



 THE
 THE OLYMPIC
MUSEUM
Educational Kit

HOPE

WHEN SPORT CAN CHANGE THE WORLD

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(1 January 1863, Paris – 2 September 1937, Geneva)

FRENCH HISTORIAN AND EDUCATOR WHO REVIVED
THE OLYMPIC GAMES OF THE MODERN ERA

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INTRODUCTION

OLYMPISM AND HOPE – A DUO THAT MAKES SENSE

The task The Olympic Museum has set itself for 2011 is to raise awareness about the importance of Olympism and the Olympic values in creating hope.

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.

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. A combined visit to the two exhibitions hosted by The Olympic Museum on this topic is a good starting point for interesting discussions about the role and responsibility each of us has in building and maintaining a peaceful world.

In the **exhibition HOPE – When sport can change the world** visitors are invited to discover or rediscover the highlights of the Olympic Games which marked the history of the 20th century. Young visitors will thus realise that some things which seem “natural” today, like women or black people taking part in the Games, were far from self-evident only a short time ago.

The interactive exhibition-workshop THE HOPE FACTORY looks at the subject from a different but complementary angle. A series of modules and multi-sensory activities invite visitors to think about their own mental representations, attitudes and behaviours and to evaluate their own propensity to “promote” peace and hope by integrating the three Olympic values into their daily lives.

HOPE and THE HOPE FACTORY offer visitors different ways of looking at and understanding the link between sport/ Olympism and Hope.

THE EDUCATIONAL KIT

This educational kit is intended to help you prepare for your visit to the **HOPE** and **THE HOPE FACTORY** exhibitions.

The first part of the kit offers an introduction to the theme of Sport/Olympism and Hope, as addressed in the two exhibitions.

The second part describes a step-by-step visit to the **HOPE** exhibition. Personal stories of athletes, chosen from those presented in the exhibition and placed in context, illustrate the message of the various sections of the exhibition.

The third part is devoted to **THE HOPE FACTORY**: its objectives, its content and the pedagogical approach to peace education on which it is based. Some ideas for activities in follow-up to the visit are also suggested.

Questions, food for thought and discussion topics are also included throughout the kit to facilitate preparatory work or follow-up in class.

THE VALUES OF SPORT AND OLYMPISM

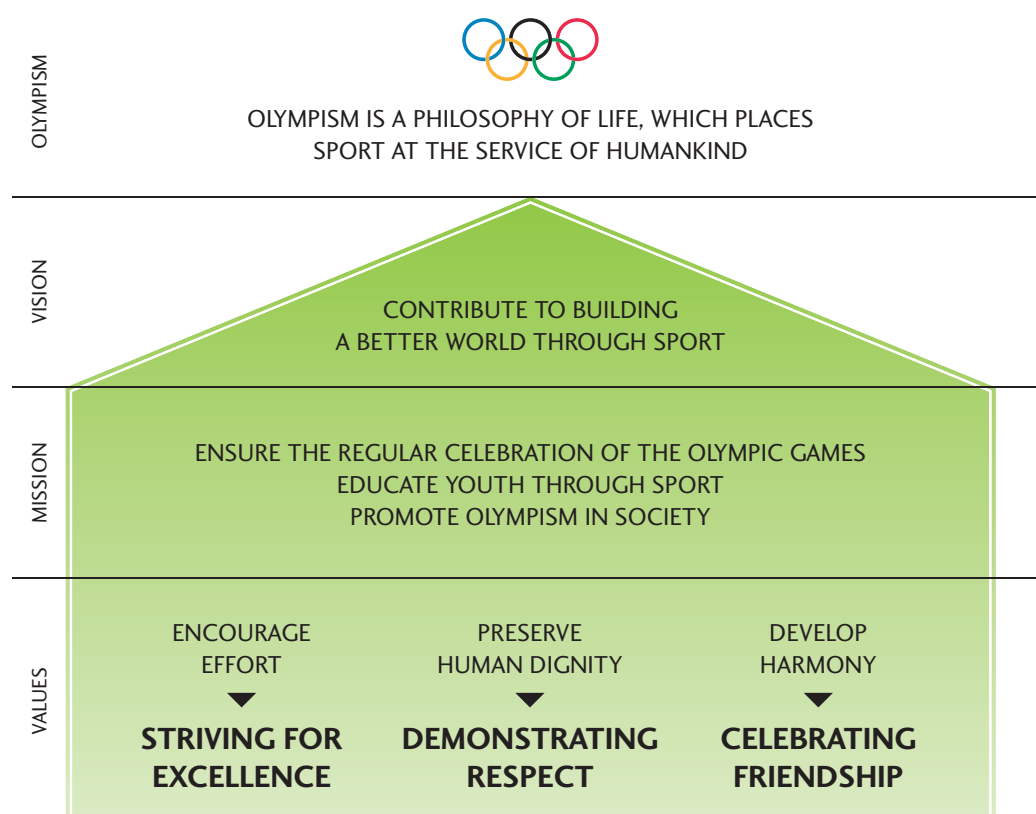
DEFINITION OF OLYMPISM

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.



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: February 2010)

² Olympism platform, IOC, 2010.

CHARACTERISTICS OF THE THREE OLYMPIC VALUES

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.



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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.



© CIO, Richard Julliard

It is important to always bear in mind that these three values must be regarded as a whole, in order to avoid any misinterpretation: all three are indissociable.

SPORT AND OLYMPISM AS INSTRUMENTS TO PROMOTE PEACE AND HOPE

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.

This categorisation provides us with reading keys which will help us to better understand the various examples in the HOPE exhibition taken from the history of the Games (cf. following chapter), but also to understand the fundamental importance of the individual dimension, which is addressed in THE HOPE FACTORY.

Today, the world of sport is regularly confronted with issues of violence, corruption, discrimination, excessive nationalism, cheating, doping, etc. While these issues are still in a minority, they can be very damaging for athletes, sports institutions and the image of sport in general.

By promoting a philosophy of life based on the values of excellence, respect and friendship, Olympism seeks to correct these abuses and shows that sport can help to build a better world.



Human dimension

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



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.



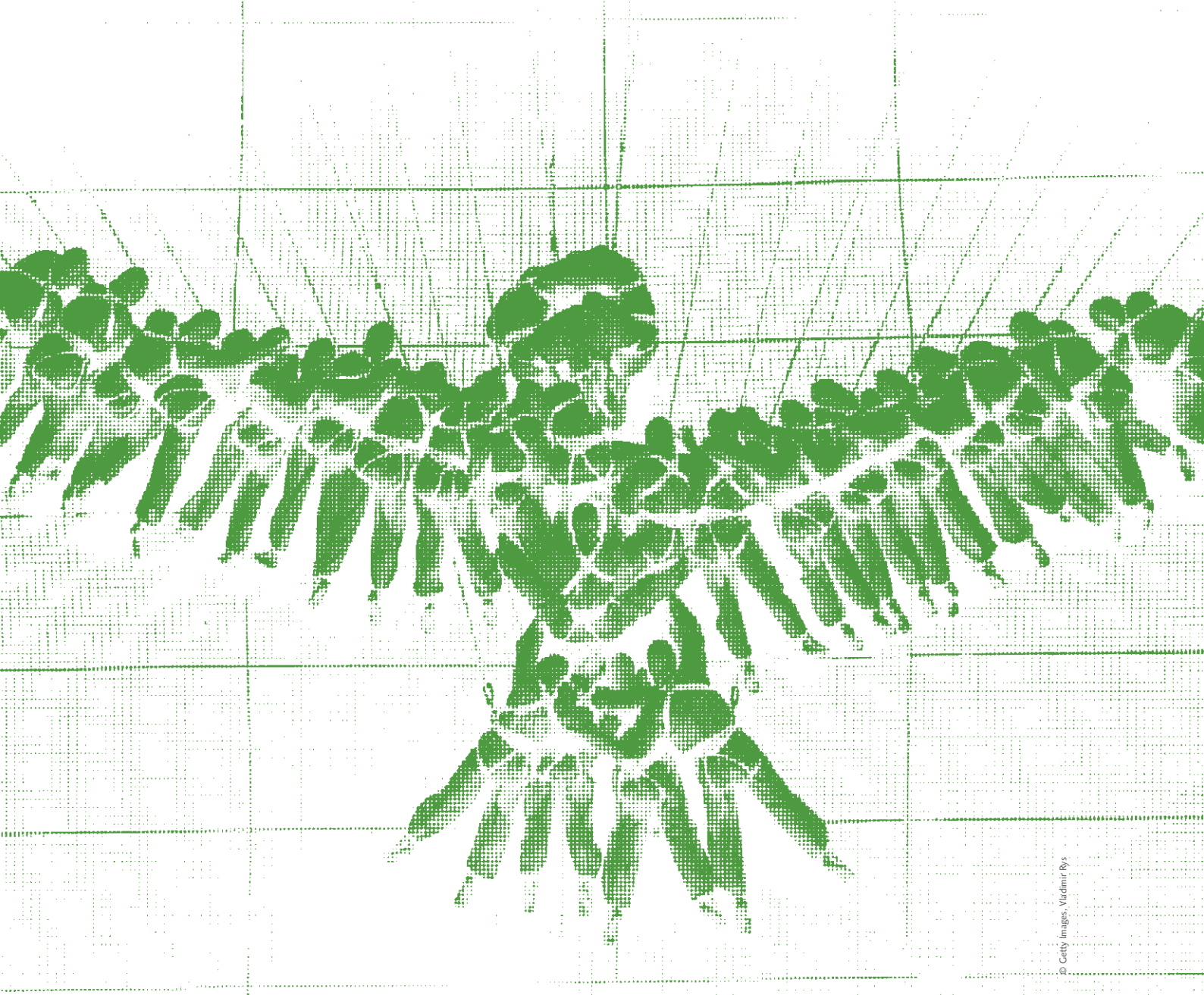
Societal dimension

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.

EXHIBITION

HOPE

WHEN SPORT CAN CHANGE THE WORLD



A STEP-BY-STEP VISIT

OLYMPISM, BEARER OF HOPE

A visit to the HOPE exhibition is based around this theme, which is illustrated in various sections. Hope for a better world, galvanised by the following values embodied by sport and athletes: “striving for excellence”, “showing respect” and “celebrating friendship”. Men and women from all backgrounds and races, who tell stories of boldness and brotherhood, fair play and endurance.

The values promoted by sport and athletes concern us all, children and adults alike. In the exhibition they are expressed through various topics: sport as a tool for peace, as a universal language to facilitate dialogue between communities. Through stories of legendary figures, projections of key moments from the Olympic Games, HOPE brings to life and drives the humanist Olympic spirit, and places it within everyone’s reach, as a subject for discussion and reflection, as we question our own daily conduct. Are we always champions of tolerance, courage and receptiveness to others?

Interactive and entertaining, the exhibition is composed of audiovisual and multimedia modules which take us into the world of Olympism past and present, its hours of glory and its darker moments, its aspirations and achievements.

Historical, sociological and political, it places particular emphasis on the personal stories of numerous athletes, valiant figures who have pushed themselves to the limit not just to break a record, but for a humanitarian cause. By taking risks, they passed on their flame of justice. Young visitors will thus realise that what seems “normal” today – for example, seeing women and non-white people participate in the Games – was almost revolutionary not so long ago, and the subject of controversy and epic struggles.

HOPE fulfils its mission by challenging visitors about values which are not just words but actions. An exhibition full of hope for young people.

The following pages present a few examples taken from those shown in the exhibition.

“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

DIDACTICAL INTENTIONS

- Develop a collaborative attitude, of fair play and tolerance.
- Assess the degree of open-mindedness towards other classmates’ opinions.
- Deconstruct prejudices by taking inspiration from Olympic legends.
- Question the social and political values gained in recent years through sport.
- Being inspired by extraordinary personalities and stories on the path towards adulthood.

 Human dimension

 Political dimension

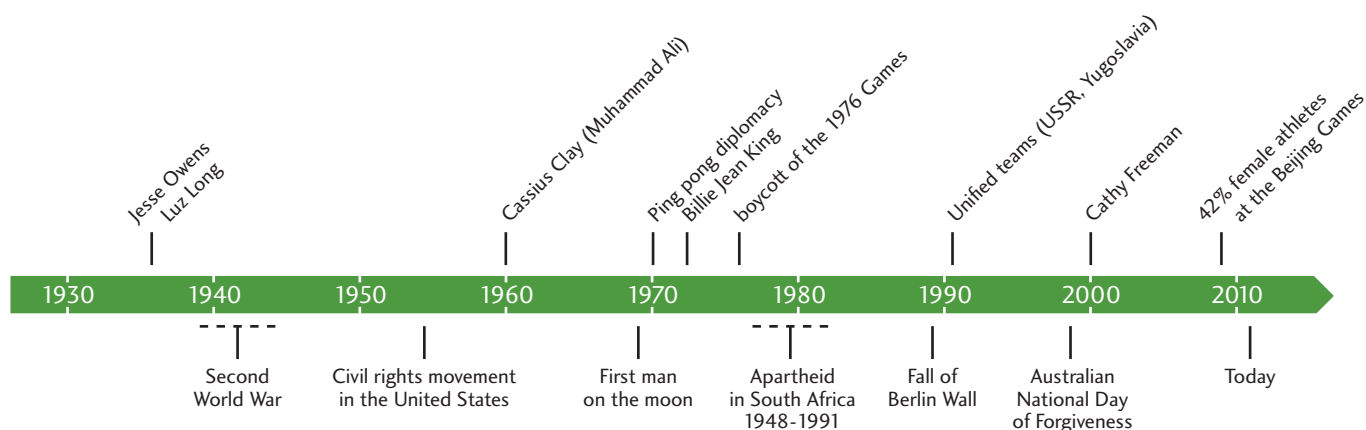
 Societal dimension

 Hands-on activities

 Questions

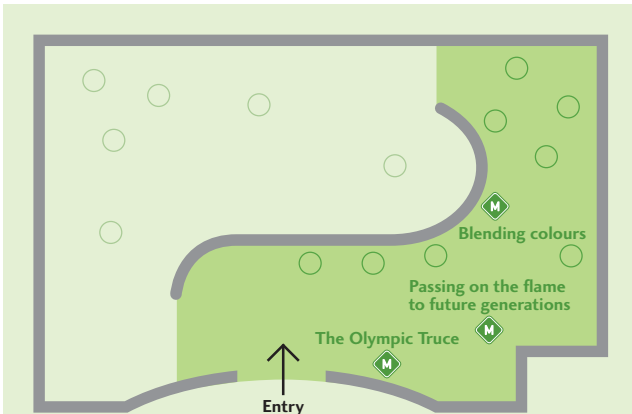
 Discussion topics

 Thoughts



This timeline highlights the links between big historical events (social, political or human) and the contributions of athletes and sport for their set up for future generations.

1. OLYMPIC DNA – LEVEL 0



A WELCOME RETURN TO THE PAST

To refresh our memories, the exhibition takes us on a recreational journey back to the Ancient Games, with texts and images highlighting the symbols and the Olympic Truce.

Today the Olympic Truce is a United Nations resolution, “a tool for promoting peace and understanding between nations” dear to the spirit of the IOC, as well as a topic of discussion for us all. Other Olympic symbols that can inspire us beyond sport include the rings which, combining the colours, represent the union of the five continents, and the flame with its mythical origins, as the embodiment of reason, freedom and creative spirit.

By passing their hand over the cauldrons along the way, visitors symbolically light the flame and help to spread the message of the relay and of brotherhood. Portraits of athletes, quotations, clips and audiovisual testimonies illustrate the various other topics addressed in this zone: doing the best you can, on the sports field or in life; and sport as a living, spontaneous and universal language facilitating dialogue between communities. Values which concern us all, the subject of manifold discussions, which can be visualized using the touch screens and other interactive equipment. Here, the present can feed on the ideals of sport and life which have been handed down from generation to generation.



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

THE OLYMPIC TRUCE



Life-size contemporary figure appearing to sign the Truce Wall in the Olympic Village.



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.”
IOC President, Jacques Rogge



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



Torch Relay with athletes of two different generations.



The Olympic flag flies among the 205 national flags.

PASSING ON THE FLAME TO FUTURE GENERATIONS

M Visitors light the flame symbolically and thereby participate in the message of the relay.

S 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 (lampadedromia) 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.

? 10-12 years old: What route for the Torch Relay would be ideal for highlighting the diversity of your country?

13-15 years old: 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?

BLENDING COLOURS

M By selecting one of the 205 national flags, its colours blend into those of the Olympic flag.

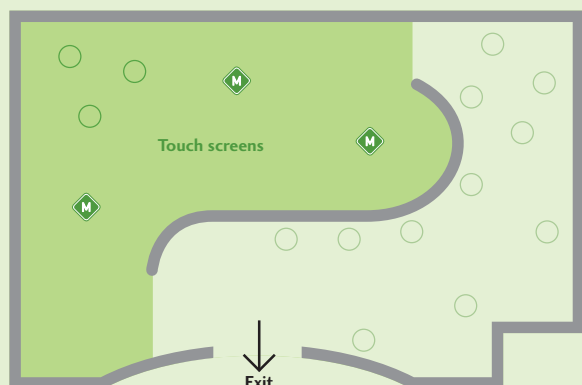
S The five rings on a white background make up the Olympic symbol. It was presented at the 17th IOC Session at the Sorbonne in 1914, and was flown for the first time at the 1920 Games in Antwerp. While the interlinked rings symbolise the five continents, the six colours (including the white background) 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.

? 10-12 years old: Which are the symbolic differences between the Olympic and the national flag?

13-15 years old: What other symbols that unite the peoples exist today in the world?

2. PROCLAIMING EQUALITY – LEVEL 0



DRAWING INSPIRATION FROM LEGENDS

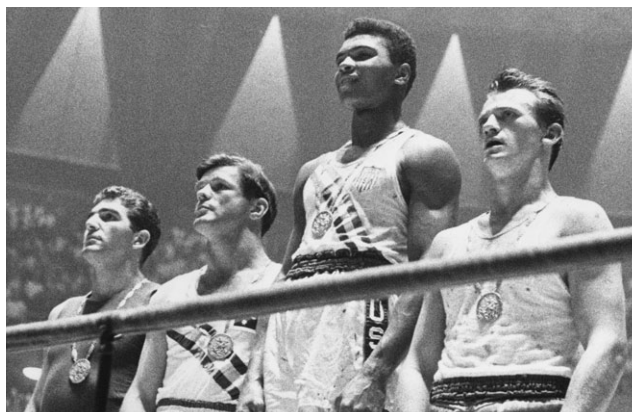
There are numerous personalities, many of whom are now legends, who have served the cause not only of sport but also of human rights, who fought for dignity and equality, to transcend skin colour.

The list includes Muhammad Ali, Wilma Rudolph, Tommie Smith, Lee Evans, Larry James and Ron Freeman. These are fascinating characters to explore, who illustrate and honour, beyond words, the fifth fundamental principle of Olympism: “Any form of discrimination with regard to a country or a person on grounds of race, religion, politics, gender or otherwise is incompatible with belonging to the Olympic Movement”.



Visitors are invited to use a touch screen to choose an event from the history of the Games. The story of the chosen athlete, together with a short film, will recount the occasion.

Respecting origins and promoting diversity are two other Olympic ideals on which the exhibition focuses in the framework of the struggle to secure fundamental rights. Because sport, still today, must help to encourage the hopes of minorities and women. HOPE thus reminds us of the heart-warming story of US tennis player Billie Jean King, the “Global Mentor for Gender Equality”, and opens our eyes to many exceptional life stories, such as those of Robina Muqimyar and Friba Rakzayee, the first women to represent Afghanistan at the Olympic Games, in 2004 in Athens.



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

TRANSCENDING SKIN COLOUR



One of the world’s most famous boxers, **Cassius Clay**, alias **Muhammad Ali**, gold medallist 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.





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




Cathy Freeman, the first gold medalist of Aboriginal origin.


RESPECTING ORIGINS

  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.


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

 **13-15 years old:** In your country, which ethnic or cultural minorities could you highlight, and how?





Billie Jean King, tennis champion and gender equality campaigner.

FURTHERING DIVERSITY

 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.

 **10-12 years old:** For which sports could we envisage mixed teams?

 **13-15 years old:** What characteristics must men and women share to make up a mixed sports team? Could this be envisaged?

3. STIMULATING HOPE – LEVEL 1



BEYOND PREJUDICE AND DIFFERENCES

Wars and conflicts have cast a shadow over the 20th and 21st centuries. But rays of hope can shine through when people come together to play sport. Relief emerges and antagonisms fade. The history of the Games is full of examples. This part of the exhibition leads us to relive key moments.

The Berlin Games in 1936 were a showcase for Nazi arrogance and racial hatred, but we will remember them for the friendship born, above and beyond any ideologies, between Black American Jesse Owens and Germany's Luz Long. The OG are also two Germanys in a single delegation (1956, 1960 and 1964) or two Koreas marching under a single banner (2006). And even so more, courageous ethical decisions like the exclusion of South Africa from the OG for 30 long years from 1962 to 1992, to condemn its apartheid policies.

Sport gives a face to everyone and gives the opportunity to nations who are practically unseen on the international stage to express their identities. This spirit of universality is especially visible during the parades of opening ceremonies.



Luz Long and Jesse Owens in Berlin.

MUTUAL ACCEPTANCE 1



On a symbolic negotiating table, the visitor assembles pieces of a jigsaw puzzle in order to set off a video telling the related story.



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.



10-12 years old: What exemplary fair play gesture have the students already experienced?



13-15 years old: Select an act lacking in fair play (Zidane’s headbutt) and discuss its consequences in daily life.



Historic meeting between Nixon and Mao Zedong in 1972.



1992: parade of the unified team from the 12 former Soviet Republics under the Olympic flag.

MUTUAL ACCEPTANCE 2

M Same hands-on as for “Mutual acceptance 1”, page 12

Q Sport has often contributed in its own way to influencing political situations and thus instigating more open diplomatic relations between countries. During the World Championships in Nagoya, Japan, in 1971, table tennis played a decisive role in the relations between the USA and Mao Zedong’s China – the term **“ping pong diplomacy”** thus entered sporting and geopolitical history! Coincidence and sporting respect between two players contributed to this miracle. Indeed, the US’s Glenn Cowan mistakenly took the Chinese team’s bus following a training session, and formed a friendship with Zhuang Zedong, then triple world champion. The press widely published the images, and Cowen later confirmed that he would be pleased to play in China. Zedong therefore suggested to his delegation that they invite the US team for a friendly tournament in China.

For the first time since 1949, a US sports delegation accompanied journalists on a trip on Chinese soil. Later, the invitation was extended by the Americans to the Chinese table tennis players. Some months later, President Nixon visited Mao Zedong in Beijing, putting an end to the economic sanctions that had been in place for 20 years. After his table tennis career, Zhuang Zedong became Sports Minister. In 1976, in the last phase of the Cultural Revolution, he was imprisoned for a period of four years.

? Would world history have taken another route if Cowan hadn’t taken the wrong bus?

GIVING EVERYONE A FACE

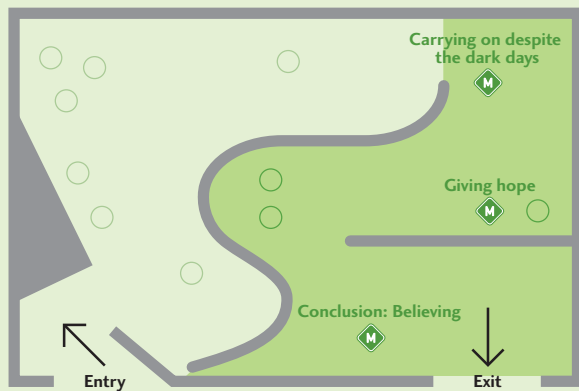
M A graphic animation simulating a parade allows the visitor to become aware, from one Olympiad to the next, of the ever-increasing number of NOCs.

Q **Highlight:** By the time of the 1992 Games, Europe had changed a lot: Germany presented itself for the first time since 1936 as a **“unified team”** at the Barcelona Games. And, with the breaking up of the USSR and Yugoslavia, another “unified team” of 12 of the former socialist republics of the USSR attended the Albertville Olympic Games in 1992. From 1996 to 2006 at the opening ceremonies of the Olympic Games, North Korea and South Korea marched together even though they competed separately in the sports events. Unfortunately, since 2008, they have marched separately once again owing to political tension. However, what happened in the past remains a wonderful lesson of hope for future generations.

Today, 205 National Olympic Committees are recognized by the IOC (with the admission in 2007 of Montenegro and Tuvalu), according to different criteria than those defining a state as recognised under international law. Numerous dependencies thus march under their own flag, such as Bermuda, Puerto Rico and Hong Kong, although they are legally integral parts of another state. Since 1980, Taiwan has participated under the name “Chinese Taipei”, with the People’s Republic of China refusing to participate itself if Taiwan was present under the name “Republic of China”.

For these dependencies, what are the benefits in terms of peace and tolerance?
Does the fact that the Olympic Movement recognizes them as nations bring hope to the future generations?

4. WORKING IN ITS OWN WAY – LEVEL 1



OLYMPISM, A COLLECTIVE HERITAGE

The deadly hostage-taking of Israeli athletes (Munich OG, 1972), the boycott by African countries (Montreal 1976), the American boycott (Moscow 1980), and the Soviet boycott (Los Angeles 1984): Olympism has had some dark hours.

Despite this, the Olympic Movement is persevering alongside other international organisations; it creates and manages programmes where sport is an educational tool, promoting awareness and being able to modify life paths. The visitor can see visuals presenting the various social, educational and humanitarian projects. The beneficial role of sport is obvious, both for the individual and for the community, in promoting women, supporting sports education among children, and simply teaching everyone, through sporting values, to open up and understand others...

This is one of the professions of faith of the IOC, which, in its own way, “creates history”. Nowadays, Olympism is a part of the collective heritage.

By replying to three or four questions on a touch screen, the visitor activates a short clip of his choice that brings to light major sportive, cultural and political events, which are never insignificant, which connect with the stories of every individual, and which make him think of his own aspirations, shortcomings, failures, achievements and hopes.



Protest supporting the boycott of the 1976 Games in Montreal, Canada.

CARRYING ON DESPITE THE DARK DAYS

M Small screens retrace the different events through testimonies, films and images.

Q The symbolism of the Olympic Games advocating communion between peoples, in a sporting spirit, in the noblest meaning of the term, is unfortunately not a panacea to help abolish all international geopolitical pressure, conflicts and difficulties. But politics has limits that sport can overcome, especially on the occasion of the Olympic Games. For example, at the Berlin Games in 1936, and despite the Jewish oppression of the Nazi regime, the German authorities aimed to calm international public opinion by allowing the half-Jewish fencer Hélène Mayer to represent Germany. She won a silver medal in the individual event.

Numerous editions of the Games have suffered from boycotts – some have been avoided by dialogue between the countries and the IOC, while others have marked the history of the Games. Whether or not it was effective, sport has allowed discussions to be held and contributed to seeking compromise.

In 1976 in Montreal, all African countries except for two announced that their delegations would not take part in the Olympic Games. This gesture was to challenge the presence of New Zealand, whose rugby team had participated in a tournament in South Africa, a country universally denounced and excluded from the Olympic Games because of its racial segregation. Twenty-two African countries decided to leave the Games a few hours before the Opening Ceremony.

... Can boycotting an international sports event further or hinder a cause? Choose a cause and discuss the two examples given and the hypothetical consequences.



The IOC undertakes projects to assist development through sport.



The dove, a symbol of peace.

GIVING HOPE

M Visuals present various development programmes around the world which use sport advisedly.

S 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 2008 Games in Beijing were a great stepping stone, with a new participation record of 42% female athletes, thus showing women’s inexorable march towards parity.

What actions can anyone undertake to contribute to mutual respect?

CONCLUSION: BELIEVING

M The projection of a 3D film on a large screen calls on the core values of sport for our future.

The federating impact of sport in our societies, without considering age, religion or borders, as well as the media coverage of those involved in it, have become an outstanding force for mobilising and opening towards others. These factors place a great responsibility on the shoulders of professional and amateur sportspersons and spectators: to place themselves at the service of peace.

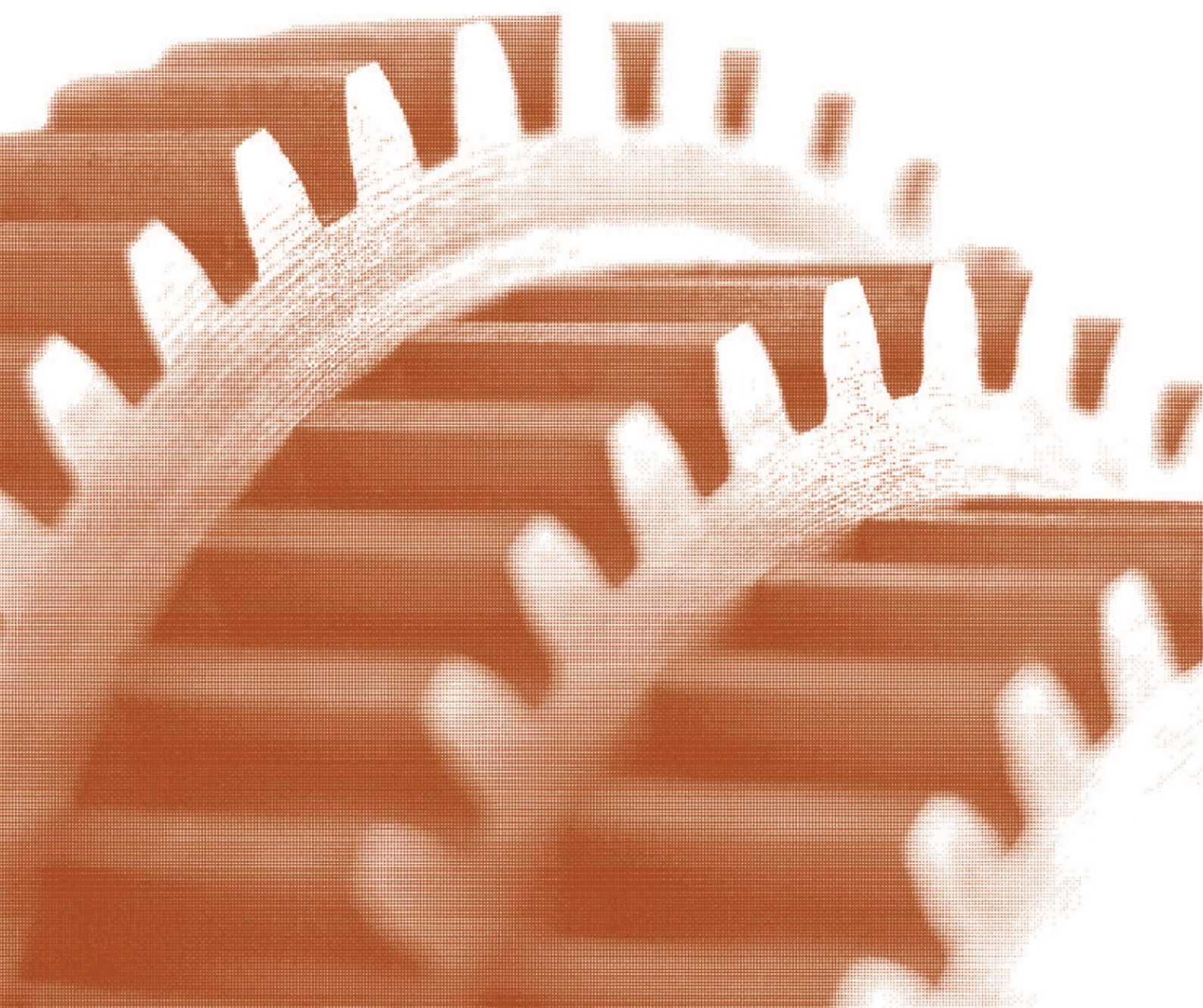
Believing with a reason and contributing, each on our own level, to the roles played by sport in our societies can be seen every day:

- For example, the UN Refugee agency (HCR) uses sport as a means of improving the quality of life in refugee camps. It provides a minimum of normality for those who have left everything behind and lost everything, including their families sometimes. It allows the refugees, in an informal way, to become part of teams and to play together, be they from Sudan, Somalia, Rwanda, Burundi or Congo.
- In Brazil, the host of the Olympic Games in 2016, sport is already used as a means of combating poverty and criminality among young people. The “Segundo Tempo” (Second Half) programme attracts young people from underprivileged neighbourhoods to sports arenas, stopping them from falling prey to gangs or prostitution networks. They receive a school education in the mornings and are fed at lunchtime. They are also monitored by nutritionists and doctors.

Sport in its purest form offers possibilities of dialogue, camaraderie and exchanges of ideas, in a spirit of mutual respect and fair play, which everyone can apply on a daily basis well beyond sports arenas, thus contributing to building a better world!

EXHIBITION-WORKSHOP

THE HOPE FACTORY



AN INTERACTIVE EXHIBITION ABOUT HOPE AND THE OLYMPIC VALUES

THE HOPE FACTORY is an exhibition-workshop designed in collaboration with the Dutch Stichting Vredeseducatie (Peace Education Projects), a Foundation that has been active for over 20 years in the field of peace education.

THE HOPE FACTORY offers interactive learning about the Olympic values of “striving for excellence”, “demonstrating respect” and “celebrating friendship”. Avoiding a moralising or judgmental approach, and without providing ready-made answers, the Factory invites visitors to assess their own attitudes and behaviours in different circumstances and situations.

The Factory’s fun and original activities make participants realise that the Olympic values are not intended only for athletes. The values applied in the stadiums are for everybody and can be integrated into the everyday life of any person who wishes to help to build a peaceful world.

The term «factory» is important because it implies that the visitors become real workers for peace and hope.

THE HOPE FACTORY consists of 40 activities. Each activity refers to the daily lives of the visitors and is based on examples and illustrations from sport and Olympism.

DIDACTICAL INTENTIONS

Throughout THE HOPE FACTORY, visitors are challenged to:

- Handle facts and opinions and unmask prejudices.
- Analyse their attitude towards positive (teamwork, friendship, fair play) and negative (discrimination, exclusion) group dynamics.
- Express opinions and be open to give and receive feedback.
- Ask questions about themselves, others, history and society.
- Empathise with other people.
- Overcome differences of opinion by dialogue.
- Consider themselves as contributors to the Olympic values in sport and daily life.
- Participate with various learning styles (cognitive, affective, artistic and physical).



© Stichting Vredeseducatie

“Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed.”

CONSTITUTION OF UNESCO – 1945

PRINCIPLES AND METHODOLOGY

THE HOPE FACTORY is an Olympic values education programme based on the **peace education methodology** developed by Peace Education Projects.

The learning paradigm is eclectic. The majority of the missions are based on the principles of **experiential learning** (Freire, Kolb, Jarvis) and are the result of over 15 years of evidence-based improvements undertaken by the developers.

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.

THE HOPE FACTORY is an adaptation of the Peace Factory, a concept developed by the Dutch Foundation. The transition from one to

the other was relatively easy, as **Olympic values education and peace education have much in common**. Two of the three Olympic values – “Demonstrating respect” and “Celebrating friendship” – are core elements of peace education. The third Olympic value – “Striving for excellence” – is less self-explanatory and is not commonly used “as such” in peace education. To see how it fits into the paradigm of peace education, we need to look into the meaning of excellence (i.e. giving one’s best to reach and push back boundaries) and understand that there is no excellence without respect and friendship. We can therefore say that **peace education and Olympic values education have common roots and share the same objectives: contributing to a better world and a better future**.

The experiential learning paradigm requires a direct link to the learner’s reality. This means that all missions and activities in THE HOPE FACTORY must be linked to daily life, that they present situations that anyone could be – or has already been – confronted with. In THE HOPE FACTORY, to stick to the core themes of Olympism, it was decided to take examples from the **practice of sports**.

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



TOPICS AND ACTIVITIES OF THE HOPE FACTORY

THE HOPE FACTORY deals with a number of issues that are at the heart of Olympic Values Education and that can be classified under the three big topics: “Celebrating Diversity”; “Enjoying the Rules” and “Tasting the Spirit of Competition”.

To fully understand and appreciate the scope of these issues, it is important to develop basic skills such as learning to differentiate a fact from an

opinion, or understanding what a generalization or prejudice are. This is precisely what the first topic of the Factory “Interpreting the world” aims at.

After having explored the core issues of Olympism, the fifth and conclusive topic “Experiencing Olympism” invites us to integrate into our daily lives of the three Olympic values and the search for harmony between the body, the will and the mind.



THE VISIT

The process

Participants work in pairs and should know their fellow participant before they enter the exhibition. There is no pre-defined order to visit the different modules and carry out the missions. Each pair gets a starting number to begin at a specific section of the exhibition, and is then invited to carry on in a defined order (according to their level/age).

The Memo Book

The structure of THE HOPE FACTORY is designed to be interactive. Visitors guide themselves with the help of a personal “Memo Book” that refers to numbers on different panels. The Memo Book is necessary to understand the missions and carry out the activities. Participants can also use it to take notes and write down their opinions, ideas and answers.

Role of the teacher and the guide

The assignments in THE HOPE FACTORY are based on self-directed learning. Sometimes participants are not used to this and may need some support to work independently. Guides, tutors and teachers are present in the Factory and can provide clarifications when (but only when) asked. Some participants may ask for clarification because they have read the assignment too fast. Guides could ask them to read it again out loud, and most of the time the participants will be able to go on. Or sometimes participants could search for one correct answer when there is none. Furthermore, forming opinions or reflecting on personal feedback can be difficult for some people...

Always keep in mind that clarification, communication and integration of the Olympic values of excellence, respect and friendship are the main objectives in THE HOPE FACTORY. Guides should support participants to become active “producers” of these values.

Time

Most visitors work for about one hour in THE HOPE FACTORY. This might be a long time for young participants in terms of their ability to concentrate. Some participants may need more support and structure, depending on their level of skills and their ability to work in pairs, independently.

Educational (age) levels

The assignments in THE HOPE FACTORY are relatively simple and are meant to stimulate curiosity about Olympism and dialogue about the Olympic values. They can be carried out by young visitors aged 10 and over. Two age groups (10-12 and 13 and older), based on the complexity of the assignments and the concentration spans, have been set to allow younger participants to enjoy their visit too.

THE HOPE FACTORY is not only for young people and can be quite a challenge for adults and anyone who is interested and involved in sport and education. It makes the understanding of the Olympic values more profound and offers a large amount of material to discuss didactics and interactive experiential learning.

Follow-up activities

THE HOPE FACTORY visit is very 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.



TOPICS

Hereafter is a presentation of the five topics explored in THE HOPE FACTORY. For each topic, you will find a brief explanation of how and why it is relevant for Olympism and Olympic values education, followed by a list of the educational objectives for the participants, a quick presentation of the different activities under the topic, and some suggestions and ideas of follow-up discussions.

TOPIC 1 – INTERPRETING THE WORLD

TRUE-FALSE • FACT-OPINION • GENERALISATIONS • PREJUDICES

Why this topic is relevant for Olympism and 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. Visitors 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.

Hints and ideas for follow-up discussions in class:

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!

- 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?

EDUCATIONAL OBJECTIVES

- Define the distinction between true and false.
- Describe the difference between a fact and an opinion and give an example.
- Give an example of a generalisation.
- Define the meaning of prejudice.
- Have a critical look at own prejudices.
- Be able to unmask a prejudice by using the terms true, false, fact and opinion.

EDUCATIONAL OBJECTIVES

- Discover differences and similarities between people.
- Experience diversity as a fact.
- Define personal values.
- View personal identity in relation to other people.
- Explore different cultural perspectives.

TOPIC 2 – CELEBRATING DIVERSITY

DIFFERENCES • DIVERSITY

Why this topic is relevant for Olympism and 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

Throughout the Factory, various activities help visitors to study differences and diversity at the Olympic Games as well as in their own entourage. Visitors are, among other things, invited to examine more closely an Olympic opening ceremony and to realise that the diversity of the

participants serves the richness and interest in the event. Through surprising activities, they realise that their vision of the world is only a matter of points of view. They also think about “the others and me”, by looking into the diversity mirror.

Hints and ideas for follow-up discussions in class:

- 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?

EDUCATIONAL OBJECTIVES

- Discover the meaning of rules in sport.
- Formulate the paradox of equality and differences.
- Explore the meaning of freedom.
- Be aware that at the Olympic Games all competitors are subject to the same rules in certain categories.
- Emphasise that Olympic principles are against any kind of discrimination on the basis of culture, ethnicity, gender or religion.
- Investigate the personal relationship with rules.

TOPIC 3 – ENJOYING THE RULES

FREEDOM • EQUALITY (OF CHANCES) • DISCRIMINATION

Why this topic is relevant for Olympism and 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 and are aware of the need to respect them: without rules, no competition is possible.

Activities

Through various activities, the participants are invited to tell the difference between social equality and equal opportunities. They learn the difference between unfounded discriminatory criteria and those serving equality. Is it always fair to deal with everyone in the same way? They also

think about the notion of “freedom vs. rules”. Is it possible to play a game that has no clear rules?

Hints and ideas for follow-up discussions in class:

- 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?

TOPIC 4 – TASTING THE SPIRIT OF COMPETITION

FAIR PLAY • POSITIVE AGGRESSIVENESS • JOY IN EFFORT

Why this topic is relevant for Olympism and 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.
- More than anywhere else, at the Games 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

Participants define the conduct of fair play in sport and more generally in stressful or very

emotional situations. What do they think of their reactions? In another activity they think about the sensations linked to effort.

Hints and ideas for follow-up discussions in class:

- 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 prize”? 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?

EDUCATIONAL OBJECTIVES

- Explore the meaning of “fair play”.
- Take stock of a more or less fair-play behaviour in given situations.
- Think about effort and the good or bad strong emotions that it can produce.

TOPIC 5 – EXPERIENCING OLYMPISM

3 OLYMPIC VALUES • THE BODY-WILL-MIND TRIANGLE • OLYMPIC “SYMBOLS”

Why this topic is relevant for Olympism and 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.
- The Olympic flag today has the importance of the flag of a country.
- The symbolic meanings of the flame and the torch relay are central to understanding the scope and message of the Olympic Movement.

Activities

Participants choose the characteristics necessary to “make a champion”. They test how these are related to the three Olympic values. Are they integrated into their daily lives? Then, through

a musical activity, the visitors look for harmony between the body, will and mind. Finally, they discover the Olympic “symbols” and their meanings.

Hints and ideas for follow-up discussions in class:

- What are the qualities of Body-Will-Mind? Do you agree with the idea that one should find a harmonious balance between the three? What do you think this means?
- The three values of Olympism are “Striving for Excellence”, “Demonstrating Respect” and “Celebrating Friendship”. Could you come up with a 4th and 5th value (or do these 3 suffice)?
- How can you describe Olympism with your own words?

EDUCATIONAL OBJECTIVES

- Understand the meaning of the three Olympic values: “Striving for Excellence”, “Demonstrating Respect” and “Celebrating Friendship” and understand them as “a whole”.
- Explore the link between the body, the will and the mind, see them as a “whole” and understand the need to find a harmonious balance between them.
- Explain the meaning of the Olympic rings, the Olympic flag, the Olympic flame and the Olympic medals.

AFTER THE VISIT

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 in the Factory.

ACTIVITY: THE HOPE FACTORY NEWSPAPER

Brief description of the activity

Each participant is invited to create his or her own one-page newspaper about the visit to THE HOPE FACTORY. 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 in THE HOPE FACTORY.

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 HOPE FACTORY (and why).
- Two reasons to visit THE HOPE FACTORY: 1; 2 ...

About the Olympic values

- What friendship means to me:
- 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 Hope

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

Communicating about the visit will multiply the learning results and empower participants to express and share their experiences as “owners” of the Olympic values.

INSTRUCTIONS FOR THE TEACHER OR FACILITATOR

1. Tell participants that, before starting a group discussion about the visit to THE HOPE FACTORY, 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 Factory.
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.
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
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 judgement on the opinions of others.
5. Conclude with a general discussion on what the participants learned in THE HOPE FACTORY.

POSSIBLE FOLLOW-UP TO THIS ACTIVITY (DEPENDING ON TIME AVAILABLE AND INTEREST)

- Make one newspaper for the whole class, to which everyone can contribute.
- Communicate about THE HOPE FACTORY 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.).



Would you like to share the outcome of this activity?

Send it to us!

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Educational and Cultural Service
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CH – 1007 Lausanne
edu.museum@olympic.org

FURTHER READING

SPORT, OLYMPISM AND PEACE

Publications

Olympic Truce: sport as a platform for peace
ed. by Konstantinos Georgiadis ... [et al.]
Athens: International Olympic Truce Centre, 2009

Rachel Briggs

16 Days, the role of the Olympic Truce in the toolkit for peace
London: Demos, 2004

Websites

website of the International Olympic Truce Centre
www.olympictruce.org/

The United Nations and the Olympic Truce
www.un.org/events/olympictruce/

SPORT AND DEVELOPMENT

Publications

Swiss Agency for Development and Cooperation
Sport for development and peace
Bern: DDC, 2005

Gabrielle Wilhelm

More than just a game: sport for development and peace: political and socio-historical aspects
Geneva: Graduate Institute of International and Development Studies, 2010

Websites

IOC website pages “Olympism in Action”
www.olympic.org/olympism-in-action

Sport for development and peace: The United Nations in Action
www.un.org/wcm/content/site/sport/

PRACTICAL INFORMATION

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HOPE EXHIBITION: FROM 22 MARCH TO 6 NOVEMBER 2011

**Exhibition-workshop THE HOPE FACTORY:
from 12 May 2011.**

Between 22 March and 11 May, only a part of the Factory will be available at the Museum.

WAYS OF VISITING THE HOPE AND THE HOPE FACTORY EXHIBITIONS

Guided visits to the HOPE exhibition and THE HOPE FACTORY

At the Museum, classes can visit the HOPE exhibition with a tour leader, who will adapt the presentation to suit the age of the group.

Visits to THE HOPE FACTORY are done in groups of two, using a Memo Book. The tour leader will give an introduction, but will not lead the visit.

For 10-16 years old.

Length: approximately 2 hours.

Information and reservations on:

+41 (0)21 621 67 27

edu.museum@olympic.org

Independent visits

Opening hours

The Museum is open every day from 9 a.m. to 6 p.m.
Closed on Mondays from 1 November to 31 March.

Prices

Schools (compulsory schooling): CHF 6.–/pupil
Accompanying adult/10 pupils: free of charge.

Guided tour for schools

(HOPE and THE HOPE FACTORY): CHF. 50.–

Children aged 6-16 and students (individual):
CHF 10.–

Adults (individual): CHF 15.–

Getting to the Museum

By metro

M2 (towards Ouchy): Ouchy or Délices stop

By bus

Bus 8 and 25: The Olympic Museum stop

Bus 4: Montchoisi stop

By car

Motorway exit Lausanne-Sud. At the roundabout, follow the road along the lake as far as Ouchy, then follow the signs to The Olympic Museum.

Parking

Parking spaces on Quai d'Ouchy or in the Port d'Ouchy car park (entrance opposite the Mövenpick Radisson hotel).

Access for people with reduced mobility

North entrance of the Museum.

IMPRESSUM

Editor

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This document is also available in French and German.
It can be downloaded from www.olympic.org/museum-schools.

