



SCHOOL PROGRAM  
PROGRAMME SCOLAIRE

OLYMPIAN STORIES

JUSTIN  
WADSWORTH

**FAIR  
PLAY**

CANADIAN OLYMPIC SCHOOL PROGRAM  
2014/2015

BRONZE LEVEL  
Grades 2-3

[www.olympic.ca/education](http://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

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.



TESSA VIRTUE  
AND SCOTT MOIR  
TEAMWORK



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



JUSTIN WADSWORTH | SOCHI 2014



# OLYMPIAN STORY

# JUSTIN WADSWORTH

# FAIR PLAY

JUSTIN WADSWORTH | SOCHI 2014



Justin Wadsworth first tried cross-country skiing on a school trip in grade 6. He had done lots of downhill skiing before. But he loved skiing through the woods and not having to wait in lineups for the ski lift.

Soon he began racing. Justin became one of the best skiers in the United States. He raced for the USA at three Olympic Winter Games. Along the way, he met Canadian gold medallist Beckie Scott. They fell in love and got married.

**BRONZE LEVEL**  
**Grades 2-3**

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He and Beckie wanted to live in Canada. So he became the Canadian cross-country ski team coach.

He enjoyed helping young skiers improve and compete against the best in the world. “I think I understand what it’s like for the athletes. This makes me a better coach,” Justin said.

Justin trained the Canadian sprint skiers for three years. They were ready for the Sochi 2014 Olympic Winter Games. But things didn’t work out as planned. They didn’t make it to the semi-finals.

Everyone was disappointed. Justin decided to stay and watch the men’s semi-final.

The course had a very steep downhill. Skiers were reaching speeds of 80 kilometres per hour. It was very dangerous. Justin heard there was a crash. He saw five of the six skiers come over the hill. Where was the last skier?

“We were waiting and waiting. Finally we saw a Russian skier come down the hill. He fell once, and then again. He was having a very hard time. His ski was broken and twisted into a knot.”

He could imagine how the skier felt. Justin was still holding an extra pair of skis. He had brought them in case one of the Canadian skiers broke their ski.

“In cross-country skiing, every athlete tries to do their best. It’s important to finish the race,” said Justin. “That’s what the Russian skier was trying to do.”

Justin ran over to the skier. He gave him one of his spare skis. The Russian skier began to move and finished the race.

The skier and the Russian coaches thanked Justin for his kindness. He was interviewed on TV. He was on the news around the world. His act of kindness won him a Fair Play award.

Justin was surprised by all of the attention. He felt that many people in his sport would have done the same thing.

“Cross-country skiing is a fair sport,” he said.

“Everyone works really hard. We all want every skier to have a fair chance to win. So we help all the athletes. We respect all of the skiers, even those on other teams.”

“CROSS-COUNTRY SKIING IS A FAIR SPORT, EVERYONE WORKS REALLY HARD.”

JUSTIN WADSWORTH

# FAIR PLAY

Can you imagine playing soccer where one team has to run uphill to score and the other team gets to run downhill? It wouldn't be fair. When people speak of fair play, you will often hear them mention a “level playing field.” This is a word picture to show how everyone should have the same chance to win. Rules help each team have an equal chance. When someone breaks the rules or cheats on a test, they have an unfair advantage. This is not playing fair.



JUSTIN WADSWORTH | SOCHI 2014

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JUSTIN WADSWORTH | SOCHI 2014



# JUSTIN WADSWORTH **FAIR PLAY**

## LEARNING SEQUENCE



### **CONNECTING**—BUILDING A FOUNDATION FOR NEW LEARNING

#### **An Unfair Guessing Game**

The teacher tells the students that the class is going to play a game. It is a simple guessing game. The teacher writes down a number between 1 and 50, and the students must guess the number. The class will play several rounds of this game. During the game, it is important that the teacher plays unfairly. For some students she may choose to give feedback, such as, “That guess is really close. My number is just a bit higher than your guess.” While for other students she gives no feedback at all. She may choose to say, “I would let you guess, but you are wearing a blue shirt today. No one wearing blue is allowed to guess.” The teacher should feel free to exaggerate the unfairness, and be quite ridiculous about the arbitrary and changing rules. When a student guesses the number correctly, the teacher may choose to give a prize, like a sticker, but the next winner might get two prizes, a different prize, or no prize at all.



#### **Brainstorming Fairness**

Referring to their individual work, students share their ideas about determination with the class. The teacher records these on a class t-chart, similar to the one students used individually.



#### **Fairness Statements**

Beside each unfair rule or action on the class list, students make a fairness statement. Examples may include:

- Fairness means that everyone should have the chance to play
- Fairness means people follow the rules honestly
- Fairness means that there is no violence (physical, emotional, verbal)



### **PROCESSING**—USING STRATEGIES TO ACQUIRE AND USE KNOWLEDGE

Read the story as individuals, as a class or with partners.



#### **Summarizing the Story**

Students complete the retelling worksheet, alone or with a partner. Students give the story a new title.



#### **Sharing the Story**

Students share their retellings with another partner group.



#### **Sharing the Story**

As a class, draft a summary of the story. Together decide on a new title for the article (e.g., Fair Play Award Winner, Fair Play at the Olympics, Good Sportsmanship at the Ski Event).



# JUSTIN WADSWORTH **FAIR PLAY**

LEARNING SEQUENCE



## **TRANSFORMING**—SHOWING UNDERSTANDING IN A NEW WAY



Return to the list of Fairness statements and add any new ideas to this list. This is a good opportunity to discuss themes of inclusion, as well as address physical, verbal and emotional violence.

Invite students to choose one fair play statement and make a t-shirt/sport jersey with this written on it. Find a prominent place where these could be displayed such as a bulletin board near the gym, near a door to the playground or decorating several different, prominent areas in the school to promote fair play.



## **EXTENSION** ACTIVITY



Write a class Fair Play code that sets out how they will treat each other fairly during games and class activities. Post the code at the back of the classroom.

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# RETELLING RACE



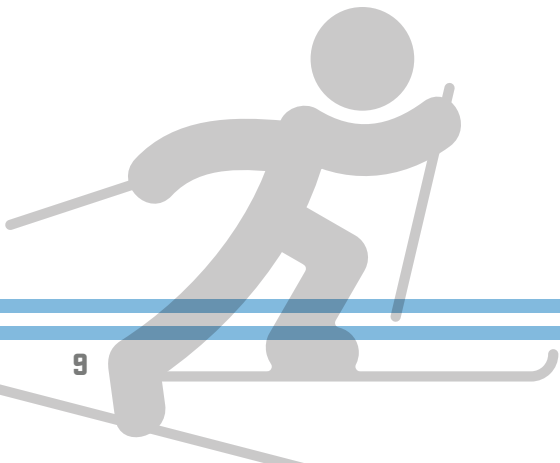
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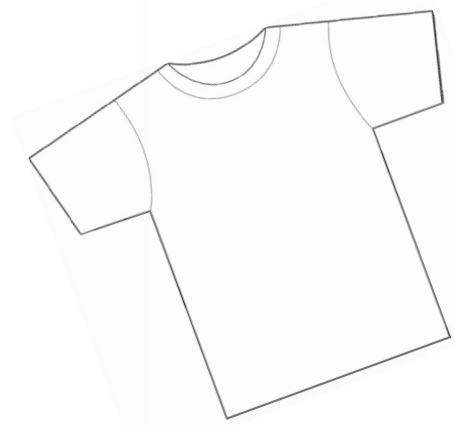
THEN...

IN THE END...

ANOTHER GOOD TITLE FOR THIS ARTICLE IS:



# FAIR PLAY JERSEYS





SCHOOL PROGRAM  
PROGRAMME SCOLAIRE

OLYMPIAN STORIES

# JUSTIN FAIR WADSWORTH PLAY

CANADIAN OLYMPIC SCHOOL PROGRAM  
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**BRONZE LEVEL**  
Grades 2-3

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