

# Roll A Coin Through the Curriculum

## Unit 4:

## The Games

### Lesson 4



# CURRICULA

## Reproducible insert

### Curriculum Links

### Evaluation and Assessment

### Rubric

### Activities

Junior (grades 4-6), intermediate  
(grades 7-9) and senior (grades 10-12)

See above documents posted at  
[www.teachmag.com/Teach\\_mint.html](http://www.teachmag.com/Teach_mint.html)

## INTRODUCTION

The first documented evidence of the ancient Olympic Games stretches back almost 2300 years to 776 BC. The games were held in a place called Olympia and the four-year interval between them was called an Olympiad. So the Olympic Games was a substitute calendar in effect drawing components of Greek society together when it was not a unified country but a series of city-states encompassing Italy, North Africa, and Asia Minor. Therefore, when we refer to the Modern Olympiad, it is not the Games itself but the interval between them that is being referenced. The ancient games were discontinued once Greece was conquered by the Roman Empire around 146 BC. The demise of the games resulted in a clash of philosophy. In the Greek tradition, the games celebrated the excellence of performance in sport. According to the Roman tradition, it should have been a spectacle, a show designed to satisfy the audience de-emphasizing the pursuit of excellence. Finally, in 393 AD, Emperor Theodosius I, a convert to Christianity, abolished the games for good. It took some 1500 years for the Olympic Games to return to the field of competition. In 1894, Pierre de Coubertin of France had a vision to re-establish the Olympic Games and used the ancient games as his inspiration. He founded the International Olympic Committee in Paris. Two years later, the first modern Olympic Games were held in Athens, Greece, the symbolic home of the ancient Greek Games. Since that time, the modern Olympic Games have grown in size and stature, added the Winter Olympic Games and increased the number of sports in competition and have, albeit reluctantly in the beginning, allowed women to compete shoulder-to-shoulder with the men. In fact, some of the most impressive performances have been by the women competitors in team sports and individual competitive events.

## GENERAL OUTCOMES/EXPECTATIONS

### Students will:

- Research the history of the Ancient Olympic Games and connect them to the modern version
- Explore how the modern Olympic Games differ from the ancient versions
- Understand the ability of amateur sport to effect the character and pride of a nation
- Gain insight into the symbols that represent the Olympic games and their meaning and significance
- Create their own symbols representative of the Olympic Games
- Understand more about the Olympic Games and how they operate
- Work cooperatively in teams
- Hone critical assessment and evaluation skills

- Celebrate the achievements of Canadian Olympic athletes
- Work cooperatively in teams
- Hone critical thinking and analytical skills

## RESOURCES

[www.olympic.org/uk/games/ancient/index\\_uk.asp](http://www.olympic.org/uk/games/ancient/index_uk.asp)

[www.collectionscanada.ca/olympians/index-e.html](http://www.collectionscanada.ca/olympians/index-e.html)

[http://archives.cbc.ca/IDD-1-41-1344/sports/olympics\\_summer/](http://archives.cbc.ca/IDD-1-41-1344/sports/olympics_summer/)

[www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=A1ARTA0001319](http://www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=A1ARTA0001319)

### Intro

One thing we know about Olympic athletes is they are entirely dedicated to their sport, to push themselves beyond the norm and excel. In Canada, we know that many if not most Olympic athletes receive some form of subsidy from the federal government. Many athletes, however, must supplement that income by working part-time jobs, some have sponsors, families help out, some fund raise while they are training for their sport. The Olympic Games come around every four years and during that time, the athletes are in the spotlight. In between the games, the athletes train and compete often in the shadows out of the public eye. Yet we always expect our athletes to do well and are disappointed when they don't. It is important to recognize the commitment and dedication Olympic athletes display in their quest to conquer the best in their sport.

### Discuss

Introduce the topic of amateur sport into a general class discussion. If feasible, show a video or video footage from the opening or closing ceremonies of one of the Olympic Games to add context and background. What is the difference between amateur sport and professional sport? See what ideas students have about this topic. Ask the class what they know about the Olympic Games. What do they think of this international competition? What are their favourite sports and who are their favourite competitors? Then ask the class if they think professional athletes like hockey, baseball, tennis or basketball players should be allowed to compete in the Olympic Games against amateur athletes. If so, why? If not, why not? List the answers on the board.

## KEY CONCEPTS AND ISSUES



*Greek vase, 5th Century BC*

*Courtesy of Brigeman*

*Art Library*

Students will explore the significance of amateur sport and its impact and importance for the country.

### Junior/Middle Level Activity

The Games:  
Celebrating Sacrifice

### Duration

Two to four class periods

### Equipment Required

art supplies, pens, paper, markers, computers with Internet access

## KEY CONCEPTS

### Students will:

- Research the history of the Olympic Games
- Understand the importance of amateur sport
- Appreciate the commitment and sacrifice made by Canadian Olympic athletes

**Research**

Using the resource list above, students will research the history of the Olympic Games going back to ancient times.

**Summarize**

Students will summarize their research in a paragraph or two.

**Research**

Using the resource list above, students will select one Canadian Olympic athlete and research their history and career.

**Write**

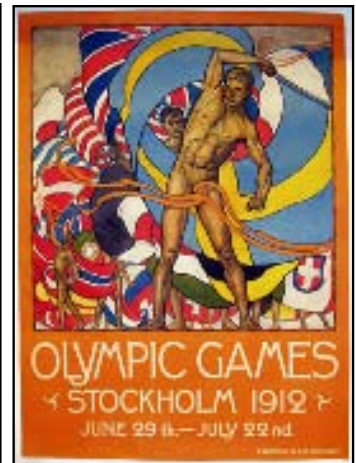
Students will write a brief profile of the athlete they've chosen detailing their career and accomplishments. Maximum length: one page.

**Draw**

Using the profile they've written as a basis, students will draw or design a poster with the athlete they have chosen as the central image. The poster must also have a message or a theme. This theme may be tied into the promotion of the particular sport or something that is more public service-oriented such as fitness, good nutritional choices, preserving the environment, anti-racism and so on.

**Extension Activity**

Students will be divided into teams of three or four. Each member of the team will present their poster design to the other members. After the presentations have been completed, the team will discuss ideas around developing a public service campaign based on the posters. How can the poster designs be used to promote an issue the team cares about? Maybe this will involve choosing one of the posters and writing a text presentation to go with it? If useful, the campaign can be storyboarded to provide a visual template or guideline. Or the campaign may involve designing something completely new that reflects the needs and the interests of the team. For example, if the team is interested in the issue of global warming, perhaps they can show a skier on a hill with no snow but only grass and then write some text to go along with it talking about the issue and why is it important. The team will need to figure out who is doing what, that is, the writing, the drawing and the presenting. After the campaign has been completed, each team will present it to the rest



*The first official illustrated poster in Olympic history. It depicted an athlete representing Sweden in a flag procession. Despite some strategically placed streamers, the poster was considered too daring to be distributed in some countries. This wonderful image was created in 1911 by Olle Hjortsberg, a professor and, then, director at the Royal Academy of Fine Arts, in Stockholm.*

of the class.

**Senior Level Activity**

The Games: Let the Games Begin

**Duration**

Six to ten class periods

**Equipment Required**

pens, paper, computers with Internet access

**KEY CONCEPTS****Students will:**

- Research the history of the ancient and modern Olympic Games
- Gain insight into how an event like the Olympic games is organized and administered
- Understand how coins are made
- Design a series of Olympic coins
- Put together a strategy for marketing the Olympic coins they design

- Gain insight into the cost of organizing an event like the Olympic Games
- Conduct high level research using the Internet
- Work cooperatively in teams
- Hone critical thinking and analytical skills

**RESOURCES**

[www.olympic.org/uk/games/ancient/index\\_uk.asp](http://www.olympic.org/uk/games/ancient/index_uk.asp)



*2008 Beijing Olympic Mascots*



*Amik, the beaver mascot of 1976*



*Olympic mascots Hidy and Howdy, Calgary 1988*

[http://archives.cbc.ca/IDD-1-41-1344/sports/olympics\\_summer/](http://archives.cbc.ca/IDD-1-41-1344/sports/olympics_summer/)  
[www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=A1ARTA0001319](http://www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=A1ARTA0001319)  
[http://en.wikipedia.org/wiki/International\\_Olympic\\_Committee](http://en.wikipedia.org/wiki/International_Olympic_Committee)  
[www.solarnavigator.net/olympic\\_games.htm](http://www.solarnavigator.net/olympic_games.htm)  
[http://archives.cbc.ca/IDD-1-41-597/sports/sports\\_funding/](http://archives.cbc.ca/IDD-1-41-597/sports/sports_funding/)  
[www.olympic.ca/EN/games/olympic/winter/turin/2.shtml](http://www.olympic.ca/EN/games/olympic/winter/turin/2.shtml)  
[http://en.wikipedia.org/wiki/2006\\_Winter\\_Olympics](http://en.wikipedia.org/wiki/2006_Winter_Olympics)  
[http://en.wikipedia.org/wiki/2004\\_Summer\\_Olympics](http://en.wikipedia.org/wiki/2004_Summer_Olympics)  
[www.vancouver2010.com/en/CultureEducation/Ceremonies/OpeningAndClosingCeremonies](http://www.vancouver2010.com/en/CultureEducation/Ceremonies/OpeningAndClosingCeremonies)  
<http://www.youtube.com/watch?v=-fwikaUBscc>

**Intro**

Organizing a large event like the Olympic Games requires tremendous planning, a large, active organization and a great deal of money. Cities wishing to bid on the Olympic Games spend years and millions of dollars working on their presentations to the International Olympic Committee. Involved in winning a bid is enormous prestige and an opportunity to celebrate what the host city and country have to offer. Canada has hosted the Olympics twice, the 1976 summer Olympic Games in Montreal and the 1988 Winter Olympic Games in Calgary. Canada will be hosting again in 2010 for the Winter Olympic Games in Vancouver.

**DISCUSS**

Have a general discussion with the class about the Olympic Games as a significant and complex event, one that takes years and years of planning and organizing. If feasible, show the class some video clips or at least photographs from the opening and closing ceremonies. Ask students what they think of the Olympic Games and in particular what makes the difference between a successful event and one that is not.

**Divide**

Split the class into teams of four or five students.

**Research**

Using the resource list above, have the teams research the background and history of the Olympic Games. Have them focus on the organizational and logistical aspects of the Olympic Games with a view to understanding how they are organized, what is required and the various facets that make up the Olympic Games.

**Write**

The teams will compile a summary of the research they've conducted in point form. Maximum length: two pages.

**Brainstorm**

A new series of Olympic coins is to be designed for the 2010 Winter Olympics in Vancouver. The teams will brainstorm ideas and concepts for this new coin set.

**Research**

The teams will conduct research into the methods and processes used in the design and manufacture of coins.

**Write**

The teams will summarize the information they've discovered concerning the minting of coins. Maximum length: two pages.

**Design**

The team will rough out a few design concepts for the Olympic coin series.

**Write**

The team will write a summary of the design concept. What the coin series is meant to signify and why the particular design was selected.

**Discuss**

The team will discuss the design concepts and decide on the one they like best.

**Finalize**

The team will finalize the design concept for the coin series.

**Produce**

The team will produce a finished design for the coin series. The finished designs may be hand drawn or illustrated, rendered on computer or physically mocked up.

**Present**

The teams will present their coin series designs to the rest of the class.

**EXTENSION ACTIVITY**

1. The teams will plan, develop and create the components of a promotional/marketing campaign for their coin series. They will devise a media strategy, i.e., figure out the target market and the best way to reach them. The teams will also create a budget for their media plan and the plan should be very specific.

For example, if the team feels television is the best medium to go, then they should put together a schedule, the broadcasters and programs they want to advertise in and the number of commercials they will run and the time period over which they will appear. Teams will storyboard the campaign illustrating the various components. They may choose to run an integrated media campaign that includes television, radio, print, Internet and Podcasting, for example. Once the campaign has been finalized and all of the elements and budget determined, the team will present in a professional manner, to the class as if they were presenting to an audience. The "audience" will give them feedback on their presentation.

2. The teams will re-visit the research they conducted on the logistics and planning that goes into organizing an Olympic Games competition. Each team will be given a budget of \$10 million. They will allocate this budget to either the opening or closing ceremonies of the 2010 Vancouver Winter Olympics. The teams will provide a detailed plan and budget as to how this money will be spent on the ceremony they select. The budget should include such items as the venue, the entertainment, performers, music, technical requirements, security, concessions, set design and construction, lighting, maintenance and so on. The teams will present their ceremonies plan to the class as a PowerPoint presentation. The presentation should be as realistic as possible and include images that give a sense of the various elements and components of the ceremony itself.



*The 2006 Lucky Loonie of the Winter Olympic Games*



*Canadian \$5 Coin commemorated the 1976 Olympics in Montreal*



*Montreal 1976 Olympic Logo*



*"Ilaanaq" the Inukshuk, a native American symbol. Inuktitut for 'friend'*