



Source: ANA/Orestis Panagiotpu

Roll A Coin Through the Curriculum

Unit 4: The Games

www.mint.ca/teach

Curriculum Links

Evaluation and Assessment

Rubric

See above documents posted at www.mint.ca/teach

Activities

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

Introduction

The first documented evidence of the ancient Olympic Games stretches back almost 2300 years to 776 B.C. The games were held in a place called Olympia. The four-year interval between successive Olympic games was called an Olympiad. When referring to the Modern Olympiad, we refer not to the games themselves, but to the interval between these competitions. In effect, the Olympic Games were a substitute calendar drawing together components of Greek society every four years. These components were not part of a unified country but were city-states encompassing Italy, North Africa, and Asia Minor. The ancient games were discontinued once Greece was conquered by the Roman Empire around 146 B.C. The demise of the games resulted from a clash of philosophy. In Greek tradition, the games celebrated excellence in sport. According to Roman tradition, the games should have been a spectacle or a show designed to satisfy the audience, without emphasizing the pursuit of excellence. Finally, in 393 A.D., Emperor Theodosius I, a Christian convert, abolished the games entirely. It took 1500 years for the Olympic Games to return. In 1894, Pierre de Coubertin, of France, had a vision to re-establish the Olympic Games. Inspired by the ancient games, 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, modern Olympic Games have grown in size and stature. The Winter Olympic Games were added, the scope of competitive sports increased, and women were now permitted to compete. While their entrance into the games was, at first, granted reluctantly, some of the most impressive performances have been by women competitors in both team and solo sports events.



ROYAL CANADIAN MINT
MONNAIE ROYALE CANADIENNE

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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 sports to affect a nation's character and pride;
- gain insight into the meaning and significance of the symbols that represent the Olympic Games;
- create their own symbols representative of the Olympic Games;
- understand more about the Olympic Games and how they operate;
- work cooperatively in teams; and
- hone critical assessment and evaluation skills.

Key Concepts and Issues

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

Junior Level Activity

The Games: Celebrating Sacrifice

Duration

Two to four class periods

Equipment Required

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

Outcomes / Expectations

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;
- celebrate the achievements of Canadian Olympic athletes;
- work cooperatively in teams; and
- hone critical thinking and analytical skills.

Resources

www.olympic.org/uk/games/ancient/index_uk.asp

www.collectionscanada.ca/olympians/index-e.html

www.cbc.ca/olympics/athletes/

http://archives.cbc.ca/IDD-1-41-1344/sports/olympics_summer/

www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=A1ARTA0001319

Introduction

One thing we know about Olympic athletes is that they are entirely dedicated to their sport and push themselves beyond the norm to excel. In Canada, many, if not most Olympic athletes receive some form of subsidy from the federal government. Many athletes, while continuing to train for their sport, supplement that income in a variety of ways: through sponsors, family assistance, and fundraising. The Olympic Games occur every four years. During that time, athletes are in the spotlight. In the years between the Olympic Games, athletes continue to train and compete, often without public recognition. We always expect our athletes to excel and feel disappointed when they do not. It is important to recognize the commitment and dedication displayed by Olympic athletes in their quest to be best in their sport.

Discuss

Introduce the topic of amateur sport into a general class discussion. If feasible, add context and background by showing a video or video footage from the opening or closing ceremonies of one of the Olympic Games. What is the difference between amateur 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



*Greek vase, 5th Century B.C.
Courtesy of Brigeman Art Library*



The poster shows semi-naked athletes, a reminder of antiquity, making the Olympic salute. In the background, the flag of the French Republic. In the foreground, palm leaves, symbols of victory.

competition? What are their favourite sports and who are their favourite competitors? Ask the class if they think professional athletes such as 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.

Research

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

Summarize

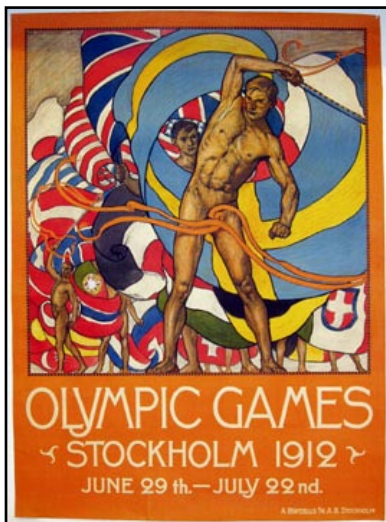
Students will summarize their research in a paragraph or two.

Research

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

Write

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



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.

Draw

Using the profile they've written as a basis, students will draw or design a poster featuring their chosen athlete as the central image. The poster must also have a message or a theme. This theme may be tied to the promotion of the particular sport or to something that is more oriented towards public service, such as health and 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 team member will present his or her poster design to the other team members. After completing the presentations, the team will discuss ideas for developing a public-service campaign based on the posters. How can the poster designs be used to promote an issue that the team cares about? This might involve choosing one of the posters and writing a text presentation to accompany 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, they may wish to portray a skier on a hill with no snow and write accompanying text discussing the issue and why is it important. The team will need to decide who is responsible for writing, drawing, and presenting. Later, each team will present their completed campaign to the class.

Intermediate Level Activity

The Games: The Public Face of Sport

Duration

Three to five class periods

Equipment Required

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



2008 Beijing Olympic Mascots



Amik, the beaver mascot of 1976



Olympic mascots, Hidy and Howdy, Calgary, 1988

Outcomes / Expectations

Students will:

- research the history of the Olympic games;
- understand the political aspects of the Olympic movement;
- research the concept of a mascot: what it is, and what it represents;
- choose their own mascot for the 2010 Winter Olympic Games in Vancouver;
- make a presentation to the rest of the class;
- work cooperatively in teams; and
- hone critical thinking and analytical skills.

Resources

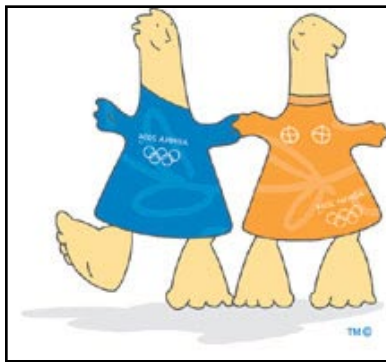
www.olympic.org/uk/games/ancient/index_uk.asp
archives.cbc.ca/IDD-1-41-1344/sports/olympics_summer/
www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=A1ARTA0001319
http://en.wikipedia.org/wiki/International_Olympic_Committee
www.solarnavigator.net/olympic_games.htm
http://archives.cbc.ca/IDD-1-41-597/sports/sports_funding/
www.hickoksports.com/history/olmascots.shtml
http://sportsillustrated.cnn.com/more/news/2003/07/10/mascot_timeline/
www.aboutface-mascots.com/whatls.htm
<http://en.wikipedia.org/wiki/Mascots>
www.mapsofworld.com/olympic-trivia/olympic-motto.html

Introduction

The Olympic Games involve many countries around the world that send representative athletes to compete in a range of sports. On one level, the Olympic Games celebrate the pursuit of excellence in sport. On another level, the Olympic Games are global entertainment for millions of spectators. Every athlete wants to win. Every country wants their teams to excel. The Olympic Games are governed and controlled by the International Olympic Committee (IOC), based in Lausanne, Switzerland. The IOC was created in 1894 with the goal of resurrecting the Olympic Games, which it accomplished in 1896 when the first modern Olympic Games were held, appropriately enough, in Athens, Greece. Since 1972, each Olympic Games has had a mascot or character representative of the spirit of the competition and the theme selected by the host country.



Misha the Bear, from the 1980 Olympics, in Moscow.



Brother and sister, Athena and Phevos, were the mascots for the 2004 Olympics, in Athens.



Ollie the kookabury; Syd the platypus; and Millie the echidna, from the 2000 Olympics, in Sydney, Australia.

Discuss

Have a general discussion with the class about the Olympic Games as a high-profile event that showcases pageantry, pomp, and theatricality in the opening and closing ceremonies. To set the context for the class, particularly for those who may never have seen the Olympic Games, provide video highlights from past Olympic Games. What does the class think about the symbols associated with the Olympic Games? For example, what do the five rings represent? Or, what does the Olympic motto, “Citius, Altius, Fortius” (Faster, Higher, Stronger) mean? Challenge students to list every Olympic mascot since 1972.

Form

Divide the class into teams of three or four.

Research

The teams will use the resource list above to research the history of the ancient and modern Olympic Games and the International Olympic Committee. This is for background information. Referring to the same resource list, the teams will also research the histories of mascots in general and mascots of the Olympic Games.

Write

The teams will provide a summary of their research findings. Maximum length: one page for each topic, two pages in total.

Brainstorm

The teams will brainstorm ideas for mascots for the Vancouver Winter Olympic Games in 2010. Please note: Teams must be realistic in their options and think about what materials are easily accessible in creating their own mascot.

Draw

The teams will come up with two or three concept drawings for their designated mascot.

Finalize

After some discussion, the teams will finalize the concept they prefer.

Create

After putting the finishing touches to the mascot design of their choice, the teams will now create their mascot by bringing it to life as completely as possible, using available materials.

Present

Each of the teams will introduce their mascot to the class and describe its meaning and significance.



Extension Activity

Each team will take the newly created mascot and use it as the official spokesperson for a promotional campaign. The campaign may include posters, radio, television, Internet, and/or a PowerPoint presentation. Students, who want to include television commercials in their campaign but who lack access to video equipment, may want to present storyboards instead. This will involve conceptualizing the theme of the campaign, its purpose, intended audience, and the rationale. Teams will determine the most appropriate medium for their campaign. They must justify their choices. A written strategy of one to one-and-a-half pages must accompany the campaign. Each team will then present their Olympic mascot campaign to the rest of the class.



Posters depicting Misha, the mascot, from the 1988 Olympics, in Moscow.
© DAVNO.RU

Senior Level Activity

The Games: Let the Games Begin

Duration

Six to ten class periods

Equipment Required

pens, paper, computers with Internet access

Outcomes / Expectations

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 or medals are made;
- design a series of Olympic coins or medals;
- 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; and
- hone critical thinking and analytical skills.



*The 2006 Lucky Loonie of the Winter Olympic Games
Photo: Courtesy the Royal Canadian Mint*



*Canadian \$5 Coin commemorated the 1976 Olympics in Montreal
Photo: Courtesy the Royal Canadian Mint*

Resources

www.olympic.org/uk/games/ancient/index_uk.asp
http://archives.cbc.ca/IDD-1-41-1344/sports/olympics_summer/
www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=A1ARTA0001319
http://en.wikipedia.org/wiki/International_Olympic_Committee
www.solarnavigator.net/olympic_games.htm
www.mint.ca
http://archives.cbc.ca/IDD-1-41-597/sports/sports_funding/
www.olympic.ca/EN/games/olympic/winter/turin/2.shtml
www.waybacktimes.com/Col_Coins.html
www.hickoksports.com/history/olopenclouse.shtml
www.torino2006.org/ENG/OlympicGames/gare_e_programma/cerimoniae.html
http://en.wikipedia.org/wiki/2004_Summer_Olympics
www.caslt.org/research/olympics.htm
www.vancouver2010.com/en/CultureEducation/Ceremonies/OpeningAndClosingCeremonies

Introduction

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. Winning a bid brings enormous prestige and an opportunity to



Montreal 1976 Olympic Logo

celebrate the offerings of the host city and country. Canada has hosted the Olympics twice: in 1976, at the summer Olympic Games in Montreal and in 1988, at the the Winter Olympic Games in Calgary. Canada will again host the Winter Olympic Games in Vancouver in 2010.

Discuss

Have a general class discussion on the Olympic Games as a significant and complex event, one that takes many years of planning and organization. If feasible, show the class some video clips or, at least, some photographs from the opening and closing ceremonies. Ask students what they think of the Olympic Games. In particular, what do they think distinguishes a successful event from an unsuccessful event?



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

Divide

Split the class into teams of four or five students.

Research

Using the resource list above, ask the teams to 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 the games are organized, what is required, and the various facets that make up the Olympic Games.

Write

The teams will summarize their research 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 research the methods and processes used in designing and manufacturing coins.

Write

The teams will summarize their research on minting coins. Maximum length: two pages.

Design

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

Write

The team will write a summary of the design concept, including what the series signifies and why the particular design was selected.

Discuss

Each team will discuss and decide upon the design concepts they like best.

Finalize

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

Produce

The teams will produce a finished design for the coin series. The finished designs may be illustrated or rendered by computer, or mocked up.

Present

The teams will present the designs of their coin series 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, figuring out the target market and the best way to reach this audience. The teams will also create a budget for their media plan. The plan should be very specific. For example, if the team thinks television is the best medium to use, they should put together a schedule and note the following: the stations and programs on which they wish to advertise, the number of commercials they will run, and the time period during which their commercials will appear. Teams will storyboard the campaign by illustrating the various components. They may choose to run an integrated media campaign including elements such as television, radio, print, Internet, and Podcasts. Once they finalize their campaign and determine its elements and budget, the team will make a professional presentation to the class, who will represent a larger, more powerful audience. The “audience” will then provide feedback on the presentation.
2. The teams will revisit the research they conducted on the logistics, planning and organization of 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 on how this money will be spent on the ceremony they select. The budget should include items such as the venue, the entertainment, performers, music, technical requirements, security, concessions, set design and construction, lighting, maintenance, and so on. The teams will make a PowerPoint presentation to the class on their plans for these ceremonies. The presentation should be as realistic as possible, conveying images of the various elements of the chosen ceremony.