New Zealand Women in the Olympic Movement

Olympic Education Teacher Resource

New Zealand Olympic Committee

in association with

Resource supporting: Health and Physical Education in the New Zealand Curriculum:
Sport Studies for Senior Physical Education Classes

2003

Developed in association with the Olympic Academy, NZOC
This resource is specifically developed to support *Health and Physical Education in the New Zealand Curriculum* (Ministry of Education, 1999).

In particular, the resource is developed to be used in conjunction with:

- NCEA Level 2

It supports the **Key Area of Learning: Sport Studies** and addresses the Curriculum’s underlying concept of **Attitudes and Values** and their relationship to the Olympic Ideals (Olympism).

## GOAL OF OLYMPISM:

Building a peaceful and better world through sport and the Olympic Ideals.

<table>
<thead>
<tr>
<th>Attitudes and Values</th>
<th>Olympic Ideals</th>
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<tbody>
<tr>
<td>Students will develop: Positive and responsible attitudes</td>
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<td>Students will develop: Care and concern for others and the environment</td>
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**Olympic Ideals**

- The balanced development of mind, body and will.
- Joy of effort.
- The educational value of being a good role model.
- Universal ethics: tolerance, generosity, unity, friendship, non-discrimination, respect for others.

<table>
<thead>
<tr>
<th>Olympic Ideals</th>
<th>Students will develop: Respect for the rights of others</th>
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<tr>
<td>Students will develop: A sense of social justice</td>
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Recognising the Educative and Social Value of Sport and Physical Activity

**Physical Education and Learning**

In the curriculum, physical education has three learning dimensions to it.

These are:

- learning in movement
- learning through movement
- learning about movement

This resource focuses on *learning through movement* in Sport Studies. *Learning through Sport Studies* uses the medium of sport to enable students to develop knowledge of themselves, other people, social skills and positive attitudes and values.

This is consist with the Olympic Movement’s Goal of building a peaceful and better world by educating youth through sport practised without discrimination and in the Olympic spirit.
**A GUIDE TO THIS RESOURCE**

Title: New Zealand Women in the Olympic Movement  
Years: 12 and 13  
Level: 7  
Relates to: Achievement Objectives 7D1, 7A4, and 7C2  
Achievement Standards 2.5 and 2.6  

Key Resources:  
- *Health and Physical Education in the New Zealand Curriculum* (Ministry of Education 1999)  
- *New Zealand Women in the Olympic Movement* Kit (NZOC, 2003)

**LINKING THE NEW ZEALAND WOMEN IN THE OLYMPIC MOVEMENT KIT TO PRACTICAL PHYSICAL EDUCATION ACTIVITIES**

To maximise the benefits of the *New Zealand Women in the Olympic Movement* Kit it is important for teachers to provide students with practical learning activities. This resource lists a number of practical activities which relate directly to the *New Zealand Women in the Olympic Movement* Kit. These activities are:

1. Understanding the Olympic Movement  
2. TV 17s Olympic Café  
3. Grassroots Olympism  
4. Olympism and Me  
5. Women Power in Sport  
6. The Power of the Olympic Games  
7. Olympic Games Recreated

**ASSESSMENT**

Assessment opportunities will occur throughout the learning activities, however it is intended that Achievement Standard 2.6, *Investigate the sociological significance of a sporting event, physical activity or festival* from the National Certificate in Educational Achievement (NCEA), will be the summative assessment used to gain understanding of student’s progress and learning during the teaching of this module. Further information on achievement standard 2.6 can be found at the New Zealand Qualifications website, [http://www.nzqa.govt.nz](http://www.nzqa.govt.nz) or the New Zealand Ministry of Education’s Te Kete Ipurangi (TKI) Online Learning Centre, website address [http://www.tki.org.nz/e/community/ncea](http://www.tki.org.nz/e/community/ncea)
“NEW ZEALAND WOMEN IN THE OLYMPIC MOVEMENT”

PREAMBLE
The following lessons are designed as learning activities to accompany the New Zealand Women in the Olympic Movement Education Kit, produced by the New Zealand Olympic Committee. These learning activities and resources have been prepared with the objective of linking to a wider teaching programme for the assessment required for Achievement Standard 2.6 Investigate the sociological significance of a sporting event, physical activity or festival. These activities can also be used with Achievement Standard 2.5, Demonstrate performance in two contrasting physical activities as a movement context.

MOVEMENT CONTEXT
It is envisaged that the preparation for and re-creation of a modern Olympic Games will develop the movement context through which this content is to be learned. For example, using the teaching and learning programme associated with Achievement Standard 2.5, Demonstrate performance in two contrasting physical activities, as the movement context used to teach about the Goal of the Olympic Movement and Olympism. The physical activity or skill learning programmes for this achievement standard becomes the Olympic sports for which the students/athletes train and perform in a culminating Olympic Games. It is envisaged that the teaching and learning programme for achievement standard 2.6 will weave through the skill learning programmes and competition associated with achievement standard 2.5. Students will then have the opportunity to implement and experience the Olympic Ideals (Olympism) in their own skill development programme and performance, as well as reflect on the meaning of the Olympic Ideals (Olympism), their contribution to sport, and how they can be incorporated into everyday life.

Women and men have had differing pathways within Olympic Movement history and this series of learning activities provides an opportunity to focus on the unique history and experiences of New Zealand women in the Olympic Games, as well as learn about the Olympic Movement.

MODULE AIM
To investigate aspects of the sociological significance of the Olympic Movement and Olympic Games with a special focus on the participation of women in Olympic sport in New Zealand.

Achievement Objective 7D1:
Students will analyse ways that events and social organisations promote healthy communities and will evaluate the effects they have. (Ministry of Education, 1999, pp26-27)

Intended Outcome:
Students will analyse the ways that the Olympic Movement and Olympic Ideals (Olympism) promote a better and more peaceful world.
**OVERVIEW**

The learning activities associated with “Understanding the Olympic Movement” begin with tasks to clarify the terminology associated with the Olympic Movement. Students are then given opportunity to explore and develop an understanding of the Goal of the Olympic Movement and the Olympic Ideals (Olympism) through the use of the *New Zealand Women in the Olympic Movement* Kit and the development of a sports programme, “TV 17’s Olympic Cafe”.

Students continue to investigate community knowledge and understanding of the Goal of the Olympic Movement and the Olympic Ideals (Olympism) when they complete the “Grassroots Olympism” task, which requires the designing of a small survey in the local community. Finally students continue to develop their own understanding of the Goal of the Olympic Movement and Olympic Ideals (Olympism) by reflecting on their own attitudes and values and behaviours when they participate in sport, in learning activities called “Olympism and Me”.

**LEARNING ACTIVITIES PART ONE - “UNDERSTANDING THE OLYMPIC MOVEMENT”**

**Intended Outcome:**

To clarify the terminology used relating to the Olympic Games, Olympic Movement, and the Olympic Ideals (Olympism).

Often terminology relating to the Olympic Movement and Ideals can be used interchangeably. It is important that students are able to understand and distinguish between the various terms so that relevance and meaning are established.

**DESCRIPTION**

To capture the imagination of the students it would be ideal to show a 15 minute clip of the most recent Olympic Games that includes Opening and Closing Ceremonies, competition and other highlights of the festival. If a video is not available then teachers might use photos and images from books to stimulate interest.

Follow with questions such as:

- What symbols did you notice in the video clips that are unique to the Olympic Games?
- What is represented in the Olympic Flag?
- What is the significance of the Olympic Torch and Olympic Flame?
- Where does the Olympic Flame originate?
- What are the key differences between the Opening & Closing Ceremonies?
- Where do the athletes live for the duration of the Olympic Games and why?

*See appendix 1 for a complete set of questions and answers*

**Understanding the Terminology**

Students divide into groups of seven. Each student has an A4 blank page with one of the following headings on the top:

- Olympic Games
- Olympians
- Olympic Movement
- Olympic Ideals/Olympism
- Olympic Spirit
- Olympic Goal
“Olympic Whispers”
Beginning at the bottom of the page, each student writes what s/he understands the term to mean. Once the definition is written, fold the bottom of the page up to cover the writing, and pass on to the next person to the left, who must not read the previous responses. The process continues until all students in the group have had the chance to write their understanding of each heading on each page. The last person to complete each sheet will then open the page, collate and present a summary of everyone’s responses to the rest of the class. These summaries are then compared with the definitions provided. Discuss similarities and differences with the class as a whole. See appendix two for teacher notes on this activity.

“Olympic Collages”
Description
In pairs, students are given one of the headings below. Using resources provided (including the New Zealand Women in the Olympic Movement Kit) students are to find out as much as they can about each of the topics. Using cut-outs from magazines, newspapers and other printed media, students develop a collage poster of words and pictures which communicate the most important parts to each topic. The meaning of each of these topics (in a sporting context) is discussed and how they might permeate into a way of life generally. This is then presented to a small group.

Headings for Collages:

- Goal of the Olympic Movement – to contribute to building a peaceful and better world by educating youth through sport, free of discrimination and in the Olympic spirit.
- Balanced development of the body will and mind.
- The joy found in effort.
- The educational value of being a good role model for others.
- Observing the universal ethics of tolerance, unity, generosity, friendship, non-discrimination, and respect for others.
- Excelling in accordance with the Olympic spirit

Teacher note: Examples of the types of “stories” covered in magazines, newspapers, and other printed media may include opening ceremonies for other sporting events, articles about anthem singers for sporting events, masters games, special Olympic events, school sporting competitions or achievers, cultural festivals and articles profiling individual sports people.
Learning Activity Part Two - “TV 17’s Olympic Café”

Achievement Objective 7D1
Students will analyse ways that events and social organisations promote healthy communities and will evaluate the effects they have. (Ministry of Education, 1999, pp 26 – 27).

Intended Outcome:
Students will analyse the way that the Olympic Movement and Olympic Ideals (Olympism) promote a better and more peaceful world by the educating of young people through sport, free of discrimination and in the Olympic spirit.

Learning activity part 2 “TV 17’s Olympic Café” is designed to allow the students to develop an understanding of the Goal of the Olympic Movement and the Olympic Ideals (Olympism) through the New Zealand Women in the Olympic Movement Kit.

Description
Place students in groups of four. Each student will have a role in producing a sports programme called, “TV 17’s Olympic Cafe”.

Student roles:

Role 1 – a student who represents one of the women involved in the Olympic Movement from the Education Kit panels
Role 2 – a student who represents a sports manager or promoter for their chosen woman from the Education Kit panels. This involves coaching the interviewee on the answers to questions on the Goal of the Olympic Movement, Olympic Ideals (Olympism) and women’s experiences of these topics.
Role 3 – a student who represents a sports journalist – whose job it is to develop questions on the Goal of the Olympic Movement and Olympic Ideals (Olympism) for the interview.
Role 4 – a student who represents a producer of the TV programme – whose job it is to organise the videoing of the interview, help the sports journalist design the questions to be asked in the interview, and help shape the interview.

Each group will be allocated one of the women represented on the New Zealand Women in the Olympic Movement Kit panels, so all of the women are covered. All students will need to study the New Zealand Women in the Olympic Movement panels when preparing for the interview. Other resources may also need to be used. The students can present the interview live, pre-recorded on video, or as a written report (e.g. a newspaper article, sports magazine or power point presentation).

Through student presentations teachers will need to look for students’ knowledge and understanding of the Goal of the Olympic Movement and the Olympic Ideals (Olympism) and how these are made evident through these prominent women in sport.

The teacher might choose to develop a schedule of questions to ensure completeness of material covered. The questions below could be used to give guidance to the students in the types of questions to be asked.
Sample questions could include:
“Pat, modern Olympism promotes a way of life based on the balanced development of body, will and mind. Looking back at your sporting history, did you achieve this, if so how?”

“Sarah, did you see that the Olympic Games promoted tolerance, friendship or respect for others? What examples did you see of these at the Olympic Games?”

“Susie, you have contributed to a change in the writing of the rules in world squash to reduce discrimination against women. What are the specific things you did and why?”

“Barbara, how did you manage to compete against the best in the world as well as make friends with your competitors? What makes it easy or difficult to make friends with your competitors?”

“Kiri, you play softball for New Zealand and are therefore a role model for other sports people. How do you feel about this? What things do you do to ensure that you are a good role model”

“Kiri/Pat/Susie/Sarah/Barbara, what is the most important thing you have learned from sport that you would like to pass on to young women?”

“Kiri/Pat/Susie/Sarah/Barbara, how do you think sport or the Olympic Games contributes to building a better and more peaceful world?”

To ensure that all students have a good understanding of the Goal of the Olympic Movement and Olympic Ideals (Olympism), students can present their findings back to the class and complete the table below.

<table>
<thead>
<tr>
<th>Aspects of Olympic Movement</th>
<th>Examples of how each of these aspects is represented by the athletes from the Women in the Olympic Movement Kit</th>
</tr>
</thead>
<tbody>
<tr>
<td>The balanced development of body, will and mind</td>
<td></td>
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<tr>
<td>The joy found in effort</td>
<td></td>
</tr>
<tr>
<td>The educational value of being a good role model</td>
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<tr>
<td>The respect for universal ethics, including:</td>
<td></td>
</tr>
<tr>
<td>• Tolerance</td>
<td></td>
</tr>
<tr>
<td>• Generosity</td>
<td></td>
</tr>
<tr>
<td>• Unity</td>
<td></td>
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<tr>
<td>• Friendship</td>
<td></td>
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<tr>
<td>• Non-discrimination</td>
<td></td>
</tr>
<tr>
<td>• Respect for others</td>
<td></td>
</tr>
<tr>
<td>Developing a better and more peaceful world by the educating of young people through sport, free of discrimination and in the Olympic spirit.</td>
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**Learning Activity Part Three - “Grassroots Olympism”**

**Achievement Objective 7D1**

Students will analyse ways that events and social organisations promote healthy communities and will evaluate the effects they have. (Ministry of Education, 1999, pp26 - 27)

**Intended Outcome:**

Students will analyse the ways that the Olympic Movement and Olympic Ideals (Olympism) promote a better and more peaceful world by the educating of young people through sport, free of discrimination and in the Olympic spirit.

**Description**

Learning activity three, “Grassroots Olympism”, is to ascertain whether the Olympic Ideals (Olympism) are alive and well at grass roots level sport and to consider their relevance to the local community.

Based on the students’ knowledge of the Goal of the Olympic Movement and Olympic Ideals (Olympism), students will develop a series of questions to ask friends, family or significant others who are actively involved in sport (this could include playing, administrating, umpiring, coaching and volunteers like parents). Alternatively, this could involve a guest speaker coming to the class.

See Appendix Three “Grassroots Olympism” for example questionnaire “What Do My Family and Friends Know About Sport and the Olympic Movement Questionnaire”

Teachers can then facilitate collation of the questionnaire, analysis of results and exploration of the findings. Discussion with the class could focus on the following questions:

- What did the students find out about why people participate in sport?
- Do these reasons for participation in sport relate to the Olympic Ideals (Olympism)? How?
- How many people knew anything about the Goal of the Olympic Movement and Olympic Ideals (Olympism)? What did they know?
- How do people promote the Olympic Ideals (Olympism) through sport without being aware of them?
- Discuss and evaluate how the Olympic Ideals (Olympism) and the Goal of the Olympic Movement realistically contribute to the students’ local community. Do they contribute to the health of the community?
- Would it be desirable for the Olympic Ideals (Olympism) and the Goal of the Olympic Movement to contribute to the health and wellbeing of the local community?
- How could the Olympic Ideals (Olympism) and the Goal of the Olympic Movement contribute positively to the health and wellbeing of the local community?
- What could the students do to ensure that the Olympic Ideals (Olympism) and the Goal of the Olympic Movement do contribute positively to the local community?
LEARNING ACTIVITY PART FOUR - "OLYMPISM AND ME"

Achievement Objective 7D1
Students will analyse ways that events and social organisations promote healthy communities and will evaluate the effects they have. (Min of Edn, 1999, pp 26 – 27).

Intended Outcome:
Students will explore their own attitudes and values about the Olympic Ideals (Olympism) or Olympic spirit as they relate to their own participation in physical activity and sport.

DESCRIPTION
Learning activity part four - “Olympism and Me” is intended to give students the opportunity to reflect on the Olympic Goal and Olympic Ideals (Olympism) and their contribution to society. Students are also asked to consider the role that the Olympic Ideals (Olympism) play in their own participation in sport. This activity is intended to be a concluding activity of the unit of learning, to ensure that students consider the relevance of Olympism to society and their lives. If teachers are intending to use this complete resource as the teaching and learning programme for achievement standard 2.6, then this activity can be completed as the final learning activity before the “OLYMPIC GAMES RECREATED”.

SPORTS COMPETITION
Students will divide into appropriately sized indoor soccer or unihoc teams and play a round robin competition during class time that culminates in a ranking. The competition created is as realistic and as meaningful as possible in the physical education context. This may include the handing out of medals, diplomas, or prizes to create competition if necessary.

TELEPHONE CONVERSATION
In pairs, students sit back to back so they cannot see each other. Drawing on their experiences from the unihoc or indoor soccer game, one person takes the role of promoting the Goal of the Olympic Movement and Olympic Ideals (Olympism) and the other person takes the perspective that the Olympic Movement and Olympic Ideals (Olympism) are irrelevant and outdated. The two friends, after answering the phone, have a telephone conversation that expresses their views on their allocated stance and explains why they think what they do.

TEACHER NOTES:
It is necessary to keep the conversations short and snappy. After students have had time to develop their conversation, get students to do an answer phone replay of the “best” part of their conversation to the rest of the class. This should encapsulate the essence of the debate. Listen to everyone’s conversation and then complete the following questions to summarise the debate:

1. Do the Olympic Ideals (Olympism) and the Olympic Movement contribute positively to a better and more peaceful world? Explain why you think they do.
2. Do the Olympic Ideals (Olympism) and the Olympic Movement promote an irrelevant and outdated philosophy which does not contribute to a better and more peaceful world? Explain why you think they don’t.
3. What do you think, personally, about the Olympic Movement, its Goal, and the Olympic Ideals (Olympism)? Consider the following questions:
   • Do I or should I participate in sport in the Olympic spirit? Why or why not?
   • Should I “live” the Olympic Ideals (Olympism) when I am participating in sport? Why or why not?

Students complete the activity by writing a summary statement reflecting on the above questions.
OTHER SUGGESTED LEARNING ACTIVITIES

“WOMEN POWER IN SPORT”

Achievement Objective 7A4
Students will critically evaluate societal attitudes, values and expectations that affect people’s awareness of their personal identity and sense of self worth in a range of life situations. (Ministry of Education, 1999, pp 26 – 27).

Intended Outcome.
Students will critically evaluate from a historical perspective the societal attitudes, values and expectations that affected women athletes.

Students will critically evaluate from a historical perspective, how the attitudes, values and expectations that affected women athlete’s personal identities and self worth and their participation in sport and the Olympic Games.

Achievement Objective 7C2
Students will analyse the beliefs, attitudes and practices that reinforce stereotypes and role expectations, identifying ways that these shape people’s choices at individual, group and societal levels. (Ministry of Education, 1999, pp 26 – 27)

Intended Outcome.
Students will analyse historical beliefs, attitudes and practices that have reinforced gender stereotypes and have or have continued to influence women’s participation in physical activity and sport.

DESCRIPTION

• Using a timeline dated from 1896 – the present day, groups of students will be given an era to research using the advanced organiser headings below.
• Students present their findings as a poster/graphic organiser, or a role play with notes (e.g. mock interview) or PowerPoint presentation, relating to their specified era. Students could use music or show part of a movie clip to set the scene of their era for their presentation.
• At the conclusion of each presentation the teacher can then lead a brief discussion highlighting and synthesising the important points from each era.

ADVANCED ORGANISER HEADINGS

• A general description of New Zealand society at that time. Clothes, music, expected behaviours and attitudes and values.
• Important events at that time eg. Type of government, changes in government or politics, economy, war, the women’s suffragette movement, women getting the vote, the first and second waves of feminism, major influences on society at that time.
• Men’s stereotypical role in NZ society
• Men’s participation at the Olympic Games. Numbers of men participating and in what Olympic events and the role of sport for men in society. (Blundell, N., & MacKay, D., 1999).
• Women’s stereotypical role in NZ society
Women’s participation in sport at the Olympic Games. Numbers of women participating at the Olympic Games and in what events (Blundell, N., & MacKay, D., 1999), how women’s participation in the Olympic Games was influenced by the attitudes and values towards women’s beliefs about themselves and their participation in sport in that era, both positively and negatively. Myths about women’s participation in sport (Eg. 1896 Athens Olympic Games - Pierre de Coubertin thought that women were too weak to play sport)

“THE POWER OF THE OLYMPIC GAMES. VISION AND IDEALS VERSUS REALITY”

During this process students will need to engage in some critical thinking and discussions about the modern Olympic Games, using the 2000 Olympic Games in Sydney or any other recent Olympic Games as an example.

Using pictures of advertising from sponsors or video clips for the Olympic Games which show advertising, use critical thinking questions to compare and contrast the ideal vision with the reality of the Games. A useful resource for critical thinking and questioning is the Ministry of Education’s Curriculum in Action book entitled Making Meaning – Making a Difference, 2004.

In groups discuss why involvement and participation in the Olympic Games is important to the groups below. Present ideas back to the class.

- Professional athletes
- Coaches and administrators
- Governments
- Sports science support providers (eg. exercise scientists, biomechanists, drug researchers etc.)
- Spectators
- National sporting bodies
- Institutes of sport
- Sponsors (Coca Cola etc)
- Volunteers at the Olympic Games

Use critical thinking questions to discuss and critically analyse the reasons why these groups involvement is important and who is advantaged by the commercial aspects of the Olympic Games and who is disadvantaged. Conclude by analysing who would like the Olympic Games to return to its original philosophy and again who would be advantaged and disadvantaged.

Debrief of activity

- What are the major reasons each of these groups of people may want to be involved in the Olympic Games? Why does each of the groups think the Olympic Games are so important?
- Are there any similarities or commonalities between the groups in their reasoning for being involved in the Olympics? Why? (eg Make money, gain sponsorship, recognition etc)
- Who are the people who are most advantaged by this attitude toward the Olympic Games? Explain why?
Who are the people who may be disadvantaged by this attitude toward the Olympic Games? Explain why?

Describe Pierre de Coubertin’s vision for the Olympic Movement?

What was he trying to achieve?

How did he think that sport could contribute to a better and more peaceful world?

Describe what most people today see of the Olympic Movement? (Olympic Games only, drugs, medal winner, winning is the most important thing, bribery to hold the games in their city country, professional athletes, big sponsorship deals for winners, the cocoa cola games - Sydney etc)

How does the reality of the Olympic Games differ from the ideal vision?

Who, from the groups listed above, would be most advantaged by the Olympic Games returning to Pierre de Coubertin’s original vision for the Olympic Games? Why?

Who, from the groups listed above, would be most disadvantaged by the Olympic Games returning to Pierre de Coubertin’s original vision? Why?

What do you think is going to happen to the future of the Olympic Games? Can the Olympic Games as they are now, carry on successfully?

Does the Olympic Movement contribute to making the world or New Zealand better and more peaceful at the moment?

Do the Olympic Games as seen on television demonstrate the Olympic Ideals (Olympism)? Why, or why not?

Should Olympians demonstrate the Olympic Ideals (Olympism)? Why, or why not?

Do you think it is possible to return to the Olympic Games becoming a festival which celebrates humanity, the Olympic Movement and the Olympic Ideals (Olympism)?

Should it be achieved? How could this be achieved?

What do you personally think?


“Olympic Games Recreated”

Students can recreate a modern Olympic Games as envisaged by Pierre de Coubertin incorporating the Olympic spirit or Olympic Ideals (Olympism) as a culminating event of the module. This will include an Opening and Closing Ceremony, events (and required assessment procedures as related to achievement standard 2.5), the awarding of medals and diplomas, national anthems, journalists writing of the events, reporting on the examples demonstrated by coaches, administrators and athletes of the Olympic spirit and Olympic Ideals (Olympism).
Appendix One – “Understanding the Olympic Movement”

**Questions and Answers relating to “Understanding the Olympic Movement”**

- What symbols did you notice in the video clips that are unique to the Olympic Games?
  The Olympic torch, the Olympic flag, the Olympic rings, medal ceremonies, opening and closing ceremonies etc.

- What is represented in the Olympic flag?
  Five interlaced rings which symbolise the five continents of the world united by Olympism and the meeting of the athletes from around the world at the celebration of the Olympic Games. The Olympic flag features the six colours (including white) that can be seen in all the world’s flags.

- What is the significance of the Olympic torch and flame?
  It keeps alive the tradition of the ancient Olympic Games, where a sacred flame burned at the alter of the goddess Hera during the Olympic Games in Olympia, Greece. The torch relay proclaims the celebration of the Olympic Games and carries the spirit of peace and harmony.

- Where does the Olympic Flame originate?
  In Olympia, Greece, where the Olympic Flame is kindled by the rays of the sun. The Olympic torch is then lit from this flame and is transported by a torch relay to the Olympic stadium in the host city.

- What are the key differences between the Opening & Closing Ceremonies?
  During the opening ceremony the Olympic flame is brought into the stadium and placed in a prominent position. At the closing ceremony the flame is extinguished. During the opening ceremony, athletes march under their national flag. At the closing ceremony athletes march on mass. The Olympic anthem is performed at both ceremonies - during the raising of the Olympic Flag in the opening ceremony and during the lowering of the flag at the closing. The Olympic oath is taken at the opening ceremony.

- Where do the athletes live for the duration of the Olympic Games and why?
  They live together in the Olympic village to promote harmony, mutual understanding and friendship.

- What does the Olympic motto Citius, Altius, Fortius mean?
  Faster, Higher, Stronger

- How could this motto apply to other aspects of life?
  Always strive to improve your own performance in sport, study, music; or that of your workplace, team etc. Being the best you can be in whatever you endeavour to do.

- Each Olympic Games there is a truce. What does this mean?
  Every two years, before each Olympic Games begin, the UN General Assembly urges all countries belonging to the Olympic Movement to observe and abide by the Olympic Truce – to cease all hostilities and work towards building the foundations of peace, reconciliation and understanding.

- What are some examples of the Olympic truce in action?
  South and North Korean delegations walked together in the Games of the XXVII Olympiad in Sydney 2000, under the same flag.

- What are the main commitments the athletes are taking when they read the Olympic Oath?
  “In the name of all the competitors I promise that we shall take part in these Olympic Games, respecting and abiding by the rules which govern them, committing ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams”
Appendix Two – “Olympic Whispers”

**TEACHER NOTES FOR DEFINITIONS OF TERMINOLOGY**

- **Olympic Games**
  The Olympic Games consist of the Games of the Olympiad and the Olympic Winter Games. Both take place every four years and are a celebration of the values on which Olympism is built. At the Olympic Games sport competition is blended with cultural festivals, ceremonies, village life and youth camps into an integrated whole. The Olympic Games draw together people from the five Olympic continents with the common aim of peace. It is important to note that the sports competition at the Olympic Games is between athletes in individual or team events, and not between countries.

- **Olympians**
  Olympians are all those who have participated in an Olympic Games. Olympians must comply with the Olympic Charter, respecting the spirit of fair play as well as the rules of their sport.

- **Olympic Movement**
  The Olympic Movement is an educational movement for young people worldwide. It grew out of modern Olympism, seeking to help build a better and more peaceful world, on its own or by cooperating with other organisations, particularly the United Nations and its agencies.

- **Olympism**
  By blending sport with culture and education, Olympism promotes a way of life based on:
  - The balanced development of the body, will and mind
  - The joy found in effort
  - The educational value of being a good role model for others
  - Respect for the universal ethics including tolerance, generosity, unity, friendship, non-discrimination and respect for others

- **Olympic Ideals (Olympism)**
  See Olympism above

- **Olympic spirit**
  Practising sport with a mutual understanding with a spirit of friendship, solidarity and fair play

- **Goal of the Olympic Movement**
  To contribute to building a peaceful and better world by educating youth through sport practised without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.
Appendix Three – “Grassroots Olympism”

“What do my family and friends know about Sport and the Olympic Movement Questionnaire”

Age

Gender

PART ONE

What sports are you actively involved in or have been actively involved in? (Either coaching, officiating, administrating or playing in)

How many years have you played or been actively involved in sport? (Circle the appropriate number)

1  2 – 5  6 – 10  11 – 15  16 – 20  >20

What are the things that you enjoy or have enjoyed about sport?

Tick the comments that apply to you and then rank the comments from 1-5 which most apply to you. 1 being most important and 5 being the least important.

1. I want to excel at a sport
2. I really like to compete against other people. I enjoy the challenge
3. I enjoy spending my time learning a sport and developing my skills
4. I like physical activities that are outside. I enjoy being outside
5. I like to compete against the environment and myself
6. I really enjoy “pushing the boundaries” of what I think I can do when playing sport
7. If I could get away with it, I would bend the rules or push them to get a better result
8. I have at some time excluded a member of a group from participating or competing in sport
9. I enjoy working together with people to achieve a goal, like in a team.
10. There have been significant people in my life that have influenced me in sport
11. I enjoy the people I meet and can make friends with through participating in sport
12. I just want to get fit because it makes me feel good
13. I really enjoy sport because it makes me feel good about myself
14. I love watching skilled sporting performers
15. Watching sport gives me a reason to get together with friends and socialise
16. I enjoy coaching sport because it gives me a lot of satisfaction to see people achieve
17. Sport is good for all aspects of the development of young people. It builds character.
18. I enjoy administrating in sport because I think that sport is important for the community so I like to give my time to make sure it happens.
**PART TWO – THE GOAL OF THE OLYMPIC MOVEMENT AND OLYMPIC IDEALS (OLYMPISM)**

Instructions
Ask the following questions of the interviewee. If they are able to answer the questions correctly then indicate this with a tick. If not, then give them an answer to the questions.

1. Can you tell me what the Goal of the Olympic Movement is? If you can, explain your understanding of the Olympic Goal
   
   Yes/No

2. Have you ever heard of the Olympic Ideals (Olympism)?
   
   Yes/No

3. If so, what are the Olympic Ideals (Olympism)?
   (Circle the number of ideals the interviewee is able to list:
   1   2   3   4

4. What is the role of the Olympic Games as part of the Olympic Movement?
   Highlight whether your interviewee was able to respond correctly

   Correct   Wrong

5. What is meant by the Olympic spirit?

6. When playing sport do you think that people should try to excel in accordance with the Olympic spirit? If so why? If not, why not?
**TEACHING MODELS, METHODS AND PROCESSES**

These are outlined in the Curriculum in Action Booklet, *Attitudes and Values: Olympic Ideals in Physical Education* on pages 9, 12, 15, 17 and 20.

Teachers could use the Olympic Games Experience resource material and make strong links to physical education units of work which use:
- Siedentop’s Sport Education Model
- Hellison’s Social Responsibility Model

**SUGGESTED RESOURCES:**


New Zealand Olympic Committee (2003): *New Zealand Women in the Olympic Movement* Kit

New Zealand Olympic Committee (2000): *Understanding Olympism*


**WEBSITES:**

New Zealand Olympic Committee:  [www.olympic.org.nz](http://www.olympic.org.nz)

International Olympic Committee:  [www.olympic.org](http://www.olympic.org)

Ministry of Education  [www.minedu.govt.nz](http://www.minedu.govt.nz)

Physical Education New Zealand  [www.penz.org.nz](http://www.penz.org.nz)

On-Line Learning Centre  [www.tki.org.nz](http://www.tki.org.nz)
ORGANISATIONS:

Olympic Academy
New Zealand Olympic Committee
PO Box 643
Wellington

Physical Education New Zealand
Te Reo Kori Aotearoa
PO Box 11 132
Manners St
Wellington

International Olympic Committee
Chateau de Vidy
CP 356,
CH-1007 Lausanne
Switzerland

International Olympic Academy
52 Avenue Dimitriou Olympique
15233
Halandri
Greece

Olympic Museum
Villa Olympique
1 Quai d'Ouchy
1006 Lausanne
Switzerland

International Fair Play Committee
C/- Maison du Sport Francais
1 Avenue Pierre de Coubertin
75013
Paris
France

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