



OLYMPIC

EDUCATION GUIDE

1



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Olympism is a philosophy of life that considers sport as a tool for transmitting its fundamental principles of education, pacifism, non-discrimination, democracy, humanitarianism, culture and ecology.

For more than 100 years and every four years, the Olympic Games have summoned billions of fans around the world, to a magnificent party where excellent and inspiring sporting performances are shown, encouraging us to give the best of ourselves in pursuit of a better society.

Since 2009, the Argentine Olympic Committee interacts with the educational system and with society in general, contributing in a very significant way to the training of our children and young people, aiming at building a healthier and drug-free society.

In 2018 we organized the Youth Olympic Games in Buenos Aires, a historic event for which we prepared ourselves athletically and organizationally, but also with programs that left a mark in Olympic Education that lives on in the legacy of the Games.

In the words of Pierre de Coubertin:

"Regardless of the direction of the world's politics and economy, the future will depend on the direction of education".

In line with this idea, we invite you to put into practice the Olympic Values together with the Argentine Olympic Committee.

Dr. Gerardo Werthein

Secretary General

Modern Olympism and education have been intrinsically connected since the creation of the International Olympic Committee, on 23rd June 1894, at the Sorbonne University in Paris (France). At the Argentine Olympic Committee we strongly believe that the Games and sports have a pedagogical purpose, and it is by means of a motor action that a number of values are at stake, seeking the harmonic development of our children and youth.

The contribution of our institution in teacher training and dissemination of Olympism revalues and puts into practice the foundations set forth in the Olympic Charter (2020).

Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles. (Fundamental Principle N° 1, page 11).

These and other principles set forth in the Olympic Charter are also part of the Statute of the Argentine Olympic Committee, and from our management, with specific projects such as this guide, we want to contribute to the education and training of our young people.

We invite teachers to join us in the task of promoting and spreading Olympism at school, in sport and in life.

B.S. Mario Moccia

Introduction

By introducing this guide of activities based on Olympic Education, we propose to include Olympism as a curricular content based on the guidelines established in the Olympic Charter—a statute that summarizes the fundamental principles, rules and texts of application of the International Olympic Movement—and it fits in the context of the national public education policy, regulated by the current National Education Act N° 26,206 and the Integral Rights Protection for Children and Adolescents Act N° 26,061.

The origin of Modern Olympism goes back to the Rondeau Seminar (France, 1832), in which the students proposed Games to be held every four years. An Olympic Charter was drafted with this purpose.

But it was the French pedagogue and political scientist Pierre Fredy Baron de Coubertin (1863 -1937) who shaped and decisively fostered the visionary initiative to re-establish the Olympic Games that existed in Ancient Greece.

Pierre de Coubertin raised the flag of sport as a pledge of unity and peace among peoples and maintained a rich network of symbolic and ritual contents while removing the religious character of the ancient Games.

During the 2007 Session of the International Olympic Committee, a set of three fundamental values was approved to support and consolidate the Olympic vision:

- Excellence, seen as giving one's best in the game and in life. The important thing is not only to win but to participate, to progress according to personal goals and to reinforce the solid association of body, mind and spirit.
- Friendship, considered to be the value at the heart of the Olympic Movement, as it aims to perceive sport as mutual understanding between people and countries around the world.
- Respect, for oneself and for the others, as well as for sport, its rules, and the environment. Closely linked to sport, respect embodies fair play, the fight against doping, against sport match fixing, and against anything that contravenes ethical principles.

Curricular spaces that can be accessed by means of Olympism, and its different ways of approaching it can undergo different implementations. Thus, this handbook intends to provide some examples for teachers to use. They will surely need to be adapted and will give rise to other activities, depending on the group and the context in which they are used.

Olympism can and should interact with the educational system to share knowledge and resources in solidarity, strengthening the respective human, cultural, social, symbolic and economic capital.

Olympic Education conceived as a relational, conceptual, evaluative and attitudinal space in which sport is a means to shape better people, better organizations, better communities and societies where everyone, able-bodied and disabled people, under the integration principle, can improve themselves by setting their own personal and collective goals, discovering their talents and recognizing their limitations.

Welcome to the world of Olympic Education!

Mg. Silvia Dalotto-Marcó
Director of Olympic Education

PhD. Carlos Alberto Marino
President of the Education and
Argentine Olympic Academy
Commission

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Chapter 1

The Olympic Games in Ancient Times

The Olympic Games in Ancient Times

For over a hundred years, and every four years, human beings have been getting together to celebrate a great sport event called the Games of the Olympiad.

However, these Games are not recent in the history of humankind.

Their origin dates back to ancient Greece, and it is estimated that they existed at least one thousand years before Christ. Still, reliable data of their existence date from the year 776 B.C.

Team sports did not exist in the Ancient Olympic Games, nor was feminine participation allowed.

In today's Games we can see some of the athletic disciplines of that time, such as wrestling, discus and javelin throw, boxing and jumping.



Wrestling competition at the Ancient Olympic Games

https://historia.nationalgeographic.com.es/a/juegos-grecia-olimpicos-istmicos-pificos-y-nemeos_9163/3



But other disciplines such as horse racing have disappeared from the Olympic program.

Religion was very important in Ancient Greece.

They worshipped various gods that represented love, wisdom, fire, travel, war and other aspects of life; and it is precisely in honour of these gods that sport events were celebrated.

PYTHIAN Games honoured Apollo Python in Delphos. Originally, these games were only musical, they were held every four years and the award was a laurel wreath.

ISTHMIAN Games took place in Corinth in honor of Poseidon and the award was a pine wreath.

In Nemea, NEMEIC Games were held in honour of Hercules, the victor was awarded a crown of celery.

The latter were held every two years and their competition calendar was scheduled in such a way that athletes could participate in all four Games, including the most famous ones, the Olympic Games, in honour of Zeus and held in the Elide region



ACTIVITY - Draw an olive crown



TEST - The Olympic Games in ancient times honoured:

- APOLLO
- ZEUS
- POSEIDON



CHAPTER 2

Olympia, the cradle of the Olympic Games

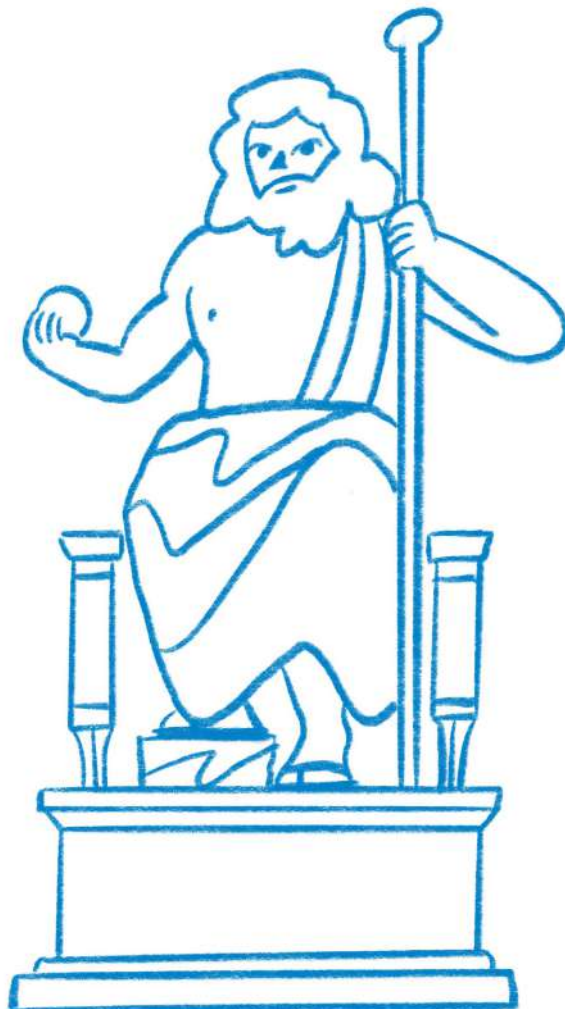
Olympia, the cradle of the Olympic Games

Olympia was a religious sanctuary located about 50 kilometers from the city of Elis.

In its interior, the Athenian sculptor Phidias made a 13 meter high statue of Zeus in ivory and gold around 438 B.C., known worldwide as one of the Seven Wonders of the Ancient World.



ACTIVITY - Color the statue of Zeus



The first historical record of an Olympic Game dates to 776 B.C. when Corebos de Elide won the stadium race and his name was engraved on marble plates. This athletic achievement became a significant milestone, since from this moment on, the historical-chronological count of the successive winners begins. The ruins of ancient Olympia first came to light in 1829 following excavations carried out by a team of French archaeologists. However, systematic excavation was initiated by the German Archaeological School in 1875.

We must bear in mind that the current calendar did not exist in ancient times and the time was measured in Olympiads, ; thus, the Olympiad was a lapse of time.

In other words, it was a four-year period of time that elapsed between two Olympic Games.

It is a common mistake to call the Games **Olympiads**, so, it is very important to set it clear: the Olympiad is a period of time and the Olympic Games are a sporting event.

In ancient Greece, the Olympic Games were a great event, attended by people who travelled from the different “state cities” (polis), and they were a great success with a regular audience of 40,000 people, a figure more than significant for the time.

Considering that there existed frequent armed conflicts between the different “polis”, a Sacred **Truce** or **Ekecheiria** was proclaimed in advance to the Olympic Games.

Ekecheiria started as an international agreement signed in 884 B.C. by the kings of Licurg (from Sparta), Cleostenes (from Pisa) and Iphito (from Elide), in virtue of which all war activity was suspended so that everybody could safely arrive in the sacred territory of Olympia.

The excluding condition to participate in the **Games** was to be an **athlete**, a male of Greek origin and “free”.

Women, slaves, criminals and foreigners could not compete.

Just as the Olympic Games, in honor of Zeus, were reserved for men and women could not attend even as spectators, the Heraias, which were sports competitions in honor of Hera (wife of Zeus) were reserved exclusively for women.





ACTIVITY - Find the words that are highlighted in the text above

A	C	V	T	N	Z	X	Y	J	T	R	U	C	E	I	N
D	O	S	Z	I	U	E	L	Y	M	B	C	L	A	E	B
E	L	L	C	T	L	R	U	X	P	Z	G	L	N	K	V
F	Y	K	A	W	O	Y	R	S	A	P	V	M	K	E	U
V	M	B	G	Q	I	P	A	V	O	N	X	Y	E	C	A
Z	P	Q	A	T	P	O	T	T	I	S	T	A	J	H	M
R	I	E	M	M	C	Y	H	X	E	A	G	N	W	E	C
T	A	C	E	H	U	T	L	E	G	U	A	X	O	I	Z
U	D	I	S	A	E	S	E	X	E	P	M	B	P	R	E
J	S	N	X	P	C	R	T	D	A	T	Q	P	R	I	U
B	S	H	E	R	A	F	E	B	J	M	N	L	O	A	S



TEST - The Olympiad is:

- A sport
- A Greek Goddess
- A period of time



TEST - Ekecheiria means:

- The beginning of the Games
- A peace agreement for athletes to be able to arrive in Olympia
- The competition period of the Games

Athletes trained in gymnasiums to participate in a variety of sports, but the physical preparation was to be accompanied by intellectual learning, so that they were simultaneously educated in music, arithmetic, reading and writing.

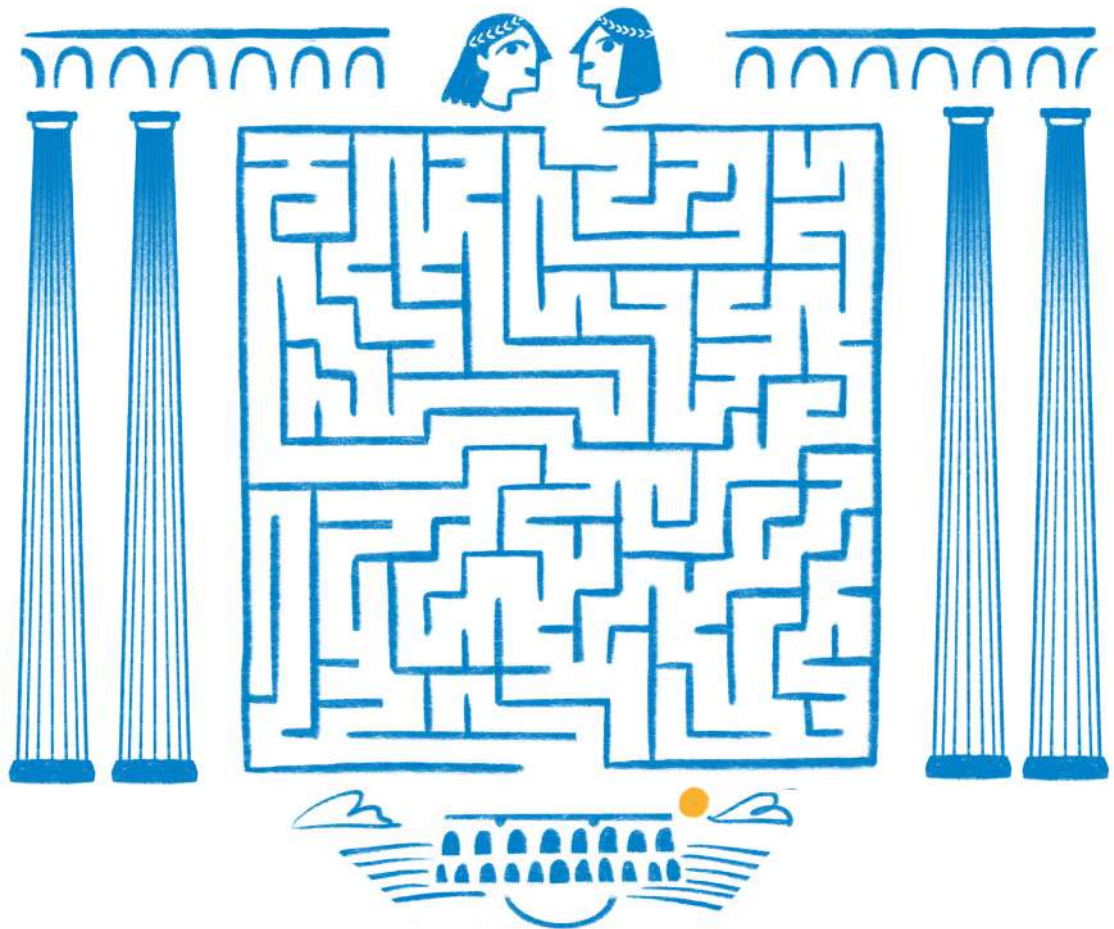
The Games were held in summer and began when peace heralds were sent out to announce that the Olympic year had begun and that the Sacred Truce had come into effect.

As each Olympic Game was drawing near, the best athletes were selected to start a long journey to Elide region where their preparation ended before the competition.



ACTIVITY - Help athletes enter the stadium.

Athletes were often a source of inspiration for artists and sculptors, who would depict in their works the physical abilities and movements.



Art has always been present in the Olympic Games, with poems dedicated to champions, such as those of Pindaro and Baquilides, or sculptures that represented them.

Paintings, ceramics, sculptures and poems are historical and cultural testimonies left to us by the artists who attended the Olympic Games.

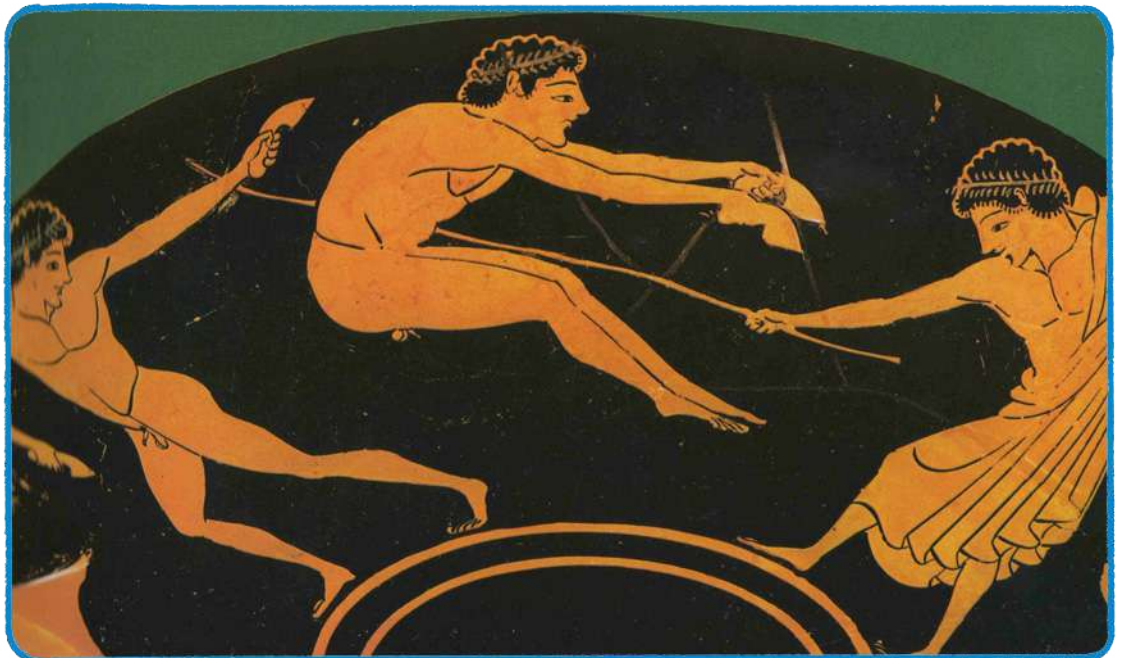
Pindaro sang in his “epinicios” to several games: Nemeos, Olympics, Pythians and Isthmians.

The slopes of the stadium and the racing track were the natural sitting places for spectators.

The athletes competed in three categories: children (up to 18 years old), imbebes (19 and 20 years old), men (over 20 years old).

There were several punishments for committing infractions, such as a fine. A bronze statue to Zeus was erected with the amount of the fine and the name of the offender, the name of his polis and the cause of the infraction were inscribed at the foot of the statue. All these statues were lined up along the entrance avenue to the stadium as a warning to future competitors.

The Hellanodics were the judges of the Olympic Games; they directed the sports and had a stick with two ends to hit disloyal competitors.



A judge acting during the long jump competition



ACTIVITY - Imagine your school held a sports competition. Write a regulation of at least five points indicating: what actions would you penalize, what actions would you reward and in each case, why?



TEST - In the Olympic Games could participate:

- Women
- Slaves
- Only free men



ACTIVITY - Read the following text and then draw a competition in ancient times in the amphora.

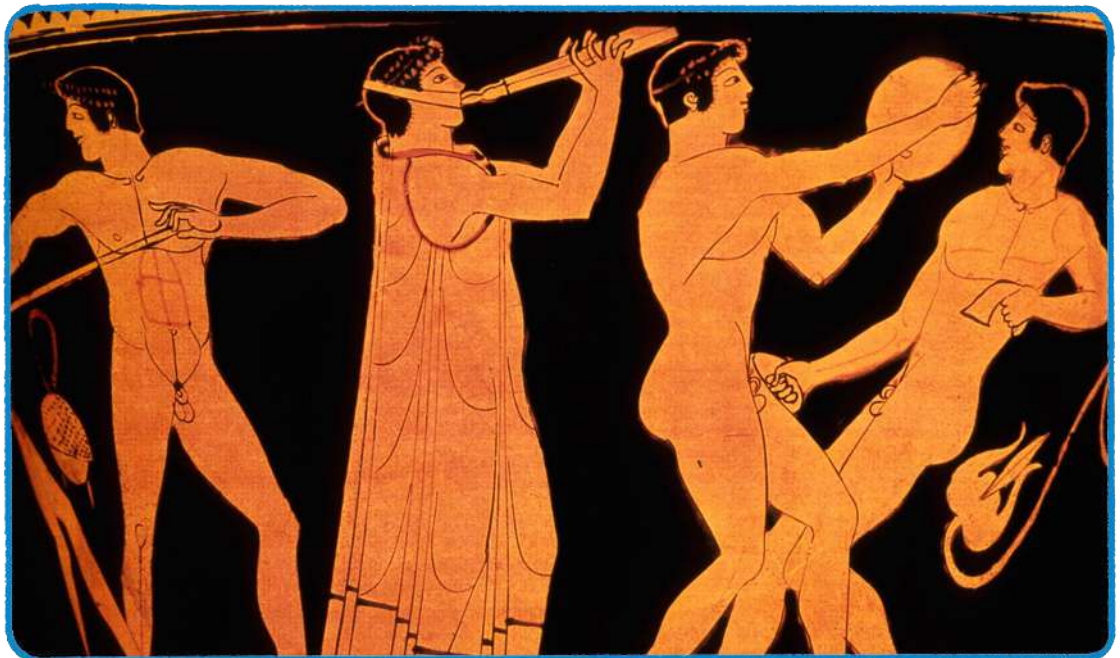


THE OLYMPIC GAMES LASTED FIVE DAYS.

The first day the athletes entered the area, preceded by the heralds and trumpeters, and followed by the judges, dressed in purple cloaks. The priests and their assistants came next with the animals to be sacrificed. Then, the representatives of the delegations with gold and silver offerings and finally the horses and carriages of the equestrian competitions.

Once Zeus was offered the great sacrifice, they headed to the communal palace, where they swore to have trained for 10 months, to be free Greeks, not to be prosecuted for crimes, and to comply with the rules of the Games. This declaration was made by athletes and judges alike (just as it is nowadays).

The second day they competed in: boxing, pankration, pentathlon and racing.



Ancient Olympic Games

On the morning of the third day, the equestrian races of bigas and quadrigas were held at the racecourse, much-anticipated because of the accidents that occurred, especially at the bends at the ends of the racecourse.

The “aurigas” wrapped their bodies in wide bandages while protecting their heads with leather helmets.

The owner of the horses (not the charioteer) was proclaimed the winner. Hence, famous political figures emerged as winners, such as Alcibiades, Ptolemy Philadelphus, pharaoh of Egypt, whose chariots were driven by a woman, when women began to be allowed to participate in the 3rd century BC.

In addition, there were races of colts and mules and a curious specialty called Kalpe, where the charioteer in the middle of the last lap had to jump off the animal and lead it by the reins to the finishing line.

On the afternoon of the third day, the pentathlon took place, and it included racing, jumping, discus and javelin throw and wrestling. During the 5th and 6th centuries BC, the peak of the Games, the pentathlon was the most outstanding agonistic activity of all sports, for it meant being the most complete athlete.

Pedestrian races were held on the fourth day: stadium (unit of measurement equivalent to 192 m.), diaulo or double stadium and dolico of 24 stadium, in addition to the hoplite race (army infantry), in which, equipped with their helmet, shield, spear and shin guards, they ran two stadiums. Mobility was one of the distinctive characteristics of hoplites in combat.

The winners were proclaimed on the fifth day in the vicinity of the temple of Zeus. The herald announced their names, that of their parents and their polis. They were crowned with an olive wreath. Amidst cheers and applause, they entered the temple and placed their wreaths at the foot of the statue of Zeus.

When analyzing the sports of ancient times, we can observe very similar characteristics in disciplines practiced today.

In the long jump, athletes took a shorter impulse than today and jumped over an earthen pit. They also incorporated stone or lead halteres, which weighed 1 to 5 kg. and were used to boost the jumps.

As to the discus, which was made of bronze, its size and weight varied according to the category of the athlete.

The heaviest disc found was 6.6 kilograms and measured 33 centimeters in diameter. The winner was he who reached the greatest distance.

In the javelin throw, it was not the aim but the distance that was valued. The javelin was approximately the height of the thrower and as thick as a finger. In wrestling, the objective was to knock the opponent down by grappling, but it was forbidden to strike, kick and punch.

Pugilato is the predecessor of today's boxing. Initially they fought with bare fists, but later on they covered their hands with leather straps.

Pankration was similar to mixed martial arts. In this sport, the opponent had to be defeated by striking with any part of the body and the fight ended with surrender or even death.

In horse racing, the carriage could be drawn by 4 horses (cuadriga) or 2 (biga) and both competitions were carried out in Olympia Hippodrome, a 1,540 m circuit.

The chariot had two wheels and the auriga would stand with the reins on the left and the whip on the right.

The Olympic Games, from the time of their creation, have had a religious content. To be Olympic champion was to reach one of the highest peaks of popularity and prestige in society; it was worthy of special distinctions such as

being supported by their polis, being exempted from taxes, being able to enter any spectacle and having a statue erected inside the sacred precinct of Olympia.



Chariot racing

The Games of Olympia began to lose their original strength in the 3rd and 2nd centuries BC. What had been a quadrennial gathering of the best of Greek politics and thinking—when Plato, Thales of Miletus, Thucydides, Pindar, Demosthenes, Pythagoras, Anaxagoras, Themistocles and many others attended the event and were able to express their ideas—was tarnished by the emergence of professionalism in the competitions and the criticism of the sophists who were against the classical canon of equal development of body and spirit.

Simultaneously Aristophanes, on the other hand, made fun of these new ideas, claiming that their followers came out of "their houses of thought" pale and stupefied, while the palestras and gymnasiums were empty.

Socrates himself, and others, despised athletes and considered them to be "slower than animals, more cowardly and weaker than a donkey".

When Greece became a province of the Roman Empire in 146 B.C., the Games began to decline due to their political and inadequate use. With the emergence of Christianity, a profound conflict arose in the world between those who were polytheists, such as the Greeks and Romans, and monotheists, such as the Jews and Christians.

In addition, the Games were degraded by an excess of professionalism and bloody demonstrations resembling the Roman Circus.

When Theodosius I, Emperor of Rome, converted to Christianity and in order to be pardoned for his sins, he destroyed everything that represented the ancient religious world and banned the Games in 392 AD since it constituted a pagan manifestation.

During the reign of Theodosius II in 408 AD, as Emperor of the Eastern Empire, the Games were abolished once again and the temples of Olympia were demolished in 420 AD.

It is important to note that in the years 522 and 551 A.D., a series of violent earthquakes in Olympia and great floods of the Alpheus and Cladeus rivers contributed to the destruction and buried the sanctuary for 15 centuries under silence and oblivion.

The Games lasted 1,168 years, from 776 BC to 392 AD, and what started as a religious manifestation disappeared for another religious reason.



TEST - Which of these activities were practised in ancient times?

- Horse racing
- Swimming
- Wrestling
- Throw
- Pankration
- Basketball

Olympic Games stopped for:

- Economic reasons
- Religious reasons
- Lack of stadiums



CHAPTER 3

Modern Olympic Games

Modern Olympic Games

SPORT AS AN EDUCATIONAL TOOL

Pierre Fredy, Baron de Coubertin, was born in Paris, on January 1st, 1863. Deceived with politics, he also dismissed a military career, a possibility very close to his family due to his well-off social situation and decided to devote his life to education.

In 1894, inspired by the ideals of the ancient Olympic Games, he devoted himself to education, conceiving sport not only as a fast and efficient means to train the individual, but also as the most direct vehicle for communication, understanding and pacification among peoples.

He summoned the Paris International Athletic Congress at Sorbonne University in 1894 and created the International Olympic Committee, (IOC), on June 23rd (universally considered today as the Olympic Day) and appointing the City of Athens as the host of the First Modern Olympic Games for 1896.

One of the main objectives of the Olympic Movement is to bring sport together with art, culture and education.

Those who founded this Movement firmly believed in sport practice and in the joy of effort through the Olympic Games to build a better and more peaceful world, gathering people from all over the planet to compete to the best of their skills in fair play and friendship.

These fundamental values remain in the heart of the Olympic Games and are stated



Pierre de Coubertin



José B. Zubiatur

in the Fundamental Principles of the Olympic Charter, the statutes that govern the Olympic Movement.

Among the 13 original members was José Benjamin Zubiaur, an Argentinean born in 1856 in the city of Paraná (Entre Ríos), who was linked to Coubertin as an educator.



ACTIVITY - To discuss and reflect:

Do you only feel joy in sport when you win?

How can you show respect to your opponent in a sport competition?

What does “being a good loser” mean?



ACTIVITY - Mark with an x the positive concepts identified with sport and the Olympic Movement:

- | | |
|----------------------------------|----------------------------------|
| <input type="radio"/> Violence | <input type="radio"/> Racism |
| <input type="radio"/> Solidarity | <input type="radio"/> Tolerance |
| <input type="radio"/> Respect | <input type="radio"/> Effort |
| <input type="radio"/> Courage | <input type="radio"/> Excellence |
| <input type="radio"/> Cheating | <input type="radio"/> Will |
| <input type="radio"/> Friendship | <input type="radio"/> Doping |

THE INTERNATIONAL OLYMPIC COMMITTEE

The first IOC president was Demetrius Vikelas from Greece.

Each IOC president so far has been elected by secret vote among its members. For many years a president could be reelected indefinitely. However, the modification of the Olympic Charter in 2001 determined that the current term of office is eight years, with a possible single reelection of four more years, ending any possibility of continuing in the presidency after a maximum term of twelve years. IOC members are celebrities from the world of sport, athletes, officials, businessmen, lawyers, journalists and even members of the royalty.

They are neither delegates nor representatives of their country in the institution, but are ambassadors of the IOC in their respective countries.

The Olympic Charter states now that there cannot be more than 115 members, 70 of which can be appointed on a personal basis, 15 representing athletes, (they are voted by the athletes themselves in the Olympic Village), 15 represent the National Olympic Committees and 15 represent the International Federations.

They meet in an Annual Session to make decisions on the future of the Olympic Games and on any changes required by the Olympic Charter.

It is a non-governmental organization and does not receive public funds, but is financed by the revenues generated by the Olympic marketing program and the sale of television rights for each Game.

It consists of a number of commissions that work at international level in areas such as science and medicine in sport, gender equality, Olympic education, sport and sustainability and environmental issues that affect sport, among others.

Its headquarters are in Lausanne (Switzerland) and the official languages are English and French.



Aerial view of the International Olympic Committee (IOC) building.

Each sport that is part of the Olympic Program reports to an International Federation that regulates and promotes the specialty.

OLYMPIC SPORTS

Before being included in the Olympic Games, a sport must be approved during an IOC Session and a revision of the programme takes place every four years.

When a sport requests recognition and participation in the Games, the IOC analyses its popularity, universality, image, necessary infrastructure, television appeal, and other criteria.

A very important feature taken into account is that no single-gender sports are included in the program of the Olympic Games. This condition has to do with the equality of opportunities for men and women.

For a sport to enter or continue in the Games Programme, it must get the simple majority of the votes of the IOC members.



ACTIVITY - Olympic sports

How many are practiced with a ball?

How many are practiced with a racquet?

How many are practiced in water?

How many are practiced in teams?

How many are practiced with horses?

Which sports are included in the Olympic Winter Games?

.....

.....

.....

.....

.....

.....



ACTIVITY - Choose an Argentine Olympic athlete who plays a winter sport and complete the following form:

Name and surname:

Olympic Game/ year:

Sport achievement:

Why did you choose him/her?



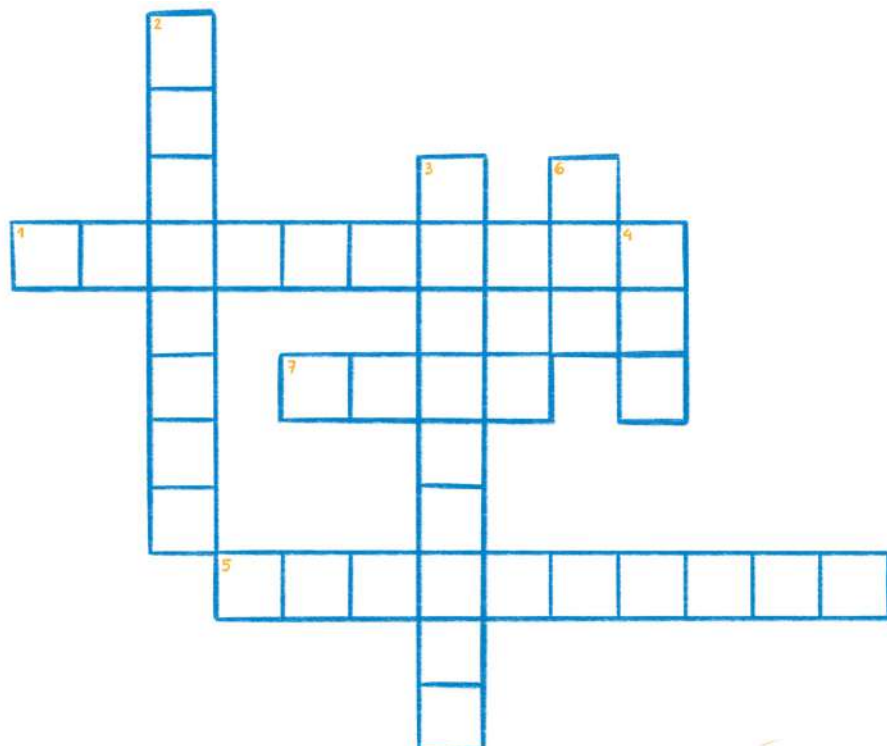
ACTIVITY - Complete in record time:

HORIZONTAL

- 1. In _____ women compete in parallel bars.
- 3. _____ is one of the sports that awards the most medals in the games of the Olympiad.
- 5. There are Team sports and _____ sports.
- 7. In 2016 _____ was incorporated again in the Olympic Games.

VERTICAL

- 2. Michael Phelps won 8 gold medals in _____.
- 4. _____ sport practiced in water and with a ball.
- 6. Speed skating is practiced in _____.





ACTIVITY - Mention at least 10 Argentine athletes who stand out in Olympic history and indicate in which sports.

- ①
- ②
- ③
- ④
- ⑤
- ⑥
- ⑦
- ⑧
- ⑨
- ⑩



ACTIVITY

My favourite sports to practice

My favourite sports to watch

Are they Olympic Sports?

.....
.....
.....
.....
.....



ACTIVITY - Research

Find out which is the national sport in Argentina and how it is played

.....

.....

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.....

.....

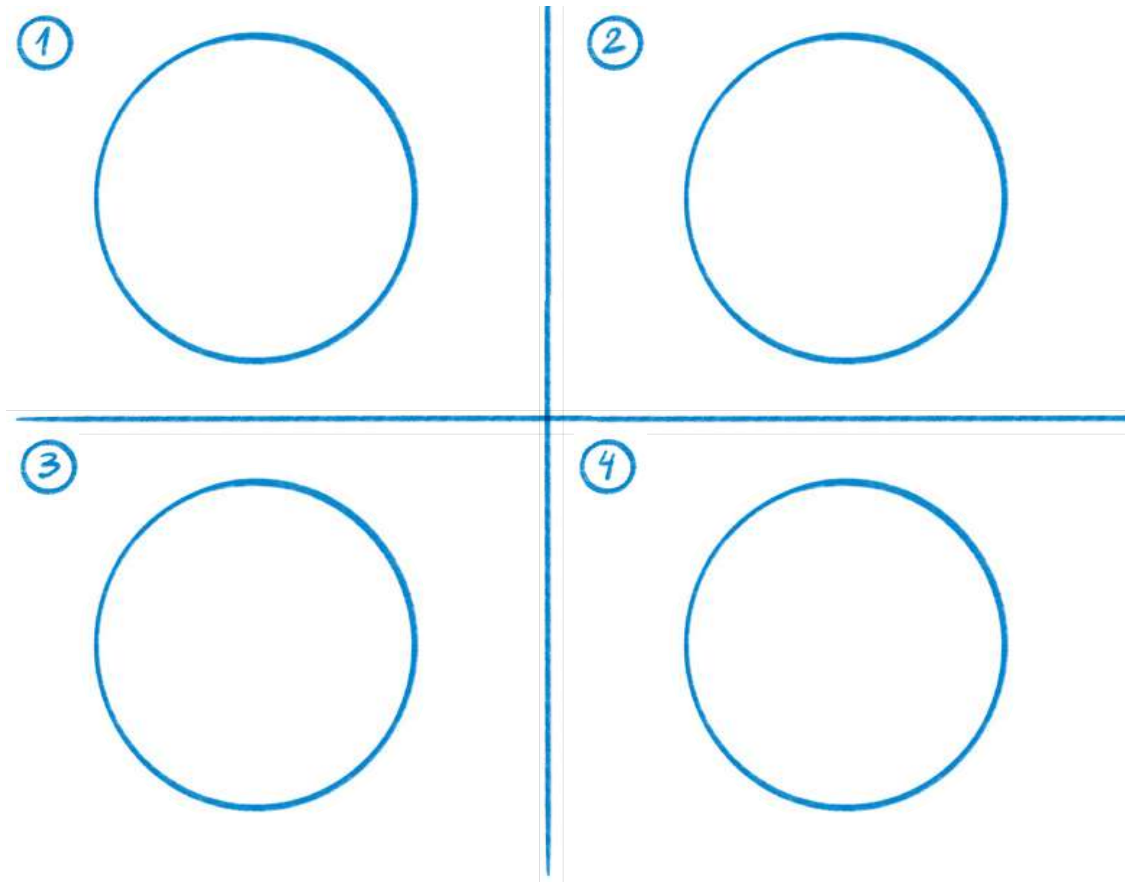


ACTIVITY - Complete the following chart taking as a reference the total number of students in your class.

QUANTITY	IN FIGURES	PERCENTAGE
Those who practice team sports		
Those who practice individual sports		
Those who practice more than one sport		
Those who do not practice sports		



ACTIVITY - Make 4 pie charts to visualize the percentages in each category.



ACTIVITY - Olympic Stars.



Delfina Pignatiello (swimming). Buenos Aires 2018 Youth Olympic Games

The next list includes names of well-known athletes. Indicate in which sport each of them excelled.

Pedro Quartucci:.....

Luciana Aymar:.....

Jeannette Campbell:.....

Lionel Messi:.....

Eduardo Guerrero:.....

Paula Pareto:.....

Juan Carlos Zabala:.....

Delfina Pignatiello:.....

Emanuel Ginobili:.....

Alberto Demiddi:.....

Luis Scola:.....

Magdalena Aicega:.....

Carlos Espínola:.....

Braian Toledo:.....

Sebastian Crismanich:.....



ACTIVITY - Choose your favourite athlete from the list above and indicate:

Name and surname:

In which Olympic Games did he/she excel?

What medal did he/she win?.....

What aspect of his/her life story did you find interesting?
.....

ECONOMIC RESOURCES

Today, we can follow the coverage of the Olympic Games minute by minute through radio, television or the Internet.

Technological evolution has multiplied Olympic audience exponentially.

The first live radio broadcast of the Olympic Games was in Paris in 1924. It was not until 1960 that satellite television covered live broadcasting only in Europe, whereas today satellites can broadcast the Games all over the world in a matter of seconds.

After the financial problems of the Games of the Olympiad in Montreal, Canada, in 1976, the organization of the Games was quite difficult, since it involved a large economic investment that ended up with a negative balance in the organizers' finances.

Organizing the Games represented a high financial commitment; this was reflected in the fact that there was only one bid—that of Los Angeles (United States)—to host the Olympic Games in 1984.

The offer was criticized for depending heavily on existing facilities and corporate sponsors. Nonetheless, the Games generated a positive balance of u\$223 million and became a model for future organizers to follow.

For the Games of 1984, the organizers divided the companies in three categories: official sponsors, official suppliers and official licensees. And that is how the TOP (The Olympic Partners) Sponsorship Program was born.

TOP companies, in exchange for financial support to the IOC, may use the Olympic logos on their products and market them worldwide on an exclusive basis in their respective product categories.

Another great advantage of the companies included in the TOP program is that they have privileged advertising space on television, allowing them to better promote their products at the Olympic Games.

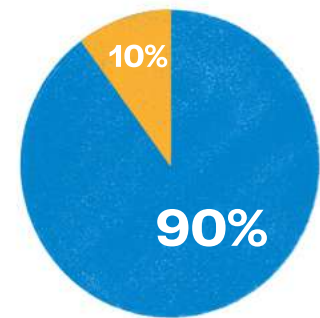
TV, radio and internet retransmission rights currently generate a great part of the IOC income.

Broadcast media that guarantee free and generalized coverage—so that more people can watch the Olympic Games—have preference, since the Olympic spirit promotes unity, inclusion, equal opportunities and seeks to eliminate social barriers, taking sports to as many people as possible around the world.

The IOC distributes 90% of its income to organizations belonging to the Olympic Movement and retains 10% for its operating and administrative expenses. The money—administered by the Olympic Solidarity Commission—goes back into sport through support programs for training and development of Olympic teams, athletes, refugees, programs for coaches, management and promotion of Olympic values, channeled through the National Olympic Committees and International Federations.

The goal of Olympic Solidarity is to help as many athletes as possible from around the world have the opportunity to compete in the Olympic Games.

Besides, the IOC provides financial support to the programmes of several recognized international organizations as the World Anti-Doping Agency (WADA).



THE OLYMPIC VILLAGE

The construction of the Olympic Village is key in the organization of an Olympic Game, since it is a small city—with hairdressing salon, stores, banks, restaurants, places of worship, etc.—where athletes and officials live together during the Games.



2020 Winter Youth Olympic Village at Lausanne (Switzerland).

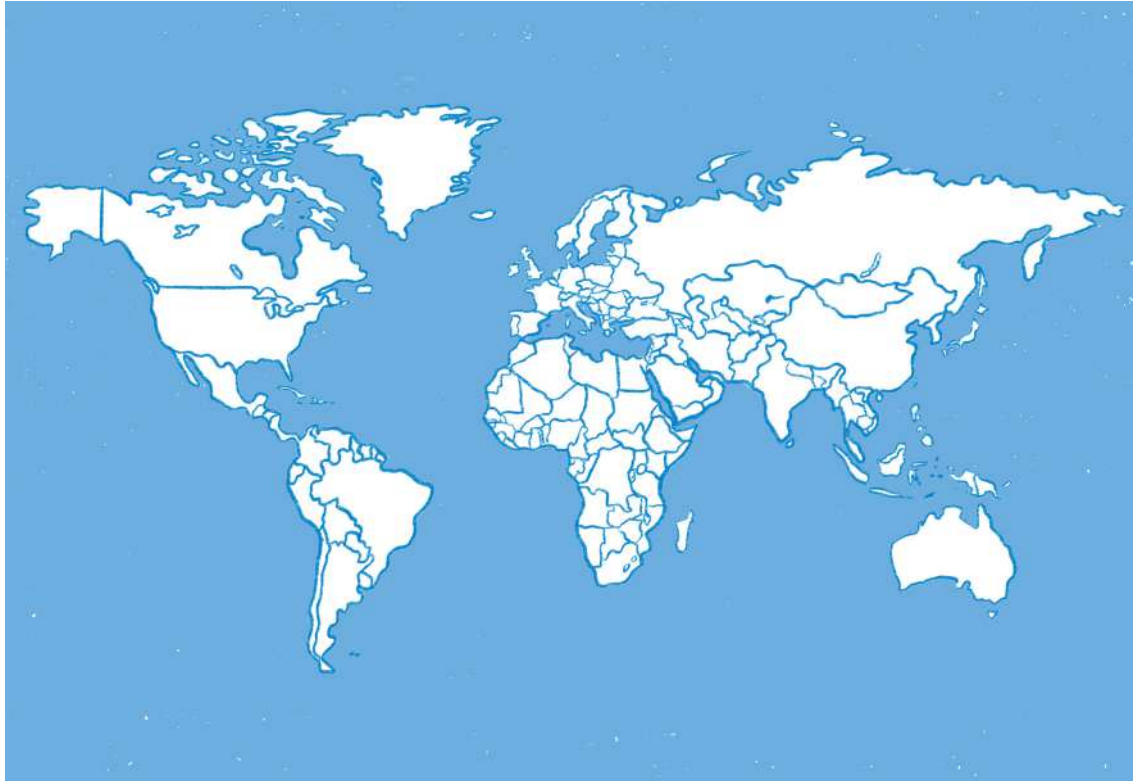
It must host approximately 16,000 people; it must be built in such a way that it fosters the sense of global community contributing to a culture melting pot. Just like in Ancient times, the Games are today accompanied by a very important cultural programme.

The Olympic Games were not held in 1916, 1940 and 1944, due to World War I and II respectively. Nor in 2020; due to a worldwide pandemic caused by a virus called Covid-19, it had to be postponed until 2021.

With these exceptions, the Games have mathematically followed their quadrennial frequency since 1896.



ACTIVITY - Research which cities have hosted the Olympic Games on more than one occasion and locate them on the map.



ACTIVITY - Research:

How many times were the Olympic Games (winter and summer) held in America? In which countries? Draw their flags.

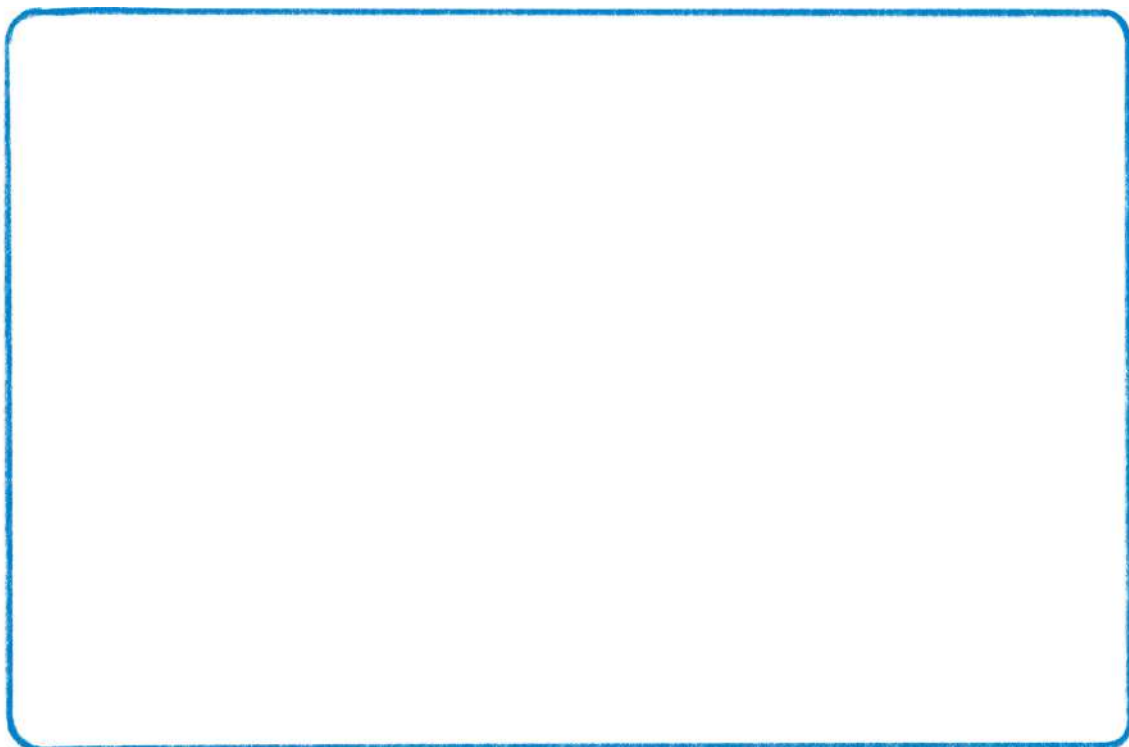
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ACTIVITY - Solve the following anagrams

RIUNT 6200

SIARP 4219

EJAASROV 4819

OOLS 2159

GNNAO 8199

LNDOO 0122

CULTURAL BARRIERS

Pierre de Coubertin believed that the Olympic ideal was represented by the male athlete.

For reasons related to the cultural order of the time, and due to the strong inspiration on the Ancient Olympic Games, women were not supposed to participate in the Games, and they were not allowed to compete in the first Games in Athens in 1896.

However, they participated in tennis and golf in the II Games of the Olympiad in Paris, 1900.

As the years went by and prejudices were overcome, they began to compete in a wide range of disciplines and today represent 50 percent of the athletes participating in the Games.

Currently, the IOC seeks to foster the participation of women in other relevant areas of sport, such as refereeing, coach training and management positions within national and international sports organizations.

The Olympic Games have also played a crucial role in breaking down racial barriers worldwide. For instance, the Olympic community took a firm stand against the apartheid racist regime in South Africa when it was forbidden for this country to take part in the Olympic Games in 1964. South Africa never competed again until 1992.



Paula Pareto (judo). Bronze medal in Beijing 2008 and Gold medal in Rio 2016.



ACTIVITY - Find out which of the following statements are true and which are false. When false, indicate the correct one.

The first medal won by a female Argentine athlete was in tennis.

.....

Women started participating in football in Atlanta Olympic Games in 1996.

.....

“Las Leonas” hockey team won Olympic gold medals more than once.

.....

Paula Pareto won two silver medals in judo in Olympic Games.

.....

TAKING CARE OF THE ENVIRONMENT

The Centennial Olympic Congress (Unity Congress), held in Paris in 1994, acknowledged the importance of the environment and sustainable development by including a paragraph in Article 2 of the Olympic Charter.

In 1995, the Sport and Environment Commission was created in the IOC and the National Olympic Committees were invited to work on this issue at the local level.

In cooperation with several institutions, such as the United Nations, the IOC has deployed a number of programmes and activities that contribute to the awareness of the importance of sustainable development in sport.

On a biannual basis, the World Conference on Sport and Environment gathers the stakeholders of the Olympic Movement, such as representatives of other entities that participate in this field: governments, international organizations and NGOs interested in environmental, industrial and business sectors, research institutions, media and other related issues.

The objective of these conferences is to periodically evaluate the progress made by the Olympic Movement in the field of sustainable development; give an opportunity to provide new knowledge on these issues, sharing the experiences and knowledge of the different sectors of society, foster cooperation and a greater development of the environmental policies related to sport.

The XVII Winter Olympic Sports in Lillehammer (1994) were the first Games in which the care of the environment marked a historic landmark.



ACTIVITY - Find out why Lillehammer Winter Olympic Games (1994) were declared "the first Green Games".



CHAPTER 4

Youth Olympic Games

Youth Olympic Games

The Youth Olympic Games summon athletes between 15 and 18 years of age and are characterized by having—in addition to a sports program that brings together the world's elite—an extremely relevant cultural and educational program that allows them to learn about Olympic values, listen to renowned athletes, explore other cultures and become ambassadors of their sport around the world.

Argentine athletes have participated in all summer and winter Youth Olympic Games since the first edition in 2010 and 2012 respectively.



The first gold medal for our country in this multisport event was won by athlete Braian Toledo in javelin throw in Singapore (2010).



Braian Toledo during the javelin throw event at the Rio 2016 Olympic Games.

In the Singapore 2010 Youth Olympic Games, he had won the first gold medal for our country in this type of event.

On July 4th, 2013, during an Extraordinary Session of the IOC in Lausanne (Switzerland), Dr. Gerardo Werthein, President of the AOC, addressed the IOC members presenting the bid of Buenos Aires to host the 3rd Youth Olympic Games in Buenos Aires in 2018.

The following were some of the concepts he expressed there:

“Buenos Aires is a city build by centuries of immigration. We represent a part of each one of you and we are very proud of it. A city with an exceptional level of culture, sports, opera, music, theaters and gastronomy, turning it into one of the most chosen destinations. It is a safe city with direct flights from all over the world. It is at sea level, so it is ideal for all kinds of sport competitions. When Pierre de Coubertin founded the IOC in 1894, there were 13 original members. We are extremely proud that one of those members was José Zubiaur, an Argentine teacher. He had two passions in life, sport and education of the youth, and if he were here today, he would be celebrating the Youth Olympic Games”.

In a secret ballot, the city of Buenos Aires won over the candidate cities of Glasgow (Great Britain) and Medellin (Colombia).

The 3rd Youth Olympic Games were held in Buenos Aires between the 6th and 18th October 2018. Four thousand participants represented 206 National Olympic Committees, and for the first time in Olympic history, there was an equal number of male and female athletes.

These Games were a historic milestone in the organization of the Youth Olympic Games.

Some of the highlights include a participatory and inclusive Opening Ceremony, open to the public on Avenida 9 de Julio, the main artery of the city of Buenos Aires. More than 200,000 people attended the ceremony, leaving behind the traditional scheme of holding it in a stadium.

Five sport parks were designed, each had its own identity including recitals, cultural activities, gastronomy, sports and sport initiation schools.



Paula Pareto and Santiago Lange, at the lighting of the Olympic cauldron during the Opening Ceremony of the Buenos Aires 2018 Youth Olympic Games.



ACTIVITY - Draw the gold medal awarded to the winners of the Buenos Aires 2018 Youth Olympic Games.





ACTIVITY - You are an important TV journalist; you are at the airport waiting for your favourite athlete to arrive after having won an Olympic gold medal. How would the interview be conducted? What questions would you ask?



Opening Ceremony of the Buenos Aires 2018 Youth Olympic Games.



CHAPTER 5

Symbols and Olympic Ceremonies

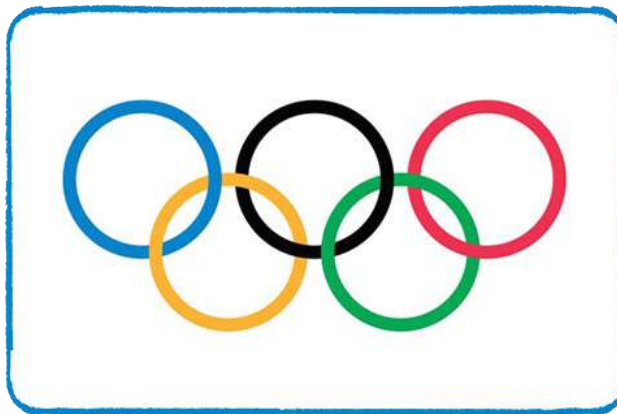
Symbols and Olympic Ceremonies

Coubertin used symbols to spread the Olympic message, values and ideals. The Olympic Games and the Olympic Movement strongly promote ethical values, excellence, fair play and cultural understanding among people.

THE OLYMPIC RINGS AND THE FLAG

The Olympic symbol consists of five interlocking rings of the same size, in the shape of an inverted pyramid in one or more of the following colors: blue, yellow, black, green and red.

It expresses the Olympic Movement's activity and represents the union of all five continents and the meeting of world athletes in the Olympic Games (Art. 8, Olympic Charter 2020).



The flag Coubertin created in 1913 was approved at the Olympic Congress in Paris in 1914, but due to the suspension of the Games of the VI Olympiad in 1916 —due to World War I— it was released in the Games of the VII Olympiad in Antwerp (Belgium) in 1920.

The individual colors do not represent each continent as is commonly suggested; it would contradict the Olympic spirit which seeks to promote the unity of athletes representing all cultures who come together to compete in a peaceful environment that inspires mutual understanding and fosters international cooperation.

This is how Coubertin explained his creation: "These five rings, blue, yellow, green, green, red and black represent the five parts of the world henceforth united to Olympism and ready to accept fruitful rivalries. In addition, some of the six colors (including the white background) are present in the flags of all nationalities, without exception."



THE OLYMPIC MOTTO

Created by the priest Henri Didon (a close friend of Pierre de Coubertin), the official motto of the Olympic Games and the Olympic Movement is "**Citius, Altius, Fortius**" which in Latin means "**faster, higher, stronger**", and it is a call for **athletes** to make an effort towards personal excellence in whatever they do. Coubertin, from his pedagogical perspective and in the search for permanent excellence, exalts and values the desire to excel.

One of his best-known phrases, depicting his feelings on the matter, reads: "Life is simple because the struggle is simple. The good fighter backs down, but does not give up. He bends, but does not quit. If the impossible rises before him, he turns aside and goes further. If he is short of breath, he rests and waits. If he is put out of action, he **encourages** his brothers by word and presence. And even when everything seems to crumble before him, despair will never affect him."



ACTIVITY - Find the words that are highlighted in the text above

S	C	I	T	I	U	S	J	L	A	Y	I	V	A	Ñ	C
A	B	I	D	S	O	T	S	A	L	T	O	E	T	X	F
N	F	R	A	T	I	D	O	F	T	V	E	S	H	V	O
I	A	Y	L	R	A	C	K	V	I	U	I	S	L	M	R
M	S	R	O	O	T	W	F	L	U	C	H	A	E	O	T
A	T	T	K	N	O	X	T	I	S	U	R	T	T	B	I
S	E	A	E	G	T	O	R	S	W	V	U	A	S	L	U
U	R	F	A	E	P	F	E	S	Q	A	T	V	L	I	S
F	A	S	E	R	A	H	I	G	H	E	R	C	S	A	R
V	E	I	G	R	Z	A	T	E	I	C	N	T	I	A	E
D	O	A	M	E	N	C	O	U	R	A	G	E	S	G	E



ACTIVITY - You are the coach of an Olympic athlete and you write him/her a letter before the main competition. Be inspired by the Olympic motto.

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THE OLYMPIC FLAME AND THE TORCH

In ancient times, fire was considered a purifying, sacred and divine element. Today, the Olympic flame has also become a symbol of purity and unity among peoples, as it is carried by a relay system from the Olympia sanctuary to the host city of the Games, conveying a message of peace, hope and fraternity to the peoples of the world.

The Olympic flame burnt for the first time in a stadium for the Games of the IX Olympiad held in Amsterdam (Holland) in 1928, but the relay system created by the German Carl Diem was used only 8 years after, for the Games of the XI Olympiad held in Berlin (Germany) in 1936.

A torch was lit in the city of Olympia, where Olympic Games were celebrated in ancient times, and it travelled to this city by means of a relay system up to the Olympic Stadium.

In the temple of Hera in Olympia, months before the Games, a group of actresses dressed as ancient priestesses perform a ceremony in which a flame is lit

by concentrating the sun's rays on a parabolic mirror. It is placed in a container and at the sacred Altis it is handed to a young man who plucks a wild olive branch and offers it to the high priestess.

Generally, this first relay is an outstanding Greek athlete, who passes it on to his successor. That second relay always stops in front of the marble stele where the embalmed heart of Pierre de Coubertin lies, only 800 meters from the ruins of the Ancient Games.



Lighting of the Olympic flame in Olympia (Greece), months before the beginning of each Olympic Game.

From then on, the torch relay will continue to Greece and then travel to the host country of the Games.

The torch itself is a meaningful pedagogic element since its design and construction material usually reflect the cultural aspects of the host country.

<https://tokyo2020.org/es/antorcha/noticias/todo-lo-que-necesita-saber-sobre-la-ceremonia-del-encendido-de-la-antorcha>





ACTIVITY - Draw the torch that you liked the most from the different editions of the Olympic Games.



ACTIVITY - The torch relay comes to your city and you can choose five torch bearers to represent your community. Who would you choose and why?

- ①
- ②
- ③
- ④
- ⑤

The most thrilling moment during the Opening Ceremony of an Olympic Games is when the cauldron is lit.

The identity of the last torchbearer is carefully reserved as if it were a state secret and usually goes to an outstanding athlete from the country hosting the youth of the world.



ACTIVITY - Imagine that you have been chosen to be the last torch relay and you have to lit the cauldron.

Write an article for a newspaper describing your emotions of that big day.

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THE MEDALS

Gold, silver and bronze medals for the top three competitors were incorporated into the Olympic protocol for the Games of the IV Olympiad in London (Great Britain, 1908).

But it was not until 1928 that their design was established: the front of the medal shows Nike—the winged goddess of victory—and the Panathinaikos stadium where the first Games of the modern era were held, and the back shows a victorious athlete carrying a crowd on his shoulders.

Since 1972, the back design has been modified for each Game.

The concept of the podium and awards ceremony began at the Winter Olympic Games in Lake Placid (USA) in 1932.

The ceremony consists of the presentation of medals, the hoisting of the flags of the three athletes who stand on the podium and the national anthem of the country of the gold medal winning athlete.

Currently, the city hosting the Games is responsible for designing the medals under the guidelines of the International Olympic Committee.



ACTIVITY - Design a medal for a sport event in your school.



THE OLYMPIC ANTHEM

It is a musical piece composed by Spiros Samaras with words from a poem by Kostis Palamas—both of Greek nationality—and was premiered at the Games of the I Olympiad in Athens in 1896.

It is now played during the hoisting of the Olympic flag at the Opening and Closing Ceremonies of the Games as well as at all International Olympic Committee events.

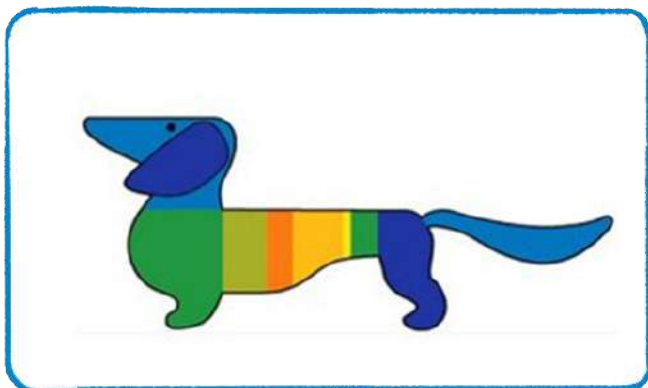
THE MASCOTS

The Olympic Mascots are generally animals or anthropomorphic figures representing the area where the Games take place and have become one of the main symbols of each Game.

They made their first appearance in the Winter Olympic Games in Grenoble (France) in 1968, and in the Games of the Olympiad in Munich (Germany) in 1972.



The first Olympic mascot appeared at the Grenoble 1968 Winter Olympic Games. It was called "Schuss" and it was a sort of skier with a blue body and a red ball with a smile as a head



Waldi was the mascot of the Munich 1972 Olympic Games, created by designer Otl Aicher. The design model was a dachshund, a very popular animal in Bavaria



ACTIVITY - Choose your favorite mascot from the Olympic Games and the Winter Olympic Games. Find out what they represent and what message they convey. Try to draw them.



ACTIVITY - Propose a mascot for the next sport event in your school.

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OPENING CEREMONY

One of the distinguishing features of the Olympic Games from any other international sporting event is the spectacular nature of the Opening Ceremony.

It reflects the ideals of the Games, such as international cooperation and integration, personal progress through sports, culture, education, and technology at the service of a spectacle of enormous dimensions to which a strong imprint of the host country's culture is added.

The athletes parade starts with the Greek delegation, followed by the other participating nations in alphabetic order according to the language of the host nation. The last one to enter is the local delegation.



Luis Scola (basketball)
Flag bearer during the Opening Ceremony at the Rio 2016 Olympic Games.

The speeches of the President of the Organizing Committee and the President of the International Olympic Committee precede the moment when the Head of State of the host country officially declares the Games open with the following formula:

"I declare open the Games of (name of the host city) celebrating the (number of Olympiad) Olympiad of the modern era."

Subsequently, the Olympic flag is brought into the Olympic Stadium, generally carried by personalities from the world of sports, and then hoisted together with the flag of the host country.

"In the name of all competitors, I promise that we shall take part in these Olympic Games, respecting and abiding by the rules that govern them, being committed to a sport without doping and drugs, in the true spirit of sportsmanship, for the glory of sport and the honor of our teams".

A judge (official), also from the host country, follows and adds: In the name of all the judges and officials, I promise that we shall officiate in these Olympic Games with complete impartiality, respecting and abiding by the rules which govern them in the true spirit of sportsmanship."



ACTIVITY - If the Olympic Games were held in your country: Who would be the Olympic flag bearer and why?



ACTIVITY - To reflect on: according to the Olympic oath, what is the goal of the athletes?

CLOSING CEREMONY

At the Closing Ceremony the athletes enter informally, all mixed together, to celebrate the unity and friendship they have achieved after 16 days of competition and having lived together in the Olympic Village.

The Olympic flag and the flag of the host country are lowered. The first one is handed by the mayor of the host city to the president of the International Olympic Committee who in turn hands it to the mayor of the next host city.



Closing Ceremony of the 2018 Winter Olympic Games in Pyeongchang.

After that, the president of the International Olympic Committee officially declares the Games closed, whereupon the Olympic flame is extinguished.



CHAPTER 6

Value based education

Value based education

Institutions that promote physical activity and sport contribute to the social and moral development of children and youngsters. The values that are learned and practiced in sports and/or recreational activities will contribute to their general education and will have an impact on the rest of their social activities.

Globalization, technological advances, the speed of communications and the dizzying pace of today's lifestyle are jeopardizing fundamental values. Sport and physical activity can be valuable tools to work from action and not only from dialectic teaching.

The Sport Administration Manual (Olympic Solidarity, 2019) reminds us that: In 2015, the United Nations officially recognized sport as an "important enabler" of sustainable development and included it in the 2030 Agenda.

Among the 17 Sustainable Development Goals, we can mention the following with regard to this topic:

- **Goal 3: Ensure healthy lives and promote well-being for all at all ages.**

Regular exercise is one of the best forms of disease prevention, and sport helps significantly to reduce health care costs, increases productivity and contributes to maintaining good mental health.

- **Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.**

Physical education and sport can help increase school enrollment rates and improve learning achievement, as well as promote a wide range of life skills and values.

- **Goal 5: Achieve gender equality and empower all women and girls**

Sport can help improve the health and well-being of girls and women, foster self-esteem, foster social inclusion and integration, as well as challenge gender norms.

▪ **Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.**

Sport can foster social inclusion, build trust and promote a culture of peace among groups in conflict.

▪ **Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development.** The sport sector is a powerful and active member of civil society and can maximize the achievements of the Sustainable Development Goals.

By correlating the mentioned goals with sport as a tool for the integral development of the human being, in this section we will focus on how to teach and learn the educational topics of Olympism in an active way, based on the multiple intelligences.

The more the students are involved in the learning process, the more efficient and agreeable the experience.

Some people work better individually, but in order to learn and practice cooperation, it is necessary to work collaboratively. Therefore, we include several activities to promote teamwork.



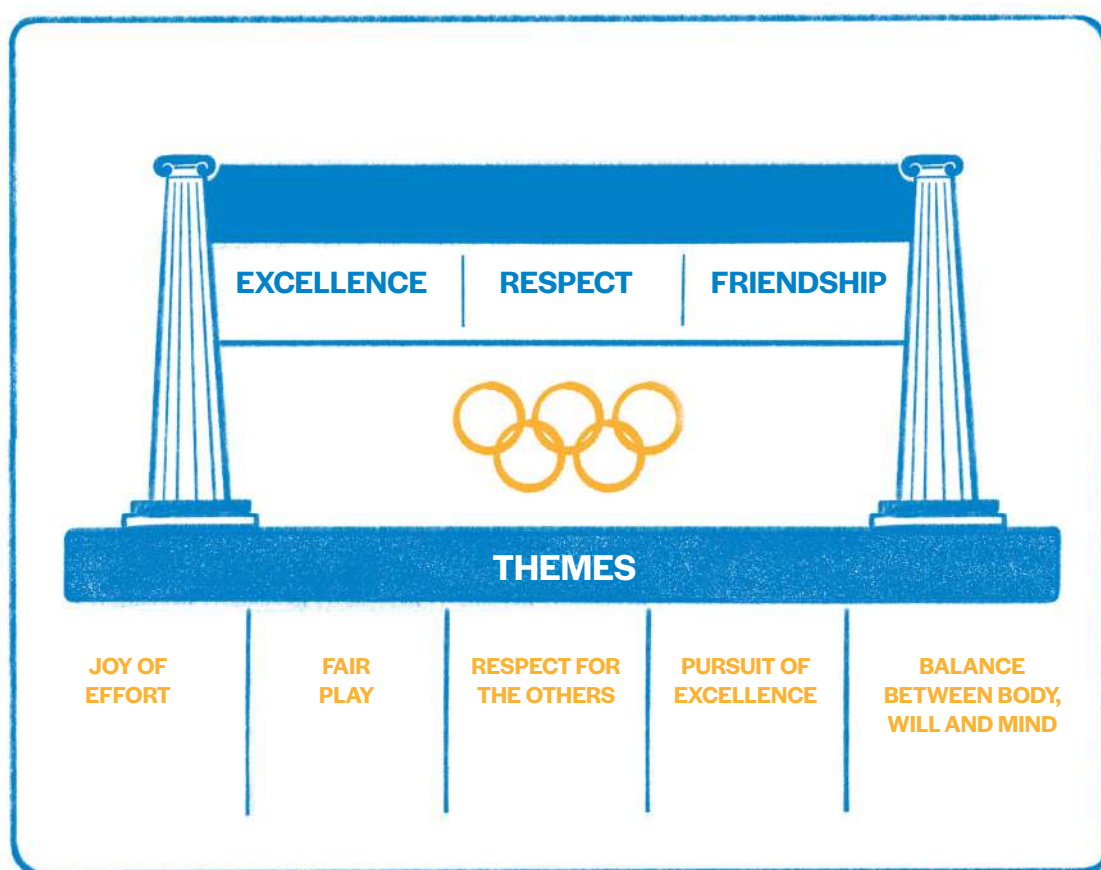
Olympic Values Workshop during the Dakar 2022 Campus.

OLYMPIC VALUES EDUCATION PROGRAMME (OVEP)

OVEP was created by the International Olympic Committee in 2016 and is a program that focuses on value-based behavior.

It responds to the fundamental principles of Olympism set out in the Olympic Charter and applies to three learning aspects: cognitive (intellectual), affective (social/emotional) and kinaesthetic (physical); it integrates the objectives of the positive development of the young in the context of educational programmes.

Furthermore, it focuses on processes that allow to live the fundamental Olympic values through a didactic methodology focused on the joy of effort, fair play, respect, pursuit of excellence and the balance between body, mind and will.



From the Argentine Olympic Committee we have defined the five educational themes of the OVEP, and we have been working accordingly since 2017 in all our Olympic Education programs.

Fair play

- Respect your opponent, your teammates, your coach, your teachers, the referee, and the spectators.
- Follow the rules.
- Give your best honestly and without cheating, both on and off the playing field.

Joy of effort

- May the challenge of your sport, your studies and activities always be a source of joy in your life.
- Enjoy the effort, your workouts, your friends, your competitions and the company of the people you share your activities with.

Balance between body, will and mind

- May the sport and physical activity not only help you develop your physical body but also help you to acquire healthy habits for you to live in harmony.
- Strengthen your will through daily effort and train your mind so that you can always give your best.

Pursuit of excellence

- May you also strive to give the best of yourself in every moment and situation you are faced with, in your quest to be better every day in your activities.

Respect for the others

- Your opponent is not an enemy. It's someone you need to practice your sport, to be able to play, to be able to compete and share.
- Your coach, your teachers, your family, the referee and spectators are there to see the best of your abilities. You are an example to many who admire and love you.
- Treat others as you would like to be treated.

These definitions are guidelines.

Each teacher can adapt them according to the regulations, coexistence codes, educational objectives of the institution in which he/she works.

Teachers can even create their own definitions or create them communally to reinforce the commitment to implement and respect them by all members of the institution.

This programme intends to:

- Encourage participation in sport activities by teaching Olympic values.
- Develop skills to promote lifelong physical activity.
- Turn children and young people into responsible and active citizens.
- Support the physical and integral development of children and adolescents.
- Develop skills and values to meet the challenges of the 21st century.
- Propose activities centred on pedagogic practices for physically active environments, because a physically active OVEP supports a global health and citizenship agenda.

- Physically active programs can have a powerful impact on the personal development of children and young people by enabling them to learn self-control, conflict resolution, how to get along with others, goal-setting, healthy habits, and caring and empathy for others.

OVEP strongly believes that these skills can contribute to the development of more caring and reflective citizens.



Olympic Values Workshop during the Dakar 2022 Campus.

DIDACTIC MATERIALS AND SOME EXAMPLES ON HOW TO APPLY OVEP

It is of utmost importance to bear in mind that the activities should be developed with the materials available to the teacher and the emphasis should be on the initial approach and the final reflection.

FAIR PLAY

Expected results for this activity:

- To consider honesty as one of the outstanding values in the game.
- To visualize the importance of acting in compliance with the regulations even in situations where there is no external control.
- To understand that the final result obtained by the group is the product of offering individual skills to their full potential, contributing to the feeling of honorability in the task.
- To become aware of the consequences of individual actions on the group task.
- To relate the values involved in the playful environment with the activities developed in daily life.

Elements: demarcation cones, ropes, bottles filled with water, sand or other elements to delimit a circuit.

Set-up: Divide the group into subgroups, promoting the integration of mixed teams.

Organize a circuit with different stations to jump, run, do push-ups, sit-ups and other exercises.

Set up as many circuits as subgroups have been formed, ensuring the greatest possible homogeneity, so that everyone faces the same challenge.

The rules must specify the order of the stations, the number of repetitions in each one and at what time each team member starts the circuit.

No one will be acting as "referee".



ACTIVITY - Brief introduction to the main theme:

Welcome the group and reflect with the students on what we mean by "Fair Play".

Ask triggering questions or present examples of fair play and situations that do not respond to this value.

Do you know of any action or any attitude of an outstanding athlete that you can mention as an example of fair play?

- Action: Let's play!
- Final reflection

JOY OF EFFORT

Expected results for this activity:

- To experience the pleasure of playful activities.
- To engage enthusiastically in the activities assigned to him/her.
- To understand that values such as effort, tolerance and commitment are manifested in the results of group work.
- To understand that frustration is a part of learning, and an opportunity to transform it into resilience.
- To participate in the task respecting the group members and valuing the activity of each of them.

Elements: ropes of approximately 30 cm long.

Set-up: Divide the group into subgroups of 3 members each, promoting the integration of mixed teams.

Draw a start line and a finish line.

In each team, the middle member stands opposite the other two and ties his left leg to the left leg of his partner and the right leg to the right leg of the third at the ankle.

At the starting signal, all teams run the distance that has been set in an out-and-back course.



ACTIVITY - Brief introduction to the main theme:

Welcome the group and reflect with the students on what we mean by "Joy of effort".

Do you know of any action or attitude of an outstanding athlete that matches this assessment?

- Action: Let's play!
- Final reflection

BALANCE BETWEEN BODY, WILL AND MIND

Expected results for this activity:

- To experience the importance of controlling emotions in situations in which he/she must act under physical and mental pressure.
- To learn to concentrate and focus on the present moment.
- To understand that the exercise of willpower also translates into the acquisition of healthy habits and its consequent repercussion in intellectual and physical achievements.
- To harmoniously develop their physical activities together with their intellectual and social activities
- To value one's own willpower as a necessary instrument to make decisions in adverse situations.

Elements: cardboard, cardboard, gardening waste bags (because of their larger size) or any material on which participants can stand.

Set-up: Divide the group into subgroups, promoting the integration of mixed teams.

The number of students per team will be determined by the size of the surface on which they will stand.

They must be sufficiently tight so that they have to achieve balance during the game without "falling" from the surface—cardboard, bag, or other—which we will call "cloud".

Each team stands on a "cloud" and is instructed to turn it upside down—i.e., they must stand on the back side—without falling out of it.

Depending on the ages, they can be asked to do it without speaking.



ACTIVITY - Brief introduction to the main theme:

Welcome the group and reflect with the students on what we mean by "Balance between body, will and mind".

This value can also be approached under the idea of "living in harmony".

Ask some triggering questions or identify people who set an example of balance/ harmony in their daily lives.

Do you know of any action or attitude of an outstanding athlete that matches this assessment?

- Action: Let's play!
- Final reflection

PURSUIT OF EXCELLENCE

Expected results for this activity:

- To build valid individual and collective strategies that lead to the expected result.
- To evaluate the task during the process, detecting indicators about their evolution.
- To overcome negative unexpected situations, without losing sight of the objective of the task.
- To detect one's own individual skills and abilities, placing them at the service of the group's task.
- To facilitate and cooperate by working as a team.

Elements: tennis balls and balls of different sports and sizes.

Set-up: Divide the group into subgroups of 6, 8 or 10 participants promoting the integration of mixed teams.

We will play the game called “pass the ball”.

Participants are placed in a circle.

Start with a ball that one member has to throw to another teammate who is not next to him (i.e., he cannot pass it to the person immediately to his right or left).

Whoever receives it must do the same and so on until it reaches the first player. Everyone should receive the ball only once.

Once the strategy for fulfilling the game's objective is set, encourage them to try to do it faster and faster.

If the ball touches the ground, they must start again.

We add a ball and the same strategy must be implemented with two balls in play at the same time, (throwing one, and then the other one).

We progressively add balls to the game, if possible, of different sizes (table tennis, golf, others).

When the balls collide and fall to the ground, it is time to stop the game and make them see that it is not a matter of physical endurance or training.

The challenge is to be concentrated and focused on the action of receiving and passing the ball.



ACTIVITY - Brief introduction to the main theme:

Welcome the group and reflect with the students on what we mean by the term "Pursuit of Excellence".

Ask trigger questions or identify people they consider to be examples of excellence for their achievements (academic, athletic, social, cultural, artistic) and watch as they enjoy what they do.

Do you know of any action or attitude of an outstanding athlete that matches this assessment?

- Action: Let's play!
- Final reflection

RESPECT

The value of respect can be found in any of the games mentioned above.

The expected result upon reflection of this value is:

- To understand that it is necessary to respect both the rules and other people in all the roles we may perform, regardless of the task.
- To understand that communication is more effective when appropriate language is used and when is based on the rules of respect.
- To learn about the responsible use of social media, participating in a respectful manner.
- To develop capabilities such as understanding, tolerance, and empathy, to relate with the others in a respectful way.
- To learn that healthy relationships with others are based on respect for oneself, with special attention to taking care of one's own body and acknowledging the negative effects that toxic substances have on it.

Because of the sense of belonging and passion they arouse, local athletes and local sporting events can be an excellent tool for teaching and promoting values.

The proposals described above are only a sample of how teachers—in the many and varied recreational and sports activities—can work on the values that are visualized in Olympic sport, regardless of the scope and level of work in which they perform.

Good luck with the challenge!



ACTIVITY - Play with colors of your choice





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