



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

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

**The implementation of the pilot program of Olympic Education in Greek Primary schools in 1999 and it's impact in the subsequent implementation of curricula, of Olympic Education and Physical Education in Greek schools.**

**Georgios Pittarokoilis**

**Supervisor:** Konstantinos Mountakis, Professor

Sparta, 2012

Copyright © PITTAROKOILIS GEORGIOS,  
All rights reserved.

ADVISORY COMMITTEE

Supervising Professor: **Mountakis Konstantinos**

Professor-member 1: **Georgiadis Konstantinos**

Professor-Member 2: **Parry Jim**

## **Dedication**

I dedicate this work to my family and my teachers Konstantinos Mountakis and Aristides Viskadourakis, for what important they offered and taught me.

## **Acknowledgments**

I would like to thank the Professor and chair of the Department of Sports Management, University of Peloponnese Konstantinos Mountakis for everything he gave me during the inspection and completion of this work. I also thank Professor Konstantinos Georgiadis and Professor Jim Parry for their support and interest in this effort. Also I thank John Latsis foundation that enabled me to follow the post graduate programme. Finally I thank the International Olympic Academy for its contribution during my stay there.

## **Abstract**

Through this paper we aim to present a significant effort that was made by 30 Primary Greek schools to implement a programme of Olympic Education. This pilot programme was the result of a perfect cooperation of three parts: The Foundation of Olympic and Athletic (sport) Education, the Pedagogical Institute and the ministry of Greek Education. The programme started with enthusiasm from both the teachers and the students. There was also very good supervision and collaboration from the Pedagogical Institute with successful results.

This pilot programme was the main source for the production of new, innovator material and the clarification of many concepts and activities. Till then, as it is showed in this paper, there was no clarified work frame for the schools and the educational programmes in Greece and in rest of the world. The different cultures with the different habits create difficulties in implementing a globally accepted set of objectives in Olympic Education. This programme overcame the difficulties and gave the material which was used for future books and educational programmes in Greece for the Olympic Games 2004.

The Physical Education books of Primary and High Schools were enriched with the Olympic Values that are so important nowadays. The Physical Education's book of 1995 has been analyzed as well as all the school Physical Education books before and after the programme. After, the contents of these books compared with the contents of two other books: the Guide of Olympic and athletic (sport) Education which was published by the Foundation of Olympic and Sport Education (F.O.S.E) and the book of Olympic and Athletic (sport) Education which was published by the ministry of Education in 1997. This comparison is necessary because these two books present in detail the activities involved students of the pilot programme and present the relation of the pilot programme and its influence to the curriculum of Physical Education. In each comparison pages are given which demonstrate the relation and the impact of the pilot programme on the curricula of Physical Education.

At the end of this paper our proposal is to disseminate the results of the pilot programme to the Olympic Education researches, to Olympic Education Institutions, and to ministries of Education through the translation and the distribution of the book of Olympic Education or to be a new edition about the pilot programme.

## **Foreword**

This study is divided into four parts. The first part is comprised of one chapter. In this chapter there is information about Olympic Education, the Foundation of Olympic and Sport Education and an analysis of the pilot programme. In addition the aim and objectives of the study are outlined. The second part of the study is comprised of two chapters. In the second chapter, the methodology and the tools used are presented. The third chapter refers to the students' aims and objectives as they are shown in the projects of the schools involved in the pilot programme. The third part is comprised of three chapters, namely the fourth, fifth and sixth. In the fourth chapter there are references to the Olympic Idea and the education found in the teacher's book for «Physical Education in Primary School». In the fifth and sixth chapter there is an analysis of all the Physical Education books used in Primary School and Junior High School, for students as well for teachers in connection with the issues that are common with those the students worked on in the pilot programme. The fourth part of the study is comprised of one chapter, the seventh, which refers to the discussion, conclusions and recommendations.

## **TABLE OF CONTENTS**

Acknowledgments.....	v
Abstract.....	vi
Foreword.....	vii
PART I.....	1
CHAPTER 1 <sup>st</sup> .....	1
Introduction.....	1
The international Olympic Academy.....	2
Foundation of international Olympic Academy .....	2
Olympic Education programs run by I.O.A.....	3
Olympic values in through time.....	5
Olympic Games and Olympic Education .....	7
Greece and Olympic Education .....	8
Foundation of Olympic and sport education – F.O.S.E.....	9
The pilot programme 1999.....	10
Evaluation of the pilot programme .....	13
The education material.....	16
The Olympic Charter and the “fundamental principles of Olympism” .....	17
Aim .....	18
Objectives .....	19
PART II.....	20
CHAPTER 2 <sup>nd</sup> .....	20
Methodology.....	20
Tools .....	20
CHAPTER 3 <sup>rd</sup> .....	22
Aim set by the pilot schools.....	22
Objectives set by pilot schools.....	22
Projects of the Students.....	24
Detail of issues worked on by students.....	25
Activities.....	27
Teams and activities.....	30
PART III .....	32



CHAPTER 4 <sup>th</sup> .....	32
Physical education book published in 1997.....	32
References to ancient Greece and Olympism .....	33
Direct references to Olympic ideas.....	33
CHAPTER 5 <sup>th</sup> .....	35
Government Gazette 209, 10/10/1995 .....	35
References to Olympic ideas and values .....	35
Physical education books in primary school and in junior high school for students and teachers.....	36
Physical Education books for students in primary school .....	37
Physical Education book for students in Primary School grades 1st & 2nd.....	37
Physical Education book for students in Primary School grades 3st & 4nd.....	38
Physical Education book for students in Primary School grades 5th & 6 <sup>th</sup> .....	39
Physical education books for teachers .....	40
Physical Education book for teachers in Primary School grades 1st & 2nd.....	40
Physical Education book for teachers in Primary School grades 3rd & 4th.....	41
Physical Education book for teachers in Primary School grades 5th & 6th .....	42
CHAPTER 6 <sup>th</sup> .....	43
Physical Education book for students of Junior high school for grades 1st,2nd,3rd. .....	43
Reference to the book “Olympic and Athletic Education 2002” .....	44
Reference to the book “Guide for Olympic and athletic education” .....	45
Physical education book for teachers of junior high school for 1st grade .....	45
Physical education book for teachers of junior high school for 2 <sup>st</sup> grade .....	48
Physical education book for teachers of junior high school for 3 <sup>st</sup> grade.....	51
PART IV .....	54
CHAPTER 7 <sup>th</sup> .....	54
Discussion and conclusions .....	54
Recommendations.....	59
References.....	61

# **PART I**

## **CHAPTER 1<sup>st</sup>**

### **Introduction**

The first form of Olympic education according to professor Georgiadis we see in the ceremonial of the ancient Olympic Games in the precinct of the sacred Altis, he refers: “if by the term Education we mean erudition, training, culture and humanism as its distinctive traits, then the ceremonial of the ancient Olympic Games in the precinct of the Sacred Altis and surrounding areas was a first form of “Olympic education” for athletes, spectators, and pilgrims” (Georgiadis, 2009).

Pierre de Coubertin uses the term “athletic education” or “Olympic Pedagogy”: ‘This Olympic pedagogy which I recently said was based at once on the cult of effort combined with the cult of eurhythmmy –and consequently on the love of excess combined with the love of moderation-is not sufficiently served by being glorified before the world once every four years in the Olympic Games. It needs permanent factories. The Olympic factory for the ancient world was the gymnasium. The Olympiads have been renewed, but the gymnasium of antiquity has not-as yet. It must be”. “Olympism is not a system; it is a state of mind. The most widely divergent approaches can be accommodated in it, and no race or time can hold an exclusive monopoly on it” (Naul, 2007).

In 1935 Coubertin speaks about five principles of Olympism in his broadcast speech (Naul, 2007): The “religio-athletae” is the first principle, he viewed the athletes who take part in Olympic Games as “ambassadors of modern education”. The second is based on the “equality”, the striving for the best performance, the freedom of excess and the individual self -perfection. The third is the “chivalry”, and uses the term “fair play”, the understanding and respect between athletes and other officials. The fourth is “truce” with the idea of “rhythm”, the peace between individuals and people, to interrupt conflicts between countries and nations. The final principles are the “beauty”, the athlete is necessary to forget the other realms of life and culture, the involvement of art and poetry. His ideas were the first attempt to definite the term Olympic Education. According to Professor Naul “there is no a clear system of Olympic pedagogy for Pierre de Coubertin. It is a mixture of the intentions of ethical

and humanistic values for the development of Olympic athletes, a code of rules for their participation in the Olympic Games and a number of important elements for the ceremony of the Olympic festival”(Naul, 2007).

## **The international Olympic Academy**

We can maintain that the ancient gymnasium is the international Olympic Academy which began its operation in Ancient Olympia in 1961. Its operation was the outcome of cooperation between Carl Diem and John ketseas. After, the establishment of the Olympic Academy the concept of Olympic education found application in general education. After 1968 there was creation of Olympic studies and National Olympic Academies and Olympic education programs gradually introduced in many countries.

## **Foundation of international Olympic Academy**

In this we shall try to present the foundation and the function of the International Olympic Academy from where the first international effort was done to promote the Olympic values. Until today under the dean's Konstantinos Georgiadis efforts, very valuable programmes have been implemented, related to the Olympic education. I also mention the efforts to connect the Olympic Education to the curricula. This connection was succeeded after the admission of the pilot programme to the schools.

The desire of the foundation of an institution for the Olympic ideas was expressed at 1927 in Athens from Baron Pierre De Coubertin during his staying at Greece where he was invited by the Greek Government in order to participate at the celebration of revelation of his statue in Ancient Olympia. At the same period in Greece similar ideas were expressed in relevance to the revival of the Ancient Gymnasium, adapted to the modern time from Ioannis Chrysafis, a founded father of Physical Education in Greece (Georgiadis, 2000).

The idea of this Ancient Gymnasium and the idea of the foundation of a cultural foundation of the Olympic Movement, through contacts Baron Pierre de Coubertin with Ioannis Chrysafis are consolidated into one. At 1938 the German Professor Carl Diem who was in Greece for the ceremony for the death of Pierre de Coubertin, proposed the foundation of Olympic Academe in Greece.

At 1938 the EOE with its President Ioannis Ketseas included at its statute the foundation of the I.O.A.

At 1938 at Cairo at the 38<sup>th</sup> congress of IOC its members were informed about the status of HOC and the law that the Greek government has passed about the function of International Olympic Academy.

At 1939 at the 39<sup>th</sup> congress of International Olympic Committee at London the foundation of IOA was approved and responsible for its function was settled the IOC.

At 1961 IOA started at the same time with the giving of the Ancient Stadium from Germany school to the Greek Government.

IOA is working on Olympism that is a way of living. It's an entirety of principles about the growth of spiritual and physical virtue as they were defined according the answers that thousands young people gave who participated at the Congresses of IOA 1995-1999. (Georgiadis, 2000)

### **Olympic Education programs run by I.O.A.**

1. At 1965 Otto Symiezek talked about the competitors' education and in 1968 he had the topic "Education and Olympic Ideology". At 1976 the Greek poet Takis Doxas speaking about the subject "The Olympic Ideas at International Education" has emphasized to the subject if the Olympic Education established at all educational levels the young will learn a new life. (Georgiadis, 2000).
2. At 1968 the first National Olympic Academy was founded at Spain and later at other countries for the spreading of Olympic Ideas. Also several committees were founded for the education of Olympism at the countries.
3. At 1973 the International Olympic academy organized for the first time an International Congress with the subject "the Education's contribution at the Olympic movement" that was addressed to the teachers of the Universities of Physical Education all over the world. Ever since there were a lot of Congress in order to help the spreading of Olympism.

4. At 1974 the ministry of Education of Canada applied for three years a program with the subject “the Olympism spreads at schools” with headmaster Professor Femand Laudry. The same Professor at the 1977 at the 2<sup>nd</sup> International Congress presented the subject “The spread of Olympic Ideas of Educational System of Quebec”.
5. At 1978 begun the Education of the members of the national Olympic committees and the International Federations.
6. At 1979 the Congress of IOC aimed to help teachers to create educational programmes. At 1993 the IOA has began a programme of Post Graduate Studies where participated selected students from all over the word.
7. At the 1986 the congress at the Ancient Olympia has begun the education of athletic journalists. According to the IOA the Educational programmes have concrete structure:
  - Education at Olympics subjects
  - Artistic activities.
  - Social manifestation.

According to the teachers of the National Olympic Academy who participate at the congress, it isn't possible to be used an acceptable programme for the International Olympic Education because of the different civilizing, social-economical and political situation (Georgiadis, 2000).

What are the values that characterize today's theory of Olympism? One thousand young men and women between the ages of 20-25 from all over the world that participated in the task force of the International Olympic Association answered this question in the five-year span 1995-1999.(Georgiadis, 2000).

The values that should determine the athletic activities as well as the other fields of human expression are in the following table. This table also gives another approach in stating Olympic values. All values stated so far are included in this table. (Georgiadis, 2000)

<b>Personal</b>	<b>Social</b>	<b>Cultural</b>	<b>Global</b>
1.Harmonious Development of Body and spirit 2.Seelf respect 3.Participation 4.Voluntary services 5.Self discipline 6.Self respect 7.Persistence 8.Attempt to succeed in achieving one’s highest aims 9.Pursuit of excellence 10.Wellbeing and health	1.Friendship 2.Equality 3.Respect for the Other 4.Understanding 5.solidarity 6.Brotherhood 7.Fair play 8.Equality of Opportunities 9.Fellowship 10.Deontology 11.Mutual respect	1.Respect for Cultural values 2.Cross cultural Exchanges Between Individual Persons countries And continent 3.Equal Participation independent of race religion, sex, culture, and socioeconomic conditions	1.Coexistence of nations 2.Respect for the environment 3.Patriotism 4.internationalis m 5.Altruism 6.Peace 7.Democracy In “athletics”

As we will see below in the pilot programme, the students dealt with the proposed values mentioned above. It is a fact that until the implementation of the pilot programme, we had no clear picture of the common implementation of Olympic values.

### **Olympic values through time**

There is a big difficulty to find values that were present at the three periods of Olympic Games and those values are very limited in number (Mountakis, 2011).

Today, there is neither a common definition nor an international standard article that precisely describes all aspects of the term and all facets of the objective of Olympic pedagogy. Even the term “Olympic pedagogy” is not commonly used by scholars and scientists as a global term in the same way as for instance “Olympic Education”. (Binder, 2001).

So we can see the efforts that have been made in order to consecrate the Olympic Education, but there wasn't an accepted programme for the studies. That accepted programme for the studies will be covered by the Pedagogical Institution of Greece by using:

- “Guide for Olympic and athletic Education for teachers”.
- The experimental programme of the thirty primary –schools.

The importance of the book “Guides for Olympic and Athletic Education for teachers” as an educational manual shows the message of the President of Hellenic Republic Mr. Kostis Stephanopoulos: “With glad I communicate with the children of the Primary-School through this book. You the children, the young, you are the hope for a better society with passion for offer, for a moral life, for a fixing on the Olympic Ideas that are considered for three thousand years. The teachers and the trainers will show you the worth of Olympics Games, the athletic spirit, the love for athleticism” (Mouratidis, I., Kabitsis, C., Mountakis, K., Mastora, I. 1998).

We read, among others, the President's of the International Olympic Committee message, Juan Antonio Samaranch:

“I therefore salute the initiative of Greece, cradle of the Olympic philosophy and host of the Games of the XXVIII Olympiad in 2004, to produce a manual for elementary schools through which the history of the Olympic Games and the educational values of the Olympic ideal will be passed on the youth, the new generation and our future. I am confident that this manual will be prove to be extremely useful and entertaining for the children of the Greece with the support of physical education teachers. I congratulate the Foundation of Olympic and sport Education, as well as the Greek Ministry of Education and the National Pedagogical Institute for undertaking this project, which fully contribute to promote Olympism and its values”.(Mouratidis, I., Kabitsis, C., Mountakis, K., Mastora, I.,1998).

The global character of the programme and the effort of its acceptance show the President's Antonis Tzikas message: “with you, teachers and trainers, our cooperation will be distinctive and continuous. We are an experimental country, as already has been decided at the two congresses, at Olympia and Nausea where famous professors from all over the world have participated they were specialized at the subject. The undertaking is complicated and with your participation will be guided to revises, as we will be based on the experience that will come of the practice

adaptation”. Also for the suggesting instruction are mentioned the following : “All these are experiences that came up from the two Universal Congresses, from the universal Congress of Kalavrita and from effective practices that were adapted with success in many countries. You will make the choice and will decide which of those, that have been proposed will be materialized”. (Mouratidis, I., Kabitsis, C., Mountakis, K., Mastora, I. 1998)

## **Olympic Games and Olympic Education**

At the Olympic Games in Munich, Olympic Education programmes were implemented in Germany. The programs were based on former participants and lectures at the IOA’s sessions. We take information about these programs from a presentation at the IOA’s session in 1972 under the title “the propagation of Olympic Principles in schools” (Georgiadis, 2009). The program in Germany was linked with the writings of Pierre de Coubertin and Carl Diem (1967) on foundations of Olympism. Ommo Grupe summarized five general principles under the Olympic Pedagogy, and the Robert Muller added a sixth (Naul, 2007). Those principles are:

1. The principle of Unity of body and soul
2. The aim of individual self –fulfillment
3. The ideal of amateurism
4. Principles of honesty and fairness
5. The task of promoting mutual respect between people and nations.
6. The promotion of emancipator developments in and through sport.



The German National Olympic Academy had published a handy manual, with revised contents every two years. It is distributed to all schools in the country (Georgiadis, 2007). In 1983 the IOC executive board decided to promote the foundation of National Olympic Academies. In Atlanta the Organizing committee published three volumes on Olympic Education. The children from kindergarten to the 5<sup>th</sup> grade took part in the programme “Youth and Education Programme’ which implemented in the state of Georgia. The school children improved their knowledge about Olympic Games and Olympic ideas (Georgiadis 2007). The Nagano Organizing Committee implemented “One school-One country Programme” (Georgiadis, 2007). In Sydney Australia 2000 took part in Olympic Education programme approximately 10.000 schools for children from kindergarten up to age of 12.(Crawford, 2001, Brownlee, 2001). At national level the number of students participating in Olympic Education programmes was 431.403 (Georgiadis, 2007).

## **Greece and Olympic Education**

According to professor Georgiadis, “in Greece the first attempt to train teachers in Olympic Education was made by the IOA in the 70’s. A few hundred educationists from all over the Greece attended seminars to learn about Olympism. The isolated responses from the schools, mainly on the teachers’ initiative, were not enough to support the IOA’s pioneer work to introduce Olympic education in the school curriculum in Greece” (Georgiadis, 2007). In 1989 the IOA, in cooperation with the Secondary Education Directorate of the district of Elis and the regional authorities, launched an Olympic Education programme in its facilities aimed at selected students. Each year, 100 pupils, 14-16 years old, are still attending even today the 7-10 days seminars. This particular Olympic Education programme has often been associated with the environmental education programmes.

Athens bid first for the Centennial Games of 1996 and later for those of 2004 has rekindle the interest for introducing Olympic Education in the programme of Greek schools. In 1995, the Olympic Education manual: “keep the Spirit Alive” was published in English to serve as an education manual for national Olympic Academies (Georgiadis, 2007). From the above, we conclude that the pilot program of 30 schools managed for the first time something sought by the IOA, the introduction of Olympic Education in the school curriculum.

### **Foundation of Olympic and sport education – F.O.S.E.**

The Foundation of Olympic and Sport Education is an international non-governmental organization based in Athens. It is a member of the International Council of Sport Science and Physical Education (ICSSPE), as well as member of the European Movement Support “Fair Play” cooperating with national and international educational and sports networks. President was the late Mr. Antonios Tzikas, former president of the National Olympic Committee and Ambassador sportsmanship at the Council of Europe.

The International Foundation of Olympic and Sport Education has set as its primary objective of educating the young generation in accordance with the principles of sportsmanship fairness and equality and to teach ethics and responsible behavior from infancy if possible age.

The Foundation also considers it very important to introduce the teaching of social studies at all levels of education. Usually emphasis is solely on academic training, and sidelined the development of comprehensive social side of man. But above all, children need to experience and adopt the principles of morality, sportsman ship, respect, joy of participation and communication.

Among other it organizes Nation and International Conferences and Seminars on the Olympic Education, with the participation of internationally recognized personalities. The Foundation published the Greek handbook for teachers who taught in pilot Primary Schools in Greece. The result of the pilot programme showed that the Olympic Education is a key pillar for the promotion of social and moral ideas of Olympism.

## **The pilot programme 1999**

At this point, one could observe that all the values that were mentioned previously are values that schools should generally promote and there is no need for a particular lesson or programme to illustrate and cultivate them. There is some truth to this observation. All of these values are sectors of the school programme and must be cultivated through content as well as teaching methods in all school subjects. However, there is no subject, no activity that cultivates them objectively. In other words, their promotion is left to chance and it is a fact that whatever is left to chance has few possibilities of succeeding. A special educational activity such as Olympic and Athletic Education is imperative because these values are specifically targeted and targeted means that there is particular content that cultivates those values, there are specific teaching methods which are considered the most appropriate and there is an evaluation of the results, so we can finally see to what extent the students embedded these values. For this reason, such a programme should exist in schools which must be improved and extended not only with a view to the Olympic Games of 2004 but also its continuation after the Games.

The subject matter that was developed in schools was extensive and it was directly related to the ideas and values of the Olympic idea. This is due not only to the independence that each school had in the selection of topics but also the innovative educational methods that were applied. For the first time in Greek schools, students were given the ability to choose a topic of interest and to develop their interest in it to a great extent. The titles of the programme that were worked on by the schools and the subtopics that are related to the Olympic values that the students dealt with were compared and contrasted. The schools were randomly selected to participate in the programme.

At this point we have to stress the positive contribution of Mr. Konstantinos Mountakis who was appointed as senior consultant at the Pedagogical Institute. This particular educator had extensive experience in analytical education programmes, and has previously served as secondary school principal, and school advisor. Additionally, he published several articles and wrote books related to Physical Education. Therefore, this fact combined with the excellent team of other Physical Education

teachers at the Pedagogical Institute effectively assisted the programme to work with great success.

The question raised then, is, how we decide whether or not the programme was a success? What were the key points that helped the successful beginning of Olympic Education in Greece? I will mention a few words because there will be a further analysis below. It was an Olympic education experimental programme, through which the concept of Olympic Education found a practical application in education. The pilot programme was the outcome of the cooperation between the Greek Ministry of Education, the Olympic and sports Education Foundation, and the Pedagogical Institute of Greece. The Foundation of Olympic and Sport Education as was mentioned previously is a private body that is active in the field of Olympic Education in Greece. The Pedagogical Institute of Greece is responsible for all school curricula and publications. The programme was implemented as a pilot project in 30 schools in the 6<sup>th</sup> grade of the primary school during school years 1998-1999. The pilot programme was based on the project method. After the implementation of the pilot programme “the training of all the physical education teachers was based on the project method. The planning and implementation of the project was done by the pupils themselves. This is a flexible learning process, centering on the students, which requires the active participation of both pupils and teachers. (Georgiadis, 2007)

The project method consists of four stages –phases (Lioumpi 2011).

1<sup>st</sup> phase: Reflection (choosing the subject, determining the scope-objectives, time schedule, raising awareness, explaining the subject, ranking-classifying ideas, identifying domains).

2<sup>nd</sup> phase: Planning teaching formats (separation into sub-groups, methodology, analysis of activities, contact with the direct and indirect environment.

3<sup>rd</sup> phase: Implementation of activities (gathering of information evaluation, classification, consideration, synthesis, presentation).

4<sup>th</sup> phase: Evaluation (during the project at the end of the project. Self evaluation and evaluation by others (Lioumpi 2011).

There was excellent cooperation of agents’ for the implementation, i.e., of the programme of the Ministry of Education, Pedagogical Institute and the Institute of Olympic and Athletic Education. The following also helped a lot in the success of the programme:

- The existence of an instruction book for teachers that was based on «suggested educational topics» that resulted from two global congresses, from the Global Congress of Kalavrita and the effective practices that were already implemented successfully in many countries.
- The supporting team at the Pedagogic Institute.
- The training seminar for those implementing the programme, in other words the educationists that participated at the beginning of the programme on 15-1-1999.

The programme was created and materialized by the Department of Physical Education of the Pedagogical Institute in the framework of the task (S.I.E.P.E.), Schools Implementing the Experimental Programme of Education. The supporting body of the programme was the Institute of Athletic Education, which produced and distributed the instruction book that Physical Education teachers relied on in order to implement the programme. (Mountakis, K., Golegou, S., Vouzika, E., Papadopoulos, A., 2002) The particularity of Olympic Education is comprised of theory and activities that are independent of each other. One lesson does not require the knowledge of the previous as, for example occurs in lessons with a prudent character such as mathematics. Therefore, we can approach them scientifically maintaining the relative independence between them. All of the practices, activities and instruction unite in one common aim, which is the achievement of the goals of the programme. In other words, the sensitization of the educational community regarding issues of culture through sport and the promotion of the Pedagogical elements of the Olympic Games, the material pursuit of students and attitudes and behavior that are socially acceptable. (Mountakis, K., Golegou, S., Vouzika, E., Papadopoulos, A., 2002)

Moreover, the content of the programme includes a theoretical part and a practical part: innovative experiences for educational facts, activities which be directly linked to sport, activities which might not be linked directly to sport, however helped in spreading Olympism and the programme. The most important difficulty of the programme can be expressed as, «the selection of appropriate content for the pilot programme of Olympic Education was especially difficult because it is a new subject without a pre-specification of objectives. (Mountakis, 2011) This is a significant question. However, a solution was given by an originality that was implemented in the programme.

According to Mountakis (2010), curriculum is a well-structured programme whose aims, content and teaching methods are geared to bringing educational benefit to children. Professor Mountakis divides the curriculum into two categories, (a) centralized and (b) decentralized. The content of pilot programme can be described as decentralized as it can be leaving teachers and students free to decided according to their own interests. At the same time it can be said that there existed centralized elements because the teachers used the Guide of Olympic and sport Education, and there was the help and supervision of the Pedagogical Institute.

I really believe that the pilot programme of thirty schools in Greece was a landmark in Olympic Education. The pilot programme starts from the position that the pupils are mature enough to actively engaged in the educational process. The success of the pilot programme depended on the degree of freedom given to the pupils to take part in the decision making process. In the pilot programme the style teaching is more important than content itself. Children's needs and interests also have to be taken into account. In this programme we started by adopting the objective model, because first of all develop the three domain of the pupil cognitive, affective and psychomotor.

## **Evaluation of the pilot programme**

Bellow is presented the evaluation of the programme. The evaluation is very important because it show whether the objectives of programme were achieved. "The purpose of that study was to investigate the effects of a four months intervention program about Olympic Culture on 6th grade school-children. The subjects were 392 boys and 393 girls from 32 schools."(Kabitsis, Harahousou, Arvaniti, Mountakis, 2002). Two of the schools were randomly selected to form the control group, while the remaining schools formed the experimental group. "The main findings regarding the effects of the program were: a) largely improved the knowledge about the Olympic Games, b) positively affected the attitudes towards the benefits of exercise, c) increased the level of sportsmanship, d) positively affected the attitudes towards Fair Play, e) the beneficial effect of the program's implementation was stronger in girls than boys and f) the level of education of the children's parents was one of the most important factors determining their attitudes towards sportsmanship and fair

play. It was concluded that although the duration of the intervention program was too short the implementation of Olympic Culture in the school curriculum in Greece had a beneficial effect.”(Kabitsis,et.al.2002).The Physical Education teachers who implemented the pilot programme devoted two hours every week for a period of four months to teach the Olympic and Sport Education. They based on the book "Guide of the Olympic and Athletic (Sport) Education" written by a team of scholars to help the Physical Education teachers. This book was published by the “Foundation of Olympic and Athletic (sport) Education”. Also, the teachers used visual aids and teaching modules different than other lessons. They were trained in the "project method" and implemented it in the pilot programme. The program included visits to stadiums, museums, archaeological sites, talks, seminars, drama, poems and drawing. The evaluation of the program was performed with the pre and post test method. A questionnaire was given to the students before the beginning of the program, on January 1999, and the same questionnaire was given again after the completion of the programme four months later. The following sections were consisted the questionnaire: demographic data, sports involvement, knowledge about the Olympic Games, benefits from exercise, sportsmanship and attitudes about fair play. The duration of the programme was a few months only but the analysis of the data presented that the implementation of the pilot programme had a strong influence, since the mean scores of all the independent variables improved significantly at the post-test. There are two very important finding, the first is the increase on the number of the children that participate in sports outside the school, and the second is the percentage of participation for excellence was reduced to half at the post-test.

The knowledge of the children about Olympic Games was largely improved, this finding is very important for a country which was going to organize the next Olympic Games. This beneficial effect was larger on girls than in boys. Another finding is that the knowledge about Olympic Games was higher on children having parents with higher level of education. In addition there is the finding that the family of the children had the third higher percentage at the post test as a source of knowledge about Olympic Games. The role of school and the teacher was largely enhanced substituting the role of TV. It is very important the finding that the children have positive attitudes towards the benefits from sports involvement. Not very pleasant the finding that the attitudes towards sportsmanship hardly reached the point

of agreement on the Likert scale at the pre-test but a significant improvement observed at the post-test.

Even less pleasant was the finding that the mean score of the children's attitudes towards fair play was 3.71, below the agreement point on the Likert scale. The positive effect of the applied program was obvious on the children's attitudes towards fair play, since the 3.71 at the pre-test increased to 4.03 at the post-test. However, despite this improvement, the difference among the three education levels of the children's parents remained, emphasizing its role on children's attitudes.” (Kabitsis, et. al. 2002).

Based on the results of this study the conclusion drawn was that the implementation of Olympic Culture in the school curriculum in Greece had a beneficial effect. Analytically this program (Kabitsis, et. al. 2002):

- 1) Largely improved the knowledge about the Olympic Games.
- 2) Positively affected the attitudes towards the benefits of exercise.
- 3) Increased the level of sportsmanship.
- 4) Positively affected the attitudes towards Fair Play.
- 5) The beneficial effect of the program's implementation was stronger in girls than boys.
- 6) The level of education of the children's parents was one of the most important factors determining their attitudes towards sportsmanship and fair play.

It was recommended the implementation of Olympic Culture to different age groups to assess the magnitude of its influence to a different maturation level. Another recommendation to future researchers would be to undertake a follow up study after three and after six years to investigate the long term effects of the intervention programme. (Kabitsis, et al 2002).



## **The education material**

The main educational material which used in the pilot schools was an outstanding publication the “Guide of Olympic and Athletic (sport) Education” for teachers, which published by the Olympic and sport Education Foundation. Through teaching subjects, the students can discover the ideas and the values of Olympism. The guide provides teaching support for the programme, and analyzes the philosophy and values of Olympic Games, and includes useful proposals for implementing the pilot programme activities. The Guide present the theoretical framework of the pilot Olympic education programme and its thematic units cover: in chapter one a series of subjects related to the history of the ancient Olympic Games, the modern Olympic Games and the Olympic Games in Athens 2004. In chapter two there are subjects with moral and social messages. In chapter three there are activities for students. In every chapter there are advices for the teachers how teach the subjects.

In its contents we can find parts by specialized scientists in Greece. The authors of the “Guide of Olympic and Athletic (Sport) Education for Teachers” at the time of publication are:

- Mouratidis Ioannis, PhD, Professor D.S.P.E.S. of the University of Thessaloniki.
- Kambitsis Christos, Ph, D., Associate Professor D.S.P.E.S of the University of Thrace.
- Moudakis Konstantinos, Ph.D., senior consultant of the Pedagogical Institute.
- Mastora Ioanna, M.Ed, Scientific Director of the Foundation of Olympic and Sport Education.
- Special Assistant: Golegou Sofia, consultant of Pedagogical Institute.

International Steering Committee:

- John Andrews, M.Ed, (United Kingdom). Life Honorary President, Federation Internationale d’Education Physique (FIEP),Chair, International Committee of Sport Pedagogy for the International Council of Sport Science and Physical Education.(ICSSPE)

- Deanna Binder, M.Ed., (Canada) Adjunct Assistant Professor, Department of Secondary Education, University of Alberta. President, EDI, Educational Design International, former Member of the Board, Canadian Center for Ethics in Sport.
- Ian Jobbing, PhD, Australia. Professor, Human Movement Studies, University of Queensland. Chair, Educational Commission of the Queensland Olympic Council, Director of the Center for Olympic Studies, Regional director, International Council of Sport Science and physical Education (ICSSPE).
- Margaret Talbot, Ph.D. (United Kingdom) President, International Association of Physical Education and Sport for Girls and women, Vice President, International Council of Sport Science and Physical Education (ICSSPE), Vice chair, National Young People and Sport Forum, Head of Sport, Leeds Metropolitan University

Editing writing:

Mastora Ioanna, M.Ed. Scientific Advisor to the Foundation of Olympic and Sport Education.

The pilot programme's goal were to encourage children to familiarize and inform themselves and become aware of issues related to the preparation and organization of Olympic and Paralympics' Games. It extended the boundaries of school education. The educational innovations mainly by the project method have contributed to the cooperation among teachers in the schools, and between teachers and pupils. This programme prepared local society to welcome the Olympic Games. Promote the training of teachers and introduce new subjects that arouse the children's interest. Created and developed teaching manual containing innovative ideas for both teachers and pupils.

## **The Olympic Charter and the “fundamental principles of Olympism”**

The Olympic Charter states simply the relationship between Olympic philosophy, ethics and education. (Parry, 2007)

“Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles”.(Olympic Charter, 2003)

“The goal of Olympism is to place sport at the service of the harmonious development of man, with a view to promote a peaceful society concerned with the preservation of human dignity”. (Olympic charter, 2003)

“The practice of sport is a human right. Every individual must have the possibility of practicing sport in accordance with his or her needs”. (Olympic charter, 2003)

“The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play”(Olympic Charter, 2003).

## **Aim**

The aim of this work is mainly to present the Olympic Education Programme that was implemented in Greek primary schools in 1999 and to see its subsequent effects on the writing of Physical Education books and other material. Also to presents its influence to Olympic Education and Olympic movement.

The planning and implementation of this programme was done by the Pedagogical Institute of Greece, which is concerned with educational policy in Greece, and is responsible for all school books, curricula, and programs.

## **Objectives**

The objectives of this work are the following:

1. To find the affect of the programme on students' and teachers' books for the first and second grade of primary school.
2. To find the affect of the programme on students' and teachers' books for the third and fourth grade of primary school.
3. To find the affect of the programme on students' and teachers' books for the fifth and sixth grade of primary school.
4. To find the affect of the programme at students' book of first, second and third grade of junior high school and at teachers' book for the first, second and third grade of junior high school.
5. To find how a pilot programme of Olympic Education for the first time introduced in school curriculum.
6. To find whether the programme opened the schools to society.
7. To find whether for the first time didactic material was produced for Olympic Education in schools and how the teachers of the pilot programme contributed in Olympic movement.
8. To find whether there were innovations in teaching methods.

## **PART II**

### **CHAPTER 2<sup>nd</sup>**

#### **Methodology**

Regarding the approach of the pursued aim and objectives, there was initially a review of the bibliography on the topic of Olympic Education and generally on the Olympic movement. For this particular task, there were references to the Greek language and to the fact that with the hosting of the Olympic Games in 2004 in Athens, emphasis was given to Olympic Education. Moreover, foreign bibliography was used in relation to the topic. Apart from the search for information in academic sources, «quality research» was also used because the researcher is the medium through which the research is done.

In addition, the primary aim of this task is to investigate various sides of the subject which is being researched. More particular than the type of quality research is the subject study through which data is collected that describe a specific individual, an event, a team/group, or an institution (Yin, 2003). Of the three types of study, the second type which presents data and information without having a specific problem to solve was used.

#### **Tools**

It is known that in «quality research» a researcher can draw knowledge from three types of sources, namely an interview, observation and observation through participation (Λάζος, 1998). In this task, the method followed was the «quality interview» which is used in simple-structured interviews and in in-depth interviews.

The positive aspect of interviewing is the informal air and the familiarity that can exist between two individuals that makes the interview seem more like a discussion rather than a formally-structured interview with a ‘‘question-answer’’ approach in a formal setting (Λυδάκη, 2001).

The negative aspect of course includes the time that is required for this type of procedure, the possibility of “no-answers” or “vague answers” from the interviewee, as well as the difficulty to present and to analyze the data. (Mason 2003).

It is of particular importance to mention that my participation and observation of Olympic Education in the pilot programme of 1999 can be considered a starting point. I consider my personal participation in this entire phase extremely important. My participation can be considered to have begun in 1992, when, along with my students at the Senior High School of “Korais”, in Heraklion, Crete, pursued the messages of the Olympic Games through a theatrical presentation of the Olympic Games accompanied by the musical theme songs of ancient musical rhythms. I continued to be interested in Olympic Education through the lessons of Physical Education and my participation in the Pilot Programme.

## **CHAPTER 3<sup>rd</sup>**

At this chapter are briefly quoted the aim, the objectives, the subjects, the activities, the details of issues worked on by students, as they at the book of “Olympic Education” edition 2002 ,and the schools have present to their papers.(Μουντάκης, Γολεγού, Βουζίκια, Παπαδόπουλος, 2002).

### **Aim set by the pilot schools**

The aim set by the pilot schools is the complete (multi-sided) introduction of youngsters to the Olympic tradition and culture and to enrich student’s knowledge about historical issues and philosophy of Olympic and athletic (sport) Education. The students to understand the ethical principles of Olympism, such us pursuit of excellence, fair play, justice, equality, understanding and respect, friendship, participation, so that through the knowledge of events and fact, and with the participation in several activities, they will love sport as a way of life, in order to adopt correct behavior in sport and in their life.

### **Objectives set by pilot schools**

- Comprehension of fundamentals, globally recognized, ethical principles  
Prevention of pupils from racial phenomenon in Sports and the negative phenomena such as commercialism, violence, hooliganism, swearing (using bad language). Understanding the need for Peace-Truce. To get students to consider modern problems of athletics (commercialization, doping, violence in stadiums). The sanitization and consideration of children regarding values such as equality, solidarity, friendship, working with colleagues and the understanding of «Fair Play». For students to understand that athletics can help people to shape a complete personality and that the Olympic Games, offer nations the opportunity of communicating, understanding, cooperating and peace. Contact and participation of children in a variety of athletic activities in which they cultivate the value of participation (children’s games)

through music-kinetic education (the creation of a choir – folk dances), the artistic approach (art exhibition), tolerance, generosity, friendship, equality, respect for others.

- Creative work with research in bibliography. Understanding of students in sporting conduct Development of initiative and special skills. Encouragement for creative activity. Cultivating students' skills and invigorating their confidence. Development of physical skills through the participation in sports events. For students to cultivate their creativity skills – art, poetry, literature, etc.
- Interest in volunteering in the Olympic movement. To understand society's attitude, which demands to be called «civilized»? For students to acquire knowledge, skills, attitudes and principles, so they will become active and responsible people with social conduct. For students to develop sensitivity and a feeling of contribution to their fellow citizens. The creation of a way of life that is based on the enjoyment of movement and effort. The balance of body, mind and soul. The construction of a peaceful and better world with the education of students through sport.
- Encouragement of mass participation of girls in exercise. Incentives for non-athletic students to take up sport. Participation in sport without discrimination. For students to recognize the areas where they can exercise. Recreation and the creation of hobbies.
- To approach issues that concern members of the population «people with disabilities». To meet people with disabilities. To locate and respect the characteristics of P.W.D. (people with disabilities). To recognize the abilities, potential and the mental strength of people with disabilities. To watch games of the disabled. To sensitize children about people with disabilities
- To become children-adolescents with understanding, friendly spirit, solidarity, without discrimination and with a principle of «Fair Play».
- To strengthen the bonds of friendship and cooperation with students of other schools in the area. To strengthen the bonds of friendship and cooperation between students through team activities. The improvement of student's image, confidence and self-respect. The improvement of our school's image in society Freedom of student's thought and expression. The promotion of



developing quality and equality in relationship to the class. The tightening of teacher-student relationship. The socialization of students through teamwork but also various activities. For students to know the athletes of our school. To help our students exercise, offering them information about athletic associations, gyms and facilities in the city. Student-family relationships the sensitization of all students of our school through a project which the students of the programme will present about this issue. To inform students about the contribution of institutions in communication and respect between peoples. To invigorate their self-confidence and self-respect by entrusting initiatives and responsibilities in them. The cultivation of personality.

- The knowledge of habits, nature and customs of various people who live in Greece. Development of a feeling of national pride for our Greek origin. To exhibit students' projects in the local community and thereby sensitize the community on issues related to Athletics – Olympics.

## **Projects of the Students**

In this point are pressed the cultivation of values through student activities. The subject matter that was developed in schools was extensive and it was directly related to the ideas and values of the Olympic idea. This is due not only to the independence that each school had in the selection of topics but also the innovative educational methods that were applied. For the first time in Greek schools, students were given the ability to choose a topic of interest and to develop their interest in it to a great extent. The titles of the programme that were worked on by the students of pilot programme are presented below.

- 1) Olympic Games. A message of friendship from Antiquity to Today.
- 2) Introduction of Olympic and sports education on schools (the dark moments of Olympics – violence in stadiums. The Olympic flame. Women and sport. Olympic athletes – heroes).
- 3) Sports for people with disabilities.
- 4) Sports violence and violence in stadiums

- 5) Peace
- 6) Historical background of the Olympic Games
- 7) Sport in Ancient Times
- 8) 100 years of Olympic Games 1896-1996
- 9) Sports and child-sport and sport modes, Heraklion, Crete
- 10) Sporting spirit
- 11) Olympic Games 2004
- 12) Sport and 15th Primary school of Kozani
- 13) The contribution of Sport for peace and brotherhood of people.
- 14) Racism
- 15) The ancient Olympic games and their revival
- 16) Olympic and Sport Education Photo Album – Olympic day
- 17) The willpower to do sports
- 18) Ancient Race
- 19) Olympism-Race for life and victory
- 20) Dictionary of Olympic Games

### **Detail of issues worked on by students**

- Report on commencing and closing ceremonies. The Olympic symbols unaltered through time. Olympic Sporting events. Where and when the first Olympic Games took place, aim of their completion. The programme of Olympic Games, how often do the Games take place? The Olympic Anthem. The Olympic Oath and Zanes. Olympic flame and Olympic rings. The Olympic flame over the centuries. The symbol of sports in peace, reconciliation of peoples, anti-racial education and the upgrading of social education.
- The dark/tainted moments of the Olympic Games – violence in stadiums, secondary analysis reviewing bibliography of newspapers, magazines media. Positive and negative points in Modern Olympic Games. Common points and differences in ancient and modern Olympic Games.

- Ancient expressions against violence. Messages of peace from primary school students. Olympic athletes – heroes. Greek and foreign athletes. Olympic winners. Historical review of Olympic Games with the topic of peace and truce. Sports in Antiquity. Ancient Olympic Games and their survival.
- The creation and presentation of a ‘project’ with the topic: “Sport for people with disabilities”. The aspects which follow are: programming didactic units – conducting activities, evaluation and classification.
- Sports and children, places and ways of exercise in Heraklion, Crete. Athletics and the 15th Primary School of Kozani. Aim was for students to learn everything that is related to athletics in the city and at school.
- Supporter spirit. Emphasis on values and ideals that govern athletics. For example, equality, solidarity, friendship, brotherhood and the understanding of «Fair Play». The enormous benefit of exercise. Moral and social messages. Narrations of stories and messages. The Code of Ethics. Willpower in athletics. Racism: The development of community, sensitization of students about social issues. Ethics and customs of other peoples, brotherhood.
- The creation and presentation of a ‘project’ with the topic ‘Modern Olympic Games’. Olympic Games until 394. ‘Modern Olympic Games 1896-2004’. Women and sport.
- Concern about issues such as: Compare truce in Ancient Greece with today’s reality. What is it that you do not like and would like to change? What provokes my strongest interest in modern Olympic Games? Essay competition with topic: How did the lesson of Olympic education help in my play and in my activity as a supporter of athletics, awaiting the Olympic Games of 2004.
- Proverbs – athletic expressions used daily which are derived from the area of sport. Great personalities of modern Olympic Games.

## Activities

1. Completion of a questionnaire about the students in relation to the Olympic Games. Completion of a questionnaire before, during and after the end of the project. The structuring of a questionnaire and its statistical process. Structuring of projects. An account and evaluation of the programme.
2. Presentations conducted in relation to the Olympic Ideal. A presentation of Ancient Olympic games in the area of the Stadium. A reconstruction of the feeling of the Olympic Flame in the International Olympic Academy Stadium. A reconstruction of the Opening and Closing ceremonies. A reconstruction of various issues from students, such as: The trumpet call announcing the commencement of the games. A prayer to Zeus from the announcer. A race "STADIUO", "IREA", honors paid to the winner. Presentation of the event "Kallipatira". Presentation of projects and theatrical events about the Olympic Games. Presentation of Olympic medals and torch. Participation in the closing ceremony of the Pan-Hellenic Handball games where the children formed the word «PEACE» with musical accompaniment by G. Markopoulos.
3. Friendly game of football, handball. Meeting with the students and teachers of a school in Andravidas. The exchanges of opinions, ideas, information about the activities of both schools, the making of new friends. Hosting the Olympic Games. Organizing Olympic Games for children. Creation of sayings. Creation of a banner with sayings, «YES TO SPORT. NO TO DRUGS» and «IN SPORT WE ARE ALL WINNERS» and raising them in Thieves' annual primary school basketball tournament. Participation in games. Sport crossword, games. Student games within the school. A creation of an Athletic Committee. Conducting of school athletic games. Student Olympic Day. Participation in track events. Crowning running winners with wreaths made of olive tree branches. Event with traditional Greek dances. Awarding souvenir diplomas at a football game with the participation of all students. Children's correct athletic conduct. Events with presentations by teachers, parents and children. Art with topics against racism.

4. A collection of passages in literature and poetry. Games such as crosswords and quizzes Cultural exhibits and presentation of results. Art exhibit. Collection of material from videos, books, magazines, newspapers. Collection of texts and poems. Students attempted to write their own Olympic Anthem and poems related to peace. Art competition. Sport – culture exhibition programme and presentation of programme. Drama event dedicated to Peace. Presentation of history in Greece in the 20th century 1900-2000. Arts and crafts. Philately. Cultural issue. Translation of Greek texts. Presentation of art posters, emblems, as well as the reconstruction of Olympic Games. Learning songs (The Olympic Anthem - by Loui Spirou). An art and stamp exhibition. Contact and cooperation with artist and educationalist for the poster of the event.
5. A visit to Ancient Epidaurus, to Ancient Olympia, to Olympiakos and Panathinaikos stadium, to museum, to I.O.A, to museums to Ancient Olympia. A visit and lecture by Olympic medal winner Niki Bakogianni. A visit to Olympiakos Stadium (practice area, interviews with Olympic winners). Learning the meaning of Physical Education – modern views. Contact with associations and agents and people in sports with disabilities, watching them practice. Visits to athletic venues. Group visit to an educational institute.
6. A showing of a video. A showing of a film «100 Years Olympic Games». Video coverage of activities. Creation of a group of students for activities: Computer team, board team with the participation of all school children, cards with questions for all units, art team, an archive of photographs and activities. Athletic reports and issuing of an athletic newspaper. Decency during the watching of games, with suitable sayings/ expressions. A study of Panathinaikos Stadium, Olympic Games 2004. Newspaper.
7. A board with retrospect in History and details of events. Poster of Olympic Games. The creation of a board with maps, photos and postcards from Olympia. Issuing a sports newspaper. A collection of tasks on the Olympic Games, crosswords, matching exercises, acrostic games, quizzes, and graphic games. Photographic material. Reproduction of the Olympic Flame. Construction of a collage – basketball venues and facilities. Construction of a collage about the visit to Ancient Olympia. Construction of a model of an Olympic Village. Puzzle of Olympiakos Stadium. Poster of Olympic train.

Poster with collection of Olympic events. Structuring of an athletic catalogue of the city. Construction of a board showing new sports announcements. Creation of a game «Find and win». The creation of a class album. Construction of a model «ALTIS». Construction of different material. A creation of an athletic library. Gathering of proverbs and athletic expressions and athletic vocabulary.

8. The children wrote an essay with topic: Participation in an event means: Competing on equal terms with an opponent which is based only on my capabilities and my talent. Essay with topic: My favorite event. Essay: If you think you can help your fellow man, then you are a winner. Essay: In your opinion, how can Greece revive the ideology of Olympism? Present your own ideas and suggestions. Essay: The surviving Olympic Spirit. Essay with topic: The prizes and the honours of Olympic winners in modern Olympic Games. Citius-Altius-Fortius.
9. Interviews with agents. Interviews with Mayors of Paleo Faliro, Kallithea, Agrinio, Kozani, Katerini. Interview with the Minister of Athletics. Interview with the Principal of the 2nd Office of Primary School Education representative of the province of Halkidiki. Participation of students in a radio talk-show in relation to the visit to Ancient Olympia. Contact with the Romanian Olympic winner Marianna Konstantin. The children playing the role of journalist take interviews from Ath. Tsakiri, who took part in four Olympic Games and presented photographic material, medals and the Olympic Torch. Publication of the programme in the local press. Interviews with athletes from local associations. Interview with the resident of the Parent-Teacher Association and People with Disabilities.
10. Organizing a seminar of Olympic and Sports Education for parents and students. Informing of mandatory medical check-up. The creation of a task group on the organized way of exercise in areas offering safety and better performance. Learning about sports such as swimming, classical athletics, football, basketball, volleyball, ping pong, cycling, tennis, fencing, chess, Greek traditional dances Research by students on associations and gyms that function in the city of Kozani. Discussion with students about the pros and cons of competition and the value of healthy athleticism. A reading and discussion of an extract from newspaper «Olympism is gasping» by doctor I.

Kini, past Balkan Olympic winner. Speech by psychologist Charalabos Sotiropoulos with the topic «Athletics and doping». Putting up posters in the central parts of Kozani, informing citizens about the presentation of the programme. Details of candidacy of my city for the organizing of student Olympic Games. Olympic Day.

## **Teams activities**

At this point the schools created smaller special groups that prepared their subjects and presented them to their classmates.

- 1) Contact with the Pan-Hellenic Blind Society. The students learned about the activities of the ‘Athletic Track Association of the Blind’.
- 2) Learning as best possible about the Dactylic Alphabet and a visit to the ‘Athletic Association for the Deaf’.
- 3) The students worked with individuals who are mentally challenged and have learning difficulties. A visit and contact with the ‘Athletic Association of Applicable Activities ‘NIKI’.
- 4) The students worked with athletes who had movement difficulties.
- 5) Distribution and completion of a questionnaire which appealed to the broad public, various occupations and educational levels.
- 6) Responsibility of completing the questionnaire by coaches, agents and team sponsors and generally individuals who had direct contact with people with disabilities.

A creation of four teams of students: Athletic, Drama, Editorial, Artistic. The athletic team decided to reproduce the ancient Olympic Games. The Drama team decided to put on a theatrical play «The wreath of the Olive», which was presented at the ancient stadium of Delphi and the theatre of Arahova in front of an audience. The Editorial team gathered material from the activities and recorded various articles, classified and supervised the publication of the class magazine with the title «The Olympic Flame». The Artistic team constructed the «Puzzle of the Olympic winner» and the two board games «The young archaeologist». They embroidered a banner with the topic of PEACE.

- The creation of imaginary dialogues between athletes.

- A dictionary of Olympic terms.
- Athletic alphabet (terminology).
- A dramatization of the story «A child's dream to become an Olympic Game winner».
- A dramatization of the story of 'Kallipatira'.
- A dramatization of the story «The route of Athletes from their land in Olympia».



## **PART III**

### **CHAPTER 4<sup>th</sup>**

#### **Physical education book published in 1997**

Bellow follows the analysis of the first book of Physical Education for primary school edition 1997. From the analyses, it was found out that there are not enough references to Olympic Education and to Olympic values in relation to the books which published after the implementation of the pilot programme.

In 1997, the Ministry of Education and Religion and the Pedagogical Institute in their attempt to improve Physical Education published the first book on Physical Education in our country for the teachers of primary school. The writing of this book on Physical Education for teachers comprised years of demands by Physical Education teachers. The new curriculum of Physical Education in primary school gave the incentive for the materialization of this demand.

In the book «Physical Education in primary school » (teacher's book) on page 11 there is a confirmation by the authors of the weakness to form a national profile in the field of Physical Education in Greece before 1993. «Through all these years it was never possible to form a national profile in the area of Physical Education which includes: a) Our athletic origins. It is widely known that Ancient Greeks exercised through various activities and sports and not only with physical exercises. b)The modern trends and adaptations for childhood which include multi-faceted skills, self-expression, not training and competitive goals and c) The Greek reality, which means the lack of facilities, equipment and few didactic hours». (Γολεγού, και συν. 1997).

There is a reference to the German and Swedish system which was applied in Greece. After 1950, educational gymnastic was implemented in Greece which was similar to the Swedish system. The teaching method in this system was teacher-centered, the students merely executed the exercises uniformly and simultaneously (command exercise).

In 1964, with the establishment of the Pedagogical Institute, there was an attempt to stress child-based exercise in athletic exercise, through child-centered

methods but this attempt was not completed and we reverted back to the Swedish system. Later, with the appointment of specialists of Physical Education in primary schools, there were serious attempts to modernize Physical Education in the analytical programmes.

In 1995, the new curriculum was developed which tried to take into consideration our origin and folklore tradition as well as the Greek reality in schools.

## **References to ancient Greece and Olympism**

In the same book, we find the following references regarding Ancient Greek Athletic Tradition and the Olympic Ideal.

It is well-known that Ancient Greeks used to exercise using various kinetic activities and sports and not only rigid drills. (page, 11).

The mental aspect comprises among other things, «knowledge in relation to the Olympic spirit and movement». (page, 17).

Ancient Greeks said that the rhythm is the masculine element of music and from the ancient texts we can find that melody is the mother of nature and rhythm is the father. Prometheus in «Prometheus Desmoti» by Eshilou said: I am bonded, chained by rhythm. (page, 42).

The term shape means unity of phase, in other words, image and content comprise the uniform organic and inseparable shape and as a base Greek classical perception.(Γολεγού, και συν. 1997 p.208).

## **Direct references to Olympic ideas**

The aim of Physical Education in primary school is through various kinetic and athletic activities, primarily to help the development of the body of students and to contribute to their mental and spiritual cultivation as well as their normal induction into society. (ΦΕΚ 209, / τ' Α/1995, p. 6223)

Physical Education cultivates:

-Development of social and psychical virtues, such as cooperation, solidarity, team spirit, self-discipline, responsibility, willpower, patience, determination and courage.

-Development of self-respect through the improvement of physical capabilities and learning athletic activities.

-Development of student's self-trust with the knowledge of skills and limits in comparison to others.

-Development of free and democratic expression.

Parallel to socialization, ethical conduct can also be cultivated. «Development of virtues such as honesty, justice, respect of opponents, modesty, proper facing of victory and loss, etc. ». (Γολεγού, και συν. 1997, p. 17).

The rejection of participation is a common phenomenon among isolated students, due to their personality. The lack of ability to adapt or the non-acceptance by the team is a problem for the teacher. The last one in order to reintroduce those students to the lesson and not give up them, is obliged to devise and implement appropriate «artifices». (Γολεγού, και συν. 1997 p.30).

The teacher strengthens the teamwork, sociability and acceptance by members of the class, encourages initiative through participation and this excludes the «authoritarianism» of the ablest, when the “authoritarianism” is noticed by other children. The teacher alternates the «leaders», taking care of the individuals with reduced kinetic behavior, trying to limit their weak performance and the feeling of failure during the lesson that they are leaders. The teacher encourages the “able” to compose teams with the participation of the «kinetically weak», who they help and influence during the games (Γολεγού, και συν. 1997 p.202-203).

In the games that there are «winners» and «losers», the teacher tries not to emphasize the case of a win or a loss and tries, with changes in members of teams to alternate the winners and the losers. (Γολεγού, και συν. 1997, p. 203).

## **CHAPTER 5th**

### **Government Gazette 209, 10/10/1995**

#### **References to Olympic ideas and values**

Below follow the analysis of Greek Government's Gazette 209 of 1995 that concerns the analytical programmes of Physical Education of 1995. The references related to the Olympic values are mentioned. We found out that there aren't many reference.

- The acquisition of knowledge related to the Olympic idea and movement. (Article 1, page 255)
- Social aims: The development of social and psychological virtues such as, cooperation, team spirit, self-discipline, willpower, responsibility, patience, determination and courage. The development of self-respect with the improvement in physical abilities, the learning of kinetic skills and the participation in athletic activities. The acquisition of self-confidence, with the understanding of capabilities and their limits in comparison to others and the cultivation of free and democratic expression. (page, 255).
- Experiential aims: The realization of the need for «experiential» exercise or athletics and the benefits that result, as well as the acquisition of athletic habits for amateur activities (hobbies). (page, 255).
- At the end of the school year and in the framework of cultural days, it is possible to have an athletic day with kinetic activities that have been taught at school during the year. (page, 256).
- Educational intervention (acceptance of loss, prudence on the part of winners, avoidance of violence). (page, 260).
- Rudimentary regulations, class championship. (page, 261).
- Cultivation of rhythm (page 256).

## **Physical education books in primary school and in junior high school for students and teachers.**

In the list bellow are mentioned the books that are going to be analyzed. The aim of analysis is to find out the relation among the educational objectives of the school books and those that the students worked with. There are also mentioned the pages that correspond to Olympic maters and values at the school books, at the Guide of Olympic and Athletic Education of the Institute of Olympic and athletic Education as well as the book of the Ministry of Education, Olympic and Athletic Education 2002, and we try to find the common Olympic Education's elements.

<b>Books relate with the pilot programme</b>
1. Guide Olympic and Athletic (Sport) Education
2. Olympic and athletic(sport) Education

The first book used by the teachers of the pilot programme, and the second book include all the projects that the pilot schools implemented. In this study are compared these books to Physical education books in primary and secondary school which we refer in the next table.

<b>BOOKS FOR PRIMARY SCHOOL</b>
1. Physical Education book for teachers of primary school published 1997
2. Physical education books for students in primary school for grades 1 <sup>st</sup> and 2 <sup>nd</sup>
3. Physical education books for students in primary school for grades 3 <sup>rd</sup> and 4 <sup>th</sup>
4. Physical education books for students in primary school for grades 5 <sup>th</sup> and 6 <sup>th</sup>
5. Physical education books for teachers in primary school for grades 1 <sup>st</sup> and 2 <sup>nd</sup>
6. Physical education books for teachers in primary school for grades 3 <sup>rd</sup> and 4 <sup>th</sup>
7. Physical education books for students in primary school for grades 5 <sup>th</sup> and 6 <sup>th</sup>
<b>BOOKS FOR JUNIOR HIGH SCHOOL</b>
8. Physical Education book for students of junior High school for grades 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup>
9. Physical Education book for teachers of junior High School for 1 <sup>st</sup> grade.
10. Physical Education book for teachers of junior High School for 2 <sup>nd</sup> grade.
11. Physical Education book for teachers of junior High School for 3 <sup>rd</sup> grade.

## **Physical Education books for students in primary school**

Bellow are given the pages of Physical Education book for students in primary school in the left and the pages of the Guide of Olympic and Athletic(sport) Education(G.O.A.E..) in the right. In the middle is the common topic that both books are referred. In that with this way I will show the similarities among the two books. I try to show that the school books in primary and secondary school have influenced by the pilot programme.

### **Physical Education book for students in Primary School grades 1st & 2nd.**

In the Table of Contents there are references to the Olympic Games which are found on about 18 pages in the book. The part that concerns constructions devotes 7 pages in the book. Bellow are given the pages of Physical Education books for students' in primary school for grades 1<sup>st</sup> and 2<sup>nd</sup> in the left and the pages of the book "Olympic and Athletic(sport) Education 2002"(O.A.E.)in the right. In the middle is the common topic that both books are referred:

-Pg. 12 .Temple of Zeus. (O.A.E 17, 55)

-Pg. 14 Games in Antiquity. (O.A.E 12, 28, 54, 60, 73, 112, 116, 122, 186)

-Pg. 16 An olive branch wreath. (O.A.E 12, 103, 104, 116, 194,122,229,155,213)

-Pg. 18 The school of athletes. (O.A.E 12, 80, 116, 154, 228)

-Pg. 20 The struggle of Athletes. (O.A. E 12, 22, 16, 21, 28, 63, 14, 154, 224)

-Pg. 25 Olympic Medals. (O.A.E 12, 63, 73, 122)

-Pg. 26 Olympic Flag. (O.A.E 13, 63, 70, 73, 124, 168, 229, 230,155,225)

-Pg. 30 Paralympics Games. (O.A.E 35, 37, 38, 49, 124, 204, 36, 41, 43, 48)

-Pg. 32 Athens 2004. (O.A.E 75, 120, 125, 181)

In constructions we have the following topics:

-Pg. 34 Construction of wreaths. (O.A.E 194, 19)

-Pg. 36 Construction of a collage with the topic 'the life of an athlete'.  
(O.A. E 16, 103, 102,149)

-Pg. 38 Construction of a puzzle with the Olympic Flag. (O.A.E 72,75, 149, 172,213)

-Pg. 39 Construction of medals. (O.A. E 195)

-Pg. 40 Writing the name of each mascot and drawing it.

We note that there are drawings, games and activities that have important similarities among books and that are obviously influenced to a great degree by the corresponding ones that the students worked on in the pilot programme. In the brackets, I indicate the pages of the book Olympic and Athletic Education that illustrate the above position.

### **Physical Education book for students in Primary School grades 3st & 4nd.**

Here we find 6 references to the Olympic Games in 13 pages. There are generally many issues related to Games in Ancient Greece in about 22 pages. There are 15 illustrations, maps, many sketches and games. The topics that are analyzed are:

-Pg. 15 Minoan Period.

-Pg. 18 Mycenaean Period.

-Pg.19 Homer years.

-Pg. 19 Homer's Iliad: Games in honour of Patroklos.

-Pg. 20 Homer's Odyssey: In the land of Fayakon.

-Pg. 22 Olympic Games.

-Pg. 23 The myth of Itheus Hercules.

-Pg. 24 The myth of Pelopa and the Ippothamia.

-Pg. 26 The myth of Thieves Hercules.

-Pg. 28 Modern Day Olympic Games.

Activities

-Pg. 33 Homer's period and modern era.

-Pg. 34 Events of the Olympic Games.

We have 8 photos with ancient representations. (pg. 40-41-42-86-87-88-89). Here we find further historical details about the Games in Ancient Greece from the Minoan Period, the Mycenaean Period, the years of Homer and the Olympic Games, both ancient and modern. We can observe the influence of the content and presentation style of the topics from the pilot programme.

Bellow are mentioned the pages of Olympic and Athletic (sport) Education 2002” where there are similar objectives with the Physical Education book for primary school grades 3<sup>rd</sup> and 4<sup>th</sup>:(12, 28, 52, 53, 54, 55,62, 63, 103, 105, 113, 114, 117,154, 155, 186, 187, 188, 189, 190, 192, 196, 197, 198, 199, 200, 201, 216, 220, 221).

### **Physical Education book for students in Primary School grades 5th & 6<sup>th</sup>.**

In the book for the 5th & 6th class, there are not many details or references to the Olympic Games. There is an emphasis on topics that are related to Olympic Values. We do, however, find various historical details in the units concerning the games. Issues that are related to the Olympic values are found on page 8 on which the following topics are analyzed:

- All of us can become better.
- Trying.
- Cooperation – accord-mutual respect.
- Learning and improving.
- Competition is a means of improving.
- Learning at my own pace.
- Learning from my mistakes.
- Setting targets for my personal progress.
- Participating because I care about my health.
- Historical details about ancient athletics are found on:
  - Pg. 29 The history of Handball.
  - Pg. 37 The history of exercise.

In Chapter 6 which deals with classical sport we find many details about the games and about the running events, jumping and throwing. (Pg. 48-49-50)

An entire chapter is devoted to the value of «lifelong» exercises for our health (8<sup>th</sup> chapter, 20 pages).

Chapter 9 is devoted to proper athletic conduct covering 11 pages. Here, the proper athletic conduct of «Fair Play» or fair game, honesty, integrity, respect and respect for oneself and for others are given emphasis. (Pg. 81) Additionally, the



chapter deals with doping (Pg. 88-89) and the avoidance of violence in athletic venues (Pg. 90-91)

Corresponding pages that concern the above topics are found in the book Olympic Education on the following pages: 18, 21, 45, 47, 72, 100, 114, 145, 148, 152, 155, 181, 184, 186, 204, 210, 218 .

Doping and violence in stadiums: 18, 19, 72, 81, 105, 132, 142, 148, 172, 210.

As we can see, the student's book for the 5th and 6th class of primary school deals primarily with issues of Olympic Values but also with the historical details of the events.

Chapter 6 deals more extensively with the Ancient Games and Events which concern classical sport and devotes about 3 pages to this with historical details.

We can observe then, that more emphasis is given to issues regarding values as we increase in the age of the classes.

## **Physical education books for teachers**

### **Physical Education book for teachers in Primary School grades 1st & 2nd**

In the Table of Contents of the book we can find an entire chapter about the history of athletics. There are 7 references related to ancient Olympic Games which are analyzed in 4 pages (Pg 17-20) with the following issues:

- Ancient Olympia – the golden –ivory statue of Zeus.
- The first Olympic Games.
- The struggle of an ancient athlete.
- An olive tree wreath (in Greek is termed «kotinos»)
- The sacred truce.
- Kallipatira in ancient Olympia.
- Ira had her own games.

Additionally, we find 8 references to the modern Olympic Games which are analyzed in 4 pages. (Pg. 22-26)

The issues are:

- The revival of the Olympic Games.
- Olympic Games in Athens.

- The Olympic Flame.
- The Olympic Flag.
- The Olympic Anthem.
- Olympic medals.
- Cultural Olympiad.
- Paralympics' Games.

In the introduction is mention that the first chapter refers analytically to the Olympic Games. «In the first chapter the history of athleticism is described briefly from prehistoric ages until today. Moreover, there are details about the Olympic Games and athletic stories with great importance from the history of sport. Furthermore, there is a brief summary on the evolution of Physical Education in Greece outlining the characteristics that a Physical Education teacher should have».

### **Physical Education book for teachers in Primary School grades 3rd & 4th**

The book for the 3rd and 4th classes of primary school has been written by the same writing team that has written the book for the 1st and 2nd class, therefore there is a continuation between the two books. Owing to this event, there is a brief reference to the Olympic Games, since the book for 1st and 2nd classes has extensive reference and analysis of the Olympic Games. Nevertheless, we find important details that concern teaching methods which are similar to the methods of the pilot programme.

We find references about thematic units of books. (Pg. 9)

Moreover, we find a reference to «dia viou» (lifelong) exercise which is analyzed in one paragraph. (Pg. 17)

We find significant details on the student-centred method which also comprised the base task of students in the pilot programme. (Pg. 23)

There is an analysis of the method of mutual instruction which was also implemented in the programme. (Pg. 25)

There is also a paragraph entitled 'instructions for children with special educational needs'. (Pg. 29)

All of the methods mentioned above were used in the pilot programme as mentioned on pages 6 to 10 in the introduction of the book Olympic Education published in 2002.

## **Physical Education book for teachers in Primary School grades 5th & 6th**

In this book there are not many references to the history of the Olympic Games as there are in the previous books. More emphasis is placed on teaching methods and on concepts that concern health. For the first time there is reference of the 'project' method. We remind here of the fact that the pilot programme was based completely on the project method.

We find that emphasis is given to the many issues in some of the chapters that concern «dia viou» (lifelong) exercise, proper athletic conduct, organizing of athletic activities. (Pg. 17)

We find instructions on the strengthening of participation (Pg. 30)

Additionally, we find an analysis regarding the issue of people with special educational needs (Pg. 30 -31).

References to learning difficulties, attention deficit syndrome and hyperactivity.

The above issues are analyzed in the book Olympic Education as well and are found on the pages we mentioned in the student's book.

## **CHAPTER 6<sup>th</sup>**

### **Physical Education book for students of Junior high school for grades 1st, 2nd, and 3rd.**

There is one book for the three classes of Junior high school. In the table of contents, of that book the first chapter is devoted to the history of athletics. In this chapter there are analytical details about the history of athletics (pg. 8-12) and a great deal of information about the Olympic Games (pg. 13-20). References to the Olympic Games are found in the paragraphs that discuss the history of athletics: basketball (pg. 30), throwing (pg. 38), handball (pg. 44), Classical sport (pg. 50-51-52-56), exercise (pg. 59-61-62), trampoline (pg. 63-64) and swimming (pg. 65-66).

The value of lifelong exercise is covered in chapter 3 and 9 pages are devoted to it (pg. 73-81). There is reference to exercise and smoking (pg. 83). There is also analysis of the psychological benefits (pg. 84-85), obesity (pg. 86-89), exercise and stress (pg.90-93).

In chapter 4 there is an analysis of the methods of improvement of students' physical abilities with secondary issues such as exercising alone where instructions for better organization of exercise for students are given.

In chapter 5 there are specific issues related to the proper exercise for the body, the correct position of the body and the avoidance of wrong exercises, people with disabilities, anabolic (pg. 127-130), violence in stadiums (pg. 131-135), proper athletic behaviour (pg. 136-141) and the participation of students in organized school activities (pg. 142-145).

There are references to dangers of injuries and first aid in Chapter 4, page 122.

There is reference to Athletics – people with disabilities in Chapter 5, pages 123-125.

The topics and issues above are also found in the books for primary school but at a more simplified level and we also see these issues in the instruction book for educationalists that teachers of the programme used. The pages that are mentioned in the above issues are:

## **Reference to the book “Olympic and Athletic Education 2002”**

The book “Olympic and athletic Education 2002” was published by the Ministry of Education and includes all the projects made by the schools according to their aims and objectives. Rich educational material is also presented, as well as lots of activities that captured by photos. It is supposed to be very important for studying as well as a source for Olympic Education. Below is given the topic that there is in Physical Education book for student’s of Junior High school for grades 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and in brackets are given the pages of the book “Olympic and Athletic Education 2002” those pages present the same topic that pupils worked on in the pilot programme.

THE HISTORY OF SPORT (pages 12, 13, 17, 21, 22, 24, 26, 28, 54, 55, 59, 60, 62, 72, 78, 83, 92, 103, 104, 105, 106, 112, 114, 121, 122, 124, 128, 133, 138, 154, 155, 180, 186, 204, 209, 212, 213, 217, 228, 229, 230)

QUESTIONNAIRE (pg. 13, 14, 52)

“LIFELONG” « DIA VIUO » exercises (pages 78, 92, 100, 114, 125, 134, 146, 210, )

OBESITY (pages 29, 78, 114,)

METHODS OF IMPROVING PHYSICAL ABILITIES – HOW TO EXERCISE ALONE – BEST POSSIBLE ORGANISATION (pages 29, 52, 78, 79, 125, 134, 138, 140, 141, 164, 204, 210, 215)

ANABOLIC (pages 105, 132, 172, 205, 216)

VIOLENCE IN STADIUMS (pages 17, 18, 78, 81, 82, 84, 85, 88, 89, 105, 125, 132, 142, 148, 166, 204,)

PROPER ATHLETIC BEHAVIOUR (pages 14, 17, 25, 27, 52, 74, 75, 79, 80, 82, 88, 92, 100, 105, 106, 116, 123, 126, 134, 148, 181, 184, 186, 228)

ORGANISATION OF SCHOOL ACTIVITIES (pages 13, 14, 25, 57, 58, 63, 64, 65, 66, 67, 68, 69, 70, 73, 74, 90, 94, 95, 96, 97, 98, 100, 101, 102, 104, 105, 107, 108, 109, 113, 114, 115, 116, 126, 127, 128, 132, 133, 134, 135, 136, 139, 140, 141, 142, 143, 144, 145, 149, 150, 156, 158, 166, 167, 168, 169, 170, 177, 178, 180, 183, 187, 188, 192, 194, 195, 199, 200, 201, 204, 208, 220)

DANGERS OF INJURIES – FIRST AID\_(page 142)

ATHLETICS – PEOPLE WITH DISABILITIES (pages 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 160, 204, 205, 216, 217)

### **Reference to the book “Guide for Olympic and athletic education”**

(For teachers – from the Institution of Olympic and Athletic-sport-Education)

This book was published from the Foundation of Olympic and Athletic Education and was used by the teachers who participate to the pilot programme. . Bellow is given the topic that there is in Physical Education book for students of Junior High school for grades 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and in brackets are given the pages of the book “Guide for Olympic and Athletic (sport) Education” (G.O.A.E) those pages present the similar topics which there is in the G.O.A.E and the students worked on the pilot programme.

HISTORY OF ANCIENT GAMES (pages 38, 40, 41, 42, 43, 44, 45, 103, 104, 105, 106, 108, 109) QUESTIONNAIRE (pg. 48, 49)

MODERN DAY OLYMPIC HISTORY (pages 54, 67, 110, 111, 112, 113, 114, 115, 116, 117, 122, 123, 124, 125, 126) QUESTIONNAIRE (pg. 70, 71)

PARALYMPICS (page 67)

ORGANISATION OF ATHLETIC ACTIVITIES (pages 76, 77, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149)

LIFE LONG «DIA VIU» EXERCISE (pages 86, 87, 88)

METHODS OF IMPROVING PHYSICAL CAPABILITIES (pages 86, 87, 88)

PROPER EXERCISE FOR BODY – CORRECT EXERCISE – AVOIDANCE OF WRONG EXERCISE (pages 86, 87, 88)

### **Physical education book for teachers of junior high school for 1st grade**

The book of physical Education 1<sup>st</sup> grade of Junior high School (Teacher’s Book) gives significant instructions about the better realization of Physical Education lesson.

It was published by the Pedagogical Institute and the Ministry of Education in 2006 in 15.000 copies. Coordinator of the course and the subproject in the writing is the Konstantinos Mountakis senior consultant of the Pedagogical Institute.

In the Table of Contents of the teacher's book for the 1st class of Junior High School, there are topics that are related to Olympic values that represent the Olympic movement and which the students of the pilot programme worked on. (page, 5).

These topics are:

- Emphasis on participation in events (pages 13, 14)
- Emphasis on lifelong exercise for good health (pages 14, 15, 16, 99, 103).
- Emphasis on development of responsibility (page 16)
- Emphasis on didactics of skills for life (pages 16, 17, 18, 102).

Additionally, there is reference to the teaching methods that must be used which are similar to the methods that were implemented in the pilot programme.

These methods are:

- The Reciprocal style (pages 19, 20, 21,).
- The self-check style (pages 21, 22)
- The Guided Discovery style (pages 22, 23)
- The cross-curricular (thematic) teaching (pages 23, 24)

In the section about basketball in chapter 2, we find in the last part on page 31, the topic of the day that deals with health. Here, the question posed is «Can exercise contribute to the promotion of good health»? Instructions are given on how to approach the particular issue and what should be expected of students.

Furthermore, on page 32, the book deals with the value of cooperation and attempts to illustrate how beneficial cooperation is in team sports, as well as in life. This topic is also a task covered on page 36. An excellent proverb that is given to students is «Never dribble the ball when you can pass it». The same topic is given reference to on page 52 and 66.

On page 40, the question posed is, « What does respectable athletic conduct mean»? This is a significant question which is fundamental to Olympic Education and which students worked on in the pilot programme. Examples of proper athletic conduct are requested to be shown by students. A similar topic is found on page 42 and refers to the correct behavior of children towards a referee and the meaning of supporters. The same topic is found on pages 66 and 70 (about teammates) and 72 (about players of the opposing team).

On page 49, there is a question raised as to whether students have developed responsible behavior, if they have considered the equality of the two sexes, and whether they are in a position to bring up and discuss important historical details of athletics. Cooperation is the topic of today and is found on pages 52, 54 and 57, while on pages 53 and 69, there are issues related to equality of the two sexes. In relation to historical details, one can refer to pages 68 , 91 and 93.

One of the values of Olympism is the individual improvement which is achieved through self-dialogue (page 55) and by taking on initiatives and responsibilities (pages 60, 61, 71, 85, 95, 99). For better findings we can refer to pages 77, 85, 88 and 91. For the development of self-discipline, responsibility, respect and self-confidence, we can refer to pages 85, 86, 87, 88 and 93. For the avoidance of the provocation of violent episodes in games we can refer to issues on page 73, for the role of mass media, page 74 and about Role Models page 87, 88.

Chapter 5 deals with the benefits of exercise for good health, how students can learn to overcome potential obstacles for their participation in exercise and how they can develop a positive attitude towards exercising on pages 100, 101, 102, 107 and 109.

In addition, in Chapter 5, the value of determining goals is introduced. How important is to put targets and how they can determine them in their lives, is mentioned on pages 99, 102, 105, 106 and 108.

In Chapter 6, there is a study of students' capabilities in taking on various roles in the framework of a team and for them to be in a position to function as assistants and to cooperate, all of them are found on pages 120, 126, 127, 128, 129, 130 and 131, historical details are found on pages 121 and 125, School newspaper (page 128).

Chapter 7 of the teacher's book for the 1st class of Junior High School deals with traditional Greek dances, a subject that has been related to Physical Education for many years. Most of the schools in the pilot programme included traditional dances in their activities, for instance the 17th Primary School of Agrinio which implemented the programme. However, I suppose that because it is considered primarily a subject of Physical Education and because it has been analyzed so much, there are few references. Of course, dances, just as athletic activities are used as a way to achieve our goal, which is the daily implementation of the objectives of the Olympic Education.



On page 141 there is reference to the effective objectives of dancing, which are for students to develop a positive attitude towards learning traditional dances. On page 142 there is reference to the historical – ethnographic details of dance. Emphasis is also given to the value of student’s participation, regardless of their extent of familiarity with traditional dances. Additionally, ethnographic details are found on pages 142 and 148.

In the last section on page 144, there are two further Olympic values which are mentioned, namely effort and participation. «Effort and participation are rewarded and not the result». In the book Olympic Education of the Ministry of Physical Education and Religion, we confined activities with dance.

On pages 114 and 115 we see that in seminars on Olympic Education, activities were presented by groups of children in the first and second classes of primary school. Also presented was Ancient Greek musical acoustic material. In addition, on pages 144 and 145, there is a presentation by the task group of the school which worked on traditional Greek dances. Emphasis is given on the significance of traditional dances in the most important moments of human existence, from birth to death.

Finally, in Chapter 3, emphasis is also given on values including behaviour and athletic manner on page 153. Student’s respect towards the rules and regulations of sport, their classmates, the extent of cooperation with their classmates in exercise and games are all considered evaluation criteria. We can conclude that the teacher’s book for Physical Education for the 1st class of Junior High School has been greatly enriched by the Olympic values which are related to the implementation of the pilot programme.

## **Physical education book for teachers of junior high school for 2<sup>st</sup> grade**

This book of physical Education 2<sup>nd</sup> grade of Junior High School for Teacher’s gives useful instructions about the better implementation of Physical Education lesson. It was published by Pedagogical Institute and the Ministry of Education in 2007 in 15.000 copies. Coordinator of the course and the subproject in the writing is the Konstantinos Mountakis senior consultant at the Pedagogical Institute.

We have seen that participation and effort in the pilot programme regardless of performance is extremely important for people's health. In the prologue of the teacher's book for Physical Education for the 2nd grade of Junior High School there is reference to the tendency for change in the philosophy of the lesson of Physical Education. Therefore, great importance is given to the benefits of physical activity for our health as well as the quality of education that one should receive in school, so that one can exercise regularly throughout one's life.

In this book and specifically in Chapter 1 there is emphasis on the necessity of physical activity and the frequency of exercise, the role of Physical Education, as well as the targets and aspirations of the lesson.

On page 14, concerning the emotional aspect, we find social and ethical aims that comprise of goals in Olympic Education, namely cooperation, team spirit, self-discipline, willpower, responsibility, patience, determination, courage, self-respect, self-confidence and free, democratic expression.

Concerning ethical aims, emphasis is given on honesty, justice, meritocracy, respect for opponents, self-respect, modesty and the discreet facing of victory and loss. In the aspect of prudence, among other things, there is reference to the acquisition of knowledge in relation to the Olympic idea and movement and the realization of the need for "lifelong" exercise or sport and the benefits that result from these, as well as the achievement of athletic conscience for amateur engagement in sport. These particular goals are fundamental to Olympic Education.

In Chapter 2 there is reference to the «cross-curricular(thematic) teaching», a relatively new term which is used in Olympic Education (for example, Recognizing factors that lead to violent behavior in athletes, supporters and family, Confirmation of causes that lead to violence or to its avoidance, considering the fundamental meaning of Interaction, Dimension, Communication, Similarity and Difference).

In Chapters 3, 4, 5, 6 and 7, there are references to health, cooperation, the solution of disputes in exercise and in a game, references to being different, respecting teammates and opponents and referees, and facing victory and loss with prudence (pages 33 and 34).

Additionally, in Chapter 4, concerning aims, there is reference to individual and team effectiveness and effort, to mutual aid, to equal participation, to the amusement that athletics offers and to the development of interpersonal relationships (page 51). In Chapter 5, in the aims outlined on pages 69 and 70, we find additional

references to cooperation and to communication, the understanding of the meaning of noble competition, fair play, respect and acceptance of the superiority of an opponent, in the understanding of being different due to bodily development and physical abilities.

In Chapter 6 there is further reference to the responsibility of self-action and to amusement (page 83). In Chapter 7 and particularly on pages 97 and 98, we can see the aims of good health and well-being. In addition, there is reference to the cultivation of psychological self-respect and self-realization, self-confidence, willpower, patience and courage. Moreover, discussed is the acquisition of positive attitudes towards the natural environment, exercise and a healthy way of life. In the aspect of prudence, the history of events in classical sport is included. On pages 108, 109 and 111, we have details on encouragement.

On page 112, the following question is raised, «Give the name of the Greek female athlete and the Olympiad that she won the silver medal in high jump. When and which other female athletes won Olympic medals in track and field events»?

In Chapter 8 and on pages 129 and 130, there are instructions on the achievement of goals among others so that students can mutually help each other and trust themselves and their classmates and to confront them justly and impartially without preconceptions. Also, instructions on the development of responsibility and disposition of students in active participation are included.

Finally, students should have an understanding of inter-topical concepts such as interaction (cooperation, mutual aid) and communication (code, symbolism, information) and the extension of these concepts in daily life. Emphasis is also given to the solution of problems, disputes and conflicts on page 142. In Chapter 9, on pages 151 and 152, there is also the aim of team spirit among classmates dancing together in a circle and a spirit of justice, meritocracy and responsibility.

## **Physical education book for teachers of junior high school for 3<sup>st</sup> grade**

This book of physical Education 3<sup>rd</sup> grade of Junior High School for Teacher's gives very significant instructions about the better realization of Physical Education lesson. It was published by Pedagogical Institute and the Ministry of Education in 2008 in 15.000 copies. Coordinator of the course and the subproject in the writing is the Konstantinos Mountakis senior consultant of the Pedagogical Institute.

The teacher's book for Physical Education of the 3<sup>rd</sup> grade of Junior High School has a similar structure to the teacher's book for the 2<sup>nd</sup> grade of Junior High School. The student's book and the teacher's book supplement one another and must be used simultaneously.

Reading the introduction of the book, on page 7 we find elements of Olympic concepts. For example, there is reference to the fact that «Generally, though, the organization of the lesson should primarily promote the cooperation of able and less able students rather than to keep a distance between them».

Additionally, it mentions that the lesson of Physical Education aims at the progress of all students, regardless of their abilities, sex and origin. This comprises the fundamental principle of the Olympic movement. Chapter 1 of the book refers to the philosophy of the Physical Education lesson and it is made clear that it differs from that of competitive sport because with competitive sport, only students with advanced athletic abilities are encouraged. The intention of the Physical Education lesson is to encourage all students; particularly those who do not do sport outside of school, as well as awkwardness in mobility or obese children.

The change in philosophy is evident, something that is clear from FEK of the Ministry of Education. «The provision of equal opportunity and possibility of education for all students comprises the fundamental principle of a democratic society» (FEK issue B, number 303/ 13-03-03, page 3735).

Moreover, «The school education should obtain equality for all students and particularly to those who belong to "minorities", as well as those students with disabilities and special educational needs, so that they can be protected for social exclusion» (FEK issue B, number 303/ 13-03-03, page 3735).

On page 10 there are references to values, aims, emotions, regulations and perceptions that all leading philosophers of education have described and comprise the fundamental principles and values that govern Olympic education; values like equality, mutual aid and social contribution.

Furthermore, mentioned here are effective aims such as targets to surpass previous personal performance, positive feelings such as an inner interest in learning, the joy of creation and the challenge for learning new skills and socially useful values such as responsibility and respect for all. Effective perceptions include the most significant presumption for high performance which is maximum effort. Psychically, healthy self-perception means a high level of self-confidence which results from the monitoring of personal progress and the conviction that someone can succeed in greater things as long as effort is involved.

In addition, the Table 1.1 on page 12 gives concise instructions on the environment of the lesson, where we also find many principles which are mentioned above and which were studied by students of the pilot programme.

Page 15 deals with teaching methods. The following is mentioned: «According to the Ministry of Education, a student must learn at school primarily how to learn, hence to actively and creatively approach the given knowledge» (FEK issue B, number 303/ 13-03-03 page 3735). Moreover, “This aim cannot be successful with the traditional method of teaching in the lesson of Physical Education, where all decisions are made by the teacher who gives all the commands in the duration of the lesson. In such an environment, a student has a passive, not an active role with regard to the approach to knowledge. For a student to learn “how to learn”, student-centred teaching methods are needed through which didactic stimuli place a student in a position to question, evaluate, consider solutions and distinguish between relationships”.

At this point, it is imperative to remember that the pilot programme first used the “project” method which is mainly student-centered. Moreover, on page 21, we find the issues of responsibility, respectable play, team spirit, the recognition of the opponent and the defeat and the rights of others.

On page 26, there is “lifelong” exercise and pages 27, 28 and 29 refer to the issue of students with special needs in the lesson of Physical Education. On page 29, the awkwardness in mobility is analyzed. Page 27 mentions «Particular care needs to be taken in the incorporation of students with disabilities in common schools...there is

a demand for the planning or materialization of an individualized educational programme that is adjusted to their particular interests as well as skilled assistance for the attendance in the school programme, according to the difficulty they are facing. For example, blindness demands preparation in mobility and orientation» (FEK issue B, number 303/ 13-03-03, page 3739).

In the aims found in Chapters 2, 3, 4, 5, 6, 7, 8 and 9, there are many values that are related to the Olympic movement and that have been worked on successfully in the pilot programme. Only the pages are mentioned because the values are referred to in the previous books (pages 33, 34, 54, 55, 74, 82, 98, 134, 135, 148 and 149).

## **PART IV**

### **CHAPTER 7<sup>th</sup>**

#### **Discussion and conclusions**

As was already mentioned at previous points, in order to reach conclusions concerning the extent that the analytical Physical Education programmes were influenced by the pilot programme, there was a comparison of the content in the pilot programme to the content in the Physical Education books for students and teachers in Primary and Junior High School.

The content and the activities of the pilot programme there are in the book “Guide of Olympic and Athletic Education” on which educationalists were based on, and in the book “Olympic and Athletic Education” which was published by the Ministry of Education and Religion in 2002 and includes all the activities that the students worked on.

**To find the affect of the programme on students ’ and teachers ’ books for first, second, third, fourth, fifth, and sixth, grades of primary school. Objective: 1, 2, 3**

Starting with the teacher’s and student’s books for first and second Primary School classes, we can conclude that the analysis which was made clearly illustrates the accomplishment of first objective. There is a great deal of information related to the Ancient and Modern Olympic Games which is given in a simple way and which corresponds to the students’ ages.

In addition, there are various activities that are influenced by the activities of the pilot programme. In the books for classes three and four of primary school, we encounter topics from the Minoan Period up to the modern Olympic Games. The analysis again corresponds to the students’ ages. In the teacher’s book there are elements and related topics for «life-long» exercise and the «student-centered» approach as the basic teaching method in the pilot programme. There are also details about children with disabilities.

In the books for classes 5 and 6 of Primary School there are references to topics including Olympic values and historical information on the Games. There is analysis of the value of «life-long» exercise, health, proper athletic conduct, fair play and personal improvement, among others. In the teacher's book we find reference to the «project» method on which the pilot programme was based.

**To find the affect of the programme at students' books of first, second and third grade of junior high school and at teachers' book for the first, second and third grade of junior high school: Objective 4.**

In the book for classes 1, 2, and 3 of Junior High School there is analysis which coincides with the students' ages. There are topics such as the history of sport and the Olympic Games. Additionally, there are issues concerning the value of «life-long» exercise and the psychological benefits as well as smoking. Moreover, there are references to how students can exercise correctly, to improve themselves, proper athletic behaviour, anabolic steroids and the organization of school activities.

The teacher's book for the first class of Junior High School emphasizes participation in sport, «life-long» exercise and health, as well as the development of responsibility. In the daily topics that are found at the end of each lesson, one topic is assigned to the students to be analyzed. As we can see, many of these are related to the Olympic values.

The teacher's book for the second class of Junior High School includes the analysis of sub-topics and an analysis is made of the task work that exists in the Olympic Education Instruction Guide. What is more, emphasis is placed on the teaching of values such as co-operation, respect towards opponents and referees, how to deal with victory and loss, the acquisition of a positive attitude towards our environment and a healthy way of life, as well as the encouragement that students must be given.

From the very first pages of the teachers book for the third class of Junior High School, great importance is given to students acquiring a love for sport through the values of fair play, team spirit, the recognition of the opponent, loss and respect for others' rights to the goals they have set. In every chapter there are values that spring from the Olympic Ideal.



Generally, in all the Physical Education books for teachers and students of both Primary School and Junior High School, we find many elements of the Olympic Idea and this is clearly seen as it has already been analyzed in previous chapters that these books were influenced greatly by the methods as well as the material in the pilot programme that have been recorded in the book for Olympic Education by the Ministry of Education and Religion and the Guide for Olympic and Athletic Education that teachers used.

Taking all the above into consideration, we can conclude that the analytical Physical Education Programmes have been greatly influenced by the Pilot Programme of 1999 and the students involved created first- rate educational material which was used as the «fundamental material» for the creation of books not only for Olympic Education but also for the Physical Education books for Primary School students and teachers. I believe that the references and the analysis that was done prove this.

**To find how a pilot programme of Olympic Education for the first time introduced in school curriculum.**

Until then there had not been introduction of a similar programme in Greece. It is a fact that for the first time there was an official introduction to Olympic Education in schools in the initial programme and Physical Education teachers adopted it and implemented it with success. The initial attempt was presented in the case study that was conducted before the pilot programme. The subsequent full implementation of the programme on a national scale was a novelty for both the Greek and the international community.

**To find whether the programme opened the schools to society: Objective 6**

The programme produced innovations and data that helped significantly to the promotion and connection of the Olympic Education with society, through various activities. The numerous activities such as excursions, interviews and contact with various agents, that are mentioned above and are included in the book for Olympic Education of the Ministry of Education and Religion in 2002 indeed demonstrate the opening of schools to society.

**To find whether for the first time didactic material was produced for Olympic Education in schools and how the teachers of the pilot programme contributed in Olympic movement: objective 7**

The “Guide of Olympic and Athletic (sport) Education” was created with the cooperation of experts in Greece and in rest of the world. Opening the instruction guide for Olympic and Athletic Education, the first pages depict the importance of the attempt not only in the administrative structure of the institute chaired by Mr. Antonis Tzikas but also the authors who were among leading Greek and foreign notable teachers and researchers of the subject. Namely, Ioannis Mouratidis and Christos Kabitsis, the then presiding senior consultant of the Pedagogic Institute, Konstantinos Moudakis, a collaborator of the Institute of Olympic Education, Mrs. Ioanna Mastora and the specialist co-president of the Pedagogical Institute, Mrs. Sophia Golegou-Triantafillou. Contributions abroad include John Andrews (England), Deanne Binder (Canada), Ian Jobling (Australia) and Margret Talbot (England) who are leaders in the subjects of General Education, Physical Education and Olympic Education. Others assumed administrative roles in the Ministry of Education and Religion in the office of the Olympic Education as Alexandros Makris. Reading the account of Athens 2004 as well as the special publications, we see individuals participating that have participated in Olympic Games as executives, such as Heracles Kellis or as volunteers, such as Georgios Pittarokoilis.

In addition, there was the shaping of subsequent programmes by Helen Diakoumakou and Georgios Pittarokoilis. Furthermore, post-graduate studies were done based on this topic by Alexander Makris, Heracles Kellis and Helen Diakoumakou.

Active roles in the writing of the Physical Education books were assumed by Andreas Papadopoulos and Efi Vouzika. Ioanna Mastora participated in the writing of the book for the I.O.C. (international Olympic Committee) Teaching Values, an Olympic Toolkit. There was also the implementation of the programme Kallipatira by George Pittarokoilis.

All of the above demonstrate that the pilot programme gave helpful material and data so that in Greece the creation of ample quality research and specialized

material for children and adolescents could be produced; material that should probably be used more broadly.

The analytical programmes which were followed became law of the state were based on the programme since we observed an influence in the Physical Education Programme with references in the pages.

The book “Olympic Education” of the Ministry of Education and Religion in 2002 and the “Guide for Olympic and Athletic (sport) Education” proves that for the first time, a study programme produced so important educational material.

Until that point we observed that there was no clear ground for Olympic Education in Greece or abroad. The attempt to gather material was mainly made by the International Olympic Academy and the countries that had hosted the Olympic Games. Hence, for the first time each school became a producer of material for both practical and theoretical parts.

### **To find whether there were innovations in teaching methods: Objectives 8**

In the teacher’s books there are references to the educational methods which focused on students (student-centered approach) as was done for the first time with the «project» method which was implemented in the pilot programme and subsequently in the whole spectrum of Olympic Education. The project method involves the planning and completing of a study by pupils. During that process the student achieve knowledge through creative actives and critical thought without having the feeling of an oppressive lesson. It’s a student-centered learning process. The project method requires the active participation of students in planning and implementation of the project teach them to work as a team with no strictly defined limits and require individual and collective responsibility. This method is flexible, decentralize the authority and the teacher is a member of the team.

For the first time there was an evaluation of the programme since at various intervals the teachers involved gave reports about what was done. In addition, there was an evaluation through a questionnaire at the beginning and the end of the programme commissioned by Professor Christos Kabitsis. The educational procedure in relation to Olympic Education with a curriculum inside the school programme essentially changed its orientation and we have reached to have a clear scope

integrated in fact to a school curriculum. With this pilot programme we succeed the actualization of the meaning and values of the Olympism.

If we consider the importance that the International Olympic Committee gives to young people and to the Olympic Games for youngsters, we can comprehend the value of the programme. As a result, there is a joining between Physical Education and Olympic Education with regard to youngsters that can have effects in countries that do not directly cultivate Olympic Education.

I really believe that the pilot programme of thirty schools in Greece was a landmark in Olympic Education. The pilot programme starts from the position that the pupils are mature enough to actively engage in the educational process. The success of the pilot programme depended on the degree of freedom given to the pupils to take part in the decision making process. According to this pilot programme is the manner of offering the content and not only the content itself so children's needs and interests also have to be taken into account. In the programme we start by adopting the objective model, because first of all develop the three domain of the pupil cognitive, affective and psychomotor.

All things considered, we firmly believe that this task succeeded in demonstrating the influence of the Pilot Programme of 1999 to the analytical programmes of Physical Education.

## **Recommendations**

It has been said that Greece offered a lot to the continuation of the Olympic Games twice in modern time, namely in 1906 and in 2004, with the exceptional hosting of the games as Jacques Rogge himself admitted. The third time that Greece has offered to Olympic Movement is with the Olympic Education Programme. The first pilot programme set the foundations for the following Olympic Education Programmes in Greece of which similarity of volume and quality has not been exhibited by any other country or body.

If the following are implemented in the future the values of Olympic Education will be spread quicker around the world.

1. It is important that the body that deals with Olympic Education should take a serious initiative to translate and distribute the Olympic and Athletic Education book of 2002 to all the Olympic bodies abroad, Olympic Academies and Education Ministries for 2 reasons: (a) so that plentiful material that has been produced by the students and teachers of the schools can be reproduced easily and (b) so it can reach students at the proper ages, in other words, when students shape their personalities so we can see direct results.

2. Furthermore, it can be utilized by the International Olympic Academy which organizes first-class congresses and post-graduate studies under the supervision of dean Dr. Georgiadis. There is participation of representatives from all over the world in these activities and awareness can be made more easily at a global level.

3. The third recommendation is the physical Education books for primary and junior high school which are enriched with Olympic Values should be translated and utilized by other Education Ministries all over the world. This is recommended for two reasons: a) because these books successfully connect the Olympic Education with physical Education and b) through the course of physical Education million of pupils could contact with Olympic values. It's very important to keep up with the theory of Olympism to the practice of physical Education.

## References

- Binder, D. (2001). Olympism Revisited as context for global Education. *Inquest* 53(1), 13-34.
- Binder, D. (2007). *Teaching values. An educational toolkit*. Lausanne: IOC.
- Brownlee, H. (2001) *Olympic Education Programs in the Sydney Olympic Games*. IOA Forty first Session 22June-2July2001.Lausanne: IOC.
- Crawford, S. (2001). *The Sydney 2000 National Olympic Education Programme*. IOA Report on the IOA's Special Sessions and Seminars 2001.Athens: IOA.
- Eco, U. (2001). *Πως γίνεται μια διπλωματική εργασία*. (Μετ. Μ. Κονδύλη). Αθήνα: Εκδόσεις νήσος.
- FEK issue B, number 303/ 13-03-03 page 3735.
- Georgiadis, K. (2000). Παγκόσμια Ολυμπιακή Εκπαίδευση, ένα όραμα της Διεθνούς Ολυμπιακής Ακαδημίας(ΔΟΑ). *Φυσική - Αγωγή - Αθλητισμός - Υγεία*, 8/9, 29-57.
- Georgiadis, K. (2007). The Olympic Education programmes of the ATHOC 2004 and the Hellenic Ministry of Education. *1<sup>st</sup> International Session for Olympic Medalists*. (pp.23-42). Ancient Olympia: IOA.
- Georgiadis, K. (2009). Olympic Education: A theoretical framework. *2nd International Session for Olympic Medalists*. (pp. 23-33). Ancient Olympia: IOA.
- IOC (2003): *The Olympic Charter*. Lausanne: International Olympic Committee.
- Lioumpi, P. (2010). *The project method*. Ancient Olympia.
- Mason, J. (2003). *Η διεξαγωγή της ποιοτικής Έρευνας*. (Επιμέλεια Ν. Κυριαζή). Αθήνα: Ελληνικά γράμματα.
- Mountakis, K. (2010). *Curriculum development in Olympic Education*. Part I. Olympia.
- Mountakis, K. (2011). *Curriculum development in Olympic Education*. Part II. Olympia.
- Mouratidis, I., Kabitsis, C., Mountakis, K., Mastora, I. (1998). *Guide to Olympic and Athletic (sport) Education*. Athens: FOSE (In Greek).
- Naul, R. (2007). Olympic Pedagogy as a theory of Development of ethical and humanistic values in education. *9<sup>th</sup> International session for directors of national Olympic academies*. (pp 27-40). Αρχαία Ολυμπία: IOA.

- Parry, J. (2007). Heroes and Villains. Doped athletes and their impact on society and education. *1<sup>st</sup> International session for Olympic Medalists* (p. 58). Ancient Olympia: IOA
- Yin, K.R (2003). *Case Study Research, Design and Methods*. Third Edition. U.S.A: Sage publications.
- Γολεγού, Σ., Ζήκος, Ι., Κυνηγού, Μ., Κωνσταντινάκος, Π., Μουντάκης, Κ., Σεραφειμίδης, Ι., Φιλίππου, Κ. (1997). *Φυσική Αγωγή στο Δημοτικό Σχολείο, βιβλίο για τον διδάσκοντα* (1997). Αθήνα: Παιδαγωγικό Ινστιτούτο. ΟΕΔΒ.
- Γούδας, Μ., Χασάνδρα, Μ., Παπαχαρίσης, Β., Γεροδήμος, Β. (2006). *Φυσική Αγωγή Α΄ Γυμνασίου. Βιβλίο Εκπαιδευτικού*. Αθήνα: ΟΕΔΒ.
- Διγγελίδης, Ν., Θεοδωράκης, Ι., Ζέτου, Ε., Δήμας, Ι. (2006). *Φυσική Αγωγή Ε΄ & ΣΤ΄ Δημοτικού*. Αθήνα: ΟΕΔΒ.
- Διγγελίδης, Ν., Θεοδωράκης, Ι., Ζέτου, Ε., Δήμας, Ι. (2006). *Φυσική Αγωγή Ε΄ & ΣΤ΄ Δημοτικού. Βιβλίο Εκπαιδευτικού*. Αθήνα: ΟΕΔΒ.
- Θεοδωράκης, Ι., Τζιαμούρτας, Α., Νάτσης, Π., Κοσμίδου, Ε. (2006). *Φυσική Αγωγή Α΄, Β΄, Γ΄ Γυμνασίου*. Αθήνα: ΟΕΔΒ.
- Λάζος, Γ. (1998). *Το πρόβλημα της ποιοτικής έρευνας στις κοινωνικές επιστήμες, Θεωρία και πράξη*. Αθήνα: Εκδόσεις Παπαζήση.
- Λυδάκη, Α. (2001). *Ποιοτικές μέθοδοι της Κοινωνικής Έρευνας*. Αθήνα. Εκδόσεις Καστανιώτη.
- Μουντάκης, Κ. (2000). Αξίες που πρέπει να καλλιεργεί η Ολυμπιακή και Αθλητική Παιδεία. *Φυσική Αγωγή – Αθλητισμός - Υγεία*, 8/9, 29-38.
- Μουντάκης, Κ., Γολεγού, Σ., Βουζικά, Ε., Παπαδόπουλος, Α. (2002). *Ολυμπιακή και Αθλητική Παιδεία*. Αθήνα: Παιδαγωγικό Ινστιτούτο.
- Μπουρνέλλη, Π., Κουτσούκη, Δ., Ζωγράφου, Μ., Αγγελονίδης, Ι., Χατζόπουλος, Δ., Αγαλιανού, Ο. (2007). *Φυσική Αγωγή Γ΄ & Δ΄ Δημοτικού*. Αθήνα: ΟΕΔΒ.
- Μπουρνέλλη, Π., Κουτσούκη, Δ., Ζωγράφου, Μ., Αγγελονίδης, Ι., Χατζόπουλος, Δ., Αγαλιανού, Ο. (2007). *Φυσική Αγωγή Γ΄ & Δ΄ Δημοτικού. Βιβλίο Εκπαιδευτικού*. Αθήνα: ΟΕΔΒ.
- Μπουρνέλλη, Π., Κουτσούκη, Δ., Ζωγράφου, Μ., Μαριδάκη, Μ., Χατζόπουλος, Δ., Αγαλιανού, Ο. (2006). *Φυσική Αγωγή Α΄ & Β΄ Δημοτικού*. Αθήνα: ΟΕΔΒ.
- Μπουρνέλλη, Π., Κουτσούκη, Δ., Ζωγράφου, Μ., Μαριδάκη, Μ., Χατζόπουλος, Δ., Αγαλιανού, Ο. (2006). *Φυσική Αγωγή Α΄ & Β΄ Δημοτικού. Βιβλίο Εκπαιδευτικού*. Αθήνα: ΟΕΔΒ.

Παπαϊωάννου, Α., Λαπαρίδης, Κ., Μιχαλοπούλου, Μ., Πυλιανίδης, Θ., Ζέτου, Ε.,  
Γουλιμάρης, Δ., Καρυπίδης, Α., Μυλώσης, Δ., Χριστοδουλίδης, Τ., Κούλη, Ο.,  
Καλογιάννης, Π., Κωνσταντινίδου, Ξ. (2007). *Φυσική Αγωγή Β' Γυμνασίου*.  
*Βιβλίο Εκπαιδευτικού*. Αθήνα: ΟΕΔΒ.

Παπαϊωάννου, Α., Λαπαρίδης, Κ., Σερμπέζης, Β., Μιχαλοπούλου, Μ., Πυλιανίδης,  
Θ., Καρυπίδης, Α. Χριστοδουλίδης, Τ., Κούλη, Ο., Μυλώσης, Δ., Σίσκος, Β.  
(2008). *Φυσική Αγωγή Γ' Γυμνασίου*. *Βιβλίο Εκπαιδευτικού*. Αθήνα: ΟΕΔΒ.

ΦΕΚ 209, / τ' Α/1995, p. 6223.