ANTI-RACISM CHAMPIONS

Using the Olympics and Paralympics to Educate Against Prejudice
CONTENTS

03 Introducing Anti-Racism Champions: Using the Olympics and Paralympics to Educate Against Prejudice

04 How to Use This Resource

05 Creating a Safe Space for Discussion

06 Defining Racism

07 Further Support

08 Curriculum Links

14 Section 1: Understanding Our Histories

24 Section 2: Building Our Cultural Awareness

32 Section 3: Racism and Anti-racism at the Olympics and Paralympics

45 Section 4: Sport for Social Change

51 Celebrate and Share

63 Contact Us
INTRODUCTION

Show Racism the Red Card was created in 1996 and is the UK’s largest anti-racism educational charity. Our aim is to combat racism and discrimination through impactful educational programmes and to empower people to be active allies. We use role models, particularly high-profile athletes to strengthen our anti-racist message. We believe that by educating people about the impact of racism, we can create safer and more inclusive communities.

We achieve this through:

- Producing and delivering educational resources and workshops
- Developing activities which encourage people to respond to racism wherever they encounter it
- Reflecting on the impact and harm caused by racism to build empathy

We are using the global platform of the Olympics and Paralympics to promote anti-racism education. This education pack has been created to be used by educators across the country to facilitate discussions, allow young people to research historical events and compare/contrast previous Olympic Events with Paris 2024. All the activities have been created with an anti-racist lens and will encourage critical thinking with the participants. Our activities, complete with curriculum links, enable teachers to assist discussions and deepen understanding regarding anti-racism education. To support educators, we have designed the pack to improve knowledge and confidence in delivering activities with an anti-racist focus.

In 2024, the Games will offer a groundbreaking celebration of sport for the whole world. As an organisation that aims to “build bridges, and never erect walls”, the Olympics and Paralympics are the perfect podium in which to launch discussions around anti-racism, where a better future can be envisaged for all. As stated on the IOC website “it is the International Olympic Committee’s mission to unite the world and foster an atmosphere of peace, development, resilience, tolerance and understanding. It is a time where athletes come together and send a powerful message of diversity, inclusion and non-discrimination to the world. Athletes from all races, religions, ethnicities and cultures compete but live together in harmony. It is a formidable display of unity across the teams”.

The Olympics and Paralympics are an excellent platform to educate young people to share these views, and we hope that SRtRC education pack will be an effective resource to promote the same values, while enhancing young people’s understanding of anti-racism education. We expect you find the lessons fun and engaging, while still challenging and providing a chance for young people to engage their critical thinking skills.

We thank every school, staff member and individual who joins us on the journey of becoming anti-racist and engages in these activities.

“I was not doing it for any type of glory or anything, it was just for me as a person, as a human being, and my feelings and what I thought about what was going on in the world, and how women – Black women especially – were treated”

Wyomia Tyus
HOW TO USE THIS RESOURCE

The 2024 Olympics will take place in Paris from the 26th July to 11th August with the Paralympics following from the 28th August to 8th September 2024. The Olympic and Paralympics are huge events, happening every 4 years and are one of the leading international sport events, gathering huge amounts of media coverage across the globe. SRtRC are excited to offer this resource to support educators to engage in activities with your young people, curated through an anti-racism lens which both celebrates and yet examines themes of race, racism and anti-racism through the Games.

The resource is organised into four overarching themes

1. Understanding Our Histories
2. Building Cultural Awareness
3. Racism and Anti-racism in the Olympics and Paralympics
4. Sport for Social Change

For ease you will see each section is a different Olympic colour, which you will see reflected in the colour along the top of each section.

We have designed the pack with a ‘stage not age’ model and to support our Olympic theme have given activities Bronze, Silver and Gold medal ratings, which you will find at the top of the page. Reflect as educators on its’ appropriateness for use in your class.

Many of the activities and overall tasks are accessible for all – but within you will find the Bronze, Silver and Gold rating which aims to provide differentiation in terms of level of challenge.

You will also find logos next to some activities which denote what type of activity is suggested. A key is below:

Please do not feel you have to complete each activity, or each activity in order. Pick and choose what feels right and appropriate for your young people.

We hope you enjoy facilitating some really interesting activities and discussions. We would love to see your class enjoying our pack so please share any photos or outcomes you are able to with us on any of our social media channels!
CREATING A SAFE SPACE FOR DISCUSSION

Talking about themes relating to racism requires maturity and compassion for others. Whilst the activities in this resource are intended to increase empathy and broaden young people's perspectives, certain discussions may cause prejudices and stereotypes to surface. In addition to this some participants may express anger, frustration, discomfort, sadness or have difficulty accepting alternative views. It is extremely important to dedicate sufficient time to creating the right environment to keep all participants and educators safe. A useful and necessary way to encourage openness, positive behaviour and to provide a safe space for the learners is to introduce ground rules. Work collaboratively with learners to develop a working agreement that communicates expected standards of behaviour and interaction and ensures safety and respect.

Try and include the spirit of the following points:

- **Respect others:**
  You will hear ideas and opinions that may be different or new to you or with which you disagree. As you participate and interact, try to take in new information without judgement and keep an open mind. Make sure that your words and body language reflect a respectful attitude towards others. Learn by listening to others.

- **Own your own values:**
  Speak from the ‘I’, ‘I feel’, or ‘in my experience’ perspective, try to avoid ‘you should’ or ‘you all think that’. If you are going to disagree with something, challenge the opinion or the behaviour, not the person.

- **Be open and honest:**
  Ask questions without fear of judgement, there is no such thing as a ‘silly’ question. It is important to try and understand as much as possible. If you are not confident to ask questions publicly then speak to the facilitator privately.

- **Respect confidentiality:**
  Everything said in the room stays in the room, unless it is a safeguarding issue. When sharing personal anecdotes, make sure to avoid using real names, don’t disclose any personal information about anyone else. Carefully consider what personal information you choose to share.

- **Share ‘Airtime’:**
  You are encouraged to express your ideas and opinions, take it in turns to contribute. Help create a safe space where everyone is encouraged and feels comfortable to speak, don’t monopolise the discussions. You are not obligated to speak.

As you engage in discussions about racism, be aware that it may provoke strong feelings for some young people due to internalised prejudices and/or past experiences. Carefully monitor responses, allow adequate time to debrief and process feelings, and provide further support and resources to young people when needed.

**Guidelines partially reproduced from Show Racism the Red Card Education Pack 2018 and Show Racism the Red Card Wales FIFA World Cup Resource Pack 2022 (Thank you to GLSEN for input into these guidelines).**
Defining racism is not easy. The current working definition used by SRtRC is:

Racism is a system of power, which perpetuates prejudice, discrimination and oppression.

Lived experience can come from direct and indirect racism whether intentional or unintentional. It impacts people personally, economically, and socially.

Racism asserts that groups of people are inferior or superior based on:

- Skin colour
- Religion
- Nationality
- Culture

Racism was constructed historically, resulting in structural outcomes of advantage and disadvantage.

**Disclaimer – Racism has been around for hundreds of years. No definition can encapsulate the lived experiences of those that face racism.**

This is Show Racism the Red Card’s working definition of racism. It was created with input from workers across Show Racism the Red Card in England, Scotland and Wales through the shared medium of English.
Useful resources on recording and reporting racist incidents:
- SRtRC factsheets included with this resource

Useful resources to deepen your knowledge of racism, anti-racism and diverse stories:
- SRtRC Education Hub and Voices Platform
  www.theredcard.org
- BAMEed Network Library
  www.bameednetwork.com/resources-database/
- The Black Curriculum
  theblackcurriculum.com/resources
- Diversity and Anti Racism Professional Learning (DARPL)
  www.darpl.org
- Migrant Voice
  www.migrantvoice.org
- Our Welsh History
  www.hanescymruni.cymru
- Travellers Times
  www.travellerstimes.org.uk/heritage

Useful resource on racial trauma and supporting others:
- Anna Freud National Centre for Children and Families

Helplines:
- NSPCC Childline
  A free helpline for children - 0800 1111 or online at www.childline.org.uk
- Mind
- Anna Freud Crisis Messenger
  Free, confidential text message service for urgent mental health support (children and adults) - text AFC to 85258
CURRICULUM LINKS

ENGLAND

Character Education:

*Inspected Teachings of the Protected Characteristics Programme of Study – Citizenship KS1 and KS2*

- Learn how to live alongside, and show respect for, a diverse range of people
- Knowledge of, and respect for, different people’s faiths, feelings and values
- Developing good relationships and respecting the differences between people

**Behaviour and Attitudes**

*Ofsted Education Inspection Framework*

- Ofsted look for examples where leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff should deal with issues quickly and effectively, and do not allow them to spread.
- All primary and secondary schools, whether state-funded or independent, should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics. Schools will not be able to demonstrate this by pointing to a general policy of encouraging respect for all people.

**Inspecting Teachings of Protected Characteristics in School**

*Inspected Teachings of the Protected Characteristics*

- No matter what type of school they attend, it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. When we inspect schools, we assess how well they equip children to do this.

**Personal Development**

*Building Resilience in Schools*

- Knowledge of, and respect for, different people’s faiths, feelings and values
- Schools can teach pupils how to build their confidence and resilience
- Important to acknowledge that those who face the most adversity, and therefore need resilience most, are least likely to have the resources needed to build resilience

**Personal, Social, Health and Economic Education:**

- Developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- Promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- Developing pupils’ character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.

**Spiritual, Moral, Social and Cultural Development**

- Knowledge of, and respect for, different people’s faiths, feelings and values
- Ofsted Links: Education Inspection Framework
**Curriculum for England 2022 Links:**

**History - Key Stage 3**

- Ideas, political power, industry and empire: Britain, 1745-1901.
- Britain's transatlantic slave trade: its effects and its eventual abolition.
- Challenges for Britain, Europe and the wider world 1901 to the present day in addition to studying the Holocaust.
- Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- Developing young people's understanding of the world by learning about other people and their values, in different times, places and circumstances.
- Broadening young people's experiences using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland.
- With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

**Purpose**

**To critically engage with key words and consider in discussion, their connotations**

- To understand interpersonal racism - Prejudices, individual actions and discriminatory behaviours where a person makes assumptions about the abilities, motives and intents of other people based on race.
- Develop their understanding of their own values, beliefs and cultures and those of others.
- Develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking.
- Develop the empathy of learners.
- Ensure that all members of our learning community have a clear understanding of what constitutes hate crimes and racist incidents.

**Social Studies**

I can discuss issues of the diversity of cultures, values and customs in our society.

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.

**Religious and Moral Education**

I am developing respect for others and my understanding of their beliefs and values.

I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways.

**Health and Wellbeing**

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.
This pack endeavours to support the aims of the Curriculum for Excellence by encouraging learners to become active participants and responsible citizens. It aligns to:

- Developing young people's understanding of the world by learning about other people and their values, in different times, places and circumstances.
- Broadening young people’s experiences using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland.
- With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

**Purpose**

To understand and exercise their human and democratic responsibilities and rights

- help learners to understand and realise their own rights and the rights of others within the school, within the community and globally
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- Supporting young people to become responsible citizens and effective contributors to society

**Purpose**

To critically engage with key words and consider in discussion, their connotations

- To understand interpersonal racism - Prejudices, individual actions and discriminatory behaviours where a person makes assumptions about the abilities, motives and intents of other people based on race.
- Develop their understanding of their own values, beliefs and cultures and those of others
- Develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking.
- Develop the empathy of learners
- Ensure that all members of our learning community have a clear understanding of what constitutes hate crimes and racist incidents

**Social Studies**

I can discuss issues of the diversity of cultures, values and customs in our society.

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.

**Religious and moral education**

I am developing respect for others and my understanding of their beliefs and values.

I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways.

**Health and wellbeing**

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.
CURRICULUM LINKS SCOTLAND (CONTINUED)

It also sits within the following contexts:

- **Inclusion and Wellbeing:**
  Anti-racist education aims to promote inclusion. The key themes encourage a wellbeing focused project to meet GIRFEC principles. Learners can engage with important themes of equality, fairness and respect throughout this resource.

- **Interdisciplinary Learning:**
  With elements of Art, Literacy, Health and Wellbeing, RME and Social Studies, this work has the depth and breadth of any IDL topic.

- **Rights Respecting Schools:**
  This work supports the United Nations Convention of the Rights of the Child. Article 2 - "without discrimination" Article 13 "Freedom of expression"

- **Global Goals:**
  Learning can support the aims of UNICEF’s Global Goals for 2030. Goal 10: Reduced Inequalities and Goal 16: Peace, Justice and Strong Institutions
These activities are designed to enhance and tie into your existing curriculum.

In terms of the Four Purposes, the activities in this booklet are broadly aimed at creating:

- Ethical, informed citizens
- Healthy, confident individuals
- Enterprising, creative contributors

**Health and Well-being**

*2.2.2* How we process and respond to our experiences affects our mental health and emotional wellbeing.

*2.2.3* Our decision-making impacts on the quality of our lives and the lives of others.

*2.2.4* How we engage with social influences shapes who we are and affects our health and wellbeing.

**Humanities**

*2.3.2* Events and human experiences are complex, and are perceived, interpreted, and represented in different ways.

*2.3.4* Human societies are complex and diverse, and shaped by human actions and beliefs.

*2.3.5* Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.

**Languages, Literacy and Communication**

*2.4.2* Understanding languages is key to understanding the world around us.

*2.4.3* Expressing ourselves through languages is key to communication.

*Full explanations of the statements can be found at: https://www.gov.wales/sites/default/files/publications/2023-06/curriculum-for-wales-statements-of-what-matters-code.pdf*
All the activities contained in the pack have been mapped to the progression steps but take care to read the extension and scaffolding notes as certain activities may not be suitable for all learners.

**Progression Step 1-2**

- **Section 1:** Muhammad Ali Threw His Medal Away!
  - The Story of Muhammad Ali and His Medal
- **Section 2:** Greetings Around the World
- **Section 4:** Sport for Social Change
- **Section 4:** Olympic Impact on Local Communities

**Progression Step 2-3**

- **Section 1:** The Story of Muhammad Ali and His Medal
- **Section 1:** How Have Athletes Changed History?
- **Section 1:** Examining the Olympics and Paralympics Over Time
- **Section 2:** Is it Fair?
- **Section 2:** Greetings Around the World
- **Section 2:** Fashion Parade of Nations
- **Section 2:** Anthems for All
- **Section 3:** Swimming Beyond Stereotypes
- **Section 3:** The IOC Olympic Refugee Team: A Team of Hope
- **Section 3:** 'And' not 'So': Understanding Correlation
- **Section 3:** Team GB Heritage Museum
- **Section 4:** Decision Makers
- **Section 4:** Sportswashing: How Sport Influences Society
- **Section 4:** Sport for Social Change
- **Section 4:** Olympic Impact on Local Communities

**Progression Step 3-4**

- **Section 1:** Muhammad Ali Threw His Medal Away!
  - The Story of Muhammad Ali and His Medal
- **Section 1:** What Did the World Do and How Did We Respond?
- **Section 1:** A Cry for Freedom
- **Section 1:** How Have Athletes Changed History?
- **Section 2:** Greetings Around the World
- **Section 2:** Anthems for All
- **Section 3:** Swimming Beyond Stereotypes
- **Section 3:** Inclusion: Empowering Our Whole Selves
- **Section 3:** Crossing Borders: Who Gets to Travel?
- **Section 3:** The IOC Olympic Refugee Team: A Team of Hope
- **Section 3:** 'And' not 'So': Understanding Correlation
- **Section 3:** Team GB Heritage Museum
- **Section 4:** Decision Makers
- **Section 4:** Sportswashing: How Sport Influences Society
- **Section 4:** Olympic Impact on Local Communities

**Progression Step 4-5**

- **Section 1:** What Did the World Do and How Did We Respond?
- **Section 1:** A Cry for Freedom
- **Section 1:** Examining the Olympics and Paralympics Over Time
- **Section 2:** Greetings Around the World
- **Section 2:** Anthems for All
- **Section 3:** Swimming Beyond Stereotypes
- **Section 3:** National Identity: What Does it Mean?
- **Section 3:** Inclusion: Empowering Our Whole Selves
- **Section 3:** Crossing Borders: Who Gets to Travel?
- **Section 3:** 'And' not 'So': Understanding Correlation
- **Section 4:** Decision Makers
- **Section 4:** Sportswashing: How Sport Influences Society
- **Section 4:** Olympic Impact on Local Communities
SECTION 1: 
UNDERSTANDING OUR HISTORIES

This section focuses on the interlinked histories of racism, anti-racism and sport.
MUHAMMAD ALI THREW HIS MEDAL AWAY!
THE STORY OF MUHAMMAD ALI AND HIS MEDAL

AoLE/Subject Area:
Humanities; History; Health and Wellbeing; PSHE

Key Skills:
Analysing Historical Events; Understanding Emotional Reactions

Aims of this Activity

● To understand the key events in the story of Muhammad Ali (previously known as Cassius Clay) throwing his Olympic medal into the river
● To analyse the motivations and emotions behind his actions
● To talk about the importance of standing up for your beliefs

Lesson

○ Begin with a brief introduction of Muhammad Ali as a renowned boxer and activist.

○ Question: “How would you feel if something you worked very hard for wasn’t recognised in the way you hoped?” Explain that today’s story is about such a moment in Muhammad Ali’s life.

○ Read the brief biography of Muhammad Ali’s early boxing career in segregated Kentucky. Check understanding of words in bold.

○ Explain that learners are going to put the story in order. Present the main 4 points of the story:
  ○ Muhammad Ali won the gold medal at the 1960 Rome Olympics.
  ○ He came back to his hometown in Louisville and was denied service in a ‘whites-only’ restaurant due to racial segregation.
  ○ Frustrated by how unfair this was, he threw his medal into the Ohio River.
  ○ He eventually got his medal back, years later.

○ Divide the class into small groups. Hand each group a set of printed timeline events. Instruct the groups to discuss and arrange the events in the correct chronological order. Have each group place their events on their large piece of paper, explaining why they chose that order. Prompt them to rethink any errors and come together to discuss the actual order of events.

○ Explain that the medal story may just be a myth (nobody really knows), but it still tells an important story about Muhammad Ali’s experience. Emphasise the lessons we can take from this story: standing up for one’s beliefs and recognising the personal sacrifices made by individuals for greater societal change.

Key Points for Discussion:

○ Discuss why Muhammad Ali might have felt the need to throw his medal into the river. (He did this because he was frustrated with the racism and unfair treatment he and other Black people were facing at the time. It was his way of showing that he didn’t want a medal from a country that didn’t treat everyone equally.)

○ Talk about the significance of the medal to an athlete and what it represents.

○ Where appropriate, discuss the broader context of racial prejudice and segregation during the 1960s in the U.S. and U.K.

Extension:

Ask learners to think of a time they, or someone they know, stood up for something they believed in.

Mention that Muhammad Ali also protested the Vietnam War by refusing to fight. Have learners research this and the theme of “protest”.

Discuss why Muhammad Ali might have felt the need to throw his medal into the river. (He did this because he was frustrated with the racism and unfair treatment he and other Black people were facing at the time. It was his way of showing that he didn’t want a medal from a country that didn’t treat everyone equally.)

Talk about the significance of the medal to an athlete and what it represents.

Where appropriate, discuss the broader context of racial prejudice and segregation during the 1960s in the U.S. and U.K.

Extension:

Ask learners to think of a time they, or someone they know, stood up for something they believed in.

Mention that Muhammad Ali also protested the Vietnam War by refusing to fight. Have learners research this and the theme of “protest”.
WHAT DID THE WORLD DO AND HOW DID WE RESPOND?

Aims of this Activity

- To think critically about what makes an equitable society and how we can all contribute to this
- To explore the racist ideologies of the Nazi Party through the lens of the 1936 Olympics
- To highlight the legacies and achievements of a celebrated figure in Black History

Lesson

1. Ask learners what their own values are for an equitable society. Prompt: what aspects make a kind/harmonious/fair society? (include one or two of your own examples to help if necessary).

2. Anonymously share the Olympic values and the laws and beliefs of the Nazi Party and/or words that summarise them. E.g. Intolerance, generosity, respect, dictatorship. Ask the group to add them to a ‘positive and negative impact on society chart’, then compare and discuss. Reveal the source of each or see if the group can guess and discuss again.

3. Show the group historic images of the 1936 Berlin Olympics. Discuss and annotate (what do they notice? What image do they think Hitler and the Nazis wanted to show the world? Grand, opulent, powerful, etc.). Now provide historical information of the 1936 Olympics and what Hitler wanted to portray to the world.

4. Based on the information given and possibly pre-existing knowledge, who did Hitler and the Nazis think should show themselves to be superior and inferior at the Olympic Games?

5. Provide information on Jesse Owens and discuss.

6. How did the world respond? Jesse Owens was the hero of the 1936 Olympic Games, but did attitudes, laws, and policies change? Research and explore a timeline.

Key Points for Discussion:

The Olympic Values Vs Nazi Ideologies

The founder of the modern Olympic Games, Pierre de Coubertin (1863-1937), believed in the power of sport to help push people beyond their limits and also to transcend their differences, draw closer together and to better understand each other. He supported humanistic values and these have become synonymous with Olympics, creating ‘The Olympic Charter’; respect for your opponent, friendship between peoples and fair play. However, there are many examples throughout the history of the Olympics where the charter has not been adhered to. For example, the 1936 Olympics held in Germany during the dictatorship of Adolf Hitler and the Nazi Party, which this particular lesson focuses on.

The key Nazi Party beliefs were:

- To create a strong and powerful Germany. The Treaty of Versailles should be abolished and German-speaking nations united.
- To create an ethnically pure ‘Aryan race’. Jews, certain other ‘races’ and those who did not meet Nazi ideals were categorised as sub-human. This would eventually lead to ethnic cleansing and the Holocaust.
WHAT DID THE WORLD DO AND HOW DID WE RESPOND? (CONTINUED)

- That Germany was in danger. Jews and Communists were a threat and needed to be destroyed.
- Autarky/Self-sufficiency. Germany should be economically self-sufficient.
- The Führer/Leader. There should be a single leader with complete power rather than a democracy.
- Lebensraum/Living Space. The need for ‘living space’ for Germany to expand.
- Intolerance
- Mistrust

What did Hitler and the Nazis want to show the world?

Berlin had been selected to host the 1936 Olympic Games before the Nazis came to power, and there was worldwide pressure to boycott the Games. Eventually, only the Soviet Union refused to take part, in addition to some individual athletes.

Hitler and the Nazis took full advantage of the enormous propaganda opportunity that would allow them to showcase their regime to the watching world. They hoped to portray Germany as a strong, powerful nation, with the Olympics leaving people impressed by their regime. They also wanted to show Germany as tolerant and hospitable, so a lot of what was actually happening in Germany was hidden; violence and anti-Jewish laws were halted, anti-Jewish signs were temporarily removed and overtly antisemitic (anti-Jewish) newspapers taken off public display in Berlin. Nazi officials decided that foreign visitors would not be subjected to anti-homosexuality laws. However, in contrast, some acts of persecution were intensified, with Roma families living in Berlin forcibly moved to a camp at Marzahn on the outskirts of the city.

While some visitors realised that the Olympics were a propaganda opportunity for the Nazis and had been used to disguise the true nature of the regime, many others were fooled and left Berlin impressed by what they had seen.

What is happening in Germany at this time?

- Lots of laws are quickly passed as soon as Hitler comes to power in January 1933, they targeted those he and the Nazis deemed ‘sub-human’, such as Jewish people, people with physical and mental disabilities, homosexual people and Roma and Sinti people.
- Here are just a few examples of what is happening in Germany before the Berlin Olympics in August 1936. There are more than 400 legal restrictions imposed upon Jewish people and other groups during the first six years of the Nazi regime.

Use whichever examples are suitable for your group's age and/or learning level.

- January 1933 - Adolf Hitler is appointed Chancellor of Germany
- March 1933 – The first concentration camp at Dachau opens. Political prisoners, homosexuals and Jews are imprisoned there. NB. Concentration camps as killing centres has not yet started.
- April 1933 – Boycott of Jewish owned businesses
- May 1933 – Public book burnings of ‘Un-German’ books – these included works by Jewish, liberal and left-wing writers. It was a clear and symbolic display of Nazi intolerance and censorship.
- August 1934 – After the death of President Von Hindenburg, Hitler becomes President and then absolute Dictator of Germany
- September 1935 – Nuremberg Race Laws introduced. The laws did not identify a “Jew” as someone with particular religious convictions but instead as someone with three or four Jewish grandparents.

What did the Nazis believe and how were these ideologies challenged at the Olympics?

It is important to know that we are 99.9% genetically identical as a human species, we may have slightly different features or skin colours, but we do not have a different race. Race is a social construct i.e. It was made up in order to control, colonise and profit. During this time in history, the Nazis and others believed there were different ‘races’; some they believed to be superior, such as the ‘Aryan Race’ and some they believed to be inferior, such as the ‘Jewish race’. According to Nazi beliefs, athletes that were Jewish or Black, for example, were ‘sub-human’ and should have been far less competent and successful than those of ‘Aryan’ descent. The Games were supposed to showcase the supremacy of the ‘Aryan master race’, but it was an African-American athlete who became the star and proved those racist beliefs to be entirely false.
How did the world respond? Timeline Activity

Jesse Owens was the hero of the 1936 Olympic Games and adored across the world, but what challenges did he have to face? What were some of the attitudes, laws, and policies during his lifetime and did they change?

Use the Jesse Owens timeline to begin with and then ask the group to explore events, in particular, in Germany, America and the UK, that illustrate the historical backdrop that Jesse Owens is living through. For example, racial segregation, race laws and racist attitudes that allow his story to be viewed in the wider context of world history. This will enhance the timeline and allow them to make comparisons between countries and reflect that the UK also had similar laws and attitudes.

Use the printable timeline and card sorts for this task but feel free to add your own key events. There are a few suggestions to get you started but please feel free to add your own or allow learners to research their own timeline events.

You could move tables and put it on the floor for space. Or even make the timeline a permanent feature on a wall that you can continually add to. It may tie in with other people and areas of history you are studying that can also be added.

Extension:

Create a ‘hero fact sheet’ about Jesse Owens. You could include key facts, what attitudes he had to face and the friendship of Jesse Owens and Luz Long to show what can be achieved by friendship and raising each other up.

Find other inspirational Olympians, who have pushed boundaries and changed attitudes. Research and create your own fact sheet that you can then present to the group and/or create your own museum.

For example, The Olympic Museum in Switzerland and the Jesse Owens Museum in Alabama, USA, have items on display belonging to this incredible athlete. What one item, image and quote would you chose to represent your person and why? Create a title and or label for your display.

What could be the best way of spreading the knowledge of your Olympic and Paralympic heroes? Research museums for inspiration.

The crucial difference between being ‘not-racist’ and ‘anti-racist’ is by ACTING; by making it clear to the world where you stand, just like Jesse Owens. So, what could you do to share your knowledge with others?

How can you share and celebrate Jesse Owens and your Olympic heroes, both within school and beyond? How could you and your group make a positive change and celebrate the achievements of people who have faced discrimination based on their skin colour, nationality, religion and/or culture?

NB. Use timeline events that are suitable for your group’s age and/or learning level.

NB. Please be mindful of allowing learners to research slavery and Nazi Germany due to the upsetting content that they may come across.
WHAT DID THE WORLD DO AND HOW DID WE RESPOND? (CONTINUED)

Other curriculum links and suggestions:

This work can be linked to The Book Thief and the further exploration of Nazi Germany including the indoctrination of children.

History for older year groups - The timelines may prove helpful in illustrating that the Holocaust did not begin with mass killing centres or was carried out by Hitler alone. It started with division and a ‘them and us’ mentality. Hitler needed the support and collaboration of various people, institutions and other countries; which he received.

Additional Resources:

- The 1936 Berlin Olympics | Imperial War Museums (iwm.org.uk)
- How Europe Went To War In 1939 | Imperial War Museums (iwm.org.uk)
- Jesse Owens | Biography, Olympics, Medals, & Facts Britannica
- Jesse Owens Biography, Olympic Medals and Records (olympics.com)
- Jesse Owens Museum (jesseowensmemorialpark.com)
- The early Nazi Party - beliefs and structure - Hitler’s rise to power, 1919-1933 - Edexcel - GCSE History Revision -
- Edexcel - BBC Bitesize
- United States Holocaust Memorial Museum (ushmm.org)
- Introduction to the Holocaust: What was the Holocaust? Holocaust Encyclopedia (ushmm.org)
- Timeline of Events | Holocaust Encyclopedia (ushmm.org)
- The National Holocaust Centre and Museum
A CRY FOR FREEDOM

AoLE/Subject Area:
Humanities; Health and Wellbeing; Expressive Arts (Extension Activity only)

Key Skills:
Critical Thinking; Empathy

Aims of this Activity
- To understand what Tommie Smith, John Carlos and Peter Norman did to protest at the 1968 Olympics and why
- To consider how protests by Black athletes and allies in recent years are connected to this one
- To develop empathy for the experiences of others
- To give consideration to equality and fairness

Lesson
Watch ‘A Cry for Freedom’, available here allowing learners to make notes in the learner guide as they go.
Facilitate discussion with the group. This may be done as a whole group or in smaller groups.

Key Points for Discussion:
- How do you think the 3 athletes felt when they were standing on the podium?
  - What about when the crowd started booing and shouting racist insults at them?
  - What do you think the atmosphere was like in the stadium at this point?
  - How do you think bystanders/other athletes felt?
- A spokesperson for the International Olympic Committee (IOC) said that the protest was “a deliberate and violent breach of the fundamental principles of the Olympic spirit.” Was it?
  - Advanced: Can you find out what the fundamental principles of the Olympics and Paralympics are today?
  - How would this demonstration be received by the IOC if it happened today? (Tip: Pay attention to Rule 50 of the Olympic Charter)

- Peter Norman arrived home to great criticism and was not allowed to represent Australia as an athlete again. How do you think Peter Norman should have been treated by his country when he returned home?
- Peter Norman began to suffer from depression and alcoholism. Why do you think this was?
  - How could he have been better supported?
- Was it fair that Tommie Smith and John Carlos were expelled from the Games and sent home?
- When they got home, Tommie Smith and John Carlos were the targets of abuse and death threats. Tommie Smith has revealed that his family were also targeted. How do you think this felt for Tommie/for his family?
  - Tommie’s brothers lost their place on their high school football team. Why did this happen? Was this fair?
- Acts of protest such as this by minoritised groups are often denounced as acts of disrespect. Can you think of an example of this?
  - How can we differentiate between an inappropriate act of disrespect and an appropriate protest?
- Should we expect prominent athletes to be role models?
  - Should they use their position of power to promote/stand up for social issues?
- Tommie Smith and John Carlos had been warned not to protest in this way. Peter Norman joined their protest when he heard what they were planning. The athletes knew that their careers would be affected. Would you be willing to give up something important to you to stand up against racism?
  - Is there a social issue you feel strongly about?
- If so, would you be willing to risk the consequences of standing up for what you believe in?
- What about if a friend or family member asked you to stand with them – would you be their ally?
- What personal qualities do you need to stand up against something you believe is wrong?
- What are the different ways in which you can take a stance?
- Is there something YOU can do now to stand up for a social issue you feel strongly about?

Additional Resources:
- Athletes vs Injustice: Protests in Sports (Retro Report on PBS): [https://www.youtube.com/watch?v=JEVT87x_e04](https://www.youtube.com/watch?v=JEVT87x_e04)

Make this active / Extension:

In groups of 5 – 6, ask learners to identify 3 key moments that stood out from the video. They will recreate these in tableaux (still images). The audience will need to identify each key moment from the tableaux. As a facilitator, you may also ask each ‘actor’ who they are in the story and how they feel at that moment in time. You may wish to start with this activity after watching the video, and then use these still images to raise the discussion points.

There is an accompanying worksheet that goes alongside this activity.
HOW HAVE ATHLETES CHANGED HISTORY?

AoLE/Subject Area:
Humanities; History; PSHE

Key Skills:
Discussion; Debate; Writing

Aims of this Activity
- To improve our knowledge of trailblazing athletes
- To discuss social activism
- To understand how one person can make a change

Lesson
- Have learners name some famous athletes (there are visual prompts on the presentation)
- Ask them to consider how athletes have changed history. Discuss Marcus Rashford and his campaign to end child food poverty.
- Introduce each athlete and ask whether the learners have heard of them, know why they are famous and what they may have done to change the world. There are additional factsheets available for each athlete on the resource link.

Key Points for Discussion:
- What was the Colour Bar? In the UK, there was no official, legal segregation law, however there were no legal protections in place either and some places implemented a ‘Colour Bar’ where they would discriminate against some people who used their services based on the colour of their skin.
- Why did Muhammad Ali change his name? When Muhammad Ali was born, his name was Cassius Clay. However, he believed that Clay was the name of an enslaver and so changed his name to Cassius X; like his friend Malcolm X. However, Ali began to follow the teachings of the Nation of Islam and his mentor Elijah Muhammad helped him to change his name to Muhammad Ali. Being part of the Nation of Islam was the reason why Ali refused to join the US army; however, he was not anti-war, he just did not believe in the Vietnam War, which is why he was charged.

Extension:
Have learners research or discuss other people who have changed history through their activism work.
Have learners research how the Olympics and Paralympics have changed over time, in terms of racism or gender equality.

Additional Resources:
- https://www.history.com/topics/black-history/muhammad-ali
- https://www.bbc.co.uk/sport/boxing/54480882
- https://www.teamgb.com/article/black-history-month-how-a-single-photo-changed-hockey-star-darcy-bourne/4u54Ve0CnLgMl8YctFGoAaK
EXAMINING THE OLYMPICS AND PARALYMPICS OVER TIME

AoLE/Subject Area:
Humanities; History

Key Skills:
Research; Sequencing; Critical Thinking

Aims of this Activity

- To research the timeline of some key events in Olympic and Paralympic history and how they have shaped the modern-day Olympics and Paralympics.
- To discuss the impact of this upon sport and examine how equality, racism and anti-racism have evolved over time

Lesson

- Print the cards so that they are double sided with the events on one side and the reflection questions on the other side. Mix up the cards and ask learners to produce a timeline of the events using only the event statements.
- Facilitate discussion using the reflection questions as prompts but do not give definitive answers. Allocate each learner/small groups a reflection question and allow them time to research around that question. Share findings as a group.

Extension:

What were the answers that surprised learners and why? What else would they like to find out about the Olympics or Paralympics? Ask learners to generate questions that interest them. For example, have the Games ever been held on the continent of Africa? Why?

Additional Resources:

- Olympic Moments That Changed History | Reader’s Digest (rd.com)

Further discussion - Community/Local stories (Cynefin)

In the local community there could be contenders, participants, coaches, viewers or other people that could be associated with the Olympics and Paralympics. Ask learners to speak to their parents, grandparents or other trusted people to find out about any interesting stories linked to the Olympics/Paralympics.
SECTION 2: BUILDING OUR CULTURAL AWARENESS

This section focuses on how we can use international events, such as the Olympics and Paralympics to build our understanding of the everyday lives of our friends around the world.
IS IT FAIR?

AoLE/Subject Area:
Expressive Arts; Art; Drama

Key Skills:
Allyship

Aims of this Activity
- To understand how the ban on the burqa/hijab might affect Muslim athletes and spectators
- To encourage learners to understand different life experiences
- To explore allyship and develop empathy for others

Lesson
- Split the class in half – one side will be athletes and one side will be spectators
- Inform the athletes they will be performing a dance for the spectators based on the Olympic Hymn whilst the spectators are to create banners, signs and posters of encouragement and celebration
- Once the dance is finalised and the artwork is finished, invite just half of the athletes to perform with only half of the spectators allowed to watch
- Once the performance is over, announce the end of the lesson
- The unchosen learners should voice the unfairness of not having their go which should open the discussion on ‘is it fair’ and how can we make it fair?
- Inform learners how some athletes such as Khadijah Mellah may not be able to attend the Olympics due to the hijab ban and how some spectators may not be able to attend, including her family and friends.

Key Points for Discussion:
- Why is it important to celebrate diverse cultures at the Olympics and Paralympics? There are lots of different countries in the world, each with their own cultures and traditions. Shouldn’t we celebrate how unique and different we are? Shouldn’t we be allowed to demonstrate our differences across the world to introduce them to others? New things can be scary, especially the unknown and it’s this ‘new, unknown’ territory which can lead to people developing racist attitudes. Breaking down these barriers can help create tolerance and respect

- How will the ban on the burqa/hijab affect these celebrations? Some examples include: the feeling of safety for the athletes and spectators, the worry of being fined or banned from attending the event, wasting the money they have spent preparing to be there.

- How do you think athletes would feel, knowing they have trained for this moment for years, only to be told that they cannot compete? Introduce Khadijah Mellah and Saffiyah Syeed. Especially as they have trained for this moment and want to represent their country and feel such a sense of pride representing their country. Why might it be helpful for us to be vocally supportive in their right to express themselves religiously?

- What about athletes who have competed in hijabs and won medals previously? Does that affect the argument that head-coverings are ‘not safe’? The argument that head-coverings are ‘not safe’ are void due to previous events where winners have won religious clothing, they have won and no one has ever been injured whilst wearing religious clothing. Athletes are allowed to cross themselves before football matches, so why is the hijab any different when it comes to religious expression?

Scaffolding/Extension:
- If the athletes are struggling to come up with dance ideas, ask them to think about expressing the emotions linked with the Olympics and Paralympics – excitement, anxiety, victorious, etc.
Scaffolding/Extension:

Alternatively, they could think about the movements of the body shown in various Olympic and Paralympic events, such as the twisting of the body for discus or the arm flourishes seen in fencing, the poses athletes do when they get ready for a sprint or when they’ve landed a long jump.

Have learners use their discussions and research to create a whole group performative display encouraging standing up to discrimination and encouraging the celebration of individualities.

Additional Resources:

- Shaista Aziz Opinion Article on CON.com
- Article on Les Hijabuses – female Muslim footballers
- Hijab ban could make French sport a no-go zone for Muslim women (telegraph.co.uk)
- Khadijah Mellah: The history-making teen & the Brixton club trying to open up racing - BBC Sport
- Hijabi sportswomen, Saffiyah Syeed and Khadijah Mellah are breaking down stereotypes (islamchannel.tv)
- Meet the Female Athletes Who Compete in Hijab | Culture Trip (theculturetrip.com)
GREETINGS AROUND THE WORLD

AoLE/Subject Area:
Humanities; Geography; PSHE

Key Skills:
Map Reading; Understanding Cultures

Aims of this Activity
- To learn how to greet others from cultures around the world,
- To encourage understanding and appreciation of cultural differences around the world

Lesson
- Begin by displaying a world map or globe. Point out different countries and regions to the learners, emphasising the diversity of cultures and languages around the world.
- Ask the learners how many countries there are in the world (193) and how many of those are in Africa (54).
- Explain that, at the Olympics, it’s not just countries but also some parts of the countries which compete as teams (Olympic Committees). There are 206 National Olympic Committees.
- Ask learners if they know how to say ‘hello’ and ‘goodbye’ in any languages other than their own. Allow time to show these to the class and elicit conversation about these.
- Explain that, in today’s lesson, they will be part of an ‘Olympic Planning Team’ that helps people to communicate when they come to Paris from all different countries.
- Activity 1: “Matching the greeting to the correct country.” Show a ‘thumbs up’ gesture and ask what it means. Explain that in some countries in the Middle East, this can be offensive (!). Then, ask learners to nod and shake their head before explaining that in Bulgaria, nodding means ‘no’ and shaking means ‘yes’. Next, display or distribute the matching activity, highlighting where the places are on a map. Learners will then match up the places and the greetings that they think are from the country before discussing the diversity of different greetings around the world and how there are many ways of saying ‘hello’, all of which are common in their respective countries.
- Activity 2: “Make your own greeting.” Organise learners into groups or pairs and explain that they are part of the planning team who need to come up with a singular greeting which everyone can use when they meet someone new at the Paris Olympics and Paralympics. Encourage them to be creative and use their bodies in a variety of ways, considering the meaning and emotions behind their gesture; they can use inspiration from those already discussed. Once they have been decided, each group can showcase their greeting to the class, explaining their inspiration/meaning behind their greeting.

Key Points for Discussion:
- Is the Arctic a country?
  Technically, no. Many countries lay claim to parts of the Arctic which is made of a variety of ice caps and the Arctic Ocean.
- Are there different greetings in Nigeria?
  Slapping the backs of each other’s hands three times, before clasping them together is the greeting of Igbo /ee-boh/ tribe, whereas among the Yoruba /yo-ruh-bah/ tribe, men do a bow-like a press-up to greet their elders.
- Who are the Māori people?
  Māori people are the indigenous population of New Zealand (they refer to New Zealand as Aotearoa). They represent 16.5% of the 4.7 million population of New Zealand.

Additional Resources:
- https://www.youtube.com/watch?v=nANhSfCGAs4
- https://www.britannica.com/topic/hongi
**Aims of this Activity**
- To independently research a country and its culture with particular reference to fashion and traditional clothing
- To be able to explain where traditional dress comes from and in what ways it is important
- To be able to explain the elements of culture
- To appreciate similarities and differences between cultures
- To use stimuli to create a unique design which meets a design brief

**Lesson**
- Learners may self-select a country or you can allocate a country/countries individually or for the whole group. This may be linked to a topic you are studying, or perhaps a learner has a link with a country other than Britain which they would like to celebrate through this task.
- Learners will be required to undertake their own research to answer the questions provided in the learner guide.
- They will then design an outfit for the athletes from their country to wear in the ‘Parade of Nations’ in the Olympics and the Paralympics Opening Ceremonies - either by hand or digitally - using their research to inform their design decisions.
- Follow up with the discussion points that are appropriate for your group’s ability.

**Key Points for Discussion:**

1. Think about all the things researched and how they make up a culture. Now think about British culture – the clothes we wear, the music we listen to, popular sports, the food we eat, traditions and celebrations.

**Make this active!**

Have a selection of materials ready to choose from for learners to select to help create their mood boards. Ensure that they remember that the colours, fabrics and so on are choosing must link to the research they have done. Learners should be able to explain why what they’ve chosen from the box links to their country. This can be made even more active by having groups of learners who have researched the same country come together to present their work so far and create a mood board together.

**Are there any similarities to the country you based this activity on? Are there any differences?**
- There is an opportunity here to talk about how we can be the same in many ways and different in many ways and how this should be celebrated.

**2. What is the importance of traditional clothing?**
- Traditional clothing plays an important role in promoting national values and preserving cultural heritage. It helps create unity. Traditional clothing is symbolic and not necessarily worn on a daily basis, but on proud display during special events such as festivals, weddings and so forth. Can learners think of any examples of this in British culture?

**3. How are the clothes we wear and/or traditional clothing affected by the climate we’re in?**
- Encourage learners to think not only about the weather, but also about the environment, the economic climate, political climate and so on.
4. Have you seen influences from various cultures make their way to High Street shops? Can you think of any examples? When do you think this is cultural appreciation and when is it appropriation?

**Top tip:** There is a handy video in the resources section looking at cultural appreciation vs appropriation.

**Extension:**

Learners studying Textiles or Costume Design may wish to bring their designs to life. These can then be utilised as part of a presentation; a whole group/school Sports Day Opening Ceremony; as a fashion show presented alongside the relevant context; perhaps performed alongside your new your new anthem (see next task); or in any other creative way you can think of!

**Additional resources:**

- Cultural Appreciation vs Cultural Appropriation: https://www.youtube.com/watch?v=9kFk3zq7i8
Aims of this Activity

- To discuss ways in which we celebrate and share identities
- To understand the impact of history (both positive and negative) on modern day rituals

Lesson

- Explain that an anthem is ‘hymn or song expressing patriotic sentiment and either governmentally authorized as an official national hymn or holding that position in popular feeling. The oldest national anthem is Great Britain’s “God Save the Queen,” which was described as a national anthem in 1825, although it had been popular as a patriotic song and used on occasions of royal ceremonial since the mid-18th century.’ – (Britannica https://www.britannica.com/topic/national-anthem)

- Play the anthems of South Africa and Canada (or one other country of your/their choice) (these can be easily found on YouTube) and have learners complete the accompanying worksheet.

- Discuss the key questions below.

- Have learners use their key words and feelings to work together in small groups to write (and possibly perform!) a world anthem that they would like to see played at the Olympics and Paralympics opening ceremonies.

Key Points for Discussion:

- **Why do we have anthems?**
  Answers may include: To celebrate our nation; To support our team; To bring people together; to remember our histories

- **How can nationalism be helpful?**
  It can make people feel a sense of duty for the place they live; it can unite those who may not have much else in common; it can be fun to support a certain team

- **How can nationalism be harmful?**
  It can make us create ‘in’ and ‘out’ groups – people who belong to the nation and people who do not, leaving people feeling lonely or afraid; Small groups of people may try to associate the country with values that are not inclusive; it can lead to conflict as countries put their own interests first and do not consider the impact on the wider world

- **Who chooses the anthem?**
  Does anthems reflect our societies now?

- **Does culture have an influence on the topics included in anthems?**
  Yes! You may wish to consider the example of the United States of America as outlined in the History.com article in the additional resources.

- **How might we use anthems to promote unity?**
  We may share values of dignity and respect for all; singing can be a force for bringing people together; we may discuss our shared histories and how our anthems can be representative of all.

- **Is the language the anthem sung in important?**
  Yes! Being able to communicate in our preferred language(s) allows use to be our authentic selves. Many nations are multi-lingual and might consider including this in their anthems, just as South Africa does. ent, the economic climate, political climate and so on.

*Don’t forget to share your anthems on social media by tagging @theredcardwales and using the hashtag ANTHEMS FOR ALL*
Scaffolding/Extension:

Offer a structure for learners to fill in their key words and decide on a tune. An example can be found in the resource section.

Before creating their own anthems, allow learners to critically analyse the words of the chosen anthems. Ask them to highlight themes and analyse key language then consider how the themes that emerge fit with their image of the country. An example can be found in the resource section.

Additional resources:

- A BSL version of the Welsh National Anthem can be found at: https://www.wales.com/about/language/welsh-national-anthem

- History.com ‘The Star-Spangled Banner’ The Star-Spangled Banner (history.com)
SECTION 3: RACISM AND ANTI-RACISM AT THE OLYMPICS AND PARALYMPICS

This section focuses on the ways in which racism has manifested and may be challenged at the Olympics and Paralympics.
SWIMMING BEYOND STEREOTYPES

**AoLE/Subject Area:**
Health and Wellbeing; Humanities; Art and Design; PSHE

**Key Skills:**
Listening; Thinking Critically; Creative Thinking; Self-reflection

**Aims of this Activity**
- To challenge stereotypes around swimming
- To understand that racism goes beyond the interpersonal, meaning structures and cultures can be set up in ways that privilege some people over others

**Lesson**
- **There is a guided PowerPoint to use with this activity.**
- Ask learners to draw a swimmer. In pairs, ask them to tell their partner all about their swimmer and why they drew them the way they did.
- Introduce Alice Dearing as the first Black woman to represent Team GB in an Olympic Swimming event (2021) and co-founder of the Black Swimming Association.
- Pair and share thoughts around why it took until 2021 for a Black woman to represent Team GB at the Olympics, taking care to address and challenge any misconceptions or stereotypes

Remember to refer back to the guidelines on Creating a Safe Space for Discussion

- Tell learners that 95% of Black adults, 80% of Black children and 78% of Asian children do not swim in England (Swim England, 2021) and ask why this might be?
- Share the resource cards and ask them to rank them from most likely to least likely to get a swimming gold medal at the Olympics or Paralympics. Move around the room to discuss their justifications.
- Show this clip of Alice Dearing discussing why some Black have been reluctant to swim - [https://voices.theredcard.org/Video/6535](https://voices.theredcard.org/Video/6535)

- Show further information on barriers to swimming from the Black Swimming Associations’ '#OurSwimStory' report. More on this can be found in the additional resources.
- Ask learners to return to their resource cards and consider them in the context of what Alice and the Black Swimming Association have said. Take time to stress that racism can take many forms. Alice talks explicitly about incorrect and disproved stereotypes. Whilst we often focus on interpersonal racism (such as racist name calling by one individual to another), racism can also be systemic (racist ways of thinking can lead to unfair and unequal outcomes for people from marginalised backgrounds).

**Key Points for Discussion:**
- **Why did their drawn swimmers look the way they do? Do they look like them? Like other swimmers they’ve seen? Did they base them on TV e.g. the Olympics/Paralympics or their own experiences e.g. going to their local pool? What influenced their thinking?**
- **Why did it take so long for a Black woman to represent Team GB at the Olympics?**

Stereotypes around swimming not being a sport for Black people. Many people may not have had access to pools. Many women brought up that chlorine is particularly damaging to natural Black hair and before Soul Caps were created, many swimming caps were too small to contain and protect their hair. Some women did not feel comfortable in traditional swimming costumes in public spaces. If a smaller pool of people are swimming, an even smaller amount will reach elite level.

- **Why do so few Black and Asian children swim in the UK?**

Access to pools both geographically and in terms of timings. Money – it can be expensive to buy swimming equipment and access the pool. Black children are more likely to live in poverty due in part to structural racism in terms of job opportunities.
SWIMMING BEYOND STEREOTYPES (CONTINUED)

and career progression for their parents. Their parents might not have learnt to swim and therefore may not be confident to take them to a pool to practice. For some people, they are not comfortable in revealing swim wear or swimming in spaces with people of different genders to themselves so may be less likely to go to a public pool.

Additional Resources

- For more on what is being done to challenge racism in swimming see: BBC News (2021) ‘Bristol Swimming Club Project to Increase Black Swimmers’ [Online] Available at: Bristol swimming club project to increase black swimmers - BBC News
- Black Swimming Association ‘#OurSwimStory Executive Summary’ [Online] Available at: OurSwimStory-AKD-BSA-Executive-Summary.pdf (thebsa.co.uk)

Scaffolding/Extension:

For less advanced groups, you may wish to just focus on the first part of the activity – the drawing of the swimmer and use this to talk about stereotypes. You could repeat the exercise by having the class draw a nurse/doctor, a scientist, or a teacher for example and focus in on the influences that informed their pictures.

You may wish to link the discussion around Alice Dearing to intersectionality (how our identities can interconnect to shape our experience and provide us with disadvantage or privilege) and have the group consider if there are any additional reasons linked to gender.
NATIONAL IDENTITY: WHAT DOES IT MEAN?

AoLE/Subject Area:
Health and Wellbeing; PSHE; Citizenship

Key Skills:
Critical Thinking

Aims of this Activity

- To examine Britishness and what it means to be British - analyse diverse British identity
- To understand the symbolism of the Olympics and concepts of nationality (flags, national anthems, opening ceremonies...)
- Critically assess concepts of National Identity and its impact on racism and policymaking
- To analyse the Olympics and Paralympics as a “Nationalist Theatre”

Lesson

- Ask group icebreaker questions:
  - Who is proud to be British? – They may use a RAG scale or do thumbs up/down/neutral
  - Do you identify as one or more from English, Welsh, Scottish, Northern Irish, British?
  - What does it mean to be British? / Do you feel British? / What does British look like?

Further Icebreaker Discussion

- What is the difference between Nationalism and Patriotism?
- Nationalism and the far-right?
- Is Nationalism visible at sporting events such as the Olympics and Paralympics?
- The importance of self-determination?
- Where do you draw the line between national pride and racism / supremacist ideologies?

Extra examples

- North & South Korea competing under one flag. Pyeongchang Winter Games 2018 - Performative gesture?
- 1948 London Games, Germany and Japan banned following WWII

Opening Ceremonies and National Identity

- What can we learn from London 2012 Ceremony? Beijing 2008 Ceremony?

responses - Former-conservative MP, Aidan Burley, criticised 2012 opening ceremony as ‘multicultural crap’. Aidan Burley was sacked from the party for attending a Nazi-themed stag party.
NATIONAL IDENTITY: WHAT DOES IT MEAN? (CONTINUED)

- What does this tell us about a country’s wealth? - cost of facilities, infrastructure etc
- Does this tell us anything about national and cultural identity?

Sports and National Identity

Some countries have excelled in certain disciplines. Take time to discuss what circumstances or norms may have enabled this.

- China – Table Tennis (67%) Badminton (55%) Diving (52%)
- South Korea – Archery (46%)
- USA – Basketball (46%), Baseball & Softball (33%) Swimming (32%)
- Brazil – Volleyball (32%)

Consider what sports we associate with the UK or the US, for example.

The creation of ‘new’ sports can be important to fostering cultural/national identities. For example, some would argue that American identity is intrinsically linked to ‘American’ sports e.g. American football, Baseball. Could this tell us anything about a country’s wealth? Do wealthier countries excel in sports that require more expensive facilities or infrastructure?

Extension:
What about the Far Right?

- Link back to the icebreaker activity to compare national pride and racism
- Max Schmeling ‘Aryan’ boxer promoted by Nazi party
- Far-right organizations promoting hooliganism and violence
- Increasing use of sport as a means for extremists to recruit and radicalise people – e.g. Wehrsportgruppe Hoffman
INCLUSION: EMPOWERING OUR WHOLE SELVES

Aims of this Activity

- To encourage learners to examine how issues of racism, sexism, ableism, and inclusion impact upon Olympic and Paralympic athletes
- To create a wider understanding of the way in which institutional racism works in practice

Lesson

- In small groups have learners define racism, sexism and ableism. Share as a whole group and draw out key themes to create shared definitions.

Refer to page 6 for definition of racism

- Share the case studies. Have groups consider how each of these is an example of racism / sexism / ableism.

Key Points for Discussion:

- **What is the importance of representation and inclusion?**
  Some examples may include: to make people feel a sense of belonging, to benefit from a diverse range of experiences and perspectives, to inspire others to follow a similar path.

- **How do these examples relate to the concept of intersectionality?**
  We are not just one part of our identity and the different elements of our identity can interact in different ways to shape our experiences. For example, we may share skin colour but have different genders or sexual orientations that shape our experiences of the world.

Extension:

Have learners consider their own identities and write a reflection piece on how these shape their experience of the world.
CROSSING BORDERS - WHO GETS TO TRAVEL?

Aims of this Activity

- To think critically about what makes an equitable society and how we can all contribute to this
- To explore the values of the International Olympic Committee and how these are applied
- To highlight the inequalities associated with different nations competing in the Olympics, Paralympics and World Athletics, and related stereotypes

Lesson

1. Share the values, symbol and motto of the IOC, using key points below
2. Discuss any ways in which learners think these may or may not always be upheld. What barriers might exist?
3. Show news stories relating to athletes with visa issues – discuss how / why these problems have arisen. What stereotypes might exist around certain nations? Does this match the IOC values? Is it fair that a white British athlete can travel freely but a Black Ghanaian cannot?
4. Discuss other ways in which individual nations, athletes or supporters may be unfairly treated, including: clothing – Hijab bans; nations at war – blanket bans; travel – costs and distances; gender / sexuality – laws and restrictions (Allocate different themes to different groups of learners)
5. How should the IOC respond? Explore how each scenario could be resolved (Groupwork)

Key Points for Discussion:

- The Olympic Values
  - The three values of Olympism are **excellence, friendship** and **respect**. They constitute the foundation on which the Olympic Movement builds its activities to promote sport, culture and education with a view to building a better world.
  - The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.

- The Olympic Rings
  - “The Olympic symbol expresses the activity of the Olympic Movement and represents the union of the five continents and the meeting of athletes from throughout the world at the Olympic Games.” (Olympic Charter, Rule 8)

- The Olympic Motto
  - In 2021, the IOC approved a change to the Olympic Motto, adding the word “together” to “Faster, Higher, Stronger”. The new Olympic motto now reads: “Faster, Higher, Stronger – Together”. In his remarks before the unanimously vote, IOC President Bach explained the link between the change and the original motto: “Solidarity fuels our mission to make the world a better place through sport. We can only go faster, we can only aim higher, we can only become stronger by standing together — in solidarity.” This recognises the unifying power of sport and the importance of solidarity.

See: [https://olympics.com/ioc/olympic-values](https://olympics.com/ioc/olympic-values)

NB. This lesson will explore content that may be upsetting for your group, such as racism, racial stereotyping and other forms of discrimination. Please be mindful of your groups needs and emotional wellbeing and adjust accordingly.
Visa and Travel Problems

Stereotypical view that athletes from African nations won’t return so don’t get visas*. Belief that everyone wants to come to the West and where that comes from – is it true? Does this fit with the IOC Values and Motto?

Class Task:

Compare the linked stories about athletes from different nations

Follow-up Group Tasks:

Use additional links to explore related issues

Extension:

Create a ‘hero fact sheet’ about an Olympian or Paralympian who has overcome any of the challenges above. You could include key facts, what attitudes and barriers they had to face and how they succeeded (Solo task)

Debate - Hold a debate around one or more of the issues above. For example, where do people in your group stand on allowing Russian athletes to compete in the 2024 Olympics and Paralympics? Outline your reasons for and against and invite other learners, staff, etc. to attend.

Make this active!

Learners could participate in race despite unequal starting points to emphasise the impact of the barriers imposed.

Use an atlas or mapping tool to investigate how far each athlete/team has to travel to get to Paris and investigate travel costs.

Additional Resources and Contextual Information:

- [https://blogs.lse.ac.uk/africaatlse/2023/06/22/europe-must-make-it-easier-for-africans-to-get-visas/](https://blogs.lse.ac.uk/africaatlse/2023/06/22/europe-must-make-it-easier-for-africans-to-get-visas/)
THE IOC OLYMPIC REFUGEE TEAM - A TEAM OF HOPE

Aims of this Activity

- To understand and explore what a refugee is and other elements related to immigration
- To explore the stories and impact of the IOC Olympic Refugee team
- To develop empathy related to stories and circumstances of others
- Create resources of hope and empowerment for the IOC Olympic Refugee team and other displaced people across the world

Lesson

- Initially you may choose to use a selection of additional resources, such as the PowerPoint or those highlighted below in this document and explore the topic of refugees and other forms of immigration.
- You may also choose to use the Journey of Hope resource, a story that explores this topic and allows for questioning and considered discussion. And/or have the class research the background and specific stories related to the IOC Olympic Refugee team and the athletes.
- Following this, have learners create resources of hope for example, a letter to athletes, poems, poster, banners for the athletes of the IOC Olympic Refugee team and for refugees across the world.

Key Points for Discussion:

- Define refugee and discuss other forms of immigration. It is important learners understand the reasons why people move - for both positive hopeful reasons and because of negative circumstances e.g. people forced to leave because of war, persecution, natural disasters etc.
- Have the learners discuss and consider the challenges and difficulties related to the journey and choices made by a refugee e.g. risks of the journey, leaving family and friends and property behind, the dangers they may have face.
- Have learners reflect on what it would be like to be in these less fortunate circumstances than themselves. Within this it is also important discuss and explore the things people from other countries have contributed to British culture and break down any negative stereotypes related to immigration.
- Throughout the lesson the idea of hope and empowerment is a vital focus, the Olympic Refugee team were highlighted as being a symbol of hope. Hope and empowerment are the key themes to consider when the learners create their resources.

Extension:

Have learners consider the impact of supporting, raising the profile and providing positive narratives about refugees and immigration. Have them write a think piece on the impact initiatives like the creation of the IOC Refugee Olympic Team can have around the world.
THE IOC OLYMPIC REFUGEE TEAM - A TEAM OF HOPE (CONTINUED)

Additional Resources:

- SRtRC Journey of Hope Story
- Refugee Olympic Team - Hope and Inclusion for Refugees Worldwide (olympics.com)
- Rio 2016 Refugee Olympic Team (olympics.com)
- IOC Refugee Olympic Team Tokyo 2020 (olympics.com)
- Refugee, Migrant, IDP: What's the difference? | Concern Worldwide Explains the difference between the terms that are commonly used
  - https://youtu.be/AqQkkabxtj0?si=pH1GJNp8fGjAnTX-Welsh Government video on The Nation of Sanctuary. This is useful for background and as information
- https://www.bbc.co.uk/news/uk-wales-60820974 A BBC report about a refugee family settling in Wales from Syria
- The Swimmers - Film on Netflix about two Syrian sisters determined to get to the Rio 2016 Olympics

Check out the free SRtRC Education Hub for more immigration themed resources.
‘AND’ NOT ‘SO’: UNDERSTANDING CORRELATION

This activity can be completed as a standalone or as a follow up to Swimming Against Stereotypes.

AoLE/Subject Area:
Science and Technology; Mathematics and Numeracy

Key Skills:
Critical Thinking; Understanding Data

Aims of this Activity

- To show how data can be manipulated and used to support a particular viewpoint
- To understand best practice for evaluating sources

Lesson

- Put learners in small groups.

  - Each group will be set the challenge of throwing as many balls/scrunched up paper into a basket/defined area as possible.

Either (Sports Hall/Outdoor)

- Set up the activity outside/in a sports hall and have different areas for different groups. Give each group a set of instructions. Do not tell the groups that their instructions are different. Instructions for 4 groups have been provided. If you would like to have more groups, you may wish to duplicate the instructions whilst also varying the size of the basket/hoop.

Or (Classroom)

- Provide learners with a piece of paper and set them the challenge of getting the piece of paper in a bin/basket at the front of the classroom WITHOUT moving out of their seats.

- Group learners into teams dependent on proximity to the basket and record scores.

Then

- Compare scores and ask the group what this tells us. Tell learners that ‘Group X must be the best throwers as they’ve scored the most points’ and open up discussion. Learners may dispute this, drawing attention to inequalities such as the differing rules/distances. Discuss privilege, then talk about causality versus correlation.

Key Points for Discussion

- Show learners How Ice Cream Kills! Correlation vs. Causation - YouTube
- Have learners complete the worksheet independently
- Take time to discuss and share examples.
- Finish by showing learners ‘JoePolitics - How to argue with your racist uncle – Dr Adam Rutherford on how to win an argument with a racist’ here: https://www.youtube.com/watch?v=Qn54a69n1ck
- When learners draw attention to inequalities use this as a starting point to discuss privilege – unearned advantages in life that can impact how we experience the world. You may wish to link this to the previous ‘Swimming Against Stereotypes’ task and talk about how White Privilege (for example, seeing Gold Medallists that look like you) is at play there.

- Causality is the idea that one thing causes another; correlation is the idea that 2 or more things happen concurrently. Often the news media will draw causality when in fact, there is correlation. This oversimplifies issues. For example, if we take the example on the worksheet, this is a cause of correlation. Usain Bolt has a good diet and he is very fast, but the way the headline is framed is leading readers to believe there is a direct and this is the key causal link. Rewording may include offering alternate explanations such ‘Bolt’s diet could be one of the factors behind his fantastic success’. Discuss why this may not be used as a headline – it doesn’t generate interest/intrigue which will boost sales/clicks (and subsequently advertising revenue); it’s not particularly catchy; it doesn’t fit with a news agenda.
‘AND’ NOT ‘SO’: UNDERSTANDING CORRELATION (CONTINUED)

THIS ACTIVITY CAN BE COMPLETED AS A STANDALONE OR AS A FOLLOW UP TO SWIMMING AGAINST STEREOTYPES.

Scaffolding:
For lower ability groups, you may wish to omit the worksheet and final video and instead concentrate on the implications of the throwing task and the ‘How Ice Cream Kills!’ video.

Extension:
Set a homework task in which learners bring in one example of incorrect causality that they identify on social media.

What other factors might lead to there being less footballers of Asian Heritage both in top flight domestic football (e.g. the Premier League) and at the Olympics?

Additional Resources:
- How to argue with your racist uncle - Dr Adam Rutherford on how to win an argument with a racist - YouTube
- How Ice Cream Kills! Correlation vs. Causation - YouTube
TEAM GB HERITAGE MUSEUM

Aims of this Activity

- To build cultural awareness
- To celebrate legacies and achievements of the Global Majority athletes that have represented Team GB.

Lesson

- Welcome learners to their virtual museum. Here, they will research some of the medal winning athletes that have represented the UK in Team GB during recent Olympic and Paralympics.
- Share the example profile, complete with a list of 12 athletes who have won medals for Team GB.
- Give smaller groups at least 4 athletes to research. We would discourage copy and paste from Wiki but you may wish to share the template and example.
- Have groups present their findings and make the case for their athlete being included in the Olympics/Paralympics museum
- Ask the wider group what questions would they ask this athlete about their journey to success? For example, what are three main challenges that you had to overcome to achieve your medal?

Key Points for Discussion

- In the example profile on Emily Campbell, information included the fact that she suffered racist abuse prior to attending the Olympics. Why do you think that this was a feature of her journey?
- What did you notice about the athletes in the museum?
- Why have we chosen to celebrate these athletes in our museum?
- In what ways could we acknowledge cultural differences?

Extension:

Have learners choose another country to investigate the cultural backgrounds of the teams and conduct a similar activity. What did they discover?

Make this active!

Undertake a hot seat activity where learners use their research to answer these questions as if they are the athlete.
SECTION 4: SPORT FOR SOCIAL CHANGE

This section focuses on how sport can be used as a tool to change.
Aims of this Activity

- To analyse the impact of hosting on Olympic and Paralympic host-nations
- To examine economic and social inequalities between countries
- To critically assess the legacy of hosting the Olympics and Paralympics and those impacted by it

Lessons

- Have group explore the impact of hosting by sorting and discussing the statements and matching examples on the printable cards into positive and negative outcomes of hosting the Olympics and Paralympics.
- Consider this London 2012 Case Study:
  - “Everyone’s 2012” was in many ways delivered and the Games were widely lauded as an inclusive success. Hundreds of minority/small local businesses won contracts through supplier diversity programmes. Millions of people experienced inclusive customer service from trained “Games Makers” at accessible venues.
  - Discuss the importance of representation of diverse areas like Newham / Regeneration vs. Gentrification? Deliberate positive and negative outcomes for Newham.

Extension:

Consider the new sports that have been added to the Olympics each year and how the sports that are included change. Consider:

- Breakdancing, Paris 2024 – what happens when they are no longer included?
- Skateboarding, Tokyo 2020* – where did the demand come from? Does this have cultural significance?
- Who participates? What do these disparities mean in practice?

Consider the power held by the International Olympics Committee. Decision-makers have significant impact on the Olympics.

- The IOC currently has 99 members, capped at 115 – less than qualified countries.
- There is over representation of countries with more members.
- The executive board is elected by members via secret ballot

How could these facts impact the decisions that are being made? Consider representation and voice here.
SPORTSWASHING: HOW SPORT INFLUENCES SOCIETY

Aims of this Activity
- To define ‘sportswashing’
- To understand examples of sportswashing throughout history
- To explore societal change through sports

Lesson
- Using the PowerPoint and case studies as a guide, begin by asking learners to consider if they have heard the term sportswashing or have an idea of what it is; references can be made to Qatar 2022, the Beijing Olympics or the purchase of Premier League football clubs by businesses based in Saudi Arabia.
- Define sportswashing and explain how it happens, using the slides to support
- Briefly explain what happened during the Berlin Olympics in 1936 and how they showed examples of sportswashing. Then, repeat for the Beijing Olympics in 2022.
- Learners will write down ideas about how countries could create societal change through their sports; ideas could be to ensure diversity of representation or a pledge of which they are legally bound.

Key Points for Discussion:
- What was Nazi propaganda? The Nazi party had political power in Germany at the time of the 1936 Olympics. They created posters which showed a parallel between their myth of ‘Aryan superiority’ and the Ancient Greek Games to suggest that there was a purity between the two. Also, the Nazi party promoted an idea of an inclusive Germany where everyone would be welcomed, even though in Germany, many people were discriminated against in their everyday lives.
- What human rights violations were committed by the Chinese government? Muslim communities in China have been subjected to torture, persecution and mass imprisonment. Similarly, they have been accused of severe online censorship which violate freedom of speech.

Scaffolding/Extension:
Learners can create a proposal for societal change in Paris 2024; this can be a group task or an individual task. Learners may spend time researching Paris 2024 and identify areas in which Paris could ensure that they are advocating for societal change. Learners may present their proposal to the class; they could use physical resources or online resources to create their proposal.

Additional resources:
- https://www.iwm.org.uk/history/the-1936-berlin-olympics
**SPORT FOR SOCIAL CHANGE**

**AoLE/Subject Area:**
Humanities; Health and Wellbeing; History; PSHE; Citizenship

**Key Skills:**
Discussion, Understanding History; Debate; Planning; Evaluation

**Aims of this Activity**
- To understand what values are
- To empower learners to make change in society
- To identify and celebrate diversity
- To explore different cultures

**Make this active!**
Ask learners to think of 10-15 things that they would say describe who they are. These can include religion, mental health, culture, age, language, appearance, likes and dislikes, and anything they think is important to them and they want to share. Pick one of the below:

- Outline themselves (This could be done with chalk outside or electrical tape inside) and add the above. This is an empowering activity and a moment to identify the unique parts of who they are, but also find similarities with the other learners in the class.

**Lessons**
- **(All - up to 20 mins)** Two options:
  - Vote with your feet (yes/no response), learners stand on either side of the room based on their response to the questions asked, they will then explain their response while on that side of the room.
  - Flipchart response questions written on a big piece of paper; learners can break into smaller groups to discuss and write down their responses to the questions asked (this allows for a more collaborative approach).
  - Do you know what the Olympics and Paralympics are? Do you know what values are? Do you know what culture is? Have you seen the Olympic flag? Where? Do you know what the circles represent? Are values important? Can you show respect to someone you don’t know? Can you enjoy taking part even if you don’t win? Can you be friends with someone if they don’t look like you?

**Get Creative**
This is where learners can be creative, pick an appropriate activity for their ability and base off what came out during the previous discussion:

Thinking about the countries participating in the Olympics and Paralympics, have a look at their flags with the Olympic symbol (see additional resources) ask learners to design a flag that celebrates who they are and highlights key parts of their identity (these should also show parts of their heritage and culture). Their flag should also include the Olympic rings, explain to the learners that the rings represent the values attached to Olympism (Excellence, respect and friendship). The flag can include both words and images.

**Extension question:**
What values do you think are important for someone to have if they are representing their country? Explore cultural exchange in preparation for the next activity. Can learners identify parts of their culture or values they hold and now explore how they may differ for others in different countries?

**(All - up to 15 mins) Watch the Flag Ceremony. Based on ideas shared, watch the video of the Olympic opening ceremony. Allow learners to share some of the things they liked about the different flags. Explain that the Olympics have three core values attached (excellence, respect and friendship) this is called Olympism. It represents the blend of culture, sport and education. Discuss how each country’s flag is unique and is used to show pride. The Olympic flag is a representation of international unity. Highlight that the Olympic rings are on each flag to emphasise this unity.
Thinking about the countries participating in the Olympics and Paralympics, have a look at their flags with the Olympic symbol (see additional resources). Learners are required to do some additional research (in small groups or individually) on the country they have picked considering the values discussed, in Olympism (excellence, respect and friendship), think about the values that are important to each of those countries. Design a flag that empowers and encourages the community to support their participants during the Olympics and Paralympics. The flag should show the values that are important to those communities and include a sport of their choosing. (Ask them to consider if religion is a strong part of their identity? What parts of their culture are celebrated throughout the country?)

**Optional Task**

Explore how when we talk about being anti-racist, we need to have awareness of differences, that requires us to be supportive of those with a lived experience, do the work personally to learn about other people and use values to encourage others to also do the work.

**Extension:**

Once flags are created, consider how they might be displayed to have the most impact. You may wish to use digital skills. For example, you could take photos of all the images that have been created and collage them into the SRtRC or Olympics logos.

**Key Points for Discussion:**

- **Exploring the values attached to Olympism and how values are connected to culture.**
  Olympism has three core values: excellence, respect and friendship. With some of the aims being: blend sport with culture and education, no discrimination and promotion of a peaceful society focused on human dignity.

- **Making an active change requires us to understand that differences are something we can celebrate. (Changemaker)**
  A change maker is someone who actively contributes to the greater good, by inspiring and influencing others to join and support them in their change-making journey. They gather knowledge and resources so they can be leaders and advocates for change.

- **Inspiring and empowering learners to make changes in society through understanding diversity and values attached to that.**
  Can the learners identify some of the changes they want to see in society when it comes to racism? Can we empower them to celebrate the differences they have while representing the communities they come from. When we think about the participants selected for the Olympics and Paralympics, what other parts of their character is important (remind them it is not just about the strongest or tallest), how important do they think passion and resilience is to compete.

- **Understanding the importance of different cultures.**
  What parts of identity do we think culture is attached to? What might some of the traditions, clothes and food people have to celebrate their culture? Allow learners to acknowledge and celebrate the unique parts of who they are and the importance of not just fitting into a stereotype because of how they look. Discuss parts of their culture, British culture and values that are connected to them.

**Additional resources:**

- The Olympic flags from each country National Olympic Committees (NOC) - Olympic Movement (olympics.com)
- Short video of flags from the 2017 Olympics
  https://youtu.be/iW-6fky1jl4
- Video supporting the importance of cultural identity
  https://youtu.be/LP3AQ88Sc-w?si=8WM0wc3eLP2nZd0b
- Short clip of flags
  https://youtu.be/Iq3FH2NVRVk?si=D3bH_OF0psR7tf0A
OLYMPIC IMPACT ON LOCAL COMMUNITIES

Aims of this Activity

- To understand urban regeneration and both the positive and negative impact of this on communities
- To use relevant topic-specific information to plan and evaluate
- To work collaboratively to problem-solve, referencing topic-specific information

Lessons

- Firstly, have learners discuss the 2012 Olympics and Paralympics and the creation of Queen Elizabeth Olympic Park, referencing the community around it, with particular emphasis on the Carpenters Estate.

- Next, have learners consider what would be needed to build an Olympic village, referencing the on-screen questions in the Powerpoint. They will complete their planning sheet.

- Then, have them consider which facilities would be needed and how they could be constructed before building their own version of an Olympic village.

- After that, show learners pictures from before and after the construction of Queen Elizabeth Olympic Park, highlighting both positives and negatives.

- Learners can then evaluate their builds, considering the impact on the local community and suggesting ways to mitigate these.

Key Points for Discussion:

- What issues arose from the Olympic Village in London?
  From 2005-2010, there was dispute over the regeneration of the Carpenters Estate and the proposal to demolish some of the high-rise buildings to build ‘affordable homes’, with ideas for University College London to use the area to develop, until they were informed that residents had not been fully engaged with the redevelopment plans.

- How was the local area positively impacted by the Olympic Park?
  4,000 new trees were planted, they placed bird and bat boxes to encourage wildlife to nest, over 46,000 people were employed to build the park, over 300,000 wetland plants were introduced, 2 million tonnes of contaminated soil was cleaned and used again in the building of the park.

- How was the local area negatively impacted by the Olympic Park?
  9,000 homes were to be built on the former Olympic Park, half of them affordable for local people but fewer than 200 new homes were offered at the cheapest levels of rent. Lord Coe said that “the most enduring legacy of the Olympics will be the regeneration of an entire community for the direct benefit of everyone who lives there” but this did not happen. The Olympics and Paralympics cost £9bn to host with the promise that the Park would be used to regenerate one of the poorest neighbourhoods in London. Some of the homes are part-ownership but, when 25% shares in two and three-bedroom flats were advertised, they required a minimum income of £69,000 a year to buy - well over twice the £29,000 median annual salary for residents of Newham. Also, to build the Olympic Park, a social housing estate, the Clays Lane Estate, was demolished and that provided 425 housing units. Now, homes that are being built are being sold to middle-class people which takes away housing for the working classes.

Extension:

Host a Q&A with ‘community members’ and your ‘Olympic board’, to further develop negotiation skills and help learners to understand the impact on the local community when building an Olympic village.
Get the Olympics and Paralympics off to a fantastic start and spread that vital message of inclusion and togetherness all over social media. Show your support for anti-racism, celebrate all your amazing efforts and inspire others by sharing messages, photos or even videos of your young people putting this pack into action and tagging us at:

#RedCardOlympics&Paralympics

We would love your feedback on this pack and associated resources.

Scan the code to tell us your thoughts and be in with a chance of winning some fantastic prizes!
WEAR RED DAY 24

FRIDAY 18TH OCTOBER 2024

#WRD24

CELEBRATING 10 YEARS OF WEAR RED DAY

REGISTER NOW AT: Theredcard.org/wearredday

OR SCAN THE QR CODE >
Get in touch
For further support or advice, please contact:

**England/Scotland:**
info@theredcard.org
01912 578519

**Wales:**
wales@theredcard.org
02920 236057