



TEACHER'S GUIDE

Catch the excitement of the Olympic Winter Games by hosting a school Olympic sports week culminating in a fun-filled sports day. The Canadian Olympic School Program provides you with everything you need to host the week, with a full range of resources for activities and student leadership development.





Experience Olympic Winter Games **TEACHER'S GUIDE**

INTRODUCTION

This is your chance to let your students experience their own Olympic Winter Games. By participating in modified versions of some of the winter sports in the Olympic program, students will gain a better understanding of the sports, experience Olympic values, and be excited about getting behind Team Canada at the Milano Cortina 2026 Olympic Winter Games.

We have included various adaptation tips for younger student or those with diverse abilities so that everyone can participate in the fun.

OPTIONS

This resource provides you with a few options to engage your school:



OLYMPIC WINTER GAMES WEEK

This is a full week of activities beginning on Monday and culminating on Friday with a sports day. Included is a schedule, daily activities for recess breaks and gym classes, and tips to score multi-grade teams throughout the week and on the final day.



OLYMPIC WINTER GAMES DAY

This is a full week of activities beginning on Monday and culminating on Friday with a sports day. Included is a schedule, daily activities for recess breaks and gym classes, and tips to score multi-grade teams throughout the week and on the final day.



GRADE/GRADE GROUPING

The resource accommodates schools that want to restrict the activities to only some grades or groupings of grades. For various reasons, a school might choose to have the sports day for only primary students or intermediate students. Activities have adaptations to make the activity more manageable for younger students or those with diverse abilities.



WHOLE SCHOOL APPROACHES

One of the Olympic Values is leadership, and the Canadian Olympic School Program views this as an opportunity to help teachers develop leadership skills in their students. We encourage the older students to take on a leadership role with the younger primary students in the context of multi-grade teams. We provide tips for older students, classroom discussion questions to help guide daily leadership debriefs, and leadership activities.



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PREPARATION ACTIVITIES

Get your students excited about the upcoming Olympic Winter Games Week or Day with these fun activities.



ADOPT A COUNTRY

Assign your teams a country to represent and have the students learn more about their adopted country. Have the students make flags or uniforms. Create Olympic Village displays on the walls of each classroom.



GET TO KNOW THE OLYMPIC VALUES

Use the Olympian stories found at www.olympicschool.ca to teach Olympic values like excellence, leadership, friendship, and respect. Consider having an "Olympic Value of the Day" in your classroom or school.



DECORATE YOUR SCHOOL YARD

Create the Olympic rings with snow and colour them with food colouring. Make a school Olympic statue out of banana boxes from a local grocery store.



CREATE A CHEER

Ask the students to create cheers for their team or for the Canadian Olympic Team. Have the teams present cheers to one another and to the other groups.



PIN TRADING

One of the favourite activities in the Olympic Village is trading pins. Have the students design their own pins for their country, using cardboard and art supplies. Students can trade them with other teams and try to get a pin from every nation.

Making Teams



The event will be much more enjoyable and exciting if the teams are evenly matched based on athletic abilities. Here are some tips and approaches that can be considered for identifying teams.

Divide the school or grade groupings into 10 teams so that there is one team at each station on the Friday Olympic Sports Day. If the school decides to add additional sports stations or a rest station, then adjust the number of teams accordingly. Ideally, the teams are not bigger than 24 students each. If they are, consider forming more teams.

We recommend that teachers identify their students who are either particularly athletic or who will require additional assistance. A group of teachers takes this information and the class lists and forms 10 multi-grade teams across the school. These teams are first shown to the staff for their final thoughts and to ensure that the teams are reasonably close in their abilities.

Once the groups are identified, assign each team a country. Most schools will use countries that are strong winter sports countries, but that it doesn't have to be this way.

Tell the students which team/country they will be representing for the next week of activities. Have them work at a classroom level to learn about their country. Can they find it on a map, recognize its flag, and know something about the country? Some schools have their students draw the flag of their country and design a team uniform.



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OPENING CEREMONY

Recreate the pageantry of the Olympic Games by hosting an Opening Ceremony.



HOST A **PARADE OF NATIONS**

Have one team enter at a time to create a long parade of teams coming into your outdoor field or gymnasium. Encourage students to wear their country's colours, wave team flags and show the spirit of their country.



TAKE THE **ATHLETE OATH**

At the start of each Olympic Games, every athlete promises to play fairly and obey all of the Olympic Games rules. One athlete from the host country takes this oath at the Opening Ceremony on behalf of all athletes. Incorporate the following Olympic Oath in your Opening Ceremony:

"In the name of all competitors, the athletes of <<INSERT: Your school's name>>, promise that we shall take part in these Olympic Games, respecting and abiding by the rules that govern them, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams."



INCLUDE AN **ARTISTIC ROUTINE**

No Opening Ceremony is complete without a cultural dance or experience. Encourage mass participation in a routine learned in physical education class or lead by a staff member.



LIGHT THE **OLYMPIC FLAME**

Have a torchbearer carry a modified version of an Olympic Torch into the Opening Ceremony, light a pretend cauldron, and declare the Games open.



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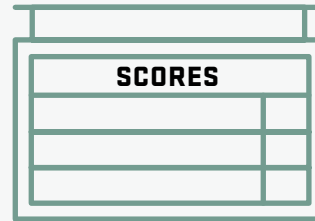




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Make A Score Board



Make a country board in a central part of the school to keep track of the team scores during the week. Many schools also give a daily update announcement at the end of the day to keep the students excited about the games and team scores.

SPECIAL ACTIVITIES

Consider having special days where countries can earn extra points or fun contests throughout the day.



WEAR YOUR COUNTRY'S COLOUR DAY

Assign points for the number of people on each team that wear their country's colours. Assign extra points for the person who is the most dressed up in their country's colours.



OLYMPIC VALUES DAY

Designate an Olympic value to each day of the week (Excellence, Respect, Friendship, Fair Play, and Leadership). Have a poster contest for each of these values.



RECESS RUSH

Announce a location on the school yard and give points to the teams for every one of their members that makes it to the location in three minutes.



RECESS HIDE AND SEEK

Hide five rings (one for each of the Olympic Rings) around the school yard. Give teams five points for each of the rings that they locate and bring back to a designated location.



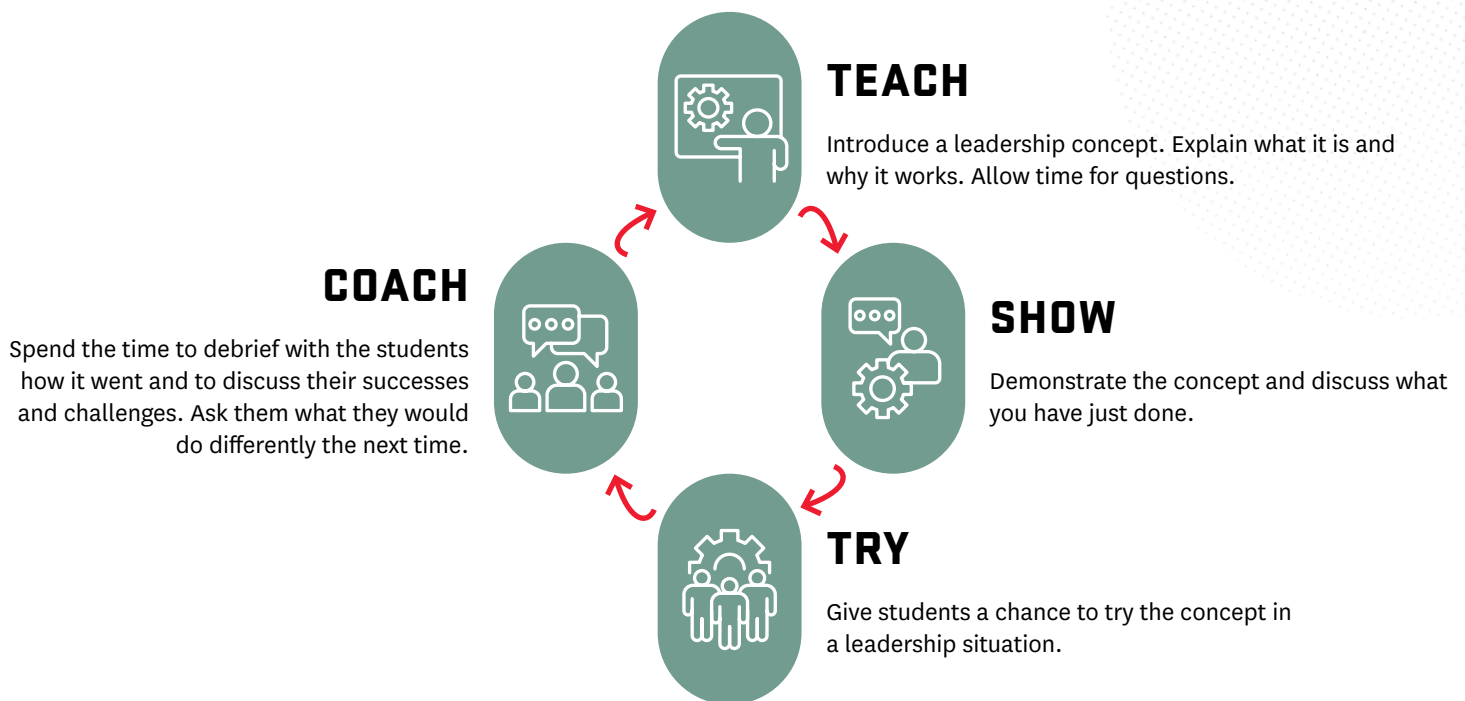
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STUDENT LEADERSHIP

The Olympic Winter Games Week/Day offers a great opportunity to develop student leadership. Older students are encouraged to take a leadership roles with the primary students. To support the development of student leadership, we have included some leadership resources for teachers to use with the older students.

Students learn leadership best using this model.



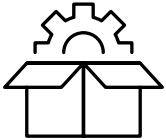
These are the four student leadership lessons that we recommend teaching, showing, trying, and coaching during the week. Ideally, the concept is taught in the morning, and the students can practice the concept during the lunchtime activities as they lead younger students. If your school is only doing the single sport day, we recommend that you teach a concept a day leading up to the sport day.

We have included leadership worksheets at the end of this resource that present the content and activities in a student focused way.



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1 Be Enthusiastic



CONCEPT :

Leading is a privilege and something that we get to do. Approach leading with enthusiasm.



TEACH:

“Throughout your life you will get opportunities to lead. It may be on a sports team, as a coach, volunteering in your community, at a workplace, or as a parent. Being a good leader is hard work and a lot of responsibility, but it is also a great honour and privilege. Leading lets you help make someone’s life a little better. Be excited and enthusiastic about this opportunity. Think of the people that you follow, the leaders in your life. Isn’t it easier to follow those who seem to be enjoying their role as a leader. They smile and are friendly. They take their jobs seriously, but don’t take themselves too seriously. They don’t grumble or complain but are positive and keen. Be an enthusiastic leader and you’ll be surprised how much easier leading people can be.”



SHOW:

Today is a good day to model that leading can be fun and rewarding. Some days are more challenging than others, but your students will look at you as an example of how to be a cheerful leader.



TRY:

As your students head out to participate in some of the lunchtime competitions, encourage them to find the younger students on their country teams and introduce themselves. Remind them to be cheerful and enthusiastic.



COACH:

Have the students complete the journal part of the handout and then discuss this as a class. Was it difficult to approach younger students that they didn’t know? If so, how did they overcome their hesitation? How did the young students react?



TIP:

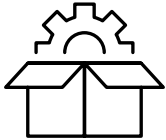
Smile! Sometimes when we take on a responsibility like leading, we can take ourselves too seriously. Have fun with this and remember that you are just starting your journey of leadership. Be easy on yourself.



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2 Be Aware Of Who You Are Leading



CONCEPT :

Good leaders are aware of the needs and abilities of those who they are leading.



TEACH:

“When you were in grade 1, you couldn’t do the things you can do now that you are older. Leading young children requires patience and understanding that they will not be able to do everything that you can do. They will move slower, have fewer life experiences to draw upon, and require more of your patience.”



SHOW:

Tell the students to watch you during the morning. Consider explaining how expectations for an activity or subject will be greater next year or in high school, but that for their age the activity is age appropriate.

After lunch, give them a few minutes to make a list of ways how you have adapted activities to their ages and abilities. Discuss their lists. Ask if they can think of things that they can do as older students that they could not have done in grades 1 or 2.



TRY:

Provide students with an opportunity to lead an activity with the younger students. Ask them to adjust their expectations to meet the abilities of the younger student.



COACH:

Discuss as a class how the students adapted their expectations for the younger students. How did you help them do things that they found difficult? Did you find yourself challenged to help them? If so, what might you try next time?



TIP:

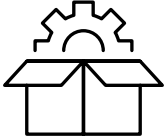
Remember how you like to be treated by those who are older than you. You probably want to feel liked and respected. You enjoy it when older people notice the good things you do and don’t focus too much on your mistakes. Do the same when you lead. C’est le comportement à adopter.



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3

Be The Leader People Want To Follow



CONCEPT :

People will follow those who they like, respect, and trust to take care of them.



TEACH:

“Being a good leader requires that people want to follow us because they like us, respect us, and trust that we will take care of them. We often lead from a place of influence and not authority. We might not have the authority to boss people around or force people to do what we want them to do. However, we have influence. We can encourage them, provide a good example, act with kindness and not bossiness, earn their trust, and be the type of person that they want to follow.”



SHOW:

Ask the students to journal about one older person in their lives who they want to follow because of how that person treats them. Who is the person and why do you look up to them? What sort of things do you see in that person that makes you want to follow them? How does this person lead with only influence?



TRY:

As your students lead younger students with lunchtime games, get them to practice building trust, extending kindness, and encouraging as a way to influence behaviours.



COACH:

Discuss as a class how the younger students responded to this type of leadership. What worked and what would you do differently next time?



TIP:

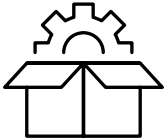
Learn your team members' names. People like it when you take the time to learn and remember their names. Show kindness to the kids that seem to need it the most. People won't care what you know until they know that you care. Being kind shows the person that you care, and the others that you are a leader they can trust.



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4 Be The "We" And Not The "Me" Leader



CONCEPT :

Good leaders build people up, share the credit, and encourage everyone.



TEACH:

"Rudyard Kipling wrote the famous saying that "the strength of the pack is the wolf, and the strength of the wolf is the pack." A pack of wolves can take down large animals that are much bigger than any of them individually. When the wolves work together, they can accomplish more. Good leaders understand this principle. They work to get everyone on the team to try their best and stay motivated to better the team, not just themselves. Leaders get people working together. They build the team, share credit, and put others first. You won't hear a great leader blame their teammates if something goes wrong. The team shares the win and the loss."



SHOW:

As a class, watch the animated shorts on working as a team at <https://www.youtube.com/watch?v=4duPBWzf46E>. Ask the students to observe how the leader in each of these shorts got their team to work together. Watch the video again and discuss how the role of the leader is to get the best out of their team.



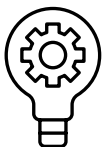
TRY:

As your students lead the younger students in the Olympic Week games, get them to focus on keeping as many members of their team motivated and involved as possible. Resist the urge to be the star and instead build the team.



COACH:

Provide the students a chance to journal and then debrief as a class. Did you notice younger students that didn't want to participate? Were you able to get them involved? What strategies did you use?



TIP:

Sometimes it's easy to get so caught up in the competition that we lose sight of those who are not participating. Keep an eye out for those who are on the fringes and try to find a way to encourage them to join in with the team.