



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

**MASTER'S THESIS**

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

**THE OLYMPIC ATHLETE AS A ROLE MODEL IN A SKILL PROGRAM  
TO AFFECT THE ATTITUDES OF THE SCHOOL CHILDREN**

Sofia Papadopoulou OLY

**SPARTA 2017**

**THE OLYMPIC ATHLETE AS A ROLE MODEL IN A SKILL PROGRAM  
TO AFFECT THE ATTITUDES OF THE SCHOOL CHILDREN**

By Sofia Papadopoulou OLY

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

**SPARTA 2017**

Approved by the Professor body:

1<sup>st</sup> Supervisor: Konstantinos Georgiadis Prof. UNIVERSITY OF PELOPONNESE, GREECE

2<sup>nd</sup> Supervisor: Deanna Binder Prof. UNIVERSITY ROYAL ROADS, CANADA

3<sup>rd</sup> Supervisor: Antonios Travlos Prof. UNIVERSITY OF PELOPONNESE, GREECE

**Copyright © Sofia Papadopoulou OLY, 2017**

**All rights reserved.**

The copying, storage and forwarding of the present work, either complete or in part, for commercial profit, is forbidden. The copying, storage and forwarding for non-profit – making, educational or research purposes is allowed under the condition that the source of this information must be mentioned and the present stipulations be adhered to. Requests concerning the use of this work for profit- making purposes must be addressed to the author.

The views and conclusions expressed in the present work are those of the writer and should not be interpreted as representing the official views of the Department of Sports' Organization and Management of the University of the Peloponnese.

## SUMMARY

Sofia Papadopoulou OLY: The Olympic athlete as a role model in a skill program to affect the attitudes of the school children.

(Under the supervision of Konstantinos Georgiadis, Professor)

This research is based upon the experience, knowledge and skills which the author as an Olympic athlete has achieved and concentrated on through all the stages of her life path. The author had strongly in her mind the desire to recombine all her knowledge and create a useful “instrument” for all the primary physical education society, teachers and pupils. Her experience is a life time struggle, since her childhood to reach the Bronze Olympic medal in the sport of sailing, at Beijing 2008. The author will be asking the following question: “Can an Olympic athlete either as a physical educator, or/an assistant physical educator affect positively the attitude quality of elementary school children?” The methodology of this research spins around this question and involves three procedures: questionnaires, interviews and a pilot program of a new sport sailing plan. The questionnaires and the interviews, which follow in the next pages, examine the relative thoughts and beliefs of the Olympians and her sports and education officials. The sailing pilot program provides us with a practical, experiential perspective.

The results of this thesis survey demonstrate that, indeed, the abilities, skills and motor skills of the Olympic athlete must be combined together with scientific and technical knowledge and afterwards they have to be inserted within the context of the physical education system. Thus, this project presents an initiative that is based on sound philosophical-theoretical pedagogical principles and applied in a practical way, thus enhancing an understanding of contemporary physical education science.

Keywords: sport education, Olympic educational program, Olympic Athlete, Olympism, sailing project

## **ACKNOWLEDGEMENTS**

In the process of creating and completing my Master's Degree Thesis, I had the blessing of being supported by many people who provided valuable contributions in their own way. Without them it would not be easy to complete it and I would like to thank each and every single one of them.

On the academic level I would firstly like to thank Prof. Konstantinos Georgiadis for his useful guidance, cultural communication and advice as well as his organizational assistance. Also Prof. Deanna Binder for her educational guidance, her technical knowledge and experience in the area of my research and for standing by me from the first day and I began working on this and all the intermediate steps until the final ones. Prof. Travlos for sharing his special statistical knowledge necessary to present the results of my study. All of them have inspired me through their lectures, their professional work and by setting the example as personalities themselves. I, also, would like to thank all the professors with whom I have taken the lectures during my Master's Program and all of them have offered significant help and added great value to my academic evolution.

On the personal level I would like to thank my family, who has been always supporting since the very beginning of my life. Special thanks to my father who has always been a perfect role model for me. Also for inspiring, motivating and prompting me to becoming a better person. I would like to thank my mother, as well, who never gives up and has taught me to do the same and never quit my duty. My only younger brother, who always loves me unconditionally. Through our "controversions" I became competitive later of course, within the Aristotellic tradition of meditation and moderation.

I would also like to thank all my fellow students of 2011-2012 Master's Program who helped me become a better person and scientist and enlarged my Olympic Family. I specially thank them, because of the true friendly love that was offered to me, the indelible memories through time that they shared with me, and, because, when I strongly needed support, they prepared a unique ceremony to encourage me and make me feel happy again, after a very difficult psychological period of my life.

Sofia Papadopoulou OLY

Olympia, 2017

**To my family,**

**Who support me with their complete and undivided Love in every step of my life and teach me how to respect others and myself and win the battle of everyday life with pride and dignity.**

«Ο νους εστί..... και λεπτότατόν τε πάντων χρημάτων και καθαρώτατον, και γνώμην γε περί παντός πάσαν ίσχει και ισχύει μέγιστον · και όσα γε ψυχήν έχει, και τα μείζω και τα ελάσσω, πάντων νους κρατεί»

*“The mind is ....the maximum thin and the maximum pure of all entities, and of course mind possesses every aspect about everything that exists and it is in force at the highest level. Of all the elements which have soul, both the most important and the most insignificant, mind rules every of them”*

**These are the words of Anaxagoras, one of the most important Physical Philosophers of the Ionic Enlightenment.**

**His metaphysics was heard by Admiral Themistocles, in the year 480 B.C. – one year before the Naval Battle of Salamina, and it had strong resonance on the powerful intellectuality of the Great Ancient Admiral**

## CONTENTS

SUMMARY .....	i
ACKNOWLEDGEMENTS.....	ii
CONTENTS.....	v
INTRODUCTION.....	1
CHAPTER 1 .....	2
1.1. THE ROLE OF PHYSICAL EDUCATION .....	2-4
1.2. THE PHYSICAL EDUCATION CURRICULUM IN THE GREEK EDUCATIONAL SYSTEM.....	4-9
CHAPTER 2 .....	10
2.1 THE OLYMPIC EDUCATION .....	10-20
2.2. OLYMPIC EDUCATION AROUND THE WORLD .....	20-28
2.3. SURVEYS IN GREECE AND AROUND THE WORLD ABOUT PHYSICAL AND OLYMPIC EDUCATION.....	28-29
2.4. THE OLYMPIAN ATHLETE AS A ROLE MODEL IN THE SOCIETY .....	30-40
2.5. THE AUTHOR EXAMPLE AS AN OLYMPIAN ATHLETE IN SAILING.....	40-43
2.6. TEACHING OLYMPIC VALUES THROUGH PHYSICAL EDUCATION .....	43-48
2.7. NATIONAL OLYMPIC ACADEMY OF GREECE .....	48-50
CHAPTER 3 .....	50
PROJECT AND METHODOLOGY RESEARCH.....	50
3.1. QUESTIONNAIRES AND INTERVIEWS.....	50-53
INTERVIEWS OF OLYMPIANS .....	54-56
3.2. RESULTS OF THE SURVEY FOR GREEK OLYMPIANS .....	56-59
3.3. INTERVIEWS OF PHYSICAL EDUCATORS .....	59-62
3.4. RESULTS OF THE SURVEY FOR GREEK ELEMENTARY STUDENTS .....	62-65
CHAPTER 4 .....	66
4.1. SAILING EDUCATIONAL PROGRAMS IN GREECE .....	66-67
4.2. DESCRIPTION OF THE EXISTING SAILING EDUCATIONAL PROGRAM .....	67-69
4.3. DESCRIPTION OF A PILOT SAILING SPORT EDUCATIONAL PROJECT BY THE AUTHOR.....	69-80
CHAPTER 5 .....	81
CONCLUSION .....	81-84
BIBLIOGRAPHY .....	i-vii
INTERVIEWS.....	vii
APPENDICES .....	vii-xiv
TABLES.....	xv-xxi
Table 1. Positive educational environment.....	xv
Table 2. Approach in stating Olympic Values (Professor Georgiadis).....	xv
Table 3. The percentage of Olympians who have any educational certificate ..	xvii
Table 4. The percentage of Olympians who have won or not any medal .....	xvii
Table 5. The interest of Olympians for learning, educating, training and positioning them in various institutions of the State.....	xvii
Table 6. The most popular professional orientation of Olympians.....	xviii
Table 7. Sailing activities in Municipality of Kallithea.....	xviii



<b>Table 8. The interest of students to add 1-hour physical activities after any sport experience with Olympian athletes.....</b>	<b>xix</b>
<b>Table 9. The percentage of the interest of students to meet an Olympian athlete .....</b>	<b>xix</b>
<b>Table 10. Activities of the sailing educational program (Olympian, Sofia Papadopoulou).....</b>	<b>xx</b>
<b>Table 11. Sailing Simulator .....</b>	<b>xx</b>
<b>Table 12. Three pillars of Physical Education by Bain (1988).....</b>	<b>xxi</b>
<b>Table 13. Activities with Olympian and students of Special Blind School .....</b>	<b>xxi</b>

## **INTRODUCTION**

In our research we would like to prove that between knowledge and behavior in educational contexts, a positive attitude for sports and healthy lifestyle could be inserted with the participation of Olympic and elite-level athletes.

The results aim to use that in order to create guidance lines, as part of for a curriculum for encouraging athleticism in young students who participate in the Greek educational system. The main idea of the author was to combine the expertise of her rare experience as an Olympian, with a theoretical and scientific understanding of how to plan and develop the sailing education program that she proposes. This thesis hopes to offer general as well as specific principles along with procedures that are able to cultivate young students in the sport of sailing. The ultimate goal would be to motivate the new pupil of Greek schools to learn and participate in the sport. In addition, the project has the potential to find out how to precisely detect the inner hidden skills of some pupils who will stand as the candidates' Olympic athletes for the Olympic games to come.

A motivation for writing this thesis came from the difficult time that Greece is encountering in recent years due to the prolonged economic crisis. This crisis now permeates the entire spectrum of public and private life and tends to evolve into a social, cultural and values crisis. I am also facing this crisis as an active athlete. My involvement in sports events in my local community gives me the stimulus and the challenge to be more creative and actively to find ways to persuade our society that being active, makes you healthier. In particular I am interested in how the retired and non- retired Olympic athletes could in their second careers, with their fame and sporting skills support their community and promote the Olympic Values.

## **CHAPTER 1**

### **1.1. THE ROLE OF PHYSICAL EDUCATION**

In this section, there will be presented a general reference to the role of Physical Education in human society. Especially, when the Physical Education appeared in people's lives and they realized the great need of dealing with it. The sports competition and physical activity was a way of life, necessary for survival in the prehistoric times. The first sporting events we find already in Egypt and Minoan Crete, which were associated with religious ceremonies. Looking back on Minoan period and the Homeric epics, the brave heroes were depicted as the ideal society persons, people who stood in battle and were bringing the victory and peace, using only their virtue. During the 5th century BC, in Greece, the standards of the excellence moderation citizen included that he has cultivated in spirit, developed a toned body and also participates actively in the life and the politics of the polity for the best of his society. In Byzantium, Christianity was the one, which affected the selection and configuration standards of human spirit, body and soul. Later than the period of the Greek Revolution is well know for brave heroes and standards forms, intellectuals, writers, clergymen, scientists, politicians and general people who struggled to liberate their Fatherland and open the horizons of humanity. During that era the ancient ideals of sports were reborn to remind the Greek roots to all Greeks, and to prepare physically and mentally the fighters to be equal to their noble and just cause of Independence.

It should be noted, however, that since, the classical period the ancient Greeks were the first to believe that the right physical exercise could develop the health both of the character and also the body, in the way that the result was aesthetic as well as athletic and mostly pedagogical.

Nowadays, Physical Education has taken its final form and it is placed steadily in the curriculum of the Greek school. In relation to this position the Greek Constitution, in reference to Education states "Education is a key mission of the State and shall aim at the moral, intellectual, professional and physical education of Greeks." (Constitution of Greece, Article 16, 2nd paragraph).

The main factors, which influence the scale of people's participation in sports activities, are social, such as family, local societies educational, political, religious,

labor, historical and economic. Lately, the media, as well as social media, have been significant factors of influence too. In these areas, science has travelled a long distance making things better. However, the lack of providing both sports culture and sports facilities -which are neglected from the Greek government-the existence of sports equipment without the appropriate maintenance in school facilities and public sports gyms, the effects of economic crisis on the salary and psychology of all the working people and their families, are negative elements that reduce the strength of the average people and make them unable to include one or more sports into their lives. A final factor, equally very important that affects a large percentage of the available people to take part or not in sports is how the mass media present the value of the athlete role models. Usually, the role models for the youth are stemming from other areas than sport. The Greek young society has many different role models, but for sure Olympians are not on the top of their list. Many Olympic athletes like to offer and are offering their valuable experience and knowledge to their community. They have never been asked about how they could contribute to youth and how to transform this knowledge and their values into education for the whole society.

Is, however, the athletic ideal properly taught in our schools? This is a crucial question for parents, teachers and mostly children. The practice shows that the teaching of physical education is not as sufficient in Greek schools as it should be. Sports for parents, teachers, and students are not a course of primary importance, partly because there is a lack of understanding of how to teach the sports and Olympic ideals in schools. It is important to make them believe that physical exercise is developing our physical, mental and spiritual body. The younger children are the easiest to learn and the faster to make gains and benefits from the sport. Physical Education helps fight the negative health trends such as obesity, sedentary lifestyle, smoking, drugs, school anxiety and many other health problems.<sup>1</sup> Of course the prime power of Physical Education is that it all the mental negative states of mind. Sport does not only provide a strong body and mind, but also teaches children to live with social values such as solidarity, team spirit, tolerance, justice, discipline, fair play, respect for opponents, social inclusion, combating all forms of discrimination and to investigate personal limits and fair play.<sup>2</sup> Through these virtues the student socializes,

---

1Papaioannou A., Theodorakis Y., & Goudas M.1999. ‘*For a better teaching of physical education*’, Salto Publications, 10, 211-237. Thessaloniki.

2 IOC, (1998). *Sport administration manual*. ISBN: 92-9149-040-7: 135-165.

acquires self-confidence and enters the small arena of life to learn that sometimes “we win”, sometimes “we lose”, but always “we try” with good intention.

For these reasons, schools should follow the directions given by the history and philosophy of Physical Education, while observing at the same time the health and social needs and aspirations of children.

The sport activity effects for a child’s life have a positive impact on his on going development only if there is cooperation between the three-cornered schematic representations of parent - child - teacher. This cooperation will initiate the child in the world of effort. The value of the persistent and systematic effort is of high importance, because it cultivates in the right way the character of a child and also operates therapeutically, specifically more when there are school children with special needs. The school community needs to organize and contribute to the best integration of these children, starting from pre-school and school treatment programs for lifelong learning. To accomplish this target we must educate, as a special scientific field, as Physical Educators need to be qualified to perfectly integrate the character of the special needs children.

## **1.2. THE PHYSICAL EDUCATION CURRICULUM IN THE GREEK EDUCATIONAL SYSTEM**

In formatting the Physical Education programs the Greek Ministry of Education always follows the directions and trends of the European neighborhood. The first influence began in 1830sthrough German physical education system. Professor Hans Massmann brought the new knowledge to Greece and was helped by Jean Chryssafis, who was one very distinguished physical educator of his time. He was the Director of the Greek Physical Education department, during the late 1920s and 1930s.

The National Academy of Physical Education was established, just, in 1939 and is the only college for teachers of Physical Education that exists in our country. Also, sports clubs were providing complementary extracurricular sports activities in Greece. The Secretary- General for Sports supervised this kind of athletics product. A successful example of extracurricular sport organization is the YMCA<sup>3</sup> organization. Its

---

3 (www.ymca.gr) The YMCA Thessaloniki club was founded as a charitable, non-profit organization

contribution was to minimize the gap in Greek life for athletic facilities and programs. Since 1950, the pupils of the Greek school generally have had two to three periods per week for Physical Education, but the dominant activity remains Swedish gymnastics. During the 1960s' decade school athletics, such as basketball, volleyball, soccer and swimming was legislated. Recently, were added team handball and tennis for boys. School facilities, both indoor and outdoor, for most sports are not organized to be useful and efficient to a greater extent. <sup>4</sup>

Nowadays, the Greek Physical Education philosophy has embodied the contemporary knowledge and at the same time concerns for the young people's needs, demands and trends. Due to this evolution the most popular sports such as soccer, track and field, basketball, swimming and volleyball are cultivated intensively, but also new goals have been developed to offer opportunities in other sports such as sailing, fencing, archery, shooting etc. The present system of Physical Education is oriented to teaching various motor skills from athlopaideias, gymnastics, athletics and traditional dances. School and student participation in sport competitions have a long tradition in the Greek Physical Education system.

The latest addition in the Greek Physical Education curriculum is a new sector called "Olympic Education", which was incorporated during our country's preparations for the 2004 Olympics. The program combined Physical Education, school sport and the broader Olympic Education as an expression of culture, and it is connected directly to the institution of volunteering. During the school year 2000-2001 the program:

- Specially appointed and trained 1,000 teachers of Physical Education (411 in primary schools and 589 in secondary - including special schools).
- Involved 3,000 schools (1,155 in primary and 1,845 in secondary education).
- And 450,000 pupils. <sup>5</sup>

Also, in the period 2000-2004, just before the Olympic Games, all the vehicles of the Greek athletic culture contributed programs, which promoted and educated Greek people in achieving intensive participation in the activities of the Olympic events,

---

in 1921. Its activities focus on young people. The mission of the organization is the balanced psychosomatic upbringing of the young people.

4 IOA, library. (1971), second edition. *"Prentice hall, a world history of physical education"*. ISBN: 13-967919-7. : 338-339.

5 Educational research center. (2002). *"The Greek education system – facts and figures"*, ISBN 960-541-108-3. : 44.

mostly as volunteers.

Eventually, in 2015 the Ministry of Education, the General Secretariat of the sports and the Hellenic Olympic Winner Association collaborated to form an educational sports program, which is called "Social School". This program was the first to appoint Olympian athletes as assistant physical educators, in the context of achieving its goals. These athletes have experience and empathy to infuse the high and special virtues as the spirit of noble emulation, courage, and respect for human being, insistence, patience and love for athletic ideals, into the heart of children. The author was one of the first participants in that program.

The purpose of the Greek Physical Educational system incorporates the essential elements of the purpose of general education, which is the excellent formation of a young person's character and mind. The integration of the athletic physiognomy is synthesized by mental, psychic, ethical, social, development and physique improvement (Notes, Mountakis, 2011, pg13)<sup>6</sup>.

The Physical Education in Greece is shaped and guided by athletics policy. The components of athletics politics in our country are:

1. The will of Greek people
2. Government and Prime Minister
  - From this level flows strategic planning of the politics and financing
3. Ministry of Sports and Culture
  - Deputy Minister of Sports
  - General Secretary of Sports
    - Federations of Olympic and non Olympic Sports
      - Sports Clubs
      - Hellenic Olympic Committee
      - International Olympic Academy
      - Hellenic Olympic Academy of Greece

---

<sup>6</sup> Mountakis, C. (2013).“*Curriculum development in Olympic education*”, Part I.: 13.

- Stadiums

It is clarified that the Greek State, the Ministry of Education and the Ministry of Culture have the mission of organizing and promoting the sports ideal “in accordance with national and European community Legislation”.<sup>7</sup>

The future sports policy in Greece is the elaboration of an innovative strategic policy plan for the development of sports with determined activities for the implementation of this plan. Today research and development of athletics science and policy must be based on the parallel study and knowledge of many elements, for example historical, political, social and economic factors as well as attitudes and values. Thus, we will become able to understand better and deeper the athletic process, within, both -its macro and micro-level application stages.

#### *Physical Education in Greek Elementary Schools*

In nursery school, activities that aim to the overall mobility of the child and promote, as per the goal of Physical Education, the physical, social, emotional and mental development of the child, are organized. The educators provide a safe environment; the necessary equipment and they facilitate the participation of the children in different activities and games taking into consideration the needs and the abilities of their age.

The scheduling of Physical Education in elementary schools with 2 hours Physical Education in the curriculum is according to the Analytical Program of Studies of the year 2003 (Ministerial Decision 21072b/G2/2003, No of the journal of the Government 304 issue B’/13-3-2003, pages 4281-4306). At the elementary schools that operate according to the Unified Reformed Educational Program, for the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade, where they have 4 hours of Physical Education in their curriculum, the scheduling is done according to the Program of Studies of the Unified Reformed Educational Program (Ministerial Decision 12/879/88413/G1/2010, No of the Journal of the Government 1139 issue B’/28-7-2010, pages 15986-15994).

---

<sup>7</sup> Zirinis, P. (2016). “*Athletic politics in Greece and ways of achievement*”. Unpublished master program’s study. University of Peloponnese, Department of Sports Organization & Management, Sparta.



With 2 hours of Physical Education per week, the scheduling includes:

- The educational subjects they will be taught (1 up to 3 subjects per trimester)
- The number of teaching hours per subject
- The games where the school will participate
- The projects that will be realized at the same time or in combination with Physical Education.

The use of Physical Education textbooks, rules, books, printed materials, slides, filmstrips, movies, and other teaching aids definitely increases the quality of teaching. However, for all of these tools much depends on the individual teacher. So often a good teacher means a good class, even with limited facilities and equipment, and a poor teacher means a poor class, even with a beautiful gymnasium or spacious facilities for outdoor sports.

The educative role of the teacher-trainer is the creation of a social human to cultivate the will, initiative and self-confidence, sense of rhythm, the spirit of order and of discipline, empowerment, love for the natural life, with in brief the joy of life.

The elementary daily school was included in the formal education system in the country in 1997, in order to cover social and educational needs and promote creative activities. The daily schools are kindergartens and primary schools. <sup>8</sup>The curriculum includes activities in five areas of education and development: psychomotor, social - emotional, aesthetic, cognitive domain and domain skills.

- The daily primary mandatory hours (officially referred to as all-day)
- The daily primary extended schedule optional application

In practice, these schools vary considerably.

The daily schools have mandatory hours and additional hours of instruction in all classes after the regular hours with projects totaling nine hours. The A ' and B' classes finish at 15.20', while C, D, E and F classes at 16.00 p.m. The three additional credit hours from the curriculum of a public elementary devoted to subjects, is selected from a list of fifteen additional subjects at the beginning of each year by the Association of Teachers. These subjects are:

---

<sup>8</sup> Educational research center. (2002). "*The Greek education system – facts and figures*". ISBN 960-541-108-3. : 24.

I. Study – Preparation	II. Mythology - a fairy tale
III. Sporting activities	IV. Theatrical treatment
V. Art	VI. New technologies
VII. Objects and activities of traditional art and local traditional pursuits	VIII. Traditional dances
IX. Music - Music and treatment	X. Foreign language
XI. Communicative social relations (include lunch)	XII. Health education
XIII. Environmental education	XIV. Traffic education
Other activities and subjects, which may be included after approval of School Director.	

Compulsory physical education for every grade of elementary school ascends annually to fifty-three hours.

## CHAPTER 2

### 2.1 THE OLYMPIC EDUCATION

Greece deserves great credit for inaugurating the International Olympic Academy in 1961, sponsored by its National Olympic Committee. The Academy meets every summer at Olympia for seminars, lectures, and recreation, drawing students and teachers from all over the world. The Academy is a distinguished effort to unite the best of the ancient and modern worlds, and it is most appropriate that it is done by Greece.<sup>9</sup>

In this section we will explore why it is worthy to teach Olympic Education in Greece, what teaching method is the most appropriate to teach Olympic Education and what has been taught to the Greek schools in the past years. But firstly, we need to refer to the Olympic Charter and state the purpose and existence of Olympism and the broader concepts, which are in general use.

“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, 1994, pg.10).<sup>10</sup>Also, “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, 1994, pg.11).<sup>11</sup>

One of the most important educational reformers who was involved with the sport activity and influenced by ancient tradition the Olympic Movement was Baron Pierre de Coubertin. He considered ancient Greece as a model in the field of education; he tried to combine the Greek culture with the Christian ethos to give another dimension to Physical Education and sport in general. Hans Lenk, in his 1964 dissertation,

---

<sup>9</sup> Regained from the website <http://ioa.org.gr>.

<sup>10</sup>, <sup>11</sup> Regained from the website

<https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Olympic-Studies-Centre/List-of-Resources/Official-Publications/Olympic-Charters/EN-1994-Olympic-Charter-September.pdf>

analyzed this complex structure that is called “Olympism”. Pierre de Coubertin saw Olympism as a “state of mind”, not a coherent system of philosophical assumptions. His intention was not to establish a specific coherent system of Olympism regardless of cultural diversity and immune to change over time. His view of Olympism was, in today’s terminology, something similar to a code of behavior patterns, learned in sporting activities and progressing by individual effort in social interaction with others, achieved in a friendly spirit of fair play as components of the life – long task of personal development.<sup>12</sup>

Coubertin’s holistic view of eurhythmic education goes beyond the balanced development of body, will and mind. For Coubertin the criteria for Olympism are not a unique system of philosophical assumptions, but the real outcome of learning and of character- building for social life. This was the reason why he assessed his view on Olympism as a “philosophy of life”, as is still stated in the Olympic Charter to this day. Learning for life and life-long learning at school are important parts of Olympic Education, but when it comes to sports at school and physical activities in Physical Education lessons learning is extended by individual experiences. Because the school is only one setting among many in which young people live and learn, exercise and practice sports, Olympic education is not limited to scholastic teaching. Important aspects of learning and experience are addressed to young people in their various settings outside school as well as in their various leisure activities, for example with multimedia tools. Very often, social virtues and moral values, good ones and bad ones – are conveyed to boys and girls far more by informal learning than by formal teaching. Therefore, as far as Olympic Education is concerned, both informal learning and formal teaching are core elements that go beyond the school as one setting of life and go beyond scholastic lessons as a special part of learning.<sup>13</sup>

Olympic learning is the term that applies best to this life-long process of education and development for pupils and students, youth athletes and Olympic champions. Many parts of the world are concerned about the loss of active living, and the reduced time, spent on games and sports both in daily life and schools – with the ongoing decline in the proportion of the educational programmed allocations referred to physical education. Another concern of Olympic ideals is to confront and eliminate

---

12 Roland N., (2008). IOA library, Book: “*Olympic Education*”. : 164.

13 Roland N., (2008). IOA library, Book: “*Olympic Education*”. : 164-165.

the rise of aggression and violence, cheating and drug abuse, cultural and religious discrimination linked with deviant behavior patterns and the ongoing decrease of losses of moral principles in sports activities at schools as well as in public life. If the international community succeeds these two main goals, it is obvious, that the consequence will be a better world for all the societies.

There are several teaching methods that can be implemented in Olympic Education. The most common methods that combine theory and practice and motivate children to be willing to learn and explore knowledge and social issues are:

- Role play
- Brainstorming
- Debate
- Problem solving
- Lecture
- Project method<sup>14</sup>

The project method is one of the most appropriate methods of teaching Olympic Education. The project idea is a genuine product of the American Progressive Education movement. Dewey, an American philosopher- educationist is the inventor of this method. The control and direction of inquiry is central in Dewey's theory of education. The principle value of a project is the experience of doing it, not the end result, Dewey believes. The pupils learn only by thinking about problems and trying to solve them for themselves. The development of this method came from Dr. William Head Kilpatrick, Dewey's student. In 1925, he defined the project as a "heartly purposeful act". Frey, defined the project method as "an open learning process, the limits and processes of which are not strictly defined, which progresses in relation to the specific teaching context and learners' needs and interests". The teaching method involves the planning and completing of a project by the students. It is a flexible, student-centered learning process, with no strictly defined limits, that can be applied in the classroom, but also in an extra-curricular setting, in camps or municipalities. It develops students' research skills, improves their self-confidence and teaches them to work as a team. The project method creates interaction among team members, direct

---

14 Notes from Professor Lioumpi Paraskevi, (2011). "*Olympic Education – Teaching methods*", Master program: 1. Olympia.

personal contact, individual and collective responsibility and decentralization of authority. With this method, students do not have the feeling that they are attending lessons; they discover learning through creative activities and critical thinking. The method requires their active participation throughout the project's planning and implementation. The project method is a form of teaching that starts with the adaptation of a proposal presented by a team member or the team as a whole. The proposal may be generated by an experience, an event or a current problem. The choice and planning are made under the responsibility of the team of which the teacher is also a member.<sup>15</sup>

There are four stages-phases to contribute to a better organization and coordination of individual activities in the project method.

The first phase is the reflection, which includes:

1. Choosing the subject
2. Determining the scope-objectives, time schedule
3. Raising awareness
4. Expanding the subject
5. Ranking- classifying ideas, identifying domains

The second phase is the planning teaching formats, which includes:

1. Separation into sub-groups
2. Methodology
3. Analysis of activities
4. Contact with the a) direct b) indirect environment

The third phase is the implementation of activities which includes:

1. Information gathering
2. Evaluation
3. Classification
4. Consideration

---

15 Notes from Professor Lioumpi Paraskevi, (2011). "*Olympic Education – Teaching methods*", Master program: 5. Olympia.

5. Synthesis
6. Presentation

The fourth phase is the evaluation (self-evaluation- evaluation by the others)

1. During the project
2. At the end of the project

Also, we can recognize two didactic approaches as objectives for teaching Olympic Education:

1. A “knowledge – oriented” approach that seeks to explain the Olympic idea by means of its historical and educational legacy.
2. An “experience – oriented” approach that employs encounters both inside and outside the school at games, sports, art and music – for instance at youth camps, in school partnerships and exchange programs, festivals and celebrations – to promote mutual familiarity as a prerequisite for mutual respect in the spirit of the Olympics.<sup>16</sup>

The ultimate aim of the Olympic Games was and still is the gain of Olympic virtue. The deep meaning of the Games marks our lives daily everywhere as a way of thinking and acting. Olympism is a basic ideology of life of a specific and special nature and cannot be equated with any specific social or political ideology.

The general educational means that Olympism utilizes are sport and competition, where participation is voluntary and the effort is disinterested. People, through regular exercise, are taught and assimilate the moral values that will help them practice the principles of Olympism in other aspects of their lives. Olympism offers equal possibilities for distinction to all individuals. It teaches patriotism without fanaticism and respect towards the rest of the nations. The participation in Olympism secures a constant and beneficial influence in education in all ages.

It is clear that the philosophy of Olympism has educational purposes and influences not only the participants in sports, but also the vast number of spectators as it makes them think and forces them to be active, productive and live, according to the moral laws in order to approach perfectness.

Today, it is established that Olympism cannot be compared with any other idea in

---

16 Roland N., (2008). IOA Library, Book. “*Olympic education*”. ISBN: 978-1-84126-254-3. : 117-118.

universality and glamour, since it is the sole idea that is globally accepted, has the highest prestige, the only one that softens the rivalries between nations and soothes the primitive hostilities. It sheds the light of idealism and weaves the veil of people's unity.

Olympism may be considered a school of moral chivalry and purity as well as physical strength and vigor. Our future depends on our faith to the value of Olympism and the Olympic virtue.

Finally, the moral basis of Olympism is that the "fair play" (in Greek "εὐαγωνίζεσθαι") will concern, from now and on, the equitable and legal competition-struggle for the acquisition of the highest virtue, which will be the destiny and deliverance of the human kind.<sup>17</sup>

At this point we would like to mention some significant people who offered a lot to the Olympic Education. Reading the book "Keep the Spirit Alive: You and the Olympic Games" and the message of Nikos Filaretos, ex-President of the IOC<sup>18</sup> Commission for the IOA<sup>19</sup> and the Olympic Education, IOC Member in Greece, "*We hope that our contribution will prove helpful in our common effort for a better world. Thank you for bearing the torch of the Olympic Spirit to the new generations of your Country*", we realize the importance of his contribution to the Olympic Education of the youth of the world. Nikos Filaretos truly believed that there was a great need to help the youth, to confirm their talents and their skills, to make them feel optimistic for the future and help them get positive, moral and healthy habits.<sup>20</sup>

The Goals of the Olympic Movement, according to Pierre de Coubertin's original Olympic Charter, were:

1. The promotion of the development of those physical and ethical abilities that constitute the basis of sports.
2. The education of young people, through sports, in a spirit of better understanding among people and friendship, aiming at a better and more peaceful world.
3. The propagation of the Olympic principles all over the world and the creation

---

17 Farantos G., (2006). Lex Sportiva, year –book of Athletic law – "*Theory and jurisprudence*", Sakkoulas A. Publications, Volume 4, 45-49, Athens – Komotini.

18 IOC = INTERNATIONAL OLYMPIC COMMITTEE

19 IOA= INTERNATIONAL OLYMPIC ACADEMY

20 IOC Commission for IOA and Olympic Education, (1995). ISBN: 0-9699937-0-6. : 2



of the international good will.

4. Bringing the athletes of the world closer, in the framework of the big sport celebration of the Olympic Games that take place every four years.<sup>21</sup>

Another important personality who contributed to the making of this book and whose input to the reinforcement of the youth of the world is considered important is Dr. Deanna Binder and her coworkers at the IOC Department of International Cooperation and Development who produced the Olympic Values Education Program. We will make a brief reference to its general content and we will underline the most significant messages that this book aims to pass to the educators and the youth.

This book offers a context that can be included in every school curriculum for the study of the values and the traditions of the Olympic Games, in order to improve the general quality of their lives. It comprises the Olympic Movement, the legacy of Pierre de Coubertin, into simple activities that underline the local cultural background.

Some of the strongest messages were:

*“Come along with the hundreds of teachers from all over the world who use Olympic issues to motivate students in maths, sciences, language lessons, art and Physical Education”.*

*“Organize mini Olympic Games at schools or in your communities, in order to teach fair play and understanding”.*

*“Build on the children’s enthusiasm, so as to encourage the participation of boys and girls in physical activities and sports”.*

*“Help students confirm their identity and all the aspects of their personality”.*

*“Become part of the driving force that promotes the global understanding and friendship among the youth in every nation”.*<sup>22</sup>

Thus, Coubertin and his fellow-workers, bringing together the IOC with the Olympic Games, managed to create a set of ideals known as “Olympism”.

Goals of the Olympic Education at schools and children:

---

21 IOC Commission for IOA and Olympic Education, (1995). ISBN: 0-9699937-0-6. : 4

22 Regained from the website, <https://nocgovernance.olympic.org/Content/Files/PGG%20-%20Implementation%20and%20Self-Evaluation%20Principles.pdf>

- Knowledge and understanding
- History and tradition
- Symbols and ceremonies
- Olympic sports
- Famous Olympic athletes
- History and heroes/heroines of Olympic sports in their country
- Other Olympic countries
- Enthusiasm
- International friendship
- Physical activity and Sports
- Self-respect
- Cultural identity
- Quality in performance
- Ethical judgment and fair play
- Brotherhood strengthening and expansion between nations <sup>23</sup>

It is important that the Olympic Education may offer to the youth experiences that help them live the spirit of the Olympic Games, wherever they live, and confirm their own sport traditions, the heroes and heroines.

In this way, students will be able to contest in mini Olympic events in sports suitably modified for their age, to re-enact the ceremonies and symbolisms, to learn about other civilizations, to pursue their fulfillment at a psychological, physical and mental level. The mystery of the Olympic Games creates interest and enthusiasm through television, radio and the newspapers, motivates the students and stimulates their fantasy in every country and civilization. A very important educational message is the pursuit of excellence.

The Olympic Games may form the basis for studies of ancient civilizations in Social Sciences, problem solving in maths (use of sports statistics), writing of Olympic

---

<sup>23</sup> Pantsantaras N., (2007). *“The Olympic Phenomenon”*, Nomiki Biblioyhiki Group Publications, 7-40. Athens.

stories and interviews with athletes in language class and drawings and sculptures of athletes in action in art class.

Some of the current issues, such as the protection of the environment, the women role, international and local conflicts, limitation of racism and intolerance, promotion of fair play and ethics, reconfirmation of the unity of spirit, body and soul may form part of an Olympic Studies Program and a dynamic component of the school curriculum.

In the seminar of International Olympic Academy in 2001, Prof. Georgiadis, mentioned something very important: *“There is no recipe for Olympic educational program since every country has its own priorities. An Olympic educational program that has been designed in Greece cannot be implemented in Norway, since in Norway more emphasis is placed on the Winter Olympic games”*.<sup>24</sup>

During the Athens 2004 Olympic Games (1998-2004), an implemented Olympic education program was created through Olympic Education Department of the ATHOC 2004, the Hellenic Ministry of Education, experts in Olympic education issues from institutions like the IOA, the Pedagogical Institute, the Olympic and Sport Education Foundation to develop the educational material in the Greek schools.

It was structured around the main slogan “Be aware, participate, learn, and create”.

The aims were to:

- Provide information to pupils and young people on the Athens 2004 Olympic and Paralympic Games
- Promote understanding of the Ideals of Olympism and its educational value
- Enhance the quality and efficiency of Physical Education
- Infuse and develop in the young a special philosophy of life and a positive attitude, which blends education with sport and culture
- Strengthen voluntary contribution
- Make students and teachers aware of the issues of multiculturalism, equality and truce<sup>25</sup>

At the end of the year many scholar activities and events took place. Many schools

---

24 Georgiadis K., (2001). HOC (ed.): Report on the I.O.A.’s special sessions and seminars. : 506 – 523. Ancient Olympia.

25 Georgiadis K., (2007). Proceedings. *“1st International Session for Olympic medalists”*: 23- 41. Ancient Olympia.

during this period organized mini-Olympics in major sport venues all over the country.

Nevertheless, after 2004 and up to 2009, there was no specific activity in relation to Olympism and the Olympic Games. That resulted in a diminished interest on the part of the Ministry of Education for these issues, fact that led to a total lack of children's activities or participation in educational programs.

Since 2009, though, several institutions, like the Hellenic Olympic Academy, began to act in this direction and they started to apply new educational programs related to the Olympic values, the environment, etc. Then, as a result, later other institutions followed their example, like the International Center of Olympic Truce, the Hellenic Olympic Winners Association, and the Hellenic Olympic Committee with sport programs organized at the Panathenaikon Stadium, as well as the General Secretariat of Sports in cooperation with and upon the approval of the Ministry of Education.

The aim of our work is to present a new pioneering educational program that may be implemented in Greek schools and comprise Olympic Education in combination with the Olympic sport of sailing.

The Olympic Education is able to reinforce anywhere - besides gender, physical condition and age - simultaneously the cultural identity and the brotherhood between nations in today's divided, by many reasons, world.

Coubertin mentioned in his article that Olympism at school must be encouraged! He encouraged not trying to hide the fact that Olympism is a reaction against unfortunate tendencies. He said, "Olympism refuses to make physical education a purely physiological thing, and to make each type of sport an independent, separate exercise. It refuses to catalogue the knowledge of the mind, and to classify it into mutually isolated categories. Olympism refuses to accept the existence of a deluxe education reserved for the wealthy classes, no shared of which should be landed out to the working classes. It refuses to condense art into pills that everyone will take at set hours and to establish timetables of thought along the lines of railways schedules. Olympism is a destroyer of diving walls. It calls for air and light for all. It advocates a broad-based athletic education accessible to all, trimmed with manly courage and the spirit of chivalry, blended with esthetic and literary demonstrations, and serving as an engine for national life and as a basis for civic life. That is its ideal program. Now can

it be achieved?”<sup>26</sup>

The Olympic Education through schools may help the youth to form their views on issues that are directly related with their lives, such as their personal relations, friendships, nutrition, alcohol, drugs, politics, (etc.) and others adopt attitudes that will help them in future decisions. Fundamental presupposition and essential basis for the propagation of Olympic Education is the suitable school atmosphere, which is the favorable pedagogical atmosphere, dynamic interaction between the educator and the student and the cooperation of the school community with the general society (parents, community services, etc.).

## **2.2. OLYMPIC EDUCATION AROUND THE WORLD**

### *Examples of Olympic educational programs in other countries*

We will shortly describe some useful examples of educational programs from other countries.

#### *Olympic Education in New Zealand*

The three main components of Olympic Education in New Zealand are:

1. Olympic Values Education resources
  - ✓ Living the Olympic Values – a digital interactive resource
  - ✓ Digital Olympic Stories – provide interesting and inspiring values stories based on real-life examples
  - ✓ Chat with a Champion – live and recorded values-based interviews with New Zealand Olympians
  - ✓ London 2012- e-books for primary and secondary schools with worksheets and athlete profiles in pdf file
  - ✓ Olympic Day resources
2. ASB Olympic Schools rewards
  - ✓ “Olympic” schools receive a set of medals, flag, certificates, and access to Olympic Ambassadors and these resources can be used in

---

26 Norbert M., (2000). IOA library, IOC text, book: “*Pierre de Coubertin 1863-1937*”, Olympism. : 548

conjunction with the teaching resources

- ✓ Increased interest has been generated because of London 2012 and currently over 600 schools have signed up to be Olympic Schools

### 3. NZ Olympic Museum

- ✓ Museum is the centre of legacy for their Olympic history and provides links for learning and understanding Olympism and Olympic Values through connection with real and virtual objects and champions
- ✓ Attract visits from schools and general public
- ✓ Availability of materials via the website through a new Museum Application which can be used on laptop or iPad
- ✓ A new initiative development of a Mobile museum exhibition has been in partnership with Samsung, incorporating interactive touchscreen technologies and targeting schools and sporting events

The current programs are focused on the primary school sector (up to age 13) and are all supported by comprehensive teacher notes covering the learning areas Health & Physical Education, Social Sciences and Literacy. New Zealand schools are encouraged to participate in the Olympic Day celebration in the week leading up to the 23 of June, in a variety of physical activity events based around the Learn, Move, and Discover theme. Booklets on Olympism were produced and incorporated into the secondary school Physical Education curriculum and are still being used by educators, as in Cd/ DVD physical resource “ Ethics Through Sport” which is used at Level 3 (final year) of the NCEA (National Certificate of Educational Achievement).<sup>27</sup>

The outcome of the review of inspiring young New Zealanders to explore, engage with and model the Olympic Values through participation in sport and the celebration of the Olympic Games focused and showed that at ages 8-12 years the purpose is to build on the current initiatives and to integrate them into a package for schools that is compelling and endures beyond the peaks of high interest generated in Summer Olympic Games years to become essential, values - based “business as usual” for all primary schools. This will require teamwork, strategic partnerships, teacher training and support for sports coaching and event management. For ages 16-19 years the purpose is to develop upper secondary school “Olympic” sports leaders and coaches

---

27 11<sup>th</sup> Joint International Session, (2013). IOA Library. ISBN: 9780960-9454-19-3. : 209-212

who will work in their own schools to support others. A trial “Sport in education” project plan with the partnership of Sport NZ and representatives from key government ministries to increase participation in sport in secondary schools and will incorporate the objectives of the NZOC.

A good suggestion for the National Olympic Committee or the Hellenic Olympic Academy of Greece is to study and partly adapt the example of the New Zealand Olympic Education Commission, which consist of experienced individuals with high professional status. The later has been established in order to advise the Board on the development strategies for achieving its goals. The Education Commission operates at a strategic level to add value to the Olympic Education program development and implementation through defining success criteria, strategies and key partnerships for the projects. The Commission monitors progress through evaluation, feedback and ongoing research and will report to the NZOC Board. The NOC or HOA can use some roles and ideas of this Commission and make a common contribution project for her reality.

#### *Canada*

Canada had an excellent presence in issues of Olympic Education. They tried to promote the value of the fair play through Fair Play Canada Association. Their aim was to raise public awareness and action in favor of the fair play as well as to assist athletes, organizers and fans to make fair play the basis of every game. The intense participation of young people, less than 18 years old, in different sports is impressive. This non-profit organization declares that sport and physical activity are important for a healthy way of life, but at the same time can teach significant social values about competition, the meaning of success, failure, sportsmanship, life lessons that will be remembered when the game will be over and when the result will be forgotten.

#### *United States*

The United States Olympic Committee (USOC) prepared audiovisual material (videotape) and special manuals with information and suggestions for children’s activities, in order to familiarize them with the Olympic Games. Their material can be adapted according to the children’s age. There was no national planning regarding the manuals that were sent to schools and which included:

- Creative working pages that challenged students to remember and apply what

they learned from watching the video

- Games that bring the Olympic spirit inside the classroom
- Proposals for mini Olympic Games and extra activities.

Another great idea was the educational manual they published - in cooperation with the U.S. Conference of Mayors, the Athletics Federation and the Organizing Committee for the Winter Olympic Games of 2002 in Salt Lake City - for children aiming to increase the active participation in exercise of the public. This manual included many suggestions for individual and team exercise. It was distributed to all the municipalities in order to be given to schools and be monitored by educational coordinators of every municipality.

### *Australia*

We need to refer, also, to the educational programs of Australia. Australia is especially sensitive in issues of Olympic Education and mass participation in sports. Many teams and organizations, volunteers and individuals support this effort in national and local level, based on a specific strategy<sup>28</sup> that aims to increase the participation of young people in sports and help them realize the priceless benefits of exercise for the society. The Australian Olympic Committee had planned an educational package on the opportunity of the games in Nagano, which included topics for the primary and secondary education. It was based on the profile of the national school curriculum and was planned in order to raise youth awareness and inform them of the Winter Olympic Games and their history, the sports and the morality of the Olympic Movement. The manual was accompanied by audio-visual material and posters and included teaching notes, pages with activities for students, activity cards, supporting material in a special section.

The approach was interdisciplinary, through lessons of sociology, positive sciences and technological subjects, drawing, language, math, health and Physical Education.

The aim of the educational programs was to encourage the youth not only to participate in sports, but also play according to the rules and support fair play. Thus, through programs at schools, sports unions and sports clubs, certain behavior codes had been established in order to help various teams to promote “fair play” and suitable

---

28 Active Australia, (1998). “*A National participation framework – Active Australia schools project*”, draft 2. Australian Sports Commission (1997), Activate Sport Life – Issue 2, Couberra: Pirrie Printers.



sport behavior.

Various programs were formed for the youth, such as:

- Behavior codes (for the athlete, spectator, referee, sports fan, educator, Mass Media, etc.)
- National sports policy for the youth
- Safety in sports
- Children's training
- Schools and unions
- The parent, the children and their play

Debbie Watson a Senior Lecturer in childhood studies of Bristol mentions that she participates in certain programs and presents them during the 1st International Session for Olympians in Ancient Olympia.

Those are:

- "Live Clean Play Clean"
- "The school Sports Ambassador Program"
- "Pierre de Coubertin Awards"
- "Olympic Day"
- "ASPIRE", an Australian Olympic Committee's national education program for primary educators
- AOC has lessons plans for primary schools aged students themed around the Beijing Olympics
- All the information about these program are online

Sydney's Olympic 2000 National Education Program was another successful attempt, which helped primary schools in Australia to establish contacts with Olympic teams from other countries. It would be a fantastic remembrance experience for all Australians from every corner of the country.

*Great Brittan*

The manual of the British Olympic Association, with the opportunity of the 100 years

from the revival of the modern Olympic Games, aimed at providing information and suggesting activities related to the Olympic Movement.

Its content is divided into two chapters:

- a) Organization of the Olympic day at school
  - i. Commercialization
  - ii. Women and sports
  - iii. Politics in the Olympic Games
  - iv. Doping and Sports
- b) Information
  - i. Ancient Olympic Games
  - ii. Modern Olympic Games
  - iii. Olympic Family
  - iv. British Olympic Movement
  - v. Future Olympic Games

### *Qatar*

Qatar Olympic Academy is making new strategic plans to develop curricula for sports school education and conceptualize school programs to broaden the sports education experience. QOA will help to build a “Sporting Society” in Qatar through different forms of sports, like health enhancing physical activities, sporting leisure and cultural/traditional physical activities, competition sports, elite/professional sports. For sports education process for youths they will focus on Physical Education, school sports, talented sports education (Aspire Academy).

Activities of QUA education programs:

They will offer formal and informal education as well as e-learning environment. Its formal education will consist of three core programs: Sports Management Program, Arabic Coaching Program and Olympic Values Program. In these core programs, QOA will employ the most up-to-date methods for lifelong learning based on three main processes: 1. Formal education, 2. Learning by doing, 3. Learning communities. A final fundamental tool to add efficiency to the learning process is a tailored e-learning platform.

Olympic Values program:

The Olympic Values Program aims to enhance academic preparation and professional development of current and future leaders in the Olympic Movement in the Arabic-speaking region<sup>29</sup>. It intends to do so in close collaboration with the IOC, the regional NOCs, NFs and International Federations (IFs).

The Olympic Values Program has three main learning objectives.

1. To ensure that students master fundamental knowledge related to sports and Olympism in its historical, social and philosophical and ethical dimensions.
2. It intends to enhance participants' respective abilities to promote free expression and the exchange of ideas.
3. The program plans to prepare candidates for a position or vocation in the Olympic Movement or any contributions to sports academia or the Olympic Movement in general.

The topics covered in this program fall into three main categories:

1. Understanding the social and individual benefits of sports and physical activities.
2. Understanding sports' significance and values
3. Understanding the organization of sports at national, regional, continental and international levels.

### *Ukraine*

Ukraine is a lucky nation because the President of their National Olympic Committee is Sergey Bubka, the very famous and legendary athlete. This helps more the nation to promote the Olympic Ideals and to work in the best way upon the decisions of the IOC. The Ministry of Sport also included to the development of their young society from childhood till the top-level athletes. The role of NOC of Ukraine is to help prepare the national team for the Olympic Games and to promote the Olympic Values in Ukraine.

They have used several athletes' organizations to conduct the activities. These are

---

<sup>29</sup> QOA's Olympic Values Program will be in the spirit of the Olympic Values Education Program (OVEP) run by the IOC which is targeted at students aged 8 to 18. It fills the gap for Olympic Education after these ages for athletes, coaches, officials, etc.

Athletes' Commission of the NOC of Ukraine and two organizations, which are included in the NOC, the Association of Olympians and the Ukrainian Academy of Olympians. Those organizations include participants in the Olympic Games and all the people who know about the Olympic Movement and who can promote the Olympic ideals to the schools.

They have many activities such as:

- Lessons in respect to every region
- National Day of Sport and Physical culture in Ukraine
- Establish an Olympic session every year with the help of athletes who speak about their experiences.
- Organize a big public event through 27 regional departments of the NOC
- Print a book for small children of the first class of the primary schools with the famous author of Olympic Education in Ukraine Maria Bulatova. It is called "My first Olympic Guide", which is very useful for the teachers, has enough didactic material
- Cooperate with Olympic medalists and invite them to take part in all public events regarding the healthy life style of Olympic Education or to promote social projects
- Organize Olympic day Run
- Made for young athletes a forum before they start their preparation for Olympics
- Give the possibility to the famous athletes to participate in the government activities
- Olympians participate in an entertainment project of Mass media and TV, like singing with a star, or dancing with a star or participating in the patriot games, which are competitions between several countries, sports fun activities. Those way athletes become role models for the audience and especially for the children.

Reviewing all the educational programs from the different countries that we presented, we see that each country uses different approaches, but they all have one

common goal. They aim to urge the children to be more sensitive, to discover, to explore, and to try in order to learn. An important factor is the role of the student that changed from passive to active. The trends of pedagogy encouraged the student to undertake initiatives for action and cooperation with the educator.

For this reason it is necessary to have realistic expectations regarding what we can achieve, to put emphasis on the positive aspects, to celebrate small successes and to promote family values and attitudes through the media. That way, we can shape the children's character and develop suitable moral and social behavior.

Finally, closing this chapter, I would like to underline that the above-mentioned educational programs were evaluated for the success or not of their aims and goals. Consequently, when we will present below the educational program of sailing to the elementary schools of the Municipality of Kallithea, we will need to apply the evaluation of the educational program to see if it achieved its aims and goals, adding the evaluation of the students' performance with their interest in regards to the subject they dealt with.

### **2.3. SURVEYS IN GREECE AND AROUND THE WORLD ABOUT PHYSICAL AND OLYMPIC EDUCATION**

In a secondary school of Trikala, another part of Greece, a survey was carried out for the promotion of indoor education in schools. Its purpose was to investigate the benefits of child participation in sport as a psycho-educational approach.

The main researcher was Patsianos Ilias, Professor of Physical Education of the 3rd High school of Trikala.<sup>30</sup> The working group showed in a concise, direct, descriptive way that the lessons of the children who had been taught to play sports are identified with the important life lessons that everyone gets as adults. The teaching involved encountering difficulties, promoting the feeling of responsibility, avoiding of the fear of failure, learning new things, tackling frustration, being aware of being part of the group, tackling nuisance, addressing competition and adaptability. These are factors that help children to live effectively and healthily, in terms of their physical and mental health. The children reacted as the adults. They found out that it is normal to

---

<sup>30</sup> Assistants of the research were Goutas Constantine, Deputy Director of the school and Bairaktaris Constantine, Physical education teacher.

make mistakes, to be responsible to organize his/her day, to handle things when they go wrong, and to keep trying. The activities emphasized that children need to feel that they are capable and they have the chance to become better human beings.<sup>31</sup>

The researcher Physical Educator Mr. Patsianos carried out his theory in workshops using the multi-purpose hall of school. He recorded systematically his observations and presented the results in the school audience. The new elements and the information, which emerged, were so creative, authentic and all the participants were challenged to create inspired dialogues and strong debates. These workshops try to provide the conditions and the prerequisites for bodily and psycho-spiritual exercise necessary for spirit and attitude improvement.<sup>32</sup>

What were the useful conclusions of this workshop? Sporting activities are a Creative Avenue for kinetic and emotional development. Parents as observers must respect their role as spectators and supporters. The sports are essential elements of childhood. Parents must “pay” by providing the opportunities for children for free play. The children should be taught and improve over time. The sport journey is the circle of life that begins with the participation and ends with the monitoring. Children need to know that the positive mood of sports is contagious. Team building and the importance to be a member of this group, are indispensable elements of team sports. We must help our children understand that defeat is just the postponement of possible winners. Parents need to accept that the events of childhood will form good memories in the future. The ultimate goal is the pleasant experience of their children. Parents have to encourage their children to sport participation so that it becomes “a habit of life”. The objective of this participation shall be that sport will be in the life of their child forever. The game is the most brilliant teaching method for learning. Parents who recognize the value and contribution of the game in the spiritual and mental development of the child are richly rewarded, not only with success, but also most importantly with the happiness of their child.

---

31 Regained from the website, <http://blogs.sch.gr/ailiadi/2012/03/02/> translated from Greek to English by the author

32 Regained from the website, <http://blogs.sch.gr/ailiadi/2012/03/02/> translated from Greek to English by the author

## 2.4. THE OLYMPIAN ATHLETE AS A ROLE MODEL IN THE SOCIETY

The term “role model” generally means, “any person who serves as an example, whose behavior becomes a paragon of emulation and way of life for other people”.<sup>33</sup> A sportsperson or athlete is a person trained to compete in a sport involving physical strength, and speeder endurance. Sportspersons may be professional or amateur. Athletes are often in the public light, so they can serve as role models. Athletes, though always “play” themselves in the same scene, and we only want to watch them if they are performing well. We can assume that athletic excellence requires discipline and control off the field.

Encouraging young people to think in entrepreneurial ways is relevant whether they chose to work for themselves or others. It is about harnessing the confidence and “can-do” attitude of the role model and encouraging students to have a positive attitude to life and work. Role models are ordinary people who have done extraordinary things by believing in themselves and their ideas. Their stories touch upon so many areas of the curriculum, personal and social development, as well as lessons in business life.

So what they really do is to:

- Encourage self-belief and positive thinking
- Inspire and motivate students to realize they are in control of their future
- Educate about the reality of being their own boss: highs, lows, risks and rewards
- Draw out entrepreneurial characteristics and encourage students to reflect on their own behavior
- Encourage entrepreneurial behavior/thinking in students

The Olympians are eminently exponents of perception that labor, toil, and action bring the honor. The Olympians inspired by the Olympic Values are motivated by the desire to contribute and they succeed to carry out significant actions and projects for youth and sports. Their ambition is to demonstrate to any young girl and any young boy, that sport and Olympic Values support the most fair and objective fields of life.

---

33 Georgiadis K., (2015-2016). “*Ethics in athletics and entrepreneurship*”. University of Peloponnese, Electronic lesson page (URL), Sparta.

The Olympic Education and the universal acceptance of the value of fair play are important factors for the development of education in Greece. There are Olympians that could connect in every city with every home, every parent and every young person, communicating the message of Olympism and the value of fair play. These Olympians want to convince people that the Olympic distinction is not only about medals in the field, but also, that every medal strikes in the arena of life, in an objective and fair manner. Author's personal participation and experience in Greek educational programs, derives through several collaborations such as the Hellenic Olympic Winners Association, and various educational institutions like schools, sports clubs, and school parents associations, the National Olympic Academy of Greece, the International Olympic Truce Center, the Greek Ministry of the Education, Hellenic Olympic Committee, environmental and cultural organizations and municipalities. The completion of these programs, through all the above-mentioned different institutions, always held as key purposes the following ones:

Promoting of sports ethics, the principles and values of fair play, of emulation, of sportsmanship, of decency, respect, friendship of equal treatment and volunteerism as universal values of Olympism.

- ✓ Familiarizing students with the Olympic sports and motivating young to exercise as a contribution to the overall development of their personality and the advancement of their physical, intellectual and moral strength.
- ✓ Organizing and processing support in sporting events and competitions.
- ✓ Developing and advancing hospitality programs and exchanging visits, cooperating and twinning with athletes and communities of other countries.
- ✓ Supporting athletes to represent Greece at the Olympic Games as well as in European and international sporting events.
- ✓ Intervening in national institutions that play a key role for sports in order to strengthen legislation for material assistance and incentives to enhance athletic activity and participation.
- ✓ Updating students and graduates physical education graduates and, furthermore, all interested students in promoting sports activities.
- ✓ Updating Parents associations, sport, cultural associations, foundations, associations and individuals for educational and social role of sport and other



communities.

We can see through a survey, which has been made to 4,442 boys and girls aged 12-15 representing six European countries with the question “Are Olympic champions role models for young people?” that the reasons why young people admire Olympic champions are mixed. Very personal reasons (like personal appearance, kind of sports etc.) were almost as important as performance level. Olympic ideals, such as: “he/she is a “fair player” were really of minor importance for admiration”. Finally, the role model of an Olympic champion as “a good example” according to the fundamental principles of the International Olympic Charter seemed to be a minor reason for the admiration of Olympic champions, but it was secondary to other reasons if an individual student wanted to become an Olympic champion.<sup>34</sup>

Due to the current confusion about the future of the young in Greece we should be focused on nurturing the hearts of young people with the value of lifelong exercise and guiding young people in their lives to walk with role models, with faith in the values and always striving for the best.

A number of studies have been made about the relationship between Physical Education, Sport Education and Olympic Education. Jim Parry, a frequent lecturer at the International Olympic Academy and head of the Olympic study centre at Leeds Metropolitan University, thinks that we might suggest that the philosophical anthropology of Olympism promotes the ideals of:

- Individual all round harmonious human development
- Towards excellence and achievement
- Through effort in competitive sporting activity
- Under conditions of mutual respect, fairness, justice and equality
- With a view to creating lasting personal human relationships of friendship
- International relationships of peace, toleration and understanding
- Culture alliance with the arts (Parry, 1998, p.160)<sup>35</sup>

In another survey we read that the Olympic Idea of “joy of effort”, “peace”,

---

34 Roland N., (2008). IOA Library, Book. “*Olympic education*”. ISBN: 978-1-84126-254-3. : 153-154.

35 Roland N., (2008). IOA Library, Book. “*Olympic education*”. ISBN: 978-1-84126-254-3. : 98

“solidarity” and “fair play” were more assessed by the pupils in the European comparative. Results documented that boys and girls of both age groups and in all countries were great supporters of the desirability of those Olympic principles.<sup>36</sup>

The most common example that shows whether an athlete may be a role model or not, is the case of doping.

Modern-day high-performance sport encourages us to see the body as an instrument and lead it through technological development to make the body go faster, higher, and stronger in the pursuit of records (Parry, J. (2006b). Doping in the UK: Alain and Dwain, Rio and Greg – not guilty? (Sport in Global Society 9,2, pp.279-307)<sup>37</sup>. But still are remaining some sports, which keep the traditional notion without the support of doping. Athletes can go on setting records for as long as their support services can produce better equipment, but surely not forever.

In this way, ethical problems are created to the society and the most important one is the lack of trust in the athletes-role models, since the suspicion that more and more athletes are doped increases when the Mass Media talk about doping cases.

Reading all these examples a creative idea comes in the mind of the author. She believes that if we could create an educational program and train Olympian athletes after their retirement, it would create better positive conditions to the outlook of an Olympian as role model in young society. Most athletes do not have any background study after their retirement and the result of this situation is that most Olympians know the way to teach their sport to the children. We need to create a development partnership project where Olympians and Government will contribute their ideas for the developing issues they faced in the physical educational system of Greece, every day. A first good step is to include in the curriculum more sports activities with the participation of Olympians in physical educational programs. This step will create a “sporty exposure” for the children, but the main goal will be to lead them on the right track in order to discover which of the various sports are the most favorable for them. Olympians will introduce to the children the particular preferences of their sports. The author suggests that the first objective of this project will be to explain the benefits of sport and why it is good to engage sport activities in the daily program of young

---

36 Roland N., (2008). IOA Library, Book. “*Olympic education*”. ISBN: 978-1-84126-254-3. : 134-149

37 Brownell S., Parry J., (2012). IOA library, book: “*Olympic values and ethics in contemporary society*”. : 54

children. The second objective will be to give the right direction to the children to discover and learn the specifics of each sport, which Olympians will explain to them. The third will be to try out the sport and gain some experience and the final objective will be to spur their interest to participate whether in recreational or elite level and add any physical activity, if they want, to their extracurricular activities.

But let us see what the views of Olympic medalists are regarding their contribution to the propagation of the Olympic idea among young people in a survey carried out by Professor Konstantinos Georgiadis and Paraskevi Lioumpi in July 2007, during the 1<sup>st</sup> International Session for Olympic medalists.<sup>38</sup>

Twenty-two Olympic medalists took part in this survey. 8 were men and 14 women; 3 of them were aged between 20-29, 10 between 30-39, 6 between 40-49, 2 between 50-64 and one individual was older than sixty-four. Seventeen people came from European countries, one individual came from Africa, another from Asia, another from America and another from Oceania and there was also one person who did not state his country of origin. Seventeen people were teachers, 2 were professors, 2 students, and one individual did not state his professional capacity. Professors felt that it would be interesting to present that the trend among Olympic medalists worldwide is to become actively involved in the propagation of the Olympic idea among young people. Despite the fact that 50% of Olympic medalists agreed that Olympic Education as an institution has developed to a satisfactory level in their country in recent years, it appears that many countries should make greater efforts to develop Olympic Education programs. Olympic medalists appeared very eager to contribute to the establishment of Olympic Education programs. Olympic medalists agreed with the idea of furthering their education in order to acquire knowledge that will help them communicate and impart Olympic Values to young people. Olympic medalists consider themselves as role models for children and young people and this is a major reason for them to become involved in educational programs. In their opinion they could equally contribute to education by helping change attitudes and behaviors towards disabled people. The sports experience of Olympic medalists and the values they have developed through sport make them worthy proponents of the Olympic idea among the young generation. The social status of an Olympic medalist that results

---

38 Georgiadis K., & Lioumpi P. "8<sup>th</sup> International session". Exlibris of IOA Library. ISBN: 978-960-142120-9. : 143-146.

from his/her participation in community life, not only by attending events, but also by creating and developing social sports programs, makes him/her a vehicle for conveying positive messages to society as a whole. Olympic medalists believe in that. The media, in the opinion of many Olympic medalists, use Olympic medalists for the propagation of Olympic Values, although many of them argue that the media do not use Olympic medalists correctly as a positive model in society, but promote instead the negative aspects of sport. Most of them believe that information about sports failings should begin at an early age as a means of prevention, since it is at this age that an individual's positive attitudes towards sport will develop. The majority of Olympic medalists appeared to agree on the need for additional measures to combat doping and recommend harsher penalties for users.

In conclusion, this survey said that the modern Olympic medalist could play a very significant role in youth's sports education. Their survey had indicated that Olympic medalists are aware of their social role and ready to play it once properly trained. The government in each country should draw upon these human resources for developing Olympic Education programs and request the media's support in promoting the positive aspects of an athlete's Olympic progress. Another verification of Olympic medalists that would like to see developing in their country is a project of giving information to the children about doping and his effect on their lives. Finally, many surveys have shown that he/she is a positive paradigm for the young generation.

We want to report the great system between government and Olympians established in Australia. From 1995, the New South Wales Department of Education School Sport Unit linked an Olympic athlete to interested schools with the assistance of the AOC and the New South Wales Olympic Council. The concept of a school/Olympian link provided numerous opportunities to enhance Olympic activities for students, who were able to identify with the Olympic Movement, and develop national pride through association with Olympic athletes.

By 1996, ninety Australian Olympians had been linked to schools in the Sydney metropolitan and country schools in New South Wales. This adoption partnership was developed at the local school level between the Olympian and the school, and usually involved athlete visits to assist with promoting the Olympic ideals to whole school and class groups. They were also invited to school sports carnivals and fundraising events and in some instances; the athletes were involved on a weekly basis with

curriculum delivery and skills acquisition in physical education and sport.

Gail Yeo was one of the Olympians who shared her experience of winning gold medal for Australia in 1972 Munich Olympics with local students. She stated, *“I tried to challenge the kids to have a dream and pursue that dream. The Olympic spirit can be summed up in the pursuit of excellence. I firmly believe that everybody has a talent. Some people already know that talent, some people are yet to discover it, and I would like to think that the students will pursue excellence in discovering their own talents throughout their life”*. Robyn Sillitoe, an Olympic track and field athlete was invited to light the cauldron at Mount Keira Public School Mini – Olympics. After joining in the activities with the students and receiving a medal and certificate for her efforts (in addition to chocolates and flowers), she said: *“I felt I had been to Atlanta”*.<sup>39</sup>

Australian Olympians took up the challenge with commendable enthusiasm and made a significant impact on the ethos of schools, inspiring students to reflect the Olympic ideals in the quality of their projects and their attitude and interaction with others. Before the Sydney Olympic Games there were many Olympians who visited all primary and secondary schools and encouraged students to support the Australian Olympic team. These athletes proved to be wonderful advocates for this program. They were able to focus on the value of the Olympic experience in their lives, providing positive role models, promoting the Olympic ideals and supporting school-based Olympic initiatives.<sup>40</sup>

The Australian Capital Territory (A.C.T.) established an athlete link to schools in 1998. In the lead up to the 2000 Games, the ACT Olympic Council organized for 30 Olympians to be “adopted” by schools, sharing their experiences and motivating students.

An impressive and successful schools program was run by the South Australian Olympic Council, in conjunction with the pre-Games training program based in Adelaide. The program used different National Teams and facilitated school visits, on line interviews and videoconferences between athletes and students. As it was unlikely for any of the students to be present during the actual Olympic Games in

---

39 Brownlee H., (2002). *“ Sharing the Spirit: The Involvement of School Students in the 2000 Olympic and Paralympic Games”*. ISBN:0731397509. : 60. Sydney.

40 Brownlee H., (2002). *“ Sharing the Spirit: The Involvement of School Students in the 2000 Olympic and Paralympic Games”*. , ISBN:0731397509. : 61-62. Sydney.

Sydney, this program provided a tangible link for over 30 schools and ensured student interest and support for the athletes during actual games time.

Other successful programs were the “Sports Person in School Program”; “Active for Life” encouraged participation in sport and a healthy lifestyle through visits by elite athletes. The project of Queensland Olympic Council provided an opportunity for indigenous people and members of some 10 rural and remote communities to learn about the Sydney 2000 games and experience the spirit of the Olympics. Seven athletes shared Olympic experiences, supported by the former sports broadcaster Norman May and conducted clinics in the sports of athletics, swimming, basketball and boxing. The inclusion of the Olympic Torch on this tour proved a great success with the isolated communities, as the Torch Relay Route did not incorporate this region.

The result of these programs is that Olympians seem to be great role models because during the Sydney Olympic Games, they gave generously of their time to interact with students across Australia. Their involvement encouraged thousands of young people to seek a healthy, active lifestyle and work towards the realization of their dreams. The impact of this program on all schools has been identified. Athletes enjoyed the opportunity to contribute to these activities. This was a special experience for all involved and it will remain a highlight of the 2000 Olympic games.

France has a stern academic tradition in training its elite athletes. Frankie Fredericks, IOC member said in a report that there is now a strong emphasis on sports at Ecole Polytechnique, which is one of the top universities in France and produces many of its leaders.<sup>41</sup>

Many children often look up to the professional athletes as role models. In fact, in the 1995 Sports Illustrated for children did a survey for children who were ages 7 through 12 about who their role model was. The majority of the children answered that a professional athlete was the one they most looked up to. Only four percent of the children answered that their role model was one of their parents.<sup>42</sup>

Some professional athletes speak a positive message through their fame by demonstrating constructive ideas such as teamwork and commitment while they are

---

41 Report IOC, (2006). V World Forum on Sport, “*Education and culture*”. International Cooperation and Development Dept.: 109-110.

42 Regained from the website, [www.123helpme.com/athletes-as-role-models-view.asp?id=152547](http://www.123helpme.com/athletes-as-role-models-view.asp?id=152547)

on the field. Even some athletes retired from the playing field, set a good example by visiting children in schools, going to hospitals, or even setting up foundations and organizations to help the ill and less fortunate people. Dedication is another positive characteristic that can be displayed by athletes. It takes a lot of dedication to be good at playing a sport. Sometimes a game may not be quite as well as expected and the team may be making a few careless errors, but to win the game the players must stay dedicated. The athletes have got to keep thinking positively and stay committed to the game. Motivation is another positive aspect of athletes. Players and coaches must stay motivated as well as motivating each other. It is very important for athletes to know that someone is supporting them.

It is proven that children who are active in sports are less likely to become involved in drugs and because they have a higher self-esteem.<sup>43</sup> The positive influences of athletes can also be seen off of the playing field. Professional athletes are well known for going out and helping with charities and fund raisers.

Many children have a tendency to want to quit something if they feel they are not good at it but if they can see that athletes have flaws and are not perfect at what they do but that they continue to stay committed to the team, then maybe the child will feel like they too can remain committed to their own team. There are many ways that athletes can have a positive effect on children or even any other spectators both on and off of their playing field. Qualities such as teamwork, motivation, and dedication can all be easily spotted on the field. Athletes can also help promote eating healthy and staying in good physical condition. However, there is another side to athletes that is not so generous and caring. Although athletes practice a lot of very positive manners, they are still humans and they do make mistakes. Some athletes can get carried away during a game and become very rude and disrespectful towards coaches, other players, and even fans. This is happening because there are some factors, which most severely affect athletes today.

Although there are many positive examples of athletes being good role models, there are also many negative examples. Athletes can set an example wherever they are, whether they are on the playing field in front of thousands of people or off the playing field out doing their own thing. Athletes can be both positive and encouraging role

---

43 Regained from the website: <https://www.psychologytoday.com/blog/smart-moves/201408/do-sports-and-other-physical-activities-build-self-esteem>

models or they can be viewed as someone who is not a good example for children today.

We can say that Olympic Games are the most popular social phenomenon in the world, and a venue for efficient cooperation of nations for the purpose of harmonious development and respect of man, securing peace, better understanding between nations and states, and for the development of science and culture. Further development of Olympic sport has been made from the representatives of the Olympic sport system but the centerpiece of sports development have always been athletes, whose skills, performance and behavior have been the cornerstone of all the complex processes of modern Olympic sport.

It is important to see the reactions of some important high-level athletes. For example, Johann Olav Koss, Olympic Winter medalist mentioned the socially conscious and willing of Olympic athletes.

“There are very few who believe they can have that power or take that stage”, Koss says.

He thinks it comes from unawareness. He was totally unaware of that possibility as he was an active athlete, because his was so focused on his own goals and achievements. One of his ambitions was to bring that awareness to athletes. By being more aware of what their incredible contribution can be, it can only help them as athletes and as human beings. Koss was sure that many more would step up.<sup>44</sup>

We will close this paragraph with an important female Olympian athlete who inspires the author as a role model in her society.

Guin Batten, an Olympic silver medalist and role model in rowing, believes in the “power of sport”. She doesn’t want her medal to sit in a box gathering dust at home. She thinks that there is something very special about an Olympic medal, and she makes it her personal mission to ensure that as many young people as possible touch and “test drive” her medal. Medal is doing its job of sharing the “power of the Games” to young people. As role models we have an opportunity to use this power, this phenomenon for good, to help educate not only other young athletes but young people as well, about the Olympic Values of Friendship, Excellence and Respect. She believes that there is many ways Olympians can use their role model status to have a

---

<sup>44</sup> Regained from the website: <https://www.usatoday.com/story/sports/olympics/2013/11/14/right-to-play-johann-olav-koss-award/3552951/>



positive impact in others. The most elementary for her is a distant hero, through television and newspapers. She has witnessed many athlete role model programs and has spoken to hundreds of athletes trying to give back and she found there are 4 basic principles critical to creating success in the educational use of athlete role models.

1. Take your audience into your world
2. Allow your audience to relate to and identify with who you are
3. Add value to an existing program/structure of support and make repeated visits
4. Make sure your message is clear and targeted

In those principles, we could add two more with the opinion of Duff Gibson, world and Olympic champion of Skeleton/ Canadian Skeleton Team Head Coach who believes in the importance of promoting positive social values and leading by example.

The mission of our country (Greece) has to be to prepare athletes to have the greatest advantage in the future. We have to give our athletes a strong foundation of knowledge and an appetite to learn continuously. That is fundamental, no matter what they do as athletes. Fredericks<sup>45</sup> believes that providing athletes with a holistic broad-based education and emphasis on activities that develop tenacity and strength of character among athletes, sports and other activities lend themselves most naturally to building these qualities. Another thing he mentioned was that the experiences of athletes build loyalties through their warmest memories, their training experiences that they recount with fellow athletes.

## **2.5. THE AUTHOR EXAMPLE AS AN OLYMPIAN ATHLETE IN SAILING**

As an Olympian sailor athlete, I always knew that my parents would support me in anything I decided to do, and they left me free to make my own choices. My parents were the ones who drove their car to all the big tournaments, regattas and national championships. They have been reminding me of the power of faith, and the power of having someone believing in you. My parents are my role models who helped shape me not just as an athlete, but also as a person. Another role model in my life was my ex-coach and later one of my partners in Beijing 2008 Olympics Games,

---

45 Report, IOC, (2006). V world Forum on sport, "*Education and culture*": 109. China.

who taught me that there may be teammates with whom you don't get along or you don't really care about them off the field, but when you step on the field you have to respect each other. She never had low expectations because I was a woman. Sometimes that happens with coaches who are afraid to set high goals for their athletes because they think, "she is a girl, I have to handle her with kid gloves". Not she and that was her best quality. She respected my talent as an athlete. She tried to make me stay in the sport and keep me focused on my dream, which was to participate in the Olympics. She personally called and encouraged me to go for it. She was a successful Gold Olympic medalist in Athens 2004 and she gave me the opportunity to participate with her at the next Olympics. As I have looked to others for inspiration and guidance, I feel privileged and proud that others might see me in a similar light. I don't categorize myself as a role model; because I believe only other people can give you that label. Only others can decide if your accomplishments are inspiring. When I was young I was watching on television many sports and I always liked to see any athlete who seemed perfect, athletic, talented, pretty, and intelligent for me. I dreamed to be like them one day and that became true when I became 24 years old and I won the bronze Olympic medal with my ex-coach and another teammate. I was actually lucky to meet my role model as a coach because we were from the same sailing club and after some years we achieved together our dreams, winning a medal in the Olympics. I did not tell her just how much she had inspired me, but I certainly hope she knows it. I would love to be able to inspire others to achieve their dreams because I know since my childhood that once inspired you are never the same. You feel you can accomplish anything. I'm of the opinion that the lessons learned from sports are the ones that help us get ready for the challenges of life. Through the competitive atmosphere that sports create, you can find out more about yourself and the world around you. But first, you have to learn how you ought to handle a failure in your life. After an error on the field or in life, you are determined to learn from it and work hard to avoid repeating it. You must not be afraid to fail or to succeed. All of us go through the good and bad times that make up our lives. It is in sport where you learn how to face them. As often as possible, I suggest that people train themselves to think positively. In every sport, whenever an athlete achieves victory someone else is experiencing defeat. We cannot always be on the winning team. I have found as an athlete that there is usually more to be learned from our setbacks than from our successes. When we truly learn from our failures,

then that is a victory and should be viewed as such.

I still remember that simple bit of wisdom that my father gave me, and I call on it often. It opened my eyes and I realized that he was exactly right. In all aspects of life, you may only have “one chance”, “one opportunity” to make the play or to make a difference. You either do it or you don’t. If you don’t do it, then learn from it and prepare yourself for the next time. I would relish the opportunity to help every single person or athlete out there. That’s why I take the time to do sailing clinics and playing some games with sailing equipment, speaking appearances, and instructional videotapes to the young society of my country. I find an inner satisfaction from sharing with others. If I could give to another and make a difference in just one person’s life, then my life would have been worth living. That is the type of person I want to be. I want to help others enjoy the things I have been so blessed to enjoy. I want to motivate young people to achieve their goals in their life. I like to ask other Olympians if they have the same chance and the same need as me to help Greek young society through an educational sport skill program of their sport, if they believe that they could be capable to work on this project as a reward of their variable contribution through sports in their country. Do Greek Olympians feel responsible to share their experiences in their young society? Can they be role models for the Greek young society or not? What do they believe about that? Do Olympians believe that working on a common path with the government together and sports activities of their sport can have a successful influence to help the school students participate in any sport in all their lives? Do Olympians believe that combining Olympic Values with their sports activities would give an extra chance to the young society to participate and learn more about sports and the meaning of why some athletes participate in Olympics and some do not?

What every athlete, politician, movie or television star must realize is that whether we want it or not, we are role models. So rather than denying it, we should step up and recognize that there may be one person out there who thinks you are worth their attention. That in it is something special and we need to find some of them and work together for the same purpose, which is to influence the Greek young society to participate more in sports. The choice of how we could influence them should be a common decision of all Olympians together. There are some Olympians more famous than others, it doesn’t matter, but we just need them all to work together for the same

scope to make an impact in the development of the child.

## **2.6. TEACHING OLYMPIC VALUES THROUGH PHYSICAL EDUCATION**

Physical Education provides opportunities for the individual and the group to learn from skilled teachers' activities that are invigorating, developmental, educational, and will lead to positive physical, social, mental, and emotional growth. In short, the aim of this program is to develop each individual to his highest potential as a democratic citizen.

Olympic Education is a process of educating and developing the individual according to universal values and ideals of Olympism. The principles and values of Olympism as special life attitudes and behaviors can be understood, accepted and assimilated by means of a pedagogical approach, notably through sporting and cultural activities.<sup>46</sup>

Our next research topic aims to answer to the question how important it is for the society to use an Olympic athlete not only as a role model but also as a teacher of Physical and Olympic Education through sports activities based on Olympic values. The author as an Olympic sailor and Physical Educator too, trying to implement her inspiration and her general philosophy about physical education in Greek schools, moved her research in the following axes:

- The author organized and conducted interviews taken from professors, Physical Educators, Olympians and from a very experienced person in Olympic Movement. These interviews were the practical bases to help the author to complete the main pattern of how the Olympic ideals can be used as the foundations of educational programs in a Greek school.
- The author developed, using her athletic experience and theoretical knowledge, an educational program - method with practical sailing activities combined with topics of athletics theory. Thirty children, approximately from the age 7-12 years old, attended to the program for one month. This Physical Education led the children to understand the meaning of gymnastics, how to begin and go on with sailing sport, making a life plan throughout the

---

46 Georgiadis K., (2009). IOA library. Proceedings of 2nd International Session for Olympic medalists. : 91-120. Olympia.

perspective of Olympic ideals. Her deepest and most beloved afterthought is to make ethics into ethos.

- The third axis was a research to discover the effect and results of the author's method on children's mental improvement, aspects and expectations in athletics due to their participation in the program. The interviews and questionnaire were analyzed to present how the Olympic Values cultivated the children's psychism.

Her interactive actions in Greek schools, clubs and sport organizations make her understand the importance of creating a positive environment for children who try to be educated in athletics, specifically in sailing and most of all in Olympic thought.

The challenge and also the most expected success for the author is for her method to be able to open the included educational field to every child no matter the ability, skills and disabilities.

We want to investigate the way the children feel, think and act, their moods and their orientation, the level of knowledge they have about the Olympics and Olympic Values and what skills are aware of the sport they know.

The objectives of our project will be to:

- Teach to the young children of Kallithea town the history of ancient and modern Olympic Games
- Lead them in a positive orientation for sports, Olympics, Olympic Values and Olympic Movement
- Adopt sportsmanship as its value of fair play
- Help children to acquitted knowledge and develop a negative attitude to doping and any other deleterious substance that may be a risk to their health
- Reinforce a positive attitude toward environmental issues

So, our ultimate goal will be to have in the future a new generation of socially and ecologically sensitive people.

However, the fundamental direction of Olympic Education is:

- The integration of Olympic Ideals in an education system, which is an effective teaching method and will be immediately accepted by young people

who will attend

- The desire of people to live in a peaceful world
- The Olympic Education can be considered part of general knowledge of education and can meet the needs of the school system through the potential of sport in accordance with the values of Olympism and humanity
- The Olympics, physical activity and sports, when they are in harmony with the basic Olympic philosophical principles, is an integral element of Olympic Education, however not unique
- Develops feelings of human solidarity, tolerance and mutual respect, which is intertwined with the sportsmanship
- Enriches the human personality through physical activity and sports, combined with cultural elements and putative lifelong experience
- Encourages the Excellence and Achievements in accordance with basic Olympic ideals
- Develops a sense of continuity from the human culture, as it has been demonstrated through ancient and modern Olympic history
- Encourages peace, mutual understanding, respect for different cultures, environmental protection, basic human values and interests, in accordance with local and national needs<sup>47</sup>

A nice example of teaching Physical Education through Olympic Values is the London 2012 Olympic Games and Paralympic Games, which used their elite athletes to inspire young people, encouraging many to get into sport and to emulate their heroes. However, whilst we know that mega-events and their immediate aftermath often cause a surge in short-term sporting activity, maintaining that enthusiasm for the long-term is much harder. The key to making the most of the Games, and delivering a long-term step change in the number of people who play sport, is to create a sporting habit amongst our young people that will last a lifetime.

This new Youth Sport Strategy aims to increase consistently the number of young people developing sport as a habit for life. It would be very interesting to see how much the generation of young people will be inspired to take up sport as a habit for

---

<sup>47</sup> Regained from the website, [http://ceo.uab.cat/download/binder\\_eng.pdf](http://ceo.uab.cat/download/binder_eng.pdf)

life.

At this point I like to make a small reference about what Olympic Games we are talking about. Because historically, the institution can be divided into three periods, widely separated, not just in time but also in culture.

1. The ancient period that coincides with ancient Greek civilization and its values.
2. The revival period and the beginning of the 20<sup>th</sup> century, which coincides with the ideals of Pierre de Coubertin and the Victorian Anglo Saxon Ideals.
3. The modern period, that coincides with contemporary values.

(Parry, 1988, p.83-97, Young, 1988, p.27, Seagraves 1988, p.149-150, Mountakis, 2000)

So the values that are associated with the ancient and the modern Olympic Games are:

- Excellence
- Fair Play – It demonstrates attitudes and behaviors in sport consistent with the belief that sport is an ethical pursuit.
- Justice

The Values associated with modern Olympic Games are:

- Equality
- Understanding and Respect
- Participation

Other Values associated with Olympic Education are:

- Health
- Peace

Other views about Olympic Values can be found in the Olympic Education toolkit, which refers to five educational values of Olympism. These are:

- Joy of effort
- Fair play
- Respect for others

- Pursuit of excellence
- Balance between body, will and mind (Binder, pp.13, 65)

Professor Georgiadis gives another approach in stating Olympic Values. (see table.2)

There are several pedagogical concepts and teaching approaches for Olympic Education. We can write down many of them, but we think that it is worth mentioning the concept of Canadian Deanna Binder, which has received increased international attention over the last years.

Deanna Binder considers it less important to win at sports or to become the best, but rather to master life's development tasks by way of a successful value education. She describes five development tasks for an Olympic Value Education: "Be a champion in Life", (Binder 2000a). For Deanna Binder states that Olympic education is primarily value education, in which, in view of the worldwide acceptance of the Olympic charter of the IOC, she sees an approach for global education and a challenge for school sports (Binder 2001, 2004). Deanna Binder was in charge of IOC and prepared a teaching brochure entitled "Teaching values: An Olympic Education toolkit", a project which is part of "Olympic Value Education Project" (OVEP) and encapsulate Olympic Values in five short concepts:

1. The joy found in physical effort
2. Fair play
3. Respect for others
4. Achieving peak performance
5. Balance between body, mind and spirit<sup>48</sup>

Education is an open system. It connects the past with the modern educational and cultural values. School is recognized as the most suitable place for promoting social subjects towards young people.

Summarizing, we can say about the relation of the school to Olympic Values that at schools all these values are spread across the curriculum and it is the responsibility of the teacher of any particular subject to develop them. But their development is left to chance and that's why they don't have many opportunities to be developed, which is why a special program is needed that through its content teaching methods and

---

48 Roland N., (2008). Library IOA, book. "Olympic Education", ISBN: 978-1-84126-254-3. : 112.



evaluation techniques will develop them.

The fundamental principles in the Olympic charter can be used for educational task for children and young people. It is important to recognize the concrete didactic task of transforming the culture canons of Olympic pedagogy into educational tasks for an Olympic Education.

For Olympic learning the three didactic concepts “experience”, “ability” and “knowledge” are the most useful teaching approaches.

There are many different ways in which an Olympian can promote positive social values. For example, you can speak to schools about your experiences, you can support an existing charitable organization or perhaps you can start your own, you can start a blog and anything else you can imagine. Two things you need to have in your mind to go through it: 1. Believe in the importance of promoting positive social values and 2. Lead by example.

The program, which was designed from the Olympic athlete/Physical Educator and you, will read about it in the next paragraphs, it would be a good example for the development of Olympic values needed to teach at schools.

## **2.7. NATIONAL OLYMPIC ACADEMY OF GREECE**

The National Olympic Academy of Greece from 2009 until now is a sector that implements Olympic Education programs throughout the country with a view to teaching the Olympic ideals to Greek youth, and sending Olympic Education messages to young children in order to bring them close to sport and the values it contains.

In all these years, the mission of NOA in their education programs is to inspire institutions, organizations and schools in the country. With faith in the vision of Olympism, knowledge, daily volunteering, willing from many children and teachers in Greek schools as well Olympic medalists, world champions, federation coaches, Olympic education officials, official for the development of sports, artists and visual artists, the Greek National Olympic Academy created a very difficult Olympic Education project, which continues to be carried out until now.

“Sport and Environment” is one of the programs, where the children are participating in sports and planting activities; “Koroibos” is a Pan-Hellenic educational program that gave Greek schools the opportunity to participate through the Internet, with teleconferences on Olympic Education, dialogues and questions on sports and Olympism. Other programs include Olympic workshops held for pupils from 3<sup>rd</sup> lower to 2<sup>nd</sup> higher classtaught Olympic history, from the past until nowadays with many exercises and games on Olympic Education, including poems on Olympic Values through the book called “Olympic Values! From Olympia.... to the world! A magical Journey!”. Any school that made a request to take part in this program has been taught in a specific Greek NOA’s Olympic Workshops. We would like to mention that the Academy has organized until now eighteen one-day meetings on “fair play” and all these events were held in different cities of Greece. The Greek NOA gives particular priority to “fair play” in order to promote Olympism as a way of life and daily behavior. Sports events were held in order to promote less popular Olympic sports such as archery, fencing, sailing, weightlifting, boxing and many others.

Under the auspices of the Hellenic Olympic Committee and in cooperation with the Ministry of Education, the NOA of Greece saw the response of the country’s educational community regarding the Olympic Education programs exceeding any expectation. More than 65 Hellenic Olympic medalists, 6 Paralympic medalists, scouts, artists and volunteers were eagerly involved in the educational programs of NOA of Greece. Another new educational program of NOA is the “Olympic Legacy”. The program includes the teaching of the book we mentioned before and the specific workshops, which will be applied to the Olympic centres of NOA around country. Hellenic Olympic Academy celebrates every year the Olympic Day as all the countries of the Olympic Movement in the world. Every time is different because NOA tries to organize different events for this day. On 2015 a memorable event was held on Messinia place at Costa Navarino Hotel, where students from around this area took part in sports activities with many Greek Olympic medalists and they were invited to learn a sport that is not widely practiced in our country; golf.

In 2015, the Hellenic Olympic Academy aims at creating more centres for Olympic Education and Olympic workshops, since the country that gave birth to the idea of Olympism is entitled to include Olympic education as a course in schools.

Inspired by the values and principles of the National Olympic Academy, and based on author's experience and knowledge as an Olympic medalist in that she drafted the training educational program for sailing. Her mission is to learn to the students about her sport through her experiences and bring them closer to the sport side of life.

## **CHAPTER 3**

### **PROJECT AND METHODOLOGY RESEARCH**

#### **3.1. QUESTIONNAIRES AND INTERVIEWS**

A project was made with the cooperation of the schoolteachers and two Olympians in an experimental Lyceum school of Piraeus in the local area of South Athens. This research asked some general questions recorded the interest of 74 Lyceum students (36 boys and 38 girls). On the next pages, we will describe the questionnaire of the sport educational activity we made with the school and the title of the subject was:

*“ You are not born an Olympic champion, but you become one ”.*

The questions for the first part of the survey were:

1. Would you be interested to get to know in your school some Olympic sports and meet their particularities?
2. Would you be interested to get know the sailing sport and come to participate with your classmates in a sailing game regatta?
3. Would you be interested to get to know some Olympians from different sports and discuss with them about their sport?
4. Would you be interested to get to know about the daily training program of an Olympian for his or her preparation for the Olympics?

The second part included the following phrase:

“On December 17<sup>th</sup> 2012, during the last two teaching hours, we invited two sailing Olympians to visit our schools. They have won the bronze Olympic medal in Beijing 2008 (Sofia Papadopoulou and Virginia Kravarioti). Will you spend time with them

and have the chance to make a conversation with them about any interesting thing you want to ask about. So, please write two questions that you would like to submit to them.”

It is important to underline the benefit of this procedure for the students. They have to think for a while what it would be more interesting for them to learn from an Olympian athlete. The scope of this procedure is not only to familiarize themselves with whom they are meeting and what these particular athletes have won in their sport career. Young people need to understand and ask them about ways they did it. How was their life like while they were athletes? They need to know how was their social life, their daily training program, their achievements, nutrition, education or other things? The first advantage with this procedure is to make them start thinking about sports.

The third part of the survey included the following question:

If we have the chance in the future to invite again some Olympians athletes in our school, please write down three (3) of your favorite Olympic sports that you would like to be introduced to from an Olympian athlete.

Another aspect we aimed to explore in this research was whether the students of primary schools would respond positively to participate in after school sport activities in their local area or not. For that purpose, a sailing program was organized in 2014 by the author herself, as a sailing Olympic winner athlete, at her Local Sport Organization. In this research, we expected to detect the most preferable trend for children from 7- 12 years to spend their free time after their school program. They needed to select between sports activities and non-sport activities. It was important to showcase if a successful athlete can inspire youngsters to get involved with any sport in their lives and specifically to stir physical activity in their lifestyle.

The first step towards our research was asking an Olympic sailing athlete, the author, whether she believed that she, as an athlete and as a person, could change in a better way the life of the young society or not and have a positive or negative role. You will read the description of a pilot sailing educational project using an Olympic sailor athlete. We will explore her ability through physical activities to influence pupils of elementary schools. We will present the results after the implementation of her educational program and the effectiveness to pupils. We will explore how important it

was for them to participate in this educational program and whether they will suggest to their teacher to try it again with other Olympian athletes of other sports or not. Will they begin participating in any sport after this experience? This is the first example of using a sport to feature the following important concept that it doesn't matter which sport you will choose to practice in your life, as long as you practice in order to have a healthier and better life in your future.

At this point, it is worth referring some surveys, which were published from Leonard M. Wankel and Philip S.J. Kreisel from the University of Alberta and show us the importance of the enjoyment of the young society to sports.

We will begin with a survey of 10 – item Thurstonian paired comparison inventory pertaining to factors underlying sport enjoyment that was administered to 822 youth sport participants. The sample included participants at four age levels (7-8, 9-10, 11-12 and 13-14 years) from the three sports: soccer (n=330), baseball (n=176), and hockey (n=343). Considerable consistency was found across both sport and age levels in the relative importance of the different enjoyment factors. Factors that were interpreted as being intrinsic to the sport activity (excitement of the sport, personal accomplishment, improving one's skills, testing skills against others, and just doing the skills were consistently rated as being the most important, whereas more extrinsic or outcome- related factors (pleasing others, winning rewards, winning the game) were consistently rated least important of the 10 factors. The social items “being on a team” and “being with friends” were consistently of intermediate importance.<sup>49</sup>

Another survey shows us that they have been organizing sports programs that have become a very popular form of recreational activity for children. Across North America a variety of public, private, and voluntary agencies sponsored minor sports programs that attracted millions of participants (Coakley, 1979; McPherson & Davidson, 1980; Smith & Smoll, 1978). Another beginning has been made in the direction of enjoyment by researchers exploring the reasons individuals give for participating in youth sport programs. A consistent finding in a research has been that “fun” is a predominant reason for participation (Fry, McClements, & Sefton, 1981; Gill, Cross, & Huddleston, 1983; Gould, Feltz, Weiss, & Petlichkoff, 1982; Sapp & Haubenstricker, 1978). Although this finding provides some general insight, it

---

49 Regained from the website:  
<http://fitnessforlife.org/AcuCustom/Sitename/Documents/DocumentItem/8811.pdf>

offers little real understanding as to why a program is enjoyed.<sup>50</sup>

In the survey of what do Physical Educators think of Olympic Education, a total of 93 teachers from West and East Germany were asked by Klaus Willimczik (2002) in their capacity as experts on “Olympic pedagogy in today’s schools”. The questionnaire concentrated on three selected factors: “What are the characteristics of Olympic pedagogy?” “Which of the characteristics of Olympic pedagogy argue in favour of it and which against?” “Which characteristics are revealed when compare the various types of school at which the teachers teach and their origin in West or East Germany?”

The conclusions of that survey were that Olympic pedagogy undoubtedly conflicts with other pedagogical principles and with everyday school life. Olympic pedagogy is quite evidently viewed to a much greater degree “multi-perspectival” in actual schools than is expressed in sport-pedagogical discussion of it. Teachers quite realistically see, the Olympic Games, in its current manifestation and with its negative attributes gigantism, commercialization, doping, etc. offers a prime opportunity for critical consideration of Olympic pedagogy. (Willimczik 2002, pp. 7/8)

People, who are called to teach Olympic ideals in the young society, have to be asked of how really can they achieve this challenge and have the ability to teach Olympic Education and its values.

We will have the opportunity to interview 5 teachers from schools around the area of the Municipality of Kallithea and we will ask them their opinion and view on what Olympic Education means for them and how important it is for them to teach the Olympic ideal and its values, through their knowledge, to their pupils. Given the opportunity to use an Olympic athlete who is perceived as a positive role model of the society, will they cooperate with that athlete in order to promote all these taught values and motivate the young society?

In one of our next chapters you will read the interviews of those teachers and their general opinion on our questions.

---

50 Regained from the website: Journal of sport psychology, 1985, 7. “*Methodological considerations in youth sport motivation research: A comparison of open-ended and paired comparison approaches*”. : 65-74

## **INTERVIEWS OF OLYMPIANS**

### **ROLE IN THE YOUNG SOCIETY AND THEIR MOTIVATION THROUGH OLYMPIC VALUES**

Mr. George Andreadis, Vice President of the International Sailing Federation (ISAF), President of the Hellenic Olympians Association and Olympic winner of sailing, in an interview that he gave us regarding the role of the Olympic winners in our society, he mentioned the following:

His dream is one of a sport always evolving (sailing), whilst its core values remain the same. He believes that through the exploration of and the amusement at the sea you can discover every aspect of sailing. “From a barrier into a broad welcoming avenue of new experiences” Atalanti sailing Team.

The questions posed by the writer were the following:

1. What do you believe can be taught to a young person who will then create his/her own vision?
2. Would you participate in a program for the encouragement of children to get involved with our sport?
3. Would you suggest a program that you already know from experience thanks to your position at the International Federation that can be applied to the Greek reality for the promotion of the sport of sailing?
4. Do you think that an Olympic winner of the sport could urge the children through interactive programs of his sport to get involved and understand that sport through the Olympic Values?

He replied with great sincerity that Greece, due to its economic problems, is not ready to organize a program from scratch, but we can definitely adopt programs from other countries. For example, the British, the French and the New Zealand Sailing Federations use remarkable systems.

The second interview was from a Greek Olympic athlete of wrestling sport, Voula Zygouri. We selected her, among other athletes, due to her Olympic experience and her occupation, that is teaching the school children sports according to Olympic ideals.

The questions were:

1. What does a young person gain from exercise and sport?
2. Why should we strengthen the claim for free sports by the support of public federations etc.?

The Olympian's aspect on the topic of our question is very unequivocal. She strongly believes that practicing sports fortifies, especially mental health and mental stability, in particular when physical exercises begin from the first school years. We meet also quality improvement in all areas of life. Gymnastics in our lives confronts perfectly the disadvantages created by modern rhythms in contemporary societies. Moreover, the practice of sports deconstructs and prevents from antisocial behaviour, addiction to substances, violence, anti-democratic and racist phenomena, while simultaneously cultivates many social virtues such as the solidarity, friendship, respect, reverence for the fellow man. Even more, promotes fraternization between nations. The sports activities joined with education delimit the quality of culture of each society. "There is no cost and it is worthy", stated Voula Zygouri.

Because of sports value for every individual, for local communities and for the state generally, in our era the economical state aid for athletics has longer the significance of one social good. It is prerequisite and also responsibility of the state, speaking in terms of civilization progress, the athletics to be promoted continuously. The public mass sports must be strategically planned and materialized through government athletics federations using appropriate legislation. The state funds have been significantly reduced through out the past years. Even though the overall budget of investing in sports and athletics is low, especially given the benefits that sports offers to all expressions of life. In addition, it is bounden necessity and duty the existence of a control mechanism, for rational management and for constant improvement on the government athletics federations. Thus, the society ensures progress and stamps out the corruption.

Another Greek Olympian athlete, Mavrotas George, former athlete of the national team of Water Polo mentioned in his speech at the international session for Olympic medalists, that top athletes need to have an educational preparation. He believes that the role of education in the career of a top performance athlete is important at two levels: 1. For his/her current sports career and 2. For his/her future professional



activity.<sup>51</sup>

He mentioned that there are two different issues regarding the educational preparation given to top performance athletes. First, it is linked to what each state can provide in order to help them in their studies and second, to what they themselves should do in order to succeed.

He suggested some good practices for performance athletes, which are important to know for their practice in their everyday learning studies.

1. Keep in contact
2. Plan realistically and stop procrastinating
3. Do not study when tired
4. Self-discipline against temptations
5. Daily targets
6. Study helps us forget a sports defeat
7. Be strict with yourself and don't find easy excuses

Educational preparation may vary during an athlete's career, but it should never be abandoned to ensure that the athlete would have something to "hang on to" when his sporting career is over.

### **3.2. RESULTS OF THE SURVEY FOR GREEK OLYMPIANS**

In the survey we used all three types of survey: postal or self-completion; face-to-face interviews and telephone surveys to collect our sample. Furthermore, there were two distinct question types: open-ended and closed with multi-choice and dichotomous type questions.

The sample of the survey was approximately 309 Olympians from 1st to 8th place from any Olympiad. The questionnaire was answered from 64 Olympians out of the 309. The reason is because 17 of them live overseas and it was difficult to collect more personal information about them and, 58 of them although willing to participate in the survey, eventually they didn't. In addition, 167 of them did not respond to the

---

51 IOA, (2012). 3rd International session for Olympic Medalists. "Communication methods of Olympic Values by Olympian role models", ISBN: 978-960-9454-16-2. : 50-58. Olympia.

survey either by email or telephone calls and 3 of them were deceased.

We had athletes from the sports of fencing, water polo, sailing, rowing, artistic gymnastic, handball, rhythmic gymnastics, judo, wrestling, freestyle wrestling, basketball, diving, boxing, softball and weightlifting.

The collection of the questionnaires lasted five months. The age range was from 21 to 62 years old. The average age of respondents was 36.91 years. We noticed that at the ages from 35 to 40 years old we had more replies. Many people were skeptical and cautious, so they did not answer.

The proportion of men who participated in the survey was 49% and women 51%. The 63% of them gained a qualification (higher level education), while 38% have not (see table 3).

Analyzing the proportion of Greek Olympians who have won a medal at the Olympics from 1st place to 3rd place it is 36%, of which 9% were gold, 61% silver and 30% bronze. Out the percentage of fourth to eighth place in the Olympic Games is 64%, where 24% had conquered the 4th place, 10% 5th, 37% 6th place, 17% 7th place and 12% 8th place (see table 4).

95% of the respondents work in permanent positions in the broader public sector and 5% in another entity.

Now, in the question of "It is your responsibility to act as a role model in the young society?", 45% of the Olympians agree with this proposal, 41% strongly agree and 14% undecided.

About the proposal "You play an important role for the healthy development of the young society", 53% strongly agree, 39% agree and 8% were undecided.

For the question "You have the ability to teach to the young society the importance of the role of physical activity through Olympic Values in their long life", Olympians answered, 2% disagree, 33% agree and 65% strongly agree.

It is impressive to see the contrast on the next two statements: "Your federation has exploited you in a proper position after your retirement to help young athletes". 59% totally disagree, 17% disagree, 8% were undecided, 3% agree and 13% strongly agree.

"You help young athletes of your sport to prepare better and achieve their goals." 50%

strongly agree, 31% agree, 11% were undecided, 5% disagreed and 3% disagree completely.

On the last question: "Participation in an educational program sponsored by government will help you to improve your knowledge and skills for teaching the young society values of Physical and Olympic Education", the 53% strongly agree, 30% agree, 6% were undecided, the 2% disagree and 9% disagree completely.

The majority percentage of Olympians that have studied in higher education agree that they have the ability to teach young people the importance of the role that sports activities play and through the Olympic values for long-term engagement of children with sports. The 95% of Olympians finds that it is their own responsibility to act as the right role model for youth and this shows us that the Greek Olympians have understood how important their role is in shaping not only sports education, but also the healthy development of young people.

The 66% agree that the Federation has not capitalized after the abandonment of active action to help young people in the sport and it shows us that there is great interest from the Federations to integrate their successful athletes in their potential to help them progress as role models for aspiring young athletes.

Nevertheless, the 81% of these athletes have taken the initiative of helping young athletes to achieve their goals in their sports.

It is important to mention that 83% of them are interested in attending an educational program that would be established by the local government in cooperation with various entities (such as the Ministry of Education, Health, Culture and Sports) for the training needs of Olympians to help them develop, implement and certify their knowledge and skills on the Olympic sports-education. This way there will be a greater response from the young people to get involved in sport and to inherit the meaning and significance of the Olympic Values in the rest of their lives. (see table 5)

When the Olympians were asked what particular sport they would choose to pass the Olympic Values towards the youth, the answers varied from each and every athlete.

The Olympians had their own philosophy to organize their methods and activities conforming them to the ideals of Olympic Values.

They would use different methods of training and sports activities emphasizing on how important it is to get involved in sports. The athletics takes its most great form

ethically and socially when it is taught according to the Olympic education and Olympic Movement. Each one of them was equally confident and convinced that the method and the activities of his/her specific Olympic sport are able to reach the desired goal. Either we use lectures, seminars, events or school programs in combination with sports activities either for example, from water polo, sailing, wrestling, archery, basketball, boxing, rowing, the Olympians concluded in a common syllogism: The most important value in scientific field of physical education is to make children understand the meaning of these ideals and learn first of all to be good humans and citizens and that it is of secondary importance to be good athletes.

It is worth the preferences of specializations mentioning the Olympians wanted to get involved in and be trained to be able to contribute to the education of our youth. Through this question we must understand that the Olympians know in what areas they can contribute to and it is more positive to give them the opportunity to work on it and evolve through the system that incorporates the State's distinguished athletes with a position in the public sector (see table 6).

Thus, we conclude from our research, that the interest of Olympians to promote the Olympic Values through their experiences is huge, as well as participation in the development of their sport and improve the odds of young athletes. We believe that their role is important in the development of sports culture of Greek youth and it will be very important for the state to revise and create new prospects of cooperation with the Greek Olympians who already work in the public sector. Hopefully with our research we could contribute positively to the utilization of Olympians in the Greek society and especially among the young people.

### **3.3. INTERVIEWS OF PHYSICAL EDUCATORS**

#### *Their opinions about the usefulness of Olympians to the young society*

The key question to explore is the following one: Do teachers have a positive attitude towards the idea of Olympians helping young people develop the values associated with the concept of Olympism? Are teachers willing to contribute with them for the better education of the young?

We asked five physical educational teachers of Kallithea city who are working for the

local schools to give us their opinion on how useful Olympians are for our society and whether they will contribute with them in order to educate better the young society or not.

We selected these five interviews with people from different backgrounds, so that we may show that the usefulness of the Olympic winners is significant at any level of cooperation with them. Whether they are involved in general education or they specialize in a specific sport, whether they train people with special needs or organize athletic activities.

#### *Eleni Symeonidou*

Eleni Symeonidou is a Physical Education teacher and has worked in primary schools as well as in gymnastics/artistic gymnastics classes and traditional dance classes of the Sports club of the Municipality of Kallithea. She told us her opinion on how the Olympic winners can be useful to the youth. She stated, “An Olympic winner may be the most informative person on issues of Olympic education, thanks to his/her experiences”.

She also claimed that it would be an honor for her to cooperate with Olympic winners on an educational level so that they may transmit the Olympic values through their experience in their sport. Everyone will be benefitted and especially the children if they spend some hours with an Olympic winner so that in this way, they may understand the benefits of sports through Olympism and acquire more knowledge and experiences for their future.

#### *Alexandra Iosifidou*

Alexandra Iosifidou is a Physical Educator specialized in team sports like Volleyball and Handball and told us that she would happily work with an Olympic winner so as to promote and strengthen the knowledge of the children on issues of Olympic education, Olympic Values and Olympism in general. In addition, she stated that it is uncommon to meet an Olympic winner face to face and children would feel very proud to meet him/her in person.

Apart from the visit of the Olympic winner at schools, she would like a more analytical school curriculum or a framework of activities to exist, so that a closer cooperation between the teacher and the Olympic winner throughout the duration of the school year would be possible.

*Natassa Rabasa*

She is a Physical Educator specialized in the team sport of Volleyball. She points out that another important issue we have to take into account during our cooperation with an Olympic winner is his/her personality and communication skills. Not all Olympic winners have an educational experience so as to transmit their knowledge and experiences in a special way like the one that teachers use. But some of the Olympic winners support that they have the gift, the knowledge, the experience and the urge to transmit this knowledge to the youth and it is those Olympic winners that should work with the educators so as to set as their common goal the enhancement of children's knowledge and experiences, their involvement in sports and finally their familiarization with the values through Olympism. All the above offer us a good manual of general orientation for the future development of our children.

Finally, she believes that by creating such a school curriculum within the school year, it will have to be evaluated in the end in relation with the children. It will have better results and will leave a new imprint for further evolution and research of new educational programs/activities for the students.

*Katerina Tavoulari*

Katerina Tavoulari is a nursery teacher with post-graduate studies on Special Education and works in the Special School for the Blind students in the Municipality of Kallithea. She believes that the cooperation of her schoolteachers with the Olympic winners of our country is more than positive. She states "our school has been cooperating for many years with Greek Olympic and Paralympic winners". She also compares the effort of the children of the special school with the effort of the Olympic winners when they learn how to work with patience, persistence, and program and be continuously under pressure in order to achieve their goal. They are effective and always prepared for the victory and joy as well as for the defeat and disappointment. She believes that Olympic winners do not necessarily have to be trained educators as long as they have the will and the experience to transmit their experiences to the children.

Finally, she suggests that there should be a teaching hour within the school curriculum when various Olympic sports may be presented with the presence of Olympic winners and mainly amateur sports that are not so widespread. "The initiative between the

Olympic Medalist in Sailing, Sofia Papadopoulou, and our school has already created a creative enthusiasm to our children and we try together to continue this effort with various activities we organize through her sport and her presence, since she is a role model for these children.”

#### *Katsoulis Filippos*

Katsoulis Filippos is a teacher with post-graduate studies on Special Education and Director of the Special School for the Blind. He stated that a physical education teacher couldn't transmit the Olympic values to his students by himself without the help of an Olympic medalist who is a basic role model for the youth. This relationship/cooperation will have to start from the pre-school age when children admire their idols. The basic aim of this effort is to make them familiar with the value of “fair play”.

As a conclusion we admit that the cooperation of teachers and Olympic winners is really essential for the development of the young society. Some teachers believe that not all Olympians have the gift to teach students, but for sure some of them have the gift through their stories to make the children understand the sense of important values such as willing, effort and persistence. Finally, we should all try to urge the media to promote these efforts more, because the television influences our society to a great extent.

### **3.4. RESULTS OF THE SURVEY FOR GREEK ELEMENTARY STUDENTS**

The survey took place on pupils from different schools of Kallithea Municipality who enjoyed the sailing educational program designed by the sailing Olympian. (see table 7).

Thirty students between 7-12 years participated in the program from the first to six classes. The percentage of boys and girls was 50 % for each group.

We used the type of survey: postal or self-completion; to collect our sample. Furthermore, there were two distinct question types: open- ended and closed with multi-choice and dichotomous type questions. The percentages of students per class answered the questionnaire are:

- First class – 10%
- Second class – 23%
- Third class – 13%
- Fourth class – 17%
- Fifth class – 13%
- Six class – 23%

The first question was: “Would you be interested to get to know at your school some sports and their specifications?”, 7% had low interest, 37% satisfactory interest, 20 % high interest and 37% very high interest.

The second question was: “Would you be interested to meet athletes from any sport and talk with them about sports?”, 7% had low interest, 7% satisfactory interest, 47% high interest and 40% very high interest.

The third question was: “Would you be interested to learn a sport and join in a fun game with your classmate?”, 3% had low interest, 10% satisfactory interest, 23% high interest and 63% very high interest.

The fourth question was: “Would you be interested to learn about the daily training schedule of an athlete?”, 13% had low interest, 30% satisfactory interest, 13% high interest, 43% very high interest.

The fifth question was: “Would you be interested to learn about Olympic Games?” 3% had no interest, 3% low interest, 7% satisfactory interest, 27% high interest, and 60% very high interest.

The sixth question was: “Would you be interested to meet an Olympic athlete?”, 3% had satisfactory interest, 17% high interest, 80 % very high interest.

The seventh question was: “Would you be interested to learn what the meaning of the Olympic Values in sport is?”, 3% had satisfactory interest, 17% high interest and 80% very high interest.

The eighth question was: “Would you be interested to ask an Olympic medalist what value is using both at his/her athletic career and daily life?”, 27% had satisfactory interest, 20 % high interest and 53% very high interest.

97% of students answered that after this experience with Olympians would like to



participate in any sport or physical activity and add one hour of their daily life program for it despite of 3% of them who do not want. (see table 8)

Now, in the question about which Olympian they admire, all of the students had answered the Olympian who made the program. In addition, this shows us that they don't know any other Olympian from any sport, because we have shortage of Olympians in the new generation of our society.

It is worthy to see which would be the most interesting thing to ask and learn from an Olympian athlete. Read below some of the most important questions the students expressed:

- How do you prepare your sailing boat?
- How he/she started his/her career?
- Who is his or her idol?
- Is it hard to be an Olympian athlete?
- With which sport is getting involved?
- If he wants to continue?
- If he is getting great results? Why is he/she doing this sport? Is it because he/she is good or because he/she likes it?
- How is his/her daily training program?
- If it is hard to participate in Olympic Games?
- What is your daily diet?
- How many hours do you exercise daily?
- How many matches have you won?
- How many records did he/she break?
- How many times have you participated in Olympic Games?
- What are the basic characteristics of sailing?
- How many years are you training as an athlete?
- How was the Olympic Games and how did you feel with your participation?
- If he has any medal and what is his experience of that?

- How do you teach your sport to others?
- Do you train young athletes?
- How do you prepare yourself before the game?
- Can you take me with you in a game?

To sum up, these are the questions that the students would like to ask from the Olympic athletes if they ever have the chance to meet one. All the students deeply wanted to have such an opportunity to meet an Olympian. (see table 9). The questions show us in a way the daily program that elite athletes follow in order to be prepared for their high level competition. This information would be very useful for the young people, in which they would include in their daily life program. Another important issue was that most of the students wanted to explore and know about sports which are not possible to take place at their school and need to be organized by various bodies, such as the Ministry of Education, General Sports Secretariat, Hellenic Olympic Committee, National Olympic Academy and others.

In conclusion, we have to say that the Greek state needs to have a closer cooperation with Olympians for promoting in a better way all the important values of their life to the youth society through the Olympic Movement. Young people show us their interest about sports and Olympism. The only thing we need is to support and inspire them by our role models, the Olympians.

## CHAPTER 4

### 4.1. SAILING EDUCATIONAL PROGRAMS IN GREECE

There were activities outside school during the program of Athens 2004.

#### *Program of Introduction to Sailing*

The aim of the program was the students' familiarization with the sport of sailing.

The trainers decided the suitable equipment to be used; the parents were informed and consented on the conditions for the participation and the security upon enrollment. The students should not have been exempted from the lesson of Physical Education.

The aim of this activity was that the students of the Primary or Secondary School:

- a) Become familiar with the Olympic sport of sailing,
- b) Acquire basic practical experience, and
- c) Become familiar with the possibilities offered in their area for regular participation  
(for entertainment or in organized sports clubs).

Basically the children talked about the historical data of the events of the sport and what is the potential of Greece, being a nautical country.

Their visit included briefing and a guided tour or even practice, if the conditions allowed it. However, a written approval by the administration of the sports club and the trainers of the club proceeded for the secure and unobstructed arrival and training of students.

The suggested activities were on a theoretical approach:

- Briefing a) on the Olympic sport of sailing, b) on the development of this sport in our country
- Basic requirements and characteristics of training
- Demonstration by athletes of the club
- Conversation with the athletes and the coaches on issues related to the sport (training, regulations, choice of athletes, qualifications, etc.)
- Division in teams for the organization of training

The practice of this sport took place in training sites and in boats. The active participation of children in activities organized by the coaches/trainers included preparation of the boat, naming of the parts of the boat etc. For the purpose of this program OPTIMIST class boats or offshore boats were used, depending on each child's choice. Finally, those who were interested in being involved on a competitive level were given the telephone numbers of the clubs, addresses to ask for information etc.

In general, in this type of activities it is important for the students before their arrival at the training sites to have prepared themselves at home or at school so as to have some basic knowledge on the sport of sailing. It is equally important to encourage the participation of all the children and motivate them to participate in the practical part.

#### **4.2. DESCRIPTION OF THE EXISTING SAILING EDUCATIONAL PROGRAM**

*Promoting Olympic Values through an Olympian athlete and her sport in her local place of Kallithea City*

In the text below we will describe an educational program that the Sports Club of Kallithea Municipality applied for the first time for the sport of sailing in cooperation with the bronze Olympic medalist Sofia Papadopoulou (citizen of Kallithea). This program was implemented during January – February, three times per week after school and it was provided free of charge to the citizens of Kallithea. Fifty children participated and the duration of the class was one hour. The program's goal was to familiarize the children with the sport of Sailing and its basic characteristics through simulation and game outside the sea. The program's goal was that the children would learn some basic techniques to proceed to the next phase of learning in the water (that will take place during the summer camp that is organized every year and lasts two weeks).

In detail, the program included:

1<sup>st</sup> week

- Introduction of the children to the sport of sailing through videos, pictures and display of the boat on which they will be trained.

- Characteristics of the sport the children should know (i.e. the wind and the sea are the energy sources for the boat to move)
- Learning of the names of 10 parts of the boat.
- Team games for the names of the parts of the boat.
- Learning to tie a knot (see table 10)
- By the end of the class, the children form teams with a chief and knots competition.
- Acknowledgement of the winners and encouragement of the defeated.

The goal of all these exercises was that the chief of each team should try to coordinate his/her team, to make them all work as a team, to respect the effort of those who do not made it and to encourage them to try harder, to play and to claim the victory fairly from the rest of the teams.

#### 2<sup>nd</sup> week

- Repetition of the knot and the names through games
- Projection of a video from the Olympic Games and small description of the importance of their organization
- Identification of several Greek Olympic winners from different sports through Internet
- Projection of a video from the medal ceremony of the bronze Olympic medal of Sofia Papadopoulou from Beijing 2008
- Live contact with the medal

#### 3<sup>rd</sup> week

- Teaching of the wind rose and display of the wind directions while playing with cones
- Teaching of a knot (square knot) and competition between the teams
- Projection of a video with various moves with the boat they will be trained

#### 4<sup>th</sup> week

- Teaching of various sails of the boat with the help of the winds and display close to the dock
- Projection of a video
- Repetition of the knots and the winds through a competition

#### 5<sup>th</sup> week

- Training and teaching of the skills and the moves inside the boat
- Introduction to the basic rules of sailing through projection of a video

6<sup>th</sup> week

- Competitive game of all the knots, the winds, the terminology and the characteristic moves of the boat
- Reward and distribution of gifts to the winners
- Signage of autographs by the Olympic medalist

Upon completion of the program, the children completed the questionnaire that the Olympic medalist had prepared and it concerned the mood of the children after attending the educational program.

The results of the research are stated in chapter 3.

#### **4.3. DESCRIPTION OF A PILOT SAILING SPORT EDUCATIONAL PROJECT BY THE AUTHOR**

*“Sailing Brave” in Greek elementary schools*

Since the author participate as an Olympic medalist and she is the Special Secretary of the Board of the Association of Hellenic Olympic Winners that organizes various sport, cultural, educational events in schools, sport clubs and social institutions, the idea came up to create an educational sport program through my sport in order to promote sports to the youth.

The educational program aims at children 7-12 years old. I believe that the innovation to teach sailing with a simulator will be a source of inspiration that will turn children towards sports and essentially will get them to be acquainted with the unknown for many Greeks sport of sailing and maybe start practicing it.

It should be noted that there has been a research regarding the number of countries that use the simulator (see table.11) in order to demonstrate practical lessons in schools.

A simulator combines perfectly with the didactic project for promoting sailing and a healthy, correct approach to the sea in all of the schools. It is a training course dedicated to students and teachers with an original and fun learning process. A chance

to teach methodology, training, team work and respect for the environment. An investment that ensures a Sailing school more activity, more courses and short term returns on investments. It is the perfect tool for promoting sailing in the schools.

It has to be mentioned that the sailing simulator is used for educational purposes at schools in Italy and France. Two simulators have been placed by the French Sailing Federation at “LA CITE DE LA VOILE” (The Sailing city) in an area called Lorient in France and are used by young students. Monte Carlo, Switzerland, England, Netherlands, Germany, Sweden, Finland, Turkey, Russia and America also use them. It should be noted that the simulator is carried with a road trailer so all schools in Greece will be able to see it if they ask for it.<sup>52</sup>

The plan is based on the key characteristics of sport activity in childhood. The children, during the first 2 years of their attendance in elementary school<sup>53</sup>:

- Are very energetic
- Feel the need to satisfy their thirst for action

The above elements make it more difficult for them to remain focused on one activity for a long time.

Key characteristics of the motor development of children during the first school years are:

- Fast assimilation of handling skills
- Assimilation of moves that relate to the use of simple tools
- Learning of different manual works
- Learning to draw, write, etc.
- Perfection of skills through shifting
- Perfection of moves from different sports

The goal of sport activity in childhood is a child’s need for success to be equally important and the physical educators should not just satisfy this need, but also challenge it at all time. The success of the program’s trainers is to give them the stimulation of the positive motivation so that the children will continue their regular

---

<sup>52</sup> Regained from website. Personal information from the sailing maker company/  
<http://www.sailingmaker.com/sailing-maker-school-eng.html>.

<sup>53</sup> Zounxia Katerina, (2000).“Physical Education at primary school, to the “lifelong” pursuit”. Athens.

sport activity. Elder Hubbard, an American writer, publisher, artist and philosopher in one of his poems mentioned: *“If I succeed in passing you an idea you may remember it or you may not. If I manage to make you think of an idea by yourself, then I have definitely added “something” to your mind.”*<sup>54</sup>

The goals of the educational programs are:

- To encourage the youth to practice sports
- To play according to the rules of each sport
- To teach the children to obey the rules for the good of the team
- To confirm fair play
- To learn that defeat is something minor
- To develop codes of conduct
- To promote the “fair play” and the proper sporting behavior
- To learn to respect others’ rights
- To learn to compete in healthy conditions
- To encourage schools, unions and clubs to promote these codes

“Sport is an opportunity for socialization and education”.

The role of the pleasant experiences is very important. The exercises that become harder progressively tend to provoke children’s curiosity. The lesson has to be organized in such a way so there is no standardization, monotony, lack of or too much work for the children. The atmosphere during the lesson has to be pleasant and friendly. The student must feel safe because he/she relies on the teacher’s assistance. We will rely on the “positive educational environment” (Wall& Murray 1990, pg.33).<sup>55</sup>

Additionally, through the goal “lifelong exercise for health” the aim is to have

---

54 Regained from the website: [https://archive.org/stream/SelectedWritingsOfElbertHubbard1922-Volume5-TheElect/SelectedWritingsOfElbertHubbard\\_TheElect\\_V5\\_1922\\_djvu.txt](https://archive.org/stream/SelectedWritingsOfElbertHubbard1922-Volume5-TheElect/SelectedWritingsOfElbertHubbard_TheElect_V5_1922_djvu.txt)

55 Regained from the website:  
<https://eclass.uoa.gr/modules/document/file.php/PHED153/ΔΙΑΛΕΞΕΙΣ%20/ΔΙΑΛΕΞΕΙΣ%20ΜΑΘΗΜΑΤΟΣ%20%22ΑΘΛΗΤΙΚΗ%20ΠΑΙΔΑΓΩΓΙΚΗ%20%26%20ΠΡΑΚΤΙΚΗ%20ΑΣΚΗΣΗ%20ΣΤΗΝ%20Α//ΘΜΙΑ%20ΕΚΠΑΙΔΕΥΣΗ%22%202016-17/3.%20Σκοποί%20και%20στόχοι%20της%20Φυσικής%20Αγωγής.pdf>



students participate in any form of exercise, during their school years, but mainly after their graduation from school and for the rest of their lives in order to improve their mental and physical health. As shown in table 2, in order for Physical Education to influence the behavior of students after their graduation, it must be linked with the improvement of health through exercise and with the best utilization of free time again through exercise. It is important to pursue the goal “lifetime exercise for health” in the Physical Education programs. (see table.12)

Methods and the teaching style that we will use in the program will be:

- Total-Partial-Total Method of practice
- Style A: command
- The goal is to have an immediate reaction to stimulation or a command. The execution is accurate and immediate aiming at copying a model.
- Style Z: guided discovery
  - The trainer / Olympic winner submits the question or the problem to which there is only one correct answer. The students try to uncover the solution.<sup>56</sup>

Nevertheless, which theoretical approach will we use for the children in order to intrigue them so as to follow the program?

- Briefing the children through a fairytale or a short story about the Olympic sport of sailing.
- Questions and answers (cards) related to what they will hear in theory, for example:
  - Symbol of the sport at the Olympic Games
  - The number of Greek Olympic winners in sailing
  - The Olympic categories to be included at the Rio 2016 Olympic Games (presentation with photos or video) or other Olympiads
  - Names of the boat parts
  - Olympic routes of the sailing area
  - Demonstration of the basic skills by the Olympic medalists sailing

---

<sup>56</sup> Ministry of education. “Physical educator book”, ISBN: 960-06-1890-9. : 11-12.

athlete / trainer of the program

- Division of the students into teams with their own name for the organization of the practice in the form of games

The program can be applied through the Ministry of Education, the General Secretariat of Sports, the Hellenic Olympic Committee or the National Olympic Academy of Greece in school yards, sports clubs, sports centers and city squares, in institutions, open-closed stadiums, theaters and anywhere else that it will be required.

More specifically, the idea is to organize a three - day course for schools at the installations of the Hellenic Olympic Committee in Ancient Olympia that will briefly include:

- Briefing and demonstration of sailing skills of the Olympic sport of sailing
- Practice for the sport of Sailing with a simulator and the category “Optimist”
- Games that help you understand the basic skills of the sport
- Visit to the nearby sailing Club
- Demonstration by the Club’s athletes and children’s participation in sailing activities

Upon completion of the activity, the program aims that the elementary school children:

- Will be familiar with the Olympic sport of sailing
- Will have gained a basic experience in relation to the sport
- Will know the possibilities that are offered in their region for regular participation, for recreation or in organized sports clubs

The goals of the program are:

- To stimulate the interest of children aged 7-12 for the sailing events
- To reduce the fear of the “unknown” in the world of sailing for the children and the parents due to the lack of information regarding the sport
- To teach the children the first steps of sailing, before they begin to practice it in real conditions
- To create a team spirit, cooperation, development of skills and contact with

nature

- To teach them the art of sailing in the water using the wind through the use of a simulator as well as practice in real conditions
- To develop their skills and make them fit
- To help them understand and apply the basic tactics of the sport
- To guide them to participate in the appropriate level according to their age
- To teach them responsible leadership
- To teach them to cooperate with others with the common goal to develop the skill to make the right decision in sport issues
- To motivate them to volunteer when somebody needs their help

The most important goal of all, nevertheless, is to familiarize the students with the sport of Sailing.

The children's practice, that the trainers/sailors Olympic winners of the program will organize, will include the basic teaching of the following:

- Parts of the boat
- Wind rose
- Nautical knots
- Testing and application of basic sailing skills through a simulator and type of boat "Optimist"; this boat is used for the initial training of athletes
- Games

Beyond the goals and the aims of this program, the readers of this thesis must understand the philosophy of Sailing. Sailing is one of the most exciting and most beautiful sports, because it combines the charm of the sea with the mental and physical skills of the athlete. One cannot find in any other sport the sense of freedom that sailing gives. Sailing is a process with no age, no limits that allows us to discover our limits. It is a process of "lifelong learning" for the children.

The ways and one of the benefits of learning through a simulator is that it takes place with various kinds of small educational boats; we will use the so-called "OPTIMIST" which is usually 2,30m. long, 1,13m. wide, weights 35 kg and the surface of its sail is

3,60m<sup>2</sup>.

The simulation in land does not aim at substituting the practical training in water, but constitutes a valid and contemporary teaching support tool for all trainers as well as for yachting and sports clubs and classes of sport programs in Municipalities that vigorously promote the teaching of the sport of Sailing. Without experiencing adverse circumstances (heat, cold, rain), children may learn the basic movements more easily. It is introduced at schools with a dynamic and entertaining approach. It reduces the fear, the uncertainty that relates with the imbalances of the boat in the water. One important benefit of the exercises with the boat is for instance learning the technique of “tack /reach”, the so-called passing of the body from one side to the other that makes the communication between the trainer and the trainee easier. The student is closely watched for the right positions, posture and movement of the body and it is very useful in the preparatory exercises for the sports training of the student.

Training with a simulator may be used with older children from 13-18 years old as well as with adults.

The analytical curriculum for teaching the sport to young children will be now presented.

Which are the needs of the program?

We will need 2 assistant coaches or volunteers from the Faculty of Physical Education of the University of Athens for the practice of the undergraduate students who specialize in sailing and will be trained by the Olympic medalist-trainer of the program.

The duration of the daily program will be 45-60 minutes.

### ***Day 1***

#### *History of Sailing*

- Narration of the history of the Olympic sport
- Introduction to the boat “Optimist”
- Learning 10 basic names of the boat’s parts
- Learning the Olympic route on a board
- Division of the children in groups with the names of Olympic categories

- Learning basic nautical knots (figure 8 and square knot)
- Demonstration of basic principles and safety rules before entering the boat
- Demonstration of basic skills by the Olympic medalist-trainer of the program with the boat on the simulator
- Game with cards and point system for the winner teams according to the existent sailing grading system

Grades will be posted on a notice board separately for each day.

I would like to mention in detail the basic principles of sailing:

- Sailing is a sport that always has to teach us new things no matter how old we are
- We need to respect the sea, but not be afraid of it
- Always wear our life jacket and be equipped with suitable clothing (glasses, hats, sunscreen and isothermal clothes)
- We are not competing for the cup, but for the game
- We do not need referees/judges, because we control ourselves
- We will win in the sport of sailing with lots of training and attention, while sailing will gain all our love from the very beginning

#### *Safety rules*

- Children should be good swimmers
- Children should not be afraid of the sea
- Children must always wear life jackets
- Children should always inform their coach or co-athlete when they leave the port
- Children must have health certificates

#### *Game “Discover the hidden sailing treasures”*

The children, divided into groups will:

- Tie the ropes to the sail and the boat so as to familiarize themselves with the real mast and spars of the boat

- Answer questions that will be given to all the teams and try to stick the respective sticky papers to the correct boat's fittings
- Increase the communication among them and create a team spirit, collecting points that will be respective to the grading of the sport
- Finally, they will have at their disposal material and to make nautical knots within a reasonable time limit

The winner team will be announced on the board, after the total grading of the day's activities.

## ***Day 2***

*Demonstration of the program by the trainer-Olympic medalist*

*Body posture on the boat*

- We are friends with our boat, but not with the sail
- For this reason we always sit facing the sail
- In this way we manage to always have the boat straight
- Our body is always facing the sail and our head looks ahead (the bow)
- We must always look where we want to go
- We should always foresee what we want to do

*Wind rose*

We teach children the names of the winds with the sailing terms. That is:

- North wind or Tramountana
- South wind or Ostria
- West wind or Pounentis
- East wind or Levantis

*Nautical Terminology*

We teach children, with drawings on the board or visually on the boat, what is:

- Stretching the sheet (central rope of the sail)
- Losing the sheet

- *Luff/head to wind*: when we hold the tiller and we want to turn the bow of the boat towards the direction of the wind
- *Bear away/fall off*: when we hold the tiller and we want to turn the bow away from the direction of the wind
- *Windward side*: the direction the wind comes towards our sail
- *Leeward*: the direction the wind is hidden behind our sail

*Navigable:*

*We teach the children what does “sail” means. Sail is the direction of the boat in relation to the wind. Some of the basic sails are:*

- Sail with wind abeam
- Sail close-hauled
- Sail off the wind

*Game “Look for the wind”*

- By trying to find the direction of the winds they should be at the right place when the trainer-Olympic medalist will ask them
- The game is related to various directions and the orientation the children should have in their lives in general, but also in particular those who will be engaged in sailing
- The children are divided in teams and each child has his/her own number and is placed in the team he/she belongs to
- The aim of each child and of their team as well is to be found at the right place, listening to the various wind names
- The winner teams (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>) will have the opportunity the following day to enter first the boat that will be on the simulator

***Day 3***

*Learning basic technical skills*

Children learn:

- How to turn inside the boat:

- There are 2 ways:
  - Head to wind, doing “tack”
  - Bear away, doing “gybe”

The trainers will teach children the technique of “tack” inside the boat and then every child will try to perform this movement under the trainers’ guidance.

*Preparatory exercises for the first time in the boat*

Children will be divided into teams and a rope will be placed at a suitable height so that children pass below it without touching it, using a special technique that we will show them. In this way, they will start thinking about natural obstacles (boom of the boat during tack and gybe), while performing the technique inside the boat.

*Learning the basic technique – going out on a trapeze*

Children learn how to balance with their weight the pressure that is exercised by the wind force on the sail, using their legs that are placed within special straps to drop their weight to the back.

*Game “Become captain Odysseus of your boat”*

Children of elementary school:

- Draw and dream about their personal sailing boat
- Are divided in teams and we ask them to discover hidden sailing fittings in the order they are mentioned on the board
- During the process of discovering the fittings they should understand that in order to finish they should have collected all the fittings in the right order
- The aim is to discover the right route that takes place during the process of a specific Olympic route that has been taught since day 1
- The winner team will be the one that will perform the course correctly
- At the end of the game the children will write down their impressions regarding their experience
- When we are handed in the drawings of the children, we give them the relevant souvenir



Referees/judges and instructors will be the trainers of the program.

*“Sailing should be for the children a journey to the unknown, a journey full of colors and emotions”.*

A common program was with the special school of blind students in the Municipality of Kallithea. The program started with visits to their schools, talking about the sport of sailing, her philosophy and how they could learn some basics techniques about this sport. We used exercises with some materials of our sailing boat to learn knots, one day they came to visit us in our training area, where they had the chance to touch our boat and try to figure out what materials our sails were made from. The experience was for both unique sides and we will continue with new creative activities from the new school year. (see table 13)

For the implementation of this program we need financial aid from various governmental institutions, which will have to support the efforts of any Olympic medalist who wants to offer his/her knowledge and experiences to the Greek youth.

## **CHAPTER 5**

### **CONCLUSION**

We can observe that without active living it is impossible to achieve the aims of the Olympic ideals and without the application of moral principles it is impossible to live according to the spirit of the Olympic ideals. Of course, there are a number of hurdles to overcome for active living with physical activities and enhanced health behavior, particularly considering the increasing “obesity epidemic” in the young society. Recreational and competitive sports do contain concurrent threats to moral behavior in sports and daily life. But if parents, teachers, coaches, sportsmen and sportswomen, volunteers and politicians continue to ignore the battle against these physical, social and moral threats, then the future of the Olympic Values and education in the Olympic spirit will become a historical ideology.

Nevertheless, the growing attention to Olympic Values in teaching and learning over the past years, and the ongoing promotion of Olympic Education on local, regional, national and international levels in many countries, including Greece, do seem to be leading us to a new revival of the traditional Olympic message and the vision that the founder of Olympism Pierre de Coubertin, strived for.

The most important hypothesis in sport education is for a child to be initiated into sports at a young age. That way, the child will start practicing sports. Consequently, the child adopts a positive attitude towards physical education. In a way, though, that hypothesis is correct, since it involves the forming of an attitude towards physical exercise and not the morals of sport.

In moral issues, the Physical Education teachers and generally everybody involved with sports resort to wish lists and sermons and not in an educational action with clear goals and methods. Consequently, the Olympic – Sport Education is a new perspective of the sport education. The opinion that Olympic – Sport Education can be part of a general education is based on the view that the issues of morality are family or religion issues and that it should be addressed mainly to children and teenagers.

Olympic Education already constitutes the basis of social education in many countries around the world. Its aim is to achieve the harmonious development of the body, the

soul and spirit, as stated in the IOC Olympic Charter (Olympic Charter, 1994, pg.10). The organization of games and events in the framework of Physical Education that highlight the Olympic spirit is very important through the practice in various sports and other physical activities.

Thus, with the sailing educational program that we implemented in the elementary schools of the Municipality of Kallithea, we tried to materialize and promote one of the afore-mentioned practices and we believe that it influenced positively the participation of children regarding their way of thinking about sports through the Olympic Values.

The children must know the general impact of exercise and its huge, priceless benefits to the human organism. All the children have surely heard that the exercise is necessary, but they do not know why and we must be ready either as Physical Education teachers or as coaches or Olympic winners to answer their essential questions and to cover the queries to their understandable gaps.

The sport spirit, the passion for offer, the communication, the cooperation, the dignity, and the moral are things one can cultivate. As educators we can pass to the children messages of humanism, optimism, courage and faith in life. We can show them through our actions that there is another world bright and happy, a world full of joy and creativity.

We believe that the creative activity of children is increased and it becomes more popular worldwide when we organize sport educational programs through Olympic Values. The most important element that we should gain from the educational programs is the feedback of the children and we have to investigate it in order to have the possibility to come up with new ideas and proposals in order to develop and enrich these programs and raise the educational level of the children during their training.

We believe that the value of the “joy of effort” is one of the most important values. Children from ages 6-9 in boys and 6-8 in girls need to participate in a variety of well-structured activities that develop basic skills. However, programs and activities need to maintain a focus on fun approach. To have success in the fun approach we need to give more instructions and more knowledge to the teachers, leaders and coaches to create more recreational sport programs.

Children at the age of 6 to 9 cannot specialize in a single sport. Nevertheless, they can

select one preferred sport and take part in it once or twice a week. We believe that they should take part in other sports or activities at least 3 to 4 times per week. They need to try as many different activities as possible. Parents at this stage need to get more information through school meetings or any other meeting relevant to this subject.

Nevertheless, there is another side that we should take into consideration regarding the development of the physical education and the educational programs through the Olympic Values in our country; the education in the collective subconscious mind and the ideology of its educational system. The common phrase “everything depends on education” that is part of the motto of our Ministry of Education, claims that the education has the responsibility to deal with all the negative social phenomena. We believe that there is a common concept regarding the role of education that is reproduced from all the cooperating institutions, the politicians, the educators, the Olympic winners, the parents, the media, the social media and the politics.

The political leadership of our country has to understand that they should direct the school to a different form, not so conservative but on the contrary more creative, adaptive to the changing conditions due to the economic crisis that tortures our country this period of time and the relief of the different pressures. I agree with the opinion of Dimitrios Poulis that says, “the school ideology has to be an ideology of change; to focus on the individual with the view of social.”<sup>57</sup>

Education is what survives when what has been learnt has been forgotten (B.F.Skinner, 1964, pg.484). It would be valuable to start a new research in the future regarding the Greek Paralympic winners in order to examine the interest, the importance and the interaction of their role in the Greek society.

The author deeply understanding the great importance for the state functions that the phenomenon of physical education proves, within the sequence of education generally, she led her master thesis in a particular orbit. She assumes that a well-composed science of Physical Education needs to be in constant dialectics with the following sciences:

---

57 Ministry of Education and Religions, National education council, Council 1<sup>st</sup> and 2<sup>nd</sup> education – S.P.D.E., (2009). Practical records of 14<sup>th</sup> (20<sup>th</sup>) of S.P.D.E.: 47-48

- Philosophy
- Ethics
- Educational psychology
- Sociology
- Educational biology

Also,

- Economic science
- Management science
- Legal science

According to these convictions, the writer worked and tried to enlighten her study.

## BIBLIOGRAPHY

Athanasios Papaioannou, G. T., Goudas Marios (2003). "*For a better physical education*". Thessaloniki, Versions Xristodoulidis: 17-18,25-27,143-145,165-166.

Binder Deanna L. (2005). "*Teaching Olympism in schools: Olympic Education as a focus on values education: university lectures on the Olympics*". Bellaterra: Centre d'Estudis Olímpics (UAB). International Chair in Olympism (IOC-UAB) <<http://olympicstudies.uab.es/lectures/web/pdf/binder.pdf>

Binder, Deanna L. (2011). "*Olympism: The Pedagogy of an educational philosophy*". Ancient Olympia Unpublished lecture for the Master's Degree Program in Olympic Studies, International Olympic Academy: 1-22.

Bradbury, T. (2000). "*Athletes doing it for themselves: Self-Coaching Strategies of New Zealand Olympians*". Zone of Excellence - Massey University at Albany, New Zealand <http://www.zoneofexcellence.com>

Costas B, (1997). "*Living the dream*". 1996 Olympic gold medal winner for women's softball, D.R. W. D. Yaeger. New York: 134-164.

Department of the National Education Association, (1963). "*American Association for Health, Physical Education, and Recreation*": 7-11, 101-106.

Diggelidis Nikolaos, Theodorakis Ioannis, Zetou Eleni, Dimas Ioannis, "*Physical Education of fifth and six classes in Primary school,*" *The book for Educator*". Athens, Ministry of Education / Pedagogical Institute, Agency Publications Textbooks: 11-13.

Diggelidis Nikolaos, T. I., Zetou Eleni, Dimas Ioannis (2006). "*Physical education of fifth and sixth class of elementary school*"(in Greek). Modern versions A.E., Athens. : 10-12.

Farantos D. G. (2004). "*Introduction to Olympic education*", U-RU-PI-JA-JO-Olympia – Athens (1896-2004), Zacharopoulos S.T., Athens, pg.23 (in Greek).

Frank Wachowiak& Theodore Ramsay. (1973)."*Teaching physical education in*

*elementary schools*". W.B. Saunders Company.

Georgiadis K., (2001). HOC (ed.): Report on the I.O.A.'s special sessions and seminars. : 506 – 523. Ancient Olympia.

Georgiadis K., (2007). Proceedings. "*1st International session for Olympic medalists*". : 23- 41. Ancient Olympia.

Giannakis, V.T. (2002). "*Zappies& modern Olympiads*". Athens. : 746-749.

Heald Gillian, (2012). "*Olympic education in New Zealand*". I.O.A, 11th Joint International Session for Presidents or Directors of National Olympic Academies and officials of National Olympic Committees, Ancient Olympia. : 209-212.

Hellenic Olympic Committee, (2012). "*Great moments of 2012*". Annual edition. : 52-57

Hellenic Olympic Winners Association and National Sport Association of Kallipateira Women, (2013). (Press Release)

Horn A., (2013). "*Pedagogic of sports in the different categories of sports*". Olympia.

Hunt Jeremy. "*Creating a sporting habit for life .A new Youth sport strategy*". Media and Sport Department for culture. England. (Government document)

Institution of Olympic and Sport Education, "*Guide for Olympic and sport education*" for educators.

I.O.A., (1987). "*Report of the twenty-seventh session*". Ancient Olympia: 37-85.

I.O.A., (2009). "*The Propagation of the Olympic idea by the Olympic medalists*". International session for Olympic medalists. I. H. D. Assoc. Prof. Konstantinos Georgiadis Ancient Olympia, IOA & IOC: 91-120.

I.O.A., (2009). "*Youth Olympic Games: children and sport*". 8th International session for educators and officials of higher institutes of physical education. Ancient Olympia, IOA & IOC: 143-146, 195-198.

I.O.A., (2010). "*The social and professional role of athletes during and after elite competition*". 2nd International session for Olympic medalists. I. H. D. Assoc. Prof. Konstantinos Georgiadis. Ancient Olympia, IOA&IOC: 61-66.

I.O.A., (2012). “*Communication methods of Olympic values by Olympian role models*”. 3rd International session for Olympic medalists. I. H. D. Prof. Konstantinos Georgiadis. Ancient Olympia, IOA & IOC: 40-58.

I.O.A., (2013). “*Steps forward*”. Journal 03 of IOA, ISSN: 2241-3618. :70-75

I.O.A., (2014). “*Developing Olympic Education*”. Journal 06 of IOA, ISSN: 2241-3618. : 72-75

I.O.A., (2015). “*Renewing the Olympic Movement: Olympic Agenda 2020*”. Journal 08 of IOA, ISSN: 2241-3618. : 89-93

I.O.A., (2016). “*Olympic Movement and environmental protection*”, Journal 09 of IOA, ISSN: 2241-3618. : 70-75

I.O.C., (1995). “*Keep the spirit alive. You and the Olympic Games*”. Binder Deanna, IOC Commission for the International Olympic Academy and Olympic Education, ISBN: 0-9699937-0-6.

IOC, (1998). “*Sport administration manual*”. Lausanne, Switzerland: 135-165.

I. O.C, (2000). “*Pierre de Coubertin 1863-1937- “Olympism*”. Norbet Muller, Selected Writings. Lausanne.

IOC, (2002). “*The legacy of the Olympic Games 1984-2000*”. Miquel de Moragas, Christopher Kennett, Nuria Puig, Olympic Legacy -Olympic Games- International Symposium, Lausanne: 375-379.

IOC, “*Keep the spirit alive, you and the Olympics*”: 8-63.

I.O.C., (2015). “*Olympic Values: The Value of Excellence as an Educational Tool*”. Konstantinos Georgiadis, IOC, 13<sup>th</sup> International session for directors of National Olympic Academies, Athens: 228-231, ISBN: 978-960-9454-35-3.

Lea &Febiger, (1983). “*Comparative Physical Education and Sport*”. Philadelphia, USA: 9-57.

Lionarakis A., (2000). “*Olympic and Physical Education*” (in Greek), Propobos: 34-35, 52-53, 68-69, and 76-77.



Lioumpi P., (2012). "*Olympic education-teaching methods*". Master program notes. Ancient Olympia.

Local Government Data Unit – Wales, (2009). "*A guide to ....Questionnaire Design*". www.dataunitwales.gov.uk, ISBN: 978-1-907073-02-1: 1-25.

McNamee, M. (2010). "*Sport, ethos and education. The ethics of sports*". Parry Jim, London and New York, Routledge Taylor& Francis Group: 316-323.

M.J. McNamee & S.J. Parry, (1998). "*Ethics and Sport*". 11, New Fetter Lane, London EC4P 4EE, Typeset in 10/12pt Platino, by Saxon Graphics Ltd, printed and bound in Great Britain by TJ International Ltd, Padstow, Cornwall: 119-132.

Mechikoff R.A & Estes S.G. , (2002). "*A history and philosophy of sport and physical education, " From ancient civilizations to the modern world"*". Mc. Grw- Hill, a business unit of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, NY 10020.

Ministry of Education and Religious, (2002). "*Three-day training seminar. For educators of Olympic education*", National Youth Institution -KEK/EIN: 82.

Ministry of Culture, sub-Ministry of Sports, (2003)." *The sport spirit*". Athens: 46-48.

Ministry of Education and Organizing Committee of Olympic Games "Athens 2004", (2001). Aggeliki Tseliou, "*Olympic education, from theory to practice*". Athens: 182.

Mitchell, E. D. (1971). "*A world history of physical education. Cultural, Philosophical, Comparative*". Second edition, New Jersey, Prentice-Hall, Inc., Englewood Cliffs. : 337-339.

Mountakis C., (2013). "*Curriculum development in Olympic education*". Part II. Olympia: 11,16-25.

NSW Department of Education and Training, (2002). "*Sharing the Spirit*". "*The involvement of school students in the 2000 Olympic and Paralympic Games*", Helen Brownlee, New South Wales Government Printing Service, Sydney: 60-62.

Organizing Committee of Athens 2004, (2001). "*From theory to practice*" (in Greek). Kioumourtzoglou Euthimis, Ministry of Education and Affairs: 182.

Organizing Committee of Olympic games Athens 2004, (2001). *“Olympic Games. References – approaches”*. Ministry of Education and Affairs, Athens: 390-391.

Papaioannou Athanasios, Lapidis Konstantinos, Sermpezis Vasileios, Mixolopoulou Maria, Pilianidis Theofilos, Karipidis Alexandros, Xristodoulidis Triantafillos, Kouli Olga, Milosis Dimitrios and Siskos Vasileios, (2008). *"The physical education, of third class of secondary school"* (in Greek). The teacher's book, Metexmio, Athens: 14.

Papaioannou A., Theodorakis Y., & Goudas M.1999. *‘For a better teaching of physical education’*, Salto Publications, 10, 211-237. Thessaloniki.

Platonov V.N. &Guskov S.J., (1997).*“Olympic sports”*. Kiev Olympic Literature: 298-302.

Prof.J.A.Ajala (2002).*“Designing content of the curriculum”*. " *Building Intra- and Interdisciplinary Connections for Education Students and Teachers*". 16 Ayoola Drive, New Bodija Extension, Ibadan, Nigeria, May Best Publications: 201-212.

Prof. Payne Warren, Dr. Reynolds Michael, Brown Sue, Fleming Ashley. *“Sports role models and their impact on participation in physical activity: a literature review”*. Vic Health: Health through sport program, School of Human Movement and Sport Sciences, University of Ballarat.

Qatar. O. A., *“Business plan projecting the Qatar national vision 2030”*.

Research, C. f. E. (2003). *“The Greek educational systems nap shot in numbers”* (in Greek). Athens. : 24-44.

Rogge J, (2012). *“Olympic Values and Ethics in Contemporary Society”*. Ghent University, Susan Brownell, Jim Parry, Belgium: 60-62.

Roland N, (2008). *“Olympic education”*. Oxford UK, Meyer & Meyer Sport: 98-153

The Greek Education system – Facts and Figures (2002), Educational research center, ISBN 960-541-108-3: 24-44.

The C.V. Mosby Company, (1972). *“Foundations of physical education”*. 6th edition. Charles A.Bucher, A.B., M.A, Ed.D, and Saint Louis: 117-186.

United Nations, “*Sport for Development and Peace: Towards Achieving the*”. (Report)

Xatzixaristos D., (2003). “*Modern system of physical education (from theory to practice)*” 1<sup>st</sup> volume (in Greek). Athens.

Zounxia K. (2000). “*Physical education in elementary school, to the lifelong exercise*” (in Greek). Athens. ISBNN: 966-7133-06-0.

## **USEFUL SITES**

<http://inspiredm.com/the-history-of-social-media-infographic/>

<http://www.vlioras.gr/Philologia/Composition/Humanismus.htm>

[www.emprosnet.gr/emprosnet-archive/ebaae8d3-3519-4fd5-bd5c-3fde16b0a7e2](http://www.emprosnet.gr/emprosnet-archive/ebaae8d3-3519-4fd5-bd5c-3fde16b0a7e2)

[blogs.sch.gr/ailiadi/2012](http://blogs.sch.gr/ailiadi/2012)

<http://ioa.org.gr>

[http://ceo.uab.cat/download/binder\\_eng.pdf](http://ceo.uab.cat/download/binder_eng.pdf)

[http://www.teamgr.gr/index.php?option=com\\_kunena&func=view&catid=143&id=7290&Itemid=314](http://www.teamgr.gr/index.php?option=com_kunena&func=view&catid=143&id=7290&Itemid=314)

[http://www.palema.gr/eidiseis/pali/item/4224-stairoula-zigouri-o-athlitis-mos-den-](http://www.palema.gr/eidiseis/pali/item/4224-stairoula-zigouri-o-athlitis-mos-den-kostizei-)

[aksizei.html?fb\\_action\\_ids=497713187008334&fb\\_action\\_types=og.likes&fb\\_source=other\\_multiline&action\\_object\\_map={%22497713187008334%22%3A516339335080503}&action\\_type\\_map={%22497713187008334%22%3A%22og.likes%22}&action\\_ref\\_map=\[\]](http://www.palema.gr/eidiseis/pali/item/4224-stairoula-zigouri-o-athlitis-mos-den-kostizei-aksizei.html?fb_action_ids=497713187008334&fb_action_types=og.likes&fb_source=other_multiline&action_object_map={%22497713187008334%22%3A516339335080503}&action_type_map={%22497713187008334%22%3A%22og.likes%22}&action_ref_map=[])

[www.pi-schools.gr/programs/depps/index.htm](http://www.pi-schools.gr/programs/depps/index.htm)

<http://www.ioa.org.gr/wp-content/uploads/2016/09/young-participants-1978-37974-600-21.pdf>

<http://www.debate.org/opinions/are-professional-athletes-positive-role-models>

[www.123helpme.com/athletes-as-role-models-view.asp?id=152547](http://www.123helpme.com/athletes-as-role-models-view.asp?id=152547)

[www.studymode.com/essays/Athletes-As-Role-Models-1719942.html](http://www.studymode.com/essays/Athletes-As-Role-Models-1719942.html)

[www.citelighter.com/sports/sports/knowledgecards/athletes-as-role-models](http://www.citelighter.com/sports/sports/knowledgecards/athletes-as-role-models)

[http://ms.fs4b.wales.gov.uk/sub\\_sites/yes/content/projects/role\\_models.aspx](http://ms.fs4b.wales.gov.uk/sub_sites/yes/content/projects/role_models.aspx)

[www.orion.lib.teithe.gr/index.php?page=writing-example](http://www.orion.lib.teithe.gr/index.php?page=writing-example)

## **INTERVIEWS**

Olympians: George Andreadis, Voula Zygori

Physical Educators: Mrs. Eleni Symeonidou, Mrs. Alexandra Iosifidou, Mrs. Natassa Rabasa, Mrs. Katerina Tavoulari and Mr. Katsoulis Filippou

## **APPENDICES**

### **Appendix 1**

**Survey Questionnaire to identify the beliefs of Olympians for their role in the young society and their opinion on how they could promote physical activities in the young society.**

This survey questionnaire is part of my studies for my master program degree. Your input is valuable and I would greatly appreciate you taking 15-20 minutes to complete it as accurately as possible. Be assured that your input will be treated confidentially. Should you have any questions or queries regarding this survey questionnaire, please feel free to contact me at email [sofiagre7@hotmail.com](mailto:sofiagre7@hotmail.com).

## **PART A**

### **Demographic profile**

1. Age.....
2. Gender
  - a. Male
  - b. Female

### **Sport Background**

3. Sport.....

4. **Have you won any medal in Olympic Games**      **Yes/No**
- If yes, which medal did you win?**                      **Gold Silver Bronze**
- If not, which place did you end up?**  
     .....

**Educational experience**

5. **Do you have any bachelor degree / master degree or doctoral?**
- Yes/No**
- If yes, please specify.**  
     .....  
     .....  
     .....  
     .....  
     .....

**Professional experience**

6. **Employment status**
- a. **Permanent**      b. **Temporary**      c. **unemployed**

**PART B**

<b>Please indicate your agreement to the statements with a “X” using the following rating scale:</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly agree</b>

Q	Statement	1	2	3	4	5
7	It is your responsibility to act as a role model in the young society.					
8	You play an important role for the healthy development of the young society.					
9	You have the ability to teach to the young society the important role of physical activity through Olympic Values in their long life.					
10	Your federation has placed you in a proper position after your retirement to help young athletes.					
11	You help young athletes of your sport to prepare themselves better and achieve their goals.					
12	Participate in an educational program sponsored by the Government will help you improve your knowledge and skills for teaching the young society values of Physical and Olympic education.					

13. What kind of physical activity would you choose in order to pass the Olympic Values to the rest of the young of your society? Give an example.

.....

.....

.....

.....

**14. Do you believe you should participate after retirement in a training educational program of the Government that would give you the chance to be specialized in any direction of the below?**

- a) **as Physical Educator**
- b) **as Coach/trainer**
- c) **as Physiotherapist**
- d) **as Sport Manager**
- e) **as Psychologist**
- f) **as Nutritionist**
- g) **as Technical Assistant in their sport**
- h) **Other (please specify).....**

.....  
.....  
.....

**15. As a reward for your achievements and offer to the sports and after the successful participation in the recommended training educational program would you be interested to work for the Government in one of these specialties and offer your knowledge and experiences for a better physical activity life into young society?**

**Yes**

**/No**

**Thank you for your time and participation.**

## **Appendix 2**

**Survey Questionnaire to discover the interest of elementary school students in sports and around the Olympic Games, Olympians and Olympic Values**

This survey questionnaire is part of my studies for my master program degree. Your

input is valuable and I would greatly appreciate you taking 10 minutes to complete it as accurately as possible. Be assured that your input will be treated confidentially. Should you have any questions or queries regarding this survey questionnaire, please feel free to contact me at email [sofiagre7@hotmail.com](mailto:sofiagre7@hotmail.com) or call at 6936102182.

**PART A**

**Demographic profile**

1. Age.....
2. Gender
  - a. Male
  - b. Female
3. School class.....
4. Location residence.....

**PART B**

Please indicate your agreement to the statements with a “X” using the following rating scale:				
1	2	3	4	5
No interest	Low interest	Satisfactory interest	High interest	Very high interest

➤ The interest of elementary school students in sports						
Q	Statement	1	2	3	4	5
5	Would you be interested to get to know inside your school some sports and their specifications?					



6	Would you be interested in meeting athletes from any sport and discuss with them about their sport?					
7	Would you be interested to learn a sport and participate for fun in a game with your classmates?					
8	Would you be interested to learn about the daily training program of an athlete?					
➤ Knowledge about Olympic Games, Olympians, Olympic Values						
Q	Statement	1	2	3	4	5
9	Would you be interested to learn about Olympic Games?					
10	Would you be interested to meet an Olympian athlete?					
9	Would you be interested to learn what the meaning of Olympic Values in sports is?					
10	Would you be interested to ask an Olympian athlete which Olympic Values uses both in his/her sport career and life?					

**PART C**

11. Which male/female Olympic champion do you admire?.....

12. Which sport would you like to learn?.....

13. Write down a question when an Olympian athlete visits your school. What would be the most interesting thing you would like to learn from him/her?

.....  
.....  
.....

**14. Please record (3) Olympic sports that you would be interested to see Olympic athletes present in future visits at your school.**

1.  2.  3.
------------------------

**15. Would you like after this experience with Olympians to participate in any sport or physical activity and add one hour of your daily life program for it?**

**Yes/ No**

**Thank you for your time and participation**

**TABLES**

**Table 1. Positive educational environment**

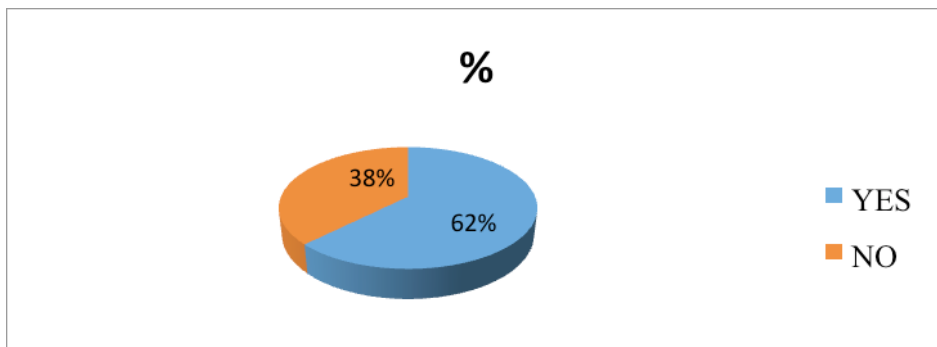


**Table 2. Approach in stating Olympic Values (Professor Georgiadis)**

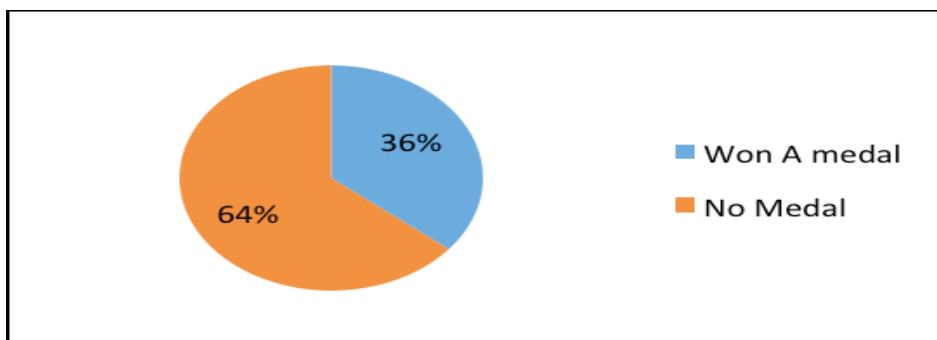
Personal	Social	Cultural	Global
Harmonious development of body and spirit	Friendship	Respect for cultural values	Coexistence of nations
Self-respect	Equality	Cross cultural exchanges between individual persons countries and continent	Respect for the environment
Participation	Respect for the other	Equal participation independent of race religion, sex, culture, and socioeconomic conditions	Patriotism

Voluntary services	Understanding		Internationalism
Self-discipline	Solidarity		Altruism
Self-respect	Brotherhood		Peace
Persistence	Fair play		Democracy in athletics
Attempt to succeed in achieving one's highest aims	Equality of opportunities		
Pursuit of excellence	Fellowship		
Wellbeing and health	Deontology		
	Mutual respect		

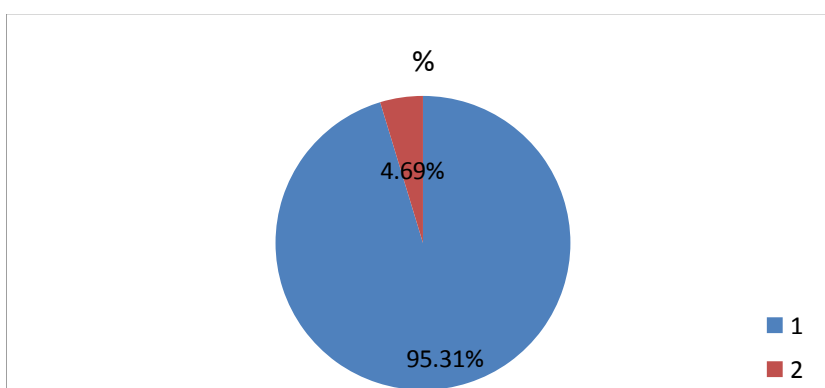
**Table 3. The percentage of Olympians who have any educational certificate**



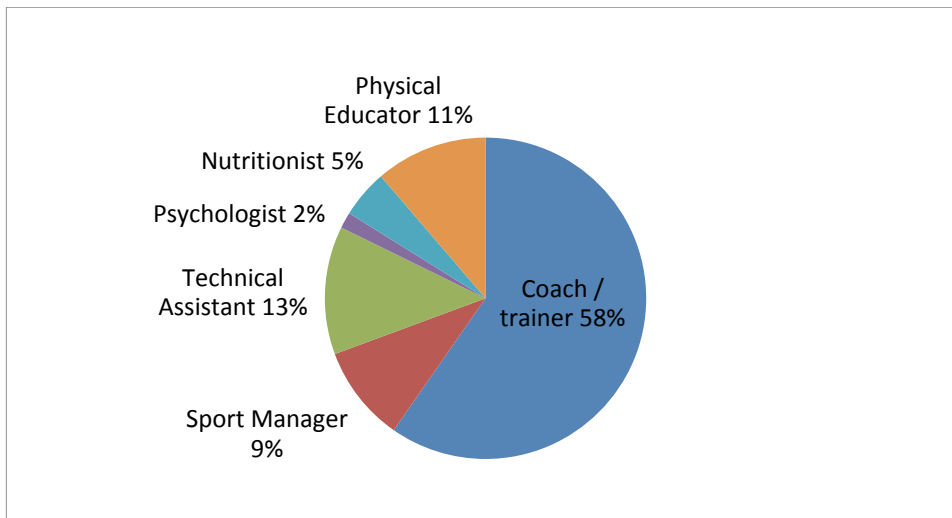
**Table 4. The percentage of Olympians who have won or not any medal**



**Table 5. The interest of Olympians for learning, educating, training and positioning them in various institutions of the State**



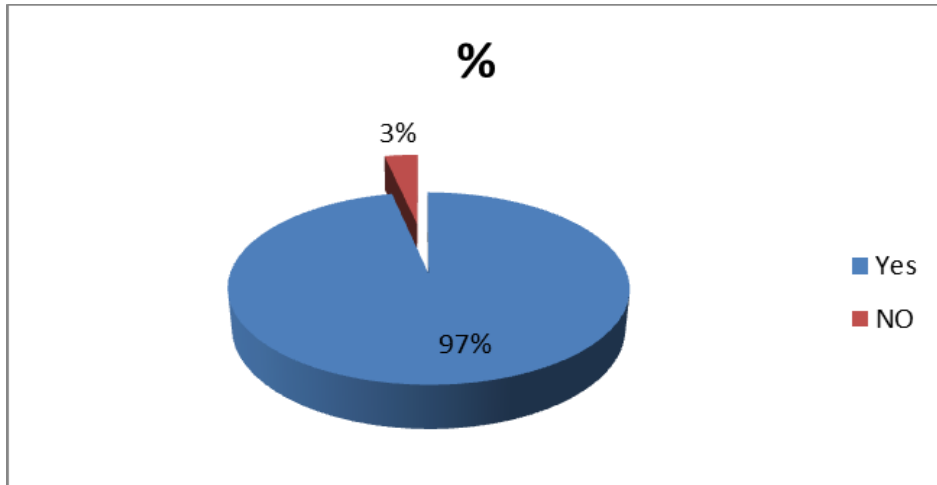
**Table 6. The most popular professional orientation of Olympians**



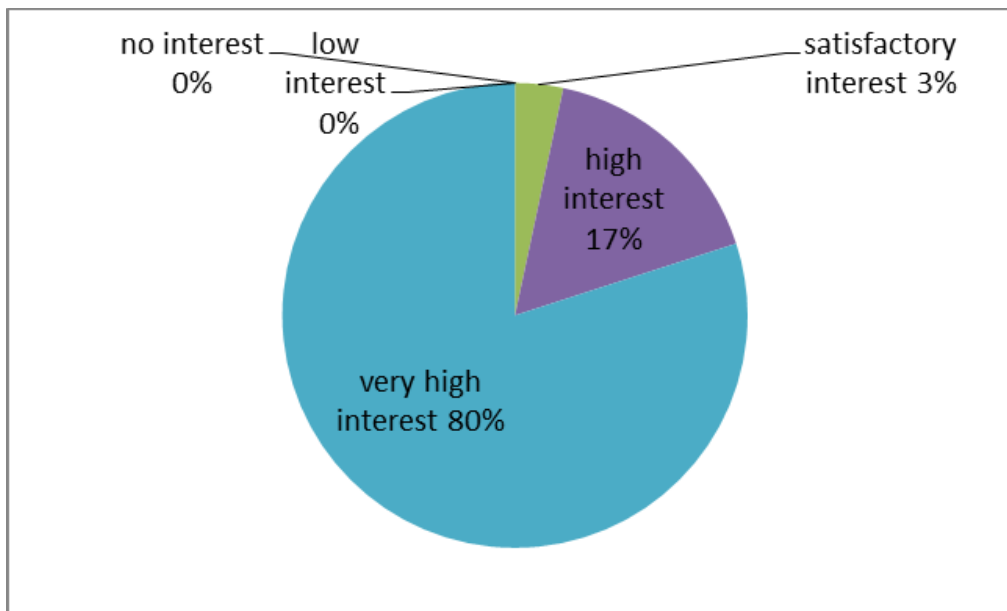
**Table 7. Sailing activities in Municipality of Kallithea**



**Table 8. The interest of students to add 1-hour physical activities after any sport experience with Olympian athletes**



**Table 9. The percentage of the interest of students to meet an Olympian athlete**



**Table 10. Activities of the sailing educational program (Olympian, Sofia Papadopoulou)**

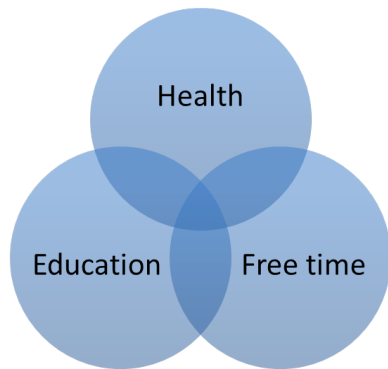


**Table 11. Sailing Simulator**





**Table 12. Three pillars of Physical Education by Bain (1988)**



**Table 13. Activities with Olympian and students of Special Blind School**

