

Educational
Kit

ALL DIFFERENT, ALL WINNERS

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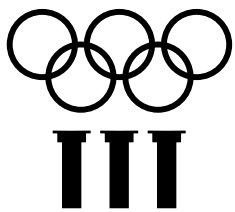
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THE
OLYMPIC
MUSEUM

All Different, All Winners

Olympism and Citizenship

This « Educational Kit » is one of a series of documents aimed at teachers to help them prepare for a visit to The Olympic Museum with their class.

The “All Different All Winners” visit is aimed at school children from nine years old. It is composed of a thematic tour of the permanent exhibition, followed by an interactive workshop.

This document presents the visit and suggests some activities and material for preparation or follow-up in class.

For more information: www.olympic.org/education

Introduction

A universal language full of positive values, sport and Olympism may be regarded as “vehicles of hope”. Indeed, the Olympic values of “Striving for excellence”, “Demonstrating respect” and “Celebrating friendship” are aimed at encouraging people to get on better and thus promoting peace.

The “All Different All Winners” visit features fundamental questions at the heart of Olympic values education.

On site these are addressed through the following **five themes**:

1. Interpreting the world
2. Celebrating diversity
3. Enjoying the rules
4. Tasting the spirit of competition
5. Experiencing Olympism

The learning paradigm

The learning paradigm is eclectic. It is based mainly on the principles of experiential learning (Freire, Kolb, Jarvis).

When education is said to be “experiential”, it means that it is structured in a way that allows the learner to explore the phenomenon under study – to form a direct relationship with the subject matter – rather than merely reading about the phenomenon or encountering it indirectly. Experiential learning thus requires that the learner play an active role in the experience and that the experience be followed by reflection as a method for processing, understanding and making sense of it.

This means that, in the All Different All Winners workshop, all the missions and activities are linked to daily life and present situations with which anyone could be confronted, or already has been.

To stick to the essential themes of Olympism, the examples given are taken mainly from the practice of sport.

Children have different talents, interests, concentration and learning competences. For this reason, the assignments are as diverse as possible. Participants are challenged to use academic skills and acquire the necessary knowledge to reflect on their own and others’ experiences.

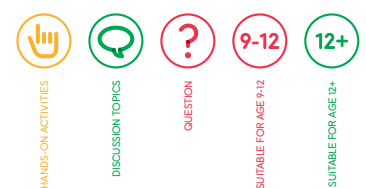
Link with school programmes

Through the themes addressed and the methodology chosen, “All Different All Winners” fits perfectly into a **citizenship education** programme and aims to develop the student’s **transversal competences** (taking other people into account, self-knowledge and action within a group).



Activities and further informations

Preparation and follow-up activities, further information on the themes and bibliographical references are offered at the end of this document for those who wish to obtain further information.



Didactic objectives

In “All Different All Winners”, the students are invited to:

- Ask questions about themselves, other people, history and society.
- Make the connection between the Olympic values and values that are useful in daily life.
- Learn the difference between facts and opinions, and reveal prejudices.
- Express their opinions and be open to those of others.
- Overcome differences of opinion through dialogue.
- Show empathy with regard to other people.
- Test the difference between equality and equity.
- Discover the links between freedom and the rules of sport and rules in society.
- Participate using various learning styles (cognitive, affective, artistic and physical).

In the Museum



The visit consists of two separate sections:

Guided Tour of the Permanent Exhibition

First of all, the group follows the coach in the permanent exhibition. The Coach highlights a number of contents in the exhibition that illustrate themes 1 and 2.

Workshop

The students then move to the Gym' to take part in the workshop which explores themes 3 to 5.

The workshop consists of a 27-point interactive exhibition. It is based on self-directed and self-corrected learning.

The students work in small groups of two or three. Each group gets a starting number to begin at a specific section of the exhibition, and is then invited to carry on in a defined order. Groups guide themselves with the help of a personal "Memo Book" entitled "All Different All Winners: and me and me and me" that refers to numbers on different panels.

The Memo book is necessary to understand the missions and carry out the activities. The students use it to write down the answers to the questions asked in the various panels.

They can also use it to take notes and write down their opinions, ideas and answers.

Most of the questions do not have a right or wrong answer, but help the participants in their thinking.

In the few activities that have a right or wrong answer, mistakes are not penalised. Only successes are celebrated.

The coach is present in the workshop to introduce the concept and to provide clarifications on the key points and certain manipulations when asked to. At the end of the session, he also provides a short debrief.

The visit features the following 5 themes:

1/5

Experiencing Olympism

- Excellence – Respect – Friendship
- The Body – Will – Mind
- Olympic identity

2/5

Tasting the Spirit of Competition

- Fair – play
- Positive aggressiveness
- Joy in effort

3/5

Interpreting the World

- True – false
- Fact – opinion
- Generalisations
- Prejudices

4/5

Celebrating Diversity

- Differences
- Diversity

5/5

Enjoying the Rules

- Freedom
- Equality (of chances)
- Discrimination

A detailed presentation can be found on the following pages.

Themes



1/5 Experiencing Olympism (Guided Tour of the Permanent Exhibition)

Olympic values education

There is no education on Olympism without a clear reference to its fundamental principles and its values.

- “Symbols” have a very important role in the Olympic Movement. In today’s world, they convey a message of hope.
- Today the Olympic flag with the 5 rings has the importance of the flag of a country.
- The meanings of the flame and the torch relay are central to understanding the scope and message of the Olympic Movement.

Activities

First of all, the students discover the Olympic identity: the meaning of the five rings, the flame and the relay.

They then learn the difference between the visual Olympic identity, or “Look” of the Games (comparable to their clothing style) and the Olympic fundamentals (comparable to who they are really). They thus understand that, although each edition develops its own cultural/graphic identity, the Games as a whole are the expression of a perennial philosophy: Olympism.

Didactic objectives

- Understand the meaning of the Olympic rings, flag, flame and medals.
- Understand the meaning of the three Olympic values.
- Study the link between body, mind and will, regard them as a whole and understand the need to find a balance between them.

2/5 Tasting The Spirit Of Competition (Guided Tour of the Permanent Exhibition)

Olympic values education

Although most participants are happy to just take part in the Games, competitions have to end with few winners and many losers. Wanting to win and feeling some aggressiveness is natural and, within the framework of Olympic Games, a necessity.

Athletes must overcome challenges and difficulties, stick to a hard training schedule, cope with strong emotions before, during and after competition, and learn to manage a victory or a defeat.

Perseverance, self-control and fair-play are essential in sport... but also in life!

Activities

Through the examples of athletes’ stories, the students:

- understand the meaning of the three Olympic values;
- define “fair play” in sport, and more generally in stressful or emotional situations;
- think about the sensations linked to efforts.

The visit is based on objects that back up the stories that took place at the Olympic Games. The students are invited to think about their behaviour in comparable situations in daily life.

Didactic objectives

- Analyse the meaning of the term “fair play”.
- Look at how fair your own behaviour is in given situations.
- Think about effort and the strong positive and negative emotions it can generate.

Themes



3/5 Interpreting the World (Workshop)

Olympic values education

The Olympic Games gather together people from many different countries and cultures in a spirit of friendship and tolerance.

Learning to recognise the prejudices and generalisations we may have about others or other cultures and learning to differentiate an opinion from a fact is an inescapable skill, crucial to develop understanding, respect and tolerance

Activities

More than 10 devices and machines challenge participants to experience, explore and think about the following subjects: true and false, facts and opinions, generalisations and prejudices. Participants can, for example, differentiate prejudices from facts thanks to a special weighting scale or unveil the stigmatisation of "handicapped" people by looking at some unexpected photos. Most of the activities allow for self-correction, which guarantees a pleasant educational experience that is enriching yet uncomplicated.

Didactic objectives

- Distinguish between true and false.
- Establish the difference between a fact and an opinion and be able to give an example.
- Give an example of a generalisation.
- Define the term "prejudice".
- Take a critical look at your own prejudices.
- Be capable of revealing a prejudice by using the terms "true", "false", "fact" and "opinion".

4/5 Celebrating Diversity (Workshop)

Olympic values education

The athletes taking part in the Olympic Games are a melting pot of people from all over the world. The audience and the people involved in the Games are also highly diverse. Taken together, they reflect the variety of the world.

Learning to accept the differences and enjoy diversity is an important element of both peace and Olympic values education.

Activities

In the workshop, the various activities allow participants to study the differences and diversity at the Olympic Games and within their own entourage. They are invited to look more closely at an opening ceremony and realise that the diversity of the athletes is what makes the occasion so rich and interesting. Through surprising activities, they realise their own view of the world: calendar and skin colour depend on your point of view. They also think about "other people and me" by looking in the mirror of diversity.

Didactic objectives

- Discover the differences and similarities between people.
- Experience diversity as a fact.
- Define your personal values.
- Think about your own identity in relation to others
- Explore different cultural perspectives.

5/5 Enjoying the Rules (Workshop)

Olympic values education

"Rules" are at the heart of this topic. Rules enable participants to have the same chances to win a competition, whatever their origin, gender, religion, age or skin colour. Titles are earned through effort and the quest for excellence, and any other discrimination should not exist.

What is specific to sport is that athletes submit voluntarily to the rules, know that they are necessary and are aware of the need to respect them: without rules, no competition is possible.

Activities

Through these various activities, the participants are encouraged to differentiate between social equality and equal opportunities. They will appreciate the difference between unfounded discriminatory criteria and those which help promote equality. Is it right always to treat everyone in the same way?

They will also think about the notion of "freedom versus rules". Is it possible to play a game for which there are no clear rules?

Didactic objectives

- Discover the meaning of rules in sport.
- Formulate the paradox of equality and difference.
- Analyse the meaning of the word "freedom".
- Be aware that, at the Olympic Games, all the competitors must respect the same rules within a given category.
- Stress that the Olympic principles are against any form of discrimination based on culture, race, sex or religion.
- Study your own relationship with rules.
- Realise that rules can both increase and restrict freedom.

Learning Booster

The workshop consists of a 27-point interactive exhibition based on self-directed and self-corrected learning.

Interpreting the World



Celebrating Diversity



Enjoying the Rules



Class Activities

Assessment, or the importance of building on the experience at the Museum

The visit is relatively intense. Participants are challenged to reflect on their own behaviours and attitudes, and some of them might be confronted with some open questions and reflections for the first time in their lives.

A debriefing or follow-up discussion after the visit can be very interesting and useful, and is highly recommended for the scope of the project. Below, you will find some suggestions for discussions, questions and reflections that you can undertake with your class.



Discussion Topics, see page 8



The Souvenir Newspaper, see pages 9-10

Important reminder:

The visit, and the workshop in particular, is not intended to be moralising nor to teach any lesson. The aim is to encourage thinking. This is why, generally speaking, the activities to be undertaken are self-corrected.

It is important to retain this attitude in the debrief phase.

It would also be against the educational intention of this experience for a teacher to use the notes made in the memo book used in the workshop to evaluate the student.



Discussion Topics

Invite students to take their Memo Books to remember the activities and to read their notes. These questions shall, of course, be adapted and modified according to the class' age and level!

1/5

EXPERIENCING OLYMPISM

- The Olympic values are friendship, respect and excellence. Can you find examples / stories that illustrate these values? (see the stories in the "Resources" section)
- Can you find other values that you feel are important? Among these or others, which are the values that you think are the most important?

2/5

TASTING THE SPIRIT OF COMPETITION

- How do you react / how do you feel when you win a competition? And when you lose?
- Is it normal to want to "win at any cost"? Where are the limits?
- What do you think of the saying "The important thing is to participate"?
- How do you feel before a big effort? And after?
- How do you feel when you decide to overcome a difficulty or an obstacle?
- How do you feel when you know that you did your best, whatever the result may be?

3/5

INTERPRETING THE WORLD

- How do you define an "opinion"? And a fact? What is the difference? Why do people often mix them up? What are the consequences of this misunderstanding?
- What is a generalization? Can you come up with examples? Does everybody agree on the fact that they are generalizations? Why is it normal to make generalizations? Are all generalizations true?
- Why does everybody have prejudices? Why is it important to know when you are judging or interpreting a fact or an event based on a prejudice?
- What are the consequences of prejudices?

4/5

CELEBRATING DIVERSITY

- Why can two or more different opinions on one fact be correct?
- What happens when people from different cultures and countries meet together? Did it ever happen to you? What are the good things? What can be the risks? How can these be avoided or overcome?
- Have you ever watched the opening or closing ceremony of the Olympic Games?

5/5

ENJOYING THE RULES

- Why do we need rules? Are all rules good / How can we differentiate "good" from "bad" rules (bad rules being rules which discriminate a part of the group or which are not necessary)?
- What does "being free" mean? Are there limits to freedom? Why?
- What is the relationship between rules and freedom?
- How would you express the difference between equality and equity?



The Souvenir Newspaper

In this section, we propose an activity to carry out after the visit (for instance, in class). The aim is to allow students to reflect on and communicate about their experience at the Museum.

Brief description of the activity

Each participant is invited to create his or her own one-page newspaper about the visit to the Museum. The newspaper can contain reports, pictures, personal reflections on the visit, etc.

Subsequently, the group comes together and participants can share all or part of their personal newspaper with their peers, or suggest topics for a group discussion about their experience.

Duration

90 minutes, including discussion
(it is possible to set part of the assignment as homework).

Material

- A3 paper (for the newspapers);
- pens, coloured pencils, scissors, glue;
- old magazines with pictures, or a sample of pictures;
- list of possible newspaper sections and questions.

Possible sections and questions

(These are suggestions. Feel free to shorten or lengthen the list or to add topics that are relevant for your group.)

GENERAL INFORMATION

- Newspaper title (compulsory for everyone).
- Draw your self-portrait.

FEEDBACK ON THE VISIT

- What I liked most/ least in the visit (and why).

ABOUT THE OLYMPIC VALUES

- To me, friendship means: ...
- I strive for excellence in ...
- I am respectful of something or someone when ...

REFLECTIONS ON SOME ACTIVITIES OF THE FACTORY ...

- This is my skin colour... (find the right pencil/colour).
- Make up a motto for fair play: ...
- My advice to deal with prejudices (describe a real problem and give a solution).
- What freedom means for me: ...

... AND ABOUT PEACE

- If I was the Mayor of my town, I would change this...
- My wish for peace: ...
- My hero is ... because ...



The Souvenir Newspaper

Instructions for the Teacher or Facilitator

1. Tell participants that, before starting a group discussion about the visit "All Different All Winners", it is important that everyone thinks about their personal experience. Explain that each participant will prepare a one-page "newspaper" about their visit and the different topics covered in the visit.
2. Distribute the list with possible newspaper sections and questions. Tell participants that they have to do the first one (find a title for their newspaper), and that they can then choose a minimum of six other assignments from the list to create their newspaper. They can be as creative as they want, can choose pictures from the magazines provided or use their own; and draw, or write short or long articles in big or small characters. They can use colours or not. Note that they will be free to share their newspaper with their friends or to keep it for themselves. Allow about 1 hour.
3. When the newspapers are finished, ask if everyone agrees to show their copy to their friends. Form groups of two with those that agree to share their copy and give them a few minutes to present and discuss the contents.
4. Then, in plenary, invite a few (volunteer) participants to present their newspaper to the others. Give space for questions, stimulate discussion, but avoid judgment on the opinions of others.
5. Conclude with a general discussion on what the participants learned in the visit.

Possible Follow-up to this Activity (depending on time available and interest)

- Make one newspaper for the whole class, to which everyone can contribute.
- Chose, together, the best column from each child's newspaper. Highlight these contributions (one per child) by setting up an exhibition presented to the whole school (or a virtual exhibition on the school website).
- Communicate about the experience to a specific target group (e.g. parents, friends, sports club, city council, The Olympic Museum, etc.) and a specific medium (adapted to the target group, e.g. social network, poster, PowerPoint presentation, theatre play, etc.).

Resources: Olympism and citizenship

Definition of Olympism

The pursuit of peace is part of the fundamental principles of Olympism as defined in the Olympic Charter¹:

1. 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 of effort, the educational value of good example and respect for universal fundamental ethical principles.
2. The goal of Olympism is to place sport at the service of the harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity.

These fundamental principles give rise to the three Olympic values of “striving for excellence” “demonstrating respect” and “celebrating friendship”, as shown in the diagram below².

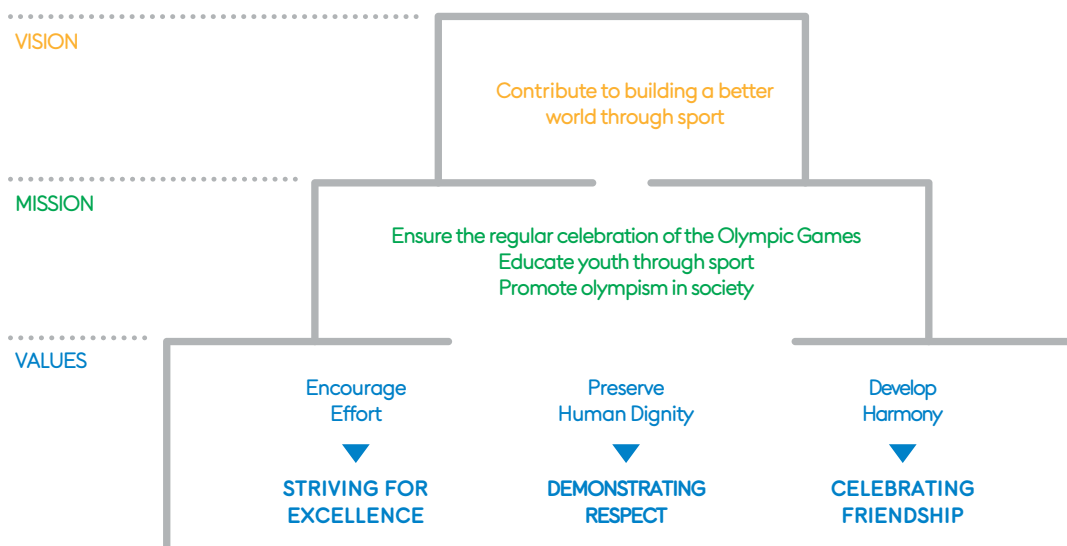
Notes

1. The Olympic Charter sets out the reciprocal rights and obligations of the three main constituents of the Olympic Movement, namely the International Olympic Committee, the International Federations and the National Olympic Committees, as well as the Organising Committees for the Olympic Games, which must all comply with the Olympic Charter. (Latest version: September 2013)
2. Olympic Platform, IOC, 2010



OLYMPISM

Olympism is a philosophy of life,
which places sport at the service of humankind



Les valeurs olympiques

“I remain convinced that sport is one of the most forceful elements of peace, and I am confident in its future action.” Pierre de Coubertin

Encourage Effort Striving for Excellence

“Encourage effort” is derived from the Olympic motto “Citius, Altius, Fortius” and the fundamental principle of Olympism, which states that “Olympism seeks to create a way of life based on the joy of effort, the educational value of good example”. In this sense, “aim for excellence” means always doing and giving one’s best.



Preserve Human Dignity Demonstrating Respect

“Preserve human dignity” is based on several fundamental principles: the respect of universal fundamental ethical principles, the preservation of human dignity and the practice of sport as a human right. Every individual must have the possibility of practising sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.



Develop Harmony Celebrating Friendship

“Develop harmony” implies the combination in a balanced whole of the qualities of body, will and mind. Sport must thus be at the service of the harmonious development of mankind.

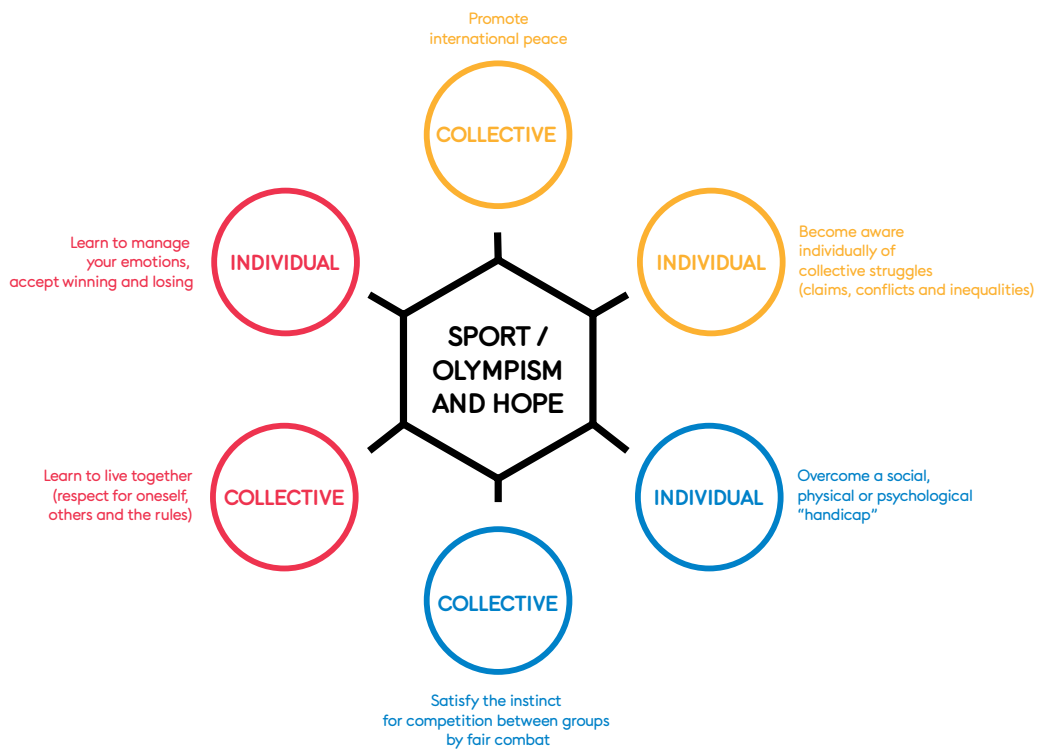


Sport and Olympism as tools for promoting peace

A universal language full of positive values, sport and Olympism may be regarded as “vehicles of hope”. Indeed, the Olympic values of “Striving for excellence”, “Demonstrating respect” and “Celebrating friendship” are aimed at encouraging people to get on better and thus promoting peace.

Sport and Olympism are, by their very essence, “bearers of hope”, both **collectively** (as they can become platforms to promote peace) and **individually** (as they enable skills to be developed).

In the association between Olympism and hope, we can distinguish three dimensions: human, political and societal, which can be “crossed” with the collective and individual levels, as shown in the diagram below.



P Political dimension

Sport and in particular the Olympic Games are an international media platform which can be used to highlight certain causes or become “alternative diplomatic tools”. This can lead to greater awareness by the public, draw attention to a conflict, serve as an example of peaceful combat, etc.

H Human dimension

Sport and Olympism to satisfy the need for competition and encourage everyone to overcome their own limitations (social, physical or psychological “handicap”).

S Societal dimension

Sport and Olympism are tools for civic education which help to develop important individual and social competences, and thus to know one another better and live together better.

Sport and Olympism, symbols of peace

Being a fantastic showcase for the peaceful rivalry between nations through sports competitions, the Olympic Games have a very important symbolic value, and have been associated with promoting peace from the very beginning.



Queen Sofia of Spain signing the Olympic Truce Wall at the Athens Games.



Torch Relay with athletes of two different generations.

The Olympic Truce, a tool for promoting peace



Sacred and observed throughout Greece during the ancient Olympic Games, the Truce enabled spectators, athletes and officials travelling to or from the Games to cross conflict zones safely.

Having become a tool for promoting peace and understanding between nations at each edition of the Olympic Games, this ancient tradition is now the subject of a United Nations resolution. It is promoted by the International Olympic Truce Centre created by the IOC in July 2000 in Lausanne in cooperation with Greece. Today, it calls for:

- the world-wide cessation of hostilities from the seventh day before the opening of the Olympic Games until the seventh day after they end;
- the search for means of peacefully resolving disagreements in areas of tension;
- acceptance of the Truce conditions through sport, culture and the promotion of Olympic ideals.

“We carry on because we believe that it is a great tradition. But we are not naive: the Olympic Truce will not bring or maintain peace. It is a symbolic appeal to humanity to avoid conflict.”
former IOC President, **Jacques Rogge**.

The torch relay, a symbol of friendship between peoples



In Greek mythology, Prometheus brought humankind a spark of fire from the gods to make humans masters of the elements. Through its mythical origins, fire embodies reason, the illumination of the mind, freedom and the creative spirit. In Ancient Greece, and particularly Athens, torch races (lampedromia) were held in honour of the gods of fire. However, there were no such races at the Games in Olympia. There was no torch relay in the sense that we understand it today either. At the modern Olympic Games, a flame was first lit in the Amsterdam stadium in 1928. Only since the 1936 Berlin Games does the torch relay exist. The flame burns throughout the Games, and is extinguished only at the closing ceremony.

The relay starts in Olympia, in Greece, where the flame is lit using the sun's rays. Then the flame is taken to the city hosting the Games. On the way, the flame announces the Olympic Games and transmits a message of peace and friendship between peoples. The relay route is highly symbolic. For the Games in Vancouver, the relay highlighted the cultural diversity of Canada: 1,020 communities visited by 12,000 torchbearers, meaning that 90 per cent of Canadians had the chance to share the flame.



In our daily life, what situations or events would need a truce, and what would be the terms of such a truce?



9-12

What route for the Torch Relay would be ideal for highlighting the diversity of your country?



12+

The Torch Relay has been used for political or social demonstrations (Beijing 2008 – about human rights linked to the dispute over Tibet). Is it appropriate to use this opportunity? What rules must be respected?



The Olympic flag flies among the 205 national flags.



The IOC undertakes projects to assist development through sport.

The five rings, the symbol of the universality of the Games



The five rings on a white background make up the Olympic symbol. It was presented at the 17th IOC Session at the Sorbonne in 1914, and was flown for the first time at the 1920 Games in Antwerp. While the interlinked rings symbolise the five continents, the six colours (including the white background) were chosen because they are found in all the flags of the world, so that every country can find at least one of its national colours. Contrary to popular belief, the colours of the rings do not refer to particular continents but signify their union through sport and the gathering of athletes from all over the world at the Olympic Games.

Throughout the Games, the Olympic flag has become the symbol of international unity carried by the values of sport, behind which both Germany marched as a single delegation between 1956 and 1964. It also successfully performed its symbolic function in Moscow, where it opened the stadium to most Western delegations, and in Sydney in 2000, for the athletes from East Timor. During the closing ceremony of the Games, the flag is symbolically handed to the mayor of the next host city.

Sport and Olympism serving human development



The IOC collaborates closely with several UN agencies to promote sport as a vector for social change. In recognition of the role that sport can play in contributing to a better world, the IOC was awarded United Nations Observer Status in 2009. The Olympic values are also transmitted to children through various educational programmes, and the Olympic Movement regularly organises conferences and forums on sport, education and culture, in which young participants are involved. These young people from all over the world thus commit themselves to community cohesion, sustainable development and peace processes.

As sport is also a tool for bringing together men and women from different backgrounds, the IOC Women and Sport Commission has been working for many years on promoting the presence of women in sport and thus contributing, in its own way, to reaching the ambitious objective of equality between men and women. In fact, the Olympic Charter has been amended in order to contain an explicit reference to the necessity of working in this area: "The role of the IOC is to encourage and support the promotion of women in sport at all levels and in all structures with a view to implementing the principle of equality of men and women". The 2012 Games in London were a great stepping stone, with a new participation record of over 44% female athletes, thus showing women's inexorable march towards parity.



Which are the symbolic differences between the Olympic and the national flag?



What other symbols that unite the peoples exist today in the world?



What actions can anyone undertake to contribute to mutual respect?

The Olympic Games as a showcase for promoting social or political causes

The Olympic Games are part of history. What happens is broadcast throughout the world. So it goes without saying that remarkable gestures and facts leave their mark on a whole era. Here are some stories of athletes who have contributed to promoting a social or political cause.



Muhammad Ali on the podium at the Rome Games in 1960.



Cathy Freeman, the first gold medalist of Aboriginal origin.

Transcending skin colour: Mohamed Ali



One of the world's most famous boxers, Cassius Clay, alias Muhammad Ali, gold medalist in the light-heavyweight category at the 1960 Games in Rome, was named sportsman of the 20th century in recognition of both his sports performances and his political activism. His stance against military service during the Vietnam War and his conversion to Islam made this proud and popular champion the bearer of hope for the black minority, and one of the most well-known and controversial characters of his time. Many athletes, inspired by the determination and example of the iconic figure of Muhammad Ali, continue to give meaning to his social and political causes or simply use their fame to make things move forward.

In 1964, Ali was welcomed by Egyptian President Gamal Abdel Nasser as the ambassador for the black community in the USA. In 1985, he was asked to negotiate the release of his compatriots kidnapped in Lebanon; and in 1990, at the eve of the first Gulf War, he pleaded for peace with Saddam Hussein. In 1996, he was chosen to light the Olympic cauldron for the Games in Atlanta. During the same 1996 Games, he was presented with a replica gold medal to replace the one he won in 1960, which he had thrown into the Ohio River following the refusal to serve him in a restaurant because of his skin colour.

Respecting Origins: Cathy Freeman



Winner of the 400 metres at the Games in Sydney, Cathy Freeman received an exceptional authorisation to perform a lap of honour wrapped in the Australian and Aboriginal flags. The first Australian Aboriginal Olympic athlete (Barcelona 1992), she passed the feat on to win in Sydney, inspired by the weight of her country's history and overcoming her own destiny, itself tragic in many ways.

Ten years ago, the Aborigines officially represented 2.1 per cent of Australia's 20 million inhabitants, but they were at the heart of these Games thanks to Cathy Freeman. She gave a whole nation hope for the future, and won consideration for a community which is from now on a part of national policy. "What happened this evening is a symbol, it's true," Freeman said after her success, which had a considerable impact throughout the world. "Something will change for the Aborigines: the attitude of people in the street, politicians' decisions... I know that I've made many people happy, whatever their lives and histories, and I myself am happy to have achieved that".

Cathy Freeman quit competing in 2003 but continues to defend the cause of Aboriginal children with her association, created in 2007, to enable them – like she did – to realize and believe in their potential.



In many countries, numerous athletes have joint nationality. Can you name some of these athletes who have chosen to compete for their adopted countries?



At the next OG in London or Sochi, which minorities could be represented?



In your country, which ethnic or cultural minorities could you highlight, and how?



Billie Jean King, tennis champion and gender equality campaigner.



Luz Long and Jesse Owens in Berlin.

Furthering diversity: Billie Jean King



In 2008, UNESCO named US tennis champion Billie Jean King “Global Mentor for Gender Equality” in tribute to her remarkable sports career and to a woman who had served her sport—and the place of women in sport—like no other. She has changed and inspired the lives of many young women. She was the first woman to be elected US “Sportsperson of the year” in 1972 (a revolutionary choice at the time), and won 12 Grand Slam titles, 71 singles and 101 doubles tournaments. She remains the oldest woman to have won a singles tournament, at the age of 39 and a half years!

A fervent campaigner for gender equality, Billie Jean King secured her legendary status by successfully obtaining equal prize money at the US Open in 1973. At the time, she was the best female player in the world, and had threatened not to take part in the tournament. Her victory over Bobby Riggs in the “Battle of the Sexes” was the subject of an astonishing media coverage, which helped to boost the credibility of women’s sports. In 1973, she founded the Women’s Tennis Association (WTA), followed in 1974 by the Women’s Sports Foundation, intended to strengthen the position of women in sports. She was also behind the Green Slam project (2007), which encourages the world of sports to become more environment-friendly.

1936: The unlikely friendship between Jesse Owens and Luz Long



Jesse Owens and Luz Long competed against each other for the gold medal in long jump in an exemplary sporting spirit during the 1936 Olympic Games in Berlin. Promised to the German, Luz Long—the prototype of the new Aryan man promoted by the Nazi regime—the medal was finally won by Owens, with a jump of 8.06 metres on his last attempt. Long, who had broken the Olympic record in the preliminary round, had advised him not to go too close to the foul line when taking off—a great gesture of fair play. Finishing first and second, the two athletes went on to do their lap of honour, arm in arm, in front of the dignitaries of the Nazi regime.

“It took a lot of courage for him to express his friendship to me in front of Hitler”, Owens said. “You can win all the medals and cups I have and they wouldn’t be a plating on the 24-carat friendship I felt for Long at that moment. Hitler must have gone crazy watching us embrace victoriously.” Ever since these historic Games, Jesse Owens and Luz Long became true global icons of the fight against racism and of friendship between peoples: the revenge of the sporting spirit over the ideology of hatred! Seventy-three years after his achievements, the African American sprinter was one of the symbols of the World Athletics Championships in Berlin in 2009.



9-12

For which sports could we envisage mixed teams?



12+

What characteristics must men and women share to make up a mixed sports team? Could this be envisaged?



9-12

What exemplary fair play gesture have the students already experienced?



12+

Select an act lacking in fair play (Zidane’s headbutt) and discuss its consequences in daily life.

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