



ACTIVE LEARNING EULYMPICS

This document is created and published by Erasmus+ KA219 „European Olympic Games“ (EULYMPICS) project partners:

- [Stredná odborná škola chemická Bratislava](#) (Slovakia)
- [Schulen des BFI Wien](#) (Austria)
- [Střední průmyslová škola chemická Pardubice](#) (Czech Republic)

The purpose of this guide is to present detailed described games that any teacher can implement it easily in their classes or as extra curriculum activity.

EULYMPICS project is the reaction to the necessity of development students' key competences via active learning. It provided an exchange of good practices in the field of experience-based learning and cooperative learning.

The contents of the project were devoted to the topics of **culture** and **arts**, **environment** with activities focused on pollution of water sources in the Central Europe, mainly rivers flowing thorough the town where the school is situated, it means Danube, Moravia, Elbe and Chrudimka. The next topic was **business** learning connected with application of mathematics and digital skills, **sports** like a tool to strengthening of fellowship and fair play.

Within this project we targeted 15-18 years old students.

For more information about the project, please follow [here](#).

Start: 01-09-2017 - **End:** 31-08-2019

Project number: 2017-1-SK01-KA219-035422

Programme: Erasmus+

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for Schools Only



Obsah

Olympic games.....	3
Environmetal Olympic Games: Discipline 1 Orientation around Pardubice.....	5
Environmetal Olympic Games: Discipline 2 Environmental Geocaching.....	8
Environmetal Olympic Games: Discipline 3 Human bingo.....	13
Environmetal Olympic Games: Discipline 4 Recycling Game.....	16
Cultural Olympic Games: Discipline 1 E-quiz Know the famous art work, person or a historical moment.....	21
Cultural Olympic Games: Discipline 2 Artistic representation of a historical event or famous personality.....	24
Cultural Olympic Games: Discipline 3 Food Art.....	27
Business Olympic Games: Discipline 1 Creating an advertising campaign.....	31
Business Olympic Games: Discipline 2 Selfie safari.....	33
Business Olympic Games: Discipline 3 Trading game.....	35
Business Olympic Games: Discipline 4 KAHOOT!.....	38
Sport Olympic Games: Discipline 1 Floorball with limitations.....	41
Sport Olympic Games: Discipline 2 Badminton and table tennis in regional costumes.....	45
Sport Olympic Games: Discipline 3 Relay-race.....	49
Annex 1. Environmental Olympic Games - Discipline 1 Orientation around Pardubice: Example of Orientation game planning.....	55
Annex 1. Environmental Olympic Games - Discipline 2 Geocaching: Results form Example.....	57
Annex 1. Environmental Olympic Games - Discipline 2 Geocaching: Team evaluation Form. Example.....	58
Annex 1. Environmental Olympic Games - Discipline 3 Human Bingo_Template.....	59
Annex 2. Cultural Olympic Games - Discipline 1 -quiz Know the famous art work, person or a historical moment	60
Annex 2. Cultural Olympic Games - Discipline 2 Artistic representation of a historical event or his famous personality.....	68
Annex 2. Cultural Olympic Games - Discipline 3 Food Art.....	81
Annex 3. Business Olympic Games - Discipline 1 Creating an advertising campaign.....	90
Annex 3. Business Olympic Games - Discipline 2 Selfie safari.....	91



Annex 3. Business Olympic Games - Discipline 3 Trading game.....	92
Annex 4. Sport Olympic Games - Discipline 1 Floorball with limitations.....	0
Annex 4. Sport Olympic Games - Discipline 2 Badminton and table tennis in regional costumes.....	1
Annex 4. Sport Olympic Games - Discipline 3.....	3

OLYMPIC GAMES

Within the project four international meetings were organised. They lasted 2 days and they were held like European Olympic Games in disciplines due to the main project topics like a triathlon. Within a **CULTURAL OLYMPIC GAMES** triathlon was organised in disciplines e-quiz Know the famous art work, food art and artistic representation of historical event or famous personality. We created project logo and used it on T-shirts.

ENVIRONMENTAL OLYMPIC GAMES were organised like triathlon in water analysis, geocaching and recycling.

BUSINESS OLYMPIC GAMES were held like triathlon in the e-quiz about brands, branding, slogans and logos; trading game and creating an advertising campaign and Pitching.

SPORT OLYMPIC GAMES took place like triathlon in floorball with limitations, badminton in regional costumes, relay race in masks. We donated the project shirts and collected shirts to socially excluded citizens, each partner school in their local environment.

Complete materials of European Olympic games and its disciplines are published in e-learning course EULYMPICS. Guest access available for interested teachers.

Web	http://elearning.sosch.sk/course/view.php?id=64
Course	European Olympic Games (2017-2019)
Acronym	EULYMPICS
Password (guest access)	eulympics



ENVIRONMENTAL OLYMPIC GAMES: DISCIPLINE 1 ORIENTATION AROUND PARDUBICE

Name of activity	Orientation around Pardubice																		
Part of discipline	Environmental Olympic Games																		
Description of activity	<p>Purpose of this game is to get to know about the city of Pardubice, strengthen relationships with other groupmates and teamwork. This game will focus to team up (2 Austrians+2 Slovak+2 Czech +/- Accompanying teacher) – 3 groups.</p> <p><i>Recommended Group Size:</i> Small (8 - 20), Medium (20-30 people) or large groups (50+ people)</p>																		
	<p><i>Setup for Orientation game:</i></p> <p>Choose interesting locations in the city (geographically, historically, socially). Adapt tasks to the spots and also prepare some facts related to the spot. You can print it and give to the groups when they are coming to the spots / accomplish their tasks.</p> <p>Gather all needed material for spots.</p> <p><i>Process</i></p> <p>Detailed process you can find in the Annex 1. Discipline 1 Orientation around Pardubice: Example of Orientation game planning</p>																		
Objectives	To get to know each other, team up and get to know the city in a fun way																		
Time	It depends on the number of participants.																		
	Time (min)	Activity																	
	5	Instructions																	
	150	Duration of the game																	
	5	Reflection																	
Grade	6 - 13 (12-18 years old)																		
Learning methods	Active based learning																		
Learning outputs	Accomplished tasks, e.g. built towers from paper, made water boats from paper, etc.																		
Competences	<p>Key competences:</p> <table><tr><td><input type="checkbox"/></td><td>Literacy competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Multilingual competence</td></tr><tr><td><input type="checkbox"/></td><td>Mathematical competence and competence in science, technology and engineering</td></tr><tr><td><input type="checkbox"/></td><td>Digital competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Personal, social and learning to learn competence</td></tr><tr><td><input type="checkbox"/></td><td>Citizenship competence</td></tr><tr><td><input type="checkbox"/></td><td>Entrepreneurship competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Cultural awareness and expression competence</td></tr></table>			<input type="checkbox"/>	Literacy competence	<input checked="" type="checkbox"/>	Multilingual competence	<input type="checkbox"/>	Mathematical competence and competence in science, technology and engineering	<input type="checkbox"/>	Digital competence	<input checked="" type="checkbox"/>	Personal, social and learning to learn competence	<input type="checkbox"/>	Citizenship competence	<input type="checkbox"/>	Entrepreneurship competence	<input checked="" type="checkbox"/>	Cultural awareness and expression competence
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<input checked="" type="checkbox"/>	Cultural awareness and expression competence																		
Integration/application of methodology	Specific subjects:	sociology, history																	
	Co-curricular activity:	teambuilding activity																	
	Extracurricular activity:	communication education																	
Materials	Numbers would depend on the number of teams:																		
	<ul style="list-style-type: none">No of teams x city maps																		

	<ul style="list-style-type: none"> • No of teams x Bunch of newspapers • No of teams x eggs • No of teams x duck tapes • No of teams x scissors • No of teams x rulers • No of teams x 10 white papers • No of teams x current newspaper • bags • package of colouring pen
Tips for teachers	There is needed more preparation of interesting location facts.
Annex	See example of planned Orientation game: Annex 1. Discipline 1 Orientation around Pardubice: Example of Orientation game planning



Figure 1 Orientation game: build as high tower as possible that in the end can hold an egg



Figure 2 Orientation game: build as high tower as possible that in the end can hold an egg



Figure 3 Orientation game: make a paper boat and race



Figure 4 Orientation game

ENVIRONMENTAL OLYMPIC GAMES: DISCIPLINE 2 ENVIRONMENTAL GEOCACHING

Name of activity	Environmental geocaching game
Part of discipline	Environmental Olympic Games
Description of activity	<p>Just before you start the game, it would be good if you would provide a short presentation on understanding what is geocaching. Geocaching is an outdoor recreational activity, in which participants use a Global Positioning System (GPS) receiver and other navigational techniques to hide and seek containers, called "geocaches" or "caches", at specific locations marked by coordinates. A typical cache is a small waterproof container containing a logbook and sometimes a pen or pencil. Geocaching shares many aspects with benchmarking, trigpointing, orienteering, treasure-hunting, waymarking and Munzee.</p> <p>Our geocaching game was focus on water analysis in Pardubice (Elbe, Chrudimka, ponds in the park) and on tasks related to environment protection. So we called it Environmental geocaching game. In addition, such games will increase teamwork skills, communication skills, leadership,</p> <p><i>Number of participants:</i> Small (6-12 people); Medium (13-30 people)</p> <p><i>Recommended Group Size:</i> 2-6 participants</p> <p><i>Setup for Environmental Geocaching game:</i></p> <ul style="list-style-type: none"> • Collect 5 Waterproof containers • On a coloured piece of paper (different colour for each team participating game) write all tasks and questions (environmental and fun part) • Prepare a circle (not necessarily circle) track along the river and water surfaces • Choose 5 interesting spots and prepare GPS coordinates (measure coordinates several times during the day to ensure their quality and precision). Make sure the competing teams will not meet during the game (different start time or order of caches). • Prepare the clues to closely specify particular spots (to be able to find the container) • Put all the coloured papers to the particular containers and hide them on the prepared spots. • Get ready all the equipment you are going to use (GPS, analytical sensors and devices). • Prepare worksheets for the competitors to collect data from the analyses and all the results. • If you have time, manage to tryout your caches. <p><i>Process</i></p> <p>Groups are created by mixing everyone from different countries (6 persons in the group + 1 accompanying teacher - guide).</p>

Each team receives a package which includes all the main equipment needed for the Geocaching game. At the start each team needs to accomplish a task and it gets coordinates for their GPS to find geocache. Additionally, if team will answer 3 questions, it will also get a clue how to find the exact place of the geocache. Possible **questions**:

- What is the range of PH?
- What type of water you know?
- What is the percentage of earth that is covered by water?
- Mention at least 5 water animals.
- How can dissolved oxygen in the water influence ecosystem?
- What can influence PH?
- What are the 3 states of water?
- What can you get from electrolysis of NaCl water solution?
- Mention 5 plants that are connected to water.
- Why whales don't have wings?
- What segments of PH you know?
- What are the sources of pollution of water?
- Would you think that there is a relation between salinity and conductivity?
- Describe one of the water animals' ecosystem they live in.
- What can change the level of dissolved oxygen in the water?

In each spot team has to accomplish **tasks** such as:

- Create your team motto (take a video with it):
- Create a team secret handshake and make a video with it
- Draw your team in the back of your assignment paper. Take a photo with a team and masterpiece
- Create a photo that will say "Be friends with mother nature"
- Form E+ with your bodies and take a photo

In each spot team needs to measure these **parameters**:

- Description of meteorological conditions
- Description of the spot
- PH
- Temperature
- Colour
- Smell
- Parameter 1
- Parameter 2

Example of the **route** with clues for the exact location:

Yellow - Andrea		
1	Zdymadlo N50 45702 693, E015 46	Hot metal snake ate something that you desire. Stomach feels fool.
	Špice N50 02 698, 2 E015 46 702	Next to the blue little house you want to refresh. Look next to your last foot step.. hard oh so hard.

	3	Rybarna N50 01 984, E015 47 136	Where 7 trees unites. Roots will reveal their treasure.																
	4	Mosty N50 01 348, E015 47 223	8 brothers are open to show you their age. Respect them.																
	5	Splav N50 01 607, E015 47 183	Fallen stone bridge makes a new path for river. What can you see in those cracks? Maybe you'll need a helping hand.																
	Next day all groups will receive a review of their progress and results concerning their measurements and communication, teamwork, etc. skills. In addition, they will give feedback on their accomplishments and challenges that they faced.																		
Objectives	Students will learn in practice about: <ul style="list-style-type: none">• Environmental issues• Water pollution factors• Parameters that can provide information about the level of water pollution• How to work with GPS and map																		
Time	It depends on the number of participants and chosen route (km) <table><tr><th>Time (min)</th><th>Activity</th></tr><tr><td>15</td><td>Instructions</td></tr><tr><td>300 (5 h)</td><td>Game</td></tr><tr><td>15</td><td>Reflection</td></tr></table> You should consider to include lunch break. So it may take 6 hours			Time (min)	Activity	15	Instructions	300 (5 h)	Game	15	Reflection								
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15	Reflection																		
Grade	6 - 13 (12-19 years old)																		
Learning methods	Active based and Cooperative learning																		
Learning outputs	<ul style="list-style-type: none">• Work with GPS• Analyze water PH / Temperature / Amonium Ions, Nitrates, Chlorides / Smell / Dissolved oxygen, Conductivity, Redox potential																		
Competences	Key competences: <table><tr><td><input type="checkbox"/></td><td>Literacy competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Multilingual competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Mathematical competence and competence in science, technology and engineering</td></tr><tr><td><input type="checkbox"/></td><td>Digital competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Personal, social and learning to learn competence</td></tr><tr><td><input type="checkbox"/></td><td>Citizenship competence</td></tr><tr><td><input type="checkbox"/></td><td>Entrepreneurship competence</td></tr><tr><td><input type="checkbox"/></td><td>Cultural awareness and expression competence</td></tr></table>			<input type="checkbox"/>	Literacy competence	<input checked="" type="checkbox"/>	Multilingual competence	<input checked="" type="checkbox"/>	Mathematical competence and competence in science, technology and engineering	<input type="checkbox"/>	Digital competence	<input checked="" type="checkbox"/>	Personal, social and learning to learn competence	<input type="checkbox"/>	Citizenship competence	<input type="checkbox"/>	Entrepreneurship competence	<input type="checkbox"/>	Cultural awareness and expression competence
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Integration/application of methodology	<table><tr><td>Specific subjects:</td><td>biology / analytical chemistry</td></tr><tr><td>Co-curricular activity:</td><td>teambuilding activity</td></tr><tr><td>Extracurricular activity:</td><td>environmental protection education</td></tr></table>			Specific subjects:	biology / analytical chemistry	Co-curricular activity:	teambuilding activity	Extracurricular activity:	environmental protection education										
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Materials	<ul style="list-style-type: none">○ GPS (3 - according to the number of teams)○ 3 printed tasks and clues○ 5 hidden caches (with tasks inside)○ forms to be filled to record findings (each team 5 (for each spot)) + 3 pen○ 3 black markers to write on sample bottles																		

	<ul style="list-style-type: none"> ○ 15 sample bottles (5 for each team) ○ 0.5 l distilled water bottles for each team (3 total) ○ team evaluation form for accompanying person to record feedback about the team during the game ○ calibrated analytical equipment (pH, DO, etc.) for each team (3): <ul style="list-style-type: none"> ▪ pH, ammonium, nitrates and chloride sensors • conductivity, temperature, dissolved oxygen and redox potential probes
Tips for teachers	Check the weather forecast and prepare proper clothes and shoes for outdoor activities. Instruct the kids to bring small bags with snacks and water, raincover, medicine and so on. Every team leader should have a first aid kit.
Annex	Template of report form for each team: Annex 1 Discipline 2 Geocaching Results form Example Template of Team Evaluation for accompanying teachers - guides: Annex 1 Discipline 2 Geocaching Team Evaluation form



Figure 1 Team at the spot



Figure 2 Water analysis and filling out report about the spot



Figure 3 Each spot had small task that is not exact related to environment: carry your group member from A to B



Figure 4 Water analysis



Figure 5 Extra task: make E+ (Erasmus+) sign from your bodies



Figure 6 Water analysis



Figure 7 Students needed to find a caches in hidden places with a hint that guide could give only if team answers correctly questions about environmental protection



Figure 8 Feedback, reflection after the game



Figure 9 Prize: picnic in the evening

ENVIRONMENTAL OLYMPIC GAMES: DISCIPLINE 3 HUMAN BINGO

Name of activity	Human Bingo
Part of discipline	Environmental Olympic Games
Description of activity	<p>This game is focused to help to get to know each other in a fun, quick and interactive way.</p> <p>The best is to have an open space for participants to go around easier.</p> <p><i>Recommended Group Size:</i> Medium (20-30 people) or large groups (50+ people)</p> <p><i>Setup for Human Bingo game:</i></p> <p>Prepare a Bingo card with 25 squares (5 rows and 5 columns). Though this number can vary depending on the number of participants and how much time do you want to spend on this game. The center square can be marked with the words "FREE SPACE". Within the remaining blank squares, fill in lots of interesting facts that may or may not be true for a person. For example:</p> <ul style="list-style-type: none"> • "Has been to more than 5 countries." • "Has more than two dogs." • "Is fluent in Spanish." • "Loves to eat sushi." <p>and so on.</p> <p>If you are looking for a funnier game, you can put crazy things on the card such as "Has gone without showering for more than 2 days," or other kinds of silly or humorous possible facts.</p> <p>Once you complete this card, photocopy or print this sheet so that you have enough Bingo cards for each person to play.</p> <p><i>Process</i></p> <p>1st version (short for speed)</p> <p>To win Human Bingo, a person must obtain unique signatures/including names to get 5 boxes in a row: horizontally, vertically, or diagonally. Once a person obtains 5 in a row, he or she should shout, "BINGO!"</p> <p>2nd version (longer – to give more time to get to know more people)</p> <p>To win Human Bingo, a person must obtain unique signatures/including names in all the boxes - to fill in the whole table.</p> <p>To play, distribute a Bingo card and a pen to each player. Explain the rules. Begin the game and have everyone get up and walk around the room, introducing each other and asking each other questions. If a person meets someone who can fill in a box, he or she should obtain that person's autograph for that box/include their names. When a person successfully gets 5 in a row and shouts "Bingo," the game is paused to see if he or she has indeed won. Check that each of the five people is indeed telling the truth, and then if so, the person with the winning People Bingo card has won the</p>

	game.																
Objectives	To get to know each other in a fun and interactive way																
Time	It depends on the number of participants. <table border="1"> <thead> <tr> <th>Time (min)</th><th>Activity</th></tr> </thead> <tbody> <tr> <td>5</td><td>Instructions</td></tr> <tr> <td>15-30</td><td>Duration of the game</td></tr> <tr> <td>5</td><td>Reflection + prizes</td></tr> </tbody> </table>	Time (min)	Activity	5	Instructions	15-30	Duration of the game	5	Reflection + prizes								
Time (min)	Activity																
5	Instructions																
15-30	Duration of the game																
5	Reflection + prizes																
Grade	4 - 12																
Learning methods	Active based learning																
Learning outputs	Filled out Human Bingo forms																
Competences	Key competences: <table border="1"> <tbody> <tr> <td><input type="checkbox"/></td><td>Literacy competence</td></tr> <tr> <td><input checked="" type="checkbox"/></td><td>Multilingual competence</td></tr> <tr> <td><input type="checkbox"/></td><td>Mathematical competence and competence in science, technology and engineering</td></tr> <tr> <td><input type="checkbox"/></td><td>Digital competence</td></tr> <tr> <td><input checked="" type="checkbox"/></td><td>Personal, social and learning to learn competence</td></tr> <tr> <td><input type="checkbox"/></td><td>Citizenship competence</td></tr> <tr> <td><input type="checkbox"/></td><td>Entrepreneurship competence</td></tr> <tr> <td><input checked="" type="checkbox"/></td><td>Cultural awareness and expression competence</td></tr> </tbody> </table>	<input type="checkbox"/>	Literacy competence	<input checked="" type="checkbox"/>	Multilingual competence	<input type="checkbox"/>	Mathematical competence and competence in science, technology and engineering	<input type="checkbox"/>	Digital competence	<input checked="" type="checkbox"/>	Personal, social and learning to learn competence	<input type="checkbox"/>	Citizenship competence	<input type="checkbox"/>	Entrepreneurship competence	<input checked="" type="checkbox"/>	Cultural awareness and expression competence
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Specific subjects:	sociology																
Co-curricular activity:	teambuilding activity																
Extracurricular activity:	communication education																
Materials	Printed cards or sheets, pens, prizes																
Tips for teachers	Help some more shy participants: give advice, introduce participants to each other																
Annex	For a sample printable bingo card, you can download and modify this People-Bingo printable template . Annex 1 Discipline 3 Human Bingo Template																



Figure 1 Human Bingo game

ENVIRONMENTAL OLYMPIC GAMES: DISCIPLINE 4 RECYCLING GAME

Name of activity	Recycling game					
Part of discipline	Environmental Olympic Games					
Description of activity	<p>Just before you start the game, it would be good if you would provide a short presentation on understanding what is recycling and what are the main rules of recycling (separation of the trash according to the material that is made of), so that all the members of the groups would have similar knowledge.</p> <p><i>Number of participants:</i> Small (6-12 people); Medium (13-30 people)</p> <p><i>Size of the groups:</i> 3-6 members (possibly mix it between different backgrounds)</p>					
	<p><i>Setup for Recycling game:</i></p> <p>Prepare 3-5 trash bins with labels on them (Recycling paper, recycling plastic, recycling glass, compost, non-recyclable) in a line further from the starting point of groups.</p> <p>Prepare groups/bunch of simple trash for each group (e.g. banana slip, newspaper, take away coffee cup, water bottle, etc.) in the middle of starting point and trash bins.</p> <p>Prepare for each team A3 paper and to prepare their answers with (pen, colouring marker, post its, etc.) at their starting point.</p> <p>Print task for each team who is accomplishing the quest. For example:</p> <p>When is Earth day?</p> <p>List out at least 10 ways how can you personally help planet Earth in protecting its environment?</p> <p>Ask other team to recommend how/in which way to reuse water bottle, etc.</p> <p><i>Process</i></p> <p>Each team sends one representative (who could wear gloves) who will need to pick one of the trash out of the pile dedicated for that team and put it to the most suitable trash bin. By successfully and correctly accomplishing task team member will receive written task. He/she brings the task to the team members. After group is finalised their task it needs to send another team member.</p> <p>In the end when all the teams are done, each team could present their results to everyone.</p>					
Objectives	<p>Students will learn basic information about recycling and environmental protection connected to plastic pollution.</p> <ul style="list-style-type: none">• How to recycle correctly?• How pollution affects planet earth?• What is the value of each individual action towards protection of environment?					
Time	<p>It depends on the number of participants.</p> <table><tr><th>Time (min)</th><th>Activity</th></tr><tr><td>5</td><td>Instructions</td></tr></table>		Time (min)	Activity	5	Instructions
Time (min)	Activity					
5	Instructions					

	10	Short theory about recycling																	
	20-30	Duration of the game																	
	15	Presentations of the team work results																	
	5	Reflection + certification																	
Grade	6 - 12																		
Learning methods	Active based learning																		
Learning outputs	Presentation of group work																		
Competences	Key competences: <table><tr><td><input type="checkbox"/></td><td>Literacy competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Multilingual competence</td></tr><tr><td><input type="checkbox"/></td><td>Mathematical competence and competence in science, technology and engineering</td></tr><tr><td><input type="checkbox"/></td><td>Digital competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Personal, social and learning to learn competence</td></tr><tr><td><input type="checkbox"/></td><td>Citizenship competence</td></tr><tr><td><input type="checkbox"/></td><td>Entrepreneurship competence</td></tr><tr><td><input type="checkbox"/></td><td>Cultural awareness and expression competence</td></tr></table>			<input type="checkbox"/>	Literacy competence	<input checked="" type="checkbox"/>	Multilingual competence	<input type="checkbox"/>	Mathematical competence and competence in science, technology and engineering	<input type="checkbox"/>	Digital competence	<input checked="" type="checkbox"/>	Personal, social and learning to learn competence	<input type="checkbox"/>	Citizenship competence	<input type="checkbox"/>	Entrepreneurship competence	<input type="checkbox"/>	Cultural awareness and expression competence
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Integration/application of methodology	Specific subjects:	biology																	
	Co-curricular activity:	teambuilding activity																	
	Extracurricular activity:	environmental protection education																	
Materials	Boxes as trash bin with labels (paper, glass, plastic, compost, mixed), A3 papers for students answers, colouring pen/markers, printed tasks, trashes, gloves for each student																		
Tips for teachers	Be prepared in advance by collecting needed categories of trash.																		
Annex	-																		



Figure 1 Introduction



Figure 2 Recycling game



Figure 3 Recycling game



Figure 4 Recycling game



Figure 5 Group presentations



Figure 6 Group presentations



CULTURAL OLYMPIC GAMES: DISCIPLINE 1 E-QUIZ KNOW THE FAMOUS ART WORK, PERSON OR A HISTORICAL MOMENT

Name of activity	E-quiz Know the famous art work, person or a historical moment																		
Part of discipline	Cultural Olympic Games																		
Description of activity	There are two types of teams, competitors and spectators. Competitors: There will be 4 rounds of competition. Every team will choose a topic and answer a question covering history and art. Photos and videos of historical moments and art works will be projected. The questions will be open ended or multiple choice. Every team can use “Joker” one time. The team with the highest success rate will win. Spectators are involved in this play as “Jokers” and they will participate on round 4.																		
	Roles of students: members of Olympic team, tutor Members of team play quiz. Tutor explains the rules of game and acts as a referee.																		
Objectives	Students will learn: <ul style="list-style-type: none">- Geography of Europe- Culture of Europe																		
Time	It depends on the number of participants. <table><tr><th>Time (min)</th><th>Activity</th></tr><tr><td>5</td><td>Instructions</td></tr><tr><td>35</td><td>Duration of play</td></tr><tr><td>5</td><td>Certification ceremony</td></tr></table>			Time (min)	Activity	5	Instructions	35	Duration of play	5	Certification ceremony								
Time (min)	Activity																		
5	Instructions																		
35	Duration of play																		
5	Certification ceremony																		
Grade	6 - 12																		
Learning methods	Active based learning																		
Learning outputs	-																		
Competences	Key competences: <table><tr><td><input checked="" type="checkbox"/></td><td>Literacy competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Multilingual competence</td></tr><tr><td><input type="checkbox"/></td><td>Mathematical competence and competence in science, technology and engineering</td></tr><tr><td><input type="checkbox"/></td><td>Digital competence</td></tr><tr><td><input type="checkbox"/></td><td>Personal, social and learning to learn competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Citizenship competence</td></tr><tr><td><input type="checkbox"/></td><td>Entrepreneurship competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Cultural awareness and expression competence</td></tr></table>			<input checked="" type="checkbox"/>	Literacy competence	<input checked="" type="checkbox"/>	Multilingual competence	<input type="checkbox"/>	Mathematical competence and competence in science, technology and engineering	<input type="checkbox"/>	Digital competence	<input type="checkbox"/>	Personal, social and learning to learn competence	<input checked="" type="checkbox"/>	Citizenship competence	<input type="checkbox"/>	Entrepreneurship competence	<input checked="" type="checkbox"/>	Cultural awareness and expression competence
<input checked="" type="checkbox"/>	Literacy competence																		
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<input checked="" type="checkbox"/>	Citizenship competence																		
<input type="checkbox"/>	Entrepreneurship competence																		
<input checked="" type="checkbox"/>	Cultural awareness and expression competence																		
Integration/application of methodology	<table><tr><td>Specific subjects:</td><td>History, geography, civic education</td></tr><tr><td>Co-curricular activity:</td><td>teambuilding activity</td></tr><tr><td>Extracurricular activity:</td><td>Cultural games</td></tr></table>	Specific subjects:	History, geography, civic education	Co-curricular activity:	teambuilding activity	Extracurricular activity:	Cultural games												
Specific subjects:	History, geography, civic education																		
Co-curricular activity:	teambuilding activity																		
Extracurricular activity:	Cultural games																		
Materials	Presentation (rules, quiz) Notebook, Interactive board, sound system Vote cards, markers Medals																		

Tips for teachers	Prepare interesting information about each quiz question.
Annex	Presentation (videos on Google drive) Assessment sheet



Figure 1 Finding answers to quiz questions (team of students)



Figure 2 Playing quiz (team of teachers)



Figure 3 Medal Ceremony

CULTURAL OLYMPIC GAMES: DISCIPLINE 2 ARTISTIC REPRESENTATION OF A HISTORICAL EVENT OR FAMOUS PERSONALITY

Name of activity	Artistic representation of a historical event or famous personality													
Part of discipline	Cultural Olympic Games													
Description of activity	<p>There are two types of teams, competitors and spectators.</p> <p>Competitors: There will be 4 rounds of competition. Every team will choose a topic and answer a question covering history and art. Photos and videos of historical moments and art works will be projected. The questions will be open ended or multiple choice. Every team can use “Joker” one time. The team with the highest success rate will win.</p> <p>Spectators are involved in this play as “Jokers” and they will participate on round 4.</p>													
	<p>Roles of students: members of Olympic team, tutor</p> <p>Members of team play role-playing activity. Tutors prepare biographical information about famous persons, explain the rules of game.</p>													
Objectives	<p>Students will learn:</p> <ul style="list-style-type: none">- History of European countries- Famous Europeans and their role in history of Europe or European culture													
Time	<p>It depends on the number of participants.</p> <table><tr><th>Time (min)</th><th>Activity</th></tr><tr><td>5</td><td>Instructions</td></tr><tr><td>40</td><td>Preparing for discipline. Knowing the rules of discipline. Team strategy. Preparing an artistic representation.</td></tr><tr><td>30</td><td>Artistic representation (team by team)</td></tr><tr><td>10</td><td>Evaluation</td></tr><tr><td>5</td><td>Certification ceremony</td></tr></table>		Time (min)	Activity	5	Instructions	40	Preparing for discipline. Knowing the rules of discipline. Team strategy. Preparing an artistic representation.	30	Artistic representation (team by team)	10	Evaluation	5	Certification ceremony
Time (min)	Activity													
5	Instructions													
40	Preparing for discipline. Knowing the rules of discipline. Team strategy. Preparing an artistic representation.													
30	Artistic representation (team by team)													
10	Evaluation													
5	Certification ceremony													
Grade	6 - 12													
Learning methods	Active based learning													
Learning outputs	Short scene													
Competences	<p>Key competences:</p> <table><tr><td><input type="checkbox"/></td><td>Literacy competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Multilingual competence</td></tr><tr><td><input type="checkbox"/></td><td>Mathematical competence and competence in science, technology and engineering</td></tr><tr><td><input type="checkbox"/></td><td>Digital competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Personal, social and learning to learn competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Citizenship competence</td></tr></table>		<input type="checkbox"/>	Literacy competence	<input checked="" type="checkbox"/>	Multilingual competence	<input type="checkbox"/>	Mathematical competence and competence in science, technology and engineering	<input type="checkbox"/>	Digital competence	<input checked="" type="checkbox"/>	Personal, social and learning to learn competence	<input checked="" type="checkbox"/>	Citizenship competence
<input type="checkbox"/>	Literacy competence													
<input checked="" type="checkbox"/>	Multilingual competence													
<input type="checkbox"/>	Mathematical competence and competence in science, technology and engineering													
<input type="checkbox"/>	Digital competence													
<input checked="" type="checkbox"/>	Personal, social and learning to learn competence													
<input checked="" type="checkbox"/>	Citizenship competence													

	<input type="checkbox"/> Entrepreneurship competence	
	<input checked="" type="checkbox"/> Cultural awareness and expression competence	
Integration/application of methodology	Specific subjects:	History, civic education
	Co-curricular activity:	Teambuilding activity
	Extracurricular activity:	Cultural games
Materials	Presentation (rules, famous persons) Notebook, Interactive board, sound system (for musical) Costumes (typical for given historical period), jewellery (bijou) Medals	
Tips for teachers	Select interesting persons. Some of these persons should have the same country of origin as participants.	
Annex	Presentation Famous persons (cards) Assessment sheet	



Figure 1 Tutor explaining the rules



Figure 2 Role playing (Leonardo da Vinci and Mona Lisa, sci-fi)



Figure 3 Medal Ceremony

CULTURAL OLYMPIC GAMES: DISCIPLINE 3 FOOD ART

Name of activity	Food Art		
Part of discipline	Cultural Olympic Games		
Description of activity	<p>Each team will draw a card with a picture of a famous painting.</p> <p>Teams will have to recreate these paintings using food, such as dry beans, seeds or other vegetables and fruits.</p> <p>Teams don't have to keep the same colors, they can make a "modern copy" of the painting.</p> <p>Tutor will give information and facts about the painting, author, history or gallery.</p> <p>Each team will present their artwork and interesting facts they learnt about the artwork.</p> <p>Audience will choose winners based on quality of the artwork and interesting description of the painting.</p>		
	<p>Roles of students: members of Olympic team, tutors</p> <p>Members of team create food art. Tutors explain the rules of game and prepare interesting information about artists and their artworks.</p>		
Objectives	Students will learn:		
	<div>- European painters and their work</div>		
Time	It depends on the number of participants.		
	Time (min)	Activity	
	5	Instructions	
	20	Preparing for discipline. Knowing the rules of discipline. Team strategy.	
	50	Preparing food art	
	10	Evaluation	
	5	Certification ceremony	
Grade	6 - 12		
Learning methods	Active based learning		
Learning outputs	Artwork		
Competences	Key competences:		
	<input type="checkbox"/>	Literacy competence	
	<input checked="" type="checkbox"/>	Multilingual competence	
	<input type="checkbox"/>	Mathematical competence and competence in science, technology and engineering	
	<input type="checkbox"/>	Digital competence	
	<input checked="" type="checkbox"/>	Personal, social and learning to learn competence	
	<input checked="" type="checkbox"/>	Citizenship competence	
	<input type="checkbox"/>	Entrepreneurship competence	
	<input checked="" type="checkbox"/>	Cultural awareness and expression competence	
Integration/application of methodology	Specific subjects:	History, Art	
	Co-curricular activity:	Teambuilding activity	
	Extracurricular activity:	Cultural games	
Materials	<p>Presentation (rules, photos of artworks)</p> <p>Notebook, Interactive board, sound system (background music enhancing creativity)</p>		

	<p>Food: white bean, violet bean, brown bean, black bean, lentils, rice, pasta , M&M, Lentilky (colour-varied sugar-coated chocolate confectionery), dried cranberry, dried plums, coffee beans , black pepper, white pepper, green pepper, pumpkin seeds, caraway seeds, caraway ground etc.</p> <p>Drawing tools: canvas (A4), drawing paper (A3), pencil , pencil sharpener, rubber, paintbrush, soft paintbrush, arabic gum glue (Klovatina glue), cyanoacrylate glue (Superglue), polyvinyl acetate glue (Herkules glue), acrylic polymer glue (Glue stick), hair spray (extra strong)</p> <p>Other tools: knife , scissors , tray, paper of plastic film (to cover the working table and protect it from glue residues)</p> <p>Medals</p>
Tips for teachers	To protect the working table from glue residues, cover the table with paper or plastic film.
Annex	<p>Presentation</p> <p>Photography of art work (cards)</p> <p>Assessment sheet</p>



Figure 1 Creating food art (Vincent Van Gogh, Self-portrait)



Figure 2 Food art (Edward Munch, Scream)



Figure 3 Food art (Vincent Van Gogh, Self-portrait)



BUSINESS OLYMPIC GAMES: DISCIPLINE 1 CREATING AN ADVERTISING CAMPAIGN

Name of activity	Advertising campaign																		
Part of discipline	Business Olympic Games																		
Description of activity	Creating and pitching an advertising campaign for a beverage on iPads. For more information see Annex .																		
Objectives	<div>Students should</div> <ul style="list-style-type: none">• be engaged to be creative.• learn to work well in a team.• become aware of the process of advertising a product by thinking of a target group.• think realistically in terms of production, sales and distribution.• learn how to use an electronic device like an iPad for designing a billboard, shooting an advertising sequence and even composing background music.																		
Time	200-250 minutes																		
Grade	Upper secondary school grades (10-13)																		
Learning methods	Active based learning, action-based learning																		
Learning outputs	product name, brand name, slogan, billboard, logo and TV advert																		
Competences	<div>Key competences:</div> <table><tr><td><input type="checkbox"/></td><td>Literacy competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Multilingual competence</td></tr><tr><td><input type="checkbox"/></td><td>Mathematical competence and competence in science, technology and engineering</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Digital competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Personal, social and learning to learn competence</td></tr><tr><td><input type="checkbox"/></td><td>Citizenship competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Entrepreneurship competence</td></tr><tr><td><input type="checkbox"/></td><td>Cultural awareness and expression competence</td></tr></table>			<input type="checkbox"/>	Literacy competence	<input checked="" type="checkbox"/>	Multilingual competence	<input type="checkbox"/>	Mathematical competence and competence in science, technology and engineering	<input checked="" type="checkbox"/>	Digital competence	<input checked="" type="checkbox"/>	Personal, social and learning to learn competence	<input type="checkbox"/>	Citizenship competence	<input checked="" type="checkbox"/>	Entrepreneurship competence	<input type="checkbox"/>	Cultural awareness and expression competence
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<input type="checkbox"/>	Citizenship competence																		
<input checked="" type="checkbox"/>	Entrepreneurship competence																		
<input type="checkbox"/>	Cultural awareness and expression competence																		
Integration/application of methodology	Specific subjects:	English, Economy, Marketing																	
	Co-curricular activity:	Business Behaviour, Personal Development & Social Competence																	
	Extracurricular activity:	Entrepreneurship Education																	
Materials	<ul style="list-style-type: none">• iPads• different beverages, preferable not known by students (remove the label!)• different applications on iPads to create logo, billboard and TV advert																		
Tips for teachers	Be sure to/that:																		

	<ul style="list-style-type: none"> • explain well and in-depth before start. • all iPads work properly. • students know how to handle iPads and the different applications to create a logo, billboard and especially TV advert. • students have enough time to be creative.
Annex	<ul style="list-style-type: none"> • Description of activity • Outcome (examples)

Don't smell it, just taste it. 👍



Figure 1 Outcome from advertising campaign – example 1



Figure 2 Outcome from advertising campaign – example 2



Figure 3 Outcome from advertising campaign – example 3

BUSINESS OLYMPIC GAMES: DISCIPLINE 2 SELFIE SAFARI

Name of activity	Selfie Safari																		
Part of discipline	Business Olympic Games																		
Description of activity	Students have to take pictures (group-selfies) in front of at least 5 Viennese monuments and find and document their favourite billboard . For more information see Annex .																		
Objectives	Students should <ul style="list-style-type: none">get to know the city/some sights of Vienna.																		
Time	100 minutes																		
Grade	Upper secondary school grades (10-13)																		
Learning methods	Active based learning, action-based learning																		
Learning outputs	<ul style="list-style-type: none">selfies and a PowerPoint presentation																		
Competences	<div>Key competences:</div> <table><tr><td><input type="checkbox"/></td><td>Literacy competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Multilingual competence</td></tr><tr><td><input type="checkbox"/></td><td>Mathematical competence and competence in science, technology and engineering</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Digital competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Personal, social and learning to learn competence</td></tr><tr><td><input type="checkbox"/></td><td>Citizenship competence</td></tr><tr><td><input type="checkbox"/></td><td>Entrepreneurship competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Cultural awareness and expression competence</td></tr></table>			<input type="checkbox"/>	Literacy competence	<input checked="" type="checkbox"/>	Multilingual competence	<input type="checkbox"/>	Mathematical competence and competence in science, technology and engineering	<input checked="" type="checkbox"/>	Digital competence	<input checked="" type="checkbox"/>	Personal, social and learning to learn competence	<input type="checkbox"/>	Citizenship competence	<input type="checkbox"/>	Entrepreneurship competence	<input checked="" type="checkbox"/>	Cultural awareness and expression competence
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<input type="checkbox"/>	Entrepreneurship competence																		
<input checked="" type="checkbox"/>	Cultural awareness and expression competence																		
Integration/application of methodology	Specific subjects:	English, Geography																	
	Co-curricular activity:	Business Behaviour, Personal Development & Social Competence																	
	Extracurricular activity:	-																	
Materials	<ul style="list-style-type: none">iPads/smartphonesdescription of the route																		
Tips for teachers	Be sure to/that: <ul style="list-style-type: none">hosting students know all the sights.hosting students are prepared to tell visiting students some facts about the sight.at least one member of the group can read a map.no group gets lost.																		
Annex	<ul style="list-style-type: none">Description of one route																		



Figure 1 Selfie Safari 1



Figure 2 Selfie Safari 2

BUSINESS OLYMPIC GAMES: DISCIPLINE 3 TRADING GAME

Name of activity	Trading Game																	
Part of discipline	Business Olympic Games																	
Description of activity	See Annex																	
Objectives	<p>Students should realise</p> <ul style="list-style-type: none">• how trading effects people and countries in different ways, often discriminatively.• that resources are unequally distributed.• that not everyone may partake in trading.• how trading can take place.• that fairness and win-win-situations lead to more satisfaction among all parties in the long run.																	
Time	100 minutes																	
Grade	Upper secondary school grades (10-13)																	
Learning methods	Active based learning																	
Learning outputs	Presentation of group work																	
Competences	<p>Key competences:</p> <table><tr><td><input type="checkbox"/></td><td>Literacy competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Multilingual competence</td></tr><tr><td><input type="checkbox"/></td><td>Mathematical competence and competence in science, technology and engineering</td></tr><tr><td><input type="checkbox"/></td><td>Digital competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Personal, social and learning to learn competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Citizenship competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Entrepreneurship competence</td></tr><tr><td><input type="checkbox"/></td><td>Cultural awareness and expression competence</td></tr></table>		<input type="checkbox"/>	Literacy competence	<input checked="" type="checkbox"/>	Multilingual competence	<input type="checkbox"/>	Mathematical competence and competence in science, technology and engineering	<input type="checkbox"/>	Digital competence	<input checked="" type="checkbox"/>	Personal, social and learning to learn competence	<input checked="" type="checkbox"/>	Citizenship competence	<input checked="" type="checkbox"/>	Entrepreneurship competence	<input type="checkbox"/>	Cultural awareness and expression competence
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<input checked="" type="checkbox"/>	Entrepreneurship competence																	
<input type="checkbox"/>	Cultural awareness and expression competence																	
Integration/application of methodology	Specific subjects:	English, Economy, Marketing																
	Co-curricular activity:	Business Behaviour, Personal Development & Social Competence																
	Extracurricular activity:	Entrepreneurship Education																
Materials	<ul style="list-style-type: none">• 1 bag per participating student filled with 3 tradable goods (e.g. split a pair of socks and put them in two bags, etc.)																	
Tips for teachers	<p>Be sure to:</p> <ul style="list-style-type: none">• allow enough time for the game.• explain well and in-depth before start.• fill the bags with goods of different quality, etc. so that students feel the urge to trade.																	

	<ul style="list-style-type: none">• Reflect on all the rounds and participants' feelings, so that students realise the objectives.
Annex	<ul style="list-style-type: none">• Description of activity• Evaluation sheet



Figure 1 Trading game – Group 1



Figure 2 Trading game – Group 2



BUSINESS OLYMPIC GAMES: DISCIPLINE 4 KAHOOT!

Name of activity	Kahoot!																	
Part of discipline	Business Olympic Games																	
Description of activity	Electronic quiz about brands, brandings, slogans and logos.																	
Objectives	<div>Students should</div> <ul style="list-style-type: none">• become aware of how they are influenced by advertising without even noticing• be inspired by certain logos and slogans for the upcoming discipline of creating their own for a beverage																	
Time	20 minutes																	
Grade	Lower and upper secondary school grades (8-13)																	
Learning methods	Active based learning																	
Learning outputs	Presentation of group work																	
Competences	<div>Key competences:</div> <table><tr><td><input type="checkbox"/></td><td>Literacy competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Multilingual competence</td></tr><tr><td><input type="checkbox"/></td><td>Mathematical competence and competence in science, technology and engineering</td></tr><tr><td><input type="checkbox"/></td><td>Digital competence</td></tr><tr><td><input type="checkbox"/></td><td>Personal, social and learning to learn competence</td></tr><tr><td><input type="checkbox"/></td><td>Citizenship competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Entrepreneurship competence</td></tr><tr><td><input type="checkbox"/></td><td>Cultural awareness and expression competence</td></tr></table>		<input type="checkbox"/>	Literacy competence	<input checked="" type="checkbox"/>	Multilingual competence	<input type="checkbox"/>	Mathematical competence and competence in science, technology and engineering	<input type="checkbox"/>	Digital competence	<input type="checkbox"/>	Personal, social and learning to learn competence	<input type="checkbox"/>	Citizenship competence	<input checked="" type="checkbox"/>	Entrepreneurship competence	<input type="checkbox"/>	Cultural awareness and expression competence
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<input type="checkbox"/>	Citizenship competence																	
<input checked="" type="checkbox"/>	Entrepreneurship competence																	
<input type="checkbox"/>	Cultural awareness and expression competence																	
Integration/application of methodology	Specific subjects:	English, Economy, Marketing																
	Co-curricular activity:	Business Behaviour, Personal Development & Social Competence																
	Extracurricular activity:	Entrepreneurship Education																
Materials	<ul style="list-style-type: none">• Laptop/PC, beamer, internet access• Each student should have a smartphone/tablet• Kahoot!-link: https://play.kahoot.it/v2/?quizId=a3974640-abf2-4d55-9c1b-471c4fa85e84																	
Tips for teachers	<div>Be sure that:</div> <ul style="list-style-type: none">• every student/group has a smartphone/tablet with connection to the internet.																	
Annex	<ul style="list-style-type: none">• -																	



Brands, brandings, logos and slogans - Business EULympics in Vienna

Play Challenge



A public quiz for schools

#brands #brandings #logos #slogans #EULympicsinvienna #BFI #2018 #quiz

3 favorites 12 plays 46 players

JuliaLenzi
Created 3 months ago

Copy and share this playable link

<https://play.kahoot.it/#/k/a3974640-ab72-4d55-9c1b-471c4fa85e84>

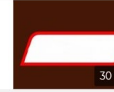
Questions (28)

Show answers

Q1: Select the matching slogan for this company!



Q2: Find the matching company to the slogan: "You're not happy when you're hungry!"



Q3: Finish the slogan: "Have a break, have a ..."



Q4: Which company uses this logo?



Q5: Select the matching slogan for this company!



Q6: Find the matching company to the slogan: "Shoes are better. Wear sneakers."



Figure 1 Screenshot of kahoot!-quiz



SPORT OLYMPIC GAMES: DISCIPLINE 1 FLOORBALL WITH LIMITATIONS

Name of activity	Floorball with limitations																		
Part of discipline	Sport Olympic Games																		
Description of activity	In every team, there will be a team member with following limitation: <ul style="list-style-type: none">visually impaired (1 member),hearing-impaired (1 member),physically handicapped (2 members, of that 1 x crutch or brace, 1 x wheelchair user),Siamese twins (2 members).																		
	Roles of students: members of Olympic team, tutor Members of team play floorball. Tutor explains the rules of game; choose the limitation for each team member, acts as a referee.																		
Objectives	Students will learn fair play. <ul style="list-style-type: none">What is Fair Play?What do the fundamental values of fair play mean?How do the fundamental values of fair play contribute to the betterment of the world?																		
Time	It depends on the number of participants. <table><tr><th>Time (min)</th><th>Activity</th></tr><tr><td>5</td><td>Instructions</td></tr><tr><td>6</td><td>Duration of play</td></tr><tr><td>5</td><td>Medal ceremony</td></tr></table>			Time (min)	Activity	5	Instructions	6	Duration of play	5	Medal ceremony								
Time (min)	Activity																		
5	Instructions																		
6	Duration of play																		
5	Medal ceremony																		
Grade	6 - 12																		
Learning methods	Active based learning																		
Learning outputs	Sport performance																		
Competences	Key competences: <table><tr><td><input type="checkbox"/></td><td>Literacy competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Multilingual competence</td></tr><tr><td><input type="checkbox"/></td><td>Mathematical competence and competence in science, technology and engineering</td></tr><tr><td><input type="checkbox"/></td><td>Digital competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Personal, social and learning to learn competence</td></tr><tr><td><input type="checkbox"/></td><td>Citizenship competence</td></tr><tr><td><input type="checkbox"/></td><td>Entrepreneurship competence</td></tr><tr><td><input type="checkbox"/></td><td>Cultural awareness and expression competence</td></tr></table>			<input type="checkbox"/>	Literacy competence	<input checked="" type="checkbox"/>	Multilingual competence	<input type="checkbox"/>	Mathematical competence and competence in science, technology and engineering	<input type="checkbox"/>	Digital competence	<input checked="" type="checkbox"/>	Personal, social and learning to learn competence	<input type="checkbox"/>	Citizenship competence	<input type="checkbox"/>	Entrepreneurship competence	<input type="checkbox"/>	Cultural awareness and expression competence
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<input type="checkbox"/>	Citizenship competence																		
<input type="checkbox"/>	Entrepreneurship competence																		
<input type="checkbox"/>	Cultural awareness and expression competence																		
Integration/application of methodology	Specific subjects:	Physical education																	
	Co-curricular activity:	Teambuilding activity																	

	Extracurricular activity:	Sport games
Materials	<p>Sport outfit, sport shoes</p> <p>Whistle, scoreboard, hockey stick, cage, protective pads, helmet</p> <p><i>Visually impaired</i> – black glasses or strip of fabric, blind cane</p> <p><i>Hearing-impaired</i> – earplugs, headset</p> <p><i>Physically handicapped</i> – crutch, leg brace, elbow brace, orthopaedic chest support, wheelchair</p> <p><i>Siamese twins</i> – strip of fabric, cord or Duct tap</p> <p>Medals</p>	
Tips for teachers	<p>Start early enough with preparation of materials (e.g. wheelchair, leg brace, hockey stick, earplugs ...etc.).</p>	
Annex	<p>Rules of discipline</p> <p>Assessment sheet (MS Excel), published in e-learning course EULYMPICS</p>	



Figure 1 Floorball team



Figure 2 Floorball game



Figure 3 Floorball game



Figure 3 Medal ceremony

SPORT OLYMPIC GAMES: DISCIPLINE 2 BADMINTON AND TABLE TENNIS IN REGIONAL COSTUMES

Name of activity	Badminton and table tennis in regional costumes					
Part of discipline	Sport Olympic Games					
Description of activity	<p>Table tennis: also known as ping-pong, is a sport in which two or four players hit a lightweight ball back and forth across a table using small rackets. The game takes place on a hard table divided by a net.</p> <p>Except for the initial serve, the rules are generally as follows: players must allow a ball played toward them to bounce one time on their side of the table and must return it so that it bounces on the opposite side at least once. A point is scored when a player fails to return the ball within the rules. Play is fast and demands quick reactions. Spinning the ball alters its trajectory and limits an opponent's options, giving the hitter a great advantage.</p> <p>Badminton: is a racquet sport played using racquets to hit a shuttlecock across a net. The most common forms of the game are "singles" (with one player per side) and "doubles" (with two players per side). Formal games are played on a rectangular indoor court. Points are scored by striking the shuttlecock with the racquet and landing it within the opposing side's half of the court.</p> <p>Each side may only strike the shuttlecock once before it passes over the net. Play ends once the shuttlecock has struck the floor or if a fault has been called by the umpire, service judge, or (in their absence) the opposing side</p>					
	Roles of students: members of Olympic team, tutors Members of team play badminton and table tennis. Tutors explain the rules of game and acts as a referee.					
Objectives	Students will: • learn the fundamental value of tolerance and solidarity playing table tennis/ badminton in non-traditional sportswear • present the history and culture of region by folk costumes.					
Time	It depends on the number of participants. <table><tr><th>Time (min)</th><th>Activity</th></tr><tr><td>5</td><td>Instructions</td></tr></table>		Time (min)	Activity	5	Instructions
Time (min)	Activity					
5	Instructions					

	5 - 10	Duration of play	
	5	Medal ceremony	
Grade	6 - 12		
Learning methods	Active based learning		
Learning outputs	Sport performance		
Competences	Key competences:		
	<input type="checkbox"/>	Literacy competence	
	<input checked="" type="checkbox"/>	Multilingual competence	
	<input type="checkbox"/>	Mathematical competence and competence in science, technology and engineering	
	<input type="checkbox"/>	Digital competence	
	<input checked="" type="checkbox"/>	Personal, social and learning to learn competence	
	<input type="checkbox"/>	Citizenship competence	
	<input type="checkbox"/>	Entrepreneurship competence	
	<input checked="" type="checkbox"/>	Cultural awareness and expression competence	
Integration/application of methodology	Specific subjects:	Physical education	
	Co-curricular activity:	Teambuilding activity	
	Extracurricular activity:	Sport games	
Materials	Regional (folk) costumes, sport shoes.		
	Table tennis: Whistle, scoreboard (paper card), tennis table, racket, ball.		
	Badminton: Whistle, scoreboard (paper card), racket/paddle, shuttlecock, net.		
	Notebook, sound system		
	Medals		
Tips for teachers	Start early enough with preparation of materials (regional costumes, rackets, balls).		
Annex	Rules of discipline		
	Lyrics (Austrian, Czech and Slovak traditional songs), published in e-learning course		
	EULYMPICS Assessment sheet (MS Excel), published in e-learning course EULYMPICS		



Figure 1 Table tennis in costumes



Figure 2 Table tennis in costumes



Figure 3 Medal ceremony

SPORT OLYMPIC GAMES: DISCIPLINE 3 RELAY-RACE

Name of activity	Relay-race																	
Part of discipline	Sport Olympic Games																	
Description of activity	<p>Olympic teams and Spectators will run a relay race on running track with 6 stands. The stand no. 7 is used as a tiebreaker.</p> <p>Every team nominate sportsmen for each discipline because of her or his skills. Sub-disciplines on stands: Gymnastics – rhythmic, Athletics – long jump, Ball throw, Cheerleading, Fencing, Golf, Tug of war</p> <p>Every team nominate sportsmen for each discipline because of her or his skills. Each runner must hand off the baton to the next runner within a certain zone - STAND.</p>																	
	<p>Roles of students: members of Olympic team, tutor</p> <p>Members of team run relay race. Tutors explains the rules of game and acts as a referee.</p>																	
Objectives	<p>Students will:</p> <ul style="list-style-type: none">• learn how to cooperate• learn the fundamental value of tolerance and solidarity• learn to communicate with each other• choose correct discipline based on their skills																	
Time	<p>It depends on the number of participants.</p> <table><tr><th>Time (min)</th><th>Activity</th></tr><tr><td>5</td><td>Reading the instructions</td></tr><tr><td>3</td><td>Trial</td></tr><tr><td>2</td><td>Completing the discipline</td></tr><tr><td>2</td><td>Answer to quiz question</td></tr><tr><td>1</td><td>Assigning points</td></tr><tr><td>2</td><td>Reserve</td></tr><tr><td>15</td><td>Total</td></tr></table>		Time (min)	Activity	5	Reading the instructions	3	Trial	2	Completing the discipline	2	Answer to quiz question	1	Assigning points	2	Reserve	15	Total
Time (min)	Activity																	
5	Reading the instructions																	
3	Trial																	
2	Completing the discipline																	
2	Answer to quiz question																	
1	Assigning points																	
2	Reserve																	
15	Total																	
Grade	6 - 12																	
Learning methods	Active based learning																	
Learning outputs	Sport performance																	
Competences	<p>Key competences:</p> <table><tr><td><input type="checkbox"/></td><td>Literacy competence</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Multilingual competence</td></tr><tr><td><input type="checkbox"/></td><td>Mathematical competence and competence in science, technology and engineering</td></tr><tr><td><input type="checkbox"/></td><td>Digital competence</td></tr></table>		<input type="checkbox"/>	Literacy competence	<input checked="" type="checkbox"/>	Multilingual competence	<input type="checkbox"/>	Mathematical competence and competence in science, technology and engineering	<input type="checkbox"/>	Digital competence								
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<input checked="" type="checkbox"/>	Multilingual competence																	
<input type="checkbox"/>	Mathematical competence and competence in science, technology and engineering																	
<input type="checkbox"/>	Digital competence																	

	<input checked="" type="checkbox"/>	Personal, social and learning to learn competence																
	<input type="checkbox"/>	Citizenship competence																
	<input type="checkbox"/>	Entrepreneurship competence																
	<input type="checkbox"/>	Cultural awareness and expression competence																
Integration/application of methodology	Specific subjects:	Physical education																
	Co-curricular activity:	Teambuilding activity																
	Extracurricular activity:	Sport games																
Materials	<p><i>Place</i></p> <p>Tartan track</p> <p><i>Documents</i></p> <p>Rules of discipline 3 (general)</p> <p>Stand 1: rules for sub-discipline 1, questions</p> <p>Stand 2: rules for sub-discipline 2, questions</p> <p>Stand 3: rules for sub-discipline 3, questions</p> <p>Stand 4: rules for sub-discipline 4, questions</p> <p>Stand 5: rules for sub-discipline 5, questions</p> <p>Stand 6: rules for sub-discipline 6, questions</p> <p>Stand 7: rules for sub-discipline 7, questions</p> <p><i>Materials</i></p> <p>Whistle, scoreboard, baton, stopwatch, stand-mark</p> <p>Special material for each stand:</p> <table border="1"> <thead> <tr> <th>Discipline</th><th>Materials</th></tr> </thead> <tbody> <tr> <td>Gymnastics - rhythmic</td><td>2 x ribbon, 2 x hoop</td></tr> <tr> <td>Athletics – long jump</td><td>2 x ball, tape measures, chalk</td></tr> <tr> <td>Ball throw</td><td>ball, bucket</td></tr> <tr> <td>Cheerleading</td><td>2 x pom-pom</td></tr> <tr> <td>Fencing</td><td>2 x sword, chalk</td></tr> <tr> <td>Golf</td><td>golf stick (alternative – floorball stick), ball, chalk</td></tr> <tr> <td>Tug of war</td><td>rope</td></tr> </tbody> </table> <p>Medals</p>		Discipline	Materials	Gymnastics - rhythmic	2 x ribbon, 2 x hoop	Athletics – long jump	2 x ball, tape measures, chalk	Ball throw	ball, bucket	Cheerleading	2 x pom-pom	Fencing	2 x sword, chalk	Golf	golf stick (alternative – floorball stick), ball, chalk	Tug of war	rope
Discipline	Materials																	
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Fencing	2 x sword, chalk																	
Golf	golf stick (alternative – floorball stick), ball, chalk																	
Tug of war	rope																	
Tips for teachers	Start early enough with preparation of materials. Choose students who will coordinate																	

	activities.
Annex	<p>Rules of discipline</p> <p>Rules of sub-disciplines</p> <p>Quiz, published in e-learning course EULYMPICS</p> <p>EULYMPICS Assessment sheet (MS Excel), published in e-learning course EULYMPICS</p>



Figure 1 Fencing



Figure 2 Tug of war



Figure 3 Medal Ceremony (team of teachers)



Annex 1. Environmental Olympic Games - Discipline 1 Orientation around Pardubice: Example of Orientation game planning

Time	What?	Description	What is needed?	Responsible
16:40	Orientation game:	Groups are getting first clue (printed and given to each team) Clue is to go near Pardubice castle – Špici park.	Printed clues	
	A stop: river Chrudimka	<p><i>Procedure:</i> All teams gather at the same spot. Each team has to make at least 3 boats from paper. To make 1 boat per team they have 10 min.</p> <p>When all are finished, they race in the river (need to decide on the final distance – on the spot). Target: not to drown and reach the finish line fastest.</p> <p><i>Moral:</i> the team is on the same boat and sometimes even if you do your best, other circumstances are influencing your final result (water stream, wind), but still you have to be supportive.</p> <p><i>History/environment:</i> importance of rivers in Pardubice.</p> <p>PLUS PHOTO: with boats... or not J</p> <p>Teams get another clue</p>	1 newspaper for each team will be in the package	Explain rules, values, history and taking videos and photos:
	B spot: next to castle – create a tower	<p><i>Procedure:</i> Every group settles at it's own small space (giving some distance for others). Each team will use newspapers, scissors and duck tape to create a strong tower that could be as high as possible and strong enough that can catch an egg safely without falling apart. 10 min to create a tower. When team is done, Jitka is going and checking if an egg can safely land without crashing.</p> <p><i>Moral of the game</i> (that could be shortly discussed with all the teams): team work, there is a leader in a team (did they have any?), they need to find common solution (was there any disagreements? If so – how did they solved it?), important communication with all the team members, working under pressure (time).</p> <p><i>History/Environment:</i> It would be good to present small history background of the castle. Why it is important in Pardubice? How this place in related to environmental matters?</p> <p>PLUS PHOTO: team with a tower</p> <p>Teams get another clue</p>	<p>They will have things from their package.</p> <p>Need to take photos and videos.</p> <p>Printed clue given to Jitka</p>	Explain rules, values, history and taking videos and photos:



	C stop: Pilot	<p><i>Procedure:</i> Each team member has to create a paper plane. They have 5/10 min to do that. Then each team member throws his/her plane and goes the distance where it is landed and other team members follow. Target: last team member stands furthest.</p> <p><i>Moral:</i> we all depend on each team member. Team is weakest as the weakest link is. So you have to support/help each other to succeed together.</p> <p><i>History:</i> Some story about the pilot.</p> <p>PLUS PHOTO: imitate plane in a group (moral: team is working in the same direction)</p> <p>Teams get another clue</p>	<p>Printed clue given to Jitka</p> <p>Need to take photos and videos.</p>	<p>Explain rules, values, history and taking videos and photos:</p>
	D stop: Green Gate	<p><i>Procedure:</i> In each team Czech students (2) will find (will be given hint by Jitka) an interesting article about Pardubice. Preparation 8 min.</p> <p>During that time, other team members are creating supporting slogan.</p> <p>2 min for presentation (like charade), which needs to be creative and without words to the rest of the team members. They will need to guess the core message. Each team goes at different times that all participants can see it.</p> <p>Also they will need to present the legend of half horse.</p> <p><i>Moral:</i> courage and leadership is part of the teamwork. Trust in each other that he/she will accomplish tasks. Creativity is also an important skill.</p> <p>PLUS PHOTO: inscenisation of the legend. All the participants.</p>	<p>1 newspaper. Jitka should say specific article that students need to find.</p>	<p>Explain rules, values and taking videos and photos:</p>
19:00-19:10	Reflection on the day	<p>Few words: how was their day from some of the participants.</p>		

Annex 1. Environmental Olympic Games - Discipline 2 Geocaching: Results form Example

Welcome to ENVIRONMENTAL OLYMPICS

24-26th April 2018 Pardubice, Czech Republic

Name of the Team: _____

1st SPOT

Time of arrival: _____

Description of meteorological conditions:

Description of the spot. Think of what could influence the parameters.

Parameter	Value	Comments
PH		
Temperature		
Colour		
Smell		
Parameter 1		
Parameter 2		

Parameter 1: Amonium Ions, Nitrates, Chlorides

Parameter 2: Dissolved oxygen, Conductivity, Redox potential

Other comments:

Check list:

- ☐ Fill all information
- ☐ Answer the task in cache
- ☐ Make a task in cache

Annex 1. Environmental Olympic Games - Discipline 2 Geocaching: Team evaluation Form. Example

TEAM EVALUATION FORM - EULYMPICS

25th April 2018, Pardubice

Team name:

	Very weak	Weak	Ok	Strong	Very strong	n/a
Team work						
Comments:						
Intelligence						
Comments:						
Problem solving						
Comments:						
Creativity						
Comments:						
Respect						
Comments:						
Motivation						
Comments:						
Communication						
Comments:						
Other:						
Comments:						

Overall:

Evaluator:

Annex 1. Environmental Olympic Games - Discipline 3 Human Bingo_Template

HUMAN BINGO				
Find someone who traveled at the same place as you _____	Find someone who likes to sing _____	Draw someone's portrait on the back of this bingo paper and show it to them _____	Find someone who has black hair _____	Find someone who is wearing blue _____
Share your best animal impression with someone _____	Find someone who is older than you _____	Find someone who is taller than you _____	Find someone who has more than 7 letters in their name _____	Give someone a massage for 30 seconds. Get consent first! _____
Make up secret hand shake with someone _____	Find someone who is wearing glasses _____	Give yourself a HUG. You're awesome!! Free Space	Find someone who likes the same favorite food as you _____	Teach someone your signature dance move and learn others _____
Find someone who likes yellow _____	Show your silliest face and have them show you theirs _____	Find someone with the same eye color as you _____	Find someone who knows how to swim _____	Find someone who is afraid of spiders _____



Annex 2. Cultural Olympic Games - Discipline 1 -quiz Know the famous art work, person or a historical moment

Rules (for competitors)

Olympic Teams

Cultural event 1 will be an E-quiz with 4 rounds.

1st Round – 12 questions, each team gets 3 questions

Teams will choose a theme, if they answer the question correctly they will get 1 point.

Every team has a right to use a one-time joker. Which will allow audience to help the team with an answer. The team can accept or deny the answer.

2nd Round– 4 questions, each team 1 question

An opponent team will choose the question for your team. We'll announce which team chooses the question.

The goal is to choose a question you think the opposing team won't know how to answer.

If the question is answered correctly, you will get 1 point.

If the answer is wrong the team who chose the question will get a point.

3rd Round – 4 questions

In this round all competing teams will be given 4 factual questions.

Team will write their answer on a sing. If the answer is correct they will get 1 point.

4th Round – 4 questions

Questions will be geographically oriented.

You will need to guess a city where a famous museum, gallery, building or a square is located.

One member of your team will have to put a pin in the correct country on a blind map of Europe.

For correct city and correct location of the country, the team will get 2 points.

Audience

In the beginning of the cultural event 1 each person in the audience will draw a paper with number 1, 2 or 3. They will then separate into 3 teams that will support one of the 3 competing teams. Competing teams can use this audience team as a joker.

In the Round 4 one of the members of a team will pin a correct country, the audience team can help them.

During the preparation for discipline 1 the audience will be given a map of Europe they can study.

Each audience team member will get a small present if their team wins.



Rules (Notes for teachers)

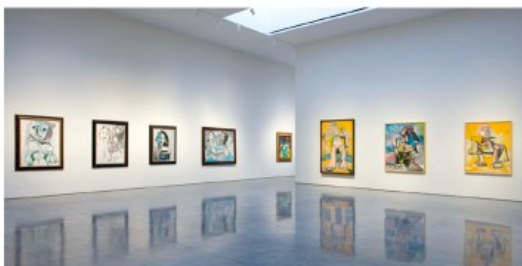
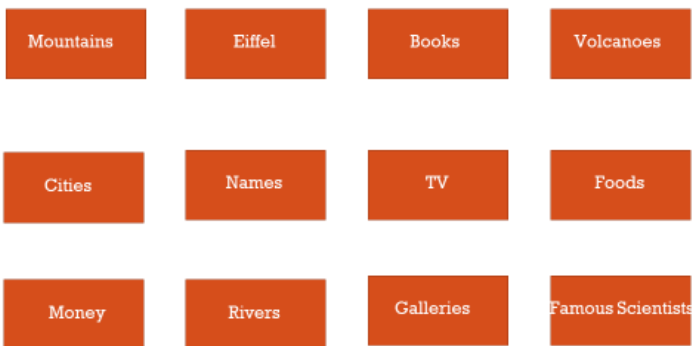
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An opponent team will choose the question for your team. We'll announce which team chooses the question.

The goal is to choose a question you think the opposing team won't know how to answer.

If the question is answered correctly, you will get 1 point.

If the answer is wrong the team who chose the question will get a point.



Trains

Food

Places

Nature



FOOD

What is the origin of „Trdelník“

- A. Slovakia
- B. Hungary
- C. Bohemia



3rd Round – 4 questions

In this round all competing teams will be given 4 factual questions.

Team will write their answer on a sing. If the answer is correct they will get 1 point.

Bridges

Attractions

Monuments

Internet



BRIDGES

How many bridges are in Venetia?

- A. 344
- B. 345
- C. 346



4th Round – 4 questions

Questions will be geographically oriented.

You will need to guess a city where a famous museum, gallery, building or a square is located.

One member of your team will have to put a pin in the correct country on a blind map of Europe.

For correct city and correct location of the country, the team will get 2 points.

Country

Undergrounds

Monuments

Museums



MONUMENTS

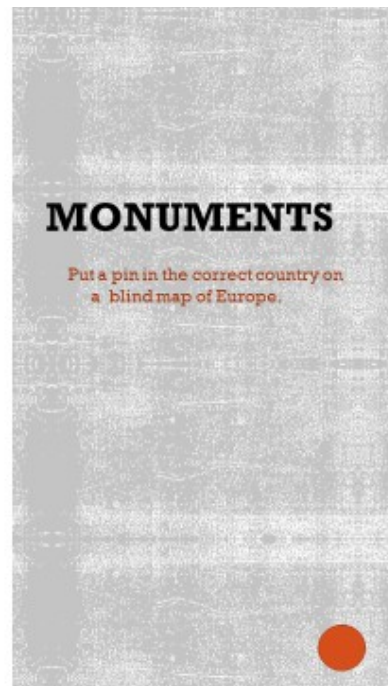
Where is this castle ?

(Almoúrol Castle)

A Spain

B Netherlands

C Portugal



Audience

In the beginning of the cultural event 1 each person in the audience will draw a paper with number 1, 2 or 3. They will then separate into 3 teams that will support one of the 3 competing teams. Competing teams can use this audience team as a joker.

In the Round 4 one of the members of a team will pin a correct country, the audience team can help them. During the preparation for discipline 1 the audience will be given a map of Europe they can study. Each audience team member will get a small present if their team wins.

Responsibilities

N°	Activity		Responsible person
1.	Rules of discipline	Translate rules, check comprehensibility	
2.	Questions	Design questions focused on culture, geography, curiosities	
3.	Presentation (PowerPoint)	Prepare presentation	
4.	Video cutting	Cut videos to 00:00:10 length	
5.	Material	Get material	
6.	Supervision		



Evaluation

Round	Olympic Team 1	Olympic Team 2	Olympic Team 3	Olympic Team 4
Round 1				
Mountains				
Eiffel				
Books				
Volcanoes				
Cities				
Names				
TV				
Foods				
Money				
Rivers				
Galleries				
Famous scientist				
Round 2				
Trains				
Food				
Places				
Names				
Round 3				
Bridges				
Attractions				
Monuments				
Internet				
Round 4				
Country				
Undergrounds				
Monuments				
Museums				
Total				



Annex 2. Cultural Olympic Games - Discipline 2 Artistic representation of a historical event or his famous personality

Rules (for competitors)

Olympic Teams

Teams will have to create a short scene with historical figures.

Each team will draw one paper. On the paper will be written 2-3 names of historical figure, that the teams will have to represent. The historical figures will have something in common.

Other team members will represent figures they think that are suitable for the scene. Team will then choose their own genre.

Each team will have a tutor (who is not part of their team). This person will tell them facts about the historical figures and chosen genre. Audience will choose the winner.

Audience

Audience will have their own activity while the teams prepare their scenes.

Activity 1: Assign flag and a national anthem to European country

Members of team will assign flag and a national anthem to European country.

Activity 2: Sing a song

Team will draw a Slovak, Czech or Austrian folk song and learn to sing it. Text will be on the drawn card.

Rules (Notes for teachers)

Olympic Teams

Teams will have to create a short scene with historical figures.

Each team will draw one paper. On the paper will be written 2-3 names of historical figure, that the teams will have to represent. The historical figures will have something in common.

Other team members will represent figures they think that are suitable for the scene. Team will then choose their own genre.

Each team will have a tutor (who is not part of their team). This person will tell them facts about the historical figures and chosen genre. Audience will choose the winner.

N°	Character	Political and cultural connections	Country	Genre	Tutor
1.	Leonardo da Vinci and Mona Lisa	1452-1519, Renaissance	Italy	Sci-fi	
2.	Napoleon and Maria Theresa	1796-1821, 1717-1780	France, Austria	Soap opera	
3.	Grimm brothers	1812, 1915	Germany	Interview (or Thriller)	
4.	Andy Warhol and Marilyn Monroe	50s, 60s	USA	TV news	
5.	Konchita Wurst and Freddie Mercury	1980s, 1990s, 2010s	Austria, United Kingdom	Musical	

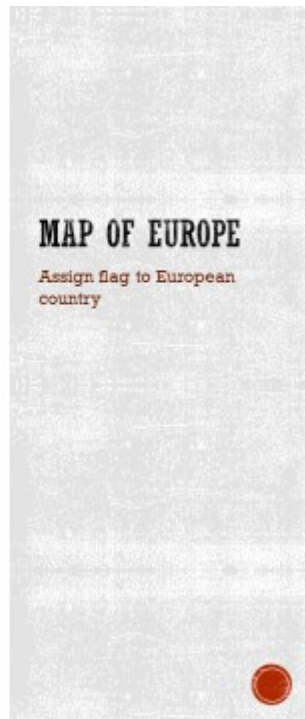
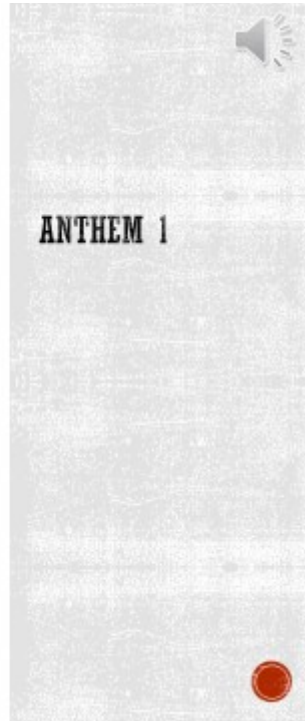
Audience

Audience will have their own activity while the teams prepare their scenes.

Activity 1: Assign flag and a national anthem to European country

Members of team will assign flag and a national anthem to European country.

- We knew thee of old,
Oh, divinely restored,
By the lights of thine eyes
And the light of thy Sword
From the graves of our slain
Shall thy valour prevail
As we greet thee again-
Hail, Liberty! Hail!





Activity 2: Sing a song

Team will draw a Slovak, Czech or Austrian folk song and learn to sing it. Text will be on the drawn card.



Materials

Materials of each character are packed in separate box.

Character	Materials	Notes
Leonardo da Vinci, Mona Lisa		
	Coat, long (renaissance)	
	Wig, long hair, white (old man)	
	Beard, white	
	Wig, long hair, black (woman)	
	Canvas, brush	
Napoleon and Maria Theresa		
	Coat	
	Wig	
	Jewellery	
	Dress (period dress)	
Grimm brothers		
	Coat	
	Masks	Print faces of fairy-tales characters (size of a human face), cut out eyes and attach rubber band to secure the mask to the head.
Andy Warhol and Marilyn Monroe		
	Coat	
	Skirt	
	Glasses	
Konchita Wurst and Freddie Mercury		
	Wig, long hair, black	
	Dress, evening dress	
	Glasses	
	Coat (Freddie style)	
Assign flag and national anthem		
	Map of EU (format A3)	
	National flags	
	National anthems	



Sing a song		
	Lyrics	
	Audio recordings	You Tube
	Karaoke	

Responsibilities of members of organisational team

N°	Activity	Description	Responsible person
1.	Rules of discipline	Translate rules, check comprehensibility	
2.	Characters	Design characters	
3.	Materials	Props (according the table above)	
4.	Audio recordings, karaoke	Link to You Tube or download	
5.	Presentation (PowerPoint)	Prepare presentation	
6.	Supervision		

Brothers Grimm

Genre: Interview

Country: Germany

Period: 19th century



Andy Warhol & Marilyn Monroe

Genre: TV News

Country: U. S.

Period: 20th century



Leonardo da Vinci & Mona Lisa

Genre: Sci-fi

Country: Italia

Period: Renaissance



Napoleon & Maria Theresa

Genre: Soap Opera

Country: France, Austria

Period: 17-19th century



Conchita Wurst & Freddie Mercury

Genre: Musical

Country: Austria, United Kingdom

Period: 20-21st century





Evaluation

Members of Olympic Team 4 are incorporated in Olympic Teams 1 – 3.

Points from Spectators	Olympic Team 1	Olympic Team 2	Olympic Team 3	Olympic Team 4
Spectators 1				-
Spectators 2				-
Spectators 3				-
Total				-



Discipline 2 Sing a song (folk song)

A ja taka dzivočka

A ja taká dzivočka, cingi lingi bom.

Rada vijem pírečka, cingi lingi bom.

[:Rada vijem, rada dám, cingilingi bom, bom, bom,

i za kalap zakladám, cingi lingi bom.:]

A ja taká jak i mac, cingi lingi bom,

čarne oči muším mac, cingili lingi bom.

[:Čarné oči mac mala, cingi lingi, bom, bom, bom,

ja še na ňu podala, cingi lingi bom.:]

A ty cigán dobre hraj, cingi lingi bom,

na dzivčatá nežmurkaj cingi lingi bom.

[:Na dzivčatá, na šumne, cingi lingi bom, bom, bom,

naj ňechodza po humňe, cingi lingi bom.:]

Web: <https://www.youtube.com/watch?v=zK3l7AiyJ-0>



HOREHRONIE – KRISTÍNA

Keď sa slnko skloní na Horehroní,
chce sa mi spievať, zomrieť aj žiť.
Keď sa slnko skloní na Horehroní,
túžim sa k nebu priblížiť.

Na tráve ležím a snívam,
o čom sama neviem.
V tom vánku, čo ma kolíše,
keď je slnko najnižšie.

Najkrajšie stromy sú na Horehroní,
to tiché bratstvo, vraví mi pod'.
Sem sa vždy vrátim, keď ma niečo zroní.
Vravia to stromy, z pliec to zhod'.

Na tráve ležím a snívam,
o čom sama neviem.
V tom vánku, čo ma kolíše,
keď je slnko najnižšie.

Keď sa slnko skloní na Horehroní,
tam niekde v diaľke náš zvon zvoní.
Keď má ma to bolieť, tak nech ma bolí.
Raz sa to stratí do čiernej hory.

Na tráve ležím a snívam,
oči tíško plačú.
V tom vánku, čo ma kolíše,
keď je slnko najnižšie.

Na tráve ležím a snívam,
oči tíško plačú.
V tom vánku, čo ma kolíše,
keď je slnko najnižšie.

Najkrajšie stromy sú na Horehroní!

Web: <https://www.youtube.com/watch?v=pKBJAqSgHw4>

Annex 2. Cultural Olympic Games - Discipline 3 Food Art

Rules (for competitors)

Olympic teams:

Each team will draw a card with a picture of a famous painting.

Teams will have to recreate these paintings using food, such as dry beans, seeds or other vegetables and fruits.

Teams don't have to keep the same colors, they can make a "modern copy" of the painting.

Tutor will give information and facts about the painting, author, history or gallery.

Each team will present their artwork and interesting facts they learnt about the artwork.

Audience will choose winners based on quality of the artwork and interesting description of the painting.

Spectators:

Activities during the preparation for discipline 3:

Activity 1:

Audience will draw a picture using pigments.

Theme of the artwork will be drawn.

Activity 2:

Audience will use scraps to make an artwork. Scraps are wrappings from groceries, pieces of plastic, metal etc.

They can be cut to fit the artwork.

Theme of the artwork will be drawn.

Rules (Notes for teachers)

Olympic teams





Each team will draw a card with a picture of a famous painting. Teams will have to recreate these paintings using food, such as dry beans, seeds or other vegetables and fruits.

Teams don't have to keep the same colors, they can make a "modern copy" of the painting.

Tutor will give information and facts about the painting, author, history or gallery.

Each team will present their artwork and interesting facts they learnt about the artwork.

Audience will choose winners based on quality of the artwork and interesting description of the painting.

N ^o	Artwork	Gallery	Quotation	Painting
1.	Andy Warhol, Marilyn Monroe, 1967		'They always say time changes things, but you actually have to change them yourself.'	
2.	Edvard Munch, The Scream, 1893		"I do not paint what I see, but what I saw."	
3.	Pablo Picasso, Asleep, 1932		Picasso once said: "Every child is an artist. The problem is how to remain an artist once we grow up."	
4.	Vincent van Gogh, Melancholic Self-portrait, 1889		Gogh once said : "I wish they would only take me as I am."	

Information about art works

- Andy Warhol, Marilyn Monroe – <https://news.masterworksfineart.com/2017/10/10/andy-warhols-marilyn-monroe-series-1967>
- Edvard Munch, The Scream – <https://www.edvardmunch.org/the-scream.jsp>
- Pablo Picasso, Asleep – <https://www.pablocicasso.org/asleep.jsp>
- Vincent van Gogh, Melancholic Self-portrait – <https://www.vincentvangogh.org/self-portrait-1889.jsp>
- Psychological Reflections of Vincent Van Gogh's Art - <http://www.dailynews.lk/2015/09/22/features/psychological-reflections-vincent-van-gogh%E2%80%99s-art>

Cards

Paper sheet format A4 (after printing the card fold it to make format A5)

Illustration

Name of painter		
Name of painting		
Year		
Canvas, oil		
Quotation		

Spectators

Activities during the preparation for discipline 3:

Activity 1:

Audience will draw a picture using pigments.
Theme of the artwork will be drawn.

Activity 2:

Audience will use scraps to make an artwork. Scraps are wrappings from groceries, pieces of plastic, metal etc.
They can be cut to fit the artwork.
Theme of the artwork will be drawn.

Materials

Prepare material to be sufficiently for 4 Olympic Teams and 4 Teams of Spectators.

Task	Materials	Number of packages	Notes
Olympic Team			
	Bean white		
	Bean violet		
	Bean brown		
	Bean black		
	Lentils		
	Rice		
	Pasta		
	M&M		
	Lentilky		Coloured sweets (shape of lentils)
	Cranberry dried		
	Plums dried		
	Coffee beans		
	Black pepper		
	White pepper		
	Green pepper		
	Pumpkin seeds		
	Caraway seeds		
	Caraway ground		
	Canvas (A4)		
	Drawing paper (A3)		
	Pencil		
	Pencil sharpener		
	Rubber		
	Paintbrush		
	Paintbrush soft		
	Arabic gum glue (<i>Klovatina</i> Glue)		Arabic gum glue
	Cyanoacrylate glue (Superglue)		
	Polyvinyl acetate glue (<i>Herkules</i> Glue)		
	Acrylic polymer glue (Glue stick)		
	Hair spray (extra strong)		
	Knife		
	Scissors		



	Tray		To spread out materials
	Plastic film		Table protection
Spectators			
	Canvas (A4)		See above
	Drawing paper (A3)		See above
	Pigments		
	Linseed oil		
	Tempera colours		
	Paintbrush		See above
	Paintbrush soft		See above
	Plastic material		
	Screws		
	Waste (colour)		
	Sticky notes (colour)		
	Knife		See above
	Scissors		See above
	Tray		See above
	Glue		See above
	Pencil		See above
	Pencil sharpener		See above
	Plastic film		See above

Responsibilities of members of organisational team

N°	Activity	Description	Responsible person
1.	Rules of discipline	Translate rules, check comprehensibility	
2.	Artworks	Select artworks that are feasible as food art	
3.	Materials	Food and materials according the table above	
4.	Cards	Prepare and print	
5.	Tutor	Prepare information about painter and art work	
6.	Supervision		

Painter: Andy Warhol
Name: Marilyn Monroe
Year: 1967

Quote:

'They always say time changes things, but you actually have to change them yourself.'



Painter: Edvard Munch
Name: The Scream
Year: 1893

Quote:

'I do not paint what I see, but what I saw.'



Painter: Pablo Picasso

Name: Asleep

Year: 1932

Quote:

'Every child is an artist. The problem is how to remain an artist once we grow up.'



Painter: Vincent van Gogh

Name: Melancholic Self-portrait

Year: 1889

Quote:

'I wish they would only take me as I am.'




Evaluation

Members of Olympic Teams and Teams of Spectators will choose the winner.

Team	Votes	Summary
Olympic Team 1		
Olympic Team 2		
Olympic Team 3		
Spectators 1		
Spectators 2		

Annex 3. Business Olympic Games - Discipline 1 Creating an advertising campaign

define your target group! Who would be interested in buying such a product? How can it be advertised in an appealing way?	everyone as it is non alcoholic rather adults, because it's not as sweet as other maybe adults who don't want to drink alcohol, but of beer/radler/shandy
consider production costs & its value to quote a price! How much should it be sold for?	1,19€ fancier than other similar drinks, starting at prices
consider sales & distribution! Where do you plan on selling your product?	supermarkets, markets, restaurants, food stalls, p
think of a brand name!	Zipfer
think of a product name!	Hops
write a catchy slogan!	Sei offen für Neues! (Be open to new experience)
design a logo!	
place on the top right corner of the billboard poster!	
create a billboard poster!	
plan and film a 1 minute TV advert! How do you want to present your product? Which music should be in the background?	

Videos of advertising campaigns were published in e-learning course [EULYMPICS](#).



Annex 3. Business Olympic Games - Discipline 2 Selfie safari



Erasmus+

Route 1 – City Hall & Parliament

Parlament, Rathaus, Universität, Stephansdom, Schwedenplatz, Oper, Hofburg, Natur- und Kunsthistorisches Museum

Führt unsere Gäste auf dieser Route durch Wien!

Informiert euch vor Ort über die einzelnen Sehenswürdigkeiten
(Handy, FußgängerInnen, MitarbeiterInnen, Broschüren, etc.)

Besprecht in der Gruppe:

Was hat euch am besten gefallen?

Was würdet ihr einem Touristen / einer Touristin empfehlen?



Erasmus+

Group 1 – City Hall & Parliament

Parliament, Town Hall, University, St. Stephen's Cathedral, Schwedenplatz, Opera House, Hofburg, Museum of Natural History and Fine Arts

Listen to the explanations of your Viennese guides and take a group-selfie at every important sight.

Discuss in your group:

What did you like most?

What would you recommend a tourist to visit?

Prepare a short powerpoint presentation/prezi of the highlights of your selfie-safari.



Annex 3. Business Olympic Games - Discipline 3 Trading game

TRADING GAME

PREPARATION

Every student receives a bag filled with three items. There are four different bags marked with the letters A, B, C or NO. All the items received or traded may be kept.

COURSE OF THE GAME

1st ROUND

Every student should inspect the goods in their bag. Other students should not be informed about the bag's content. The game master will conduct a survey about students' satisfaction.

2nd ROUND

Every student reveals their items and wanders around to inspect the items of their fellow players. Again, the game master will conduct a survey about students' satisfaction.

3rd ROUND

Students should now trade their goods. However, trading is only allowed between A and A, B and B, and C and C. Students with a bag marked with NO are not allowed to trade at all. After trading, the game master will conduct a survey about students' satisfaction.

4th ROUND

Now everyone is allowed to trade with whomever they wish. If they are happy with their bagged items, they can also withhold from trading. After this last round of trading, the game master will conduct a final survey about students' satisfaction.

EVALUATION

- Reflecting everyone's level of satisfaction and its changing throughout the course of the game.
- Analyzing the following possible root causes
 - How do such agreements come about?
 - Does anyone feel disadvantaged?

Has everyone been treated fair?

Trading Game Evaluation – Group A

Level of Satisfaction	1st Round		2nd Round		3rd Round		4th Round	
	Evaluation WITHOUT trading		Evaluation after seeing goods from fellow players NO trading		Evaluation after trading Trading is only allowed WITHIN the GROUP		Evaluation after trading with the whole group	
	number	points	number	points	number	points	number	points
5 □ □ □ □ □ □ □								
4 □ □ □ □ □								
3 □ □ □ □								
2 □ □ □								
1 □ □								
0								
Total								



Trading Game Evaluation – Group B

Level of Satisfaction	1st Round		2nd Round		3rd Round		4th Round	
	Evaluation WITHOUT trading		Evaluation after seeing goods from fellow players NO trading		Evaluation after trading Trading is only allowed WITHIN the GROUP		Evaluation after trading with the whole group	
	number	points	number	points	number	points	number	points
5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
1 <input type="checkbox"/> <input type="checkbox"/>								
0								
Total								



Trading Game Evaluation – Group C

Level of Satisfaction	1st Round		2nd Round		3rd Round		4th Round	
	Evaluation WITHOUT trading		Evaluation after seeing goods from fellow players NO trading		Evaluation after trading Trading is only allowed WITHIN the GROUP		Evaluation after trading with the whole group	
	number	points	number	points	number	points	number	points
5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
1 <input type="checkbox"/> <input type="checkbox"/>								
0								
Total								



Trading Game Evaluation – Group X (NO)

Level of Satisfaction	1st Round		2nd Round		3rd Round		4th Round	
	Evaluation WITHOUT trading		Evaluation after seeing goods from fellow players NO trading		Evaluation after trading Trading is only allowed WITHIN the GROUP		Evaluation after trading with the whole group	
	number	points	number	points	number	points	number	points
5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
1 <input type="checkbox"/> <input type="checkbox"/>								
0								
Total								

Annex 4. Sport Olympic Games - Discipline 1 Floorball with limitations

Rules of discipline

Floorball is a type of floor hockey with five players and a goalkeeper in each team. Men and women play indoors with sticks and a plastic ball with holes.

A floorball game is played over the period lasting 6 minutes. The time is stopped in the case of penalties, goals, time-outs and any situation where the ball is not considered to be in play. If a game ends in a tie, teams will play penalty shootout and the team that scores first wins.

Checking is prohibited in floorball. Players cannot lift an opponent's stick or perform any stick infractions in order to get to the ball. As well, players may not raise their stick or play the ball above their knee level, and a stick may not be placed between a player's legs.

When a player commits a foul, or when the ball is deemed unplayable, the play is resumed from a free-hit or a face-off.

Matches

Competitors:

Match 1: Team 1 vs. Team 2 (6 min)

Match 2: Team 3 vs. Team 4 (6 min)

Match 3: Winner of match 1 and Winner of match 2 (6 min)

Spectators:

Match 1: Team 1 vs. Team 2 (6 min)

Match 2: Team 2 vs. Team 3 (6 min)

Participants

Players

Team tutors

Chief referee

Linesman



Annex 4. Sport Olympic Games - Discipline 2 Badminton and table tennis in regional costumes

Discipline 2 Table tennis in folk costumes (C-team)

Rules of discipline

1. Each country will present their regional customs and costumes. National teams will sing two songs that were nominated in UNESCO list.
2. Table tennis is played between two people in a singles match, or two pairs in a doubles match. Table tennis will be played in a small gym. Competitors are going to play singles and doubles. One set is going to be played until one player gets 13 points with at least a 2 point advantage.

Singles (1 vs 1) table tennis

Doubles (2 vs 2) table tennis

1 set per 13 points, 2 point advantage

Participants

Players

Umpire

Discipline 2 Badminton (S-team)

Rules of discipline

Badminton will be played in a large gym.

Spectators are going to play singles and doubles.

One set is going to be played until one player gets 11 points with at least a 2 point advantage.

Singles (1vs1) badminton

Doubles (2vs2) badminton

1 set per 21 points, 2 points advantage

Participants

Players

Umpire

Traditional songs

The European Union Song Book - <http://www.eu-songbook.org/chosen-songs/>

Group	Song 1	Song 2
Bratislava	Na Kráľovej holi - Horehronskí chlopi - https://www.youtube.com/watch?v=kR0I1TK1cDw	A ja taka dzivočka - https://www.youtube.com/watch?v=kKNrOas1qIQ https://www.youtube.com/watch?v=xITw33va9QEb
Pardubice	Za 100 let - https://youtu.be/cEYLdntVBdM	KAREL GOTT - TREZOR - https://youtu.be/Mcf_dekZPzk
Wien	Rainhard Fendrich - Weu'sd a Herz hast wie a Bergwerk https://www.youtube.com/watch?v=l-XYBJOKNMg	Hubert von Goisern: Brenna tuats guat (Offizielles Video) https://www.youtube.com/watch?v=QQqWtxKN4cA

Annex 4. Sport Olympic Games - Discipline 3

Rules of discipline








Members of a team will take turns completing parts of racecourse and answering questions concerning sports.

1. Every team will nominate sportsmen for each one of six sub-disciplines because of her or his skills. One member of a spectator's team have to perform sport activity on two stands (because they are only five members for six stands).
2. Sport performance on stand and correct answer to question can be awarded maximum 10 points. The maximum number of points awarded discipline 3 will be 60.
3. Competitors from each team will arrive at the appropriate stand of sub-discipline.
4. The emcee will start the discipline.
5. The tutor at the stand will provide the players instructions and an information card.
6. The player completes the discipline and answers the question.
7. The tutor assigns him points and writes them on the assignment with question.
8. The player will take the assignment to manager who will score points.
9. Then the player moves to the next position (according the table below) as a spectator.
10. This is how the player proceeds after the next stands. Students from the same team can help the competing team member to answer the question.



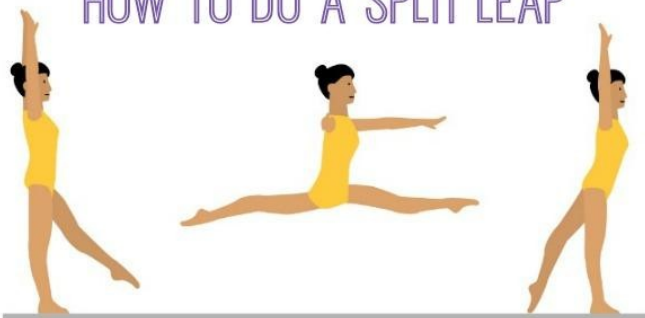
Duration of sub-discipline

Activity	Time (min)
Reading the instructions	5
Trial	3
Completing the discipline	2
Answer to quiz question	2
Assigning points	1
Reserve	2
Total	15

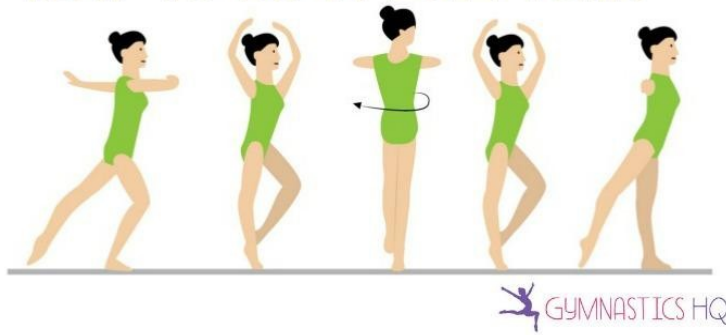


Stand	Discipline	Pictogram	Competitors 1	Competitors 2	Competitors 3	Competitors 4	Spectators 1	Spectators 2
Stand 1	Gymnastics - rhythmic		1	6	5	4	3	2
Stand 2	Long jump		2	1	6	5	4	3
Stand 3	Ball throw		3	2	1	6	5	4
Stand 4	Cheerleading		4	3	2	1	6	5
Stand 5	Fencing		5	4	3	2	1	6
Stand 6	Golf		6	5	4	3	2	1
Stand 7	Tug of war							

Discipline 3 Relay race

Stand	Gymnastics – rhythmic
Description	Gymnastics is a versatile sport of physical exercise. We distinguish sports, modern, acrobatic, rhythmic and aerobic gymnastics.
	
Rules	<p>Gymnasts must perform a floor routine with the following skills:</p> <ol style="list-style-type: none"> 1. cartwheel 2. split leap 3. full turn 4. hoop 5. ribbon <p>You can add another floor routine. The performance will last 1 minute.</p>  <p>GYMNASTICS HQ</p> <p>HOW TO DO A CARTWHEEL</p> <p>Cartwheel</p>  <p>HOW TO DO A SPLIT LEAP</p> <p>drills and exercises for mastering one</p> <p>GYMNASTICS HQ</p> <p>Split leap</p>

HOW TO DO A FULL TURN



Full turn

Gymnastics Jump Positions



Tuck



Split



Straddle



Pike



HOW TO DO A HANDSTAND



and master it

Handstand


Web: <https://gymnasticshq.com/category/getting-started/>



Points		
	Activity	Points
	Cartwheel	2
	Split leap	1
	Full turn	1
	Hoop	2
	Ribbon	1
	Performance	1
	<i>Plus points for handstand (optional)</i>	2
	Question	2
	Total	10
Question	After you have finished the discipline at present stand, ask the tutor for question.	




Discipline 3 Relay race














Stand	Long jump																						
Description	The long jump is an athletic sport where the competitor attempts to cover the most distance with one single jump.																						
																							
Rules	You will be jumping from standing still 3 times and with a medicine ball (heavy ball) 3 times too. The further you jump the more points you get. A line shows the point from where you are going to jump. Only your best try will count.																						
Points	<table> <tr> <th colspan="2">Activity</th><th>Points</th></tr> <tr> <td>Woman 156-174 cm</td><td>Man 196-220 cm</td><td>2</td></tr> <tr> <td>Woman 175-199 cm</td><td>Man 221-238 cm</td><td>4</td></tr> <tr> <td>Woman with ball 128-137 cm</td><td>Man w/ball 148-160 cm</td><td>2</td></tr> <tr> <td>Woman with ball 138-150 cm</td><td>Man w/ball 161-174 cm</td><td>4</td></tr> <tr> <td colspan="2">Question</td><td>2</td></tr> <tr> <td colspan="2">Total</td><td>10</td></tr> </table>		Activity		Points	Woman 156-174 cm	Man 196-220 cm	2	Woman 175-199 cm	Man 221-238 cm	4	Woman with ball 128-137 cm	Man w/ball 148-160 cm	2	Woman with ball 138-150 cm	Man w/ball 161-174 cm	4	Question		2	Total		10
Activity		Points																					
Woman 156-174 cm	Man 196-220 cm	2																					
Woman 175-199 cm	Man 221-238 cm	4																					
Woman with ball 128-137 cm	Man w/ball 148-160 cm	2																					
Woman with ball 138-150 cm	Man w/ball 161-174 cm	4																					
Question		2																					
Total		10																					
Question	After you have finished the discipline at present stand, ask the tutor for question.																						



Discipline 3 Relay race


Stand	Ball throw									
Description	Try to throw the ball further you can. Winner is the person who throw the ball the furthest.									
										
Rules	Keep your feet inside the square and throw the ball as far away as you can. You can use just one hand. Points will be counted by distance you threw the ball. If you cross the outline of square, you will get subtracted points. You can try 3 times and count will only your best throw.									
Points	<table><tr><th>Activity</th><th>Points</th></tr><tr><td>Distance</td><td>0-8</td></tr><tr><td>Question</td><td>2</td></tr><tr><td>Total</td><td>10</td></tr></table>		Activity	Points	Distance	0-8	Question	2	Total	10
Activity	Points									
Distance	0-8									
Question	2									
Total	10									
Question	After you have finished the discipline at present stand, ask the tutor for question.									

Discipline 3 Relay race


Stand	Cheerleading
Description	<p>Cheerleading is an activity in which the participants (called "cheerleaders") cheer for their team as a form of encouragement. It can range from chanting slogans to intense physical activity. It can be performed to motivate sports teams, to entertain the audience, or for competition. Competitive routines typically range anywhere from one to three minutes, and contain components of tumbling, dance, jumps, cheers, and stunting.</p>
	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="width: 30%; text-align: center;">  <p>Ready Position Hands behind back, feet shoulder width apart.</p> </div> <div style="width: 30%; text-align: center;">  <p>Lunge Just look at the legs and body position. Left leg is bent at a 90 degree angle. The right leg is completely straight. Body and right knee are facing forward.</p> </div> <div style="width: 30%; text-align: center;">  <p>High V Arms are at a 45 degree angle to the body. Pinky fingers are to the back.</p> </div> <div style="width: 30%; text-align: center;">  <p>Low V Same as a High V, but arms are down.</p> </div> <div style="width: 30%; text-align: center;">  <p>T Arms are at a 90 degree angle to the body. Pinky fingers are to the back.</p> </div> <div style="width: 30%; text-align: center;">  <p>Broken T Same as a T, but arms are bent. Do not bring it forward. Pinky fingers are to the front.</p> </div> <div style="width: 30%; text-align: center;">  <p>Touch Down Arms are straight up, in-line with the body. Bring arms to ears, not ears to arms. Pinky fingers are to the front.</p> </div> <div style="width: 30%; text-align: center;">  <p>Low Touch Down Arms are straight down, in-line with the body. Arms should be tight to the body and slightly forward. Pinky fingers are to the back.</p> </div> <div style="width: 30%; text-align: center;">  <p>Daggers Arms are bent, hugging the body. Pinky fingers are to the front.</p> </div> </div> <p style="text-align: center;">The above moves can be combined to create several motions. The following are just a few examples of this:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="width: 45%; text-align: center;">  <p>Right L Right arm is in a T and left arm is in a Touch Down. Left L would be the opposite of this.</p> </div> <div style="width: 45%; text-align: center;">  <p>Right Punch Right arm is in a Touch Down and left arm is on hips. Left Punch would be the opposite of this.</p> </div> <div style="width: 45%; text-align: center;">  <p>Left Diagonal Left arm is in a High V and right arm is in a Low V. Right Diagonal would be the opposite of this.</p> </div> <div style="width: 45%; text-align: center;">  <p>Left K Left arm is in a High V and right arm is in a Low V across the body. Right K would be the opposite of this.</p> </div> </div>
Rules	<p>From the above elements, create your own routine. Perform it. You must not use the same element more than three times.</p>

	<p>Example of a routine: Cheer Them On</p> <p>The four lines are repeated, so this is an easy cheer for younger and beginner cheerleaders to remember. The motions are in parenthesis, but you can also view the video to see the exact way this routine is performed.</p> <p>Cheer them on (beginning stance, step forward with right leg and turn slightly sideways, bend elbows and lift palms facing up and make pumping up motion) Make them hear it (pull right foot back so that feet are together, bend knees, put left hand on hip and right hand cupped to ear) We've got that (step forward with right foot and do a low V) Hornet spirit! (cross arms over chest, high V, back to beginning stance)</p>																
Points	<table> <tr> <th>Activity</th><th>Points</th></tr> <tr> <td>Originality</td><td>2</td></tr> <tr> <td>Routine</td><td>1</td></tr> <tr> <td>Aesthetic</td><td>1</td></tr> <tr> <td>Difficulty</td><td>3</td></tr> <tr> <td>Visual</td><td>1</td></tr> <tr> <td>Question</td><td>2</td></tr> <tr> <td>Total</td><td>10</td></tr> </table>	Activity	Points	Originality	2	Routine	1	Aesthetic	1	Difficulty	3	Visual	1	Question	2	Total	10
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Question	After you have finished the discipline at present stand, ask the tutor for question.																


**Discipline 3 Relay race**

Stand	Fencing																
Description	You are fighting in area. The player who will gain more points is the winner. You will fight 2 minutes or to 5 points difference.																
																	
Rules	When you get out from area, it is point for opponent. You cannot hit the opponent to his head or hit him powerfully to his body. You can hit him to all other parts of body.																
Points	<table> <tr> <th>Activity</th><th>Points</th></tr> <tr> <td>Hit to body</td><td>4</td></tr> <tr> <td>Hit to leg</td><td>1</td></tr> <tr> <td>Hit to hand</td><td>2</td></tr> <tr> <td>Out of area</td><td>1</td></tr> <tr> <td>Hit to finger, hair or clothes</td><td>0</td></tr> <tr> <td>Question</td><td>2</td></tr> <tr> <td>Total</td><td>10</td></tr> </table>	Activity	Points	Hit to body	4	Hit to leg	1	Hit to hand	2	Out of area	1	Hit to finger, hair or clothes	0	Question	2	Total	10
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Discipline 3 Relay race

Stand	Golf																
Description	Golf is a club-and-ball sport in which players use various clubs to hit balls into a series of holes on a course in as few strokes as possible.																
																	
Rules	You need to hit the ball in the hole and fewer strikes.																
Points	<table> <tr> <th>Activity</th><th>Points</th></tr> <tr> <td>Hit the ball</td><td>1</td></tr> <tr> <td>Managing during the game</td><td>1</td></tr> <tr> <td>Hit the ball into the hole</td><td>3</td></tr> <tr> <td>Hit shots for species shots</td><td>2</td></tr> <tr> <td>Hit on three times</td><td>1</td></tr> <tr> <td>Question</td><td>2</td></tr> <tr> <td>Total</td><td>10</td></tr> </table>	Activity	Points	Hit the ball	1	Managing during the game	1	Hit the ball into the hole	3	Hit shots for species shots	2	Hit on three times	1	Question	2	Total	10
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Total	10																
Question	After you have finished the discipline at present stand, ask the tutor for question.																

Discipline 3 Relay race

Stand	Tug of war																
Description	Tug of war (also known as tug o' war, tug war, rope war, rope pulling, or tugging war) is a sport that pits two teams against each other in a test of strength: teams pull on opposite ends of a rope, with the goal being to bring the rope a certain distance in one direction against the force of the opposing team's pull.																
																	
Rules	<p>You can't throw things</p> <p>You can't pull rope while you are on ground (lying)</p> <p>You can't scream, you have to be quiet...</p> <p>Option 1: There are 2 people against 2 people.</p> <p>Option 2: There are team against team.</p>																
Points	<table> <tr> <th>Activity</th><th>Points</th></tr> <tr> <td>Win</td><td>2</td></tr> <tr> <td>Quiet</td><td>2</td></tr> <tr> <td>Holding 30 seconds</td><td>1</td></tr> <tr> <td>Win into 30 seconds</td><td>1</td></tr> <tr> <td>No falling</td><td>2</td></tr> <tr> <td>Question</td><td>2</td></tr> <tr> <td>Total</td><td>10</td></tr> </table>	Activity	Points	Win	2	Quiet	2	Holding 30 seconds	1	Win into 30 seconds	1	No falling	2	Question	2	Total	10
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Questions - Stand 1 (example)



Project	European Olympic Games EULYMPICS									
Olympic Games	Sport Olympic Games									
Discipline 3	Relay race									
Stand	Gymnastics – rhythmic									
Question	1									
	<p>What is the title of this film?</p>									
Answer	<table><tr><td>a)</td><td>The Godfather</td></tr><tr><td>b)</td><td>Rocky</td></tr><tr><td>c)</td><td>Raging Bull</td></tr><tr><td>d)</td><td>Chariots of Fire</td></tr></table>		a)	The Godfather	b)	Rocky	c)	Raging Bull	d)	Chariots of Fire
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Project	European Olympic Games EULYMPICS									
Olympic Games	Sport Olympic Games									
Discipline 3	Relay race									
Stand	Gymnastics – rhythmic									
Question	2									
	<p>What is the title of this film?</p>									
Answer	<table><tr><td>a)</td><td>Home alone</td></tr><tr><td>b)</td><td>Christmas movie</td></tr><tr><td>c)</td><td>The nightmare before the christmas</td></tr><tr><td>d)</td><td>The karate kid</td></tr></table>		a)	Home alone	b)	Christmas movie	c)	The nightmare before the christmas	d)	The karate kid
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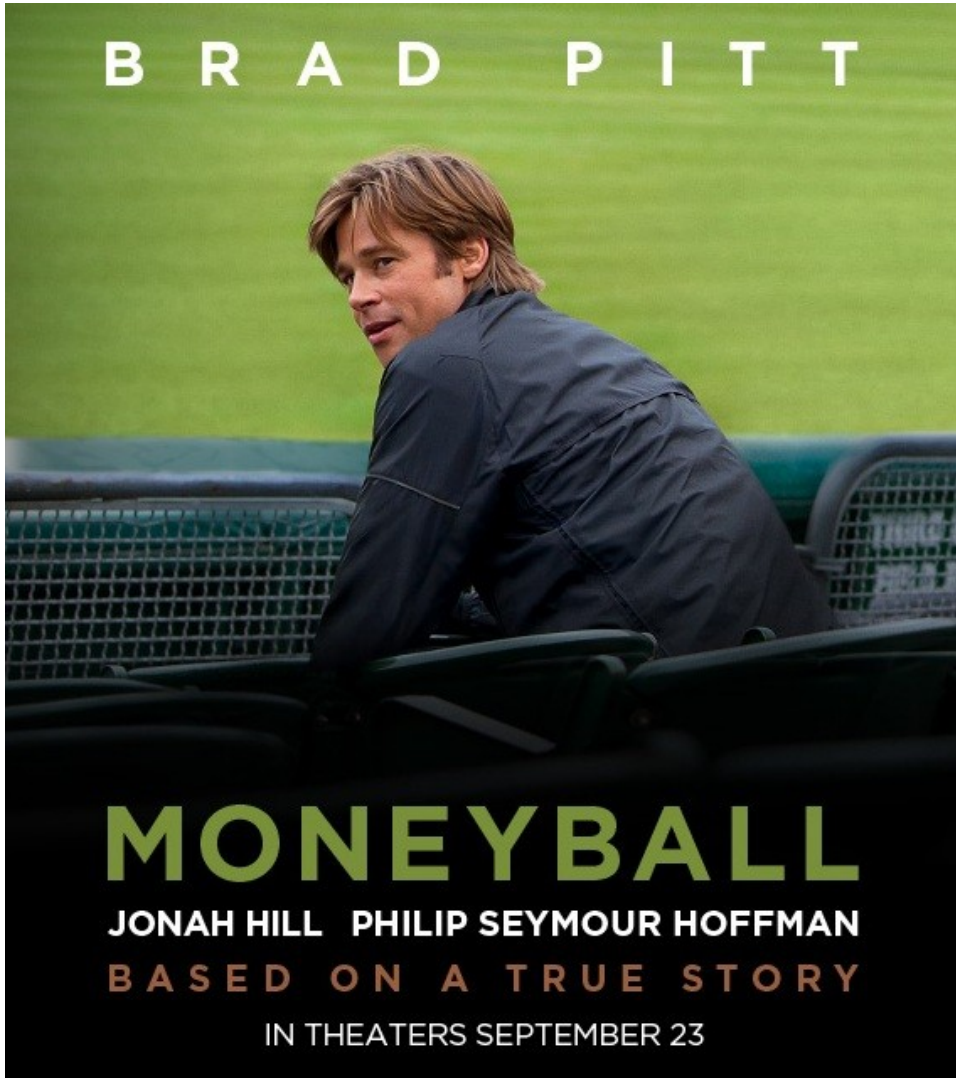
Project	European Olympic Games EULYMPICS	
Olympic Games	Sport Olympic Games	
Discipline 3	Relay race	
Stand	Gymnastics – rhythmic	
Question	3	
	Which photo is from the movie <i>Creed</i> ?	
Answer	a)	
	b)	
	c)	

d)



Project	European Olympic Games EULYMPICS								
									
Olympic Games	Sport Olympic Games								
Discipline 3	Relay race								
Stand	Gymnastics – rhythmic								
Question	4								
	<p>What is the title of this film?</p> 								
Answer	<table><tr><td>a)</td><td>Rush</td></tr><tr><td>b)</td><td>Wrinkle in time</td></tr><tr><td>c)</td><td>Madagascar</td></tr><tr><td>d)</td><td>Transformers</td></tr></table>	a)	Rush	b)	Wrinkle in time	c)	Madagascar	d)	Transformers
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Project	European Olympic Games EULYMPICS										
											
Olympic Games	Sport Olympic Games										
Discipline 3	Relay race										
Stand	Gymnastics – rhythmic										
Question	5										
	<p>When was this movie released?</p> 										
Answer	<table><tr><td>a)</td><td>1998</td></tr><tr><td>b)</td><td>2006</td></tr><tr><td>c)</td><td>2011</td></tr><tr><td>d)</td><td>2015</td></tr></table>			a)	1998	b)	2006	c)	2011	d)	2015
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Project	European Olympic Games EULYMPICS									
Olympic Games	Sport Olympic Games									
Discipline 3	Relay race									
Stand	Gymnastics – rhythmic									
Question	6									
	<p>Who was the main character in this movie?</p>									
Answer	<table><tr><td>a)</td><td>Charles Dickens</td></tr><tr><td>b)</td><td>Jaden Smith</td></tr><tr><td>c)</td><td>Muhammad Ali</td></tr><tr><td>d)</td><td>Will Smith</td></tr></table>		a)	Charles Dickens	b)	Jaden Smith	c)	Muhammad Ali	d)	Will Smith
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