate ages 9–11

Create two posters: one that incorporates the current Olympic sports, the second that features only the sports played in 1896. This should provide a clear visual indication of how the Olympic sports programme has greatly expanded.

Middle ages 12–14

Imagine you are Baron Pierre de Coubertin. You have just formed an International Olympic Committee (IOC) and they are considering which sports to include in these Games. Write a short speech that he is about to deliver to the IOC to persuade them to adopt a certain sport. Dress up as Coubertin and deliver this speech to an audience.

Senior ages 15–18

Create a marketing campaign that could be used to lobby for a sport's inclusion in the Olympic Games. Consider what the benefits are of including this sport. Would this inclusion change some aspect of your society? What would you include in this campaign—visual media, press and social media? How could you gain public support?

The Youth Olympic Games (YOG)

The Youth Olympic Games (YOG) are the highest-level global multi-sports event for athletes aged 15 to 18 years, which incorporate education and culture, inspiring young participants to live by the Olympic values and become true ambassadors of Olympism.

Olympic educational themes:

Balance, pursuit of excellence, fair play, respect for others, joy of effort



The YOG were first held in the Summer of 2010 in Singapore, and were followed two years later in Innsbruck with a Winter Youth Olympic Games and the second Summer YOG in Nanjing 2014. The most recent edition of the YOG took place in Lillehammer 2016. The next editions will be staged in Buenos Aires, Argentina, in 2018 (summer) and in Lausanne, Switzerland, in 2020 (winter).

Right from the beginning, the YOG was intended to be so much more than a sporting event. The Games act as a catalyst to bring youngsters from around the world together. It immerses them in an enriched environment where sports performance blends with education and culture. Participants compete on the sports field, then have the opportunity to attend workshops in which they learn about important skills in an athlete's career and experience the Olympic values.

∨ Innsbruck 2012: Two participants showing the YOG emblem printed on their hands



Facts and figures

- The first Summer Youth Olympic Games (YOG) took place in Singapore in 2010, while the first Winter Youth Olympic Games were held in Innsbruck in 2012.
- The YOG has two pillar programs of equal importance: Sports Competitions and Culture and Education (CEP).
- The YOG athletes compete in one of three age groups: 15–16, 16–17, 17–18, depending on the sport.
- Four “Universality Places” were guaranteed for each NOC at Singapore 2010.
- In team disciplines, 5% of the events in Singapore were mixed-gender and/or mixed-NOC.
- The Winter YOG program features seven sports.
- The Summer YOG program features 26 sports.
- The Winter and Summer YOG take place over 10 and 12 days respectively.
- 205 NOCs were invited to participate at Singapore 2010.
- 1,100 athletes took part in the Winter YOG in Lillehammer in 2016.
- 3,800 athletes took part in the Summer YOG in Nanjing in 2014.

✓ Lillehammer 2016: Learn & Share Focus Day—A young man trying to go through a rope’s obstacle course at the Olympic Solidarity booth



↑ Nanjing 2014: Silver medalist Stephanie Jenks (USA) and bronze medalist Emilie Morier (FRA) congratulate gold medalist Brittany Dutton (AUS) in the women’s triathlon

The YOG DNA

The Youth Olympic Games (YOG) DNA has at its core the spirit and dynamism of youth. Its DNA recognizes that:

- There is inherent power in sport to build friendships.
- The YOG can help participants learn about new cultures, rich traditions and different values.
- The YOG encourages participants to give their best in sports competition.
- The YOG believes that young people can be energetic and passionate ambassadors of Olympic values—something that can reach other youth in their own communities.
- The YOG can be a platform where new initiatives ideas are generated.

YOG sports program

The specific nature of the YOG is to be open to innovation for the International Sports Federations. The federations can propose new events and formats of competition (e.g., international teams, mixed-gender teams, limited number of players). For example, the hockey 5s was launched in Nanjing 2014 and the monobob in Lillehammer 2016. Sports not on the program also have the opportunity to be showcased as part of the Learn & Share activities. Skateboarding, roller sports, sports climbing and wushu were featured in the “Nanjing 2014 Sports Lab”. The sports program of the YOG is meant to be flexible allowing a host city to relocate a sport depending on the venues and infrastructures available.



Learn & Share

The Learn & Share activities at YOG are built around five key themes:

- **Olympism**
- **Skills development**
- **Well-being and healthy lifestyle**
- **Social responsibility**
- **Expression**

The Youth Olympic Games Organizing Committee (YOGOC) together with the IOC organize Learn & Share interactive and innovative activities. These translate the five themes into an exciting and impactful experience.

The Learn & Share activities cover at least the period of the Games. The athletes participate, but so do coaches, local young people from the host region, etc. The Organizing Committee has some flexibility and freedom to organize these activities, while respecting the objectives and themes mentioned above.

In parallel, the IOC has developed a set of programs in order to promote the Olympic values through the young participants before, during and after the YOG. These programs are:

- **YOG Ambassadors**—YOG Ambassadors are internationally renowned elite athletes chosen for their global reach to help raise the profile of the YOG and their ability to connect with a young audience. Through their involvement ahead of the Games, they encourage young people around the world to get active in sport.
- **Athlete Role Models**—Athlete Role Models are competing or recently retired athletes nominated by their International Federation. They attend the Games and share their experience and advice with the athletes as part of the Learn & Share activities. Their International Federation also engage them in activities such as sports initiations.
- **Young Ambassadors**—Young Ambassadors are motivated young people aged 18–25 with an interest in sport who are nominated by their National Olympic Committee (NOC). They attend the Games as part of the NOC delegation and help spread the YOG spirit and encourage the athletes to participate in the Learn & Share activities.
- **Young Reporters**—Young Reporters are young aspiring journalists between the ages of 18 and 24 who attend the Games for a sports journalism training program. These individuals are nominated by their respective NOC and work with professional trainers and journalists throughout the YOG. The program specializes in photography, writing and television. The top 15 journalists from the Young Reporters program during the Summer YOG are invited to attend the next Winter YOG and are given the opportunity to gain more experience and apply their skills.



↑ A young athlete in the World Culture Village

Activity Sheet 17

The Youth Olympic Games (YOG)

Context for activity:

The Youth Olympic Games (YOG) enable young athletes from around the world to come together to learn about each other's cultures, the Olympic Movement and the Olympic values. Participants not only compete in a sports event, but are also expected to be ambassadors for their countries and play an active role in their communities.

Olympic educational themes:

Balance, pursuit of excellence, fair play, respect for others, joy of effort.

Suggested teaching strategies and learning skills

Constructivism, inquiry, forum theatre, question and answer, round table, entry cards, exit cards.

Learning outcome

Recognizing the importance of the Youth Olympic Games as a way of inspiring youth to adopt Olympism.

Learning how athletes are encouraged to become ambassadors and to be socially aware and responsible.

Adaptations for different age groups

Primary ages 5–8

Students can be encouraged to visit old people's homes to share their stories and experiences with senior citizens. Students may also create a "Welcome Group" to actively support and involve fellow students who are lonely, or who are new to the school/learning environment.

Intermediate ages 9–11

Imagine you are a participant on the YOG Young Reporter programme, which has been developed to provide journalism experience for young people under the mentorship of respected Olympic sports journalists. You are going to interview an Olympic athlete who is in the final days of their preparation for the Games. What might you ask them? How would you record and interpret their answers? Will you film it? Write about it? You might consider creating a blog and sharing your interview with others. Invite readers of your blog to provide comments. You might strike up new friendships and develop contacts with people from different parts of the world who have similar interests.

Middle ages 12–14

You have been selected to represent your country at the Youth Olympic Games. Two themes of the Games are social responsibility and expression. How would you take a leading role with regard to social responsibility within your community? What does this mean to you? How would you be an ambassador of the Olympic values of Excellence, Respect and Friendship, and inspire others? Will you behave differently? Expression can be represented in many forms—art, culture, dance, speech—what would you do to showcase your community?

Continued overleaf

Senior ages 15–18

Work with your classmates and select a sports event that you can host for your community. You will be responsible for organising all aspects of this event: marketing, sponsorship, financial management, event planning, athlete support, etc. This event could be for your school or the broader community. Choose an Olympic theme that will be the focal point of your event.

Breaking through barriers: women in the Olympic Games

Breaking through barriers: women in the Olympic Games

Since the first modern Olympic Games, ideas have slowly changed about women and sport. The IOC actively encourages women to participate in sport and physical activity. This section features some great stories about female Olympic champions.

Olympic educational themes:

Balance, pursuit of excellence, fair play, respect for others, joy of effort

“Any form of discrimination with regard to a country or a person on grounds of race, religion, politics, gender or otherwise is incompatible with belonging to the Olympic Movement.”

Olympic Charter 2004 Fundamental Principle #5

In Paris in 1900, four years after the first Olympic Games of the modern era in Athens, women officially took part in the Games for the first time.

Despite the opposition of Pierre de Coubertin, 22 of the 997 athletes in Paris were women, and they competed in five sports: tennis, sailing, croquet, equestrian and golf. Since the 1970s, female participation in the Games has greatly increased. Today over 40 per cent of the athletes who compete at the Olympic Games are women, and the IOC has continued to add women’s events to the Olympic program. Since 1991, all new sports proposed for inclusion on the Olympic program must include women’s events.



↑ Sochi 2014: Anna Sloan of Great Britain in action against Canada during the women’s curling semi-finals at the Ice Cube Curling Centre

Gabriela Sabatini *Argentina*

Argentinian tennis player Gabriela Sabatini was world number three on three separate occasions. After retiring from competition in 1996, she devoted the same strength and energy to “giving back to sport some of the many things that sport gave to me”.

She was behind a program for young players run by the Argentinian Tennis Federation for which she has provided all the funding. She also financed women’s tennis tournaments and free tennis clinics for young children—all out of the public eye.



Japan’s national women’s football team

The Japanese women’s football team, known locally as *Nadeshiko Japan*, is driving a major change in the environment surrounding women’s sports in Japan, and women’s football in particular. At a time when Japan was mourning the loss of lives following the tsunami and nuclear plant disasters, the national team won the FIFA Women’s World Cup in 2011, and went on to qualify for the Olympic Games London 2012.

Meanwhile, veteran players from *Nadeshiko Japan* have been doing their utmost to popularize women’s football and nurture the next generation of national team players by conducting coaching courses across the country. The initiative has enjoyed extensive media coverage, and has made a positive impact for women’s sports in Japan beyond football.

Tegla Loroupe *Kenya*

Tegla Loroupe (winner of the IOC Women and Sport Award 2011) overcame a humble background to become an international sporting icon and a role model for many women in her native Kenya and beyond. A former world marathon record holder, Olympian and the first African woman to win the New York Marathon, Loroupe has inspired many women, thanks also to her humility, patience, hard work and team spirit. Using her own money, she established the Tegla Loroupe Peace Foundation, which educates, empowers and supports women and communities in conflict in three East African countries.

Her foundation has organized numerous races, in which more and more women and girls are taking part, empowering them physically, socially and economically. The Foundation has also created opportunities for women and girls to be trained and coached for local and international competition. Loroupe has also been at the forefront of efforts to support women in sports administration.



Zahra Nemat *Iran*

In winning archery gold at the London 2012 Paralympic Games, Zahra Nemat made history by becoming the first Iranian woman to win a gold medal at either an Olympic or Paralympic Games. Her success in topping the podium in London generated a lot of media coverage in Iran, which has not just helped to break down perceptions of people with an impairment but has inspired other women to take up sport. Born in April 1985, Zahra had a black belt in taekwondo before she suffered a spinal cord injury in an accident in 2004. Two years after the accident, the university student took up archery and quickly proved to everyone that her impairment was not a limitation. At the 2011 Archery World Championships in Italy, she broke the world record in the four distances and 30m events. At London 2012 she set a Paralympic record to win individual gold and also picked up bronze in the team event. Her achievements, her determination, courage and self-motivation have led her to become a role model in Iranian society, helping to change perceptions of people with an impairment. The number of people practicing para-archery in Iran has also increased due to her achievements. She won the 2013 Spirit of Sport Individual Award.

Cathy Freeman *Australia*

Cathy Freeman was born in Mackay in Queensland. She won her first gold medal at a school athletics championship when she was eight years old. Her family was poor and, like many Australian Aboriginals, suffered discrimination from white Australians. Once, after winning many races at a primary school competition, Freeman had to watch as the white girls she had beaten received trophies. Coached by her stepfather, Bruce Barber, until 1989, Freeman's family worked hard to raise the money she needed to take her to competitions in Sydney, Canberra and Melbourne. In 1989 the family moved to Brisbane to be near Cathy, who had won a scholarship to Kooralbyn International School where she was professionally coached by Mike Danila. Today, Freeman is chair and founder of the Cathy Freeman Foundation, which aims to close the education gap between indigenous and non-indigenous children.



Carina Vogt *Germany*

Germany's Carina Vogt made history in Sochi 2014, winning the first ever women's Olympic ski jumping event, having never previously won a single World Cup event. Women ski jumpers made their Olympic debut at Sochi 2014, 90 years after their male counterparts first competed at the inaugural Winter Games in 1924.

Stamata Revithi *Greece*

Stamata Revithi was a Greek woman who ran the 40km marathon during the 1896 Summer Olympics. The Games excluded women from competition, but Revithi insisted that she be allowed to run. Revithi ran one day after the men had completed the official race, and although she finished the marathon in approximately 5 hours and 30 minutes and found witnesses to sign their names and verify her time, she was not allowed to enter the Panathinaiko Stadium at the end of the race. She intended to present her documentation to the Hellenic Olympic Committee in the hope that they would recognize her achievement, but it is not known whether she did so. No known record survives of Revithi's life after her run.

According to contemporary sources, a second woman, "Melpomene", also ran the 1896 marathon race. There is debate among Olympic historians as to whether or not Revithi and Melpomene are the same person.

For discussion

- There are many reasons why it is hard for young women to become Olympic champions. Discuss some of these reasons.
- In the past, it was thought that women were not able to run the long distance of a marathon race. The Olympic Games did not have a marathon for women until 1984. Joan Benoit (USA) became the world's first female gold medalist in the marathon. Why do you think people thought that women could not endure a marathon run?
- Does your community or country support the participation of women and girls in physical activity? Why or why not? Do you think girls should participate and compete in sport and physical activity? Why or why not?
- Interview a female athlete in your community. Why is sport important to her? What barriers has she had to overcome? How did she overcome these barriers? Did she receive any special assistance?

Activity Sheet 18

Breaking through barriers: women in sport

Context for activity:

Since the first modern Olympic Games (Athens 1896), ideas have slowly changed about women in sport. The IOC actively encourages women to participate in sport and physical activity. These activities encourage students to consider the role of women in sport over the ages.

Olympic educational themes:

Balance, pursuit of excellence, fair play, respect for others, joy of effort.

Suggested teaching strategies and learning skills

Role-play, inquiry, forum theatre, journals, response journals, blogs, vlogs.

Learning outcome

Understanding that historically girls/women did not have the same opportunities as men at the Olympic Games.

Understanding that through the work of the IOC, women now have equal opportunities and that this principle is enshrined in the Olympic Charter (Fundamental Principle #5)

Adaptations for different age groups

Primary ages 5–8

Design and create a poster that will encourage girls to participate in sports.

Intermediate ages 9–11

Invite a female athlete in your community and interview her. What inspired her to start participating in this sport? What advice would she give to a young girl who is interested in playing sport to a high standard? Prepare your questions in advance of the interview.

Middle ages 12–14

Research the lives of female athletes from different countries. Do you think it is harder for women to receive the same recognition for their achievements as men? What would you do in your community to increase the opportunities for women, not only to participate in sport, but also to receive the same support, quality of coaching and financial benefits as men? Write your answers on a poster.

Senior ages 15–18

It is 1984 and the city of Los Angeles will soon host the Olympic Games. The longest distance running race for women prior to these Games was the 1,500m. Many advocates for equality have argued that women should be allowed to race the same distances as men. There are some people who oppose this view. The Los Angeles Olympic Games Organising Committee has asked you to consider adding the women's marathon running event. Imagine that you have been asked to make a proposal to the Organising Committee advocating the inclusion of this event. Role-play this presentation —have someone on the committee take the role of an opponent to this proposal. After acting out the role-play, reflect on the issues that this proposal generated.

Research the outcome: The marathon was added to the Olympic programme in 1984. What effect did the decision have on women's participation at the Olympic Games? How did it provide economic opportunities in communities where it was difficult to make a living?

The Paralympics: “Spirit in Motion”

The Paralympics: “Spirit in Motion”

The International Paralympic Committee (IPC) organizes and coordinates the Paralympic Games, enabling athletes with disabilities to achieve sporting excellence and inspire and excite the world.

Olympic educational themes:

Balance, pursuit of excellence, fair play, respect for others, joy of effort

The Paralympic Games are elite sports events for athletes with various disabilities. The emphasis is firmly placed on the participants’ athletic achievements and not their disability. Starting from the Olympic Games London 2012, the host city is required to host the Paralympic Games as well, within one month of the closing ceremony of the Olympic Games.

For discussion

- The motto of the International Paralympic Committee is “Spirit in Motion”. Do you think this is a good motto? Why?
- Why are Paralympic athletes an inspiration to us all?
- Design a poster to represent “Spirit in Motion”.
- Explain the meaning of each of the following quotations in your own words.

“You can take life two ways. You can sit inside four walls, stick your head in the sand, and hope it will all go away, or you can get your boxing gloves on, put your dukes up, and take life on the best way you know how.”

Ljiljana Ljubisic (CAN), four-time Paralympic medalist in the shot put and discus

“It is all about discovery. My discovery is that swimming opened the door to everything: First, it gave me freedom, then a place in society.”

Béatrice Hess (FRA), 25-time Paralympic medalist in the swimming events



↑ London 2012: Kelly Cartwright of Australia competes in the women’s long jump at the Olympic Stadium during the Paralympic Games



↑ Vancouver 2010: Allison Jones of the USA competes in the women’s standing super-G during the Paralympic Games at Whistler Creekside



↑ London 2012: Federico Morlacchi of Italy competes in the men’s 100m butterfly during the Paralympic Games at the Aquatics Centre

Activity Sheet 19

The Paralympics: “Spirit in Motion”

Context for activity:

The International Paralympic Committee (IPC) organizes and coordinates the Paralympic Games, which provide a forum for athletes with disabilities to achieve sporting excellence while inspiring and exciting the world.

Olympic educational themes:

Balance, pursuit of excellence, fair play, respect for others, joy of effort.

Suggested teaching strategies and learning skills

Socratic questioning, experiential learning.

Learning outcome

Understanding how athletes with disabilities train and compete.

Adaptations for different age groups

Primary ages 5–8

Athletes with visual impairment (this can mean they are either partially sighted or are completely blind) can participate in running races with the assistance of a guide. It is possible to experience the challenges faced by runners with visual impairments in the following way: on a large sports field, ask one student to wear a blindfold. This student is then assigned to another who will be his/her visual guide. With their arms bound together, they are asked to practise running in tandem. The guide also offers verbal directions to help the “blind” athlete anticipate any difficulties—such as a dip in the ground or a large puddle on the course. Ask the athletes to share their experiences of “running blind” with each other.

Intermediate ages 9–11

Playing sport as an amputee requires considerably more energy than an able-bodied athlete needs. Try playing basketball with one arm immobilised (strapped behind your back). Ask the students to reflect on the types of challenge an amputee might experience. Invite a Paralympic athlete to visit your class and interact with the students.

Middle ages 12–14

Ask the students to play “wheelchair basketball”. It is unrealistic to think that learning centres will have sports wheelchairs, so try the following adaptation. Ask the students to dribble a basketball from one end of the court to the other—just as they would typically do. However, when they get close to the hoop, they must choose, and then sit in, a chair. That chair will be their shooting position. Ask the students to try shooting from different positions. What did they notice about this technique? What were the challenges of shooting a basketball while sitting? If possible, interview a wheelchair athlete and ask them about their experiences and how they practise.

Senior ages 15–18

You have been asked to design some physical activities for students with intellectual disabilities. Some of these students are sensitive to sound, others have difficulties with coordination. Create some fun games that these students could play. As you go through this process, you may need to research the features of the disability and adapt equipment, or the structure of the activity, to support the students. Reflect on what you have learned in this process. How has your understanding of sport for diverse ranges of ability changed?

Welcoming the world: hosting an Olympic Games

Host cities take on huge organizational and financial responsibilities when they bid to stage an Olympics. In this chapter we explore just what it takes to host an edition of the Games.

Olympic educational themes:

Balance, pursuit of excellence, fair play, respect for others, joy of effort



Reading

Let the Games begin! Vancouver wins 2010¹

On the morning of 2 July 2003, Vancouver's winning bid for the 2010 Olympic and Paralympic Winter Games was announced to cheering crowds dressed in a sea of red and white... When IOC President Jacques Rogge made the announcement, the city's GM Place erupted in a roar—streamers fell from the ceiling and the crowd of thousands jumped to their feet in excitement, waving Canadian flags and white towels. The cheering continued for several minutes...

For discussion

What are the emotions of the people that you see in the picture opposite? Why do you think so many people are feeling this way? What Olympic values are demonstrated in this story?



TASKS OF THE ORGANISING COMMITTEE FOR AN OLYMPIC GAMES²

- To choose and, if necessary, build the required sports facilities, competition venues, stadiums and training facilities.
- To ensure that all of the equipment required is available.
- To pay attention to environmental and sustainability issues.
- To give equal treatment to every sport on the program and ensure that competitions are held according to the rules of the International Sports Federations (IFs).
- To provide accommodation for the athletes, their support groups and officials.
- To organize medical services.
- To organize transport logistics.
- To meet the needs of the mass media to ensure that information flow and coverage of the Games are comprehensive and of the highest possible quality.
- To organize cultural and educational programs that are an essential element of the celebration of the Olympic Games.
- To ensure that no political demonstration or meeting is held in the host city or its surroundings during the Games.
- To produce an official Games Report in the IOC's two official languages, English and French, and distribute it within two years after the Games have finished.



Reading

The International Olympic Committee awarded the Games of the XXXII (32nd) Olympiad in 2020 to Tokyo, which was chosen over fellow Candidate Cities Istanbul and Madrid after two rounds of voting during the 125th IOC Session in Buenos Aires.

“Congratulations to the city of Tokyo on its election as host of the 2020 Olympic Games,” said the then IOC President Jacques Rogge, whose 12-year term in office came to an end on 10 September 2013. “Tokyo presented a very strong technical bid from the outset—and it needed to in competition with two such high-caliber bids from Istanbul and Madrid. All three cities were capable of staging excellent Games in 2020, but in the end, it was Tokyo’s bid that resonated the most with

the IOC membership, inviting us to ‘discover tomorrow’ by delivering a well-organized and safe Games that will reinforce the Olympic values while demonstrating the benefits of sport to a new generation.”



For discussion

- What are the emotions of the people in the picture below?
- What were some of the things that the city of London had to do to plan and prepare for the Olympic Games in 2012? Do you think this was a difficult job? Why?

✓ Residents of the Japanese capital Tokyo celebrate the city’s winning bid to host the 2020 Olympic Summer Games



Activity Sheet 20

Hosting an Olympic Games

Context for activity:

A bid to host an Olympic Games can be a long and deliberate process. From local citizens to national politicians, from sports ministers to leaders of countries, there are many opinions that determine whether a city will bid to host an Olympic Games. These activities will allow the students to research and think about some of the elements that form an Olympic bid.

Olympic educational themes:

Balance, pursuit of excellence, fair play, respect for others, joy of effort.

Suggested teaching strategies and learning skills

Socratic questioning, inquiry, project-based learning, creativity, personalization, collaboration, question and answer, round table, multimedia presentations.

Learning outcome

Researching and learning about how the Olympic Games are awarded to a host country.

Learning how the Olympic Games can highlight the culture of the host city and country.

Learning how hosting the Olympic Games can transform a society.

Adaptations for different age groups

Primary ages 5–8

You want your city to be awarded the next Olympic Games. Write down 10 reasons why this should happen, then prepare a speech.

Intermediate ages 9–11

You wish to present your city as a joyful place to host an Olympic Games. What activities could you include that showcase the unique qualities of your city's culture? Examples: Many Games have featured music festivals, performing arts festivals, mass participation sports events. Create a festival that can be hosted in your school gym and invite other students to participate.

Middle ages 12–14

Your city/country is competing with several others for the right to host the next edition of the Olympic Games. You must give a speech to a panel of IOC Members and tell them about the quality of your bid. What will you say? How will you say it? You can use many forms of media in this presentation—digital images, performances (dance), poems, songs.

Continued overleaf

Senior ages 15–18

Create a marketing campaign for the Olympic Games Rio 2016 and other upcoming Youth Olympic Games and Olympic Games. Factors you could include in your plan:

- how the city/national culture will be promoted;
- an assessment of the economic impact for businesses and the whole community;
- an assessment of the social impact of the Games on the citizens.

Use different media to present this information to the audience. Examples: Create a short film. Design posters to promote the Games. Create pamphlets to communicate the benefits of the Games. Write press releases/use social media to distribute your message.

Conduct a cost-benefit analysis. What infrastructure changes will you need to build to accommodate the Games? What impact will these changes have in the community?

Have the students reflect on this process and then discuss how they think it relates to campaigns used by countries bidding for the Games.

Research some previous editions of the Olympic Games. Some host cities have made extensive use of their Olympic facilities (athletes' villages, sports stadia) once the Games ended. Sadly, facilities in some countries have been left to decay. Why do you think that has happened? What lessons can we learn and incorporate into the design of future Games? What legacy—sports, cultural, facility, values—would you like to see left by the next Games? How will you achieve this?

Create a "slideshow" of images to present your thoughts on these topics and share with your classmates.

Host cities of the Olympic Games

After a detailed evaluation of the different candidate cities, the IOC Session awards one city the right to organize and host an edition of the Summer or Winter Games.

There are two kinds of Olympic Games: the Summer Games and the Winter Games, each of which take place every four years. The Winter Games feature those sports that take place on snow or ice.

? Before you read— questions to ask

What kinds of cities do you think could host the Summer Olympic Games? And the Winter Games? Could a city near you be a host?



Reading

Originally, winter sports did not feature on the Olympic program. However, they were very popular in many northern countries, which were keen to see them included. In 1924 a winter sports week was held in Chamonix, France. The International Olympic Committee supported this event, which was a very big success and the IOC then agreed to recognize the Chamonix event as the first Winter Games. Since then, the Olympic Winter Games have taken place every four years. Initially, they were staged in the same year as the Summer Games. Now there is a two-year gap between the two.

HOST CITIES OF THE OLYMPIC GAMES

Date	City
1896	Athens, Greece
1900	Paris, France
1904	St Louis, USA
1908	London, Great Britain
1912	Stockholm, Sweden
1916	Not held because of war
1920	Antwerp, Belgium
1924	Paris, France
1928	Amsterdam, Netherlands
1932	Los Angeles, USA
1936	Berlin, Germany
1940	Not held because of war
1944	Not held because of war
1948	London, Great Britain
1952	Helsinki, Finland
1956	Melbourne, Australia and Stockholm, Sweden (equestrian events)
1960	Rome, Italy
1964	Tokyo, Japan
1968	Mexico City, Mexico
1972	Munich, West Germany
1976	Montreal, Canada
1980	Moscow, USSR
1984	Los Angeles, USA
1988	Seoul, Republic of Korea
1992	Barcelona, Spain
1996	Atlanta, USA
2000	Sydney, Australia
2004	Athens, Greece
2008	Beijing, China
2012	London, Great Britain
2016	Rio de Janeiro, Brazil
2020	Tokyo, Japan

HOST CITIES OF THE OLYMPIC WINTER GAMES

Date	City
1924	Chamonix, France
1928	St Moritz, Switzerland
1932	Lake Placid, USA
1936	Garmisch-Partenkirchen, Germany
1940	Not held because of war
1944	Not held because of war
1948	St Moritz, Switzerland
1952	Oslo, Norway
1956	Cortina d'Ampezzo, Italy
1960	Squaw Valley, USA
1964	Innsbruck, Austria
1968	Grenoble, France
1972	Sapporo, Japan
1976	Innsbruck, Austria
1980	Lake Placid, USA
1984	Sarajevo, Yugoslavia
1988	Calgary, Canada
1992	Albertville, France
1994	Lillehammer, Norway
1998	Nagano, Japan
2002	Salt Lake City, USA
2006	Turin, Italy
2010	Vancouver, Canada
2014	Sochi, Russia
2018	Pyeongchang, Republic of Korea
2022	Beijing, People's Republic of China

The Olympic Village

The Olympic Village

An important part of every Olympic Games is the Olympic Village. It provides athletes from all competing nations with a place to eat, sleep, relax and come together in the spirit of friendship.

? Before you read —questions to ask

What needs do people have who live in a village?
What special needs do athletes have?



Reading

Play Together, Live Together: The Olympic Village

Olympic athletes need stadiums in which to compete, but they also need places to sleep, eat and relax. That's what the Olympic Village is for.

In the Olympic Village, each country has its own living space, but there are common eating and recreation areas where people from all countries sit side by side. In addition to places to eat and sleep, the Olympic Village also provides a marketplace where athletes can shop for things they need, and entertainment for the times when they are not competing.

Imagine it! There are no borders between countries, no barriers separating people, except for language. People from countries that may even be at war with each other can live, eat and play together.

For discussion

If you were an Olympic athlete living in the Olympic Village during the Games, what kinds of things would be important to you in order for you to feel comfortable and safe? How would you make friends with people from other countries? Would it be easy to make friends? Why or why not? What would you want to eat?

The International Olympic Committee says that having an Olympic Village helps to build a better and more peaceful world. What are some reasons why this might be true?



← Sochi 2014: The Olympic rings at the Olympic Village

Activity Sheet 21

The Olympic Village

Context for activity:

The Olympic Village is not just a place where athletes eat, sleep and relax. It is a cultural hub; a place where friendships are made. It is a melting pot of the world's people and cultures. It is where the core values of Olympism flourish. These activities are designed to help OVEP participants understand how important the Olympic Village is in promoting peace and understanding amongst Olympic participants.

Olympic educational themes:

Respect, pursuit of excellence, fair play.

Suggested teaching strategies and learning skills

Circle of sharing, discussion, Socratic questioning.

Learning outcome

Understanding the importance of the Olympic Village as a way to promote the core values of Olympism.

Recognizing the importance of the Olympic Village for uniting people and building understanding.

Adaptations for different age groups

Primary ages 5–8

Imagine you are part of an Olympic Village Welcoming Committee. The Olympic athletes will soon take up residence and you want them to feel like this is home. What would you do to greet them? Discuss your ideas in groups, then draw a mind-map of your ideas to share with other participants in your group.

Intermediate ages 9–11

The Olympic Village can be used as a way of promoting important Olympic themes. Example: Sustainability is clearly something that the world needs to promote. Recent Olympic Games have built their facilities with environmentally friendly resources and have put in place systems that minimise the environmental impact. Ask yourselves: How sustainable are you? What advice would you have for an Olympic host city as they prepare to build an Olympic Village? Discuss your ideas and then draw them on poster paper. Place them on a wall and have other participants/classmates comment on your ideas.

Middle ages 12–14

Olympians come from all over the world. They have different food tastes, they like very different styles of food. They have different cultures and religious beliefs. If you were asked to design an Olympic Village, what would you include to bring people together and share their common humanity? Examples: Would you build structures that encouraged meeting spaces? What kind of events would you organise that would encourage interaction and showcase the core values of Olympism? Write down your ideas, then share them with your classmates.

Senior ages 15–18

Imagine you are an architect who has received the commission to design the Olympic Village. You are told that this must be more than a place where people sleep and eat. There must be spaces for people to gather and appreciate each other. There must be structures that help participants connect with the core values of Olympism and the Olympic educational themes. Draw or describe your ideas, then share with your group.

Sustainable development through the Olympic Games

As part of its commitment to sustainable development, the IOC has identified environmental issues, social equity and economic efficiency as the three key priorities. The IOC actively encourages Olympic Organizing Committees to identify ways to reinforce the global sustainability agenda when they plan and prepare for an Olympic Games.

Olympic educational themes:
Balance, respect for others

“Satisfying the needs of the present generation without compromising the chance for future generations to satisfy theirs.”

*Our Common Future,
The Brundtland Commission
Report (1987)*

Olympic host cities as role models

The host cities of Olympic Games now make many different plans to protect the environment and promote sustainable development. Below are some examples. They can be used as templates to discuss what you will need to do to protect the environment and promote sustainability in your community.



↑ Vancouver 2010: A traditional inukshuk stone landmark

Lillehammer 1994

The first “Green Games”

Conserving Energy, Educating the Public: Excess heat coming off ice surfaces and from the air conditioning in the Hamar Olympic Hall was recycled to heat other areas in the venue. Environmental protection information was printed on the Games’ tickets by the Organizing Committee.

Nagano 1998

Protecting endangered species

Gifu Butterfly: The forest at Happon’one was the location of the finish of the men’s downhill ski race. It is also a breeding ground for the rare Gifu butterfly. Over 300 people, including Olympic volunteers and local junior high school students, helped transplant the miyama’aoi grass on which the butterfly feeds. The local junior high school students also transplanted miyama’aoi grass into the ski jump area in order to encourage Gifu butterflies to lay their eggs there.

Sydney 2000

Enhancing the urban environment

Millennium Parklands: Sydney cleaned up an old industrial area to create a huge new urban park, and a home for the Olympic Stadium and other Olympic facilities. This park also protects the habitat of the rare golden bell frog.

Turin 2006

Awareness of climate

The HECTOR Program: The Winter Games are directly affected by the stability of climatic conditions and the availability of cold weather and snow. These are the real “raw materials” for the sports competitions. For this reason, climate protection was considered a priority of the environment policy of the Turin Olympic Winter Games Organizing Committee (TOROC). The HECTOR (Heritage Climate Torino) Program created awareness of the problem of climate change and compensated for the emission of greenhouse gases produced during the Games.

Beijing 2008

Transformation beyond the Olympic City Improvement, protection and awareness-raising were the key focus areas of the Beijing Organizing Committee (BOCOG)’s environmental program. Environmentally friendly and energy-saving building materials were used in the construction of the Olympic venues and the Olympic Green. Significant efforts were made in Beijing and the surrounding areas to expand forestation, improve air quality and enhance public sewage and waste treatment systems.

Vancouver 2010

Integrated planning and community legacy

The Olympic Winter Games held in Vancouver in 2010 were a leading example of how respect for and commitment to the environment were embraced and integrated into planning. The Olympic Village and the surrounding neighborhood received a LEED Platinum rating and were recognized as a model for sustainable urban planning. The buildings were warmed by heat generated from raw sewage. The roof of the Richmond Olympic Oval speed-skating rink was constructed with wood from trees that had been infested by pine beetles. Rainwater collected from the oval’s roof was used to flush toilets. Post-Games, the Olympic venue was converted into a multipurpose center for the local community. Games organizers ensured other lasting environmental legacies in Vancouver by creating a non-profit entity to work with community groups, NGOs, governmental agencies and the private sector to develop sustainable projects related to sport and recreation.

London 2012

“Towards a One Planet Olympics”

Sustainability was a key component of the London 2012 bid and, in partnership with BioRegional and the World Wildlife Fund (WWF), the organizers established the concept “Towards a One Planet Olympics”. The principles of this concept were taken forward in the form of the London 2012 Sustainability Plan, which was structured around five themes: climate change, waste, biodiversity, inclusion and healthy living. They provided London 2012 with the framework for delivering a truly sustainable Games and were integrated into the three key phases of preparation, Games-time and legacy.

London has shown that its Pre-Games Sustainability Plan has been true to its pledge and delivered a sustainable and lasting legacy one-year post-Games and beyond. London 2012’s ambition was to rejuvenate neglected communities in London, promote healthier and better lifestyles within and outside the UK, change the way people perceive disability, and inspire an entire generation to participate in sport. By creating the infrastructure and hosting the Games, London 2012’s delivery partners, i.e. construction, catering, hospitality and events companies, showed the value of incorporating sustainability practices.

Development at the Olympic Park site in Stratford, which was the hub of the London 2012 Games



? Before you read —questions to ask

- What is the meaning of the word “environment”?
- Why does the environment need to be protected?

Reading

Bobsleigh: An Environmental Challenge

In the bobsleigh, teams of two or four athletes fly down a mile-long, ice-covered course in an aerodynamic sled at speeds of up to 145kph (90mph). The team with the fastest combined time after two runs gets the gold. Normally located on a mountainside, the 1,500m bobsleigh tracks are quite steep. They are made with artificial ice and require ultra-sensitive timing equipment. They are very expensive, and their construction requires many difficult environmental decisions

Sochi 2014

Harnessing the stimulus for sustainable development

The Sochi 2014 mission was to combine the efforts, expertise and experience of its delivery partners to efficiently integrate sustainable development principles into all aspects of Games preparation and delivery. As a team, Sochi 2014 and its multitude of partners worked to achieve a series of sustainability objectives based on the following themes:

- healthy living;
- a barrier-free world;
- culture and national values;
- harmony with nature;
- economic prosperity; and
- modern technologies.

Sochi 2014 harnessed the stimulus for sustainable development by collaborating with the United Nations Environment Program (UNEP), the United Nations Development Program (UNDP) and independent environmental organizations such as the WWF and Greenpeace. The integration of this international expertise has made the difference in protecting and/or restoring the complicated ecosystems and set in place a unique ecological legacy which has continued after the Games. Other key focal points were culture, education and grassroots engagement.

2013 was named the “Year of Museums”, while the build-up to the Games saw an increase in volunteering across Russia, and Sochi 2014 preparations were accompanied by the creation of the Russian International Olympic University.



↑ London 2012: aerial shot over Olympic Park

Activity Sheet 22

Sustainable development through the Olympic Games

Context for activity:

The IOC has identified three key priorities as part of its commitment to sustainable development: social equity, economic efficiency and environmental issues. Read the examples of how recent Olympic Games have incorporated these themes. The following activities suggest ways in which students can increase their understanding of the importance of sustainability and carry out initiatives to support these priorities

Olympic educational themes:

Balance, respect for others.

Suggested teaching strategies and learning skills

Inquiry, constructivism, project-based learning, journals, response journals, blogs, creative thinking, problem-solving

Learning outcome

Understanding the need to respect the environment.

Adaptations for different age groups

Primary ages 5–8

Create a “Green Team”. Students will create and lead a recycling or composting programme. They will design posters and give speeches that promote this programme. They will be acting as leaders and role models.

Start a rainwater collection programme. Use this water as necessary to hydrate plants and vegetables in a school garden.

Intermediate ages 9–11

In preparation for hosting the Olympic Games, Sydney (in 2000) and London (in 2012) cleaned up old industrial areas. As a consequence, nature started returning to these previously inhospitable areas: birds started to nest, fish returned, plants began to thrive. Select an area of your community that you can rehabilitate. Make sure you receive professional advice to ensure that students are safe from hazardous materials.

Middle ages 12–14

You are tasked with designing a “One Planet Olympics”. The Olympic Games London 2012 used five themes: biodiversity, climate change, waste, inclusion and healthy living. Take these themes and, in groups, discuss how you would incorporate them into your games. Are there any other themes that you would add?

Take a theme and share what you have learned from these discussions. You could use many media—digital media, art, dance, song and speech—to present your ideas.

Senior ages 15–18

Create a plan to protect an endangered species. Identify the issues that put this species in danger of extinction. Create and implement an awareness campaign using technological tools. What will be the consequences for this species (and others) if your plan is successful? What barriers to implementation might you experience? How will you overcome them? How will you promote your success? How will you ensure that this initiative is linked to the Olympic Games?

Overcoming the challenges of an Olympic Games

Overcoming the challenges of an Olympic Games

Like every organization, the IOC faces challenges. Sometimes situations arise that are in opposition to the values of the Olympic Movement and threaten to harm its credibility.

Olympic educational themes:

Balance, pursuit of excellence, fair play, respect for others, joy of effort

For discussion

Identify the value conflict for the Olympic Movement in each of the following situations:

- **The interruption of the Olympic Games due to war:** In 1916, 1940 and 1944 the Olympic Games were not held because of World War I and World War II. How is this in opposition to the values of the Olympic Movement?
- **Boycotts:** Investigate the reasons for the boycotts of the Olympic Games by certain nations, e.g., in Montreal 1976, Moscow 1980 and Los Angeles 1984. How would you feel if you were an athlete who was expected to win a medal at the Olympic Games, but you could not participate because your country decided to boycott the Games?
- **The Munich tragedy:** What happened at the 1972 Munich Olympic Games? What was the IOC's response? The consequence of this event is that the IOC and Organizing Committees now spend a lot of money and pay very close attention to the security of participants at an Olympic Games. Investigate the complex procedures for Olympic Games security.
- **Doping scandals:** What is doping? What kinds of substances are illegal? Why are they illegal? Why is doping in opposition to the Olympic values? Why do some athletes use illegal substances? Investigate the procedures used to test athletes for illegal substances. What are the penalties?
- **Internal corruption:** In Salt Lake City prior to the 2002 Olympic Winter Games, it was discovered that a number of IOC Members had accepted favors in return for voting for Salt Lake City during the bidding process. An investigation by the IOC uncovered a number of examples of inappropriate behavior by IOC Members. A number of them resigned or were expelled. How was this behavior by IOC Members in opposition to the Olympic values?

“The Olympic Movement has survived many crises in its more than 107 years of history: it survived the interruption of Games during two World Wars; it survived boycotts; it survived the tragedy in Munich; it survived doping scandals; it survived its own corruption. Each time the IOC took corrective action. We should, however, avoid any complacency.”

Jacques Rogge, former IOC President, Olympic Review (2004)

Activity Sheet 23

Overcoming the challenges of an Olympic Games

Context for activity:

Like every organization, the IOC faces challenges. Sometimes situations arise that are in opposition to the values of the Olympic Movement and threaten to harm its credibility. These activities prompt students to explore their thoughts and understanding of these complex issues, specifically: Olympic boycotts, cheating, corruption, doping.

Olympic educational themes:

Balance, pursuit of excellence, fair play, respect for others, joy of effort.

Suggested teaching strategies and learning skills

Guided discussions, Socratic questioning, thinking skills, jigsaw learning, carousel learning, circle of sharing, journals, response journals, entry cards, exit cards.

Learning outcome

Recognizing the challenges that the Olympic Games have faced in the past, and understanding the ways in which such challenges can be addressed.

Adaptations for different age groups

Primary ages 5–8

Have a discussion about cheating. Why do people cheat in sports? What do they hope to gain by cheating? Think of examples of ways that other students cheat in the sports that you have played. Suggest ways that cheating can be prevented. Are there ways other than creating lots of rules?

Intermediate ages 9–11

Research the boycotts of the Montreal, Moscow and Los Angeles Olympic Games. Why did this happen? Do you think boycotting the Games is an effective way to convey a message? Why do you think wide-scale boycotts have not occurred again since 1984?

Middle ages 12–14

What is corruption? There have been examples of corruption in the IOC as the competition to host the Games became subverted by people who were prepared to sell their votes. Conduct research on how the Olympic Games bidding process takes place. Can you think of ways that would prevent corruption?

Senior ages 15–18

Doping in sport has been a challenge for governing bodies for several decades. Choose an Olympic sport and research whether it is prone to doping infractions. How has sport dealt with such infractions? Do you believe the sanctions are effective? Do you believe in forgiveness for doping violations or do you believe in zero-tolerance? Suggest new ways that sport could address the doping issue and then discuss your ideas in a group.

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The culture of sport

The culture of sport

“Sports are a microcosm of society.”
Billie Jean King

“Nothing reveals a society as much as the games that they play.”

James Michener

Sports are a key element of many societies’ cultures. Over the centuries—and even millennia—they have been used for many purposes, for example they have been used to test a warrior’s physical skills in combat (Ancient Greece). Sports in the modern context have been used to bring athletes, communities, even nations, together in festivals that promote competition and peace. For some cultures, sport is built around the expression of physical beauty in movement—with athletic artistry being an important component of successful competitive outcomes (this was the case in many events at the Ancient Olympic Games, and is similarly true of ice skating and gymnastics in the modern Games). In other cultures, sport is viewed as a tool to promote a political ideology or as a means for athletes to overcome economic deprivation.

The origin of Olympic values —a legacy from Ancient Greece

An understanding of Ancient Greek philosophy helps us appreciate what guides the modern Olympic Movement. It may also be useful to compare it with the philosophies of other cultures.

The Olympic Games and other Ancient Greek festivals featured not only sporting activities but also drama, poetry and music competitions. Through these festivals the Greeks reinforced their cultural values and principles. We can learn from the manner in which the Ancient Greeks taught values to enrich our own values today.

Just as they did, this Manual makes use of a variety of methods for teaching values, including storytelling, dialogue, drama, poetry, music and dance. Using a variety of teaching media enables facilitators to address a variety of needs and maximize the appeal to young people.

“Sport is not just physical activity; it promotes health and helps prevent, or even cure, the diseases of modern civilization. It also is an educational tool which fosters cognitive development; teaches social behavior; and helps to integrate communities.”

Thomas Bach, IOC President

Understanding Ancient Greek principles and values

The Ancient Greeks embraced principles and values that were used to help instill behaviors and attitudes designed to address the problems faced by their society. They wanted to nurture people with a warrior spirit, who were loyal to their country but also adept at making friends with their neighbors so as to avoid unnecessary wars. It is in these values that the motto of the modern Olympic Games—“Faster, Higher, Stronger”—has its origins.

Equally, the core values of the Olympic Movement—Excellence, Respect and Friendship—are a modern adaptation of Ancient Greek values. And it was to facilitate the teaching of these values that the Olympic Movement’s five educational themes were conceived, namely:

- experiencing the joy of effort;
- living by the rules of fair play;
- practicing respect for self, others and the natural environment;
- pursuing excellence; and
- finding a balance between body, will and mind.

While the Ancient Greek Games have influenced the format of many aspects of the modern Olympic Games movement, sports have clearly evolved beyond those limited choices offered in competition at ancient Olympia. The modern Olympic Games have embraced sports that reflect the unique cultural identities of Olympic Games host countries (Rio Games— capoeira, Beijing Games—wushu). They have continued to respect ancient traditional sports, such as track and field athletics, and have been willing to acknowledge that new sports are popular with the world’s athletes and merit inclusion in the games (triathlon, taekwondo, etc.).

Traditional sports

Discussion questions to consider:

- Are there any traditional sports in your country that have their origins going back many years?
- Who played these sports?
- What equipment did they use?
- How were winners determined?
- How were the winners rewarded?
- Has this sport changed since its origins?

Since sports can mean different things to different cultures, are there any common threads that connect them, if not bind them together? The Olympic Movement has consistently used sport to promote peace, understanding and celebrate the athletic achievements of the world’s athletes. Values such as fair play, respect and striving for excellence are deeply embedded in the heart of the Olympic Spirit. OVEP has been created to bring personal meaning of these values into the lives of young participants



↑ London 2012: Darius Draudvila of Lithuania competes during the discus, one of 10 events in the men’s decathlon

Athletics events in Ancient Greece

Athletics events in Ancient Greece

Use this activity to encourage learners to try out different sports activities, and to show how different cultures have different sporting traditions.

Try out some of the sports of the ancient Olympic Games.

Running—foot races

The Ancient Greeks used a unit of measurement called “stades” to measure distance. A stade was approximately 200m. In a race of two stades, runners ran one stade, turned around and ran back to the starting line. You can try it by measuring out a distance about 50m. This is far enough for young people.

The marathon is named after the site of a famous Greek battle. A soldier ran 42km from the battlefield to Athens to bring the news of victory. He died as he told his story. You can get a taste of what it is like to run a marathon by organizing a 1–2km run around your school or community. Prepare for your run by running shorter distances regularly. Remember that in a longer run you must pace yourself.

Seek guidance from a coach before starting a running program.

- Does your country or community have a special running event? If so, why not give it a try?

Jumping—long jump

In Ancient Greece, athletes competed in a standing long jump using hand-held weights to help them increase their distance. You can try it by holding a weight in each hand. Swing your arms as you jump onto a mat or sand pit. Compare the distance you can jump with different arm techniques and with and without weights.

- Does your country have a special jumping event? If so, why not give it a try?

Throwing—spear throw and discus

In Ancient Greece, spear (javelin) and discus throwing were needed by warriors in battle. In fact, many of the sports enjoyed by the Ancient Greeks came from skills needed by soldiers in war.

Under the guidance of an adult, you can try a spear throw by using a javelin. Compare your throws using different body positions, throwing from a standing position and from a running start.

You can use any ball, ring, large stone or disc for a discus throw. Try out different throwing and standing positions and compare your results.

- Does your country have a traditional throwing skill? If so, why not give it a try under the guidance of an adult?

London 2012: Heptathlete Jessica Ennis (Great Britain) prepares to throw the javelin



Interpreting the Fundamental Principles

Interpreting the Fundamental Principles

This activity will help participants understand the Fundamental Principles of Olympism.

The three core values derived from the principles of Olympism are Excellence, Respect and Friendship. Every person who is part of the Olympic Family is expected to demonstrate these core values in their behavior.

? Before you read—questions to ask

Principles are commonly accepted beliefs, held over a long period of time, that guide people's lives. The values that derive from these principles define our behavior.

The three guiding principles of the Olympic Movement are:

Principle 1: Attaining a balanced whole, the qualities of body, will and mind blend sport with culture and education.

Principle 2: Placing sport at the service of the harmonious development of humankind.

Principle 3: The practice of sport is a human right. Every individual must have the possibility to practice sport, without discrimination of any kind.

💬 For discussion

How does the practice of the core Olympic values demonstrate the principles of Olympism?

💬 For discussion

1. What are the most important guiding principles in your community and in your school?
2. In a group, discuss how these principles can lead to a better life for members of the community or the school.
3. What does it mean to say that something is a human right? Which other human rights can you list?
From the points of view of school, community and country, what does "the practice of sport is a human right" mean in practice?



> London 2012: Sarah Attar of Saudi Arabia competes in the heats of the women's 800m

The five Olympic educational themes

The Olympic Movement has embraced five key educational themes to help young people to understand and practise the principles of Olympism.

To facilitate the learning of Olympic values and influence the behavior of young people, the IOC has adapted and elaborated on the three core Olympic values to establish five Olympic educational themes.

A. Joy of effort

Young people develop and practice physical, behavioral and intellectual skills by challenging themselves and each other in physical activities, movement, games and sport.

B. Fair play

Fair play was originally a concept developed in sport, but it has since also been applied in many different ways and contexts beyond the field of play. Learning fair play behavior in sport can lead to the development and reinforcement of similar behavior in one's everyday life.

C. Respect for others

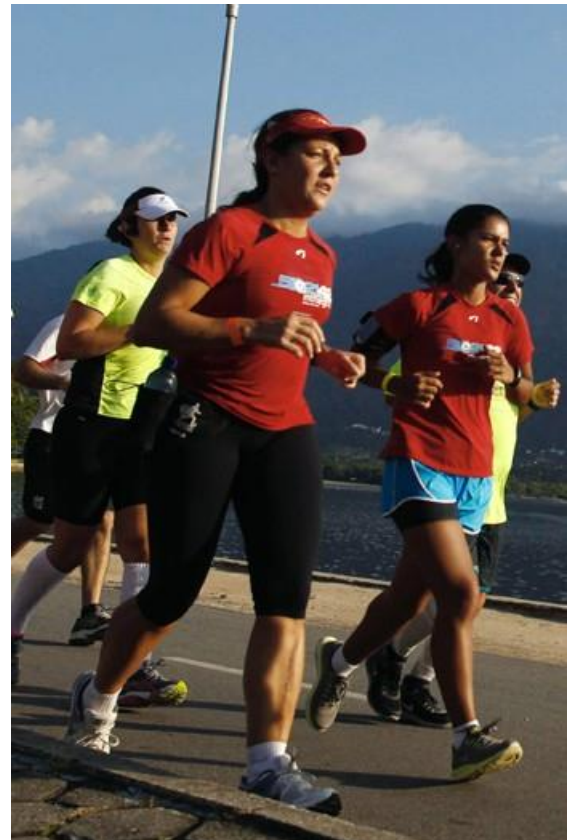
When young people who live in a multicultural world learn to accept and respect diversity, and practice personal peaceful behavior, they promote peace and international understanding.

D. Pursuit of excellence

A focus on excellence can help young people to make positive, healthy choices, and strive to become the best that they can be in whatever they do.

E. Balance between body, will and mind

Learning takes place in the whole body, not just in the mind, and physical literacy and learning through movement contribute to the development of both moral and intellectual learning.



↑ Brazilians jogging in Lagoa, the venue for the rowing events at the Olympic Games Rio 2016

A. Experiencing the joy of effort through sport and physical activity

Young people develop and practice physical, behavioral and intellectual skills by challenging themselves and each other in physical activities, movement, games and sport.

Children and physical activity

- Young children are naturally active. As they grow older, they are less likely to be active. The most dramatic drops in activity occur in the teen years, especially among girls and young women. Young people need to be motivated with a variety of inspirational methods and activities, and clear evidence of progress.
- Children grow at different rates at different ages, and experience periods of awkwardness during growth spurts. Sports activities need to be adapted so that they are appropriate for the age, abilities and skill level of learners.
- Although it is never too late to learn motor skills, many, if not most, of the skills used in adult sport and recreation are learned early in life. Physical and sports education programs should be given priority in school curricula and community life.
- In sport, variety is the spice of life! If children are introduced to a wide range of physical activities, they are more likely to find an activity that offers them a source of passion and inspiration.
- Connect school physical education programs with sport clubs and community-based programs and facilities.



↑ Boys run in the relay race during the IAAF Kids' Athletics Program in Nanjing, China 2014

“If children do not have a certain degree of spontaneity or taste for exercise, in other words, if they are forced, they will surely have bad memories of the experience, a feeling of rancor and a dislike for the very sport that one would like them to enjoy.”

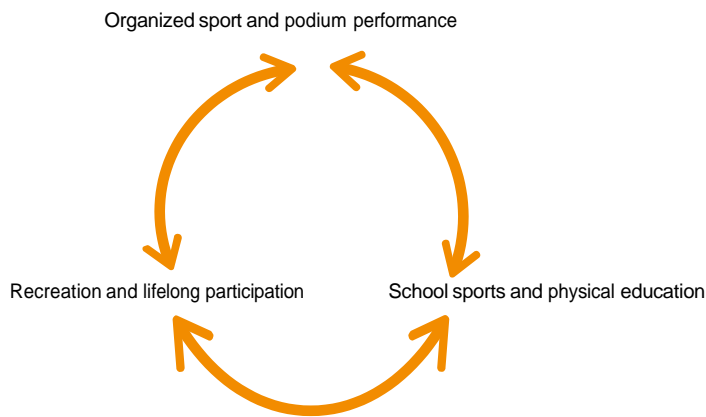
Pierre de Coubertin

“Olympic education...is grounded in sport or physical education and linked with values development. Both aspects help to develop character and make society a better place.”

Gessman R



Circle of a physically active life



“Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives.”

***Transforming our world: The 2030 Agenda for Sustainable Development,
United Nations, (2015)***

Activity Sheet 24

Experiencing the joy of effort through sport and physical activity

Context for activity:

Active participation in sport will result in the joy of effort. What does this mean for the different age groups? A considerable amount of research has been carried out into exercise adherence (why students stay or drop out of sport), motivation and reasons for participation in youth sports. One consistent theme that is reported is the need for athletes to have fun, and this usually outranks competition and winning in terms of importance. The format for this particular activity sheet is different. Rather than suggesting specific activities (things to do), we will detail important principles that will help the educator create an environment where fun and joyful appreciation of physical activity thrive.

Olympic educational themes:

Joy of effort, pursuit of excellence, fair play, balance, respect for others.

Suggested teaching strategies and learning skills

Discussion, reflection, collaboration.

Learning outcome

Recognizing the importance that physical activity can play in promoting the well-being of every participant

Adaptations for different age groups

Primary ages 5–8

The Long Term Athlete Development model (LTAD—Balyi and Hamilton, 2004) suggested that all healthy athletes progress through a series of stages that match their developmental capabilities. In the earliest stage of student development, sports educators are encouraged to focus on the “fundamentals” of sport, with the emphasis being on fun. Coaches choose activities that allow children of all capabilities to experience joy, achievement and personal satisfaction. The children are taught how to choose personal goals for health and fitness and are rewarded with positive messages of encouragement. The goal for this fundamental stage is to make the sports activity so enjoyable that the students are inspired to keep playing. Competition at this level should be minimal.

Intermediate ages 9–11

There is a tendency in many sports cultures to accelerate the progress of students and athletes, putting excessive emphasis on skill development and competition. This approach is demonstrably counter-productive and has caused many young people to have negative experiences in sport. The recommendation of the LTAD model (and other similar models) is that students participate in a programme that is fun, promotes social connections and values the contributions of all participants. At this age, athletes are introduced to the principles of training for the first time, and competition is structured to test their improvement and provide positive experiences.

Continued overleaf

Middle ages 12–14

The early teenage years are noted for having high attrition rates when it comes to sports participation. One suggestion is that there is too much of an emphasis on competition and that young athletes are made to compete before they are ready. The LTAD model suggests that students should be taught the correct techniques of the sport. They are also taught the principles of exercise and how to apply them in a balanced manner. This stage of athlete development has been termed “training to compete”.

Senior ages 15–18

Students in this age group are entering the “training to win” stage of their development. The emphasis is on optimal performance—whatever that might mean for each individual athlete.

Educators are encouraged to research athlete development models. Activities that are chosen to provide students with a positive and joyful experience will need to match the developmental stages they have reached.

Reference: Balyi, I., Hamilton, A. (2004) *Long-Term Athlete Development: Trainability in Childhood and Adolescence*. Windows of Opportunity. Optimal Trainability. Victoria: National Coaching Institute British Columbia & Advanced Training and Performance Ltd.

Living the joy

This chapter features stories that celebrate the power of the good example of elite athletes. Use them to help learners identify the qualities that characterize people who have a passion for sport.

? Before you read—questions to ask

Have you ever met someone famous or read about a famous athlete? Why are they famous? What did they have to do to become so successful? Truly successful athletes demonstrate not only “joy” but also “dignity”, a respect for themselves and for others.



Reading

Running for joy: *Kipchoge Keino* (Kenya)

Kipchoge Keino, a young boy from the Nandi Hills in Kenya, knew from a very early age that if he wanted to get an education, he was going to have to run for it. Aged only five years old, Kip, as he was known in his family, found out that his school was four miles away. As there was no public transportation, the only way he could get to school was to run. So, each day, he ran to and from school. The dirt trail that led from his village to his school would become a well-worn and familiar path for this affable young boy. As each year went by, Kip increased the amount of running by coming home for lunch, then returning for afternoon classes before repeating his journey back to his village—16 miles a day. As each mile of running went by, Kip’s body was silently making impressive physiological adaptations. He was developing an incredible aerobic system—one that would soon give him an impressive ability to compete against the very best Kenyan runners. It was obvious to those who saw him run every single day to and from school that Kip loved running. He was a natural athlete and moved with grace and ease. It seemed almost inevitable that success as an athlete would come his way.

As a young boy, Kip’s life was to take a sad and unexpected turn when his parents passed away. Kip became an orphan but his experiences would later shape his life in the most amazing way. Upon leaving school, Kip joined the Kenyan Police Force and became a physical fitness instructor. He must have been a tough example to follow for the young Police cadets who tried to emulate his fitness routines. Kip’s competitive achievements won him selection to the Olympic Games Mexico 1968. These Games proved incredibly challenging for the distance runners because Mexico City is so high above sea level. Many athletes struggled, but not Kip Keino. Years of running in the Nandi Hills—themselves significantly above sea level—helped Kip overcome these challenges and he won a gold and a silver Olympic medal. Kip continued to develop as an athlete. To him running was not just a sport, it was a way of life, something that he was passionate about.

Four years after Mexico City, Kip found himself at the start of the 3,000m steeplechase. Perhaps he was thinking about the countless times he had run along that dirt track so that he could get an education? Maybe we will never know. What we do know is that just a few minutes later, a gold medal was hanging around his neck. This was not the end of Kip Keino’s achievements as an athlete—in some ways it was just the beginning.

Maybe it was because of his experiences as an orphan, or perhaps it was down to his determination to succeed, but Kip Keino—along with his wife Phyllis—dedicated his life to helping young people.

Kip and Phyllis already had seven children but decided to take in homeless children and raise them. They started with one, then two, then four children. Soon they were looking after 30, 40, 70, 100 orphans. As a man that cherished the importance of education, Kip opened an elementary school and, later, a high school.

Kipchoge Keino, a man from very humble beginnings, was honored by the President of Kenya, H.E. Mwai Kibaki, with the Order of the Burning Spear—the most prestigious award in Kenyan society. To this day he continues his amazing work as a Member of the International Olympic Committee.



↑ Opening of the Kipchoge Keino School in Eldoret, Kenya in 2010

For discussion

- Where is joy of effort in Kip Keino's life in evidence?
- How did the joy of effort enable Keino to contribute to his community?



Reading

Standing tall: Cecilia Tait⁴ (Peru)

Cecilia Tait was raised in a one-room shack in the informal settlements outside the Peruvian capital, Lima. There was no electricity or plumbing, but there was a makeshift volleyball court just outside the door. That was lucky for Cecilia, who by the age of 14 was “too tall for a girl”, almost six feet (1.8m).

A talented volleyball player, she borrowed her brother's shoes to try out for a club team. From there, she made the national team, but spent most of her time carrying balls and fetching water— until a right-handed attacker sprained an ankle during a match with the Soviet Union, and the coach yelled to Tait, “Hey, you!” He didn't know her name and she was left-handed, but Tait delivered such a bravura performance— “all adrenaline,” she recalls—that Peru won. A new “Zurda de Oro” (“Golden Lefty”) was born. Tait was still just 16.

She then played professionally in Japan, Italy and Brazil. But in 1988, at the age of 26, she returned to lead the Peruvian team at the Olympic Games in Seoul. Peru was wracked by civil war at the time, but as their team moved forward, all factions put down their guns to watch the Games. The country was united for the first time in a decade.

Peru missed out on gold, but won the silver, and Tait became a national hero. The Presidential candidate, Mario Vargas Llosa, tried to lure her into politics, but she was more interested in playing sports. Then she hurt her knee: “My childhood diet was insufficient to build a really strong body.” She went to

Germany for surgery. She returned to Peru in 1996, and with her own money set up a volleyball program for girls, marching through the slums, calling out, “Anyone who wants to change her life, come here!” She was soon training 800 girls, but more needed attention, so she sought government funding. It wasn't forthcoming. That is when Tait decided to run for office. She joined the [political campaign] of populist candidate Alejandro Toledo in 2000, and was elected by a huge popular vote. While in office, Tait gave birth to her second daughter. “I worked till the day she was born,” she beams. “The advantage of sports!”

Tait's mission in the Congress is to extend that advantage to everyone. She worked to have the position of Director of Youth Sports elevated to cabinet status, and has pushed all elementary schools to have physical education teachers. Her goal is to “change the vision of people in poverty. Sports build character, hope, dignity”.

For discussion

- Why do you think Cecilia Tait says that “sport builds character, hope, dignity”?
- How was Cecilia's achievement celebrated by her community?
- What activities in your life offer you hope, dignity and joy?



Cecilia Tait with Jacques Rogge, former IOC President, and Ivan Dibos, IOC Member (PER), after receiving the IOC Women and Sport Trophy in 2003

Activity Sheet 25

Celebrating humanity: stories from the Olympic Games

Context for activity:

Each edition of the Olympic Games is initially a blank canvas that athletes subsequently decorate with the bold colors of courage, determination, success, drama, passion and emotion. Their artistry is unique, and their pictures tell thousands of stories. This activity sheet presents stories designed to inspire young OVEP participants.

Olympic educational themes:

Respect for others, balance, fair play, pursuit of excellence, joy of effort.

Suggested teaching strategies and learning skills

Discussion, reflection, collaboration.

Learning outcome

Learning about and drawing inspiration from the achievements of Olympic athletes and their visions for the future.

Adaptations for different age groups

Primary ages 5–8

Ask your friends and family: “Which Olympic athlete do you admire the most? Why?”

Take those ideas and find out more about that athlete. Do you agree with your friends’/ family’s choice? Do these stories make you want to try new sports? Ask your sports teacher/coach/community leader if there are ways for you to try new sports—have some fun!

Intermediate ages 9–11

Read the profile of one of the athletes on the Olympic Ambassador Programme webpage included in The Resource Library. Get into groups and discuss his/her achievements. What do you think motivated him/her? Are there any messages in his/her story that inspire you?

Middle ages 12–14

Australian athlete Cathy Freeman was born into an Aboriginal family and from an early age demonstrated immense sporting talent in sprinting. Her path to Olympic success was not easy—her family were poor and she experienced discrimination. Cathy worked very hard and was rewarded with a place on the Australian team for the Olympic Games Sydney 2000. She was further honoured by being selected to be the final torch bearer during the Olympic Opening Ceremony. Her Games were complete when she stormed down the final straight to claim the Olympic 400m gold medal.

Visit Cathy Freeman’s website: www.cathyfreemanfoundation.org.au and learn more about her work supporting the talents of young Aboriginal children.

Continued overleaf

Senior ages 15–18

Locate the profiles of the New Zealand Olympic Ambassadors on the Olympic Ambassador Programme webpage included in The Resource Library. How did their achievements inspire New Zealand to become more active?

Celebrating Olympism: Olympic Day

Holding an Olympic Day or Week is a great way of promoting Olympism and Olympic values in local communities.

OLYMPIC DAY



Olympic Day/Week

On 23 June each year, Olympic Day celebrates sport and the Olympic values of Excellence, Respect and Friendship.

Olympic Day is much more than just a sports event, it is a day for the world to get active.

Based on the three pillars—**move**, **learn** and **discover**— National Olympic Committees (NOCs) organize sports, cultural and educational activities throughout the world.

Some countries have incorporated Olympic Day events into the school curriculum and in recent years many NOCs have organized concerts and exhibitions to mark the event.

MOVE

Get active on Olympic Day. “Move” can refer to all sorts of physical activity for people of all ages and abilities.

LEARN

Teach and learn about the role of sport in society and the Olympic values!

DISCOVER

Try new sports and things you have never done before.

Resources

The IOC Olympic Day Start-up Kit for NOCs contains detailed information and Activity Sheets to help organize and implement an Olympic Day. To get involved in Olympic Day, contact your National Olympic Committee (NOC). Visit www.olympic.org to find out your NOC contact details. Information on this kit can also be found on NOCnet (<http://extranet.olympic.org>).



↑ Olympic Day in Botswana



↑ Olympic Day in Tonga

B. Learning to play fair

Fair play is originally a sports concept, but it can also be applied in many different ways and contexts beyond the field of play. Learning fair play behavior in sport can lead to the development and reinforcement of similar behavior in one's everyday life.

“Fair play is a human rights issue. It is through education that each and every one of us... may acquire wider awareness of universal human rights.”

Koïchiro Matura, Director General of UNESCO. *Human Rights and the Need to Know*. UNESCO, January 2001

Originally, fair play was a sports-related concept that emphasized playing by the rules. Referees and officials interpreted and enforced the rules through penalties and punishments. Today fair play has a meaning beyond sport and beyond just following the rules. This “spirit of fair play” is hard to define, but is easy to identify through specific types of behavior (e.g., shaking hands at the end of the game). The concept became so popular that almost every country has developed an equivalent in its own language. While fair play was originally grounded in the value systems of Euro-American culture, fair play has received global recognition as a basic principle of human rights.

Fair play does not happen automatically when children and youth participate in team or group activities. In fact, research from many countries supports the concern that some competitive sports activities actually contribute to unfair behaviour cheating, substance abuse and aggression. Fair play—in sport or in any other context— has to be taught, and because it is an idea that children seem to grasp readily, teaching fair play is a useful concept in a variety of educational contexts. Children have a strong sense of what is fair. Therefore, fair play can be taught in primary classes as well as in higher age groups. The activities that follow reflect this wide range of application.



↑ London 2012: Referee Veronika Szucs announces Nicola Adams of Great Britain the winner after her women's fly (51kg) boxing final bout against China's Cancan Ren at London 2012's ExCeL Arena

What is fair play?

Use this activity to help learners explore the meaning of fair play, and to identify examples of fair and unfair play.

“Fair play means that I respect my team-mates and my opponents. Sometimes it’s harder to play fair.”

14-year-old student

“I try to play fair, that is to follow the rules. But in a game that we really want to win, we sometimes have to commit a tactical foul.”

14-year-old football player

“Fair play does not only mean adherence to written rules: rather it describes the right attitudes of sportsmen and sportswomen and the right spirit in which they conduct themselves...”

International Fair Play Charter

For discussion

Do you agree with each of these statements? Why or why not?

What do you think fair play means?

Discuss some situations in which it is difficult to follow the spirit of fair play.

Activity Sheet 26

Living by the rules of fair play

Context for activity:

These activities will help learners explore the meaning of fair play and the impact of unfair play.

Olympic educational themes:

Fair play, respect, balance.

Suggested teaching strategies and learning skills

Constructivism, creativity, problem-solving, collaboration, role-play, reflection, discussion.

Learning outcome

Recognizing the importance of fair play, not only in sport, but also in life.

Adaptations for different age groups

Primary ages 5–8

Fair play and paper planes! Think about sports that you play. What makes the sport fun? What frustrates you? Write down ways that help you to be a fair athlete. Make five paper airplanes (using sheets of old/recycled paper) and on each plane write words that you feel best describe fair play in sports. Using five plastic hoops to make the Olympic rings symbol, throw the paper planes into the rings.

Intermediate ages 9–11

The phrase “fair does not mean equal” is sometimes used in the context of sports. Discuss what this means to you. Share your thoughts with classmates.

Middle ages 12–14

Create two teams of students and have them debate the following question: Do sports need lots of rules in order to have fair play? Have one team argue for the resolution, the other team against it. After the debate, have the teams break into pairs and have each student reflect on the debating points made by each team. Finally, take a poll—how many students have changed their mind about the resolution?

Senior ages 15–18

Students are asked to read the following story:

When British distance runner Christopher Brasher qualified for the Olympic Games Melbourne 1956, he considered it to be

the highlight of his sporting career. Brasher had never won a running race in his life, but a 3rd place finish in the steeplechase in Great Britain’s Olympic trials had earned him a place on the team. In the semi-finals, Brasher was struggling, but just managed to make the final—he was the slowest qualifier. A few days later, Brasher found himself languishing towards the back of the pack and it looked like he would not finish among the medals. But with two laps to go, a surge of energy started to take Brasher past tiring opponents. He started to move toward the front and with only one water jump left, he was battling for a medal. In the last 80m Brasher hit the front and for the first time in his whole career he won a race—the Olympic final. A few hours later, he was disqualified for allegedly impeding the path of the 2nd and 3rd place finishers. Ernst Larsen of Norway and Sándor Rozsnyói of Hungary were awarded the gold and silver medals respectively. But then something truly amazing and honourable happened.

Upon learning of Brasher’s fate, Larsen and Rozsnyói visited the track and field chief judge and told him they were dismayed by the decision to disqualify Brasher. They pleaded with the judge to reinstate Brasher even though that meant they would accept lower-placed medals. After several hours, the judges reversed their initial decision and Brasher was reinstated.

Write a short play and act the story of Chris Brasher, Ernst Larsen and Sándor Rozsnyói. What lessons about fair play can be taken from this story?

Living by the rules of fair play

Stories about fair play actions of other people inspire us all. Learners can tell or write their own fair play stories after reading or hearing the stories below.

? Before you read—questions to ask

Think about a time when someone did something for you that they did not have to do—when they went out of their way to help you. How did you feel? Why is an action like this called “fair play”?



Reading

Fair play on the bobsleigh run⁸

Eugenio Monti made Olympic fair play history in the town of Innsbruck, Austria, during the Winter Games of 1964. The Italian was one of the world’s best bobsleighters. A bobsleigh is a fiberglass cocoon on runners that slides at 150km per hour down an icy track on a mountainside. It is built for either two or four riders. The job of the driver and the other riders is to try to keep the sled balanced and stable during their wild ride around the twisting corners of the track, and to cross the finish line in the fastest time.

Monti had already won a bronze medal in the four-man bobsleigh. He really wanted to win an Olympic gold medal in the two-man bobsleigh. As he waited with his partner at the top of the run for his turn, he realized there was great confusion near the bobsleigh of his main rivals, Robin Dixon and Tony Nash of Great Britain. They had lost a bolt that held the runner to their sled. Without that bolt, they could not participate in the race. What was to be done?

Without giving it any second thought, Monti lent the pair the bolt from his own sled. Nash and Dixon raced down the track to capture the gold medal. Monti had to settle for third place. For his act of generosity, he was awarded a special Fair Play Trophy by CIPF.

Monti was determined to carry on with his dream of winning an Olympic gold medal. So, although he was 40 years of age, he trained again for the Winter Games of 1968. His skills and years of experience were finally rewarded. He won gold medals in both the two-man and the four-man bobsleigh events.



For discussion

- Why do you think Monti lent the other team his bolt, when it could mean that he might lose the gold medal that he had been dreaming of for years?
- Would everybody act this way? Why or why not?
- What seemed to be more important to Monti than winning?
- Bobsleigh is one of those sports in which the quality of your equipment is very important to your chances of winning a medal. Is this fair? Why or why not? What other sports require expensive and up-to-date equipment?



← Innsbruck 1964:
Bobsleigh athletes
Eugenio Monti and
Sergio Siorpaes on
board Italia I

Reading

Thanks for the ski pole!

Canadians thank Norwegian coach for Sara Renner ski pole during race

"The kudos keeps coming for the Norwegian ski coach who lent Canadian cross-country skier Sara Renner a pole when hers snapped during a cross-country ski race at the Turin Olympic Games.

Renner sent Bjørnar Håkensmoen a bottle of wine. Cross Country Canada has passed on its appreciation. And Norway's Chef de Mission can also expect a letter of thanks from the Canadian Olympic Committee. Thanks to the borrowed pole, Renner and team-mate Beckie Scott went on to win the silver medal.

'It was reflex,' Håkensmoen said... 'I didn't have to think. Our policy of the Norwegian team, and my policy, is that we should help each other. We should compete on the same ground.

Everybody should have two skis and two poles.'

For Håkensmoen, lending Renner a spare pole was a simple act. To others, it's an example of the Olympic spirit that sometimes gets lost in the quest for medals."

For discussion

- What seemed to be more important to the Norwegian coach than winning an Olympic medal?
- The Norwegian team finished fourth in the race—with no medal. Is it fair to help another team if they will deprive you of a medal?

Reading

Fair play on the high seas

It was Saturday, 24 September 1988. Canadian yachtsman Lawrence Lemieux was in second place in the Star class competition at the Seoul Olympic Games. The race was taking place in confusing high winds and rough waves off the coast of Korea. These were conditions that Larry knew well. He was an experienced rough water sailor. He was almost in a position to challenge the leader for the gold medal.

Suddenly, out of the corner of his eye he saw an empty boat in the waves. A man was in the cold waters near the empty boat and waving his arms. An unexpected wave had flipped him out of his boat.

Without hesitation, Lemieux veered from the course to come up beside the overboard sailor. He pulled the man from the water. Then he headed his boat toward shore to get help. After the rescue, Lawrence re-entered the race, but he finished well behind the leaders. In the true spirit of Olympic competition, Lawrence gave up his chance to win the race in order to assist a fellow competitor.

In recognition of his action, the IOC presented the Canadian with a special Olympic award. Lemieux was both happy and surprised when the media made a big fuss about what he claimed any sailor would have done. "The first rule of sailing is, if you see somebody in trouble, you help him," he said.

For discussion

- These are stories of fair play in individual sports. Often fair play issues flare up in team sports like football or ice hockey. Explore the reasons why team sports have more fair play issues. How do sports organizations try to control these situations? Are their efforts successful? Why or why not?
- Debate the following topic: "The losers always win the fair play trophy." Is this true? If so, does this devalue the trophy?

For discussion

- What is the similarity between the Norwegian coach's ideas and Lemieux's ideas about winning?
- Do you agree with them? Why or why not?



↑ Norwegian ski coach Bjørnar Håkensmoen

Fair play in community sport

Many sports organizations are concerned about issues such as disrespectful behavior by athletes and spectators, and the “win at all costs” attitude exhibited by some people in their sport. The way to address these problems is to develop a “fair play culture”.

A fair play culture benefit everyone.

With a fair play program an organization can:

- affirm that participation is a right, and that along with rights come responsibilities;
- begin to create an organizational culture that promotes a positive set of values to teachers, students, coaches, participants, parents and officials in the organization;
- provide a visible commitment to promoting fair play for athletes, safety and respect;
- emphasize fun and the development of physical and sport skills;
- promote a commitment to making participation in all aspects of the program a positive experience for all participants—athletes, students, spectators, teachers, coaches, parents, officials and volunteers;
- provide a clear set of expectations and guidelines for everybody in the organization, and make the organization accountable for these expectations; and
- develop a vision for the future, and a comprehensive guide by which the organization can run its programs.

For discussion

Creating the climate for change! Where do we start?

Do you need a fair play program? Explore this concept by discussing the following questions with the people in your organization:

1. Are we concerned about:
 - displays of poor attitude towards opponents or among peers?
 - displays of poor attitude to teachers, coaches, officials or parents?
 - use of bad language by players, students or parent spectators?
 - bullying or harassment?
 - lack of participation in our activities by segments of our community, girls and young women or people from other cultural traditions?
 - our drop-out rate?
 - creating a more positive image for our organization?
 - how much negative energy we spend on negative issues?
 - cheating?
2. Does our organization have strategies or interventions in place to deal with these concerns?
3. Is our leadership (executive board, administration etc.) committed to a fair play policy?
4. Does the statement of the objectives or mission of our organization refer to the promotion of positive values such as fair play and respect for all people associated with our organization?
5. Does the statement of the objectives or mission of our organization refer to the safety of our participants or students, and to the promotion of a fun and positive environment?
6. Does the statement of the objectives or mission of our organization or school refer to the educational role of the organization in developing knowledge and skills in appropriate ways for the age of the participants?
7. Do we have a committee or person responsible for fair play issues and problems in our organization? Do we talk about these issues?
8. Does our organization or school ensure that everyone clearly understands the objectives and expectations of our fair play program?
9. Does our organization have codes of conduct for students, players, parents and coaches/teachers?



↑ Turin 2006: Sara Renner of Canada in action during the women's 10km cross-country race

Our vision for a fair play future: assessing the situation

As you move forward to create change, these are some of the things that you should think about:

1. Aspects or strengths of our organization or school that would support or encourage a fair play initiative, e.g., a strong leader, parent commitment, funds, great kids.
2. The most important challenges for achieving fair play.
3. Our fair play goals: five years from now people will say that our organization...
4. Fair play interventions that we could begin to implement this year.
5. We will know we have been successful when...

Implementing a fair play program

After you have carried out a general assessment of your situation, the following steps will assist you towards your vision of a fair play organization or school.

	Yes	No	In progress	Who is responsible?
1. Secure approval of a long-term commitment to fair play by your executive board or administration.				
2. Write a statement of fair play policy specifying outcomes such as respect, safety, positive values, skill development, fun.				
3. Organize meetings to secure the commitment of key coaches and/or teachers. (Note: selection should be dependent on their commitment to the fair play policy.)				
4. Create a support team to work in conjunction with the administration or the executive to resolve fair play-related issues.				
5. Plan fair play interventions (contracts, newsletter, brochures, posters, fair play sub-committee, awards, pre-game announcements).				
6. Seek financial support (corporate or otherwise) for components of the fair play initiative.				
7. Develop coach, player and parent contracts and a fair play handout or newsletter to explain the fair play program to everyone involved in the organization or school.				
8. Hold meetings with each team or class, and with parents. At these meetings, the contracts/guidelines are distributed and the fair play program and interventions are explained. Distribute fair play newsletter.				
9. Place pennants/banners/posters in facilities to advertise the fair play program. Put up posters depicting the principles of fair play and the responsibilities of players in dressing rooms and washrooms.				
10. Write pre-game or PA system fair play announcements. Distribute to teams or classrooms.				
11. Prepare and distribute team assessment sheets.				
12. Select the volunteers to pick the winning fair play teams, students, players or classes. Plan to recognize the winners.				
13. Prepare and distribute referee assessment sheets. Plan and implement a junior officiating program.				

Fair play pledge for coaches

The focus for coaches of young athletes must be to ensure that youngsters develop and refine their skills, play fair, work hard, build teamwork, have fun and—most importantly—learn to respect team-mates, coaches, opponents, officials and their decisions, and the game.

As coaches we agree to abide by the following guidelines:

1. We will actively encourage and support the concepts of fair play, which include: respect for the rules; respect for one's opponents; respect for the officials and their decisions; inclusion; self-control at all times.
2. We will be organized and prepared for all practice sessions and games to maximize the time available for these activities.
3. We will not openly be critical of any athletes on our team, opposing teams, officials or other coaches.
4. We will treat all athletes fairly and with respect.
5. We will respond to and be aware of all athletes' safety and their needs.
6. We will emphasize respect, teamwork and fun, and we will attempt to nurture a love for the game in our athletes.
7. We fully understand that our approach to coaching is designed to serve the needs of the young people first, and not to serve the coaches and parents.
8. We will attempt to teach our athletes to work hard to win, but not to win at all costs.
9. We will respect our fellow coaches and work with them to ensure maximum benefit to the athletes.

Signature: _____ Date: _____

Team: _____

A copy of this "contract", signed by the coaching staff, should be given to the parents of each of the players in the team at the beginning of the season

Fair play commitments for athletes and participants

This contract will help players to commit and be held accountable to principles that will guide their behavior on and off the sports field.

1. I will follow the rules of fair play. I will respect the rules of the game. I will respect my opponents. I will respect the officials and their decisions. I will help ensure that all my team-mates are given the chance to participate. I will maintain my self-control at all times.
2. I am part of a team and will be a team player.
3. Winning isn't everything. The most important thing is to do my best in all games and practice sessions.
4. I will respect my team-mates.
5. If I score, I will thank my team-mates for helping me score. If we concede I will offer encouragement to my team-mates, and will try harder to help them next time.
6. I will listen to my coach's instructions.
7. Sport is fun, but school is more important.

Return the signed portion below to the team manager

Name: _____ I agree to abide by the rules of my team.

Signature: _____ Date: _____

Team: _____

Fair play commitment for parents

The parents of young athletes should agree to abide by the following guidelines and ensure that anyone else who accompanies them to watch their children participate in sporting activities does the same.

Copies of this “contract” should be distributed to and signed by the parents at the start of the season, and handed back to the manager of their children’s team.

2. We will actively encourage and support the concepts of fair play at all times. These include: respect for the rules; respect for your opponents; respect for the officials and their decisions; inclusion; self-control at all times.
3. We will take responsibility for the safe and timely transport of our young people to all scheduled games and practice sessions.
4. We will respect the limit of one parent per player in the dressing rooms or preparation areas prior to a game, a practice session or other event. We will make every reasonable arrangement to avoid bringing siblings, friends or other relatives into these restricted areas.
5. We will respect the need of each athlete to have their own space, and time with their coaches before and after games and practice sessions.
6. We will leave the coaching to the coaching staff, and not interfere with, or undermine, the coaches at any time. We will not encourage our child to play the game in a manner inconsistent with the coach’s directions or plans.
7. We will communicate any/all concerns to the team manager, not directly to the coaching staff. The manager will schedule a meeting between parents and coaches if necessary.
8. We will support the team when we are asked to do so—by helping to fundraise, and by attending team meetings and special events.
9. We will ensure that our child is equipped with proper and safe equipment.

Return the signed portion below to the team manager

Name: _____ I agree to abide by these guidelines.

Signature: _____ Date: _____

Team: _____

C. Practicing respect for oneself, others and the environment

C. Practising respect for oneself, others and the environment

When young people who live in a multicultural world learn to accept and respect diversity and practice personal peaceful behavior, they promote peace and international understanding.

How does a country bring peace to societies where there are ancient hatreds, conflicting values or great economic differences among people? This is an important challenge for sports leaders and educators. Throughout history, education's main task has been to conserve and pass on traditions, usually those of the dominant culture in the society. But leaders in a multicultural society have a different task. Their task is to develop communities of learners who accept and respect people from other cultures. For example, since the end of Apartheid, South Africans have worked together to create a new society, one in which there is acceptance and respect for people of all races. Sport leaders and educators have an important role in this process.

But what does respect for others mean? And more importantly, how do leaders teach this? What is different about a classroom in which children learn respect and acceptance for cultural differences?

What activities will help children and youth learn to live in peace with each other—as children and as adults? These are the questions for this section.

Multicultural education begins within the hearts and minds of school administrators and teachers. Teachers of multicultural education should embrace the following principles:

- All people and all cultures have value, and therefore all people—including women, children, people with disabilities, ethnic minorities etc.—have human rights and community responsibilities.
- Violence is not the best way to solve conflicts.
- Acceptance and respect for cultural difference has to be taught to children. It has to be a part of every activity in a school program and during a school day. Racism and intolerance are often a result of ignorance and fear. Understanding and acceptance of difference develops when people live, work and play together.
- Families and the community play an important role in supporting or undermining your efforts to teach respect and acceptance of others. Request that the parents and the community support your efforts.

Insights regarding respect for self and others

- Traditions are the major player in building a society based on respecting self and others.
- Acceptance of diversity is a good basis for developing respect for others.
- Challenging prejudices promotes tolerance and respect for others.

“The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced in accordance with Olympism and its values.”

The Olympic Charter

“Essentially the new curriculum will... foster learning which encompasses a culture of human rights, multilingualism and multiculturalism and a sensitivity to the values of reconciliation and nation-building.”

Professor S. Bengu, Preface to South Africa's 2005 Curriculum



↑ London 2012: At the end of their heat of the men's 5,000m, Great Britain's Mo Farah (left), who finished third, congratulates the Philippines' Rene Herrera, who came in last

Living by the principles of respect

Athletes who show respect and dignity in competition are role models for young people.



Reading

Grace under pressure: *Michelle Kwan (USA)*

Nobody likes to lose an important competition. It is very difficult for an Olympic athlete to miss out on a medal that everyone thought they would win. It is very difficult not to show your disappointment. It is very difficult to answer questions from the media. It is difficult to carry on when you know that the dream of your life will not come true.

In the women's figure skating competition at the Olympic Winter Games Nagano 1998, a young teenager, Michelle Kwan from the USA, showed the world how to accept crushing defeat in the spirit of fair play. Kwan was expected to win the gold medal. She was the world champion; in most of the competitions during that year she had been the best. But on the night of her Olympic competition a very young team-mate, Tara Lipinski, skated an incredible program in the final, defeating Kwan, who won the silver medal.

The real story, however, was the way that Kwan acted after the competition. At the post-final press conference, she treated Lipinski like a good friend and said simply, "This might not be the color of medal that I wanted, but I'll take it... that's life, right?"

"The way she handled herself, she'll be remembered forever. She's one of the classiest athletes you could ever find," said one observer.

Another said: "I have never seen anyone cope with crushing defeat with more poise, dignity and maturity than a teenage girl named Michelle Kwan".



For discussion

- Why do people admire the way Michelle Kwan acted after she won a silver, rather than a gold medal? Do you admire her? Why or why not?
- How do athletes who are poor losers act after they are defeated in a competition? Why do you think they act this way? What are the consequences of this poor behavior for other athletes? For spectators? For the sport?
- How could you show respect for your opponents or for another team during a sports competition? How could you show that you are a good loser after your team is defeated in a competition?



↑ Nagano 1998: USA figure skater Michelle Kwan in action during the women's individual competition

Activity Sheet 27

Practicing respect for oneself and for others

Context for activity:

When young people who live in a multicultural world learn to accept and respect diversity, and practice personal peaceful behavior, they promote peace and international understanding. The following activities prompt the learner to examine their understanding of respect and the role that it currently plays in their lives.

Olympic educational themes:

Respect.

Suggested teaching strategies and learning skills

Inquiry, debating skills, creativity, problem-solving, collaboration, literature circles.

Learning outcome

Recognizing that respect is a powerful tool for transforming our own lives and the lives of others.

Adaptations for different age groups

Primary ages 5–8

A school (or community sports club) has a large group of young people from another country who are refugees. During class time there is good interaction between all the children. However, at recess time these children play separately from everyone else. In groups, discuss ways that you could invite/include these children to play with you. Share your ideas with other groups.

Intermediate ages 9–11

Create a respect mural. Ask students to gather magazines and newspapers, and search through them for pictures and stories that promote respect. Cut these pictures out and paste them onto a large sheet of paper. Ask each member of the group to explain why they selected that particular piece.

Middle ages 12–14

Create two debating teams and ask them to consider the following question: Is it possible to respect your opponents in a sports competition—or is this a sign of competitive weakness? After the debate, ask the students to write down their reflections on the role of respect in sport. What is it, and how does it influence your life?

Senior ages 15–18

If you were asked to create or revise a charter or constitution for the United Nations, addressing the challenges the world is experiencing, what would you include? Create your charter and share with other groups. Are there any principles in your document that you could immediately implement in your learning environment?

Human rights: the basis for respect and acceptance

In 1948 the United Nations agreed on the wording for a Universal Declaration of Human Rights. This document outlines the basic principles of a society in which everyone has the right to dignity and freedom.

Before you read—questions to ask

- What rights are protected in your community?
 - How are these rights protected?
- Keywords:** inherent, inalienable, barbarous, aspiration, compelled, recourse, reaffirmed, jurisdiction, endowed, sovereignty.



Reading

Universal Declaration of Human Rights¹²

Introduction:

- Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.
- Disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people.
- It is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law.
- It is essential to promote the development of friendly relations between nations.
- The peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom.
- Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms.
- A common understanding of these rights and freedoms is of the greatest importance for the full realisation of this pledge.
- The General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no

distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

For discussion

- List the human rights that are talked about in these articles from the Universal Declaration of Human Rights. What does “security of person” mean?
- What are the effects of discrimination and violations of human rights on individuals, families and communities?
- What are some examples of human rights problems in the world? In your country? In your community? In your school/classroom?
- What actions can people take to protect their rights?
- Why is it important to consider people’s human rights?

Having rights means having responsibilities

In this activity learners will explore the idea of rights and responsibilities by making up a charter of rights and responsibilities in their class or group.

For discussion

- Think of a situation in your community where the rights of young people have not been valued. Why did this happen? How could it be resolved?
- Think of a situation where young people have not carried out their responsibility to respect the rights of others. What motivated this? How could it have been resolved?
- What actions could you take to protect your rights, or the rights of others?

Activity Sheet 28

My rights = my responsibilities

Context for activity:

Through discussion, role-play and problem-solving the students will explore their understanding of rights and responsibilities

Olympic educational themes:

Respect, balance, fair play.

Suggested teaching strategies and learning skills

Jigsaw learning, carousel learning, circle of sharing, Socratic questioning, entry cards, exit cards.

Learning outcome

Learning the difference between rights and responsibilities for individuals and groups.

Adaptations for different age groups

Primary ages 5–8

Students of this age group tend to be concrete, sequential thinkers and this activity could be viewed as quite abstract. Educators can start by providing examples of responsibilities that the students have at home, at school and while on the sports field. This may start as a series of rules, but with guidance the educator may be able to lead the students to a deeper understanding of what it means to be responsible. Example: It is a student's responsibility to attend a sports team practice. A deeper understanding would be that by attending each practice, they are not only developing their own skills, but also contributing to the development of others.

In a similar fashion, discussions with students of this age group should include concrete examples and then carefully explore deeper thinking that helps the students understand that "rights" are not just a set of self-centred rules. Example: Everybody has the right to play. This does not mean it is an infringement of rights if play is stopped because it is aggressive and excluding. Have the students discuss in groups these two concepts and help them to develop their understanding of the differences.

Intermediate ages 9–11

The sports season is about to start. Have a team meeting where you discuss the values that will guide the team throughout the season. What do you believe is important? Examples: Trust, honesty, sharing, supporting each other, etc. As a team, draw up a list of rights and responsibilities that you can all agree on. Have each player sign this

document, frame it and hang it in a gym/classroom/meeting space. Periodically, have a review of this document and discuss whether the team is living this agreement.

Middle ages 12–14

Consider this question: Do you believe that speeches can bring change? Some of the great orators in history have eloquently spoken about human rights. Read the section on page 104 of the Fundamentals Manual about Martin Luther King Jr. Write and practise a short speech on human rights (or an aspect of one of them) that will inspire an audience and provoke action. Deliver your speech to your classmates, then discuss not only the presentation style but the power and significance of the message.

Senior ages 15–18

A school is experiencing many problems in their sports programme. Cheating is rampant. The players are constantly arguing with each other, disputing the integrity of game referees and disrespecting their coaches. You and your team have been asked to create a plan to address these issues. You have identified several key areas that you believe will help: developing a code of conduct, developing a rights and responsibilities charter, and leading workshops that build spirit and teach respect.

Break into small groups and work on each of these areas. When this is done, each group presents their solutions. This is known as jigsaw learning—one problem with different groups working on parts of the problem/solution, and then assembling the answers. Do you think these solutions will address the problem in this school?

“I have a dream”¹³

In this famous and inspirational speech, Martin Luther King Jr. addressed thousands of people in a rally in the USA at a time when black people in America were struggling to secure their human rights. The message of his speech has meaning all over the world wherever there is conflict between people of different races, religions and traditions.



Reading

“I have a dream that one day this nation will rise up and live out the true meaning of its creed, ‘We hold these truths to be self-evident: that all men are created equal...’

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today...

This is our hope... When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, “Free at last! Free at last! Thank God Almighty, we are free at last!”

Martin Luther King Jr.



↑ American civil rights leader Martin Luther King Jr. (1929—1968) speaking to the crowd at the March on Washington in 1963

Once you have read this speech, listen to Dr King’s speech www.youtube.com/watch?v=3vDWWy4CMhE

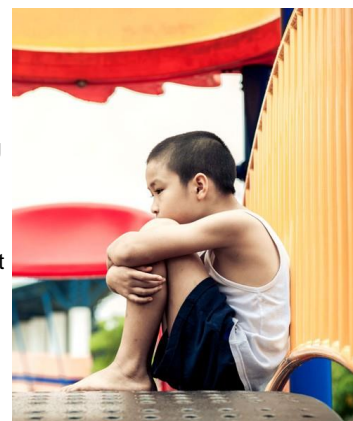
For discussion

- What is the most important message of Dr King’s speech? What was his dream?
- There is a song called, “They have to be carefully taught”. How are people taught to disrespect or dislike other people? Why are they taught to treat other people with disrespect?
- What are some of the reasons that there is conflict between people of different races or cultures?
- What actions could you take today to help other young people find peace and respect in their lives?

Making difficult choices

Sport, and life, can often present us with dilemmas. When faced with complicated situations we make decisions that we believe will best deal with these situations. As we get older, we can draw on our experiences as adults to help us to manage the moral implication issues such as cheating in sports. We become skilled at identifying practices that are clearly right or wrong and can use these lessons

to guide our young athletes. Sadly, there are examples of athletes who have not complied with the rules that govern our sports, and this can be perplexing for young people. Thus, it is an important part of a young athletes’ development to learn skills that give them moral clarity on complex issues that emerge in sports.



Activity Sheet 29

Making difficult choices

Context for activity:

Sport, and life, can often present us with dilemmas. When faced with complicated situations we make decisions that we believe will best deal with these situations. The experience and skills we develop as we get older help us to manage, but for young people dilemmas can be very challenging. These activities introduce students to some of the dilemmas they might face and allow them to explore different responses.

Olympic educational themes:

Respect, balance, fair play.

Suggested teaching strategies and learning skills

Guided discussion, Socratic questioning, problem-solving, collaboration, thinking skills, communication skills, creativity.

Learning outcome

Developing skills to help guide decision-making—influenced by Olympic values—when faced with a challenge.

Adaptations for different age groups

Primary ages 5–8

The first game of the school sports season is about to begin. Several new students have come to your school and they want to play on your team. One student has taken an instant dislike to these new children and is telling the rest of the team not to pass to them or include them in any team activities. The hope is that these new players will have such a horrible time that they will drop out. You don't want to be part of this plan—what can you do?

Discuss your options with your group, then share your thoughts with the rest of the class.

Intermediate ages 9–11

You are a member of the school, or community, sports team and the team has enjoyed some success. After a game in which your team lost, one of the other players blames you for the loss. This blame continues for several practices. The team-mate then starts to make fun of you, and threatens you when you tell him/her to stop. You are worried that if you report it to the teacher or coach, the bullying will get worse. What can you do?

Create five groups and ask the students to examine this dilemma from these different perspectives:

- The perspective of the bully. Why does the player behave in this way? Has something happened that might explain this change in behaviour? If behaviour is communication, what is this student communicating?
- The perspective of the victim. What is this student experiencing? Are there any reasons why the bully has targeted this student?
- The perspective of other team-mates. What have they noticed? How does this bullying behaviour make them feel?
- The perspective of the coach. What should the coach do if he/she notices this type of behaviour?
- The perspective of the parents. What should parents do if this behaviour becomes apparent?

Ask each group to report back to the whole class with their thoughts on this dilemma and solutions for dealing with it.

Continued overleaf

Middle ages 12–14

You have recently joined a school sports team and you are really enjoying playing with your new team-mates. One of the most popular players has made you feel very welcome. You quickly learn that many players on your team and in your school think that this kid is "cool". One day while walking home after a game, the "cool kid" calls you over and in front of the rest of the team pulls out a packet of cigarettes. The cigarette has been lit and you are encouraged, if not pressured, to have one as well. What do you do in this situation?

In small groups discuss what options are available.

Senior ages 15–18

A teenager who loves running has decided that he wants to make a living in this sport. He practises very hard but is just below the level required to compete professionally. A coach recognises this teenager's talent but suggests that he will need to take drugs if he is to improve and become a top athlete. What should the athlete do? He knows that he is cheating and that doping carries significant risks to his personal health. Compounding this dilemma, this boy is from a poor family and the money he might make could transform their lives.

Form small groups and explore the issues involved in this dilemma.

D. Doing your best by pursuing excellence

D. Doing your best by pursuing excellence

Focusing on excellence can help young people to make positive, healthy choices and strive to become the best that they can be in whatever they do.

“We are what we repeatedly do, Excellence then is not an act, but a habit.”

Aristotle, philosopher (384–322 BC)

“Whatever you do, or dream you can do, begin it. Boldness has power and magic and genius in it!”

Johann Wolfgang von Goethe, German poet (1749–1832)

Young people need safe social and physical environments in order to make good choices and become the best that they can be. A healthy community makes the welfare of young people its number one priority. A healthy community:

- is clean and safe;
- attends to the needs of all children and youth—girls and boys, children with learning disabilities, and children with hearing, vision and other physical disabilities;
- provides daily opportunities for children and youth of all ages to participate in physical activity;
- provides an environment free from discrimination, harassment and intimidation;
- is a place in which individual differences and cultural traditions are valued and respected; and
- recognizes that parents and the community play important roles in helping to develop healthy children and youth.



↑ Singapore 2010: Israel's Fanny Beisaron, Portugal's Miguel Valente Fernandes, Hungary's Eszter Dudás and Austria's Alois Knabl of team Europe 1 after winning the mixed relay triathlon at the Youth Olympic Games

Activity Sheet 30

Doing your best by pursuing excellence

Context for activity:

The pursuit of excellence is frequently connected to winning, and although that is a goal of competition, such an interpretation is quite narrow. We all have different abilities, in sport and in life, and striving to be the best that we can be is a noble and empowering purpose. The pursuit of excellence shapes our character and gives purpose to our performances. Its influence is not restricted to the sports arena; the pursuit of excellence can reach into all aspects of our lives and affect those around us.

Olympic educational themes:

Pursuit of excellence, balance.

Suggested teaching strategies and learning skills

Inquiry, collaboration, creativity, journals, response journals, blogs, vlogs, carousel learning, jigsaw learning, circle of sharing.

Learning outcome

Recognizing that pursuit of excellence is about testing the limits of personal potential and striving to better oneself.

Understanding that this principle extends into all aspects of our lives.

Adaptations for different age groups

Primary ages 5–8

Complete the following activities and learn about new sports!

Fill in the blanks. Complete the following sentences by inserting the correct sports from the list below.

- Two sports that take place on ice are _____ and _____.
- Two sports that take place on a snowy hillside are _____ and _____.
- Four sports that are played with a ball are _____, _____, _____ and _____.
- Three sports that are held on water are _____, _____ and _____.
- Two sports where horses are also athletes are _____ and _____.
- Two sports where athletes shoot at a target are _____ and _____.
- Running, jumping and throwing are _____ events.
- A sport where athletes do twists and turns on bars and rings is _____.
- Two Olympic sports involving person-to-person combat are _____ and _____.

archery

basketball

athletics

sailing

modern pentathlon

gymnastics

shooting

snowboarding

skiing

rowing

boxing

canoeing

volleyball

hockey

luge

football

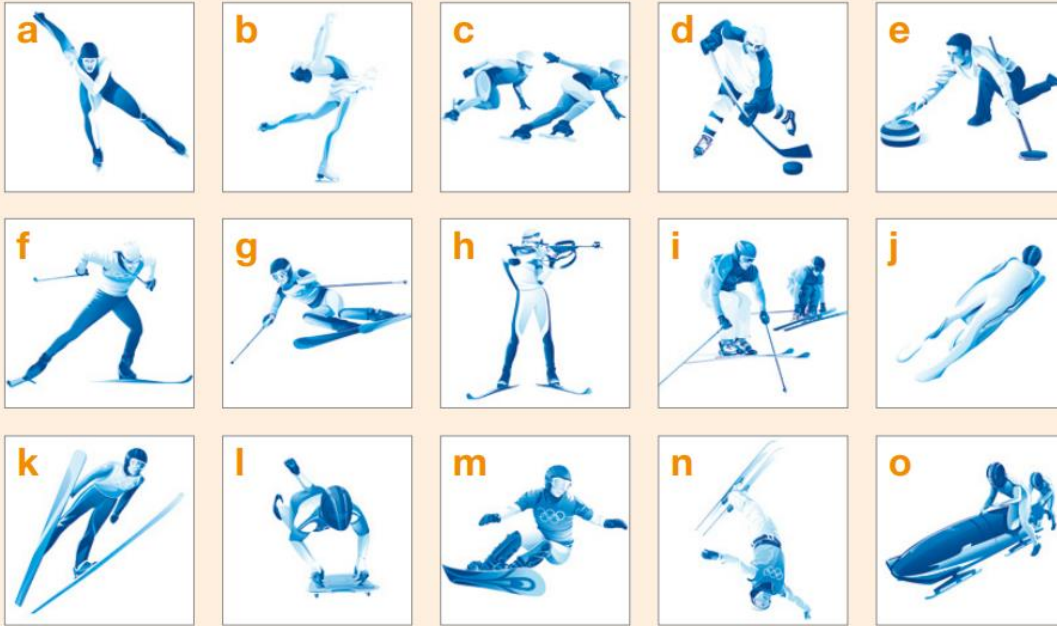
wrestling

equestrian

skating

Primary ages 5–8 (continued)

Identify the winter sports that are represented in the pictograms below.

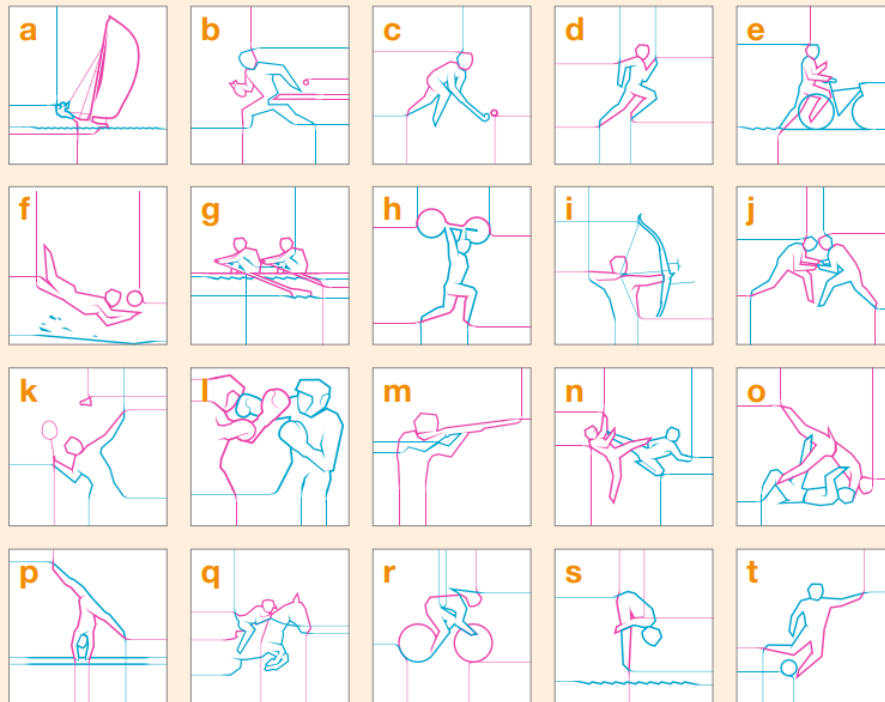


- | | | | |
|--|--|--------------------------------------|--|
| <input type="checkbox"/> luge | <input type="checkbox"/> Alpine skiing | <input type="checkbox"/> ski jumping | <input type="checkbox"/> figure skating |
| <input type="checkbox"/> cross country | <input type="checkbox"/> bobsleigh | <input type="checkbox"/> short track | <input type="checkbox"/> Nordic combined |
| <input type="checkbox"/> snowboarding | <input type="checkbox"/> freestyle | <input type="checkbox"/> biathlon | <input type="checkbox"/> speed skating |
| <input type="checkbox"/> skeleton | <input type="checkbox"/> ice hockey | <input type="checkbox"/> curling | |

Images taken from the Vancouver 2010 Olympic Winter Games

Primary ages 5–8 (continued)

Identify the summer sports that are represented in the pictograms below.



- | | | | | |
|---|-------------------------------------|--|---------------------------------|---------------------------------------|
| <input type="checkbox"/> beach volleyball | <input type="checkbox"/> sailing | <input type="checkbox"/> judo | <input type="checkbox"/> boxing | <input type="checkbox"/> taekwondo |
| <input type="checkbox"/> horse jumping | <input type="checkbox"/> gymnastics | <input type="checkbox"/> triathlon | <input type="checkbox"/> diving | <input type="checkbox"/> table tennis |
| <input type="checkbox"/> football | <input type="checkbox"/> athletics | <input type="checkbox"/> track cycling | <input type="checkbox"/> rowing | <input type="checkbox"/> archery |
| <input type="checkbox"/> weightlifting | <input type="checkbox"/> wrestling | <input type="checkbox"/> shooting | <input type="checkbox"/> hockey | <input type="checkbox"/> badminton |

Images taken from the London 2012 Olympic Summer Games

Intermediate ages 9–11

"Not about the medal." When Canadian athlete Leah Pells qualified to run in the women's 1,500m at the Olympic Games Atlanta 1996, it was the highlight of her career. She entered the competition facing a field rich with talent and she did not anticipate progressing beyond the early stages. However, Pells was in the form of her life and with a courageous spirit she battled hard and made the final. The Olympic final was a true spectacle, with amazing athletes surging, sprinting and surging again. Pells ran at the back of the pack and seemed unlikely to finish close to the front. However, in the last lap of the race, the ferocious early pace was starting to take its toll on many runners. Pells made her move. One by one, she passed her tiring rivals. Coming into the final straight she was in 6th, then 5th, and eventually crossed the finishing line in 4th place. She was just half a step away from winning an Olympic medal.

After her race she was interviewed in front of the television cameras. One commentator asked: "You must be so disappointed?" Pells looked at the commentator and tears came to her eyes. "Disappointed? This is the greatest race of my life. I am so happy I could cry. It's not about the medal..."

In groups discuss the "Leah Pells" story. What was the lesson she was trying to share with the commentator? Describe in your group a sports performance that you were pleased with, even though you did not win. What made it special?

Middle ages 12–14

You are walking down the hallway of your school and you see one of those inspirational posters that often decorate the walls. In big colourful letters the poster states "Charting a path towards personal excellence!" There is a picture of a girl running around a track. The following sentences are wrapped around her picture:

- "Setting goals that are high, but realistic, will motivate you."
- "We all have different abilities. Setting your goals around your personal potential will ensure you keep working hard to achieve your dream."
- "Getting feedback from coaches and peers helps you to refine your performance."
- "Bring balance into your sporting and personal lives by celebrating achievements and not being hard on yourself in setbacks."

You stop and look at the picture, then read its messages. Do you agree with what it says?

Take four large sheets of paper and write the above statements. Tape them to a wall and allow the students to write their thoughts/reflections. Give students five minutes at each "station" and rotate them around. Do not allow talking. Once everyone has visited each station, ask students to summarise the comments on that particular sheet.

Senior ages 15–18

The pursuit of excellence is not just relevant in sport, it applies to all other areas of life too. Research the life of someone who has inspired you. Then write an article for a magazine that describes the virtues the athlete has drawn on or exemplified as they pursued their excellence.

Living excellence

Excellence is an attitude.

? Before you read—questions to ask

How do athletes achieve excellence in their sports?

Reading

China's female athlete of the century: *Deng Yaping*

In China, table tennis is a very popular sport, and Deng Yaping is one of the world's greatest players. She started when she was five. By the time she was nine she had won her provincial junior championship. At the age of 13, she had won her first national championship. This was a young lady with huge talent. But she was short—less than 1.5 meters tall. Because of her height, and in spite of her talent, she was initially rejected for the national team. But her talent, her confidence and her perseverance finally saw her selected in 1988. She won her first international doubles title in 1989 when she was only 16, and her first singles title two years later.

"Even from an early age, I dreamed of being world champion," she said. In 1989, she won the Asian Cup and the following year clinched three titles at the 11th Asian Games.

Her breakthrough at the highest level came in 1991 when she captured the world singles title in Japan. That began her domination of the sport for the next seven years.

By the time her career was over in 1997 she had won four Olympic gold medals and 10 world championship titles.

Twice elected to the Athletes' Commission of the International Olympic Committee, Deng has gone on to support women's participation in the sport of table tennis. Her Master's thesis is titled *"From Bound Feet to Olympic Gold: The Case of Women's Table Tennis"*.

For discussion

- What does the photo of Deng Yaping tell you about the spirit of sport?
- What characteristics and values help you to succeed?

"The quality of a person's life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavor."

Vincent Lombardi, athletics coach (1913–1970)

Reading

Football is my life: *Roger Milla*¹⁴ (Cameroon)

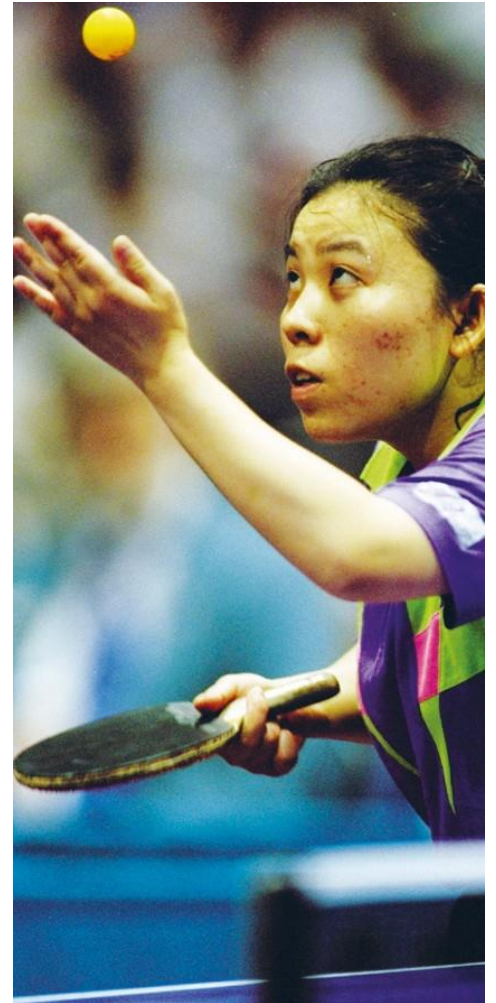
In Africa, football is more than just a sport. It is a celebration of life. If your national team wins a major international competition, everyone gets a holiday the next day. In Africa, young people play football everywhere and anywhere: on any open field, on the beaches, in the streets and backyards, even on the balconies. Any round object can be used as a ball. Scoring is often overlooked.

Roger Milla of Cameroon, one of Africa's greatest sporting heroes, always played for the fun of it. He was African Player of the Year in both 1976 and 1990. The joy he showed when playing was positively infectious.

With Milla as their leader, Cameroon's "Lions" took the 1990 World Cup in Italy by storm. They defeated defending champions Argentina in their opening game. Against all odds they became the first African team to reach the quarter-finals of a FIFA World Cup. They captured the hearts of fans from all over the world along the way. Who could forget those moments in Italy when Milla did a celebration dance around the corner flag after scoring? Who could forget his enthusiasm, dedication and spirit?

At the age of 38, as Cameroon's "super-sub", Milla scored the two goals which beat Romania and two more to beat Colombia. In the quarter-final against England he assisted in Cameroon's two goals. He was back for the World Cup in 1994, when, aged 42, he scored against Russia to become the oldest ever scorer in the history of the competition.

Roger Milla loved to win. But he played football because he loved the sport.



↑ Atlanta 1996: Chinese table tennis star Deng Yaping in action on her way to the gold medal in the women's singles



↑ 1994 FIFA World Cup in the USA: Cameroon's forward Roger Milla celebrates after scoring a goal against Russia. Aged 42, Milla became the oldest player ever to score a goal in World Cup history

“I’ve missed more than 9,000 shots in my career. I’ve lost almost 300 games. Twenty-six times I’ve been trusted to take the game-winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.”

Michael Jordan (USA), basketball player

For discussion

- What qualities helped underdogs Cameroon to overcome the world champions Argentina at the 1990 World Cup?
- How did Roger Milla manage to stay at the top of his game for so long?
- Pretend you are a sports reporter. Get your friend to pretend to be Roger Milla. Role-play an interview with this great athlete.

Reading

A tale of two athletes: *Lis Hartel and Jubilee*

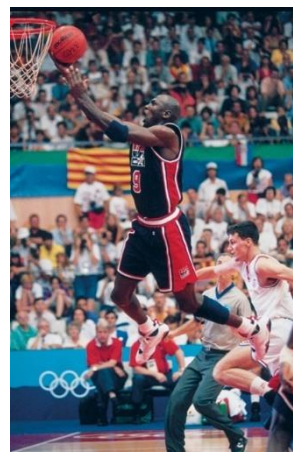
One of the most amazing Olympic stories of all time comes from equestrian sport. Lis Hartel was a young woman from Denmark who was paralyzed from a disease called poliomyelitis. Yet she and her horse, Jubilee, enjoyed glory at the Olympic Games in 1952 and in 1956. Hartel loved sports, but her chief passion was horseback riding. However, when she was pregnant with her second child she contracted polio, which left her paralyzed from the waist down. Miraculously, she gave birth to a healthy child, and then battled back to restore some function into her muscles. After several years her condition improved, but she still could not use the muscles below her knees. However, she could still ride. Of course, she had to be helped to mount and dismount the horse, but this did not stop her. In 1952, women received the right to compete against the men in equestrian sport at the Olympic Games. It is one of the few cases where women and men compete in the same event. Despite being unable to walk, Hartel won silver medals at the 1952 and 1956 Games. It is said that during competition she and her horse became a single unit—moving smoothly and skillfully through the required movements.

For discussion

- What special qualities did Lis Hartel demonstrate in controlling and communicating with her horse?
- Discuss the level of understanding and trust needed between Lis Hartel and her horse to achieve their success.



↑ Lis Hartel on her mount Jubilee (left) at the 1956 Olympic Games



↑ Barcelona 1992: Michael Jordan (USA) shoots during a match against Croatia in the men's basketball competition

The long road to victory: an athlete's story

Today, nearly 100,000 Olympians spread the spirit of Olympism around the world. For some athletes the journey is a long one and many disappointments need to be overcome before excellence is achieved.

? Before you read —questions to ask

What qualities do you think people need to have to achieve their goals? What happens when they fail?



Reading

The long road to victory: *Dan Jansen*

Many Olympic stories teach us about perseverance, but very few are as memorable as that of speed skater Dan Jansen, who suffered a series of setbacks as he spent more than a decade in pursuit of victory.

The world first met Jansen at the 1984 Games in Sarajevo, Yugoslavia, when the relatively unknown American was placed an impressive fourth in the 500m race. In Calgary in 1988, he was favorite to win the 500m and 1,000m races. But fate had other plans. Jansen's sister had been suffering from leukemia and died just minutes before race time. In his final conversation with her, he promised to win in her honor. But instead, Jansen fell. Not just once, but in both races. He left Calgary empty-handed. Four years later in Albertville, Jansen was again expected to win. But after a disappointing performance, he again left without a medal.

In 1994, Jansen prepared for his fourth Olympic Games, in Lillehammer, Norway. He knew it would be his last chance and hoped he could put his past behind him once and for all. But during his first race, to the horror of everyone watching, Jansen slipped yet again during the 500m and finished eighth. Only one race remained. The last of his career.

Four days after that unfortunate fall, the starting gun sounded for the start of the 1,000m. And everything magically fell into place. A decade of disappointment was suddenly erased as Jansen took first place and set a new world record. During the victory lap, he picked up his daughter and carried her around the ice.

They had named her Jane, in honor of his late sister. It was the perfect ending to a story that has become an inspiration to athletes around the world.



For discussion

- Explain why you think Dan Jansen persevered in his journey to win an Olympic medal.
- How do Jansen's actions represent the values of Olympism?



↑ Albertville 1992: The USA's Dan Jansen started as favorite for gold in the men's 500m speed skating, but had to settle for fourth

Activity Sheet 31

Perseverance and the Olympic Games

Context for activity:

Perseverance is often quoted as a value or life skill that helps us deal with the challenges that life can present us. Keeping going, moving forward, not yielding to pressure—all of these phrases inspire us to overcome our difficulties. The Olympic Games perhaps present the ultimate test of an athlete's perseverance. Many initially fail to make their national teams, but eventually through dogged perseverance they compete on the Olympic stage. These activities/stories are written to inspire students and help them understand what it takes to compete at the Olympic level.

Olympic educational themes:

Pursuit of excellence, joy of effort, respect.

Suggested teaching strategies and learning skills

Collaboration, discussion, inquiry, circle of sharing.

Learning outcome

Recognizing that perseverance can empower us to achieve success and realize our potential.

Adaptations for different age groups

Primary ages 5–8

Perseverance means to keep going—despite the difficulties or challenges that you may face. Think of a time when you had to show perseverance on the sports field. Perhaps your team has lost a series of competitions. How have you overcome this disappointment? What skills did you use to encourage yourself to keep going? Get into small groups and discuss your experiences with your classmates.

Intermediate ages 9–11

British athlete Kelly Holmes was a world-class runner. She reached the finals of every competition in which she raced, and won a number of medals. She won the bronze medal in the 800m at the Olympic Games Sydney 2000 and for many athletes that would be the pinnacle of a great career. After these games Kelly succumbed to injury, yet her dream of a gold medal at the Olympics could not be extinguished. Arriving in Athens for the 2004 Olympic Games, Kelly found herself in the form of her life. Despite being up against the strongest field of talent ever assembled in an 800m competition, Kelly won the gold medal. A few days later she added the gold medal in the 1,500m. Her two gold medals were a reward for years of determination and perseverance.

Do you know of any athletes, or friends of yours, who have a similar story to tell—a tale of years of practice, many setbacks, then finally hard-earned success? Share these stories with your classmates.

Continued overleaf

Middle ages 12–14

This is an exercise about perseverance and the "unknown athlete". The pages of Olympic history books are full of stories about famous athletes. Many of these athletes have soared to the pinnacle of athletic achievement and have Olympic medals as testament to their success. But there are also countless tales from athletes that will make the pages of Olympic history. These are athletes for whom just qualifying for the Olympic Games was a major achievement. Undoubtedly there are stories of athletes who made great sacrifices to make their nation's team. Some of them will have repeatedly attempted to qualify and failed, yet they persevered and finally participated in the games.

Activity: Find a local athlete who has qualified for an Olympic Games. Ask them to describe their "Olympic qualifying experience". Write up this interview and share your findings with your classmates.

Senior ages 15–18

Heading into the Olympic Winter Games Calgary 1988, American speed skater Dan Jansen was a clear favourite to win the gold medal in the 500m sprint. Sadly, just hours before his race, Jansen learned that his sister had died from leukaemia. Jansen was determined to give his very best as he went up to the start line, but a few metres into the race he tripped and fell to the ice. He was heartbroken. A few days later, he raced in the 1,000m event. He set off at a record-breaking speed, but again fell partway through the race. An experience like that would be enough to finish the careers of many athletes, but Jansen returned to compete. At the Olympic Winter Games Albertville 1992, Jansen finished fourth in both of his events. Many commentators were stating that Jansen would be one of the greatest athletes never to win an Olympic medal. Still, he did not give up. Two years later at the Olympic Winter Games Lillehammer 1994, Dan Jansen competed in his final Olympics and won the 1,000m. An Olympic gold medal was his at last!

Think about Dan Jansen's story. What lessons have you learned? What advice would you give to a friend or athlete who has had a series of disappointing performances?

Finishing the race

Sometimes being the best that you can be does not necessarily mean that you are the fastest, the highest or the strongest. It means simply that you have fulfilled a commitment that you made, regardless of any obstacles.



Reading

John Akhwari fulfils his commitment

Mexico City 1968 witnessed one of the great moments in marathon history. It happened long after the last runners had finished the race. Everyone was leaving the stadium. It was practically empty. Suddenly a runner appeared at the place where the marathon route entered the stadium. John Stephen Akhwari of Tanzania was hobbling painfully around the track. His legs were bandaged following an accident on the marathon route. Before a stunned crowd he made his painful way around the track. At first there was silence. Then the small crowd began cheering on this remarkable athlete. They cheered him as if he were the winner of the race.

When a reporter asked him why he continued in spite of his injuries he simply said: "I don't think you understand. My country did not send me to Mexico to start the race. They sent me to finish the race."

In 2000, at the Closing Ceremony of the Sydney Games, Akhwari was presented with an award by former IOC President Juan Antonio Samaranch, recognizing him as a living symbol of the Olympic ideal.



For discussion

- Why do you think Akhwari did not give up even though he was injured?
- What are some reasons why people stop doing things that they want to do when there are difficulties or obstacles?
- Tell a story about a time you started to do something and you stopped doing it because you had a difficulty or a problem. What would you do differently if you could recreate or relive this situation?
- Tell a story about a time when you accomplished something even though there were difficulties or problems. What did you



Sydney 2000: John Stephen Akhwari of Tanzania at the Closing Ceremony

Activity Sheet 32

Resilience and the Olympic Games

Context for activity:

The Olympic Games are full of examples of athletes or teams that had to overcome immense challenges in order to compete. This activity sheet provides examples of different ways that the value of resilience expresses itself. The examples quoted and the questions posed are intended to help the student identify skills that they can use to overcome personal difficulties (either on the sports field or in life).

Olympic educational themes:

Respect, joy of effort, fair play.

Suggested teaching strategies and learning skills

Collaboration, role-play, circle of sharing, creative writing, project-based learning, inquiry.

Learning outcome

Recognizing that challenges are an inherent part of life and sport, and that by developing resilience we can overcome these challenges.

Adaptations for different age groups

Primary ages 5–8

Discussion questions: Resilience means to recover quickly from a difficulty. How do you try to make yourself feel better when you are upset? What do you do if a sports performance has been disappointing?

Write or describe a short story about an athlete who has fallen down and finished last in a race. What happens next? How does this athlete feel? What can he/she do to regain confidence and perform well in the next race?

Intermediate ages 9–11

On 6 August 1945, an atomic bomb was dropped on the Japanese city of Hiroshima. Many thousands of people were killed and the city was completely destroyed. This date was also Yoshinori Sakai's birthday. Sakai grew up in a town, not far from Hiroshima. He loved to run, and as a teenager he joined the local athletics club. At age 19, Yoshinori was given an amazing honour: he was chosen to be the final Olympic torch bearer at the Opening Ceremony of the 1964 Olympic Games in Tokyo.

Why do you think Yoshinori Sakai was chosen to light the Olympic cauldron? How was he a symbol of resilience?

In Japan there is a very famous story about a young girl who was very sick due to the radioactive effects of the Hiroshima atomic bomb. The young girl, Sadako, was dying when she was visited by her friends. Her friends were desperate to help her and so, following an ancient Japanese legend, they started to make hundreds of origami paper cranes. The legend promised that anyone making 1,000 paper cranes would be granted a wish. Each year children in Japan make thousands of origami paper cranes—they are symbols of peace and resilience.

Activity: Visit origami websites and learn how to make paper cranes.

Continued overleaf

Middle ages 12–14

Lopez Lomong grew up in a small village in South Sudan. At the age of just six he was abducted with the purpose of turning him into a child soldier. Along with a few friends, he managed to escape and ran for three days before making it across the Kenyan border. For the next 10 years, Lopez lived in a refugee camp before being sponsored to attend school in New York. Lopez quickly discovered he was a very talented runner and was soon winning national titles. In 2008, Lopez was selected to represent the USA at the Beijing Olympic Games. Although he did not win a medal, his personal story inspired the team and he was selected to carry the USA flag at the Opening Ceremony.

Imagine you have been asked to interview Lopez Lomong. What questions would you want to ask? Focus your questions on resilience. How did he overcome his challenges? Role-play this interview.

Senior ages 15–18

The Olympic Movement has repeatedly shown itself to be a resilient organisation. Study the history of the modern games and identify areas that have provided significant challenges or threats to the Olympic Movement. Areas you may wish to examine include: boycotts, internal corruption (specifically Salt Lake City), terrorism, politics and racism (specifically the Black Power demonstration at the Olympic Games Mexico City 1968). Choose ways to share your findings with your classmates: written presentations, role-play, speeches, poster displays, etc.

Doing one's best

In these activities, learners are asked to use their imaginations. Help them to imagine a future in which they are doing their very best. This is a process of positive visualization.

“Vision without action is a dream. Action without vision is aimless. Vision with action will achieve.”

Anonymous



↑ Vancouver 2010: François-Louis Tremblay of Canada leads the way in the men's 5,000m short track relay final

Activity Sheet 33

Courage and the Olympic Games

Context for activity:

This activity sheet explores the value of courage. There are many well-known stories of courageous athletes who won Olympic medals, but we are less aware of those for whom simply competing at the Olympics was the pinnacle of success. The central idea behind these stories is that courage—a value that resides in all of us—can strengthen us as we face challenges, either on the sports field or in life.

Olympic educational themes:

Respect, joy of effort, pursuit of excellence.

Suggested teaching strategies and learning skills

Collaboration, discussion, inquiry, circle of sharing

Learning outcome

Learning about how courage plays a major role for athletes participating in the Olympic Games.

Adaptations for different age groups

Primary ages 5–8

Discussion questions: What does the word “courage” mean to you? Think of a time when something was challenging and you wanted to give up. Somehow you kept going. What was it that gave you that strength to persist? Read the story of Marla Runyan below. How did she display courage?

Marla Runyan is a unique athlete. Legally, she is designated as a blind athlete, but she does have limited vision. Marla has battled her poor vision all of her life and never felt that it would deny her opportunities to participate in sport. Marla found that she was very good at sport. She practised hard and was soon selected to compete at the 1992 Paralympic Games. Marla was incredibly successful, winning four gold medals, but the best was yet to come. Marla loved running in the 1,500m, which is very challenging for blind athletes as they often collide into each other. Despite this, Marla qualified to represent the USA at the 2000 and 2004 Olympic Games. She thus became the first blind athlete to compete in both the Paralympic and Olympic Games.

Write a story about Marla Runyan's experience in competing with impaired vision.

Continued overleaf

Intermediate ages 9–11

Most books about the Olympic Games will teach you about athletes who have achieved amazing performances and overcome adversity. Usually, the stories have happy endings—with a medal hanging around the athlete's neck. In the case of “Eric the Eel” there were no medals involved. In fact, he finished in the slowest time ever recorded in a men's Olympic swimming competition. But if you read his story, you will learn that the mere fact of competing at the Olympic Games was the result of immense courage.

Eric “the Eel” Moussambani Malonga was a swimmer from Equatorial Guinea who participated in the Olympic Games Sydney 2000. Eric was not a natural swimmer—in fact, he had only started participating in the sport eight months before the Games were held. He practised in a lake—not a 50m pool—and this was a particularly courageous undertaking, given that it was known to be infested with crocodiles! Eric competed in the 100m freestyle event and duly finished in the slowest time ever recorded.

Break into groups of three or four students. Discuss Eric's story and consider the following questions: was he courageous or foolish to practise in the crocodile lake? What do you think motivated Eric to try a sport in which he was clearly destined to finish last? Share your ideas with your classmates.

Middle ages 12–14

Canadian rower Silken Laumann was clear favourite to win gold at the Olympic Games Barcelona 1992. However, during a training event her single scull was shattered, leaving her leg severely injured, after another boat smashed into hers. Silken needed five operations and was in hospital for three weeks. Participation in the Olympics seemed unlikely, while winning a medal looked impossible. After being discharged from hospital, Silken immediately resumed training. Her leg was damaged but she continued to practise. At the Games, Silken gave an inspirational performance and won a bronze medal—something that just a few weeks before, while lying in hospital, could have seemed unattainable.

How did she do this? What aspects of her character allowed her to overcome this incredible setback? Discuss in groups and share your ideas. Imagine interviewing Silken Laumann. What questions would you like to ask her? Are there any lessons from her experiences that you feel you can incorporate into your life?

Senior ages 15–18

The story of Jesse Owens is perhaps one of the most famous examples of personal courage in the history of the Olympic Games. Owens was an American sprinter and long jumper who was selected to compete in the 1936 Olympic Games in Berlin. The Games were controversial because the German leader, Adolf Hitler, was already building a huge army and was vigorously promoting an ideology of Aryan superiority. Hitler believed that German athletes should appear superior to all other athletes. Owens had other ideas and proceeded to win four gold medals—much to Hitler's anger.

The above paragraph is only a brief description of Jesse Owens' experiences at the Berlin Olympic Games. Research his life and consider how he needed to use courage in the face of the Nazis' intimidating presence. Share what you have learned with your classmates. Are there other examples of athletes who have displayed courage that you find equally inspiring?

E. Living a harmonious and balanced life—body, will and mind

E. Living a harmonious and balanced life—body, will and mind

Embracing Olympic values can help young people achieve a well-balanced approach to life.

Pierre de Coubertin understood that an international revival of the Olympic Games would stimulate interest in sport and physical activity among young people. This remains as relevant today as it was over 100 years ago.

The focus of the modern Olympic Movement extends beyond sport, embracing culture, artistic works, environmental awareness and education. All of these can play their part in helping young people to build a balanced approach to life.

“Bodily-kinesthetic intelligence is the foundation of human knowing since it is through our sensory-motor experiences that we experience life.”

Teaching and Learning Through Multiple Intelligences,
L. Campbell, B. Campbell and D. Dickinson

“Regardless of how you feel inside, always try to look like a winner. Even if you are behind, a sustained look of control and confidence can give you a mental edge that results in victory.”

Arthur Ashe, tennis player and educator (1943–1993)

“Modern education... has allowed itself to be carried away by extreme compartmentalization... Each strength works in isolation, without any link or contact with its neighbor. If the topic is muscles, they only want to see animal function. The brain is furnished as though it were made up of tiny, air-tight compartments.”

Pierre de Coubertin, founder of the modern Olympic Games and the Olympic Movement (1863–1937)



↑ London 2012: Artistic gymnast Gabrielle Douglas of the USA competes on the balance beam in the women's individual all-around final

Finding a balance

The courage and determination displayed by some competitors at the Olympic Games can inspire us all.



Reading

When the will takes over: *Shun Fujimoto*

At Montreal 1976, a young Japanese gymnast performed his routine on the rings. He twisted, turned and balanced, before performing his landing—a double somersault with a full twist— landing heavily on the floor with both feet. Perfect! He stood for the required three seconds, but then collapsed in agony. No one knew that he was performing with a broken knee, injured during the floor exercises.

“I didn’t want to worry my team-mates,” explained Fujimoto. He couldn’t take painkillers because of doping regulations. “I made myself forget what might happen when I landed,” he said later. So, he endured his pain and kept it to himself. Japan was in a very close competition with the Soviet Union for the gold medal in the team gymnastics event. Fujimoto was one of their best gymnasts. He wanted to carry on in spite of his injuries. But his coach and his team-mates, now aware of his pain, would not allow him to continue with such a severe injury.

Without Fujimoto his five team-mates knew that they would have to make no mistakes in the competitions that followed.

Inspired by Fujimoto’s pride and courage they all did their very best.

When the results were announced the Japanese team had won the gold medal by 40/100s of a point. They dedicated their win to their team-mate, who had inspired them with his courage.



For discussion

- How does the decision of Fujimoto’s team demonstrate the balance of body, will and mind?
- If you were Fujimoto, would you carry on? Why or why not?
- Do you admire Fujimoto’s actions? Why?



↑ Montreal 1976: The Japanese men’s gymnastics team wins the gold medal. Shun Fujimoto is on the far left

An active life

Activity Sheet 34

Living an active, balanced and healthy life

Context for activity:

These activities would be well suited for inclusion in a life skills curriculum. They can be used with any of the age groups, with the content adjusted according to the students' capabilities.

Olympic educational themes:

Joy of effort, pursuit of excellence, fair play, balance, respect for others.

Suggested teaching strategies and learning skills

Creativity, collaboration, problem-solving.

Learning outcome

Recognizing which behaviors contribute to healthy and harmful lifestyles.

Choosing sports and healthy activities that match one's interests, are enjoyable, and promote positive lifestyle choices.

Adaptations for different age groups

Primary ages 5–8

Learning to adopt healthy eating and balanced choices. Students should be taught to recognise the importance of eating the right nutrients and avoiding harmful foods such as sugars and trans fats. For activity, they should be encouraged to undertake a minimum of one hour's exercise per day, and be restricted in their amount of "screen time". Students should be taught that daily physical activity provides significant health benefits.

Intermediate ages 9–11

In this age group students can be introduced to conversations about their changing bodies. In terms of activities, an emphasis on outdoor education and playing sports for fun is recommended.

Middle ages 12–14

Students can be taught about good decision-making and its role in minimising risk-taking behaviour. For activity, the students are ready to select their own sports and/or make personal fitness plans.

Senior ages 15–18

Students in their final years of high school can face complex challenges with unhealthy lifestyle choices—such as the use of tobacco, drugs, alcohol and other risky behaviours. Participation in sports is believed to help protect young people from the pressure to try harmful things. Students are encouraged to join teams—competitive or intra-mural. If competitive sports do not appeal, they could be encouraged to adopt activities in a "Wellness strand" e.g. yoga, keep-fit classes.

Continued overleaf

Active lifestyles

Use this page to help your school, youth sport organization or community to think about and plan healthy active living strategies that can be adopted by everyone. Adopt a “Sport for All” philosophy and GET ACTIVE!!

What are the health benefits of physical activity?

The benefits of regular physical activity have been clearly established. In particular, for adults, doing 30 minutes of moderate intensity physical activity at least five days a week helps to prevent or control over 20 chronic conditions, including coronary heart disease, stroke, type 2 diabetes, cancer, obesity, mental health problems and musculoskeletal conditions. The strength of the relationship between physical activity and health-positive outcomes continues throughout people’s lives, highlighting the potential health gains that can be achieved if more people become more active throughout their lives.

Activity also provides benefits for mental and spiritual well-being, for example improved mood, a sense of achievement, relaxation or release from daily stress. These outcomes can play an important role in improving people’s adherence to activity programs and ensuring that physical health benefits are maintained.

“Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”

World Health Organization

Guidelines for physical activity for young people

For under-fives:

- Physical activity should be encouraged from birth, particularly through floor-based play and water-based activities in safe environments.
- Children of pre-school age who are capable of walking unaided should be physically active for at least three hours daily, spread throughout the day.
- All under-fives should minimize the amount of time spent being sedentary (being restrained or sitting) for extended periods (except time spent sleeping).

For children and youth aged 5–18:

- All children and youth should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.
- Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.
- All children and youth should minimize the amount of time spent being sedentary (sitting) for extended periods. Younger children begin their active lives through play. This is important for their physical, cognitive and social development and is largely dictated by the opportunities that parents and carers give them. Young people become independent of their parents during the teenage years and are more influenced by friends and external role models.

Case study

Lisa (14 years old)

Lisa lives in a rural village. She used to go to the small local primary school but now travels eight miles by bus to a secondary school, where she has many friends.

She used to do a lot of sport at her primary school but stopped taking part because it was difficult to get home from matches and training. Her father is a single parent who cares for Lisa and her younger brother, Tom, but needs her to help out. During her spare time,

Lisa is constantly in touch with her school friends through social media but she also meets up after school regularly with friends in the same village to cycle or run together. Lisa’s father, a physiotherapist, knows about the recommendations for children and young people’s physical activity. He engages the children in family activities to reduce the amount of time they spend sitting down at home. They enjoy sport-themed video games and fitness competitions at home but try to go out together once a week and during the weekend as a family to take part in a sporting activity such as tennis. The village youth club holds a monthly dance night, where Lisa and her friends dance for up to three hours.

For discussion

- What would happen if Lisa’s father did not help to create a balance in her life?
- Describe in your own words how Lisa feels about her father’s actions in offering a healthy, active lifestyle