



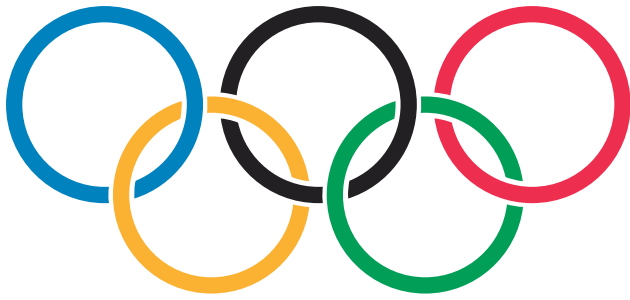


TEACHING VALUES

AN OLYMPIC EDUCATION TOOLKIT



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TEACHING VALUES

AN OLYMPIC EDUCATION TOOLKIT

A PROJECT OF THE INTERNATIONAL OLYMPIC COMMITTEE, LAUSANNE, SWITZERLAND

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FOREWORD BY: JACQUES ROGGE

INTERNATIONAL OLYMPIC COMMITTEE PRESIDENT JACQUES ROGGE SETS OUT THE OLYMPIC MOVEMENT'S VISION OF INTRODUCING YOUNG PEOPLE TO THE EDUCATIONAL VALUES OF OLYMPISM.



Our world today is in need of peace, tolerance and brotherhood. By blending sport with culture and education, the Olympic values can deliver these to us.

Sport is more than just competition. It is a state of mind. The challenge of the Olympic Movement is to educate and encourage young people to practise sport, and to teach them values. Sport helps people, especially young people, to escape daily concern, to respect each other and to learn that rules exist and how important it is to respect them. Sport also brings hope, pride, a sense of identity and health, thus shaping the body and mind.

This is precisely what the International Olympic Committee, with the support of the ISM company, is striving to encourage and promote through its Olympic Values Education: using Olympic sport traditions and values as the context for teaching life values and skills.

With *Teaching Values: An Olympic Education Toolkit*, we intend to introduce young people all over the world to the values of respect for self and others, fair play, excellence, joy in effort and the balance of body, mind and will. We will thus be moving forward by making the teaching of universal ethical values a priority, and by promoting physical education and sport and its benefits to society in general.

Ultimately, this is something that affects us all because the Olympic Movement of tomorrow is in the hands of the young people of today. Our hope is if the young people can learn to respect each other on the field of play, they may transfer this sentiment to other elements of their daily lives.

Jacques Rogge



FOREWORD BY: HE ZHENLIANG

HE ZHENLIANG, THE CHAIRMAN OF THE IOC COMMISSION FOR CULTURE AND OLYMPIC EDUCATION, WRITES THAT, BY PROMOTING THE VALUES OF OLYMPISM, WE CAN CREATE A MORE HARMONIOUS WORLD.



The renovator of the Olympic Games, Pierre de Coubertin, wrote that “Olympism seeks the harmonious development of the body and the mental capacities, but also that of the cultural and artistic values of man in order to improve his understanding and feeling of friendship towards the union of sport, art and culture”.

In today’s world marked with fast economic and social development, but also with conflicts, the Olympic Movement and all its stakeholders have to think about how to ensure that sport remains attractive to children and young people in our society, which is increasingly interested in leisure-driven entertainment.

By designing *Teaching Values: An Olympic Education Toolkit*, the International Olympic Committee (IOC) is promoting the role of sport in strengthening friendly ties and mutual respect among peoples and in particular the youth. Through their teachers and educators, coaches or sports club leaders, the young people of the world will not only learn more about Olympic history and its symbols, but they will also discover the power and strength of the Olympic values such as friendship, respect and excellence.

I would like to take this opportunity to express my thanks to Deanna L. Binder, and to all those who gave their time and passion, for their contribution to developing this toolkit. Thanks also to the ISM company for supporting the IOC in its pursuit of excellence through its educational role.

By inspiring a “spirit of Olympism Culture”, let us hope that *Teaching Values: An Olympic Education Toolkit* can contribute, with its own means, to building a world of harmony.

INTRODUCTION TO OLYMPIC VALUES EDUCATION



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Above Turin 2006: Jacques Rogge, the President of the IOC, speaks during the Opening Ceremony of the Winter Games.

“OUR WORLD TODAY IS IN NEED OF PEACE, TOLERANCE AND BROTHERHOOD. THE VALUES OF THE OLYMPIC GAMES CAN DELIVER THESE TO US.”
(JACQUES ROGGE, PRESIDENT, INTERNATIONAL OLYMPIC COMMITTEE, TURIN 2006)



WELCOME TO THIS TOOLKIT!

TEACHING VALUES: AN OLYMPIC EDUCATION TOOLKIT INCLUDES BACKGROUND INFORMATION AND A VARIETY OF LEARNING ACTIVITIES TO HELP PROMOTE THE EDUCATIONAL VALUES OF OLYMPISM.

When nations join the Olympic Movement and send athletes to compete in Olympic Games, they agree to a shared set of values called “Fundamental Principles” (see the Olympic Charter).

These principles incorporate a set of values that the International Olympic Committee refers to as “the educational values of Olympism” (see p. 13). National Olympic Committees agree to promote these values in their countries. This *Toolkit*

Below “Imagining a better world” drawing by Bournas Voahangimalala Olivia Rajaferison, Madagascar.

is designed to help members of the Olympic Family to fulfil this responsibility.

In the *Toolkit*, Olympic-related information provides a context for values-based teaching and learning opportunities. The focus is on HOW to teach and learn the educational values of Olympism, not on the Olympic facts and information. Since the *Toolkit* is designed for learners from **8 to 18** years, often with English as a second language, there are activities for a variety of different age levels and reading abilities. Teachers and youth group leaders are encouraged to adapt and rework activities so that they are appropriate for their learners.

In a world where obesity is a major concern, and where children in deprived communities need hope and a sense of achievement, physical activity and sport have an important role to play. The symbols and ceremonies, sports and cultural events of the Olympic Games are inspiring and motivational. They provide a relevant context for learning and teaching activities.

The educational methods of *Teaching Values: An Olympic Education Toolkit* are based on current educational theory about multicultural, intercultural and multiple-intelligence approaches to learning and teaching. These methods are supported by the following Principles of Learning:

- Learning is an active and not a passive activity. Learning processes include writing activities, discussion or debate, creative activities, e.g., art, drama or music, and physical movement through activities like sport, dance and physical education.
- People learn in different ways. Some people learn best by reading; some learn best by listening; some learn best by creating things or moving around. The activities in this *Toolkit* offer a variety of approaches.
- Learning is both an individual and a cooperative activity. Some people work best independently. In order to learn and practice cooperation, however, people need to work together. Thus, the *Toolkit* offers many activities for people to work together.





Stimulating the imagination of learners is another educational method used in Teaching Values. All athletes know the power of the imagination in helping them to accomplish a result or goal. Positive and creative use of the imagination can also help young people to develop new attitudes, new ways of thinking about themselves and others, and then to explore different ways of behaving.

DEFINING TERMINOLOGY

In this *Toolkit*, a number of words recur which are worth defining for the purposes of educators and their learners.¹

Value – A value is what is considered important in life; what makes life worth living. A value is also something that helps people decide what is right or wrong in moral terms.

Heritage – Heritage is a form of legacy.

There are tangible heritages such as buildings, monuments, historical sites, works of art, objects, books, etc. There are also intangible heritages such as languages, films, music, scientific knowledge, customs, arts and crafts. Rituals, sport movements and techniques are part of the intangible heritage.

Sport – Sport is understood to mean all forms of physical activity that contribute to physical fitness, mental well-being and social interaction. These activities include play; recreational, casual, organised or competitive sport; and indigenous sport or games (UNESCO 2004).

Culture – Culture is everything that allows people to situate themselves in relation to the world, society and also the heritage which is passed on to them (values, behaviour, arts, artifacts, knowledge, belief systems, stories and myths, etc.).

Above London 2005: London 2012 Chairman and former Olympian Lord Sebastian Coe (GBR) talks to children at an East London primary school about the Olympic Games.

“IT IS IMAGINATION THAT OPENS OUR EYES TO WORLDS BEYOND OUR EXPERIENCE - ENABLING US TO CREATE, CARE FOR OTHERS, AND ENVISION SOCIAL CHANGE.”²

(MAXINE GREENE, EDUCATOR AND CURRICULUM SPECIALIST)

¹ Definitions from Educational Services of the Olympic Museum, Lausanne.

² Greene, M. (1995). *Releasing the imagination: Essays on education, the arts, and social change*. San Francisco: Jossey-Bass Inc. (book jacket).



FUNDAMENTAL PRINCIPLES OF THE OLYMPIC MOVEMENT

THE "FUNDAMENTAL PRINCIPLES" APPEAR AT THE BEGINNING OF THE OLYMPIC CHARTER.

FUNDAMENTAL PRINCIPLES

#1 Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles.

#2 The goal of Olympism is to place sport at the service of the harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity.

#3 The Olympic Movement is the concerted, organised, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism.

It covers the five continents. It reaches its peak with the bringing together of the world's athletes at the great sports festival, the Olympic Games. Its symbol is five interlaced rings.

#4 The practice of sport is a human right. Every individual must have the possibility of practising sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play. The organisation, administration and management of sport must be controlled by independent sports organisations.

#5 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.

#6 Belonging to the Olympic Movement requires compliance with the Olympic Charter and recognition by the IOC.

See Learning Activity, Section 4, Fundamental Principles – Interpretation, p. 68.



Left Atlanta 1996: The Opening Ceremony at the Olympic Stadium in Atlanta, Georgia, celebrates the ancient origins of the Games.

EDUCATIONAL VALUES OF OLYMPISM

FIVE EDUCATIONAL VALUES HAVE BEEN HIGHLIGHTED FOR THIS TOOLKIT. THESE VALUES COME FROM THE FUNDAMENTAL PRINCIPLES, AND HAVE BEEN WORDED IN A WAY THAT SEEMS RELEVANT FOR EDUCATIONAL PURPOSES. THEY INCORPORATE THE THREE DOMAINS OF LEARNING: COGNITIVE (INTELLECTUAL), AFFECTIVE (SOCIAL/EMOTIONAL) AND KINESTHETIC (PHYSICAL).

A. JOY OF EFFORT

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

B. FAIR PLAY

Fair play is a sports concept, but it is applied worldwide today in many different ways. Learning fair play behaviour in sport can lead to the development and reinforcement of fair play behaviour in the community and in life.

C. RESPECT FOR OTHERS

When young people who live in a multicultural world learn to accept and respect diversity and practise personal peaceful behaviour, 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 contributes to the development of both moral and intellectual learning. This concept became the foundation of Pierre de Coubertin's interest in a revival of the Olympic Games.

Teaching suggestions and practical activities have been included for each of the five values in Section 4: "The Five Educational Values".



Left A father lifts his son to stick heart-shaped cards on a banner during a public promotion event for "Welcome the Olympic Games; use civilised behaviour; create a new atmosphere", aimed at encouraging the development of positive behaviours by Beijing's 15 million citizens.



OLYMPIC EDUCATION TEACHING APPROACHES

THIS *TOOLKIT* PROVIDES MATERIALS TO HELP ADULTS IN TEACHING ROLES (TEACHERS, COACHES, SPORT CLUB LEADERS, STAFF OF NOCS AND NATIONAL OLYMPIC ACADEMIES) TO ENHANCE THE PHYSICAL AND MORAL DEVELOPMENT OF THE CHILDREN AND YOUTH IN THEIR CARE.

Olympic Education means different things to different people. The chart on the right shows the variety of programmes that are included under the banner of Olympic Education.

These programmes have different objectives and different audiences. There is, however, a great deal of overlap. *Teaching Values: An Olympic Education Toolkit* is an “education through Olympism” approach.

PROVEN PRACTICES FOR TEACHING VALUES³

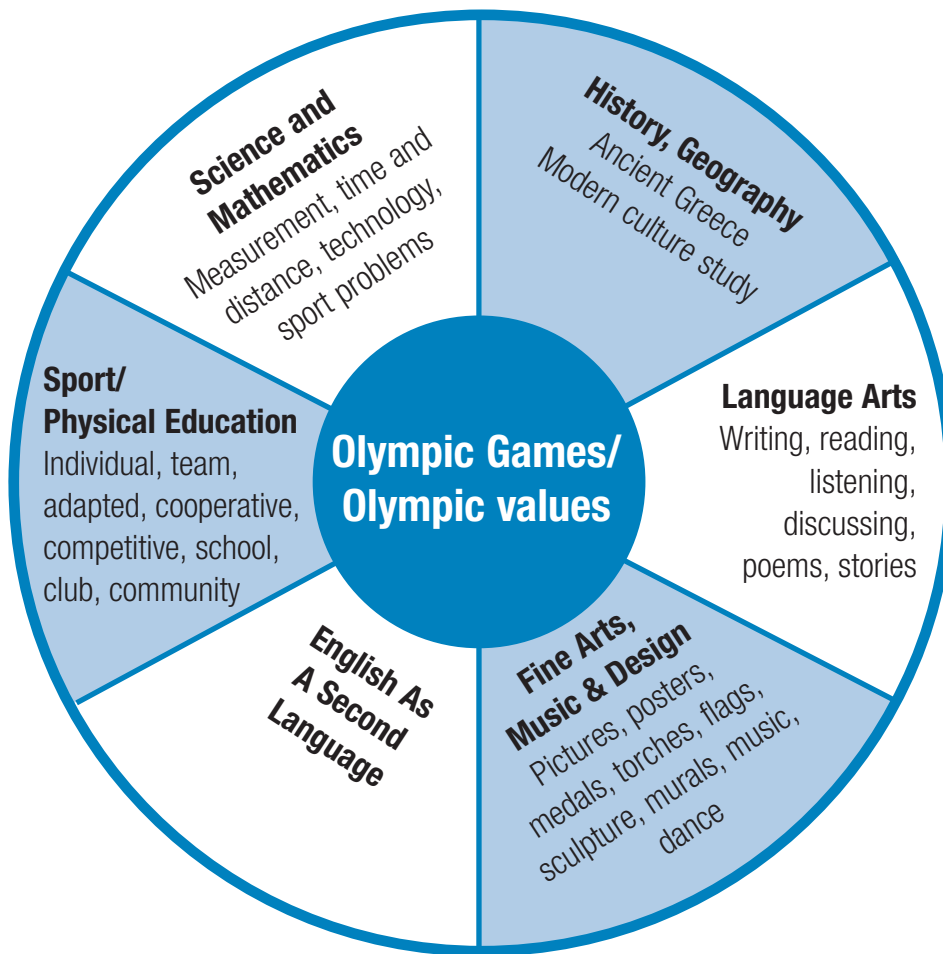
Using Discussion: Discussion or conversation is a key learning strategy for values development. Successful discussions require a teacher or “facilitator” who ensures balanced

OLYMPIC EDUCATION

- Academic Research, Courses and Seminars in Universities & Olympic Studies Centres
- Programmes of National and International Olympic Academies and National Olympic Committees
- Information Books, Textbooks, Videos, CDs and TV Programmes on the Olympic Games and Olympic Sport
- Olympic Day Activities, Olympic Festivals and Competitions in Schools and Communities
- High Performance Training & Physical Educ. from within the framework of Olympic values
- “Education Through Olympism” Integrated & Life-Oriented Values-Teaching Programmes for Children & Young people Supporters
- Education and Youth Programs of Olympic Games Organising Committees
- Olympic and Sport Youth Camps
- Olympic Museums, Halls of Fame & Art & Culture Exhibitions
- Marketing and Promotion Programmes of Olympic Sponsors & Supporters

Below Atlanta 1996: Children form the Olympic Rings and a dove of peace during the Opening Ceremony of the 1996 Olympic Games in Atlanta, Georgia.





Pathway Three – Olympic Theme Week or Month

Many of these activities will effectively support an Olympic Theme Week or Month in which a variety of classrooms participate. An Olympic Theme Week or Month would open and close with ceremonies and would include a competitive physical activity sport and games experience.

Pathway Four – Excellence Through Sport and Physical Education for Young and Gifted Athletes

Enhance sports education and physical education programmes with activities that help students understand and practise the educational values.

Pathway Five – For Post-Secondary Students and Workshop Participants (e.g. Teachers, Youth Group Leaders)

Use this *Toolkit* as a course in “Olympic Education: A Values-Based Approach”. For example, in an Olympic Studies Centre a course in Olympic Education could be offered to Faculty of Education and Faculty of Physical Education/Kinesiology students.

Although different countries have different histories, traditions and moral codes of conduct, many global values are shared or have been mingled and modified by modernisation and globalisation. The Olympic Movement has created opportunities for promoting these shared values. *Teaching Values: An Educational Toolkit* is designed in a way that encourages teachers and youth group leaders to adapt the various activities in order to meet the expectations of their programmes and the particular needs of their learners.

³ Adapted from International Red Cross. 2001. *Exploring Humanitarian Law: Methodology Guide*, Geneva: International Red Cross, pp. 21-44.

participation, and “weaves” the thoughts of different learners into a coherent pattern. The goal is to help students to develop speaking and listening skills and support a point of view with evidence and thoughtfulness.

Using Dilemmas: Dilemmas introduce learners to the complex challenge of making ethical decisions when there are competing goals, and every decision has consequences. Doing nothing is also a choice with consequences.

Using Role Plays: Role playing offers the opportunity to step “into the shoes” of someone else, and make the experiences described in writing come alive through dramatisation. Successful role playing includes preparation beforehand and discussion afterward.

Using Small Groups: Using small groups helps learners to share ideas, develop skills and focus on teamwork. Successful small-group work depends on clear instructions about the tasks, making time available and encouraging imaginative and effective presentation of the small group conclusions and insights to the larger group.

PATHWAYS TO PARTICIPATION

The material in *Teaching Values: An Olympic Education Toolkit* can be approached through a variety of different pathways.

Pathway One – Education Through Olympism – An Integrated and Cross-Curricular Approach

Some classroom teachers use a thematic or project-based teaching approach, and develop their learning outcomes by integrating activities from a variety of subject areas. An Olympic theme with its potential references to history, mathematics, science, language studies, physical education, health and life studies is an ideal theme for this kind of integration.

Pathway Two – Teacher-Centred Classrooms

For systems which are more teacher-centred, or which follow a prescribed textbook and workbook plans, the reading and writing activities may be reworked and reorganised for specific age levels. For teachers with very large classes, small group work may be desirable.

Above This graphic demonstrates the variety of subjects within the curriculum that can be referenced to Olympism.



EDUCATIONAL REALITIES AND OPPORTUNITIES

TEACHERS AND YOUTH GROUP LEADERS IN DIFFERENT PARTS OF THE WORLD ARE WORKING WITHIN VASTLY DIFFERENT POLITICAL, RELIGIOUS AND EDUCATIONAL SYSTEMS, AND WITHIN CURRICULAR AND ECONOMIC CONSTRAINTS AND RESTRAINTS.

“IT IS CLEAR THAT, BY EMPHASISING THE IMPORTANCE OF MULTICULTURALISM, WE ARE NOT REJECTING UNIVERSAL VALUES. QUITE THE CONTRARY, MUTUAL RESPECT BETWEEN CULTURES AND MUTUALLY ADOPTING THE BEST ELEMENTS OF THESE IS, IN MY OPINION, ONE OF THE UNIVERSAL VALUES. THE OLYMPIC MOVEMENT IS A GOOD EXAMPLE OF THIS.”

(ZHENLIANG HE, IOC MEMBER AND CHAIRMAN OF THE IOC COMMISSION FOR CULTURE AND OLYMPIC EDUCATION)

■ **Educational systems** – *Teaching Values: An Olympic Education Toolkit* is a global education initiative. However, priorities, programmes and administrations differ in the many educational systems of the world. Schools have different teacher-student relationships and different expectations from parents, students, education authorities and community members. They have different class sizes and infrastructures for teaching and learning. In many African communities, for example, there is a much greater emphasis on the informal educational systems rather than on formal schooling, on oral as compared with written communication, and on the role of the family and community.⁴

■ **Examinations** – Systems such as those of China, with its five thousand year-old system based on meritocracy, or Greece, with its echoes on its ancient, classical past, emphasise memorisation and written exams. These are challenges for Olympic educators in many educational systems. In addition to this *Toolkit*, the authors hope to be able to provide Internet and CD support in the future in order to provide assessment formats in the cognitive domain.

■ **Language** – Translation of a document from the original language in which it was written to another language is always an imperfect process, because translation is a filtered communication between an author, a translator and a reader or listener. Ideas easily expressed in one language are sometimes not so easy to express in another language. For example, the French phrase, *esprit du sport* does not mean quite the same thing as the English phrase *fair play*. In Chinese, where language is presented through thousands of different symbolic characters rather than through an alphabet, translation from a Euro-American literal language is a difficult and complex process. Olympic educators from different continents have reviewed the materials in this *Toolkit* in an attempt to find the best words and phrases to express the ideas of Olympism.

■ **Philosophy** – The educational ideas of the Olympic Movement are grounded originally in European philosophy and educational traditions. Although these ideas seem to resonate in the two hundred nations that belong to the Olympic Family, there are many differences among their philosophical and educational systems. Therefore, receiving acceptance for the values-based teaching and learning strategies used in this manual may be a challenge in some nations. For example, in faith-based educational communities, the challenge for Olympic educators and youth group leaders will be to identify the ways that Olympic values education can support existing educational priorities, and to adapt and use the various activities in ways that are appropriate for the realities of local belief systems and situations.

Below Angola 2001: Local children getting involved in the fun of an Olympic Day.

⁴ Reagan, T. (2000). *Non-Western Educational Traditions: Alternative Approaches to Educational Thought and Practice*. Mahwah, NJ: Lawrence Erlbaum Associates.



OLYMPIC EDUCATION AROUND THE WORLD

THE WORK OF THESE NATIONAL OLYMPIC COMMITTEES SHOWS HOW THE IDEAS AND VALUES OF OLYMPISM CAN BE TAUGHT TO CHILDREN AND YOUNG PEOPLE IN DIFFERENT COUNTRIES.

ALGERIA⁵

Historically, the project of the establishment of the NOA of Algeria was borne from the will of the NOC to create an institution which would be capable of taking charge of the Olympic Education programmes in Algeria... There was a need for carrying the ideals and values of Olympism beyond a domain which had always been dedicated to sports practice.

Established on the 25th February 2002 the NOA of Algeria is constituted by a Director, a Coordinator a "Pedagogy and Planning" Department, and an "Organisation and Communication" Department. The programmes that are described below have similar intentions.

OTHER EXAMPLES OF OLYMPIC EDUCATION PROGRAMMES

GUATEMALA⁶

Olympic festival – During three days, the Guatemalan Olympic Academy and the Guatemala Olympic Committee organise an annual Olympic festival including different activities: sponsor's show, sport exhibitions, conferences and workshops on topics related to Olympism, as well as a painting and drawing contest entitled "Draw your sport and name it" aimed at all age groups. The activity, held annually, aims to disseminate Olympic principles and promote all sports, relating them to art and culture.

Cine Forum – The Olympic Academy of Guatemala holds, periodically, a series of Cine Forum in different educational institutions throughout the country, in order to make Olympic Philosophy known through an interactive educational program. Approximately 150 students aged between 12 and 18 are divided into several groups to watch a movie related to Olympism and discuss the values or anti-values identified in the movie.

⁵ The information on Algeria was adapted from the web site of the International Olympic Academy.

⁶ The information on the activities of the National Olympic Academy of Guatemala was received from the Olympic Studies Center of the Autonomous University of Barcelona as part of the data collected for a project sponsored by the IOC.

ALGERIA – ACTIVITIES 2004/2005

Activity under the title: Olympic Races

Target Group: Pupils of the 5th and 6th grade of primary schools

Concept and implementation of 2000 participation cards

Distribution of the participation cards to the schools
Distribution of T-shirts, hats and balloons to the participating pupils and schools

Activity "Sport and Fair Play"

Target group: Students of high schools and colleges
Action's objective: To raise public awareness through games and questions

Concept and implementation of a leaflet in 5000 copies

Activity "Sports and ill children"

Target group: Children and teenagers who are hospital patients

Action's objective: To raise awareness and comfort through sport

Distribution of leaflets "Games and Questions" on the occasion of the Olympic Games



Above
The Algerian Olympic Committee logo.



Right
The Guatemalan Olympic Committee logo.

ALGERIA – ACTION PLAN FOR 2006

ACTIVITY	TARGET GROUP	PERIOD
"Sport and Fair Play" To raise awareness through games and questions	Students of colleges and high schools	January, February, March, April, May, June 2006
National Literary Olympic competition on the subject : "Sport without doping: The champions do not cheat"	Young people from 18 to 21 years old	April-June 2006
National Session "School and Olympism"	Sports educators, coaches of the EPS or school leaders	October 2006
National Arts Competition "Works of Olympic inspiration"	People of art and culture	June 2006



ALBANIA⁷
Olympic week in schools

Educational programmes organised by the National Olympic Committee and Academy of Albania in collaboration with the Ministry of Education, the Regional Directorate of Education, and the University of Sport, are aimed to increase familiarisation with the Olympic ideals and sport for a better life. The initiative involves the organisation of an Olympic Week every two years in each school of Albania, from elementary to gymnasium (high level). For one week, various activities are organised by the schools including class activities in all curriculum subjects, art contests, a sporting contest during the last day of the week and an Olympic quiz.



⁷ The information on the activities of the National Olympic Academy of Albania was received from the Olympic Studies Center of the Autonomous University of Barcelona as part of the data collected for a project sponsored by the IOC.

Above Philippines 1998: Competitors celebrate on the podium after an Olympic Day run.

Left The Albanian Olympic Committee logo.

NEW ZEALAND

New Zealand's active National Olympic Academy works closely with the country's Ministry of Education. Learning outcomes related to the values of Olympism appear throughout the New Zealand Health and Physical Education Curriculum.

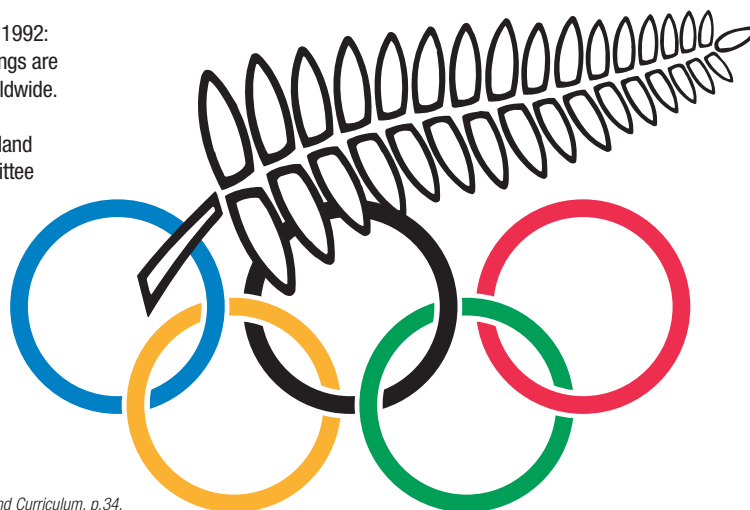
The national Olympic committees of countries such as New Zealand, Australia, United Kingdom, Germany, and Canada, promote Olympic education through excellent web sites and special Olympic Education promotional programs for schools. They also produce educational materials for teachers prior to each Olympic Games. Many national Olympic committees organise Olympic Day activities – youth runs, art contests and youth leadership seminars.



“THROUGH THEIR LEARNING IN HEALTH AND PHYSICAL EDUCATION, STUDENTS WILL DEVELOP A POSITIVE AND RESPONSIBLE ATTITUDE TO THEIR OWN PHYSICAL, MENTAL AND EMOTIONAL, SOCIAL, AND SPIRITUAL WELL BEING... RESPECT FOR THE RIGHTS OF OTHER PEOPLE... CARE AND CONCERN FOR OTHER PEOPLE IN THEIR COMMUNITY AND FOR THE ENVIRONMENT... [AND] A SENSE OF SOCIAL JUSTICE”⁸

Above Antigua 1992: The Olympic Rings are recognised worldwide.

Right New Zealand Olympic Committee logo.



⁸ New Zealand Ministry of Education. 1999. *Health and Physical Education in the New Zealand Curriculum*, p.34.



THE CHALLENGES

THE OBJECTIVES OF PIERRE DE COUBERTIN'S ORIGINAL OLYMPIC MOVEMENT FORM THE BASIS OF THE FUNDAMENTAL PRINCIPLES OF THE OLYMPIC CHARTER. THE CHALLENGE NOW IS FOR MEMBERS OF THE OLYMPIC FAMILY TO PROMOTE THESE VALUES.

Whenever the Olympic flag is raised during the Opening Ceremony of an Olympic Games, the world celebrates the ideas of the founder of the modern Olympic Movement, Pierre de Coubertin (1863-1937). His objectives were educational. He believed that young people needed to train their bodies as well as their minds. He wanted the schools in his country to include compulsory organised sports in their programmes. He thought that his ideas would receive good publicity if he organised an international sporting event based on the heritage of the ancient Olympic Games of Greece.

In 1894, Pierre de Coubertin invited colleagues and friends to a Congress. At the Congress he introduced a plan to revive the Olympic Games. The committee to plan these Games was called the International Olympic Committee.

His objectives are summed up in the "Aims of the Olympic Movement" which appear in the original Olympic Charter.

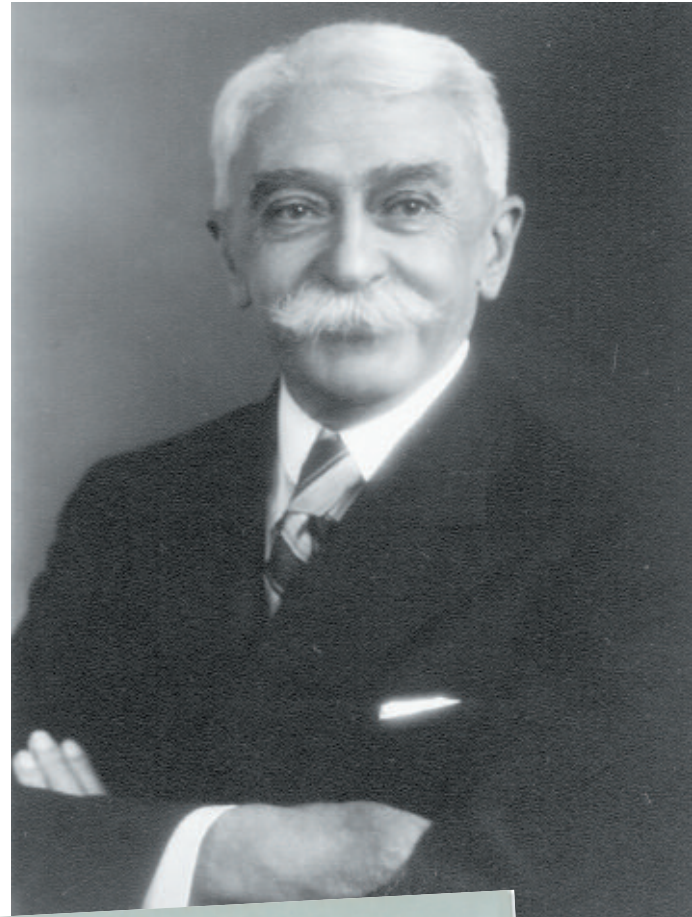
The Olympic Charter has been revised many times. It guides the work of the International Olympic Movement. Pierre de Coubertin's "Aims" are now called "Fundamental Principles."

FOR MEMBERS OF THE OLYMPIC FAMILY

As a member of the Olympic Family you represent the Olympic Movement. Whether you are an IOC member, an Olympian, a Games organiser, or a sponsor, you stand for the values and principles of Olympism.

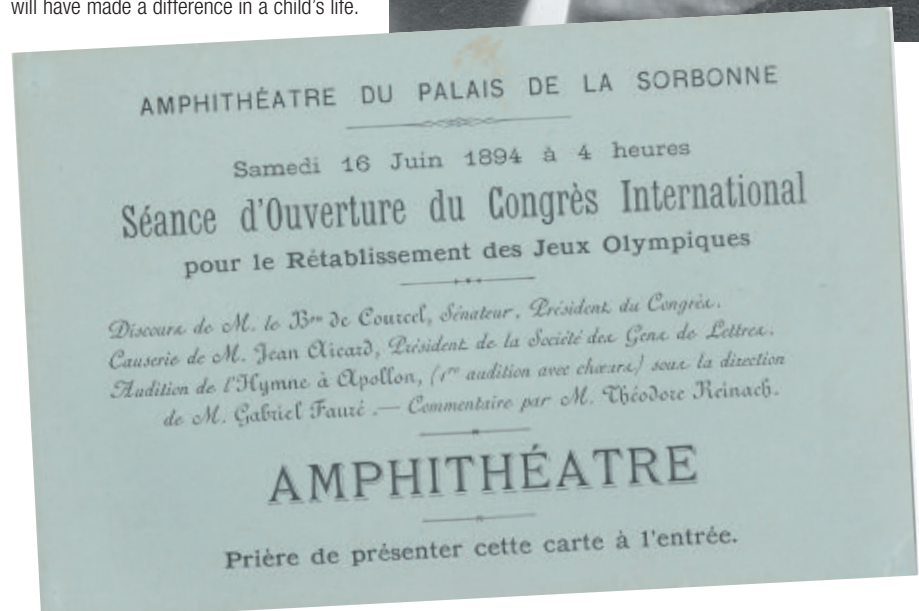
Imagine yourself as the guest of honour at the Opening Ceremony of an Olympic Day Games in a school or community. Hundreds of excited young people wait for you to declare the 'Olympic Day Games' officially open. They have learned about Olympic history, other participating nations and the values of the Olympic Movement. In keeping with the belief that the Olympic Games are more than another sports event, students have produced their own torches and posters, and are looking forward to a day of sport and cultural activities. They will be challenged to practise fair play, accept individual differences and be the best that they can be. **This is Olympism in action!** These educational values of Olympism do not emerge automatically from active participation in sport. They have to be taught.

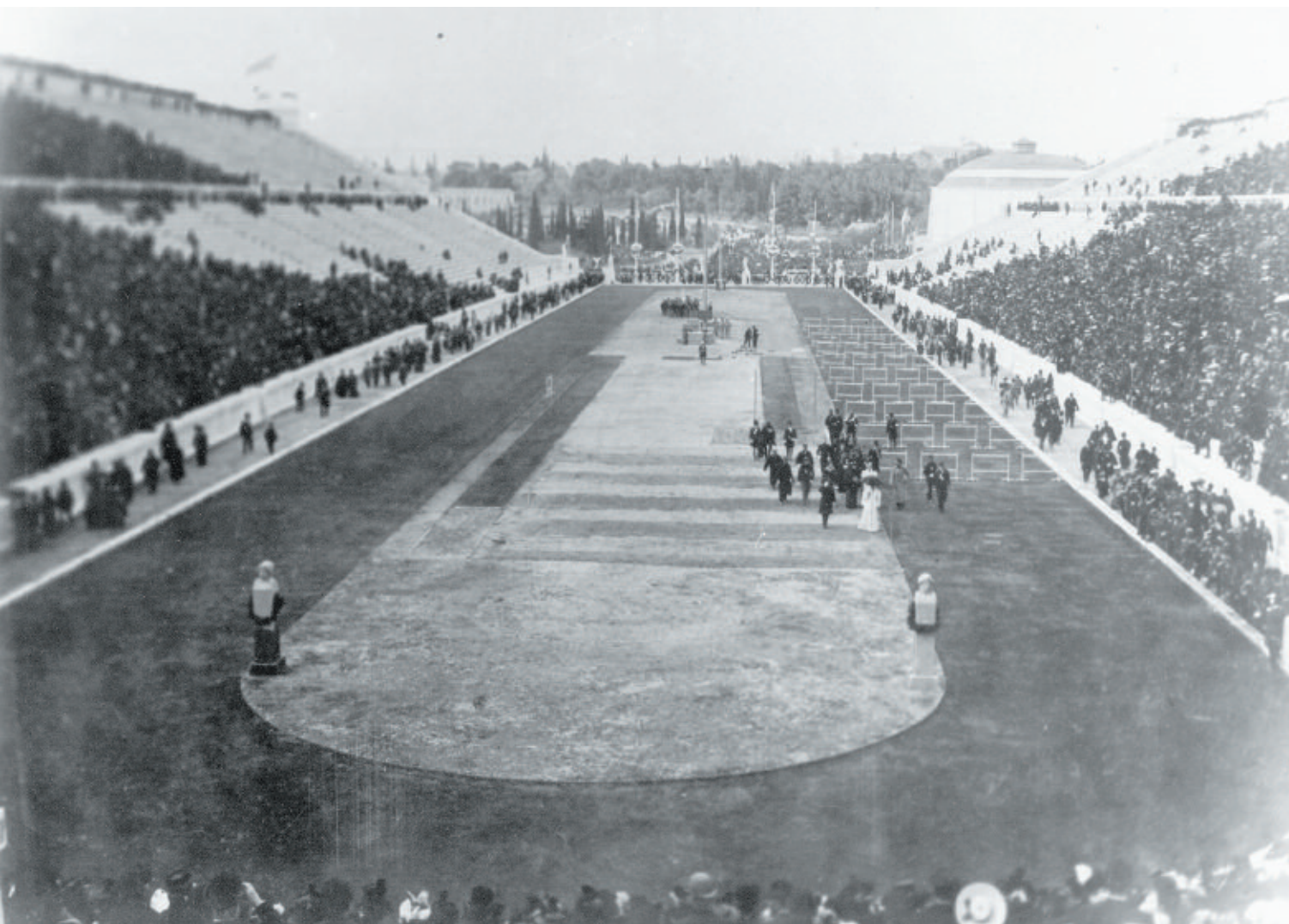
As a member of the Olympic Family, you are in a unique position to share and promote this *Toolkit*. Because of your participation a child may be inspired to become a future Olympian, or a champion for human rights in sport and in life. You will have made a difference in a child's life.



THE AIMS OF THE OLYMPIC MOVEMENT (1894)

- To promote the development of those physical and moral qualities which are the basis of sport
- To educate young people through sport in a spirit of better understanding between each other, and of friendship, thereby helping to build a better and more peaceful world
- To spread the Olympic principles throughout the world, thereby creating international goodwill
- To bring together athletes of the world in the great four-yearly sports festival, the Olympic Games





Above Athens 1896: Athens, Greece, hosted the first Olympic Games. Here you can see the activity in the white marbled Panathinaiko Stadium before a hurdles event.

Right Seoul 1988: A Field Hockey match between India and Pakistan. Mohinder P. Singh (IND) tries to evade Tahir Zaman (PAK) and Muhammad Qamar I. (PAK).

Left Pierre de Coubertin and his invitation to the Congress of 1894.





FOR COACHES, SPORT AND YOUTH CLUB LEADERS

Jacques Rogge, President of the International Olympic Committee made the following statement about sport and the Olympic Movement:

“The unique strength of the Olympic Movement lies in its capacity to enthuse a dream in successive young generations:

- The examples of the champions motivates young people.
- The dream to participate in the Games will lead them to sport. Through sport, they will benefit from an educational tool.
- Sport will help their bodies and minds
- Sport will teach them to respect the rules.
- Sport will teach them to respect their opponents.
- Sport will allow them to integrate with society, and develop social skills.
- Sport will give them an identity.
- Sport will bring them joy and pride.
- Sport will improve their health.”⁹

Most sports and youth club leaders would accept these statements, and would probably believe that fair play, respect for the rules, respect for opponents, positive social skills, and healthy behaviour are values that can be developed through active participation in sport and physical activity. However, these outcomes are not the result of participation in sport alone; these desirable behaviours have to be taught.

Sometimes fierce competition and the pressure to win in both school and community sports can be a deterrent to the realisation of Olympic values like fair play. Nevertheless, coaches all over the world are in a unique position to teach the values of Olympism. One of the most effective ways for young athletes to learn about fair play, for example, is to provide an opportunity for them to discuss the implications and consequences of their behaviour. When coaches give their players an opportunity to explore value conflicts and to discuss their feelings, beliefs and behaviour, values education has begun.

In older groups the discussion may focus on violence and substance abuse, while in younger groups the discussion may focus more on playing by the rules, equal opportunity and fair play.

Stories and examples in this *Toolkit* can be a basis for discussion. An Olympic values education initiative, which brings school and community clubs together in an integrated approach, provides a unified and consistent message to young people about appropriate values and behaviour.

FOR EDUCATIONAL AUTHORITIES AND ADMINISTRATORS

The events of the modern Olympic Games have broad international appeal and a world-wide television audience. They

Below Netherlands 1991: IOC member Anton Geesink starts an Olympic Day Run in the Netherlands. Dr. Geesink won a gold medal in judo at the Tokyo Olympic Games, 1964.

Right Nagano 1998: A Japanese girl wearing an outfit embroidered with the Olympic rings and the Nagano mascots, the ‘Snowlets’. The Snowlets (Sukki, Nokki, Lekki and Tsukki) are four owls, a bird which represents “the wisdom of the woods” in many countries.

began 100 years ago as a 19th century European educational reform project of Pierre de Coubertin. Today they are the “largest spatiotemporal concentration of attention in human history.”¹⁰

The general nature of the educational values of Olympism seems to act positively as a “transnational space” – a place where the symbols and ceremonies, values and principles of the Olympic Movement are worked out, worked through, adapted and re-invented within the context of local knowledge and local and national cultural traditions.¹¹ MacAloon suggests that “there



“NO ONE IS BORN HATING ANOTHER PERSON BECAUSE OF THE COLOUR OF HIS SKIN, OR HIS BACKGROUND, OR HIS RELIGION. PEOPLE MUST LEARN TO HATE, AND IF THEY CAN LEARN TO HATE, THEY CAN BE TAUGHT TO LOVE, FOR LOVE COMES MORE NATURALLY TO THE HUMAN HEART THAN ITS OPPOSITE.” (NELSON MANDELA)

is no such thing as ‘the Olympic Games,’ there are many thousands of Olympic Games.”¹²

What does this mean for you as authorities within your national education systems? *Teaching Values: An Olympic Education Toolkit* is designed to convert Olympic stories, traditions and history into curriculum-based learning activities. Children and youth learn best by being enthusiastically engaged. Learning activities based on the educational values of Olympism provide a useful context for locally produced interpretations, insights, representations and activities. These learnings seem to reaffirm the required learning outcomes of school-based curricula. South African teachers, for example, integrate the concept of ubuntu – an ancient sub-Saharan word meaning [more or less] “I am what I am because of who we all are” – with the Olympic societal values of universality and humanity.¹³

Therefore, exercises and stories based on Olympic themes provide a natural motivation for values-based teaching activities in a variety of subject areas. They will help young people to explore the traditions of their own national and cultural communities. They will support the goal of sport as well as the goal of education in schools to improve the moral and physical development of their participants and students.

A programme based on the values of Olympism can help to transcend and also celebrate difference by focusing on the common aspirations that we all have for the well-being of our children. We want them to be physically active and healthy; we want them to play fair; we want them to respect others; and we want them to become the best that they can be. The activities in this *Toolkit* can inspire imagination and hope by blending

education with sport and culture in the service of peace.

FOR TEACHERS AND INSTRUCTORS

Inspiring the moral and physical development of children and youth through participation in sport and physical activity is the goal of the Olympic Movement. This goal, although based originally on Euro-

Below Nelson Mandela, the inspirational former President of the Republic of South Africa.

American traditions, is also consistent with the active living goals of the World Health Organisation (WHO) and UNESCO (the United Nations Education, Scientific and Cultural Organisation). These organisations are concerned about the growing problem of obesity in young people in economically developed countries – a problem compounded by the lack of physical activity and the increase in sedentary



9 Rogge, J. (2001). Editorial: Towards greater universality. *Olympic Review*, August-September 2001. www.olympic.org/upload/news/olympic_review/review_200219124038_UK.pdf

10 MacAloon, J. (1996). Humanism as a political necessity? Reflections on the pathos of anthropological science in Olympic contexts. *Quest*, 48(1), 67-81, p. 75.

11 Binder, D. 2002. *Olympic odyssey: Facilitating an International Olympic Education Project*. Unpublished Doctoral Dissertation. Edmonton: University of Alberta, p. 203. With thanks to Noel Gough (2000) for the concept of “transnational spaces.”

12 MacAloon, J. *Ibid.* p. 76.

13 Binder, 2000. *Be a champion in life: An international teacher's handbook*. Athens: Foundation of Olympic and Sport Education.



lifestyles. It is a goal that also resonates in economically developing countries, where competition for limited access to higher education through written exams is fierce, and children are forced to achieve academically at the cost of their health.

Perhaps your school does not have the facilities or the curriculum time for physical education. Perhaps you do not have qualified people to instruct in physical education. Pierre de Coubertin met this same situation over 100 years ago when he was trying to reform the education system of France. He complained that young people were "being stuffed with knowledge ... [and] ... turned into walking dictionaries."¹⁴ He suggested that young people develop positive values like fair play, respect for others, and the desire to challenge their abilities by actively applying them in real situations – and specifically in sport and games.

Educational research today supports De Coubertin's conviction that participation in sport and physical activity contributes to a healthy lifestyle, effective learning and the development of positive values. Furthermore, the educational values of the Olympic Movement – joy of effort in sport and physical activity, fair play, respect for others, striving for excellence, and balance between body, will and mind – have relevance and application far beyond the context of sport. Activities which focus on the development of these values can

contribute to the development of learning outcomes in many different subject areas.

Government curriculum requirements often leave little room for additional programmes or for use of optional learning materials. Therefore, *Teaching Values: An Olympic Education Toolkit* is organised to allow flexible use.

- Educators may choose information or activities from the *Toolkit* to support or enrich their existing programmes.
- Educators may choose to use the entire *Toolkit* as a course in Olympic education.
- Educators may come together within a school to plan an Olympic Day or Olympic Week. Integrating the activities of the *Toolkit* across a variety of subject areas offers a school the opportunity to work together, and to begin and end the Olympic theme with special symbols and ceremonies that will enhance the learning experiences. (For a description of how to plan an Olympic Day or Olympic Week see Section 5, p. 126.)

Inspire the dreams of learners with Olympic stories of triumph and tragedy. Inspire international understanding and peace with the messages, magic and mystery of the Olympic symbols and ceremonies.

Inspire the humanity of learners by teaching the Olympic values.

¹⁴ Quoted in Mueller, N. (Ed.). (2000). Pierre de Coubertin: Olympism – Selected Writings. Lausanne: International Olympic Committee

Right Two young runners, one from Iran (2005) and one from Senegal (1997) embrace the challenge of sport during an Olympic Day Run.

Below Thailand 2005: Young people celebrate during an Olympic Day Run.



CELEBRATING THE VALUES THROUGH SYMBOL AND CEREMONY



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Above Turin 2006:
The spectacular
Opening Ceremony in
Turin continued the
tradition of every
Summer and Winter
Games.

**“...WHERE DOES THE
ABSTRACT CONCEPTION
OF OLYMPIC IDEOLOGY
AS A MOVEMENT FOR
PEACE AND
INTERNATIONAL
UNDERSTANDING TAKE
ON HUMAN FLESH
AND BLOOD?... THE
ANSWER IS IN THE
CEREMONIES...”**
(JOHN MACALOON)¹

¹ MacAloon, J. (1996). *Olympic ceremonies as a setting for intercultural exchange*, in De Moragas, M., MacAloon, J., and Llinés, M. (Eds.). *Olympic Ceremonies: Historical Continuity and Cultural Exchange*. Lausanne: International Olympic Committee, pp. 29-43.



BACKGROUND INFORMATION

THE OLYMPIC GAMES LIVE IN THE IMAGINATION THROUGH THEIR SYMBOLS AND TRADITIONS. THIS SECTION INTRODUCES THEM AND SHOWS HOW THEY CAN BE USED TO PROMOTE THE VALUES OF OLYMPISM.

Pierre de Coubertin (1863-1937), the founder of the modern Olympic Games, understood the importance of emotion and imagination as educational tools. He integrated sports with culture in the organisation of the Olympic Games. He created symbols and encouraged ceremonies, music, and pageantry. These artistic and cultural experiences make the Olympics different from other sporting events and provide a basis for values education activities in a variety of curriculum areas – including sport and physical education.

OLYMPIC RINGS AND FLAG

The most widely recognised symbol of the Olympic Games is the five interlocking rings. The colours are blue, black, red, yellow and green. They are laced together to show the universality of Olympism.

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

The Olympic flag has the five coloured rings on a white background and was first hoisted over an Olympic stadium in 1920 during the Antwerp Games. At each Olympic Games the flag is brought into the stadium during the Opening Ceremony and raised on a flagpole. It must fly in the stadium during the whole of the Olympic 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 next host city of the Games.

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.

OLYMPIC MESSAGE

“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.”

These words are displayed on the main scoreboard at every modern Olympic Games. Pierre de Coubertin borrowed them from a speech that he heard in 1908.

OLYMPIC FLAME AND TORCH

The Olympic flame symbolises the striving for perfection and the struggle for victory; it also represents peace and friendship. The tradition of the modern Olympic torch began in 1936 at the Berlin Games and has since remained as an Olympic custom. The torch is lit by the sun at Ancient Olympia, Greece and then passed from runner to runner in a relay to 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.

OPENING CEREMONY

The Opening Ceremony is the first public event of the Olympic Games and is primarily the responsibility of the host city's Organising Committee. The order of the ceremony is stipulated by the Olympic Charter (see box, right).

OLYMPIC ANTHEM

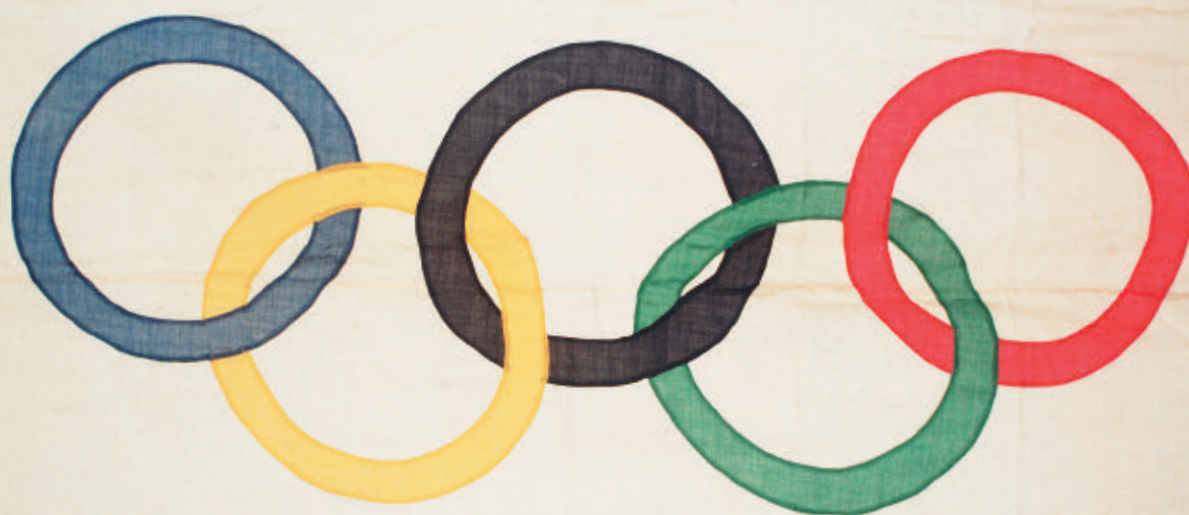
The music was written by Greek composer Spyros Samaras and the words were added by Greek poet Kostis Palamas in 1896. It was adopted by the IOC in 1958. The Olympic anthem is played at the Opening and Closing Ceremonies of all Olympic Games and during all official International Olympic Committee ceremonies.



Above Turin 2006: Stefania Belmondo (ITA), the last torch bearer during the Opening Ceremony.



Right Athens 2004: Raising the flag during the Opening Ceremony.



ALEXANDRIE 5 AVRIL 1914

OPENING CEREMONY

ORDER OF EVENTS:

- Parade of Nations – Greece first, host city last, others in alphabetical order.
- Speeches by the President of the Organising Committee and the President of the International Olympic Committee.
- Head of State of the host country officially declares the Games “open.”
- Olympic flag is raised as the Olympic anthem is played.
- Olympic torch is used to light the Olympic flame.
- Doves are released as a symbol of peace.
- Olympic oath is taken by an athlete and an official.
- Cultural entertainment is provided by the Organising Committee of the host city.

Above The first Olympic flag. This flag was prepared under Baron Pierre de Coubertin’s orders, and was displayed during the Pan-Egyptian Games, Alexandria, Egypt in 1914. You can see the words “Alexandrie 5 Avril 1914” on the flag.

Right Lillehammer 1994: Violinists in a sleigh, a Norwegian tradition, at the Opening Ceremony.





ATHLETES' OATH

“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 HONOUR OF OUR TEAMS.”

During the Opening Ceremony, an athlete from the host country comes to the platform and reads the Oath on behalf of all athletes. Then an official or a judge reads a similar oath on behalf of the judges and officials. The Olympic oath was first used at the 1920 Olympic Games in Antwerp.

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 formalised in 1956 (see box, above right).

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 Greeks believed that the vitality of the sacred tree was transmitted to the recipient through the branch.

At the modern Olympic Games, Olympic medals are presented to the first, second and third place 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 medallist's national flag is raised.

Above Nagano 1998: Kenji Ogiwara (JPN) taking the athlete's oath.

Below Athens 2004: (L-R) Hrysopiya Devetzi (GRE), Françoise Mbango Etone (CMR), and Tatyana Lebedeva (RUS) celebrate on the podium after the women's triple jump.²



CLOSING CEREMONY

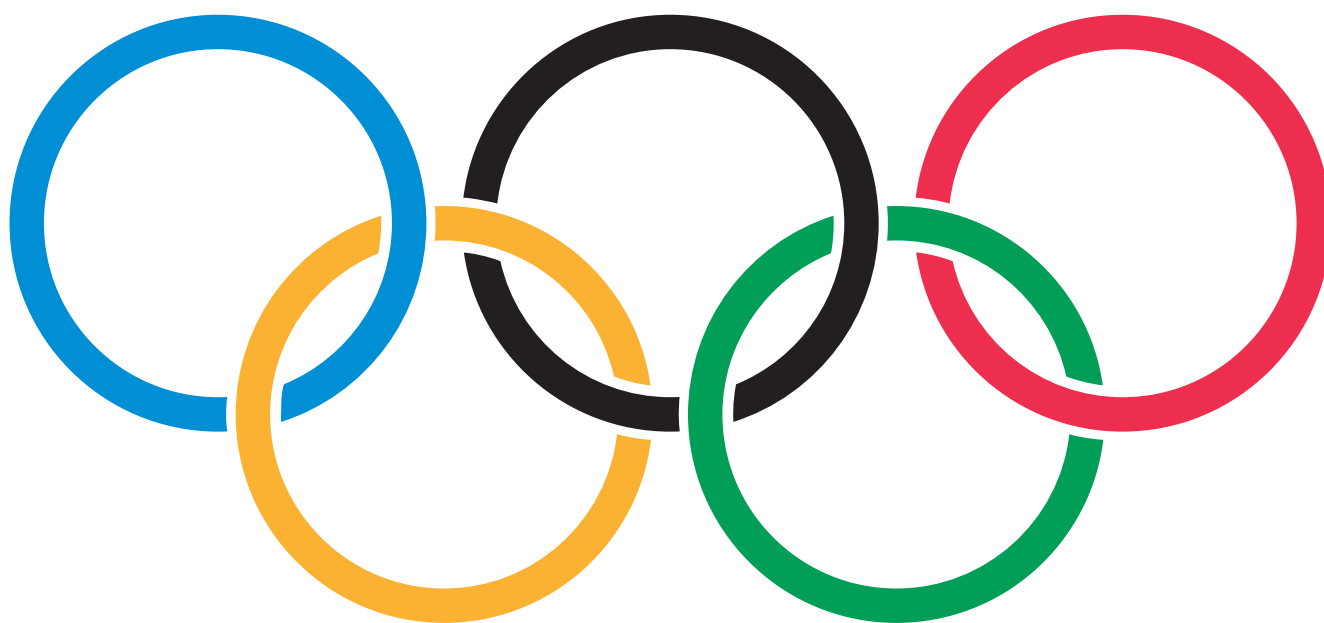
ORDER OF EVENTS:

- Olympic athletes are not separated into national teams as they enter the stadium, to symbolise the unity and friendship of the Games.
- Three flags are raised to the national anthems – Greece, host country and next host country.
- Olympic flag passed to the Mayor of the next host city.
- 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.”*
- Olympic flame is extinguished.
- Olympic flag is lowered as the Olympic anthem is played.
- Cultural entertainment by the Organising Committee of the host city.

² Note: Athens presented olive wreaths to all medal winners, thus honouring the tradition of the ancient Olympic Games.

LINKED BY THE RINGS: THE OLYMPIC SYMBOL

USE THIS ACTIVITY TO INTRODUCE THE IDEA OF SYMBOLS. USE THE OLYMPIC SYMBOL AS A WAY OF INTRODUCING THE VALUES OF THE OLYMPIC MOVEMENT.



BEFORE YOU READ - QUESTIONS TO ASK

Have you seen the Olympic Rings before? Where? What do they look like? What do you think they mean?

Above The Olympic Rings.

READING

Look at the five rings. They are joined together like a chain. You will see them everywhere on TV during an Olympic Games. These five rings are the symbol of the Olympic Games in all of the world. The colours of the top three rings are blue, black and red (going from the left-hand side to the right-hand side). The bottom rings are yellow and green. One of these colours is found in the flag of every country in the world.

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

FOR DISCUSSION

- Pierre de Coubertin, the founder of the Olympic Games designed this symbol 100 years ago. Do you think it is a good symbol for the Olympic Games? Why or why not?
- Symbols and colours mean different things in different cultures. What does BLACK mean (symbolise)? What does WHITE mean? What does RED mean?
 - in an Asian culture
 - in a European culture
 - in an African culture



ACTIVITY SHEET

1

Colour the Olympic rings below.

2

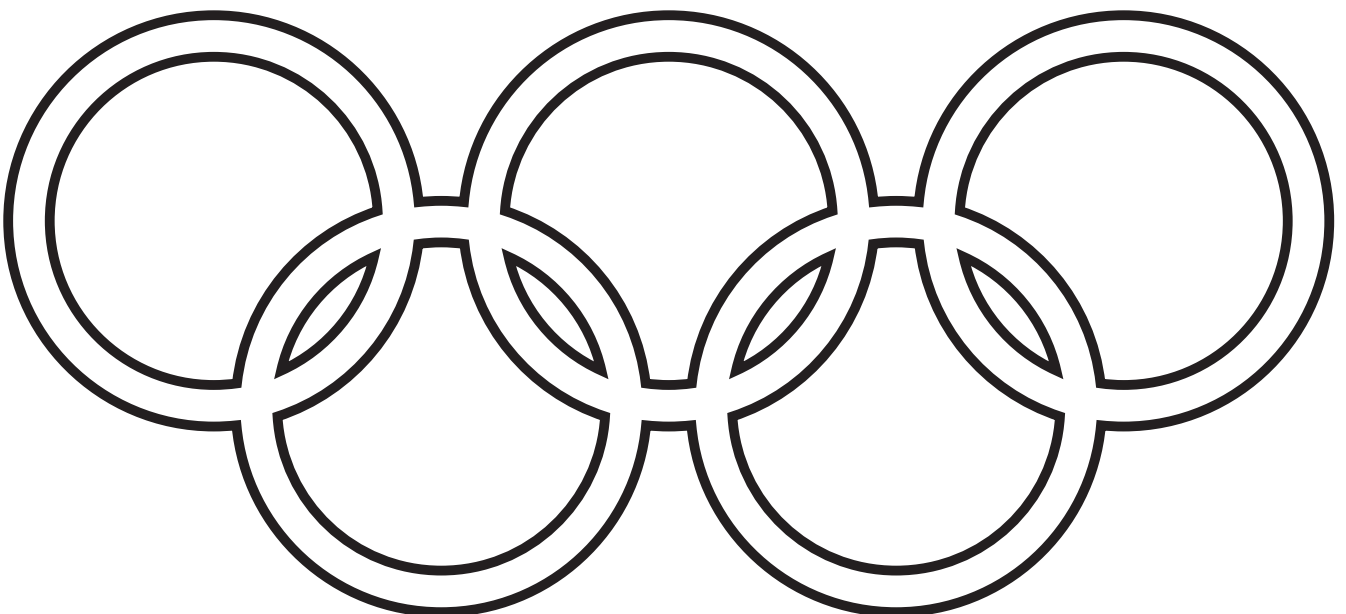
Make up your own symbol for an Olympic Day in your school or community. Draw it in the space above the Olympic rings. Describe your symbol and what it means.

3

Make a study of other national and international symbols. Find them in newspapers or magazines. For example, what does a red cross or a red crescent mean? What do these symbols represent?

CHECKLIST

- ACTIVITY 1
- ACTIVITY 2
- ACTIVITY 3



FLYING THE FLAG

USE THIS ACTIVITY TO INTRODUCE THE IDEA OF FLAGS AS SYMBOLS. HELP LEARNERS TO COMPARE AND CONTRAST THE PURPOSES OF NATIONAL FLAGS AND OF THE OLYMPIC FLAG. NATIONAL FLAGS SUPPORT NATIONAL PRIDE. THE OLYMPIC FLAG REPRESENTS INTERNATIONAL UNITY THROUGH SPORT AND THE OLYMPIC VALUES.

“THE EIGHT OF US HAD THE EXTRAORDINARY HONOUR OF CARRYING THE FLAG INTO THE STADIUM AND SEE IT BEING RAISED FOR THE DURATION OF THE OLYMPIC GAMES. I WAS HONOURED TO BE PICKED AS THE ONE REPRESENTING THE ENVIRONMENT... IT WAS AN EMOTIONAL AND HUMBLING EXPERIENCE.”

(JACQUES COUSTEAU)³

BEFORE YOU READ - QUESTIONS TO ASK

Have you seen the Olympic flag flying anywhere? Where? What does it look like?

READING 1

When all the athletes have marched into the Olympic stadium during an Olympic Games Opening Ceremony, it gets very quiet. Then from one end of the stadium eight people dressed in white enter the stadium. Each of them is holding an edge of the Olympic flag. Holding the flag tight between them, they move around the Olympic track. They stop at the flag pole, attach the flag and then begin to raise the Olympic flag. A huge choir sings the Olympic anthem. It is a very emotional moment for the athletes and spectators in the stadium.



During the Olympic Games the Olympic flag is flown wherever other flags are flown in the Olympic city. The flag symbolises that the city is now living under the Olympic spirit. During the Closing Ceremony, the flag is lowered and given to the mayor of the city that is the host of the next Olympic Games.

READING 2

Flag Waving From a Wheelchair⁴

Sam Sullivan, the mayor of Vancouver, lives his life in a wheelchair and has minimal hand movement. He said he didn't want someone waving the nearly five-

metre flag for him.

Above Salt Lake City 2002: Eight world heroes/heroines carry in the Olympic flag during the Opening Ceremony.

Below Turin 2006: At the Closing Ceremony, the Olympic flag was passed to Sam Sullivan, the Mayor of Vancouver, Canada, host city for the 2010 Winter Games.

metre flag for him.

“That’s completely against everything I stand for. I want to be able to do it myself,” said Sullivan.

With one billion viewers expected to watch the Closing Ceremony, Sullivan said the symbolism of taking the flag was important.

“There are many people with disabilities who have e-mailed 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 Sullivan’s problem, engineers and volunteers in Vancouver designed a three-angled flag-holder to mount on the armrest of his wheelchair. It had to be designed for 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 IOC President Jacques Rogge handed him the flag, Sullivan moved his motorised wheelchair back and forth, to get the flag to wave.

³ O’Sullivan, M. *Environment a key theme at Olympics*. *Voice of American News*, February 10, 2002. Sourced online: <http://greennature.com/article835.html>, June 25, 2006.

⁴ Excerpted from *CBC News*. (2006). “Vancouver mayor to wave Olympic flag from his wheelchair. Online: <http://www.cbc.ca/story/canada/national/2006/02/24/vancouver-mayor060224.html>. Sourced July 31, 2006.





ACTIVITY SHEET

1

The people who are carrying the flag in the picture below are all people who have made the world a better place to live in. Five of these “flag bearers” represented the five main regions of the world. The other three represented the three pillars of the Olympic Movement: sport, culture and environment. Use the internet or ask your teachers/elders what each of the following leaders has achieved and why they were chosen.

Archbishop Desmond Tutu – Africa

John Glenn – the Americas

Lech Walesa – Europe

Cathy Freeman – Oceania

Kazuyoshi Funaki – Asia

Jean-Claude Killy (France) represented “Sports”

Steven Spielberg (USA) represented “Culture”

Jacques Cousteau (France) represented the “Environment”



4

Design and draw a flag for a special event in your community or for your school, or draw the flag of your country. Then explain the symbols and images you have used on your flag.

5

Design an apparatus for a wheelchair that will help someone with a disability to wave a big flag.

2

TALK IN GROUPS

Why do nations have flags?

Why does the Olympic Movement have a flag?

3

TO THINK ABOUT

If the Olympic Games came to your city and country, whom would you pick to be the eight flag bearers for the Olympic flag?

Why would you pick each of these people?

CHECKLIST

ACTIVITY 1

ACTIVITY 2

ACTIVITY 3

ACTIVITY 4

ACTIVITY 5

MAKING PROMISES: THE OLYMPIC OATHS

THE ATHLETES' OATH IS A RITUAL DURING THE OPENING CEREMONY. USE THIS ACTIVITY TO EXPLORE THE PROBLEMS OF CHEATING IN SPORT IN BOTH ANCIENT AND MODERN TIMES.



“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, COMMITTING OURSELVES TO A SPORT WITHOUT DOPING AND WITHOUT DRUGS, IN THE TRUE SPIRIT OF SPORTSMANSHIP, FOR THE GLORY OF SPORT AND THE HONOUR OF OUR TEAMS.”

(MODERN OLYMPIC OATH, OLYMPIC CHARTER, 2003)

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. They had to pay for a statue that had their names and their families' names on it. Everybody walked past these statues on their way to the stadium. How embarrassing!

The ancient Olympic Games of Greece were organised with many rules and rituals – just like our Games. They were sacred to the Greek god Zeus. Athletes, their fathers and brothers, and officials promised to obey the rules at a ceremony in front of the temple of Zeus before the Games began.

However, there were sometimes cheaters. As a penalty for cheating the athlete and his 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 were a good reminder of the consequences of cheating. Some of the bases of these statues can be seen today at ancient Olympia. The names of the cheaters are still there for everybody to see – 3,000 years later.

FOR DISCUSSION

- What kind of actions break the rules in 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?

Above Cheaters in the ancient Olympic Games were punished by having to pay for a small statue of Zeus, bearing their name.

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 that would stand in the 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 cheaters in sports today? Do these punishments prevent people from cheating? Why or why not?
- What measures would you suggest in order to prevent cheating and violence in a sports competition?



FASTER, HIGHER STRONGER

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.

Citius, Altius, Fortius are Latin words. They mean “faster, higher, stronger”.

In many Olympic sports, the athlete that is the fastest, the highest or the strongest wins the gold medal.

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. These sports are judged by a panel of judges. They 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? How? Why would they cheat? What are the consequences of their cheating?

“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.”

FOR DISCUSSION

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. 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?



Top Atlanta 1996: Miroslav Simek and Jiri Rohan (CZE) in the Canoe/Kayak Slalom.

Above Athens 2004: Rhythmic gymnasts in training.

Right Moscow 1980: Men’s Gymnastics, Rings Final. Gold medallist Alexander Dityatin (URS) shows the strength required in this discipline.

ACTIVITY SHEET

1

Make posters using the Olympic motto or message – or use your own words for the message.

2

Write inspirational messages for yourself or your friends.

3

Write a motto or message for a sport that you like.

CHECKLIST

- ACTIVITY 1
- ACTIVITY 2
- ACTIVITY 3



IGNITING THE SPIRIT: THE OLYMPIC FLAME

FIRE, FLAMES, TORCHES AND CANDLES HAVE A SPECIAL ROLE IN HUMAN CEREMONIES – INCLUDING THE ANCIENT AND MODERN OLYMPIC GAMES.



READING

Every Olympic Games has a special torch that travels on a long journey from the ruins of the site of the ancient Olympic Games to the host city of the modern Olympic Games. The torch 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 torch is lit from the flaming oil, and begins its journey to light the Olympic spirit in other parts of the world. This journey is called a “torch relay”.

FOR DISCUSSION

Notice 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

organising a modern Olympic Games want to use symbols and ceremonies from the ancient Olympic Games?

- What special events in your community use special flames or fires? For example, when do you use special candles? Or build ceremonial fires?
- Why do you think fire and light are so important in ceremonies?

“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, OLYMPIC MEDALLIST, SYDNEY 2000)

Above Olympia 1991:

The lighting of the flame in Ancient Olympia for the start of the torch relay of the 1992 Albertville Winter Games.

Right Nagano 1998:

The Olympic torch has the shape of a traditional Japanese torch. The Olympic rings on the upper part of the torch depict crystallised snow. The handle is wrapped with yellow thread, the colour of royalty.



ACTIVITY SHEET

1

Carry out a research project on the ceremonies of the ancient Olympic Games.

2

Design an Olympic torch for a special ceremony in your school or community. Explain the symbolism of your design.

3

Imagine a special fire or light that symbolises friendship and peace. Draw a picture of what you see in your imagination.

4

Go to the following web site where the Olympic Games torches are pictured: http://www.olympic.org/uk/games/torino/torch_relay/full_story_uk.asp?id=1562. Investigate what each one symbolises.

5

Plan a torch relay for a special event in your community that promotes peace and friendship between communities or schools.

CHECKLIST

- ACTIVITY 1
- ACTIVITY 2
- ACTIVITY 3
- ACTIVITY 4
- ACTIVITY 5



Far left Sydney 2000: Andrew Bondini (AUS) carries the torch. Bondini was honoured as a torch bearer for his role as a soldier during the Australian peacekeeping mission in East Timor.

Left Sydney 2000: Cathy Freeman (AUS), 400m Olympic medallist, lights the Olympic cauldron during the Opening Ceremony.



SYMBOLS OF PEACE

EXPLORE SYMBOLS THAT PROMOTE THE OLYMPIC VALUES OF INTERNATIONAL PEACE AND UNITY.



READING

The Olympic Truce

In ancient times, a truce was declared before every Olympic Games. This truce allowed athletes and spectators to travel in safety. Today, the Olympic Truce Foundation and the International Olympic Committee asks people who are fighting to stop fighting while athletes from the entire family of nations meet under the flame of the Olympic torch. This action is supported by the United Nations. The Athens Games in 2004 promoted the truce and its values around the world during the 2004 Olympic Torch Relay.

OTHER SYMBOLS OF PEACE

- The five Olympic rings symbolise a chain that links all of the continents of the world.
- During a Games, the flags of all the participating nations fly in the Olympic stadium.
- Doves, ancient symbols of peace, are released during the ceremonies to bring their message of peace to the nations of the world.
- Ever since 1936, an Olympic

torch, ignited at the site of the ancient Games in Olympia, has been passed from person to person in a national or international Olympic Torch Relay. The Olympic flame represents the spirit of friendship.

- An Olympic Village provides housing for most athletes, their coaches and personnel. In the Olympic Village athletes sleep, eat, shop and have fun together. They become a family.
- During the Closing Ceremony, all of the athletes enter the stadium together, showing the unity of sport under the Olympic flag.

FOR DISCUSSION

- Interpret the “truce” symbol above. What birds represent peace in your culture?
- What other symbols of peace exist in your cultural tradition?
- What kinds of behaviour cause conflict among people in your school or community? What actions are taken to reduce the conflict? What actions do you think could be taken? Explain your suggestions.

Left The symbol of the Olympic Truce Foundation, Athens, Greece. A dove with an olive branch in its mouth is a symbol of peace.

Below Sarajevo 1984: Opening Ceremony. During a terrible civil war in the former Yugoslavia, this Olympic Stadium was badly damaged, and converted into a cemetery. This photo reminds us that it is not easy to sustain the Olympic values of peace and harmony.

“PEACEMAKING REQUIRES TOOLS THAT CAN GIVE THE PARTIES OPPORTUNITIES TO STEP BACK FROM THE FRAY. WHILE LIMITED IN DURATION AND SCOPE, THE OLYMPIC TRUCE CAN OFFER A NEUTRAL POINT OF CONSENSUS, A WINDOW OF TIME TO OPEN A DIALOGUE, A PAUSE TO PROVIDE RELIEF TO A SUFFERING POPULATION.”

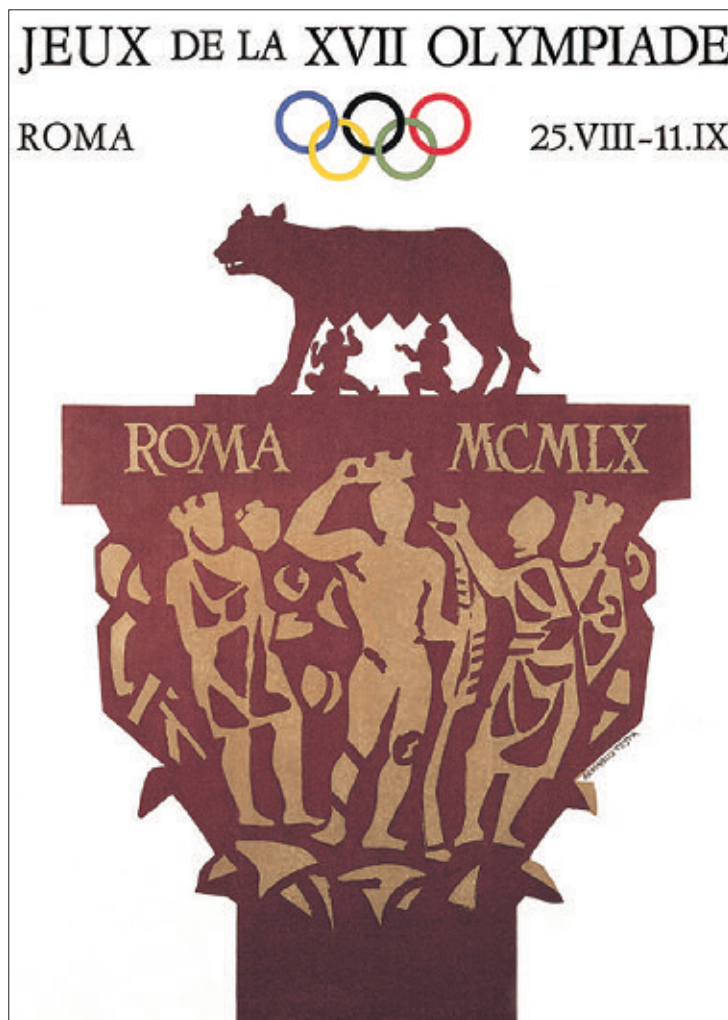
(KOFI A. ANNAN, FORMER SECRETARY-GENERAL OF THE UNITED NATIONS)⁵

⁵ Annan, K. (2003). “United Nations and Olympic Truce.” Athens: International Olympic Truce Centre and United Nations Information Centre. p. 5.



REPRESENTING THE SPIRIT: OLYMPIC GAMES' POSTERS

POSTERS CONVEY MESSAGES THROUGH WORDS, PICTURES AND/OR SYMBOLS. USE A STUDY OF OLYMPIC POSTERS TO INTRODUCE LEARNERS TO DIFFERENT WAYS TO REPRESENT LOCAL HERITAGE AND THE VALUES OF THE OLYMPIC MOVEMENT.



Left Rome 1960: The Official Poster of the 1960 Summer Games.

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 BCE, 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 during Antiquity 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 toga-clad. 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 the way that numbers are now written in Euro-Western writing). These "Roman numerals" reinforce the "antique" 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".

FOR DISCUSSION

- What Olympic values are represented in this poster?

6 Olympic Museum and Studies Centre. (2003). "Olympic Games Posters." Online: http://multimedia.olympic.org/pdf/en_report_776.pdf. Sourced July 25, 2006.

READING THE IMAGE®

Context: When the city of Rome, Italy, 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 picture.

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



ACTIVITY SHEET

1

Write the numbers from 1 to 10 in Roman numerals. Interpret the numbers from the poster of the 1967 Games in Rome. Write these dates in the number symbols from other language traditions.

2

Analyse the Calgary 1988 Winter Games poster below. Identify the elements of Olympic symbols/values and local heritage. Can you find the maple leaf (symbol of Canada), a snowflake, the “Cs” for Calgary, and cowboy boots? Canada has two national languages. What are they? Can you see the Rocky Mountains behind the city skyline?

3

Imagine the Olympic Games were to be hosted by your community (or a nearby city). Design an Olympic Games poster. What elements would you find it important to include and why? Note: All Olympic posters feature the rings and aspects of importance to the host city.

CHECKLIST

- ACTIVITY 1
- ACTIVITY 2
- ACTIVITY 3



ATHLETICS AND ART IN ANCIENT GREECE

PHYSICAL TRAINING AND SPORTS COMPETITIONS WERE AN IMPORTANT PART OF THE EDUCATION OF GREEK BOYS IN ANCIENT TIMES. THE ART WORK ON POTTERY FROM THESE TIMES OFTEN SHOWS ATHLETES IN ACTION. USE THE PHOTOS BELOW TO HELP LEARNERS LEARN ABOUT THE ATHLETIC ACTIVITIES OF THE ANCIENT GREEK CIVILISATION. THEN HELP THEM EXPLORE NON-OLYMPIC ATHLETIC TRADITIONS IN THEIR OWN CULTURES.



READING

The ancient Greek people wrote wonderful poetry, plays and stories.

They also had beautiful architecture, sculpture and art. You can learn a lot about their athletic traditions from their sculptures and paintings on pottery.

FOR DISCUSSION

Look at the pictures above.

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

Above Artefacts from Greece show events of the ancient Olympic Games.

THINGS TO DO

- Use the encyclopaedia or the internet (<http://www.perseus.tufts.edu/Olympics/sports.html>) to help you to find and interpret other sports images on Greek pottery. Write a report on one of the sports.
- Find out more about pottery-making in Ancient Greece or in your region.



ONE WORLD; ONE DREAM BEIJING 2008⁷

HELP YOUNG PEOPLE TO EXPLORE THE UNIVERSAL AND CHINESE SYMBOLS IN THE IMAGES ON THIS PAGE.

THE OLYMPIC EMBLEM

Every emblem of the Olympics tells a story. The Beijing 2008 Olympic Games emblem "Chinese Seal, Dancing Beijing" (right) is filled with Beijing's hospitality and hopes, and carries the city's commitment to the world.



Beijing 2008TM



THE SLOGAN OF THE BEIJING 2008 OLYMPIC GAMES

"One World One Dream" fully reflects the essence and the universal values of the Olympic spirit – Unity, Friendship, Progress, Harmony, Participation and Dream. It expresses the common wishes of people all over the world, inspired by the Olympic ideals, to strive for a bright future for Mankind.

同一个世界 同一个梦想
One World One Dream

THE OFFICIAL MASCOTS OF THE BEIJING 2008 OLYMPIC GAMES

Like the five Olympic Rings from which they draw their colour and inspiration, the Fuwa (right) will serve as Official Mascots of the Beijing 2008 Olympic Games, carrying a message of friendship and peace – and blessings from China – to children all over the world.



福娃贝贝
Beibei

福娃晶晶
Jingjing

福娃欢欢
Huahua

福娃迎迎
Yingying

福娃妮妮
Nini



北京欢迎你
Beijing Welcomes You

Above The Beijing Olympic Cultural Festival Symbol; the Environmental Symbol of the Beijing Olympic Games – the “Green Games”; the Volunteer Symbol of the Beijing Olympic Games.

7 Beijing 2008. Web Site. “Image and Look: One World, One Dream. Online: <http://en.beijing2008.com/62/67/column211716762.shtml>. Sourced 3 July, 2006.



ACTIVITY SHEET

1

READING

A seal is a stamp that acts as the signature of a person or organisation. The official emblem of Beijing 2008 entitled “Chinese Seal-Dancing Beijing” cleverly combines the Chinese seal and the art of calligraphy with sporting features, transforming the elements into a human figure running forward and embracing triumph. The figure resembles the Chinese character “Jing”, which stands for the name of the host city and represents a particularly significant Chinese style. The artwork embodies the following messages:

- Chinese culture
- the colour of red China
- Beijing welcomes friends from all over the world to challenge the extreme, achieve perfection and promote the Olympic motto of “Citius, Altius, Fortius” (Faster, Higher, Stronger).

2

FOR DISCUSSION

- What do each of the mascots stand for? Check out the Beijing 2008 web site: <http://en.beijing2008.com/70/68/column211716870.shtml>.
- Invite a person from an Asian tradition or community to help you to interpret the symbols, shapes and colours. For example red, the national colour of the People’s Republic of China, stands for celebration.
- How does each of these symbols celebrate the values of the Olympic Movement?

3

THINGS TO DO

- Carry out a research project on the writing system of the Chinese language. Learn the Chinese characters – for peace, joy, sport, fair play, excellence, welcome.
- Make and fly a kite that represents a special bird in your culture.

CHECKLIST

- ACTIVITY 1
- ACTIVITY 2
- ACTIVITY 3



Left Beijing 2005: Kite-flying is a very popular hobby in China and the kites are often modelled after birds.

Above The Fuwa Nini represents a swallow, which is a messenger of spring and happiness in Chinese culture and is seen as a symbol of good fortune.

SHARING THE VALUES THROUGH SPORT AND THE GAMES¹



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Above Salt Lake City 2002: Silver medallist Sven Hanawald (GER) (left) congratulates gold medallist Simon Ammann (SW) after the men's 90m ski jumping event.

“THE GOAL OF OLYMPISM IS TO PLACE EVERYWHERE SPORT AT THE SERVICE OF THE HARMONIOUS DEVELOPMENT OF MAN, WITH A VIEW TO ENCOURAGING THE ESTABLISHMENT OF A PEACEFUL SOCIETY CONCERNED WITH THE PRESERVATION OF HUMAN DIGNITY.”
(INTERNATIONAL OLYMPIC COMMITTEE, OLYMPIC CHARTER)

¹ For more information on the Olympic Movement go to the web site of the International Olympic Committee. Educational materials are available online at: http://multimedia.olympic.org/pdf/en_report_670.pdf



BACKGROUND INFORMATION

THE OLYMPIC MOVEMENT IS A NETWORK OF ORGANISATIONS, OLYMPIC GAMES ORGANISING COMMITTEES, CORPORATIONS AND INDIVIDUALS WHO ARE COMMITTED TO SPORT AND/OR TO THE IDEAS AND VALUES THAT ARE THE FOUNDATION OF OLYMPISM.

THE INTERNATIONAL OLYMPIC COMMITTEE (IOC)

The International Olympic Committee supervises the organisation of each Olympic Games, and coordinates the Olympic-related activities of Olympic sport, culture and education. 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.

They are not representatives of national governments in the IOC. Sometimes an IOC member has to represent the IOC in more than one country. Some IOC members represent athletes, and some IOC members come from international sports federations. The members meet once a year at the IOC Session. Currently there are 114 IOC members, 23 honorary members and 2 honour members. The current President is Jacques Rogge.

THE NATIONAL OLYMPIC COMMITTEES (NOC)

Over 200 countries send athletes to march behind their flags during the Opening Ceremony of the Olympic Games. Each of

these countries has a National Olympic Committee. The National Olympic Committee in each country is responsible for the national team, and for the promotion and encouragement of the values of the Olympic Movement within its boundaries.

THE ORGANISING COMMITTEES FOR THE OLYMPIC GAMES (OCOGs)

And the winner is...! These are exciting words for cities which have won the vote for the right to be the host for an Olympic Games. What this means is that they will be inviting the whole world to come to their city. The first thing that each city does then is to create an Organising Committee, a steadily growing group of experts and volunteers who will spend the next six or seven years planning the Games, constructing the facilities, organising the sports and cultural events, securing and getting the city ready to welcome thousands of athletes, spectators and media – and finding the funding to pay for it all. This same Organising Committee also has the responsibility for organising the Paralympic Games, which take place 10 days after the Olympic

Below Uganda 2004: An Olympic Day Festival dance performance in Uganda demonstrates the worldwide spread of the Olympic Movement.

Games under the supervision of the International Paralympic Committee.

THE INTERNATIONAL SPORTS FEDERATIONS (IF)

The rules and procedures of Olympic sports competitions have to be the same for every athlete competing in the sport, no matter what country they come from. Therefore, each sport is governed by the rules of an International Sports Federation. There are 28 summer sports International Federations, and 7 winter sports federations. The IFs are responsible for overseeing the technical aspects and management of their sport at the Olympic Games. They also establish the eligibility criteria for the competitions of the Games, in accordance with the Olympic Charter, and join the IOC in the fight against doping in sport.

COMMISSIONS

The IOC has established working groups, called Commissions, which study certain specific subjects, advise the President and make recommendations to the Executive Board of the IOC. Some of these Commissions are: Athletes, Culture and Olympic Education, Marketing, Ethics, International Relations, Radio and Television, Women in Sport and Sport and the Environment.

OLYMPIC SPONSORS

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

FOR DISCUSSION

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



THE OLYMPIC WORLD

THROUGH THE WORK OF THE NATIONAL OLYMPIC COMMITTEES IN EACH OF THESE COUNTRIES, THE UNIVERSALITY OF SPORT AND THE VALUES OF OLYMPISM ARE AFFIRMED.

AFRICA

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)
Côte d'Ivoire (CIV)
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)
Kenya (KEN)
Lesotho (LES)
Liberia (LBR)
Libyan Arab Jamahiriya (LBA)
Madagascar (MAD)
Malawi (MAW)
Mali (MLI)
Mauritania (MTN)
Mauritius (MRI)
Morocco (MAR)
Mozambique (MOZ)
Namibia (NAM)
Niger (NIG)
Nigeria (NGR)
Rwanda (RWA)
Sao Tome and Principe (STP)
Senegal (SEN)
Seychelles (SEY)

Sierra Leone (SLE)
Somalia (SOM)
South Africa (RSA)
Sudan (SUD)
Swaziland (SWZ)
Togo (TOG)
Tunisia (TUN)
Uganda (UGA)
United Republic of Tanzania (TAN)
Zambia (ZAM)
Zimbabwe (ZIM)

AMERICA

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)
Netherlands Antilles (AHO)
Nicaragua (NCA)
Panama (PAN)
Paraguay (PAR)

Peru (PER)
Puerto Rico (PUR)
Saint Kitts and Nevis (SKN)
Saint Lucia (LCA)
Saint Vincent and the Grenadines (VIN)
Suriname (SUR)
Trinidad and Tobago (TRI)
United States of America (USA)
Uruguay (URU)
Venezuela (VEN)
Virgin Islands (ISV)

ASIA

Afghanistan (AFG)
Bahrain (BRN)
Bangladesh (BAN)
Bhutan (BHU)
Brunei Darussalam (BRU)
Cambodia (CAM)
Chinese Taipei (TPE)
Democratic People's Republic of Korea (PRK)
Hong-Kong (HKG)
India (IND)
Indonesia (INA)
Iraq (IRQ)
Islamic Republic of Iran (IRI)
Japan (JPN)
Jordan (JOR)
Kazakhstan (KAZ)
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)
People's Republic of China (CHN)
Philippines (PHI)
Qatar (QAT)
Saudi Arabia (KSA)
Singapore (SIN)
Sri Lanka (SRI)
Syrian Arab Republic (SYR)
Tajikistan (TJK)
Thailand (THA)
Timor-Leste (TLS)
Turkmenistan (TKM)
United Arab Emirates (UAE)
Uzbekistan (UZB)
Vietnam (VIE)
Yemen (YEM)

EUROPE

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)
Former Yugoslav Republic of Macedonia (MKD)
France (FRA)
Georgia (GEO)
Germany (GER)
Great Britain (GBR)
Greece (GRE)
Hungary (HUN)
Iceland (ISL)
Ireland (IRL)

Israel (ISR)
Italy (ITA)
Latvia (LAT)
Liechtenstein (LIE)
Lithuania (LTU)
Luxembourg (LUX)
Malta (MLT)
Monaco (MON)
Montenegro (MNE)
Netherlands (NED)
Norway (NOR)
Poland (POL)
Portugal (POR)
Republic of Moldova (MDA)
Romania (ROU)
Russian Federation (RUS)
San Marino (SMR)
Serbia (SRB)
Slovakia (SVK)
Slovenia (SLO)
Spain (ESP)
Sweden (SWE)
Switzerland (SWZ)
Turkey (TUR)
Ukraine (UKR)

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)



HOST CITIES FOR THE OLYMPIC GAMES

AFTER A DETAILED EVALUATION OF THE CANDIDATE CITIES, THE INTERNATIONAL OLYMPIC COMMITTEE SESSION AWARDS A CITY THE RIGHT TO ORGANISE AN EDITION OF THE OLYMPIC GAMES OR THE OLYMPIC WINTER GAMES IN ITS COUNTRY.

There are two kinds of Olympic Games: Summer Games and Winter Games. Winter Games include the sports that take place on snow or ice. Each type of Games is held every four years.

BEFORE YOU READ - QUESTIONS TO ASK

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

HOST CITIES OF THE OLYMPIC GAMES

SUMMER GAMES

Date	City
1896	Athens, Greece
1900	Paris, France
1904	Saint 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, Germany
1976	Montreal, Canada
1980	Moscow, USSR
1984	Los Angeles, USA
1988	Seoul, Korea
1992	Barcelona, Spain
1996	Atlanta, USA
2000	Sydney, Australia
2004	Athens, Greece
2008	Beijing, China
2012	London, Great Britain

READING

In countries in the northern part of the world, people competed in sports on snow and ice. They wanted these sports included in the Olympic programme. In 1924 a winter sports week was held in Chamonix, France. The International Olympic Committee supported this event. It was a very big success and the IOC then agreed to name the Chamonix competitions as the first Winter Games. Since then the Winter Games have taken place every four years – at first in the same year as the Summer Games. Now there is a two-year difference between the Summer and Winter Games.



Below Chamonix

1924: An 11-year-old Sonja Henie (NOR) shows the poise and grace that would see her win three figure skating gold medals at future Winter Olympic Games.

Bottom Chamonix

1924: Ski jumping at the first ever Olympic Winter Games.



HOST CITIES OF THE OLYMPIC GAMES

WINTER GAMES

Date	City
1924	Chamonix, France
1928	Saint Moritz, Switzerland
1932	Lake Placid, USA
1936	Garmisch Partenkirchen, Germany
1948	Saint 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

ACTIVITY SHEET

1

Plan a cultural study on one Olympic nation from each continent. Topics for study would include: geography, history, political and religious systems, sporting traditions, foods and festivals.

2

Plan a World Fair. Have individuals or small groups study one country from each continent. Present the information as a "World Fair" with displays on each country and cultural presentations by learners.

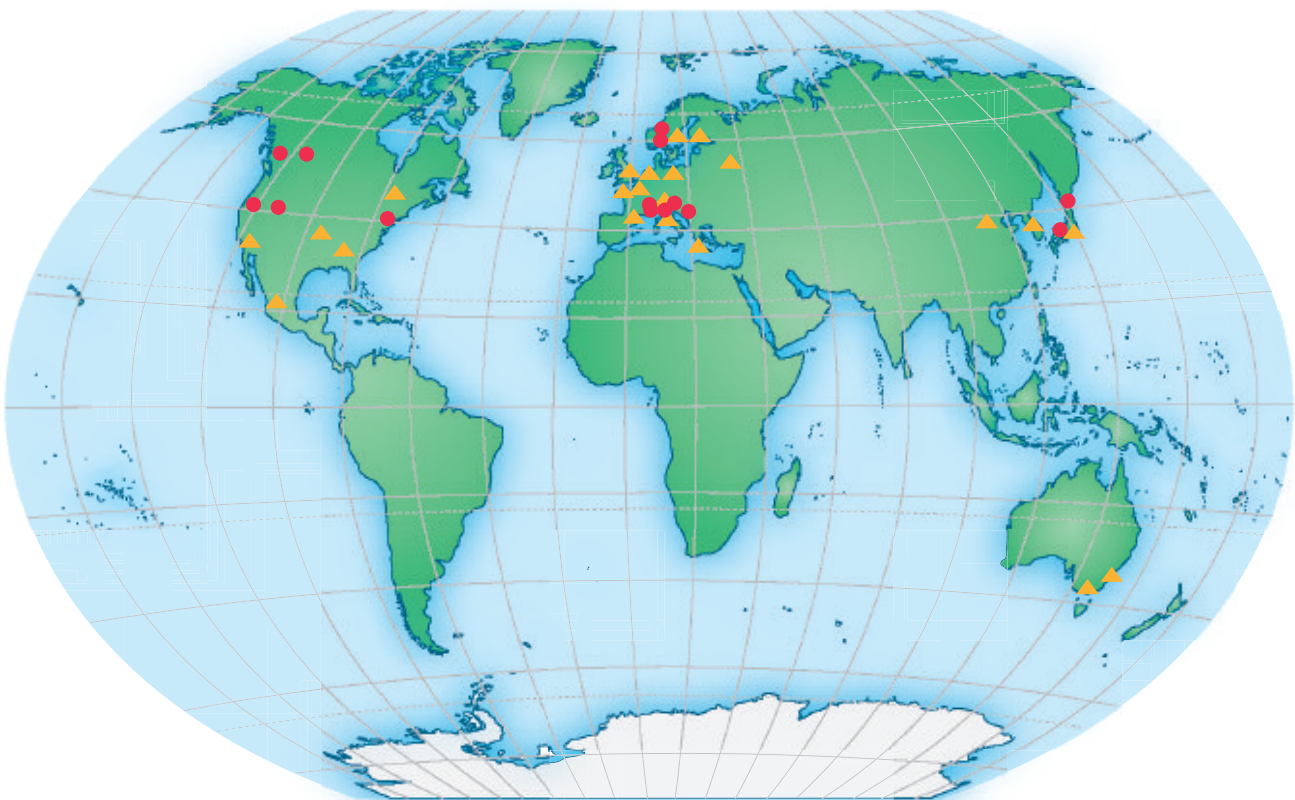
3

Create a chart comparing the different Olympic Games. Topics could include: numbers of countries that competed, numbers of participants, number of media, sports programme and famous athletes.

CHECKLIST

- ACTIVITY 1
- ACTIVITY 2
- ACTIVITY 3

HOST CITIES OF THE OLYMPIC GAMES



WINTER GAMES



SUMMER GAMES



BIGGER AND BIGGER: THE OLYMPIC SPORTS PROGRAMMES

THE NUMBER OF SPORTS ON THE PROGRAMME FOR THE OLYMPIC GAMES CONTINUES TO GROW. FOR A SPORT TO BE MADE AN OLYMPIC SPORT IT HAS TO BE GOVERNED BY AN INTERNATIONAL FEDERATION RECOGNISED BY THE INTERNATIONAL OLYMPIC COMMITTEE.

SPORTS PROGRAMME FOR BEIJING 2008, CHINA

Aquatics – Diving, Swimming
Synchronised Swimming, Water Polo

Archery

Athletics/Track and Field

– Running, race-walking, hurdles, steeplechase, marathon, relays, long jump, high jump, triple jump, pole vault, discus, shot put, javelin, decathlon (men) / heptathlon (women)

Badminton

Baseball

Basketball

Boxing

Canoe/Kayak – Slalom, Flat Water

Cycling – Road, Mountain Bike, Track, BMX

Equestrian – Dressage, Jumping, Eventing

Fencing

Football

Gymnastics – Artistic, Rhythmic, Trampoline

Handball

Hockey

Judo

Modern Pentathlon – cross-country running, swimming, fencing, equestrian, shooting

Rowing

Sailing

Shooting

Softball

Table Tennis

Taekwondo

Tennis

Triathlon

Volleyball – Beach Volleyball, Volleyball (indoor)

Weightlifting

Wrestling – Freestyle, Greco-Roman



READING

In Athens in 1896, 241 athletes from 14 countries competed in 9 sports. In Athens in 2004, over 10,000 athletes from 201 countries competed in 28 sports. "To be included in the programme of the summer Olympic Games, an Olympic sport must be widely practised by men in at least 75 countries and on four continents, and by women in at least 40 countries and on three continents" (Olympic Charter).

FOR DISCUSSION

- Which of these sports are popular in your country? What sports do you play in your country that are similar to or based on these sports?
- Which traditional sports are popular in your country that are not Olympic sports?





Above Albertville 1992: Women's 4x5km cross country skiing relay.

Left Turin 2006: Sasha Cohen (USA) performs in the women's figure skating.

Far left, top Sydney 2000: Cuba (red) defeat Russia (green) to win the gold medal in the women's volleyball.

Far left, bottom Sydney 2000: Simon Whitfield (CAN) after his triathlon victory.

READING

Winter sports like skating and skiing are popular in the parts of our 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. "Only sports widely practised in at least 25 countries and on three continents may be included in the programme of the Olympic Winter Games" (Olympic Charter).

SUGGESTED ACTIVITY

Most of these sports require equipment and sometimes advanced technology. Carry out a research project on the technical requirements for Olympic level competition in one of these sports.

SPORTS PROGRAMME FOR THE 2010 WINTER GAMES IN VANCOUVER

Biathlon – (cross-country skiing plus target shooting) women and men

Bobsled – two-man and four-man; two-woman

Cross Country Skiing – women and men

Curling – women and men

Ice Hockey – women and men

Luge – (single and double; women compete in singles)

Figure Skating – (singles for men and women, pairs, ice dance)

Freestyle Skiing – (aerials and moguls) women and men

Speed Skating – women and men

Short Track Speed Skating – women and men

Skeleton – women and men

Alpine Skiing – (downhill, slalom, giant slalom, super-G, combined) women and men

Ski Jumping – men

Nordic Combined – (ski jumping plus a cross country ski race) men

Snowboard – (parallel giant slalom, half-pipe, snowboard cross) women and men



BREAKING THROUGH BARRIERS: WOMEN IN THE OLYMPIC GAMES²

SINCE THE FIRST OF THE MODERN OLYMPIC GAMES, IDEAS HAVE SLOWLY CHANGED ABOUT WOMEN AND SPORT. WOMEN IN MANY PLACES HAVE INSISTED ON THEIR RIGHTS TO PARTICIPATE IN SPORT AND PHYSICAL ACTIVITY. THESE ARE SOME GREAT STORIES ABOUT FEMALE OLYMPIC CHAMPIONS.



“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.)

Left Salt Lake City 2002: (L-R) Hayley Wickenheiser (CAN) and her team-mates Geraldine Heaney and Colleen Sostorics celebrate their victory against the United States in the women’s ice hockey final.

Four years after the first Olympic Games of the modern era in Athens, women took part in their first Olympic Games, in Paris in 1900. Despite the opposition of Pierre de Coubertin, 22 women out of a total of 997 athletes competed in five sports: tennis, sailing, croquet, equestrian and golf. Since the 1970s female participation has greatly increased. Today nearly 40 per cent of the athletes who compete in an Olympic Games are women. The IOC has continually added women’s events to the Olympic programme. Since 1991, all new sports wishing to be included on the Olympic programme must include women’s events.

² Adapted from International Olympic Committee Factsheet, “Women in the Olympic Movement,” Updated, December 2005, p. 1.



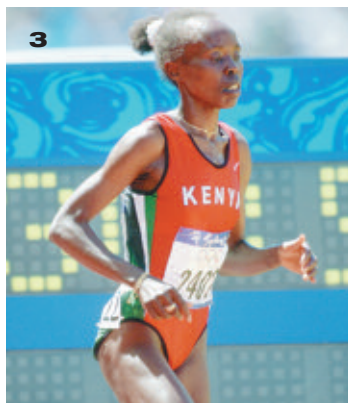
1 Yael Arad - ISRAEL - JUDO

When Yael Arad, 29, won a judo silver medal in the 1992 Olympics, she became the first Israeli to win an Olympic medal. In Israel, she trained with the coach of the men's team because she had trouble finding training partners.



2 Nawal El Moutawakel - MOROCCO - HURDLES

Nawal El Moutawakel was the first woman from Africa to win a gold medal. In the Los Angeles 1984 Olympic Games she stunned the world by winning the 400 metre hurdles. Her talent as a hurdler was recognised by the track coaches of Iowa State University where she went to study in 1983. It took her only a year to reach the top of the podium. She became a heroine in Morocco and since then she has been active in support of the development of sport among women in Morocco and around the world. She also lends her fame and motivation to a variety of humanitarian efforts. She is the founding member and president of the Moroccan Association of Sport and Development and sits as a member of the National Olympic Committee of Morocco. In 2006 she was one of eight women who carried in the Olympic flag during the opening ceremonies of the 2006 Turin Olympic Winter Games. Her legacy and leadership inspire women, not only in Africa, but around the world.



3 Tegla Loroupe - KENYA - MARATHON

Loroupe is a 4'11" (1m53) marathon runner who became the first African woman to win a world marathon. In 1994 she won the New York City marathon. Loroupe, 23, was encouraged to run in Kenya by her mother and sister, although her father disapproved. She competed in the 10,000m at the Atlanta Olympic Games in 1996 to give herself a rest from marathons. Although she did not win a medal her successes have inspired many women to become world-class runners in Kenya.



4 Ghada Choua'a - SYRIA - HEPTATHLON

Ghada Choua'a won the gold medal in the heptathlon at the 1996 Olympic Games in Atlanta. Her gold medal was the first ever won by Syria. She also won the heptathlon gold medal at the 1995 World Championships. Some people say that the woman who wins the heptathlon is the best all-round female athlete in the world.



5 Fatuma Roba - ETHIOPIA - MARATHON

Fatuma Roba, a policewoman from Ethiopia, became the first African woman to win an Olympic marathon. At the 1996 Olympic Games in Atlanta, Roba finished the race with a time of two hours, twenty-six minutes and five seconds (2:26:05). She was a full two minutes faster than the second place finisher, Valentina Yegorova of Russia, who had won the 1992 gold medal.

FOR DISCUSSION

- There are many reasons why it is hard for young women to become Olympic champions in a sport. 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. Today, women as well as men compete in marathon races. 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? What special assistance did she need?

1 Barcelona 1992: Yael Arad (ISR) celebrates winning a silver medal in the women's judo.

2 Los Angeles 1984: Nawal El Moutawakel (MAR) became the first African woman to win an Olympic gold medal.

3 Sydney 2000: Marathoner Tegla Loroupe (KEN) competed in the 10,000m, inspiring many female runners in Kenya.

4 Atlanta 1996: Ghada Choua'a (SYR) on her way to winning Syria's first ever gold medal.

5 Atlanta 1996: Fatima Roba (ETH) won the women's marathon – the first female from Africa to do so.



BODY, WILL AND MIND: PARALYMPIC ATHLETES

IN THE CENTRE OF THE OLYMPIC MUSEUM IN LAUSANNE, SWITZERLAND IS THE DISPLAY FOR THE ATHLETES OF THE PARALYMPIC MOVEMENT. IT INCLUDES EQUIPMENT USED BY COMPETITORS IN PARALYMPIC SPORTS, AND PHOTOS OF PARALYMPIC ATHLETES IN COMPETITION. THE LABEL ON THIS EXHIBIT SAYS: "BODY, MIND, SPIRIT" – A PHRASE THAT SEEMS TO SUMMARISE THE INCREDIBLE ACCOMPLISHMENTS OF THESE COURAGEOUS ATHLETES.



Left (top) Ljiljana Ljubisic (CAN) (right), discus gold medalist in the Barcelona Paralympic Games 1992. She began to lose her sight when she was just 18 months old after she was given the wrong medication. A series of corneal transplants have not been able to keep her from going blind.



Left (bottom) Sydney 2000: Beatrice Hess (FRA) (left) dominated in the pool at the Sydney Paralympics. Here she celebrates with Maria Teresa Perales (SPA). Hess, who suffers a mild form of cerebral palsy, now has a total of 19 gold medals for Paralympic swimming.

The Paralympic Games are elite sports events for athletes from different disability groups. They clearly emphasise, however, the participants' athletic achievements, not their disability. From the 2012 Games onwards, the host city chosen for future Olympic Games will be obliged to host the Paralympic Games as well.

FOR DISCUSSION

- The motto of the International Paralympic Committee is "Spirit in Motion". Do you think this is a good motto? Why?
- 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)

"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."

(BEATRICE HESS)

- Why are Paralympic athletes an inspiration to us all?

ACTIVITY SHEET

1

Carry out a research project on the way that Paralympic athletes compete in one of the sports listed in the box below.

Topics could include:

- types of disabilities
- special equipment
- training methods
- famous athletes.

EVENTS

Summer Games – Athens 2004

- Archery
- Athletics
- Bocia
- Cycling
- Equestrian
- Football 5-a-side
- Football 7-a-side
- Goalball
- Judo
- Powerlifting
- Sailing
- Shooting
- Swimming
- Table Tennis
- Volleyball
- Wheelchair Basketball
- Wheelchair Fencing
- Wheelchair Rugby
- Wheelchair Tennis

Winter Games – Turin 2006

- Alpine Skiing
- Ice Sledge Hockey
- Nordic Skiing
- Wheelchair Curling

2

Invite a person with a disability to come to your class to discuss the challenges they have, and to suggest ways to make life easier for people with disabilities.



CHECKLIST

ACTIVITY 1

ACTIVITY 2

Top Athens 2004: (L-R) Louise Sauvage (AUS), Eliza Stankovic (AUS), Tanni Grey-Thompson (GBR) and Chantal Petitclerc (CAN) compete in the T53 800m exhibition race at the Olympic Games.

Middle Athens Paralympic Games 2004: David Hall of Australia plays a backhand during the final of the Men's Open tennis gold medal match.

Bottom Salt Lake City Paralympic Games 2002: Alpine Skiing.



WELCOMING THE WORLD: HOSTING THE OLYMPIC GAMES

HOST CITIES TAKE ON A HUGE ORGANISATIONAL AND FINANCIAL RESPONSIBILITY WHEN THEY AGREE TO HOST AN OLYMPIC GAMES.



READING

Let the Games begin! Vancouver wins 2010³

2 July, 2003 – Vancouver's winning bid for the 2010 Olympic and Paralympic Winter Games was announced this morning to cheering crowds dressed in a sea of red and white... When IOC President Jacques Rogge made the announcement, 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 above. Why do you think so many people are feeling this way? What Olympic values are demonstrated in this story?

READING

London beats Paris to 2012 Games

6 July, 2005 – The 2012 Olympic Games will be held in London, the International Olympic Committee has announced.

London won a two-way fight with Paris by 54 votes to 50 at the IOC meeting in Singapore, after bids from Moscow, New York and Madrid were eliminated.

Prime Minister Tony Blair called the win "a momentous day" for Britain.

FOR DISCUSSION

- What are the emotions of the people in the picture below?
- Now that they have won the Games, what are some of the things that the city of London has to do to plan and prepare for the Olympic Games in 2012? Do you think this is a difficult job? Why?

Left Vancouver, British Columbia, Canada 2003: People celebrate the announcement that Vancouver has won the right to host the 2010 Olympic Winter Games. Fifteen thousand people gathered in the stadium to hear the International Olympic Committee make the announcement.

Below London 2006: One year after winning the right to host the 2012 Olympic Games, then London Mayor Ken Livingstone (L), then British Prime Minister Tony Blair and Tessa Jowell, then Secretary of State for Media, Culture and Sport, celebrate with citizens and climb aboard the 2012 double-decker touring bus.



TASKS OF THE ORGANISING COMMITTEE FOR AN OLYMPIC GAMES⁴

- To choose and, if necessary, build the required sports facilities, competition venues, stadiums and training halls
- To arrange for the required equipment
- 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 group, and the officials
- To organise medical services
- To solve transport problems
- To meet the requirements of the mass media in order to offer the public the best possible information on the Games
- To organise cultural and educational programmes that are an essential element of the celebration of the Olympic Games
- To ensure that no political demonstration or meeting is held in the Olympic City or its surroundings
- To write the Games Report on the celebration of the Games in the two official languages (English and French) and distribute it within two years after the end of the Games

³ Vancouver Board of Trade. "The Spirit of Vancouver, 24 July, 2006. Online: http://www.boardoftrade.com/sov_page.asp?pageID=938. Sourced 24 July, 2006.

⁴ Adapted from the International Olympic Committee: 2004. Pamphlet on the Olympic Movement. Online: http://multimedia.olympic.org/pdf/en_report_670.pdf Sourced 5 July, 2006.

ACTIVITY SHEET

1

Pretend that your community wants to host a special event. Decide on your event. Make a list of the activities that will take place during your event.

2

Write a letter to a government official explaining why you think your community should be able to host this event. How will it help the community?

3

Make a plan for the event that you want to host in your school or community. Your plan should include: purpose, proposed activities, facilities needed, equipment needed, people needed, money needed, benefit to the community.

CHECKLIST

- ACTIVITY 1
- ACTIVITY 2
- ACTIVITY 3



TAKING CARE OF YOUR GUESTS: **THE OLYMPIC VILLAGE**

AN IMPORTANT PART OF EVERY OLYMPIC GAMES IS THE OLYMPIC VILLAGE. IT PROVIDES ATHLETES WITH A PLACE TO EAT, SLEEP AND RELAX AND BRINGS ALL THE COMPETING NATIONS TOGETHER.

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 Village⁵

It is true that Olympic athletes need stadiums in which to compete. But they also need places to sleep and 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 food and places to 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 different countries that may even be at war live, eat and play together.

FOR DISCUSSION

- If you were an Olympic athlete living in the Olympic Village during the

Below Sydney 2000: Flags of the Olympic nations fly over the Athletes' Village in Sydney. Over 10,000 athletes and 5,000 officials from 200 nations were accommodated at the village during the Games.

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 they would say this?

5 Canadian Olympic Association. 1996. *The Olympic Truce: Days of Peace for Children*. Ottawa: COC, p. 36.



ACTIVITY SHEET

1

TO THINK ABOUT

How will you take care of the guests who will attend the event that you are planning in your community? Where will you feed them? What will you feed them? Where will they sleep? What kind of entertainment will you have for them?

2

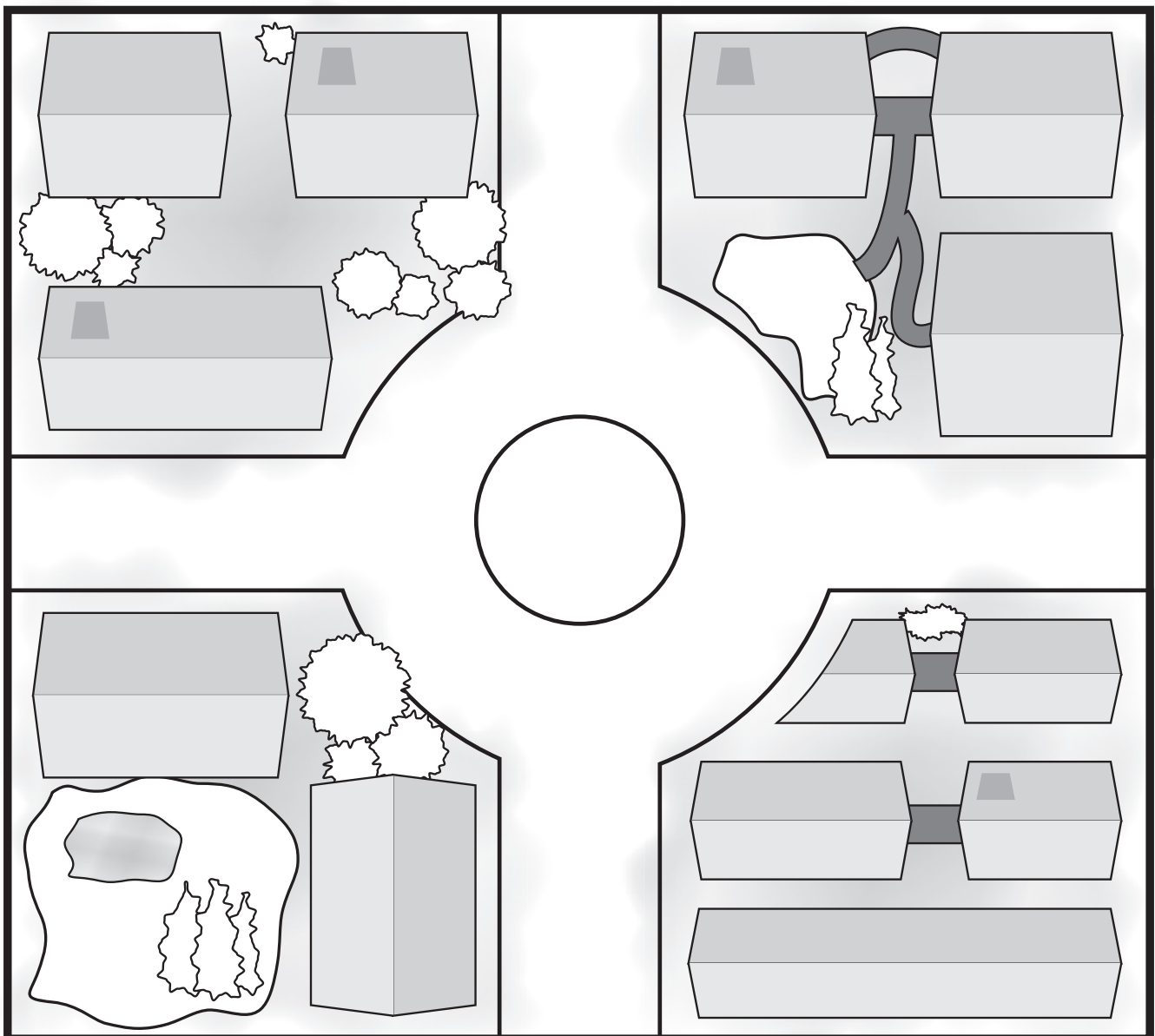
Draw a plan for your village. You will need houses, a place to eat, medical facilities and entertainment facilities.

3

Create a model of your village. Or use the plan below and decide where you will put all the different services and needs that the Olympic athletes have.

CHECKLIST

- ACTIVITY 1
- ACTIVITY 2
- ACTIVITY 3





PROTECTING THE ENVIRONMENT

THE INTERNATIONAL OLYMPIC COMMITTEE HAS IDENTIFIED ENVIRONMENTAL ISSUES AND SUSTAINABILITY AS PRIORITIES, AND INSTRUCTS OLYMPIC ORGANISING COMMITTEES TO IDENTIFY WAYS TO PROTECT AND ENHANCE THE ENVIRONMENT WHEN THEY PLAN AND PREPARE FOR AN OLYMPIC GAMES.

“[THE IOC’S ROLE IS:] TO ENCOURAGE AND SUPPORT A RESPONSIBLE CONCERN FOR ENVIRONMENTAL ISSUES, TO PROMOTE SUSTAINABLE DEVELOPMENT IN SPORT AND TO REQUIRE THAT THE OLYMPIC GAMES ARE HELD ACCORDINGLY”
(OLYMPIC CHARTER)

BEFORE YOU READ - QUESTIONS TO ASK

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

READING

Bobsled: An Environmental Challenge

In the bobsled races, two and four-man teams fly down a mile-long, ice-covered course in an aerodynamic sled at speeds of as much as 90mph. The team with the fastest combined time after two runs gets the gold. The 1,500-metre track is quite steep, is made with artificial ice and has very sensitive timing equipment. The building of these tracks down a mountainside is very expensive, and requires many difficult environmental decisions.

OLYMPIC CITIES AS ROLE MODELS

Olympic cities now make many different plans to protect the environment and promote sustainability. These are some examples. Use them to think about what you will need to do to protect the environment and promote sustainability in your community.

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 Organising 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

Above Salt Lake City 2002: Switzerland’s four-man bobsleigh team begin their run. Bobsleigh courses create a number of environmental challenges.

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 Change – *The HECTOR Programme* – The Olympic and Paralympic Winter Games are events closely related to the stability of climatic conditions and the availability of cold weather accompanied by 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 Organising Committee (TOROC). The HECTOR (**H**eritage **C**limate **T**ORino) Programme created awareness of the problem of climate change and compensated for the emission of greenhouse gases produced during the period of the Olympic event.

ACTIVITY SHEET

1

TALK IN GROUPS

- What does “sustainability” mean?
- Compare and contrast the environmental challenges of the Summer and the Winter Games. How are they the same? How are they different?

2

TO THINK ABOUT

There are often arguments between people who want to protect endangered animal and plant species and sensitive habitat, and people who want to use the land for other reasons. Think about an environmental concern in your country. What are the main points made by people on both sides of the issue?

3

What environmental impacts will the event have that you are planning for your community? Consider waste management, disturbing natural habitat, use of water and electricity and special needs.

CHECKLIST

- ACTIVITY 1
- ACTIVITY 2
- ACTIVITY 3



Left Burkina Faso
2004: Caring for the
Environment –
An NOC Reforestation
Camp.



DEFINING YOUR IDENTITY LOGOS AND MASCOTS

USE A STUDY OF LOGOS AND MASCOTS TO INTRODUCE LEARNERS TO THE WAY THAT DIFFERENT OLYMPIC CITIES USE MASCOTS, LOGOS AND OLYMPIC TORCH DESIGNS TO REPRESENT THE SPECIAL SYMBOLS AND TRADITIONS OF THEIR CULTURE AND CITY. THIS STUDY WILL ADD TO AN UNDERSTANDING OF CULTURAL DIFFERENCE.



Lillehammer '94

©



Lillehammer 1994

The emblem features the aurora borealis⁶ (Northern lights), the five Olympic rings, snow crystals and the title "Lillehammer '94". It was inspired by contact with nature, the sky and snow.

Mexico City 1968

The emblem combines the five Olympic rings and the year of the Games. It is drawn in the style of the patterns on pottery and tapestry of the Huichole Indians of Mexico.

READING 1 - LOGOS, EMBLEMS, SYMBOLS

The word "logo" means an emblem or a symbol that defines the identity of an Olympic Games host city and Organising Committee. It is used as the visual identifier of the event. Two examples from Olympic Games on two different continents are shown here. One was a Winter Games and one was a Summer Games.

READING 2 - MASCOTS

Often a host city for an Olympic Games will choose an animal that has special symbolism for the region as its mascot. Moscow, USSR, 1980 had a bear (Misha); Sarajevo, Yugoslavia, 1984 had a wolf (Vuchko); Calgary, Canada, 1988 had polar bears (Hidy and Howdy). Sometimes the mascot is an animated or cartoon character.

THINGS TO DO

- You have been assigned the task of designing a logo or emblem for the event that you are planning for your community.
 - 1 Draw and explain your design.
 - 2 Study the designs of the logos and emblems of other Olympic Games.
- You have been assigned the task of designing a mascot for the event that you are planning for your community.
 - 1 Draw and explain your choice of mascot.
 - 2 Study the mascots of other Olympic Games.
- Research the symbolism of the mascot.
- Make a study of the transition of mascots from animals to cartoon animals to cartoon humanised figures.



⁶ The aurora borealis is a natural phenomenon that occurs in countries (like Norway) of the far north and south. During the display the "northern lights" move in curtains of colour across the sky. They represent power, tension and dramatic spectacle.

Turin 2006 The mascots of the Games.

"Neve" (left) is a gentle, kind and elegant snowball; "Gliz" is a lively, playful ice cube. They complement each other and personify the very essence of winter sports. They are the symbol of a young generation that is full of life and energy.

Seoul 1988 The mascot, "Hodori", portrays the friendly side of a tiger, which is present in many Korean legends.

SOLVING YOUR PROBLEMS **OLYMPIC CHALLENGES**

LIKE EVERY ORGANISATION, THE INTERNATIONAL OLYMPIC MOVEMENT HAS HAD ITS SHARE OF PROBLEMS. SOME OF THESE CHALLENGES ARISE BECAUSE OF THE OLYMPIC GAMES' PRESTIGE AND POPULARITY. THESE PROBLEMS SOMETIMES AFFECT THE CREDIBILITY OF THE ORGANISATION BECAUSE THEY INCLUDE ACTIONS THAT ARE IN OPPOSITION TO THE VALUES OF THE OLYMPIC MOVEMENT. USE THIS ACTIVITY AS A PLACE TO DISCUSS THE CHALLENGES THAT HAVE FACED THE OLYMPIC MOVEMENT IN ITS 100-YEAR HISTORY.

“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, PRESIDENT, INTERNATIONAL OLYMPIC COMMITTEE, 2004. OLYMPIC REVIEW)

FOR DISCUSSION

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

■ [The Olympic Movement] **“survived the interruption of Games during two World Wars.”**

In 1916, 1940 and 1944 the Olympic Games were not held because of war in Europe.

How is this in opposition to the values of the Olympic Movement?

■ [The Olympic Movement] **“survived boycotts.”**

What is a boycott? 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, and because your country decided to boycott the Games, you could not participate?

■ [The Olympic Movement] **“survived the tragedy in Munich.”**

What happened at the 1972 Munich Olympic Games? What was the IOC's response? The consequence of this event is that the IOC and Organising Committees have to 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.

■ [The Olympic Movement] **“survived 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 athletes use illegal substances? Investigate the procedures used to test athletes for illegal substances. What are the penalties?

■ [The Olympic Movement] **“survived its own corruption.”**

In Salt Lake City prior to the 2002 Winter Games it was discovered that a number of IOC members had accepted favours in return for voting for Salt Lake City during the bidding process.

Below Salt Lake City 2002: Military personnel inspect vehicles before allowing them to enter the athlete's village. This is just one of the many safety precautions that are now in place at the Olympic Games.

An investigation by the IOC uncovered a number of examples of inappropriate behaviour by IOC members. A number of them resigned or were expelled. How was this behaviour by IOC members in opposition to the Olympic values?

- What problems or challenges will you have as you plan and organise your community event? Do you think there will be opposition? From whom? How will you handle this conflict?





THE LONG ROAD TO VICTORY: AN ATHLETE'S STORY

IN ANCIENT TIMES, AS TODAY, TO BE AN OLYMPIC ATHLETE WAS A SUPREME HONOUR. ANCIENT OLYMPIC CHAMPIONS WERE LOOKED AFTER BY THEIR FELLOW TOWNSFOLK FOR THE REST OF THEIR LIVES. ATHLETES TODAY WHO WIN MEDALS ARE ALSO HONOURED AND CELEBRATED IN THEIR COUNTRIES. TODAY, NEARLY 100,000 OLYMPIANS (ATHLETES WHO HAVE COMPETED IN THE OLYMPIC GAMES) SPREAD THE SPIRIT OF OLYMPISM AROUND THE WORLD.



BEFORE YOU READ – QUESTIONS TO ASK

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

READING

The Long Road to Victory: Dan Jansen⁷

Of all the Olympic stories that teach us about perseverance, very few are as memorable as that of Dan Jansen. Most speed-skating victories are decided by a margin of 1/100th of a second. This victory took over a decade.

The world first met Jansen at the 1984 Games in Sarajevo, Yugoslavia, when the relatively unknown American placed an impressive 4th in the 500m race. In Calgary in 1988, he was favoured to win the 500m and 1,000m races. But fate had other plans. Jansen's sister had been

suffering from leukaemia and died just minutes before race time. In his final conversation with her, he promised to win in her honour. But instead Jansen fell. Not just once, but in both races. He left Calgary empty-handed. Four years later Jansen was again favoured to win, this time in Albertville. 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 on his first race, to the horror of everyone watching, Jansen slipped yet again during the 500m and finished 8th. 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

Above Albertville 1992: Dan Jansen (USA) was expected to win a gold medal in the men's 500m speed skating. He eventually finished fourth.

place. A decade of disappointment suddenly was 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.

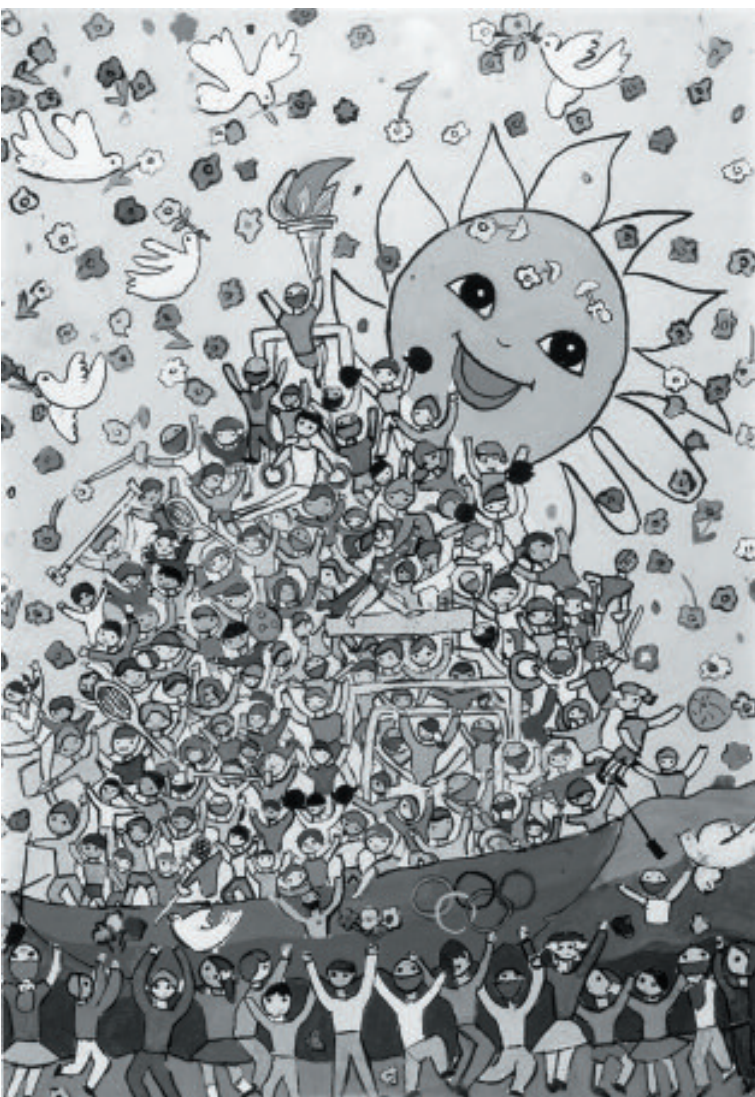
They had named her Jane, in honour of his late sister. The perfect ending to a story that has become an inspiration to athletes around the world.

FOR DISCUSSION

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

⁷ Adapted from International Olympic Committee Web Site. "Celebrate Humanity 2002: Dan Jansen." Online at http://www.olympic.org/uk/passion/humanity/jansen_uk.asp. Sourced 5 July, 2006. (Small wording changes facilitate understanding for non-native English-speaking readers.)

THE FIVE EDUCATIONAL VALUES OF OLYMPISM



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Above Left Children's International Drawing Competition 1985:
Artist – Barbu Elena (12 years old), from Romania.



BACKGROUND INFORMATION

THE FOCUS OF THIS *TOOLKIT* IS ON HOW TO TEACH THE EDUCATIONAL VALUES OF OLYMPISM. THIS SECTION OFFERS TEACHING ACTIVITIES IN EACH OF THE FIVE VALUE AREAS. EMBEDDED IN THESE ACTIVITIES ARE EDUCATIONAL STRATEGIES TO HELP YOUNG PEOPLE TO DEVELOP AND PRACTISE POSITIVE ATTITUDES AND TYPES OF BEHAVIOUR.

Olympic Museum
Lausanne, Switzerland:
Museum Workshop for
Children – Dressing up
like the Ancient Greeks.
Look at those hairstyles!



If behaviour like fair play, respect and striving for excellence are desirable, and are the heart of the Olympic spirit, then young people need opportunities to “rehearse” these types of behaviour. The activities in this section have been designed to provide opportunities for “rehearsal.” Developed for learners of different age levels, they will also be useful in English as a Second Language (ESL) programmes. Since reading levels vary among young people in different parts of the world, the activities have not been labelled for particular ages or grades.

Teachers and instructors will know best how to use or adapt the learning materials. Educators may choose information or activities from the *Toolkit* to support or enrich their existing programmes. They may also choose to use the entire *Toolkit* as a course in Olympic education.

Integrating the activities of the *Toolkit* across a variety of subject or topic areas offers a school or sports club the opportunity to culminate the programme in an “Olympic Day” celebration in which the whole school or community could participate. (For a description of how to plan an Olympic Day see Section Five, p. 126.)

Greek ethical thought helps us to understand the philosophy that guides the modern Olympic Movement, and also to be able to draw parallels with the ethical teachings of other cultures. The Olympic Games, and other Greek festivals, featured not only athletic competitions, but also drama, poetry and music competitions. Each festival was dedicated to one of the great gods or goddesses of the Ancient Greek religion. For example, the festival at Olympia was dedicated to Zeus; the one at Delphi to Apollo; the one in Ephesus to Aphrodite.

Through the festivals the Greeks reinforced their cultural identity and the principles of their ethical life. In their athletic competitions they celebrated the human body and the thrill of sports competition. In their epic and lyric poetry they expressed their emotions and idealised their heroes. In their drama the

Greeks presented the ethical dilemmas of their lives. These dilemmas and problems are not so very different from the dilemmas and problems that people throughout the world experience today.

With respect to teaching values, we can learn from the methods of the Ancient Greeks. Our experience in Olympic sport tells us that lists of rules and general principles will not ensure correct behaviour. The teaching methods in this *Toolkit* highlight storytelling, dialogue, drama, poetry, music and dance which were also important ways of communicating community values in the culture of classical Greece.

“ATTACHING SENSE AND MEANING TO NEW LEARNING CAN OCCUR ONLY IF THE LEARNER HAS ADEQUATE TIME TO PROCESS AND REPROCESS IT. THIS CONTINUING REPROCESSING IS CALLED REHEARSAL AND IS A CRITICAL COMPONENT IN THE TRANSFERENCE OF INFORMATION FROM WORKING MEMORY TO LONG-TERM STORAGE... THERE IS ALMOST NO LONG-TERM RETENTION [OF INFORMATION OR OF A SKILL] WITHOUT REHEARSAL.”

(SOUSA, D. (2003). HOW THE GIFTED BRAIN LEARNS. THOUSAND OAKS, CA: CORWIN PRESS, INC., P. 27-28.)



Ancient Olympia:
The archway leading
to the stadium.



INTERPRETING THE FUNDAMENTAL PRINCIPLES

USE THE EXERCISES IN THIS ACTIVITY TO HELP LEARNERS UNDERSTAND THE MEANING OF THE MAIN IDEAS IN THE FUNDAMENTAL PRINCIPLES. [REFER TO "FUNDAMENTAL PRINCIPLES," P. 12]

BEFORE YOU READ

Principles are ideas, values, types of behaviour and ways of doing things that are important to a people or a culture. What values and types of behaviour are important to your family and your community? Write three of these values or types of behaviour, and then discuss your list with other people in a small group or with your class.

Vocabulary: principles, philosophy, exalting, will, universal, ethical, human right, discrimination, mutual, fair play, solidarity, symbol, interlaced

GROUP ACTIVITY

Here are some of the main ideas from the Fundamental Principles. Write answers for the questions and then discuss.

- **Olympism is a philosophy of life...**
What ideas or values are important in your philosophy of life?
- Pierre de Coubertin, the founder of the modern Olympic Games, said that participation in sport helps young people to develop a balance between **body, will and mind**.
 - How do you develop the abilities of your **body**? Why should you develop these abilities?
 - How do you develop the abilities of your **mind**? Why should you develop these abilities?
 - Developing your **will** means that you strive to do your best in spite of difficulties. How do Olympic athletes show that they have a strong will? Name some athletes, heroes or heroines in your country that have shown a strong will. Tell their stories.
- Other important words in Fundamental Principle #1 are: **joy, effort, good example and ethical principles**.
 - Name some athletes that you know who have these qualities? How do they show these qualities?
 - Should athletes set a "good

example" by their behaviour?
Why or why not?

- **The practice of sport is a human right. Every individual must have the possibility of practising sport, without discrimination of any kind...**
 - What is a human right? Do you agree that sport is a human right? Why or why not?
 - In some places certain people are not allowed to or are not able to participate in sport. What kinds of barriers exist to participation?
 - What are some other human rights? Who decides whether these activities are human rights?
 - Write a charter of human rights for the people in your community, your club or your school.
- **Mutual understanding and friendship** are two important ideas

Below Athens 2004:
Jade North (AUS) (left) congratulates Mariano Gonzalez (ARG) after Argentina's victory during the 2004 Olympic football tournament.

in Fundamental Principle #4. In order to be friends with someone you have to understand them.

- Can you be friends with people who are different from yourself? How do these friendships develop?
- How does participating in sport help people to understand other people?
- How and where do Olympic athletes develop an understanding of people from other countries?
- Athletes who show **fair play** follow the rules of the sport. But the "spirit of fair play" means acting in ways that go beyond just following the rules.
 - How do athletes show the "spirit of fair play" in a sport or during a game?
 - How do you show fair play in your daily life?



ACTIVITY SHEET

1

Write the principles in your own words.

2

Develop a set of fundamental principles or ideals for your own school or organisation.

3

Create posters or murals that represent the ideals of the Olympic Movement, or of the principles of your school or organisation.

CHECKLIST

ACTIVITY 1

ACTIVITY 2

ACTIVITY 3



VALUES POSTER PROJECT

FIVE EDUCATIONAL VALUES THAT RELATE TO PERSONAL OR INDIVIDUAL ATTITUDES AND BEHAVIOUR HAVE BEEN IDENTIFIED FOR THE PURPOSES OF THIS *TOOLKIT*. THESE VALUES ARE DESCRIBED BELOW.

A. JOY OF EFFORT

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

B. FAIR PLAY

Fair play is a sports concept, but it is applied worldwide today in many different ways. Learning fair play behaviour in sport can lead to the development and reinforcement of fair play behaviour in the community and in life.

C. RESPECT FOR OTHERS

When young people who live in a multicultural world learn to accept and respect diversity, and practise personal peaceful behaviour, 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.

SUGGESTED ACTIVITY

- Interpret the values by discussing people or actions that represent or illustrate each value.
- Interpret the values by making posters to communicate or illustrate their meaning.
- Write an essay on the topic: "The Olympic Values in My Life."

Below Thailand 2005: Dancing for joy at an Olympic Day Run.



A: JOY OF EFFORT

YOUNG PEOPLE DEVELOP AND PRACTISE PHYSICAL, BEHAVIOURAL AND INTELLECTUAL SKILLS BY CHALLENGING THEMSELVES AND EACH OTHER IN PHYSICAL ACTIVITIES, MOVEMENT, GAMES AND SPORT.

“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., (2004), OLYMPISCHES MENSCHENBILD AND SCHULISCHE SPORTDIDAKTIK, IN GESSMAN, R. OLYMPISCHE ERZIEHUNG. SANKT AUGUSTIN: ACADEMIA VERLAG, PP. 16, TRANS. BY D. BINDER)

Below Circle of a Physically Active Life.¹

“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 RANCOUR AND A DISLIKE FOR THE VERY SPORT THAT ONE WOULD LIKE THEM TO ENJOY.”

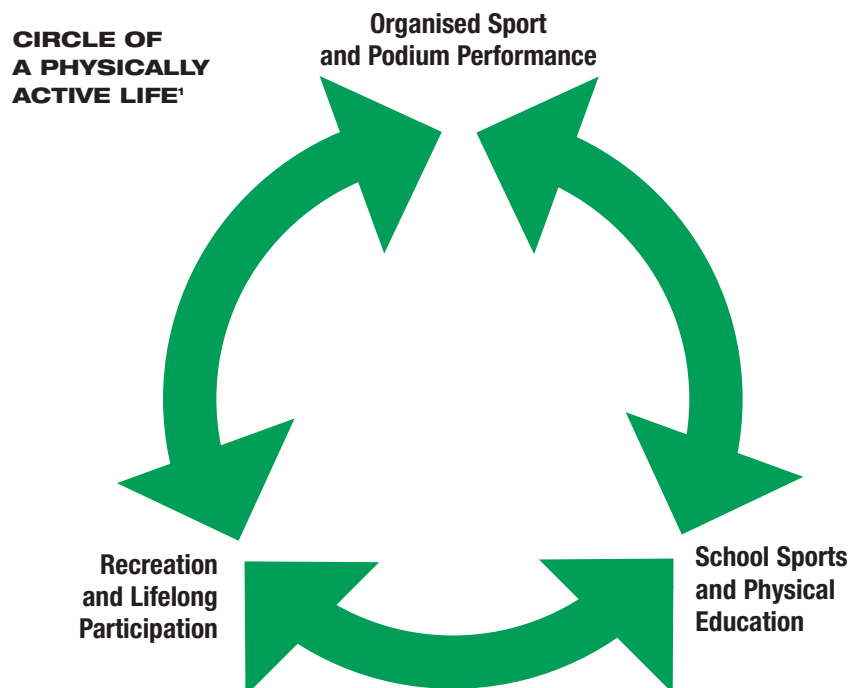
(PIERRE DE COUBERTIN, IN MÜLLER, N. (ED.). (2000). PIERRE DE COUBERTIN: OLYMPISM, SELECTED WRITINGS. LAUSANNE, SWITZERLAND: INTERNATIONAL OLYMPIC COMMITTEE, P.74).

“EVERY HUMAN BEING HAS A FUNDAMENTAL RIGHT TO ACCESS TO PHYSICAL EDUCATION AND SPORT, WHICH ARE ESSENTIAL FOR THE FULL DEVELOPMENT OF HIS/HER PERSONALITY. THE FREEDOM TO DEVELOP PHYSICAL, INTELLECTUAL AND MORAL POWERS THROUGH PHYSICAL EDUCATION AND SPORT MUST BE GUARANTEED BOTH WITHIN THE EDUCATIONAL SYSTEM AND IN OTHER ASPECTS OF SOCIAL LIFE...”

(UNESCO CHARTER OF PHYSICAL EDUCATION AND SPORT, 1978)

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 programmes should be given priority in school curricula and community life.
- Include music where appropriate. Music stimulates activity and lightens the spirit.
- Connect school physical education programmes with sport clubs and community-based programmes and facilities.



¹ Adapted from Robertson, S. (Ed.). (2005). *Canadian Sport For Life: Long-Term Athlete Development*. Canadian Sport Centres, p. 15.



LIVING THE JOY!

THESE STORIES CELEBRATE THE OLYMPIC ACHIEVEMENTS OF REMARKABLE ATHLETES. USE THEM TO HELP LEARNERS IDENTIFY THE QUALITIES THAT CHARACTERISE 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 is she or he famous? What did they have to do to become so successful? These athletes demonstrate not only “joy” but also “dignity,” a respect for themselves and for others.

READING

Run for Joy: Kipchoge Keino – Kenya

High in the hills of Kenya, a young villager herded livestock. He also followed his father’s example and began to train as a long-distance runner. The hills of Kenya prepared him well for high altitude competition. By the mid-1960s, Hezekiah Kipchoge (Kip) Keino was a policeman, but he was also leading a “revolution” in Kenyan sport by winning races and setting records. In 1968 at the Mexico City Olympic Games he had a good chance to win. Since Mexico City is high above sea level, the air is much thinner. Many athletes had a hard time breathing. Kip Keino and the other runners from Kenya had no problem. They had grown up and trained in their country’s highlands.

On the day of the 10,000m Keino was suffering from very bad stomach pains. He had a gall bladder infection. Although he was on track with the leaders, the pain was too great. He doubled up and fell onto the infield – and was disqualified for leaving the track. Did he give up and go home? No way! Four days later he won a silver medal in the 5,000m and then a gold medal in the 1,500m.

In the next Olympics in Munich, Germany in 1972, still passionate about running, he decided to try steeplechase. Now steeplechase is a 3,000m obstacle race. Runners go up and over hurdles, run through water-filled ditches and around obstacles. Keino was already 28 years old, and had not run very many steeplechase races. In spite of his age and inexperience he won the gold medal. Another, and younger Kenyan won the silver.

Keino continued his passion for sport and the welfare of his country. He and his wife Phyllis had seven children and opened a home for orphaned children. As President of Kenya’s National Olympic Committee he was able to pass on his

passion to a new generation of Kenyan athletes. Keino is now an IOC member and an accomplished educationist.

FOR DISCUSSION

- What personal qualities and values does Kipchoge Keino have that helped him to become a great athlete?
- How did Keino live these values in his daily life – before and after he won gold medals at the Olympic Games?

READING

Standing Tall: Cecilia Tait* – Peru

She was raised in a one-room shack in the informal settlements outside Lima. There was no electricity or plumbing, but there was a makeshift volleyball court just outside the door. That was lucky for Cecilia Tait, who by the age of 14 was “too tall for a girl,” almost 6 feet (1m80).

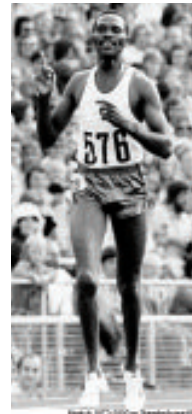
A standout [volleyball] spiker, she borrowed her brother’s shoes to try out for a club team. From there, she made the national team, but mostly to carry balls and fetch water – until a right-handed attacker sprained an ankle during a match with the Soviet Union, and the coach yelled to Tait, “Hey, you!” 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 launched. Tait was 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 to Seoul for the Olympics. 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 lost the 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 programme 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’s 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, where she is one of 20 women among 120 congressistas, is to extend that advantage to everyone. She worked to raise the Youth Sports Director to a cabinet position, and has pushed for physical education teachers in all elementary schools. 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”?
- What other life activities help to build character, hope and dignity?
- What activities in your life offer you hope and dignity?

2 Shorr, V. 2004. “Peru: Standing Tall”. Ms. Magazine, Summer 2004. Online: <http://www.ms magazine.com/summer2004/peruceciliatate.asp>. Sourced, 12 July, 2006.



PARALYMPIANS IN ACTION!

ON THIS PAGE ARE PHOTOS OF PARALYMPIC ATHLETES IN COMPETITION. HELP LEARNERS TO IDENTIFY EACH EVENT AND THEN ASK THEM TO PREPARE A SET OF QUESTIONS THEY HAVE ABOUT HOW THE EVENT IS ORGANISED. THEN INVITE A PARALYMPIC ATHLETE OR OFFICIAL TO COME TO YOUR FACILITY TO ANSWER THE QUESTIONS.



FOR DISCUSSION

- What qualities and values of the Paralympic Movement do these athletes represent?
- How do their actions help other people who are living with a disability?

SUGGESTED ACTIVITY

- Find out about the technology that makes it possible for these athletes to compete in sport.
- Design and construct a piece of equipment to help someone in your school or community who has a disability.

Clockwise from top left Sydney Paralympic Games 2000: Paul Scheite (USA) shoots during the Men's Wheelchair Basketball.

Athens Paralympic Games 2004: Bin Hou of China wins the gold medal in the F42 High Jump.

Greg Smith of Australia celebrates after winning the Mens 5000m T52 during the 2000 Sydney Paralympic Games.

Martin Braxenthaler of Germany celebrates at the finish line of the Men's Slalom – Sitting at the Turin 2006 Winter Paralympic Games.



GOOD MOVES

USE THIS ACTIVITY TO HELP LEARNERS TO IDENTIFY THEIR PREFERENCES FOR PARTICIPATION IN PHYSICAL ACTIVITY OR SPORT.

Write the name of two physical activities that you like to do beside each of the sentences below. They can be the same activity.

I like activities that I can do alone.

.....

I like activities that I can do with other people.

.....

I like activities that I can do indoors.

.....

I like activities that I can do outside.

.....

I like activities that help me to relax.

.....

I like activities that I can do at home.

.....

I like activities that I can do at school.

.....

I like activities that I can do which are not expensive.

.....

I like activities that are quiet.

.....

I like activities in which I can co-operate with other people.

.....

I like activities in which I can compete against other people.

.....

I like activities with music.

.....

I like activities that are noisy.

.....

ACTIVITY SHEET

1

Turn the “**Good Moves**” exercise into a game. Work on this activity with another student. Follow the instructions below:

- Write each sentence on a small slip of paper.
- Put your slips of paper in a jar (or hat or box). Then pick out two of the sentences.
- Make a list of all of the activities that you can think of that fit the description of the sentence. Use this sheet.
- Create a special display on the wall of all of the activities you have suggested. You could use pictures or drawings to illustrate the “Physical Activities” wall.
- Pick one activity and do it together. Then tell the others how you liked their activity.



PICK A SPORT

USE THESE ACTIVITIES TO HELP LEARNERS THINK ABOUT DIFFERENT SPORTS.

FILL IN THE BLANKS

Complete the sentences below by writing the correct sports words from the list on the right.

- Two sports that need 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 use boats are, and
- Two sports where horses are also athletes are and
- Three sports where athletes shoot at a target are, and
- Running, jumping and throwing areevents.
- A sport where athletes do twists and turns on bars and rings is
- Two Olympic sports involving person-to-person combat are and

- archery
- modern pentathlon
- skiing
- volleyball
- wrestling
- basketball
- gymnastics
- rowing
- hockey
- equestrian
- athletics
- table tennis
- shooting
- boxing
- luge
- skating
- sailing
- biathlon
- canoeing
- football



Left The pictograms of the Beijing 2008 Olympic Games integrate the charm of inscriptions on bones and bronze objects in ancient China with simple modern graphics.

ACTIVITY SHEET

1

Draw a pictogram of two sports that are played in your country that are not Olympic sports.

2

Make a list of your country's most popular sports and traditional games. Note the ones that are ball sports, boating sports, target sports, etc.

3

Pick a sport that you would like to participate in. Interview an athlete in that sport. Find out how you would get started.

4

Identify the sports that are represented in the pictograms to the right.

Sport

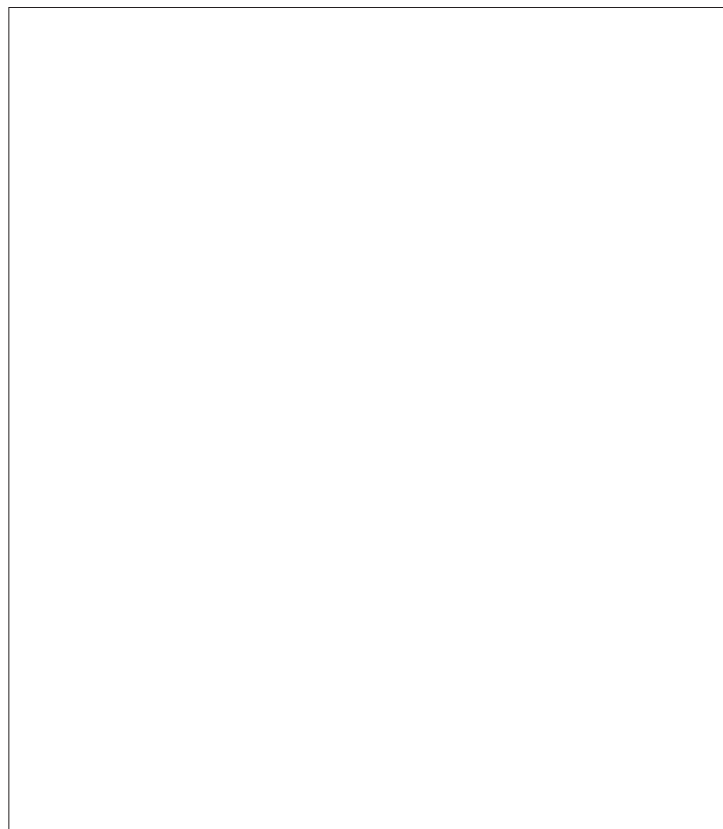
- luge
- cross country
- snowboarding
- skeleton
- alpine skiing
- bobsled
- freestyle
- ice hockey
- ski jumping
- short track
- biathlon
- curling
- figure skating
- Nordic combined
- speed skating

Position

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5

In the space below draw and colour pictograms of sports that you would like to try.



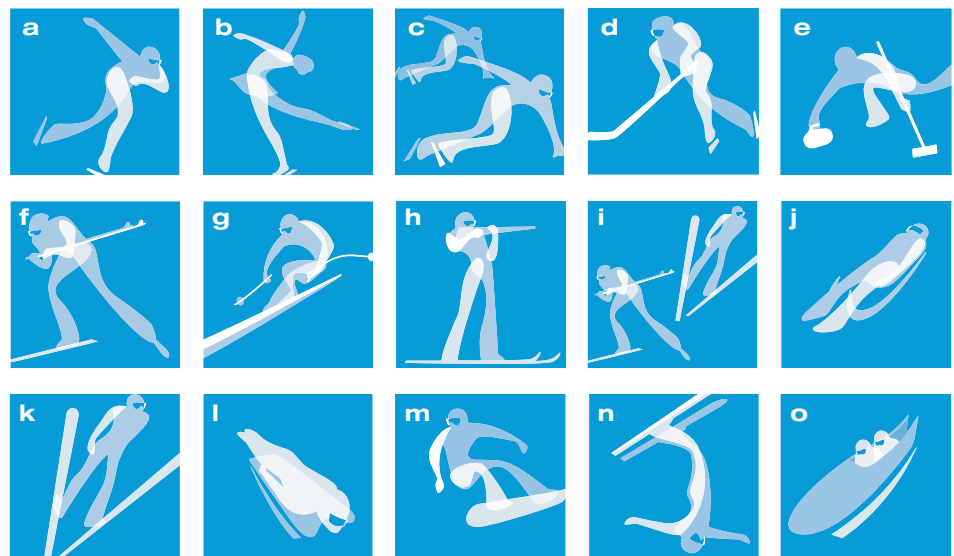
6

Compare and contrast the artistic techniques and heritage used in the sports pictograms from Beijing and Turin.

CHECKLIST

- ACTIVITY 1
- ACTIVITY 2
- ACTIVITY 3
- ACTIVITY 4
- ACTIVITY 5
- ACTIVITY 6

Below The beautiful sport pictograms from Turin 2006.





BODY AND IMAGE: YOUR FITNESS PLAN

USE THIS ACTIVITY TO HELP LEARNERS UNDERSTAND THE COMPONENTS OF PHYSICAL FITNESS, AND BEGIN TO PLAN FOR THEIR OWN FITNESS GOALS.

BEFORE YOU READ - QUESTIONS TO ASK

Our bodies are made to move. What do you think this means? Are you physically fit? How do you know?

READING

Components of Physical Fitness

Heart and Lung Endurance – The heart and lungs are muscles. They work much better as a system when they get lots of exercise. They will be able to pump more oxygen to all of the other parts of my body when they are in “good shape.” When the heart and lungs work well other parts of the body work better.

Muscle Strength – Muscle strength is how hard or far I can move my body or an object (e.g. kicking a ball, or jumping).

Muscle Endurance – Muscle endurance is how long I can repeatedly move my body or an object.

Flexibility – Flexibility is how well I can stretch, bend and twist the different muscles and joints in my body.

Body Composition – Body composition is what my body is made of. The fat part includes tissue underneath my skin, in my muscles and around my organs. I need some fat for energy, to keep my body warm and to protect my organs. Too much or too little fat can make it difficult for me to do physical activities and can lead to health problems.

Fun – Laughter is good medicine. Chemicals produced by my body during times of laughter, joy and physical activity can make me feel happier, reduce my tension and help me stay healthy.

SUGGESTED ACTIVITY

Read the sentences in the box. Complete them by putting a check in the boxes that best complete the statement. Then add two of your own favourite activities and put a check mark in the boxes that complete the sentences. Then put a check in the fun box beside the sentences that have activities that you think are fun.

THIS ACTIVITY WILL IMPROVE MY:

	A	B	C	D	E	FUN!
If I swim every day, I will improve my	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I walk every day, I will improve my	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I skip with a rope every day, I will improve my	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I throw a ball every day, I will improve my	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I play basketball every day, I will improve my	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I play volleyball every day, I will improve my	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I every day, I will improve my	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I every day, I will improve my	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- A** Heart and Lung Strength
- B** Muscle Strength
- C** Muscle Endurance

- D** Flexibility
- E** Body Composition
- F** Fun



Left Lake Placid 2005: Lea Ann Parsley, a member of the USA Olympic Skeleton Team, warms up before doing her training runs.

ROOTS AND RITES: THE CULTURE OF SPORT³

IN THIS ACTIVITY LEARNERS ARE INVITED TO LEAVE THE OLYMPIC STADIUM AND DISCOVER TRADITIONAL SPORTS FROM THE MANY DIFFERENT CULTURAL HERITAGES OF THE WORLD. MANY OF THESE SPORTS ARE STILL PRACTISED.

BEFORE YOU READ - QUESTIONS TO ASK

What sports in your country had their beginnings in the early history of your country? Who played these sports? When did they play these sports? What equipment did they use? How were the winners picked? How were the winners rewarded?

READING

Running, jumping, throwing and wrestling are four activities that have always existed in every human society. Before being termed "sporting", certain movements had – and perhaps still have – a meaning that was linked to identity, ritual, war, politics or religion.

Humans needing to defend themselves in the face of aggression from other humans or from animal predators made movements such as fleeing or fighting universal. They appear in every society and have developed into rites, games, rituals as well as sport. The need to be strong, and if possible, the strongest, in the face of the predator or the enemy has always been of greatest importance. Many means of ensuring victory have been developed, such as physical aids, weapons, plant-based stimulants and magic rituals.

EXAMPLES OF TRADITIONAL SPORTS

Nadaam – The Nadaam festival, or eriyn gurvan nadaam, is the biggest festival of the year for Mongolians. Usually occurring in July, it runs for three days in all parts of the country and highlights the greatest athletes in horse racing, archery, and wrestling, Mongolia's most popular sports. Women participate in all but the wrestling category.

Capoeira – Capoeira is an Afro-Brazilian martial art invented by African slaves in Brazil centuries ago. It combines dance, acrobatics and music with fighting techniques. Players form a roda (circle). Other participants stand on the edge of the circle and take turns playing

instruments. Everyone sings and waits for a chance to jump into the roda. In a roda, cartwheels, handstands, head spins, hand-spins, hand-springs, jumps and flips are common moves. There is no scorekeeper, and once the game gets into a flow, the players go through a series of explosive dance floor moves. Unlike a sport such as boxing, capoeira does not focus on hurting or injuring an opponent. Instead capoeira is about mastering skills, making sure moves are precise and stylised, and experiencing the music in the roda.

Sumo – Sumo is a Japanese style of wrestling and Japan's national sport. It originated in ancient times as a performance to entertain the Shinto gods. Many rituals with religious background are still followed today. The basic rules of sumo are simple: The wrestler who either first touches the floor with something else than his sole or leaves the ring before his opponent, loses. The fights themselves usually last only a few seconds and in rare cases up to one minute or longer. Most elite wrestlers are highly trained athletes and between 20 to 35 years old. Besides working out, the wrestlers eat large amounts of food and go to bed right after eating in order to gain mass. The wrestlers live in special sumo stables where the rules are very strict, especially for lower ranked wrestlers.

Wushu – Wushu is a martial art from China – "wu" means war and "shu" means art. Hundreds of different practices have existed during its long history, but some of the many different movement sequences, as well as the fundamental principles of good health, combat and public demonstrations of one's skills and art, are common to them all.

Polynesian Traditional Sports –

Traditional sports activities that are still practised in Polynesia include spear throwing (teka), canoe races, wrestling, boxing (motora'a), archery and surfing. Information Online: <http://www.tahitiguide.com/@en-us/3/52/605/article.asp>



Above Mongolia 2005: Young Chinese Mongolian horsemen in a race during the Naadam festival on the grassland of Gegental Steppe in China's Inner Mongolia region. The champion horse and rider win a minivan, and the second place wins a motorcycle.

³ Adapted from Chevalley, A. and Bouverat, M. 2005. *Finding the Roots of Sport: Origins, Rites, Identities.* Lausanne: International Olympic Committee.



ACTIVITY SHEET

1

Learn more about a traditional sport of the world. Some examples are given on this and the previous page. Answer the following questions in your study:

- Where is the sport practised?
- What are the historical roots of the sport?
- What are the events or skills required in the sport?
- Who participates in the sport?
- What special equipment, technology or playing areas are required for the sport?
- What are the rewards for the winners?
- What special ceremonies or rituals accompany the sports competitions?
- What are the differences between the way the sport is played today and the way it was played in the past?

2

Learn the moves and skills to compete in the sport you studied. Then put on a display of traditional sports with your fellow learners.



CHECKLIST

- ACTIVITY 1
- ACTIVITY 2

Left Nanjing, Jiangsu Province, China's National Games 2005: Wushu – Women's free fight.

Below Two sumo wrestlers battle for supremacy in Japan's national sport.



ATHLETICS EVENTS IN ANCIENT GREECE: YOU TRY IT

USE THIS ACTIVITY TO ENCOURAGE LEARNERS TO TRY OUT DIFFERENT SPORTS ACTIVITIES, AND TO PRESENT THE IDEA THAT DIFFERENT CULTURES HAVE DIFFERENT ATHLETIC AND SPORTS ACTIVITIES AND DIFFERENT ATHLETIC TRADITIONS.

Try out some of the sports of the ancient Olympic Games. Since there was also a Games for women and girls held a year after each official Olympic Games, girls are invited and encouraged to participate.

RUNNING - FOOT RACES

Ancient Greeks measured distance by stades. A stade was approximately 200m. In a race of 2 stades, runners ran one stade, turned around and ran back to the starting line. You 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 try a marathon by organising a 1-2 km 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 programme.

- Does your country or community have a special running event? You try it.

JUMPING - LONG JUMP

In Ancient Greece, athletes competed in a standing long jump using hand-held weights to help them increase their distance. You 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? You try it.

Below Athens 2004: Mizuki Noguchi (JAP) (right) leads the pack during the women's marathon as they run past a statue depicting the ancient Greek soldier who ran 42km to deliver news of a victorious battle.

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 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 and from a running start.

Use any ball, ring, large stone or discus for a discus throw. Use different throwing and standing positions and compare your results.

- Does your country have a traditional throwing skill?
You try it – under the guidance of an adult.





B: FAIR PLAY

FAIR PLAY IS A SPORTS CONCEPT, BUT IT IS APPLIED WORLDWIDE TODAY IN MANY DIFFERENT WAYS. LEARNING FAIR PLAY BEHAVIOUR IN SPORT CAN LEAD TO THE DEVELOPMENT AND REINFORCEMENT OF FAIR PLAY BEHAVIOUR IN THE COMMUNITY AND IN LIFE. **FAIR PLAY IS NOT CAUGHT; IT HAS TO BE TAUGHT.**

“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”

(KOICHIRO MATSURA, DIRECTOR GENERAL OF UNESCO. HUMAN RIGHTS AND THE NEED TO KNOW. UNESCO, JANUARY 2001).

Traditionally, fair play was a sports-related concept that emphasised 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 fair play behaviour (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 young people 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.⁴ 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

Below Athens 2004: A fair play flag is displayed before the Group F match between Germany and Mexico during the 2004 Olympic football tournament.

variety of educational contexts.⁵

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.

⁴ Bredemeier, B. J., Shields, David, L., Weiss, Maureen R., Cooper, Bruce A.B. (1986). The relationship of sport involvement with children's moral reasoning and aggression tendencies. *Journal of Sport Psychology*, 8(4), 304-318.

⁵ Bredemeier, B. J. & Shields, D. (1995). *Character development and physical activity*. Champaign, IL: Human Kinetics.



LIVING 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

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 Bobsled Run⁶

Eugenio Monti made Olympic fair play history in the town of Innsbruck, Austria, during the Winter Games of 1964. Monti of Italy was one of the world’s best bobsledders. A bobsled is a fibreglass 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 bobsled. He really wanted to win an Olympic gold medal in the two-man bobsled. As he waited with his partner at the top of the bobsled run for his turn, he realised there was great confusion near the bobsled 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 medal by UNESCO.

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 bobsled races.

FOR DISCUSSION

- Why do you think Monti lent the other team his bolt, when it could mean that he might lose the gold medal – his dream for years?
- Would everybody act this way? Why or why not?
- What seemed to be more important to Monti than winning?
- Bobsledding is one of those sports in which the quality of your equipment is

Above Innsbruck 1964: Bobsleigh Italia I with Eugenio Monti (ITA) and Sergio Siorpaes (ITA) on board.

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?

READING

Thanks for the Ski Pole!⁷

CANADIANS THANK NORWEGIAN COACH FOR SARA RENNER SKI POLE DURING RACE (Canadian Press, February 16, 2006: 06 AM)

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...

⁶ Bobsled is a winter sport that is enjoyed in countries that have cold winters. Children in these countries slide down slippery, snow-covered hillsides on sleds. In the Olympic bobsled competitions, these sleds look like cocoons on runners. The bobsled course is a curving track of pure ice.

⁷ Canadian Press, 16 February, 2006: 06 AM.



"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 beat you out of a medal?

READING

Fair Play on the High Seas

It was Saturday, 24 September, 1988. Lawrence Lemieux, a Canadian, was in second place in his small yacht during the Olympic competitions of 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 drowning sailor. He pulled the man from the water. Then he headed his yacht 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 International Olympic Committee presented Lawrence with a special Olympic award. Lemieux was both happy and surprised when the media fussed over what he says any sailor would have done. Said Lemieux, "The first rule of sailing is, if you see somebody in trouble, you help him."

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?



Left Turin 2006: Sarah Renner (CAN) competes during the Women's Cross Country 10km.



Below Left Norwegian ski coach Bjørnar Håkensmoen.



LOOKS LIKE, SOUNDS LIKE, SMELLS LIKE, **TASTES LIKE**

USE THIS ACTIVITY TO HELP LEARNERS EXPERIENCE FAIR PLAY FROM THE PERSPECTIVE OF THE FIVE SENSES AND THEN HELP THEM TO CREATE FAIR PLAY POSTERS OR MOBILES.

1 Review the five senses.

2 Discuss how a well-known concept such as love is represented or evoked through the use of examples from the five senses (hearts, chocolates, flowers, pictures, etc.)

3 Explore some ideas of how an ideal like fair play could be represented or evoked through the use of examples from the five senses. Use the spaces here to write your ideas.

4 Invite learners to work with a partner or by themselves to create a poster representing fair play through the different senses. A connection should be made to each of the senses in each poster.

5 Encourage learners to interpret their fair play ideas by sharing their posters with a partner or a small group. These posters then can be mounted on the wall for future reference and affirmation.

6 Turn this activity into an activity where learners build mobiles.

FAIR PLAY

looks like

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sounds like

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smells like

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tastes like

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feels like

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WHAT IS FAIR PLAY?⁸

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.”

(FROM A 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.”

(FROM A 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 is the meaning of fair play?
 Discuss some situations in which it is difficult to follow the spirit of fair play.

SUGGESTED ACTIVITY:

Write examples of fair play down the right hand side of the word. Write examples of unfair play down the left hand side.

THESE ARE EXAMPLES OF UNFAIR PLAY

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F

P

A

L

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A

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Y

THESE ARE EXAMPLES OF FAIR PLAY

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⁸ Adapted from Luther and Hotz, 1998 *Erziehung zu mehr Fairplay: Anregungen zum sozialen Lernen – im Sport, aber nicht nur dort!* Bern, Germany: Verlag Paul Haupt, pp. 29 & 31.



INVENT A FAIR PLAY GAME

MAKE FAIR PLAY BEHAVIOUR A PRIORITY FOR ALL PARTICIPANTS IN YOUR SPORTS CLUBS AND SCHOOLS. USE FAIR PLAY GAMES TO HELP LEARNERS TO FOCUS ON FAIR PLAY AS AN OBJECTIVE.

1 Younger learners could make up a game, set up a code of rules and identify some “punishments” if the rules are broken.

2 Older learners could work with another person or with a group to make up different kinds of games using different kinds of equipment.

Materials: balls of different sizes, bean bags, scoops and whiffle balls, hula hoops, skipping ropes, benches, other small sports equipment; For the younger children – provide a collection of different types of sport equipment. Ask each group to pick one item and make up a game and the rules.

PROCEDURE

1 Make up and photocopy cards for each of the “make-up-a-game” tasks below.

2 Put #1 & #2 in one envelope (A); put #3 and #4 in another envelope (B); put #5 and #6 in a third envelope (C).

3 Learners will start in pairs. Each pair will pick a “make-up-a-game” card from the A envelope. Each pair chooses one of the instructions on their game card and plays the game that they make up. Note that half of the cards ask the learners to cooperate as they play their game; the other half asks them to compete against each other.

4 Each pair of learners will join up with another pair of learners. Each group of four learners then picks a “make-up-a-game” card from envelope B, and follows one of the instructions on their card to make up a game. Again, note that half of the cards ask the learners to cooperate as they play their game; the other half asks them to compete against each other.

5 Each group of four learners then joins with another group of four learners, and follows the same

procedures, choosing a card from envelope C. For games #5 from envelope C, eight learners will be cooperating to reach an objective during the game; for #6 a group of four learners will be competing with

another group of four learners.

6 Learners could then teach their games to other groups. Offer a prize to the game that is voted “best game” by the learners.

<p>#1 COOPERATE With one other person</p> <ul style="list-style-type: none"> ■ Make up a game in which you send a ball high into the air. ■ Make up a striking game using the wall and a big ball. ■ Can you think of a game using a badminton racket, a badminton shuttle and a dustbin? 	<p>#2 COMPETE With one other person</p> <ul style="list-style-type: none"> ■ Make up a game in which you roll a ball. ■ Make up a game in which you use a scoop and a whiffle ball. ■ Make up a game in which the equipment moves, but you stay in one place. Choose any equipment.
<p>#3 COOPERATE As a pair with two other people (4 people)</p> <ul style="list-style-type: none"> ■ Make up a game using two bean bags. ■ How can you use a ball, the air and the floor in a game? ■ How could you keep a ball in the air without touching the ground? 	<p>#4 COMPETE With a partner against two other people</p> <ul style="list-style-type: none"> ■ Make up a catching game. You choose the equipment. ■ Make up a game in which you and the ball keeping moving towards a goal line. ■ Make up a tag game in which players have to trade teams.
<p>#5 COMPETE With a group of four people against another group of four people</p> <ul style="list-style-type: none"> ■ Make up a game in which you use skipping ropes. ■ Make up a game in which you throw bean bags. What can you use as a target? ■ Make up a game using a ball and two benches. 	<p>#6 GET EVERYBODY INVOLVED</p> <ul style="list-style-type: none"> ■ Make up a game using a ball and a target in which each person makes a prediction for her/his own score. ■ Make up a game in which everybody rolls a hula hoop. ■ Play a group game using two utility balls.

THE GOLDEN RULE⁹

ALMOST EVERY CULTURE HAS "A GOLDEN RULE." HELP LEARNERS TO EXPLORE THE VARIOUS WAYS THAT DIFFERENT CULTURES AND DIFFERENT LANGUAGES COMMUNICATE THE SAME MESSAGE ABOUT FAIR PLAY BEHAVIOUR.

READING

NORTH AMERICAN INDIAN QUOTATION

"MIGHTY SPIRIT, STAND BY ME SO THAT I DO NOT JUDGE ANOTHER MAN BEFORE I HAVE WALKED FOR TWO WEEKS IN HIS MOCCASINS."

(SIOUX NATION PRAYER)

CHRISTIAN QUOTATION

"DO UNTO OTHERS AS YOU WOULD HAVE THEM DO UNTO YOU."

(HOLY BIBLE, MATTHEW 7:12)

ISLAMIC QUOTATION

"NOT ONE OF YOU IS A BELIEVER IF YOU DON'T WISH FOR YOUR BROTHER THE SAME THINGS THAT YOU WISH FOR YOURSELF."

(HOLY PROPHET MUHAMMAD)

AFRICAN QUOTATION

"A PERSON IS A PERSON BECAUSE OF ANOTHER PERSON."

CHINESE QUOTATION

"WHAT YOU DO NOT WANT DONE TO YOURSELF, DO NOT DO UNTO OTHERS."

(CONFUCIUS - KONG ZI)

BUDDHIST QUOTATION:

THE BUDDHA SAID,

**"ACCORDING TO THE SEED THAT IS SOWN, SO IS THE FRUIT YOU REAP
THE DOER OF GOOD WILL GATHER GOOD RESULTS
THE DOER OF EVIL REAPS EVIL RESULTS
IF YOU PLANT A GOOD SEED WELL
THEN YOU WILL ENJOY THE GOOD FRUITS."**

FOR DISCUSSION

- What is the common idea in each of these quotations?
- What do these "golden rules" have to do with fair play?
- Write a golden rule for your club or classroom? Make posters that represent these different cultural ideas.

Below Athens 2004: Brazil shakes the hands of Team USA after their 3-2 victory in the women's indoor Volleyball quarter-final match.

9. Adapted from Binder, D. 2000. Be A Champion in Life. Athens: Foundation for Olympic and Sport Education, p. 102.





FAIR PLAY PROJECT FAIR

BECOME A "FAIR PLAY SCHOOL" AND USE THESE ACTIVITIES AS PART OF A SCHOOL-WIDE FAIR PLAY THEME.

LANGUAGE ARTS

- Tell a story about a time – any time – when you wanted to say, "That's not fair." Perhaps you were with your family. Perhaps you were with your friends. Perhaps you were playing a sport or a game. Include many details in your story, as many as you can remember. Where were you at the time? What were you doing? Who was with you? What were the sounds, the sights, the smells? What was the weather like? What were your feelings? What did you do?
- Write a sports story for a school or community newspaper. Attend an athletic event and emphasise examples of fair play by the learners in your news story.
- Write a specific fair play code for a sport or game that you particularly like.
- Interview an athlete about fair play; interview your mum or dad about their expectations for fair play.
- Videotape examples of fair play from the hallways, the playground, the gymnasium, your classroom.
- Write a poem on a fair play issue in your school or community.

ART

- Design posters promoting fair play. Display them around the school.
- Design and produce your own fair play awards.
- Create fair play trophies.
- Create drawing and sculptures representing fair play themes.

DRAMA

- Role play ethical dilemmas. Present Reader's Theatre performances of ethical dilemma which might occur when learners are participating in a variety of school-related activities.
- Present a TV or radio documentary broadcast of a fair play issue in your school or community.

HEALTH EDUCATION

- Write fair play codes for

classroom, playground hallway and away from school activities.

MUSIC

- Compose and perform a "rap" song about fair play.
- Compose and perform a fair play cheer.
- Collect pop songs that have fair play as a theme.

PHYSICAL EDUCATION

- Prepare dances or routines representing fair play themes.
- Have learners modify activities to better incorporate fair play values.

Below Athens 2004: Rowers from Poland (left) and Greece (right) congratulate each other after the medal ceremony for the men's lightweight double sculls. The Polish team won the gold medal, while Greece won bronze.

- Fill the gymnasium with student-made fair play codes and posters on fair play themes.
- Develop a fair play recognition system and mount student photographs with stories about weekly or monthly winners.

SOCIAL STUDIES

- Create a "Fair Play in our Community" mural showing examples of fair play activities in various businesses and organisations in your community. This is a good way to learn about the community.



C: RESPECT FOR OTHERS

WHEN YOUNG PEOPLE WHO LIVE IN A MULTICULTURAL WORLD LEARN TO ACCEPT AND RESPECT DIVERSITY AND PRACTISE PERSONAL PEACEFUL BEHAVIOUR, 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 was to conserve and pass on a particular culture, usually the dominant culture in the society. But teachers 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. Educators have an important role in this process.

But what does respect for others mean? And more importantly, how do teachers teach this? What is different about a classroom in which children learn respect and acceptance for cultural differences? What activities will help children and young people 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 the intellects of school administrators and teachers. Teachers of multicultural education believe that:

- All people and all cultures have value, and therefore all people – women, children, people with disabilities, 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 programme and during a school day. Racism and intolerance are often a result of ignorance and fear. Understanding and acceptance of difference develop 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 MULTICULTURAL EDUCATION¹⁰

- Multicultural education does not represent a single educational model or course, but a multitude of programmes and practices. A multicultural vision should be maintained in every school subject.
- Multicultural education implies a restructuring of the entire school environment in order to reflect a multicultural society.
- Multicultural education is essential for all learners, not just those in multicultural situations.
- Multicultural education is a dynamic, ongoing and integrated process within the educational community.
- Multicultural education promotes and enhances rights.
- Multicultural education is critical education. It encourages learners to think critically and confront the issues of their lives.
- Multicultural education inspires “cultural curiosity.”

Above Athens 2004: Gilberto Godoy Filho (BRA) (left) consoles Luigi Mastrangelo (ITA) after Brazil win the gold medal match in the men's volleyball.

“THE GOAL OF THE OLYMPIC MOVEMENT IS TO CONTRIBUTE TO BUILDING A PEACEFUL AND BETTER WORLD BY EDUCATING YOUTH THROUGH SPORT PRACTISED IN ACCORDANCE WITH OLYMPISM AND ITS VALUES.”

(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.”

(QUOTED BY PROFESSOR S. BENGU. 1997. PREFACE TO CURRICULUM 2005. GOVERNMENT OF SOUTH AFRICA)

10 Adapted from Le Roux, J. (1997). *Multicultural Education: What Every Teacher Should Know*. Pretoria, South Africa: Kagiso Publishers, pp. 43-47.



LIVING RESPECT

USE THIS STORY AS A WAY TO BEGIN A DISCUSSION ON THE PROBLEMS AND CONSEQUENCES OF RACISM.



BEFORE YOU READ - QUESTIONS TO ASK

What is racism? How do people who are racist show discrimination? Why are people racist?

READING

Black and White at the Olympic Games – Friends Forever

In the 1936 Olympic Games in Berlin there were two outstanding athletes competing in the long jump. One was a German athlete, Luz Long. The other was an African-American, Jesse Owens. A racist government was in power in Germany. Its leader, Adolf Hitler, wanted Luz Long to defeat the American and prove that white

people were better than others. In his last jump, Jesse Owens defeated the German. Hitler left the podium before the medal ceremony.

Long did not share his leader's prejudice. The two men walked arm in arm off the field. There was no place in the hearts of either man for Hitler's racism. Jesse Owens went on to be the hero of the Berlin Games, winning four gold medals. Long was later killed in the Second World War.

Owens said he wasn't bothered by Hitler's actions. "I didn't go to Berlin to shake hands with him anyway", was his comment.

To put this story into perspective, Germany wasn't the only country in the

Above Berlin 1936: Luz Long (GER) and Jesse Owens (USA).

world where people experienced racism. In another famous quote Owens said, "I wasn't invited to shake hands with Hitler. But I wasn't invited to the White House to shake hands with the President either."

FOR DISCUSSION

- Long's action at the Berlin Olympics is sometimes described as courageous and inspiring. Why might some people describe his action as courageous and/or inspiring?
- Many people around the world suffer or have suffered because people who come from one race or tribe think they are superior. Why do people sometimes think this way?

"I HAVE A DREAM"¹¹

MARTIN LUTHER KING

IN THIS SPEECH, MARTIN LUTHER KING JR IS ADDRESSING THOUSANDS OF PEOPLE IN A RALLY IN THE USA AT A TIME WHEN BLACK PEOPLE IN AMERICA WERE TRYING TO REGAIN THEIR HUMAN RIGHTS. THE MESSAGE OF HIS SPEECH HAS MEANING IN MANY PLACES OF THE WORLD WHERE 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 COLOUR 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!' "

FOR DISCUSSION

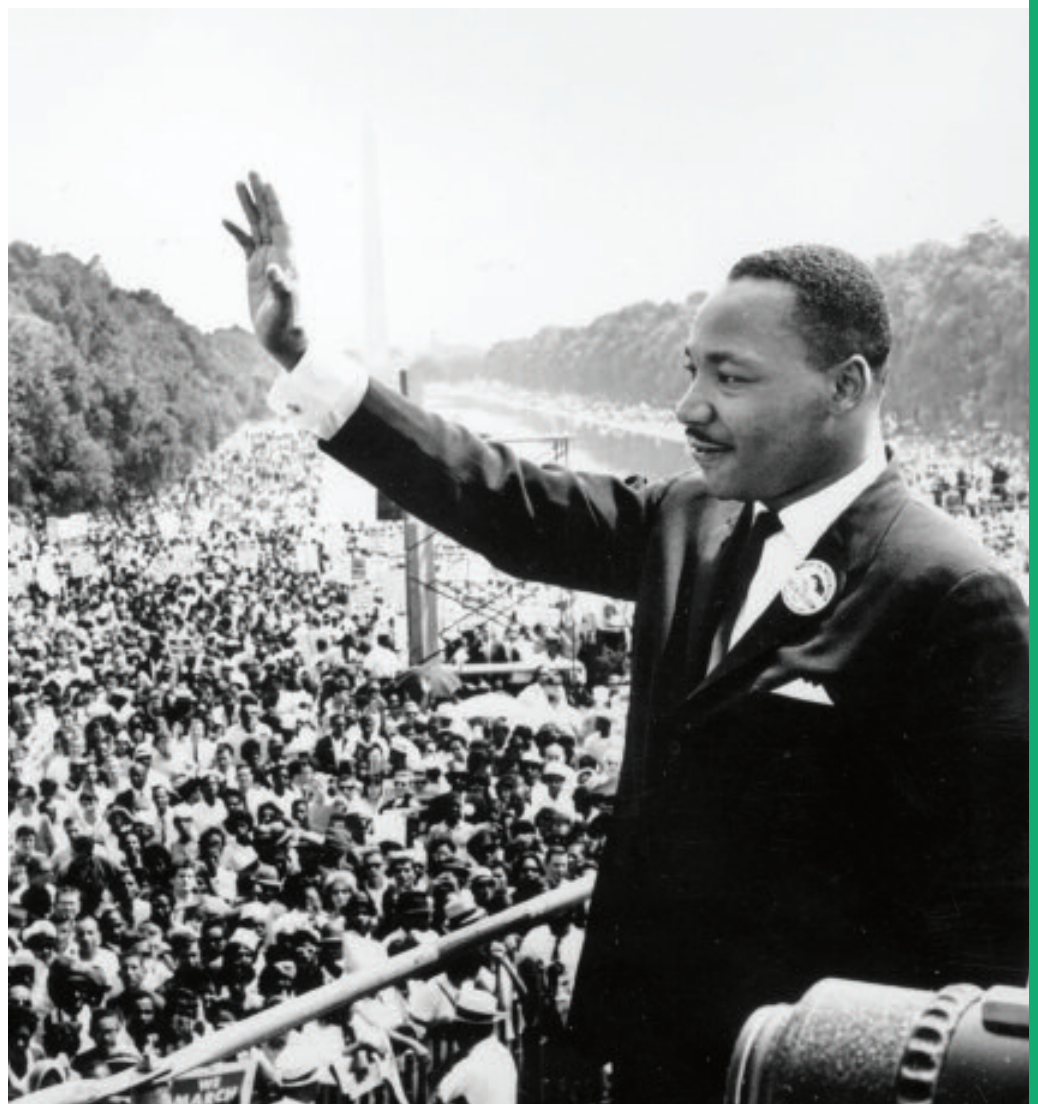
- What is the most important message of Dr King's speech? What is his dream?
- There is a song called, "They have to be carefully taught." How are people taught to disrespect or dislike other people? Why are they taught to treat other people with disrespect?
- What are some of the reasons why

Below Washington DC, USA, 1963: American civil rights leader Martin Luther King Jr. (1929-1968) speaking to the crowd at the March on Washington.

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?

¹¹ Excerpts from a speech delivered on the steps at the Lincoln Memorial in Washington D.C. USA on 28 August, 1963 (Source: <http://www.usconstitution.net/dream.html>)





PEACE BEGINS WITH ME¹²

EACH OF THE SENTENCES ON THE LEFT-HAND SIDE OF THE PAGE SPEAKS WISDOM ABOUT LIVING A LIFE OF PEACE. READ THE SENTENCES AND THEN DISCUSS THE IDEAS ON THE RIGHT HAND SIDE.

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: When things in your life seem disorganised and chaotic, what strategy is suggested by Sun Tzu?

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

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

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

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." Do Willa Cather and Mahatma Gandhi agree with them? Do you agree with them? Why or why not?

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

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

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 "tranquillity" are worth a thousand pieces of gold. (Chinese proverb)

Discuss: Why do you think the author of this statement thinks that peace and tranquillity are so valuable? When you are "feeling peaceful" how do you feel?

A man that studieth revenge keeps his own wounds green.
(Francis Bacon)

Discuss: What is revenge? What does this saying mean? Do you agree with it? Why do some people want revenge?

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?

12 Binder, D. 2000. Be A Champion in Life. Athens: Foundation of Olympic and Sport Education, p. 145

HUMAN RIGHTS: THE ALPHABET FOR RESPECT AND ACCEPTANCE

IN 1949 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 by the constitution in your country?
How are these rights protected?

Vocabulary: inherent, inalienable, barbarous, aspiration, compelled, recourse, reaffirmed, jurisdiction, endowed, sovereignty

READING UNIVERSAL DECLARATION OF HUMAN RIGHTS¹³

Introduction

- Whereas 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,
- Whereas 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,
- Whereas 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,
- Whereas it is essential to promote the development of friendly relations between nations,
- Whereas 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,

- Whereas 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,
- Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realisation of this pledge,
- Now, therefore, 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, colour, sex, language, religion, political or other opinion, national or social origin,

Below 1955: A man looks at The Universal Declaration of Human Rights, one of the first documents published by the United Nations.

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?

¹³ Adopted by UN General Assembly. Resolution 217A (III) of 10 December 1948 (excerpt only)





MY RIGHTS = MY RESPONSIBILITIES

IN THIS ACTIVITY LEARNERS WILL EXPLORE THE IDEA OF RIGHTS AND RESPONSIBILITIES BY MAKING UP A CLASS CHART OF RIGHTS AND RESPONSIBILITIES.

RIGHTS AND RESPONSIBILITIES: UNDERSTANDING THE DIFFERENCE

Complete the following sentences:

I have the RIGHT to be treated politely. Therefore, I have the RESPONSIBILITY to...

I have the RIGHT to my own space and to my own belongings. Therefore, I have the RESPONSIBILITY to...

I have the RIGHT to be safe and not to be hurt by others. Therefore, I have the RESPONSIBILITY to...

I have the RIGHT to be treated kindly and fairly by everyone. Therefore, I have the RESPONSIBILITY to...

FOR DISCUSSION

- Discuss examples of situations in your community where the rights of young people have not been valued.
- Discuss examples of situations where young people have not carried out their responsibilities to value the rights of others.
- What actions could you take to protect your rights, or the rights of others?

OUR RIGHTS AND RESPONSIBILITIES CHARTER

We have the **right** to

.....

We have the **responsibility** to

.....

We have the **right** to

.....

We have the **responsibility** to

.....

We have the **right** to

.....

We have the **responsibility** to

.....

We have the **right** to

.....

We have the **responsibility** to

.....

Right This charter can be photocopied for each learner.

HUMAN RIGHTS ROLE PLAYS

IN THIS ACTIVITY, GROUPS OF LEARNERS WILL ROLE PLAY AND THEN DISCUSS SOME OF THE SITUATIONS BELOW.

- A school or community sport group has a large group of young people from another country who are refugees. During class time, there is good interaction between all the children/young people, but during the break, the refugee children/young people play separately from everyone else. Role play this situation. How could someone (from either group) initiate contact with the other group on the playground or in the gymnasium?
- Margarita is a girl who comes from a different race from the other people in the class or on her team. They think that she is strange and they are constantly teasing her and calling her names. Role play a situation where someone tries to make friends with Margarita.
- Sibongila is a new immigrant to the country. She doesn't understand much about the culture of her new country, and is learning the language. When she is talking with other children/young people they often laugh at her because of how she speaks or what she says. Role play a situation where a teacher overhears one of these conversations.
- Fatima belongs to a different religion from the other learners. She wears special clothing because of her religion, and is not able to participate in some of the activities. She feels very lonely. As a result, she finds it hard to concentrate on her work and the teacher/coach gets upset with her. Role play a situation where someone – a young person or the teacher/coach, tries to make friends with her.
- Vladimir has to use a wheelchair to get around because of a childhood disease. He tries very hard to participate in all of the activities that other learners enjoy, but he has many difficulties. A group of boys often makes fun of how he looks when they see him. Role play an interaction between Vladimir, the group of boys and some of Vladimir's friends.
- Tika is overweight. Every day some people corner him in the hallway of the school or in the gymnasium, and tease him by pushing him around and calling him "Stupid." When teachers see this, they only say something like "Hey, you guys. Leave him alone." Role play an encounter like this where someone tries to help Tika.

Below Taking part in role plays help us understand other people's feelings.





TIME OUT!

USE THESE TOOLS TO HELP RESOLVE CONFLICT SITUATIONS. WHEN A LEARNER LOSES HER OR HIS SELF-CONTROL OR BEHAVES UNFAIRLY, OR WHEN THERE IS A CONFLICT, THE TWO ANTAGONISTS GO TO A "LISTENING BENCH" AND ANSWER THE QUESTIONS IN THE BALL.

COMMON CAUSES OF CONFLICT

- Individual needs are not being met.
- Power is not distributed equally.
- Communication is not effective or is non-existent.
- Values or priorities are different.
- The perception or understanding of a situation is different.
- Racism or discrimination is tolerated.

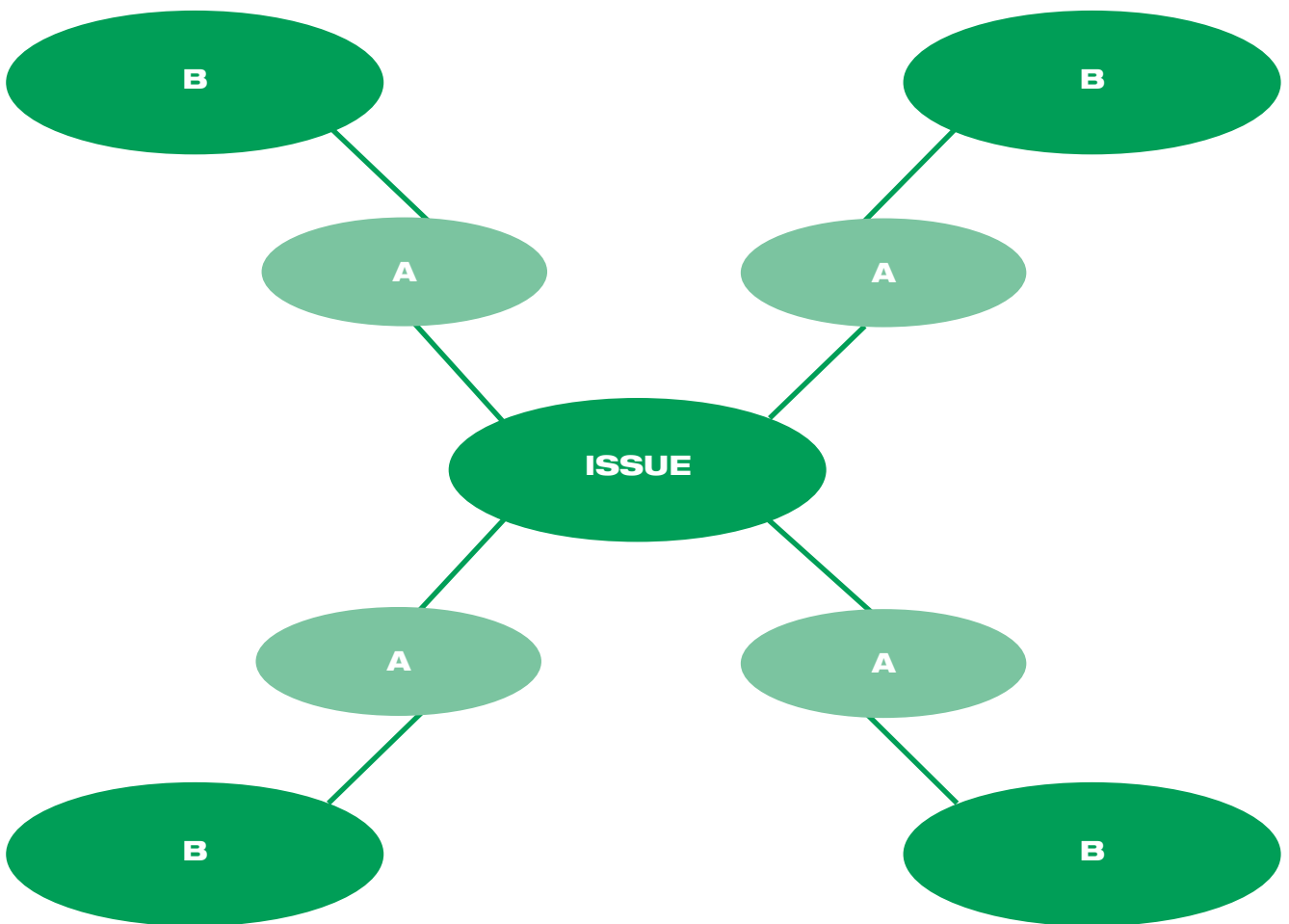
SYSTEMS WHEEL¹⁴

Sometimes it is necessary to help learners to identify the many different factors involved in a situation or issue, and to consider the consequences of different courses of action. Use a progressively expanding "systems diagram" to help learners diagram these factors and consider alternative actions to solve the problem. One topic could be "Conflict in Our Club or School."

Below

A action

B consequence



14 Campbell, L., Campbell, B. and Dickenson, D. (1996). *Teaching and Learning Through Multiple Intelligences, Second Edition*. Boston: Allyn and Bacon, p. 178.

ACTIVITY SHEET

1

What made me angry?

2

What are two possible ways to solve this problem?

3

What will be the consequences or results of each possible solution?

4

What solution should I choose?

5

What do I expect or want to happen as a result of my solution?

CHECKLIST

- ACTIVITY 1
- ACTIVITY 2
- ACTIVITY 3
- ACTIVITY 4
- ACTIVITY 5

1. PROBLEM
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2. ALTERNATIVES
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3. CONSEQUENCES
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4. SOLUTION
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5. EXPECTATIONS
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HAPPY DAYS

USE THIS IMAGE TO HELP LEARNERS DEVELOP THEIR OWN SYMBOLS AND IMAGES OF A MULTI-CULTURAL WORLD LIVING IN PEACE.

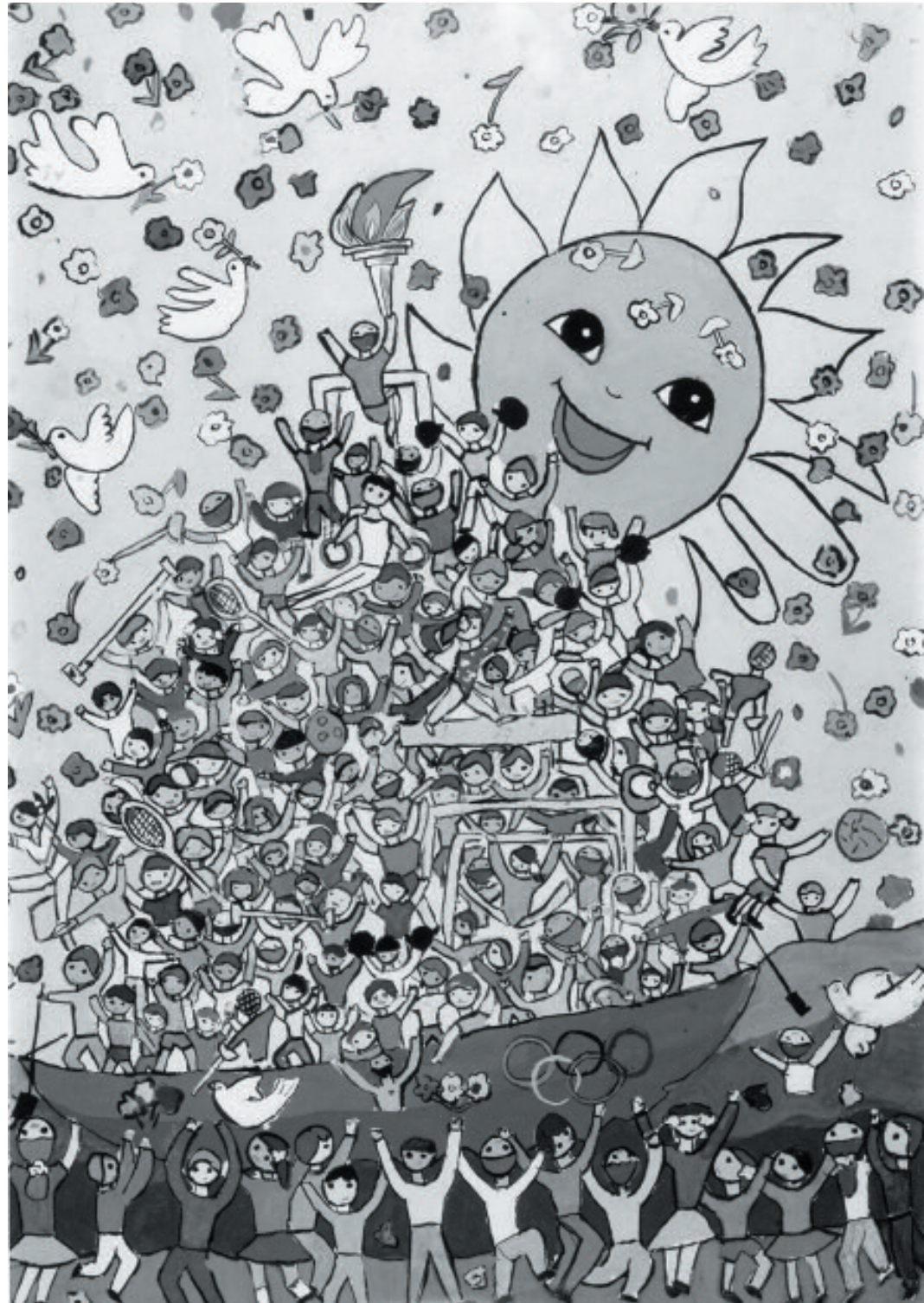
In the image here, a young artist has created a representation of multiculturalism and peace. This picture was drawn by a young person in Romania and submitted to the Children's International Drawing Competition 1985.

FOR DISCUSSION

- What symbols of peace and acceptance are represented in this picture?

TO DO

- Create a work of art that represents peace and acceptance in the world.



Right Children's International Drawing competition 1985: Picture by Barbu Elena (12 years old) from Romania.

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.

Children need safe social and physical surroundings in order to become the best that they can be, and to make good choices. A healthy school or a healthy sports programme makes the welfare of young people its number one priority. A healthy school or sports facility:

- 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
- recognises that parents and the community play important roles in helping to develop healthy children and young people.

“EDUCATION MUST BE A PREFACE TO LIFE. THE MAN WILL BE FREE; THE CHILD MUST BE ALSO. THE POINT IS TO TEACH THE CHILD TO USE HIS FREEDOM AND TO UNDERSTAND ITS SIGNIFICANCE.”

PIERRE DE COUBERTIN¹⁵

Below A young gymnast training in a sports school in China.

“THE GOAL OF EDUCATION [IS] THE ‘DEVELOPMENT OF A COMPLETE HUMAN BEING, ORIENTED TO THE ENVIRONMENT, AND ADAPTED TO HIS OR HER TIME, PLACE AND CULTURE’. THIS ADAPTATION INVOLVES THE CAPACITY TO MEET NEW SITUATIONS AND TO HAVE THE INTELLIGENCE AND COURAGE TO TRANSFORM THEM WHEN CHANGE IS NEEDED.”

MARIA MONTESSORI¹⁶

¹⁵ in Müller, N. (Ed.). (2000). *Pierre de Coubertin: Olympism, Selected Writings*. Lausanne, Switzerland: International Olympic Committee, ¹⁶ in Lillard, P. 1996. *Montessori Today: A Comprehensive Approach to Education from Birth to Adulthood*. NY: Schocken Books, p. 3).





LIVING EXCELLENCE!

THE ATHLETES IN THE FOLLOWING STORIES ARE WONDERFUL ROLE MODELS FOR YOUNG PEOPLE.



“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)

Above Barcelona 1992: Michael Jordan (USA) shoots during a match against Croatia in the Men’s Basketball.

BEFORE YOU READ

How do athletes become excellent in their sports?

READING

Meet 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 metres tall. Because she was so short, and in spite of her talent, she was at first rejected as a candidate for the national team. But her talent, her confidence and her perseverance finally won her a spot on the national team 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, and that began her domination of the sport for the next seven years.

By the time her career was over in 1997 she had won 4 gold medals and 9 world championships.

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?
- Set up your own table tennis playing area, and find out what kind of skill it takes to be a superb athlete in this sport.

READING**“Football is my Life”– Roger Milla¹⁷
(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 ball 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 sports champions, has always played for the fun of it. He was African player of the year in both 1976 and 1990. His joy in the sport is positively infectious.

With Milla as their leader, the Cameroon “Lions” stormed into the 1990 World Cup in Italy. They defeated defending champions Argentina in their opening game. Against all odds they became the first African team to reach the quarter-finals in a FIFA World Cup competition. 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 post 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 – the oldest man ever to score in the final stages of a World Cup. He was 42 when he scored against Russia.

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

FOR DISCUSSION

- Football is the world’s most popular sport. Why do you think it is so popular?
- What qualities do you need to have to be an excellent football player?
- Pretend you are a sports reporter. Get your friend to pretend to be Roger Milla. Role play an interview with this great athlete.



Above Atlanta 1996:
Table Tennis, Women’s
Singles – Deng Yaping
(CHN) in action on her
way to the gold medal.

**Right San Francisco
(USA) 1994, World Cup
Football/Soccer:**
Cameroon’s forward
Roger Milla celebrates
after scoring a goal
against Russia. Aged
42, Roger Milla
became the oldest
player ever to score a
goal in World Cup
history.



¹⁷ Adapted from FIFA World Cup–Roger Milla (Cameroon). Online: <http://fifaworldcup.yahoo.com/06/en/p/cp/cmr/milla.html>. Sourced July 25, 2006.

**READING****A Tale of Two Athletes: Liz Hartel and Jubilee**

There is a sport in the Olympic Games that has two athletes and six legs. One of the athletes is a horse. In one of the most amazing Olympic stories of all time a young woman, paralysed from a disease called poliomyelitis, and her horse, Jubilee, won silver medals at the Olympic Games in 1952 and in 1956.

Liz Hartel of Denmark loved sports. Her passion was horseback riding. Even as a married woman she was an enthusiastic competitor. Then, pregnant with her second child, she caught polio and was paralysed from the waist down. She gave

birth, miraculously to a healthy child, and then struggled and worked to bring some function back into her muscles. After several years her condition improved, but she still could not use the muscles below her knees.

But 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, in equestrian sport, women received the right to compete with the men for medals. It is one of the few sports where women and men compete in the same event. Liz Hartel, unable to walk, became the best of them all, winning silver medals at the 1952 and 1956 Olympic Games. The photographs from those days

Below Sweden 1956, site of the Equestrian events for the Melbourne, Australia 1956 Olympic Games:¹⁸ Liz Hartel-Holst and Jubilee (DEN) left, St. Cyr (SWE) middle, Linsenhoff-Schindling (USA) right.

show Liz sitting elegantly on her horse. People say that during the competition she and her horse became one unit – moving smoothly and skilfully through the required movements.

FOR DISCUSSION

- Why do they call “equestrianism” a sport that has two athletes?
- How do you think it is possible for a rider who is paralysed from the waist down to control and communicate with a horse?
- What special qualities would this rider have to have?

¹⁸ Australia would not allow the horses to enter the country so the equestrian events were held in Sweden.



DO YOU KNOW HOW TO DREAM?

THIS PICTURE WAS DRAWN BY A CHILD IN BRAZIL AND SUBMITTED TO THE "VISA OLYMPICS OF THE IMAGINATION"¹⁹ CHILDREN'S OLYMPIC ART EXHIBITION. IT WAS ON DISPLAY DURING THE SYDNEY 2000 OLYMPIC GAMES. HELP LEARNERS TO EXPLORE THE MESSAGES IN THE PICTURE AND THEN DRAW THEIR OWN "DREAMS".



“DO YOU KNOW HOW TO DREAM? IF YOUR ANSWER IS YES, CONGRATULATIONS. YOU ARE PLAYING THE MOST FUN SPORT IN THE WORLD. IN YOUR DREAMS YOU CAN DO EVERYTHING. YOU CAN BE THE STRONGEST, THE FASTEST, AND THE HIGHEST, AND EVEN WIN AT THE OLYMPIC GAMES. IF YOUR ANSWER IS NO, TRY IT! IT IS GREAT TO DREAM.”

(VISA/JONAS SAMPAIO DE FREITAS, 13, BRAZIL)

Above Do you know how to dream?

Artwork by Jonas Sampaio De Freitas, 13, Brazil.

FOR DISCUSSION

- Tell a story for each of the five images in this picture.
- What other symbols do you see in the picture? What do they symbolise?
- Draw a picture of your own. Title the picture “My Dreams”.

¹⁹ VISA Olympics of the Imagination Programme, 2000.



DOING MY **BEST**

IN THESE ACTIVITIES, LEARNERS WILL USE THEIR IMAGINATIONS. HELP THEM TO IMAGINE A FUTURE IN WHICH THEY ARE DOING THEIR VERY BEST.

**“VISION WITHOUT
ACTION IS A DREAM.
ACTION WITHOUT
VISION IS AIMLESS.
VISION WITH ACTION
WILL ACHIEVE.”**

(ANONYMOUS)



Right Turin 2006:
Snowboarder Hannah
Teter (USA) holds her
Women's Halfpipe gold
medal.



ANGELS OR DEMONS: MAKING DIFFICULT CHOICES

EACH OF THE SCENES BELOW INVOLVES A PERSON WHO HAS A DILEMMA. USE THIS ACTIVITY TO HELP LEARNERS EXPLORE THE CHALLENGES OF MAKING POSITIVE, HEALTHY CHOICES.

READING

Scene 1 – To smoke or not to smoke Irimi has to choose

Irimi takes the bus to school with her friends. Everyday they walk past a big advertisement for a brand of cigarettes. On the advertisement there is a picture of a lovely lady who is wearing a beautiful white dress. In the picture she is standing on a ship with a handsome man, and the sun is setting in the background. Both the man and the woman are smoking cigarettes. Irimi would love to look like the lady in the white dress. Irimi plays volleyball for her community team so she knows all of the health dangers about smoking. One day several of Irimi's school friends buy cigarettes and decide to smoke them in the park after school. They invite Irimi to join them. What should she do?

FOR DISCUSSION

- What are Irimi's choices?
- Why are the choices difficult?
- What is the message of the advertisement? How does this message affect Irimi?
- What are the expectations of different people in Irimi's life? – friends, coach, team-mates, parents.
- What would you do?
- What is the healthy choice?
- Talk about other advertisements that try to influence your behaviour.

Scene 2 – To take steroids or not to take steroids. Abed has to choose

Abed is training hard to make the school running team. There are two other people who are almost as good as he is. Only two boys will be picked for the team. Abed really wants to be on that team to make his

parents proud of him. One day a friend of his older brother comes into the locker room. He comes up to Abed and puts his arm around Abed's shoulders.

"Hey, Abed," he says quietly. "We really want you to be our man on the school running team. But, you know, you've got a problem with those other guys. I've been able to get hold of some of these pills. Take one a day for a couple of weeks. They'll give you some extra muscle power to be a sure winner." What should Abed do?

FOR DISCUSSION

- What are Abed's choices?
- Why are the choices difficult?
- What are the expectations of different people in Abed's life? – Coach, friends, parents, family.
- What would you do?
- What is the healthy choice?

Below If you were offered steroids, what would you do?



YOU ARE A CHAMPION!

USE THIS ACTIVITY TO HELP LEARNERS TO THINK ABOUT HOW THE OLYMPIC VALUES CAN HELP THEM TO BECOME THE "BEST THAT THEY CAN BE."

When you watch athletes in action they seem to make their activity look so easy. In fact, an athlete does not become a champion without certain qualities and values.

SUGGESTED ACTIVITIES

■ Unscramble the letters in the following sentences to find out what qualities an athlete needs to be a champion.

S/he brings together talent and heart in a **LANCABE** of body, will and mind.

S/he must love the sport. There is joy in the **ROFEFT** of athletes participating in their sports.

S/he wants to do his/her best. Athletes strive for **CEEELNXL**C.

S/he does not cheat. Great champions believe that true sport is **IARF** sport.

S/he **SPRCETES** opponents, officials and fellow team-mates.

FAIR EFFORT EXCELLENCE
RESPECTS BALANCE

■ **Wanted Ad** – In a small group, make a list of the qualities that a person has to have to be a champion. Then write up a WANTED AD for "a champion". Write your advertisement for a champion in felt pens on poster paper. Mount the ad on your school bulletin board.

■ **Star Chart** – Identify one activity that you do really well. Bring a photograph of yourself or draw a picture of yourself doing the activity. Create a STAR CHART that includes the activity photographs of all of the learners.

■ **Role Play** – Today, a mighty spirit says you can become a star in any sport or activity you wish. You are being interviewed by a reporter. How would you respond to the following questions?

- Will you please describe some of the skills involved in your activity?
- Will you please tell us what you had to do to reach your goal?
- Is there anyone you'd like to mention who helped you? How did s/he help?
- What does it feel like now that you have reached your goal? How has your life changed?



WORDS OF INSPIRATION

USE THE QUOTATIONS TO INSPIRE REFLECTION ON LIFE MESSAGES THAT CAN INSPIRE COMMITMENT TO A TYPE OF BEHAVIOUR OR AN ACTIVITY.

“THOSE WHO CANNOT FORGIVE OTHERS BREAK THE BRIDGE OVER WHICH THEY THEMSELVES MUST PASS.”

(CONFUCIUS/KONG ZI, CHINESE SCHOLAR, 5TH CENTURY BC)

“FAILURE IS OFTEN THAT EARLY MORNING HOUR OF DARKNESS THAT PRECEDES THE DAWNING OF THE DAY OF SUCCESS.”

(UNKNOWN)

“IF YOU WANT YOUR EGGS HATCHED, SIT ON THEM YOURSELF.”

(HAITIAN PROVERB)

“SOLITUDE IS A SILENT STORM THAT BREAKS DOWN ALL OUR DEAD BRANCHES; YET IT SENDS OUR LIVING ROOTS DEEPER INTO THE LIVING HEART OF THE LIVING EARTH.”

(KAHLIL GIBRAN (1883-1931), PHILOSOPHER, POET AND ARTIST FROM LEBANON)

“LIFE BEGETS LIFE. ENERGY CREATES ENERGY. IT IS BY SPENDING ONESELF THAT ONE BECOMES RICH.”

(SARAH BERNHARDT (1844-1923), FAMOUS FRENCH ACTRESS)

“THE WORST OF ALL DECEPTIONS IS SELF-DECEPTION.”

(PLATO (427-347 BC), GREEK PHILOSOPHER AND EDUCATOR)

FOR DISCUSSION

- Speak about the meaning of one of these quotations to your class, your club or a small group.
- In your own words, list important lessons about life and living that are communicated in these quotes.
- Find other quotes – from the poets, leaders and athletes of your own country or culture.
- Prepare a poster or a drawing using the words of one of your favourite inspirational quotations.

Below Sydney 2000: Cathy Freeman (AUS) celebrates with her gold medal after winning the Women's 400m. Cathy comes from the Aboriginal tradition of Australia and is proud of her heritage.



I'LL FINISH 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 THAT YOU HAVE MADE A COMMITMENT AND YOU FULFIL YOUR COMMITMENT – REGARDLESS.

READING

John Akhwari Fulfils His Commitment

Mexico City was the site of one of the great moments of marathon history. It was long after the last runners had finished the marathon 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 down the track. His legs were bandaged following an accident on the marathon route. Before a stunned audience 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 given an award by former IOC President Juan Antonio Samaranch 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 learn about yourself at this time?

Right Sydney 2000: John Stephen Akhwari (TAN) at the closing ceremony.





E: BALANCE BETWEEN **BODY, WILL AND MIND**

LEARNING TAKES PLACE IN THE WHOLE BODY, NOT JUST IN THE MIND. PHYSICAL LITERACY AND LEARNING THROUGH MOVEMENT CONTRIBUTES TO THE DEVELOPMENT OF BOTH MORAL AND INTELLECTUAL LEARNING.

All of these quotations highlight the need not only to make physical education and sport a priority in educational systems, but to return physical activity to normal classrooms and to the lives of children and young people of every age. Pierre de Coubertin understood this need. His dream that a revival of the Olympic Games with international competitions would stimulate interest in sport and physical activity for young people remains as relevant today as it was 100 years ago.

“BODILY-KINAESTHETIC INTELLIGENCE IS THE FOUNDATION OF HUMAN KNOWING SINCE IT IS THROUGH OUR SENSORY-MOTOR EXPERIENCES THAT WE EXPERIENCE LIFE.”

(CAMPBELL, L., CAMPBELL, B. AND DICKENSON, D. (1996). TEACHING AND LEARNING THROUGH MULTIPLE INTELLIGENCES, SECOND EDITION. BOSTON: ALLYN AND BACON, P. 67.)

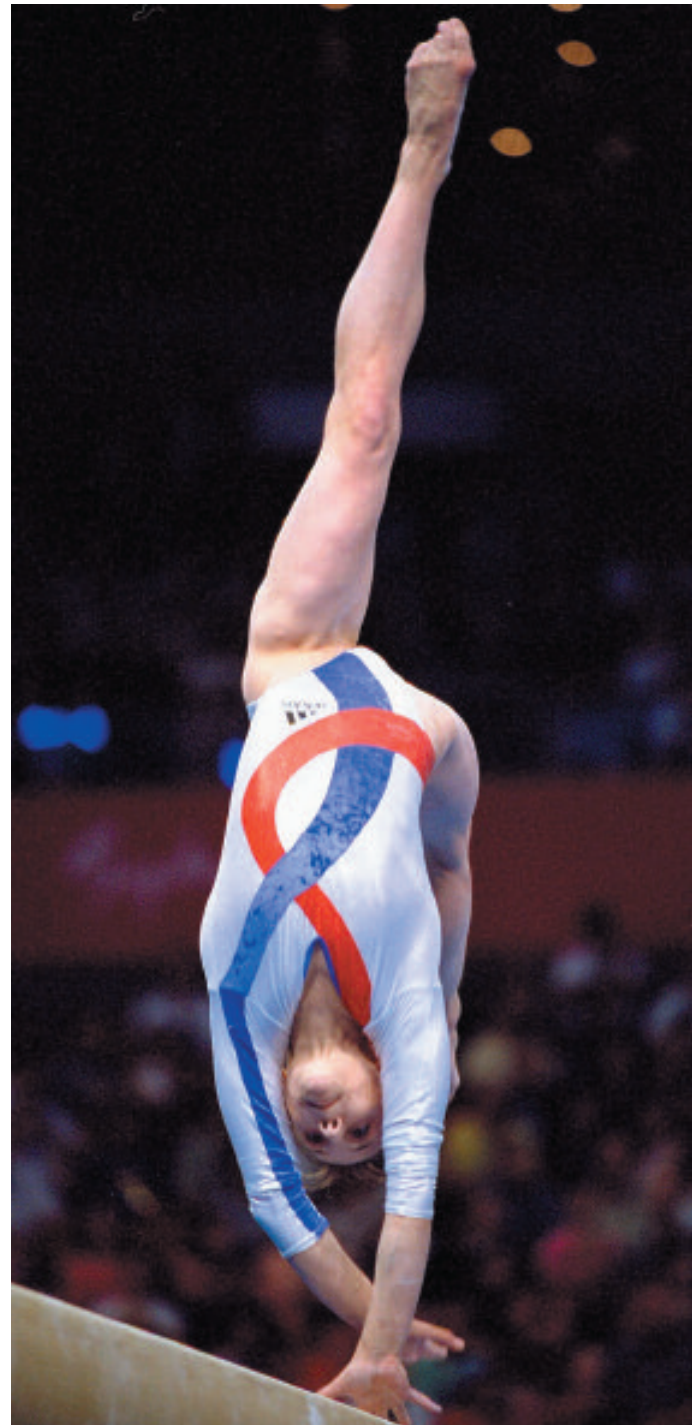
“RESTRICTING EDUCATIONAL PROGRAMMES TO A PREPONDERANCE OF LINGUISTIC AND MATHEMATICAL INTELLIGENCES MINIMISES THE IMPORTANCE OF OTHER FORMS OF KNOWING.”

(CAMPBELL, L., CAMPBELL, B. AND DICKENSON, D. (1996). TEACHING AND LEARNING THROUGH MULTIPLE INTELLIGENCES, SECOND EDITION. BOSTON: ALLYN AND BACON, P. XV.)

“MODERN EDUCATION... HAS ALLOWED ITSELF TO BE CARRIED AWAY BY EXTREME COMPARTMENTALISATION... EACH STRENGTH WORKS IN ISOLATION, WITHOUT ANY LINK OR CONTACT WITH ITS NEIGHBOUR. 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, IN MÜLLER, N. (ED.). (2000). PIERRE DE COUBERTIN: OLYMPISM, SELECTED WRITINGS. LAUSANNE, SWITZERLAND: INTERNATIONAL OLYMPIC COMMITTEE, P.547.)

Right Sydney 2000: Andrea Raducan (ROM) completes her routine on the beam during the Women's Gymnastics All-Around Final at the Sydney 2000 Olympic Games. Raducan won the all-round title.



PLANNING FOR BALANCE IN THE LEARNING ENVIRONMENT

USE THIS CHART, WHICH CONTAINS EIGHT SKILL SETS, TO RECORD STUDENT OUTCOMES, DEVELOPMENTAL TASKS AND ASSESSMENT MEASURES.

THEME:

RESOURCES AND MATERIALS:

MOTIVATIONAL ACTIVITY/CREATING RELEVANCE (START WITH BODILY-KINAESTHETIC ACTIVITY):

Kinaesthetic Skills	Mathematical Skills	Visual Skills	Linguistic Skills	Musical Skills	Inter-personal Skills	Intra-personal Skills	Naturalist Skills	
								Student Outcomes
								Developmental Tasks
								Assessment Measures

THEME CLOSURE:



LIVING THE BALANCE

THESE TWO READINGS DEMONSTRATE THE COURAGE AND DIGNITY THAT COMPETITORS AT THE OLYMPIC GAMES POSSESS.

READING

Grace Under Pressure: Michelle Kwan (USA)

Nobody likes to lose an important competition. It is very difficult for an Olympic athlete to lose 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.

Left Nagano 1998: Figure Skating, Women's Singles – Michelle Kwan (USA).

In the women's figure skating competition at the 1998 Nagano Olympic Winter Games, 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 programme and defeated Kwan in the final scoring. Kwan received the silver instead of the gold medal.

The real story however, was the way that Kwan acted after the competition. At the concluding press conference she treated Lipinski like a good friend and said simply, "This might not be the colour of medal that I wanted, but I'll take it...that's life, right?"²⁰

"The way she handled herself, she'll be remembered forever. She's one of the classiest athletes you could every 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 in figure skating?
Do you admire her?
Why or why not?
- What would happen in a contest if there wasn't a winner and a loser?
- 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 behaviour on other athletes?
On spectators? On 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?



²⁰ Quoted in Brennan, C. USA Today.com, 11 February, 1999.

ACTIVITY SHEET

1

- Tell a story about a time when you or someone in your community lost an important competition. How did you feel? Why do you think you felt this way?

A series of horizontal dotted lines for writing.

CHECKLIST

ACTIVITY 1

**READING****When the Will Takes Over:
Shun Fujimoto**

On the rings a young Japanese gymnast performed his routine. High over the spectators, he twisted, turned and balanced. Then he performed 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, and then collapsed in agony. No one knew that he was performing on a broken knee, injured during the floor exercises.

“I didn’t want to worry my team-mates,” said Fujimoto. He couldn’t take pain killers 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 Shun Fujimoto, who had inspired them with his courage.

**Above Montreal 1976:
Gymnastics – the
Japanese team (JPN)
wins the gold medal.
Shun Fujimoto is on
the left.**

FOR DISCUSSION

- Do you admire Fujimoto’s actions? Why?
- Do you think it is always admirable for athletes to continue in a competition even although their bodies are injured? Why or why not?
- Would you carry on? Why or why not?

LEARN THROUGH ACTIVITY

USE THESE ACTIVITIES TO ENGAGE ALL LEARNERS IN BODILY-KINAESTHETIC ACTIVITIES. SPEND TIME AFTER THE ACTIVITIES TO HELP LEARNERS UNDERSTAND WHAT THEY HAVE LEARNED FROM THEIR "BODY-ORIENTED" ACTIVITIES. MANY LEARNERS THINK THAT IF THEY ARE HAVING FUN THEY ARE NOT LEARNING.

1 Use individual or small group physical movement to represent an idea: an animal, a cloud, a tree, a historical event, a mathematical formula, or the plot and characters of a short story. After the activity ask learners to discuss what they learned by experiencing the idea kinaesthetically.

2 Use individual or small group physical movement to represent the Olympic rings, the Olympic message, the Olympic motto. After the activity ask learners to discuss what they learned by experiencing the idea kinaesthetically.

3 Plan classroom "adventure" or "survival" challenges. "By overcoming adventure challenges, learners learn about their self-imposed limitations and their potential capabilities. By confronting fear, change and uncertainty, learners learn important coping skills."²¹

4 Fitness Fun – Create imaginative training circuits in your school. In the gym or on the playground identify different places with a coloured piece of paper, or a poster, or in some other way. At each place learners will do a different kind of fitness activity. For example, they could pretend that they are a different animal at each place. Make up the activity that they would do at each place. Better still, get the children to help you develop fitness moves to be repeated at each place. Add music. Children love to do things to music. Other circuit themes could be:

- circus performers – Pretend you are a tumbler, trapeze artist, clown, animal trainer, juggler, dancer
- machines – Pretend you are a car, aeroplane, bicycle, train, rocket, etc.
- space – Pretend you're on Mars, on Jupiter, on the moon, on a rocket, etc.
- body moves – Pretend you are flying, swimming, climbing, hopping, skiing, riding a horse or camel, etc.
- wilderness adventure – Pretend you are crossing a river on a log, trying to see through tall grass, climbing a mountain, etc.

5 Take a Walk – by yourself, with your schoolmates, with your family or your mother or father, with a friend, on skis or

snowshoes, in the rain, under a rainbow. Record your observations of the weather, the seasons, the wildlife, the community.

6 Let's Dance, Let's Sing, Let's Create, Let's Play, Let's Dream

- Mind, body and spirit activities express the joy of life and the culture of a community. In Africa, for example, dancing is an important expression of the identity of the community.
- Play music from different continents, and make up dances to the music and the rhythm. Make up songs to go with the music or learn songs from

Below Desiree Eid (AUS) uses the ribbon during the Rhythmic Gymnastics at the 2005 Australian Youth Olympic Festival.

- other countries.
- Incorporate song, costumes, and scenery in a special dance festival featuring the dances and music of other countries.
- Find a piece of music that you love. Make up a dance to this music that expresses your personality and/or your dreams and hopes for your community and for your world.

21 Adapted from Campbell, L., Campbell, B. and Dickenson, D. (1996). *Teaching and Learning Through Multiple Intelligences, Second Edition*. Boston: Allyn and Bacon, p. 86.





BODY, MIND AND SPIRIT IN ANCIENT GREECE

USE A STUDY OF THE IDEAS OF THE ANCIENT GREEKS TO HELP LEARNERS TO UNDERSTAND THE CULTURAL CONCEPT OF BALANCE BETWEEN BODY AND MIND, AND TO EXPLORE THEIR OWN CULTURAL INTERPRETATIONS OF HARMONY IN THE HUMAN PERSONALITY.

READING

Echoes of the Past: The Ancient Greeks

The modern Olympic Games were inspired by ideas from the civilisation of Ancient Greece. The first records of winners at the site of the ancient Olympic Games was in 776 BC. From then on the Games were held every four years for more than a thousand years. The activities of these festivals were directly related to the Greek idea of harmony between body and mind. Young people went to school and also

trained in athletics. Physical exercise was accompanied by music. Music, dance and athletics helped to achieve the harmonious balance of the body and the mind.

Local festivals involving music, drama and athletic contests provided a variety of competitive contexts in which citizens of the city-states could demonstrate their virtues and fight for excellence. Such contests were directly connected to the cults of the gods or heroes, and had a religious character.

FOR DISCUSSION

- In your cultural tradition, what are the messages, symbols, stories or teachings that speak about harmony and balance in the human personality? Sometimes the ideas of harmony in a human personality come from healing traditions. What healing traditions in your culture focus on healing mental and emotional stress as well as physical illness.

Below Ancient Olympia: The ruins of the temple of Zeus.



WINNING AND LOSING: WHAT'S IMPORTANT²²

USE THE RESULTS FROM THE SURVEY BELOW TO ENGAGE LEARNERS IN A DISCUSSION ABOUT THE VALUES THAT SEEM IMPORTANT TO THEM. EACH LEARNER WILL COMPLETE THE SURVEY. THEN THE RESULTS WILL BE COMBINED AND ANALYSED.

HOW MUCH DO YOU VALUE...

I AM A GIRL BOY

	very little	little	much	very much
1. Winning				
2. Having fun, playing the game				
3. Friendship				
4. Exercise				
5. Fair Play				
6. Uniforms				
7. Competition, being my best				
8. Coaching				
9. Being part of a team				
10. Refereeing				

SUGGESTED ACTIVITIES

- Add up the results together on the blackboard or on a piece of paper.
- Make graphs of the results by
 - a) category;
 - b) comparing girls and boys;
 - c) by the class average in each category.

FOR DISCUSSION

- What values are demonstrated by your choices in this survey?
- Are these the values that you want to demonstrate? Why or why not?
- What action would you need to take to show that you are changing your values?

22 Binder, D. 1985. *Come Together: The Olympics and You*. Ottawa: Canadian Olympic Association, p. IV-28.



WISE WORDS

HISTORY HAS RECORDED WISE WORDS IN THE STORIES FROM MANY DIFFERENT PARTS OF THE WORLD. HERE ARE A FEW. USE THESE STORIES AS A WAY TO HELP LEARNERS TO SHARE THE WISDOM STORIES FROM THEIR OWN CULTURAL TRADITIONS.

FROM CHINA

Harmony and balance are important ideas in Chinese philosophy. Confucius, an ancient Chinese teacher, developed a moral code that included rules about people's roles and responsibilities. He believed that paying attention to duty and responsibility would contribute to achieving harmony and balance.

“WHEN YOU KNOW WHERE TO STOP, YOU HAVE STABILITY. WHEN YOU HAVE STABILITY, YOU CAN BE TRANQUIL. WHEN YOU ARE TRANQUIL, YOU CAN BE AT EASE. WHEN YOU ARE AT EASE, YOU CAN DELIBERATE. WHEN YOU CAN DELIBERATE, YOU CAN ATTAIN YOUR AIMS.”

(FROM THE GREAT LEARNING – A CHAPTER IN ONE OF THE FIVE CLASSICS OF THE CONFUCIAN TRADITION.)

FROM ISLAM

“THAT PERSON IS NEAREST TO GOD WHO PARDONS, WHEN HE HAS IT IN HIS POWER, THE PERSON WHO HAS INJURED HIM.”

“IT IS PROPER THAT EVERY RIGHTEOUS MAN SHOULD SHARE THE PAIN OF HIS FELLOWS IN THE SAME WAY AS AN ACHING HEAD MAKES THE WHOLE BODY ACHE.”

SAYINGS OF THE PROPHET MUHAMMAD

FROM SOUTH AFRICA

“I LOOK AT AN ANT AND I SEE MYSELF: A NATIVE SOUTH AFRICAN...WITH A STRENGTH MUCH GREATER THAN MY SIZE SO I MIGHT COPE WITH THE WEIGHT OF A RACISM THAT CRUSHES MY SPRIT. I LOOK AT A BIRD AND I SEE MYSELF: A NATIVE SOUTH AFRICAN, SOARING ABOVE THE INJUSTICES OF APARTHEID ON WINGS OF PRIDE, THE PRIDE OF A BEAUTIFUL PEOPLE. I LOOK AT A STREAM AND I SEE MYSELF: A NATIVE SOUTH AFRICAN, FLOWING...OVER HARD OBSTACLES UNTIL THEY BECOME SMOOTH AND, ONE DAY, DISAPPEAR... AND IN A SAD WORLD WHERE SO MANY ARE VICTIMS, I CAN TAKE PRIDE THAT I AM ALSO A FIGHTER. MY LIFE, MY CAREER, EVERY SONG I SING AND EVERY APPEARANCE I MAKE, ARE BOUND UP WITH THE PLIGHT OF MY PEOPLE... THERE ARE THREE THINGS I WAS BORN WITH IN THIS WORLD, AND THERE ARE THREE THINGS I WILL HAVE UNTIL THE DAY I DIE: HOPE, DETERMINATION AND SONG. THESE THINGS I ALSO HOLD IN COMMON WITH MY PEOPLE...”²³

(MIRIAM MAKEBA)

FROM SOUTH AMERICA

“!AMA SUA, AMA KJELLA, AMA LLLULLA - DON'T LIE, DON'T CHEAT, DON'T BE LAZY.”

QUECHUA GREETING DURING INCA TIMES.

FROM INDIA

In ancient times the Buddha wandered the Ganges plains of Northern India. He taught many lessons about good living. Many of his teachings can be read today.

“NOT KILLING OR HARMING LIVING BEINGS. THIS IS BEING KIND. NOT TAKING WHAT IS NOT GIVEN [NOT STEALING]. THIS IS BEING HONEST. NOT BEING UNFAITHFUL IN RELATIONSHIPS. THIS IS BEING TRUSTWORTHY. NOT USING WRONG SPEECH. THIS IS BEING TRUTHFUL. NOT TAKING DRINK OR DRUGS. THIS IS BEING CLEAR MINDED.”

THE FIVE PRECEPTS OF BUDDHISM

Below Confucian writings are still taught in China today.



FROM TURKEY

“ONE HOT DAY THE HOCA WAS RESTING IN THE SHADE OF A WALNUT TREE BETWEEN CHORES IN HIS GARDEN. AFTER A TIME HE BEGAN TO NOTICE THE HUGE WATERMELONS GROWING ON VINES IN A NEARBY FIELD, AND THE WALNUTS IN THE TREE OVER HIS HEAD.

‘SOMETIMES I CAN’T UNDERSTAND THE WAYS OF ALLAH,’ HE MUSED. ‘LOOK AT THAT GREAT WATERMELON GROWING ON SUCH A SPINDLY VINE, AND THOSE TINY WALNUTS GROWING ON THAT LORDLY TREE. IF I HAD BEEN THE CREATOR, I SHOULD HAVE PUT THE WALNUT ON THE VINE AND THE WATERMELON ON THE TREE.’ JUST THEN A WALNUT FELL FROM THE TREE AND LANDED SMACK ON THE HOCA’S HEAD. RUBBING THE LUMP, HE LOOKED UP TOWARD THE SKY AND SAID, ‘FORGIVE ME, ALLAH, FOR QUESTIONING YOUR WISDOM. YOU ARE ALL-WISE. WHERE WOULD I BE NOW IF WATERMELONS GREW ON TREES?’ ” ²⁴

²³ Billings, Melissa. (1998) *Mosaics: Art and Music from Around the World*. North Billerica, Montana: Curriculum Associates, Inc., p. 6.

²⁴ Billings, Melissa. (1998). *Mosaics: Everyday Life from Around the World*. North Billerica, Montana: Curriculum Associates, Inc., p. 40.

FROM UNESCO

“LASTING PEACE IS A PREREQUISITE FOR THE EXERCISE OF ALL HUMAN RIGHTS AND DUTIES. IT IS NOT THE PEACE OF SILENCE, OF MEN AND WOMEN WHO BY CHOICE OR CONSTRAINT REMAIN SILENT. IT IS THE PEACE OF FREEDOM - AND THEREFORE OF JUST LAWS - OF HAPPINESS, EQUALITY AND SOLIDARITY, IN WHICH ALL CITIZENS COUNT, LIVE TOGETHER AND SHARE.”

(FEDERICO MAYOR, FORMER DIRECTOR GENERAL, UNESCO)

FOR DISCUSSION

- What messages in these stories are also important messages in your community?
- Do any of these stories disagree with important messages or values in your community? Discuss these differences.
- Find words of wisdom from your own community or country.
- Make up a special “words of wisdom” poster that you will share with another class, or community, or country.

Below South African singer Miriam Makeba.





MANY CULTURES, MANY LEARNERS, MANY INTELLIGENCES

USE THIS ACTIVITY FOR OLDER LEARNERS TO INTRODUCE THE IDEA THAT THERE ARE MANY FORMS OF INTELLIGENCE, THAT INDIVIDUALS HAVE DIFFERENT INTELLIGENCE TALENTS, AND THEREFORE DIFFERENT WAYS OF LEARNING. SUCCESSFUL LEARNING IS INFLUENCED BY TALENT, CULTURE AND TEACHING METHODOLOGY.

One hundred years ago, Pierre de Coubertin complained about the emphasis on intellectualism and compartmentalisation in French schools. He would have understood and applauded the theory of multiple intelligences.

“THE INTELLIGENCES ARE LANGUAGES THAT ALL PEOPLE SPEAK AND ARE INFLUENCED, IN PART, BY THE CULTURE INTO WHICH ONE IS BORN. THEY ARE TOOLS FOR LEARNING, PROBLEM-SOLVING, AND CREATING THAT ALL HUMAN BEINGS USE.”²⁵

Thus the theory of multiple intelligences,²⁶ also reinforces cross-cultural perspectives of human learning.

SUGGESTED ACTIVITY

Thinking About Balance – Work in small groups to complete a “Multiple Intelligences Chart”²⁷ using the headings below. The first one, **bodily-kinaesthetic intelligence**, has been completed for you.

Then complete the sections for each of the following intelligences. Work in small groups; each group takes on one kind of intelligence.

Verbal-Linguistic Intelligence

The ability to think in words and to use language to express and appreciate complex meanings

Logical-mathematical Intelligence

Makes it possible to calculate, quantify, consider propositions and hypotheses, and carry out complex mathematical operations.

Visual-Spatial Intelligence

Instils the capacity to think in three-dimensional ways, perceive external and internal imagery, to recreate, transform or

modify images and to navigate oneself and objects through space.

Musical Intelligence

Is evident in individuals who possess a sensitivity to pitch, melody, rhythm and tone.

Interpersonal Intelligence

Is the capacity to understand and interact effectively with others.

Intrapersonal Intelligence

Refers to the ability to construct an accurate perception of oneself and to use such knowledge in planning and directing one’s own life.

Naturalist Intelligence

Consists of observing patterns in nature, identifying and classifying objects, and understanding natural and human-made systems.

FOR DISCUSSION

- Which of these intelligences are most valued in your culture? Why?
- Which of these intelligences seem to be most valued in your education system? Why?
- Which of these intelligences best describes your talents and interests?
- What could you do to increase your knowledge and skills in the areas in which you have talent?
- One of the values of Olympism is to promote a “balance between body, will and mind”, and to do this through active participation in sport and physical activities. How can bodily-kinaesthetic activities contribute to the development of motivation and of the other intelligences?

TYPE OF INTELLIGENCE TALENT	INDICATORS OF THIS TALENT	WHO HAS THIS TALENT?	ACTIVITIES TO STIMULATE THIS TALENT
Bodily-Kinaesthetic Intelligence Enables a person to manipulate objects and fine-tune physical skills. Necessary for survival.	<ul style="list-style-type: none"> • Explores the environment through touch and movement – manipulates. • Demonstrates good coordination, grace, and a sense of timing. • Learns through direct participation. • Enjoys concrete learning experiences: e.g., field trips, model building, role play, games. • Has well-developed small or gross motor skills. 	athletes dancers actors sewers carvers recreation specialists sculptors designers surgeons choreographers Add to this list.	<ul style="list-style-type: none"> • Learning by doing. • Role playing. • Creative dramatics. • Simulations. • Creative movement activities. • Content-specific movement activities. • Learning sequences through dance. • Manipulatives (e.g. task cards, puzzles, etc.) • Games. • Daily physical education. • Classroom adventures. • Field trips. • Exercise breaks.

²⁵ Campbell, L., Campbell, B. and Dickenson, D. (1996). *Teaching and Learning Through Multiple Intelligences*, Second Edition. Boston: Allyn and Bacon, p. xv.

²⁶ Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. N.Y.: Basic Books.

²⁷ Adapted from Campbell, L., Campbell, B. and Dickenson, D. (1996). *Teaching and Learning Through Multiple Intelligences*, Second Edition. FT #5, January 2007

IMPLEMENTATION TOOLS



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PRESENTATION OUTLINE

IMPLEMENTING AN OLYMPIC VALUES EDUCATION PROGRAMME MAY REQUIRE THE SUPPORT AND PARTICIPATION OF OTHERS IN YOUR SCHOOL AND COMMUNITY.

Create your own slides, overhead transparencies or handouts using the text below.

- For a ten-minute presentation, slides numbered #1-12 summarise the contents of the Toolkit.
- For a more detailed presentation, some of the slides numbered #1-12 as above also have sub-topic slides numbered 3(a), 3(b), 3(c) and so on.
- Where available, video, CD or DVD clips would supplement the script of the slides.

SLIDE #1 TEACHING VALUES: AN OLYMPIC EDUCATION TOOLKIT

“OUR WORLD TODAY IS IN NEED OF PEACE, TOLERANCE AND BROTHERHOOD. THE VALUES OF THE OLYMPIC GAMES CAN DELIVER THESE TO US.”

(JACQUES ROGGE, PRESIDENT, INTERNATIONAL OLYMPIC COMMITTEE, TURIN 2006)

“THE GOAL OF THE OLYMPIC MOVEMENT IS TO CONTRIBUTE TO BUILDING A PEACEFUL AND BETTER WORLD BY EDUCATING YOUTH THROUGH SPORT PRACTISED IN ACCORDANCE WITH OLYMPISM AND ITS VALUES.”

(OLYMPIC CHARTER, P. 10)

SLIDE #2 OLYMPISM

is a philosophy of life, balancing the qualities of body, will and mind. By blending sport with culture and education, Olympism seeks to create a way of life based on:

- the joy of effort,

- the educational value of good example, and
- respect for universal fundamental ethical principles.

SLIDE #3 THE EDUCATIONAL VALUES OF OLYMPISM

- Joy of effort
- Fair play
- Respect for others
- Pursuit of excellence
- Balance between body, will and mind

SLIDE #3 (A) JOY OF EFFORT

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

SLIDE #3 (B) FAIR PLAY

Fair play may be a sporting concept, but, as every parent knows, even small children have a strong view on what is “fair”. Learning fair play behaviour through physical activities can help in the development of fair play behaviour in the community and in life.

“FAIR PLAY IS NOT CAUGHT, IT MUST BE TAUGHT.”

SLIDE #3 (C) RESPECT FOR OTHERS

Learning to accept and respect diversity can promote peace and international understanding. The Olympic Movement brings together all races and cultures and can serve as a model for tolerance and understanding.

SLIDE #3 (D) PURSUIT OF EXCELLENCE

Among athletes excellence is often considered as “doing your personal best”. This concept can help young people to make positive, healthy choices, and strive

to become the best that they can be in whatever they do.

SLIDE #3 (E) BALANCE BETWEEN BODY, WILL AND MIND

Current research suggests that learning takes place in the whole body, not just in the mind, and that physical activity and learning through movement contributes to the development of both moral and intellectual learning. Pierre de Coubertin’s revival of the Olympic Games was based on a similar concept of body and mind.

SLIDE #4 OLYMPIC VALUES ARE COMMUNICATED THROUGH SYMBOLS AND CEREMONIES

The Olympic Movement is more than another sport event. Young people’s imaginations are inspired by the art, music and cultural presentations of an Olympic Games. Respect and acceptance of diversity can be fostered by introducing activities based on the educational values of Olympism into all aspects of a sports programme, and into other school subject areas such as language, history and science.

SLIDE #4 (A) OLYMPIC SYMBOLS

Rings, Flag, Torch, Flame, Truce Symbol

SLIDE #4 (B) OPENING CEREMONY

SLIDE #4 (C) CLOSING CEREMONY AND VICTORY CEREMONIES

SLIDE #5 OLYMPIC VALUES ARE SHARED THROUGH OLYMPIC SPORT AND THE OLYMPIC MOVEMENT

- These values are found in the

Right Olympic Day Joy in Great Britain.



Olympic Charter of the International Olympic Committee

- When National Olympic Committees are admitted to the Olympic Movement they take on the responsibility of promoting and teaching these values in their countries.
- Organising Committees for Olympic Winter and Summer Games are required to provide an Olympic education programme to accompany the Games.

SLIDE #6 ORGANISING A MODERN OLYMPIC GAMES /ORGANISING AN OLYMPIC DAY

- Planning Facilities (Venues)
- Organising Competitions
- Planning Cultural Events and Training Helpers
- Taking Care of Athlete and Spectator Needs and Transportation
- Protecting the Environment

The Toolkit provides stimulating values-based activities on all of these topics. Thus an integrated approach is possible. The culmination of an Olympic Values Education Programme could be an Olympic Day celebration for the school and community.

SLIDE #7 OLYMPIC VALUES EDUCATION IS “EDUCATION THROUGH OLYMPISM”

- integrating sport and physical activity with other subject areas.
- using Olympic sport, traditions and

values as the context for teaching life values and life skills.

SLIDE #8 THE PURPOSES OF THE TOOLKIT

- to provide materials to help teachers, coaches, sports club and community leaders to enhance the physical and moral development of the children and young people, ages 8 – 18.
- to focus on HOW to present the educational values of Olympism consistent with current pedagogical practices.

SLIDE #8 (A) THE TOOLKIT INCLUDES

- Background Information on the Olympic Movement
- Learning Activities for classroom presentation and small groups

SLIDE #8 (B) TOPICS

- Section 1: Introduction to Olympic Values Education
- Section 2: Celebrating the Values Through Symbols and Ceremonies
- Section 3: Sharing the Values Through Sport and the Olympic Movement
- Section 4: The Five Educational Values of Olympism
- Section 5: Implementation Tools

SLIDE #8 (C) METHODOLOGY OF THE TOOLKIT

- Learning is an active, not a passive, activity.

- People learn in different ways.
- Learning is both an individual and a cooperative activity.

SLIDE #9 ONE WORLD ONE DREAM - BEIJING 2008

- Celebrating Universality
- Celebrating Humanity
- Celebrating Peace

SLIDE #10 THE FUTURE OF OLYMPIC EDUCATION

Olympic Education is:

- Global Education
- Ethical Education
- Equal Opportunity Education
- Multicultural Education
- Balanced Education

SLIDE #11 CELEBRATING AN OLYMPIC DAY

- Each class or group represents a country
- Opening ceremony with guest of honour
- Physical activity and sport events
- Cultural and art displays
- Closing ceremony based on local celebrations

SLIDE #12 INSPIRE A DREAM

Olympic education brings hope, inspiration and dreams of a better future to the youth of the world.



OLYMPIC DAY OR WEEK IN THE SCHOOL OR COMMUNITY¹

HOLDING AN OLYMPIC DAY OR WEEK IS A GREAT WAY OF PROMOTING THE VALUES OF THE OLYMPIC MOVEMENT TO SCHOOLS AND LOCAL COMMUNITIES.

WHY HOLD AN OLYMPIC DAY OR WEEK?

- To offer children and young people an opportunity to demonstrate effort in sport and physical activity, as well as in related areas such as art, music, etc.
- To engage the whole school and/or community, in an event, based on the Olympic values, and emphasise co-operation, participation and fair play.
- To provide a culminating opportunity for cross-curricular activities in the school or community.
- To raise the profile of the school or organisation in the local community. Olympic Family, special guests and the local media will be invited to attend.

ORGANISATION

- Select a date and time for the Olympic Day celebration. (Internationally, Olympic Day is celebrated on 23 June, the date that Pierre de Coubertin founded the International Olympic Committee).
- Select a coordinator for the overall Olympic Day activities.
- Select a planning committee. This should include a representative from the executive or administration, the teaching or coaching team, each curriculum area in a school and a local parent group. Appoint each member of the committee with a certain responsibility.

AREAS OF RESPONSIBILITY

Logistics

- Select a range of events for the Olympic Day such as: athletic events, competitive and non-competitive games and team events.
 - Ensure that all the children and youngsters are able to participate.
 - Guarantee a means of communicating on the day with participants.
 - Deal with all legal and insurance issues.
- Field Co-ordination** – Determine the

location and who will be responsible for each event. Planning for this should include: equipment, entries, schedule of events, officials and point tallies.

Ceremonies – Decide what elements of the Olympic Opening and Closing Ceremonies you wish to include. (See pages 26-28.)

Awards – Decide on categories for awards. Participation awards are recommended in addition to result awards. Decide how awards will be handed out, when and by whom.

Public Relations – Invite guests such as the mayor, local athletes, governors, parents and press. Contact local radio and television stations, if possible, and newspapers.

Support Services – Ensure there is a First Aid Station and nurse available on the day. Provide shaded areas and refreshments for participants and spectators.

SUGGESTED ACTIVITIES FOR DIFFERENT SUBJECT AREAS

Art – Design the banners to be used for each country at the Opening Ceremony. Design and produce medals and certificates to be used as awards. Construct posters and/or banners to be used throughout the school or community. Design an emblem, a torch and mascots.

English – Write a newspaper article reporting on the Olympic Day. Hold a poetry competition with the Olympic ideals as the topic.

Mathematics – Create the results sheets for the Games. Assist in the judging of the competition. Discuss currencies and exchange rates of the different countries. Plan and then measure and lay out the field for various events and activities.

Geography – Design a world map with all the Olympic host

cities highlighted. Consider the countries that will be competing in your Olympic Day and compile a list of their capital cities and population.

History – Make flags of the countries represented at the Games. Discuss their symbolism and what the colours represent. Prepare information sheets for the school about each of the countries.

Modern Languages – Collect sporting photographs and give them captions in the target language. Choose one of the competing countries and conduct a 'mock interview' in the target language.

Music – Compose a theme song for your Olympic Day. Study how music has been a part of the Ancient and Modern Olympic Games.

Physical Education – Train for the events. Start a "Spirit of Olympism" programme. Highlight an Olympic athlete and discuss their sport and career.

Science – Discuss the effect of science and technology on the changes in equipment over the years. Give examples of advances, for example pole vault poles, cycling footwear.

Health – Discuss having a nutritious lunch for all the participants on Olympic Day. Discuss the prevention of dehydration during the day's events. Devise a fitness plan for all the participants to follow during the preparation for the day.

**Below Iran 2005:
More Olympic Day joy.**

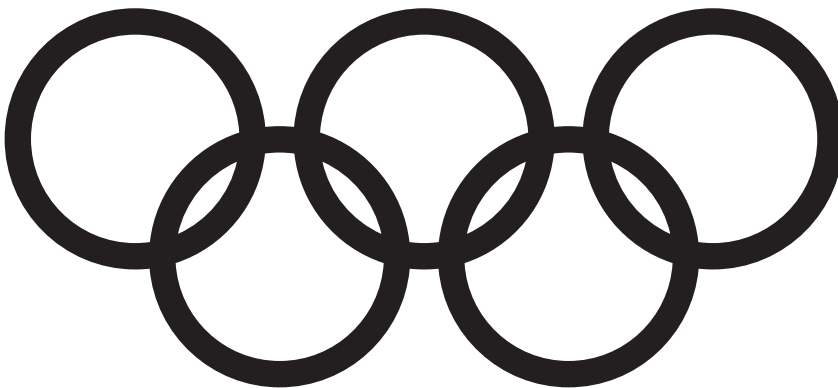
¹ Adapted from British Olympic Association. 2006. "Olympic Day in the School." Online.



OLYMPIC DAY/WEEK **CERTIFICATE**

USE THIS CERTIFICATE TO AWARD THOSE STUDENTS WHOSE PARTICIPATION MADE YOUR EVENT POSSIBLE.
IT CAN BE ENLARGED PROPORTIONALLY TO FIT AN A4 PAGE.

CERTIFICATE



.....
participated in the
“Spirit of Olympism”

.....
Date

.....
Signed

OLYMPIC DAY IN SCHOOL



'SPIRIT OF OLYMPISM' IN YOUR SCHOOL OR ORGANISATION

THIS PAGE WILL GIVE YOU TIPS AND IDEAS TO HELP CREATE A 'SPIRIT OF OLYMPISM' IN YOUR SCHOOL OR ORGANISATION.

An organisation or school with a "Spirit of Olympism" culture supports the moral, social and physical development of children and young people by teaching the values of Olympism and setting expectations for positive, healthy behaviour by all participants – including adults. In a "Spirit of Olympism" culture, desirable behaviour is taught and reinforced. A proactive approach requires the following:

- commitment from the administration
- team-based implementation
- commonly defined behavioural expectations
- teaching behavioural expectations
- acknowledging and rewarding appropriate behaviour
- monitoring and correcting unacceptable behaviour
- parent/guardian and community involvement

BECOMING A "SPIRIT OF OLYMPISM" SCHOOL OR ORGANISATION

Carry out a general assessment of your situation, including behavioural concerns in your school or organisation that might be improved with a "Spirit of Olympism" programme. Then implement the steps in the grid below to help you to move toward your vision of a "Spirit of Olympism" school or organisation.

TASK	YES	NO	IN PROGRESS (WHO'S RESPONSIBLE)
Organise meetings/workshops to secure approval of a long-term commitment to teaching the Olympic values by your executive, administration, teachers, coaches and other personnel. To give young people a sense of participation in this project, involve them in the decision-making.			
Write and implement a Spirit of Olympism Charter, specifying outcomes such as effort, fair play, respect, safety, excellence, positive learning environments, fun. Work with young people on the development of this Charter.			
Develop over time a support team to work in conjunction with the administration to resolve fair play-related issues.			
Plan "Spirit of Olympism" interventions and promotions, for example, programme launch events, announcements, email messages, contracts, school or club newsletter inserts, brochures, posters, a Spirit of Olympism sub-committee, awards, pre-game announcements.			
Place pennants/banners/posters in facilities to advertise the Spirit of Olympism programme.			
Recognise behaviour that demonstrates the Olympic values through positive affirmation, certificates and rewards.			
OUR IDEAS			

'SPIRIT OF OLYMPISM'

INFORMATION

HANDOUT

USE THIS HANDOUT WHEN YOU WANT TO PROVIDE INFORMATION ON THE "SPIRIT OF OLYMPISM" PROGRAMME TO OLYMPIC FAMILY MEMBERS, EDUCATIONAL ADMINISTRATORS AND AUTHORITIES, TEACHERS, COACHES, PARENTS AND SUPPORTERS.

Our school/organisation is a **"Spirit of Olympism"** organisation. The following educational values of Olympism support the objectives and learning outcomes of our organisation, and guide all of our activities:

A. JOY OF EFFORT

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

B. FAIR PLAY

Fair play is a sporting concept, but it is applied worldwide today in many different ways. Learning fair play behaviour in sport can lead to the development and reinforcement of fair play behaviour in the community and in life.

C. RESPECT FOR OTHERS

When living in a multicultural world, learning to accept and respect diversity, and practise personal peaceful behaviours can 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

Current research suggests that learning takes place in the whole body, not just in the mind. We encourage daily physical activity.

These values have to be taught and reinforced. We believe that positive behaviours develop when we all care about other people's feelings and concerns (empathy), understand the right and decent ways to act (conscience), maintain our self-control, respect and value others by treating them in a courteous and considerate way, and value justice and fairness.

Because children and young people learn values by watching adults, everyone in our community, including our parents, should be responsible for modelling and reinforcing these values.

Thank you for helping us.



LETTER FOR **PARENTS OR GUARDIANS**

USE THIS LETTER TO ENCOURAGE SUPPORT FROM FAMILY MEMBERS AND OTHERS OUTSIDE YOUR SCHOOL/ORGANISATION.

LESSONS WILL BE REMEMBERED LONG AFTER THE SCORES ARE FORGOTTEN.

Our **“Spirit of Olympism”** school/organisation encourages your participation in your son/daughter/young person’s curricular, extra-curricular and sports activities. As a parent/guardian your participation contributes to their ongoing development and enthusiasm. Our school/organisation has developed a Spirit of Olympism code. We expect all of our participants to behave according to the principles of the code when they are participating in the activities or events sponsored by our school or organisation.

We also want our participants to have fun, and we expect our parents/guardians to encourage this fun in a positive way. When you are a spectator at events, the young people you watch do hear and see you. They care about what you say. They look to you for acceptance and praise. Please understand that you are watching young participants learn and have fun doing activities they love. Be positive in your participation during a game or event. Do not yell negative comments at other participants or parents, teachers, coaches or officials. Our Spirit of Olympism school/organisation hopes all parents/guardians will be positive role models for their sons and/or daughters.

Accept the fact that mistakes will be made by teachers, coaches, activity leaders, referees and officials. Be tolerant of mistakes. If you cannot accept what you see, hear or experience, make your concerns known to the administration privately after the event.

We appreciate your support.

LEADER/COACH COMMITMENT

ADAPT THIS SAMPLE FOR YOUR PURPOSES AND SITUATIONS.

SPIRIT OF OLYMPISM PROGRAMME

ACTIVITY LEADER/COACH COMMITMENT

(SAMPLE)

As activity leaders or coaches of young people, our focus is to ensure that our participants develop and refine their skills, demonstrate respect for others, accept responsibility for their actions, and can participate in a safe and respectful environment. As activity leaders and/or coaches we agree to abide by the following guidelines:

- We will actively encourage and support the Spirit of Olympism educational values of our school or organisation.
- We will be organised and prepared for all rehearsals, practices, training sessions, events and games to maximise the time we have for our activity.
- We will not openly criticise any of our own participants or the participants, coaches, leaders or officials on other teams or from other schools or communities.
- We will treat all participants fairly and with respect.
- We will respond to and be aware of all participants' safety and health needs.
- We will emphasise respect, team work and FUN, and we will attempt to build a love for the activity in our participants.
- We understand that our activity is designed to help our students develop their physical, moral and intellectual abilities.
- We will attempt to teach our participants to work hard to win, but not to win at all costs.
- We will respect other activity leaders and coaches within our system, and work with them to ensure maximum benefit for all participants.

Signature:

Date:

Team:

(A copy, signed by the coaches is given to each parent of the coaches' team at the first team meeting at the beginning of the season.)



PARENT/GUARDIAN **COMMITMENT**

ADAPT THIS SAMPLE FOR YOUR PURPOSES AND SITUATIONS.

SPIRIT OF OLYMPISM PROGRAMME

PARENT/GUARDIAN COMMITMENT

(SAMPLE)

I/We agree to abide by the following guidelines and ensure that friends/relatives who accompany us as spectators or participants in school or sport events and activities also follow these guidelines as applicable.

- We will actively encourage and support the Spirit of Olympism education values of our school or organisation.
- We will ensure that participants are brought to the appropriate places for all scheduled rehearsals, practices, games and/or events.
- We will respect the boundaries of participants and their activity leaders or coaches during rehearsals, practices, games and/or events.
- We will not bring siblings, friends or other relatives into the preparation areas if it is possible to make other arrangements.
- We will respect the need of participants to have space and time with activity leaders and/or coaches before and after rehearsals, practices, games and/or events.
- We will not interfere with, or undermine the activity leaders or the coaches at any time. We will not encourage our son or daughter to participate in a manner inconsistent with the activity leader's or coach's directions or plans.
- We will support the activity when we are asked to do so – by helping to fundraise (if necessary), and attend meetings and special events.
- We will assure that our son or daughter is equipped with proper and safe equipment.



RETURN SLIP

I agree to abide by the Guidelines.

Signature:

Date:

Team:

Please sign the bottom section and return it to the activity leader or coach. Keep the guideline section for your information.

PARTICIPANT COMMITMENT

USE THIS PAGE TO ENCOURAGE COMMITMENT TO YOUR SCHOOL/ORGANISATION ACTIVITIES.

SPIRIT OF OLYMPISM PROGRAMME

PARTICIPANT COMMITMENT

(SAMPLE)

- I will follow the "Spirit of Olympism" values of my school and community.
- I will learn and respect the rules of the game or activity.
- I will respect the other people on my team or in my activity.
- I will respect the people on the other team or from other communities or schools.
- I will respect the referees or activity supervisors, and accept their decisions.
- I will praise the good actions of others.
- I will be a good team player.
- I will celebrate our wins, and learn from our defeats. Winning isn't everything.
- I will focus on learning and doing my best during all practices, events and games.
- I will be enthusiastic and encourage the other participants on my team or in my activity.
- I will do my best to maintain my self-control.



RETURN SLIP

I agree to follow these Guidelines.

Signature:

Date:

Team:

Please sign and return the portion below to your coach or activity leader.



SPIRIT OF OLYMPISM **AWARD**

USE THIS CERTIFICATE TO AWARD THOSE STUDENTS WHO DEMONSTRATE ENTHUSIASM AND WHOLE-HEARTED PARTICIPATION. IT CAN BE ENLARGED PROPORTIONALLY TO FIT AN A4 PAGE.

AWARD

This is to recognise the achievements of

.....

in demonstrating the

“Spirit of Olympism” values:

JOY OF EFFORT

FAIR PLAY

RESPECT FOR OTHERS

DOING MY VERY BEST

LIVING A BALANCED AND HEALTHY LIFESTYLE

.....
Date

.....
Signed

SPIRIT OF OLYMPISM