

Visitor's  
Guide



# THE OLYMPIC JOURNEY

PERMANENT EXHIBITION



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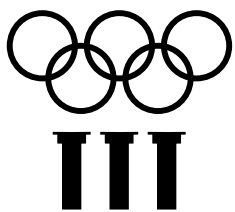
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THE  
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MUSEUM

# The Olympic Journey

This “Visitor’s Guide” is one of a series of documents aimed at teachers to help them prepare for a visit to The Olympic Museum with their class.

It is accompanied by educational resources which present and provide further details about the various themes addressed in the exhibitions.

The exhibition can be visited with the Museum’s “coaches”. These guides accompany the students throughout their visit, taking into account the age and expectations of the group.

Tablets with suggestions for a route and activities are available to the teachers who wish to visit The Museum without a coach.

For more information: [www.olympic.org/education](http://www.olympic.org/education)

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This document is available in French, English and German.  
It can be downloaded from [www.olympic.org/education](http://www.olympic.org/education)

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# How to use this file

This Visitor's Guide offers four learning tools for optimal preparation for visiting the exhibition.

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## Educational intentions

The main educational intentions are indicated on page 4.

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## School programme

The exhibition visit was created taking into consideration the objectives of the Programme Educatif Romand (PER) [French-speaking Switzerland's education programme]. One or more coloured text bubbles highlight the discipline addressed.



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## Activities and events

Each subject addressed offers the teacher suggestions for activities to develop the theme further, either during the visit or in class, with questions, discussions or activity ideas, depending on the age of the students.



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## Teaching resources

Additional educational resources available on the Museum website are suggested for each topic. To access them, directly just click on the title.

### Teaching resources

- How well do you know the Olympic Games?
- "The main Olympic topics" document set

# Step-by-sept visit

## The Olympic Journey

Exploring the history of the Olympic Games is about diving into a unique international event, modelled by human values.

The themes derived from the world of the Games, the athletes and the Olympic Movement have many links to the school programme to encourage transversal and multidisciplinary approaches.

The themes derived from the world of the Olympic Games have many links to the school programme to encourage transversal and multidisciplinary approaches.

Aimed at teachers who want to visit the exhibition with their class, this document presents the exhibition and highlights the elements that may be particularly interesting to work on with the pupils. Links with the school programme are indicated, as well as some suggestions for activities and discussions to undertake before the visit.

The visit comprises 11 stages. Each stage is presented over two pages and provides, besides a description of the space and the tools available, two areas of focus on themes or elements to be discovered

### Educational ambition

- Understand the beliefs and rites which punctuated the life of the Greeks of Antiquity.
- Address the 19th century in its socio-political context with Baron Pierre de Coubertin.
- Evaluate the legacy and the way in which the Games and Olympic Movement continue to develop customs through their actions and the Games.
- Explore the culture of the countries that have hosted the Games with the torch relay and ceremonies.
- Raise awareness of the technical, urban and ecological challenges of our time with the architecture of Olympic cities.
- Draw attention to creativity : identity of the host cities, architecture, design, culture.
- Address important issues linked to ethics.
- Discover how science and technology serve the practice of sport and protect the athlete.
- Address community life with an introduction to the Olympic Village and its international population.
- Showcase the will power and tireless training leveraged by the champions to reach their objectives.
- Address the themes of the body and health.

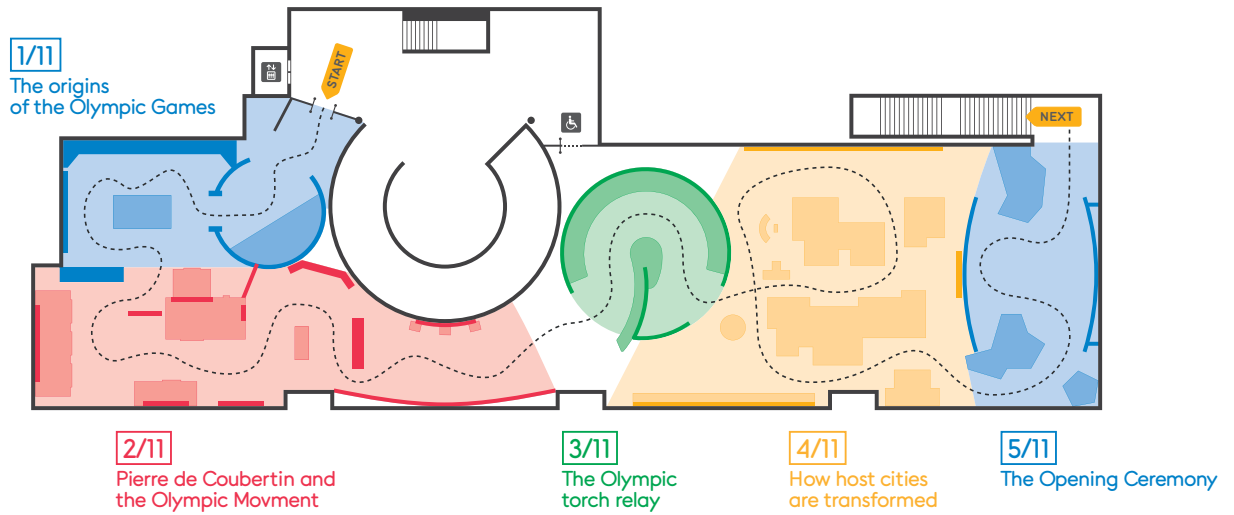
### Links with the school programme



# How the visit works

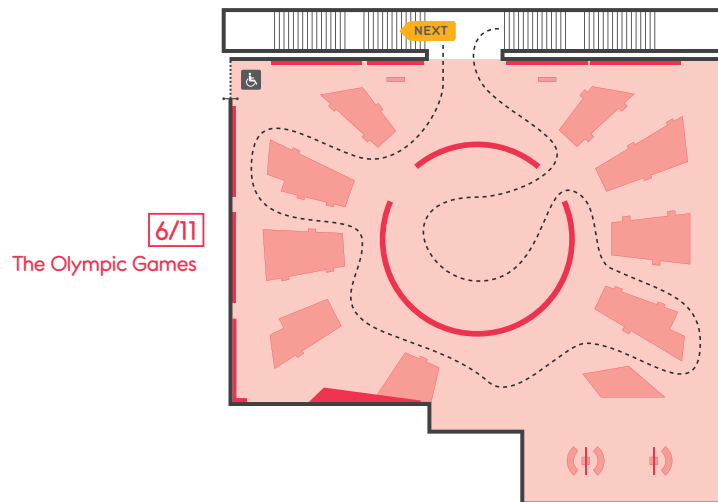
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### The Olympic World



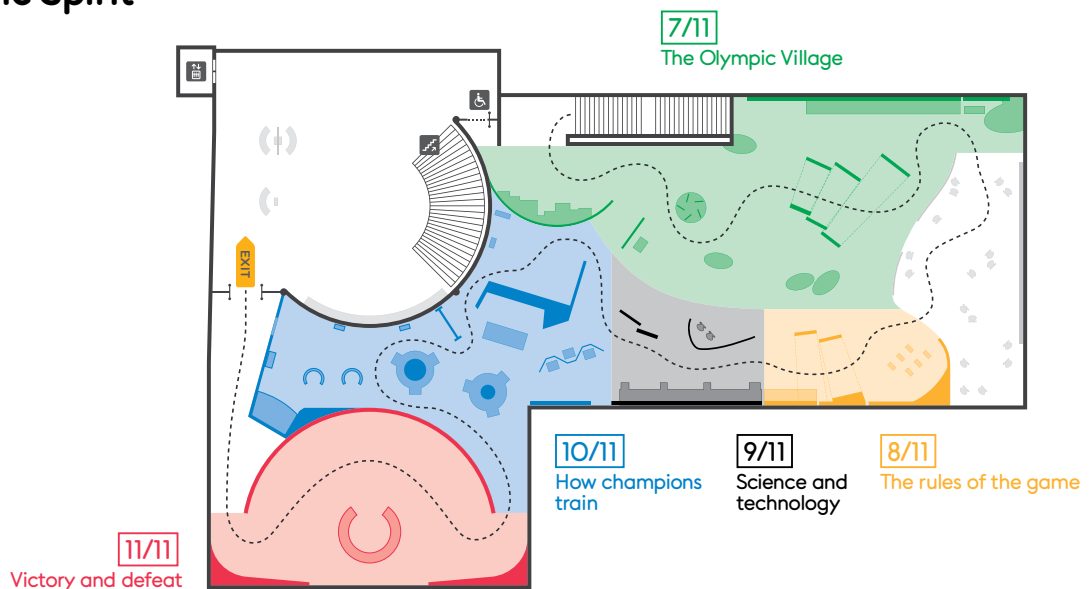
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### The Olympic Games



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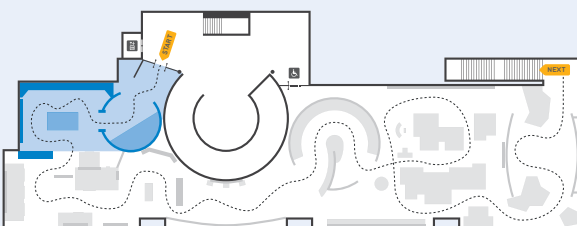
### The Olympic Spirit



1/11

# The Olympic Games in Antiquity

+1



## The Games at Olympia

**Period:** Antiquity. First written records, 776 BC.

**Place:** the sanctuary at Olympia, in the Peloponnese, Greece.

**Actions:** the Olympiads, sports competitions held every 4 years.

**Who:** all the Greeks or Hellenes (Greece and its colonies); athletes, rhetors, poets, politicians, artists, merchants, etc.

**Meaning:** Sacred games held in honour of Zeus. Desire to unite the Greek people by bringing together people with the same origins, speaking the same language and with the same beliefs. A truce was observed by the different cities to enable people to travel safely to and from Olympia, with no fighting during the Games.

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### Teaching resources

- How well do you know the Olympic Games? pages 2-3
- “The main Olympic topics” document set
- “The Olympic Games in Antiquity” file



The Olympic World - “The origins of the Olympic Games”.

## The tools available in this area

**To talk about the Olympia site:**

- The immersive film to learn about Olympia, 40,000 people there at the time of the Games.
- The interactive model to get to know the various buildings on the site (sacred area / secular area).

**To talk about the mythology and sacred nature of the Games:**

- The film and the model to explore the temple of Zeus and the sculpture of the god by Phidias.
- The interactive terminal to find information on Heracles, the mode for the athletes – focus on the temple of Zeus and the metopes which recount the hero’s 12 labours.

**To talk about the athletes and the sports on the programme:**

- The scenes painted on the vases displayed in the showcase. These objects dialogue with the interactive terminals which provide explanations about how the sports were practised and the equipment used, the training methods and ways of preparing the body.
- The experimental archaeology sequences which provide a concrete illustration of what sport in Ancient Greece looked like.
- The reconstitution of the competitions through the images shown on the big screen.

1/11

# The Olympic Games in Antiquity



Illustration of the site of Olympia with the secular and sacred areas.



The sports on the programme of the Games of Antiquity with scenes painted on vases.

## FOCUS: The site at Olympia

The site was a sanctuary. Sports competitions dedicated to Zeus, the "Olympic Games", were held there every four years.

### The site was composed of two separate areas:

The sacred area, the Altis, consisted of temples, 3,000 statues and altars. At the centre, the temple of Zeus contained one of the seven wonders of the ancient world, the celebrated 12-metre high statue of Zeus (made of ivory and coated with gold), and the metopes (panels decorated in relief) which represented the 12 labours of Heracles. Legend has it that it was he who, in honour of his father Zeus, built the stadium, which was equivalent to 600 times the width of his foot.

The secular area was used to hold the Games, with civil buildings set aside for training and competition (the stadium – a rectangular track 192 m long at the time, the palaestra, the gymnasium and the hippodrome), and the administrative buildings and those used to house the Games visitors. More than 40,000 people could live together on the site during the Games.



6-9

Why were the two areas separate? Is this the same in schools (study area and relaxation area)?



9-12

Which sites are sacred for the various religions in today's world?



12+

What were the 12 labours of Heracles? Greek mythology, its rites and its gods.

## FOCUS: The sports on the programme

There were only individual sports on the programme.

### The foot races (the runners were naked and ran barefoot)

- sprint – the stadion, one length of the stadium
- middle-distance – the diaulos (double stadium, i.e. to the other end and back)
- distance – the dolichos (7 to 24 stadia)
- the race in armour – 2 to 4 stadia wearing military equipment.

### The combat sports

- boxing – hands protected by leather strips
- wrestling – with bare hands
- pankration – a mix of wrestling and boxing with bare hands.

### The pentathlon

- discus – no run-up, with a discus weighing between 1 and 5 kg
- javelin – a thong created the rotational movement
- long jump – no run-up but weights to provide impetus
- foot race and wrestling.

### The horse races

- quadriga – chariot pulled by 4 horses, 12 km
- biga – chariot pulled by 2 horses, 10 km
- horse with rider – the riders had no saddles.



6-9

Identify sports activities using the clues found on the vases.



9-12

Understand the artistic style of Ancient Greece by drawing a current Olympic sport on an everyday object (such as a water bottle).



12+

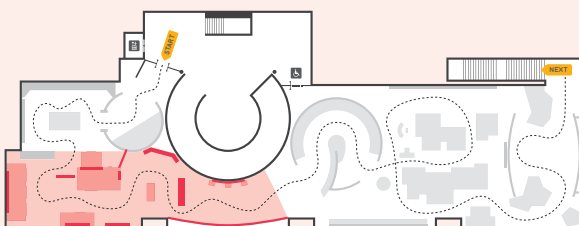
Why use a strip of material to throw the javelin, or weights for the high jump?



2/11

## Pierre de Coubertin and the Olympic Movement

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### Pierre de Coubertin

**Period:** late 19th century.

**Place:** Pierre de Coubertin's office in Paris, France.

**The man:** Pierre de Coubertin (born in 1863), a sportsman, educator and visionary who devoted his life to education through sport.

**His project:** reviving the Games, with the creation of the IOC in 1894, and the first Olympic Games of the modern era in Athens, in 1896.

**His legacy:** throughout the 20th century, the Olympic Movement developed to cover the whole world. As the creator of the five rings, Coubertin understood the power of a "branded" product.

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#### Teaching resources

- How well do you know the Olympic Games? pages 4-5
- "The main Olympic topics" document set, "Olympism and the Olympic Movement" file



The Olympic World - "Revival of the Olympic Games".

### The tools available in this area

**To talk about Pierre de Coubertin:**

- The images, pictures and objects by and on Coubertin and his family.

**To talk about Pierre de Coubertin's vision (reviving the Olympic Games):**

- The interactive diary on the socio-political context of the time, which influenced his ideas and vision.
- The audiovisual feature presenting his vision and the main stages of the development of the modern Olympic Games.

**To talk about the five rings (Olympic flag) and the other elements of the Olympic identity:**

- One of the first Olympic flags.
- The interactive terminal with details about how the Olympic flag has evolved and a game to understand the meaning of the five interlinked rings.
- The Olympic motto, anthem and Charter.

**To talk about the Olympic Movement:**

- The fresco presenting the main stages of the development of the Olympic Movement.
- The three terminals devoted to the three pillars of the Olympic Movement today – the International Olympic Committee (IOC); the National Olympic Committees (NOCs); and the International sports Federations (IFs).



2/11

## Pierre de Coubertin and the Olympic Movement



Sochi 2014 Games – Giant installation at the cross-country skiing venue.



Dr Thomas Bach, IOC President.

### FOCUS: The Olympic rings

The five interlinked rings represent the five parts of the world united by sport, and the coming together of the world's athletes at the Olympic Games. The rings form one of the world's best-known emblems.

The Olympic flag consists of the rings on a white background – from left to right, blue, yellow, black, green and red.

None of the colours is linked to a continent. Pierre de Coubertin chose these six colours as at least one could be found on the flags of every country in the world (something that generally still holds true today).

The rings appeared for the first time in 1913, as a letterhead hand-drawn and coloured by Coubertin.

The Olympic flag first flew in the Olympic stadium during the 1920 Games in Antwerp. However, athletes from all five continents had already been competing in the Olympic Games since 1912 in Stockholm.



6-9

The circle is often used to convey information – find some examples.



9-12

Why must a symbol be universal?  
Which other organisations have an emblem (UN)?



12+

Imagine an emblem expressing the cultural, linguistic, religious and other diversity of your class.

### FOCUS: The Olympic Movement

On 23 June 1894, Pierre de Coubertin founded the Olympic Movement. His aim: educate young people to practise sport with a view to creating a more peaceful world. From the outset, he gave the Movement an international dimension, and over the course of the 20th century, this became truly global.

The Olympic Movement is composed of three main pillars: the International Olympic Committee (IOC), the National Olympic Committees (NOCs) and the International sports Federations (IFs). The head of the Olympic Movement (currently IOC President Thomas Bach) represents the IOC and presides over all its activities.

The Olympic Movement's mission goes beyond simply organising the Olympic Games. For more than a century, it has contributed to numerous projects, for example:

- **The International Day of Sport for Development and Peace:** to promote sport and physical activity as a universal language.
- **Gender equity in sport:** In 2012 in London, 45 percent of the athletes were women, and women could compete in every sport on the programme of the Games.
- **Sustainable development:** Plan and manage the staging of the Games with minimum negative impact on the environment in a sustainable social framework.



6-9

Discuss the importance of how we treat other people, the environment, our family, etc.



9-12

Work together to find a cause to defend and think about how to get other pupils to support this.



12+

How can companies, sports federations, celebrities, etc. help to defend these values? Is it their job? Should they do more? Discuss what makes a value.

3/11

## The Olympic torch relay

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### The Olympic torch relay

**Summary:** The Olympic flame is lit in Olympia a few months before the Games open. Thousands of torchbearers carry it during its journey to its final destination in the stadium, where it will be used to light the cauldron at the Opening Ceremony of the Games.

The relay is a creation of the modern Games, as it first appeared in 1936.

**Meaning:** The torch relay announces the imminent start of the Olympic Games. The flame, passed from hand to hand (and from torch to torch), symbolises peace and brotherhood between the peoples of the world.



#### Teaching resources

- How well do you know the Olympic Games? pages 10-11
- “The main Olympic topics” document set, “The Olympic flame and the torch relay” file



The Olympic World “The Olympic Flame”.

### The tools available in this area

#### To talk about lighting the torch at Olympia:

- The parabolic mirror (to concentrate the sun’s rays).
- The film on the lighting ceremony in Olympia.

#### To talk about the relay:

- The complete collection of Summer and Winter Games torches since the first relay (1936).
- The related terminals showing the route of each relay and information on each torch.

#### To talk about how a torch works:

- The cutaway torch showing the gas canister.
- The safety lamps used to transport the flame when transported by air and to protect it.

3/11

## The Olympic torch relay



Albertville 1992 Games – Torch holder designed by Philippe Starck.



Traditional ceremony to light the Olympic flame at Olympia in Greece.

### FOCUS: The Olympic torches

An **emblem of the Games**, the design of each torch marks its era. As materials have evolved, the design has become increasingly contemporary and the colours ever bolder. Some are the work of famous designers, like Philippe Starck (Albertville 1992) or Pininfarina (Turin 2006).

The technical challenge for the designers is to ensure that their torches can withstand bad weather and some unusual means of transport. For the first relay in 1936, several types of fuel were tested, including olive oil! Today, a gas canister in the handle fuels the flame.

A **form of artistic expression** for the country hosting the Games, each torch is unique – the one for Nagano was based on the traditional Japanese torch, while the one for Sydney took the shape of a boomerang and the city's Opera House. So while remaining faithful to the symbolic aspects, the torches are constantly renewed and reinterpreted for each new edition of the Games.

### FOCUS: Organisation for the relay

The **flame-lighting ceremony** takes place several months before each edition of the Games at Olympia, in front of the ruins of the Temple of Hera. A concave mirror captures the sun's rays and lights the flame, which the High Priestess then hands to the first relay runner in the ancient stadium. The flame is then carried to Athens, where it is handed to representatives of the country hosting the Games.

Each host country is free to devise its own relay, based on its history, culture or current events. Wherever the flame goes, festivities are organised to mark the occasion, inviting the largest possible number of people of all ages to take part and share in the Olympic spirit. The relay runners can be either well-known figures or ordinary people.

The **Relay for the Games** in Sochi covered over 56,000 km in 123 days, and 14,000 people carried the Olympic flame across Russia, travelling to the North Pole, passing through the waters of Lake Baikal and even going into space!



Design the torch for your city and explain the reasons for your choice.



How would you draw the symbolic torch of your city?



Imagine a torch 100% produced in your country. What would it be made of and where could it be produced?



Which places in your country would the Olympic torch definitely have to visit?



What could be the theme of the relay if it were organised in your country?

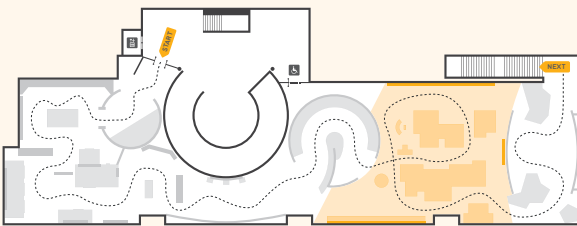


Choose 15 torchbearers from your country (sports personalities, politicians, public figures, etc.). Explain your choices and discuss everyone else's.

4/11

## How host cities are transformed

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### How host cities are transformed

**Summary:** For a host city, the Games are a veritable catalyst for urban planning, architectural, technical and cultural renewal and innovation.

**Legacy:** Each edition of the Games makes its mark on history. The Games can thoroughly transform a city.

**Identity:** Each edition of the Games has its own visual identity or "Look", which covers the whole city.



#### Teaching resources

- "The main Olympic topics" document set, "Olympic Games posters" file



The Olympic World - "Olympic Cities".

### The tools available in this area

**To talk about the way cities host the Games and showcase themselves to the world:**

- The cubes which show the nine years of preparation for a host city, describing each of the main phases.
- The island displays on architecture, town planning and sustainable development, with models, images and multimedia terminals.
- The island display on the Look of the Games.
- The island display devoted to the media during the Games, showing how the host cities benefit from the presence of the world's media to promote their image and attract new visitors.

**To place each edition of the Games in its context in the history of the 20th and 21st centuries:**

- An interactive chronological wall with a film on the editions of the Games and their era.

**To talk about the cultural side of the Games:**

- The posters of the Cultural Olympiads, which highlight the art and culture of the host city.

4/11

## How host cities are transformed



Beijing 2008 Games – The National Stadium (Bird's Nest).



Vancouver 2010 Games – Mascots Miga and Quatchi.

### FOCUS: The stadiums and sustainable development

**Daring architecture:** the shapes of the stadiums symbolise the dynamism of the host city for decades. At the heart of the excitement of the Games, the Olympic stadium hosts the opening and closing ceremonies, as well as the athletics events.

**Environmentally responsible architecture** ensures that what is built will last long after the Games. Today, as well as being masters of new infrastructure and renovation, architects must combine ingenuity, common sense and a feel for the urban environment, using the latest technology and materials.

Here are some examples of this desire for sustainability:

- **The seating capacity** of the stadium in London was reduced from 80,000 to 25,000 after the Games.
- **Temporary venues** can be transported to other cities or used for other sports.

### FOCUS: The Look of the Games

Its purpose is to unify the image of the Games – aesthetic, evocative and informative, it symbolises the values, the creativity and the particularities of a region while celebrating Olympism.

Omnipresent and instantly recognisable, the look of an edition of the Games stamps its mark on a wide range of objects, defines the signage, decorates the city and venues, etc.

- The emblem is composed of the rings, the name of the city and the year of the Games, a symbol and colours closely linked to the patrimony of the host country.
- Since the 1964 Games in Tokyo, the pictograms have allowed all the sports to be represented using a common language.
- The mascots are the ambassadors of the Games, bringing a touch of light-heartedness to the Olympic spirit since Munich 1972.
- The licensed products offer participants and spectators alike a means of being part of and a souvenir of the Games.



How many sports are practised in your school's sports hall? What are the advantages and disadvantages of this?



How old is the stadium in your town? How is it used? How could it be better used?



Present the argument (economic, financial and other reasons) either for renovating an "old" stadium or for building a new stadium in a town or city.



Which animal would you choose as the mascot of your country?



Think of and draw pictograms for five lessons/class activities.



Choose a sports brand and discuss how it is applied to objects, its advertising and how it makes its commercial promises.



5/11

# The Opening Ceremony

+1



## The Games opening ceremony

**Summary:** The opening ceremony celebrates the Olympic spirit, the traditions of the host country and the athletes.

**A ritual:** The protocol elements remain the same, and are based on tradition: athletes' parade, entry of the flag, oaths, arrival of the flame, lighting of the cauldron and symbolic release of doves.

The cultural and artistic part changes with each edition of the Games.



### Teaching resources

- How well do you know the Olympic Games? pages 14-15
- "The main Olympic topics" document set, "The modern Olympic Games" file



The Olympic World - "The Opening Ceremony".

## The tools available in this area

**To show the components of an opening ceremony (artistic and protocol elements):**

- The seven-minute film which shows some of the greatest moments from Winter and Summer Games opening ceremonies.

**To talk about the cultural and artistic input that goes into an opening ceremony:**

- The astonishing costumes displayed, often the work of renowned designers, and the amazing productions created by some of the world's greatest artists.



5/11

# The Opening Ceremony



Beijing 2008 Games – Olympic Ceremony show.



London 2012 Games – Athletes' parade at the Opening Ceremony.

## FOCUS: The components of the ceremony

The **official launch** of the celebration of the Games, the opening ceremony was the idea of Pierre de Coubertin. As this is an exceptional moment, the preparations always take place in the strictest secrecy, so it is often impossible to know the details until the day itself.

Although they are all different, opening ceremonies follow a strict protocol.



Then comes the artistic part, which consists of a show recounting the history of the host country, with cultural references, technical innovations and the Olympic values.



An enormous firework display lights up the stadium and announces the end of the ceremony: the Games have begun!


## FOCUS: The protocol



While entertainment and creativity are omnipresent throughout the ceremony, it still includes extremely precise rituals, which are established by protocol and governed by the Olympic Charter.

1. **The ceremony** begins with the IOC President welcoming the head of state of the host country to the stadium, the anthem and the raising of the national flag.
2. **The nations** parade in alphabetical order of the language of the host country, except for Greece, which enters the stadium first, and the host country, which comes in last.
3. **The Games** are declared officially open by the head of state of the host country, using standard wording.
4. **The Olympic spirit** is represented by the Olympic anthem, the raising of the Olympic flag, a symbolic release of doves and the Olympic oath taken by an athlete, a judge and a coach.
5. **The flame** can then make its entry and light the Olympic cauldron, where it burns throughout the Games.



  Imagine the preparations for an end-of-year school festival (speakers/thanks and celebrations).

  Imagine and compare a ceremony for the first day of school and one for the first day in 1950. What would be different?

  Study the different places where an oath is taken. Discuss the importance of the oath.

  In our everyday lives, which habits could be likened to a form of protocol?

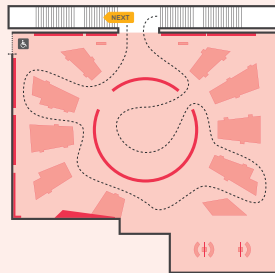
  Study the various protocols linked to religious festivals or ceremonies (New Year, cinema, sports, etc.).

  Taking an oath means giving an undertaking to do something. If you fail to respect this promise, what are the consequences? Explain.

6/11

# The Olympic Games

# O



## The Olympic Games

**Summary:** Organised every four years, the Olympic Games are the biggest sports festival in the world, by the number of sports on the programme, the number of athletes present and the number of people from different nations gathered together in the same place at the same time.

**When:** The first edition of the Summer Games was in Athens, and the first Olympic Winter Games were held in 1924, in Chamonix. The Games are held every four years, with Summer and Winter editions two years apart.

**Content:** Today, the Games last 16 days. Exciting moments and inspiring athlete stories mark each edition of the Games and provide lasting collective memories.



### Teaching resources

- How well do you know the Olympic Games? pages 16-17
- “The main Olympic topics” document set, “The modern Olympic Games” file



The Olympic Games - “Olympic Games. Sports and Athletes: Great moments”.

## The tools available in this area

### To talk about the athletes’ competition performances:

- The immersive film “Inside the Race” (6 minutes) to experience how it feels for an athlete getting ready to compete.
- The island displays (3 for the Winter Games and 4 for the Summer Games), with Games highlights, illustrated by sports equipment and expanded with stories in the multimedia terminals.
- The “Olympic Channels” to watch or relive different events (more than 1,000 video clips available).
- The touch wall which allows you to touch equipment, compare textures, etc.

### To talk about how the sports on the Olympic Games programme have evolved since 1896:

- Two interactive devices (one for the Winter Games and one for the Summer Games) with pictograms of the sports which light up according to the year you select with the cursor.

### To talk about the “other” Games:

- The two island displays devoted respectively to the Youth Olympic Games and the Paralympic Games, the Special Olympics and Deaflympics.

6/11

## The Olympic Games



Beijing 2008 Games – Athletics, men's 100 m final.



Moscow 1980 Games – Artistic gymnastics, the legendary Nadia Comaneci.

### FOCUS: The sports on the programme

There are 28 sports on the programme of the Summer Games (Rio 2016), with a total of 43 disciplines and 306 events. They are practised indoors or in a stadium, on a track, on roads, on grass, and on or in water. The main sports are athletics and swimming.

The seven sports on the programme of the Olympic Winter Games (Sochi 2014) consist of 15 disciplines and 98 events. They are practised indoors or outside, on ice or snow. The main sports are skiing, hockey and skating.

To get onto and stay on the programme of the Games, the sports and disciplines are assessed by the IOC's Olympic Programme Commission on the basis of various criteria. Golf (present in 1900 and 1904) and rugby sevens (present from 1900 to 1924) will be rejoining the programme for the 2016 Games in Rio.

Male/female equality has been a reality since the 2012 Games in London: with women now competing in all the same disciplines as men, including boxing.



Make a list of well-known sports which are not Olympic, and try to explain why.



Are some sports more suitable for men and others for women? Give your reasons.



Present an athlete who made their mark on the history of the Games. Give more details.

### FOCUS: Highlights of the Summer and Winter Games

**Edward Eagan**, of the USA made his mark on Olympic Games history by winning a gold medal in boxing and another in bobsleigh – Antwerp 1920/Lake Placid 1932.

**Jesse Owens**, This black American athlete won four gold medals in defiance of all the Nazi propaganda – Berlin 1936.

**Jean Vuarnet** became Olympic downhill skiing champion at the age of 37 by using the new streamlined position he had invented, the "egg position" – Squaw Valley 1960.

**Nadia Comaneci**, Aged just 14, this Romanian gymnast became the first athlete to score a perfect 10 – Montreal 1976.

**Eric Heiden** made his mark on the history of speed skating by winning five events, each time setting a new Olympic record, in 1980 in Lake Placid.

«**Rasta Rockett**» was the film based on the legendary Jamaican bobsleigh team which took part in the 1988 Games in Calgary.



Explain why the "egg position" used by Jean Vuarnet enabled him to win the downhill.



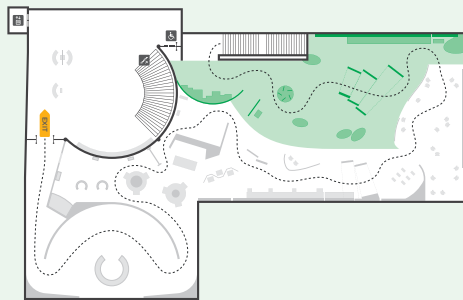
Make a list of various athletes from different countries at the Games who produced some memorable achievements. Say why.



Taking the current economic and political situation into account, suggest what might make an impact on the Summer or Winter Games.

## 7/11 The Olympic Village

-1



### The Olympic Village

**Summary:** the Olympic Village is where the athletes from all over the world live during the Games. The village is more like a town, accommodating up to 17,000 people at the Summer Games.

**A global village:** It can be said that the Olympic Village embodies the Olympic ideal: it brings together individuals from all over the world living in harmony, united by their passion for sport.

**The athletes:** The prospect of taking part in the Olympic Games and becoming an Olympian is the dream and ultimate goal of most athletes. Qualifying for the Games requires strict discipline and an iron will, as well as years of hard training.



#### Teaching resources

- How well do you know the Olympic Games? pages 20-21
- "The main Olympic topics" document set,
- "The modern Olympic Games" file



The Olympic Spirit - "The Olympic Village".

### The tools available in this area

#### To talk about the Olympic Village:

- The fresco with the history of the Olympic Villages.
- The objects, panels and information explaining the practical organisation of an Olympic Village, the infrastructure and the services available to its inhabitants.
- The interactive terminal devoted to the Olympic volunteers, without whom the Olympic Village (and the Games generally) could not function.
- Part of the London 2012 Games Olympic Village Truce Wall with the signatures of athletes and officials supporting a better and more peaceful world through sport.

#### To talk about the athletes:

- 17 stories of Olympians of different ages and periods, to find out more about their career as athletes, their dreams and their challenges.
- The areas on nutrition, sports rules, science, technology and training.



## 7/11 The Olympic Village



Los Angeles 1932 Games – Aerial view of the Olympic Village.



London 2012 Games – Olympic Village dining hall.

### FOCUS: History of the Olympic Village

In 1932, the Games in Los Angeles featured the first real Olympic Village. Only the male athletes stayed there. For the first time, the normal services found in a town were included: a hospital, a fire station and a post office. Only as of the 1956 Games in Melbourne did the Olympic Village become mixed.

**Today**, the Olympic Village is located close to the main sports facilities. Its construction is taken very seriously during the preparations for the Games. Its inhabitants, the athletes and their coaches, have all the facilities they need: a restaurant open 24 hours a day, a hairdresser, a nightclub and evening concerts.

**The communal existence** encourages contacts between athletes from different sports and different countries. Everyone who stays in the Village agrees that the main thing is not the comfort of the buildings or the quality of the services offered; rather it is the relationships created between athletes from all over the world.

### FOCUS: The Village dining hall – a unique place

The main dining hall in the Olympic Village is open 24 hours a day, seven days a week. The one in London, for example, could seat 5,000 people and feed up to 65,000 athletes a day. The menus featured balanced meals with meat, fish, pasta, rice and vegetables, with cooking from all over the world – European, Mediterranean, Asian or even Tex-Mex.

**Here are some of the figures** from the dining hall at the 2012 Games in London:

- 1.2 million meals served during the Games
- 1,300 different menus offered.

**The athletes consumed** more than:

- 100 tons of meat
- 232 tons of potatoes
- 330 tons of fruit and vegetables
- 75'000 litres of milk
- 25'000 bread rolls.



List and count the number of flags you would need in your class to represent the countries of origin of all the pupils.



Compare a high school with an Olympic Village and list the different areas and services.



Explain how having "different" people living together though not doing the same activities can be beneficial. Give examples.



Imagine the ideal menu before a sports competition.



Does a marathon runner eat the same thing as a 100 m runner on the day of competition? Explain.

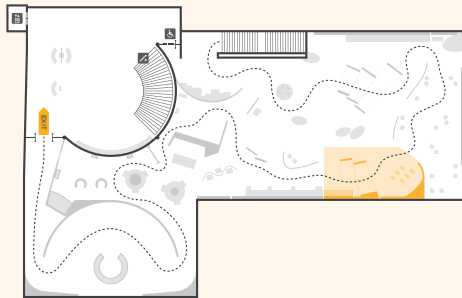


An increasing number of meal substitutes are available. What are the benefits or harmful effects of these?

8/11

## The rules of the game

-1



### The rules of the game

**Summary:** ethical issues are of fundamental importance to both the athletes and sport in general.

**About ethics:** Composed of the essential values, ethics preserves sport from corruption, cheating, doping and violence. It teaches respect for oneself, for others and for the referee, as well as the rejection of doping products. It teaches us to accept differences, show solidarity and adopt a team spirit. It is a key notion for achieving sustainable and responsible sport.



The Olympic Spirit - "Interactive space on Ethics".

### The tools available in this area

**To think about ethical issues:**

- The interactive voting system to start a discussion about different ethical issues in sport and find out the IOC's position.

**To talk about combating doping:**

- The anti-doping laboratory, which presents the 11 stages of the tests carried out during the Games.
- The information on doping substances: the effects on performance, but also and above all the health risks.
- The World Anti-Doping Agency quiz on doping.

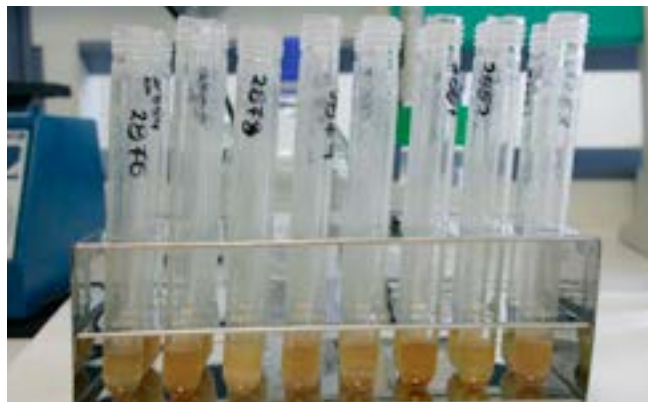
**To talk about homologating equipment:**

- The wall with examples of equipment which has caused problems in terms of homologation and explanations.



8/11

## The rules of the game



Athens 2004 Games – Samples from the doping control laboratory (OAKA).



Beijing 2008 Games – Swimmers with the controversial Speedo swimsuits.

### FOCUS: Protecting the “clean athlete”

**Prevention and testing:** Before the Games, the athletes are informed about the dangers of doping. During the Games, urine and blood tests are conducted (5,051 in 2012 in London).

**Sanctions:** The World Anti-Doping Agency (WADA), the NOCs, the IFs, the IOC and the host country’s national anti-doping organisation (NADO) make sure that only “clean” athletes take part in the Games, and that sanctions (demotion, suspension, removal of medal, etc.) are applied to any athletes guilty of doping, as well as the members of their entourage (coaches, doctors, etc.).

### FOCUS: The homologation issue

**Why homologate equipment?** Many technological advances have played an important role in sports results. However, an innovation is useful only if it respects the principle of equal chances for all the competitors, is not a substitute for the athlete’s performance and technical abilities, and is not dangerous. A number of rules thus have to be respected.

**Who sets the rules?** The permitted equipment is decided by each of the International sports Federations. Respecting these rules ensures the fairness and safety of the competitions.

**Guaranteed performance?** The athlete always has the last word when decisions are taken on whether or not to adopt an innovation. The history of sport is littered with examples of performance-enhancing equipment that has not been homologated and others which have helped to add value to the athletes’ sporting performance. Only an innovation which is helpful to the athletes and their sensations will be homologated.



6-9

Can taking vitamins every morning to stay healthy be regarded as a form of doping?



9-12

Analyse why some sports are more affected by doping problems than others?



12+

Talk about the experience of a well-known athlete who has used doping and try to explain the reasons, and the positive and negative effects.



6-9

From among the sports practised in class, name an important recent technological advance.



9-12

Choose an Olympic summer sport and winter sport in which the homologation of an innovation had a real influence on results/performances.



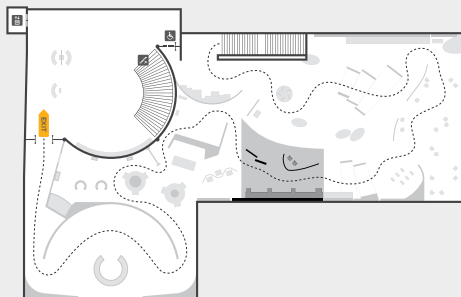
12+

Find an example of high-performance equipment that has not been homologated and explain why. Organise a discussion to debate the pros and cons.

9/11

# Science and technology

-1



## Science and technology

**Summary:** Science and technology have made numerous contributions to sport, and not just in terms of improving athlete performance.

Developments are made also in the fields of athlete health and well-being. They also allow more equal opportunities and can radically transform the way a discipline is practised.



### Teaching resources

- "Athletes and Science" document set



The Olympic Spirit - "Science and Technology".

## The tools available in this area

### To talk about contributions to athlete health and well-being:

- The device to compare the weight of a dry leather football and a wet one (the water increases the weight considerably) and ones made of non-absorbent material (no difference).

### To talk about performance-enhancing contributions:

- The device showing how the materials used for pole vault poles have evolved over time and the impact of this on performances.

### To talk about offering more equal opportunities in competition:

- The swimming touch pad which allows the winner to be determined with no possible argument.
- The starting blocks equipped with electronic sensors to detect false starts.

### To talk about radical transformations in the way a discipline is practised:

- The device reproducing the movement of the clap skate in speed skating, which appeared during the 1996-1997 season, revolutionising the discipline.

9/11

## Science and technology



London 2012 Games – Recovery session after training.



Stockholm 1912 Games – Tennis, women's singles, Sigrid FICK (SWE).

### FOCUS: Health and well-being

High-level athletes push their bodies to the limit, so pain and injuries are inevitable in an athlete's career.

**Preserving** their health and well-being while seeking to improve their performance is the aim of all athletes. Numerous medical advances allow for faster recovery, with, for example, electro-stimulation sessions and early detection of injury symptoms, to allow them to adapt their training to their physical condition.

Athletes also have to balance their energy needs with a healthy diet, and take their genetic inheritance into account.

**Preventing** injury and ensuring well-being during and after intense physical activity is of prime importance. The scientific advances in sports medicine and the programme to monitor injuries and health problems that the IOC puts in place during the Games are aimed at helping to improve health in sport and encourage the creation of prevention programmes.



List the symptoms which appear when the body is tired.



Imagine a training and preparation programme for the class for a sports competition (define the different phases).



Compare methods for recovery and fitness. Which are stunning, why?

### FOCUS: Equipment and materials

Today, victory and defeat are decided in a thousandth of a second, and performance is very much a question of details. The best sports equipment is extremely technical, and the materials used are increasingly tailored for the athlete's needs and comfort, to help them maximise their performance.

Innovation in equipment and materials covers:

- **Safety**, with protection which is flexible to avoid impeding the athlete's movement, but which become rigid in the event of a violent impact.
- **Comfort**, with the quest for "intelligent" materials capable of managing the athlete's body temperature, for example.
- **Reliability and performance** of the equipment, thanks to composite materials. Ever lighter and more flexible, equipment and materials adapt to the user and help to encourage advances in the sport.
- **Equal chances** with high-precision technology to help the judges or prepare a ski run.
- **The entertainment** created by improving the athletes' technical performances in their sport.



What are the differences between Roger Federer's racket and that used by Björn Borg?



Choose a widely practised sport for which the equipment has changed a great deal in recent years. Analyse the changes.

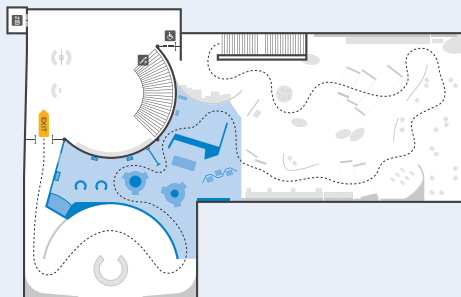


Does the equipment or materials have an impact on the value of the performance and the result?

10/11

## How champions train

-1



### How champions train

**Summary:** Champions' training is a matter of balance between the physical and the mental. On top of that, there is the motivation needed to achieve tough objectives.

This part of the exhibition is highly interactive, with devices you can use to train your body and brain.

**Message:** Nobody is born a champion. Obviously, there are physical aptitudes which favour the practice of one sport or another, but only the constant quest to improve your aptitudes, the perfect movement ceaselessly repeated during training and the ability to be strong in both mind and body combine to create an athlete.

The work on the motivation and determination needed to cope with demanding training schedules is just as important as the training itself.



#### Teaching resources

– “The Mind of a Champion” document set



The Olympic Spirit - “Body and Mind”.

### The tools available in this area

#### To talk about physical training and test it:

- The game to improve your reflexes and peripheral vision.
- The “mini-biathlon” game to understand how important it is for biathletes to work on the techniques which will enable them to aim after strenuous physical effort.

#### To talk about mental training and test it:

- The visualisation and memorisation game.
- The two mental training recordings (visualisation and relaxation) to listen to.

#### To talk about “what makes a champion”:

- Two examples of a high-level athlete’s training schedules (weekly and annual), to understand the importance of working on objectives and determination.

10/11

## How champions train



Sochi 2014 Games – Gym at the Olympic Village.



Sochi 2014 Games – Athlete in full concentration before an event.

### FOCUS: Physical training

**Its main aim** is progressively to enable the athlete to reach peak fitness just in time for the competition. Complementing the work on technique, it helps to improve performance but also to prevent injury.

For all athletes, **the physical training** programme includes the following components:

- Endurance;
- Strength;
- Speed;
- Agility;
- Flexibility.

**Managing fatigue** is another important concept, as good training means good recovery, to eliminate the toxins, repair the microlesions in the muscles or treat injuries.

**To avoid overtiredness** and thus exhaustion, athletes alternate phases of intense and calmer activity.



### FOCUS: Mental training



Today, the mental aspect is a very important part of the preparation by elite athletes, as it determines their ability to tolerate pain and fatigue or their ability to turn around an unfavourable situation.



**The aim** is to help the athlete reduce stress and anxiety, and to establish the concentration and endurance needed to produce a top performance on the day of competition.



The athlete works alone or with a mental coach on **several techniques**, including:

- Mental imaging enables the athlete to visualise performing the action and thus to feel positive sensations and confidence.
- Relaxation allows them to relax and step back, in order to clear their mind and combat negative stress.
- Setting goals enables the athlete to focus on concrete actions, maintain motivation and organise their time.
- Establishing working routines provides reassurance and a means of anticipating fear.



  Is endurance useful in our everyday lives?

  Choose a sport that is practised regularly and explain how to train endurance, strength, speed, agility and flexibility.

  Within the same sport, some elite athletes get injured frequently, while others do not (e.g. tennis). Which factors influence that?

  How does each pupil manage their stress?

  Which mental exercise can you do before an exam?

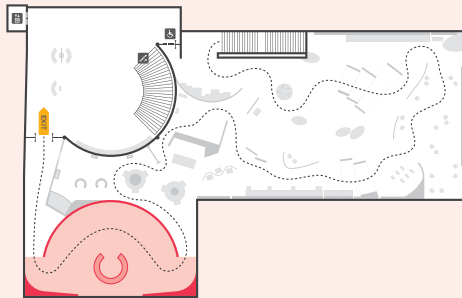
  Talk about a situation you have been in when your mind helped you overcome stress or fear, or influenced your performance.



11/11

## Victory and defeat

-1



### Victory and defeat

**Summary:** Victory is symbolised by the athlete who steps onto the podium to receive their medal. Gold, silver and bronze medals have been awarded to the winners only since 1904.

**Iconography:** Unlike those for the Winter Games, the Summer Games medals are subject to a certain degree of standardisation in terms of design.

**The important thing is taking part:** Even if everyone dreams of becoming an Olympic champion, there is not much room on the podium... Taking part in the Games, representing your country and giving your utmost during the competition are already an honour for all the athletes who compete in the Games. For all of them, win or lose, it is an unforgettable and exceptional human experience.



#### Teaching resources

- How well do you know the Olympic Games? pages 22-23
- "The main Olympic topics" document set,
- "The Modern Olympic Games" file



The Olympic Spirit - "The Finishing Line".

### The tools available in this area

#### To talk about the iconography of the medals:

- The showcase with all the medals, to compare them (Winter Games in the centre and Summer Games on the outside).
- The fresco on the wall with explanations about the iconography.

#### To talk about the emotions linked to winning and losing:

- The projection on the three screens showing highly emotional athletes at the end of their competition.
- The athlete quotations projected on the walls.
- The podium you can climb on.



11/11

## Victory and defeat



Athens 2004 Games – The obverse of the gold medal featuring the Goddess of Victory, Nike.



Sochi 2014 Games – The obverse and reverse of the gold medal.

### FOCUS: The Summer Games medals

**The design:** reverse and obverse. From the 1928 Games in Amsterdam 1928 until the 2000 Games in Sydney, the medal design was virtually unchanged. On the obverse, there was a representation of victory, with an arena like the Rome Colosseum in the background. On the reverse, a victorious athlete was carried along by the crowd.

In 2004, the design changed significantly. A representation of Nike, the goddess of victory, appeared on the obverse of the Summer Games medal. She appeared to be coming down from the sky into a stadium like the one which hosted the first modern Games in 1896 in Athens. In the background, the Acropolis can be seen. The reverse reflected the visual identity and cultural and aesthetic elements of the host country.

**The materials.** The gold medal is made of silver, covered with at least 6 grams of pure gold. The silver medal is the same, but without the gold coating, while the bronze medal is in fact made of copper, with some tin and zinc. The medals are usually round, weigh around 410 grams and must be at least 60 mm in diameter and around 3 mm thick.

### FOCUS: The Winter Games medals

As the design requirements for the Winter Games medals are less restrictive than for the Summer Games medals, each edition has an original medal!



**Originality of materials.** No specific shape, design or materials are imposed, so the Winter Games medals are often highly imaginative and original:



- a crystal disc, Albertville 1992
- granite, Lillehammer 1994
- lacquer, Nagano 1998
- polycarbonate inserts, Sochi 2014



**The design** of the obverse of the medal features cultural and aesthetic elements of the host country. For example, the medals for the 2010 Games in Vancouver featured a unique part of a First Nations contemporary artwork. And the seven gold medals presented on 15 February 2014 in Sochi contained a fragment of the Chelyabinsk meteorite, to mark the first anniversary of its fall to earth.



  Design a medal to present to your best friend.

  Which symbols representing your country could appear on a medal?

  Imagine a medal to be presented when you leave school. Which personalities, images or quotations should be included on it?

  Which image representing your town or city would you like to see on a medal?

  What materials would you use to make a medal from your country?

  Which rewards could symbolically take the place of a medal? Explain why.