



# Keep the Spirit Alive

You and the Olympic Games

A HANDBOOK FOR EDUCATORS

A publication of the IOC Commission  
for the International Olympic Academy and Olympic Education

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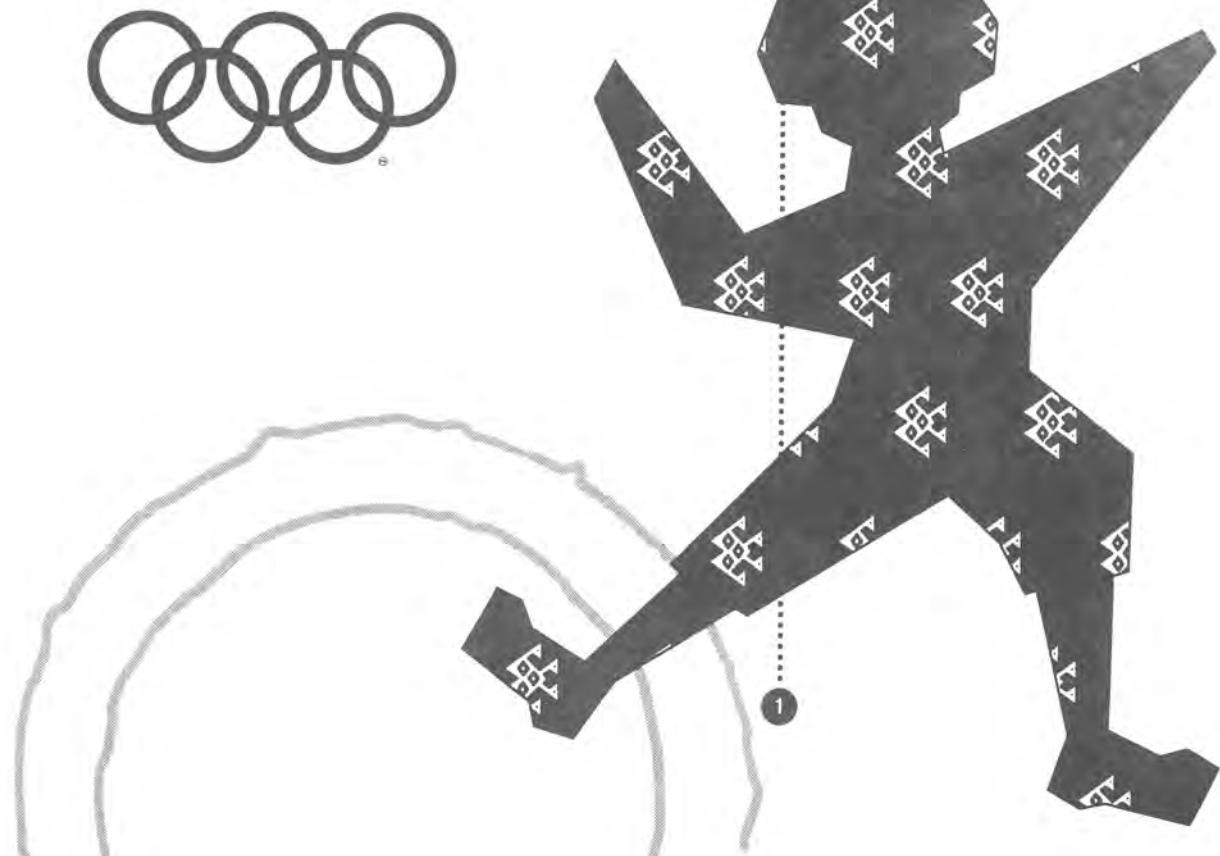
NOTE: The Olympic symbol is reproduced with the authorization  
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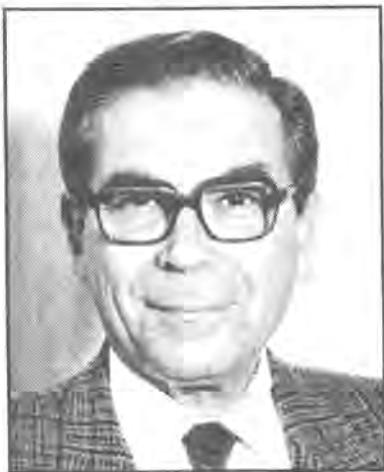
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## Message from the President

### NIKOS FILARETOS



Nikos Filaretos,  
President,  
IOC Commission  
for the IOA  
and for  
Olympic  
Education,  
IOC Member  
in Greece

The IOC Commission for the IOA and for Olympic Education offers **Keep the Spirit Alive: You and the Olympic Games** to help National Olympic Committees (NOCs) and National Olympic Academies (NOAs) develop and disseminate Olympic Education among youth throughout the nations of the world. Indeed, there is a great need and purpose for doing so. It is important, in this world full of pitfalls, to empower the world's youth with an affirmation of their talents and abilities, a vision of an optimistic future and a commitment to healthy, ethical and positive lifestyles.

The IOC Commission for the International Olympic Academy (IOA) was renamed the IOC Commission for the IOA and for Olympic Education in order to address a new mandate of coordinating the various international initiatives related directly and indirectly to Olympic Education. Its mission is to provide guidelines for the methods of disseminating Olympic Education while preserving the leading role of the IOA in this field.

The IOA, the National Olympic Committees (NOCs) and the National Olympic Academies (NOAs) have the basic responsibility of promoting and developing not only the physical, but also the moral qualities which form the basis of sport and of the Olympic Movement. As part of this responsibility, these organizations have a solemn duty to educate youth in the values of sport: respect for the opponent, love of the game, self control and balance of body, mind and soul.

As a small contribution to the efforts of empowering the youth of the world, the IOC Commission for the IOA and for Olympic Education, with the most valuable assistance of Mrs. Deanna Binder and her collaborators of EDI Educational Design International, is editing this booklet. It will be distributed worldwide.

We hope that our contribution will prove to be of help in our common efforts for a better world. Thank you for "carrying the torch of the Olympic spirit" to the new generations in your country.

Yours truly,

A handwritten signature in black ink that reads "Nikos".

President, IOC Commission for the IOA  
and for Olympic Education, IOC Member in Greece

## A CALL TO ACTION FOR OLYMPIC EDUCATION

**Keep the Spirit Alive: You and the Olympic Games** is a booklet for people who work with children and youth. It builds a framework within any school program for the study of the values and traditions of the Olympic Games in order to give more quality to their lives.

It converts the Olympic message, which is the legacy of Pierre de Coubertin, into meaningful and easy to use activities which emphasize local and cultural background.

Join the hundreds of teachers throughout the world who use Olympic themes to motivate students in mathematics, sciences, writing and reading, the arts and physical education. Organize a mini-Olympic Games in your schools or communities and use it to teach fair play and understanding. Build on the enthusiasm to encourage participation by both boys and girls in physical activity and sport. Help students affirm their own identity and diversity.

### Using this Booklet

**Keep the Spirit Alive: You and the Olympic Games** is divided into five units which correspond to the five rings on the Olympic symbol:

**MODULE 1 The Spirit of the Modern Olympic Games**

**MODULE 2 The Spirit of the Ancient Olympic Games**

**MODULE 3 The Spirit of Olympic Sport**

**MODULE 4 Global Spirit: The Olympic World Comes Together**

**MODULE 5 The Spirit Within: The Olympic Athlete**

Within each unit there are reading pages for teachers and activity pages for students. Each teacher will decide how best to integrate the information and activities with their existing curricula.

**TEACHER PAGES** present information on a variety of Olympic-related topics. This background can also be used as a student resource for better readers.

**ACTIVITY PAGES** develop and reinforce concepts in various subject areas. They are designed to be interesting and relevant for students, focus on activity, emphasize flexibility, appeal to a variety of learning styles and use Olympic content to develop concepts that are already a part of the curriculum.

Become  
an  
Olympic  
Educator

•  
Join the  
hundreds of  
teachers  
throughout the  
world who use  
Olympic themes  
to motivate  
students in  
mathematics,  
sciences,  
writing and  
reading,  
the arts and  
physical  
education

Become a force  
for promoting  
international  
understanding  
and friendship  
among the  
young people of  
every nation



...Continued

## Rationale

For one hundred years the Olympic Movement has inspired the world. Its symbols are recognized everywhere.

On this, the 100th Anniversary of the founding of the Movement, and of its first Olympic Games, the emphasis is on the global values and principles which continue to inspire. Use this booklet to integrate these values and principles with existing educational curricula, and become a force for promoting international understanding and friendship among the young people of every nation.

The modern revival of the Olympic Games in the 19th Century was an educational project. Pierre de Coubertin, a French educational reformer, launched a campaign to have physical activity included in his nation's educational curriculum. He hoped to celebrate the health, values and athletic talent of youth, exalt the individual athlete and unite communities and the world. The rest of his life was devoted to that dream.

The original versions of the Olympic Charter, written by de Coubertin and his International Olympic Committee, listed four general aims.

## Aims of the Olympic Movement\*

1. To promote the development of those physical and moral qualities which are the basis of sport,
2. 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,
3. To spread the Olympic principles throughout the world, thereby creating international goodwill,
4. To bring together the athletes of the world in the great four-yearly sports festival, The Olympic Games.

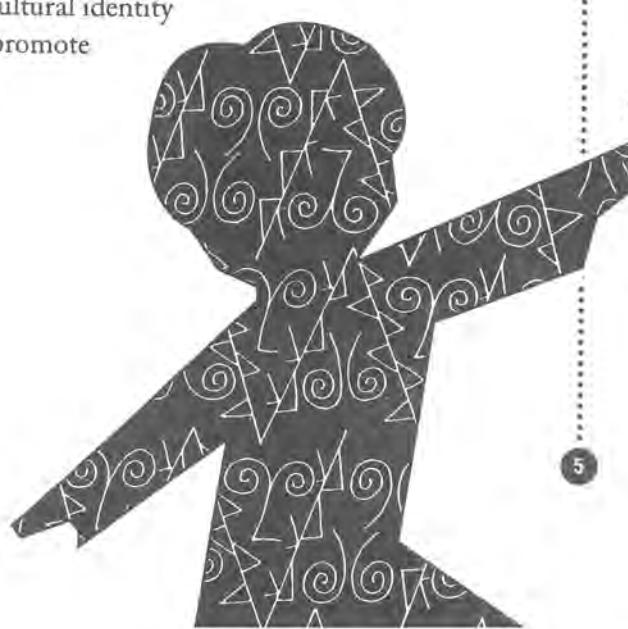
Thus, de Coubertin and his colleagues tied the staging of the Games and the work of the International Olympic Committee to a set of ideals which has come to be known as "Olympism".

\*The Olympic Charter, 1982

## How Olympic Education can help your schools and your students

1. It provides experiences for young people that help them live the spirit of an Olympic Games wherever they live, and reaffirm their own sport traditions, heroes and heroines.
  - Students can compete in mini-Olympic sport events using modified sports;
  - They can simulate the ceremonies and symbolism;
  - They can learn about other cultures;
  - They can pursue their own versions of excellence in mind, body and spirit.
2. The mystique of the Olympics that creates so much interest and enthusiasm through television, radio and newspapers motivates learners and stimulates their imagination in any country or culture.
3. Special events like the Olympic Games create relevance for classroom assignments, and provide good models for important educational messages like the pursuit of excellence. The Olympics can become a focus for studies of ancient cultures in Social Studies, for problem-solving using sport statistics in Mathematics, for writing Olympic-moment stories or role-playing interviews with athletes in Language Arts, and for illustrating or sculpting athletes in action in Fine Arts.
4. Some of the major issues of our time — protecting the environment, the role of women, global conflict and conflict resolution, reducing racism and intolerance, promoting fair play and ethics, re-emphasizing the unity of mind, body and spirit — can become part of an Olympic Studies project, and a dynamic component of school curricula.

Olympic education can reinforce cultural identity in a world of global diversity, and promote wellness for everyone everywhere.



## Objectives

### Knowledge and Understanding

- History and Traditions

- Symbols and Ceremonies

- Olympic Sports

- Famous Olympic Athletes

- Related Issues

- History and heroes/heroines of Olympic Sport in their own country

- Other Olympic Countries

- Attitudes and Values

- Enthusiasm

- International Friendship

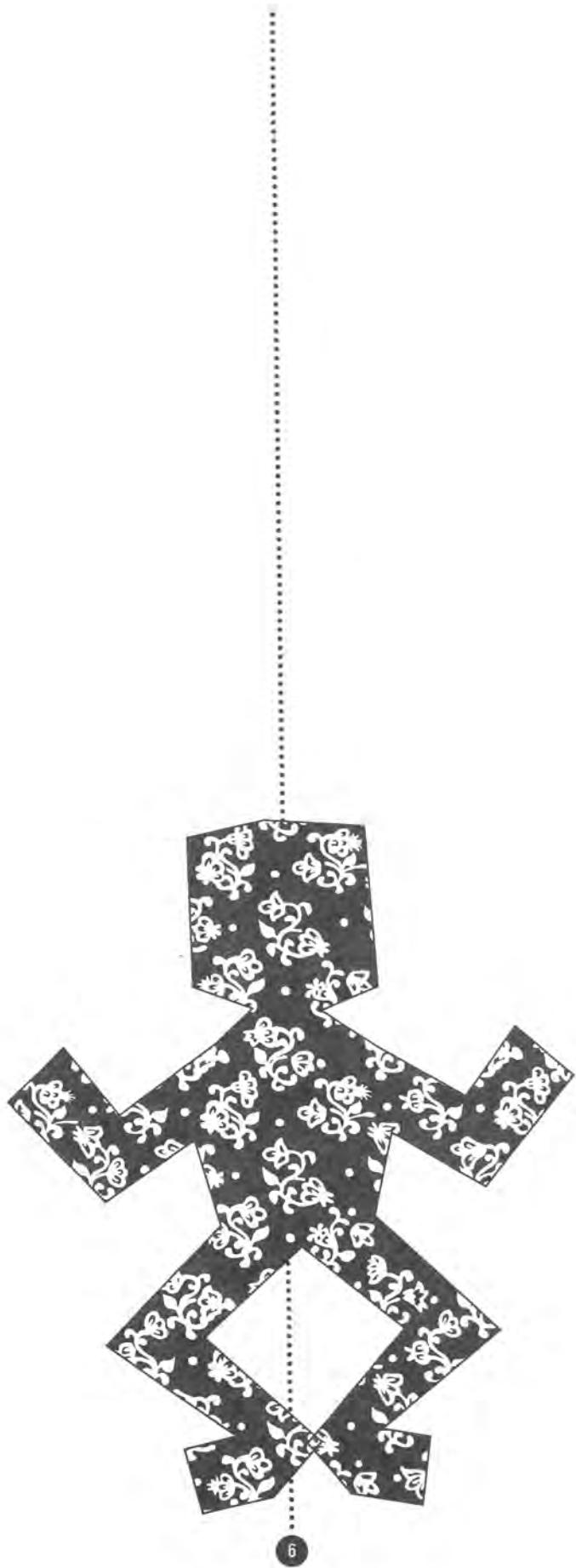
- Physical Activity and Sport

- Self-esteem

- Cultural Identity

- Excellence in Achievement

- Moral Judgement and Fair Play



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Winter Olympics  
Sarajevo 1984

## ACTIVITY

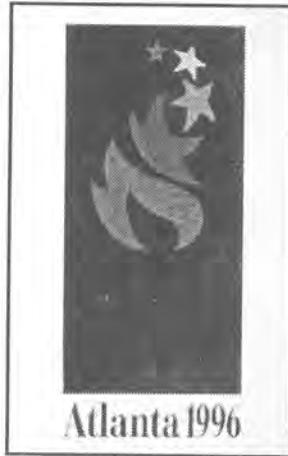
# Mascots and Logos



An Olympic Games city will often choose a special symbol – a logo, and a special character – a mascot, to say something about its culture and its heritage.

This is the symbol for the Atlanta Games Of 1996.  
Look at the various parts of the symbol.  
What does each part represent?

- 100 \_\_\_\_\_  
rings \_\_\_\_\_  
torch \_\_\_\_\_  
stars \_\_\_\_\_



Here are some other logos and mascots from Olympic Games. How does each symbol represent the city or country that has hosted an Olympic Games?

**Seoul, Korea (1988)** \_\_\_\_\_

**Sarajevo, Yugoslavia (1984)** \_\_\_\_\_

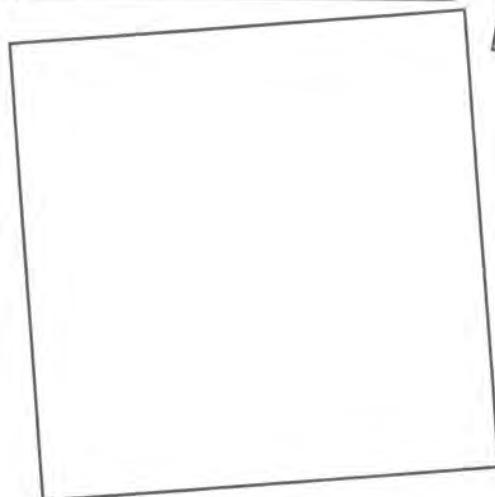
**Calgary, Canada (1988)** \_\_\_\_\_

**Moscow, USSR (1980)** \_\_\_\_\_

**Lillehammer, Norway (1994)** \_\_\_\_\_

Pretend your hometown or city is hosting an Olympic Games.

**Draw a mascot for your Games!**



SEOUL



SARAJEVO



CALGARY



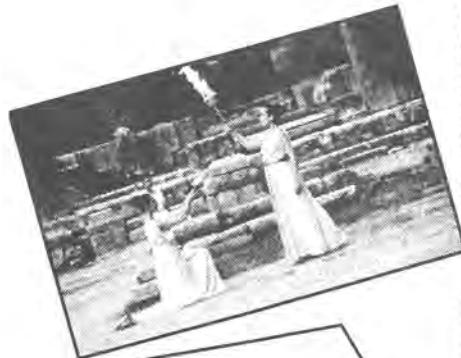
MOSCOW



LILLEHAMMER

## ACTIVITY

# The Spirit is on Fire!



The sacred flame of each Olympic Games begins its journey to the Olympic city from Olympia in Greece.

There, near the ruins of the ancient stadium, a torch is lit. This torch is then carried all the way across the world, sometimes from country to country, by people just like you and me. As it passes from runner to runner, it inspires feelings of peace and friendship. Its final stop is the Olympic stadium during Opening Ceremonies for an Olympic Games. Thousands of people watch as the last runner uses the torch to light the huge flame that burns in the stadium throughout an Olympic Games. You can light the fire of the Olympic spirit in your community.

### **Plan a mini-Olympic Games with an Olympic torch relay through your community or school.**

1. Have a special contest to decide who will be the torch runners.
2. Draw your torch relay plan.
3. Show important roads, buildings and physical features (like hills or trees).
4. Use arrows to show the route of the torch relay, and mark where your runners will be placed.
5. Then go out and try out your route with some friends.

#### **Your Torch Relay Route**

## PIERRE DE COUBERTIN AND HIS INSPIRATION

For 100 years the five rings of the Olympic Games have inspired athletes around the world. From a very modest beginning in Athens, Greece in 1896, the Olympic Games are now among the most respected and popular events in the world.

One reason they are so popular is because they are more than just a sporting competition. Pierre de Coubertin, the founder of the Games, wanted to encourage more young people to participate actively in sport. He and others linked the hosting of an athletic event to a set of ideals now known as Olympism.

In June, 1894, de Coubertin hosted an International Congress of Paris for the re-establishment of the Olympic Games at the Sorbonne in Paris. Seventy-nine delegates and forty-nine sports associations from twelve countries unanimously agreed to hold the first Games in true Hellenic fashion in Athens in 1896. An executive committee was formed with Demetrios Vikelas of Greece as President and de Coubertin as Secretary.

The original versions of the Olympic Charter written by de Coubertin and his International Olympic Committee, listed four general aims.

### Aims of the Olympic Movement

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



Pierre  
de Coubertin,  
the founder of  
the Games,  
wanted to  
encourage more  
young people to  
participate  
actively  
in sport.

*Reviving  
the Spirit*

...Continued



The first  
members  
of the IOC



President  
Juan Antonio  
Samaranch

The emphasis in these AIMS on fair play, friendship, peace and international goodwill transcend sport and appeal to all people. De Coubertin understood the need for symbols and ceremonies to represent these ideals. He designed the five ring symbol, first displayed at the 1920 Olympic Games in Antwerp, Belgium, commissioned an Olympic hymn and planned specified procedures for Opening and Closing ceremonies. Until 1924, he personally presided over the International Olympic Committee, which supervises the activities of the Olympic Movement around the world, including the organization of Olympic Games by various cities. The set of ideals and values which are the foundation for the Games is known as Olympism.

### The Spirit of the Modern Olympic Games

## THE INTERNATIONAL OLYMPIC COMMITTEE (IOC)

The IOC is an organization of volunteer members from around the world, who guide the affairs of the Olympic Movement. A large part of its responsibility is to supervise the organization of an Olympic Games. If you watch a number of Olympic Games, you will notice that many things are done in the same way every time. The use of the flag with its rings is carefully supervised. The Opening Ceremonies with the flame, the medal presentations and the Closing Ceremonies follow the strict guidelines made by the IOC.

The IOC is a permanent organization. It chooses and elects such persons as it considers qualified to be members, provided that they speak French or English and are citizens of and reside in a country that possesses a National Olympic Committee (NOC) recognized by the IOC.

IOC members are the representatives of the IOC in their countries rather than delegates of their countries to the IOC.

## The Spirit of the Modern Olympic Games

### OLYMPISM

*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 found in effort, the educational value of good example and respect for universal fundamental ethical principles.\**

The IOC is also responsible for the promotion of Olympism throughout the world. In order to promote Olympism, the IOC \*

- collaborates to place sport at the service of humanity;
- fights against any form of discrimination affecting the Olympic Movement;
- supports and encourages the promotion of sports ethics;
- dedicates its efforts to ensuring that in sports, the spirit of fair play prevails and violence is banned;
- leads the fight against doping in sport;
- takes measures to prevent the endangering of the health of athletes;
- opposes any political or commercial abuse of sport and athletes;
- sees to it that the Olympic Games are held in conditions which demonstrate a responsible concern for environmental issues;
- supports the International Olympic Academy;
- supports other institutions which devote themselves to Olympic education.

\*Olympic Charter, 1994

# Olympic Charter 1994



Olympic Games  
Antwerp, 1920

## ACTIVITY

# Making an Olympic Promise



### OLYMPIC OATH

*"In the name of all  
the competitors,  
I promise that we  
shall take part  
in these  
Olympic Games,  
respecting and  
abiding by the rules  
which govern them,  
in the true spirit of  
sportsmanship,  
for the glory of sport  
and the honour of  
our teams."*

During the Opening Ceremonies of an Olympic Games the flag bearers of each country will make a circle around the Olympic flag. Then an athlete from the country hosting the Games will come to the platform, hold a corner of the Olympic flag and say the Olympic Oath.

**Write** a word or phrase which means the same as each of the following English words in the Olympic Oath. Choose your word(s) from the list on the right. More than one word may be correct.

competitors \_\_\_\_\_

abiding by \_\_\_\_\_

sportsmanship \_\_\_\_\_

honour \_\_\_\_\_

fair play

good name

following

reputation

athletes

honest competition

contestants

**List** some things that might happen during an Olympic Games that would bring your country honour.

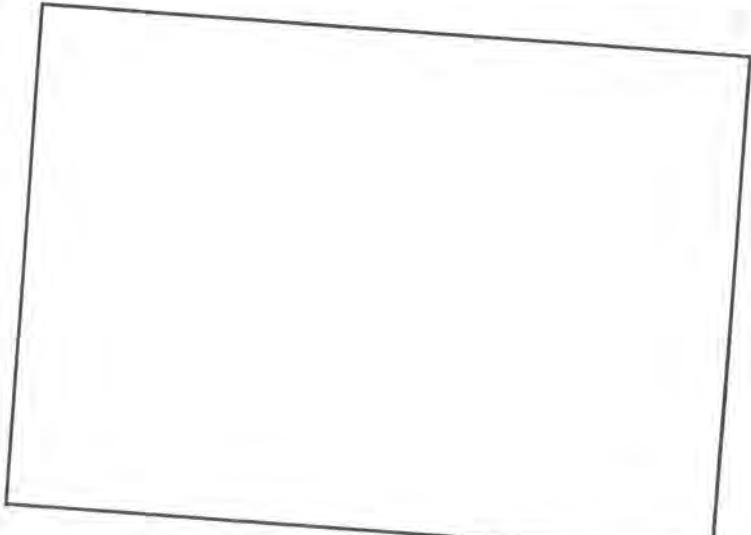
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**Draw** a picture or make up a little play that would show one of the events you put in your list.



## ACTIVITY

# THE OLYMPIC GAMES HAS A BIRTHDAY PARTY



The Olympic Games are 100 years old. The first modern Olympic Games were held in Athens, Greece in 1896 in a beautiful stadium made of white marble. Thirteen countries participated in that first Olympic Games.

Today more than 190 countries participate in a summer Olympic Games. These Games are held every four years. Each time they are held in a different city in the world.

There is also a Winter Games held every four years, which features sports that take place on snow and ice.

**How many years** has your country been participating in Olympic Games?

**Draw the symbol** of the National Olympic Committee in your country.



ATHENS 1896



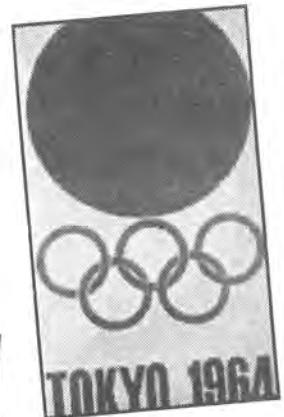
PARIS 1900



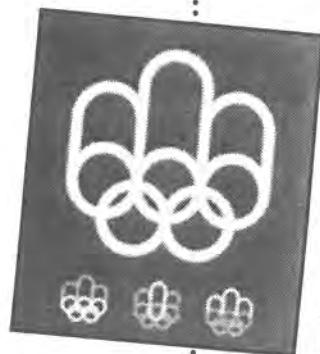
HELSINKI 1952



BARCELONA 1992



TOKYO 1964



MONTREAL 1976

What a  
mini-Olympic  
Games can do  
for your school  
or your  
community.

The Spirit of the Modern Olympic Games

## OLYMPIC DAYS IN THE SCHOOL OR COMMUNITY

### Objectives

When you organize a mini-Olympics in your school or community you:

1. Emphasize the importance of physical activity for both boys and girls;
2. Provide a reason to focus on excellence, on being the best you can be;
3. Involve teachers and instructors from a variety of different subject areas;
4. Emphasize fair play, cooperation and understanding between people;
5. Stimulate the interest and participation of everyone in the school and community.

### Organization

A School Organizing Committee (S.O.C.) will:

1. Schedule the day and publicize with parents and in the community.
2. Invite special guests.
3. Plan the ceremonies.
4. Order or prepare awards and certificates.
5. Plan the events.



...Continued

## Events

Emphasize and encourage participation by everyone.

1. Obstacle race – which includes things to jump over, crawl through, go around, etc.
2. 50 m hurdle race – 4 hurdles about 40 cm high to jump. Space them so students can take approximately four steps between each.
3. Long jump – with a rope or a line using any style.
4. Mini-marathon – approximately 600 m to 1000 m long around the school or community.
5. Spear throw – measured from the throw line to where the spear first touches the ground. (Note: use blunt objects for spears and pay attention to safety.)
6. Discus – use any ball, ring or disc.
7. Swimming – 25 m.
8. Target Shoot – Use darts with rubber ends. Set the target up 5 m from the throw line.
9. Fun events like ‘tug of war’ for children who have less success in sport.

## Physical Education classes could:

- Learn and practise the skills for the various events to be held during your Olympic day;
- Organize an Olympic torch relay around your school or community, ending with the lighting of a “sacred” flame during the Opening Ceremonies;
- Study the effects of physical exercise on the body, and in particular on cardiovascular health;
- Learn about the factors that contribute to good health: nutrition, cleanliness, clean water, simple first aid, mental and spiritual wellness;
- Learn the folk dances of different countries and perform these during Opening Ceremonies of your Olympic Day;
- Start an “Officials Club” to train officials for each of the events during the Olympic Day;
- Organize a “fair play” program with suggested standards, codes of ethics and rewards;
- Invite well-known athletes to speak about their triumphs and their challenges.

## Total School Participation

...Continued

### English or Language Arts classes could:

- Write letters inviting people to come to the Opening Ceremonies of your Olympic Day;
- Read or tell stories or legends from other countries in the world;
- Write an Olympic Day newspaper, sport booklet or program;
- Learn some common expressions from other languages: "good morning", "hello", "thank you", "please", "congratulations", "good-bye";
- Write or tell an Olympic story or a story about a famous athlete from your country;
- For your Olympic Day prepare a display of your Olympic and sport poetry and stories.



**Social Studies, History or Geography classes could:**

- Learn about the geography, climate and customs of other Olympic nations. Represent the nation you learn about in the Opening Ceremonies of your Olympic Day;
- Map the locations of former Olympic summer and winter Games;
- Learn about the traditions of sports and Games in your country, then compare these with a different country or with Olympic sports;
- Research and prepare a paper or essay on an important Olympic issue or controversy (commercialism, fair play, doping, women in Olympic sport, politics, elitism).

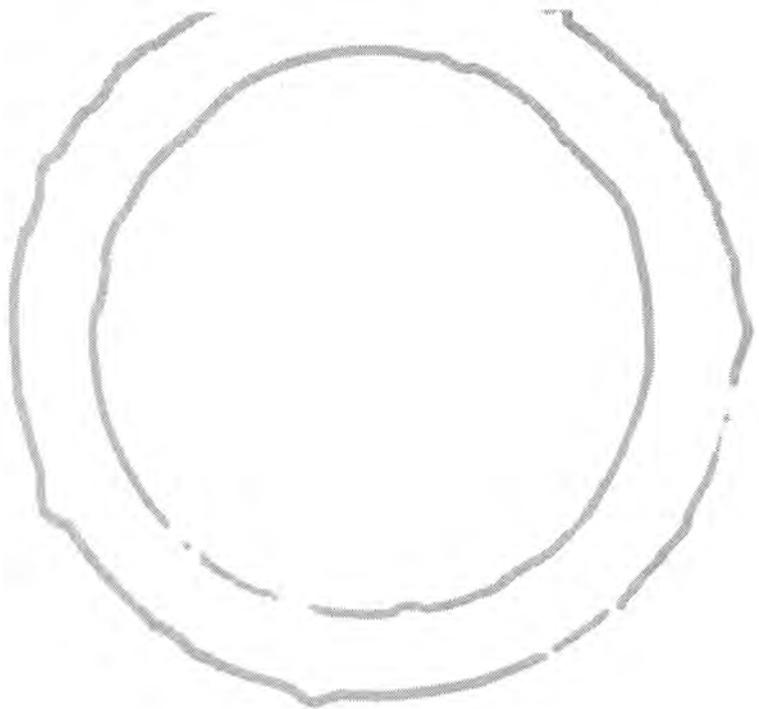


**Art classes could:**

- Prepare posters for the Olympic Day. Put these up around the school and the community;
- Design medals, awards and certificates for the Olympic Day;
- Prepare flags and/or banners of the various countries to carry in during Opening Ceremonies of your Olympic Day;
- Design mascots and logos for your Olympic Day;
- For your Olympic Day, prepare a display of paintings, sculpture, fabric art, etc. on a sport theme.

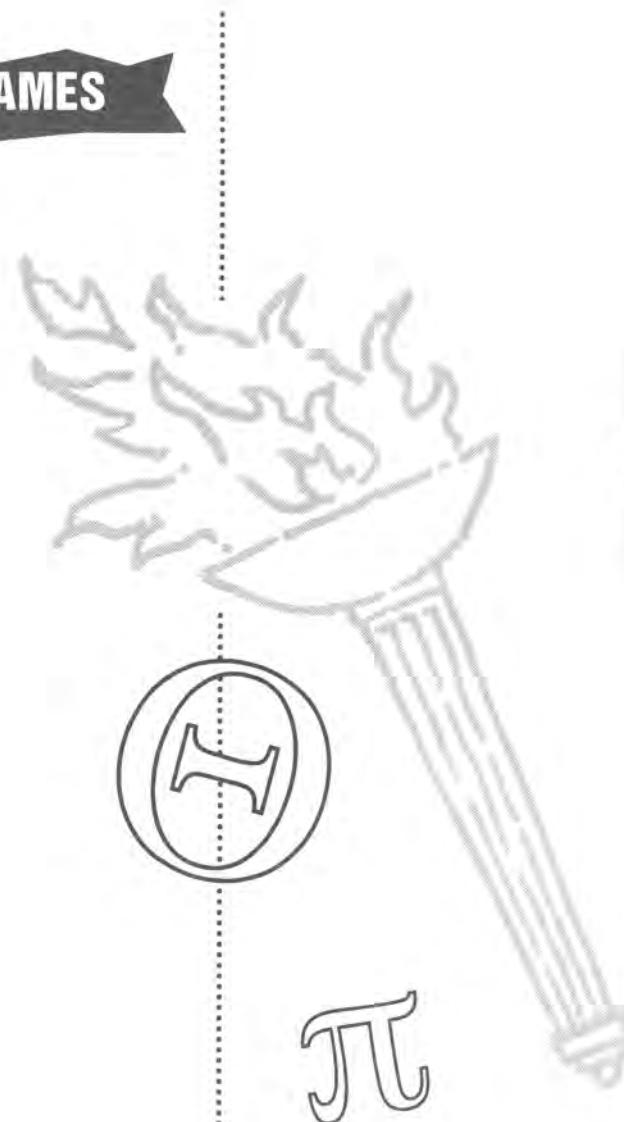
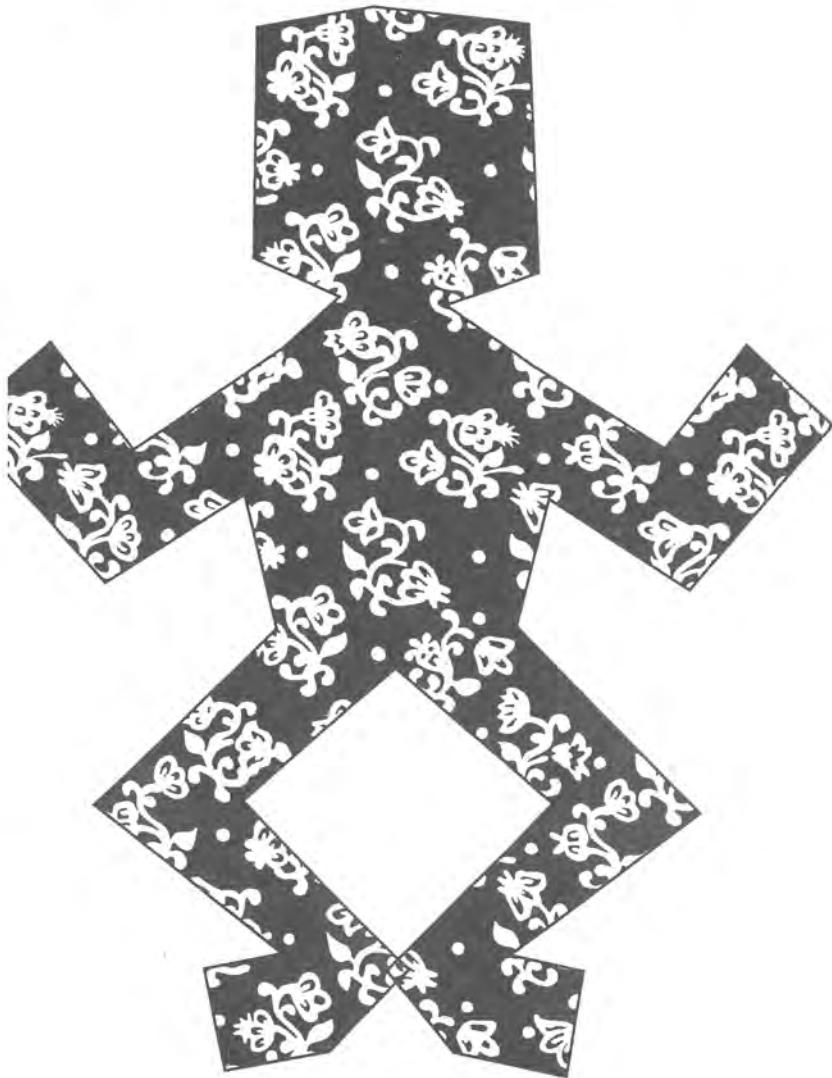
**Music classes could:**

- Learn songs or national anthems from other countries;
- Practise the national anthem and sing it during Opening Ceremonies.



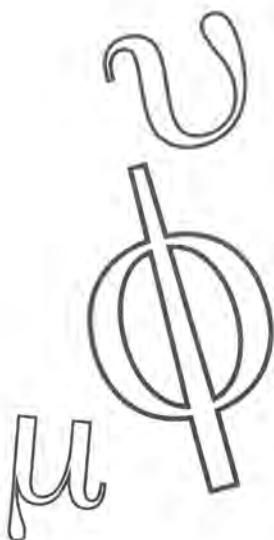
## THE SPIRIT OF THE ANCIENT OLYMPIC GAMES

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The Spirit of the Ancient Olympic Games

## AT THE SITE OF ANCIENT OLYMPIA

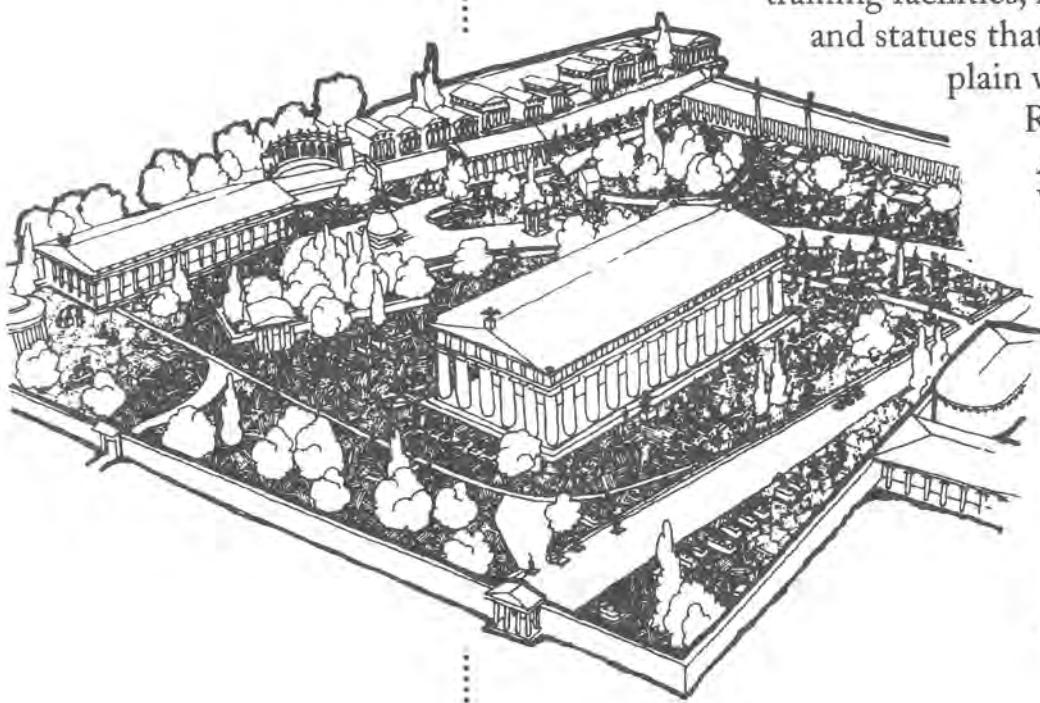


**H**on this day in the sacred sanctuary of Olympia, everyone waits for sunrise. On the hill of Kronus, hundreds of athletes face reverently to the East. There Apollo, the Sun God, rides his chariot over distant mountains in a blaze of light and colour.

Below, his golden shafts light up the roof and pillars of the temples, and silhouette the famous archways leading to Olympia's stadium. Already there is a bustle of activity on the roads leading to the sanctuary.

Spectators want a good location on the stadium's grassy slopes. Official delegations from all over the Greek world want to enhance their influence and prestige. Merchants and entertainers of every type want to make sure they have a good location to make money. They all converge on the confusion of temples, training facilities, hostels, treasuries and statues that crowd the floodplain where the Kladeos River flows into the Alpheios River.

Within the sanctuary, priests and officials carry out their official duties. It is the morning of the first day of competition for the Olympic Games.



...Continued



## The success of the ancient Olympic Games

2

can be  
attributed to  
the Greek love  
for competition,  
to their respect  
for harmony and  
beauty of the  
human body,  
and to the  
emphasis in their  
way of life on  
unity of mind,  
body and spirit.



Ancient Olympia was a religious site long before the first recorded Games of 776 BC. Excavations reveal that the sanctuary's age dates back before 1300 BC. In those days a spring of pure water flowed from the foot of the hill of Kronus which rises above the site. There the oldest sanctuary was probably an altar to the great Mother Goddess, Rhea. Perhaps the first torch run involved a race of young boys to light her sacred flame. Gradually, Zeus replaced other goddesses and gods as the most important deity of Olympia. The great temple in the centre of the sanctuary, built in his honour, housed a huge statue layered in gold and ivory.

Gradually other athletic events were included in the religious festival, and they were regularly scheduled every four years. By 600 BC the Games included horse races, pentathlon (long jump, javelin, discus, a foot race and wrestling), body contact sports of boxing, wrestling and pankration as well as the foot races. The games then lasted 5 days.

The ancient Olympic stadium seated 40,000 people. As the greatest of the Greek religious festivals these Games attracted spectators and participants from all of the Greek city states and from Greek colonies all around the Mediterranean Sea. For a period of time before and after each Game a sacred truce, the 'Ekehirea', was in force. All military conflict and all hostilities in the region hosting the Games were forbidden. Those attending the Games were usually granted safe passage through their city states. Only free Greek men and boys could compete. All women, except for the Priestess of Demeter, were forbidden to attend as either participants or spectators. Apparently certain Greek generals thought that women could create spells that would make their soldiers weak. There were, however, games for women, and women in Sparta were involved in all aspects of sport and military training.

Winners in an Olympic Games were awarded a crown of olive leaves, and became heroes in their cities. The success of the ancient Olympic Games can be attributed in part to the Greek love for competition, to their respect for harmony and beauty of the human body, and to the emphasis in their way of life on unity of mind, body and spirit.

Under Alexander the Great and in Roman times, sensationalism, commercialism and the demand by athletes for bigger and bigger prizes eroded the value system and religious significance of the Games. They were ended in 393 AD by the Christian emperor Theodosius I. In 426 AD on orders from Theodosius II, the buildings were destroyed. Earthquakes and a massive flood then buried the ruins.

## ACTIVITY

# HOW THE OLYMPICS BEGAN\*



### Word Search Directions

Find all the capitalized words from the story below in the puzzle. They may be written forward, backwards, or diagonally.

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

Thousands of years ago, the people of **GREECE** had a great **CIVILIZATION**. The Greek people enjoyed many **SPORTS** because they believed the body was just as important as the mind. They had both foot and **CHARIOT** racing and enjoyed **BOXING** and wrestling.

**RELIGION** was very important to the Greeks. They believed in many gods and **ZEUS** was the most important of them all. A **SHRINE** was built to Zeus in the Valley of **OLYMPIA** and sports were part of the religious ceremonies held there.

The year 776 B.C. was the date of the first recorded results in a sports competition held during the **CEREMONY** to honor Zeus. The Games were then held every four years. **WARS** were even stopped at those times so men and boys could be **PARTICIPANTS**. They became known as the **OLYMPIC** Games.

\* Adapted from Binder, Deanna.  
*Come Together: the Olympics and You*, Canadian Olympic Associations, (1987).

## ACTIVITY

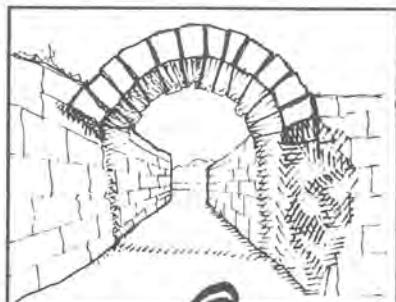
# An Olympic Winner

Theas rolled over again. At last it was getting light. He looked at the still, sleeping form of his father. They were both rolled in wool blankets in a tent on the plain of Olympia. This was Theas' first Olympic Games. He had been training for months. His father, a former Olympic champion, was his coach.

"I'll never be as good as he is," he worried. Later they walked the crowded trail to the temple sanctuary and the stadium. Theas' father continued to build up his confidence and his enthusiasm.

"Watch Mito of Sparta," he said. "Let him take the early lead. He burns himself out early. Stay on his heels and come up from behind for the finish. You can beat him then."

Theas wasn't so sure. He had lost twice to Mito of Sparta. Nevertheless, he soaked up his father's confidence. During the warm-up, he went over and over in his mind the race strategy he and his father had practised. Then it was time to separate. Theas' father walked away to join the rest of the spectators. He gave Theas the usual "You can win" sign. Theas walked slowly to the archway to line up for his entrance into the stadium. He was now on his own for his first Olympic race.



2

**Write or tell an ending  
to this story.**

Pretend you are Theas, his father, or a spectator. Then, if there are friends nearby, pretend you are actors and actresses, and tell the whole story as a theatre play.

E  
I  
B

## ACTIVITY

# *Sports of the Ancient Olympic Games*



### Describe the Sports

Look at the paintings and write a sentence or two describing what sports you see. Tell something you already know about that sport. Do we do it today?

Sometimes paintings on people's pottery or dishes can show details about their lives. In ancient Greece, many cups, plates, water and wine jugs and vases were painted with scenes of athletes training or competing.



## ACTIVITY

# YOU TRY IT!

Try out some of the sports and rituals of the ancient Olympic Games. Since there was also a Games for women and girls held a year after each official Olympic Games, girls are invited and encouraged to participate.

### Running – Foot Races

Ancient Greeks measured distance by stades. A stade was approximately 200 m. In a race of 2 stades, runners ran one stade, turned around and ran back to the starting line. You try it by measuring out a distance about 50 m. This is far enough for young people.

The marathon is named after the site of a famous Greek battle. A soldier ran 42 km from the battlefield to Athens to bring the news of victory. He died as he told his story. You try a marathon by organizing a 1-2 km run around your school or community. Prepare for your run by running shorter distances regularly. Remember that in a longer run you must pace yourself.

Does your country or community have a special running event? You try it.

### Jumping – Long Jump

In ancient Greece, athletes competed in a standing long jump using hand-held weights to help them increase their distance. You try it by holding a weight in each hand. Swing your arms as you jump onto a mat or sand pit. Compare the distance you can jump with different arm techniques and with and without weights.

Does your country have a special jumping event? You try it.

### Throwing – Spear Throw and Discus

In ancient Greece, spear and discus throwing were needed by warriors in battle. In fact, many of the sports came from skills needed by soldiers in war. You can try a spear throw by using any type of spear. Compare your throws using different body positions, throwing from a standing and from a running start.

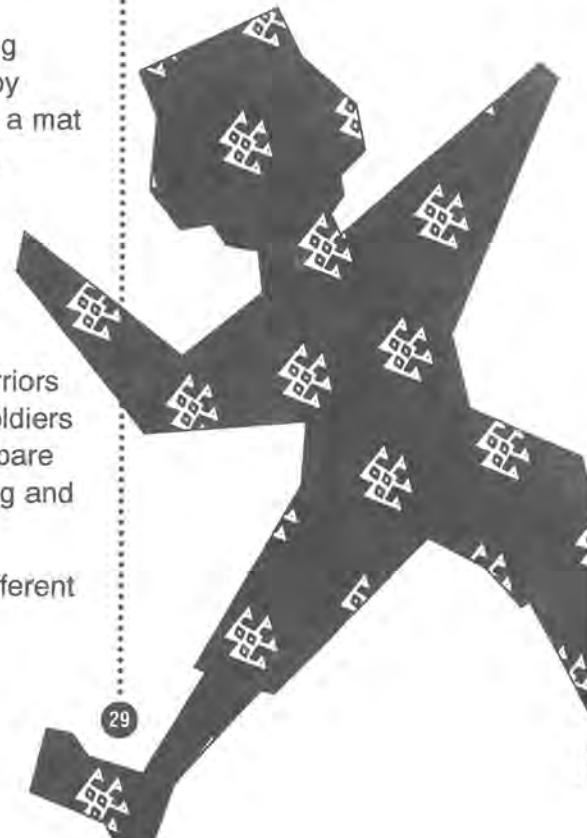
Use any ball, ring, large stone or discus for a discus throw. Use different throwing and standing positions and compare your results.

Does your country have a traditional throwing skill? You try it.



2

Try out some  
of the sports and  
rituals of the  
ancient Olympic  
Games:  
marathon  
long jump  
discus  
javelin



## ACTIVITY

# THE ARCHAEOLOGIST

In many countries there are ruins of ancient cultures. Sometimes people know the story about the people who lived in the ruins. Sometimes the ruins lie buried for many years and no one knows about them until they are suddenly discovered. Uncovering these ruins is the job of the archaeologist.

Many ruins of ancient Greece were well known to people in modern times. Archaeologists also knew about the location of Olympia. But the ruins of the ancient buildings lay buried under 7 m of mud and sand. Two big earthquakes had brought down tons of earth from the hill of Kronus, which rises over the site. The rivers had flooded and changed course, washing away many of the buildings. Nobody knew where the stadium or the temple of Zeus was located under all that dirt.

### How did the archaeologists uncover the old ruins?

Pretend you are one of the French or German archaeologists who first planned the work parties to excavate the site. You want to find the famous temple of Zeus and the stadium.

- What would you do first to get an overview of the site?  
\_\_\_\_\_  
\_\_\_\_\_
- What strategies would you use to dig through 7 m of mud without damaging walls or artifacts as you go deeper?  
\_\_\_\_\_  
\_\_\_\_\_
- Suppose you carefully dug up a piece of statue or pottery. How would you know its age, and where it originally belonged?  
\_\_\_\_\_  
\_\_\_\_\_
- What strategies would you use to try and locate the most important buildings?  
\_\_\_\_\_  
\_\_\_\_\_
- What tools would you use? Why?  
\_\_\_\_\_  
\_\_\_\_\_

Write or read stories about the work of archaeologists in your country.

## ACTIVITY

# Greek Word Game

Like the word 'Olympic', many Greek words have echos in the words of other languages. Having in mind the English language, fill in the word that sounds like the Greek word from the list below.

### Greek Words

	Meaning	English Word
DEMOKRATIA	rule by the people	democracy
GYMNASTIKOS	body exercises	gymnastics
HEROES	name of a man in Greek legend whom the Greek gods liked	heroes
PALAEASTRA	outdoor gym	palaestra
SKENE	tent	skene
HOPLITE	Greek footsoldier	hoplite

**Sentences** -Now use the correct English word in the sentences below.

1. The \_\_\_\_\_ covers and protects the body.
2. A king or queen lives in a \_\_\_\_\_.
3. When you jump up and down on one foot, you \_\_\_\_\_.
4. In the sport of \_\_\_\_\_ you make use of mats, a box horse, benches, parallel bars and rings.
5. If you save a person from drowning, you become a \_\_\_\_\_.
6. A country in which citizens elect their government by secret ballot is called a \_\_\_\_\_.

### The Greek Alphabet

There are many different alphabets in the world. The Russian language has a special alphabet; the Islamic peoples have a special alphabet; the Chinese and Japanese languages use a set of special symbols. The Greek people also have a special alphabet. Some of the Greek letters are written here.

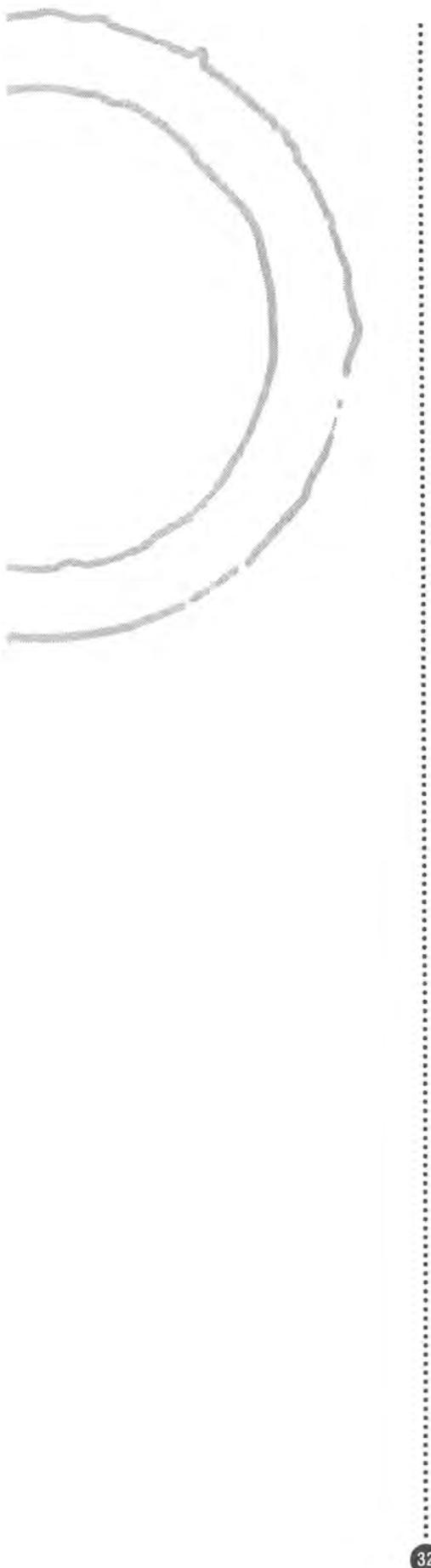
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ε Π



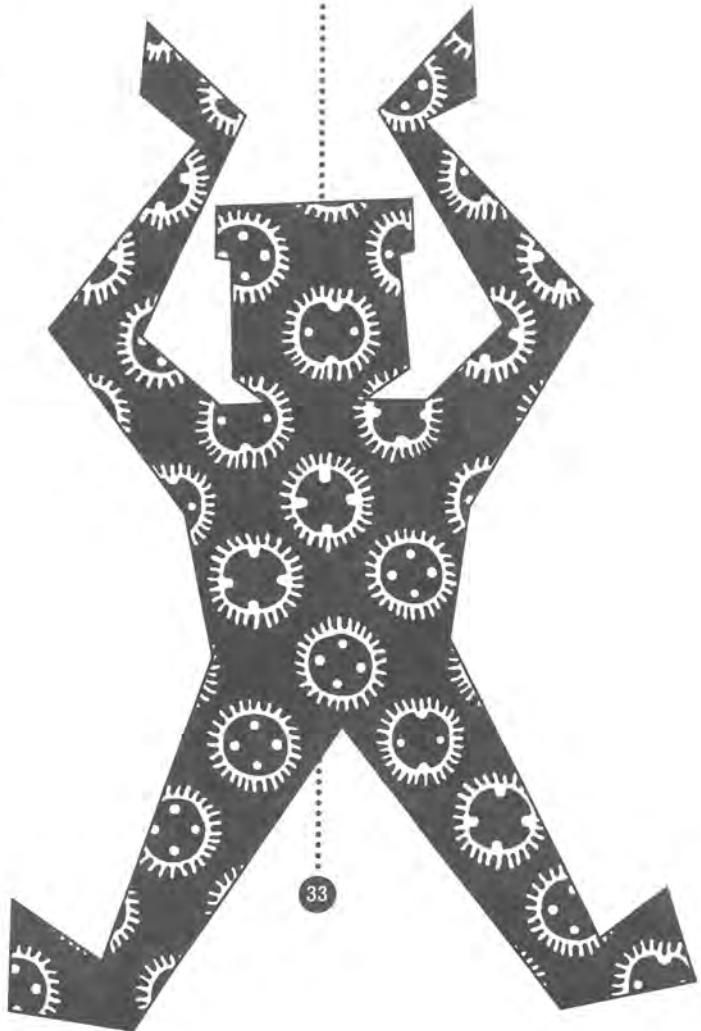
What words in your language come from the ancient Greek language?





## THE SPIRIT OF OLYMPIC SPORT

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BE A SPORTS REPORTER .....	41
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PLAYING FAIR .....	45
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## The Spirit of Olympic Sport

### MORE THAN JUST SPORTS!

For Discussion:  
Compare  
the basic values  
and principles  
of your religion  
or  
philosophy  
which are  
similar to the  
ideals and  
values of the  
Olympic  
Movement.

The summer and winter Olympic Games are very important sport festivals in the world today. They attract millions of spectators via television, and millions of dollars from company sponsors. Winning a medal in an Olympic sport is a peak experience for athletes in all of the countries of the world.

Why did the Olympic Games become such important sports events in our modern world?

One answer to this question is that the Olympic Games is based on a set of ideals and principles which must be followed by people organizing and participating in Olympic Games. This set of ideals, called Olympism, is promoted not only by athletes and officials, but also by many educators, business people and organizations who believe in its principles. These principles are outlined in The Olympic Charter\* which is the constitution of the International Olympic Committee.

Important phrases from the Fundamental Principles include:

- balancing the qualities of body, will and mind
- blending sport with culture and education
- creating a way of life based on the joy found in effort
- respect for universal fundamental ethical principles
- the harmonious development of men and women
- encouraging the establishment of a peaceful society
- preserving human dignity
- building a peaceful and better world by educating youth through sport
- practising sport without discrimination of any kind
- mutual understanding in a spirit of friendship, and fair play

These are ideals worth striving for in any society. They are also important concepts to be learned in the schools and classrooms of our world. Through encouraging all of our youth to participate in sport based on these values, we are all contributing to the building of a better and more peaceful world.

\*Olympic Charter, 1994



### The Role of the International Sport Federation\*

Each sport in Olympic competition is governed by an International Sport Federation (IF). The IFs establish and enforce the rules in their sports. They also:

- ensure the development of their sports throughout the world;
- contribute to the achievement of the goals set out in the Olympic Charter;
- establish their criteria of eligibility for competitions in the Olympic Games;
- supervise the technical control and direction of their sports at the Olympic Games;
- provide technical assistance to the programs of the Olympic Solidarity.

### The Role of the National Olympic Committees

Each country that participates in an Olympic Games has a National Olympic Committee (NOC). Each NOC develops and protects the Olympic Movement within their country. They also:

- promote the fundamental principles of Olympism through education, National Olympic Academies, cultural programs, etc.;
- encourage the development of sport at all levels;
- take action against any form of cheating, discrimination and violence in sport;
- take action against the use of substances and procedures prohibited by the IOC and the IFs;
- represent their countries at the Olympic Games.

The NOCs form five continental associations which send representatives to the Association of National Olympic Committees (ANOC):

- the Association of National Olympic Committees of Africa
- the Olympic Council of Asia (OCA)
- the Panamerican Sports Organization (PASO)-North and South America
- the Association of European National Olympic Committees (AENOC)
- the Oceania National Olympic Committees

### The Role of Olympic Solidarity

Olympic Solidarity organizes IOC aid to NOCs by providing:

- programs which help in developing the technical sports knowledge of athletes and coaches;
- scholarships to improve the technical level of athletes and coaches;
- programs to train sports administrators;
- help in the promotion of the fundamental principles of the Olympic Movement.

## International Sports Federations

## National Olympic Committees

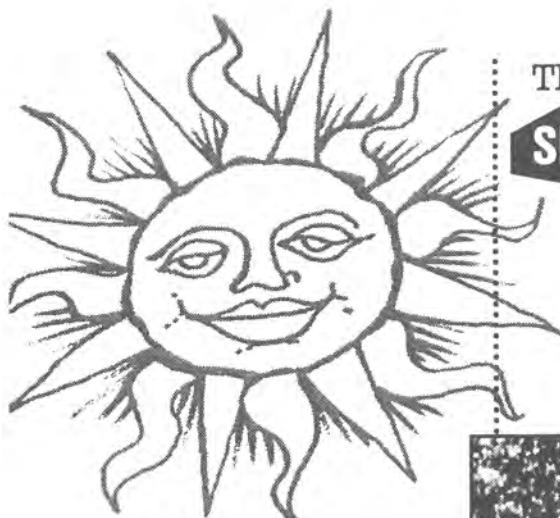
69 NOCs sup-  
port National  
Olympic

Academies

which carry out  
research and  
promote  
Olympism.

## Olympic Solidarity

\* Adapted from IOC Olympic Charter, 1994, pp. 46-47.



## The Spirit of Olympic Sport

# SPORTS OF THE SUMMER GAMES

In Athens in 1896, athletes competed in 9 sports and 43 events. Today the Olympic sport program has grown to more than 26 sports with over 271 events. Women compete in more than 110 of these events.

To be eligible for inclusion in a Summer Olympic Games, a sport for male competitors must be widely practised in at least 75 countries and on 4 continents. A sport for female competitors must be known in 40 countries and on 3 continents.

### Aquatic Sports

- swimming, diving, synchronized swimming

### Athletics (Track and Field)

- running, racewalking, hurdles, steeplechase, marathon, relays, long jump, high jump, triple jump, discus, shot put, javelin, decathlon (men)/heptathlon (women)

### Boating Sports

- canoeing, rowing, yachting

### Combatives and Weightlifting Sports

- boxing, fencing, judo, wrestling, weightlifting

### Cycling

### Equestrian

### Games

- badminton, baseball (men), softball (women), basketball, football (soccer), handball (team), hockey (field), table tennis, tennis, volleyball, water polo.

### Gymnastics

### Modern Pentathlon

### Target Sports

- archery, shooting

## The Spirit of Olympic Sport

# SPORTS OF THE WINTER GAMES

In the parts of our world where cold winter temperatures turn water to ice and rain to snow, winter sports like skating, skiing and sleigh riding are popular. The first Olympic Games to feature competitions in these sports was held in Chamonix, France in 1924. Since then an Olympic Winter Games has been held every four years. Today, these Games feature over 60 events in 6 sports: biathlon, bobsleigh, hockey, luge, skating and skiing.

For the Winter Games, a sport must be practised by men or women in 25 countries on three continents before it can be included.

### Biathlon

- cross-country skiing plus target shooting

### Bobsleigh

- two-man and four-man

### Ice Hockey

### Luge

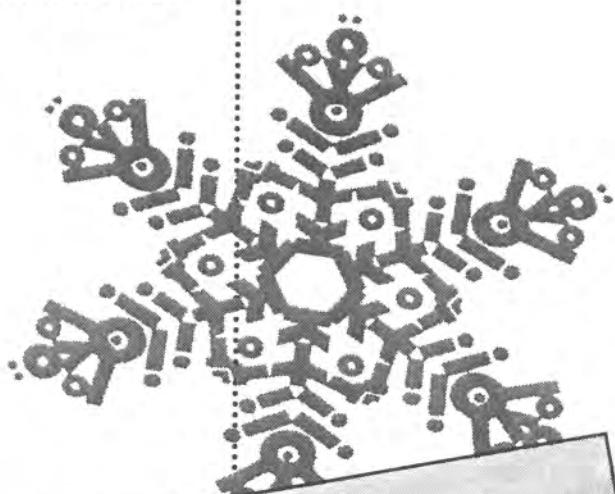
- single and double

### Skating

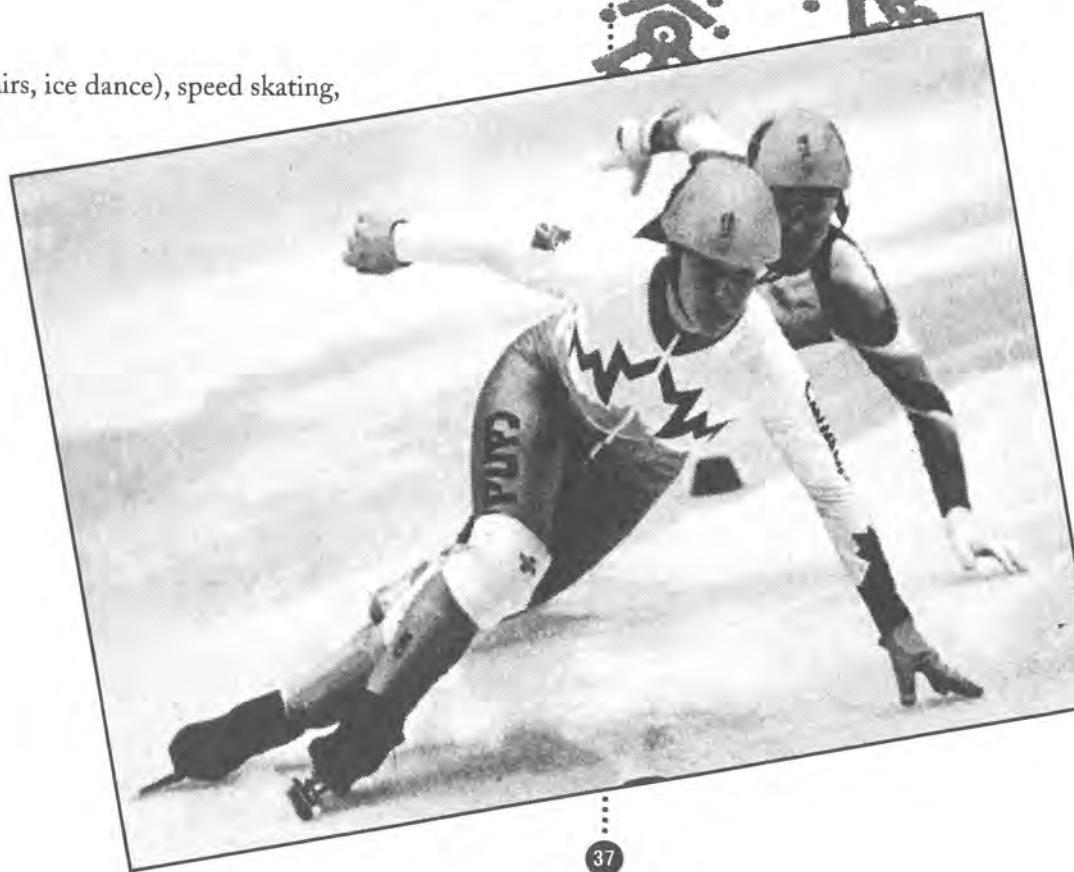
- figure skating (singles, pairs, ice dance), speed skating, short track speed skating

### Skiing

- alpine, nordic, ski jump



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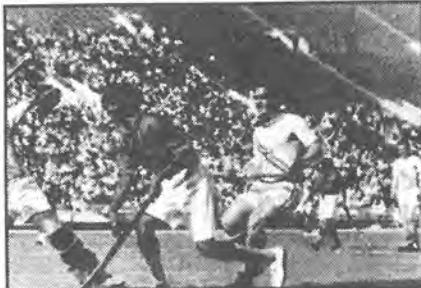


## BACKGROUND

# GREAT MOMENTS IN OLYMPIC SPORT



**Spyros Louis**  
(Greece) wins the  
first marathon in  
1896.



**Dyand Chand** (India)  
leads the Indian field  
hockey team to three  
Olympic gold medals-  
1928, 1932, and 1936.  
In the 1928 Games  
they don't give up a goal.



**Dawn Fraser** (Australia)  
dominates in freestyle  
swim, winning gold medals  
in three Olympic Games-  
1956, 1960, and 1964.



**Min Gao** (China)  
wins gold medals  
in Olympic diving  
in 1988 and 1992.  
With the exception  
of one silver medal,  
she wins only  
golds in six years  
of national and  
international  
competition.



**Kip Keino** (Kenya) completes the  
10 000 m with severe stomach pain  
in Mexico in 1968. Four days later  
he wins a silver in the 5 000 m and  
a gold in the 1500 m on the day he  
jogged a mile to the stadium to  
miss a traffic jam.



**Emile Zatopek** (Czechoslovakia)  
accomplishes the unbelievable by winning  
the 5 000 m, the 10 000 m and the  
marathon in one Olympic Games-1952.  
He had never run a marathon before.



**Jean-Claude  
Killy** (France)  
wins gold medals  
in all three alpine  
skiing events-  
downhill, slalom  
and giant slalom  
in the Winter  
Games of 1968.

**Sonja Henie** (Norway) wins gold medals in women's figure skating in three Olympic Games-1928, 1932, and 1936. She is such a popular star that police are called to control the crowds during her appearances in 1936.

## ACTIVITY

# KNOW YOUR SPORTS

### Fill in the Blanks

Complete the sentences below by writing the correct sport words from the list on the right.

1. Two sports that need ice are \_\_\_\_\_ and \_\_\_\_\_.
2. Two sports that take place on a snowy hillside are \_\_\_\_\_ and \_\_\_\_\_.
3. Four sports played with a ball are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
4. Three sports involving boats are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
5. Two sports where horses are also athletes are \_\_\_\_\_ and \_\_\_\_\_.
6. Three sports where athletes shoot at a target are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
7. Running, jumping and throwing events are \_\_\_\_\_ events.
8. A sport where athletes do twists and turns on bars and rings is \_\_\_\_\_.
9. Two Olympic sports involving man to man combat are \_\_\_\_\_ and \_\_\_\_\_.

**Now draw a pictogram** of two sports played in your country that are not Olympic sports.

**Make a list** of your country's most popular sports and traditional games. Note the ones that are ball sports, boating sports, target sports, etc.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## ACTIVITY

# FIND THE SPORTS

Find the sport words from page 39 on the puzzle. Words may be written forwards, backwards or diagonally, but always in a straight line.

ARCHERY

ATHLETICS

BASKETBALL

BIATHLON

BOXING

EQUESTRIAN

FOOTBALL

GYMNASTICS

HOCKEY

KAYAKING

LUGE

MODERN PENTATHLON

ROWING

SHOOTING

SKATING

SKIING

TABLE TENNIS

VOLLEYBALL

WRESTLING

YACHTING

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



## ACTIVITY

# Be a Sports Reporter

Pretend you are a sports reporter for your local newspaper or radio station and your friend is an athlete. You will interview your friend on radio or TV. You should prepare for the interview by planning the questions, by being informed enough about the sport, and by creating an interview that is interesting to the audience. Time it so that it is no longer than 5 minutes. When you rehearse it, you will be surprised how much can be said in such a short time!

**Write the questions you will ask here.**

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3



## ACTIVITY

# MY FAVOURITE MOMENT IN SPORT



**Winning an Olympic Medal**



**Defeating a Close Competitor**



**Scoring the Winning Goal**



**Achieving a Personal Best**



**Coming Back After an Injury**



**Being Selected for a Team**



Tell the story of the most exciting moment of a game you watched or played. Or pretend you are a famous athlete in your country. Tell a story about one of your greatest moments.

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## ACTIVITY

# YOU TRY IT!

There are many ways to pretend you are competing in an Olympic sport. Try these...

**Archery, Shooting** Throw balls through a hoop or at a target.

**Athletics** (track and field)

Running                   sprint, 50 m

longer distance, 400 – 800 m

Jumping                   standing or running long jump

Hurdles                   run and jump over low obstacles

**Basketball** Use a ball you can dribble. Put up a hoop of some kind and play games of about 10 minutes in length.

**Equestrian** Pretend you are riding a horse over an obstacle course. Do it with style. If you knock things over you lose points.

**Football** (soccer) Play a game of "Olympic" football lasting for about 10 minutes.

**Gymnastics** Create a routine using various rolls, turns, twists and jumps. Construct a parallel bar and practise doing a routine on a board above the ground.

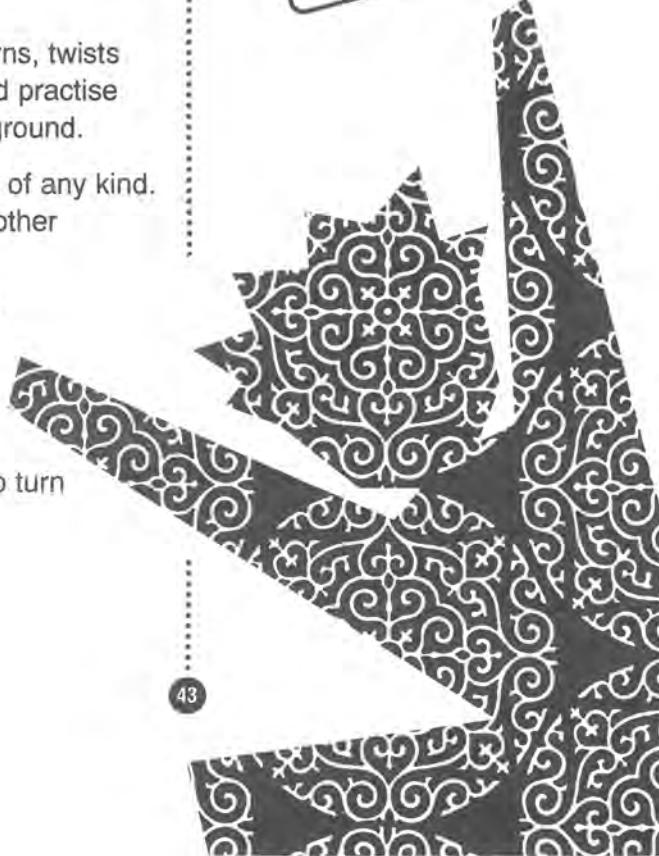
**Hockey** (field or ice) Use field or ice hockey sticks, or sticks of any kind. Play a game trying to get a ball in the other team's goal.

**Volleyball** Play a 10 minute game of volleyball or beach volleyball.  
(2 against 2 or 3 against 3).

**Judo or wrestling** Compete (1 against 1) in "turn the turtle". On your hands and knees, try to turn each other over onto your backs.



3



## FAIR PLAY IN SPORTS: A GLOBAL CONCEPT

Fair play means more than just following the rules.

Games and contests become opportunities to strive with opponents for excellence.

Fair play means more than just following the rules. Games and contests become opportunities to strive — with opponents — for excellence. Cheaters cease to play the game. Current strategies for promoting fair play in sport emphasize the inner and personal rewards and the love of play.

### Fair Play for Children and Youth in Sport Today

We all would like to believe that participation in sport contributes to the development of positive values and personal morality in the young people of today's world. In fact, both research and observed practice support the conclusion that sport without education and without specific strategies to encourage and promote fair play and personal growth will promote cheating and violence. There are, however, a number of effective educational strategies which will promote ethical judgments and fair play in games and sport.

Two strategies to develop moral judgement, which can be used by all coaches, trainers, educators and parents are most important:

1. Identify and resolve moral conflicts – by talking out conflict situations.
2. Change roles and perspective – to help young people see the world from someone else's point of view.



*Reward  
fair play*

## ACTIVITY

# PLAYING FAIR

### When I play fair, I:

- Respect the rules.
- Respect the officials and accept their decisions.
- Respect my opponents.
- Give everyone an equal chance to participate.
- Maintain my self-control at all times.

### Create a Fair Play Code for your Class or Team

In groups of four or five, talk about the kinds of behaviours that might make up a code for fair play. Make a list of your best five ideas. Then present your ideas to the class, and, as a class, decide on the five to ten behaviours that will make up your fair play code. Write your class list below.

---

---

---

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---

**Design a fair play award** for the player or team in your school or community who shows outstanding fair play behaviours, or use the certificate on the next page.



Motto:

When I play sports,  
I play for  
the love of  
the game.

3



# FAIR PLAY AWARD

*This Certificate Recognizes*

---

*for demonstrating the following ideals of fair play:*

*Respect the Rules*

*Respect the Officials and their Decisions*

*Respect your Opponent*

*Give Everybody an Equal Chance to Participate*

*Maintain your Self-control at all Time*

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SCHOOL

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DATE

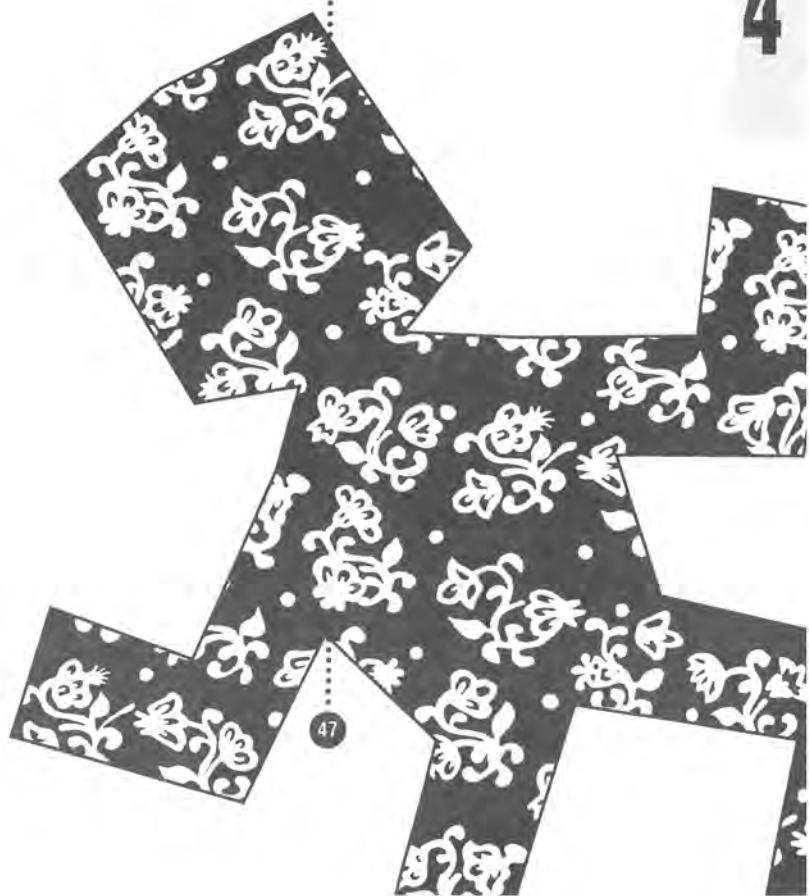
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AWARDED BY

## GLOBAL SPIRIT

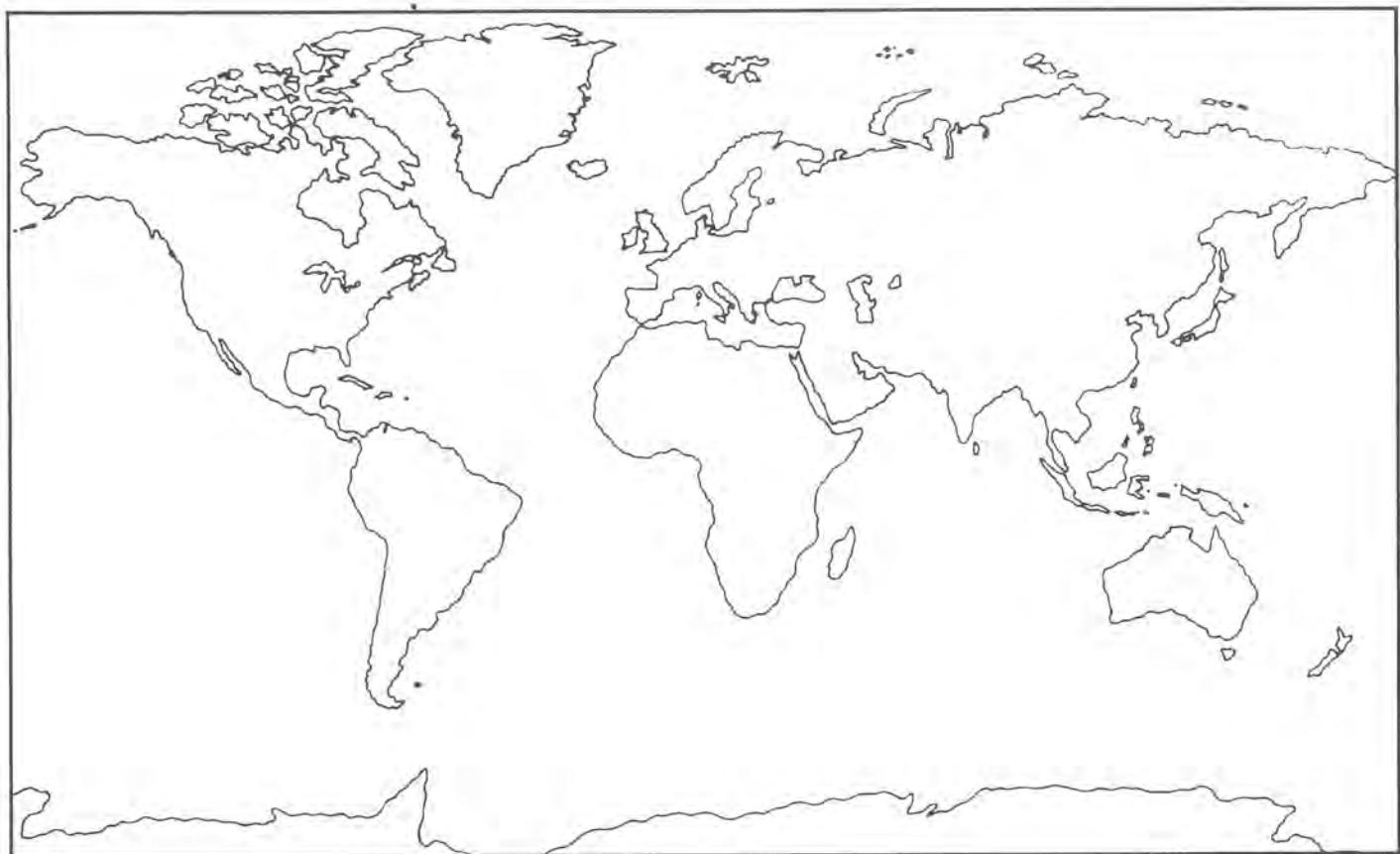
### The Olympic World Comes Together

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**ACTIVITY**

# THE WORLD MAP



Global Spirit: The Olympic World Comes Together

## THE GEOGRAPHY OF THE OLYMPIC GAMES

Locate the cities that have hosted an Olympic Games on the world map on the previous page. Use a **O** for the Summer Games and a **\*** for the Winter

### The Games of the Olympiad

#	Date	City	NOCs/ Countries	Competitors
1	1896	Athens	13	280
2	1900	Paris	19	1066
3	1904	Saint-Louis	12	681
4	1908	London	22	1999
5	1912	Stockholm	28	2490
6	1916	Not celebrated		
7	1920	Antwerp	29	2668
8	1924	Paris	44	3070
9	1928	Amsterdam	46	2694
10	1932	Los Angeles	37	1328
11	1936	Berlin	49	3956
12	1940	Not celebrated		
13	1944	Not celebrated		
14	1948	London	59	4064
15	1952	Helsinki	69	4879
16	1956	Melbourne	67	3113
		Stockholm	29	145
17	1960	Rome	83	5348
18	1964	Tokyo	93	5081
19	1968	Mexico	112	5423
20	1972	Munich	122	7123
21	1976	Montreal	88	6026
22	1980	Moscow	81	5217
23	1984	Los Angeles	140	6797
24	1988	Seoul	159	8465
25	1992	Barcelona	169	9368
26	1996	Atlanta		
27	2000	Sydney		

### The Olympic Winter Games

#	Date	City	NOCs/ Countries	Competitors
1	1924	Chamonix	16	258
2	1928	Saint-Moritz	25	464
3	1932	Lake Placid	17	252
4	1936	Garmisch Partenkirchen	28	668
5	1948	Saint-Moritz	28	669
6	1952	Oslo	30	694
7	1956	Cortina d'Ampezzo	32	820
8	1960	Squaw Valley	30	665
9	1964	Innsbruck	36	1091
10	1968	Grenoble	37	1158
11	1972	Sapporo	35	1006
12	1976	Innsbruck	37	1123
13	1980	Lake Placid	37	1072
14	1984	Sarajevo	49	1274
15	1988	Calgary	57	1425
16	1992	Albertville	64	1801
17	1994	Lillehammer	67	1738
18	1998	Nagano		
19	2002	Salt Lake City		

Source: IOC Directory, 1995



# National Olympic Committees (1995)

Global Spirit: The Olympic World Comes Together

## OLYMPIC NATIONS

Each country in the world that participates in an Olympic Games has a National Olympic Committee. Today there are more than 190 countries with NOCs.

Some countries send very large teams to an Olympic Games; some send very small teams. They all come together once every four years to compete in sport, fulfilling the dream of Pierre de Coubertin to "bring young people of the world together in friendship, thereby helping to build a better and more peaceful world."

AFG	Afghanistan	CIV	Côte-d'Ivoire	HUN	Hungary		Macedonia	SOL	Solomon Islands
AHO	Netherlands	CMR	Cameroon	INA	Indonesia		MLD	SOM	Somalia
Antilles		COK	Cook Islands	IND	India		MLI	SRI	Sri Lanka
ALB	Albania	COL	Colombia	IRI	Islamic Republic of Iran		MLT	STP	Sao Tomé and Príncipe
ALG	Algeria	COM	Comoros	IRL	Ireland		MON	SUD	Sudan
AND	Andorra	CPV	Cape Verde	IRQ	Iraq		MOZ	SUI	Switzerland
ANG	Angola	CRC	Costa Rica	ISL	Iceland		MRI	SUR	Surinam
ANT	Antigua	CRO	Croatia	ISR	Israel		MTN	SVK	Slovakia
ARG	Argentina	CUB	Cuba	ISV	Virgin Islands		MYA	SWE	Sweden
ARM	Armenia	CYP	Cyprus	ITA	Italy		NAM	SWZ	Swaziland
ARU	Aruba	CZE	Czech Republic	IVB	British Virgin Islands		NCA	SYR	Syrian Arab Rep.
ASA	American Samoa	DEN	Denmark	JAM	Jamaica		NED	TAN	Tanzania
AUS	Australia	DJI	Djibouti	JOR	Jordan		NEP	TGA	Tonga
AUT	Austria	DMA	Dominica	JPN	Japan		NGR	THA	Thailand
AZE	Azerbaijan	DOM	Dominican Republic	KAZ	Kazakhstan		NIG	TJK	Tajikistan
BAH	Bahamas	ECU	Ecuador	KEN	Kenya		NOR	TKM	Turkmenistan
BAN	Bangladesh	EGY	Arab Rep. of Egypt	KGZ	Kyrgyzstan		NZL	TOG	Togo
BAR	Barbados	ESA	El Salvador	KOR	Korea		OMA	TPE	Chinese Taipei
BDI	Burundi	ESP	Spain	KSA	Kingdom of Saudi Arabia		PAK	TRI	Trinidad and Tobago
BEL	Belgium	EST	Estonia	KUW	Kuwait		PAN	TUN	Tunisia
BEN	Benin	ETH	Ethiopia	LAO	Laos		PAR	TUR	Turkey
BER	Bermuda	FIJ	Fiji	LAT	Latvia		PER	UAE	United Arab Emirates
BHU	Bhutan	FIN	Finland	LBA	Libyan Arab/Jamahiriya		PHL	UGA	Uganda
BIH	Bosnia-Herzegovina	FRA	France	LBR	Liberia		PLE	UKR	Ukraine
BIZ	Belize	GAB	Gabon	LCA	Saint Lucia		PNG	URU	Uruguay
BLR	Belarus	GAM	Gambia	LES	Lesotho		POL	USA	United States of America
BOL	Bolivia	GBR	Great Britain	LIE	Lebanon		POR	PRK	Portugal
BOT	Botswana	GEO	Georgia	LTU	Liechtenstein		PUR	D.P.R. of Korea	Puerto Rico
BRA	Brazil	GER	Germany	LUX	Lithuania		QAT	PUR	Qatar
BRN	Bahrain	GEQ	Equatorial Guinea	MAD	Luxembourg		ROM	ROM	Romania
BRU	Brunei	GHQ	Ghana	MAR	Madagascar		RSA	RSA	South Africa
BUL	Bulgaria	GRE	Greece	MAS	Morocco		RUS	RUS	Russian Fed.
BUR	Burkina Faso	GRN	Grenada	MAW	Malaysia		RWA	RWA	Rwanda
CAF	Central African Republic	GUA	Guatemala	MDA	Malawi		SAM	SAM	Western Samoa
CAM	Cambodia	GUI	Guinea	MDV	Rep. of Moldova		SEN	SEN	Senegal
CAN	Canada	GUM	Guam	MEX	Maldives		SEY	SEY	Seychelles
CAY	Cayman Islands	GUY	Guyana	MGL	Mexico		SIN	SIN	Singapore
CGO	Congo	HAI	Haiti	MKD	Mongolia		SKN	SKN	St Kitts and Nevis
CHA	Chad	HKG	Hong Kong	Former Yugoslav Rep. of	Maldives		SLE	SLE	Sierra Leone
CHI	Chile	HON	Honduras	MKD	Mexico		SLO	SLO	Slovenia
CHN	People's Rep. of China			MKD	Mongolia		SMR	SMR	San Marino

## ACTIVITY

# Pick a Country

1. The name of the country I am studying is:

- 
2. Find the country you are studying on the world map.

The country I am studying is part of the continent of:

---

The countries on its borders are:

---

Seas or oceans or rivers that form part of its borders are:

---

When it is 12:00 pm in the country in which I live, the time in the country I am studying is \_\_\_\_\_.

3. Draw the flag of your country. Colour it accurately.
  4. Main cities in my country are:
- 
- 

5. The language(s) that people in my country speak is/are:
- 
- 

6. Some famous athletes from the country I am studying are:
- 
- 
- 

7. Find out more information about the land, the climate and the customs of the people of the country you are studying.

Prepare a poster display or share your information with the other students in your class.



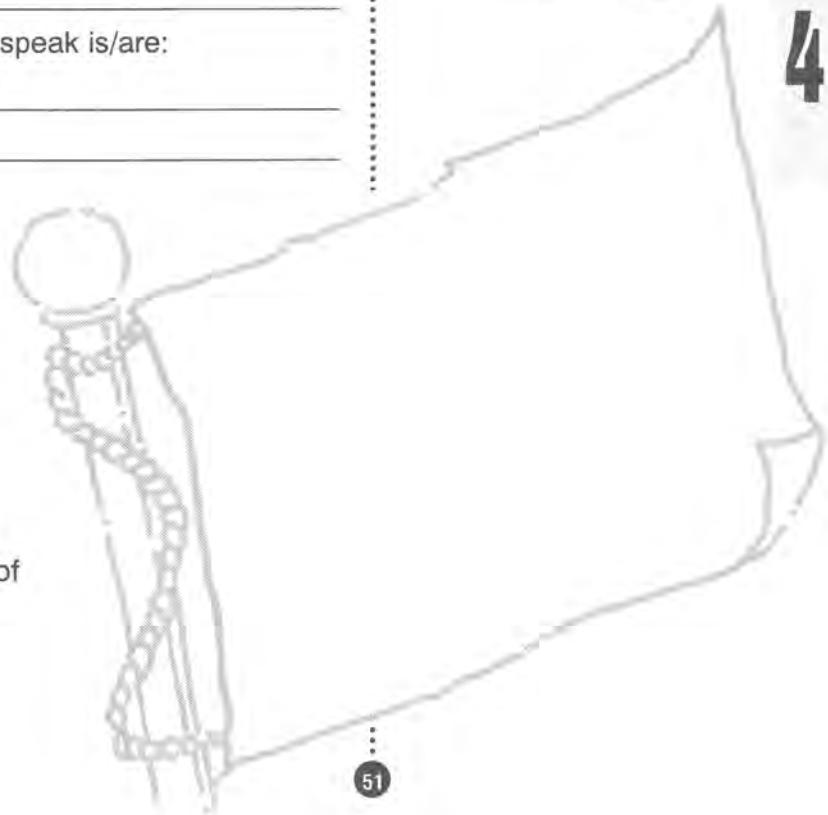
## Studying Another Nation

LANGUAGE

BORDERS

CUSTOMS

RIVERS





## ACTIVITY

# Winter Fun

Kristin was in a hurry to get home from school. She quickly pulled on her boots and wrapped a scarf around her face. There was a cold wind blowing from the north. Kristin knew that wind combined with very cold temperatures created a wind chill that could freeze her nose in a few minutes. In spite of the cold, however, Kristin was sweating as she half ran and half walked the long distance up the hill to her family home.

Today was the day of the skating party on a part of the frozen lake near the centre of town. It was one of Kristin's favourite events. She was going to make sure that her family got going before it became too dark. At this time of year, there wasn't much daylight left after school.

While her dad piled the old Christmas tree onto the toboggan, Kristin and her brothers finished loading the packsacks with food and hot drinks. She also packed an extra pair of mittens – hers always got wet from throwing snowballs – and made sure she had an extra pair of socks for her skates. Kristin's skates were white and new – a birthday present.

Then the family trudged on down the long hill to the lake. There all of the old Christmas trees in the community had been stacked in a huge pile. Just as Kristin and her family arrived with their tree, the mayor of their village lit the pile and a spray of sparks shot up into the darkening sky. As the Northern Lights glimmered greenly in the distance, the annual Christmas tree burning party began.

Someone had cleaned the snow from a section of the ice on the lake. Many of Kristin's friends were already out on the ice playing hockey or pretending to be Olympic figure skaters. Another magical winter night had begun for Kristin and her family. She could hardly wait.

**Explain** some of the things talked about in the story that make life different for young people in countries that have cold winters compared with children in countries with warm winters.

## ACTIVITY

# Hot Weather Countries

### Jamaica Market

Honey, pepper, leaf-green limes,  
Pagan fruit whose names are rhymes,  
Mangoes, breadfruit, ginger-roots  
Granadillas, bamboo shoots,  
Cho-cho, ackees, tangerines,  
Lemons, purple Congo-Beans,  
Sugar, okras, folanuts,  
Citrons, hairy coconuts,  
Fish, tobacco, native hats,  
Golden bananas, woven mats,  
Plantain, wild-thyme, pallid leeks,  
Pigeons with their scarlet beaks,  
Oranges and saffron yams,  
Baskets, ruby guava jams,  
Turtles, goat-skins, cinnamon,  
Allspice, conch-shells, golden rum.  
Black skins, babel\* - The sun  
That burns all colours into one.

by Agnes Maxwell-Hall

**Make a list** of the foods and products in this poem that you know about, and a list of the ones you do not know about. Find out something about how and where various products are grown and used in hot weather countries on different continents.

---

---

**What kinds of sports and games** would be most popular in hot weather countries? Why? What Olympic sports would they probably not play? Why?

---

---

\* Refers to an event in the Christian bible where the people of the Earth suddenly began speaking hundreds of different languages.



The poet, a Jamaican, describes the colours, the variety and the bustle that you would see in markets in many hot weather countries. Enjoy the rhythm and rhyme of the words.

4



## ACTIVITY

# A MESSAGE FROM ME TO SOMEONE FAR AWAY



### Write a Postcard

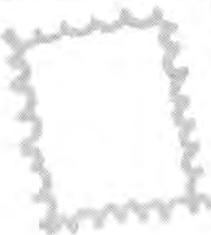
Pretend you are writing a postcard to someone in another country. Tell them about a special day in your life – a festival day, or a special holiday, or a day when you achieved something very important.

Your Name and Address:

---

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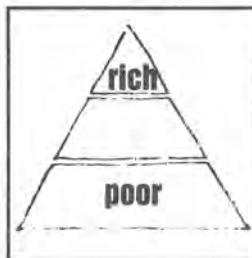
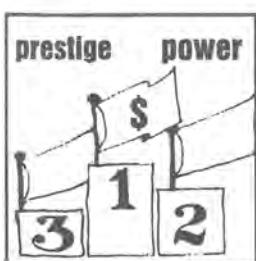
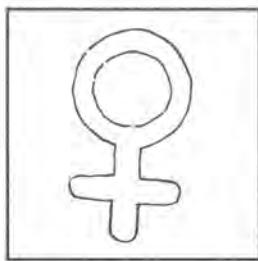
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## ACTIVITY

# Olympic Issues: A World of Challenges

Each symbol below shows one challenge for the Olympic Movement in the world. In the space below each picture, write the word from the list that relates to the picture.



- ECONOMIC INEQUALITY  
ENVIRONMENT  
FAIR PLAY  
COMMERCIALISM  
WOMEN IN SPORT  
POLITICS  
DOPING

### Questions for Discussion

1. Explain how each issue affects sport in your country.
2. Why do athletes, coaches and Olympic teams sometimes cheat in their sport by taking drugs or committing fouls?  
Who is responsible? How could you change the situation?
3. Discuss some of the ways in which politics interferes with fair play.

## ACTIVITY

# YOU TRY IT!



### Dance

Learn the traditional dances of people from other countries in the world. Present your dance to the class, along with a brief report on its country of origin.

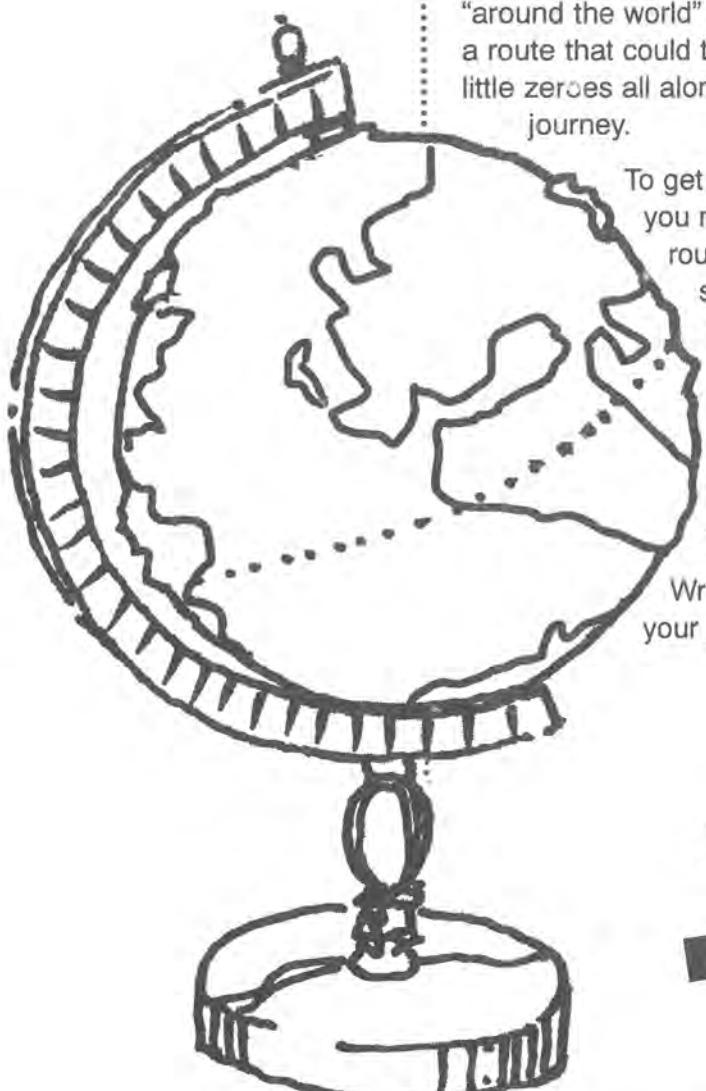
### Around the World on Foot

Pretend you are going to "run" around the world, or plan your own "around the world" Olympic torch relay. On a large map of the world mark a route that could take you to countries on every continent. Then put little zeroes all along the route. Each zero is a "leg" or section of your journey.

To get from one zero to the next zero on your world route, you need to complete a small run at home. Mark a safe route of approximately 500 m to 800 m around your school or through your community. Each day that you complete a run around your school or community, you mark off a section of your world journey.

Find out something about the people in each country you arrive in as you "run" around the world. Record interesting facts in a notebook. Then, at the end of your journey reward yourself with a special treat.

Write up your facts in the form of a diary or story about your journey.



EUROPE

ASIA

AUSTRALIA/NEW ZEALAND

SOUTH PACIFIC

CARIBBEAN

AFRICA

LANGUAGE

NORTH AMERICA

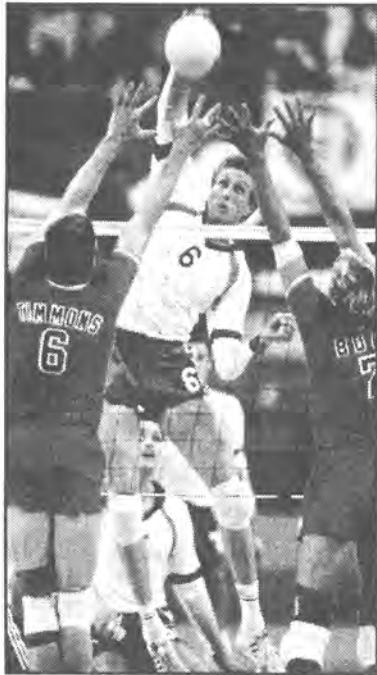
## THE SPIRIT WITHIN: THE OLYMPIC ATHLETE

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The Spirit Within: The Olympic Athlete

## BEHIND THE SCENES: AN ATHLETE TRAINS

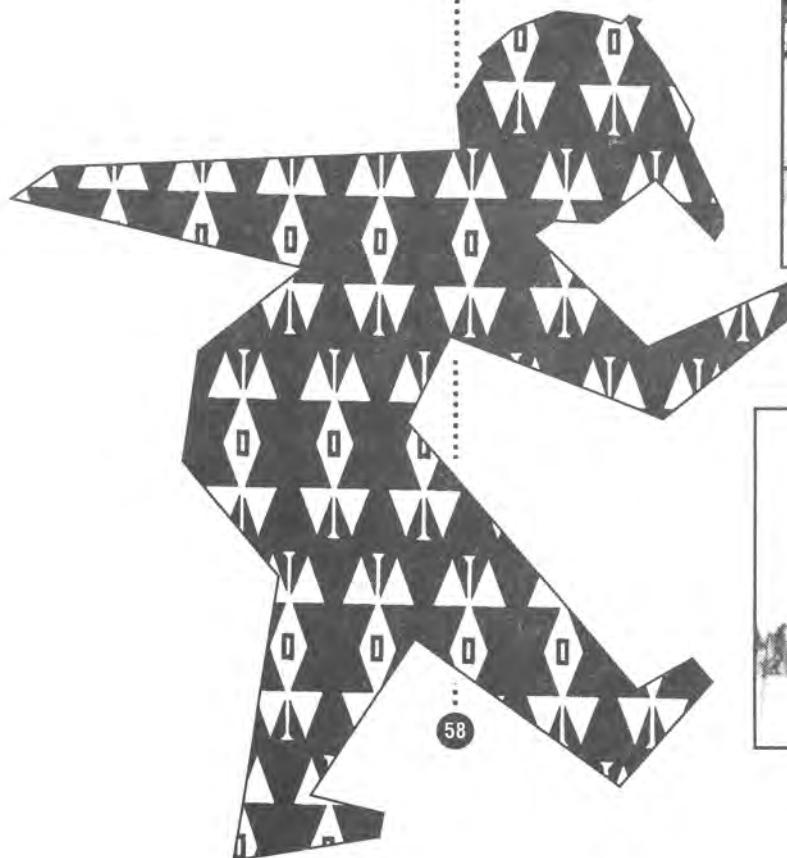


When we watch a figure skater jump high in the air, spin three times and land perfectly, we say to ourselves, "It looks so easy". We may know that s/he has practised that jump hundreds of times, but we seldom know all of the things s/he has done to become a champion.

Most athletes divide their year into blocks of time for different kinds of activities before competitions. This plan is called "training". Most of this plan involves developing their muscles, lungs, heart, etc., so that when it's time to do that jump or start that race their bodies respond exactly as they should. This is called "getting in shape".

The training period is usually divided into three parts: 1) preparation time before contests or races, 2) contest or main time during the competitive season, 3) transition or rest time after the competitive season.

Athletes must believe in what they are doing. During the preparation time, most of them spend between two and six hours exercising their bodies and fine tuning specific skills. They also participate in lots of practice competitions. If they are in school, as many of them are, there isn't much time left to do other things.



\* Adapted from Binder, Deanna.  
*COME TOGETHER:  
THE OLYMPICS AND YOU*.  
Ottawa: The Canadian Olympic Association, 1987.

## ACTIVITY

# Have a Heart for your Heart\*

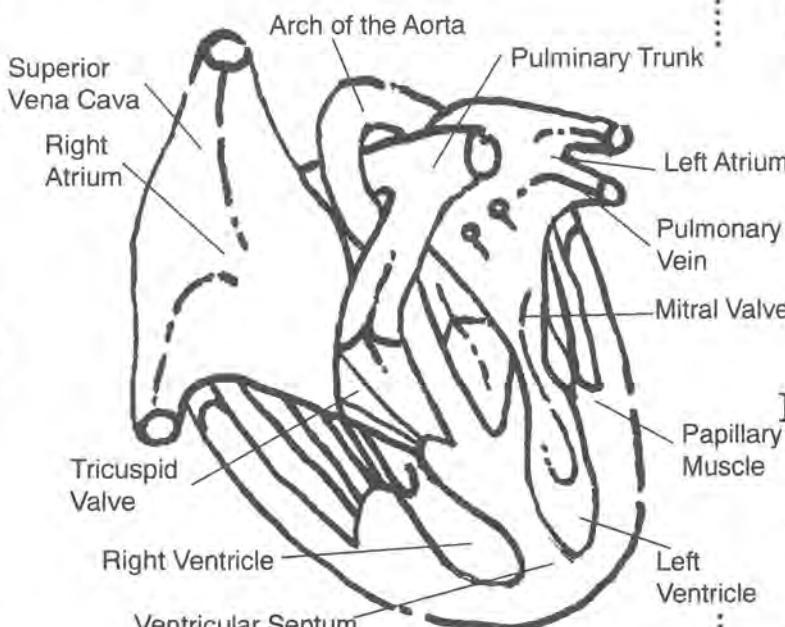
### Heart Facts

1. A child's heart beats about 90 times per minute (at rest).
2. The heart is about as big as our fist and weighs about as much as a softball.
3. Our heart is located in our chest, slightly to the left of centre.
4. Arteries are the blood vessels that carry blood from the left side of the heart to the body.
5. Veins are the blood vessels that carry blood from the body to the right side of the heart.

### GET ACTIVE! My Heart Helpers Activity List

Check the ones you will do this week. Add your own.

Bicycle Ride		Exercise To Music	
Swim		Skate	
Cross Country Ski		Dance	
Run/Play Tag		Walk Quickly	
Play Soccer/Basketball		Skip Rope	
Race With Friends		Run Up and Down Stairs	



Our hearts beat continually every day of our lives.

The heart is a muscle which pumps blood through blood vessels to all cells in our bodies.

Blood feeds and removes waste from the cells.

To keep our hearts healthy we need to do enjoyable physical activities and eat healthy foods every day.

\* Adapted from THE CANADIAN ACTIVE LIVING CHALLENGE: Program 2—Ages 9-11, p. 78.



Get Active!  
Be Healthy!



## ACTIVITY

# Take Your Pulse\*

**PROBLEM:** How does exercise affect pulse rate?

**MATERIALS:** Stop watch/watch with second hand

**ACTIVITIES:**

1. Take and record the resting pulse of three or four people (friends or family). Hint: Pulse rates should be taken using three fingers (not a thumb) at one of the pulse points of the body – wrist, side of neck, inside of elbow or temple. Count the number of beats for 15 seconds then multiply by 4. Take your pulse while resting.
2. Exercise – run on the spot for a minute.
3. Take and record the pulse once more.
4. Interpret data: Construct a graph comparing before/after results for each family member.

Name	pulse rate before exercise	pulse rate after exercise

1. What caused the change in heart rate? \_\_\_\_\_
2. How do pulse rates differ amongst people of different ages?
  - Whose resting pulse rate is highest? \_\_\_\_\_
  - Whose resting pulse rate is lowest? \_\_\_\_\_
3. List the factors that make a difference in pulse rates.  
\_\_\_\_\_
4. What happens to the heartbeat after exercise?  
\_\_\_\_\_
5. How does exercise help the heart?  
\_\_\_\_\_
6. What exercises do you do to help your heart?  
\_\_\_\_\_

## ACTIVITY

# MY OLYMPIC FITNESS PLANNING GUIDE

### What Makes My Body Physically Fit?

**A** Heart and Lung Endurance – My heart, blood vessels and lungs will be able to carry more oxygen when I regularly do activities that make me huff and puff.

**B** Muscle Strength is how hard or far I can move my body or an object once. (e.g. kicking a ball or jumping)

**C** Muscle endurance is how long I can repeatedly move my body or an object.

**D** Flexibility is how well I can stretch, bend and twist the different muscles and joints in my body.

**E** Body composition is what my body is made of. The lean part of my body includes muscles, bones and organs. The fat part includes underneath my skin, in my muscles and around my organs. I need some fat for energy, to keep my body warm and to protect my organs. Too much or too little fat can make it difficult for me to do physical activities and can lead to health problems.

**FUN** Laughter is good medicine. Chemicals produced by my body during times of laughter, joy and physical activity can make me feel happier, reduce my tension and help me stay healthy.

Activities I will do this week	A	B	C	D	E	F
1						
2						
3						
4						
5						
6						
7						



Experience the Fun!

Plan your activities and check off how they will help your physical fitness.

**running**

**skipping rope**

**bicycling**

**swimming**

**kicking a ball**

**jumping**

**hanging from a bar or branch**

**swimming**

**aerobics**

**rowing**

**dancing**

**gymnastics**

5



## ACTIVITY

# Winning and Losing... What's Important?

How much do you value...

### Survey

Each person in the class should complete this survey.

Then total the results for all columns from all students.



	very little	little	much	very much
1. Winning				
2. Having fun, playing the game				
3. Friendship				
4. Exercise				
5. Fair Play				
6. Uniforms				
7. Competition, being my best				
8. Being part of a team				
9. Coaching				
10. Refereeing				

### Procedure:

1. Use a blackboard, overhead, or chart to total the results.
2. Make graphs of the results and compare:
  - Each category
  - Girls and boys
  - Class average in each category
3. Discuss
  - What values do we demonstrate by our choices in this survey?
  - Are these values we want to demonstrate? Why or why not?
  - What actions would we need to take to show that we are changing our values?

## ACTIVITY

# WINNERS VS WINNERS

Sometimes in our daily lives we try too hard to win. The consequence is hurt feelings and sometimes violence. There are **better** ways to solve a problem with another person. These ways make both people feel like they are winners.

Talk about a process you could use in your school or community to resolve disputes or conflicts. Write up or draw your **strategy** in the space below, then commit to it. Everyone agrees to the process.

Use the "**problem solving running shoe**" to help you resolve conflict situations. When one of you loses your self-control take a "time-out". Then use the running shoe to help you talk out your problem situation. You will be glad you did – and you will all be **winners**.



### The Problem Solving Running Shoe

Develop a strategy to resolve conflicts.





OPTIMISM

ATHLETIC ABILITY

DETERMINATION

PERSISTENCE

## ACTIVITY

# WHAT MAKES A CHAMPION?

An athlete does not become a champion without a great deal of effort. Unscramble the letters in the following sentences to find out what qualities an athlete needs to be a champion.

S/he must also be **EIPSTRESNEC**, and be always trying to improve.

S/he must show a great deal of **MEERTDNATION** since s/he has spent many years practising.

S/he must be a part of his/her country's team. In order to win a place on the team, s/he must show a certain amount of **ETLAHCIT** ability.

A champion must be an **IPMOITTS**, always looking on the bright side, always expecting the best.

**persistent**      **optimism**

**athletic ability**      **determination**

Write the word that describes the following quality.

1. Ali has a serious injury but works hard to get back in shape for the next race.
2. Carlo tries a new jump shot over and over again until he gets it right.
3. Maria is sure that in spite of a 15th place finish in cross country skiing she will be in the top 10 next year.
4. Sylvia started skating at age eight and her coach quickly realized she had talent to be a star.

## ACTIVITY

# YOU ARE A CHAMPION!

### Want Ad

In a small group, brainstorm what you think it takes to be a champion. As a group, write up a WANT AD for "a champion". Write your ad in felt pens on poster paper. Mount the ad on your school bulletin board.

### Star Chart

Identify one activity you do really well. Bring a photograph of yourself and an illustration of you doing the activity or of the activity. Create a group STAR CHART which includes your photographs and your activities.

### Newspaper Column

Create a "KIDS DO IT" column for your school newspaper or create a "KIDS DO IT" newsletter for your class. Report on the special, unusual or interesting activities in which fellow classmates participate.

### Kids Do It!

Write up an activity you are good at for a "KIDS DO IT" column. Pretend you are somebody else writing the article.

### Role Play

Today, a mighty spirit says you can become a star in any sport or activity you wish. You are being interviewed by a reporter. How would you respond to the following questions?

- Will you please describe some of the skills involved in your activity?
- Will you please tell us what you had to do to reach your goal?
- Is there anyone you'd like to mention who helped you? How did s/he help?
- Your young fans would like to know what advice you would give to them so that they can do what you did.
- What does it feel like now that you have reached your goal? How has your life changed?
- How can you share with friends and community?

With a partner, record your **Interview** on tape or act it out.



You have  
what it takes to  
be a champion  
in everything  
you do!





### **Write a Story about an Athlete**

Some great Olympic Athletes:

Kip Keino, 1500 m, Kenya

Yang Chuan-Kwang, decathlon, Chinese Taipei

Miruts Yifter, 5000 m, Ethiopia

Luz Long, long jump, Germany

Bob Beamon, long jump, USA

Ioland Balas, high jump, Romania

Edoardo Mangiarotti, fencing, Italy

Karoly Takacs, shooting, Hungary

Pil-Hwa Han, speed skating, People's Republic of Korea

Irina Rodnina, figure skating, USSR

Silken Lauman, rowing, Canada

Ademar Ferreira da Silva, triple jump, Brazil

Ning Li, gymnastics, China

Jesse Owens, track & field, USA

Fanny Blankers-Koen, track & field, Netherlands

### **ACTIVITY**

## **A Famous Athlete in your Country**

Pretend you are a writer for a newspaper or radio in your country. Tell stories about famous athletes from your country. They may be famous because they won an Olympic, world or national championship; they may be famous because they overcame special difficulties to achieve excellence as an athlete; they may be famous because they have contributed greatly to the welfare of other people.

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## ACTIVITY

# *Inspirational Olympic Stories*

For Wilma Rudolph, the struggle for life began as a premature baby. She was 2.2 kg at birth. Her childhood continued to be difficult. She was one of eighteen brothers and sisters in a very poor family. After a series of illnesses, including polio, pneumonia and scarlet fever, she lost the use of her left leg. She had to wear a leg brace and was unable to walk. Her mother, however, was determined that one day Wilma would walk. The whole family participated in a program to massage her leg regularly. They were stimulating the circulation.

Wilma had spirit and determination. When she got a little older her brace was replaced with a special medical shoe. Wilma continued to walk and walk and walk, faster and faster. At age 11, to her mother's amazement, she threw away her brace and her special shoe to play basketball.

## *Wilma Rudolph*



By 16 she was not only a star in basketball, but also in track. In the 1960 Olympics she won gold medals in the 100 m, 200 m and 4 x 100 m relay races. Until her death in 1993, Wilma continued to tell students about how hardship, the love of her family and being a successful athlete had helped her become a happy married woman, mother and successful business person.

## *Shun Fujimoto*

In the floor exercises of the men's team gymnastics competition in 1976 in Montreal, Shun Fujimoto injured his knee. He knew, however, that he had to compete in the rings, his best event, if his team

wanted to beat the Soviet Union team and win a gold medal. He refused to take pain killers because he might be disqualified.

"I made myself forget what might happen when I landed," he said later.

High over the spectators, he twisted, turned and balanced. Then he performed his landing - a double somersault with a full twist - landing heavily on the floor with both feet. He stood for the required three seconds, then collapsed from the pain of his now-shattered leg. Fujimoto's pain and endurance won his team their gold medal. Was it worth it? He would say yes.

What would you say?



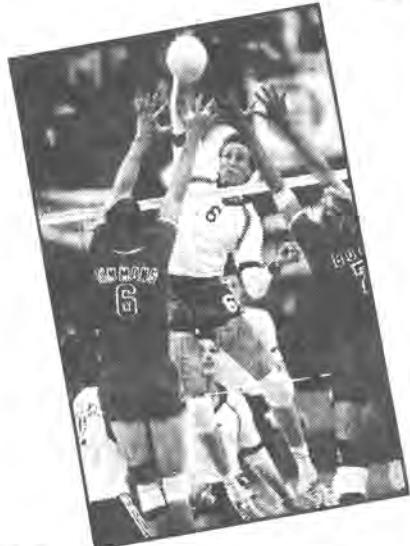
### **Write a Story about an Olympic Athlete**

Most great Olympic athletes overcome discouragement and disappointment, injury, and sometimes physical handicaps to achieve their dreams. They show not only great ability but also great heart.



## ACTIVITY

# ACTIVITIES ABOUT ATHLETES



### Make a collection of athletes' pictures

- Put them in a folder. Have a student select one without showing a partner and then describe the picture to the partner. The partner then goes through the folder to try and pick out the picture.
- Put pictures on the wall and have students write a brief description of one picture. Read out a description and have the students guess which picture is being described.

**Make a classroom collage of athletes in action.** Use pictures and newspaper headlines of athletes in all kinds of sports. Have a contest to give the collage a title.

### Interview an athlete from your school

- Write a series of 10 questions to ask your chosen athlete.
- Complete your interview.
- Write up the interview of an athlete for your school paper.

**Write a Poem.** List some descriptive words and phrases that apply to an athlete you choose. Organize these into a poem about your athlete.

### Write about a day in the life of an athlete

**Make up a WANT AD** for a participant in a particular sport. List the qualities you would want this person to have so that they could be successful in the sport.

**Host a Dinner.** Your family has been selected from a thousand applicants to host a famous Olympic Athlete for dinner at your home or elsewhere. In a Planning Guide for your dinner include and explain:

- your menu to go on the table
- a list of other invited guests and the invitations to them
- the location, transportation and costs
- topics of conversation (you may include an actual transcript)
- entertainment