



INTERNATIONAL
OLYMPIC
COMMITTEE

The Fundamentals of Olympic Values Education

A SPORTS-BASED PROGRAMME





OLYMPIC VALUES EDUCATION PROGRAMME

The Fundamentals of Olympic Values Education

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Foreword by Thomas Bach IOC President



“Only children playing sport can enjoy the educational and health values of sport. We want to inspire these children by giving them better access to sport.”

The world is changing at an unprecedented speed which is having a far reaching impact on the wellbeing of young people. The IOC is responding to this change through the Olympic Agenda 2020, the strategic roadmap for the future of the Olympic Movement. These reforms address our rapidly shifting world under three pillars: Sustainability, Credibility and Youth.

Sport develops self-confidence, leading youth to respect themselves and others both on and off the field of play. Sport has been recognised as a powerful learning tool for education—providing a universal language for delivering key messages on the issues of healthy lifestyles, social inclusion, gender balance, and rebuilding of local communities.

As a sports organisation we cannot merely be satisfied with only increasing numbers of young people watching the Olympic Games. We have an interest and a responsibility to get the ‘couch potatoes off the couch’. Only children playing sport can become future athletes. Only children playing sport or exercising can enjoy the educational and health values of sport. We want to inspire these children by giving them better access to sport. We want to engage with them wherever they are. We want sport included in more school-curricula worldwide.

The Olympic Values Education Programme (OVEP) helps to guide young people to find a common ground and engage in activities which embrace the core Olympic values of Excellence, Respect and Friendship. Consequently, the IOC focuses on promoting universal participation in sport and physical activity, as well as the development of appropriate educational tools to engage and empower young people.

During OVEP Phase I (Pilot Phase, 2005–2010), three continents—Africa, Asia and Oceania—were successful test beds for the programme, and 10 “Train the Trainer” workshops were organised. Today, more than 110 countries have integrated OVEP and thousands of young people have experienced the Olympic values in action.

Taking into consideration lessons learned through regional implementation, the commencement of OVEP Phase II highlights the substantive change that learning about Olympism and the Olympic values can initiate. It also underlines the need of ensuring a uniform delivery of global values-based learning with the added flexibility to adapt to the local situation.

The launch of OVEP Phase II will see an exponential growth in the teaching of Olympic values at a global level. It is a learning initiative which all members of the Olympic Family are invited to embrace and the programme will also be useful to all stakeholders and partners who have a special interest in values-based education for the coming generations.

**Thomas Bach
IOC President**

Foreword by Sir Philip Craven, MBE

Chairman of the IOC Olympic Education Commission



“Sport’s capacity to connect young people with role models and mentors, to provide opportunities for well-rounded global citizenship and to help in acquiring critical individual life skills signify turnkey solutions for communities, policy makers and business leaders.”

The leitmotif of Olympism lies in safeguarding the needs of future generations through the practice of sport, thereby engaging youth to develop a values-based mindset that will last a lifetime. In the words of Pierre de Coubertin, “blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal ethical principles”.

Developed in collaboration with international experts, the Olympic Values Education Programme (OVEP) aims to disseminate a holistic curriculum to youth. OVEP can be delivered through various educational and content-related platforms. Sport’s capacity to connect young people with role models and mentors, to provide opportunities for well-rounded global citizenship and to help in acquiring critical individual life skills signify turn-key solutions for communities, policy makers and business leaders.

The IOC’s commitment to support “Education for All”, which underpins OVEP, can contribute to:

- (i) making teaching more relevant, meaningful and provide a fun learning environment;
- (ii) enriching educational materials by incorporating a “learning through doing” approach;
- (iii) developing life skills for inside and outside the classroom; and
- (iv) shaping young people’s wellbeing through sport, physical activity, play and life values.

We are privileged that OVEP is equally effective at diverse levels of delivery. Firstly, the programme is successful at grassroots level, adapting to local and cultural needs. Secondly, non-governmental organisations and Olympic Movement stakeholders can easily take ownership of the programme. Thirdly, governments show a growing interest in incorporating OVEP to reinforce existing national school curricula. The Olympic Movement is well placed as a supporting partner “to build a better world through sport”.

As Chair of the IOC Olympic Education Commission, and on behalf of the Commission’s members, I hope that this new edition of the OVEP resource materials will help to reinforce the unwavering commitment of the Olympic Movement to education through sport.

Sir Philip Craven, MBE

Chairman of the IOC Olympic Education Commission



How to use this Manual

The Olympic Values Education Programme (OVEP) is a series of learning resources that have been created by the International Olympic Committee.

Using the symbols of the Olympic Games, the themes of Olympism, and drawing extensively from the lore of the ancient and modern Olympic Games, this programme aims to disseminate a values-based curriculum that will shape the development of child and youth character. Using the context of Olympic sports, participants are taught skills and strategies that will help them to assume the responsibilities of global citizenship and civic literacy. To achieve these objectives OVEP has four key resources:

- **The Fundamentals of Olympic Values Education: A Sports-Based Programme**
- **Delivering OVEP: A Practical Guide to Olympic Values Education**
- **Activity Sheets: Exercises to Support Olympic Values Education**
- **The Resource Library**

The Fundamentals of Olympic Values Education manual is organised into four sections. The first section introduces participants to the core principles of Olympism—participants are provoked to think how these principles relate to their own lives. In the following three sections, the history, stories and symbols of the Olympic Games are explored using the Olympic educational themes. OVEP participants have the opportunity to deepen their experiences and understanding through a series of activity sheets.

Educators and participants can also draw on an extensive range of resources (films, articles, links) that are stored in The Resource Library.



↑ Olympic Day 2011: Children form the Olympic rings in Latvia

In addition, the *OVEP Train the Trainer: Learning Inspired through Physical Activity* resources are linked with the OVEP 2.0 educational pack. Delivered through a workshop formatted structure, the content caters to a variety of learning environments and target groups. The training programme documentation is comprised of:

- **A 2.5 day workshop plan** (including detailed small games and participant-centred activities) to meet learning objectives. Participants will receive a certificate or acknowledgement of having completed the programme that prepares them to deliver OVEP physical activity programmes to children and youth;
- **A Playbook (resource guide)** based on pedagogical practices related to physical activity for children and youth sector. The Playbook will support participants' attainment of skills and competencies around how to best deliver OVEP programming to the targeted audience from diverse cultures and in diverse settings;
- **Evaluation tools for trainers**, as well as assessment of programme impact will be included as part of the monitoring and evaluation component.



“The future of our civilisation does not rest on political or economic foundations. It wholly depends on the direction given to education.”

Pierre de Coubertin



Section 1

Introduction to Olympic Values Education

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Introduction

The Fundamentals of Olympic Values Education includes background information and a variety of learning activities to help promote the educational values of Olympism.

When National Olympic Committees join the Olympic Movement and send athletes to compete at the Olympic Games, they agree to a shared set of values called “Fundamental Principles” (as set out in the Olympic Charter). These principles incorporate a set of values that the International Olympic Committee refers to as “The educational themes of Olympism” (see page 18).

The Manual contains information and material designed to facilitate values-based teaching and learning opportunities. The focus is on *how* to teach and learn the educational themes of Olympism, not on rigid factual learning. Since the Manual is designed for learners from five to 18 years, often with English as a second language, there are activities for a variety of different age levels and reading abilities. Teachers and youth group leaders are encouraged to adapt and rework activities so that they are appropriate for their learners and athletes.

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

The educational methods used in the Fundamentals Manual are based on current educational theory about multicultural, intercultural and multiple-intelligence approaches to learning and teaching.

These methods are supported by the following Principles of Learning:

- Learning is an active not a passive activity. The more fully the learners are engaged, the more effective and enjoyable will be the learning experience.
- There are different ways of supporting learning. Learning activities include speaking and listening, play, writing activities, discussion and debate, creative activities—such as art, drama and music—and physical movement through activities like sport, dance and physical education. This Manual includes activities that enable a variety of different approaches to learning.
- Learning is both an individual and a collaborative activity. Some people work best independently. However, people also need to work together in order to learn and practise cooperation. For that reason, the Manual includes many activities that are designed to get people working together.

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



↑ The flag of the United Kingdom is raised during the Opening Ceremony of the London 2012 Olympic Games

Summary overview

Section 1 explains the purpose of the Manual, introduces the values of the Olympic Movement, and provides suggestions for implementation of the OVEP programme by educators, administrators, youth sport leaders and other members of the Olympic Family.

Section 2 outlines activities to help learners and athletes understand and explore the symbols and ceremonies of the Olympic Movement.

Section 3 provides background information and related activities on the history, structure and organisation of the Olympic Games and the Olympic Movement.

Section 4 includes theoretical background and activities relating to each of the five educational themes of Olympism: joy of effort in sport and physical activity; fair play; respect for others; pursuit of excellence and balance between body, will and mind. These activities will help learners understand these themes and put them into practice.

Appendix contains a Glossary and a list of References mentioned in the Manual.

The Fundamental Principles of Olympism

The Fundamental Principles of Olympism, which are set out in the Olympic Charter, define a shared set of values.

The Fundamental Principles of Olympism

- 1.** Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles.
- 2.** The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.
- 3.** The Olympic Movement is the concerted, organised, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism. It covers the five continents. It reaches its peak with the bringing together of the world's athletes at the great sports festival, the Olympic Games. Its symbol is five interlaced rings.
- 4.** The practice of sport is a human right. Every individual must have the possibility of practising sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.
- 5.** Recognising that sport occurs within the framework of society, sports organisations within the Olympic Movement shall have the rights and obligations of autonomy, which include freely establishing and controlling the rules of sport, determining the structure and governance of their organisations, enjoying the right of elections free from any outside influence and the responsibility for ensuring that principles of good governance be applied.
- 6.** The enjoyment of the rights and freedoms set forth in this Olympic Charter shall be secured without discrimination of any kind, such as race, colour, sex, sexual orientation, language, religion, political or other opinion, national or social origin, property, birth or other status.
- 7.** Belonging to the Olympic Movement requires compliance with the Olympic Charter and recognition by the IOC.

→ Atlanta 1996: The Opening Ceremony at the Olympic Stadium in Atlanta (USA) celebrates the ancient origins of the Games



Note

Five educational themes, all of which are related to the core Olympic values, are covered in this section: learning joy of effort; learning fair play; learning respect for others; learning to pursue excellence and learning balance in life between body, will and mind.

These themes can be easily integrated into the objectives commonly pursued in youth sport and school curricula.

The core values of Olympism

Excellence, Respect and Friendship are the three core values of Olympism and are a central focus at the Olympic Games and Youth Olympic Games.

Excellence

Excellence means doing the best we can, on the field of play or in our professional life. The important thing is not winning, but taking part, making progress and enjoying the healthy combination of body, will and mind.



↑ Encourage Effort—Strive for **Excellence**

Respect

This includes respect for yourself and your body, for other people, for rules and regulations, for sport and for the environment.



↑ Preserve Human Dignity
—Demonstrate **Respect**

Friendship

Friendship is at the heart of the Olympic Movement. It encourages us to see sport as an instrument for mutual understanding between individuals, and between people all over the world.



↑ Develop Harmony—Celebrate **Friendship**



The educational themes of Olympism

Five educational themes have been highlighted in this Manual, based on the Fundamental Principles of Olympism. They incorporate three basic approaches to learning: cognitive (intellectual), affective (social/emotional) and kinaesthetic (physical).



Note

Teaching suggestions and practical activities have been included for each of the five themes in Section 4: "Teaching the educational themes of Olympism".

Platform for teaching and learning



CORE OLYMPIC VALUES

Excellence

Respect

Friendship

EDUCATIONAL THEMES

Joy of effort

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

Fair play

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

Practising respect

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

Pursuit of excellence

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

Balance between body, will and mind

Learning takes place in the whole body, not just in the mind, and physical literacy and learning through movement contributes to the development of both moral and intellectual learning. This concept was the cornerstone of Pierre de Coubertin's interest in reviving the Olympic Games.

Teaching approaches

This section looks at some of the many ways that the information and activities included in this Manual can be used.

Olympic education means different things to different people. The following section provides examples of the wide variety of programmes that come under the Olympic education umbrella. These programmes have different objectives and different audiences, albeit with a great deal of overlap. The Fundamentals Manual is based on an “education through sport” approach.



↑ Artists perform on a large globe during the Opening Ceremony of the Olympic Games Beijing 2008 at the National Stadium in the Chinese capital

Olympic education

- Academic research, courses and seminars at universities and Olympic studies centres.
- Programmes of national and international Olympic academies and National Olympic Committees.
- Textbooks and guides, videos, CDs and TV programmes about the Olympic Games.
- Olympic Day activities, Olympic festivals and school/community competitions.
- High-performance training and physical education based on the Olympic values.
- “Education through sport”: integrated values-based teaching programmes for children and youth.
- Educational and youth programmes run by Olympic Games Organising Committees.
- Olympic and sports youth camps.
- Olympic museum networks, halls of fame, art exhibitions and cultural events.
- Marketing and promotional campaigns run by Olympic sponsors and partners.

Pathways to participation

The material in the Fundamentals Manual can be used via a number of different pathways.

Pathway One: Education through sport –an integrated and cross-curricular approach

Some teachers use a thematic or project-based teaching approach, which integrates activities from a variety of different subject areas. The Olympic theme, with its potential for bringing in history, mathematics, science, language, physical education, health and life studies, is ideally suited for this kind of integrated approach.

Pathway Two: Helping young athletes strive for excellence through sport and physical education

Sports education and physical education programmes can be enhanced using activities that help students understand and put into practice the values of Olympism. Olympic Day on 23 June, as well as International Day of Sport for Development and Peace on 6 April, can be celebrated with the help of the activities and ideas contained in this Manual.

Pathway Three: An Olympic-themed week or month

Many of the activities contained in the Manual can be used to help create an Olympic-themed week or month, incorporating a range of topics within the school curriculum. An Olympic Week or Olympic Month could include opening and closing ceremonies, as well as a range of competitive physical activities, games and sports.

Pathway Four: Teacher-centred learning

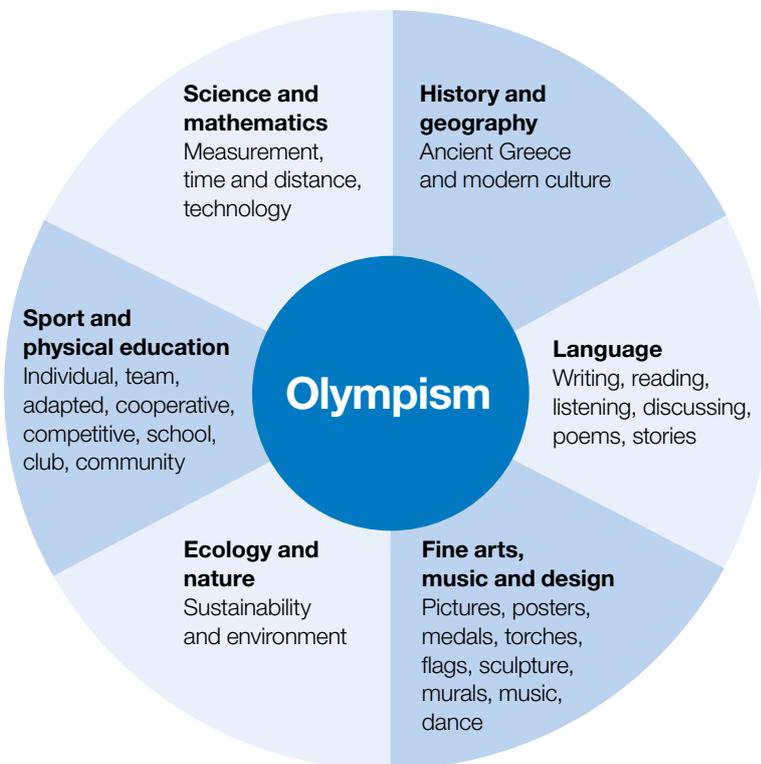
For programmes that are more teacher-centred, or which follow a prescribed textbook/workbook plan, the reading and writing activities contained in the Manual can be reworked and restructured for specific age levels. For teachers with very large classes, small group work may be desirable.

Pathway Five: Post-secondary education and workshops for facilitators

For students in higher education or participants in workshops for facilitators (e.g. teachers and youth group leaders), the Manual can be adapted as the framework for a course in *“Olympic Education: A Values-Based Approach”*.

For example, a course in Olympic education could be offered by faculties of education or physical education. While different countries have different traditions and codes of conduct, as a result of globalisation many values have been adapted and shared across cultures and regions. The Olympic Movement has created opportunities for promoting these shared values. The Fundamentals Manual is designed to enable teachers and youth group leaders to adapt the various activities to suit their own programmes and meet the needs and expectations of their learners.

Education pathways



Olympic Values Education and your community

In many countries, sport and recreation centres help to create community cohesiveness and promote positive social values. This section looks at the concept of a “sport for hope” community centre, which can be used as an example to help young people describe or design a sport centre for their own community.

Sport for development and peace

“Sport plays a significant role as a promoter of social integration and economic development in different geographical, cultural and political contexts. Sport is a powerful tool to strengthen social ties and networks, and to promote ideals of peace, fraternity, solidarity, non-violence, tolerance and justice.”

United Nations

Defining sport

In a development context the definition of sport usually includes a broad and inclusive spectrum of activities suitable for people of all ages and abilities, with an emphasis on the positive values of sport. The United Nations defines sport as **“all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organised or competitive sport, and indigenous sports and games.”**

Benefits of sport and other physical activities include:

- improved educational performance;
- health promotion and disease prevention;
- promotion of gender equality;
- social inclusion and the development of social capital;
- peace building and conflict prevention/resolution;
- post-disaster/trauma relief and normalisation of life;
- economic development;
- communication and social mobilisation;
- development of life skills;
- building self-esteem and self-efficacy.

“I took for granted the Olympic symbols, values, ceremonies etc. Yet, here, I discovered through enjoyable exploration that these things hold great underpinnings that speak to the ‘human spirit’. It literally has the potential to address holistic development of individuals towards positive social change on a global level.”

Teacher/coach, Trinidad & Tobago



↑ A hockey team at the opening of Zambia's first Olympic Youth Development Centre in 2010. The centre was built as part of the IOC Sport for Hope Programme



← London 2012: the Cultural Olympiad formed a central part of the Games, enabling young people across the country to engage in a host of creative and physical activities ↓

In the community¹

By participating in sport, young people learn the invaluable life lessons of teamwork, determination and respect for rules. You can use the activities in the Manual to support sport programmes in your community.

Empowering youth through sport

1. In both rural and urban settings sport sessions can be combined with the teaching of health and life skills as well as peer education workshops, fundraising activities, leadership clinics, discussion forums on sex and sexuality, drama and art workshops.
2. Youth leaders can be trained to facilitate sport sessions for children and other youth. Children and youth are more likely to absorb information from other young people.

Empowering children through sport

1. Reach out to children from varying backgrounds: orphaned and vulnerable children, those living with HIV and AIDS, children with disabilities, working children, street children and children whose families have been displaced by war or famine.
2. Mobilise parents and other adult stakeholders to participate in discussion forums and events.

Empowering females through sport

1. Secure equality of opportunity for girls and women to participate in activities of their own choice, including sports that have traditionally been male-only; acknowledge and celebrate difference by promoting physical activities such as indigenous movement forms, aerobics and dance.²
2. Emphasise and enhance the development of social cohesion as well as skills development. For example, sport and community leadership clinics or referee courses in popular community sports (e.g. football, netball, volleyball, basketball) can be offered.
3. Integrate fundraising and income generation activities to promote self-confidence and assertiveness.

Cultural exchanges and exploring traditions

1. Give youth the opportunity to express their emotions and thoughts through dance, song, drama, role-play, art and storytelling. Invite elders in the community to teach and share their experiences and knowledge of traditional culture.
2. Facilitate cultural exchanges with the youth of other countries. These exchanges will help young people better understand and appreciate both different cultures and their own.





↑ Olympic Youth Development Centre, Lusaka, Zambia

Plan and prepare community spaces for sports participation

The concept of what makes a sports facility varies from continent to continent. In Europe, ever since ancient times, the stadium has been the central focus for sporting activity. However, in Ethiopia, the country's champion runners train in the mountains, 2,000m above sea level. Meanwhile, in Guatemala City, a patch of level ground in a crowded hillside settlement serves as the "gymnasium" for the local boxers. And Hong Kong's champion rope skippers can practise almost anywhere.

At the community level, sport and physical activities do not require expensive sport facilities. Parks, grassy fields, courtyards, hillsides, a street free of traffic or a sandy beach can all serve as the venues for physical activities.

Nonetheless, modern sports such as hockey, volleyball and tennis, with their complex rules and different levels of competition, require specific types of venue and equipment.

The IOC **Sport for Hope**³ programme supports community projects to build multifunctional sports centres in developing countries such as Zambia and Haiti.

The purpose of these centres is:

- to give young people the chance to practise sport and develop their bodies, wills and minds in keeping with the Olympic spirit;
- to offer athletes modern and professional training facilities;
- to support coaches and sports administrators;
- to organise sports competitions;
- to provide the local community with a space for communal activities, and thereby contribute to social development; and
- to provide health services.

Educational realities and opportunities

Political, religious and educational systems around the world vary, as do economic conditions. All of these factors will have a bearing on how educators approach their task.

Educational systems: The Fundamentals Manual is a global education initiative. However, educational priorities, programmes and systems differ widely around the world. Teacher-student relationships, and the expectations of parents, students, education authorities and community members, are different in every country. Class sizes and infrastructures for teaching and learning vary. In many communities, for example, there is a much greater emphasis on informal education than on formal schooling; the focus is on oral rather than written communication, and on the role of the family and community.⁴

Examinations: Some education systems place great emphasis on memorising factual information and written exams. This kind of approach can present a challenge for educators seeking to embrace more creative, learner-centred approaches.

Language: Translation of a document from the original language in which it was written to another language is always an imperfect process, because translation is a filtered communication between an author, a translator and a reader or listener. Ideas easily expressed in one language are sometimes not so easy to express in another language. For example, the French phrase *esprit du sport* does not mean quite the same thing as the English phrase *fair play*.

In Chinese, where language is presented through thousands of different symbolic characters rather than through an alphabet, translation from English or a European language is a difficult and complex process. Olympic educators from different continents have reviewed the materials in this Manual in an attempt to find the best words and phrases to express the ideas and values that underpin Olympism.

Philosophy: The educational ideas of the Olympic Movement have their roots in European philosophy and educational traditions. While the basic principles resonate across the two hundred plus countries that belong to the Olympic Family, there are also many differences between their belief and education systems. This means that in some countries gaining acceptance for the values-based teaching and learning strategies used in this Manual may be a challenge. For example, in faith-based educational communities, the challenge for Olympic educators and youth group leaders will be to identify ways that Olympic Values Education can support existing educational priorities, and to adapt and use the various activities proposed in the Manual in ways that are appropriate for the local belief systems and social frameworks.



← Children in Brazil enjoying Olympic Day in 2013



↑ Baron Pierre de Coubertin was born in Paris in 1863. After forfeiting a career in the military, he devoted his life to the reform of education in France, and to the establishment of the Olympic Games and the educational goals of the Olympic Movement. In 1890, Coubertin received a letter from William Penny Brookes inviting him to see the Wenlock Olympian Games in England, which were first held in 1850. The two men would discuss their desire to see the revival of the Olympic Games as an international event staged in Athens

Using this resource to meet the challenges

The challenge today is to promote the values and principles that inspired Pierre de Coubertin to create the modern Olympic Movement which forms the basis of the Olympic Charter.

Whenever the Olympic flag is raised during the opening ceremony of an Olympic Games, the world celebrates the ideas of the founder of the modern Olympic Movement, Pierre de Coubertin (1863–1937). He believed that young people needed to train their bodies as well as their minds. He advocated for the practice of sport and physical activity at schools in his country. He thought that his ideas would receive good publicity if he organised an international sporting event based on the ancient Olympic Games of Greece.



In 1894, Pierre de Coubertin invited colleagues and friends to a congress where he introduced a plan to revive the Olympic Games. The body charged with planning these Games was called the International Olympic Committee.

Pierre de Coubertin is behind the drafting of the original Olympic Charter.

The Olympic Charter has been revised many times. It guides the work of the International Olympic Committee and the Olympic Movement. It contains the Fundamental Principles of Olympism and has developed from Coubertin's original vision.

The aims of the Olympic Movement (1894)

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

← 1896 official poster of the Olympic Games in Athens

Participating in OVEP

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

Members of the Olympic Family

Imagine yourself as the guest of honour at the Opening Ceremony of an Olympic Day Games in a school or community. Hundreds of excited young people wait for you to declare the Olympic Day Games officially open. They have learned about Olympic history, other participating nations and the values of the Olympic Movement. In keeping with the belief that the Olympic Games are more than just another sports event, students have produced their own torches and posters, and are looking forward to a day of sport and cultural

activities. They will be challenged to practise fair play, accept individual differences and be the best that they can be. **This is Olympism in action!** These educational values of Olympism do not develop from active participation in sport alone. They have to be taught. As a member of the Olympic Family, you are in a unique position to share and promote the contents of this Manual. Because of your participation, a child may be inspired to become a future Olympian, or a champion for human rights. You will have made a difference in that child's life.



↑ Seoul 1988: a field hockey match between India and Pakistan. Mohinder P. Singh (India) tries to evade Tahir Zaman and Muhammad Qamar (Pakistan)

Coaches, sport and youth club leaders

Former IOC President Jacques Rogge once commented:

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

- The examples of the champions motivate young people.
- The dream to participate in the Games will lead them to sport. Through sport, they will benefit from an educational tool.
- Sport will help their bodies and minds.
- Sport will teach them to respect the rules.
- Sport will teach them to respect their opponents.
- Sport will allow them to integrate with society, and develop social skills.
- Sport will give them an identity.
- Sport will bring them joy and pride.
- Sport will improve their health.”⁵

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

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

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

The stories and examples in this Manual can provide a basis for discussion. An Olympic Values Education initiative, which brings school and community clubs together in an integrated approach, can be used to deliver a unified and consistent message to young people about appropriate values and behaviour.



↑ Athens 1896: the stage is set for a hurdles race at the white marbled Panathinaiko Stadium during the first modern Olympic Games

Educational authorities and administrators

The modern Olympic Games have broad international appeal and attract a worldwide television audience. They began life over 100 years ago as a 19th century European educational reform project conceived by Pierre de Coubertin. Today they generate the “largest spatio-temporal concentration of attention in human history”.⁶

The educational values of Olympism provide a “transnational space” in which the symbols and ceremonies, values and principles of the Olympic Movement can be worked out, worked through, adapted and re-invented, within the context of local knowledge and cultural traditions.⁷ Professor John MacAloon of the University of Chicago has suggested that “there is no such thing as ‘the Olympic Games’, there are many thousands of Olympic Games”.⁸

The Fundamentals Manual is designed to convert Olympic stories, traditions and history into curriculum-based learning activities. Children and youth learn best by being engaged in an enthusiastic way. Learning activities based on the educational values of Olympism provide a useful context for locally produced interpretations, insights, representations and activities.

The learning possibilities that this affords seem to match the required learning outcomes of school-based curricula. South African teachers, for example, integrate the concept of *ubuntu*—an ancient sub-Saharan word which translates approximately as “I am what I am because of who we all are”—with the Olympic societal values of universality and humanity.⁹

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

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



↑ Inauguration of a Sport for Hope Centre, Port-au-Prince (Haiti), 2014

Teachers and instructors

Inspiring the moral and physical development of children and youth through participation in sport and physical activity is one of the main goals of the Olympic Movement. It is a goal shared by the World Health Organization (WHO) and UNESCO (United Nations Education, Scientific and Cultural Organisation). These organisations are concerned about the growing problem of obesity in young people in economically developed countries—a problem compounded by the lack of physical activity and the increase in sedentary lifestyles. It is a goal that also resonates in economically developed countries, where competition for limited access to higher education through written exams is fierce, and children are forced to achieve academically at the cost of their health.

Perhaps your school does not have the facilities or the curriculum time for physical education. Perhaps you do not have qualified people to teach physical education. Pierre de Coubertin faced this same situation over 100 years ago when he was trying to reform the education system of France. He complained that young people were “being stuffed with knowledge ... [and] ... turned into walking dictionaries.”¹⁰ He suggested that young people develop positive values like fair play, respect for others and the desire to challenge their abilities by actively applying them in real situations—and specifically in sport and games.

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

National curriculum requirements often leave little room for additional programmes or for use of optional learning materials. With this in mind, the Fundamentals Manual has been designed and structured for maximum flexibility of use. It enables the teacher to do any or all of the following:

- Select information or activities from the Manual to support or enrich their existing programmes.
- Use the Fundamentals Manual as the primary textbook for a course in Olympic education.
- Plan an Olympic Day or Olympic Week in a school or out-of-school setting. Integrating the activities of the Manual across a variety of subject areas offers a school the opportunity to work together, and to begin and end the Olympic theme with special symbols and ceremonies that will further enhance the learning experiences. Read more about Olympic Day in Section 4 on page 89.
- Inspire the dreams of learners with Olympic stories of triumph and tragedy. Encourage international understanding and peace with the messages, magic and mystery of the Olympic symbols and ceremonies.
- Increase sport participation by teaching the Olympic values.



← A basketball player at the opening of the first Olympic Youth Development Centre, which was built in Zambia in 2010 as part of the Sport for Hope Programme



“No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”

Nelson Mandela

↑ Nelson Mandela, the inspirational former President of South Africa



“...where does the abstract conception of Olympic ideology as a movement for peace and international understanding take on human flesh and blood?... The answer is in the ceremonies...”

Professor John MacAloon¹



London 2012: a phoenix is suspended over the Olympic cauldron as it is extinguished during the Closing Ceremony



Section 2

Celebrating Olympism through symbols, ceremony and art

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

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Background information

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



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

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



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

The Olympic rings and Olympic flag

The five Olympic rings are also referred to as "The Olympic symbol". The colours are blue, black, red, yellow and green. They are interlinked to symbolise the universality of Olympism.

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

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

The lowering of the flag at the closing ceremony signals the end of the Games. The mayor of the host city of the Games then passes the Olympic flag to the mayor of the host city of the next edition of the Games. (Learn more on pages 34–37.)

The Olympic motto

The Olympic motto is **CITIUS, ALTIUS, FORTIUS**, which is Latin for **FASTER, HIGHER, STRONGER**. The motto was created in 1891 by Father Henri Didon, a friend of Pierre de Coubertin, and adopted by the IOC in 1894. (Learn more on pages 38–39.)

The Olympic flame and Olympic torch

In the context of the modern Games, the Olympic flame is a manifestation of the positive values that Man has always associated with the symbolism of fire. The Relay's function is twofold: to herald the Olympic Games and to transmit a message of peace and friendship to the people along its route. The tradition of the modern Olympic flame began in 1936 at the Berlin Games and has remained an Olympic custom ever since. The flame is lit by the sun at Ancient Olympia in Greece and then passed from runner to runner in a relay until it reaches the host city. There it is used to light a flame in a cauldron at the Olympic Stadium during the opening ceremony. The flame burns throughout the Games and is extinguished at the closing ceremony. (Learn more on pages 40–41.)

The opening ceremony

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

The closing ceremony

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

The Olympic Anthem

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



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

Activity Sheet 01

Baron Pierre de Coubertin and the Olympic Movement

Olympic educational themes:

Respect for others, balance, fair play.

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

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

★ Learning outcome

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

↓ Download

Activity Sheet 01 from The Resource Library.

The Olympic oaths

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

At the opening ceremony there are always three oaths taken: one by an athlete on behalf of all athletes; one by a coach on behalf of all coaches; one by a judge/official on behalf of all officials. The Olympic oath was first used at the 1920 Olympic Games in Antwerp. (Learn more on page 46.)

The medal ceremony

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

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

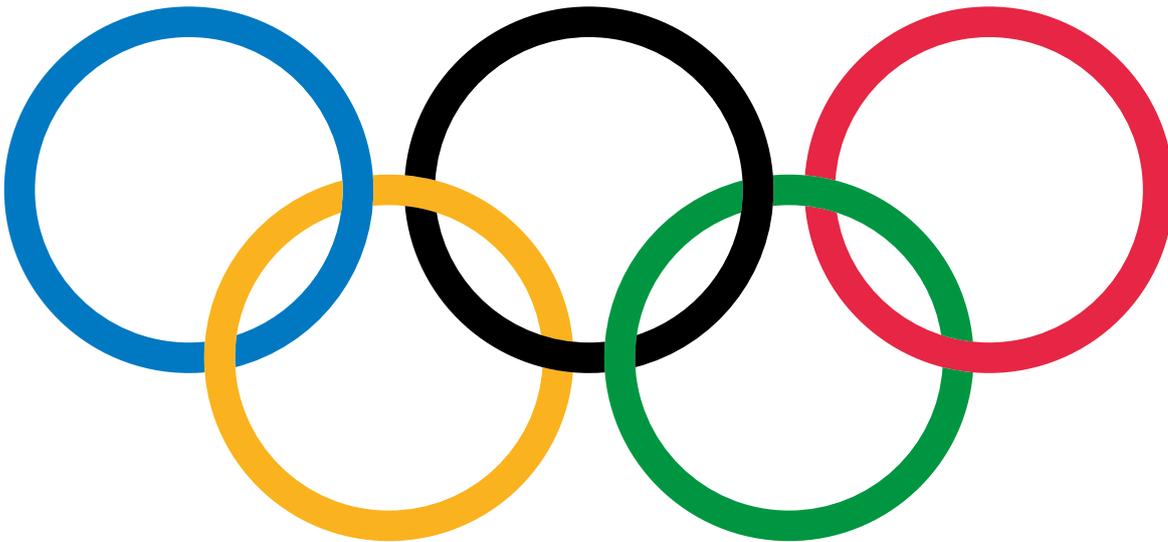


Linked by the rings: the Olympic symbol

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

? Before you read—questions to ask

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



Reading

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

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

What do you think?



Linked by the rings: the Olympic symbol

↑ London 2012: Great Britain's men's cyclists post a new world record time during the qualifying event of the team pursuit at the velodrome

For discussion

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

Activity Sheet 02

The Olympic symbol

Olympic educational themes:

Respect, excellence.

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

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

★ Learning outcome

Understanding the significance of the Olympic rings.

↓ Download

Activity Sheet 02 from The Resource Library.

Flying the flag

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

? Before you read —questions to ask

Have you seen the Olympic flag flying anywhere?

Where?

Why does the Olympic Movement need a flag?



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

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

Jean-Michel Cousteau²

Reading 1

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

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

Reading 2

Flag waving from a wheelchair³

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

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

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

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

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

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

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

Activity Sheet 03

Flying the flag

Olympic educational themes:

Respect.

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

Suggested teaching strategies and learning skills

Discussion, creativity, collaboration, task cards.

Learning outcome

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

Download

Activity Sheet 03 from The Resource Library.



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



The Olympic motto: Citius, Altius, Fortius

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

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

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

For discussion

Can judges or officials cheat? If so, how?

Why would they cheat?

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



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

For discussion

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

Baron Pierre de Coubertin

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

- Do you agree with this message? Why or why not?
- Not all athletes or their coaches agree with this message. In some cases they will cheat in order to win. What are some of the ways that athletes cheat? Why do they cheat?
- How does cheating harm other athletes? How does cheating harm the athlete who has cheated?



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

The Olympic motto: Citius, Altius, Fortius

Activity Sheet 04

The Olympic motto: Citius, Altius, Fortius

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

Suggested activities:
Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

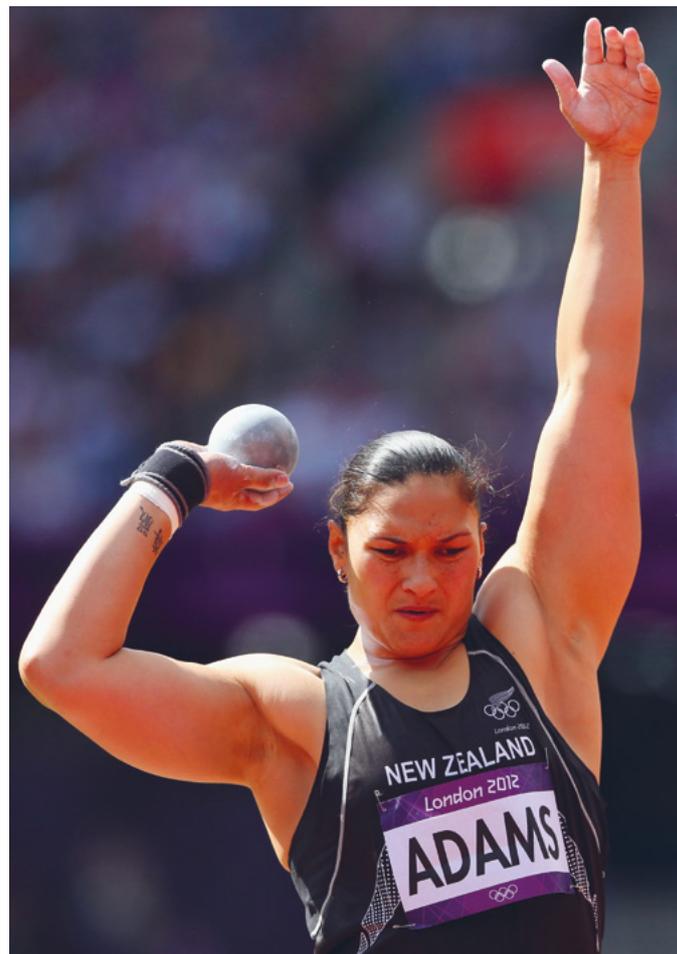
Inquiry, constructivism, creativity, forum theatre, problem-solving, collaboration.

★ Learning outcome

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

↓ Download

Activity Sheet 04 from The Resource Library.



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

Igniting the spirit: the Olympic flame

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

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

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

Reading

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

For discussion

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

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



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

Activity Sheet 05

Igniting the spirit: the Olympic flame

Olympic educational themes:

Respect.

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

Suggested teaching strategies and learning skills

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

Learning outcome

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

Download

Activity Sheet 05 from The Resource Library.



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



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

The Olympic Games opening ceremony

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

Opening ceremony

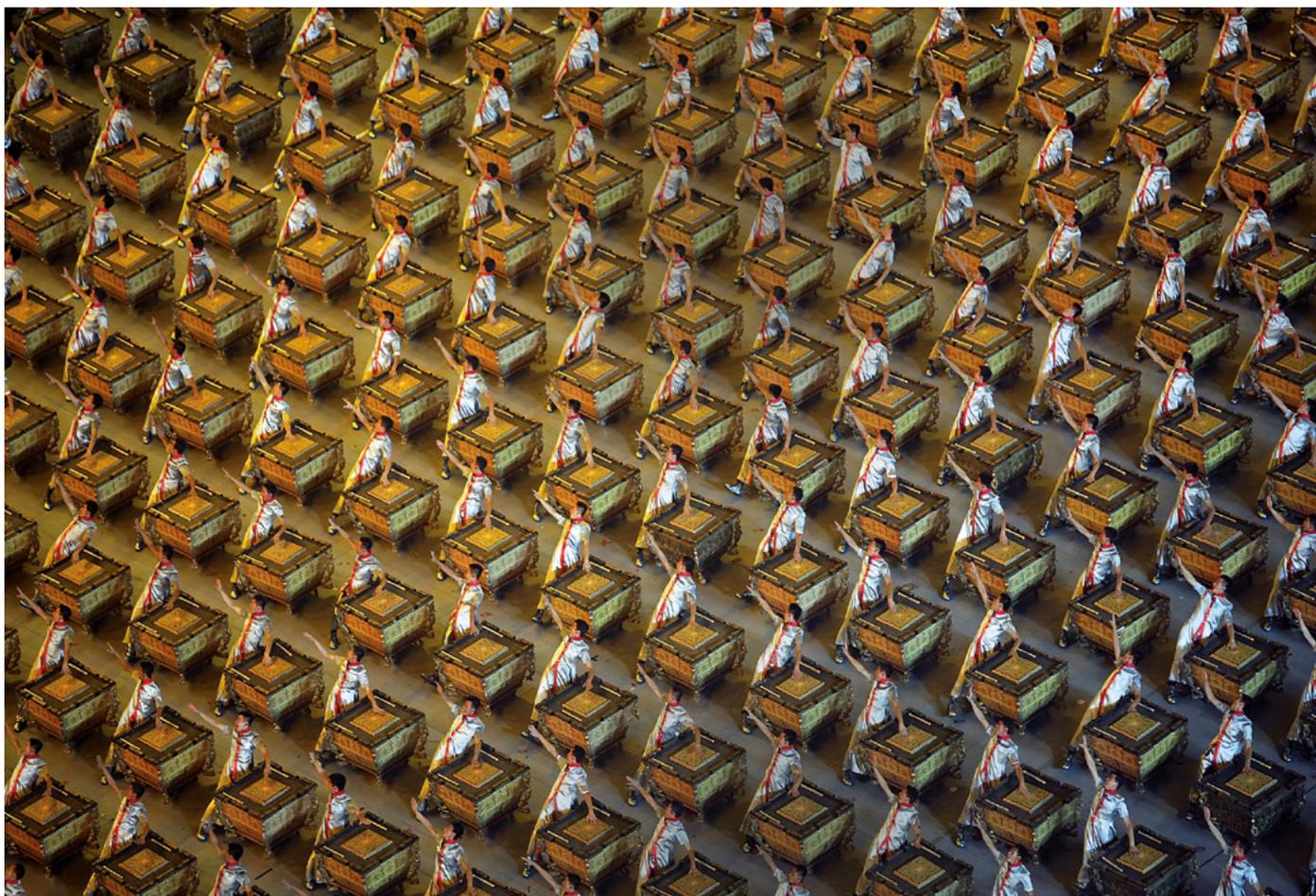
The opening ceremony is the first public event of the Olympic Games and is primarily the responsibility of the host city's Organising Committee. The order of the ceremony is stipulated by the Olympic Charter.

Order of events:

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



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



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

Activity Sheet 06

The Olympic Games opening ceremony

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

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

Download

Activity Sheet 06 from The Resource Library.

✓ Suggested teaching strategies and learning skills

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

★ 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.

The Olympic Games closing ceremony

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

Closing ceremony

Order of events:

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



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



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

For discussion

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

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

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

Activity Sheet 07

The Olympic Games closing ceremony

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

Suggested activities: Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

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

★ 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.

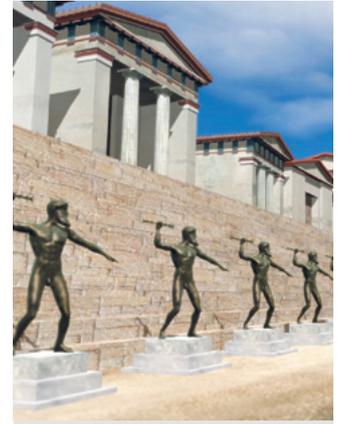
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Activity Sheet 07 from The Resource Library.



The Olympic oaths

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



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

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

Reading

Cheating and punishment in Ancient Olympia

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

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

The Olympic Games of Ancient Greece were organised with many rules and rituals—just like the modern Games. The Games were deemed sacred, and were held to honour the Greek god Zeus. Before the Games began, the athletes, their fathers and brothers, and officials promised to obey the rules at a special ceremony that took place in front of the Temple of Zeus.

However, there were sometimes cheaters. As a penalty for cheating the athlete and his home city had to pay a large fine. These fines were used to build small statues of Zeus called “Zanes”. For hundreds of years other athletes walked past these statues as they marched into the stadium.

The statues served as a powerful reminder of the consequences of cheating. Some of the bases of these statues can be seen today in Ancient Olympia. The names of the cheaters are still there for everybody to see—3,000 years later.

For discussion

- What kind of actions break the rules of Olympic sports competitions?
- What happens to the people who break the rules?
- Describe a ceremony in your culture or tradition in which people make promises or oaths. Why do people make promises like this?
- Have you ever made a promise to someone?
- Did you keep your promise?
- How did you feel about keeping or breaking your promise?
- Why did you feel this way?
- If you cheated during a sports competition, would you like your school or community to put your name on a statue in front of the school?
- Why or why not?
- How would your parents feel?
- What are appropriate punishments for your classmates if they cheat?
- Do you think this is an effective “consequence” for cheating?
- What is the punishment for those who cheat in sport today?
- Do these punishments prevent people from cheating?
- Why or why not?
- What measures would you suggest in order to prevent cheating in a sports competition?

Activity Sheet 08

The Olympic oaths

Olympic educational themes:

Fair play, respect for others, joy of effort.

Suggested activities: Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

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

★ Learning outcome

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

↓ Download

Activity Sheet 08 from The Resource Library.

The Olympic Truce in ancient and modern times

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

The mission of the International Olympic Truce Foundation is to promote the Olympic ideals, to serve peace, friendship and international understanding. In particular, it seeks to uphold the observance of the Olympic Truce, calling for all hostilities to cease during the Olympic Games, and mobilising the youth of the world in the cause of peace.⁴



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

A word about the Olympic Truce⁵

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



↑ A priestess releases a dove at Ancient Olympia

Activity Sheet 09

The Olympic Truce

Olympic educational themes:

Respect for others, balance, fair play.

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

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

★ Learning outcome

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

↓ Download

Activity Sheet 09 from The Resource Library.

The history of the Olympic Truce

The tradition of the “Truce” or “Ekecheiria” was established in Ancient Greece in the 9th century BC by the signature of a treaty between three kings in the Greek city state of Elis. During the truce period, the athletes and their families, as well as ordinary pilgrims, could travel in total safety to participate in or attend the Olympic Games and return home afterwards. As the opening of the Games approached, the sacred truce was proclaimed by citizens of Elis, who travelled throughout Greece to pass on the message. For a thousand years the Greeks were able to travel in safety to participate in the Games.

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

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

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



↑ The Olympic Truce symbol

The language of peace

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

For discussion

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

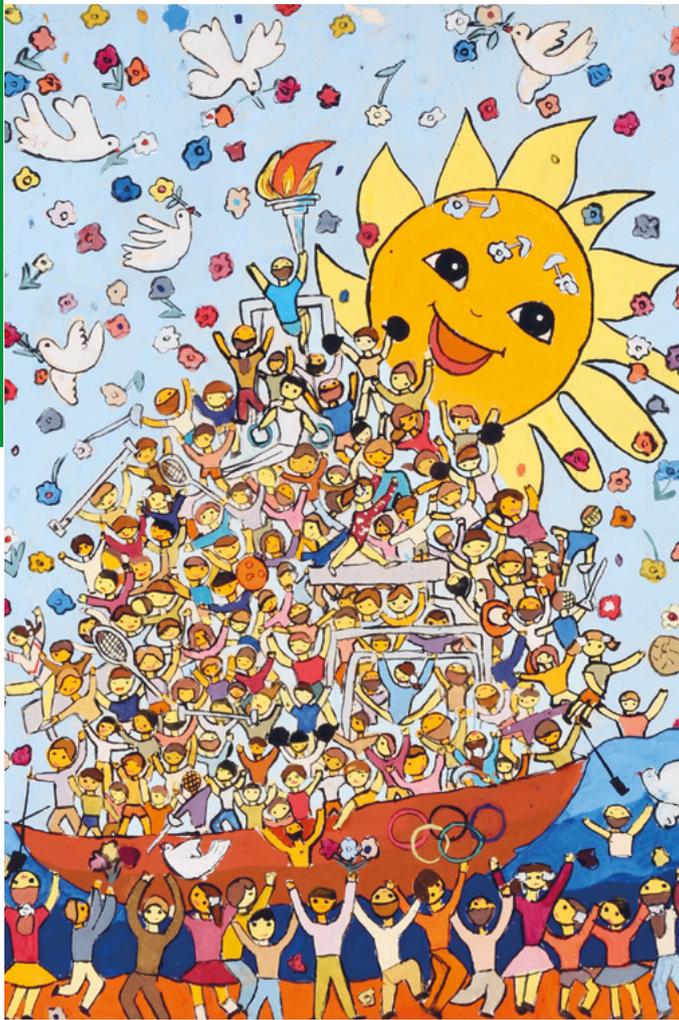
“The two words ‘peace’ and ‘tranquillity’ are worth a thousand pieces of gold.”
Chinese proverb

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

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

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

Symbols of peace



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

Activity Sheet 10

Peace and the Olympic Games

Olympic educational themes:

Respect for others, fair play.

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

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

★ Learning outcome

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

↓ Download

Activity Sheet 10 from The Resource Library.

Activity Sheet 11

The Peace Heritage Game

Olympic educational themes:

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

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

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

★ 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.

↓ Download

Activity Sheet 11 from The Resource Library.

Reading

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

Sport and art in Ancient Greece

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

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



For discussion

Look at the pictures on this page.

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



Activity Sheet 12

Sport and art in Ancient Greece

Olympic educational themes:

Respect, balance, excellence.

Suggested activities: Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

Inquiry, creativity, collaboration, problem-solving.

★ Learning outcome

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

↓ Download

Activity Sheet 12 from The Resource Library.

↑ Artefacts from Greece depict events from the ancient Olympic Games

Sport and art in the modern Olympic Games

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



Reading the image⁷

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

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

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

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

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

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

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

For discussion

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

Activity Sheet 13

Sport and art in the modern Olympic Games

Olympic educational themes:

Respect, balance, excellence.

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

Suggested teaching strategies and learning skills

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

Learning outcome

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

Download

Activity Sheet 13 from The Resource Library.



↑ **Seoul 1988**
The mascot for Seoul 1988 was “Hodori”, a friendly tiger. The tiger features in many Korean legends

Logos and mascots: designing your identity

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



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

Reading 1 — Mascots

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

Reading 2 — Logos, Emblems, Symbols

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

Activity Sheet 14

Logos and mascots

Olympic educational themes:

Balance, respect, joy of effort.

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

Constructivism, creativity, literature circles.

★ Learning outcome

Recognising the power of symbols to convey messages.

↓ Download

Activity Sheet 14 from The Resource Library.



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



← **Mexico City 1968**
The emblem combines the five Olympic rings and the year of the Games. It mimics the traditional pottery and tapestry designs of Mexico’s Huichol Indians



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

The Olympic Charter



↑ Sochi 2014: silver medallist Christof Innerhofer (Italy) and gold medallist Matthias Mayer (Austria) celebrate on the podium during the flower ceremony for the Alpine skiing men's downhill

Section 3

Delivering Olympism through sport and the Olympic Games

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

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The Olympic Movement

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

For discussion

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

International Olympic Committee (IOC)

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

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

National Olympic Committees (NOCs)

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

Organising Committees for the Olympic Games (OCOGs)

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

International Sports Federations (IFs)

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

IOC Commissions

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

Olympic sponsors

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

The Olympic world

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

Africa

Algeria (ALG)
 Angola (ANG)
 Benin (BEN)
 Botswana (BOT)
 Burkina Faso (BUR)
 Burundi (BDI)
 Cameroon (CMR)
 Cape Verde (CPV)
 Central African Republic (CAF)
 Chad (CHA)
 Comoros (COM)
 Congo (CGO)
 Democratic Republic of the Congo (COD)
 Djibouti (DJI)
 Egypt (EGY)
 Equatorial Guinea (GEQ)
 Eritrea (ERI)
 Ethiopia (ETH)
 Gabon (GAB)
 Gambia (GAM)
 Ghana (GHA)
 Guinea (GUI)
 Guinea-Bissau (GBS)
 Ivory Coast (CIV)
 Kenya (KEN)
 Lesotho (LES)
 Liberia (LBR)
 Libya (LBA)
 Madagascar (MAD)
 Malawi (MAW)
 Mali (MLI)
 Mauritania (MTN)
 Mauritius (MRI)
 Morocco (MAR)
 Mozambique (MOZ)
 Namibia (NAM)
 Niger (NIG)
 Nigeria (NGR)
 Rwanda (RWA)
 São Tomé and Príncipe (STP)
 Senegal (SEN)
 Seychelles (SEY)
 Sierra Leone (SLE)
 Somalia (SOM)
 South Africa (RSA)
 South Sudan (SSD)
 Sudan (SUD)
 Swaziland (SWZ)
 United Republic of Tanzania (TAN)
 Togo (TOG)
 Tunisia (TUN)
 Uganda (UGA)
 Zambia (ZAM)
 Zimbabwe (ZIM)

The Americas

Antigua and Barbuda (ANT)
 Argentina (ARG)
 Aruba (ARU)
 Bahamas (BAH)
 Barbados (BAR)
 Belize (BIZ)
 Bermuda (BER)
 Bolivia (BOL)
 Brazil (BRA)
 British Virgin Islands (IVB)
 Canada (CAN)
 Cayman Islands (CAY)
 Chile (CHI)
 Colombia (COL)
 Costa Rica (CRC)
 Cuba (CUB)
 Dominica (DMA)
 Dominican Republic (DOM)
 Ecuador (ECU)
 El Salvador (ESA)
 Grenada (GRN)
 Guatemala (GUA)
 Guyana (GUY)
 Haiti (HAI)
 Honduras (HON)
 Jamaica (JAM)
 Mexico (MEX)
 Nicaragua (NCA)
 Panama (PAN)
 Paraguay (PAR)
 Peru (PER)
 Puerto Rico (PUR)
 Saint Kitts and Nevis (SKN)
 Saint Lucia (LCA)
 St Vincent and the Grenadines (VIN)
 Suriname (SUR)
 Trinidad and Tobago (TTO)
 United States of America (USA)
 Uruguay (URU)
 US Virgin Islands (ISV)
 Venezuela (VEN)

Asia

Afghanistan (AFG)
 Bahrain (BRN)
 Bangladesh (BAN)
 Bhutan (BHU)
 Brunei Darussalam (BRU)
 Cambodia (CAM)
 People's Republic of China (CHN)
 Chinese Taipei (TPE)

Democratic People's Republic of Korea (PRK)
 Hong Kong, China (HKG)
 India (IND)
 Indonesia (INA)
 Iraq (IRQ)
 Islamic Republic of Iran (IRI)
 Japan (JPN)
 Jordan (JOR)
 Kazakhstan (KAZ)
 Republic of Korea (KOR)
 Kuwait (KUW)
 Kyrgyzstan (KGZ)
 Lao People's Democratic Republic (LAO)
 Lebanon (LIB)
 Malaysia (MAS)
 Maldives (MDV)
 Mongolia (MGL)
 Myanmar (MYA)
 Nepal (NEP)
 Oman (OMA)
 Pakistan (PAK)
 Palestine (PLE)
 Philippines (PHI)
 Qatar (QAT)
 Saudi Arabia (KSA)
 Singapore (SIN)
 Sri Lanka (SRI)
 Syrian Arab Republic (SYR)
 Tajikistan (TJK)
 Thailand (THA)
 Democratic Republic of Timor-Leste (TLS)
 Turkmenistan (TKM)
 United Arab Emirates (UAE)
 Uzbekistan (UZB)
 Vietnam (VIE)
 Yemen (YEM)

Europe

Albania (ALB)
 Andorra (AND)
 Armenia (ARM)
 Austria (AUT)
 Azerbaijan (AZE)
 Belarus (BLR)
 Belgium (BEL)
 Bosnia and Herzegovina (BIH)
 Bulgaria (BUL)
 Croatia (CRO)
 Cyprus (CYP)
 Czech Republic (CZE)
 Denmark (DEN)
 Estonia (EST)
 Finland (FIN)

France (FRA)
 Georgia (GEO)
 Germany (GER)
 Great Britain (GBR)
 Greece (GRE)
 Hungary (HUN)
 Iceland (ISL)
 Ireland (IRL)
 Israel (ISR)
 Italy (ITA)
 Kosovo (KOS)
 Latvia (LAT)
 Liechtenstein (LIE)
 Lithuania (LTU)
 Luxembourg (LUX)
 The Former Yugoslav Republic of Macedonia (MKD)
 Malta (MLT)
 Republic of Moldova (MDA)
 Monaco (MON)
 Montenegro (MNE)
 Netherlands (NED)
 Norway (NOR)
 Poland (POL)
 Portugal (POR)
 Romania (ROU)
 Russian Federation (RUS)
 San Marino (SMR)
 Serbia (SRB)
 Slovakia (SVK)
 Slovenia (SLO)
 Spain (ESP)
 Sweden (SWE)
 Switzerland (SUI)
 Turkey (TUR)
 Ukraine (UKR)

Oceania

American Samoa (ASA)
 Australia (AUS)
 Cook Islands (COK)
 Federated States of Micronesia (FSM)
 Fiji (FIJ)
 Guam (GUM)
 Kiribati (KIR)
 Marshall Islands (MHL)
 Nauru (NRU)
 New Zealand (NZL)
 Palau (PLW)
 Papua New Guinea (PNG)
 Samoa (SAM)
 Solomon Islands (SOL)
 Tonga (TGA)
 Tuvalu (TUV)
 Vanuatu (VAN)



The Olympic Museum and the Olympic Studies Centre

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

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

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

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

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

Activity Sheet 15

The Olympic Museum

Olympic educational themes:

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

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

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

★ Learning outcome

Engaging with and drawing inspiration from Olympic themes.

↓ Download

Activity Sheet 15 from The Resource Library.



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

The Olympic sports programme

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



↑ London 2012: Alistair Brownlee of Great Britain leads Javier Gomez of Spain and his brother, Jonathan, in the men's triathlon

SPORTS PROGRAMME: RIO 2016

- Aquatics
- Archery
- Athletics
- Badminton
- Basketball
- Boxing
- Canoe
- Cycling
- Equestrian
- Fencing
- Football
- Golf
- Gymnastics
- Handball
- Hockey
- Judo
- Modern Pentathlon
- Rowing
- Rugby
- Sailing
- Shooting
- Table Tennis
- Taekwondo
- Tennis
- Triathlon
- Volleyball
- Weightlifting
- Wrestling

For discussion

- Which Olympic sports are popular in your country? Are there any sports played in your country that are similar to or based on these sports?
- Which traditional sports, which are not on the Olympic programme, are popular in your country?
- Once you have found a sport that is not currently part of the Olympic programme, put together a case for its inclusion.
- Produce a timeline of sporting events from the original sports played at the Olympics through to more recent additions of sports.

↓ Beijing 2008: Haris Papadopoulos of Cyprus, Ben Ainslie of Great Britain and Tim Goodbody of Ireland are seen competing in the Finn class race held at the Qingdao Olympic Sailing Center



Reading

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

SPORTS PROGRAMME: SOCHI 2014

Biathlon
Bobsleigh
Curling
Ice Hockey
Luge
Skating
Skiing



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



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

Activity Sheet 16

The Olympic sports programme

Olympic educational themes: Balance, pursuit of excellence, fair play, respect for others, joy of effort.

Suggested activities: Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

Suggested teaching strategies and learning skills

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

Learning outcome

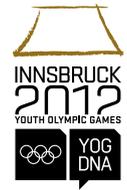
- Recognising that different sports are played in different parts of the world.
- Recognising that the Olympic sports programme has evolved over the years to embrace the diversity of sports.

Download

Activity Sheet 16 from The Resource Library.

The Youth Olympic Games (YOG)

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



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

Right from the beginning, the YOG was intended to be so much more than a sporting event. The Games act as a catalyst to bring youngsters from around the world together. It immerses them in an enriched environment where sports performance blends

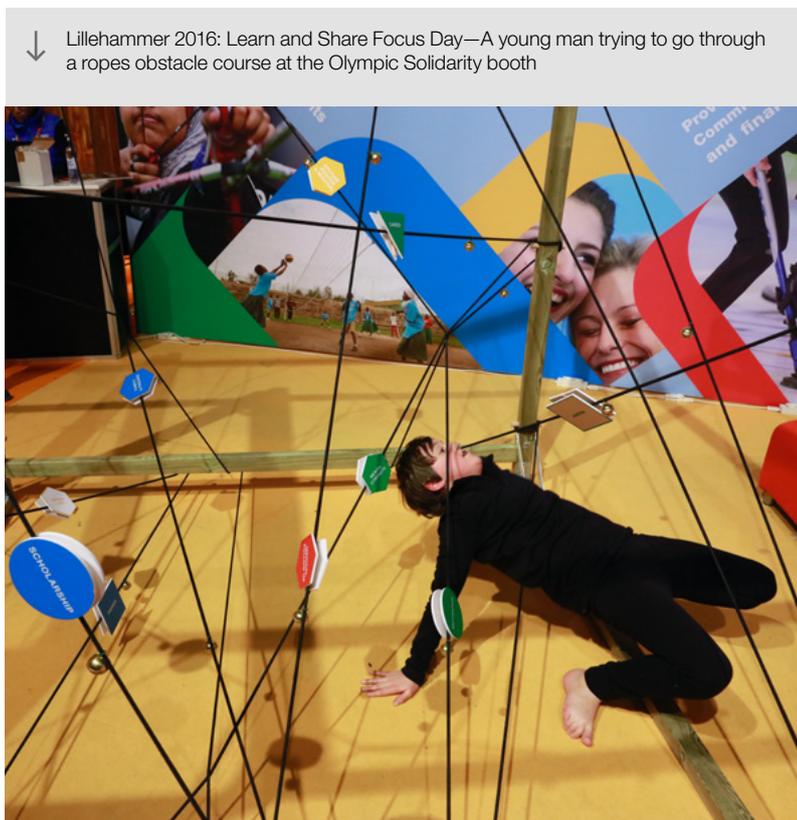
with education and culture. Participants compete on the sports field then have the opportunity to attend workshops in which they learn about important skills in an athlete's career and experience the Olympic values.

↓ Innsbruck 2012: two participants showing the YOG emblem printed on their hands



Facts and figures

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



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

The YOG DNA

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

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

YOG sports programme

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



Learn & Share

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

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

The Youth Olympic Games Organising Committee (YOGOC) together with the IOC organise Learn & Share interactive and innovative activities. These translate the five themes into an exciting and impactful experience. The Learn & Share activities cover at least the period of the Games. The athletes participate, but so do coaches, local young people from the host region, etc. The Organising Committee has some flexibility and freedom to organise these activities, while respecting the objectives and themes mentioned above.

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

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

Activity Sheet 17

The Youth Olympic Games (YOG)

Olympic educational themes:

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

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

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

★ 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.

↓ Download

Activity Sheet 17 from The Resource Library.



↑ A young athlete in the World Culture Village

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

**Olympic Charter 2004
Fundamental Principle #5**

Breaking through barriers: women in the Olympic Games

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



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

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

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

Activity Sheet 18

Breaking through barriers: women in sport

Olympic educational themes: Balance, pursuit of excellence, fair play, respect for others, joy of effort.

Suggested activities: Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

Download

Activity Sheet 18 from The Resource Library.

✓ Suggested teaching strategies and learning skills

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

★ Learning outcome

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



Gabriela Sabatini *Argentina*

Argentinian tennis player Gabriela Sabatini was world number three on three separate occasions. After retiring from competition in 1996, she devoted the same strength and energy to “giving back to sport some of the many things that sport gave to me”. She was behind a programme for young players run by the Argentinian Tennis Federation for which she has provided all the funding. She also financed women’s tennis tournaments and free tennis clinics for young children—all out of the public eye.



Japan’s national women’s football team

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

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



Tegla Loroupe *Kenya*

Tegla Loroupe (winner of the IOC Women and Sport Award 2011) overcame a humble background to become an international sporting icon and a role model for many women in her native Kenya and beyond. A former world marathon record holder, Olympian and the first African woman to win the New York Marathon, Loroupe has inspired many women, thanks also to her humility, patience, hard work and team spirit. Using her own money, she established the Tegla Loroupe Peace Foundation, which educates, empowers and supports women and communities in conflict in three East African countries. Her foundation has organised numerous races, in which more and more women and girls are taking part, empowering them physically, socially and economically. The Foundation has also created opportunities for women and girls to be trained and coached for local and international competition. Loroupe has also been at the forefront of efforts to support women in sports administration.



Zahra Nemati *Iran*

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



Cathy Freeman *Australia*

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

Today, Freeman is chair and founder of the Cathy Freeman Foundation, which aims to close the education gap between indigenous and non-indigenous children.

For discussion

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



Carina Vogt *Germany*

Germany's Carina Vogt made history in Sochi 2014, winning the first ever women's Olympic ski jumping event, having never previously won a single World Cup event.

Women ski jumpers made their Olympic debut at Sochi 2014, 90 years after their male counterparts first competed at the inaugural Winter Games in 1924.

Stamata Revithi *Greece*

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

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

The Paralympics: "Spirit in Motion"

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

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

For discussion

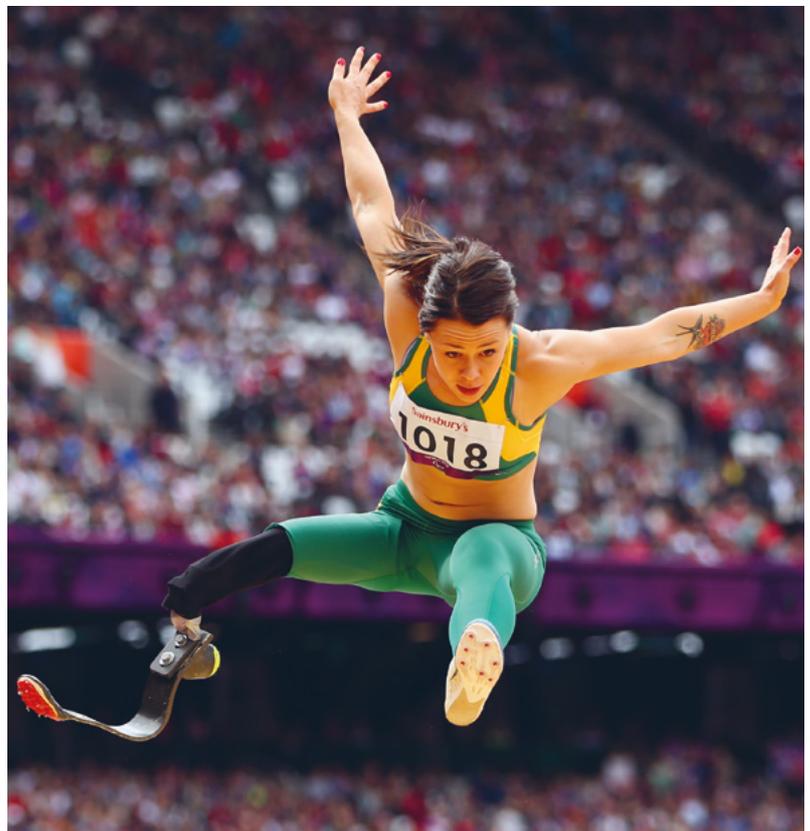
- The motto of the International Paralympic Committee is "Spirit in Motion". Do you think this is a good motto? Why?
- Why are Paralympic athletes an inspiration to us all?
- Design a poster to represent "Spirit in Motion".
- Explain the meaning of each of the following quotations in your own words.

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

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

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

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



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

Activity Sheet 19

The Paralympics: “Spirit in Motion”

Olympic educational themes:

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

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

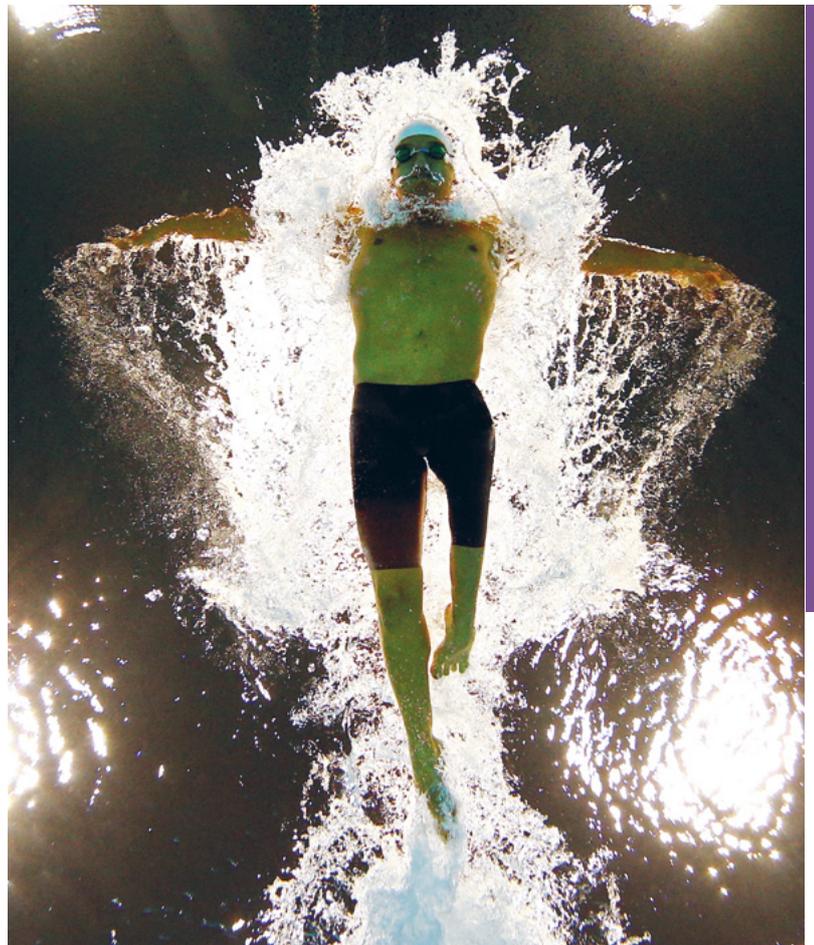
Socratic questioning, experiential learning.

★ Learning outcome

Understanding how athletes with disabilities train and compete.

↓ Download

Activity Sheet 19 from The Resource Library.



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



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

Welcoming the world: hosting an Olympic Games

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

Reading

Let the Games begin! Vancouver wins 2010¹

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

For discussion

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



TASKS OF THE ORGANISING COMMITTEE FOR AN OLYMPIC GAMES²

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

Reading

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

“Congratulations to the city of Tokyo on its election as host of the 2020 Olympic Games,” said the then IOC President Jacques Rogge, whose 12-year term in office came to an end on 10 September 2013. “Tokyo presented a very strong technical bid from the outset—and it needed to in competition with two such high-calibre bids from Istanbul and Madrid. All three cities were capable of staging excellent Games in 2020, but in the end it was Tokyo’s bid that resonated the most with the IOC membership, inviting us to ‘discover tomorrow’ by delivering a well-organised and safe Games that will reinforce the Olympic values while demonstrating the benefits of sport to a new generation.”

For discussion

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

Activity Sheet 20

Hosting an Olympic Games

Olympic educational themes:

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

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

Suggested teaching strategies and learning skills

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

Learning outcome

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

Download

Activity Sheet 20 from The Resource Library.

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





Host cities of the Olympic Games

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

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

HOST CITIES OF THE OLYMPIC GAMES

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

HOST CITIES OF THE OLYMPIC WINTER GAMES

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

? Before you read— questions to ask

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

Reading

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

? Before you read – questions to ask

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

The Olympic Village

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

Reading

Play Together, Live Together: The Olympic Village⁴

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

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

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

For discussion

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

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



Activity Sheet 21

The Olympic Village

Olympic educational themes:

Respect, excellence, fair play.

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

Circle of sharing, discussion, Socratic questioning.

★ Learning outcome

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

↓ Download

Activity Sheet 21 from The Resource Library.

← Sochi 2014: the Olympic rings at the Olympic Village

Sustainable development through the Olympic Games

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

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

Our Common Future, The Brundtland Commission Report (1987)

Olympic host cities as role models

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



↑ Vancouver 2010: a traditional inukshuk stone landmark

Lillehammer 1994

The first “Green Games”

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

Nagano 1998

Protecting endangered species

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

Sydney 2000

Enhancing the urban environment

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

Turin 2006

Awareness of climate

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

Beijing 2008

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

Vancouver 2010

Integrated planning and community legacy

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

London 2012**“Towards a One Planet Olympics”**

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

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

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



? Before you read — questions to ask

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

📖 Reading

Bobsleigh: An Environmental Challenge

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

Sochi 2014**Harnessing the stimulus for sustainable development**

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

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

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

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

Activity Sheet 22

Sustainable development through the Olympic Games

Olympic educational themes:

Balance, respect for others.

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

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

★ Learning outcome

Understanding the need to respect the environment.

↓ Download

Activity Sheet 22 from The Resource Library.



↑ London 2012: aerial shot over Olympic Park

Overcoming the challenges of an Olympic Games

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.

For discussion

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

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

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

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

Activity Sheet 23

Overcoming the challenges of an Olympic Games

Olympic educational themes:

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

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

Suggested teaching strategies and learning skills

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

Learning outcome

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

Download

Activity Sheet 23 from The Resource Library.



↑ XIIIth Olympic Congress, Copenhagen, 2009 Opening Ceremony: Jacques Rogge, IOC President and Ban Ki-Moon, Secretary General of the United Nations signing a ball, which was to be sold at auction to the benefit of a humanitarian aid.

Section 4

Teaching the educational themes of Olympism

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The culture of sport

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

James Michener

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

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

The origin of Olympic values —a legacy from Ancient Greece

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

The Olympic Games and other Ancient Greek festivals featured not only sporting activities but also drama, poetry and music competitions. Through these festivals the Greeks reinforced their cultural values and principles. We can learn from the manner in which the Ancient Greeks taught values to enrich our own values today. Just as they did, this Manual makes use of a variety of methods for teaching values, including storytelling, dialogue, drama, poetry, music and dance. Using a variety of teaching media enables facilitators to address a variety of needs and maximise the appeal to young people.

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

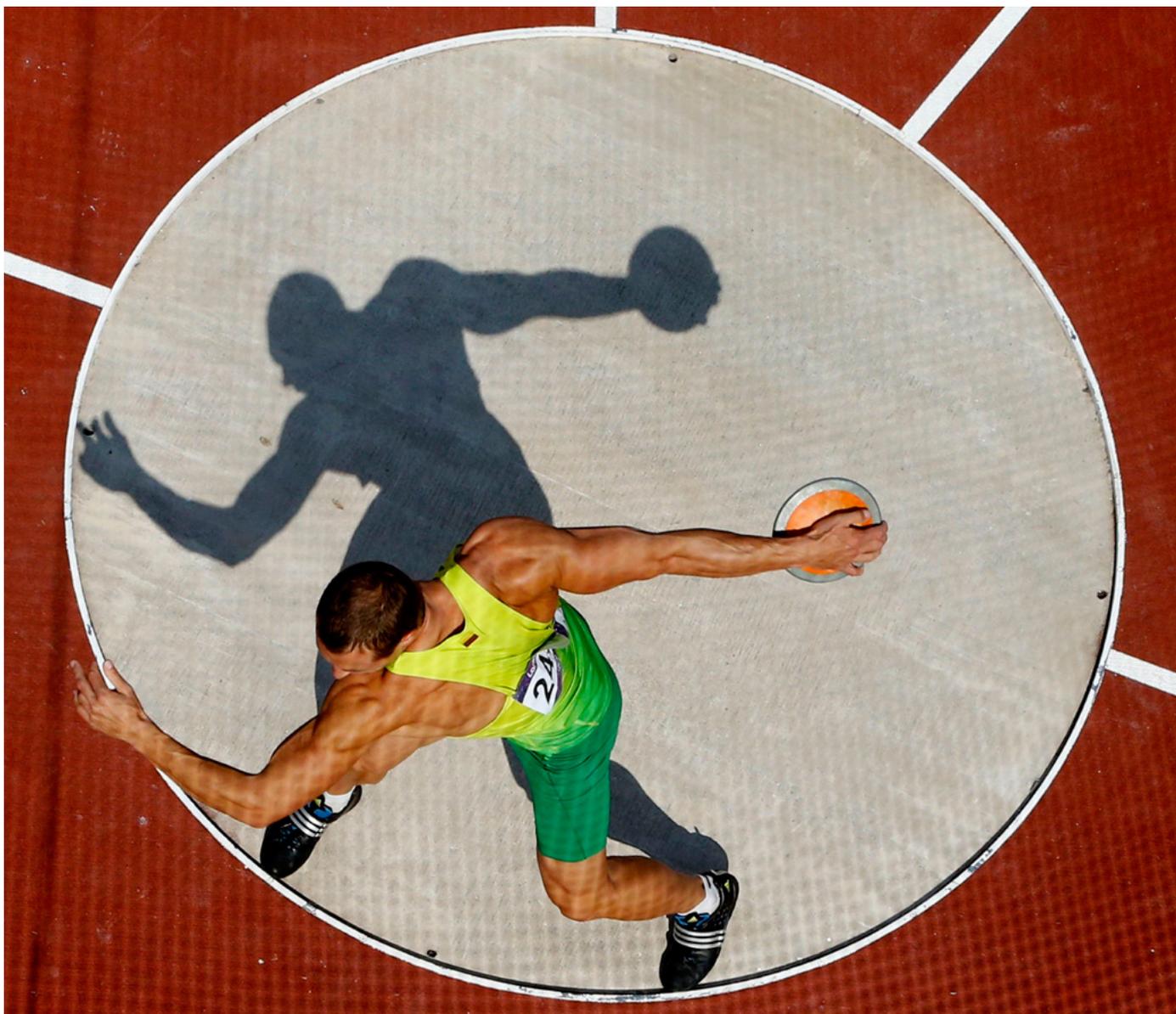
Thomas Bach, IOC President

Understanding Ancient Greek principles and values

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

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

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



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

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

Traditional sports

Discussion questions to consider:

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

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

Athletics events in Ancient Greece

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

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

Running—foot races

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

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

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

Jumping—long jump

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

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

Throwing—spear throw and discus

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

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

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

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

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



Interpreting the Fundamental Principles

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

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

? Before you read—questions to ask

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

The three guiding principles of the Olympic Movement are:

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

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

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

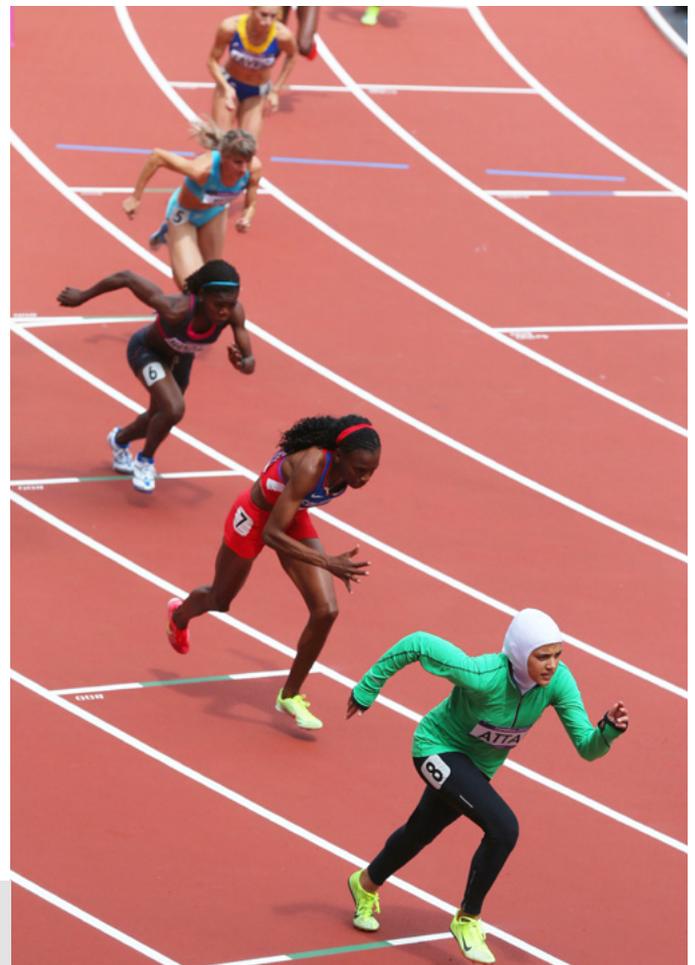
For discussion

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

From the points of view of school, community and country, what does “the practice of sport is a human right” mean in practice?

For discussion

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



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

The five Olympic educational themes

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

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

A. Joy of effort

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

B. Fair play

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

C. Respect for others

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

D. Pursuit of excellence

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

E. Balance between body, will and mind

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



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

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

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

Children and physical activity

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

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

Pierre de Coubertin'



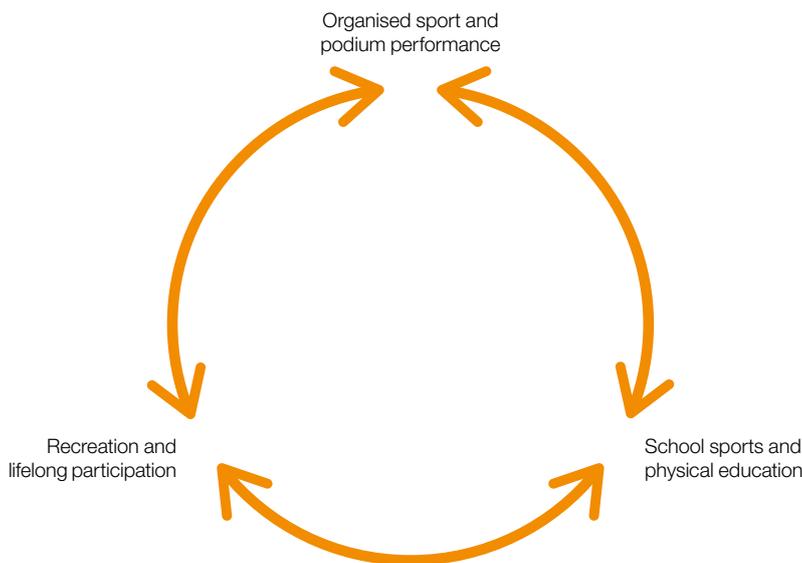
↑ Boys run in the relay race during the IAAF Kids' Athletics Programme in Nanjing, China 2014



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

Gessman R²

Circle of a physically active life³



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

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

Activity Sheet 24

Experiencing the joy of effort through sport and physical activity

Olympic educational themes: Joy of effort, pursuit of excellence, fair play, balance, respect for others.

Suggested activities: Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

Discussion, reflection, collaboration.

★ Learning outcome

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

↓ Download

Activity Sheet 24 from The Resource Library.

Living the joy

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

? Before you read—questions to ask

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

📖 Reading

Running for joy: *Kipchoge Keino* (Kenya)

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

As a young boy, Kip’s life was to take a sad and unexpected turn when his parents passed away. Kip became an orphan but his experiences would later shape his life in the most amazing way.

Upon leaving school, Kip joined the Kenyan Police Force and became a physical fitness instructor. He must have been a tough example to follow for the young Police cadets who tried to emulate his fitness routines. Kip’s competitive achievements won him selection to the 1968 Mexico Olympic Games. These Games proved incredibly challenging for the distance runners because Mexico City is so high above sea level. Many athletes struggled, but not Kip Keino. Years of running in the Nandi Hills—themselves significantly above sea level—helped Kip overcome these challenges and he won a gold and a silver Olympic medal.

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



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

Maybe it was because of his experiences as an orphan, or perhaps it was down to his determination to succeed, but Kip Keino—along with his wife Phyllis—dedicated his life to helping young people. Kip and Phyllis already had seven children but decided to take in homeless children and raise them. They started with one, then two, then four children. Soon they were looking after 30, 40, 70, 100 orphans. As a man that cherished the importance of education, Kip opened an elementary school and, later, a high school.

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

🗨️ For discussion

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



For discussion

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

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

Reading

Standing tall: Cecilia Tait⁴ (Peru)

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

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

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

Peru missed out on gold, but won the silver, and Tait became a national hero. The Presidential candidate Mario Vargas Llosa tried to lure her into politics, but she was more interested in playing sports. Then she hurt her knee: “My childhood diet was insufficient to build a really strong body.” She went to Germany for surgery. She returned to Peru in 1996, and with her own money set up a volleyball programme for girls, marching through the slums, calling out, “Anyone who wants to change her life, come here!” She was soon training 800 girls, but more needed attention, so she sought government funding. It wasn’t forthcoming. That is when Tait decided to run for office. She joined the [political campaign] of populist candidate Alejandro Toledo in 2000, and was elected by a huge popular vote. While in office, Tait gave birth to her second daughter. “I worked till the day she was born,” she beams. “The advantage of sports!”

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

Activity Sheet 25

Celebrating humanity: stories from the Olympic Games

Olympic educational themes:

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

Suggested activities: Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

Discussion, reflection, collaboration.

★ Learning outcome

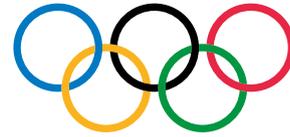
Learning about and drawing inspiration from the achievements of Olympic athletes and their visions for the future.

↓ Download

Activity Sheet 25 from The Resource Library.

Celebrating Olympism: Olympic Day

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



OLYMPIC DAY

Olympic Day/Week

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

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

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

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

MOVE

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

LEARN

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

DISCOVER

Try new sports and things you have never done before.

Resources

The IOC Olympic Day Start-up Kit for NOCs contains detailed information and Activity Sheets to help organise and implement an Olympic Day.

To get involved in Olympic Day, contact your National Olympic Committee (NOC). Visit www.olympic.org to find out your NOC contact details.

Information on this kit can also be found on NOCnet (<http://extranet.olympic.org>).



↑ Olympic Day in Botswana



↑ Olympic Day in Tonga

B. Learning to play fair

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

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

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

Originally, fair play was a sports-related concept that emphasised playing by the rules. Referees and officials interpreted and enforced the rules through penalties and punishments. Today fair play has a meaning beyond sport and beyond just following the rules. This “spirit of fair play” is hard to define, but is easy to identify through specific types of behaviour (e.g. shaking hands at the end of the game). The concept became so popular that almost every country

has developed an equivalent in its own language. While fair play was originally grounded in the value systems of Euro-American culture, fair play has received global recognition as a basic principle of human rights.

Fair play does not happen automatically when children and youth participate in team or group activities. In fact, research from many countries supports the concern that some competitive sports activities actually contribute to unfair behaviour—cheating, substance abuse and aggression.⁵ Fair play—in sport or in any other context—has to be taught, and because it is an idea that children seem to grasp readily, teaching fair play is a useful concept in a variety of educational contexts.⁶

Children have a strong sense of what is fair. Therefore, fair play can be taught in primary classes as well as in higher age groups. The activities that follow reflect this wide range of application.



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

What is fair play?⁷

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

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

14-year-old student

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

14-year-old football player

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

International Fair Play Charter

For discussion

Do you agree with each of these statements?

Why or why not?

What do you think fair play means?

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

Activity Sheet 26

Living by the rules of fair play

Olympic educational themes:

Fair play, respect, balance.

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

Suggested teaching strategies and learning skills

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

Learning outcome

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

Download

Activity Sheet 26 from The Resource Library.

Living by the rules of fair play

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

? Before you read—questions to ask

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

📖 Reading

Fair play on the bobsleigh run⁸

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

Monti had already won a bronze medal in the four-man bobsleigh. He really wanted to win an Olympic gold medal in the two-man bobsleigh. As he waited with his partner at the top of the run for his turn, he realised there was great confusion near the bobsleigh of his main rivals, Robin Dixon and Tony Nash of

Great Britain. They had lost a bolt that held the runner to their sled. Without that bolt, they could not participate in the race. What was to be done?

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

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

💬 For discussion

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



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

Reading

Thanks for the ski pole!⁹

Canadians thank Norwegian coach for Sara Renner ski pole during race

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

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

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

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

For discussion

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



↑ Norwegian ski coach Bjørnar Håkensmoen

Reading

Fair play on the high seas

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

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

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

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

For discussion

- What is the similarity between the Norwegian coach's ideas and Lemieux's ideas about winning?
- Do you agree with them? Why or why not?
- These are stories of fair play in individual sports. Often fair play issues flare up in team sports like football or ice hockey. Explore the reasons why team sports have more fair play issues. How do sports organisations try to control these situations? Are their efforts successful? Why or why not?
- Debate the following topic: "The losers always win the fair play trophy." Is this true? If so, does this devalue the trophy?

Fair play in community sport

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



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

A fair play culture benefits everyone.

With a fair play programme an organisation can:

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

For discussion

Creating the climate for change! Where do we start?

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

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

Our vision for a fair play future: assessing the situation

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

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



Implementing a fair play programme¹⁰

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

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

Fair play pledge for coaches

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

As coaches we agree to abide by the following guidelines:

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

Signature: _____ Date: _____

Team: _____

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



Fair play commitment for parents

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

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

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

Return the signed portion below to the team manager

Name: _____

I agree to abide by these guidelines.

Signature: _____ Date: _____

Team: _____

Fair play commitments for athletes and participants

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

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

..... Return the signed portion below to the team manager

I agree to abide by the rules of my team.

Signature: _____ Date: _____

Team: _____

C. Practising respect for oneself and others

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

How does a country bring peace to societies where there are ancient hatreds, conflicting values or great economic differences among people? This is an important challenge for sports leaders and educators. Throughout history, education's main task has been to conserve and pass on traditions, usually those of the dominant culture in the society. But leaders in a multicultural society have a different task. Their task is to develop communities of learners who accept and respect people from other cultures.

For example, since the end of Apartheid, South Africans have worked together to create a new society, one in which there is acceptance and respect for people of all races. Sport leaders and educators have an important role in this process.

But what does respect for others mean? And more importantly, how do leaders teach this? What is different about a classroom in which children learn respect and acceptance for cultural differences? What activities will help children and youth learn to live in peace with each other—as children and as adults? These are the questions for this section.

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

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

Insights regarding respect for self and others

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

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

The Olympic Charter

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

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



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

Living by the principles of respect

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

Reading

Grace under pressure: *Michelle Kwan (USA)*

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

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

The real story, however, was the way that Kwan acted after the competition. At the post-final press conference she treated Lipinski like a good friend and said simply, "This might not be the colour of medal that I wanted, but I'll take it... that's life, right?"¹¹



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

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

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

For discussion

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

Activity Sheet 27

Practising respect for oneself and for others

Olympic educational themes: Respect.

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

Suggested teaching strategies and learning skills

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

Learning outcome

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

Download

Activity Sheet 27 from The Resource Library.

Human rights: the basis for respect and acceptance

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

Before you read—questions to ask

- What rights are protected in your community?
- How are these rights protected?

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

Reading

Universal Declaration of Human Rights¹²

Introduction:

- Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.
- Disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people.
- It is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law.
- It is essential to promote the development of friendly relations between nations.
- The peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom.
- Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms.
- A common understanding of these rights and freedoms is of the greatest importance for the full realisation of this pledge.

- The General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

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

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

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

For discussion

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

Having rights means having responsibilities

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

For discussion

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

Activity Sheet 28

My rights = my responsibilities

Olympic educational themes: Respect, balance, fair play.

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

Suggested teaching strategies and learning skills

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

Learning outcome

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

Download

Activity Sheet 28 from The Resource Library.

“I have a dream”¹³

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

Reading

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

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

I have a dream today...

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

Martin Luther King Jr.

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



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

For discussion

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

Making difficult choices

Sport, and life, can often present us with dilemmas. When faced with complicated situations we make decisions that we believe will best deal with these situations. As we get older we can draw on our experiences as adults to help us to manage the moral implication issues such as cheating in sports. We become skilled at identifying practices that are clearly right or wrong and can use these lessons to guide our young athletes. Sadly, there are examples of athletes who have not complied with the rules that govern our sports and this can be perplexing for young people. Thus, it is an important part of a young athletes' development to learn skills that give them moral clarity on complex issues that emerge in sports.



Activity Sheet 29

Making difficult choices

Olympic educational themes: Respect, balance, fair play.

Suggested activities: Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

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

★ Learning outcome

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

↓ Download

Activity Sheet 29 from The Resource Library.

D. Doing your best by pursuing excellence

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

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

Aristotle, philosopher (384–322 BC)

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

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

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

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



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

Activity Sheet 30

Doing your best by pursuing excellence

Olympic educational themes: Pursuit of excellence, balance.

Suggested activities: Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

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

★ 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.

↓ Download

Activity Sheet 30 from The Resource Library.

Living excellence

Excellence is an attitude.

? Before you read—questions to ask

How do athletes achieve excellence in their sports?

📖 Reading

China's female athlete of the century: Deng Yaping

In China, table tennis is a very popular sport, and Deng Yaping is one of the world's greatest players. She started when she was five. By the time she was nine she had won her provincial junior championship. At the age of 13, she had won her first national championship. This was a young lady with huge talent.

But she was short—less than 1.5 metres tall. Because of her height, and in spite of her talent, she was initially rejected for the national team. But her talent, her confidence and her perseverance finally saw her selected in 1988. She won her first international doubles title in 1989 when she was only 16, and her first singles title two years later.

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

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

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

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

💬 For discussion

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

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

Vincent Lombardi, athletics coach (1913–1970)



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



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



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

Reading

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

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

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

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

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

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

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

Michael Jordan (USA), basketball player

For discussion

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

Reading

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

One of the most amazing Olympic stories of all time comes from equestrian sport. Lis Hartel was a young woman from Denmark who was paralysed from a disease called poliomyelitis. Yet she and her horse, Jubilee, enjoyed glory at the Olympic Games in 1952 and in 1956.

Hartel loved sports, but her chief passion was horseback riding. However, when she was pregnant with her second child she contracted polio, which left her paralysed from the waist down. Miraculously, she gave birth to a healthy child, and then battled back to restore some function into her muscles. After several years her condition improved, but she still could not use the muscles below her knees.

However, she could still ride. Of course, she had to be helped to mount and dismount the horse, but this did not stop her.

In 1952, women received the right to compete against the men in equestrian sport at the Olympic Games. It is one of the few cases where women and men compete in the same event. Despite being unable to walk, Hartel won silver medals at the 1952 and 1956 Games. It is said that during competition she and her horse became a single unit—moving smoothly and skilfully through the required movements.

For discussion

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



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

The long road to victory: an athlete's story

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

Reading

The long road to victory: Dan Jansen¹⁵

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

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

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



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

Before you read – questions to ask

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

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

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

For discussion

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

Activity Sheet 31

Perseverance and the Olympic Games

Olympic educational themes:

Pursuit of excellence, joy of effort, respect.

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

Suggested teaching strategies and learning skills

Collaboration, discussion, inquiry, circle of sharing.

Learning outcome

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

Download

Activity Sheet 31 from The Resource Library.

Finishing the race

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

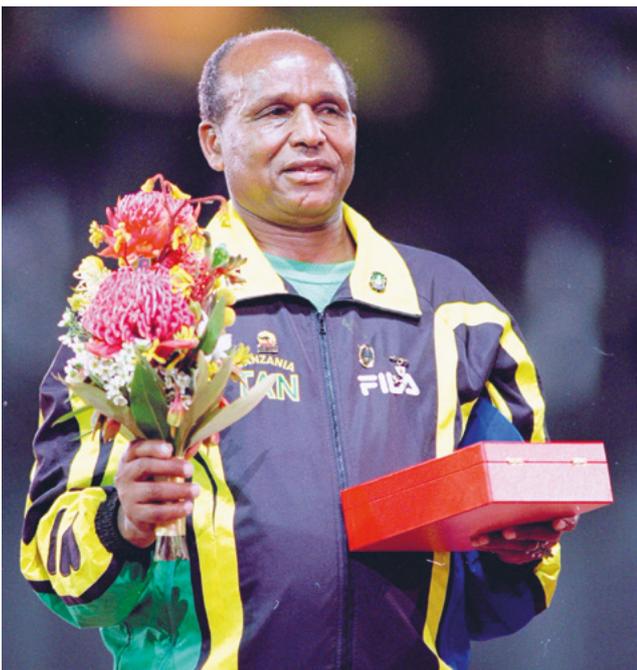
Reading

John Akhwari fulfils his commitment

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

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

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



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

For discussion

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

Activity Sheet 32

Resilience and the Olympic Games

Olympic educational themes:

Respect, joy of effort, fair play.

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

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

★ Learning outcome

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

↓ Download

Activity Sheet 32 from The Resource Library.

Doing one's best

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

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

Anonymous

Activity Sheet 33

Courage at the Olympic Games

Olympic educational themes:

Respect, joy of effort, pursuit of excellence.

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

Collaboration, discussion, inquiry, circle of sharing.

★ Learning outcome

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

↓ Download

Activity Sheet 33 from The Resource Library.



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

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

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

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



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

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

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

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

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

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

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

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

Finding a balance

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

Reading

When the will takes over: *Shun Fujimoto*

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

“I didn’t want to worry my team-mates,” explained Fujimoto. He couldn’t take painkillers because of doping regulations. “I made myself forget what might happen when I landed,” he said later. So he endured his pain and kept it to himself.

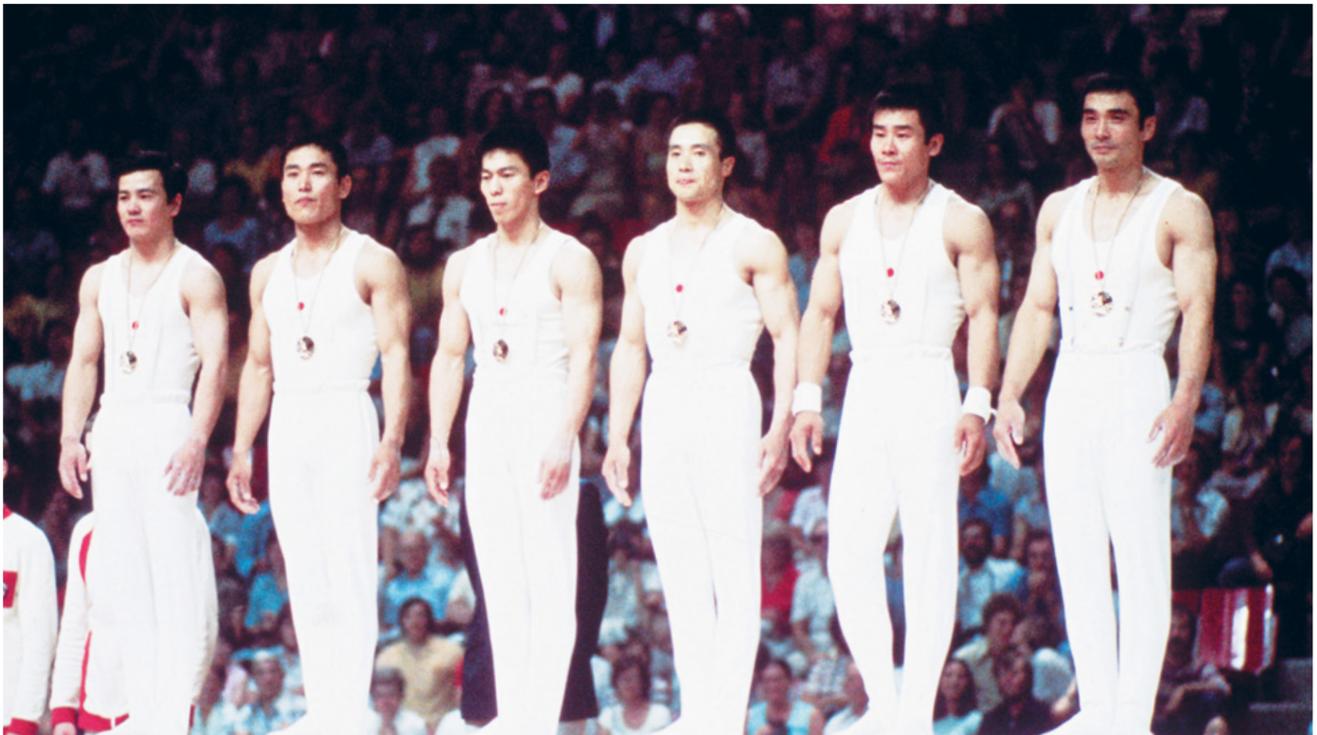
Japan was in a very close competition with the Soviet Union for the gold medal in the team gymnastics event. Fujimoto was one of their best gymnasts. He wanted to carry on in spite of his injuries. But his coach and his team-mates, now aware of his pain, would not allow him to continue with such a severe injury.

Without Fujimoto his five team-mates knew that they would have to make no mistakes in the competitions that followed. Inspired by Fujimoto’s pride and courage they all did their very best.

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

For discussion

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



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

An active life

Activity Sheet 34

Living an active, balanced and healthy life

Olympic educational themes:

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

Suggested activities:

Adaptations for different age groups from Primary ages 5–8 to Senior ages 15–18.

✓ Suggested teaching strategies and learning skills

Creativity, collaboration, problem-solving.

★ 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.

↓ Download

Activity Sheet 34 from The Resource Library.



↑ Residents of Nanjing (China) go for a run near the Xuanwu Lake venue, which a year later would host the canoe-kayak, rowing and triathlon events at the 2014 Youth Olympic Games

Active lifestyles

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

What are the health benefits of physical activity?¹⁶

The benefits of regular physical activity have been clearly established. In particular, for adults, doing 30 minutes of moderate intensity physical activity at least five days a week helps to prevent or control over 20 chronic conditions, including coronary heart disease, stroke, type 2 diabetes, cancer, obesity, mental health problems and musculoskeletal conditions. The strength of the relationship between physical activity and health-positive outcomes continues throughout people’s lives, highlighting the potential health gains that can be achieved if more people become more active throughout their lives.

Activity also provides benefits for mental and spiritual well-being, for example improved mood, a sense of achievement, relaxation or release from daily stress. These outcomes can play an important role in improving people’s adherence to activity programmes and ensuring that physical health benefits are maintained.

“Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”

World Health Organization¹⁷



↑ Children playing rugby on Olympic Day

Guidelines for physical activity for young people

For under-fives:

- Physical activity should be encouraged from birth, particularly through floor-based play and water-based activities in safe environments.
- Children of pre-school age who are capable of walking unaided should be physically active for at least three hours daily, spread throughout the day.
- All under fives should minimise the amount of time spent being sedentary (being restrained or sitting) for extended periods (except time spent sleeping).

For children and youth aged 5–18:

- All children and youth should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.
- Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.
- All children and youth should minimise the amount of time spent being sedentary (sitting) for extended periods.

Younger children begin their active lives through play. This is important for their physical, cognitive and social development and is largely dictated by the opportunities that parents and carers give them. Young people become independent of their parents during the teenage years and are more influenced by friends and external role models.

Case study¹⁸

Lisa (14 years old)

Lisa lives in a rural village. She used to go to the small local primary school but now travels eight miles by bus to a secondary school, where she has many friends. She used to do a lot of sport at her primary school but stopped taking part because it was difficult to get home from matches and training. Her father is a single parent who cares for Lisa and her younger brother, Tom, but needs her to help out. During her spare time, Lisa is constantly in touch with her school friends through social media but she also meets up after school regularly with friends in the same village to cycle or run together. Lisa's father, a physiotherapist, knows about the recommendations for children and young people's physical activity. He engages the children in family activities to reduce the amount of time they spend sitting down at home. They enjoy sport-themed video games and fitness competitions at home but try to go out together once a week and during the weekend as a family to take part in a sporting activity such as tennis. The village youth club holds a monthly dance night, where Lisa and her friends dance for up to three hours.



For discussion

- What would happen if Lisa's father did not help to create a balance in her life?
- Describe in your own words how Lisa feels about her father's actions in offering a healthy, active lifestyle?



Appendix:

Glossary

Abbreviations

ANOC	Association of National Olympic Committees
CEP	Culture and Education Programme of the Youth Olympic Games
IF	International [Sport] Federation
IOA	International Olympic Academy
IOC	International Olympic Committee
IPC	International Paralympic Committee
NF	National [Sport] Federation
NOA	National Olympic Academy
NOC	National Olympic Committee
OCOG	Organising Committee for the Olympic Games
OVEP	Olympic Values Education Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
WADA	World Anti-Doping Agency
WHO	World Health Organization
YOG	Youth Olympic Games

Olympic terminology

Bid city	A city that is applying to host an Olympic Games.
Core or essential values of the Olympic Games	Excellence, Respect and Friendship.
Educational themes of the Olympic Movement	Based on the values inherent in the Fundamental Principles of the Olympic Charter and focused on the educational mandate of the various activities of the Olympic Movement, these values are; joy of effort in sport and physical activity, fair play, respect for others, pursuit of excellence and balance between body, will and mind.
Fundamental Principles	Seven Fundamental Principles that appear at the beginning of the Olympic Charter (in force as from 8 July 2011) and outline the values and ideals of the Olympic Movement.
Host city	A city that has been chosen by the members of the IOC to host an Olympic Games.
IOC Commission for Olympic Education	The IOC Commission for Olympic Education advises the IOC Session, the IOC Executive Board and the IOC President on the promotion of Olympic values-based education and provides strategic direction on IOC programmes and activities related to the education of youth through sport.
Olympian	(Modern) A person who has competed in an Olympic Games of the modern era; (Ancient) one of the Gods who, according to ancient mythology, lived on Mount Olympus in Ancient Greece.
Olympic cauldron	The Olympic cauldron is ignited during the opening ceremony of an Olympic Games and extinguished during the closing ceremony to end the Olympic Games.
Olympic Charter	The Olympic Charter (OC) is the codification of the Fundamental Principles of Olympism, Rules and Bye-Laws adopted by the International Olympic Committee. It governs the organisation, action and operation of the Olympic Movement and sets forth the conditions for the celebration of the Olympic Games.
Olympic education	Information and activities that promote the development of the knowledge, values and behaviours that promote Olympism and the mission of the Olympic Movement.
Olympic Games	The Olympic Games are competitions between athletes in individual or team events and not between countries. They bring together the athletes selected by their respective NOCs, whose entries have been accepted by the IOC. They compete under the technical direction of the IFs concerned. The Olympic Games consist of the Games of the Olympiad and the Olympic Winter Games. Only those sports that are practised on snow or ice are considered as winter sports.

Olympic Games programme	The programme of the Olympic Games is the combination of all of the competitions. Competitions involve sports, disciplines and events. The sports are those sports governed by the International Federations. A discipline is a branch of a sport comprising one or several events. An event is a competition in a sport or in one of its disciplines, resulting in a ranking and giving rise to the award of medals and diplomas. Upon proposal from the IOC Executive Board, the Session shall decide on the sports programme not later than at the Session electing the relevant host city. Upon proposal from the IOC Executive Board following an agreement between the relevant OCOG, the relevant IF and the IOC, the sports programme may be amended by decision of the Session not later than three years prior to the opening of the relevant Olympic Games. The Olympic Winter Games include sports from seven winter sport International Federations.
Olympic motto	Citius, Altius, Fortius.
Olympic Movement	Under the supreme authority and leadership of the International Olympic Committee, the Olympic Movement encompasses organisations, athletes and other persons who agree to be guided by the Olympic Charter. The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practised in accordance with Olympism and its values.
Olympic oath	The taking of the Olympic oath by an athlete has been part of the protocol of the Opening Ceremony since the 1920 Games in Antwerp. The text of the athletes' oath, written by Pierre de Coubertin, has been modified over time to reflect the changing nature of sports competition. During the Olympic Games Sydney 2000, a phrase affirming the athletes' commitment not to use drugs was also included. In 1972, a judges and officials' oath was also included at the Opening Ceremony; and in 2012 at the London Games, a coach also swore an oath.
Olympic rings	The Olympic rings are the official emblem, symbol or logo of the International Olympic Committee.
Olympic torch	An Olympic torch is a portable torch or replica thereof that is lit from a flame first kindled in Olympia, Greece and is carried on a relay among various locations of the hosting nation of an Olympic Games. At the end of the Olympic torch relay the flame is used to light the Olympic cauldron during the opening ceremony.
Olympic Truce	During ancient times in Greece (8th century BCE to 4th century CE) a truce (in Greek, "Ekecheiria", which literally means "holding of hands") was announced before and during each of the Olympic festivals, to allow visitors to travel safely to Olympia. In 1992, the United Nations accepted a recommendation of the IOC by adopting a resolution supporting the declaration of an Olympic Truce prior to each subsequent Olympic Games. This opens the way for sport as an international tool to promote peace, dialogue and reconciliation.
Olympism	Olympism is the word that encapsulates the ideals of the Olympic Movement. This word has its roots in the Fundamental Principles of the Olympic Charter. The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.
Paralympian	A person who has competed in the Paralympic Games.
Paralympic Games	The Paralympic Games is a major international multisport event, involving athletes with a range of physical and intellectual disabilities, including mobility disabilities, amputations, blindness and cerebral palsy. There are Winter and Summer Paralympic Games. Since the 1988 Summer Games in Seoul, the Republic of Korea, they have been held immediately following the respective Olympic Games. All Paralympic Games are governed by the International Paralympic Committee (IPC).
Venues	Places where events take place; for example, sport venues are the places where the sport competitions take place.

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In regard to this publication, the 2nd edition has been revised, expanded and developed to be more user-friendly. It is comprised of predominately four parts: *The Fundamentals of Olympic Values Education: A Sports-Based Programme*; *Delivering OVEP: A Practical Guide to Olympic Values Education*; *Activity Sheets: Exercises to Support Olympic Values Education*; and *The Resource Library*.

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