



SCHOOL PROGRAM
PROGRAMME SCOLAIRE

**GIVE
YOUR EVERYTHING
BE A CHAMPION FOR LIFE**

TEACHERS' GUIDE




BE A CHAMPION FOR LIFE

CHILDREN WHO ARE PHYSICALLY ACTIVE AND MENTALLY FIT LEARN BETTER AND COPE BETTER. AS ADULTS, WE HAVE THE RESPONSIBILITY FOR INSPIRING CHILDREN, AND FOR HELPING THEM TO DEVELOP HEALTHY BODIES AND HEALTHY MINDS. ENCOURAGING YOUNG PEOPLE TO PARTICIPATE ACTIVELY IN SPORT AND PHYSICAL ACTIVITY AND MAKE HEALTHY DECISIONS WAS ONE OF THE BARON DE COUBERTIN'S ORIGINAL GOALS.

DE COUBERTIN, THE FATHER OF THE MODERN OLYMPIC GAMES WAS INSPIRED BY THE MODEL OF THE EDUCATION FOR YOUNG PEOPLE IN ANCIENT GREECE. "FOR THE ANCIENT GREEKS, A HEALTHY BODY WAS CONSIDERED TO BE A TEMPLE OF A HEALTHY MIND."

(A PROJECT OF THE FOUNDATION OF OLYMPIC AND SPORT EDUCATION (FOSE), 2000).



**BARON PIERRE
DE COUBERTIN**
A FRENCH EDUCATOR,
HISTORIAN AND
FOUNDER OF THE
INTERNATIONAL
OLYMPIC COMMITTEE.
HE IS CONSIDERED THE
FATHER OF THE MODERN
OLYMPIC GAMES.





BE A CHAMPION FOR LIFE

WHAT IS MEANT BY MENTAL FITNESS?

Mental fitness has been defined as the state of psychological well-being derived from our thoughts and emotions, and is based on the need to be valued or appreciated for our strengths and positive qualities (competence), the need to be included or belong (relatedness) and the freedom to make healthy choices (autonomy) (Health and Education Research Group (HERG), 2007; Deci & Ryan, 2007).

For our Give Your Everything – Be a Champion For Life initiative, the focus is centered on helping children and youth feel good about their positive qualities, their strengths and the contributions they can make. It is a unique program designed to help children and youth feel accepted, valued and appreciated by others and to help others feel the same values. It was created to help participants choose to make good, positive choices and to act on those positive life enhancing choices every day. Just thinking about positive choices or learning that you have the freedom and capacity to make good choices is not enough. You have to Act on those positive choices and intentions to make a positive difference in your own life and the lives of others. To be or become the best learner, performer and positive human being, these positive mental fitness needs or positive living skills must be fulfilled (Allain, 2013, Orlick, 2008, 2011) Once the conditions have been created to teach and nurture these positive living and learning skills, individuals feel engaged, empowered and supported in setting and achieving meaningful learning and performance goals (Allain, 2013).

COMPETENCE

Refers to helping participants recognize, use and expand their personal gifts and strengths in order to achieve their personal goals (HERG, 2007, Deci & Ryan, 2007).

When we fulfill this need, we feel a sense of joy, personal achievement and meaningful accomplishment.

When this need is fulfilled, I feel:

- I have many strengths and gifts that are often untapped that are valued by others.
- When I use them to pursue and reach my goals and work collaboratively with others, I feel a sense of worth and accomplishment.

RELATEDNESS

Refers to our need or desire for positive connection to and closeness with family, peers, and other significant individuals.

We can fulfill this need through our positive interactions with others, our membership in supportive groups, friends, teammates, classmates and the support and encouragement we give to and receive from others (HERG, 2007, Deci & Ryan, 2007).

When this need is fulfilled, I feel:

- I belong and feel accepted and am a valued part of a team, group or community.
- I feel included, encouraged and supported by others.

AUTONOMY

Refers to our need or desire for personal freedom to make choices or decisions that affect our lives (HERG, 2007, Deci & Ryan, 2007).

When we fulfill this need we feel a sense of freedom and choice that leads to self-respect, joyfulness and respect for others.

When this need is fulfilled, I feel:

- I'm able to make good, positive decisions about things that are important to me.
- I feel hopeful because other people close to me support me in being an active participant in making good choices and positive decisions.



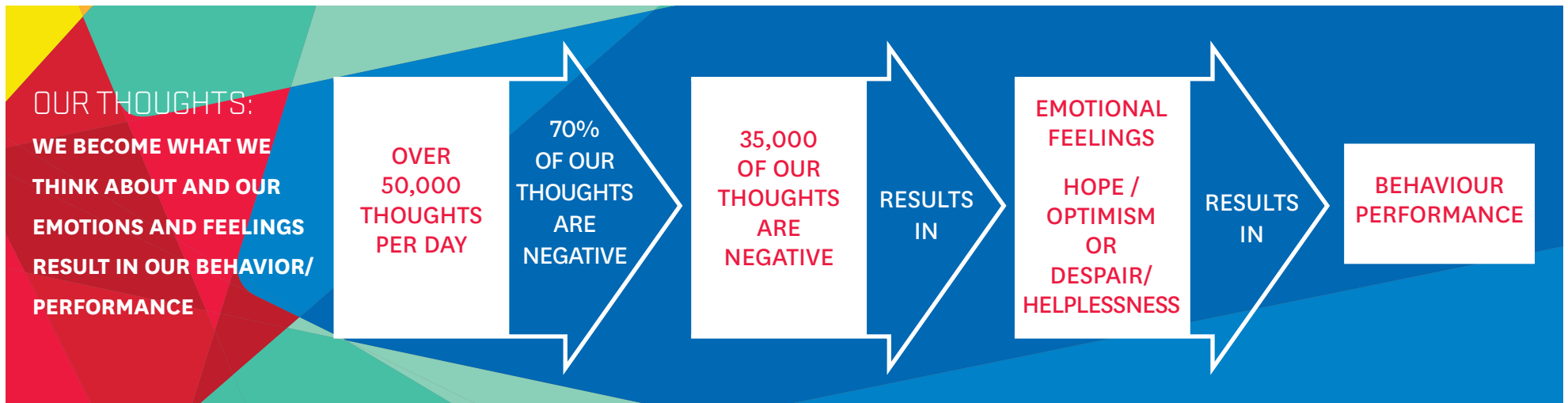


MENTAL FITNESS DEFINED

Mental fitness is like physical fitness. We need to work at maintaining or improving our mental fitness every day, similar to our physical fitness. If we plan to run a 10km race, we need to train for it. We begin with 1km, then 2km, increasing to a 5km run, then eventually to a 10km. This takes time, determination, motivation, a positive focus, support and requires a plan.

Just like physical fitness, we need to have a plan to improve our mental fitness. Research says that as human beings, we have anywhere from 50,000 to 70,000 thoughts a day (Cole, 2011). That's right; we even think when we are sleeping. What research also shows, is that on average, 70% of these thoughts are

negative. When you do the math, this equals 35,000 to 49,000 negative thoughts per day. Just think about it, how often do you get up and look in the mirror and have a few negative comments, such as "Man do I ever look bad" or "I need to get a haircut, my hair is too long". Then we take a shower and get changed and once again look in the mirror and say "Gee, that shirt makes me look big"; "What pants am I going to wear, nothing fits me anymore". Once you are dressed, then you go downstairs and say to yourself; "What am I going to eat for breakfast, I am not even hungry".... So you can see you how quickly these negative thoughts can add up.





MENTAL FITNESS CONTINUED

TRADITIONAL VERSUS POSITIVE PSYCHOLOGY APPROACHES

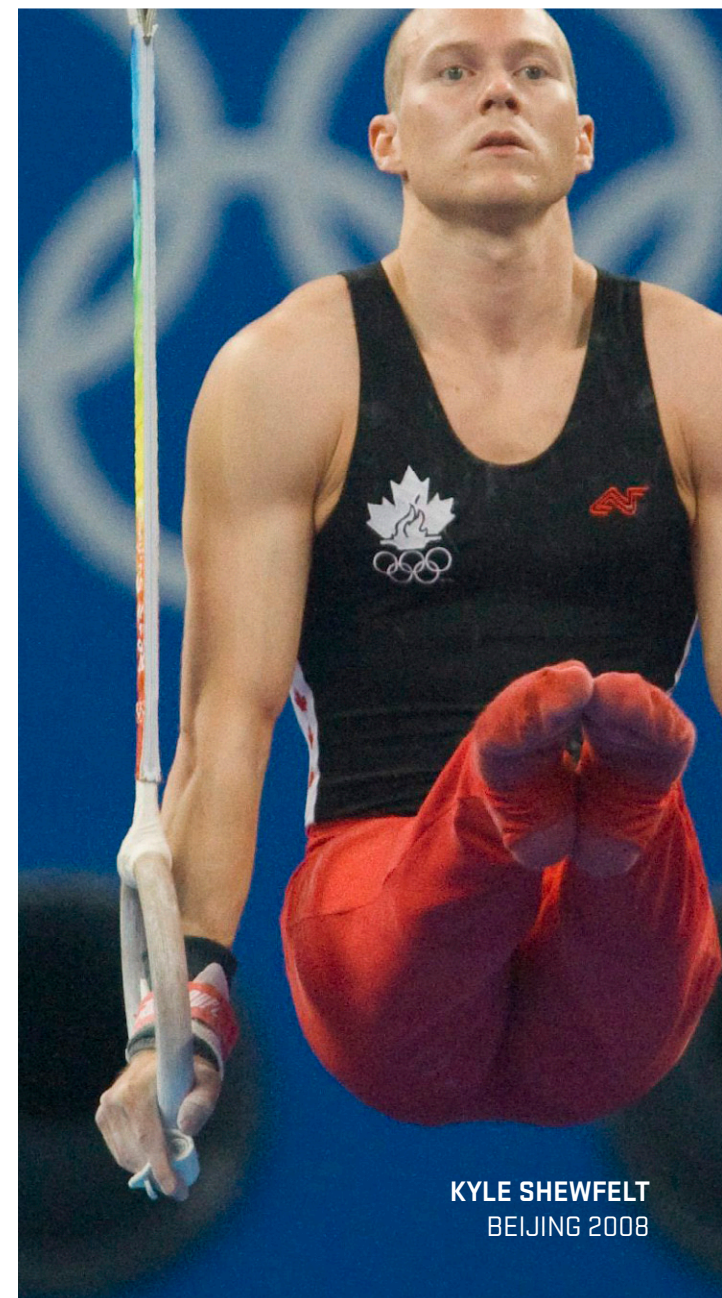
Traditional interventions in schools often emphasize or focus on problems or challenges. These approaches are often required to remediate or address areas of risk, need or concern related to student behaviours and performance (HERG, 2007; Joint Consortium for School Health (2010); Morrison, Kirby, Losier & Allain, 2009). For instance, schools may have smoking cessation programs, Teens against Drunk Driving or Anti-bullying committees that focus mainly on risk behaviours, whereas initiatives based on positive mental fitness are required in motivating youth to adopt and maintain positive healthy behaviours. These initiatives not only create the conditions that enhance mental fitness, but also focus on the prevention of risk behaviours. Recent better practices in school/performance wellness research have been demonstrating the importance of moving beyond a problem-focused approach and to embrace a more positive view of students and mental fitness (Suldo and Shaffer, 2008; Morrison, Kirby, Losier, & Allain, 2009; Orlick, 2011). As such, the Canadian

Olympic Committee's (COC) Education, Youth and Community Outreach (EYCO) initiatives are based on the following positive psychology approaches:

- Make use of students' strengths, motivations and interests;
- Value positive, personal and healthy relationships, experiences/stories, and past and present accomplishments and successes; and
- Apply strategies that promote wellness, resiliency and protective factors (Morrison, Kirby, Losier, & Allain, 2009).

Educators, coaches and community leaders are encouraged to use a strength-based language rather than deficit-based. For instance;

- We look at empowering our students and not fixing them
- We look at the possibilities and not at the limitations
- We see students' strengths and not their weakness
- We work on a solution together and not only focus on the problem
- We see what is present and not what is missing
- We invite students to take part – making them feel part of the group
- We look at the future and not just at the past
- We act as facilitators; empowering our students rather than looking at treating a problem. (HERG, 2007)



KYLE SHEWFELT
BEIJING 2008





THE RELATIONSHIP BETWEEN HIGH ENGAGEMENT AND HIGH PERFORMANCE

There is an opportunity to learn from educators, coaches, club leaders and role models who are successful in engaging their students or athletes. Research demonstrates that when people, regardless of their age, feel engaged, they perform better. Students become motivated in “giving their everything”. Educators, coaches and club leaders need to become aware of the conditions that foster students’ mental fitness needs and development. There is an obvious positive correlation between high positive student engagement and high level performance:

HIGH ENGAGEMENT INCLUDES:

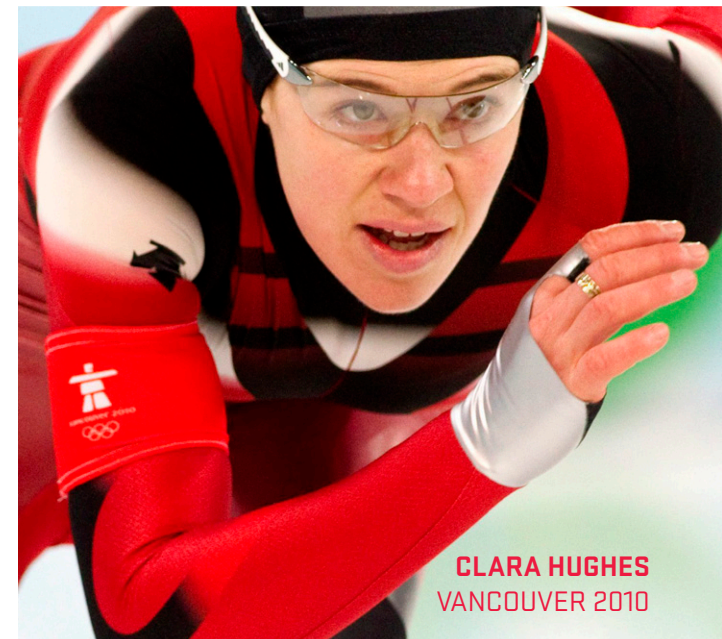
- Knowing Others (positive relationships)
 - Recognizing Strengths
 - Listening to Each other (interests/ passion)
 - Engaging/ Motivations
 - Empowering Others
- (HERG, 2011)

HIGH PERFORMANCE INCLUDES:

- Sharing a Common Vision/Expectations
- Planning Collaboratively Actions
- Bringing out Individual Leadership (strengths)
- Experiencing a Sense of Accomplishment
- Celebrating Successes



KAILLIE HUMPHRIES AND HEATHER MOYSE
VANCOUVER 2010



CLARA HUGHES
VANCOUVER 2010





OLYMPIC VALUES AND POSITIVE PSYCHOLOGY APPROACHES

IOC OLYMPIC VALUES

STRIVING FOR EXCELLENCE (COMPETENCE)

It stands for giving our best, on the field of play or in the professional arena. It is not only about winning, but also about participating, making progress towards personal goals, striving to be and to do our best in our daily lives and benefiting from the healthy combination of a strong body, mind and will.

- Feeling like you have the strengths, qualities and skills to be able to perform to your best.

CELEBRATING FRIENDSHIP (RELATEDNESS)

It encourages us to consider sport as a tool for mutual understanding among individuals and people from all over the world. The Olympic Games inspire humanity to overcome political, economic, gender, racial and religious differences and forge friendships in spite of those differences.

- Feeling included and that you belong-relationships with classmates, friends, family members, teammates, coaches, etc.

DEMONSTRATING RESPECT (AUTONOMY)

This value incorporates respect for oneself, for one's body, for others, for the rules and regulations, and for sport and the environment. Related to sport, respect stands for fair play and for the fight against doping and other unethical behaviour.

- When we respect someone, we look to engage and invite them and to share what they are thinking

COC OLYMPIC VALUES

The COC Olympic Values have been established to remind athletes and their supporters that the life skills and experience obtained through athletic preparation, competition and teamwork are far more valuable than any medal ever awarded.

Excellence: We believe in the right of all people to pursue their personal levels of excellence.

Fun: We believe in sport being fun.

Fairness: We believe in fairness on and off the field of play, as characterized by equality, integrity and trust.



JOANNIE ROCHETTE
VANCOUVER 2010

Respect: We believe in free and open communication and respect for the views, role and contribution of all.

Human Development: We believe that the short and long term physical, social, mental and spiritual well-being of all should be enhanced through appropriate behavior and practices. We also believe that the visual and performing arts complement sport in the development of that well-being.

Leadership: We believe those who participate in sport have a responsibility to teach and apply the values of the Olympic Movement, involving others in the Olympic experience and inspiring and empowering them to reach their potential.

Peace: We believe in sport as a vehicle to promote understanding and harmony within and among nations.



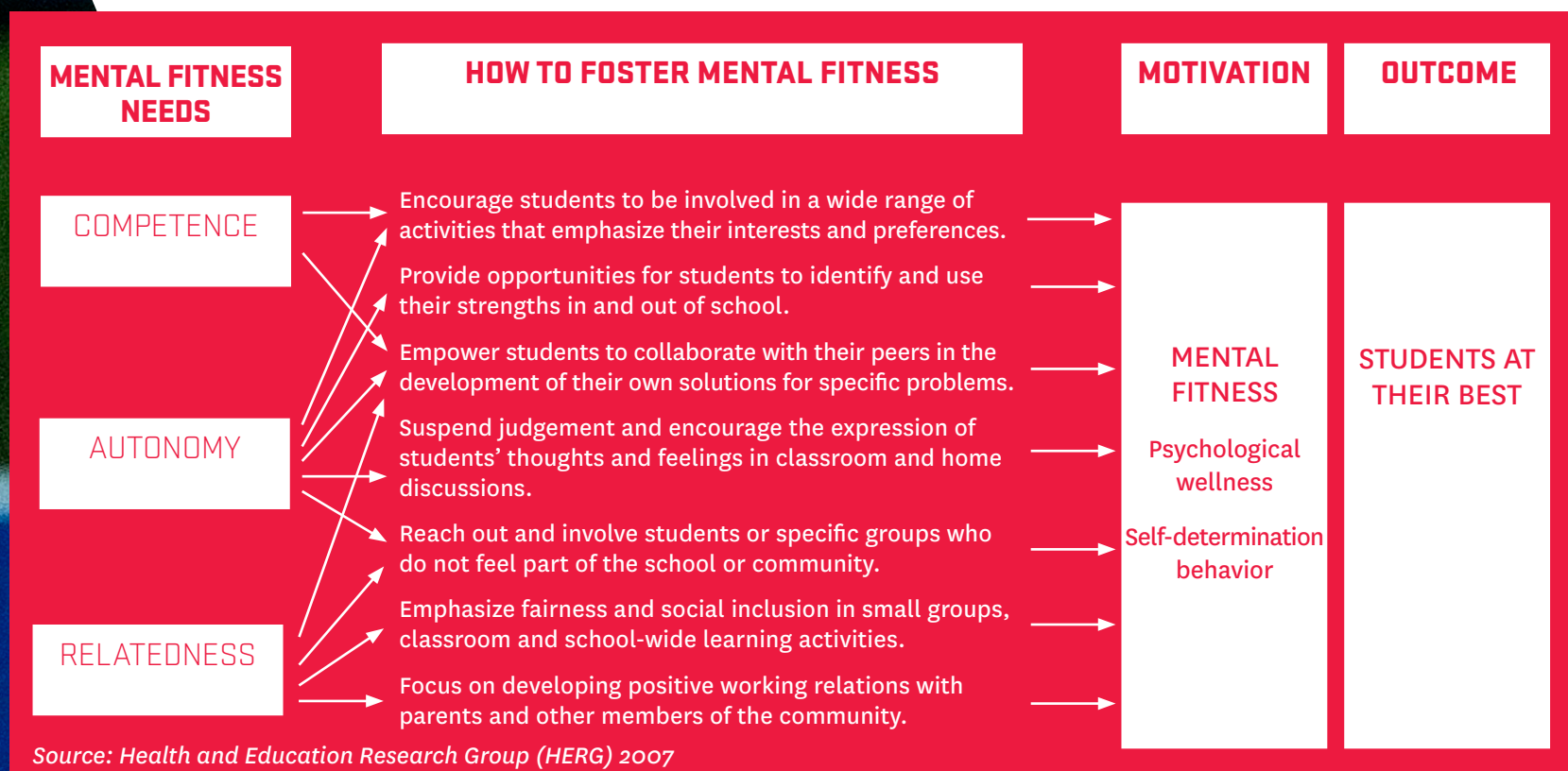


TIPS ON FOSTERING MENTAL FITNESS IN SCHOOLS

The following chart provides tips that foster Mental Fitness in Schools and in Communities. Creating an awareness of mental fitness and the conditions that focus on children and youth strengths and positive qualities must become embedded in the Canadian school and sport cultures.



KARINA LEBLANC
GUADALAJARA 2011



Source: Health and Education Research Group (HERG) 2007





PROMOTING MENTAL FITNESS IN OTHERS

HOW WOULD YOU PROMOTE THE FULFILLMENT OF THESE NEEDS WITHIN YOUR INTERACTIONS WITH STUDENTS?

Think about your...

- Attitudes
- Approaches....
- Conversations....
- Skills....
- Actions....

CONVERSATIONAL APPROACHES THAT FOSTER MENTAL FITNESS

- Open ended questions
- Affirmations
- Reflective listening
- Summarizing

OARS (MOTIVATIONAL INTERVIEWING, Rollnick, Miller & Butler, 2008)

ASK OPEN-ENDED QUESTIONS

Encourage people to talk about what is important to them. Use words like what, how, would, could?

- How ya' doing?
- How do you feel about...?
- Would you tell me more about ...
- What do you mean by...?
- How would things be different if ...?
- What have you tried before that worked?

MAKE AFFIRMATIONS

Statements and gestures that affirm people's strengths and that acknowledge behaviors that lead in the direction of positive change.

- I'm impressed with the way you ...
- That's great how you ...
- You really have a gift for ...
- Wow, tell me how you managed ...

USE REFLECTIVE LISTENING SKILLS

Paraphrase using different words to reflect content and feelings. Check for accuracy.

- So it sounds like you feel ...
- You seem to be wondering...

SUMMARIZE

Summarize at the close of a discussion or theme of interaction.

- Here is what I've heard... Be sure to tell me if I've missed anything.



MARY SPENCER
LONDON 2012





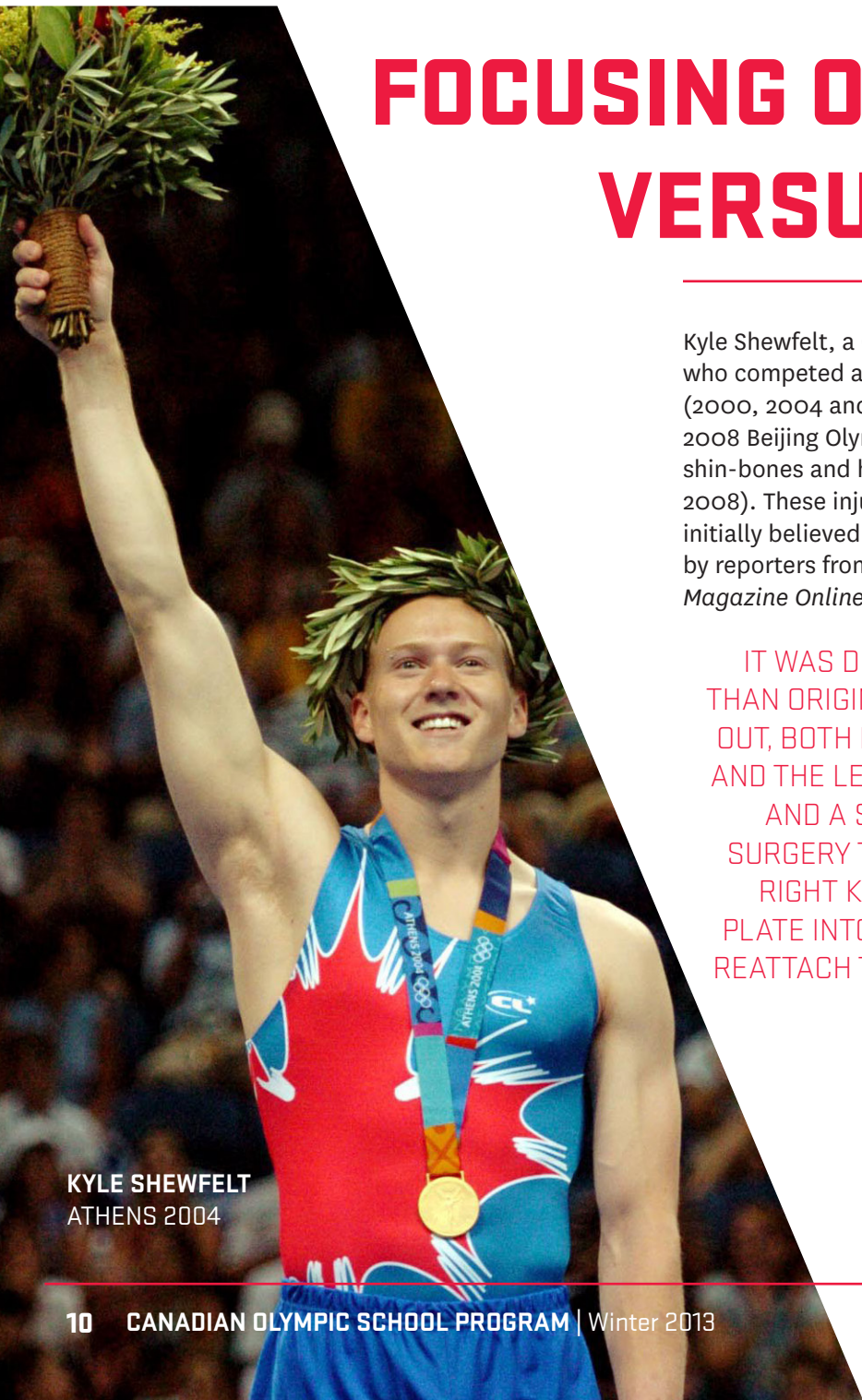
FOCUSING ON “I CAN” VERSUS I CAN'T

Kyle Shewfelt, a Canadian gold-medalist gymnast who competed at three Summer Olympic Games (2000, 2004 and 2008). While preparing for the 2008 Beijing Olympic Games, Kyle splintered both shin-bones and hyper-extended both knees (White, 2008). These injuries were more intense than initially believed by Kyle. When he was interviewed by reporters from the *International Gymnastics Magazine Online*, he commented:

IT WAS DEFINITELY MORE COMPLICATED THAN ORIGINALLY EXPECTED. AS IT TURNS OUT, BOTH FRACTURES WERE DISPLACED, AND THE LEFT KNEE HAD A CHIPPED BONE AND A STRETCHED LIGAMENT. DURING SURGERY THEY PUT ONE SCREW INTO MY RIGHT KNEE, AND TWO SCREWS AND A PLATE INTO THE LEFT. THEY ALSO HAD TO REATTACH THE BONE CHIP AND STABILIZE THE STRETCHED LIGAMENT (International Gymnastics Magazine Online, 2009).

Amazingly, Kyle competed at these Olympic Games against many odds. Several Canadians, including members from various sports associations, did not expect that he would be able to compete. Amazingly, Kyle recovered in just 11 months to qualify to his third Olympic Games where he placed 9th on the Vault and 11th on the Floor Exercise. When Kyle was asked after his performance in Beijing how he was able to prepare for these Games facing such a major injury, his response was:

RATHER THAN FOCUSING ON THE I CAN'T'S ALONG THE WAY, I SIMPLY FOCUSED ON THE I CANS AND CELEBRATED THE SMALL SUCCESSES ALONG THE WAY (K. Shewfelt, August 8, 2008).



KYLE SHEWFELT
ATHENS 2004



KYLE SHEWFELT
BEIJING 2008





BE A CHAMPION FOR LIFE DISCUSSION

WHAT IS IT THAT YOU WANT TO DO (GOAL/FOCUS)

- Write down why I can accomplish this goal (competence/excellence).
- What are the good reasons to believe that I can do what I want to do (competence).
- Then write down how I will accomplish this goal (focus).
- What do I have to do or focus on to accomplish this goal (autonomy/choice).
- Who are the people who can support me in accomplishing this goal (relatedness).
- Who do I know who can inspire me to do so (relatedness).
- Who do I know who has accomplished this goal (modeling).
- You are in control of you.

(Orlick & Allain, 2013)





“THE MAGIC REALM OF PLAY”

COOPERATIVE GAMES

The play world is the child’s natural medium for personal growth and positive learning. Young people are the masters of this magic realm- they play the most and are most influenced by play. Their play is both serious business and pure fun. At its heart, it signifies nothing less than how they will be in this world. Play is an ideal medium for positive learning because it is natural, active, and highly motivating for most children. Games constantly involve people in the processes of acting, reacting, feeling, and experiencing. They can be a beautiful way to bring people together. (Orlick, 1982, p.3)

The concept of cooperative games is simple: people pursue a goal together and do not compete against each other, they play to overcome challenges, not to overcome other people; and they are freed by the very structure of the games to enjoy play experience itself. No students need to find themselves as a bench warmer, nursing a bruising image. Since these

games are designed for students to cooperate, the process includes students learning in a fun way how to be considerate of each other, become more aware of how others are feeling, and are more willing to operate in one another’s best interests. (Orlick- Cooperative Games and Sports, 1983, 2006)

GOALS OF COOPERATIVE GAMES ARE:

1. To work together as a group for both individual and collective development, on the physical, mental and emotional levels.
2. To serve others by giving support and constructive feedback.
3. To overcome emotions such as frustration, fear and being out of one’s comfort zone that arises in the game, and to gain the courage to confront these emotions in one’s life.
4. To work together as a group in attempting what seems impossible, and to feel good about our efforts and successes.
5. To have fun together, (Orlick, 2006).

GENERAL RULES TO ANY COOPERATIVE GAMES:

1. No one may devalue or discount others or oneself, for every person is unique and can contribute in their own special way.
2. Anyone may choose not to do any activity at any time... “Challenge by choice.” We invite and encourage them to try it without pressure.

- If a student chooses not to participate in the activity that’s fine. We should choose the least threatening games at the beginning that are a lot of fun, to get everyone laughing and to gradually build trust.
- Additional safety guidelines may need to be reinforced, such as, exercising caution when pulling someone’s back or leg.



MARTIN READER
LONDON 2012





SUGGESTED ACTIVITIES

PEOPLE BINGO

- The purpose of this activity is to get to know your classmates.
- Obtain the signature of a person under each of the following statements.
- Depending on the size of the group, you can limit the signature to only one square.

See sample people bingo grid on page 15

THE HUMAN KNOT

- The Human Knot is an initiative challenge that is fairly easy.
- Ask the students to form circles of 8-10 people each.
- “Stand close together, shoulder-to-shoulder, and put your hands out in front of you.
- Join your hands with the hand of two different people who are on the opposite side of the circle.

- Start as a group- put your left hand in and join hands with someone else- who is not right beside you.
- Now- put your right hand in and join hands with someone else.
- Don't take the hand of someone standing beside you.
- Congratulations, now you have created a human knot.
- The challenge is, without letting go of the hands you are holding onto, to untangle your knot.
- “Start”
 - After some hesitation, members of the group will start to duck under or step over the linked arms of others.
 - Eventually the group should end up with a big circle, or sometimes with two circles.
 - But it sometimes takes 10-15 minutes, and occasionally a knot cannot be unraveled. In that case, the leader can offer the technique of Alexander the Great: to “cut” one link and then immediately reconnect it again after freeing it from the other hands and bodies that were in the way.

DEBRIEFING: (METAPHORIC LEARNING)

- At the end, everyone is asked to sit or stand in a circle and talk about how they felt in the Human Knot- what was the experience like for you?
- Encourage everyone to share their experiences. This debrief of the event is very important part of the learning process.
- Relate the feelings experienced during the activity back to what can happen in their own personal life when we begin school or a new activity (individually) or move to another city (outside comfort zone).
- Can experience fear- as there is often unknown in experiencing something new.
- Need to work as a team- everyone has a role and a purpose. The success of the activity depends on a team effort.
- You can also learn if the goal was not achieved (we did not have a plan, we do not all assume our role, etc.).
- Need to come up with a plan when we have a “challenge” and look for support- you cannot achieve your goal alone.





SUGGESTED ACTIVITIES

CHUCK THE CHICKEN

In this game, the group is split into two teams. One team will throw a rubber chicken as far as they can and then the thrower will run around their teammates who will be congregated in a circle. The other team will run to the chicken and form a line putting the chicken over and under each person in the line. When they are done they yell "STOP" the other team will stop counting runs and the teams will switch roles. You can have both teams win by having a goal in mind such as reaching a total number of runs. To be determined by the leader.

GIANTS WIZARDS ELVES

This is a team game. It is a variation of Rock Paper Scissors. There are two ropes, one set up behind each team at a distance. The teams are told that giants beat wizards by stepping on them, wizards cast spells on elves, and the elves bite the ankles of the giants. Each creature has an action and this is shown to them before the game starts. The two teams are told to outwit the other team by choosing a creature that will beat the other teams choice of creature. Each team picks one creature, and then a back up creature in the case of a tie. The two teams then meet and following the leader, all together say GIANTS, WIZARDS, ELVES! Then show their creature action. The team that has the winning creature chases the other team past the rope on the losing team's side. Whoever was caught before reaching that rope is now on the other team.

Variation: Rock, Paper, Scissors, or Surfers, Waves and Sharks, etc...





PEOPLE BINGO

THE PURPOSE OF THIS ACTIVITY IS TO GET TO KNOW YOUR CLASSMATES. OBTAIN THE SIGNATURE OF A PERSON UNDER EACH OF THE FOLLOWING STATEMENTS. DEPENDING ON THE SIZE OF THE GROUP, YOU CAN LIMIT THE SIGNATURE TO ONLY ONE SQUARE

USES YOUR BRAND OF TOOTHPASTE	PLAYS A MUSICAL INSTRUMENT	LIKES RAINY DAYS	EXERCISES AT LEAST 3 TIMES A WEEK	HAS A FUNNY NICKNAME
SPEAKS MORE THAN ONE LANGUAGE	IS WEARING SHOES SIMILAR TO YOURS	ATE BREAKFAST THIS MORNING	HAS YOUR COLOUR OF EYES	ENJOYS OUTDOOR ACTIVITIES
HAS AT LEAST 3 SIBLINGS (BROTHERS AND SISTERS)	WAS BORN IN A DIFFERENT PROVINCE THAN YOU	YOU KNEW PRIOR TO COMING TO SCHOOL	CAN MAKE A PIE	LOOKS HAPPY
HAS A BIRTHDAY IN THE SAME MONTH AS YOU	CAN WHISTLE THROUGH HIS/HER FINGERS	HAS NEVER HAD A CAVITY	SLEEPS PAST 10AM ON SATURDAYS	CAN DRAW OR PAINT WELL (GOOD ENOUGH TO DISPLAY ART WORK)
LIKES TO DANCE	HAS A PET	TOOK A SHOWER THIS MORNING	DOES NOT SMOKE	VALUES DOING ACTIVITIES WITH THEIR FAMILY





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MEN'S EIGHT ROWING
LONDON 2012

