



OLYMPIC EDUCATION GUIDE

2





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OLYMPIC
EDUCATION GUIDE

2

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Dear colleagues:

At the Argentine Olympic Committee, we work with conviction and passion in an Olympic Education program, an initiative that hundreds of physical education teachers and thousands of children have identified with and participated in. The Olympic Movement, which generally transcends the Games and the sporting elite, has also a pedagogical value that we must not forget.

In addition to leading the delegations of athletes who represent us in the most important sporting event in the world, the following are some of our duties:

- To encourage and support the ethical promotion and education of youth through sports
- To strive for and ensure fair play and the exclusion of violence in sports
- To oppose all types of discrimination
- To promote the participation of women in sport, so as to bring the principle of equality between men and women into practice
- To fight against doping in sports, encouraging and supporting measures aimed at protecting athletes' health
- To encourage and support the development of sports for all
- To promote actions that encourage the association of sports with culture and training

It is clear then that these and many of our responsibilities are intrinsically related to education.

We are pleased to introduce this Olympic Education Guide 2, complementing the one previously published by the Argentine Olympic Committee, and we invite you to continue to join us in this noble task.



Mario Moccia
Presidente
Comité Olímpico Argentino

Introduction

Since 2009, the Argentine Olympic Committee has assumed the commitment to propose to society as a whole—and particularly to the Educational System in its different jurisdictions—levels and modalities in order to include Olympism as curricular content.

Through the Sports Education Commission and the Argentine Olympic Academy, a document and didactic material was prepared based on the guidelines set forth in the Olympic Charter, a bylaw that summarizes the fundamental principles, norms and applicable regulations of the International Olympic Movement and it is framed in the context of the national public education policy, regulated by the current National Education Law, No. 26,206 (Ley de Educación Nacional) of 2006, and the National Law for the Integral Protection of the Rights of Children and Adolescents, No. 26,061 (Ley Nacional de Protección Integral de los Derechos de las Niñas, Niños y Adolescentes), of 2005.

Since then, an Olympic Education Program has been implemented, which offered training courses in Olympism for physical education teachers and students of this career.

Our challenge is to establish a correlation between the philosophical and pedagogical principles of Olympism and the current National Educational and associated Legislation, to value the educational potential of Olympism in educational institutions and to consider significant activities and didactic resources for teaching Olympism in schools.

We are committed to continue offering teachers a working tool that will allow them to bring the greatest celebration of world sport and its educational value to the classroom, the physical education class, the school and society as a whole, and that is precisely why we have developed this teaching material for teachers working in secondary schools.

This new project proposes that students:

- understand the importance of a better quality of life, and that they should be the ones responsible for it
- learn about the meaning of Olympism and gradually incorporate it into their daily lives from the different aspects involved

- have the possibility of being aware of their rights and obligations within the values involved in Olympism: respect for oneself, for others, for fair play and for the rules; collaboration, companionship, solidarity, friendship, ethics, morality, equality, truth, participation, etc.
- develop in an adequate, integral and balanced way their biological, psychological (cognitive and emotional), motor (technical) and social potentialities in the school environment, for the benefit of their growth
- practice physical activity and sports as a beneficial component in their lives
- acquire a behavior that appreciates the value of effort, in order to improve as individuals
- participate in the care of the environment and their living space

Based on the proposal of the Physical Education area, different and varied activities can be carried out in all curricular areas, seeking a cross-curricular approach to institutional contents and actions within the same educational project.

We invite you to continue working on Olympic Education!



Silvia Dalotto - Marcó
Director
Olympic Education Program



Carlos Alberto Marino
President
A.O.A. and Sports Education
Commission

THEME-BASED



ACTIVITIES

Physical Education

- Collaborate in the care and maintenance of natural spaces.
- Develop proposals for coexistence with life in nature.
- Promote and learn terminology related specifically to Olympism and the Olympic Movement.
- Organize research work (environment, human body, sport, Olympism, Olympic movement).
- Celebrate Olympic Day with a Cross Country activity.
- Celebrate the Olympic Games by bringing together the entire school community.
- Organize inter-course sporting events.
- Organize school Olympic Games with an athletics tournament where the groups are divided by the colors of the Olympic rings.
- Make posters with the word Olympism and its importance; banners with the Olympic symbols; banners with the participating teams and the events to be held. All of this should be carried out by groups of volunteers divided into sectors as follows:
 - Misdemeanor Court in charge of monitoring behaviors.
 - Group in charge of assembling the crowns for the winners.
 - Organization of the shared snack on the closing day.
 - Creation of control sheets for endurance, speed, long jump and ball throwing events.

Tutorship

- Collaborate in the production of participation diplomas so that all students are rewarded for their work.
- Coordinate volunteer groups for in-school events.

Language and Literature



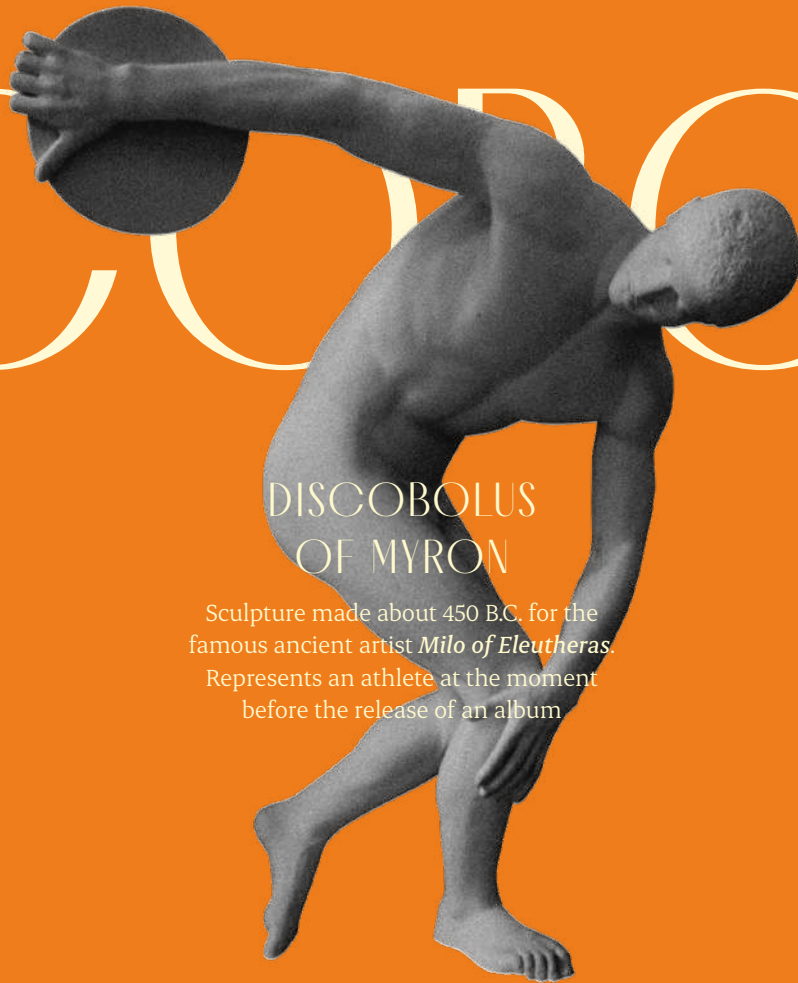
→ Temple of Hera (Olympia, Greece)

- Participate in the National Literature Contest organized by the Argentine Olympic Committee.
- Learn about the ancient Olympic Games.
- Research Ancient Greece, its gods and myths.

Geography

- Learn about the countries of the world and their participation in the Olympic Games.
- Study Greece and its geographic sites related to the ancient and modern Games: Mount Olympus, Olympia, Sparta, Athens, Alpheus river, amongst others.
- Learn about the conquests and development of the Greek polis, the geographic location of each one and their regional dominance.
- Analyze the location of the cities that have hosted the Olympic Winter Games by continents and particular characteristics.
- Locate and analyze the countries that are powerhouses in the Summer Olympic Games.

DISCOBOLUS



DISCOBOLUS OF MYRON

Sculpture made about 450 B.C. for the famous ancient artist *Milo of Eleutheras*. Represents an athlete at the moment before the release of an album.

450 B. C.



History

Research on the following topics:

- The Ancient Olympic Games, Greek culture and its decadence.
- The Greek gods.
- The reinstatement of the Modern Olympic Games.
- The creation of the Paralympic Games. Origin and World War II.
- The foundation of the Argentine Olympic Committee and how it interrelated with the Argentine governmental model of the time.

Foreign Language

- Learn through didactic activities, such as crossword puzzles, word searches, etc., the terminology and symbols of the Olympic Movement.
- Translate texts on Olympism according to the level of the course and the language in question.
- Use the official websites of the Olympic Movement for multimedia work in the school's foreign language.

Visual Arts



→ Opening Ceremony of the XXIII Games of the Olympiad, Los Angeles 1984

- Participate in the National Drawing Contest organized by the Argentine Olympic Committee.
- Design posters, banners and different artistic expressions within the symbolism of the Olympic Movement and Olympism.
- Analyze sculptures and paintings in the classical period. Hellenism and its culture.

Music

- Learn the Olympic Hymn and research the songs used in the opening and closing ceremonies of the Olympic Games.
- Learn music and typical dances of different nations of the world that have a National Olympic Committee.
- Organize cultural Olympic Games alongside the sporting ones, as in ancient times.

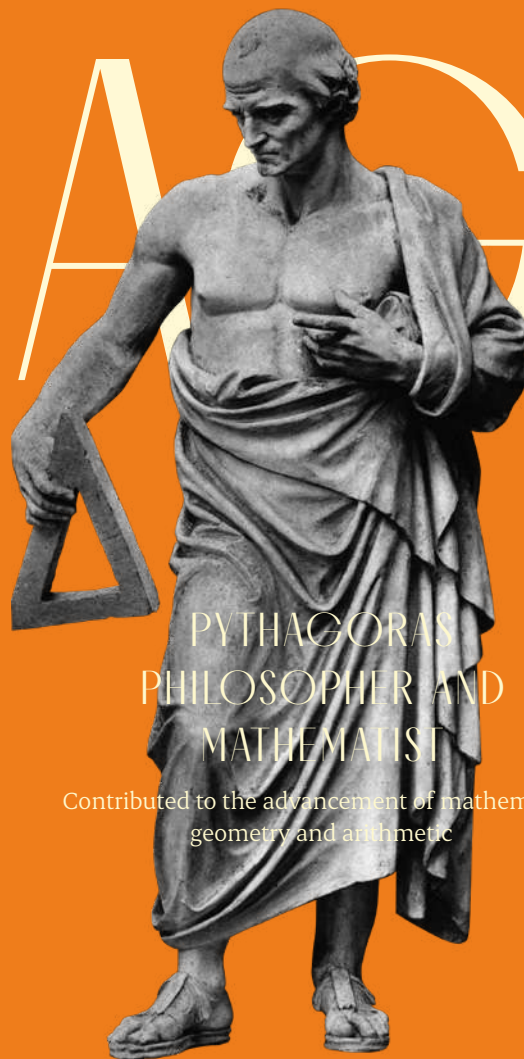
Theater

- Organize dance competitions, integrating different musical rhythms typical of each continent.
- Carry out costume exhibitions and parades of different nations grouped by continents.
- Produce theatrical works related to the classical period and the heyday of the Ancient Games.

Technology Education

- Prepare different lists for the organization of school Olympic Games.
- Create the website, blog and Facebook page of the Olympic Institutional project.
- Use websites related to Olympism and look for appropriate material for the elaboration of the institutional project.
- Practice by using excel spreadsheets the Olympic medal list of the different editions of the Modern Games.
- Apply the different Microsoft Office functions in the preparation of documents. For example: tables, diagrams, correspondences, designs, etc.

PYTHAGORAS



PYTHAGORAS PHILOSOPHER AND MATHEMATIST

Contributed to the advancement of mathematics
geometry and arithmetic

475 B.C.



Mathematics

- Compile statistics on the sports in which Argentina has participated since the founding of the Argentine Olympic Committee.
- Make (and interpret) statistics of the internal organization of the Olympic Games in the school.
- Quantitatively analyze the results of in-school research. For example: The ten most popular sports among students; percentage of students interested in the Olympic Games.

Ethics and Civics Studies



→ International Olympic Academy (Olympia, Greece)

- Seek data and analyze information on the advantages and disadvantages of high performance training and competitions.
- Select any edition of the Modern Games and investigate the participation of different countries, ages of the athletes, etc.
- Analyze the social and political dimension of the Olympic Games.
- Discuss the social role of an Olympic athlete.
- Learn about the values that Olympism spreads and its importance in society.

Physics and Chemistry

- Learn about doping control. The use and abuse of prohibited substances in sports practice.
- Study the impact of sports medicine, technology and sports equipment design on the performance of high performance athletes.

Biology



→ Archeological site of the Ancient Olympic Games

- Research on body care, nutrition of the athlete and the risks of inadequate training
- Learn first aid, with special emphasis on the knowledge of preventive methods.
- Choose a particular sport and learn about the muscles, systems and organs involved in different technical gestures
- Link sport with the care of the environment and renewable natural resources.

PROPOSAL OF ACTIVITIES



BASED ACTIVITIES

Physical Education

The proposal to carry out activities related to Olympism is usually closely linked to the organization of Olympic Games in Physical Education.

The idea in this case is to provide teachers with activities to be used in recreational moments, for team games, during a special day and/or when a class must be taught in a classroom.

Game of categories:

This is how we will call this game, in which the group is divided into as many teams as there are categories of questions.

Each category has 10 questions with scores from 10 to 100, which are awarded to the team that answers the question correctly.

The level of difficulty of the questions will be based on the above-mentioned score.

The game starts with one team that will choose a category. The teacher reads the first question of that category, which is worth 10 points.

The teacher gives them 30 seconds to think about the question as a team and come up with a single answer.

If they answer correctly, they add 10 points. Then, they can continue on to the 20-point question in the same category, or they can start with the 10 points question of a new category.

When they make a mistake or do not answer in time, they lose their turn and accumulate the points obtained. Subsequently, the remaining teams will do the same, until there are no available scores from 10 to 100 in each category.

According to the degree of difficulty, clues, answer options or any other idea that the teacher-coordinator may come up with in agreement with the group may be given.

The team with the highest score is the winner.

Olympic Athletes	Olympic Symbols	Olympic Sports	Games Celebration
50	50	50	50
40	40	40	40
30	30	30	30
20	20	20	20
10	10	10	10

Sample questions:

Category	Score	Question	Answer
ATHLETES	10 points	Who was the flag bearer of the Argentine delegation in London 2012?	Luciana Aymar
	20 points	Which athlete won Argentina's first medal at the Beijing 2008 Olympic Games?	Paula Pareto, judo
	30 points	What sport did the American Michael Phelps play?	Swimming
	40 points	What nationality is the sprinter Usain Bolt?	Jamaican
	50 points	Russian Yelena Isinbayeva is an Olympic record holder in which discipline?	Pole vault
SYMBOLS	10 points	What is the symbol of the Olympic movement?	The Olympic rings
	20 points	What are the colors of the Olympic rings?	Blue, yellow, black, green and red
	30 points	From which country does the Olympic fire start to the stadium where the Games are held?	Greece
	40 points	At what point does an Olympic Games come to an end?	When the Olympic fire is extinguished at the cauldron of the Stadium
	50 points	How many mascots did the Sochi 2014 Winter Olympics have?	Three
SPORTS	10 points	Which sport is played in four 10-minute periods?	Basketball
	20 points	Which sport is played with a feather?	Badminton
	30 points	What are the two sports that were incorporated in Rio 2016?	Rugby and golf
	40 points	How many players make up a water polo team?	7 in the water and 4 substitutes
	50 points	What are the triathlon events?	Swimming, biking, and running
GAMES CELEBRATION	50 points	What are the triathlon events?	Swimming, biking, and running
	10 points	Where will the 2024 Games be held?	Paris
	20 points	In what year will the Games of the Olympiad be organized in the city of Los Angeles?	2028
	30 points	Where were the last Winter Olympic Games held?	Beijing 2022
	40 points	Which is the southernmost city to host an Olympic Games?	Melbourne 1956, Australia
	50 points	When and where were the first Youth Olympic Games held?	Singapore 2010

Ancient Olympic Games

We know that the organization of the Olympic Games at school is always a very interesting and inclusive proposal to carry out. But with the purpose of innovating and transforming them, this time we suggest the practice of the events according to the ancient regulations.

An interesting possibility is competition in the ancient pentathlon:

- **Stadium race:** Start in a standing position, with feet shoulder width apart. Feet must be placed on “starting blocks” on the ground. At the finish line at the end of the race, the winner is given a red ribbon that is knotted to the right arm, just like the ancient Olympic athletes did.
- **Wrestling:** Under the supervision of the teacher in charge of the group, delimit a circular space, where only takedowns are allowed and there is a maximum limit of attempts to achieve it. In this way, the movements and physical integrity of both “wrestlers” are controlled. If one of the athletes considers himself/herself defeated, he/she is not obliged to continue the competition; by simply raising his/her index finger, the referee is notified that the opponent is considered the winner. We can adapt this regulation with further indications.
- **Discus throw:** A very unusual test in the school setting, but a great challenge to present to the students.
- **Javelin throw:** A very interesting challenge to try the type of grip that the ancient athlete used to throw. It consisted of winding a cord around the handle, but making sure that it was folded in half. There should be a “loop”, as when tying a shoelace. This “loop” is for the index and middle fingers, while the rest of the fingers hold the javelin in the usual way. At the moment of throwing, the fingers that started inside the cord are the ones that end up providing the final whip, in such a way that, as the ribbon unwinds in the air, it allows the javelin to rotate on its longitudinal axis to achieve greater distance and elevation.
- **Long jump:** Starting from a standing position and without running, perform three arm swings on the spot by raising a weight in each hand like halteres, that were used as jumping weights in Ancient Greece. From that position perform 1, 2 or 3 continuous jumps. During the first jump, athletes should release their halteres at the highest point of the jump, seeking to focus their strength and propulsion on the use of their legs and momentum. The weight of the body falls on both feet simultaneously and without overstepping.

If 2 or 3 jumps are proposed, it should be one after the other, without intermediate steps as in a plyometric exercise. The farthest landing point will be counted, without intermediate jumps or loss of balance.

At the end of the pentathlon event, the Olympic winner is the one who has the highest number of red ribbons per event won. Following the ancient awards

ceremony, when the winner is announced, he/she will be presented with an olive wreath, which could have been assembled by the students themselves at the school.

In case of a tie, a hoplite race can be held, where the clothing will be replaced by that worn by Greek soldiers. Hence, they will use their creativity to put together some kind of uniform similar or related to the image of the ancient warriors.

Tutorship

Considering the cross-curricular nature of the contents and connecting the agenda of other subjects, we propose activities to be performed by students during those times when, for particular reasons, they have some free time. Activities may include the following:

Make cards with the following images in order to play memory and speed games during free time.



Cripta



Portic of Eco



Rea Temple



Zeus Temple



Metroon



Pelopion



Pritaneo



Stadium



Buleterion



Altis



Filipeion



Delphos



Olympia

Language and Literature

We are going to analyze the following sentences. Connect with arrows the syntactic function performed by the words in bold:

The audience was **astonished** during the opening ceremony spectacle.

COMPLEMENT - ADJECTIVE

The Olympic Games belong **to athletes** from all over the world

INDIRECT OBJECT

The crowd waited attentively for the entrance of their country's delegation to the Olympic Stadium.

MODIFIER - ADVERB

A different activity:

Below you will find a very short text with its different parts mixed. You have 40 seconds to correctly put them in order from 1 to 5. The final text must make sense and be coherent. **Ready, go!**

The Olympic flame:

- The flame returned to Greece on July 9, 2004 and finally concluded its journey on August 13, 2004.
- The design of the Olympic Torch was inspired by the shape of the olive leaf, which not only refers to the crown given to the ancient winners, but also to the universal symbolism of peace that the olive branch possesses.
- The Olympic torch relay in Athens 2004 toured the five continents for the first time, visiting all the cities that once hosted the Olympic Games.
- It travelled around the Peloponnese for nine days before starting the trip around the world.
- A total of 3,600 relievers took part in this journey, which began with the lighting of the sacred fire on March 25, 2004.

Geography

Model of the Altis

This was the name given by the Greeks to the Sanctuary that hosted the Olympic Games. This is where they erected the great sanctuary of Zeus.

For many years, the Greeks gathered here in periods of peace or war to celebrate their great festival: The Olympic Games.

Looking at the graph below, try to place each construction with the corresponding numbering. E.g.: the entry is number 1...



OPTIONS:

Gymnasium
Entrance
Gymnasium portico
Heeron (building in memory of heroes)
Leonideon (residence of important figures)
Buleterion (meeting place of the Olympic Senate)
Echo's Portico (venue of the artistic games)
Olympic Stadium
Treasury
Metroon (temple of the goddess Rhea)
Temple of the goddess Hera
Philipeion (Monument to Philip of Macedon)
Temple of Olympian Zeus

ANSWERS

1. Entrance
2. Gymnasium
3. Gymnasium portico
4. Heeron (building in memory of heroes)
5. Leonideon (residence of important figures)
6. Buleterion (meeting place of the Olympic Senate)
7. Echo's Portico (venue of the artistic games)
8. Olympic Stadium
9. Treasury
10. Metroon (Temple of the goddess Rhea)
11. Temple of the goddess Hera
12. Filipeion (Monument to Philip of Macedon)
13. Temple of Olympian Zeus

The Olympic Winter Games

In 1924, the first edition of the Winter Olympic Games was held, organized for sports practiced on ice and snow. They were normally held in the month of February of the same year as the Olympic Games, but since 1994 they have alternated in even-numbered years.

Having read this brief introduction, we hope that with patience you will be able to put your geographical knowledge into practice by filling in the boxes.

A little clue: the 1928 and 1948 Winter Games were held in the same Swiss city.

Year	Host	Country
1924	Chamonix	
1928		
1932	Lake Placid	
1936		Germany
1948		
1952	Oslo	
1956	Cortina d'Ampezzo	
1960	Squaw Valley	
1964		Austria
1968	Grenoble	
1972	Sapporo	
1976	Innsbruck	
1980	Lake Placid	
1984	Sarajevo	
1988	Calgary	
1992	Albertville	
1996	Lillehammer	
1998	Nagano	
2002		United States
2006		Italy
2010		Canadá
2014	Sochi	
2018		Korea
2022		
2026		Italy

History

The origin of the Sanctuary of Olympia corresponds to the early Hellenic period around 2,800 BC.

It is made up of buildings that were completed in different periods, including the Archaic, Hellenistic, Classical and Roman.

The first buildings appeared in the Mycenaean period and it was at the end of the 7th century BC that it became the sacred center for which it is known.

We suggest the teacher to use the following topography of the Altis as a puzzle to complete each period.

Once completed, it will be possible to appreciate the evolution of the Sanctuary in relation to the timeline of ancient Greece.



A brief historical story

The ancient Olympic Games were born in the Greek city of, in the year and were celebrated in honor of God....., where the largest temple in Greece was located and where the citizens worshipped him.

Every four years, messengers were sent to all the Greek polis to invite the athletes to the celebration.

In each polis the best athletes were trained to compete in the great festival and it was a great honor for them to be able to participate in the Olympic Games, given that they had a human and cultural dimension.

This period between one Olympic Games and the following one was called

Between these city-states, there used to be great and constant warlike confrontations, but for the duration of the competitions a sacred truce was established.

This truce observed by all the Greek cities made it possible for those communities to form a nation and recognize themselves as a country.

The contested events were the stadium race, diaulos, dolichos and hoplites (dressed in the uniform of warriors), pentathlon (consisting of discus throw, javelin, long jump, wrestling and stadium race), boxing, wrestling, pancratium, chariot races with chariots pulled by two or four horses, as well as music competitions of trumpeters.

The marathon event was never part of the Ancient Games, although its history dates back to Ancient Greek history.

The Persians invaded Greece in the 5th century BC, in the region of Marathon. A small town away from the city of The army of the city was completely outnumbered by the Persians, and they sent messengers to all the Greek cities seeking help. History tells us that in 490 BC the Greek army had defeated the Persian invaders in a battle in the city of Marathon, leaving 6400 dead on the battlefield. The Athenian general, Miltiades, decided to send a messenger to spread the news to the Greek polis of Athens. And this is where history gets mixed with legend: Phillipides had to travel a distance ranging from 30 to 35 km to deliver the news, since the city of Marathon is..... away from the city where he was to get to. He was so determined to reach his destination as soon as possible that, when he arrived and fell down exhausted, he could only exclaim: “Niké” (name of the goddess of Victory).

However, there is another version, according to Herotodus, that Phillipides was sent to to ask for military assistance, in order to repel the invasion of the Persians, who were advancing towards Marathon. According to Herotodus, Phillipides ran from..... to in two days, covering a total of 240 km.

Fortunately for today's runners, the founders of the International Olympic Committee took the first version and set the distance of the race at 40 km.

The following map identifies regions where different types of games were also held, in which athletes competed and worshipped the god of the city.

Now it is your turn to find out which God was worshipped in each of the cities in question.



Foreign languages

Spanish

Descifrar las siguientes palabras relacionadas con el Movimiento Olímpico

	Solución
aond rindooiznasc	Nado sincronizado
ismager	Esgrima
ceertesu	Ecuestre
wdibrngnoos	Snowboarding
ujgeos ed nonirevi	Juegos de Invierno
oirt la roa	Tiro al arco
gsouej slocopiimo	Juegos Olímpicos
atwre lopo	Water Polo
rlevoe ed al noahcrta	Relevo de la antorcha
aversol oílpocsim	Valores olímpicos
akndeoowt	Taekwondo
lantóib	Biatlón
asstaocm	Mascotas
dantgonimb	Badminton

Completa los espacios en blanco del siguiente texto sobre Evangelis Zappa

Evangelis Zappa en 1800 en un pueblo del Epiro. En 1831 emigró a Bucarest, donde se en uno de los terratenientes más importantes y ricos.

Influenciado por un artículo del poeta griego Alexandros Soutsos, en el que se destacaba la necesidad de revivir los Juegos Olímpicos en los tiempos modernos, Zappas tomó la decisión promover esta idea y financiar este esfuerzo. Después de su acuerdo el gobierno griego, se organizaron los Juegos Zappianos, una combinación exposiciones agrícolas e industriales con juegos deportivos.

Zappas murió 1865, dejando gran parte de su enorme fortuna a la organización de los Juegos Zappianos. Zappas afirmó que debían celebrarse en cada cuatro años “de acuerdo a nuestros antepasados”. Conforme a su voluntad, su cuerpo enterrado en Rumanía y su cráneo fue trasladado al nuevo edificio olímpico de Atenas, que lleva su nombre. Los visitantes de Zappeion todavía pueden ver la inscripción que dice: “Aquí yace la cabeza”.

Texto (Comité Olímpico Helénico Skiadas, E., 100 hronia neoteri elliniki olympiaki istoria Epitropi O/ympiakon Agonon 1896-1996, Ta Nea, Athens 1996, p. 96. ©Hellenic Olympic Committe

French

Comment est que tu peux organiser l'information suivant? Marque chaque phrase avec un nombre de 1 a 10:

- Le tennis est l'un des cinq sports dans lesquels des équipes réunissent des athlètes de plusieurs nationalités, avec le football, le polo, la natation et la lutte à la corde.
- Les femmes participent pour la première fois aux Jeux modernes.
- Parallèlement est développé l'Exposition Universelle.
- Les compétitions se déroulent sur plus de cinq mois. Pire: le statut olympique des épreuves est si peu mis en avant que certains athlètes ignorent qu'ils participent aux Jeux.
- Les premières à entrer en piste sont Madame Brohy and Mademoiselle Ohnier, deux Françaises qui participent au croquet.
- Ils sont organisés les deuxièmes Jeux Olympiques.
- Charlotte Cooper est devenue la première championne olympique.
- La date d'ouverture du 14 mai 1900 au la date de clôture 28 octobre 1900.
- Les Jeux de 1900 sont organisés à Paris, pendant l'Exposition Universelle.
- Les Jeux Olympiques d'été 1900, Jeux de la IIe Olympiade de l'ère moderne, se tiennent à Paris en 1900.

Visual Arts

Greek art has left its mark on the history of the world so that today we can study and understand even more the characteristics of its people, mainly from the Panhellenic Games and the Olympic Games.

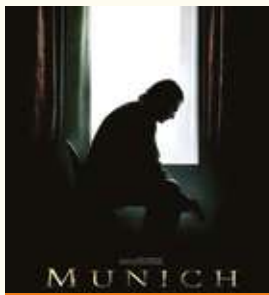
Beginning with the Archaic period, passing through the Classical period and the peak of the Olympic Games up to the Hellenistic period, all of them have left us images that allow us to recognize different events and sites of ancient times.

As an activity related to the history of ancient Greece and also to the implementation of the modern era Games, we can engage the group in a very interesting discussion.

For this purpose, we suggest projecting movies on a giant screen or television and then discussing them. The movies may be some of the following:



Carrozas de fuego



Munich



Jim Thorpe - AA



Sin límites



300



Ben Hur



The Bob Mathias Story



La prueba de valor



Asterix en los JO



Invictus



Wilma



Running

Game: Mental speed

We propose a mental speed game: The participants must find a “rival” and, in less than sixty seconds, they must match the image with the corresponding box.

Whoever finishes first is the winner. **Good luck!**



Niké

Zeus on his throne

Pallas Athena

Boxing

Pentathlon

Sanctuary

Awards

Chariots

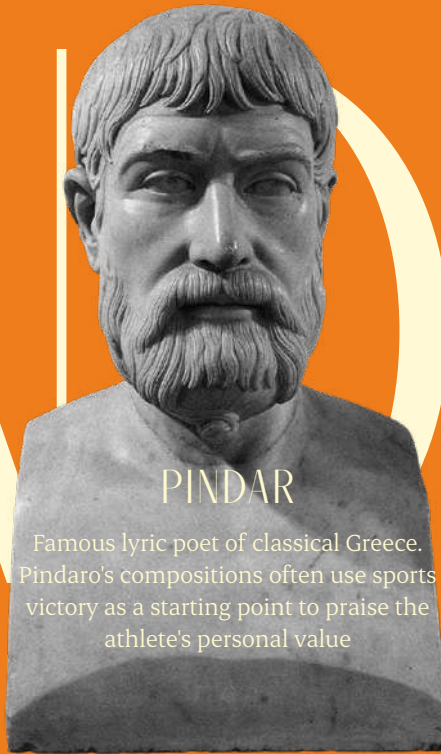
Hoplites Race

Pankration

Temple of Zeus in Nemea

Stadium

PINDAR



Famous lyric poet of classical Greece. Pindaro's compositions often use sports victory as a starting point to praise the athlete's personal value

518 B. C.



Music

The Olympic Hymn is based on a poem by the Greek poet Kostis Palamas with music by Spiros Samaras for the 1896 Games. Its original version is in Greek. Bearing in mind that we are talking about a poem, the activity consists of setting it to music with different rhythms and creating the song in the most original versions they can think of:

The poem - The Hymn:

Ancient immortal spirit, unsullied father
of that which beautiful, great an true,
descend, make thyself known and shine here
on this earth and below these skies, witness of thy glory.
Illuminate the endeavor wrought in noble contests,
in the running race, the wrestling and the throwing.
Place a wreath of evergreen branch,
creating the body as of iron and worthy.
Vales, mountains and oceans shine with thee
like unto a great temple of white and porphyry.
To which all peoples hasten to this temple
to worship thee, Oh ancient immortal spirit.

Preparation and staging of a poetry recital

The athletes underwent a conscientious preparation and, if they won, they were awarded a palm or a laurel or olive tree crown as a prize.

When they arrived in their respective cities, they were received triumphantly, statues were erected and poets recounted their sporting exploits in verses.

In relation to this, here is another idea to put into practice in a group.

First, work with other areas and find texts that have short poems or poetic sections. Then, choose one and organize a special class with costumes included to represent them with the music they think is the most appropriate.

These may be some examples:

1. ...look no further for
any star warmer than
the sun, shining by
day through the lonely
sky, and let us not
proclaim any contest
greater than Olympia.

Theater and Language

For a first exercise, we suggest the narration of the brief biography of the restorer of the Olympic Games in modern times. However, this narration may not be merely reading, but it will be supported by auxiliary resources or different techniques.

As a sample, use the following text to narrate it with:

Shadow play: With simple elements such as our own hands or puppets made from silhouettes of characters, and with the help of a spotlight, we project onto a white canvas the shadows with which we tell the story.

Black light theatre: On a black background and dressed in black, puppets are operated or stories are acted out with the hands or with elements that stand out against the black background.

A narrative proposal:

... After preparing to pursue a military career, Pierre de Frédy, Baron de Coubertin devoted himself to spreading the sporting ideal through the creation of numerous sports societies and the publication of articles in newspapers and magazines. In 1888, he brought together representatives of 14 nations at the Sorbonne University for a “Congress for the Re-establishment of the Olympic Games”.

With the prospect of resuming its celebration as a unifying act for nations, Pierre de Coubertin began to dream of uniting athletes from all over the world in an extraordinary competition, under the sign of union and brotherhood, with no profit motive and only for the desire to achieve glory, with the initial intention of naming Greece as the permanent host.

After he became president of the Olympic Committee in 1896, a position he would hold until 1925, he proposed and succeeded in having Athens symbolically host the first Modern Games (1896), for which the marble stadium of Pericles was restored with the help of the Greek financier Georges Averof. From his erudite theoretical work, it is worth mentioning an interesting treatise on the pedagogical role of sport, in which he defends the need to grant an important place to sport in the formation of individuals.

Pierre de Coubertin was then to become the man who developed the greatest sociological movement in sport, and he was the one responsible for the design of the Olympic Charter, the protocol for the Opening and Closing Ceremonies, the recreation of the Greek history of sport, the athletes' oath, the Olympic symbol, and other ideals to which he contributed his intellectual, administrative and economic integrity.

He placed his own personal fortune at the disposal of the IOC, which eventually, in his later years, made it difficult for him to survive. He died alone and impoverished in 1937 in Geneva, Switzerland.

Technology Education

The World Anti-Doping Agency (WADA) is an independent international organization created in 1999 to promote, coordinate and monitor the fight against doping in all its forms.

We suggest that you use the search engine and enter the official website, explore it and find the information that will allow you to answer the following questions:

Question 1: Are only athletes competing in the Olympic Games, Paralympic Games or World Championships subject to doping control?

Question 2: In order to win, it is sometimes necessary to cheat by using banned substances?

Question 3: What is the purpose of the World Anti-Doping Code?

→ www.olympics.org is the official website of the International Olympic Committee. The IOC coordinates the activities of the Olympic Movement and is in charge of supervising and managing all matters concerning the Olympic Games.

- In this activity you have to enter the IOC website and find out what the Olympic symbols are.
- Once you have identified and researched the meaning of each symbol, compare them to the symbols that represent your school.
- If your school does not have any symbols, the idea is that you get together with your classmates and try to design one.

Mathematics

In the same activities and contents that are used daily in Mathematics (geometry, arithmetic or any of its areas), problems can be formulated in such a way that they are linked to the theme of Olympic Education, as exemplified in the following models:

1. Area and volume exercise:

An Olympic pool is 50 m. long, 25 m. wide and 12 m. deep. Its general conditioning has a cost of \$50.00 per square meter. How much will it cost to get it in top condition? How many liters of water are needed to fill it?

2. Linear function exercise:

A long jumper records a landing point of 4 meters. In the first 10 weeks of training, it has been observed that his jumping distance is directly proportional to the time he invests in training hours. If in the first week he has jumped 4.5 meters, establish a function to determine the length of the jump as a function of time at the end of the tenth week. Then, represent it graphically.

3. Draw a Venn diagram to compare the spectators following different sports in the Modern Olympic Games.

During the Olympiad, the Games of the Olympiad, the Winter Olympic Games and the Youth Olympic Games are held.

At the Games of the Olympiad and the Youth Olympic Games, some of the most watched sports are: Running, Swimming, Basketball.

According to the information obtained, the number of viewers following each sport is:

Running	48,000,000
Swimming	45,000,000
Basketball	49,000,000
Running and Swimming	28,000,000
Running and Basketball	26,000,000
Swimming and Basketball	28,000,000
The three sports	18,000,000

Therefore:

- A. How many viewers participated in the survey?
- B. How many viewers watch running and swimming, but not basketball?
- C. How many viewers watch nothing but basketball?

4. Let's make a graph and use a circle to represent each of the groups in the problem



Ethics and Civics Studies

We propose that you put together five work teams.

Each team will have to find out as much as possible about the political influence exerted on the Olympic Movement, and each team will have to choose a different game.

As an example, we show you case number 1, from the Mexico 1968 edition.

The goal is to trigger a discussion on the abstention, adherence or rivalry between nations influenced by political ideas over sporting purposes.

Each team will coordinate the discussion on one of the topics, but everyone will take part in the discussions by presenting arguments for or against, based on the guidance of the teacher of the curriculum area.

Team No. 1: The Soviet military invasion of Hungary and the British, French and Israeli intervention against Egypt on the eve of the Games of the Melbourne 1956 Olympiad, caused serious risks of cancellation, since for the first time it was confirmed that some countries were refraining from participating in the Games. Under these circumstances, in an effort to turn the situation around, former IOC President Avery Brundage said: “The Olympic Games should not be used for political

purposes; they are about competition between individuals, not nations.” However, the rivalry between nations in the context of the Games showed that “rivalry between nations” was accompanied by a “rivalry of political systems”. An example of this situation was the confrontation between the United States and the Soviet Union, as well as the boycotts to abstain from participating in the Olympic celebrations. It is not only the Games that have been used for political purposes. The athletes, through their victories, also publicized socio-political facts and aroused the interest of public opinion. An example of this situation were the athletes John Carlos and Tommie Smith who, during the 1968 Olympic Games in Mexico, protested against the policy of racial segregation in the United States. They were Sociology students and were fighting against apartheid. As they stepped up to the podium and the chords of their country's anthem were played, they lowered their heads and, with black gloves in their hands, raised their fists in protest.

Team no. 2: The abstention of almost 30 African countries for the 1976 Montreal Games.

Team no. 3: The boycott by the United States and 60 other countries of the 1980 Moscow Games.

Team no. 4: The 1984 Los Angeles Games and the boycott by 14 countries led by the Soviet Union.

Team no. 5: The end of the Cold War brought political reform between the Soviet Union and the USA, which had a positive impact on the organization of the Seoul 1988 Games. However, this certainly was not the end of abstentions, since North Korea, Nicaragua and Cuba did not participate in the Games.

Other topics to discuss:

- The value of Ekecheiria in ancient times and the clashes in modern times.
- Sports as a means of socialization and integration.
- The new social perspectives of the Olympic Games, from the economy to tourism.
- Communicative dimensions of the Olympic Games.

Physics and Chemistry



→ High jump, German Chiaraviglio

Following the usual contents for the completion of Physics exercises, we suggest relating the subject matter to the Olympic Movement, as exemplified below:

1. At the Games of the XXIX Olympiad Beijing 2008, pole vaulter Yelena Isinbayeva performed a jump such that she is placed at $R/2$ above the Earth's surface (R = radius of the Earth). At that moment, her weight in relation to her usual weight has the following value:

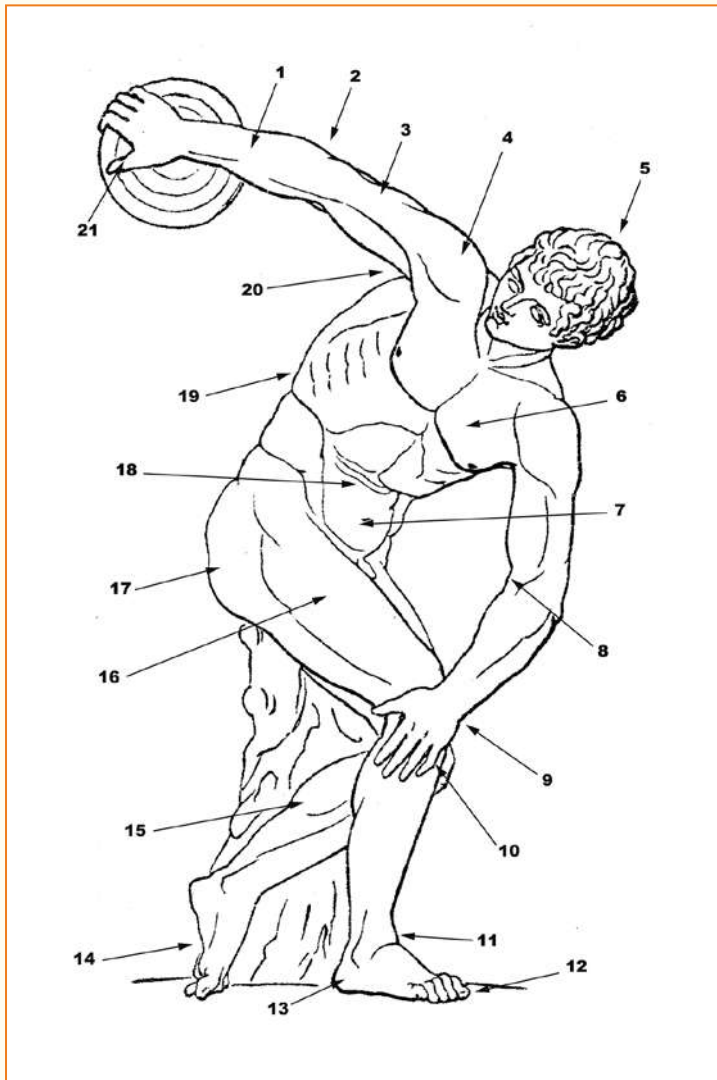
- A. The same value
- B. Half the value.
- C. Three halves of the value.
- D. Four ninths of the value

2. Korean KIM-YU-NA won the gold medal in figure skating during the Vancouver 2010 Olympic Games thanks to a spectacular technique. Check one of the following options on how her angular velocity decreases as she extends her arms while skating:

- A. By losing most of her energy when acting non-conservative forces.
- B. By increasing the friction of her skids.
- C. By increasing its moment of inertia.
- D. By increasing the friction of his arms with the air.

Biology

Let's see how much you remember about the muscle groups and joints of the human body. Complete the graph at the indicated points as appropriate:



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____
- 15 _____
- 16 _____
- 17 _____
- 18 _____
- 19 _____
- 20 _____
- 21 _____

The Youth Olympic Games

The Youth Olympic Games were born in 2007 and their first edition was held in 2010 in the city of Singapore.

In addition to a sporting program that brings together the world's elite, these Games are characterized by an extremely relevant cultural and educational program, which allows athletes to learn about Olympic values, listen to renowned athletes, explore other cultures and become ambassadors of their sport and culture in the world.

It is a fundamental requirement to participate in the cultural and educational program in order to compete in the Games, which promote international understanding across all racial, economic, religious differences.

The Organizing Committee of the first edition of the Youth Olympic Games responsibly addressed the importance of Sustainable Development and environmental conservation. They integrated the principles of environmental protection and sustainability into the planning processes of the Games and also took special care to make a collective effort to promote sustainability, especially in this event, where today's youth play a prominent role as future leaders.

During the Youth Olympic Games, athletes participated in sports competitions, as well as cultural and educational activities linked to the values disseminated by the International Olympic Committee.

Among its main educational activities, the reuse of natural resources and care for the environment were highlighted.

Its main lines of work were oriented to:

- Clean environment.
- Resource efficiency.
- Sustainable communities.

We hope that you can do and enjoy the following activities, just like the young athletes from around the world did at the Youth Olympic Games in Singapore 2010:

1. Build a mini-garden in a bottle: Photosynthesis, capillary wetting, nutrient synthesis, algae growth, micro flora and micro fauna.
2. Build a home filter to recycle and clean rainwater.
3. Waste reduction, recycling jars and reducing the volume of waste to minimize storage problems.
4. Construction of “solar panels” to absorb solar energy to heat water.
5. Construction of a simple water mill model, to learn about the principles of water power.
6. Decomposition of vegetable waste to be used as organic fertilizer.

There is also the Winter Youth Olympic Games, which are held every four years. The first ones were held in 2012 in the Austrian city of Innsbruck.

The mascot for these Games was designed by two young Argentines.

1. Find out what message they wanted to convey through this mascot.
2. Research and compare the differences you can see between the sports played at the Winter Olympic Games and the Winter Youth Olympic Games.

The II Summer Youth Olympic Games were held in August 2014 in the Chinese city of Nanjing.



→ Pandi, the mascot of the III Youth Olympic Games Buenos Aires 2018

We invite you to find out and learn:

1. ¿Where is the city of Nanjing located?
2. What was the mascot of these Games and what is the message it conveyed?
3. Who were the established athletes who came to Nanjing to share their experiences as ambassadors?
4. In which sports did our athletes participate?

The II Winter Youth Olympic Games were held in the Norwegian city of Lillehammer in 2016.

1. Has Lillehammer hosted the Olympic Games?
2. On what occasion? Why were they called “the first green Games”?
3. What traditional dances do you know from that country? Find out what they are and, using the typical clothing, learn how to dance them..
4. Which of all disciplines is the most popular in Norway?
5. What sports were played in those Games?

The city of Buenos Aires hosted the III Youth Olympic Games in 2018!






1. What was the mascot of these Games and what message did it convey?
2. Research on a youth athlete who has excelled in these Games. How do you feel about his/her sporting achievement? Do you consider him/her to be a valuable reference for young people? Why?
3. Taking as an example the intercultural tolerance that exists in the Olympic Games, reflect with your teacher on attitudes and actions that promote better understanding with your classmates.

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