

ED 356 167

SO 022 926

AUTHOR Moore, Cosetta
 TITLE Learn & Play Olympic Sports: Curriculum Guide for Teachers Grades 3, 4, and 5.
 INSTITUTION Amateur Athletic Foundation of Los Angeles, CA.
 PUB DATE 92
 NOTE 118p.
 PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC05 Plus Postage.
 DESCRIPTORS *Athletics; Elementary Education; Experiential Learning; Geography Instruction; Grade 3; Grade 4; Grade 5; Instructional Materials; *Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Olympic Games; Physical Education; Social Studies; Teaching Guides; Teaching Methods

ABSTRACT

This curriculum guide is intended for teachers to use with students in grades 3, 4, and 5 and features lesson plans that focus on the Olympic Games. The guide is part of a larger program sponsored by the Amateur Athletic Foundation of Los Angeles that is targeted at southern California students, ages 8-10, who were born just before or after the 1984 Los Angeles Olympic Games. The lesson plans included in this guide are intended to be incorporated into the disciplines of mathematics, geography, language arts, science, social studies, and physical education. Lesson plan examples are: "Learning Geography through Olympic Flame Route" (geography) and "Calculating Amount of Calories and Energy Spent in Exercise" (mathematics). (Contains 30 references.) (DB)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED356167

Learn & Play Olympic Sports



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

FAUSTO T. ESCOBAR

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



AMATEUR ATHLETIC FOUNDATION
OF LOS ANGELES

BEST COPY AVAILABLE

50022926

AMATEUR ATHLETIC FOUNDATION
"Learn and Play Olympic Sports Program"

Program Description

In its continuing efforts to promote youth sports participation in Southern California and to introduce the Olympic Movement to a new generation of youngsters, the Amateur Athletic Foundation of Los Angeles is undertaking a special project under the title "Learn and Play Olympic Sports Program." Implemented in cooperation with the Los Angeles Unified School District, this two-part program will target third-, fourth- and fifth-grade students, ages 8 to 10. Those youngsters who were born just before or after the 1984 Los Angeles Olympic Games. School district figures indicate that there are approximately 200,000 youngsters in these elementary grades.

The "Learn" component will include the development and distribution of a special curriculum themed around the Olympic Games which the teachers can incorporate into the disciplines of mathematics, geography, language arts, science, history and physical education. The curriculum will provide a variety of lesson plans and suggested activities. In geography, for example, the students will learn about Barcelona, Spain, which is the host city of the 1992 Olympic Games. In science and mathematics, the students will learn about calories and the amount required for a particular sport or activity.

The "Play" component will be a field trip to an AAF Sports Carnival where students will be able to participate in skills games in basketball, gymnastics, team handball and volleyball. These youngsters will be able to experience some of the sports they have learned about in the "Learn" component. Youngsters can walk on a balance beam, learn about spiking a volleyball by actually trying it themselves and be actively involved in sixteen different sports skills under the direction of adult experts.



AMATEUR
ATHLETIC
FOUNDATION
OF LOS ANGELES

April, 1992

Dear Teacher:

The Amateur Athletic Foundation of Los Angeles has developed this curriculum guide for you as a part of its Learn & Play Olympic Sports Program. This program will continue through 1996 when the Games return to the United States in Atlanta.

As a part of our continuing efforts to make this curriculum guide as effective as possible, we need your valuable input. Therefore, it would be greatly appreciated if you could please take a few minutes to answer the following questions:

1. What grade level do you teach?
3rd _____ 4th _____ 5th _____
2. Are the lesson plans appropriate for your particular grade level?
Yes _____ No _____
If not, why not? _____

3. Which of the lesson plans do you find most useful?
Discipline _____ Lesson plans _____
Why? _____

4. Which of the lesson plans do you find least useful?
Discipline _____ Lesson plans _____
Why? _____

5. Other suggestions or comments to improve the curriculum guide.

Please mail to:

The Amateur Athletic Foundation of Los Angeles
2141 West Adams Boulevard
Los Angeles, CA 90018
Attn: Learn & Play Olympic Sports Program



Dear Teacher:

Nineteen Eighty-Four was an exciting year in Los Angeles. For the second time in its history, Los Angeles was host to the greatest sports spectacle in the world, the Olympic Games.

Southern California residents welcomed with open arms 7,000 of the best athletes from around the world. Thousands of members of the media covered the event, sending images of Los Angeles to the four corners of the world. Visitors to Los Angeles took back with them memories of great individual efforts by athletes and of a cosmopolitan city that embraces people from all ethnic groups.

Youngsters throughout the area were inspired by the accomplishments of the athletes who tested themselves against history. Many participated in events that their schools modeled after the Olympic Games. They learned about the history of the Olympic Games, the wide variety of sports, and the spirit of sportsmanship. The excitement was contagious. The opportunities to learn were infinite.

The Amateur Athletic Foundation of Los Angeles is a direct result of the success of the Olympic Games in Los Angeles. Using a portion of the surplus generated from those Olympic Games, the AAF's mission is to promote and enhance youth sports in Southern California and to increase knowledge of sport and its impact on people's lives.

Through this curriculum guide, we hope that you share the excitement of the Olympic Games with a new generation of youngsters. The 1992 Olympic Winter Games were held in Albertville, France and the Summer Olympic Games will be held in Barcelona, Spain. The Olympic Games are rich with history and tradition. More importantly for you, the Olympic Games represent an excellent vehicle to teach a variety of subjects: geography, mathematics, history, ethics, social studies, physical fitness and others.

This guide has been designed with you in mind. Please familiarize yourself with it, and you will see that it will make your job a little easier and provide stimulating learning activities for your students.

The Olympic Games have been a source of great inspiration to youngsters and adults throughout the ages. This is a chance for you and your students to catch the Olympic spirit.

Share the excitement
of the Olympic Games
with a new generation
of youngsters!

Learn & Play Olympic Sports

Curriculum Guide for Teachers

Grades 3, 4 and 5

Edited and Published by the
Amateur Athletic Foundation of Los Angeles

Developed by Cosetta Moore
Los Angeles Unified School District
Curriculum Specialist, Ret.

© 1992, Amateur Athletic Foundation of Los Angeles

- i. Amateur Athletic Foundation of Los Angeles

I. INTRODUCTION

- a.) Ancient Olympic Games
- b.) Modern Olympic Games
- c.) 1992 Olympic Games

II. GEOGRAPHY LESSON PLANS

- a.) Map and globe location skills
- b.) Learning geography through Olympic flame route
- c.) Continents & country's geographical & cultural characteristics
- d.) Identifying countries and their place on the globe

III. LANGUAGE ARTS LESSON PLANS

- a.) Differentiating vowels and consonants
- b.) Vocabulary enrichment
- c.) Understanding the language of sports
- d.) Use of symbolism in poetry and music

IV. MATHEMATICS LESSON PLANS

- a.) Skip counting, basic multiplication
- b.) Organizing data by graphing
- c.) Computing differences in sizes
- d.) Calculating amount of calories and energy spent in exercise

V. PHYSICAL EDUCATION LESSON PLANS

- a.) Understanding good sportsmanship and playing by the rules
- b.) The use of equipment in sports
- c.) Recognizing traits necessary to be a good athlete
- d.) Sports sounds as a means of communication

VI. SOCIAL STUDIES LESSON PLANS

- a.) Understanding symbolism illustrated by flags
- b.) Examining attitudes, behaviors and personal values of athletes
- c.) Understanding the ancient Greek's appreciation of art & sport
- d.) Analyzing and application of Olympic Motto

VII. REFERENCES

BEST COPY AVAILABLE

I. INTRODUCTION

- a.) Ancient Olympic Games
- b.) Modern Olympic Games
- c.) 1992 Olympic Games

Amateur Athletic Foundation of Los Angeles
2141 West Adams Boulevard
Los Angeles, California 90018
Telephone (213) 730-9600

AMATEUR ATHLETIC FOUNDATION OF LOS ANGELES

David L. Wolper, *Chairman*
Anita L. DeFrantz, *President*

Board of Directors

Howard P. Allen	Maureen Kindel
John C. Argue	Richard Nanula
Yvonne Brathwaite Burke	Peter O'Malley
Jae Min Chang	Rodney W. Rood
Lodwick M. Cook	Dr. Frank Sanchez
Anita L. DeFrantz	Peter V. Ueberroth
James L. Easton	Harry L. Usher
Shirley T. Hosoi	Gilbert R. Vasquez
Earvin "Magic" Johnson	David L. Wolper
Rafer Johnson	

The Amateur Athletic Foundation (AAF) of Los Angeles is the organization created to manage Southern California's endowment from the Olympic Games. Located in the historic Britt House since 1985, the AAF has committed more than \$40 million to create, support and expand existing youth sports programs, and to develop the Paul Ziffren Sports Resource Center. The Sports Resource Center is a state-of-the-art sports library and conference center, and includes an extensive collection of sports books, films, videos, photographs and memorabilia. To date, hundreds of thousands of boys and girls and more than 300 youth sports organizations throughout Southern California have benefited from the endowment, and will be joined by many more in the years ahead.

For additional information or to arrange for field trips to visit the Paul Ziffren Sports Resource Center, please call (213) 730-9600.

ANCIENT OLYMPIC GAMES



**The Greeks believed
that the greatest honor
was in competing, not
just winning.**

Participants today share the same Olympic spirit, but differ greatly from their counterparts in the Ancient Games. It is believed that the original Olympic Games began in Greece around 776 B.C. The Games were dedicated to the Greek god Zeus in the stadium at Olympia and consisted of only one footrace the length of a stad or stadion (200 meters).

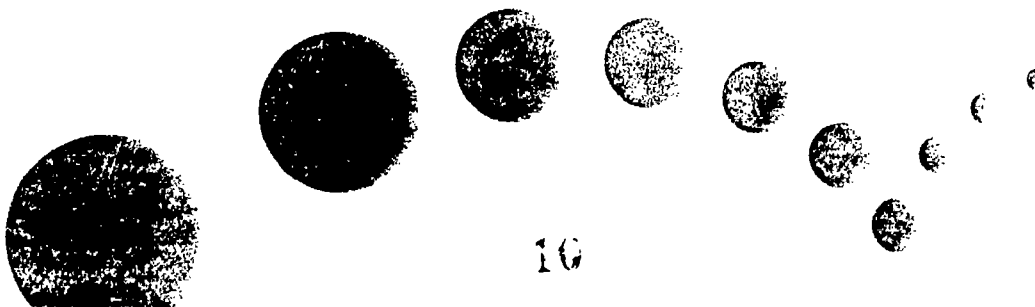
For 13 Olympic Games, the footrace was the only event. The winner of the race was greatly rewarded and honored by his city or village. Statues often were carved and even poems were written about him. The victory also brought great honor to his family.

The Greeks believed that the greatest honor was in competing, not just winning. Athletes were expected to display true sportsmanship, skill, courage and endurance. The basic philosophies of the Olympic spirit included a high regard for moral, mental and physical fitness through competition.

Carried out during the summer solstice at the first full moon, the early Games were guaranteed almost ideal conditions. They were held every four years and only Greek males were allowed to compete. Girls and women were not allowed to participate or even watch the Olympic Games for many years. Instead, they competed in non-Olympic Games of their own at other times of the year.

After 13 Olympic Games had taken place, the footrace was extended to 400 meters instead of 200. At successive Olympic Games additional events were included until eventually there were 24 varied games, races, the pancratium (contests for heralds and trumpeters), and events for boys.

Instead of a one-day, one-sport event, the Games grew to five days. Athletes began training 10 months in advance, non-Greeks were allowed to participate and prizes became greater until Emperor Theodosius I banned the Games in 393 A.D. The quality had changed and athletes were not always true amateurs. Hundreds of years would pass before the Modern Olympic Games would reprise the Greek Olympic ideals and the Games regain their rightful importance.





MODERN OLYMPICS

There are those whose obsessions drive them to action. Frenchman Baron Pierre de Coubertin's obsession was to revive the concept of the Ancient Olympic Games. In the late 1800's, Baron de Coubertin had become concerned about the poor physical condition and education of young Frenchmen. He was convinced that France would not have lost the Franco-Prussian War if the Frenchmen had been more physically fit.

Baron de Coubertin was an educator, scholar and idealist who had visited the United States and Britain and had seen athletes involved in spirited competitions. He felt that young athletes around the world could meet peacefully, mingle with each other and, using the high ideals of the ancient Greeks, affect a change for good athletic accomplishment and chivalry on an international scale.

With the help of powerful and influential friends, Baron de Coubertin arranged for a meeting of delegates from 49 organizations from around the world to attend a six-day congress, in France in 1894, to discuss the state of amateurism and the possibility of reviving the Olympic Games.

The idea was enthusiastically accepted, and with much work and many obstacles to overcome, the first Modern Olympic Games were held in Athens, Greece in 1896. As in the ancient days when the first Olympic champion was a Greek cook named Koroibos, the marathon winner of the first Modern Olympic Games was also Greek, a peasant whose name was Spiridon Louis.

The United States team performed best in track and field events during their first Olympic appearance, winning first or second in 14 events. Track and field, weightlifting, wrestling (Greco-Roman style), swimming, cycling, lawn tennis, target shooting, fencing and gymnastics were the sports offered in 1896. As in ancient days, women were not allowed to compete in these Games (a rule that de Coubertin supported all of his life). However, women did participate in the next Games in Paris. By 1928 women began competing in earnest when track and field events for them were included in the program.

In the late 1800's, Baron de Coubertin had become concerned about the poor physical condition and education of young Frenchmen. He was obsessed with reviving the concept of the Ancient Olympic Games.

MODERN OLYMPICS

In spite of political intrusions, financial problems and conflicting philosophies, the Olympic Games have continued to grow. In the first Modern Olympic Games in Greece, 311 athletes competed, representing 13 countries. In July of this year, approximately 10,000 athletes are expected to compete in Barcelona, Spain, representing more than 160 countries.

The Olympic Winter Games began in 1924. Historically the Winter and Summer Games were held during the same year. Beginning with the 1994 Winter Games in Lillehammer, Norway, however, the Olympic Games schedule will become staggered so that Winter and Summer competitions take place two years apart from each other.

It has been said that there are only two places where people from all over the world can gather peacefully: the Olympic Games and the United Nations. Today the Olympic Games are respected, well organized and highly inclusive. And, as was the case in the Ancient Games, athletes from around the world continue to strive to become Olympians and to prove to themselves and others that they are the best in their sport.



SUMMER OLYMPIC GAMES

				COMPETITORS		NATIONS
				Men	Women	
I	1896	Athens, Greece	Apr 6–Apr 15	311	0	13
II	1900	Paris, France	May 20–Oct 28	1319	11	22
III	1904	St. Louis, USA	Jul 1–Nov 23	681	6	12
IV	1908	London, Great Britain	Apr 27–Oct 31	1999	36	23
V	1912	Stockholm, Sweden	May 5–Jul 22	2490	57	28
VI	1916	Berlin, Germany	Cancelled (war)	—	—	—
VII	1920	Antwerp, Belgium	Apr 20– Sep 12	2543	64	29
VIII	1924	Paris, France	May 4–Jul 27	2956	136	44
IX	1928	Amsterdam, Holland	May 17–Aug 12	2724	290	46
X	1932	Los Angeles, USA	Jul 30–Aug 14	1281	127	37
XI	1936	Berlin, Germany	Aug 1–Aug 16	3738	328	49
XII	1940	Tokyo, Japan; Helsinki, Finland	Cancelled (war)	—	—	—
XIII	1944	London, Great Britain	Cancelled (war)	—	—	—
XIV	1948	London, Great Britain	Jul 29–Aug 14	3714	385	59
XV	1952	Helsinki, Finland	Jul 19–Aug 3	4407	518	69
XVI	1956	Melbourne, Australia*	Nov 22–Dec 8	2958	384	67
XVII	1960	Rome, Italy	Aug 25–Sep 11	4738	610	83
XVIII	1964	Tokyo, Japan	Oct 10–Oct 24	4457	683	93
XIX	1968	Mexico City, Mexico	Oct 12–Oct 27	4750	781	112
XX	1972	Munich, Germany	Aug 26–Sep 10	5848	1299	122
XXI	1976	Montreal, Canada	Jul 17–Aug 1	4834	1251	92†
XXII	1980	Moscow, USSR	Jul 19–Aug 3	4265	1088	81
XXIII	1984	Los Angeles, USA	Jul 28–Aug 12	5458	1620	141
XXIV	1988	Seoul, South Korea	Sep 17–Oct 2	6983	2438	159‡
XXV	1992	Barcelona, Spain	July 25–Aug 9			
XXVI	1996	Atlanta, USA	Jul 20– Aug 4			

* The equestrian events were held in Stockholm, Sweden, June 10–17, 1956.

† Some sources list this figure as 88. Cameroon, Egypt, Morocco and Tunisia pulled out of the 1976 Olympics. However, athletes from each of these countries had already competed before the boycott was officially announced.

‡ Most sources list this figure as 160. However, the delegation from Brunei, which marched in the Opening Ceremonies, included one official, but no athletes.

Source: *The Complete Book of the Olympics, 1992 Edition* by David Wallechinsky

WINTER OLYMPIC GAMES

				COMPETITORS		NATIONS
I	1924	Chamonix, France	Jan 25-Feb 4	281	13	16
II	1928	St. Moritz, Switzerland	Feb 11-Feb 19	468	27	25
III	1932	Lake Placid, USA	Feb 4-Feb 15	274	32	17
IV	1936	Garmisch-Partenkirchen, Germany	Feb 6-Feb 16	675	80	28
—	1940	Sapporo, Japan St. Moritz, Switzerland Garmisch-Partenkirchen, Germany	Cancelled (war)	—	—	—
—	1944	Cortina D' Ampezzo, Italy	Cancelled (war)	—	—	—
V	1948	St. Moritz, Switzerland	Jan 30-Feb 8	636	77	28
VI	1952	Oslo, Norway	Feb 14-Feb 25	623	109	30
VII	1956	Cortina D' Ampezzo, Italy	Jan 21-Feb 5	686	132	32
VIII	1960	Squaw Valley, USA	Feb 18-Feb 28	521	144	30
IX	1964	Innsbruck, Austria	Jan 29-Feb 9	986	200	36
X	1968	Grenoble, France	Feb 6-Feb 18	1081	212	37
XI	1972	Sapporo, Japan	Feb 3-Feb 13	1015	217	35
XII	1976	Innsbruck, Austria	Feb 4-Feb 15	900	228	37
XIII	1980	Lake Placid, USA	Feb 14-Feb 23	833	234	37
XIV	1984	Sarajevo, Yugoslavia	Feb 7-Feb 19	1002	276	49
XV	1988	Calgary, Canada	Feb 13-Feb 28	1270	364	57
XVI	1992	Albertville, France	Feb 8-Feb 23			
XVII	1994	Lillehammer, Norway	Feb 12-Feb 27			
XVIII	1998	Nagano, Japan				

Source: *The Complete Book of the Olympics, 1992 Edition* by David Wallechinsky

1992 Olympic Games

BARCELONA, SPAIN



The XXV Olympic Games of summer 1992 will be held in the beautiful ancient city of Barcelona, Spain, July 25 – August 9. Approximately 10,000 athletes representing more than 160 countries will compete in 29 Olympic sports ranging from archery to yachting; including three demonstration sports: pelota (similar to jai-alai), roller hockey (hockey on roller skates) and taekwondo (similar to karate).

The city of Barcelona faces the Mediterranean Sea, yet is sheltered by the Collserola mountain range. Situated in the northeast portion of the Iberian Peninsula, Barcelona provides its one and one-half million people with a mild climate, open spaces, sunshine and clean air. Modern buildings stand side by side with ancient buildings. Barcelona has a rich historical heritage and is home to a variety of people from different cultures.

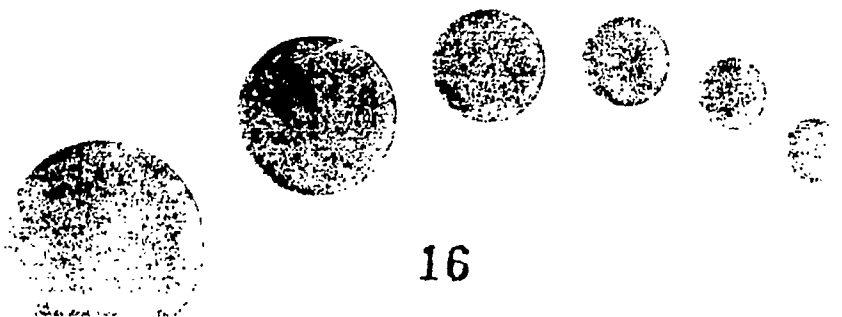
ALBERTVILLE, FRANCE



Albertville, a small town in the Savoie region of the French Alps, hosted the XVI Olympic Winter Games, February 8 – 23, 1992. A record number of 2,200 athletes from 64 nations competed in biathlon, bobsled, figure skating, ice hockey, luge, five types of skiing, and two kinds of speedskating.

II. GEOGRAPHY LESSON PLANS

- a.) Map and globe location skills
- b.) Learning geography through Olympic flame route
- c.) Continents & country's geographical & cultural characteristics
- d.) Identifying countries and their place in the globe

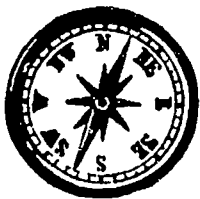


FOR THE TEACHER

The Olympic Games

concept is thematic and lends itself to an interdisciplinary approach in curriculum planning.

The activities provided in this unit are flexible and can be adapted to most grade levels as appropriate.



Geography

OBJECTIVES

- To use map and globe location skills in identifying specific places.
- To differentiate between a continent and a country.
- To record information on a map.
- To identify the site of the first Olympic Games (Athens, Greece).
- To identify the site of the 1992 Summer Olympic Games (Barcelona, Spain).

MATERIALS

- Classroom world map.
- Globe.
- Map worksheet of Europe. (included)

PROCEDURE

On the classroom world map, identify the seven continents (Asia, North America, South America, Europe, Africa, Australia and Antarctica). Define the word "continent." Which continent is home to the United States?

Name and locate on the map:

- The four great oceans (Atlantic, Pacific, Indian and Arctic)
- The two poles (north and south)
- The equator
- The four directions (north, south, east, west)

Locate the cities of Barcelona and Athens.

Name the countries and continents where they are both located.

Locate the city of Los Angeles.

Name the country and continent.

Geography(continued)

PROCEDURE

On the globe, locate the three cities: Barcelona, Athens, Los Angeles.

Which cities are closest to each other? Which city seems farthest away?

Using the scale in the map or globe, discuss, then calculate how far an athlete from Los Angeles would have to travel to reach Barcelona, Spain.

Estimate how long it would take to travel by auto (if that is possible), by plane and by train.

You may use the following average speeds:

- 55 miles/hr. for an automobile.
- 550 miles/hr. for a jet plane and
- 80 miles/hr. for a train.

Using the map worksheet, students working alone or in pairs may mark the locations of Barcelona and Athens using the proper map symbols.

Use the classroom map to identify and label the other countries on the map.

Color the oceans and other waters appropriately.

Check the accuracy of each individual map with the classroom map and/or globe.

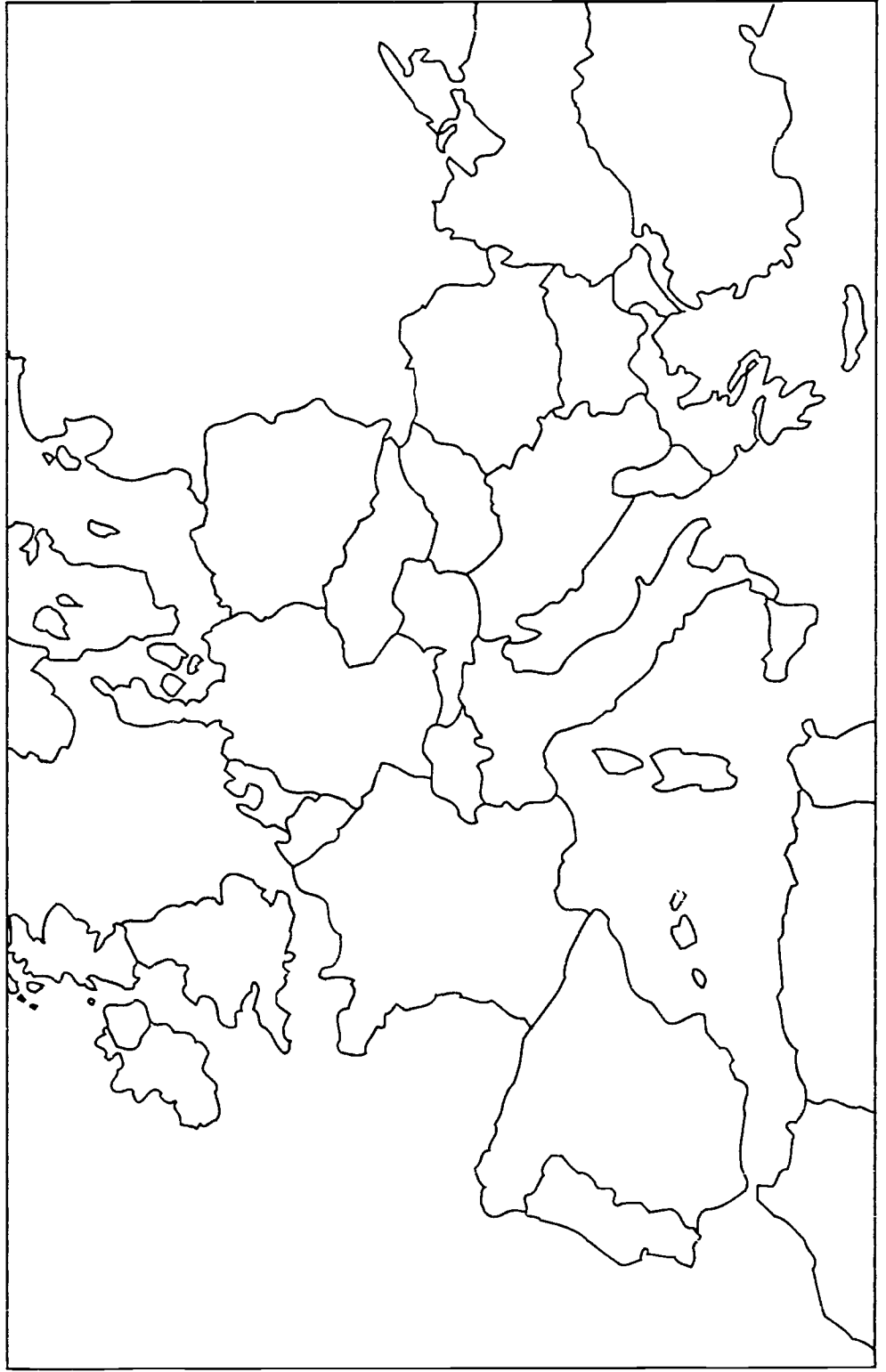


OPTIONAL

Identify cities in Europe that have hosted past Olympic Games (see list at the back of this section).

Has any city hosted the Games more than once?

Map Worksheet of Europe



Source: *The Olympics: An Educational Opportunity, Enrichment Units, K-6, p. 21*

FOR THE TEACHER

The Olympic Games

concept is thematic and
 leads itself to an
 interdisciplinary approach
 in curriculum planning.

**Geography/Transportation/Social Studies****ACTIVITY**

Every four years the Olympic Games convene in some part of the world. Geography is an important factor in the Olympic Games because athletes, equipment, coaches, spectators and broadcasters must travel from their homes to the site of the Games. The Olympic flame is one of the ceremonial elements of the Games, traveling from Olympia, Greece to the city hosting the current Games.

OBJECTIVES

- To acquaint students with the geographical journey of the Olympic flame.
- To understand the importance of different modes of transportation.
- To learn to decipher Olympic symbols.
- To compare the modes of transportation used years ago with types of transportation used today.
- To learn a transportation vocabulary.

MATERIALS

- A copy of the symbolic modes of transportation table for the Olympic flame relay for Barcelona, Spain, 1992. (included)
- A copy of the "Olympic Torch and Flame" summary. (included)
- A map of the Olympic flame's projected journey to Barcelona. (included)
- "Transportation Vocabulary" sheet. (included)
- A classroom map of the world.
- A classroom atlas.
- Map tacks or stickers.

Geography/Transportation/Social Studies (continued)

PROCEDURE

The teacher may review or read the "Olympic Torch and Flame" summary with the students for background information.

Emphasize the symbolism and honor attached to carrying the flame from Olympia to the current Games by hundreds of relay runners.

Discuss, then chart the different types of transportation that must be used to transport the flame across land and sea.

After the class charts the transportation modes offered, pass out the proposed 1992 Olympic flame relay table. Have the students identify the symbols, then find the listed cities and mark or pin them on the world map. Students may work in pairs or teams and determine which of the cities were Olympic Games sites. Place the Olympic year next to the city (Example: Los Angeles, 1984).

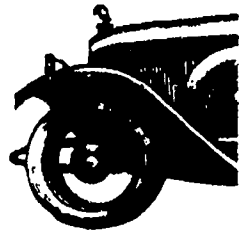
How did the Olympic flame travel from place to place in 1936? What has changed since then? How did athletes, equipment and spectators travel before the invention of automobiles, trains and airplanes?

Use the "Transportation Vocabulary" sheet to discover vocabulary and note the various modes of transportation.

After the activity is finished, ask the students to determine whether the Olympic flame could be carried in all the manners listed.

Also, list the other items needed at an Olympic Games that could be carried in this type of transport.

Finally, use the maps to trace and outline the journey of the flame in color, yarn, or other designation.



**Geography/Transportation/Social Studies
(continued)**

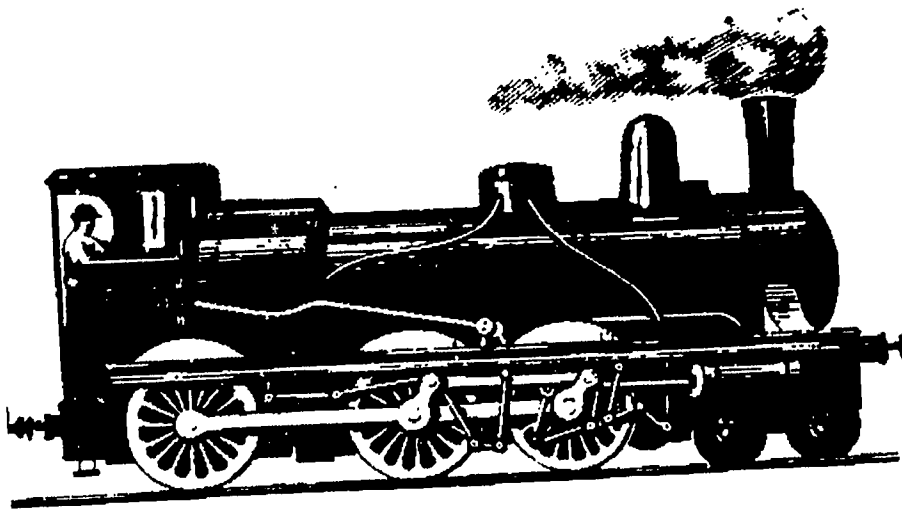
OPTIONAL

A model of the map depicting the flame's journey could be made as a more permanent project of the Olympic Games.

Using the "Transportation Vocabulary," write sentences about the Olympic Games.

Write a class story that uses each of the "Transportation Vocabulary" words.

On the classroom world map, place a paper runner with a torch as the class follows the progress of the flame's journey.



Geography (continued)

THE OLYMPIC TORCH AND FLAME

The torch is a symbol of the harmony and goodwill which represent the ideals of the Olympic Games. The Olympic flame represents the basic spiritual significance of the Olympic Movement, a symbol of peace among peoples of the world.

The torch is usually carried hand-to-hand by relays of runners from the original site of the Olympic Games at Olympia, Greece, to the main stadium of the current Games. This tradition started with the Berlin Olympic Games in 1936. To carry the torch during any part of its journey is considered a great honor. In Los Angeles, for the Games of the XXIII Olympiad in 1984, the torch relay route covered 15,000 kilometers. The route took 82 days and 3,636 runners participated. Interested persons were able to run for one kilometer by paying \$3,000. In this manner more than \$10 million were raised to benefit youth sports organizations.

The lighting of the Olympic flame at the site of the Games is an important part of the opening ceremonies. Bringing the torch into the Games stadium is both a culminating as well as a beginning event. The Olympic flame ends its journey by lighting the Olympic torch of the Games. At the end of the Games the flame is extinguished, but this signifies the beginning of the next quadrennial and preparations for the next Olympic Games. In the modern era, the Olympic flame was lit for the first time at the 1928 Olympic Games in Amsterdam.

The torch ceremony, with its ritual and symbolism sets the Olympic Games apart from other sports events; it adds aesthetic beauty to the competition of the Games. Baron Pierre de Coubertin, the father of the Modern Olympics, concluded that the torch ceremony had four specific traits: 1) historical meaning; 2) an educational message; 3) artistic appeal; 4) religious essence.

Historically, the most common use of the torches was to shed light in darkness, especially for travelers at night. Instructively or educationally, the message for mankind was to teach people fairplay and instill a high regard for cooperation and togetherness. Artistically, the torch enhanced the elegance of the ceremonies. Finally, the religious essence derives from the first Olympic Games in 776 B.C. when young boys raced 200 yards to win the privilege of lighting the sacrificial altar fire honoring the Greek god Zeus.

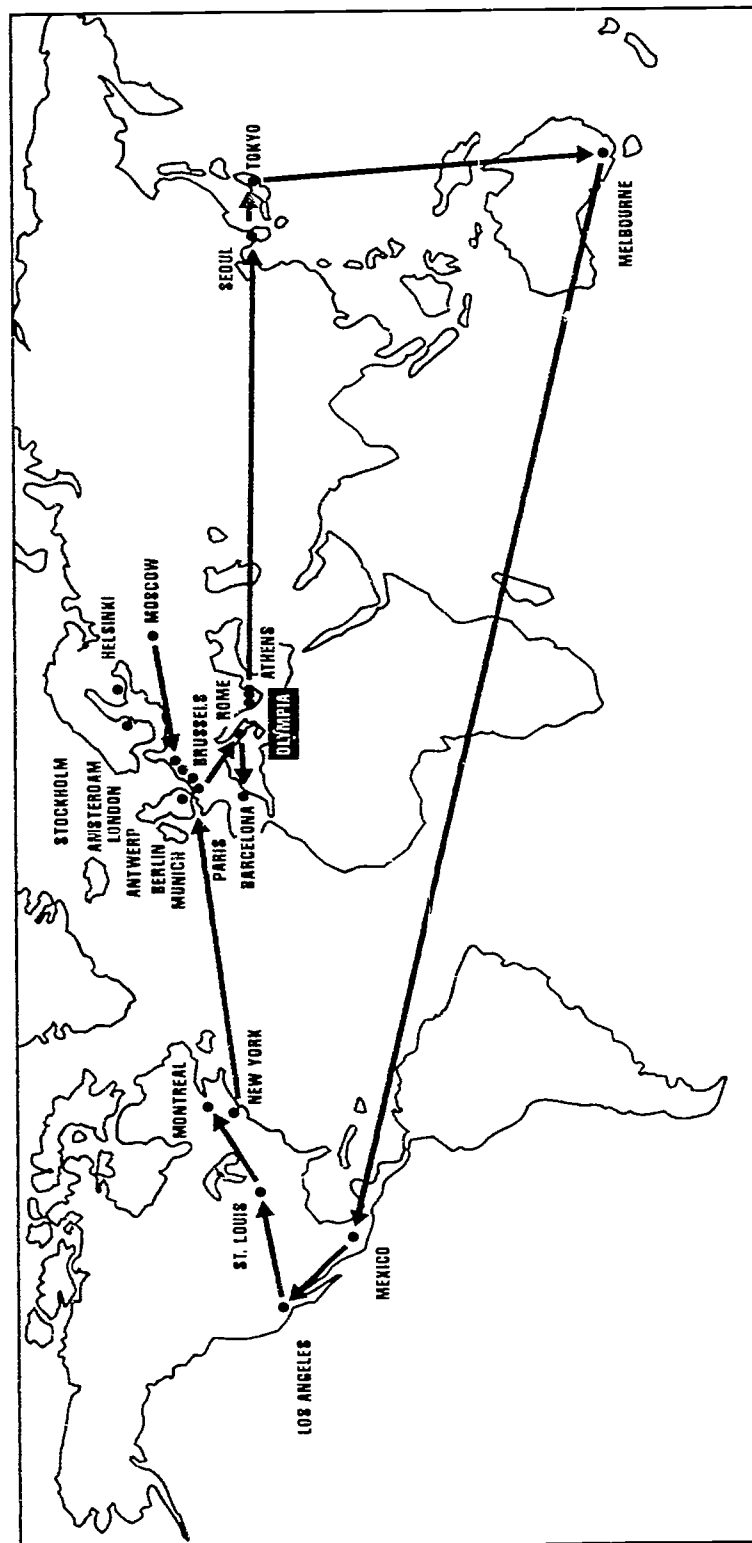
Throughout the succeeding years, the torch ceremony has changed, but its symbolism has not. The flame is borne throughout the world using many kinds of transportation until it reaches its destination.

For detailed reference on this ceremony, see The Olympic Flame, Durando, Conrado, International Olympic Committee, 1988.



1992 Olympic Game Flame Relay

Part 1

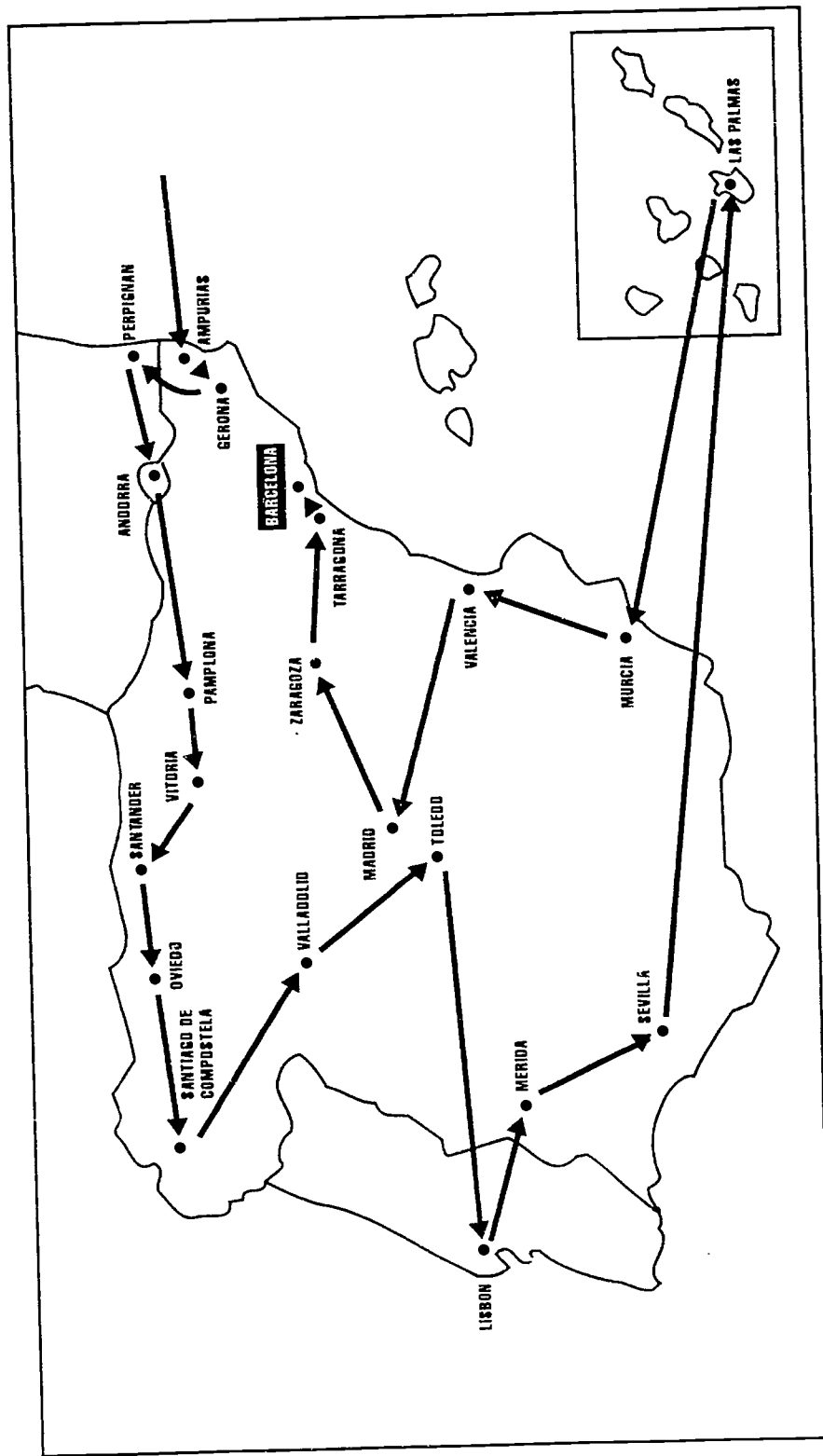


Source: "The Olympic Flame," Contrasto Documenti

The Olympic flame for Barcelona 92 will make its longest journey ever, passing through all the cities which have ever hosted the Olympic Games and through others, which, owing to their political and social importance, have played a significant role in the peaceful and progressive development of human relations.

1992 Olympic Games Flame Relay

Part 2



The Flame of '92 will arrive on the Iberian Peninsula in Ampurias, in the same way as the Phocian Greeks did 26 centuries earlier, their billowing sails filled with the enlightening and productive

wind of a new culture of universal appeal. After passing through all the regional areas and the major capitals, the flame will arrive punctually at Montjuic Stadium on 25th July 1992.

Source: "The Olympic Flame", *Comitade Olimpica*.

Symbols Indicating types of transportation to be used in the 1992 Olympic Flame Relay



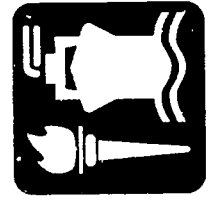
Olympia
Athens



Athens
Seoul
Tokyo
Melbourne
Mexico
Los Angeles
St. Louis
Montreal
New York
Brussels



Brussels
London
Antwerp
Amsterdam
Stockholm
Helsinki
Moscow
Berlin
Munich
Paris
Rome



Rome
Mallorca
Ampurias



Ampurias
Gerona
Perpignan
Andorra
Pamplona
Vitoria
Santander
Oviedo
Santiago
Valladolid
Toledo
Lisbon
Merida
Sevilla



Sevilla
Las Palmas
Murcia

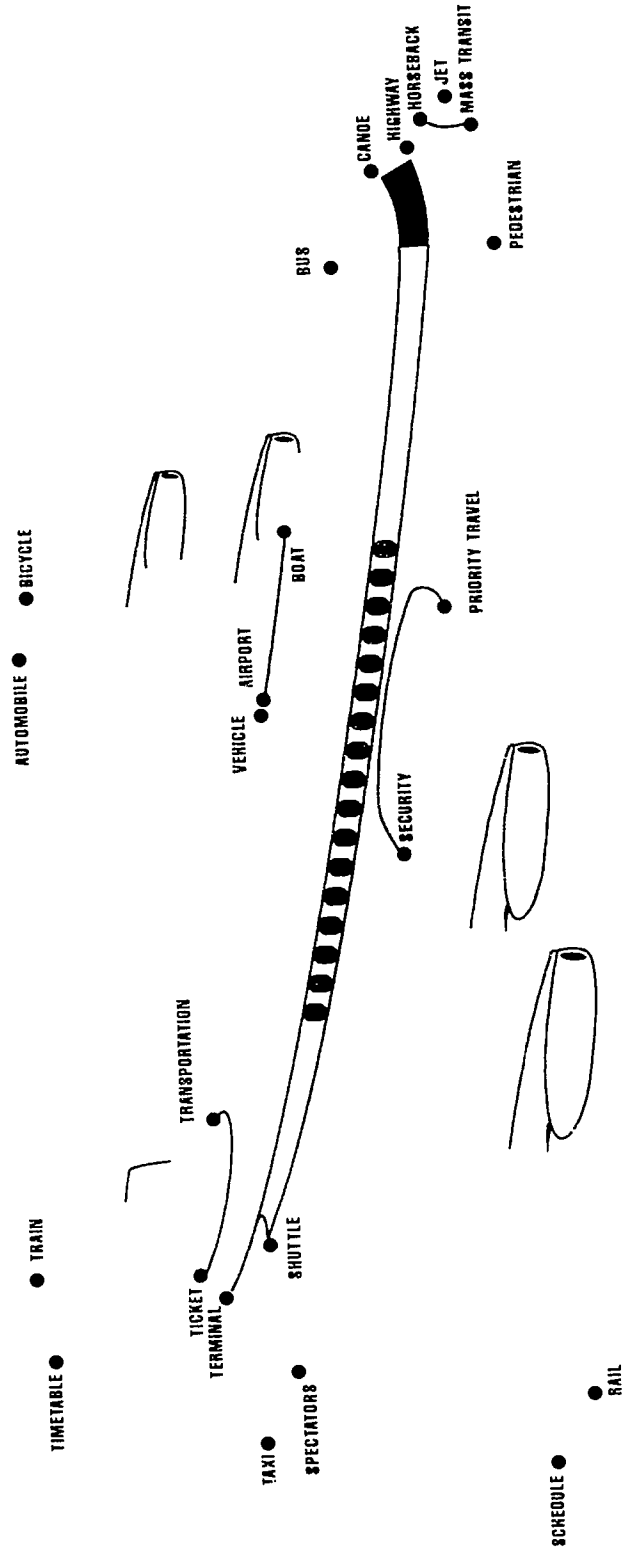


Murcia
Valencia
Madrid
Zaragoza
Tarragona
Barcelona



Transportation Vocabulary

Directions: Connect the words in alphabetical order starting with "airport".



FOR THE TEACHER

The Olympic Games

concept is thematic and

lends itself to an

interdisciplinary approach

in curriculum planning.

Geography/Social Studies

ACTIVITY

The Modern Olympic Games are multicultural and multiracial including people from around the world. The many different participating countries send their finest athletes to the Games. These athletes bring with them their cultural traits and practices. The Games offer exceptional opportunities to study countries geographically and culturally as well as athletically.

OBJECTIVES

To learn about the geography of some of the countries which participate in the Games.

To associate the symbolism of the five Olympic rings with the continents of the world.

To understand the role that culture plays in behaviors.

MATERIALS

Classroom globe and/or map of the world. "The Olympic Rings" worksheet. (included)

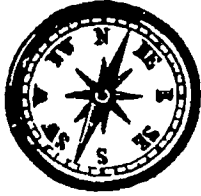
A list of countries which have hosted the Summer Olympic Games. (included)

Encyclopedia dictionary, atlas, geography section of social studies books.



Geography/Social Studies (continued)

PROCEDURE



Review or share with students the Olympic rings symbolism. Each ring represents a continent or combination of continents (1. Europe, 2. Asia, 3. Africa, 4. Australia, 5. North America and 6. South America). The rings are interlinked to denote the friendship of peoples of the earth, regardless of creed or color.

Look at "The Olympic Games" list of hosting cities/countries, choose two countries from each of the five continents to research. Write the name of each continent in one of the circles. Then write the names of the research countries in the correct continent rings.

Students may work in pairs and/or teams to locate and organize information. Things to look for: types of geography, weather, climate, types of people, food, clothing, arts, music, economy, cultural religions, resources and education.

When the research is finished, students may write individual or group reports. Completed reports may be part of a bulletin board using the five rings.

Find the continents and their countries on a globe or world map. Using the map or globe scale, determine how many miles athletes will travel from their countries to Barcelona, Spain in 1992.

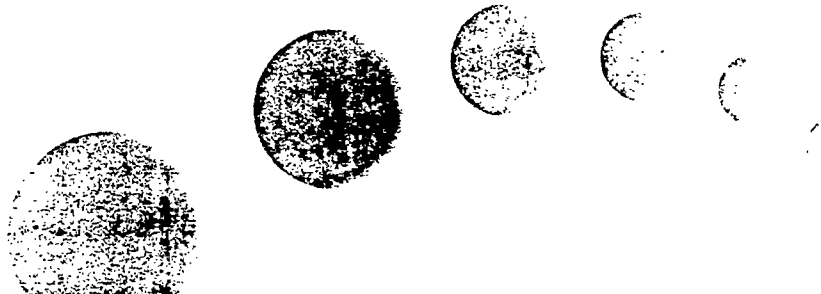
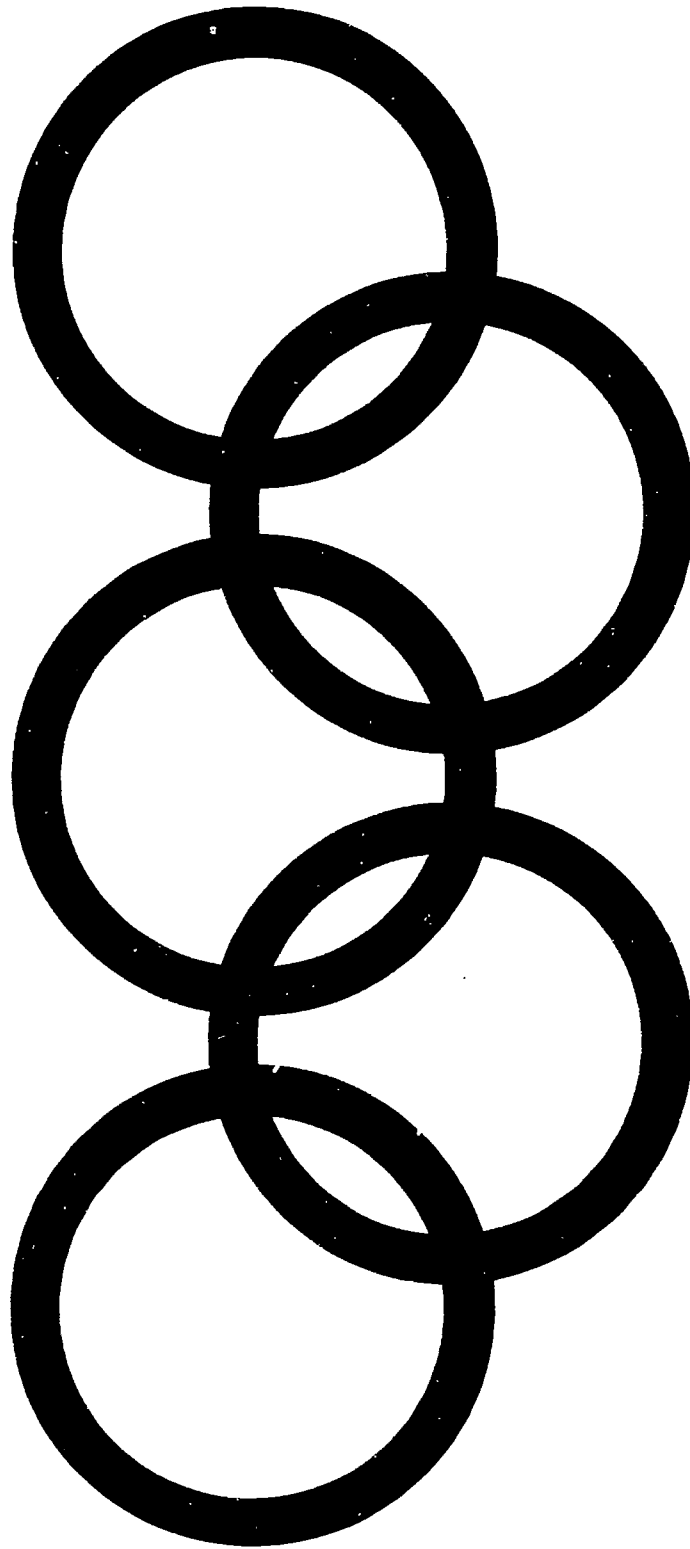
Determine the kinds of food athletes from the research countries want. Question whether an athlete from Greece would want tofu from Japan. Or would an athlete from Japan like sauerkraut from Germany?

Look at the list of nations that have hosted the Summer Games. Select one food and one item of clothing that would be typical of each country. Example: London, Great Britain - fish and chips, a raincoat or umbrella.

OPTIONAL

While grocery shopping with parents, students could make a list of foods and their country of origin. Example: olives-Italy, sardines-Denmark, bananas-Ecuador.

The Olympic Rings



SUMMER OLYMPIC GAMES

				COMPETITORS		NATIONS
				MALE	FEMALE	NOT REPRESENTED
I	1896	Athens, Greece	Apr 6–Apr 15	311	0	13
II	1900	Paris, France	May 20–Oct 28	1319	11	22
III	1904	St. Louis, USA	Jul 1–Nov 23	681	6	12
IV	1908	London, Great Britain	Apr 27–Oct 31	1999	36	23
V	1912	Stockholm, Sweden	May 5–Jul 22	2490	57	28
VI	1916	Berlin, Germany	Cancelled (war)	—	—	—
VII	1920	Antwerp, Belgium	Apr 20– Sep 12	2543	64	29
VIII	1924	Paris, France	May 4–Jul 27	2956	136	44
IX	1928	Amsterdam, Holland	May 17–Aug 12	2724	290	46
X	1932	Los Angeles, USA	Jul 30–Aug 14	1281	127	37
XI	1936	Berlin, Germany	Aug 1–Aug 16	3738	328	49
XII	1940	Tokyo, Japan; Helsinki, Finland	Cancelled (war)	—	—	—
XIII	1944	London, Great Britain	Cancelled (war)	—	—	—
XIV	1948	London, Great Britain	Jul 29–Aug 14	3714	385	59
XV	1952	Helsinki, Finland	Jul 19–Aug 3	4407	518	69
XVI	1956	Melbourne, Australia*	Nov 22–Dec 8	2958	384	67
XVII	1960	Rome, Italy	Aug 25–Sep 11	4738	610	83
XVIII	1964	Tokyo, Japan	Oct 10–Oct 24	4457	683	93
XIX	1968	Mexico City, Mexico	Oct 12–Oct 27	4750	781	112
XX	1972	Munich, Germany	Aug 26–Sep 10	5848	1299	122
XXI	1976	Montreal, Canada	Jul 17–Aug 1	4834	1251	92‡
XXII	1980	Moscow, USSR	Jul 19–Aug 3	4265	1088	81
XXIII	1984	Los Angeles, USA	Jul 28–Aug 12	5458	1620	141
XXIV	1988	Seoul, South Korea	Sep 17–Oct 2	6983	2438	159‡
XXV	1992	Barcelona, Spain	July 25–Aug 9			
XXVI	1996	Atlanta, USA	Jul 20–Aug 4			

* The equestrian events were held in Stockholm, Sweden, June 10–17, 1956.

† Some sources list this figure as 88. Cameroon, Egypt, Monaco and Tunisia pulled out of the 1976 Olympics. However, athletes from each of these countries had already competed before the boycott was officially announced.

‡ Most sources list this figure as 160. However, the delegation from Brunei, which marched in the Opening Ceremonies, included one official, but no athletes.

Source: *The Complete Book of the Olympics*, 1992 Edition by David Wallcraft.

FOR THE TEACHER

The Olympic Games

concept is thematic and
 lends itself to an
 interdisciplinary approach
 in curriculum planning.

Geography/Social Studies/Mathematics**OBJECTIVES**

- To look at the Olympic Games globally.
- To use a record sheet as a reference tool.
- To estimate times and distances.
- To think critically about bringing together people from all over the world for a sports event.

MATERIALS

- A classroom map of the world, and/or globe and atlas.
- The record sheet, "The Summer Olympic Games." (included)
- Pencils and paper.

PROCEDURE

- Review with the students the ideal of the Olympic Games which brings together athletes from all over the world to compete.
- Pass out "The Olympic Games" data sheet. The sheet can be used to generate the following activities and more that the teacher will find appropriate:
 - Decipher Roman numerals in the left-hand column.
 - Notice the sequencing of the years. How many years apart? (4)
 - What is the total number of years between the first Modern Olympic Games in 1896 and the Barcelona Olympic Games in 1992?
 - In which century did the first Modern Olympic Games take place? What is a century?



Geography/Social Studies/Mathematics (continued)

PROCEDURE

Look at the month and day column (4th column). Which Olympic Games were held over the smallest and largest number of days?

Were there any periods with missing dates? Why?

In columns #5 and #6 the title is Competitors. What are competitors? Describe what they would do in the Olympic Games.

Look at columns #5 and #6 to determine whether more men or more women competed from 1896 to 1988. (Add the two columns separately, then subtract the totals). Discuss why the difference is so great.

In which year did the largest number of women compete? Largest number of men?

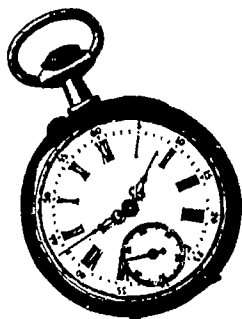
Look at column #7. What is the title? What is another name for nations (countries)? In which year did the largest number of nations send representatives? Have the numbers increased or decreased? Discuss why?

Students may work in pairs, teams, or individually to do the following geography - social studies activities:

Using the world map or a classroom globe along with "The Olympic Games" sheet, pronounce, then find on the map/globe each of the Olympic Games sites. Mark the sites with map tacks, washable pen, or stickers.

On a sheet of paper, write the name of the city and country. Match it with the proper continent. Ex: Athens, Greece, Europe; Seoul, Republic of Korea, Asia.

After the city, country, continent match-up, determine which continents have hosted the most Olympic Games. Are there cities which have hosted more than one Olympic Games? Name them.



**Geography/Social Studies/Mathematics
(continued)**

PROCEDURE

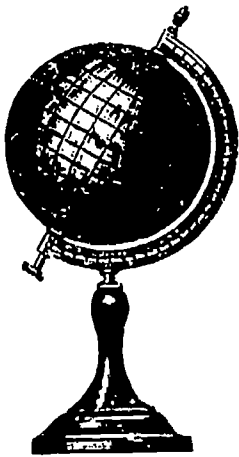
Using map scale and yarn to mark the map, calculate/or estimate the distances between three Olympic sites of your own choosing.

Ex: Los Angeles, Barcelona, and Tokyo. Which is the farthest away from the other? Name the continent where each city is located. Look at the atlas to determine what kinds of physical features, climate, rainfall, population, language and economy are prevalent.

Choose one Olympic Games site to "visit." Make a report on the reasons why you think this site was chosen, why athletes would like or dislike the city, what things a stranger would need to know about, and whether the site is like or unlike your own home-city.

Determine how long it takes to travel from Los Angeles to one of the Olympic Games sites. Decide which kinds of transportation are available now to use (e.g., planes, autos, ships...). Next, compare today's travel modes with what was available to use in 1896 before air travel was available.

Discuss why athletes from all over the world, speaking different languages, and having different cultures, would be happy to meet with each other to pursue sports? Explain why you think the Olympic Games have lasted for so long? Would you be willing to sacrifice weeks, months, and years in order to train for the Olympics? Why, or why not?



OPTIONAL

Share the Olympic ideal with another classroom.

Visit the Amateur Athletic Foundation's Paul Ziffren Sports Resource Center as a field trip.

Write a letter to an Olympian c/o of the United States Olympic Committee, 1750 East Boulder Street, Colorado Springs, CO 80909-5760.

SUMMER OLYMPIC GAMES

				COMPETITORS		NATIONS
				MALE	FEMALE	REPRESENTED
I	1896	Athens, Greece	Apr 6–Apr 15	311	0	13
II	1900	Paris, France	May 20–Oct 28	1319	11	22
III	1904	St. Louis, USA	Jul 1–Nov 23	681	6	12
IV	1908	London, Great Britain	Apr 27–Oct 31	1999	36	23
V	1912	Stockholm, Sweden	May 5–Jul 22	2490	57	28
VI	1916	Berlin, Germany	Cancelled (war)	—	—	—
VII	1920	Antwerp, Belgium	Apr 20– Sep 12	2543	64	29
VIII	1924	Paris, France	May 4–Jul 27	2956	136	44
IX	1928	Amsterdam, Holland	May 17–Aug 12	2724	290	46
X	1932	Los Angeles, USA	Jul 30–Aug 14	1281	127	37
XI	1936	Berlin, Germany	Aug 1–Aug 16	3738	328	49
XII	1940	Tokyo, Japan; Helsinki, Finland	Cancelled (war)	—	—	—
XIII	1944	London, Great Britain	Cancelled (war)	—	—	—
XIV	1948	London, Great Britain	Jul 29–Aug 14	3714	385	59
XV	1952	Helsinki, Finland	Jul 19–Aug 3	4407	518	69
XVI	1956	Melbourne, Australia*	Nov 22–Dec 8	2958	384	67
XVII	1960	Rome, Italy	Aug 25–Sep 11	4738	610	83
XVIII	1964	Tokyo, Japan	Oct 10–Oct 24	4457	683	93
XIX	1968	Mexico City, Mexico	Oct 12–Oct 27	4750	781	112
XX	1972	Munich, Germany	Aug 26–Sep 10	5848	1299	122
XXI	1976	Montreal, Canada	Jul 17–Aug 1	4834	1251	92†
XXII	1980	Moscow, USSR	Jul 19–Aug 3	4265	1088	81
XXIII	1984	Los Angeles, USA	Jul 28–Aug 12	5458	1620	141
XXIV	1988	Seoul, South Korea	Sep 17–Oct 2	6983	2438	159‡
XXV	1992	Barcelona, Spain	July 25–Aug 9			
XXVI	1996	Atlanta, USA	Jul 20–Aug 4			

* The equestrian events were held in Stockholm, Sweden, June 10–17, 1956

† Some sources list this figure as 88. Cameroon, Egypt, Morocco and Tunisia pulled out of the 1976 Olympics. However, athletes from each of these countries had already competed before the boycott was officially announced

‡ Most sources list this figure as 160. However, the delegation from Brunei, which marched in the Opening Ceremonies, included one official, but no athletes

Source: *The Complete Book of the Olympics, 1992 Edition* by David Wallechinsky

III. LANGUAGE ARTS LESSON PLANS

- a.) Differentiating vowels and consonants
- b.) Vocabulary enrichment
- c.) Understanding the language of sports
- d.) Use of symbolism in poetry and music

FOR THE TEACHER

Language Arts/Physical Education

The Olympic Games

concept is thematic and lends itself to an interdisciplinary approach in curriculum planning.

The activities provided in this unit are flexible and can be adapted to most grade levels as appropriate.



OBJECTIVES

"MY FAVORITE ATHLETE"

- To learn how to compute using a point code.
- To learn how to follow directions.
- To differentiate vowels and consonants.
- To describe persons and activities.

MATERIALS

- Worksheet with the point code at top. (included)
- Scratch paper for calculating.

PROCEDURE

- Ask students to name their favorite athlete and write his/her name on their papers.
- Name the sport the favorite athlete excels in. Describe the athlete and the sport.
- Discuss the reasons why the particular sport and athlete are favored.
- Using the worksheet (included) compute how much the athlete's name is worth.

OPTIONAL

- Research to discuss whether their favorite sport is an Olympic Games sport.
- Change the activity to "My Favorite Sport."
- Compare favorite athletes and sports with a friend.

DIRECTIONS

Use the point code below

to learn how much your

athlete's name is worth.

Follow the directions

under the point code.

MY FAVORITE ATHLETE

All Vowels	=	1 point each
B, C, D, T, S	=	5 points each
F, G, H, J, K, L	=	10 points each
Q, X, Z	=	25 points each
All Others	=	50 points each

1. Do the last name (surname) first. Example: Jordan, Michael

J	=	10
O	=	1
R	=	50
D	=	5
A	=	1
N	=	50

Total = 117 points

2. Do the first name. Example: Michael

M	=	50
I	=	1
C	=	5
H	=	10
A	=	1
E	=	1
L	=	10

Total = 78 points

3. Total the points for both first and last name.
Which name is worth the most?

4. Of all the favorite athletes in the class, who is the winner
(highest number of points)?

FOR THE TEACHER

Language Arts/Physical Education

The Olympic Games

concept is thematic and
 lends itself to an
 interdisciplinary approach
 in curriculum planning.

The activities provided in
 this unit are flexible and
 can be adapted to most
 grade levels as
 appropriate.

fün

OBJECTIVES

OLYMPIC LINGO

To introduce students to the vocabulary of the Olympic Games in a fun, yet constructive way.

To assist students in recognizing the relationship among the Olympic Games, sports and physical education activities.

MATERIALS

Vocabulary list of words commonly associated with the Olympic Games. (included)

"Olympic Lingo" game cards activity sheet, filled and unfilled. (included)

Small squares of paper or cards to use as markers (or other types of markers as convenient).

PROCEDURE

Introduce "Olympic Lingo" as a Bingo-type game activity.

Each student has his/hers own "Olympic Lingo" sheet or card with the squares filled in with words from the "Olympic Games Vocabulary List."

The game caller's words also will come from the "Olympic Games Vocabulary List" and should be typed or legibly printed each on small pieces of paper.

The game caller calls out words until one player has matched the words in a row (horizontal, vertical, or diagonal) in his/her card and yells out "Lingo."

Students may play as individuals or in pairs. The winner(s) may receive prizes or may become the game caller.

Students may make additional "Olympic Lingo" sheets (or cards) using the "Olympic Games Vocabulary List" to fill in the squares. No two should be alike.

The teacher may wish to make the cards in order to use pertinent vocabulary Language Arts/Physical Education words.

Language Arts/Physical Education (continued)

OPTIONAL

Students may make additional game cards as new vocabulary increases.

Vocabulary words may be used for consonant/vowel activities.

Winner may use words in sentences.

Teams of players may compete against each other with winners receiving "medals" or ribbons, etc.

Game boards may be created that use only the vocabulary of specific sports (e.g., Basketball — ball, teams, five, player, free-throw, out-of-bounds, etc.)

Alphabetize the vocabulary list, categorize according to specific areas: games, ceremonies, etc.

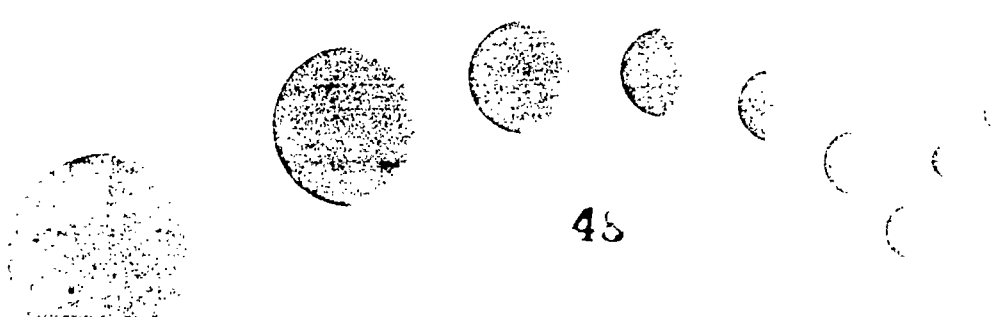


OLYMPIC GAMES VOCABULARY LIST

sabre	Olympics	spirit	relay	scull
sports	Olympiad	water	throw	weightlifting
ski	Olympian	luge	stadium	skate
free style	bobsled	yard	ice skate	gymnasium
pole	hockey	meter(s)	vault	equestrian
games	horses	walk	summer	roller hockey
football	chariot	baton	winter	shooting
wrestle	tumbling	torch	tennis	boxing
mat	flame	weight	village	table tennis
runner	net	polo	high	marathon
paddle	rules	track	canoe	baseball
judge	field	rowing	cycling	volleyball
points	hurdle	team	fitness	badminton
sprint	yachting	train	medal	individual
Greece	archery	pride	gold	rowing
Greek	achieve	countries	silver	velodrome
Zeus	defeat	victory	bronze	synchronized
Athens	handball	fencing	flag	sportsmanship
race	winner	rings	pentathlon	swimming
athlete	honor	gymnastics	ceremony	competitor
bars	jump	opponent	uneven	decathlon
diving	qualify	wreath	balance	

Game Card Model

L	I	N	G	O
bobsled	Greek	sabre	pride	Zeus
flag	games	chariot	boxing	jump
diving	race	FREE	track	water
honor	football	athlete	polo	flame
qualify	field	rings	horses	medal



Game Card Model

L	I	N	G	O
		FREE		

FOR THE TEACHER

The Sports Measuring

Tape is an instructional tool that can be used for interdisciplinary instruction.

**Language Arts****OBJECTIVES**

- To use the Sports Measuring Tape in Language Arts based activities.
- To become more familiar with the language of sports.

MATERIALS

- Sports Measuring Tape for the classroom. (included)
- Pencils and paper.
- Optional: Classroom dictionaries and encyclopedias.

PROCEDURE

Tape the Sports Measuring Tape to a wall or chalkboard.

Ask the students to list the various sports shown on the tape on a separate sheet of paper or the teacher may list the sports on the chalkboard as students read the tape and call out the names.

Discuss with the students the various sports represented. Have students share whatever knowledge they have about the listed sports.

After discussion, put the names in alphabetical order.

Next, divide the sports into categories:

- a. those played by teams
- b. those played individually
- c. those that need balls for equipment
- d. those that require lots of space to play (basketball, soccer, baseball, relays).
- e. those that require water
- f. those that require nets
- g. other categories suggested by the class

Use the dictionary to define the sports words. Write the definition that fits best.

Compare the dictionary definitions with the encyclopedia descriptions.

Choose a sport to write a short story about. Illustrate the story.

Language Arts (continued)

OPTIONAL

For homework, choose a famous athlete from one sport. Research his/her sports career and make a report to the class.

Put all of the finished reports together and make a classroom book or sports journal.

Subscribe to a favorite sports magazine that specializes in one sport (e.g., *Runner's World*, *World Tennis*).

Use the list of Sports Measuring Tape words to practice long, short vowel pronunciation and marking. Pick out the compound words.



FOR THE TEACHER

Language Arts/Social Science

The Olympic Games

concept is thematic and
 lends itself to an
 interdisciplinary approach
 in curriculum planning.

**ACTIVITY**

Symbolism is one of the strong components expressed within the Olympic Games concept in various ways: The Olympic creed, flag, rings, torch, sports graphics, and hymn. This activity will focus upon the Olympic hymn as poetic symbolism. The Greeks appreciated and honored poets and their descriptive language as part of the Olympic spirit. The "Olympic Hymn" of the modern era was written by Greeks Costis Palamas and Spiros Samaras. It was translated into French, and was used at the first Modern Olympic Games held in Athens in 1896. Since 1960, it has been used at the Opening Ceremonies of each Olympic Games.

OBJECTIVES

- To become more familiar with the Olympic Games through the use of poetry.
- To recognize the symbolism in language forms such as music and poetry.
- To compare language styles and forms through poetry. To understand why hymns and anthems are used.

MATERIALS

- Copies of two versions of the "Olympic Hymn." (included).
- Copies of the first stanza of the "Star-Spangled Banner." (included) (Or the students may copy or write the stanza from memory on writing paper.)
- Pencils and paper.
- Classroom dictionary or thesaurus.

Language Arts/Social Science

PROCEDURE

Invite the students to "say," not sing, the first verse or stanza of the "Star-Spangled Banner."

Ask the students to discuss why this particular song is sung and where it is sung. Discuss the terms "national" and "anthem."

Now ask the students what a symbol is or can be.

Discuss how flags, songs, logos, etc. can become "symbols" of people, places and things. (Students may use dictionary to define symbol, hymn, anthem and national.)

Using the copy of the "Star-Spangled Banner," students should circle the descriptive words and phrases and discuss the meanings.

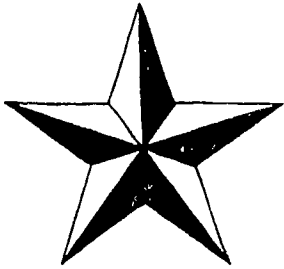
Example: "twilight's last gleaming," or "the dawn's early light."

What is this verse really saying to us? Students may respond orally.

After discussion of the national anthem, explain to them that the anthem was originally a poem written by Francis Scott Key in 1814 while he was on a ship observing the bombardment of the Ft. McHenry in Baltimore. Years later, it was set to music. It became the national anthem in 1931.

Next, pass out the two versions of the "Olympic Hymn." Inform students that the hymn is played or sung during the opening of ceremonies of the Olympics. Originally written in Greek, it has been "freely" translated into other languages and these are two versions.

The students should read the two versions silently, circling any unfamiliar words. After reading both, place them side by side to see if they differ in wording and in meaning.



Language Arts/Social Science (continued)

PROCEDURE

Finally, ask the students to write the answers to these questions:

1. What is the poem about?
2. Who is the person (thing or god) being appealed to?
3. What does the poet want to happen?
4. Do you think the poem is really a prayer? Explain
5. What things in nature does the poet mention?
6. How would listening to this anthem or hymn make you feel if you were an athlete competing in the Olympic Games?
7. Which version of the Olympic anthem or hymn is easiest to understand?

OPTIONAL

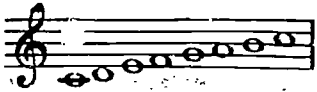
Create a new "Olympic Hymn."

Create a new national anthem for the United States. Listen to the recording of the Olympic hymn or anthem at the: Amateur Athletic Foundation's Paul Ziffren Sports Resource Center, 2141 W. Adams Blvd., Los Angeles, CA 90018.



Language Arts/Social Science (continued)

OLYMPIC ANTHEM



Ancient Immortal Spirit, chaste Father
of all that is Beauty, Grandeur and Truth
Descending appear with Thy presence
Illuminate Thine Earth and the Heavens.

Shine upon noble endeavours wrought
at the Games on Track and in the Field.

Crown with thy eternal evergreen branch
The bodies, making them stronger and worthy.

Dale, Mount and Ocean, with Thy Light,
white and purple Temple, brighten!
To Thine Temple, to Thy Worship, come all.
Oh! Ancient Eternal Spirit!

*By Costis Palamas
Music by Spiros Samaras
(Free translation from Greek to English)*

OFFICIAL OLYMPIC HYMN



Immortal spirit of antiquity,
Father of the true, beautiful and good,
Descend, appear, shed over us thy light
Upon this ground and under this sky
Which has first witnessed thy unperishable fame.

Give life and animation to those noble games!
Throw wreaths of fadeless flowers to the victors
In the race and in the strife!
Create in our breasts, hearts of steel!

In thy light, plains, mountains and seas
Shine in a roseate hue and form a vast temple
To which all nations throng to adore thee,
Oh immortal spirit of antiquity!

*By Costis Palamas
Music by Spiros Samaras
(Free translation from Greek to English)*

THE STAR-SPANGLED BANNER



Oh, say can you see
by the dawn's early light
What so proudly we hailed
at the twilight's last gleaming?

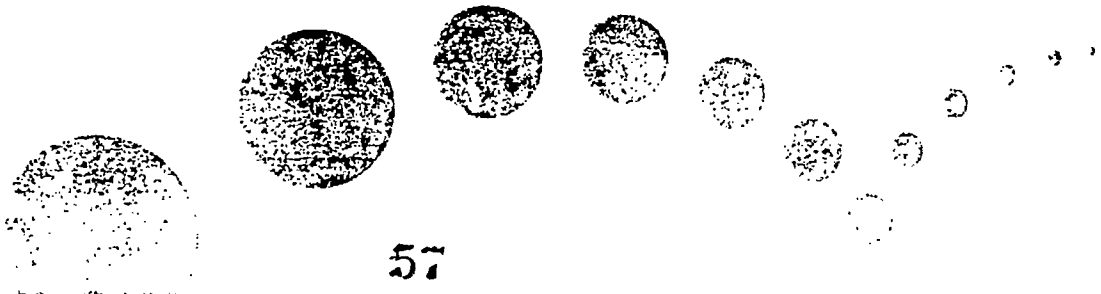
Whose broad stripes and bright stars
through the perilous fight,
O'er the ramparts we watched
were so gallantly streaming?

And the rockets red glare,
the bombs bursting in air,
Gave proof through the night
that our flag was still there.

Oh, say does that star-spangled
banner yet wave
O'er the land of the free
and the home of the brave?

IV. MATHEMATICS LESSON PLANS

- a.) Skip counting, basic multiplication
- b.) Organizing data by graphing
- c.) Computing differences in sizes
- d.) Calculating amount of calories and energy spent in exercise



FOR THE TEACHER

T
The Olympic Games

concept is thematic and lends itself to an interdisciplinary approach in curriculum planning. Social studies and language arts are obvious areas of content; however, mathematics can be taught easily as well.

The activities provided in this unit are flexible and can be adapted to most grade levels as appropriate.

Mathematics**OBJECTIVES**

To provide practice in basic mathematical operations using the Olympic torch lighting ceremony as a basis.

To provide information about the significance of the Olympic torch lighting ceremony.

MATERIALS

Background information on the Olympic torch lighting ceremony. (included)

The activity page. (included)

A transparency of the activity page to use on an overhead projector.

PROCEDURE

Distribute activity worksheet.

Discuss graphics with students:

What is the figure?

What is being carried?

What is the object at the top of each stairway?

Explain the object of the lesson.

(Optional: Use a transparency to help explain rule and mathematics operations).

Discuss the Olympic torch lighting ceremony.

OPTIONAL

Students may wish to discuss the symbolic meaning of the Olympic flame.

Students may wish to make up additional rules or change the operations on the activity sheet.

The Olympic Torch and Flame story may be used for Language Arts and Social Studies lessons also.

Students may wish to do the equations on the following pages.

Mathematics (continued)

THE OLYMPIC TORCH AND FLAME

The torch is a symbol of the harmony and goodwill which represent the ideals of the Olympic Games. The Olympic flame represents the basic spiritual significance of the Olympic Movement, a symbol of peace among peoples of the world.

The torch is usually carried hand-to-hand by relays of runners from the original site of the Olympic Games at Olympia, Greece, to the main stadium of the current Games. This tradition started with the Berlin Olympic Games in 1936. To carry the torch during any part of its journey is considered a great honor. In Los Angeles, for the Games of the XXIII Olympiad in 1984, the torch relay route covered 15,000 kilometers. The route took 82 days and 3,636 runners participated. Interested persons were able to run for one kilometer by paying \$3,000. In this manner more than \$10 million was raised to benefit youth sports organizations.

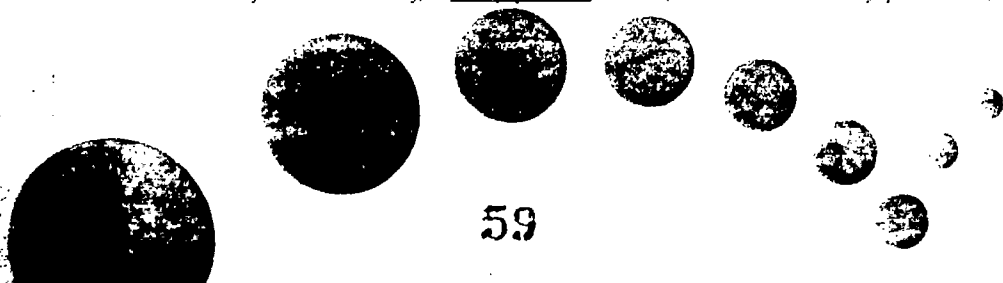
The lighting of the Olympic flame at the site of the Games is an important part of the opening ceremonies. Bringing the torch into the Games stadium is both a culminating as well as a beginning event. The Olympic flame ends its journey by lighting the Olympic torch of the Games. At the end of the Games the flame is extinguished, but this signifies the beginning of the next quadrennial and preparations for the next Olympic Games. In the modern era, the Olympic flame was lit for the first time at the 1928 Olympic Games in Amsterdam.

The torch ceremony, with its ritual and symbolism, sets the Olympic Games apart from other sports events; it adds aesthetic beauty to the competition of the Games. Baron Pierre de Coubertin, the father of the Modern Olympics, concluded that the torch ceremony had four specific traits: 1) historical meaning; 2) an educational message; 3) artistic appeal; 4) religious essence.

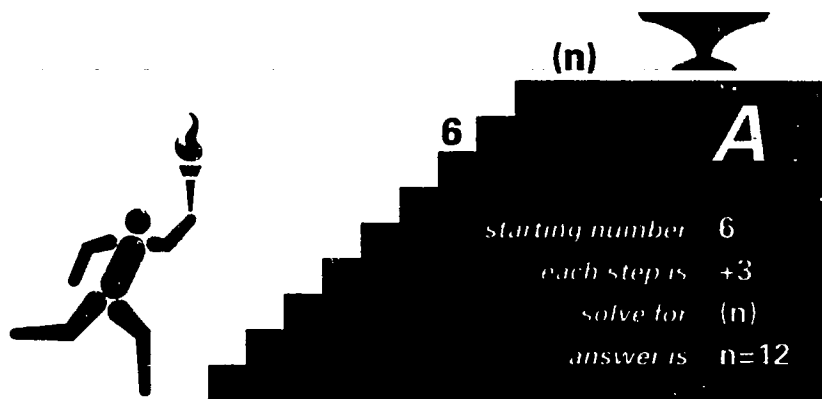
Historically, the most common use of the torches was to shed light in darkness, especially for travelers at night. Instructively or educationally, the message for mankind was to teach people fairplay and instill a high regard for cooperation and togetherness. Artistically, the torch enhanced the elegance of the ceremonies. Finally, the religious essence derives from the first Olympic Games in 776 B.C. when young boys raced 200 yards to win the privilege of lighting the sacrificial altar fire honoring the Greek god Zeus.

Throughout the succeeding years, the torch ceremony has changed, but its symbolism has not. The flame is borne throughout the world using many kinds of transportation until it reaches its destination.

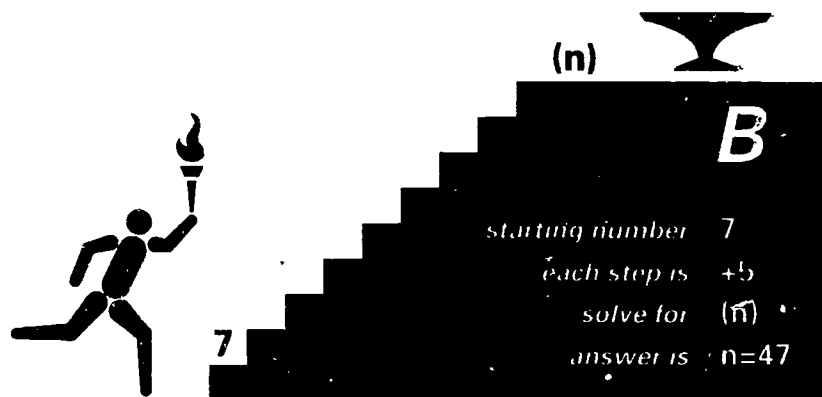
For detailed reference on this ceremony, see [The Olympic Flame](#), Durantes, Conrado. International Olympic Committee, 1988



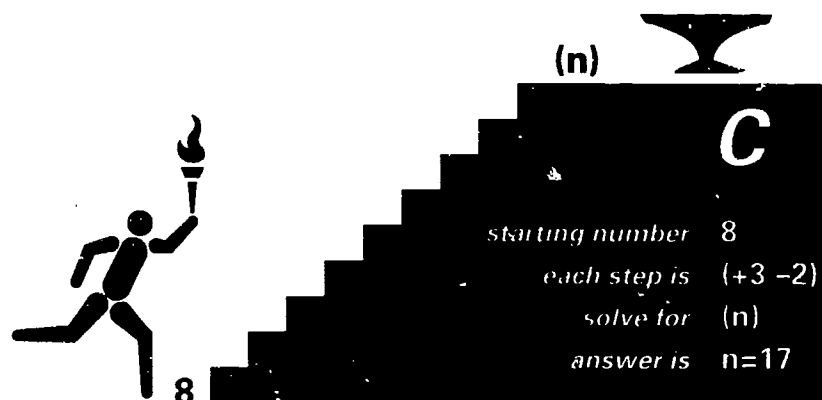
This activity may be used for skip counting, introduction to multiplication or mixed drill. Each staircase has steps representing different values.



starting number 6
 each step is +3
 solve for (n)
 answer is n=12



starting number 7
 each step is +5
 solve for (n)
 answer is n=47



starting number 8
 each step is (+3 -2)
 solve for (n)
 answer is n=17

OPTIONAL
ACTIVITY

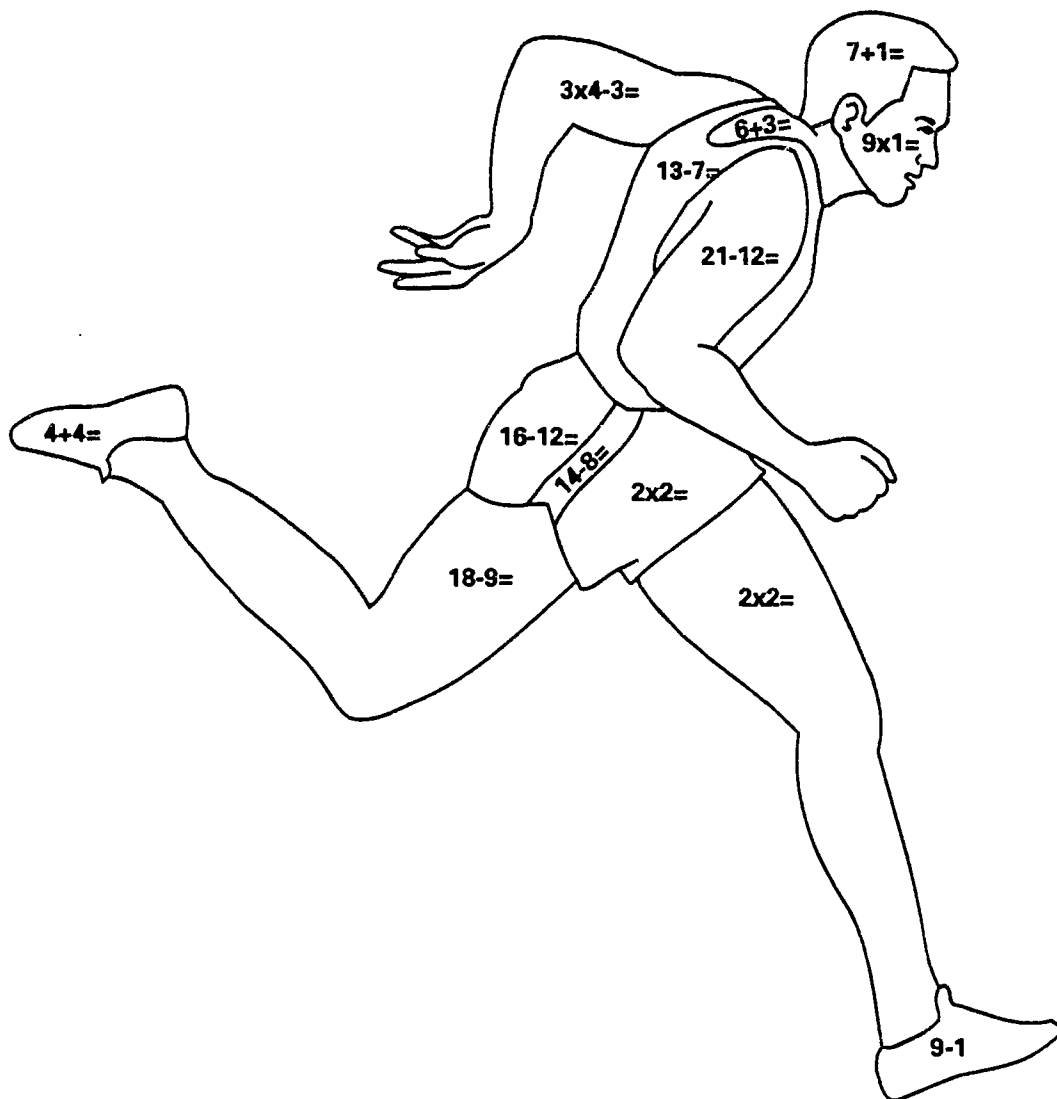
Work the equations.

Color as indicated for
each answer:

- All 4's = green
- All 8's = yellow
- All 9's = black
- All 0's = pink

Name the Olympic event.

Mark an X under the
athlete you would like
to be.

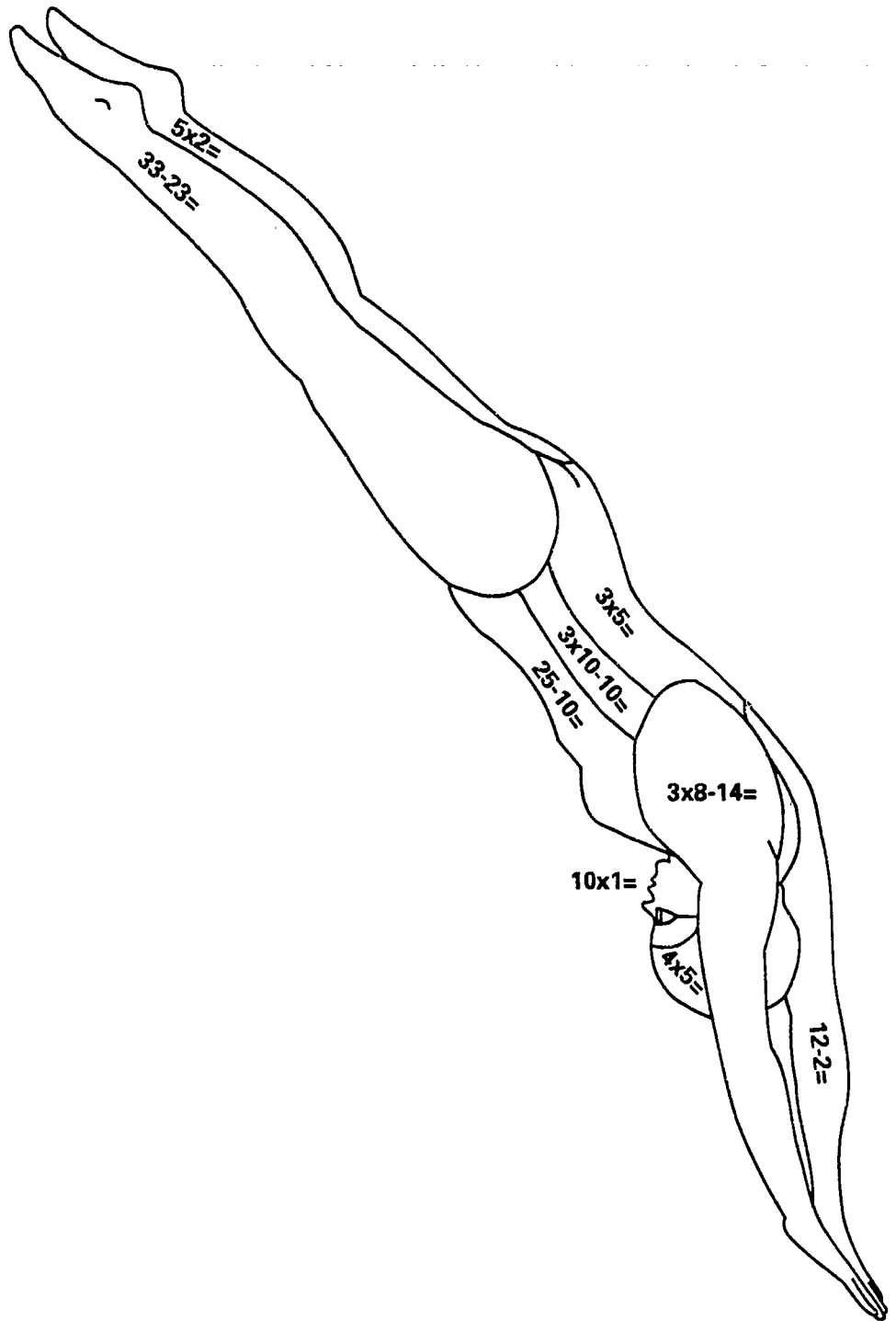


OPTIONAL
ACTIVITY

Work the equations.

Color as indicated for
each answer.

- All 10's = pink
- All 15's = red
- All 20's = blue



OPTIONAL
ACTIVITY

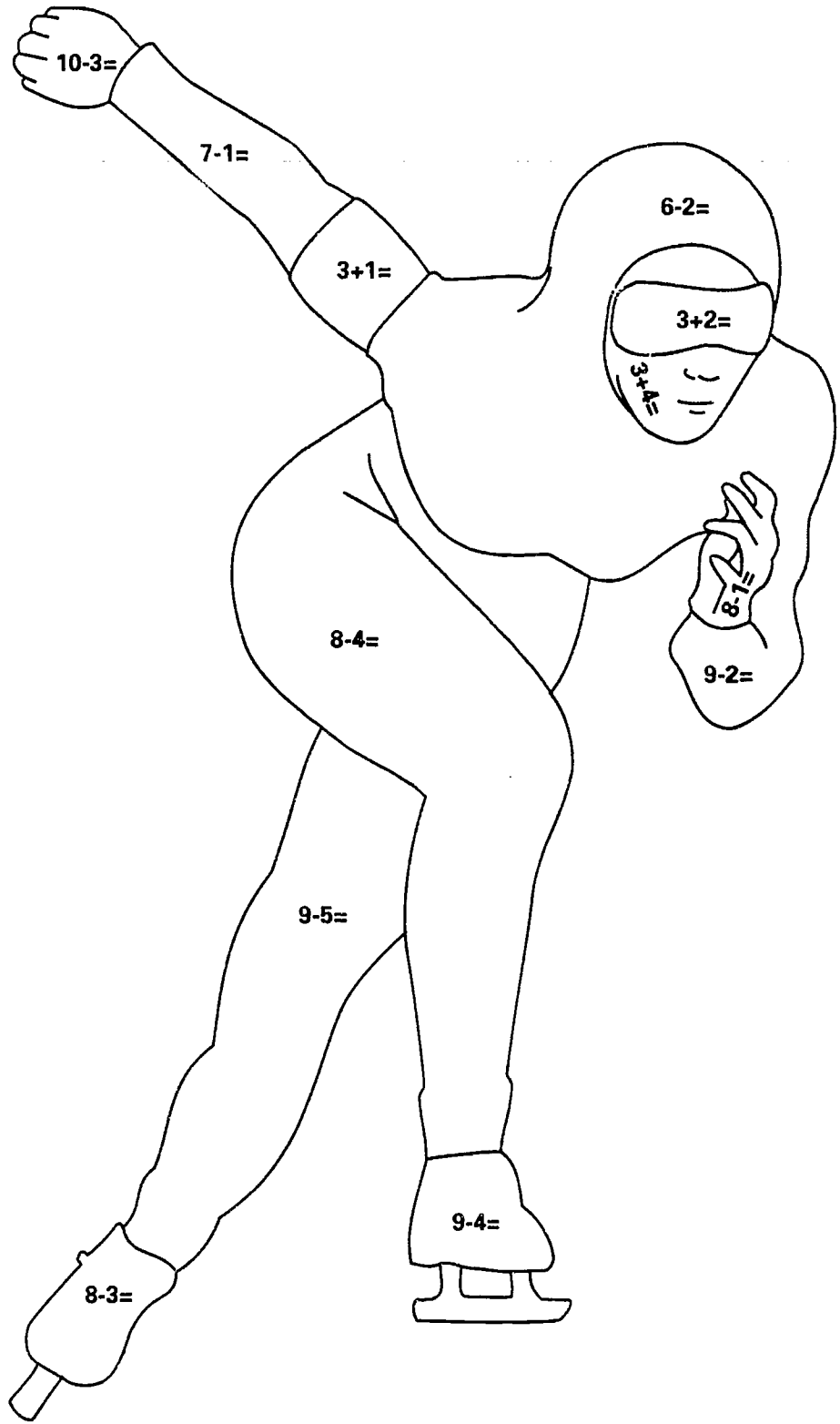
Work the equations.

Color as indicated for
each answer.

- All 4's = blue
- All 5's = black
- All 8's = red
- All 7's = pink

Name the Olympic event.

Mark an X under the
athlete you would like
to be.



**CONNECT
THE DOTS**

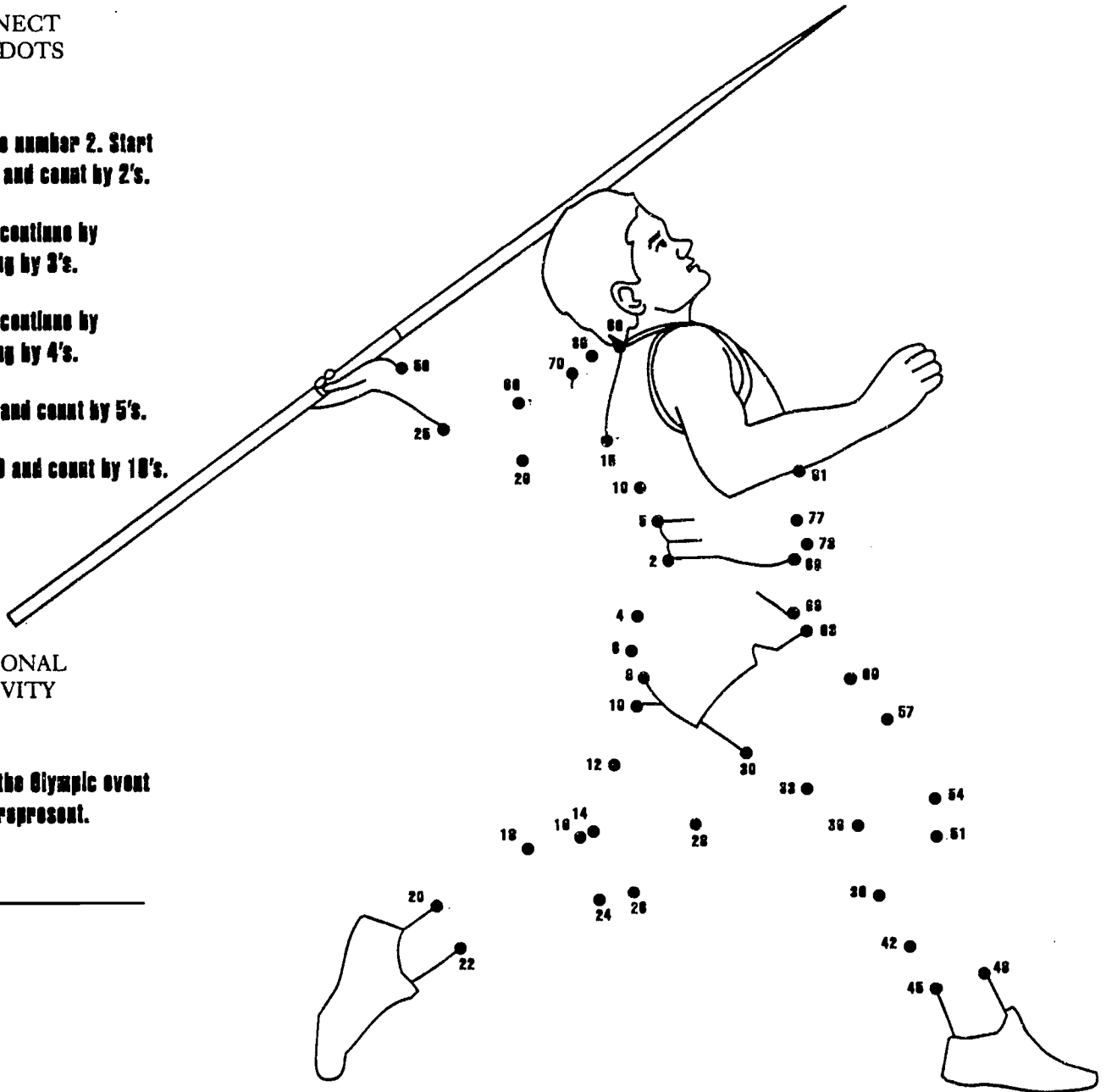
**Find the number 2. Start
with it and count by 2's.**

**At 30, continue by
counting by 3's.**

**At 60, continue by
counting by 4's.**

Find 5 and count by 5's.

Find 50 and count by 10's.



**OPTIONAL
ACTIVITY**

**Name the Olympic event
that I represent.**

FOR THE TEACHER

The Olympic Games

concept is thematic and lends itself to an interdisciplinary approach in curriculum planning.

Mathematics/Graphing**OBJECTIVES**

To categorize United States Olympic Teams' medals data.

To organize data on a bar graph.

To analyze the results of United States participation in both the Summer and Olympic Winter Games using number of medals won.

To determine which Olympic events the United States teams have been most successful in between 1896 and 1988.

To draw conclusions.

MATERIALS

Chart paper to construct classroom graphs.

Graphing paper for each student.

Colored marking pens or crayons.

Data sheet, "Total USA Medals by Sport." (included)

Data sheet, "Total USA Medals by Year of Olympic Games." (included)

Sample Graph. (included)

PROCEDURE

Remind the students that Olympic athletes today compete for three categories of medals: Gold (first place), Silver (second place), and Bronze (third place). Medals are awarded by the number of points accrued in some events (eg., gymnastics), as individuals and by teams, or by being faster in track races, stronger in weight-lifting, or in leaping higher, as in the high jump. Ask the students to discuss sports events they are familiar with and/or participate in. What are the usual prizes? (ribbons, medals, trophies, certificates, etc.)

Ask the students who or what the Olympic athletes represent when they compete at the Games (their countries or themselves).

Mathematics/Graphing (continued)

PROCEDURE

A bar graph is one way to organize information so that it is readable at a glance. Pass out the "Total USA Medals" sheet to the students. Give the students time to read the information about both Winter and Summer Games participation. Now ask these questions:

1. What are the differences between the Winter and Summer Games data? (Winter Games began in 1924.)
2. What happened in 1980? (USA did not participate in the Summer Games.) Ask if anyone knows why. (Boycott of Games in Moscow because of Soviet policies in Afghanistan.)
3. Why are the medal totals greater for the Summer Games? (Participation for USA began in 1896; there are more events.) Other reasons also may be offered.
4. Students may work together in pairs to design the first bar graph that reflects the Olympic Winter Games data. The graph must include the year, type of medal, a legend, a title, amount each square stands for (e.g., = 1 or 5, etc.), the totals. Now (in color, if possible) fill in the data from the "Total USA Medals" sheet.

Looking at the completed graphs, decide which design will be used to make the larger classroom graph on chart paper.

Some questions that may be asked are: Which years were best for each medal category? (gold, silver, bronze) Picking specific years, did Americans improve or not improve from one Olympic Games to the other? Which medal have American athletes won the most? (silver)

Next, using the graphing technique, categorize the Summer Olympic Games. After this graph is finished, make the second classroom chart graphing the medals won in specific sports. Use Olympic graphic symbols to illustrate the sport, if desired. (see symbols page - included) Compare the two charts; decide which years each category (gold, silver, bronze) was most successful.



Mathematics/Graphing (continued)

PROCEDURE

Finally, pass out the "Total USA Medals by Sport" data sheet. Go over the event names for vocabulary practice/review. Ask the students to describe some of the sports listed. For example, Kayak, Equestrian, Fencing, Biathlon, Modern Pentathlon, Weightlifting, Bobsled, and Rowing.

In which sports did the USA win a total of more than 50 medals? (Athletics [track & field], Boxing, Gymnastics, Rowing, Shooting, Swimming and Wrestling.)

In which sports have USA athletes won fewer than a total of five medals? (Field Hockey, Football (soccer), Volleyball and Rugby)

Leave the two charts up for further discussion and sharing. Ask the students if showing the data in graphs is easier to see at-a-glance, or if organizing in another type of graph is better. Try another type.

Last, students should make a classroom bar graph of the "Total USA Medals by Sport." Will it be large or small? Will the graphing squares represent 1, 5, 10, etc.?

OPTIONAL

Choose a discontinued Olympic sport from the list to research and write a report about it. Examples include Lacrosse, Rugby, Polo and Golf.

Create a new activity that might be considered as an Olympic event. Describe and illustrate it.

What criteria must a sport meet to become part of Olympic Games program? (Must be a sport practiced by men in at least 75 countries and three continents. Must be a sport practiced by women in 40 countries and three continents.)



USA Medals by Selected Sports

SPORT	GOLD	SILVER	BRONZE	TOTAL
Archery	12	8	7	27
Athletics	264	196	156	616
Basketball	11	2	1	14
Bobsled	5	4	5	14
Boxing	45	21	28	94
Canoe/Kayak	4	3	4	11
Cycling	4	3	5	12
Equestrian	8	15	9	32
Fencing	1	6	11	18
Field Hockey			2	2
Figure Skating	10	10	14	34
Football (Soccer)		1	1	2
Gymnastics	22	20	23	65
Ice Hockey	2	6	1	9
Judo		2	4	6
Modern Pentathlon		5	3	8
Rowing	29	24	17	70
Rugby	2			2
Shooting	43	24	19	86
Skiing**	7	10	5	22
Swimming*	201	153	126	480
Volleyball	2	1		3
Wrestling	39	31	22	92

* Includes the aquatic sports of: swimming, diving, synchronized swimming and water polo.

** Includes Alpine Nordic and ski jumping, Biathlon.

Total Medals Won by United States Athletes

SUMMER	GOLD	SILVER	BRONZE	TOTAL
1896	11	6	2	19
1900	20	14	19	53
1904	80	86	72	238
1908	23	12	12	47
1912	23	19	19	61
1920	41	27	28	96
1924	45	27	27	99
1928	22	18	16	56
1932	41	32	31	104
1936	24	20	12	56
1948	38	27	19	84
1952	40	19	17	76
1956	32	25	17	74
1960	34	21	16	71
1964	36	26	28	90
1968	45	28	34	107
1972	33	31	30	94
1976	34	35	25	94
1980	The U.S.A. did not participate.			
1984	83	61	30	174
1988	36	31	27	94
Total	741	565	481	1787

**Total Medals Won by United States Athletes
(continued)**

WINTER	GOLD	SILVER	BRONZE	TOTAL
1924	1	2	1	4
1928	2	2	2	6
1932	6	4	2	12
1936	1	0	3	4
1948	3	4	2	9
1952	4	6	1	11
1956	2	3	2	7
1960	3	4	3	10
1964	1	2	3	6
1968	1	5	1	7
1972	3	2	3	8
1976	3	3	4	10
1980	6	4	2	12
1984	4	4	0	8
1988	2	1	3	6
Total	42	46	32	120

Source: *The Complete Book of the Olympics, 1992* by David Wallechinsky.

SAMPLE GRAPH

TOTAL USA MEDALS OLYMPIC WINTER GAMES												
YEAR		5					10					TOTALS
1924	GOLD	█										1
	SILVER											2
	BRONZE											1
1928	GOLD	█	█									2
	SILVER											2
	BRONZE											2
1936	GOLD	█	█	█	█	█						6
	SILVER											4
	BRONZE											2
1948	GOLD	█										1
	SILVER											0
	BRONZE											3

FOR THE TEACHER

Mathematics**The Sports Measuring**

Tape is an instructional tool that can be used for interdisciplinary instruction.

OBJECTIVES

- To learn how to estimate size and distance using the Sports Measuring Tape.
- To compare sizes of sports equipment by using the Sports Measuring Tape.
- To compare sizes on the tape by also using a yardstick, ruler or tape measure to see if the measurements are the same.
- To observe how size and distance influence the equipment, rules, and players of any sports activity.

MATERIALS

- Sports Measuring Tape. (included at the back of this guide)
- Classroom yardsticks, rulers and measuring tapes.
- Pencils and paper.

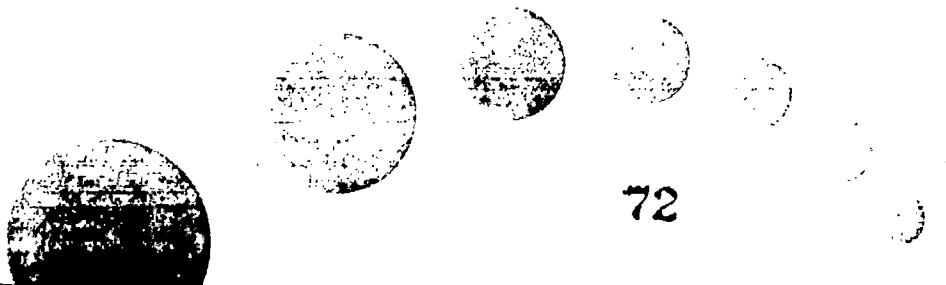
PROCEDURE

Working in pairs, have the students write the names of the illustrated sports equipment, list the printed measurement, then re-measure using either rulers, yardsticks or tapes to see if accurate.

Next list the smallest equipment and the largest. What is the difference in size between the smallest ball, golf, and the largest ball, basketball ($30 \frac{3}{4}$ - 1.62").

Now name the shortest and tallest athletes on the tape. Calculate the difference in size ($7'7"$ - $4'9"$). Name their sports. Do their sports have a size requirement?

Finish calculating the different sports sizes on the tape. Example: Volleyball net height for women - $7'4 \frac{1}{8}$ "/men - $7'11 \frac{5}{8}$ ". Basketball's basket heights, diving board height, etc.



Mathematics (continued)

PROBABLE

Cheryl Miller and Sidney Moncrief are both famous basketball players. They are both 6'3" tall.

Discuss whether men and women of the same size will both play the game differently or the same.

Discuss whether height in basketball is an advantage or disadvantage.

Calculate the difference between Manute Bol at 7'7" and Magic Johnson at 6'9".

How much shorter is Anthony "Spud" Webb than Manute; than Cheryl; than Magic; than the basketball net.

OPTIONAL

Ask the students to create two new games: one that favors taller players and one that favors shorter players.

FOR THE TEACHER

The Olympic Games:

concept is thematic and

leads itself to an

interdisciplinary approach

in curriculum planning.



Mathematics – Calories in Sports

OBJECTIVES

To understand the basic meaning of calories.

To understand how to compute mass or weight in metric kilograms (1 kilogram = 2.2 pounds).

To calculate the numbers of calories used by individual participants during athletic/sports activities.

MATERIALS

“Calories Count Background”/ “Basic Meaning of Food Calories” sheet. (included)

Calories activity table and worksheet: “Calories Used By a 150-Pound Person.” (68k) (included)

The Calorie Counter worksheet. (included)

PROCEDURE

For teacher information, review the “Calories Count Background” and “Basic Meaning of Food Calories” sheets before beginning the lesson with the students.

Athletes are not the only calorie-conscious people now. Ask the students to share their ideas and conceptions about what calories really are and how they affect all people.

After class discussion, share the “Calories Count Background” and “Basic Meaning of Food Calories” sheets with the students as needed. Ask the students to guess which sports activities require the most energy. List them on a chart or chalkboard. Now pass out the “Calories Used Up by a 150-Pound Person” (68k) sheet.

Mathematics — Calories in Sports (continued)

PROCEDURE

The students may ask what the (68k) means if they are unfamiliar with metric counting. Explain that kg is the shortened version of kilogram, a unit of measurement used in calorie and other measured kinds of counting (1 kg = 2.2 pounds).

Go over the sheet with the students, looking at the activity and the calories columns. Discuss the questions orally first.

Now have the students write their answers to the questions and then have them present them orally when finished.



OPTIONAL

ACTIVITIES FOR HOMEWORK

Using "The Calorie Counter" activity sheet, students may record the average number of calories contained in particular foods per serving amount. The answers can be derived from the packaging wrappers on food containers, from diet charts, encyclopedias, almanacs, cookbooks, or food cupboards at home.

The Calorie Counter may also be used to record students' daily, weekly, or monthly caloric intake. These data may be used to make graphs, change eating habits, or record weight changes or food preferences.

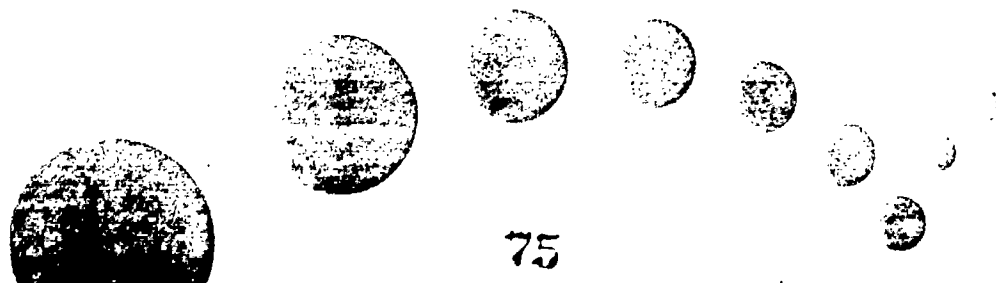
The average caloric intake and output could be measured for the entire class for one day. Example: Calculate the number of calories if everyone in the class ate the same items for lunch on a specific day. Then calculate how much energy and calories were expended when everyone in class played the same sports activity for one hour.

REMINDERS

Caloric intake = amount of energy the body gets from food.

Caloric output = the amount of energy the body uses up during a specific activity.

The size or weight of a person, and the amount of time needed for an activity influences the caloric output. Example: 150-lb person uses 270 calories (4.5 calories per minute) playing golf for one hour (see table).



Mathematics — Calories in Sports (continued)

CALORIES COUNT BACKGROUND

When an athlete trains or competes, calories count a great deal. The athlete does not want to think about caloric intake or output during a sprint or a long distance race, but the energy contained in foods and the energy required by different forms of physical activity are very important and can be measured. Usually the more strenuous and demanding an event is, the more energy is required. However, other factors influence an athlete's caloric output, such as the length of time spent on the activity and the size of the individual.

Students should be provided an opportunity to investigate the relationship of calories to physical exercise in this lesson so that they can better appreciate the complexity of their own physical activities and those of Olympic competitors.

Source: The Olympics: An Educational Opportunity, Enrichment Units, K-6

BASIC MEANING OF FOOD CALORIES

The food calorie, or nutritional calorie, is a heat unit which measures energy value, one food calorie being the amount of heat required to raise the temperature of 1,000 grams or one kilogram (the mass of one liter) of water one celsius degree. (Note: This amount of heat is 1,000 times greater than the "small" calorie used by the physical scientist.)

The calorie is used to measure the amount of energy that the body can get from food (caloric intake). It is also used to measure how much energy the body uses up during a particular activity: running, swimming, walking, sleeping, even thinking (caloric output).

The caloric value of a measured amount of food is determined with a calorimeter. Special metabolic equipment is used to rate the caloric consumption that occurs during a specific type of physical activity or athletic event (example: running vs. walking).

Source: The Olympics: An Educational Opportunity, Enrichment Units, K-6

Calories Used Up By A 150 Pound Person* (68 kg)

ACTIVITY	PER HOUR	PER MINUTE
Bicycling (10mph)	420	7.0
Bowling	270	4.5
Ice Skating (leisurely)	300	5.0
Jumping Rope	750	12.5
Mountain Climbing	600	10.0
Playing Golf	270	4.5
Playing Pool	120	2.0
Racquetball	540	6.0
Running (7.5 mph)	750	12.5
Sitting	100	1.7
Sleeping	80	1.3
Snowshoeing (3 mph)	360	6.0
Standing	140	2.3
Swimming (recreational)	600	10.0
Walking On Level	360	6.0
Walking Up Stairs	1050	17.5
Water Skiing	390	6.5

*Due to different physiological characteristics, calorie use may differ between men and women.

Source: *The Olympics: An Educational Opportunity, Enrichment Units, K-6*

The Fatigue Counter

How Many Fatigue Points?

AMOUNT **AVERAGE CALORIES**

American cheese	1.5 oz.	
Angel cake	2 oz.	
Apple	1 med.	
Apple juice	8 oz.	
Apple sauce	8 oz.	
Apricots		
Asparagus		
Bacon, crisp		
Baked beans		
Banana		
Bean sprouts		
Beans, green		
Beef, lean		
Beef potpie		
Beef steak		
Beets		
Biscuits		
Blackberries		
Blueberries		
Bologna		
Boston cream pie		
Bran flakes, 40%		
Bread		
Broccoli, fresh		
Broth, beef		

AMOUNT **AVERAGE CALORIES**

Brownie		
Butter		
Buttermilk		
Cake, plain		
Cake, frosted		
Canadian bacon		
Candy, hard		
Candy, soft		

V. PHYSICAL EDUCATION LESSON PLANS

- a.) Understanding good sportsmanship and playing by the rules
- b.) The use of equipment in sports
- c.) Recognizing traits necessary to be a good athlete
- d.) Sports sounds as a means of communication

FOR THE TEACHER

The Olympic Games

concept offers an interdisciplinary opportunity to stress good sportsmanship attitudes and behaviors in students whether winning or losing in competition.

**Physical Education – Rules/Participation****OBJECTIVES****“WINNING AND LOSING: GOOD SPORTSMANSHIP”**

To develop positive feelings and behaviors of good sportsmanship and fair play.

To encourage knowledge and use of game rules.

To encourage friendly competition and participation in sports activities.

MATERIALS

Writing paper, pencils.

PROCEDURE

Ask students to name (orally or written) their favorite games.

Ask them to write down the rules, number of persons, skills, and the equipment needed in order to play successfully.

Invite students to discuss why they prefer those games.

Next, ask the students to list three examples of good sportsmanship and three examples of poor sportsmanship that may have been observed in others or by themselves.

Did following or not-following the game's rules have any effect upon the win or loss?

Example: Player A did not follow the rules and played out-of—turn. When the person refereeing the game called attention to the infraction, Player A argued with the ruling, delayed the game, then finally stopped playing altogether, leaving the game area. What could Player A have done instead?

Physical Education -- Rules/Participation (continued)



PROCEDURE

Students may wish to discuss the use of drugs or steroids among professional game players or track stars. How does the use of drugs or steroids affect performance? Is it right to use banned substances? How are players penalized?

Example: In the 1988 Olympic Games in Seoul, Ben Johnson's gold medal in the 100 meters was taken away after he was found to have used steroids.

Finally, invite the students to modify their favorite games in some manner to improve them. Example: new rules, no rules, different winning systems or changing the equipment.

OPTIONAL

Teacher may wish to have students discuss the philosophy of Baron Pierre de Coubertin in the Olympic Creed: "The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well."

Review key vocabulary for maximum understanding: struggle, triumph, essential, conquered.

Chart the answers to see how many agree or disagree. The students may wish to discuss why they disagree.

OPTIONAL

Review the rules of two favorite games played regularly at school. What makes these games go smoothly (fun) or badly (conflict)?

What are some things that can be done to improve the games at school (chart)?

Compare the two games the class likes best with the two least enjoyed. Make suggestions for improving the less favored games.

FOR THE TEACHER

The Sports Measuring

Tape is an instructional tool that can be used for interdisciplinary instruction.

Physical Education/Sports Activities**OBJECTIVES**

"Using the Sports Measuring Tape."

To recognize and differentiate the various types of equipment required for participation in specific sports.

To understand that each sport uses the equipment necessary to successfully implement it.

To contrast and compare the sports equipment used by male and female athletes playing the same sport. (e.g., basketball, volleyball, discus throw)

MATERIALS

Sports Measuring Tape. (included)

Rulers or tape measures for every student, if possible.

Basic rules for playing two sports (teacher and/or students choose).
Example: basketball and/or softball for girls and for boys.

Optional: actual basketballs, baseballs, bats, basketball nets, etc.

PROCEDURES

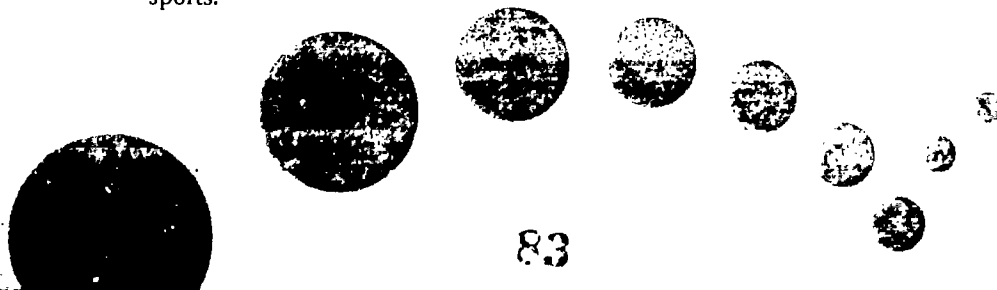
Teacher introduces the Sports Measuring Tape to class. (If only one tape is available, it can be taped to a wall or across a chalk or bulletin board.)

Discuss the sports that are represented on the tape: rules, equipment, seasons they are played, famous players, etc.

Guide students to select two sports to focus on.

Students may work in pairs or the class can be divided by teams to report further upon one or more of the sports. List the advantages, disadvantages of learning and playing these sports: time required, space needed, equipment availability, at school or after school activity, individual or teams needed, Olympic sport or not, how long can a person play these sports in his/her life.

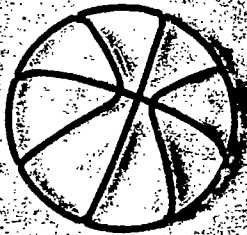
Part of the class chooses their sport to demonstrate to the rest of the class. Challenge another class on the same grade level to a match using the chosen sports.



**Physical Education/Sports Activities
(continued)**

OPTIONAL

Use the Sports Measuring Tape for math calculations. Use the sports listed to research further about their origins, which countries excel most in them, write biographies of famous players of the chosen sports.



FOR THE TEACHER

The Olympic Games

concept is thematic and

leads itself to an

interdisciplinary approach

in curriculum planning.

Physical Education/Sports, Social Studies/Careers**ACTIVITY**

Becoming a professional athlete and competing for money is a career opportunity. Many students want to become famous, successful sports personalities when they "grow up" like some of their role models and heroes. However, students must be reminded that only very few athletes get this opportunity. Therefore, a solid education is a must to succeed professionally.

OBJECTIVES

To help students understand that specific traits are needed to become successful on and off the athletic field.

To help students identify the roles people play in various occupations related and unrelated to sports.

To acquaint students with the fact that many successful athletes of today competed in the Olympic Games.

To discuss personal career goals.

MATERIALS

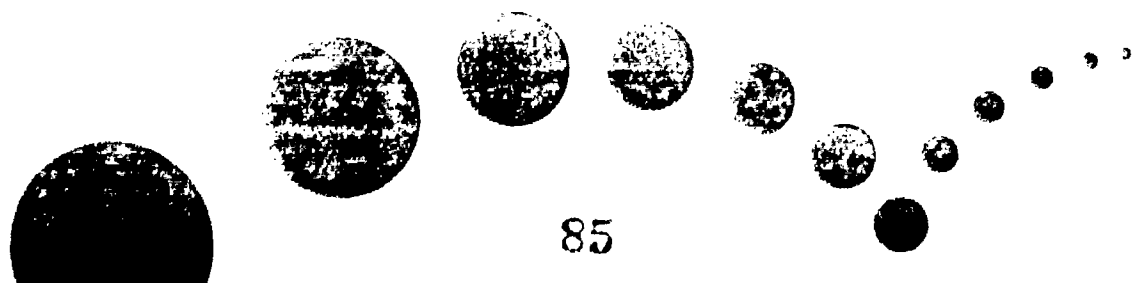
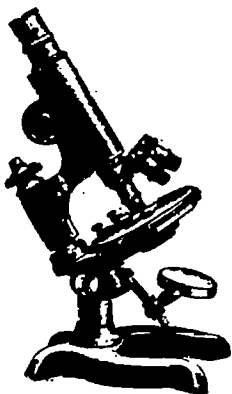
Sports magazines, encyclopedias, daily newspapers, almanacs, other magazines.

Class dictionary Pictures of people performing job tasks.

Chart paper.

Chalkboard.

Pictures of athletes (may come from newspapers, magazines, students' baseball cards).



Physical Education/Sports, Social Studies/Careers (continued)

PROCEDURE

Take the students on a walking tour of the school, inside and out. Inform the students that they are to try and remember how many people they will meet or see on the tour.

After the tour, return to the classroom and ask the students to name the people they've seen on the school tour and also to name the jobs those persons were doing. Example: teacher, cafeteria worker, aide, plant manager.

Make a chart listing the observed occupations in one column. In another column, list the number of people performing that task. In the next column, name the skills needed to do the job successfully. In the last column, estimate the amount of money the occupation pays.

Next, ask the students to name their favorite games/sports. List them on the chalkboard. Now ask the students to name an athlete who performs a listed sport very well (professionally or perhaps in college). Examples: Soccer-Pele and Carin Jennings; Hockey-Wayne Gretzky; Baseball-Darryl Strawberry; Tennis-Monica Seles, Track & Field-Jackie Joyner-Kersey.

As the students review the list of athletes on the chalkboard, ask them to think about what it takes to become so good in a sport that you make the Olympic Team. Examples: talent, practice, hard work.

Compare the skills needed on the occupation chart made earlier with the list of qualities and skills needed by athletes. Circle the ones that are similar.

- a. Could it be that the same qualities are needed for many different careers? - Review the Olympic Movement premise that athletes work hard and do their best in order to compete peacefully with others to prove they are the best in the world in that specific sport.
- b. Ask the students if they know of any athletes who competed in the Olympic Games? Example: Muhammad Ali (boxing), Dorothy Hamill (figure skating), Mary Lou Retton (gymnastics), Evelyn Ashford (track & field).

For the class assignments, invite the students to write a short story describing the careers they would like to pursue when they are "grown up." The story should include what they like best about the profession, why it was chosen, and what skills will be needed to be successful. The stories may be illustrated.

**Physical Education/Sports, Social Studies/Careers
(continued)**

OPTIONAL

Make a "classbook" from the completed stories.

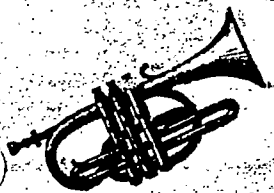
For homework, research your favorite sport and write a report on the sport.
Name an athlete who excels in that sport. Is that person an Olympian also?

A+

FOR THE TEACHER

The Olympic Games

concept is thematic and
 lends itself to an
 interdisciplinary approach
 in curriculum planning.

**Physical Education/Sound/Senses/Health****OBJECTIVES**

- To recognize that sound is a means of communication.
- To discover the sounds of sports.
- To understand that sounds are made in different ways and reflect different meanings.

MATERIALS

Physical Education equipment available at school. Example: various balls, jump ropes, bean bags, bats, paddles, whistles, and others.

Classroom musical instruments. Example: auto harp, piano, bells, tambourine, pitch pipe, sticks, etc. Sounds of Sport worksheet. (included)

Olympic Games Pictograms (symbols) sheet. (included)

OPTIONAL MATERIALS

- A model of the ear.
- A Science or Health book with ear and sound information.
- A visit from the school nurse with an audiometer.

PROCEDURE

Review with the students the function of sound (to communicate). Explain that the ear is the body's sound receiver. The eardrum "catches" the vibrations that make the sounds. Vibrations travel by means of nerves to the brain which in turn interprets what the sound means. We hear by catching the vibrations that are in the air (sound does travel).

Physical Education/Sound/Senses/Health (continued)

PROCEDURE

Ask the students to list sounds. Example: clapping, singing, speaking, footsteps, television, etc. On the chalkboard, list their vocabulary. While writing, listen to the "sounds" of chalk on the board. Remind the students that sound is one of our major body senses and that most of all that we do has sound association. The vocabulary list will be as long or as extensive as the teacher desires.

After establishing the sounds vocabulary, have various students demonstrate sounds that are appropriate for the classroom or school. Example: clapping, speaking, running (outside), pencils while writing, yelling while playing, groaning while doing push-ups, etc.

Among the sounds that are appropriate for school are the sounds of sports. Using the physical education equipment available, have the students demonstrate and react to the "sounds" created by bouncing balls, jumping rope, catching balls, skipping, jumping, etc.

Have the students discuss their favorite sports. Next ask them to write the sounds associated with that sport. Now have them imagine how that sport would be without sound. Is it possible? How do those who are deaf react to the loss of sound?

Review with the students the Olympic Games concept. Tell them of the next Olympic Games in Barcelona, Spain in 1992. Ask them to tell which sports events they think will be played. List the sports on a chart.

Pass out the "Sounds of Sports of the Olympic Games" Activity sheet. Students may work alone or in pairs to complete the sheet.

Ask the students to discuss whether sound by the athletes or/and by the spectators makes a difference in a sports event. What noises or sounds do crowds make? Example: applause, clapping, cheering, booing.

OPTIONAL

Use the "Los Angeles Olympic Sports Pictogram" (symbols) sheet to "name" the sport, place the sound(s), by the sport.

Play a guessing game by using a sound as one of the clues to "name the game". Example. swish, ping—game is archery.

DIRECTIONS

Write a "sound" or "sounds" word next to the sport.

Sounds of Sports of the Olympic Games

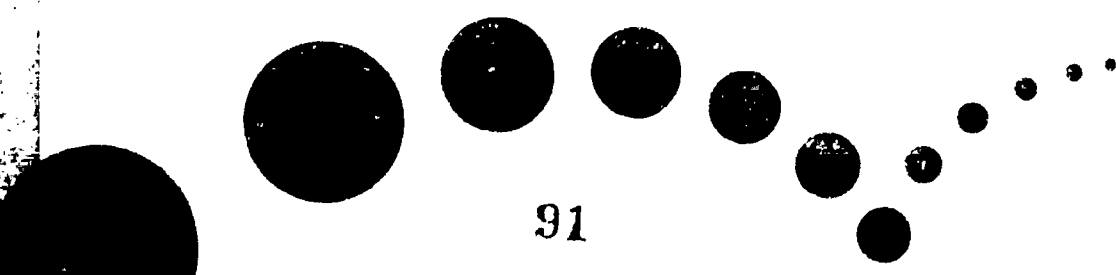
SPORT	SOUND(S)
1. ARCHERY	(examples)
2. ATHLETICS	
Track	
a. relay race	
b. sprints	
c. hurdles	
Field	
a. high jump	
b. pole vault	
c. shot put	
d. discus throw	
e. hammer throw	
f. javelin throw	
3. BASKETBALL	(thump)
4. CANOEING	(splash)
5. FENCING	
6. EQUESTRIAN SPORTS (Horse and Rider)	
a. jumping	(neigh, thump)
b. cross-country	
7. CYCLING	
8. ROWING	
9. BOXING	
10. FIELD HOCKEY	

**Sounds of Sports of the Olympic Games
(continued)**

SPORT	SOUND(S)
11. HANDBALL	_____
12. WEIGHTLIFTING	_____
13. GYMNASTICS	_____
a. uneven bars	_____
b. side horse vault	_____
c. floor exercises	_____
d. balance beam	_____
14. FOOTBALL (SOCCER)	_____
15. RIFLE SHOOTING	_____
16. PENTATHLON	_____
a. shooting	_____
b. swimming	_____
c. fencing	_____
d. riding	_____
e. running	_____
17. JUDO	_____
18. YACHTING	_____
19. WRESTLING	_____
20. SWIMMING	_____
21. VOLLEYBALL	_____

Some "sounds" words to help you, you will think of others.

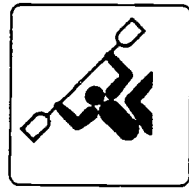
- | | | | | |
|--------|--------|--------|------|------|
| swish | splash | ring | thud | ouch |
| whoosh | groan | crack | bang | ping |
| ugh | pow | tinkle | bump | pop |



Los Angeles Olympic Games Pictograms



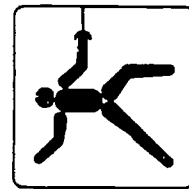
Basketball



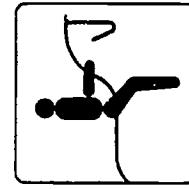
Canoeing



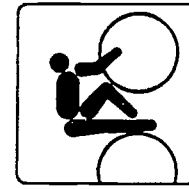
Track and Field



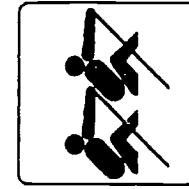
Fencing



Equestrian
Sports



Cycling



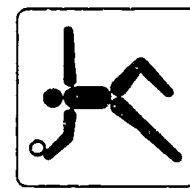
Rowing



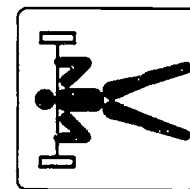
Boxing



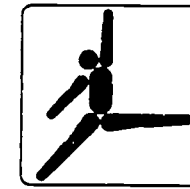
Field Hockey



European
Handball



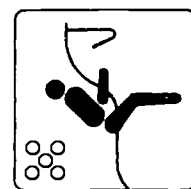
Weightlifting



Gymnastics



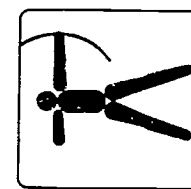
Rifle Shooting



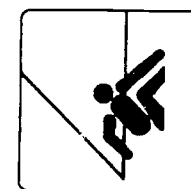
Modern
Pentathlon



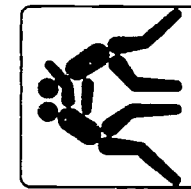
Judo



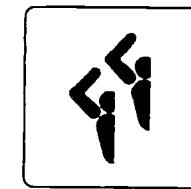
Archery



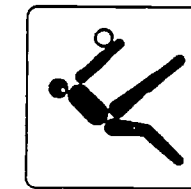
Yachting



Wrestling



Swimming



Volleyball

VI. SOCIAL STUDIES LESSON PLANS

- a.) Understanding symbolism illustrated by flags
- b.) Examining attitudes, behaviors and personal values of athletes
- c.) Understanding the ancient Greek's appreciation of art & sport
- d.) Analyzing and application of Olympic Motto

Social Studies: Flags and Symbolism

OBJECTIVES

- To learn about the importance of symbolism as illustrated by flags.
- To examine the symbolism of the flag of the United States: colors, stripes, stars, design.
- To examine the symbolism of the Olympic flag: colors, ring linkage, what it represents.

MATERIALS

- The American flag. (included)
- A picture of the Olympic flag. (included)
- A picture of the United Nations flag. (included)
- Colored construction paper: red, blue, yellow, black, green and white.

PROCEDURE

- Display pictures of the American and Olympic flag. Ask students to discuss what they know about each flag.
- Have the students define the word "symbol." Ask for examples of symbols.
- Students may work alone or in pairs to answer the following questions:

BEST COPY AVAILABLE

**Social Studies: Flags and Symbolism
(continued)**

PROCEDURE

What do the rings represent? (The five major continents—Europe, Asia, Africa, Australia, and the Americas [North and South]).

Why are the rings linked? (To denote the friendship of the peoples of the earth, whatever their creed or color.)

Why were the colors chosen? (At least one of the colors—blue, yellow, black, green and red appears in the flag of every nation of the world.)

Using colored construction paper, make an Olympic flag.

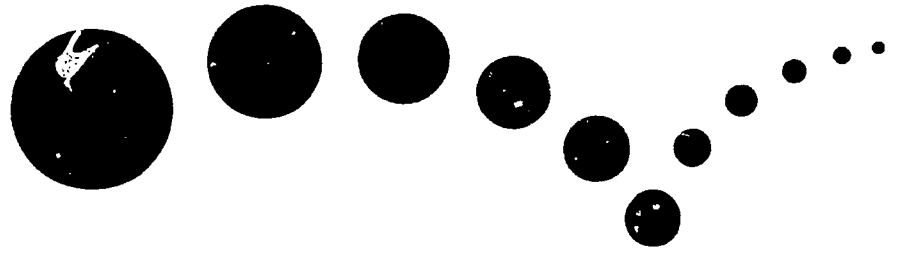
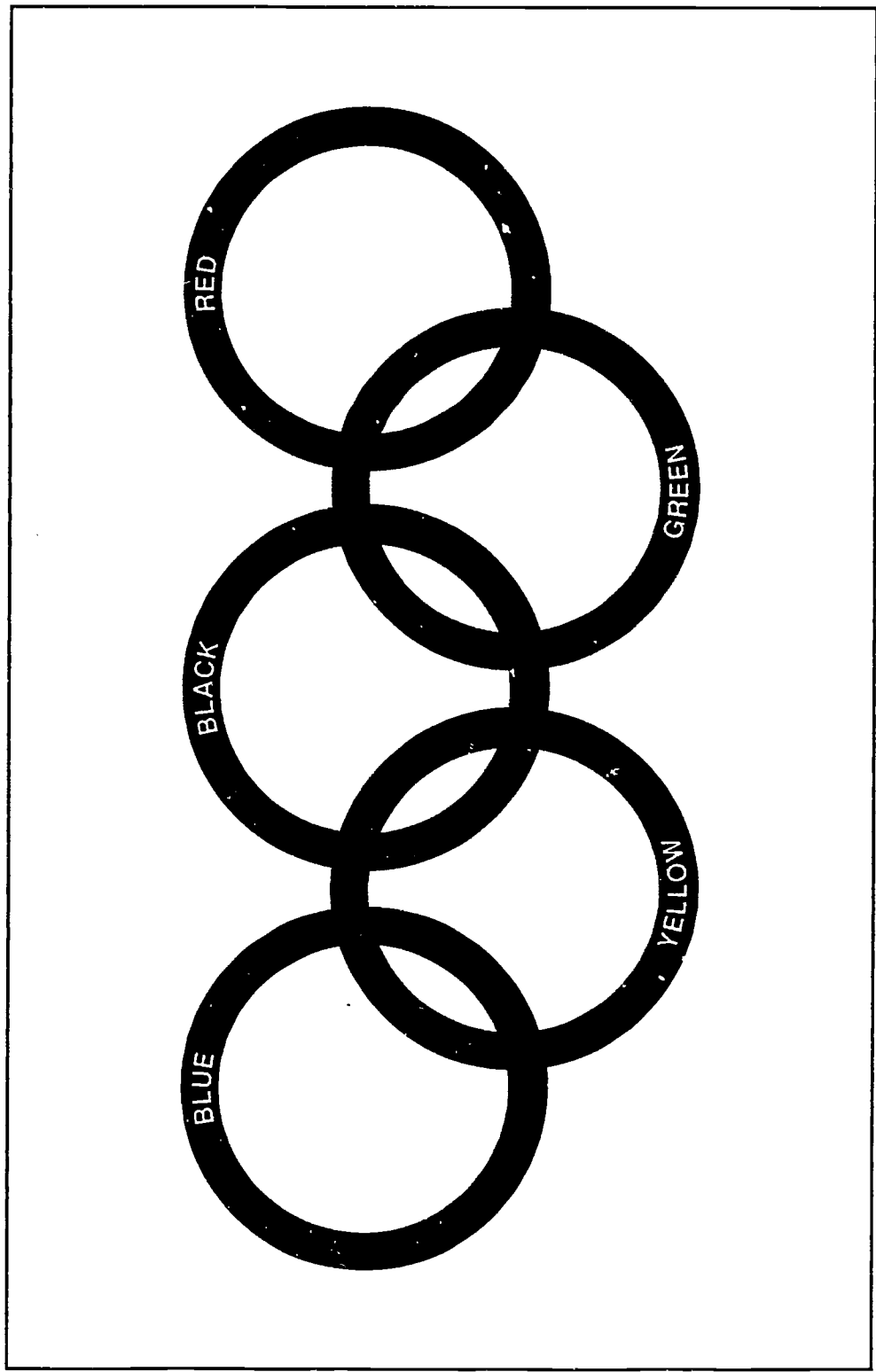
Look up the United Nations flag in an encyclopedia. What do the world map and olive branches symbolize?

Make a flag of the United Nations. (optional)

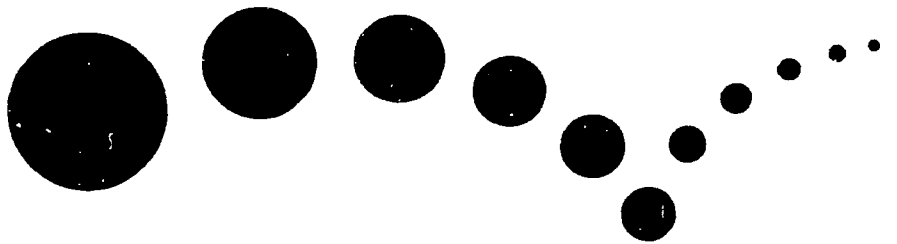
Choose a country from each of the five continents to research. Have the five countries chosen ever participated in any Olympic Games. Which Years?

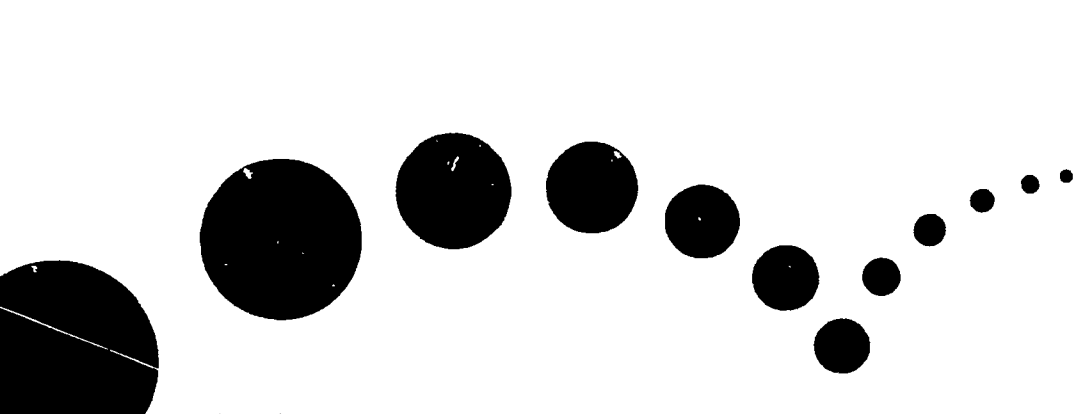
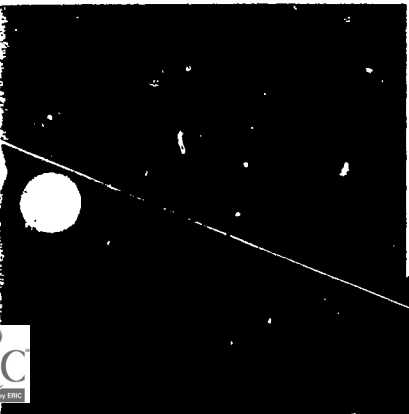
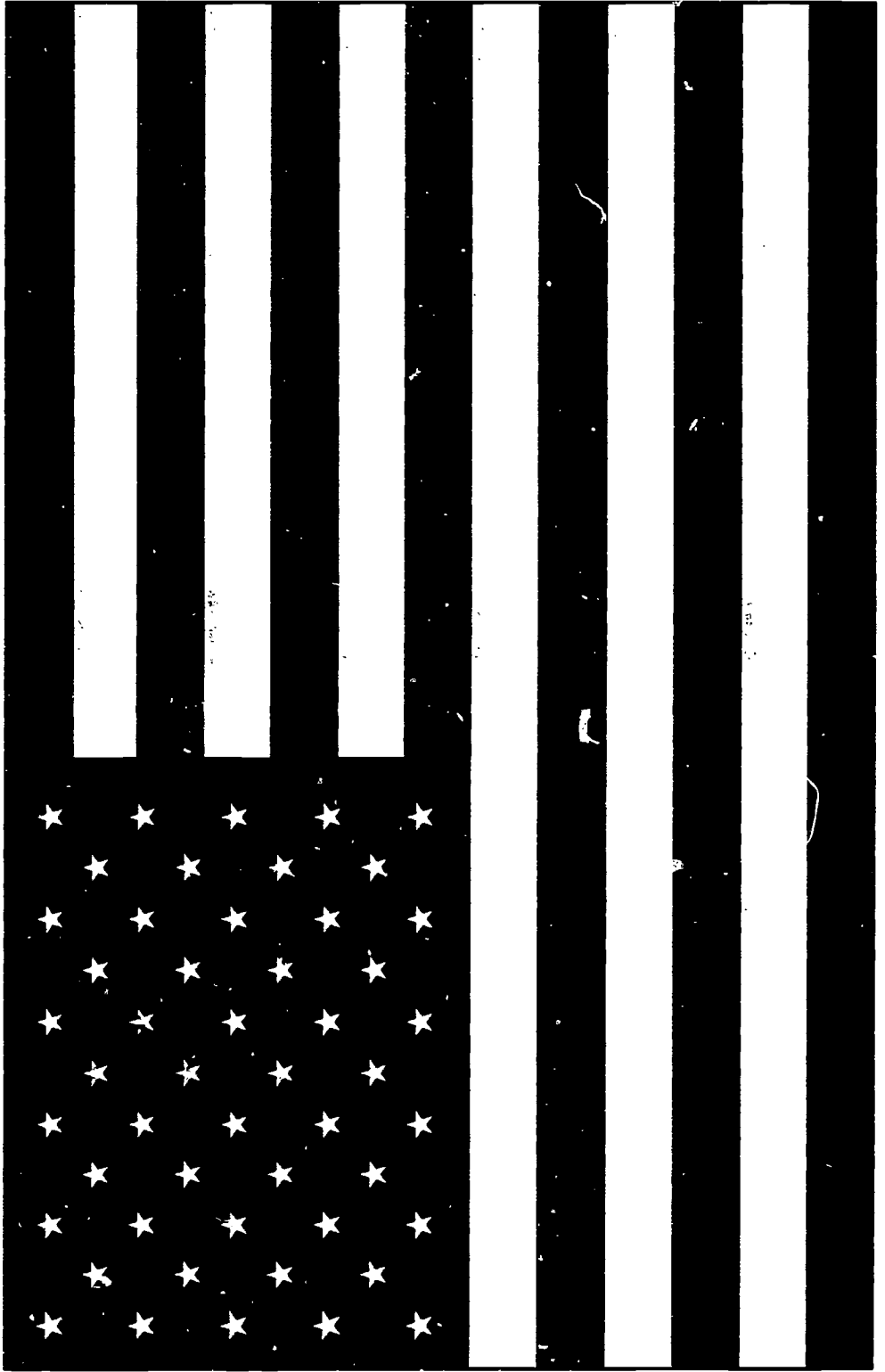
Display the completed flags on a bulletin board. Write a short description of the flag's symbolism.

BEST COPY AVAILABLE



UNITED NATIONS FUND





FOR THE TEACHER

The Olympic Games

concept is thematic and

leads itself to an

interdisciplinary approach

in curriculum planning.

Social Studies/Valuing Feelings

OBJECTIVES

To share opinions and feelings about winning or losing during competitions.

To express those feelings orally.

To examine different attitudes and behaviors of winners or losers in sports competitions.

To make a "Good Sport Booklet" which illustrates or expresses personal feelings about competing.

To become familiar with the Olympic Creed and the Olympic Motto.

MATERIALS

Copy of the Olympic Creed and Motto. (included)

Appropriate paper for illustrating and writing booklets.

Crayons, pencils or paints.

PROCEDURE

Discuss the meaning of the words win and lose.

Give examples that are impersonal, then personal, about winning and/or losing any competition (game, activity, contest, etc).

Discuss how an Olympian might feel about losing an event after training for so long and so hard. How about winning?

Have students listen to the Olympic Creed and then discuss its meaning. Go over the vocabulary words: significant, triumph, struggle, essential, conquered.

**Social Studies/Valuing Feelings
(continued)**

PROCEDURE

Next, read the Olympic Motto. Ask for a definition of what a creed is, and what a motto is. Have students note the similarities in the spelling ending of *Citius, Altius, Fortius*. What does *Swifter, Higher, Stronger* really mean?

Finish each sentence below on a separate page and then illustrate it.

When finished, put together to form a personal booklet.

OPTIONAL

Booklets may be shared with others or placed in the library section of the classroom. See if more than two students have similar feelings.

Students might create a school creed or a motto (if there is no school motto.)

**Social Studies/Valuing Feelings
(continued)**

SENTENCES TO COMPLETE

1. Winning is _____
2. Losing is _____
3. Sharing is _____
4. Honesty is _____
5. Cooperation is _____
6. A true individual is _____
7. Team spirit is _____
8. Self-confidence is _____

You may add other sentence starters to complete.

**Social Studies/Valuing Feelings
(continued)**

OLYMPIC CREED

The most significant thing in the Olympic Games
is not to win but to take part.

Just as the most important thing in life
is not the triumph but the struggle.

The essential thing is not to have conquered
but to have fought well.

Baron Pierre de Coubertin

OLYMPIC MOTTO

Citius, Altius, Fortius

expresses the aspirations of the Olympic movement.
Loosely translated, these Latin words mean

Swifter, Higher, Stronger

Social Studies/Art

ACTIVITY

To the people of Greece, art was extremely important. Beauty was an essential part of Greek life. Greek sculpture celebrated beautiful bodies and faces. Music, writings and performance in the theater or in the sports arena were considered part of their art world. Poets and music composers were celebrated along with successful athletes.

OBJECTIVES

To become more familiar with the ancient Greek philosophy of appreciating beauty in everything.

To create a mural depicting the students' conception of what is beautiful in the Olympic concept.

To depict sports activities by using various art mediums.

To encourage students to be imaginative and creative.

MATERIALS

Classroom water-based paintings, crayons, various colored construction paper, colored tissue paper, glue, marking pens, classroom scissors, colored chalk, liquid starch, mural paper (white). Any art material that is available and appropriate can be used.

Pictures of people engaged in sports (from magazines, textbooks, pictures, newspapers).

Space to place the mural paper (outside or in a portion of classroom roomy enough to work in).

Encyclopedias for pictures of Greek statues. History textbook.

Social Studies/Art (continued)

PROCEDURE

Determine how much information students may possess about the Olympic concept. What it is, who does it, why it is done, etc.

Review with students the legacy of Greek art in sculpture and architecture that is known as "classical." Explain that the Greeks were very refined in all their art forms.

If possible, share with students pictures of ancient Greek art and sculpture found in library and classroom textbooks. Have the students discuss what they see, and whether they like it or not. Many Greek statues of athletes are unclothed. Explain that Greek athletes in the Ancient Olympic Games always performed without clothes and that women were not allowed to compete with men or to even watch them perform. Ask students how they would feel about being prevented from viewing or participating in a sport because of their sex, race or age.

Ask students to decide how many panels the mural should be divided into, and also what spans of time (Ancient Olympic Games with Greeks or Modern Olympic Games with more familiar athletes). The mural should tell a pictorial story; should have a beginning, middle and ending; can reflect more than one kind of art medium or style; should be a composite with everyone making a contribution to its creation. Each panel may have a title if so desired.

Students may do additional research in the school library to assist with concepts.

OPTIONAL

Students may wish to hang the completed mural in the school hallway or library.

Students may also wish to write short stories which elaborate the content of the mural.

Students may wish to design a pictogram which tells an Olympic story.

New symbols for the Olympic Games might be designed and used in a pictogram type of mural.

Social Studies/Physical Education

OBJECTIVES

- To discuss the "Olympic Motto" and decide what its meaning is personally.
- To categorize the Olympic events that would enable an Olympic athlete to achieve parts or all of the motto.
- To analyze whether the motto applies to the Olympic athletes and other athletes today.
- To decide what a motto really is and how it affects performance.

MATERIALS

- A copy of the "Olympic Motto." (included)
- A list of the events of the Ancient games. (included)
- A list of the events of the Modern games. (included)
- Class dictionaries.
- Chalkboard and chalk.
- Paper and pencils.

PROCEDURE

Invite the students to define the word "motto" in their own words. Write same key words from their definition on the chalkboard.

Have several students locate, then read the dictionary definitions.

Write the "Olympic Motto" on the chalkboard: *Citius, Altius, Fortius*. Ask if anyone can guess what the words mean? If not, explain that the language is Latin, and give the English translation: *Swifter, Higher, Stronger*.

Discuss why those words would be applied to the Olympic ideal. How would they affect an Olympic participant? Does every athlete regardless of sex, shape or size have to be swifter, higher or stronger?

Pass out the lists of Olympic events, Ancient and Modern.

**Social Studies/Physical Education
(continued)**

PROCEDURE

Remind the students that the Ancient Olympic Games began in Olympia, Greece in 776 B.C. and continued for almost 1200 years. The Modern Games, as we know them, were revived in 1896. Have the students compare the Ancient with the Modern events. Are any the same? List those events which are still played. How many new events have been added to the Modern events?

Ask the students to fold the sheet in to three parts. At the top of each column write one of the Latin words: Citius – Altius – Fortius. Now, looking at the two lists of Olympic events, place the event under each word of the motto that best describes the quality needed to be successful in that event. Example: Citius (Swifter) – Sprints, Hurdles and Swimming; Altius (Higher) – High Jump, Pole Vault and Gymnastics; or Fortius (Stronger) – Boxing, Wrestling and Weight Lifting.

Make a class graph to show which words of the motto had the most events listed underneath. Could you put one event underneath all three words?

Ask the students to discuss whether a motto such as the “Olympic Motto” really influences an athlete’s performance. Give examples of athletes today who would fit the motto.

Which of the events that were part of the Ancient Olympic Games changed very little when compared to the way they are today?

Finally, ask the students to place themselves in the place of an Olympic athlete today. Choose a favorite sport to compete in. Write an essay describing how it felt to compete in the Games.

OPTIONAL

Create a new Olympic motto.

Create a classroom motto, try it for one week during playground time.

Conduct a motto contest. Have the winning motto suggested as a school motto.

Research the mottos used by universities, schools, organizations, groups, and teams, in their sports programs.

**Social Studies/Physical Education
(continued)**

OLYMPIC MOTTO

Citius, Altius, Fortius

expresses the aspirations of the Olympic movement.
Loosely translated, these Latin words mean

Swifter, Higher, Stronger

**Social Studies/Physical Education
(continued)**

THE ANCIENT OLYMPIC GAMES

Races

the Stade (*200 meters*)

the Diaulos (*2 stades*)

the Hippios (*4 stades*)

the Dolichos (*20 stades*)

the Race in Armor

the Pentathlon (*Running, Discus, Javelin, Long Jump and Wrestling*)

Long Jump

Javelin

Wrestling

Boxing

Pancration (*A combination of boxing and wrestling*)

Equestrian Events

Chariot Races

Horse Races

**Social Studies/Physical Education
(continued)**

EVENTS OF THE MODERN OLYMPIC GAMES – SUMMER

ARCHERY – *Men & Women*

ATHLETICS – TRACK & FIELD – *Men & Women*

Track Sprints, Middle Distance Running, Long Distance Running, Hurdles, Steeple Chase, Relay Races, Race Walking

Field High Jump, Long Jump, Triple Jump, Pole Vault, Shot Put, Discus, Javelin, Hammer Throw

Combined Track & Field

Decathlon – *Men*

Heptathlon – *Women*

BASKETBALL – *Men & Women*

BADMINTON – *Men & Women*

BASEBALL – *Men*

BOXING – *Men*

CANOEING/KAYAK – *Men & Women*

CYCLING – *Men & Women*

EQUESTRIAN SPORTS – *Men & Women may compete in same events*

FENCING – *Men & Women*

FOOTBALL (SOCCER) – *Men & Women*

GYMNASTICS

Artistic – Men Floor Exercises, Pommel Horse, Rings, Vault, Parallel Bars, Horizontal Bar

Artistic – Women Floor Exercises, Beam, Vault, Uneven Bars

Rhythmic – Women

**Social Studies/Physical Education
(continued)**

EVENTS OF THE MODERN OLYMPIC GAMES – SUMMER

HANDBALL – *Men & Women*

FIELD HOCKEY – *Men & Women*

JUDO – *Men & Women*

MODERN PENTATHLON – *Men*

5 events – Shooting, Swimming, Fencing, Riding, Running

ROWING – *Men & Women*

SHOOTING – *Men & Women*

SWIMMING – *Men & Women*

Diving – *Men & Women*

Water Polo – *Men*

Synchronized Swimming – *Women*

TABLE TENNIS – *Men & Women*

VOLLEYBALL – *Men & Women*

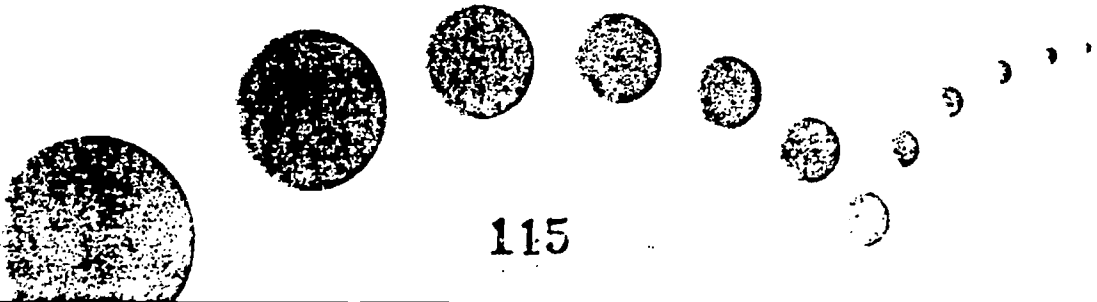
WEIGHT LIFTING – *Men*

WRESTLING – *Men*

YACHTING – *Men & Women*

Source: Guide, Barcelona '92 The Organizing Committee of the Games of the XXV Olympiad, Barcelona 1992

VII. REFERENCES



Learn & Play Olympic Sports

REFERENCES

United States Olympic Committee. *The Olympics: An Educational Opportunity, Enrichment Units, K-6*. Colorado Springs, CO, 1981.

United States Olympic Committee. *The Olympics: An Educational Opportunity, Instructional Materials for Senior High School*. Colorado Springs, CO, 1981.

United States Olympic Committee. Education Council. *Olympic Day in the Schools: "Focus on Excellence"*: Project of the United States Olympic Committee Education Council. 1991.

United States Olympic Committee. *1992 Olympic Outlook (notebook). Barcelona '92*. Compiled by the Public Information/Media Relations Division of the United States Olympic Committee 1991.

Wallechinsky, David. *The Complete Book of the Olympics. 1992 ed.* New York: Penguin, 1991.

Walt Disney Productions. *Goofy Presents The Olympics: A Fun and Exciting History of the Olympics from Ancient Games to Today*. New York: Random House, 1979.

Webster, Frederick A. *The Evolution of the Olympic Games, 1829 B.C.-1914 A.D.* London: Heath, Cranton, & Ouseley, 1914.

White, Jess R. ed., *Sports Rules Encyclopedia. 2nd ed.* Champaign, IL: Leisure Press, 1989.



Learn & Play Olympic Sports

REFERENCES

Mandell, Richard D. *The First Modern Olympics*. Berkeley: University of California Press, 1976.

Mushier, Carole L. *Team Sports for Girls and Women*, 2nd ed. Princeton, NJ: Princeton Book Co., 1983.

NBC Sports Research Information: Games of the XXIV Olympiad, Seoul, Korea. New York: NBC Sports, 1988.

Organising Committee of the XXV Olympiad Barcelona 1992. *Guide Barcelona '92*. Barcelona: COOB '92, 1989.

Poole, Lynn and Poole, Gray. *History of Ancient Olympic Games*. New York: I. Obolensky, 1963.

Porter, David L. ed., *Biographical Dictionary of American Sports: Basketball and Other Indoor Sports*. New York: Greenwood Press, 1989.

Schapp, Dick. *An Illustrated History of the Olympics*. New York: Alfred A. Knopf, 1975.

Smoll, Frank L.; Magill, Richard A. and Ash, Michael J. eds., *Children in Sport*. Champaign, IL: Human Kinetics, 1988.

Strong, Clinton H. ed., *The Olympics: Serving All People and All Nations / United States Olympic Academy XI, June 17-20, 1987*. Indianapolis, Indiana.



Learn & Play Olympic Sports

REFERENCES

Comite Organitzador Olimpic Barcelona. *Fourth Annual Report of the Barcelona '92 Olympic Organizing Committee (COOB '92) to the 95th Session of the IOC*, Puerto Rico, August 1989.

The Olympic Stadium, Symbol of Barcelona '92. 1989.

Copeland, Robert ed., *Webster's Sports Dictionary*. Springfield, MA: G & C Merriam. 1976.

Cravens, Jeff ed., *1992 Olympic Outlook : Compiled by the Public Information / Media Relations Division of the United States Olympic Committee*. 1990.

Duffy, Tony. *Winning Women: The Changing Image of Women in Sports : Photographs by Tony Duffy; Text by Paul Wade*. New York: Time Books, 1983.

Durantez, Conrado. *The Olympic Flame*. Lausanne, Switz.: International Olympic Committee, 1988.

Henry, Bill, and Yeomans, Patricia Henry. *An Approved History of the Olympic Games*. Los Angeles: Southern California Committee for the Olympic Games, 1984.

Hymne Olympique (pamphlet) 1896.

The International Journal of the History of Sport, Vol. 8, May 1991.

International Olympic Committee. *Le Mouvement Olympique / Olympic Movement*. Lausanne, Switz., 1987.

Olympic Charter '90. 1990.

Los Angeles Unified School District. Office of Instruction. *The Olympic Heritage Year, 1984*. Reference List No. 3. January 9, 1984.

Mallon, Bill. *The Olympic Record Book*. New York: Greenwood Press, 1988.

