



SCHOOL PROGRAM
PROGRAMME SCOLAIRE

OLYMPIAN STORIES

JUSTIN
WADSWORTH

**FAIR
PLAY**

CANADIAN OLYMPIC SCHOOL PROGRAM
2014/2015

GOLD LEVEL
Grades 6 and Up

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



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OLYMPIAN STORY

JUSTIN WADSWORTH

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JUSTIN WADSWORTH | SOCHI 2014



Justin Wadsworth first tried cross-country skiing on a school trip in grade 6. He had done lots of alpine skiing before, but he loved propelling himself on trails through the woods, up and down hills. "In cross-country skiing you're freer. It's so much fun to be able to go anywhere and not have to wait in line for a lift."

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Justin began racing, and he loved the challenge of pushing his body. He lived in Bend, Oregon, and he eventually became one of the best skiers in the United States. He competed in three Olympic Winter Games. Through the sport, he met Canadian gold medal skier Beckie Scott, and later they got married.

After he retired from competition, he began coaching cross-country skiers on the American team. He and Beckie wanted to live in Canada, and in 2010 he became the head coach of the Canadian cross-country ski team.

He enjoyed helping young skiers improve and compete against the best in the world. “It’s a great job,” he said. “I think I coach now through an athlete’s eyes, with an athlete’s perspective. I’m always thinking about what it’s like for them, and what they need.”

The Sochi 2014 Olympic Winter Games were Justin’s first Games as a Canadian coach. His athletes

trained and prepared as well as they could, but they did not achieve the results they wanted. On the day of the sprint race, the Canadian men and women were eliminated early in the rounds. Justin felt very disappointed as he watched the men’s semi-final.

The 1.8-km course had one steep downhill where skiers were reaching speeds of 80 kilometres per hour. Justin heard there was a crash on the bottom corner. He saw five of the six skiers in the race come over another hill and continue on the final stretch towards the finish.

“I was waiting and waiting and then finally I saw a Russian skier come down the hill. He fell once, and then again, and I could tell he was having a very hard time. His ski was broken and twisted into a knot.”

Justin was still holding a pair of skis, which he had brought in case one of his own athletes needed them. He could imagine how the skier felt. “In cross-country skiing, every athlete tries to do their best all the way to the finish line,” said Justin. “It’s very important to finish the race. That’s all he was trying to do.” Justin climbed down two embankments, approached the skier, helped him remove the broken ski and gave him a new one. The Russian skier began to move, entered the stadium and finished the race.

Later, some Russian coaches shook Justin’s hand, and the skier thanked him for his generous act. He was interviewed on television and featured in news stories. He received many supportive messages from around the world, and he was given a Fair Play award by an organization connected with the Olympic Games.

Justin was surprised by the wider reaction. He felt that many people in his sport would have done the same thing. “Cross-country skiing is a fair sport,” he said. “It’s not so cut-throat. Everyone works really hard: the athletes, the coaches, the support staff, and the wax technicians. We all want to have a level playing field for everyone, so we support all athletes, even on other teams. I think cross-country skiing is special in that way.”

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 picture used to describe a competition where everyone has the same chance to succeed. Rules are made to help each team have an equal chance of success. When someone breaks the rules in a sport or cheats on a test, they are gaining an unfair advantage. This is not playing fair.

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

JUSTIN WADSWORTH



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JUSTIN WADSWORTH FAIR PLAY

LEARNING SEQUENCE



CONNECTING—BUILDING A FOUNDATION FOR NEW LEARNING

Inside-Outside Circles

Ask students to find a partner and decide which one will be Person A and which will be Person B. Invite all 'A's to make a large circle. 'B's are instructed to stand in front of their partners (see formation below).

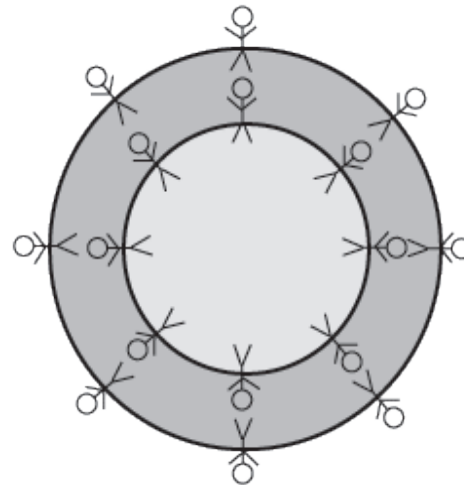


The teacher reads a discussion question, and the two partners discuss the topic. Then on the signal, the inside circle rotates one step clockwise so that each student is paired with a new partner. The teacher may give a new discussion question, or ask the same one.

- Does good sportsmanship matter?
- What conduct do we associate with good sports?
- What attitudes do we associate with good sportsmanship?
- How do we encourage good sportsmanship?
- Sports, winning and losing are all emotional. Are there appropriate ways to show intense emotions?

Small Group Discussion

Following the Inside-Outside circles, students choose one question and join a group of 3-4 students to discuss this at a deeper level. In the group, one student should record ideas on the large chart paper. Another student should be elected to share the ideas at the end of the group discussion. Chart papers can be posted to refer to later in the lesson sequence.



Adapted from: Beyond Monet: The Artful Science of Instructional Intelligence, Barrie Bennett / Carol Rolheiser



PROCESSING—USING STRATEGIES TO ACQUIRE AND USE KNOWLEDGE

Students read the story of Justin Wadsworth.



Making Connections:

Students complete a connection reflection in their writing journals or using the template provided. How is the story of Justin Wadsworth similar to something they have experienced personally, another story, movie or article they know, or to the discussion questions?



Class Share

Students share their ideas from their reflection by having volunteers read aloud their reflection. The class can then discuss some of the emerging ideas pertaining to sportsmanship.



JUSTIN WADSWORTH FAIR PLAY

LEARNING SEQUENCE



TRANSFORMING— SHOWING UNDERSTANDING IN A NEW WAY



Skits

In small groups of 3-4, students prepare a skit that shows a common sport activity. The skit has two acts, wherein the first demonstrates poor sportsmanship and the second act shows the same scenario with good sportsmanship.

Below are a few skit suggestions:

- Your team has just won the regional championships and your friend, who plays on the losing team, is walking over to see you.
- The score is tied and your teammate gets fouled. He is given a free throw. What do you do if he makes the basket? What do you do if he misses?
- The official called the ball out, but you and your teammates are quite sure it was always in.
- Your little brother keeps bragging about how fast he can run and challenges you to a race.
- Your team has lost every game this season and some players are wanting to quit the team and join another league.



EXTENSION ACTIVITY



Showing Leadership

Students present their learning in a school-wide assembly or visit younger classes to present their skits. Students generate a school-based Fair Play Award, designing certificates for classroom teachers, principals and recess supervisors to give to students to honour the values of sportsmanship and fair play.



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MAKING CONNECTIONS: READING RESPONSE



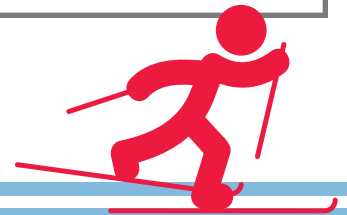
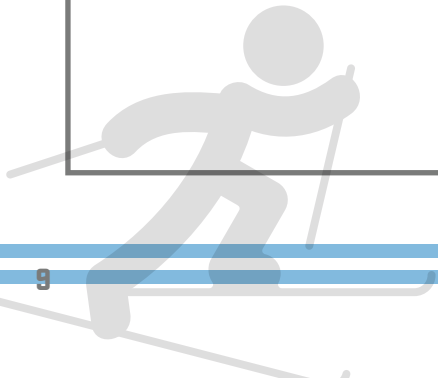
In the article,

This reminds me of...

It is similar in that...

I think that...

It is different in that...





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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.

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