



Youth Sports Development Program Materials

*The goal of the Olympic Movement
is to contribute to building a peaceful and better world
by educating youth through sport.*

Olympic Charter

Bay Area Sports Organizing Committee

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WELCOME

The Bay Area Sports Organizing Committee (BASOC) is bidding to host the 2012 Olympic Games in the San Francisco Bay Area. As we work to bring this special event to our communities, we are committed to sharing the values, ideals and excitement of the Games with young people today. We believe that during the process of bidding for the Olympic Games, there must be an immediate benefit to our community. Our commitment is that “The Legacy Begins Today!”

In this spirit of community and contributing to youth development, BASOC has created “Training for 2012,” a youth development program for Bay Area schools and community centers that features Olympic-based educational materials and visits by Olympic athletes.

The “Training for 2012” program materials include a broad spectrum of activities designed to increase understanding of the Olympic Games. The program also emphasizes Olympian values, especially teamwork, persistence and individual achievement. You may use the materials either in their entirety or in separate components, to set up a program from scratch or to enhance an existing program. Worksheets are included, as are guidelines for implementing the program. We expect to update the materials periodically as the program evolves.

BASOC is excited to share “Training for 2012” with schools and community centers. As we expect to update the materials periodically, we would welcome your feedback. We do ask that these materials not be reproduced for any purpose other than their use in a classroom or after-school program.

By reaching out to Bay Area children today, BASOC is educating the next generation of Olympic athletes and fans in preparation for, we hope, the 2012 Olympic Games in the San Francisco Bay Area.

Thank you for joining us in spreading the Olympic spirit,

Anne Cribbs
BASOC President & CEO
Swimmer, 1960 Olympic Games

Kristin Kasper
Director, “Training for 2012”



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FOREWARD

The primary objectives of “Training for 2012” are:

- To emphasize the importance of physical activity to children while educating them about the Olympic Movement and its ideals.
- To gather the most important lessons learned by Olympians and to make them available to young people.
- To give youth the inspiration and skills needed to envision, plan and achieve success in their lives.

The framework being used to organize the program materials was created by Northern Californian Olympians based on research in the field of exceptional human performance. Marilyn King, an Olympic athlete and educator, is the primary educational contributor.

The core program materials are divided into four sections:

1. **Olympic Knowledge:**
Knowledge-based exercises serve to increase children’s understanding of the Olympics while reinforcing Olympic values.
2. **Olympic Values:**
Twelve values, traits and characteristics are listed, each with an associated inspirational story from an Olympic athlete.
3. **Olympic Activities:**
We offer suggestions for physical activities that exemplify Olympic values.
4. **Life Skills:**
By working through these materials, children may discover what they want to be, envision the skills they need to excel in that field and develop an action plan to reach their goals.



SUGGESTIONS FOR IMPLEMENTING "TRAINING FOR 2012"

The four sections of materials can be used together over an extended period or separately to cover a shorter portion of the school year or an after-school program. In determining a suitable pace for your class or program, we suggest the following strategies:

- Daily:
 - Use a one-a-day style to review a lesson or activity from each of the four sections: Olympic Knowledge, Olympic Values, Olympic Activities and Life Skills. The materials are sufficient to cover 40-plus days.

- Weekly:
 - Take one week to focus on one section alone or one item from each section. Incorporate our materials in conjunction with major sporting events* such as:
 - » Modern Pentathlon World Championships Summer 2002
 - » The XIIIVth Pan American Games August 1-16, 2003 www.santodomingo2003.org
 - * *For further suggestions contact BASOC*

- Begin and end your use of the materials with the Life Skills section worksheets:
 - Start your Olympics-themed instruction by using the worksheets and establishing with your students a goal to reach by the end of your Olympics lessons. Use the contract to commit to the goal and revisit it at the end of your program.

- End by using the Life Skills section worksheets:
 - Start with the first three sections of the materials to lay the groundwork for establishing the students' passion, vision and action plan to achieve their goals. Use the worksheets as a goal-setting exercise and conclusion to your use of the materials.



OLYMPIAN ATHLETES AS GUEST SPEAKERS

In addition to providing these printed materials, BASOC is happy to arrange for Olympic athletes to visit and speak at community centers and schools throughout the Bay Area, either in conjunction with the use of the materials or separately. Olympians will emphasize Olympic values, discuss their own Olympic experiences and, demonstrate their sport if applicable.

For more information, please contact your “Training for 2012” representative/coordinator or the BASOC offices or “Training for 2012” Director, Kristin Kasper, at 415-218-0798 or kristinkasper@yahoo.com.



SECTION 1

OLYMPIC KNOWLEDGE

Knowledge-based exercises serve to increase children's general Olympic knowledge while reinforcing Olympic values.

The lessons assembled in this section provide reading materials, activities, and questions. Notes are made when materials are required.

1. Olympic Torch and Flame
2. Olympic Rings
3. Flags and Symbolism
4. The Olympic Motto and Creed
5. Winning and Loosing
6. The Olympic Winter Games Past and Future
7. The Olympic Games Past and Future
8. Olympic Winter Game Sports
9. Olympic Game Sports
10. Where Will the Next Olympic Games and Olympic Winter Games Be?
11. Olympic Medals
12. How to become an Olympic Athlete

Summary Activities

1. My Favorite Sport
2. My Favorite Athlete
3. Word Search



THE OLYMPIC TORCH AND FLAME

ACTIVITIES:

1. Review or read the “Olympic Torch and Flame” summary with the students for background information. Emphasize the symbolism and honor attached to carrying the flame from Olympia, Greece, to the Games by hundreds of relay runners.
2. Discuss the Olympic torch relay for the Salt Lake 2002 Olympic Winter Games. Use a map to identify all the cities on the relay route and the modes of transportation.

LEADING QUESTIONS:

1. Make a list identifying all the types of transportation that must be used to transport the flame across land and sea.
2. Determine which cities along the 2002 torch relay route were previous sites for the Olympic Games and when the Games were held there (*see* “The Olympic Winter Games Past and Future & The Olympic Games Past and Future”).
3. How did the Olympic flame travel from place to place in 1936? What has changed since then?
4. How did athletes, equipment and spectators travel before the invention of automobiles, trains and airplanes?

MATERIALS:

- Olympic Torch and Flame Overview
- 2002 Olympic Torch Relay Details
- Map of torch relay can be found at: www.chevrolet.com/olympics/index_otr.htm or www.2002.uen.org/html/torchmap/



The Olympic Torch And Flame Overview

The Olympic torch is a symbol of the harmony and goodwill that represent the ideals of the Olympic Games. The Olympic flame represents the basic spiritual significance of the Olympic Movement, a symbol of peace among peoples of the world.

The torch is usually carried hand-to-hand by relays of runners from the original site of the Olympic Games at Olympia, Greece, to the main stadium of the current Games. This tradition started with the Berlin Olympic Games in 1936. To carry the torch during any part of its journey is considered a great honor.

The lighting of the Olympic flame at the site of the Games is an important part of the Opening Ceremonies. Bringing the torch into the Games stadium is both a culminating as well as a beginning event. The Olympic flame ends its journey by lighting the Olympic torch of the Games.

At the end of the Games, the flame is extinguished, but this signifies the beginning of the next quadrennial and preparations for the next Olympic Games.

The torch ceremony, with its ritual and symbolism, sets the Olympic Games apart from other sports events; it adds aesthetic beauty to the competition of the Games. Baron Pierre de Coubertin, the father of the Modern Olympics, concluded that the torch ceremony had four specific traits:

1. historical meaning;
2. an educational message;
3. artistic appeal;
4. religious essence.

Historically, the most common use of the torches was to shed light in darkness, especially for travelers at night. Instructively or educationally, the message for mankind was to teach people fair play and instill a high regard for cooperation and togetherness. Artistically, the torch enhanced the elegance of the ceremonies. Finally, the religious essence derives from the first Olympic Games in 776 B.C., when young boys raced 200 yards to win the privilege of lighting the sacrificial altar fire honoring the Greek god Zeus.

Throughout the succeeding years, the torch ceremony has changed, but its symbolism has not. The flame is borne throughout the world using many kinds of transportation until it reaches its destination.

©Amateur Athletic Foundation



2002 Olympic Torch Relay Details

Olympic Torchbearers

A total of 11,500 torchbearers and more than 4,000 support runners from across the country were chosen to carry the Olympic flame by the Salt Lake Organizing Committee (SLOC) and the presenting sponsors – Chevrolet and Coca-Cola. This year's relay theme was inspiration. Torchbearers were individuals who had inspired others, who served their community in an exemplary manner, who embodied the Olympic spirit and who had overcome adversity.

The torchbearers were participants who helped carry and pass the Olympic flame across the country and into Rice-Eccles Olympic Stadium in Salt Lake City for the official start of the Games on February 8. Each torchbearer carried the flame approximately 0.2 miles, or about one lap around a field track. Other than competing, there is no better way for an American to capture the spirit of the Olympic dream.

Each torchbearer carried his or her own torch. At the completion of their relay segment, each torchbearer lighted the torch of the person who carried it next. The actual torches do not change hands — only the flame is passed

The Torch

- **Height:** approximately 33 inches (84 cm)
- **Top width:** approximately 3 inches (7.6 cm)
- **Bottom width:** approximately 0.5 inches (1.3 cm)
- **Materials:** glass, copper and aluminum
- **Themes:** "Land of Contrast — Fire and Ice," "Light the Fire Within," and "Taming of the West — the Past and Present"
- **Symbolizes:** Olympians' passion for competition and victory

OLYMPIC RINGS

The Olympic rings were created by Baron Pierre de Coubertin, the Modern Olympics' founder, in 1913 and first displayed on the Olympic flag in 1920.

The Olympic symbol of five interlocked rings represents the five original continents and the meeting of the athletes from throughout the world at the Olympic Games. The rings also denote the friendship of the people of the earth, whatever their creed or color.

The five colors of the rings, **blue**, **black** and **red** (top) and **yellow** and **green** (bottom), were chosen because one of these colors can be found in the flag of each competing nation.

Africa

America (North & South)

Asia

Australia

Europe



ACTIVITIES:

1. Identify the five parts of the world that the rings represent.
2. Review the "Olympic Winter Games Past and Future & The Olympic Games Past and Future" materials within this binder and create a list of hosting cities/countries. Identify the continents and their countries on a globe or world map.
3. Using a globe or world map, determine how athletes might travel to the Bay Area from the five parts of the world that represent the rings if the Games are held here in 2012.

MATERIALS:

- Globe or world map
- Olympic Winter Games Past and Future & The Olympic Games Past and Future



FLAGS AND SYMBOLISM

ACTIVITIES:

1. Make an Olympic flag, using either construction paper, colored pencils or crayons.
2. Choose a country from each of the five continents that has hosted an Olympic Games and find a picture of their flag.

LEADING QUESTIONS:

1. What do you know about the U.S. flag and the Olympic flag?
2. Define “symbol.” What are examples of symbols?
3. What do the rings represent?
4. Why are the rings linked?
5. Why were the colors chosen?

MATERIALS:

- A picture of the U.S. flag
- A picture of the Olympic flag
- Colored construction paper: red, blue, yellow, black, green and white
- Optional colored pencils or crayons
- Almanac or encyclopedia



THE OLYMPIC MOTTO AND CREED

ACTIVITIES:

1. Have students listen to the Olympic creed and then discuss its meaning.
2. Review the vocabulary words: significant, triumph, struggle, essential and conquered.
3. Read the Olympic motto. Ask for definitions of creed and motto.

LEADING QUESTIONS:

1. Write the words *citius, altius, fortius*. What are the similarities in the spelling ending of each?
2. Write the words swifter, higher, stronger. Pair each of these words with *citius, altius, fortius*.
3. Write what swifter, higher and stronger really mean.

MATERIALS:

- The Olympic Creed and Motto

THE OLYMPIC CREED AND MOTTO

OLYMPIC CREED

The most significant thing in the Olympic Games is not to win but to take part.

Just as the most important thing in life is not the triumph but the struggle.

The essential thing is not to have conquered but to have fought well.

Baron Pierre de Coubertin, founder of the Modern Olympics

OLYMPIC MOTTO

Citius, Altius, Fortius

Expresses the aspirations of the Olympic movement.

Loosely translated, these Latin words mean *Swifter, Higher, Stronger*



WINNING AND LOSING

ACTIVITIES:

1. Review the rules of two favorite games played regularly at school. What makes these games go smoothly (fun) or badly (conflict)?
2. Discuss the meaning of the words win and lose.
3. Give examples that are impersonal, then personal, about winning or losing any competition (game, activity, contest, etc).
4. Discuss how an Olympian might feel about losing an event after training for so long and so hard. Then discuss how they might feel about winning

LEADING QUESTIONS:

1. Rate from 1 (lowest) to 5 (highest) how much you value the following:
 - Winning
 - Having fun, playing
 - Friendship
 - Exercise
 - Fair play
 - Uniforms
 - Competition
 - Being part of a team
 - Coaching
 - Refereeing
2. Explain what values are demonstrated by the way you rated yourself.
3. Describe the characteristics of good sportsmanship.
4. List three examples of good sportsmanship that you may have observed in others or in yourself.

MATERIALS:

- The Olympic Motto and Creed



THE OLYMPIC WINTER GAMES: PAST AND FUTURE

ACTIVITIES:

1. Read the Olympic Winter Games Overview
2. Review the chronological order of the Games with matching Roman numerals.

LEADING QUESTIONS:

1. In 2002, what Roman numeral represents the Salt Lake Olympic Winter Games and what is that number?
2. In which years will the next two Olympic Winter Games take place? Fill in the chart.
3. How often do the Olympic Winter Games take place?
4. What came first – the Olympic Winter Games or the Olympic Games in summer? And what were they called the first year?

MATERIALS:

- The Olympic Winter Games Overview
- The Olympic Winter Games History-to-Date Chart



The Olympic Winter Games Overview

The Olympic Winter Games were founded in 1924 in Chamonix, France.

The move toward a winter version of the Olympics began in 1908, when figure skating made an appearance at the Summer Games in London. Ten-time world champion Ulrich Salchow of Sweden, who originated the backwards, one-revolution jump that bears his name, and Madge Syers of Britain were the first singles champions. Germans Anna Hubler and Heinrich Berger won the pairs competition.

Organizers of the 1916 Summer Games in Berlin planned to introduce a “Skiing Olympia,” featuring nordic events in the Black Forest, but the Games were cancelled after the outbreak of World War I in 1914.

The Games resumed in 1920 at Antwerp, Belgium, where figure skating returned and ice hockey was added as a medal event.

Despite the objections of Modern Olympics founder Baron Pierre de Coubertin and the resistance of the Scandinavian countries, which had staged their own Nordic championships every four or five years from 1901-26 in Sweden, the International Olympic Committee sanctioned an “International Winter Sports Week” at Chamonix, France, in 1924. The 11-day event, which included nordic skiing, speed skating, figure skating, ice hockey and bobsledding, was a huge success and was retroactively called the first Olympic Winter Games.

Seventy years after those first cold-weather Games, the 17th edition of the Winter Olympics took place in Lillehammer, Norway, in 1994. The event ended the four-year Olympic cycle of staging both Winter and Summer Games in the same year and began a new schedule that calls for the two Games to alternate every two years.



The Olympic Winter Games History-To-Date Chart

Year	No.	Location
1924	I	Chamonix, FRA
1928	II	St. Moritz, SWI
1932	III	Lake Placid, USA
1936	IV	Garmisch-Partenkirchen, GER
1948	V	St. Moritz, SWI
1952	VI	Oslo, NOR
1956	VII	Cortina d'Ampezzo, ITA
1960	VIII	Squaw Valley, USA
1964	IX	Innsbruck, AUT
1968	X	Grenoble, FRA
1972	XI	Sapporo, JPN
1976	XII	Innsbruck, AUT
1980	XIII	Lake Placid, USA
1984	XIV	Sarajevo, YUG
1988	XV	Calgary, CAN
1992	XVI	Albertville, FRA
1994	XVII	Lillehammer, NOR
1998	XVIII	Nagano, JPN
2002	XIX	Salt Lake City, USA
2006	XX	Turin, ITA



THE OLYMPIC GAMES PAST AND FUTURE

ACTIVITIES:

1. Read the Olympic Games Overview
2. Review the chronological order of the Olympic Games with matching Roman numerals.

LEADING QUESTIONS:

1. In 2000, what Roman numeral represented the Sydney Olympic Games and what is that number?
2. In which years will the next two Olympic Games be held? Fill in the chart.
3. How often do the Olympic Games take place?
4. How old will you be in the summer of 2012?

MATERIALS:

- The Olympic Games Overview
- The Olympic Games History-to-Date Chart



The Olympic Games Overview

When French historian and educator Baron Pierre de Coubertin organized the first modern Olympic Games in 1896, he established an international competition that closely resembled what we now know as the Olympic Games. The first Olympic Games of the Modern Era were held in Athens, Greece, in 1896.

The Summer Olympic Games have been held every four years since then, with the exception of 1916, 1940 and 1944, when World Wars I and II forced the Games' cancellation.

The original Olympic Games were celebrated as a religious festival from 776 B.C. until 393 A.D., when Roman emperor Theodosius I banned all pagan festivals (the Olympics celebrated the Greek god Zeus). On June 23, 1894, French educator Baron Pierre de Coubertin, speaking at the Sorbonne in Paris to a gathering of international sports leaders, proposed that the ancient games be revived on an international scale. The idea was enthusiastically received and the Modern Olympics were born.

The first Olympics were held two years later, in 1896, in Athens, where 245 athletes from 14 nations competed in the ancient Panathenaic stadium to large and ardent crowds. Americans captured nine out of 12 track and field events, and Greece won the most medals, 47.

The Olympic Games are held every four years in the summer months.



The Olympic Games History-To-Date Chart

Year	No.	Location
1896	I	Athens, GRE
1900	II	Paris, FRA
1904	III	St. Louis, USA
1908	IV	London, GBR
1912	V	Stockholm, SWE
1916	VI	Berlin, GER
1920	VII	Antwerp, BEL
1924	VIII	Paris, FRA
1928	IX	Amsterdam, NED
1932	X	Los Angeles, USA
1936	XI	Berlin, GER
1940	XII	canceled
1944	XIII	canceled
1948	XIV	London, GBR
1952	XV	Helsinki, FIN
1956	XVI	Melbourne, AUS
1960	XVII	Rome, ITA
1964	XVIII	Tokyo, JPN
1968	XIX	Mexico City,
1972	XX	Munich, W. GER
1976	XXI	Montreal, CAN
1980	XXII	Moscow, USSR
1984	XXIII	Los Angeles, USA
1988	XXIV	Seoul, S. KOR
1992	XXV	Barcelona, SPA
1996	XXVI	Atlanta, USA
2000	XXVII	Sydney, AUS
2004	XXVIII	Athens, GRE
2008	XXIX	Beijing, CHN



OLYMPIC WINTER GAMES SPORTS

ACTIVITIES:

1. Read the list of sports played in the Olympic Winter Games.

LEADING QUESTIONS:

1. Which sports do you know how to play?

MATERIALS:

- Sports in the Olympic Winter Games



Sports In The Olympic Winter Games

Alpine skiing
Biathlon
Bobsleigh
Cross-country skiing
Curling
Figure skating
Freestyle
Ice hockey
Luge
Ski jumping
Snowboarding
Speed skating



OLYMPIC GAMES SPORTS

ACTIVITIES:

1. Read the list of sports played in the Olympic Games.

LEADING QUESTIONS:

1. Which sports do you know how to play?

MATERIALS:

- Sports in the Olympic Games



Sports In The Olympic Games

Aquatics
Archery
Badminton
Baseball
Basketball
Boxing
Canoe/kayak
Cycling
Diving
Equestrian
Fencing
Football
Field hockey
Gymnastics
Handball
Hockey
Judo
Modern pentathlon
Rowing
Sailing
Shooting
Soccer
Softball
Swimming
Table Tennis
Taekwondo
Track & field
Tennis
Triathlon
Volleyball
Weightlifting
Wrestling



WHERE WILL THE NEXT OLYMPIC GAMES AND OLYMPIC WINTER GAMES BE?

ACTIVITIES:

1. On a globe or world map find the location of the cities and countries for future Olympic Games and Olympic Winter Games.
2. Discuss what things would be important for a city to have when hosting the Olympic Games.
3. Discuss what things would be important for a city to have when hosting the Olympic Winter Games?

LEADING QUESTIONS:

1. List the many things a city would need to host the Olympic Games and the Olympic Winter Games.
2. What type of climate would be good for each?
3. What type of landscape would they each need?

MATERIALS:

- Future Games
- Globe or world map



Future Games

The selection of a host city for the Olympic Games is extremely important, as a large part of the success of the Games depends on the site. The International Olympics Committee (IOC) chooses the host city seven years in advance.

Many factors play a role in the decision. Each candidate city must demonstrate to the IOC that its bid to stage the greatest multidisciplinary event in the world has the support of its people and all its political authorities.

When future host cities were selected for Olympic Games:

- In 1997, the IOC selected Athens, Greece, to host the Games of the XXVII Olympiad to be held in 2004.
- In 1999, the IOC selected Turin, Italy, to host the XX Olympic Winter Games to be held in 2006.
- In 2001, the IOC selected Beijing, People's Republic of China, to host the Games of the XXIX Olympiad to be held in 2008.

For the 2010 Olympic Winter Games, the following cities are interested in hosting:

- Andorra La Vella, Andorra
- Bern, Switzerland
- Harbin, People's Republic of China
- Jaca, Spain
- Pyeongchang, Korea
- Salzburg, Austria
- Sarajevo, Bosnia and Herzegovina
- Vancouver, Canada

The IOC will choose the host city for 2010 in July 2003.

For the 2012 Olympic Games, the United States Olympic Committee (USOC) selected the following candidate cities for hosting the Games:

- Houston
- New York
- San Francisco
- Washington

From among these four cities, the USOC in October 2002 will choose one as the U.S. candidate to host the Games in 2012. Other nations hoping to host the 2012 Games will submit the names of their candidate cities to the IOC by June 2003. The IOC will choose the host city in September 2005.



OLYMPIC MEDALS

ACTIVITIES:

1. Read the Olympic Medals overview. Discuss the significance of the medals.

LEADING QUESTIONS:

1. In the ancient Olympics, what did the winner receive? What did the second- and third-place competitors receive?
2. Name four things that are on the Olympic medal.
3. What are today's gold medals made of?
4. When do event winners receive their medals? What happens then?

MATERIALS:

- Olympic Medals overview



Olympic Medals

In the ancient Olympics, no medals were awarded. The winner of an event was given an olive wreath to wear on his head; competitors finishing in second and third place received nothing.

When the Modern Olympics were revived in 1896, first-place winners received silver medals. Strangely, gold was considered inferior to silver. Eight years later, at the 1904 Games in St. Louis, gold replaced silver for the winner.

The medals then became gold, silver, and bronze. They represent the highest levels of athletic achievement at the Games.

Since 1928, Olympic medals have featured the same design on the front:

- a Greek goddess
- the Olympic Rings
- the coliseum of ancient Athens
- a Greek vase known as an amphora
- a horse-drawn chariot
- the year
- the number of the Olympiad
- the host city

The design of the medal varies with each Olympic Games and is the responsibility of the host city's organizing committee. Each host city can add special details to the design. Additionally, each host city is allowed to design the reverse of the medal.

Today's "gold" medals are actually sterling silver covered with a thin coat of pure gold. Both the gold and silver medals must be made of 92.5 percent pure silver; the gold medal must be gilded with at least 6 grams (.21 ounces) of gold.

Olympic medals must be at least 60 mm in diameter (approximately 2 inches) and at least 3 mm thick.

Medals are presented to the winners during the Victory Ceremony. The greatest honor for an Olympic athlete is to participate in a Victory Ceremony.

At the conclusion of each competition, the first-, second- and third-place finishers step onto a podium to receive their medals. The winner stands in the middle, at the highest level of the podium; the runner-up stands slightly below and to the victor's right; the third-place finisher stands at the lowest elevation and to the left of the victor.



HOW TO BECOME AN OLYMPIC ATHLETE

ACTIVITIES:

1. Discuss what it takes to become an Olympian. Review the readings done in Olympic Values and Attributes.
2. Review what Olympic “spirit” these athletes had.
3. Discuss whether all Olympic athletes have one quality in particular:
 - Being focused on winning a medal.
 - Being committed to overcoming obstacles.
 - Achieving success for the team.

LEADING QUESTIONS:

1. What steps would you need to take to become an Olympic athlete? Write down at least five steps.
2. What is the one thing you would like to focus on?
3. Are there any obstacles keeping you from doing something you enjoy? List what they are and how you can overcome them.

MATERIALS:

- How To Become An Olympic Athlete



How To Become An Olympic Athlete

Training effectively is the most important step to becoming an exceptional athlete. Athletes learn how to train well. What they learn in training surfaces whenever they step into the competition area.

The goal of athletes in training is to perfect their technique – to make it an automatic, instinctive response whenever they compete. They reach this goal by practicing their technique over and over. What they teach themselves in training, by practicing again and again, helps them perform at the highest level.

Breaking down the steps:

1. Assess your physical condition.
2. Choose a sport.
3. Find a place to train.
 - Find someone to train with.
 - Introduce pressure situations into your training.
 - Learn to ignore distractions.
 - Mimic competitive pressure.
4. Join the national governing body (NGB) for your sport.
 - The NGB conducts national championships, maintains a national team and often supports various developmental programs for athletes.
5. Start competing.
6. Find a coach.
7. Visualize your success.
8. Find financing.
9. Attend the national championships.
10. Qualify for the Olympics.
 - Each sport has a different process for qualifying for the U.S. Olympic Team. Athletes in team sports (such as basketball or soccer) tend to be chosen by the national coaching squad because of their national reputation, national ranking or results at previous competitions. Some team sports also offer an Olympic tryout.
 - Athletes in individual sports (such as track and field or tennis) compete for a spot on the Olympic Team through qualifying tournaments and national rankings.



SUMMARY ACTIVITIES: MY FAVORITE SPORT

ACTIVITIES:

1. Ask students to name their favorite sport.
2. Describe the sport.
3. Discuss the reasons why the particular sport is favored.
4. Research whether their favorite sport is an Olympic Games sport.

LEADING QUESTIONS:

1. Write the name of your favorite sport.
2. Write the rules, equipment and number of people needed to play your favorite sport.

MATERIALS:

- Review Olympic Winter Game Sports and Olympic Game Sports



SUMMARY ACTIVITIES: MY FAVORITE ATHLETE

ACTIVITIES:

1. Review the athletes found in the Olympic Values and Attributes.
2. Discuss sports the children watch on television or in person and the names of athletes who play.

LEADING QUESTIONS:

1. Who is your favorite athlete? Write his or her name.
2. Describe your favorite athlete's sport.
3. Why is this athlete your favorite?
4. Has your favorite athlete ever competed in the Olympics? If you don't know, do some research.

MATERIALS:

- To research whether an athlete has competed in the Olympics, visit the USOC Web site, www.usoc.org.



SUMMARY ACTIVITIES: OLYMPIC KNOWLEDGE WORD SEARCH

ACTIVITIES:

1. Fill in the word search with common Olympic knowledge. Answers can be entered across, down, horizontal or backwards.

MATERIALS:

1. Olympic Knowledge Word Search

ANSWERS:

1. Marion Jones on right side down
2. Gold down
3. Greece across top
4. Swimming vertical in middle
5. Horse across
6. Torch across
7. Basketball across bottom
8. Atlanta across
9. Tennis down
10. Water polo across
11. Mexico across and backwards
12. Diving down left side
13. Judo across backwards



Word Search

1. American track and field star who won five medals in the 2000 Olympic Games (12 letters, begins with M)
2. Color of first-place medal (4 letters)
3. Country that hosted the first modern Olympic Games (6 letters, begins with G)
4. Event with athletes racing through water (8 letters, begins with S)
5. Only animal athlete in the Olympic Games (5 letters)
6. The _____ holds the Olympic flame (5 letters)
7. Michael Jordan competed in the Olympic Games in this sport (10 letters)
8. City that hosted the 1996 Olympic Games (7 letters)
9. Olympic sport played with a racket on a court (6 letters)
10. Olympic sport played with one pool and 2 goals (9 letters, begins with W)
11. Country south of the U.S. that hosted the 1968 Olympic Games (6 letters, begins with M)
12. Water sport with springboard (6 letters)
13. Olympic sport that involves throwing people (4 letters, begins with J)

D	E	F	G	R	E	E	C	E	Z	K	M
I	U	H	O	R	S	E	V	N	O	E	A
V	A	T	L	A	N	T	A	Y	X	A	R
I	T	E	D	M	K	L	G	I	B	E	I
N	R	N	T	E	A	N	C	W	C	N	O
G	Z	N	C	B	I	O	N	Z	E	E	N
R	V	I	Y	M	Q	I	J	O	D	U	J
F	H	S	M	T	O	R	C	H	L	M	O
S	M	I	D	L	U	O	B	Y	A	R	N
Q	W	A	R	E	R	P	O	L	O	D	E
S	B	A	S	K	E	T	B	A	L	L	S



SECTION 2

OLYMPIC VALUES AND ATTRIBUTES

These 12 Olympic attributes represent skills, characteristics and values that are commonly shared by athletes who have achieved Olympic success.

For each attribute, there is a definition paragraph and an example of how an Olympic athlete represented that characteristic in their endeavor.

RECOMMENDED ACTIVITIES:

1. Read the definition and discuss that attribute.
2. Read the Olympic athlete's story and discuss.

OLYMPIC VALUES AND ATTRIBUTES

Achievement

Eric Heiden, USA, speed skating; 1980 Lake Placid Olympic Winter Games

Camaraderie

Jesse Owens, USA, track and field (long jump), and Luz Long, Germany, track and field (long jump); 1936 Berlin Olympic Games

Challenge

Michael Johnson, USA, track and field (200m, 400m); 1996 Atlanta Olympic Games

Competition

John Stephen Akhwazi, Tanzania, marathon; 1968 Mexico City Olympic Games

Fair Play

Eugenio Monti, Italy, bobsled; 1964 Innsbruck Olympic Winter Games

Feedback

Jackie Joyner Kersee, USA, track and field (pentathlon); 1988 Seoul Olympic Games

Focus

Mary Lou Retton, USA, gymnastics; 1984 Los Angeles Olympic Games

Global Unity

John Ian Wing, Australian spectator; 1956 Melbourne Olympic Games

Goal Setting

Silken Laumann, Canada, rowing; 1992 Barcelona Olympic Games

Performance

Bonnie Blair, USA, speed skating; 1988 Calgary Olympic Winter Games, 1992 Albertville Olympic Winter Games, 1994 Lillehammer Olympic Winter Games

Willpower

Dan Jansen, USA, speed skating; 1988 Calgary Olympic Winter Games, 1992 Albertville Olympic Winter Games, 1994 Lillehammer Olympic Winter Games

Work Ethic

Pablo Morales, USA, swimming; 1984 Los Angeles Olympic Games, 1992 Barcelona Olympic Games



ACHIEVEMENT

Achievement is the personal level of success that you believe you can reach. When pursuing your goals, you must set a level of achievement that is appropriate to you. Because everyone is different, they are competing under different standards and against different limits. Never let anyone set your standards for you; instead, always just try to do better than your previous best. By pursuing that goal, you will always improve yourself, and therefore you will always succeed.

Eric Heiden did something in 1980 that no speed skater had ever done before. Previously, speed skaters were either sprinters, who raced in the shorter events, or they were distance skaters, who raced in the longer ones. At the Lake Placid Olympic Games, Eric decided to race in all five events, something few people had ever done. First, he conquered the world record holder in the shortest race, the 500 meters. Then he came from very far behind to win the much longer 5,000 meters. He followed this by dominating the 1,000 and 1,500, winning two more gold medals. Having already had one of the greatest Olympic Games ever, Eric lined up for the 10,000 meters, his last race and the longest and most difficult of all. He had already participated in all four earlier races and was certainly more tired than the other competitors, a big disadvantage in such a long race. Nevertheless, Eric wanted to try, because he thought he could still improve. He broke the world record by an amazing 6 seconds and became the first person ever to win five individual gold medals in one Olympics. When he was asked how it felt to be better than everyone else in history, Eric shook his head. He told the reporter, "I do not try to be better than anybody else. I only try to be better than myself." By simply trying to improve himself and ignoring the feats of others, Eric had passed them all and become an Olympic champion.



CAMARADERIE

Camaraderie is having respect for your opponents and for the good nature of competition. You should never have bad feelings toward your opponent, because competition is much more about how you conduct yourself than how you finish. It is crucial that competitors remain friends and compete with each other, instead of against each other. This will guarantee a fair contest in which all competitors have the chance to do their best and enjoy themselves.

At the 1936 Berlin Olympics, Jesse Owens was the star, winning four gold medals and capturing the world's attention. Perhaps the more powerful story, though, is about how one of Jesse's greatest rivals turned into one of his greatest friends. In the long-jump competition, Jesse fouled on his first two jumps, meaning that he started his jump after crossing the jumping line. If he failed again, he would be disqualified. Jesse was nervous and didn't know if he could do it. Luz Long, the German champion and Jesse's biggest competition for the gold medal, noticed Jesse struggling. Luz knew that with Jesse out of the competition, he would surely win the gold medal himself. But Luz respected Jesse and wanted to help a fellow competitor. He went over to Jesse and told him that he would put a towel a foot in front of the line. Luz told Jesse that if he jumped from the towel, he would not foul and would easily qualify for the finals. Since the qualifying distance was three feet shorter than Jesse usually jumped, taking off a foot earlier would not hurt Jesse at all. Jesse took this advice from his main rival and easily qualified. He went on to win the gold over Luz. "It was so gracious of him," Jesse said. "After my victory was secure, we walked arm in arm." Luz defied his desire to win in order to help Jesse, and by doing so he showed the true Olympic spirit.





CHALLENGE

Challenge is presenting yourself with something to accomplish that is not easily and immediately achievable. Every great champion has had to overcome some kind of adversity. If you never challenge yourself, you will never achieve great success. You must not be afraid to fail, for even in failure you can learn valuable lessons for the next obstacle. By overcoming obstacles, you gain confidence and knowledge. Only by putting yourself up against the best and the toughest challenges can you become a true champion.

Michael Johnson went to the 1996 Atlanta Olympics with the intention of doing something no man had ever done before – winning both the 200-meter and 400-meter sprints. Occasionally, sprinters from the 200 had also run in the shorter 100, but rarely had they entered the longer 400. Michael wanted to see if he could rewrite history – and so went to Atlanta with the expectations of the world on his shoulders. In the first race, the 400, he won gold with an Olympic-record time. This was the easier part, because no one had beaten Michael in the 400 in seven years. The 200 would be tougher. Michael was still tired from the 400, and he was racing against Frankie Fredericks, who had beaten him only five weeks earlier. Michael stumbled at the start and fell behind Frankie. At 80 meters, he caught up, and then he put on the most amazing display of speed ever seen. Michael blew by Frankie and finished several meters ahead of him in a world-record time of 19.32 seconds, .34 seconds ahead of the old world record. No one had ever beaten the record by more than .10 seconds, but Michael shattered it. Many people have said it was the greatest race ever run, which is even more special considering the pressure on Michael. It was this pressure that helped him, though. He had challenged himself to do something very difficult, and he had overcome it like a true champion.



COMPETITION

Competition is the enjoyment and success you achieve from simply taking part. This is even more important than winning or succeeding. Competition is the heart of life, for if you never compete, you never have the chance to succeed. By participating, even in something in which you know you might fail, you learn valuable lessons that can help you improve for the next time. No matter how you finish, as long as you do it and don't give up, you can be a champion to yourself.

Mamo Wolde won one of the most famous marathons ever in Mexico City in 1968, but it wasn't famous because of Mamo. More than one hour after he won the gold medal – and after many people had already left the Olympic stadium – the crowd suddenly started to buzz. The spectators had heard that one man was still running the course and was going to enter the stadium. They watched as he slowly made his way into the stadium to circle the track and complete the marathon. It was John Stephen Akhwazi from Tanzania. John's leg was bloody and bandaged, and he was limping badly. He felt a lot of pain every time he took a step, but he refused to quit and kept running toward the finish line. The crowd began cheering for John, pushing him on. One by one, they stood and clapped and yelled for John as loud as they could. John fought through the pain and moved step by step to the finish line, because finishing was all he cared about. The race had been decided, but John refused to give up. By simply competing until the end, he became an Olympic hero. When John was asked why he didn't stop, even though the race was long over, he looked at the reporter very confidently and said, "I don't think you understand. My country did not send me to Mexico City to start the race. They sent me to finish the race."





FAIR PLAY

Fair play is making sure that you always play by the rules and that everyone gets an equal chance to compete. Rules are important; because they keep competition balanced and ensure that everyone plays the same game. Each person should always have an equal opportunity to compete and participate, and you should always do your best to make sure that this happens.

At the 1964 Innsbruck Olympic Winter Games, the two-man bobsled event was a very close competition. The Italian sled, driven by perhaps the greatest driver ever, Eugenio Monti, narrowly led the British sled, driven by Tony Nash. Eugenio had won silver medals in both the two-man and four-man events at the 1956 Olympics in Italy, and he was the favorite to win both events in 1964. After the first run, Tony noticed that his team's sled had a broken part. With no replacement part, the British could not continue. Eugenio heard about their problem and did not want the British to drop out. He immediately went to his own sled, took off the part that the British needed and sent it to them so that they could fix their sled. Tony Nash and the British went on to win the gold medal, and Eugenio and the Italians took bronze. Eugenio was awarded the DeCoubertin Medal for Sportsmanship and became the most popular athlete at the Games. "I do not believe I did anything that Tony Nash would not have done for me or for anybody else," Eugenio said. "Tony Nash did not win because I gave him a bolt. Tony Nash won because he was the best driver and deserved to win." Eugenio would later win his two gold medals at the 1968 Olympics, but everyone would remember him for his show of sportsmanship. He sacrificed a chance to win a gold medal so that everyone in the competition would have a fair chance. By doing so, he became an Olympic hero.





FEEDBACK

Feedback is information you receive from your teacher, coach, teammates or anyone else that will help you to improve. It is important to listen to other people's suggestions, because they often see ways for you to get better by making changes. It is also important to provide your friends and teammates with feedback if you have ideas on how they can improve. Above all, it is important to always be helpful and positive with your feedback – to suggest and not criticize. This will encourage people to feel good about themselves, take your suggestions and do better.

Jackie Joyner-Kersey is one of the greatest athletes ever, but she always points out that she would not have done so well without her coach and husband, Bob Kersey. The two trained very hard together to get Jackie ready for the Seoul Games in 1988. Jackie was the world champion in the heptathlon, a difficult test of seven different track and field events. Her goal was to break her own world record, and in the first event, the 100-meter hurdles, she had her best time ever. In the second event, the high jump, she hurt her knee and fell way off the record pace. Jackie decided to forget about the record and just go for the gold. In the last event, the 800 meters, she wanted to play it safe and run just fast enough to keep her first-place lead. Bob, however, had another idea. He knew Jackie was fast enough to run with the faster runners and that if she did she could still break the world record. Jackie trusted Bob as her coach and not just as her husband; she knew he would only tell her what he honestly thought was best from a coach's perspective. Jackie listened to him and kept pace with the top runners. She turned in her second fastest time ever, easily breaking the world record and winning the gold medal. Her coach had helped her see what she could really do. By listening to him, she had conquered her own personal best.



FOCUS

Focus is the ability to block out all distractions and concentrate on what you want to accomplish. Many things can block you from your goals —nervousness, lack of confidence or outside thoughts. If you can put these all in the back of your mind and think only about what you are trying to accomplish, you will be able to succeed. Extreme focus lets you see only the goal and not things that could get in the way.

At the Los Angeles Olympic Games in 1984, Mary Lou Retton was the United States' best hope for an individual gold medal in the women's all-around gymnastics competition. She was only 16 and competing in her first Games; not only that, she was competing against the best gymnast in the world, Ecaterina Szabó from Romania. With only two events left, Mary Lou was .15 points behind, a difficult margin to overcome. She would have to be almost perfect the rest of the way to win. Ecaterina scored a great 9.9 in her fourth event, the vault, but Mary Lou followed her by scoring a perfect 10 on the floor exercise. It all came down to each woman's last event. Ecaterina scored a 9.9 on the uneven bars, meaning Mary Lou would have to score another perfect 10 in her last event, the vault, to win. By the rules of gymnastics, she would have two tries. She had the pressure of the entire country watching and hoping for her, and she knew that she had to be perfect to beat the best gymnast in the world. She looked at the vault and blocked out everything in her mind. As she ran down the runway, the only thing in her mind was the perfect technique. She hit the vault, went up and over it with an incredible twist and landed perfectly. The crowd roared, but they had to wait for the score. As soon as it went up, the roar got louder. Mary Lou had scored a perfect 10. She was the Olympic champion. She then surprised the crowd by lining up for her second vault, even though she had already won. Her focus was so strong that she scored another perfect 10.



GLOBAL UNITY

Global unity is loving all of our sisters and brothers from all nations and all backgrounds. While one person might be American, the next Brazilian, another Chinese and still another Nigerian, we all share the same planet and live in the same cities. No place on earth should be restricted to one certain type of person, and no person should dislike another because of where their family comes from, the color of their skin or the country they live in. The Olympic Games were founded so that men and women from around the world would have one place where they could compete together in a single global event. The Olympics Games symbolize a sharing of our world that we all should support.

Since the first Olympic Games, the athletes have always marched into the Opening Ceremonies with their countrymen under their nation's flag. The tradition celebrates their nation's choice to compete with all the others. At the Melbourne Olympic Games in Australia in 1956, John Ian Wing started a new tradition. John was not an athlete or a coach; he did not even attend the Melbourne Games. He was a 17-year-old Chinese boy who lived in Australia. The world was in a bad state at the time, as several wars were going on, but John believed that the Olympic Games could bring people together. He wrote to the head of the Games and proposed a new parade for the Closing Ceremonies. John wrote, "The march I have in mind is different than the one during the Opening Ceremony. ... During the march, there will be only one nation. ... What more could anybody want if the whole world could be made as one nation?" At the Closing Ceremonies, all of the athletes did march as one nation; they came in together as one large group, without the flags of any country and as citizens of the world. At the end of every Olympic Games since, the athletes have all marched together as one nation and one world, just as John dreamed and just as the founders intended.



GOAL SETTING

Goal setting is choosing a target you aspire to reach. By setting goals, you create something real toward which you can point yourself. You will then know what you are working for and can measure your success by examining how close you are to achieving your goal. If you decide you want to run a certain time, you can watch yourself get closer to that time; if you want to achieve straight A's, you can watch your grades go up until they are all top marks. The easiest way to succeed is to set a goal, work as hard as you can to achieve it and then set a new one a little bit higher.

Silken Laumann was the best rower in the world in 1991, and she was waiting for her chance to row for Canada at the 1992 Barcelona Games. Only two months before the Games, however, another boat crashed into hers and she suffered serious leg injuries. Doctors told her she would never be able to row again. Silken refused to believe this, and she decided she would still make the Barcelona Games. She realized she might not do as well, but she still wanted to compete. She did exercises to strengthen her leg, worked through the pain and even learned to row differently, so that her leg hurt less. After a month of hard training, Silken was doing so well that she decided to set herself a new goal: winning a medal. Having achieved her original goal, she created a new, higher one. The Olympics finally came, and Silken made the final. With only 1,000 meters to go, she was in fourth place, one place away from a medal. "I knew I couldn't win," said Silken, "but I wanted one of the medals. I said to myself, 'I'm not coming in fourth.'" She looked at the woman in third place and concentrated as hard as she could on catching up. Sure enough, Silken passed her right before the end to win a bronze medal. Silken had made an amazing comeback by setting goals and working toward them, one by one.



PERFORMANCE

Performance is always doing your best and putting in the maximum effort every time you do something. If you always try as hard as you can and give your best performance, you will never wish you had done better or tried harder. It is especially important to perform as best you can when you have teammates, because your performance also affects how they do. By always giving your best, you will establish a routine of success, and you will be able to perform optimally for as long as you want.

Bonnie Blair finished eighth in the 500-meter speed skating event at her first Olympic Games in Sarajevo in 1984, when she was just 19. Four years later, at Calgary in 1988, Bonnie was entered in the 500 meters against Christa Rothenburger, the best skater in the world. Christa skated first and broke her own world record, seemingly clinching the gold medal. Bonnie went out and skated her best, though, and did something no one expected: She broke Christa's new world record and won the gold. At the next Olympics Games, in Albertville in 1992, Bonnie won the gold in the 500 again and also added a third gold medal in the 1,000-meter event. Bonnie wasn't done yet, however. She entered her fourth Olympic Games in 1994 at Lillehammer, at the age of 30. She was one of the oldest competitors, and she was trying to do something no skater had ever done by winning the same event in three consecutive Olympic Games. She went in the third race and clocked a time no one could believe. Even though more skaters were due to race, Bonnie knew she had done it again. A couple of days later, she won the 1,000-meter race for the second Games in a row, giving her five gold medals in three separate Olympic Games. No skater has ever matched Bonnie's ability to win year after year, and she showed that no matter how much time passed, she would always do her best to win.



WILLPOWER

Willpower is believing in yourself and having the courage to keep going, no matter how tough the challenge. Whether you're on the sports field or at your school, sooner or later things will get hard for you. When they do, you must call upon your willpower to keep you moving toward your targets. In order to conquer your challenges and achieve your goals, you must refuse to give up, even if you fail. With belief in your abilities and a strong will, you can accomplish anything.

In 1988, only an hour before the 500-meter speed-skating final, the U.S. champion, Dan Jansen, found out his sister had died of leukemia. Even though he was heartbroken, he decided to race. He knew she would want him to, and he dedicated his race to her. With the whole world rooting for him, Dan fell down during the race. Two days later, he raced for the gold medal in the 1000 meters, but again he fell. He went home with no medals. At the next Olympics in 1992, he again skated in both races but did poorly, once more winning no medals. Dan was becoming famous for losing, but he refused to give up. He worked and worked to make it to the next Olympics, in 1994, determined to win a medal. This time, he was one of the oldest skaters, and no one thought he could win. In his first event, the 500 meters, he fell in a race for the third time, and again he didn't win. Everyone believed Dan would give up, for he had failed so many times, but he refused. He knew in his heart that he still had one more event to go, and he would not quit until it was over. In the last race of his Olympic career, the 1000 meters, Dan broke the world record and finally won the gold medal he had promised to his sister before she died. The whole world watched and cheered as Dan took a victory lap with his baby daughter, who was named after his sister. Everyone saw that Dan had refused to give up, even after failing so many times, and had become the Olympic champion.



WORK ETHIC

Work ethic is the ability to practice hard and make a 100 percent commitment to success. In order to accomplish your dreams, you must work every day at getting yourself ready to pursue them. If you devote yourself completely to practicing, studying and just plain working hard, you can do anything. No matter how much talent or skill people have, they must work hard to develop that skill. Through consistency and dedication, they achieve their peak performances.

At the Los Angeles Olympic Games in 1984, Pablo Morales was a favorite to win two individual gold medals for the United States in swimming, but he won just one silver. Four years later, in 1988, Pablo failed to even qualify for the Games, and he retired. He went to law school, but after two years, he missed swimming and decided to start training for the 1992 Games in Barcelona. His mother had recently died of cancer, and he was determined to win a gold medal for her. He devoted his entire life to getting back to his old ability, and he thought about nothing but making the Barcelona Games. Pablo postponed law school and went back to swimming for hours and hours every day. He practiced hard, ate well and got the right amount of rest so that he could be sure he had done everything possible to make the '92 Games. He made sure he would be ready and that he would not fall short of victory. "I ate, dreamt and slept swimming," said Pablo. He qualified but kept working harder, because just making the Games wasn't enough. He wanted to win the gold that he had missed in 1984, and he wanted to make his mom proud. In the Olympic final, Pablo concentrated on all of his training, and he reached the wall just before the defending Olympic champion. He looked up and saw his name in first place on the scoreboard, and he knew the years of devotion and commitment had paid off. Pablo had his gold medal.





SECTION 3

OLYMPIC PHYSICAL ACTIVITIES

These cooperative and competitive physical activities were chosen to help reinforce the 12 values and attributes. The concepts of passion, vision and action are also evident within these activities.

By working through these activities, youth will get a better understanding of four core Olympic values:

- Camaraderie
- Challenge
- Competition
- Global unity

In addition, youth will gain experience with the following attributes, which are key elements found in all of the four core values:

- Achievement
- Fair play
- Feedback
- Focus
- Goal setting
- Performance
- Willpower
- Work ethic



ACTIVITY: CAGEBALL

FOCUS: Cooperation

EQUIPMENT:

- One cageball per game
- Four cone markers
- Volleyball net and posts

DESCRIPTION OF ACTIVITY:

- Divide the class into two equal teams and have each team stand on opposite sides of the volleyball net.
- The object of this cooperative game is to see how many times the entire class can bat or push the cageball over the volleyball net without the ball touching the floor.
- Have one team get the cageball ready to start. Each time the ball goes over the net, one point is earned. If the ball touches the floor, the counting must begin again.



ACTIVITY: LUGE RUN

FOCUS: Cooperation

EQUIPMENT:

- One tug-of-war rope (minimum length: 20 meters or 60 feet)
- Several folding mats
- One scooter or skateboard

DESCRIPTION OF ACTIVITY:

- Stretch the tug-of-war rope across the play area. Set a scooter on top of the rope at one end. Use folded mats as the “banks” of the course.
- Divide the class into two equal teams and have each team stand on opposite ends of the rope. A player hook-sits on the scooter and holds on at the sides while a teammate gently pushes the rider along the rope to the other end. Here a new rider and pusher take over and repeat the activity going the opposite direction. Everyone should have a turn at being a rider and a pusher.
- Score one point for each crossing.



ACTIVITY: DECK RING SHOT

FOCUS: Strength and shooting accuracy

EQUIPMENT:

- Three deck rings, or anything round that can be tossed and caught
- Three bleach bottles or bowling pins
- One bladeless hockey stick
- Two crazy carpets and short rope
- Several cone markers
- Floor or masking tape

DESCRIPTION OF ACTIVITY:

- Set three bleach bottles or bowling pins on X's that you have taped in a triangular pattern, about 5 meters (15 feet) from a starting line.
- Place a bladeless hockey stick and three deck rings near the starting line.
- Each player, in turn, uses the hockey stick to shoot the deck rings at the bottles/pins. Each player gets three attempts to knock over the bottles/pins. Other players set up the bottles/pins when they are knocked over.
- Score one point for each bottle/pin that is knocked over.



ACTIVITY: SPRING AND SWING

FOCUS: Coordination and Teamwork

EQUIPMENT:

- Springboard
- One box horse or table
- One crash pad
- Three folding mats

DESCRIPTION OF ACTIVITY:

- Set up a springboard just in front of a box horse placed directly under a climbing rope. Place a crash pad with a nonskid mat under it about 2 meters (6 feet) from the box horse.
- The safety mats are placed on both sides of the crash pad and between the box horse and crash pad. Mark a starting line about 5 meters (15 feet) from the springboard.
- Each player, in turn, runs toward the springboard, springs off it onto the box horse, grabs the climbing rope and swings out to land safely on the crash pad.
- Score one point for each landing.



ACTIVITY: HURDLE RELAY

FOCUS: Teamwork

EQUIPMENT:

- One baton
- Several benches or boards or taped lines

DESCRIPTION OF ACTIVITY:

- Divide the class into two equal teams and have each team stand in file behind a line, facing the other team about 10 meters (30 feet) away.
- Evenly space five benches across the two shuttle files.
- The leader holds a baton in his or her right hand. Each player, in turn, passes the baton to the front player in the opposite file by running to a bench and jumping over it to reach the opposite side.
- Score one point for each baton exchange.



ACTIVITY: CURLING

FOCUS: Concentration

EQUIPMENT:

- Six beanbags or deck rings
- Floor or masking tape

DESCRIPTION OF ACTIVITY:

- Use floor tape to mark out four concentric circles, which represent the curling “house.” Tape a “hog line” that is 5 meters (15 feet) from the curling house.
- Team players stand in file behind the hog line, with the leader holding three beanbags. Each player, in turn, gets three tries to slide his or her beanbags into the curling house.
- Score points according to where the beanbags stop: The center circle, or “button,” scores 4 points; the second circle, 3 points; the third circle, 2 points; and the largest circle, 1 point.



ACTIVITY: SUPER SLALOM

FOCUS: Jumping

EQUIPMENT:

- Floor or masking tape
- High-jump standards
- Ten to twelve hoops
- Several cone markers

DESCRIPTION OF ACTIVITY:

- Space two high-jump standards, 1.6 meters (5 feet) apart, at the start and finish of the course. These represent the starting and finishing gates.
- Tape 10 hoops between the gates in a zigzag pattern on the floor, spacing them 1 meter (3 feet) apart. Set a cone marker near the halfway point.
- Each player, in turn, jumps with feet together and hands holding imaginary poles from hoop to hoop. As soon as the player ahead reaches the halfway point, the next player may go.
- Score one point for each player who completes the course.



ACTIVITY: TORCH RUN

FOCUS: Speed running

EQUIPMENT:

- Floor or masking tape
- High jump standards
- Cone markers

DESCRIPTION OF ACTIVITY:

- Use cones to mark out an oval track around the perimeter of the play area.
- Have players in the team stand in pairs in file formation at the start/finish line, taped on the floor.
- Together, the first pair holds an upturned cone marker, which represents the Olympic torch. Each pair, in turn, holds the torch together and run as quickly as they can in a clockwise direction around the track to hand the torch to the next pair.
- Score one point for each completed course.

VARIATION:

Place a volleyball on the torch and have the players try to run the course without letting the ball drop out.



ACTIVITY: BIATHLON

FOCUS: Accuracy throwing

EQUIPMENT:

- Several beanbags or deck rings
- Two laundry baskets
- Floor or masking tape
- One medium-sized box
- One chair
- Six utility balls

DESCRIPTION OF ACTIVITY:

- Have a team stand in file formation behind a starting line, near a basket of beanbags and facing a throwing line 6 meters (20 feet) away.
- Set a box on a chair 3 meters (12 feet) beyond the throwing line.
- Each player, in turn, places a beanbag under each foot and shuffles their way to the throwing line. Here they try to toss the beanbags into the box. As soon as a player reaches the throwing line, the next player may go.
- Score one point for each beanbag that lands in the box.

VARIATION:

Set a basket containing six utility balls near the throwing line. Have players at the throwing line throw two balls at a wall target.



ACTIVITY: TRUST WALK

FOCUS: Teamwork

EQUIPMENT:

- One blindfold per player
- Benches
- Tables
- Chairs
- Gymnastic apparatus
- High-jump standards
- Other obstacles

DESCRIPTION OF ACTIVITY:

- Play indoors or outdoors.
- Place the obstacles in various locations around the play area. Have players find a partner, collect a blindfold and scatter. One player in each pair blindfolds their partner and then stands behind them, placing their hands on their partner's shoulders.
- On the signal "Go," the players without blindfolds guide their partners around the play area by applying pressure on the shoulders only; no talking is allowed. Each pair should try to avoid other players and maneuver over, under and around the various obstacles in the play area.
- After two minutes, the partners switch roles.

VARIATIONS:

Have the guiding player talk to the blindfolded partner but not touch.



ACTIVITY: HUMAN KNOT

FOCUS: Teamwork

EQUIPMENT:

- None

DESCRIPTION OF ACTIVITY:

- Have everyone stand in a circle, shoulder to shoulder.
- Have everyone hold out his or her left hand and grab someone else's hand in the circle. Then have everyone reach in with his or her right hand and grab a different hand.
- The players must now untangle the knot without breaking the chain. If the chain is broken, the players must start over.



ACTIVITY: WHEELBARROW CHALLENGE

FOCUS: Lifting, pulling, pushing and teamwork

EQUIPMENT:

- One jump rope for every four players.

DESCRIPTION OF ACTIVITY:

- Divide players into groups of four. Place the jump ropes on the floor or grass. Determine a designated starting line and turn-around goal line at the other end.
- Two players from each team, lying on their stomachs and facing in opposite directions, place their feet side by side and on top of the rope. The two players who are standing each grab one end of the rope.
- On a signal, have the players standing bend down and lift their rope while those on the floor raise themselves into a push-up position. When they move, one player will be going forward and the other one going backward to the designated goal.
- This is repeated when players return, but with roles reversed. Players switch when they reach the starting line, and the next two take their turn.
- Players doing the wheelbarrow must keep both feet on the rope. No assistance getting up may be given to any player who falls while doing the wheelbarrow. If help is given to a player doing the wheelbarrow, the group must return to the last line touched.



SECTION 4

LIFE SKILLS

The Life Skills section of the “Training for 2012” program materials consists of worksheet lessons based on the following premise:

“Olympians are not born with special gifts and talents. They are ordinary people who have accomplished extraordinary things in the area of life that matters most to them.”

If a person focuses to find her passion, sets her vision and takes action, she can achieve her goals.

MATERIALS:

- Worksheet: What It Takes
- Worksheet: Add It Up – It Takes All Three
- Worksheet: What Do I Want to Be?
- Worksheet: What It Takes ...
- Worksheet: Track To Success
- Worksheet: Track To Success Contract

MATERIALS USAGE:

We ask that these materials not be reproduced for any purpose other than their use in a classroom or after-school program in conjunction with BASOC’s Training for 2012 program usage.

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WHAT IT TAKES

SUMMARY: A discussion of how passion, vision and action result in exceptional human performance.

LEADING QUESTIONS:

1. Do you know ordinary people who have done extraordinary things?
 - a. Name some extraordinary accomplishments that you have heard about from history, current events, sports or in your family/school/community.
 - b. What do you think these people have in common that allowed them to achieve at such a high level?
 - c. Do you know most Olympians are ordinary people who have accomplished extraordinary things?

PASSION

2. What does it mean to have a passion? Think about something you love to do.
 - a. Describe how you feel when you get to do something you love to do.
 - b. Contrast that with how you feel when you are engaged in things that you do not like to do or want to do or that you have to do.
 - c. What do you do if someone or something tries to stop you from doing something that really matters to you?
3. Tell a story about when you achieved something that really mattered to you and the role that passion played.
4. Make a list of things you love and love to do, your sources for energy and creativity.
 - a. What do these things have in common?
 - b. Do you like being indoors/outdoors?
 - c. Do you like working with others or by yourself?
 - d. Do you want to see instant results, or do you work well for a goal that is down the road?
 - e. Do you like to travel or stay close to home?
 - f. Do you like to take risks or play it safe?
 - g. Do you like to figure things out on your own or follow a plan?
5. If you could do or be anything and knew you could not fail, what would you choose to be/do?
 - a. Why do you want to be or do that?
 - b. Write a story about an ideal day doing or having your dream come true.



VISION

6. What does it mean to envision/imagine something?
7. In as much detail as possible, remember what you did this morning, from when you first woke up until you got here. Give vivid descriptions of the color of the clothes you put on, the feel of the sweater or jeans, the taste of the toothpaste, the temperature of the food, your feelings as you left the house, the feeling of your muscles/legs as you walked to school and the sounds of the vehicles or other kids in the schoolyard.
 - a. Tell someone else that story of what you did today and use as much detail as you can.
 - b. In your story, were you able to give vivid descriptions? What level of detail did you recall?
8. Successful people awake in the morning and envision their goal and achieving it in great detail – even before they even begin their journey. What happens if someone cannot imagine doing something?
 - a. Are they likely to be successful?
 - b. Are they likely to try if they do not think they can achieve it?
9. Imagine a day in the life of someone who is really good at what you want to be/do. What does it look like to be good at what you would like to be/do?
 - a. To reach your goal, what skills do you need? What help do you need? What are the steps to get there?
 - b. How clear and detailed are the images you have of what it takes to be successful in this area?

ACTION

10. Think about a time when you achieved something that was hard for you.
 - a. What actions were necessary to achieve your goal?
 - b. Did you have any roadblocks, obstacles or problems to solve? How did you solve them?
11. You do things every day that move you either closer to or farther from achieving your goal. What things are you already doing that contribute to achieving your goal?
 - a. What are some new things that you need to do to achieve your goal?
 - b. Are the actions you are taking aligned with your passion? Are your actions following your passion?
 - c. What is one thing you need to stop doing or change to achieve your goal?
12. If you have passion and vision and take action, what do they all add up to? What do they equal?

What It Takes



“How Ordinary People Do Extraordinary Things”





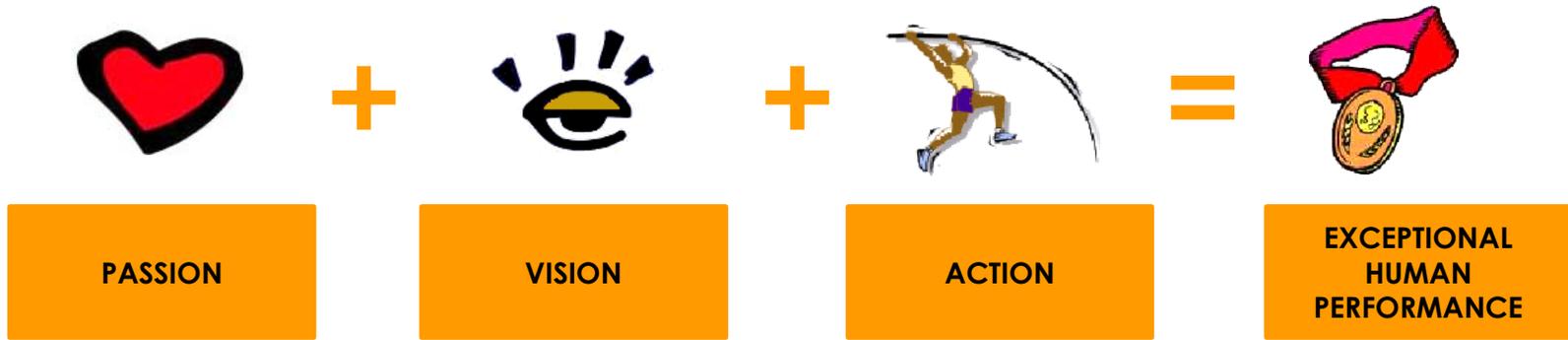
ADD IT UP – IT TAKES ALL THREE

SUMMARY: Having just 2 of 3 is not enough.

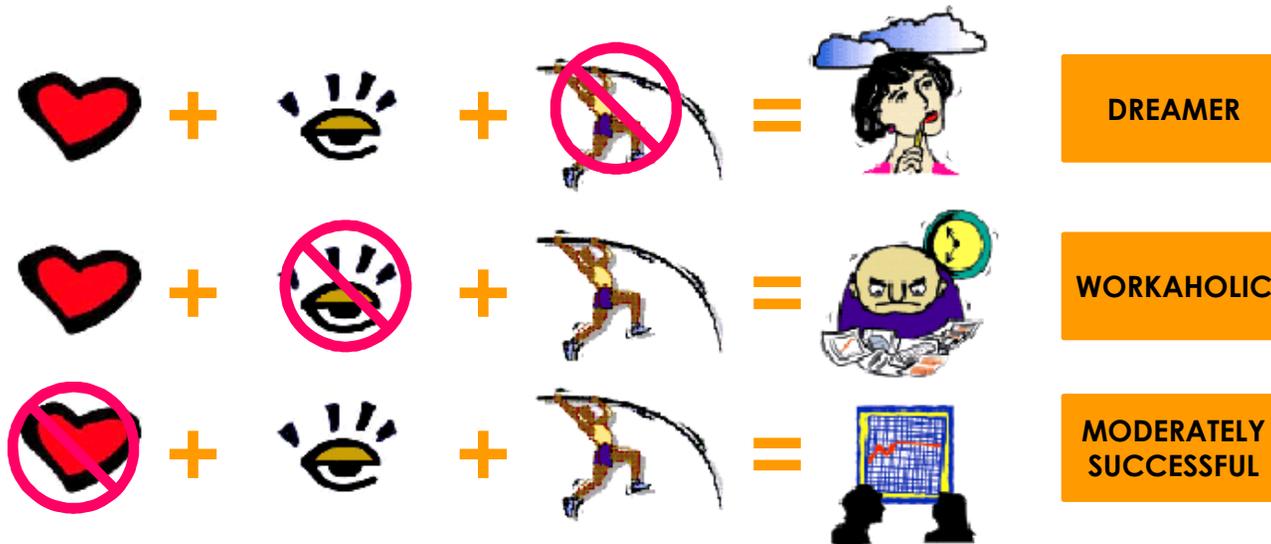
LEADING QUESTIONS:

1. Am I passion-powered? Do I know what I really want to be or do?
 - a. If I do not, what is the one thing I can do to figure out what I want to be or do?
2. Am I vision-guided? Do the images and pictures I have of myself help me or hinder me from getting where I want to go?
 - a. Do I have vivid pictures of the skills and the path to success?
 - b. If I do not, what is the one thing I can do to figure out my vision?
3. Am I action oriented?
 - a. Do my daily actions lead me where I want to go, or do they take me farther from my goal?
 - b. If my daily actions do not lead me where I want to go, what is the one thing I can do to take me closer to my goal?
4. Add it up: What happens if you are missing one of the characteristics?
 - a. Does $1+1 = 3$? What does that mean?
 - b. It's OK not to have all three, but if you only have two out of three, will you have a harder time achieving your goal?
5. If you have a passion and a vision but don't take any action, what might you be?
 - a. Wouldn't you rather be doing things every day to move closer to your dreams?
6. If you have a passion and take action but you don't have a clear vision of what you want to do, then what might you be?
 - a. You might spend a lot of energy doing the wrong things and just working a lot. We often call that a workaholic. Wouldn't you rather have a vivid picture of the skills you need and know you are on the right path to get there?
7. If you have vision and take action but don't have a heart or passion about what you want to do, you might be somewhat successful at what you do.
 - a. How important is it to be really excited, happy, enthusiastic and successful at what you want to do?

Add It Up - It Takes All Three



2 of 3 is NOT Enough





WHAT DO I WANT TO BE?

SUMMARY: Step 1: A brainstorming exercise.

INSTRUCTIONS:

Use one or both of the example worksheets provided. The examples provided (a professional soccer player and an astronaut) represent professionals looking back on their careers and completing the worksheets after reaching their goals.

MATERIALS:

- Blank worksheets photocopied for each student
- Pencils or coloring tools
- Scissors
- Popular and sport magazines from which to cut images

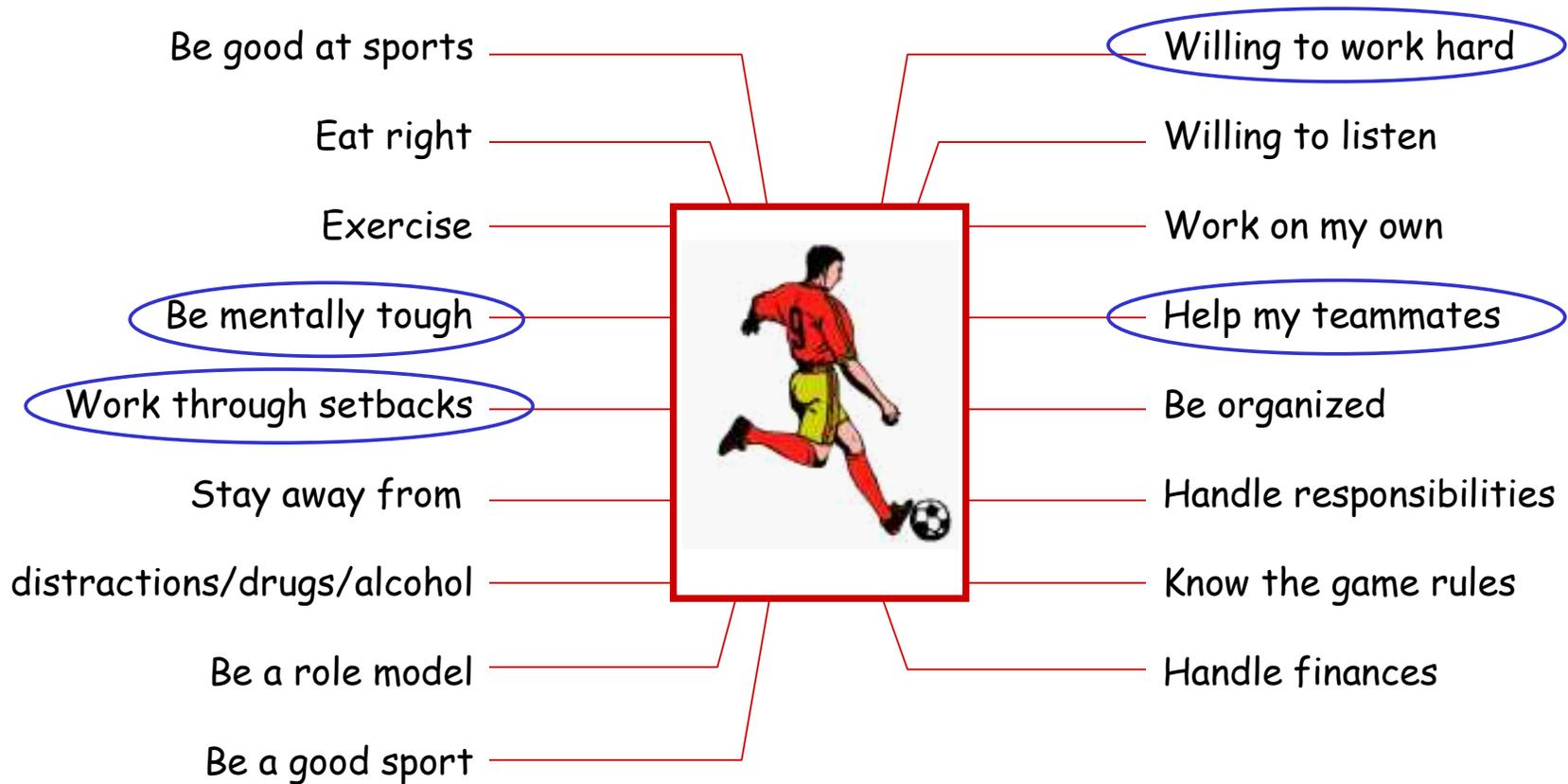
ACTIVITIES:

1. Look at one person who took their passion, vision and action to make their dream come true – someone who became either a professional soccer player or an astronaut.
 - a. This person sat down and brainstormed the skills, traits, qualities and characteristics she thought would be needed to become a professional soccer player or an astronaut. She then circled what she thought were the most important items.
 - b. Read through the list. Discuss the items that are listed and those circled as the most important items and why those might be.
 - c. Possibly, add to the list other important things.
2. Use the blank worksheet for the following exercise:
 - a. In the center of the box, write down, draw or place from a magazine an image that represents what you want to be.
 - b. Brainstorm the skills, traits, characteristics and qualities you will need to achieve your goal of becoming what you want to be.
 - c. On the lines from the box, write the necessary skills, traits and characteristics.
 - d. Discuss and circle what you think are the most important items to you or why you want to focus on them.

LEADING QUESTIONS:

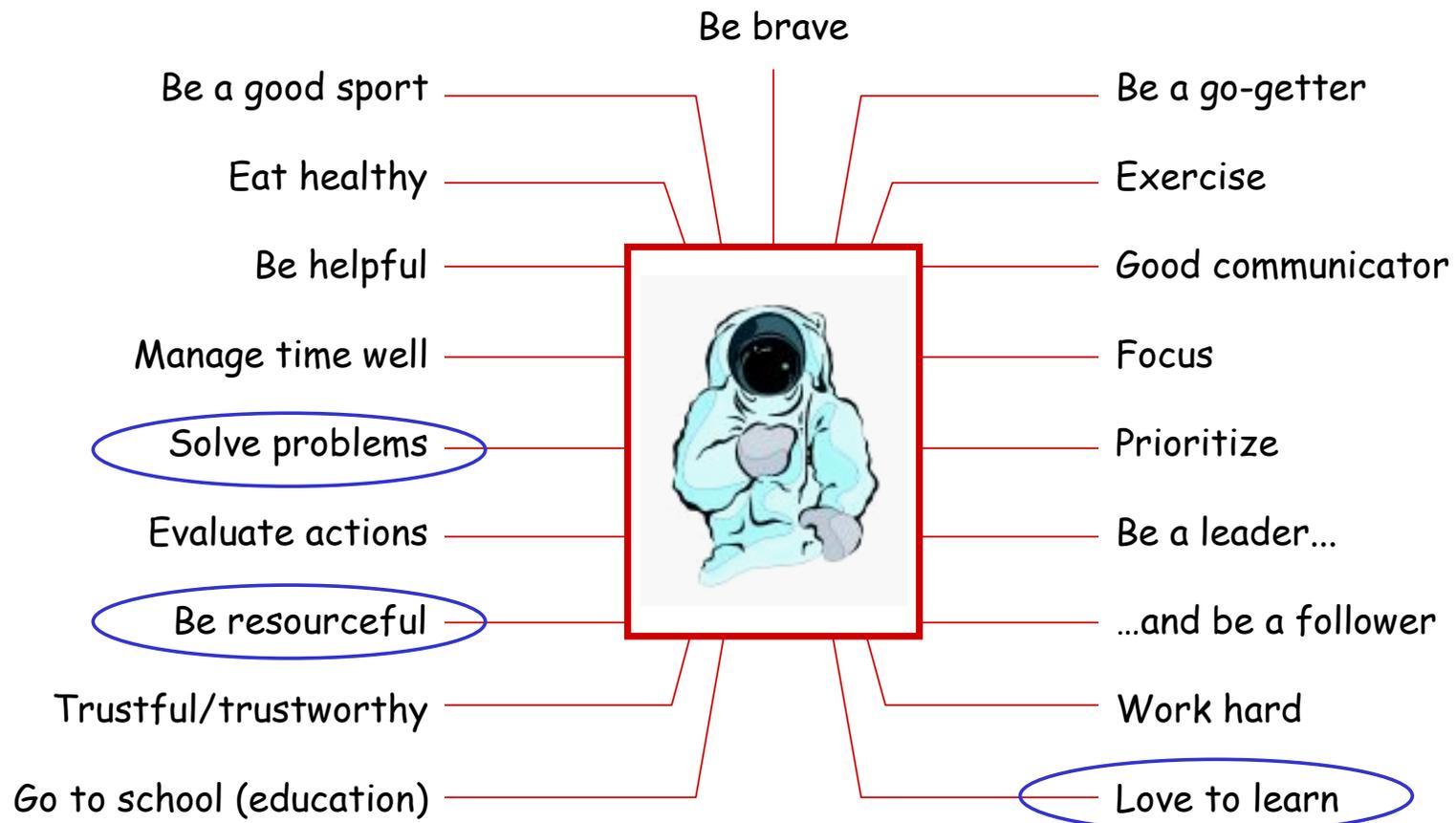
1. Looking at the example worksheet, how many of these skills are important for what you want to be? Why?
 - a. How many of these skills are important for other career goals?
2. What do you want to be? What is your passion?

What Do I Want to Be ?



 Circle the most important items

What Do I Want to Be ?



 Circle the most important items

What Do I Want to Be ?

A central square box with a red border is positioned in the middle of the page. From the top, bottom, left, and right sides of this box, lines extend outwards to connect to a series of horizontal lines. On each side, there are four horizontal lines, one for each of the four radiating lines. This layout is designed for a student to write their career goals in the central box and then elaborate on each goal in the surrounding lines.

Circle the most important items



WHAT IT TAKES...

SUMMARY: Step 2: Focusing in.

INSTRUCTIONS:

Use one or more of the example worksheets provided.

MATERIALS:

- Pencils or coloring tools
- Photocopies of blank worksheets for each student

ACTIVITIES:

1. Look at examples of what it takes to become what you want. The professional soccer player or astronaut researched his goal. He talked with people who knew what it takes to become a superstar in their field, and he identified the most important characteristics he would need to succeed.
2. Look back to your *What Do I Want To Be* worksheet, where you brainstormed the skills and qualities it will take to succeed in your desired goal. Look also at the example worksheet(s) to see if any of those characteristics apply to what you want to become.
 - a. Research at the library or interview someone who does what you want to do to identify the characteristics, traits and skills needed to succeed.
3. Look to see what skills fall into similar groups. Create a group heading and list under it all the qualities that fit into that group.
 - a. For help with group headings, select three from these categories:
 - » Relationships
 - » New Knowledge and Skills
 - » Personal Qualities
 - » Teaming Skills
 - » Good Habits
 - » Leadership
 - » Special Qualities
 - » Source Skills
 - » Physical Skills
 - » Mental Skills
 - » Work Ethic
 - » Coachable Qualities
 - » Team Player
4. Work through the legend instructions.



- a. Rate each of the characteristics with a number from 1 to 10 on where you think you are today.
 - » 1-3 = not very good at this
 - » 4-6 = OK but not great
 - » 7-9 = pretty good
 - » 10 = Awesome at this
- b. Check any that you know need improvement.
- c. Put a star by one that you want to work on and that will make a really big difference when you master it.

What It Takes



Source Skills

- 10 Ball handling
- 8 Knowledge of the game
- 6 Sense of the field
- 7 Instinct
- 6 Make quick/good decisions

Physical Skills

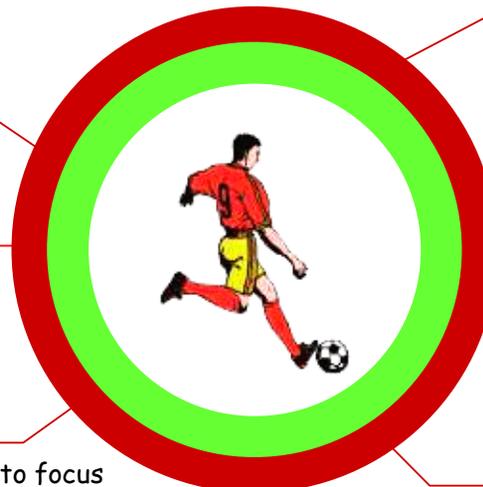
- 6 Speed
- 7 Quickness
- 5 Agility
- 7 Flexibility
- 8 Contort body

Mental Skills

- 4 Perseverance
- 3 Mental toughness
- 2 Don't get down on self or others
- 4 React well under pressure
- 4 Step up when pressure is on
- 4 Ability to focus
- 4 Stay focused despite distractions
- 2 Handle emotions
- 2 Handle setbacks and disappointments

Work Ethic

- 10 Like to compete
- 7 Enjoy hard work
- 6 Work well on own
- 6 Set higher standards



Coachable Qualities

- 5 Listen well
- 5 Take direction/criticism

Team Player

- 6 Inspire teammates
- 6 Support/help others in tough situations
- 5 Takes responsibility
- 6 Sacrifice for team

Other

- 3 Good sleep habits
- 4 Respect self/team/opponent
- 5 Work well with diverse personalities
- 5 Discipline
- 1 Well organized
- 2 Good time management
- 5 Good resistance skills to drugs/alcohol
- 6 Good diet
- 4 Handle finances/academics/other responsibilities

Legend:

- Rate 1 - 10 where you are today
- Check needs improvement
- ★ Choose one to affirm

What It Takes



Teaming Skills

- 5 Trust teammates
- 1 Give credit to others
- 4 Work well with all kinds of people
- 6 Be kind
- 6 Helpful
- 3 Do more than your share

Leadership

- 2 Take personal responsibility for group results
- 5 ★ Good communicator
- 3 Know when to lead
- 3 Know when to follow

Special Qualities

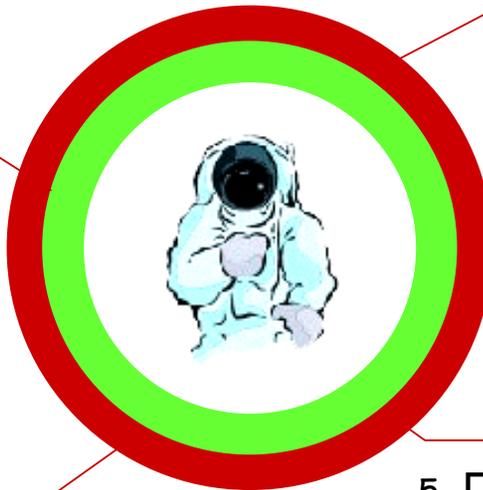
- 5 Be a self starter
- 3 Complex problem solver
- 4 See project to closure
- 4 Prioritize what is important
- 1 Let go of things you cannot impact
- 1 Know and evaluate consequence of your actions
- 4 Go find resources
- 5 Ability to focus
- 5 Know that every day counts

Good Habits

- 1 Time management
- 3 Well organized
- 3 Healthy diet
- 5 Exercise

Legend:

- Rate 1 - 10 where you are today
- Check needs improvement
- ★ Choose one to affirm



What It Takes



Legend:

- Rate 1 - 10 where you are today
- Check needs improvement
- ★ Choose one to affirm



TRACK TO SUCCESS

SUMMARY: Step 3: Now that we've looked at what you are passionate about and the skills that you envision you'll need to succeed, let's look at the action it will require to get there.

INSTRUCTIONS:

Use one or more of the example worksheets.

MATERIALS:

- Pencils or coloring tools
- Photocopy of blank worksheet for each student

ACTIVITIES:

1. Fill in your *Track To Success*. Working backward along the track, fill in:
 - a. Where your goal is and where you will reach success. Fill in what you want to be/achieve by creating a picture of what success is for you. Put that at the end of the road.
 - b. The next steps you need to take. Enter these on the next-steps lines.
 - c. The names of people who will be your cheerleaders. They don't need to know anything technical about your goal, but they do need to cheer you on – to pick you up when you fall down and help you hold onto your dreams and your passion.
 - d. The names of your advisors, who have expertise in the area you are pursuing and will provide coaching and support.
 - e. The name of a training partner – someone who is focused on reaching their own goal and who can share similar experiences as you each move toward your own success.
 - f. Resources you need to meet your goal.
 - g. At least three obstacles you might face.
 - h. Three solutions for each obstacle you identified.
 - i. For example: If lack of money is a potential obstacle, what three things can you do to insure it does not stop you? Potential solutions: get a summer or after-school job, start a savings account, apply for scholarships, take out a loan. Think of these as your insurance policies.
 - i. Some milestones you want to reach along the way.



- j. The thought bubble with a positive statement that starts with either "I am great at," "I easily accomplish" or "I have mastered". Then complete the statement by writing down the one item you chose to work on in the "What It Takes" worksheet.
 - i. Example: If you identified getting good grades as something that you need to improve to accomplish your dream, then you might write, "I am a great student" or "I have mastered all my school work."
 - ii. Repeating and focusing on your positive statement will help you create new images of mastering the one thing you chose to work on.
- k. Fill in your name at the top.



Thought Bubble:



Track to Success for: Leonardo



Advisors:

Coach Markel
Mr. Smith
Mrs. White



Training Partner:
Brad

Next Steps:

Recreational soccer
Play with older/better players

Learn about Olympic development
Learn about regional/state teams

Youth league/competitive soccer
Seek out good coaches

trackto
success

Obstacles

Injury
Getting cut from team
Fear of failure

Milestones Along the Way...

Play in competitive tournaments

Play:

- On high school team
- At development camps
- Year round
- For good college soccer school

Solutions:

- Be in good shape; strength and flexibility
- Take gymnastics, diving, martial arts, dance

Cheerleaders
Mom
Dad
Uncle



High school diploma

Resources:

Equipment

Gym membership

\$ for camps/
classes

- Always warm up properly; stretch everyday
- Be willing to work hard and try again





Thought Bubble:

Track to Success for: Latisha



I am a good communicator.



Training Partner:
Kristin

Advisors:



Coach Smith
Coach John
Ms. Kopa

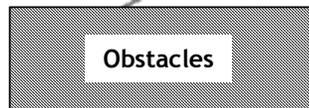
Next Steps:

Develop good health habits
Develop good work habits

Graduate degree
PhD and MD

Take adventures
Find a teacher/someone who believes in you

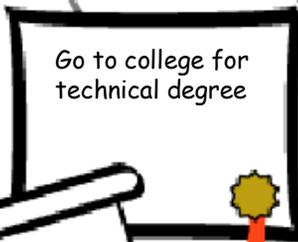
trackto success



Obstacles

- Negative beliefs "girls can't do math"
- Giving up hope
- Listening to people who have low expectations

Milestones Along the Way...



Go to college for
technical degree

Take jobs in research/
teaching/assistant
Apply to NASA, etc.

Solutions:

Cheerleaders:
Uncle Bob
Dad



- Hang out with people who have dreams/goals
- Read books about people who overcome obstacles
- Learn about astronauts

- Have a good support team for times when struggling
- Always be focused on what you are doing to improve yourself



High school
diploma

Resources:

Computer

Books
Gym membership

\$ for
School



Success!



Thought Bubble:



Track to Success for: _____

Advisors:



Next Steps:



Training Partner:

**trackto
success**

Obstacles

Three horizontal lines for writing obstacles.

Milestones Along the Way...

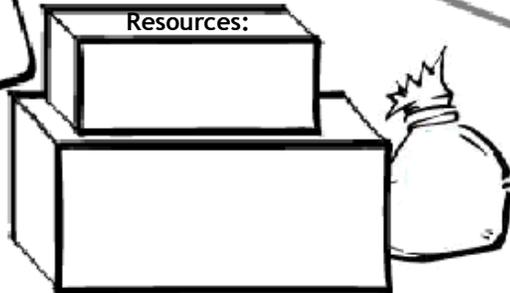


Cheerleaders:



Solutions:

Resources:



Success!



TRACK TO SUCCESS CONTRACT

SUMMARY: Step 4: Committing to your goals.

MATERIALS:

- Pencils or coloring tools
- Photocopies of blank contract for each student.

ACTIVITIES:

1. Look back to your “Track To Success” and your “What It Takes” worksheets for areas to work on. Pick one action item that is a good next step on your track to success and use it to create a contract that says specifically what you will accomplish in this next period.
 - a. Examples: Interview someone who knows about the field you want to enter. Enlist a coach who is willing to help guide you over time to reach your goal. If you cannot identify any cheerleaders, talk to people from whom you would like to get support and ask them to help you in specific ways.
 - b. Choose an obstacle and design a plan to overcome it.
2. Determine a manageable time frame that works best for your next step and fill in the contract appropriately.
3. Determine how you will demonstrate your success when you complete your contract.
4. Determine how you will celebrate your success after you meet your contract’s requirements.

CONTRACT

Name

Date

I am on the road to becoming a: _____

Over the next ___ weeks I will: _____

I will demonstrate my success in this contract by: _____

I will celebrate my success by: _____

Signed: _____ Approved by: _____



AVAILABLE CLASSROOM RESOURCES

BASOC is happy to provide:

- T-Shirts for all youth participating in “Training for 2012”
- Olympic-themed videos for use in the classroom.

Suggested Web Sites for Additional Olympic Resources:

Beyond Sports, Marilyn King
www.waybeyondsports.com

Griffin Publishing Group, U.S. Olympic Committee’s Sport Series
www.griffinpublishing.com/usocsports/index.html

International Paralympic Committee
www.2002paralympics.com

President's Challenge Youth Physical Program
www.indiana.edu/~preschal/main.shtml

United States Olympic Committee, U.S. Olympic Team Base Camp for Kids
www.usolympicteam.com/kids/



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www.aafla.org

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www.waybeyondsports.com

The Copernicus Educational Gateway

www.edgate.com

The Educational Site for the Salt Lake Olympics and the Paralympics

www.2002.uen.org

The International Olympic Committee

www.olympic.org

P.E. Central

www.pe.central.vt.edu

United States Olympic Committee

www.usoc.org



GUIDELINES FOR USING OLYMPIC SYMBOLS, MARKS AND TERMINOLOGY

The United States Olympic Committee (USOC) issues this statement on the use of Olympic symbols, marks, and terminology to clarify its position with schools and other educational institutions, and to forestall any misunderstanding.

Protection of Olympic Marks, Symbols, and Terminology

Under the Ted Stevens Amateur Sports Act of 1999, the USOC has exclusive right to the use of the name, "United States Olympic Committee," the USOC emblem, the words, "Olympic," "Olympiad," and all derivatives, as well as all Olympic symbols, marks, and terminology (Including the Olympic rings, torch, etc.). Olympic is also a registered trademark, service mark and collective membership mark of the U.S. Olympic Committee.

Distinction between education and promotion

The USOC encourages maximum involvement of school populations in Olympic-related educational activities. Because no statement can cover, or even anticipate, all contingencies, the overriding criterion for usage of Olympic symbols, marks, and terminology is whether or not they are used in an educational context by a not-for-profit education institution or organization. Thus, the study of, or instruction in, Olympic-related materials, including symbols, marks, and terminology, for the purpose of increasing awareness and understanding of the Olympic Ideals (Olympism), the Olympic Movement and the Olympic Games, or to utilize the students' interest in these matters to build skills and increase knowledge as part of a school's regular curriculum, is acceptable.

On the other hand, the use of Olympic-related activities, symbols, marks, and/or terminology, to imply an "official" connection with the USOC (or the International Olympic Committee), to suggest special recognition by the USOC, to raise funds, and/or to stimulate attendance to events for which admission is charged is not appropriate without the express, advance written consent of the USOC.

These simple guidelines apply to schools, state and local educational agencies, institutions of higher education, public libraries, media centers, museums, and non-profit youth and educational organizations.

Examples of acceptable use of Olympic symbols, marks, and terminology

The following are examples of acceptable use of Olympic symbols, marks, and terminology:

The playing or showing of any audio tapes, videotapes, films, or other audio-visual ads produced by or recommended by the USOC as part of the instructional programs, or for training teachers and instructors.

The reading, excerpting, or adapting of USOC resources materials included in, or recommended as part of its Olympic curriculum project, all published by the USOC as part of the instructional program.

The making of banners, posters, flags, costumes, medals, and other creative, artistic items in connection with a school or youth organization's conduct of the Olympic enrichment program for use in classrooms, school bulletin boards, dining rooms, gymnasiums or other school areas to increase understanding of the Olympic or to create an "Olympic" spirit.



The organizing and holding of an "Olympic Day in the Schools" by a school or group of schools, as a culmination of a study of the Olympics, as described in materials prepared and disseminated by the USOC. This includes the photographing, filming, videotaping, and reporting of the event in public media as an interpretation of positive educational Olympic interest, and to preserve the experience for further educational follow-up.

The preparation of notices, reports, posters, printed programs and other materials to inform parents and other community members of the Olympic-related educational activities being conducted by a school (but not for the solicitation of funds).

Examples of unacceptable use of Olympic symbols, marks, and terminology

The following are examples of unacceptable use of Olympic symbols, marks, and terminology:

The implication that a school or institution has an "official" connection, such as "The Olympic School of Sassafras County," "Your Olympic Library," and/or the use of the five interlocking rings of the International Olympic Committee or USOC emblem on letterheads.

The selling of posters, banners, or other artifacts produced as part of the instructional program or produced specifically to raise funds for the school or organization.

The conduct of certain competitive events or showing for which admission is charged, for example: an Olympic track meet; a showing of Olympic films (films that are rented or purchased may be shown to audiences who pay admission, but USOC or Olympic marks and terminology may not be used to advertise the event, nor may USOC sponsorship be implied).

The offering for sale of commercially produced T-shirts or other wearing apparels. Any solicitation of funds for any purpose other than to contribute to the US Olympic Committee.