

responsibility

Kristi Richards



SCHOOL PROGRAM
PROGRAMME SCOLAIRE

PRESENTED BY
PRÉSENTÉ PAR



TEACHING VALUES THROUGH OLYMPIAN STORIES

The Olympic philosophy of education is about a balance of intellectual instruction, cultural development and physical education. It is about participation, effort, and knowing you have given your all in the pursuit of excellence.

“Olympism is a philosophy of life; exalting and combining in balanced whole qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example, and respect for universal, fundamental ethical principles.” - Olympic Charter, Fundamental Principles.

Olympian stories of triumph and disappointment can engage learners in discussions about important value issues. Through the stories and challenges of Olympic athletes, children and youth can explore and connect values to their lives, and perhaps begin to see their world in new and different ways.

Teaching Guide for Educators

Current curriculum theory emphasizes the importance of reinforcing value messages through narratives, storytelling, art, posters, drama, and physical movement. Activities based on the stories, events, ceremonies and symbols of the Olympic Games have school-wide relevance.

The Olympic Values

The Canadian Olympic Committee identifies seven Olympic values: excellence, fun, fairness, respect, human development, leadership and peace. The narrative that follows highlights one of these values. When you engage your learners with this narrative, you will have the opportunity to expand their understanding of this value and to expand their moral capabilities.

Principles of Learning

The following principles of learning are highlighted in order to actively engage students in the values education process:

Learning is an active and not a passive activity. Students need to be actively engaged in discussion, sharing their ideas in small groups and exploring differing points of view.

People learn in different ways. Some people learn best by reading; some people learn best by listening; some people learn best by moving around. The activities associated with these narratives present different ways of learning.

Learning is both an individual and a cooperative activity. Young people need opportunities to work together as well as independently. They also need to practice cooperative behaviours in order to learn competitive behaviours.

Stages of the Learning Sequence

Successful learning is built upon a carefully scaffolded series of steps that connect to students' prior understanding, actively process or practice new information, and finally, transform their understandings into powerful demonstrations of learning.

Each Olympian story is presented at three reading levels: bronze (grades 2/3), silver (grades 4/5), and gold (grades 6/7). The accompanying activities are sufficiently open-ended to address a diverse range of learning styles and proficiencies. They focus on six main facets of understanding: explaining, interpreting, applying, taking perspective, empowering, and developing self-knowledge are critical thinking skills that are woven into all three stages of the learning sequence in order to promote deep understanding of the values and concepts.



Carol Huynh



Jeff Bean



responsibility

Kristi Richards

TEACHING VALUES THROUGH OLYMPIAN STORIES

Suggested learning sequence for:



Gold Grades 6-7

Silver Grades 4-5

Bronze Grades 2-3



Connecting

Building a foundation for new learning



Processing

Using strategies to acquire and use knowledge



Transforming

Showing understanding in a new way



responsibility

Kristi Richards



“ IT IS SO PRICELESS TO SEE PEOPLE BE INSPIRED TO LIVE THEIR DREAMS ”

Skier Kristi Richards shuffles nervously in the start gate of the moguls run at the Turin 2006 Olympic Winter Games.

It's the first day of competition and Kristi is the first person to head down the hill. The pressure is incredible.



Premier National Partner
Grand partenaire national

TEACHING VALUES THROUGH OLYMPIAN STORIES

Then she catches a glimpse of her family, watching from the bottom the hill. Kristi feels a warmth flow over her, and it's not just the morning sun shining above.

"At that moment, my whole career flashed before me. I took a second to appreciate all the days in the gym, all the friends and teammates that I spent time with, my coaches and support staff, the injuries, the successes and, above all, my family. I was living my dream."

Her family and friends have always been there for her. Her grandfather and parents would take her out to ski in the mountains of British Columbia when she was a little girl. It was there that she fell in love with the speed and the thrill of the sport.

"It was always such great family bonding time, and the days were packed with non-stop fun in the snow."

Her family noticed that Kristi wasn't only having fun, but that she was very talented. They signed her up for the local ski team and, in no time, she was winning competition after competition.

Kristi started to travel more and more. Away from her family, she found support with her friends and coaches, especially when things got tough.

"I had knee surgery and my friends changed my icepack for me, helped me into bed and did my chores. They also told me that I would be stronger when I came back and that this challenge would make me a better athlete. They fed my motivation and helped me to overcome adversity, to be patient and to persevere."

Kristi knows that successful athletes rarely achieve their goals alone, and that she herself has received much support from the people around her. Kristi believes this also means she has a responsibility to help others.

"It is important to appreciate the help that one receives in life. When I do well, everyone who has helped me is part of

that so to thank all of them I try to help others. Giving, sharing, and loving are very important values. We are all one."

Kristi visits schools for the RBC Olympians Program and talks to kids about what it takes to succeed. She helps them recognize that it is difficult to succeed on your own.

She has also set up a foundation to help the next generation of athletes pay for their travel, training and coaching.

"It is so gratifying to see people be inspired to live their dreams. It is such a great way to create community spirit and pride. On our own, we can only get so far; but working together we can create champions."

Kristi has discovered something else through this part of her life. All the work and school visits and time spent with others has actually made her a better athlete.

"The more you work with others, the more you learn about yourself and the world around you. You learn what you are capable of doing. And the more you know, the more success and opportunity you will see. You have to keep growing on a personal level to reach your goals."

Kristi thinks of all this as the bell signals the start of her run. She races down the hillside, kicking up snow and flying into her jumps. She finishes with a flourish and immediately seeks out her family and friends to embrace and thank them.

After all the skier's scores are posted, Kristi does some quick math. She's finished even better than she expected. She wanted to finish in the top 10. She ended up 7th.

That result makes her a medal contender for the Vancouver 2010 Olympic Winter Games in her home province. She will face pressure again, but she knows she can look for inspiration in the faces of her family and friends watching in the crowd.



"I LOVE TO GIVE BACK TO OTHERS."



Premier National Partner
Grand partenaire national

GOLD

RESPONSIBILITY:

“On our own, we can only get so far; but working together we can create champions.” – Kristi Richards



CONNECTING:

Building a foundation for new learning

Pre-reading Strategy:

Write the following words on chart paper:

competition, moguls, training, athlete, pressure, coaches, champions

Ask students to tell you what they know about these terms.

Ask students if any of them could be in the same sentence or are connected in some way?

Aim to have students understand the sport of moguls skiing and to understand the support that athletes require to succeed.



PROCESSING:

Using strategies to acquire and use knowledge

While reading as a class, complete the following chart:

People Who Have Helped Kristi

Insert name

Results/Benefits

Insert result

People Kristi Has Helped

Insert name

Results/Benefits

Insert result



TRANSFORMATION:

Showing understanding in a new way

Complete the “Two Hands/My World” graphic organizer.

- On one hand, fill in each finger with names of people and what they have done to help you.
- On the other hand, fill in each finger with who you’ve helped and what you have done. In the thumb, write a goal of who you could help and what you could do to help that person.
- In the connecting circle (My World) answer the question: Why does helping each other make our world a better place?



Premier National Partner
Grand partenaire national



GOLD

TWO HANDS/MY WORLD GRAPHIC ORGANIZER

“On our own, we can only get so far; but working together we can create champions.” – Kristi Richards

THOSE THAT HELPED YOU. >

Why does helping each other

make our world a better place?

< THOSE THAT YOU HELPED.



Premier National Partner
Grand partenaire national

acknowledgements

The Canadian Olympic School Program wishes to thank and acknowledge the contributions of the following people. Without their efforts and creativity, this project would not have been possible.

Kirsti Richards – **Featured Olympian**

Kevin Sylvester – **Story Writer**

Andy Maier – **Graphic Artist**

Educational Consultants:

Nicci Beninger

Andrea Crowdis

Sheila Hutchinson

Translation:

Pascale Seide Legros

The Canadian Olympic School Program was developed by:

David Bedford

Tyler Callaghan

Bruce Deacon

Riley Denver

Isabelle Hodge

Ayisha Karim

Steve Keogh

Kathrin Mertens

Lisa Wallace

The Canadian Olympic Committee thanks RBC Financial Group for their generous support of the Canadian Olympic School Program. Specifically, we would like to acknowledge the contributions of Josh Epstein, Jacqueline Harkness, and Jacqueline Ryan.



Premier National Partner
Grand partenaire national