



BE OLYMPIC
2022



SCHOOL PROGRAM

TEACHERS' GUIDE

As the nation turns its gaze to Team Canada's performance at the 2022 Olympic Winter Games, the Canadian Olympic School Program is pleased to provide you with engaging Olympian stories and classroom activities.

Since 1987, the Canadian Olympic School Program has been providing school curriculum developed by teachers for teachers. We have inspired hundreds of thousands of Canadian school children with the incredible stories of our Olympians. This year is no different, as we present three weeks of classroom learning based on the values of perseverance, respect, and teamwork.

WHY OLYMPIC EDUCATION?

Some teachers wonder why a sports organization such as the Canadian Olympic Committee would invest in education programming. Simply put, the whole modern Olympic Movement sprang out of an educational philosophy and education still remains a key force in the modern Olympic Games.

The Olympic Movement is no different than any global movement in that it set about to establish a set of ideals. In this case, the ideals were based on the educational philosophies of Baron Pierre de Coubertin. He believed that the education of youth should not be bound to books, but should include sport, culture and art. His philosophy, later called Olympism, was the bedrock of the modern Olympic Movement. In 1894, he created the Olympic Movement to advance his philosophies, and in 1896 the first modern Olympic Games were held in Athens, Greece.

De Coubertin envisioned a marriage between sport and art. Youth of the world (at that time only male youth) would gather for competition in both sport and the arts. In the early years, medals were given for both. This made Olympism's aims of balancing intellectual, cultural and physical development more evident to all.

Although the practice of giving medals for painting and poetry didn't last long, the philosophy espoused by Olympism is still alive and well in the Olympic Movement. In fact, Olympism is featured in the Fundamental Principles of Olympic Charter:



Olympism is a philosophy of life; exalting and combining in balanced whole qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example, and respect for universal, fundamental ethical principles.

Olympic education is a key part of each Olympic Games and is given particular focus by the International Olympic Committee. The Olympic Games offers the opportunities for students to explore the values demonstrated by the athletes: fair play, the pursuit of excellence, leadership, respect, healthy active living, and perseverance. Children and youth can connect with these values through the athletes, and rich and transformative learning takes place.



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SCHOOL PROGRAM

WHO ARE OUR PROGRAM AMBASSADORS?

EACH WEEK STARTS AND FINISHES WITH SHORT VIDEOS FROM OUR TWO AMBASSADORS.



MIKAËL KINGSBURY

FREESTYLE SKIING

Mikaël Kingsbury is an Olympic gold medalist at freestyle skiing (moguls). As he explains in this short video, school was always important to him. It was the thing he had to do before his parents let him go skiing for the weekend.

[Hear it in his own words >](#)

[You can learn more about him >](#)



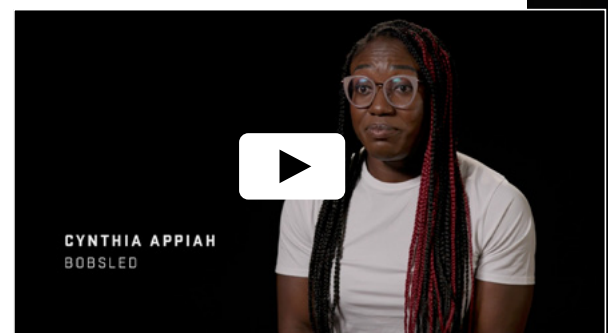
CYNTHIA APPIAH

BOBSLED

Cynthia Appiah started her athletic career in track and field, competing in shot put before discovering a passion for bobsleigh. She was an alternate at the PyeongChang 2018 Games and is hoping to make her Olympic debut in the two-woman and monobob events in 2022.

[Being an Ambassador >](#)

[You can learn more about her >](#)





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SCHOOL PROGRAM

3 WEEKS OF OLYMPIC VALUE EDUCATION

The 2022 Olympic Winter Games curriculum features three weeks of learning activities. Although each day of the week will focus on the same value, each day will feature a different athlete and explore what the value means to them. The objective is to approach the value in various ways, and to encourage the students to engage with each Olympian's perspective. The weeks are structured as follows:

DAY 1 features an overview of the value and a short video with one of our Canadian Olympic School Program Ambassadors. They will explain what the value means to them, and discussion and journaling activities will help the students begin to engage with the value.

DAY 2-4 each include the story of a new Olympian and how it relates to the week's value theme. The curriculum includes the story, a learning activity, a short science, technology, engineering, mathematics (S.T.E.M.) article related to the athlete's sport or story, a trivia question, and a physical activity linked to the Olympian's sport. This includes 20-40 minutes of classroom activity and up to 20 minutes of physical activity.

DAY 5 wraps up of the week with a debrief of the value and a short video by one of our Canadian Olympic School Program Ambassadors.

PERSEVERANCE

1

As students continue to deal with the social and emotional impacts of COVID-19, the Canadian Olympic School Program wanted to focus on persevering and being resilient during mentally trying times.

- Perseverance is finding support in times of loss (Elisabeth Maier, Skeleton)
- Perseverance is staying hopeful (Meryeta O'Dine, Snowboard)
- Perseverance is adapting to change (Alyson Charles, Short Track Speed Skating)

RESPECT

2

When we polled teachers for the Olympic values that resonated in their schools and classrooms, respect was near the top. We approach this value by describing how respect is exhibited to others.

- Respect is spending time to appreciate others (Jocelyne Larocque, Ice Hockey)
- Respect is learning from each other (Russell Kennedy, Cross Country Skiing)
- Respect is accepting our differences (John Epping, Curling)

TEAMWORK

3

Whether it is in a sport, family, work group, or later in a career, our abilities to work well in teams are more important than ever.

- Teamwork is playing your part (Valerie Maltais, Long Track Speed Skating)
- Teamwork is sharing the dream (Tristan Walker and Justin Snith, Luge)
- Teamwork is building trust (Eric Radford, Figure Skating)



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CYNTHIA APPIAH
CANADIAN OLYMPIC SCHOOL PROGRAM AMBASSADOR

EXPLORING PERSEVERANCE WITH CYNTHIA APPIAH



Photo by Bobsleigh Canada Skeleton

Ask any Olympian and they will tell you all about the difficult situations, injuries, disappointments, and frustrations they have endured. In spite of endless challenges on the road to excellence, they have found a way to keep going and not give up. This is perseverance.

Life can throw some difficult things our way, and we all need to have perseverance. This week we will learn about three Olympians and hear their stories of perseverance. Each will emphasize a different part of perseverance, and together it will inspire you to look at the challenges you face in a different way.

We have all experienced challenges over the past two years with COVID-19. Rules have restricted our movement, forced us to wear masks, limited our sports and activities, and cancelled some of the events we enjoy. For many Canadians, we have had to endure the loss of loved ones. This has been a difficult time. A time where perseverance has been even more important than normal. Today, we will start by exploring the value of perseverance with the help of our Canadian Olympic School Program Ambassador, Cynthia Appiah. She is an Olympian at bobsled.

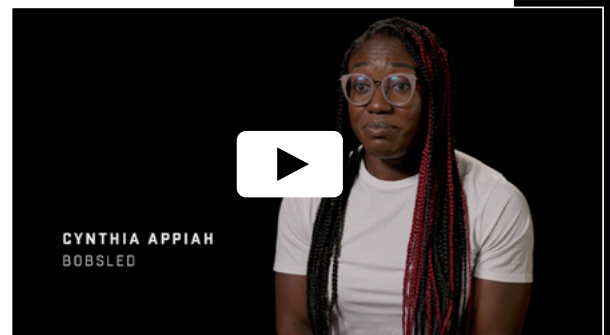
LEARNING ACTIVITIES

1

On a piece of paper, write down three things that describe what perseverance means to you. When done, share and discuss these with a partner. As a class, share and discuss these.

Show the Cynthia Appiah perseverance video to the class.

Cynthia shares that all of us face challenges in life, and it's important to have support to share the good times and help us



2

Journal about a challenge that you have faced over the last year. Perhaps it was something you struggled to do, a disappointment, a loss, or an injury or sickness you had to overcome. Describe what it was like and how you are persevering through the challenge.





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ELISABETH MAIER
SKELETON



PERSEVERING IS FINDING SUPPORT IN TIMES OF LOSS

Photo by David Jackson / COC

Just ask Elisabeth Maier, life isn't always easy. She competes in the skeleton, a sliding event where the athletes ride a small sled head-first down a steep frozen track. It is a dangerous sport where the smallest mistake can lead to serious injury.

Heading into the PyeongChang 2018 Olympics, she was in amazing shape. She had finished third in the World Cup standings the year before, and a medal performance was expected. She would do four runs over the next two days, and her combined time would hopefully win her a medal.

We all make mistakes, and hers was not lying in her sled as she prepared her sled the night before the race. Had she lay in it, she would have realized that adjustments still needed to be made so that her hands would be in the right position to steer the sled. By the time she realized this error, she was flying down the track in her first run, unable to control her sled. She had botched the run, and likely placed herself out of contention for a medal.

How could she have made such a disastrous mistake? She had little time to get over the disappointment and ready herself for her next run. Devastated, she turned to her supporters to help her get her thoughts right for the race.

"One the Korean coaches and my strength and conditioning coach helped me get refocused after my horrible first run," Elisabeth recalls.

Their encouraging words helped her to her best time in the next run. But the damage had been done, and Elisabeth finished ninth. She was crushed.

Her fiancé, Ben Maier, was on the Austrian bobsleigh team, and met to console her from the pain of defeat. Her mother, who regularly traveled to her races, rallied to her side.

“LOSS IS HARD, AND YOU MOURN. FIND SOMEONE TO TALK TO WHEN THOSE HEAVY THOUGHTS COME.”

"I was mad at the Olympics, and it took me seven or eight months to separate myself from the experience."

Elisabeth was overcome by a deep sense of loss. It wasn't the first time with these feelings. A few years before, she had suddenly lost her cousin. When we lose a dream, a loved one, a favorite pet, or something that is deeply important to us, it is natural to go through periods of grief. We can feel all kinds of different emotions from sadness to anger, to frustration to depression. But over time, the pain of loss will fade. There is hope.

These experiences taught Elisabeth a lot about how to handle loss. She took some time for herself and was supported by Ben, her mom, and her friends.

"Loss is going to happen sometimes," she explains. *"It's okay to admit you are not doing well. It's alright to be upset and to turn to others to help you figure out a way to deal with it."*

Elisabeth is back to racing and is training for Olympic competition in 2022. Her support team is by her side, ready to help her compete at her best. With a strong support group around her, will she climb the podium this time?



LEARNING ACTIVITIES

1 READ. WRITE. DISCUSS.

As a class, discuss how loss affected Elisabeth, and how she eventually overcame it. How did she do it? What other things could she have done to cope with the sense of loss?

Imagine you had a friend that had a loss. They are dealing with it as best as they can but they need some support. In your writing journal, write a letter to comfort and encourage them.

2 PHYSICAL ACTIVITY

SKELETON SCOOTER BOARD RACE TRAIN LIKE A SKELETON ATHLETE

The luge is timed to the 1/1000th of a second, and winners can be determined by the smallest of margins. The luger has to make the most of the start and gain as much momentum from pulling themselves past the start handles at the sides of the start ramp. This activity allows the students to practice a luge race start technique.



PARTICIPANTS: Pairs



SPACE: Gym



EQUIPMENT: Pairs to have a scooter boards, skipping rope, pylon and hockey or bike helmet.



SETUP: Attach the skipping rope to one of the scooter board handles. Set out the pylons to mark the exchange at the other end of the gym. Ideally, there are multiple scooter boards, helmets, and skipping ropes, enabling more than one pair to race at a time.

ACTIVITY DESCRIPTION:

- One student puts on the helmet and lies on the scooter board on their stomach. The other member of their team grabs the tow rope and stands in front of the scooter board.
- Remind the students to keep their chin up and eyes looking forward.
- On “go” the student is towed to the turn-around pylon at the far end of the gym.
- When they reach the pylon, the student who rode the scooter board takes off their helmet, and changes places with the towing student.

S.T.E.M. 3

We have all felt stress before. When we feel stress, our body reacts by getting us ready for a “flight” or “fight” response. We get a rush of chemicals that prepares us for action.

Our brain processes emotions in an area called the amygdala. When we experience stress, the amygdala sends a distress signal to our brain’s control centre, the hypothalamus. It’s there that the brain communicates with the rest of our body. Hormones like adrenaline and cortisol are released to prepare us to either get away from the threat (flight) or face the threat (fight).

Adrenaline speeds up our heart rate to get more oxygen in our blood stream. This causes us to breathe more heavily, and we get more oxygen to our brains to make us alert. Cortisol increases the amount of sugars in our bloodstream to give our muscles the energy we will need, and to deliver nutrients to repair any damaged muscles.

These chemical reactions get us revved up for action in times of stress, but sometimes they are too much to handle. We need to slow things down and get control. Activities like yoga, meditation, or deep breathing can help us quiet our bodies down. Having someone to speak to when you are feeling stress also helps. They can listen, help us see beyond the immediate circumstances, and assist us in calming down.

4 OLYMPIC TRIVIA

What sport is faster, the luge or the skeleton?

Answer: Because the position of the luger is more aerodynamic and their sled has razor sharp blades like skates, they go faster. The fastest luger was clocked at a breakneck speed of 154 km/hour. The fastest skeleton racers hit speeds closer to 144 km/hour.





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MERYETA O'DINE
SNOWBOARD



Photo by Meryeta O'Dine

PERSEVERANCE IS STAYING HOPEFUL

It was no surprise that Meryeta O'Dine would learn to ski. Her parents owned the local ski hill in Prince George, BC, and had her on skis when she was very young.

But deep down, she wanted to learn how to snowboard. It wasn't as popular as skiing, but in her heart, she knew she was a snowboarder.

One night, she snuck a snowboard out of the rental shop, and took to the hill to teach herself. Her parents noticed and signed her up for lessons.

"I was so bad at it for the first year," remembers Meryeta. *"I hated it, but giving up wasn't an option."*

She would practice at night when there were fewer people on the hill. That way, no one would see her fall or make mistakes. She had lessons twice a week, and little by little, she improved. Within a few years, she won the Canada Winter Games at her parents' ski hill. The same year she also won the Nor-Am snowboard cross series title.

Racing on challenging courses at high speeds can be very dangerous. As a 16 year old, Meryeta was attending a training camp when she wiped out while snowboarding well over 60km/hour.

"I was focused on what was going on beside me, and fell on my face," explains Meryeta. *"I stood up and felt weird. By the time I got to the top of the gondola, I felt that half of me wasn't there. Thoughts started and then just ended. I couldn't figure out how to get to the course, but it was right in front of me."*

She had a concussion, a type of traumatic brain injury. When you get a hard hit to the body or head, it can cause the brain to move violently within your skull. Concussions require time off to heal. This would be the first of seven concussions that Meryeta would suffer.



I STILL KNOW I AM ON THE RIGHT PATH. YOU HAVE TO HAVE FAITH IN YOUR PATH.



The most devastating of her concussions was at the 2018 PyeongChang Olympics. Days before her event, she was training on the challenging racecourse. The jumps were huge, and she had watched her hero wipe out. Feeling tense and stressed, her training run ended in disaster. The team doctors determined that she would have to withdraw from the competition for her own safety. She needed time to recover.

It is difficult to remain hopeful when things seem to be going wrong at the most important times. But keeping hope alive is an important part of perseverance.

As she reflected on her fall, she started to see a pattern. The more stressed she was, the more she made little mistakes. At high speeds, those mistakes were very dangerous. If she could control her stress, she could reduce the chance of another concussion.

This gave her some needed hope and confidence as she gets ready to compete at the 2022 Olympics. In spite of the concussions, Meryeta was able to pick herself up and keep going.

"I make a plan, and keep telling myself that I can do it," she explains. That might just be what it takes to turn her hope into an Olympic medal in 2022.



LEARNING ACTIVITIES

1 READ. WRITE. DISCUSS.

Hopeful people can reframe negative events to emphasize the positive. For example, Meryeta was able to learn from her concussions to better manage stress. Her accidents became a springboard to better performances through the lessons she learned. As a class, make a two list on the white board. In the left column, put down disappoint or discouraging things, and in the right column, list how those things could be reframed to be positive. A bad mark on a math test (left column), could be the nudge needed to get some tutoring (right column).

Journal how you can take a personal discouraging, frustrating, or disappointing event and reframe it to be hopeful and positive.

2 PHYSICAL ACTIVITY

BALANCE CHALLENGES TRAIN LIKE A SNOWBOARDER

Snowboard success depends on many things, but balance is always key. The following challenges help develop balance while encouraging teamwork.



PARTICIPANTS: Various groupings depending on challenge



SPACE: Gymnasium or any other wide space

ACTIVITY DESCRIPTION:

- **BACK TO BACK CHALLENGE:** Students sit on the ground back to back with a partner. Partners work together to get up from a seated position.
- **SITTING STAND UP:** Students sit facing their partner with their feet next to their partners' feet. Partners grasp hands. On the count of three, they pull each other up to a standing position. Count to three and squat down sitting back into starting position.
- **BACK TO BACK STAND UP:** Students sit back to back with their partner and interlock arms. On the count of three, they stand up pushing though their legs and into partners back. Again, on the count of three, push against their partner to return to sitting position.
- **TEAM CIRCLE CHALLENGE:** Students stand in a circle facing in the same direction. Instruct the students to move closer together until it is possible for them to all sit down on the knees of the person behind them. If they sit down at the same speed, and balance one another, they can make a complete circle. Note that this may be a bit of an invasion of personal space for some students. Encourage those unwilling to participate to coach the class along to complete the challenge.

S.T.E.M.

3

Sometimes, a bump, jolt, or blow to your head can cause your brain to move back and forth within your skull. This is called a concussion. When this happens, there are chemical changes in the brain and damage done to the brain cells. Although doctors will refer to concussions as a "mild" brain injury, they can be quite serious.

Concussion symptoms vary and include headache, nausea, dizziness, blurred or double vision, feeling hazy, sluggish or just not "right", confusion, and memory issues. Often people will later experience sensitivity to light or noise, irritability, disturbed sleep, trouble concentrating, depression, or changes in taste and smell. The symptoms usually last two to three weeks.

If you think that you might have a concussion, stop all activity immediately. It is important to get to a doctor. They will assess your condition and determine the severity of the injury. They will make a recovery plan that includes mental and physical rest. Gradually, you will be allowed to return to being active.

4 OLYMPIC TRIVIA

There will be five snowboard events at the 2022 Olympics including snowboard cross. Can you name the other four snowboard events that will be contested?

Answer: Giant slalom, big air, half-pipe, and slopestyle.





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ALYSON CHARLES
SHORT TRACK SPEED SKATING



C
A
N

**PERSEVERANCE IS
ADAPTING TO CHANGE**

Photo by Greg Kolz

Sitting in her living room as a child, Alyson Charles watched Turin 2006 Olympics. Her eyes were glued to the short track speed skating and her hero Kalyna Roberge. It was there that the dream of speed skating in the Olympics was born.

Consistent hard work paid off. Alyson started to make junior national teams, and was soon able to compete at World Cup competitions. She became a regular member of Canada's 3000m relay team, winning a bronze medal with the team at the 2019 World Championships. Everything was going so well, until COVID-19 hit.

Everyone has a COVID-19 story. It has caused the loss of people we love, upset our plans, closed our schools, and stopped the sports and activities that give us joy. Olympic athletes have also faced hardships as their competitions and plans have been constantly changed or cancelled.

Alyson was in her final preparations for the 2020 World Championships when she got the bad news. Her training rink was closed as Montreal was locked-down. Then she was told that the Worlds would be cancelled. The focus of her whole year was taken away.

"I was shocked, and then I was mad," Alyson remembers. "I thought it was a two week thing, and then everything would get back to normal. I felt the emptiness you get when you don't get to put all your hard work on display."

The next few months were difficult. She had to train alone at home. Her living room became a workout room with weights and a bike for training.

"At first it was a nice change, but when we got our training plans from our coach, it was much harder. It was hard to motivate myself without a coach and teammates to cheer each other along."

“
**GETTING CONTROL OVER THINGS THAT
ARE WITHIN MY POWER HELPED DECREASE
THE STRESS OF THE UNKNOWN.**
”

It seemed everything was constantly changing. There were new rules, rink closures, and having to train off ice. Alyson was starting to struggle and reached out to the team's mental performance coach for help. Together they focused on the things that they could control.

The solution was to focus on one training session at a time, and create short term goals that were challenging but achievable. She had a notebook to keep track, and added smiley faces or stickers when she reached the session's goal.

Everyone was so happy to get back on the ice for training, but then the second wave hit and again the rink was closed. Back to training in the living room. It was so frustrating, but it was out of Alyson's control.

Coming back to skating was filled with challenges. She doubted herself and worried that she would never return to her former speed. But little by little things got better. The more she focused on the things she could control, the less worry she felt and the faster she began to skate.

Alyson is one of Canada's brightest hopes for the Beijing 2022 Olympic Winter Games. In spite of all the COVID-19 challenges, she learned to adapt and be successful.



LEARNING ACTIVITIES

1 READ. WRITE. DISCUSS.

We tend to spend a lot of time worrying about things that never end up happening and over which we have no control. Alyson had to recognize that the COVID-19 rules, cancellations, and closures were beyond her control. She had to focus on what she could control. As a class, brainstorm the things that we can and can't control. For example, we can't control the weather, but we can control how we dress for the conditions. Discuss how focusing on the things outside our control can add stress to our lives.

Think of something that typically causes you to worry, stress, or become discouraged. Journal about what parts of this are in your control and what parts are outside your control. Write about three actions you can take over the things in your control that might reduce your stress.

2 PHYSICAL ACTIVITY

OVAL RELAY TRAIN LIKE A SPEED SKATER

Short track speed skating races are individual events with the exception of the relay which is a team event. It's one of speed skating's most exciting events as there are 4 teams on the ice at once.



PARTICIPANTS: Two groups



SPACE: Gym or large space



EQUIPMENT: 4 pylons, 12 to 16 hula hoops and/or skipping ropes, 2 agility ladders/12 to 16 floor hockey sticks, and 1 whistle



- SETUP:**
- Set up 4 pylons to mark an inner square of the oval.
 - Place 6-8 hula hoops in a zig-zag pattern for each speed skating straightaway. Position them on opposite sides of the oval.
 - Place an agility ladder parallel to one another on the floor, for each speed skating "corner". Position them on opposite sides of the Mini Olympic Oval.

ACTIVITY DESCRIPTION:

- Decide how many laps are in the race. When the whistle blows to start the first athlete starts 'skating' in a clockwise direction all the way around the oval.
- When done, they tag the hand of next person in line to go.
- The two opposing teams start at either side of the oval, and try to catch the other team. This is called "pursuit"
- Groups are finished once they are all seated in a straight line at their starting position.
- The team that has closed the most on the other team is the winner.

S.T.E.M.

3

Olympic athletes like Alyson workout to build the muscles they need to be champions. But how does your body actually build stronger muscles?

Your muscles contract and release based on the messages your brain sends through your nervous system. The contracting muscles are attached to your bones and enable you to do activities. The muscles are made up of bundles of fibers, just like a rope is made up of different fibers all acting together.

When you stress your body with a hard workout, you cause microscopic damage to your muscle fibers. This causes inflammation and an immune response to repair the damage. Your body uses protein to create new muscle strands (myofibrils). This process is called protein synthesis and mostly happens when you are asleep.

This is why Olympians will not only emphasize hard training, but also rest. They make sure that they get enough sleep and that they eat foods rich in protein, vitamins, and minerals.

4 OLYMPIC TRIVIA

Short track speed skating is contested on a track that fits within a hockey rink. How long is each lap?

Answer: Each lap measures 111.1 metres long.





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MIKAËL KINGSBURY
CANADIAN OLYMPIC SCHOOL PROGRAM AMBASSADOR

EXPLORING PERSEVERANCE WITH MIKAËL KINGSBURY



FREESTYLE SKIING

Photo by Vaughn Ridley / COC

Over the past four days, we have discussed perseverance. We have read and discussed stories of how Elisabeth, Meryeta, and Alyson persevered through challenging times in their lives. We heard how Elisabeth found the support she needed to keep going in spite of the loss of a dream and her brother. We read about Meryeta's multiple concussions and learned how she was still remaining hopeful. Alyson shared about how COVID-19 forced her to keep adapting. In all of these stories, our Olympians had to find a way to persevere.

LEARNING ACTIVITIES

1

As a class, discuss some of the things that you have learned about perseverance this week. What stood out from the three athlete stories you read?

For many students, perseverance is what is needed every school day. Sometimes school is not easy, and some subjects can be really frustrating. Perseverance can be what you need to learn how to understand math or learn another language.

Mikaël Kingsbury is an Olympic gold medalist at freestyle skiing. He shares his story of persevering with his schoolwork.



Show the Mikaël Kingsbury perseverance video to the class

2

Take some time to think about what the Olympians shared this week about perseverance. There were lots of lessons to learn from how they overcame their challenges and persevered through adversity. Think of the one lesson that spoke to you the most.

Design a Perseverance Poster that focuses on that lesson. The purpose of the poster is to inspire others to learn and adopt that lesson, so think of how you can choose persuasive words and use inspiring images.





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MIKAËL KINGSBURY
CANADIAN OLYMPIC SCHOOL PROGRAM AMBASSADOR

EXPLORING RESPECT WITH MIKAËL KINGSBURY



Photo by Vaughn Ridley / COC

FREESTYLE SKIING

Olympians have the opportunity to meet and compete against people from around the world. They interact with a wide range of personalities, beliefs, cultures, and identities. Despite all these differences, they find a way to treat each other with respect.

Since we all want to be respected for who we are as people, we need to learn to be respectful of others. As we explore this value this week, the goal is that you grow in your ability to show respect to others, even those who are quite different than you are. We will hear from five Olympians, and each will approach respect from a unique angle.

Today, we will start by exploring the value of respect with the help of our Canadian Olympic School Program Ambassador, Mikaël Kingsbury. He is an Olympic gold medalist at freestyle skiing.

LEARNING ACTIVITIES

1

Ask the students to brainstorm words that come to mind when you say the word “respect”. What does respect look, sound, and feel like?

Show the Mikaël Kingsbury respect video to the class.

Discuss how Mikaël looks for common ground with his competitors, and bases his respect for them on the things that they share. How can this approach help us generate a sincere respect for others?



<https://vimeo.com/624821171/d495296c90>

2

Sometimes it is difficult to respect others. Perhaps they behave in a way that you don't admire or act in a hurtful way towards you. Olympians also struggle with showing respect to some of their competitors who might be cheating. It is a struggle to respect people who are not acting respectable or even respectful.

In your journal, write a letter advising an Olympian how they can balance respect for their competitors, even if the other athlete is not acting respectful or respectable.





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JOCELYNE LAROCQUE
ICE HOCKEY

RESPECT IS SPENDING TIME TO APPRECIATE OTHERS



Photo by Vincent Ethier / COC

The USA versus Canada women's hockey rivalry is one of the fiercest. The games are always intense and rally fans both countries to cheer and scream at their televisions each Olympic Winter Games.

As Jocelyne Larocque trains for the 2022 Olympics, she can remember the highs and lows of her last two Olympics. In 2014, the team was victorious, claiming a gold medal against the Americans. But the PyeongChang 2018 Olympics were a heartbreak. The team was crushed after losing in a shootout. Silver just didn't feel worthy of much celebration.

"Immediately, you feel sadness," recounts Jocelyne. *"You look to your left and to your right, and you know the sacrifices that everyone has made."*

Jocelyne grew up in the small town of Ste. Anne, Manitoba, and started playing hockey at the age of three. When there were not enough girls wanting to play hockey, she and her older sister played on the town's boys team.

She was embraced by the community, and felt accepted as a female Métis player. They got to know and respect her. If any of the other teams gave her trouble for being a girl, the boys on her team would rush to her defense. Before long, she was playing on the Manitoba women's team, and then Team Canada.

She was excited to be selected to play at the Sochi 2014 Olympic tournament. But as they got ready for the Olympics, the team was struggling. Their confidence was shaken after a series of losses. Their game schedule was hectic, and it started to affect them. They were always tired from the travel, training, and games, leaving little energy to actually get to know each other. There was no time for fun or for building relationships with teammates.

"You want to be a trustworthy teammate, but trust takes time," explains Jocelyne. *"You have to get to know the other person."*



**WORKING TOGETHER, GETTING TO
KNOW EACH OTHER AND WANTING TO BE
A GOOD TEAMMATE WILL HELP THE TEAM
BE SUCCESSFUL.**



Although they won gold, the team knew they weren't close. The players didn't have a chance to spend the time to appreciate each other. When you respect others, you spend the time to get to know each other.

Since then, Team Canada has made it a priority to help the players get to know each other. They play trivia games, have fun talks, and hang out together. This makes them close as friends and teammates. It was this closeness that helped them deal with the disappointment of losing at the 2018 Olympic Games.

According to Jocelyne, this time spent getting to know each other is important.

"Getting to know the other person is an investment. It makes you want to be a good teammate. Because you know them well, you don't want to let them down."

During COVID-19, the team couldn't train together. But they still made time for online meetings to play games or encourage each other. They were showing each other the respect needed to build a team.

When they hit the ice in the next Olympic final, they will be playing as a close group of friends. Watch out, USA!



LEARNING ACTIVITIES

When we respect someone, we take time to get to know them. We listen to their story, and search for common ground.

1 READ. WRITE. DISCUSS.

On a scrap of paper write something that others might not know about you. This could be likes, dislikes, favorite memories, or something about your family or pets. Put all of the scraps of paper into a bowl or hat, and take turns pulling a piece of paper from the bowl and reading it out loud. As a class try to guess who wrote it. Allow the person who wrote it to speak for a moment, and provide more details.

At the end of the sharing time, journal about how knowing someone better can increase the respect we have for each other.

2 PHYSICAL ACTIVITY

CHANGE DIRECTIONS TRAIN LIKE A HOCKEY PLAYER

One of the key skills for hockey players is being able to control the puck and get it to go where they want. The players hold the stick with their dominant hand at the end (knob) of the stick with fingers in, non-dominant hand in the middle (20-25 cm down) of the stick with knuckles out. They use a series of soft taps on the forehand and backhand. The puck is kept far enough away from the feet, but less than a stride ahead. This game practices puck control, and is a good warm up game before an actual game of floor hockey.



PARTICIPANTS: Entire class



SPACE: Gym or playground



EQUIPMENT: A stick and ball/puck for every student



SETUP: None

ACTIVITY DESCRIPTION:

- Students are spread out in the gym, each with their puck/ball and stick.
- With a loud command have them change direction (right, left, forwards & backwards). Their focus should be on puck/ball control.

ACTIVITY EXTENSION:

- Score the game by having them race to a wall controlling the ball/puck as they go. The first 5 to the wall get a point.

S.T.E.M.

3

In hockey, the slapshot fires the puck at crazy fast speeds at the goalie. Much of that speed depends on physics.

The player winds up by lifting the stick above their shoulder height. They then slap the ice a bit behind the puck. This stores energy in the flexible stick. The player helps this by applying weight on the stick and bending it as it contacts the puck. As the player whips the puck, all the stored energy transfers to the puck's movement like a spring.

Try it out! Put the eraser on a desk and then hit it across the room with the ruler. Be careful not to hit anyone. Next bend the ruler back and fling the eraser. Notice how the stored energy in the ruler transfers to the eraser. Now imagine what it would be like to be able to do both at the same time. This is the power of the slapshot.

4 OLYMPIC TRIVIA

There have been six Olympic women's hockey tournaments since the sport's debut at the Nagano 1998 Olympics. In the fierce rivalry between Canada and the USA, which team has won the most golds?

Answer: Canada has won four golds and two silvers. The USA has won 2 golds, 3 silvers, and a bronze.





BEIJING 2022

RUSSELL KENNEDY CROSS-COUNTRY SKIING

RESPECT IS LEARNING FROM EACH OTHER



Photo by David Jackson / COC

Russell Kennedy gasps for every breath of air as he roller skis to the top of the hill. It is summer, and he is training at high altitude where the air contains less oxygen than at sea level. This is the grueling training that is needed to beat the world's best cross country skiers at the 2022 Olympic Winter Games.

Brian McKeever is matching him stride for stride as they log the heavy training. They are not just training partners. Russell is Brian's guide skier when he competes as a visually impaired skier in the Paralympics. Russell must position himself ahead of Brian to help him navigate the turns and avoid hazards.

"I got asked to be Brian's guide skier before the 2018 Paralympics," recalls Russell. *"He had been 21st at the able-bodied World Championships, so not everyone could stay in front of him."*

With decades of racing at the top level, Brian has won more Paralympic medals than any other Canadian winter athlete. It would take an Olympic skier racing at their best to serve as his guide. This is why Russell was the coaches' choice. He was a young Olympian willing to match Brian's single-minded focus on excellence.

The bond between a visually impaired athlete and their guide is very strong. In so many ways, the guide skier is the Paralympian's eyes during the race. Constant communication is needed between the skiers so that they can adjust race tactics and strategies.

The more that they trained and raced together, the stronger their friendship became. The trust between them grew, and Russell started to learn from Brian's vast racing experience.

"When you are guiding a skier, it's not your choice when you want to push the pace," Russell explains. *"When it isn't your choice, you get a unique opportunity to learn. I learned that I was pushing too hard at the wrong times during my races and losing time. Guiding Brian has taught me to race better."*



**EVERYONE HAS THEIR OWN STORY,
AND WHEN YOU ARE INTERESTED IN
LEARNING IT, YOU FIND A NEW RESPECT
FOR THEM.**



This learning worked both ways. Russell races by feel, and Brian thinks through every move.

"Russell just feels and senses things, but I have a hard time switching off my brain. He would say things like 'stop thinking and just race.' That's what I needed at times. Other times, you need to ski with intent and look for places to conserve energy."

Brian was a fountain of knowledge and experience. This helped Russell to become better at his training and racing. It all started to pay off last season when Russell began to finish in the top 30 at World Cup races. For cross country skiers, this is the measure of a world class performance.

In a sense, they are both guides. Their respect for each other is based on the belief that they can each learn from the other, and that this will make both of them better skiers.



LEARNING ACTIVITIES

1 READ. WRITE. DISCUSS.

Respect is based on a recognition that every person knows something that we don't, or has experienced something in life that we haven't.

Brainstorm some things that you know that your classmates might not. Now, add some unusual things you can do. Next, add experiences that you have had that others in your class may not have had. The list could include skills, something about your culture, or a fact from one of your hobbies or interests.

Share your list with a partner. Choose one of the things on your list, and prepare short lesson that you can share with a small group of classmates later in the week.

2 PHYSICAL ACTIVITY

RED LIGHT/GREEN LIGHT TRAIN LIKE A CROSS COUNTRY SKIER

In classical style cross country skiing, the skis move parallel to each other through tracks or grooves in the snow. The skis are propelled forward in a striding motion. The athlete leans forward into the stride as they push off the back leg. This requires balance and skill. This game helps to build the balance required for this motion.



PARTICIPANTS: Entire class



SPACE: Gymnasium or field



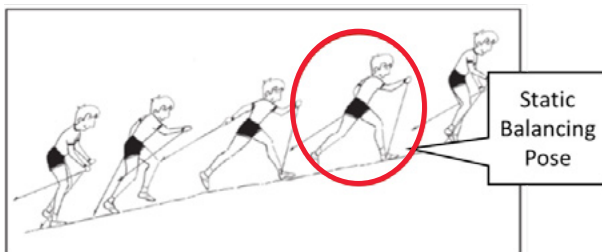
EQUIPMENT: None



SETUP: None

ACTIVITY DESCRIPTION:

- The teacher and students stand on opposite ends of the playing area.
- When the teacher yells “green light” they run forward. When the teacher yells “red light” the students have to stop and do a static balancing pose – like a classic ski pose (standing on one leg leaning forward in the striding position).
- The teacher continues to yell “green light” and “red lights” until the students are at the other end of the playing field.



S.T.E.M.

3

Your red blood cells carry oxygen to your muscles. This helps you exercise, play sports, and be active. Olympic athletes in endurance events like cross country skiing, biathlon, running, triathlon, or cycling will often train at high altitude.

The lower levels of oxygen at altitude triggers their bodies to make more red blood cells. When they return to sea level, those extra red blood cells supercharge their blood's ability to carry oxygen. The extra oxygen helps them access the energy stored in their muscles, fueling their success in competitions.

4 OLYMPIC TRIVIA

All three of Canada's Olympic cross-country skiing medals have been won by women (Beckie Scott – gold in 2002 and silver in 2006, Sara Renner – silver in 2006, and Chandra Crawford – gold in 2006).





BEIJING 2022

JOHN EPPING
CURLING

RESPECT IS ACCEPTING OUR DIFFERENCES



Photo by Michael Burns / Curling Canada

Curling was in John Epping's blood. His grandfather had started the local curling club, and his mom was always dragging him to the rink. When his mom's games were over, she and her friends would head to the restaurant to socialize. That's when John would go out and "throw rocks".

Curlers slide a heavy granite stone along a long sheet of ice. The goal is to place the rock closest to the centre ring at the opposite end of the rink. By sweeping just ahead of the rock, your teammates can speed up the rock. The other team tries to knock your stones out of the way.

Starting at six years old, John would practice throwing the rocks while dreaming of winning big tournaments. The world's best curlers quickly became his heroes. Curling quickly became part of who he was.

"I got a chance to play for my childhood idol's team," John recalls. *"It was an experience I will remember for the rest of my life. I was a kid in a candy shop."*

Within a few years, he was leading, or skipping as they say in curling, his own team. Everyone in curling knew of John Epping. He was one of the fast rising stars in the sport. Curling was his identity, and everyone respected his skills and accomplishments.

But while basking in the respect of the other curlers, John was struggling with another part of his identity.

"It came to a point over a couple of years where I was having an inner conversation about my sexuality. I wasn't sure how that would come across when I told my teammates that I was gay."

Would the respect he enjoyed as "John the world class curler" evaporate if people knew he was gay? What would his competitors think? What would his friends and teammates think? What would his parents think?



**BIT'S NOT THAT I NEED PEOPLE TO
KNOW THAT I AM GAY. I TELL MY STORY
FOR OTHER PEOPLE SO THEY CAN BE THEIR
TRUE SELVES.**



He finally told his parents and then the curling community. Word spread fast. To his surprise, all his competitors reached out to say that they still respected and supported him.

"I was scared I was going to lose my teammates, family, friends. It is always toughest to tell those you care the most about. You don't want them to lose respect for you or leave you. That didn't happen, but maybe that is what you put in your head."

Respecting others is not just about admiring their accomplishments. Respect is about honoring who they are as people. It is about being comfortable with differences and enjoying the fact that our identities complex.

"I have always tried to live my life as a kind and good human. Be kind and respectful to others and always try to understand where other people are coming from."

John and his team are doing everything they can to be ready for the 2022 Olympics. His respect for others doesn't reduce his fierce competitiveness. Because he respects his teammates, he is single-minded in his desire to win.

"When I go out to skip, I always go out to win every game. I do everything to win."



LEARNING ACTIVITIES

1 READ. WRITE. DISCUSS.

People are different than we are, and respect is about accepting and understanding these differences. People in your class have different skin colours, ethnicities, cultural backgrounds, religious beliefs, sexual orientations, gender identities, values, and personalities. Journal why you think that so many people struggle to accept people who are different from themselves.

As a class, discuss your opinions and views.

2 PHYSICAL ACTIVITY

KNOCK OUT TRAIN LIKE A CURLER

One of the keys to successful curling is being able to accurately deliver a curling rock to a specific spot while maintaining balance in a low body position. In this activity, we practice releasing a “rock” while balancing in this position.



PARTICIPANTS: Teams of 2-4 people



SPACE: Gym or hallway



EQUIPMENT: Real curling brushes, brooms, plastic or real hockey sticks, lacrosse sticks, or broom ball brooms, ball, and target objects (e.g., plastic bottles, milk cartons, bowling pins, etc.)

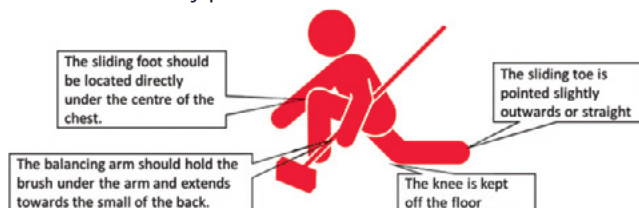


SETUP:

- Designate one of the gym lines as a throw line.
- Arrange the target objects beyond the target line at varying distances from the throw line.

ACTIVITY DESCRIPTION:

- Give a brief demonstration of the final slide position, and then have the curlers get into a stationary slide position so that they can “feel” the proper balance and body position.



- Make up teams of two or four curlers.
- Set up two sets of target objects at each end of the playing area.
- The curler releases the ball from the final slide position, and tries to knock out as many of the target objects as possible.
- Alternate turns among the curlers and score the game based on the number of bottles knocked over within a predetermined number of throws per team.

S.T.E.M.

3

If you've ever watched curling, you know that some of the team sweeps the ice to speed up the rock as it glides down the sheet of ice. By sweeping hard, the rock goes faster so it can knock out an opponent's rock or put down a guard.

For a long time, it was felt that the curler's sweeping was melting the surface of the ice. But Canadian scientists discovered that the ice wasn't melting. It was only softening, elevating the surface temperature. This slight increase in temperature was enough to decrease friction and make the rock go faster.

Knowing this, Canadian engineers began to redesign the brooms. The new brooms bounced the heat photons back into the ice and not into the broom head. The best part, the new broom design was a complete secret. This secret technology helped them win gold and silver in the Vancouver 2010 Olympics.

In groups, take an ice cube and rub it for 30 seconds with your finger. Note how much this action has caused the cube to melt. Pat it dry with a paper towel and try rubbing the cube with another item. Which works best? Why?

4 OLYMPIC TRIVIA

Team Canada has won men's and women's medals at every winter Olympic Winter Games except one since curling returned to the program in 1998.

Question: At which Games did Canada not win a curling medal?

Answer: PyeongChang 2018 Olympic Winter Games





BEIJING 2022

CYNTHIA APPIAH
CANADIAN OLYMPIC SCHOOL PROGRAM AMBASSADOR

EXPLORING RESPECT WITH CYNTHIA APPIAH



Photo by Bobsleigh Canada Skeleton

Over the past four days, we have discussed respect from various perspectives. Mikaël taught us how he looks for common ground and respects his competitors for their hard work. Jocelyn spoke of how spending time together is a way of showing and building respect. Russell shows how we can learn something from others and how knowing this builds our respect for others. John taught us the value of accepting differences.

LEARNING ACTIVITIES

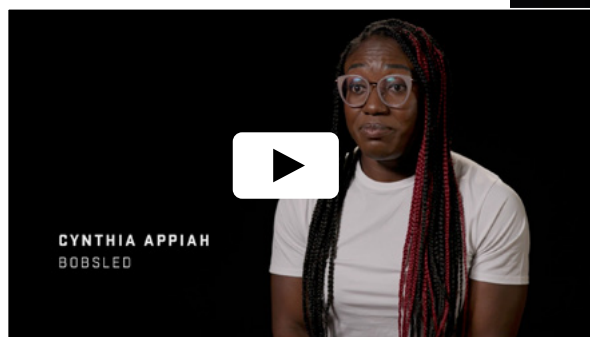
1

As a class, discuss some of the things that you have learned about respect this week. What stood out from the three athlete stories you read? What are you going to do to show more respect for others?

People can associate respect and being friends. This suggests that if you respect someone, you have to be their friends. But respect is different from friendship. We are friends with people we trust, like, and share common interests with. Even if we don't feel those things towards a person, it doesn't mean that we shouldn't treat them in a respectful way.

Canadian Olympic School Program Ambassador, Cynthia Appiah, is an Olympian at bobsled. She explains how showing respect and being friends is different.

Show the Cynthia Appiah respect video to the class.



2

In your journal, write a short story about respect. Gather in groups of two to four, and share your stories. Pick one of the stories, and act it out as a sketch for the rest of the class. You might need to adapt the story so that everyone in the group has a part in the sketch.





BEIJING 2022

MIKAËL KINGSBURY
CANADIAN OLYMPIC SCHOOL PROGRAM AMBASSADOR

EXPLORING TEAMWORK WITH MIKAËL KINGSBURY



Photo by Vaughn Ridley / COC

Whether it's in sports, family, school, or later on at your work, teamwork is important. It's all about contributing to a goal, working together, and playing your part. This week we will examine the value of teamwork by looking at how five Olympians contribute to a team and benefit from a supporting team around them.

You have probably been on at least one team, and have likely noticed that some people understand teams and others just don't. The goals for this week are to help you become a better teammate, and to start to view the people who support you as part of your personal team.

Today, we will start by exploring the value of teamwork with the help of our Canadian Olympic School Program Ambassador, Mikaël Kingsbury. He is an Olympic gold medalist at freestyle skiing.

LEARNING ACTIVITIES

1

As a class, brainstorm the qualities of a good teammate. Discuss why each of these qualities is important.

Show the Mikaël Kingsbury respect video to the class.

Mikaël shares the leadership role he plays on the Canadian Freestyle Skiing team and also discusses how he benefits from having his support team around him. Both of these examples show that working as a team gets results.



<https://vimeo.com/624818673/362ef69a5c>

2

Use the list of qualities of a good teammate that your class developed to help with this journaling activity. Write about examples of when you demonstrated two of the qualities of a good teammate. Next write about one of the qualities that you want to work on improving this week.





BEIJING 2022

VALERIE MALTAIS
SPEED SKATING - SHORT TRACK



Photo by Vincent Ethier / COC

TEAMWORK IS PLAYING YOUR PART

Already an Olympic silver medalist in short track speed skating, Valerie Maltais needed a new challenge. She had been racing around a hockey rink sized track for 22 years. She needed something different. That's when her boyfriend, Olympian Jordan Belchos, started chatting about long track speed skating.

Though the two sports sound the same, they are quite different. In short track, the athletes jostle for position as they race around a 111m lap. It is fast and falls are frequent. In long track speed skating, the skaters race a 400m track. The long track athletes wear clap skates with long blades that help them build speed on the straightaways. The heel of the clap skate lifts from the blade to give the skater a longer stride. It is a sport of rhythm.

Valerie decided to make the switch to long track. The change of sports took humility. Valerie had been a key part of Canada's success at the short track relay. She was used to making a big contribution to the team. But in moving to long track speed skating, she had to learn how to skate on much different skates and with a whole new technique. It would be a long time until she felt that she was able to make an impact.

"The transition to long track has been more difficult than I thought," explains Valerie. *"Although I was one of the oldest skaters, I told the team that they needed to teach me from a beginner level."*

In her new event, the Team Pursuit, two teams of three skaters start on opposite sides of the track. The teams must work together over six laps to get their third skater across the finish faster than the other team. If one athlete slows, their teammates can give them a push from behind. It's all about helping each other to reach the finish as fast as possible.

“**EVEN SMALL JOBS ARE IMPORTANT TO THE TEAM.**”

"I love the feeling of being on a team. I feel so much more courageous. You never want to be the one who races slow."

Although she was new to long track speed skating, she was a seasoned relay racer in a sport that required constant communications. Soon Valerie could see how this strength could benefit the team.

"Long track is such an individual sport and short track is more team. I can skate close and push well. I do a good start for the team."

Valerie might only lead one of the six laps, but she helps the team by pushing the other skaters as they tire and getting the team a good start. That's how teams work. Everyone has a job that contributes to the team's success.

As the Canadian team prepares for the 2022 Olympics, Valerie confidence is growing. She is more comfortable racing in clap skates around the bigger oval, and more appreciative of the role she plays on the team.

"Once you understand your job, you need to see its importance to your team's success."



LEARNING ACTIVITIES

1 READ. WRITE. DISCUSS.

Great teams have both higher profile roles and lower profile roles. Often the higher profile roles get all the attention. But that doesn't mean that the people with smaller jobs to play aren't making as big a contribution to the team's success. As a class, brainstorm some examples of jobs on a team that might not get much attention, but that are really important. This could include roles on a sports team, parts in a school or community theatre production, chores in your household, or task for a group project.

Journal about a time when you played a small but important role. What did it feel like? Did you feel appreciated? Can you see how your work contributed to the task?

As a class discuss how you can recognize and appreciate those that do the smaller and lower profile jobs on a team.

2 PHYSICAL ACTIVITY

STRAIGHTAWAYS TRAIN LIKE A LONG TRACK SPEED SKATER

Speed skaters move down the straightaways transferring their weight by pushing side to side. To the best of their ability, skaters assume an aerodynamic tucked body position. This position allows for long, strong pushes allowing skaters to be as fast as possible. This activity will strengthen your legs (quadriceps, hamstrings and gluteal muscles).



PARTICIPANTS: Groups of 4-6



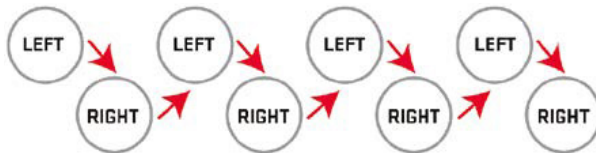
SPACE: Classroom or hallway



EQUIPMENT: 6-8 Hula Hoops per group, 1 Agility ladder or 6-8 hockey sticks per group



SETUP: Place 6-8 hula hoops in a zig-zag pattern for each speed skating straightaway like in the diagram.



ACTIVITY DESCRIPTION:

STRAIGHTAWAY STRIDE ON STRAIGHTS

- Line up behind the start of the hula hoops, and stand on your right foot.
- Hop diagonally into the first hoop, landing on their left foot.
- Repeat the sequence back and forth alternating feet through the hoops.
- Upon completion, proceed to end of line and repeat the activity.

S.T.E.M.

3

Engineering is the science of finding practical solutions to problems. Problems like how to design a skate to maximize the power a long track speed skater gets from every stride.

In traditional speed skating skates, the athlete had to lift their toe at the end of each stride to thrust their foot forward. This used up a lot of energy and left them tired at the end of the race. So Dutch engineers developed clap skates with a blade that have a spring-loaded hinge at the toe. The heel rises and falls each stride, and the blade is in constant contact with the ice. The result is that the skater goes much faster because their stride is longer.

Most people learn to skate using a fixed heel like in hockey skates. They learn not to use their ankles, but the clap skate requires you to use your ankles to separate the blade from the back of the boot.

Our ankles are quite strong and provide power to our stride. Try bouncing up and down, landing flat on your feet. Next try bouncing up and down landing on your toes. See how much more height you can get by using the strength in your ankles?

4 OLYMPIC TRIVIA

Which speed skating sport was first included in the Olympic Winter Games, short track or long track?

Answer: Long track speed skating was first included in the Olympic Winter Games in 1924 for men and 1936 for women. Short track wasn't included in the Olympic Games until 1992.





BEIJING 2022

TRISTAN WALKER AND JUSTIN SMITH LUGE



Photo by David Jackson / COC

TEAMWORK IS SHARING THE DREAM

Blink your eyes as fast as you can. That took six times longer than it took for Tristan Walker and Justin Smith to lose an Olympic medal in the doubles luge. In the Sochi 2014 Olympics, they crossed the finish a mere 5/100ths of a seconds out of bronze.

It happened again in the luge relay. Canada's team was ranked second as they headed to the final, yet were beaten into fourth. It was devastating.

"What made it so difficult for us was that there was nothing we did terribly wrong," Tristan explains. *"We were almost perfect, but it just wasn't enough."*

Both Justin and Tristan had started luge as kids while attending a Discover Luge camp. The thrill of sliding down an icy track at breakneck speeds got them hooked on the sport. Before long they were succeeding as a team and dreaming of winning an Olympic medal. It became their shared goal and a dream that united them in purpose.

As they started sliding again in preparation for the next season, they realized how discouraged they were. It would be two years before they could put the disappointment behind them and focus on the 2018 Olympics.

The harder they tried to recover from the disappointment, the more things would keep them from getting back in form. Justin suffered a series of injuries including a broken ankle. Still, they continued to work together to chase the dream of an Olympic medal.

They devoted themselves to training like never before. Everything was aimed at finding those 5/100ths of a second. They hit the gym with a new enthusiasm, and spent hours working making their sled faster. The focus became on controlling what was within their control. Surely things would go better at the PyeongChang 2018 Olympics.

“
**IT IS UNSPOKEN THAT WE HAVE
UNFINISHED BUSINESS. WE DON'T HAVE
A DOUBLES MEDAL YET.**
”

Justin and Tristan raced to fifth place in the double luge. It was not the medal performance that they hoped for, but there was still the luge relay. The relay starts with the women's singles sled, and she tags an overhead touchpad to signal the start of the next run. The men's singles is next, followed by the men's doubles.

Alex Gough got Canada off to a great start, pulling ahead of the US team. Next, Sam Edney kept the momentum going. Heading into the final leg, Tristan and Justin got an amazing start. Their speed built as the race continued and they sled across the finish in a time that would win them a silver medal. The dream of Olympic glory was complete...well, not quite. For Justin and Tristan, the dream was not just any Olympic medal. They wanted a medal in the double luge.

Successful teams share a dream. They find a goal that inspires them to become the best they can be. This dream is what motivated Tristan and Justin to keep going for the 2022 Olympics. Has their time come to medal in the doubles? Watch them as they race for the podium!



LEARNING ACTIVITIES

1 READ.
WRITE.
DISCUSS.

Great teams share a common goal, and each member of the team has a deep commitment to that shared goal. As a class, discuss what a goal is and how helpful it is to have S.M.A.R.T. goals (Specific, Measurable, Achievable, Relevant or Realistic, and Time-Bound).

Journal a S.M.A.R.T. goal that you might have. Can you also include a goal that your team, class, family, or friends might share? What actions can you do to share a goal with others?

2 PHYSICAL
ACTIVITYBENCH START
TRAIN LIKE A LUGER

The luge is timed to the 1/1000th of a second, and winners can be determined by the smallest of margins. The luger has to make the most of the start and gain as much momentum from pulling themselves past the start handles at the sides of the start ramp. This activity allows the students to practice a luge race start technique.



PARTICIPANTS: Individuals



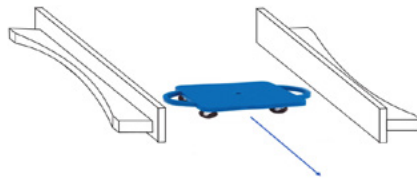
SPACE: Gym or hallway



EQUIPMENT: Two benches and a scooter



SETUP: The benches are placed parallel to each other. The width between the benches should be slightly larger than the width of the scooter.

**ACTIVITY DESCRIPTION:**

- Have students start by sitting on the scooter at the end of the benches. Students should extend their legs out in front of them.
- The student grips the end of the two benches with their hands.
- They roll forward and back three times to create some momentum.
- On the third and final rock, they pull back and release the benches, rolling forward as far as they can with the momentum they have generated.
- Use some masking tape to mark on the gym floor the record for distance achieved using this starting technique.

S.T.E.M.

3

Like Tristan, you also might have broken a bone during sports or while playing outside. Shortly after the break, your body will try to protect the area around the break. A hematoma or blood clot is formed to deliver the nutrients needed for bone repair. In about a week, a soft callus is formed around the fracture, and this replaces the blood clot. Over the next month, new bone starts to replace the callus. Gradually, the new bone hardens and slowly reshapes. Most fractures take a few months to heal.

Often a doctor will apply a cast when a bone is broken to keep the bone from moving as it heals.

Bones can be made stronger through activities that require impact like running, jumping, skipping, or hopping. Take a moment to strengthen your bones by bouncing up and down for 20 seconds. Repeat this activity before recess every day this week.

4 OLYMPIC TRIVIA

In luge doubles, two athletes lie on the same sled, one on top of the other. Which of the athletes steers sled?

Answer: Both play a role in steering. The top luger can see where they are going, so signals with his head the direction that the bottom luger should move the sled. The bottom driver is in contact with the sled, so is more effective at steering.





BEIJING 2022

ERIC RADFORD
FIGURE SKATING



Photo by Vincent Ethier / COC

TEAMWORK IS BUILDING TRUST

It came as a surprise when their coach pulled Eric Radford and Meagan Duhamel aside to suggest that they might be a good team for pairs figure skating. They were young, and had never even considered skating together.

The first practice was terrible. They were both ready to call the experiment a failure, but their coach insisted that they give it a week. Sure enough, by the end of the week, they were beginning to skate like a team.

Building a successful team is not easy. It's like starting a new relationship and getting to know a new person. Both Eric and Meagan had a lot in common. They were both from small towns and they both were national junior champions. However, that didn't always make things easy.

For a while they struggled. They would have great practices, and then make mistakes in competitions. At their first World Championships, Meagan swung her elbow wide coming out of a spin, hitting Eric in the nose. His nose was broken. As the blood dripped down his face, she asked him if they should stop. He told her to continue, and they placed seventh.

"When mistakes happen," explains Eric, *"communication can shut down. But we never accused or blamed one another. It was always that "we" missed the jump, even if it was only one of us. The first barrier to clear communications is feeling unsafe."*

Eric and Meagan went on to win gold, silver, and bronze medals at the Olympics. Twice they were World Champions. So much of their success was based on being able to trust each other. This trust came from being able to practice and compete without the fear of being judged, blamed, or accused.



TRUST BUILDS CONFIDENCE AND CONFIDENCE BUILDS SUCCESS.



Through the years, that trust deepened. Eric was one of the first Canadian Olympians to come out and announce that he was gay. While Meagan always knew that Eric was gay, the public announcement let them be who they were as people, and that helped them become better skaters.

They retired from competition after the 2018 Olympics as Canada's most successful pairs figure skaters. The two remained busy skating in ice shows until COVID-19 hit. Then shows were cancelled.

In the spring of 2021, Eric announced that he would come out of retirement to compete again. This time, he would be skating with a new partner, Vanessa James. He had competed against her when she was skating for France, but she became eligible to skate for Canada.

The task of learning how to communicate and building trust began again. For Eric, clear communication is so important.

"Your partner or your team cannot read your mind. You need to say how you are feeling so that everyone can always understand you."

Vanessa has different strengths than Meagan, and Eric is excited to see how they can skate together at the 2022 Olympic Winter Games.



LEARNING ACTIVITIES

1

READ. WRITE. DISCUSS.

Building trust is a critical for any team. As a class, make two lists on the white board: the things that build trust and the things that destroy trust. Discuss each as you create the list.

Journal about one of the items on the list where your actions either created trust or destroyed trust.

2 PHYSICAL ACTIVITY

In figure skating, skaters must perform jumps in the air with multiple rotations. This exercise will introduce students to rotational axis, stability, and body awareness.



PARTICIPANTS: 1 group



SPACE: Gymnasium or other wide space

ACTIVITY DESCRIPTION:

- Have students space themselves on the gym floor. With their arms spread wide, they should not be able to touch another student.
- With arms extended to start, have students jump into the air, by pushing downward through their knees, ankles, and toes, and bring arms into the body (elbows down and at sides, with hands close to the chest, hand holding fist, if possible)
- In the air, legs and body should be straight
- To land, have students attempt place their feet in the exact spot of take off, easing their body weight gently over the balls of their feet, and returning to the exact take off position (knees slightly bent, and core slightly forward)
- Repeat exercise 5 times.

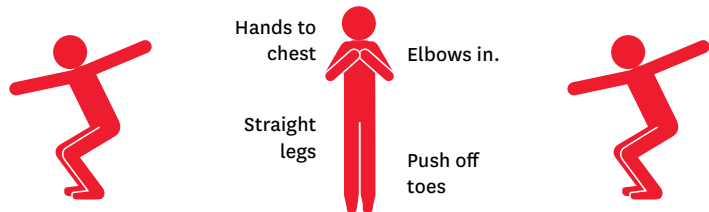
ACTIVITY EXTENSIONS:

- Add ½ rotation in the air
- Add 2 rotations in the air
- Add 1 full rotation in the air
- Add speed between landing and take off of next jump

JUMP CHALLENGE TRAIN LIKE A FIGURE SKATER

WHAT YOU NEED TO KNOW: JUMP POSITIONS

JUMP CHALLENGE



ACTUAL AIR POSITION

S.T.E.M.

3

Try this out. Have a student sit in a spinning desk chair with their arms out wide. They are experiencing inertia. That means that they are at rest. Next spin the student. The spin speed depends on your moment of inertia. This means how spread out your mass is. When your mass is spread out, your moment of inertia is large, and you spin slow. As they are spinning, tell them to tuck their arms in tight. Notice how they spin faster.

These are the same principals of physics that are at work when figure skaters spin. A skater speeds up going into a spin with their arms wide, this means that their moment of inertia is large. Angular velocity is the measure of how fast they will spin, and it will stay the same unless it is acted upon by another force. When the arms move in, the mass moves close to the body and the moment of inertia is smaller. This speeds up the spin.

When they want to come out of the spin, they open their arms and slow to a stop.

How fast can they spin? Figure skaters can go more than 300 revolutions per minute. That's five spins every second.

4 OLYMPIC TRIVIA

Which Canadian won Canada's first Olympic gold medal at figure skating?

Answer: The first Canadian figure skater to win Olympic gold was Barbara Ann Scott at St. Moritz 1948. After winning the European Championships in 1947, the City of Ottawa gave her a car. She had to return it to retain her amateur status. They gave it back to her when she won the Olympic gold and turned pro.





BEIJING 2022

CYNTHIA APPIAH
CANADIAN OLYMPIC SCHOOL PROGRAM AMBASSADOR

EXPLORING TEAMWORK WITH CYNTHIA APPIAH



Photo by Bobsleigh Canada Skeleton

Over the past four days, we have discussed teamwork. Mikaël, Valerie, Tristan and Justin, and Eric each described an important part of teamwork. Mikaël, spoke about how a leader shares information and helps everyone do their best. Valerie shared how everyone on a team has a job to do and that these are all important for the team's performance. We read about how Tristan and Justin have shared the same goal for close to 14 years, and learned that good teams work towards the same shared dream. Eric taught us how trust and communications strengthen a team. In all of these stories, our Olympians appreciate that being a good teammate will contribute to the team's success.

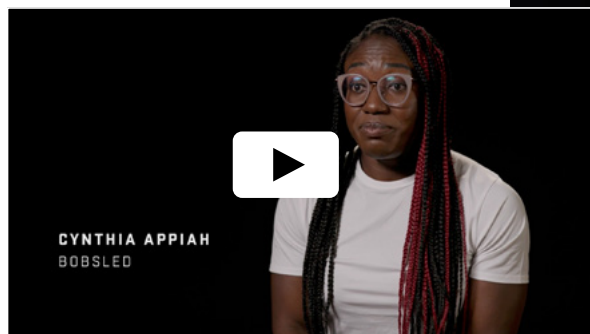
LEARNING ACTIVITIES

1

As a class, discuss some of the things that you have learned about teamwork this week. What stood out from what the Olympians had to say about teams? Of all of the athletes profiled, which would you like to have as a teammate and why?

Canadian Olympic School Program Ambassador, Cynthia Appiah, is an Olympic bobsled athlete. In women's bobsled, there are two athletes in each sled: the pilot and the brakeman. As the names suggest, the pilot steers the sled. It is a high profile position, and the sled is referred to by their last name. The brakeman is the person who controls the brakes. It is a critical role, but not one to get the limelight. Listen to how Cynthia describes the type of support that she gets from her teammate.

Show the Cynthia Appiah teamwork video to the class.



2

Everyone on a team likes to be appreciated for their contribution. Notice how Cynthia is appreciative of her teammate and the contribution that she makes to their success. There are people in your life that are on your "team". They support you and help you to succeed. Maybe it's a coach, a parent, teacher, or friend that is there for you when you need them the most. Their encouragement and assistance not only leads to your success, but also brings joy to your life.

Design a card to say thanks to one of those people. Write how their actions demonstrate the qualities of a good teammate and friend. Explain one thing that they have taught you that you are trying to include in your life.

