

# REACH FOR THE RINGS



OLYMPIC EDUCATION

STORIES ON  
PAST & PRESENT  
OLYMPIANS

## Focus on Respect

TEACHER'S GUIDE





# FOCUS ON RESPECT TEACHER'S GUIDE



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# INTRODUCTION

True Olympians exemplify respect: respect for oneself, respect for others and respect for the Games. It is because of their many positive qualities that Olympic athletes capture our attention and our imagination. They are more than achievers on the playing field, they are role models for life.

This teacher's guide is designed to complement "Reach for the Rings: Focus on Respect," a 16-page publication that illustrates Olympic ideals through the stories of Olympic athletes. The activities in this guide show students how to connect the Olympic ideals to real life through newspaper articles and features.

The lessons in the teacher's guide parallel the topics in the supplement. Each section in the teacher's guide includes:

- a brief introduction to the topic,
- a discussion on connecting the topic to the real world,
- an activity, with an accompanying reproducible activity sheet,
- additional suggested activities related to the topic, and
- a segment called "You're in Charge," which asks students to apply their understanding of the topic.

## **ANCIENT GAMES**

Many believe the first Olympic Games began more than 4,000 years ago in a valley in Greece called Olympia. There are records of Olympic Games dating back to 776 B.C. In those days, the Games were held every four years. The athletes were all men. They competed, in the nude, in running, wrestling, the pentathlon, horseback riding and chariot races. Women were not allowed to watch the events. Winning athletes were crowned with an olive wreath. Greece became part of the Roman Empire, and the Games moved to Rome in 146 B.C. In 394 A.D., Christians, who considered the Olympic Games a pagan ritual, forced the Roman Emperor Theodosius to end the Games.

## **MODERN GAMES**

The Olympic Games were revived in 1896 through the efforts of Pierre de Coubertin, a French aristocrat. The first modern Games were held in Athens, Greece, with athletes from 13 countries competing. De Coubertin wanted to promote the social value of the Games. He wanted to encourage tolerance and understanding between people of different cultures. At the Opening Ceremony of the modern Games, the athletes walk together in national teams. At the Closing Ceremony, athletes from competing nations walk together to symbolize unity and respect. More than 10,000 athletes participated in the 1996 Olympic Games.

## **OLYMPIC TORCH**

The Olympic torch burns throughout the Olympic Games as a symbol of peace. The torch is lit from the rays of the sun in Olympia, Greece. It is then carried by a series of runners across the continents to the site of the Games. There is a torch-lighting ritual at the Opening Ceremony of each Olympic Games. The torch is extinguished at the end of the Games.

## **OLYMPIC RINGS AND COLORS**

The symbol for the Olympic Games is five interlocking rings of different colors — black, blue, red, yellow and green. The rings symbolize the five major continents that competed in the first modern Games in 1896: Africa, North America, Asia, Australia and Europe.



# INSPIRING RESPECT

## INTRODUCTION

The Olympic Games inspire respect for oneself and others, without regard to race, gender, religion or ethnic origin. In the world today, many people make judgments based on group identity. The Olympic Games provide an opportunity to accentuate respect for people based on their individual ability and performance.

## RESPECTING OTHERS

**TO THE TEACHER:** Discuss with students what they mean by *respect*. Whom do they respect? How do they know if someone respects them? Have students identify and discuss the actions of individuals or groups who are working to promote respect for others in their own community. Examples include neighborhood groups, religious institutions, public service organizations and individual students or adults. Have students work individually or in small groups to research the topic and record their findings on the Activity Sheet “Respecting Others.” Discuss the findings with the whole class.

## PERSONAL GROWTH

The newspaper provides information about programs, events and courses that can help you expand your knowledge and understanding of yourself and others. Look for news stories, feature stories or community calendars for two opportunities to expand your personal growth.

- Locate a program, event, course or lecture in the newspaper that you could attend to learn more about yourself. Explain why you would benefit from this activity.
- Locate a program, event, course or lecture in the newspaper that would help you learn about others. Explain why you made that choice and what you would hope to learn from the activity.

## RESPECTING ABILITIES

The Olympic Games focus on athletic competitions, but these athletes, like other people, make achievements in many different areas of life. Look through the newspaper for two stories about nonathletes who have accomplished something in the following areas. Describe their accomplishments. Then describe what you think each one had to do to arrive at his or her current level of ability. Next, find one story of an athlete who has accomplished goals in one of these areas.

- THE ARTS • COMMUNITY INVOLVEMENT • GOVERNMENT • EDUCATION •

## YOU'RE IN CHARGE

Locate a news story about someone who has been successful in a little-known or little-recognized area (playing marbles, finding new uses for old appliances, and so on). Develop a plan to bring more attention to people who have the skill in the area selected. How would you encourage people to become involved? How would you bring recognition to these people? How would you reward them? Write a press release to the newspaper explaining your plans.



# Respecting Others

The Olympic Games inspire respect for individuals regardless of race, gender or ethnic origin. In many communities, individuals and groups work to encourage that same respect among diverse groups.

Locate a newspaper story about an individual or group working to increase understanding and appreciation of others. List the actions taken by the group. Then explain how you think these actions will affect the community. Record your findings on this chart.

Name of individual or group:

What is the individual or group doing to promote understanding between groups?

How do you think this will affect the community?





# SWIFTER, HIGHER, STRONGER

## **INTRODUCTION**

The Olympic Games reward athletic excellence with medals. But Olympians do not win events on athletic prowess alone. They persevere through long periods of training and preparation. They perform under great pressure. And they must maintain discipline to reach their goals.

Many individuals demonstrate these same qualities in achieving their goals day after day. The qualities displayed by Olympians can inspire all of us to stick to our goals and objectives.

## **FACING CHALLENGES**

**TO THE TEACHER:** Discuss with students the different types of challenges individuals might face in attempting to achieve a goal. Olympians have faced physical and mental challenges as well as racial and cultural barriers. Ask students to discuss some of the different types of challenges they have faced in their own lives. Introduce students to the Activity Sheet “Facing Challenges.” Have them locate and read news stories to complete the activity. Encourage students to share their findings.

## **PRESSURE COOKER**

Locate four situations discussed in the newspaper in which individuals are facing pressured situations — personal relationships, school situations, work-related activities or national or international events. Describe each situation briefly and identify the pressures each individual faces. Write a paragraph describing what you would do in each situation and explaining why.

## **THE LONG TRAIL**

Locate a news story about an Olympian or a local hero who achieved goals through perseverance, courage and discipline. Create a time line to show the peaks and valleys of the individual’s life, with upward-sloping lines to show good times and downward-sloping lines to show times of difficulty. Mark points on the line where the individual’s abilities and attitudes changed a downward slope into an upward slope.

## **YOU’RE IN CHARGE**

Write a personal story telling about a time in your life when you faced a difficult challenge. Describe how you felt, how you faced the challenge and how you felt about the action you took.



# Facing Challenges

Olympians are among the best in their fields of competition. However, to arrive at that level they had to have the right attitude to overcome the frustrations and challenges on their way to success.

Locate a news or feature story about an individual who has achieved a major goal. What challenges did that individual face? What cognitive skills or physical abilities did that person need to succeed? What mental attitude helped him or her achieve the goal? Record your findings on the following chart. Compare your findings with those of your classmates.

Individual:

Situation:

<u>Challenges</u>	<u>Cognitive Skills</u>	<u>Physical Abilities</u>	<u>Attitude</u>

What do you most admire about this person?





# TEAMWORK

## INTRODUCTION

Teamwork is an important Olympic ideal because every athlete needs the support of others. In some cases, the athlete performs with others in a team event, such as hockey or basketball. In other cases, the Olympian's team consists of support people, such as family, training partners and coaches.

Few people in life achieve success or happiness without the support of others. Team members in daily life are as important as team members in organized group activities.

## TEAM PLAYERS NEEDED

**TO THE TEACHER:** Discuss with students the roles of team players in sports selected by the students. For example, have them talk about the importance of a shortstop or pitcher on a baseball team or the center or guard on the basketball team. Then ask students to think of nonsports situations where people work together as a team, such as a surgical team or the team putting together a school play. Encourage students to consider support staff, such as secretaries, program designers and fundraisers.

Direct students to the Activity Sheet "Team Players Needed." Have them complete the activity in groups of two or more. Have students share and discuss their findings with the class.

## CREATE A TEAM

Locate a newspaper story about a problem your community is facing. For example, it could be an environmental problem, a problem in the schools or a traffic problem. Then put together a team to solve the problem. As team leader, identify the skills you would need from your team. Find individuals among your classmates who match the skills you need to have on your team. Have the team brainstorm solutions to the problem.

## YOU'RE IN CHARGE

Create five rules for being a good team player. Compare your rules with those written by other members of your class.



# Team Players Needed

Almost every major event, program or movement involves many people. Often one person is in charge and receives the most attention from the press, but there are usually many others who made contributions to ensure the success of the project. A news story about a musical concert, for example, focuses on the conductor and performers, but the concert could not have taken place without box office managers, stage hands, ushers and many others.

Locate a newspaper story about an important community or national event. Identify the individual or group featured in the news story. Then list the other people who helped make the event possible. Describe how each person contributed.

Headline:

Describe the event or situation:

Who received the most attention?

Why was that individual important?

Below, list others who contributed to the event and explain their importance.

Person

What did the person do?

Why was this important to the team?

What would you suggest to make this event or situation even better?



# COMING TOGETHER

## **INTRODUCTION**

Olympic ideals symbolize people coming together to share challenges, victories and defeats. These individuals see beyond political boundaries. They accept one another as athletes united through a common purpose.

In life, groups of people from different cultures, countries and backgrounds also come together for common purposes. They may work together on humanitarian projects, participate in multicultural activities or share in the celebration of a joyful event. The activities may take place in a school or community, or they may occur on national or international levels.

## **WITHOUT POLITICS**

**TO THE TEACHER:** There are organizations and groups of individuals who work and try to improve people's lives without regard to political boundaries. These organizations, such as the International Red Cross or Doctors Without Borders, are often called NGOs — nongovernmental organizations. Discuss with students the benefits and drawbacks of operating without a government's financial or political support. Have students read a news story about a nongovernmental group engaged in a humanitarian activity. Have them research the organization and the situation in newspapers or magazines or on the Internet. Direct students to record their findings on the Activity Sheet "Without Politics." Share student findings in a class discussion.

## **NATIONS TOGETHER**

Find a news story that describes circumstances in which the governments of several nations are working together to assist another nation. Describe the situation briefly. Discuss the motivations of each of the countries and the benefits for all the nations involved — those needing help and those helping.

## **COMMUNITIES TOGETHER**

There are various ways people in a community come together to help and support others. For example, students who collect food and clothing for local food banks or shelters, citizens who contribute money and time when a natural disaster hits, and people who join together to build houses for Habitat for Humanity so that others may have homes. These contributions are made without regard to the race, gender or background of the people receiving the help.

Locate a newspaper story about members of your community who assist others needing medical help, housing, employment or personal support. Find quotes from people explaining why they contribute their time, energy and money to help others. Is this something you would do? Why or why not? What skills do you have that you could use to help a group in need?

## **YOU'RE IN CHARGE**

Design a nonsports event that would put people from different groups together. Describe the event, identify the groups you would involve and describe what you hope to accomplish through your event.



# Without Politics

Olympic athletes share common experiences as they train, compete, win or lose on the playing field. Their experiences go beyond political boundaries, bringing the athletes together as people.

There are other situations in the world in which individuals are bound together by motivations beyond political glory. People from many different countries contribute their time, skills and energy for humanitarian purposes. Often the humanitarian efforts are directed by nongovernmental organizations, or NGOs, such as the International Red Cross.

Locate a news story about a nongovernmental organization that is working to help people in need. Describe the situation. Explain what the NGO is doing to help. Predict what you think will happen in that situation — in six months, one year and beyond. Record your findings and your thoughts on this form.

Headline:

Describe the event or situation:

What NGO is involved?

What is the source of the NGO's financial resources?

What kind of support is the NGO receiving from any governments?

Write a headline about this situation that you expect to see in six months.

Write a headline about this situation that you expect to see in two years.

Explain why you have predicted these headlines.



# DOING THE RIGHT THING

## INTRODUCTION

Olympic athletes take an oath to play fair, respect opponents and honor the Olympic Games. They promise to compete honorably — to do the right thing.

Outside of the Olympic Games, a person who does the right thing acts in a way worthy of respect and demonstrates behaviors valued by society.

## THE “RIGHT” PEOPLE

**TO THE TEACHER:** Discuss with students the various types of honors society bestows upon people, such as an Academy Award in the film industry or a Most Valuable Player designation in a sporting event. Have students generate a list of different fields in which people can receive recognition (for example, the arts, community service and humanitarian contributions). Show students that people who exemplify the values society honors are sometimes featured in newspaper stories or columns. Have students read the newspaper and report on people who are being honored. Have them list their findings and prioritize them on the Activity Sheet “The ‘Right’ People.” Have them discuss their choices as a class.

## FAIR PLAY AWARDS

Find people in the newspaper you would nominate for a Fair Play award. Be sure to include nominees from different sections of the newspaper — national news, local news, entertainment/arts, sports, business and so on. Explain why these people are deserving of this award.

## PLAYING BY THE RULES

You are familiar with rules as they relate to sports, games and competitions. But there also are rules in almost any worthwhile pursuit. For example, in order to be successful, dancers must follow certain rules: take lessons seriously, practice in a meaningful way, develop a sensitivity to music and adapt their performance to match other members of the ensemble. Find newspaper stories about people in different areas of life — government, arts, sports, business — and explain the rules they have to follow if they are to be worthy of respect in their special areas.

## YOU’RE IN CHARGE

Make two lists: “How I benefit from playing by the rules in life” and “The consequences of not playing by the rules in life.” Put at least five items on each of your lists.



# The "Right" People

Olympians take an oath to respect rules, other competitors, their sports and the Olympic Games. They promise to behave in a way that brings honor to themselves and their actions. They promise to do the right thing.

In our society, we pay homage to people who do the right thing, who practice the values we honor. Newspapers feature people who receive honors for their activities. Find examples of people who have been recognized for doing the right thing. Explain what they did and identify the values they represent. Then prioritize the values. Which is the most important to you?

<u>Who is the person?</u>	<u>What did he/she do? What honor is being given?</u>	<u>What value is represented?</u>	<u>How would you rank this value?</u>

What would you like to be honored for? Explain why.

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# TAKING PART

## INTRODUCTION

At every Olympic Games, certain athletes receive major attention from the media. Their names become known even to people who don't normally follow sports. Other athletes, even medal winners, receive little or no attention from the public and media. These athletes train as hard as they can and do their best to represent their countries, even if they have no expectation of winning medals. They understand the value, prestige and personal satisfaction of being part of an important event.

Thousands of people in everyday life take satisfaction in showing up, doing their part and contributing to an enterprise, even though they will receive no special recognition for their efforts.

## MAKING A CONTRIBUTION

**TO THE TEACHER:** Have students identify friends or classmates who do well in school activities such as sports teams, music ensembles or student government. Then lead a discussion about the others who also take part in these activities — students who are not the stars or leaders. Why is their participation important? What are the benefits to those who participate even though they will not be recognized as stars? Have students work individually on the Activity Sheet “Making a Contribution.” Have students share their work in small groups.

## TAKING PART

Many people contribute their time, energy and skills for the good of others and never receive attention or become celebrities: fire crews save lives and property every day, Red Cross volunteers assist in disaster areas, members of military reserve units serve overseas to support the regular military. Look through the newspaper for stories or ads about groups that make contributions to society. Make a list of the groups. Compare your list with those compiled by your classmates. Then select one group that you might consider joining. Explain why you would be willing to contribute your time and talent to this group.

## ENTERTAINING OTHERS

Locate a news or feature story in the newspaper about a fine arts or performing arts event. Name the group involved with the event. Discuss the contributions to the event made by people who were not identified in the news stories. Explain how those contributions made the event successful.

## YOU'RE IN CHARGE

Write a persuasive speech encouraging other students to become part of a group or event. Explain the benefits of participating and working hard — even though they may not get any of the glory.





# Making a Contribution

In each Olympic event, there are only three individuals or teams who receive medals. Yet hundreds of other athletes participate. Most will not win a medal, but they are proud of participating and representing their countries at the Olympic Games. These athletes are making an important contribution to the Games just by taking part.

There are situations in life when you will do something well. Perhaps you will receive praise from friends and family for your skills or abilities. Everyone likes to receive recognition. But there are other situations when you make a contribution just by participating.

Locate a story or an ad in the newspaper that shows something you do well.

Locate a story or an ad in the newspaper that shows something you would like to do even though you may not be the best at that activity — something you've always wanted to do for fun or personal growth.

What are the advantages of participating in these activities?



# NOT DEFEATED BY FAILURE

## INTRODUCTION

An important quality that defines Olympic athletes is their ability to persevere after defeat. No Olympian has won every event, every time. Each athlete has had to accept defeat, learn from the experience and move on.

In life, no one is successful all the time. Inventions don't work the first time, scientific experiments yield unexpected results and politicians lose elections. The people who succeed eventually are the ones who make use of the knowledge they gained from an unsuccessful experience.

## KEEP ON KEEPING ON

**TO THE TEACHER:** There are often stories in the newspaper about people who have fallen short of a goal but continue working toward that goal. Examples include community groups fighting for a new park or passage of a law, politicians seeking public office, athletes pursuing a championship. Discuss situations like these with your students. Then have them work individually or in pairs to complete the Activity Sheet "Keep On Keeping On." Have them share their findings with the rest of the class.

## HOW I MADE IT!

Find a newspaper story about someone who has achieved a major goal. Make a list of the direct and indirect quotes made by the individual in the story. (A direct quote is set off with quotation marks. For example: John said, "My parents were a great support." An indirect quote is attributed to the speaker, but may not be his or her exact words. For example: John said his parents were a great support.) Write a brief paragraph explaining what you learned from the individual in the story and how you could apply that understanding in your own life.

## WAIT UNTIL NEXT YEAR

Find a story about people who have placed, but not won, in a sports, arts or academic competition. Write a story taking place in the future, when they finally win. Include quotes from the character about why he or she didn't give up.

## YOU'RE IN CHARGE

Find a sports team that is not doing well. What would you say to team members to encourage them to continue?



# Keep On Keeping On

Olympians succeed because they refuse to be defeated by failure. They use their failures as lessons for future success.

*“Failure is the opportunity to begin again more intelligently.”*

—Albert W. Wells Jr.

Locate three newspaper stories about individuals, groups or teams who have suffered setbacks in pursuit of their goals. What have they learned? What motivates them? Record your findings on this chart.

<u>Name the individual or group</u>	<u>What is the situation?</u>	<u>What have they learned?</u>	<u>What motivates them?</u>

What have you learned from these people?

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# BREAKING THE TAPE

## INTRODUCTION

The Olympic Games provide opportunities for women and minorities to participate and be evaluated on their abilities and accomplishments. Women were not permitted to attend the ancient Games, but their presence has grown in the modern Games. Today, the Olympic Games reflect the diversity of a multicultural world.

Many women and minorities now hold positions that were once closed to them, and they continue to work to expand their opportunities. Many communities today reflect a more diverse population.

## WHAT'S CHANGED?

**TO THE TEACHER:** Women and minorities hold important positions in many segments of society, such as teaching or professional sports. However, there are areas in which women and minorities feel more progress is needed. Have students examine the changes in opportunities for women and minorities over that past 100 years. Have students locate news and feature stories in the newspaper about women and minorities who are in fields where they were not permitted at the beginning of the century. Have students research and explain the events in history that have led to these changes. Tell students to record their findings on the Activity Sheet "What's Changed?" Use their findings for a discussion on discrimination.

## HOW DO THEY COMPARE?

How do the numbers compare for men and women in different fields? Select several career areas to investigate, such as government, law enforcement, entertainment, education, sports and so on. Then look for newspaper stories about these areas and tally the number of men and women named. Make a chart with several columns to compare male/female participation in each career area. As an alternative exercise, compare participation among different ethnic, cultural or racial groups. Discuss your findings as a class.

## GAMES FOR ALL

Collect the sports section of your newspaper for several weeks. Cut out newspaper photos of female and male athletes. Create a collage or bulletin board display.

Divide your display into three sections:

- Female athletes and male athletes in team sports.
- Female athletes and male athletes in individual sports.
- Disabled athletes, both individual and team sports.

Write an essay about the importance of sports opportunities for girls to accompany your collage or display.

## YOU'RE IN CHARGE

Write a letter to the International Olympic Committee requesting participation of women in an event that is restricted to men, and the participation of men in an event restricted to women at this time.



# What's Changed?

Today, more than 3,000 women participate in the Olympic Games. That's quite a change from the ancient Games, when women were not even allowed to watch the competition. By expanding the opportunities for women to compete, the Olympic Games support the growing number of choices for women in everyday life. The Olympic Games are also a showplace for diversity as they welcome participants from all ethnic, cultural and racial backgrounds.

Many career paths have changed for women and minorities in the last 100 years. Locate news or feature stories in the newspaper about women or minorities who hold positions they would not have held 100 years ago. List the individual and the career area on the following table. Then research and identify the events in history that have opened these careers for women and minorities.

<u>Individual</u>	<u>Career</u>	<u>What made this possible?</u>

What professions still have few women or minority representatives?

What will have to happen to change the situation?



# DISCIPLINE OF BODY AND MIND

## INTRODUCTION

Olympians are so good at their sports that it's easy to believe they train and practice all day long. In reality, Olympians realize that their performance is enhanced and their life is enriched when they pay attention to their minds and emotions as well as their physical bodies.

Many people beyond the Olympic arenas forget about taking care of the "whole person." Modern workaholics concentrate so much on their jobs that they ignore the need for physical exercise, mental stimulation, spiritual enrichment and personal interactions. A balanced life helps alleviate stress and promotes physical and emotional well-being.

## MAINTAINING YOUR BALANCE

**TO THE TEACHER:** Discuss with students the meaning of the word *balance* as it relates to lifestyle. Include the topics of physical exercise and fitness, emotional or spiritual well-being, and mental stimulation. Have students share their schedules and identify the areas of their lives that they are neglecting. Then have them complete the Activity Sheet "Maintaining Your Balance." Have them share their responses in small groups.

## PLANNING YOUR TIME

Using the weekend section of the newspaper, find events or ads to help plan an hourly schedule for your weekend. Find events or opportunities for the following:

- developing physical fitness,
- something to enjoy with family members or friends,
- an event that will make you feel good, and
- an event where you will learn something new.

## CHALLENGE

Many coaches encourage their students to live full and balanced lives. Find examples in the newspaper of three people who excel in different ways — a business person, an athlete, an entertainer, a teacher. Then use news stories or ads to find activities you would recommend to each of these people to bring balance to their lives.

## YOU'RE IN CHARGE

Write a code of conduct for individuals and coaches. You may select a student/coach relationship in sports, academics or the arts. List the responsibilities the student has in the relationship. Then list the responsibilities the coach has in the relationship.



# Maintaining Your Balance

An Olympic ideal is to develop the mind, the will and the body. To do this, Olympians strive to balance the activities in their lives so they are physically fit, mentally alert and emotionally strong.

A balanced life is a positive goal for everyone. It is easy to become so focused on one aspect of life — sports, grades, social activities — that the rest of our lives get out of balance. We can be happier and more productive if we nurture our whole being.

Use newspaper stories or ads to find items or activities that would help you maintain physical, social, mental and emotional balance in your life. List at least three examples for each area.

## Physical fitness

## Mental alertness

## Emotional well-being

What area(s) of your life do you focus on too much?

What area(s) have you been neglecting?





# COURAGE AND DIGNITY

## INTRODUCTION

The physical courage Olympians display in their competitions is observed by thousands who attend the Olympic Games or view the events on television. But many Olympians have demonstrated their courage and their dignity in other ways. Some have had to overcome physical or emotional obstacles to reach the level of competition they have achieved. Others have brought dignity to themselves and the Games through their generosity to worthy causes beyond the Games, their grace in acknowledging a triumphant competitor or their support of humanitarian goals. These Olympians show us how to be the best we can be, in pursuing our personal goals and in our interactions with others.

## COURAGE COUNTS

**TO THE TEACHER:** Discuss the word *courage* with students. Have them find examples of situations in which people showed courage. Ask them to share situations in which they felt they had to be courageous, even if they were frightened. Then have students complete the Activity Sheet “Courage Counts.” Have them share their findings with the entire class.

## DIGNITY MATTERS

Find at least three examples in the newspaper of people who have demonstrated courage or grace in difficult situations. Create a table that shows the name of the person, the situation, how the person reacted and what you would have done in the same situation. Write a brief paragraph describing what you have learned from these individuals.

## TAKING A STAND

Find a newspaper story about a conflict that you care about. Write a brief paragraph describing the situation. Then list three things you would like to do to affect the outcome of the situation. Explain why you think each of your actions would make a difference.

## YOU'RE IN CHARGE

Create a Credit to Humanity award that would be given to an individual who demonstrated moral courage in a difficult setting. List at least seven criteria for your award.



# Courage Counts

Olympians demonstrate courage on and off of the playing field. Many developed physical courage to attain the skill level needed to compete. Some have shown moral courage in taking stands on humanitarian issues. There are many kinds of courage. Each of us has had to call upon our physical or inner strength to accomplish a goal.

Find stories in the newspaper about people who have demonstrated different kinds of courage. What qualities did they have in common? What recognition did they receive for their efforts?

Describe a situation in which someone showed physical courage.

Describe a situation in which someone showed moral courage.

What other qualities or personal traits did these individuals share?

What recognition did each receive? What further reward should each have?



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