



A STORY ABOUT GOAL SETTING

Heading into the 2008 Beijing Olympic Games, Gary Reed was Canada's medal favorite on the track for the men's 800 metre. The Canadian Olympic School Program told his story to teach students the value of personal excellence and the importance of goal setting.

Sometimes we fall short of our goals, and Gary's goal of an Olympic medal was missed by an agonizing 12/100ths of a second. While his goal was not to place 4th, it is safe to say that he would not finish that close to the podium had his goals been any less than winning a medal.

He was disappointed with being that close to a medal, but he took comfort in the fact that he had done everything he could along the way to reach his goal. He had left no stone unturned in his effort to win a medal in Beijing.

Gary now lives with his wife and two daughters in Kamloops, BC. He is a part-owner of a construction and development company, and still relies on his ability to set goals and pursue them. Nowadays, his goals are centred around housing developments on ski hills, and his team of developers and construction workers are all engaged in the goal setting process.



TEACHING VALUES THROUGH OLYMPIC STORIES

Olympic stories of triumph and disappointment can engage learners in discussions about important value issues. Through the stories and challenges of Olympic athletes, children and youth can explore and connect values to their lives, and perhaps begin to see their world in new and different ways.



TEACHING GUIDE FOR EDUCATORS

Current curriculum theory emphasizes the importance of reinforcing values education messages through narratives, storytelling, art, posters, drama, and physical movement, activities based on the stories, events, ceremonies and symbols of the Olympic Games stories have school-wide relevance.

THE OLYMPIC VALUES

The core Olympic Values are identified as Excellence, Respect and Friendship. The narratives which follow highlight these values. When you engage your learners with these narratives you will be expanding their moral and physical understanding and capabilities.

PRINCIPLES OF LEARNING

The following principles of learning are highlighted in order to engage students actively in the values education process:

1. Learning is an active and not a passive activity. Students need to be actively engaged in discussion, sharing their ideas in small groups and exploring differing points of view.
2. People learn in different ways. Some people learn best by reading; some people learn best by listening; some people learn best by moving around. The activities associated with these narratives' present different ways of learning.
3. Learning is both an individual and a cooperative activity. Young people need opportunities to work together as well as independently. They also need to practice cooperative behaviours in order to learn competitive behaviours.

STAGES OF THE LEARNING SEQUENCE

Successful learning is built upon a carefully scaffolded series of steps that **connect** to students' prior understanding, actively **process** or practice new information, and finally **transform** their understandings into powerful demonstrations of learning.

Each values story is presented at three reading levels: Grades 2-3, Grades 4-5, and Grades 6 -7. The accompanying activities are sufficiently open-ended to address a diverse range of learning styles and proficiencies. They focus on six main facets of understanding:

Explaining, Interpreting, Applying, Taking Perspective, Empathizing, and Developing Self-Knowledge. These critical thinking skills are woven into all three stages of the learning sequence in order to promote deep understanding of the values and concepts.



CONNECTING

BUILDING A FOUNDATION FOR NEW LEARNING

Partner Talk and Draw (All Grades)

In groups of 3-5, students discuss the difference between a wish, a dream and a goal. Each group then draws picture on chart paper to explain the differences to their classmates.

Class Share (All Grades)

Each group presents their picture to the rest of the class. The class discusses the common themes and writes a common definition of a wish, a dream and a goal.

PROCESSING

USING STRATEGIES TO ACQUIRE AND USE KNOWLEDGE

Read Gary Reed's story (All Grades)

In the printable section below, Gray's story is written in three reading levels. As a class or individually, have student's read the values story that is suitable for their level.

Class Brainstorm (All Grades)

Make a class list of what Gary has done to make his goal come true. Responses should include defining goal to be realistic and something that can be acted upon, telling other people your goal, looking for others to help you, smaller goals along the way, and working hard towards your goal.

Class Discussion (Grades 4-7)

Teacher leads a class discussion on why some people do not reach their goals. Explore why the Canadian Olympic School Program might discuss goal setting as part of excellence.

TRANSFORMING

SHOWING UNDERSTANDING IN A NEW WAY

Goal Mapping (All Grades)

Use the goal mapping graphic organizer in the printable section below to help students map out their goals. Once completed, have students share their goals with a partner.

Class Goal Mapping (All Grades)

Brainstorm a goal for your class. This could involve class behaviour, fundraising for a cause, or achieving something that will benefit the school or community. Use the Goal Mapping method and chart paper to draw a class map to reach the goal.

Journal (Grades 6-7)

Sometimes we don't reach our goals and it can be very disappointing. Journal about whether it is best to set goals you are certain to achieve or goals that are so difficult that there is a real risk you can't attain them.



GARY REED

ATHLETICS - MEN'S 800M

Gary Reed stands at the start line for the 800 metre race at the Beijing Olympics.

He wants to win.

“Every kid gets asked, ‘What do you want to be when you grow up?’ I always answered, ‘An Olympian.’”

To win, he needs to run fast. He needs to take about as long as it takes to tie a pair of shoes.

Gary has trained for years to go that fast. A long time ago he set a goal for himself.

“I want to be one of the best runners in the world.”

Gary thinks about that goal all the time. It helps him work hard.

He worked hard last year and won a silver medal at the World Championships.

Now he is at the Olympics. He has only a few minutes before the start. He thinks of all the sacrifices he has made for his goal.

Gary has had to give up lots of things he likes. He moved away from his home and family to train.

It was a hard thing to do. But Gary knew he had to leave so he could train with a better coach.

“You need to make sure that your goal is something you can do. There is nothing worse than having a goal that you do nothing about. There is no power in having a dream unless you act on it.”

The crowd is loud. Gary closes his eyes.

Gary plans the race step by step in his head. He will start fast and try to stay out in front.

He always makes plans to achieve his goals.

“Wake up everyday and do the things that you know will bring you closer to that dream.”

The gun goes off. The race starts.

The runners are close together. Gary runs right behind the pack to avoid getting bumped.

Gary is not worried. He keep out of trouble and save up for the sprint finish. He has to pace himself. He will catch the others when they tire.

Still, he knows that each step brings him closer to the finish line.

“Goal power” is the feeling of working toward your goal. I love this feeling. If you go after your goal you will feel more confident. You will be able to do things you thought you couldn’t do.”

Not every part of racing is fun. Races can be rough. Sometimes the runner next to you bumps into you. Sometimes you get hurt.

Gary says you have to remember your goal when the hard times hit.

“There is nothing wrong with having goals that change with time. But they should not change every time you hit a problem.”

Halfway through the race, Gary remembers what his coach told him. He told Gary not to worry about the other runners. He told Gary to think about his goal, to think about the finish line.

Gary has learned that you can’t reach your goals alone.

“It’s important to tell people about your goals. It helps having others who can work with to become better. I have a great training group to train with. It takes a great team of people to take any athlete to the top”.

The runners take the last turn. They are still very close together.

They are now in an all-out sprint to the finish line. Gary is moving past the tiring runners ahead. He has to give his all if he is going to win a medal.

“When you have a dream of winning a medal at Olympics, there are many smaller goals that you have to reach along the way.”

Gary is only a couple of strides from the finish line. Two other runners are with him.

He dives for the finish, hoping he will win a medal and reach his lifelong goal.

He crosses the line in fourth. He has missed a medal by a fraction of a second.

“I know I made all the right decisions to reach my goal. This feels good when you reach your goal. It also helps if you miss your goal.”

EXCELLENCE



SCHOOL PROGRAM

GARY REED

ATHLETICS - MEN'S 800M

Gary Reed stands at the start line for the 800 metre track event at the Beijing Olympic Games. He wants to win.

To win, he needs to run fast. He will cover two laps of the track in less time that it takes to brush and floss your teeth.

Gary has trained for years to go that fast. Gary thinks of this as he waits for the starter's gun.

"Every kid gets asked the question, 'What do you want to be when you grow up?' I always answered, 'An Olympian.'"

Gary thinks about that goal all the time. It helps him work hard. He worked hard last year and won a silver medal at the World Championships. Now he is at the Olympics Games.

Gary has had to give up lots of things he likes. He moved away from his home and family to train. It was a hard thing to do, but Gary knew he had to leave.

"You need to make sure that your goal is something you will someday achieve. There is nothing worse than having a goal that you do nothing about. There is no power in having a dream unless you act on it."

Gary visualizes the race. He will start fast and try to stay out in front. He plans the race step by step.

He learned that lesson from pursuing his goal of becoming an Olympian.

"Goals should be not only achievable, but also measurable. Wake up everyday and only do the things that you know will bring you closer to that dream."

The gun goes off. The racers are close together. To stay clear of the bumping and shoving of the other runners, he runs right behind the pack.

Gary's confident. He's in a safe position. He knows that he'll be ready for the final sprint.

Still, he knows that each step brings him closer to the finish line.

"Goal power" is the feeling that you get when you are actively pursuing your goal. I thrive on this feeling and it allows me to never become complacent. If you are pursuing these plans, they are bound to increase your self-confidence and allow you over time to do things that you may have thought you could not do."

Not every part of racing is fun. Races can be very rough. Sometimes the runner next to you bumps into you. Sometimes you get hurt. Sometimes the other runners are faster.

Gary says you have to remember your goal when the hard times hit.

"There is nothing wrong with having goals that evolve with time unless you are changing them every time you hit a roadblock. Over time as you push towards your goals your experiences might cause you to change course or see things in a whole new way."

Halfway through the race Gary remembers what his coach told him. He told Gary not too worry about the other runners. He told Gary to think about his goal, to think about the finish line.

Gary knows that you can't reach your goals alone.

"It's important to tell people about your goals. It makes things a lot easier for me when I can show up to the track and have a great training group to train with. Goals are rarely achieved by yourself. Even though track is not a team sport it takes a great team of people to take any athlete to the top"

The runners take the last turn in a tight pack. They are now in an all-out sprint to the finish line. Gary moves up as the others tire. He weaves between the fading athletes.

"When you have a dream of winning a medal at worlds or Olympics there are many smaller goals and achievements that you have to reach to confirm you are on the right path."

As Gary nears the finish line, he is surrounded by five other runners. The pack of runners finish within a mere 3/10ths of a second. Gary finishes 4th, barely off the podium.

"I know deep inside that I made all the right decisions to reach my goal. This feels good when you reach your goal. It also allows you to move forward if you miss your goal."

EXCELLENCE



SCHOOL PROGRAM

GARY REED

ATHLETICS - MEN'S 800M

Gary Reed stands at the start line for the 800 metre track event at the 2008 Beijing Olympic Games.

It takes a little more than a minute and forty seconds to cross the finish line first, but it took him years of hard work and successful goal-setting to get here at all.

Gary thinks of this as he waits impatiently for the starter's gun.

"Every kid constantly gets asked the question, "What do you want to be when you grow up?" I always answered, "An Olympian."

Gary set that goal for himself and keeps it in the front of his mind always. He didn't always have money for the best shoes and training, but he had passion for his sport.

He's made sacrifices to be here in Beijing such as moving away from his home and family to train. It was a difficult and daunting decision, but one Gary knew he had to make.

"You need to make sure that your goal is something you will someday achieve. There is nothing more valueless than having a goal that you do nothing about, this can be classified as an unrealistic and unachievable dream. There is no power in having a dream unless you act on it."

Gary closes his eyes as he visualizes the race. He will start carefully and try to stay out in front. That's how he won a silver medal at the 2007 World Championships. He plans today's race step by step. He learned that lesson from pursuing his goal of becoming an Olympian.

"Goals should be not only achievable, but also measurable. Wake up every day and only do the things that you know will bring you closer to that dream. Vague goals are very hard to attain and even harder to stick to."

The gun goes off. The racers are jumbled close together. He positions himself at just behind the pack to keep from getting elbowed and pushed around among the other runners.

Gary's confident. He's running relaxed and saving his energy for the big sprint. Now he has to make sure he paces himself so he can finish strong. Still, he knows that each step brings him closer to the finish line.

"Goal power" is the feeling that you get when you are actively pursuing your goal. I thrive on this feeling and it allows me to never become complacent. What's important is that everyone recognizes the benefits of having plans in your life. If you are pursuing these plans, they are bound to increase your self-confidence and allow you over-time to reach standards that you may have thought were unachievable at one point."

Not every race goes as perfectly as planned. Sometimes the runner next to you bumps you. Sometimes you suffer an injury. Sometimes you're just not the fastest runner on that day. Gary says you have to remember your goal when the difficult times transpire.

"There is nothing wrong with having goals that evolve with time unless you are changing them every time you hit a roadblock. Over time as you push towards your goals your experiences might cause you to change course or see things in a whole new way."

Halfway through the race Gary remembers his coach's advice. Don't worry about the other runners. Don't forget your ultimate goal, the finish line and the Olympic medal.

Gary says he learned that goals can't be reached alone.

"It's important to tell people about your goals. It makes things a lot easier for me when I can show up to the track and have a great training group to train with. Goals are rarely achieved by yourself. Even though track is not a team sport it takes a great team of people to take any athlete to the top."

The runners take the last turn in a tight pack. They are now in an all-out sprint to the finish line. Gary is moving past the tiring runners and closing fast on the medal positions.

"Of course, when you have a dream of winning a medal at worlds or Olympics there are many smaller goals and achievements that you have to reach to confirm you are on the right path."

As Gary nears the finish line, he is surrounded by five other runners. The pack of runners finish within a mere 3/10ths of a second. Gary finishes 4th, barely off the podium.

"I know deep inside that I made all the right decisions to reach my goal. This feels good when you reach your goal. It also allows you to move forward if you miss your goal."

GR.6-7

EXCELLENCE


SCHOOL PROGRAM

My big goal:

MY GOAL MAP

My smaller goal along the way:



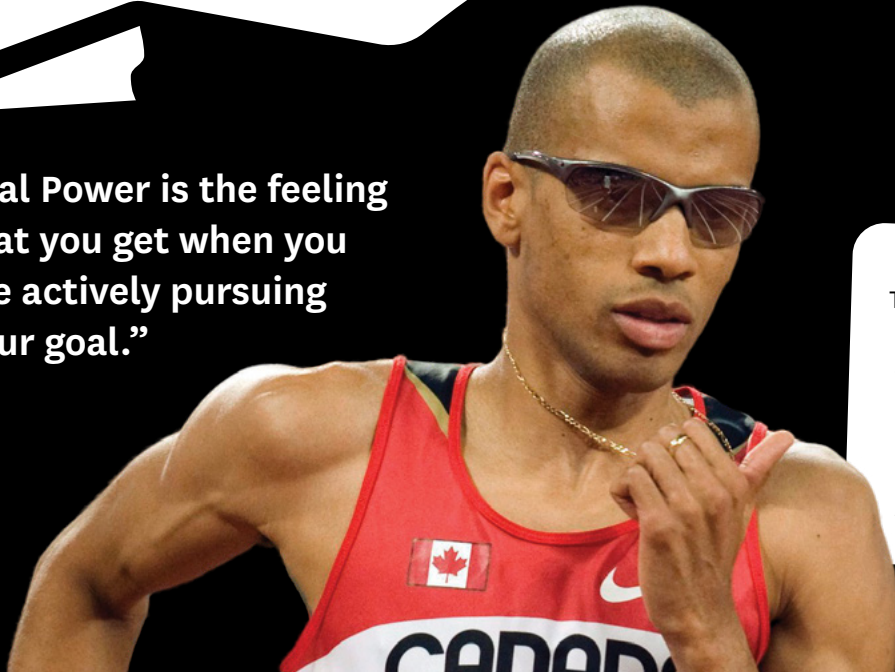
Two people I'm going to tell my goal to today:

1. _____

2. _____

Three people I'll ask for help:

“Goal Power is the feeling that you get when you are actively pursuing your goal.”



Three things I need to do to reach my goals:

1. _____

2. _____

3. _____



EFFORTS AND CREATIVITY

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FEATURED ATHLETES

Daniel Igali
Gary Reed
Jennifer Abel
Phil Edwards
Raymond Lewis
Sarah Nurse
Seyi Smith
Tammara Thibeault

WRITERS

Bruce Deacon
Marcie Good

REVIEWER

Rosemary Sadlier

TRANSLATION

Pascale Tremblay
Daniel da Costa Santo
Frédéric Bouchard

GRAPHIC DESIGNERS

Ryan Wayne
Myriam Boivin

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