



INTERNATIONAL  
OLYMPIC  
COMMITTEE

# Activity Sheets

EXERCISES TO SUPPORT OLYMPIC VALUES EDUCATION







## OLYMPIC VALUES EDUCATION PROGRAMME

# Activity Sheets

## Exercises to Support Olympic Values Education

These Activity Sheets are to be used in conjunction with *The Fundamentals of Olympic Values Education: A Sports-Based Programme* as part of the OVEP 2.0 pack.

Published in 2017  
Produced by the International Olympic Committee  
Olympic Foundation for Culture and Heritage  
Lausanne, Switzerland

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ISBN: 978-92-9149-163-6

**Design:** Thomas & Trotman Design

**Cover illustration:** Bruno Santinho

**Copy editing and proofreading:** Dan Brennan, Libero Language Lab

Photography by the IOC and Getty Images®.  
Page 8 Getty Images®/Harry How; page 9 Getty Images®/Ian Walton.

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# How to use the activity sheets

- The activity sheets are designed to facilitate a very ‘hands-on’ approach. Teachers can use a single activity sheet, or group of sheets to immediately engage students in guided activities.
- They are intended to give students something to do, not just to listen to.
- They can be used in any order.
- They can be integrated or modified to support work on the five Olympic educational themes.
- They can be organised to support the learning capabilities of students and the developmental needs of a diverse range of learners.
- They can be used to support teaching of a single subject (literacy, mathematics, science).
- They can be adapted to fit the constraints of the learning environment.
- The questions included in the activity sheets are intended to provoke discussion and personal reflection.
- They are designed to encourage creativity, problem-solving, collaboration and literacy.
- The activities are organised by the developmental capabilities of different age groups.
- The activities for one age group can be modified for use with other age groups.

## Rationale for these activities

- For the students to increase their knowledge base about the Olympic Games, their symbols, values and heritage.
- For the students to develop their own thoughts about the issues covered (what they know, and what they want to know) and develop their reflections and opinions beyond the subject covered.
- To allow students to personalise their interest in Olympism and the Olympic values; i.e. they explore questions and topics that interest them using various methods (arts, writing and drama) to show their learning.
- These activity sheets use the terms ‘student’ and ‘learner’ interchangeably. The word ‘student’ is often associated with school, but in the activity sheets, it refers to anyone interested in learning about values-based education. You do not have to be in a formal education environment to benefit from this programme.
- The examples used in these activity sheets are carefully chosen to honour the contributions of the Olympic Games’ many host countries.
- As many of the participants in this programme will be young, and their memories and experiences of the Olympic Games will not extend far back in history, examples from the London 2012 Games have been used on a few occasions.
- Examples of athletes from different cultures and different sports have been used to teach various aspects of this programme.
- Users of these activity sheets can use examples from their community (e.g. local Olympic athletes) to add support to the material offered.

Users of the activity sheets will undoubtedly have different levels of understanding of the Olympics, their history and symbols. There is an abundance of resources in The Resource Library that will help the user to develop their understanding of the Olympic context. Here are some references that you can use:

## ↓ The Resource Library references

- “How well do you know the Olympic Games?” The Olympic Museum (TOM), 2011. [02/Olympism](#).
- “The Modern Olympic Games” The Olympic Museum Educational and Cultural Services, 2013. [02/Olympism](#).
- “Beginner’s Guide to the Olympics” video, International Olympic Committee (IOC), 2013. [02/Olympism](#).
- “The Olympics: The Basics” Garcia, B. and Miah, A., Routledge, 2012. [02/Olympism & 03/References](#).
- “What Makes The Olympic Games Unique?” video, International Olympic Committee (IOC), 2014. [02/Olympism](#).
- “Gleaming Airship: Pierre de Coubertin on Sport and Olympism” Polish Olympic Committee, 2014. [02/Olympism](#).
- “The concept of Olympic cultural programmes: origins, evolution and projection – University lecture on the Olympics” Garcia, B., Centre d’Estudis Olímpics (UAB), International Chair in Olympism (IOC-UAB), 2002. [02/Olympism](#).
- “Balance Between Body, Will and Mind: The Educational Value of Good Examples – Creating the Coubertin Puzzle” International Pierre de Coubertin Committee (IPCC). [00/Activity Sheets & 02/Good Practices](#).

### Further reading:

- “Proceedings of the Session” International Olympic Academy (IOA). [03/Publications](#).

## Examples of teaching strategies and learning skills that will be used

Educators are encouraged to refer to the Glossary on page 57 for a more detailed explanation of these strategies.

- Inquiry—guided, structured, open-ended.
- Constructivism.
- Project-based learning, case studies.
- Creativity—journals, response journals, information and communication technology (ICT).
- Collaboration—carousel learning, circle of sharing, round table.
- Problem-solving—jigsaw learning.
- Personalisation—entry cards, exit cards.
- Communication skills—sharing, equity of voice (valuing all opinions), blogs, vlogs.
- Thinking skills—analysis, reflection, synthesis, theorising (forming your own ideas).

# Baron Pierre de Coubertin and the Olympic Movement

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

## Context for activity

Pierre de Coubertin is acknowledged as the founder of the modern Olympic Movement. Read about his life on page 25 of the Fundamentals Manual.

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

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

### Middle ages 12–14

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

### Senior ages 15–18

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

## Learning outcome

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

## Suggested teaching strategies and learning skills

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

## Suggested equipment

Art supplies, meeting space, performing arts—costumes for role-play.

## The Resource Library reference

- *“Coubertin Academy: A Handbook for Olympic Education in Secondary Schools”* International Pierre de Coubertin Committee (IPCC), 2007. [00/Activity Sheets & 03/Manuals](#).
- *“Answer Key to The Official IPCC Quiz: ‘Pierre de Coubertin – Life and Work of a Humanist’”* International Pierre de Coubertin Committee (IPCC), 2007. [00/Activity Sheets & 03/Manuals](#).
- *“Balance Between Body, Will and Mind: The Educational Value of Good Examples – Creating the Coubertin Puzzle”* International Pierre de Coubertin Committee (IPCC). [00/Activity Sheets & 2/Good Practices](#).
- *“Gleaming Airship: Pierre de Coubertin on Sport and Olympism”* Polish Olympic Committee, 2014. [02/Olympism](#).

# The Olympic symbol

**Olympic educational themes:** Respect, excellence

## Context for activity

Read the paragraph on page 32 of the Fundamentals Manual that is titled “The Olympic rings and Olympic flag”. Consider what the word “symbolism” means. How does this word connect with the Olympic rings?

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

### Senior ages 15–18

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

## Learning outcome

Understanding the significance of the Olympic rings.

## Suggested teaching strategies and learning skills

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

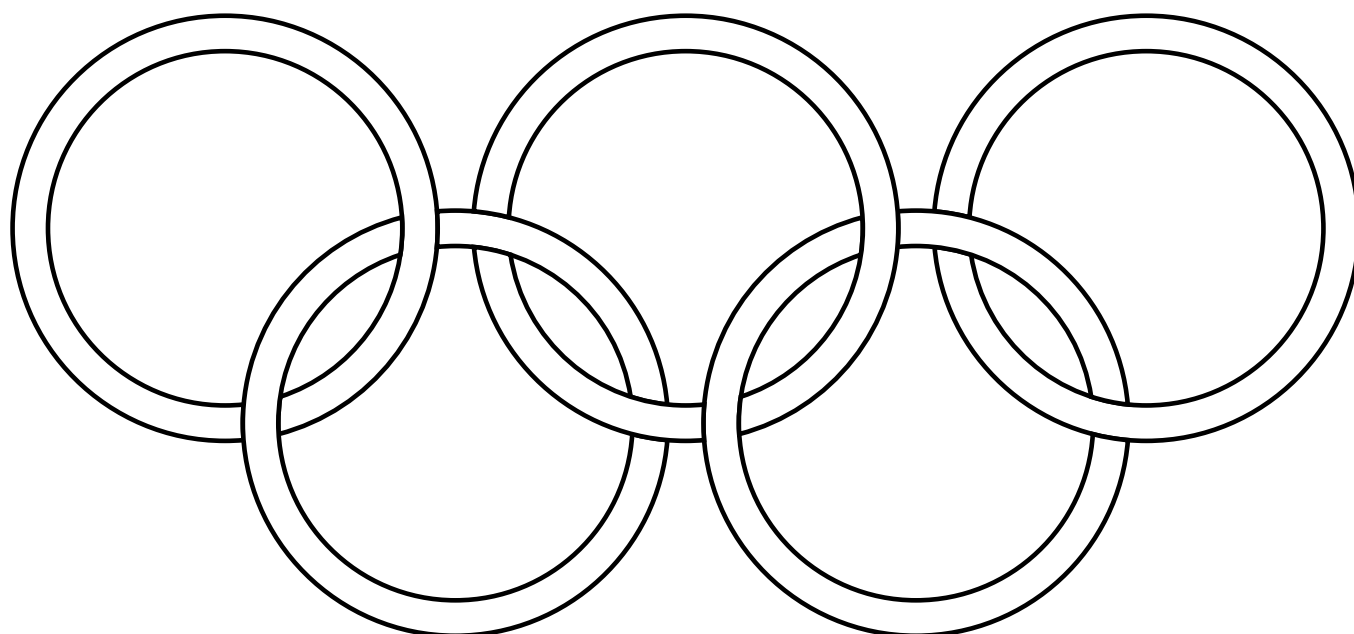
## Suggested equipment

Art supplies.

## The Resource Library reference

- “*The Main Olympic Topics*” The Olympic Museum Educational and Cultural Services, 2013. [02/Olympism](#).
- “*The Modern Olympic Games*” The Olympic Museum Educational and Cultural Services, 2013. [02/Olympism](#).
- “*Beginner’s Guide to the Olympics*” video, International Olympic Committee (IOC), 2013. [02/Olympism](#).
- “*Olympism for the 21st century*” Prof Dr Parry, J. [02/Olympism](#).

## The Olympic symbol continued



# Flying the flag

**Olympic educational themes:** Respect

## Context for activity

Read pages 36–37 of the Fundamentals Manual.

## Adaptations for different age groups

### **Primary** ages 5–8

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

### **Intermediate** ages 9–11

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

### **Middle** ages 12–14

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

### **Senior** ages 15–18

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



## Learning outcome

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

## Suggested teaching strategies and learning skills

Discussion, creativity, collaboration, task cards.

## Suggested equipment

Art supplies—paper, paint, crayons, wooden poles (for parade), tape.

## The Resource Library reference

- “Olympism and the Olympic Movement” The Olympic Museum Educational and Cultural Services, 2013. [02/Olympism](#).
- “100 Years of the Olympic Flag!” International Olympic Committee (IOC), 2014. [02/Olympism](#).

# The Olympic motto: Citius, Altius, Fortius

**Olympic educational themes:** Excellence, balance, joy of effort

## Context for activity

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

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

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

### Middle ages 12–14

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

### Senior ages 15–18

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



## ★ Learning outcome

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

## ✓ Suggested teaching strategies and learning skills

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

## Suggested equipment

Art supplies, costumes for ancient Olympia role-play.

# Igniting the spirit: the Olympic flame

**Olympic educational themes:** Respect

## Context for activity

Read the passage on page 40 of the Fundamentals Manual and consider the discussion questions before proceeding with the following activities.

## Adaptations for different age groups

### Primary ages 5–8

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

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

### Intermediate ages 9–11

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

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

### Middle ages 12–14

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

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

### Senior ages 15–18

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

## Learning outcome

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

## Suggested teaching strategies and learning skills

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

## Suggested equipment

Art supplies, writing materials, clothing for ancient Olympia play.

## The Resource Library reference

- “The Olympic Flame and the Torch Relay” The Olympic Museum Educational and Cultural Services, 2013. [02/Olympism](#).
- “Factsheet: The Olympic Torch Relay” International Olympic Committee (IOC), 2014. [02/Olympism](#).

# The Olympic Games opening ceremony

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

## Context for activity

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

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

### Senior ages 15–18

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

## Learning outcome

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

## Suggested teaching strategies and learning skills

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

## Suggested equipment

Access to the internet, costumes for role-plays, art supplies.

## The Resource Library reference

- “The Olympic Oath – Opening Ceremony – London 2012 Olympic Games” video, International Olympic Committee (IOC), 2014. [02/Olympism](#).
- “Olympic Anthem” WAV music file, International Olympic Committee (IOC). [02/Olympism](#).

# The Olympic Games closing ceremony

**Olympic educational themes:** Pursuit of excellence, balance, respect for others, fair play

## Context for activity

Read the section on page 44 of the Fundamentals Manual that is titled “The Olympic Games closing ceremony” and then view film clips of previous ceremonies. What traditions/protocols relating to the ceremony can you identify? Do you think these traditions are important?

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

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

### Middle ages 12–14

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

### Senior ages 15–18

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

## Learning outcome

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

## Suggested teaching strategies and learning skills

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

## Suggested equipment

Use of internet for film access.

# The Olympic oaths

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

## Context for activity

Read the section on page 46 of the Fundamentals Manual that is titled “Cheating and punishment in Ancient Olympia”.

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

### Senior ages 15–18

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

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

## Learning outcome

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

## Suggested teaching strategies and learning skills

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

## Suggested equipment

Art supplies, costumes for courtroom drama.

## The Resource Library reference

- “The Olympic Oath – Opening Ceremony – London 2012 Olympic Games” video, International Olympic Committee (IOC), 2014. [02/Olympism](#).
- “Factsheet: Opening Ceremony of the Olympic Winter Games”, International Olympic Committee (IOC), 2014. [02/Olympism](#).

# The Olympic Truce

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

## Context for activity

Read the section on pages 47–48 of the Fundamentals Manual that is titled “The Olympic Truce in ancient and modern times”.

## Adaptations for different age groups

### Primary ages 5–8

Draw a poster that promotes peace.

### Intermediate ages 9–11

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

### Middle ages 12–14

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

### Senior ages 15–18

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

## Learning outcome

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

## Suggested teaching strategies and learning skills

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

## Suggested equipment

Art supplies.

## The Resource Library reference

- “Colours for Peace – A fun way to learn about Olympic Truce – Teachers’ Guide” International Olympic Truce Centre (IOTC). [00/Activity Sheets & 03/Manuals](#).
- “Colours for Peace: A fun way to learn about Olympic Truce”, International Olympic Truce Centre (IOTC), 2012. [00/Activity Sheets & 03/Manuals](#).
- “Olympic Truce: Sport as a Platform for Peace” International Olympic Truce Centre (IOTC), 2009. [02/Olympism](#).
- “A Great Tiny Olympic Champion” Georgiadis, S.V., International Olympic Truce Centre (IOTC), 2012. [03/Publications](#).

# Peace and the Olympic Games

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

## Context for activity

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

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

Continued overleaf

## Learning outcome

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

## Suggested teaching strategies and learning skills

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



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

## Peace and the Olympic Games continued

### Adaptations for different age groups (contd)

#### Senior ages 15–18

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

***“Let there be peace on earth, and let it begin with me.”***

**Sy Miller & Jill Jackson**

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

**Sun Tzu**

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

**Tao Te Ching**

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

**Willa Cather**

***“There is more to life than increasing its speed.”***

**Mahatma Gandhi**

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

**Mother Teresa**

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

**Buddha**

***“Speaking without thinking is like shooting without taking aim.”***

**Spanish proverb**

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

**Chinese proverb**

***“You cannot shake hands with a clenched fist.”***

**Indira Gandhi**

### ↓ The Resource Library reference

- “Olympic Truce: Peace inspired by sport” International Olympic Truce Centre (IOTC). [02/Olympism](#).
- “Colours For Peace: A fun way to learn about Olympic Truce”, International Olympic Truce Centre (IOTC), 2012. [00/Activity Sheets & 03/Manuals](#).
- “Colours for Peace: A fun way to learn about Olympic Truce – Teachers’ Guide” International Olympic Truce Centre (IOTC). [00/Activity Sheets & 03/Manuals](#).

**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.

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

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

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

**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?

**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?

**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?

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

**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?

# The Peace Heritage Game

**Olympic educational themes:** Respect for others, fair play, friendship, joy of effort

## Context for activity

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

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

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

- Sites that are of historical significance. History of political and social reconciliation and the rootedness of peace in people’s suffering and history.
- Sites that recognise the role of women in peace and reconciliation.
- Sites that focus on the role of leaders in peace and reconciliation.
- Sites that are significant regarding Human Rights activism.

While the Peace Heritage Game was originally designed for participants aged 16–21, it has been adapted for younger age groups.

## Learning outcome

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

## Suggested teaching strategies and learning skills

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

## Suggested equipment

Teams and facilitators are equipped with bandanas, t-shirts, flags and paint. They will need transportation to heritage sites. Safety is always the first priority.

## Paralympic values

Inspiration and equality.

## Adaptations for different age groups

### Primary ages 5–8

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

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

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

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

### Intermediate ages 9–11

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

Continued overleaf

## The Peace Heritage Game continued

### Adaptations for different age groups (continued)

#### Middle ages 12–14

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

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

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

#### Senior ages 15–18

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

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

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

### ↓ The Resource Library reference

- “Celebrating the power of sport” video, International Olympic Committee (IOC), 2014. [01/Advocacy](#).
- “Hope Factory: When Sport Can Change The World” The Olympic Museum Educational and Cultural Services, 2011. [03/Manuals](#).
- Jordan Olympic Committee webpage, Jordan Olympic Committee. [02/Good Practices](#).

#### Further reading:

- “Sport for Development & Peace: Governments in Action” Sport for Development and Peace International Working Group, 2008. [01/Advocacy](#).
- “Sport for Development & Peace: Harnessing the Power of Sport for Development and Peace” Sport for Development and Peace International Working Group, 2008. [01/Advocacy](#).
- “Adapted Sport Manual: Adapting sporting practice to serve society and contribute to Sustainable Peace” Peace and Sport. [03/Manuals](#).
- Right To Play International webpage, Right To Play International. [03/Manuals & 03/Links](#).

# Sport and art in Ancient Greece

**Olympic educational themes:** Respect, balance, pursuit of excellence

## Context for activity

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

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

### Senior ages 15–18

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

## Learning outcome

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

## Suggested teaching strategies and learning skills

Inquiry, creativity, collaboration, problem-solving.

## Suggested equipment

Art supplies—materials for pottery, creation of sculptures, paper, etc.

## The Resource Library reference

- “*The Olympic Games in Antiquity*” The Olympic Museum Educational and Cultural Services, 2013. [02/Olympism](#).

# Sport and art in the modern Olympic Games

**Olympic educational themes:** Respect, balance, pursuit of excellence

## Context for activity

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

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

### Senior ages 15–18

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

## Learning outcome

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

## Suggested teaching strategies and learning skills

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

## Suggested equipment

Art supplies.

## The Resource Library reference

- “*The Special Olympics and the World Games Los Angeles 2015*” Mural Conservancy of Los Angeles, ArtSceneCal, 2015. [02/Good Practices](#).
- “*Mural Conservancy of Los Angeles*” Mural Conservancy of Los Angeles. [02/Good Practices](#).
- “*Coubertin Academy: A Handbook for Olympic Education in Secondary Schools*” International Pierre de Coubertin Committee (IPCC), 2007. [00/Activity Sheets & 03/Manuals](#).
- “*Olympic Games Posters*” The Olympic Museum Educational and Cultural Services, 2013. [00/Activity Sheets](#).

# Logos and mascots

**Olympic educational themes:** Balance, respect, joy of effort

## Context for activity

For many years, learners have discovered the ways in which logos and mascots are used to represent the art and traditions of different Olympic cities. The Olympic Games London 2012 wanted their mascots, “Wenlock and Mandeville”, to be much more than fun, symbolic representations of the host city—they also wanted these characters to have stories that accompanied their origin. Wenlock was created from a drop of liquid steel—a leftover from the construction of the Olympic Stadium. It also had a three-pointed head that symbolised the three medal places on the Olympic podium.

The logo for the Olympic Games Barcelona 1992 was an abstract splash of three colours, resembling a gymnast or athlete jumping over the Olympic rings. This logo creatively linked the logo to Barcelona’s historic reputation for art, and its close association with iconic artists such as Picasso, Miro and Gaudi.



### ★ Learning outcome

Recognising the power of symbols to convey messages.

### ✓ Suggested teaching strategies and learning skills

Constructivism, creativity, literature circles.

### Suggested equipment

Art supplies.

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

### Senior ages 15–18

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

# The Olympic Museum

## Olympic educational themes:

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

## Context for activity

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

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

Continued overleaf

## Learning outcome

Engaging with and drawing inspiration from Olympic themes.

## Suggested teaching strategies and learning skills

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

## Suggested equipment

Model-making materials, art supplies.

## The Olympic Museum continued

### Adaptations for different age groups (continued)

#### Middle ages 12–14

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

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

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

#### Senior ages 15–18

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

### ↓ The Resource Library reference

- *Canadian Olympic School Program* webpage, Canadian Olympic Committee, 2015. [02/Good Practices](#).
- *“Olympic Day Lessons”* Australian Olympic Committee. [00/Activity Sheets & 03/Manuals](#).
- *“Olympic Day Guide”* Australian Olympic Committee. [00/Activity Sheets & 03/Manuals](#).

#### Further reading:

- *“Olympic Charter”* International Olympic Committee (IOC), 2015. [01/Background](#).

# The Olympic sports programme

## Olympic educational themes:

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

## Context for activity

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

## Learning outcome

- Recognising that different sports are played in different parts of the world.
- Recognising that the Olympic sports programme has evolved over the years to embrace the diversity of sports.

## Suggested teaching strategies and learning skills

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

## Suggested equipment

Art supplies, costumes for role-play.

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

### Senior ages 15–18

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

# The Youth Olympic Games (YOG)

## Olympic educational themes:

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

## Context for activity

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

## ★ Learning outcome

- Recognising the importance of the Youth Olympic Games as a way of inspiring youth to adopt Olympism.
- Learning how athletes are encouraged to become ambassadors and to be socially aware and responsible.

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

Continued overleaf

## ✓ Suggested teaching strategies and learning skills

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

## Suggested equipment

Art supplies.

## The Youth Olympic Games (YOG) continued

### Adaptations for different age groups (continued)

#### Senior ages 15–18

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

### ↓ The Resource Library reference

- “Living the Olympic Values!” video, International Olympic Committee (IOC), 2012. [01/Background](#).

#### Website links:

- Youth Olympic Games webpage on Olympic.org (with links to the YOG Facebook and Twitter accounts): <http://www.olympic.org/youth-olympic-games>
- Compete, Learn & Share platform (which includes videos, quizzes, stories and more; this one-stop shop of resources and tools is organised around the five themes of the Youth Olympic Games’ Learn & Share programme—available in four languages): <http://yogger.olympic.org>

#### Have a look at these videos which illustrate the past editions of the YOG:

- Best of Nanjing 2014 Youth Olympic Games: <https://www.youtube.com/watch?v=i2XyiX8DI-k>
- The spirit of the Innsbruck 2012 Youth Olympic Games: <https://www.youtube.com/watch?v=PdLLGuQWLCU>
- Innsbruck 2012 Experience through the eyes of a Young Ambassador: <https://www.youtube.com/watch?v=B86S2wsQ6hk>
- The spirit of the Singapore 2010 Youth Olympic Games: <https://www.youtube.com/watch?v=2zsrwVIObHc>

#### Further reading:

- “The Olympic Movement and the environment: University lecture on the Olympics” Centre d’Estudis Olímpics (UAB), International Chair in Olympism (IOC-UAB), Tarradellas, J., 2010. [02/Good Practices](#).

# Breaking through barriers: women in sport

## Olympic educational themes:

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

## Context for activity

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

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

### Senior ages 15–18

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

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

## ★ Learning outcome

- Understanding that historically girls/women did not have the same opportunities as men at the Olympic Games.
- Understanding that through the work of the IOC, women now have equal opportunities and that this principle is enshrined in the Olympic Charter (Fundamental Principle #5).

## ✓ Suggested teaching strategies and learning skills

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

## Suggested equipment

Art supplies.

## ↓ The Resource Library reference

- *Women Win* webpage, Women Win. 03/Links.
- “*The Girl Effect: The clock is ticking*” video, GirlEffect.org, 2010. 01/Advocacy & 02/Good Practices.
- “*Kicking The Ball For Girls’ Education In Rural Nepal*” video, UNICEF, 2015. 02/Good Practices.
- *Champions Together* webpage, Special Olympics. 02/Olympism.
- “*Sports Ability 2 Activity Card*” Australian Sports Commission, (used/reproduced with the permission of the Australian Sports Commission). 00/Activity Sheets.

# The Paralympics: “Spirit in Motion”

## Olympic educational themes:

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

## Context for activity

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

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

### Senior ages 15–18

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

## Learning outcome

Understanding how athletes with disabilities train and compete.

## Suggested teaching strategies and learning skills

Socratic questioning, experiential learning.

## Suggested equipment

Blindfolds, bibs to bind arms together, chairs, basketballs, sports equipment (cones, etc.).

## The Resource Library reference

- “PRIDE Olympic & Paralympic Values” Kent County Council. [03/Manuals](#).
- “Sports Ability 2 Activity Card” Australian Sports Commission, (used/reproduced with the permission of the Australian Sports Commission). [00/Activity Sheets](#).
- “Get Set to Make a Change: Mowbray School makes a HUGE change!” British Olympic Association (BOA) & British Paralympic Association (BPA). [02/Good Practices](#).

### Further reading:

- “European Inclusive Physical Education Training EIPET Resource Pack” EIPET Partnership & Institute of Technology, Tralee, 2014. [03/Manuals](#).
- “Respect for Diversity” International Olympic Academy (IOA), Keim, M. [01/Background](#).

# Hosting an Olympic Games

## Olympic educational themes:

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

## Context for activity

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

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

Continued overleaf

## Learning outcome

- Researching and learning about how the Olympic Games are awarded to a host country.
- Learning how the Olympic Games can highlight the culture of the host city and country.
- Learning how hosting the Olympic Games can transform a society.

## Suggested teaching strategies and learning skills

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

## Suggested equipment

Art supplies, internet access.

## Hosting an Olympic Games continued

### Adaptations for different age groups (continued)

#### Senior ages 15–18

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

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

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

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

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

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

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

### ↓ The Resource Library reference

- “*The London 2012 Cultural Olympiad: a new model for nation-wide Olympic cultural legacy*” International Olympic Committee (IOC), Garcia, B., 2012. [02/Good Practices](#).
- “*Olympic Legacy*” International Olympic Committee (IOC), 2013. [01/Background](#).
- “*The Get Set Story: How London 2012 inspired the UK's schools*” British Olympic Association (BOA) & British Paralympic Association (BPA), 2007–2012. [02/Good Practices](#).

# The Olympic Village

**Olympic educational themes:** Respect, pursuit of excellence, fair play

## Context for activity

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

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

### Senior ages 15–18

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

## Learning outcome

- Understanding the importance of the Olympic Village as a way to promote the core values of Olympism.
- Recognising the importance of the Olympic Village for uniting people and building understanding.

## Suggested teaching strategies and learning skills

Circle of sharing, discussion, Socratic questioning.

## Suggested equipment

Meeting spaces, art supplies.

# Sustainable development through the Olympic Games

**Olympic educational themes:** Balance, respect for others

## Context for activity

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

## Adaptations for different age groups

### Primary ages 5–8

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

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

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

### Senior ages 15–18

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

## Learning outcome

Understanding the need to respect the environment.

## Suggested teaching strategies and learning skills

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

## Suggested equipment

Environmental supplies as needed (rain buckets, compost bins, etc.).

## The Resource Library reference

- “*The Olympic Movement and the environment: University lecture on the Olympics*” Centre d’Estudis Olímpics (UAB), International Chair in Olympism (IOC-UAB), Tarradellas, J., 2010. [02/Good Practices](#).
- “*Sustainability Through Sport: Implementing the Olympic Movement’s Agenda 21 – 2012*” International Olympic Committee (IOC). [01/Advocacy](#).
- “*Tunza magazine: Sport and the environment*” United Nations Environment Programme (UNEP), 2012. [03/Publications](#).
- “*Tunza magazine: The 4Rs – A way of life*” United Nations Environment Programme (UNEP), 2013. [03/Publications](#).

# Overcoming the challenges of an Olympic Games

## Olympic educational themes:

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

## Context for activity

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

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

### Senior ages 15–18

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

## ★ Learning outcome

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

## ✓ Suggested teaching strategies and learning skills

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

## Suggested equipment

Discussion space.

## ↓ The Resource Library reference

- “One hundred years of cultural programming within the Olympic Games (1912–2012): origins, evolution and projections” Routledge, Garcia, B., 2008. 02/Olympism & 03/References.

# Experiencing the joy of effort through sport and physical activity

## Olympic educational themes:

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

## Context for activity

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

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

Continued overleaf

## Learning outcome

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

## Suggested teaching strategies and learning skills

Discussion, reflection, collaboration.

## The Resource Library reference

- *Designed to Move* webpage, Designed to Move, 2015. [03/Publications](#).
- “*What Sport Can Do: The True Sport Report*” True Sport, Canadian Centre for Ethics in Sport, 2008. [01/Advocacy](#).

### Further reading:

- “*Quality Physical Education (QPE): Guidelines for Policy-Makers*” United Nations Educational, Scientific and Cultural Organization (UNESCO), 2015. [01/Advocacy](#).
- “*International Position Statement on Physical Education*” International Council of Sport Science and Physical Education (ICSSPE), 2010. [01/Advocacy](#).

## Experiencing the joy of effort through sport and physical activity continued

### Adaptations for different age groups (continued)

#### Middle ages 12–14

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

#### Senior ages 15–18

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

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

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

# Celebrating humanity: stories from the Olympic Games

## Olympic educational themes:

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

## Context for activity

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

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

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

Continued overleaf

## Learning outcome

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

## Suggested teaching strategies and learning skills

Discussion, reflection, collaboration.

## Suggested equipment

Meeting space, access to a computer.

## Celebrating humanity: stories from the Olympic Games continued

### Adaptations for different age groups (continued)

#### Senior ages 15–18

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

### ↓ The Resource Library reference

- *Olympic Ambassador Programme* webpage, The New Zealand Olympic Committee, 2016. [00/Activity Sheets](#).

# Living by the rules of fair play

**Olympic educational themes:** Fair play, respect, balance

## Context for activity

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

### Adaptations for different age groups

#### Primary ages 5–8

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

#### Intermediate ages 9–11

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

#### Middle ages 12–14

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

#### Senior ages 15–18

Students are asked to read the following story:

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

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

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

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

## Learning outcome

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

## Suggested teaching strategies and learning skills

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

## Suggested equipment

Clothing for role-play, chairs and tables for debating, five plastic hoops, paper to make paper planes.

## The Resource Library reference

- *Fair Play Teaching Resource* webpage, UNICEF New Zealand, 2011. [03/Manuals](#).

# Practising respect for oneself and others

**Olympic educational themes:** Respect

## Context for activity

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. The following activities prompt the learner to examine their understanding of respect and the role that it currently plays in their lives.

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

### Senior ages 15–18

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

## Learning outcome

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

## Suggested teaching strategies and learning skills

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

## Suggested equipment

Art supplies, space for debating.

## The Resource Library reference

- *“The Olympic Values Test: Activity Sheet”*  
International Olympic Committee (IOC), 2011.  
[00/Activity Sheets](#).
- *UNESCO webpage*, United Nations Educational, Scientific and Cultural Organization (UNESCO).  
[03/Links](#).
- *“Sport and Recreation on Robben Island”*  
Taylor & Francis, Keim, M. & Bouah, L., 2013.  
[02/Good Practices & 03/References](#).
- *Sport for Hope webpage*, International Olympic Committee (IOC). [03/Links](#).

# My rights = my responsibilities

**Olympic educational themes:** Respect, balance, fair play

## Context for activity

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

### Adaptations for different age groups

#### Primary ages 5–8

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

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

#### Intermediate ages 9–11

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

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

#### Middle ages 12–14

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

#### Senior ages 15–18

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

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

## Learning outcome

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

## Suggested teaching strategies and learning skills

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

## Suggested equipment

Writing supplies, meeting spaces.

## The Resource Library reference

- "Teacher's Tool Kit" World Anti-Doping Agency (WADA), 2014. [03/Manuals](#).

# Making difficult choices

**Olympic educational themes:** Respect, balance, fair play

## Context for activity

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

## Adaptations for different age groups

### Primary ages 5–8

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

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

### Intermediate ages 9–11

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

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

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

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

Continued overleaf

## Learning outcome

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

## Suggested teaching strategies and learning skills

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

## Suggested equipment

Space for discussion.

## Making difficult choices continued

### Adaptations for different age groups (continued)

#### Middle ages 12–14

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

In small groups discuss what options are available.

#### Senior ages 15–18

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

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

# Doing your best by pursuing excellence

**Olympic educational themes:** Pursuit of excellence, balance

## Context for activity

The pursuit of excellence is frequently connected to winning, and although that is a goal of competition, such an interpretation is quite narrow. We all have different abilities, in sport and in life, and striving to be

the best that we can be is a noble and empowering purpose. The pursuit of excellence shapes our character and gives purpose to our performances. Its influence is not restricted to the sports arena; the pursuit of excellence can reach into all aspects of our lives and affect those around us.

## Adaptations for different age groups

### Primary ages 5–8

Complete the following activities and learn about new sports!

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

- (a) Two sports that take place on ice are \_\_\_\_\_ and \_\_\_\_\_.
- (b) Two sports that take place on a snowy hillside are \_\_\_\_\_ and \_\_\_\_\_.
- (c) Four sports that are played with a ball are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- (d) Three sports that are held on water are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- (e) Two sports where horses are also athletes are \_\_\_\_\_ and \_\_\_\_\_.
- (f) Two sports where athletes shoot at a target are \_\_\_\_\_ and \_\_\_\_\_.
- (g) Running, jumping and throwing are \_\_\_\_\_ events.
- (h) A sport where athletes do twists and turns on bars and rings is \_\_\_\_\_.
- (i) Two Olympic sports involving person-to-person combat are \_\_\_\_\_ and \_\_\_\_\_.

archery

modern pentathlon

skiing

volleyball

wrestling

basketball

gymnastics

rowing

hockey

equestrian

athletics

shooting

boxing

luge

skating

sailing

snowboarding

canoeing

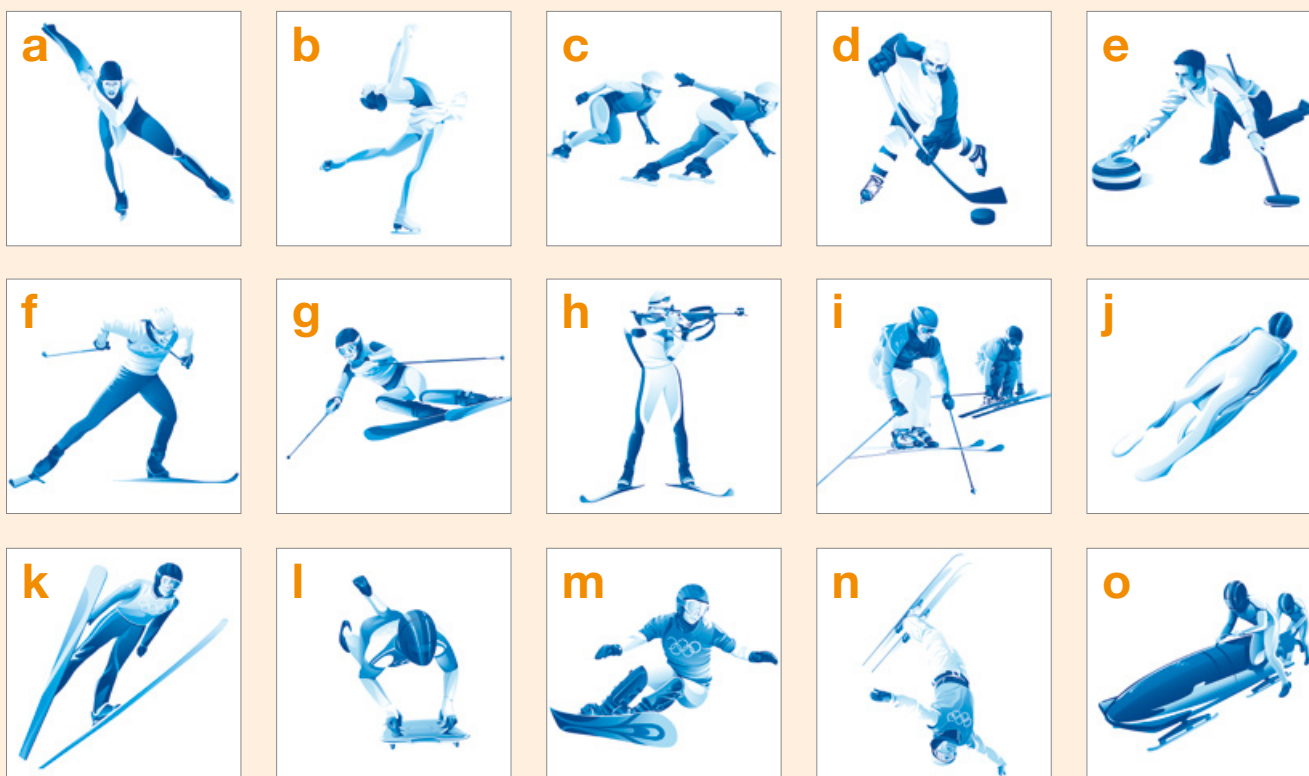
football

## Doing your best by pursuing excellence continued

### Adaptations for different age groups (continued)

#### Primary ages 5–8 (continued)

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



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

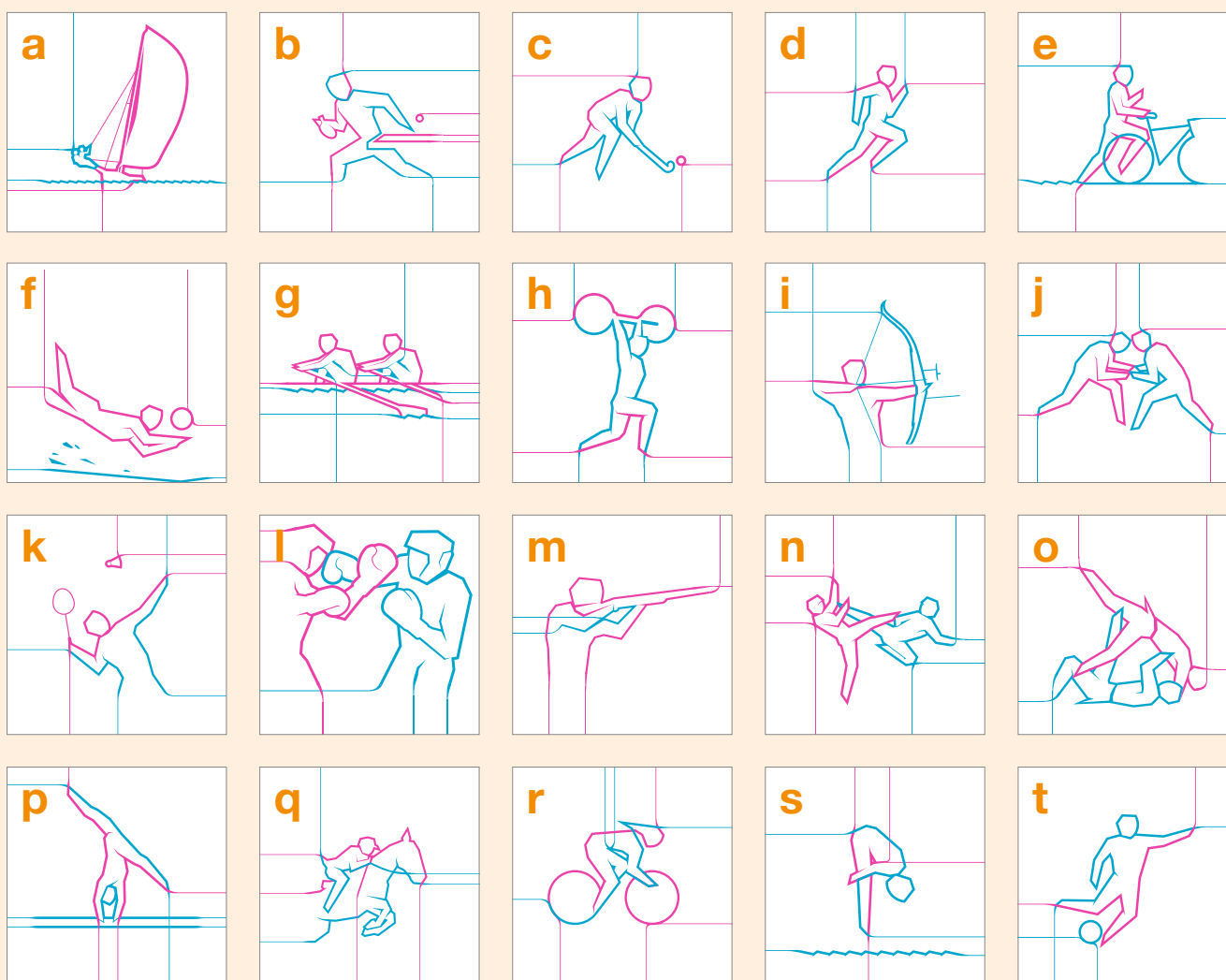
Images taken from the Vancouver 2010 Olympic Winter Games

## Doing your best by pursuing excellence continued

### Adaptations for different age groups (continued)

#### Primary ages 5–8 (continued)

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



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

Images taken from the London 2012 Olympic Summer Games

## Doing your best by pursuing excellence continued

### Adaptations for different age groups (continued)

#### Intermediate ages 9–11

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

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

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

#### Middle ages 12–14

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

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

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

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

#### Senior ages 15–18

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

### ★ Learning outcome

- Recognising that pursuit of excellence is about testing the limits of personal potential and striving to better oneself.
- Understanding that this principle extends into all aspects of our lives.

### ✓ Suggested teaching strategies and learning skills

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

### Suggested equipment

Art supplies, meeting space, poster paper, pens.

### ↓ The Resource Library reference

- *Pro Safe Sport Online Academy* webpage, Council of Europe. [03/Manuals](#).

# Perseverance and the Olympic Games

**Olympic educational themes:** Pursuit of excellence, joy of effort, respect

## Context for activity

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

## Learning outcome

Recognising that perseverance can empower us to achieve success and realise our potential.

## Suggested teaching strategies and learning skills

Collaboration, discussion, inquiry, circle of sharing.

## Suggested equipment

Meeting space.

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

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

Continued overleaf

## Perseverance and the Olympic Games continued

### Adaptations for different age groups (continued)

#### Middle ages 12–14

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

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

#### Senior ages 15–18

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

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

# Resilience and the Olympic Games

**Olympic educational themes:** Respect, joy of effort, fair play

## Context for activity

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

## Adaptations for different age groups

### Primary ages 5–8

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

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

### Intermediate ages 9–11

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

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

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

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

Continued overleaf

## Learning outcome

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

## Suggested teaching strategies and learning skills

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

## Suggested equipment

Art supplies (for origami), meeting space.

## Resilience and the Olympic Games continued

### Adaptations for different age groups (continued)

#### Middle ages 12–14

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

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

#### Senior ages 15–18

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

# Courage at the Olympic Games

**Olympic educational themes:** Respect, joy of effort, pursuit of excellence

## Context for activity

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

## Learning outcome

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

## Suggested teaching strategies and learning skills

Collaboration, discussion, inquiry, circle of sharing.

## Adaptations for different age groups

### Primary ages 5–8

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

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

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

Continued overleaf

## Suggested equipment

Meeting space.

## Courage at the Olympic Games continued

### Adaptations for different age groups (continued)

#### Intermediate ages 9–11

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

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

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

#### Middle ages 12–14

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

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

#### Senior ages 15–18

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

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

# Living an active, balanced and healthy life

## Olympic educational themes:

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

## Context for activity

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

## Adaptations for different age groups

### Primary ages 5–8

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

### Intermediate ages 9–11

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

### Middle ages 12–14

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

### Senior ages 15–18

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

Continued overleaf

## Learning outcome

- Recognising which behaviours contribute to healthy and harmful lifestyles.
- Choosing sports and healthy activities that match one's interests, are enjoyable, and promote positive lifestyle choices.

## Suggested teaching strategies and learning skills

Creativity, collaboration, problem-solving.

## Suggested equipment

Discussion space, access to sports and outdoor education opportunities.

## Living an active, balanced and healthy life continued

### ↓ The Resource Library reference

- *Olympic Adventure* webpage, International Olympic Committee (IOC). [03/Links](#).
- *"Moving Together: Promoting psychosocial well-being through sport and physical activity"* International Federation of Red Cross (IFRC) and Red Crescent Societies Reference Centre for Psychosocial Support (PS Centre), 2014. [03/Manuals](#).
- *Pro Safe Sport Online Academy* webpage, Council of Europe. [03/Manuals](#).
- *Let's Move!* webpage, White House. [01/Advocacy](#) & [03/Links](#).
- *Designed to Move* webpage, Designed to Move, 2015. [03/Publications](#).
- *"Your past is not your destiny: Flavio CANTO"* video, International Olympic Committee (IOC), 2015. [02/Good Practices](#).
- *"Red Ball Child Play"* manuals, Right to Play International. [02/Good Practices](#) & [03/Manuals](#).
- *"Quality Physical Education Policy"* infographic, United Nations Educational, Scientific and Cultural Organization (UNESCO), 2015. [01/Advocacy](#).
- *"Active gaming: The new paradigm in children's physical activity"* Digital Culture & Education, Hansen, L. and Sanders, S. W., 2011. [01/Advocacy](#).
- *"Sport for All – Play for Life: A Playbook to Get Every Kid in the Game"* The Aspen Institute, 2015. [03/Publications](#).

### Further reading:

- *"Quality Physical Education (QPE): Guidelines for Policy-Makers"* United Nations Educational, Scientific and Cultural Organization (UNESCO), 2015. [01/Advocacy](#).
- *UNESCO* webpage, United National Educational, Scientific and Cultural Organization (UNESCO). [03/Links](#).
- *"Physical Education and Sport at School in Europe"* Education, Audiovisual and Culture Executive Agency, 2013. [01/School Curriculum](#).
- *"Health Position Paper"* Association for Physical Education, 2015. [01/Advocacy](#).
- *"Football Resource Kit: Using Football in Child Labour Elimination and Prevention Projects"* International Labour Organization (ILO), 2013. [03/Manuals](#).
- *"Global Recommendations on Physical Activity for Health"* World Health Organization (WHO), 2010. [01/Advocacy](#).

# Glossary

The terms below are to add to your knowledge base but are not necessarily included within the resource materials. This Glossary is intended to be for general use.

**Blogs**—Students with internet access can write about their experiences of OVEP and then post them online. A blog is like a diary or journal and can take whatever style of writing you feel matches your purpose. You may wish to write persuasively, express opinions or celebrate the successes of others. It can be whatever you want it to be. Some blogs are written for an audience of followers, while others may be just for the joy of personal expression. There are plenty of blogging resources available online and these can be easily located through search engines.

**Carousel learning**—This is a brainstorming activity. The educator poses a question—it may have several parts—and writes it down on several sheets of paper. These are taped to walls. Students rotate from paper to paper. They consider the question on the paper, reflect, then write down their responses. They then move onto the next paper. At the end, the papers are taken down and studied for patterns, discussion items, etc. This method can activate the student's prior knowledge and provoke new lines of inquiry. It also allows less confident, less outspoken members of the class to make thoughtful contributions.

**Case study**—Students may decide to pursue a detailed, focused study of a particular aspect of OVEP. Methods of demonstrating their learning—in keeping with a personalised approach—should be decided by the student.

**Chatrooms**—Many of the OVEP activities are designed to solicit and develop the thoughts of students. Digital chatrooms could be great forums for collaborating with students in other parts of the world. The use of chatrooms as a teaching method, while full of potential, must also be used with sound professional judgement, for they can also be places where inappropriate content is expressed. Educators are advised to consult with their IT departments for recommendations.

**Circle of sharing**—In this method of learning, students are placed in a circle and given one problem to work on. Everyone in the circle thinks about the problem—usually an open-ended, challenging question. A recorder will then transcribe the responses and contributions of each person in the circle. After gathering all of the input, the scribe summarises the answers and this leads to further discussion.

**Civic literacy**—An understanding of how to engage within a community (local, global) in order to strengthen a society.

**Collaboration**—This is one of the 21st-century learning competencies and is an important technique for teaching many of the OVEP activities. Students are encouraged not only to “get along”, but also to seek and value the ideas of others as they work together on projects and assignments.

**Communication skills**—Many of these OVEP activities develop the students' communication skills. In writing, they have the opportunity to express their opinions creatively through storytelling, article writing and interviewing. They can also develop their methods of personal expression through movement, drama, and the spoken word (such as monologues or dialogues). The OVEP activities value the thoughts and contributions of all learners, whatever their capabilities, and many of the recommended teaching methods are designed to allow equity of voice in debate and discussion.

**Concept mapping**—This technique asks students to identify relationships between ideas and themes, and then express them in a visual way. Example: Olympism connects to Olympic educational themes, which connects to joy of effort, which in turn connects to an aspect of sport. This thinking strategy helps the students place large amounts of information into categories that can then be analysed (or used in whatever way the project or assignment requires).

**Constructivism**—This is an educational philosophy that suggests that students learn most effectively when they are “doing” or experiencing the learning, rather than passively interacting with the content. Many of the OVEP activities prompt the student to develop their thinking and understanding of values using constructivism, as opposed to sitting in a classroom and being lectured to.

**Creativity**—This is recognised as one of the key 21st-century learning competencies. Students are encouraged to bring their own ideas to problems and means of expression.

**Critical thinking**—Rather than being one skill, critical thinking is a composite of different thought processes: analysing information, synthesising into some personal meaning and forming a judgement about this

new information. This is an important skill in OVEP because it helps the student develop their own understanding rather than having it given to them by an educator.

**Debating skills**—Many skills are developed through the use of debates as a pedagogical strategy. The following are some skills developed through proper debate practices: verbal communication, effective listening, critical thinking, and confidence.

**Entry cards**—At the start of a lesson or unit, students are encouraged to write down their questions about its topic on a small card. Specifically, they will write what they know and want to know. These cards can then be referred to throughout the unit by the educator and student, and used as reminders to focus work and answer questions.

**Exit cards**—The companion to the entry card is the exit card. At the conclusion of the unit, the student writes down the things they have learned, along with areas that are of interest for further study and any questions or challenges they have faced.

**Experiential learning**—In this method, students are tasked with completing activities where the power and impact of the lesson is best achieved by “doing”. In activity sheet 19 (The Paralympics), the exercises are best “studied” by carrying out the games rather than thinking about them.

**Forum theatre**—One of the great contributions from ancient Greece—along with the Olympics—was drama. It was valued as a powerful way of provoking thought, sharing ideas and inspiring new ways to examine issues. Some of these OVEP activities use drama to bring to life issues emerging from Olympism, providing a fun way for students to connect with this material.

**Guided or directed reading/discussion/ thinking/writing**—The educator can use OVEP and supplementary materials—articles, books, blogs, websites—to support the student's understanding of the questions posed. In directed reading, the educator may ask the student to make predictions (“What do you think might happen if...?”), use prompts to stimulate deeper thinking, help the student make comparisons, find similarities and note differences.

**Inquiry**—This can either be an individual or a collaborative process that encourages students to be their own explorers of knowledge and understanding. There are several ways in which this can be done:

- **Guided inquiry**—The teacher provides a question, the student(s) then choose the processes to research, then communicate their findings.
- **Structured inquiry**—The teacher provides a question and expects specific outcomes from the research. The key aspect of this approach is for students to develop analytical and reflective thinking.
- **Open-ended inquiry**—The students choose their own question, methods of research and methods of communicating their results and discoveries.

**Jigsaw learning**—In this method, students are split into groups and study a different piece of one problem. They then gather, share their ideas and assemble their solution to the problem. It is a strong method for promoting collaboration. If one piece of the puzzle dominates the rest—just like a jigsaw—it will not work. The pieces must fit together.

**Journals**—Students are encouraged to keep a journal as they work their way through these OVEP activities. It can record their thoughts and shape their ideas on topics that require debate and opinion. They can become a powerful archive of a student's developing sense of character.

**Literature circles**—This is a great way to gather students' ideas about OVEP topics. Students are placed in (or choose) small groups. They are given a text to read and then discuss its contents. They can report back to the larger group on the conversations and opinions that were expressed. These literature circles can be used for studying books as well as shorter pieces of writing.

**Metacognition**—In this technique, students are encouraged to analyse their thinking process—what does it tell them? Does the thinking reveal bias or depth? Does it prompt or require further questions to gain greater clarity? This method is best suited for advanced thinkers—not those who are still at a concrete-sequential level (i.e. young children).

**Monitoring and evaluation**—Monitoring a programme is ongoing and includes check-ins with participants, their families and instructors, so that feedback can be gathered to improve the programme in an ongoing basis. Evaluation is a comprehensive approach to data (i.e. quantitative, qualitative) used in order to determine if the programme has met its objectives and goals and to provide feedback to participants.

**Panel discussion**—A moderator (an educator or a student) is selected to present questions to a group of people (perhaps students or experts). The format for the panel's responses can vary. The moderator may address an issue to a specific member of the panel or pose the same questions to all members. After a specified time answering the question (with no interruptions), the other panel members can comment on the responses.

**Peer teaching**—Research has repeatedly shown that allowing students to teach one another has a profound impact on the learning success of both the student and the teacher. It is especially powerful for students who find the material to be challenging. Having a peer teacher helps the developing student to connect with both the material and their peers in significant ways.

**Personalisation**—This methodology draws on 21st-century learning competencies (creativity, collaboration, communication skills, problem-solving) and allows the student to design their learning around their interests and preferred learning styles. Students can then choose how they express their learning—essentially, they personalise it.

**Portfolios**—A portfolio is a depository of student learning. It can be a physical document—a binder, a file—or a digital box in which various media can be stored. The student gathers work that showcases their learning, how it has progressed, along with areas of strength and weakness.

**Prezzi/PowerPoint**—A number of digital tools can be used to colourfully present ideas connected to these OVEP activities.

**Problem-solving**—The ability to determine solutions in varying situations. Some solutions to problems are better than others, and youth should think critically and consider collaborating with others, as they seek optimal solutions.

**Project-based learning (PBL)**—Students are encouraged to select a question that will guide their learning for the designated length of the assignment or project. OVEP and PBL are a natural fit as students might select one or more educational theme(s) and then explore aspects matched to their interests. The PBL approach would allow the students to choose how they presented what they have learned.

**Question and answer**—This method draws on the skill of the educator to ask questions that explore a student's understanding and then challenge them with further questions based on their responses. This approach gives the students the opportunity to make predictions and provide reasoning that in turn will be challenged for strength or accuracy.

**Reflection**—The act of thinking back on an experience for the purpose of improving the instruction or outcomes of the activity or lesson.

**Response journals**—These are used by the student to write their thoughts (over time) to a question. For example: The educator may pose a question "Can OVEP change the character of a student?" As the student participates in the OVEP activities, they will be able to make journal entries in response to this question.

**Round table**—In this strategy, an educator writes a question (or several questions) on a piece of paper. Students write answers or suggest ideas and then pass the paper on to the next member of the group. This is a useful way of generating ideas but is also a means for the educator to gauge the group's level of understanding.

**Socratic questioning**—This ancient strategy, inspired by the teachings of Greek philosopher Socrates, is led by the educator, who challenges the students to question their understandings and defend their opinions.

**Storytelling**—A pedagogical strategy used as a powerful tool for communicating a topic or concept with learners.

**Task cards**—Educators write down tasks that describe or support the OVEP activities. These cards can be taken into groups and used to prompt questions or clarify understanding.

**Thinking skills**—Many of the OVEP activities prompt the students to explore their own ideas about the material. Thus thinking skills such as analysis, reflection, synthesis and theorising are incorporated into these activities.

**Virtual learning**—Students who have access to information and communication technologies (known as ICT) can use these resources to make creative use of many of the suggested OVEP activities. They can share their ideas in video conferencing, podcasts, chatrooms or social media.

**Vlogs**—Students' technological literacy provides many unique ways to demonstrate what they have learned to their educators. Vlogs are the video equivalent of blogs. The students can record an interview with each other, or record a monologue, and then upload to a website or hosting site. This method offers considerable potential for students.

**Working backwards**—This is a unique teaching strategy whereby the students start their work at the finishing point. The students then have to determine the preceding steps that helped to reach this point.



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