

Joining the game

Themes for post-16 citizenship

Post-16 Citizenship Support Programme



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The Post-16 Citizenship Support Programme aims to disseminate and support best practice in citizenship across all areas of 16–19 education and training, and improve cohesion and progression from key stage 4 citizenship to the post-16 phase.

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Themes for post-16 citizenship

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Foreword

The vision for London 2012 is to stage Games that celebrate the spirit and the values of the Olympic and Paralympic movement. The values of Respect, Excellence, Friendship, Inspiration, Determination, Courage and Equality will also be central to the preparation of the Games as well as their legacy.

The London 2012 Games will showcase the very best of competitive sport – 26 Olympic Sports and 20 Paralympic Sports – set against the backdrop of modern Britain. The Olympic and Paralympic Games are a potent collective demonstration of human endeavour and an opportunity for positive social change.

This pack of materials is designed to enable young people to address some of the issues surrounding the Games, take ownership of the issues of concern to them and gain the knowledge and skills to get involved and make a difference. A rich variety of cultural and education programmes are forming part of our preparation for the Games and through them we aim to inspire change in young people – we also want to encourage young people to take the lead in devising and delivering activity themselves.

London 2012's ambition is to create a Games for everyone, where everyone is invited to take part, join in and enjoy the experience. London 2012 aims to create the most accessible and participative Games, to touch people as it has never done before, stimulate people to do more and to try new things and reassess what we are all capable of. London 2012 has sport at its heart and London at the centre, but it is more than London and more than sport. It is a Games for London, the UK and the rest of the world.

London 2012 and its brand feel young in spirit. Full of confidence, certainty and opportunity. Not afraid to shake things up, to challenge the accepted. To change things. This too is central to citizenship education.

**Sebastian Coe,
Chair, London Organising Committee of
the Olympic Games and Paralympic Games.**





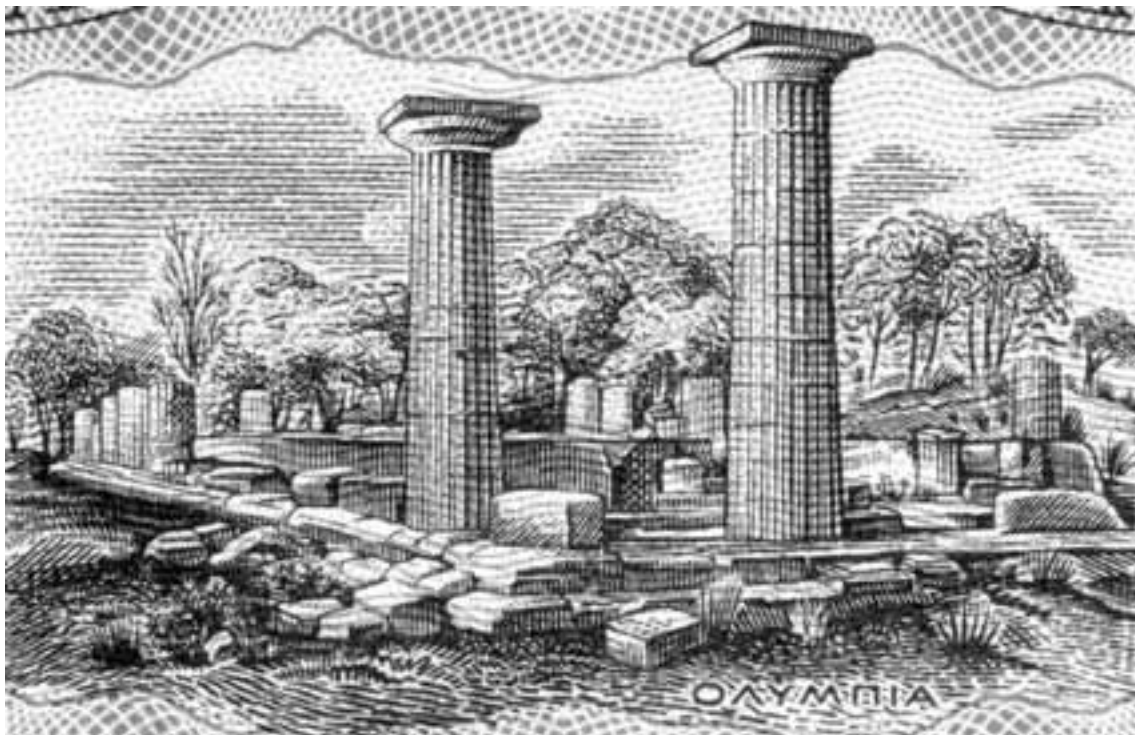
Introduction to citizenship and the Games

Coming to London

2012 will be the first time since 1948 that the Olympic and Paralympic Games will have taken place in the United Kingdom. Hosting the Games is a great honour and a challenge for any country, so London will be working hard over the next few years in preparation. Everything has to be exactly right: the budget, facilities, venues, accommodation, transport, technology, ticketing, security, ceremonies and, above all, the relationships between all the different countries involved. The Olympic philosophy puts sport at the heart of international relations, and aims to promote peace and goodwill between nations, despite their inevitable differences. This publication encourages discussion of the Olympic and Paralympic Values and explores ways in which young people can become involved in promoting these Values.

Background to the Olympic and Paralympic Games

The first ancient Olympic Games can be traced back to 776 B.C. They were dedicated to the Olympian gods and were staged on the ancient plains of Olympia, in Greece. The site of the ancient games was a meeting place for worship, and other religious and political practices, as early as the 10th century B.C. The ancient stadium in Olympia could accommodate more than 40,000 spectators, while in the surrounding area there were buildings that were used as training sites for the athletes or to house the judges of the Games. The Games continued until Emperor Theodosius decreed in 393 A.D. that all such “pagan cults” be banned. In the centuries following, earthquakes and floods of mud erased all sign of the site of the ancient Olympic Games.¹



¹ www.london2012.com/get-involved/education/get-set.php
www.olympic.org/uk/games/ancient/index_uk.asp



The modern Olympic Games were established in 1896 as a result of the vision of a Frenchman, Pierre de Coubertin. He wanted the Games to be a celebration of mind, body and spirit and he developed a set of Values.

These Values have evolved over a period of time to be the following:

- **Respect** – fair play; knowing one’s own limits; and taking care of one’s health and the environment
- **Excellence** – how to give the best of oneself, on the field of play or in life; taking part; and progressing according to one’s own objectives
- **Friendship** – how, through sport, to understand each other despite any differences.

The Paralympic Values are based on the history of the Paralympic Games and the tradition of fair play and honourable sports competition. They are:

- **courage**
- **determination**
- **inspiration**
- **equality.**

The four-year period leading up to the Games is called an ‘Olympiad’ and, although the Games were not held on three occasions because of two World Wars, the London Games will be the 30th Olympiad.

| | | |
|---------------------------|---------------------------|---------------------------|
| 1896 – Athens | 1936 – Berlin | 1976 – Montreal |
| 1900 – Paris | 1940 – Not held | 1980 – Moscow |
| 1904 – St. Louis | 1944 – Not held | 1984 – Los Angeles |
| 1908 – London | 1948 – London | 1988 – Seoul |
| 1912 – Stockholm | 1952 – Helsinki | 1992 – Barcelona |
| 1916 – Not held | 1956 – Melbourne | 1996 – Atlanta |
| 1920 – Antwerp | 1960 – Rome | 2000 – Sydney |
| 1924 – Paris | 1964 – Tokyo | 2004 – Athens |
| 1928 – Amsterdam | 1968 – Mexico City | 2008 – Beijing |
| 1932 – Los Angeles | 1972 – Munich | 2012 – London |

Citizenship education

Citizenship enables young people to learn about their rights and responsibilities, and how society works. It also enables them to develop knowledge and understanding of topical, and often controversial, social, political, environmental and economic issues. It encourages learners to express their views and have a voice in democratic processes, including within their schools, colleges, training organisations and other places of learning.

Citizenship learning is active, reflective, learner-led and community focused. It is always most successful when young people help plan the activities, identify real, topical issues of concern to them, take action on these issues and make a difference in their local and wider communities. Citizenship education can be delivered effectively in a variety of ways, but whichever approach is used, learners and facilitators need to be clear about what is to be learned. The 10 QCA learning objectives for post-16 citizenship are:

- Demonstrate knowledge and understanding about citizenship issues
- Show understanding of key citizenship concepts
- Consider the social, moral and ethical issues applying to a particular situation
- Analyse sources of information, identify bias and draw conclusions
- Demonstrate understanding of and respect for diversity and challenge, prejudice and discrimination
- Discuss and debate citizenship issues
- Express and justify a personal opinion to others
- Represent a point of view on behalf of others
- Demonstrate skills of negotiation and participation in community-based activities
- Exercise responsible action towards and on behalf of others

From *Play your part: post-16 citizenship*, QCA, 2004



© IOC Olympic Museum/Allsport/Getty Images

Jesse Owens of the USA winning the 100 metres event at the 1936 Berlin Olympics, one of the four gold medals he won during the Games. His victories infuriated Adolph Hitler, the German Chancellor and leader of the Nazi party, who wanted to use the Games to promote his racist views on the supremacy of the white Aryan race.



Olympics and Paralympic themes: investigation, discussion and action

There are many interesting social and political questions about the Olympic and Paralympic Games that raise important citizenship issues.

Many of these are likely to be of interest to young people, for example:

- **What are the social and political advantages for nations hosting the Olympic and Paralympic Games?**
- **Do all parts of the country benefit equally, or just the host city?**
- **How far does the reality of the Games match up to the ideal?**
- **How can political differences between competitor countries interfere with the Games?**
- **What does it cost to host the Games and how is the finance raised?**
- **How can ordinary people have a say in the preparation for the Games and the events surrounding them?**

After researching, examining and debating these issues, young people may also wish to take some action to influence the course of events, to get more involved and encourage others to do so as well.

The eight themes explored in this section take further the questions identified above, offering a specific focus for their consideration by young people. The supporting materials, including example activities, are designed to be used flexibly and can be adapted for the circumstances and interests of different groups of young people and learning contexts.

The eight themes encourage young people to:

- examine and debate the expressed purpose of the Olympic/Paralympic Games: ‘to place sport at the service of the harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity’²
- discuss some of the more controversial aspects of the Games, such as the possible benefits and costs for the host nation, the use of performance-enhancing drugs, and the effects of international political disputes
- consider how their voice can be heard in the run-up to the London 2012 Games, wherever they live in the UK
- plan what they might do to promote international tolerance and understanding as part of the preparations.

Themes 1–4 deal with general issues that apply to the concept of the Olympic and Paralympic Games, and arise wherever the Games are held.

Themes 5–8 concentrate on London 2012 and encourages young people to focus on issues affecting the whole of the UK, as well as the host city itself.

² Olympic Charter, International Olympic Committee, 2007, p11. http://multimedia.olympic.org/pdf/en_report_122.pdf

Theme 1

The Olympics and Paralympic Values

Introduction and aims

- This theme raises young peoples' awareness of the Values of Olympism as conceived by the founder of the Games, Pierre de Coubertin (see Handout 1, page 14).
- It aims to get young people talking about the Olympic and Paralympic Values and to consider whether their own idea of the Values match with the 'official definitions'.
- Participants could research the Values themselves, before proceeding to discussion/debate or be introduced to them in the way suggested in the example activity (below).

Citizenship learning objectives

- Discuss and debate citizenship issues
- Consider the social, moral and ethical issues applying to a particular situation.

Example activity

Stage 1

Make large labels for each corner of the room and display them. Put a table with the appropriate number of chairs (to accommodate one quarter of the group) in each corner, together with flipchart paper and marker pens. The labels are 'trigger words' for the activity. They are as follows:

1. EXCELLENCE
2. RESPECT
3. FRIENDSHIP
4. FAIR PLAY.

Discuss the meaning of these words with the whole group before allocating participants to a group. Alternatively, ask the group to generate the trigger words via a board storm. Ask them what words they associate with Olympic and Paralympic Games, and then select four for use in the activity.

Stage 2

In order to get roughly equal-sized groups, you need to allocate each person a number from 1–4 and then ask that they go to the appropriate corner of the room.

Stage 3

Ask each group to discuss the relevance of their trigger words for the Olympic ideal. They have fifteen minutes to devise a statement (20–40 words) describing an Olympic Value based on their trigger words, and to write the statement clearly on flipchart paper.

Stage 4

Ask each group to display their flipchart and, in turn, to explain their Value to the rest of the group. Give out copies of Handout 1 and explain each Value, if necessary. Discuss with the groups the extent to which their statements agree with the Values.

Assessment opportunities

- **Discuss and debate citizenship issues:** staff observation of stage 3
- **Consider the social, moral and ethical issues applying to a particular situation:** self-assessment during evaluation of the statements generated in stage 3 and peer assessment in stage 4.



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What are the Olympic and Paralympic Values?

The founder of the Olympic Games, Pierre de Coubertin, was really interested in education. He wanted the Games to be a celebration of mind, body and spirit and he developed a set of Values.

These Values can be interpreted as:

- **Respect** – fair play; knowing one’s own limits; and taking care of one’s health and the environment
- **Excellence** – how to give the best of oneself, on the field of play or in life; taking part; and progressing according to one’s own objectives
- **Friendship** – how, through sport, to understand each other despite any differences.



© IOC/Alisport/Getty Images

The Paralympic Values are based on the history of the Paralympic Games and the tradition of fair play and honourable sports competition. They are:

- **courage**
- **determination**
- **inspiration**
- **equality.**

See www.london2012.com/get-involved/education/get-set.php



Theme 2

To bid or not to bid?

Introduction and aims

- This theme enables participants to examine the arguments for and against hosting the Olympic and Paralympic Games, for sportsmen and women, for the host city and for the nation.
- It also encourages participants to develop their own opinions and to examine opinions that are not necessarily their own.
- The arguments are not specifically about London 2012, but are general arguments that have applied to all cities involved in hosting the Games.
- The questions and issues raised by this theme can be researched and discussed in a variety of ways, depending on needs and circumstances. The example activity (below) offers an active learning approach through a network simulation. As such it does not entirely replicate reality but provides a concrete, engaging basis for exploring key issues. If this activity is chosen the instructions must be followed closely to allow a successful outcome.

Citizenship learning objectives

- Discuss and debate citizenship issues
- Express and justify a personal opinion to others
- Demonstrate skills of negotiation.

Example activity

The activity involves a committee from a city making a decision about whether or not to bid for the Olympic and Paralympic Games in 2032 (the 35th Olympiad). It should be based on the nearest large city to the young people themselves. The arguments are presented on the role cards of various interest groups, who are consulted by the committee before they make a decision. The simulation will take approximately ninety minutes to run and debrief.

You will need the scenario displayed on a screen, a map of your local city, copies of the 8 role cards from Handouts 2a–2d (pages 17–20) and a room large enough to take seven tables with people moving around between them. The activity needs between 14 and 30 participants to run effectively in the form suggested here.

The scenario

Your city is considering bidding to host the 2032 Olympic and Paralympic Games. There are many different points of view on this issue and the committee responsible for the bid needs to consult widely before it comes to a decision. Each interest group will be consulted by a committee member and then the decision will be announced. The interest groups are: the police; a sports organisation; a business group; the Local Authority; EconThink (an economic ‘think tank’); residents of the designated area and Sustainable Games, a group concerned about sustainability

Stage 1

Read the scenario to the whole group and explain that the group should base the activity on their nearest city. Leave the scenario displayed and also post a map of the city, if possible. Discuss as a whole group which area of the city would make the best site for the main athletics stadium and Olympic village. They should bear in mind the need for regeneration of any deprived parts of the city, as well as transport links, space available for the main stadium, Olympic village and other events.

Stage 2

Put participants into one of the eight Olympics and Paralympic organising committee roles; the police; a sports organisation; a business group; the Local Authority; EconThink (hypothetical 'think tank'); residents of the designated area and Sustainable Games. There should be seven members on the committee, so that each group can be visited during the simulation. Each of the other seven groups can be made up of between 1 and 3 people. Give out the role cards, copied and cut up from Handout 2, and allow groups ten minutes to discuss the arguments presented and relate these to their local city.

Stage 3

In this stage, each member of the committee will consult with one of the seven different interest groups to find out what arguments the group wishes to make for or against the city hosting the Olympic and Paralympic Games. It might be that the group has suggestions about the format of the Games. After 10 minutes' consultation, the committee members return to their table. You will need to keep time and tell them when it is up.

Stage 4

The committee members now need 20 minutes to hear what each found out from the interest groups consulted, and to come to a decision about whether or not to bid for the 2032 Games. If they cannot agree, they can make a majority decision, with the Chair having the casting vote. Meanwhile, the interest groups meet up, as directed on their role cards.

Stage 5

At this stage the committee announces its decision to the audience, made up of the members of the interest groups. They give reasons for their decision and take questions from the floor. Allow ten minutes for this stage.

Stage 6 – Debrief

Ask each group to explain their own role and to say what happened during the activity, whether they agreed with the decision and why. Put participants into mixed groups in order to de-role them. They then discuss the main arguments for and against hosting the Olympic and Paralympic Games. Each group should make a final vote on whether or not advantages outweigh disadvantages.

Assessment opportunities

- **Discuss and debate citizenship issues:** staff observation in stage 3
- **Express and justify a personal opinion to others:** self-assessment of performance in stage 6
- **Demonstrate skills of negotiation:** peer assessment in stage 4.



ROLE CARD

Committee responsible for an Olympic and Paralympic bid

You are a committee of local people who have been asked by the national Government to look into the arguments in your city regarding whether or not to bid to host the Olympic and Paralympic Games in 2032. Many of you may already have an opinion, but you must listen to all the views expressed before you come to a collective decision. Each of you will visit ONE of the groups and listen to their point of view. You will need to ask questions to make sure you understand and you must take notes so that you can represent the views of this group to the whole committee. You only have 10 minutes to hear their arguments.



When you return to the committee, elect a chair to handle the discussion. This person will ask each of you in turn to report back and will not allow any discussion until all views have been heard. You will have 20 minutes for this stage and you must come to a decision. The Chair has the casting vote. He/she will report the decision to all of the interest groups. There may well be questions about how you came to your decision. Any of you may answer and you should tell the truth.

ROLE CARD

Sports organisation

You are a group of people representing different sports. You come from all parts of the country, although some of you are local to this city. You support the bid to host the Olympic and Paralympic Games because you believe it will have a good effect on sport across the whole country. The excitement generated by the Games will motivate lots of people, especially the young to take part in sport. This is very important to the health of the nation, particularly in the light of the concern about the increase in obesity.

But more than this, all areas of the country will have increased funding to provide sporting facilities in preparation for the Games. There will be opportunities for businesses to get involved in sponsoring events and for leisure companies to build more gyms and leisure centres because of increased interest in sport and fitness. There will also need to be training camps in other major cities. Hosting the Games is likely to improve the performance of our own athletes. In past Games, the host nation always does really well. It is good for national pride if many of our athletes win. Just look how proud people were when Great Britain won 47 medals in the Beijing Olympic Games and 102 at the Paralympics Games!



After the consultation with the committee member, meet up with the Business group and try to persuade them to sponsor some of the sporting teams



ROLE CARD

Business group

You are local business people, some leading large corporations based in the city, and some owning much smaller firms. You recognise that there are business advantages if the city hosts the Games, but some of the businesses may be sited on the area of land designated for the Olympic village, and their premises will be demolished. The smaller businesses are anxious about compensation and relocation.

The businesses that will benefit most are those involved in tourism (hotels, transport, restaurants), sport and leisure facilities, construction and retail. But there are likely to be general advantages for business because the Games are a massive advertisement for the country and its goods. There should be an increase in local jobs and training, as well as involvement of volunteers in the Games themselves, so more people will be working and gaining new skills. You know that some businesses will be involved in sponsorship of the events. This is an opportunity to advertise your businesses and promote their brands to a world-wide audience.



After the consultation with the committee member, meet up with the sports organisation to talk about sponsorship of some of the teams.

ROLE CARD

Local Authority

As the local authority for the possible host city, you are aware of both costs and benefits from the Games. The benefits come from the regeneration of the Olympic site. Most host cities decide to use the Games as an opportunity to re-build derelict and under-privileged parts of their city, to provide homes, jobs and facilities that will survive after the Games has finished. You would like to do the same. In particular, you want to see the Olympic village used as low-cost housing afterwards. You can see great improvements to the transport system because there will be a need to get athletes and visitors to the stadia. Some host cities have managed to turn neglected areas into tourist attractions with restaurants, bars and other facilities (such as the port in Barcelona in 1992).

However, all of this costs money. While the government will find some of the finance, your council tax payers and businesses will have to stump up quite a lot too – taxes may go up by 20 per cent or more. There will be complaints about this and some people may refuse to pay. Some people say that this kind of extra money could be spent directly on housing and facilities rather than wasting it on a sporting event and building stadia which may never be used in the future (such as some of those built for previous Games).



After the consultation with the committee member, meet up with EconThink to discuss how to make sure the city gets real economic benefits.



ROLE CARD

Residents of the designated area

You all live in the area of the city where the Olympic stadium and the Olympic village will be sited. There are advantages and disadvantages for you. If you own a house near the site, the value will increase as the Games get nearer because people will want to rent houses during the Games – for officials, for visitors etc. As part of the preparations for the Games, the area will be regenerated, with landscaped parks, good transport links, better housing and amenities. There also ought to be an increase in employment possibilities.

If you are interested in sport, you will probably get the opportunity to buy subsidised tickets for events to thank you for putting up with all the disruption during building, and you will feel part of a great world event.

And now we come to the disadvantages. You will have to put up with four or five years of construction work: heavy lorries, noise, dirt and dust, road closures and demolition. People whose homes are actually on the site will have to move, since their houses and flats will be pulled down. Like all other inhabitants of the city, your council tax will increase to pay for the Games. During the Games the area will be flooded with thousands of visitors. There will be security checks all the time and solid traffic.



After the consultation with the committee member, meet up with the police to discuss the impact of security on local people.

ROLE CARD

Police and security services

Any high-profile world event brings huge security risks these days and the costs are enormous. The police will be responsible for security throughout the Games, and during the preparations, although some say they already have enough to do to fight crime without the added difficulties of ensuring safety for all athletes, staff and visitors.

The main risk will be terrorist attacks (as in Munich in 1972 when a Palestinian group took members of the Israeli weightlifting team hostage and then killed them all following a failed rescue attempt). There will be a huge increase in costs, since everyone working on the site will have to be security checked, and systems will have to be built to include cameras, control centres, barriers, X-ray machines, IT systems (such as face recognition systems) and data collection. Police officers and other security staff will need to be trained and made familiar with evacuation procedures. There will also need to be translators for the language of every competing country, in order to ensure safety of everyone. The costs could be £1.5 billion.



After the consultation with the committee member, meet up with local residents to discuss the impact of security on them.



ROLE CARD

EconThink

You are members of a national economic 'think tank'. You carry out research into economic issues and produce policy papers for the Government and academics. Your interest is in the impact that the Games could have on the country as a whole, not just the host city. Funding for the Games comes from a number of sources: the International Olympic Committee, the host government (who will raise some funding through increased council tax of the host city residents), national lottery funding, and business sponsorship.

The main problem might be increasing costs of construction and security, and the amount that will fall on the taxpayer. Business sponsorship cannot always be relied upon because of possible downturns in the economy. National lottery funding for the Games can result in other causes losing funding, in particular the arts. Many say that the economic benefits are long term and that regeneration has a lasting effect on a city. While this may happen, it is also true that some of the facilities never get used again, unless they are designed with re-use in mind. Sydney is paying a lot in maintenance for under-used stadia following the Games in 2000.

The main advantage for the country as a whole is the world-wide media coverage during the Games. This should show the country at its best, and should also create a 'feelgood' factor for its inhabitants. The Beijing 2008 Games showed China as a modern country with strong economic growth. Hosting the Olympic and Paralympic Games can boost national pride and unity.



After the consultation with the committee member, meet up with the Local Authority and the Sustainable Games group to discuss how to make sure the city gets real sustainable economic benefits.

ROLE CARD

Sustainable games

You are members of a group concerned about the sustainability of the Games' legacy. You want to be sure that every effort is made to reduce the carbon footprint of the Games during the construction of the various sites and during the Games themselves. Also you believe that the materials used in buildings should be from sustainable sources, for example, the timber, and that materials from the demolition of old buildings should be recycled or re-used.

As part of the planning, you want to see long-term benefits for the city and local area. You propose the creation of nature reserves, for example, and open spaces which in later years can be used flexibly for leisure purposes. You are also particularly keen to see how the buildings will be used after the Games – for social housing and for the local community. If all of these concerns can be met, you would support a bid.



After the consultation with the committee member, meet up with the Local Authority and the Econthink group to discuss how to make sure the city gets real sustainable economic benefits.

Theme 3

Olympic boycotts

Introduction and aims

- The Olympic and Paralympic Games aim to bring peace and harmony to a troubled world and people very often argue that politics should be kept out of sport. However, on some occasions, countries have decided to boycott the Games because they wish to protest against actions of other countries that are seen as breaking international rules.
- This theme aims to encourage discussion of the values of the Olympic and Paralympic Games, to introduce some of the reasons for boycotts of the Games, to promote debate about whether it is possible or desirable to keep politics out of the Games, and whether boycotts on political grounds are ever justified.
- The theme also offers the opportunity to use the Games in Beijing (2008) to consider the arguments surrounding boycotts.

Citizenship learning objectives

- Demonstrate knowledge and understanding about citizenship issues
- Consider the social, moral and ethical issues applying to a particular situation
- Express and justify a personal opinion to others.

Example activity

Stage 1

Discuss with young people the examples of boycotts that have taken place in previous years. They can prepare for the discussion by researching one or two examples of boycotts first. Their findings can be supplemented by copies of Handout 3a and 3b (pages 23 and 24) and ask them, in pairs to discuss some of the reasons described on the sheet. For the selected events they should explain what occurred to the rest of the group and then decide whether or not they agree with the boycott in each case.

Stage 2

Discuss the events leading up to the Beijing 2008 Games, when there were calls for a boycott on several different grounds. Ask participants to discuss possible reasons for a boycott of the Beijing Games – pooling their own knowledge and views first before researching as wide a range of views as possible (using for example *Beijing Olympics, Boycott*, International Debate Education Organisation, www.idebate.org). Finally, participants can use Handout 4 (page 25) to summarise points on both sides of the argument.

Stage 3

As we now know, there were no boycotts at the Beijing Games, although some foreign Heads of State stayed away from some events. Ask participants to debate the following motion:

‘This House believes that political disagreements should never get in the way of the Olympic and Paralympic Games, wherever they are held.’

Assessment opportunities

- **Demonstrate knowledge and understanding about citizenship issues:** staff observation and feedback on stage 1
- **Consider the social, moral and ethical issues applying to a particular situation:** self-assessment of contribution to debate in stage 3
- **Express and justify a personal opinion to others:** peer assessment of contributions during stage 2.



Examples of boycotts of Olympic Games

| Date | Host city | Boycotting countries | Reasons |
|------|-------------|---|---|
| 1956 | Melbourne | Netherlands, Spain, Switzerland. | A protest against the Soviet Union which had, that year, repressed an uprising in Hungary, a country within the Soviet block that was demanding greater freedom. Soviet tanks rolled into Prague and quelled the rebellion. |
| | | Cambodia, Egypt, Iraq, Lebanon. | A protest against the actions taken by France, UK and Israel in Egypt. In a secret deal, France and the UK invaded Egypt in support of Israel because Egypt had taken control of the Suez Canal . |
| 1976 | Montreal | A number of African countries. | The boycotting countries wanted South Africa, Rhodesia and New Zealand to be banned from the Games because of apartheid in South Africa. (New Zealand had sent a rugby team to play in South Africa). The International Olympic Committee (IOC) did ban South Africa and Rhodesia (which supported South Africa), but not New Zealand because rugby is not an Olympic sport. The boycotting countries withdrew their teams from the Montreal Games. |
| 1980 | Moscow | 65 nations, led by the USA and including China, Japan, West Germany and Canada. (The UK supported the boycott but allowed athletes to decide for themselves whether they would compete – the small contingent of competing athletes marched under the Olympic flag and not the Union Jack). | A protest against the Soviet invasion of Afghanistan, which took place in December 1979. The Soviet Union supported the communist-led, West-leaning government of Hazifullah Amin . He was facing rebellion by the Mujahideen , who had declared jihad (holy war) against Amin and his supporters. |
| 1984 | Los Angeles | The Soviet Union and 14 Eastern Bloc countries (except Bulgaria). | In retaliation for the 1980 boycott and because they said they could not guarantee the safety of their athletes in an anti-Soviet atmosphere. |
| 2008 | Beijing | None, although some Heads of State did not attend some parts of the Games. | Before the Beijing Games, there were calls for boycotts because of China's human rights' record, its treatment of Tibet and its environmental pollution. |

See Handout 3b for explanation of **highlighted** terms.

Glossary of terms

Soviet Union: The Union of Soviet Socialist Republics (USSR) was a socialist state that existed from 1922 to 1991. Led by Russia, it included many smaller countries and provinces in the surrounding area. Since the break-up of the Soviet Union, many ex-Soviet countries have looked towards the West and have become, or applied to become, members of the European Union.

Suez Canal: The Suez Canal is a canal in Egypt, which opened in 1869. It allows ships to travel between Europe and Asia without navigating around Africa or carrying goods overland between the Mediterranean and the Red Sea. The canal is 192 km long. The modern version was reconstructed in the 1800s by a French company using forced Egyptian labour. The canal is now owned and maintained by the Suez Canal Authority (SCA) of the Arab Republic of Egypt, following nationalisation of the canal in 1956. British, Israeli and French forces had staged an unsuccessful invasion to stop the nationalisation.

Rhodesia: Rhodesia is the previous name of Zimbabwe – before that the country was called Southern Rhodesia. It was named after Cecil John Rhodes, whose company acquired the land late in the 19th century. It was a colony of Great Britain and controlled by a white government until independence in 1980, when it was renamed and led by Robert Mugabe.

Apartheid: Apartheid (meaning “separateness” in Afrikaans, the language of some whites in South Africa) was a system of legal racial segregation enforced by the government of South Africa between 1948 and 1990. It meant in practice that every person was put into a category: white, black, Indian or coloured (mixed heritage), and had to live and work in designated areas. The system ended in 1994 following great opposition and the release of Nelson Mandela from prison in 1990. He became the new leader of the country.

Hazifullah Amin: Hazifullah Amin ruled Afghanistan for only three months as head of the People’s Democratic Party of Afghanistan, a Marxist party which received help from the Soviet Union. This help took the form of invasion in December 1979 when Amin was threatened by Muslim groups within the country.

Mujahideen: A Mujahid (in Arabic, literally “struggler”) is a Muslim who is fighting in a war or involved in any other struggle. The plural is Mujahideen. The best-known mujahideen, various loosely-aligned Afghan opposition groups, initially fought against the pro-Soviet Afghan government during the late 1970s. At the Afghan government’s request, the Soviet Union became involved in the war.

Eastern Bloc: During the Cold War, the term was used to refer to the Soviet Union and countries it either controlled or that were its allies in Central and Eastern Europe (Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and-until the early 1960s-Albania). The Cold War was the name given to the tension between the USA with its Western allies and the Soviet Union, from the 1940s until the early 1990s.

Tibet: Tibet is a plateau region in Central Asia and the home to the indigenous Tibetan people. With an average elevation of 4,900 metres (16,000 ft), it is the highest region on Earth and is commonly referred to as the “Roof of the World.” Tibet was once an independent kingdom but since 1959 has been part of the People’s Republic of China (PRC). Many people claim that China denies Tibetans their human rights and Tibet’s religious leader, the Dalai Lama is in exile abroad.

Arguments for and against a boycott of the Beijing 2008 Games



| Points of view for a boycott | Points of view against a boycott |
|------------------------------|----------------------------------|
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Theme 4

How fair? Drugs in sport

Introduction and aims

- Cheating through the use of performance-enhancing drugs has blighted many sports in recent years.
- The International Olympic Committee (IOC) and International Paralympic Committee (IPC) are determined to punish individuals involved in drug use, as are many countries' sports organisations.
- This theme aims to introduce the arguments for and against the use of performance-enhancing drugs in sport and to encourage young people to debate a range of strategies to discourage drug use in sport.
- The theme can be researched and discussed in various ways. The example activity (below) offers an active learning approach through a committee simulation. As such it does not entirely replicate reality but provides a concrete, engaging basis for exploring key issues. If this activity is chosen the instructions must be followed closely to allow a successful outcome.

Citizenship learning objectives

- Demonstrate knowledge and understanding about citizenship issues
- Consider social, moral and ethical issues applying to a particular situation
- Express and justify a personal opinion to others.

Example activity

In stage 1 of this activity, participants are introduced to two points of view on the use of drugs in sport and have to respond as if on a discussion board. The activity then takes the form of a committee simulation in which participants take on the roles of members of the IOC/IPC in which they debate various suggestions for cracking down still harder on drug use. You will need copies of Handout 5 (page 28) for each pair for the first part of the activity. For the committee simulation, you will need tables and chairs to accommodate each group of six participants and a copy of Handout 6 (page 29) for each person.

Stage 1

Ask participants to work in pairs and give out copies of Handout 5. Ask them to read the two points of view, or read these with the group. In their pairs they should discuss the differing opinions before deciding on their response on the 'have your say' section. They can give different responses if they don't agree with each other, but each response should be at least 25 words. They write their response(s) on a sheet of A4 paper and swap with another pair to see whether they are in agreement on their views on drug use in sport.

[If you have the facilities, you could load the two points of view onto an intranet page discussion board and ask participants to reply here so that they can read everyone's responses.]

Stage 2

Put participants into groups of six and seat each six around a 'boardroom' style table. Tell groups that they are a sub-committee of the WADA (World Anti-Doping Agency) meeting to discuss some suggestions for tightening the anti-drugs strategy. Give out Handout 6 and ask each committee to elect a Chair and a Secretary. They have 20 minutes to discuss the four items. They can add additional items under 'Any Other Business' (AOB). The Chair should manage the discussion, make sure everyone has a chance to speak and keep the discussion to time. The Secretary should keep a note of decisions made by the committee on each item, with some of the reasons for the decision.

Stage 3

Bring all the committees back together and ask the Secretaries to announce the decision on each item, with reasons for each decision and then take a whole group vote on each suggestion. Ask young people to write a short statement of their personal view on the use of drugs in sport.

Assessment opportunities

- **Demonstrate knowledge and understanding about citizenship issues:** staff assessment of learning in written responses in stage 1
- **Consider social, moral and ethical issues applying to a particular situation:** peer assessment and self-assessment of contributions in stage 2
- **Express and justify a personal opinion to others:** staff assessment of a written summary of learner's views in stage 3



Two points of view on drugs in sport

Cheat!

Athletes who use drugs to enhance their performance have an unfair advantage over those who do not. They spoil the sporting event for spectators, who like to see a close contest, and they ruin the chances of those who have genuine skill and have trained hard and long, dedicating their lives to their sport.

The most effective drugs are often costly and only available in wealthy countries, so it is even more unfair to use them in international events. But more importantly, drugs are dangerous for athletes. There are many side effects, such as 'steroid rage', heart attacks, development of male characteristics in females, and reduced life expectancy. They are also sometimes addictive.

Use of drugs in sport sends out a bad message to children; it links drug use to success in life, whereas so-called 'recreational drugs' often bring misery, poverty and isolation to addicts.

Why not?

The ban on the use of drugs in sport is applied unfairly and is out of date. All kinds of drugs are banned, including cold remedies and food supplements. Already athletes legally use all kinds of equipment and training regimes which enhance their performance, for example, spiked running shoes, Lycra suits, special techniques, super-light cycles and wheelchairs. These are also aids to performance that others may not be able to afford.

Sample testing for drug use is a bit of a lottery – not all culprits will be found out, and that is also unfair. If drugs are unsafe, so are alcohol and cigarettes, but they are not banned. Athletes are adults; if they choose to take drugs, they are harming only themselves.

If drugs in sport were legalised, they could be controlled better and made safer, and athletes' health problems could be diagnosed sooner. It would be a level playing field.

Have your say – what's your response to these two points of view?



World Anti-Doping Agency (WADA) committee agenda

WADA is responsible for the World Anti-Doping Code whose purposes are:

- To protect the athletes' fundamental right to participate in doping-free sport and thus promote health, fairness and equality for athletes worldwide; and
- To ensure harmonised, coordinated and effective anti-doping programmes at the international and national level with regard to detection, deterrence and prevention of doping.

(see <http://tinyurl.com/antidopecode>)



Items for discussion

1. Suggestion to tighten the sanctions so that an athlete who has tested positive for a banned substance (in any country) is immediately given a **World lifelong ban** on competing in national or international events.
2. Suggestion to create a **national league table** (by sport and country) of the number of positive tests carried out, to see where drugs are the greatest problem.
3. Suggestion to urge countries to **limit television coverage** of sports that have drug problems, which would reduce publicity, advertising and prize money.
4. Suggestion to **cut from the Games certain sports** felt by some to be particularly associated with drugs cheating.

5. Any other business:





Theme 5

A British flavour?

Introduction and aims

- This theme focuses on the images of London that were used in the Beijing handover ceremony. The London Organising Committee team assembled a creative team of professional artists, directors and dancers, supported by teams of young people such as the National Youth Theatre to produce a short piece of music, dance and images that aimed to capture the essence of the UK and, particularly, of London. This can be considered through newspaper reports and photographs. Alternatively, the example activity (below) suggests viewing a video clip of this part of the handover ceremony. You can watch it here: <http://tinyurl.com/thehandover>
- The aim is also to raise for discussion what components might be used in the opening ceremony of the London 2012 Games and to consider ways in which the whole country can be represented in the opening ceremony.

Citizenship learning objectives

- Show understanding of key citizenship concepts (e.g. democracy, identities)
- Demonstrate understanding of and respect for diversity
- Discuss and debate citizenship issues.

Example activity

Participants view the clip and identify the various symbols and references. They discuss whether or not they agree that the film clip captures London and/or the UK, and they then discuss their own plans for the opening ceremony in 2012. You will need access to YouTube or a DVD of the sequence, copies of Handout 7 (page 33), art materials, glue, scissors and magazines.

Stage 1

Show the Beijing handover clips to the young people and ask them to jot down every image (visual or aural) that they notice from the performance. At the end, compare the lists and generate a combined list from everyone in the group. Use Handout 7 as an additional reminder, if necessary. Play the clip again and see if anyone notices anything new.

Stage 2

Ask participants to work in pairs and to discuss whether the clip succeeded in capturing the essence of London and/or the UK. During the feedback, refer also to the following (if not mentioned by anyone):

- the diversity of the performers (age, ethnicity, clothing, ability/disability)
- the individuality of the dancing (compared to the synchronised performances of the Chinese dancers and drummers)
- the fact that Leona Lewis was a recent X-Factor winner, and Jimmy Page was a member of the 60s band – The Yardbirds – and founder of Led Zeppelin (young and old musicians)

- the different kinds of music featured (classical, rock and pop)
- the use of an internationally recognised British sports personality (the footballer, David Beckham)
- the use of young performers from the National Youth Theatre and professionals from Zoo Nation (hip hop), Royal Ballet and Candoco (mixed ability).

Stage 3

Join pairs into fours and set them the task of designing an opening ceremony for the London 2012 Olympic Games or Paralympic Games. However, their job is to make it representative of the whole of the UK. They may also need access to computers for research. You could also use *We all came here from somewhere: Diversity, identities and citizenship*, (see references). Participants should address the following questions:

1. *What images, activities, people etc. would represent the whole population of the United Kingdom of Great Britain and Northern Ireland, and cover such aspects as:*
 - *history*
 - *political system*
 - *beliefs and religion*
 - *clothing, customs and food*
 - *music, dance, theatre, art*
 - *science and inventions?*
2. *How could these be arranged into a coherent performance lasting 30 minutes?*

Give out art materials, magazines, glue and scissors and ask groups to design a storyboard to illustrate their planned performance.

Stage 4

Ask each group to prepare a presentation of their storyboard. Invite some visitors to hear the presentations. These could be relevant members of staff (drama, music, PE) as well as local people with an interest in art, culture, performance or sport.

Extension activity

Young people could consider whether their own region has its identity and how this could be illustrated. For example, they could make a poster showing images of their own town or city, as illustrated in 'Images of Leicester' in *Moving forward together: citizenship learning for community cohesion* (see references.)

Assessment opportunities

- **Show understanding of key citizenship concepts (e.g. democracy, identities):** staff observation of performance in stages 1 and 2
- **Demonstrate understanding of and respect for diversity:** staff, peer and visitor feedback from presentations in stage 4
- **Discuss and debate citizenship issues:** self-assessment of understanding of national identity in stage 3.

HANDOUT 7



Theme 6

Not just London

Introduction and aims

- A key challenge for London 2012 is that large numbers of people across the whole UK are involved and have a positive sense of identification with the Games.
- This theme aims to encourage consideration of a range of different views about the London 2012 Olympic and Paralympic Games held by other young people across the UK.
- A further aim is develop recommendations to make to London 2012 about how best to involve people of their own age in the preparations for the Games.

Citizenship learning objectives

- Show understanding of key citizenship concepts (especially identity and community)
- Represent a point of view on behalf of others
- Exercise responsible actions towards and on behalf of others.

Example activity

Stage 1

Ask each person individually to write one or two sentences explaining what London 2012 means to them. Put participants into pairs and ask them to discuss each other's sentence.

Stage 2

Give each pair a copy of Handout 8a and 8b (pages 36–37), showing a range of different views on London 2012 and explain that these are the views of some young people from across the country. Ask them to add their own statements to the list in the empty bubbles and then swap their handout with another pair. Having read all the statements, pairs should choose the three that they most agree with.

Pairs then combine with the other pair to form groups of four. Ask them to share their selections, discuss why they made those choices, and say how these views might tell us something about people's identities (for example, where they live, where they were born, their age).

Stage 3

Ask a spokesperson from each group to report back one key point from the discussions in the group. Facilitate a whole-group discussion on why some people feel negative about the London 2012 Games and what could be done to make them feel more involved.

Stage 4

Put participants back into their original pairs and give each pair one of the cards copied and cut up from Handout 9 (page 38). Some pairs could be given the same card if there are not enough for your group. Ask them to come up with a suggestion, based on their card, for a specific action that could realistically be taken to interest more people in the 2012 Games. In addition, pairs could think up a new action to involve young people in the Games. Handout 10 (page 39), an article from the BBC website, could be used to provide ideas.

Stage 5

Ask each pair to write their suggestion for action either on a flipchart or on a PowerPoint slide. Each pair should feed back their idea to the whole group, which should then vote on the best three ideas. These ideas can be put on the Your Space section of the official London 2012 website: <http://getset.london2012.com/your-space>

Extension activity

Ask young people to look at the Get Set website (see references) and discuss ways in which it might encourage more young people to become involved in the Games. What suggestions could they make for additions to the website?

Assessment opportunities

- **Show understanding of key citizenship concepts (especially identity and community):** staff observation in stages 1 and 2
- **Represent a point of view on behalf of others:** peer observation of spokespeople in stage 3
- **Exercise responsible actions towards and on behalf of others:** staff assessment of entries on London 2012 website.

What London 2012 means to me...

1. "To me, the London 2012 Games mean nothing. I'm not interested in sport and so the Olympics is not interesting even if it is in London. I've only visited London twice to meet relatives who live there."

Husna, Bradford

2. "It's in London, so it's more important than elsewhere in the world, for me. I might even go to see it. It'll help young people to get more interested in sports."

Sajid, Bradford

3. "I think it is a waste of money just for a couple of weeks. There are more important things to spend money on."

Josie, Isle of Wight

4. "I don't want it as it will cost me money as a tax payer."

Tiffany, Croydon

5. "It's exciting. I am hoping to compete in the 100m track event."

Abigail, Croydon

6. "It means a lot to me. I am going to be involved as a Young Ambassador (promoting Olympic values to others)."

Sinead, Croydon

7. "It makes me proud when we win medals because it proves how good our sportsmen and women are."

Jason, Isle of Wight

8. "It means nothing to me – just a waste of money and a high chance of threats."

Chris, Bradford

What London 2012 means to me...

9. "To me the Olympics mean a good chance to promote English culture and show the rest of the world what good athletes the British are."

**Emi, Moreton Morrell,
Warwickshire**

10. "It's great to see the World's best competing and nobody cares about your religion. It's all about being your best on the day."

James, Isle of Wight

11. "The Games don't mean much. It won't be the same standard as Beijing, as the Chinese have the money to do it properly."

Alex, Croydon

12. "It is a good opportunity to improve peoples' quality of life in this area."

Ivan, East London

13. "I'm not really interested, as I'm only interested in football as a sport."

Haroon, Bradford

14. "It's a way of the world getting together to celebrate sport instead of arguing with each other on other issues."

Jane, Isle of Wight



Extra sports facilities and training to involve more young people in various sports, across the country.

Say how young people could be persuaded to get involved.

Various national competitions (with prizes of free seats at events at the 2012 Games).

Say what the competitions might be about.

National 'Games-inspired clubs' for younger children, run by young adults.

Say what the aims of the clubs might be.

Free trips for youth groups to a visitor centre on the Olympic park.

Say what would happen at the visitor centre.

Tours by Beijing 2008 medal-winners to schools, colleges, training organisations and youth groups.

Say what the medal-winners could do on their tours.

National youth conferences on the 2012 Games, organised by young people.

Say what the conferences could be about.

London 2012 projects linking educational institutions in London with others in the rest of the UK.

Say what kinds of projects could be run.

Youth committees elected from across the country to advise on planning the London 2012 Games

Say what kinds of things the committees might advise on.

Other ideas

Other ideas

Partnership sends 2012 spirit north

The spirit of the London Olympics is heading north, thanks to a partnership between two councils

By Alison Freeman,
BBC London, 23 October 2008

The London Borough of Newham has joined up with Barnsley Council in South Yorkshire, to share expertise in a wide variety of fields. The aim is for the two local authorities to learn from each other's strengths. For example, young people from Newham will get the chance to visit the open spaces that Barnsley's schoolchildren have access to – like the Peak District National Park. And in return, Barnsley's youngsters will have the chance to come to London to visit the Olympic Park.

Paralympic champion

One of the key reasons the partnership has been set up is because Newham has one of the most diverse communities in the UK, compared with Barnsley, where the community is described as being 'monocultural'.

Newham is also hoping that Barnsley will share some of its sporting expertise. Sue Gilroy, the Paralympic table tennis champion, has been working with schools in the area to encourage youngsters to get involved in the sport, and there are plans to get her into Newham's schools also.



Barnsley also has a good record with trampolining which it is hoped it will share in exchange for tips on fencing from Newham. Newham has already begun sharing the secrets of the success of its volunteering programme with officers from Barnsley. They hope to replicate the success there.

Excitement and magic

The partnership was launched via a video link which bridged the distance of more than 150 miles between the two areas. With the aid of the link, the Mayor of Newham, Sir Robin Wales, and the leader of Barnsley Council Stephen Houghton, were able to sign their pledges to the partnership. Sir Robin described the partnership as 'a marvellous opportunity'.

He added: "The enthusiasm and imagination shown by Barnsley, and in particular by Steve Houghton, will help to spread the excitement and magic of the Olympics across the whole of the UK.

"I hope this partnership will be the first of many sharing sporting and cultural strengths and experience, encouraging education links, volunteering opportunities and helping create a sustainable Olympic legacy throughout the country."

Councillor Houghton echoed the Mayor's thoughts, adding: "In Barnsley we pride ourselves on producing great sports men and women and I look forward to this partnership, amongst other achievements, encouraging even more of our young people to get involved in sports."

Theme 7

London controversies

Introduction and aims

- The London 2012 Games have not, to date, been without controversy, and questions are still being asked about the funding, legacy, environmental impact and security risks. Young people are likely to find the area of great interest.
- This theme aims to provide an opportunity for young people to carry out some in-depth research into aspects of the London 2012 Games – providing possible topics for project work which may or may not lead to a qualification.
- A further aim is to encourage young people to take some relevant action in relation to their research topic.

Citizenship learning objectives

- Demonstrate knowledge and understanding about citizenship issues
- Analyse sources of information, identify bias and draw conclusions
- Demonstrate skills of negotiation and participation in community-based activities.

Example activity

Stage 1

Before young people choose the topic of their project, they can share ideas about the skills they will use while carrying out research, and planning and taking part in citizenship action. The suggestions on Handout 11a and 11b (pages 42–43) relate specifically to the London 2012 Games, but learners may have other ideas about topics they wish to research.

Stage 2

For those who are interested in the Olympics and Paralympics, give out Handout 10 (page 39), as a stimulus to their ideas. They should work in helping pairs to fine-tune their project title and begin to think about their project proposal. If they decide to work in groups, they should be aware that they need to evidence individual contributions to the project. You may wish to use activities from *A case for action? Skills for active citizenship research* (see References), especially the template to support the research process, on pages 29–30, and other documents on pages 31–36.

Stage 3

Provide support and advice during the research and writing phases. Encourage the young people to consider taking some citizenship action in relation to their topic. They can use Handout 12 on page 44 (reproduced from *Crossing the lines: citizenship learning through Diplomas*, see References) to ensure that their Project is real active citizenship.

Stage 4

Organise the presentations of the findings of the projects so that the young people have a relevant and interested audience (visitors from the community with an interest in the Games), as well as other learners and staff. Encourage the young people to talk particularly about the action they took in relation to their topic. Enable them to take and answer questions on their work.

Assessment opportunities

- **Demonstrate knowledge and understanding about citizenship issues:** staff assessment of project and of presentation
- **Analyse sources of information, identify bias and draw conclusions:** staff assessment of project report
- **Demonstrate skills of negotiation and participation in community-based activities:** staff and self-assessment of skills used during citizenship action.



Is there sufficient funding for the London 2012 Olympics and Paralympics?

Some questions to investigate:

- How much money will be needed to fund the London 2012 Games, and where will it come from?
- What does the funding need to cover?
- What impact have world-wide economic problems had on Games funding?
- How are young Olympic and Paralympic-hopeful athletes funded during their training?
- What are the economic arguments about the costs and benefits of hosting the Olympic and Paralympic Games?

Start here:  <http://tinyurl.com/2012report>

Possible action:

Find out about the needs of young sports men and women in your area. Carry out a campaign to support additional funding from sponsors and the local authority for sporting activity and training facilities.

Will the London 2012 legacy improve quality of life for people in all parts of the UK?

Some questions to investigate:

- What was the condition of the Lower Lee Valley prior to the development of the Olympic site?
- What improvements of infrastructure will the regeneration bring?
- Are there likely to be any problems with the re-use of any of the facilities?
- To what extent might there be financial benefits for the whole country after the Games?
- What sporting legacy and training facilities could the Games bring to the UK?

Start here:  <http://tinyurl.com/LDA-legacy>

Possible action:

From your research, produce a short summary of the possible benefits of the London 2012 legacy (housing, facilities, employment, stadia, sports training facilities). Carry out a consultation with other young people in your organisation to find out what they think the legacy for the whole country ought to be.

What are the likely environmental impacts of the London 2012 Games?

Some questions to investigate:

- **How environmentally sustainable will the London 2012 Games be?**
- **Will any wildlife habitats be threatened by the Olympic site?**
- **Will the regenerated area lead to ‘sustainable communities’?**
(Places which are ‘economically prosperous; have decent homes at a price people can afford; safeguard the countryside; enjoy a well-designed, accessible and pleasant living and working environment; are effectively and fairly governed with a strong sense of community’)
- **What environmental damage will be caused by increased traffic and heavy lorries during the construction of the site?**
- **What transport facilities will be needed to bring athletes and visitors to the UK and around the country?**

Start here:  <http://environment.london-2012.co.uk>

Possible action:

Organise a conference for young people in your area on environmental sustainability and the London 2012 Games.

What are the security risks of the London 2012 Games?

Some questions to investigate:

- **How much is security for the Games likely to cost?**
- **What kinds of risks could the Games face, and from which types of groups?**
- **What security features do the plans include?**
- **What have other host cities done about security?**
- **Would security fears put people off visiting London for the Olympic and Paralympics?**

Start here:  <http://tinyurl.com/2012security>


Possible action:

Carry out a survey of a random sample of people in your area and find out whether they would be put off visiting the Games because of security fears. Find out what security plans they would expect to be in place. Write an article for a local paper, or send it to the London Organising Committee of the Olympic Games and Paralympic Games (LOCOG).

Is it active citizenship?

Q1. Does your proposal include the investigation of social-and-political issues?

- Issues are controversial in that people and groups will have different views about the subject.
- These issues are ‘public’ in that they consider the political and economic implications for society as a whole, and concern the policies of government and other bodies that make decisions that affect us.
- Political issues do not just involve national political parties – charities and pressure groups and most organisations have different views on decisions that affect them and how resources are used.

 *How could the proposal be modified to include discussion and/or research into social-and-political issues?*


Q2. Is your project likely to include the use or exploration of citizenship concepts?

- Key citizenship concepts include justice, power, democracy, cultural identity, political parties, pressure groups, equality and diversity.

 *How could the proposal be improved by the use of citizenship concepts?*

Q3. Does your proposal involve you in developing your own views on desirable steps forward that would lead to an improvement in your school, college or local community?


- Active citizenship means forming opinions based on evidence and reasoned arguments.
- Active citizenship involves consulting with people about things that affect them and taking those views into account when shaping ideas for change.

 *Do you have your own views and opinions about the problems and questions within your proposal, if so, upon what evidence are your views based?*

 *Who is affected by the problems and issues raised by your project question and how could your proposal be improved by consulting with particular groups and individuals?*

Q4. Does your proposal involve taking responsible action to influence decision makers and bring about a change?

- Active citizenship involves trying to bring about change by influencing people who have the power to make decisions about the problem or issue.

 *How could you develop your proposal so that it includes taking some action to raise awareness among other people and/or to influence decision makers?*



Theme 8

Open to the World

Introduction and aims

- Hosting the Olympic and Paralympic Games is a great chance to show off our country to the rest of the world. But it is also important that visitors are made to feel welcome here. Young people need to find out about some of the different cultures of other competitor countries, which will number about 205 in 2012.
- This theme suggests an approach that will build young people's knowledge and understanding of different cultures, including diverse groups within their own communities.
- The aim is to promote Olympic and Paralympic Values to young people and provide the opportunity for them to take some action themselves.

Citizenship learning objectives

- Demonstrate understanding of and respect for diversity and challenge prejudice and discrimination
- Discuss and debate citizenship issues
- Demonstrate skills of negotiation and participation in community-based activities
- Exercise responsible actions towards and on behalf of others.

Example activity

Working in groups, young people plan and run social enterprises that will promote international understanding. Groups are responsible for raising their own funds, and for organising and running the enterprises.

Stage 1

Tell participants that they will be working in small groups to run enterprises aiming at promote Olympic and Paralympic Values, particularly of friendship and equality, to other young people. Each group will be competing for a prize to be awarded to the best enterprise. You will need to decide who will judge the competition and what the prize might be. Both should have some relevance to the London 2012 Games.

Stage 2

Put participants into small groups of three or four. This can be done randomly (names in a hat), or according to young people's own choice, or according to interest in a particular project.

Stage 3

Give out copies of Handouts 13 (page 48) taken from *Play your part: post-16 citizenship* (see References) and Handout 14 (page 49). Ask groups to read through the examples of activities and the suggested projects, and then to discuss what form their own enterprise might take. This discussion may take some time. Once they have decided, they will need to plan the enterprise

and cost it. They could use the community citizenship project action plan on pages 39–42 of *More than volunteering: active citizenship through youth volunteering*, (see References). If there is funding available, each group can be given a small budget (about £20). If not, groups will be responsible for carrying out fund-raising, or gaining sponsorship, to cover the cost of their enterprise.

Stage 4

Set a time limit for the enterprises, and organise judging of the outcomes and an award ceremony. The outcomes could be presented via:

- a ‘market place’ where each group puts on an exhibition of its work on a stall
- a series of presentations using formats such as PowerPoint or performance
- written reports
- reports on intranet web pages.

Assessment opportunities

- **Discuss and debate citizenship issues:** staff observation of discussions in stage 3
- **Demonstrate understanding of and respect for diversity and challenge prejudice and discrimination:** staff and external judge’s assessment of outcomes of enterprises
- **Demonstrate skills of negotiation and participation in community-based activities:** staff and external judge’s assessment of outcomes of enterprises
- **Exercise responsible actions towards and on behalf of others:** staff and external judge’s assessment of outcomes of enterprises.



Examples of citizenship activities

- Writing and/or presenting a case to others about a concern or issue
- Conducting a consultation, vote or election
- Organising a meeting, conference, forum, debate or vote
- Representing others' views
- Creating, reviewing and revising an organisational policy
- Contributing to local community policy
- Communicating and expressing views publicly via a newsletter, website or other media (such as a radio station)
- Organising and undertaking an exhibition, campaign or display
- Setting up and developing an action group or network
- Organising a community event (for example, drama, celebration, open day)
- Training others (for example in democratic processes)

Some suggested projects

- Link your organisation with a similar one in another country or another part of the UK. You would be responsible for negotiating the link, working with technicians to set up IT mechanisms, producing materials to swap with the linked organisation, promoting the link to other young people and staff. (www.globalgateway.org).
- Make a video about your area and the people who live in it, the good things and the things you would like to improve. Send it to a school, college or youth organisation in another country, or in another part of this country, and ask them to make one to send to you.
- Run a conference for young people in your area on the theme of Internationalism and the Olympic Games. The aim would be to persuade others of the importance of the Olympic and Paralympic Games, not just for sporting success, but for building friendships with young people from other countries.
- Put on an exhibition at the local library or shopping centre to promote the Olympic and Paralympic values of friendship, respect, courage, excellence, determination, inspiration and equality (<http://getset.london2012.com/discover/16-19>)
- Set up and monitor a discussion forum on the pages of your organisation's website, getting other people's ideas about how to promote Olympic and Paralympic values, particularly of friendship, respect and equality in the run-up to London 2012. Take the best idea and implement it.
- Contact an organisation in your area that works with people from a different cultural background than your own. Negotiate, plan and run some joint projects so that you get to know each other better.

References and web resources

Get Set, the official London 2012 education programme

<http://getset.london2012.com/home>

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London 2012 official website, www.london2012.com

Partnership sends 2012 spirit north, Alison Freeman, BBC London, 23 October 2008

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Example resources from the Post-16 Citizenship Support Programme

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A case for action? Skills for active citizenship research, QIA, 2007

Choosing an angle: citizenship through video production, LSDA (now LSN), 2006

For the sake of argument: discussion and debating skills in citizenship, QIA, 2006

More than volunteering: active citizenship through youth volunteering, QIA, 2007

'We all came here from somewhere': Diversity identities and citizenship, QIA, 2006

Moving forward together: citizenship learning for community cohesion, QIA, 2008

For the full range of free Post-16 Citizenship Support Programme resources go to:

www.post16citizenship.org/publications

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