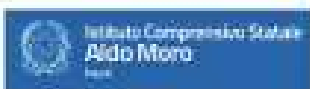
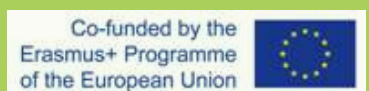


THE OLYMPIC GAMES: BLENDING SPORT WITH CULTURE

CELEBRATING OLYMPISM THROUGH SYMBOLS, CEREMONY AND HISTORY



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The Birth of the Olympic Games

Before Reading:

1. Do you know how old the Olympic Games are?
2. Do you know why they are called 'Olympics'?
3. Do you know what Games were played in the ancient Olympics?

Reading:

THE BIRTH OF THE OLYMPIC GAMES

The roots of the Olympic Spirit can be found in the ancient Greek civilization. In Ancient Greece, sport, a healthy body and the competitive spirit were a large part of the education for a balanced and harmonious intellectual, mental and physical development.

According to the legend, Heracles, son of Zeus and the mortal woman Alcmene, founded the Games, which by the end of the 6th century B.C had become the most famous of all Greek sporting festivals.

The Olympic Games began over 2,700 years ago and were held every four years from 776BC to at least 393AD during a religious festival honoring Zeus. They were named after their location at the sanctuary of Olympia in south west Peloponnese, Greece. Their influence was so great that ancient historians began to measure time by the four-year increments in between Olympic Games, which were known as Olympiads.

The ancient Games included pentathlon (running / jumping / discus and javelin throw), wrestling, boxing, pankration (mixed martial art which combined boxing and wrestling) and equestrian events (horse races and chariot races).

All free Greek males were allowed to take part, from farmhands to royal heirs, although the majority of Olympians were soldiers. All athletes competed naked. In wrestling and pankration the competitors fought covered in oil. Women could not compete or even attend.



"One of the things that made you Greek was playing sports and going to the Olympics"



PAUL CHRISTESEN

professor of Ancient Greek History at Dartmouth College

The Games started with a procession which went from the host town of Elis to Olympia, led by the Hellanodikai (judges) and on arrival at Olympia all athletes and officials swore an oath to follow the established rules of the competitions and to compete with honour and respect.

There were no gold, silver and bronze medals. Winners were given a victory crown (kotinos) of wild olive leaves and a hero's welcome back home. Athletes competed for the glory of their city and winners were seen as being touched by the gods.

At least 40,000 spectators would have packed the stadium each day due to their popularity. Only men, boys and unmarried girls were allowed to attend the Olympic Games. Married women were barred.

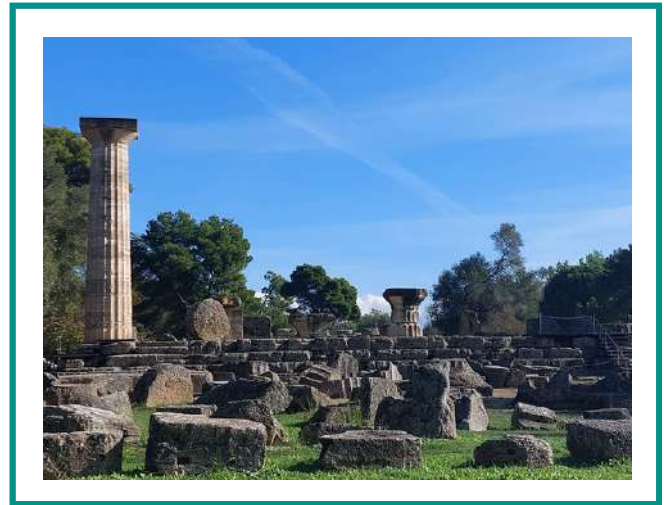
Before the games began, messengers were sent out to announce a "sacred truce" or ekecheiria, which literally means "holding of hands." This meant that any wars should be called off so that people could travel safely to Olympia.

After the Roman Empire conquered Greece in the mid-2nd century B.C., the Games continued, but their standards and quality declined. In A.D. 393 the Roman emperor Theodosius I issued an edict banning the ancient games as pagan festivals.

The Birth of the Olympic Games

After Reading:

1. What was the most important message of the Olympics for you?
2. What was the truce (ekecheiria) and what was its significance?
3. What was the position of women in the ancient Olympics and what is it today?



Women were not permitted to participate in or watch the events although young girls were allowed in the crowd. If they were caught sneaking in, they could be thrown off the side of a mountain as punishment! There was a single exception to this rule, the priestess of Demeter. A famous breach of the men only rule was the case of Kallipateira. She had trained her son Peisirodos and when he won his race his mother, celebrating a little too exuberantly in the crowd, loosened her clothes and revealed her sex. She escaped the prescribed punishment of the death penalty because she came from a family of great Olympic victors but after that all trainers had to be naked - like the athletes - to avoid such an occurrence in the future.

Olympic Educational Themes

A. Practising respect for oneself and others

B. Learning to play fair

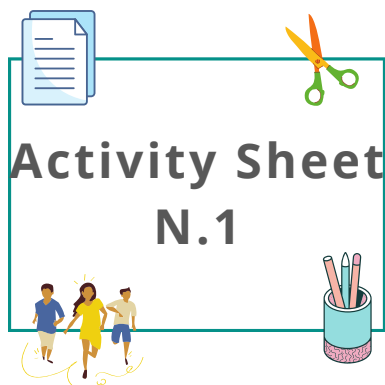
Learning outcomes

Learning the history of the Games

Realizing the historic weight of Olympic values

Suggested teaching strategies and learning skills

Inquiry, working teams, collaboration, creativity



How the ancient Greeks honored the Olympians

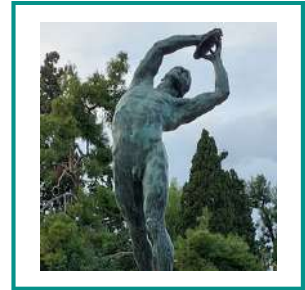
The moral significance of the victory in ancient Olympia was incalculable. The Olympian when he returned to his city enjoyed great honors. A part of the city walls was demolished, since a city that gave birth to an Olympian did not need walls, and from the new entrance the winner entered the city, mounted in a majestic three-wheeled chariot. The winner then offered a sacrifice to the patron god of the city and dedicated his crown to him. A festive dinner followed, in which the whole city sat. Even the Olympians earned lifelong feeding at public expense and tax exemptions.

ACTIVITY SHEET N. 1

The Birth of the Olympic Games

Olympic Educational Outcomes

- Learning about the ancient Olympic Games
- Discussion about the importance of victory in the ancient Olympics



Context for the Activity:

Ancient Olympic Events:

- ➔ Boxing
- ➔ Equestrian events
 - Chariot racing
 - Horse racing
- ➔ Pankration
- ➔ Pentathlon
 - Discus
 - Javelin
 - Jump
 - Running
 - Stade
 - Dioulos
 - Dolixos
 - Wrestling

- Subjects involved
history, ancient greek, physical education
- Suggested teaching strategies and learning skills
collaboration, circle of sharing
- Suggested equipment
paper, pencil,

Activity

Instructions:

Students after reading the above list with the ancient Olympic Games and discussing with the teacher about it, must look at the pictures and find the spelled words. Then answer the question:

Which of the above competitions are still held today?

 avlinje -----	 dlaious -----	 lgon pmju ----- -----	 raotchi ngrcai ----- -----	 tdesa -----
 isuscd -----	 oresh ngraic ----- -----	 oxibgn ----- -----	 odilosch ----- -----	

ACTIVITY SHEET N.1

EDUCATIONAL GAME

Running in Ancient Olympia

Running races will be organised at school or at a nearby stadium which include:

1. **One stade** running race (80m)
2. **One dolichos** running race (200m)

The **80m** with batteries of maximum 3/4 participants

The **200m** could turn into an Olympic Relay with 4 participants (**50m** each) competing individually or in competition with each other (2/3 relays at a time).

The winners are rewarded with an olive branch.

A cardboard wall is made at the entrance of the school, so that the winners can break it when entering, according to the tradition of the ancient Olympic Games.



- **Developed skills:**
speed, cooperation, concentration
- **Suggested equipment**
stopwatch, sneakers, olive branches, cardboard
- **Suggested space**
the school yard, a stadium, an open space where we have measured the distance we need for the games

We suggest you to experiment only with short speed races with adequate recovery. If you want to amplify the concentration on cooperation and speed, it is better to have the relay teams compete separately.



The Modern Olympic Games

Before Reading:

1. Do you know how was the revival of the Olympic Games?
2. And who is responsible for the revival of the Olympic Games?
3. Do you think it was easy for Greece at that time to undertake such a big sporting event?

Reading:

THE MODERN OLYMPIC GAMES

The revival of the Olympic Games began with Baron Pierre de Coubertin (1863-1937) of France.

Coubertin was greatly interested in education, and he firmly believed that the best way to develop the minds of young people was to develop their bodies as well; learning and athletics should go together. After he visited the ruins of ancient Olympia, it occurred to Coubertin that perhaps the best way to generate widespread acceptance of his theory was to resurrect the Olympic Games.

He hoped the new Games would bring back the ideals of physical, mental, and spiritual excellence displayed in the ancient Games, as well as build courage, endurance, and a sense of fair play in all who participated. In addition, he hoped the Games would turn the tide he saw worldwide of the growing commercialism of sports.

In 1892, Coubertin first introduced the idea of starting the Olympic Games again. Few people were ready to accept his idea. But in 1894 Coubertin founded the International Olympic Committee (IOC) and began planning the first modern Olympiad.

Dimitrios Vikelas, a well-known Greek writer living in Paris, strongly supported Coubertin's proposal for the revival of the Olympic Games at the first International Sports Conference.

“All sports for all people”

PIERRE DE COUBERTIN

He managed to convince everyone, Greeks and foreigners, of the need to hold the first Olympic Games in Athens. Vikelas was the first president of the International Olympic Committee.

Finally, the first modern Olympic Games were held in 1896 in Athens. Although the Greek state was facing many financial problems, the Greeks managed to organize the Olympic Games with great success.

This was helped by the great financial offer of the national benefactor Georgios Averoff, who offered the huge amount of 920,000 gold drachmas to renovate the Panathinaikos Stadium.

The Athens Games laid the foundation for an international sporting event that was to become the largest sporting festival on the planet. Since then, the Games have been held in different countries of the world.

241 athletes from 13 countries took part in the first Olympic Games. The sports in which they competed were 9: tennis, weightlifting, gymnastics, swimming, fencing, wrestling, cycling, shooting and track and field.

The first Winter Olympics took place in 1924 in Chamonix, France.

The Paralympic Games were first held in 1960 in Rome, with the participation of 400 athletes.



The Modern Olympic Games

After Reading:

1. What does Pierre de Coubertin's phrase "all sports for all people" mean to you?
2. What do you think are the most important differences between the ancient and the modern Olympic Games?

Holy Olympia, the birthplace of the ideals to which Coubertin had dedicated his life, has always had a special place in his heart. After his death, in 1937, according to his wish, his heart was transferred to Olympia to rest forever in the memorial column erected in his honor by the Greek government.



Olympic Educational Themes

C. Joy of effort

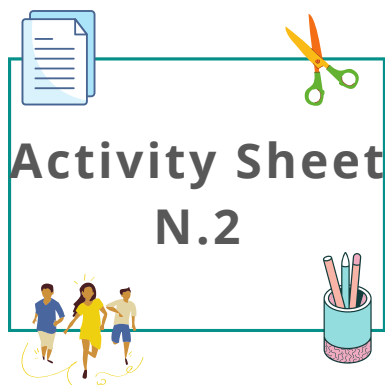
E. Pursuit of excellence

Learning outcomes

To connect Pierre de Coubertin's vision with the vision of Wilma Rudolph

Suggested teaching strategies and learning skills

Inquiry, working teams, collaboration, creativity



The "paralyzed" Olympian

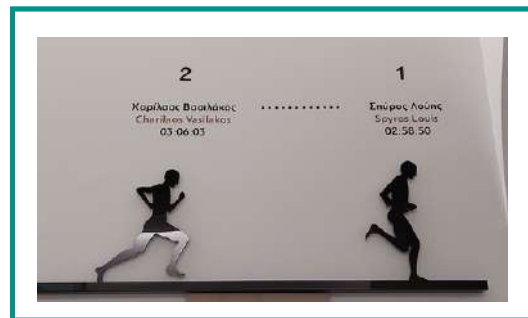
Wilma Rudolph was four years old when she contracted pneumonia and smallpox which left her paralyzed with polio. She was on medication and her doctor told her she would not be able to walk again. She did not put it down. At the age of 13 she participated in her first match, at the age of 15 she met her coach Ed Temple and now things had taken their course. At the 1960 Rome Olympics, Rudolph became the first American woman to win three gold medals (100, 200 and 4 * 100 meters), proving that successful people cope with their problems and not without them.

ACTIVITY SHEET N. 2

The Modern Olympic Games

Olympic Educational Outcomes

- Learning about the importance of perseverance and effort
- The desire for excellence overcomes the problems



Context for the Activity:

Read the paragraph on page 3 that is titled "The paralyzed Olympian" and talk with your students about the importance of patience and perseverance in sports and how you can turn problems into supplies.

- Subjects involved
Geometry, crafts, Physical Education, Olympic Education
- Suggested teaching strategies and learning skills
collaboration, concept mapping
- Suggested equipment
paper, pencil, ruler

Instructions:



Activity

1. Half the children create a word search puzzle with the names of sports of the modern Olympic Games. The letters that will remain will create words that symbolize the Olympic values such as: excellence, effort, equality, respect, e.t.c.

Here is an example!

EBADMINTON**X**ARCHERYBOXING
FOOTBALLALPINESKIING**C**GOLF
HOCKEY**E**SAILING**L**L**S**URFING**E**
TENNISWATERPOLO**N**HANDBALL
JUDO**C**SWIMMING**E**TAEKWONDO

ACTIVITY SHEET N. 2











The Modern Olympic Games

Instructions:

2. The other children, after consulting the table below, make cards with flags and dates of the countries that have hosted the Olympic Games.

I	Athens	Greece	Europe	1896
II	Paris	France	Europe	1900
III	St. Louis	United States	North America	1904
IV	London	United Kingdom	Europe	1908
V	Stockholm	Sweden	Europe	1912
VI	Berlin	Germany	Europe	1916
VII	Antwerp	Belgium	Europe	1920
VIII	Paris	France	Europe	1924
IX	Amsterdam	Netherlands	Europe	1928
X	Los Angeles	United States	North America	1932
XI	Berlin	Germany	Europe	1936
XII	Tokyo	Japan	Asia	1940
XIII	London	United Kingdom	Europe	1944
XIV	London	United Kingdom	Europe	1948
XV	Helsinki	Finland	Europe	1952
XVI	Melbourne	Australia	Australia	1956
XVI	Stockholm	Sweden	Europe	1956
XVII	Rome	Italy	Europe	1960
XVIII	Tokyo	Japan	Asia	1964

Examples of cards with flags  and cards with dates  of the Olympic Games

 GREECE	 FRANCE	 ITALY	 RUSSIA	 UK
1896,2004	1900,1924	1960	1980	1908,1948,1912
 USA	 BRAZIL	 CHINA	 AUSTRALIA	 JAPAN
1904,1932,1984,1996	2016	2008	2000	2020

ACTIVITY SHEET N.2

EDUCATIONAL GAME

I get a basket at the Olympics

The students are divided into two teams. Each team lines up in front of the basket. The game is played with a single ball. Each component, in turn, has three available shots to try to make a basket. If they succeed, they receive a card depicting the flag of a country: they will have to try to match it correctly to the card with the date on which that country hosted the Olympic Games. If they fail to make a basket they go back in line again and wait their next turn.

Once the cards are finished, the number of correct combinations of each team is calculated. In case of a tie, the team that took the least time wins.

It is necessary for the children to have studied and prepared the flags of the countries that we will use in the game as well as the respective dates of the Olympic Games.

- Developed skills:
aptness, cooperation, quick perception
- Suggested equipment
1 basketball backboard
1 basketball,
cards with dates arranged in a circle
cards with flags arranged in line
- Suggested space
Indoor gym, school yard



A match of a maximum of three rounds is recommended. It is advisable to have a single team alternate for each basket in each round, to facilitate safe shots and to add the element of time taken in the event of an equal score.

The Olympic Truce

Before Reading:

1. Do you know what is the Olympic Truce?
2. According to you, what symbolism does the Olympic Truce represent?
3. Olympic Truce: a tool for promoting peace and international understanding. Do you agree with this statement?

Reading:

PEACE AND THE OLYMPIC GAMES

The creation of the "Ekecheiria", the Olympic Truce, lies within the traditional story of the founding of the ancient Olympic Games. But its roots are ancient and grounded in the concept of "ekecheiria," dating back to the ninth century B.C., - through the signing of a treaty between three kings - Iphitos of Elis, Cleosthenes of Pisa and Lycurgus of Sparta - in order to allow safe participation in the ancient Olympic Games for all athletes and spectators from these Greek city-states, which were otherwise constantly engaged in conflict with each other.

The modern Olympics were founded in 1896 with the ideal of building a harmonious future. Through the educational value of sport, the Olympic movement seeks to contribute to a peaceful future for humanity. It brings athletes from all over the world together in the biggest of international sporting events, the Olympic Games, with the purpose of promoting peace, mutual understanding, and goodwill, which it shares with the United Nations.

Taking into account the new political reality in which sport and the Olympic Games now exist, the International Olympic Committee has decided to revive the concept of the Olympic Truce for the Olympic Games, with the goal of protecting the athletes' and sport's interests as much as possible, as well as harnessing sport's power to promote peace, dialogue, and reconciliation more broadly.



You cannot shake hands
with a clenched fist

INDIRA GANDHI

How long does the Truce last?

The Olympic Truce lasts normally nearly two months. It begins seven days before the start of each Olympic Games and ends seven days after its conclusion. In the ancient times, the Truce allowed athletes, artists, their families, and ordinary people to travel in safety in order to participate or attend the Games and return home afterwards. Today, the Olympic Truce has become an expression of mankind's desire to build a world based on the rules of peace, fair competition, humanity and reconciliation.

How does it work?

Every two years, the host country of the upcoming Olympics introduces a U.N. resolution that other member states can co-sponsor. The truce is intended to secure safe passage for athletes during the Games and, in the long term, promote the idea of working towards world peace.

A U.N. resolution upholding the Olympic Truce has been passed 15 times. The continuous renewal each Olympics is based on sport promoting peace, development and international cooperation.



The Olympic Truce

After Reading:

Discuss about Indira Gandhi's quotation. 

1. Do you agree with her?
2. At the end of a game that you lost, is it hard for you to shake hands?
3. Why is it important to shake hands anyway?



London was still in ruins and the rest of Europe devastated by war. The 1948 relay carried a welcome message of peace. The first runner took off his military uniform before carrying the flame, commemorating the sacred truce observed in Ancient Greece. The planned route highlighted border crossings, where festivities were organised to celebrate the return of peace. As homage to the restorer of the Olympic Games, a ceremony was organised at Pierre de Coubertin's tomb.

Olympic Educational Themes

Peace, Respect for oneself and others, Common Values

Learning outcomes

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

Developing an improved knowledge, understanding and awareness of the importance of peace and reconciliation.

Suggested teaching strategies and learning skills

Literature circles, Question and answer



Activity Sheet N.3



A story about the Olympic Truce

It was not until 1992 – almost 100 years after the Games' revival – that the international Olympic Committee (IOC) decided to reintroduce the Olympic Truce. It was observed for the first time in the modern era at the Olympic Winter Games in Lillehammer, Norway, 1994.

President Juan Antonio Samaranch delivered a powerful speech to the thousands of spectators assembled in Norway's Olympic Stadium and to hundreds of millions of viewers worldwide. Samaranch reminded all that the Bosnian city of Sarajevo, which had hosted the Olympic Winter Games just ten years earlier, was in the midst of a deadly siege. "Our message is stronger than ever," he said. "Please stop the fighting. Please stop the killing. Please drop your guns." It was a heartfelt appeal that resounded far beyond the small city. In a troubled world with many conflicts, the Olympic Truce represents the world-wide unity to build a peaceful and better world through sport and Olympic ideal.

ACTIVITY SHEET N. 3

The Olympic Truce

Olympic Educational Outcomes

- Learning about countries in the world which are at war
- Discussing about how Sport can promote Peace



Context for the Activity:

"The two words 'peace' and 'tranquillity' are worth a thousand pieces of gold".

Chinese proverb



- Subjects involved
Discussion, guided inquiry, collaboration, communication skills, peer teaching.
- Suggested teaching strategies and learning skills
Questioning, constructivism, communication skills, blogs, vlogs, role-play, round table, panel discussion.
- Suggested equipment
Poster board; markers; papers; cameras.

Activity

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

Describe with a draw, a story, a picture what it is like when you are feeling peaceful.



ACTIVITY SHEET N.3

EDUCATIONAL GAME

Write the "Olympic Truce" on a poster board.

Add words to elaborate on the principles embodied by the Truce, then decorate the border of the poster with images that evoke peace, acceptance, sportsmanship, diversity, etc. Find symbols for peace used in the world, for example doves, bells, torches, the peace sign, etc., and add it to the poster board as well.

"You cannot shake hands with a clenched fist"

Indira Gandhi

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

"The 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.

- Developed skills:
reflection, sharing, creativity,
communication skills
- Suggested equipment
poster board, pencils, scissors
- Suggested space
a room



The Olympic Flame

Before Reading:

1. Why is the Olympic flame so important in the Olympics?
2. Can the Olympic flame be lit anywhere in the world?
3. Can the Olympic Flame be lit with a regular lighter?

Reading:

THE OLYMPIC FLAME

Fire, flames, torches and candles have always had a special meaning for human beings and play an important role in rituals and ceremonies, such as in the ancient games and nowadays in the Olympic Games of the Modern Era. The Olympic torch dates back to the times of Ancient Greece, where fire was considered divine.

According to Greek mythology, fire was taken away from men by Zeus. However, it was returned by Prometheus, who managed to recover the element by bringing a torch close to the sun and lighting it.

In the Ancient Olympic Games a flame was used to be lit in honour of Hera, Zeus' wife. This flame was held for the duration of the Games.

In the Modern Olympic Games, the flame was used for the first time in Amsterdam (1928) and it was not until 1936 that the first torch relay took place in Berlin, Germany.

Each edition of the Olympic Games has its own flame that travels back a long way from the ruins of the Olympic Games (Olympia, Greece) to the host city of the Olympic Games that year.

The Olympic flame is lit with the help of the sun's rays, which reflect in a mirror and generates fire. Thus begins a journey which illuminates the Olympic Spirit in other parts of the world.

This is a list of torch designs used to carry the Olympic flame at the Olympic Games... follow the link below!

https://en.wikipedia.org/wiki/List_of_Olympic_torch_designs



The lighting ceremony

The Olympic flame is the most powerful symbol of the Olympic movement. Not only does it represent the virtues of the modern sporting competition... it also holds a link with antiquity.

According to the ritual, the High Priestess, accompanied by a group of priestesses, proceeds to the lighting at the altar in front of the Temple of Hera.

Here, she calls Apollo, the God of Light, to send the sun's rays for the torch to be lit.

The Olympic Flame is almost always born within a few seconds, after the torch is placed in the centre of a concave mirror.

In modern tradition, the Head Priestess passes the flame to the first torchbearer and then begins the Torch Relay that finishes at the Olympic Stadium of the hosting city a few months later.

This special event is open to the public and you can come and see it happens for yourself, in the Archeological Site of Olympia.

The Relay torch and the Olympic flame are supposed to burn during the whole event. In case the flame goes out, it can only be reignited with a backup flame, which has been lit in Greece as well and with never a regular lighter!

The Olympic Flame

After Reading:

The story of the Olympic flame began to unfold like an epic novel, with each Olympiad producing its own unique tales played out by a cast of hundreds of thousands of runners over distances both great and small and on every possible form of transport.

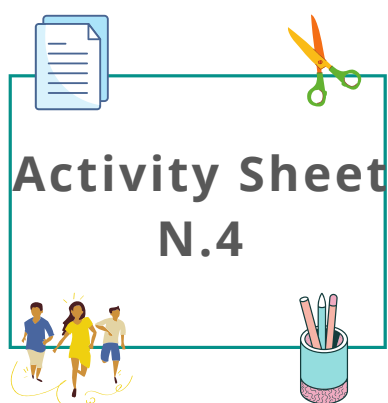
One memorable moment was the lighting of the cauldron at the Opening Ceremony of Barcelona 1992.

Taking up position in the centre of the Montjuic Olympic Stadium, Paralympic archer Antonio Rebollo took hold of a burning arrow lit by the flame and fired it at the cauldron, setting it on fire!

Are you curious about it? Watch the video ...

<https://www.youtube.com/watch?v=gMRf41SVHS4>

And are you curious about more stories on the Olympic flames?
Try to make a research about them and discuss all together!



The Relay of the records

Olympic Educational Themes

A. Respect for oneself and others

D. Balance

Learning outcomes

Understanding common values, unity, symbolism and cooperative effort.

Suggested teaching strategies and learning skills

Learning by doing, Inquiry, Question and answer.

Curiosities about the Olympic Torch!

In 2000 the Olympic torch spent three minutes submerged in the Coral Sea. In 2008 climbers carried it to the summit of Mount Everest!

In 2016 in Brazil the torch took a ride on a surfboard.

It has even been taken to space several times! (Unlit, for safety reasons). The flame made its first trip in an aeroplane (Oslo 1952) and travelled faster than the speed of sound on its journey from Athens to Paris - on Concorde (Albertville 1992).

The wonders of technology were highlighted when the Canadians organized the transmission of the flame by satellite between Athens and Ottawa (Montreal 1976). For the first time in the history of the Olympics, the torch (but not the flame) made a parachute jump!

ACTIVITY SHEET N. 4

The Olympic Flame

Olympic Educational Outcomes

The value of the Olympic Flame as a symbol that inspires hope and is linked to common values around the world.



Context for the Activity:

The Olympic Flame, once lit, is transported around the host country by athletes and guests using various forms of transport - often related to the unique culture of the host country.

- Subjects involved
mathematics, geometry, geography, art, craftsmanship
- Suggested teaching strategies and learning skills
collaboration, creativity
- Suggested equipment
paper, pencil, compass, ruler, scissors, colors

Activity

When Vancouver was the host city for the 2010 Winter Olympics, the Olympic Flame was carried by dog sled, crossed lakes by canoe, passed by riders, etc.

Trace the route of the flame, travelling through various parts of your country to be delivered to a major city.

- What would be the route of the journey? Draw this route on a map.
- What interesting, original and innovative ways of transporting the Olympic Flame would be used in your country?

Here is an example of the Olympics in

Rio de Janeiro, Brazil 2016



... and now, why don't you try to create your own Olympic Torch?



ACTIVITY SHEET N.4

EDUCATIONAL GAME

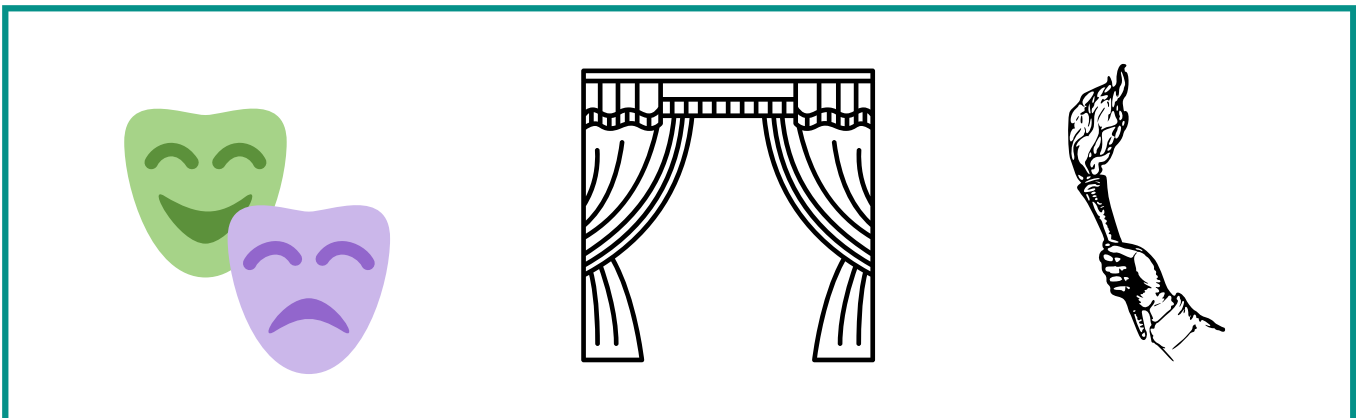
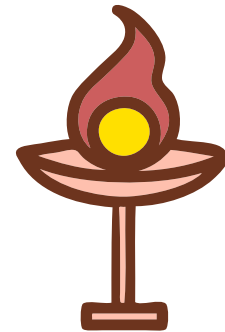
Performing the Flame lighting!

Students will do research about the Flame lighting ceremony that takes place at the Temple of Hera in Olympia the months preceding each edition of the Olympic Games.

Then, they will perform a short play to teach the symbolism and history of this ceremony to the rest of the school community.



- Developed skills:
reaction, performing, sharing, research
- Suggested equipment
computer for research, improvised material for the play
- Suggested space
a room or outdoors



The Olympism symbols: the Five rings

Before Reading:

1. What do you think the Five Olympic rings symbolize?
2. According to you, why are the Olympic rings linked?
3. Do you know who created the Olympic rings?

Reading:

THE OLYMPIC RINGS

Baron Pierre de Coubertin certainly had an epiphany when he designed the Olympic rings. He had been looking for a symbol to reflect the Olympic idea ever since he had persuaded the sporting leaders of the world to revive the Games back in 1894.

According to the IOC (International Olympic Committee), "the Rings appeared for the first time in 1913 at the top of a letter written by Baron Pierre de Coubertin, the founder of the modern Olympic Games. He drew and colored the rings by hand."

He used them in letter heads and then at last was ready to reveal them to a wider world during the IOC Session and Congress in Paris in 1914. "This truly is an International emblem," he wrote. "It was made to be turned into a flag."

The Five Rings are now one of the most instantly recognisable symbols in the world.

Although a Continent is universally associated with the color of each circle (blue-Oceania, yellow-Asia, black-Africa, green-Europe and red-America), the IOC has declared that this association is not official. In the Olympic Review of August 1913, Coubertin explained that "these five rings represent the five parts of the world now won over to Olympism and ready to accept its fertile rivalries. Moreover, the six colors thus combined [the white background that represents the purity and loyalty of the athletes] reproduce those of all the nations without exception."



This truly is an International emblem. It was made to be turned into a flag. It is a light appealing flag, a delight to see fluttering in the wind. Its meaning is largely symbolic and its success assured.



PIERRE DE COUBERTIN

The rings were first used in the 1920 Olympic Games held in Antwerp, Belgium, where the flag flew officially at the Games for the first time. They would have been used sooner if World War I hadn't prevented the Games to be played during those years.

Antwerp had a hand in one of the enduring traditions of the Olympic Movement. To symbolise continuity, representatives travelled to Paris in 1924 to present a special ceremonial Olympic flag to the city. This ritual became known as the "Antwerp Flag" ceremony. The city which had just hosted the Games retained the flag and was charged with taking it to the next host city four years later. So there were representatives of Paris in Amsterdam in 1928 and so on.

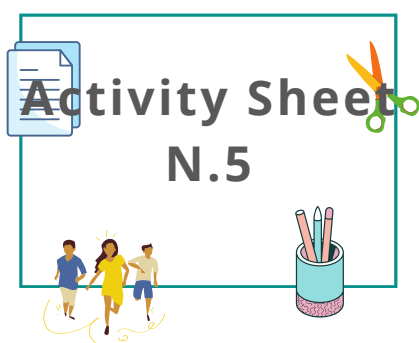
The ceremonial flag is now kept in municipal buildings, but the largest Olympic flag of all is raised as an integral part of each Opening Ceremony. As the head of State opens the Games, the flag is made ready for its grand entry to the stadium. It used to be brought in by a military colour party but now the bearers are chosen to represent the pillars of Olympism. The choice of flag bearers is almost as keenly awaited as the identity of the final runner in the torch relay.

At Moscow 1980, 65 countries, led by the United States, boycotted the Olympics in response to the Soviet Union invasion of Afghanistan, while several of those that did participate chose to use the Olympic flag instead of their own as a sign of protest.

The Olympism symbols: the Five rings

After Reading:

1. What does the word symbolism mean for you?
2. Do you think the Five Rings convey the message of Olympic values?
3. According to you, is this symbol still suitable or does it need to be updated?
4. Would you like to design a new Olympism symbol? What would it be inspired by?



Olympic Educational Themes

B. Learning to play fair

C. Practising respect for oneself and others

Learning outcomes

Understanding the significance of the Olympic Flag

Suggested teaching strategies and learning skills

Inquiry, circle of sharing, creativity, collaboration, thinking skills

The Olympic Refugee Team

The Olympics of Rio de Janeiro, for the first time in the history of the Games, was attended by a team of refugees made up of 10 athletes chosen by the IOC: Syrian, South Sudanese, Ethiopian and Congolese nationalities represented the approximately 60 million refugees in the world, the highest number since the end of the Second World War. Athletes paraded at the opening ceremony and walked through the stadium behind the Olympic flag. Among them was the Syrian swimmer Yusra Mardini, who months before participating in the Games had rescued as many as 17 migrants from the shipwreck of the boat on which they were traveling.



ACTIVITY SHEET N. 5

The Olympism symbols: the Five rings

Olympic Educational Outcomes

- Learning about Cultures diversity
- Discussion about travelling and visiting new sites



Context for the Activity:

Read the paragraph on pag. 18 that is titled "The Olympic Refugee Team" and talk with your students about the significance of the Olympic Flag in that story. Discuss with them about the different ways of considering the journey.

- Subjects involved
mathematics, geometry, geography, art, craftsmanship
- Suggested teaching strategies and learning skills
collaboration, creativity
- Suggested equipment
paper, pencil, compass, ruler, scissors, colors

Activity

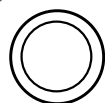
After introducing the Olympic rings topic, students are invited to identify the five continents on the map in order to associate them to the respective colors. Elements of Geography will be introduced for stimulating the students to participate in the discussion (e.g. also through the narration of their journeys already made or dreamed of making).

Finally, let's go to the activity!



Instructions:

1. assign each student a task to perform.
2. some students draw the 5 rings respecting these measurements:
 - external diameter cm.7
 - internal diameter cm.5
3. some students color the 5 rings using the Olympic colors and cut out them:
4. some students cut out and color the 5 continents
5. ... and now, run to play!



ACTIVITY SHEET N.5

EDUCATIONAL GAME

The Five Rings Relay

The students are divided into groups of five and arranged in a row.

In correspondence with each row, about **15m** away, baskets are placed inside which the five non-coloured continents are inserted; on the back of each continent it will be indicated to which team they belong (with a letter, a name, a symbol...)

The 5 circles (the rhythmic tools), common to all the teams, will be found on the ground, behind the competitors in line, reproducing the symbol of the Olympic Games also in the colours.

The game consists in picking up a continent and bringing it inside the circle with the color that represents it (Europe-green circle; America-red circle, etc.).

When the whistle blows, the first in each line will run to collect a continent from the basket (**ONLY ONE at a time!**). They'll come back and high-five the next teammate in line, and so on until the baskets are emptied (the run can be more challenging with physical exercises to perform).

Once all the continents have been collected, the students arrange them in the circles of the respective color. The round ends when all teams' continents are matched in circles. The team that manages to **CORRECTLY** match the largest number of continents to the circles wins the round. In case of a tie, the team that took the least time wins.

- Developed skills:
speed, reaction, sharing, reflection
- Suggested equipment
**baskets/boxes by number of teams,
5 rhythmic circles with the Olympic colors,
series of continents by number of teams,
whistle**
- Suggested space
a gym, track & field

Since it is a simple association between continents and colors, the game is made more engaging with a reduced distance to run to increase the speed of the game and to involve the pupils waiting for their turn.



ACTIVITY SHEET N.5



The Olympism symbols: Logos and Mascots

Before Reading:

1. According to you, why each Olympiad has its own logo?
2. What do you think a logo should represent?
3. What is for you the role of a Mascot?

Reading:

THE OLYMPIC LOGOS ...

The Olympic logo is usually chosen by the local organizing committees to distinguish a single edition of the Olympics: the first logo appeared in 1924 for the VIII Olympics in Paris.

The emblem generally combines the five circles with elements that represent the organizing city or country.

The logos that have followed in all these editions are innumerable: to them are added those of the Winter Olympics and those of the Paralympics. All to indicate a brotherhood between peoples that only sport can give.

Let's find out some of them together ...

Let's start with the last Olympics. For Tokyo 2020 the logo was designed by Asao Tokolo and represents a checkered pattern with rectangles of different sizes and shapes placed in a circle. It represents different countries, cultures and ways of thinking, all united in their diversity.

The 2016 Olympics logo was inspired by the shapes of the mountains surrounding Rio de Janeiro, reproduced using the silhouettes of three stylized people holding hands, which in turn convey a sense of unity and movement, as well as recalling the symbol of the 'Infinity.

The colors of the silhouettes are: green to represent the earth, blue to remember water, and orange to reflect the warmth of the people of Rio.

You can find all the logos listed here at this link!

<https://olympics.com/en/olympic-games>
... just click on the edition ...

and all the mascots at this one ...

<https://olympics.com/en/olympic-games/olympic-mascots>



Another example of an Olympic logo that renounced classical symbology for a more original and innovative approach was that of Munich 1972, which, however, had no luck. The project followed the modernist style with which Germany was trying to renew its image after the Second World War. It is no coincidence that it was created by the German designer Otl Aicher, a well-known opponent of the Nazi regime and wanted for desertion during the war.

The logo represents a sun reproduced in the form of a spiral and introduced the concept of visual identity in the Olympics, which from then on was applied to every edition. Aicher is also responsible for the definitive affirmation of the pictograms to represent the Olympic disciplines, still in use today. For experts and collectors, the visual identity created for Munich 1972 still remains a fundamental point in the history of European graphics.

The innovative vision of Munich 1972 was in a certain way anticipated by the logos designed for the Olympics in Tokyo 1964 and Mexico City 1968. The Japanese edition was the one that paved the way for a more modern and refined Olympic image. In the Tokyo 1964 logo, the Olympic rings are superimposed on the Japanese national flag crest, which represents the rising sun.

The Olympism symbols: Logos and Mascots

Four years later, the 1968 Mexico edition produced probably the most recognizable and widespread logo in the history of the Olympics. The idea behind the project created by architect Pedro Ramirez Vazquez in collaboration with other Mexican graphic designers was to present Mexico in a modern key, while maintaining references to the country's cultural traditions. Describing the work, Ramirez Vazquez once said: "We certainly didn't want to do anything that looked like a Mexican dozing under a cactus with his sombrero down." He took inspiration from the intricate medallions of ancient indigenous peoples and made the famous three-line typeface that included the Olympic circles. Ramirez Vazquez also introduced the pictograms of the various specialties, which were then perfected and made definitive by Aicher.

Previously, Italy had hosted the Olympic Games but had created a logo more adherent to classical symbolism. Rome 1960 was the edition of the Summer Games which symbolically sanctioned the end of the Italian postwar period and the beginning of the so-called "economic miracle". It also represented the beginning of a new era also from a sporting and organizational point of view: for the first time international events were broadcast on television. The logo, however, was made with a classic style making exclusive use of elements of the Roman cultural tradition: nothing to do, therefore, with the efforts made by Germany to "break" with its recent past.



Let's take a leap forward. The London 2012 logo, for example, was the subject of discussions for its transgression, which was also exactly the intention of its creators. Their idea was to create a one-of-a-kind brand that would appeal especially to the younger audience. The result was a 2012 with converging numbers, with protruding profiles to give the idea of movement, in which the initials of London could also be read. It was a logo that clearly divided opinions.

In 1996, however, the Atlanta Summer Olympics celebrated the centenary of the first edition of the modern Games and were therefore conceived as a union between tradition and modernity. In this sense, the logo turned out to be quite successful: a torch was created with a classic style handle consisting of the Olympic circles and the number 100, while in the more modern and dynamic part, stars like those of the American flag were born from a flame.

And now, let's move towards Paris 2024, whose logo already marks a stylistic novelty. The logo is a flame that, superimposed on an Olympic medal, forms a female face made unmistakable by the detail of the lips. The French edition will, in fact, be under the banner of gender equality, starting from the number of participating athletes, for the first time in over a century equally divided: 5,000 men and 5,000 women!

The Sydney Olympic logo consists of a "brush" drawn figure, also known as the Athlete of the Millennium. The design of the "Sydney 2000" logo features a harmonization of the five Olympic circles. The figure is made up of emblematic symbols and colors of Australia: the boomerang and the traits of the Australian sun, together with the colors of the sea and the red of the desert, evoke the unique landscape of that continent.

The Olympism symbols: Logos and Mascots

... AND THE OLYMPIC MASCOTS

The Olympic mascots have been a fundamental part of the Games since 1968. They have the task of giving a concrete shape to the Olympic spirit, of spreading the values emphasized by each edition of the Games, promoting the history and culture of the city and giving the event a festive atmosphere. Olympic mascots are fictional characters in the form of animals or human figures that are used to symbolize the cultural traditions of a place or country where Olympic and Paralympic games are held. Over the years, different Olympic mascots have been used to showcase the different cultures of the host cities and nations as a whole.

The first Olympic mascot was created in 1968 during the Grenoble Winter Olympics and was called "Schuss": it had the shape of a little man painted in blue, red and white, which are the colors of France.

The first official mascot of the Summer Olympics was Waldi, a dachshund dog that appeared in Munich in 1972. This particular breed was used to symbolize endurance, tenacity and agility, all of which are characteristics recommended for athletes. Among other things, Waldi also owned the three Olympics colors of blue, yellow and green.

Since then, mascots have played a significant role in the Olympics: both cities and host countries use mascots to show their quirks, their culture and what they are particularly proud of.

In Rio, Brazil, the 2016 Olympics adopted the Vinicius mascot, the animal that represents all Brazilian mammals. It is an inspiration of the entire Brazilian wild animal family and is named after Vinicius de Moraes, a poet of the 1962 bossa nova song entitled "The Girl from Ipanema".

At the London 2012 Olympics it was the turn of the Wenlock mascot: shiny steel skin, one eye (a camera), the partially yellow head symbolizing London taxis. The name Wenlock came from a village in Shropshire called Much Wenlock, where in 1850, the forerunners of the Olympic Games marked the start of the industrial revolution in the UK.

The 2008 Beijing Olympics saw the adoption of different mascots: dolls with special characteristics, including Beibei the fish, Jingjing the giant panda, Huanhuan an Olympic flame, Yingying a Tibetan antelope and Nini a swallow. Except for the Olympic torch, the other four are China's favorite animals and represent water, forest, earth and sky respectively. These names, read sequentially, mean "Welcome to Beijing": the mascots are all different colors that each represent one of the five Olympic rings.

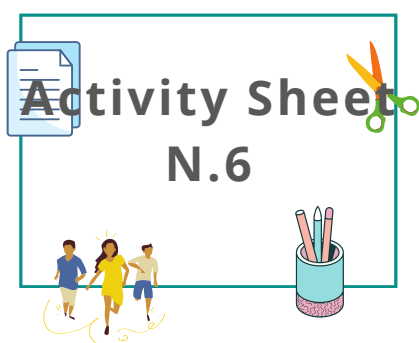
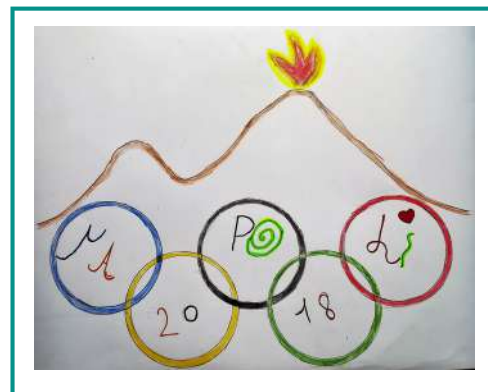
And at the last Olympics? In Tokyo 2020 the Olympic mascot was called Miraitowa, which derives from the Japanese words "mirai" (future) and "towa" (eternity): a name chosen to promote a future full of eternal hope in the hearts of people all over the world. The creator was Ryo Taniguchi.

Do you know that ... ?
In August 2017, the Tokyo 2020 Organizing Committee received 2,042 designs in the competition open to adults residing in Japan. Through a selection process divided into many stages, the number of proposals was progressively reduced to remain with three finalists, announced in December 2017. The task of choosing the winner among the three finalist projects was entrusted to Japanese elementary school children, one vote for each class. The voting period was from 11 December 2017 to 22 February 2018, and 205,755 classes from 16,769 schools participated. The Ryo Taniguchi project won with a total of 109,041 votes.

The Olympism symbols: Logos and Mascots

After Reading:

1. What do you think is the effect of Sport on Culture?
2. What do you think is the effect of Culture on Sport?
3. Do you think it is possible to express the main features of a Country in a simple logo?
4. If you were a designer, your logo would be inspired by the past, the present or the future? And why?



What is a good
Olympic logo like?

Olympic Educational Themes

C. Practising respect for oneself and others
E. Living a harmonious and balanced life—
body, will and mind

Learning outcomes

Discovering the different cultures
Learning to recognise the main aspects of
your own culture

Suggested teaching strategies and learning skills

Concept mapping, communication skills,
creativity, jigsaw learning, collaboration,
thinking skills

A logo should always be evaluated not so much in its simplest graphic aspect but in relation to the overall image of the event and the multiple uses that are made of it.

The main features are:

-The Technique

The first parameter to take into consideration is certainly the correctness from a technical and formal point of view:

the composition, the distribution of the different elements, the use of fonts.

-The Identity

The different editions of the Olympic Games are distinguished from each other not only by the historical moment, but above all by the place or city that hosts them.

For this reason the logo should tell something about the place where the games take place, its culture, its specificity.

-The Values

The Olympic Games are not only a great event, but also a cultural heritage in which universal values converge.

Loyalty, brotherhood, hospitality, love for sport and the will to overcome one's limits, are all concepts that are part of the essence of this event and which must be communicated by a logo in order to be defined as effective.

ACTIVITY SHEET N. 6

The Olympism symbols: Logos and Mascots

Olympic Educational Themes

C. Practising respect for oneself and others
E. Living a harmonious and balanced life—
body, will and mind



Context for the Activity:

Read the paragraph on pag. ... that is titled "What is a good Olympic logo like?" and talk with your students about the main features to take into consideration when creating an Olympic Logo.

Discuss with them about the concept of **Culture** and how it could be different from Country to Country.

- Subjects involved
history, geometry, geography, art, public speaking, craftsmanship
- Suggested teaching strategies and learning skills
collaboration, creativity, thinking skills
- Suggested equipment
paper, pencil, compass, ruler, scissors, colors

Activity

After introducing the topic, the teacher involves the students in a role-play activity: they are members of the Organizing Committee of the next Olympic Games to be held in their city.

Students are, then, invited to talk about the place they live in, about the beauties and the cultural aspects to be highlighted.

Among the tasks of the Committee there is also the creation of the logo and of the mascot: students investigate on the previous Olympics editions to get inspiration and to realise how much they are connected with the place which hosts the Games (including the morphological characteristics of the country, the cultural traits, the peculiar colors and other elements, etc.).

The teacher divides the students in three groups:

1st group: in charge of creating the logo;

2nd group: in charge of creating the mascot;

3rd group: in charge of preparing the presentation of the host city.

Each group has a fixed time (established by the teacher) for completing their work. At the end, in turn, they share with the rest of the class what previously elaborated.



ACTIVITY SHEET N.6

EDUCATIONAL GAME

Match the Cities

The game consists in matching the names of some cities where the Olympics took place with their respective logos.

The students are divided into 2/3 teams and are positioned in single rows for each team.

About **15m** away, in correspondence with the rows, a basket/box is placed in which the names of the host cities are inserted.

Next to it, on a horizontal plane (even on the ground), there will be a billboard for each team with the corresponding logos.

At the teacher's whistle, the first in line of each team will run to match the drawn city and the corresponding logo.

The round ends when all city names are matched.

The team that manages to match the most cities to the logos **CORRECTLY** wins. In case of a tie, the team that took the least time wins.

The run can be more challenging with physical exercises to perform.

A maximum of nine members per team is recommended. To avoid the clash of the excited pupils in the race, it's better to consider one billboard for each group.



- Developed skills
speed, reaction, sharing, reflection
- Suggested equipment
1 basket/box for each team containing the names of the cities, 1 billboard for each team containing the logos, glue or tape
- Suggested space
a gym, track & field, a 50 metres distance

ACTIVITY SHEET N.6



ACTIVITY SHEET N.6

RIO 2016	TOKIO 2020	MUNICH 1972
TOKIO 1964	ROME 1960	LONDON 2012
ATLANTA 1996	ATHENS 2004	PARIS 2024

RIO 2016	TOKIO 2020	MUNICH 1972
TOKIO 1964	ROME 1960	LONDON 2012
ATLANTA 1996	ATHENS 2004	PARIS 2024

RIO 2016	TOKIO 2020	MUNICH 1972
TOKIO 1964	ROME 1960	LONDON 2012
ATLANTA 1996	ATHENS 2004	PARIS 2024

The Olympic Motto

"Citius, Altius, Fortius"

Before Reading:

1. According to you, why an Olympic Motto was created?
2. Do you know its meaning?
3. What do you think is the message it wishes to convey?

Reading:

THE OLYMPIC MOTTO

The original Olympic motto is made up of three Latin words:

Citius - Altius - Fortius.

These words mean

Faster - Higher - Stronger.

The original was adopted with the launch of the Olympic Movement in 1894 at the urging of founder Pierre de Coubertin, who wanted a slogan that expressed excellence in sport. These three words were meant to encourage athletes to give their best during competition. Pierre de Coubertin proposed the motto, having borrowed it from his friend Henri Didon, a Dominican priest who taught sport close to Paris.

The motto can be compared to the Olympic creed which says:

"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."

The inspiration for the creed would come later, following a sermon given by the Bishop of Pennsylvania, Ethelbert Talbot, during the Games of London in 1908.

Together, the Olympic motto and creed embody an ideal that Coubertin believed in: that giving one's best and striving for personal excellence were worthwhile goals. And where better to do this than through the pursuit of sport and participation at the Olympic Games?

This is an important life lesson that is still equally valid today, not just for athletes but for everyone.

“

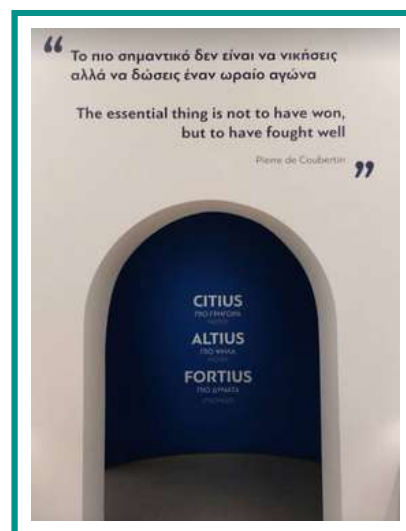
There's always a point where you get knocked down. But I draw on what I've learned on the track: If you work hard, things will work out.

”

LOLO JONES

American hurdler and bobsledder

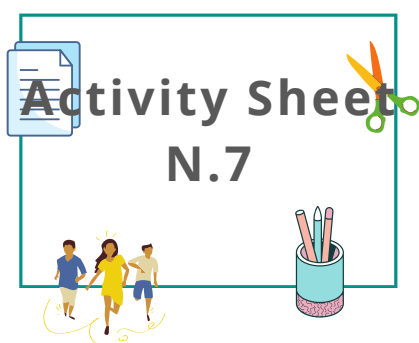
On 20th July 2021, the Session of the International Olympic Committee approved a change in the Olympic motto that recognises the unifying power of sport and the importance of solidarity. The change adds the word "together" after an en dash to "Faster, Higher, Stronger". The new Olympic motto now reads "Citius, Altius, Fortius - Communiter" in Latin, and "Faster, Higher, Stronger - Together" in English. The original motto was first expressed by the Dominican priest Henri Didon in the opening ceremony of a school sports event in 1881. Pierre de Coubertin, who was present that day, adopted them as the Olympic motto in 1894 with the launch of the Olympic Movement. It expresses the aspirations of the Olympic Movement not only in its athletic and technical sense, but also from a moral and educational perspective.



The Olympic Motto "Citius, Altius, Fortius"

After Reading:

1. Do you think changing the Olympic motto in 2021 was the right thing to do? Why?
2. What would be the 3 words, if you were to create a motto for the Olympic Games?
3. Why did you choose these words?



Poetry and the Olympics

Olympic Educational Themes

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

E. Doing your best by pursuing excellence

Learning outcomes

To understand the importance of Words

To discuss about how things can change in
life

To reflect about the link between Sport and
Solidarity

Suggested teaching strategies and learning skills

Inquiry, Panel discussion, Literature circles,
Round table

Did you know that there is a longstanding connection with poetry and the Olympic games?

Over 2,500 years ago, Pindar was writing poems for victorious athletes in the ancient Games. Pindar's first Olympian ode was written to celebrate the victory of the racehorse Pherenikos, owned by Hieron, ruler of Syracuse.

Pindar's Olympic odes survive — they can be read online in Greek and in various English translations.

At the 2004 Olympics in Athens, the opening words of Pindar's Olympian Ode 8 ("**Mother of golden-crowned contests, Olympia, queen of truth!**") were engraved on all medals.

ACTIVITY SHEET N. 7

The Olympic Motto "Citius, Altius, Fortius"

Olympic Educational Outcomes

- Practising the joy of effort
- Living a harmonious and balanced life—body, will and mind



Olympic Race

Standing and waiting for the race to begin
I'm getting quite nervous
Am I going to win?

Crouching down low, I wait for the gun
Bang! There it goes
We're starting to run.

My heart is pounding I'm going to burst
Come on legs keep going!
I want to come first.

Just one last effort, I pass the line
Am I first, last, where am I?
What's my time?

I stand on the podium, proud and bold
I'm wearing my medal
An Olympic gold!

- Subjects involved
history, geography, art, public speaking,
- Suggested teaching strategies and learning skills
collaboration, creativity, thinking skills
- Suggested equipment
papers, sheets, pens, dictionary, colors, billboard



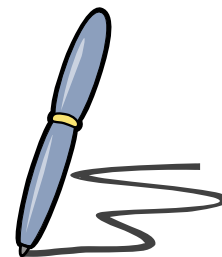
Victoria Scale-Constantinou

A Poem for the Games!

Small groups of students will be formed in the class who have to write a four-verse poem.

They also have to give a title to their poem.

- 1st verse - main topic is "faster",
- 2nd verse - main topic is "higher",
- 3rd verse - main topic is "stronger",
- 4th verse - main topic is "together".



After completing the poem, students present it to their classmates.
And share their opinion on the poems written by others.

ACTIVITY SHEET N. 7

EDUCATIONAL GAME

And now ... let's play!

Students are divided in two/three teams and arranged in rows on the same number.

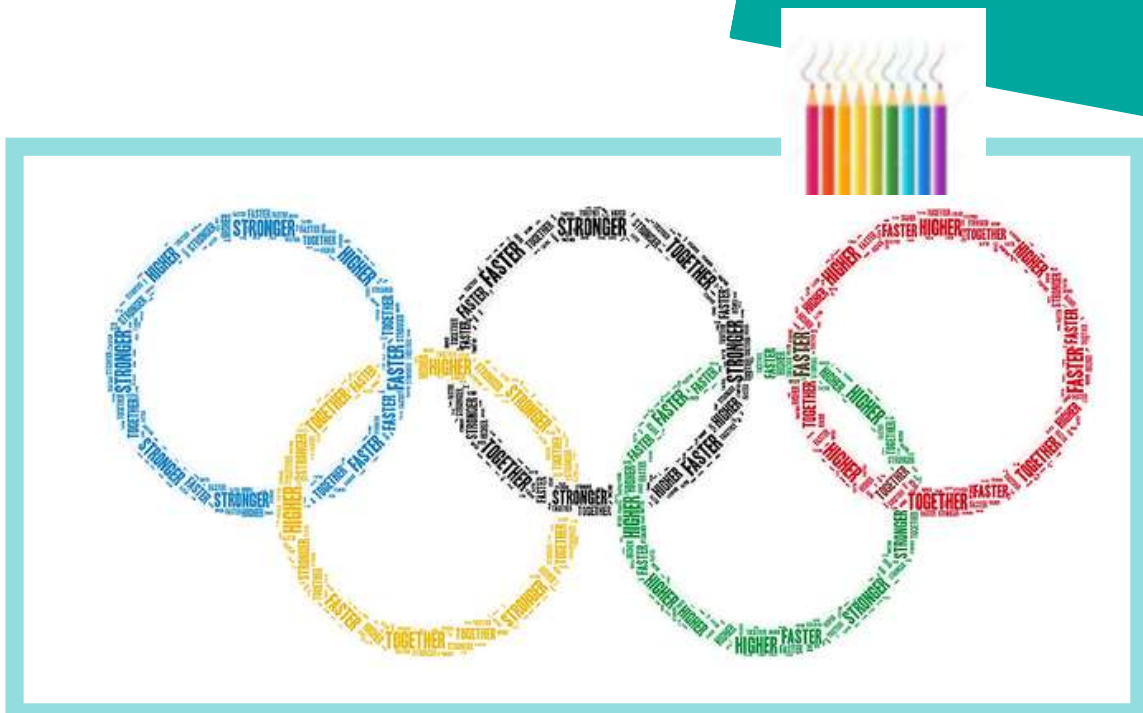
They have to represent the Olympic motto by drawing it on their respective panels placed at about **10 meters** from them.

The teacher gives the start and the first participant for each row go running towards the panel of his/her team for drawing.

Each participant has just **thirty seconds** to draw; then, the teacher whistles to stop them and the second participants for each row start running to continue the draw of the previous player. The game finishes when one of the teams complete the drawing of the motto ... in an appreciable way!

- Developed skills
speed, reaction, sharing, reflection
- Suggested equipment
n.2/3 panels, markers, whistle
- Suggested space
a gym, track & field, an open space

The little time available and the short distance speed up the game and make the pupils who are waiting for their turn more involved.



The Olympic Oaths

Before Reading:

1. Do you think taking the Olympic oath at the Opening Ceremony is important or not?
2. Do you have any previous knowledge about the Olympic oath? Some keywords, oath-takers?
3. Should the Olympic oath change over time or remain the same? Why?

Reading:

THE OLYMPIC OATH

The athletes had to comply with the rules: cheating and corruption were forbidden. On the first day of the games the athletes swore solemnly not to commit offences before the statue of Zeus, 'the guardian of the oaths', in the council house of Olympia. The same oath was sworn by their fathers, brothers and trainers. The umpires and hellanodikai attentively watched the participants during the contest. If they acted against the rules, they offended Zeus. For cheating in the games they were punished corporally, for corruption with fines.

The **hellanodikai** (the judges) swore an oath too, by which they promised to make a fair judgement and not to take bribes. Dividing young athletes in age categories or deciding whether someone was indeed a free Greek citizen was a delicate matter, as the Greeks did not have birth certificates. Also decisions on a close fought pankration match, or on the result of a race where two runners crossed the finish almost simultaneously, were difficult. It is not unthinkable that the hellanodikai were in such cases approached by people involved who tried to influence the decision to their advantage.

<https://www.olympic-museum.de/oath/theoath.htm>



In the Olympic Oath, I ask for only one thing: sporting loyalty.



PIERRE DE COUBERTIN

The exact words of the ancient oath are not preserved. For the modern Olympics, a new oath was written, which was sworn for the first time at the games in Antwerp in 1920. The oath is sworn by one athlete and one member of the jury of the organizing state in the name of all athletes and members of the jury.

The Olympic Oath was first taken by Belgian athlete Victor Boin at the opening ceremony of the Antwerp Olympics back in 1920. Athletes, judges and coaches used to take separate oaths but the three oaths were combined into one for the 2018 Olympics.

The oath was updated for the Tokyo Games to include words about equality and the fight against discrimination. The athlete then takes the following oath:

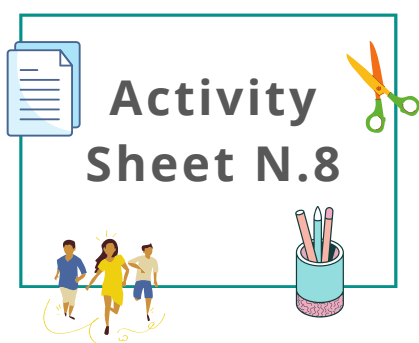


"We promise to take part in these Olympic Games, respecting and abiding by the rules and in the spirit of fair play, inclusion and equality. Together we stand in solidarity and commit ourselves to sport without doping, cheating, nor any form of discrimination. We do this for the honour of our teams, in respect for the Fundamental Principles of Olympism, and to make the world a better place through sport."

The Olympic Oaths

After Reading:

1. Do you think it is important to take the Olympic Oath for an athlete?
2. Do you find it difficult to respect an oath? Why?
3. According to you, what does it mean "to make the world a better place through sport"?



Tamberi and Barshim, friendship is golden

Olympic Educational Themes

- A. Practising respect for oneself and others
- B. Learning to play fair

Learning outcomes

- Learning the value of the words that are spoken
- Reflecting of the importance of respecting the rules

Suggested teaching strategies and learning skills

- Inquiry, Panel discussion, Round table

Tokyo 2020

Never had an Olympic high jump final ended in perfect equality: "In these cases there is the possibility of continuing with the jump-off, a sort of playoff", are the words of the referee. "Can we have two gold medals?" Asks Mutaz, breaking the delay. "It's possible, it's up to you," stammers the judge, without even completing the sentence.

A glance is enough for Tamberi and Barshim: "Obviously it was not something that could be planned, we gave everything and it was a crazy challenge, the best ever," says the Qatari. "So when we both got to the same size, with the same number of errors, we looked each other in the eye, exhausted, and we knew it was okay. There was no need for anything else, why should we have to go on?».

"We burst into tears because we realized we had made our dream come true. And we had done it together, which was the best thing," adds Tamberi. «Humanity, union, solidarity. The moment we agreed to both take the top step of the podium, we sent our message. That goes beyond sport ».

ACTIVITY SHEET N. 8

The Olympic Oaths

Olympic Educational Outcomes

- Learning about the essence of the Olympic Spirit
- Reflecting about the importance of rules in Sport and in Life

Context for the Activity:

In the 1960s, 70s and 80s East Germany won a host of Olympic medals, smashing world records in the process, particularly in the pool. Fast forward to the 21st century and nearly 200 East German former athletes sued the German pharmaceutical giant Jenapharm for supplying them with steroids throughout their career. The state-sponsored regime used the anabolic steroid Oral-Turinabol, which built muscle and improved recovery, but subsequently led to athletes suffering from cancer, heart problems and infertility. Many of the athletes had no idea what was happening, being told the steroids given to them by coaches were vitamins. All was revealed with the end of Communism and the reunification of Germany.

- Subjects involved
History, Geography, Biology and Nutrition, Science and Chemistry
- Suggested teaching strategies and learning skills
Thinking skills, Socratic questioning, Question and answer
- Suggested equipment
panel, paper, pencil



Activity

Instructions:

The practice of sport helps to define our lifestyle. The maintenance and improvement of the state of health, the desire to keep fit, the spirit of competition, the desire for leisure, passion and fun are just some of the reasons that push us to practice sports. Sport is above all a model of values. Values, in a broad sense, are very deep and strong beliefs that determine our actions, but which also affect our friendships and relationships. Sport conceived in a healthy way has the ability to teach us and make us learn useful conducts for personal growth.

After introducing the topic to the students, invite them to realise all together the Ethics Charter in Sport based on principles to be discussed with them before carrying out the activity.

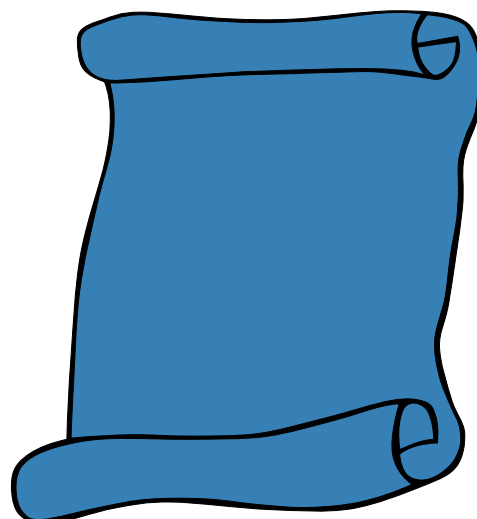
In the following page, you can find some suggestions about possible principles.

ACTIVITY SHEET N. 8

EDUCATIONAL GAME

The 8 Principles of the Ethics Charter in Sport

1. Adopt the same **behavior** towards every person regardless of nationality, **age**, sex, sexual preferences, social affiliation, **religious** and political orientation.
2. Harmonize sporting activity and **social** life, reconciling the needs of training and competition with training, work and **family**.
3. Strengthen one's individual and collective **responsibility**.
4. Encourage sport with respect and without exaggerating: in order to achieve sporting goals, neither the physical **integrity** nor the moral integrity of athletes must be **harmed**.
5. Educate in loyalty and respect for the **environment**, adopting respectful attitudes towards both others and **nature**.
6. Opposing psychophysical **violence** and any form of exploitation are not tolerated, raising awareness, monitoring and intervening in an **appropriate** manner.
7. **Refuse** doping and drugs, informing yourself effectively and intervening without hesitation in case you realize that there is consumption or dissemination of **prohibited** substances.
8. Fight against all forms of **corruption** and always try to have a **transparent** and loyal behavior.



ACTIVITY SHEET N. 8

EDUCATIONAL GAME

The Circuit of the Ethics Charter in Sport

For the game you can use the Charter proposed above or the one realised by the students in the previous activity.

The Charter will be written on a billboard and placed on a horizontal plane or on the ground, in the gym or in the courtyard where the game will take place. On either side of it two billboards are placed with the same document written on it, but with some words **missing** (those in **blue** on the previous page) and next to each billboard a basket/box is placed which contains the cards on which the **missing** words are written .

The teacher prepares two equal paths, one for each team, which end near the respective billboards with the **missing** words.

At the start, the first student of each team completes the circuit, then takes the word from the basket and puts it in the empty space he/she thinks is right.

The game continues until all words are placed.

The team that manages to match the most **CORRECTLY** words wins the game. In case of a tie, the team that took the least time wins.

- Developed skills:
speed, reaction, sharing, reflection
- Suggested equipment
1 billboard with the complete Chart,
2 billboards with the uncomplete Chart
2 boxes with the cards containing the
missing words
sport equipment
- Suggested space
a gym or a school yard



It is better to have available the "Ethics Chart" complete with all the words because it is a somewhat long and complex text that must be consulted several times, especially during the excitement of the competition.



The Olympic Sports Programme

Before Reading:

1. Can you name 10 sports that are practiced at the Summer Olympic games?
2. Can you name 10 sports that are practiced at the Winter Olympic games?

Reading:

THE OLYMPICS SPORTS

At the first Olympic Games in 1896, there were nine sports contested. Since that time many sports have been added (and removed too) from the program. Only five sports have been contested at every summer Olympic Games since 1896: **Athletics**, **Cycling**, **Fencing**, **Gymnastics** and **Swimming**.

In 2012 there were 26 sports contested, increasing to 28 in 2016, and 33 in 2020. The next Olympic Games in Paris 2024 are expected to have 32 sports with the debut of breakdancing, while karate, baseball & softball are dropped from the program.

Here is an example list of the Olympic Sports ...

More info about them? Here is the link

<https://olympics.com/en/sports/>



The first is to love your sport. Never do it to please someone else. It has to be yours.



PEGGY FLEMING

Olympic Gold medalist in Figure Skating

EQUESTRIAN

FENCING
FOOTBALL

GOLF

HANDBALL
HOCKEY

JUDO

KARATE

MARATHON SWIMMING
MODERN PENTATHLON
MOUNTAIN BIKE

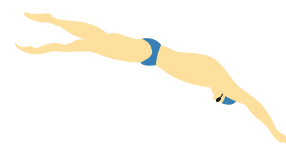
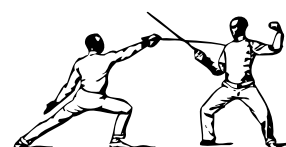
RHYTHMIC GYMNASTICS
ROAD CYCLING
ROWING
RUGBY

SAILING
SHOOTING
SKATEBOARDING
SPORT CLIMBING
SURFING
SWIMMING

TABLE TENNIS
TAEKWONDO
TENNIS
TRACK CYCLING
TRAMPOLINE
TRIATHLON

VOLLEYBALL

WATER POLO
WEIGHTLIFTING
WRESTLING



3X3 BASKETBALL

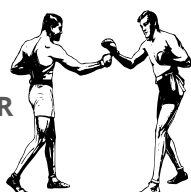
ARCHERY
ARTISTIC GYMNASTICS
ARTISTIC SWIMMING
ATHLETICS



BADMINTON
BASEBALL SOFTBALL
BASKETBALL
BEACH VOLLEYBALL
BMX FREESTYLE
BMX RACING
BOXING



CANOE / KAYAK FLATWATER
CANOE / KAYAK SLALOM



DIVING

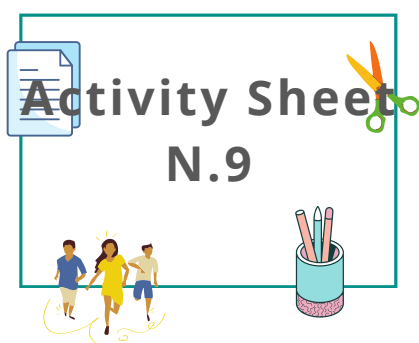


EQUESTRIAN

The Olympic Sports Programme

After Reading:

1. Is there a sport not present that you would introduce in the Olympic Programme?
2. Do you know the difference between Sport and Discipline?
3. According to you, what should be the criteria for introducing a Sport or a Discipline in the Olympic Programme?



Olympic Educational Themes

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

E. Doing your best by pursuing excellence

Learning outcomes

Learning the value of the harmonious and
balanced life — body, will and mind in
pursuing excellence

Suggested teaching strategies and learning skills

Collaboration, thinking skills, debate

One thing that we will
remember about Tokyo 2020

The new sports

The Olympics are changing. This edition saw an expanded list of sports, with five chosen by the host country, a precedent that will continue moving forward. We think these Olympics will be remembered both for putting that innovative idea in place, and for the actual sports that made their debuts. Sport climbing, skateboarding and surfing all seemed pretty well received, from we could tell, and will all be back in Paris come 2024. We think they all have staying power beyond that, and we may remember these three joining as a block. The other two are karate (which we don't think we'll see for a while) and baseball/softball (which will not return in Paris but will be a top contender for future Olympics). The other new sport in Tokyo was 3x3 basketball, which is technically a core sport now and was not chosen by Japan's organizing committee. But if those four sports remain in the Games long-term, they may all be remembered together and the distinction could be lost.

Anyway, as the Olympics tries to evolve and grow its audience, these Games definitely gave us some new sports that breathed some life into things. One remaining question, in the aftermath of so many teenagers on the skateboarding podium: Will we see them replaced by even younger teenagers or will this first crop stick around until, say, Brisbane 2032?

ACTIVITY SHEET N. 9

The Olympic Sports Programme

Olympic Educational Outcomes

- Learning more about less popular Sports
- Tradition and Modernity: exploring how things can change



Context for the Activity:

Read the paragraph on pag. 41 that is titled "One thing that we will remember about Tokyo 2020" and talk with your students about tradition and innovation.

Discuss with them about the opportunity to introduce new sports to the Olympics and/or to exclude some of them.

- Subjects involved
Public speaking, Traditions, Innovation
- Suggested teaching strategies and learning skills
Cooperation, communication and team work
- Suggested equipment
Cardboards, markers, printer

Activity

The facilitator will present the exercise. The participants will make cardboards with the logo of the sport on one side and the description of the sport on the other side.

After introducing the topic, the facilitator divides the participants in groups.

Each group will realize 5 cardboards using the printer but also their drawing skills.

Each group has a fixed time (established by the facilitator) for completing their task.

At the end, they will share their work and also their experience during the realisation of the task.

Instructions:

Time for printing/drawing the logos - 30 minutes;
Time for presentation/sharing work - 20 minutes.



ACTIVITY SHEET N.9

EDUCATIONAL GAME

Speak and run!

All students gather in a circle (in the gym or in the school yard).

Each of the participants has a card with the name of a sport and the corresponding hologram on it.

The teacher will put a ball in the center of the circle and say the name of one of the Olympic sports, for example, "Football".

Then, he/she will throw the ball **3 meters** high.

The participant who has a card with the name "Football" must catch the ball.

If he/she manages to catch it, he/she stays in the game, stands in the center of the circle and pronounces the name of another sport. If he/she fails to catch the ball, after naming another sport he/she is eliminated.

The game continues until all participants are eliminated and only the last three winners remain.

- Developed skills
Attention, running, catching a ball
- Suggested equipment
1 ball,
sports pictogram cards
- Suggested space
Gym or School yard



The Cities hosting the Olympic Games

Before Reading:

- 1.Can you name 10 cities that hosted the Summer Olympic games?
- 2.Can you name 10 cities that hosted Winter Olympic games?
- 3.Can you name 10 cities that hosted the Paralympic games?

Reading:

THE OLYMPIC CITIES

The first edition of the modern Olympic Games was staged in Athens, Greece, in 1896, while the first winter edition was held in Chamonix, France, in 1924.

Since 1994, the Olympic Games have alternated between a summer and winter edition every two years within the four-year period of each Olympiad.

Each edition of the Olympic Games is organised by a different host.

Paralympics (there are Winter and Summer Paralympic Games), since 1988 in Seoul, South Korea, are held almost immediately following the respective Olympic Games.

PROS

1.The Olympics increase valuable tourism, which can boost local economies.

More than 56% of foreign visitors to Brazil for the 2016 Games were new visitors and Brazil set tourism records with 6.6 million foreign tourists.

England welcomed more than one visitor every second in June 2013 after the 2012 London Summer Olympics.

2.The Olympics increase a host country's global trade and stature.

Host countries tend to be invited to prestigious global economic organizations.

3.The Olympics create a sense of national pride.

According to a global poll, a majority of people in 18 of 21 countries stated their nations' performance at the Olympics was "important to their national pride".



The Olympic Games are the four-year celebration of humanity's spring.



PIERRE DE COUBERTIN

Hosting duties are entrusted in principle to a city. However, in the interests of sustainability and to prioritise the use of existing or temporary venues and infrastructure, some hosting duties may take place outside the region or even the country.

Once the host is chosen, years of work go into the preparation of the Olympic Games.

Would you like to know the Olympic cities over these years? Here is the link!

https://en.wikipedia.org/wiki/List_of_Olympic_Games_host_cities

HOSTING THE OLYMPIC GAMES

CONS

1.The Olympics are a financial drain on host cities.

No Olympic Games since 1960 has come in under budget.

Each host city is responsible for these cost overruns, in addition to their original budgets.

2.The Olympics force host cities to create expensive infrastructure and buildings that fall into disuse.

Host countries tend to be invited to prestigious global economic organizations.

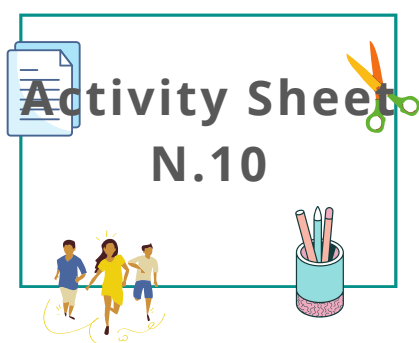
3.The Olympics displace and burden residents of the host country and city.

Residents near Rio de Janeiro's 2016 Olympic Stadium, whose homes were set to be demolished, were forcibly removed in a "bloody confrontation between police and residents" that reportedly involved the use of rubber bullets and percussion grenades.

The Cities hosting the Olympic Games

After Reading:

1. Do you think your city would benefit from hosting the Olympic Games? Why or why not?
2. What should happen with the Olympic sports facilities after the games are over?
3. Do you think the above quotation of Pierre De Coubertin is still valid today?



Olympic Educational Themes

- A. Practising respect for oneself and others
- E. Pursuit of excellence

Learning outcomes

Developing a critical view of events

Suggested teaching strategies and learning skills

Panel discussion, Literature circles, Jigsaw learning

Do you wish to host the Olympic Games?

Focus on sustainability!

If in the past the Olympics were an opportunity to show off one's prestige by building pharaonic works, today environmental sustainability has been placed at the center.

In the hope of the IOC, the Olympics should no longer be considered as a great event destined to leave a desert behind. On the contrary, they must become a long-term development engine for sport and, in a broader perspective, for the territory.

The **Sports for Climate Action** initiative launched by the UNFCCC aims to ensure that sport makes a decisive contribution to the collective path towards carbon neutrality, focusing on two major objectives:

- To make the entire International Sports community converge towards combating climate change.
- Using sport as a tool to create cohesion and collaboration around climate action.

These two missions are divided into five principles:

1. Undertake systemic efforts to promote greater environmental responsibility.
2. Reduce the overall impact on the climate.
3. Educating for climate action.
4. Promote sustainable and responsible consumption.
5. Be advocates of climate action through communication.

Of course, there is a lot of work to do! But we too, as observers and citizens, can do our part: by informing ourselves, asking questions, entering into the perspective that this great international stage is also ours and must be transformed into an opportunity for growth.

All together, in full Olympic spirit!

ACTIVITY SHEET N. 10

The Cities hosting the Olympic Games

Olympic Educational Outcomes

- Developing a greater environmental responsibility
- Promoting a sustainable and responsible consumption
- Using sport as a tool to create cohesion and collaboration around climate action.



Context for the Activity:

UN Climate Change invites sports organizations and their stakeholders to join a new climate action for sport movement. This initiative aims at supporting and guiding sports actors in achieving global climate change goals.

- Subjects involved
Active Citizenship, Geography; Science
- Suggested teaching strategies and learning skills
Circle of sharing, Concept mapping, Inquiry
- Suggested equipment
Papers, pens, a PC or a smartphone, a poster, markers

Activity

Introduce the topic to the students: it is possible to enhance and protect the environment around us through the organization of sporting events that promote careful use of resources and the dissemination of good practices for environmental sustainability, as well as to identify measurable and actionable actions, suitable for being replicable in other contexts.

Instructions:

Help your students to define Guidelines for organising a Sustainable Sports Event. Invite them to make research about this topic, to prepare a sort of manual with also a list of things to do for the realisation of this "special" event.



TIPS!

YOU MAY SUGGEST YOUR STUDENTS TO REALISE A SHORT VIDEO ABOUT SUSTAINABLE SPORTS EVENTS!.

ACTIVITY SHEET N.10

EDUCATIONAL GAME

Title

With the help of the students, the teacher prepares a circuit using recycled material such as:

- stones to make gimkana
- wooden slats / mallets to simulate the ladder
- wooden / plastic boxes to turn them into obstacles to jump ... and so on.

At the end of the circuit, a carton box will be placed.

The students will then be divided into two teams and arranged in single file. The members of each team will run the circuit, in turn, with the start given by the teacher.

The first member of the drawn team begins.

After running along the circuit, at the end of students will find a ball with which to attempt the basket in the box.

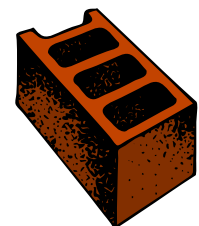
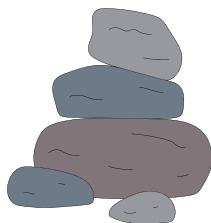
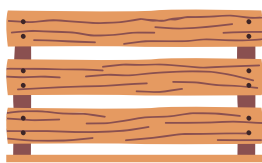
If they succeed, they will be able to answer the teacher's question which will focus on the topics discussed in class regarding the sustainability of sporting events.

Obviously, if the answer is correct, the team will win a point.

It will be, then, the turn of the member of the opposing team who will do the same thing.

The team with the most points wins!

- Developed skills:
Basic motor skills, speed, reaction, concentration
- Suggested equipment
recycled material (stones, wooden sticks, wooden/plastic crates, etc.)
1 ball
- Suggested space
open space



The Opening Ceremony

Before Reading:

1. For you, why is there an opening ceremony at the Olympics??
2. How do you think the opening ceremony is scheduled?
3. What do you think the opening ceremony should be about?

Reading:

THE OPENING CEREMONY

The Ancient Olympics were, in essence, a religious festival. The Games were held in honour of the god Zeus and almost all aspects of the athletic events and the rituals that surrounded them were connected with the realm of the sacred to some degree. This Olympic association between athletics and religion was made clear from the outset - the first day of the Games was dedicated principally to religious ceremonies. The foundation of the Olympic Games is usually attributed to one or both of the heroes Hercules and Pelops.

The Olympic Games ceremonies of the Ancient Olympic Games were an integral part of these Games; the modern Olympic games have opening, closing, and medal ceremonies. Some of the elements of the modern ceremonies date back to the Ancient Games from which the Modern Olympics draw their ancestry. An example of this is the prominence of Greece in both the opening and closing ceremonies. During the 2004 Games, the medal winners received a crown of olive branches, which was a direct reference to the Ancient Games, in which the victor's prize was an olive wreath.

The Ancient Games, held in Greece from ca. 776 BC to ca. 393 AD, provide the first examples of Olympic ceremonies. The victory celebration, elements of which are in evidence in the modern-day medal and closing ceremonies, often involved elaborate feasts, drinking, singing, and the recitation of poetry.



Olympism is a doctrine of brotherhood between body and soul.



PIERRE DE COUBERTIN

Opening

The Olympic opening ceremony represents the official commencement of an Olympic Games. In recent editions, some competitions have begun prior to the opening ceremony.

Time of day

Normally, the opening ceremonies take place on the first Friday or Saturday afternoon/evening on the main stage of the Games. The International Olympic Committee modified the Olympic Charter in 1991 and added an exclusive day to the Games calendar for the opening ceremony.

Artistic program

The artistic program is what creates the idiosyncratic element of each ceremony. Coubertin's initial vision of the Modern Olympics featured both athletic competitions and artistic achievements. As the modern Olympics have evolved into a celebration of sport, it is in the opening ceremony that one can see the most of Coubertin's ideal.

The opening ceremonies are an important ritual that represent a wide variety of features such as similar qualities and messages that link together local and global issues, as well as cultural similarities at the same scopes.

The artistic program allows the host country to showcase its past and future in a comprehensive way.

The Opening Ceremony

... THE OPENING CEREMONY

The ceremonies typically start with the authorities presentation, such as the head of state or representative of the host country and the president of the International Olympic Committee followed by the raising of the country's flag and the performance of the national anthem.

The host nation then presents artistic displays of music, singing, dance, and theater representative of its culture, history, and the current Olympic game motto: *Citius - Altius - Fortius*. These words mean *Faster - Higher - Stronger*.

Each Opening Ceremony has a theme selected by the host nation and have to be connected with the cultural program of that edition. During all the acts of the ceremonies, the host country's goal is to represent their cultural identity.

Parade of Nations

A traditional part of the opening ceremony starts with a "Parade of Nations", during which most participating athletes march into the stadium, country by country.

The number of athletes who paraded at the delayed 2020 Summer Olympics in Tokyo was much smaller than normal due to restrictions because of the COVID-19 pandemic.

It is not compulsory for athletes to participate in the opening ceremony. Because some of the first events of the Games may start on the day before, on the day, or the day after the ceremony, athletes competing in these early events may elect not to participate.

Each country's delegation is led by a sign with the name of their country and by their nation's flag. All other participating teams enter after Greece and before the host nation, in alphabetical order.

Traditional events

After all nations have entered, the President of the Organizing Committee makes a speech, followed by the IOC president. At the end of his speech, he introduces the representative or Head of State of the host country who officially declares the opening of the Games.

If at the Games of the Olympiad (Summer Olympics): *I declare open the Games of [name of the host city] celebrating the [ordinal number of the Olympiad] Olympiad of the modern era.*

If at the Winter Games: *I declare open the [ordinal number] Olympic Winter Games of [name of the host city].*

Olympic flame

Finally, the Torch is brought into the stadium, passed from athlete to athlete during the torch relay, until it reaches the last carrier; often a well-known athlete from the host nation, who lights the fire in the stadium's cauldron.



Doves

Beginning at the post-World War I 1920 Summer Olympics, the lighting of the Olympic flame was followed by the release of doves, symbolizing peace.

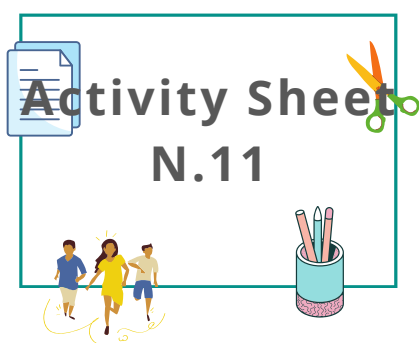
The Olympic Oath (distinct from the Olympic creed) is a solemn promise made by one athlete, judge or official, and one coach at the Opening Ceremony of each Olympic Games. Each oath taker is from the host nation and takes the oath on behalf of all athletes, officials, or coaches at the Games..



The Opening Ceremony

After Reading:

1. Do you agree with the importance of the Opening Ceremony?
2. What do you think about the programme?
3. Do you agree with including traditions?
4. Is there something you would change of it?



Olympic Educational Themes

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

C. Practising respect for oneself and others

Learning outcomes

Understanding the significance of the Olympic Ceremonies

Suggested teaching strategies and learning skills

Inquiry, collaboration, creativity, thinking skills

Paris 2024

One Ceremony, Several Firsts

Breaking with history, the opening ceremony will be bold, original and unique. Paris 2024 will offer an opening ceremony that is certain to join the most memorable moments in Olympic history, including several firsts.

For the first time in the history of the Summer Olympic Games, the ceremony will not be taking place in a stadium. Paris 2024 is breaking new ground in sports competition by bringing sports out into the city and the same will be true for the opening ceremony, which will be held in the heart of the city, along its main artery, the Seine.

Taking on a new guise, the parade of athletes will be held on the Seine, with boats for each national delegation, equipped with cameras to allow television and online viewers to see the athletes up close.

ACTIVITY SHEET N. 11

The Opening Ceremony

Olympic Educational Outcomes

- Learning to respect traditions
- Appreciating the beauty of the differences

#erasmusplusinspire



Context for the Activity:

After introducing the Olympic Opening Ceremony topic, students are invited to create one moment of the Olympic Opening Ceremony, The Parade of Nations, considering the 5 countries involved in the INSPIRE Erasmus+Project: Estonia, Greece, Italy -as a host nation, Portugal and Romania.

- Subjects involved
Art, craftsmanship, history, geography, culture and civilisation
- Suggested teaching strategies and learning skills
Creativity, collaboration
- Suggested equipment
Paper, pencil, compass, ruler, scissors, colors



Activity

The students are invited to make research for identifying the order of the entrance and the flags of each country. Athletes and officials from each participating team enter preceded by their flag and the flag bearer. Each team has the option to allow two flag bearers, one male and one female, in an effort to promote gender equality.

Elements of Geography and History will be introduced for stimulating the students to participate in the discussion.

Finally, let`s go to the activity!

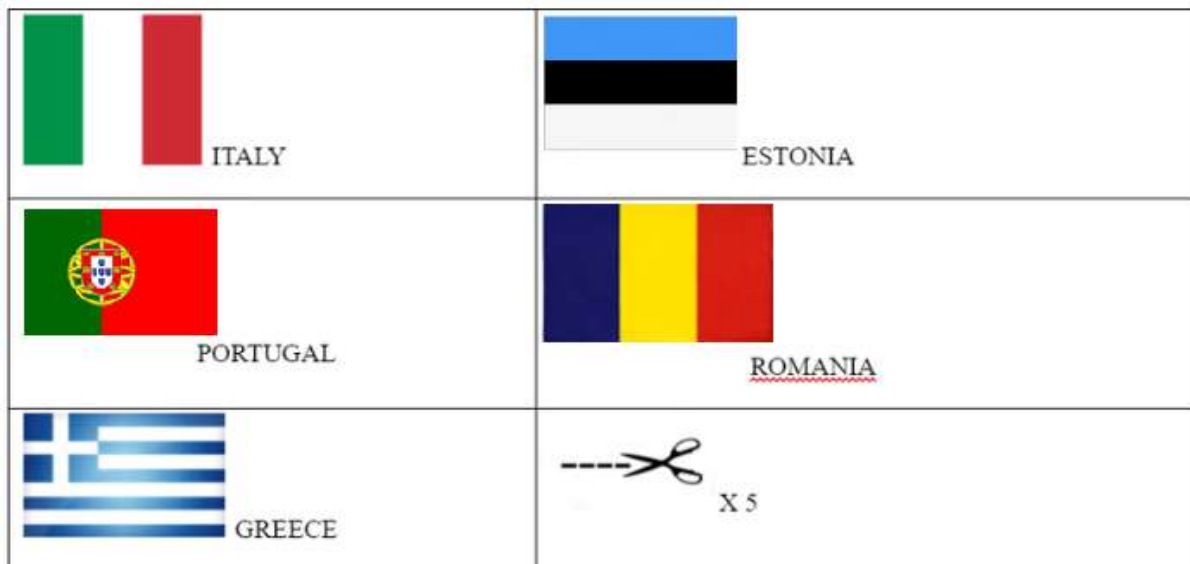
ACTIVITY SHEET N. 11

The Opening Ceremony

Instructions:

There are 3 classrooms involved with 20/25 students each. The instructions are the same for each classroom.

1. Assign each student a task to perform.
2. Some students draw 25 small flags of the countries involved in the Erasmus+ Project, **INSPIRE**, and cut them (5 flags for each country) and put them in a basket:
3. Some students cut the 5 big flags X2 without using the colors of the national flags of each country and put them in the same basket with the other 25 small flags.
4. Two students for each country will bear the flag (10 all in all)
5. the students of each classroom, divided in 5 teams, will represent the 5 **INSPIRED** countries.
6. ...and now, let`s march in **The Parade of Nations!**



ACTIVITY SHEET N.11

EDUCATIONAL GAME

Gallery Tour

Students are divided into 3 groups.

Each group is placed at the starting line with a basket where some **cards** in it.

In front of the groups, at a distance of about **15 meters**, there are some panels - one panel for each group - placed at a distance from each other.

On each panel, there are written some contents listed **below**.

At the start, one representative of each group will take one **card** at a time. Therefore, students must run and fit correctly the cards on the panel. If they fail, they get the card back in the basket and another student repeats the task.

The one who manages to place the card on the appropriate content can glue it on the panel.

The group that places the correct cards in the less time wins.

The activity is timed!

Success!



The panels have glued the **following contents**:

- Motto
- The Ancient Olympics
- The Olympic Games ceremonies of the Ancient Olympic Games
- The Olympic opening ceremony
- Time of day
- The Olympic Oath
- Parade of Nations



- **Developed skills:**
reaction, speed, reflection
- **Suggested equipment**
3 panels with missing parts
3 baskets containing the missing parts
- **Suggested space**
sports field, gym, school yard



ACTIVITY SHEET N.11

EDUCATIONAL GAME

The cards contain the following information:

Olympism is a doctrine of brotherhood between body and soul.

... were, in essence, a religious festival. The Games were held in honour of the god Zeus and almost all aspects of the athletic events and the rituals that surrounded them were connected with the real of the sacred to some degree.

Normally, the opening ceremonies take place on the first Friday or Saturday afternoon/evening on the main stage of the Games.

... were an integral part of these Games; the modern Olympic games have opening, closing and medal ceremonies. Some of the elements of the modern ceremonies date back to the Ancient Games from which the Modern Olympics draw their ancestry.

... represents the official commencement of an Olympic Games. In recent Olympics, some competitions have begun prior to the opening ceremony.

... (distinct from the Olympic creed) is a solemn promise made by one athlete, judge or official, and one coach at the Opening Ceremony of each Olympic Games..

A traditional part of the opening ceremony starts with a, during which athletes march into the stadium, country by country. The number of athletes who paraded at the delayed 2020 Summer Olympics in Tokyo was much smaller than normal due to restrictions because of the COVID-19 pandemic.

The Closing Ceremony

Before Reading:

1. Do you know any symbols associated with the Olympic Games closing ceremony?
2. What is the final message at the Olympic Games closing ceremony about?
3. For you, who receives the Olympic Flag at the end of the ceremony?

Reading:



You were faster, you went higher, you were stronger, because we all stood together - in solidarity.

You were competing fiercely with each other for Olympic glory. At the same time, you were living peacefully together under one roof in the Olympic Village. This is a powerful message of solidarity and peace.

You inspired us with this unifying power of sport. This was even more remarkable given the many challenges you had to face because of the pandemic. In these difficult times, you give the world the most precious of gifts: hope.

For the first time since the pandemic began, the entire world came together. Sport returned to centre stage. Billions of people around the globe were united by emotion, sharing moments of joy and inspiration. This gives us hope. This gives us faith in the future.

Speech of Thomas Bach, (IOC) President, during the Closing Ceremony of the Olympic Games Tokyo 2020



The Olympic Games Tokyo 2020 are the Olympic Games of hope, solidarity and peace.



THOMAS BACH, IOC PRESIDENT

The closing ceremony is the moment with which the races end. It opens with the entry of the Head of State of the host country (or his representative), accompanied by the President of the International Olympic Committee and the President of the organizing committee. The host country's national anthem is then played while its flag is hoisted.

The brazier is extinguished, the Olympic flag is delivered to the mayor of the city that will host the Games in the next edition and the awarding of the last game race, with the gold, silver and bronze medal.

In the Summer Olympics it is generally that of the men's marathon; in the Winter Olympics it is that of the 50 km of men's cross-country skiing.

The closing ceremony is also a moment of cultural promotion because it provides for the presentation of the host country for the next edition of the Games and the greeting of the one that hosted them, through a show of dance, music and song.

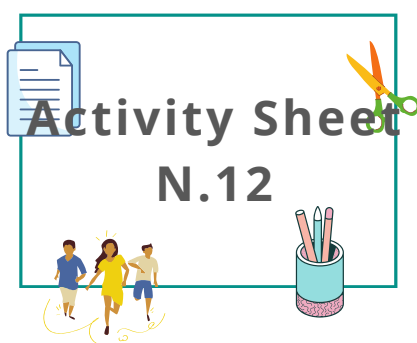
Do you know that ... ?

All the parts foreseen by the protocol are announced first in French, then in English and finally in the language of the host country (when this is different from the first two)

The Closing Ceremony

After Reading:

1. Choose three most inspiring words from the speech.
2. What kind of atmosphere does the sport create for the participants?
3. What does solidarity inspire us to do?
4. Do you really think that Sport can give hope to the people living disadvantaged situations?



Olympic Educational Themes

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

C. Practising respect for oneself and others

Learning outcomes

Exploring different cultures, analysing the respect of rules and protocols in certain situations, reflecting on the power of Sport

Suggested teaching strategies and learning skills

Carousel learning, concept mapping, guided discussion

The courage of changing the World



The first flag to enter the stadium is that of Greece and the last one is that of the host country.

Immediately, it follows the "Parade of athletes", in which all the athletes who have participated in the Games are not grouped by nationality and without any particular order enter all together. This tradition originated during the 1956 Melbourne Games from an idea of 17 year old carpenter apprentice John Ian Wing, who sent an anonymous letter to the organizing committee suggesting this idea so that all athletes of all ethnicities, nationalities and religions could join and mix freely, marching as a single nation, putting aside all political tension and sending the world a message of goodwill, peace and harmony.

ACTIVITY SHEET N. 12

The Closing Ceremony

Olympic Educational Outcomes

- Reflecting on how to face the obstacles we encounter in our life
- Talking about solidarity in Sport and in Life
- Exploring the cultural differences of the Countries in the world



Context for the Activity:

During the closing ceremony, the Greek national anthem is played and the flag of Greece is raised, to honor the country where the Olympic tradition was born and to symbolize the connection between the ancient and modern Olympic Games.

The Olympic anthem is then played while the Olympic flag that was hoisted during the opening ceremony is lowered.

The mayor of the host city then passes a special Olympic flag to the President of the International Olympic Committee, who in turn passes it to the mayor of the city that will host the subsequent Olympic Games, who waves it eight times. This ceremony is also known as the Antwerp ceremony, as the tradition began in the Antwerp 1920 edition.

The flag of the country that will host the next Olympic Games is then raised while the relevant national anthem is played. An eight-minute artistic show is therefore dedicated to the host city of the next edition, in which the new Olympic city presents itself by showing aspects of its own culture.



- Subjects involved
Geography, History, Art
- Suggested teaching strategies and learning skills
Creativity, collaboration
- Suggested equipment
A billboard, pencils, markers, scissors, a PC or Smartphones

Activity

The students are invited to make research for Countries' flags by using a PC or their smartphones.

Each student decides which flag draw and color (one or more flags).

A big map will be printed by students to be used for the following game.

During the activity, the teacher will take the opportunity to discuss and reflect with the students about the different countries: where they are, which language is spoken there, its political and economic status, if the country has ever participated at the Olympic Games or hosted them, and so on ...

ACTIVITY SHEET N.12

EDUCATIONAL GAME

Treasure hunt for flags

The teacher hides a set of flags of European countries in a defined area (for example, the school yard).

The students are divided into several teams and have the task of looking for the hidden flags.

When they find them, they must take them to their team's political map and place them on the corresponding nation.

The game ends when there are no more flags or when the set time runs out.

The team that finds the most flags and **CORRECTLY** associates them with the nations on the map wins.

- Developed skills:
Orientation in space, Socializing
- Suggested equipment
**1 large billboard with political map of Europe for each team,
1 set of flags of the countries of Europe**
- Suggested space
The school yard

To make the game more fluid, it is advisable to use the political map: it will be less complicated to identify the location of numerous countries on the map and, on occasion, students will memorize them better.



The Revenge of Women

Before Reading:

1. Did you know that women were not allowed to participate at the Olympic Games? According to you, for which reason?
2. When do you think they were first admitted?

Reading:

THE WOMEN AND THE OLYMPICS

At Olympia, at the foot of the temple dedicated to Zeus, the father of the gods, the first Olympic Games of history were inaugurated in 776 B.C. in the year. Women were not allowed not only to participate, but also to attend the Games.

Not even in Athens in 1896, the first modern Olympiad, women could participate because Pierre De Coubertin wanted to respect the classical tradition judging the female sport «the most unaesthetic thing that human eyes could contemplate» and consequently prevented women from taking part in the 1896 Games. To have the first official presences of women, one had to wait for the Paris Games of 1900, when only 22 women participated out of a total of 997 athletes. That 2.2% competed in just five disciplines: tennis, sailing, croquet, horse riding and golf. And so it will be necessary to wait for the infamous 1936 Olympics to consider the woman as an athlete and not an amenity.

The 1936 Berlin Olympics were awarded by the International Olympic Committee (IOC) to Germany before Hitler came to power. They were a crucial event in the history of sport, but above all they represented an opportunity for the National Socialist regime to show the whole world that Germany, destroyed and humiliated by the defeat of the First World War, He found his true greatness. The participating countries were 49 for a total of 3834 athletes of which 328 women.



The ability to conquer one's self is no doubt the most precious of all things that sports bestows.



OLGA KOR BUT

Soviet gymnast

The 2012 London Games were the first in which women competed in all sports thanks to the introduction of women's boxing and for the first time Brunei, Saudi Arabia and Qatar had athletes in their delegations.

During the last century, therefore, the participation of women became increasingly numerous thanks to the introduction of new disciplines accessible to them, such as archery (in 1904), fencing and figure skating (in 1924), athletics (in 1928), downhill and slalom (in 1948), cross-country skiing of 20 km (in 1984) and table tennis (in 1988).

Until 1991, when the IOC made it compulsory for women to compete in all new sports. This opening and subsequent changes have seen an increase, albeit slow, in the participation of women in the Olympic Games.



The Revenge of Women

THE WOMEN AND THE OLYMPICS

From the first Olympic Games to those of today, therefore, female participation has become the protagonist of an increasingly growing parable, to the point that, those of Tokyo 2021 were defined the first "gender-balanced" games in history with 48,8% of women represent the 206 teams involved.

The IOC's focus on gender equality has become so acute that it has also led the Committee to draw up new guidelines for a different type of competition narrative. These include: the recognition of stereotypes and the deconstruction of clichés; the adoption of a storytelling adhering to the context, able to overcome cultural biases and prejudices and to offer a balanced portrait of competitions, without focusing on a sexualized imagery, on the physical appearance of women and on typical male and female stereotypes; the use of an inclusive and respectful language (abolished, for example, the "good as a man" or comparisons with male athletes); capturing diversity, and telling it. An important goal in short, the beginning of a new era for everyone, but also and especially for everyone!



Paris 1900

In the year of the Universal Exhibition, three women distinguished themselves particularly. The first was the sailor H el ene de Pourtal es, who competed with her husband winning the gold and silver medal in two races. Charlotte Cooper, however, excellent tennis player and already winner, at 25 years, of the Wimbledon tournament dating back to five years before, won double gold with colleague Reginald Doherty in mixed doubles and the first gold in an individual race. But Margaret Abbott's story is the most moving. In Paris with his mother Mary for the Universal Exhibition, Abbott entered the world golf competition with the latter, recording the best round and winning - the first American in history - the Olympic gold medal. Without, however, knowing it. Margaret never knew she was competing in the Olympics, and her victory was made known to her heirs only through the research of Professor Paula Welch.

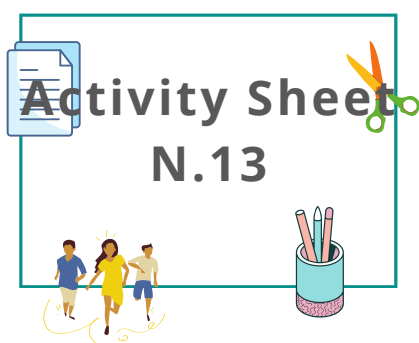


The Revenge of Women

After Reading:

1. Numeric parity is not automatically equality. Do you agree with this statement?

2. Statistics say that there is numeric parity in Olympics participation. Anyway, great differences can be seen among world countries. Can you name some of them in which women are still discriminated?



Olympic Educational Themes

C. Practising respect for oneself and others

D. Doing your best by pursuing excellence

Learning outcomes

Learning about gender discrimination

Suggested teaching strategies and learning skills

Carousel learning, Guided or directed discussion/thinking

Enriqueta and the torch that knocked down a wall

Mexico City Olympics 1968, opening ceremony: the world of sport opens a new path for women and their participation in the Olympic Games. The turning point was Enriqueta Basilio, the first woman in history to earn the honor of the last torchbearer race for lighting the symbolic Olympic fire. A cathartic, exciting and unrepeatable moment.

Born in Mexicali on July 15, 1948, Enriqueta was a Mexican hurdler and sprinter, whose fame began during the 19th Olympics in Mexico City. 1968 is a rather turbulent year from a socio-political point of view and Pierre de Coubertin, founder of the modern Olympics and staunch opponent of women's participation in his beloved Games, will have a hard time.

One of the most spectacular and symbolic moments, the opening ceremony: the lighting of the Olympic caldron by the last torchbearer: for the first time in history, the athlete to light the Olympic fire is a woman. A girl to tell the truth, exactly 20 years old, who came from a very distant and backward Mexico, Baja California.

For Enriqueta it is a surprise that came out at the last moment, a completely unexpected choice. With the famous torch in hand, still very young but with a proud and strong gaze, she takes off the 93 steps that lead from the runway to the brazier with simple shorts and a white T-shirt: her party dress, they had forgotten.

In an era that is still intellectually closed and extremely rigid, of civil revolts, political struggles and general upheaval, the choice of Enriqueta as the last torchbearer will leave many in awe and make them talk for a long time. A choice that, however, will not only mark the history of sport, but will definitively open a new path for the female population by knocking down a reinforced concrete wall.

ACTIVITY SHEET N. 13

The Revenge of Women

Olympic Educational Outcomes

- Discussing about gender equality
- Reflecting on stereotypes and prejudice

Context for the Activity:

The Olympics have always accompanied the emancipation and affirmation of women on the sports scene. In the history of the Olympic Games, the number of women has gradually grown to a perfect gender equality in the protagonists, with the same number of male and female athletes, which will be reached for the first time at the 2024 Paris Olympics.



- Subjects involved
History, Mathematics, Geography, Information Technology
- Suggested teaching strategies and learning skills
Peer teaching, Collaboration, Inquiry
- Suggested equipment
A PC, papers, pens, a billboard, markers

Activity

Students are divided in small groups and invited by the teacher to make research (using PC or smartphones) about the participation of women at the Olympic Games.

For each edition, they will collect data regarding the total number of participants, the sports to which they took part, the number of participants for each sport, and so on ...

These data will be, then, transformed in graphics and represented in a power point presentation that each group will share with the schoolmates and discuss in the classroom.

Moreover, short stories about women participation at the Olympic Games will be researched and written on piece of papers to be used for the following Educational Game.

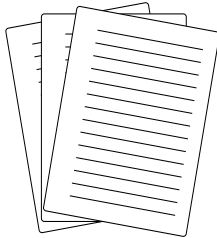
ACTIVITY SHEET N.13

EDUCATIONAL GAME

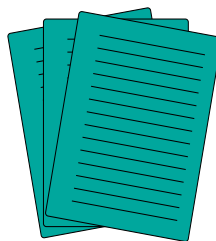
Dribbling with the stories

The students are divided into two teams and placed behind the starting line. A member of a team reads one of the stories collected earlier in class. Then a member of the other team also reads another story. Then, at the start both members of each team start and run about **30 meters** dribbling on the ground with one hand. The students who reach the finish line first will have precedence in answering the question posed by the teacher about their own history. If they answer correctly, they score the point; if they miss, they give their opponent the chance to answer and possibly steal the point.

The team that gets the most points in the various heats wins!



- Developed skills:
Concentration, coordination
- Suggested equipment
2 balls,
papers with collected stories,
- Suggested space
the gym, the schoolyard or
playground



The Paralympics History

Before Reading:

1. According to you, what does the word paralympic mean?
2. Do you know which are the first paralympic sports?
3. For you, which sports can be practised by people with disabilities?

Reading:

THE PARALYMPICS HISTORY

The sport for athletes with disabilities has existed for more than 100 years and the first sports clubs for the deaf already existed in 1888 in Berlin.

It was only after World War II, however, that it was widely introduced. In 1944, at the request of the British government, Dr. Ludwig Guttmann, after fleeing Germany with his family to settle in Britain, opened a spinal injury center at Stoke Mandeville Hospital, in Buckinghamshire, with the aim of assisting the large number of war veterans and civilians who had been wounded during the war. Guttmann had intuited the magic and rehabilitative power of sport that could help regain self-esteem and encourage the reintegration into social life of the disabled.

He began with the medical ball followed by darts, the archery shot and then landed in the basketball wheelchair.

So in the year of the London Olympics, in the center directed by Dr. Guttmann, there was the first edition of the games Stoke Mandeville, the first sports competition between disabled people ever, intended for veterans of World War II with damage to the spine or various disabilities: the future Paralympics.

14 men and two women competed in archery. It was 28 July 1948. Four years later, in 1952 some Dutch athletes also participated in the Stoke Mandeville Games, giving it, for the first time, an international character.

“Heroes are created at the Olympics. Heroes arrive at the Paralympics”

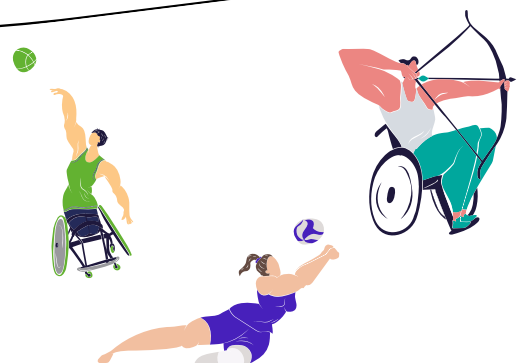
AMBRA SABATINI

Italian Paralympic gold medallist

In 1958 the Italian doctor Antonio Maglio, director of the paraplegic center of the INAIL, the National Institute for Accident Insurance at Work, proposed to dispute the 1960 edition in Rome, which in the same year would host the XVII Olympiad.

The Games were held from 18 to 25 September, with the presence of 400 athletes representing 23 countries. The Rome edition marked the start of the path that would lead to the birth of the Paralympics in its current form.

Do you know that ... ?
A lesser-known Paralympic curiosity is how to build the gold medal. Every athlete fights for gold, but in reality, the coveted gold medals are gold-plated silver medals. An interesting fact is that for the Tokyo 2020 Olympic and Paralympic Games, each medal was modeled entirely from metal extracted from electronic devices, marking the first time that the public was proactively involved in the donation of the devices used for the realization of the Olympic and Paralympic medals.



The Paralympics History

... THE PARALYMPICS HISTORY

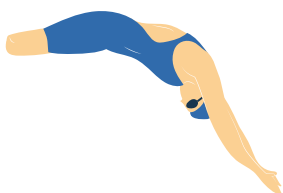
In fact, the IX International Paraplegic Games" were later recognized as the Summer Paralympic Games in 1984, when the International Olympic Committee approved the name "Paralympic Games". Contacts between Guttman and the Japanese delegation present in Rome representing the Organizing Committee of the XVIII Tokyo 1964 Olympics meant that Tokyo hosted the 1964 Stoke Mandeville International Games, subsequently recognized as the II Summer Paralympic Games. Ideally the pairing should have continued in 1968 in Mexico City, but in 1966 the project sank due to the lack of support from the Mexican government.

It was then that Israel offered to host the 1968 edition as part of the celebrations for the 20th anniversary of the birth of the state. The Games of Stoke Mandeville were again hosted in the same country as the Olympic Games in 1972 in Germany and in 1976 in Canada, but in locations other than the Olympics. In 1976, however, athletes with disabilities other than paraplegia participated for the first time. The first Winter Paralympics were held in Sweden in February 1976.

In 1988, with the Seoul Olympics, the principle of the Paralympics was finally established in the same city of the Olympics. The Paralympic Games have been systematically combined with the Olympic Games since 19 June 2001 when an agreement was signed between the International Olympic Committee (IOC) and the International Paralympic Committee (IPC) which guarantees that the city that is to host the Olympics must also organise the Paralympic Games.



The size and diversity of the Paralympic Games has increased considerably over the years. The Paralympics in 1960 hosted 400 athletes from 23 countries who participated in eight sports. A little over 50 years later, at the 2012 Summer Paralympics in London, more than 4,300 athletes representing 164 countries participated in 20 sports. While the last summer edition of the Paralympic Games was held in Tokyo in 2021 (originally scheduled for 2020 but was postponed for a year due to the pandemic of COVID-19) saw the triumph of Paralympic sport through the show offered by 950 athletes awarded and engaged in 22 different sports. The next Winter Paralympic Games will take place in Beijing, from 4 to 13 March 2022, while the Summer Games will take place in Paris in 2024.

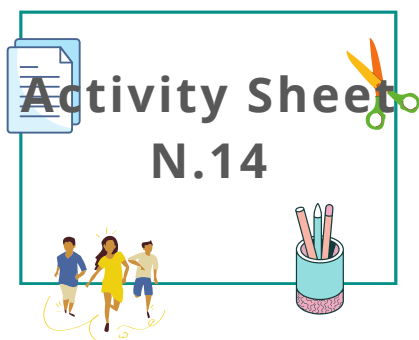


Do you know that ... ?
The word "paralympic" comes from the Greek preposition "para" (next to it) and from the word "olympic" precisely because the Paralympics are the Games parallel to the Olympics and so that the two movements exist side by side.

The Paralympics History

After Reading:

1. Look at the Paralympics Logo. What do you think the three agitos mean?
2. Have you ever watched a Paralympics competition?
3. Do you think Paralympics athletes need more motivation than able-bodied ones?



Olympic Educational Themes

C. Practising respect for oneself and others

D. Doing your best by pursuing excellence

Learning outcomes

Taking inspiration for facing obstacles

Fostering integration of diversity

Changing perspective on people with disabilities

Suggested teaching strategies and learning skills

Circle of sharing, Inquiry, Journals

Paralympic Symbol: the three Agitos

From 1992 to 2004 the IPC logo consisted of three **taegeuk** with the three most used colors in the flags of the countries of the world, namely red, blue and green, and symbolized the three most significant aspects of the human being: mind, body and spirit. During the meeting of the Executive Committee held in Athens in April 2003, a new logo was chosen for the Paralympic Committee, namely three **agitos** (from the Latin acted, or I move) respectively in red, blue and green, the same colors as the previous. The three agitos move around a central point, which should metaphorically represent the whole world and which emphasizes the role of the IPC as a grouping of athletes from all over the world. Not only that, the agitos represent the spirit of the Paralympic athletes, who perform incredible feats despite their physical disabilities.

The movement is also understood as the athletes move the world, with their willpower.



ACTIVITY SHEET N. 14

The Paralympics History

Olympic Educational Outcomes

- Take inspiration to face difficulties in life
- Combat prejudice and discrimination based on disability.

Context for the Activity:

Trischa Zorn is an American Paralympic swimmer. Blind from birth, she competed in Paralympic swimming and took part at seven Olympic Games editions.

She read the Athletes Oath at the 1996 Paralympics.

She was the United States flag bearer at the Closing Ceremony of the Athens Paralympic Games.

She is the most successful athlete in the history of the Paralympic Games, having won 55 medals!

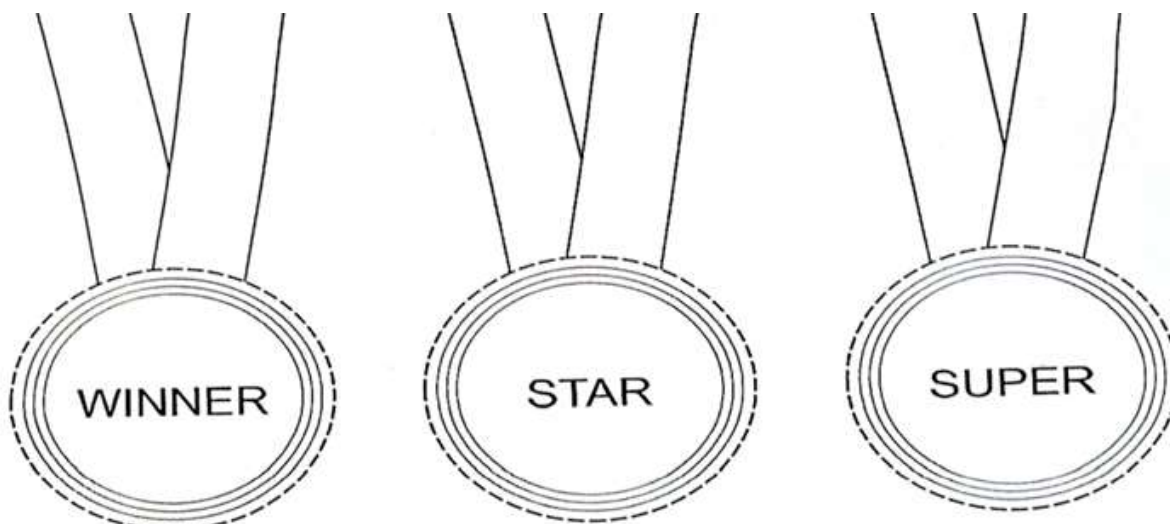


- Subjects involved
arts, craftsmanship, Citizenship
- Suggested teaching strategies and learning skills
Creativity, collaboration
- Suggested equipment
Cardboard, markers, ribbon, glue, scissors, medal template

Activity

Print and cut out the attached medal pattern and glue it on the card. Make a hole in the middle at the top. Thread the ribbon and knot. Finally on the back of the medal draw the Paralympic flag.

Template of the medals:



ACTIVITY SHEET N.14

EDUCATIONAL GAME

THE PARALYMPIC RELAY

Participants are divided into groups of up to **6** elements. The teams are arranged parallel to each other, with the first player in each row sitting on the starting line and the others sitting in a row with their legs apart at a distance of **50 cm** from each other.

The first player is handed a ball: at the referee's signal, he passes it with one or two hands to the player positioned behind, rotating his torso. The second player passes it to the third and so on. When the ball reaches the last player, the latter, holding it as he wishes, from sitting moves until he gets to the front. Then he passes it back, still twisting his torso.

The round continues until the teams cross the finish line at **8 metres**.

Rules

Each game is divided into heats that involve the change of the type of ball. At each heat are awarded points according to the order of arrival. Three tests are planned. There are points for each test: 3 points for the first, 2 points for the second and 1 point for the third. The team that scored the most points wins... but all participants get the prepared medals!

- **Developed skills:**
speed, coordination, reaction, sharing, reflection
- **Suggested equipment**
1 whistle,
1 volleyball ball,
1 basketball ball,
1 rugby ball
- **Suggested space**
gym or other appropriate place

It is preferable that the distance to be covered is not too long and that the elements of each team are not many, to increase the speed of the game and to make the pupils waiting their turn more involved.



The Olympic Games for Development and Peace

Before Reading:

1. Do you consider that the Olympic Games can be used as a means to promote peace?
2. Do you think that in your school there are cases of violence or bullying that could be resolved through the sport?
3. What solutions do you propose to resolve possible conflict situations among students?

Reading:

UN Highlights Message of Peace at PyeongChang Olympics

The opening ceremony of the Olympic Games in Japan was attended by UN Secretary-General, António Guterres and General Assembly President Miroslav Lajčák, who carried the Olympic torch. Lajčák renewed the UN's support for the promotion of peace, goodwill and development.

In his opening speech, the President of the International Olympic Committee, IOC, Thomas Bach said that the participants are an inspiration to the world.

Bach underlined that the Games invite everyone to live in harmony despite all differences "competing for the highest honour in the Olympic spirit of excellence, respect and fair play".

One of the great moments of the evening was the parade of North and South Korea under one flag.

Moments before the event, UN Secretary-General António Guterres praised the International Olympic Committee for having done everything possible to make the event "extremely important from a sporting point of view and for the message of peace conveyed by the games".

The UN chief said that in the current context, there is a lot of attention for the Korean Peninsula. Guterres stressed that the Olympic message of peace is not local but universal and for the world.

“
It isn't hard to do
Nothing to kill or die for
And no religion too
Imagine all the people
Living life in peace
”

JONH LENNON

He further stated that this message is valued in South Korea just as everywhere else where there are efforts to try and address various complex conflicts currently faced.

Guterres appreciated the cooperation between the International Olympic Committee and the UN in areas such as refugee protection, combating drug trafficking, promoting gender equality, supporting people with disabilities and others.

The UN chief stressed that the United Nations need have no other voice in relation to sport than that of the International Olympic Committee "represented by the same values that created the United Nations."

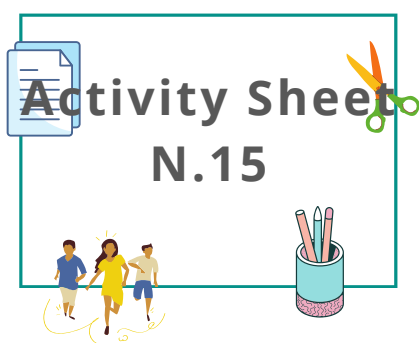
Olympic Games in a Pandemic Situation

Those who watch the competitions must have already seen in some sports a television installed in gyms and arenas called Athlete Moment. There are the families and friends of the athletes, connected by a video call so that the competitors can interact at a distance with their main fans. After 2020, the year in which Zoom became part of our lives (even the NBA had a digital audience), this was a solution that the Olympic Committee brought to give an extra warmth in the hearts of the athletes. The invitations were sent by the competitors themselves - each one received 5 links and the guests signed up through the official website of the Olympics.

The Olympic Games for Development and Peace

After Reading:

1. Could you explain how anger and violence hurt the person who feeling it?
2. Think of a situation that made you angry. How did you solve it? In what way? Who helped you ?
3. Have you ever heard about Human Rights? Make a list of some Human Rights that you know of.



Olympic Educational Themes

B. Learning to play fair

C. Practising respect for oneself and others

Learning outcomes

Developing Critical Thinking and the Value of the commitment to convey the key messages of Olympism

Suggested teaching strategies and learning skills

Literature circles, Panel discussion, Round table

Mohamad and Alaa Maso

The Olympic Refugee Team

The image moved internet users all over the world: two Syrian brothers, Mohamad and Alaa Maso, embracing each other at the opening ceremony of the Tokyo Olympic Games, something that would not have been unusual if the former had not represented the country's official delegation and the other the team of refugees.

Both, originally from the city of Aleppo, have resided in Germany since leaving Syria to embark on a dangerous journey to Europe, according to the official Tokyo-2020 website.

Their parents continue to live in Syria. The eldest, Mohamad, 28 years old, is a triathlon athlete and is part of the official Syrian delegation. Alaa, 21 years old, meanwhile, will compete in swimming for the refugee team.

The hug photographed was a "spontaneous gesture between two brothers", added Hindi, who criticised the fact that "certain media and some on social media took the story in another direction".

Al-Hindi also assured that it was Alaa who decided to compete for the refugee team, but not because he was discarded by the Syrian delegation.

ACTIVITY SHEET N. 15

The Olympic Games for Development and Peace

Olympic Educational Outcomes

- Settle conflicts
- Encourage comparison

Context for the Activity:

The Olympic Games, and the Olympic Movement in general, are a major force in promoting peace. This activity sheet aims to help students to understand the importance of peaceful interactions.

Discuss with your students about Human Rights:

"Protection of refugees, fight against drugs trafficking, promotion of gender equality, support to disabled people and others".

Invite them to do a little research on the subject, and ask them to explain in a paragraph how Human Rights are essential to promote peace.



- Subjects involved
Arts; Philosophy; Psychology; Mother Tongue
- Suggested teaching strategies and learning skills
Collaborative Work; Creativity; Problem Solving; Critical Thinking
- Suggested equipment
Pencil, paper, computer, mobile phone

Activity

Create a "wall of promises". On sheets of paper (or post-it notes) pupils write promises / ideas they can use to promote and maintain peace in their own lives.

After sticking their ideas on the wall, students are encouraged to sort them into groups. Which themes are more often founded?

Make sure that pupils discuss their reasons / their commitments to peace.

Ask the question, "Is there anything that strengthens or weakens your commitment to these suggestions?"

I Promise ...



ACTIVITY SHEET N.15

EDUCATIONAL GAME

Cooperative Musical Hugs

This game aims to strengthen the group feeling.

It involves jumping to the rhythm of the music, hugging a progressively larger number of colleagues until a big final hug is reached.

A song starts playing and the participants start dancing. At a certain point, the music stops and each person hugs the person closest to her. The music continues, and the participants resume their dance. If they want, they can dance with their partner. The next time, when the music stops again, three people hug. The hug gets bigger and bigger until it reaches a big final hug. The game aims to break the possible atmosphere of tension/conflict that may exist in the class.

At the end, each participant will express verbally how they feel and how they experienced the game. A video or drawing will be made to illustrate the game.

- Developed skills:
coordination, cooperation, creativity
- Suggested equipment
Music device or musical instrument
- Suggested space
Playground, Gym



The Olympic Challenges that teach history

Before Reading:

1. Do you think that the Olympic Games can be used as a means of political propaganda?
2. For you is it possible to spread a certain value, ideal or belief through sport? In what way??
3. According to you, do the Olympic Games today convey any ideology to us?

Reading:

THE NAZI OLYMPICS

In 1931, the International Olympic Committee decided that the 1936 Summer Olympics would be held in Berlin, Germany. The decision was received without controversy. However, this sentiment was to change.

In 1933, the leader of the National Socialist German Workers' Party became the German chancellor (a position similar to a prime minister). This party, better known as the Nazi Party, was headed by the infamous figure of Adolf Hitler. Hitler took this opportunity to convey the principles and ideals of his political regime to the world, highlighting two of the most notable decisions. Firstly, Hitler makes it clear that no German Jewish athletes will be allowed to compete in these Summer Olympic Games, and there are even official communications in the newspapers. Secondly, to demonstrate the superiority of the Nazi Germany, Hitler orders the construction of a completely new stadium for the event. This sports complex would have the capacity to hold 100,000 spectators. All in a potential attempt to surpass the greatness of the previous Olympic Games, the 1932 Los Angeles edition.

Given this new context, great debates arose around the world as to whether, given the nature and character of the Nazi regime, the Berlin Olympic Games should or not be cancelled.



Politics has no place in sport. The Olympic Games belong to the athletes and not to the politicians.

EVERY BRUNDAGE

Fifth President of the International Olympic Committee

In a clear form of protest against the inhumane violence that the Nazi regime used on the Jewish people, many athletes of Jewish origin decided to boycott the Games, that is, not to attend the so-called Olympic Games. Thus, with a large number of athletes not showing up, it was expected that the Olympic Committee would be forced to cancel that year's Olympics. However, because many of these Jewish athletes were eventually replaced, this protest ultimately failed as enough teams and athletes were assembled to begin the competition.

Even the president of the American Olympic Committee, Avery Brundage, commented that the Games should be held because "politics has no place in sport."

TIPS

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

The Olympic Challenges that teach history

... THE NAZI OLYMPICS

The Olympic Games that year began with Hitler saluting the Olympic flag and seeing a record number of participants. A total of 49 countries participated in this year's games. Germany presented the most numerous team, consisting of 348 athletes. The American team was second, with 312 members, including 18 African-Americans.

During the event, Hitler ordered the event to be filmed, a task that was given to Leni Riefenstahl, a film director and Nazi sympathizer.

The final product, a documentary entitled *Olympia*, revealed an attempt to establish a link between Nazi Germany and ancient Greece, symbolizing the racial myth that German civilization, superior to all others, was the rightful heir to the "Aryan" culture of classical antiquity (in reality the Greeks were not Aryans; the Aryans of antiquity had abandoned Europe for millennia, settling mainly in the present-day territories of Afghanistan and India).

Germany was the great champion of the 11th Olympiad, collecting a total of 89 medals (33 gold; 26 silver; 30 bronze); it was followed by the United States of America with 56 medals (24 gold; 20 silver; 12 bronze) and Italy with 22 medals (8 gold; 9 silver; 5 bronze); although Hungary collected fewer medals overall (16), the country managed to collect the third most gold medals (10).



BERLIN, 1936

During the Berlin Olympics, many journalists emphasised Hitler's annoyance at Jesse Owens, an African-American athlete, for winning four gold medals despite not being Aryan.

However, in the various interviews he gave, Owens insisted that Hitler never looked down on him. In one of the interviews, he said that Hitler "beckoned" to him and so he did the same.

In 2009, German journalist Siegfried Mischner claimed to have seen Hitler shaking hands with Owens and indeed a photograph was taken of them doing so while behind the grandstand. Mischner added that the journalists agreed to conceal the fact as it was the consensus among all to show the world a bad image of Hitler as far as Owens was concerned.

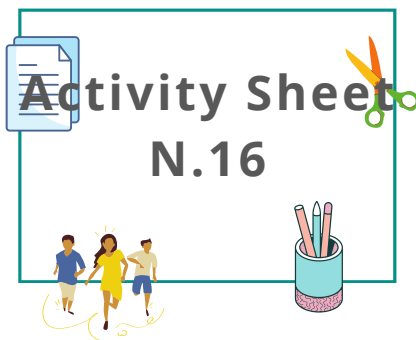
Mischner later admitted that he did not know where the photograph was or if it still existed. In 2014, Eric Brown, a British pilot and the Fleet Air Arms' most decorated aviator, confirmed Mischner's account by saying he saw Hitler shake Owens' hand after his victory at the 1936 Olympics.



The Olympic Challenges that teach history

After Reading:

1. Do you think the I.O.C. should have cancelled the 1936 Berlin Olympics as soon as Hitler came to power?
2. Do you support or disapprove the boycott attitude that the Jewish athletes adopted? What about the attitude of the athletes from other backgrounds in agreeing to participate in the competition?
3. Comment on Avery Brundage's quote: "politics has no place in sports".



Olympic Educational Themes

B. Learning to play fair

C. Practising respect for oneself and others

Learning outcomes

Developing Critical Thinking and the Value of the commitment to convey the key messages of Olympism

Suggested teaching strategies and learning skills

Carousel learning, Jigsaw learning, working backwards

Dorian Keletela

The Olympic Refugee Team

The Congolese Dorian Keletela, living in Portugal since 2016, was one of the athletes chosen for the team of refugees of the Olympic Games.

To go from the Republic of Congo, in Africa, to the city of Tokyo, in Japan, you have to travel nearly 13 thousand kilometers in a straight line. The journey is long, very long, but in the case of Dorian Keletela, 22 years old, this path took thousands of days to be overcome, with several winding setbacks that never knocked him down. Dorian is the first refugee athlete in Portugal to join the Olympic team of others in the same condition.

Dorian Keletela landed in Portugal on May 8, 2016, at the age of 17, fleeing a difficult situation, having requested asylum that same day. He immediately joined the reception center for refugee children.

Whenever a young refugee arrives in Portugal, they have to answer a questionnaire to assess their aptitudes and skills. They are then directed to the best solution, according to their answers. At that time, Dorian showed interest in practicing athletics. In the Congo, he had always liked running, although he had never been trained in the sport. Here, Sporting welcomed him immediately and gave him the tools he needed to succeed. Commitment and dedication gave him excellent results in his first official competitions, the indoor track and field club championships. The Portuguese Olympic Committee feels he is almost like a godson.

ACTIVITY SHEET N. 16

The Olympic Challenges that teach history

Olympic Educational Outcomes

- Developing visual art skills to convey the key messages of Olympism
- Learning the meaning of Resilience
- Learning the Respect for others



Context for the Activity:

The Olympic Games, and the Olympic Movement in general, are a major force in promoting peace. This activity sheet aims to help students to understand the importance of peaceful interactions.

Discuss with your students about Human Rights:

"Protection of refugees, fight against drugs trafficking, promotion of gender equality, support to disabled people and others".

Invite them to do a little research on the subject, and ask them to explain in a paragraph how Human Rights are essential to promote peace.

- Subjects involved
Psychology, Philosophy, History, Arts and ICT
- Suggested teaching strategies and learning skills
Inquiries, sharing circles, creativity, collaboration, thinking skills
- Suggested equipment
Pencil, Paper, Cell Phone, laptop

OLYMPIC GAMES AND POLITICS

Activity

After the discussion of the episode that happened in the 1936 Olympic Games, the students will be given the poster that was the basis for the advertisement of the event. In a first step, by looking at the poster, the students will be challenged to find out if there is any underlying Nazi propaganda in the poster, giving room for a short debate focusing on the question of whether it is legitimate to use sport as a means of political propaganda. As a conclusion to the discussion, another challenge will be posed to the students. Students will have the opportunity to design a poster or an advertisement about the upcoming Olympic Games, incorporating the defense of the ideals of today's democracy.

ACTIVITY SHEET N. 16

The Olympic Challenges that teach history

Before you begin your task, you should research the various posters that have been used so far to advertise the Olympic games. After this brief research you will discuss with the teacher the various elements used, which values and relation they have with the host country. In the poster or advertisement you will create, you should include the current values of democracy and use your creativity to convey this message.

TIPS!

Then ask your students...

Do you think the 1936 Berlin Olympics is the only situation where politics interfered in the event?



and invite them to...

Research other cases in which political factors have influenced the Olympic Games.



ACTIVITY SHEET N.16

EDUCATIONAL GAME

Jump for the Puzzle

Divide the students into teams with the same number (for example 4 students). There will be one student who will be the team captain and who will answer the questions asked.

Set up stations, for example, for gymnastics - mini-trampoline, mattress, plinth, block, backboards...

Each group of students will answer one question at each station (they can confer with each other, but only the team captain can answer). If another person answers, there is a 2 second penalty.

After answering the question **ALL** the elements of the team must perform the exercise corresponding to that station.

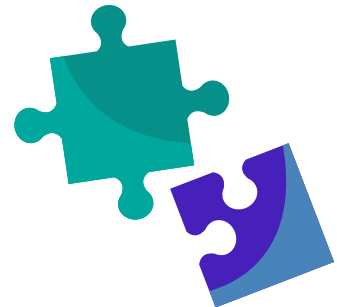
They can only advance to the next station when everyone in the team has done the exercise. If the answer is wrong, they can move on to the next station with a 4 second penalty.

At each station they will receive a piece of a jigsaw puzzle representing the Berlin Olympic poster, which they have to assemble at the end of the various stations.

The number of stations depends on the number of questions and more than one Olympic poster can be used.

The team that completes the test in the least amount of time wins.

- Developed skills:
Speed, reaction, sharing, reflection
- Suggested equipment
minitrampoline, mattress, plinth, block, backboards
- Suggested space
Playground, Gym

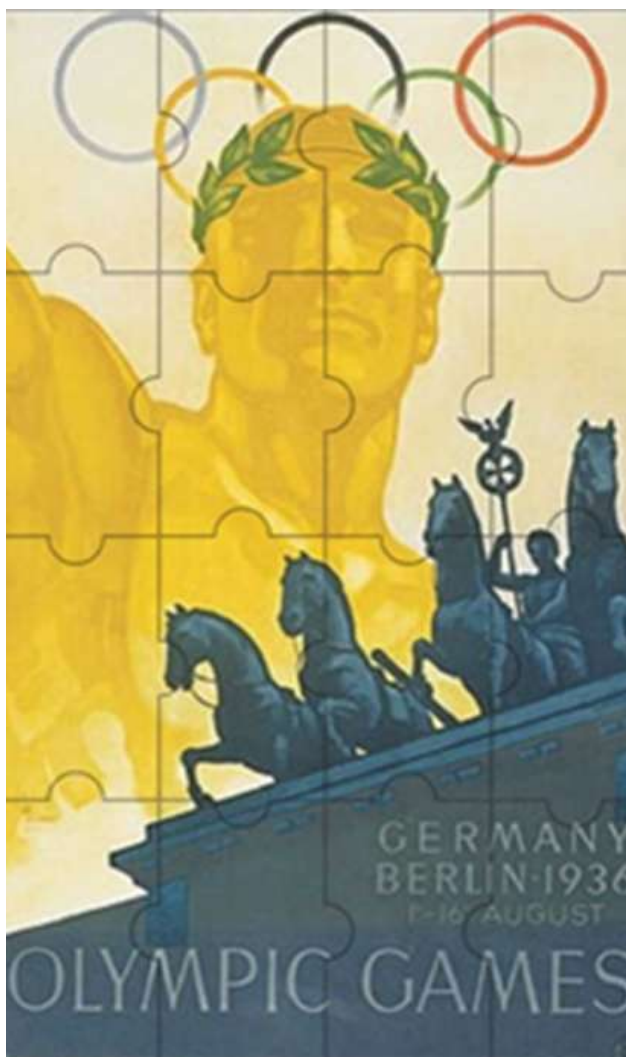


SUGGESTED QUESTIONS

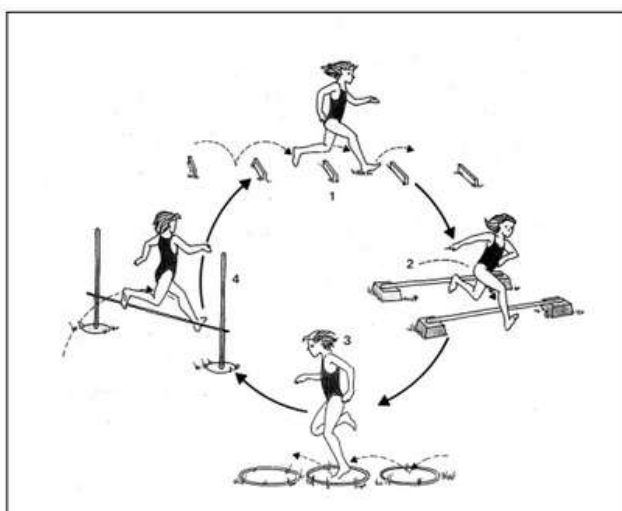
1. In which year did the Berlin Olympic Games take place?
2. How many countries participated in the Berlin Olympic Games?
3. Which country fielded the most numerous team?
4. What was the name of the documentary filmed at the Berlin Olympic Games?
5. How many gold medals did Germany win?
6. Name one symbol of German power and supremacy on the poster of the Berlin Games.

ACTIVITY SHEET N.16

EDUCATIONAL GAME



Example of Puzzle



TEACHING STRATEGIES

CAROUSEL LEARNING

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

HOW CAN I USE CAROUSEL LEARNING?

Carousel is a great cooperative learning activity for reinforcing knowledge and skills AFTER learning. It can also be used at the very beginning of a unit or lesson to activate prior knowledge. For example, if you are dealing with a text about, you might want to see what students already know about

CIRCLE OF SHARING

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

HOW CAN I USE CIRCLE OF SHARING?

The three basic components of a circle routine are: opening, prompts, and closing.

The opening: after an easy question is posed, the first student who wishes to speak will take the talking piece and share their thoughts, and then pass it to the left; each student can either speak or pass. It's important to emphasize that the goal is listening, not responding; participants should share their own answers in each round, not react to each other.

The prompts: after the opening come the prompts, which are what allow a circle to serve your specific purpose.

The closing: because circles can be so powerful, they necessitate closure. You can keep it light with a group high five or a silly coordination game. You can do a witness round in which participants share one word on their mind. The closing offers an opportunity for participants to transition in a healthy way. It's critical to remind participants of the norm that what was shared in the circle stays in the circle.

COLLABORATION

This is one of the 21st century learning competencies. Students are encouraged not only to “get along”, but also to seek and value the ideas of others as they work together on projects and assignments. Collaboration works best when members of the group rely on one another’s contributions, and are all equally invested in the group objective. Education and collaboration work hand in hand: it allows teachers to add more variety into their instruction, and benefits students’ learning.

HOW CAN I USE COLLABORATION METHOD?

Whether we realise it or not, we use collaboration every day.

Anyway, here are seven tips for nurturing collaboration.

Tip 1: Give students time to prepare for collaboration

Tip 2: Facilitate learning through explanation

Tip 3: Encourage students to build upon ideas

Tip 4: Provide support and guidance

Tip 5: Outline class expectations

Tip 6: Divide into small groups

Tip 7: Use curriculum relevant activities

COMMUNICATION SKILLS

In writing, students have the opportunity to express their opinions creatively through storytelling, article writing and interviewing. They can also develop their methods of personal expression through movement, drama, and the spoken word (such as monologues or dialogues). This technique values the thoughts and contributions of all learners, whatever their capabilities, and using it allow equity of voice in debate and discussion.

HOW CAN I USE COMMUNICATION SKILLS?

Communication activities for the classroom don't have to be as intimidating as standing up in front of everyone and giving a speech. Fun games or activities help young children learn to communicate with each other and can help develop verbal and interpersonal communication skills.

Educators can help students learn conversational communication by modelling good behaviour. Make it a point to have a short conversation with students who struggle conversationally. Show interest in what the student is saying, and include responses and prompts (like "wow," or "tell me more" or "that's interesting").

Try encouraging students to participate in class discussions and low-stress situations: educators can help students open up by modelling phrases that would be useful in the situation. As they listen, teachers can also show students how to be judgment-free listeners. This is also helpful by modelling for students how to be good listeners to their peers.

Listening is as important as speaking in verbal communication. Establish procedures to encourage good listening and turn-taking. To help with turn-taking, Dr. Allen Mendler recommends using an object a student can hold to represent when it's their turn to speak and other students' turn to listen

CONCEPT MAPPING

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

HOW CAN I USE CONCEPT MAPPING?

Concept maps work very well for classes or content that have visual elements or in times when it is important to see and understand relationships between different things. They can also be used to analyze information and compare and contrast.

There is no right or wrong way to make a concept map. The one key step is to focus on the ways ideas are linked to each other. For a few ideas on how to get started, take out a sheet of paper and try following the steps below:

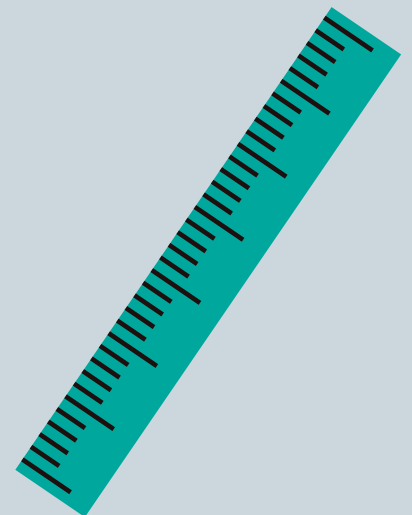
- Identify a concept.
- From memory, try creating a graphic organizer related to this concept. Starting from memory is an excellent way to assess what you already understand and what you need to review.
- Go through lecture notes, readings and any other resources you have to fill in any gaps.
- Focus on how concepts are related to each other.

CONSTRUCTIVISM

Educational philosophy that suggests students learn most effectively when they are “doing” or experiencing the learning, rather than passively interacting with the content. It can be used to prompt students to develop their thinking and understanding of values using constructivism, as opposed to sitting in a classroom and being lectured to.

HOW CAN I USE CONSTRUCTIVISM?

An educator presents a problem to measure the length of a soccer pitch. Rather than starting the problem by introducing the ruler, the educator allows students to reflect and to construct their own methods of measurement.



CREATIVITY

One of the key 21st century learning competencies. Students are encouraged to bring their own ideas to problems and means of expression. Creativity is the most difficult thinking skill to acquire, and also the most sought-after. We value it in our music, entertainment, technology, and other aspects of our existence. We appreciate and yearn for it because it enriches our understanding and can make life easier. Creativity always starts with imagination, and history shows that many things we imagine are later actually created.

HOW CAN I USE CREATIVITY METHOD?

Value creativity and celebrate and reward it.

Example: Students are learning about polygons and to see if they know the concept, the teacher takes them outside and gives each student a sidewalk chalk. Each student is given the task of drawing several examples of polygons on the driveway.

Once the students have accomplished this, the teacher tells the students to transform those shapes into something they love. The students want to show everyone their geometric-based kittens, robots, and dragons and then have an opportunity to explain to the whole class why they liked them.

EXPERIENTIAL LEARNING

Students are tasked with completing activities where the power and impact of the lesson is best achieved by “doing”. Exercises can be best “studied” by carrying out the games rather than thinking about them.

HOW CAN I USE EXPERIENTIAL LEARNING?

Experiential learning focuses on the learning process for the individual. One example of experiential learning is going to a Sports Centre of Artistic Gymnastic and learning through observation of the environment and interaction with athletes, as opposed to reading about Artistic Gymnastic from a book.



GUIDED OR DIRECTED READING/DISCUSSION/THINKING/WRITING

The educator can use materials such as articles, books, blogs, websites to support the student's understanding of the questions posed. In directed reading, the educator may ask the student to make predictions ("What do you think might happen if...?"), use prompts to stimulate deeper thinking, help the student make comparisons, find similarities and note differences.

HOW CAN I USE GUIDED OR DIRECTED METHOD?

A small group of students who are at a similar point in their reading development are seated across from you at a small kidney-shaped table. Each student reads, softly or silently, the same text individually. You guide a discussion of the text meaning and make teaching points based on your observations of the students' reading strengths and needs.

Steps in the guided reading process:

1. Gather information about the readers to identify emphases.
2. Select and analyze texts to use.
3. Introduce the text.
4. Observe students as they read the text individually (support if needed).
5. Invite students to discuss the meaning of the text.
6. Make one or two teaching points.
7. Engage students in letter/word work activity.
8. Extend understanding through writing about reading (optional).
9. Reflect on the session of work and plan the following one.

INQUIRY

Individual or collaborative process that encourages students to be their own explorers of knowledge and understanding. It can be done in several ways:

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

HOW CAN I USE INQUIRY METHOD?

Students have to create their own logo-event. After they have created a logo that fit their needs as artists, this is where the student-driven inquiry came in. What kind of logo did they want to create?

To guide their students in creating their own questions, educator can ask:

- How can you make this logo fit your needs as an artist?
- What is your reaction to your logo?
- Did your logo turn out the way you wanted it to?
- Encouraged by these questions, students can start asking questions like:
 - What kind of artwork do I want to create?
 - Does my logo need to be in a particular way to create the artistic effect that I'm looking for?
 - What characteristics should I need to add to create the type of logo that I want?

JIGSAW LEARNING

Students are split into groups and study a different piece of one problem. They then gather, share their ideas and assemble their solution to the problem. This method promotes collaboration: if one piece of the puzzle dominates the rest—just like a jigsaw—it will not work. The pieces must fit together.

HOW CAN I USE JIGSAW LEARNING?

An example could be a Biographical jigsaw activity: One suitable topic for a jigsaw activity is to give information on different aspects of a person's life to the expert groups, which can then be pooled in the jigsaw group so that the second task can be biographical in nature, e.g. producing a PowerPoint presentation giving information about the person. This could be a real person or a fictional character.

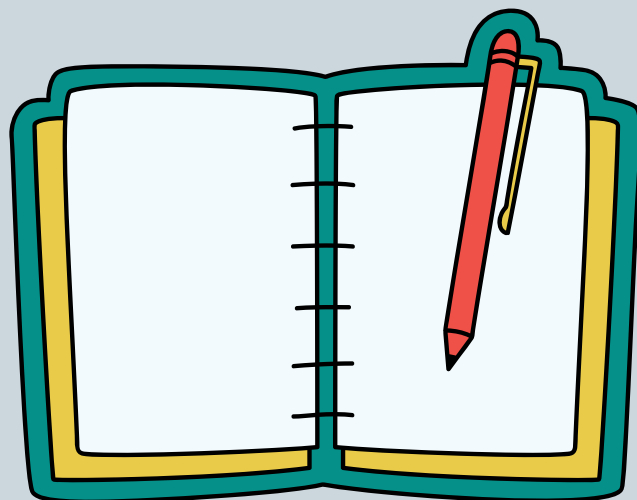
An example of this is given in "The Life of Pierre de Coubertin" where the different expert groups find out about the ideas of de Coubertin, some of his most famous quotes and important aspects from his life. They can then be re-organised into jigsaw groups to produce mini posters about de Coubertin's life and work.

JOURNALS

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

HOW CAN I USE JOURNALS METHOD?

For example, students could write from the perspective of a personified character, such as an Olympic athlete or a sportsman they knew about after reading a story, to personify, research, and learn more about the personified character, and they could write a fictionalized version of a diary. Students could put themselves in the place of the character they have learned about, personified, or imagined and write from their point of view.



LITERATURE CIRCLES

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

HOW CAN I USE LITERATURE CIRCLES?

The keys to success are simplicity and adaptability. Here are a few tips:

- Offer students a choice. Letting students pick a book, a theme gives even the most reluctant reader a vested interest in the material.
- Don't dominate the discussion. Part of the fun is seeing where the students go in the circle. Teachers should observe, offer feedback, and gently guide things back on track when necessary.
- Encourage reflection. After the students finish their circle, have them write about what they thought of the discussion.
- Assign a project. Many teachers have their students do projects at the end of the book discussion. This is an especially effective way for the nonverbal students to express themselves.
- Be aware of common pitfalls. Students who read too far ahead and give away the ending, students who are unprepared, and discussions that go too far off track can derail a literature circle.

PANEL DISCUSSION

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

HOW CAN I USE PANEL DISCUSSION?

A panel discussion in the classroom is a technique to teach students to work as a group.

- 1.Preparation: ask the students to suggest topics that they would like to have discussed.
- 2.Organization: select a moderator. Divide the topics to be discussed among the participants, giving each member a different aspect for research. Each member prepares individually. Instruct the other students to do some research on the topic and come prepared with questions to ask the panelists.
- 3.The Panel Discussion: the class is now ready for the presentation. The panelists should remain seated even while speaking. They should, however, speak loudly and clearly, with good audience eye contact. The moderator introduces the speakers who give their presentations. The members of the audience ask their questions and the panelists respond. The moderator then summarizes the program.

PEER TEACHING

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

HOW CAN I USE PEER TEACHING?

Reciprocal peer tutoring: give students time in class to pair up in an in-class tutor/tutee relationship—taking turns between being the tutor and the tutee. They will benefit in two ways:

- 1) from explaining their own personal understanding of the material to another and,
- 2) from hearing the other explain, from their understanding or viewpoint, the same material.

In this model, students spend time summarizing information, assessing the work or ideas of a peer, and explaining rationales—all meaningful activities that promote critical thinking and long-term retention of information

Use undergraduate teaching assistants. Recruit students who have performed well in a previous semester to serve as teaching assistants in the next. Research shows that students gain the most out of a study or discussion group when that group stays on task.

PERSONALISATION

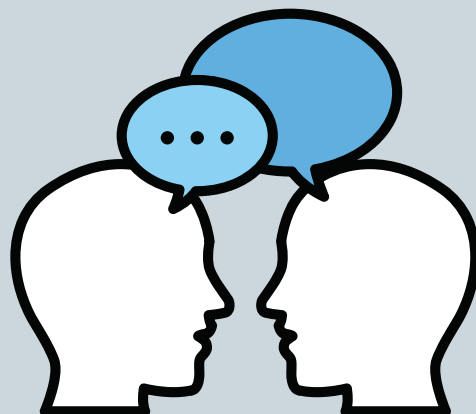
This methodology draws on 21st century learning competencies (creativity, collaboration, communication skills, problem-solving) and allows the student to design their learning around their interests and preferred learning styles.

Students can then choose how they express their learning—essentially they personalise it.

HOW CAN I USE PERSONALISATION METHOD?

Personalisation happens when activities allow students to use language to express their own ideas, feelings, preferences and opinions. It is an important part of the communicative approach, since it involves true communication, as learners communicate real information about themselves.

Example: the learners have read a text about sports. In pairs they talk about what their favourite sports are and whether they prefer to play or watch.



QUESTION AND ANSWER

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

HOW CAN I USE QUESTION AND ANSWER METHOD?

Effective questioning involves using questions in the classroom to open conversations, inspire deeper intellectual thought, and promote student-to-student interaction.

Effective questions focus on eliciting the process, i.e. the 'how' and 'why,' in a student's response, as opposed to answers which just detail 'what'.



ROUND TABLE

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

HOW CAN I USE ROUND TABLE?

Each member must be prepared and have developed his or her own thoughts and some expertise on the topic. Roundtables are by nature not hierarchical with equal participation.

Everyone has parity, an equal chance, indeed obligation, to participate. That's why the table is round, the members facing each other rather than lined up.

Often the members come with different aspects or perspectives or opposing views on the topic. In fact, this is again an expectation, the very nature of a round table, that various perspectives are entertained and build on each other.

The order of the discussion is usually introductions, discussion going around the table, each stating his or her views and perspectives, then any debate between members or questions and answers with the audience, and a final wrap-up/summary of the issues raised.

SOCRATIC QUESTIONING

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

HOW CAN I USE SOCRATIC QUESTIONING?

The Socratic Method is often used to promote critical thinking. It focuses on providing more questions than answers to students and fosters inquiring into subjects. Ideally, the answers to questions are not a stopping point for thought but are instead a beginning to further analysis and research.

Tips for Using Socratic Questioning:

1. Plan significant questions that provide meaning and direction to the dialogue
2. Use wait time: Allow at least thirty seconds for students to respond
3. Follow up on students' responses
4. Ask probing questions
5. Periodically summarize in writing key points that have been discussed
6. Draw as many students as possible into the discussion
7. Let students discover knowledge on their own through the probing questions the teacher poses

THINKING SKILLS

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

HOW CAN I USE THINKING SKILLS?

Developing effective thinking skills comes with time. They are what we use when we solve problems, make decisions, organise events or process information. There are four types of “thinking skills”: convergent or analytical thinking, divergent thinking, critical thinking and creative thinking. We use these skills to help us understand the world around us, think critically, solve problems, make logical choices and develop our own values and beliefs. Examples of creative thinking skills include: problem solving, writing, visual art, communication skills, and open-mindedness



WORKING BACKWARDS

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

HOW CAN I USE WORKING BACKWARDS?

Many real-life problems, not just in mathematics, can be solved using this strategy. For example, if you lose a toy, you can retrace your steps. In the same manner, a police officer can figure out what happened at a traffic accident, or a criminal investigator can rebuild a crime scene and connect the evidence to the crime.



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