



SCHOOL PROGRAM
PROGRAMME SCOLAIRE



OLYMPIAN STORIES

JEAN-PHILIPPE

EXCELLENCE

LE GUELLEC

LENCE

CANADIAN OLYMPIC SCHOOL PROGRAM
2014/2015

BRONZE LEVEL
Grades 2-3

www.olympic.ca/education



GILMORE JUNIO AND DENNY MORRISON
FRIENDSHIP



JUSTIN WADSWORTH
FAIR PLAY

TEACHERS GUIDE

CREATING A CANADIAN OLYMPIC LEARNING ENVIRONMENT



DOMINIQUE MALTAIS
DETERMINATION



JEAN-PHILIPPE
LE GUELLEC
EXCELLENCE



TESSA VIRTUE
AND SCOTT MOIR
TEAMWORK

Each story, featuring a well-known Canadian Olympian or coach from the Sochi 2014 Olympic Winter Games, is brought to life with activities that engage students in literacy, physical activity, character and team-building challenges.

Through these values-based Olympian and Coach stories, students discover that Canadian athletes reached great success not only through tremendous physical talents, but also through character and intelligence. Complementing these captivating stories is the mental fitness resource Be a Champion for Life: Energy Gains and Energy Drains. Together, these resources create a foundation for teachers to inspire their students to exercise their mind, body and character.

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The Canadian Olympic School Program (COSP) is designed in accordance with the founder of the modern Olympic Movement, Pierre de Coubertin's, philosophy of Olympism. By recognizing the value of Olympians and coaches as role models, the program engages students with the joy found in effort while blending sport with culture and education. The Athlete and Coach stories balance intellectual instruction, cultural development and physical education. The heart of the curriculum focuses on participation, effort and the pride in knowing you have given your all to the pursuit of excellence.

OLYMPIC VALUES AS EDUCATIONAL TOOLS

The worldwide Olympic values of friendship, excellence and respect act as a foundation for these stories. Each Athlete and Coach story will focus on the development of a character value within your students. By engaging students in each narrative, they have the opportunity to expand their understanding of this value and to expand their moral capabilities.

BLENDING SPORT WITH CULTURE AND EDUCATION

Each Athlete and Coach story is tailored to three reading levels: Bronze (grades 2 and 3), Silver (grades 4 and 5), and Gold (grades 6 to 8). Each story comes with progressive activities that are open-ended and tailored 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*. These critical thinking skills are woven into all three stages of the learning sequence in order to promote deeper understanding of the values and concepts.

Through many facets of the 2014-2015 Canadian Olympic School Program, children and youth can connect values to their lives at home, at school and in their local community. Perhaps they can 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.

Group sizes for activities will be indicated by the following icons:



Independent Activity



Small Group Activity



Large Group Activity





EXCELLENCE

JEAN-PHILIPPE
LE GUELLEC

Some athletes do well from the first time they try a sport. For most others, success comes slowly. They have to work hard for years to compete and win.

Jean-Philippe Le Guellec started doing biathlon when he was 13 years old. Biathlon mixes cross-country skiing and rifle shooting.

At first, Jean-Philippe struggled with the skiing. He might have quit the sport, but he liked the shooting. It was fun.

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Then a coach watched him compete. He thought that Jean-Philippe might be good someday. So he asked him to join his training group.

Jean-Philippe was not the fastest skier in his group. He lived far away from where the team trained. A few times a month, his mom would drive him to training in Quebec City. At first, his race results were not very good. Slowly, he started to get faster.

“Each time I skied, I thought about all the little things I needed to do to go faster,” explains Jean-Philippe. “Every race I did what I learned during training.”

Each year, his results got a bit better. In 2004, he won a gold and silver medal at the World Junior Championships. He then set his big goal.

Usually the biathletes from Europe win. He wanted to show that Canadians could win.

When he was a teenager, Jean-Philippe got to race at the Turin 2006 Olympic Winter Games. The goal was to live his Olympic dream and learn as much as he could from racing the other athletes. These were the best biathlon athletes in the world.

Four years later, Jean-Philippe took what he learned to the Vancouver 2010 Olympic Winter Games. He was ready to race. After the first shooting range, he was in the lead. Slowly, some other athletes caught him. But to everyone’s surprise, he finished sixth.

“I almost made the podium,” he says, “and I proved that I could someday win a medal.”

But when he got home, things weren’t right. Jean-Philippe felt really tired all the time. All the other skiers were beating him. What was wrong?

“THE RESULTS DIDN’T ALWAYS COME QUICKLY, BUT I KEPT GOING FOR IT.”

JEAN-PHILIPPE LE GUELLEC



JEAN-PHILIPPE LE GUELLEC | SOCHI 2014



JEAN-PHILIPPE LE GUELLEC | VANCOUVER 2010

DETERMINATION
Being determined means that you know what you need to do to reach your goal, whatever your goal may be.

His doctor found that he was sick. The only way to get better was to take a long rest from training.

It took him two years to get back his fitness. But Jean-Philippe was determined. He wanted to improve his best.

In 2012, things started to get better. He won a World Cup gold medal.

When he went to the Sochi 2014 Olympic Winter Games, he was in the best shape of his life.

Jean-Philippe started fast. He didn't want his coach to tell him his place. He just wanted to focus on his own skiing. But inside, he knew he was skiing well.



His shooting was perfect. After the last set of targets, he was only three seconds away from a medal. He skied as hard as he could. He finished in fifth—the best finish ever for a Canadian in the men's biathlon.

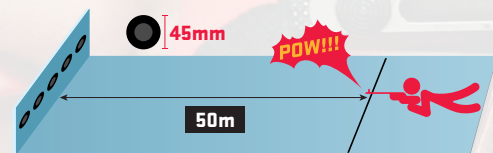
Jean-Philippe proved that Canadians could race with the best in the world.

"I have always pursued excellence," he says. "The results didn't always come quickly, but I kept going for it."

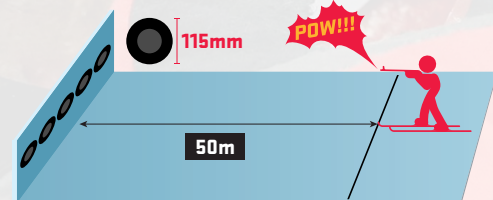
BIATHLON is a sport that mixes shooting and cross-country skiing. The skiers carry a rifle on their backs as they ski around the course. Each loop, they stop at a target range to take their shots. If they miss, they have to ski a penalty lap. This adds time to their race. The challenge is to shoot the targets when your heart is racing from just having skied. It is a very tough sport. It's also fun to watch.

THE SHOOTING RANGE

PRONE POSITION



STANDING POSITION



THE EVENTS



INDIVIDUAL
WOMEN'S OLYMPIC DEBUT: 1992
MEN'S OLYMPIC DEBUT: 1960
WOMEN - 15 KM / MEN - 20 KM

30 SEC



SPRINT
WOMEN'S OLYMPIC DEBUT: 1992
MEN'S OLYMPIC DEBUT: 1980
WOMEN - 7.5 KM / MEN - 10 KM

30 SEC



PURSUIT
OLYMPIC DEBUT: 2002
WOMEN - 10 KM / MEN - 12.5 KM
TOP 60 ATHLETES FROM SPRINT

INTERVAL



MASS START
OLYMPIC DEBUT: 2006
WOMEN - 12.5 KM / MEN - 15 KM

30



RELAY
WOMEN'S OLYMPIC DEBUT: 1992
MEN'S OLYMPIC DEBUT: 1968
WOMEN - 4 X 6 KM / MEN - 4 X 7.5 KM

MASS



MIXED RELAY
OLYMPIC DEBUT: 2014
2 WOMEN X 6KM + 2 MEN X 7.5KM

30 SEC



JEAN-PHILIPPE LE GUELLEC **EXCELLENCE**

LEARNING SEQUENCE



CONNECTING—BUILDING A FOUNDATION FOR NEW LEARNING

Heart and Hand

Give half the class heart templates, and the other half hand templates. Ask students to write down a few ideas or draw a picture of what it means to “put your heart into something” and “put your hand to something” (Attitude vs. Effort). Use the template attached for students to record their answers.

Tip: Encourage students to record what their “Something” is to share later in the Partner Sharing discussion.

Partner Sharing

Students with hands partner with students with hearts. Together they discuss what they wrote down. Once they have shared their understandings, ask them to decide, “What is most important, putting your heart or love into something, or putting your hand to, or working hard, at something if I want to be excellent at it?” (attitude or effort)

Class Sharing

Ask students to provide examples of the ‘somethings’ they were thinking about, eg. Singing, Painting, Running etc. As a whole group discuss the importance of both the heart and the hand in reaching a goal and becoming excellent at something.



PROCESSING—USING STRATEGIES TO ACQUIRE AND USE KNOWLEDGE

Read the story individually or as a class.

The heart and hand of excellence

Using the modified Venn diagram, students find examples from the story where Jean-Philippe put his heart into reaching excellence, and examples where he put effort or “a hand” into reaching for excellence.

Class Discussion

Students share their ideas for attaining excellence by giving examples of Jean-Philippe’s attitude and efforts.



EXTENSION ACTIVITY

Ask students to write in their journals about a goal that they have and what they will do to see it fulfilled.



TRANSFORMING—SHOWING UNDERSTANDING IN A NEW WAY

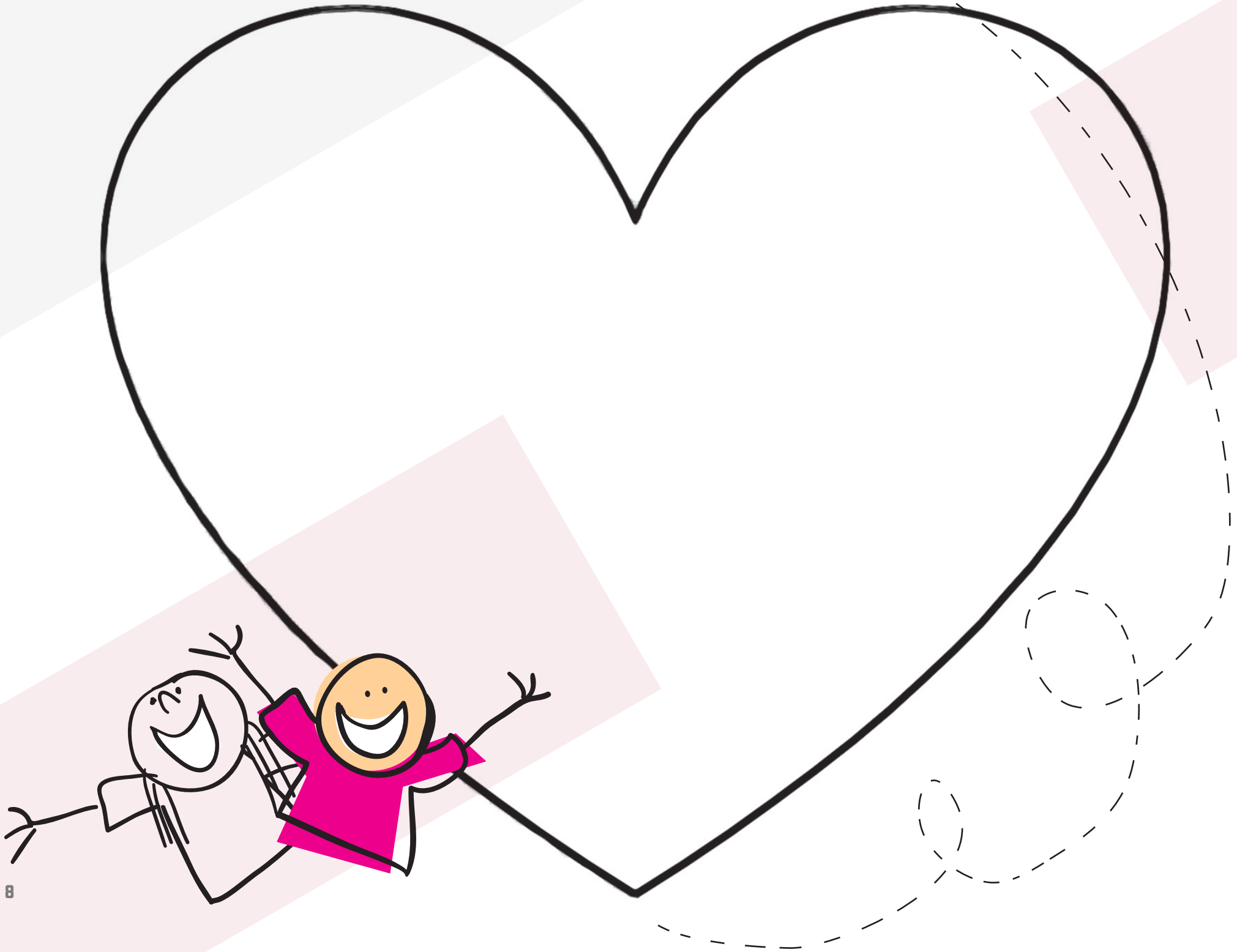
Artist Trading Cards

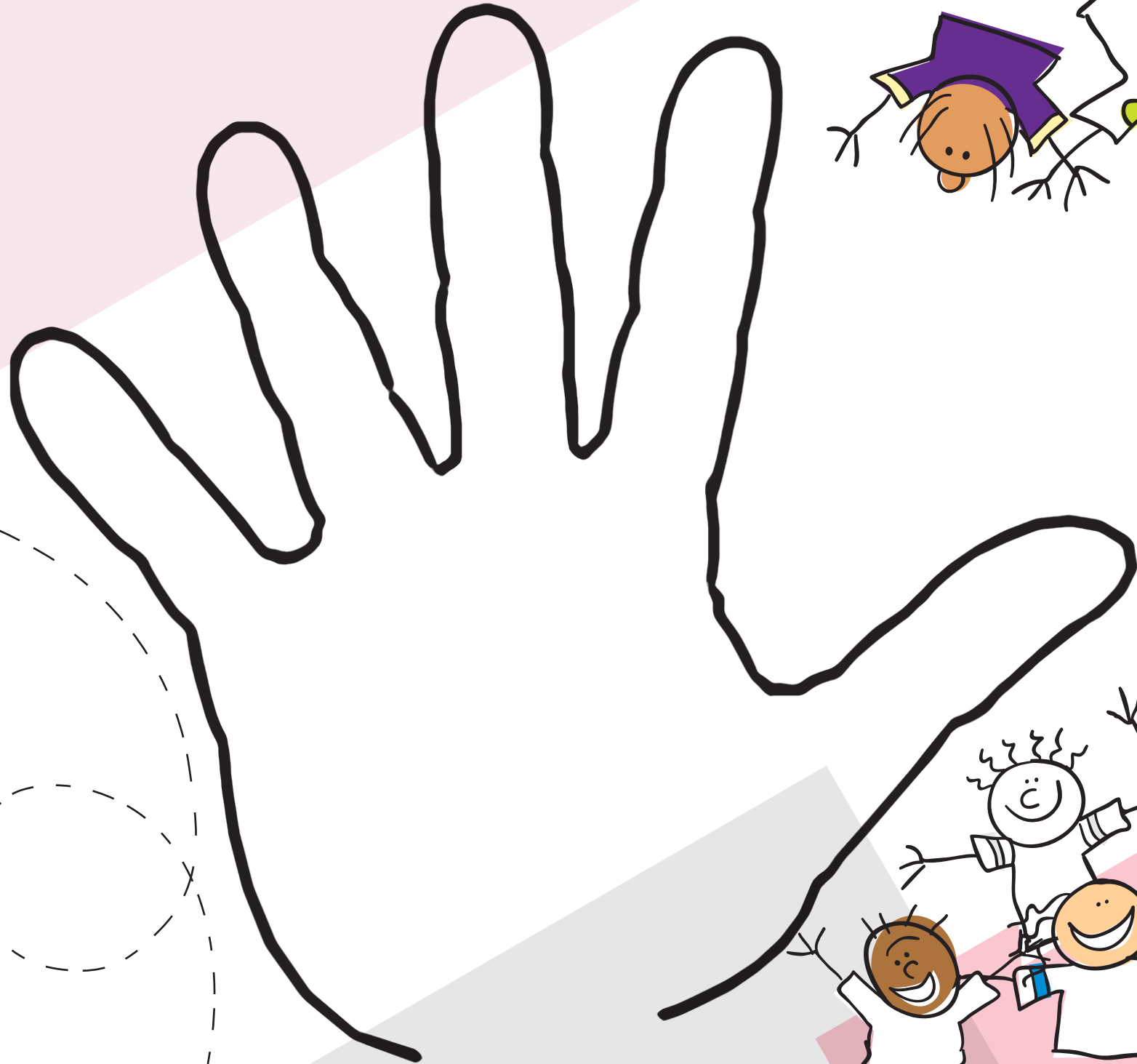
Artist trading cards (or ATCs) are miniature works of art about the same size as modern trading cards or baseball cards, or 2 1/2 by 3 1/2 inches (64 mm × 89 mm), small enough to fit inside standard card-collector pockets, sleeves or sheets. To read more about these miniature masterpieces, check out

<http://painting.about.com/od/paintingforbeginnersfaq/f/ArtTradingCard.htm>

Using cardboard cut to size, students create artist trading cards. These should incorporate the symbol of the hand (effort), the symbol of the heart (attitude), and a symbol for excellence such as a star, or a drawing of someone achieving excellence, such as themselves doing a sport or activity, or Jean-Philippe in his Olympic competition.

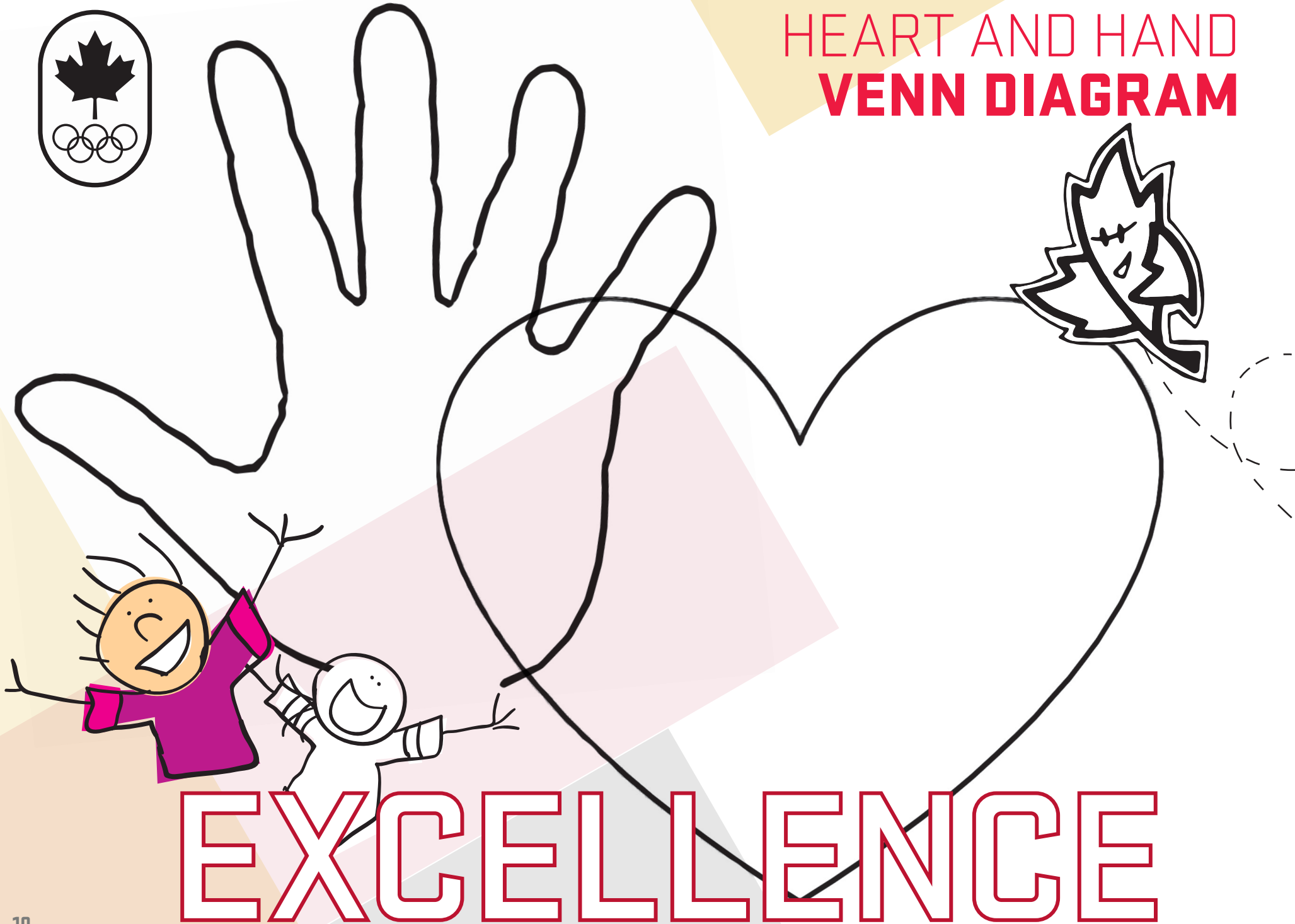








HEART AND HAND VENN DIAGRAM





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CANADIAN OLYMPIC COMMITTEE

Eric Boulé
Ty Greene
Derek Kent
Marie-Eve Marleau
Nathaniel Miller
Kate Moorhouse
Olya Ovtchinnikova
Marc-André Plouffe
Sandra Sassine
Paulo Senra
Tys van der Drift

FEATURED ATHLETE

Jean-Philippe Le Guellec

WEBSITE

Todd Denis
Mark Nadolny
Georgia Sapounas

PHOTOGRAPHS

Winston Chow
Ben Stevenson

INTERVIEWER

Sylvain Leclerc

WRITERS

Bruce Deacon
Marcie Good

GRAPHIC DESIGNER

Andy Maier

TRANSLATION

Célyne Malette, Editor
Pascale Seide Legros

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