



ATHLETE STORIES

A STORY ABOUT TEAMWORK

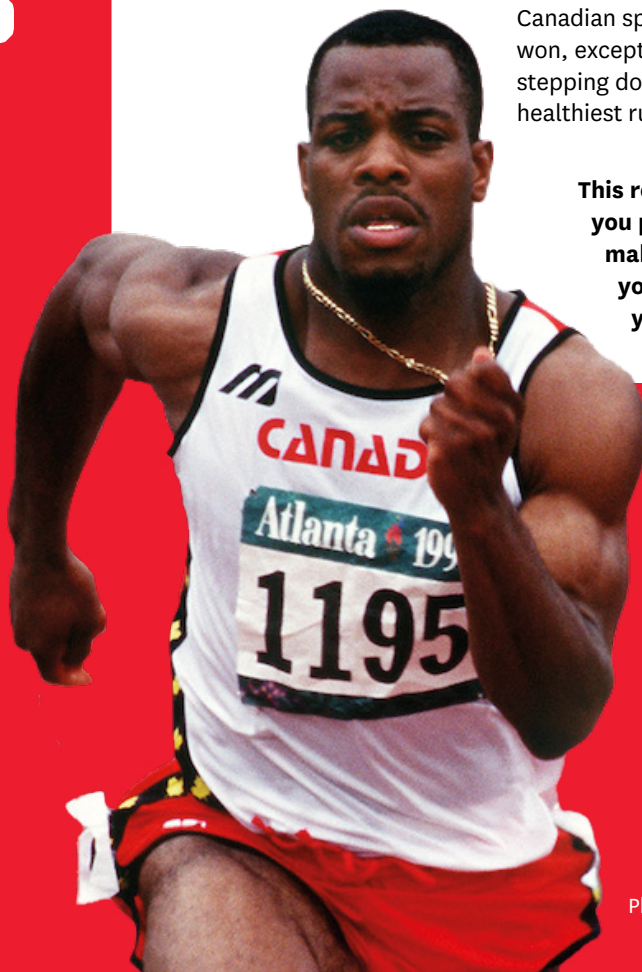
The Atlanta 1996 Olympic men's 4x100m relay captured the eyes of the world. It was a showdown between the host team from the USA and the Canadian team that featured the new world record holder Donovan Bailey. Could the Canadian underdogs beat the favoured Team USA?

The tension mounted during the heats when the Canadian squad almost fumbled the last baton exchange. It was a close call, but the team made it through. Few people noticed that the team's starting runner, Carlton Chambers, was not racing at his best. He had sustained a slight injury in the 200m and hoped that the injury would go unnoticed and be better in time for the final.

By the time the semi-final was run, it was evident that Carlton's groin was not healing as hoped. He was unable to get to full speed. The truth was evident to him and after a discussion with one of the chiropractors working with the team, he knew he had to step down for the good of the team. The risks of him running went beyond a slow leg. If the groin pulled, the team would not even finish.

Fortunately, Robert Esmie was waiting in the wings and ready to fulfill his role as team reserve. The race was an epic moment in Canadian sport history. The gold medal likely would not have been won, except for Carlton's teamwork. By confessing to the injury and stepping down from the team, Canada was able to put its fastest and healthiest runners on the track.

This resource shows students that teamwork requires that you put the good of the team first. Sometimes that means making personal sacrifices like letting someone else take your spot or play a role you would have liked to play yourself.



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

(All Grades)

Ask the students to describe what it means to be a good “team player”. Make a list on the white board of what teamwork “looks like”, “sounds like” and “feels like”.

Examples of “looks like” could be helping another player, doing your role as best you can, or encouraging the team towards a goal.

Examples of “sounds like” could be “way to go”, “I’ll do that”, “can I help”, or “wow, did you ever do well.”

Examples of “feels like” could be a sense of belonging, being liked, working together, cooperation, or being valued.

PROCESSING

USING STRATEGIES TO ACQUIRE AND USE KNOWLEDGE

(All Grades)

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

Journal Writing

Imagine that you are the doctor who Carlton confides in about his injury. In your journal, **write out how you might comfort Carlton**. How would you help him reach the decision to let a healthier runner race for the team?

TRANSFORMING

SHOWING UNDERSTANDING IN A NEW WAY

Being a good teammate means putting the team ahead of yourself. It means doing your best, working with others, and making your contribution to the success of the team.

Teamwork at Home (Grades 2-3)

Families are a lot like teams. We work together with our parents and siblings to make the home as best as it can be. Often, this means putting the other people in the family ahead of yourself. **Draw three pictures of you showing teamwork by putting the other people in your family ahead of yourself.**

Putting Others First (Grades 4-7)

Like with Carlton, sometimes our self-interests aren’t aligned with what is best of the team. For example, your self-interests might include watching Netflix, but your team needs you to help complete the group science project. Think of a few times when you had to put the needs of others ahead of yourself. **Draw a picture of 3 times you had to sacrifice your self-interests for the sake of the team, your family, or your friends. Write a brief description of what happened and why you chose to put others first.**



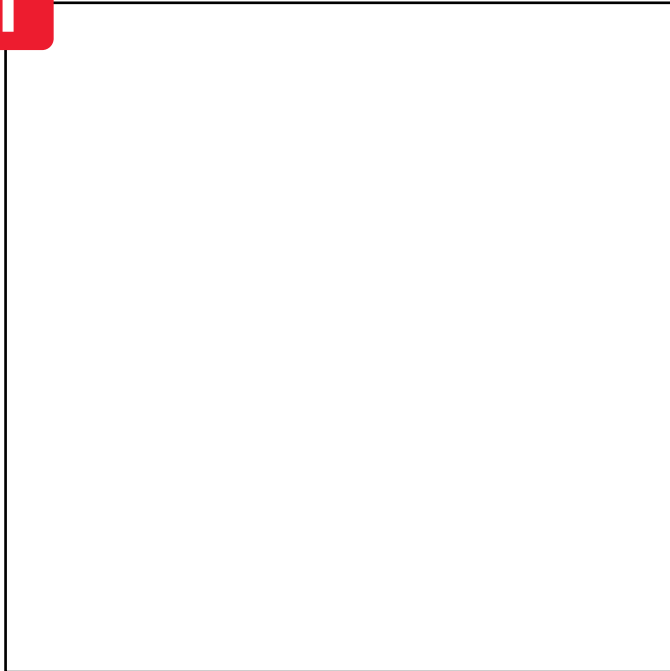
TEAMWORK AT HOME

PUTTING THE TEAM FIRST

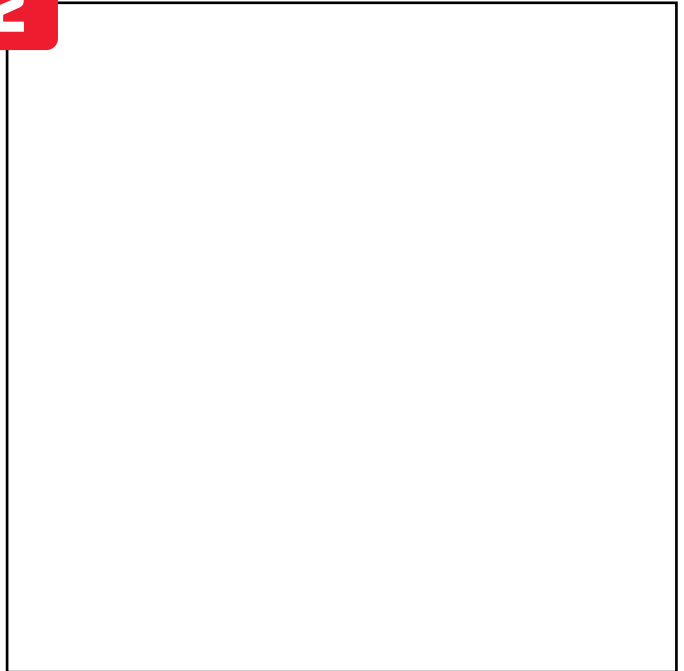
INSTRUCTIONS:

Families are a lot like teams. We work together with our parents and siblings to make the home as best as it can be. Often, this means putting the other people in the family ahead of yourself. **Draw three pictures of you showing teamwork by putting the other people in your family ahead of yourself.**

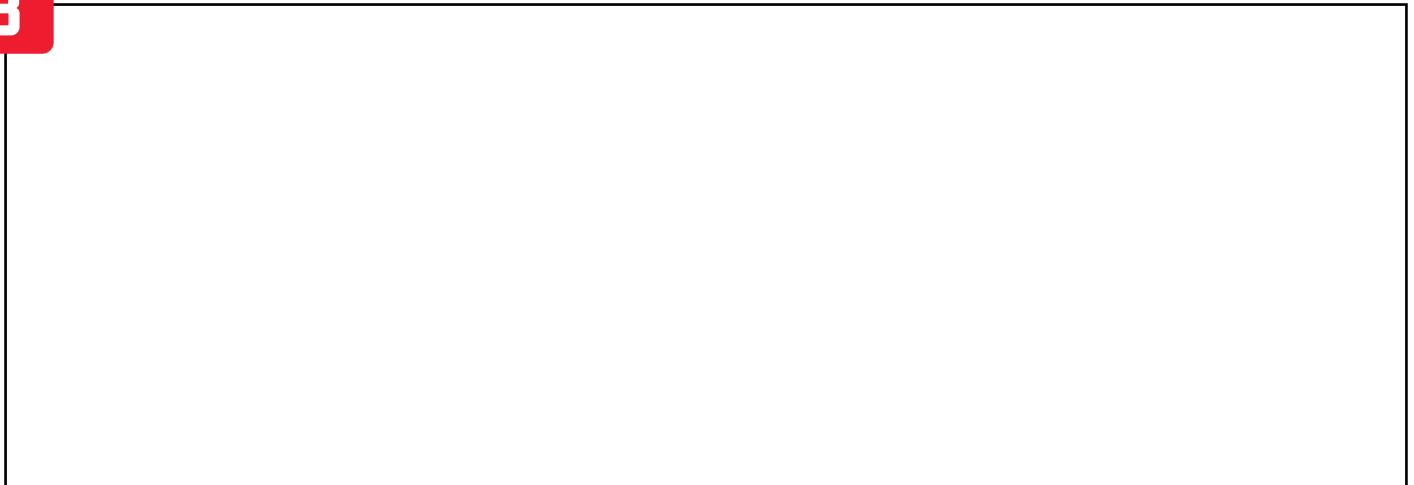
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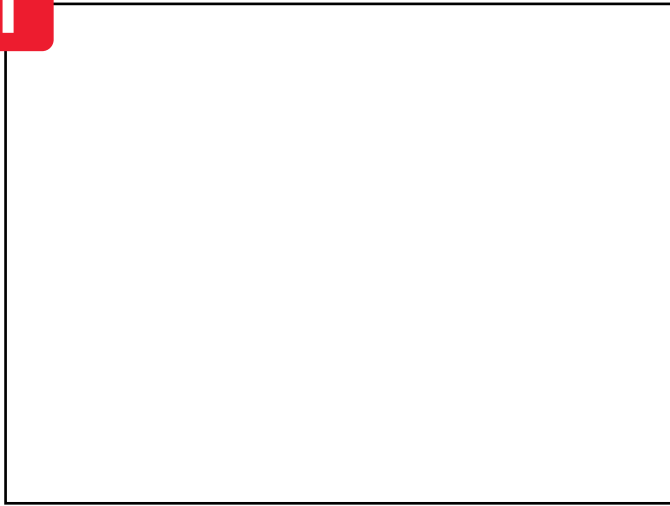
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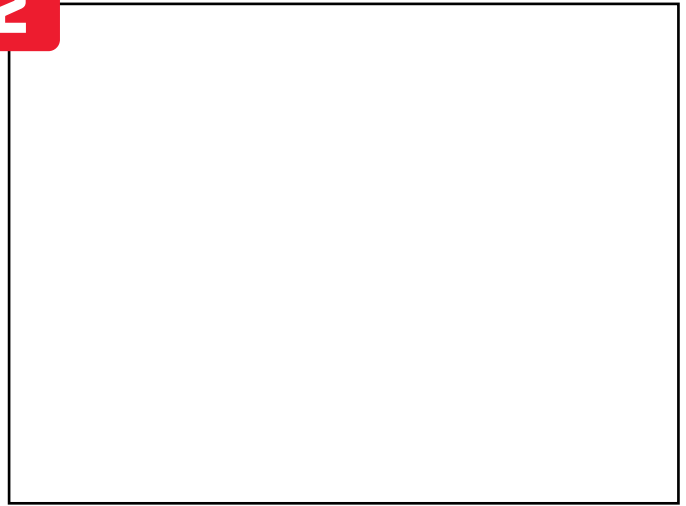
PUTTING OTHERS FIRST

PUTTING THE TEAM FIRST

INSTRUCTIONS:

Draw a picture of 3 times you had to sacrifice your self-interests for the sake of the team, your family, or your friends. Write a brief description of what happened and why you chose to put others first.

1

2

3



CARLTON CHAMBERS

ATHLETICS

The men's 4x100m at the Atlanta 1996 Olympics was one of Canada's greatest ever sporting moments.

The team of Robert Esmie, Glenroy Gilbert, Bruny Surin, and Donovan Bailey won gold. They beat the favoured Team USA.

The win almost didn't happen. Teamwork off the track set Canada up for gold.

Track and field doesn't usually need a lot of teamwork. Except for the relay races. They are all about teamwork!

Four runners on a team each sprint a part of the race. They pass a baton to the next runner. Every runner must be at their best for the team to win.

There are thousands of pictures of the winning team holding their gold medals. You won't find Carlton Chambers in any of them. But he played a key part in the win.

Carlton was the relay team's starting runner. But first he competed in the 200m sprint. As he finished the 200m, his leg began to hurt.

"I got a little muscle pain in my leg. I wasn't sprinting the way I was used to," he recalls. "I was in pain."

He believed he had enough time to heal. He would be ready for the relay. The team doctors and therapists worked on his leg. The leg felt better. He would be able to run for the team.

But in the first round of the relay, Carlton felt the pain again. He was not sprinting as fast as usual. No one else noticed.

Everyone was watching Bruny Surin and Donovan Bailey's handoff. They were moving so fast. They almost dropped the last baton on the last exchange. The team could have been disqualified. No one noticed Carlton's slower run.

In the semi-finals, it was clear Carlton was the slowest runner on the team. He knew why, even if the others didn't. Trying harder wasn't going to work. He was too injured to run his best.

Right after the race Carlton spoke with one of the doctors. Carlton told him how his injury was slowing him down. Carlton knew in his heart that his Olympic journey had to end. If he hid his injury, the team wouldn't medal. They might not even finish.

"It was one of the toughest decisions I ever made in my life."

It was hard for Carlton to admit to an injury. He would have to give up his spot on the team. "I was crying when the doctor told the guys." Despite the tears, he knew he was doing the right thing.

Robert Esmie was called up to run the first leg. He was in the shape of his life and ready to start the team off with an explosive run. Robert was very confident. He shaved the words "BLAST OFF" in his hair. The USA team knew he was there for serious running.

Before the finals Carlton gave Robert a hug. *"I told him that it was his time to shine,"* remembers Carlton. As the team raced, Carlton cheered from the stands.

Carlton learned the value of teamwork as a young soccer player. He is now a sprint coach in Mississauga, Ontario. He teaches fair play and teamwork to his athletes.

"My mom...she was a team player. She would help take care of kids who came from Jamaica. She was also a member of the union at work. My mom taught me to put others ahead of yourself. It's a blessing to do for others."



CARLTON CHAMBERS

ATHLETICS

The men's 4x100m at the Atlanta 1996 Olympics was one of Canada's greatest ever sporting moments. The team of Robert Esmie, Glenroy Gilbert, Bruny Surin, and Donovan Bailey beat the favoured Team USA for gold. They set a Canadian record that stood for 26 years. But this victory almost didn't happen if not for an act of teamwork off the track.

Track and field isn't a sport that demands much teamwork, but that changes for the relays. The four runners on a team each run a part of the race and pass a baton to the next runner. Every runner has their role. Every athlete must be at their best for the team to win.

Carlton Chambers was the youngest member of the relay team. There are many images of the Olympic champions smiling and holding their gold medals. But you won't find Carlton Chambers in any of the pictures even though he played a key part of the victory.

Carlton ran the 200m sprint before the 4x100m relays. He was the team's first runner. As he finished the 200m, his leg began to hurt. *"I got a little tweak in my groin. I wasn't performing the way I was used to performing,"* he recalls. *"I was in pain."*

He believed he had enough time to heal and prepare for the upcoming relay. The team of doctors and therapists all tried to repair the injury.

Racing in the first round of the relay, Carlton again felt discomfort in his groin. His sprinting was not up to his usual lofty standards. But the coaches were focused Bruny Surin and Donovan Bailey's handoff. They were moving so fast that they almost fumbled the last baton exchange in the heats. No one paid attention to Carlton's slower run.

In the semi-finals, it was clear Carlton was the slowest runner on the relay team. He knew why, even if the others didn't. Trying harder wasn't going to work. He was too injured to run his best.

Right after the race Carlton spoke with Mark Lindsay, a doctor who was at the Games working with Donovan Bailey. Struggling to finish his cool down, Carlton told him how his injury was slowing him down. Carlton knew in his heart that his Olympic journey had to end. If he hid his injury, the team wouldn't medal.

"It was one of the toughest decisions I ever made in my life."

It was hard for Carlton to admit to an injury and give up his spot on the team. *"I was crying when Mark told the guys."* Despite the tears, he knew he was doing the right thing.

With the news of Carlton's injury, the team called up Robert Esmie to run the first leg. He was in the shape of his life and ready to start the team off with an explosive run out of the blocks. Robert was so confident that he shaved the words "BLAST OFF" in his hair. The USA team knew he was there for serious running.

Before the finals Carlton gave Robert a hug and said, *"it's your time to shine."* Carlton cheered on his teammates from the stands as they raced to victory.

Carlton learned the value of team spirit as a young soccer player. He is now a sprint coach in Mississauga, Ontario. He teaches the importance of fair play and teamwork to his athletes.

"My mom...she was a team player. She would help take care of kids who came from Jamaica. She was also a member of the union at work. My mom taught me to put others ahead of yourself. It's a blessing to do for others."



CARLTON CHAMBERS

ATHLETICS

The men's 4x100m at the Atlanta 1996 Olympics was one of Canada's greatest ever sporting achievements. The team of Robert Esmie, Glenroy Gilbert, Bruny Surin, and Donovan Bailey beat the favoured Team USA for gold in a new Canadian record that stood for 26 years. But this victory almost didn't happen if not for an act of teamwork off the track.

Track and field is not usually thought of as a team sport, but all of that changes for the relay events. The four runners on a team each run a portion of the race and pass a baton to the next runner. Every runner has their role, and every athlete must sprint a world class run.

At 21 years of age, Carlton Chambers was the youngest member of the team. There are many photographs of the Olympic champions smiling and holding their gold medals, but you won't find Carlton Chambers in any of the pictures that highlight that special moment. Yet he played a key part of the victory.

Carlton ran the 200m sprint before his relay duties as the first runner of the 4x100m relay. As he finished the 200m, his groin began to hurt. *"I got a little tweak in my groin. I wasn't performing the way I was used to,"* he recalls. *"I was in pain."*

He believed he had enough time to heal and prepare for the upcoming relay. The team of physiotherapists, massage therapists, and doctors all tried to repair the injury. It seemed like progress had been made, and he was ready to race for gold in the relay. His leg, called the lead-off leg, sets the team up for victory or defeat.

Racing in the first round of the relay Carlton felt discomfort in his groin. His sprinting was not up to his usual lofty standards. But the coaches were focused on the handoff between Bruny Surin and Donovan Bailey. They were moving so fast that they almost fumbled the last baton exchange in the heats. It almost led to a disqualification and so no one paid much attention to Carlton's slower run.

But in the semi-finals, it was clear Carlton was the slowest runner on the relay team. He knew why, even if the others didn't. Trying harder wasn't going to work. His hidden injury could cost Canada the chance at a medal.

Right after the race Carlton had a conversation with Mark Lindsey, a chiropractor who was at the Games working with Donovan Bailey. Struggling to finish his cool down, Carlton spoke to Mark Lindsay about his injury. His groin just wasn't right, and he was unable to run with his normal power and speed. Although the team had qualified for the finals, Carlton knew in his heart that his Olympic journey had to end, or his injury would cost the team.

"It was one of the toughest decisions I ever made in my life."

It was hard for Carlton to admit to an injury and give up his spot on the team. *"I was crying when Mark told the guys."* Despite the tears, he knew he was doing the right thing.

With the news of Carlton's injury, Robert Esmie was called up to run the opening lead-off leg. He was in the shape of his life and ready to start the team off with an explosive run out of the blocks. Robert was so confident that he shaved the words "BLAST OFF" in his hair to signal to the USA that he was there for serious running.

Before the finals Carlton gave Robert a hug and said, *"It's your time to shine."* Carlton cheered on his teammates from the stands as they raced to victory.

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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

Carlton Chambers
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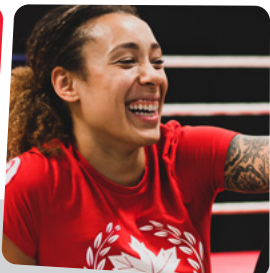
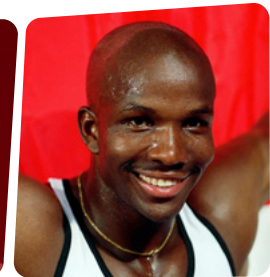
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