

Kick-off of the international bilingual module “Sustainable Olympics”

at the Pierre de Coubertin Sports High School Erfurt

on occasion of the Olympic Day 2021

Workshop for teachers from Coubertin and UNESCO Schools

Saturday, 19th June 2021

1. Project description

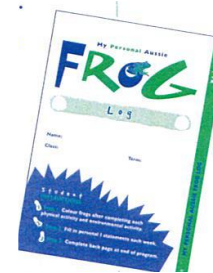
- ▶ **Project title:** “Sustainable Olympics”
- ▶ **Project duration:** June 2021 to December 2022
- ▶ **Involved subjects:** English, History, Sports History, Arts etc.
- ▶ **Target group:** all students of year 11 (17-year-olds)
- ▶ **Product:** 44 posters for an exhibition (one per student)



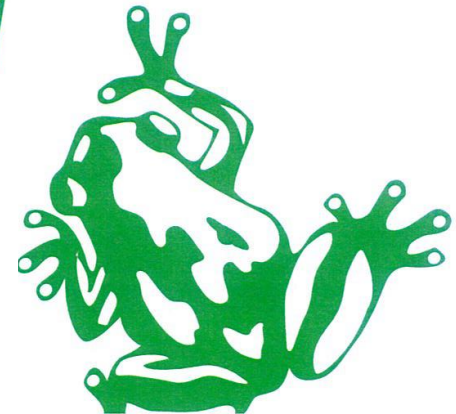
Sydney Olympic Park



The Games Go Green!



Helen Brownlee:
The Aussie
Frog Challenge



1. Project description

- **Purpose/ Aims:**
 - Critical analysis of the topics environment and sustainability in sports, especially in the organisation of Olympic Games
 - Documentation of successful examples (e.g. Lillehammer 1994 = unofficial first Green Games)
 - Critical view on negative influences of Olympic Games and Mega-sports events on our environment



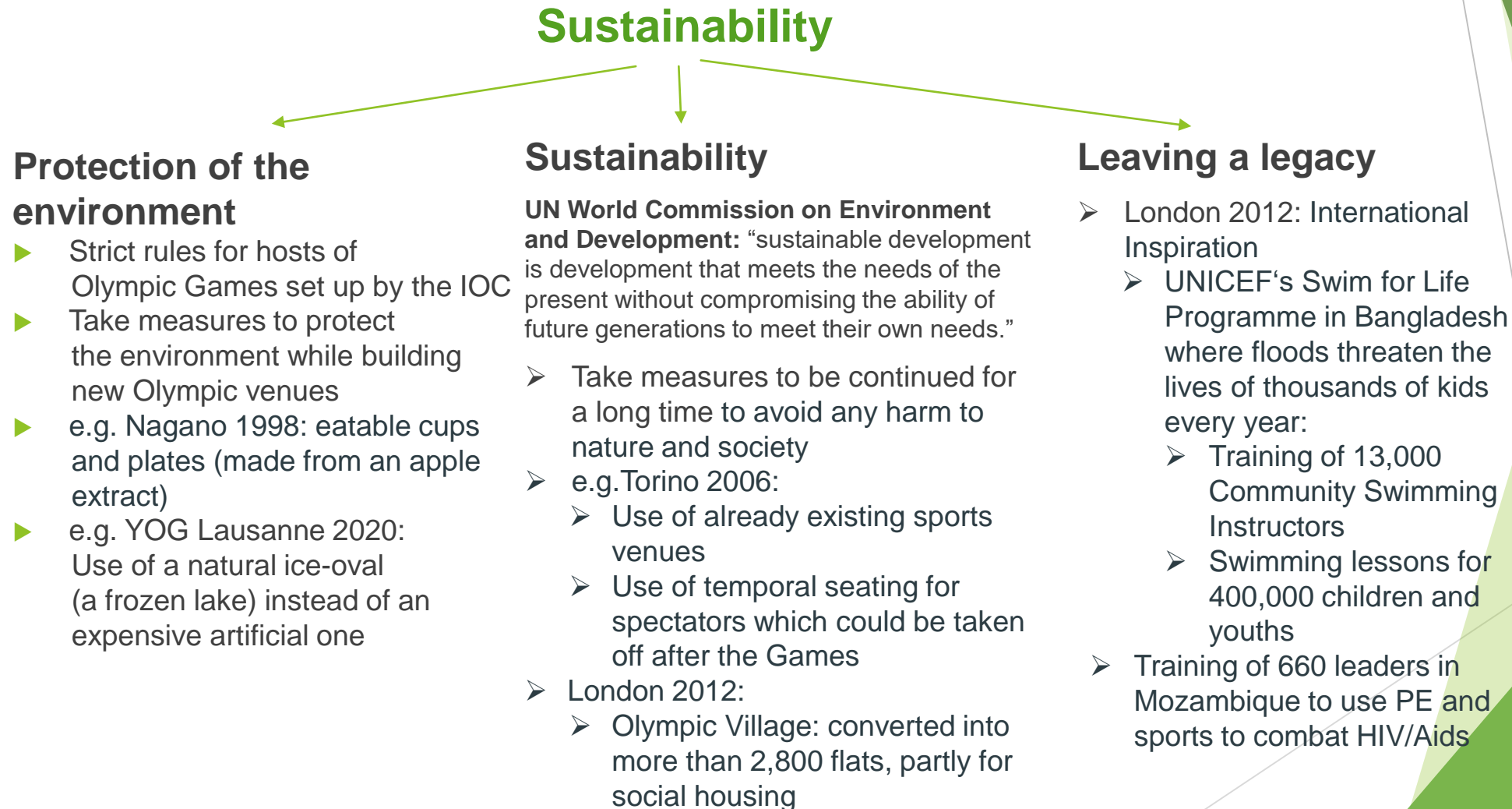
Lillehammer 1994: All 10 sporting venues that were purpose-built for the Winter Olympics are still in use today



PyeongChang 2018: More than 60,000 trees were cut for the ski jump arena, some of them more than 500 years old

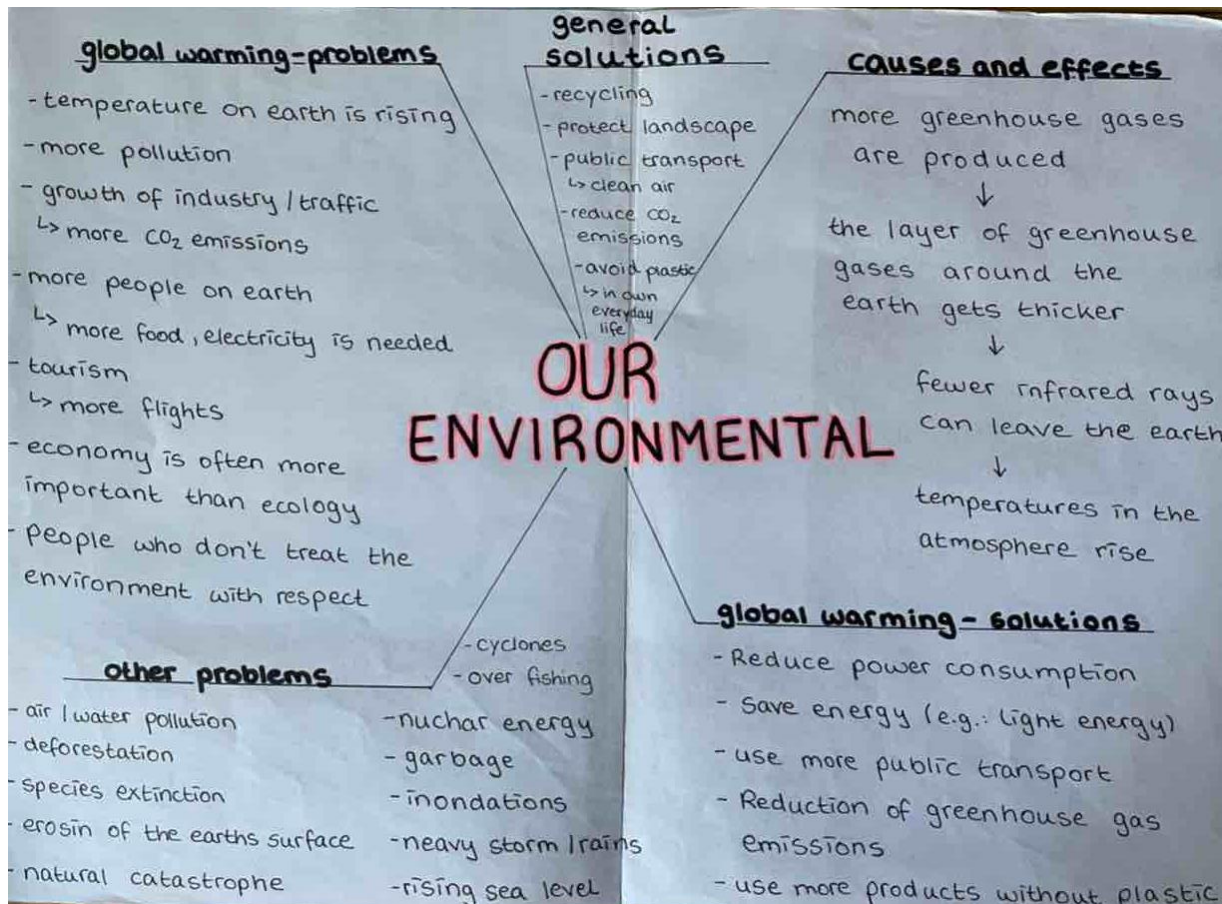
2. Definition of the term *SUSTAINABILITY*

What does *sustainability* mean related to our topic “*Sustainable Olympics*”?



3. Approach to the Project Topic

- Repeat/Acquire the necessary vocab for the topic:
 - Collect vocab in a mindmap, cluster, illustrated word list etc.



Alexandra, class 10c, Erfurt

3. Approach to the Project Topic

- ▶ Introduction into the topic by using poetry:
 - ▶ e.g. Joe Miller: "If the Earth" (1975), a shape poem

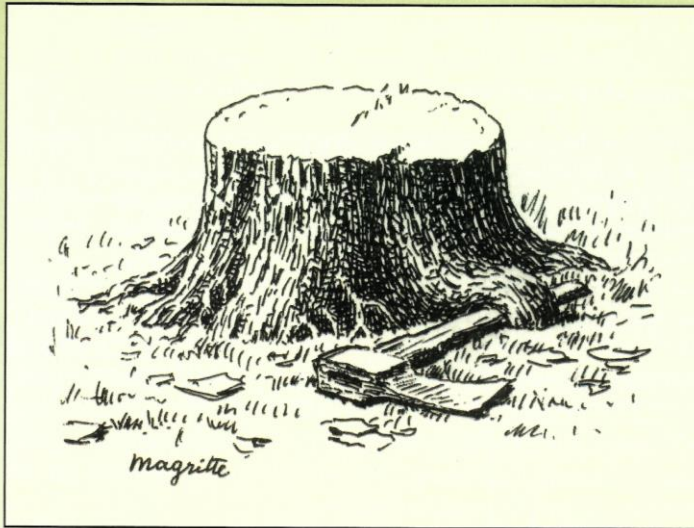
If the Earth

were only a few feet in diameter,
floating a few feet above a field somewhere,
people would come from everywhere to marvel
at it. People would walk around it, marvelling at its
big pools of water, its little pools and the water flowing
between. People would marvel at the bumps on it, and the
holes in it. They would marvel at the very thin layer of gas
surrounding it and the water suspended in the gas. The people
would marvel at all the creatures walking around the surface
of the ball and at the creatures in the water. The people would
declare it as sacred because it was the only one, and they would
protect it so that it would not be hurt. The ball would be the
greatest wonder known, and people would come to pray to
it, to be healed, to gain knowledge, to know beauty and to
wonder how it could be. People would love it, and defend
it with their lives because they would somehow
know that their lives could be nothing
without it. If the Earth were only a few
feet in diameter.

Joe Miller, 1975

3. Approach to the Project Topic

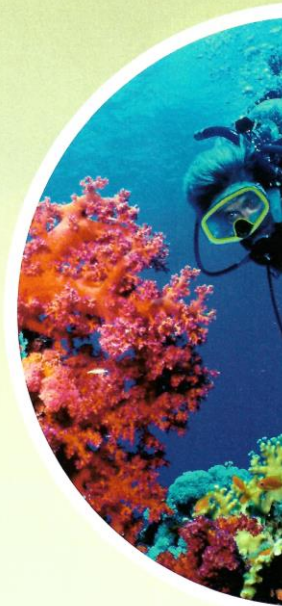
- Sensitization of the students to the topic of environmental protection by using cartoons:
 - e.g. René Magritte (1962)



Useful words and phrases

tree stump • wood chips • root • axe • chop sth. down

- Give the picture a title. Exchange titles with a partner and explain why you chose your title. Then say whose title you think fits the picture better.
- Compare 'If the Earth' and the picture by Magritte. Discuss what they have in common and in what ways they are different.



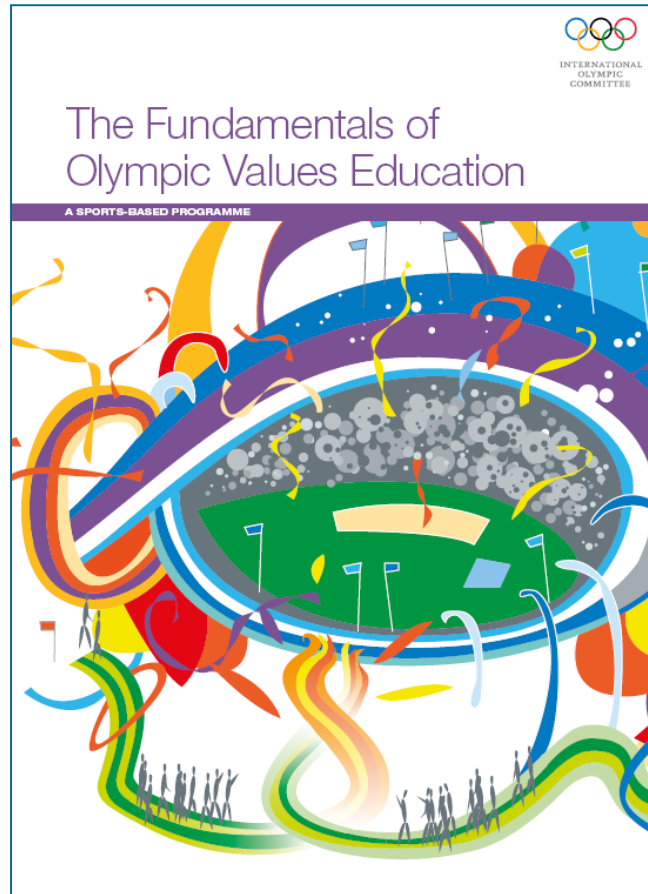
3. Approach to the Project Topic

- ▶ Appealing materials provided by the YOG Education Pack Singapore 2010 in English and French:
 - ▶ Videos:
 - ▶ Transports
 - ▶ Steps to going carbon neutral
 - ▶ Singapore 2010: Sport and Environment
 - ▶ Movie Scripts to all videos in English and French
 - ▶ Quiz: Sport and Environment



3. Approach to the Project Topic

- Materials from the OVEP 2.0 Ressource Library in English and French:



Texts in: The Fundamentals of Olympic Values Education, pp. 74/75

ACTIVITY SHEET 22



Sustainable development through the Olympic Games

Olympic educational themes: Balance, respect for others

Context for activity

The IOC has identified three key priorities as part of its commitment to sustainable development: social equity, economic efficiency and environmental issues. Read the examples of how recent Olympic Games have incorporated these themes. The following activities suggest ways in which students can increase their understanding of the importance of sustainability and carry out initiatives to support these priorities.

Adaptations for different age groups

Primary ages 5-8

Create a "Green Team". Students will create and lead a recycling or composting programme. They will design posters and give speeches that promote this programme. They will be acting as leaders and role models.

Start a rainwater collection programme. Use this water as necessary to hydrate plants and vegetables in a school garden.

Intermediate ages 9-11

In preparation for hosting the Olympic Games, Sydney (in 2000) and London (in 2012) cleaned up old industrial areas. As a consequence, nature started returning to these previously inhospitable areas: birds started to nest, fish resumed, plants began to thrive. Select an area of your community that you can rehabilitate. Make sure you receive professional advice to ensure students are safe from hazardous materials.

Middle ages 12-14

You are tasked with designing a "One Planet Olympics". The Olympic Games London 2012 used five themes: biodiversity, climate change, waste, inclusion and healthy living. Take these themes and, in groups, discuss how you would incorporate them into your games. Are there any other themes that you would add?

Take a theme and share what you have learned from these discussions. You could use many media—digital media, art, dance, song and speech—to present your ideas.

Senior ages 15-18

Create a plan to protect an endangered species. Identify the issues that put this species in danger of extinction. Create and implement an awareness campaign using technological tools. What will be the consequences for this species (and others) if your plan is successful? What barriers to implementation might you experience? How will you overcome them? How will you promote your success? How will you ensure that this initiative is linked to the Olympic Games?

Learning outcome

Understanding the need to respect the environment.

Suggested teaching strategies and learning skills

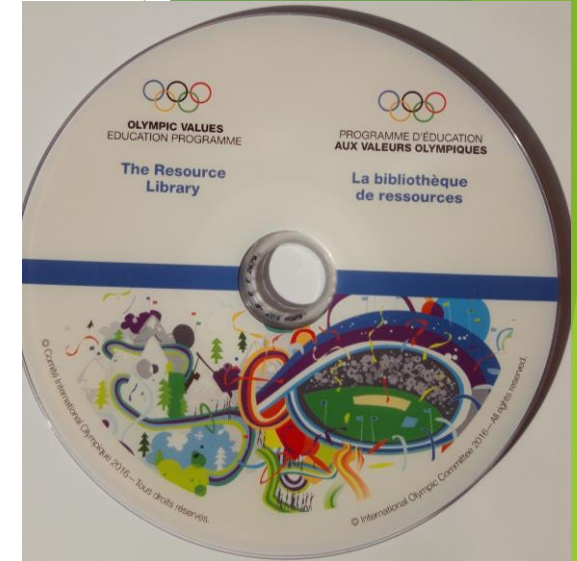
Inquiry, constructivism, project-based learning, journals, response journals, blogs, creative thinking, problem-solving.

Suggested equipment

Environmental supplies as needed (rain buckets, compost bins, etc.).

The Resource Library reference

- "The Olympic Movement and the environment: University lecture on the Olympics" Centre d'Etudes Olympiques (UAB), International Chair in Olympism (IOC-UAB), Tarradellas, J., 2010. 02/Good Practices.
- "Sustainability Through Sport: Implementing the Olympic Movement's Agenda 21 - 2012" International Olympic Committee (IOC), 01/Advocacy.
- "Turza magazine: Sport and the environment" United Nations Environment Programme (UNEP), 2012. 03/Publications.
- "Turza magazine: The 4Rs - A way of life" United Nations Environment Programme (UNEP), 2013. 03/Publications.



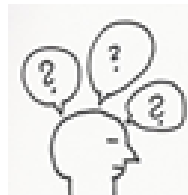
3. Approach to the Project Topic

- New materials by the Olympic Museum on Tokyo 2020



4. Methods to Be Used in the Project

- **Methods:**
 - Intensive research, especially of English (scientific) literature
 - Internet research, use of film material
 - Comprehensive self-study before and during the project days
 - Search for suitable creative ideas for the presentation of the results
 - Creation of posters of high-quality and aesthetic level delivering a powerful message
 - Presentation of the project results during an English lesson (the topic “environment” is eventually also an obligatory topic for the A-level exams in your country)



5. Individual Research

- ▶ The Erfurt example: Every student of year 11 will choose one Olympic or Youth Olympic Games
(Winter or Summer Games from Lillehammer 1994 – Beijing 2022) and start his/her thorough research
- ▶ **Sources to use** (partly provided by the English teacher):
 - ▶ Scientific articles by Olympic researchers
 - ▶ Report Books of Olympic/Youth Olympic Games
 - ▶ Olympic Review (online editions or paper editions)
 - ▶ Factsheets of the IOC
 - ▶ Articles published by the hosts of Olympic/Youth Olympic Games
 - ▶ Articles found in the regional, national or international press
 - ▶ Interviews/experience reports
 - ▶ Films/videos etc.
- ▶ **Additional individual research will be indispensable!**
- ▶ **Students should be reminded not to forget to document all the sources!**

6. Search for creative ideas

- ▶ Students are asked to create a **poster A3 (standard size for all students!)** with an appealing layout, which attracts by a clear message.
- ▶ In Erfurt: Two arts teachers will guide the students in the process of finding appropriate means of illustrations or techniques to use during the project days.
- ▶ Students can use:
 - ▶ (coloured) photos/illustrations
 - ▶ logos of the respective games
 - ▶ own illustrations etc.
- ▶ **Students should be reminded not to forget to document the sources of their pictures... !**

7. Organisation of the Project



June 2021

July 2021
last school
week

September
2021

September-
December
2021

January
2022

January-
September
2022

October
2022

**Kick-off of
the Project
in Erfurt**

Individual
Research by
the Students

**Three
Project
Days for
A23 in our
School**

1st Internat.
Teachers'
Workshop for
30 Coubertin
Schools and
UNESCO
Schools

**Presentation
of the Project
Results**
during the
English
Lessons of A23

Start of the
Project at the
other
Coubertin
Schools and
UNESCO
Schools

**Poster
Exhibition in
our School
House**
Documentation

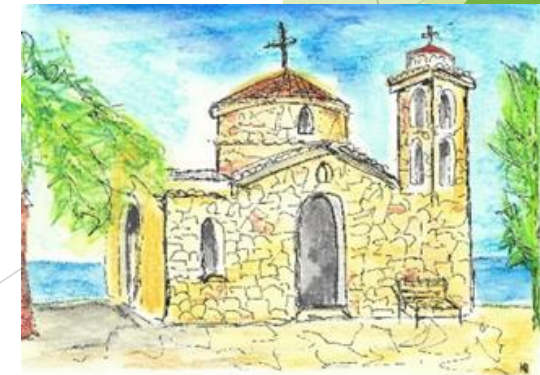
2nd Internat.
Workshop for
Students and
Teachers of
30 Coubertin
and UNESCO
Schools

**Poster
Exhibition
during the
Day of Open
Doors in our
School**

**Exhibition
of our Best
Posters**
in the
Thuringian
Ministry of
Education/
in other
Public
Places

**Choice of our
Best 3 Posters for
the Exhibition
during the
13th Youth Forum**
Documentation

**13th Coubertin
Youth Forum
in Cyprus**
Participation of
a school team



8. Documentation and sharing the project results

- ▶ Besides the already mentioned forms of documenting and sharing the project results, all students' help to:
 - ▶ Take a photo of each poster
 - ▶ Write a report for the school's website (in English, French, ...)
 - ▶ Write a text for the annual UNESCO-Report and UNESCO pinboard
 - ▶ Write a text for the website of the National Coubertin Committee
 - ▶ Write a text for the annual report for the CIPC website
 - ▶ Set up and care for the various exhibitions planned, explain the project to visitors (e.g. parents, younger students etc.)
- ▶ **Each student helps in min. one form of documentation or presentation of the project results to make them visible to a broad public!**

Let us go on using the potentials an Olympic education may have in educating youths
and keep the Olympic fire burning until the next meeting!



Thank you for your attention!