



Dreams and Teams

Education pack

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Introduction

“Sport has the power to change the world. It has the power to unite in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair.It laughs in the face of all types of discrimination.”

Nelson Mandela

Sport provides a platform for young people to explore together issues relating to fair play, equity, cultural diversity, inclusion, religion, ethics, global communication and many others.

The Dreams & Teams project uses the global language and diversity of sport to develop leadership skills, active citizenship and international awareness in young people.

This in turn will help to develop global citizens, who:

- have a good understanding of other cultures and outlooks
- are aware of the impact their activities have upon the environment and others
- value and engage with difference and diversity
- have the skills and understanding to take practical action and make a difference in a complex and diverse world.

The project, using sport as a vehicle, contributes to quality education in China and the UK by looking at the skills development of young people. It responds to the ‘Outline’ (Outline of China’s National Plan for Medium and Long-term Education Reform and Development 2010-2020) issued by the Chinese government in 2010 which emphasizes the importance of promoting the all-round development of students, to enhance their sense of social responsibility, to hone their abilities to solve practical problems and to support them to learn about the society and think deeply.

The Dreams and Teams project aims to train adults as Local Tutors who will be able in turn to train young people as Young Leaders to organise and deliver sport festivals in their communities. Following the initial training, Young Leaders will set up Dreams and Teams clubs, providing opportunities to utilise and develop further the skills gained through the course. The clubs will be owned and run by Young Leaders for Young Leaders, engaging with many more young people in their schools and their communities.

By running the sports activities for hundreds of local people and establishing the Dreams and Teams clubs, the Young Leaders come to develop their own sense of belonging and self esteem, recognise the value of diversity within and between groups and communities and critically reflect on the shared and diverse values in society.

Their communications skills, organisation skills and confidence will all improve and they will gain real experiences of decision making. They will become active citizens in their community, demonstrate leadership skills and value and promote cross-cultural understanding. As a result, they will demonstrate global citizenship by thinking globally and acting locally in a responsible and positive manner.

The use of the Dreams & Teams education pack

This education pack has been designed to support not only the Local Tutors and Young Leaders who have participated in the project training programme, but also wider school teachers and students to enrich the school curriculum.

Curriculum development is high on education agenda, as endorsed in the 'Outline' (Outline of China's National Plan for Medium and Long-term Education Reform and Development 2010-2020). Beyond the training provided through the project, teachers are invited to use the variety of teaching and learning resources, ideas and activities offered in the education pack to encourage classroom innovation and cross curriculum projects.

These resources have been created to enable schools to meet many of the changes set out in the new 'Outline'. These include:

- enquiry based learning activities which motivate students to become independent enquirers and reflective learners
- team working skills developed through placing students in challenging situations in which solutions depend on working effectively with fellow learners
- leadership opportunities through tasks which require decision making and taking responsibility for self and others
- intercultural understanding and foreign language development through analysis of international sport and cultural differences
- increased awareness of the challenges faced by special needs students by learning about and providing sporting and other opportunities.

Dream & Teams Themes

The Education Pack is comprised of three main themes:

1. **Olympic Values in Action** – This theme investigates how the core values enshrined in the Modern Olympics can be used to bring about positive change in the world. Much of the inspiration and many of the ideas behind this theme come directly from the IOC document 'Teaching Values: An Olympic Education Toolkit' as well as from the official website of the Olympic Movement, London 2012 and the Nanjing Youth Olympic website. This theme is best delivered as part of an Olympic Day (or week). Your school's Dreams & Teams Local Tutor and your group of Young Leaders will have received training to plan and deliver such an event in your school but they will hope to gain the support of other students and teachers to ensure this event is a real success. It is recommended that schools that are not actively involved in the Dreams & Teams Project but who wish to deliver an Olympic Day or week within their school should create a small team of committed staff to lead such an event with one teacher taking responsibility for each of the four planning teams. Each team leader could then work directly with students in order to plan effectively for the Olympic Day. Additional guidelines are provided on page 7. **The Olympic Day** can act as a catalyst to inspire all teachers, and their students, to investigate different aspects of the Olympic values through the perspective of their particular subject. Teachers will not only find ideas for these investigations in the section 'The Olympics Values in Action: potential activities for different subject areas' but will also discover many more resources in Part II of the pack.
2. **Diversity and inclusion** – This theme focuses on developing an understanding of our global interdependence and the need to value different cultures and beliefs. Ideas for investigating these concepts and helping to create more inclusive learning environments are included in 'Diversity and Inclusion: potential activities for different subject areas.' This theme also contains some specific teaching resources around the issue of sporting inclusion for people with disabilities: Diversity, Disability and sport. This provides an opportunity for all subjects to investigate this area of diversity from their own perspective and help to ensure that their students have a positive and inclusive attitude toward disability as well as empowering disabled students themselves.
3. **Healthy Living** – this theme provides opportunity for students to gain an understanding that our health is determined to a large extent by the conditions in which we are born, grow, live work and age. It should also enable them to see that although many of these factors are outside of our control we are able to take personal responsibility for much of our health by leading a healthy lifestyle. Ideas for developing these concepts can be found in 'Healthy Living: Potential activities for different subject areas.'

The Potential Activities for Different Subject areas for each theme are designed to be flexible for use in a variety of circumstances with students in both primary and secondary schools. They can be adapted for use with small groups, classes or in whole school settings. Schools may choose to deliver them in subject lessons and investigate the possibility of different subject teachers working together. In this way the knowledge and strategies gained from a number of subjects can be applied to the issues under discussion.

Although it is possible to use the education pack without reference to any additional sources, it is recommended that students have access to the internet in order to make use of a number of key sites indicated in the text.

Using this education pack in a dynamic manner will inspire students to become involved in practical activities. These activities can make a positive impact in their own school, in the wider community and even, possibly, internationally.

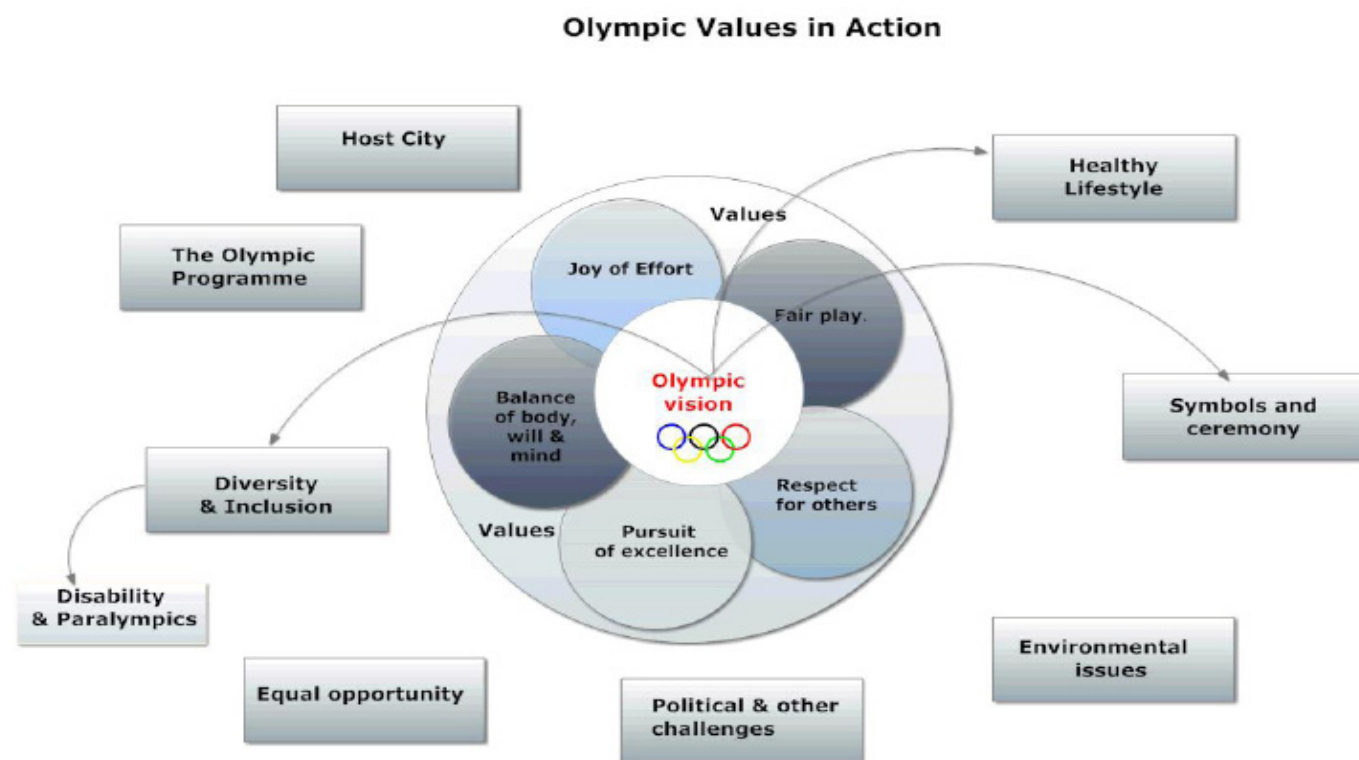
Part I: Project Themes

Theme one: Olympic Values in Action

This theme uses the unique contribution of the Olympic Games as a basis for developing the qualities and values enshrined in the Olympic ideal which reinforce the very qualities and values we want to develop through Dreams & Teams

RESPECT FOR OTHERS

When young people who live in a multicultural world learn to accept and respect diversity and practise personal peaceful behaviour, they promote peace and international understanding.



Central to the Olympic Movement is the Olympic vision of friendship and understanding between individuals and nations through their participation in the Olympic Games.

Five educational values have been highlighted for this education pack. These values come from the fundamental principles of the Olympic Movement and have been worded in a way that is relevant for educational purposes. They incorporate the three domains of learning: cognitive (intellectual), affective (social/emotional) and kinaesthetic (physical).

JOY OF EFFORT

Young people develop and practise physical, behavioural and intellectual skills by challenging themselves and each other in physical activities, movement, games and sport.

FAIR PLAY

Fair play is a sports concept, but it is applied worldwide today in many different ways. Learning fair play behaviour in sport can lead to the development and reinforcement of fair play behaviour in the community and in life.

PURSUIT OF EXCELLENCE

A focus on excellence can help young people to make positive, healthy choices, and strive to become the best that they can be in whatever they do.

BALANCE BETWEEN BODY, WILL AND MIND

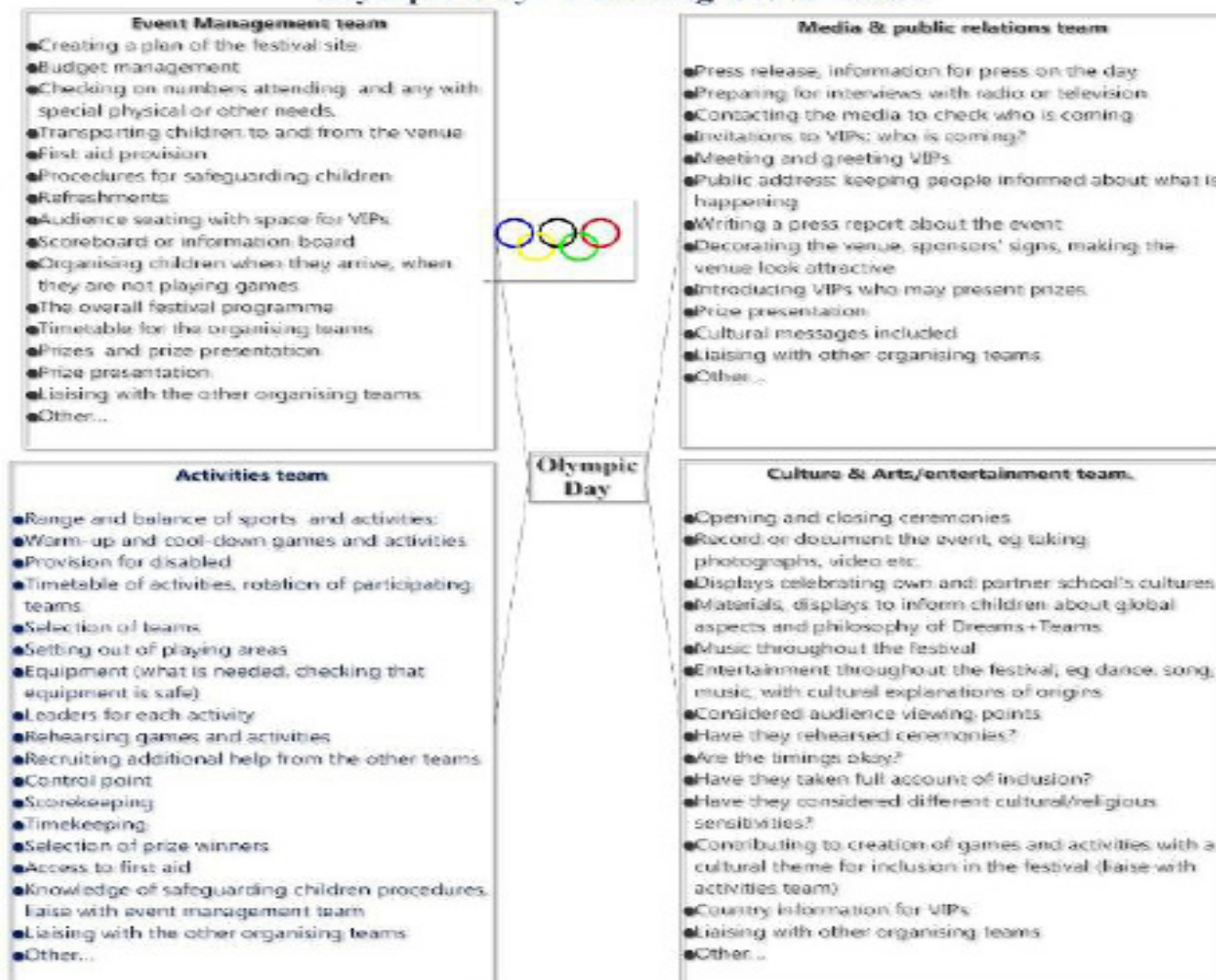
Learning takes place in the whole body, not just in the mind, and physical literacy and learning through movement contributes to the development of both moral and intellectual learning. This concept became the foundation of Pierre de Coubertin's interest in a revival of the Olympic Games.

An Olympic Day or Olympic Week

One of the key roles of the Young Leaders is to organise a sporting or cultural event within their school or local community. By holding an Olympic Day or week they will be able to engage the whole school in competitive and non-competitive sports, games as well as individual and team events. This activity will help to create an understanding of the Olympic values in a very practical way and help to promote these values within the school and local community.

The Young Leaders will receive training on how to plan and deliver sporting and cultural events during their induction programme. They will, however, require the active support of other students and teachers in the organization and delivery of the Olympic Day. They may wish to involve students and others in deciding on the number and type of events, the participating nations and details of the ceremonies and symbols to be used. The chart below shows some of the planning which will have to take place if such an event is to be successful.

Olympic Day - Planning Team Tasks



Below you will find a number of ideas for related work in your own particular subject. You will find additional material in Part II: Additional Sources of Information.

Olympic Values in Action: potential activities for different subject areas:

Subject	
Art	<ul style="list-style-type: none"> • Design banners which could be used for each country at the Opening Ceremony. • Design and produce medals and certificates to be used as awards. • Create posters to be used throughout the school and community. • Design an emblem, a torch and mascots.
English	<ul style="list-style-type: none"> • Collect sporting action photographs and give them captions in English. • Choose one of the competing countries and conduct a 'mock interview' in English with a sportsperson. • Learn the names of all of the Olympic events in English.
Geography	<ul style="list-style-type: none"> • Design a world map with all the Olympic host cities highlighted. • Consider the countries that will be competing in your Olympic Day and compile a list of their capital cities, their population and their distance from your country
Health	<ul style="list-style-type: none"> • Discuss the challenges of providing a nutritious lunch for all of the participants on Olympic Day. • Discuss the prevention of dehydration during the day's events. • Devise a week's fitness plan for all the participants to follow during the preparation for the day.
History	<ul style="list-style-type: none"> • Draw flags of the countries represented at the Games. • Discuss the symbolism and what the colours represent. • Prepare information sheets for the school about each of the countries. This could include population, famous people, history and culture.
Mandarin	<ul style="list-style-type: none"> • Write a newspaper article reporting on the Olympic Day. • Hold a poetry competition with the Olympic ideals as the topic. • Find out more about the Second Youth Olympic Games in Nanjing in 2014. Look at the following website for information: http://www.nanjing2014.org/cn/ • Discuss the six possible slogans for the Nanjing YOG and see if you can agree on the most suitable one. • Find out as much as you can about the YOG Hand in Hand which will be launched in Nanjing in 2014. Discuss ways in which you could be involved.
Mathematics	<ul style="list-style-type: none"> • Create the results sheet for the Games. Assist in the judging of the competition. • Discuss the currency and exchange rates of the participating countries. • Plan, measure and prepare the field for various events and activities
Media	<ul style="list-style-type: none"> • Team of students to act as reporters in order to create a series of newspapers before during and after the Olympic day. • Invite an editor or reporter from the local paper to visit the school and advise the news group on how best to carry out their work. • A video and/or photography diary can be created to record the preparation for and delivery of the Olympic Day in your school or local community. • Students can create an Olympic Day website displaying the information as above
Music	<ul style="list-style-type: none"> • Compose a theme song for your Olympic Day. • Investigate whether or not music has been a part of the Ancient and Modern Olympic Games. • Choose your three favourite national anthems and justify your choice

Olympic Values in Action: potential activities for different subject areas continued:

Subject	
Physical Education	<ul style="list-style-type: none"> • Train for the event(s) in which you are going to take part on the Olympic Day. • Select an Olympic athlete and discuss his/her sporting career • Watch the video 'Champion in the Mind' at http://assets.olympic.org/virtualexhibitions/expo-champions-en.html Think of a Chinese Olympian and compare his/her career progress with the sportspeople shown in the video. Has he/she succeeded in the face of many challenges?
Science and Technology	<ul style="list-style-type: none"> • Watch the video 'Athletes and Science' at http://assets.olympic.org/virtualexhibitions/expo-science-en.html • Make some notes on the following terms: aptitude for sport; morphology matters; • Describe the impact that technology has on Olympic skier Scott Beckie (Canada) • How has technology assisted judges in events such as ice skating. • Give examples of advances in pole vault, cycling, swimming and footwear

Theme two: Diversity and Inclusion

Diversity is the state or quality of being different or varied. This can relate to differences in cultures and backgrounds.

Inclusion usually refers to people being involved in a group. In education, inclusion refers to each individual student within a group being respected, valued and fully integrated into the work of the group.

In the global world, diversity is all around us. Instant communications allow contact to flourish between widely different cultures. Migration of peoples takes place both within and between countries and, as a result, all societies are increasingly multicultural. This is reflected by the cultural diversity found in every classroom.

However, we must remember that classrooms have always been diverse. The differences between students include:

- gender
- racial, ethnic, religious or cultural background
- socioeconomic status
- chronological age
- residential status (e.g migrant groups)
- learning style
- personality profile
- sexual orientation.

It is important to remember that when we speak of diversity in the classroom, we usually focus on the diversity of the students in the room. We often forget that the teacher also brings a range of diversity issues to the classroom.

Some aspects of diversity are immediately obvious, such as gender. However, other aspects such as personal experience, values and opinions are not so easily recognised and taken into account.

It is vital that diversity should be seen in a positive light and all pupils in the classroom valued for their individuality. To be effective educationally, all schools must be inclusive. An educationally inclusive school is one where the teaching and learning, achievements, attitudes and well-being of every young person matter.

In Dreams & Teams the focus is on developing racial, ethnic, religious and cultural awareness. To achieve this, we hope to enable our students to:

- develop an understanding of international interdependence in a global society
- address global issues in the context of their learning
- value different cultures and beliefs
- celebrate the diverse cultural influences represented in their school and community
- enjoy regular contact with students and adults living in different countries.

A diverse and inclusive school should provide the opportunity for:

- a multicultural approach to all subjects
- students to become confident in their ability to bring about change
- teachers and students to value the cultural knowledge and experiences both within the school and in the wider community
- creation of an inclusive learning environments in which the experiences and perspectives of diverse students are always prominent
- the development of open lines of communication between schools, teachers, diverse students, families and communities based on cultural knowledge

Diversity and Inclusion: potential activities for different subject areas:

Subject	
Art	<ul style="list-style-type: none"> • Invite a local artist who has a different cultural background to work with a class. • Working in small groups. Each group to study the art from a particular part of the world and then create their own artwork to represent the chosen community. • Research the various influences of different religious traditions on art.
English	<ul style="list-style-type: none"> • Write a short story, in English, about a child at school in England. Try to use the following words in your story: family, classroom, teacher, lunchtime, friends, homework. • Write a short description of the following places in the United Kingdom: The Houses of Parliament, St. Paul's Cathedral, The River Thames, Edinburgh Castle, the Orangemen, Snowden.
Geography	<ul style="list-style-type: none"> • As a class, on a local or national map, show where all members of the class originate from. • Using the information above, describe the geography of each area. • Investigate first and then compare and contrast the lives of any two of the following: an Amazonian Indian, a Masai warrior, an Inuit, an Aboriginal and a Mongolian horse-trader.
Health	<ul style="list-style-type: none"> • Make a health map of the world showing infant mortality, life expectancy and average income. • Investigate the link between health and standard of living throughout the world.
History	<ul style="list-style-type: none"> • In groups investigate and prepare a PowerPoint on the origins of the following religions: Christianity, Judaism, Islam, Hinduism and Buddhism. • Discuss the alternatives to religion which have been developed in Russia and China. • Select a particular Chinese ethnic group and investigate its history
Mandarin	<ul style="list-style-type: none"> • Imagine you are an immigrant in a country new to you and your family. Describe your hopes and fears for your new life. • What do you understand by a person's ability? Write a short essay for your teacher explaining what it is and whether or not it can be developed. • In groups, create a scene for a play which shows the experience of an immigrant worker on their first day in a new job.
Mathematics	<ul style="list-style-type: none"> • Obtain the population statistics for China and produce charts and graphs to illustrate the figures for different provinces and for different ethnic groups. • Research the different counting systems throughout the world both today and in the past. • Using statistics from medal winners from past Olympics try to forecast the number of gold, silver and bronze medals for the top five countries
Media	<ul style="list-style-type: none"> • In small groups create a front page for a magazine entitled 'Diversity in China'. Include photo and interviews. • Write a newspaper article explaining why a visit to the Olympics might be very enjoyable. • Create a video to celebrate the cultural diversity in your school
Music	<ul style="list-style-type: none"> • Research the music from a chosen group outside of China and prepare a musical presentation. • In groups, write the words and music for a new song for your school to celebrate its diversity. • Choose one musical instrument from a different culture and explain how it is played and when it is used. Try to get some examples of it being played.
Physical Education	<ul style="list-style-type: none"> • Prepare a presentation on a sport popular in another country but relatively unknown in China. Include information about rules, star players etc. • Investigate one of the following sports and demonstrate to your class how they are played: Cricket, boule, pelotta, lacrosse and Sumo. • Arrange a sporting contest with your partner school in another country. Record and compare times and distances scored by students in both schools. Agree on mutually acceptable sporting activities which can be easily measured.
Science and Technology	<ul style="list-style-type: none"> • How has science and technology helped to break down the barriers between different cultural and ethnic groups? • Describe how science and technology has changed sporting equipment, performance and measurement at the Olympic Games.

Diversity, Disability and sport

One significant way in which people differ from each other is in terms of their physical and mental ability. A significant number of people have limited ability and they are sometimes described as having a disability. Disability can be defined as any physical or mental condition that limits a person's movements, senses or activities. We usually use the word to refer to factors that are severe enough to interfere with or prevent normal day to day activities. Disabilities can be permanent, temporary or occur from time to time. They can affect people from birth or be acquired later in life through injury or illness.

The World Bank estimates that approximately 600 million people, or ten per cent of the world's population, have a disability. It also suggests that 80 per cent of these people live in developing nations. Sport works to improve the inclusion and well-being of people with disabilities in two ways:

- By changing what communities think and feel about people with disabilities. This reduces the stigma and discrimination associated with disability.
- By changing what people with disabilities think and feel about themselves. This empowers people with disabilities so they may recognise their own potential and call for changes in society to enable them to fully realise their potential.

The Olympic Games provides an international focus for the achievement for elite sportspersons with disabilities. There are now opportunities for sportspeople with disabilities to take part in the Paralympics (for those with a wide variety of physical disabilities), the Special Olympics (for those with intellectual disabilities) and the Deaflympics (for those who are hearing impaired). These events have inspired people from all over the world to initiate local sporting groups to enable people with disabilities to enjoy the benefits of sporting participation and competition.

With an increasing number of students with disabilities likely to be attending Chinese mainstream schools in the future, this is a topic requiring urgent debate. Young Leaders in your school may decide to organise sporting and other cultural activities in the school or community and actively involve young people with disabilities in these events.

Diversity, Disability and Sport: Potential activities for different subject areas:

Subject	
Art	<ul style="list-style-type: none"> • Design a logo for the Nanjing Youth Olympics 2014. Ensure that the logo tells us something about the historic city of Nanjing. • Research into any contemporary Chinese disabled artists working in a range of different media. Look at their work and see if you can create some similar artwork of your own.
Media	<ul style="list-style-type: none"> • Invite a sportsperson with a disability into the school and interview him/her in order to find out the impact sport has had on his/her life. • Imagine that you are a person with disabilities living in an area without sports facilities that you can use. Write a letter to your local newspaper to express your frustration. Try to suggest some practical solutions to resolve your problem. • Create a photo montage to illustrate how sport can benefit people with disabilities. You can take your own photos or use photos obtained from newspapers, magazines or the internet.
Technology	<ul style="list-style-type: none"> • Investigate the differences between a standard wheelchair and one used for wheelchair basketball, tennis or rugby. Look at the photographs on the Technology information sheet to help you. Also watch the following video to see wheelchair rugby in action: http://www.youtube.com/watch?v=g1_aUAGvWK4 • At the Los Angeles Olympics in 1932, 30 handheld stopwatches were used to time every event. Investigate the changes in timing over the years.
Science	<ul style="list-style-type: none"> • Watch the video of Oscar Pistorius running in the 400 metres semi-final at the World Athletics Championships at the following website before answering the below question: http://www.youtube.com/watch?v=jP6vmqi7c7I • Some people think that Oscar Pistorius has an advantage when he runs against able bodied athletes because of his special artificial legs. Discuss and present the arguments for and against using any scientific evidence you can find.
History	<ul style="list-style-type: none"> • Look at the following website to watch 'Sport like never before' which shows how far the Paralympic Games has progressed since 1948. http://www.london2012.com/videos/2011/sport-like-never-before.php • Describe the rise of the Paralympics from Stoke Mandeville to London 2012. • Investigate the development of the Special Olympics and the challenges of classifying sportspeople for these events
Geography	<ul style="list-style-type: none"> • On a map of the world plot where the athletes who took part in the Beijing Paralympics came from. • Using the information from this map, discuss possible reasons for the unequal world distribution of Paralympic participants.
Physical Education	<ul style="list-style-type: none"> • Experience seated volleyball and/or blind folded running with a partner. • Try swimming with one or more limb immobilised – be sure that you are supervised when doing this. • Talk to a partner about your feelings as you took part in these activities. Has it changed your view about sport for the disabled?
Mathematics	<ul style="list-style-type: none"> • Compare and contrast the winning times of the Olympic and Paralympic 100 metre runners over the last 10 Olympics. Plot these on a graph and estimate the winning times for 2020
English	<ul style="list-style-type: none"> • Choose one Paralympic sport or event and describe it in detail to a friend. • Focus on one Chinese Paralympic competitor and find out all about them and their participation. • What are the events included in the Special Olympics? Write all their names in English.

Diversity, Disability and Sport: Potential activities for different subject areas continued:

Subject	
Mandarin	<ol style="list-style-type: none"> 1. Watch the very inspirational 'Sport Teaches Us' at: http://www.specialolympics.org/video-sports-teaches-us.aspx, The 2007 World Games Opening Ceremony at: http://www.specialolympics.org/video_opening_ceremony.aspx and the Spirit of the Special Olympics at: http://www.specialolympics.org/slideshow_spirit_slideshow_nov_2010.aspx and then answer the following questions: <ol style="list-style-type: none"> a) Why is the Special Olympics more than just sport? b) Try to summarise what sport teaches us in a few key phrases 2. Explain why you think it is important for people with disabilities to have the opportunity to take part in sport. 3. Imagine one of your friends in school had an accident recently and is now confined to a wheelchair. He/she wants to take part in sport and you are keen to help him. Explain what you might do. 4. How inclusive is your school and local community? Justify your answers with evidence. 5. What improvements would they like to make to ensure local people with disabilities have opportunities to engage in sport, leisure, art, employment and so on...?

Theme three: Healthy Living

Health is defined as ‘a state of complete mental, physical and social well-being and not merely the absence of disease or infirmity.’ (World Health Organisation)

Good health means that our mental state is sound, our body is working well and we are at ease socially. We are able to lead a full and active life, combining work, duties, recreation and social activities on a regular basis without becoming exhausted. We all need to lead a healthy lifestyle.

However, our health is also determined by the conditions in which we are born, grow, live, work and age, including the health system in our country. These circumstances are shaped by factors beyond our individual control such as the distribution of money, power and resources at global, national and local levels.

These are very wide-ranging issues and the circumstances in which we find ourselves are usually not of our making. For example, if we are born into a rich family in a stable country we have a much greater chance of living a longer and healthier life than if we were born into a poor family in a war-torn country.

Globally, improving health for all depends upon improving daily living conditions. This should include:

- a fair start for all in terms of infant care, education and family welfare;
- access to quality housing, clean water and good sanitation;
- promotion of healthy living through physical activity and a sound diet;
- fair employment opportunities and satisfactory working conditions;
- social protection for all throughout their life.
- access to a health system for all.

Although many of these factors are out of our control we are able to take personal responsibility for much of our health by leading a healthy lifestyle. Good health comes from:

- eating sensibly
- taking regular physical exercise
- getting regular rest and sleep
- limiting our alcohol intake
- not smoking or taking social drugs
- improving our ability to cope with stress.

Good health requires physical, mental and social well-being.

Physical well-being

- Our cardiovascular and respiratory systems work well for normal activities and also emergencies
- Our muscular system is strong enough to meet the needs of our daily life

- Our body shape gives us confidence
- We are able to resist and recover from illness.

Mental well-being

- We are able to cope with the stress and tensions of everyday life by relaxing and developing leisure interests
- We are able to control our emotions, bringing stability to our behaviour.

Social well-being

- We need the company of other people in order to develop friendships and good personal relationships
- We improve our own self-esteem and feel good about ourselves when we feel that other people value us.

Healthy Living: Potential activities for different subject areas:

Subject	
Art	<ul style="list-style-type: none"> • In groups create a montage to illustrate healthy living in your society. • Create a poster encouraging young people not to smoke. • Create a three-dimensional piece of artwork to symbolise healthy living
English	<ul style="list-style-type: none"> • Explain in spoken English what is meant by the following terms: health, exercise, diet, rest, stress, self-esteem and personal relationships. • Prepare a short talk to explain the advantages of exercise for good health. • Using English, interview a partner and ask questions about his or her views on healthy living.
Geography	<ul style="list-style-type: none"> • Look at the world map of malaria distribution, (http://gamapserver.who.int/mapLibrary/Files/Maps/Global_Malaria_2010.png), investigate how malaria is transmitted and the effect this has on the health of people in the region. • Select a country or geographical region of your choice and show how for ordinary people the environment in which they live affects their health. • In small groups, compare the advantages and disadvantages for healthy living in a modern urban environment and a rural farming community.
Health	<ul style="list-style-type: none"> • In small groups, look at the distribution of HIV infection on the world map (http://gamapserver.who.int/mapLibrary/Files/Maps/Global_HIVprevalence_2007.png), and discuss the health and social implications for world as a whole. • Prepare a questionnaire and carry out a survey in your class to determine smoking habits of fellow students and their families. Summarise your results. • Why is good health important for the individual and for society? Prepare a PowerPoint presentation to answer this question.
History	<ul style="list-style-type: none"> • 'We have a much healthier lifestyle than that of our grandparents.' Say why you agree or disagree with this statement, giving your reasons. • Interview your grandparents or people of a similar age, in order to find out the conditions under which they grew up. You will need to ask questions about housing, sanitary arrangements, education provision, health care and family support.
Mathematics	<ul style="list-style-type: none"> • Produce a questionnaire based on the Global School Based Student Health Survey (http://www.who.int/chp/gshs/2003_China_GSHS_questionnaire_chinese.pdf), to generate some healthy living questions to ask your class or year group. Present the results in a variety of statistical forms • Keep a record of your activities during one week. You might like to include the following headings: school lessons, physical activity, homework, sleep, meals and relaxation. Show your results in pie charts and/or graphs. Discuss your results with a partner and decide whether or not your current lifestyle is a healthy one.
Media	<ul style="list-style-type: none"> • Invite a representative group from the local community to discuss what they understand by healthy living. The group might include pensioners, mothers with young children and local health officials. • Create a magazine entitled 'Healthy Living' aimed at young people. Use the information gained from the community discussion, together with your own ideas, to raise awareness of the topic. • Design a website to promote healthy living for young people. You could include advice on diet, exercise, smoking, friendship and relaxation

Healthy Living: Potential activities for different subject areas continued:

Subject	
Physical Education	<ul style="list-style-type: none">• In China morning public exercise is increasingly being performed mainly by older people. In small groups, discuss reasons for this and predict future trends.• Prepare and follow a one-week programme of physical activity to increase your physical wellbeing. It should include exercise for both your cardiovascular and muscular systems.
Science and Technology	<ul style="list-style-type: none">• Prepare a timeline to show major advances in science and technology worldwide which have led to improvements in health.• Keep a record of the food and drink which you consume in one day. Analyse your intake in terms of carbohydrates, proteins, fats, minerals, vitamins, fibre and water. Is your daily diet healthy? You will find guidance and advice on the internet.

Part II: Additional Sources of Information

Teachers and students will find much useful and attractively presented information and comments about the Olympics and related matters on the following websites:

Title	URL
The Olympic Museum	http://www.olympic.org/museum
Heroes	http://assets.olympic.org/virtualexhibitions/expo-heroes-en.html http://getset.london2012.com/en/heroes
Champions in the mind	http://assets.olympic.org/virtualexhibitions/expo-champions-en.html
Athletes and Science	http://assets.olympic.org/virtualexhibitions/expo-science-en.html
Hope	http://assets.olympic.org/virtualexhibitions/expo-hope-en.html
Vancouver 2010, Sustainable Development and living traditions	http://assets.olympic.org/virtualexhibitions/expo-vancouver-en.html
Training my mind at school	http://www.olympic.org/Documents/Reports/EN/en_report_1156.pdf
Beijing 2008 – Education Kit	http://www.olympic.org/documents/reports/en/en_report_1283.pdf
Angel or Demon? The Choice of Fair Play:	http://www.olympic.org/Documents/Olympic_Museum/Education/School%20Ressources/Angel_or_Demon_ENG.pdf
Soundtrack - game	http://getset.london2012.com/en/resources/14-16/games-1-1-1-1/14-16-sound-track
Match the sound - game	http://getset.london2012.com/en/resources/14-16/games-1-1-1-1/14-16-match-the-sound
Special Olympics	http://www.specialolympics.org/slideshow_spirit_slideshow_nov_2010.aspx
Make a choice	http://getset.london2012.com/en/resources/14-16/games-1-1-1-1/14-16-make-a-choice
The IOC Media Player page also contains 1,794 Videos 13,492 Photos on Olympic related matters	http://www.olympic.org/multimedia-player?playertab=1

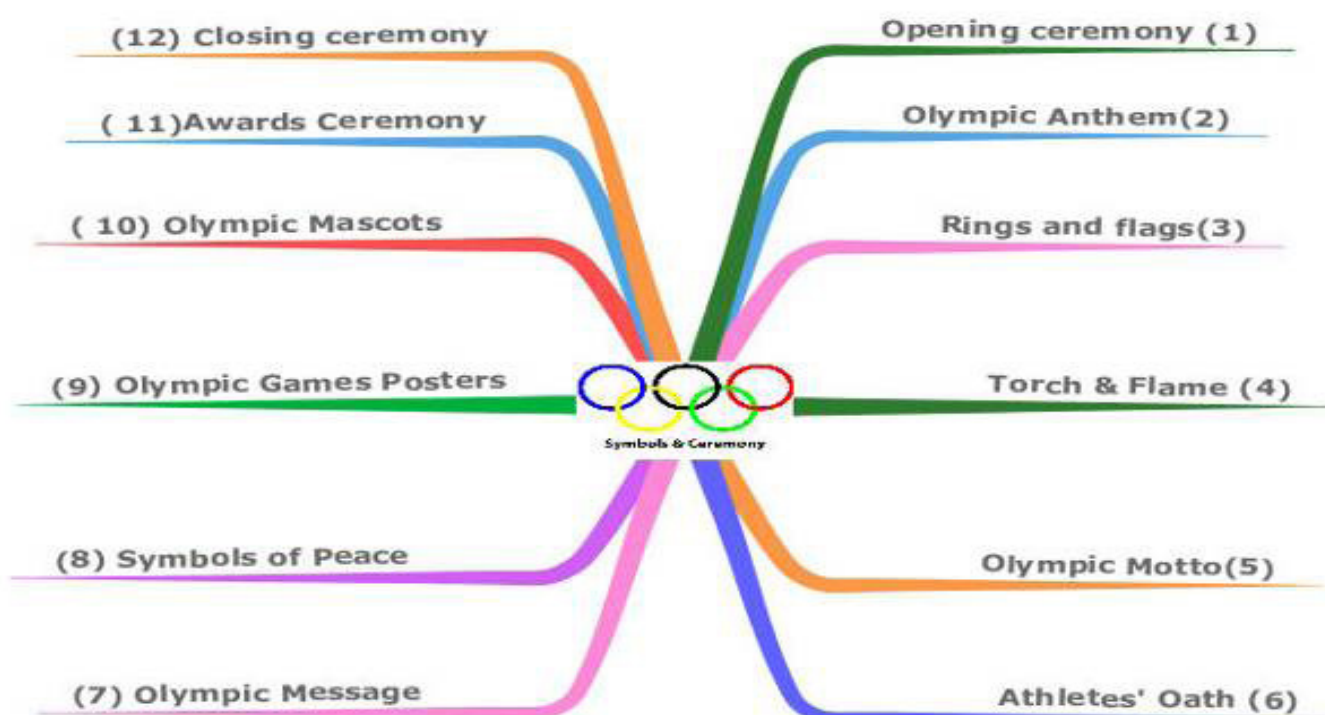
They will also find many more on the Chinese-based IOC and Chinese-based Special Olympic websites.

Additional Material on the Olympic Games

Pierre de Coubertin (1863-1937), the founder of the modern Olympic Games, understood the importance of emotion and imagination as educational tools. He integrated sports with culture in the organisation of the Olympic Games. He created symbols and encouraged ceremonies, music and pageantry. These artistic and cultural experiences make the Olympics different from other sporting events and provide a basis for values education activities in a variety of curriculum areas – including sport and physical education.

The following section contains information, provides links to relevant websites and presents readings and activities about the following Olympic symbols and ceremonies.

Dreams & Teams Olympic Games resources



1. OPENING CEREMONY

The Opening Ceremony is the first public event of the Olympic Games and is primarily the responsibility of the host city's Organising Committee. The order of the ceremony is stipulated by the Olympic Charter.

ORDER OF EVENTS:

- Parade of Nations – Greece first, host city last, others in alphabetical order.
- Speeches by the President of the Organising Committee and the President of the International Olympic Committee.
- Head of State of the host country officially declares the Games “open.”
- Olympic flag is raised as the Olympic anthem is played.
- The Olympic torch is used to light the Olympic flame.
- Doves are released as a symbol of peace.
- The Olympic oath is taken by an athlete and an official.
- Cultural entertainment is provided by the Organising Committee of the host city.

2. OLYMPIC ANTHEM

The music was written by Greek composer Spyros Samaras and the words were added by Greek poet Kostis Palamas in 1896. It was adopted by the IOC in 1958. The Olympic anthem is played at the Opening and Closing Ceremonies of all Olympic Games and during all official International Olympic Committee ceremonies.

Although the words have been translated into many different languages the IOC requires that the anthem be performed in either English or Greek.

Activity A1

Write some lyrics for the opening two verses of the Olympic anthem. See if you can find a stirring, motivating piece of music which could be used as an alternative to the current Olympic anthem.

3. OLYMPIC RINGS AND FLAGS

The most widely recognised symbol of the Olympic Games is the five interlocking rings.



Reading:

Look at the five rings. They are joined together like a chain. You will see them everywhere on TV during an Olympic Games. The colours of the top three rings, from left to right, are blue, black and red. The bottom rings are yellow and green. One of these colours is found in the flag of every country in the world. Some people say that the five rings represent friendship among the people on the five large continents of the world. What do you say?

For Discussion:

Pierre de Coubertin, the founder of the Olympic Games designed this symbol 100 years ago. Do you think it is a good symbol for the Olympic Games? Why or why not?

Symbols and colours mean different things in different cultures.

What does BLACK mean (symbolise)?

What does WHITE mean:

What does RED mean

- in an Asian culture?
- in a European culture?
- in an African culture?

Activity B1

Make up your own symbol for an Olympic Day in your school or community. Describe your symbol and what it means.

Activity B2

Make a study of other national and international symbols. Find them in newspapers, magazines or on the world-wide web. For example, what does a red cross or a red crescent mean? What do these symbols represent?

Flying the Flag

Reading 1

When all the athletes have marched into the Olympic stadium during an Olympic Games Opening Ceremony, it gets very quiet. Then from one end of the stadium eight people dressed in white enter the stadium. Each of them is holding an edge of the Olympic flag. Holding the flag tight between them, they move around the Olympic track. They stop at the flag pole, attach the flag and then begin to raise the Olympic flag. A huge choir sings the Olympic anthem. It is a very emotional moment for the athletes and spectators in the stadium.

During the Olympic Games the Olympic flag is flown wherever other flags are flown in the Olympic city. The flag symbolises that the city is now living under the Olympic spirit. During the Closing Ceremony, the flag is lowered and given to the mayor of the city that is the host of the next Olympic Games.

Reading 2

Flag Waving From a Wheelchair⁴

Sam Sullivan, the mayor of Vancouver, lives his life in a wheelchair and has minimal hand movement. He said he didn't want someone waving the nearly five- metre flag for him.

"That's completely against everything I stand for. I want to be able to do it myself," said Sullivan. With one billion viewers expected to watch the Closing Ceremony, Sullivan said the symbolism of taking the flag was important. "There are many people with disabilities who have e-mailed me and said this is really quite a profound moment for them as well as for me and other people with disabilities in Canada," said Sullivan.

To solve Sullivan's problem, engineers and volunteers in Vancouver designed a three-angled flag-holder to mount on the armrest of his wheelchair. It had to be designed for a number of scenarios. "That's one big flag. If the wind takes it, do I end up on my face or falling off the edge of the stage?" Sullivan said.

When IOC President Jacques Rogge handed him the flag, Sullivan moved his motorised wheelchair back and forth, to get the flag to wave.

Activity B3

The people who are carrying the flag in the picture below are all people who have made the world a better place to live in. Five of these "flag bearers" represented the five main regions of the world. The other three represented the three pillars of the Olympic Movement: sport, culture and environment.

Use the internet or ask your teachers/elders what each of the following leaders has achieved and why they were chosen.

- Archbishop Desmond Tutu – Africa
- John Glenn – the Americas
- Lech Walesa – Europe
- Cathy Freeman – Oceania
- Kazuyoshi Funaki – Asia
- Jean-Claude Killy (France) represented "Sports"
- Steven Spielberg (USA) represented "Culture"
- Jacques Cousteau (France) represented the "Environment"



Activity B4

Talk in groups:

Why do nations have flags?

Why does the Olympic Movement have a flag?

Activity B5

If the Olympic Games came to your city and country, who would you pick to be the eight flag bearers for the Olympic flag?

Why would you pick each of these people?

Activity B6

Design and draw a flag for a special event in your community or for your school, or draw the flag of your country. Then explain the symbols and images you have used on your flag.

Activity B7

Design an apparatus for a wheelchair that will help someone with a disability to wave a big flag.

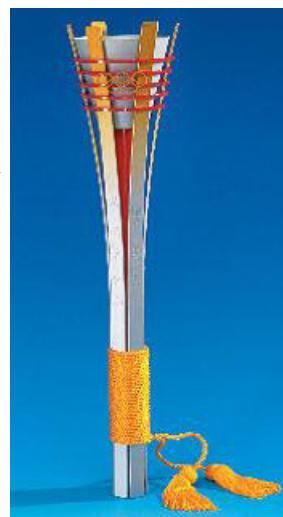
**4. TORCH AND FLAME**

The Olympic flame symbolises the striving for perfection and the struggle for victory; it also represents peace and friendship. The tradition of the modern Olympic torch began in 1936 at the Berlin Games and has since remained as an Olympic custom. The torch is lit by the sun at Ancient Olympia, Greece and then passed from runner to runner in a relay to the host city. There it is used to light the flame in a cauldron at the Olympic Stadium during the Opening Ceremony. The flame burns throughout the Games and is extinguished at the Closing Ceremony.



The lighting of the flame in Ancient Olympia for the start of the torch relay of the 1992 Albertville Winter Games.

Nagano 1998: The Olympic torch has the shape of a traditional Japanese torch. The Olympic rings on the upper part of the torch depict crystallised snow. The handle is wrapped with yellow thread, the colour of royalty.



Reading

Every Olympic Games has a special torch that travels on a long journey from the ruins of the site of the ancient Olympic Games to the host city of the modern Olympic Games. The torch lighting ceremony takes place in front of the ruined columns of the temple of Hera in ancient Olympia. The flame is lit by the heat of the sun reflecting off a mirror into the oil in a big cauldron. A torch is lit from the flaming oil, and begins its journey to light the Olympic spirit in other parts of the world. This journey is called a “torch relay”.

For Discussion:

Notice the women in the photo. They are actresses playing the role of Ancient Greek priestesses. The high priestess reflects the light of the sun from a mirror into the oil in the large bowl or cauldron.

- Why do you think people who are organising a modern Olympic Games want to use symbols and ceremonies from the ancient Olympic Games?
- What special events in your community use special flames or fires? For example, when do you use special candles? Or build ceremonial fires?
- Why do you think fire and light are so important in ceremonies?

Activity 1

Carry out a research project on the ceremonies of the ancient Olympic Games.

Activity 2

Design an Olympic torch for a special ceremony in your school or community. Explain the symbolism of your design.

Activity 3

Imagine a special fire or light that symbolises friendship and peace. Draw a picture of what you see in your imagination.

Activity 4

Plan a torch relay for a special event in your community that promotes peace and friendship between communities or schools.

5. OLYMPIC MOTTO

The Olympic motto is *Citius, Altius, Fortius* which is Latin for Faster, Higher, Stronger. The motto was created in 1891 by Father Henri Didon, a friend of Pierre de Coubertin, and adopted by the IOC in 1894.

In many Olympic sports, the athlete that is the fastest, the highest or the strongest wins the gold medal. There are some Olympic sports that use a judging system to decide who wins the gold medal. Gymnastics, diving and figure skating are three examples. These sports are judged by a panel of judges. They look for things like spectacular moves, body control, artistic style and difficulty of movements or combinations of movements.

For Discussion:

Can judges or officials cheat? How?

Why would they cheat? What are the consequences of their cheating?

6. ATHLETES' OATH

'In the name of all competitors, I promise that we will take part in these Olympic Games, respecting and abiding by the rules which govern them in the true spirit of sportsmanship, committing ourselves to a sport without doping and without drugs, for the glory of sport and the honour of our teams.'

During the opening ceremony, an athlete from the host country comes to the platform and reads the Oath on behalf of all athletes. Then an official or a judge reads a similar Oath on behalf of the judges and officials. The Olympic oath was first used at the 1920 Olympic Games in Antwerp.

Reading:

Cheating and Punishment in Ancient Olympia

How would you punish a cheater in a sporting event in your community? The Ancient Greeks had a very unusual way of punishing athletes who cheated. They had to pay for a statue that had their names and their families' names on it. Everybody walked past these statues on their way to the stadium. How embarrassing!

The ancient Olympic Games of Greece were organised with many rules and rituals – just like our Games. They were sacred to the Greek god Zeus. Athletes, their fathers and brothers, and officials promised to obey the rules at a ceremony in front of the temple of Zeus before the Games began.

However, there were sometimes cheaters. As a penalty for cheating the athlete and his city had to pay a large fine. These fines were used to build small statues of Zeus called 'Zanes.' For hundreds of years other athletes walked past these statues as they marched into the stadium. The statues were a good reminder of the consequences of cheating. Some of the bases of these statues can be seen today at ancient Olympia. The names of the cheaters are still there for everybody to see – 3,000 years later.

For Discussion

- What kind of actions break the rules in Olympic sports competitions. What happens to the people who break the rules?
- Describe a ceremony in your culture or tradition in which people make promises or oaths. Why do people make promises like this?
- Have you ever made a promise to someone? Did you keep your promise? How did you feel about keeping or breaking your promise? Why did you feel this way?
- If you cheated during a sports competition, would you like your school or community to put your name on a statue that would stand in the front of the school?
- Why or why not?
- How would your parents feel?

- What are appropriate punishments for your classmates if they cheat?
- Do you think this is an effective 'consequence' for cheating?
- What is the punishment for cheaters in sports today?
- Do these punishments prevent people from cheating?
- Why or why not?
- What measures would you suggest in order to prevent cheating and violence in a sports competition?

7. OLYMPIC MESSAGE

- 'The most important thing in the Olympic Games is not to win but to take part.....just as the most important thing in life is not the triumph but the struggle.'
- These words are displayed on the main scoreboard of every modern Olympic Games. Pierre de Coubertin borrowed them from a speech that he heard in 1908.

For Discussion:

- Explain what you think it means in your own words
- Do you agree with this message? Why or why not
- Not all athletes or their coaches agree with this message. They will cheat in order to win. What are some of the ways that athletes cheat? Why do they cheat?
- How does cheating harm other athletes? How does cheating harm the athlete who has cheated

Activity C1

Make a poster using the Olympic motto or message – or use your own words for the message.

Activity C2

Write inspirational messages for yourself or your friends

Activity C3

Write a motto or message for a sport that you like.

8. SYMBOLS OF PEACE

The symbol of the Olympic Truce Foundation, Athens, Greece. A dove with an olive branch in its mouth is a symbol of peace.

READING

The Olympic Truce

In ancient times, a truce was declared before every Olympic Games. This truce allowed athletes and spectators to travel in safety. Today, the Olympic Truce Foundation and the International Olympic Committee asks people who are fighting to stop fighting while athletes from the entire family of nations meet under the flame of the Olympic torch. This action is supported by the United Nations. The Athens Games in 2004 promoted the truce and its values around the world during the 2004 Olympic Torch Relay.

Other symbols of Peace

- The five Olympic rings symbolise a chain that links all of the continents of the world.
- During a Games, the flags of all the participating nations fly in the Olympic stadium.
- Doves, ancient symbols of peace, are released during the ceremonies to bring their message of peace to the nations of the world.



- Ever since 1936, an Olympic torch, ignited at the site of the ancient Games in Olympia, has been passed from person to person in a national or international Olympic Torch Relay. The Olympic flame represents the spirit of friendship.
- An Olympic Village provides housing for most athletes, their coaches and personnel. In the Olympic Village athletes sleep, eat, shop and have fun together. They become a family.
- During the Closing Ceremony, all of the athletes enter the stadium together, showing the unity of sport under the Olympic flag.

For discussion

- Interpret the “truce” symbol above. What birds represent peace in your culture?
- What other symbols of peace exist in your cultural tradition?
- What kinds of behaviour cause conflict among people in your school or community? What actions are taken to reduce the conflict? What actions do you think could be taken? Explain your suggestions.

9. OLYMPIC GAMES' POSTERS

READING THE IMAGE

Context: When the city of Rome, Italy, received the right to host the 1960 Olympic Games, it made a decision to highlight the rich history of the city. The poster shows the upper part of a column, known as a capital, decorated with human figures. At the top a she-wolf can be seen, feeding two infants. Text, dates and the Olympic rings complete the picture.



The Wolf feeding Romulus and Remus: The she-wolf and twins represent the popular myth of the founding of Rome. Legend has it that the twin boys were the offspring of the Roman god of war, Mars, and the nephews of the King of Alba Longa.

The king, fearing a challenge for the crown, set the twins afloat in a basket on the Tiber River, which later floated ashore and was found by a female wolf.

Nursed by the she-wolf, the twins were later adopted by a shepherd and named Romulus and Remus. According to tradition, the adult Romulus and Remus founded the city of Roma in 753 BCE, on the site where they were discovered by the she-wolf.

Later, in a quarrel for leadership, Romulus killed Remus and became sole ruler of Rome.

The image of the she-wolf and the twins is based on the

sculpture of the Lupa Capitolina (Capitoline Wolf), dating from the 6th Century BC. The original sculpture had been damaged during Antiquity and was restored during the Renaissance. The twins we see today date from this period. The sculpture has become a well-known symbol of the city of Rome.

The Column: the Athlete and the Crowd: The scene represented is of an athlete crowning himself with his right hand while holding a palm leaf of victory in his left. While he himself is nude, those surrounding him are toga-clad. Several other athletes are also wearing crowns, a symbol of victory.

The Text: The text on the poster uses the writing of ancient Rome for its numbers (Roman numerals) rather than Arabic numbers (which are the way that numbers are now written in Euro-Western writing). These "Roman numerals" reinforce the "antique" identity of the Rome 1960 Games. The text reads "Games of the XVII Olympiad, Roma, 25.VIII – 11.IX"; and, on the capital, "Roma MCMLX".

For discussion:

What Olympic values are represented in this poster?

Activity 1

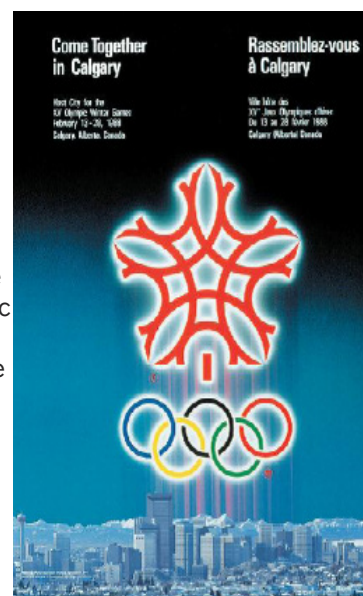
Write the numbers from 1 to 10 in Roman numerals. Interpret the numbers from the poster of the 1960 Games in Rome. Write these dates in the number symbols from other language traditions.

Activity 2

Analyse the Calgary 1988 Winter Games poster on left. Identify the elements of the Olympic symbols, values and local heritage. Can you find the maple leaf (the symbol of Canada), the 'Cs' for Calgary, and cowboy boots? Canada has two national languages. What are they? Can you see the Rocky Mountains behind the City skyline?

Activity 3

Imagine the Olympic Games were to be hosted by your community (or a nearby city). Design an Olympic Games poster. What elements would you find it important to include and why? Note: All Olympic posters feature the rings and aspects of importance to the host city.



10. OLYMPIC MASCOTS

Activity H1

Create your own mascot for the 2014 Youth Games in Nanjing. Tell us its name, describe its personality and why it looks like it does.



11. THE MEDAL CEREMONY

At the ancient Olympic Games, only the first place winners received awards – a single wreath made from an olive tree branch that was cut with a gold-handled knife from a wild olive tree. The Greeks believed that the vitality of the sacred tree was transmitted through the branch



At the modern Olympic Games, Olympic medals are presented to the first, second and third placed athletes. A Gold medal is presented for first place, a Silver medal for second and a Bronze medal for third. The host city is responsible for designing the medals within the guidelines set by the IOC. The national anthem of the first place winner is played as each medallist's national flag is raised

London 2012 Medals



The London 2012 medals were the biggest Summer Olympics medals to date. Artist David Watkins says the key symbols on front and back juxtapose the goddess Nike, for the spirit and tradition of the Games, and the River Thames, for the city of London. On the back of the medals is the 2012 branding, representing the modern city as a jewel-like, geological growth. The logo is shown against a 'pick-up-sticks' grid which radiates the energy of athletes and a sense of pulling together. The River Thames runs through the middle as a celebratory ribbon. The bowl-like background recalls ancient amphitheatres, with a square balancing the circle to give a sense of place. The sport and discipline is engraved on the rim of each medal, all of which was produced by the Royal Mint in South Wales.

Activity 1

Design and draw a gold medal for the 2014 Youth Olympics in Nanjing. Ensure that you are able to describe what the two sides of the medals show about the Olympics and about the host city.

12. Closing Ceremony

The Closing Ceremony signals the official end of the Olympic Games and is usually shorter and simpler than the Opening Ceremony. The sequence of events was formalised in 1956.

ORDER OF EVENTS:

- Olympic athletes are not separated into national teams as they enter the stadium, to symbolise the unity and friendship of the Games.
- Three flags are raised to the national anthems – Greece, host country and next host country.
- The Olympic flag is passed to the Mayor of the next host city.

The President of the International Olympic Committee pronounces the Games closed:

“I declare the Games of the (current) Olympiad closed, and in accordance with tradition, I call upon the youth of the world to assemble four years from now at (the site of the next Olympics), to celebrate with us there the Games of the(next) Olympiad.”

- The Olympic flame is extinguished.
- The Olympic flag is lowered as the Olympic anthem is played.
- Cultural entertainment by the Organising Committee of the host city.

