



**OLYMPIC VALUES
EDUCATION PROGRAMME**

THE FUNDAMENTALS OF OLYMPIC VALUES EDUCATION

A SPORTS-BASED PROGRAMME



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The newly published OVEP toolkit has been revised and developed so as to include up-to-date information and educational material. It now comprises three complementary parts:

- The Fundamentals of Olympic Values Education: A Sports-Based Programme
- Implementing the OVEP PLAYbook: A Practical Guide to Olympic Values Education
- Activity Sheets: Exercises to Support Olympic Values Education

The IOC wishes to express its appreciation to the following contributors and many more who are not named herein:

Richard Bailey, PhD FRSA, International Council for Sport Science and Physical Education
Gary Barber, St Michaels University School, Victoria, BC
Guin Batten and Viv Holt, The Youth Sport Trust
Deanna L. Binder, PhD, Royal Roads University, Victoria, BC
Detlef Dumon, International Council for Sport Science and Physical Education
Narin Hajtass, Educational and Training Manager, Jordan Olympic Committee
Katrin Koenen, International Council for Sport Science and Physical Education
Sock Miang Teo-Koh, PhD, National Institute for Education, Nanjing Technological University
Jennifer Leigh, PhD, University of Kent
Ralph Leighton, MA, Canterbury Christ Church University
Tony Macfadyen, University of Reading
David Mutambara, Executive Director of Zimbabwe Business Council on Wellness
Ines Nikolaus, PhD, International Pierre de Coubertin Committee
Roland Naul, PhD, University of Duisberg-Essen & Director, Willibald Gebhardt Institute
Matthew Reeves, MA, Liverpool John Moores University
Junko Tahara, PhD, International Pierre de Coubertin Committee
Henry Tandau, Tanzania Olympic Academy
John Tillson, PhD, St Patrick's College, Dublin City University

Members of the IOC Olympic Education Commission

Director of the Olympic Foundation for Culture and Heritage

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Cover illustration: Stephen Cheetham

Copy editing and content update: **Caroline von Alvensleben and Roxanne Arthingal, Olympic Foundation for Culture and Heritage**, Quai d'Ouchy 1, 1001 Lausanne, Switzerland
 Tel +41 (0)21 621 6511 www.olympics.com

This material is also available on www.olympics.com/ioc/education/olympic-values-education-programme

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HOW TO USE THIS MANUAL

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

Values are the principles and fundamental convictions that we each have and that guide each person's behaviour. Values provide the standards by which particular actions are judged to be good or desirable.

VALUES-BASED EDUCATION

Places of education, such as schools, promote the social and moral development of young people so that they can care of themselves and others, and make positive contributions to society. Approaches to preparing children and young people for life by teaching values are known as values-based education.

Physical education and physical activity experiences can support values-based education when they encourage moral and social responsibility, prosocial behaviours and respect for others.

The combination of OVEP educational themes with positive youth development "principles", integrated into physical activity programming, provides an ideal learning approach for the social, cognitive, physical and academic development of young people.

Using the symbols of the Olympic Games and the themes of Olympism, and drawing extensively from the lore of the ancient and modern Olympic Games, this programme aims to disseminate a values-based curriculum that will shape character development among children and young people. Using the context of Olympic sports, participants are taught skills and strategies that will help them assume the responsibilities of global citizenship and civic literacy.

To achieve these objectives, OVEP has the following knowledge-based key resources:

- The Fundamentals of Olympic Values Education: A Sports-Based Programme
- Implementing the OVEP Playbook: A Practical Guide to Olympic Values Education
- Activity Sheets: Exercises to Support Olympic Values Education

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

Educators and participants can also draw on an extensive range of resources (videos, articles, web pages, etc.) that are referenced in the Fundamentals Manual as well as the Activity Sheets Manual.



Portrait of a young girl at the 33rd Olympic Week, Olympic Museum Lausanne, 2013.

Implementing the OVEP Playbook is a resource guide based on educational practices related to physical activity for children and the youth sector. The Playbook will support participants' attainment of skills and competencies around how best to deliver OVEP programming to the target audience of people from diverse cultures and in diverse settings.



Beijing 2022: Games preparation – Introduction to Curling.

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

Pierre de Coubertin

SECTION 01

INTRODUCTION TO OLYMPIC VALUES EDUCATION

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SECTION 01

INTRODUCTION

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

When National Olympic Committees join the Olympic Movement and send athletes to compete at the Olympic Games, they agree to a shared set of values called “Fundamental Principles” (as set out in the Olympic Charter). These principles incorporate a set of values that the International Olympic Committee refers to as “the educational themes of Olympism” (see page 16).

This Manual contains information and material designed to facilitate values-based teaching and learning opportunities. The focus is on how to teach and learn about the educational themes of Olympism, not on rigid factual learning. Since the Manual is designed for learners between the ages of 5 and 18, often with English as a second language, there are activities for a variety of different age levels and reading abilities. Teachers and youth group leaders are encouraged to adapt and rework activities so that they are appropriate for their learners and athletes.

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

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

These methods are supported by the following principles of learning:

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

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

SUMMARY OVERVIEW

Section 01 explains the purpose of the Manual, introduces the values of the Olympic Movement, and provides suggestions for the implementation of OVEP by educators, administrators, youth sports leaders and other members of the Olympic family.

Section 02 outlines activities to help learners and athletes understand and explore the symbols and ceremonies of the Olympic Movement.

Section 03 provides background information and related activities on the history, structure and organisation of the Olympic Games and the Olympic Movement.

Section 04 includes theoretical background and activities relating to each of the five educational themes of Olympism: the joy of effort in sport and physical activity; fair play; respect for others; the pursuit of excellence; and balance between body, will and mind. These activities will help learners understand these themes and put them into practice.

Appendix contains a glossary and a list of the references mentioned in the Manual.



Olympic Games Handover ceremony between Tokyo 2020 and Paris 2024, in the Trocadéro Gardens, France.

SECTION 01

THE FUNDAMENTAL PRINCIPLES OF OLYMPISM

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

THE FUNDAMENTAL PRINCIPLES OF OLYMPISM

1. Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for internationally recognised human rights and universal fundamental ethical principles within the remit of the Olympic Movement
2. The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.
3. The Olympic Movement is the concerted, organised, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism. It covers the five continents. It reaches its peak with the bringing together of the world's athletes at the great sports festival, the Olympic Games. Its symbol is five interlaced rings.
4. The practice of sport is a human right. Every individual must have access to the practice of sport, without discrimination of any kind in respect of internationally recognised human rights within the remit of the Olympic Movement. The Olympic spirit requires mutual understanding with a spirit of

friendship, solidarity and fair play.

5. Recognising that sport occurs within the framework of society, sports organisations within the Olympic Movement shall have the rights and obligations of autonomy, which include freely establishing and controlling the rules of sport, determining the structure and governance of their organisations, enjoying the right of elections free from any outside influence and the responsibility for ensuring that principles of good governance be applied.

6. The enjoyment of the rights and

freedoms set forth in this Olympic Charter shall be secured without discrimination of any kind, such as race, colour, sex, sexual orientation, language, religion, political or other opinion, national or social origin, property, birth or other status.

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



Beijing 2022: Volunteers arrive for the closing speeches at the Winter Olympic Games' Closing Ceremony.

SECTION 01

THE CORE VALUES OF OLYMPISM

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

NOTE:

Five educational themes, all of which are related to the core Olympic values, are covered in this section:

- Learning about the joy of effort;
- Learning about fair play;
- Learning about respect for others;
- Learning to pursue excellence;
- Learning about the balance in life between body, will and mind.

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

Excellence



ENCOURAGE EFFORT – STRIVE FOR EXCELLENCE

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

Respect



PRESERVE HUMAN DIGNITY – DEMONSTRATE RESPECT

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

Friendship



DEVELOP HARMONY – CELEBRATE FRIENDSHIP

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

SECTION 01

THE EDUCATIONAL THEMES OF OLYMPISM

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

NOTE:

Teaching suggestions and practical activities have been included for each of the five themes in Section 04: "Teaching the educational themes of Olympism".

PLATFORM FOR TEACHING AND LEARNING
The WHAT:

The values of EXCELLENCE, RESPECT and FRIENDSHIP are identified by the Olympic Movement as the essential values of Olympism. They are the desired outcomes of participation by elite athletes in Olympic sports competitions. These values are highlighted in all Olympic Games and Youth Olympic Games.

The HOW:

OVEP focuses on educational processes for experiencing values, wherein five educational themes are highlighted in the learning methodology: experiencing the joy of effort, embodying fair play, practising respect, pursuing excellence, and learning about the balance between body, will and mind. These teaching themes stem from the Olympic Charter and the Fundamental Principles of Olympism, and integrate the objectives of positive youth development into the learning curriculum.

CORE OLYMPIC VALUES
EXCELLENCE
RESPECT
FRIENDSHIP

EDUCATIONAL THEMES
JOY OF EFFORT

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

FAIR PLAY

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

PRACTISING RESPECT

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

PURSUIT OF EXCELLENCE

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

BALANCE BETWEEN BODY, WILL AND MIND

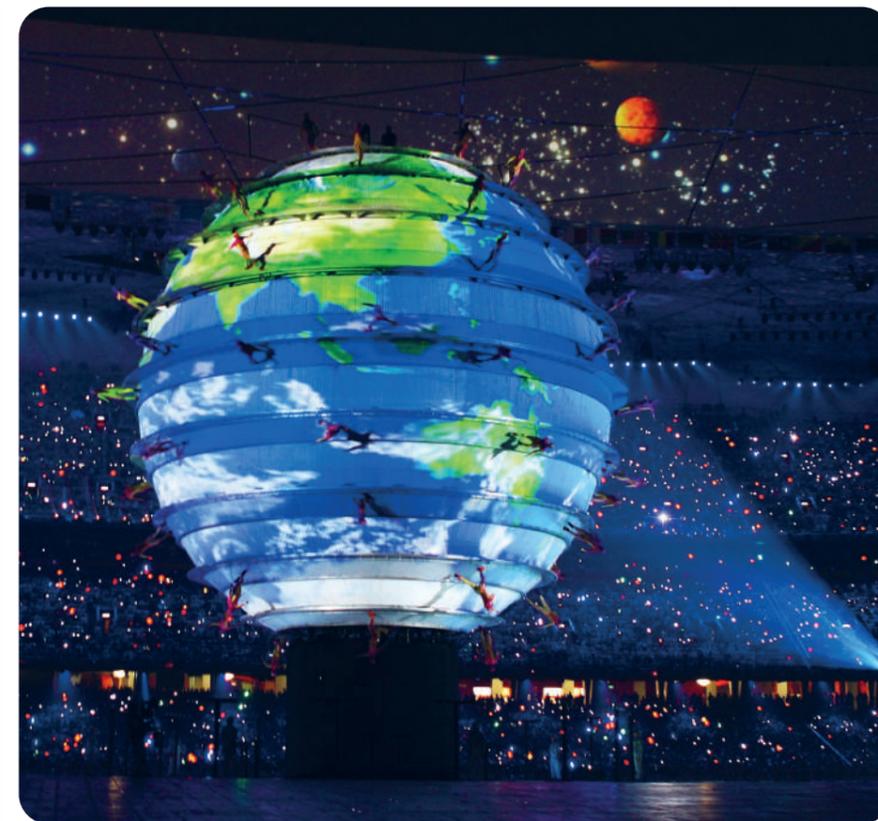
Learning takes place in the whole body, not just in the mind, and physical literacy and learning through movement contributes to the development of both moral and intellectual learning. This concept was the cornerstone of Pierre de Coubertin's interest in reviving the Olympic Games.

SECTION 01

TEACHING APPROACHES

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

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



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

OLYMPIC VALUES EDUCATION

A values-based education prepares children for life by delivering teaching through values. Olympic values-based education groups together methodologies, tools and activities to promote and experience the Olympic values in and through sport.

An Olympic values education aims to:

- Promote psychosocial values in and through sport (life-long social, cognitive and physical competencies).
- Provide a framework and tools and methodologies to experience the joy of effort, embody fair play, practise respect, pursue excellence and learn about the balance between body, will and mind.
- Share knowledge on the way sport and in particular the Olympic Movement can contribute to a peaceful and better world.



SECTION 01

PATHWAYS TO PARTICIPATION

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

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

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

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

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

Pathway Three: An Olympic-themed week or month

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

Pathway Four: Teacher-centred learning

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

Pathway Five: Post-secondary education and workshops for facilitators

For students in higher education or participants in workshops for facilitators (e.g. teachers and youth group leaders), the Manual can be adapted as the

framework for a course in “Olympic Education: A Values-Based Approach”.

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

EDUCATION PATHWAYS



SECTION 01

OLYMPIC VALUES EDUCATION AND YOUR COMMUNITY

In many countries, sport and recreation centres help to create community cohesiveness and promote positive social values. This section looks at the idea of a community center focused on sport, which can be used as an example to help young people envisage or design a sports centre for their own community.

SPORT FOR DEVELOPMENT AND PEACE

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

United Nations

DEFINING SPORT

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

Benefits of sport and other physical activities include:

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



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

“I took for granted the Olympic symbols, values, ceremonies, etc. Yet here, I discovered they underpin things that speak to the ‘human spirit’. This literally has the potential to address the holistic development of individuals towards positive social change on a global level.”

Teacher/coach, Trinidad & Tobago

SECTION 01

IN THE COMMUNITY¹

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

EMPOWERING YOUTH THROUGH SPORT

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

EMPOWERING CHILDREN THROUGH SPORT

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

EMPOWERING FEMALES THROUGH SPORT

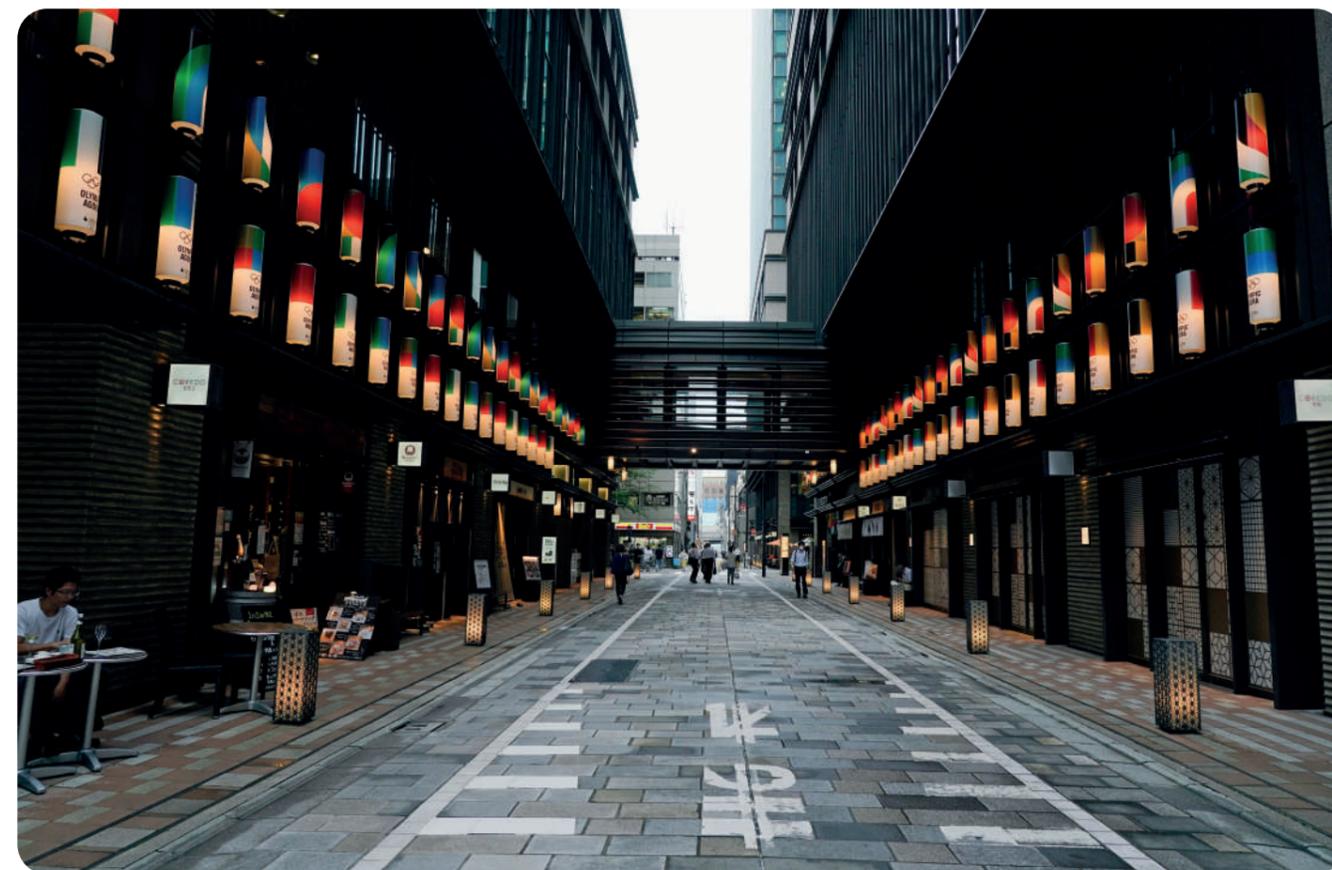
1. Secure equality of opportunity for girls and women to participate in activities of their own choice, including sports that have traditionally been male-only; acknowledge and celebrate difference by promoting physical activities such as indigenous movement forms, aerobics and dance.²
2. Emphasise and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

CULTURAL EXCHANGES AND EXPLORING TRADITIONS

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



Tokyo 2020: Games preparation – “Let’s 55” event – Introduction to Climbing.



Tokyo 2020: The visual identity of the Olympic Agora in Nihonbashi.

PLAN AND PREPARE COMMUNITY SPACES FOR SPORTS PARTICIPATION

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

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

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

The purpose of creating spaces for sports participation is:

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

SECTION 01

EDUCATIONAL REALITIES AND OPPORTUNITIES

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

EDUCATIONAL SYSTEMS:

The Fundamentals Manual is a global education initiative. However, educational priorities, programmes and systems differ considerably around the world. Teacher-student relationships, and the expectations of parents, students, education authorities and community members, are different in every country. Class sizes and infrastructures for teaching and learning vary. In many communities, for example, there is a much greater emphasis on informal education than on formal schooling; the focus is on oral rather than written communication, and on the role of family and community.³

EXAMS:

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

LANGUAGE:

Translating a document from the original language in which it was written to another language is always an imperfect process, because translation is a filtered communication between an author, a translator and a reader or listener. Ideas

easily expressed in one language are sometimes not so easy to express in another language. For example, the French phrase “esprit du sport” does not mean quite the same thing as the English phrase “fair play”. In Chinese, where language is presented through thousands of different symbolic characters rather than through an alphabet, translation from English or a European language is a difficult and complex process. Olympic educators from different continents have reviewed the materials in this Manual in an attempt to find the best words and phrases to express the ideas and values that underpin Olympism.

PHILOSOPHY:

The educational ideas of the Olympic Movement have their roots in European philosophy and educational traditions. While the basic principles resonate across the 200-plus countries that belong to the Olympic family, there are also many differences between these countries' belief and education systems. This means that, in some countries, gaining acceptance for the values-based teaching and learning strategies used in this Manual may be a challenge. For example, in faith-based educational communities, the challenge for Olympic educators and youth group leaders will be to identify ways that Olympic values education can support existing educational priorities, and to adapt and use the various activities proposed in the Manual in ways that are appropriate for the local belief systems and social frameworks.



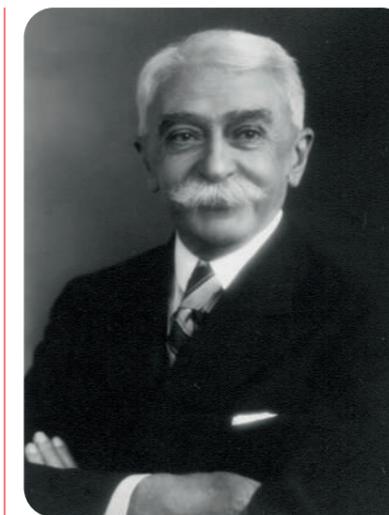
Children in Brazil enjoying Olympic Day in 2013.

SECTION 01

USING THIS RESOURCE TO MEET THE CHALLENGES

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

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



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



The poster featured on the cover of the official report of the Olympic Games Athens 1896.

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

Coubertin is behind the drafting of the original Olympic Charter.

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

THE AIMS OF THE OLYMPIC MOVEMENT

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

SECTION 01

PARTICIPATING IN OVEP

MEMBERS OF THE OLYMPIC FAMILY

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

Imagine yourself as the guest of honour at the opening ceremony of the Olympic Day event in a school or community. Hundreds of excited young people are waiting for you to declare the Olympic Day officially open. They have learned about Olympic history, other participating nations and the values of the Olympic Movement. In keeping with the belief that the Olympic Games

are more than just another sports event, students have produced their own torches and posters, and are looking forward to a day of sport and cultural activities. They will be challenged to practise fair play, accept individual differences and be the best that they can be. This is Olympism in action! These educational values of Olympism do not develop from active participation in sport alone. They have to be taught. As a member of the Olympic family, you are in a unique position to share and promote the content of this Manual. Because of your participation, a child may be inspired to become a future Olympian, or a champion for human rights. You will have made a difference in that child's life.



A young girl takes part in a hurdles race on Olympic Day in Bhutan, 2014.

COACHES AND SPORTS & YOUTH CLUB LEADERS

Former IOC President Jacques Rogge once said:

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

- The examples of the champions motivate young people.
- The dream to participate in the Games will lead them to sport. Through sport, they will benefit from an educational tool.
- Sport will help their bodies and minds.
- Sport will teach them to respect the rules.
- Sport will teach them to respect their opponents.
- Sport will allow them to integrate with society, and develop social skills.
- Sport will give them an identity.
- Sport will bring them joy and pride.
- Sport will improve their health.”⁴

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

Sometimes fierce competition and the pressure to win in both school and community sports can be a deterrent to the realisation of Olympic values such as fair play. Nevertheless, coaches all over the world are in a unique position to teach the values of Olympism.

One of the most effective ways for young athletes to learn about fair play is to provide an opportunity for them to discuss the implications and consequences of their behaviour. When coaches give their players the chance to explore value conflicts and to discuss their feelings, beliefs and behaviour, values education has begun.

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

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



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

EDUCATIONAL AUTHORITIES AND ADMINISTRATORS

The modern Olympic Games have broad international appeal and attract a worldwide television and online audience. They began life over 100 years ago as a 19th century European educational reform project conceived by Pierre de Coubertin. Today, they generate the “largest spatio-temporal concentration of attention in human history”.⁵

The educational values of Olympism provide a “transnational space” in which the symbols, ceremonies, values and principles of the Olympic Movement can be worked out, worked through, adapted and re-invented, within the context of local knowledge and cultural traditions.⁶ Professor John MacAloon of the University of Chicago has suggested that “there is no such thing as ‘the Olympic Games’; there are many thousands of Olympic Games”.⁷

The Fundamentals Manual is designed to convert Olympic stories, traditions and

history into curriculum-based learning activities. Children and young people learn best by being engaged in an enthusiastic way. Learning activities based on the educational values of Olympism provide a useful context for locally produced interpretations, insights, representations and activities.

The learning possibilities that this affords seem to match the required learning outcomes of school-based curricula. South African teachers, for example, integrate the concept of ubuntu – an ancient sub-Saharan word that translates approximately as “I am what I am because of who we all are” – with the Olympic societal values of universality and humanity.⁸

Therefore, exercises and stories based on Olympic themes provide a natural motivation for values-based teaching activities in a variety of subject areas.

They will help young people to explore the traditions of their own national and cultural communities. They will support the shared objectives of sport and education in schools to improve the moral and physical development of participants and students.

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



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

TEACHERS AND INSTRUCTORS

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

Perhaps your school does not have the facilities or the curriculum time for physical education. Perhaps you do not have qualified people to teach physical education. Pierre de Coubertin faced this same situation over 100 years ago when he was trying to reform the education system in France. He complained that young people were “being stuffed with knowledge... [and] ... turned into walking dictionaries”.⁹ He suggested that young people develop positive values like fair play, respect for others and the desire to challenge their abilities by actively applying them in real situations – and specifically in sport and games.

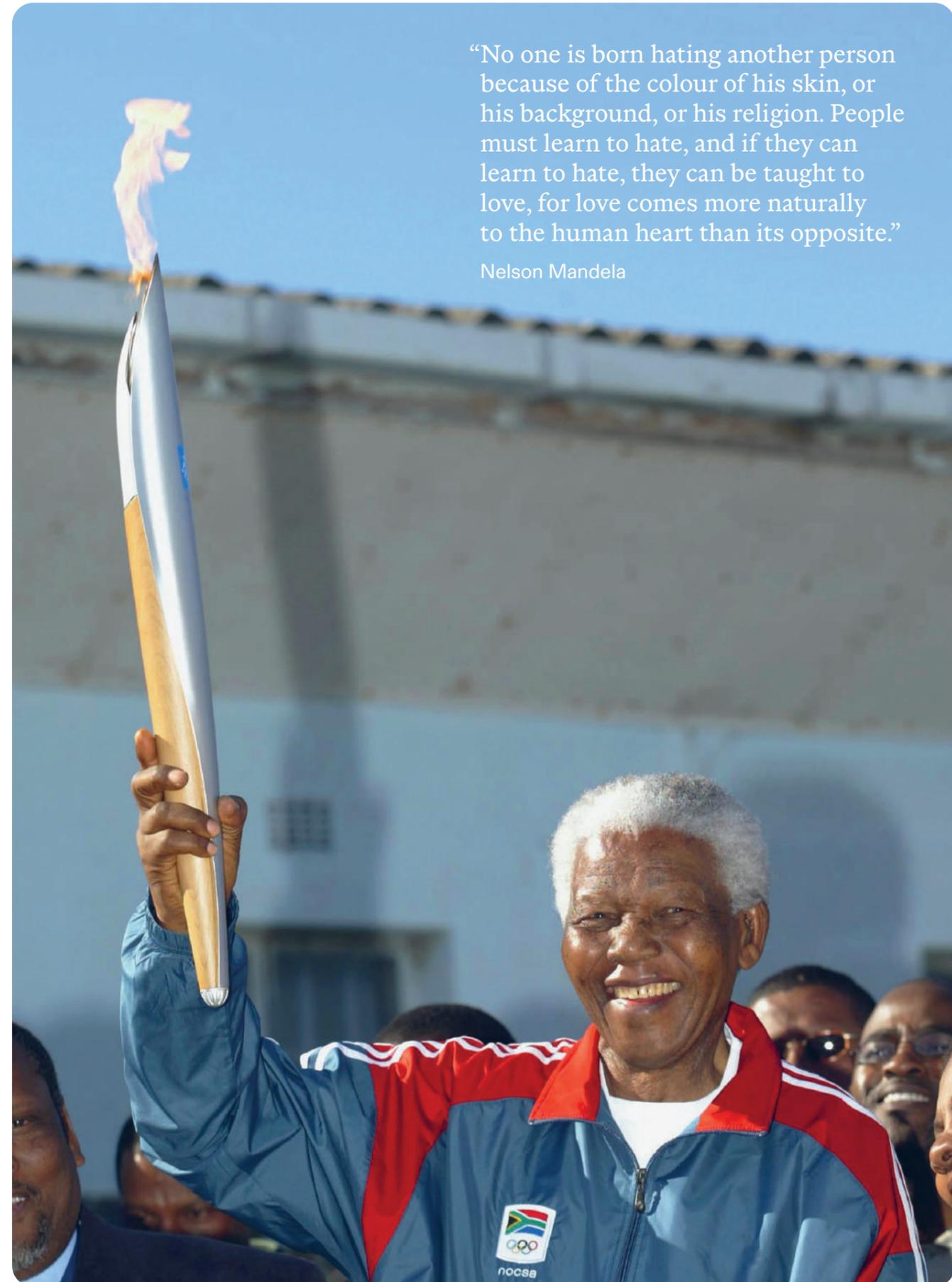


A basketball player at the opening of the first Olympic Youth Development Centre, which was built in Zambia in 2010 as part of the Sport for Hope Programme.

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

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

- Select information or activities from the Manual to support or build on their existing programmes.
- Use the Fundamentals Manual as the primary text book for a course in Olympic education.
- Plan an Olympic Day or Olympic Week in a school or out-of-school setting. Integrating the Manual activities across a variety of subject areas offers a school the opportunity to work together, and to begin and end the Olympic theme with special symbols and ceremonies that will further enhance the learning experiences. Read more about Olympic Day in Section 04 on page 91.
- Inspire the dreams of learners with Olympic stories of triumph and tragedy. Encourage international understanding and peace with the messages, magic and mystery of the Olympic symbols and ceremonies.
- Increase sports participation by teaching the Olympic values.



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

Nelson Mandela

Nelson Mandela, the inspirational former President of South Africa.

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

Professor John MacAloon¹



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

SECTION 02

CELEBRATING OLYMPISM THROUGH SYMBOLS, CEREMONY AND ART

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

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SECTION 02

BACKGROUND INFORMATION

This section introduces and elaborates on the various Olympic symbols and traditions, which are an integral part of the Games. Activities related to each theme can be found in the Activity Sheets manual.

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



One of the first Olympic flags, which was commissioned by Baron Pierre de Coubertin and was first displayed at the inauguration of the Chatby stadium in Alexandria, Egypt, in 1914. You can see the French words "Alexandrie 5 avril 1914" (Alexandria, 5 April 1914) written on the flag.



Rio 2016: Flag bearer Rose Nathike Lokonyen leads the Refugee Olympic Team during the Athletes' parade.

THE OLYMPIC RINGS AND OLYMPIC FLAG

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

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

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

At the closing ceremony of the Olympic Games, the flag is lowered. The mayor of the host of the Games then passes the Olympic flag to the mayor of the host of the next edition of the Games. (Learn more on pages 34–35.)

THE OLYMPIC MOTTO

The original Olympic motto was *citius, altius, fortius*, which is Latin for faster, higher, stronger. The motto was created in 1881 by Father Henri Didon, a friend of Pierre de Coubertin, and adopted by the IOC in 1894. On 20 July 2021, the IOC added a fourth word to the motto. It now reads "*citius, altius, fortius – communiter*" which means faster, higher, stronger – together. (Learn more on pages 36–37.)



THE OLYMPIC FLAME AND OLYMPIC TORCH RELAY

In the context of the modern Games, the Olympic flame is a manifestation of the positive values that humankind has always associated with the symbolism of fire. The torch relay's function is twofold: to herald the Olympic Games and to transmit a message of peace and friendship to the people along its route. The tradition of the modern Olympic flame began in 1936 at the Berlin Games and has remained an Olympic custom ever since. The flame is lit by the sun at Ancient Olympia in Greece and then passed from runner to runner, and often through diverse modes of transport, in a relay until it reaches the host. There, it is used to light a cauldron at the Olympic Stadium during the opening ceremony. The flame burns throughout the Games and is extinguished at the closing ceremony. (Learn more on pages 38–39.)

THE OPENING CEREMONY

The opening ceremony is an extraordinary and intricately choreographed extravaganza, allowing the host to showcase its uniqueness, and is primarily the responsibility of the host Organising Committee. The sequence of events at the opening ceremony is stipulated by the Olympic Host Contract.

THE CLOSING CEREMONY

The closing ceremony signals the official end of the Olympic Games and is usually shorter and simpler than the opening ceremony. The closing ceremony is organised on the last day of the Games, normally after all the events.

THE OLYMPIC ANTHEM

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

THE OLYMPIC OATH

"In the name of [the athletes], [all judges], [all coaches and officials], we promise to take part in these Olympic Games, respecting and abiding by the rules and in the spirit of fair play, inclusion and equality. Together we stand in solidarity and commit ourselves to sport without doping, without cheating, without any form of discrimination. We do this for the honour of our teams, in respect for the Fundamental Principles of Olympism, and to make the world a better place through sport."

At the opening ceremony, the oath is taken by two athletes, two coaches and two judges. The Olympic oath was first used at the 1920 Olympic Games in Antwerp. (Learn more on page 46.)

THE MEDAL CEREMONY

At the ancient Olympic Games, only the winners received awards – a simple wreath made from an olive tree branch that was cut with a golden scissor from a wild olive tree. The Ancient Greeks believed that the vitality of the sacred tree was transmitted to the recipient through the branch.

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

ACTIVITY SHEET 01

BARON PIERRE DE COUBERTIN AND THE OLYMPIC MOVEMENT

OLYMPIC EDUCATIONAL THEMES

Fair play

Balance

Practising Respect

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

- Recognising which behaviours contribute to healthy and harmful lifestyles.
- Learning about the life and achievements of the founder of the modern Olympic Movement, Pierre de Coubertin.

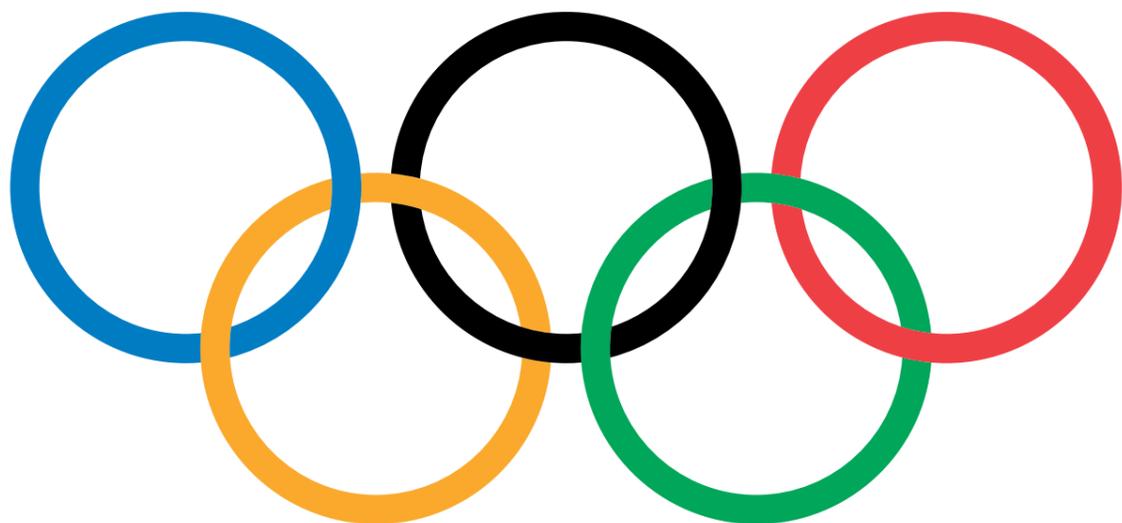


Sochi 2014: Silver medallist Kelsey Serwa (Canada), gold medallist Marielle Thompson (Canada) and bronze medallist Anna Holmlund (Sweden) celebrate during the medal ceremony for the women's ski cross.

SECTION 02

LINKED BY THE RINGS: THE OLYMPIC SYMBOL

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



BEFORE YOU READ - QUESTIONS TO ASK

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



READING

Look at the five rings pictured above. They are joined together like a chain. You will see them everywhere on TV and digital media during the Olympic Games. The Olympic rings are referred to as "the Olympic symbol" and are recognised throughout the world. When used in its five-colour version, the rings are interlaced from left to right; the blue, black and red rings at the top, the yellow and green rings at the bottom. The Olympic rings represent the union of five continents and the meeting of athletes from throughout the world at the Olympic Games. What do you think?



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

FOR DISCUSSION

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

ACTIVITY SHEET 02 THE OLYMPIC SYMBOL

OLYMPIC EDUCATIONAL THEMES

Practising respect

Pursuit of excellence

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

- Understanding the significance of the Olympic rings.

SECTION 02

FLYING THE FLAG

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

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

Jean-Michel Cousteau²

BEFORE YOU READ - QUESTIONS TO ASK

Have you seen the Olympic flag flying anywhere? Where? Why does the Olympic Movement need a flag?



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

READING 1

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

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

READING 2

FLAG WAVING FROM A WHEELCHAIR³

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

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

With one billion viewers expected to watch the Closing Ceremony at the 2006 Winter Games in Turin, Sullivan said the symbolism of taking the flag was important.

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

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

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

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



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

ACTIVITY SHEET 03

FLYING THE FLAG

OLYMPIC EDUCATIONAL THEMES

Practising respect

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Discussion, creativity, collaboration, task cards.

LEARNING OUTCOME

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

SECTION 02

THE OLYMPIC MOTTO: CITIUS, ALTIUS, FORTIUS – COMMUNITER

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

Citius, Altius, Fortius – Communiter are Latin words. They mean “Faster, Higher, Stronger – Together”. This motto sums up the Olympian values of striving for excellence, and being the very best that one can. The last word, added in 2021 by the IOC, is “Together” and recognises the unifying power of sport.

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

FOR DISCUSSION

Can judges or officials cheat? If so, how?

Why would they cheat?

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

Why do you think the IOC recently added the word “Together” into the motto?



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



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

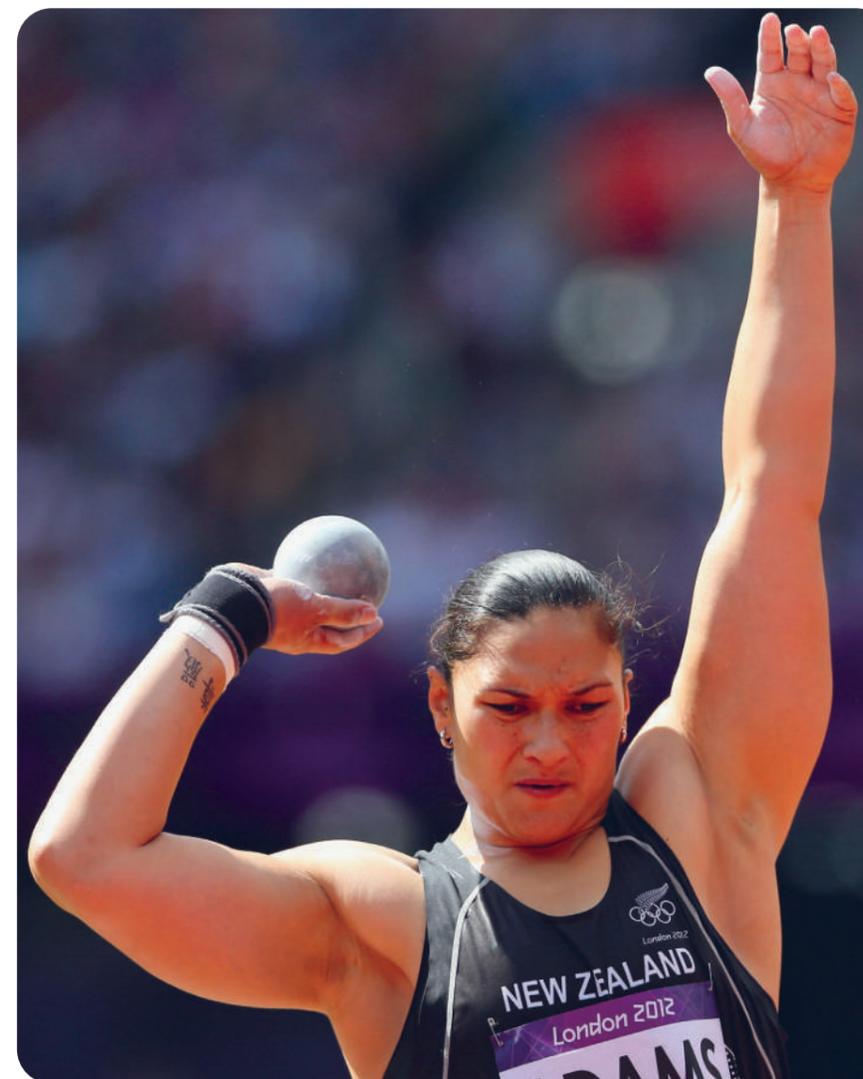
FOR DISCUSSION

“The important thing in life is not the triumph, but the fight; the essential thing is not to have won, but to have fought well.”

Baron Pierre de Coubertin

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

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



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

ACTIVITY SHEET 04

THE OLYMPIC MOTTO: CITIUS, ALTIUS, FORTIUS – COMMUNITER

OLYMPIC EDUCATIONAL THEMES

- Balance
- Pursuit of Excellence
- Joy of effort

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

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

SECTION 02

IGNITING THE SPIRIT: THE OLYMPIC FLAME

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

READING

Each edition of the Olympic Games has a special flame that travels on a long journey – known as the Olympic Torch Relay – taking it from the ruins of the site of the ancient Olympic Games to the host. The torch-lighting ceremony takes place in front of the ruined columns of the Temple of Hera in Ancient Olympia. The flame is lit by the heat of the sun reflecting off a mirror into the oil of a big cauldron. The Olympic torch is lit from this flame and begins its journey to ignite the Olympic spirit in other parts of the world.

FOR DISCUSSION

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

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



Beijing 2022: High Priestess Xanthi Georgiou lights the 2022 Olympic flame during the Lighting Ceremony of the Olympic flame at Olympia in Greece.

ACTIVITY SHEET 05

IGNITING THE SPIRIT: THE OLYMPIC FLAME

OLYMPIC EDUCATIONAL THEMES

Practising Respect

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

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



The London 2012 Torch Relay reaches the city of Carlisle in England.

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

Cathy Freeman, gold medallist,
Olympic Games Sydney 2000



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

SECTION 02

THE OLYMPIC GAMES OPENING CEREMONY

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

OPENING CEREMONY

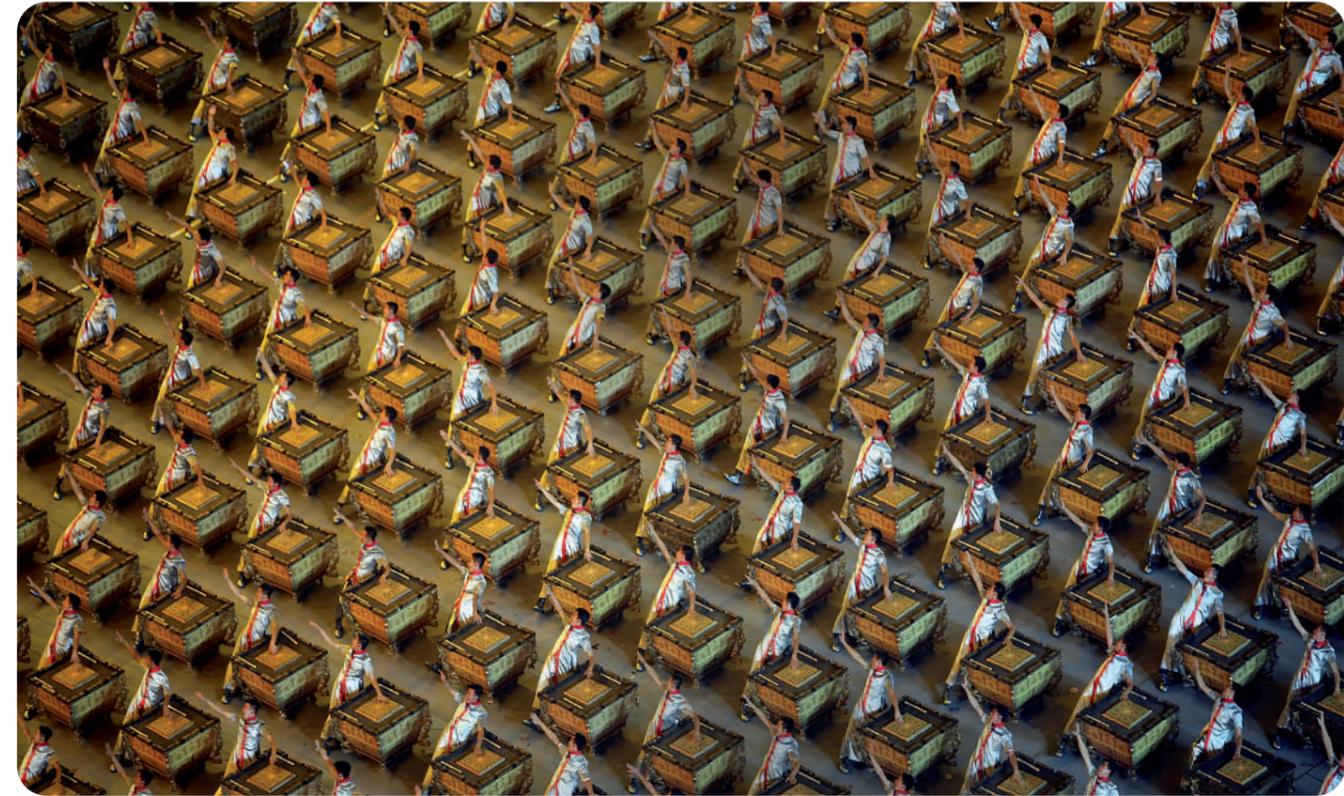
The opening ceremony is an extraordinary and intricately choreographed extravaganza, allowing the host to showcase its uniqueness and is primarily the responsibility of the host Organising Committee.

Order of events:

- The head of state of the host country is received at the stadium by the IOC President.
- The national anthem of the host is played or sung as the host nation's flag is raised.
- The Parade of Athletes – Greece first, other delegations in alphabetical order, future host(s), with the host last.
- A stylised representation of doves is presented as a symbol of peace.
- Speeches by the President of the Organising Committee and the President of the IOC.
- The head of state of the host country officially declares the Games open.
- The Olympic Anthem is played as the Olympic flag is raised.
- An Olympic oath is taken by two athletes, two coaches and two judges or officials.
- The Olympic torch is used to light the Olympic cauldron.
- A programme of entertainment reflecting the culture and history of the host is provided by the Organising Committee.



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



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

ACTIVITY SHEET 06

THE OLYMPIC GAMES OPENING CEREMONY

OLYMPIC EDUCATIONAL THEMES

- Fair play
- Balance
- Practising respect
- Pursuit of Excellence

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

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



SECTION 02

THE OLYMPIC GAMES CLOSING CEREMONY

The closing ceremony signals the official end of the Olympic Games and is usually shorter and simpler than the opening ceremony.

CLOSING CEREMONY

Order of events:

- After the entrance of the head of state of the host and the President of the IOC, the national anthem of the host is then played or sung, as the host nation's flag is raised.
- Entry of nations' flags – The Greek flag opens the march, followed by flags of countries participating in the Games, and the host nation's flag at the end.
- Parade of Athletes – In contrast to the opening ceremony, the athletes are not separated into national teams as they enter the stadium, to symbolise the unity and friendship of the Games.
- The medals for selected events of the Games – generally the marathon at the Summer Games, or cross-country skiing for Winter Games – are presented at the closing ceremony.
- Representatives of volunteers of the Games are presented with commemorative gifts by the athletes newly elected to the IOC Athletes' Commission, as a mark of gratitude for their work carried out during the Games.
- The Greek flag is raised, accompanied by the Greek national anthem.
- The Olympic flag is lowered as the Olympic Anthem is played. The mayor of the host hands the flag to the IOC President, who hands it on to the mayor of the next host.
- A artistic display is laid on by the Organising Committee of the next host.
- The President of the IOC declares the Games closed: "I declare the Games of the [current] Olympiad closed, and in accordance with tradition, I call upon the youth of the world to assemble four years from now at [the site of the next Olympics], to celebrate with us there the Games of the [next] Olympiad."



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



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

FOR DISCUSSION

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

- In groups, discuss the culture, traditions and identity of your local area or country. Which give the best sense of what it is like to grow up there?
- Choreograph a simple dance that captures some key aspects of your culture. How do you decide which to include and which to exclude?



ACTIVITY SHEET 07

THE OLYMPIC GAMES OPENING CEREMONY

OLYMPIC EDUCATIONAL THEMES

- Fair play
- Balance
- Practising respect
- Pursuit of excellence

LEARNING OUTCOME

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

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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



SECTION 02

MUSIC AND THE OLYMPIC ANTHEM

The Olympic Anthem was composed for the first modern Olympic Games in 1896 in Athens. Created by Greek composer Spyros Samaras to words written by the poet Kostís Palamás, it is the oldest property of the Olympic Games.

Music is an important part of the Games. From 1912 to 1948, they even included art competitions, where medals were awarded in five categories: architecture, sculpture, painting, literature and music.

READING

The Olympic Anthem by Samaras and Palamás has not always been part of the opening ceremony. In fact, it disappeared for over 60 years.

The Anthem is played once the Games have been officially declared open by the head of state of the host country, as the Olympic flag is raised.

The words by Palamás are frequently translated into the language of the host, as was the case for the 1984 Games in Los Angeles and the 1996 Games in Atlanta; but the original words in Greek are also used.

Besides the Anthem, several well-known composers have been commissioned to create works, which are often intended for the opening ceremony of the Games. American composer John Williams wrote original themes for four different Olympics (1984, 1988, 1996 and 2002), and in 1981 Leonard Bernstein composed an Olympic Hymn for the XI Olympic Congress in Baden-Baden.

The Olympic Games have always invited prestigious artists to the ceremonies, such as Céline Dion (1996), cellist Yo-Yo Ma and

Sting (2002) and Luciano Pavarotti (2006).

Music has been used in epic moments of ceremonies, such as the Los Angeles 1984 Games, when 85 grand pianos played George Gershwin's Rhapsody in Blue, and the Beijing 2008 Games, when 2,008 drummers performed in unison.

Occasionally, it has been used in humorous contexts, like at the London 2012 Games, where Rowan Atkinson joined Sir Simon Rattle and the London Symphony Orchestra to play Vangelis' Chariots of Fire.

“The harmonious strains of music floated on the air and kindled a fire of enthusiasm in every listener’s breast. Everyone was profoundly touched, the spirit of antiquity seemed to hover round the Stadion.”

Official Report of the Athens 1896 Games.

FOR DISCUSSION

- Is music essential to the Olympics?
- Do some sports need music in order to take place? Can you think of which ones, and why? What do these sports have in common?
- Why was it felt that the Olympic Games needed an anthem, and what are anthems usually associated with?

**ACTIVITY SHEET 08
MUSIC AND THE OLYMPIC ANTHEMS****OLYMPIC EDUCATIONAL THEMES**

- Friendship
- Practising respect
- Pursuit of excellence

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

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



SECTION 02

THE OLYMPIC MEDALS

Gold, silver and bronze medals are awarded to the top three finishers in every event at the Olympic Games.

The gold, silver and bronze medals awarded to competitors at the Olympic and Paralympic Games represent the highest levels of athletic achievement.

READING

At the ancient Games, winners were rewarded with an olive wreath (also known as kotinos) rather than the medals they receive today. The first medals were awarded at the Olympic Games in Athens in 1896. Back then, a silver medal went to the winner, a bronze medal went to second place, and nothing was given to third place and below. The tradition of three medal prizes started in St Louis in 1904.

From Athens 1896 to Amsterdam 1928, the medals ceremony traditionally took place during the closing ceremony of the Games. As of Los Angeles 1932, the medals were awarded after each competition.

The design of the medals is the responsibility of the Organising Committee for the Olympic Games (OCOG) and varies with each edition.

However, there are some guidelines and rules that must be observed when it comes to design and production. For example, the medals must have a minimum diameter of 70mm and be 3mm thick. The medal for first place must be gilded with at least 6g of pure gold.

Different visual requirements exist for the Summer and Winter Games. For the Summer Games, medals must include depictions of Nike (the goddess of victory) standing in the Panathinaikos Stadium; the full name of the Games edition; the name of the sport and event; and the OCOG emblem.

For the Winter Games, medals must include the Olympic emblem; the full name of the Games edition; the name of the sport and event; and the OCOG emblem.

While several Olympic hosts have designed medals using partly recycled material, as was the case at Rio 2016, Tokyo 2020 was the first edition in history at which medals were produced entirely from recycled material.

FOR DISCUSSION

- Do you think all Olympic medallists keep their medal(s)?
- In your opinion, is a medal worth the effort that an athlete puts into preparing for and competing at the Games?

**ACTIVITY SHEET 09
THE OLYMPIC MEDALS****OLYMPIC EDUCATIONAL THEMES**

- Practising respect
- Pursuit of excellence

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Discussion, listening, creativity, role play.

LEARNING OUTCOME

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

SECTION 02

THE OLYMPIC OATH

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

“In the name of the athletes, we promise to take part in these Olympic Games, respecting and abiding by the rules and in the spirit of fair play, inclusion and equality. Together we stand in solidarity and commit ourselves to sport without doping, without cheating, without any form of discrimination. We do this for the honour of our teams, in respect for the Fundamental Principles of Olympism, and to make the world a better place through sport.”

The athletes' oath

READING

Cheating and punishment in Ancient Olympia

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

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

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

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

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

FOR DISCUSSION

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



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

ACTIVITY SHEET 10 THE OLYMPIC OATH

OLYMPIC EDUCATIONAL THEMES

- Fair play
- Practising Respect
- Joy of effort

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.
- Do these punishments prevent people from cheating?
- Why/why not?
- What measures would you suggest in order to prevent cheating in a sports competition?

SECTION 02

THE OLYMPIC TRUCE IN ANCIENT AND MODERN TIMES

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

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



Sochi 2014: Ban Ki-moon, the then-United Nations Secretary General, visiting the Olympic Village.

A NOTE ON THE OLYMPIC TRUCE⁵

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



SECTION 02



A priestess releases a dove at Ancient Olympia.

The history of the Olympic Truce

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

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

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

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

ACTIVITY SHEET 11
THE OLYMPIC TRUCE

OLYMPIC EDUCATIONAL THEMES

- Fair play
- Practising Respect
- Joy of effort

SUGGESTED TEACHING STRATEGIES
AND LEARNING SKILLS

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

LEARNING OUTCOME

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



The Olympic Truce symbol.

SECTION 02

THE LANGUAGE OF PEACE

The Olympic Games are not just a festival that brings together the world and challenges people to perform to the best of their capabilities in sporting competition. They are also a powerful social force that promotes peace and understanding amongst athletes and nations.

FOR DISCUSSION

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

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

Sy Miller and 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: “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/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 help 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?

SECTION 02

SYMBOLS OF PEACE



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

ACTIVITY SHEET 12

PEACE AND THE OLYMPIC GAMES

OLYMPIC EDUCATIONAL THEMES



Fair play



Practising Respect

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

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

ACTIVITY SHEET 13

THE PEACE HERITAGE GAMES

OLYMPIC EDUCATIONAL THEMES



Practising Respect



Fair play



Friendship



Joy of effort

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

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

SECTION 02

SPORT AND ART IN ANCIENT GREECE

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

The artwork on pottery from Ancient Greece often shows athletes in action. The photos (right) can be used to help learners explore the sporting activities of the Ancient Greeks. This will help them explore sporting traditions in their own cultures.



Artefacts from Greece depict events from the ancient Olympic Games.

READING

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

FOR DISCUSSION

Look at the pictures on this page and further research Ancient Greek art, sculptures and pottery.

- What events do you see depicted in Ancient Greek art and pottery?
- What else can you learn about life in Ancient Greece?
- Compare and contrast the sporting events of Ancient Greece and modern Olympic sports.

ACTIVITY SHEET 14

SPORT AND ART IN ANCIENT GREECE

OLYMPIC EDUCATIONAL THEMES



Practising respect



Balance



Pursuit of excellence

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Enquiry, creativity, collaboration, problem-solving.

LEARNING OUTCOME

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

SECTION 02

SPORT AND ART IN THE MODERN OLYMPIC GAMES

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

READING THE IMAGE⁷

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

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

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

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

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

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

The text: The text on the poster uses the writing of Ancient Rome for its numbers (Roman numerals) rather than Arabic numbers (which we use today). The Roman numerals reinforce the ancient identity of the Rome 1960 Games. The text reads “Roma MCMLX”.

ACTIVITY SHEET 15

SPORT AND ART IN THE MODERN OLYMPIC GAMES

OLYMPIC EDUCATIONAL THEMES

- Practising respect
- Balance
- Pursuit of excellence

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

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

JEUX DE LA XVII OLYMPIADE

ROMA 25.VIII-11.IX



The official poster of the 1960 Olympic Games in Rome.

FOR DISCUSSION

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

SECTION 02

EMBLEMS AND MASCOTS: DESIGNING YOUR IDENTITY

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

READING 1 – MASCOTS

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



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



PyeongChang 2018
The mascot for PyeongChang 2018 Olympic Winter Games, Soohorang, took its motif from the white tiger. Soohorang personifies a challenging spirit and passion, but also a trustworthy friend who protects the athletes, spectators and all the participants of the Olympic Winter Games.



Beijing 2022
Bing Dwen Dwen – Beijing's official mascot for the Olympic Winter Games Beijing 2022. “Bing” means ice but also symbolises purity and strength, while “Dwen Dwen” means robust and lively and represents children.



Paris 2024
The mascot for Paris 2024, the Olympic Phryge and the Paralympic Phryge are based on the traditional small Phrygian hats, seen throughout French history. The name and design are chosen as symbols of the French Republic and freedom. Their motto “Alone we go faster, but together we go further,” represents the ways in which the mascots, and the people of the world, can make each other better by working side-by-side.

ACTIVITY SHEET 16

EMBLEMS AND MASCOTS

OLYMPIC EDUCATIONAL THEMES

- Practising Respect
- Balance
- Joy of effort

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Constructivism, creativity, literature circles.

LEARNING OUTCOME

- Recognising the power of symbols to convey messages.

READING 2 – EMBLEMS AND SYMBOLS

The emblem is one of the very first graphical elements chosen as part of the visual identity of a Games edition, typically featuring elements that represent the host in addition to the Olympic elements. Here are two examples, from the Tokyo 2020 Games of the Olympiad and the Beijing 2022 Olympic Winter Games.



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

Professor John MacAloon



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

SECTION 03

DELIVERING OLYMPISM THROUGH SPORT AND THE OLYMPIC GAMES

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

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SECTION 03

THE OLYMPIC MOVEMENT

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

INTERNATIONAL OLYMPIC COMMITTEE (IOC)

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

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

NATIONAL OLYMPIC COMMITTEES (NOCs)

There are 206 [National Olympic Committees](#). The IOC is the sole authority that can recognise an NOC. Together with the International Sports Federations, the NOCs are a constituent of the Olympic Movement under the leadership of the IOC. The mission of the NOCs is to develop, promote and protect the Olympic Movement in their respective countries, in accordance with the Olympic Charter.

ORGANISING COMMITTEES FOR THE OLYMPIC GAMES (OCOGs)

Once a city, region(s) or country is chosen to host the Olympic Games, an OCOG must be created. The OCOG comprises a steadily growing group of experts who will spend the years leading up to the Games, planning every aspect of the event, choosing the venues, organising the sporting and cultural events, and getting the city or region(s) ready to welcome thousands of athletes, spectators and media. The OCOG also has the responsibility of organising the Paralympic Games, which takes place two to three weeks after the Olympic Games, under the supervision of the International Paralympic Committee.

INTERNATIONAL SPORTS FEDERATIONS (IFs)

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

IOC COMMISSIONS

The [IOC commissions](#) are working groups which are responsible for studying and reviewing specific subjects, advising the IOC President and making recommendations to the Executive Board of the IOC. Except where expressly provided otherwise in the Olympic Charter or in specific regulations established by the IOC Executive Board, the President establishes their terms of reference, designates all their members and decides on their dissolution if of the view that they have fulfilled their mission. No meeting of any commission or working group may be held without the prior agreement of the President, except where expressly provided otherwise in the Olympic Charter or in specific regulations established by the IOC Executive Board.

OLYMPIC SPONSORS

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

FOR DISCUSSION

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



SECTION 03

THE OLYMPIC WORLD

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

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

SECTION 03

THE OLYMPIC MUSEUM AND THE OLYMPIC STUDIES CENTRE

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

The idea of creating an Olympic Museum came from Baron Pierre de Coubertin, founder of the modern Olympic Games and President of the International Olympic Committee from 1896 to 1925. Though he never lived to see the creation of such an edifice, Coubertin envisioned a place that would bring together historical and contemporary Olympism. Alongside a museum, Coubertin also wanted the Olympic movement to be subject of permanent education and studies and believed that a centre for Olympic Studies was hence integral to preserving the progress of the Olympic Movement and to keeping it from false paths.

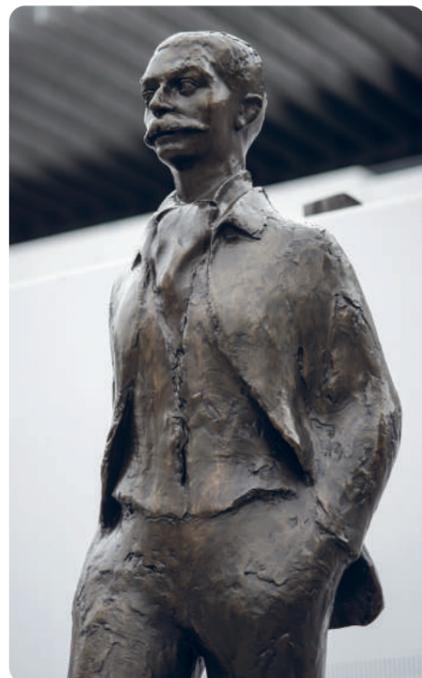
Pierre de Coubertin's dreams finally came true under the presidency of Juan Antonio Samaranch, who created the Olympic Studies Centre (OSC) in 1982 and, a few years later in 1993, inaugurated the Olympic Museum in Lausanne, Switzerland.

MISSION OF THE OLYMPIC MUSEUM

The Olympic Museum's mission is to present, exhibit and interpret the Olympic Heritage, whilst expressing the Olympic values in an engaging manner, both locally and internationally.

On a daily basis its vocation is to let people discover the Olympic Movement, witnessing its essential contribution to society, beyond the celebration of the Games and competitions. The museum also develops educational programmes based on its huge collections of artefacts and images.

Today, a network of Olympic museums, managed by the Olympic Museum, gathers more than thirty institutions around the world.



A statue of Pierre de Coubertin by Jean Cardot, which stands in Lausanne.



The Olympic Museum in Lausanne. Left: A pair of ice skates signed by Olympic figure skating champion Sonja Henie; Olympic Games pictograms in the permanent exhibition. Right: the Olympic Truce Wall from London 2012.

THE OLYMPIC STUDIES CENTRE (OSC)

Today, the Olympic Studies Centre is recognized as the centre of reference for Olympic knowledge, its mission being to make Olympic knowledge accessible to all.

Its services and programmes aim to collect, preserve, enrich and disseminate knowledge, guarantee the accessibility to IOC written collections, foster Olympic education and research and contribute to a better understanding of the Olympic Movement and Olympism.

Not only does it share the rich history of the Olympic movement, but it actively nourishes the relationship with the academic world by encouraging research and intellectual reflections and dialogue on all human, social, cultural, political and economic dimensions of the Olympic Movement. A worldwide network of academics and university based Olympic Studies and Research Centres supports the OSC in these missions.

With its unique library and archive collections, with more than 38.000 titles, 11.500 digitised documents and over 1.25 km of historical archives, the OSC is in the best position to spread Olympic knowledge and promote Olympic education and studies.

Via the Olympic World Library (<http://www.olympic.org/library>), the OSC makes its vast library collection accessible to all. Here educators and students can find official (primary source) and academic literature to all important topics of the Olympic Movement, be it about Olympic Values, the philosophy of Olympism, the symbols and rituals of the Olympic Games, Olympic Athletes, the history and legacy of the Games.

SECTION 03

THE OLYMPIC SPORTS PROGRAMME

The Olympic sports programme has continued to grow over the years, with new sports added on a regular basis. For a sport to be accepted onto the Olympic programme it has to be governed by an International Federation which is recognised by the IOC. Only sports which comply with the Olympic Charter, the World Anti-Doping Code and the Olympic Movement Code on the Prevention of the Manipulation of Competitions are eligible to be in the programme.

List of sports and disciplines on the programme of the Games in Paris in 2024:

Archery
Athletics
Badminton
Basketball
Basketball 3x3
Boxing
Canoe Sprint
Canoe Slalom
Cycling Road
Cycling Track
Mountain Biking
BMX Freestyle
BMX Racing
Equestrian Dressage
Equestrian Jumping
Equestrian Eventing
Fencing
Football
Golf
Artistic Gymnastics
Rhythmic Gymnastics
Trampoline
Handball
Hockey
Judo
Modern Pentathlon
Rowing
Rugby Sevens
Sailing
Shooting
Table Tennis
Taekwondo
Tennis
Triathlon
Volleyball
Beach Volleyball
Diving
Marathon Swimming
Artistic Swimming
Swimming
Water Polo
Weightlifting
Wrestling Freestyle
Wrestling Greco-Roman

New sports proposed by the OCOG:

Breaking
Sport Climbing
Skateboarding
Surfing

FOR DISCUSSION

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



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



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

List of sports and disciplines on the programme of the Milano Cortina 2026 Winter Games:

Alpine Skiing	Luge
Biathlon	Nordic Combined
Bobsleigh	Short Track Speed Skating
Cross Country Skiing	Skeleton
Curling	Ski Jumping
Figure Skating	Ski Mountaineering
Freestyle Skiing	Snowboard
Ice Hockey	Speed Skating

READING

Winter sports such as skating and skiing are popular in parts of the world where cold winter temperatures turn water into ice and rain into snow. Sliding, gliding and jumping on slippery or snowy hills on skis, skates or seats with runners under them are great fun for children and adults in countries that have cold winters.



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



Vancouver 2010: Goaltender Roberto Luongo of Canada concedes a goal during the ice hockey men's gold medal game between the USA and Canada.

ACTIVITY SHEET 17 THE OLYMPIC SPORTS PROGRAMME

OLYMPIC EDUCATIONAL THEMES

- Joy of effort
- Balance
- Pursuit of excellence
- Fair play
- Practising respect

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

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

SECTION 03

THE YOUTH OLYMPIC GAMES (YOG)

The Youth Olympic Games: the highest-level global multi-sport event for young people which integrates education and culture, inspiring them to live in accordance with the Olympic values and become ambassadors of Olympism.

The YOG were first held in the summer of 2010 in Singapore and were followed two years later in Innsbruck with the Winter Youth Olympic Games, and the second Summer YOG in Nanjing in 2014. The next editions will be staged in Gangwon, South Korea, in 2024 (Winter) and Dakar, Senegal, in 2026 (Summer).



The mission of the Youth Olympic Games is to retain young people in competitive and organised sport, and to promote Olympism as a philosophy of life. In addition, the YOG aim to be the leading component of a network of youth sporting events, including the World Youth Championships and the Continental Youth Games.

YOG OBJECTIVES:

- Bring together the best young athletes for high-level global multi-sport competition at a purpose-driven sports festival that includes cultural and educational activities.
- Promote cultural exchange and the Olympic values, including non-discrimination, fair play and the pursuit of excellence.
- Engage with young people in their own terms through the Olympic Movement's digital platforms, to impact more youth by promoting the benefits of practising competitive, recreational sport and adopting active healthy lifestyle choices.
- Be a catalyst for innovation and an incubator for new concepts such as:
 - new sports and competition formats
 - youth education initiatives
 - technologies for a more sustainable event delivery model
 - programmes that can be shared digitally.



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



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

FACTS AND FIGURES

- The YOG are structured around a “Compete, Learn & Share” experience before, during and after the event.
 - The objective of the experience is to celebrate youth sport, culture and education and offer a unique and transformative experience that contributes to the IOC's vision of building a better world through sport.
 - For the young elite athletes, the YOG are a step in their learning pathway, enhancing long-term development and opportunities.
 - Local youth are encouraged to discover new passions, learn about new topics, develop new skills, take on new responsibilities and become ambassadors for sport and the Olympic values.
- All YOG athletes must be between the ages of 15 and 18 on 31 December in the year of the YOG. However, depending on the sport and discipline, there can be specifically defined age groups.
- The most recent Winter YOG in Lausanne, Switzerland, featured 8 sports and 16 disciplines.
- The next Summer YOG will feature baseball5 and wushu.
- Approximately 1,800 athletes from 80 NOCs currently compete in the Winter YOG.
- Approximately 4,000 young athletes from nearly all 206 NOCs compete in the Summer YOG.



YOG SPORTS PROGRAMME

The specific nature of the YOG is to be open to innovation for the International Sports Federations. The Federations can propose new events and competition formats (e.g. international teams, mixed-gender teams, limited number of players, etc.).

For example, hockey5s was launched at Nanjing 2014 and the monobob at Lillehammer 2016, and baseball5 will feature at Dakar 2026. The sports programme of the YOG is meant to be flexible, allowing a host to relocate a sport depending on the venues and infrastructure available.



ATHLETE365 EDUCATION PROGRAMME

The IOC is committed to supporting young elite athletes aged 15 to 18 from around the world to become champions on the field of play, but also in life off the field of play.

The Athlete365 Education Programme is one of the main pillars of the YOG that sets the event apart from other sports competitions. Since the inception of the YOG in 2010, all athletes participating in the Games have been offered the opportunity to participate in the Education Programme through a series of fun and interactive activities. The IOC also offers the programme to the entourage members who support the young athletes.

The programme starts before the YOG and supports the athletes' and entourage members' preparations for the Games.

The athletes and their entourage members are offered the opportunity to learn about various topics around the six key themes:

- **Well-being:** athletes are protected to safeguard their physical and mental well-being
- **Integrity:** athletes can compete in a clean environment
- **Career:** athletes are equipped with life skills to make the most of their career on and off the field of play
- **Finance:** athletes are taught how to access funding support
- **Performance:** athletes receive first-class expert information on their sport
- **Voice:** athletes understand how their voice is represented and their role as ambassadors.

These themes are delivered in various formats during the YOG in the Youth Olympic Village to ensure that young athletes and athletes' entourage members are engaged. These include:

- **Awareness-raising activities:** booths with topic-specific fun and interactive activities delivered by expert specialists;
- **Informal gatherings:** champions hanging out with young athletes and sharing their wisdom and stories;
- **Gamification digital tool:** a fun, interactive mobile application game encouraging athletes and their entourage members to learn about all of the topics and participate in educational activities;
- **Inside Sport Session:** bringing the athletes and entourage members together for each sport/discipline and relaying expert advice on sport-related topics.

The programme is also supported and delivered by the Athlete Role Models (ARMs), who help their fellow young athletes to participate in the Athlete365 Education Programme and share their experience. ARMs are active or recently retired athletes selected by their International Federation.



Nanjing 2014 YOG. Youth Olympic Village – Athletes' welcome session.



Tokyo 2020: Games preparation – "Let's 55" event – Demonstration of Karate.



ACTIVITY SHEET 18

THE YOUTH OLYMPIC GAMES (YOG)

OLYMPIC EDUCATIONAL THEMES

- Joy of effort
- Balance
- Pursuit of excellence
- Fair play
- Practising respect

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

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

SECTION 03

THE OLYMPIC REFUGE FOUNDATION AND THE IOC REFUGEE OLYMPIC TEAM

IOC President Thomas Bach announced the creation of the Refugee Olympic Team at the United Nations (UN) General Assembly in October 2015. Less than a year later, 10 athletes from four countries competed in the Olympic Games Rio 2016, coming together as one team under the Olympic flag and representing not a nation but the millions of displaced people around the world.

The number of people forced to flee their homes and countries due to conflict and war is the highest it has been, reaching a staggering 100 million in 2022. 40% of these are children.¹

READING

The Olympic Refugee Foundation was founded in 2017 in partnership with the UN Refugee Agency (UNHCR), with the aim of helping one million forcibly displaced young people to access safe sport by 2024.

As of 2021, the Foundation has supported 12 programmes in eight countries, with more ongoing and future projects in the pipeline; and up to 200,000 young people had already benefited from sports programmes designed to improve their well-being and social inclusion.

After the first Refugee Olympic Team, made up of 10 athletes from four countries, competed at Rio 2016, the “Olympic Scholarships for Refugee Athletes” programme was created. Funded by Olympic Solidarity through scholarships, the Foundation supported 56 promising refugee athletes from 13 countries. The Refugee Olympic Team then participated in the Tokyo 2020 Games, with 29 athletes competing in 12 sports.

The programme offers host National Olympic Committees the opportunity to identify refugee athletes living in their countries and support them throughout their training, preparation and participation in high-level competitions.

The objective is not only to help refugee athletes train with the aim of qualifying for the Olympic Games, but also to continue to support their future and career.

In the IOC’s Olympic Agenda 2020+5, Recommendation 11 is to “raise awareness of the global refugee crisis and increase access to sport for people affected by displacement”. Thus, the Olympic Refugee Foundation and the IOC have committed to providing ongoing support to athletes through scholarships, and to facilitating refugee athlete participation in and access to international and national level competitions.

FOR DISCUSSION

- What message do you think the IOC wishes to convey by creating a refugee team under the Olympic flag?
- Do you believe that sport can help displaced people and refugees? How?

ACTIVITY SHEET 19

THE OLYMPIC REFUGE FOUNDATION AND THE IOC REFUGEE OLYMPIC TEAM

OLYMPIC EDUCATIONAL THEMES

- Friendship
- Pursuit of excellence
- Practising respect

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

- Awareness of global conflicts and reasons for population displacement.

SECTION 03

BREAKING THROUGH BARRIERS: WOMEN AT THE OLYMPIC GAMES

Gender equality, inclusion and diversity are Fundamental Principles of Olympism in the Olympic Charter. Since the first modern Olympic Games, the IOC has come a long way to promote the equal participation of women in sport and physical activity.

“The enjoyment of the rights and freedoms set forth in this Olympic Charter shall be secured without discrimination of any kind, such as race, colour, sex, sexual orientation, language, religion, political or other opinion, national or social origin, property, birth or other status.”

Olympic Charter 2020 Fundamental Principle #6

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

Despite the opposition of Pierre de Coubertin, 22 of the 997 athletes in Paris were women, and they competed in five sports: tennis, sailing, croquet, equestrian and golf. Since the 1970s, female participation in the Games has greatly increased. Today, the Gender Equality, Diversity and Inclusion Commission works to promote equal opportunities for girls and women to participate in, and benefit from, sport and physical activity.



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

ACTIVITY SHEET 20

BREAKING THROUGH BARRIERS: WOMEN IN SPORT

OLYMPIC EDUCATIONAL THEMES

- Joy of effort
- Balance
- Pursuit of excellence
- Fair play
- Practising respect

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

- Understanding that, historically, girls/women did not have the same opportunities as men at the Olympic Games.
- Understanding that, through the work of the IOC, women now have equal opportunities and that this principle is enshrined in the IOC’s “[Gender Equality & Inclusion Report 2021](#)”.



Gabriela Sabatini, Argentina

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



Tegla Loroupe, Kenya

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



Japan's national women's football team

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

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



Zahra Nemati, Iran

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



Stamata Revithi, Greece

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

Cathy Freeman, Australia

Cathy Freeman was born in Mackay, Queensland. She won her first gold medal at a school athletics championship when she was eight years old. Her family was poor and, like many Australian Aboriginals, suffered discrimination. Once, after winning multiple races at a primary school competition, Freeman had to watch as the white girls she had beaten received trophies. She was coached by her stepfather, Bruce Barber, until 1989, and her family worked hard to raise the money she needed to take her to competitions in Sydney, Canberra and Melbourne. She was later coached professionally by Mike Danila. At the Olympic Games Sydney 2000, Freeman was given the honour of lighting the Olympic cauldron and went on to win gold in the 400m final – Australia’s 100th Olympic Gold medal.

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



Carina Vogt, Germany

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

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

FOR DISCUSSION

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

SECTION 03

THE PARALYMPICS: “SPIRIT IN MOTION”

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

The Paralympic Games are elite sports events for athletes with various disabilities. The emphasis is firmly placed on the participants' athletic achievements and not their disability.

Since the 1988 Summer Games in Seoul, Korea, and the Winter Games in Albertville, France, in 1992, the Paralympic Games have also taken place in the same cities and venues as the Olympic Games, following an agreement between the IPC and the IOC. The same Organising Committee is in charge of both the Olympic and Paralympic Games, the latter now beginning two to three weeks after the closing ceremony of the Olympic Games.

FOR DISCUSSION

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

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

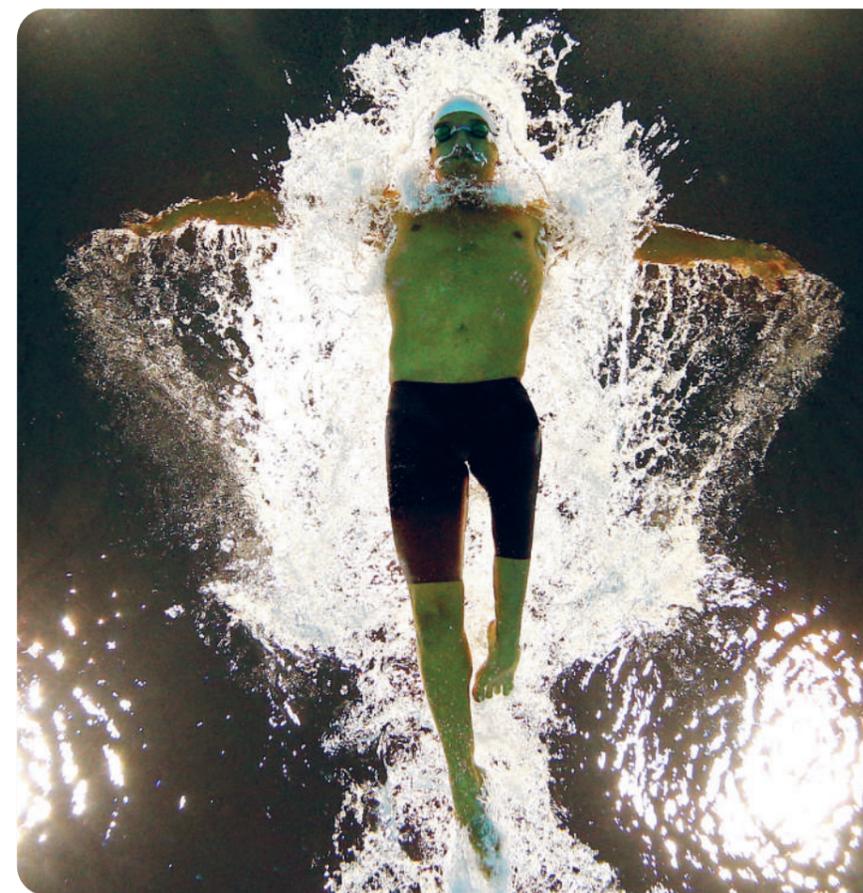
Ljiljana Ljubisic (CAN), four-time Paralympic medallist in the shot put and discus

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

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



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



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

ACTIVITY SHEET 21

THE PARALYMPICS: “SPIRIT IN MOTION”

OLYMPIC EDUCATIONAL THEMES

- Joy of effort
- Balance
- Pursuit of excellence
- Fair play
- Practising respect

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Socratic questioning, experiential learning.

LEARNING OUTCOME

- Understanding how athletes with disabilities train and compete.



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

SECTION 03

WELCOMING THE WORLD: HOSTING THE OLYMPIC GAMES

An Olympic host election is the result of a close partnership between the International Olympic Committee (IOC) and the potential host, together with its National Olympic Committee (NOC), with a view to exploring every aspect of the proposed Games vision and plan.

READING

Over a period of many years, starting with the adoption of Olympic Agenda 2020 in 2014, the IOC has reformed its approach to electing Olympic hosts. The focus of today's approach is sustainability and legacy – achieving maximum benefits for communities living in host regions before, during and after the Games. In line with the Olympic Host Contract, from 2030 all Olympic Games must [commit to tackling climate change](#).³

The IOC's philosophy is that each edition of the Olympic Games should reflect the unique character and needs of its host

region(s). The IOC works closely with potential hosts to help them design a vision and a Games plan that best fit their long-term social, sporting, environmental and economic development plans. Potential hosts are encouraged as far as possible to use existing or temporary venues, even if these are located outside the main hosting region. There is no longer a fixed bid cycle for Olympic host elections, and cities and regions interested in hosting can reach out to the IOC at any time to open a conversation, without making any commitments and using minimal resources.

The IOC is open to talking to potential hosts from any country with a National Olympic Committee, at any time, about interest in staging the Olympic Summer or Winter Games, or the Youth Olympic Games. The IOC can advise the NOC and potential host city or region about how to develop their project and bring key stakeholders on board.

Universality is part of the mission of the Olympic Games. This applies not only to participation by athletes, but also to organising the Games, so different cultures can be represented and more people have the opportunity to participate in and attend the Games as volunteers and spectators.

It was the idea of the founder of the modern Olympic Games, Pierre de Coubertin, that the Games should move around the globe. Coubertin believed that

in this way the Games would retain their international character and spread the values of Olympism throughout the world.

Since the IOC adopted Olympic Agenda 2020 and the New Norm, no infrastructure is required to be built to host the Olympic Games. Hosts are encouraged as far as possible to use existing and temporary venues, which can be spread over several cities, regions or countries.

If any new venues are built, these must be planned irrespective of the Games and shown to have a long-term legacy justification and to be in line with existing development plans, to fit the needs of the local population.

FOR DISCUSSION

- What emotions do you think the population of a city or region might feel when they learn that they will be hosting the Olympic Games? In what ways do you think they might be impacted by this event and benefit from it?

READING

On 13 September 2017, at the IOC Session Lima, Paris was elected as host city of the Games of the XXXIII Olympiad in 2024, and Los Angeles as host city of the Games of the XXXIV Olympiad in 2028. Awarding both Games together was a historic decision for the International Olympic Committee, based on the very high quality of the projects and their alignment with the strategic goals of the Olympic Movement.

IOC President Thomas Bach called the election a “golden opportunity” for the Olympic Movement.

“Both cities have really embraced Olympic Agenda 2020 in different ways, but particularly in the way they are planning to use a record number of existing and temporary facilities,” said President Bach.

“This is something we have not seen in this dimension before, and will lead to significant cost reductions in the organisation of the Olympic Games and will make the Games more sustainable and more feasible.”

FOR DISCUSSION

- What are the emotions of the people in the picture below?
- What are some of the things that hosts have to do to prepare for the Olympic and Paralympic Games? Do you think this is a difficult job? Why?

ACTIVITY SHEET 22

HOSTING THE OLYMPIC GAMES

OLYMPIC EDUCATIONAL THEMES

- Joy of effort
- Balance
- Pursuit of excellence
- Fair play
- Practising respect

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Socratic questioning, experiential learning.

LEARNING OUTCOME

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



Residents of Rio celebrate the announcement of the city's election as the host for the Games of the XXXI Olympiad.



SECTION 03

HOSTS OF THE OLYMPIC GAMES

The Olympic Movement is universal. The IOC is open to talking to potential hosts from any country with a National Olympic Committee, at any time, about interest in staging the Summer or Winter Olympic Games, or Youth Olympic Games. It is the members of the IOC, meeting at their Session, who choose the hosts.

There are two kinds of Olympic Games: the the Games of the Olympiad (Summer Games) and the Olympic Winter Games, which until 1992, were held in the same year. Since then, the Winter Games were moved two years from the Summer Games.

Hosts of the Games of the Olympiad (Summer Games)

Date City

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

2020	Tokyo, Japan
2024	Paris, France
2028	Los Angeles, USA
2032	Brisbane, Australia

Hosts of the Olympic Winter Games

Date City

1924	Chamonix, France
1928	St Moritz, Switzerland
1932	Lake Placid, USA
1936	Garmisch-Partenkirchen, Germany
1940	Not held because of war
1944	Not held because of war
1948	St Moritz, Switzerland
1952	Oslo, Norway
1956	Cortina d'Ampezzo, Italy
1960	Squaw Valley, USA
1964	Innsbruck, Austria
1968	Grenoble, France
1972	Sapporo, Japan
1976	Innsbruck, Austria
1980	Lake Placid, USA
1984	Sarajevo, Yugoslavia
1988	Calgary, Canada
1992	Albertville, France
1994	Lillehammer, Norway
1998	Nagano, Japan
2002	Salt Lake City, USA
2006	Turin, Italy
2010	Vancouver, Canada
2014	Sochi, Russia
2018	PyeongChang, Republic of Korea
2022	Beijing, People's Republic of China
2026	Milan and Cortina d'Ampezzo, Italy

BEFORE YOU READ - QUESTIONS TO ASK

What kind of cities or regions do you think could host the Olympic Summer Games? And the Winter Games? Could a region near you be a host?

READING

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



SECTION 03

THE OLYMPIC VILLAGE

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

READING

Play Together, Live Together: The Olympic Village

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

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

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

FOR DISCUSSION

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

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

BEFORE YOU READ - QUESTIONS TO ASK

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

ACTIVITY SHEET 23

THE OLYMPIC VILLAGE

OLYMPIC EDUCATIONAL THEMES

Practising respect

Pursuit of excellence

Fair play

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Circle of sharing, discussion, Socratic questioning.

LEARNING OUTCOME

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



Sochi 2014: The Olympic rings at the Olympic Village.



SECTION 03

OVERCOMING THE CHALLENGES OF THE OLYMPIC GAMES

Like every organisation, the IOC faces challenges. Sometimes situations arise that are at odds with the values of the Olympic Movement and threaten to harm its credibility.

FOR DISCUSSION

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

- The interruption of the Olympic Games due to war:** The overarching mission of the IOC is to put sport at the service of humankind. Unlike any other global event, the Olympic Games have the power to bring humanity, in all its diversity, together. In 1916, 1940 and 1944, the Olympic Games were not held because of World War I and World War II. How is war at odds with the values of the Olympic Movement? Read about the Olympic Truce on page 47 and learn how the IOC promotes peace through sport.
- Boycotts:** While the Olympic Games aims to unify the world in peaceful competition, without any discrimination, be it racial, social, cultural or political, the history of the Games have been marred by boycotts due to geopolitical conflicts, e.g. at Montreal 1976, Moscow 1980 and Los Angeles 1984. The boycotts resulted in generations of athletes losing out on their Olympic dreams. These events have further motivated the IOC to give all athletes of the world the chance to participate without any kind of discrimination in the Olympic Games, the only event to bring the world together, while fostering the Olympic spirit of friendship, understanding, respect and solidarity. How would you feel if you were an athlete who was expected to participate at the Olympic Games, but you could not participate because your country decided to boycott the Games?
- The Munich tragedy:** What happened at the Munich 1972 Olympic Games?

What was the IOC's response? These tragic events have resulted in heightened focus from host authorities and organisers on ensuring the safety and security of participants at subsequent Olympic Games. Explore the challenges around safeguarding the well-being of athletes, officials, and spectators during the Olympic Games.

- Doping scandals:** What is doping? What kinds of substances are illegal? Why are they illegal? Why is doping at odds with the Olympic values? Why do some athletes use illegal substances? Investigate the procedures used to test athletes for illegal substances. To ensure integrity at competitions, the IOC has established a zero-tolerance policy to combat cheating and hold accountable anyone responsible for using or providing doping products. The organisation's efforts are focused on prevention through detection and deterrence, supported by athlete and entourage education.
- Corruption:** Prior to the 2002 Olympic Winter Games, it was discovered that a number of IOC members had accepted favours during the bidding process, in an attempt to influence their votes. As a response, and with a view to prevent such wrongdoing in the future, the IOC conducted a thorough investigation which led to the expulsion or resignation of ten IOC members, the creation of a permanent independent Ethics Commission and wide-sweeping reforms to the way future Olympic hosts are elected, to ensure good governance. How was this behaviour by IOC members at odds with the Olympic values?

ACTIVITY SHEET 24

OVERCOMING THE CHALLENGES OF THE OLYMPIC GAMES

OLYMPIC EDUCATIONAL THEMES

- Balance
- Pursuit of excellence
- Fair play
- Practising respect
- Joy of effort

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

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



London 2012: aerial shot over Olympic Park.

- Postponement of the Games:** Due to the COVID-19 pandemic, and after complex discussions between the Organising Committee, the IOC, the City of Tokyo and the Government of Japan, it was unanimously decided to postpone the Olympic Games Tokyo 2020 by a year. What challenges do you think this generated? Discuss and list the logistical and organisational challenges faced by athletes, International Federations, workforce and the spectators. How were these Games different from the previous editions?

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

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

SECTION 03

SUSTAINABLE DEVELOPMENT THROUGH THE OLYMPIC GAMES

Sustainability is a working principle of the Olympic Movement and is one of the five pillars of the Olympic Movement's 2021–2025 roadmap.

The IOC works in close collaboration with the Organising Committees of the Olympic Games to position sustainability as a strategic priority and to enable its integration across all aspects of planning for and staging an Olympic Games edition.

OLYMPIC HOSTS AS ROLE MODELS

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

Lillehammer 1994

The first “Green Games”

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

Sydney 2000

Enhancing the urban environment

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

Turin 2006

Awareness of climate

The HECTOR Programme: The Winter Games are directly affected by the stability of climate conditions and the availability of cold weather and snow. These are the real “raw materials” for the sports competitions. For this reason, climate protection was considered a priority of the

environment policy of the Turin Olympic Winter Games Organising Committee (TOROC). The Heritage Climate Torino (HECTOR) Programme created awareness about the problem of climate change and compensated for the emission of greenhouse gases produced during the Games.



Vancouver 2010: A traditional inukshuk stone landmark.

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

Our Common Future,
The Brundtland Commission Report (1987)

Vancouver 2010

Integrated planning and community legacy

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

London 2012

“Towards a One Planet Olympics”

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

London 2012's ambition was to rejuvenate neglected communities in London, promote healthier and better lifestyles within and outside the UK, change the way people perceive disability, and inspire an entire generation to participate in sport. By creating the infrastructure and hosting the Games, London 2012's delivery partners, i.e. construction, catering, hospitality and events companies, showed the value of incorporating sustainability practices.

Tokyo 2020

“Reduce, reuse, recycle”

The Olympic and Paralympic Games Tokyo 2020 reduced their carbon emissions and compensated more than the remaining emissions.

They also salvaged nearly 79,000 tonnes of smart phones and other electronic equipment donated by the Japanese public – known as “urban mines” – to create the 5,000 Olympic and Paralympic medals.

Finally, 99% of non-consumable items procured for the Games were reused or recycled as a result of rentals and leases, and through cooperation with relevant organisations.

Beijing 2022

Climate-friendly CO2 cooling system

For the first time in China and for the Olympic Games, the Olympic and Paralympic Games Beijing 2022 used natural carbon dioxide (CO2) refrigeration systems for their ice sports competitions and training venues.

The use of the natural CO2 technology replaced hydrofluorocarbons (HFCs) which was traditionally used to cool ice rinks but has been proven to damage the earth's ozone layer and contribute to global warming.

Compared with traditional refrigeration technology, CO2 refrigeration reduces carbon emissions from the cooling process to nearly zero, cutting heat waste and energy consumption. A similar carbon reuction could be achieved by planting about 1.2 million trees.

The carbon dioxide used for the technology was collected and purified from industrial waste gases, while the waste heat generated during the refrigeration process was recycled and used for the stadium's ambient heating, hot water for ice making and melting and showers, and the efficient control of indoor temperature and humidity all year round.

BEFORE YOU READ - QUESTIONS TO ASK

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

READING

Look through the sustainability milestones reached by the IOC since 1900 in the Annex section (p. 122) and ask yourselves which of them were probably the most challenging to achieve.

ACTIVITY SHEET 25

SUSTAINABLE DEVELOPMENT THROUGH THE OLYMPIC GAMES

OLYMPIC EDUCATIONAL THEMES

Balance

Practising respect

Fair play

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

- Understanding the need to respect the environment.



Tokyo 2020: Odile Ahouanwanou (Benin) and Maria Vicente (Spain) celebrate after the Athletics Women's Heptathlon 200m event.

SECTION 04

TEACHING THE EDUCATIONAL THEMES OF OLYMPISM

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SECTION 04

THE CULTURE OF SPORT

“Sports are a microcosm of society.”

Billie Jean King

Sport is a key element of many societies’ cultures. Over the centuries – and even millennia – it has been used for many purposes, for example to test a warrior’s physical skills in combat (like in Ancient Greece). Sport in the modern context has been used to bring athletes, communities and even nations together in festivals that promote competition and peace.

For some cultures, sport is built around the expression of physical beauty in movement – with athletic artistry being an important component of successful competitive outcomes (this was the case in many events at the ancient Olympic Games, and is similarly true of ice skating and gymnastics in the modern Games). In other cultures, sport is viewed as a tool to promote a political ideology or as a means for athletes to overcome economic deprivation.

THE ORIGINS OF THE OLYMPIC VALUES – A LEGACY FROM ANCIENT GREECE

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

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

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

Thomas Bach, IOC President

UNDERSTANDING ANCIENT GREEK PRINCIPLES AND VALUES

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

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

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



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

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

James Michener

While the Ancient Greek Games have influenced the format of many aspects of the modern Olympic Games, sports have clearly evolved beyond the limited choices offered in competition at Ancient Olympia. In the past, the modern Olympic Games have embraced sports that reflect the unique cultural identities of Olympic Games host countries (Rio Games – capoeira, Beijing Games – wushu). They have continued to respect ancient traditional sports, such as athletics, and have been willing to acknowledge that new sports are popular with the world’s athletes and merit inclusion in the Games (triathlon, taekwondo, etc.). In recent years, urban sports such as skateboarding and break-dancing (as of 2024) have been included on the Olympic programme.

TRADITIONAL SPORTS

Discussion questions to consider:

- Are there any traditional sports in your country whose origins go back many years?
- Who played these sports?
- What equipment did they use?
- How were the winners determined?
- How were the winners rewarded?
- Has this sport changed since it originated?

Since sports can mean different things to different cultures, are there any common threads that connect them or even bind them together? The Olympic Movement has consistently used sport to promote peace and understanding and celebrate the athletic achievements of the world’s athletes. Values such as fair play, respect and striving for excellence are deeply embedded in the heart of the Olympic spirit. OVEP has been created to bring the personal meaning of these values into the lives of young participants.

SECTION 04

ATHLETICS EVENTS IN ANCIENT GREECE

This activity can be used to encourage learners to try out different sports activities, and to show how different cultures have different sporting traditions.

TRY OUT SOME OF THE SPORTS OF THE ANCIENT OLYMPIC GAMES.

RUNNING – FOOT RACES

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

Although it was never an athletic event in Ancient Greece, the marathon is named after the site of a famous Greek battle. A soldier ran 42km from the battlefield to Athens to bring the news of victory. He died as he told his story. To get a taste of what it is like to run a marathon, a 1-2km run can be organised around your school or community. Learners can prepare for the run by running shorter distances regularly. Remember that, in a longer run, it is important to pace oneself. Seek guidance from a coach before starting a running programme.

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

JUMPING – LONG JUMP

In Ancient Greece, athletes competed in a standing long jump using hand-held weights to help them increase their distance. Learners can try this by holding a weight in each hand and swinging their arms as they jump onto a mat or sand pit. Compare distances with different arm techniques and with and without weights.

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

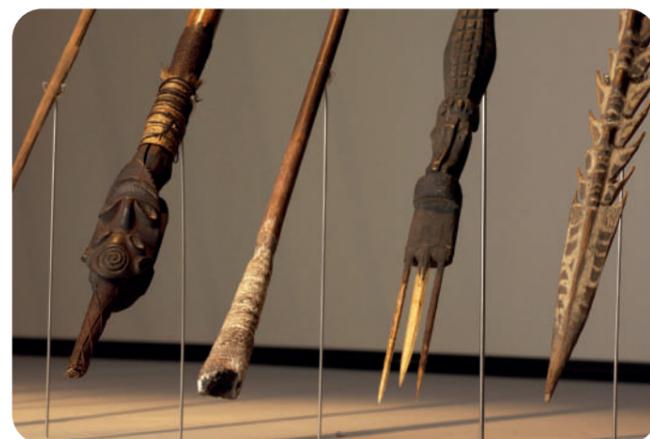
THROWING – SPEAR THROW AND DISCUS

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

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

Any ball, ring, large stone or disc can be used for a discus throw. Try out different throwing and standing positions and compare results.

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



Temporary exhibition “Finding the roots of sport”, Olympic Museum Lausanne, 2005.

SECTION 04

INTERPRETING THE FUNDAMENTAL PRINCIPLES

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

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

? BEFORE YOU READ – QUESTIONS TO ASK

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

The three guiding principles of the Olympic Movement are:

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

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

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

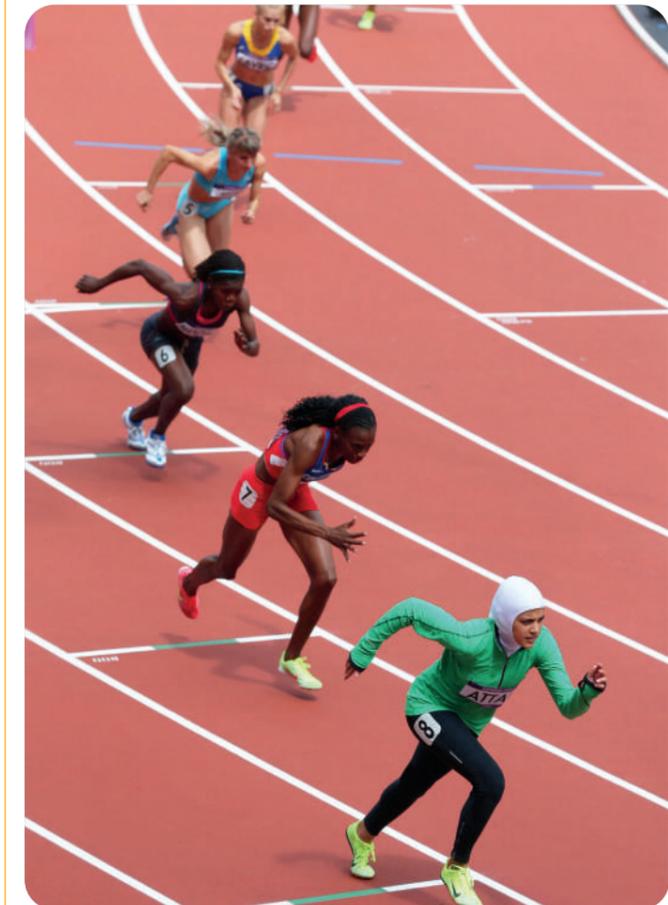
FOR DISCUSSION

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

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

FOR DISCUSSION

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



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

SECTION 04

THE FIVE OLYMPIC EDUCATIONAL THEMES

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

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

A. JOY OF EFFORT

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

B. FAIR PLAY

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

C. RESPECT FOR OTHERS

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

D. PURSUIT OF EXCELLENCE

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

E. BALANCE BETWEEN BODY, WILL AND MIND

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



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

SECTION 04

A. EXPERIENCING THE JOY OF EFFORT THROUGH SPORT AND PHYSICAL ACTIVITY

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

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

Pierre de Coubertin¹

CHILDREN AND PHYSICAL ACTIVITY

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

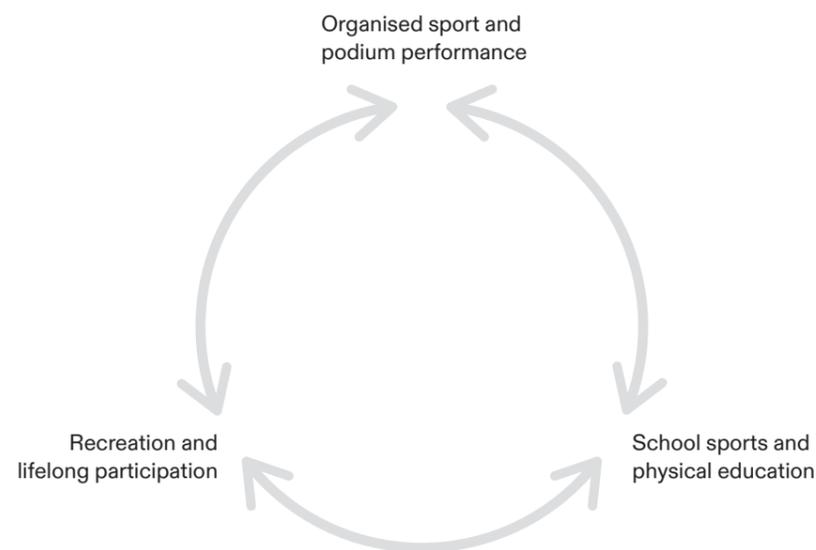


Boys running in the relay race during the IAAF Kids' Athletics Programme in Nanjing, China, 2014.



Rio 2016: Games preparation – Youth play hockey during the official Rio 2016 education programme, 'Transforma'.

CIRCLE OF A PHYSICALLY ACTIVE LIFE³



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

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

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

R Gessman²

ACTIVITY SHEET 26

EXPERIENCING THE JOY OF EFFORT THROUGH SPORT AND PHYSICAL ACTIVITY

OLYMPIC EDUCATIONAL THEMES

- Balance
- Pursuit of excellence
- Fair play
- Practising respect
- Joy of effort

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Discussion, reflection, collaboration.

LEARNING OUTCOME

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

FEELING THE JOY

This chapter features stories that celebrate the power of the good example set by elite athletes. These stories can be used to help learners identify the qualities that characterise people who have a passion for sport.

? BEFORE YOU READ – QUESTIONS TO ASK

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

READING

Running for joy: Kipchoge Keino (Kenya)

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

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

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

Kip continued to develop as an athlete. To him running was not just a sport; it was a way of life – something that he was passionate about. Four years after Mexico City, in Munich,



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

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

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

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

FOR DISCUSSION

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



Cecilia Tait with Jacques Rogge, then-IOC President, and Iván Dibós, IOC Member (PER), after receiving the IOC Women and Sport Trophy in 2003.

READING

Standing tall: Cecilia Tait⁴ (Peru)

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

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

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

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

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

FOR DISCUSSION

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

ACTIVITY SHEET 27

CELEBRATING HUMANITY STORIES FROM THE OLYMPIC GAMES

OLYMPIC EDUCATIONAL THEMES

- Balance
- Pursuit of excellence
- Fair play
- Practising respect
- Joy of effort

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Discussion, reflection, collaboration.

LEARNING OUTCOME

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

CELEBRATING OLYMPISM: OLYMPIC DAY

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



OLYMPIC DAY/WEEK

On 23 June each year, Olympic Day celebrates sport and the Olympic values of excellence, respect and friendship.

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

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

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

MOVE

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

LEARN

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

DISCOVER

Try new sports and things you have never done before.

RESOURCES

The IOC Olympic Day toolkit for NOCs contains detailed information and activity sheets to help organise and implement an Olympic Day.

To get involved in Olympic Day, contact your NOC. Visit www.olympics.com to find out your NOC’s contact details.



Olympic Day in Somalia, 2018.



Olympic Day in Japan, 2018.

SECTION 04

B. LEARNING TO PLAY FAIR

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

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

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

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

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

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



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

WHAT IS FAIR PLAY?⁷

This activity can be used to help learners explore the meaning of fair play, and to identify examples of fair and unfair play.

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

14-year-old student

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

14-year-old football player

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

International Fair Play Charter



Tokyo 2020: Damian Warner (Canada) and Steven Bastien (United States of America) shake hands at the Athletics Men's Decathlon 400m event.

FOR DISCUSSION

- Do you agree with each of these statements? Why/why not?
- What do you think fair play means?
- Discuss some situations in which it is difficult to follow the spirit of fair play.

ACTIVITY SHEET 28

LIVING BY THE RULES OF FAIR PLAY

OLYMPIC EDUCATIONAL THEMES

- Balance
- Fair play
- Practising respect

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

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

LIVING BY THE RULES OF FAIR PLAY

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

BEFORE YOU READ – QUESTIONS TO ASK

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

FOR DISCUSSION

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

READING

Fair play on the bobsleigh run⁸

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

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

the bobsleigh of his main rivals, Robin Dixon and Tony Nash of Great Britain. They had lost a bolt that held the runner to their sled. Without that bolt, they could not participate in the race. What was to be done?

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

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



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



Norwegian ski coach Bjørnar Håkonsmoen.

READING

Thanks for the ski pole!⁹

Canadians thank Norwegian coach for Sara Renner ski pole during race

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

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

‘It was reflex,’ Håkonsmoen said. ‘I didn’t have to think. The policy of the Norwegian team, and my policy, is that we should help each other. We should compete on the same playing field. Everybody should have two skis and two poles.’

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

FOR DISCUSSION

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

READING

Fair play on the high seas

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

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

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

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

FOR DISCUSSION

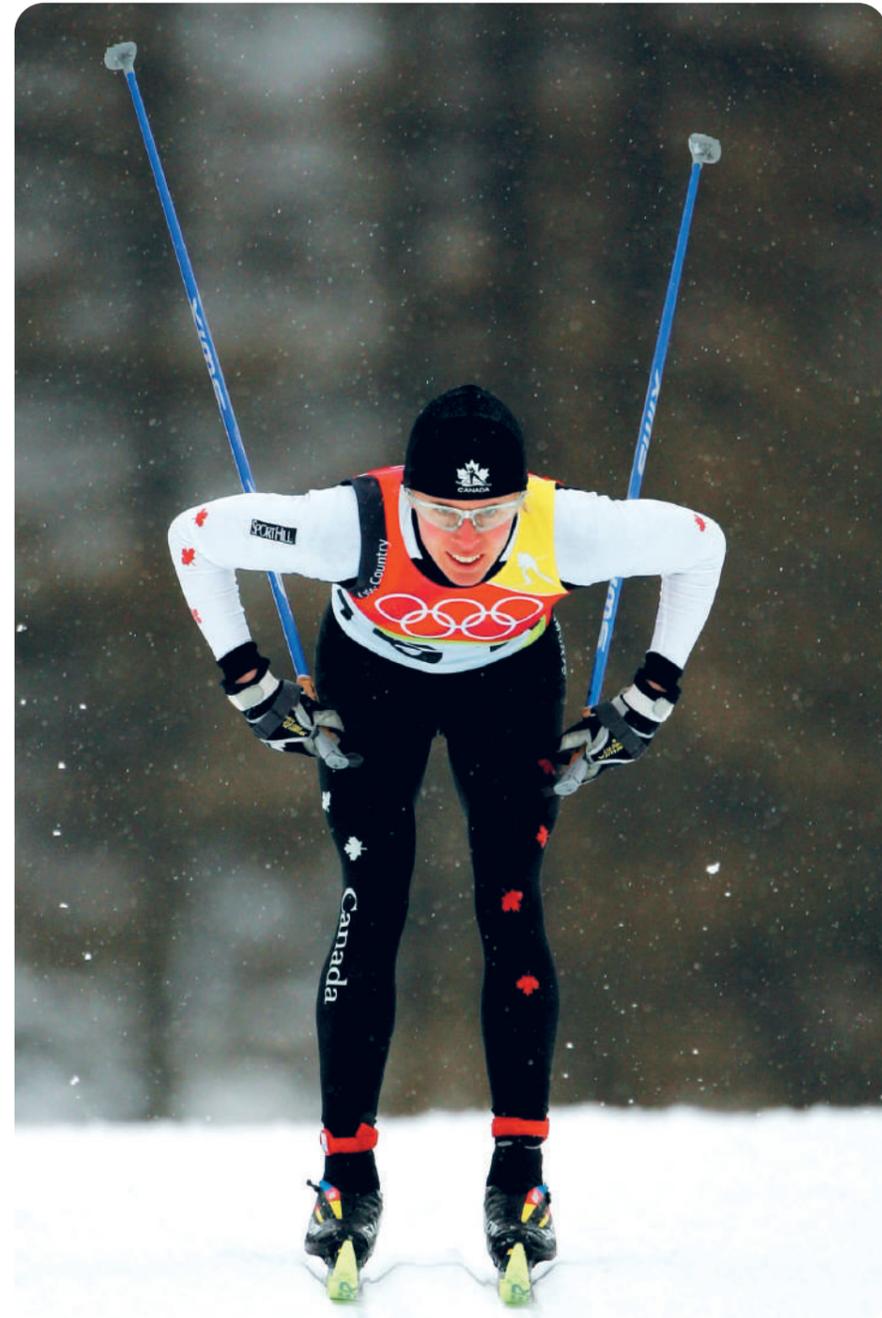
- What is the similarity between the Norwegian coach’s ideas and Lemieux’s ideas about winning?
- Do you agree with them? Why/why not?

FOR DISCUSSION

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

FAIR PLAY IN COMMUNITY SPORT

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



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

A fair play culture benefits everyone.

With a fair play programme an organisation can:

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

FOR DISCUSSION

Creating the climate for change! Where do we start?

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

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



OUR VISION FOR A FAIR PLAY FUTURE: ASSESSING THE SITUATION

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

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



IMPLEMENTING A FAIR PLAY PROGRAMME¹⁰

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

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



FAIR PLAY PLEDGE FOR COACHES

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

As coaches we agree to abide by the following guidelines:

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

Signature:

Date:

Team:

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





FAIR PLAY COMMITMENT FOR PARENTS

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

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

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

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

Name:

I agree to abide by these guidelines.

Signature:

Date:

Team:



FAIR PLAY COMMITMENTS FOR ATHLETES AND PARTICIPANTS

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

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

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

Name:

I agree to abide by the rules of my team.

Signature:

Date:

Team:

SECTION 04

C. PRACTISING RESPECT FOR ONESELF, OTHERS AND THE ENVIRONMENT

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

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

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

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

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

- All people and all cultures have value, and therefore all people – including women, children, people with disabilities, ethnic minorities, etc. – have human rights and community responsibilities.

- Violence is not the best way to solve conflicts.
- Acceptance and respect for cultural difference has to be taught to children. It has to be a part of every activity in a school programme and during a school day. Racism and intolerance are often a result of ignorance and fear. Understanding and acceptance of difference develop when people live, work and play together.
- Families and the community play an important role in supporting or undermining your efforts to teach respect for and acceptance of others. Request that the parents and the community support your efforts.

Insights regarding respect for yourself and others

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

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

The Olympic Charter

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

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



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

LIVING BY THE PRINCIPLES OF RESPECT

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

READING

Grace under pressure: Michelle Kwan (USA)

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



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

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

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

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

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

FOR DISCUSSION

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

ACTIVITY SHEET 29

PRACTISING RESPECT FOR ONESELF AND OTHERS

OLYMPIC EDUCATIONAL THEMES

Practising respect

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

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



HUMAN RIGHTS: THE BASIS FOR RESPECT AND ACCEPTANCE

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

READING

Universal Declaration of Human Rights¹²

Introduction:

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

of universal respect for and observance of human rights and fundamental freedoms.

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

Article 1

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

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration,

BEFORE YOU READ – QUESTIONS TO ASK

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

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

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

Article 3

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

FOR DISCUSSION

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

HAVING RIGHTS MEANS HAVING RESPONSIBILITIES

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

FOR DISCUSSION

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

ACTIVITY SHEET 30

MY RIGHTS = MY RESPONSIBILITIES

OLYMPIC EDUCATIONAL THEMES

Practising respect

Balance

Fair play

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

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



“I HAVE A DREAM”¹³

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

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

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

I have a dream today...

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

Martin Luther King Jr

Once you have read this speech, listen to [Dr King's speech](#).



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

FOR DISCUSSION

- What is the most important message of Dr King’s speech? What was his dream?
- What are some of the reasons that there is conflict between people of different races or cultures?
- What actions could you take today to help other young people find peace and respect in their lives?

MAKING DIFFICULT CHOICES

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



ACTIVITY SHEET 31 MAKING DIFFICULT CHOICES

OLYMPIC EDUCATIONAL THEMES

- Practising respect
- Balance
- Fair play

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

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

RESPECT FOR THE ENVIRONMENT

Protecting and respecting the environment go hand in hand with respecting yourself and the people around you. With climate change impacting temperatures across the globe, like many other things, both winter and summer sports are increasingly being affected.

The impact of higher temperatures – more frequent floods, extended droughts and rising sea levels – is increasingly determining where, when and how sport can be played. Playing surfaces are being lost, playing seasons are changing, and the timing and management of sports events are being affected. Aside from the physical consequences of unplayable conditions, there are also consequences for athlete training regimes, public attendance, sponsorship and broadcasting schedules. Sport is not only a victim of climate change, though; it's also a contributor – through greenhouse gas emissions resulting from travel, energy use and other forms of consumption.

The sports community should play an active part in tackling climate change. Sport is uniquely placed to play a leading role in promoting greater environmental responsibility.

READING

The Paris Climate Agreement¹⁴

To tackle climate change and its negative impacts, world leaders at the UN Climate Change Conference (COP21) in Paris reached a breakthrough on 12 December 2015: the historic Paris Agreement. The Agreement is a legally binding international treaty and came into force on 4 November 2016.

The Agreement sets long-term goals to guide all nations:

- substantially reduce global greenhouse gas emissions to limit the global temperature increase in this century to 2 degrees Celsius while pursuing efforts to limit the increase even further to 1.5 degrees;
- review countries' commitments every five years;

- provide financing to developing countries to mitigate climate change, strengthen resilience and enhance abilities to adapt to climate impacts.

The Agreement involves commitments from all countries to reduce emissions and work together to adapt to climate change impacts while calling on countries to strengthen their commitments over time. It provides a pathway for developed nations to assist developing nations in their climate mitigation and adaptation efforts while creating a framework for the transparent monitoring and reporting of countries' climate goals.

The Paris Agreement provides a durable framework guiding the global effort for decades to come.

Adopting an environmentally friendly and responsible attitude

Thinking global and acting local is key to adopting an environmentally conscious attitude. Learning to respect the environment is as important as learning to respect yourself and those around you. It is also in line with the Olympic Movement's goal to build a better world through sport. It is the responsibility of each individual and organisation to play sport in an environmentally sustainable way, and to educate people and increase awareness of the issue.

- Through sport's unique position, athletes (as role models and ambassadors) and sports federations can help raise awareness of environmental issues and inspire others



Tokyo 2020: Waste collecting activities in preparation for the Games.

FOR DISCUSSION

to take action. This is possible through advocacy, supporting conservation efforts, and participating in initiatives that promote sustainability.

- Educators can also greatly influence young people to respect the environment by adopting sustainable practices in their own classrooms and schools. For instance, using recycled materials, reducing energy consumption, and promoting waste reduction and recycling programmes are practical sustainable steps. Educators can also teach environmental education, covering topics such as climate change, conservation and sustainable living. This can be achieved through classroom discussions, field trips, and hands-on activities that allow students to understand the real-world results of their actions.

- At a local level, sports clubs and schools can contribute through small but meaningful activities like making sure facilities are left clean after use, using reusable water bottles instead of disposable plastic ones, carpooling or using public transport to get to events, properly disposing of rubbish and recycling, unplugging devices when not in use, respecting natural ecosystems while playing sport outdoors, and working with environmental organisations to plan community events, such as beach clean-ups or tree plantings.

- List examples of the consequences of climate change on sport.
- What are some ways in which your organisation, school, classroom or community can contribute to the goals of the Paris Climate Agreement in daily life?

SECTION 04

D. DOING YOUR BEST BY PURSUING EXCELLENCE

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

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

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



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

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

Aristotle, philosopher (384–322 BCE)

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

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

ACTIVITY SHEET 32 DOING YOUR BEST BY PURSUING EXCELLENCE

OLYMPIC EDUCATIONAL THEMES

- Pursuit of excellence
- Balance

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

- Recognising that the 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.

LIVING BY EXCELLENCE

? BEFORE YOU READ – QUESTIONS TO ASK

How do athletes achieve excellence in their sports?

READING

China's female athlete of the century: Deng Yaping

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

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

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

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

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

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

FOR DISCUSSION

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

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

Vincent Lombardi, athletics coach (1913–1970)



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



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

READING

Football is my life: Roger Milla¹⁵ (Cameroon)

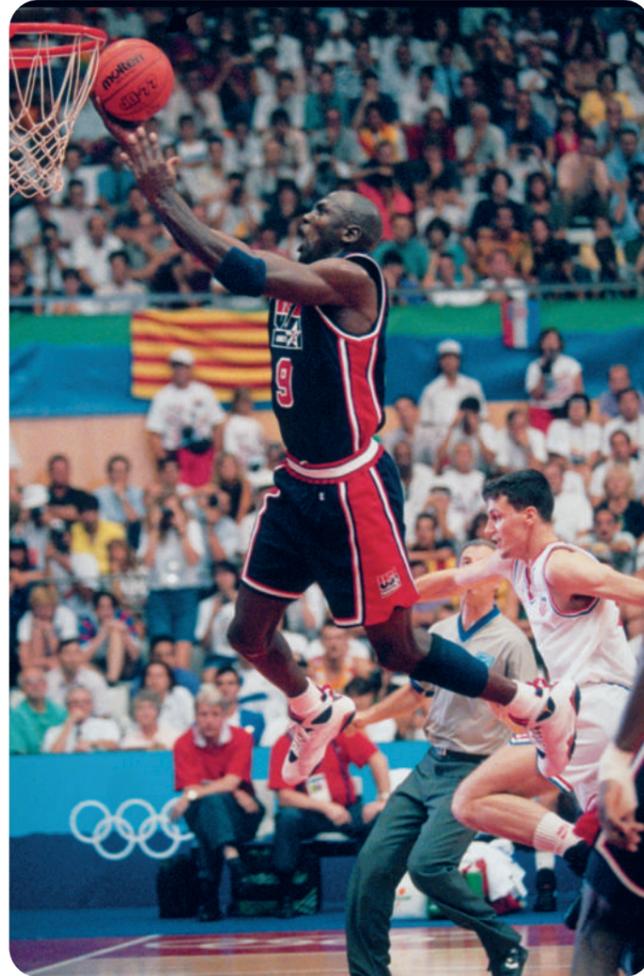
In Africa, football is more than just a sport. It is a celebration of life. If your national team wins a major international competition, everyone gets a holiday the next day. In Africa, young people play football everywhere and anywhere: on any open field, on the beaches, in the streets and backyards,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

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

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

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

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



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

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

Michael Jordan (USA), basketball player

FOR DISCUSSION

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

READING

A tale of two athletes: Lis Hartel and Jubilee

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

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

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

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

FOR DISCUSSION

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



Lis Hartel on her mount, Jubilee (left), at the Olympic Games Melbourne 1956.

THE LONG ROAD TO VICTORY: AN ATHLETE'S STORY

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

READING

The long road to victory: Dan Jansen¹⁶ Many Olympic stories teach us about perseverance, but very few are as memorable as that of speed skater Dan Jansen, who suffered a series of setbacks as he spent more than a decade in pursuit of victory.

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

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

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

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



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

BEFORE YOU READ - QUESTIONS TO ASK

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

FOR DISCUSSION

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

ACTIVITY SHEET 33

PERSEVERANCE AND THE OLYMPIC GAMES

OLYMPIC EDUCATIONAL THEMES

- Pursuit of excellence
- Joy of effort
- Practising respect

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Collaboration, discussion, enquiry, circle of sharing.

LEARNING OUTCOME

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

FINISHING THE RACE

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

READING

John Akhwari fulfils his commitment

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

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

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



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

FOR DISCUSSION

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

ACTIVITY SHEET 34

RESILIENCE AND THE OLYMPIC GAMES

OLYMPIC EDUCATIONAL THEMES

- Practising respect
- Joy of effort
- Fair play

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

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

LEARNING OUTCOME

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

DOING ONE'S BEST

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

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

Anonymous



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

ACTIVITY SHEET 35 COURAGE AT THE OLYMPIC GAMES

OLYMPIC EDUCATIONAL THEMES

- Balance
- Pursuit of excellence
- Joy of effort

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Collaboration, discussion, enquiry, circle of sharing.

LEARNING OUTCOME

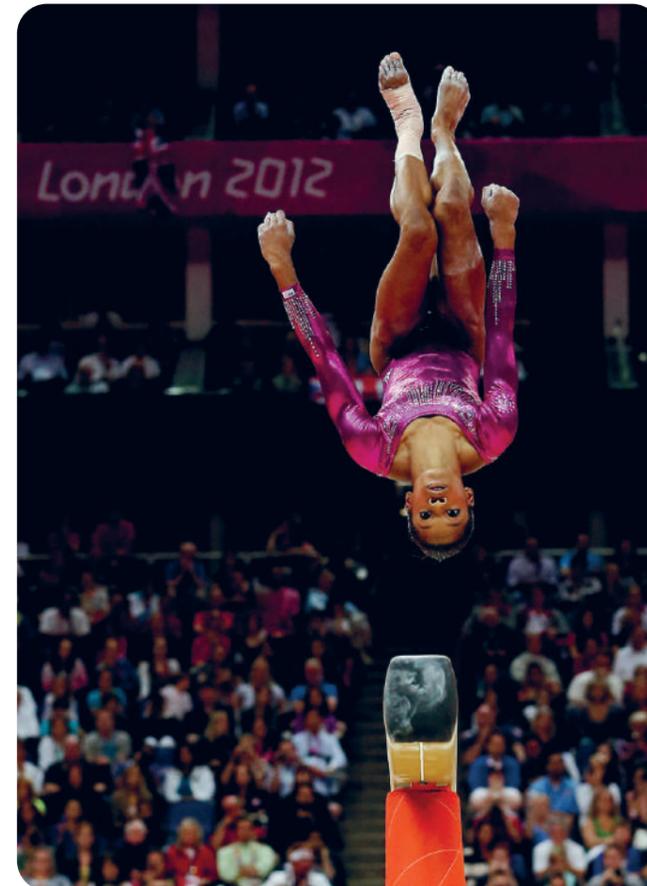
- Learning about how courage plays a major role for athletes participating in the Olympic Games.

SECTION 04

E. LIVING A HARMONIOUS AND BALANCED LIFE – BODY, WILL AND MIND

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

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



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

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

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

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

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

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

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

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

FINDING A BALANCE

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

READING

When the will takes over: Shun Fujimoto

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

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

Japan was in very close competition with the Soviet Union for the gold medal in the team gymnastics event. Fujimoto was one of their best gymnasts. He wanted to carry on in spite of his injuries. But his coach and his team-mates, now aware of his pain, would not allow him to continue with such a severe injury. Without Fujimoto, his five team-mates knew that they would have to make no mistakes in the competitions that followed. Inspired by Fujimoto’s pride and courage, they all did their very best.

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

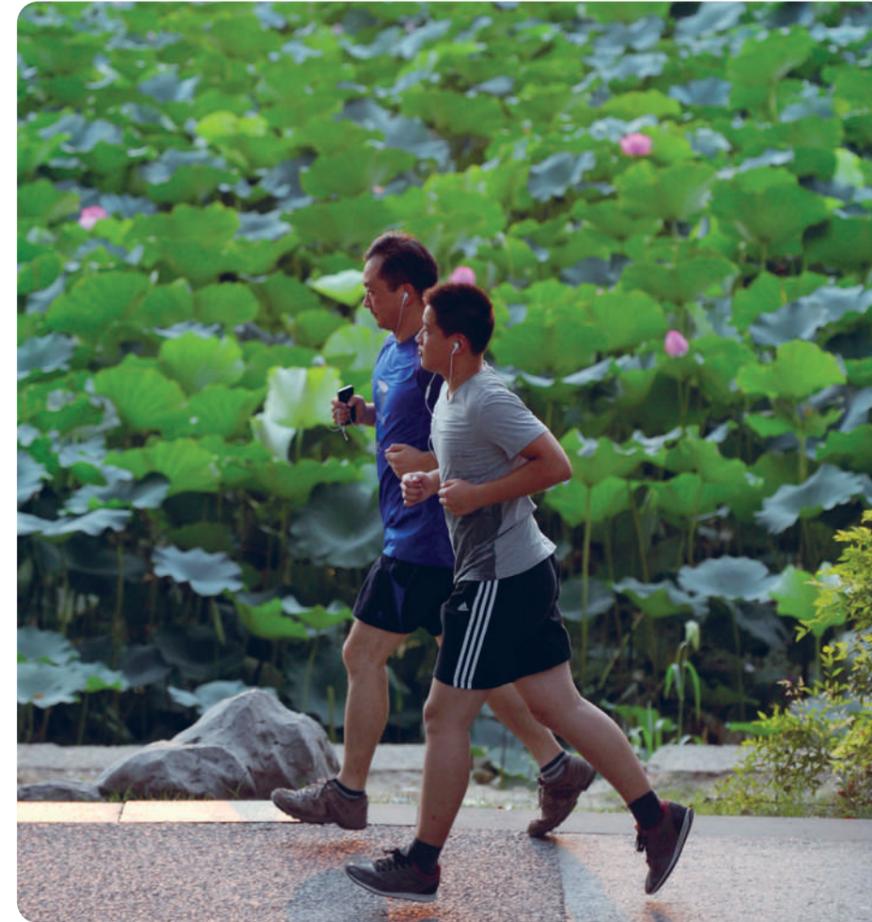
FOR DISCUSSION

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



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

AN ACTIVE LIFE



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

ACTIVITY SHEET 36

LIVING AN ACTIVE, BALANCED AND HEALTHY LIFE

OLYMPIC EDUCATIONAL THEMES

- Joy of effort
- Pursuit of excellence
- Fair play
- Balance
- Practising respect

SUGGESTED TEACHING STRATEGIES AND LEARNING SKILLS

- Creativity, collaboration, problem-solving.

LEARNING OUTCOME

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

ACTIVE LIFESTYLES

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

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

World Health Organization¹⁸

What are the health benefits of physical activity?¹⁷

The benefits of regular physical activity have been clearly established. In particular, for adults, doing 30 minutes of moderate-intensity physical activity at least five days a week helps to prevent or control over 20 chronic conditions, including coronary heart disease, strokes, type 2 diabetes, cancer, obesity, mental health problems and musculoskeletal conditions. The strength of the relationship between physical activity and health-positive outcomes continues throughout people's

lives, highlighting the potential health gains that can be achieved if more people become more active throughout their lives.

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



Children playing rugby on Olympic Day.

Guidelines for physical activity for young people

For under-fives:

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

For children and young people aged 5-18:

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

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

Case study¹⁹

Lisa (14 years old)

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

FOR DISCUSSION

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



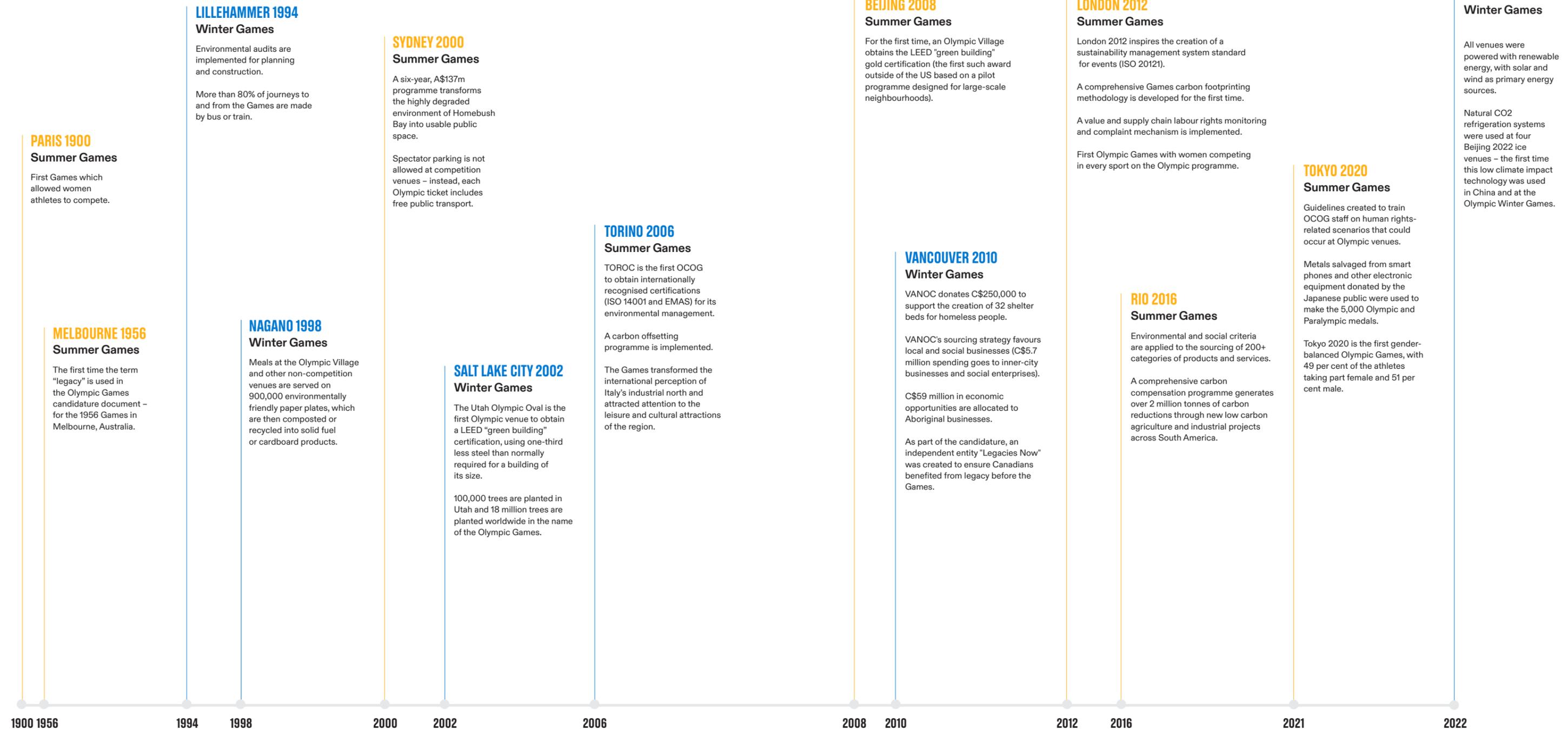


ANNEX

OLYMPIC GAMES SUSTAINABILITY-RELATED MILESTONES

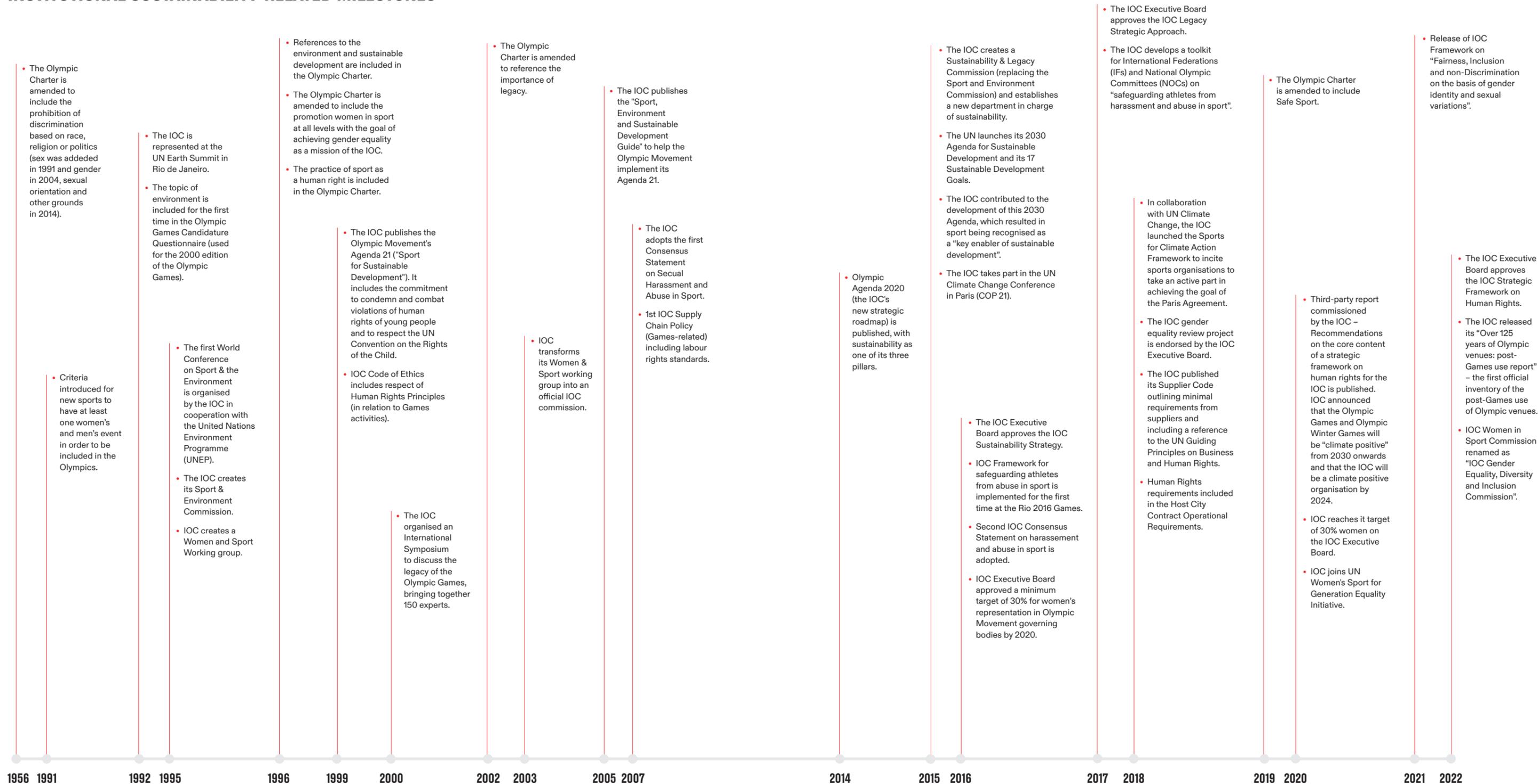
KEY:

- Summer Games
- Winter Games





INSTITUTIONAL SUSTAINABILITY-RELATED MILESTONES



APPENDIX

ABBREVIATIONS

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

The above is not a comprehensive list of acronyms and initialisms.



GLOSSARY

- **CORE OR ESSENTIAL VALUES OF THE OLYMPIC GAMES:** Excellence, Respect and Friendship.
- **EDUCATIONAL THEMES OF THE OLYMPIC MOVEMENT:** Based on the values inherent in the Fundamental Principles of the Olympic Charter and focused on the educational mission of the various activities of the Olympic Movement, these values are: the joy of effort in sport and physical activity, fair play, respect for others, the pursuit of excellence, and balance between body, will and mind.
- **FUNDAMENTAL PRINCIPLES:** Seven Fundamental Principles that appear at the beginning of the Olympic Charter and outline the values and ideals of the Olympic Movement.
- **HOSTS:** One or several cities or regions that have been chosen by IOC Members to host the Olympic and Paralympic Games.
- **IOC COMMISSION FOR OLYMPIC EDUCATION:** The IOC Commission for Olympic Education advises the IOC Session, the IOC Executive Board and the IOC President on the promotion of Olympic values-based education and provides strategic direction on IOC programmes and activities related to the education of youth through sport.
- **OLYMPIAN:** (Modern) A person who has competed in an edition of the Olympic Games of the modern era; (ancient) one of the Gods who, according to ancient mythology, lived on Mount Olympus in Ancient Greece.
- **OLYMPIC CAULDRON:** The receptacle in which the Olympic flame, lit in Olympia, Greece, burns during the period of the Olympic Games. The Olympic cauldron is ignited during the opening ceremony of the Olympic Games and extinguished during the closing ceremony to end the Olympic Games.
- **OLYMPIC CHARTER:** The Olympic Charter is the codification of the Fundamental Principles of Olympism, rules and implementing provisions adopted by the International Olympic Committee. It regulates the organisation, action and operation of the Olympic Movement and contains conditions for the celebration of the Olympic Games.
- **OLYMPIC EDUCATION:** Information and activities that promote the development of the knowledge, values and behaviours that promote Olympism and the mission of the Olympic Movement.
- **OLYMPIC GAMES:** The Olympic Games are competitions between athletes in individual or team events and not between countries. They bring together the athletes selected by their respective NOCs, whose entries have been accepted by the IOC. They compete under the technical direction of the IFs concerned. The Olympic Games consist of the Games of the Olympiad and the Olympic Winter Games. Only those sports that are practised on snow or ice are considered as winter sports.
- **OLYMPIC PROGRAMME:** The programme of the Olympic Games is the combination of all sports competitions.
- **OLYMPIC MOTTO:** Citius, Altius, Fortius – Communiter.
- **OLYMPIC MOVEMENT:** Under the supreme authority and leadership of the International Olympic Committee, the Olympic Movement encompasses organisations, athletes and other persons who agree to be guided by the Olympic Charter. The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practised in accordance with Olympism and its values.
- **OLYMPIC OATH:** The taking of the Olympic oath by an athlete has been part of the protocol of the Opening Competitions involve sports, disciplines and events. The sports are those sports governed by the International Federations. A discipline is a branch of a sport comprising one or several events. An event is a competition in a sport or in one of its disciplines, resulting in a ranking and giving rise to the award of medals and diplomas. On the proposal of the IOC Executive Board, the Session shall decide on the sports programme in principle seven years prior to the opening of the concerned Olympic Games, or at the Session electing the relevant host of the Olympic Games, whichever occurs later. On the proposal of the IOC Executive Board following an agreement between the relevant OCOG, the relevant IF and the IOC, the sports programme may be amended by decision of the Session no later than three years prior to the opening of the relevant Olympic Games.



Ceremony since the 1920 Games in Antwerp. The text of the athletes' oath, written by Pierre de Coubertin, has been modified over time to reflect the changing nature of sports competition. During the Sydney 2000 Olympic Games, a phrase affirming the athletes' commitment not to use drugs was also included. In 1972, a judges' and officials' oath was also included at the Opening Ceremony; and in 2012, at the London Games, a coach also swore an oath.

- **OLYMPIC RINGS:** The five interlocking rings on a white background stand for the unity and diversity of the Olympic Movement, and represent Olympism and its values of excellence, respect, friendship and solidarity. The Olympic symbol expresses the activity of the Olympic Movement and represent the union of the five continents and the meeting of athletes from throughout the world of the Olympic Games.
- **OLYMPIC TORCH:** An Olympic torch is a portable torch or replica thereof that is lit from a flame first kindled in Olympia, Greece, and is carried as part of a relay to various locations in the Olympic Games host nation. At the end of the Olympic torch relay, the flame is used to light the Olympic cauldron during the opening ceremony.
- **OLYMPIC TRUCE:** During ancient times in Greece (8th century BCE to 4th century CE), a truce (in Greek "Ekecheiria", which literally means "holding of hands") was announced before and during each of the Olympic festivals, to allow visitors to travel safely to Olympia. In 1992, the United Nations accepted a recommendation by the IOC and adopted a resolution supporting the declaration of an Olympic Truce prior

to each subsequent Olympic Games. This paves the way for sport, as an international tool, to promote peace, dialogue and reconciliation.

- **OLYMPISM:** Olympism is the word that encapsulates the ideals of the Olympic Movement. This word has its roots in the Fundamental Principles of the Olympic Charter. The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.
- **PARALYMPIAN:** A person who has competed in the Paralympic Games.
- **PARALYMPIC GAMES:** The Paralympic Games are a major international multisport event, involving athletes with a range of physical and intellectual disabilities, including mobility disabilities, amputations, blindness and cerebral palsy. There are Paralympic Winter and Summer Games. Since the 1988 Summer Games in Seoul, the Republic of Korea, they have been held immediately following the respective Olympic Games. All Paralympic Games are governed by the International Paralympic Committee (IPC).
- **POTENTIAL HOST:** One or several cities or regions which are interested in hosting the Olympic and Paralympic Games.
- **VENUES:** A major Games site that hosts competition or other primary Games events and activities (e.g. Opening Ceremony and Closing Ceremony, athlete accommodation, etc.)



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