Olympic Education

The Pierre de Coubertin Award- Contest
A practical Example for School Olympics
Pierre de Coubertin’s pedagogical ideas are expressed in the Olympic Charta (2011) as follows:

“Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.”

Olympic Charter, Fundamental Principles, Paragraph 1
„The goal of Olympism is to place everywhere sport at the service of the harmonious development of man, with a view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity.“
Pedagogical Aims

• Combining Body, Will and Mind
• Blending Sport with Culture and Education
• Promoting Joy in Effort
• Spreading Peace
• Promoting Mutual Understanding, Friendship and Solidarity
• Supporting Fair-play-Education
The time between the Olympic Games is important:

- Training
- Sporting, healthy and fair way of life

The Olympic Games are only the occasion to demonstrate the results.
The Pierre de Coubertin Award - A practical Example of Olympic Education

1. The International Pierre de Coubertin Committee
   - Tasks
   - IPCC-School Network
   - International Youth Forum

2. The Pierre de Coubertin Award
   - The Five Performances

3. Didactical/Methodical Suggestions
International Pierre de Coubertin Committee

Commitment to

….. support schools to promote the Principles of Olympism

50 Schools all over the world combined in the Network of the Pierre de Coubertin Schools
The International Network of Pierre de Coubertin Schools

At the moment 26 schools from five continents are working closely together in the Network of Coubertin Schools, which is growing further and faster. Due to Coubertin’s ideas of international friendship, fight for peace in the world, fair play and tolerance, the students regularly exchange experiences and participate in joint projects.

Every two years representatives of these schools meet in an International Youth Forum of Coubertin Schools. This is always a wonderful highlight with unforgettable essence in the Olympic spirit.

During the week-long Youth Forum, the young people compete for the Coubertin-medal directed by the CIPC (International Pierre de Coubertin Committee) and, of course, there is also the possibility for workshops, discussions and excursions in order to learn more about the country and its people.

List of Partners
1. NDC Australia (Winners of the Australian Coubertin Award)
2. Pierre de Coubertin Grundschule Osnabrück (Germany)
3. Gymnase Jistique Bernard Langlais (France)
4. Beijing High School for Pierre de Coubertin (China)
5. French International School Beijing (China)
6. Winners of the National Coubertin Award organized by the Congres Pierre de Coubertin Committee (Congo)
7. Pierre de Coubertin-Preparatory Secondary School (Czech Republic)
8. Gymnase Pierre de Coubertin Tbilisi (Georgia)
9. Evolutionary School (Kenya)
10. Joseph Salmon School (Congo)
11. Lycée Pierre de Coubertin (France)
12. Pierre de Coubertin-Preparatory Secondary School (Malaysia)
13. Gymnase Pierre de Coubertin (South Africa)
14. William Brookes School (Great Britain)
15. Lycée Pierre de Coubertin (United States)
16. Liceo Classico "Bolcato della Sorrisa" (Italy)
17. Senior High School of Odaiba, University of Tokai (Japan)
18. Senior High School of Odaiba, University of Tokai (Japan)
19. Pierre de Coubertin-Preparatory Secondary School (South Africa)
20. Winners of the National Coubertin Award organized by the Mauritian Pierre de Coubertin Committee (Malaysia)
21. Lycée Pierre de Coubertin (United States)
22. Lycée Pierre de Coubertin (North America)
23. Lycée Pierre de Coubertin (South Africa)
24. Lycée Pierre de Coubertin (North America)
25. Gymnase Pierre de Coubertin (Malaysia)
26. Lycée Pierre de Coubertin (South America)
27. Lycée Pierre de Coubertin (North America)
International Pierre de Coubertin Youth Forums

- 1997 Le Havre (FRA)
- 1999 Much Wenlock (England)
- 2001 Lausanne (Switzerland)
- 2003 Arenzano (Italy)
- 2005 Radstadt (Austria)
- 2007 Tabor (Czech Republic)
- 2009 Pyrgos/Olympia (Greece)
- 2011 Beijing (China)
1894 When in his Conference of 16th November at the Parnassus Society, COUBERTIN attempted to win the Athenians to his side, he very clearly insisted that «[...] every four years the restored Olympic Games must give universal youth the opportunity for a happy and fraternal meeting which will gradually contribute to removing the ignorance of nations concerning their common interest: an ignorance which encourages old resentments, accumulates misunderstandings and precipitates events towards savage conflict.» (from SELECTED TEXTS, 1986, Vol.II, p.370).
8th International Pierre de Coubertin Youth Forum

Youth, Cultural Diversity in our World and Common Values

A pedagogical Success-Story?
A prosperous and fortunate Situation for our pedagogical Aims

• Strange, unaquainted, unfamiliar cultural phenomena (China) for most of the young participants,

• Representatives of 19 nations living and „working“ together for one week.
Aims of the Forum

*(Cognitive Level)*

To impart Knowledge about Achievements of different Cultures through

- Common Sightseeing Tours,
- Discussion-Group Work,
- Living together and learning from each other,
- Customs and Habits, presented by the Participants of different Cultures and Civilizations, expressed by
  - Dancing,
  - Singing,
  - Playing,
  - Learning Languages,
  - Etc.
Aims of the Forum

(Affective-emotional Level)

Training of mental Attitudes

- Respect of one's Partners in Group Discussion Work,
- Fairplay & Respect in Playing Games,
- Fairplay in the „Athletic Contest“,
- Working on sth. strange, new and so far unknown by overcoming Inhibitions,
- Promoting Creativity, Cooperation/Team Work by creating a collective Piece of Arts (Forum Banner),
- Etc.
Pierre de Coubertin Award – Contest
The Five Performances – Pierre de Coubertin Award

1. Knowledge about Coubertin, the Olympic Movement and the Olympic Values

2. Arts Performance as individual or group Presentation

3. Social Performance

4. Debating Clubs about relevant Aspects of Olympism

5. Sport Practice Performances
Knowledge about Coubertin, the Olympic Movement and the Olympic Values

Coubertin Award
Olympic Knowledge Test

Before you start to answer the questions, please write down your name, the name of your school and the country you are from:
Name:.....................................................
School:.....................................................
Country:.....................................................
(mother tongue)

........ points of 56 points maximum
Contents of the Knowledge Test

• **History of the Ancient Olympic Games**
  – Legends about the origin
  – Background of establishing the Olympic Games
  – Athletic events
  – Importance of the Olympic Games for the Greek Society of the Antiquity

• **Pierre de Coubertin: His Life and Work**
  – Coubertin’s motivation of re-establishing the Olympic Games
  – Influences on his idea
  – Pierre de Coubertin’s aims
  – Dates of Coubertin’s Life

• **The Modern Olympic Games**
  – Dates and Facts about the Olympic Games (Places, Time, Participation etc.)
  – Organisational structure of the Olympic Movement
  – Symbols of the Olympic Movement
Knowledge Test
Beijing 2011
Arts Performance as Individual or Group Presentation
Cross-Cultural Learning

The Austrian Delegation presenting Folk Dances
Cross-Cultural Learning

A Mexican Girl singing a Song of her Home-Country
Cross-Cultural Learning

Tunisian Students displaying their Fight for Freedom
Cross-Cultural Learning
Cross-Cultural Learning
Cross-Cultural Learning
Cross-Cultural Learning
Cross-Cultural Learning

Welcome To The Olympic Museum 3010
Estonian Students Singing
Kung-Fu Demonstration
Creativity and Cooperation
International Dancing Party
What has struck me the most has been the Great Wall. Who would have thought it was that great?? And with so many stairs too! To see it in a picture it really isn't the same as climbing up to the top! The stairs have been a surprise. I don't know why, but I always thought the Great Wall was flat...don't really know how to explain it! But even with so many steps, I arrived till the last tower we could reach and looking down made me feel really good. It made me thought that just by trying anyone can do anything, even what seems impossible!
Social Performance

Activities at home during the months before the Youth Forum

Young people all over the world are willing to take care of community service for the benefit of their region

- support of people, who need help
- coaching/ umpiring
- fundraising
- protection of the environment
- work in students‘ self government
Discussions on Olympic Topics

Debating clubs about relevant aspects of Olympism

- ethical values (e.g. fair play, internationalism, solidarity, all sport games, citius-altius-fortius)
- dangers (e.g. doping, instrumentalizing athletes, north-south-conflict, inequality of technical conditions)
- questions about Olympic Games
- Cultural Diversities and common Values
The Discussion Group

Topics

They focus on how young people can contribute to making the world a more harmonious and peaceful place.

There were four discussion sessions
– three during the Youth Forum,
– one to be undertaken before the Forum, with a written summary to be handed in on arrival.
Debating

“Youth, Cultural Diversity in our World, and Common Values”

Empowerment through Sport (to be completed before arrival in Beijing)

The Olympic Values

• ..... Respect, Excellence and Friendship

• ..... “Citius, Altius, Fortius”

• ..... Contributing to Intercultural Understanding
Helpful Tasks and Instructions

• **Sport is a language that everyone speaks and it can provide a bridge across cultural barriers.**

• **Reflect on the new friendships you have made at this Forum. What qualities do you look for when choosing friends? What strategies could you recommend for maintaining an on-going friendship?**

• **Following the Youth Olympic Games last year, one athlete stated that “our differences enhanced our similarities” What was meant by this statement?**
Helpful Tasks and Instructions

• How do the Olympic Games celebrate the “Brotherhood of Man”?
• How can you help other young people achieve their dreams?
• There are a number of ways young people can take action and make a positive impact which contributes to intercultural understanding. What strategies would you suggest in order to make a difference in your community?
Group Discussion

- **Citius – Altius – Fortius**
  - The Pursuit of Excellency
  - Joy in Effort
- **Friendship and Solidarity**
100m/75m
Long jump/shot put
Cross country race
Swimming
Taichi
Taichi is a bridge of communication
By Wei Zhu, BHSF

Taichi is one of the most famous aspects among Chinese culture. I, as a PE teacher in BHSF, have practiced Taichi for more than 25 years. I love it and believe that Taichi is a unique sport full of Chinese wisdom. When I heard from Mr. Shi that the 8th Coubertin forum would add Taichi as its formal activity for the medal, I was really excited. With the help of several smart volunteers, I prepared a video of Twelve Movements Taichi for all the participants of the forum. It is not easy to me, especially when I had to speak English in front of the camera. However, we finally finished it successfully.

During the forum, I was the judge of Taichi program. To my great surprise, Participants from the western countries played quite well. They must have paid a lot of efforts to practice. I could recognize clearly. Some of them played much better than their Chinese pals. Volunteers besides were also shocked by their performance. I am very happy to what I have achieved. I had a dream to teach Taichi all over the world. Now I have partly made it true in my school. I appreciate very much the idea of adding Taichi into the forum’s formal programme. It is an idea full of wisdom and kindness. I would like all the delegations can continue practicing Taichi. Do not just see it as a programme for Coubertin medal. It is something you deserve to have in your whole life. It is not only a way to do exercise, but a bridge to communicate within different cultures.
My greatest event during the Youth Forum: the visit of the Olympic Stadium! Being an athlete it was really an overwhelming feeling to see the stadium where all my role models had competed in the Beijing Olympic Games. Vanessa B
Pierre de Coubertin Award

Inscription in the medal:

Pierre de C O U B E R T I N chose those six words for the bookplate stamped on the volumes in his library:

“voir loin, parler franc, agir ferme “

„see afar, speak frankly, act firmly”
Certificate of Performance

BHSF – Pierre de Coubertin School, Beijing/China

Sild Jonna
Ülenurme Gümnaasium Tartu/Estonia

has fulfilled the performance criteria of the Coubertin Award:

Category 1 “Social Performance”,
Category 2 “Olympic Knowledge”,
Category 3 “Sports Performance”,
Category 4 “Arts Performance”
Category 5 “Discussion on Olympic Values“.

Prof. Dr. Norbert Müller
President
International Coubertin Committee

Ines Nikolaus
Board Member of CIPC
Responsible for Coubertin-Schools
“To ask different peoples to love one another is mere childishness. To ask them to respect one another is not utopian, but before they respect one another they have to know one another.”

The text of the message was broadcast over the radio in 1935.
The Forum, a melting pot of cultures, is a fantastic chance that I dare not imagine encountering a second time.

Every single moment brought me something new. There was so much I hadn’t seen or heard before, and so much I have encountered: 19 countries, 22 schools and over a hundred peers from continent of the planet. My school, where I used to study and work each day from dawn to dusk, turned into a miniature of the world and I could barely recognize it.
Didactical and Methodical Suggestions

Olympic Education = Holistic Education

Education with a holistic perspective is concerned with the development of every person’s intellectual, emotional, social, physical, artistic, creative and spiritual potentials. It seeks to engage students in the teaching/learning process and encourages personal and collective responsibility.
Didactical and Methodical Suggestions

Learning in school/classroom und further school activities should be characterized by the following methods and approaches:

• learner – centredness
• task-based learning
• experienced-orientated learning
• intercultural learning and instruction
• project work
• simulation
• the world beyond classroom and school
Didactical and Methodical Suggestions

Any kind of learning or activities should especially appeal to emotions and support life-long learning. Thus the pupils and students take charge of their own learning process and gain the capacity to act independently and in cooperation with others, as socially responsible persons.
Didactical and Methodical Suggestions

1. Project – subject combined (Geography, Arts, History, Sports, Poetry, etc)

   “A Travel in Time and Space on Coubertin’s Traces”

2. A Game of Dice – (promoting the learning of the students effortlessly)
   Starting Line : The Greek Antiquity
   In between the players have to solve knowledge questions; you can either be promoted or relegated, etc

3. Develop your School Olympics with a special focus on the solemn elements, as Pierre de Coubertin would have liked them.

4. Form an Organizing Committee and employ as many students as possible; there are many different functions within the Committee, maybe also an opposition.
Didactical and Methodical Suggestions

1. Produce a “time line” which shows the development of the games through the centuries. For instance a “box” of 2 meters tells the history of one century.

2. Organize your “Ancient School Olympics”.
   • Practise the events and carry out your “School Olympics”.
   • Have as many fellow students as necessary to prepare the festival

3. Write a diary on behalf of an athlete of the Ancient or the Modern Olympic Games.
Didactical and Methodical Suggestions

4. You are:

- ... a radio reporter who covers the Olympic competitions, religious services and ceremonies in Ancient Olympia.
- ... an ancient tourist guide who guides a group of spectators from different Greek colonies through the Altis.
Didactical and Methodical Suggestions

5. The east front of the Temple of Zeus shows the twelve labours of the legendary creator of the Olympic Games, Heracles.

Make your students mime them.

6. Develop a debate between a priest and a woman, who is not allowed to watch the events.
Didactical and Methodical Suggestions

7. Role-play:

Discuss the values of the Ancient Olympic Games in a panel discussion:

one chairman, one priest, one philosopher, one athlete, one coach, one judge, one woman, one slave, etc.
Didactical and Methodical Suggestions

8. A Persian merchant writes a letter to his colleague in Shiraz about the Olympic Games he happened to watch in Ancient Olympia.

9. Draw “thumb movies” about the athletic events.
«Olympism is not a system; it is a state of mind, capable of penetrating all forms of education, and no race or era can claim an exclusive monopoly of it.

Olympism is a state of mind born of the twofold cult of effort and eurythmics. And see how well the union of these elements is suited to human nature – the love of excess and the love of harmony». 
Poetry and Sport - Limmerick

There was an athlete called Erki Nool.

He ran, put the shot and jumped with a pole.

Spinning so swiftly with a discus in the ring,

He hurled it as if it was made of an eagle’s wing

Winning a medal for his country in twinkling Gold.