

# **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**

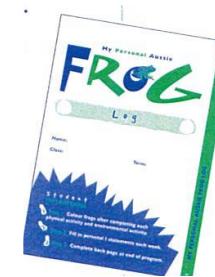
**Saturday, 19<sup>th</sup> June 2021**

# 1. Project description

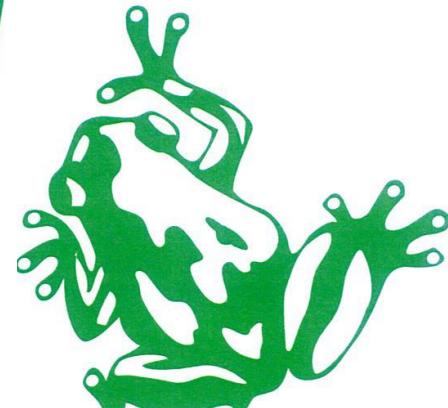
- ▶ **Project title:** “Sustainable Olympics“
- ▶ **Project duration:** June 2021 to December 2022
- ▶ **Involved subjects:** English, History, Sports History, Arts etc.
- ▶ **Target group:** all students of year 11 (17-year-olds)
- ▶ **Product:** 44 posters for an exhibition (one per student)



*The Games Go Green!*



Helen Brownlee:  
The Aussie  
Frog Challenge



Sydney Olympic Park

# 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 = inofficial 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

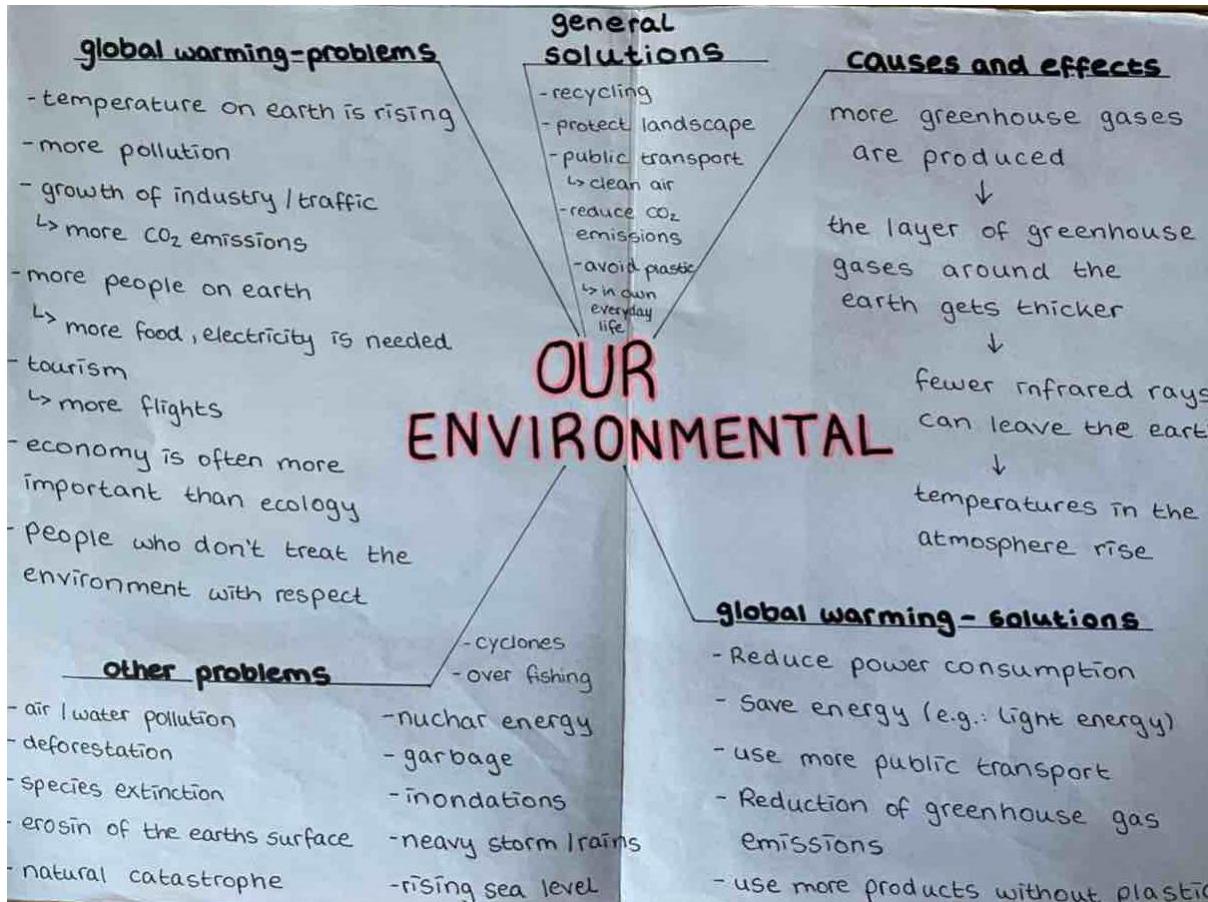
## 2. Definition of the term **SUSTAINABILITY**

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



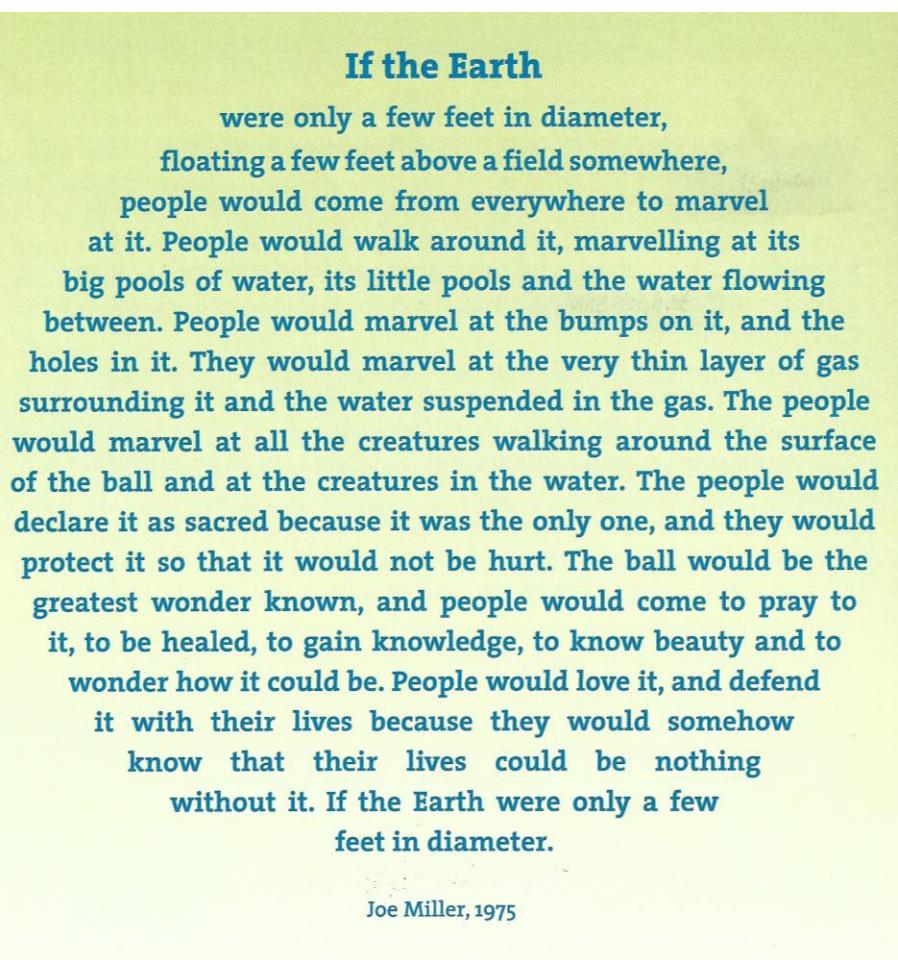
### 3. Approach to the Project Topic

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



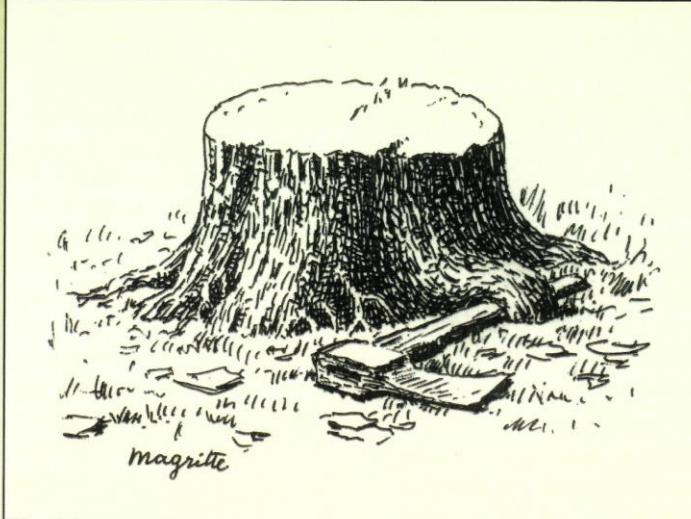
### 3. Approach to the Project Topic

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



### 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

**b** 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.

7 Compare 'If the Earth' and the picture by Magritte. Discuss what they have in common and in what ways they are different.



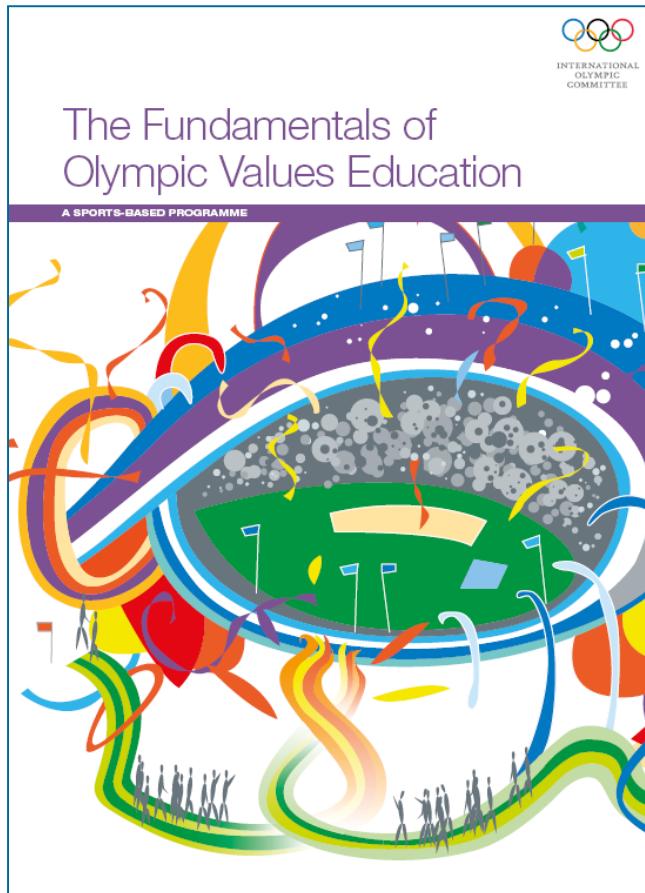
### 3. Approach to the Project Topic

- ▶ 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 returned, 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.

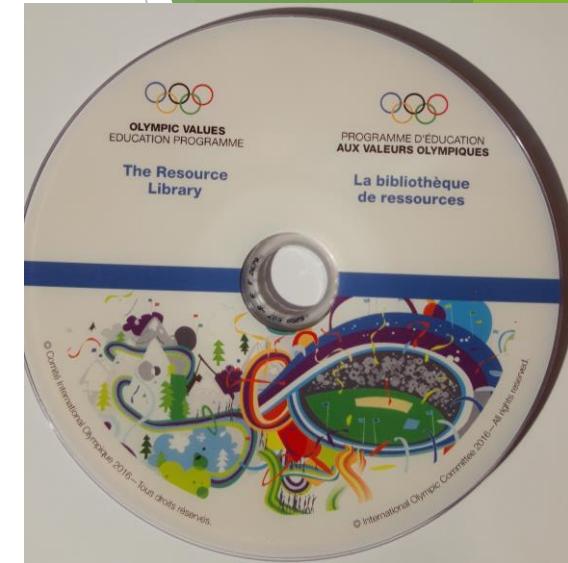
##### Middle ages 12-14

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. When 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?



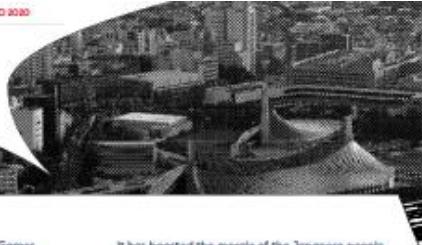
### 3. Approach to the Project Topic

- New materials by the Olympic Museum on Tokyo 2020



**PART 1** THE OLYMPIC GAMES TOKYO 2020

**TOKYO 2020 COVERED IN ONLY 5 QUESTIONS**



**WHY?**

Tokyo was elected host city of the Games of the XXXII Olympiad on 7 September 2013. Its substantial (sporting and tourist) infrastructure, its first-rate transport network and its cultural influence won over the International Olympic Committee (IOC). The good news came sometime after the terrible earthquake that hit northern Japan and caused the explosion at the Fukushima nuclear power plant (2011).

It has boosted the morale of the Japanese people. The organisers are hoping that the Games will bring joy and comfort to the citizens of the areas affected. These regions will host the football matches and baseball/softball games. Giant screens will be set up for people to follow the events live, and activities are planned for families by young athletes. The aim is to bring back life and hope through the power of sport!

**FOCUS ON:**  
BEAUTIFUL AND ECO-FRIENDLY: THE NEW NATIONAL STADIUM

Nothing has been lost, everything has been transformed... The main stadium built for the Games in 1964 (50,000 seats) has made way for a new, larger (80,000 seats) and more beautiful stadium, designed by Kengo Kuma and Associates, Taisei Corporation et Azusa Sekkei Co. Their motto for the stadium: bring back nature into the cities. They prefer natural and local materials to concrete, a principle that he has applied to the stadium, which is very much inspired by traditional Japanese architecture. The outer walls are made of Japanese cedarwood and the wooden lattice is made of larch from local forests. The architects also added greenery in the areas behind the stands. As a final touch, the building is located in a wooded park. "It's a stadium featuring trees and greenery, designed to co-exist with its environment," said Kuma.

As on aside, it was upon seeing the buildings designed by his fellow-countryman, TANGE Kenzo, for the Tokyo 1964 Games (particularly the Yoyogi Gymnasium) as a child that little Kengo decided to become an architect! The stadium is the flagship construction of these Games. It is here that the Opening and Closing Ceremonies of the Olympic and Paralympic Games will be held, as well as the athletics and football events.

The new National Stadium in Tokyo, an Olympic venue © 2016 IOC

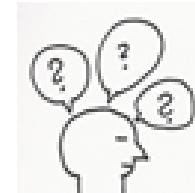
Experiencing & discovering the Olympic Games - Special Tokyo 2020

7

TOE 2016

## 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

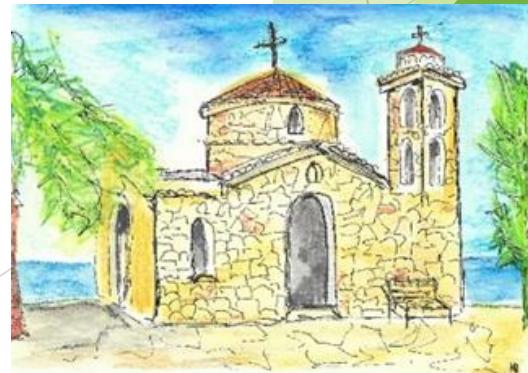
- ▶ Students are asked to create a **poster A3 (standard size for all students!)** with an appealing layout, which attracts by a clear message.
- ▶ In Erfurt: Two arts teachers will guide the students in the process of finding appropriate means of illustrations or techniques to use during the project 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

<b>Kick-off of the Project in Erfurt</b> Individual Research by the Students	<b>Three Project Days for A23 in our School</b>  1 <sup>st</sup> Internat. Teachers' Workshop for 30 Coubertin Schools and UNESCO Schools	<b>Presentation of the Project Results</b> during the English Lessons of A23  Start of the Project at the other Coubertin Schools and UNESCO Schools	<b>Poster Exhibition in our School House</b> Documentation  2 <sup>nd</sup> Internat. Workshop for Students and Teachers of 30 Coubertin and UNESCO Schools	<b>Poster Exhibition during the Day of Open Doors in our School</b>  Exhibition of our Best Posters in the Thuringian Ministry of Education/ in other Public Places	<b>Exhibition of our Best Posters</b> in the Thuringian Ministry of Education/ in other Public Places	<b>Choice of our Best 3 Posters for the Exhibition during the 13<sup>th</sup> Youth Forum</b> Documentation  <b>13<sup>th</sup> Coubertin Youth Forum in Cyprus</b> Participation of a school team
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## 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!