



UNIVERSITY OF PELOPONNESE
**FACULTY OF HUMAN MOVEMENT AND QUALITY
OF LIFE SCIENCES**
**DEPARTMENT OF SPORTS ORGANIZATION AND
MANAGEMENT**

MASTER'S THESIS

“OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANIZATION AND
MANAGEMENT OF OLYMPIC EVENTS”

**THE EFFECTS OF A STUDY OF OLYMPISM AND OLYMPIC VALUES ON THE
ATTITUDES AND VALUES OF STUDENTS IN A HIGH SCHOOL CLASSROOM**

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MASTER Dissertation submitted to the professorial body for the partial fulfillment of obligations for the awarding of a post-graduate title in the Post-graduate Programme, "Organization and Management of Olympic Events" of the University of the Peloponnese, in the branch o "Olympic Education

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SPARTA, 2016

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SUMMARY

NATASA DOSEN: THE EFFECTS OF A STUDY OF OLYMPISM AND OLYMPIC VALUES ON THE ATTITUDES AND VALUES OF STUDENTS IN A HIGH SCHOOL CLASSROOM

(UNDER THE SUPERVISION OF PROF. DEANNA BINDAR)

The research investigated the changes in the knowledge and attitudes of high school students about the Olympic Games and the values of the Olympic sport as a result of participating in a series of lessons by the Olympic Values Education Programme (OVEP). The research has shown the impact of teaching Olympic values on students' existing value system, their preferences toward various topics related to the Olympic sport and implementation of different activities used as teaching methods. For creating this research, a resource titled *Teaching Values: an Olympic Education Toolkit* (Binder, 2007), developed by the Professor Deanna Binder (2007), and produced by the International Olympic Committee for its Olympic Values Education Program was used. Moreover, case study was a proper methodology to research the effects of OVEP on participants. During the programme, which lasted for two months, students developed their interest in sport, particularly, Olympic Games. In regards with the Olympic values, they had the basis of what the values are and what is ethical. Within the research, they broadened their view of values in sport and were aspired to introspect their values and behaviour in order to try to achieve personal goals and be the best. Students expressed the biggest interest for three topics which were the part of research. Most students were interested in learning and discussing about doping. The story about Jessie Owens and Lutz Long was mentioned many times in students' answers in questionnaires and interviews as a positive example of values. They expressed admiration and support to athletes at the Paralympic Games. The research also brought insights of using different teaching methods during the research. As a teaching method, students were more likely to participate in different activities and watch videos than just be taught by using a teaching model which exists in school system. They mostly learned through videos, presentations and group activities.

Keywords: OVEP, high school students, teaching methods

ACKNOWLEDGMENT

First of all, I am very grateful to the Olympic Committee of Serbia which recommended me to study at the International Olympic Academy. Therefore, I am also grateful to all people from International Olympic Academy who gave me the opportunity to discover a new discipline, gain lifelong experience and be surrounded with great people.

I would like especially to thank to professor Deanna Binder who guided me throughout the whole process of research. I am also grateful to my friend Ines who helped me to find a place where I can conduct my research. Furthermore, I am grateful to the Bosa Milicevic Secondary School of Economics and professor of physical education, Anita Djuric who supported my work and became a friend of mine. At the end, I would like to thank to my family and my friend Marija who were always next to me to support my wishes and ambitions.

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Chapter 1

1.1.Introduction

This research investigated the changes in the knowledge and attitudes of high school students about Olympic Games and the values of Olympic sport as a result of participation in a series of lessons from the Olympic Values Education Programme (OVEP). The case study tried to increase the awareness of the Olympic Games by teaching various important facts and stories about the Olympics. The purpose of the research was to explore how OVEP influenced students' behavior and attitudes based on three research questions:

- What are the changes in the knowledge of pupils about the Olympic Games?
- What are the effects of teaching Olympic Values on students' behavior in sport and in life?
- What is the experience of students who participate in various activities connected with the Olympics?

The case study was used as an appropriate methodology because it gave deep explanation of the phenomena in real circumstances.

High school students 15, 16 and 17-year-olds, who attend economical high school 'Bosa Milicevic' in Subotica, Serbia participated in OVEP case study during the period of two months. They had two lessons of Olympic Education every week as a substitute for physical education classes. Furthermore, the lessons consisted of various activities used as different teaching methods. However, students were encouraged to freely express their opinions and develop critical thinking.

The first part of the paper explains the important terms of the topic as: Olympic Education, Olympism, physical education and the relationships among them. In the second part are graphically presented and explained the process of research and the results of teaching students about Olympic Games and values.

The lessons took place during the physical education classes and forty-eight students took part in the research. Each one of them had different preferences toward sport and previous knowledge

about the Olympic Games. Accordingly, teaching effects on students's attitudes were different but still the same patterns can be found shaped by society they live in.

Case study was used as a proper methodology to research the effects of OVEP on participants. The aim of the case study is to present in-depth understanding of a single or small number of cases set in their real-world contexts. The in-depth focus of case study covers a wide range of topics and the data comes from multiples source of evidence (Yin, 2011). Case study was used to collect data from several cases regarding one main topic divided into three sub-questions. The research is set in a real-world context and data came from several sources of evidence. To create this case study, a resource titled 'Teaching Values: an Olympic Education Toolkit' (Binder, 2007), developed by the Professor Deanna Binder (2007), and produced by the International Olympic Committee for its Olympic Values Education Program, was used.

1.2.Importance of the Study

Adolescents live in society with moral values crises and imposed wrong social systems. These phenomena negatively reflects in sport and shape the way of teenager's thinking and behavior. The importance of the study can be found under the influence of the programme on teenagers in existing environment. The case study showed the perception of students of Olympics and changes of their value systems, knowledge about certain aspects of the Olympic Games and sport, and differences in their motivation to do sport. All these aspects may show the contradiction within the existing system and imposed general thinking. The results of the study may reveal the opportunities for changes.

If the research will cause the changes that have an effect on youth behavior, its methods and practices could be considered for application in the future development of similar programs and for implementation in physical education. The results of the research will provide useful information for scholars, teachers, professors and sport educators.

1.3. *Objectives of the Study*

The objectives of the study are: to gather, collect and analyze data and information from students participating in the study regarding:

- the changes of knowledge regarding Olympic Games.
- the effects of activities on students values through qualitative methods such as: reflective diaries, questionnaires, final questionnaire and structured interview
- experiences from different activities in order to find the most acceptable teaching methodologies for implementing Olympic values education
- Strategies for establishing OVEP in physical education classes. .

1.4. *Research Problems and Questions*

The main research question is: what are the changes in the knowledge and attitudes of high school students regarding the Olympic Games and the values of Olympic sport as a result of participation in a series of lessons from the Olympic Values Education Program.

The sub-questions for this case study are:

- What are the changes in the knowledge of pupils about the Olympic Games?
- What are the effects of teaching Olympic Values on students' behavior in sport and in life?
- What are the experiences of pupils who participate in various activities connected with the Olympics?

1.5. *Research technique*

Case study was chosen as an appropriate research method to collect data, which is a good method to be used when the research consists of explanatory and descriptive questions as well as closed ones. Within case study, qualitative and quantitative research methods were used to give

in depth information about students' knowledge of Olympic Games, their experiences from various activities and to show whether the attitudes of students have changed after the lessons in regards to the values of sport and life. Data was collected from questionnaire with open-ended questions, final questionnaire, reflective journals, and the researcher's observation. A review of the literature was used to help to refine research questions, select cases and define the relevant data to be collected.

Fourty-eight high school students 15, 16 and 17-year-olds participated in case study. The lessons were held in economical high school 'Bosa Milicevic' in Subotica instead of physical education classes. The high school didn't have a sports hall so students were unable to have physical education (PE) classes. The case study activities were a great substitute for PE. Students had two lessons in a row of research which is 90 minutes per week. Overall, they had lessons six times during the period of two months.

1.6.Limitations and Consequences of the Study

Lessons were held in the classroom with a little space at the end of the room which was enough for group activities. However, playing games in a large group with the ball wasn't possible because of the lack of space. Not all of high school students were present at every lesson. It happened that only twenty out of twenty-four students were at the class. Some of them attended the lesson only three times because they were professional athletes and had the right to be absent if there is an important match forthcoming. All students were given to fulfill the questionnaire and reflective journal. Absent pupils weren't able to answer the questionnaires because of their lack of knowledge. There were students who did not fill the questionnaire in appropriate way. They left some questions unanswered. The questionnaire did not reflect their knowledge and attitudes because of lack of serious approach towards lessons. Also, some students needed more time to finish the task than the researcher expected. Certain tasks lasted longer and other were done in shorter period of time in order to finish everything on time.

Chapter 2

2. Literature Review/Theoretical Framework

2.1. Principles and Values of Olympism

According to Pierre De Coubertin, the founder of the modern Olympic Games, "Olympism is not a system but the state of mind", (Müller, p.8, 2010). The *Olympic Charter* (IOC, 2014). Coubertin used values as a basic to develop his sport philosophy known as Olympism which he describes as a 'philosophy of life'. The correlation between sport and values is that the values are developed when we participate in sport (Müller, 2010). During competitions we show fair-play and respect toward rules and people participating in sport. This is how we practice our character and develop behavior based on ethical values. The values are unattainable but they have to be established as something to be striven for. This was the basic concept from which Coubertin developed his sport ontology (Müller, 2010). Coubertin suggested that participation in sport can be a school for moral development, where practicing physical endurance and energy and emphasizing the concept of honor improves the level of human ability.

Friar Henri Didon had influence on Coubertin with his thinking and introduced him to the idea of ecumenism from which came the word Olympism which, for Pierre de Coubertin, involves ethical education practiced through sport. Olympic athletes should display these virtues, and these virtues which display the ethics of Olympism should be honored.

At the same time, Olympism blends together sport, culture and education with the aim to create a way of life based on joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles. (*Olympic Charter*, IOC, 2007 p. 11) These goals are important not only for sport but also for society. The Olympic values that form the basis for this research are worded in the OVEP teaching manual *Teaching Values: An Olympic Education Toolkit* (Binder 2007). These are the educational values of: joy of effort, respect, fair-play, pursuit of excellence, balance between body, will and mind. They are either the values of sport and life. Sport has become a tool to show youth the importance of values and

can offer good examples of behavior. One of the characteristics of Olympism is to build a better world through sport and to motivate youth to be physically active.

Inclusion of all people in sport is guaranteed by one of the basic human principles of UNESCO which states that every human has the right to exercise and the state has a duty to provide free of charge conditions for doing sport. (Sport as a Tool for Development and Peace, 2005). According to Coubertin (Müller, 2004), Olympic principles should engage all people no matter of religion, race, age, nationality, occupation. This can be seen during the Olympic Games where athletes from all around the world gather at one place sharing cultures, ideas, knowledge and differences which is the way how some principles of Olympism are respected and implemented.

All activities of the Olympic Movement have the aim to contribute to economic, social and environmental development defined as sustainability. Combined with the values and principles of Olympism through sport these activities provide the core for Olympic education.

In other words, the principles of Olympism can be expressed in the second fundamental principle stated in the Olympic Charter which says that sport is a tool to contribute to development of humanity: 'The goal of Olympism is to place sport at the service of harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity' (Olympic Charter, IOC, 2007 p. 11). To summarize, Coubertin's ideas about the values of sport such as a feeling of belonging, moral excellence, self-improvement, honour and duty are connected with the values of modern society such as: individualism, universalism, values education and competition. Olympic education is methodology which tries to find a balance between basic human values, the values of sport and the values of modern society, and to help to create the best environment for youth. According to Pehoiu (2012) the Olympic education connects values of general education with the values of Olympism. Furthermore, it connects local and global impacts and globalization enables that process.

2.2. The Definition and Purpose of the Olympic Education

The goals of physical education are: to contribute to integral development of the children (affective, motoric and cognitive), improve theoretical knowledge and implement it in everyday life by various and systematic activities. Furthermore, the task of physical education is to

develop the importance of health and protection of environment (Physical Education, 2013). Olympic education has the same aim to impact on development of youth through different motor activities which are also used as a method for implementation of values in sport, and raise awareness about health and environment by using various activities.

Coubertin was an educator who knew that the moral strength could be developed through sport and transcended into society. He didn't use the term 'Olympic education' (Goglidze, p.9, 2011), he referred to sport education. One of his first principles was peace because he saw athletes as youth ambassadors. Coubertin stated that the aims of the Olympic education should be: to contribute to development of the whole human body, to inspire every person to strive to be better, to promote sporting activity ruled by ethical principles, to promote peace without discrimination and to promote improvement of humanity through sport. (Georgiadis and Syrigos, 2009). According to Coubertin "man is not what he is but what he can become" (Müller, 2004, p. 7), He wanted to improve physical and intellectual skills through participation in sport.

According to Naul (2010), effective Olympic education strategies involve a pedagogy in which teachers can use sociological imagination and the pedagogy of possibility to develop a program which will satisfy a deeper understanding of the importance of physical activity, and implementation of values and principles for improvement of human well-being. Different teaching methods can be used to encourage students' imagination and motivate them to practice sport. Naul refers to research which information were used to develop the research questions used in this case study.

According to Naul's research (2010, p. 18) more than 3500 people between the age of 14 and 65 in Netherlands were asked what are the five most important motives for athletes to take part in the Olympics. At the first position was "being a good example", second was "money", third was "a sound mind in a healthy body" and fourth was "raise their own market value". People still believe in the true spirit of Olympism, but they are also aware that Olympic Games are business which brings negative sides as: over-commercialization, using forbidden substances in order to achieve expected results. The business comes before sport and the same can be seen in the Olympic education which became the platform for advertising Olympic sponsors. (Devitt, 2012)

2.3. Definition of Values and Value-Based Systems

A value is, according to Rokeach, et. Al (2007) “an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state existence.” Values are the principles which influence the attitudes and behaviors of people and help to determine how person lives his or her own life. They are also responsible for creating an inner voice which controls what is good, constructive and desirable (Burton and Raedeken, 2008). Values develop and change through time. A group of values that is important, will build a value system for that society.

For example, according to research conducted by Singapore Management University as informal survey among several hundred students, the most important values to build character and skills are: integrity, honesty, respect and trust. Other personal values are: compassion, commitment, acceptance, humility, fairness, generosity, responsibility, justice, equality, pursuit of excellence, courtesy, diligence. (Brownlee, 2014).

Sport is a tool which can unite people in achieving the same goal and can contribute to community and the unity of society. In today’s world people of different nationalities, race, color of skin, language live in the same city. Through sport and physical activity they can get in touch with each other. When they know more about other people, they become more tolerant and understandable, and perhaps they may start to respect the diversity which contributes to peaceful society. Sport is a universal language which brings people together across different boundaries (Sport for Development and Peace).

As we have already discussed, according to Coubertin, the basis of the Olympic idea lies in the love for sport carried out in the spirit of fair play. Sport has educative value and involves striving for human perfection. The value which perhaps best describes the Olympic spirit is fair play. Fair play defines the ethics of competition at the Olympics as well as the context in which Olympic values are promoted (Findling and Kimberly, 2004).

Teaching Olympic values can help individuals and societies develop and promote values like fair play, friendship, excellence, respect, and thus contribute to a better and more peaceful society (Binder 2012).

This teaching can happen at the Olympic Games and sport competitions, and it can also be done in physical education classes. Therefore, physical education is an important place for teaching the Olympic values. The pleasure of physical achievement plays an important part in Olympic education strategies (Naul, 2004). The aim of physical activity is to enjoy it while practicing it. Joy of effort is often forgotten because of the pressure during the competition. Pursuit of excellence not only in sport but in life is the goal we want to achieve and something we strive in everyday life.

Balance between body, will and mind is the final goal of our existence, the evidence of our physical activity.

2.4. The Aim of the Olympic Values Education Program

According to the International Olympic Committee, OVEP is used as a tool to “maintain young people’s interest in sport, encouraging them to practice sport, and promoting the Olympic Values” (About OVEP, Olympics.org). The goal of the program is to motivate youth to have active and healthy lifestyle and practice sport by respecting the Olympic values. The aims included in OVEP are: to develop tolerance, mutual respect associated with fair play, to promote mutual understanding, peace, respect between cultures, to promote excellence and achievements according to the fundamental principles of the Olympic Movement, to enrich human spirit through Olympic education and sport and to popularize Olympic Education.

Paul (2010) suggests that Olympic Education programs should begin with lectures on common items of Olympic history and culture and finish with special demands and needs of Olympic education in the classroom. The program that was created for this research started with the Olympic history and symbols of the Olympic Games and continued with the values of Olympism and activities such as organizing the Opening Ceremony in which pupils felt the importance of the values and their implementation in real life. The program blended education with culture and sport.

Topics in OVEP can be in various disciplines from history, art, geography to biology. The debate on problems confronting the Olympic Games and values can be done with older pupils. This should contribute to consensus on Olympic Games done by pupils.

2.5. Cultural Olympiad

Part of the educational mission of the Olympic Movement is incorporated in cultural and arts programs of Olympic Games called the Cultural Olympiad which includes the organization of cultural and arts events and it is a possible platform of implementation of different cultural policies. Moreover, these programs contribute to cultural policies of society where Olympic Games take place and reinforce the cultural values in society (Garcia, 2009). They don't enjoy big media attention and cater to local population before and during the Olympic Games.

According to Garcia (2009), the Cultural Olympiad is a powerful source for the transmission of values and identity signs that can assist in promoting the host city's cultural policy choices among the international media. It is the place where the host country can share its culture with the whole world.

The goal of Cultural Olympiad is to expand cultural and sport audience, to improve community inclusion, expand access to marginal or deprived, strengthen national identity, and economic growing of cultural tourism (Garcia, 2009).

2.6. Definition of Physical Education

Physical education has several purposes: developing motor skills, motivating youth to have an active lifestyle and teaching them about sport. (Physical Activity, 2010).

According to Institute of Improvement of Education (Physical Activity, 2010) the goals of physical activity are:

- development of the right posture
- development and improvement of motor abilities and theoretical knowledge necessary for independent work

- improvement of knowledge pupils gained in primary school and development of knowledge of sport for which pupils are more interested in.
- motivation for students to be physically active and to form positive psycho-social ways of behavior.
- development of physical activities
- connection of physical activity with work and life

The definition given in newspaper 'Physical culture' (1990/91) said that the goal of physical activity is to satisfy bio-psycho-social needs of students in the area of physical culture: forming proper understanding and behavior towards physical classes and encouraging youth to use those activities in their lifestyle.

Pupils who do sport on a regular basis, can gain benefits like: improve quality of life and self-esteem, increase strength, flexibility and mental persistence. (Safai, 2008 , p.157) Furthermore, they should learn about justice, self-control, solidarity, tolerance, team spirit and fair-play through sport.

Research showed that physical education motivate small number of students to be active and smaller number continue to play sports and games learned at school. (Engstrm, 2009).

Olympic education has the potential to challenge the traditional teaching of physical education because it uses different teaching strategies and a variety of pedagogical concepts. In most countries physical education doesn't have the set of values that Olympic education can offer.

2.7. The Extensive Time in Physical Education Classes

All pupils are included in physical educational classes according to their skills and abilities. Pupils have two classes of physical education lasting 45 minutes per week. Physical education classes are an obligatory subject during the whole primary and secondary education. They have the indirect aim to teach pupils about healthy lifestyle and develop their physical and mental behavior.

SOFIT (System for Observing Fitness Instruction Times) research showed that on average 'absolute time' of PE classes in Serbia is 37.03 min and the time spent on active exercising is 17.55 min. The research was done by Markovic, Bokan, Makic, Nikolic in several cities in Serbia. (2012)

According to analysis, most of students spent their time in playing, 12.25 min. Most of the time is spent in organizing the class, 11.57 min which include preparation of devices for different activities, recording the absent and waiting to other students to finish the exercise.

The results showed that professors most of their time spend on observing activities of students, 12.90 min; giving instructions, 12.43 min; organizing the class, 6.86 min; demonstrating the exercise 2.61 min; promoting of exercising 1.57min and other tasks 0.63 min.

Physical education classes face many problems. For many assigned activities there is no appropriate equipment. Even when there is equipment some tasks were not executed.

Further improvement of physical activity said that it would be good for professors to be partly creators of program and choose most suitable activities according to abilities of students and conditions of work.

If the plan of the program is not executed it could have bad consequences on physical and health state of pupils.

2.8. The Percentage of Active Youth

The most frequent reason why youth is insufficiently physical active is because of decrease of physical activity in family as well as in society and less opportunities for physical activity in schools (Markovic, Bokan, Makic, Nikolic, 2012).

Research has shown that 48.5% of boys and 28.9% of girls exercise more than four hours a week and 42.4% of girls exercise one to two hours a week. Boys spend more time on exercising: 42% while girls spend 16.5% of their time. (Djordjevic-Nikic, Dopsaj, Petrovic, 2010)

Authors who study physical activity classes within youth, recommend physical activity 30-60 min per day (Strong, 2005; Pate, 2000) p. 72 American scientists recommend 50% of the class middle and high intensity activities.

2.9. Motives of Doing Sport on a Regular Basis

According to research (Malicic, 2012) which investigated motivation of doing sport within Serbian students aged 13-16 years old, it showed that the first reason of doing sport is improvement and preservation of health (40%) and the second reason is love for sport. (37%), Then comes success and at the fourth place is friendship 6.6% and then money in 1.7% cases.

No one among the young participants (0%) sees fun as the basic motive for doing sport. Health and love for sport was almost with the same percentage present in the answers given by boys (45.16%). Furthermore, the answers given by girls were in the following order: success was mostly present in the answers (17.24%), friendship (6.89%) and then good looking and popularity (6.89%).

2.10. The Key Influencers on Youth to be Physically Active

Students were asked who influence the most on their decision to practice sport (Malicic, 2012). Most of the students (58.3%) said that they decide whether they will start doing sport or not. The most frequent influencers are parents (15%), unnamed persons (8.3%) sports idols (6.7%) and then friends (1.7%).

Educators, trainers and other people should develop students' intrinsic motivation for physical activity because the quality of young peoples' experiences with sport largely depends on those people and the relationship that students have with them.

If young people at the very beginning of being physically active, have positive relations towards the whole atmosphere at physical education classes and are well motivated by PE professors to practice sport, there are greater chances they will continue to practice sport for their own sake.

To conclude, the intrinsic motive for doing sport has to be developed by professors or other sport personalities. To develop intrinsic motives the process of being physically active should increase satisfaction, fun, pleasure and competence which are derived from the environment and context of sport and physical education.

If we want students to be satisfied, we should give professors a certain degree of freedom to adjust their classes to pupils' necessities and working conditions.

2.11. The Students' Perception of Physical Education

Almost 50% of youth estimate PE classes as good ones. There were no significant difference in opinion between male and female. Almost 19% of male and 14% of female said that PE stimulates on additional physical activity. On the other side, More than 20% of students have negative attitudes towards PE and it is known that during adolescence youth is more absent from the PE classes ¼ of students think that PE classes are boring and tiresome.

PE curriculum has to be adjusted with working environment and skills of professors to achieve certain standards.

2.12. Values Programs Worldwide

Olympic education initiatives are also organized by National Olympic Academies. These programs include the following: Olympic school programme, sports education projects, summer camps, youth camps in order to encourage youth to practice sport and get in touch with the Olympic ideals. All programs have similar goals: promote healthy lifestyle, motivate people to be physically active and to learn about Olympic values.

Canada

Canada was the first country to implement an Olympic Education project (Andrecs, 2007). *Come Together: The Olympics and You* were cross-curricular teaching manuals that were distributed throughout the country prior to the Calgary 1988 Olympic Winter Games. Over 65 000 teachers participated in the program and they had available materials to help reaching the goals of curriculum. The way how they will do that was left upon the teachers to decide. The goal of the program was to teach youth about the Olympic Games and Olympic values, to motivate them to practice sport, adopt healthy lifestyle, and it was provided the opportunity to get in touch with Olympians.

Australia

The Australian Olympic Committee established the a.s.p.i.r.e programme prior to the 2000 Olympic Games in Sydney. The name is an acronym for the values of the Australian Olympic team for Sydney 2000. These values are: attitude, sportsmanship, pride, individual responsibility, respect, express yourself. The a.s.p.i.r.e was a national programme developed for primary schools. The aim of project was to educate young Australians about values and present philosophy of the Olympic Movement. The programme was conducted in over 6500 schools and the information and results of the program were published in media.

Hungary

The Hungarian National Olympic Academy organized many events for youth inspired by the most important events in the Olympic world. They organized competitions for youth in athletics, handball and football at several different locations. Preceded by the 2014 Sochi Games or other important events, sport conferences were organized with the support of Olympic medalists and the mayors of the city. For instance, during the World Cup in Brazil workshops and meetings were organized discussing about football. The Academy is helping former athletes and it also organized a youth camp in Budapest which attended with 35 participants from five countries.

Costa Rica

The National Olympic Academy of Costa Rica published a book entitled “Values, Sport and Peace” describing the relationship between sports, athletes and Olympic education for the creation of a peaceful civilization. In addition, they also published a book “Costa Rica at the Olympic Games”, describing the participation of the country’s athletes at the Olympic Games and it is the first of its kind in Costa Rica. Indeed, one of the most important objectives of the academy is to give athletes a social role allowing them to bring positive changes in team sports and communities. Having that as an objective, the Academy organized the Olympic Day bringing together the most famous Olympic medalists in country. Moreover, they started

working on various projects for youth. The Academy organized a course on the Olympic values and philosophy in schools with the participation of 400 children. This move was made in order to show that the promotion of sport and its values can have a positive influence on society. The second program created for youth was “Champions in the Class” project which included visits of Olympic medalists to secondary school in the country. Additionally, the Academy permanently runs Olympic education course for physical education students of the University of San Juan, as well as an educational programme for the athletes who will compete in the Games of Central America and the Caribbean.

Togo

The National Olympic Academy of Togo was established in January 2010 with two important objectives: to make sport popular in schools and to introduce the Olympic Values Education Programme to the existing educational system. Consequently, the focus of Academy’s activities is on schools and universities.

As many other academies, Togo developed various programmes for students. As their main target, they organized the session on the subject: “The contribution of universities and high schools to the development of sport”. Furthermore, they included children from deprived areas in their programme by hosting a camp for one hundred children from those areas.

The Academy brought innovations in education by implementing through primary schools an experiential method by which children could learn in a simple way sports such as volleyball, basketball and handball. The project which runs from 2010 was part of school programme and required giving instructions to educators in schools to implement the new methods.

Various activities have lead to the creation of the Centre for Olympic Studies to enable children of different ages to convey the values of Olympism to their parents. The children participated in different happenings as a celebration of the 50th anniversary of the Togo Olympic Committee, and the celebration of Togo’s Independence Day.

Serbia

The Serbian Olympic Academy together with the Sport and Olympism Foundation organized activities to spread the values of Olympism and Olympic education. Through different projects

the Academy is not only trying to promote the values of Olympism, but also to emphasize the importance of issues which are important aspect in organizing the Olympic Games. The most successful project was Eco-Olympic Games which had the task to raise the awareness of protecting the environment and show the importance of the Olympic values. More than 7000 children from more than 20 schools in Serbia participated in project so far.

The Academy teamed up with British Council to organize new project for children where they had the opportunity to meet the members of the Olympic team and learn English. Additional program created for children was the 'Olympic Class', an activity organized in many cities across the country where children learnt about history of the Olympic Games, symbols, values, sports, famous Olympians and met Serbian Olympians. The Serbian athletes were representatives of the programme and they were talking about their sport experience while trying to inspire children to stay active. Moreover, several projects for children without parents care were organized with aim to help them in social inclusion and to motivate them to continue to go at universities. In cooperation with the Procter & Gamble Company Academy organized youth camp. The central idea of the camp was to educate youth through sport and promote the mother's role through the advertising campaign "Thank you Mom", since behind every successful athlete stands a successful mother. During the Camp's operation, children from 100 schools from all over Serbia had the opportunity to meet, talk and play with Olympic athletes. The children learned the basics of basketball, football, volleyball, handball, swimming and water polo and about healthy lifestyle.

The Serbian Olympic Academy organized programmes not only for children but also for athletes and coaches. Education courses developed by Academy were supported by Olympic Solidarity. In cooperation with HR company, the Academy organized the course 'Career after sport' to help the athletes to adjust to ordinary life after finishing sport career.

To show its own heritage, the Serbian Olympic Academy organized "Moments to remember: Olympism in Serbia 1912-2012". The purpose was to highlight the 100 years since Serbia took part for the first time in the Olympic Games.

Chapter 3

3. Methodology

3.1. Description of the Case Study

The methodology that was used in research was case study, which is in-depth, multifaceted investigation which uses different methods for data analysis. (Feagin, Orum, Sjoberg,1991). Methods used in this case study for collecting data were: questionnaires, reflective journal, surveys and interviews. The research was conducted as a part of physical classes in high school.

Olympic values and Olympic sport traditions were used as a context for teaching life values and skills. (Binder, IOC OVEP Toolkit, 2007) Students were taught about universal ethical principles, positive and negative sides of sport and encouraged to develop their skills and to be creative.

3.2. Place of the Case Study

The research was conducted in the economical high school 'Bosa Milicevic' in Subotica, Serbia. The reason why the research was conducted in this school was because there were no facilities for physical education classes and students were free during that time. The lessons lasted one hour and thirty minutes every week or two classes in a row. At the end of six weeks long research each student who participated in research was awarded with the highest mark in PE by professor.

3.3. Participants

Participants were high school students of economical high school 'Bosa Milicevic' in Subotica, Serbia. There were two classes with twenty-four students which is forty-eight students in total. First class consisted of twenty-four students who were at their first year of high school. They were mostly fifteen and some of them were sixteen years old. In the second class were students at the second year of high school. They were mostly sixteen and seventeen years old. They department of both classes was tourism. The two reasons why they were selected to participate in research were because of the amount of students and the space of the classroom. Twenty-four students was a good group to work with. Two classes were known as good students willing to

work. Regarding their previous knowledge of the Olympic Games, four high school students had the task to make a presentation including the basic information: when and where were the first modern Olympic Games, who was the founder, etc. The research topic and the way that the class was conducted were new for them. At the physical education class they were traditionally assigned certain tasks they had to fulfill for a certain mark. This teaching methodology was avoided for this project.

3.4. Teaching Approaches and Methods

Two teaching approaches were used in the research for this project: knowledge-oriented approach – as mentioned by Naul (2010) and lifeworld-oriented teaching approaches as outlined in the OVEP Toolkit of the IOC (Binder, 2007). During knowledge-oriented activities, the Olympic idea and its educational and historical legacy were explained. “The aim is to pass knowledge to young people to understand the mission of the Olympic Games and to get acquainted with the celebration and heritage of the Olympic movement from national and international perspective” (Naul, p.118, 2010). Students learned about Olympic history, important events, background behind the organization of the Olympic Games, heritage and aspects of the Olympic movement.

According to Binder (2010), the objectives of life-world oriented approach are: to enrich human experience through physical activity and sport blended with culture, develop mutual respect associated with fair play, encourage respect for different cultures and excellence, develop the sense of continuity of Olympics through history.

The life-world-oriented approach encourages development of values and enrichment of experience. Furthermore, the life-world-oriented approach connects the Olympic principles to children’s and young people’s own social experience in sport and in other areas of living. (Naul, 2010). Students in the project were encouraged to find own examples regarding sport-related topics and to express their perceptions of society and Olympic values based on their experience in sport and life.

Different teaching methods were used in this case study: presentations, discussions, small groups, role playing, storytelling, word association activities. Olympic knowledge and values were presented by videos and presentations. Students were divided in small groups, usually consisted of four members, while participating in creative activities. After every challenged question students were invited to discuss and express their opinion.

Qualitative and quantitative research methods were used to collect data. Qualitative research offers in-depth explanations, causes and motivations of the problem. (Wyse, 2011) Structured interviews, observations, reflective journals, open-ended questionnaires, final questionnaire and archival research are the methods used in qualitative research of this case study.

Students were required to fill in the questionnaire during every class. At the beginning of each class they were given the questionnaire to examine their knowledge of the topic that is going to be presented during the lesson. At the beginning of the next class they were given the questionnaire with four or five same questions as in previous questionnaire which were related to previous topic. Second part of the questionnaire consisted of the questions related to upcoming lesson. In total, they completed six questionnaires consisting of nine or ten questions. Questionnaires had both open and close-ended questions. The first questionnaire consisted of questions related to their engagement and interest in sport as well as their knowledge and attitudes towards Olympic Games. Every other questionnaire included two parts. One part had questions based on the material from the previous lesson; the second part had a few questions related to the discussions that would occur during the present lesson. The aim of this kind of structure of questionnaire was to check the difference in the knowledge of a topic before and after the lesson. At the end of the project, students completed the seventh or final questionnaire consisting of sixteen open-ended and multiple choices questions.

Besides questionnaires, high school students were given reflective journals. They were used to give in-depth answers and to show students' attitudes and thinking about the topic. Every reflective journal had four or five questions. As mentioned above, they were more concentrated on attitudes, motivation and thinking about topics while questionnaires showed the changes in the knowledge about Olympic Games. Questionnaires were given at the beginning of every class and reflective journals at the end.

At the end of the last class, ten high school students were interviewed. Individual interviews had the same, open-ended questions for every interviewee. At the beginning of the interview students were acknowledged to freely express their attitude and thinking. Interviewer had prepared questions in advance. Interviews were used to check in depth attitudes, knowledge and overall perception of the classes.

A final questionnaire was created to give the answers on the research questions. It consisted of open-ended and the questions with multiple choices. It had sixteen questions designed to try and assess the overall changes in the attitudes and knowledge of students.

Archival research was done before the case study and it was conducted in order to gather material for organization of the lessons.

3.5. The Process of Learning

Nusabaum (Binder, 2010) suggests that our emotions help us decide whether something is moral or unethical. She also suggests that teaching should include not only learning acts but also of the same importance is offering experiences and opportunities to engage the emotions and use imagination.

The teaching should have give students the opportunity to experience their emotional and intellectual responses towards moral problems. Some authors believe imagination enables us to see beyond our experiences. Painting, plays, performance encourage development of imagination.

The main educational resource tool used in research was: 'Teaching Values: An Olympic Education Toolkit'. It provided practical and theoretical background for teaching educational Olympic values such as: joy of effort, pursuit of excellence, balance between body, will and mind, fair-play, respect which presented the basis of this case study. The focus of Toolkit is how to teach the educational values of Olympism and it was used as a guide in creating the lessons. It is created for learners from 8 to 18 years with English as a second language which were the participants of this research. (OVEP, Toolkit, 2007)

3.6. *The Classes*

Research was conducted during six lessons by using different teaching and research methods.

Lesson I

Every lesson lasted two school classes or one hour and thirty minutes. The classroom had enough space for doing small activities. On the first lesson the first thing students did was plaiting their hands with the aim to unplait and make a circle. They were divided into two groups and the winner was the group who first made a circle. The second thing they did was to complete the questionnaire and answer questions about why do they do sport, do they watch the Olympic Games, what presents the Olympic symbol, etc. After that came lecturing on topics such as the Olympic symbol, torch, flame, flag, motto, anthem, oath, Pierre de Coubertin, William Penny Brooks, Evangelos Zappas, the definition of the Olympic Games, Olympic motto and message. The third and the last activity on the first day was the organization of a simulation of the Opening Ceremony. Students were divided into six groups – each with the task of drawing a flag of one country from every continent. The sixth group made an Olympic torch. After that they simulated the Opening Ceremony by marching in groups and representing different countries, as the athletes do during the Opening Ceremony. One athlete and one referee said the Olympic oath and someone acted as the President to declare the Olympic Games open. The Opening Ceremony was the ceremony of the next Olympic Games that will take place in Rio in 2016. At the end they had to answer five questions about the activities we did on the class in their reflective journals.

Lesson II

During the second class students were shown the Olympic Charter and a brief introduction was made about the Olympic movement, Olympism, the fundamental principles and Olympic values. At the end of the first part of the lesson, the meaning of joy of effort, one of the educational values of Olympism as described in the OVEP *Toolkit* was explained and two examples of joy of effort were discussed. A brief history and sports at Winter and Summer Paralympic Games were presented in the second part of the lesson They watched two videos about the Paralympics. At the end of the lesson students were divided into four groups and every group had the task to

choose the host city of the Olympic Games in 2024, to make a logo, slogan and state the reasons why did they chose a particular place to be host city.

Lesson III

At the beginning of the third lesson students wrote their names on the paper. After that, they were standing in two circles and one person from each group chose the paper, said the description and others needed to guess who is that person. Students had their names in a group opposite of one they were standing in. This activity highlighted the educational value of respect as an Olympic value. Respect was discussed and students heard the story about Lutz Long and Jesse Owens. At the Berlin Olympic Games in 1936, which were used to show the supremacy of Arian race and racism towards Black, Long who was German and Owens who was African-American displayed opposite behavior than expected by showing respect to each other and developing friendship. The lesson carried on with information about Olympiad, selection of the host cities and countries who have won the most Olympic medals were mentioned. Students also saw pictures of different medals from the beginning of the modern Olympic Games until London 2012. At the end, they had to draw a medal for the 2024 Olympic Games. Two groups out of six depicted a Nike with an olive branch at the front. Others chose the symbols of the country where the Olympic Games will take place. For example, one group chose Paris to be the host city and depicted the Eiffel Tower. A second group picked Belgrade and depicted a white falcon.

Lesson IV

The fair play was the main topic on the fourth class. Students had the task to describe personal situations in which they felt that something was unfair. We discussed several questions to see how the concept of fair play is threatened by media and marketing. Lawrence Lemieux was used as a good example of fair play. He was a Canadian sailor who competed at the Olympic 1988 in Seoul and rescued Joseph Chan and Siew Shaw who were thrown over the boat and injured. After pulling them from the water, Lemieux waited for a patrol boat to take the rescued sailors back to shore. Due to his action, he was awarded the Pierre the Coubertin medal for

sportsmanship. At the second part of the lesson five Olympic athletes from different parts of the world who have won the most medals at the Olympics were presented and videos about them were shown. Then, students heard a story about Munchen 1972 when eleven Israeli team members were killed by Palestinian group Black September. At the end of the class we did a fair play game. The class was divided into two groups. In each group each person had a partner whom s/he needed to turn his/her back. The goal of the game was to draw the same drawings by respecting the rules. Two students were judges. In the first round one person from the group explained his/her partner how to draw a diamond. The partner who drew the diamond could not ask any question and s/he had three minutes to draw the diamond. In the second round the person who drew the diamond, had the task to explain his/her partner how to draw a house. A partner who drew could ask the questions and second partner could answer only with yes or no. On the third round, the person who drew a house this time was explaining how to draw a car. Partners could talk in this round. The winner was the group of students who drew the most similar drawings and respected the rules. In each group there were two couples who cheated which meant they talked more than allowed or turned to each other to see the drawings.

Lesson V

Students were divided into groups of four members with the task to write fair play rules for the school. Later on, they discussed about doping, WADA, and two more values: balance between body, will and mind and pursuit of excellence. As an example of doping on the national level the case of Eastern Germany was used. Students were shown the consequences of doping which carried out a discussion.

Lesson VI

Students had the task to complete the final questionnaire. After that they completed the final activity which was used for revising all important information to check the knowledge of students. Each student chose the question from the hat and had the task to answer it correctly.

Six students out of forty-eight did not know the answer from derived questions. Ten students were interviewed at the end of the class. Through the interview they expressed their opinion and

feelings about participation in research. They were asked five questions and were encouraged to answer freely. The interviews were conducted to gather more accurate information about high-school students' perception of research and changes in knowledge and attitudes

3.6. *Limitations*

Active lifestyle is one of the aims of the Olympic education. It is the way of implementation and exercising the Olympic principles and values and acquisition of new experiences. Because of the limited space of the classroom and the lack of a sport hall any sport competition could not be organized. The idea was to organize sport competitions in different sports as teaching method and to involve all students to participate. Not all the students were present at every class. Some of students who attended the classes did not listen during the lecturing and did not complete the questionnaires. And among those who completed the questionnaires, some did not take the tasks seriously and did not complete them properly.

Chapter 4

Results and Reflections from the Lessons

Forty-eight high school students (30 female and 18 male) participated in the research. They completed one questionnaire per lesson. The results from questionnaire are graphically shown with further explanation.

4.1.Lesson I

Question 1: The percentage of high school students who practice sport regularly

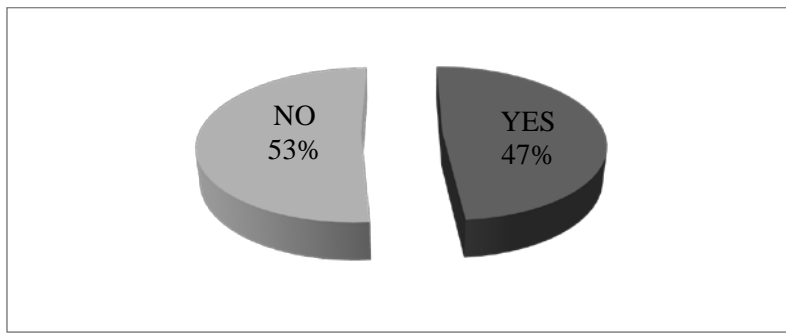


Figure 1: The percentage of high school students who practice sport regularly

The question was answered by 37 students. 47% of students practice sport. Females are less sport active than males.

The most popular sport is football. Eight students are football players. The second most popular sport is volleyball. The other listed sports are: basketball, boxing, athletics, artistic gymnastics, ski bob trail and aikido. Students also do dance and folklore. The reasons why they practice sport

are various. Most of them said they do it because they love it. The second most important reason is to be in a good condition and shape, and then comes the feeling of fulfillment as a motivation, success and to fulfill the free time. One person said that the reason he is doing sport is because it is easier from school and well paid. For another person practicing sport is his or her lifestyle and struggle with difficulties. On the question how often they practice sport, 8 out of 18 answered they practice sport five times per week.

53% of students don't practice sport. The reasons are: lack of time, laziness, illness, smoking, there is no interesting sport sections in town, living far away from the sport hall or don't know which one to choose.

When students who do not practice sport were asked would they like to practice it, 8 out of 19 said yes, five said maybe and three said no. The reasons for starting practicing sport were: it is healthy, physical activity activates the hormone of happiness, to hang around, to be active and strong, to lose weight and because there are many interesting sports.

Question 2: The percentage of students who watch the Olympic Games

After general questions about sport and physical activity, students were asked questions related to Olympic Games, for example, do they watch the Olympic Games and what are their first associations within them.

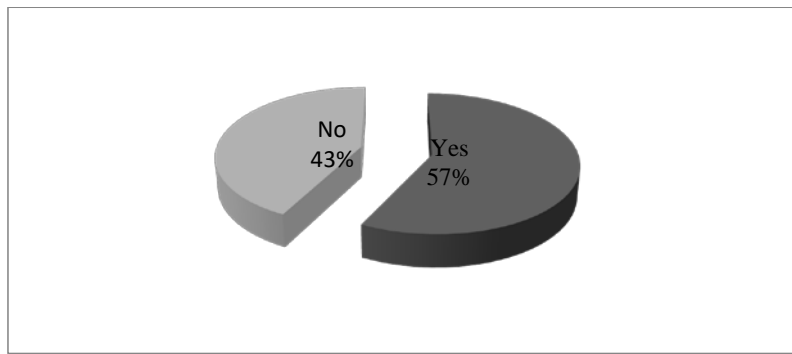


Figure 2: The percentage of students who watch the Olympic Games

23 high school students watch and 17 out of 40 do not watch the Olympic Games. The reasons why they watch them in most cases were: they like sport, competition, athletics, and they perceive Olympic Games as an interesting event. One answer was that there is nothing more interesting at that time on TV, so he watches the Olympics. The reasons why they don't watch Olympic Games were: they don't like sport and they don't have time to watch them.

They were asked to write down the first thing they associate with the Olympic Games. The answers are listed here from the ones with the most mentions to the ones that only one person mentioned. The answers were: Olympic symbol, Olympic flame, Olympic torch, sport, athletics, competition, football, Ancient Greece, success, swimming, running, hockey, medal, victory crucial competitions and races, tennis, gymnastics, swimming, artistic skating the biggest sport event, all the sports I know, Opening and Closing ceremony, Beijing, spectacle. One said: success, me and desire, another said that s/he is thinking about how much money they spend on organization, third said they take place every fourth year and the dream of every athlete is to go there, and the fourth was: people who are the best in sport.

They associate many different things within the Olympics. Their first five associations with the Olympics were: Olympic symbol, torch, flame sport and athletics.

Also, they were asked to describe the Olympic Games. The answers were: the biggest sport competition, many sports at one place at the same time, sports with best athletes, the big and important event that motivate people to do sport, interesting idea to have competition and fun at the same time, boring event except the Opening ceremony which is nice, the most beautiful sport competition between nations, athletes prepare and compete to be the best in sport.

The most frequent answers can be summarized in one: most important and biggest sport competition with best athletes and many different sport events. Other very important characteristics were mentioned as: competition between nations which motivate people to do sport.

Even before the lessons, students were aware of the basic characteristics of the Olympic Games. They knew about the Olympic symbol, torch, flame and Ancient Greece as well as that the

Olympics are the biggest sport competition between nations with the best athletes competing in many different sports.

When they were asked who is their favorite athlete, most of them answered Novak Djokovic. Their reasons were: he is the best Serbian athlete, good role model, knows how to behave when he wins and loses and he is persistent. At second place is Usein Bolt because he is fast and with the perfect body he overcomes human possibilities. After them comes Christian Ronaldo, Maja Ognjenovic who is Serbian national volleyball player, Milica Mandic who is gold medalist in taekwondo in London 2012, David Luiz and Maria Sharapova. Less than half of students (42%) don't have favorite athletes. We can see that they are mostly oriented toward Serbian athletes, then toward the best athletes in football and the third comes athletes in the sport they train. Most of them perceive athletes as a role models.

Furthermore, students were asked seven questions to find out what they knew about the Olympics. These were the questions: What does the Olympic symbol look like and what does it symbolize? Who is the founder of the modern Olympics? When did the first modern Olympic Games take place? What is the Olympic motto and message? What is the meaning of the Olympic torch? Which will be the host city of the Olympic Games in 2016.

At the first class they had to answer which city will be the host of the Olympics in 2016 and 25 out of 43 said Rio de Janeiro.

Before lecturing only one out of 43 students knew that Pierre de Coubertin was the founder of the modern Olympic Games. During the first class they were listening about Coubertin. At the second class when they needed to answer at the same question, only two students out of 43 didn't know who the founder was.

- *The level of knowledge about who was the Pierre de Coubertin*

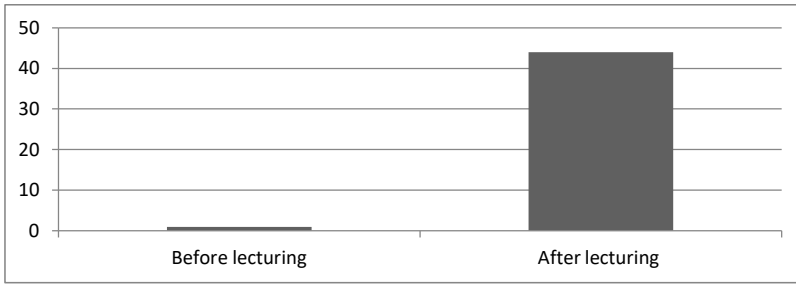


Figure 3: The level of knowledge about who was the Pierre de Coubertin

On the question when and where did the first modern Olympic Games took place, twenty-seven out of forty-three gave correct answer: in Athens, 1896. Before lecturing only seven of them knew the answer.

- Level of knowledge about when and where the first modern Olympic Games took place

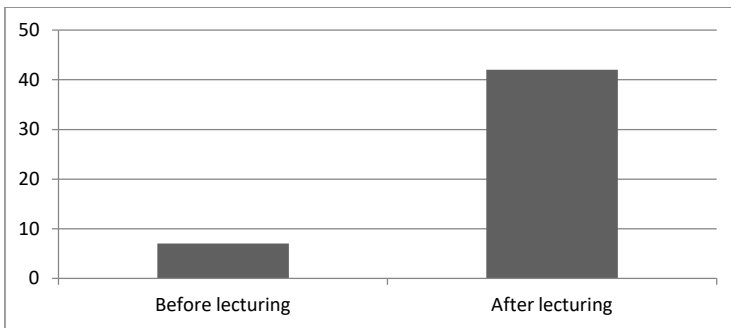


Figure 4: Level of knowledge about when and where the first modern Olympic Games took place

Before start of lesson about symbols, they knew how Olympic symbol looks like but everyone thought it symbolizes continents. Only one student knew what Olympic symbol presents. When they were asked to answer again on the question on the second class, a week after the first class, 36 out of 43 knew that symbolize the unity of five continents and seven students had the same answer as before lecturing.

- *Level of knowledge what the Olympic symbol presents*

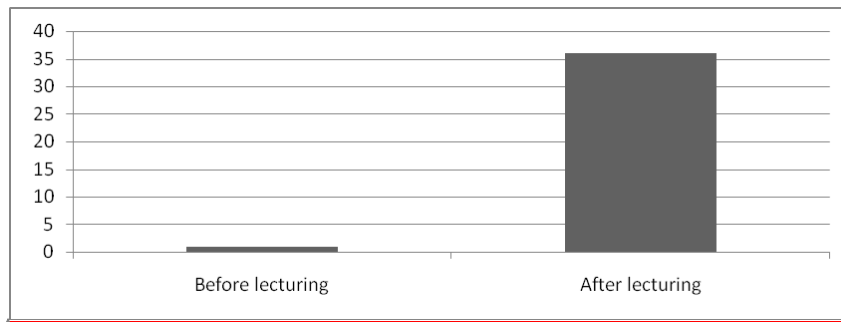


Figure 5: *Level of knowledge what the Olympic symbol presents*

Also, they were asked what was the meaning of the Olympic torch and five out of forty-three answered that it represented the beginning of the Olympic Games and two students wrote that it symbolizes continents.

A week after learning about the Olympic symbol and torch, they were asked once again to answer the same question, half of them out of forty-three answered peace and seven said beginning of the Olympic Games. There were other answers as: persistence and eternity.

- *Level of knowledge of what the Olympic motto is.*

In the next questions they were asked about the Olympic motto and Olympic message. On the chart are displayed the differences before and after lecturing.

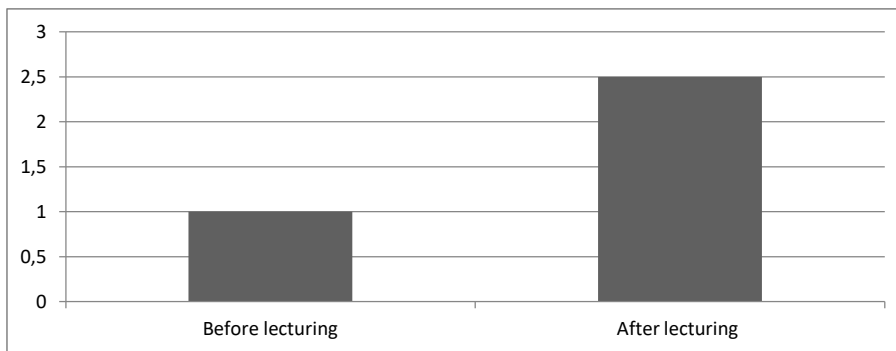
Αλλαγή κωδικού πεδίου



Μορφοποιήθηκε: Γραμματοσειρά:
Πλάγια

- *Figure 6: Level of knowledge of what the Olympic motto is.*

- *Level of knowledge of what the Olympic message is.*



- *Figure 7: Level of knowledge of what the Olympic message is*

Before lecturing only one student out of 43 knew the Olympic message. At the end, twenty students out of 43 knew what is the Olympic motto and seventeen what is the Olympic message. According to their answers, they knew the meaning after the lecturing, but they were not sure if it was the Olympic message or Olympic motto.

Comments from the Reflective Journals

Reflective journals were used to collect data about students' experiences and feelings during the lecturing. After the first class, eighteen students out of forty-three said that Opening ceremony was the most interesting part of the lesson because it was a funny, interesting, exciting, cheerful, special moment where they had the possibility to express creativity, all of them could participate, and because they didn't do something similar before. They also enjoyed to know more about history of the Olympic Games and Olympia and see the pictures of the Ancient Greece. Some thought that organizing the Opening Ceremony of the Olympic Games is something they outgrow. At the third place as the most interesting part of the first lesson came plaiting hands because it was different game from what they usually do in the school.

They expressed different feelings during the Opening Ceremony. When they were asked how did they feel, they said: interested, excited, proud, formally, nice, great, cheerful. They went through new experience in their life. Because of that, it was unique and originally designed that doesn't happened every day, in sport spirit and it seemed realistic. Students emphasized the uniqueness of the Opening Ceremony as special moment that doesn't happen every day.

4.2.Lesson II

Before the second lesson, students were asked to tell their opinion about what is the value, what is joy of effort as an Olympic value and in which document are stated the rules of the Olympic Games.

They knew the core characteristics of the value as something important to a person which makes life worth living and helps us to decide what is good and wrong. Moreover, students wrote different answers as: the most important thing in life which protects someone, good and valuable things someone posses, being persistent in the thing you do and never give up, someone's effort, how much we give ourselves into something, quality of something, if it is more expensive than is more valuable, role and importance of something.

There are two aspects seen in the answer: value as a principle or something spiritual and ethical and value as a material thing. During the lesson students were discussed that the values are

something we consider important in our life. Four students out of 43 expressed the same opinion before the lesson when being asked how would they describe the values. At the next class, twenty-three out of 43 agreed on that the values are something we consider as important in our lives that make the life worth living and help us decide whether something is good or bad.

Also, after the lecturing thirty-two students out of forty-three knew which document are stated the rules and guidelines of the organization of the Olympic Games and governing the Olympic movement.

Question: What are the values of Olympism?

Before the lecturing students were asked what are the educational Olympic values. Four out of 43 wrote that they are: work, motivation and effort.

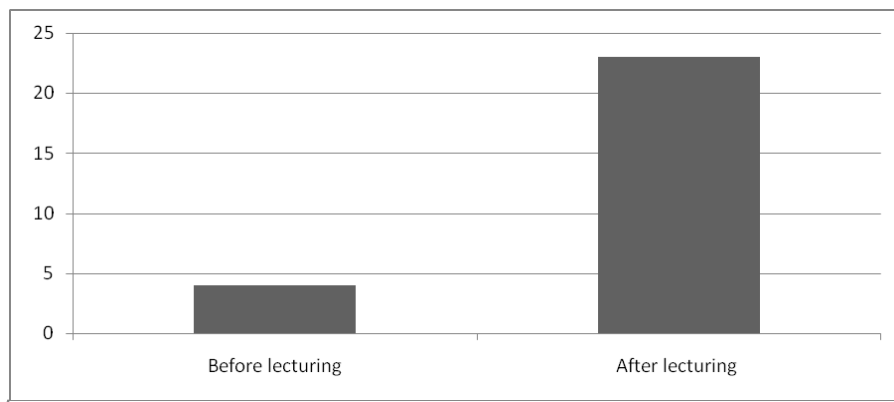


Figure 8: The level of knowledge of what the values of Olympism are

After the lecturing 23 out of 43 said that the educational Olympic values are: joy of effort, respect, fair-play, pursuit of excellence, balance between body, will and mind.

Question: What does the Olympic value of “joy of effort” mean?

Before lecturing three students out of 43 said that joy of effort means enjoyment in hard work. After the lecturing eleven students out of 43 added other thoughts. For example, they suggested

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that joy of effort is: when we are happy after hard work; success after hard work; when we succeed because we worked hard and we are satisfied with our improvement; power to struggle, improve because only with joy we can achieve success; all the effort we invested in order to achieve our goal; enjoyment in hard work; physical activity which cause good feeling because you know you work hard; will, effort and love for sport and will and aspiration towards success; achieved success for which we struggled and worked hard.

Also, there were some different answers on what joy of effort is: something that every athlete should feel and go through when participating in sport, real love toward something we do because when you love something you have more motivation to do it.

They also associated joy of effort with sports they love such as football, because playing football makes someone happy, teaches to be persistent and believe in himself. All their answers can be summarized in one sentence -without effort there is no success and without joy in what we do, there is no real success because we should enjoy in our work.

- *Level of knowledge of what joy of effort means as a value*

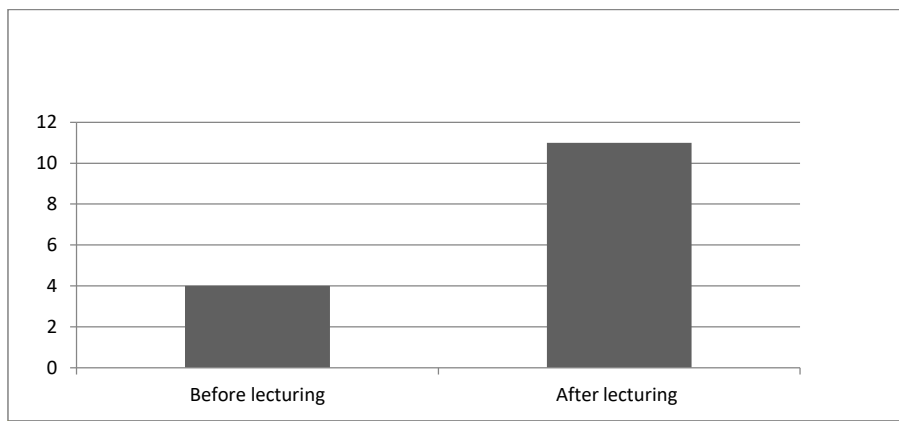


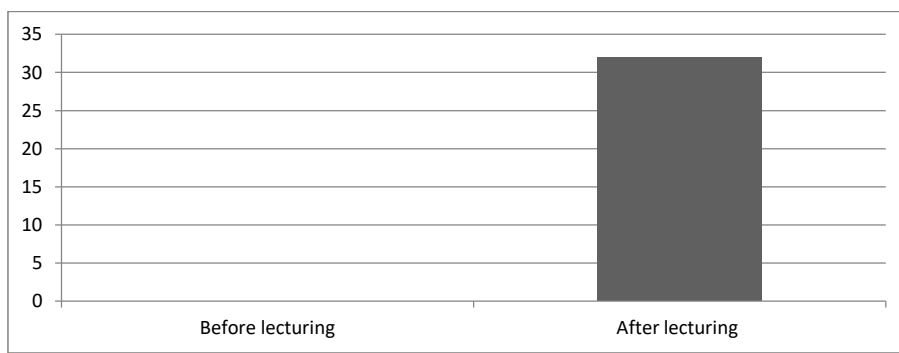
Figure 9: Level of knowledge of what joy of effort means as a value

- *Question on the Olympic Charter*

Μορφοποιήθηκε: Χρώμα
γραμματοσειράς: Μαύρο

Before lecturing no one knew in which document are stated the rules and guidelines of the organization of the Olympic Games and governing the Olympic movement. At the end, thirty-two out of forty-three new that Olympic Charter is the correct answer

- *Level of knowledge about in which document are stated the rules of the Olympic Games and governing the Olympic movement*



Μορφοποιήθηκε: Χρώμα
γραμματοσειράς: Μαύρο

- *Figure 10: Level of knowledge about in which document are stated the rules of the Olympic Games and governing the Olympic movement*

With respect to knowledge-oriented information, students had a difficult time to remember dates. After the discussions on the Paralympic Games students were asked when Paralympic Games began to take place directly after the Olympic Games, using the infrastructure of the Olympics. Thirteen out of forty-three knew that the Summer Paralympic Games in 1988 in Seoul and Winter Paralympic Games in 1992 in France took place for the first time straight after the Olympics and used their infrastructure.

The last task they had to do is to choose the host city of the Olympic Games in 2024. They should draw logo and create a slogan. The example that was used was logo and slogan of Tokyo 2020. The first of group chose Oklahoma City; the logo was a sequoia tree because it is the largest tree and exists in California. The slogan was: “ The Sky is the Limit”.

The second group presented Dubai with the logo of artificially-made islands known as Palm Islands because all together look like palm and present one of the symbols of Dubai. The slogan was: 'Life is a Game'.

The third group presented Dublin with the logo representing a shamrock and the slogan: 'Let's share happiness together'. The Fourth one was Miami with a logo presenting ice cream and umbrella at the top and slogan: 'Enjoy Life'. The fifth one was Moscow with babushka and the Olympic symbol together. The Slogan was: 'Today is your future'. The sixth was Madrid with a palm tree and slogan: 'Let's Play Game'. The seventh was Mexico City with sombrero as a logo and 'Power of Movement' as a slogan. The eighth was New York with an apple in four colors as a logo and 'Take a bite' as slogan. The last one was Melbourne, with a frisbee as logo and the slogan: 'Better together'. Through creating logo and slogan students expressed their preferences and knowledge toward other cultures. They created slogan in which they expressed and connected local culture of the city together with the educational values of Olympism. They chose a place they knew more about its culture. Furthermore, they blend local culture with the values of Olympism. The logo showed the symbol of the city and slogan carried on the values of Olympism. By creating logo and slogan, students were able to express through symbols and words their ideas of presenting the host city in the context of Olympic values.

Comments from the Reflective Journals

Students were asked to write their impressions and thoughts about activities that were on the second lesson.

The strongest impression about Paralympic Games is the opportunity for people with disabilities to compete as the athletes do at the Olympics. They thought that with this opportunity there is no discrimination because people with disabilities are threatened in the same way as the people without disabilities and they are given the chance to compete, achieve their goals, fight, succeed in life, be happy and satisfied. People with disabilities showed that they are ambitious, have a strong will to live, show that everyone can succeed in life if s/he works hard. Paralympics are also the great opportunity for people with disabilities to improve their lives and don't give up. The Paralympic Games showed that they can be happy, express their ambition and find their goal

in life. Students agreed that people with disabilities should also do sport and they deserve to have their sport competition.

When they were asked what was the most interesting part of the second lesson, sixteen students out of forty-three said that it was making the logo and slogan of the Olympic Games because it was fun and they had really good time making it. This activity was used to examine students' respond to different teaching method and to give them the opportunity to be creative, use their knowledge and express their understanding of values within different cultures. It can be seen that students enjoyed when they were active and participated in activities.

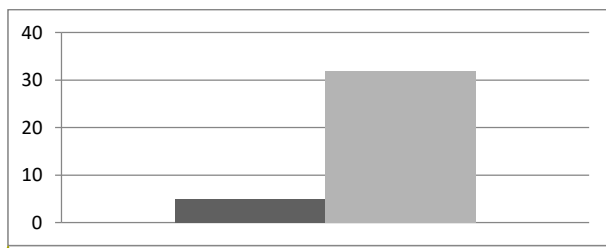
The second activity they liked most was watching the video about Paralympic Games. Eight students liked it most because it was very emotional. One pupil said s/he liked talking about the values because they show what should lead athletes in their struggle to success. When they were asked what is Olympism, it was difficult for them to explain what does it mean. Five out of forty-three said that it is philosophy and two said that is way of life. They also had to say if the following sentence true or not: 'Any kind of discrimination based on race, sex, religion and politics is not in accordance with Olympic movement'? Everyone said yes.

4.3.Lesson III

As noted previously, before each lesson students completed a brief questionnaire.

After the lecturing students were asked how long does the Olympiad last. Thirty-two out of thirty-nine knew the answer. Before lecturing only five knew the answer.

- *Level of knowledge of how long the Olympiad lasts*



- *Figure 11: Level of knowledge of how long the Olympiad lasts*

Μορφοποιήθηκε: Χρώμα
γραμματοσειράς: Μαύρο

- *Questions about the Olympic value of respect*

Also, before the lesson students were asked toward whom they show respect, what are the reasons why they respect someone and how much and why is important to respect people around us.

The answers toward whom they show respect were given in the following way by quantity: toward elderly people, all, closest ones, parents, hard working individuals, clever, honest, polite, nice, successful people, others who show respect to them, to people who have experience they want to have, the ones who deserve that.

They gave the following reasons why they respect someone: the values they have, their traits, characteristics, good, clever, wise, successful and honest persons, their behavior and motivation for cooperation, someone who supports us and gives us advice, because there is no reason not to respect someone. One student said: "There is no certain reason, I just respect them". Another had different answer: "I am raised in a way to respect others". The third student said: "I respect someone according to his behavior and values".

They said that is important to respect people around us because: if we respect them, they will respect us back; we develop tolerance; if we don't have respect we are not people; to understand each other better; it is a sign that we are a good person; because of peace in the world; very important to respect people no matter of religion, skin colour because person is rich how much people know and how they behave towards him; you feel better when you have good people around you.

The respect in sport is shown by: playing fair, respecting opponents, playing without doping and any kind of discrimination, shaking hands after the game, congratulating, accepting opponents and their achievements, we don't underestimate the opponent, respecting others' skills, without cheating.

Comments from the Reflective Journals

In the reflective journal students were asked how respect influences people. Their journals included the following comments: respect improves self-confidence, makes better persons, gives the feeling of affiliation in a group. Students noted that we respect ourselves more if others respect us. However, it is important to show respect to someone in order for him to feel happy and fulfilled and by respecting others we learn to respect ourselves. One student said that showing respect to others influences on them: "In a way that person feels important". Another said: "We respect ourselves more if others respect us". The third one said: "In a good way because person knows he is accepted and respected from others".

Respect is a reverse process. If someone is going to respect you, you are also going to respect him. Some people deserved our respect as our parents and closest people. Sometimes we respect someone because of the skills he has. These are the most common reasons of respecting.

Students were asked to say if the respect is important or not for society and why. They said that it is important, because without respect society could not function; there would be more conflicts, wars, arguing, people will behave bad; there will not be humanity and justice.

Respect is important to exist because: good relations will be developed and nobody won't be isolated; maintain the peace between people and makes them better persons; become better people if we respect each other; the system will function and work better; in order for society to function should exist interpersonal mutual respect.

The most interesting part of the lesson for students was the story about Luz Long and Jesse Owens. This is the narrative that came out of the Teaching Values toolkit. During the Berlin Olympic Games in 1936 the racist government was in power. Luz Long, who was German and Jesse Owens, who was African-American competed in long jump. The German leader, Adolf Hitler wanted Luz Long to win and show that the white race is better than others. Luz Long refused such behavior and after Jesse Owens won gold medal in long jump he congratulated him. They were asked to say which characteristics were shown by Luz Long in his behavior towards Jesse Owens. Most students answered that Luz Long's behaviour showed respect. They also listed: fair-play, friendship, without discrimination, equality, against racism, justice, tolerance,

commitment, goodness, understanding, independence, humanity, unselfishness, courage, open mind, solidarity as qualities that Luz Long's behaviour showed.

In the reflective journals they explained more in detail the thoughts about this example. They said that Luz Long behaved as an athlete who loved sport and he went over everything to give advice to Jesse Owens and behaved in a way that a lot of people won't do in that situation. His behavior deserves respect because it showed equality, without any kind of discrimination, friendship, respect, humanity, dignity, courage toward other.

4.4.Lesson IV

The main topic of the lesson was "fair play". Before the class, students were asked what fair play means and what values demonstrate. Students said that "fair play" means: fair game without cheating, playing according to rules without humiliating the opponent, respect team mates, rules, referees, all participants, the same criteria for everyone. One said that "fair-play" means: "Playing clearly by not using tricks and showing respect towards opponent". Another said: "Don't cheat, when is foul, admit". The third student answered: "The same criteria for everyone".

Before the lesson the students said that the values that demonstrate fair play include: respect, justice, love towards sport, hard work, morality, goodness, tolerance, solidarity, equality. One student wrote: "Tolerance, respecting the rules, other athletes and referees" Another student said: "Respect and love toward sport".

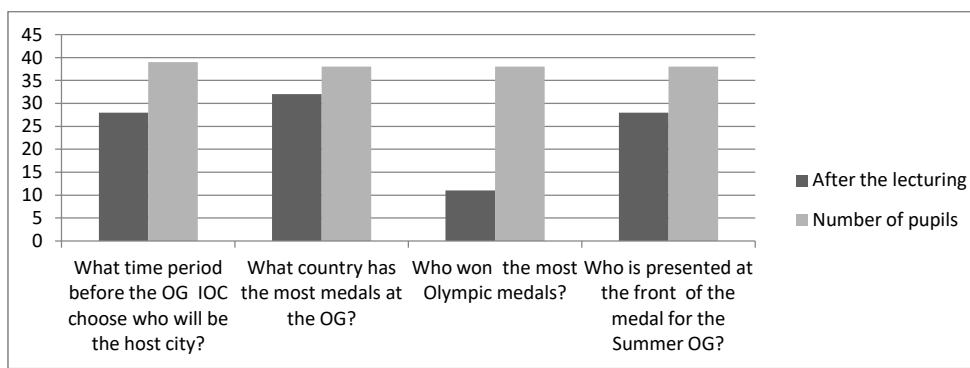
After the lessons they were asked once again what fair play means and they gave the following answers: being fair and respecting the opponent, playing by written and unwritten rules, respecting rules, referees, team players, opponents. Others suggested that we need to respect the organization, play without cheating, don't make a difference between athletes, don't use doping, respect yourself, respect others, play by the rules, and self-control. One student answered: "Respecting the rules, playing without trick, not using doping". Another wrote: "Respecting yourself, opponent, written and unwritten rules". The third student wrote the following answer: "When athletes respect each other, don't cheat and don't have prejudice".

Question: The level of awareness about the Olympic medals and athletes

After the lesson students were asked how many years before the Olympic Games the IOC voted on a host city. On the question what time period before the Olympic Games, the IOC chooses the host city twenty-eight out of thirty-nine, answered –seven years before the Olympic Games.

Thirty-two out of thirty-nine answered correctly on the question that the USA won the most medals at the Olympic Games. Only thirteen said that Michael Phelps won the most Olympic medals. Twenty-eight out of thirty-nine said that the goddess Nike is depicted at the front side of the medals for the Summer Olympic Games. All these questions students were asked in the questionnaire given after the lesson.

- *The level of awareness about the Olympic medals and athletes*



Μορφοποιήθηκε: Χρώμα γραμματοσειράς: Μαύρο

Figure 12: The level of awareness about the Olympic medals and athletes

Students were also asked to write the story on the topic: ‘The Moment I Felt It Is Not Fair’. Several students wrote stories about their experience in sport or in school.

One student wrote that they were first in the country and came the moment to choose the best player. According to score she should be the best, but coach choosing between her and captain, chose the third player to be the best. Everyone was against that decisions and rioted, from the

director of the club to the parents. The worst moment for her was when that girl came to her and said that she knew the award belongs to her. She had 12 years at that time.

Other student wrote about injustice on a football match especially with referees. They had very important football match and referee judged offside three times to him which he didn't do and fouls which he did not make. In the last minute of the match referee judged penalty for opponent and they won.

One student was very good in karate, even second in country. She had the competition in small town in Serbia and green belt at that time. She did her round very well and the girl from famous club went in the second round. At the end she saw that referees prepared results in advance for athlete who will go in the second round.

On the national competition in athletics in 2013 at the final 100 m race she got unsuitable block that couldn't attach for path. Coach and she requested new one but they were told it is problem in her not in block because she does not know how to put it. When the race started the block went back and she almost fell. At that moment she felt it wasn't fair because she had big chances for medal.

Students listed two more examples as being unfair. The first one happened when Diego Maradona gave the goal with hand and Argentina was the first. That was unfair towards opponent or England.

The second one was behavior of Hitler towards Jesse Owens after victory. People have to be respected according to their character and the things they are doing, not according to the color of the skin.

She ran a race in primary school. At the end she was fourth, but actually third because the competitor who won the third place was 10cm behind her, but referees said she is fourth. She was disappointed but that gave her strength to always be better and give her best.

She heard a conversation between two people at the bus station who said that woman has to stay at home and cook while the man has to work. She wanted to interrupt the conversation and say that history showed women are not humans with less capabilities and we should not look at women in that way.

In primary school children were discriminating one girl because she was poor and lived with grandmother. Nobody wanted to sit with her and everybody went away when she was coming. High school student was thinking that was big injustice and at the end she went to another school.

It was a basketball game in 2008. She bounced the ball and the referee judged the steps. She thought she didn't do that and her coach and family confirmed that. She realized the justice can't be always satisfied.

The moment she felt unfair it was when she realized that national sport federation don't work properly. Her coach was in federation and wanted to get the money from federation to help her to go on more races. The president of the sport federation throw him out from federation and she realized that many things are not fair.

He was answering for mark four and got negative and another person got four and didn't know enough for that mark.

When professor gave him four as a final mark because very old computer could not open his presentation in which he put a lot of effort.

When she should choose between two most important people in her life, she felt bad.

4.5.Lesson V

In the questionnaire after the lesson students were asked about the positive and negative sides of sport. According to their opinion, positive sides of sport are: maintaining shape, keeping healthy, learning about human values through sport, healthy lifestyle, fulfillment, joy of effort, have a goal, success, hard-work, teach discipline and how to be a team player, fair play, friendship, travelling, meeting new people, respecting yourself, respecting opponent, playing without tricks, relaxation, recreation. One student wrote that the positive sides of sport are: " Health, condition, good shape, fun". Another mentioned: "Recreation, relaxation, healthy lifestyle".

Negative sides of sport are: injury, a lot of pressure, stress, doping, obeying the rules, discrimination, expectations, girls with male body structure, disclamation, injustice, tiredness.

One student wrote that the negative sides of sport are: "Cheating, stress, injury". Another wrote: "Doping and big expectations".

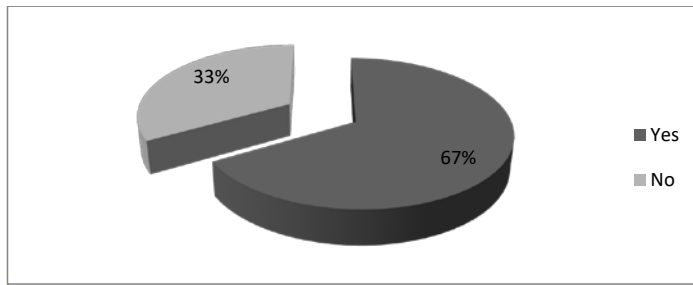
A doping was the topic discussed during the lesson. Before speaking about it, they were asked in questionnaire what is doping and their answers were: using substances which improve look and physical conditioning, drugs used by athletes to improve skills and give the energy, forbidden substances, steroids, medicals, proteins, drugs, stimulants and supplements, illegal and psychoactive substances, everything that helps us to achieve something over our possibilities. One student wrote: "Using illegal substances to achieve better results". Another answered: "Everything that athletes can use to improve results". The third one said: "Psychoactive substances, steroids, energy drinks". Fourth student wrote: "Doping is use of substances to improve our body look and performances".

While we were discussing about fair-play and doping, students were asked to state the reasons why fair-play is against doping. They said that doping is cheating. If athletes used doping they became stronger and don't win with their own skills which mean they didn't achieve success because of hard work but because of steroids. In that way they disrespect the opponent and break the rules. That are the most common answers. The consequences of using doping are: negatively influence on health of athletes, disrespect of opponent and fair competition, breaking the rules which is against fair play. One student said: "Disrespect and breaking the rules". Another wrote: "Because someone did not achieve success as a result of hard-work". The third student wrote: "Use of doping breaks the rules and that's against fair-play".

Asked to say what is more important: behave in the spirit of fair play or use doping if we know that we will win for sure, three students out of forty-three said that it depends on the situation, if we know we will win, somebody will use it. Others, forty students said it is more important to behave in fair-play spirit because of the different reasons and the most common was that using doping is cheating yourself. Hard-work and fair-play are basics of sport and if we use doping we are cheating. Students are against doping because when we use it we cannot feel the joy after hard-work and a real success. They are also aware of the negative consequences that doping has on human body. Student wrote: "It's more important behaving in the spirit of fair play because win by use doping is cheating yourself". Another student said: "Use doping if we know for sure we will win". The third answered: "If we use doping and win it will mean nothing to us".

Accordingly, they were asked if the values are put in the second plan because of results in modern sport.

- *The percentage of students' opinion if the values are in the second plan because of results*



Μορφοποιήθηκε: Γραμματοσειρά: Πλάγια

Figure 13: The percentage of students' opinion if the values are in the second plan because of results

10 out of 41 students think that the values are in the second plan because people see sport as place where they will earn income and the final result is the most important. Five of students who think that values are in the first place, stated the reasons that tests on doping improved and it is harder to cheat, and some who wants only to win will use drugs. A student wrote: "Everything is in the second plan because of the money". Another student said: "It's relative because not the same things are valued the same way within different individuals". The third answered: "To some people yes and to some no. The one who wants to win will use drugs".

After talking about respect, fair-play, joy of effort, students were asked in which way the knowledge about joy in effort, respect, fair play had an impact on their perception of athletes and sport. The most common answer is that they realized how much effort athletes invest in sport to become successful. Also, through videos they saw people who love and enjoy what they do and how sport can influence and change the life of people. There are students which said that values influenced on them in a way that they saw sport not as a profession but as sport that should look

like. Five students out of 41 said that it did not influence on them because they knew all that before. One student said: "Very much because I saw people doing something they love". Another student answered after the lesson: "I think the same from a very early age". The third student said: "I know about how much effort do they invest".

In order to compare existing values in society with Olympic values, they were asked what kind of values are implemented in society we live. The first one is respect, then goodness, courage, hard work, victory, success, honesty, love, fair play, material things, moral, justice, tolerance, kindness, loyalty. 6 out of 41 said that values don't exist in our society.

They were asked if the knowledge and awareness of values, principles and ethics can cause the changes in someone's behavior. There were different answers: someone can change himself and the way of thinking if s/he sees s/he is respected and loved. When people realize what the real values are they will change the way of thinking and show more to others. One student wrote: "If a person sees he is respected and loved by somebody else, he will start respecting that other person". Another answered: "It can change a lot because knowing about them can change a person and his way of behavior". The third said: "It can but mostly depends on a person".

In the reflective journal high school students were asked to choose most important fair-play rules in school according to their opinion from the ones they wrote during the game. They said most important fair-play rules in school are: respecting professors, all employees in school, peers in and out of school, behave according to school rules, equality and tolerance among students, polite behavior, clean toilet, professors and students should show interests in lessons, without make up, no discrimination, be responsible, help others, don't leave garbage behind you, don't cheat on tests, respect environment. Many of them said that all the rules are important equally for functioning of school system.

They were asked to predict what kind of place school would be if everyone will behave according to fair-play. They said: it will be better place because it will be the better atmosphere, it will be less exhausting and maybe they will see the point in schooling, school is in theory great institution but in practice no, without violence, humiliation and insulting, students will be equal and best will show they are the best, everyone will respect everyone, the place of equality because there won't be difference, it would be perfect place but surreal, some students will have

more self-confidence, it would be nice place of mutual respect and everything will function perfectly, it will be great because all will be happier, safer place, everyone will see is not ok to insult others, boring, nothing won't be funny everyone will agree and have the same opinion; every professor and student will feel better and more comfortable. One student wrote: "The place of equality because there will not be the difference". Another said: "A more interesting place than it is now". Other wrote: "Some students will have more self-confidence".

With implemented values the school will be the perfect place without discrimination, violence, humiliation and insulting where everyone will be equal, with more respect, and consequently, the system will function perfectly and the atmosphere will be better.

They had a lot to say about school because that's the place they spend most of their time.

The third question was to say the best example of fair-play. Most answers were in the following order: respect others, sport is the best place to show fair play, when athlete is ready to win or lose without cheating, the behavior of Luz Long, when injured football player is on the grass and opposite player put the ball out that help can be provided to player, don't just go over everything in order to achieve your goal, raise your hand when you make foul, there is no real example of fair play only fair play people, not using doping, UEFA, Champions league, it is the example of fair play without fixing games and unsporting behaving of fans, no hate towards different race.

Their thinking about doping is negative because of the following reasons: most common that destroy your health, disrespect of the opponent, only athlete who doesn't like sport and doesn't respect it can use doping, bad influence on body and our thinking, it is the choice of everyone and if you want to use it you should be ready for the consequences, disrespect of yourself and your skills, cheating, if we use doping that means we can't be successful without it, athletes who consumed it, cheat themselves thinking they are good in sport, destroy life. A student wrote: "My personal thinking is negative, but it is left everyone to choose if it going to use it". Another answered: "Only athletes who do not like sport and do not respect it can use doping".

They like to talk about doping and to express their own point of view and they had a lot of things to say. They were a bit shocked when they saw how female became male because of doping.

4.6.Lesson VI

After the lesson, students were asked questions about WADA, doping in East Germany, the educational values: balance between body, will and mind and excellence.

- *Level of knowledge about WADA and doping*

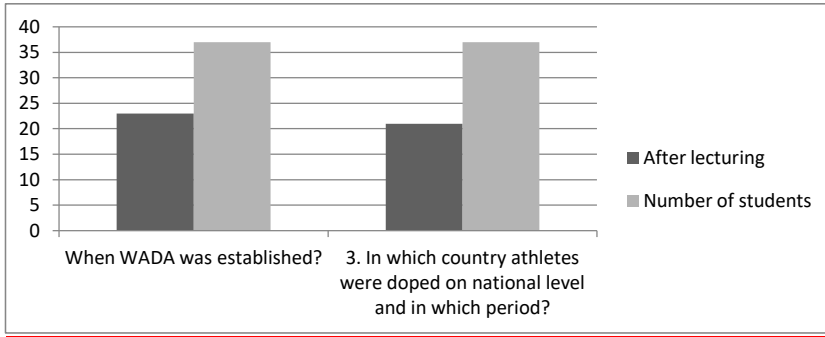


Figure 14: Level of knowledge about WADA and doping

Twenty-three out of thirty-seven students knew that WADA was established in 1999 and twenty-one out of thirty-seven gave the correct answer that East Germany doped their athletes on a national level.

They were asked to say how fair-play is displayed in sport and in society. They said that fair-play is displayed in sport by: respecting ourselves, opponent, written and unwritten rules, referee, all participants, don't use doping, shaking hands before and after the match. One student wrote: "By respecting opponents, rules, referees and team mates". Another wrote: "Shaking hands before and after the match".

Fair-play is displayed in society by respecting friends, parents, other people, other's opinion, tradition, decisions, without discrimination, tolerance, help, let everyone participate in conversation and respect him or her. A student answered: "Do not do something to others that we do not want to be done to us". Another wrote:"Let everyone participate conversation and

respect them". A third student wrote: "Respecting decisions, tradition, people and their thinking".

The high school students were asked what is more important: to behave in fair-play spirit or opposite of that, to use doping if we know it will help us to win.

All high school students said that is more important to behave in the spirit of fair-play than use doping even though we know that can help us to win. If we behave in fair-play we are moral, better person, show respect to other participants and rules and even if we lose we will feel as winners because we respected everything and behaved in fair-play spirit.

They were also asked if the values in sport are put in the second plan because of the results. Nine out of thirty-seven think that the values in sport are in the second plan because of results. One student explained: "Today the most important is the number-result, not the effort of athlete" . Another said: "To someone the most important thing is to win". Three students said that the values are more important than results. One student wrote: "Values and will are more important than results". Four students said that it depends on individual and that sometimes it happen that the values are put in the second plan because of the results. One said: "It depends on individual and sometimes to someone is more important to win".

Today is more important to win than to respect yourself and participate in competition. The most important is the result, not hard work of athlete. Consequently, the most important is to win than to play fair.

After that, students were asked how much knowing about joy of effort, respect, fair-play changed their behavior in society. Twelve out of thirty-seven said that now they respect more athletes and other people without any kind of discrimination.. A student said: "When we realize that these values are important, we will realize they can contribute to better society". Another said: "I show more respect towards others' values without discrimination because I realized how much is that important to someone". Eight students said that knowing about the values did not have influence on them.

They were asked how we can achieve balance between body, will and mind. They said: with persistence, continuous training, hard work, self-control and self-discipline.

They were also asked to say what an excellence as a value present. There were different answers as: always strive to be better and to move your limits, giving 100 %o of your effort, hard work, we don't have to be first to be on same scale of excellence, motivation that from the best a person become better, strive after failure in everything people do, motivation towards being better, more important to love and enjoy what you do than the results that will be achieved at the end, to work hard and don't give up if the results are not seen immediately, goal achieved after a long period of time, to have a goal in sport and try to achieve it, everyday self-improvement, setting new goals and accomplishing them. To summarize, the most answers were to give our best in what we do to become better. One student said:"Always striving to be better". Another wrote: "Our goal achieved with hard-work after a long period of time". The third wrote: " Strive after failure in everything we do".

4.7.Final Questionnaire

Thirty-seven students answered on fifteen questions. To the first ten questions they could choose following answers: I totally agree, I agree, I don't have opinion, I don't agree, I totally don't agree in the first ten questions. The next five were open-ended questions.

- *Level of students' interest to participate in lessons*

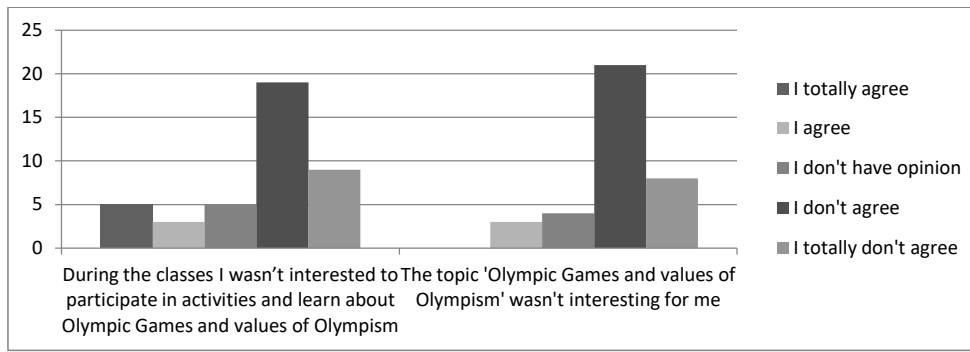


Figure 15: Level of students' interest to participate in lessons

Everyone, except three students, was interested to participate in activities and learn more about Olympic Games and values of Olympism. Twenty-eight out of thirty-seven said that the topic was interesting. Four did not have opinion and for three students the topic wasn't interesting.

- *Level of students' awareness of Olympic values*

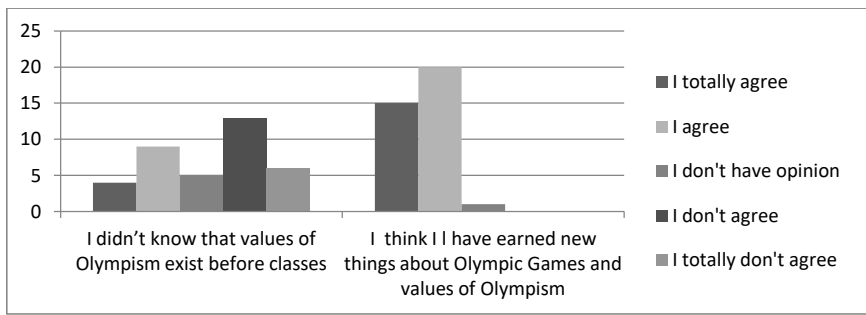
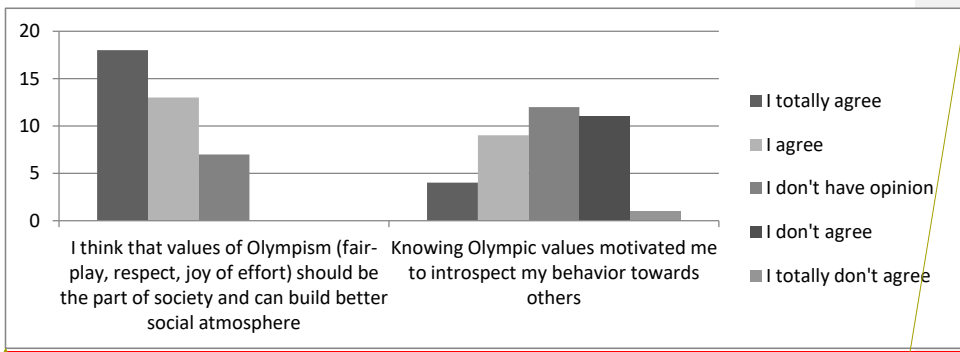


Figure 15: Level of students' interest to participate in lessons

- Nineteen out of thirty-seven students knew about the educational Olympic values before the lessons and thirteen did not know that all mentioned are also the Olympic values. They all agreed, except one, that they have learned new things about Olympic Games.

- *Level of influence of Olympic values on students and society*



Μορφοποιήθηκε: Γραμματσοειρά: Πλάγια

Figure 16: Level of influence of Olympic values on students

Thirty-one out of thirty-seven agreed on that the values of Olympism should be values of society and can build better social atmosphere.

Thirteen students agree, twelve did not agree and eleven did not have opinion if they were motivated to introspect their behavior towards others.

- *Level of student's interest to participate in activities the role of the athletes*

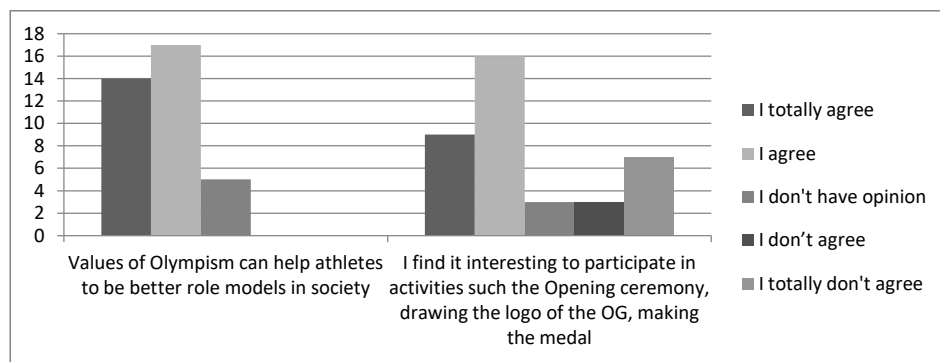


Figure 17: Level of student's interest to participate in activities the role of the athletes

Thirty-one students said that values of Olympism can help athletes to be better role models in society and five did not have opinion.

Twenty-five students found interesting to participate in activities as Opening ceremony, making the logo and slogan and medals. Ten did not enjoy it and three did not have opinion.

Students were asked what the most interesting activity during the whole lecturing was. Nine students chose Opening ceremony as the most interesting activity. The next two most interesting activities are: drawing logo and slogan and making medals for the Olympic Games. After that

come Olympic values, presentations, different event at the Olympic Games like the story about Luz Long and Jesse Owens . They also liked history of the Olympic Games, Paralympic Games., doping, fair-play and other warm up games.

When they were asked what they learned, ten of them mentioned Olympic values, mostly respect, fair-play and joy of effort. One said that Olympic values motivated her/him to think about them and realize what the best is for him/her, her closest people and the world. Others said they learned that the opponent must be respected, and that we can compete without discrimination because everyone is the same. Another said that respect and fair-play are important in sport as well as in life and we should respect others and have tolerance towards them. One student said that s/he learned and realized that is possible to feel joy of effort because s/he felt the same while s/he was training and that is important to work hard because in that way we can give our best. Three students wrote that they learnt more about Olympic Games and one mentioned Paralympic Games.

One female student said that she was thinking before how does it look like to be at the Olympic Games and build stronger wish to succeed into sport and go at the Olympics. Another said s/he learnt to tolerate and respect others as they are.

Students were asked if learning about Olympic Games and values of Olympism influenced on them to change their attitudes. Fifteen students answered that it did not have any influence. Their parents raised them with those values. Other six students expressed a new way of thinking. One said that s/he realized that is not everything in winning, there is something in fair- play. Other two said that they realized how much is important to respect others and rules.

They were asked to write if values of Olympism motivated them to do something. Five students said they did not motivate them. Another fourteen students wrote how did they were motivated by Olympic values. One student said he was motivated to introspect his own behavior. Another said he was motivated to achieve the best possible results. The third one wrote that s/he have clear goals and s/he will put more effort to achieve them. Fourth answered to respect the people who she know and the ones she do not know. Other said to be more active in sport and another more to participate at the Olympics. .

They agreed on that the values can help athletes to be a better role models in society only if they show that the most important is to play fair and respect others. Another said that values are good in theory but in practice they do not exist because they are not respected by the mass. Moreover, they said that values are also good motivation for success.

They were asked how values of Olympism can/ can't contribute to better atmosphere in society. They said that they can help in a way to learn to cooperate, have moral principles, respect each other, be fair, know the rules, but all people will not behave according to values. Also, they can change the understanding of the world and can contribute to better behavior. One said it will teach people to cooperate, be fair and respect themselves and others. Another wrote that it can help because everyone wants to achieve his goals.

Summary of final questionnaire

Students were willing to participate in different activities and the topic was interesting for them. Almost all of them agreed that they have learned new things about Olympic movement, Olympic Games and Olympism.

Students realized the importance of values in sport. They knew that values of Olympism exist because they have been thought from their parents. However, they were not aware that the values are very important aspect of sport. They think that fair play, joy of effort and respect are the most important values.

Furthermore, teaching values inspired them in different ways: to choose the best options for themselves and environment, to realize how important is to enjoy what you are doing, to respect others and be aware of the consequences of doping. They agree that these values should be implemented in society and can contribute to better social atmosphere. Also, they believed that values can help athletes to be better role models.

They were also asked if the values motivated them to introspect their behavior towards others and they answered that they had not been motivated to do that. However, some of them were motivated to be very good at something and to have its own goals.

They had a will to participate in class and the topic was interesting for them. They enjoyed participating in different activities. That can be recommendation for formal education to adopt different teaching methods which should give students the opportunity to come to their own conclusion based on their experience.

4.8. Interviews

They were done with ten students, five from each classroom at the end of lecturing. They had the freedom to choose if they would like to be interviewed. They were asked the same questions they had in questionnaires, final questionnaire and reflective journal.

First pupil said that topic was interesting for him and he liked most the organization of the Opening ceremony. He found interesting the way how topic was presented with games, drawing, videos because these ways of teaching are not used as a methods of teaching in high school . Before lecturing he knew when the first modern Olympic Games took place and who was the founder. He said he learned a lot from the lessons, for example, what Olympic symbol presents, the history of the Olympic Games, what is Olympism. He considers values as very important in sport as well as in society. Respect and fair-play are the most important for him. That is something that has to lead us in life. He thinks that these values can be seen in small amounts in society because the way of life has changed. He was also asked if he was motivated by values to change something and said he is motivated to become better in a way to respect more others. When he was asked which part of the lesson remind her most of the Olympic Games, he said Opening Ceremony.

Second pupil said that she always watch the Olympic Games and that the topic was very interesting for her. She didn't know a lot about Olympic Games before the lecturing. The most interesting part of the lesson was the story about Luz Long and Jesse Owens and what happened in Munich in 1972. When she was asked why that was interesting to hear she said she realized that Olympic Games are not perfect and that they are full of turnovers. She thinks that values are important for sport because is not fair to play dirty. Even though we don't like the opponent, we have to respect him. Respecting others is the most important value because it isn't fair to make difference and to judge others according to their look. She said she will remember when Luz Long helped Jesse Owens and showed he is a true friend and he didn't discriminate people.

Third pupil said she was not interested in topic because she doesn't like sport, but she was glad to hear when Luz Long helped Jesse Owens to win. That story was interesting for her because Luz Long helped Jesse Owens to win even when Hitler was against that and it is the example of equality, friendship and respect. She thinks that athletes are not leaded by values because financial aspect is more important. If we would have these values in society, there will be less arguing. She was most motivated by respect. Moreover, she was asked if she were motivated to do something and she said that she respected more someone, put others in front of her and didn't look with prejudice. Opening Ceremony reminded her most of the Olympic Games.

Fourth student said she always wanted to know more about the Olympic Games. She likes history and for her was interesting to hear more about the history of the Olympic Games because she didn't have the opportunity to hear more about that before. Before lecturing she knew they came from the Ancient Greece. During the lesson she learned that Olympic torch is traveling through countries or cities. Also, she learned more about medals, logo and Munchen 1972.

She said if someone believes in values, he will respect them. Also, values seen in sport are good examples for kids. If they see athletes playing fair and respecting rules, it is a good example. If we want to have quality in sport, we have to respect the values which are the rules in sport and also in life.

She said she thinks most of the people don't implement these values in society, but everyone who believes in values will implement them. Furthermore, she added that she can see people are not implementing the rules because everyone is fighting for himself and searching his own place without thinking about other people. The example is when you are in the shop and have two chocolates and the person in front of you with a full basket will not let you in front.

She was asked if she was motivated by values and she answered that she was motivated by the joy of effort which made her thinking when is difficult you have to continue to struggle and bear all difficulties because later on our hard work will pay off. She learned we shouldn't give up when is hard. Opening Ceremony reminded her most of the Olympic Games.

The fifth student said the topic was interesting not only because of sport, but because of different cultures and nationalities competing at the Olympic Games. She hasn't heard about the

Paralympic Games. Before lecturing she knew about founder, how the Olympic flag looks like and sports at the Olympics.

She thinks that main thing should be everyone has to respect everyone and that everyone can compete without discrimination. She thinks athletes are acting by the rules respecting values as well as people in society. She learned to have more tolerance, to respect everyone and to judge people according to their character. The most interesting part was the story about Munich 1972. Opening Ceremony reminded her most of the Olympic Games.

Sixth pupil said it was interesting to her to learn something new about the Olympic Games because he didn't know a lot before. Before lecturing she knew they take place every fourth year. She learned a lot about fair-play. Values are important for sport and they are like a border against bad behavior, irregular competition, inequality. These things should not exist in sport because we all compete to have a good time. Respect and fair-play mean that athletes are not doped during the competition, there is no fighting, judges, coaches and all other participants should behave correctly, opponents to respect each other, after rough foul to raise a hand, not be nervous, to create pleasant atmosphere in which everyone should feel good. She thinks values don't exist so much in society, because every person is the most important for himself and doesn't pay attention if he is going to hurt other person. It is right to be important yourself but not the hurt other people in the same time. The hard economical situation influence on the whole situation in society because we are watching people suffer every day.

When she was asked was she inspired by the values she said that everyone has to satisfied with himself and to lie yourself by letting someone to help you and you know you are not the best. For false goals are responsible upbringing and parents. You have to find you place where you can be the best. Opening Ceremony reminded her most of the Olympic Games.

Seventh girl said she likes to watch the Olympic Games all day because she trains basketball and likes sport in general so it was interesting for her to hear new information about Olympics. Before lecturing she knew when first Olympic Games took place. During the lessons she learned how much values are important for the game to be better, and someone who won the medal to feel satisfaction. She thinks that values exist more today because controlling system become more strict. But, if athletes don't have enough quality and they want to win, there is a bigger chance they will use doping.

She thinks that values are very important for society because if society will negatively react if people hear that someone who was doped won the medal. There are so many people in the world and everyone thinks differently. For someone is important to have as much as he can and for someone is more important to earn everything by his own hard work. She experienced she needed seven years to turn back something what was given away from her because of bad relations between her coach and parents. There are few people thinking they have to deserve everything only by their own hard work. There are children who came before you at the place where you want to be because someone pay for them. She said the values strengthen her attitude that is better to achieve everything by her own hard work because everything pay off. It is better for her to be satisfied and know that everything she has achieved with hard work, with no one helping her even though she will not play for her country. Every man is better in something only he has to find what is that. Opening Ceremony reminded her most of the Olympic Games.

Eight student wasn't interested in the topic at the beginning. She became more interested after hearing more about history, Pier de Coubertin, first modern Olympics. Before lecturing she didn't know values are so important in sport and he became very interested in that part of the lesson because on the TV we can only hear about doping or winning and not about examples of fair-play. She remembered the most Jesse Owens and Luz Long. All athletes come to win, but not everyone will behave as Luz Long did who could die because of his behavior but for him most important was to help Jesse Owens. She isn't sport type and she didn't watch the Olympic, not even the last one in London, because she thought that's boring part of sport but during lecturing she realized that is not a point in what they are doing, but how they behave and what is leading them to behave like that.

She thinks that values of Olympism are leading values in athletes' behavior during competition. Athletes are implementing these values in their behavior because in that way they are showing us how to behave. If we see someone doped won we will think we can do the same. Everything depends on the person's character and wish to win. She believes there is a lot cheating and many won by cheating and someone who respect rules stays without prize.

There are less and less values implemented in society because everyone is the most important for himself and going towards goals no one is not read to take a break and look around to make a

compromise and he will continue in his own way no matter what others want for them to do. As in sport, the same in life, someone will use everything he has to achieve his goal.

The values motivated her to think she is not going always to win, but she will be satisfied. The most interesting part was history and that they didn't stop the Olympics even after 1936. Opening Ceremony reminded her most of the Olympic Games.

Ninth pupil said he was not interested in topic but after several lessons it became more interesting for him. He thinks athletes should be led by Olympic values because they have to respect themselves and others first to be able to compete. He thinks there are more values implemented in sport today because control is more strict than before. Opening Ceremony reminded her most of the Olympic Games.

Tenth student was interested in topic because he likes to watch the Olympics. He knew a lot before because he is watching the Olympics, for example, rules, competitions, how many sports have. He learned history and interesting events on Olympics. He thinks values are the leading rules for athletes during competition. That is very important, everyone has to behave in fair-play spirit, because only then we can see who is better. Also, he thinks that the values are implemented today more than before.

In society there are not so many values because control is not strict as in sport. History reminded him the most of the Olympics. He follows the Olympic since Beijing and 2008.

Summary of interviews

Opening Ceremony reminded them most on the Olympic Games. Students who train sport and love sport were interested in topic and others developed their interests while they get to know more about the Olympics. There were students who were not interested in topic. Before lecturing they knew that Olympic Games take place every fourth year, when the first took place, who was the founder, how Olympic symbol looks like. After the lecturing they learned different facts and stories as: what Luz Long did for Jesse Owens, how the medals look like, and what happened in Munich in 1972. Not all, but most of them believe that values exist more in sport than in society, because in sport control is more rigorous. Furthermore, values are important for sport and they are like a border against bad behavior, irregular competition, inequality and they rule athletes'

behavior. Students think if someone believes in values, he will respect them. Furthermore, if we want to have quality competition in sport we have to respect the values which are the rules in sport and also in life. But, if athletes don't have enough quality and they want to win, there is a bigger chance they will use doping.

Students who said that values don't exist in sport, give an explanation that financial aspect is the most important in sport today. Some of them, but not the most of them believe that values exist less in society because everyone struggles and only look after himself to have more no matter what is going to happen to other people.

The most important values for them are respect and fair-play. They were motivated by values to respect more others, to put somebody in front of them as more important, to be better in what they are doing, to have more tolerance, to respect everyone and to judge people according to their character.

Chapter 5

Conclusion

The purpose of the case study was to explore how OVEP influenced on students' behavior and attitudes and their overall knowledge about Olympic Games.

The research investigated the changes in the knowledge and attitudes of high school students about Olympic Games and the values of Olympic sport as a result of participation in a series of lessons from the OVEP.

The aim was to research the three following questions:

- What are the changes in the knowledge of pupils about the Olympic Games?
- What are the effects of teaching Olympic Values on students' behavior in sport and in life?
- What is the experience of students who participate in various activities connected with the Olympics?

Case study was used as a proper methodology to research the effects of OVEP on participants. The aim of the case study is to present in-depth understanding of a single or small number of cases set in their real-world contexts. The in-depth focus of case study covers a wide range of topics and the data comes from multiples source of evidence (Yin, p. 2011).

Case study was used to collect data from several cases regarding one main topic, and three sub-questions. The research is set in a real-world context and data came from several sources of evidence.

For creating this case study, a resource titled *Teaching Values: an Olympic Education Toolkit* (Binder, 2007), developed by the Professor Deanna Binder (2007), and produced by the International Olympic Committee for its Olympic Values Education Program was used.

Students had different preferences toward various parts of research. Most students were interested in learning and discussing about doping. The story about Jessie Owens and Lutz Long was mentioned many times in students' answers in questionnaires and interviews as a positive

example of values. They expressed admiration and support to athletes at the Paralympic Games. These three topics were the most interested for them. In particular cases, students who like history, expressed aspirations to know more about Ancient Olympia and Ancient Olympic Games.

During the two months of lecturing students got to know better Olympism and developed their interest in Olympic Games. They had the basis of what the values are and what is ethical, and during the lecturing their broadened their view of values in sport. Because of knowing the values and behaving in accordance with them, a lot of them were not motivated to change their behavior, except only in one situation: to introspect their values and behaviour in order to try to achieve their goals and to be the best.

Students were more likely to remember the examples and video than facts and years. They mostly learned through videos, presentations and group activities.

The research brought insights of using different teaching methods to teach students Olympic values. Furthermore, it showed changes in students' attitudes toward Olympic values and their preferences toward different topics. The case study consisted of students' observation and changes in knowledge about Olympic Games and values.

If the research would be done again, the control group consisting of up to ten people would be organized in order to check the whole concept of case study.

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