

# OPTIMISING THE EDUCATIONAL POWER OF OLYMPIC SPORT IN DORSET: A LOCAL OLYMPIC EDUCATION TOOL KIT AND CULTURAL GUIDE

<b>D</b> <b>O</b> <b>R</b> <b>S</b> <b>E</b> <b>T</b>	Dorset pride (pride in schools, communities, and sports clubs)	<b>2</b> <b>0</b> <b>1</b> <b>2</b>	
	Olympic values & attitudes		
	Respect & understanding		
	Sportsmanship (participating & having fun)		
	Expressing yourself & embracing other cultures		
	Teamwork & fair play		

**“The most important thing in the Olympic Games is not to win but to take part. Just as the most important thing in life is not to triumph but to struggle.”**

**Baron Pierre de Coubertin**

**RICHARD SHIPWAY**

**(CHURCHILL FELLOW OF 2007)**

**WINSTON CHURCHILL MEMORIAL TRUST TRAVELLING FELLOWSHIP**

**FINAL REPORT – 20<sup>TH</sup> AUGUST 2007**

## EXECUTIVE SUMMARY

Fundamental to the understanding of the Olympic Movement, and the concept of 'Olympism', is its emphasis on education. The underlying aim of this fellowship was to investigate strategies that maximise the educational opportunities associated with the Olympic and Paralympic Games, recognising the education value of the Olympic Games, and to then apply those strategies within schools, sports clubs and community groups in Dorset in the Olympiad period prior to the 2012 Games. Through a diverse range of interviews with teachers, schools, volunteers, sports coaches, community leaders and sporting clubs in Sydney Australia during July and August 2007, the fellowship report identifies a series of potential initiatives to foster local involvement in potential education and cultural programmes associated with the 2012 Games, following the completion of the Beijing Games in 2008.

The Fellowship visit to Australia had four principal objectives. The first objective was to identify educational strategies that could potentially be applied to schools, sports clubs and community groups in Dorset. The second objective was to examine opportunities to encourage participation in sport as an educational situation in which these values can be developed, and to help young people develop values associated with the concept and qualities of both sport and the Olympic Games. The third objective was to provide the opportunity to use the power of sport in an educational setting that could engage the many young people in today's society who may not normally have an interest in sport or education and who often feel excluded and isolated within their own community or during their time in education. Finally, the fourth objective was to explore the potential that exists within the 'Cultural Programme' of the 2012 Games, and investigate how cultural events can be developed and delivered at a local level in Dorset.

The Fellowship report recommendations are based around the teaching of four core educational values identified as being closely related to the concept of Olympism – the joy of endeavour in physical activity, fair play, multiculturalism (international understanding), and being the best that you can be (pursuit of excellence). These four core educational values were at the heart of the London 2012 bid, submitted in Singapore in 2005, with an emphasis on the youth. Many of the Fellowship report recommendations will now be initially piloted in selected schools, colleges and higher education institutions in Dorset from January 2008 onwards. The Fellowship visit to Sydney illustrates that lessons can be learnt from the experience of previous Olympic Games, and can now be implemented for the London 2012 Games, in order to inspire the youth of Britain, using the unique power of sport. The Fellowship report highlights that the 2012 Games can not only act as a catalyst for sports development throughout Britain, but also, through education, assist with other government cross cutting agendas such as tackling crime, anti social behaviour, developing healthy and active communities, improving educational attainment, and combating barriers to participation in sport and physical activity.

The fellowship report suggests that the inclusion of diverse educational and cultural activities and initiatives similar to those used in Sydney 2000, delivered in association with sport, will also help facilitate a range of wider education and community benefits including cultural learning, citizenship, community creativity, key life skills, physical development, improved health, and sporting success. Following consultation with key sport and education officials and community leaders in Sydney and Melbourne during July and August 2007, a series of Olympic-related suggestions follow under the title of the *D.O.R.S.E.T. 2012 Olympic Education & Cultural Programme*, advocating the need for the production of a local education and cultural pack to meet local needs. This project is the first step in this process. Much of the material for this report has been adapted from initiatives based on the Australian context, and developed by the Australian Olympic Committee (AOC), through their Olympic education programme. In passing, this project also draws inspiration from educational material used by the BOA and London 2012 at a national level. This project aims to take the best of these varied initiatives for implementation at a local, developed level within Dorset.

The first three objectives of this project are predominantly addressed through the delivery of a 'Dorset 2012 Olympic Day', held annually across the county, with the school being the central

agent of delivery. This involves student involvement in the organisation, managing, and participation in the planning and implementation of the Dorset 2012 Olympic Day. Linked to this is a programme of additional educational initiatives, such as the 'Dorset 2012 Pierre de Coubertin Awards' within Dorset schools, designed to emphasise participation and commendable sporting behaviour consistent with the Olympic Movement. The fourth and final objective of this project is achieved through the organisation of an extensive Cultural programme for the 2012 Games, that fosters local involvement across a range of arts, music and cultural events that aim to embrace the wider community in Olympic developments. The suggested local projects are adapted from several general legacy strategies and are entitled 'The Dorset Cultural 12 for 2012'. From a sporting perspective, this will be supported by a proposed 'Dorset Olympic Fun Run' linked to an already existing major event in the county, which again encourages community involvement during the four-year Olympiad period following Beijing.

In summary, this travelling fellowship report highlights the benefits of a local Olympic education and cultural pack to meet local needs, demonstrating that Olympic sport is powerful and that the 2012 Games can potentially be used as a positive guiding force in Dorset society.

## 1. INTRODUCTION

The London 2012 Olympic and Paralympic Games has the unique potential to deliver sustainable sporting, social, economic, environmental, *cultural* and *educational* legacies. This Winston Churchill Memorial Trust Fellowship focuses on the possible educational and cultural legacies that can result from the 2012 Games. The underlying aim of this fellowship was to investigate strategies that maximise the educational opportunities associated with the Olympic and Paralympic Games, recognising the education value of the Olympic Games, and then to apply those strategies within schools, sports clubs and community groups in the county of Dorset, in the Olympiad period prior to the 2012 Games

This fellowship report suggests that the 2012 Games *can* act as a catalyst for sports development throughout Dorset, while also assisting with government cross cutting agendas such as tackling crime, anti social behaviour, developing healthy and active communities, improving educational attainment, and combating barriers to participation. In doing so, this report suggests that priority should be placed at supporting grassroots sport through greater access to sport in the community (especially within schools), and not solely elite level sports development. The report concludes by suggesting that the 2012 Games provide opportunities to deliver real and tangible changes and most importantly, to afford a higher priority to sport, along with the obvious associated health benefits for Dorset as a whole. The underlying challenge as we move towards 2012 is to achieve a positive step change in the attitudes towards sport and physical activity within schools and community groups in Dorset. Achieving this would possibly be the greatest legacy of the London 2012 Olympic and Paralympic Games.

### 1.1 - OVERVIEW OF THE WINSTON CHURCHILL MEMORIAL TRUST FELLOWSHIP: D.O.R.S.E.T. 2012 OLYMPIC EDUCATION & CULTURAL PROGRAMME'

The aim of this project was to develop a Dorset 2012 education toolkit for schools, colleges, sports clubs and community groups in Dorset, that could be utilised in the Olympiad following the Beijing 2008 summer Games. This *D.O.R.S.E.T. 2012 Olympic Education & Cultural Programme* adapts and modifies similar programmes used in the context of the Sydney 2000 Games, along with information from the BOA (British Olympic Association), and the resources available on the official London 2012 website in the education resources section entitled 'On your Marks'. It particularly draws on the AOC's (Australian Olympic Committee) Olympic education programme, and it's 'a.s.p.i.r.e.' school network, which was the inspiration for much of the content of this report. However, this Dorset based programme is tailored specifically for the youth of Dorset, as well as the wider community, through an outlined local Cultural Programme, which is a compulsory element of the 2012 Games. This project sets out a series of initiatives and school oriented programmes that culminate in a 'Dorset Olympic Day',

to be held in the county annually on June 23<sup>rd</sup>, along with a range of Olympic-related initiatives such as the *'Dorset 2012 Pierre De Coubertin'* awards.

Delivery of this programme will be at three different levels – secondary school children between 11-14 years, FE and HE level, and finally 'Community' level, through the *'Dorset Cultural 12 for 2012'* Programme, which is illustrated in the latter part of this report. The emphasis of this report is on three areas of delivery (11-14, FE & HE, and Community level), and this includes a ten lesson Olympic 'teacher guide' for secondary school teachers, a proposed module outline and content for an 'Olympic Studies' module that would be suitable for delivery at Undergraduate level in a HE environment, or as part of a college course at FE level. Lastly, a localised Cultural Programme is outlined to encourage involvement from the wider Dorset community. The key to this particular project is local delivery within the county of Dorset, away from London, which reflects Dorset values, as a host destination for the sailing events of the 2012 Games.

This project was funded by the Winston Churchill Memorial Trust Travelling Fellowship, and based on interviews with Australian academics and educational leaders from Sydney and Melbourne between July 2<sup>nd</sup> and August 16<sup>th</sup> 2007. Upon returning to the UK, the author provided the Trust with a press release detailing the aims, objectives and results of the project, which are fully detailed in the full version of this report. The project culminated with the writing and submission of a final report to the Trust, and the dissemination of the information to the wider academic community at the annual HLST Annual Conference 'Our Olympic Goals', held on 17-18<sup>th</sup> September 2007 at Missenden Abbey (details of the conference abstract are also enclosed in the full report). Following the submission of the report and the presentation, copies of the final report were passed to the Chief Executive of 'Active Dorset', the County Sports Partnership for Dorset, for distribution and discussion within Dorset, where deemed appropriate by school teachers, the local education authority, and selected community groups. The report merely suggests some potential initiatives that *may* be suitable to educators within Dorset from 2007 onwards. This is intended as a draft document, to stimulate further debate.

## **2.1 - PROJECT CONTEXT - FELLOWSHIP AIM (S)**

Fundamental to the understanding of the Olympic Movement, and the concept of 'Olympism', is its emphasis on education. This educational mandate is outlined in several of the main principles of the Olympic Charter (IOC: 2000).

Fundamental Principle 2 – 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.

Fundamental Principle 3 – The goal of Olympism is to place everywhere sport at the service of the harmonious development of man, with a view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity.

Despite the confusing English translation, this is an educational mandate, including direction for an Olympic pedagogy. That is, the fundamental principles seem to suggest components of a possible teaching and learning strategy. There are references to such strategies as "blending sport with culture and education," setting "good examples," and encouraging participation in sport as an educational situation in which these values can be developed. These core educational values were also at the heart of the London 2012 bid submitted by Lord Sebastian Coe, with a clear emphasis on youth. The aim of this proposal was to investigate strategies that maximise the educational opportunities associated with the Olympic and Paralympic Games, recognising the education value of the Olympic Games, and then to apply those strategies within schools, sports clubs and community groups in the county of Dorset, in the Olympiad period prior to the 2012 Games. This fellowship also examines the potential that exists within the Cultural Programme of the Olympic Movement, exploring cultural strategies and events that can be implemented within Dorset. Through a diverse range of interviews with teachers, schools, volunteers, sports coaches, community leaders and sporting clubs in Australia, the fellowship investigated the educational and

cultural legacy from the Sydney 2000 Olympic and Paralympic Games, and looked at the lessons that could be learnt and implemented in Dorset for the London 2012 Games, in order to inspire the youth of Britain, using the unique power of sport. In view of the aims of the Olympic Charter (IOC, 2000), this fellowship project was aware of exploring the teaching of four core educational values identified as being closely related to the concept of Olympism:

1. Joy of endeavour in physical activity
2. Fair play
3. Multiculturalism (international understanding)
4. Being the best that you can be (pursuit of excellence).

These four core educational values were at the heart of the London 2012 bid, with an emphasis on the benefits for the youth of the UK.

### **ACHIEVING THE AIM(S) OF THE FELLOWSHIP:**

As the aim of this project was to investigate strategies that maximise the educational opportunities associated with the Olympic and Paralympic Games, the first step was to review the range of Olympic educational and cultural programmes that were used in the city of Sydney, the state of New South Wales and other Australian territories in the build up to the 2000 Olympic Games in Sydney. To achieve this aim involved visits and interviews with key personnel within the state of New South Wales (and the city of Sydney) who were responsible for devising and implementing Olympic educational programmes. The aim of the fellowship was achieved through the completion of four principal objectives, which are detailed below.

1. The first objective from this fellowship was to identify educational strategies that can be applied to schools, sports clubs and community groups in Dorset, with the Olympic and Paralympic Games as the pivotal motivating force. These programmes will involve the teaching of many core educational values identified as being closely related to the Olympic Movement such as the enjoyment of physical activity, fair play, multiculturalism, and being the best that you can be. These core educational values were at the heart of the London 2012 bid, with an emphasis on youth.

2. A second objective of the fellowship was to encourage participation in sport as an educational situation in which these values can be developed, and to help young people develop values associated with the concept and qualities of both sport and the Olympic Games.

3. A third important objective of this project was to provide the opportunity to use the power of sport in an educational setting that could engage the many young people in today's society who may not normally have an interest in sport or education and who often feel excluded and isolated within their own community or during their time in education. This project will try to use both the Olympic Games and sport as a positive guiding force in society. In relation to a timetable for implementation, a proposed objective of this proposal will be to introduce any future programmes in the four year period between the end of the 2008 Beijing Games and the London Games in 2012.

4. The fourth and final objective was to explore the potential that exists within the Cultural Programme of the 2012 Games, and how cultural events can be developed and delivered at a local and regional level in Dorset and the South West, rather than proposed programmes that are centred on London as the host city.

In summary, this project argues that the consideration of education and culture should sit alongside sport, health, transport, economic growth and environmental issues and should form an essential part of the preparations for the 2012 Games. The inclusion of diverse educational and cultural activities and initiatives, delivered in association with sport, will help facilitate a range of community benefits including improved health, cultural learning, citizenship, community creativity, key life skills, physical development and sporting success. Before moving onto the results of this project, there now follows a contextual overview of the

key challenges facing Olympic sport development, which are addressed in objectives 1-3 of the project, and an overview of the importance of the 2012 Cultural Programme (objective 4).

## **2.2 OVERVIEW - INCREASING PARTICIPATION AND ENHANCING THE PROFILE OF SPORT**

Sport is intrinsic to our nation and an essential part of our social fabric. The Council of Europe European Sports Charter defines sport as 'all forms of physical activity which, through casual or organised participation, aims at improving physical fitness and mental well-being, forming social relationships, or obtaining results in competition at all levels'. A major challenge in Britain is to get more people involved in physical activity, and this article explores the extent to which the 2012 Games can be used to engage people in sport. The Olympic and Paralympic Games and sport in general, provides opportunities to unite people from all backgrounds, including the young and old, ethnic minority groups, and people with disabilities.

Current government physical activity policy is aimed towards achieving the target of a 1% per annum increased participation in the adult population. It is envisaged by central government that the 2012 Games can be used as a catalyst to help achieve this ambitious target. The chosen vision is for a country driven by a passion for participation in sport in an active lifestyle. Leading an active lifestyle is fundamental to an individual's health and well-being, and this article argues that sport is an essential part of an active lifestyle, and consequently the benefits of being physically active are 'lifelong'. Hosting the 2012 Olympic and Paralympic Games is no guarantee of this resultant increase in mass participation amongst the nation as a whole. Previous research in the context of the Sydney 2000 Games surprisingly showed no noticeable increase in participation levels (Veal and Toohey, 2005). This project suggests that the main challenge is to develop suitable and accessible sports development programmes and initiatives that will lead to increase participation in physical activity and exercise. It is hoped that the 2012 Games will be the catalyst to deliver changes and afford a higher priority to sport in Britain. Recent government policy initiatives in the area of health from the Department of Health have placed an increasing emphasis on the positive aspects of physically active lifestyles, recognizing the role that sport has to play in health enhancement. It is hoped that the 2012 Games can provide the impetus for sedentary people, often not interested in structured exercise, to become active. To deliver a sustainable sporting legacy, London 2012 must contribute towards the government's 'Game Plan' policy target of increasing sports participation. Both schools and local authorities, especially in Dorset, are crucial in the delivery of this legacy.

The hype and anticipation of business, trade and tourism outcomes from the 2012 Games should not lose sight of the fact that 2012 is a sporting event, and as such presents extensive sports development research opportunities that assess changes in access to sport and levels of participation. Therefore, the author envisages that one of the major sporting legacy from the 2012 Games will be increased participation by people of all ages in sports as part of a healthy, active lifestyle, regardless of their level of skills, and this will be complimented by a reduction in the level of obesity in children and young people. This project suggests that the underlying challenge is to achieve a step change in many people's attitudes towards sport and physical activity in Britain. This will have obvious associated health benefits for the country as a whole.

The 2012 Games are an opportunity to develop the skills and capacity of the sports sector workforce. This includes improvements in community, club and school coaching, along with assistance with volunteer networks, sports development staff, and recruitment of young leaders for 2012. In the club environment, the Olympic and Paralympic Games are the chance to place multi sport clubs at the heart of the community, along with enhanced linkages between schools, Universities, clubs and community clubs at a local, grassroots level, where the impact and legacy will be greatest. Levels of accessibility to sport are a second area for future improvements. The increased focus on 2012 should help to facilitate community use of institutional and corporate facilities, lead to the provision of targeted affordable programmes, and provide accessible provision for disabled people. A tangible legacy of the Games could be greater links to health and well-being programmes, increased promotion of active workplace programmes, and prominent marketing and media campaigns that promote the

health benefits of physical activity and exercise. The emphasis here is on the positive benefits that sport can give to those who participate in it, at whatever level.

A key challenge is how to use the 2012 Games as an opportunity of maximizing the public health and individual fitness benefits for the whole nation. A real legacy of the Games will be people who are encouraged to get involved in sport and physical activity, and improve their health. Encouraging children to become active can assist with reversing the rising trend of childhood obesity. It is a great opportunity to improve the health of the nation. The respective sports authorities in Britain must also prepare for any potential upsurge in interest in sport. Experiences in Sydney 2000 showed that capacity issues at local sports programmes and facilities counter-acted the increased interest in sports participation that occurred around the events themselves. Participation rates could also be undermined with the development of new facilities for large sporting events that potentially lead to resources being diverted from existing facilities. It is vital that funding does not centre on elite venues at the expense of the development of existing grassroots programmes and facilities. This Winston Churchill fellowship project argues strongly that interest in sport from the 2012 Games has to be sustained by well-resourced and long-term programmes that provide affordable and easy access to those who wish to participate in sport.

### **2.3 - OLYMPIC EDUCATION**

An important part of the IOC charter is the focus on education. This report argues that within Dorset this is important in both the community and the school system (hence the dual provision of an education and cultural programme). This is a way to pass onto the public the spirit of the Olympic Movement, its ideals and its philosophy. 'Olympic education' involves the revival of the educational ideas of ancient Greece. Pierre de Coubertin originally saw himself first and foremost as an educator, and his aim was to reform French schools and make sport an integral part of the school routine, introducing a sports education that would embrace both body and mind. De Coubertin originally referred to 'sporting education' rather than 'Olympic education'. He learnt from modern sport in England, and his knowledge of public school education in Rugby, that the moral strength of youth can be developed through the individual experience of sporting activity and extended from there to life in general (Muller, 2004).

The IOC charter refers on several occasions to the content and form of Olympic education, and even in the fundamental principles which introduce the charter (article 2), reference is made to the blending of sport with culture and education as the foundation of Olympism. The Olympic Movement aims to contribute towards building a peaceful and better world, especially through sports education (article 6). Therefore, the 2012 Games represent an important educational opportunity. This proposed *Dorset 2012 Olympic Education and Cultural Programme* is a chance to prepare the young people of Dorset to welcome the 2012 Games. This is achieved by promoting a proper culture of sport, studying actions to enhance awareness of the values of Olympism, investigate sport-related projects and sustaining projects intended to educate and encourage participation in sport. These proposed projects will be evaluated and implemented with a view to building the interest and enthusiasm of young people with regard to 2012, by securing the active commitment and direct involvement of schools to create a strong sense of participation.

The right to host the Games provides Dorset educators with a unique opportunity to shape the experiences of the youth of the county around a memorable, unique and potentially once-in-a-lifetime event for the students in our schools and colleges today. This project's idea is that 'Olympic Education' is grounded in the interpretation and application of the key Olympic themes, concepts, messages, ideas and spirits into teaching and learning contexts within schools and communities in the county. It focuses on blending sport, culture, environment, technology, traditions, team effort and spirit, tolerance and acceptance, friendship and joy in effort, national and local pride, and the pursuit of excellence. This project suggests that Olympic education plays a crucial role in promoting values linked to Olympism such as sportsmanship, fair play, sport for all, cultural understanding, and friendship. The vision of this project is to ensure the youth of Dorset experience the excitement and an increasing sense of involvement in the 2012 Games within Dorset, through the delivery of the educational strategies outlined below. This fellowship will encourage and inform the young people of

Dorset of how to understand and embrace the spirit of the 2012 Games, build a sense of ownership and participation in the Games, and maximise the educational benefit and learning outcomes for school students by building upon opportunities in the themes which underpin Olympism and student / community interest.

The alliance of sport, culture and education is at the heart of the Olympic Movement and has been the driving force of Olympism over the last century. In modern society sport still has an important educational role to play from grassroots to elite sport. Olympic education initiatives like those proposed here seek to help in other subject areas outside of mainstream physical education with suggestions for teachers in the areas of geography, English, IT, history, maths and science. Parry (2003) indicates that Olympic education is most effective when local education packs are developed to meet local needs – this is the aim of this project within the context of Dorset.

#### **2.4 - THE DORSET CULTURAL PROGRAMME FOR THE 2012 GAMES**

Olympism is dedicated to creating a more peaceful world through co-operation and friendly competition, and a better appreciation and respect for a multicultural world, with respect for cultural and ethnic differences. One of the ways in which cultural learning and cultural relativism are promoted is through the staging of the compulsory Cultural Programme for the Games, aiming to promote cultural exchange between the host and visitor. Culture remains one of the three dimensions of Olympism, the other two being sport and the environment. Despite this, the Cultural Programme of previous Olympic Games has been greatly undervalued.

Whilst the majority of the sporting events of the 2012 Games will be held in London, two events, sailing and windsurfing, will be held in Dorset, a county located in the South West region of England. This brief section of the fellowship project (objective 4) argues that the county of Dorset should establish its own Cultural Programme that is distinct from that created in London, if an authentic representation of the Dorset culture is to be portrayed. Vital in the construction of a recognisable Cultural Programme for the 2012 Games is the involvement of the local community in the preparation for and staging of cultural activities during and leading up to the Olympic and Paralympic Games. This issues-based part of the project aims to stimulate discussion of the need for and the route to a decentralised Cultural Programme, and concludes in the results section with a series of recommendations and initiatives aimed at promoting cultural aspects of the 2012 Games at both the regional and local level.

#### **2.5 - FELLOWSHIP LOCATIONS**

Data collection and interviews commenced on Thursday July 5<sup>th</sup> 2007 at the Australian Centre for Olympic Studies (ACOS) at UTS (University of Technology, Sydney). ACOS has a dedicated team of academics that focus on Olympic and Event related research and an extensive resource room which the author was able to utilise during the period of the fellowship. While in Sydney, I was also able to visit Olympic Park, the site of the Sydney 2000 Olympic and Paralympic Games. Between Tuesday 10<sup>th</sup> and Tuesday 17<sup>th</sup> July, I travelled to Melbourne to attend a two-day events conference hosted by UTS Sydney and Victoria University, Melbourne. Guest speakers at the conference included representatives from both the Sydney 2000 Games and the 2006 Commonwealth Games, hosted by Melbourne. This proved to be an opportunity to address the objectives of this project with people who were involved in major sporting events in Australia and discuss some of the educational strategies used to engage children in physical activity and sport. I appreciate the help and support of the numerous academics I met during my six weeks 'Down Under'.

### **3. RESULTS**

Following consultation with key sport and education officials and community leaders in Sydney and Melbourne during July and August 2007, the first three objectives of this project are now addressed through the delivery of a '**Dorset 2012 Olympic Day**', a proposed event to be held annually across the county, with the school being the central agent of delivery. This involves student involvement in the organisation, managing and participation in the planning

and implementation of the *Dorset 2012 Olympic Day*. Whilst the final culmination is the Dorset Olympic Day, students will be involved in extensive planning and organisation in the months leading up to the main event, learning about the values and ideology behind the Olympic Movement. Linked to this is a programme of additional educational initiatives, which are explained later in this results section, including the '*Dorset 2012 Pierre de Coubertin Awards*' to be developed within Dorset schools, designed to emphasise participation and commendable sporting behaviour consistent with the Olympic Movement.

The consultation period in Australia indicated that the most effective and efficient way of addressing these research objectives was within a school environment, where organisation and resources could be better coordinated than within a diverse range of sporting clubs, with a varying degree of resources available to them. It is suggested that this strategy could be revised following an initial pilot test for the project. It was felt that this may need to be revised to fully achieve the third objective of the project – engaging children from excluded backgrounds, or those who often feel excluded and isolated within their own community or during their time in education. This is one area that is not fully developed within this report. At this stage I would suggest the use of the current resources available as part of the London 2012 'On your Marks' resource pack, especially when targeting the first group of students mentioned below – the 7-11 year old range. This age range is not fully explored within this fellowship project. Whilst there is a passing reference to the official London 2012 resources that are currently available, the project concentrates on alternative, local delivery mechanisms which have previously been successfully utilised in the Australian context. The fourth and final objective of this project is achieved through the organisation of an extensive '*Dorset 2012 Cultural Programme*', which fosters local involvement across a range of arts, music and cultural events that aim to embrace the wider community in Olympic developments. From a sporting perspective, this will be supported by a proposed '*Dorset Olympic Day Fun Run*' which could potentially be linked to an already existing major event in the county, possibly the Bournemouth Bay Run, which again encourages community involvement during the four-year Olympiad period following Beijing.

The proposed projects which follows will be delivered at three levels – two are from within either the school or college environment, and one within the Dorset community, which will focus on the cultural programme of the 2012 Games and the Dorset Olympic Day Fun Run. The targeted groups are as follows:

- 11-14 year old;
- 16-18 years old college students, plus FE and HE level students;
- Community – link to the Dorset Cultural Programme.

The first three objectives will now be addressed through the delivery of a proposed '***D.O.R.S.E.T, 2012 Olympic Education Programme***'. Teachers will be asked to pick the activities that they deem to be of an appropriate level for their students. This will then be followed by a proposed '***Dorset 2012 Olympic Cultural Programme***' to address objective four of the fellowship project. The two elements combined fulfil the overall 'Dorset 2012 Education and Cultural Programme'.

### **3.1.1 – 'D.O.R.S.E.T. 2012' OLYMPIC EDUCATION PROGRAMME**

There follows several proposed initiatives and projects to enhance involvement in preparations for the 2012 Games. The main emphasis of this project is delivery of the main objectives through the proposed '*Dorset 2012 Olympic Day*'. This idea is supported by a series of ten school lessons to be delivered within the school environment. There are a series of ideas and Olympic-related values which underpin much of what follows. These can be summarised by the diagram below in Figure 1, which is intended as a constant source of reference for students as they develop an understanding of the Olympic Games.

The series of lessons is designed around teaching the values of Olympism to young people in Dorset, complementing the forthcoming central 2012 programmes. The lessons conclude in the staging of either an intra-school or inter-school sporting or cultural event – *Dorset 2012 Olympic Day*. It is hoped this initiative will flourish post 2012, and be renamed the 'Dorset Olympic Day'. To avoid confusion, both 'Dorset Olympic Day' and 'Dorset 2012 Olympic Day' are used in this report and refer to the same event. Students learn to organize, plan and

prepare, manage and participate in 'Dorset 2012 Olympic Day' and their lessons are flexible and can be easily modified to fit in with the national curriculum. The lessons offer an outline to organize and implement *Dorset Olympic Day*. Additional lessons, especially those linked to sports skill development can be addressed within the PE curriculum within Dorset schools. Teachers may like to organize additional activities – such as Dorset Olympic Day teacher planning sessions – to facilitate whole-school communication and allow for a more comprehensive school programme to be developed.

Overall, the implementation of the *Dorset Olympic Day* lessons:

- Encourages a school wide approach
- Is underpinned by the D.O.R.S.E.T 2012 values
- Encourages active lifestyles
- Encourages students with cross curriculum activities and experiences
- Allows students to learn about a range of roles and responsibilities involved in staging a sporting event
- Offers students leadership and training opportunities
- Links with additional online D.O.R.S.E.T. 2012 lessons
- Encourages links between schools, community and sporting organizations
- Involves students and teachers working towards a culminating event, Dorset Olympic Day
- Encourages skill development in a range of sports
- It encourages development of IT skills by the use of online Olympic and other educational resources

The Olympic values can be summarised in Figure 1 below, which should act as a point of reference for students throughout preparations for their Olympic Day. These values underpin the project and the underlying ideals of 'Olympism', as advocated by Pierre De Coubertin.



Figure 1 – The D.O.R.S.E.T. 2012 values

### 3.1.2 - DORSET OLYMPIC DAY – TEACHER GUIDE

As part of this project, a teacher guide is included. Details of this follow below. *Dorset 2012 Olympic Day* celebrates the Olympic Games through sport, education and culture. Across the globe millions of students celebrate Olympic Day on 23<sup>rd</sup> June each year by participating in

Olympic education and activities. In Dorset, schools can celebrate Dorset Olympic Day by staging their own series of sport, education and cultural activities. Participants may include students from a single class, an entire year, or the entire school as well as other local schools in Dorset. Dorset Olympic Day will be a single day of competition and celebration, with qualifying rounds and associated cultural events held across a number of days or weeks in the lead up to the event. It could operate either as an *inter*-school or *intra*-school competition, depending on the willingness and enthusiasm of individual schools and teachers to participate.

## **TEN OLYMPIC DAY LESSONS**

This series of lessons is designed around teaching the Olympic values through sport to the young people of Dorset, with the lessons concluding in the staging of an intra-school or inter-school sporting and cultural event – Dorset 2012 Olympic Day! The aims and objectives of *Dorset Olympic Day* should be reflected in the Dorset values, shown in Figure 1 above. Students will learn to organize, plan and prepare, manage and participate in Dorset Olympic Day. Lessons are adapted and modified from a similar programme that exists in Australia as part of their *Australian Olympic Education Program*. This proposed Dorset-based programme also draws on information from the BOA Education Pack DVD and the preliminary information provided in the 2012 'On your marks' education toolkit, which is readily accessible on the 2012 website. This Education Programme for Dorset 2012 combines the three, along with input from educational providers in Sydney, New South Wales, based on the Sydney 2000 experience. Students will discover the Olympic Games in lessons 1-5, and then assume ownership of the school's Olympic Day in lesson 6 – Roles and responsibilities. Lesson 7 and 8 will further assist in Dorset Olympic Day preparations. Lesson 9 gives an opportunity to practice the skills required for a selected sport and lesson 10 facilitates a final check on student's preparations. Detailed information about each lesson is outlined below.

### **LESSON ONE – OLYMPIC SPIRIT**

This lesson features learning activities related to:

- Olympic history
- Ancient Olympic Games
- Modern Olympic Games
- Olympic values
- British Olympians

### **LESSON TWO – OLYMPIC SYMBOLS**

This lesson features learning activities relating to:

- Olympic rings
- Olympic flags
- Olympic flame
- Olympic motto
- Olympic mascots
- Olympic medals

### **LESSON THREE – OLYMPIC CEREMONIES**

This lesson features learning activities related to:

- Olympic opening ceremony
- Olympic protocols
- Olympic closing ceremony
- Medal ceremony
- Entertainment
- Other artistic expression

### **LESSON FOUR – OLYMPIC SPORTS**

This lesson features learning activities related to:

- Identifying summer Olympic sports
- Identifying winter Olympic sports
- Selecting sports appropriate for the Dorset Olympic Day
- Rules and game play of Olympic sports appropriate for the Dorset Olympic Day

- Equipment, venue and other appropriate resources
- Safety and risk assessment

### **LESSON FIVE – OLYMPIC COUNTRIES**

This lesson will feature learning activities related to:

- Olympic countries
- Physical and human features
- Flags
- International food and customs
- Clothing and uniforms
- Organising teams appropriate for Dorset Olympic Day

### **LESSON SIX – ROLES & RESPONSIBILITIES**

This lesson will feature learning activities related to:

- Roles and responsibilities for organizing and implementing Olympic Day
- Tasks for Olympic Day
- Community contribution
- Volunteers
- Judges and referees
- Athletes
- Guest speakers

### **LESSON SEVEN – TIMING & TASKS**

This lesson will feature learning activities related to:

- Schedule and timetable
- Checklist of things to do
- Scoring and record keeping
- Equipment
- Rounds and formats
- Naming teams
- Venues

### **LESSON EIGHT – PROMOTING THE SPIRIT**

This lesson will feature learning activities related to:

- Promotion and marketing (posters, media releases etc)
- Designing awards and prizes
- D.O.R.S.E.T awards
- Communicating with other schools and community groups in Dorset

### **LESSON NINE – GAME PLAY**

This lesson will feature learning activities related to:

- Rules, equipment and game play of sports selected for Dorset Olympic Day
- Practical skills development
- Safety guidelines

### **LESSON TEN – DORSET OLYMPIC DAY SCHEDULES**

This lesson will feature learning lessons related to:

- Dorset Olympic Day schedules
- Opening ceremony schedule
- Competition schedule
- Roles and responsibilities for organizing and implementing the Dorset Olympic Day
- Evaluation / survey
- Student / teacher reflection

Overall, the implementation of the *Dorset Olympic Day* lessons:

- Encourages a Dorset wide whole school approach
- Is underpinned by the D.O.R.S.E.T. values (pride, attitude, sportsmanship, individual responsibility, expressing yourself, respect), which are many of the same values that govern TEAM GB, the British Olympic Team
- Encourages active lifestyles
- Encourages students with cross-curriculum activities and experiences
- Allows students to learn about a range of roles and responsibilities involved in staging a sporting event
- Offers students leadership and training opportunities
- Links with additional online D.O.R.S.E.T lessons
- Encourages links between schools, community and sporting organizations
- Involves students and teachers working together towards a culminating event, Dorset Olympic Day!
- Encourages skill development in a range of sports
- Encourage the development of IT by the use of online Olympic and other educational resources.

The *Dorset Olympic Day* lessons include useful resources such as planning checklists, sample schedules, scoring tables, roles and task cards and other ideas to increase student (and teacher!) enthusiasm and participation.

## **GETTING THE MOST FROM DORSET OLYMPIC DAY-EDUCATION AIMS & OBJECTIVES**

These lessons also allow schools to incorporate educational aims and objectives including promoting an active and healthy lifestyle, literacy and numeracy, teamwork, individual responsibility, and using IT. Students will develop an understanding and appreciation of the D.O.R.S.E.T 2012 values. Teaching staff may like to spend some additional planning and development time to integrate these additional ideas and activities:

- Support students to plan, organize, implement and participate in *Dorset 2012 Olympic Day*;
- Encourage individual responsibility by letting students choose and organize their teams, design mascots and logos, and investigate country anthems and flags;
- Spend additional lesson time and resources to organize musical and other artistic events for the opening and closing ceremonies;
- Invite members of the local community to participate in your school's Dorset Olympic Day celebrations – e.g. volunteers, umpires, spectators etc;
- Survey students, teachers and community members at the end of your Dorset Olympic Day programme;
- Extend Olympic celebrations by organizing an inter-class, intra-school, or teacher v student event as a follow-up to the Dorset Olympic Day;
- Acknowledge your students for being good sports and demonstrating the D.O.R.S.E.T 2012 values by issuing D.O.R.S.E.T awards.

## **LESSON OUTLINE**

Each lesson will have a summary on the first page to assist in the planning and integrating into your existing or anticipated class programmes. They feature:

- Lesson title and summary – provides a brief outline of the content and learning activities featured in the lesson;
- Indicators and outcomes – which can hopefully be easily adapted or modified to suit the requirements of your national / local syllabus;
- Resources, equipment and facilities – most lessons will include student handouts (to photocopy beforehand), plus an outline of additional resources, equipment and facilities required, e.g. scissors, videos. Customize the list to suit availability;
- Online resources – links to a range of additional online resources including lesson ideas, interactive activities, and fact sheets.

Lessons also feature:

- Reflect on the D.O.R.S.E.T values – questions and prompts for class discussions, featured towards the end of each lesson;
- Explore a little more – enrichment and extension activities, including a range of ideas to follow up concepts and themes. These would make ideal homework tasks or form the basis of additional lessons.

Each school is encouraged to have a '*School Olympic Coordinator*' to organise events, lessons, liaison with other schools, distribute newsletters, and develop links with the wider community.

### 3.1.3 - EXAMPLE STUDENT ACTIVITIES

All of the lessons from the '*D.O.R.S.E.T. 2012 Olympic Education Programme*' feature in Appendix 4 of this fellowship report. A selection of example activities from the set of ten Olympic lessons follows in the next section of this report. For example, in Lesson 2, students are asked to brainstorm responses to the diagram below looking at the awards that are given at this and similar events.

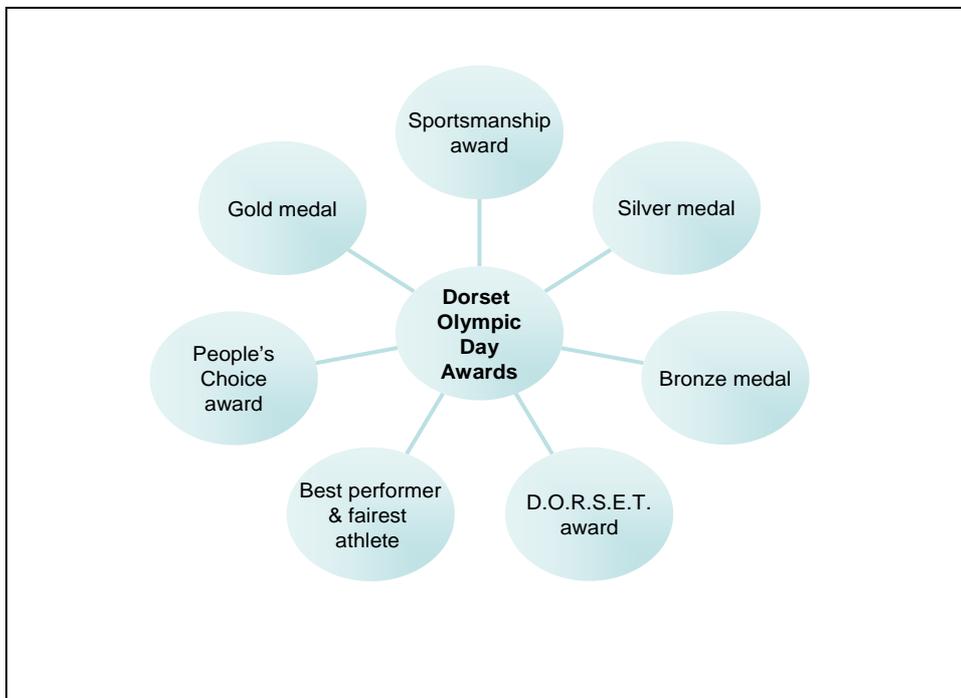


Figure 3. 1 – *D.O.R.S.E.T. 2012 Olympic Brainstorming Activity – Dorset Olympic Day Awards*

Another example includes the distribution of student handouts looking at Olympic values. Teachers will work with the students to begin to complete the table, emphasizing that values have meanings when they are acted upon in a real situation.

Value	Example of how this can be shown
<ul style="list-style-type: none"> <li>Joy of effort (being happy to have a go)</li> </ul>	
<ul style="list-style-type: none"> <li>Fair play (respecting your opponents)</li> </ul>	
<ul style="list-style-type: none"> <li>Respect for others (being mindful of other people)</li> </ul>	
<ul style="list-style-type: none"> <li>Pursuit of excellence (giving your best)</li> </ul>	
<ul style="list-style-type: none"> <li>Balance between body, will and mind (physical, spiritual and mental well being)</li> </ul>	

Table 3.1 - student handout on Olympic values

Another task in lesson one (fully detailed in the full report) is to discuss some of the Great British Olympians and the contributions these athletes have made to British sporting history.

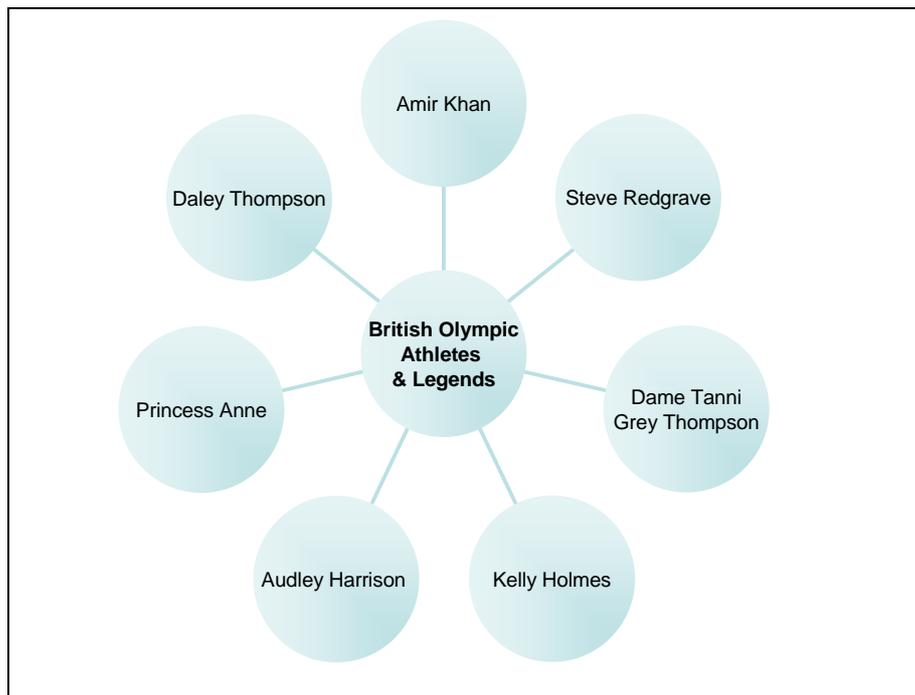


Figure 3.2 – A selection of Great British Olympians & Paralympians

In lesson three students receive a handout on the 'Opening of the Games', similar to the one below.

Event	Meaning
The entry of the athletes into the stadium with their delegations (in alphabetical order except for Greece which goes first, and the host country at the end)	Lets the audience know who will be competing, shows respect to Greece for ancient Olympic tradition. Host country shows respect to all other countries competing
The declaration of the opening of the Games by the Head of state of the host country	Host country makes all the athletes feel welcome
The entry of the Olympic flag into the stadium	Symbolizes that the event is a part of the Olympic Games
The Olympic anthem	Symbolizes that the event is part of the Olympic Games, communicates Olympic values, inspires athletes and supporters
The release of doves	A symbol of peace
The oath sworn by an athlete and an official from the host country	Shows respect for the rules of the Olympic Games
The entrance of the flame and the lighting of the cauldron	Symbolizes that the event is a part of the Olympic Games, reference to the ancient Games

*Table 3.2 – Opening of the Olympic Games*

Students are asked to cut out the events and meanings using a pair of scissors, and then shuffle the separate cards, to re-construct the table, and then discuss the completed table with the class. The ten Olympic lesson plans underpin student contribution towards the planning and organisation of the *Dorset 2012 Olympic Day*, and are supported by further initiatives that are outlined below.

### **3.1.4 - ADDITIONAL D.O.R.S.E.T. 2012 OLYMPIC PROJECTS DORSET 2012 PIERRE DE COUBERTIN AWARDS**

This element of the programme is designed to emphasise participation and commendable sporting behaviour consistent with the Olympic Movement. It is not primarily intended to reward elite performance alone. The awards are named after the founder of the modern Olympic Games, Baron Pierre de Coubertin. Each Dorset school is invited to nominate one student (only) as its 'Dorset Pierre De Coubertin Awards' nominee. Students should have represented their school in at least one sport demonstrating initiative, teamwork, sportsmanship and fair play. A piece of original art / literary work (for example – poetry, song lyrics, essays, paintings etc) which illustrates the students' appreciation of the Olympic Movement should also be submitted. For example, literary works could be a maximum of 500 words typed on an A4 size page, while artistic work could be a maximum A2 size or equivalent in three-dimensional context. This Olympic education project aims to be a stepping stone towards delivering a comprehensive healthy lifestyle programme, embrace positive lifestyle messages, provide drug awareness information, develop citizenship classes, as well as provide literacy and numeracy education.

### **3.1. 6 - SAILING ACADEMY EDUCATION TOURS**

In an attempt to educate the wider Dorset community, this project encourages tours of the Sailing facilities at Weymouth and Portland, with the aim to educate the Dorset public on sport, health and the Olympic Movement. The youth of Dorset should be involved at all major sporting events at the Weymouth and Portland National Sailing Academy in the Olympiad period following the Beijing Games and in the four year lead up to the 2012 Games. The Sailing Academy should remain an integral part of the local Dorset community and not the sole preserve of elite sport performance. Initiatives like those below can be used to engage local children in the event experience and encourage participation and support for sport and physical activity. More ambitious tours could venture further a field and explore Olympic developments in London over the coming years, or explore the Olympic heritage linked to William Penny Brookes' Much Wenlock Games or Robert Dover's Chipping Camden Games.

### 3.1.7 - DORSET WELCOMES THE WORLD WITH 30 WAYS TO SAY 'HI'

Students are encouraged to think about visitors to the county and how the people of Dorset can provide guests with a warm welcome, which reflects the values of the local community. Teachers are encouraged to modify this activity to suit local needs.

Smile	Organise a street party or host an Olympic TV night!
Know your Olympic Sports	Share an umbrella
Recommend several places to see in Dorset	Wave hello and shake hands
Learn how to spell 'Jurassic'	Get caught up in the occasion
"Enjoy your stay"	"You must try", "You must see", "You must visit"
Recommend a good restaurant	Register as an Olympic volunteer
Start a conversation	Learn the national anthem
Pass on local knowledge of Dorset	Claim Amir Khan or even Lewis Hamilton as a close family relation
Celebrate differences in cultures	Give small nations the biggest cheer
Provide directions for public transport in Dorset	Exchange addresses
"I was in (Country) in (Year)"	Adopt other teams
Know your Dorset tourist attractions	Form a welcoming committee
Go out of your way	Turn on the charm
Live up to Olympic ideals	Participate!
Courtesy is King	Be yourself and welcome everyone in your own special Dorset way!!!

Table 3.3 – Dorset Welcomes the World.

### 3.1.8 - 'O-NEWS' - D.O.R.S.E.T. 2012 Newsletter

Students are encouraged to contribute to a newsletter that focuses on movements and developments linked to the London 2012 Games. This education / information newspaper developed by school children throughout Dorset will evolve as we move towards 2012. It will either be developed as a hard copy newsletter which children can take home to extend the readership, or as an electronic resource, which could possibly be made accessible through the 'Active Dorset' website. It is hoped this will be distributed on a quarterly basis from 2008 onwards including Olympic-related stories on all aspects of staging the Games in Dorset. Schools within Dorset could bid to edit the newsletter on a quarterly basis taking on the roles of collecting newsworthy items from around the county and editing the final newsletter. All the stories, which should support curriculum outcomes for use in the classroom, are not only intended as an interesting read, but a fun publication for students and their families. O-News provides an essential link to other Dorset Olympic projects, and between the students and their classrooms, and their families and homes. This public information vehicle will be supported by a strong internet presence that provides back up and direction towards additional Olympic-related information in the county.

### 3.1.9 - OKD –OLYMPIC KNOWLEDGE DORSET

Bournemouth University should be encouraged to create a unique learning environment in Olympic Education which features key elements such as problem solving, teamwork, industry interaction, a knowledge portal and a unique knowledge base. OKD should have the following clear mission:

- To provide leading cutting edge Olympic and sport education products
- To develop and maintain a superior knowledge repository that harnesses capacity for the benefit of the Dorset sports community
- To promote Dorset as a leader in both Olympic and Sport knowledge

### **3.1.10 - DORSET 2012 OLYMPIC FUN RUN**

To assist with encouraging wider community support for the 2012 Games, and linked to objective 4 of this project, it is suggested that Dorset annually organises an Olympic Fun Run' to be either organised as a stand alone run, or to be an integral part of an existing event in Dorset (for example, potentially as part of the Bournemouth Bay Run that takes place every April). The feasibility and development of this project would need to be discussed with further consultation with sports organisations within the county.

### **3.1.11 - BOA EDUCATIONAL RESOURCES & LONDON 2012 'ON YOUR MARKS'**

To supplement the educational resources in this fellowship report, teachers should be aware of alternative Olympic education resources produced by both London 2012 organisers, and the British Olympic Association (BOA). A summary of their content is provided in the full version of this fellowship report, available on request. According to the BOA, an Olympic Day in schools performs the following functions:

- To focus attention on the attainment of personal excellence for all students;
- To provide a culminating opportunity for cross-curricular activities;
- To form a school-wide event, based on an Olympic-theme, emphasizing co-operation, participation and fair play.

Benefits to the school include the opportunity to:

- Develop an understanding of Olympic ideals which reflect worthwhile social and school values;
- Raise the school profile in the local community;
- Gain free publicity – ensure that the local paper carries a report!

In addition to the activities previously suggested based on the Australian experiences connected to the Sydney 2000 Games, the BOA suggests a range of activities for each department within a school when preparing for an Olympic Day. These are in the area of art, English, mathematics, geography, history, modern languages, PE, science, and health, and they are detailed in the full report for this fellowship. Many of these are also addressed in the key academic texts that are recommended below under the FE / HE section of this report. Whilst some of the areas above are more easily discussed at college / University level, the full fellowship report briefly outlines some of the resources that are currently available through the London 2012 education resource 'On your Marks!' These resources are easily available on the London 2012 website, [www.london2012.org](http://www.london2012.org), and could be readily used or adapted in the context of Olympic related programmes in Dorset schools between now and the 2012 Games. 'On your marks' provides a set of fact sheets at two levels – for 7-11 year-olds, and secondly for 11-14 year-olds. These are fully detailed in the full fellowship report that accompanies this shorter version. In addition to the fact sheets available for students, the London 2012 education resources provide a series of 'teaching ideas' for the two age groups – 7-11 year-olds, and 11-14 year-olds. Like the BOA resources, they have been designed across different areas of the school curriculum, but with an Olympic-theme as an underpinning. A selection of the teaching ideas at the 7-11 year age and 11-14 age group and includes art and design, design and technology, English and literacy, ICT, PE, and citizenship.

### **3.1. 12 - DELIVERING OLYMPIC STUDIES AT HIGHER & FURTHER EDUCATION LEVEL**

This fellowship project advocates the more extensive introduction of 'Olympic Studies' into the structure of post 18 education within Britain. Several Universities (including Bournemouth University in Dorset) currently operate Olympic-related modules at undergraduate level, and potential exists to expand this to the further education sector within the county, as part of a broader programme of sport management / sport development / sport coaching or general sport studies programmes. Many of the ideals and values of Olympism would be addressed along with some of the more contemporary issues in Olympic Studies.

Enclosed in the full report is a proposed unit specification of a current 'Olympic Studies' module delivered at Bournemouth University to sport management and sport development

and coaching sciences students at second year undergraduate level. The level of delivery and indicative content could be adapted or modified to suit the needs of an individual college or academic programme. A module on Olympic Studies at undergraduate level would link into many of the current government initiatives linked to physical activity and health, as addressed by DCMS and DoH government policy. It would also underpin a range of final year dissertations which are linked to the 2012 Games. It is the experience of the author that interest in this area has increased dramatically since July 2005.

An Olympic Studies module at institutions such as Weymouth College or Yeovil College as an integral part of foundation degrees should also be considered. While marketing, business and coaching-related units are fundamental to these degrees, it should be acknowledged that future 'sport'-related employment opportunities are likely to develop based around the increased profile of sport that will result from the 2012 Games, and as such, an understanding of the Olympic Movement is vital for future sport development in Britain, where the Games can be used as the catalyst to engage people in sport and physical activity. The unit specification (see full report) is from a Bournemouth University degree programme at second year undergraduate level. It includes a range of journal sources and key academic texts such as the three below, which highlight a diverse range of Olympic issues and Olympic Games experiences.

- Cashman, R. (2006) *The Bitter-Sweet Awakening: The Legacy of the Sydney 2000 Olympic Games*, Sydney, Walla Walla Press.
- Girginov, V. and Parry, J. (2005) *The Olympic Games Explained*, Abingdon, Routledge.
- Toohey, K. and Veal, A.J. (2007 forthcoming) *The Olympic Games – A Social Science Perspective: Second Edition*, Oxon, CABI Publishing.

The aim of the unit is to provide students with a critical awareness of the history and meaning of the modern Olympic Games. The unit provides an overview of the idea of Olympism, as a social phenomenon and its expression through the Olympic Games. Students will develop and appreciation of Olympic Studies, the origins of the ancient Olympic Games, and the revival and management of the modern Olympic Movement. This unit develops an understanding of the numerous impacts of the Olympic Games in socio-cultural, environmental, economic and political contexts. It will also provide an examination of the relationship between the media and the Olympics, including an analysis of how the media coverage of the Olympics is constructed. This unit appraises the bidding procedures and the evaluation of Olympic bids, and assists the student with an understanding of the underlying idea of the Olympic spirit. This unit will develop an understanding of management of the Olympic Games including organising the Olympic Games and the concept of Olympic marketing. Studies will appraise contemporary Olympic issues such as ethics, drugs and the anti-doping efforts, and politics at the Olympics. The unit also analyses elite sport development and the emergence of Olympic champions, social issues and the role of women in the movement, tourism impacts associated with the Olympics, while also highlighting disability and the role of the Paralympic movement.

The unit is primarily delivered by lectures with seminars further developing related learning and analysis. A tutor-led topic environment will provide the overall framework within which individual students will develop an investigative approach to key themes surrounding the Olympic Games. There are six key areas of study. In many ways, the author feels this may be too much for an undergraduate or college unit, and may need refining and reducing to a more manageable level:

1. The underlying concept of Olympism, the Ancient Greek Olympics & the evolution of the modern Olympic movement throughout the 20<sup>th</sup> century.
2. The relationship between the Olympics and the mass media.
3. The management of the Olympic Games including organizing the Olympic Games and marketing at the Olympics.
4. Impacts of the Olympics (socio-cultural, environmental, political and economic)
5. Key contemporary Olympic issues including ethics, drugs, politics, the Paralympic movement, and the Olympic spirit.

## 6. A series of case study analysis of the modern summer and winter Olympic Games.

It is important that such a unit at FE/HE addresses many of the contemporary issues in Olympic Studies including some of the controversial elements. Issues for discussion include the impact of the Games (economic, social, health and environmental), Olympic marketing and sponsorship, Olympism and multiculturalism, women in the Games, politics and 'alleged' corruption, drugs and doping across the Olympic Movement, physical and urban regeneration issues, organisation of the Games, Olympic sport and social harmony (social inclusion), host community perceptions, issues directly linked to the 2012 Games, and many more areas. The unit specification enclosed in Appendix 5 is illustrative and as mentioned above, possibly includes too much content for an undergraduate module, and should be reduced as deemed appropriate by college lecturers.

Stakeholders in Dorset should be encouraged to develop closer links with PODIUM, an HE / FE unit aiming to engage with the 2012 Games. PODIUM's work and development is crucially important in developing the potential that exists within the HE and FE sector, exploring opportunities linked to student focused activities, widening participation, community engagement, training camps, the cultural Olympiad, and other Games related services. The FE and HE sector is an important vehicle for engaging the community and the transfer of knowledge by promoting social inclusion and personal well-being, providing academic progress, and building vocational skills. The FE/ HE legacy will include more sports opportunities for students, healthier schools and campuses, and opportunities to support internationalism, as outlined below in the recommendations for the Dorset 2012 Cultural Programme. HE and FE is a vital partner in ensuring that the 2012 Games have a positive impact across the whole of the UK, including Dorset. The evolving work of PODIUM calls for a bottom up approach encouraging input from educational institutions, including students, with work focused on five main areas – community engagement, skills and employability, elite and competitive sport, business and enterprise, the cultural Olympiad, as well as various other cross cutting themes. Many of these areas are tentatively addressed in this draft document for Dorset.

### 3.2.1 - DORSET 2012 CULTURAL PROGRAMME - RECOMMENDATIONS

The fourth and final objective of this project was to investigate the potential that exists within the Cultural Programme of the 2012 Games, and how cultural events can be developed and delivered at a local level in Dorset. This is achieved through the **'The Dorset '12 for 2012' Cultural Programme** and is supported initially through the proposed *'Dorset 2012 Olympic Fun Run'*. Within the context of Dorset, this project now identifies a series of potential initiatives to foster local involvement in the Dorset Cultural Programme of the 2012 Games. Many of these recommendations could be initially tried and tested within an educational environment such as schools, colleges and higher education institutions in the county. Preliminary suggestions in September 2007 include:

- Linked to the education aspects outlined above, the creation of a county-wide primary and secondary school programme in Dorset, in partnership with stakeholders in the local community, studying the history of the Olympics and cultural diversity. This would include special educational packs for schools in Dorset to contextualize Olympic history and values. This *'Dorset 2012 Olympic Education & Cultural Programme'* would also encourage Dorset children to participate in Olympic Day activities.
- The establishment of a scheme to encourage school children to 'adopt a nation' for the Beijing 2008 summer Olympic Games. Students would then build on this concept by researching the culture of their chosen nation, and monitoring the progress of their country's athletes during the 2008-2012 period leading up to the London 2012 Games.
- Local educational establishments in Dorset should be encouraged to fully engage with the Department for Education and Skills (DfES) to embrace schemes of enrichment and development activities for young people from the most deprived areas of Dorset. This would assist with one of the key development areas identified

by Garcia (2004) on how arts and cultural activity can lead to greater social inclusion; enhancing the experience of participation in the Olympics amongst certain excluded groups within British society, previously identified by Collins (2003). A strong Cultural Programme in the county may assist with engaging young people and marginalised communities.

- Borrowing from the London candidature file, Dorset County Council LEA (Local Education Authority) may wish to consider targeting school children with a '*Dorset Student Pledge*', entitling students to attend sporting and cultural activities in the county for free, or at a reduced rate.
- The Arts Institute, a Higher Education institution in Bournemouth could be encouraged to develop exhibitions with an 'Olympic' theme. The Arts Institute has a very strong reputation amongst the Dorset and South West arts community.
- Bournemouth University, the leading provider of Higher Education in Dorset, should be encouraged to include the London 2012 Olympic and Paralympic Games as an integral part of its annual '*Diversity Day*', taking the form of a '*Bournemouth University Olympic Day*', promoting the ideals of Olympism and multiculturalism. There are numerous areas of potential research connected with internationalization, diversity and multiculturalism that the University could lead and develop between 2008 and 2012 – and beyond.
- Future research should be encouraged to investigate whether arts and cultural activities in Dorset can be linked with other upcoming major sporting events, including world championship, European, and National events, or Olympic test events that will take place in Dorset over the next few years. For example, the Weymouth and Portland National Sailing Academy (WPNSA) will host numerous events, including the World Youth Games, held in July 2006, which were widely recognized as the youth sailing Olympics. This preliminary study suggests that exhibitions and arts performances could be incorporated into sporting events, as a means to creatively connect with the Dorset community. Effective targeted programmes may also ensure that the local Dorset people are ready and able to engage in future volunteer activity.
- In terms of future research activity in relation to London 2012, cultural programming could consider the potential socio-cultural impact that the preparation and delivery of the Olympic Games will have at a local level within the host community, and consider whether the cultural fabric of the Dorset region risks being diluted by commercial aspects of the London 2012 Olympic and Paralympic Games. To identify the content of the Cultural Programme in Dorset (and the broader South West region), further interviews should be held with the key stakeholders and representatives of selected regional organizations, such as CSW (Culture South West) and SWRDA.
- Finally, the London 2012 candidature file, delivered to the IOC, introduced the idea of a ship – a 'Friend-Ship', within the proposed cultural and educational programme. It was proposed that the 'Friend-Ship' will sail the world during the four years in the cultural Olympiad period between Beijing 2008 and London 2012, as an expression of the British nation, building on British cultural identity. As the host destination for the sailing and windsurfing events at the Weymouth and Portland National Sailing Academy (WPNSA), it would seem appropriate that on its voyage of cultural discovery, this cultural and educational nautical vessel should have strong links with Dorset.

As mentioned previously in this report, future cultural and educational programmes at a local level should involve the teaching of many core educational values identified as being closely related to the Olympic Movement such as the enjoyment of physical activity, fair play, multiculturalism, and being the best that you can be. In March 2007, South West RDA and Sport England SW published its overall legacy strategy for the 2012 Games, exploring opportunities in the areas of business, tourism, culture, sporting participation, and community involvement. At a more locally devolved level, this fellowship project also recommends an

additional series of more localised cultural projects in Dorset, which can be implemented at low cost and with maximum impact. Bournemouth University *could* potentially operate as the hub site for many of these cultural initiatives between 2008 and 2012 (and beyond). The suggested projects are adapted from various general legacy strategies and are entitled '*The Dorset Cultural 12 for 2012*'.

### **3.2.2 – 'THE DORSET CULTURAL 12 FOR 2012'**

Suggestions for the '*Dorset Cultural 12 for 2012*' include:

1. A Dorset Youth Dance Festival in 2009 (post Beijing 2008);
2. Projects with the Jurassic Coast arts Strategy, linking sport, world heritage in Dorset, and culture;
3. A local 'heritage conference' in 2010, hosted by Bournemouth University;
4. Opening and closing ceremonies at all sailing events at Weymouth and Portland National Sailing Academy, and national sporting events hosted in the county;
5. Bournemouth University Media School to host a '*Dorset 2012 Olympic Film Festival*' in 2011;
6. Dorset media (TV, radio – Wave FM / 2CR and press –The Echo) to focus, monitor and track local emerging talented athletes and hopefuls in the Cultural Olympiad following the 2008 Beijing Games;
7. Iconic arts projects in Dorset with Olympic themes, developed in conjunction with the Arts Institute in Bournemouth;
8. Bournemouth University Media School to delivery a county-wide digital legacy, mapping the journey from bid to delivery for future generations;
9. Create and develop exhibitions and educational programmes at Bournemouth University linking the 2012 Games, local Olympic and Paralympic athletes, as part of Dorset's heritage;
10. A series of county-wide events, organised by all local authorities in Dorset that inspire the youth in the county while linking sport, art and the Olympic and Paralympic ideals;
11. Closer links with LOCOG centrally, promoting the rural and coastal aspects of Dorset, promoting the natural environment and beauty of the county;
12. Finally, and most importantly, education projects such as those outlined at the centre of this fellowship report should be part of the school curriculum that link schools across Dorset, promoting the educational values of Olympism.

From a cultural perspective, it is crucially important to ensure that the cultural fabric of Dorset is not diluted by commercial aspects of the 2012 Games. This project report suggests that lessons can be learnt from the experience of previous Olympic Games, and implemented for the London 2012 Games, in order to inspire the youth of Britain, using the unique power of sport.

### **3.2.3 - CULTURAL PROGRAMME SUMMARY**

This project suggests that sport attractions and events associated with Sport in Dorset offer a useful tool for the strategic development of Dorset as a destination. It is however important that the county offers visitors authentic cultural experiences that are not distorted by the London 2012 'Olympic Rollercoaster' and the overwhelming emphasis on the commercial aspects of this mega sporting event. It is important that Dorset's Cultural Programme is embraced locally, and does not turn out to be a 16-day sporting and marketing event, without an expression of the distinct culture of a county in the South West region of England. This argument is equally pertinent to the Paralympic Games that follow.

This exploratory analysis of the cultural aspects of the Games argues that the Cultural Programmes associated with the Olympic Games should receive a higher priority on the local agenda as we move towards 2012, having previously been under promoted and having received limited political support (Garcia and Miah 2005). Hinch and Higham (2005) suggest that the experience of sports events is informed not only by the enjoyment of the event, such as the Olympic Games, but also by a display of local culture. Indeed the success of sports events should be measured in terms of both economic and social impact. However,

inadequate attention is paid to this area and there is little evaluation of the socio-cultural legacy of an event (Garcia 2003). This fellowship project argues that the consideration of culture should sit alongside sport, health, transport, economic growth and environmental issues and should form an essential part of the preparations for 2012.

The candidature file for the London Olympic and Paralympic Games emphasized voyage and discovery, creativity and diversity, and individual endeavour within the community. The Cultural Olympiad (lasting four years leading up to the Games) should offer extensive Olympic-related activities over a long period of time, and over a wide geographical location in Dorset. There is a need to review the Cultural Programmes of previous Games and develop new directions for the Cultural Programme at a local level that can begin to break down barriers between sport, education and culture. The inclusion of diverse cultural activities and initiatives that are locally grounded has the potential to facilitate a strong sense of ownership amongst the Dorset host community. An authentic and local Cultural Programme in Dorset, delivered in association with sport, will help facilitate a range of community benefits including education, improved health, cultural learning, citizenship, community creativity, key life skills, physical development and sporting success. The London 2012 Olympic and Paralympic Games will thus be more than just a sporting event; they will represent a means to express individuality, civic pride and cultural understanding, which will endure beyond the hosting of the sporting events.

## **5 - FELLOWSHIP CONCLUSION**

Hosting the 2012 Games in Dorset provides a once-in-a-lifetime opportunity to make a unique and enduring impression on the youth of our county. It will be the youth of Dorset that will ultimately leave the most lasting and real legacy of the 2012 Games. The Olympic charter states that "the unique relationship between sport, culture and education is the essential core of Olympism". Sport in itself does not have the ability to make the step-change in attitudes, but it is an important opportunity to give as many people as possible a taste of the Olympic experience. The government narrative is to 'reconnect young people back into sport through the Olympics', through the medium of sport. Sport is powerful, but the Olympics are even more powerful as a sports development tool. London 2012 should be seen as a catalyst for sports development throughout Dorset, while assisting with government cross cutting agendas such as tackling crime, anti social behaviour, developing healthy and active communities, improving educational attainment, and combating barriers to participation.

It is important that future educational initiatives associated with the 2012 Games are relevant to young people and capture their imagination on a regular basis, and use the inspiration of young people to involve people of all ages. Initiatives within schools and colleges from 2008 onwards are the first steps towards developing a fitter and healthier generation of young people who are engaged in sport within schools and colleges, where these young people are inspired by the Olympic ideals to take part in Olympic activities such as the *Dorset 2012 Olympic Education and Cultural Programme*. The 2012 Games should be viewed as being the icing on the cake to assist with current government sport, physical activity and health strategies, but not the cake itself. The challenge for all stakeholders involved with the London Olympic and Paralympic Games in Dorset is to integrate preparations for 2012 into the broader local social policy agenda. In summary, sport can be used to assist with community development in Dorset, but unless sport is recognised as a major priority in the county and given sufficient resources for development, then these positive legacy opportunities may be missed within the context of the 2012 Games in Dorset.