



ONE TEAM

GRADE 8-9



RESPECT
ACTIVITIES
✓
A SAFE PLACE
TO BE



TEACHER OVERVIEW



Eric Radford, figure skater

FEATURED #ONETEAM BLOGS

JOHN FENNEL

(<https://olympic.ca/one-team/oneteam-with-john-fennell/>)

John competed in the luge at the Sochi 2014 Olympic Winter Games. While the excitement of competing against the best in the world kept him focused, there was always a nagging fear that he would not be accepted if others knew about his sexuality.

ERIC MITCHELL

Eric's drive for ski jumping excellence kept him focused on training and competing. But as he set his eyes on preparing for the next Olympic Games, a growing rift began to build inside him about the truth of who he was ate away at him. He struggled to find a safe place to address his internal turmoil.

ERIC RADFORD

(<https://olympic.ca/one-team/oneteam-ambassadors-dylan-mosco-vitch-and-erid-radford/>)

Eric and Dylan were rivals on the figure skating rink, but best friends off the ice. Their friendship was based on a mutual respect and an acceptance for each other's differences. The safety of this relationship allowed Eric to be himself and to become more open about being gay.

THEMES

- Respect for those who are different than ourselves
- Personal responsibility for creating a safe space that embraces individual differences

LEARNING OUTCOMES

- Students will consider ways to create a safe environment
- Students will reflect on the virtue of respect for others

GRADE 8-9

WHAT'S IT ALL ABOUT?

We are all different in one way or another. Our personalities, likes, dislikes, appearance, backgrounds, race, religion, sexual orientation, beliefs and many other things make us unique. For all of these differences to co-exist in peace, we need to develop an appreciation for our own uniqueness and a respect for the uniqueness of others. Put another way, the space we share needs to be safe enough to be ourselves and embrace our individual differences. We each play a part in creating this type of space, and we all benefit when this environment exists. As you read through the blogs, think about whether the athletes had a safe place to be themselves. Ask yourself how you react to those around you who are different. Are you able to respect them even though they are different than you?

WHAT'S IN IT FOR ME?

- Maybe you feel that your differences would not be accepted in your class, on your team, or with your friends. You might need the courage that these athletes speak of to be yourself and to be authentic. Being like everyone else means not being the authentic you. Maybe you need the courage to be a bit different.
- Perhaps you have a friend, teammate, or classmate that is not the same as other kids. You play a critical role in creating a safe space where everyone can be themselves without fear of being bullied, teased, or excluded.

TALK ABOUT IT!

As a class, discuss the meaning of “respect”. What makes you feel respect or disrespected? How do you demonstrate respect to others, especially as it relates to people different than you? What constitutes a respectful or safe place? Did the athletes in the blogs find a safe place and what are they doing now to create a safe place for others?

WRITE ABOUT IT!

In your journal, write about what it means to create a safe space. What does it look like? What do you need to do? Why is it to everyone's best interest? How does a safe space benefit you?

SHARE ABOUT IT!

In pairs, create a PowerPoint presentation that illustrates the commitments that you are willing to make to creating and maintaining a safe space for your classmates to be themselves.

“MY SPORT IS ALL ABOUT BRAVERY. IT’S ABOUT TOEING THE LINE BETWEEN BEING COMFORTABLE AND OUT OF CONTROL – IT’S HARD TO BE BRAVE WHEN YOU’RE AFRAID OF YOURSELF.”

John Fennell, Luge Olympian

