



THE
OLYMPIC
MUSEUM

HEROES!

EDUCATIONAL
KIT

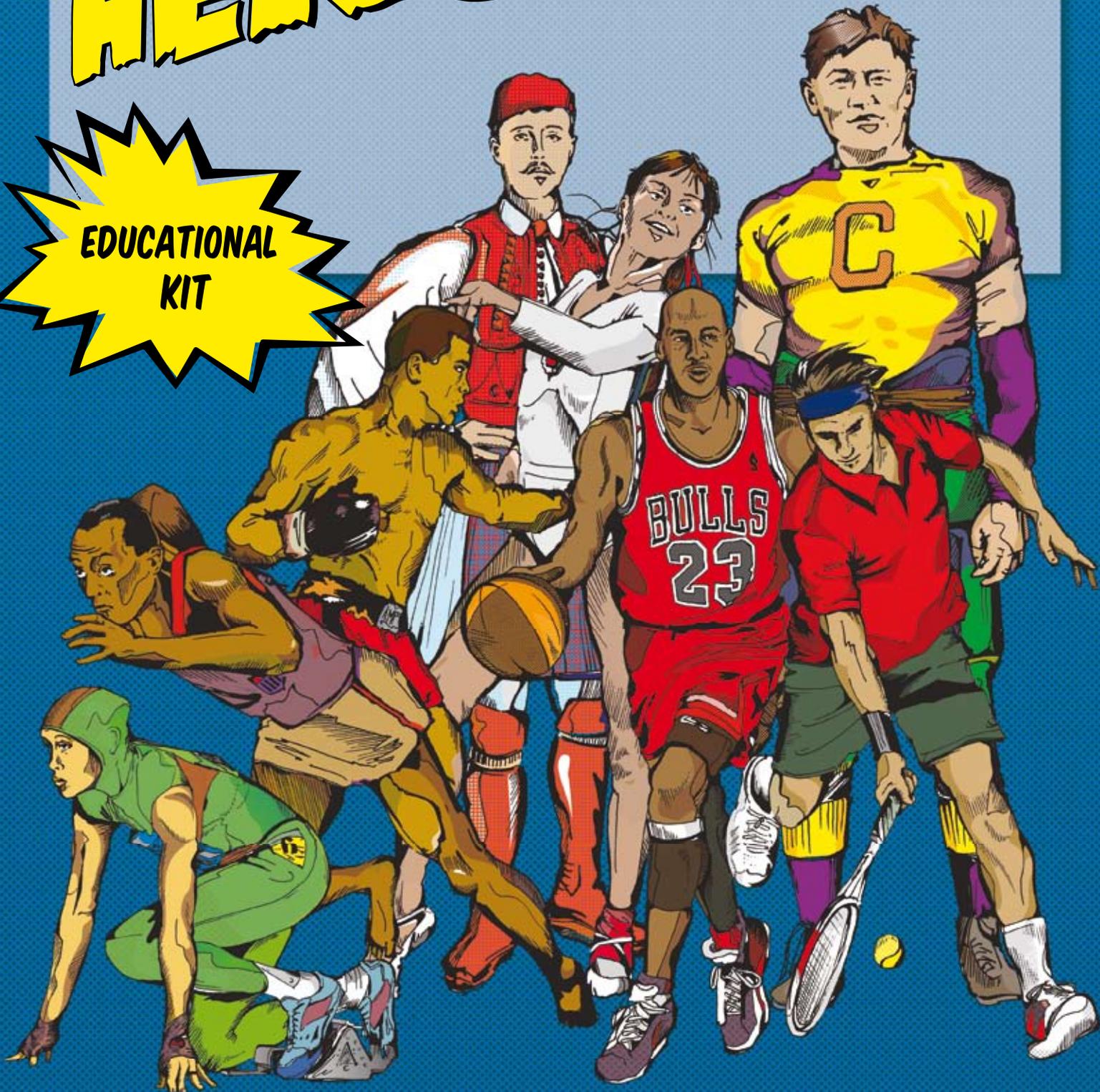


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1. Introduction

From 26 March to 13 September 2009, The Olympic Museum is presenting "Heroes", an exhibition which looks at how athletes have become heroes over the course of history. Who were the heroes of the ancient Games? Which athletes were regarded as heroes when the Games were re-established by Pierre de Coubertin (1896)? And what about today? At a time of global access to information, are heroes recognised world-wide? Do they transcend the boundaries of country or sport? There are many such questions, which invite us to think about the status of the hero, and the heroes we regard as role models.

This educational kit focuses on the process of making different sports heroes and invites pupils to question their role models. Using individual or group class activities (see "worksheets for pupils"), the teacher can start a discussion on the subject before a visit to the exhibition or independently. The second part of the kit includes a detailed presentation of the "Heroes" exhibition and suggestions for in situ activities for teachers wishing to comment on the visit themselves (see "Step-by-step tour of the exhibition" and "Activities in the exhibition"). At the end, a list of educational resources and a bibliography with comments allow the topic to be developed further.

Why talk about sports heroes in class?

Sport is fascinating, effort is tiring...

In schools and colleges, the clothes worn and attitudes copied from the champions of the stadium are revealing: they illustrate the important place the world of sport occupies in young people's daily lives. And yet the athletes' influence is often limited to their "look". Numerous studies show that many children today do not do enough sport (and some none at all!), and that this inactivity is a threat to their health and quality of life. So even though sport is everywhere, in school playgrounds, on TV screens and on billboards, the fact remains that young people are physically inactive or not active enough!



Wearing the same trainers as Usain Bolt does not always imply regular physical activity!

So talking to pupils about sports heroes is a chance to discuss their attitude towards effort. If they admire Roger Federer or Michael Phelps, why do they do so? Do they have posters of them on their bedroom walls? Or are they encouraged to excel by following their example? How do your pupils think you become a champion? What conditions have to be met? What would they be prepared to do to improve?

As models of perseverance, passion and excellence, champions are positive references. They can encourage young people to be more active, to have an ideal or a goal to achieve. They then become a driving force, source of motivation and inspirers of dreams!

At the same time, sports heroes provide a good opportunity to think about the values of our society: our heroes influence and express our relationship with the world; they embody and reflect the values of the culture and age in which they are born.

Heroes' limits

However, sporting heroism also raises a number of questions, as while some young people do not do enough sport, others have to learn to establish their own limits and know themselves better. How far do you have to go to become a champion? Do you have to sacrifice your education in order to get to the top?

At the same time, the champions who are admired by young people and held in particular regard, are they all athletes worthy of being considered heroes? Does an exceptional performance necessarily require an exemplary attitude in every-day life? And what about the athletes whose behaviour is questionable?

Talking about heroes is getting your pupils to think about whether an athlete is regarded as a hero or not. This will also make them think about their own heroes.

Heroes, role models?

Discussing their heroes and thinking about what constitutes a "role model" is an opportunity to encourage your pupils to develop their critical thinking faculties, enabling them to make the appropriate use of their reference figures. Today, the traditional models of family and institutions are less than solid and are sometimes challenged. The insecurity and lack of reference points sometimes cited when we talk about current society imply processes to "de-identify" with former references. We build up our identity less on the basis of inheritance and more through our own efforts. In this more uncertain environment, everyone has to identify what makes him or her unique, an individual, his or her own person. We have to invent ourselves: invent our own style, way of behaving and appearance. To do this, young people look for their own points of reference. And in this quest, heroes, champions and media personalities may be used to test identities and build personality.

II. Worksheets for pupils

To arouse pupils' curiosity and familiarise them with the theme of sports heroes whilst taking a nuanced educational approach, this kit offers two series of worksheets, adapted to the age of different pupils and usable independently of a visit to the exhibition.

Additional information on the subjects addressed is available to teachers on page 19 ("Useful information for teachers" and "Brief list of champions").

For 6-11-year olds

Pupils will find out what the winners of the Games in Ancient Greece received. They will then think about the anti-hero: the cheater.

Next, they will look at the status of the contemporary sports champion and how this is different from the hero of Ancient Greece. They will talk about the characteristics of a hero, and what it takes for an athlete to be regarded as a hero. Lastly, they will draw their own hero – from sport or elsewhere – and imagine what message their hero would give them.

Sheets to be photocopied, pp. 7 to 10

For 12-16-year olds

The pupils will perform short biographical searches on the internet to identify the specific characteristics of four famous sportspeople. For each of them, they will compile an ID form which will enable them to think about the characteristics of a hero.

Using photos of American basketball player Michael Jordan, the pupils will be required to analyse the hero creation process. This will be an opportunity to focus on the career of the athlete before he becomes a hero, i.e. his progress from dreams of victory to the podium itself. Before becoming a champion, an athlete has to fulfil numerous conditions, such as possessing unflinching motivation, making enormous efforts and being encouraged by those around him!

Lastly, the pupils will look at the "legacy" left by heroes and their status. Sports equipment, photos, medals, autographs and the objects which embody the hero form one of The Olympic Museum's specific features. Spotlighted, admired and even made into objects of reverence – do they have a particular meaning for the pupils? Do they possess a special power? Here, the work of museography is examined, i.e. how an object is treated, from its arrival to putting it on display, including entering it in the collections.

Sheets to be photocopied, pp. 11 to 18

Activities

Five different activities are offered in the worksheets, each introduced by a pictogram:

-  Drawing
-  Discussion
-  Exercise
-  Research
-  Note-taking

For 6-11-year olds

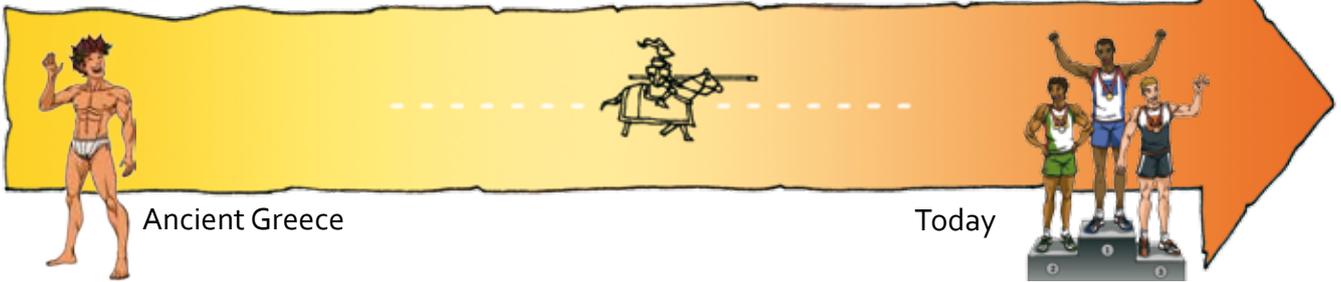
In these sheets, you will find out...

- How were sports heroes celebrated in Ancient Greece?
- How are today's champions celebrated?
- What makes an athlete a hero?

I. THE GREEK HERO

Olympic Games
from 776 BC to 393 AD

Modern Olympic Games
since 1896



In Ancient Greece, winners at the Olympic Games were regarded as real heroes. They were even treated as demigods, and their home cities set up a cult in their honour!

Here is the amazing Leonidas of Croton, four-times Olympic champion in the footrace.



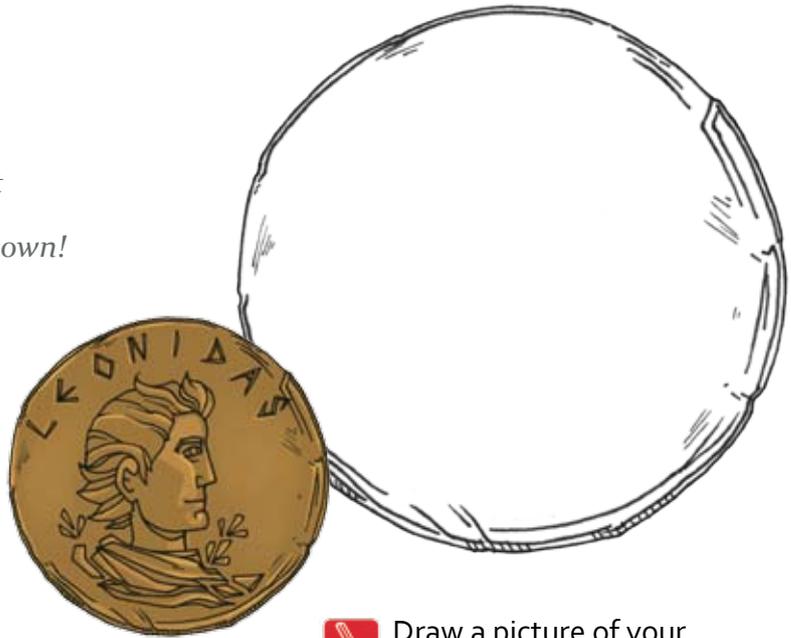
 Draw an olive branch and red wool ribbon around his head.



These were the signs of his victory!

During this period, the winner's portrait was featured on coins.
An excellent way of getting your face known!

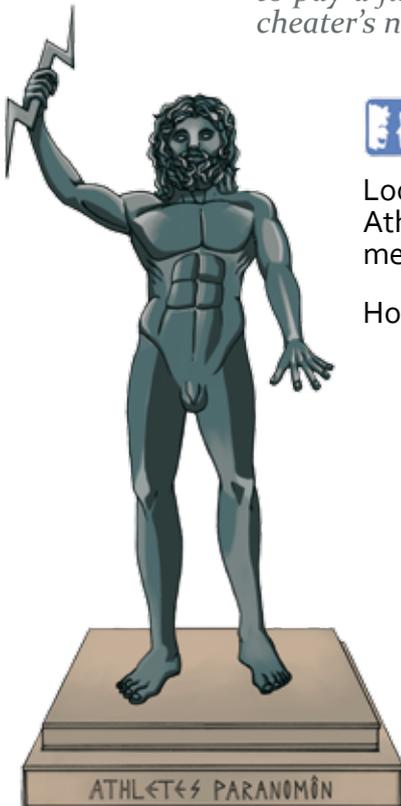
Look at the coin devoted to Leonidas.



Draw a picture of your own hero on the other coin.

THE ANTI-HERO: THE CHEATER

Already in ancient times, cheating was punished. The dishonest athlete had to pay a fine. This money was used to erect a statue of the god Zeus, and the cheater's name was written on the base of the statue.



Look at the illustration.

Look at the illustration. With your classmates, imagine in what way Athlètes Paranomôn has cheated (In Ancient Greek, Athlètes Paranomôn means "athlete who breaks the law").

How do you think he felt seeing his name engraved like that?

- proud
- ashamed
- happy
- sorry
- angry
- afraid

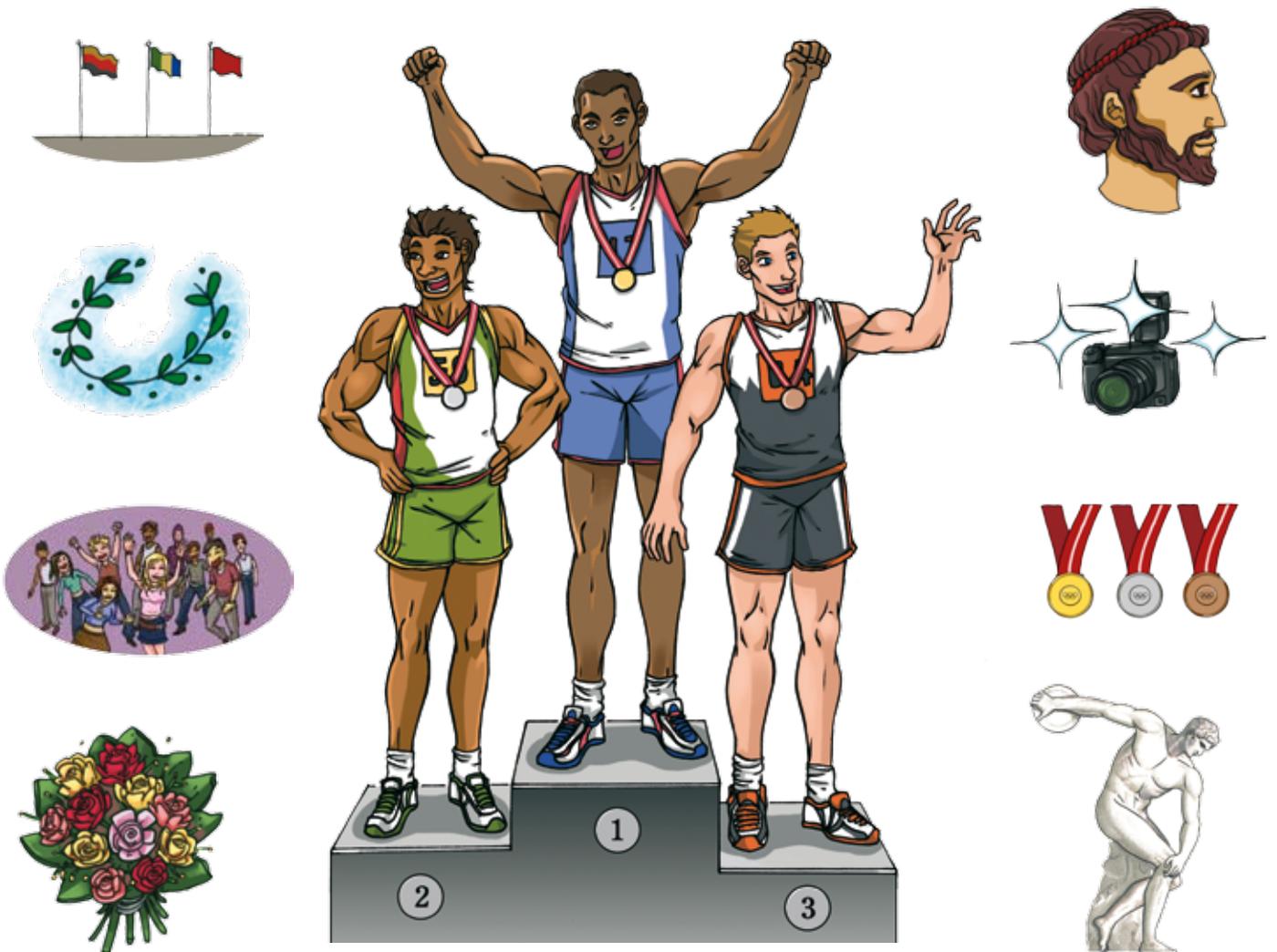
II. TODAY'S HEROES

The champions of the modern Olympic Games are known all over the world thanks to television and the internet.

Name some famous athletes: _____

 Complete this medal awards scene. Which of the signs of victory around the champion are used today? Draw a green circle around them.

Draw a red circle around the signs of victory from Ancient Greece which are no longer used today.



 In your view, what is the winner most proud of in this picture? Why? Discuss your views with your class.

HOW DOES AN ATHLETE BECOME A HERO?



Is winning a medal enough to make you a real hero?

Read the phrases below and circle those you think best describe the features of a hero.

Respecting others

Winning

Knowing the right decisions

Knowing how to cheat

Being very brave

Having a fair-play attitude

Taking drugs

Copying others whatever the cost

Being handsome

Training a lot

Having lots of money

Having a disability

Being famous

What do you think about the phrases you have not circled? Discuss your views with your class.

MY HERO

Who is your hero (from sport or elsewhere)? _____

What has he done to be your hero? _____



Draw your hero and make him say something.
What is his message to you?

For 12-16-year olds

Activities with a view to:

- Thinking about the specific characteristics of sports heroes and the values they embody;
- Becoming aware of the process behind the making of sports heroes;
- Learning to develop a critical faculty and recognise the weaknesses and limits of heroes;
- Discussing the career of an athlete before reaching the podium and becoming a hero (attitude towards effort);
- Discussing our relationship with heroes through the objects which belonged to them.

I. ONCE UPON A TIME THERE WAS A HERO...

Here are some famous athletes from various periods of history:



DO YOU THINK THAT THESE ATHLETES ARE HEROES?



In order to have an opinion, you need to find out information about these people. Choose four athletes and do some research on the internet (the site www.olympic.org may be useful).

To help focus your research, use the following questions:

- Did this athlete produce an exceptional performance? If so, what was it?
- What is this athlete's particular story? What was his/her career like?
- What was his/her attitude during his/her career?
- What values do you think he/she represents?



Using the information you find on the four athletes you have chosen, complete the identity forms below.

Surname and first name, date of birth: _____

Sports performance(s): _____

Career features: _____

Attitude during his/her career: _____

Values embodied by this athlete: _____

Surname and first name, date of birth: _____

Sports performance(s): _____

Career features: _____

Attitude during his/her career: _____

Values embodied by this athlete: _____

Surname and first name, date of birth: _____

Sports performance(s): _____

Career features: _____

Attitude during his/her career: _____

Values embodied by this athlete: _____

In your view, which of these athletes is a true hero? For which reasons?

_____ is a hero because _____



Describe to the class the athlete you regard as a hero and explain your choice. Was it a difficult choice? Are there other athletes who are heroes for you?

In groups, share your points of view and produce your own definition of a hero:

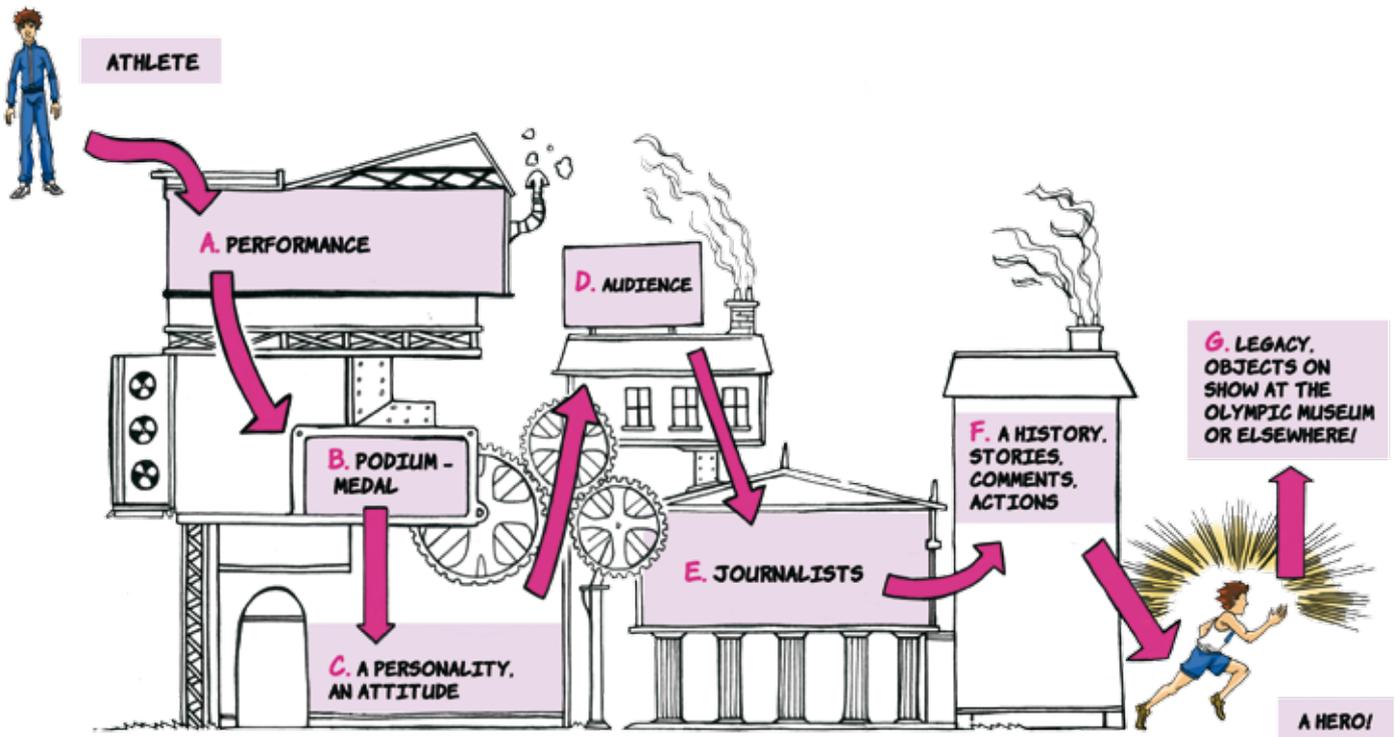
For us, a hero is: _____

Discuss your definition with the class.

II. THE MAKING OF A HERO

Winning often helps to make a sports hero. But winning alone is not enough, and has to be accompanied by other “ingredients”, such as public admiration and media coverage.

If we could imagine a machine for making heroes, this is what it might look like...



Below are various documents on the American basketball player Michael Jordan (you will find other information about him on the website www.olympic.org).

In the “hero machine” (see illustration above), at which stage of the process (from A to G) would you place each of these documents? For each document, there is a small box in which you can write the corresponding letter.

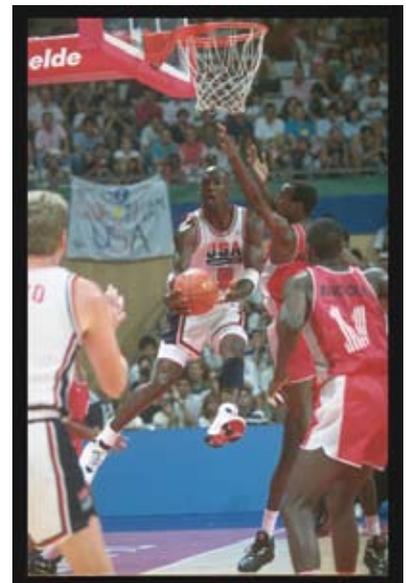
Discuss your choices with the class.





*“14 June 1998: Crowning glory
A sixth title in six finals and
a second hat-trick are added
to the legend. This is the high
point of Jordan’s reign, with the
player stronger than ever, calm
and master of his game.”*

L'Equipe Magazine



CAUTION

THE GRAIN OF SAND WHICH BLOCKS THE MACHINE...

What in your view could interfere with the hero production process? What could block the machine and prevent an athlete from being regarded as a hero?

The anti-hero's behaviour: _____

Discuss this in class.

ACHIEVING VICTORY...

As we have seen, there are many stages before someone can be considered a hero. But what are those which lead to victory? What are the “ingredients” which go into an extraordinary performance or a gold medal?



In groups, discuss the conditions that have to be met for an athlete to have a chance of winning a medal. Find four important “from the beginning” elements and four important “before the competition” elements.

From the beginning:

e.g.: train regularly

Before the competition :

e.g.: focus all your attention



...and if an athlete successfully combines all these elements, do you think that he is already a hero?

III. WHEN THE MUSEUM PUTS ITS TRAINERS ON...

At The Olympic Museum, you can see equipment which belonged to famous athletes. Shoes, tops, skis and medals are treated as valuable objects: they are collected by Museum staff or donated by the athletes at the Games. They are then given an inventory number and are carefully stored in the collections or displayed as part of exhibitions, for the public to see.

This is the shoe worn by Dick Fosbury.



Olympic champion in 1968 in Mexico City, Dick Fosbury is the American athlete who revolutionised high jumping by perfecting the backwards, head-first jump known since then as the Fosbury Flop.



Here are new shoes, waiting to be sold.



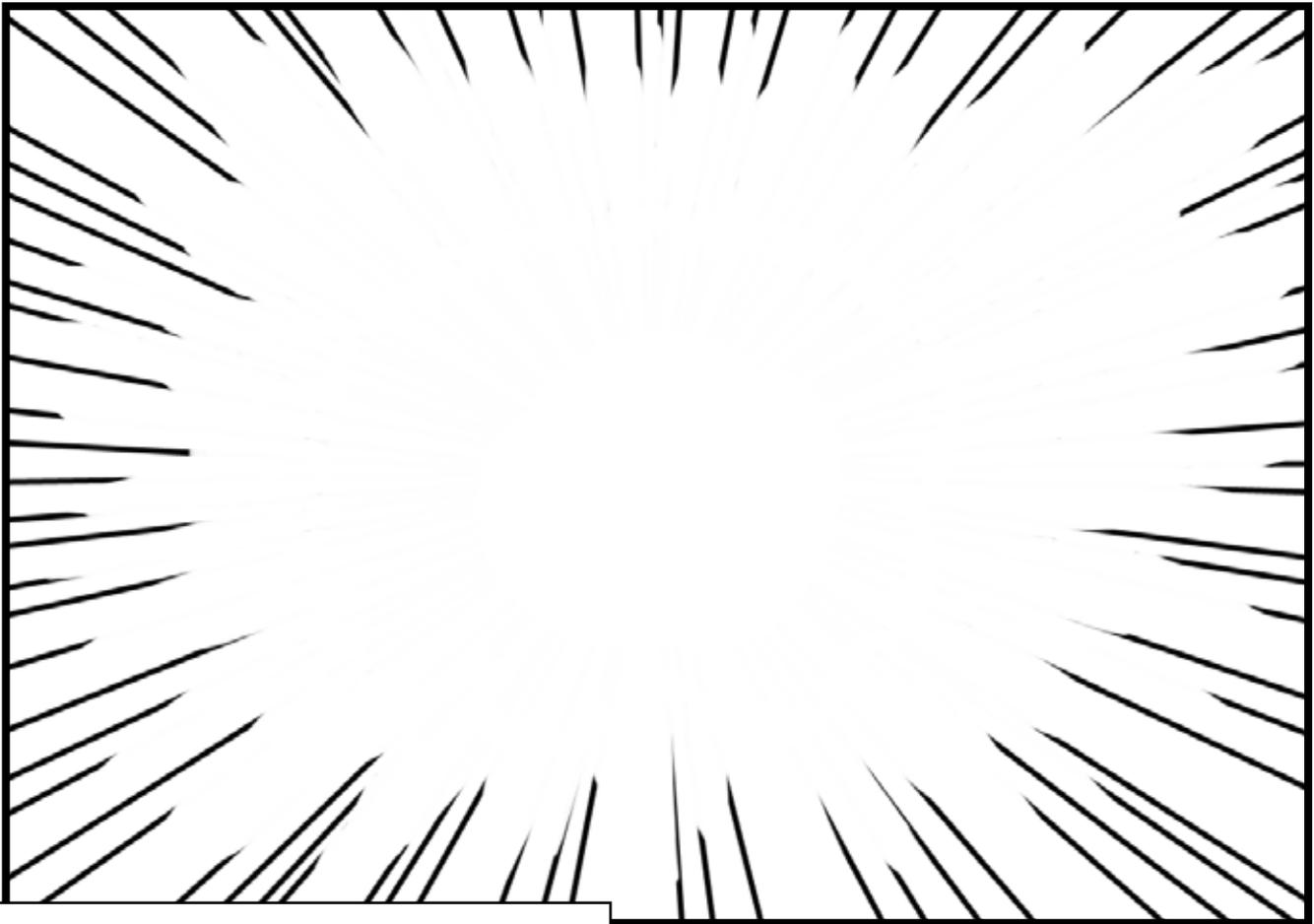
In groups, look carefully at the two photos above and compare them. What can you see? How is attention drawn to the shoes in the first photo? What do they symbolise? What makes them different from the shoes in the second photo?



Think of an object which refers to one of your heroes (from sport or elsewhere). How would you draw attention to it? Where would you choose to display it? What story would you make it tell? Draw the object and its context, then invent a caption* to go with it.

*What is a caption?

A short explanatory text which goes with an object displayed in a museum or gallery.



Caption: _____



What do you think about making an object "sacred" like this? Do you have an object which is dear to you as it belonged to someone important to you? What do you feel when you look at it? Admiration? The feeling of seeing the person again? The desire to copy this person?

Discuss your views with the class.

III. Useful information for teachers

To help them lead activities and class discussions, teachers will find below some information to help them think about the status of the hero, especially the sporting hero, and a “brief list of champions”.

What is a hero?

The definition of a hero is ambiguous, and varies between places, times and individuals. For some people, the hero is a person with outstanding courage and merits; for others, the hero stands out because of his excellence, success or charisma. There are the heroes of Greek mythology, and the short-lived heroes who pick the winning lottery number. Between the two, there is a large range of heroic figures: cinema stars, legendary musicians, people serving a noble cause, warriors fighting to defend their country, athletes who beat records or the superheroes of the cartoon world. As a result, between champions, outstanding personalities and fictional characters, heroes challenge us to think about what makes them special, in a certain social and historical context. Whether they come from the cinema, media, sport, history or literature, heroes are the product of the society in which they are born. They embody and reinforce its values.

The sporting hero

Adulated, envied, imitated or detested, sporting heroes are everywhere today: in stadiums, on TV screens, on promotional posters, on the internet, in our dreams... Their performances are increasingly extraordinary; their image is over-exploited by the media and advertisers.

But how does an athlete go about becoming a hero? Through his performance, the stories told about him, media exposure or how what he does is received by the public? At the heart of this debate lies the question of how a hero is made.

First of all, one of the main conditions is to produce an exceptional performance. The harder it is to win, the greater the obstacle to overcome, the more success is regarded as an exploit. And yet this performance is not sufficient: the manner in which the victory – or the defeat – is achieved also contributes to the conferring of heroic status. Displaying courage, perseverance and sometimes sacrifice by offering an opponent victory can make an athlete heroic in spite of his defeat. And sometimes bad luck or injustice can also help champions to stand out and become heroes.

It is also the values that the athlete reflects in his attitude and behaviour that contribute to his heroic status. When, as well as being an exceptional athlete, he embodies the dominant values in the society in which he lives, he has every chance of becoming a hero.

To these different “ingredients” must be added the role of the media and the public. The athlete becomes heroic only when the public acclaim, admire and identify with him. And for this identification to be possible, the athlete has to be the focus of media attention, his story has to be told, known and recognised. So it is no coincidence to talk about “making” a hero: the hero is the result of a construction process, the product of a particular view. As these views change from one society to another, one age to another, one individual to another, heroes vary. As stated earlier, they reflect the values of the place and time in which they originate.

Heroes, role models?

Ultimately, do we not choose our own heroes on the basis of our interests and dreams? The fascination they exert enables us to move forward and set objectives in whatever area of life.

However, while some heroes have laudable attitudes which make them positive role models for young people (passion, perseverance, courage, cooperation and solidarity), the conduct of others is more debatable in educational terms (attitude towards money, violence, doping, victory whatever the cost and sacrifices which interfere with schooling, for example). It is therefore important to question the models and learn to evaluate what is exemplary in the career and profile of our heroes, whilst remaining alert to and critical of their weaknesses and faults.

The Greek hero

The ancient Games also had their great champions. We still know the names of some of them today:

- Milo of Croton, several times Olympic champion in a career spanning 26 years, was a great wrestler. Famed for his legendary strength, he was also known for his great appetite!
- Leonidas of Rhodes, a four-times Olympic foot race champion, was considered to have god-like status by his compatriots.

At the games in Ancient Greece, there was only one winner. His prize was a wreath of leaves. At each of the games sites (Olympia, Delphi, Isthmia and Nemea), the wreaths were made of different leaves: olive, laurel, pine or celery.

In addition to his wreath, the winner received a red wool ribbon (a *tænia*), which was tied around his head. He often held a palm branch as well, another sign of victory.

Victory was considered to be a decision by Zeus. As such, the winner was regarded as a demigod. On returning from the games, he received numerous benefits for the rest of his life. His tomb was decorated with a funerary stone on which was sculpted the crowns of foliage won during his career.

NB: In Ancient Greece, there was no podium and just one athlete received a prize. Unlike today's champions, they did not receive a medal!

The anti-hero: the cheater

In Ancient Greece, cheating was punished, and dishonest athletes had to pay a fine. This money was used to erect statues of Zeus called *Zanes*. The names of cheaters were inscribed on the base of the statues, which were then placed along the road leading to the stadium. The athletes had to pass in front of them on their way to the competitions – reminding them of the examples not to follow!

Brief list of champions

Short biographies of the athletes mentioned in the worksheets can be found below. These athletes are also featured in the exhibition.

Milo of Croton

Date and place of birth:	6th century BC in Croton, Italy
Nationality:	Greek
Achievements:	6 titles at the Olympic Games in Olympia 7 titles at the Pythian Games in Delphi 9 titles at the Nemean Games in Nemea 10 titles at the Isthmian Games in Corinth

The son of Diotimus and husband of Myia, the daughter of the mathematician Pythagoras, Milo was one of the most famous athletes of Ancient Greece. A wrestling specialist, he was incredibly strong, and never gave his adversaries a chance. He won the title of periodonikes, winner of the four Pan-Hellenic Games, on six occasions. Legend has it that he died when he was eaten by wolves after getting his arms stuck in the trunk of an oak tree which he was attempting to split.

Suzanne Lenglen

Nickname:	La Divine
Date and place of birth:	24 May 1899 in Compiègne, France
Nationality:	French
Olympic achievements:	2 gold medals and 1 bronze medal in tennis Anvers 1920: Gold, singles and mixed doubles Bronze, ladies doubles

The first international star of women's tennis, Suzanne Lenglen accumulated an incredible list of wins, with 81 singles titles and three Olympic medals. She won Wimbledon and the French Open six times, and lost just one match between 1919 and 1926. An uncontested champion, she transformed women's tennis, attracting huge crowds to watch her play. She improved the techniques used and started a trend by wearing shorter skirts to facilitate movement around the court. Since 1997, the second biggest court of the Roland Garros stadium in France has been named after her.

Jesse Owens

Nickname:	The Buckeye Bullet
Date and place of birth:	12 September 1913 in Oakville, USA
Nationality:	American
Olympic achievements:	4 gold medals in the 100m, 200m, long jump and 4x100m relay, Berlin 1936

The grandson of slaves, Jesse Owens made his name in sporting history on 25 May 1935. In the space of just 45 minutes, he set three world records, including that of the long jump which he held until 1960, and equalled a fourth. At the Games in Berlin, he confirmed his potential by winning four gold medals, a performance not equalled until 1984, by Carl Lewis at the Los Angeles Games. Despite the presence of Adolf Hitler and a pro-Aryan atmosphere, Jesse Owens was the hero of these Games. He won the hearts of the people of Berlin, who rejected the Nazi propaganda, as well as the friendship of German long jumper Luz Long. Upon his return to the USA, he did not receive the welcome he deserved, particularly from the American government, and his hopes of making his fortune evaporated. To earn a living, Owens took part in exhibitions, where he competed against other athletes, and sometimes even racehorses or motorbikes. But in 1976, he received one of the highest American civil honours: the Presidential Medal of Freedom. He died of lung cancer on 31 March 1980.

Mohamed Ali

Nickname:	The Greatest
Date and place of birth:	17 January 1942 in Louisville, USA
Nationality:	American
Olympic achievements:	1 gold medal, light heavyweight, Rome 1960
World heavyweight champion:	1964-1967, 1974-1978, 1978-1979

Born Cassius Marcellus Clay Jr, he is one of the greatest boxers of all times, with 56 wins, 37 of them knockouts, and just five defeats. At the Games in Rome, he won a gold medal. After converting to Islam, he received the name Muhammad Ali. During his professional career, he took part in numerous exceptional bouts, against Sonny Liston, Joe Frazier and George Foreman. The legend of Ali is explained not just by his sporting success, but also by his unorthodox style, constant self promotion and a highly colourful personal life. A political activist, he refused to serve in Vietnam and fought against racial segregation. At the 1996 Games in Atlanta, he was given a gold medal to replace the one he had won in 1960, and which he had thrown into the Ohio River after someone had refused to serve him in a restaurant because of his colour.

Hassiba Boulmerka

Date and place of birth:	10 July 1968 in Constantine, Algeria
Nationality:	Algerian
Olympic achievements:	1 gold medal in athletics, Barcelona 1992: Gold, 1,500m
World Championships:	2 gold medals and 1 bronze medal in athletics

Hassiba Boulmerka made herself known to the world at the World Athletics Championships in 1991, by winning the 1,500m. This made her a heroine in Algeria, especially among Arab women keen to escape their strait-jackets. However, she also made herself the target of attacks by Islamic fundamentalists, who accused her of showing too much of her body at competitions. To be able to train in peace, she moved to Europe. The following year, in Barcelona, she won Algeria's first Olympic gold medal. Today working in the business world, Boulmerka's achievements will forever remain linked with her unflinching courage and determination.

Zinédine Zidane

Nickname:	Zizou
Date and place of birth:	23 June 1972 in Marseille, France
Nationality:	French
Achievements:	Winner of the World Cup in 1998 Winner of the European Championship in 2000 Winner of the Champions League in 2002 with Real Madrid Winner of the Ballon d'or in 1998 FIFA Footballer of the Year in 1998 and 2000

Zinedine Zidane became a footballing legend in the World Cup final on 12 July 1998. By scoring two goals against Brazil, he enabled France to win its first World Cup. Born 26 years earlier in a suburb of Marseille, Zidane is one of the best players of all time. With an exceptional technique and finesse, he was always a playmaker, and made his opponents despair, as they never knew how to stop him. Whether with his clubs or the national team, he has won everything. The only black mark on his record is his sending off after headbutting Marco Materazzi during his last match: the final of the 2006 World Cup, which France lost to Italy.

David Beckham

Nickname:	« Becks »
Date and place of birth:	2 May 1975 in Leytonstone, London
Nationality:	British
Achievements:	Winner of the Champions League in 1999 with Manchester United

While his list of achievements is not extensive, apart from several English league championship titles, David Beckham is unquestionably an international star. This is shown by the fact that, in 2003 and 2004, his name was the most frequently entered sports-related subject on the Google search engine. Outside football, David Beckham frequently appears in magazines alongside his wife Victoria, a member of the Spice Girls pop group. Because of their interest in the world of fashion, the Beckhams are often asked by stylists to promote their clothes. David's fame means that he is very popular with advertisers.

Roger Federer

Nickname:	Federer Express
Date and place of birth:	8 August 1981 in Basel, Switzerland
Nationality:	Swiss
Olympic achievements:	1 gold medal, tennis (men's doubles), Beijing 2008
ATP Tour:	13 Grand Slam titles 57 singles titles World number one for 237 consecutive weeks

Roger Federer is regarded by most experts and former players as the greatest tennis player in history. Playing professionally since 1998, he has already built up an extraordinary list of achievements and set numerous records, including that of the longest number of consecutive weeks as world number one (237). His great strength is his mastery of all tennis strokes and to be able to adapt according to the playing surface and his opponents. Despite an undeniable natural talent, he has had to work extremely hard to achieve this. Two interesting features are his frequent changes of coach since 2004, and his rise to the top of world tennis. Idolised all over the world, Federer owes his fame to his sporting achievements, but also to his obliging nature, modesty and kindness. These characteristics make him a key target for advertisers, who are keen to make use of his services. Despite his immense success, he has not forgotten those less fortunate, and is behind various humanitarian initiatives, including his own foundation.

Shaun White

Nickname:	The Flying Tomato
Date and place of birth:	3 September 1986 in Carlsbad, California
Nationality:	American
Olympic achievements:	1 gold medal, snowboarding (halfpipe), Turin 2006
Winter X-Games:	11 medals: 7 gold, 2 silver and 2 bronze in snowboarding
Summer X-Games:	3 medals: 1 gold, 1 silver and 1 bronze in skateboarding

In spite of a heart malformation requiring two open-heart operations before the age of five, Shaun White is a master of sliding sports. After taking up snowboarding aged six to copy his older brother, he turned professional at 13 already. Easily recognisable because of his long ginger hair and the height of his jumps, which have earned him the nickname of The Flying Tomato, he has dominated the major snowboarding competitions in recent years. White added to his stature by winning the Olympic halfpipe event at the Games in Turin. As well as snowboarding, he is just as keen on skateboarding, in which his skill enables him to excel, albeit without quite impressive results. Idolised by many young people, he is in demand among sponsors, who have linked his name to various licensed products. One example is the "Shaun White Snowboarding" video game which was launched at the end of 2008 to great media fanfare.

Michael Jordan

Nickname:	Air Jordan or His Airness
Date and place of birth:	17 February 1963 in New York
Nationality:	American
Olympic achievements:	2 gold medals, basketball, Los Angeles 1984, Barcelona 1992
National Basketball Association:	6 championship wins with the Chicago Bulls 5 times season's best player (MVP) 10 times season's highest scorer

Regarded as the best basketball player ever, Michael Jordan is also one of the greatest champions of any sport. Right from his start with the NBA, the US professional basketball league, he showed the full extent of his talent. During his career, he set numerous records and became so famous that he was recognised through his vest, the famous number 23 with the Chicago Bulls. Michael Jordan made his name not only in NBA history but also in that of the Olympic Games. He was still a student at the time of his win in 1984, but Jordan returned to the Games as a superstar, eight years later in Barcelona. After the acceptance of professionals in basketball, the US team was the star attraction at the Games. Made up of the best players in the NBA, the Dream Team easily won the competition, with an average lead of 43.8 points.

A veritable icon and global star, Michael Jordan was one of the pioneers of sport business. He signed enormous contracts with his sponsors, received a percentage on the sales of Nike Air Jordan shoes and went on to create his own brand.

Dick Fosbury

Date and place of birth:	6 March 1947 in Portland
Nationality:	American
Olympic achievements:	Gold medal, high jump, Mexico City 1968 (2.24m)

Dick Fosbury made his name in high jumping history with his own surprising technique, which delighted the public at the 1968 Games in Mexico City. Each of his jumps produced an "olé" from the crowd. He set a new world record by clearing 2.24m and became Olympic champion. However, he failed to make the US team for the Games in Munich four years later.

IV. Step-by-step tour of the exhibition

This is a step-by-step guide to the “Heroes” exhibition, explaining the intentions and objects or photos not to be missed. Teachers can use this to get their bearings, make use of the material on show and transmit the main messages to their pupils

The exhibition, presented on two floors, is structured into four separate zones. Each zone is devoted to a type of hero characteristic of a given historical period.

Ground floor

- Introduction: a chronological approach to sporting heroism
- The ancient hero – From 776 BC to 393 AD
- The traditional hero – From 1896 (date of the first modern Olympic Games)

First floor

- The modern hero – After the First World War
- The global hero – Since the 1980s

In each exhibition zone, you will find:

- general information on the characteristics of the heroes of that time;
- athlete profiles;
- objects which belonged to them;
- media illustrating them (posters, labels, photos, etc.);
- film clips;
- a topic addressed transversally, from Greek antiquity to today: the rewards, athletes' equipment, their morphology and the media.

Scenography: Why comic book references?

The exhibition scenography is inspired by the visual codes of American comics, with their superheroes in the form of *Batman*, *Catwoman* or *Superman*. It adopts their characteristic onomatopoeia, speech bubbles, frames and flat colours in order to make a parallel between sporting heroes and superheroes. Inspirers of dreams, they all have extraordinary stories and superpowers or extraordinary talents! They use their abilities to achieve victory, of course, but sometimes use them also to serve another cause, be it ideological or humanitarian. That is when they become symbols.

So with its playful, bright dynamic, the comic book style draws visitors into the special universe of sports heroes, and invites them to share in their adventures.

Exhibition – A how-to guide

How to move around?

Initially, you are advised to visit as a group, guided by the teacher.

How to use the material on show?

Standing by the object, the teacher will invite the pupils to describe what they see. He or she will use questions to encourage them to refine their observations. Based on their comments, the teacher will provide additional information and highlight the important points they should remember.



The object to be shown



Questions to encourage closer observation



The information to be given

During the visit, the pupils should be encouraged to:

observe the objects and photos to discover the sporting heroes of different periods and their specific characteristics;

place these objects and photos **in context** in order to understand the processes behind the creation of heroic figures and the way heroes are used in a given period;

compare the different types of heroes in order to think about what they say about the values of our society and our own values;

develop their own opinions on the exhibition choices: the objects and photos selected, how they are displayed and the style of the scenography.

What to show, what to point out and what to say for each zone?

Zone 1: Introduction

Presentation of the general theme of the exhibition

What to say?

-  Heroes have always existed, in all human societies. However the process of making a hero has changed: heroes have different qualities and characteristics in different eras. Sports heroes are a good example of this evolution. You will discover or rediscover the great names who have marked the history of sport as you go around the exhibition, through four great periods of history.

Heracles, the ideal athlete

What to show?

-  Black figure amphora (approx. 500 BC)

-  *From what period does this object come?
Which character is represented on it? What is he doing? Do you know his story?*

What to say?

-  On this ceramic, we see Heracles fighting with the lion of Nemea. What the scene does not show is that he killed the lion by choking it with his powerful arms.

Heracles (Roman name: Hercules), the son of Zeus and Alcmene, a mortal woman, is a key figure in Greek mythology known for the strength and intelligence he showed in performing his 12 labours. In ancient times, he was regarded as the defender of the city, and a cult was devoted to him.

A real model for athletes, he was represented in every ancient gymnasium. He can be considered as the "ancestor" of the sporting hero, the founding myth, which is why he opens the exhibition visit.

Zone 2: Ancient heroes – From 776 BC to 393 AD

Area devoted to the ancient Games at Olympia. At the time, Games were also held in Delphi, Isthmia and Nemea.

Half-athlete, half-god

What to show?

-  Fresco of ancient heroes

What to say?

-  Here we see various athletes who won at the Games, including Milo of Croton and Leonidas of Rhodes. At the time, the winners were regarded as heroes. They were admired by everyone and even regarded as demigods, as people thought that victory was granted by Zeus, the king of the gods.

Sports on the programme

What to show?

 Amphorae and ancient cup (approx. 500 BC)

 *Can you recognise the sports depicted? Are they still practised? What are the particular features of the athletes?*

What to say?

 These three objects enable us to identify some of the sports on the programme of the ancient Games. We can see a quadriga (chariot) race, three runners, wrestlers and a thrower. Note the athletes' nudity. Only the auriga (= chariot driver) is wearing a tunic.

In the ancient Games, only the winner received a prize. To find out what it was, go to the island display in the centre of the exhibition area.

Heroes' prizes

What to show?

 Olive wreath and red wool ribbons (*taenia*)

 *What are these objects made of? Are they valuable? Why were they worn? Compare them to today's prizes.*

What to say?

 At Olympia, the winner received a wreath of wild olive leaves and a red wool ribbon which he tied around his head. Both of these objects were the signs of victory in Ancient Greece. There were no medals yet. At the entrance to The Olympic Museum, you will see a copy of Diadumenos, the famous statue attributed to the Greek sculptor Polykleitos. You can see that he was a winner, as he is wearing the ribbon of victory around his head.

A hero known throughout the Greek world!

What to show?

 Coin

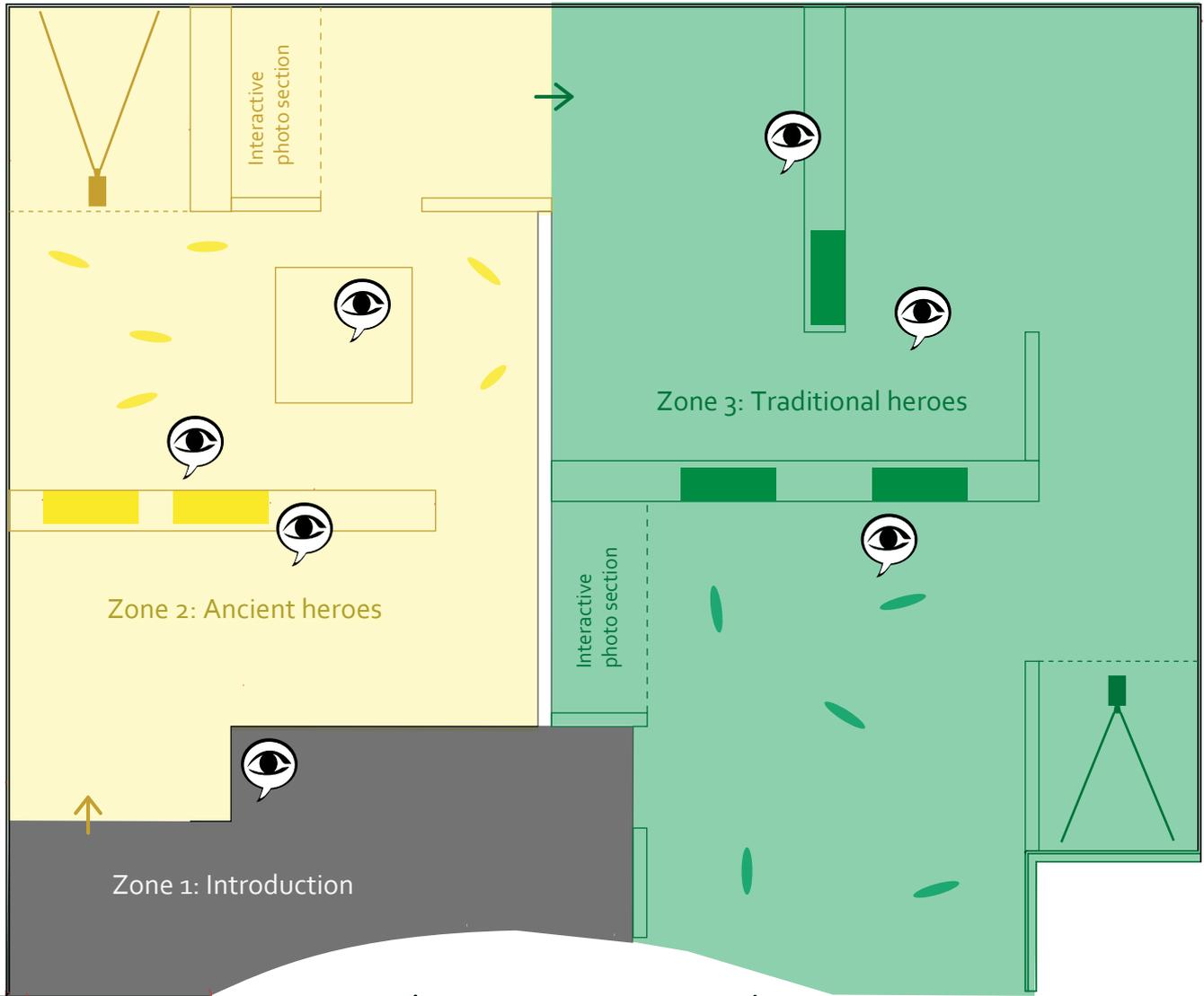
 *What is represented on this coin? What is special about this portrait?*

What to say?

 The winner's portrait travelled all over the Greek world thanks to coins struck bearing his likeness (he was shown in profile). Here you can see a coin with the portrait of Flavianus, a famous Greek auriga (= chariot driver).

To celebrate ancient heroes, statues were also erected, and odes were composed (poems set to music to celebrate a person or event).

...And what happens many centuries later, at the modern Olympic Games?
To find out, move to the following exhibition area.



**HEROES
GROUND FLOOR**

-  Cut-outs of heroes
-  Cut-outs of heroes
-  Showcases with items
-  Film screenings
-  Film screenings

Zone 3: Traditional heroes – Starting in 1896

Area devoted to the turn of the 20th century, when Pierre de Coubertin founded the modern Olympic Games, based on the ancient Games.

The classical hero reinvented

What to show?

 Fresco of traditional heroes

What to say?

 After a long interruption, the Olympic Games were re-established, and with them new heroic figures emerged.

Although no longer regarded as a demigod, the sporting hero of this period embodied a new social ideal: pushing the envelope of human, physical and mechanical adventure. Progress and modernity were the watchwords of the age. The sporting hero also symbolised the moral values advocated by the young Olympic Movement: effort, morality, fair play, lack of bias and honour.

But not many people got to hear about these sporting achievements. The fame of the athletes was limited to the higher social classes, the aristocracy and bourgeoisie, borne by the aspirations of the age.

Let us look now at some of the heroes who made a name for themselves...

The Greek

What to show?

 Silhouette of Spyridon Louis

 *What is the winner of the 1896 Athens Games marathon wearing?*

What to say?

 Spyridon Louis embodies both tradition and the renewal of the Games: a Greek shepherd, he was the first Olympic marathon champion, and quickly became a national hero. The marathon is an important race for the Greeks, as it honours the legend of Pheidippides, the messenger said to have run from Marathon to Athens to announce the victory of the Greeks over the Persians in 490 BC. This photo shows Spyridon Louis wearing a traditional Greek costume, a strong symbol for a country enjoying its new-found independence after more than four centuries of Turkish domination.

Some years later, another marathon runner would go down in Olympic history...

The hero, an example of perseverance

What to show?

 Photo of Dorando Pietri supported by officials

 *What do you find surprising in this photo? What are these men in suits doing in the stadium? How does the public seem to be reacting?*

What to say?

 1908 Games in London: 200m before the finish line of the marathon and leading the race, Italy's Dorando Pietri suffered heart failure and collapsed. Several people, including the writer Conan Doyle (creator of Sherlock Holmes), went to help him. He stood up but collapsed again. Helped along by a group of people, he managed to cross the finish line but was disqualified, meaning that the American, John Hayes, was declared the winner. But emotions were running so high that the public supported Pietri, and gave him a standing ovation at the medal ceremony on the last day of the Games.

In Italy, too, his return home was awaited eagerly...

 Show your pupils the poster displayed in Capri in 1908 to celebrate the return of Dorando Pietri after competing in the Games. It shows the triumphal welcome the public gave him. He was treated like a hero (and the poster describes him as the winner of the London marathon). While he is not officially an Olympic medallist, he is regarded as a hero for his courage and perseverance. Here, it is not victory which counts, but attitude to effort. And the athlete's reputation is enhanced through the story told about him.

...Go up to the first floor to the next exhibition area and find a time when the athletes at the Olympic Games became known to a much wider audience.

Zone 4: Modern hero – After the First World War

Area devoted to the post-First World War period, a time of upheaval in the balance of power between nations, the rise of totalitarian ideologies and considerable technical progress.

The flag-bearing hero

What to show?

 Fresco of modern heroes

What to say?

 The modern sports hero took on a political role, becoming the flag-bearer of his nation. He was devoted to his native country and proud to compete for it. The big sports events became the setting for a sometimes excessive celebration of nationalism.

At the time, the OG were the best known sports competition, and the Olympic champions were fêted more than ever. Some were exploited by a regime, others used their heroic status to defend a cause or ideal. In this way, their individuality took a back seat to the message they were carrying.

The symbolic hero

What to show?

 Photo of Jesse Owens on the podium in 1936

 *This photo has become a symbol. Do you know why?*

What to say?

 The African-American athlete Jesse Owens won the 200m, 400m, 4X100m and long jump events at the 1936 Games in Berlin. On this photo, Owens is a living symbol: his successive outstanding victories were snubs to the Nazi theories of the time, which claimed the supremacy of the Aryan race.

 Point out the books devoted to Owens: They show his importance to the history and records of the Olympic Games, and to History with a capital H! Much has been written about him, which has helped the hero creation process, giving rise to the *Owens legend*.

And it is this legend which means that we give particular consideration to the objects that belonged to him...

The museum piece

What to show?

 Shoe worn by Jesse Owens

 *What role did this shoe play? What story does it tell?
How is it more than just a sports shoe? What do you feel when you see it?*

What to say?

 This is no ordinary shoe, it represents the hero who wore it. Its presence in The Olympic Museum's collections enables us to tell the story of Jesse Owens. It is regarded as a valuable, almost "sacred" object.

 *What do you regard as important "sports objects"?
Would you like to have a racket used by Federer? Defago's skis?*

The hero appropriated

What to show?

 Cover of *News Week* with Nadia Comaneci

 *What do you feel when you see this photo?
Which magazine is it from? Is it a sports magazine? Who reads it?
What do you think of the magazine title? Why do you think Comaneci would become a star?*

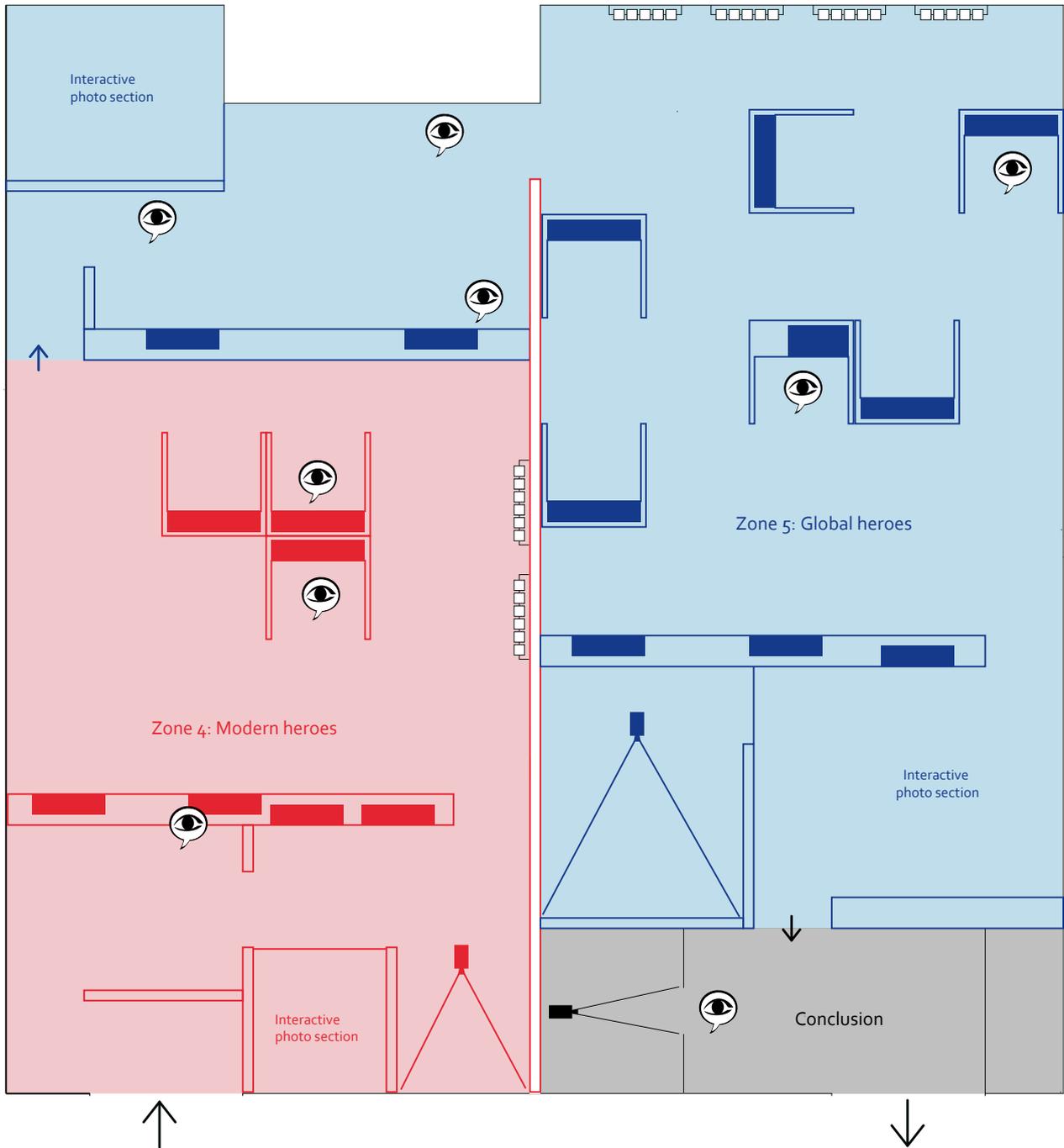
What to say?

 The young gymnast on the cover of this magazine is the Romanian Nadia Comaneci. She won three gold medals at the 1976 Games in Montreal. This photo from that time shows the grace and perfect technique of this gymnast, who was just 14. She was the first gymnast in Olympic history to be awarded the perfect score of 10.

This magazine cover shows how sporting heroes became known to a wide audience. In the modern age, the hero's fame extended beyond the frontiers of the sports world and bourgeois elite to reach a large number of people. The hero became more popular than the hero of the first modern Olympic Games.

And sometimes, this fame was used by a regime for purposes that were not sporting...

Comaneci was "appropriated" by Nicolae Ceausescu's communist regime, which made her an example of success, a model. Her status as national heroine meant that she was watched closely and could not live her life as she wished to. She ended up escaping to Canada then the USA.



HEROES
FIRST FLOOR

 *Why use sport for political propaganda purposes?*

...While the modern hero embodies an idea, sometimes in spite of him or herself, what does today's hero reveal, looking out at us from TV screens and billboards everywhere? Go to the next area to discuss this.

Zone 5: The global hero – Since the 1980s

Area devoted to the contemporary period, characterised by the rise of the mass media and easier access to information.

The hyper-promoted hero

What to show?

 Fresco of global heroes

What to say?

 Sports heroes are hyper-promoted: the gods of the stadium are now also the gods of the screen. The globalisation of information means that sports heroes can be identified nationally and internationally alike.

The sports hero admired by the general public continues to exist, but a new model, a reflection of personal values, has gradually taken over. Everyone chooses his heroes according to his own criteria. The hero has become more intimate.

In media terms, the athlete has become a celebrity. We want to know the details of his private life, and his status is more ephemeral: he is quickly called into question or replaced by the next person who comes along.

The celebrity hero

What to show?

 Wall of magazine covers

 *What do you feel when looking at this "fresco"? Whom do you recognise?
How do you know these personalities?*

What to say?

 The public seems to be fascinated by the lives of athletes: we know who is dating whom, where a particular star spends his holidays, and which brand of clothes another prefers.

The consumable hero: from celebrity to licensed product

What to show?

 David Beckham photo and perfume

 *Do you know this perfume? What image does it conjure up for you?
Do you think that this object is worthy of being in a museum?*

What to say?

-  Winner of the Champions League in 1999 with Manchester United, Beckham is known all over the world. But is it for his footballing skills or his repeated appearances in fashion and celebrity magazines? For several years now, he has taken part in TV programmes, modelled clothes and created his own perfume range, a bottle of which is shown here.

This perfume reflects a new dimension of heroism: its commercialisation. The hero can be “consumed” through his licensed products. Buying this perfume is a way of feeling close to Beckham, of imitating him by having something with his name on it. We are a long way from sports performance here. We are also far removed from the “sacred” object which belonged to a hero. Here, the object can be bought, is mass produced and is thus accessible to anyone who can buy it.

In the hero's shoes

What to show?

-  Shaun White video game and photo of Shaun White playing his own game

 *What do you think about a champion launching his own video game? Would you want to play it? Why? What does Shaun White represent for you?*

What to say?

-  A gold medallist at the 2006 Games in Turin, Shaun White is a star of the snowboarding world and the idol of many youngsters. In great demand among sponsors, his image is linked to numerous consumer products. This “Shaun White Snowboarding” video is one example.

This game reflects the intimate relationship that can be created between a fan and his hero. It is now possible virtually to stand in your hero's shoes and copy his movements. The hero is no longer an inaccessible figure; he is someone you can become when you play a game.

In front of these advertisements and examples of licensed products, make your pupils aware of the “commercial” role an athlete can play. Brands are quick to make use of their fame to increase their own profile. As a result, on some photos, the athlete seems to turn into a billboard! Of course, this multiplication of their image helps to make them a celebrity, but does it make them a hero?

The cult of the hero

What to show?

-  Photo of a Maradona fan and a Maradona shirt

 *In this photo, how is the fan expressing his admiration for Maradona? What do you think this supporter is feeling? Why buy the same shirt as Maradona?*

What to say?

-  An Argentinean footballer whose team won the World Cup in 1986, Maradona was the object of adulation all over the world. His career was exceptional: a football prodigy voted “Player of the Century” in 2000, he is acknowledged as one of the best technical players of all time. The shirt you see here became a “cult object” for many fans. By buying this shirt, the man or woman in the street could share in the dream and identify with their hero.

And yet Maradona was also a controversial player: sometimes violent and a cheat, he was criticised for his cocaine habit. This tarnished figure of the hero is a chance to talk about the dark side of a champion that can sometimes be seen.

-  *What do you think leads to questionable behaviour? Pressure from the media?
Pressure from the public? Is a hero allowed to show weakness? If he does, is he still a hero?
Does a hero think he can do what he likes?*

...To discuss the various heroes described and conclude your visit, go to the final exhibition area.

Conclusion

What to show?

-  Installation mixing up the heroes from different periods encountered in the exhibition.

What to say?

Athletes need role models in order to develop. You often hear a champion mention his or her heroes during an interview. For example, Carl Lewis was fascinated by Jesse Owens, and Roger Federer often mentions Bjorn Borg.

Today's heroes in turn inspire new generations. So perhaps they will help to develop tomorrow's heroes?

-  *Which of the heroes particularly impressed you? For what reasons?
Who are your own heroes? From sport, other areas or your daily environment?
How did you start admiring them? Do you share this admiration with those around you?
Do these heroes fascinate you? Do you regard them as role models?
Do they seem inaccessible?*

Ask your pupils for their impressions.

V. Exhibition activities

After visiting the exhibition with their class, teachers can give their pupils a mission to encourage them to go round the exhibition independently, in small groups, and make it their own by looking for specific information themselves.

For 6-11-year olds: *On the quest for heroes*

Duration (suggestion):	30-45 minutes: visit with the teacher 30-45 minutes: game and discussion
Material:	Game box (to be collected from The Olympic Museum welcome desk, subject to prior reservation). This box contains: - 30 photos of sports heroes and heroes from other fields in the form of cards - 1 short list of the heroes for the teacher
Aim of the game:	Using a set of cards, the pupils have to find the sporting heroes presented in the exhibition and identify which hero among those in their set is not a sporting hero.
How to play:	Create groups of three pupils. Each group receives 3 photos and sets off to find in the exhibition the heroes in their set of cards.
End of the game:	The game ends when all the groups have found the two sporting heroes in their batch in the exhibition. Each group then tells the class which heroes it has found, giving their names, backgrounds and sport. They then show the card of the hero they have not found. If none of the pupils recognises the hero in question, the teacher will say who it is. <i>Note for teachers:</i> At the end of the activity, please return the game to the Museum welcome desk.

For 12-16-year olds: *Become the hero of your visit*

Duration (suggestion):	30-45 minutes: visit with the teacher 30-45 minutes: game and discussion
Material:	For consultation, at the start of the exhibition: Board with game rules Box with "Questions" cards Plan of the exhibitions Available from the Museum welcome desk: 1 game sheet per group 1 pencil
Aim of the game:	<p>The game is based on the "games where you are the hero". The pupil is an athlete faced with a problem situation for which he/she must choose one of three solutions offered. This choice will take him/her to a precise place in the exhibition where he/she will discover the consequences of his/her decision. He/she is thus led to think about what makes a person human, and what makes him or her a hero...</p> <p>Based on real-life situations, the questions and their consequences allow the pupils to analyse the principles of what makes a hero, look at the values that heroes embody and discuss the question of identification. Is the sporting hero a universal model?</p>
How to play:	<p>Individually or in pairs (preferably), the pupils will take a "Question" card at the start of the exhibition. They will discuss the situation they face and choose an answer. An onomatopoeia and an "Answer" card number correspond to this answer. They will note the onomatopoeia and number on their game sheet.</p> <p>Using the exhibitions plan, the pupils will find the place indicated by their onomatopoeia and go to it. There, on the corresponding "Answer" card, they will discover the consequences of their choice: Will they get a winner's wreath? Start the game again? Lose all their rewards? They will note the result on their game sheet.</p> <p>Then they will go back to where they started, at the entrance to the exhibition, to take another "Question" card and continue the game.</p> <p><i>Note for teachers:</i> as the game progresses, please ensure that the pupils put the cards back in the right place.</p>
End of the game:	<p>The game ends when all the pupils have completed their game sheet. Then comes the time for discussion. The teacher will ask the pupils about their performance: Did they win several wreaths? Did they have any difficulties? What do they think makes a hero? Attitude, context, history or chance?</p>

VI. Find out more

Analysis of sports reports

It is not unusual for sports journalists to use a vocabulary of excellence akin to that of mythology. Athletes become “gods of the stadium”, performances are “out of this world” and results are “extraordinary”.

Medium: *L'Equipe* (for example)

An analysis of other media praising other types of hero can also be undertaken: articles from daily newspapers, TV programmes, advertisements, etc.

Watch a film: the hero restored

During the 1936 Games in Berlin, Leni Riefensthal filmed “Olympia”, a hymn to the beauty of Olympic combat. She exalted the plastic art of the body in the service of a Nazi ideology which linked the hero to the supermen supposed to belong to a so-called master race. The director exalts the purity of the body and the cult of performance.

Medium: *Olympia*, 1938

Study of superheroes

After comic books, superheroes are now invading our screens. Super powers, super costumes and super missions – do superheroes represent our desire to be superhuman?

Medium: *Heroes* series

Discovering the manga heroes

There are many sporting heroes in these Japanese comic books. They offer another approach to the hero figure as well as sports like football, karate, dance or table tennis.

Medium: for a selection of mangas, see the bibliography in the kit.

Interviewing heroes

Study various interviews with athletes, then imagine you are a journalist and prepare an interview with the athlete of your choice.

Media: sports sections of the main daily newspapers.

VII. Selective bibliography and websites

Works

Michael Finnigan, *They Did You Can. How to achieve whatever you want in life with the help of your sporting heroes*, Carmarthen: Crown House Publishing Ltd, 2007

In this self-help book, the author gives readers advice to help them reach their goals. He gives the example of sporting heroes as models of perseverance, and delivers their "keys to success".

Bruce Glassman (dir.), *Are Athletes Good Role Models?*, Gale: Thomson Gale (Greenhaven Press), 2005

Differing points of view on the status of the athlete and his duties as a role model are presented here: from "I am not a role model" by basketball player Charles Barkley, to "Athletes Inspire People to Overcome Obstacles" by hockey player Pat LaFontaine.

Jeff Rovin, *The Encyclopedia of Superheroes*, Oxford: Facts On File Publications, 1985

In this directory, each superhero is presented according to a specific profile: their alter-ego, their first appearance in a comic, their profession, their costume, their accessories, their biography and their motto. We thus learn that *Superman's* civil name is *Clark Kent*, he is a reporter, and appeared for the first time in 1938 in *Action Comics*.

David L. Andrews and Steven J. Jackson (ed.), *Sport stars: the cultural politics of sporting celebrity*, London ; New York : Routledge, 2001

Through a series of case studies of today's sporting star, including Maradona, Jordan, Williams, Beckham and Hingis, the authors examine the fields of culture, politics, economics and technology which affect these sporting stars and which, through their individuality, shape our image of sport.

Articles

Claudia Biskup and Gertrud Pfister, "I Would Like to be Like Her/Him: Are Athletes Role-Models for Boys and Girls?", in: *European Physical Education Review*, Vol. 5, London, pp.199-218

What do role models and idols in general mean to young people? This study shows, among other things, that the majority of idols, and particularly sporting heroes, are men, and that it is boys who look up to them.

Joseph Dorinson, "Black Heroes in Sport: From Jack Johnson to Muhammad Ali", in: *Journal of Popular Culture* 31 (3), 1997, pp.115-135

Through the journeys of various Afro-American athletes, the author shows how they have become heroes and how they have played a role of leader in their culture and era.

Randolph Feezell, "Celebrated Athletes, Moral Exemplars, and Lusory Objects", in: *Journal of the Philosophy of Sport*, XXXII, 2005, pp.20-35
<http://www.humankinetics.com/eJournalMedia/pdfs/4713.pdf>

Even if the athlete is a role model for a specific activity (the sport in which he excels), he should not therefore be considered as an example in every area (notably with regard to virtue).

This is the author's point of view.

Keith Strudier, "Media Sports Stars and Adolescents: A Statistical Analysis of Mediated Sports Heroes Based on Self-Concept Congruity", in: *United States Sports Academy – The Sport Journal*

This study shows how American adolescents identify with athlete-stars through the great deal of information available to them through the media.

Warren Payne (dir.), "Sports role models and their impact on participation in physical activity: a literature review", in: *University of Ballarat, Victoria, Australia, 2002*
<http://www.sportdevelopment.org.uk/sportrolemode2002.pdf>

Sports people are commonly believed to function as role models, with a correspondingly positive impact on individuals and the broader community in general. This perception has led to the creation of many programmes promoting prominent and successful sports people to the community as role models in order to influence sports participation rates. The purpose of this review was to identify the evidence available within the peer-reviewed academic press or the sport and recreation industry and welfare sector to support these claims.

Jones, M. J., & Schumann, D. W., "The strategic use of celebrity athlete endorsers in Sports Illustrated: An historic perspective", in: *Sport Marketing Quarterly, 2000, 9(2), 65-76*

It seems as though some athletes are constantly in the limelight, while playing their game, engaging in off-the-court activities, or endorsing products or services, or all three.

Dan Page, "Sports figures as positive influence in lives of teen admirers", in: *Archives of Paediatric Adolescent Medicine, Online (2002)*.
<http://www.ph.ucla.edu/pr/newsitem012802.html>

A new UCLA School of Public Health study offers the first scientific evidence that sports stars and other public figures exert a positive influence in the lives of teen admirers.

Websites

French National Library – Virtual exhibition on heroes:
<http://classes.bnf.fr/heros/expo/salle2/index.htm> (in French)

Marvel - Créer son super héros :
http://www.marvel.com/create_your_own_superhero

Official website of the Olympic Movement:
http://www.olympic.org/fr/index_fr.asp

Mangas and sport

Martial art:	<i>Tough</i> , by SARUWATARI Tetsuya, Viz Media, 2005
Basketball:	<i>Slam Dunk</i> , by TAKEHIKO Inoue, Paperback, 2008
Dance	<i>Subaru</i> , by SODA Masahito, Paperback, 2004
Football	<i>Gothic Sports</i> , by HAGE Anike, Paperback, 2007 <i>Captain Tsubasa</i> , by TAKAHASHI Yôichi, Paperback, 2004
Rollerskate:	<i>Air Gear</i> , by OH Great, Paperback, 2006
Tennis	<i>The Prince of Tennis</i> , by TAKESHI Konomi, Paperback, 2004

VIII. Practical information

The Olympic Museum

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Case postale

1001 Lausanne

edu.museum@olympic.org

www.olympic.org/pedagogie

Tél. +41 (0)21 621 65 11

Fax +41 (0)21 621 65 12

Ideas for discovering the «Heroes» exhibition, from 26 March to 13 September 2009

a) Guided tour (length: 1.5 hours)

For 6-11-year olds:

Visit & Heroes Academy workshop

The pupils will choose a superhero identity and a cause to defend, will dress up, work on moves and poses then explore the «Heroes» exhibition with a guide.

For 12-16-year olds:

Visit & Game Become the hero of your visit

Accompanied by a guide, pupils will discover the «Heroes» exhibition. Playing a specially devised game, they will explore the destinies of the heroes of the Olympic Games. They will discuss the problem situations presented to them and make choices which influence their journey around the Museum. Does anyone who wants to become a hero?

b) Free visit, with educational kit

For 6-11-year olds:

On the quest for heroes

A card game which can be reserved and borrowed from the Museum welcome desk

For 12-16-year olds:

Become the hero of your visit

A freely accessible activity in the exhibition areas (activity presented by the teacher).

Whatever your choice – a guided tour or free visit –, you must in all cases inform us beforehand. Please let us know two weeks in advance by telephone: +41 (0)21 621 67 27, fax: +41 (0)21 621 65 12 or e-mail: edu.museum@olympic.org.

Times

The Museum is open every day, from 9 a.m. to 6 p.m.

Closed on Monday from 1st of November until 31st of March.

Rates

Schools (compulsory school age)	CHF 6 per pupil
Accompanying person/10 pupils	free
Guided tour for schools (with workshop or game)	CHF 50
Children from 6 to 16 and students (individual)	CHF 10
Adults (individual)	CHF 15

Access

By metro

From the railway station: M2 (direction: Ouchy), Ouchy.

From Ouchy: turn left out of the M2, and follow the lake road until you reach The Olympic Museum.

By bus

Bus 8 and 25: Musée Olympique

Bus 4: Montchoisi

By car

Motorway, Lausanne-Sud exit. At the roundabout, follow the lakeside road to Ouchy, then follow the signs for The Olympic Museum.

Parking

Spaces on the Quai d'Ouchy or in the Navigation car park (entrance opposite the Mövenpick Radisson Hotel).

Access for visitors with reduced mobility

Museum north entrance.



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Page 17: Athletics display at The Olympic Museum © CIO/Claude Bornand – Dick Fosbury's shoe © CIO

This document is also available in German and French.
It can be downloaded from the website www.olympic.org/pedagogie

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