

excellence (resiliency) Jeff Bean



SCHOOL PROGRAM
PROGRAMME SCOLAIRE

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PRÉSENTÉ PAR



TEACHING VALUES THROUGH OLYMPIAN STORIES

The Olympic philosophy of education is about a balance of intellectual instruction, cultural development and physical education. It is about participation, effort, and knowing you have given your all in the pursuit of excellence.

“Olympism is a philosophy of life; exalting and combining in balanced whole qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example, and respect for universal, fundamental ethical principles.” - Olympic Charter, Fundamental Principles.

Olympian stories of triumph and disappointment can engage learners in discussions about important value issues. Through the stories and challenges of Olympic athletes, children and youth can explore and connect values to their lives, and perhaps begin to see their world in new and different ways.

Teaching Guide for Educators

Current curriculum theory emphasizes the importance of reinforcing value messages through narratives, storytelling, art, posters, drama, and physical movement. Activities based on the stories, events, ceremonies and symbols of the Olympic Games have school-wide relevance.

The Olympic Values

The Canadian Olympic Committee identifies seven Olympic values: excellence, fun, fairness, respect, human development, leadership and peace. The narrative that follows highlights one of these values. When you engage your learners with this narrative, you will have the opportunity to expand their understanding of this value and to expand their moral capabilities.

Principles of Learning

The following principles of learning are highlighted in order to actively engage students in the values education process:

Learning is an active and not a passive activity. Students need to be actively engaged in discussion, sharing their ideas in small groups and exploring differing points of view.

People learn in different ways. Some people learn best by reading; some people learn best by listening; some people learn best by moving around. The activities associated with these narratives present different ways of learning.

Learning is both an individual and a cooperative activity. Young people need opportunities to work together as well as independently. They also need to practice cooperative behaviours in order to learn competitive behaviours.

Stages of the Learning Sequence

Successful learning is built upon a carefully scaffolded series of steps that connect to students' prior understanding, actively process or practice new information, and finally, transform their understandings into powerful demonstrations of learning.

Each Olympian story is presented at three reading levels: bronze (grades 2/3), silver (grades 4/5), and gold (grades 6/7). The accompanying activities are sufficiently open-ended to address a diverse range of learning styles and proficiencies. They focus on six main facets of understanding: explaining, interpreting, applying, taking perspective, empowering, and developing self-knowledge are critical thinking skills that are woven into all three stages of the learning sequence in order to promote deep understanding of the values and concepts.



Kristi Richards



Carol Huynh



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Jeff Bean



TEACHING VALUES THROUGH OLYMPIAN STORIES

Suggested learning sequence for:



Gold Grades 6-7

Silver Grades 4-5

Bronze Grades 2-3



Connecting

Building a foundation for new learning



Processing

Using strategies to acquire and use knowledge



Transforming

Showing understanding in a new way



excellence (resiliency)

Jeff Bean



“ I HAD TO LEARN WHAT
RESILIENCE REALLY MEANS... ”

Jeff Bean takes a deep breath. He is at the Turin 2006 Olympic Winter Games.

He is at the top of the aerials ski run. Aerials skiers fly off a jump at 70 km/h and then twist and flip 15 metres in the air. Then they land on their feet. That is Jeff's plan today.



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TEACHING VALUES THROUGH OLYMPIAN STORIES

But Jeff is not going to be that lucky today. Today's training run will challenge his resilience. That is his ability to keep going when things get tough.

"Bad things happen in life," Jeff said. "They seem to happen to me a lot."

Some of those bad things have happened in his personal life.

Just before his first Olympic Winter Games, Jeff's mother died of cancer. He was very sad and did not do well.

Lots of other bad things have happened to him.

"I once landed on another team's coach. One other time, I was too cocky and I did not train properly. I flipped too many times in the air and landed on my head. I broke my neck, nose and most of the bones in my face."

Jeff has learned to be resilient. He has learned not to give up when things get difficult. He has also learned to be ready for when things do go wrong.

"When I was younger, I thought I could handle everything. I was wrong. I had to learn what resilience really means. It means that you accept that you make mistakes and that bad things happen. Then you have to work hard to overcome them."

After his big crash Jeff felt bad, but he did not give up.

Instead, Jeff worked harder and harder. He was back on skis again within months. He even won a silver medal at the 2005 World Championships.

Now, he is ready for these Games in Italy. Today is just a practice run, but Jeff knows his hard work will pay off with good results.

Jeff pushes off and starts his slide. He gains speed, hits the jump and flies high into the sky.

Suddenly both of his skis fly off! Jeff can't believe it.

"I looked down and saw my boots with no skis and I thought, 'Oh no, not again! This is crazy!'"

Going through tough times has prepared Jeff for this moment. Jeff stays in his spin.

"My autopilot just took over. The worst thing to do is to panic and flail around. If you don't go through with the routine you are going to make a clumsy landing and break every bone in your body."

Jeff twists his body in midair then finishes his routine, without skis. He lands on his bum.

He is bruised but mostly unhurt. He even waves to show he's okay. Then the skis fly down to the ground. They stab into the snow like spears.

"I almost became a Jeff-kabob."

Jeff's body and his sense of humour are fine.

"You need to have a sense of humour to keep going. Just smiling can sometimes make you feel better and help to make the best out of tough situations."

Jeff walks away and makes his way back to the top of the hill. His teammates are laughing their heads off. Jeff smiles. He knows one other key to resilience is learning to rely on others for support.

"You can't do things alone. You need to tell other people how you feel. Don't be afraid to seek help when you need it. It's not a sign of weakness but a sign of how strong and resilient you actually are."

Jeff takes the teasing and laughs with his friends. Then he goes back to practicing.

His friends tell him to make sure he has his skis on this time. He knows they are just making him feel better.

Jeff will finish in 19th place at these Olympic Winter Games. It is not the finish he wanted, but just competing was another example of Jeff's resilience.



“DON'T BE AFRAID TO SEEK HELP WHEN YOU NEED IT.”



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BRONZE

PERSONAL GROWTH: Resilience: Resilience is being able to recover from adversity or mishaps.



CONNECTING:
Building a foundation for new learning

Ask students: What would it be like if you wanted to:

- Be the fastest runner in your class?
- Do really well in math?
- Have your project picked to be displayed?
- And/or other examples that are relevant to your students.

Now have them imagine that they make a mistake or something bad happens and they don't reach their goal. How does that feel? What do they want to do about it?

Define *resiliency* with your class. See teacher appendix.



PROCESSING:
Using strategies to acquire and use knowledge

As you read the story with your class, complete the following chart for Jeff Bean's story: (It is shown completed here)

Setback	Mistake or bad thing?	Result
His mother dies	bad thing	feels badly, performs poorly
Had a fall, lands on a coach	mistake, not training	broken nose, neck and face
Skis fly off in practice	bad thing	still competes to best of his abilities

What qualities would Jeff have that helped him be resilient?
(e.g., sense of humour, perseverance, determination, etc.)

Complete a sounds like/looks like chart that defines each quality. Example below:

Quality	Sounds Like	Looks Like
Humour	Jeff kabob	"just smiling...situations."
Perseverance		still competes
Determination	"work hard to overcome"	
Reach out	ask for help	



TRANSFORMATION:
Showing understanding in a new way

Brainstorm with the class: what tasks or goals do students your age encounter on a daily basis? (e.g., trying to get better at a sport or an activity, learning a new skill at school, etc.)

Think of a time when you tried to do something and either you made a mistake or something happened so that you did not accomplish that goal. It can be at home, school or in the community. Draw a picture and write 2-4 sentences to answer the following questions:

- What did you do to help you try again?
- What could you do that would help you get closer to your goal?



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Jeff Bean



TEACHING VALUES THROUGH OLYMPIAN STORIES

Suggested learning sequence for:



Gold Grades 6-7

Silver Grades 4-5

Bronze Grades 2-3



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Transforming

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excellence (resiliency)

Jeff Bean



“ I HAD TO LEARN WHAT RESILIENCE REALLY MEANS... ”

Jeff Bean takes a deep breath and stares down the slope of the aerials ski run at the Turin 2006 Olympic Winter Games. In a matter of seconds, he will push off, hit the jump at 70 km/h, and perform a number of twists, flips and turns 15 metres in mid-air before landing.



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TEACHING VALUES THROUGH OLYMPIAN STORIES

Jeff doesn't know it yet, but today's training run will be yet another test of his resilience, of his ability to keep going when things get tough.

He has already had plenty of odd twists and turns in his life.

"Bad things happen in life, and they seem to happen to me a lot."

Some of those bad things have happened in his personal life.

Just before his first Olympic Winter Games, his mother passed away of cancer. Needless to say, Jeff was distracted and didn't perform as well as he hoped. This wasn't the last of the bad things he had to overcome.

"I once landed on another team's coach and really hurt her. Another time, at an event in Australia, I was too cocky and hadn't trained properly. I flipped too many times in the air and landed awkwardly. I broke my neck, nose and most of the bones in my face."

Jeff has learned to be resilient. It means not giving in when things become difficult, but it also means being ready for when things do go wrong.

"When I was younger, I thought I could just breeze through and handle everything. I was wrong. I had to learn what resilience really means. It means accepting that you make mistakes and that bad things happen and then working hard to overcome them."

After his big crash in Australia, Jeff didn't give in to negativity. That would be the easy thing to do. It's much harder to stay positive.

Instead, Jeff accepted the injury as a challenge, and showed how resilient he could be. He worked harder and harder and was back on skis again within months. He even won a silver medal at the 2005 World Championships.

Now he is ready for these 2006 Olympic Winter Games in Italy. Today is just a practice run, but Jeff knows his hard work will pay off with good results.

Jeff pushes off and starts his slide. He

hits the jump at an incredible speed, which propels him metres into the sky.

Suddenly, without warning, both of his skis fly off his feet! Jeff can't believe it.

"I looked down and saw my boots with no skis and I thought, 'Oh no, not again! This is crazy!'"

Going through tough times before has prepared Jeff for this moment. Jeff keeps his cool, and remarkably, he stays in his spin, twisting his body in midair.

"My autopilot just took over. The worst thing to do is to panic and flail around. If you don't go through with the routine you are going to make a clumsy landing and break every bone in your body."

Jeff finishes his routine, without skis, and then lands on his rear end. He's bruised but mostly unhurt and even waves to show he's okay. Then the skis fly down to the ground, stabbing into the snow nearby like spears.

"I almost became a Jeff-kabob."

Jeff's body and his sense of humour are intact.

"You need to have a sense of humour to keep going. Just smiling can sometimes make you feel better and help to make the best out of tough situations."

Jeff walks away and makes his way back to the top of the hill. His teammates are laughing uncontrollably. Jeff smiles. He knows one other key to resilience is learning to rely on others for support.

"You can't do things alone. You need to tell other people how you feel. Don't be afraid to seek help when you need it. It's not a sign of weakness but a sign of how strong and resilient you actually are."

Jeff takes the gibes and laughs with his friends and then goes back to practicing. His friends tell him to make sure he has his skis on this time. He laughs, knowing they are just making him feel better.

Jeff will finish 19th at the Winter Games, not the finish he wanted but just competing was another testament to Jeff's resilience.



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SILVER

PERSONAL GROWTH: Resilience: Resilience is being able to recover from adversity or mishaps.



CONNECTING:
Building a foundation for new learning

Ask students: What would it be like if you wanted to:

- Be the fastest runner in your class/ best soccer player or swimmer, etc?
- Do really well in math/get an A in.....?
- Have your project picked to be displayed?
- And/or other examples that are relevant to your students.

Now have them imagine that they make a mistake or something bad happens and they don't reach their goal. How does that feel? What do they want to do about it?

Define resiliency with your class. See teacher appendix.



PROCESSING:
Using strategies to acquire and use knowledge

As you read the story with your class, complete the following chart for Jeff Bean's story: (It is shown completed here)

Setback	Mistake or bad thing	Result
His mother dies	bad thing	feels badly, does poorly at Olympics
Had a fall, lands on a coach	mistake, not training	broken nose, neck and face
Skis fly off in practice	bad thing	still competes to best of his abilities

Discuss: Did Jeff have control over some or any of these events? Does this make it easier or harder to bounce back? What qualities did Jeff have that helped him be resilient? (e.g., sense of humour, perseverance, determination, support from others/reaching out, etc.).



TRANSFORMATION:
Showing understanding in a new way

Brainstorm with the class: what tasks or goals do students your age encounter on a daily basis? (e.g., trying to get better at a sport or an activity, learning a new skill at school, etc.)

Think of a time when you tried to do something and either you made a mistake or something happened so that you did not accomplish that goal. It can be at home, school or in the community.

Write a paragraph to describe the setback and explain what you did or could have done to overcome this setback. Which qualities of resilience did you demonstrate?



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Suggested learning sequence for:



Gold Grades 6-7

Silver Grades 4-5

Bronze Grades 2-3



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Jeff Bean



“ I HAD TO LEARN WHAT RESILIENCE REALLY MEANS... ”

Jeff Bean takes a deep breath and peers down the steep slope of the aerials ski run at the Turin 2006 Olympic Winter Games. In a matter of seconds, he will push off, hit the jump at 70 km/h, and perform a number of challenging twists, flips and turns 15 metres in the air before landing.



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TEACHING VALUES THROUGH OLYMPIAN STORIES

Today's training run will be yet another challenge to Jeff. It will be another examination of his resilience, of his ability to keep going when things get tough. He has already had plenty of unfortunate twists and turns in his life.

"Bad things happen in life, and they seem to happen to me a lot."

Some of those bad things have happened to him in his personal life. Just before his first Olympic Winter Games, his mother passed away of cancer. He was understandably distracted and didn't perform as well as he would have hoped. This wasn't the last of the ordeals he's had to overcome. There have also been accidents on the hill.

"I once landed on another team's coach and really injured her. Another time, at an event in Australia, I was too cocky and hadn't trained properly and I flipped too many times in the air and landed awkwardly. I broke my neck, nose and most of the bones in my face."

Jeff has learned to be resilient, learning not to give in when things get difficult, and being ready for when things go wrong.

"When I was younger, I thought I could just breeze through and handle everything. I was wrong. I had to learn what resilience really means, which is accepting that you make mistakes and that bad things happen and then working hard to overcome them."

After his hard crash in Australia, Jeff could have given in to negativity. That might have been the easy thing to do, but it would have set in motion a series of negative reactions, leading him away from his goals.

Instead, Jeff accepted the injury as a challenge. He worked harder and harder and was back on skis again within months. In fact, he won a silver medal at the 2005 World Championships.

Today is only a practice run at the Turin 2006 Olympic Winter Games, but Jeff knows working hard at practice pays off with good results. Jeff pushes off and starts his slide. He hits the jump at an

incredible speed and is propelled metres into the sky. Suddenly, without warning, both of his skis fly off his feet!

"I looked down and saw my boots with no skis and I thought, 'Oh no, not again! This is crazy!'"

Going through tough times before has prepared Jeff for this moment. Jeff keeps his cool and, remarkably, he stays in his spin, twisting his body in midair.

"My autopilot just took over. The worst thing to do is to panic and flail around because if you don't go through with the routine you are going to make a clumsy landing and break every bone in your body."

Jeff finishes his routine, without skis, and then lands on his rear end. He's bruised (especially his ego), but is mostly unhurt, and waves sheepishly to the crowd. Then the skis fly down to the ground, stabbing into the snow nearby like spears.

"I almost became a Jeff-kabob."

Jeff's body and his sense of humour are intact.

"You need to have a sense of humour to keep going. Just smiling can sometimes make you feel better and help you make the best out of tough situations."

Jeff walks away and makes his way back to the top of the hill. His teammates are laughing their heads off. Jeff smiles because he knows one other key to resilience is learning to rely on others for support.

"You can't do things alone. You need to tell other people how you feel. Don't be afraid to seek help when you need it. It's not a sign of weakness but is actually a sign of how strong and resilient you actually are."

Jeff takes the gibes and laughs along with his friends. Then he heads straight back up the hill to continue practicing. His friends tell him to make sure he has his skis fastened this time. Jeff finished in 19th place at the Turin Games, not the result he wanted but just competing was another testament to Jeff's resilience.



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GOLD

PERSONAL GROWTH: Resilience: Resilience is being able to recover from adversity or mishaps.



CONNECTING:
Building a foundation for new learning

Ask students: What would it be like if you wanted to:

- Be the fastest runner in your class, best soccer player/swimmer on your team?
- Do really well in math/get an A in a subject?
- Have your project picked to be displayed?
- And/or other examples that are relevant to your students.

Now have them imagine that they make a mistake or something bad happens and they don't reach their goal. How does that feel? What will they do about it?

Define resiliency with your class. See teacher appendix.



PROCESSING:
Using strategies to acquire and use knowledge

As you read the story with your class, complete the following chart for Jeff Bean's story: (It is shown completed here)

Setback	mistake or bad thing	Result
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Discuss: Did Jeff have control over some or any of these events? Does this make it easier or harder to bounce back? What qualities did Jeff have that helped him to be resilient?

(e.g., sense of humour, perseverance, determination, support from others/reaching out, etc.)



TRANSFORMATION:
Showing understanding in a new way

Brainstorm with the class: What tasks or goals do students your age encounter on a daily basis? (e.g., trying to get better at a sport or an activity, learning a new skill at school, etc.)

Think of a time when you tried to do something and either you made a mistake or something happened so that you did not accomplish that goal. It can be at home, school or in the community. Use a paragraph to describe the setback and explain what you did and/or could have done overcome this setback. Which qualities of resilience did you demonstrate?



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TEACHER APPENDIX:

Students may have a copy of the 40 developmental assets that are age-appropriate to them (8-12) from which to choose some assets they have and how they could utilize them to “bounce back.”

DEFINITION:

Resiliency is the ability to spring back from and successfully adapt to adversity. An increasing body of research from the fields of psychology, psychiatry, and sociology is showing that most people – including young people – can bounce back from risks, stress, crises and trauma to experience life success.

RESEARCH:

Studies consistently show that the more assets young people have, the less likely they are to engage in a wide range of high-risk behaviors and the more likely they are to thrive. Assets have power for all young people, regardless of gender, economic status, family or race/ethnicity. Furthermore, levels of assets are better predictors of high-risk involvement and thriving than poverty or being from a single-parent family.

See www.search-institute.org/assets for more information on the 40 Developmental Assets.

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