



**OLYMPIC VALUES  
EDUCATION PROGRAMME**

# **ACTIVITY SHEETS**

## **EXERCISES TO SUPPORT OLYMPIC VALUES EDUCATION**



# ACTIVITY SHEETS

## EXERCISES TO SUPPORT OLYMPIC VALUES EDUCATION

These Activity Sheets are to be used in conjunction with the manual entitled *The Fundamentals of Olympic Values*, (hereinafter the “Fundamentals Manual”) and as part of the OVEP toolkit.



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# CORE OLYMPIC VALUES

## EXCELLENCE | RESPECT | FRIENDSHIP

### THE 5 OLYMPIC 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 contribute 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.

# HOW TO USE THE ACTIVITY SHEETS

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

### RATIONALE FOR THESE ACTIVITIES

- For the students to increase their knowledge base about the Olympic Games, their symbols, values and heritage.
- For the students to develop their own thoughts about the issues covered (what they know, and what they want to know) and develop their thinking and opinions beyond the subjects covered.
- To allow students to personalise their interest in Olympism and the Olympic values; i.e. they explore questions and topics that interest them using various methods (arts, writing and drama) to show their learning.
- These activity sheets use the terms 'student' and 'learner' interchangeably. The word 'student' is often associated with school, but in the activity sheets, it refers to anyone interested in learning about values-based education. You do not have to be in a formal education environment to benefit from this programme.
- The examples used in these activity sheets are carefully chosen to honour the contributions of the Olympic Games' many hosts.
- As many of the participants in this programme will be young, and their memories and experiences of the Olympic Games will

not extend far back in history, examples from the recent Games have been used on a few occasions.

- Examples of athletes from different cultures and different sports have been used to teach various aspects of this programme.
- Users of these activity sheets can use examples from their community (e.g. local Olympic athletes) to add support to the material offered.

### EXAMPLES OF TEACHING STRATEGIES AND LEARNING SKILLS THAT WILL BE USED

Educators are encouraged to refer to the Glossary on page 71 for a more detailed explanation of these strategies.

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

Users of the activity sheets will undoubtedly have different levels of understanding of the Olympic Games, their history and symbols. There is an abundance of resources in [The Olympic World Library](#) as well as on the [IOC Documents](#) web page that will help the user to develop their understanding of the Olympic context. Here are some references that you can use:

### REFERENCES AND FURTHER READING

- [How well do you know the Olympic Games?](#), digital resource, The Olympic Museum, 2019 (4th Edition).
- [What Makes the Olympic Games Unique?](#), video, IOC, 2014.
- [The Concept of Olympic Cultural Programmes: Origins, Evolution & Projection](#), digital resource, Beatriz Garcia Garcia, UAB, 2010.
- [IOC Sessions](#), IOC, 2021.
- [History of the Olympic Games](#), Educational Series, digital resource, IOC.

## ACTIVITY SHEET 01

# BARON PIERRE DE COUBERTIN AND THE OLYMPIC MOVEMENT

### OLYMPIC EDUCATIONAL THEMES

Respect for others

Balance

Fair play

## CONTEXT FOR ACTIVITY

Pierre de Coubertin is acknowledged as the founder of the Olympic Movement. Read about his life on page 23 of the Fundamentals Manual.



## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

Read Text 1 – *Pierre de Coubertin and the Olympic Movement* (Annex p. 62), describing the beginning of the modern Olympic Games. Find and print pictures of Pierre de Coubertin, the ancient Olympic Games, Ancient Greece and Olympia and other themes inspired by this text. Make a collage and discuss if you think sport is important for you in school. Would you prefer if it didn't exist in school?

Then read the Text 2 – *Quiz* (Annex p. 62). The writer has made some mistakes – cross out the wrong words and replace them with the right information.

### INTERMEDIATE AGES 9-11

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

Continued overleaf →

### LEARNING OUTCOME

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

### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Question and answer, circle of sharing, round table, enquiry.

### SUGGESTED EQUIPMENT

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

## → Baron Pierre de Coubertin and the Olympic Movement continued

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### MIDDLE AGES 12-14

To further their understanding, students are encouraged to research the life and achievements of Pierre de Coubertin and his vision of Olympic values education.

Identify the Olympic values and write them on a large piece of paper. What do you think education based on the Olympic values means? With which methods do you think these values can be taught? Divide into groups and choose one Olympic value, then create an exercise in which you think this value can be taught. Now make another group carry out your exercise and discuss the outcome.

### SENIOR AGES 15-18

Click on the [link](#) to read about Coubertin's vision of the Olympic Games or find the text in the Annex section (p. 62) – *Pierre de Coubertin, the French Genius who founded the modern Olympic Games*. Using it as a reference, identify themes or phrases that Coubertin used to launch the Games. Create a presentation – perhaps using digital media, performing arts or visual arts – to showcase these themes.



### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 2: Celebrating Olympism through symbols, ceremony and art, Background information, p. 30.

### FURTHER READING

- [Pierre de Coubertin: Visionary and Founder of the Modern Olympic Games](#), digital resource, IOC.
- [The Development of Olympic Education Programs: Towards Olympic Games](#), digital resource, Hilla Davidov, 2021.
- [Celebrating Pierre de Coubertin: The French genius of sport who founded the modern Olympic Games](#), digital resource, IOC, 2019.



## ACTIVITY SHEET 02

# THE OLYMPIC SYMBOL

### OLYMPIC EDUCATIONAL THEMES



Respect



Excellence

## CONTEXT FOR ACTIVITY

Read the paragraph on page 30 of the Fundamentals Manual that is titled “The Olympic rings and Olympic flag”. Consider what the word “symbolism” means. How does this word connect with the Olympic rings?



## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

Colour in the Olympic rings found in the Annex section (p. 66) and talk with your classmates about the significance of this symbol.

### INTERMEDIATE AGES 9-11

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

### MIDDLE AGES 12-14

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

### SENIOR AGES 15-18

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

## LEARNING OUTCOME

- Understanding the significance of the Olympic rings.

## SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

## SUGGESTED EQUIPMENT

- Art supplies.

## REFERENCES

*The Fundamentals of Olympic Values Education*, Section 2: Celebrating Olympism through symbols, ceremony and art, Linked by the rings: the Olympic symbol, p. 32.

## FURTHER READING

- [History of the Olympic Games](#), Educational Series, digital resource, IOC.
- [Beginner's Guide to the Olympics](#), video, IOC, 2013.



## ACTIVITY SHEET 03

# FLYING THE FLAG

### OLYMPIC EDUCATIONAL THEMES



Respect

## CONTEXT FOR ACTIVITY

Read pages 34–35 of the Fundamentals Manual.



## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

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

### INTERMEDIATE AGES 9-11

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

### MIDDLE AGES 12-14

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

### SENIOR AGES 15-18

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

## LEARNING OUTCOME

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

## SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Discussion, creativity, collaboration, task cards.

## SUGGESTED EQUIPMENT

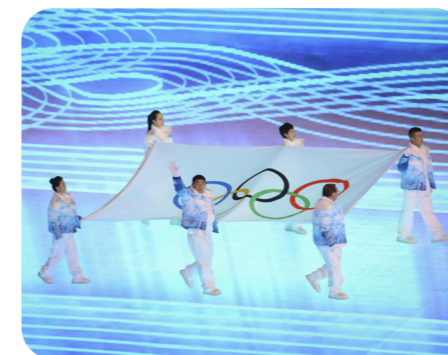
- Art supplies: paper, paint, crayons, wooden poles (for parade), tape.

## REFERENCES

*The Fundamentals of Olympic Values Education*, Section 2: Celebrating Olympism through symbols, ceremony and art, Flying the flag, p. 34.

## FURTHER READING

- [The Olympic Movement](#), factsheet, IOC, 2021.
- [100 Years of the Olympic Flag](#), video, IOC, 2014.



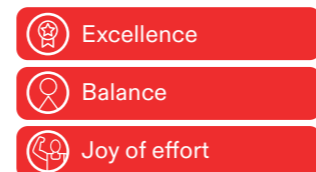
Beijing 2022: Entry of the Olympic Flag during the Opening Ceremony.



## ACTIVITY SHEET 04

# CITIUS, ALTIUS, FORTIUS – COMMUNITER

### OLYMPIC EDUCATIONAL THEMES



## CONTEXT FOR ACTIVITY

The Olympic motto “Citius, Altius, Fortius”, was coined by Father Henri Didon, a close friend of Baron Pierre de Coubertin and adopted by the IOC in 1894. In English, it reads “Faster, Higher, Stronger”. Recently, on 20 July 2021, the IOC introduced a fourth word to the motto, adding it at the end with an en dash. Now the motto reads: “Faster, Higher, Stronger – Together” (Citius, Altius, Fortius – Communiter).

The motto conveys that we can go faster, aim higher, and become stronger by standing together – in solidarity.

Do you find these words inspiring or motivating when you play sport? Why do you think the IOC added the word “Together”? Do you think it changes something in the meaning of the motto? Is there a message in this motto for your community and country?



The top of the sculpture “Olympic door of the year 2000” by Nag Arnoldi in front of the IOC Headquarters, 2015.

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

Choose three games that you can play in your physical education class that are relevant to each of the three original words in the Olympic slogan: “Faster, Higher, Stronger”. Can you create a game that has elements of one of those words and also includes the last, binding word, “Together”? In groups, invent a game and then teach it to your classmates.

### INTERMEDIATE AGES 9-11

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

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

### MIDDLE AGES 12-14

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

### SENIOR AGES 15-18

Study the picture of the sculpture below. This can be seen as an abstract depiction of the Olympic motto. You are tasked with designing and building a sculpture or model of the Olympic motto that will be used in the opening ceremony of the next Olympic Games. What form, and which materials, will you use?

## LEARNING OUTCOME

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

## SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

## SUGGESTED EQUIPMENT

- Art supplies, costumes for ancient Olympia role-play.

## REFERENCES

*The Fundamentals of Olympic Values Education*, Section 2: Celebrating Olympism through symbols, ceremony and art, Citius, Altius, Fortius – Communiter, p. 36.

## FURTHER READING

- [Faster, Higher, Stronger – Together – IOC Session approves historic change in Olympic motto](#), digital resource, IOC, 2021.
- [The Olympic Motto](#), digital resource, IOC.



## ACTIVITY SHEET 05

# IGNITING THE SPIRIT: THE OLYMPIC FLAME

### OLYMPIC EDUCATIONAL THEMES



## CONTEXT FOR ACTIVITY

Read the passage on page 38 of the Fundamentals Manual and consider the discussion questions before proceeding with the following activities.

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

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

### INTERMEDIATE AGES 9-11

Write a short story about the following adventure of an Olympic torchbearer: While running along a dark road the torchbearer starts to think about the history of the Games. Suddenly the flame throws out a mysterious flickering light that becomes instantly filled with images of the ancient and modern Olympic Games. What happens next? Design unique ways that you could carry the Olympic flame, instead of using a torch. Your challenge is to use materials that will not burn, and ensure that the flame is not extinguished as it travels. Can you use natural and recycled materials?

### MIDDLE AGES 12-14

The Olympic flame, once kindled in Olympia, is transported to the host and then carried across the host region by athletes. Many forms of transportation – often related to the unique culture of the host – are used. Example: When Vancouver hosted the 2010 Winter Games, the Olympic flame was transported by dog sleds, paddled across lakes by canoe, delivered by horseback riders, etc. In this activity, you have been asked to plot a journey across your country to deliver the Olympic flame to a major city. What will be the route for your journey? Draw this route on a map. What interesting and unique ways to transport the flame will you choose? People in Canada who wanted to carry the Olympic flame for the 2010 Winter Games were asked to write a short essay explaining why they were well-suited for this honour. If you were given the task of choosing the Olympic torchbearers, what method would you use to make your selection?

### SENIOR AGES 15-18

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

## LEARNING OUTCOME

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

## SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

## SUGGESTED EQUIPMENT

- Art supplies, writing materials, clothing for Ancient Olympia play.

## REFERENCES

*The Fundamentals of Olympic Values Education*, Section 2: Celebrating Olympism through symbols, ceremony and art, Igniting the spirit: the Olympic flame, p. 38.

## FURTHER READING

- [The History of the Olympic Flame-90 Seconds of the Olympics](#), video, IOC, 2015.
- [The Olympic Torch Relay](#), factsheet, IOC, 2021.
- [Olympic Flame Lighting Ceremony Tokyo 2020](#), video, IOC.



## ACTIVITY SHEET 06

# THE OLYMPIC GAMES OPENING CEREMONY

### OLYMPIC EDUCATIONAL THEMES

- Excellence
- Balance
- Respect for others
- Fair play

## CONTEXT FOR ACTIVITY

Look at film clips of previous Olympic Games ceremonies. Do you think they have changed over the years? Do you see them as celebrations? How do countries represent their cultures in the opening ceremony?

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

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

### INTERMEDIATE AGES 9-11

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

### MIDDLE AGES 12-14

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

### SENIOR AGES 15-18

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

### LEARNING OUTCOME

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

### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Enquiry, creativity, forum theatre, collaboration, question and answer presentations.

### SUGGESTED EQUIPMENT

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

### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 2: Celebrating Olympism through symbols, ceremony and art, The Olympic Games opening ceremony, p. 40.

### FURTHER READING

- [The Olympic Oath-Opening Ceremony, London 2012 Olympic Games](#), video, IOC, 2012.
- [The Olympic Anthem, Rio 2016 Opening Ceremony](#), video, IOC, 2016.



## ACTIVITY SHEET 07

# THE OLYMPIC GAMES CLOSING CEREMONY

### OLYMPIC EDUCATIONAL THEMES

- Pursuit of Excellence
- Balance
- Respect for others
- Fair play

## CONTEXT FOR ACTIVITY

Read the section on page 42 of the Fundamentals Manual that is titled “The Olympic Games closing ceremony” and then view film clips of previous ceremonies. What traditions/protocols relating to the ceremony can you identify? Do you think these traditions are important?

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

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

### INTERMEDIATE AGES 9-11

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

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

### MIDDLE AGES 12-14

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

### SENIOR AGES 15-18

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



### LEARNING OUTCOME

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

### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

### SUGGESTED EQUIPMENT

- Use of internet for film access.

### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 2: Celebrating Olympism through symbols, ceremony and art, The Olympic Games closing ceremony, p. 42.

## ACTIVITY SHEET 08

# MUSIC AND THE OLYMPIC ANTHEM

## OLYMPIC EDUCATIONAL THEMES

- Friendship
- Pursuit of excellence
- Respect for others

## CONTEXT FOR ACTIVITY

The [Olympic Anthem](#) was first performed at the Athens Olympic Games of 1896. Nowadays, it is generally played once the Games have been officially declared open by the head of state of the host, as the Olympic flag is raised. The words have been translated into many different languages.



## ADAPTATIONS FOR DIFFERENT AGE GROUPS

## PRIMARY AGES 5-8

Listen to this opening ceremony scene and dance to it. What sort of dancing does it inspire? Slow, fast, jumping around, swirling? Invent a simple choreography routine for this piece. Now imagine you are at the opening ceremony as a performer and perform your choreography routine. You can even make a costume.

[Kylie Minogue – Dancing Queen @Sydney 2000 Olympics | Music Monday – YouTube](#)

## INTERMEDIATE AGES 9-11

Watch the video of the “Top 10 Olympic live music performances of all time”. How do you think these songs relate to the Olympic spirit? Try and select words from these excerpts which portray the values of Olympism. Create a flag decorated with these words and the symbols you think relate to Olympism. Which singer or group from your country do you think should perform at the Olympic ceremonies? Create your own opening ceremony and parade with a flag to your favourite song.

[Top 10: Olympic Music Performances \(olympics.com\)](#)

## LEARNING OUTCOME

- Understanding the role of music at the Olympics.
- Learning how music is used to portray different emotions.

## SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Discussion, listening, physical coordination, creativity, role play.

## SUGGESTED EQUIPMENT

- Sheet or paper for the flag, pole, fancy-dress costumes.

## MIDDLE AGES 12-14

Watch the video of Rowan Atkinson’s (better known as Mr Bean) humour skit during the London Symphony Orchestra’s performance at the 2012 Games. Now play the Olympic Anthem or another piece from an opening ceremony and try to imagine how you could make it funny. You can find examples of performances in the References & Further Reading section below.

[Mr Bean Live Performance at the London 2012 Olympic Games – YouTube](#)

## SENIOR AGES 15-18

What themes do you think the Anthem should include to portray the Olympic spirit? Discuss this question and make a list of the themes that come up most often in your discussion. Now read the lyrics of the Olympic Anthem. In your opinion, do the words relate to your discussion?

[Olympic Anthem – Official Olympic Games Hymn, Music & Lyrics \(olympics.com\)](#)

## REFERENCES

*The Fundamentals of Olympic Values Education*, Section 2: Celebrating Olympism through symbols, ceremony and art, Music and the Olympic anthem, p. 44.

## FURTHER READING

- [Olympic Anthem](#), digital resource, IOC.
- [Mr Bean Live Performance at the London 2012 Olympic Games](#), video, IOC.
- [Top 10: Olympic Music Performances \(olympics.com\)](#), video, IOC.

## ACTIVITY SHEET 09

# THE OLYMPIC MEDALS

## OLYMPIC EDUCATIONAL THEMES

- Pursuit of excellence
- Respect for others

## CONTEXT FOR ACTIVITY

Winning an Olympic medal is the highest achievement an athlete can strive for – their whole life is geared towards the moment when they will be competing for first place. But have athletes always won medals at the Games? Read about the medals on page 45 of the Fundamentals Manual.



Beijing 2022: Zoi Sadowski Synott holds up her silver medal during the Women’s Snowboard Big Air medal ceremony.



## ADAPTATIONS FOR DIFFERENT AGE GROUPS

## PRIMARY AGES 5-8

Create your own medal using the cut-out example and cardboard paper in the Annex section (p. 67). Then decorate it with paint, glitter, feathers, beads and other items of your choice. Don’t forget to add the Olympic rings somewhere on the front or the back of your medal. Then tie it to a ribbon and wear it like a real Olympic champion.

## INTERMEDIATE AGES 9-11

Research medal designs from former Games. Which ones do you find the most original? Which ones are your favourites? Imagine you were in charge of the Olympic Games. What would you give as a symbolic prize?

## MIDDLE AGES 12-14

Your country has been selected to host the next Olympic Summer Games. You must now design the Olympic medals. Host a design competition. Remember that you must include in your design Nike, the Greek goddess of victory, the official name you have given to your Games, the emblem you have chosen for your edition of the Games and finally the sport and event. Get some inspiration by looking at past medals.

## SENIOR AGES 15-18

Do you think there is a correlation between becoming an Olympic champion and nationality, age, social background, culture and education? Research this topic and try to discover what the “best recipe for success” is. Determine if the research undertaken has led to evidence-based results. From your findings, which theories do you believe in and which ones do you have more trouble with?

## LEARNING OUTCOME

- Understanding the role of symbolism.
- Understanding how sport is linked to culture and the socio-economic context.

## SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Discussion, listening, creativity, role play.

## SUGGESTED EQUIPMENT

- Cardboard and art supplies, online and offline documentation.

## REFERENCES

*The Fundamentals of Olympic Values Education*, Section 2: Celebrating Olympism through symbols, ceremony and art, The Olympic Medals, p. 45.

## FURTHER READING

- [How long does a medal win last? Survival analysis of the duration of Olympic success.](#)



## ACTIVITY SHEET 10

# THE OLYMPIC OATH

### OLYMPIC EDUCATIONAL THEMES

- Fair play
- Respect for others
- Joy of effort

## CONTEXT FOR ACTIVITY

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

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

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

### INTERMEDIATE AGES 9-11

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

### MIDDLE AGES 12-14

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

## LEARNING OUTCOME

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

## SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

## SUGGESTED EQUIPMENT

- Art supplies, costumes for courtroom drama.

## REFERENCES

*The Fundamentals of Olympic Values Education*, Section 2: Celebrating Olympism through symbols, ceremony and art, The Olympic Oaths, p. 46.

## FURTHER READING

- [The Olympic Oath-Opening Ceremony, London 2012 Olympic Games](#), video, IOC, 2012.
- [The Opening Ceremony of the Olympic Winter Games](#), factsheet, IOC, 2022.

## ACTIVITY SHEET 11

# THE OLYMPIC TRUCE

### OLYMPIC EDUCATIONAL THEMES

- Respect for others
- Balance
- Fair play

## CONTEXT FOR ACTIVITY

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

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

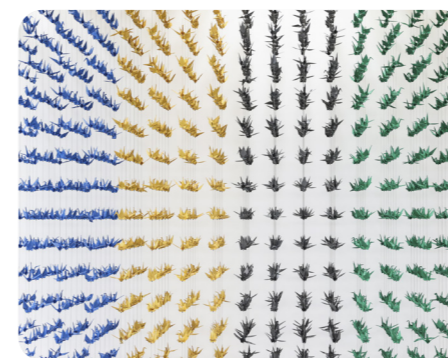
Draw a poster that promotes peace.

### INTERMEDIATE AGES 9-11

Research the meaning of the word “truce” and the Olympic Truce. Why do you think a truce was introduced for the Olympic Games? Make a Truce Board and add words that inspire the principle of truce. Decorate the border with images that evoke peace, acceptance, sportsmanship, diversity, etc.

### MIDDLE AGES 12-14

Read these stories of incredible and unexpected Olympic and other truces. See Annex (p.68) – *Truce Stories*. Now write TRUCE on a poster board. Add words to expand on the principles embodied by the meaning of the word. Decorate the poster with images that evoke peace, acceptance, sportsmanship, diversity, etc.



Tokyo 2020: Look of the Games – Installation of the Peace Orizuru origami at Narita airport.

## LEARNING OUTCOME

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

## SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

## SUGGESTED EQUIPMENT

- Art supplies.

## REFERENCES

*The Fundamentals of Olympic Values Education*, Section 2: Celebrating Olympism through symbols, ceremony and art, The Olympic Truce in ancient and modern times, p. 47.

## FURTHER READING

- [Strange military truces and how they happened](#), digital resource, Jesse Beckett, War History Online, 2021 (accessed August 2022).
- [Christmas Truce of 1914](#), digital resource, History.com, 2020 (accessed August 2022).
- [Olympic Truce: Peace inspired by sport](#), digital resource, IOTC, 2010 (accessed August 2022).
- [Christmas Eve 1944: a brief moment of peace on the battlefield](#), American Battle Monuments Commission, (accessed October 2022).
- [Factsheet on the North and South Korean Olympic Participation Meeting](#), digital resource, IOC, 2018.



## ACTIVITY SHEET 12

# PEACE AND THE OLYMPIC GAMES

### OLYMPIC EDUCATIONAL THEMES

Respect for others

Fair play

## CONTEXT FOR ACTIVITY

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

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

[“Colours for Peace: A fun way to learn about Olympic Truce.”](#) This activity encourages participants to understand peace and the Olympic Truce through reading and colouring. Find this resource by clicking on the link above, in the Appendix or on the International Olympic Truce Centre web page.

### INTERMEDIATE AGES 9-11

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

### MIDDLE AGES 12-14

Search for art and pictures that represent peace. Which symbols come out more often? Create your own work of art that represents peace and acceptance in the world.

### SENIOR AGES 15-18

Divide a page into two columns. In the left-hand column write down examples of fair play in sport. In the right-hand column write down examples of unfair play. On the next page 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.

Continued overleaf →

## LEARNING OUTCOME

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

## SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

## REFERENCES

*The Fundamentals of Olympic Values Education*, Section 2: Celebrating Olympism through symbols, ceremony and art, The language of peace, p. 49.

## FURTHER READING

- [Olympic Truce: Peace inspired by sport](#), digital resource, IOTC, 2010 (accessed August 2022).
- [A Great Tiny Olympic Champion](#), digital resource, International Olympic Truce Centre, 2020 (accessed August 2022).



Lausanne 2020: An athlete draws on the board at the Youth Olympic Village.

## → Peace and the Olympic Games continued

**“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

**DISCUSS:** The Olympic motto is “Faster, Higher, Stronger – Together”. 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?

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

Mahatma Gandhi

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

Mother Teresa

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

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

Buddha

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

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

Spanish proverb

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

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

Chinese proverb

**DISCUSS:** Why do you think the author of this statement thinks that peace and tranquillity are so valuable? 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?



## ACTIVITY SHEET 13

# THE PEACE HERITAGE GAME

### CONTEXT FOR ACTIVITY

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

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

Continued overleaf →



### ADAPTATIONS FOR DIFFERENT AGE GROUPS

#### PRIMARY AGES 5-8

Visit a peace heritage site in your city, listen to the story of its origin, draw a picture of it and, as a team, draw the story and create a story drawing book. Hold a “Walk or Rally for Peace”. Form teams and choose flags, create banners, write and sing songs that show your “spirit of peace”. Find symbols for peace used in the world, for example doves, bells, torches, the peace sign, etc. This age group should be guided by teachers and/or parents rather than facilitators whom they do not know that well.

#### INTERMEDIATE AGES 9-11

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

#### OLYMPIC EDUCATIONAL THEMES

Respect for others

Fair play

Friendship

Joy of effort

#### MIDDLE AGES 12-14

Read the description of the Heritage Game in the Senior age group section and then consider the following scenario. In the Heritage Game, young people are encouraged to be ambassadors in their communities. They are expected to be open, non-judgmental individuals who are willing to embrace and then reflect upon new cultural experiences. Taking on this responsibility, imagine you have just finished participating in the Heritage Game and have returned to your community. You want other young people to share your experiences by playing the game. What can you do if you are not able to visit an actual site? Select peace heritage internet sites from around the world, for example: Robben Island (South Africa), London Peace Pagoda (the UK), the Stele with Coubertin's heart in Olympia (Greece), the Children's Peace Monument in Hiroshima (Japan), the Tower of World Peace in Osaka (Japan), the Statue of Liberty in New York (USA) or the Peace Palace in The Hague (the Netherlands). You can use the internet to visit selected heritage sites in different countries. Ask the students to conduct their research and then pretend that they work at the information desks of these sites. Act out the dialogue that might take place between Heritage Game participants and the information centre. What questions would you ask? Do you think these visits (real or otherwise) can promote peace and understanding? Hold a competition in which the teams that give the best performance and provide the most authentic answers are rewarded. Working in groups, build your own peace monuments and add your own symbols of peace.

Continued overleaf →

### → The Peace Heritage Game continued

### CONTEXT FOR ACTIVITY (CONTINUED)

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

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

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



### ADAPTATIONS FOR DIFFERENT AGE GROUPS

#### SENIOR AGES 15-18

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

Some groups chose to create and perform a dance. Some participants created songs, while others used technology for a presentation. “Selfies” (photos) of each group were taken on mobile phones by participants and sent to a coordinator. A competitive element was also applied. Teams could win points for the degree of collaboration and creativity they used to express their learning. They could win points for team spirit. Conversely, teams could lose points for bad language, smoking, drinking or poor behaviour. The outcomes of the Peace Heritage Game were impressive. Participants reported feeling a deeper connection to their history and heritage and a better understanding of other participants' points of view. Can you create your version of the Heritage Game in your community or city? Which sites of interest would you choose? How would you select the participants? Try the game and see what happens.

#### LEARNING OUTCOME

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

#### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

#### SUGGESTED EQUIPMENT

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

#### PARALYMPIC VALUES

- Inspiration and equality.

#### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 2: Celebrating Olympism through symbols, ceremony and art, The language of peace, p. 49.

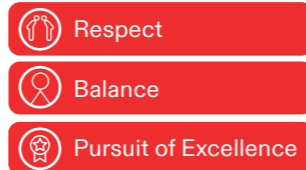
#### FURTHER READING

- [Olympic Day 2018-#UnitedbyOlympism](#), video, IOC, 2018.

## ACTIVITY SHEET 14

# SPORT AND ART IN ANCIENT GREECE

### OLYMPIC EDUCATIONAL THEMES



## CONTEXT FOR ACTIVITY

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

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

Cut out the shape of a large vase from a large piece of paper. See the Annex section (p. 69) for a cut-out model. Research the different designs and patterns used on pottery in Ancient Greece, then draw or paint them onto the model. Display the vases on a wall as part of an Olympic Day or school celebration.

### INTERMEDIATE AGES 9-11

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

### MIDDLE AGES 12-14

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

### SENIOR AGES 15-18

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

### LEARNING OUTCOME

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

### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Enquiry, creativity, collaboration, problem-solving.

### SUGGESTED EQUIPMENT

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

### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 2: Celebrating Olympism through symbols, ceremony and art, Sport and art in Ancient Greece, p. 51.

### FURTHER READING

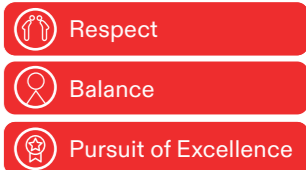
- [Olympic Games Factsheets](#), digital resource, IOC.



## ACTIVITY SHEET 15

# SPORT AND ART IN THE MODERN OLYMPIC GAMES

### OLYMPIC EDUCATIONAL THEMES



## CONTEXT FOR ACTIVITY

Posters, T-shirts, postage stamps and many other forms of art media have been used to convey messages through words, pictures and symbols. In addition, the Cultural Olympiad is held, a multidisciplinary artistic and cultural programme that unfolds from the end of the previous Games to the end of the following Paralympic Games and explores the connections between sport, art and education. Other special cultural initiatives and commissioned works to artists bring global audiences together during and between editions of the Games. The IOC also provides a platform to Olympians who are artists, inviting them to produce new works and participate in special exhibitions.

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

When a country chooses to celebrate the hosting of the Olympic Games, it often releases postage stamps. During the London 2012 Games, the British postal service released a special stamp for each athlete who won a gold medal. Countries have also chosen to celebrate the unique cultural heritage by releasing Olympic stamps. Sometimes these feature the Olympic venues and stadia. Imagine that your city is to host the next

Olympic Games. Take an envelope and design a postage stamp that will depict some aspect of the Games that you wish to celebrate. Decorate the envelope to further highlight this stamp. Inside the envelope write an information card that tells the reader about your design, its message, etc.

Continued overleaf →



Temporary exhibition “Riding the Olympic Wave”, Olympic Museum, Lausanne, 2022.



## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### INTERMEDIATE AGES 9-11

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

### MIDDLE AGES 12-14

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

### SENIOR AGES 15-18

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

### LEARNING OUTCOME

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

### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

### SUGGESTED EQUIPMENT

- Art supplies.

### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 2: Celebrating Olympism through symbols, ceremony and art, Sport and art in the Modern Olympic Games, p. 52.

### FURTHER READING

- [Olympic Summer Games Posters from Athens 1896 to Tokyo 2020](#), digital resource, The Olympic Studies Centre.
- [From Martial Arts to Visual Arts, Olympian Artist Neil Eckersley's Classic Underdog Story](#), digital resource, IOC, 2022.
- [Olympic Agora Tokyo 2020](#), digital resource, IOC, 2020.
- [Olympic Art Posters](#), digital resource, IOC.



## ACTIVITY SHEET 16

# EMBLEMS AND MASCOTS

### OLYMPIC EDUCATIONAL THEMES

 Balance

 Respect

 Joy of effort

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

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

### INTERMEDIATE AGES 9-11

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

### MIDDLE AGES 12-14

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

### SENIOR AGES 15-18

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

## CONTEXT FOR ACTIVITY

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

The emblem for Paris 2024 combines three separate symbols – the gold medal, the flame and Marianne, the personification of the French Republic.



### LEARNING OUTCOME

- Recognising the power of symbols to convey messages.

### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Constructivism, creativity, literature circles.

### SUGGESTED EQUIPMENT

- Art supplies.

### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 2: Celebrating Olympism through symbols, ceremony and art, Emblems and mascots: designing your identity, p. 53.

### FURTHER READING

- [A single emblem for Paris 2024](#), digital resource, Paris 2024 (accessed August 2022).



## ACTIVITY SHEET 17

# THE OLYMPIC SPORTS PROGRAMME

### OLYMPIC EDUCATIONAL THEMES

- Balance
- Pursuit of excellence
- Fair play
- Respect for others
- Joy of effort

## CONTEXT FOR ACTIVITY

The sports programme of the Olympic Games has grown from 9 sports in 1896 to 33 sports in 2020. The 1896 Games had athletes from 14 countries participating, while the Tokyo 2020 Games included athletes from 205 National Olympic Committees (NOCs) and 29 athletes on the IOC Refugee Olympic Team (EOR).

As the Olympic Games have become global and welcome participants from all over the world, interest in adding sports has developed to ensure that the Olympic programme remains relevant to young people.

Do you know which sports have recently been added to the Olympic Games and which ones have been removed? Can you think of sports that are widely played, but are not part of the Games? Why do you think they are not on the Olympic programme? What sport do you think should be added at the next Olympic Games?

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

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

### INTERMEDIATE AGES 9-11

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

### MIDDLE AGES 12-14

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

### SENIOR AGES 15-18

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

## LEARNING OUTCOME

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

## SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

## SUGGESTED EQUIPMENT

- Art supplies, costumes for role-play.

## REFERENCES

*The Fundamentals of Olympic Values Education*, Section 3: Delivering Olympism through sport and the Olympic Games, The Olympic sports programme, p. 60.

## ACTIVITY SHEET 18

# THE YOUTH OLYMPIC GAMES (YOG)

### OLYMPIC EDUCATIONAL THEMES

- Balance
- Pursuit of excellence
- Fair play
- Respect for others
- Joy of effort

## CONTEXT FOR ACTIVITY

The Youth Olympic Games (YOG) are the ultimate multi-sports event for young athletes, but they are more than just about competing and performing. They are about learning important skills, connecting with other cultures and celebrating the Olympic values of excellence, respect and friendship.

The mission of the YOG is to shape and influence the athletes and other young participants, to prepare them to become ambassadors of Olympism, of sport and of a healthy lifestyle so they can take on an active role in their community.



## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

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

### INTERMEDIATE AGES 9-11

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

[Continued overleaf](#) →

## LEARNING OUTCOME

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

## SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

## SUGGESTED EQUIPMENT

- Art supplies.





## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### MIDDLE AGES 12-14

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

### SENIOR AGES 15-18

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



### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 3: Delivering Olympism through sport and the Olympic Games, The Youth Olympic Games (YOG), p. 62.

### FURTHER READING

- [Living the Olympic values](#), video, IOC.
- [Youth Olympic Games](#), digital resource, IOC.
- [Athlete365](#), website, IOC.
- [Best of Lausanne 2020, Youth Olympic Games](#), video, IOC, 2020.
- [Best of Nanjing 2014, Youth Olympic Games](#), video, IOC, 2014.



## ACTIVITY SHEET 19

# THE OLYMPIC REFUGE FOUNDATION AND THE IOC REFUGEE OLYMPIC TEAM

### OLYMPIC EDUCATIONAL THEMES



Friendship



Pursuit of excellence



Respect for others

## CONTEXT FOR ACTIVITY

UNHCR, non-governmental organisations, local authorities, the IOC and other foundations have been working together for over 20 years to help forcibly displaced populations by offering them safe spaces in which to practise sport, and by supporting the protection and development of displaced young people so that they can thrive through sport. Read about the Olympic Refugee Foundation on page 66 of the Fundamentals Manual.



## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

When children, adults and families are forced to leave their home behind due to conflict, natural disasters or other emergency situations, they often go somewhere new and unknown. What do you think are the most important things these people need, not only to survive but also to feel happy and at home in their new environment? What do you think is important for them? Is it having friends, having family, having a job, having a house, etc.? Make a list of things you think they might lose when leaving their home and which will be important in their new life.

### INTERMEDIATE AGES 9-11

Do some research on a country which is in conflict, and on the reasons the population have had to flee their homes. Imagine that you are going to welcome a refugee family into your home for some time. Create a Welcome Day for them. Is there a special meal you could prepare for them from their country? A game you could teach them? A sport you could play with them? Some words from their native language you could learn to welcome them?

### MIDDLE AGES 12-14

Research the nationalities of athletes in the Refugee Olympic Team of the latest Games. Can you discover why they had to flee their country? What are the most common reasons for populations getting displaced? Do you think some of these causes could be avoided?

### SENIOR AGES 15-18

The IOC Refugee Olympic Team represents more than a set of athletes from different conflict-ridden countries. It represents a message to the world – to other refugees, but also to citizens living a normal life. This message aims to be one of support, hope, peace and friendship. What arguments can you think of that could go against the idea of a Refugee Olympic Team? What are the obstacles, criticisms and challenges the IOC could face during and in between Olympic Games by creating a Refugee Olympic Team?

### LEARNING OUTCOME

- Awareness of global conflicts and reasons for population displacement.

### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Research, event preparation, collaborative preparation, critical thinking.

### SUGGESTED EQUIPMENT

- Art supplies, cooking supplies, sports equipment, online and offline documentation.

### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 3: Delivering Olympism through sport and the Olympic Games, The Olympic Refugee Foundation and the IOC Refugee Olympic Team, p. 66.

### FURTHER READING

- [Beyond the Rings: Supporting Refugees, Filippo Grandi](#), digital resource, Olympic World Library, 2020.
- [Asian refugees get a boost from Beijing Olympics](#), digital resource, UNHCR, 2008 (accessed August 2022).

- [IOC Refugee Olympic Team](#), digital resource, IOC.
- [Team of Refugee Olympic Athletes created by IOC](#), digital resource, IOC, 2016.
- [IOC Refugee Olympic Team Tokyo 2020](#), digital resource, IOC.
- [Olympic Refugee Foundation](#), website.
- [IOC and UNHCR commit to even deeper cooperation](#), Olympic News, website.

## ACTIVITY SHEET 20

# BREAKING THROUGH BARRIERS: WOMEN IN SPORT

## CONTEXT FOR ACTIVITY

Since the first modern Olympic Games (Athens 1896), ideas have slowly changed about women in sport. The IOC actively encourages women to participate in professional and high-level sporting events.

The “Gender Equality & Inclusion Report 2021” sets new objectives for creating balanced Games at which both men and women are represented equally. Between 1900 and 2024, the participation of women in the Olympic Games rose from 2% to 50%.

The Olympic Agenda 2020+5 – the strategic roadmap of the IOC – aims to reach gender equality for the Olympic Winter Games Milano Cortina 2026.



## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

Ask yourself these questions: Why do you think one could say that some sports are only for girls and others only for boys? Why do you think it is important to make all sports accessible to both girls and boys? Make a list with two columns and fill it with sports you think people reckon are only for girls and then only for boys. Once your list is complete, search for athletes and teams who prove the contrary.

### INTERMEDIATE AGES 9-11

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

### MIDDLE AGES 12-14

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

## OLYMPIC EDUCATIONAL THEMES

- Balance
- Pursuit of excellence
- Fair play
- Respect for others
- Joy of effort

### SENIOR AGES 15-18

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

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

Continued overleaf

## Breaking through Barriers: Women in Sport continued

### 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 IOCs “[Gender Equality & Inclusion Report 2021](#)”.

### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

### SUGGESTED EQUIPMENT

- Art supplies.

### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 3: Delivering Olympism through sport and the Olympic Games, Breaking through barriers: women in the Olympic Games, p. 67.

### FURTHER READING

- [Women Win](#), website (accessed August 2022).
- [The Girl Effect: The Clock is Ticking](#), video, GirlEffect (accessed August 2022).
- [In Niger Girls Take their Shot at a Better Future](#), digital resource, UNICEF, 2019 (accessed August 2022).
- [Champions Together](#), website, Special Olympics (accessed August 2022).
- [Sports Ability, Australian Sports Commission](#), digital resource (used/reproduced with the permission of the Australian Sports Commission) (accessed August 2022).
- [Olympic Agenda 2020+5](#), digital resource, IOC.
- [Gender Equality in Sport](#), digital resource, IOC.



Lillehammer 2016: Team Switzerland pose with their medals after the medal ceremony for the Ice Hockey Women event.



## ACTIVITY SHEET 21

# THE PARALYMPICS: “SPIRIT IN MOTION”

### CONTEXT FOR ACTIVITY

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



### ADAPTATIONS FOR DIFFERENT AGE GROUPS

#### PRIMARY AGES 5-8

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

#### INTERMEDIATE AGES 9-11

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

#### MIDDLE AGES 12-14

Ask the students to play “wheelchair basketball”. It is unrealistic to think

#### OLYMPIC EDUCATIONAL THEMES

- Balance
- Pursuit of excellence
- Fair play
- Respect for others
- Joy of effort

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

#### SENIOR AGES 15-18

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

chairs, basketballs, sports equipment (cones, etc.).

#### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 3: Delivering Olympism through sport and the Olympic Games, The Paralympics: “Spirit in Motion”, p. 70.

#### FURTHER READING

- *Sports Ability 2 Activity Card*, Australian Sports Commission, (used/reproduced

#### LEARNING OUTCOME

- Understanding how athletes with disabilities train and compete.

#### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Socratic questioning, experiential learning.

#### SUGGESTED EQUIPMENT

- Blindfolds, bibs to bind arms together,

with the permission of the Australian Sports Commission).

- [Youth Sport Trust](#), website (accessed August 2022).
- [Lead Inclusion](#), website (accessed August 2022).
- [European Inclusive Physical Education Training](#), digital resource, EIPET, 2009 (accessed August 2022).
- *Respect for Diversity*, International Olympic Academy (IOA), Keim, M.



## ACTIVITY SHEET 22

# HOSTING THE OLYMPIC GAMES

### CONTEXT FOR ACTIVITY

Since Olympic Agenda 2020, a new way of electing hosts has come to life. The new approach reflects changing priorities: The Games must adapt to the city or region and not vice versa; Potential hosts are encouraged to use a maximum of existing and temporary facilities; To reduce host costs and limit the use of public resources, the IOC provides expertise to potential future hosts.

Read more about hosting the Olympic Games on page 72 of the Fundamentals manual.

### ADAPTATIONS FOR DIFFERENT AGE GROUPS

#### PRIMARY AGES 5-8

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

#### INTERMEDIATE AGES 9-11

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

#### MIDDLE AGES 12-14

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

[Continued overleaf](#) →



Tokyo 2020: The Olympic cauldron at Yume-no-Ohashi Bridge, in Ariake.



## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### SENIOR AGES 15-18

Create a marketing campaign for the Olympic Games Paris 2024 or the upcoming Youth Olympic Games. Factors you could include in your plan:

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

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

Conduct a cost-benefit analysis. What investments would you need to make? What would the long term benefits be for

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

Research some previous editions of the Olympic Games. Some hosts have made extensive use of their Olympic facilities (athletes' villages, sports stadia) once the Games ended while sadly, some facilities were not maintained. Why do you think that has happened? What lessons can we learn and incorporate into the design of future Games? What legacy – sports, cultural, facility, values – would you like to see left by the next Games? How will you achieve this? Create a "slideshow" of images to present your thoughts on these topics and share with your classmates.

### LEARNING OUTCOME

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

### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

### SUGGESTED EQUIPMENT

- Art supplies, internet access.

### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 3: Delivering Olympism through sport and the Olympic Games, Welcoming the world: hosting the Olympic Games, p. 72.

### FURTHER READING

- [The London 2012 Cultural Olympiad: a new model for nation-wide Olympic cultural legacy](#), B. Garcia, digital resource, Olympic World Library, IOC.
- [Olympic Legacy](#), digital resource, IOC.
- [The Get Set Story: How London 2012 inspired the UK's schools](#), digital resource, British Olympic Association (BOA) & British Paralympic Association, Olympic World Library, IOC, 2012.

## ACTIVITY SHEET 23

# THE OLYMPIC VILLAGE

### OLYMPIC EDUCATIONAL THEMES



Respect



Pursuit of excellence



Fair play



## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

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

### INTERMEDIATE AGES 9-11

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

### MIDDLE AGES 12-14

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

### SENIOR AGES 15-18

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

### LEARNING OUTCOME

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

### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Circle of sharing, discussion, Socratic questioning.

### SUGGESTED EQUIPMENT

- Meeting spaces, art supplies.

### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 3: Delivering Olympism through sport and the Olympic Games, The Olympic Village, p. 75.



## ACTIVITY SHEET 24

# SUSTAINABLE DEVELOPMENT THROUGH THE OLYMPIC GAMES

## CONTEXT FOR ACTIVITY

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



## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

Create a “Green Team”. Students will create and lead a recycling or composting programme. They will design posters and give speeches that promote this programme. They will be acting as leaders and role models. Start a rainwater collection programme. Use this water as necessary to hydrate plants and vegetables in a school garden.

### INTERMEDIATE AGES 9-11

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

### LEARNING OUTCOME

- Understanding the need to respect the environment.

### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

### SUGGESTED EQUIPMENT

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

### OLYMPIC EDUCATIONAL THEMES

- Balance
- Respect for others
- Fair play

### MIDDLE AGES 12-14

You are tasked with designing a “One Planet Olympics”. The Olympic Games London 2012 used five themes: biodiversity, climate change, waste, inclusion and healthy living. Take these themes and, in groups, discuss how you would incorporate them into your Games. Are there any other themes that you would add? Take a theme and share what you have learned from these discussions. You could use many media – digital media, art, dance, song and speech – to present your ideas.

### SENIOR AGES 15-18

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

### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 3: Delivering Olympism through sport and the Olympic Games, Sustainable development through the Olympic Games, p. 76.

### FURTHER READING

- [The IOCs climate commitment](#), digital resource, IOC.
- [Sustainability](#), factsheet, IOC, 2021.
- [Sustainability](#), digital resource, IOC.








London 2012: aerial shot over Olympic Park.



## ACTIVITY SHEET 25

# EXPERIENCING THE JOY OF EFFORT THROUGH SPORT AND PHYSICAL ACTIVITY

### OLYMPIC EDUCATIONAL THEMES

-  Joy of effort
-  Pursuit of excellence
-  Fair play
-  Balance
-  Respect for others

## CONTEXT FOR ACTIVITY

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

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

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

### INTERMEDIATE AGES 9-11

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

Continued overleaf 

### LEARNING OUTCOME

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

### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Discussion, reflection, collaboration.

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

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### MIDDLE AGES 12-14

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

### SENIOR AGES 15-18

Students in this age group are entering the “training to win” stage of their development. The emphasis is on optimal performance – whatever that might mean for each individual athlete. Educators are encouraged to research athlete development models. Activities that are chosen to provide students with a positive and joyful experience will need to match the developmental stages they have reached.

### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 4: Teaching the educational themes of Olympism, A. Experiencing the joy of effort through sport and physical activity, p. 85.

### FURTHER READING

- [True Sport Program](#), digital resource, Canadian Center for Ethics in Sport (accessed August 2022).
- [Quality Physical Education: Guidelines for policy makers](#), digital resource, UNESCO, 2015 (accessed August 2022).
- [International Position Statement on Physical Education](#), digital resource, ICSSPE, 2010 (accessed August 2022).
- [Long-Term Athlete Development: Trainability in Childhood and Adolescence](#). Windows of Opportunity. Optimal Trainability. Victoria: National Coaching Institute British Columbia & Advanced Training and Performance Ltd. Balyi, I., Hamilton, A. (2004).






## ACTIVITY SHEET 26

# CELEBRATING HUMANITY: STORIES FROM THE OLYMPIC GAMES

### OLYMPIC EDUCATIONAL THEMES

-  Respect for others
-  Balance
-  Fair play
-  Pursuit of excellence
-  Joy of effort

## CONTEXT FOR ACTIVITY

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



## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

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

### INTERMEDIATE AGES 9-11

Read through the profiles of the [IOC Young Leaders Programme](#) and select one. Get into groups and discuss his/her achievements. What do you think motivated him/her? Are there any messages in his/her story that inspire you?

### MIDDLE AGES 12-14

Australian athlete Cathy Freeman was born into an Aboriginal family and from an early age demonstrated immense sporting talent in sprinting. Her path to Olympic

success was not easy – her family were poor and she experienced discrimination. Cathy worked very hard and was rewarded with a place on the Australian team for the Olympic Games Sydney 2000. She was further honoured by being selected to be the final torchbearer during the Olympic Opening Ceremony. Her Games were complete when she stormed down the final straight to claim the Olympic 400m gold medal. Visit the [Community Spirit Foundation](#) website to learn more about the work in supporting the talents of young Aboriginal children.

### SENIOR AGES 15-18

Locate the profile of an [Olympic Ambassador](#) or former athlete who has committed themselves to a cause they believe in (eg. anti doping, competition manipulation, education, sustainability, etc.). How did their achievements inspire their community or country?

### LEARNING OUTCOME

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

### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Discussion, reflection, collaboration.

### SUGGESTED EQUIPMENT

- Meeting space, access to a computer.

### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 4: Teaching the educational themes of Olympism, A. Experiencing the joy of effort through sport and physical activity, p. 87.

### FURTHER READING




- [NZOC Olympic Ambassadors Programme to inspire kids at home](#), website, New Zealand Olympic Committee (accessed August 2022).



## ACTIVITY SHEET 27

# LIVING BY THE RULES OF FAIR PLAY

### OLYMPIC EDUCATIONAL THEMES

-  Fair play
-  Respect for others
-  Balance

## CONTEXT FOR ACTIVITY

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



## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

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

### INTERMEDIATE AGES 9-11

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

### MIDDLE AGES 12-14

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

Continued overleaf →

### LEARNING OUTCOME

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

### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

### SUGGESTED EQUIPMENT

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

### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 4: Teaching the educational themes of Olympism, B. Learning to play fair, p. 90.

### FURTHER READING

- [Fair Play: A coaching Manual: Child Protection in Youth Sports Programmes](#), digital resource, UNICEF (accessed August 2022).



## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### SENIOR AGES 15-18

Students are asked to read the following story: When British distance runner Christopher Brasher qualified for the Olympic Games Melbourne 1956, he considered it to be the highlight of his sporting career. A 3rd place finish in the steeplechase in Great Britain's Olympic trials had earned him a place on the team. In the semi-finals, Brasher was struggling, but just managed to make the final – he was the slowest qualifier. A few days later, Brasher found himself languishing towards the back of the pack and it looked like he would not finish among the medals. But with two laps to go, a surge of energy started to take Brasher past tiring opponents. He started to move toward the front and with only one water jump left, he was battling for a medal. In the last 80m Brasher hit the

front and for the first time in his whole career he won a race – the Olympic final. A few hours later, he was disqualified for allegedly impeding the path of the 2nd and 3rd place finishers. Ernst Larsen of Norway and Sándor Rozsnyói of Hungary were awarded the gold and silver medals respectively. But then something truly amazing and honourable happened. Upon learning of Brasher's fate, Larsen and Rozsnyói supported Brasher's appeal against his disqualification. They did so even though that meant they would accept lower-placed medals. After several hours, the judges reversed their initial decision and Brasher was reinstated. Write a short play and act the story of Chris Brasher, Ernst Larsen and Sándor Rozsnyói. What lessons about fair play can be taken from this story?



## ACTIVITY SHEET 28

# PRACTISING RESPECT FOR ONESELF AND OTHERS

OLYMPIC EDUCATIONAL THEMES

Respect for others

## CONTEXT FOR ACTIVITY

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



## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

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

### INTERMEDIATE AGES 9-11

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

### MIDDLE AGES 12-14

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

### SENIOR AGES 15-18

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

## LEARNING OUTCOME

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

## SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

## SUGGESTED EQUIPMENT

- Art supplies, space for debating.

## REFERENCES

*The Fundamentals of Olympic Values Education*, Section 4: Teaching the educational themes of Olympism, C. Practising respect for oneself, others and the environment, p. 100.

## FURTHER READING

- [United Nations Educational, Scientific and Cultural Organization](#), website, UNESCO (accessed August 2022).
- [Sport for Hope](#), webpage, IOC.

## ACTIVITY SHEET 29

# MY RIGHTS = MY RESPONSIBILITIES

### CONTEXT FOR ACTIVITY

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



#### OLYMPIC EDUCATIONAL THEMES

Respect

Balance

Fair play

### ADAPTATIONS FOR DIFFERENT AGE GROUPS

#### PRIMARY AGES 5-8

Students of this age group tend to be concrete, sequential thinkers and this activity could be viewed as quite abstract. Educators can start by providing examples of responsibilities that the students have at home, at school and while on the sports field. This may start as a series of rules, but with guidance the educator may be able to lead the students to a deeper understanding of what it means to be responsible. Example: It is a student's responsibility to attend a sports team practice. A deeper understanding would be that by attending each practice, they are not only developing their own skills, but also contributing to the development of others. In a similar fashion, discussions with students of this age group should include concrete examples and then carefully explore deeper thinking that helps the students understand that "rights" are not just a set of self-centred rules. Example: Everybody has the right to play. This does not mean it is an infringement of rights if play is stopped because it is aggressive and excluding.

Have the students discuss in groups these two concepts and help them to develop their understanding of the differences.

#### INTERMEDIATE AGES 9-11

The sports season is about to start. Have a team meeting where you discuss the values that will guide the team throughout the season. What do you believe is important? Examples: Trust, honesty, sharing, supporting each other, etc. As a team, draw up a list of rights and responsibilities that you can all agree on. Have each player sign this document, frame it and hang it in a gym/classroom/meeting space. Periodically, have a review of this document and discuss whether the team is living this agreement.

Continued overleaf →

#### LEARNING OUTCOME

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

#### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

#### SUGGESTED EQUIPMENT

- Writing supplies, meeting spaces.

#### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 4: Teaching the educational themes of Olympism, C. Practising respect for oneself, others and the environment, p. 103.

#### FURTHER READING

- [Teacher's Tool Kit – World Anti-Doping Agency](#), digital resource, WADA, 2014.

### → My rights = my responsibilities continued



### ADAPTATIONS FOR DIFFERENT AGE GROUPS

#### MIDDLE AGES 12-14

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

#### SENIOR AGES 15-18

A school is experiencing many problems in its sports programme. Cheating is rampant. The players are constantly arguing with each other, disputing the integrity of game referees and disrespecting their coaches. You and your team have been asked to create a plan to address these issues. You have identified several key areas that you believe will help: developing a code of conduct, developing a rights and responsibilities charter, and leading workshops that build spirit and teach respect. Break into small groups and work on each of these areas. When this is done, each group presents their solutions. This is known as jigsaw learning – one problem with different groups working on parts of the problem/solution, and then assembling the answers. Do you think these solutions will address the problem in this school?



Children take part in 'Introduction to Karate' on Olympic Day, Vanuatu, 2019.



## ACTIVITY SHEET 30

# MAKING DIFFICULT CHOICES

### CONTEXT FOR ACTIVITY

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



#### OLYMPIC EDUCATIONAL THEMES

Respect

Balance

Fair play

### ADAPTATIONS FOR DIFFERENT AGE GROUPS

#### PRIMARY AGES 5-8

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

#### INTERMEDIATE AGES 9-11

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

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

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

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

Continued overleaf →

#### LEARNING OUTCOME

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

#### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

#### SUGGESTED EQUIPMENT

- Space for discussion.

#### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 4: Teaching the educational themes of Olympism, C. Practising respect for oneself, others and the environment, p. 105.



### → Making difficult choices continued



### ADAPTATIONS FOR DIFFERENT AGE GROUPS

#### MIDDLE AGES 12-14

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

In small groups discuss what options are available.

#### SENIOR AGES 15-18

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



The Olympic rings shaped by candles.



## ACTIVITY SHEET 31

# DOING YOUR BEST BY PURSUING EXCELLENCE

### OLYMPIC EDUCATIONAL THEMES

Pursuit of excellence

Balance

## CONTEXT FOR ACTIVITY

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

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

Complete the following activities and learn about new sports!

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

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

archery	rowing	skating
modern pentathlon	hockey	sailing
skiing	equestrian	snowboarding
volleyball	athletics	canoeing
wrestling	shooting	football
basketball	boxing	
gymnastics	luge	

Continued overleaf →

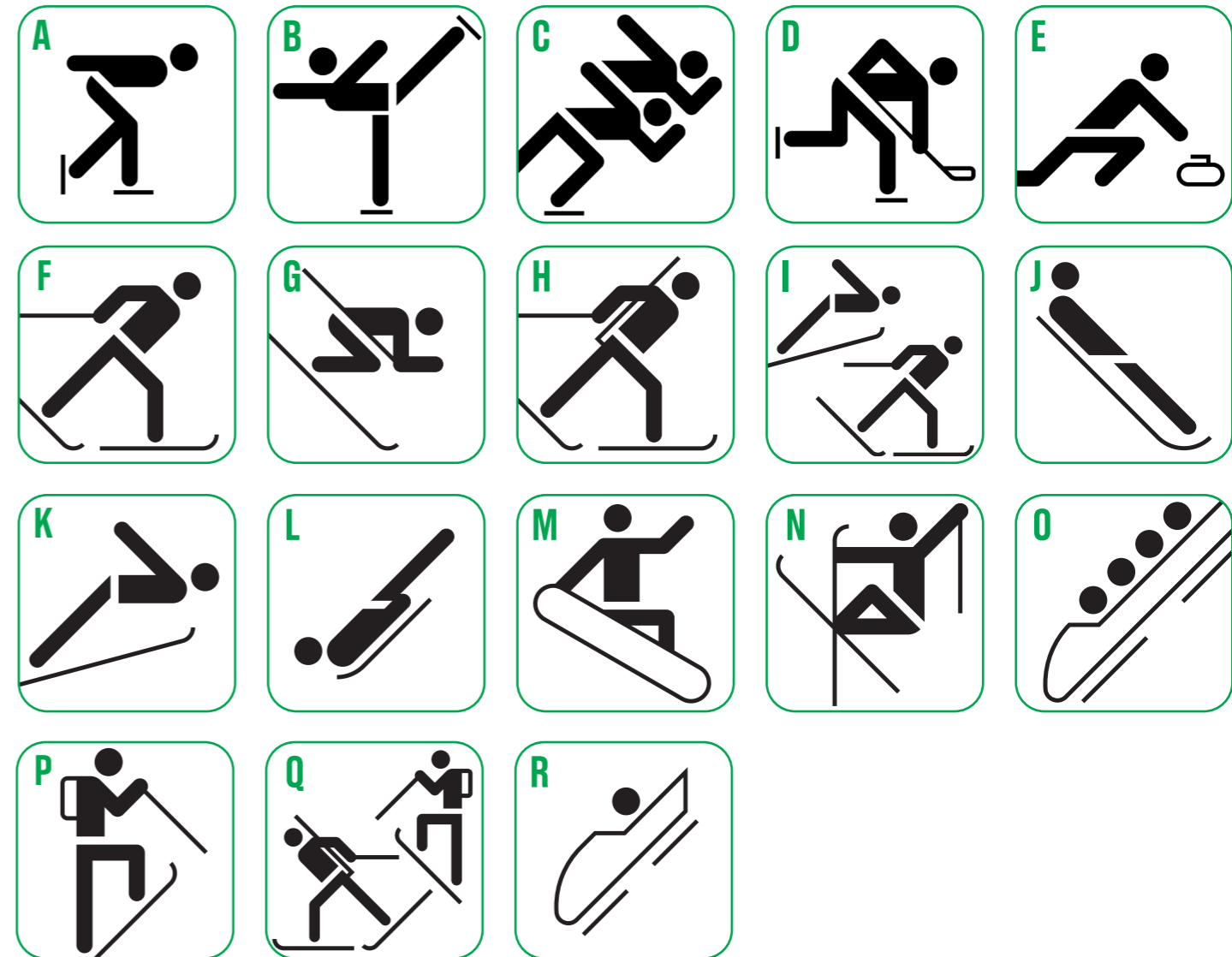


→ Doing your best by pursuing excellence continued

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8 (continued)

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



Pictograms representing winter sports.

- |                                               |                                             |                                          |
|-----------------------------------------------|---------------------------------------------|------------------------------------------|
| <input type="checkbox"/> luge                 | <input type="checkbox"/> bobsleigh          | <input type="checkbox"/> biathlon        |
| <input type="checkbox"/> cross country skiing | <input type="checkbox"/> ski mountaineering | <input type="checkbox"/> curling         |
| <input type="checkbox"/> military patrol      | <input type="checkbox"/> freestyle skiing   | <input type="checkbox"/> figure skating  |
| <input type="checkbox"/> snowboard            | <input type="checkbox"/> ice hockey         | <input type="checkbox"/> nordic combined |
| <input type="checkbox"/> skeleton             | <input type="checkbox"/> ski jumping        | <input type="checkbox"/> speed skating   |
| <input type="checkbox"/> alpine skiing        | <input type="checkbox"/> monobob            | <input type="checkbox"/> short track     |

Continued overleaf →

**ADAPTATIONS FOR DIFFERENT AGE GROUPS**
**PRIMARY AGES 5-8 (continued)**

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



Pictograms representing summer sports.

- |                                           |                                    |
|-------------------------------------------|------------------------------------|
| <input type="checkbox"/> beach volleyball | <input type="checkbox"/> acrobatic |
| <input type="checkbox"/> equestrian       | <input type="checkbox"/> athletics |
| <input type="checkbox"/> football         | <input type="checkbox"/> wrestling |
| <input type="checkbox"/> weightlifting    | <input type="checkbox"/> judo      |
| <input type="checkbox"/> sailing          | <input type="checkbox"/> triathlon |

- |                                        |                                       |
|----------------------------------------|---------------------------------------|
| <input type="checkbox"/> track cycling | <input type="checkbox"/> hockey       |
| <input type="checkbox"/> shooting      | <input type="checkbox"/> taekwondo    |
| <input type="checkbox"/> boxing        | <input type="checkbox"/> table tennis |
| <input type="checkbox"/> diving        | <input type="checkbox"/> archery      |
| <input type="checkbox"/> rowing        | <input type="checkbox"/> badminton    |

Continued overleaf

**ADAPTATIONS FOR DIFFERENT AGE GROUPS**
**INTERMEDIATE AGES 9-11**

“Not about the medal.” When Canadian athlete Leah Pells qualified to run in the women’s 1,500m at the Olympic Games Atlanta 1996, she entered the competition facing a field rich with talent and she did not anticipate progressing beyond the early stages. However, Pells was in the form of her life and with a courageous spirit she battled hard and made the final. The Olympic final was a true spectacle, with amazing athletes surging, sprinting and surging again. Pells ran at the back of the pack and seemed unlikely to finish close to the front. However, in the last lap of the race, the ferocious early pace was starting to take its toll on many runners. Pells made her move. One by one, she passed her tiring rivals. Coming into the final straight she was in 6th, then 5th, and eventually crossed the finishing line in 4th place. She was just half a step away from winning an Olympic medal. After her race she was interviewed in front of the television cameras. One commentator asked: “You must be so disappointed?” Pells looked at the commentator and tears came to her eyes. “Disappointed? This is the greatest race of my life. I am so happy I could cry. It’s not about the medal...”

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

**MIDDLE AGES 12-14**

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

running around a track. The following sentences are wrapped around her picture:

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

You stop and look at the picture, then read its messages. Do you agree with what it says? Take four large sheets of paper and write the above statements. Tape them to a wall and allow the students to write their thoughts/reflections. Give students five minutes at each “station” and rotate them around. Do not allow talking. Once everyone has visited each station, ask students to summarise the comments on that particular sheet.

**SENIOR AGES 15-18**

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

**LEARNING OUTCOME**

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

**SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS**

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

**SUGGESTED EQUIPMENT**

- Art supplies, meeting space, poster paper, pens.

**REFERENCES**

*The Fundamentals of Olympic Values Education*, Section 4: Teaching the educational themes of Olympism, D. Doing your best by pursuing excellence, p. 108.

**FURTHER READING**

- [Pro Safe Sport Online Academy](#), website, PSS Online Academy (accessed August 2022).

## ACTIVITY SHEET 32

# PERSEVERANCE AND THE OLYMPIC GAMES

### OLYMPIC EDUCATIONAL THEMES

- Pursuit of excellence
- Joy of effort
- Respect for others

## CONTEXT FOR ACTIVITY

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

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

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

### INTERMEDIATE AGES 9-11

British athlete Kelly Holmes was a world-class runner. She reached the finals of every competition in which she raced, and won a number of medals. She won the bronze medal in the 800m at the Olympic Games Sydney 2000 and for many athletes that would be the pinnacle of a great career. After these Games, Kelly succumbed to injury, yet her dream of a gold medal at the Olympics could not be extinguished. Arriving in Athens for the 2004 Olympic Games, Kelly found herself in the form of her life. Despite being up against the strongest field of talent ever assembled in an 800m competition, Kelly won the gold medal. A few days later she added the gold medal in the 1,500m. Her two gold medals were a reward for years of determination and perseverance. Do you know of any athletes, or friends of yours, who have a similar story to tell – a tale of years of practice, many setbacks, then finally hard-earned success? Share these stories with your classmates.

Continued overleaf

### LEARNING OUTCOME

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

### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Collaboration, discussion, enquiry, circle of sharing.

### SUGGESTED EQUIPMENT

- Meeting space.

### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 4: Teaching the educational themes of Olympism, D. Doing your best by pursuing excellence, p. 112.



## Perseverance and the Olympic Games continued

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### MIDDLE AGES 12-14

This is an exercise about perseverance and the “unknown athlete”. The pages of Olympic history books are full of stories about famous athletes. Many of these athletes have soared to the pinnacle of athletic achievement and have Olympic medals as testament to their success. But there are also countless tales from athletes that will make the pages of Olympic history. These are athletes for whom just qualifying for the Olympic Games was a major achievement. Undoubtedly there are stories of athletes who made great sacrifices to make their nation's team. Some of them will have repeatedly attempted to qualify and failed, yet they persevered and finally participated in the games. Activity: Find a local athlete who has qualified for the Olympic Games. Ask them to describe their “Olympic qualifying experience”. Write up this interview and share your findings with your classmates.

### SENIOR AGES 15-18

Heading into the Olympic Winter Games Calgary 1988, American speed skater Dan Jansen was a clear favourite to win the

gold medal in the 500m sprint. Sadly, just hours before his race, Jansen learned that his sister had died from leukaemia. Jansen was determined to give his very best as he went up to the start line, but a few metres into the race he tripped and fell to the ice. He was heartbroken. A few days later, he raced in the 1,000m event. He set off at a record-breaking speed, but again fell partway through the race. An experience like that would be enough to finish the careers of many athletes, but Jansen returned to compete. At the Olympic Winter Games Albertville 1992, Jansen finished fourth in the 500m event. Many commentators were stating that Jansen would be one of the greatest athletes never to win an Olympic medal. Still, he did not give up. Two years later at the Olympic Winter Games Lillehammer 1994, Dan Jansen competed in his final Olympics and won the 1,000m. An Olympic gold medal was his at last! Think about Dan Jansen's story. What lessons have you learned? What advice would you give to a friend or athlete who has had a series of disappointing performances?



Tokyo 2020: Games preparation - Educational activities as part of the "Let's 55" event.

## ACTIVITY SHEET 33

# RESILIENCE AND THE OLYMPIC GAMES

## CONTEXT FOR ACTIVITY

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



## OLYMPIC EDUCATIONAL THEMES

Respect for others

Joy of effort

Fair play

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

Discussion questions: Resilience means to recover quickly from a difficulty. How do you try to make yourself feel better when you are upset? What do you do if a sports performance has been disappointing? Write or describe a short story about an athlete who has fallen down and finished last in a race. What happens next? How does this athlete feel? What can he/she do to regain confidence and perform well in the next race?

### INTERMEDIATE AGES 9-11

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

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

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

Continued overleaf →

## LEARNING OUTCOME

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

## SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

## SUGGESTED EQUIPMENT

- Art supplies (for origami), meeting space.

## REFERENCES

*The Fundamentals of Olympic Values Education*, Section 4: Teaching the educational themes of Olympism, D. Doing your best by pursuing excellence, p. 113.

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

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### MIDDLE AGES 12-14

Lopez Lomong grew up in a small village in South Sudan. At the age of just six he was abducted with the purpose of turning him into a child soldier. Along with a few friends, he managed to escape and ran for three days before making it across the Kenyan border. For the next 10 years, Lopez lived in a refugee camp before being sponsored to attend school in New York. Lopez quickly discovered he was a very talented runner and was soon winning national titles. In 2008, Lopez was selected to represent the USA at the Beijing Olympic Games. Although he did not win a medal, his personal story inspired the team and he was selected to carry the USA flag at the Opening Ceremony. Imagine you have been asked to interview Lopez Lomong. What questions would you want to ask? Focus your questions on resilience. How did he overcome his challenges? Role-play this interview.

### SENIOR AGES 15-18

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



Olympic Day in Kosovo, 2021.

## ACTIVITY SHEET 34

# COURAGE AT THE OLYMPIC GAMES

## CONTEXT FOR ACTIVITY

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



## OLYMPIC EDUCATIONAL THEMES

- Balance
- Excellence
- Joy of effort

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

Discussion questions: What does the word “courage” mean to you? Think of a time when something was challenging and you wanted to give up. Somehow you kept going. What was it that gave you that strength to persist? Read the story of Marla Runyan below. How did she display courage? Marla Runyan is a unique athlete. Legally, she is designated as a blind athlete, but she does have limited vision. Marla has battled her poor vision all of her life and never felt that it would deny her opportunities to participate in sport. Marla found that she was very good at sport. She practised hard and was soon selected to compete at the 1992 Paralympic Games. Marla was incredibly successful, winning four gold medals, but the best was yet to come. Marla loved running in the 1,500m, which is very challenging for blind athletes as they often collide with each other. Despite this, Marla qualified to represent the USA at the 2000 and 2004 Olympic Games. She thus became the first blind athlete to compete in both the Paralympic and Olympic Games. Write a story about Marla Runyan’s experience in competing with impaired vision.

### INTERMEDIATE AGES 9-11

Most books about the Olympic Games will teach you about athletes who have achieved amazing performances and overcome adversity. Usually, the stories have happy endings – with a medal hanging around the athlete’s neck. In the case of “Eric the Eel” there were no medals involved. In fact, he finished in the slowest time ever recorded in a men’s Olympic swimming competition. But if you read his story, you will learn that the mere fact of competing at the Olympic Games was the result of immense courage. Eric “the Eel” Moussambani Malonga was a swimmer from Equatorial Guinea who participated in the Olympic Games Sydney 2000. Eric was not a natural swimmer – in fact, he had only started participating in the sport eight months before the Games were held. He often trained in a 20m pool, the only pool of its kind in his home country, and sometimes swam in a river that is reportedly visited by crocodiles. Eric competed in the 100m freestyle event and duly finished in the slowest time ever recorded. Break into groups of three or four students. Discuss Eric’s story and consider the following questions: was he courageous or foolish to practise in the crocodile lake? What do you think motivated Eric to try a sport in which he was clearly destined to finish last? Share your ideas with your classmates.

Continued overleaf →

## → Courage at the Olympic Games continued

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### MIDDLE AGES 12-14

Canadian rower Silken Laumann was clear favourite to win gold at the Olympic Games Barcelona 1992. However, during a training event her single scull was shattered, leaving her leg severely injured, after another boat smashed into hers. Silken needed five operations and was in hospital for three weeks. Participation in the Olympics seemed unlikely, while winning a medal looked impossible. After being discharged from hospital, Silken immediately resumed training. Her leg was damaged but she continued to practise. At the Games, Silken gave an inspirational performance and won a bronze medal – something that just a few weeks before, while lying in hospital, could have seemed unattainable. How did she do this? What aspects of her character allowed her to overcome this incredible setback? Discuss in groups and share your ideas. Imagine interviewing Silken Laumann. What questions would you like to ask her? Are there any lessons from her experiences that you feel you can incorporate into your life?

### SENIOR AGES 15-18

The story of Jesse Owens is perhaps one of the most famous examples of personal courage in the history of the Olympic Games. Owens was an American sprinter and long jumper who was selected to compete in the 1936 Olympic Games in Berlin. The Games were controversial because the German leader, Adolf Hitler, was already building a huge army and was vigorously promoting an ideology of Aryan superiority. Hitler believed that German athletes should appear superior to all other athletes. Owens proceeded to win four gold medals. The above paragraph is only a brief description of Jesse Owens’ experiences at the Berlin Olympic Games. Research his life and consider how he used courage in other situations. Share what you have learned with your classmates. Are there other examples of athletes who have displayed courage that you find equally inspiring?



Rio 2016: Games preparation - The official Rio 2016 education programme, 'Transforma'.

### LEARNING OUTCOME

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

### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Collaboration, discussion, enquiry, circle of sharing.

### SUGGESTED EQUIPMENT

- Meeting space.

### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 4: Teaching the educational themes of Olympism, D. Doing your best by pursuing excellence, p. 114.

## ACTIVITY SHEET 35

# LIVING AN ACTIVE, BALANCED AND HEALTHY LIFE

## CONTEXT FOR ACTIVITY

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

### OLYMPIC EDUCATIONAL THEMES

- Joy of effort
- Pursuit of excellence
- Fair play
- Balance
- Respect for others

## ADAPTATIONS FOR DIFFERENT AGE GROUPS

### PRIMARY AGES 5-8

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

### INTERMEDIATE AGES 9-11

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

### MIDDLE AGES 12-14

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

### SENIOR AGES 15-18

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

Continued overleaf →

### LEARNING OUTCOME

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

### SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

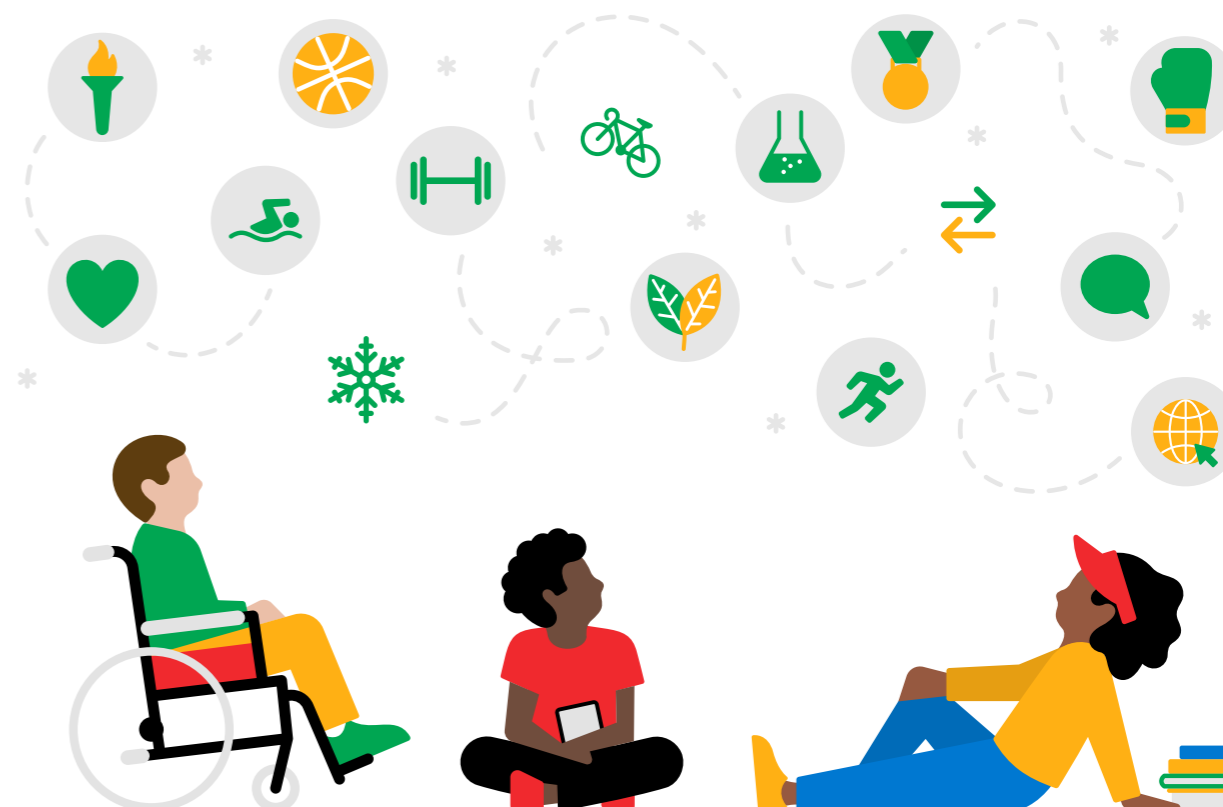
- Creativity, collaboration, problem-solving.

### SUGGESTED EQUIPMENT

- Discussion space, access to sports and outdoor education opportunities.



## → Living an active, balanced and healthy life continued



### REFERENCES

*The Fundamentals of Olympic Values Education*, Section 4: Teaching the educational themes of Olympism, E. Living a harmonious and balanced life-body, will and mind, p. 115.

### FURTHER READING

- [Moving Together: Promoting psychological well-being through sport and physical activity](#), digital resource, IFRC & ICSSPE, 2014 (accessed August 2022).
- [Let's Move!](#), digital resource, Obama Whitehouse Archives (accessed August 2022).
- [Your Past is not Your Destiny, Flavio Canto, International Day of Sport for Development & Peace](#), video, IOC.
- [Promoting Quality Physical Education Policy](#), UNESCO, 2020 (accessed August 2022).

- [Active Gaming: The New Paradigm in Children's Physical Activity](#), digital resource, Digital Culture & Education, 2011 (accessed August 2022).
- [Sport for All Play for Life: A Playbook to Get Every Kid in the Game](#), digital resource, Aspen Institute, 2015 (accessed August 2022).
- [Physical Education & Sport at School in Europe](#), website, European Commission, 2013 (accessed August 2022).
- [Health Position Paper](#), digital resource, Association for Physical Education, 2015 (accessed August 2022).
- [Football Resource Kit – Using Football in Child Labour and Prevention Projects](#), digital resource, International Labour Organization (ILO), 2014 (accessed August 2022).
- [Global Action Plan on Physical Activity 2018-2030](#), digital resource, World Health Organization (WHO) (accessed August 2022).



# ANNEX

The following documents are here to complete and support certain activities. They can be printed and duplicated, as needed.

## ACTIVITY SHEET 1: PRIMARY AGES 5–8

Read the text about Pierre de Coubertin's life and achievements.

### Text 1 – Pierre de Coubertin and the Olympic Movement

Baron Pierre de Coubertin is the founder of the modern Olympic Games. He was a Frenchman, born on 1 January 1863, who worked his whole life on incorporating sport into education. He was inspired by the British school system and wished to provide its sports and character-building values to French children. He managed to form a valuable alliance with former French Prime Minister Jules Simon, who helped him in his quest.

Why do we call the Olympic Games modern? Simply because before Baron de Coubertin revived them, they first originated in Ancient Greece, over 27 centuries ago! These ancient Olympic Games honoured the Greek god Zeus and included wrestling, running, jumping, horse races and other sports. They were abolished in 393 AD by Theodosius I, who considered them an offence to Christianity, which he was responsible for instating in Rome a decade earlier.

The ancient Games were held at Olympia, in Greece. This is why, in 1896, following the inaugural Olympic Congress, it was

proposed to hold the very first edition of the modern Olympic Games in Athens, Greece's capital. This didn't go without some obstacles, such as the Greek King George I's proposal to make Athens the permanent home of all future Olympic Games, which Coubertin had to publicly oppose, declaring that the modern Games were to be the image of a globalised and peaceful event, uniting all countries.

The next Olympic Games were held in Coubertin's home city of Paris, France, in 1900. It was only in 1915, to escape the dangers of the 1st World War, that Coubertin decided to move the International Olympic Committee's headquarters from Paris to Lausanne in neutral Switzerland.

When Baron Pierre de Coubertin announced his retirement from IOC Presidency in 1921, he urged his colleagues to safeguard the central ethical principle of the Olympic Movement: "The Games are global. All people must be allowed in without debate."

### Text 2 – Quiz

Find the errors in the following text.

Pierre de Coubertin was a Spanish prince. He reinvented the Olympic Games after his cousin abolished them more than 27 centuries earlier. The ancient Olympic Games originated in Africa and included running, dancing and elephant racing.

Coubertin wanted to incorporate sport into education as this didn't exist in his time. One person he asked to help him do this was Zeus, the Greek god.

The first modern Olympic Games were held in 1896 in Athens and the next ones were also held in Athens in 1900.

In 1914, during the War, Coubertin moved the IOC to Italy, which was a neutral country.

Pierre de Coubertin retired in 1921, asking his colleagues to not let anyone else play at the Games except for his best friends.



## ACTIVITY SHEET 1: SENIOR AGES 15–18

Article: Celebrating Pierre de Coubertin: the French genius of sport who founded the modern Olympic Games, 2 Sep 2019, By George Hirthler (abridged version)

On the evening of 23 June 1894, the eighth and final night of the international Olympic Congress in Paris, Baron Pierre de Coubertin offered an eloquent toast to his colleagues for helping him launch a modern revolution in worldwide sport:

"I lift my glass to the Olympic idea, which has traversed the mists of the ages like an all-powerful ray of sunlight and returned to illuminate the threshold of the 20th century with a dream of joyous hope"

On that night, the 31-year-old Baron felt he had achieved the impossible. He had succeeded in resurrecting a legendary ancient ritual that had been lost to humanity for more than 15 centuries.

Indeed, on the night the Baron became the father of the modern Olympic Movement, the future glistened with promise. But [...] it would be filled with fierce opposition, professional jealousy and an endless struggle that would drain his finances and exact a personal toll that would have crushed most men. Nevertheless, driven by "an inner compulsion" he could not resist, he persevered, overcoming every challenge with an ever-evolving international group of heroic colleagues, and ultimately bequeathed to the world its greatest celebration of humanity.

### An enchanting aristocratic childhood shattered by war

Pierre de Frédy, Baron de Coubertin was born in Paris on 1 January 1863, into a world of aristocratic privilege and enjoyed an enchanting childhood. His family travelled between their four homes as the seasons changed.

In Pierre's seventh year, the Franco-Prussian War shattered his idyllic childhood. The boy was traumatised as invading troops entered the Château de Mirville, packed Pierre's croquet box with explosives and blew up the nearby railway viaduct connecting Le Havre to Paris. The war brought down the Second Empire and gave rise to the Third Republic. Paris was littered with smouldering ruins. The family's home on the rue Oudinot was spared, but the war and the terrors left their scars on the psyche of the boy. As Pierre recalled in his Memoirs of Youth, he withdrew into his room and spent a good part of the next two years creating an imaginary country and capital – the Kingdom of Croatia – a realm of fantasy where he restored order and envisioned a better world to come. Pierre proved to be a brilliant student, fascinated with the classical world of the Ancient Greeks and Romans.

### A quest to introduce sport into French education

While his parents were Bourbon royalists to the end, longing for the return of the exiled monarch, young Pierre developed "a wild passion for France", a fiery patriotism aligned with the Third Republic and the Rights of Man – liberty, equality, fraternity. Like many young aristocrats, Pierre saw the future – it was democratic and egalitarian – and he rallied to the still fledgling French government to be part of it.

Turning his back on his family's plans for a career in the church, the army or the law, he found his calling instead in the quest to reform French education. On the first of seven trips to England to study its colleges and universities, he had a vision at Rugby, where the legendary headmaster, Thomas Arnold, had first introduced sports into British schools 50 years before. Following Arnold's model, he wanted to break down the walls of French education to set the students free in fields of play – a privilege they had never had – by importing British sports and their character-building values for French children.

For a few years, Coubertin attended the École des Sciences Politiques and mixed with France's leading intellectuals. Although he was only 24 at the time, Pierre managed to form an alliance with Simon, 73, a former French Prime Minister who was in great demand yet embraced the Baron's ideas immediately. Through Simon, Pierre gained access to the halls of power in politics and academia.

Continued overleaf →



### Birth of a movement of friendship and peace through sport

In 1889, the Baron left for the first of two trips to the USA, with an official mission from the French Ministry of Public Instruction. In four months, he visited two dozen colleges and universities and gathered the data to prove that Arnold's vision of sport was already thriving internationally.

In 1890, Coubertin was invited by William Penny Brookes to witness the Wenlock Olympian Games in England, which were first held in 1850. Coubertin's vision evolved and he recognised that the Olympics could help popularise sport locally and unite the world in friendship and peace at the same time.

His audience laughed and his proposal wilted in failure, but the Baron was not to be deterred. A year-and-a-half later, on 16 June 1894, at the opening of the Olympic Congress in the Grand Hall of the Sorbonne, the Olympic Games were reborn. Among the 2,000 gathered, the leaders of the peace movement had rallied to his cause.

### Athens 1896 and the struggle to control the Games

No sooner had the celebration ended than the struggles resumed. While the Greek King, George I, sent a congratulatory telegram to the Congress, the Greek Prime Minister, sent word that Greece was broke and could not possibly afford the honour. That November, the Baron spent two weeks in Athens in a Herculean effort to rescue his embryonic Olympics from a political disaster.

The 1896 Athens Olympic Games exceeded everyone's expectations but presented humiliating challenges for the Baron and his emergent International Olympic Committee. In a city of 100,000, the Opening Ceremony attracted 120,000 people – 70,000 in the glistening white marble seats of the restored Panathenaic Stadium, and 50,000 more on the hillsides

rising beyond its walls. On the fifth day of the Games, ancient history and modern sport merged in a magical alchemy when Spiridon Louis, a Greek farmer running in a traditional fustanella, won the marathon and sent Hellenic spirits soaring. It was the crowning moment in a festival that filled the Greeks with immense nationalistic pride but left no room for credit for their French *Rénovateur* or his colleagues. Shunted to the side throughout the Games and denied any public recognition, the Baron finally stepped forward publicly to oppose the King's proposal to make Athens the permanent home of all future Olympic Games.

### From catastrophe to glory – Paris 1900 to Stockholm 1912

Reasserting his control through an Olympic Congress in Le Havre in 1897 – with no Greeks in attendance – the Baron expected his hometown to restore order in the second Olympic Games, which were planned as an athletic festival in the midst of the 1900 Paris Universal Exposition. Unfortunately, Coubertin found himself sidelined again by Alfred Picard, the all-powerful commissioner of the expo, who made no secret of his distaste for sport. Without the resources or staff required to stage the competitions, the logistical operations collapsed, and few of the sporting events were even identified as Olympic.

Like the Games in Paris, the 1904 Olympic Games in St Louis were a sideshow to another World's Fair. The Baron did not attend. Few knew at the time that the Baron's personal life was engulfed in trauma. While he kept it quiet, his son, Jacques, had suffered a stroke in infancy that left him mentally impaired for life. The birth of their daughter, Renée, in 1901, restored the family's hopes for a time, but the stress and strain on the Baroness drove her to smother her daughter in excessive attention – and their second child suffered a degree of emotional instability throughout her life as well.

Continued overleaf →



Stoically returning to work, the Baron steered the 1908 Games to Rome, hoping to mount a celebration commensurate with his vision of Olympic glory. It was not to be. On 5 April 1906, Mount Vesuvius erupted, creating a national emergency in Italy that drained away the funding for the Games. All seemed lost, until the English stepped forward to rescue the Olympic Movement and produced a splendid competition in less than two years. In Stockholm in 1912, the Olympics finally ascended to Coubertin's conception of the marriage of sport and culture.

### Another resurrection post-War and the Nazi trauma

When the hostilities of World War I engulfed France in 1914, the Baron decided to move the IOC headquarters from Paris to Lausanne in neutral Switzerland. The 1916 Berlin Games had to be cancelled, leaving Coubertin's Movement with an uncertain future.

Barely a month after the armistice was signed in 1918, the Baron issued a circular letter announcing that the Games would be hosted in Antwerp in 1920. The French sports community protested the selection of Antwerp in favour of Paris and demanded that the League of Nations take over the Olympic Movement. The Baron held course and succeeded in resurrecting the modern Olympics yet again. In 1921, he surprised his opponents and his friends by issuing a public letter announcing his retirement, appointing an executive board to take over the daily management of the Olympic Movement, and asked his colleagues to honour his final request – and award the 1924 Olympic Games to Paris. [These] would be the last Olympics Coubertin oversaw.

Feeling his work was still unfinished, he announced that he would return to the education reforms he had been pursuing for the past 40 years. True to his word, the Baron soon launched the *Union Pédagogique Universelle* and the *Bureau International de Pédagogie Sportive* to

push adult education and sport to the working class. Neither succeeded, but both revealed that Coubertin's soaring idealism had not withered.

He never attended the Olympic Games again but watched from a distance as Amsterdam 1928 and Los Angeles 1932 lifted his worldwide festival to new heights.

### The measure of a man

On 2 September 1937, as the hostilities of war rose, Pierre de Coubertin collapsed and died alone on his daily walk in La Grange Park in Geneva. He had quietly separated from his wife and family a few years earlier, and although he kept up pretences by meeting journalists who called at Mon Repos in Lausanne, he was living a life of obscurity in a boarding house in Geneva, nearly penniless and full of anguish about his family's future. While the French, the Swiss and the Greeks all held memorials for him in March 1938 – per the wishes of his will, the Greeks encased his heart in a column erected in his honour in Ancient Olympia – almost all memories of the man were buried in the onslaught of World War II.

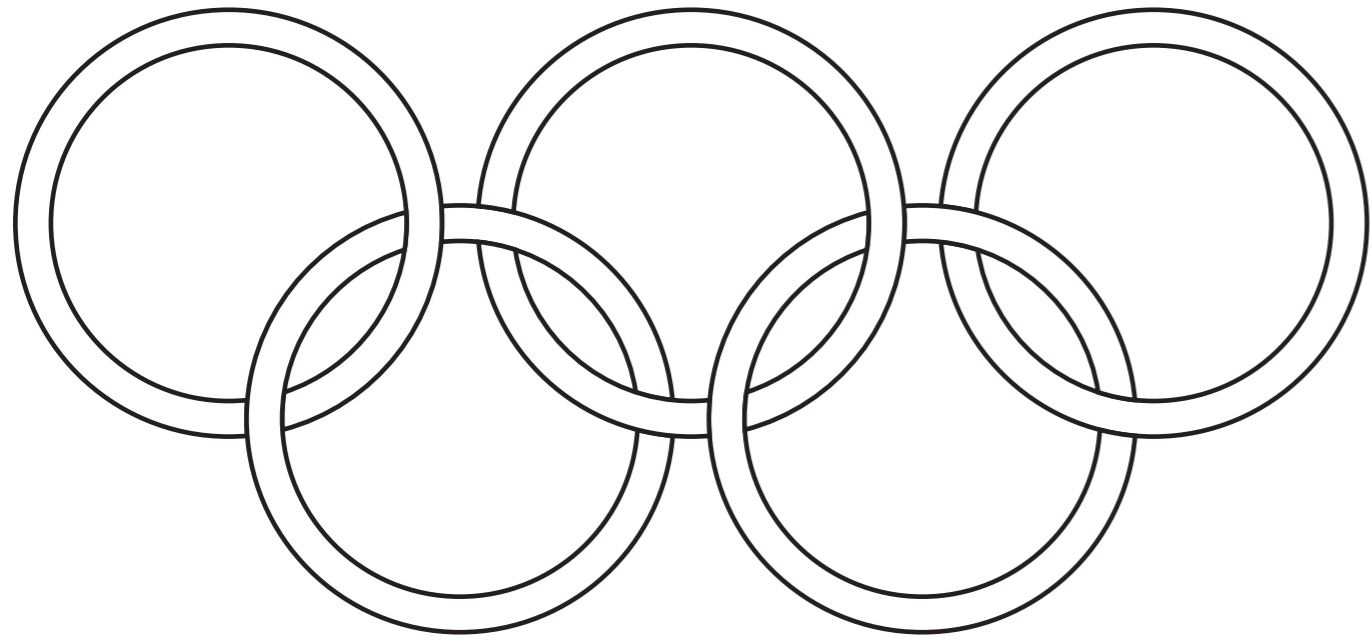
He stood only 161cm, but by every measure his achievements mark him as a giant of the last century. A visionary entrepreneur, he was among the first to see the international appeal of modern sport – and the first to see the possibilities of harnessing it for a social and educational purpose.

Reference: [Celebrating Pierre de Coubertin: the French genius of sport who founded the modern Olympic Games](#), digital resource, IOC, 2019



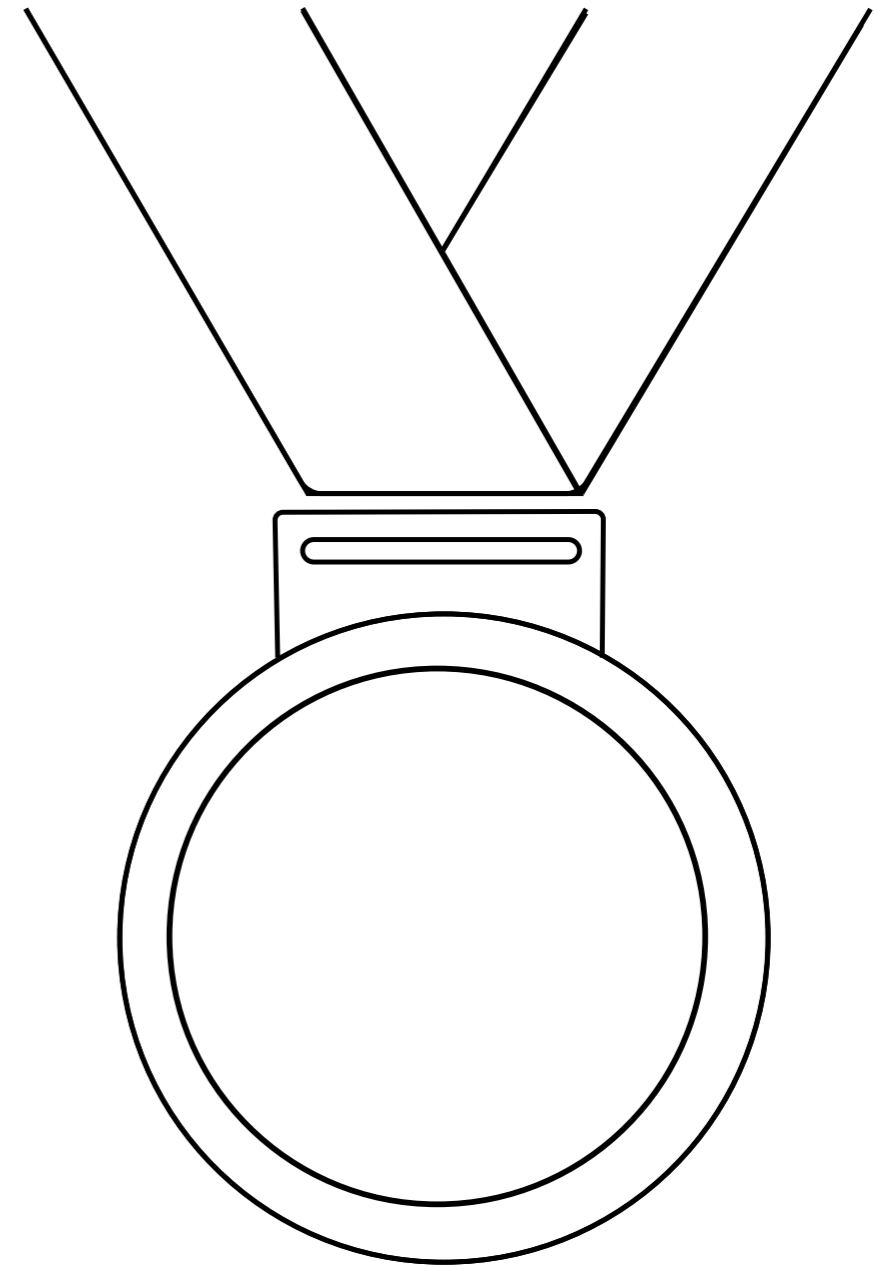
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**ACTIVITY SHEET 2: PRIMARY AGES 5-8**



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**ACTIVITY SHEET 9: PRIMARY AGES 5-8**



**ACTIVITY SHEET 11: MIDDLE AGES 12–14**

## Truce stories

Read the following stories of famous and unexpected truces.

**1. 1914 – THE CHRISTMAS TRUCE: MYTH OR REALITY?**

On 24 December 1914, the British and the Germans were at war. They had built trenches, across kilometres of land. In between the German and the British trenches was a land where no one set foot, covered in barbed wire and called no man's land. On Christmas Eve something incredible happened. In both trenches, British and Germans were celebrating Christmas with the little hope and good humour they had left, singing carols and telling stories. Both sides heard the voices of their enemies laughing and celebrating over the trenches. Early the next morning, on Christmas Day, several German soldiers emerged from their trenches, shouting out "Merry Christmas" and other holiday greetings. After a moment of doubt, the English cautiously hauled themselves out of their own trenches and several hundred men from both camps gathered in the no man's land separating the two fronts. They exchanged cigarettes and food and legend has it that they even played a game of football (the football having been allegedly brought out from the German side). After this strange and unique gathering, orders from above came in from both sides to immediately return to their trenches and stop the truce. This sort of truce never happened again during the First World War.

Source: Lafon, Alexandre: *Christmas Truce*, in: 1914-1918-online. *International Encyclopedia of the First World War*, ed. by Ute Daniel, Peter Gatrell, Oliver Janz, Heather Jones, Jennifer Keene, Alan Kramer, and Bill Nasson, issued by Freie Universität Berlin, Berlin 2015-10-26. DOI: 10.15463/ie1418.10750

**2. 1944 – AMERICAN AND GERMAN TROOPS SHARE DINNER**

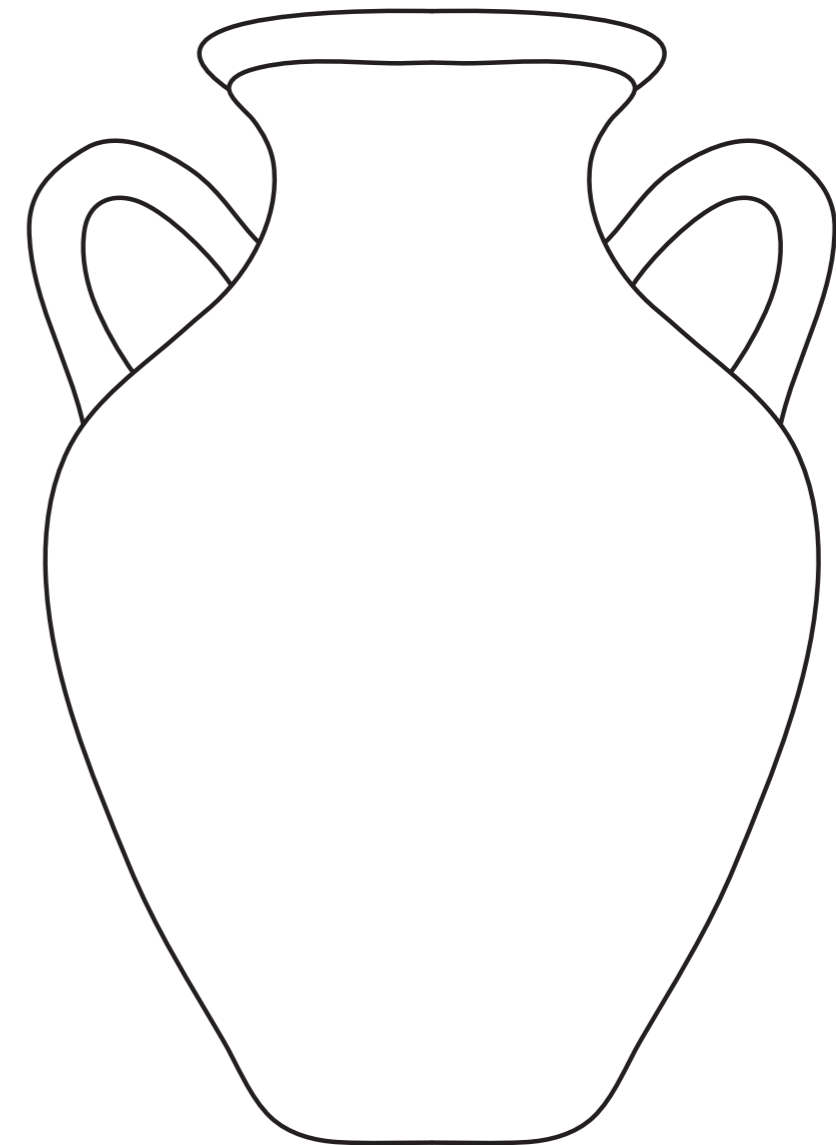
At Christmas of 1944, three American troops lost their way in the Ardennes Forest. Walking for days, they finally came across a small cabin in the woods. They were greeted by a German lady who took pity on them and offered them dinner. A few moments later, there was another knock on the door. As the woman opened, she discovered four German soldiers, looking just as ragged and hungry as the Americans. She invited them in to share her meal, warning all the men that there would be no shooting or fighting in her house. All weapons were left outside and the enemies shared a Christmas meal together. The following morning, the Germans showed the Americans the best way back to their lines and the truce ended.

Reference: [Christmas Eve 1944: a brief moment of peace on the battlefield](#), American Battle Monuments Commission, (accessed October 2022)

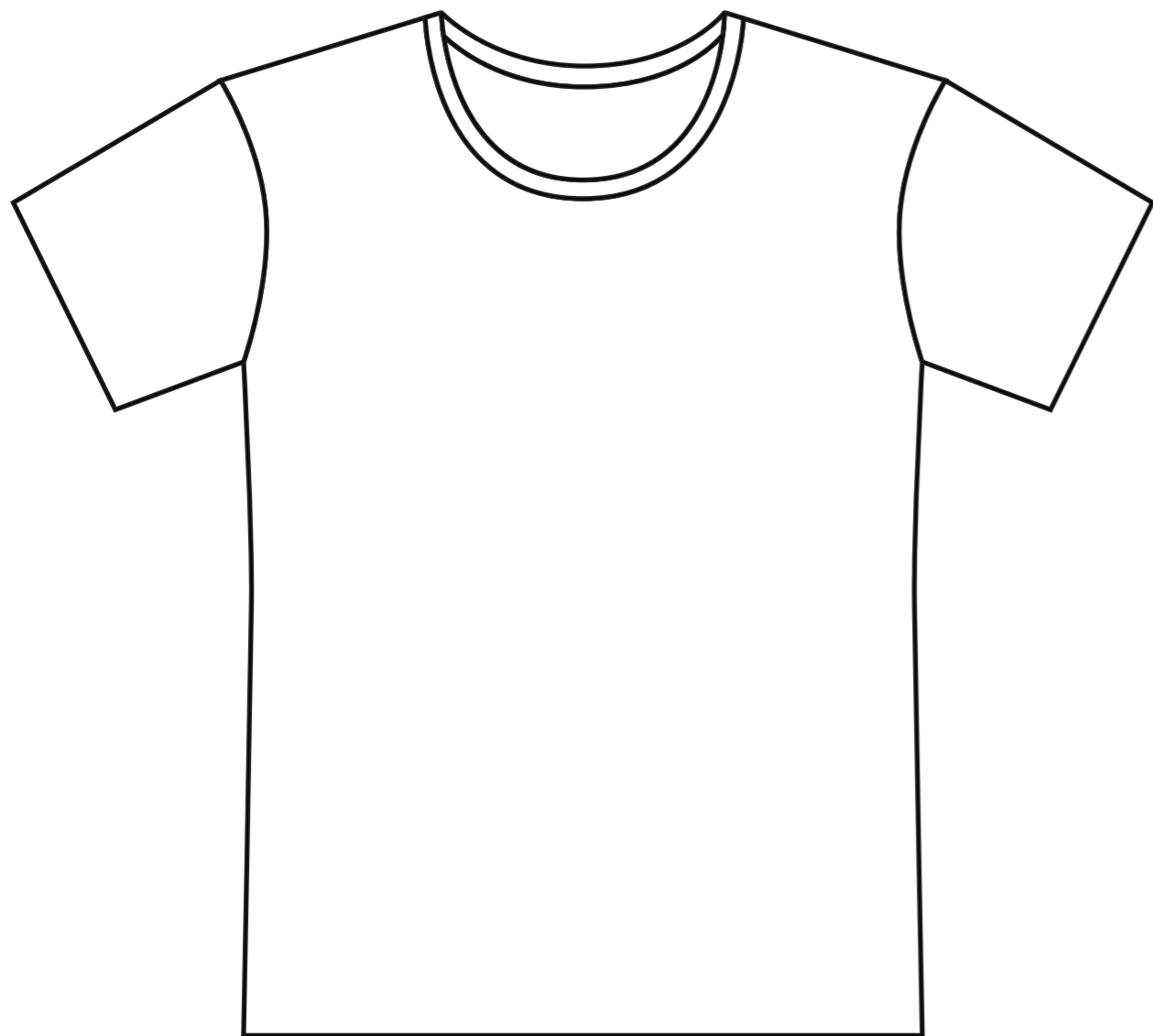
**3. 2000 – SYDNEY OLYMPIC GAMES**

During the Opening Ceremony of the Olympic Games, a memorable event took place, when the North and South Korean delegations walked into the stadium together, holding up only one flag of the Korean peninsula.

Source: [Factsheet on "The North and South Korean Olympic Participation Meeting"](#), IOC, 2018

**ACTIVITY SHEET 14: PRIMARY AGES 5–8**

## ACTIVITY SHEET 15: INTERMEDIATE AGES 9–11



# GLOSSARY

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

- BLOGS:** Students with internet access can write about their experiences of OVEP and then post them online. A blog is like a diary or journal and can adopt whatever style of writing you feel matches your purpose. You may wish to write persuasively, express opinions or celebrate the successes of others. It can be whatever you want it to be. Some blogs are written for an audience of followers, while others may be just for the joy of personal expression. There are plenty of blogging resources available online and these can be easily located through search engines.
- CAROUSEL LEARNING:** This is a brainstorming activity. The educator poses a question – it may have several parts – and writes it down on several sheets of paper. These are taped to walls. Students rotate from paper to paper. They consider the question on the paper, think about it then write down their responses. They then move onto the next paper. At the end, the papers are taken down and studied for patterns, discussion items, etc. This method can activate the student's prior knowledge and provoke new lines of enquiry. It also allows less confident, less outspoken members of the class to make thoughtful contributions.
- CASE STUDY:** Students may decide to carry out / conduct a detailed, focused study of a particular aspect of OVEP. Methods of demonstrating their learning – in keeping with a personalised approach – should be decided by the student.
- CHATROOMS:** Many of the OVEP activities are designed to solicit and develop the thoughts of students. Digital chatrooms could be great forums for collaborating with students in other parts of the world. The use of chatrooms as a teaching method, while full of potential, must also be used with sound professional judgement, for they can also be places where inappropriate content is posted. Educators are advised to consult with same question IT departments for recommendations.
- CIRCLE OF SHARING:** In this method of learning, students are placed in a circle and given one problem to work on. Everyone in the circle thinks about the problem – usually an open – ended, challenging question. A recorder will then transcribe the responses and contributions of each person in the circle. After gathering all of the input, the scribe summarises the answers and this leads to further discussion.
- CIVIC LITERACY:** An understanding of how to engage within a community (local, global) in order to strengthen a society.
- COLLABORATION:** This is one of the 21st-century learning competencies and is an important technique for teaching many of the OVEP activities. Students are encouraged not only to “get along”, but also to seek and value the ideas of others as they work together on projects and assignments.
- COMMUNICATION SKILLS:** Many of these OVEP activities develop the students' communication skills. In writing, they have the opportunity to express their opinions creatively through storytelling, article writing and interviewing. They can also develop their methods of personal expression through movement, drama and the spoken word (such as monologues or dialogues). The OVEP activities value the thoughts and contributions of all learners, whatever their capabilities, and many of the recommended teaching methods are designed to allow equity of voice in debate and discussion.
- CONCEPT MAPPING:** This technique asks students to identify relationships between ideas and themes, and then express them in a visual way. Example: Olympism connects to Olympic educational themes, which connects to joy of effort, which in turn connects to an aspect of sport. This thinking strategy helps the students place large amounts of information into categories that can then be analysed (or used in whatever way the project or assignment requires).
- CONSTRUCTIVISM:** This is an educational philosophy that suggests that students learn most effectively when they are “doing” or experiencing the learning, rather than passively interacting with the content. Many of the OVEP activities prompt the student to develop their thinking and understanding of values using constructivism, as opposed to sitting in a classroom and being lectured to.
- CREATIVITY:** This is recognised as one of the key 21st-century learning competencies. Students are encouraged to bring their own ideas to problems and means of expression.
- CRITICAL THINKING:** Rather than being one skill, critical thinking is a composite of different thought processes: analysing information, synthesising into some personal meaning and forming a judgement about this new information. This is an important skill in OVEP because it helps the students develop their own understanding rather than having it given to them by an educator.
- DEBATING SKILLS:** Many skills are developed through the use of debates as a pedagogical strategy. The following are some skills developed through proper debate practices: verbal communication, effective listening, critical thinking and confidence.
- ENTRY CARDS:** At the start of a lesson or unit, students are encouraged to write down their questions about its topic on a small card. Specifically, they will write what they know and want to know. These cards can then be referred to throughout the unit by the educator and students, and used as reminders to focus work and answer questions.



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

**Guided enquiry:** The teacher provides a question, the students then choose the processes to research, then communicate their findings

**Structured enquiry:** The teacher provides a question and expects specific outcomes from the research. The key aspect of this approach is for students to develop analytical and reflective thinking.

**Open-ended enquiry:** The students choose their own question, methods of research and methods of communicating their results and discoveries.

- **EXIT CARDS:** The companion to the entry card is the exit card. At the conclusion of the unit, the student writes down the things they have learned, along with areas that are of interest for further study and any questions or challenges they have faced.
- **EXPERIENTIAL LEARNING:** In this method, students are tasked with completing activities where the power and impact of the lesson is best achieved by “doing”. In activity sheet 23 (The Paralympics), the exercises are best “studied” by carrying out the games rather than thinking about them.
- **FORUM THEATRE:** One of the great contributions from Ancient Greece – along with the Olympics – was drama. It was valued as a powerful way of provoking thought, sharing ideas and inspiring new ways to examine issues. Some of these OVEP activities use drama to bring to life issues emerging from Olympism, providing a fun way for students to connect with this material.
- **GUIDED OR DIRECTED READING/DISCUSSION/THINKING/WRITING:** The educator can use OVEP and supplementary materials – articles, books, blogs, websites – to support the student’s understanding of the questions posed. In directed reading, the educator may ask the student to make predictions (“What do you think might happen if...?”), use prompts to stimulate deeper thinking, help the students make comparisons, find similarities and note differences.
- **JIGSAW LEARNING:** In this method, students are split into groups and study a different piece of one problem. They then come together, share their ideas and assemble their solution to the problem. It is a strong method for promoting collaboration. If one piece of the puzzle dominates the rest – just like a jigsaw – it will not work. The pieces must fit together.

- **JOURNALS:** Students are encouraged to keep a journal as they work their way through these OVEP activities. It can record their thoughts and shape their ideas on topics that require debate and opinion. They can become a powerful archive of a student’s developing sense of character.
- **LITERATURE CIRCLES:** This is a great way to gather students’ ideas about OVEP topics. Students are placed in (or choose) small groups. They are given a text to read and then discuss its contents. They can report back to the larger group on the conversations and opinions that were expressed. These literature circles can be used for studying books as well as shorter pieces of writing.
- **METACOGNITION:** In this technique, students are encouraged to analyse their thinking process – what does it tell them? Does the thinking reveal bias or depth? Does it prompt or require further questions to gain greater clarity? This method is best suited for advanced thinkers – not those who are still at a concrete-sequential level (i.e. young children).
- **MONITORING AND EVALUATION:** Monitoring a programme is ongoing and includes check-ins with participants, their families and instructors, so that feedback can be gathered to improve the programme on an ongoing basis. Evaluation is a comprehensive approach to data (i.e. quantitative, qualitative) used in order to determine if the programme has met its objectives and goals and to provide feedback to participants.
- **PANEL DISCUSSION:** A moderator (an educator or a student) is selected to present questions to a group of people (perhaps students or experts). The format for the panel’s responses can vary. The moderator may address an issue to a specific member of the panel or pose the same questions to all members. After a specified time answering the question (with no interruptions), the other panel members can comment on the responses.
- **PEER TEACHING:** Research has repeatedly shown that allowing students to teach one another has a profound impact on the learning success of both the student and the teacher. It is especially powerful for students who find the material to be challenging. Having a peer teacher helps the developing student to connect with both the material and their peers in significant ways.
- **PERSONALISATION:** This methodology draws on 21st-century learning competencies (creativity, collaboration, communication skills, problem-solving) and allows the student to design their learning around their interests and preferred learning styles. Students can then choose how they express their learning – essentially, they personalise it.
- **PORTFOLIOS:** A portfolio is a depository of student learning. It can be a physical document – a binder, a file – or a digital box in

which various media can be stored. The student gathers work that showcases their learning, how it has progressed, along with areas of strength and weakness.

- **PREZZI/POWERPOINT:** A number of digital tools can be used to colourfully present ideas connected to these OVEP activities.
- **PROBLEM-SOLVING:** The ability to determine solutions in varying situations. Some solutions to problems are better than others, and young people should think critically and consider collaborating with others, as they seek optimal solutions.
- **PROJECT-BASED LEARNING (PBL):** Students are encouraged to select a question that will guide their learning for the designated length of the assignment or project. OVEP and PBL are a natural fit as students might select one or more educational theme(s) and then explore aspects matched to their interests. The PBL approach would allow the students to choose how they presented what they have learned.
- **QUESTION AND ANSWER:** This method draws on the skill of the educator to ask questions that explore a student’s understanding and then challenge them with further questions based on their responses. This approach gives the students the opportunity to make predictions and provide reasoning that in turn will be challenged for strength or accuracy.
- **REFLECTION:** The act of thinking back on an experience for the purpose of improving the instruction or outcomes of the activity or lesson.
- **RESPONSE JOURNALS:** These are used by the student to write their thoughts (over time) to a question. For example: The educator may pose a question “Can OVEP change the character of a student?” As the student participates in the OVEP activities, they will be able to make journal entries in response to this question.
- **ROUND TABLE:** In this strategy, an educator writes a question (or several questions) on a piece of paper. Students write answers or suggest ideas and then pass the paper on to the next member of the group. This is a useful way of generating ideas, but is also a means for the educator to gauge the group’s level of understanding.
- **SOCRATIC QUESTIONING:** This ancient strategy, inspired by the teachings of Greek philosopher Socrates, is led by the educator, who challenges the students to question their understandings and defend their opinions.
- **STORYTELLING:** A pedagogical strategy used as a powerful tool for communicating a topic or concept with learners.
- **TASK CARDS:** Educators write down tasks that describe or support the OVEP activities. These cards can be taken into groups and used to prompt questions or clarify understanding.



- **THINKING SKILLS:** Many of the OVEP activities prompt the students to explore their own ideas about the material. Thus thinking skills such as analysis, reflection, synthesis and theorising are incorporated into these activities.
- **VIRTUAL LEARNING:** Students who have access to information and communication technologies (known as ICT) can use these resources to make creative use of many of the suggested OVEP activities. They can share their ideas in video conferencing, podcasts, chatrooms or social media.
- **VLOGS:** Students’ technological literacy provides many unique ways to demonstrate what they have learned to their educators. Vlogs are the video equivalent of blogs. The students can record an interview with each other, or record a monologue, and then upload to a website or hosting site. This method offers considerable potential for students.
- **WORKING BACKWARDS:** This is a unique teaching strategy whereby the students start their work at the finishing point. The students then have to determine the preceding steps that helped to reach this point.





# APPENDIX

SECTION PAGE	NAME	URL
7	<i>The Olympic World Library</i> , website, The Olympic Studies Centre.	<a href="https://library.olympics.com/">https://library.olympics.com/</a>
7	<i>Olympic Documents</i> , website, International Olympic Committee.	<a href="https://olympics.com/ioc/documents">https://olympics.com/ioc/documents</a>
7	<i>How well do you know the Olympic Games?</i> , digital resource, The Olympic Museum, 2019 (4 <sup>th</sup> Edition).	<a href="https://olympics.com/museum/visit/schools/educational-kits/olympic-summer-games-kit-get-informed">https://olympics.com/museum/visit/schools/educational-kits/olympic-summer-games-kit-get-informed</a>
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