

**SPORT**  
Exploration

OLYMPIC  
EDITION



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**EDITION**



This Olympic Edition Sport Exploration Kit will allow you to explore 24 Olympic sports in new, fun ways.

## Kit contents:

- 12 pylons
- 8 hula hoops
- 2 Rope
- Masking tape
- 8 red bean bags, 8 white bean bags
- Rugby Ball
- Small Ball
- Basketball
- Table Tennis
- Racket & ping pong balls
- Softball Bat
- Softball ball
- Agility Ladder
- Adult & Youth pinnies



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## ALPINE SKIING

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Humans have been skiing for thousands of years as a method of transportation, but the sport of alpine skiing began in Norway in 1850. It wasn't until 1936 that alpine or downhill skiing was first seen in the Olympic Winter Games.

This is not a sport for the faint at heart. The athlete races down a snow-covered hill on skis reaching record speeds of 156 kilometres per hour. That's a hefty speeding ticket waiting to happen!

There are five different events in alpine skiing: downhill, Super-G, giant slalom, slalom, alpine combined, and team event. The race starts at the top of the hill in the start gate, then the athlete races down the hill between poles called gates. The skier is disqualified if they miss a gate.

The speed events are a test of how fast the athlete can go down the hill. This includes the downhill, and the Super-G where the skier must ski through widely spaced gates.

The technical events test how fast a skier can navigate through narrowly spaced gates. A giant slalom course includes panels on the gates with long sweeping turns. A slalom course is set with a single pole for each turn, directing the athlete to make the shortest turn of all events. The gates used for technical events are flexible, and bend if a skier hits them. However, hitting a gate is a skill that if not done correctly, will slow you down.

Canada has been extremely successful in alpine skiing events, capturing 12 Olympic medals and multiple World Championship and World Cup podium finishes.

Learn more about Alpine Skiing at [alpinecanada.org](http://alpinecanada.org)



# ALPINE SKIING TRIVIA

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## HIGHLIGHTS



Lucile Wheeler

- Parts of skis found in Russia have been dated to 7000 BC. Skis were used for transportation and hunting.
- Lucile Wheeler won Canada's first Olympic downhill skiing medal at Cortina d'Ampezzo 1956. Anne Heggtveit won Canada's first alpine gold four years later.
- Races can be very close, so they are timed to the 1/100th of a second.

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## FEATURED ATHLETE



### ERIK GUAY

OLYMPIAN, SOCHI 2014

The 35-year-old Erik Guay has been racing down snow-covered mountains for over 30 years. He shows no signs of slowing down, having just won the 2017 World Super-G Championships. Despite his recurring knee injuries, Erik always comes back stronger and hungrier for success. Will PyeongChang 2018 be the year that this three-time Olympian wins' Olympic gold?

Learn more about Erik Guay at [www.olympique.ca](http://www.olympique.ca).

# ALPINE SKIING


# ACTIVITIES


Described below are alpine skiing daily physical activities that can be used in the classroom and gym. Have fun!

## HEAD TO HEAD RACING

At the PyeongChang 2018 Olympic Winter Games, the team event will make its Olympic debut. The new event features two female and two male athletes from each country. Each skier faces off against another skier of the same gender from the other team. They race through giant slalom gates (slalom distance), and the winner of the race earns their team one point. The skiers race on similar courses that are beside each other (red course and blue course), and the spectators can see which skier is winning the race. The team with the most points wins, and faces off against another winning team. The competition starts with 16 teams, and continues elimination bracket style until the two most winning teams race for gold and silver.

 **Participants:** teams of 4

 **Space:** gym or playground

 **Equipment:** pylons or red and blue paper/cardboard markers

### SET UP:

Mark out a red and blue course with pylons or paper markers. The markers should be about 1.5 meters apart and offset by about 1 meter. Designate a start/finish line.

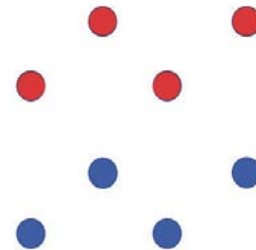
### ACTIVITY DESCRIPTION:

- Have students line up in teams behind the start/finish line. There should be two teams racing, one racing the red course and one racing the blue course. Other teams sit out this round.
- At the start, the first student of each team runs through the course, doing a full loop around each marker (360° turn). When they get to the last marker, they do two full turns around the marker and then complete the course back to the start/finish line.
- When they return, they tag their team's first member. This continues until all members of the team have had a chance to complete the course.
- The winning team faces off against one of the teams that hasn't run the course yet. The winner of that race, competes against a team that hasn't run yet. This continues until all teams have had at least two chances to race.

### ACTIVITY EXTENSIONS:


- Vary the movement patterns to add intensity or make it easier depending on the age of the students.
- Change the course to adopt a ski cross theme. Include small hurdles or other obstacles that must be jumped.
- Create a mini-heat with two children racing head to head through the courses to determine the fastest winner. Start variation for this event would be to have the children start on their stomach facing the course and on the signal "go" they pop up and explode towards the first marker or gate.

Start/Finish



# TUCK AND TURN RELAYS

When downhill skiers race, they try to hold their bodies in a 'tuck' position. This helps them move through the air with less drag, helping them go fast. Their legs are bent at a 90° angle, and their chest is down to their quads. They hold their head up with their eyes looking forward. Holding their poles so that they are pointing behind them and their hands are in front of their face. They make turns from this position by shifting their weight from one foot to the other. This game helps you practice the tuck and builds the leg strength skiers need to make turns at speeds over 140km/hour.

 **Participants:** teams of 4-10 students

 **Space:** gym

 **Equipment:** masking tape



Marie-Michèle Gagnon

## SET UP:

Mark out a course for each team by taping two 3-4-meter-long lines on the gym floor. The lines should be 50-70cm apart. Designate a line on the gym floor as the start/finish line.

## ACTIVITY DESCRIPTION:


- Have students line up in teams behind the start/finish line.
- At the start, the first student of each team hops back and forth between the lines on their right foot until they have covered the entire distance of the tape.
- When they reach the end of the tape, they should land on both feet and hold a tuck for a count of 3 seconds.
- Once tuck is complete, the student hops back on their left foot to the start/finish line. They then tag the next student on their team.
- This continues until all team members have had a chance to complete the course.


## ACTIVITY EXTENSIONS:


- Have the students alternate right and left leg on each hop.
- Students crouch in the tuck position for a second after each hop.
- Have the students hold one or both arms against their body

# SLALOM RELAYS

Both slalom and giant slalom events require that skiers race between the course markers called 'gates'. The skiers want to come as close to the gates as possible, but hitting them can hurt and slow down their time. Also, they are disqualified if they miss a gate.

 **Participants:** teams of 4-10 students

 **Space:** gym, field, or playground

 **Equipment:** 6-8 pylons per team, 2 sticks or poles for each team

## SET UP:

Place the pylons approximately 2 meters apart and at an offset of about a meter to mark out a 'slalom' course for each team. Designate a start/finish line using gym floor or playing field markings or by setting out lines using pylons.

## ACTIVITY DESCRIPTION:

- Have students line up in teams behind the start/finish line. Give the starting student the sticks or poles.
- At the start, students run around the gates (pylons), keeping their poles out in front, from the first to last marker. The poles must be pointed downward.
- The students go around the final pylon, and then run back through the pylons from the other direction.
- The starting student gives the poles to the second student on their team, who repeats the course. This continues until all team members have had a chance to run through the course.

## ACTIVITY EXTENSIONS:

- Helmets and goggles can be added for effect.
- Vary the course design to simulate slalom and giant slalom disciplines. The gates in the slalom are much closer together than those in the giant slalom.

# BRINGING IT TO THE CLASSROOM

During the 1970s and early 1980s, the Canadian skiers were known as the Crazy Canucks. Use the Internet to research the Crazy Canucks, and write a paragraph describing who they were and why they were called "crazy".

## INSTANT ACTIVITY:

Only have a minute of classroom time to get up and be active? This activity will get the heart pumping. Bench Jump Overs build the power that alpine skiers need to make tight turns as they race down a mountain.

Stand on one side of a bench (or chair) facing forward. With your hands, grab the bench for support. With your feet together, jump over the bench from one side to the other. Continue to hop from side to side. How many can you do in one minute?



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## ARTISTIC SWIMMING

Artistic swimming (sport name changed from synchronized swimming in 2018) is a mix of acrobatics, dance and gymnastics performed to music. It was once referred to as 'water ballet'. Artistic swimmers perform figures, arm segments and lifts to music that plays through underwater speakers. They are scored by judges on their routine. Artistic Swimming has been an Olympic sport since the 1984 Los Angeles Olympic Games.

This Olympic sport is open to females-only at the Olympic Games, however males are eligible to participate at all other international competitions in the mixed duet. Athletes compete as solos, duets, teams or combination routines. Each competition has two elements- a technical routine and a free routine. The technical swim must include specific moves. The free swim is more expressive. Three panels of judges score each piece on artistic impression, difficulty, and how well the routine is done. The judges may also give penalties. Touching the bottom of the pool, for example, is a fault. So is entering the pool too slowly or leaving out a technical move. A sum of the scores is used to award medals.

Artistic swimming routines range from two to four minutes. There are time limits. Swimmers are often underwater for up to a minute at a time. Nose clips make it easier for them to hold their breath. Each swimmer must follow strict rules on make-up, hair, and costume.

Artistic swimming is an artistic blend of movement and music. Performed with partners or teammates in the water, it is unlike any other sport in the Olympic program.

To learn more about artistic swimming or to find a local club please visit:  
[www.artistiqueswimming.ca](http://www.artistiqueswimming.ca).



SCHOOL PROGRAM



# FEATURED COUNTRY

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## CHINA



Originally known as “water ballet” artistic swimming was demonstrated at several world exhibitions and fairs in the late 19th and early 20th centuries. The sport began to take form in Canada in the 1920s under the name of “Ornamental Swimming.” This graceful and beautiful aquatic activity soon spread to the United States, where a display at the 1934 Chicago World Fair attracted international publicity. The popularity of this new brand of swimming continued to grow when swim star Esther Williams performed in a string of MGM “aqua musicals” in the 1940s and 1950s.

When the team event debuted at the 1996 Olympic Games, China finished in 7th place. As the country developed their technical expertise and slowly moved up the world rankings, China climbed to their first podium finish with a bronze medal swim at home at the 2008 Olympic Games in Beijing. They have continued their podium dominance since 2008 with silver medals at the 2012 and 2016 Olympics Games and many medals at the World Championships, starting with 5 medals in 2009 in Rome. China continues to push the technical and artistic excellence of the sport and will strive to reach the top of the podium in 2020 which has been dominated by Russia since 2000.

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# FEATURED ATHLETE

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## JACQUELINE SIMONEAU

TWO-TIME PAN AMERICAN GAMES CHAMPION  
OLYMPIAN, RIO 2016

A star of the national artistic swimming team, Jacqueline Simoneau first joined the national team in 2012 when she was still a junior competitor, being the youngest member at the age of 15. That same year, she won a bronze medal in the solo event at the FINA Junior World Championships, and improved to the silver medal position at the 2014 Junior Worlds, in which she also won gold in the figures event. Simoneau won a pair of gold medals at the 2015 Pan American Games, standing atop the podium in the team and duet competitions (with partner Karine Thomas). In her Olympic debut a year later at Rio 2016, Simoneau finished seventh in the duet with Thomas. More recently, Simoneau and duet partner Claudia Holzner, delivered an inspiring performance in the duet free final to claim gold at the 2019 Pan American Games, which, doubled with another gold in the team event, secured two artistic swimming spots for Canada at Tokyo 2020.

To learn more about Jacqueline, check-out [olympic.ca](https://olympic.ca).

# ARTISTIC SWIMMING

# ACTIVITIES


Described below are Daily Physical Activity judo activities that can be used in the classroom and gym. Have fun!

## DRYLAND ARTISTIC SWIMMING

Artistic swimming athletes need to be great swimmers, acrobats and dancers in the water. During a routine, the artistic swimming athletes tell their audience a story through their movements and music. Artistic swimming captivates audiences with breath taking routines that include precision movements, incredible artistry and technical detail all while changing patterns. Have fun trying this out of the water as it will help you appreciate how difficult it is to do in the water!

 **Participants:** Groups of 2-8

 **Space:** Large open space

 **Equipment:** tape or four pylons

### ACTIVITY DESCRIPTION:

- Pick a fun, upbeat piece of music.
- As a team, create a routine a 2-minute artistic swimming routine to this music.
- Play the music repeatedly while you plan and practice your routine. When planning your routine consider the following:
  - You will have 10 seconds for deck work, movements done on the deck to enter the pool in a coordinated way.
  - Once in the “pool” participants will not be able to stand on their feet.
  - Incorporate one of each of the following types of movements in your routine:
    - Cadence action – a movement done by one athlete after another
    - Shapes or Patterns – move as a team to form into a shape or pattern
    - Sailboat – lay on your back and set the bottom of your foot on the inside of your knee like a sail on a boat
    - Ballet Leg – lay on your back and raise one leg straight up in the air to form an upside down “T”
- Have fun and remember to incorporate everyone’s ideas. artistic swimming is about teamwork.
- Celebrate your work by playing the music and watching each team’s routine.


### ACTIVITY EXTENSIONS:


- Add 3-4 judges who will evaluate each performance out of 5 based on the technical difficulty, their use of patterns, shapes, speed of movements, and artistic impression, their use of music and creating a story through movements.
- Create larger groups who have to work harder to work together and be synchronized
- Have an artistic swimming competition between classes in your school. Mark off your “pool” in the middle of your gym and showcase the top routines from each class. Invite special guests and administrators to be your judges!

# ARTISTIC SWIMMING CIRCUIT

Artistic swimming is a hard sport, and the athletes have to be very fit. They must have great coordination, strength, agility, endurance, speed and flexibility. During competition, artistic swimmers are continuously using both the upper and lower limbs and their core to produce the movements. Try out this artistic swimming land circuit and see how you measure up to artistic swimmers across Canada!

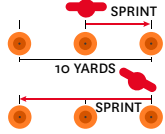




 **Participants:** All

 **Space:** Classroom, gym, or large open space

 **Equipment:** tape or four pylons and a timer

## ACTIVITY DESCRIPTION:

- Identify a spot within your space where you can complete all five exercises in the circuit: 10m side shuffle shuttle, plank, standing squats, push-ups and jumping jacks.
- Mark off a space with the pylons 10m apart for the side shuffle.
- Set a timer to 15 seconds.
- Complete each station, one after another, for 15 seconds each.
- Allow for a five second break between each activity.

10M SIDE SHUFFLE SHUTTLE	PLANK	STANDING SQUATS	PUSH-UPS	JUMPING JACKS
				
<p>Using a side shuffle movement, travel from cone A to cone B.</p>	<p>Place your hands flat on the floor, shoulder width apart. Hold your head, hips, knees and ankles in a straight line for 15 seconds.</p> <p>Try not to let your belly and back sag towards the ground or let your hips raise toward the ceiling.</p>	<p>Place your feet shoulder width apart. Raise your arms up, extending them straight out in front of you.</p> <p>Pretending as though you are going to sit on an imaginary chair behind you, bend from your hips, then your knees, to lower yourself into the sitting position.</p> <p>Then stand back up and repeat the exercise.</p>	<p>Place your hands flat on the floor, shoulder width apart. Keep head, hips, knees and ankles in a straight line</p> <p>Try not to let your belly and back sag towards the ground or let your hips raise toward the ceiling. Bend your elbows to bring your body (keeping the straight line) as close to the floor as possible. Push back up and repeat the exercise.</p>	<p>Start standing, with your feet together, and your arms resting along your side.</p> <p>In one movement, jump to spread your feet shoulder width apart and move your arms up over your head.</p> <p>Jump back to starting position and repeat for the duration of the 15 seconds.</p>
Time = 15sec	Time = 15sec	Time = 15sec	Time = 15sec	Time = 15sec

## ACTIVITY EXTENSIONS:


- Complete the circuit with a partner. Alternate completing each station before moving to the next station. This will give you an opportunity to rest and encourage your partner while they are exercising.
- Challenge yourself and do this circuit three times in a row, the approximate duration of an artistic swimming routine.
- Get creative! Add a circuit exercise to the rotation and share it with your classmates to add to the circuit.

# HOLD IT!

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Team routines in artistic swimming are 4 minutes long. On average, athletes spend 60% of their time underwater. That's about 2.5 minutes underwater!! For the first figure, the opening of a routine, an athlete may be underwater for upwards of 30 seconds. In artistic swimming, holding your breath is a major skill that must be practiced!

 **Participants:** All

 **Space:** Classroom, hallway or gym

 **Equipment:** Music

## ACTIVITY DESCRIPTION:

- Play an upbeat song for everyone to enjoy.
- Practice counting the beat of the music in eights. To the beat, say “1, 2, 3, 4, 5, 6, 7, 8” and repeat this for the duration of the song.
- Once complete and you feel you have a handle on counting eights. Repeat the song.
- This time count out loud for eight counts, and then hold your breath for the next eight counts.
- Repeat this pattern for 32 seconds, counting eight and then holding your breath for eight counts repeated until 32 seconds is complete.
- Rest, breathe and enjoy the rest of the song.
- Remember to only do what you feel comfortable with.

## ACTIVITY EXTENSIONS:

- By using music that is faster or slower, with different tempos, you can make this easier or more difficult to complete.
- As athletes have to be moving while holding their breath, complete this activity while running on the spot, doing jumping jacks or skipping. Rather than holding your breath for 8 counts, hold it for four, count to eight out loud and repeat these three times.

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# BRINGING IT TO THE CLASSROOM

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While mixed pairs can compete at the FINA World Aquatics Championships, men are still not able to compete at the Olympic Games. This is unusual, as every other sport in the Olympic Games program is now open to both genders. Write a letter or prepare a speech to the International Olympic Committee arguing whether men should be included in Olympic Artistic Swimming or whether it should remain a sport only for women.



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## ATHLETICS

Athletics includes track and field, cross country, road running, race walking, and mountain running. It is one of the oldest sports in the world. Many thousands of years ago, early civilizations held contests for running, walking, throwing, and jumping. Athletics was a feature sport in the Ancient Olympic Games, and was one of the original sports of the Modern Olympic Games. Athletics has been in every summer Olympic Games since.

Some of the most popular athletics events are the running races. The sprints are races that are run on the track, and are up to 400m long. Sprints also include relay races and hurdles. In a hurdles race, the runners have to jump over barriers on their way to the finish line. Distance races are races over 400m. This includes short track races like the 800m and long road races like the marathon.

There are four jumping events: long jump, triple jump, high jump, and pole vault. In long jump and triple jump the goal is to jump as far as possible. The jumper starts by sprinting down the runway and then launching themselves high in the air to add distance to their jump. In high jump the athletes leap over a bar and land on a foam mat. Pole vault uses a long fiberglass pole to propel the athlete high into the air and over a bar.

There are four throwing events in athletics and each one throws a different implement. The shot-put is a round steel ball. The discus is a weighted disc. Hammer throwers grab a handle at the end of a long metal wire that is connected to a round steel ball. The javelin is like an aerodynamic spear. The object is to throw the implement as far as possible, within a set boundary.

To learn more about athletics or to find a local club please visit: [www.athletics.ca](http://www.athletics.ca).



SCHOOL PROGRAM



# FEATURED COUNTRY

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## GREECE



From the very early days of the Ancient Olympic Games (776 BC), athletics was the most important sport. The athletes ran all of the running events naked and barefoot, and competed for the honour of their cities. The Ancient Greeks didn't use a round track for their races. They raced on a long strip of sand called a stadion. At first, the sprint was the only event. Over time throwing and jumping events were added and longer distance races were contested by running back and forth from one end of the stadion to the other.

In 490 BC, Athens and Sparta were at war and there was a big battle on the plains of Marathon. When Athens defeated Sparta, they sent Pheidippides to run and bring the happy news to the rulers in Athens. It was a long run on a hot day and he arrived in Athens exhausted. Shortly after announcing the victory, he dropped dead. The marathon is a 42.2km race that honours Pheidippides' run.

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# FEATURED ATHLETE

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## DAMIAN WARNER

OLYMPIAN, RIO 2016, LONDON 2012

The decathlon is an event where athletes compete in ten events and are scored on their performances. Canada's Damian Warner is one of the world's best, winning bronze at the 2013 World Championships and gold at the 2014 Commonwealth Games. Warner improved his 5th place finish at the 2012 London Games by winning bronze at Rio 2016. This was Canada's first Olympic medal in the decathlon in over 25 years. That had followed a sensational summer in 2015, which began with a gold medal at the Pan American Games in Toronto where he broke the national decathlon record that had stood since 1996.

To learn more about Damian please visit [olympic.ca](http://olympic.ca).


# ATHLETICS


# ACTIVITIES


Described below are Daily Physical Activity athletics activities that can be used in the classroom and gym. Have fun!

## SHUTTLE RELAY

Sprints and relays are two of the well-known events within athletics (track & field). Olympic athletes can run the 100m, 200m and 400m sprints, or compete in the 4x100m and 4x400m relays. The goals are to cross the finish line faster than your opponents, and to earn a personal best time.

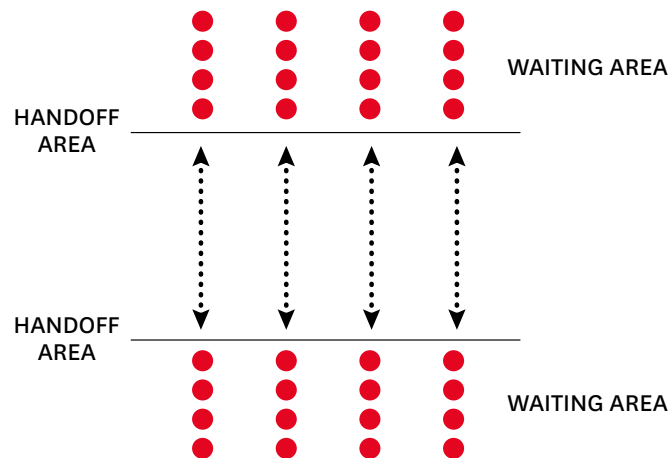
 **Participants:** Groups of 4 to 8

 **Space:** Classroom, Hallway or Gym

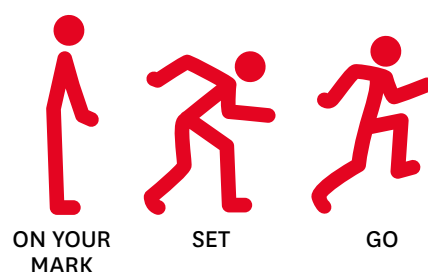
 **Equipment:** None required

### SETUP:

- If doing this activity in a classroom, move desks and/or tables to create “lanes”. Line up facing each other a set distance apart.



- Notice the proper starting position. During the set position, you should have your opposite arm and leg forward. Teach your students the start position, “on your mark, set and go!”



# SHUTTLE RELAY

## ACTIVITY DESCRIPTION:

### WARM-UP

- The first person in each group starts when they hear the “go” command. Walk upright to your teammate across from you in line.
- When you reach the handoff area, tag your teammate’s hand. Continue the relay until each student has walked 2-3 times.
- Next, do “A’s” 2-3 times each. Then proceed to bum kickers 2-3 times each. If you have the space, do an acceleration sprint 2-3 times each.

1.WALKING	2. A'S	3. BUM KICKERS	4. RUNNING ACCELERATION
			<p>Start slow and accelerate, closer to max speed each time</p>

### SHUTTLE RELAY RACE

- Start the race by saying “On your mark, set, GO!”
- The first runner sprints to other handoff area to tag their teammate!
- The winning team is the first team to be sitting down after all of their runners have completed 3 sprints.


## ACTIVITY EXTENSIONS:

- Get creative with your movements! Come up with new, fun ways to move from the start line to the finish line.
- Use different starting positions. For example, start seated, on your stomach, or facing backwards.
- Mark off a track around your gym. Add some obstacles for an added challenge! Pick an object that you can “hand-off” to one another, mimicking the hand-off of a baton during the relay.

# FLIGHT SCHOOL

Long jump is one of four jumping events in athletics. The others are triple jump, high jump and pole vault. In long jump, the athletes take a running start and leap as far as possible from a take-off board. They land in a sand-filled pit. Since most gyms and classrooms don't have sandy pits, standing long jump is a safe way to learn the proper jumping technique. Welcome to flight school!

 **Participants:** Individual

 **Space:** Ideally, jumpers should land on a soft surface. This can happen outdoors or by using gym mats

 **Equipment:** 2 pylons, tape measure

## SETUP:

- Use a line on the gym floor or the board of a long jump pit.

## ACTIVITY DESCRIPTION:

### WARM-UP

- Play a 3-5 minute game of follow the leader to get your muscles warm.

### SAFE LANDINGS

- Spread out into two lines across the length of the gym.
- In one place, take a small jump and then practice a quiet landing. Absorb the force through your bent ankles, knees and hips. The higher you jump, the more you will need to bend at the knees and absorb the force. Land in a position like you are riding a motorcycle.
- Gradually increase the height of your jump. Try different body techniques to jump higher.

### TWO-FOOT JUMPS FOR HEIGHT

From your current position, focus on adding height to your jump. One at a time, add the following components to your jump:

- Use a broad base stance, feet shoulder width apart.
- Add an explosive arm swing, swinging your arms fast up to the ceiling, stretching as tall as you can during lift-off, and punching for the sky.
- Add a quick "squat" or knee bend before take-off.
- Only add each of these components to your jump once you feel comfortable to do so.

### TWO-FOOT JUMPS FOR DISTANCE

Focus on moving forward, adding distance to your jump. To increase the distance you are moving forward, add the following components to your jump:

- Complete this task by trying different ways to jump further from a two-foot take off. Share your thoughts with the group as to how to achieve maximum distance. Try some tips from your peers!
- Project your arm movement reaching upwards in front of you, leading your body movement upwards and forwards.
- Note the distance you achieved with your jump. Aim for your personal best each jump!

## ACTIVITY EXTENSIONS:

- Take the world record challenge! Measure out the distance of the long jump world record, 8.95m (men) and 7.52m (women). Try to complete a series of jumps to achieve the world record in as few of jumps as possible!




# THROWING GAMES

Getting used to throwing an object with control takes time and practice!

 **Participants:** Groups of 2

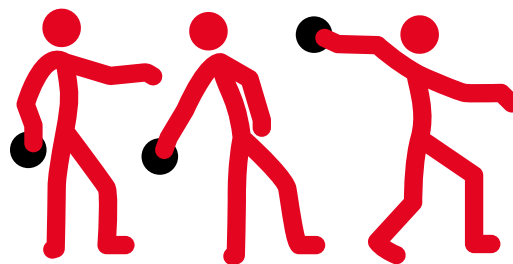
 **Space:** Gym or outdoors

 **Equipment:** 2 -3 objects to throw per group (beanbags, balls, etc.), 1 roll of masking tape, rope and relay baton or paper towel tube

## ACTIVITY DESCRIPTION:

### THROWING ACTIVITY

- Have your teacher or a peer demonstrate an over hand throw. Start by standing 5-7 metres away from your partner. Break down the throwing action by completing 10 throws each breaking down the components of throwing:
- Throw with hand flick: Stand 5-7 metres away from your partner. Raise your throwing arm up in front of you, bringing your elbow up to shoulder height. Bend your elbow to a 90 degree angle, flexing your wrist and facing your palm to the ceiling. Hold this position. Place your bean bag in your throwing hand. Throw the bean bag to your partner only using the flick of your wrist, finishing with your palm facing the floor.
- Throw with hand flick and elbow movement: Take a few steps back from where you stood for the hand flick. Now throw the bean bag back and forth, using your hand flick and the use of your elbow. Hold the position of your upper arm and shoulder joint.
- Throw with full arm motion: Take another few steps back. Now you can throw the bean bag using your shoulder and full arm motion. Stand with your feet slightly apart, facing forward. With your partner, explore the position of your feet, your release point and your arm motion to determine the best throwing technique for distance and accuracy. Share your findings with your peers.

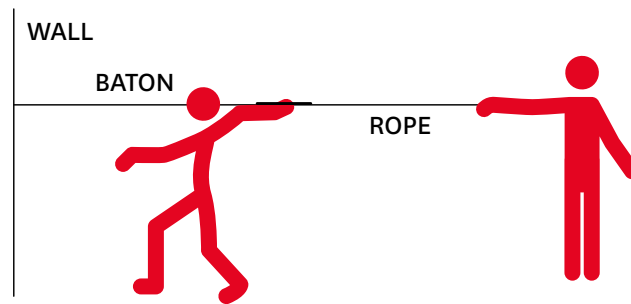


# THROWING GAMES

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## ACTIVITY EXTENSIONS:

- Create a target on the wall. Use masking tape if need be. Throw the bean bag with maximum force, aiming for the target. Repeat this activity, taking a few steps backward each time.
- Experience throwing a javelin. Place a relay baton or other cylinder (paper towel roll) on a rope held by a student on one end and attached to a wall at the other end. Enjoy practicing throwing a javelin!



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## BRINGING IT TO THE CLASSROOM

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These activities are adapted from Athletics Canada's Run Jump Throw Wheel program to work within a classroom setting. For more information on the program, instructor training information and access to program resources as well as adaptations for participants with a disability, visit [www.runjumthrowwheel.ca](http://www.runjumthrowwheel.ca).



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## BADMINTON

Badminton is a racquet sport that started in the mid-1800s in India. Players use a racquet to hit a shuttlecock (also known as a “shuttle” or a “birdie”) over a net. It has been an Olympic sport since the 1992 Barcelona Olympic Games. Athletes compete at the singles, doubles and mixed doubles events.

Badminton can be played with either two opposing players (singles) or two opposing pairs (doubles). The players or pairs stand on opposite sides of a net, and take turns serving a shuttlecock with a racquet. The players rally the shuttlecock back and forth over the net, and each side may only hit the shuttlecock once. A player or team wins a point when the shuttlecock lands on their opponent’s side of the court. A game ends when one side wins 21 points. A match is the best of three games.

A shuttlecock is cone-shaped and made of overlapping feathers or plastic. The round tip is made of cork. The feathers create drag, causing the shuttle to slow down. However, when it is smashed or served, a shuttle can move faster than a tennis ball. This can make the game very fast-paced and exciting.

Badminton players learn a wide variety of strokes like the forehand (like hitting with the palm) or the backhand (like hitting with the knuckles). A player learns which stroke to use in different situations. A badminton player must be very physically fit and able to move quickly in all directions.

To learn more about Badminton or to find a local club please visit, [www.badminton.ca](http://www.badminton.ca).



SCHOOL PROGRAM



# FEATURED COUNTRY

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## INDIA



During the mid-1800s, India was ruled by Great Britain. British soldiers were stationed in many parts of India. It was there that they were introduced to a local game called Poona. When they returned home after their military service, they brought the game to Britain. It was introduced to guests of the Duke of Beaufort at his stately home that was known as Badminton House, around 1873. It was there that the name of the game was changed to badminton.

Badminton remained a popular sport in India, and tournaments were organized starting in the 1930s. Today it is second only to cricket in the number of participants. In the professional Indian Badminton League, there are six teams with 12 players. Several Indian players have reached world-class level. One of these, Saina Nehwal, won a bronze medal in women's singles at the 1992 Barcelona Summer Olympic Games.

# FEATURED ATHLETE

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## MICHELLE LI

THREE-TIME PAN AMERICAN GAMES CHAMPION  
OLYMPIAN, RIO 2016, LONDON 2012

Michelle Li is the most successful Canadian female badminton player ever, becoming the first Canadian woman to ever win badminton singles gold at the Commonwealth Games and being a three-time Pan American games champion. Li competed in her first Olympic Games in London 2012 finishing fourth with doubles partner Alex Bruce, achieving Canada's best-ever Olympic result in badminton. She has ranked as high as number 8 in the world and is striving to reach the top.

To learn more about Michelle please visit [www.olympique.ca](http://www.olympique.ca)


# BADMINTON


# ACTIVITIES

Described below are Daily Physical Activity badminton activities that can be used in the classroom and gym. Have fun!

## LUNGE MANIA

Badminton players work hard to protect as much of the court as they can. An athlete's speed, agility, and reach are key components to a strong defense. Players will lunge for a shuttle numerous times over the span of a match. Strong hamstring and gluteal muscles are essential to success on the badminton court.

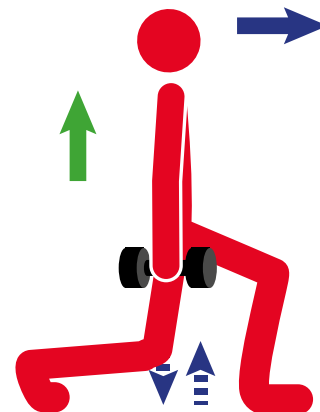
 **Participants :** Individuals or pairs

 **Space :** Anywhere

 **Equipment :** None required

### ACTIVITY DESCRIPTION:

- Start with your feet together and hands at your sides or on your hips. Now, take a giant step forward. Your forward knee should form a 90 degree angle directly above your ankle and your back knee should be pointing down to the ground. This is called a lunge.
- Your hips, shoulders and knees should all be facing forward. Now return to the starting position. Alternate your feet, stepping forward with the other foot.
- Take your time and focus on looking at a certain spot on the ground or wall to help with balance.
- Once you have this mastered, do sets of 10 lunges on each leg.




### ACTIVITY EXTENSIONS:


- Find a partner and face each other. You should be about 2 metres apart. Now lunge forward with your right leg. Pause when your right knee is at 90 degrees and reach out with your right hand to tag your partner's hand as though you are reaching out with a racquet to hit a shuttle.
- Lunge "around the clock". Lunge forward, to 12:00, and return back to center. Facing in one direction, lunge diagonally to 1:00, 11:00, 2:00, 10:00, 3:00, and 9:00. Now lunge backwards to 4:00, 8:00, 5:00, 7:00, and 6:00. Have fun calling out various times on the clock.

# SHUTTLE SCRAMBLE

Badminton is a game of position and strategy. To score points, the athletes try to position the shuttle in the back or front corners of their opponent's side of the court. Keeping an opponent wondering where you will position the shuttle next is the key to earning points. This activity will have you try to throw the shuttle where your opponent isn't expecting. It also forces you to guess where your opponent will throw the shuttle next. These are the important badminton skills of tracking, accuracy and stroke motion.

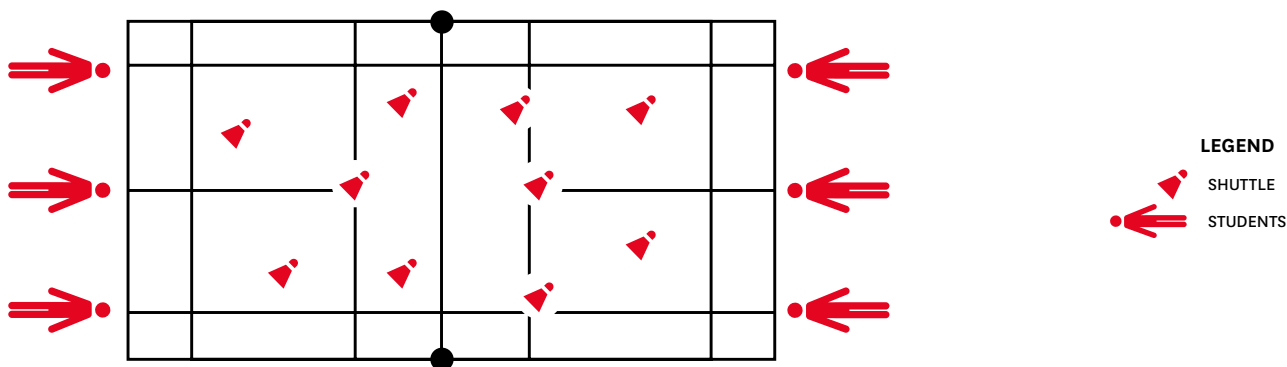
 **Participants** : Groups of 3-6

 **Space** : Gym

 **Equipment** : Badminton court with net, 6-12 shuttles and/or bean bags per court

## SETUP:

- Get into equal sized teams of 3-6 students. Each team should lie down at opposite ends of the court or play area to the opposing team.
- Place an equal number of shuttles on each side of the court or play area.



## ACTIVITY DESCRIPTION:

- As soon as the game starts, stand up and pick up one shuttle and quickly throw the shuttle over the net as far as possible.
- When throwing the shuttle, use proper badminton technique. With a fast, powerful, overhead throw, release the shuttle with a fully extended arm and a release point slightly in front of your head.
- Continue this for a set number of minutes. Start by playing a 3 minute game and then try longer games.
- When the time is up, the teacher should yell 'stop' to end the activity.
- Count the number of shuttles on each side of the court. The team with the least number of shuttles on their side of the court is the winner.

## ACTIVITY EXTENSIONS:


- Eliminate shuttles from play that are caught mid-air
- Increase the difficulty of the activity by changing the rule to say that the shuttle must be thrown from the spot it landed.
- Make different coloured shuttles or bean bags worth a different number of points.


# SHUFFLE TAG

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Badminton requires quick foot movements, balance and coordination. This activity teaches you to 'shuffle', which helps with foot coordination. Quick movement and court awareness can make the difference in knowing how to continue a rally or earn a point!

 **Participants :** Groups of 4-5

 **Space :** Badminton court or gym floor with lines that intersect

 **Equipment :** 4 pylons for each playing area (not required on badminton court)

## SETUP:

- Make sure the floor is clear, dry and clear of tripping hazards.
- Divide the class into groups of 4-5 students.
- Assign each group to a court.
- Identify one student in each group to be the tagger.

## ACTIVITY DESCRIPTION:

- Get into groups of 4-5 and decide who will be the tagger.
- You are only allowed to move along the court lines using a shuffling motion. This means that both of your feet should be on the line, and your legs should be shoulder width apart. You should be moving sideways.
- You can only shuffle along lines on the floor and jumping from one line to another is against the rules. In order to be tagged, both the tagger and the person being tagged must be on the same line.
- Shuffle along the court lines without being tagged. If you are tagged, you become "it". The person who tagged you can walk to another line.

## ACTIVITY EXTENSIONS:

- If your school does not have badminton lines, mark boundaries for the game using pylons. Consider using masking tape on the floor for lines or look for natural lines in the flooring that could be used.
- Add or remove students to a group to vary the level of difficulty.

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# BRINGING IT TO THE CLASSROOM

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When badminton first came to England, it was called Poona. The name was changed when it was introduced to the guests of the Duke of Beaufort at his home (Badminton House). Write about how the conversation might have gone between the soldiers who knew the game as Poona, and the Duke who wanted to change the name of the game to Badminton.

Despite its global popularity, badminton wasn't included in the Olympic Games as an official sport until 1992. The process and rules to get a sport added to the Olympic Games are rigorous. It can take decades for a sport to be included. Think of a sport that you think should be added to the Olympic Games or the Olympic Winter Games. Make a short speech explaining why you think it should be an Olympic sport.



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## BASKETBALL

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Canadian physical education teacher, James Naismith, was quickly running out of ideas to keep his gym class busy during the cold winter months. In a stroke of brilliance, he hung peach baskets close to the ceiling and invented a game where the students scored a point for their team if they shot a soccer ball into the basket. Basketball was born.

Basketball made its Olympic debut in the Berlin 1936 Olympic Games and was played outdoors on clay tennis courts. It poured rain on the day of the final between Canada and the USA, and the court became a muddy mess. In a low-scoring game, the USA prevailed, and Canada settled for silver. This was Canada's only Olympic medal, but the men's and women's teams have both since finished 4<sup>th</sup>. The first women's Olympic tournament was at the Montreal 1976 Games.

In Olympic games, two five person teams play for four 10-minute quarters. Shooting the ball through the hoop will earn the team two points or three points if shot from behind the three-point line. Unlike Naismith's original rules, players have to dribble the ball and shoot within 24 seconds of getting the ball. For the first time ever, Tokyo 2020 will feature a 3x3 tournament in addition to the traditional game.

Fueled by the Toronto Raptors winning the NBA Final, participation numbers are soaring, and basketball is Canada's third most popular team sport behind soccer and hockey. Canada's boys' and girls' teams are both ranked amongst the top four nations in the world, and Canada captured a historic gold medal at the FIBA U19 Basketball World Cup 2017.

To learn more about basketball, visit: <https://www.basketball.ca/en>



# BASKETBALL TRIVIA

## HIGHLIGHTS



Steve Nash

- Qualifying for the Olympic tournament is very challenging and only the top teams are allowed to compete. The Canadian women's team has competed in the last two Olympics (Rio 2016 and London 2012), but the men haven't competed since Sydney 2000.
- Steve Nash had the rare honor of winning two back-to-back NBA Most Valuable Player awards. He led Team Canada to the quarter finals of the Sydney 2000 Olympic Games. Last year, he was inducted into the Naismith Memorial Basketball Hall of Fame.
- Six Canadians were selected in the 2019 NBA Draft, not only surpassing the previous record of four Canadians picked in the 2014 NBA Draft but also setting the record for most draftees from a non-U.S. country in one draft. In addition, four Canadian first-round selections also established a new record for the country.
- Last season, Canada once again featured the most international-born players on opening-night NBA rosters (13), an achievement the nation has now earned five years in a row.

## FEATURED ATHLETE



### KIA NURSE

OLYMPIAN, RIO 2016 AND TORONTO 2015

Born into a family of professional athletes, it was no surprise when Kia Nurse started playing basketball at age four. She took quickly to the game and was playing for Team Canada in her early teens. As a University of Connecticut Husky, she played on two NCAA Championship teams. In 2015, she helped Canada capture a gold medal at the Pan American Championships and FIBA Americas Championship for Women to qualify Canada for the Rio 2016 Olympic tournament. When not competing for Team Canada, she plays guard for the New York Liberty in the WNBA.

Learn more about Kia Nurses at [www.kianurseelite.com](http://www.kianurseelite.com) or [www.olympique.ca](http://www.olympique.ca).

# BASKETBALL

# ACTIVITIES


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Described below are Daily Physical Activity basketball activities that can be used in the classroom and gym. Have fun!

## 20 PASSES

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Passing is a key skill for basketball players trying to retain control of the ball and move it up the court for a basket. The players use chest passes, bounce passes, overhead passes or wrap-around passes to get the ball to an open teammate. In this game, students will practice their passes and try to retain control of the ball for their team.

 **Participants:** the whole class is divided into two teams or can be played cross court with smaller teams

 **Space:** Gymnasium or safe open space

 **Equipment:** Basketball and pinnies

### SET UP:

- Divide the class into two teams and distribute pinnies.
- If playing in a safe open space, mark out the boundaries.

### ACTIVITY DESCRIPTION:

- Toss a coin to see which team starts with the ball.
- The starting team must pass the ball between their teammates 20 times without dribbling, taking steps with the ball (traveling), or dropping the ball.
- Players without the ball can move to get open.
- If the team in possession of the ball dribbles, travels or fumbles the ball, the other team grabs the ball and starts to pass.
- The first team that gets 20 consecutive passes wins.

### ACTIVITY EXTENSION:

- Break the teams into groups of five players per team.
- Allow the players who have possession of the ball to take three steps.

# BALL TAG

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It's not just passing skills that helps a team control the ball. It's the ability to communicate effectively as you pass. Players need to see what is going on around them and work with their teammates to respond to how the game is changing. This game teaches passing, footwork, communication and awareness. More details and a video of this game is found at:

<https://snybblog.basketball.ca/2016/08/30/game-ball-tag/>



**Participants:** 10+ depending on the available space



**Space:** Gymnasium or safe open space



**Equipment:** Basketball and pinnies

## SET UP:

- Divide the class into two teams (offence and defense) and distribute pinnies.
- If playing in a safe open space, mark out the boundaries.

## ACTIVITY DESCRIPTION:

- The offense team starts with the basketball and tries to GENTLY tag the defenders with the ball by passing the basketball around the play area – no traveling or dribbling.
- Defenders who are tagged must leave the court and perform a task (ex. 5 push-ups or a down-and-back dribble) before re-joining the game.
- Play for time and switch teams from offense to defense.


## ACTIVITY EXTENSIONS:

- Instead of having tagged defense players perform a task before re-joining, have them become part of the offense team. Continue until there is only one defensive player left.
- Introduce another ball so that the offense has more than one ball to use in tagging the defense.
- Allow limited dribbling.

# SIMON SAYS (OR KIA SAYS)

During a game of basketball, players must perform various key movements. Becoming familiar with the terminology and movements makes coaching the class in basketball skills much more effective and practicing these movements can be a good exercise break between classroom activities.

 **Participants:** whole class

 **Space:** Classroom, gymnasium or safe open space

 **Equipment:** none

## KEY MOVEMENTS:

**DEFENSIVE STANCE:** The player's knees are slightly wider than shoulder-width and their feet are facing forward and a bit wider than the knees. Keep low and flatten the back. Head is up and arms are raised.

**QUICK FEET:** The players feet are shoulder-width apart with their feet facing forward and their knees slightly bent. The players arms are out to the side of their body with their palm facing up and slightly forward. The player then lifts each foot from the ground in opposite rhythm as the other as fast and they can while staying in place.

**REBOUND:** The players feet are shoulder-width apart with their knees slightly bent. The player then brings their hands above their head in the direction of the sky and jumps as high as they can pretending to grab a ball. The player then land their feet back on the ground shoulder width apart, bringing their arms towards the middle of their chest with their elbows out as if a ball was in their hands.

**FRONT PIVOT:** The players feet are shoulder-width apart with their knees slightly bent.. The player shifts their weight onto their dominate foot and lifts their non-dominate foot rotating clock-wise (frontwards) with their hip. The player must keep their dominate foot on the ground at all times. While rotating the player can move their hands from side to side as if they were protecting the ball from an opponent.

**BACK PIVOT:** The players feet are shoulder-width apart with their knees slightly bent. The player shifts their weight onto their dominate foot and lifts their non-dominate foot rotating counter-clock-wise (backwards) with their hip. The player must keep their dominate foot on the ground at all times. While rotating the player can move their hands from side to side as if they were protecting the ball from an opponent.

**BOX OUT:** The players feet are shoulder-width apart with their feet facing forward and their knees slightly bent. The player sticks out their butt and continues to step backwards with their hands above their head as if they were going to catch the rebounded basketball.

**DEFENSIVE SLIDE (RIGHT OR LEFT):** The players feet are shoulder-width apart with their feet facing forward and their knees slightly bent. The players hands are to the side of their body with their palms facing up. The player lifts the foot closest to the direction that they are going remaining in the slightly seated position. The player shuffles to the direction that they are going never crossing their feet or allowing their feet to touch.

**SHOT:** The players feet are shoulder-width apart with their dominant foot slightly forward, and their knees slightly bent. The players hands are placed out in front of their body with their elbows slightly bent and their shooting hand facing forward with the palm of their non-shooting hand facing inward. The player then pretends to catch a ball while bending the wrist of their shooting hand backwards towards their body allowing the pretend ball to rest on the palm of their hand. The player leaves their non-shooting hand up right on the side of the pretend ball until both elbows are fully extended. The player then flicks the wrist of their shooting hand forcing their fingers in the direction of the target. The player then followings through with their shooting hand pointing their shooting fingers towards the ground.

# SIMON SAYS (OR KIA SAYS)

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**SET UP:** none

**ACTIVITY DESCRIPTION:**

- Teacher demonstrates each of the different movements.
- “Simon/Kia” caller is selected. Feel free to use other basketball player names instead of Simon or the profiled athlete (Kia Nurse)
- Rules are like Simon Says, with the caller saying, “Simon Says” followed by one of the basketball movements. All students must then do a defensive stance. If the caller does not say “Simon Says”, the students should not do the movement.

**ACTIVITY EXTENSIONS:**

- Add other basketball movements
- 

## BRINGING IT TO THE CLASSROOM

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Use the internet to find out about the first Olympic basketball final in Berlin. Based on the facts gathered, write a newspaper article describing the game.

Use the internet to research the players on Team Canada (men’s or women’s team). List three interesting facts about five of the players.



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## BIATHLON

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Starting in the 1700s, Norwegian army units held contests that combined rifle shooting and cross-country skiing. Over time, these contests became the modern sport of biathlon. The sport made its Olympic debut at the Squaw Valley 1960 Games.

After each lap of cross-country skiing, the biathlete stops to shoot at five targets. They alternate shooting positions between prone (lying down on the ground) and standing. The athletes shoot twenty targets in the longer distance races and 10 targets in the Sprint and Relay. In the Pursuit, the top 60 biathletes from the sprint start in their order of finish, and pursue or chase the Sprint gold medalist. In the Mass Start, the top 30 World Cup biathletes and the Olympic medal winners all start together.

Missing a target in the Individual race earns the athlete a 1 minute time penalty. In all the other races, they must ski a 150m penalty lap for each missed target. Depending on the event, the winner is the athlete with the best time or the first across the finish.

In PyeongChang, there will be 2 relay events: the Mixed Relay (2 men/2 women) and the Regular Relay for both men and women (4 athletes). Each athlete skis 3 laps and shoots twice. They then tag the next skier on their team who completes their portion of the race.

Myriam Bedard won Canada's only Olympic biathlon medals (2 golds and a bronze).

To learn more about biathlon, visit [www.biathloncanada.ca](http://www.biathloncanada.ca).



# BIATHLON TRIVIA

## HIGHLIGHTS



Jean-Phillipe Le Guellec

- Biathletes shoot a small-bore rifle (.22LR). It weighs at least 3.5 kg, excluding the weight of the bullets. The shooting range is 50m long, and when shooting in a prone position the targets are only 45mm wide. That's almost like shooting a tennis ball from one end of an NHL hockey rink to the other.
- The European countries have dominated the Olympic Biathlon. At Sochi 2014, Jean-Phillipe Le Guellec placed 5th in the men's 10k sprint. This is the best-ever finish for a Canadian male biathlete. All three of Canada's biathlon medals were won in the 1990s by Myriam Bédard.
- Although Biathlon was added to the Olympic Winter Games in 1960, it wasn't until 1992 that women could compete.

## FEATURED ATHLETES



### NATHAN SMITH

OLYMPIANS, SOTCHI 2014

Nathan Smith started cross-country skiing when he was 10 years old. But the excitement of shooting and skiing got him to try his club's biathlon program. He had great success when he was young, winning a relay bronze at the 2005 World Junior Championships. His hard work moved him to the top ranks as a senior. In 2016, he took the World Championship silver in the 10k pursuit and won a World Cup competition. This was the first time a Canadian male biathlete had ever won a medal at this level. He is an accurate shooter who moves quickly from shooting back to skiing. Look for him to race well in PyeongChang.

Learn more about Nathan at [www.olympic.ca](http://www.olympic.ca).

# BIATHLON

# ACTIVITIES


Described below are daily biathlon physical activities that can be used in the gym. Have fun!

## PRONE SHOOTING RELAY

Biathletes must move quickly from skiing to shooting. When they are shooting in a prone position, they take the rifle off their back and lie in the prone position. This activity will simulate this rapid action.

 **Participants:** teams of 4

 **Space:** gym

 **Equipment:** 1 pylon, 2 bean bags and a target for each team. The targets can be empty pop bottles, aluminum cans, etc.

### SET UP:

- Use one of the gym lines as the start/finish line.
- Set out pylons 8m from the opposite end of the gym.
- Set up the targets 5m beyond the pylon and towards gym wall.

### THINGS YOU NEED TO KNOW:

Biathletes shooting from the prone position lie flat on their front with their legs apart. They support the upper body with one arm, and stretch the other out in front.



### ACTIVITY DESCRIPTION:

- Line up each team behind the start. The first person of each team has 2 bean bags in their hands.
- On “go”, the first member of each team runs to the pylon and lies in the prone position.
- They then throw the bean bags at the target. If they hit the target, they set up the target, grab the bean bags and run back to tag the next person on their team.
- Divide students into pairs. Assign each student within a pair to be the Lead or the Second. Lead student begins at the throwing line, facing the targets.

### ACTIVITY EXTENSION:


- Increase the size and/or weight of the object being thrown.
- Decrease the size of the targets and/or increase the distance of the objects from the throwing line.

# STANDING SHOOTING RACE

The cross-country skiing portion of biathlon raises the athlete's heart rate and gets them breathing very hard. When they ski into the shooting range, they must calm their breathing because breathing hard will make the rifle move up and down and often all around. They must hold their breath before firing. This activity gets students practicing this part of the sport.

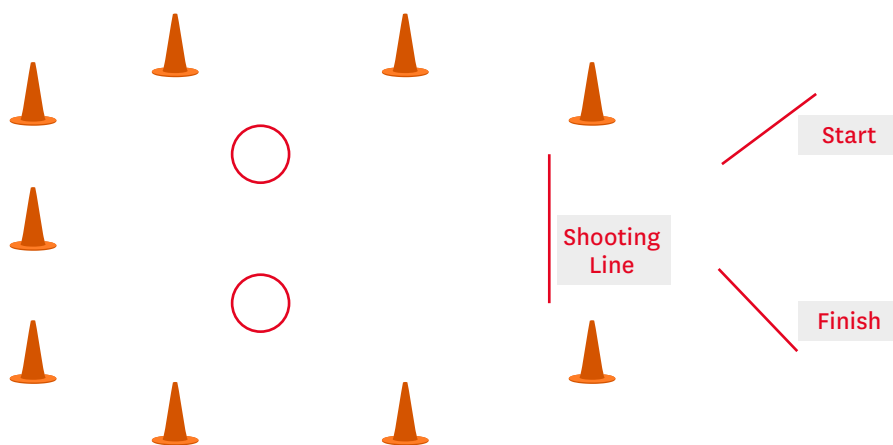
 **Participants:** individuals

 **Space:** gym

 **Equipment:** 5 bean bags and one hula hoop per team, 8-10 pylons.

## SET UP:

Set up a race course and shooting range as pictured.



## THINGS YOU NEED TO KNOW:

Biathletes alternate shooting from a prone and a standing position. When shooting from a standing position, they place their feet shoulder width apart, with one foot at a 90° angle to the target. They keep their legs extended and knees relaxed. The head is straight and looking at the target.



## ACTIVITY DESCRIPTION:

- Individuals race head-to-head for time.
- On “go”, two students run around the loop from the start to the shooting range.
- They shoot the bean bags from a standing position, aiming at the hoola hoops. They must hold their breath for 2 seconds before releasing the shot (throw).
- Have the rest of the class count the 2 second breath holding.
- If they miss any of the targets, they have to do 5 push ups as their penalty. If they get all the targets, they have to finish by crossing the finish line.
- Time each athlete and let them try to beat their personal best time.


## ACTIVITY EXTENSION:


- Run the races as a relay.
- Alternate shooting from a prone and a standing position

# SOCK SLIDER RELAYS

Biathletes use the skate skiing or glide technique. Students can try this out in a gym by using sliding shoes covers or thick wool socks. The technique is much like hockey skating, where the skier pushes out to the side with their non-sliding foot (see the picture below). This activity lets students learn to transfer their weight from foot to foot in a skating technique.

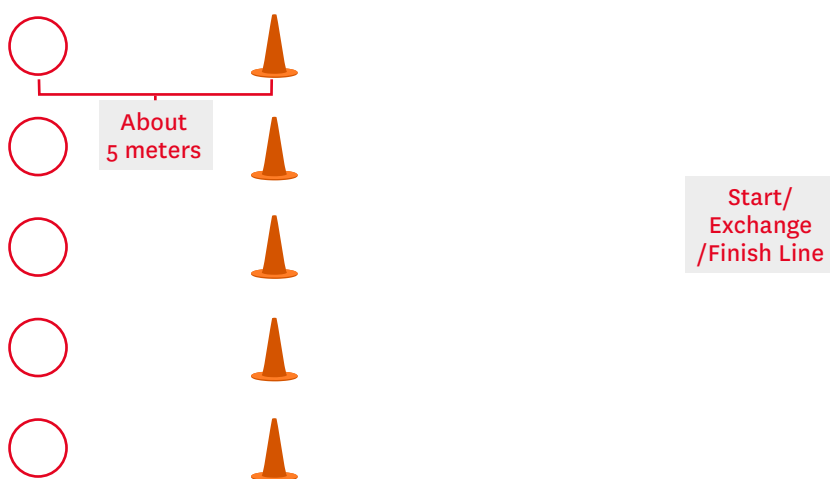
 **Participants:** teams of 4

 **Space:** gym

 **Equipment:** 5 bean bags, 1 pylon, 1 hula hoop, and 1 pair of thick wool socks or shoe sliders per team.

## SET UP:

Set up the gym as per the illustration.



## ACTIVITY DESCRIPTION:

- On “go” the first student from each team puts on the thick wool socks and slides to the pylon.
- At the line, the student picks up the bean bags and shoots from the standing position.
- Once they have shot the 3 bean bags, they run to the hula hoop to retrieve the bean bags and return them to the shooting line.
- They must circle the hula hoop once for every missed shot.
- They race back to the exchange line, remove the socks and tag the next person in their team.
- The race ends when the last team member completes their leg.



## ACTIVITY EXTENSION:

- Alternate shooting from a prone and standing position.
- Introduce the breath control, requiring that students hold their breath for 2 seconds before each shot.

# BRINGING IT TO THE CLASSROOM

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Often biathletes will train at altitude (above sea-level). Using the Internet for research, write a paragraph describing why they do this. What benefit do endurance athletes get from training high in the mountains?

## **INSTANT ACTIVITY:**

Only have a minute of classroom time to get up and be active? This activity will get the heart pumping. Biathletes alternate shooting in a standing and a prone position (lying down). Burpees develop the core strength they need to quickly move into the prone position.

The Burpee has four parts. Start by doing a push up. When complete, bring your knees up under your chest. Next, jump up, reaching for the sky. Lastly, crouch down and return to the push up position. How many can you do in 30 seconds?

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# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## BOBSLEIGH AND SKELETON

Racing bobsleighs began in Switzerland in the 1800s as a tourist attraction for winter visitors. At first, it was done down icy local roads and laneways, but local pedestrians kept getting run over and hurt. The answer was to make a special ice track for racing.

The four-man bobsleigh was run in the first Olympic Winter Games in 1924, and the two-man was added in 1932. Women's bobsleigh was added in 2002.

Bobsleigh depends on a fast explosive start to get down the course as quickly as possible. There is a pilot to steer and a brakeman to control the speed. There are rules that limit the weight of the crew and sled. This makes it fair, because the heavier the object the faster it slides down the hill.

Bobsleigh has been one of Canada's strongest sports at the Olympic Winter Games. Canadians have won four golds, two silvers, and a bronze.

With a name like skeleton, you just know the sport is going to be scary. Athletes race head-first down an icy track, steering down the twisty track with slight shifts in their head and shoulders. The athletes push the sled with one hand, while sprinting to gain speed. They then jump on the small sled and race down the track.

Each athlete gets four runs, and their run times are added together. The fastest total time wins. Since the sport was added to the Olympic program in 2002, Canada has won two golds, a silver and a bronze.

To learn more about bobsleigh and skeleton, visit <http://www.bobsleighcanadaskelton.ca/en/>.



# BOBSLEIGH AND SKELETON TRIVIA

## HIGHLIGHTS



- Like tobogganing, the heavier the sled, the faster it will go. To make things fair for all teams, there are weight limits for the bobsleighs. The four-man can weigh 630kg, the two man can't be more than 390kg, and the women's two-man sled is limited to 340kg. Teams can add metal weights to increase their weight to the maximum amount.
- Canadian men have won the second most Olympic skeleton medals all-time. The USA has won the most.
- In bobsleigh, the athletes push the sled for about 50m before they enter the sled and race down the track. This demands speed, strength, and coordination. Many of the athletes come from other sports such as track and field or football.

## FEATURED ATHLETES



### HEATHER MOYSE ET KAILLIE HUMPHRIES

OLYMPIANS, SOCHI 2014

There is a battle brewing in the women's two-man bobsleigh. The double Olympic gold medal team of Heather Moyse and Kaillie Humphries will again be going for gold. Only this time, the two will be in different sleds. Moyse, now 39 years old, is coming out of retirement to help the young up-and-comer, Alisia Rissling learn what it takes to win gold. Alisia is a former basketball star at the University of Alberta. By the time she graduated from university, she was tired of basketball. She decided to try out for the bobsleigh team. Fast and powerful, she is a future star in the sport. Since this is her first Olympic Games, Heather's experience is exactly what she needs to win.

Learn more about these athletes at

<http://heathermoyse.com>

<http://www.bobteamhumphries.com>

[www.risslingbobsleigh.com](http://www.risslingbobsleigh.com)

# BOBSLEIGH AND SKELETON ACTIVITIES


Described below are daily bobsleigh and skeleton physical activities that can be used in the gym. Have fun!

## GYM BENCH BOBSLEIGH

Bobsleigh teams must work together at the start to push the sled to speed and then to jump in the sled as fast as possible. This activity simulates this start with equipment available in most gyms.

 **Participants:** teams of 4

 **Space:** gym

 **Equipment:** 2 gymnastics mats and a gym bench per team, 2 pylons

### SET UP:

Set up the gym according to this diagram:



Place the bench on top of 2 gym mats with the slippery side of the mats facing down. The Velcro strips should be facing upwards.

### ACTIVITY DESCRIPTION:

- The teams line up behind the starting pylon. The front student (the pilot) is positioned on the left of the bench. The second student is on the right and the third is on the left. The last student (brakeman) is on the right.
- Student grip the edge of the bench and wait for the start.
- On “go” the students push the bench from start pylon to the finish pylon as fast as they can. When they reach the finish, they must sit on the bench in the order and sequence of their sled, starting with the pilot and ending with the brakeman.
- If the bench slides off the mats or they fail to sit in the order and sequence of their sled, the team is disqualified.

### ACTIVITY EXTENSION:

- Have the teams do 4 timed runs and add the times together like in a real competition.

# GET IN THE SLED

The start of the bobsleigh race is one of the most critical parts of the race. The athletes in the four man event push the sled to high speeds and then jump in to ride down the track. The first person to jump into the sled is the pilot, who steers the sled to hold a fast line around the corners. The next two athletes to jump into the sled are crew. The last person in the sled is the brakeman. The brakeman slows the sled to a stop at the bottom. Getting into the sled at high speeds is important for getting a fast start. In this activity, students practise sprinting with their group down the gym, then sitting on the floor in a specific sequence as described above.



**Participants:** groups of 4



**Space:** gym or playground



**Equipment:** 2 pylons per team to mark the start/finish and turn around point.

## SET UP:

- For each team, set out a pylon for the start/finish and a turn around point.

## ACTIVITY DESCRIPTION:

- Designate a role for each person on each team (pilot, 2 crew, and brakeman).
- On “go” each team races to their pylon, turns around, and races back to the finish line.
- The teams then sit in the order of their sled (pilot, crew, crew, brakeman), with their legs wrapped around the waist of the person in front of them.
- The first team to “get in the sled” wins.

## ACTIVITY EXTENSION:


- Give each student a number between 1-4. As they are running the course, yell out the order that they must “get in the sled” (e.g., “2,4,1,3” or “4,2,3,1”).

# SKELETON SCOOTER BOARD RACE

Skeleton is a fast and exciting sport where the athletes race on small sleds head first. They must use their balance and body placement to steer down the track. In this activity, we will simulate the feeling of racing head first by riding towed scooter boards.

 **Participants:** pairs

 **Space:** gym

 **Equipment:** pairs to have a scooter board, a skipping rope, 2 pylons and a hockey or bike helmet.

## SET UP:

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

## ACTIVITY DESCRIPTION:

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

## ACTIVITY EXTENSION:

- Add pylons to the course to make some corners..

# BRINGING IT TO THE CLASSROOM

Skeleton and bobsleigh are dangerous sports, and the athletes wear helmets for protection. The skeleton helmets are often decorated with images or illustrations that are meaningful to the athletes. Designs from Sochi 2014 can be seen at <http://www.yellmagazine.com/pic-yell-this-braiiins-2014-sochi-olympics/78115/>.

Using the helmet handout, design your own skeleton helmet.

## INSTANT ACTIVITY:

Only have a minute of classroom time to get up and be active? This activity will get the heart pumping. Bobsleigh and Skeleton athletes need arm and shoulder strength to push their sleds to full speed. Chair Dips are an easy way to build this strength in a classroom.

Stand with your back to a chair (or bench). Reach behind you, and place your hands on the seat of the chair. Extend your legs forward so that most of your weight is supported by your arms and shoulders. Bend your elbows to lower yourself. Your elbows should form an angle close a bit less than 90 degrees. Now straighten your elbows. How many Chair Dips can you do in a minute?

# DESIGN YOUR OWN RACING HELMET

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# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## CANOE/KAYAK

In times before roads, rivers and lakes were the way to travel long distances. First Nations peoples around the world used canoes and kayaks to travel, hunt, fish and explore. Speed allowed these people to cover greater distances or reach better hunting grounds.

Although canoe and kayak races had been happening for many decades, it wasn't until the 1936 Berlin Olympic Games that canoe/kayak made its debut as a full medal sport. They have been contested in every summer Olympic Games since.

Canoeing and kayaking are both paddling sports, but they have different boats, paddles, and events. Paddlers kneel in a canoe, and use a single-bladed paddle to move and steer. A kayak is a narrower boat where paddlers sit with their legs in front of them, and use a double-bladed paddle.

There are 16 paddling events at the Olympic Games. Both canoeing and kayaking have two disciplines: sprint and slalom. In a sprint race, paddlers compete in separate lanes on a straight course. These races can be 200, 500, or 1,000 metres, and there can be one, two or four paddlers in the boat. In slalom, the paddler steers through a 300-metre whitewater course. The paddler must go through a series of red and green gates. The colour of the gate tells them if they must enter the gate from up or downstream. The athlete gets penalty time for each gate they touch or miss. The paddler with the fastest time wins.

To learn more about Canoe/Kayak or to find a local club please visit, [www.canoekayak.ca](http://www.canoekayak.ca).



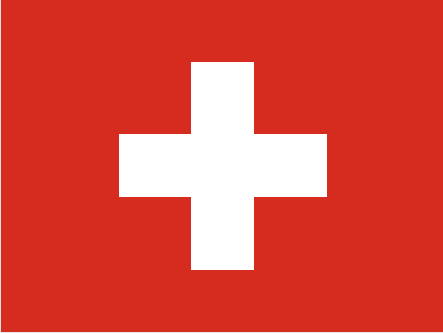
SCHOOL PROGRAM



# FEATURED COUNTRY

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## SWITZERLAND



Switzerland's many mountain-fed rapids, big lakes, and wide flat rivers provide lots of places for canoeing. As a result, it has always been a popular summer sport for the Swiss. Canoe slalom began in Switzerland in 1932, and was inspired by ski slalom. In the early days, canoe slalom was performed on flat water, but it was later switched to whitewater. This made things much more exciting!

Switzerland played a key role in the development of the sport. The first Canoe Slalom World Championships were held in 1949 in Geneva, Switzerland. The International Canoe Federation, which rules and governs the sport, is located in Lausanne, Switzerland.

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# FEATURED ATHLETE

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## GABRIEL BEAUCHESNE-SÉVIGNY

PAN AMERICAN GAMES CHAMPION  
OLYMPIAN, BEIJING 2008

Gabriel started canoeing when he was 12 to get ready for hockey season. Before long, he was winning national championship medals. Gabriel decided to dedicate more time to improving his canoeing skills. His decision paid off when he raced to 5th at the Beijing 2008 Olympic Games and won the gold medal at the Pan American Games in 2015 in Toronto.

To learn more about Gabriel, please visit [olympic.ca](http://olympic.ca).

# CANOE/KAYAK


# ACTIVITIES


Described below are Daily Physical Activity canoe/kayak activities that be done in the classroom and gym. Have fun!

## DESK AND FLOOR KAYAKING

Kayaking is an explosive sport, and much of the power comes from strong core muscles. Since the kayak is a narrow and tippy boat, the core muscles are needed to keep balance while the paddles dig into the water. While kayaking is a total body work out, athletes must pay special attention to the development of their obliques. These are the muscles used to rotate your torso.

 **Participants:** Individual

 **Space:** Anywhere

 **Equipment:** None required, but you can do this activity with a skipping rope

### ACTIVITY DESCRIPTION:

- Sit up straight at your desk with your feet held off the floor.
- Extend your arms out in front of you and grasp your hands at chin level.
- Keeping your arms over the top of your desk and your hands at about chin level, make big figure eights with your hands. The outsides of your eights should stretch to the edge of your desk on both sides.
- Do 10 figure eights in each direction. Take a 30-second break and repeat this 5-10 times.
- Make it harder by making much bigger figure eights. Dip your hands below the edge of your desk and up over your head.


### ACTIVITY EXTENSIONS:


#### FLOOR KAYAKING


- Sit on the ground with your legs out front, so that your body forms an “L”. Keeping your back and head straight, bend your knees in front of you.
- Pick up a towel, string, or rope to hold in your hands as your “paddle”. Focus on keeping your “paddle” tight between your hands as you rotate from side to side, mimicking paddling a kayak.
- As you make big figure eights, make sure that your hands touch the ground next to your hips.
- Time how long it takes to do a full 20 figure eights or race a partner to 20 figure eights.

# CANOE SLALOM COURSE

A competitive slalom canoeist has to have amazing core strength, agility, and balance. They have to have a combination of strength and endurance. This activity builds that strength and endurance by letting you experience what canoe-kayak athletes go through in a race. Careful...this just might become your favourite DPA activity!

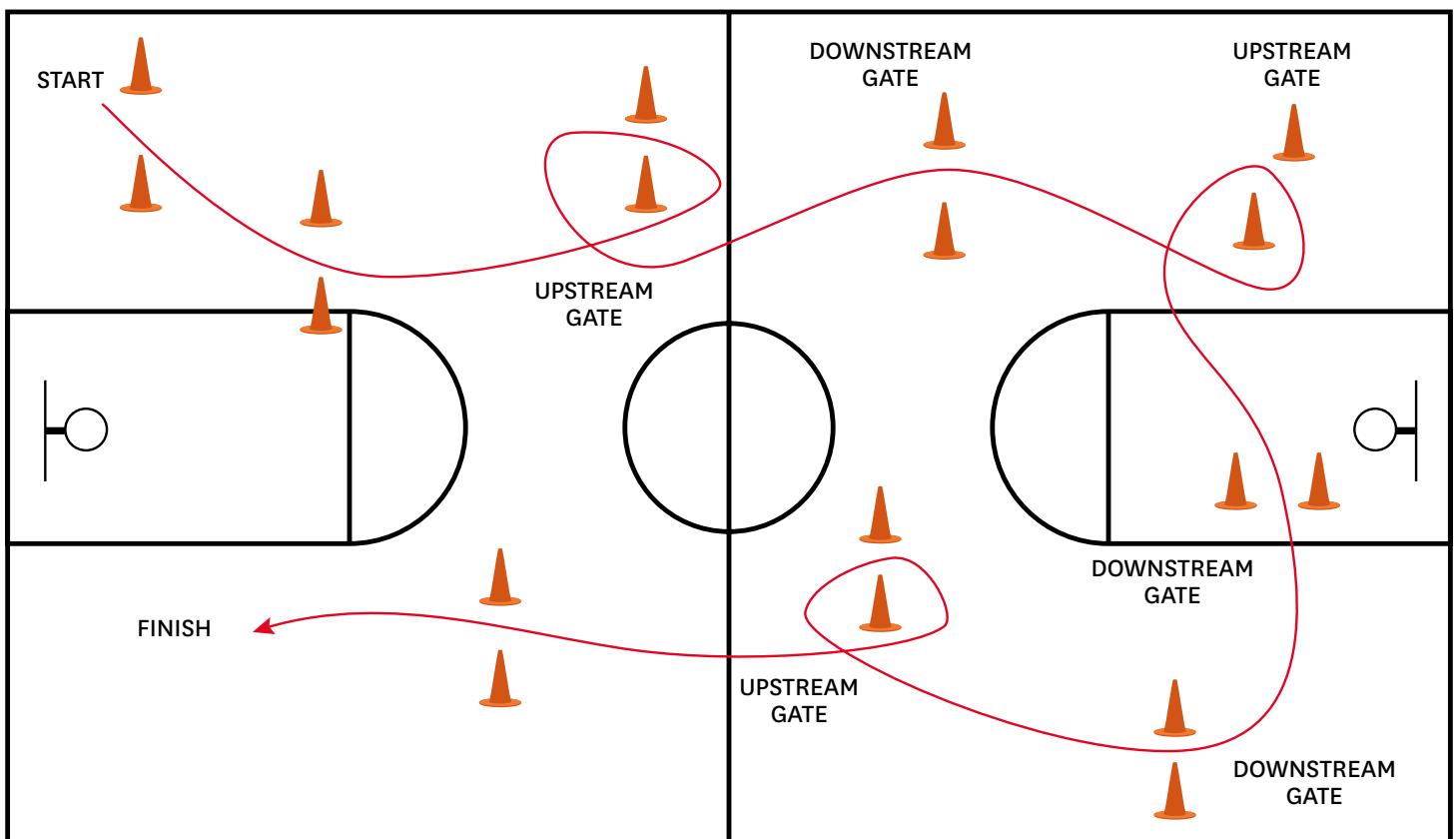
 **Participants :** Groups of 3-4

 **Space :** Gym or large space

 **Equipment :** 20 Pylons, bean bags, 1 scooterboard per group, 1 “paddle” per group (e.g., hockey/broomball sticks with rubber ends, pool noodles, etc.), 1 stopwatch per group

## SETUP:

Set-up cones to make a slalom canoe course. Use 2 pylons to create “gates” for paddlers to navigate through. Identify some gates as “upstream” gates, by placing a bean bag or different coloured pylon at the gate.



# CANOE SLALOM COURSE

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## ACTIVITY DESCRIPTION:

- Decide who will be your group timer. Arrange your team into a line to wait their turn. You should have your group scooterboard and paddler.
- If the gates have identical cones, then you can precede directly through gates. These gates are “downstream gates”. If the gates have a beanbag on one of the cones, they are “upstream gates”, and you must go past the gate and turn back to go around the beanbag before going forward.
- The timer starts their canoer. The canoer sits on the scooterboard and uses the “paddle” to move around the course. Once the first team gets to the third gate, the next team can start. Each team must time and record its own canoer.
- Everyone should get two or three tries. Can you beat your time?

## ACTIVITY EXTENSIONS:

- Take turns designing the slalom course!
- Try using the kayak stroke by paddling on both sides.
- Create a “crewboat”! As a team of 2, join your scooterboards by wrapping your legs around one another. Use teamwork to navigate the course.

# THE BALANCE CHALLENGE

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In canoeing and kayaking, balance is important for success. Without balance, your narrow sprint canoe or whitewater kayak will not stay upright. Tipped boats don't win races, so balance is key. You do not want to get wet!



**Participants :** Individual



**Space :** Classroom or hallway



**Equipment :** None required

## ACTIVITY DESCRIPTION:

- Stand on your left leg, extending your arms and right leg outward for balance. Remain as tall as possible with a proud chest.
- Maintain your balance, and try to lean as far forward as possible.
- Without touching your right foot to the ground, try to touch the ground with your right hand and then return to your standing position.
- Complete this challenge balancing on alternating legs.

## ACTIVITY EXTENSIONS:

- Turn this into a relay race! Move desks to create “lanes”. Line up in groups of 4-6 at the beginning of each lane. The person going first completes the balance challenge, touching their hand to the ground. The spot in which they touch down becomes the spot that they balance next. Do this for the length of the lane. Once they are at the end of the lane, the next student in line can start.

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# BRINGING IT TO THE CLASSROOM

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Write a short story in your journal about a First Nations canoe or kayak race. Describe the canoe or kayak based on what you have learned in social studies or what you can find on the Internet.

Search on the Internet for a picture of a racing canoe and a recreational canoe like you might have used at a camp or a cottage. Draw a picture of both, highlighting their differences. Why do you think a racing canoe looks so much different?



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## CROSS-COUNTRY SKIING

Cross-country skiing began in Norway and was used for transportation and hunting. The first races in cross-country skiing were among soldiers in the mid-1700s. The sport was included in the first Olympic Winter Games in 1924 in Chamonix.

There are two techniques used in cross-country skiing: classical and free (or skate skiing). In classical, the skis move parallel to each other through tracks or grooves in the snow. The skis are propelled forward in a striding motion. Poles are used to gain power from the arms. Free technique or skating is done on a smoother snow surface without grooves. This technique is much faster and resembles ice skating with the use of poles.

At the Olympic Winter Games, there are six categories of events. In the skiathlon, the athletes use both classical and freestyle techniques, changing skis in the middle of the race. The sprint will use classical technique in PyeongChang 2018, and the athletes will race a 1.5km course. The team sprint will use the skate technique, and two athletes will each do three separate legs of the race. The relay is a 4 x 10 kilometre relay for the men and 4 x 5 kilometre for women. There are also individual races and a mass start race 50km for men and 30km for women.

Norway, Sweden, Finland, and Russia have won the most Olympic cross-country skiing medals. The Canadian team has had great success internationally as of late. The team heads to PyeongChang 2018 after a strong 2017 season where Canadian Alex Harvey became the first ever North American skier to become World Champion (in the 50km event) and also win a World Cup in the 15 kilometre freestyle.



# CROSS-COUNTRY SKIING TRIVIA

## HIGHLIGHTS



Chandra Crawford

- Cross-country skiing has been used for hunting and transportation for over 6,000 years, but it became a popular recreational activity starting in the mid-1800s.
- All three of Canada's Olympic cross-country skiing medals have been won by women (Beckie Scott – gold in 2002 and silver in 2006; Sara Renner – silver in 2006; and Chandra Crawford – gold in 2006).
- The Canadian men had five top-10 finishes at Vancouver 2010 thanks to superb skiing by Alex Harvey, Devon Kershaw, Ivan Babikov, and George Grey.

## FEATURED ATHLETE



## JESSE COCKNEY

OLYMPIAN, SOCHI 2014

Jesse Cockney started skiing in the frigid winters of Yellowknife, Northwest Territories. He moved south to Canmore, Alberta when he was seven, and it was there that he excelled at cross-country skiing. Jesse had a stunning sixth place finish at the World U23 Championships, and placed ninth at a World Cup last season. Jesse raced the sprint, the relay, and the 50km mass start in Sochi 2014. Jesse is proud of his aboriginal heritage as an Inuvialuit, and has a personal goal to be a positive role model for youth across the country.

Learn more about Jesse at

<http://olympic.ca/team-canada/jesse-cockney>.

# CROSS-COUNTRY SKIING ACTIVITIES


Described below are daily cross-country skiing physical activities that can be used in the classroom and gym. Have fun!

## SLIDE FOR GOLD RELAY

At the Olympic Winter Games, cross-country skiing events change between classical and free technique from Games to Games. Athletes in the free technique events use a style that resembles ice skating. The forward motion comes from pushing out on the inside edge of the ski. This relay game lets students practice pushing and gliding in the gym.

 **Participants:** 2-3 teams

 **Space:** gymnasium

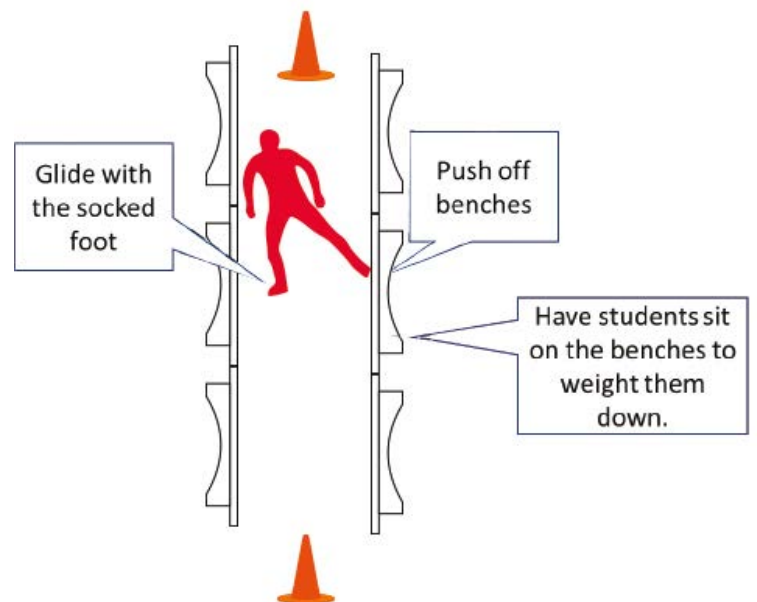
 **Equipment:** 1 pair of thick wool socks or 2 sliders (dish towels, face clothes, or J cloths) per team, 2 pylons for each team, gymnasium benches

### SET-UP:

- Place the pylons 15m apart, laying out a start and finish line for each team.
- Lay the benches on their side creating a corridor of benches for each team.
- The benches should be 1-1.5m apart, and positioned so that the sitting side of the bench is turned inwards.

### ACTIVITY DESCRIPTION:

- The teams line up in single file behind the start line. On “go”, the first member of each relay team puts on the wool socks or stands on the sliders.
- Students then use the skate skiing style to slide to the pylon and back. Instruct the students to push off the sides of the benches to gain forward motion.
- The student then removes the wool socks or returns the sliders and tags the next person on their team. The next student on the team, puts on the wool socks or sliders and slides to the pylon and back.
- The relay continues until everyone on the team has completed the course.





### ACTIVITY EXTENSION:


Make the relay more fun and challenging by having the students dress up before they do their leg of the Slide for Gold relay leg. Include ski clothing items like gloves, toque, ski pants, and ski jacket. Once they complete their leg, they must take off the ski clothing items, and the next person on their team must dress and slide the route.

# CHAMPIONS' CIRCUIT

Cross-country skiers are some of the fittest athletes in all sports. The skiing motion uses full body, and the athletes must train year-round to handle the demands of the sport. When not on snow (dry-land training), they use various exercises to develop strength, balance and agility. This fun obstacle course will work on these skills.

 **Participants:** partners

 **Space:** gymnasium or large outdoor space

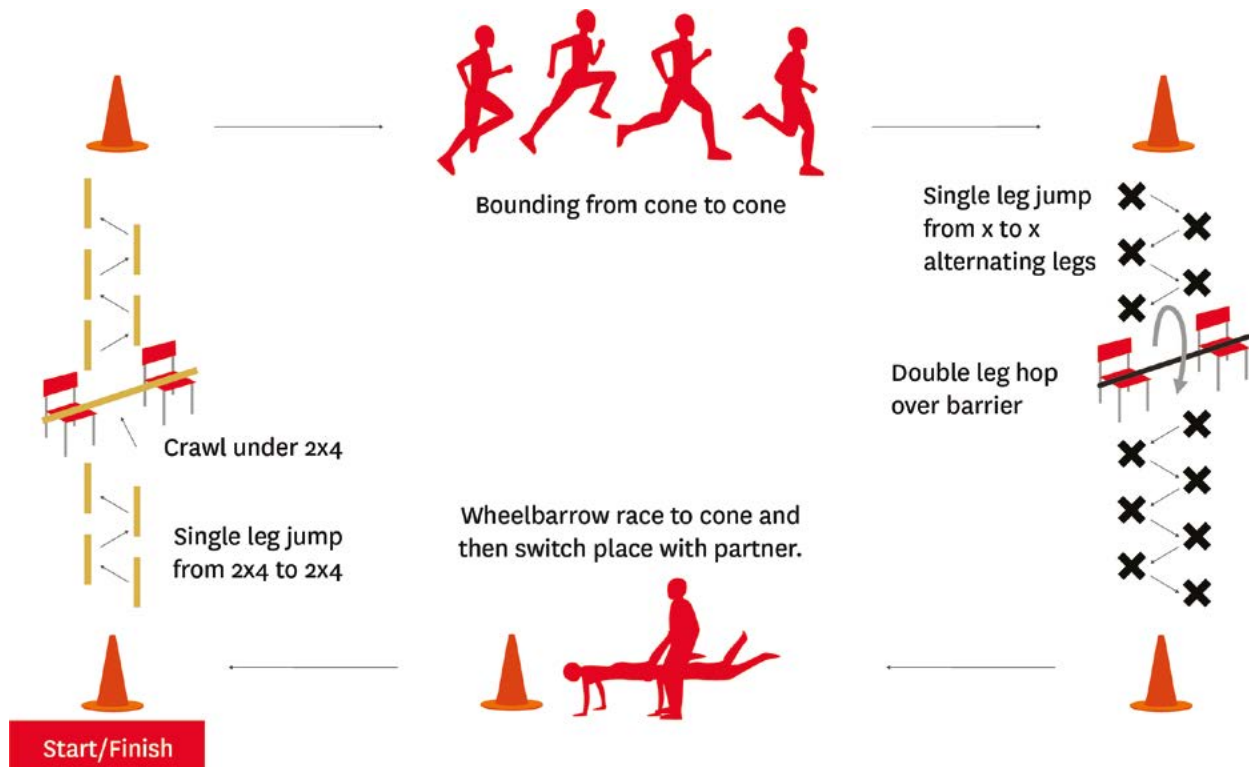
 **Equipment:** 10-12 2"x4" wood boards, 4 pylons, masking tape, 4 chairs, broomstick or floor hockey stick

## SET-UP:

- Set up gym as illustrated.
- Place the 2"x4" boards with the 4" sides lying flat.
- Mark the "X" with masking tape, and place them far enough apart that students must leap to reach them.

## ACTIVITY DESCRIPTION:

- Pairs of students run the course three times: the first to try it out, the second for time, and the third to beat their best time.
- Record the students' best times over a week, tracking their improvements.



## ACTIVITY EXTENSION:

- Break the students into teams of 4 and do the course as a relay.
- Instead of running for the final leg, have the students sit on a roller board and double poll using floor hockey sticks.

# RED LIGHT/GREEN LIGHT

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

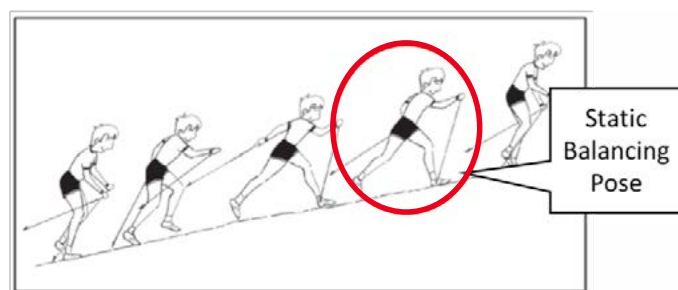
 **Participants:** entire class

 **Space:** gymnasium or field

 **Equipment:** aucun

## ACTIVITY DESCRIPTION:

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



## ACTIVITY EXTENSION:

Have the students use ski poles for this exercise. If poles are not available, they can use floor hockey sticks.

# BRINGING IT TO THE CLASSROOM

they started “Project Maple Syrup.” A few weeks later 7,400 tins of the sweet liquid were delivered to the Norwegian. More on the story is found at <http://www.cbc.ca/sports/norwegian-rewarded-for-olympic-sportsmanship-1.602311>.

Imagine that you were part of “Project Maple Syrup,” and your job is to write the thank you card to send along with the syrup. Describe what you thought was good about what the coach did, and why their actions showed fair play and sportsmanship.

## INSTANT ACTIVITY:

Only have a minute of classroom time to get up and be active? This activity will get the heart pumping. Split jumps work the muscles used in classic technique (diagonal stride) cross country skiing.

Stand tall and take one big step forward with your right foot. You should now have your right foot forward and your left foot back. Both legs are bent at the knee. With a jump, bring your left leg forward and your right leg back. How many split jumps can you do in one minute?



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## CURLING

Curling is a game of skill and strategy. Two teams take turns sliding granite stones down a long sheet of ice. They aim to have their stone closest to the center of a target, called the “house” while one team’s stone can knock the other team’s stone out of the way. The game is divided into 10 ends. The team with its stone closest to the center of the house called the “button” wins the end, and gets a point for all the stones it has closer to the button.

When curlers throw or glide the stone down the ice, they release their grip on the stone with either an inward or outward twist. This controls the direction that the stone curls. Some members of the team use brooms to sweep in front of the stone. When they do so, the ice begins to melt a bit, leaving a thin layer of moisture on the surface. This moisture helps the stone stay straight and travel farther.

The sport began in Scotland in the 1500s, where people played on frozen lakes and ponds. While it was included in the early Olympic Winter Games, it wasn’t until 1998 that it became a permanent Olympic sport. There are men’s and women’s categories, with teams of four athletes. There is also a Paralympic team with four athletes for both men’s and women’s events. Mixed doubles will be introduced at PyeongChang 2018, where male and female athletes will play side by side.

Curling is one of Canada’s most successful Olympic sports. Since 1998, Team Canada has won a men’s, women’s, and Paralympic medal at every single Olympic and Paralympic Winter Games. This is amazing to have won medals in every category for five straight Games!

To learn more about curling, visit [www.curling.ca](http://www.curling.ca)



# CURLING TRIVIA

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## HIGHLIGHTS



- When curling first began, it was played with flat river stones of various sizes and weights. Now all stones are made of granite from Ailsa Craig, an island off the Scottish coast or a quarry in Wales. The curling stone weighs between 17 and 20 kilograms.
- The Royal Montreal Club was Canada's first curling club. It was founded in 1807.
- Canada won both the men's and women's gold in Sochi 2014 as well as gold at the Paralympic Games. This was the first time in Olympic curling history. The women's team also had the distinction of being undefeated in the tournament.

## FEATURED ATHLETE

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### KAITLYN LAWES

OLYMPIAN, SOCHI 2014

Kaitlyn Lawes grew up hanging around curling rinks with her parents. So, it was no surprise when she played in her first Bonspiel at the age of 4. The surprises came later when she emerged as one of the best young curlers in the world. Her teams won silver and bronze medals at the World Junior Curling Championships. She was later recruited to play on Jennifer Jones' team — a team that was always a contender for Olympic selection. The move paid off for Kaitlyn when they qualified for Sochi 2014. At the Games, the team went undefeated throughout the tournament, winning gold for Canada.

Learn more about Kaitlyn at [www.olympique.ca](http://www.olympique.ca)

# CURLING

# ACTIVITIES


Described below are curling daily physical activities that can be used in the classroom and gym. Have fun!

## ON THE BUTTON

Curling requires accuracy in delivering a curling rock towards a specific target. The Lead is the first person to deliver their pair of rocks, and the Second is, as the name suggests, the next person on the team to deliver their rocks. Curlers must be able to adjust their aim and the speed at which the rock travels to achieve specific tactical goals for placement of curling rocks. This activity develops a sense of accuracy and a feel for the weight of the object being thrown.

 **Participants:** pairs

 **Space:** gym or hallway

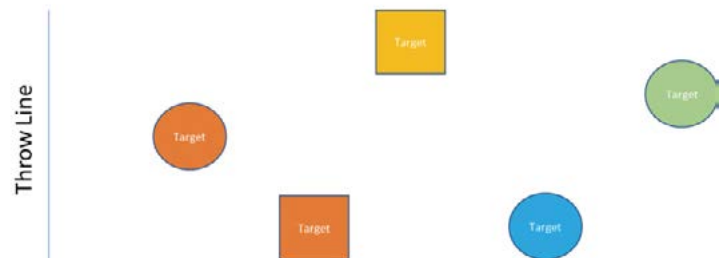
 **Equipment:** 8 bean bags (2 different colours, 4 of each colour), 4-5 flat target objects (e.g., carpet squares, poly spots, hula hoops)

### SET UP:

- Use one of the gym lines as a throw line.
- Distribute the targets beyond the throw line.

### ACTIVITY DESCRIPTION:

- Divide students into pairs. Assign each student as the Lead or the Second. The Lead student begins at the throwing line, facing the targets.
- Assign an order of targets for the students to use when aiming (e.g., first throw – closest target, second throw – farthest target).
- Remaining behind the throwing line, students alternate throwing four bean bags each towards the designated targets. The goal is to land the object on the target. This will be called an end.
- Each target has a point value. The closest target to the throwing line is worth one point, second is worth two, third is worth three and the farthest is worth four points.



- A thrown object must be in contact with the target to score points. After both students have thrown four objects, they total their individual scores.
- The next end begins with the student who scored more in the previous end becoming the Lead and throwing first. If there is a tie, simply rotate who throws Lead in the next end.
- Play for a time limit or a given number of ends.

### ACTIVITY EXTENSIONS:

- Increase the size and/or weight of the object being thrown.
- Decrease the size of the targets and/or increase the distance of the objects from the throwing line.

# FIT TO CURL RELAY

Olympic curlers need overall fitness to play well when it counts. They require strength, balance, and flexibility to accurately throw the rock and sweep. Curlers will train to strengthen their core, arm, and leg muscles which are all needed when delivering the curling rock and sweeping. This fun relay race builds the strength, balance, and flexibility needed to excel at curling.

**Participants:** equal teams of 6-10 students

**Space:** gym or playing field

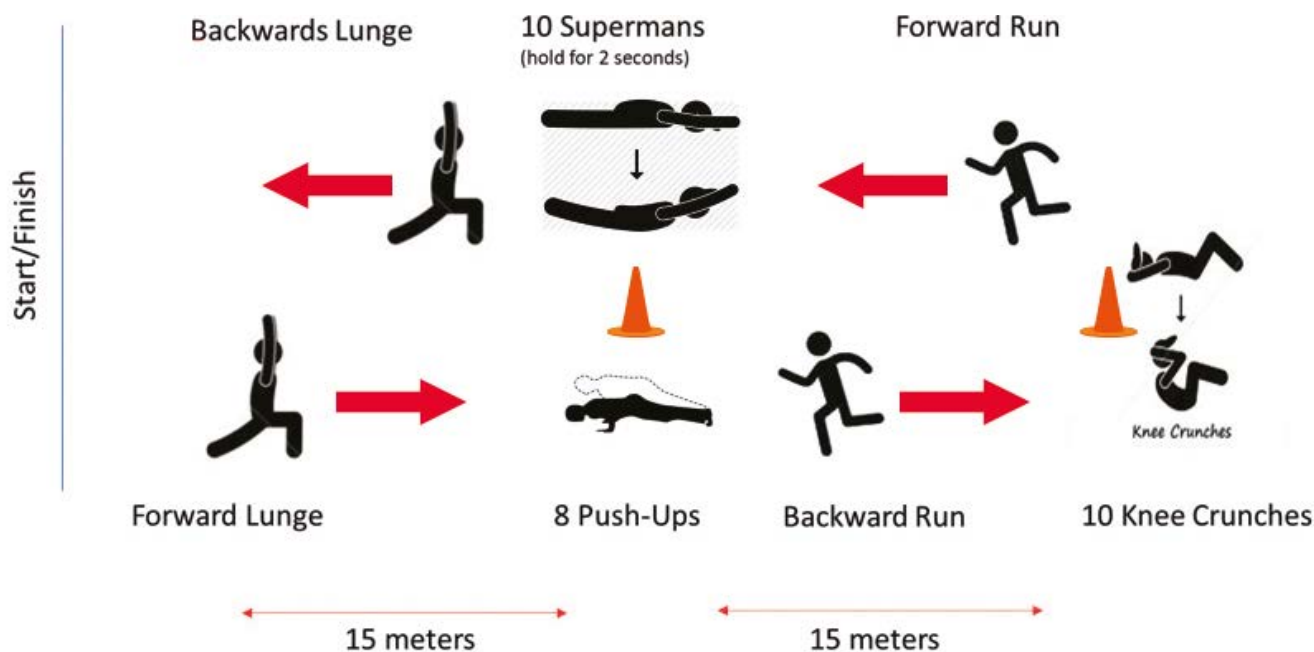
**Equipment:** two pylons per team: one to mark the halfway point and one to mark the turnaround point.

## SET UP:

Use the gym lines to designate a start/finish line. Mark the mid-point approximately 15 meters from the start with a pylon. Mark the turnaround station another 15 meters away with a pylon.

## ACTIVITY DESCRIPTION:

- The first student in each team starts on the teacher's command, and races the other teams through the stations. When they return, they tag the next member of their team who repeats the course.
- The race continues until all members of the team have run through the course.




## ACTIVITY EXTENSIONS:


- Increase the number of exercises required at each station.
- Increase distance between the stations.
- Make the lunges a station and have the students lunge onto an upside down Bosu ball. This engages more core muscles and makes it more difficult.
- Have students do the push-ups onto an upside down Bosu ball.

# KNOCK OUT

One of the keys to successful curling is being able to accurately deliver a curling rock to a specific spot while maintaining balance in a low body position. The rock is released in the final slide position, and the curler's accuracy depends on their ability to maintain their balance as they release the rock. In this activity, we practice releasing a "rock" while balancing in this position.

 **Participants:** teams of 2-4 people

 **Space:** gym or hallway

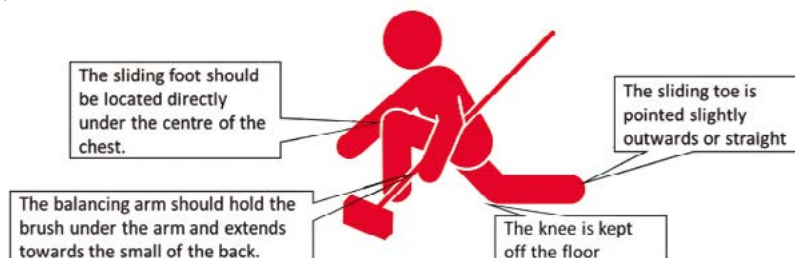
 **Equipment:** real curling brushes, brooms, plastic or real hockey sticks, lacrosse sticks, or broomball brooms, ball, and target objects (e.g., plastic bottles, milk cartons, bowling pins, etc.)

## SET UP:

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

## ACTIVITY DESCRIPTION:

- Give a brief demonstration of the final slide position, and then have the students get into a stationary slide position so that they can "feel" the proper balance and body position.
- Divide students into teams of two or four students. Set up two sets of target objects at each end of the playing area.
- The student releases the ball from the final slide position, and tries to knock out as many of the target objects as possible.
- Alternate turns among the students and score the game based on the number of bottles knocked over within a predetermined number of throws per team.



## ACTIVITY EXTENSIONS:

Replace the ball with a bean bag. Slide the bean bag across the floor to get it as close to the target as possible.

# BRINGING IT TO THE CLASSROOM

Using the Internet for research, write a paragraph describing how a curling stone is made. Where do the stones come from? How are they shaped?

## INSTANT ACTIVITY:

Only have a minute of classroom time to get up and be active? This activity will get the heart pumping. In curling, the secret to effective sweeping is a strong core. Mountain Climbers are a quick exercise that strengthens the core and the legs.

Begin by going into a push up position with your legs extended backwards, and your weight supported by your straightened arms. Bring your right knee forward, keeping your left leg extended backwards. Now reverse the position so that your left knee is forward, and your right leg is back. How many Mountain Climbers can you do in a minute?



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## FENCING

The origins of fencing go back thousands of years, to a time when it was common to fight with swords. Starting in the 1100s, fencing schools sprung up across Europe to train soldiers for battle. In the 1700s, these schools started using a flat-tipped sword called the foil. Rules were soon made so that the fencer could be protected and fencing could be a sport. Fencing was one of the nine sports included in the first modern Olympic Games in Athens, Greece.

In a fencing bout, two opponents face each other. They hold swords and wear a protective uniform that covers their body and head. The fencer tries to touch his opponent in the target area with the blade. The athletes move very quickly, making offensive and defensive moves with their swords. Each time a fencer scores a touch, he receives a point. At the Olympic the object of a fencing bout is to be the first to score 15 points.

There are three different events in fencing, and each has its own set of rules and its own weapon. The three weapons are called the foil, the épée, and the sabre. The target area in foil fencing is the front and back torso. In epee, it is the entire body. In sabre, it is the front and back of the body from the bend of the hips to the top of the head. All three events are scored electronically. The fencer's uniform and the blade of the weapon have wires that connect to a scoring machine, which keeps track of the touches.

Fencing is a challenging sport for both the body and the mind. Fencers need to be very physically fit. They also need to learn the offensive and defensive moves and the overall strategy of the sport.

To learn more about Fencing or to find a local club please visit, [www.fencing.ca](http://www.fencing.ca).



SCHOOL PROGRAM



# FEATURED COUNTRY

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## SPAIN



By the mid-1400s, it had become common in Spain that two men would settle a disagreement with a swordfight. The City of Toledo passed a law in 1480 banning the practice of the duel. Around this same time, Spaniard Diego de Valera wrote the first book on fencing. This helped make fencing an art, with rules, strategy, and technique.

The Spanish armies carried fencing abroad, particularly to the south of Italy and France. These two countries soon developed their own traditions of fencing, and started teaching them in schools.

# FEATURED ATHLETE

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## SHERRAINE SCHALM

FIVE-TIME PAN AMERICAN GAMES MEDALLIST  
OLYMPIAN, LONDON 2012, BEIJING 2008, ATHENS 2004, SYDNEY 2000

The London 2012 Olympic Games were Sherraine Schalm's fourth Olympic Games in a row. She competes in the épée and team épée events. She placed top 20 at the Athens 2004 Games and the Sydney 2000 Games. Sherraine is Canada's most decorated fencing athlete, having been a two-time World Championship medallist, 32-time World Cup medallist, and five-time medallist at the Pan Am Games.

To learn more about Sherraine please visit [olympic.ca](http://olympic.ca)

# FENCING


# ACTIVITIES

Described below are Daily Physical Activity fencing activities that can be used in the classroom and gym. Have fun!

## ON GUARD

The On Guard position must be maintained when fencing. The more comfortable a fencer is in this position, the more control they have when fencing. This position requires balance, building your quadriceps and gluteal muscles.

 **Participants :** Individual

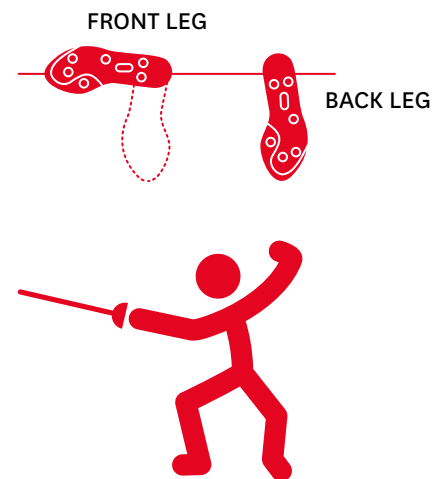
 **Space :** Anywhere

 **Equipment :** None required

### STARTING SKILLS:

#### ON GUARD TEACHING CUES

- Find a line on the floor. If there isn't one, imagine one or use tape to make one.
- Stand with your feet shoulder width apart. Position your heels on the line.
- Identify your dominant hand/foot. Rotate that foot to completely be on the line.
- Turn your head to look out over the foot you pivoted.
- Slightly bend your knees to be in an athletic stance.
- Position your arm up behind your head as though you are holding a beach ball.
- Comfortably hold your arm out in front of you, with your elbow slightly bent as though you are holding a sword.



### ACTIVITY DESCRIPTION:

- Assume the On Guard position described in the setup.
- Lift your front leg slightly off the ground and maintain balance for 10-20 seconds before placing your foot back on the ground.
- Lift your back leg slightly off the ground and maintain balance for 10-20 seconds before placing your foot back on the ground.
- While maintaining your On Guard foot position, bend your knees, squat down, hold your squat for 10-20 seconds and then return to On Guard.
- Repeat this sequence 5-10 times.


### ACTIVITY EXTENSIONS:

- Adjust the amount of time you're balancing in each position and/or how many repetitions you complete.
- Focus on squats. Hold your squat at your lowest point for 15 seconds. Take a break for 10 seconds and then repeat 3-5 times. Switch your foot positioning to balance your workout.

# SIMON SAYS FENCING

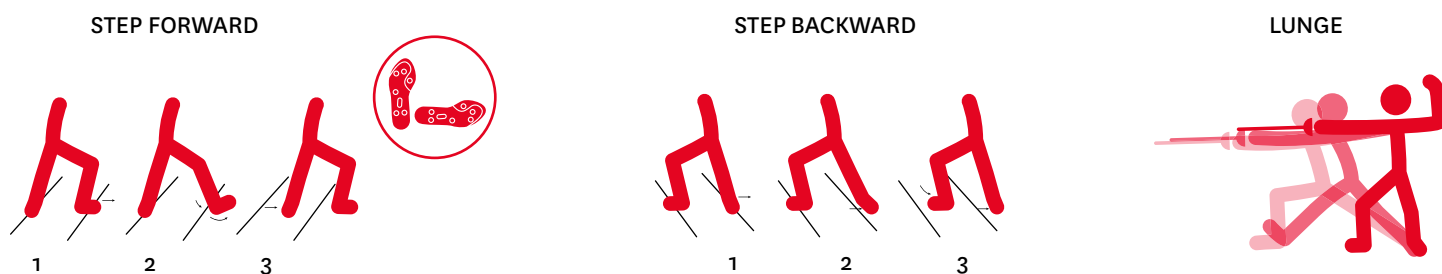
In fencing, you need excellent footwork to be successful. Moving forward and backward without your feet crossing requires balance and coordination. The lunge attack works abdominal, quadriceps and gluteal muscles. Practicing this footwork is a great conditioning activity.

 **Participants :** All

 **Space :** Classroom or hallway

 **Equipment :** None required

## STARTING SKILLS:



## ACTIVITY DESCRIPTION:

- Position Simon, your “leader” in front of your group, facing your participants, your “followers”. Leader: Call out commands by saying “Simon Says” followed by one of the commands listed below. The followers have to do the action that Simon calls.

### COMMANDS:

- On Guard – Place feet shoulder width apart, point your lead foot forward, bend your knees and bend your lead arm.
- Step forward – Lead with front foot stepping forward, follow with your back foot.
- Step back – Lead with your back foot stepping back, follow with your front foot.
- Thrust – Stick your sword arm out straight.
- Lunge – Thrust, stick your sword arm out straight, and take a big step with only your front foot.
- Recover – Position yourself back into the On Guard position.
- If any of the followers moves without the Simon Says command, they go back to the original point in the classroom in which the line of students started.

## ACTIVITY EXTENSIONS:


- Vary the speeds at which the commands are being provided.
- Challenge the group by providing multiple commands at one time (e.g. Simon Says 1 step forward, 2 steps back, lunge, recover).

# FOLLOW THE LEADER

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With foil and sabre fencing, athletes alternate being an attacker and a defender. To be successful, you have to anticipate and respond to your opponent's moves. This activity helps develop good body awareness and control!

 **Participants :** Groups of 2

 **Space :** Classroom or hallway

 **Equipment :** None required

## ACTIVITY DESCRIPTION:

- Stand facing your partner with 2-3 metres between you. Allow yourselves enough room to move forward and backward in a straight line.
- Identify one partner as the leader to start and the other as the follower. Working with your partner, move in unison. Assume the following roles:

### LEADER'S ROLE:

- Move forward and backward using fencing steps.
- Change direction and speed frequently.

### FOLLOWER'S ROLE:

- Follow the leader using the opposite fencing steps they use (i.e. Leader steps 1 step forward, Follower steps 1 step back).
- Keep the same distance between leader and follower throughout activity.
- Alternate who gets to lead and who follows.

## ACTIVITY EXTENSIONS:

- Try hand fencing! Since the purpose of fencing is to score points by hitting the opponent, allow the leader to attack using a thrust (stick arm out straight) or lunge (stick arm out straight then move front foot forward in a big step) to tag your partner's hand. Note that only the leaders can attack. The followers are only allowed to try to move out of the way. Once an attack has been made, go back to your starting positions and switch roles, with the follower now the leader, having the opportunity to attack and potentially earn points.
- Identify the winner as the first to earn 4 points. Switch partners at the end of each game.

# BRINGING IT TO THE CLASSROOM

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Use the library or the Internet to research the different types of swords used in fencing: the foil, the epee, and the sabre. In your writing journal describe each of these in your own words. Try to be so descriptive that someone who can't see the images could still picture the swords and how they are different. Next, find a partner and share your descriptions with each other.

Imagine what it would be like to go to a special school that focuses on fencing. Write a diary entry for one day as a student in a fencing school. What would you do, eat, and learn?



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## FIGURE SKATING

The name “figure skating” refers to making figures in the ice, and it is a sport that involves art and skills. Figure Skating first started in Scotland in 1742, and was first seen in the Olympic Games as a summer sport in 1908 and 1920. It was later featured at the first Olympic Winter Games in 1924 in Chamonix, France.

There are different events in figure skating, where athletes skate either alone or with a partner. The skaters compete in one of four events including the men’s and women’s singles, pairs, and ice dance. In all of these, the skaters will perform a short and a long program.

In pairs and ice dance, the skaters will compete as a couple. Pairs involve jumps and lifts, where they are lifted in the air above a shoulder level. Ice dance is different, the position is more like in ballroom dancing. It focuses more on the footwork and skills. While there are no jumps in ice dance, there are spins. The judges are much more focused on expression and technique.

The equipment used are skates with a sharp blade which help create patterns on the ice. The blade is sharpened with a groove in the middle to create an inside and outside edge. The toe of the blade has jagged teeth (toe picks) that help launch the skaters in the air for jumping. The clothing the skaters wear in Figure Skating are beautiful and flashy, and compliment the music style.

The judges assign a base score to all the elements in skating. They then grade the skaters on their technical execution and artistic performance

Learn more about Figure Skating at: [www.skatecanada.ca](http://www.skatecanada.ca).



# FIGURE SKATING TRIVIA

## HIGHLIGHTS



Barbara Ann Scott

- With 25 Olympic medals, Canada is one of the best figure skating countries in the world. Other strong nations include the United States and Russia.
- The first Canadian figure skater to win Olympic gold was Barbara Ann Scott at St. Moritz 1948. After winning the European Championships in 1947, the City of Ottawa gave her a car. She had to return it to retain her amateur status. After winning the Olympic gold, the City gave her back the car with the license plate "48-U-1".
- Canada's Patrick Chan and the ice dance pair of Tessa Virtue and Scott Moir hold world records for the highest scores in their events.

## FEATURED ATHLETE



### KAETLYN OSMOND

OLYMPIAN, SOCHI 2014

Kaetlyn Osmond grew up in the small community of Marystown, Newfoundland. She watched her big sister (Natasha) skate, and it wasn't long before she decided to give figure skating a try. When her family moved to Montreal for Natasha's skating, Kaetlyn started to shine. Soon, she began to win. At the age of 16, she beat the older skaters to win the Skate Canada International. Kaetlyn didn't stop there. Two years later she won an Olympic silver medal in Sochi 2014, and a silver at the 2017 World Championships. Marystown was so proud that they named their arena after her.

Learn more about Kaetlyn Osmond at [www.olympic.ca](http://www.olympic.ca).


# FIGURE SKATING ACTIVITIES


Described below are daily figure skating physical activities that can be used in the classroom and gym. Have fun!

## FREESKATE PROGRAM

In the Freeskate Program, skaters must skate a routine to music that contains jumps, spins, and footwork. This includes performing 5 to 7 jumps, 2 to 3 spins, and a step sequence. This activity will simulate what is expected from a skater during a program, using a continuous lane format.

 **Participants:** 2 small groups of approx. 10-12 students

 **Space:** gymnasium

 **Equipment:** 6 hula hoops, 12 cones/pylons, 4 agility ladders (or similar set up and length)

### SET UP:

In two separate areas, randomly place 3 hula hoops, 6 cones and 2 agility ladders (or similar set up and length)

### WHAT YOU NEED TO KNOW: SPIN POSITIONS



Pirouette debout



Pirouette assise



Pirouette arabesque

2. Visit each pylon/cone and perform a full rotation jump.
  3. Visit the agility ladder and perform “fancy footwork” through the ladder.
- In between skills, the students must continue moving.
  - Only 1 student at a time per cone/pylon, hoop or agility ladder.
  - This activity should take between 2 – 3 mins.
  - Students should try to cover as much distance as possible between elements (e.g., do a jump at one end, then go to the other end to do their next jump).
  - When all the elements have been completed, the student will choose a spot to stop in a pose and hold until everyone else is done.

### ACTIVITY DESCRIPTION:

- Have students space themselves around and in the set-up area, not in a hoop, ladder or beside a pylon.
- On **the teacher’s signal**, the students must:
  1. Visit each hula hoop and hold a different stationary spin position for 5 seconds, to simulate a spin on the ice. Each spin must be in a different basic position: Camel, Sit or Upright. See variations available for Upright. Se rendre à chaque cône pour y effectuer un saut avec une rotation complète.


### ACTIVITY EXTENSIONS:

- Add music to be interpreted throughout this exercise.
- Add forwards, backwards and sideways movement between skills.
- Perform the exercise in pairs (mirror each other).

# JUMP CHALLENGE

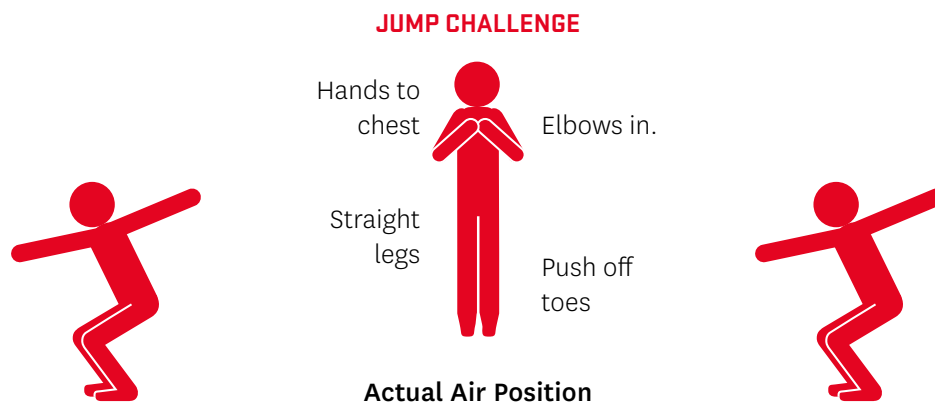
In figure skating, skaters must perform jumps in the air with multiple rotations. This exercise will introduce students to rotational axis, stability, and body awareness.

 **Participants:** 1 group

 **Space:** gymnasium or other wide space

 **Equipment:** none

## WHAT YOU NEED TO KNOW: JUMP POSITIONS



## ACTIVITY DESCRIPTION:

- Have students space themselves on the gym floor.
- To ensure each student has enough space around them, have the students extend their arms out fully and rotate upper body. They should not be able to touch another student.
- Starting in a square position (feet parallel and under hips, shoulder square with hips), have the students bend their knees slightly to lower their centre of gravity and bring their core forward over their knees.
- With arms extended to start, have students jump into the air, by pushing downward through their knees, ankles, and toes, and bring arms into the body (elbows down and at sides, with hands close to the chest, hand holding fist, if possible).
- In the air, legs and body should be straight.
- To land, have students attempt to place their feet in the exact spot of take-off, easing their body weight gently over the balls of their feet, and returning to the exact take-off position (knees slightly bent, and core slightly forward).
- Repeat exercise 5 times.


## VARIANTES :


- Add  $\frac{1}{4}$  rotation in the airAjoutez un demi-tour dans les airs.
- Add  $\frac{1}{2}$  rotation in the air
- Add 1 full rotation in the air
- Add 1- $\frac{1}{2}$  rotations in the air.
- Add 2 rotations in the air
- Add speed between landing and take-off of next jump

# CREATIVE EXPRESSION

In figure skating, there are 2 areas of performance; technical (jumps and spins) and artistic (interpretation to the music). This exercise explores creativity, expression, and body movement that can be used on the ice.

 **Participants:** 1 group

 **Space:** gymnasium

 **Equipment:** music, music player, speakers

## SET UP:

- Create a playlist of different samples of music with a variety of tempos, rhythms, and styles.
- Recommended length of music: 45-60 seconds.

## ACTIVITY DESCRIPTION:

- Have students space themselves on the gym floor and strike a pose.
- Play music and have the students explore moves that match the timing, expression or mood of the song.
- Encourage use of space and levels (high, medium, low).
- Identify different types of movement (sharp, slow, continuous) as well as intent of movement (forceful, shy, scared, etc.).
- Repeat exercise with next selection of music.

## VARIANTES :

- Add scarves or other props to encourage or extend movement.
  - Challenge students to only use one primary part of the body (e.g., only the hands, elbows, shoulders, knees, heels, toes, etc.).
- Perform in pairs as a mirror exercise. Perform in pairs or as a group, as a relay exercise.

# BRINGING IT TO THE CLASSROOM

Use the Internet to research one of Canada's Olympic figure skaters. Imagine that you are an announcer at the PyeongChang 2018 Olympics. Write and perform for your class an introduction for your skater.

## INSTANT ACTIVITY:

Only have a minute of classroom time to get up and be active? This activity will get the heart pumping. Figure skaters need flexibility and balance to perform their spins.

Stand on one foot, bend from waist and with upper body parallel to the floor, extend your other leg backwards and up so that you are in a camel spin position. Hold this position for as long as you can. Now try the other leg.



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## FREESTYLE SKIING

Doing tricks on skis dates back to the early 1900s in Europe. However, the sport really took off when it came to the USA in the 1960s. Freestyle skiing, nicknamed “hotdogging”, was popular for its wild tricks and jumps. Freestyle skiing was a demonstration sport in the Calgary 1988 Olympic Winter Games, and became a full medal sport in 1992. Freestyle has five different events, four of which are judged based on technique.

The first one is moguls in which athletes ski over large bumps at a fast pace, testing their speed, technique, and jumps. Each of these plays a part in an overall score that determines the placing. The aerial competition is like acrobatics for skiers. The athlete will go off a steep jump, doing flips, twists, and tricks before landing. Points are awarded based on their takeoff, form while in the air and landing.

Halfpipe and slopestyle made their Olympic debut at the Sochi 2014 Olympic Winter Games. Halfpipe athletes ski a 150m x 22m pipe while performing a series of tricks. Slopestyle athletes make their way through and over a course comprised of a variety of obstacles including rails, jumps and other terrain park features. Both halfpipe and slopestyle athletes are judged on how much air they get off jumps, the degree of difficulty of the tricks and how well they perform their tricks. The winner has the overall highest score.

In ski cross, skiers race down a snowy course with jumps and turns. Four skiers race head-to-head to see who can get to the finish line the fastest. The top skiers then proceed to the next round. This continues until the best racers face off in the final.

Canada has won 18 Olympic medals, and is considered one of the strongest freestyle skiing countries in the world. In fact, Canada won 4 golds, 4 silvers and a bronze medal at the Sochi 2014 Olympic Winter Games.

Learn more about freestyle skiing at [www.freestylecanada.ski](http://www.freestylecanada.ski).



# FREESTYLE SKIING TRIVIA

## HIGHLIGHTS



- Alexandre Bilodeau became the first freestyle skier to defend his Olympic gold in 2014. He was also the first Canadian to ever win an Olympic gold in Canada at the Vancouver 2010 Winter Olympic Games. Approximately 22,000 people crowded into BC Place Stadium to watch his medal presentation.
- Canadian Dara Howell was the first woman to ever win an Olympic gold medal in slopestyle.
- Ski Ballet was a former competitive freestyle skiing discipline until 2000. It involved choreographed routines of flips, rolls, leg crossings, jumps, and spins performed on a smooth slope. Today, many slopestyle tricks are inspired by ski ballet movements.
- In the summer months' freestyle skiers train on water ramps, landing in swimming pools. Summer training also includes cross-training, trampoline work and various gymnast routines.

## FEATURED ATHLETE



### MIKAËL KINGSBURY

OLYMPIAN, SOCHI 2014

When Mikaël Kingsbury went skiing as a young boy, he was always going over bumps and jumps and weaving between trees. It wasn't long before he started doing freestyle skiing. Now at age 25, he is one of the best moguls skier in the world. Freestyle skiers compete on the World Cup circuit, a demanding series of races where they earn points at each event based on their results. Not only is Mikaël the reigning World Cup champion, he has won the World Cup for six straight years. His dominance is like no other skier, having won 42 World Cup races and an Olympic silver medal in Sochi 2014.

Learn more about Mikaël Kingsbury [mikaelkingsbury.ca](http://mikaelkingsbury.ca) or at [olympic.ca](http://olympic.ca)


# FREESTYLE SKIING ACTIVITIES

Described below are freestyle skiing daily physical activities that can be used in the classroom and gym. Have fun!

## SUPER STRENGTH FREESTYLE CHALLENGE

Freestyle skiers need exceptional strength and agility. In the off-season, they whip themselves into shape, focusing on core and leg strength, and agility. These are some dryland workouts that freestyle athletes do to build strength and agility. How much can you improve in a week?

 **Participants** : Student

 **Space** : classroom, hallway, or gym

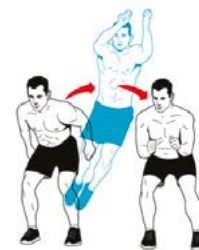
 **Equipment** : Cones (or chalk or tape)

### SET-UP:

**Wall sit challenge** - Stand with your back against the wall.



**Lateral jump challenge** - Spread-out so that you are at least three-arm's length away from anyone. Place two cones at least 70cm apart (or make a line with chalk or tape).



### ACTIVITY DESCRIPTION:

#### Wall sit challenge

- Gradually lower your back down the wall, bending your legs at the knees.
- When your legs are bent at the knees in a 90° angle, stop and hold the position.
- The challenge is to hold the position for as long as possible.
- Have students try this every day for a week, recording their best times.

#### Lateral jump challenge

- The challenge is to laterally jump over the area marked by the cones as many times as you can in 45 seconds.
- Be sure to count each time your feet touch the ground.
- Have students try this every day for a week, recording their personal bests.

### ACTIVITY EXTENSIONS:

- Reduce the time to 30 seconds if students find laterally jumping too challenging or increase the time if students want to further challenge themselves.

# SLOPESTYLE CIRCUIT

Slopestyle athletes require balance, strength and creativity to navigate a series of big air jumps and rails. This activity builds strength and balance while allowing you to be creative with your movements and course design.

**Participants:** 2-4 equaled numbered teams

**Space:** Large open field area or gym

**Equipment:** Hula hoops (or tape of chalk to make jump sites), cones and benches (or rope).

## SET-UP:

- Setup a slopestyle course by arranging hula hoops as the jump sites (or tape of chalk to make jump sites) and benches (or ropes) as rails. One jump site should be for vertical jumping. The other jump site should be for horizontal jumping (i.e., standing long jump). Establish a “start” and “finish” point. Designate a start/finish line.

## ACTIVITY DESCRIPTION:

- Teams line up behind the start/finish line.
- On the start command, the first students must run to the vertical jump site, and jump as high as they can. Students then run to the bench (or rope), and side shuffle across its length, simulating grinding a rail. They finish by running to the horizontal jump site, and jumping as far forward from a standing position as they can.
- Once the first students complete the course, they turnaround and sprint back to start/finish line and tag their team’s second runner. The relay continues until all of the team has been through the course once.




## ACTIVITY EXTENSIONS:


- Add cones before or after jump sites to prompt a “switch”. For example, once students reach a cone they must run backwards to the next station. The switch can be any movement (e.g., hopping, crawling, etc.).
- Add more jump sites or “rails”. Allow students to create their own slopestyle park.
- Groups can try each others’ parks.
- Encourage students to be creative with their movements. Example: students perform a 360 at the vertical jump station or jump backwards at the horizontals jump station.
- Combine mini versions of moguls circuit and slopestyle circuit.

# JUMPS & BUMPS MOGUL CIRCUIT

Moguls skiing requires speed and creativity. The athletes must quickly navigate the bumps or moguls, but must also complete creative tricks in the air at each of the two jumps. This activity builds strength and agility, and lets the students experience what moguls athletes go through on-snow.

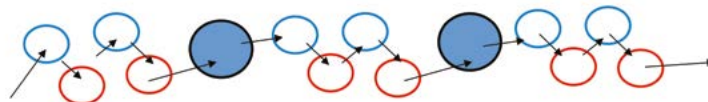
 **Participants:** Student or teams

 **Space:** Large open field area or gym

 **Equipment:** Hula hoops, Bosu balls (or chalk or tape to mark space for “jump zone”)

## SET-UP:

- Setup up a mogul course by staggering four hula hoops leading up to the first Bosu ball.
- Stagger another four hula hoops leading up the second Bosu ball.
- Add one more set of four staggered hula hoops. You can use chalk or tape instead of hula hoops or Bosu balls.
- Clearly establish a start/finish line.



## ACTIVITY DESCRIPTION:

- The student or teams line up behind the start line.
- On the starting command, the students hop diagonally from hula hoop to hula hoop (simulating moguls skiing) and then jump onto and off the Bosu ball, simulating a jump site.
- Once a student finishes the circuit, they must run back to the end of the line and the next student must start the circuit, like a relay.
- **NOTE:** It is not recommended to use a Bosu ball within a gym due to the risk of it sliding when jumped on. Within a gym setting, the teacher should mark the jump site with either tape or cones.

## ACTIVITY EXTENSIONS:

- Move hula hoops further apart.
- Time each student or relay group.
- Award points based on time and “best trick” of jump. Tricks might include a 360, star jump, or grabs.

# BRINGING IT TO THE CLASSROOM

Freestyle skiers compete on the World Cup circuit, a demanding series of races where they earn points at each event based on their results. Use the Internet to learn what countries and cities have World Cup Freestyle events. Draw a postcard from one of these places. Pretend you went to the event to cheer on the Canadian freestyle skiing team. On the back of the card, write a letter describing the event and how the team did.

## INSTANT ACTIVITY:

Only have a minute of classroom time to get up and be active? This activity will get the heart pumping. Jump Ups give freestyle skiers the explosive leg strength they need to ski over the moguls and jumps.

Stand with your feet shoulder width apart. Jump up, bringing your knees up to your waist. Land with your feet shoulder width apart. How many Jump Ups can you do in 30 seconds?



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## HOCKEY

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Canadians love their hockey! The history of playing stick and ball games on skates dates to Europe in the late 1700s, but the formal rules were drafted in the mid-1870s in Montreal. Since then, the game has captured the hearts of Canadians. Now close to 640,000 players are registered in various hockey leagues across Canada.

The sport was included in the first Olympic Winter Games in 1924, where the Canadian team struck gold. Canada's winning ways continued, taking home the gold in three of the next four Games. But the golden streak ended after 1952, and it would take Canada a full 50 years to climb to the top of the Olympic podium. Both the men's and women's team broke the losing streak in 2002, and since then team Canada has won 5 golds. GO CANADA!

The game of hockey involves skill and strength. On each team, there are five players who are trying to score by shooting the puck past the opposing team's goalie and into the net. An Olympic regulation game has three 20-minute periods. Since it is a round robin tournament, there can't be a tie game. Ties are broken by playing an overtime period and potentially a shootout.

The countries play against the teams in their group. The top teams move on in the tournament to the quarter finals, semi-finals, and then the medal rounds.

To learn more about hockey, visit [www.hockeycanada.ca/en-ca](http://www.hockeycanada.ca/en-ca).



# HOCKEY TRIVIA

## HIGHLIGHTS



Sidney Crosby

- At the Vancouver 2010 Olympic Winter Games the Canadian men and women won gold. Sidney Crosby scored the winning goal against the US in overtime. This is considered one of the greatest moments in Canadian hockey history.
- Hayley Wickenheiser is Canada's most decorated Olympic hockey player. She has four golds and one silver medal. Hayley was the first woman to score in a professional men's league.
- Canada's first gold was won at the Antwerp 1920 Olympic Games. Canada's Winnipeg Falcons beat Sweden in the gold medal match 12-1. From 1920-1960, local teams were selected to represent Canada.

## FEATURED ATHLETE



## SHANNON SZABADOS

OLYMPIAN, VANCOUVER 2010 AND SOTCHI 2014

Shannon Szabados started playing hockey against the boys at 5 years old. Her goaltending skills were obvious from a young age, and she was drafted as a teen to play in the Alberta Junior Hockey League (AJHL). She was the first female to ever play in the league, and was named the league's top goaltender. Shannon was the starting goaltender for the final game at both the Vancouver 2010 and Sochi 2014 Olympic Winter Games. Look for Shannon to play a key role as Canada seeks its fifth straight Olympic gold in PyeongChang 2018!

Learn more about Shannon Szabados at [www.shannonszabados.com](http://www.shannonszabados.com) or [www.olympique.ca](http://www.olympique.ca).

# HOCKEY

# ACTIVITIES

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Described below are hockey daily physical activities that can be used in the classroom and gym. Have fun!


## CHANGE DIRECTIONS

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

 **Participants:** whole class

 **Space:** gym or playground

 **Equipment:** a stick and ball/puck for every student

### SET UP:

Students are spread out in the gym, each with their puck/ball and stick.

### ACTIVITY DESCRIPTION:

- With a loud command, have them change direction (right, left, forward and backward).
- Their focus should be on puck/ball control.


### ACTIVITY EXTENSION:


- Score the game by having them race to a wall controlling the ball/puck as they go. The first 5 to the wall get a point.
- Test the students' skills by having them keep their heads up and their eyes off the ball/puck.

# FOOSBALL HOCKEY

To win at hockey, your team must be able to accurately pass to move the puck down the ice and keep it away from the opposing team. This game helps develop your passing skills.

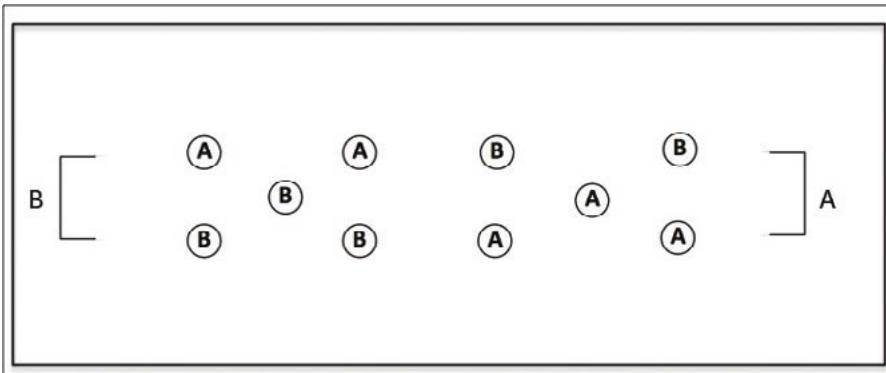
 **Participants:** whole class

 **Space:** gym or playground

 **Equipment:** Two hockey nets, 10 floor hockey sticks, 10 pylons and a floor hockey puck. It helps to label the pylons with either an A or a B.

## SET UP:

- Set up the gym according to this diagram:



- Divide the class into two teams: A and B or any other names you assign.
- Each team can have five students on the floor at any one time.
- All the students are assigned a pylon that corresponds to their team.

## ACTIVITY DESCRIPTION:

- The students must always keep one foot on their pylon. They must pass to their teammates to move the puck down the gym and into the opposing team's net.
- The teacher kicks the stray pucks back into play.
- Alternate players every 2 minutes.
- The team with the most goals wins.


## ACTIVITY EXTENSIONS:


- Assign each student to one pylon. When it comes time to alternate students, yell "line change". The first team to replace all their students gets a bonus point.
- Increase the number of pylons and students playing at once.

# SHARKS AND MINNOWS

In the fast-paced game of hockey, the players need to be able to control the puck and keep it away from the opposing players. By practicing their puck control, hockey players can retain the puck when challenged by the other team.

 **Participants:** whole class

 **Space:** gym or playground

 **Equipment:** enough pylons to mark out an area equal to approximately half a gym. A floor hockey stick and ball/puck for all the students and the teacher.

## SET UP:

Mark off half of the gym with pylons. Inside the marked off area is the “shark tank”.

## ACTIVITY DESCRIPTION:

- The students (the minnows) push their ball/puck with their hockey sticks and keep it within the shark tank.
- The teacher (the shark) challenges random students, using their stick in a slow windshield wiper motion to contact the student’s ball/puck and knock it out of the shark tank.
- If the teacher contacts the student’s ball/puck and forces it out of the shark tank, the minnow must stay outside the shark tank and perform a specified fitness blast (e.g., 10 jumping jacks, 5 burpees, etc.) before returning to the shark tank with their ball.

## ACTIVITY EXTENSIONS:

- Play elimination Sharks and Minnows. Once the minnow’s ball/puck leaves the shark tank, they are out of play until all the minnows are eliminated.
- Let the students take turns being the shark.
- Decrease the size of the shark tank.

# BRINGING IT TO THE CLASSROOM

Canada is represented at the Olympic Winter Games by a collection of the best players from different teams. But it wasn’t always this way. It used to be that the best team in Canada became our Olympic hockey team. Use the Internet to learn about one of these gold medal teams. Write a couple of paragraphs to describe the team you chose to research. Where were they from? Who were their star players?

Write a fan letter to a player on Canada’s women’s hockey team from Sochi 2014. Ask them three difficult questions. Trade your letter with a classmate. Use the internet to research the player your new letter is addressed to. Write a reply letter, pretending that you are the player, and include the answers to your fan letter based on the research.

## INSTANT ACTIVITY:

Only have a minute of classroom time to get up and be active? This activity will get the heart pumping. Leg circles help hockey players develop strength, balance, and flexibility.

Standing with both legs together, take a giant step forward with your right foot. You should now be in a lunge position. Your right foot is forward, and your left foot is extended backwards. Squat forward on your right leg, and lift your left foot off the ground. Once you have your balance, make large circles with your left foot. Can you do 5 circles on both feet?



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## JUDO

Judo was first invented by a Japanese man named Jigoro Kano. To Kano, a martial art was more than a sport- it was a way of life. He taught that balance and leverage were stronger than force. Jujitsu moves were the base of his ideas. Judo spread quickly across Japan, and became the first international martial art.

The Olympic Games hosted their first judo matches for men at the Tokyo 1964 Olympic Games. The sport was left out in 1968, but returned to stay in 1972. Judo was a demonstration event for women in 1988, before becoming an official Olympic sport at the Barcelona 1992 Olympic Games.

The aim of judo is to control movement. Men have five minutes per match to do this; women have four. Each fighter tries to place the other in a pin, choke, or arm-lock. An 'ippon', a perfect full-point throw or a 20-second immobilization, ends the fight instantly. Lesser throws and shorter holds are scored, but do not end the combat. When the clock runs out, the person with the most points wins.

Like other Olympic combat sports, judo awards two bronze medals in each weight class. Men and women each have seven weight divisions. People who practice judo are called 'judokas.' In Olympic matches, one judoka wears a traditional white kimono, while their opponent dons a blue one. The contrasting colours help spectators to follow the action.

Judo means 'the gentle way', but don't be fooled. Follow the combat in the Tokyo 2020 Olympic Games, and see the speed and skill it takes to capture an enemy's strength.

To learn more about Judo or to find a local club please visit [www.judocanada.ca](http://www.judocanada.ca).



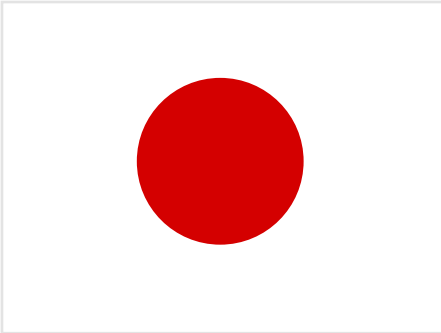
SCHOOL PROGRAM



# FEATURED COUNTRY

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## JAPAN



Martial arts have long been part of Japanese culture. Samurai warriors used them for close combat on the battlefield. These fighting ways fell out of fashion when the samurai days ended. Many years later, Judo was revived when the police force and the Imperial Navy wanted the combat skills. Soon civilians wanted to learn to improve their balance and focus. Even primary schools began to teach these ways.

Judo has spread around the world, but Judo is still Japan's best sport. They have won three times more Olympic gold medals than any other nation. Judokas have brought home more medals than athletes from any other sport.

No matter where judo is taught, its Japanese roots are clearly seen in the sport's terms and customs.

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# FEATURED ATHLETE

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## ANTOINE VALOIS-FORTIER

OLYMPIAN, LONDON 2012, RIO 2016

Antoine Valois-Fortier was a fresh face on the international scene when he won a bronze medal in the 81kg class while making his Olympic debut at London 2012. In doing so, he became the first Canadian judoka to earn an Olympic medal since the Sydney 2000 Games where his coach Nicolas Gill was a silver medallist. Since then, Valois-Fortier has become a three-time world championship medallist, taking silver in 2014, bronze in 2015, and bronze in 2019.

To learn more about Antoine, check-out [www.olympique.ca](http://www.olympique.ca).


# ACTIVITIES

Described below are Daily Physical Activity judo activities that can be used in the classroom and gym. Have fun!

## JUDOKA STABILIZER

In Judo the objective is to score an “ippon”, one full point. To do so, you must skillfully get your opponent to the mat and hold them down. There are multiple techniques to get your opponent off balance and down to the mat. To do so, you must maintain your balance, making the development of stabilizer muscles and your overall balance very important.

 **Participants:** Pairs

 **Space:** Classroom, hallway or gym

 **Equipment:** None required

### ACTIVITY DESCRIPTION:

- Stand with your hands along your side.
- Balancing on one leg, raise your other leg out behind you.
- Lean forward with your chest, extending your leg out further behind you.
- For balance, extend your arms outwards, like a bird soaring in the sky.
- Once you have found your balance, close your eyes.
- Try to count to 20 without touching your foot down.
- Rest for 30 seconds.
- Repeat this exercise, alternating legs until you have completed this exercise 3 times per leg.




### ACTIVITY EXTENSIONS:


- Take the partner challenge! While you are balancing, your partner is going to try to break your concentration and get you to touch a foot down. Your partner can not touch you but they can try to make you laugh and perhaps even make you have to put a foot down!
- Raise the bar and allow your partner a light touch to your arms or shoulders to try to get you off balance.

# CAT AND MOUSE (SPINNING)

A Judoka, a participant in the sport of Judo, must move quickly to surprise an opponent or to make a counterattack. Judo is a sport where your actions and reactions happen with split-second timing. This game of “Cat and Mouse” will challenge the agility and coordination required of you to keep up with your opponent. Watch for an opportunity to make a match-winning move!

 **Participants:** Pairs

 **Space:** Gym or open space

 **Equipment:** Gym floor or gymnastic/wrestling mats

## ACTIVITY DESCRIPTION:

- With your partner, move to an open space with a smooth surface.
- Have your partner sit on the floor and assume the role of the mouse, the follower.
- Instruct the mouse to sit with their hands supporting them behind them and the soles of their feet on the floor in front of them.
- Assume the role of the cat, the leader, and stand about 30cm in front of your partner, the mouse’s feet.
- The mouse, the follower, must move with the cat, and try to stay facing the cat. As the cat you are going to try to shuffle quickly around to touch the mouse’s back, between their shoulder blades.
- The cat must always stay facing the mouse, while trying to move around to touch his/her back.
- The mouse, the partner seated on the floor can use their hands and lift their feet from the floor to spin around with more speed.

## ACTIVITY EXTENSIONS:

- Take the time trial! Play this for 1 minute with your partner. Record how many times the cat successfully is able to touch the mouse between their shoulder blades within the 1 minute time period. Alternate roles and compare results!
- Play on all fours! Change the rules so that the mouse can only use their hands and feet to hold their body weight to move around.

## VISUAL:


[https://www.youtube.com/watch?v=\\_jXOqoF5IsM](https://www.youtube.com/watch?v=_jXOqoF5IsM)

# KNEE TAP TAG

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Judo is a sport of actions and reactions, where athletes put together a series of movements, called a feint, to score a point. To be able to control your opponent, you must develop your reaction time and foot speed. Awareness of your body, coordination, speed and agility are all critical to getting your opponent to the mat!

 **Participants:** Pairs

 **Space:** Classroom, hallway or gym

 **Equipment:** None required

## ACTIVITY DESCRIPTION:

- Stand facing your partner.
- Earn a point each time you are able to tap your partner's knee.
- Be quick! If you are close enough to tap your partner's knee, they are likely close enough to tap yours too!
- Start the match by saying "Ready, Set, Go!" in unison.
- Play until one partner earns 5 points and then find a new partner to play!

## ACTIVITY EXTENSIONS:

- Rather than tapping one another's knees, now try to tap one another on the back, between the shoulder blades.
- Consider wearing flag football belts and try to pull one another's flags off of the belts. Substitute the flags by tucking pieces of cloth or handkerchiefs tucked into the side of your shorts.
- Eliminate one arm and play with one hand behind your back.

# BRINGING IT TO THE CLASSROOM

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Judo was first used by samurai warriors for close combat on the battlefield. Do some research on the internet about the samurai warriors and write a few paragraphs to explain who they were, when they existed, and who they fought. Include at least 10 facts. Write three journal/diary entries for a samurai warrior.



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## LUGE

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Remember the speed you reached when you last went tobogganing with your friends? Well that's nothing compared to the breakneck speeds reached in the luge. Imagine sledding down a banked track of ice feet-first on a small sled at up to 154km/hour and you'd get the idea of what it's like to do the luge. The racing is so fast, that they have to time it to the 1/1000ths of a second!

Luge is one of the oldest winter sports, but it wasn't until 1964 that it was added to the program of the Olympic Winter Games. The athletes launch themselves from the start, and use spiked gloves to help them push off the ice to gain speed. They then slide on their backs on a small sled, steering with their body weight by leaning in the direction they want to go. The fastest time from the start to the finish lines determines the winner.

As the lugers wind their way around the twisty track, they experience five times the force of gravity. The athletes must endure the pressure while steering their sled and avoiding a crash. Although they all wear helmets for safety, a crash at high speeds can be deadly.

The lugers compete in singles, doubles and relay events. While Canada has never won an Olympic medal in the sport of luge, we placed fourth three times at Sochi 2014. Could PyeongChang 2018 be our turn to win gold?

Visit <http://www.luge.ca> to learn more about luge.



# LUGE TRIVIA

## HIGHLIGHTS



Alex Gough

- The fastest luge speed was recorded in Whistler, BC, when Manuel Pfister of Austria reached 154km per hour.
- Canada placed 4<sup>th</sup> in the Sochi 2014 luge relay. The relay starts with the women's singles, and the luger hits a touch pad when they cross the finish. This signals to the athlete doing the men's singles who also hits the touch pad to start the doubles team. The times are combined for an overall team time.
- Germany is the most dominant country in the sport of luge. Of the 44 Olympic gold medals won since 1964, 31 have been won by Germans.

## FEATURED ATHLETE



### SAM EDNEY

OLYMPIAN, SOCHI 2014

When Sam Edney's grade nine gym teacher suggested that he'd be good at the luge, he decided to give it a try. It didn't take long for the excitement of the high speeds and traveling to get him hooked on the sport. Since then, Sam has become the best Men's singles slider in Canadian history. He was the first to win a World Cup gold and has the highest ever men's singles finish at the Olympic Games (7<sup>th</sup>). His greatest success has come in the mixed team. His lightning-fast reaction time is a huge part of the team's success. The Canadian relay team have won a silver and three bronze medals at the World Championships.

Learn more about Sam or other Canadian lugers at [www.olympic.ca](http://www.olympic.ca).

# LUGE ACTIVITIES

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Described below are luge daily physical activities that can be used in the classroom and gym. Have fun!


## LUGE SCOOTER RELAY

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The luge relay includes the women's singles, the men's singles, and the men's doubles. Each athlete races down the track and tags a touch pad at the bottom that signals the start for their next teammate. In this activity, students will have a three-person relay using a scooter board.

 **Participants:** teams of three

 **Space:** gym or hallway

 **Equipment:** scooter(s) and pylons

### SET UP:

Set up pylons to mark a start and finish line about 10-15m apart.

### ACTIVITY DESCRIPTION:

- The first student sits on the scooter in the luge race start position.
- On the command of go, they use their hands to claw against the gym floor to propel themselves towards the finish line.
- Once across the finish line, they trade places with their teammate, who claws across the course towards the start line.
- They tag the final person in their team who claws to the finish pylon. Their time is recorded.
- Each team gets a chance to do the relay and times from all teams are compared.


### ACTIVITY EXTENSIONS:


- Add another person to the team. The last leg must be a luge doubles where two students must travel on the scooter board at once.
- Races and time trials add a fun, competitive element to this activity.

# BENCH START

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

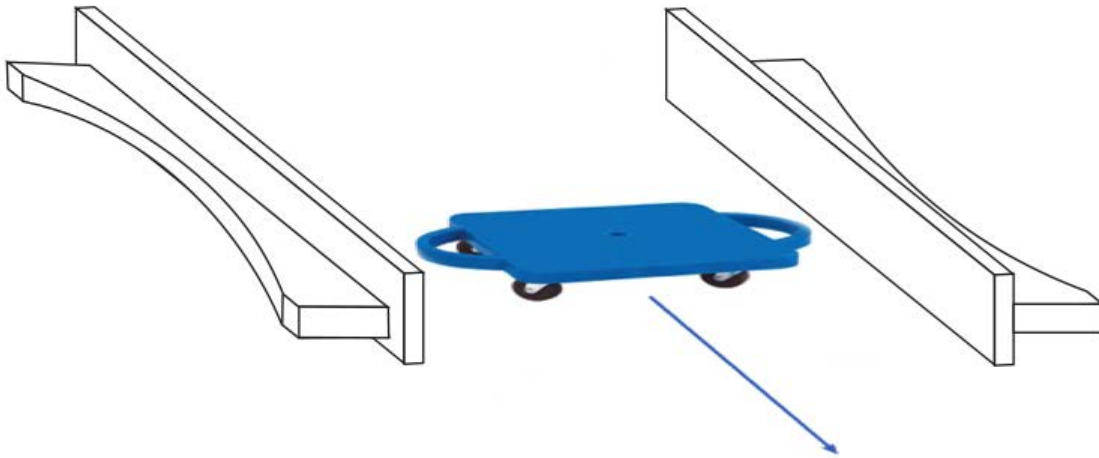
 **Participants:** individuals

 **Space:** gym or hallway

 **Equipment:** two benches and a scooter

## SET UP:

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



## ACTIVITY DESCRIPTION:

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

## ACTIVITY EXTENSIONS:

Add up the total distance covered by the class and challenge another class in the school.

# LUGE SLIDER

Lugers speed down the iced track at up to 154km/hr. Holding an aerodynamic form, allows them to navigate the curved track and gain speed. Their arms are held at their sides, legs are straight, toes rotated inwards, and head raised to see where they are going. In this activity, students get a chance to experience holding the luge position while being pulled by a fellow student.



**Participants:** teams of three



**Space:** clean gym floor



**Equipment:** PE parachutes and pylons

## SET UP:

- Mark the start/finish and a turn-around point using a pylon. These should be about 20m apart.
- Place another pylon 5m after the start.

## ACTIVITY DESCRIPTION:

- Student sits down on a parachute in the “start position.” Their legs are straight out in front, and their hands prepare to “claw” at the floor. Two other students pick up the front of the parachute and prepare to pull the athlete.
- On “Go!” the parachute is pulled fast, while the slider “claws fast”. When the parachute passes the 5m pylon, the slider lies down on the parachute, arms, head, and legs in a streamline position and enjoys the ride! Les coéquipiers tirent le parachute autour du cône de demi-tour avant de poursuivre vers la ligne d’arrivée.
- Teammates pull the parachute around the turn-around pylon, and back to the finish line.
- If there are more than one parachute available, the activity is done as a race between teams. If there is only one, then the students are timed.

## ACTIVITY EXTENSIONS:

- Complete this as a relay where each member of the team gets a chance to be pulled around.
- Add more pylons to make the course twisty like a luge track.

# BRINGING IT TO THE CLASSROOM

Use the Internet to research interviews with luge athletes. Use their comments and descriptions to write a short story imagining what it was like the very first time they raced down a luge track.

## INSTANT ACTIVITY:

Only have a minute of classroom time to get up and be active? This activity will get the heart pumping. Ab Holds help work the core muscles that lugers need to get a good start.

While sitting in your desk, grab the sides of the seat. Lift your body off the chair and hold your knees up under your desk. How long can you hold this position?



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## RUGBY

Rugby is a full-contact sport that evolved from soccer. There are two different forms of rugby: Union and Sevens. Rugby Union has been included in the Olympic Games four times: 1900 in Paris, 1908 in London, 1920 in Antwerp, and 1924 in Paris. In 2009, the International Olympic Committee voted to include Rugby Sevens for men and women at the 2016 Rio de Janeiro Olympic Games.

Rugby Union has 15 players per side, whereas Rugby Sevens has seven. A match begins with a kick-off. The goal of rugby is to move the oval-shaped ball forward by running with the ball or kicking. Players may not pass the ball forward, only to the side or backward. Only the player with the ball can be tackled, and then they must release the ball and the play continues.

There are four ways in which a team may score points in rugby. A team scores five points when the ball touches the ground in the opponent's end zone. This is called a try. After scoring a try, a team has a chance for a two-point conversion, which is a kick through the upright goal posts. A drop goal is a drop kick through the opponent's uprights at any time during play. This scores three points. Following an infraction, a team gets a chance to score three points by place-kicking the ball through the opponent's uprights.

Rugby is similar in some ways to football. The biggest difference is that play is not stopped in rugby as often as it is in football. Rugby is an action-packed game of running, throwing, kicking and catching.

To learn more about rugby or to find a local club please visit [www.rugbycanada.ca](http://www.rugbycanada.ca).



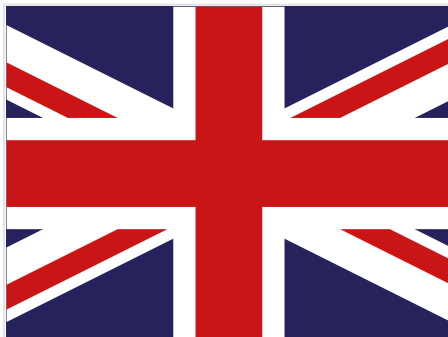
SCHOOL PROGRAM



# FEATURED COUNTRY

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## GREAT BRITAIN



Rugby existed in Europe in various forms since the 15<sup>th</sup> Century. Students at the Rugby School and the University of Cambridge, both in Great Britain, first documented the rules of rugby. This happened sometime between 1845 and 1848. The first international match was played between Scotland and England in 1871.

In Great Britain today, almost 250,000 people are involved in rugby as players, coaches, match officials or volunteers. The Champion Schools tournament is open to every secondary school in England, Wales and Scotland, and shows the growing popularity of the sport. More than 1,600 teams participate in two age groups for boys and girls. It is the largest Rugby League competition in the world.

# FEATURED ATHLETE

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## CAROLINE CROSSLEY

PAN AMERICAN GAMES MEDALLIST

Known for her high-flying restarts, Caroline Crossley has been soaring since her Canadian National Team debut in 2015. Caroline has helped the Women's 7s team win gold at the 2019 Pan American Games as well as achieve podium finishes at numerous stops of the World Rugby Sevens Series. At the 2018 Commonwealth Games, Caroline scored the first ever try in the Women's Rugby Sevens competition. In 2018 Caroline was nominated for Rugby Canada's Women's Rugby 7s Player of the Year.

To learn more about Caroline please visit [www.olympic.ca](http://www.olympic.ca)

# RUGBY

# ACTIVITIES

Described below are Daily Physical Activity rugby activities that can be used in the classroom and gym. Have fun!

## CIRCLE PASSING

The game of rugby is a fast-flowing game and is known for the way the play flows. Multiple passes are made to get the ball to players standing in open space so that they can run up the field to score points. A lateral pass is the preferred pass in rugby. It is the most direct and efficient pass. Players in rugby need to be good at passing to their left and right at any time!

 **Participants :** Groups of 6-8

 **Space :** Classroom or gym

 **Equipment :** 1 rugby ball or other small ball per group

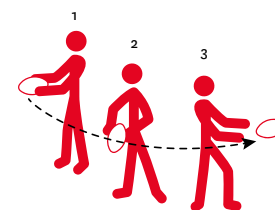
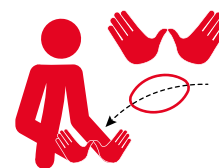
### STARTING SKILLS:

#### CATCHING CUES

1. Form a “W” with both of your hands by placing your thumbs together and fingers wide.
2. Keep your eyes on the ball, all the way from the thrower’s hands to your hands as the receiver

#### THROWING CUES

1. Hold the ball with both of your hands. Point your fingers along the length of the ball.
2. Look at the receiver and pass the ball across your body.
3. Follow through by pointing your hands at the receiver, and release the ball.



### ACTIVITY DESCRIPTIONS:


- Stand in a circle no more than a metre apart from your group members. Your back should be facing the centre of the circle.
- Start by passing the ball around the entire circle without dropping the ball. At this point the ball is not in the air at all. It is being passed directly from your hands to the person next to you. Practice making the “W” with your hands to receive the ball.
- Call out the number of passes you have made together.
- If a ball is dropped, the passing and number counting starts again until the ball makes it all the way around the group.
- Once the ball makes it around the circle three times, call “change”, changing the direction the ball is being passed.
- Try to move faster, speeding up the amount of time it takes for the ball to travel around the circle each time


### ACTIVITY EXTENSIONS:


- Add some pressure! Time how long it takes for the ball to be passed around the circle a set number of times.
- Have two groups race against each other for time.
- Start catching! With your back to the inside of the circle, take a small step forward, creating a bigger space between you and your peers. Challenge yourselves to start tossing and catching the ball with one another around the circle.

# TIME FOR A TRY

Not many people know that North American football came from the game of Rugby. Unlike football, in rugby the ball has to be grounded to score points. This involves the player touching the ball to the ground once they run over the try line. If the ball is simply carried or dropped over the line no points are scored. This activity lets you practice grounding the ball.

 **Participants :** Groups of 4 or 5

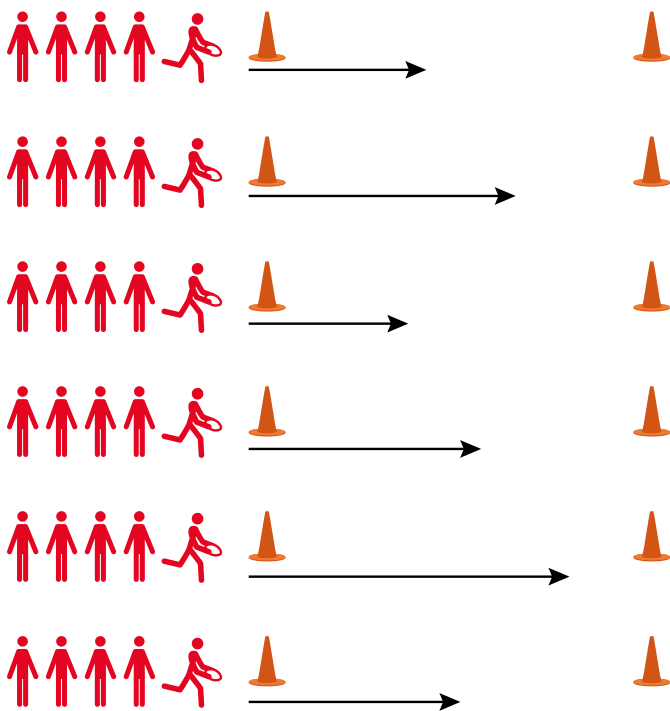
 **Space :** Hallway, gym or large space

 **Equipement :** 2 pylons per group, 1 rugby ball or small ball per group, a whistle

## SET-UP:

- Using pylons, identify the start and finish point 8-10 metres apart from one another.

## ACTIVITY DESCRIPTIONS:



- Line up each group in single file behind their starting pylon.
- Provide a ball to the first person in each group.
- At the sound of the whistle, the first person in each group begins running forward with the ball. Keep both hands on the ball.
- Once you reach the pylon 8-10 metres away, “ground the ball” by touching the ball to the ground with 2 hands and shouting “TRY”. Run back to your group to hand over the ball to the next person in line.

## ACTIVITY EXTENSIONS:


- Create a ball handling challenge! Pick a challenge for the ball carrier to do while they are running to score a try. As an example, make it so that everyone must pass the ball around their body twice while they are running. Another challenge might be to throw the ball in the air and clap before catching it again. Have fun coming up with these ball handling challenges.
- Run forward, in a zig-zag pattern, changing directions at least twice before ending up at the pylon.

# FOLLOW THE LEADER

Rugby is a fast-moving running game. The whole team must follow and support the ball carrier. That way they are ready to receive a pass if the player with the ball is stopped or tackled. This activity builds the skills needed to support the ball carrier and take a simple pass to the left or right.

 **Participants :** Groups of 5-6

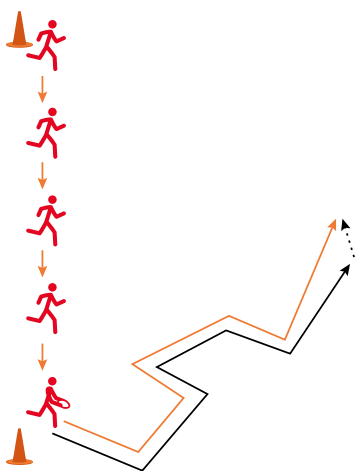
 **Space :** Gym or large space

 **Equipement :** 4 pylons for the first group, 2 pylons for each additional group, 1 rugby ball or small ball per group, 1 whistle

## SETUP:

- Using pylons, set up as many 5 x 5 metre grids as needed.

## ACTIVITY DESCRIPTION:



- Each group should go to one grid with their group's ball.
- Identify a leader to start with the ball.
- Once the whistle is blown, the leader/ball carrier can run or walk in any direction within your team's grid.
- The rest of the group must do their best in a line to follow the snake-like movement pattern the leader is taking.
- When your teacher calls "pass", the leader must stop and hold the ball out to one side so that the next player can take the ball from their hands and continue running, becoming the new leader.
- After passing the ball off, the student joins the back of the group.
- Continue moving in this way, zig zagging around and passing the ball off when told to.

## ACTIVITY EXTENSIONS:

- If space permits, enlarge the size of your grids, allowing the pass to be made over a greater distance with the supporter taking a slightly wider route to receive the pass.
- Challenge your group to position supporting athletes to the left and right of the ball carrier. The teacher can now call "pass left" or "pass right", challenging your group to communicate throughout the drill.

# BRINGING IT TO THE CLASSROOM

Much has changed since rugby was last played at the Olympic Games in the 1920s. Back then, the game was thought to be far too rough for women. There was fear that women would get hurt and not be able to have children. Science has since proven that these fears were unfounded. Imagine that you were back in the 1920s. Write a letter to the International Olympic Committee arguing why it is unfair to not let women play the same sports as men.

Some sports become very important to a particular country. For instance, rugby is highly valued to Great Britain, New Zealand and South Africa. The sport becomes part of the country's culture. Use the Internet to research your favorite sport. What country really values that sport? Draw a poster or write a short speech describing the sport and why it is important to that country.



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## SKI JUMPING/NORDIC COMBINED

Ski Jumping can be traced back to a Norwegian military officer named Ole Rye who was recorded ski jumping as far back as 1808. The sport grew as new techniques were discovered, spreading through Europe and North America. It was contested at the first Olympic Games in 1924.

In Ski Jumping, the skier goes down a snow-covered ramp on two skis, launching themselves in the air. Judges score the points on how far they can jump, and their technique while in the air and in the landing.

It takes practice to land safely and perfect the graceful technique. There are two jump sizes, Hill Sizes (HS). The Normal hill is on an HS 100, and the Large hill is on an HS 140 jump heights. The world record for the distance jumped is a staggering 253 meters. This was done on an HS 225, this size of hill is used in the Olympic Winter Games.

The Nordic Combined event, which also started in Norway, combines cross-country skiing and ski jumping. The competition day begins with ski jumping, and ends with a cross-country skiing race. The winner of the ski jumping event gets to start the race first. Each athlete then follows according to how they did in the ski jumping. The first athlete across the finish line is the winner.

It took until the Sochi 2014 Olympic Winter Games for women to be allowed to compete in ski jumping. Nordic Combined is the last sport on the Olympic program that is only for men. Canada has yet to win an Olympic medal in either of these sports.



# SKI JUMPING/NORDIC COMBINED TRIVIA

## HIGHLIGHTS



Nels Nelson

- Scandinavian miners brought ski jumping to Revelstoke, BC in 1891. Over the next 30 years ski jumping was one of Canada's most popular spectator sports.
- Just before the Vancouver 2010 Games, female ski jumpers launched a legal challenge to have their event added to the program. Although their case was unsuccessful, the event was added in time for the Sochi 2014 Games.
- The Revelstoke Ski Club is internationally famous due to one of its founders, Nels Nelson. Nelson was the five-time Canadian champion from 1917-1922. In 1925, he set a world record on the big hill but never competed in the Olympics because of a lack of funding.

## FEATURED ATHLETES

### TAYLOR HENRICH

OLYMPIAN, SOTCHI 2014

Until only a few years ago, female ski jumpers were not allowed to compete at the Olympic Winter Games. After much effort, the rules were changed in time for the 2012 Winter Youth Olympic Games. A young Canadian named Taylor Henrich was up first. She jumped into history, becoming the first ever woman to compete at Olympic level ski jumping. Two years later she placed 13th at the Sochi Olympic Winter Games.

Learn more about Taylor Henrich at [www.olympique.ca](http://www.olympique.ca)



### NATHANIEL MAH

ATHLETES IN NORDIC COMBINED

Nathaniel Mah grew up in Calgary close to the Olympic Ski Jumping facilities. At three years old, he began to tell his mom that he wanted to be a ski jumper. In a few short years, he joined the local ski jumping club and started to learn how to cross country ski. His heart was set on becoming a national team Nordic Combined athlete. Hard work and perseverance paid off, as Nathaniel now represents Canada on the World Cup circuit and is hoping to qualify for the PyeongChang 2018 Winter Olympic Games.

Learn more about Nathaniel Mah at [nathanielmah.weebly.com](http://nathanielmah.weebly.com)

# SKI JUMPING/NORDIC COMBINED


# ACTIVITIES


Described below are ski jumping/nordic combined daily physical activities that can be used in the classroom and gym. Have fun!

## JUMP SCHOOL

There are four stages of a ski jump: the inrun, take off, flight and telemark landing. This activity lets the students experience each of these stages.

 **Participants:** student

 **Space:** gym

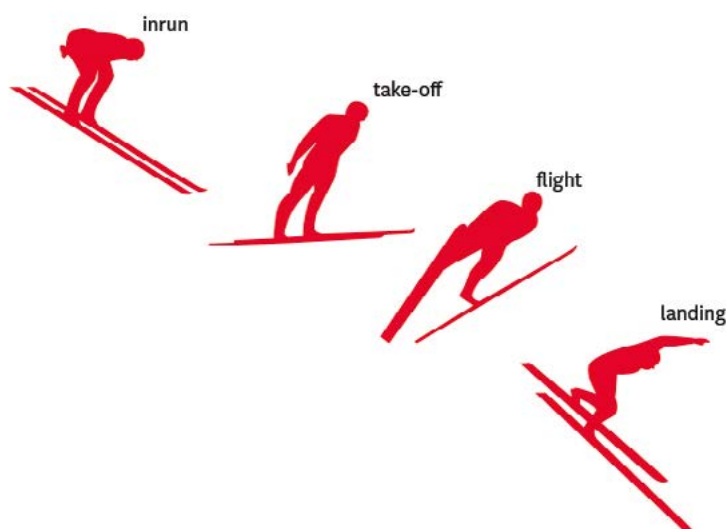
 **Equipment:** box (foam or wood) that is approximately 1 meter high, thick gym mat

### SET UP:

Set gym mats about 1 meter away from the box.

### ACTIVITY DESCRIPTION:

- Students start in the inrun position and spring up to jump onto the box.
- When on the top of the box, students form a V with their feet and stretch their arms to the side and back.
- Students jump down and land in the telemark landing position with knees bent and one foot ahead of the other.



### ACTIVITY EXTENSION:

Move the mat further away from the box, and have the students jump for distance. They still must land with the telemark landing. Don't forget to measure their jumps.

# THE NORDIC COMBINED CHALLENGE

Nordic Combined includes two very different sports: ski jumping and cross-country skiing. Each of these sports favors two different body types. Ski jumpers are usually tall and light athletes, that are built to soar through the air. Cross-country skiers have strong and powerful legs and shoulders that help them glide through the snow at high speeds. This activity lets the students experience the different demands of both sports.

 **Participants:** student

 **Space:** gym, hallway or school yard

 **Equipment:** none

## SET UP:

Determine a starting line. Each student stands behind the line.

## ACTIVITY DESCRIPTION:

- Each student does a standing long jump.
- Starting at where they landed, they take another.
- Starting at the second land place, they take consecutive 16 lunge steps, covering as much ground as possible.
- Measure the combined distance of these two activities.
- Try this challenge multiple times and on multiple days to see if they can break their personal record.





## ACTIVITY EXTENSIONS:

- Increase the number of lunge steps or set a time limit on the lunges.
- Combine the three activities to make a team challenge. Divide the students in teams of 4. Set up the gym with the box and mat as in the first activity (**Jump School**).
  1. The first student does a single standing long jump. Their distance is measured.
  2. The second student does the **Jump School activity**. Their distance is measured and added to that of the first member of the team for a total.
  3. The third student does 8 lunges and their distance is measured and added to the team total.
  4. The fourth student does 3 standing long jumps in a row. Their distance is measured and added to the team total for a final distance covered. The team that has covered the most distance wins

# THE TEAM JUMP CHALLENGE

The ski jumper takes off from the top of the hill and races down the jump trying to gain as much speed as possible. When they reach the “table” or take-off area, they use their strong legs to push up and away from the edge. This launches them into the air. In this challenge activity, we practice our jumping skills.

 **Participants:** divide the class into two equal teams

 **Space:** anywhere

 **Equipment:** 12 pylons

## SET UP:

Set out a long line of pylons approximately 1 meter apart. Designate a starting line.

## ACTIVITY DESCRIPTION:

- Each team lines up behind the starting line.
- Have the first student in line do a standing long jump.
- The next student in their team jumps from where they landed.
- This continues until the entire team has had a chance to jump or until 15 jumps have been made by each team.
- Mark the total distance that the line of students achieved.
- Have the line of students start again, and see if they can beat their record from their last attempt.

## ACTIVITY EXTENSION:

The world record for ski jumping is 253.5 meters for men (Stefan Kraft) and 200 meters for women (Daniela Iraschko-Stolz). How many jumps does your class need to make to beat the two world records?

# BRINGING IT TO THE CLASSROOM

Use the Internet to discover the world record for men’s and women’s ski jumping. Measure these out in your school yard using a meter stick or ruler.

It was Scandinavian miners who first brought ski jumping to Canada. Use the Internet to learn more about the history of the sport in Canada. Write a paragraph describing how the sport got started here.

## INSTANT ACTIVITY:

Only have a minute of classroom time to get up and be active? This activity will get the heart pumping. The Take Off and Landing Drill develops the balance, control, and strength that ski jumpers need to succeed.

Stand with both feet together. Jump up with both feet together, and land with your right foot forward and your left foot back. Alternate between a right foot forward landing and a left foot forward landing. Can you work up to 10 per leg?



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## SNOWBOARD

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Snowboarding combines skills similar to surfing and skateboarding. It became very popular in the 1980s as an alternative to skiing. The International Snowboard Federation was soon formed, and they worked hard to earn Olympic recognition. Since it was added to the Olympic program in 1998, Canada has won 7 medals. This includes 3 golds!

Unlike skiing, snowboard uses a single board. The boots are attached to the board, and the athletes slide sideways down the hill. By using the edges of the board, snowboarders can control their direction and speed. There are five Snowboard events in the Olympic Winter Games: Giant Slalom, Snowboard Cross, Halfpipe, Slopestyle and Big Air.

There are two racing events. In the Giant Slalom, the snowboarders race each other on separate courses, while the Snowboard Cross athletes race head-to-head on the same course. In both events, the slower athletes are eliminated from each round until only the fastest snowboarders race for the medals.

There are three events where the snowboarders are scored as they perform different tricks. The judges award points for technique, style, and difficulty. Halfpipe athletes compete on a course that looks like a giant tube that has been cut in half. They are scored for their jumps and the height they achieve as they fly up above the edges of the pipe. Slopestyle athletes do tricks over railings, boxes, and jumps. The Big Air snowboarders race down a long jump, fly up into the air, and perform a single trick jump before landing.



# SNOWBOARD TRIVIA

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## HIGHLIGHTS



Ross Rebagliati

- Before the snowboard, there was the “snurfer.” This was a single board with a rope at the front and no bindings. It was like a surf board for the snow. Over time, snurfing competitors started showing up to race with boards that more closely resemble snowboards.
- Snowboard made its Olympic debut at the Nagano 1998 Olympic Winter Games. Canada’s own Ross Rebagliati won the first ever Snowboard Olympic gold.
- Canada has won 3 gold medals in snowboarding (Ross Rebagliati, Maëlle Ricker, and Jasey-Jay Anderson).

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## FEATURED ATHLETE



### BAPTISTE BROCHU

OLYMPIC HOPE PYEONGCHANG 2018


Baptiste Brochu started snowboarding at an early age in Saguenay, Quebec. Success on the North American Snowboard Cross circuit allowed him to move quickly from the national development group to the senior national team. With several top 10s and a few World Cup podiums under his belt, Baptiste now looks to qualify for his first Winter Olympic Games and bring home a medal for Canada at PyeongChang 2018.


# SNOWBOARD ACTIVITIES

Described below are Daily Physical Activity snowboard activities that can be used in the classroom and gym. Have fun!

## SLOPESTYLE BALANCE CHALLENGES

Slopestyle is an event where the athletes must perform a series of tricks as they descend the slope. Judges score their ride to determine the winner. While success depends on many things, balance is always key. The following challenges help develop balance while encouraging team work.

 **Participants:** various groupings depending on challenge

 **Space:** gymnasium or any other wide space

 **Equipment:** none

### ACTIVITY DESCRIPTION:


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


### ACTIVITY EXTENSIONS:


**Human Knot:** Divide students up into groups of 5-7. Each group stands in a circle facing inwards. Students join hands with someone across the circle so that each person is holding hands with two different people. On "go", the students must work together to untangle the knot.

# “BOOGIE BOARD BALANCE”

Snowboarding requires excellent balance and coordination skills, the ability to use the core muscle groups to control and direct the board. This activity teaches students to use their arms, lower body and core to control the board, and to distribute their body weight for increased control.

 **Participants:** groups of 3 – 4

 **Space:** gymnasium or safe open space

 **Equipment:** “Boogie or skim board” for each group, one 2’ length of 2”X4” wood boards for each group. If boogie/skim boards are not available, use two lengths of 2”X4” wood boards for each group. Some schools have balance boards that can be used for this activity.

## SET UP:

- Place the 2”X4” board flat on the floor and the boogie/skim board on top of it in a perpendicularly fashion. The boogie/skim board should be balanced across the 2”X4”.
- If a boogie/skim board is not available, place the two 2”X4” wood boards in a cross formation on the floor so that one is balancing across the other.

## ACTIVITY DESCRIPTION:


- Taking turns, each student stands on top of the boogie/skim board facing in the direction of the 2”X4”. They balance the board by shifting their body weight.
- Students compete against each other to see how long they can maintain their balance.


## ACTIVITY EXTENSIONS:


- Teachers can ask the students to experiment with different foot placements on the board, and notice how foot placement changes the complexity of the challenge (e.g., feet close together or feet wide apart).
- Tell the students to “get tall” and “crouch low”. Encourage them to note the difference in their balance. Getting low keeps center of mass over the base of support (feet and board), and is a much better position for snowboarding.

# “AIR TIME”

PyeongChang 2018 will be the first time that the Big Air competition is held at the Olympic Winter Games. In this event, the snowboarders race down a long jump, fly up into the air, and perform a single trick jump before landing. They need exceptional skill and strength as they complete their trick and land with perfect control. This activity lets students practice some simple tricks in the air.

 **Participants:** groups of 4

 **Space:** gymnasium or safe outdoor space

 **Equipment:** gymnastics vault box, high jump mat or gymnastics mats. If a school does not have access to a vault box, any stable surface of reasonable height (30-40cm) that allows the student to get “air” can also achieve the same purpose. Some outdoor play spaces can also be used so long as the landing area is appropriate.

## SET UP:

Place high jump or gymnastic mats at the end of the vault box to create a soft landing surface.

## ACTIVITY DESCRIPTION:

- Taking turns, students stand on the vault box above the landing mats.
- They jump up, and tuck their knees to their chest to perform a tuck jump, landing on the soft mat. Practice this a few times.
- Have students try a star jump. When in the air, they spread their arms and legs to form the shape of a star, bringing their legs back together in time for landing.

## ACTIVITY EXTENSIONS:

- Students can be encouraged to wear ski helmets and full ski clothing to experience the feel of this equipment while exploring different positions.
- Practice performing a 180 or 360 on solid ground. Once confident, allow students to try a 180 from the vault box.

# BRINGING IT TO THE CLASSROOM

Canada heads to PyeongChang 2018 with high hopes for its Olympic snowboard team. Use the Internet to research who will be representing Canada in the snowboard. Draw a poster about one of the Canadian medal favorites. At the bottom of the poster, write a paragraph about the athlete and their event.

## INSTANT ACTIVITY:

Only have a minute of classroom time to get up and be active? This activity will get the heart pumping. Snowboarders need strength and coordination to perform tricks and to race down the slope.

Stand with your feet shoulder width apart. Jump up, do a 180 degree turn, and land in a similar position. You should now be facing the other direction. How many can you do in one minute?



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## SOFTBALL

Softball is a game similar to baseball, but played with a larger yellow ball on a smaller field. It was included for women at four Olympic Games between 1996 and 2008. Softball and baseball were dropped from the Olympic Games in 2012 and 2016, but will make their return in 2020. Softball has been on the Pan Am Games program since 1979. The Canadian men's team won all seven Pan Am gold medals awarded from 1979 to 2003, and added another in 2015 after men's softball was left off the program in 2007 and 2011. The men's team saw their gold medal streak come to an end at the Lima 2019 Pan Am Games after failing to qualify.

On the women's side, Canada took silver in softball at the Peru 2019 Pan Am Games after winning gold on home soil in Toronto in 2015, giving them a total medal count of two gold, six silver and a bronze from all past Games. Canada is considered a serious medal contender at all international men's and women's softball competitions.

Softball is played between two teams on a large field. There are four bases on the infield, called first base, second base, third base and home plate, and they are arranged equal distances apart in a diamond shape. Near the center of the diamond is the pitcher's circle. A batter from the offensive team stands at home plate, and a pitcher from the defensive team throws the ball underhand towards the catcher behind the plate. The batter tries to hit the ball and run around the bases, while the defensive team tries to field the ball and get the runner out.

There are several ways to get an out. If the batter swings and misses three pitches, they are out. If the ball is thrown to someone touching the base before the runner arrives, they are out. On an unforced play (when the runner doesn't have to run to the next base), a fielder holding the ball can tag them. After three outs, the teams trade positions, with the fielding team up to bat. The objective of the game is to score more runs than the other team by getting to home plate.

There are three types of softball: slo-pitch, fast pitch and orthodox. Softball rules vary somewhat from those of baseball. Two major differences are that in softball, the ball must be pitched underhand and from a shorter distance, and that seven innings are played instead of nine. The infield in softball is smaller than in a baseball diamond and the bases are closer.

To learn more about softball and to find a local club please visit [www.softball.ca](http://www.softball.ca).



SCHOOL PROGRAM



# FEATURED COUNTRY

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## UNITED STATES OF AMERICA



Softball was invented in Chicago in 1887 as an indoor game to help baseball players maintain their skills during the winter. At first it was called “indoor baseball.” Within a year, it moved outside, and within two years the first rules were published. It wasn’t until 1926 that the game was called “softball”. A tournament held in 1933 at the Chicago World’s Fair helped to spur interest and spread the game to other countries.

The American women’s softball team largely dominated Olympic competition, winning gold in 1996, 2000, and 2004. At the 2008 Beijing Olympic Games, Japan upset the U.S., winning gold in the final game.

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# FEATURED ATHLETE

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## KALEIGH RAFTER

FOUR-TIME PAN AMERICAN GAMES MEDALLIST  
OLYMPIAN, BEIJING 2008

Kaleigh started her sports career playing baseball and then made the switch to softball, winning gold at her first two Canadian Fast Pitch Championship appearances. One of Canada’s longest tenured players, she has represented Canada at five Women’s Softball World Cups and four Pan Am Games. In 2008, Kaleigh competed for Canada at the Olympic Games in Beijing, where she and her teammates finished fourth.

To learn more about Kaleigh please visit [olympic.ca](http://olympic.ca)

# SOFTBALL


# ACTIVITIES

Described below are Daily Physical Activity softball activities that can be used in the classroom and gym. Have fun!

## THE 7<sup>TH</sup> INNING

The 7<sup>th</sup> inning of a close softball game can be an intense time when the game is on the line and players are tired. Strength, coordination and focus at this point in the game can often make the difference. This activity will explore the variety of movements an athlete would experience throughout a softball game.

 **Participants:** Individuals

 **Space:** Classroom

 **Equipment:** None required

### ACTIVITY DESCRIPTION:

The teacher calls out the phrases below at random, and students do the given action. In between actions, do “fast feet” by running on the spot as quickly as possible.

As students become familiar with the actions, the teacher can call out the phrases more quickly.

- “Run bases” - Run with high knees to hands
- “Catcher” - Squat low to the ground and mimic catching a ball in front of face
- “Pop fly” - Touch toes then stretch arms high up in the air to catch a pop-fly
- “Long ball” - Squat as low as possible then jump as high as possible to catch a long ball
- “Grounder Right” or “Grounder Left” - Side lunges to the right or left to pick up a ground ball
- “Batter up” - Clasp hands at shoulder height, elbows bent, and rotate hips towards the front, keeping hands directly in front at all times
- “Get warm” - Arm swings, backwards and forwards (in order to throw the ball on target)
- “Play of the Game” - Pick up an object with the left hand and quickly transfer it to the right hand (since after catching the ball you have to throw it)

### ACTIVITY EXTENSIONS:


- Combine the movements of “Batter up” and “Run Bases”, followed by jumping on the plate and giving three people high fives. We’ll call this hitting a “Grand Slam”.
- Come up with new names for combinations of movements.

# AROUND THE HORN

To be successful in their sport, softball athletes have to be skilled at throwing, catching and running. Athletes must focus on performing one skill at a time in order to perform it to the best of their ability. If an athlete starts to think about where they are going to throw the ball before they catch the ball, they may drop the ball. Focusing on the task at hand is critical.

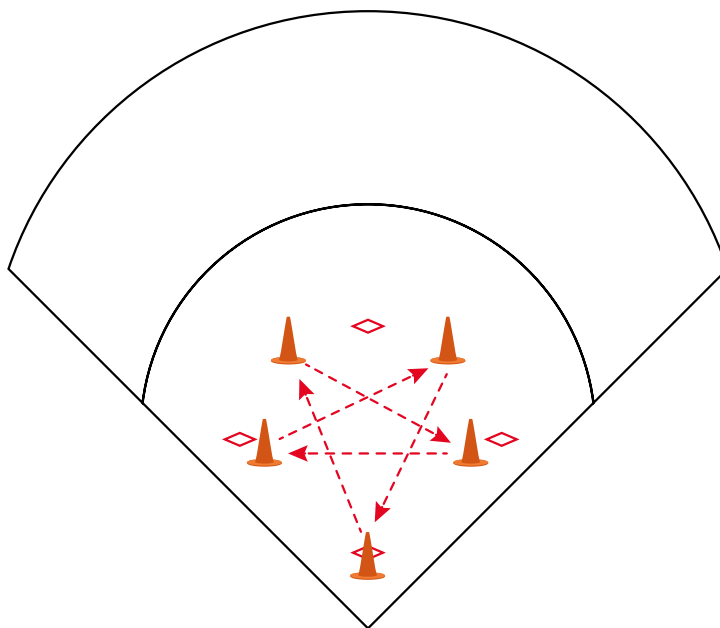
 **Participants :** Groupes de 10

 **Space :** Gym or large space

 **Equipement :** Each group needs 1 ball, 4 bases, 5 pylons and a batting helmet

## SETUP:

- Set up four bases. Place one pylon at home plate and one pylon in the starting position of the 1<sup>st</sup> baseman, 2<sup>nd</sup> baseman, short stop and 3<sup>rd</sup> baseman (see graphic)
- Divide into 2 groups of 5 players. Decide which team will be the throwing team, and position one person at each pylon.
- The other team is the running team. Position one person at home plate, and the rest of the team in a line off to the side, awaiting a turn to run.



## ACTIVITY DESCRIPTION:

- The object is for the runner to run around the bases before the ball can be thrown “Around the Horn”. This means the ball has to go from the catcher to short stop, from short stop to 1st base, from 1st base to 3rd base, from 3rd base to 2nd base and back to the catcher. Say “go” to start the activity.
- The team who gets back to home first gets a point. Award a point to the team who gets back to home plate first. If the runner runs the bases and reaches home plate before the ball, the runner’s team is awarded a point. If the throwing team completes the “Around the Horn” and throws to home plate first, the throwing team receives a point.
- Remember to rotate throwing players so each student throws from each position.

## ACTIVITY EXTENSIONS:

- Pour calculer le pointage, comptez le nombre de buts touchés par un coureur avant que l’équipe qui lance relaie la balle au marbre.


# FUNGO

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Timing is everything in softball. Split second decisions and movements can make a difference in whether you get to a ball in time to catch it and make an out or whether you hit a ball. Improving accuracy and timing comes with hours and hours of practice. This activity lets you practice making contact with the ball to hit a target.

 **Participants** : Pairs

 **Space** : Gym or large space

 **Equipment** : 1 bat and ball per pair

## ACTIVITY DESCRIPTION:

- Self-toss and hit the ball towards your partner, the fielder. Focus on ball placement, throwing the ball high enough to allow for a proper swing
- If the batter completes a hit within 3 tries, the batter gets a letter in “FUNgo”
- If the fielder catches or fields the ball cleanly, the fielder gets a letter in “FUNgo”
- The first player to spell “FUNgo” wins
- Switch positions so both players get a chance to field and FUNgo hit

## ACTIVITY EXTENSIONS:

- Use whiffle balls to help the batter control their hits.
- Challenge the students to alternate between ground balls and fly balls. Remind them that foot positioning and timing differ depending on their target.

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# BRINGING IT TO THE CLASSROOM

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Sometimes sports are dropped from the Olympic Games schedule to make room for other sports that might be played in more countries. Write a letter to the International Olympic Committee either asking for softball and baseball to be brought back to the Olympic Games, or suggesting another sport that you think should be in the Olympic Games.

The rules for softball can be complicated. Draw a picture or diagram to explain how the game is played.



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## SPEED SKATING

People in Europe have been lacing up skates and racing on rivers and lakes for centuries. These races became more organized at the end of the 1800s. By then, competitions were held around tracks to make the races easier for fans to watch. Speed skaters in Europe tended to race in separate lanes, while speed skaters in North America usually raced together. Long track speed skating made its Olympic debut at the 1924 Chamonix Winter Olympic Games, and has been included in every Winter Games since.

In long track competition, skaters race in pairs on two lanes of a 400-metre oval track. The outside lane is a bit longer, so the skaters change lanes every lap so that they each cover the same distance. The skaters are timed, and the fastest skaters out of all the pairs are awarded gold, silver and bronze. This means that a skater has to wait for all the pairs to finish before he or she finds out who won. At most competitions, women race 500, 1,500, 3,000 and 5,000 metres, and men race 500, 1,500, 5,000 and 10,000 metres.

Speed skaters work very hard on their technique, learning to crouch over to reduce air resistance. They wear full body suits with hoods, and klap skates. These special skates have long blades with hinges on the front. This means the heel of the boot can lift off the blade, allowing the skater to make a longer stroke. Tactics are also very important in speed skating. Long track skaters try to race each lap in an equal time, so that they don't run out of energy.

To learn more about Speed Skating or to find a local club please visit [www.speedskating.ca](http://www.speedskating.ca)



# FEATURED COUNTRY

## NETHERLANDS



Every February, millions of Dutch people eagerly hope for cold weather. They want to see the Elfstedentocht, a 200-kilometre skating race that will only happen if the ice on the rivers and canals is frozen. The race, which first took place in 1909, follows a route through 11 cities. About 16,000 skaters participate, starting early in the morning and finishing by midnight. Thousands of spectators come out in every city, and the entire country celebrates.

The Elfstedentocht shows how much the Dutch people love skating. They started putting steel blades on boots in the 13th Century, and since then they have used their rivers and canals for transportation, competition and fun. The Dutch have also excelled at long track speed skating. Throughout Olympic history Dutch skaters have done well, but the best performances came at the Sochi 2014 Olympic Winter Games. There, Dutch skaters won a total of 23 medals, including at least one medal in all 12 events. The Netherlands was the first country in Olympic history to achieve a sweep (gold, silver and bronze) in four events. The winning events were the men's 500, 5,000 and 10,000 metres, and the women's 1500 metres.

# FEATURED ATHLETE



## GILMORE JUNIO

OLYMPIAN, SOCHI 2014

Gilmore Junio is known as much for his sportsmanship as he is for his speed skating. At the Sochi 2014 Olympic Winter Games, Junio gave up his spot in the 1000m so that his teammate Denny Morrison could race. Denny had fallen at the Canadian trials, and didn't make the team for that event. Morrison went on to win silver. Junio had finished 10th in the 500m earlier in the Games.

To learn more about Gilmore please visit [www.olympic.ca](http://www.olympic.ca)

# SPEED SKATING


# ACTIVITIES


Described below are speed skating daily physical activities that can be used in the classroom and gym. Have fun!

## STRAIGHTWAYS & CORNERS

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

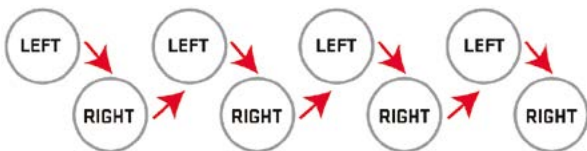
 **Participants:** Groups of 4-6

 **Space:** Classroom or hallway

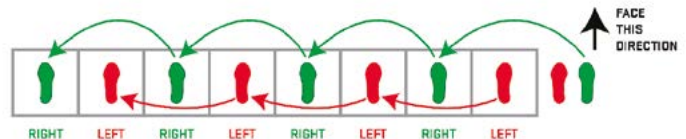
 **Equipment:** 6-8 hula hoops per group, 1 agility ladder or 6-8 hockey sticks per group. With limited access to equipment or space, use tape instead.

### SET-UP:

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



**Corners** - Place an agility ladder or 6-8 hockey sticks parallel to one another on the floor for each speed skating “corner”. Line up sideways, with your left side at the start of the equipment.



### ACTIVITY DESCRIPTION:

#### Straightaway Stride on Straights

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

#### Crossover Stride on Corners

- Step your left foot into the first square on your left.
- Keeping your left foot planted in the first square, cross your right foot over your left leg, planting your right foot in the second square.
- Continue this pattern by stepping your left foot into the third empty square and then crossing over with your right foot into the fourth square. Repeat this sequence until the end.
- Proceed to the end of the line to repeat the activity. Reverse the process to move to the right.

### ACTIVITY EXTENSIONS:

- Set up multiple straightaways or corners and participate in a relay race.
- With limited space, use tape on the floor to replace the required equipment. Mark an “x” on the floor to replace the hula hoops and straight lines to replace the agility ladders.

# MINI OLYMPIC OVAL

Speed skating races are individual events with the exception of the Short Track Relay which is a team event. In this event, the focus is on teamwork, communication and cooperation. It's one of speed skating's most exciting events as there are 4 teams on the ice at once. The speed skaters are exchanging with their teammates every 1.5 to 2 laps until they complete 3000m (women) or 5000m (men).

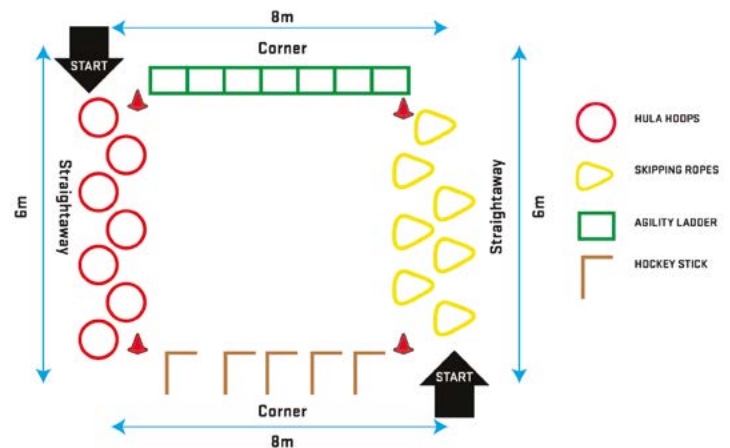
**Participants:** Two groups of 3-4 students per oval

**Space:** Gym or large space

**Equipment:** 6 metre x 8 metre space per group, 4 pylons, 12 to 16 hula hoops and/or skipping ropes, 2 agility ladders/12 to 16 floor hockey sticks, and 1 whistle

## SETUP:

- Set up 4 pylons to mark a 4m x 6m inner square of the Mini Olympic Oval.
- Place 6-8 hula hoops or looped skipping ropes in a zig-zag pattern for each speed skating straightaway. Position the straightaways on opposite sides of the Mini Olympic Oval.
- Place an agility ladder or 6-8 hockey sticks, parallel to one another on the floor, for each speed skating "corner". Position the "corners" on opposite sides of the Mini Olympic Oval.
- Position 2 groups of 3-4 students per Mini Olympic Oval.
- Start each group at the start of opposite straightaways.



## ACTIVITY DESCRIPTION:

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

## ACTIVITY EXTENSIONS:

Experience Long Track Speed Skating's Team Pursuit! Have two teams of three students race against one another for a set number of laps. Each team of three students will move together, in unison, around the oval. Start the teams at the beginning of opposite straightaways. Teams show they are finished skating by sitting down in a straight line behind their starting position. First team to be seated wins!

# KANGAROO TAG

Speed skaters will skate thousands of laps over their career in the pursuit of skating personal best times. Personal best times may lead them to a podium finish at the Olympic Games, but they must be technically perfect to do so. Practice and repetition of perfect technique is critical in their pursuit of individual excellence.

**Participants:** Groups of 4 students per oval

**Space:** Gym or large space

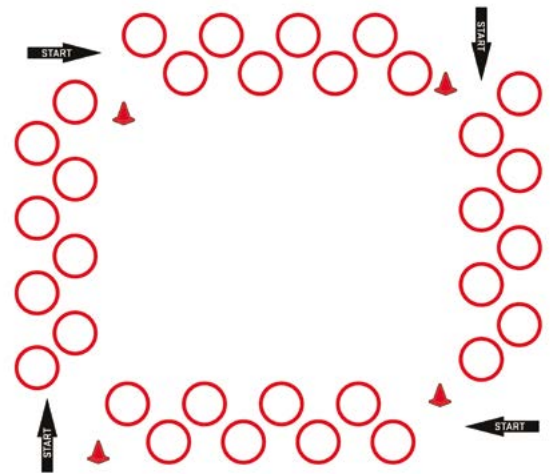
**Equipment:** 8 metre x 8 metre space per group, 4 pylons per oval, 24 to 32 hula hoops and/or skipping ropes per oval, 1 whistle

## SET-UP:

- Set up the Mini Olympic Oval as per the diagram.

## ACTIVITY DESCRIPTION:

- One student should line up at each pylon. The object is to catch up to each of the other skaters. If you tag one of your competitors, they must leave the race.
- You can only have one foot in a hula hoop at a time.
- The race ends when only one skater is left or when the remaining two skaters are exhausted!



## ACTIVITY EXTENSIONS:

**How fast can you go around the oval for one lap or 5 laps?**

Have a classmate time you, and then try to beat your time.

# BRINGING IT TO THE CLASSROOM

Hundreds of years ago, people in the Netherlands began skating on the frozen rivers and canals as a means of transportation and fun. The earliest speed skating competition was in 1676. Write a newspaper article from the time describing the event. Draw some pictures to show what it might have looked like.

## INSTANT ACTIVITY:

Only have a minute of classroom time to get up and be active? This activity will get the heart pumping. Skater squats work the quadriceps or muscles at the front of your legs.

Stand about 20cm back from the edge of a desk or whiteboard. Hold onto the edge with your hands to give you some stability, and stand on your right foot. Extend your left leg behind you, coming into a squat with your right leg. As you slowly squat forward, move your right knee over your right foot. Keep your heel on the ground and your knee moving in a straight line. Try 10 on each leg.



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## SWIMMING

Swimming is one of the world's oldest sports, dating back 6000 years. Although swimming was not part of the Ancient Olympic Games, it was one of the original nine sports at the first modern Olympic Games held in Athens in 1896. By then, swimming races had been happening around the world for almost 70 years.

There are four strokes used in competitive swimming: front crawl, backstroke, butterfly, and breaststroke. In a freestyle race, swimmers can use any stroke they like, but most use the front crawl because it is the fastest.

Swimmers compete in different distances, from 50 to 1500 metres. Usually, the same stroke is used for the entire race. In a medley race athletes will use all four strokes for equal distances. At the 2012 London Olympic Games, there were 32 events in the swimming pool, and a 10-kilometre open water swimming event.

For all events except the backstroke, the swimmer crouches on a starting block and waits for the starting gun. For the backstroke, the swimmer starts in the water. At the Olympic Games, there are qualifying heats in every event. The eight fastest swimmers move to the final, in which the medalists are decided.

The top swimmers focus on perfecting their form. Even small changes in their body position and movements can help them swim much faster. They also do a lot of strength and power training in the gym and pool to improve their performances.

To learn more about Swimming or to find a local club please visit, [www.natation.ca](http://www.natation.ca).



SCHOOL PROGRAM



# FEATURED COUNTRY

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## EGYPT



The oldest drawings of swimming are 6000 year old paintings and sculptures made by the ancient Egyptians. They seem to show that the Egyptians swam and held competitions in the River Nile. There are also paintings of noblemen's homes with swimming pools.

Egypt's best result in the Olympic pool came at the 2000 Sydney Olympic Games. Rania Elwani reached the semi-final in two events, the 50-metre and the 100-metre freestyle. After retiring from the sport she became a medical doctor. She was elected by the athletes to represent them as a member of the International Olympic Committee's Athletes' Commission. The Commission's role is to make sure the athletes' interests are protected.

# FEATURED ATHLETE

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## KYLIE MASSE

OLYMPIC BRONZE MEDALLIST, RIO 2016

Canada has had a lot of success in the Olympic swimming pool. Kylie Masse continues to have success on the world stage. At her first Olympic Games in 2016, she won bronze in the 100-m backstroke and set a new national record. She then won gold in world record time at the 2017 FINA World Championships, then became the first Canadian to defend her world title in the 100-m backstroke at the 2019 World Championships. She is also a part of the new International Swimming League. She continues to prepare for the upcoming Olympic Games in Tokyo. Will the Tokyo 2020 Olympic Games bring her Olympic gold?

To learn more about Kylie please visit [www.olympic.ca](http://www.olympic.ca)

# SWIMMING


# ACTIVITIES


Described below are Daily Physical Activity swimming activities that can be used in the classroom and gym. Have fun!

## FLUTTER KICK

A strong flutter kick is critical in the freestyle and backstroke events. This kick builds a strong core (abdominal muscles and hip flexors), powerful legs (quadriceps and calves), and solid gluteal muscles. Adding the flutter kick to your fitness routine will make you fit and strong for lots of sports and activities.

 **Participants :** Individual

 **Space :** Anywhere

 **Equipment :** None required

### ACTIVITY DESCRIPTION:

- Lie down on the floor and rest your head on the floor. Place both hands under the small of your back.
- Raise both feet 1cm off of the ground while keeping the legs straight and toes pointed. Begin alternating both feet, up and down, in a kicking motion. When one foot is up the other is down.
- Flutter kick quickly for 10 seconds, rest for 5 seconds, and repeat.
- Repeat this set four times over the span of one minute.




### ACTIVITY EXTENSIONS:

- Try kicking with only one leg, and resting your other foot on the floor. Alternatively, bend your knees slightly, shortening the length of your flutter kick.
- Don't forget your back muscles! Lie on your front with your hands and arms folded under your head. Squeeze your legs together and lift your legs off of the ground slightly. Hold this position for a set period of time.

# BLAST OFF!

Winning a swimming race can come down to hundredths of a second. After a dive start or a push off of a wall, swimmers need to move through the water in a streamlined position. By reducing drag in the water, they swim faster. A streamlined body position will increase the distance a swimmer can go underwater. This exercise will strengthen the leg muscles used during a powerful “push off”.

 **Participants :** Individual

 **Space :** Anywhere

 **Equipment :** None required

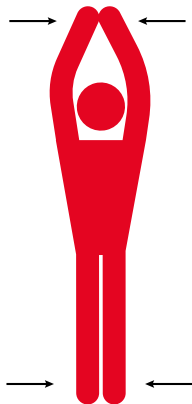
## ACTIVITY DESCRIPTION:

### STREAMLINE STANCE

- Start in a standing position, with your arms raised up above your head.
- Bring your palms together, reaching as high as you can. Squeeze your legs together tightly, achieving a streamline stance.
- Hold this position for 15-30 seconds.

### STREAMLINE JUMPS

- Squat down with your fingertips touching the floor beside your feet.
- Jump up as high as possible while re-creating the previous streamline position. Remember to keep your legs and palms together, and to be as tall and tight as possible.
- Repeat this 2-4 times with a 5-second rest between jumps to reset into the squat position.




## ACTIVITY EXTENSIONS:


- Adjust the amount of rest between jumps or the number of jumps. Log the total number of jumps you do each day in your Activity Tracker.
- With each jump, do a quarter turn in the air. Once four jumps are complete you should be facing the direction in which you started off.
- If you are unable to stand, hold the streamline position with your arms above your head. Complete sets of 30 seconds in streamline, 10 seconds rest, 20 seconds streamline.


# STREAMLINE JUMP RELAY

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Success in a relay needs a total team effort. This relay focuses on the entry into the pool, the sprint to the other side, and the hand-off between teammates. You'll use the fundamental movement skills of running and jumping.

 **Participants :** Groups of 4

 **Space :** Gym or large open space

 **Equipement :** Running/gym shoes

## ACTIVITY DESCRIPTION:

- Review the Blast Off! activity.
- In teams of four, divide into two pairs. Each pair should stand, one behind the other, on opposite sides of the gym.
- The first person in line on a given side of the gym will start the race once they hear "go".
- Each person has to completing 5 streamline jumps and then run across the gym to tag their teammate.
- Repeat this sequence until all students have completed the relay a set number of times.

## ACTIVITY EXTENSIONS:

- Make it a freestyle relay! Mimic a swimming stroke (front crawl, backstroke or breast stroke) by moving your arms while you run.
- Rather than a sprint, make this a timed, endurance event. Complete this activity over a set amount of time. How many runs can your team complete in 5 or 10 minutes?

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# BRINGING IT TO THE CLASSROOM

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Imagine you are the coach of an Olympic or Paralympic swimmer... write a small motivational paragraph of what you would tell your athlete before a big race!

Design a poster to encourage the Canadian swimmers throughout the races!



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## TABLE TENNIS

Table tennis is considered the most popular racket sport in the world today, with over 300 million players in five continents. For many, the sport is known as 'ping-pong', but this is only the brand name for table tennis equipment. Table tennis first became an official Olympic sport at the Seoul 1988 Olympic Games.

Each game goes to 11 points. There is one exception- if there is a 10-10 tie, play continues until someone has a two-point lead. Players rally the ball back and forth with rubber-covered rackets. Each time a player causes the ball to go out of play, their opponent scores a point. To be in play, the ball must bounce once on the opposite court. It doesn't matter whether it goes over or around the net to get there. Asides from missing or misplaying the ball, a player can also lose a point if they touch the table with their free hand.

Table tennis is played one-on-one (singles) or two-on-two (doubles). In the Olympic Games there are singles and team events. A singles match is the best of seven games. The team event is the best of four singles and one doubles match.

Table tennis is incredibly fast-paced. Balls can travel at speeds up to 160 kilometers an hour. They can spin up to 9000 times per minute. Be sure to watch the fast paced action at the Tokyo 2020 Olympic Games table tennis matches.

To learn more about Table Tennis or to find a local club please visit [www.ttcan.ca](http://www.ttcan.ca).



SCHOOL PROGRAM



# FEATURED COUNTRY

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## CHINA



Table tennis began as an English parlour game. Today, China owns the sport. They did so well at the Olympic Games that format changes had to be made. In 2008, the doubles event became a team event. From 2012 on, countries could only bring two players per event. This was to end podium sweeps. Despite these changes, China won every table tennis event in 2008 and 2012. They have won a total of 25 of the available 28 Olympic gold medals since 1988. Chinese player Wang Nan alone has four golds and a silver in her Olympic career.

China is known for an intense focus on sporting excellence. Their top talents train at sport schools, practicing for seven hours a day and six days a week. Children who show talent may leave public school to live and train with the pros.

Table tennis is not just for elite athletes. It is one of China's most popular pastimes.

# FEATURE ATHLETE

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## PIERRE-LUC THERIAULT

Pierre-Luc Thériault has wanted to represent Canada since watching the Sydney 2000 Olympic Games and seeing other athletes proudly perform for their countries. Thériault began playing for the cadet national team as a 13-year-old, progressing to the junior national team before joining the senior national team in 2010. That year he also debuted at the ITTF World Championships. He has been on the Canadian world championship team each season since. Thériault's first exposure to multi-sport competition came as an alternate for the 2010 Commonwealth Games. He was then part of Team Canada at the 2011 Pan Am Games and the 2014 Commonwealth Games. Among Thériault's career highlights are winning the singles titles at the North American Championships and North American Cup in 2012.

To learn more about Pierre-Luc, check-out [www.olympic.ca](http://www.olympic.ca)


# TABLE TENNIS

# ACTIVITIES


Described below are Daily Physical Activity table tennis activities that can be used in the classroom and gym. Have fun!

## ROLLERBALL

In table tennis, you need to become comfortable with two things: your grip and your strokes. Develop comfort in the way you hold the racket by trying out both the penhold and shakehand grip. Developing your backhand stroke takes time and patience. Control of your stroke will allow you to make shots with precision!

 **Participants :** Individual and pairs

 **Space :** Classroom or gym

 **Equipment :** 1 racket and ball per person  
(NOTE: If you do not have a table tennis racket, use a small book or the back of a calculator).

### STARTING SKILLS:

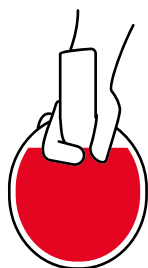
To hold the racket, table tennis athletes use either the shakehand grip or the penhold grip. It is a matter of comfort for the athlete as to which they use. Try them both out, and see what works best for you! The shakehand grip provides you more ball control, and creates an easier transition between forehand to backhand. The penhold grip helps create spin when you serve, as you can easily rotate your wrist with this grip.



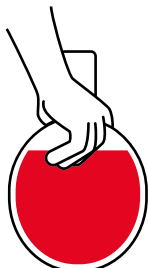
SHAKEHAND GRIP  
FOREHAND



SHAKEHAND GRIP  
BACKHAND



PENHOLD GRIP  
FRONT VIEW



PENHOLD GRIP  
BACKVIEW  
CHINESE STYLE



PENHOLD GRIP  
BACKVIEW  
KOREAN/JAPANESE STYLE

# ROLLERBALL

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## ACTIVITY DESCRIPTION:

- Sit facing a wall. Place your feet against the wall with your legs spread apart in a “v” formation. This is your playing space!
- With the racket in your dominant hand, use your backhand to stroke over the top of the ball, rolling it along the ground to the wall and back.
- Without bounces, try to keep the ball rolling along the ground. When done consistently, your backhand stroke will become a circular motion.
- As you become comfortable with this, move further and further away from the wall. Count how many strokes in a row you can take without having the ball bounce!

## ACTIVITY EXTENSION:


- Trade the wall for a partner! Sit with your feet together with partner and try keeping the ball rolling between the two of you. Don't forget there are no bounces allowed. Keep the “roller ball” rolling!
- Call “freeze” at any time. All players hold their grips on their racket in the air. Your teacher or a class leader will check if you are holding the racket correctly.
- Bring it to a table top and play for points! Stand on the opposite side of a table from your partner. To earn a point, try to roll the ball past your partner off of their end of the table. A point can only be scored if the ball rolls without bouncing. This requires a very controlled stroke over the ball. Be careful, if your racket hits the table, you lose a point! This is a quiet game of control.

# BOUNCER

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Table tennis is a game of control, speed and hand-eye coordination. Table tennis athletes need to move between their backhand and forehand without a second thought. You will learn quickly that the backhand stroke is a key stroke in this fast-paced game.

 **Participants :** Individual

 **Space :** Classroom, hallway or gym

 **Equipement :** 1 racket and 1 ball per player

## ACTIVITY DESCRIPTION:

- With one ball and a racket, practice bouncing the ball continuously on your forehand and backhand. When bouncing the ball in the air with your forehand, you will note your thumb is to the ceiling. You are in the “thumbs up” position. When bouncing the ball in the air on your backhand, you will note your thumb is to the floor. You are in the “thumbs down” position.
- Try to keep your bounces small. The larger your bounce the harder it is to control!
- Count the number bounces you can do in a row.

## ACTIVITY EXTENSIONS:


- Too difficult? Have fun using a balloon with this activity.
- Mix it up! To make this more difficult, try switching grips. You can also try to alternate bounces on your forehand and backhand or try hitting the ball, then turning around and catching it.
- Instead of counting your consecutive bounces, say a letter of the alphabet for each bounce. And then try saying a word that starts with each letter of the alphabet with each bounce.
- Go freestyle! Come up with your own way to bounce the ball on your racket (ie. behind your back, through your legs, walking in circles, etc.).

# TARGET PRACTICE

The serve is the most important of all of the shots in table tennis. Great placement of your serve has the potential to win you a point instantly. As you become better at serving, you will become better at knowing how to respond to serves that are coming at you!

 **Participants :** Pairs per table

 **Space :** Classroom or gym

 **Equipement :** Table tennis table and 2 rackets, 1 table tennis ball, 4 sheets of papers per table

## NOTE

If you do not have a table tennis table, consider using any table top surface or use masking tape on the gym floor to create the markings for a table top on the ground. Use paper cups or small pylons to make the net.

## ACTIVITY DESCRIPTION:

- Partners stand on opposite sides of the table. One person will be the server.
- Place a target (piece of paper) on the opposite side of the table from the server.
- To serve, throw the ball upwards in the air approximately 12 centimeters above the table. Contact the ball behind the end line of table. Note that a serve must bounce on your side of the table before it goes over the net onto your opponent's side of the table.
- Attempt to hit the target with your serve. Your partner will catch the ball, after it bounces and return it to you. Repeat this until you have had 10 service attempts.
- Switch roles with your partner.
- Move your targets to various positions on the table.

## ACTIVITY EXTENSIONS:

- Add targets to your practice. Place 3-5 pieces of paper on the table and count how many serves it takes to hit each target once. Give each target a point value, and keeping score.
- Once you hit a target, fold the piece of paper in half and double its point value!
- Try 10-pin Table Tennis! Set 10 plastic cups along the end line and corners of the table. As the server, see how many serves it takes you to hit the cups off of the table. If you are playing on the floor, try to get your ball in the cups!
- Instead of serving, have your partner simulate a serve, by throwing the table tennis ball to you, challenging you to hit a moving ball at the targets.

# BRINGING IT TO THE CLASSROOM

Part of being a good coach is to help your athletes believe that they can win. Write a pep talk for a national team table tennis player preparing to play against a Chinese champion in the gold medal match of the Tokyo 2020 Olympic Games.

Write a paragraph explaining why you think some countries do better at some sports than others. Why do the Chinese do so well at table tennis or the Canadians do so well at ice hockey?



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## TRIATHLON

Triathlon is a three-sport event. Athletes swim, bike and run to the finish line. Triathlon began in the USA as a fitness program for track and field athletes, the first triathlon race was in 1974. Triathlon became an Olympic sport at the Sydney 2000 Olympic Games, and the first gold medal in the men's race was awarded to Canada's Simon Whitfield. Both men and women contest the standard Olympic distance, a 1.5 km swim, a 40 km bike and a 10 km run.

55 men and 55 women compete in the Olympic Games. Before an athlete can qualify, their country must win them a spot. All of the countries compete for 52 of those spots through a ranking system. The ranking list is drawn from major championship results. The top eight nations can bring up to three athletes, and the other countries can bring two at most. The last two spots may be given by invitation.

Not a triathlon course is exactly the same, so there are no official records. The racing is both hectic and tactical. The swim is a mass start in open water, and can get very rough as athletes all have to round the same buoys. During the bike stage, athletes are allowed to tuck in behind other bikers (drafting). This helps them save energy. Usually, the race comes down to the run, and the person who has the fastest finishing sprint wins.

Racing a triathlon is not just about swimming, biking, and running fast. Precious seconds are also spent in transition. First, swimmers trade their goggles and swim caps for helmets and bikes. In the second transition, athletes dismount their bikes and put on running shoes. Some races are won or lost in the transition, so athletes practice their transitions in training.

This endurance sport will be an exciting one to watch at the Tokyo 2020 Olympic Games.

To learn more about Triathlon or to find a local club please visit, [www.triathloncanada.com](http://www.triathloncanada.com).



SCHOOL PROGRAM

TRIATHLON  
CANADA

# FEATURED COUNTRY

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## GREAT BRITAIN



Since hosting its first triathlon in 1983, Great Britain has evolved into one of the world superpowers of the sport. As hosts of the London 2012 Olympic Games, Great Britain captured two of the three available medals in the men's race. Brothers Alistair and Jonathan Brownlee, won gold and bronze, and Helen Jenkins claimed 5th in the women's race. Great Britain's recent dominance of the sport is seen in their 3 World Mixed Team Championships victories in 2011, 2012, and 2014.

In the race to Rio 2016, Great Britain has so far earned one spot for men and two for women. But it is likely that they will once again field the maximum allowable team of 3 men and 3 women.

Triathlon is growing fast in Great Britain. Today, it runs over 700 races a year. British Triathlon is the national body in charge of making the sport great. It unites sport clubs from England, Scotland and Wales, and oversees the related sports of duathlon (running and biking) and aquathlon (running and swimming).

To learn more about triathlon or to find a local club please visit [www.triathloncanada.com](http://www.triathloncanada.com).

# FEATURED ATHLETE

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## KYLE JONES

Kyle made his World Cup debut in 2005 and has been a member of Canada's National Triathlon Team since 2006. Kyle narrowly missed the podium at two Pan American Games with 4th place finishes in 2007 (Rio de Janeiro) and 2011 (Guadalajara). In 2012 he won his first Canadian Senior title, his first World Cup title, and represented Canada at the Olympic Games in London. Since then, he has added two more National titles, a World Cup silver medal, and represented Canada at the 2014 Commonwealth Games in Glasgow, Scotland.

To learn more about Kyle check out, [www.kylejones.ca](http://www.kylejones.ca) or [www.olympic.ca](http://www.olympic.ca)

# TRIATHLON ACTIVITIES

Described below are Daily Physical Activity triathlon activities that can be used in the classroom and gym. Have fun!

## SWIMMING IN A SCHOOL AT SCHOOL

Swimming in a triathlon is crowded! Learning to swim in a group and stay on course makes it safer, easier and more fun. This activity helps you learn to stay on course by “sighting”, lifting your head out of the water to look for buoys that mark your course.



**Participants :** 2 or more

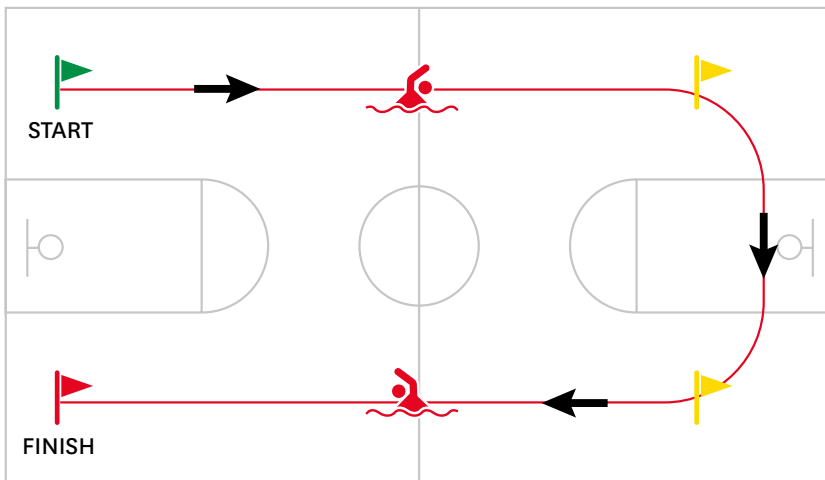


**Space :** Large open space



**Equipment :** Pylons for “swim buoys” to mark turns.

### SETUP:



### ACTIVITY DESCRIPTION:




- As a group, line up on the start line on your hands and knees.
- Keep your hands behind the line until you hear “GO!”
- On “GO!”, in a big group crawl towards the first turn.
- Turn RIGHT but stay to LEFT of the turn markers!
- Go faster or slower at turns to stay with the group.
- As you complete the course, try not to bump into anyone. That will be difficult!
- Count out loud every time someone is bumped. Try the course again and as a group, try to lower your score.

### ACTIVITY EXTENSIONS:

1. Make it a race! Allow the group to break apart and see who can get ahead. Did they get ahead by going fast, by taking wide turns away from the group or by staying close to the “swim buoys”?
2. Try a Zig Zag course with left and right turns

# SHOES ON, SHOES OFF

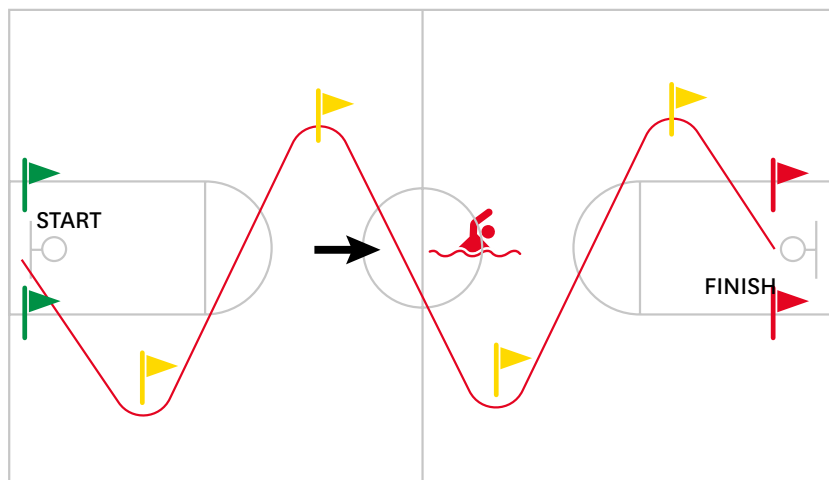
When you do a triathlon you have to move through transition areas, changing your equipment twice. When you transition from the swim to the bike, you take your swim cap and goggles off and put your shoes and helmet on. Between the bike and the run, you put your bike back, and take your helmet off. Athletes have different bike shoes and running shoes, which is why you have to be fast putting them on and taking them off! You have to become very fast at changing your footwear as a race could come down to a matter of seconds.

-  **Participants :** 4 or more
-  **Space :** Large open space
-  **Equipment :** Shoes and 4 pylons

## SETUP:

IN YOUR LARGE, OPEN SPACE SET UP THE FOLLOWING:

- Identify a “start line” at one end of the room
- Identify a “finish line” at the other end of the room
- Have all participants place their shoes in a pile at the opposite end of the room.



## ACTIVITY DESCRIPTION:

- In your bare feet, line up one behind the other, on the start line.
- On “GO!”, the first person in line runs to the shoe pile.
- Put on your shoes as fast as you can. Make sure you tie your laces! If you don’t have laces, put on your shoes and do 5 jumping jacks before you proceed.
- Run back across room to the second pylon.
- Take off your shoes as fast as you can. You must untie your laces! If you don’t have laces, take off your shoes and do 5 jumping jacks before you proceed.
- Run to the finish line barefoot.
- When you arrive at the finish line, the next person in line can start.
- The timer will stop when all of your team members cross the finish line.

## ACTIVITY EXTENSION:


- Sometimes shoes get messed up in transitions and they are hard to find! Pile everyone’s shoes at the end of the room. Participants have to find their shoes, put them on, and run back to finish point.
- Time each participant and see who can find complete the task the fastest.

# TRY-A-TRI

The sport of triathlon requires an athlete to swim, bike and run. Triathlon is three sports in one! The swim, occurring first in a triathlon, often takes athletes the least amount of time. The bike often takes the most time. Triathletes have a lot to think about and must stay focused to compete at the highest levels.

 **Participants :** 1 or more

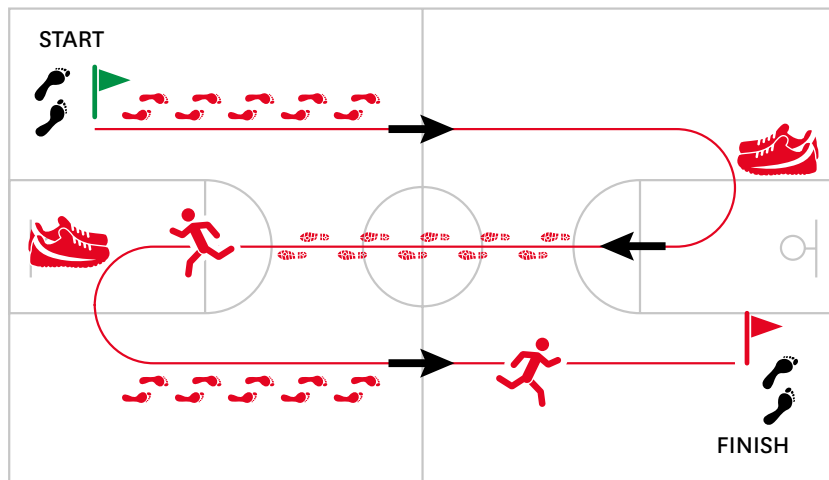
 **Space :** Large open space

 **Equipment :** Pylons to mark turns and indicate start and finish lines.

## SETUP:

IN YOUR LARGE, OPEN SPACE, SET UP THREE LOOPS:

- The inside loop, the smallest loop, is the “swim”.
- A slightly longer loop, the middle loop, is the “bike”.
- The biggest loop, the outside loop, is the “run”.



## ACTIVITY DESCRIPTION:

- Start in the middle of the room.
- Crawl on hands and knees around the inside set of cones, completing one lap of the “swim”.
- Upon completion of the swimming lap, get up and run with high knees around the middle set of cones, completing one lap of “bike”.
- Upon completion of the bike course, run around the outside set of cones to complete a triathlon.

## ACTIVITY EXTENSIONS:

- Include transitions! Put on a hat as your “helmet” before you bike, take “helmet” off after you bike. Complete the swim in your socks. Put your shoes back on before the bike and then take them off, and put them right back on again, before the run.
- Increase your distances. Complete one lap of the swim, two laps of the bike and three laps of the run.
- Host a school triathlon. Arrange with local facilities and triathlon clubs to host a mini-triathlon involving swimming at a pool, biking, and running.

# BRINGING IT TO THE CLASSROOM

Canada’s Simon Whitfield was one of the best triathletes in Olympic history. He won gold in the first ever Olympic triathlon in 2000, and silver eight years later in Beijing. Do some web research about Simon, and write a two paragraph biography about him.

Triathlon is a combination of three sports. Invent a new sport that is a combination of your favorite three sports. Write the rules for your new sport. How will athletes move from one sport to another? Will the winner be determined on time or on points?