



Sharing the
D r e a m

Sharing the Dream Lesson Starters

Grades 8-12 Collection

This document contains a collection of lesson ideas to help teachers bring the excitement of the Vancouver 2010 Winter Olympic and Paralympic Games to their classrooms. All lessons are related to the themes of the Vancouver 2010 Education Program and can be used to cover a number of learning outcomes in a wide range of subjects. The Lesson Starters were developed by British Columbia teachers and are easily modified to suit an individual teacher's needs.

While this collection contains all of the Lesson Starters that are most suitable for students in Grades 8 to 12, teachers are encouraged to browse through the Kindergarten to Grade 7 resources, as many of these Lesson Starters can be modified and used with a variety of different ages.

The Sharing the Dream Lesson Starters are also available online in a searchable database. Teachers are also encouraged to submit lessons they have developed for a chance to win great Olympic prizes.

For more details, visit the BC Ministry of Education's Sharing the Dream website at:

<http://www.sharingthedream.gov.bc.ca/>

Building a Barrier Free Olympic/Paralympic Village

Grade Level(s)

4-7, 8-10

Subject Area(s)

Language Arts, Social Studies

Links to Vancouver 2010 Education Program Component(s)

Sustainability, Paralympism

Activity Description

Students will focus on how the Olympic/ Paralympic games can be made inclusive to all competitors- starting with the Olympic/ Paralympic village.

After brainstorming possible barriers athletes with disabilities could face when entering the Olympic/ Paralympic village, students will create a universally accessible Olympic/ Paralympic village for athletes of varying abilities (e.g. wheelchair users, visually impaired, hearing impaired, amputees, and able-bodied). Project possibilities include 3D- village models and 2D- village sketches/ drawings

In their projects, students will:

- Discuss and describe disabilities.
- List at least five forms of disabilities.
- Identify physical barriers to people with disabilities.
- Research Athletes' Villages for various sporting events.
- Brainstorm all the possible barriers athletes with disabilities could face in the Olympic/ Paralympic Athletes' Village.
- Brainstorm and/or research possible structural modifications to address these challenges (e.g. ramps, braille signage, auditory signals at cross-walks).

Learning Outcomes

This lesson is aligned with the Olympic themes of Global Citizenship and Paralympism. By engaging in this activity, students will understand the environmental obstacles faced by athletes with disabilities. They will generate ideas for ways to overcome these barriers and allow athletes unrestricted movement about the Olympic/ Paralympic Athletes' Village.

Resources Needed

Students can use materials of choice to create their village model:

- 2D models with paper, pencil crayons, felts, paint, or rulers
- 3D models with cardboard, clay, or paper mache.

see United Nations Enable: design manual for a barrier-free environment



<http://www.un.org/esa/socdev/enable/designm/>

Duration of Activity

4-6 40 min periods

Cognitive and Affective Domains

Cognitive – Application

Affective - Responding

Assessment Strategy

Student projects will be assessed on how well they have identified a variety of different barriers based on different disabilities by including modifications that will allow all athletes to move about the Olympic/ Paralympic village unrestricted by environmental barriers.



Radio at the Heart of the Olympic Games

Grade Level(s)

4-7, 8-10

Subject Area(s)

Language Arts, Technology

Links to Vancouver 2010 Education Program Component(s)

Culture, Global Citizenship

Activity Description

This activity gives students the opportunity to express themselves by being part of a student radio station. The goal of the activity is to allow students become the radio host of the day. During their program, students will present the musical culture of the country they have chosen, by playing music characteristic of that place or its national anthem and by preparing a presentation text. Where appropriate, students can choose their own country of origin. Each day or week a student is chosen to host the radio show. The activity can take place during snack time or during lunch. Use of the Garage Band software can help with the presentation since students can record their song and the information they wish to present beforehand. As part of this activity, the teacher can ask students to do some research on music and to prepare a short text to introduce the song. The teacher should help students with research.

Learning Outcomes

This activity meets Language Arts outcomes related to research and oral presentation of information. This activity could also be used as part of a audio/visual technology class or club.

Resources Needed

Computer and Garage Band (or similar) software
Internet connection
Intercom, microphone or megaphone

Duration of Activity

15 to 30 minutes per day

Cognitive and Affective Domains

Cognitive – Application

Affective – Receiving, Responding



Assessment Strategy

This learning scenario makes it possible to evaluate students' oral proficiency and research skills and to test their knowledge of the software taught. The teacher can prepare an evaluation chart



Catering for the Athletes

Grade Level(s)

4-7, 8-10

Subject Area(s)

Science, Physical Education, Health Education

Links to Vancouver 2010 Education Program Component(s)

Sports and Healthy Living

Activity Description

Students will brainstorm and research the winter Olympic events and discuss/analyze what physical attributes are needed for each, such as strength, endurance, speed, explosive strength.

Students will brainstorm and research the features of good nutrition, how diets have to be adjusted for sports and then analyze how specific foods support the needs of individual sports, such as carbohydrate needs for a short track speed skater versus a cross-country skier.

Students will select a sport and design meals for one day for athletes participating in that sport; these could be either shared orally or a written copy submitted

Based on their research and discussions, students will take on the role of the caterer at the Games and design one day's meals to accommodate and satisfy the specific dietary needs of athletes taking part in one specified sport.

Learning Outcomes

The project aligns with the theme of sports and healthy living. The students will understand that athletes have to design and adhere to strict dietary guidelines in order to keep their bodies healthy and able to perform at a peak level. It will also help students to understand the temptations of dietary supplements and how this contravenes the Olympic values statements.

Students will gain a better understanding of nutrition in general. Students will gain a better understanding of their own body's needs when they are changing their exercise routines. Students will gain a better understanding of the dietary needs of elite athletes in a specific sport and begin to see why some athletes are tempted to "cheat" by using supplements. Students will also gain insight into the complexities of catering for athletes.

Resources Needed

Internet access for research, brainstorming sheets, writing materials



Resources on nutrition are found in many school texts and can be accessed through a number of sources such as the Canada Food Guide.

The needs of individual sports can be found on the internet by searching for the sport and nutrition.

A great site for explaining sport specific nutritional needs is at:

www.btc.montana.edu/olympics/

Duration of Activity

5 - 30 minute lessons

Cognitive and Affective Domains

Cognitive –Analysis

Affective - Responding

Assessment Strategy

A class generated rubric would be ideal and simple to create. Assessments could also be made based on the clear matching of the meals suggested with the needs of the sport; have the types of energy required been accurately assessed? Have the food groups accurately matched the athletes' needs? Are the meals somewhat balanced? Has any food group been omitted? Why?



Commitment to Environmental Responsibility

Grade Level(s)

8-10, 11-12

Subject Area(s)

Social Studies

Links to Vancouver 2010 Education Program Component(s)

Sustainability

Activity Description

Discuss with students the following statement: "One of the Olympic values is respect. How does being environmentally responsible at both the Olympics and at home, demonstrate respect?"

View the Meeting the Challenge video on the David Suzuki Foundation Website

http://www.davidsuzuki.org/Publications/Meeting_the_challenge.asp

While watching students should take notes and list the 3 steps of the carbon neutral strategy for the 2010 games and define the Gold LEED standard that is being used for all 2010 Olympic venues and facilities. For additional information, students can read and discuss the Meeting the Challenge Report in groups or in pairs.

After gaining a better understanding of the background, each group will write a newsletter to be published online or printed out to be shared with parents and the community describing:

- The positive steps towards environmental responsibility being taken at the 2010 Games as listed on the Suzuki Foundation Website (or through other research).
- Steps that can be taken by individuals to be environmentally responsible in their own communities (e.g. use Environment Canada Website).

In their newsletter, Students should give examples of what has been done in the planning and development of the 2010 Olympic and Paralympic Games regarding environmental responsibility. Students will evaluate the human impact on the local ecosystem by hosting the 2010 Games.

Learning Outcomes

These lessons are aligned with the Olympic theme of sustainability.

Students will research what steps have been taken to be environmentally responsible for the Vancouver 2010 Olympic and list steps they can take to be environmentally responsible in their own community. They will also learn methods of effective informational writing for a purpose and how to communicate ideas to inform.



The newsletter will help students learn about what they can do as individuals to continue to be environmental responsible to demonstrate respect for themselves, their communities and the earth.

Resources Needed

Pens, pencils, paper

Computer for internet research

David Suzuki Foundation website:

http://www.davidsuzuki.org/Publications/Meeting_the_challenge.asp

Environment Canada website: <http://www.ec.gc.ca/>

Duration of Activity

4 40 Minute Periods

Cognitive and Affective Domains

Cognitive – Analysis

Affective - Responding

Assessment Strategy

The writing should feature clearly developed ideas by using focussed and useful supporting details, analysis, and explanations. The newsletter must feature steps taken by the 2010 Games to be environmentally responsible and steps that individuals can take to live more sustainably.



A Picture is Worth a Thousand Words

Grade Level(s)

4-7, 8-10, 11-12

Subject Area(s)

Language Arts

Links to Vancouver 2010 Education Program Component(s)

Olympics, Paralympics

Activity Description

This activity is targeted towards students enrolled in a French culture/language, ESL or special education program, but can also be used in regular classrooms. This constitutes an effective writing strategy for students.

The teacher presents a giant poster, laminated if possible, showing a thematic image (an Olympic discipline, athlete or other image related to Olympism or Paralympism). The teacher asks students to describe what they see in the image and write that word on the poster next to the item named (all while saying it, spelling it and asking students to repeat it). Then, the teacher divides the class into teams of two or four students and gives each group a large sheet of paper. The page is divided up according to the number of students on each team, making sure to make a circle that encompasses the divisions in the middle of the page. Individually, on the same sheet, students write short sentences based on the words on the poster. Each student then chooses one of the sentences and writes it in the circle in the middle. Students should then consult with one another to choose one sentence from those in the circle and write it on a cardboard strip. Once done, the teacher collects all the strips and shows them to the class. These can become the title of the text or can be included in the text.

Enrichment activity: Ask students to divide the words into categories (masculine/feminine, singular/plural, ordered according to the first letter/words that rhyme, prefixes/suffixes, etc.).

Learning Outcomes

This activity meets Language Arts learning outcomes for expressing oneself in writing by means of an organized text and making complex sentences in order to vary style and add nuances to the message. Students will also learn how to demonstrate originality in their work by presenting unique perspectives and express their ideas with subtlety, deal with different topics and relate different ideas.

Resources Needed

Poster of your choice related to the Olympic or Paralympic Games

Erasable markers

Cardboard strips (large enough to be shown to the class)



Duration of Activity

Three to four periods of 30 to 60 minutes

Cognitive and Affective Domains

Cognitive – Analysis

Affective – Receiving

Assessment Strategy

Use an evaluation table (performance standards, for example) with several categories such as general impressions, conventions, etc.



Creating Global Citizens

Grade Level(s)

4-7, 8-10, 11-12

Subject Area(s)

Social Studies, Student Leadership

Links to Vancouver 2010 Education Program Component(s)

Global Citizenship

Activity Description

As part of a student leadership goal, student council members will work to develop a series of 'Global Awareness' initiatives throughout the school. Using the calendar events listed below as a starting point, student council members will discuss potential activities that will focus on several social justice themes. Selecting one main focus theme for each term is recommended. This may be done through voting.

For example the following three themes are varied and may work quite well:

1= International Day for the Eradication of Poverty (can be a term focus)

2= World Health Day (term focus)

3=World Water Day (term focus)

Student Council members will then work on developing several action plans that will fit within the theme for the term. For example, in first term student council members may opt to fundraise for UNICEF, collect food for the food bank, bring in a local speaker to talk about poverty, and/or write letters to government members urging for housing for all. For each term student council members will have an information bulletin board displaying all of the schools actions around this goal.

For World Health Day, student council members may opt to collect medical/hygiene supplies for donation, may have the school nurse in to talk about health within our community, may fundraise to buy medication for another community and/or any other ideas that may be generated and selected by students.

For World Water Day, students may like to implement the 'Water Olympics' which is a series of science water experiments from the Project Wet Resource Guide. They may also opt to include one fact about world water issues in the morning announcements each day for several weeks. The selection of activities is meant to be open-ended so student council members can take ownership over their chosen actions.

The strategy of having the student council adopt a social justice/global citizen goal for the year and having one or two teacher leaders facilitate the development of this goal connects



well with the Vancouver 2010 Education Program. The anticipated outcome is for student council members to develop and utilize their leadership skills in a meaningful way. As well, building global awareness within in the whole school community would also be an anticipated outcome. Ideally, the hope would also be that this would continue on a yearly basis with the selected themes changing from year to year

This activity is intended more to be a starting point to help teacher leaders and student leaders co-create Global Citizenship awareness within the whole school community. By adopting several 'big ideas' as themes for each term and by working together to develop activities around each theme, student council members will help build global citizens.

The intention here is for the school student council to begin the school year by making Global Citizenship a goal. The activities and events that the school leadership/student council group selects for the year will all be reflective of this goal. The idea is also to select one theme per term that will fit with the broader goal of Global Citizenship. Student Council members may engage in a democratic decision making to select which activities they would most like to focus on developing.

Learning Outcomes

Students will:

- build awareness about social justice issues
- develop global citizenship awareness
- build social responsibility skills within the school community
- learn how to use leadership skills in a meaningful way
- take action for global concerns
- be part of a democratic process
- demonstrate decision making within a group

Resources Needed

Teacher Leaders who are willing to facilitate student council

Student council members

Use the following link to help select ideas and activities (Global Citizenship 101):

<http://www.acdi-cida.gc.ca/cidaweb/acdicida.nsf/En/FRA-101715105-QGV#Top%23Top>

Project Wet Resource Guide (www.projectwet.org)

Bulletin board to provide a visual way to display school actions/contributions

Art materials to create charts and signs for bulletin boards

Computer access for research and possible slide shows for assemblies

Possible speakers to visit school

Duration of Activity

This activity plan is a student council goal that will be developed over a whole school year.

Student council meetings will be scheduled once or twice per month at lunch time for



planning and decision making. Some extra time will be required during the implementation of specific projects.

Cognitive and Affective Domains

Cognitive – Synthesis

Affective – Valuing, Organization

Assessment Strategy

This resource is not meant to be measured and assessed in the traditional sense. Rather, the intention here is to build awareness and take action. Student council members can assess their activities by keeping display charts on their student council bulletin board showing the amount of money they have collected for a certain goal, or showing pictures of students participating in some of the activities. Student council members may also opt to do a survey at the end of the year to ask their classes what they learnt or thought of the student council themes. As well, the student council members may write personal reflections at the end of the term reviewing what they learnt and the values addressed during each theme study. One reflection per term may be submitted to the school newsletter.



An Olympic Ad

Grade Level(s)

4-7, 8-10, 11-12

Subject Area(s)

Language Arts, Technology, Visual Arts

Links to Vancouver 2010 Education Program Component(s)

Olympism, Paralympism

Activity Description

This activity gives students the opportunity to express themselves while making an advertisement. Its objective is to allow students to become actors. Their message should encourage people to watch the athletes or to go and see them and cheer them on. Students can introduce a specific sport. The use of the iMovie software can help present the advertisement. Students will need to work in teams in order to create their advertisement. While one student is making their spot the other student can film it. If the school does not have a camera, the project can be done using the iMovie software and a computer with a camera.

Enrichment activity: Ask students to write the script and the text of their advertising message (writing activity).

Learning Outcomes

Students will learn about the importance of effectively presenting an individual or group production of an oral activity and describe their production in terms of goals. Students will also express their ideas with subtlety, deal with diverse subjects, and approach different ideas.

Resources Needed

Computer
Camera
iMovie software

Duration of Activity

Four to five periods of 45 to 60 minutes

Cognitive and Affective Domains

Cognitive – Knowledge, Application
Affective – Receiving, Valuing



Assessment Strategy

Use an evaluation table (performance standards, for example) with several categories such as general impressions, conventions, original ideas, incorporation of an opening, middle and end.



Design a Tour

Grade Level(s)

4-7, 8-10

Subject Area(s)

Social Studies, Language Arts

Links to Vancouver 2010 Education Program Component(s)

Culture

Activity Description

Students will research tourist attractions near Vancouver/Whister and around British Columbia and design a tour for athletes and dignitaries visiting British Columbia for the 2010 Games. Activate students' prior knowledge by asking about tourist destinations the students have visited.

Analyze the value of the site that students identify. Discuss what makes a successful tourist site. Discuss the future clients – athletes and delegates – what are their interests? What do Canadians want international visitors to see and hear about Canada? Why do we want this?

After creating a shortlist of potential sites, students research travel and distances between potential sites and create a one day bus tour of interesting sites for the visitors to see. How long would it take to travel by bus from place to place? Does the time of day change the travel time? What would be pointed out at each venue? Why? What locations would be avoided when planning a bus route? Why? A map and written paper or a Powerpoint presentation would be required from each student. Students can also create a longer tour that might take several days that covers the entire province. After completing their tour, students can share their proposed tours with the class.

Learning Outcomes

The project develops a better understanding of Canadian culture, as the students need to understand our heritage and culture to be able to select appropriate sites for their tour. Map making, research and writing skills are also all addressed.

Resources Needed

Internet access, texts, brochures for research and planning the tour.

Map making materials.

Writing materials or access to program like Powerpoint.

Duration of Activity

5 60 minute lessons



Cognitive and Affective Domains

Cognitive – Analysis

Affective – Responding

Assessment Strategy

Assessment may take several different forms:

- Evaluation of the choice of sites – significant? Interesting? Representative of Canada?
- Evaluation of the information given – interesting? Accurate? Relevant to the given audience? Detailed?
- Evaluation of the understanding of cultures – is Canadian culture clearly addressed? Have connections been made with other cultures around the world?
- Is the time frame of the tour plan reasonable? Assess mapping skills.

Writing skills – most jurisdictions have their own rubrics. There is also

http://www.bced.gov.bc.ca/perf_stands/writing.htm



ESL Integrated Project on the Olympic and Paralympic Games

Grade Level(s)

8-10, 11-12

Subject Area(s)

Language Arts, ESL

Links to Vancouver 2010 Education Program Component(s)

Culture, Sustainability

Activity Description

1. Teacher provides a sample of a Photoshop-generated poster highlighting the broad categories of the Winter Olympic and Paralympic Games events.
2. Teacher will conduct an Icebreaker game with class – with about 20 winter Olympics / Paralympics event names and pictures taped on the floor of the classroom.
3. Students walk to one chosen event and do a Pair-Share activity on prior knowledge of the names or rules and other info about the games/events.
4. Students narrow down to one winter game/event and use a Smart Reading Overview Sheet to access prior knowledge, do predictions and ask questions.
5. Teacher explains the expectations and outcome of the research project :
6. Each student or team to produce a poster/ ideagram/ powerpoint/ a simulation game / or a combination media for a class oral presentation of an event of their choice.
7. Students conduct the research utilizing reference books, resources, media, and
8. the internet on four aspects: rules/regulations, selection criteria, skills/training and standard of excellence.
9. Students to produce a poster/multimedia presentation.
10. Students teach/share final project in the form of an oral presentation.

This resource, utilizing the Smart Reading Approach, will empower the ESL students that they do have some prior knowledge about the summer or winter Olympics/Paralympics. Students will be further empowered that, after the research, they would be better equipped with the language, both written and oral, in terms of:

- Recognizing and using the vocabulary/terms;
- Articulating the rules/regulations of one game/event;
- Being engaged in a discussion about the skills/training involved (both physical and mental) and the standards of excellence of each game/event;

Learning Outcomes

Students will:

- Adopt the Smart Reading Approach: goal-setting, accessing prior knowledge, making predictions, asking questions, pair-sharing, making connections and synthesizing.



- Conduct a Library/ Internet Search – refine research skills.
- Learn and appreciate the rules/regulations, selection criteria, skills/training and standard of excellence of the Winter Paralympics and Olympics, just like their Canadian peers.
- Be equipped with the tool- the language to communicate with their peers over the topic of the Winter Paralympics and Olympics.

Resources Needed

A poster highlighting the broad categories of the Winter Olympic and Paralympic Games events;

Materials of students' choice : poster/construction paper, felt and other stationery;

Computer/internet access with Photoshop and Powerpoint software...;

Library books/resources.

Duration of Activity

6-8 1 hour sessions

Cognitive and Affective Domains

Cognitive – Application

Affective – Understanding

Assessment Strategy

- Student-generated Criteria for the written component of the finished project.
- Rubrics of Oral Presentation based on Criteria Met.
- Peer Assessments



First Nations Graphics Designs

Grade Level(s)

8-10, 11-12

Subject Area(s)

Visual Arts

Links to Vancouver 2010 Education Program Component(s)

Culture

Activity Description

Students will research First Nations graphic designs and then brainstorm elements in their own lives that depict their culture. The black and red and white traditional designed artwork can be used to accomplish this project task. They can also extend this to include elements of the Olympic and Paralympic Games in their design work. The tri-colour method with this project can be done with various mediums, pencil crayon, paint, crayon or even silk screening.

This project allows students to explore elements that are important to them by exploring elements of the Olympic and Paralympic Games. Students have fun while they are considering their design choices and applying them to a cultural art form, thereby creating awareness of this genre of art. The art can be displayed on 6X12 tall black or red backing. The art can be done on white paper and mounted on the backing.

Learning Outcomes

Students will learn about traditional First Nations Art and how to represent their thoughts in this art form.

Resources Needed

<http://community.livejournal.com/craftgrrl/3674467.html> [silk screening]

www.royhenryvickers.com

Duration of Activity

3 30 minute lessons

Cognitive and Affective Domains

Cognitive – Application

Affective – Responding



Assessment Strategy

Students may be asked to explain their artwork orally to partners or complete a written explanation of what they chose to represent. Student self-assessment will be valuable for this project.



Green Reporters

Grade Level(s)

8-10

Subject Area(s)

Language Arts, Science, Social Studies

Links to Vancouver 2010 Education Program Component(s)

Sustainability

Activity Description

Environmental Stewardship is the careful and responsible management of our natural resources and environment. Through these lessons the students will learn that, as Green Reporters, they can inspire and promote environmental stewardship to those in their class, school and community. As reporters, they will learn about and share how environmental stewardship has been an important part of the 2010 Olympic Games.

Students will:

- Become "Green Reporters" about environmental stewardship for their class, school and community
- Listen to how to be a student reporter as taught by their classroom teacher
- Invite a reporter from the community to talk about how to be an effective reporter
- Read about environmental stewardship and sustainability related to the 2010 Olympic Games www.vancouver2010.com/en/Sustainability
- Collect information on what is being done in their own classroom, school and community regarding environmental stewardship by doing interviews and research with students, staff, parents and community
- Report their findings on environmental stewardship (at the 2010 Olympics and in their own class, school and community) back to the class, school and community through methods of their choice such as newsletters, school newspapers, local newspapers, local television, bulletin boards, blogs, and internet websites. The Green Reporters will focus on what is being done, and possible ideas that people can implement into in classrooms, schools, and communities

Using what has been done with the Vancouver 2010 Olympic Games regarding environmental stewardship as an inspirational starting point for research, students will report on what is and can be done regarding environmental stewardship in their own class, school and community. This research, including interviews, will increase communication to celebrate environmental stewardship that is already taking place, as well as educate and promote increased efforts in these areas.



The reporters will also report on what is being done and can be done in their classrooms, school and community regarding environmental stewardship. For example, students can promote a "Lights off Tuesday" where during the lunch hour on Tuesdays, all non-essential lights are turned off to save electricity. The Green Reporters report this idea to their newspaper, blog, or website to be shared with other classes, school and communities.

Learning Outcomes

Green Reporters will learn to :

- Speak or write effectively about methods of environmental stewardship being done for the 2010 Olympic Games and in their own class, school or community for a purpose and audience that communicates ideas to inform. The talk or writing will feature clearly developed ideas by using focussed and useful supporting details, analysis, and explanations.
- Use speaking, listening and writing to interact with others for the purposes of: contributing to group success, analysing ideas and opinions, improving and deepening comprehension, discussing concerns and resolving problems

Resources Needed

pens, pencils, paper for interviews and research

computer for research and blogs, websites, communication

print out of material from this site www.vancouver2010.com/en/Sustainability

paper to print class, or school newspaper or newsletters on

phone to communicate with local reporters

Duration of Activity

5-7 40 Minute Periods

Cognitive and Affective Domains

Cognitive – Analysis

Affective – Valuing

Assessment Strategy

1. Teacher marks the reporters presentations using: Performance Standards www.bced.gov.bc.ca/perf_stands/
2. The teacher and students use criteria lists and rating scales to assess the outcomes demonstrated in the assignment
3. Collect feedback from classes, students, community regarding helpfulness of information received from the reporters via newspapers, newsletters, blogs or websites. This could be done in a survey format on the Green Reporters website or blog.



How will the Olympics shape our identities as Canadians?

Grade Level(s)

8-10, 11-12

Subject Area(s)

Social Studies

Links to Vancouver 2010 Education Program Component(s)

Culture

Activity Description

The Canadian identity is known for its multicultural flavour and sense of inclusion. The Olympics can be argued to challenge these cornerstones of our identity. Through these lessons, students will be asked to look at many of the implications that the Olympics will have on people of different socio-economic status, religions and cultures in Canada.

Even though the Olympics are being held in Vancouver it is a Canadian endeavour and represents the interests of people throughout the country. Students will assess the impacts of the Olympics on various groups of people in order to gather a picture of people's responses to the Olympic Games and evaluate if the Olympics will change the way Canadians see themselves and are seen by others on a global scale. Students will also examine the notion of "identity" and what defines a country or a people.

Critical questions that students can explore include:

- What are the characteristics that comprise the "Olympic Identity?"
- What are the common traits and misconceptions about the Olympics?
- Define "pluralism" (a state of society in which members of diverse ethnic, racial, religious, or social groups maintain an autonomous participation in and development of their traditional culture or special interest within the confines of a common civilization)
- How does the notion of a "pluralistic society" creates many different perspectives on global events, such as the Olympics?
- What are some of the issues and challenges facing Canadians as a result of the Olympics?
- How will these issues impact people living in Vancouver or Canada once the Olympics are over?
- How do these issues define how we see ourselves? How we are seen by others?

After students research these issues, they can discuss proposed solutions and how these solutions will shape the way Canada is seen in the world. They can also debate and discuss whether these issues will define a new Canadian identity. As a final step, students will create a multimedia presentation or visual essay (using images from website, newspapers, or



magazines) that documents one of the social issues impacting the daily lives of people in Vancouver as a result of the Olympics and how it will shape their lives and the way Canada is seen to the world. Alternatively, students can role play multiple perspectives of different stakeholders in the Olympics (look at issues such as: VANOC representative, new immigrant, athlete, city mayor, homeless resident, Aboriginals etc)

Learning Outcomes

This lesson is aligned with the theme of culture. It is the aim of this lesson to use the Olympics and its impacts as a vehicle for students to understand the construction of identity and the way that outside forces influence how we see ourselves and those around us.

Resources Needed

Computer lab

Vancouver 2010 website: www.vancouver2010.com

Duration of Activity

8-10 - 75 minute lessons

Cognitive and Affective Domains

Cognitive – Analysis

Affective – Valuing

Assessment Strategy

Teachers should informally evaluate the students understanding of what contributes to the development of an individual and countries identity

Teachers should formally assess the students ability to differentiate the impacts of the Olympics on people from different walks of life

Teachers should formally evaluate how students perceive the Olympics to evolve the Canadian identity

Teachers should mark the students presentations in order to evaluate their understanding of what has contributed to the development of their identities and how they see the Olympics impacting them as individual Canadians



Athlete Interview

Grade Level(s)

8-10

Subject Area(s)

Language Arts

Links to Vancouver 2010 Education Program Component(s)

Olympism, Paralympism

Activity Description

The 2010 Winter Olympic and Paralympic Games in Vancouver will bring together athletes from more than 40 countries with different cultures. To get to know them better, journalists write many newspaper articles and conduct many television and radio interviews. Today, like them, we can try to get to know those athletes by simulating our own video interviews.

First, in pairs, students search for an athlete that will be the subject of their simulated video interview. For Canadian athletes, see the following site: www.athletes.rona.ca and click on "Growing with our athletes." It is also possible to come up with a list established beforehand making sure to choose athletes from different countries, such as those from francophone countries.

Next, students come up with a list of questions concerning the athlete's past (two questions), their current life (three questions) and their future (two questions). Students answer the questions thus chosen by reading articles about the athlete they choose.

Finally, the interview is presented before the class in the form of a cultural program (with the title of a televised program). The interviews can be filmed and shown to the class or to other groups. By using costumes and makeup students can make their interviews even more realistic.

Learning Outcomes

Students will be able to:

- incorporate different media in their oral or written presentations in order to better convey their thoughts on concrete and abstract subjects;
- Express their ideas with subtlety, approaching different subjects or problems in an original manner, make connections between different ideas, anticipate or infer cause-effect relations.

Resources Needed

Computer with Internet connection



Microphone
Two chairs and a table
Video camera
Costumes, makeup
Radio and music

Duration of Activity

Three to four periods of 50 minutes

Cognitive and Affective Domains

Cognitive – Application
Affective - Responding

Assessment Strategy

Students will be evaluated on:

- their team work (equal distribution of tasks);
- their interview (quality of spoken language, delivery, memorization of the text);
- the quality of the writing of their questions and answers.



Opening Song

Grade Level(s)

8-10

Subject Area(s)

Language Arts, Music

Links to Vancouver 2010 Education Program Component(s)

Olympism, Paralympism

Activity Description

Talk with the students about what the song brings to people and the messages it conveys. Have students listen to an appropriate theme song from a previous event such as the Olympics and study it by analyzing its form (chorus and verses), message, stylistic devices, etc. Students should compose a song that would best represent the opening song of the 2010 Olympic Games, alone or in teams.

Using an outline to be given to them by the teacher, students should write a chorus and three verses. That outline should indicate the subject of each verse and should include stylistic devices such as metaphors, comparison, repetition, etc. For each verse, students should justify their choice of subject in a few lines.

Students can present their song by using a PowerPoint file or background music. If there are any students who sing or play musical instruments, they can sing their song accompanying themselves by musical instruments.

Finally, students can vote in order to choose a winning song that will represent the class. If possible, a school-wide competition can be organized.

Learning Outcomes

Students will be able to:

- understand cultural aspects that span back in time and across the world, such as leisure activities, customs, celebrations, songs, fashion, music and cuisine;
- understand the structures and characteristics of different genres of writing, such as poems;
- use a register that is rich and full of imagery, metaphors, humour and synonyms in order to make their speech or writing more interesting.

Resources Needed

Computer with Internet connection



Dictionary, thesaurus
Song outline
Musical instruments
Music

Duration of Activity

Two to three periods of 50 minutes

Cognitive and Affective Domains

Cognitive – Application, Create

Affective – Responding, Valuing

Assessment Strategy

Students will be evaluated on several aspects:

- form and content of their song (relevant topics in the stanzas);
- stylistic devices (at least three stylistic devices, with explanations);
- clarity and conciseness of the song;
- harmony between the music and the lyrics.



Volunteerism

Grade Level(s)

8-10, 11-12

Subject Area(s)

Language Arts, Career Education

Links to Vancouver 2010 Education Program Component(s)

Culture, Olympism

Activity Description

First, the teacher explains to the students that the 2010 Winter Olympic Games are the largest recruitment activity in Canadian history, having mobilised 25,000 volunteers around the world. Ask students what volunteer work is and if they've already done any. The teacher can also read articles with them on volunteer work taken from the Vancouver 2010 Winter Olympic and Paralympic Games website.

Next, in pairs, students find what motivates people to do volunteer work and the values of that work. Follow up with a class discussion.

Students then work alone to come up with a list of three things they would like to accomplish within the school, explaining why this would constitute a good example of volunteer work. (Students can help a teacher on a project, present an activity to first-year students, help clean up, help a secretary, etc.). Beforehand, a note on volunteer work should be sent throughout the school to determine the needs. The teacher can choose volunteer work to be done by students according to school's needs and students' choices. Students should plan their volunteer work project and carry it out.

After having completed their tasks, students should fill out a questionnaire to determine what they got out of the activity by briefly describing the task completed, the values they got out of it, the positive and negative aspects of it, as well as things that could be improved. The person for whom students did volunteer work can also give their point of view and help fill out the questionnaire. Students can evaluate themselves. Students should also write a thank-you letter.

As a final project, the class can offer volunteer services to a regional festival and put into practice the knowledge acquired.

Some schools recognize volunteer work hours and include them in student portfolios.



Learning Outcomes

Students will be able to:

- identify their own values and those related to volunteer work;
- be able to set goals for a task to be done and know what has worked well and what could be improved;
- be able to work in society and to have good interpersonal relationships;
- be able to apply knowledge acquired to their everyday life.

Resources Needed

Computers with Internet connection

Sheet listing main values

Work plan for volunteer work

Evaluation for individual in charge of student

Questionnaire to be filled out after the activity

Duration of Activity

Three to four periods and weekend for the final project, if necessary

Cognitive and Affective Domains

Cognitive – Application

Affective – Valuing, Prioritizing

Assessment Strategy

- Students can be evaluated on their volunteer work by using a questionnaire. Students fill them out while talking to the individual to which they reported.
- Students will be evaluated on their ability to define the primary values required for volunteer work.
- Students will be able to express their three primary values and to explain how they use them in their daily lives.
- Students will be able to evaluate themselves.



Athlete Doping

Grade Level(s)

8-10

Subject Area(s)

Language Arts, Technology

Links to Vancouver 2010 Education Program Component(s)

Sports and Healthy Living, Olympism

Activity Description

Since Antiquity, during the first Olympic Games, athletes have used different concoctions meant to strengthen their muscles and blood. Having been around for many years, doping is still aimed at improving performance and endurance.

In pairs, students will do research into the primary substances present in banned drugs: stimulants, narcotics, anabolic steroids, diuretics, peptide and glycoprotein hormones (see [http://en.wikipedia.org/wiki/Doping_\(sport\)](http://en.wikipedia.org/wiki/Doping_(sport))). Students should determine the composition, product form, level of physical or mental dependence on a scale of 10, as well as short-term and long-term effects. Furthermore, they should find an athlete who has used a doping drug and see what happened to him/her (lost medal, disqualified, etc.).

Students can present their project as a PowerPoint presentation with visual elements such as photos or, also, as a poster.

After completing their presentation, students can ask the class questions in order to clarify key points about the doping drugs studied.

Learning Outcomes

From a health perspective, this activity allows students to become familiar with different kinds of doping drugs and their health effects.

Students will be able to:

- evaluate reactions to pressure, related to the use and abuse of doping substances;
- used research skills on the Internet and technology skills to prepare a PowerPoint presentation;
- evaluate why athletes use doping substances and the circumstances under which they used them.

Resources Needed

Computer with Internet connection

Internet sites on doping substances (if students can't find any)



Assign a type of doping substance to each group to avoid overlap

Duration of Activity

Three to four periods of 50 minutes

Cognitive and Affective Domains

Cognitive – Knowledge, Understanding

Affective – Responding, Valuing

Assessment Strategy

Evaluate students:

- based on their PowerPoint presentation (or poster), according to originality, quality of their written language, clarity and conciseness and images;
- based on the quality of their oral presentation (clarity and delivery).



Olympic Drug Use

Grade Level(s)

4-7, 8-10

Subject Area(s)

Science, Physical Education, Health Education

Links to Vancouver 2010 Education Program Component(s)

Sports and Healthy Living

Activity Description

Divide students into groups and have different groups research different topics related to drug use. Students could research topics such as:

- Performance-enhancing drugs used in Olympic and other competitive sports
- Illegal mood-altering drugs (marijuana, cocaine, etc)
- Legal mood-altering drugs (anti-depressants, anti-physchotics, stimulants)
- Pain-relieving medication (analgesics, anti-inflammatories, muscle relaxant)
- Cold/flu medication (cough medication, decongestants)
- Cardiovascular medication (antihypertensives, statins)
- Infection-fighting medication (antibiotics, antivirals, vaccines)
- Gastro-intestinal medication (antacids, anti-nausea)
- Allergy medication

Each group researches their topic, prepares a poster or report and assigns a reporter to share their findings to the class. Students should research how the drugs work, how they affect people (benefits and side affects), why people take them, who takes them, and whether or not they would enhance an athlete's performance.

After hearing about the variety of different drugs used in society, students will learn about the Athlete's Oath and the Olympic values of fair play. After learning about these values, students will discuss and debate the merits of which drugs athletes should or should not be able to take.

While many students will be familiar with athletes using things like steroids, students could also be asked about something like the effect of athletes using a legal stimulant like caffeine in coffee to allow themselves to stay awake and train longer. Which drugs should be allowed and which should not? Should exemptions be made for pre-existing conditions? Should more or less drugs be allowed into the Olympics? Will drugs and cheating ever be eliminated from sports? How does your opinion of someone change when you realize some cheated to win? What about using modern medical techniques to repair injuries quickly? Is using laser-vision



surgery to correct someone's vision to be perfect an unfair type of performance enhancement?

Learning Outcomes

The project aligns with the theme of Sports and Healthy Living. Students will become more aware of the effects of everything they put into their bodies. Students will also gain appreciation that drug use in sports, which sounds so straightforward, really isn't so clear cut. They will become more aware of drugs we take to heal our injuries and illnesses, and those that are designed to enhance performance.

Resources Needed

Internet access for research

- www.olympicschool.ca
- www.wada-ama.org
- www.sportsmedicine.about.com
- www.olympic.org/uk

books for research (texts and non-fiction)

Duration of Activity

5-10 30 minute lessons

Cognitive and Affective Domains

Cognitive – Analysis

Affective – Responding

Assessment Strategy

A class designed rubric would be easy and effective to create. Assessment could be around the accuracy of the information provided, the depth of awareness in this complex subject, their awareness that rules usually have some exceptions and why these occur as well as the oral language component of the actual debate. Many jurisdictions have oral language assessment tools and one is available at: http://www.bced.gov.bc.ca/irp/irp_ela.htm where they are called achievement indicators and can be referenced by specific skill and specific grade level



Advertisement for the Olympic Games

Grade Level(s)

8-10

Subject Area(s)

Visual Arts, Language Arts, Technology

Links to Vancouver 2010 Education Program Component(s)

Culture, Global Citizenship, Olympism

Activity Description

First, as a class put together a list of all sports included in the Winter Olympics. Then, ask students how organizers are able to get so many people to come to the events and how they get them there. Indicate that advertisements are ubiquitous during those games and in everyday life. For example, magazines, TV and the mail are just some of the ways of distributing advertisements. The teacher can show different kinds of advertisements related to the Olympic Games or advertisement.

In pairs, students make their own advertisement about a sport they choose. It would be best if each team had a different sport. Their poster or advertising sign should meet different criteria of the section "Assessment of Learning."

Display the advertisement throughout the school and ask a target group to identify the five posters that did the best job of catching their eye. Then announce the results to the class in order to demonstrate that certain characteristics do a better job at capturing attention than others.

Finally, students evaluate their own work, indicating aspects that need improvement and those that worked, both with regards to their work and to the advertisement.

Learning Outcomes

Students will be able to:

- compare and analyze the way in which different media present a similar message or topic and their effect on the target audience;
- demonstrate originality in their work and presentation by offering unique perspectives.

Resources Needed

Computer and Internet connection
Color pencils and felt-tip pens
White poster board
Advertisements to show to students



Duration of Activity

Three to four periods of 50 minutes

Cognitive and Affective Domains

Cognitive – Application, Analysis

Affective – Responding, Valuing

Assessment Strategy

Student posters or advertising sign should include the following elements:

“Advertisement”:

- Indicate the sport presented.
- Goal of broadcaster.
- Advertisement’s promise.
- Advertisement providing objective information on the sport (price, number of athletes, etc.).
- The text should be reduced to a catchy phrase or slogan.

“The image”:

- Advertisement employs certain graphic or visual resources (photos, illustrations, attention grabbing elements) to get people to react.
- Advertisement is aimed at a target audience.
- The image should take up the most space and be catchy.
- The image should work well with the text.
- The image should enhance the ad. It should highlight the quality and advantages of the sport. Advantages can be real or imaginary.

Source: Suzanne Martin, *Flash*, Les Éditions HRW, 1986.



Newscast

Grade Level(s)

4-7, 8-10, 11-12

Subject Area(s)

Language Arts, Drama, Technology

Links to Vancouver 2010 Education Program Component(s)

Olympism, Paralympism

Activity Description

Students will work together to develop a series of mock newscasts in the lead up to, and during the Olympics. The students will work together to develop a backdrop for their newscast that will include the name of their media organization, a mural of a Vancouver sites, and desks and chairs as props. Then, using a camcorder and the Mac iMovie computer program, students will record a series of interviews, related, in a variety of ways, to the Olympics. Using software like Garage Band, students can also develop music to be played during the movie/interviews.

Olympic athletes do not have to be interviewed, students can use magazine clips and can narrate the clips to describe the backgrounds of these athletes. To cover sustainability, students may create a newscast by using images in newspapers and short interviews (ideally with an expert) to explain how the building of the Olympic oval has been created with a sustainable outcome in mind. Finally, a Paralympic newscast may also be added, as several Paralympic athletes are scheduled to visit several schools. This may make it possible for students to coordinate a short interview with an athlete that can be used as part of an iMovie newscast about facing challenges.

These newscasts can be presented at school assemblies and they can also be placed on the vancouver2010.com/edu Project Showcase. The series of interviews will range in scope from Canadian culture to sustainability and inclusion (Paralympism). This can be adapted according to time available. Students can begin with one movie/newscast project and can then extend the project by adding several new themes for additional newscast items.

Learning Outcomes

While producing their video, students will develop their group work and cooperation skills. They will also gain knowledge of audio-visual technology and how to film a video clip.

Also, depending on what subject the students film a newscast about, they will gain a deeper understanding of their topic.



Resources Needed

access to computer lab with iMovie and Garage Band programs
video camera
art supplies
tables and chairs
video projector and screen to show finished product

Duration of Activity

6-8 45 minute work periods for each newscast produced. (approximately one or two lessons for developing interview questions and doing background research, one to two lessons to create art mural for set background, one period to record their videos and a couple of computer periods to edit clips and add music).

Cognitive and Affective Domains

Cognitive – Synthesize
Affective - Responding

Assessment Strategy

Start with one movie and walk kids through the process and then have them work with increased independence when working on additional videos. Focus on giving ongoing feedback during to ensure the final product will be of good quality. Ensure that you view the students' clips during the development stages to support the editing process



Nutritional Needs

Grade Level(s)

4-7, 8-10

Subject Area(s)

Science, Health Education, Physical Education

Links to Vancouver 2010 Education Program Component(s)

Sports and Healthy Living

Activity Description

Students will compare and contrast nutritional recommended needs of average Canadians with those of Olympians and Paralympians. Students will investigate the training diets and action plans of elite athletes and attempt to calculate the caloric and nutritional needs of Olympians and Paralympians based on the training programs they research.

Teacher will introduce the concept of a daily nutrition log and its application to students and students will spend a week recording their nutritional input previous to implementing lesson. Students will bring their daily log to class and discuss any patterns evident in their nutrition logs. In groups, students will use the Canada Food Guide and calculate the nutritional and caloric needs recommended for them personally. Each student looks for areas of strength and of weakness in their plans and suggests accommodations – both to diet and to exercise.

After examining their personal logs, Winter Games sports are introduced (brainstorming or teacher delivery) and each sport is categorized into endurance, non-endurance, or a combination sport. Sports to examine include biathlon, bobsled, curling, figure skating, freestyle skiing, hockey, luge, short track speed skating, alpine skiing, nordic skiing, snowboarding, and speed skating.

Students will then go to the Coaching Association of Canada and explore the sports nutrition resources – specifically the Training Diet Action Plans. As a group or individually, students choose one Canadian Olympian and/or Paralympian from 2006 or 2010 and based on that individual's age, sport, and gender, plans a possible Nutritional Plan for that athlete. Conversely, the class could just explore the needs of an individual sport.

Extension Activity:

Parents of students complete and submit the Parents Nutritional Checklist found at the Coaching Association of Canada website, which will provide them with feedback, suggestions, and resources to help them implement healthier choices for their children.

Learning Outcomes

This assignment is directly related to the themes of Olympism, Paralympism, and Healthy



Living. It is expected that students will come to a clearer understanding of how nutritional consumption and physical output are intimately linked. Students will also learn how the nutrition choices they make now impact them on a daily basis, and how athletes that are dedicated to excellence in their sport have very rigid and important nutritional guidelines to observe.

The prescribed learning outcomes suggested at the Grade 5 – Grade 8 level all expect that students will be able to identify and make decisions regarding personal health and a balanced lifestyle. The Canadian Olympians and Paralympians are powerful mentors for students to maintain proper nutrition and exercise on a daily basis, as well as to take it to a higher level if they wish to be elite athletes.

Resources Needed

Access to internet and library for research

Coaching Association of Canada: <http://www.coach.ca>

Daily log for recording personal nutritional input and output

Calculator for calculating caloric requirements

Paper, pens, pencils

Duration of Activity

4-6 classes of 40 – 60 minutes each

Cognitive and Affective Domains

Cognitive – Analysis

Affective – Valuing

Assessment Strategy

Children discuss their daily nutrition log as well as their response to it in terms of accommodations they can make to improve it with their teacher, with a peer, or with a group – then write a letter of commitment to these changes which is submitted to their teacher and parents for review in a month's time.



Olympic Impacts Debate

Grade Level(s)

4-7, 8-10

Subject Area(s)

Language Arts, Social Studies, Drama

Links to Vancouver 2010 Education Program Component(s)

Culture, Global Citizenship, Sustainability

Activity Description

Students will be engaged in dialogue regarding the two-sided debate “The benefits and detriments of the Olympic games. What are they?” It is imperative that students understand the environmental, economic and social impact of the Olympic Games, while at the same time, understand the importance of the Olympic spirit and culture of the Games.

Students will be given a role to research, such as athlete, community member, environmental activist, International Olympic Committee member, spectator, or protestor. They will each research their role and how the Olympics affect them. They form into groups of 3 – 4, work collaboratively on the assignment, and then present their work to the class or to the school. As a class, we reflect on our learning, what issues have been raised, and what new ideas have been formed. This is done both orally and in written form.

In role, students will present information in written form, and orally, attempting to prove their side is correct, offering their insights, and creating alternative possibilities to the debate question. Out of role, students will then reflect and share their learning with others.

Learning Outcomes

This lesson is based on learning outcomes found in Grade 4-7 Language Arts, interweaved with work in the Dramatic Arts. This lesson also incorporates all three areas of the Language Arts curriculum: Oral Language, Reading and Viewing and Writing and Representing. It can be adapted for use with students in Grades 7-12, for Social Studies, Drama and Vancouver 2010 Education Program connections.

The lesson is directly aligned with the themes of Sustainability and Global Citizenship, while incorporating the prescribed learning outcomes of Grade 7 Language Arts, Social Studies, and Dramatic Arts. This unit can be adapted for use with students in Grades 7-12.

The debate regarding the sustainability and cultural celebration of the Olympic games provides students with an avenue to explore current opinions, while at the same time, formulating their own thoughts, concerns, beliefs and comments regarding this issue



Resources Needed

Pen/Pencils/Paper
magazines for cutting out clippings
computer for internet research
library for research through books and magazines
current information

Duration of Activity

It is estimated that the amount of time required is approximately 4-5, 40 minute blocks.

Cognitive and Affective Domains

Cognitive – Knowledge

Affective - Receiving

Assessment Strategy

The students will be assessed on the following:

- 1) Research abilities – bibliography
- 2) Research information – paragraph – 1 page of information regarding their debate issue
- 3) Ability to communicate ideas, information, and feelings critically, creatively, and articulately, using various media
- 4) Think critically and creatively, and reflect on and articulate their thinking and learning
- 5) Develop a continuously increasing understanding of self and others.



Olympic Values in School

Grade Level(s)

4-7, 8-10, 11-12

Subject Area(s)

Visual Arts

Links to Vancouver 2010 Education Program Component(s)

Olympism, Paralympism

Activity Description

Tell students that in 1896 Baron Pierre de Coubertin declared that the Olympic Games were much more than mere competition and victory. According to him, sport calls on an individual's intelligence as well as on his/her body and spirit. Based on that statement, hold a class discussion in order to define the values that make up the Olympic spirit. Mention the following seven values: excellence, pleasure, equity, respect, fulfillment, leadership, peace. Explain each value (see Olympic websites).

Divide the class into seven teams. Each team should define a value and make a poster about it. The posters should be hung up in the class or school (for older students, this can be done in the form of a computer presentation).

Everyday (week or month, according to preferences and the time desired for each activity), each team names a student that has demonstrated its Olympic value during sport or school activities. That student gets a medal (gold, silver or bronze) or a letter of appreciation from the team.

Alternatives: Teams can switch values or keep the same value for a certain period of time. One single value can also be promoted each week or month for the whole school. Medals can be made during a plastic arts class using cardboard or used CDs painted with the three winning colors. A new series of winning colors could also be defined.

Learning Outcomes

Students will become aware of Olympic values present in various activities that surround them, besides sports.

Students will be able to:

- share their ideas and assume the consequences;
- give their opinion and compare it to those of others;
- use a language level that is appropriate for their topic;
- express themselves in writing by drafting a group letter that brings together different information;



- organize their thoughts in the form of written or oral work;
- recognize the importance of presenting individual or group work;
- acquire positive behaviour on a personal and social level.

Resources Needed

Cardboard for posters and medals

Used CDs, paint (gold, silver, bronze – or other colors if students decide to define a different series of winning colors)

Paper, pencils

Computer (teacher)

www.olympicschool.ca

www.vancouver2010.com/en

Duration of Activity

45-minute introduction followed by periods of 15 to 30 minutes per week and/or month

Cognitive and Affective Domains

Cognitive – Knowledge, Understanding

Affective – Responding, Valuing

Assessment Strategy

- Students fully respect the pre-established criteria (poster).
- Student letters are evaluated according to the writing proficiency scale.
- Students show good sportsmanship.
- Students actively participate in the development of the project.
- Students complete the task assigned to them.
- Students express themselves with an appropriate level of language.



Athlete/Coach Biographies

Grade Level(s)

4-7, 8-10, 11-12

Subject Area(s)

Language Arts

Links to Vancouver 2010 Education Program Component(s)

Olympism

Activity Description

Individually or in teams, students write the biography of an athlete or coach. Made up of *bio* (life) and *graphy* (writing), a biography is the history of the life of a person and includes specific information on those people.

Teachers can begin the activity by using triggers such as: Imagine that you're a biographer (author of a biography). This can be compared to detective work. Which athlete or coach would you like to talk about? You can present a list or ask students to do research on an Olympic website.

Mention the criteria of a biography: specific information on an individual; their childhood, family, sport influences, anything related to their life as an athlete, their sports career and their private life. (The teacher can also give younger students an outline).

Ask students to present their biography to the class or to the school (newspaper article, speech during a school assembly, student radio program, traditional oral presentation or with the help of computer technology (PowerPoint, Pages, etc.). If students have written papers, these can be put together into a collection to be kept in the class or school library.

Learning Outcomes

Students will be able to:

- read various texts autonomously and with ease and answer different questions;
- gather and select information from different sources;
- use a level of language that is appropriate for their topic;
- express themselves in writing via a description/information that brings together different information;
- organize their thoughts for written and oral work;
- recognize the importance of presenting individual or group work;
- demonstrate their understanding of the technology terms taught.

Resources Needed

Paper, pencils for taking notes



Computer with Internet connection
Library (research in books)
www.olympicschool.ca
www.vancouver2010.com/en

Duration of Activity

Three periods of 45 minutes

Cognitive and Affective Domains

Cognitive – Knowledge, Understanding

Affective - Receiving

Assessment Strategy

Teachers can evaluate each stage of work:

- Students actively participate in researching information and taking notes.
- Students organize their text (draft).
- Students demonstrate their understanding of the grammatical rules taught.
- Students demonstrate their understanding of the technological terms taught.
- Students actively participate in preparing the project.
- Students complete the assigned tasks.
- Students express themselves using an appropriate language level.



Paralympian Perspectives

Grade Level(s)

8-10

Subject Area(s)

Language Arts, Social Studies

Links to Vancouver 2010 Education Program Component(s)

Paralympism

Activity Description

The Olympic Games is an international exhibition of athletic skill and competitive spirit. While there is clearly an attempt to create an 'even playing field' among the athletes (by banning the use of performance enhancing drugs, for example), there is question as to whether the use of prosthetic devices could provide a disabled athlete (like Oscar Pistorius) with an advantage over his able-bodied competitors. Students will have the opportunity to research and argue the two sides of this debate.

Students will read about Paralympic athletes like South African, double amputee sprinter, Oscar Pistorius. Ask students to consider whether disabled athletes should be permitted to participate in able-bodied Olympic events providing they meet the event standard (with the use of prostheses). After this discussion, students will brainstorm arguments that could be used to support each perspective and write a persuasive paper to clearly argue one position over the other.

Enrichment Activity:

Select students (4 per side) who have developed sound arguments from the different perspectives to have a debate in front of the class. Poll the class before and after to see if any perspectives have been changed as a result of the debate.

Learning Outcomes

This activity can be adapted to meet Language Arts or Social Studies learning outcomes found in Grades 4-7 and 8-10.

It is expected that students will:

- identify and clarify a problem, an issue, or an inquiry
- gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources
- interpret and evaluate a variety of primary and secondary sources
- assess a variety of positions on controversial issues
- plan, revise, and deliver written and oral presentations



Resources Needed

pens, pencils, paper
computer for internet research
library for research through books and magazines
articles on Oscar Pistorius and fight of disabled athletes for inclusion

Duration of Activity

3-5, 70-minute classroom periods

Cognitive and Affective Domains

Cognitive – Knowledge
Affective - Receiving

Assessment Strategy

Possible rubrics for assessing this assignment can be found at:

http://www.bced.gov.bc.ca/perf_stands/social_resp.htm

http://www.bced.gov.bc.ca/perf_stands/writing.htm



Debate

Grade Level(s)

8-10, 11-12

Subject Area(s)

Language Arts

Links to Vancouver 2010 Education Program Component(s)

Culture, Global Citizenship, Sustainability, Olympism, Paralympism, Sports and Healthy Living

Activity Description

Students should give their opinion (and justify it) on different questions related to the Olympic Games, based on the VANOC educational components. Affix four sheets to four different walls. Each sheet contains a statement with blanks for students in order to fill in on the sheet.

Examples of statements include:

1. An athlete's diet is always important.
2. An athlete's diet is not important at all.
3. An athlete's diet is only important during the Olympic Games.
4. An athlete's diet is only important during training.

Students should write a favourable opinion for each statement, even if they don't agree. Then, students should read each of the sheets filled with different opinions. After reading the sheets, students should move close to the sheet that they think is the most true, thus dividing them into four groups. One student from each group reads the opinions written down. After this, each group will have a discussion in order to justify their opinion. Keep in mind that there are no bad answers, only opinions.

Learning Outcomes

Students will be able to:

- use a level of language that is appropriate for the topic and the goal of the oral communication;
- defend their opinions by giving specific reasons and examples;
- compare their opinion with that of others in order to evaluate the logic and legitimacy of the information or evidence presented;
- demonstrate originality in their work or communication by presenting unique perspectives;
- master oral expression by choosing words and expressions that are appropriate, accurate and precise based on the given topic or context.



Resources Needed

Large sheets of paper, pencils

Duration of Activity

2-3 periods of 30 to 45 minutes (plan time to allow flags to dry before the parade)

Cognitive and Affective Domains

Cognitive – Comprehension, Analysis

Affective - Valuing

Assessment Strategy

Students should be assessed on their participation in all stages of the activity, as well as their ability to express and defend their opinion and be able to modify it based on the opinions of their classmates.



Pick Me!

Grade Level(s)

8-10

Subject Area(s)

Language Arts, Social Studies

Links to Vancouver 2010 Education Program Component(s)

Culture, Global Citizenship

Activity Description

Students will take on the role of a country's leadership presenting a bid to host the Summer or Winter Olympic and Paralympic Games. Working in pairs, students will choose a country and then they will take on the role of being in a position to create a bid for the Olympic and Paralympic to be held in that country. This requires examining the chosen countries attributes, and discovering how the games would benefit from being hosted in that location.

After students have their presentations prepared, they will form panels for presenting their bids. A panel of student "officials" may listen to the presentations and then collaborate on which country to choose.

Learning Outcomes

This aligns with global citizenship and Social Studies learning outcomes, as it raises awareness of other countries around the world. As students role-play their Olympic and Paralympic bids, they will be looking at cultural aspects of different countries. Student will learn about other countries and some of the considerations involved in the bidding process. The role-play format engages them in learning more than simply reading or discussing.

Resources Needed

World map to select countries
Website info on the countries
Website info on Olympic bid processes
Room set up as a panel for the presentations

Duration of Activity

4-6 lessons 30-40 min. blocks or 2 blocks and homework

Cognitive and Affective Domains

Cognitive – Knowledge
Affective - Receiving



Assessment Strategy

Written presentation may be submitted for assessment based on a grading scale. Each team's presentation may also be assessed by the student "officials." Student can also self-assess what they learned about their chosen country and the Olympic and Paralympic Games.



Sustainability

Grade Level(s)

8-10

Subject Area(s)

Social Studies, Language Arts

Links to Vancouver 2010 Education Program Component(s)

Sustainability

Activity Description

As part of a Social Studies course, students will be asked to come up with a question or problem related to sustainability. Examples of questions: Is sustainability an attainable goal? One question should encompass several points of view and requires a decision to be made about what is the most desirable or what should be. Example of a problem: Why are sustainability and resource management important questions for people in British Columbia? A problem presents a situation that requires an investment and a solution.

First, students should come up with a problem and/or question related to sustainability and gather information. They should then interpret, analyze and orally present that same information to the class. To wrap up the activity, ask students to assign prices for the improved installation or concept of sustainability during the Olympic Games.

Learning Outcomes

Students will be able to:

- determine and clearly formulate a problem, question or inquiry;
- gather and organize a set of data;
- interpret different primary and secondary sources and determine their value;
- appreciate different stances on controversial issues;
- prepare, revise and present oral and written presentations;
- prepare and apply an action plan that allows the initial problem, question or inquiry to be addressed

Resources Needed

Paper, pencils for taking notes

Reference books and computer for research

Poster board or computer for oral presentation on data collected

Duration of Activity

Four periods of 1 hour and 15 minutes



Cognitive and Affective Domains

Cognitive – Analysis

Affective - Valuing

Assessment Strategy

Assess students based on the relevance of their sources, the quality of their interpretation of the data and their presentation of the data gathered.



Playground Fitness

Grade Level(s)

4-7, 8-10

Subject Area(s)

Physical Education, Health Education

Links to Vancouver 2010 Education Program Component(s)

Sports and Healthy Living

Activity Description

Students will research various Olympic and Paralympic events and the type of training needed for those events. Using the available equipment and facilities, students can work together to design fitness activities that athletes would use while training. Students will use graphing and tallying to monitor their results and measure improvement.

Students can also create fitness routines and, as a leadership project, design fitness plans and coach younger students. This can be incorporated into daily fitness expectations. This activity develops student leadership and builds respect among students. Any fitness training must be done under the careful supervision of an adult to ensure that students of all different fitness levels are exercising in a safe and healthy manner.

Learning Outcomes

Students will become aware of goal setting, being a good citizen to schoolmates, and applying knowledge while having fun. Students will consider options to ensure inclusion of all students therefore demonstrating respect and the pursuit of fairness. Then students will address the area of leadership as they lead their schoolmates through the fitness loop and become a part of a real life learning opportunity.

Resources Needed

www.healthybuddies.ca

www.bcchildrens.ca

overhead maps of playgrounds can be measured and drawn by students

Exercise posters/write-up inserted in plastic page covers and posted at stations throughout the playground/field

Duration of Activity

4- 5 40 minutes blocks, longer if extended into a student leadership activity.

Cognitive and Affective Domains

Cognitive – Knowledge

Affective - Receiving



Assessment Strategy

Students may be assessed on their written work detailing exercises and activities. Student participation and dedication can also be observed, focusing on their improvement over the course of this project. Feedback from younger student participants may also be used as assessment. Self-assessment is important in this activity because of the emotional and time investments the students have committed.



The Philosophy of Olympism

Grade Level(s)

8-10

Subject Area(s)

Social Studies

Links to Vancouver 2010 Education Program Component(s)

Global Citizenship

Activity Description

These lessons centered on the philosophy of Olympism are designed to enlighten students to the role of sports and competition in promoting peaceful and diplomatic relations between people and places. Students will need to assess different conflicts taking place in the world today and assess their potential impact on the Games, and the role of the Olympics in promoting peaceful relations between people and places despite these ongoing conflicts.

Students will first discuss the importance of sports. Students start by assessing the role of sports in their lives regardless of their level of involvement. Students will then examine what purpose does participating in team or individual sports serve individuals and society as a whole.

Students will then analyze and respond to the following quote: "The sports arena is like a classroom. There we learn to live together, in society; there we learn solidarity and friendship; there we learn respect for others: whether one is a boy or girl, short or tall, young or old, from Asia, Africa, Europe, America or Oceania. Sport is all these things." – Jacques Rogge.

Using a poster, overhead or other image of the Olympic flag, students will define the symbolism of the five rings that represent the Olympics. What does this logo say about the purpose of the Olympic Games? How is the symbolism of this logo representative of the purpose of sports that Jacques Rogge addressed in his quote?

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

Students then assess how this philosophy demonstrated in the sports they play, relationships they develop, or in the other activities they engage in? Discuss whether this philosophy ties into their own understanding of what the Olympics are about



Use the class discussions and information from the Olympic website to write a report explaining their opinion on the role of sports in promoting relationships between people, cultures and countries. Students should use examples from their own experiences to scaffold the global impacts.

Learning Outcomes

This lesson is aligned with the theme of Olympism. It is the aim of this lesson for students to understand the purpose behind the Olympics and the role of sport and/or competition as a tool to promote peaceful and diplomatic relationships between people and countries. Students will explore the purpose of the Olympics as a tool unifying the global community and study the role of sports in the development of relationships between countries and people

Resources Needed

IOC Website: www.olympic.org (Olympic Truce, Olympic Charter, Fundamental Principles of Olympism)

Picture of the five-ringed Olympic logo

Newspapers

Duration of Activity

8-10 - 75 minute lessons

Cognitive and Affective Domains

Cognitive – Analysis

Affective - Valuing

Assessment Strategy

Teachers should formally evaluate the students' understanding of Olympism and the role and impact of sports in promoting social justice and global citizenship. Teachers should informally assess the students' understanding of the purpose of the Olympic games



Tourism Posters

Grade Level(s)

4-7, 8-10

Subject Area(s)

Language Arts, Social Studies, Visual Arts

Links to Vancouver 2010 Education Program Component(s)

Culture

Activity Description

As the 2010 Olympics approach the world will focus on British Columbia and Canada. There will be countless posters, brochures, and advertisements created to promote British Columbia to the world. Through these lessons, students will learn about how to critically assess various forms of media so that they can read and view with a critical eye.

Students will:

- Brainstorm about what culture means and how this is represented in various forms
- Discuss what a stereotype is and how these can influence our ideas about culture, people and places
- Look at current Tourism BC and VANOC materials and have students create criteria and then evaluate the materials to determine what, if any, stereotypes are present and how these representations might effect a tourists understanding of British Columbia and Canada
- Discuss how British Columbia can be represented to the world effectively without utilizing stereotypes. Have students list things that can represent British Columbia's people, places and history in a non-stereotypical manner
- Individually, or in pairs take on the role of tourism promoter and create posters or iMovies to encourage people to visit British Columbia for the Olympics.

Learning Outcomes

This lesson is aligned with the Olympic theme of culture. By participating in this activity students will engaged in thinking and discussing the culture of British Columbia and will start to understand this as a complicated and complex concept. They will generate criteria to assess the representation of culture so that they may be critical consumers of information. By completing the activity students will come away with a better understanding of how they, as individuals, and as a group, are influenced by our culture as well as how their actions influence on our culture.

Students will gain an understanding of what a stereotype is and how these influence us on a daily basis. They will also develop their critical thinking skills so that they may become more aware of how what they read and view influences their understanding of the world. Students



will create effective informational posters or movies that they have tailored for a specific audience with a specific purpose in mind.

Resources Needed

Pens, pencils, pencil crayons, markers, paint

Construction paper

Glue

Computers if students are working on iMovies

It will be necessary for the teacher to collect various tourism materials from VANOC, Tourism BC and other local tourism organizations. Here are some websites to help you get started.

Tourism BC Official Olympic Travel Planning Site -

<http://www3.hellobc.com/2010olympicwintergames/>

To order free Tourism BC materials go to -

<https://www2.hellobc.com/brochures/default.asp>

For more information on stereotypes and their influence on children and the media go to The Media Awareness Network –

<http://www.media-awareness.ca/english/issues/stereotyping/>

For more information and research about critical thinking go to –

<http://tc2.ca/about/about-critical-thinking/>

Duration of Activity

5 45 minute periods

Cognitive and Affective Domains

Cognitive – Knowledge

Affective - Receiving

Assessment Strategy

Students could do a self evaluation of their completed projects using a rubric that the whole class created based on their understanding of representation without stereotypes as well as what an effective presentation would contain. The same rubric could then also be completed by another student (peer evaluation) and the teacher.



A Healthy Body

Grade Level(s)

8-10, 11-12

Subject Area(s)

Science, Health Education

Links to Vancouver 2010 Education Program Component(s)

Sports and Healthy Living

Activity Description

Students will do comparative research between an athlete's diet and their own. They will learn the role of proteins, lipids and carbohydrates. They will determine the kind of food they can be found in and will create a type menu for a week for themselves and for an athlete of their choosing.

Students will visit different Internet sites in order to gather the following information:

- determine the daily intake needs of a teenager (number of calories needed for the basal metabolism to function, minimum and maximum amounts for each of the five food groups, etc.);
- define the roles of proteins, lipids and carbohydrates in our body (builders, repairers, regulators, energy).

After gathering information, students will be able to make an analysis form for an athlete's diet (by meeting with a coach, asking an athlete from their school or community, etc.) and provide an analysis form of their own diet. Finally, students will be able to consider their own diet and adopt a healthy lifestyle in order to benefit from a healthy body and mind.

Learning Outcomes

This activity is related to the Sports and Healthy Living component. The expected learning outcomes are the following:

- set goals in order to adopt and maintain a healthy lifestyle;
- analyse the factors that influence eating habits, including peers, family and the media;
- study the role of lipids, carbohydrates and proteins.

Resources Needed

Pencils, paper

Computers and Internet connection

Diet analysis form

Duration of Activity



Four to five periods of 50 to 60 minutes

Cognitive and Affective Domains

Cognitive – Application

Affective - Receiving

Assessment Strategy

Evaluate the accuracy of the analysis forms. Evaluate the written reflection on existing eating habits and the suggested changes or proof that the student eats well enough not to change anything.



The Life of a Canadian Athlete

Grade Level(s)

4-7, 8-10, 11-12

Subject Area(s)

Language Arts, Visual Arts, Technology

Links to Vancouver 2010 Education Program Component(s)

Olympism, Paralympism

Activity Description

First, in pairs, students will find Canadian athletes that participated in previous Winter Olympic Games and who are currently retired. Then, students choose an athlete and write his/her biography (activity to be carried out individually or in pairs). Examples of points that students can highlight include: Did the athlete study during his/her Olympic career? What is he/she doing now? How did he/she make the transition between the two?

Students could present their projects either in the form of a comic strip using the Comic Life software or with photos of the athlete exercising his/her sport (for example, during training or during an event).

Learning Outcomes

Students will be able to:

- learn about Canadian athletes of which they were previously unaware;
- discover the values and character traits of an athlete that can be applied to different areas of their own lives, as well as comparisons between the an athlete's career and their own (as students);
- describe the transferable skills acquired during this activity (7th grade);
- situate their personal traits with respect to career choices (8th, 9th, 10th grade).

Resources Needed

List of retired Canadian athletes (if students haven't found anything)

Computers with Internet connection

Comic Life software

Duration of Activity

Three to four periods of 50 minutes

Cognitive and Affective Domains

Cognitive – Application

Affective - Responding



Assessment Strategy

Presentation made using the Comic Life software. The following ideas are suggestions for evaluation criteria:

- The ability to choose relevant information and appropriate vocabulary
- The ability to organize information into simple and complex sentences
- The ability to put information into chronological and logical order
- The ability to use the Comic Life software.



Doping (Secondary)

Grade Level(s)

8-10

Subject Area(s)

Health Education

Links to Vancouver 2010 Education Program Component(s)

Sports and Healthy Living, Olympism

Activity Description

In teams, students make a list of substances banned by the International Olympic Committee and analyze the physical and psychological consequences of those substances. Grade 8 students can discuss the consequences and alternative solutions and suggest strategies for ensuring that athletes make the right choice. They can also complete a personal reflection on the subject. Grade 9 students could take the Grade 8 activity to the next level by emphasizing the physical and emotional consequences for themselves and the others, in case athletes get caught for instance (disqualification).

Learning Outcomes

Students will be able to:

- suggest strategies that will help young people make the right choice regarding drug addiction (for example, techniques for self-assertiveness, ability to refuse/buy time/negotiate, ability to avoid risky situations, participate in other activities)
- evaluate the physical, emotional and social consequences that drug addiction can have on themselves and on the others.

Resources Needed

Paper

Pencils

Computers

Internet connection

Duration of Activity

Two periods of 50 minutes

Cognitive and Affective Domains

Cognitive – Comprehension

Affective – Receiving, Valuing



Assessment Strategy

Teachers can evaluate group work or the contribution of each student to research using self-evaluations filled in by the students.



Statistics – Grade 8

Grade Level(s)

8-10

Subject Area(s)

Mathematics

Links to Vancouver 2010 Education Program Component(s)

Olympism

Activity Description

Students ask a sample of 20 individuals to indicate how they expect to follow the Olympic Games (listening or viewing media reports or viewing events live or even with tickets to attend an event). Then, based on the data gathered, students will perform a statistical analysis. Those results will be presented in the form of a graph made using the Pages or Numbers software. The teacher may collect data from all students and calculate the average, mean and median of listening and viewing hours.

Learning Outcomes

Students will be able to:

- ask questions of a statistical nature in order to study actual situations;
- choose, use and justify appropriate methods for collecting data while designing and carrying out statistical surveys;
- conduct research into different media;
- present data in different ways, by hand or using a computer;
- determine and use the most appropriate method for measuring the central tendency in a given context.

Resources Needed

Pages or Numbers software (or any other software creating charts and graphs, such as Excel)

Duration of Activity

3 periods of 50 minutes

Cognitive and Affective Domains

Cognitive – Application

Affective - Receiving

Assessment Strategy

The teacher could evaluate this activity taking into account the following aspects:

1. wording of a question (30%);
2. presentation of data using a chart or graph (30%);



3. calculation of the average, mean and median (30%);
4. general work (10%)



Statistics – Grade 9

Grade Level(s)

8-10

Subject Area(s)

Mathematics

Links to Vancouver 2010 Education Program Component(s)

Olympism

Activity Description

Students will be asked to analyze a statistical situation and establish the correlation that might exist between the two following variables:

- length of training;
- performance achieved.

Each student can participate in the type of physical training of their choice, identifying measurable parameters (speed in a race, weight lifted, performance on a treadmill, etc.), train during a given period of time and take notes throughout their training. Once training has finished, students will be able to make a scatter diagram to show the absence or presence of a correlation. They could also determine the equation for the regression line. Finally, students should present a report using technical support such as Numbers, Pages or Excel software.

Learning Outcomes

Students will be able to:

- design and carry out an experiment allowing them to analyze the relationship between two variables and present a report;
- make scatter diagrams;
- interpret a scatter diagram in order to determine whether or not an underlying linear relationship exists;
- determine the correlation line of a scatter diagram when a linear correlation has been established by:
 - simple inspection,
 - using computer tools (in this case equations are not required);
- draw appropriate conclusions based on a correlation line and justify them.

Resources Needed

Training site appropriate for the type of training chosen by the student
Computer with Pages, Numbers or Excel software



Duration of Activity

This project is spread out across a two-month period. However, there is no in-class work during those two months.

Cognitive and Affective Domains

Cognitive – Application

Affective - Receiving

Assessment Strategy

Teachers can evaluate this activity taking into account the following aspects:

1. data gathering (30%);
2. making scatter diagram (30%);
3. data analysis (30%);
4. interpretation of the correlation (10%).



From Comedy to Tragedy

Grade Level(s)

4-7, 8-10

Subject Area(s)

Drama

Links to Vancouver 2010 Education Program Component(s)

Culture

Activity Description

Students simultaneously perform two aspects of the same story. Make teams of four or five students. Divide the stage into two areas where they will simultaneously play out two aspects of the same story. For example, on each side, two families experience the same story but with different emotions. On one side it will be a tragic or dramatic event, and on the other a parody or a comedy of the same story.

Sample scenarios:

- A family finds out that their child won a gold medal.
- An athlete becomes disabled following an accident and now participates in the Paralympic Games.
- Tickets that the family bought to attend an Olympic event are nowhere to be found.

The teacher can suggest topics or ask students to come up with situations to act out. Give teams 5 to 10 minutes to prepare. Teams performing the same story take turns. Only one team on the stage goes at a time, while the other team listens and watches on its side. The first team (dramatic) begins its performance that the teacher can interrupt when she/he likes. Upon the teacher's signal, the other team acts out the same story according to the point of view requested (comic).

Note: Students often have a hard time coming up with an ending. In that case, the teacher can stop the game if the scene drags on or help them finish it.

Learning Outcomes

Students will be able to:

- demonstrate their capacity of playing a role;
- work as a team in coming up with a theatrical activity;
- show that they understand the relationships between the characters of a play.

Resources Needed

Table, chairs, cube, accessories, etc.



Duration of Activity

2 periods of 50 minutes

Cognitive and Affective Domains

Cognitive – Knowledge, Understanding

Affective - Responding

Assessment Strategy

Verify the accuracy of the execution and compliance with instructions.

