



# A STORY ABOUT CREATING A LEGACY

Seyi Smith was born in Nigeria, and immigrated to Canada when he was only nine. As a boy in Africa, he had played soccer and so he used sport to make new friends in his new country. He played various sports and was a talented athlete at soccer, volleyball, and track and field.

It was at sprinting that his lightning fast speed earned him the most success. While attending university at Loughborough College in the UK, he focused his sporting career on track and field, and the results were outstanding. He qualified to represent Canada at the London 2012 Olympic Games in the 4X100m relay.

After the 2012 Games, he was recruited to Canada's men's bobsleigh team and went on to be one of the very few Canadian Olympians that have represented Canada at both the Summer and Winter Olympics.

Throughout his career, he has been mindful of creating a legacy and of making a difference. Now retired from competing, he has turned the problem-solving skills he developed as an engineer towards finding solutions in sport. His growing legacy includes athlete advocacy and environmental stewardship.

This resource encourages students to think about the positive impact that they can have on their family, school, and community. The message to students is that we can all make a positive difference.



# 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

#### 1. Partner Talk (All Grades)

In pairs, students share a few things that they do well. Ask them how this skill or ability could be used to help other people.

Examples might include drawing, cooking, playing an instrument or singing, being a loyal friend, playing a sport, or doing a hobby. These could help other people by helping around the house, inspiring a friend, teaching a friend or a younger student to do a skill, assisting someone with their schoolwork, or making somebody a card or song.

#### 2. Class Share (All Grades)

Those students who feel confident can report out and share some of the things they discussed.

## PROCESSING

### USING STRATEGIES TO ACQUIRE AND USE KNOWLEDGE

#### Read Seyi Smith's story (All Grades)

Ask the students to read the story silently on their own.

Reread the story with the students.

#### Make a List (Grades 2-3)

Our actions, achievements, and kind acts are like stones hitting a pond. The ripples go outwards and can have many positive effects. Some people describe this as our legacy.

Discuss the idea of a stone hitting the water and causing ripples. Make a class list of Seyi's achievements and activities that might be a legacy.

#### Encouraging Note (Grades 4-7)

Seyi and his relay teammates were devastated after being disqualified, and many friends and fans wrote to encourage them. Imagine you were one of his friends wanting to encourage him. Write him a note helping him to put the disqualification into perspective. Help him understand that this is not his only legacy.



## TRANSFORMING

### SHOWING UNDERSTANDING IN A NEW WAY

Creating a legacy means positively impacting the lives of those around you. This could include inspiring people, making people aware of something that isn't fair, helping others, telling someone how much they mean to you, or improving the environment.

#### Helping Out (Grades 2-3)

Ask students to think of a way that they can help out at home. Maybe it's reading to a younger brother or sister or helping tidy up after dinner.

Using the Helping Out Challenge handout, ask students to decide on something they will do this week to help out at home. Get them to draw a picture of how they will help and colour the challenge calendar. Keep track of their progress for a whole school week.

#### Impact Projects (Grades 4-7)

As a class, decide on a value theme for your impact projects (e.g., kindness, gratitude, generosity, sustainability, etc.).

In groups, brainstorm project ideas that students could do to impact the school with the value theme. Share these ideas with the class and pick one or two class impact projects. Spend some time each day working on these projects and discussing the results.



# SEYI SMITH

## ATHLETICS - BOBSLEIGH

GR.2-3

When Seyi Smith was just a boy, his parents moved to Canada. Coming from Africa, it was a big change. Sport was his way to meet new friends. He played soccer, volleyball and ran for a track club. He was a good athlete.

His sports heroes had all done great things. He too wanted to do great things. He wanted to do things that people remembered. He wanted to make things better for people. He wanted to create a legacy.

*“If you throw a stone into a lake, how far do the ripples go? I wanted my ripples to go far and make a difference.”*

When he got older, he focused on his sprinting. Seyi trained hard and became one of Canada’s fastest sprinters. He was so fast that he made the Olympic 4x100m relay team. He was going to run in the London 2012 Olympic Games.

The team trained for hours. They practiced passing the relay baton until they could do it without slowing down. They were one of the fastest teams in the semi-finals. Could they win a medal? The team was ready for the biggest race of their lives.

Canada started fast and the first runner passed the baton to Seyi. He tore down track and kept the team in the hunt for a medal. The third runner ran the corner and passed the baton to the anchor runner. The last runner dashed for the finish. Canada finished third! They won a bronze medal! Seyi and the team began to celebrate.

But wait! The scoreboard showed the bad news. The team had been disqualified. Their third runner had stepped out of his lane. The news was crushing.

The team tried to encourage the runner who had made the mistake. But they were all very sad.

*“For 10 minutes, I thought I was an Olympic medallist. Then I found out I wasn’t,” says Seyi. “I went from thinking, “this is going to be forever,” to “this is going to be forgotten.”*

After the 2012 Olympics, Seyi did not give up on sport. He tried another sport where he could use his speed and power. He tried bobsleigh. He loved the thrill of racing down the icy track. It was exciting.

Again, Seyi went to the Olympics. But this time it was the Winter Olympics, and he was competing in the four-man bobsleigh event. The team finished 6th. He is one of a few Canadian athletes to compete in both a Winter and Summer Olympics.

But still, Seyi was not happy with his legacy. He wanted to make a bigger impact. He wanted to make things better for others.

Rules limit what athletes can say when they are at the Olympics. They can’t speak out about topics like racism. Many athletes feel this is unfair. They should be able to talk to their fans about their beliefs. Seyi worked with other athletes to try to change this rule.

One day, he went to a track meet. People were throwing their plastic bottles in the garbage. He came up with an idea. Maybe he could help track meets be more sustainable.

He could set up water fountains so people could refill their own bottles. He could make a phone app to let people learn about the environment. He could help meet organizers to make their event more sustainable.

Seyi keeps trying to make a legacy. If his life is like a stone being thrown in a pond, he wants to make big ripples. Ripples that inspire others.

*“I want people to think about how we can all create a legacy.”*

# LEGACY



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# SEYI SMITH

## ATHLETICS - BOBSLEIGH

GR.4-5

At nine years old, Seyi Smith's family moved from Senegal to Canada. It was a big change. Sport was his way to meet new friends and feel like he fit in. He played soccer, volleyball and ran for a track club. He was a talented athlete.

As he got older, he thought about how great athletes create a legacy. They are remembered for doing amazing things. This is what he wanted also. He wanted to leave a legacy and to do something special.

*"If you throw a stone into a lake, how far do the ripples go? I wanted my ripples to go far and make a difference."*

When he got older, he focused on his sprinting. Seyi trained hard and became one of Canada's fastest sprinters. He was so fast that he was selected to the Olympic 4x100m relay team. He was going to run in the London 2012 Olympic Games.

For hours, the team practiced their relay baton exchanges until they could do them smoothly and without slowing down. They were one of the fastest teams in the semi-finals. If everything went well, they could win a medal. It was looking like they could win a medal. The team was ready for the biggest race of their lives.

Canada started well and the first runner smoothly passed the baton to Seyi. He tore down the long backstretch, keeping the team in a medal position. The third runner raced around the final corner with all he had and passed the baton to the anchor runner. He dashed for the finish, crossing in third. They had won a bronze medal! Seyi and the team began to celebrate.

But wait! Minutes later, the stadium scoreboard showed the bad news. "DQ" showed up next to Canada results. The team had been disqualified. The third runner had stepped over the line marking his lane. The news was devastating.

Their fans wrote them messages to try to encourage them. Canadians were still proud of their effort. Seyi and his teammates tried to console the runner who had made the mistake. But they were all very disappointed.

*"For 10 minutes, I thought I was an Olympic medallist. Then I found out I wasn't," says Seyi. "I went from thinking, 'this is going to be forever,' to 'this is going to be forgotten.'"*

After the 2012 Olympics, Seyi did not give up on sport. For a new challenge, he tried another sport where he could use his speed and power—bobsleigh. He loved the thrill of racing down the icy track.

Again, Seyi went to the Olympics. But this time it was the 2018 PyeongChang Winter Olympics, and he was competing in the four-man bobsleigh event. The team finished 6th. He became one of only 12 Canadian athletes to compete in both a Winter and Summer Olympics.

But still, Seyi was not satisfied with his legacy. He wanted to make a bigger impact. He wanted to make things better for others.

Rules say that when athletes are at the Olympics, they can't speak out about human rights issues. Many athletes feel that this prevents them from speaking up about their beliefs and fighting injustices like racism. As Chair of the Canadian Olympic Committee's Athlete Commission, Seyi started working with other athletes to change this rule.

One day, he went to a track meet. He noticed how many people weren't recycling. They were throwing their disposable plastic bottles in the garbage. He came up with an idea. Maybe he could help track meets have a smaller impact on the environment.

He created a project to set up water fountains and to educate fans and athletes about sustainability using a phone app. He made a list to help the organizers lower the impact of their events on the environment.

Seyi keeps focusing on making a lasting legacy. If his life is like a stone being thrown in a pond, he wants to make big ripples. Ripples that inspire others.

*"I want to encourage people to think about how we can all create legacy."*

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# SEYI SMITH

## ATHLETICS - BOBSLEIGH

GR.6-7

Though born in Nigeria, Seyi Smith's family moved on to Senegal and, when he was 9 years old, they moved again to Canada. It was a big change. Sport was his way to meet new friends and feel like he fit in. He played soccer, volleyball and ran for a track club. He was a talented athlete.

As he got older, he thought about how great athletes create a legacy. They are remembered for doing amazing things. He dreamed of the same. He wanted to leave a legacy and to make a difference for others.

*"If you throw a stone into a lake, how far do the ripples go? I wanted my ripples to go far and make a difference. The ripples are the results of what you've done, either performances you've had in sports or impacts you've made outside of sport, in whatever field you're in."*

When he went to university, he chose to specialize in track and field. He relentlessly trained to become one of Canada's fastest sprinters. By 2012, he was so fast that he was selected to race on Canada's 4x100m relay team. He would compete at the London 2012 Olympics.

For hours, the team practiced their relay baton exchanges until they could do them smoothly and without slowing down. They were one of the fastest teams in the semi-finals. If everything went well, they could win a medal. It was looking like they could win a medal, but they would all need to have the races of their lives.

Canada started well and the first runner smoothly passed the baton to Seyi. He tore down the long backstretch, keeping the team in a medal position. The third runner raced around the final corner with all he had and passed the baton to the anchor runner. He dashed for the finish, crossing in third. They had won a bronze medal! Seyi and the team began to celebrate and pose for pictures with the Canadian flag.

But minutes later, the stadium scoreboard flashed the devastating news. The letters "DQ" indicated that the team had been disqualified. Seyi and his teammates found out that the third runner had stepped over the line marking his lane.

Their fans wrote them messages to try to encourage them. Canadians were still proud of their effort. Seyi and his teammates tried to console the runner who had made the mistake. But they were all very disappointed.

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After the 2012 Olympics, Seyi did not give up on sport. For a new challenge, he tried another sport where he could use his speed and power — bobsleigh. He loved the thrill of hurtling down the icy track at breakneck speeds.

Again, Seyi went to the Olympics. But this time it was the 2018 PyeongChang Winter Olympics in the four-man bobsleigh event. The team finished 6th. He made history, becoming one of only 12 Canadian athletes to compete in both a Winter and Summer Olympics.

But still, Seyi was not satisfied with his legacy. He wanted to make a bigger impact. He wanted to make things better for others.

Rules say that when athletes are at the Olympics, they can't speak out about human rights issues. After the Black Lives Matter movement, many athletes felt that these rules were too restrictive. The rules prevented them from speaking up about their beliefs and fighting injustices like racism. As Chair of the Canadian Olympic Committee's Athlete Commission, Seyi started working with other athletes to change this rule.

One day, he went to a track meet. He noticed how many people weren't recycling. They were throwing their disposable plastic bottles in the garbage. He came up with an idea. Maybe he could help track meets have a smaller impact on the environment.

He created a project that included the installation of a water fountain so that people could use their own bottles at the track. Seyi also wanted to help people think about their own habits. He figured out how people could use their phones to learn about environmental sustainability. He also designed a checklist so that meet organizers could measure the environmental impact of their event.

*"I'm hoping to impact 60,000 athletes and spectators with the message that we can all help minimize the environmental footprint of these events," he said.*

Seyi keeps focusing on making a lasting legacy. If his life is like a stone being thrown in a pond, he wants to make big ripples. Ripples that inspire others.

*"I want to encourage a conversation about how we can all create a legacy."*

# LEGACY


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# HELPING OUT CHALLENGE

THIS WEEK, I AM GOING TO HELP OUT BY: \_\_\_\_\_

Draw a picture of how you will help out.

Monday

Tuesday

Wednesday

Thursday

Friday



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# EFFORTS AND CREATIVITY

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.

## FEATURED ATHLETES

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ACKNOWLEDGEMENTS

