

Robert Marxen

Bearer No 2 of the Estonian Olympic Academy's Decoration of Honour

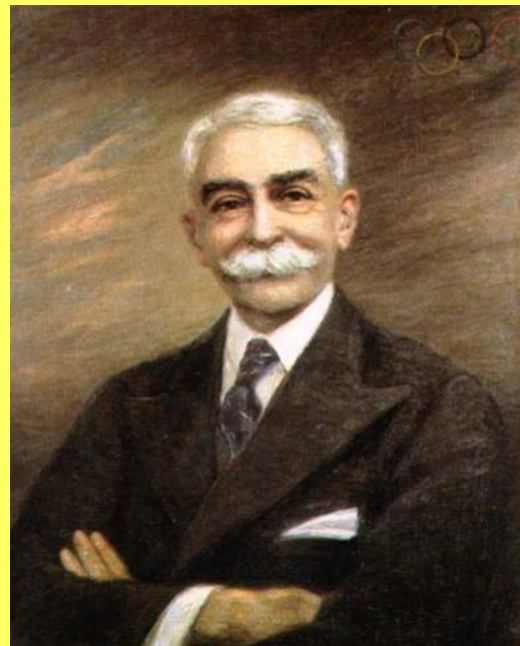
President of the German Pierre de Coubertin Committee

Member of the International Pierre de Coubertin Committee



Olympic Education

*The Pierre de Coubertin Award- Contest
A practical Example for School Olympics*



Pierre de Coubertin's pedagogical ideas are expressed in the Olympic Charter (2011) as follows:

“Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.”

Olympic Charter, Fundamental Principles, Paragraph 1



Olympic Charter, Fundamental Principles, Paragraph 2

„The goal of Olympism is to place everywhere sport at the service of the harmonious development of man, with a view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity.“

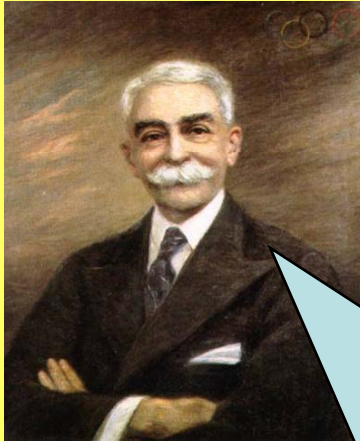




Pedagogical Aims



- *Combining Body, Will and Mind*
- *Blending Sport with Culture and Education*
- *Promoting Joy in Effort*
- *Spreading Peace*
- *Promoting Mutual Understanding, Friendship and Solidarity*
- *Supporting Fair-play-Education*



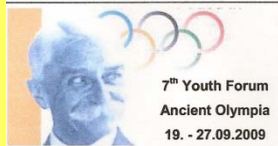
The time between the Olympic Games is important:

- Training***
- Sporting, healthy and fair way of life***

The Olympic Games are only the occasion to demonstrate the results

The Pierre de Coubertin Award- A practical Example of Olympic Education

1. The International Pierre de Coubertin Committee

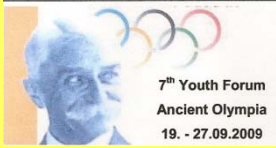


- Tasks
- IPCC-School Network
- International Youth Forum

2. The Pierre de Coubertin Award

- The Five Performances

3. Didactical/Methodical Suggestions



International Pierre de Coubertin Committee

Commitment to

*..... support schools to promote the
Principles of Olympism*

*50 Schools all over the world
combined in the Network of the Pierre
de Coubertin Schools*

The International Network of Pierre de Coubertin Schools

THE INTERNATIONAL NETWORK OF COUBERTIN SCHOOLS

At the moment 26 schools from five continents are working closely together in the Network of Coubertin Schools, which is growing further and further.

Due to Coubertin's ideas of international friendship, fight for peace in the world, fair play and tolerance, the students regularly exchange experience and participate in joint projects.

Every two years representatives of these schools meet in an International Youth Forum of Coubertin Schools. This is always a wonderful highlight with unforgettable events in the Olympic spirit.

The first Forum was held in La Havre (France) 1997, followed by Rush Weirlock (Great Britain) 1999, Lausanne (Switzerland) 2001, Geneva-Arenzano (Italy) 2003, Radstadt (Austria) 2005, Tábor (Czech Republic) 2007, Olympia (Greece) 2009 and Beijing (China) 2011.

During the week long Youth Forum young people compete for the Coubertin-medals directed by the CDC (International Pierre de Coubertin Committee).

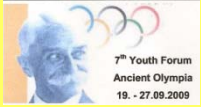
And, of course, there is also the possibility for workshops, discussions and excursions in order to learn more about the country and its people.



LIST OF PARTNERS 2011/2012

1. NCC Australia (Winners of the Australian Coubertin Award)
2. Pierre de Coubertin Bundes-Oberreifehrer/Gymnasium Radstadt (Austria)
3. Don-Basco-Gymnasium Unterwiesenthal (Austria)
4. Beijing High School Four Pierre de Coubertin (China)
5. French International School Beijing (China)
6. Winners of the National Coubertin Award organized by the Congolese Pierre de Coubertin Committee (Congo)
7. Pierre de Coubertin-Panayiotou Gymnasium Nicosia (Cyprus)
8. Gymnasium Pierre de Coubertina Tábor (Czech Republic)
9. Olympos Gymnasium (Eretria)
10. Lycee Polyvalent Pierre de Coubertin Bobac (France)
11. Lycee Pierre de Coubertin Nancy (France)
12. Coubertin-Gymnasium Berlin (Germany)
13. Pierre-de-Coubertin-Gymnasium Erfurt (Germany)
14. William Brockton School Rush Weirlock (Great Britain)
15. Lyceum Pierre de Coubertin Pallini (Greece)
16. 3rd Lyceum of Pyrgos "Pierre de Coubertin" (Greece)
17. Liceo Statale "Giuliano de' Medici" Savona (Italy)
18. Senior High School of Osaka, University of Tsukuba (Japan)
19. Episcopal School Eldoret (Kenya)
20. Senior Methodist Girls School Kuala Lumpur (Malaysia)
21. Winners of the National Coubertin Award organized by the Mauritian Pierre de Coubertin Committee (Mauritius Island)
22. Diarrhachi Coubertin Oaxaca (Mexico)
23. Gjøedal videregående skole Pierre de Coubertin (Norway)
24. Coubertin-Lyceum St. Petersburg (Russia)
25. Gymnasium Pierre de Coubertina Pátrny (Slovakia)
26. Lycee Sportif Pierre de Coubertin of El Manassh Tunisia (Tunisia)

International Pierre de Coubertin Youth Forums



- *1997 Le Havre (FRA)*
- *1999 Much Wenlock (England)*
- *2001 Lausanne (Switzerland)*
- *2003 Arenzano (Italy)*
- *2005 Radstadt (Austria)*
- *2007 Tabor (Czech Republic)*
- *2009 Pyrgos/Olympia (Greece)*
- *2011 Beijing (China)*



1894 When in his Conference of 16th November at the Parnassus Society, COUBERTIN attempted to win the Athenians to his side, he very clearly insisted that

«[...] every four years the restored Olympic Games must give universal youth the opportunity for a happy and fraternal meeting which will gradually contribute to removing the ignorance of nations concerning their common interest: an ignorance which encourages old resentments, accumulates misunderstandings and precipitates events towards **savage conflict.**» (from SELECTED TEXTS, 1986, Vol.II, p.370).

北京四中

Robert MARXEN

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International
Pierre de Coubertin Committee



8th International Pierre de Coubertin Youth Forum

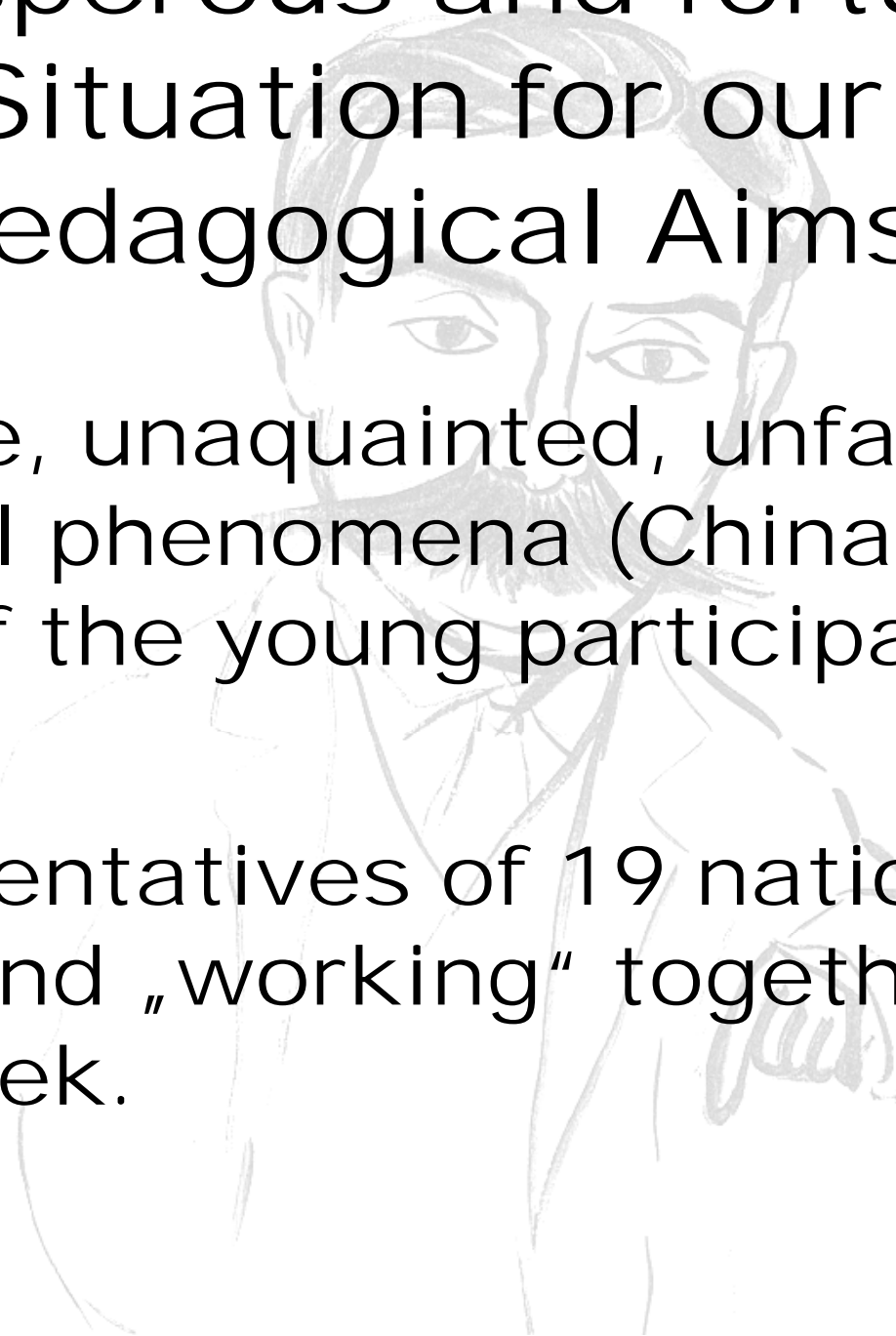


Youth, Cultural Diversity in
our World and Common
Values

A pedagogical Success-Story?

A prosperous and fortunate Situation for our pedagogical Aims

- Strange, unaquainted, unfamiliar cultural phenomena (China) for most of the young participants,
- Representatives of 19 nations living and „working“ together for one week.



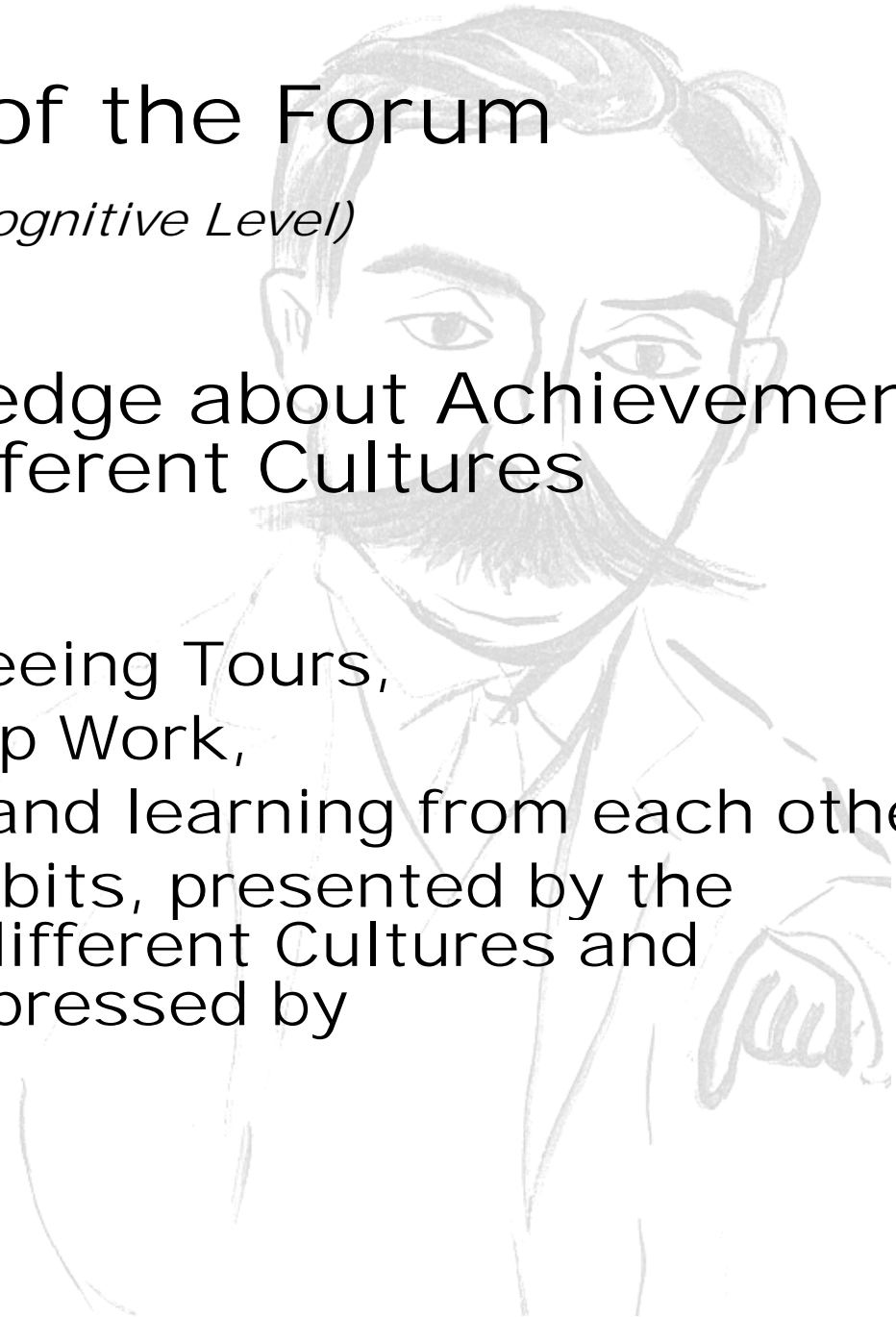
Aims of the Forum

(Cognitive Level)

To impart Knowledge about Achievements
of different Cultures

through

- Common Sightseeing Tours,
- Discussion-Group Work,
- Living together and learning from each other,
- Customs and Habits, presented by the
Participants of different Cultures and
Civilizations, expressed by
 - Dancing,
 - Singing,
 - Playing,
 - Learning Languages,
 - Etc.



Aims of the Forum

(Affective-emotional Level)

Training of mental Attitudes

- Respect of one's Partners in Group Discussion Work,
- Fairplay&Respect in Playing Games,
- Fairplay in the „Athletic Contest“ ,
- Working on sth. strange, new and so far unknown by overcoming Inhibitions,
- Promoting Creativity, Cooperation/Team Work by creating a collective Piece of Arts (Forum Banner),
- Etc.

Pierre de Coubertin Award - Contest





The Five Performances - Pierre de Coubertin Award

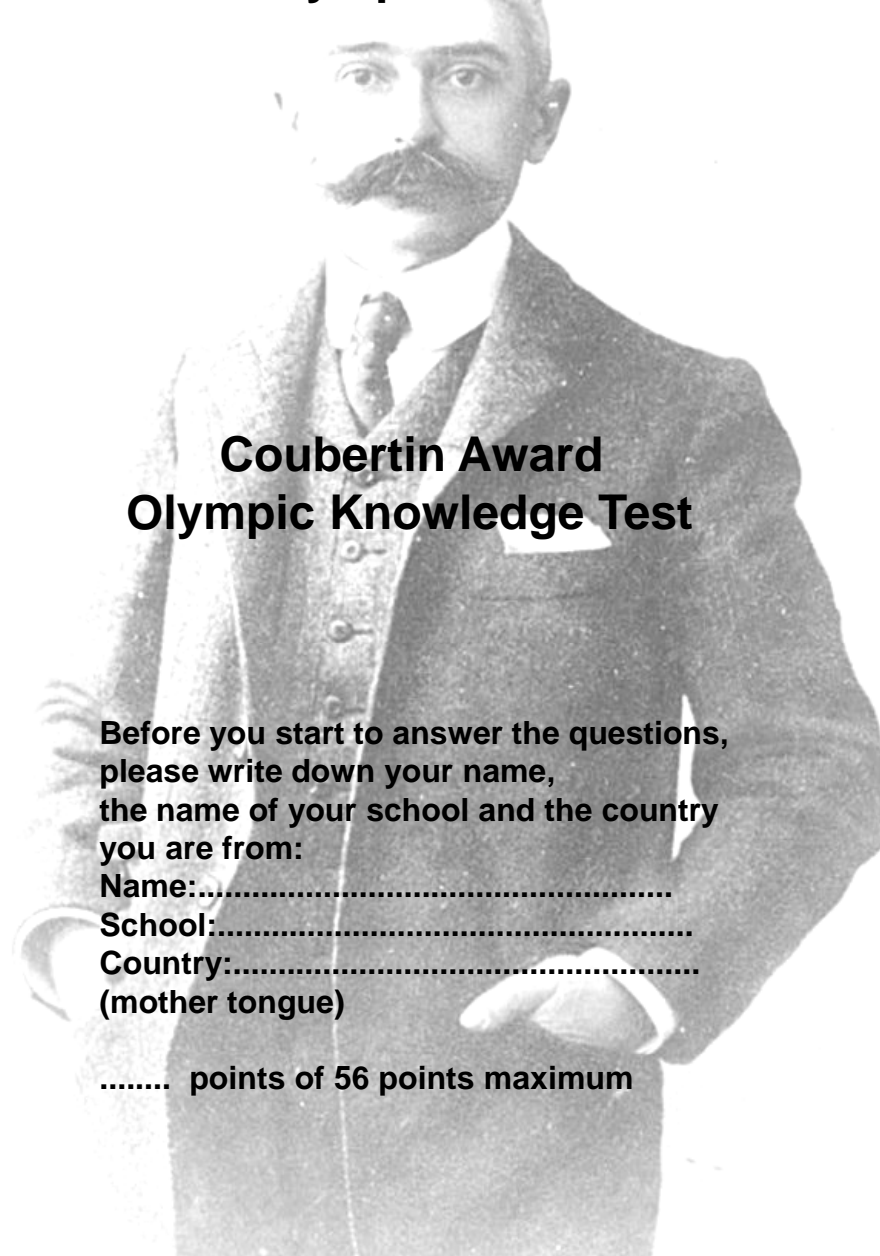
- 1. Knowledge about Coubertin, the Olympic Movement and the Olympic Values*
- 2. Arts Performance as individual or group Presentation*
- 3. Social Performance*
- 4. Debating Clubs about relevant Aspects of Olympism*
- 5. Sport Practice Performances*





*Knowledge about Coubertin, the
Olympic Movement and the
Olympic Values*

**International Pierre de Coubertin
Youth Forum
Olympia 2011**



**Coubertin Award
Olympic Knowledge Test**

**Before you start to answer the questions,
please write down your name,
the name of your school and the country
you are from:**

Name:.....

School:.....

Country:.....

(mother tongue)

..... points of 56 points maximum

Contents of the Knowledge Test



- *History of the Ancient Olympic Games*
 - Legends about the origin
 - Background of establishing the Olympic Games
 - Athletic events
 - Importance of the Olympic Games for the Greek Society of the Antiquity
- *Pierre de Coubertin: His Life and Work*
 - Coubertin's motivation of re-establishing the Olympic Games
 - Influences on his idea
 - Pierre de Coubertin's aims
 - Dates of Coubertin's Life
- *The Modern Olympic Games*
 - Dates and Facts about the Olympic Games (Places, Time, Participation etc.)
 - Organisational structure of the Olympic Movement
 - Symbols of the Olympic Movement

Knowledge Test Beijing 2011



Arts Performance as Individual or Group Presentation



Cross-Cultural Learning



The Austrian Delegation presenting Folk Dances

Cross-Cultural Learning



A Mexican Girl singing a Song of her Home-Country

Cross-Cultural Learning



Tunisian Students displaying their Fight for Freedom

Cross-Cultural Learning



Cross-Cultural Learning



Cross-Cultural Learning



Cross-Cultural Learning



Cross-Cultural Learning



Estonian Students Singing



Kung-Fu
Demonstration





Working on the Forum Banner

Creativity and Cooperation



International Dancing Party





Impart of Knowledge through Sightseeing

The Great Wall

What has struck me the most has been the Great Wall. Who would have thought it was that great?? And with so many stairs too! To see it in a picture it really isn't the same as climbing up to the top! The stairs have been a surprise. I don't know why, but I always thought the Great Wall was flat...don't really know how to explain it! But even with so many steps, I arrived till the last tower we could reach and looking down made me feel really good. It made me thought that just by trying anyone can do anything, even what seems impossible!



Social Performance

Activities at home during the months before the Youth Forum

Young people all over the world are willing to take care of community service for the benefit of their region

- *support of people, who need help*
- *coaching/ umpiring*
- *fundraising*
- *protection of the environment*
- *work in students' self government*



Discussions on Olympic Topics

Debating clubs about relevant aspects of Olympism

- *ethical values (e.g. fair play, internationalism, solidarity, all sport games, citius-altius-fortius)*
- *dangers (e.g. doping, instrumentalizing athletes, north-south-conflict, inequality of technical conditions)*
- *questions about Olympic Games*
- *Cultural Diversities and common Values*



The Discussion Group Topics

They focus on how young people can contribute to making the world a more harmonious and peaceful place.

There were four discussion sessions

- three during the Youth Forum,*
- one to be undertaken before the Forum, with a written summary to be handed in on arrival.*

Debating

*“Youth, Cultural Diversity in our World,
and Common Values”*

*Empowerment through Sport (to be completed
before arrival in Beijing)*

The Olympic Values

- *..... Respect, Excellence and Friendship*
- *..... “Citius, Altius, Fortius”*
- *..... Contributing to Intercultural
Understanding*

Helpful Tasks and Instructions

- *Sport is a language that everyone speaks and it can provide a bridge across cultural barriers.*
- *Reflect on the new friendships you have made at this Forum. What qualities do you look for when choosing friends? What strategies could you recommend for maintaining an on-going friendship?*
- *Following the Youth Olympic Games last year, one athlete stated that "our differences enhanced our similarities" What was meant by this statement?*

Helpful Tasks and Instructions

- *How do the Olympic Games celebrate the “Brotherhood of Man”?*
- *How can you help other young people achieve their dreams?*
- *There are a number of ways young people can take action and make a positive impact which contributes to intercultural understanding. What strategies would you suggest in order to make a difference in your community?*

Group Discussion

- *Citius – Altius – Fortius*
 - The Pursuit of Excellency
 - Joy in Effort
- *Friendship and Solidarity*





100m/75m
Long jump/shot put
Cross country race

Swimming

Taichi









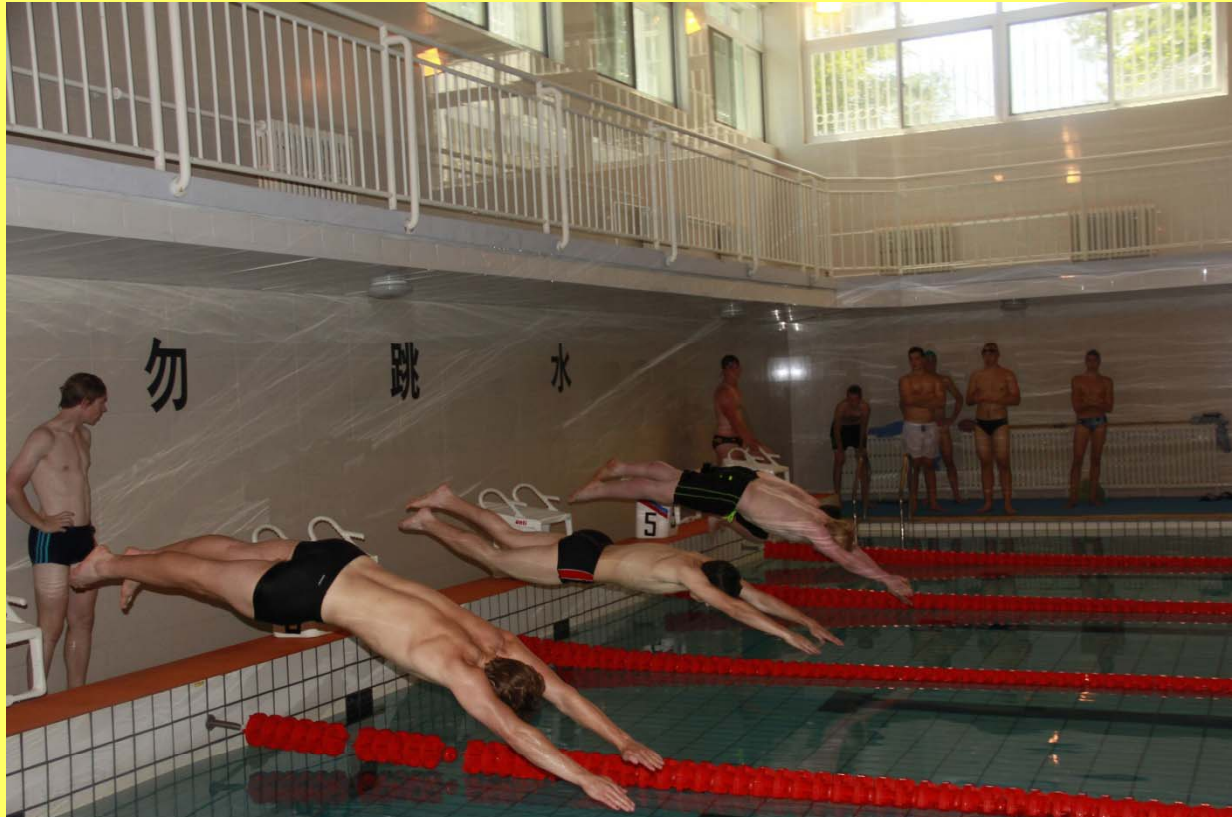


Taichi is a bridge of communication

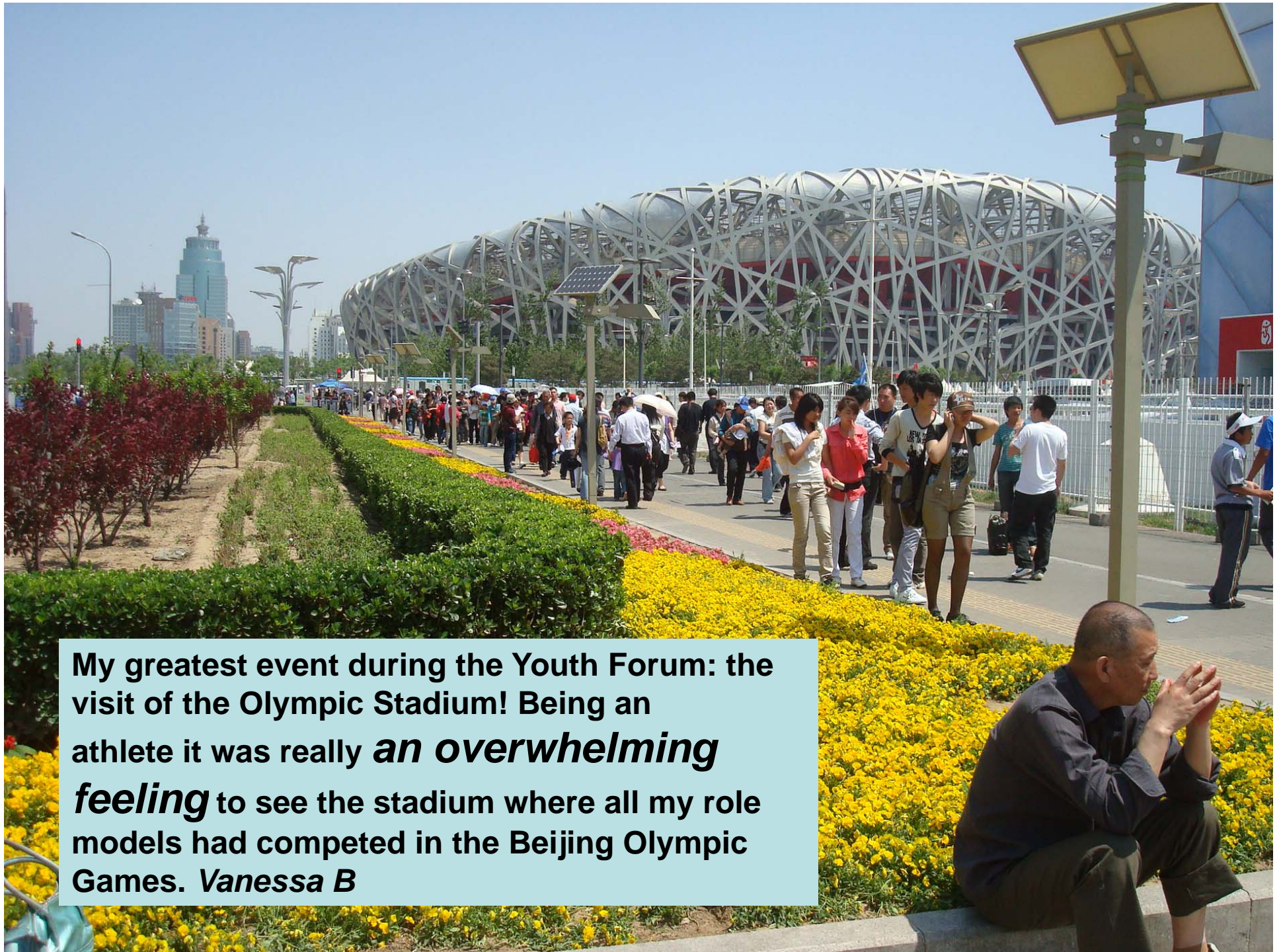
By Wei Zhu, BHSF

Taichi is one of the most famous aspects among Chinese culture. I, as a PE teacher in BHSF, have practiced Taichi for more than 25 years. I love it and believe that Taichi is a unique sport full of Chinese wisdom. When I heard from Mr. Shi that the 8th Coubertin forum would add Taichi as its formal activity for the medal, I was really excited. With the help of several smart volunteers, I prepared a video of *Twelve Movements Taichi* for all the participants of the forum. It is not easy to me, especially when I had to speak English in front of the camera. However, we finally finished it successfully.

During the forum, I was the judge of Taichi program. To my great surprise, Participants from the western countries played quite well. They must have paid a lot of efforts to practice. I could recognize clearly. Some of them played much better than their Chinese pals. Volunteers besides were also shocked by their performance. I am very happy to what I have achieved. I had a dream to teach Taichi all over the world. Now I have partly made it true in my school. I appreciate very much the idea of adding Taichi into the forum's formal programme. It is an idea full of wisdom and kindness. I would like all the delegations can continue practicing Taichi. Do not just see it as a programme for Coubertin medal. **It is something you deserve to have in your whole life. It is not only a way to do exercise, but a bridge to communicate within different cultures.**







My greatest event during the Youth Forum: the visit of the Olympic Stadium! Being an athlete it was really *an overwhelming feeling* to see the stadium where all my role models had competed in the Beijing Olympic Games. *Vanessa B*

Pierre de Coubertin Award

Inscription in the medal:

*Pierre de COUBERTIN
chose those six words for
the bookplate stamped on
the volumes in his library:*

**“voir loin,
parler franc,
agir ferme “**

**„see afar,
speak frankly,
act firmly”**





Certificate of Performance

***BHSF – Pierre de Coubertin School,
Beijing/China***

Sild Jonna

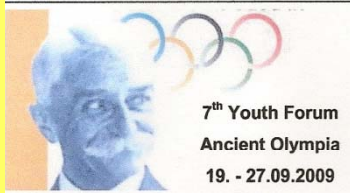
Ülenurme Gümnaasium Tartu/Estonia

**has fulfilled the performance criteria of the
Coubertin Award:**

- Category 1 “Social Performance”,**
- Category 2 “Olympic Knowledge”,**
- Category 3 “Sports Performance”,**
- Category 4 “Arts Performance”**
- Category 5 “Discussion on Olympic Values“.**

**Prof. Dr. Norbert Müller
President
International Coubertin Committee**

**Ines Nikolaus
Board Member of CIPC
Responsible for Coubertin-Schools**



"To ask different peoples to love one another is mere childishness. To ask them to respect one another is not utopian, but before they respect one another they have to know one another."

The text of the message was broadcast over the radio in 1935.

A large group of young people, likely students, are posing for a group photo on a stone wall. They are wearing red t-shirts with yellow accents and many are making peace signs with their hands. The background shows a clear blue sky and a green hillside with a traditional Chinese building. A light blue text box is overlaid on the top part of the image.

The Forum, a melting pot of cultures, is a fantastic chance that I dare not imagine encountering a second time.

Every single moment brought me something new. There was so much I hadn't seen or heard before, and so much I have encountered: 19 countries, 22 schools and over a hundred peers from continent of the planet. My school, where I used to study and work each day from dawn to dusk, turned into a miniature of the world and I could barely recognize it.

Didactical and Methodical Suggestions

Olympic Education = Holistic Education

Education with a holistic perspective is concerned with the development of every person's *intellectual, emotional, social, physical, artistic, creative and spiritual* potentials. It seeks to engage students in the teaching/learning process and encourages *personal and collective responsibility.*

Didactical and Methodical Suggestions

Learning in school/classroom und further school activities should be characterized by the following methods and approaches:

- *learner – centredness*
- *task-based learning*
- *experienced-orientated learning*
- *intercultural learning and instruction*
- *project work*
- *simulation*
- *the world beyond classroom and school*



Didactical and Methodical Suggestions

*Any kind of learning or activities should especially appeal to **emotions** and support **life-long learning**. Thus the pupils and students **take charge of their own learning process** and gain the capacity to act independently and in cooperation with others, as socially responsible persons.*

Didactical and Methodical Suggestions

1. *Project – subject combined (Geography, Arts, History, Sports, Poetry, etc)*

“A Travel in Time and Space on Coubertin’s Traces”

2. *A Game of Dice – (promoting the learning of the students effortlessly)*

Starting Line : The Greek Antiquity

Finishing Line : Athens 1896/2004

In between the players have to solve knowledge questions; you can either be promoted or relegated, etc

3. *Develop your School Olympics with a special focus on the solemn elements, as Pierre de Coubertin would have liked them.*

4. *Form an Organizing Committee and employ as many students as possible; there are many different functions within the Committee, maybe also an opposition..*

Didactical and Methodical Suggestions

- 1. Produce a “time line” which shows the development of the games through the centuries.** For instance a “box” of 2 meters tells the history of one century.
- 2. Organize your “Ancient School Olympics”.**
 - Practise the events and carry out your “School Olympics”.
 - Have as many fellow students as necessary to prepare the festival
- 3. Write a diary on behalf of an athlete of the Ancient or the Modern Olympic Games.**





Didactical and Methodical Suggestions

4. You are:

- **... a radio reporter who covers the Olympic competitions, religious services and ceremonies in Ancient Olympia.**
- **... an ancient tourist guide who guides a group of spectators from different Greek colonies through the Altis.**

Didactical and Methodical Suggestions

5. The east front of the Temple of Zeus shows the twelve labours of the legendary creator of the Olympic Games, Heracles.

Make your students mime them.

6. Develop a debate between a priest and a woman, who is not allowed to watch the events.

Didactical and Methodical Suggestions

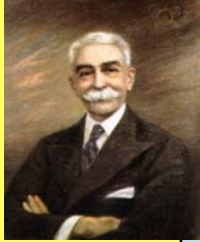
7. Role-play:

Discuss the values of the Ancient Olympic Games in a panel discussion:

one chairman, one priest, one philosopher, one athlete, one coach, one judge, one woman, one slave, etc.

Didactical and Methodical Suggestions

8. *A Persian merchant writes a letter to his colleague in Shiraz about the Olympic Games he happened to watch in Ancient Olympia.*
9. *Draw "thumb movies" about the athletic events.*



«Olympism is not a system; it is a state of mind, capable of penetrating all forms of education, and no race or era can claim an exclusive monopoly of it.

Olympism is a state of mind born of the twofold cult of effort and eurythmics. And see how well the union of these elements is suited to human nature – the love of excess and the love of harmony».

Poetry and Sport - Limmerick

*There was an athlete
called Erki Nool.*

*He ran, put the shot and
jumped with a pole.*

*Spinning so swiftly with
a discus in the ring,*

*He hurled it as if it was
made of an eagle's
wing*

*Winning a medal for his
country in twinkling
Gold.*



