EDUCATIONAL REALITIES AND OPPORTUNITIES

Teachers and youth group leaders in different parts of the world are working within vastly different political, religious and educational systems, and within curricular and economic constraints and restraints.

“IT IS CLEAR THAT, BY EMPHASISING THE IMPORTANCE OF MULTICULTURALISM, WE ARE NOT REJECTING UNIVERSAL VALUES. QUITE THE CONTRARY, MUTUAL RESPECT BETWEEN CULTURES AND MUTUALLY ADOPTING THE BEST ELEMENTS OF THESE IS, IN MY OPINION, ONE OF THE UNIVERSAL VALUES. THE OLYMPIC MOVEMENT IS A GOOD EXAMPLE OF THIS.”
— ZHENLIANG HE, IOC MEMBER AND CHAIRMAN OF THE IOC COMMISSION FOR CULTURE AND OLYMPIC EDUCATION

Educational systems — Teaching Values: An Olympic Education Toolkit is a global education initiative. However, priorities, programmes and administrations differ in the many educational systems of the world. Schools have different teacher-student relationships and different expectations from parents, students, education authorities and community members. They have different class sizes and infrastructures for teaching and learning. In many African communities, for example, there is a much greater emphasis on the informal educational systems rather than on formal schooling, on oral as compared with written communication, and on the role of the family and community.

Examinations — Systems such as those of China, with its five thousand year-old system based on meritocracy, or Greece, with its echoes on its ancient, classical past, emphasise memorisation and written exams. These are challenges for Olympic educators in many educational systems. In addition to this Toolkit, the authors hope to be able to provide Internet and CD support in the future in order to provide assessment formats in the cognitive domain.

Language — Translation of a document from the original language in which it was written to another language is always an imperfect process, because translation is a filtered communication between an author, a translator and a reader or listener. Ideas easily expressed in one language are sometimes not so easy to express in another language. For example, the French phrase, esprit du sport does not mean quite the same thing as the English phrase fair play. In Chinese, where language is presented through thousands of different symbolic characters rather than through an alphabet, translation from a Euro-American literal language is a difficult and complex process. Olympic educators from different continents have reviewed the materials in this Toolkit in an attempt to find the best words and phrases to express the ideas of Olympism.

Philosophy — The educational ideas of the Olympic Movement are grounded originally in European philosophy and educational traditions. Although these ideas seem to resonate in the two hundred nations that belong to the Olympic Family, there are many differences among their philosophical and educational systems. Therefore, receiving acceptance for the values-based teaching and learning strategies used in this manual may be a challenge in some nations. For example, in faith-based educational communities, the challenge for Olympic educators and youth group leaders will be to identify the ways that Olympic values education can support existing educational priorities, and to adapt and use the various activities in ways that are appropriate for the realities of local belief systems and situations.

Below Angola 2001: Local children getting involved in the fun of an Olympic Day.

OLYMPIC EDUCATION AROUND THE WORLD

The work of these national Olympic committees shows how the ideas and values of Olympism can be taught to children and young people in different countries.

ALGERIA

Historically, the project of the establishment of the NOA of Algeria was borne from the will of the NOC to create an institution which would be capable of taking charge of the Olympic Education programmes in Algeria... There was a need for carrying the ideals and values of Olympism beyond a domain which had always been dedicated to sports practice.

Established on the 25th February 2002 the NOA of Algeria is constituted by a Director, a Coordinator a “Pedagogy and Planning” Department, and an “Organisation and Communication” Department. The programmes that are described below have similar intentions.

OTHER EXAMPLES OF OLYMPIC EDUCATION PROGRAMMES

GUATEMALA

Olympic festival – During three days, the Guatemalan Olympic Academy and the Guatemala Olympic Committee organise an annual Olympic festival including different activities: sponsor’s show, sport exhibitions, conferences and workshops on topics related to Olympism, as well as a painting and drawing contest entitled “Draw your sport and name it” aimed at all age groups. The activity, held annually, aims to disseminate Olympic principles and promote all sports, relating them to art and culture.

Cine Forum – The Olympic Academy of Guatemala holds, periodically, a series of Cine Forum in different educational institutions throughout the country, in order to make Olympic Philosophy known through an interactive educational program. Approximately 150 students aged between 12 and 18 are divided into several groups to watch a movie related to Olympism and discuss the values or anti-values identified in the movie.

ALGERIA – ACTIVITIES 2004/2005

Activity under the title: Olympic Races
Target Group: Pupils of the 5th and 6th grade of primary schools
Concept and implementation of 2000 participation cards
Distribution of the participation cards to the schools
Distribution of T-shirts, hats and balloons to the participating pupils and schools

Activity “Sport and Fair Play”
Target Group: Students of high schools and colleges
Action’s objective: To raise public awareness through games and questions
Concept and implementation of a leaflet in 5000 copies

Activity “Sports and ill children”
Target Group: Children and teenagers who are hospital patients
Action’s objective: To raise awareness and comfort through sport
Distribution of leaflets “Games and Questions” on the occasion of the Olympic Games

ALGERIA – ACTION PLAN FOR 2006

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TARGET GROUP</th>
<th>PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Sport and Fair Play”</td>
<td>Students of colleges and high schools</td>
<td>January, February, March, April, May, June 2006</td>
</tr>
<tr>
<td>National Literary Olympic competition on the subject : “Sport without doping: The champions do not cheat”</td>
<td>Young people from 18 to 21 years old</td>
<td>April-June 2006</td>
</tr>
<tr>
<td>National Session “School and Olympism”</td>
<td>Sports educators, coaches of the EPS or school leaders</td>
<td>October 2006</td>
</tr>
<tr>
<td>National Arts Competition “Works of Olympic inspiration”</td>
<td>People of art and culture</td>
<td>June 2006</td>
</tr>
</tbody>
</table>

5 The information on Algeria was adapted from the website of the International Olympic Academy.
6 The information on the activities of the National Olympic Academy of Guatemala was received from the Olympic Studies Center of the Autonomous University of Barcelona as part of the data collected for a project sponsored by the IOC.
ALBANIA

Olympic week in schools

Educational programmes organised by the National Olympic Committee and Academy of Albania in collaboration with the Ministry of Education, the Regional Directorate of Education, and the University of Sport, are aimed to increase familiarisation with the Olympic ideals and sport for a better life. The initiative involves the organisation of an Olympic Week every two years in each school of Albania, from elementary to gymnasium (high level). For one week, various activities are organised by the schools including class activities in all curriculum subjects, art contests, a sporting contest during the last day of the week and an Olympic quiz.

New Zealand's active National Olympic Academy works closely with the country’s Ministry of Education. Learning outcomes related to the values of Olympism appear throughout the New Zealand Health and Physical Education Curriculum.

The national Olympic committees of countries such as New Zealand, Australia, United Kingdom, Germany, and Canada, promote Olympic education through excellent web sites and special Olympic Education promotional programs for schools. They also produce educational materials for teachers prior to each Olympic Games. Many national Olympic committees organise Olympic Day activities – youth runs, art contests and youth leadership seminars.
“THROUGH THEIR LEARNING IN HEALTH AND PHYSICAL EDUCATION, STUDENTS WILL DEVELOP A POSITIVE AND RESPONSIBLE ATTITUDE TO THEIR OWN PHYSICAL, MENTAL AND EMOTIONAL, SOCIAL, AND SPIRITUAL WELL BEING... RESPECT FOR THE RIGHTS OF OTHER PEOPLE... CARE AND CONCERN FOR OTHER PEOPLE IN THEIR COMMUNITY AND FOR THE ENVIRONMENT... [AND] A SENSE OF SOCIAL JUSTICE”

Above Antigua 1992: The Olympic Rings are recognised worldwide.

Right New Zealand Olympic Committee logo.

8 New Zealand Ministry of Education. 1999. Health and Physical Education in the New Zealand Curriculum, p.34.
THE CHALLENGES

The objectives of Pierre de Coubertin’s original Olympic Movement form the basis of the fundamental principles of the Olympic Charter. The challenge now is for members of the Olympic Family to promote these values.

Whenever the Olympic flag is raised during the Opening Ceremony of an Olympic Games, the world celebrates the ideas of the founder of the modern Olympic Movement, Pierre de Coubertin (1863-1937). His objectives were educational. He believed that young people needed to train their bodies as well as their minds. He wanted the schools in his country to include compulsory organised sports in their programmes. He thought that his ideas would receive good publicity if he organised an international sporting event based on the heritage of the ancient Olympic Games of Greece.

In 1894, Pierre de Coubertin invited colleagues and friends to a Congress. At the Congress he introduced a plan to revive the Olympic Games. The committee to plan these Games was called the International Olympic Committee.

His objectives are summed up in the “Aims of the Olympic Movement” which appear in the original Olympic Charter.

The Olympic Charter has been revised many times. It guides the work of the International Olympic Movement. Pierre de Coubertin’s “Aims” are now called “Fundamental Principles.”

FOR MEMBERS OF THE OLYMPIC FAMILY

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

Imagine yourself as the guest of honour at the Opening Ceremony of an Olympic Day Games in a school or community. Hundreds of excited young people wait for you to declare the ‘Olympic Day Games’ officially open. They have learned about Olympic history, other participating nations and the values of the Olympic Movement. In keeping with the belief that the Olympic Games are more than another sports event, students have produced their own torches and posters, and are looking forward to a day of sport and cultural activities. They will be challenged to practise fair play, accept individual differences and be the best that they can be. This is Olympism in action!

These educational values of Olympism do not emerge automatically from active participation in sport. They have to be taught. As a member of the Olympic Family, you are in a unique position to share and promote this Toolkit. Because of your participation a child may be inspired to become a future Olympian, or a champion for human rights in sport and in life. You will have made a difference in a child’s life.

THE AIMS OF THE OLYMPIC MOVEMENT (1894)

- To promote the development of those physical and moral qualities which are the basis of sport
- To educate young people through sport in a spirit of better understanding between each other, and of friendship, thereby helping to build a better and more peaceful world
- To spread the Olympic principles throughout the world, thereby creating international goodwill
- To bring together athletes of the world in the great four-yearly sports festival, the Olympic Games
Above Athens 1896: Athens, Greece, hosted the first Olympic Games. Here you can see the activity in the white marbled Panathinaiko Stadium before a hurdles event.

Right Seoul 1988: A Field Hockey match between India and Pakistan. Mohinder P. Singh (IND) tries to evade Tahir Zaman (PAK) and Muhammad Qamar I. (PAK).

Left Pierre de Coubertin and his invitation to the Congress of 1894.
FOR COACHES, SPORT AND YOUTH CLUB LEADERS

Jacques Rogge, President of the International Olympic Committee made the following statement about sport and the Olympic Movement:

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

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

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

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

In older groups the discussion may focus on violence and substance abuse, while in younger groups the discussion may focus more on playing by the rules, equal opportunity and fair play. Stories and examples in this Toolkit can be a basis for discussion. An Olympic values education initiative, which brings school and community clubs together in an integrated approach, provides a unified and consistent message to young people about appropriate values and behaviour.

FOR EDUCATIONAL AUTHORITIES AND ADMINISTRATORS

The events of the modern Olympic Games have broad international appeal and a world-wide television audience. They began 100 years ago as a 19th century European educational reform project of Pierre de Coubertin. Today they are the “largest spatiotemporal concentration of attention in human history.”

The general nature of the educational values of Olympism seems to act positively as a “transnational space” – a place where the symbols and ceremonies, values and principles of the Olympic Movement are worked out, worked through, adapted and re-invented within the context of local knowledge and local and national cultural traditions. MacAloon suggests that “there...
is no such thing as ‘the Olympic Games,’ there are many thousands of Olympic Games.”

What does this mean for you as authorities within your national education systems? Teaching Values: An Olympic Education Toolkit is designed to convert Olympic stories, traditions and history into curriculum-based learning activities. Children and youth learn best by being enthusiastically engaged. Learning activities based on the educational values of Olympism provide a useful context for locally produced interpretations, insights, representations and activities. These learnings seem to reaffirm the required learning outcomes of school-based curricula. South African teachers, for example, integrate the concept of ubuntu – an ancient sub-Saharan word meaning [more or less] “I am what I am because of who we all are” – with the Olympic societal values of universality and humanity.

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

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

FOR TEACHERS AND INSTRUCTORS
Inspiring the moral and physical development of children and youth through participation in sport and physical activity is the goal of the Olympic Movement. This goal, although based originally on Euro-American traditions, is also consistent with the active living goals of the World Health Organisation (WHO) and UNESCO (the United Nations Education, Scientific and Cultural Organisation). These organisations are concerned about the growing problem of obesity in young people in economically developed countries – a problem compounded by the lack of physical activity and the increase in sedentary

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

SECTION 1

INTRODUCTION TO OLYMPIC VALUES EDUCATION

It is a goal that also resonates in economically developing countries, where competition for limited access to higher education through written exams is fierce, and children are forced to achieve academically at the cost of their health.

Perhaps your school does not have the facilities or the curriculum time for physical education. Perhaps you do not have qualified people to instruct in physical education. Pierre de Coubertin met this same situation over 100 years ago when he was trying to reform the education system of France. He complained that young people were “being stuffed with knowledge … [and] … turned into walking dictionaries.”

He suggested that young people develop positive values like fair play, respect for others, and the desire to challenge their abilities by actively applying them in real situations – and specifically in sport and games.

Educational research today supports De Coubertin’s conviction that participation in sport and physical activity contributes to a healthy lifestyle, effective learning and the development of positive values.

Furthermore, the educational values of the Olympic Movement – joy of effort in sport and physical activity, fair play, respect for others, striving for excellence, and balance between body, will and mind – have relevance and application far beyond the context of sport. Activities which focus on the development of these values can contribute to the development of learning outcomes in many different subject areas.

Government curriculum requirements often leave little room for additional programmes or for use of optional learning materials. Therefore, Teaching Values: An Olympic Education Toolkit is organised to allow flexible use.

Right Two young runners, one from Iran (2005) and one from Senegal (1997) embrace the challenge of sport during an Olympic Day Run.


Educators may choose information or activities from the Toolkit to support or enrich their existing programmes.

Educators may choose to use the entire Toolkit as a course in Olympic education.

Educators may come together within a school to plan an Olympic Day or Olympic Week. Integrating the activities of the Toolkit across a variety of subject areas offers a school the opportunity to work together, and to begin and end the Olympic theme with special symbols and ceremonies that will enhance the learning experiences. (For a description of how to plan an Olympic Day or Olympic Week see Section 5, p. 126.)

Inspire the dreams of learners with Olympic stories of triumph and tragedy. Inspire international understanding and peace with the messages, magic and mystery of the Olympic symbols and ceremonies.

Inspire the humanity of learners by teaching the Olympic values.


OLYMPIC DAY OR WEEK IN THE SCHOOL OR COMMUNITY

HOLDING AN OLYMPIC DAY OR WEEK IS A GREAT WAY OF PROMOTING THE VALUES OF THE OLYMPIC MOVEMENT TO SCHOOLS AND LOCAL COMMUNITIES.

WHY HOLD AN OLYMPIC DAY OR WEEK?
- To offer children and young people an opportunity to demonstrate effort in sport and physical activity, as well as in related areas such as art, music, etc.
- To engage the whole school and/or community, in an event, based on the Olympic values, and emphasise cooperation, participation and fair play.
- To provide a culminating opportunity for cross-curricular activities in the school or community.
- To raise the profile of the school or organisation in the local community.

ORGANISATION
- Select a date and time for the Olympic Day celebration. (Internationally, Olympic Day is celebrated on 23 June, the date that Pierre de Coubertin founded the International Olympic Committee).
- Select a coordinator for the overall Olympic Day activities.
- Select a planning committee. This should include a representative from the executive or administration, the teaching or coaching team, each curriculum area in a school and a local parent group. Appoint each member of the committee with a certain responsibility.

AREAS OF RESPONSIBILITY

Logistics
- Select a range of events for the Olympic Day such as: athletic events, competitive and non-competitive games and team events.
- Ensure that all the children and youngsters are able to participate.
- Guarantee a means of communicating on the day with participants.
- Deal with all legal and insurance issues.

Field Co-ordination – Determine the location and who will be responsible for each event. Planning for this should include: equipment, entries, schedule of events, officials and point tallies.

Ceremonies – Decide what elements of the Olympic Opening and Closing Ceremonies you wish to include. (See pages 26-28.)

Awards – Decide on categories for awards. Participation awards are recommended in addition to result awards. Decide how awards will be handed out, when and by whom.

Public Relations – Invite guests such as the mayors, local athletes, governors, parents and press. Contact local radio and television stations, if possible, and newspapers.

Support Services – Ensure there is a First Aid Station and nurse available on the day. Provide shaded areas and refreshments for participants and spectators.

SUGGESTED ACTIVITIES FOR DIFFERENT SUBJECT AREAS

Art – Design the banners to be used for each country at the Opening Ceremony. Design and produce medals and certificates to be used as awards. Construct posters and/or banners to be used throughout the school or community. Design an emblem, a torch and mascots.

English – Write a newspaper article reporting on the Olympic Day. Hold a poetry competition with the Olympic ideals as the topic.

Mathematics – Create the results sheets for the Games. Assist in the judging of the competition. Discuss currencies and exchange rates of the different countries. Plan and then measure and lay out the field for various events and activities.

Geography – Design a world map with all the Olympic cities highlighted. Consider the countries that will be competing in your Olympic Day and compile a list of their capital cities and population.

History – Make flags of the countries represented at the Games. Discuss their symbolism and what the colours represent. Prepare information sheets for the school about each of the countries.

Modern Languages – Collect sporting photographs and give them captions in the target language. Choose one of the competing countries and conduct a “mock interview” in the target language.

Music – Compose a theme song for your Olympic Day. Study how music has been a part of the Ancient and Modern Olympic Games.

Physical Education – Train for the events. Start a “Spirit of Olympism” programme. Highlight an Olympic athlete and discuss their sport and career.

Science – Discuss the effect of science and technology on the changes in equipment over the years. Give examples of advances, for example pole vault poles, cycling footwear.

Health – Discuss having a nutritious lunch for all the participants on Olympic Day. Discuss the prevention of dehydration during the day’s events. Devise a fitness plan for all the participants to follow during the preparation for the day.


1 Adapted from British Olympic Association. 2006. "Olympic Day in the School." Online.