

Lawrence Lemieux : Respect

Canadian Olympic School Program



Connecting



Processing



Transforming



Premier National Partner

Teaching Values Through Olympian Stories

Canadian Olympic School Program

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 stories 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 Olympic athlete 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.



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Lawrence Lemieux

Respect

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



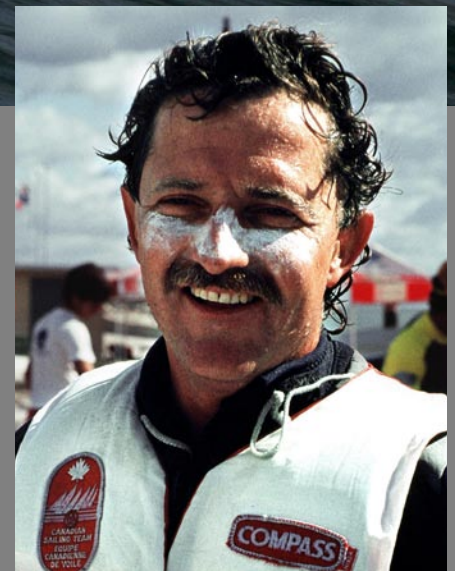
*"Respect is the golden rule.
Do unto others as you would
have them do unto you."*

It takes incredible skill and dedication to make it to the Olympic Games, and even more to win a gold medal. Athletes spend their whole lives training and practicing for their chance to win a medal.

Imagine what it would take to make you give that up.

Lawrence Lemieux knows the answer to that question: respect for others. Lawrence was in first place in the Finn class sailing race at the 1988 Olympic Games in Seoul, South Korea. This was his moment.

Then the wind hit. Waves two metres high started tossing boats around like driftwood.



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Athletes are used to fighting through obstacles and it's almost unthinkable to quit during an event. It wasn't the weather that made Lawrence leave his race. It was his humanity.

"I looked over at another race course and saw a two-man boat from Singapore had capsized. Their boat was upside down and I could only see one guy holding onto the boat. I thought, 'Where's the other guy?'"

The sailors from Singapore had lost their rudder. One of them had tried swimming after it but wasn't able to get back to the boat. The wind and waves were pushing the capsized boat faster than he could swim.

"They were drifting way off the race course and soon they would be so far away that no one would even know where to look for them. There was only one choice: to help."

As Lawrence abandoned his race, speeding across the water to the disabled boat, he saw that the sailors were in significantly more danger than he had first realized.

"The one sailor who was holding onto the bottom of the boat had sliced his hand and was bleeding badly. The other crewmember was a long way from the boat and had given up trying to swim. I was lucky to catch a glimpse of his head bobbing out of the water as the waves crashed over him."

"I headed straight for him and managed to grab him by his vest as I sailed by and hoisted him into my boat."

It was a dangerous maneuver that could have sent them both into the water.

Lawrence then struggled against the wind and waves to make it back to the overturned boat.

"My boat was not made for two people and it was not easy to do. When you're alone you can lean your weight back in the boat to go over the big waves, but with two people, this is impossible. We were just crashing through them and taking on water."

Lawrence was showing his skills as a sailor, even if it was no longer in the race itself. He smashed through wave after wave before finally making it to the disabled boat.

"My plan was to put him back on his boat as he would be safer there than with me."

After managing to do that, Lawrence went in search of their rudder.

"I figured that if they had their rudder back they might be able to get their boat right side up and sail themselves back to the harbour."

Lawrence struggled to keep his boat from capsizing while searching for their rudder. Finally, a patrol boat saw them, and hurried to the rescue.

"There were probably other competitors who saw the same situation and didn't stop. You assume that the sailors can solve their problem on their own, or that the organizers will come to the rescue. In this case all the rescue boats were busy helping others, and these guys weren't able to help themselves."

With the sailors safely aboard the patrol boat, Lawrence looked back at his course. The race was still going on. He sped back to finish a distant 21st place.

"Some things are more important than winning. Don't get me wrong, I don't like to lose, but you lose even more if you don't win honourably."

Lawrence saved the lives of two fellow competitors, but is still humble about what he achieved in 1988.

"Respect is just the golden rule. Do unto others as you would have them do unto you. I would hope that someone would have done the same for me if I had been in trouble."

Lawrence didn't win a sailing medal, but his story reached the head of the International Olympic Committee, Juan Antonio Samaranch. At the medal ceremony, Samaranch awarded Lawrence the Pierre de Coubertin Medal for Sportsmanship, saying that Lawrence "embodied the true spirit of the Olympic ideal."



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Suggested Learning Sequence for Lawrence Lemieux

Gold Level

Key Concept: Respect



Connecting

Building a foundation for new learning

Acrostic Poem

As a class, teacher and students write an acrostic poem using words or phrases to describe "RESPECT" to access background knowledge. (e.g. R – responsible, E – everyone counts, S – share with others...)



Processing

Using strategies to acquire and use knowledge

Imagine it: Guided Imagery

Teacher guides students through Lawrence Lemieux's story using the senses depicted on the graphic organizer.

Imagine that you are Lawrence Lemieux... You are in your boat and huge waves are crashing around you... Suddenly you see another boat that is overturned... What do you do... What are you hearing... What are you tasting, smelling... What can you feel... What can you see... What are you thinking...

Students complete the graphic organizer.



Transforming

Showing understanding in a new way

Found Poem

After reading story, students record 3-5 things that stand out in their mind.

Students choose main idea, concept or theme that reflects the most important aspect of the topic.

Students identify and record words and phrases from the story that will help to develop the main idea

Students arrange chosen words and phrases to create a poem that expresses their ideas, feelings and/or understandings about respect.



Imagine It

Sounds

Emotions



**Tastes
Smells
Touch**

Sights

Acknowledgements

Canadian Olympic School Program

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.

Lawrence Lemieux – Featured Olympian

Kevin Sylvester – Story Writer

Peter Eller – Graphic Artist

Andrea Hunter – Writing Team Member

Denise Beck – Writing Team Member

Juanita Hewitt – Writing Team Member

Shirley-Ann Rubis - Writing Team Member

The Olympian Stories were field tested in Canadian classrooms by the following teachers.

Adrienne Coletto-
Keith

Aiisha Kublinskas

Beth Pye

Bill Day

Bill Harrington

Bonnie Boyd/
L'abbe

Bruce McNoli

Cathy Giffin

Cheryl Rabbit

Dave Pickard

Denise Beck

Erika Black

Gayle Wannop

Hilary Tomlin

Jan Smith

Janice Perry

Jennifer Johnson

Jodee Sayle

Jody Wilson

Judith Wright

Kimberly

Engelbrecht

Lisa Ferguson

Mario Iozzo

Mark Bomba

Mary Wright

Pat Dennill

Patrick Dolye

Rob Grantham

Russ Winters

Shane Wray

Sonja Hansen-
Chunik

Susan Kelly

Susan Peters

Tim Worthy

The Canadian Olympic School Program was developed by:

Bruce Deacon -

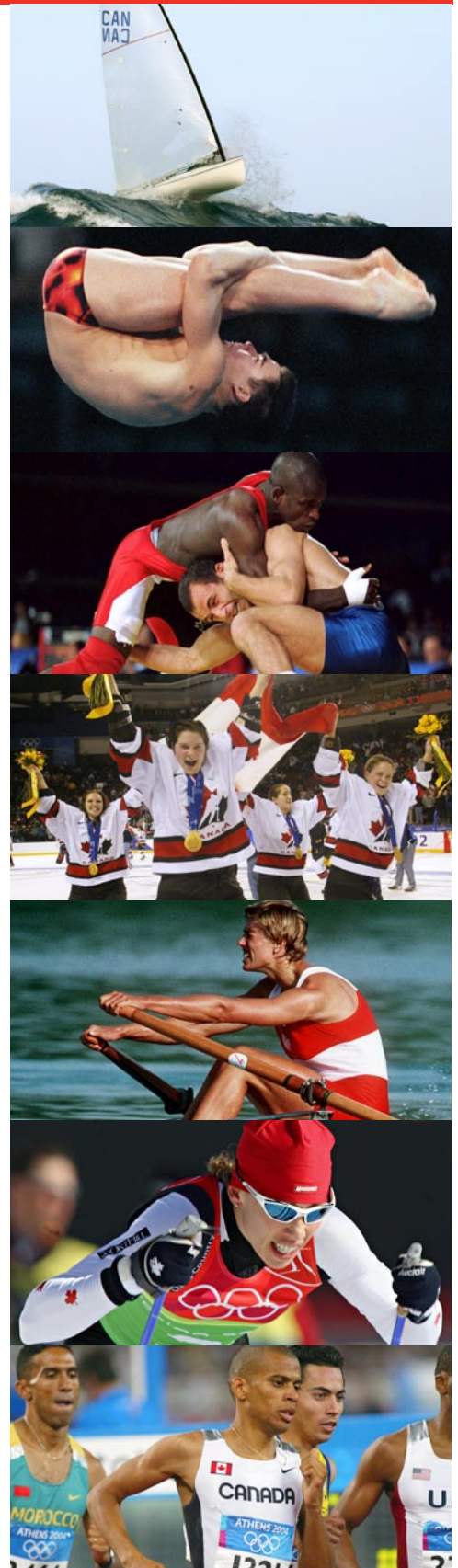
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