

THE RIO 2016 OLYMPIC GAMES

9-15

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MATHEMATICS
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SCIENCES



The Rio 2016 Olympic Games

Activity Sheet

Introduction

The modern Olympic Games have existed since 1896. Based on shared values and rituals which are repeated at all the Games, each edition nonetheless has its own identity, thanks to the culture of the host country and the context in which the Games take place.

It is therefore possible, by working on one edition of the Games, to look at how differences are expressed within a universal event like the Olympic Games.

THIS SHEET FOCUSES ON:

- How the specific characteristics of the Rio 2016 edition are expressed.
- The evolution of the Olympic programme, with two new sports in Rio.
- The importance placed on legacy aspects in the process of bidding to host the Olympic Games today.

This file serves as a companion to the Information Sheet on the same topic.

→ To be downloaded from www.olympic.org/education
> Teaching Resources

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Activity 1

General Information

Exercise 1

The host cities of the Olympic Games

Teaching objective

This exercise allows the pupils to review a few concepts of geography with an overview of the countries and cities which have hosted the modern Olympic Games.

Equipment needed

Beamer, scissors.

Nine years before the Games, each city has the right to bid to become the host city of the summer or winter Olympic Games. This is a huge undertaking, which requires great commitment, not just from a city, but from the whole country concerned. Some countries, and some cities, have hosted the Olympic Games twice or even three times.

- Before the exercise, print and cut out the lists of host cities attached. Create groups of three pupils, project the map of the world (attached) or print out a large size version of it.
- Ask the pupils, individually or in groups of two, to situate the cities and countries on the map. If you print the map out, draw dotted lines corresponding to the countries.

FOR OLDER PUPILS (AGED 12–15)

- Separate the city and country names before distributing them, or hand out only the names of the cities and ask the teams to write the name of the corresponding country in the empty box.



Did you know?

If all the documents provided for Rio de Janeiro's bid to host the Summer Games in 2016 were stacked on top of each other, they would reach a height of 2.5 metres!

Exercise 2

Rio 2016 in figures

Objective

The Olympic Games in Rio will attract many people and require considerable material and human resources. This exercise allows the pupils to appreciate the huge scale of the organisation involved.

- Print out the attached document. Separate the two columns by cutting a wavy line, to make it easy to put the document back together. Cut out the various elements.
- Create teams of three or four pupils. Ask them to recreate the pairs by linking each number to the corresponding element.
- Once the exercise has been completed, start a discussion. Ask the pupils for their comments and reactions to the results they have found. Ask the group which figures impressed them most.

FOR OLDER PUPILS (AGED 12–15)

- Separate the columns by cutting in a straight line. Let the pupils find additional information on the internet, for example on the official site: → www.rio2016.com
- Once the exercise has been completed, start a discussion. Ask the pupils for their comments and reactions to the results they have found. Ask each group to find a relevant piece of data or a figure linked to the Olympic Games in Rio or to Brazil, and tell their classmates.



Activity 2

The Sports on the Programme

Exercise 1 The Olympic sports

Teaching objective

This exercise allows the pupils to recognise the Olympic sports by identifying the pictograms.

Olympic sports may consist of one or more disciplines. For example, BMX, track, road and mountain bike are all disciplines of cycling. There may be one or more events or competitions in each sport or discipline. For example, the men's 100 m and the women's 100 m are athletics events. An event results in a ranking and the award of medals.

- In class, look at the Rio 2016 Olympic pictograms (see annex).
- Divide the pupils into teams of three or four, with a maximum of seven teams. Ask them to write down the names of the Olympic sports and disciplines based on the pictograms. Allow them 10 minutes to prepare. Choose the presentation order of the teams at random. Each team will mention a sport or discipline, until the pupils reach the end of their suggestions.
- Count the numbers of points, and announce the teams that have won gold, silver and bronze.
- Final questions worth three points each:

Which new sports will be in Rio in 2016?
→ Golf and rugby.

When were these last on the programme of the Olympic Games?
→ 1. Golf–1904.
→ 2. Rugby–1924.

FOR OLDER PUPILS (AGED 12–15)

- Do the exercise without using the pictograms.
- Ask what the difference is between a sport, a discipline and an event, and ask them to give some examples.

Exercise 2 The Olympic programme

Teaching objective

This exercise allows the pupils to understand how a sport gets to be on the Olympic programme.

To be included on the Olympic programme, a sport must fulfil a number of criteria. First, it must be governed by a single International Federation, respect the Olympic Charter and apply the World Anti-Doping Code. The IOC then ensures that the sport meets the universality requirement: it must be practised in a given number of countries. It also takes into account several other criteria, such as the history of the sport, its technical characteristics, its popularity, its ethics, its impact on the environment, etc.

- Ask the pupils what their favourite sport is. Ask a pupil, and then ask everyone else who regard this as their favourite sport as well to put their hands up. Ask this group if the sport in question is on the Olympic programme.
 - If it is, what are the most important characteristics of this sport?
→ Universality, values, ecology, technique, popularity, etc.
- If it is not, what might be preventing its inclusion on the programme? Allow the whole class to give their views. Ask them which other sports they would like to see on the programme of the Olympic Games.
- Ask each pupil to design a pictogram for a sport not on the Olympic programme, based on the pictograms for the Games in Rio.

FOR OLDER PUPILS (AGED 12–15)

- Ask the pupils to pick a sport or discipline on the Olympic programme and tell the class about it, in groups of two or three. Each time give a brief history of the sport, describe it and the values it represents, and a famous event or athlete in the history of the sport. Complete the presentation with illustrations.

Activity 3

Thinking Ahead

Exercise 1

Organising the Olympic Games and welcoming the athletes and visitors

Teaching objective

This exercise allows the pupils to become aware of the resources and means needed to stage a large-scale event like the Olympic Games. It also makes them think about the impact and benefits of such an event for the host city and the whole country.

- Ask the class what they think is needed to organise the Olympic Games in a city, considering the number of spectators and the more than 10,000 athletes taking part in the Games.
 - Lots of rooms, hotel infrastructure.
 - Experience of managing big events.
 - Public transport that can cope with large numbers of people.
 - An efficient security system.
 - Existing infrastructure, or the resources to build it.
 - Financial resources or investors to fund the construction needed.
 - A waste management system.
 - A large workforce and volunteers.
 - An Olympic village for the athletes.
 - Catering for all the visitors and athletes.
 - A stable and peaceful political environment.
 - Etc.

- What do they think will be the benefits for the host city and country, both during the Games and afterwards? They can make use of the previous list, but must also find other elements.
 - The facilities built for the Olympic Games can be used afterwards: sports facilities, urban infrastructure, new apartments, transport, etc.
 - The enriching exchanges between different cultures.
 - New friends and contacts from all over the world.
 - An unforgettable show in your own backyard.
 - New professional experience, even for volunteers.
 - A boost for tourism, as the whole world watches the Olympic Games.
 - Better health and fitness thanks to practising sport.
 - Unforgettable memories, and pride at having been chosen as a host city / country.
 - Learning new sports.
 - Examples to inspire young and old alike for the future.

FOR OLDER PUPILS (AGED 12–15)

The answers must be as detailed as possible. Ask them to create lists in order of importance. Ask them also to say what types of Olympic legacy exist.



Activity 3

Thinking Ahead

Exercise 2

The Olympic village

Teaching objective

This exercise raises the pupils' awareness of the importance of the Olympic village and helps them better understand the real scale of what is here called a «village».

- Ask the class how many athletes are taking part in the Games in Rio.
 - Roughly 10,500.
- Where will all these athletes stay?
 - In the Olympic Village.
- Ask the pupils what an Olympic village is. What might the athletes need?
 - The Olympic village is where the athletes and their entourage members stay during the Games. Ideally, it is located near the sports facilities, and only people with a special accreditation are allowed to enter it.
 - In Rio, the Olympic Village is not far from the competition venues, and is composed of 34 residential blocks with a capacity of 17,700 beds. In addition to the accommodation, the Village has a gym, recreation areas, meeting rooms, restaurants, cafés, shops, a bank, etc.
- What is important?
 - That the athletes can train, feel at ease and relax in order to find the concentration and balance they need to perform at their best during the events.
- What makes it such a special place?
 - Many sports and countries are represented at the Olympic Games, which creates an exceptionally varied mixture of personalities and talents. It is a fantastic opportunity for all these athletes to meet and learn from one another, all with the same shared passion: sport.
- How will the local community benefit after the Games?
 - Functional and prestigious new housing will be available.

FOR OLDER PUPILS (AGED 12–15)

- Ask what other facilities will be built for the Olympic Games in Rio and what the legacy will be for the city. Look at the notion of “legacy” and talk about the importance of this, right from the start of the candidature¹:
 - A metro line.
 - A high-speed bus route.
 - New sports facilities and arenas will be part of the permanent legacy: the three Carioca Arenas, the Future Arena, the Olympic Tennis Centre, the Maria Lenk Aquatics Centre and Velodrome, the Aquatic Centre, the Olympic Hockey Centre, the Shooting Centre, the Olympic Equestrian Centre and part of the Deodoro Stadium, etc.



1. www.olympic.org/documents/olympism_in_action/legacy/2013_booklet_legacy.pdf

www.olympic.org/olympic-legacy

Activity 4

Visual Identity

Exercise 1

The stylised representation of Brazil and Rio de Janeiro

Teaching objective

This exercise allows the pupils to learn about the process of simplifying and reducing a complex whole into easily identifiable emblematic elements, and spotting these elements.

- Ask the pupils to find the positive elements which symbolise Brazil, and Rio de Janeiro in particular. These may be small details or a more general element. Ask them to think about the architecture, the fauna, the flora, the landscape, the inhabitants, etc.

List a dozen-or-so elements on a big sheet or a whiteboard.

For older pupils, ask each one to think of an element.

- Watch the following clip together (15 seconds):
→ www.rio2016.com/en/more-information/games-design/look
- What elements did the pupils recognise? Find those included on the list. What surprising or unexpected elements were there?

Exercise 2

Analysis of an element of the visual identity of the Rio Games

FOR 7–12-YEAR-OLDS: THE GAMES MASCOTS

Teaching objective

This exercise allows the pupils to understand the process of personifying a complex whole, for example the fauna and flora of Brazil, in two mascots which both have easily identifiable emblematic elements.

Rio 2016 mascots website

→ www.rio2016.com/mascots/#!/fun

Video:

→ www.youtube.com/watch?v=TOGMbUFeG_M&index=2&list=PLNv6oVicHp4A5eUUGvCEdIIE8M89se-mD

- In class, look at the Games mascots, as still or moving images; which elements can you recognise?
 - Vinicius (Olympic Games): bird, cat / feline.
 - Tom (Paralympic Games): flora, green leaves.
- Ask the class to find adjectives to describe these characters.
 - Friendly, scary, smiling, boring, banal, original, funny, communicative, etc.
- Read out loud the sentence:

“Vinicius can run faster, fly higher and be stronger.”

 What does this remind them of?
 - The Olympic motto: “Citius Altius Fortius” (faster, higher, stronger).



Activity 4

Visual Identity

FOR 12–15-YEAR-OLDS: THE OLYMPIC BRAND

The pillars of a brand are the key points which determine the essence of the core and emblematic values of a complex entity. For the Olympic Games in Rio, these pillars serve as a guide and source of inspiration for the whole design of a visual identity, from the mark to the typography.

- A mark is a logo which represents a wider entity. For example, the logo with the five interlinked Olympic rings is the IOC's mark.
- Explain to the pupils that the pillars of the Rio 2016 mark are:
 - Passion and transformation.
 - Contagious energy.
 - Olympic spirit.
 - Exuberant nature.
 - Harmonious diversity.
- Ask the class to explain these terms.
 - See Information Sheet "The Rio 2016 Olympic Games".
- Look together at the Rio 2016 mark (emblem). Ask the pupils to describe it and explain what it represents.
 - Three people dancing around, holding each other by the hand.
- What do they symbolise?
 - The celebration of the Games in joy and harmony between different peoples, athletes, etc.
- Which "pillars" do they recognise, and why?
 - Contagious energy.
 - Olympic spirit.
 - Harmonious diversity.

- What could the colours be associated with?
 - Warm colours: the warm and fun-loving nature of the Brazilians.
 - Blue: colour of the sea around Rio de Janeiro.
 - Green: colour of nature. Rio has the biggest urban forest in the world.
- Which emblematic element of the city of Rio do you recognise?
 - The Sugarloaf.

Variation:

Compare the Rio 2016 mark with that of a previous edition of the Olympic Games and start a discussion on the cultural elements linked to the country or region organising the Games.



Annex

Activity 1 – Exercice 1: The host cities of the Olympic Games 1/2



- Country which has hosted the Olympic Summer Games once
- Country which has hosted the Olympic Summer Games twice or more
- Cities which have hosted the Olympic Summer Games once
- Cities which have hosted the Olympic Summer Games twice or more

Complete with the years:

Athens – Greece	London – United Kingdom	Seoul – South Korea
Paris – France	Helsinki – Finland	Barcelona – Spain
St Louis – USA	Melbourne – Australia	Atlanta – USA
London – United Kingdom	Rome – Italy	Sydney – Australia
Stockholm – Sweden	Tokyo – Japan	Athens – Greece
Antwerp – Belgium	Mexico City – Mexico	Beijing – China
Paris – France	Munich – FRG – Germany	London – United Kingdom
Amsterdam – The Netherlands	Montreal – Canada	Rio de Janeiro – Brazil
Los Angeles – USA	Moscow – USSR	
Berlin – Germany	Los Angeles – USA	

Annex**Activity 1 – Exercice 1: The host cities of the Olympic Games 2/2****Answers**

1896	Athens – Greece	1948	London – United Kingdom	1988	Seoul – South Korea
1900	Paris – France	1952	Helsinki – Finland	1992	Barcelona – Spain
1904	St Louis – USA	1956	Melbourne – Australia	1996	Atlanta – USA
1908	London – United Kingdom	1960	Rome – Italy	2000	Sydney – Australia
1912	Stockholm – Sweden	1964	Tokyo – Japan	2004	Athens – Greece
1920	Antwerp – Belgium	1968	Mexico City – Mexico	2008	Beijing – China
1924	Paris – France	1972	Munich – FRG – Germany	2012	London – United Kingdom
1928	Amsterdam – The Netherlands	1976	Montreal – Canada	2016	Rio de Janeiro – Brazil
1932	Los Angeles – USA	1980	Moscow – USSR		
1936	Berlin – Germany	1984	Los Angeles – USA		



Annex

Activity 1 – Exercice 2: Rio 2016 in figures

Some figures

1 st	Games in South America	8,514,876 km ²	Surface area of Brazil
2	New sports on the Olympic programme	1896	Date of the first modern Olympic Games
4	Competition zones	45,000	Volunteers
2.5 m	Total height of the stack of Rio 2016 candidature documents	12,000	Torchbearers
2.38 m	Height of high jump by Ivan Ukhov, gold medallist, London 2012 Olympic Games	25,000	Tennis balls
17	Days	28,000 km	Total distance covered by the Olympic flame in Brazil
33	Competition venues	34,000	Beds
42	Sports disciplines	60,000	Clothes hangers
206	Countries represented	100,000	Chairs
306	Events	7.5 million	Entrance tickets
315	Horses	11 million	Meals served during the Games
10,500	Athletes		



Annex

Activity 2 – Exercise 1: The Sports on the Programme

