



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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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 >](#)



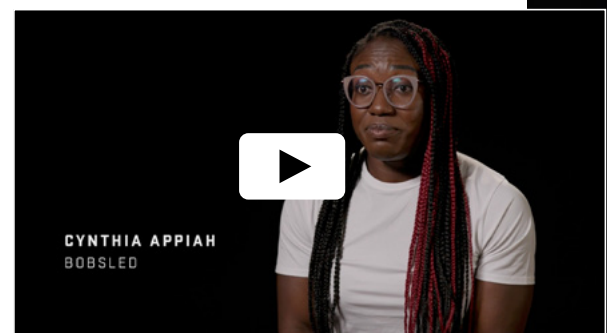
CYNTHIA APPIAH

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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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)