

2010 Olympic Torch Relay
SCHOOL KIT

PHYSICAL ACTIVITY



SCHOOL PROGRAM
PROGRAMME SCOLAIRE

Bring the 2010 Olympic Torch Relay to Your Classroom.



CREATE
A BETTER CANADA



classroom resources

» physical activity





This winter, Canada will be a little brighter

On October 30 2009, the Olympic Flame will reach Canadian soil and begin its journey. The Vancouver 2010 Olympic Torch Relay will cross Canada touching each coast, province and territory. As it weaves its way through our communities it will ignite our national pride and act as a rallying point for Canadians. By celebrating all of the 2010 Olympic Torchbearers we demonstrate how any one of us can create a better future for our families and friends and our country. So how can you experience the 2010 Olympic Torch Relay?

Join us when the Olympic Flame lights up your community

Approximately 12,000 Canadians will carry the Olympic Flame across the country with millions more cheering and supporting them. You are encouraged to come out and cheer on the torchbearers as they make their way across Canada.

1,036 communities across Canada will have the opportunity to host the Olympic Flame as it travels across Canada. 187 of these towns will host celebrations so that friends, relatives and neighbours from near and far can join in celebrating the Olympic Spirit and share in the experience of the 2010 Olympic Torch Relay.

To find the list of community celebration sites and a map of the 2010 Olympic Torch Relay route, please visit www.vancouver2010.com/torchrelay.

When you're at the community celebrations don't forget to check out the RBC Create a Better Canada Experience where you can meet RBC Olympians, have your picture taken with an Olympic Torch, play interactive games, and learn about sustainable living.

Finally, all Canadians will be able to follow the 2010 Olympic Torch Relay across Canada on www.rbc.com/carrythetorch. There will be daily photos from the relay, stories about torchbearers and links to learn more about RBC's commitment to Canadian athletes and the development of strong and healthy Canadian communities.



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How to Host a Torch Relay in Your School

Imagine seeing your students pass a torch between one another. Picture their proud faces carrying a torch as they see their excited classmates cheering them on in your school yard. Create a school-based torch relay with your class or entire school community and feel the Olympic Spirit come alive! The Olympic Flame has the power to reach and inspire every student in your class and school and you are the one that can bring them this memorable activity.

There are many exciting elements of an official Vancouver 2010 Olympic Torch Relay to incorporate when hosting your own school-based torch relay.

- Decide the size of your torch relay – The event could be as big or small as you make it. Will your torch relay include only your class or your entire school? Will the activity span a class period, lunch time or a day.
- Assemble your team – Your school-based torch relay will likely take fewer than the 100 staff members required to coordinate the Vancouver 2010 Olympic Torch Relay. But you may need to involve a team of fellow staff members or parent volunteers.
- Plan your relay route – Engage your students in designing your relay route. Be sure to consider safety, overall length, length of each relay segment, room for spectators to cheer and the impact of weather!
- Choose your modes of transport – During the Vancouver 2010 Olympic Torch Relay, the Olympic Flame will travel via many different modes of transportation from canoe, to dogsled, to skate board, to cross-country skis. Allow your students to get creative and select their own method of physical activity or transportation to actively move through their section of your relay route.
- Create a torch – Run a class or school wide contest to design and build a torch. Encourage the students to design a torch that symbolizes something about your school, city, province or Canada. Have your students each carry their own torch during their leg of your torch relay or pick a winner to be carried by your class or another torchbearer in the school. Encourage creativity!

Use tissue paper, paper towel rolls, tin foil, flashlights, pylons, dollar store toilet plungers, etc., to make your torches. Needless to say, it is strongly recommended that open flame is not used for school-based torch relay.

- Select your torchbearers – Participation is the key. 12,000 Canadians will get the opportunity to carry the Olympic Flame in the Vancouver 2010 Olympic Torch Relay. The more students you can touch by appointing them as official torchbearers in your school-based torch relay, the greater the chance of making a life-long impact with this experience. Try to incorporate all of your students as torchbearers if you can!
- Celebrate Canada's diversity – As the Olympic Flame will pass through every province and territory, take the opportunity to celebrate and learn about the culture and diversity of the 1,036 communities touched by the Vancouver 2010 Olympic Torch Relay. Incorporate some of these elements showcasing the diversity of our Canadian landscape and culture in your torch relay.
- Host a celebration of your school community – Over the span of the 106 days of the Vancouver 2010 Olympic Torch Relay, 187 community celebrations will take place. These celebrations will honour the torchbearers, community leaders, local heroes, teams and volunteers involved in the relay. Use this opportunity to celebrate various people and aspects of your school community.
- Have fun! – A school-based torch relay is an incredible opportunity for you to make the Vancouver 2010 Olympic and Paralympic Winter Games and the Vancouver 2010 Olympic Torch Relay come alive for your students. Use this moment to create an once-in-a-lifetime experience for your students.



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Physical Activity (Grade K-6)

The flame will make it all the way from Olympia, Greece to Vancouver in just a few months. The majority of the Olympic Torch Relay is done by foot, in the tradition of the messengers of old.

Torchbearers will carry the flame for an average of about 300 metres each, before passing it on to the next runner. Runners can set their own speed, and run or walk at their own pace. In past relays, torchbearers have averaged a pace of about 8 kilometres an hour, which is like jogging at a good pace.

The Vancouver 2010 Olympic Torch Relay will pass through all of Canada's provinces and territories. That includes over 1,000 different communities during its 106-day journey.

It's important to warm up well for this, even if it's a short run. The last thing you want is a muscle cramp with the world watching. A warm-up is even more important if the temperature drops or it's windy, because cold weather makes muscles contract.

Torchbearers have to be honest with their bodies. If at any time they feel sick or wobbly they should tell the helpers who line the relay route. The Olympic Flame will be carried through

all kinds of weather conditions and terrain by people of all ages.

Runners have to be in good shape. You need strong arm muscles to carry the flame, biceps and triceps. It has to be held high. It has to be visible to everyone on the parade route. Runners also have to keep the open flame away from their bodies because, of course, it's hot.

Dressing properly is also a must. The organizers will give each torchbearer an official uniform. The runners are responsible for their own footwear. They must make sure the shoes are comfortable.

Not everyone can be a torchbearer in the Vancouver 2010 Olympic Torch Relay. But everyone can celebrate the spirit of the Vancouver 2010 Olympic Winter Games by being active.

LOOK CLOSER

Earliest records indicate that the Ancient Olympic Games began in 776 BC in Olympia, Greece.



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Physical Activity (Grade 7-12)

Carrying the Olympic Flame is an honour. The flame symbolizes peace as well as representing a time to celebrate and participate in competition. Carrying the Olympic Flame itself can also be pretty good exercise.

The flame has to make it all the way from Olympia, Greece to Vancouver in just a few months. Most of that journey is done on foot, in the tradition of the messengers of old.



In ancient Greece, messengers were sent to all cities to announce the Olympic Games. They invited competitors and citizens to come to Olympia, declaring a sacred truce. Cities states at war were required to stop fighting before, during, and immediately after the Games. This allowed spectators and participants safe passage to Olympia.

The use of foot messengers was the standard method of communicating over distances. These runners were in incredible shape, frequently covering staggering distances over rugged terrain. They were not aided by the conditions, as Greek temperatures can hover between 30 and 40C.

Foot messengers were quite common all the way through to the 1700s. Despite the hardships of the profession, the benefits of the active lifestyle were noted in early health studies. In 1713, Bernardo Ramazzini studied the occupational diseases of the day and noted that messengers seemed to miss out on the common ailments of the day. Running and walking great distances kept them healthier than sedentary workers.

Today's Olympic Torchbearers will carry a message to the world, announcing the Vancouver 2010 Olympic Winter Games. But they will have things much easier than the ancient Greek runners. The typical torch relay leg is only 300 metres and the runners can set their own pace. They are required to finish the route by a set time, but this is not a speed that is overly ambitious. In past relays, torchbearers have averaged a pace of about 8 kilometres an hour, which is a pretty good jog.

LOOK CLOSER

Earliest records indicate that the Ancient Olympic Games began in 776 BC in Olympia, Greece.



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High school students from across Canada will get the opportunity to apply for a torchbearer position. Either as a team or individual, students can pledge to complete an activity that will create a better Canada.

If you and your classmates win a torchbearer position, it's important to warm up well. Even if it's a short run, the last thing you want is a muscle cramp with the world watching. A warm-up is even more important if the temperature drops or there's wind because that cold weather makes muscles contract.

Torchbearers have to be honest with their bodies. If at any time they feel sick or wobbly they should notify the helpers who line the relay route.

One of the challenges of carrying the flame is that it must be held aloft during the whole run. This may not sound difficult, but some previous torches

have been relatively heavy. The Torino 2006 Olympic Torch weighed more than 2 kg. Just try holding a heavy textbook that way while running. It's not easy. But runners have to make sure the flame is visible to everyone on the parade route. They also have to make sure the open flame isn't too close to their hair or bodies as it is giving off sufficient heat to cause burns. Strong arm muscles are an asset.

Dressing properly is also a must. The organizers will give each torchbearer an official uniform, but runners are responsible for their own footwear. As in any physical activity, comfortable and supportive footwear is a must.

Although not everyone can be selected as a torchbearer to carry the official Vancouver 2010 Olympic Torch Canadian students can still celebrate the spirit of the Olympic Games by getting active in their own school community!

www.olympicschool.ca/torchrelay



Photo courtesy of VANOC.



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Torchbearer Lance Armstrong carries the Olympic Flame during the Salt Lake City 2002 Olympic Games Torch Relay in Austin, Texas.
Credit: Todd Warshaw/Pool/Allsport/Getty Images



Run the 2010 Olympic Torch Relay Route Challenge

Purpose

Engage students in learning about the 2010 Olympic Torch Relay route and the Olympic Winter Games through moderate to vigorous physical activity.

Learning Outcomes

- Engage in moderate to vigorous physical activity
- Experience various movement patterns

Warm Up:

Torch Tag – Identify two or three players to be “It” within a designated playing space. The person who is “It” then tries to tag other players. The runners are safe from being tagged if they are holding a ‘torch’ (e.g., a pylon or baton). If they are being chased, they can call out “Pass the Torch”, and ask to receive a torch. Runners can hold the torch for five seconds before they must pass it on to another player. Students learn to be aware of where the other players are and learn to work cooperatively to prevent people from being tagged. Once tagged, runners change places with the person who was “It”.

Learning Activity:

Read the Physical Activity article with your class and discuss the significance of how it relates to the 2010 Olympic Torch Relay. Measure a route outside or inside the school. Identify number of laps a student needs to cover to have travelled one kilometre. Identify number of kilometres each segment of the 2010 Olympic Torch Relay Route map represents. Provide students with a Popsicle stick, clothespin, paper gold medal or stamp after each lap. Encourage students to complete the distance required to complete another section of the torch relay route and to record their daily progress on their “Run the Torch Relay Route” record sheet and to colour in each segment of the torch relay route as they complete it.

Cool Down:

Students move around the activity area. Call out a method that the torch relay will travel and students do the action, then keep moving. Call out the following and have students demonstrate the subsequent movement: ‘Snowshoe’ –

LESSON PLAN

GRADE(S):
All

SUBJECT:
Health and Physical Education

TIME REQUIRED:
**Minimum 20-30 min.
- Daily Challenge**



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students lunge to both sides and swing arms ; ‘Plane’– students stretch as high as they can and give high fives to other students; ‘Dragon boat’– bend at the waist and touch toes; and to mix it up call ‘I Love Winter’ – students dance and twirl on the spot. As a class, come up with movements to represent the various modes of transportation used in the torch relay (e.g., First Nations canoe, dragon boat, row boat, rickshaw, bike, horse, logging truck, skateboard, cross-country skis, snowshoes, dog sled, kayak, plane, sailboat, all-terrain vehicle, tractor, snowmobile, train, car, sled, motorbike).

Teacher Notes: Use clothespins, Popsicle sticks or stamps to indicate each lap. Use pylons to mark out the “torch relay route”.

Lesson Extensions

- Following the class, use the torch relay route map available at www.vancouver2010.com and have each student/class record the communities they have ‘run’ through.
- Utilize goal setting for the number of laps they want to complete over a set period of time.
- Award bonus laps for students who complete a lap moving in a way the torch relay will while travelling across the country. Encourage them to be creative, as the flame will travel by more than 100 modes of transportation (e.g. Cross-country skis, holding an imaginary torch in front of them; pretending they’re driving a dog sled team, etc).

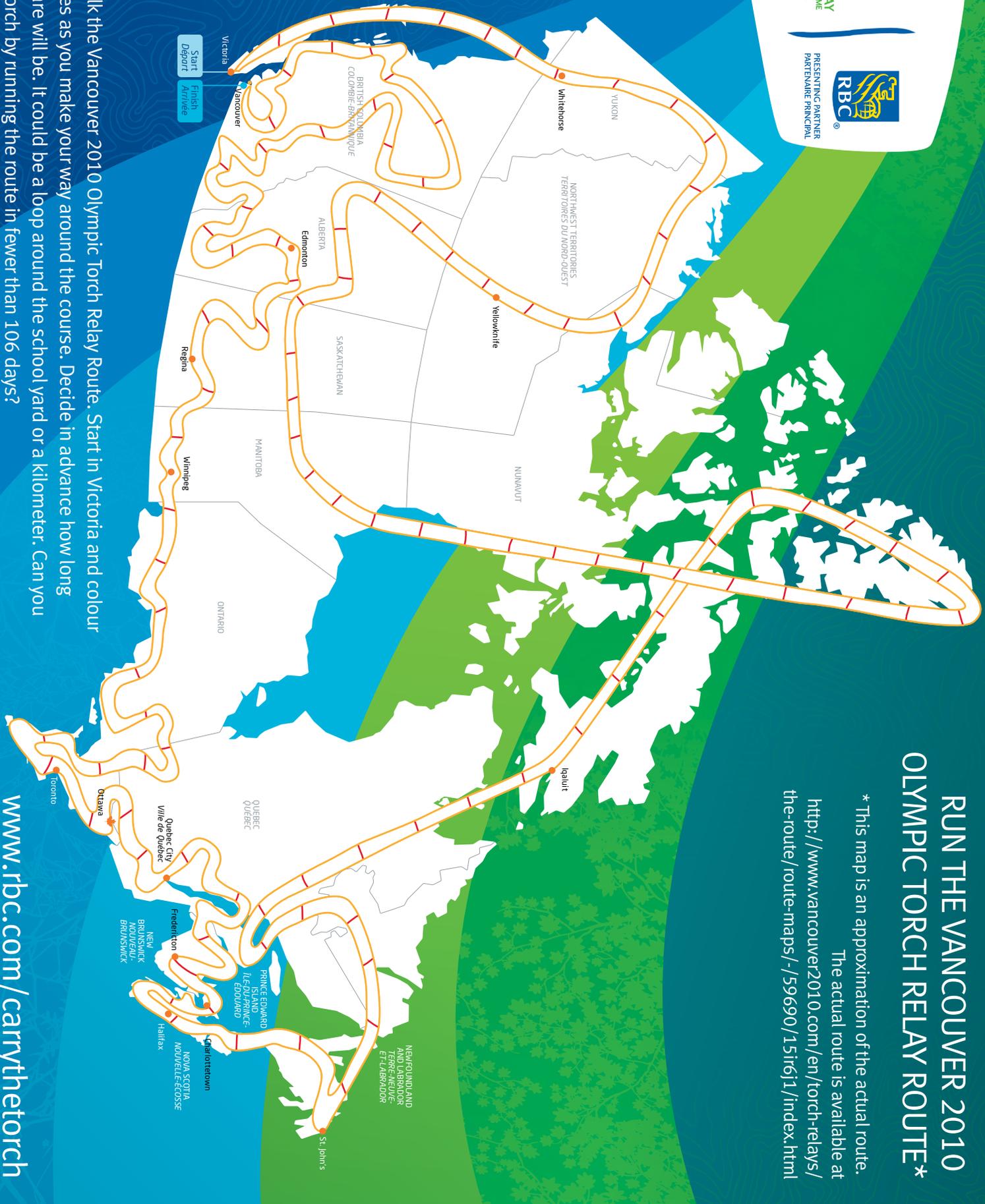


www.olympicschool.ca/torchrelay



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RUN THE VANCOUVER 2010 OLYMPIC TORCH RELAY ROUTE*

* This map is an approximation of the actual route. The actual route is available at <http://www.vancouver2010.com/en/torch-relays/the-route/route-maps/-/59690/1516j1/index.html>

Run or walk the Vancouver 2010 Olympic Torch Relay Route. Start in Victoria and colour the squares as you make your way around the course. Decide in advance how long each square will be. It could be a loop around the school yard or a kilometer. Can you beat the torch by running the route in fewer than 106 days?

www.rbc.com/carrythetorch



Bringing Home the Flame

Purpose

Engage the students in learning about the Olympic Torch Relay through moderate to vigorous physical activity.

Learning Outcomes

- Maintain/improve personal health-related fitness
- Active participation and safety in physical activity
- Communicate and operate effectively in teams

Learning Activity

Warm-up: Short track speed skating - Divide the class into groups of three to six students to form a line of speed skaters. Have the students put their hands on the shoulders of the student in front of them, to form a pack, and run/walk around the playing area. The front of each pack tries to attach to the back of another, while trying to avoid being caught from behind. Once two packs become one, they work as a unit. At the end of the activity, the long pack of students has to chase its own tail to become an Olympic speed skating oval.

Set up: Divide the class into four teams (Western provinces, Maritime provinces, Central Canada and Northern Territories). Divide playing field into four quadrants and use pylons to mark four “banks” in the back areas of each of the quadrants. Inside each bank place 15-30 objects which will represent community celebration sites. Use four hula hoops in each quadrant to mark “safe zones”. Name each safe zone after one of the capital cities of the provinces/territories in each of the four zones. Provide each team with one to three “Olympic Torches”. (Orange pylons are great for this purpose.)

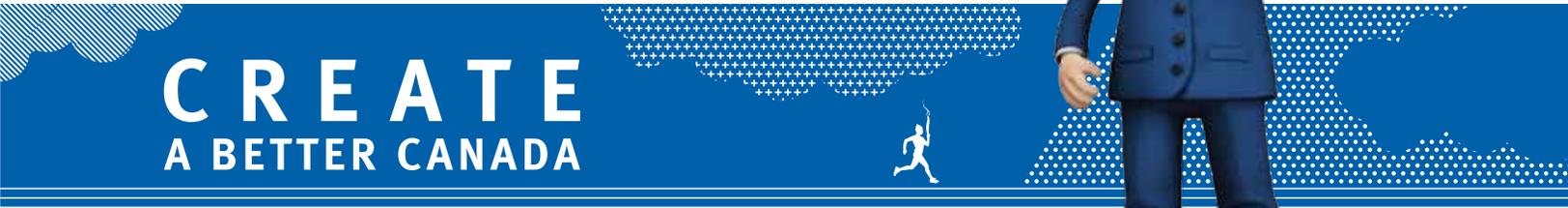


LESSON PLAN

GRADE(S):
2-7

SUBJECT:
Health and Physical Education

TIME REQUIRED:
20-60 minutes
(opportunity for daily engagement)

CREATE A BETTER CANADA



Game instructions:

- Communicate that the objective of the game is to gather as many of the “Celebration Communities” (ex. Bean bags, poker chips, etc.) and bring them back into their home bank. Eventually students will have collected enough communities and completed enough physical activity to check off all the Celebration Communities on their “Celebration Communities Challenge” handout.
- The communities, represented by bean bags or other safe objects, must be carried, not passed.
- Students can run into any of the opposing three quadrants, and attempt to pick up a “Celebration Community” and take it back to their own bank, while also defending their own zone. Only one community can be picked up at a time.
- Hula hoops in an opposing team’s quadrant are rest areas where a player cannot be tagged. Students tagged while in the opposing team’s quadrants must forfeit the communities to their tagger. They then can call for the “torch” to come and set them in motion again by jogging, jumping or moving on the spot, yelling “Let’s go Canada!”. The torchbearer then goes to the ‘frozen’ player and passes them the torch for a free jog back to their zone. This new torchbearer now has the opportunity to ‘free’ another teammate.
- Explain that the torchbearer cannot be tagged. The torchbearer can only rescue players, and retrieve Celebration Communities. If there are many students tagged/frozen, the teacher can call out “Community Celebration” or the date that the Olympic Torch Relay comes by their community to give all players in the game a free walk back to their quadrant.
- Play continues for a set amount of time. The team with the most “Olympic Torch Relay Celebration Communities” win!
- At the end of each game, students check off one community from the “Community Celebration Challenge” handout for every community collected. Encourage students to check off communities they would like to go to, have never been to or have never heard of.
- Use the ‘Participation Tracker’ to inspire your students to record their progress collecting communities.

MORE INFO

Teacher Notes:

- Utilize the story as a pre or post-reading activity
- “Bringing Home the Flame” can accommodate a large group of students (60+). This could be used as a class vs. class challenge.
- Repeat this activity and mix up the teams to ensure the students experience success with different teams.
- Engaging your students in this activity and collecting communities can be very exciting and motivating for students to engage in physical activity and “earn” Celebration Communities. Be creative as to how you award communities!



CREATE
A BETTER CANADA

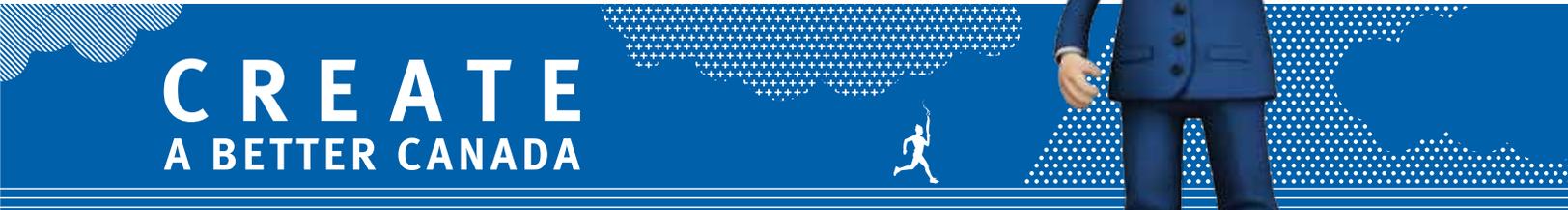




Lesson Extensions

- Goal setting activities can be done with the students to obtain a certain number of communities over a set period of time.
- As the list of communities is extensive, award students communities for participation in various activities and games in physical education class. These can be used as reward or incentives for participation and leadership. For example, students may earn communities in class for completing additional laps of the field/gym, by completing fitness activities listed below or by participating in intramurals.

Fitness activity list – one minute of activity = one community		
Tuck Jumps	Wall sit	Mountain climbers
Boxer shuffle/jog	Gluteal kicks	Jogging high fist rolls
Vertical jumps	V-hops	Lunges
Bunny hops	Calf raises	Standing swimmer
Jumping rope	Bench step ups (against wall)	Grapevine
Leap frog	Scissor jumps	Jumping jacks
Sit ups	Push ups	Olympic Winter Sport Simulation



**CREATE
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Community Celebration Challenge

Student Name: _____

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Victoria, BC | <input type="checkbox"/> Bathurst, NB | <input type="checkbox"/> Chatham, ON | <input type="checkbox"/> Chestermere, AB |
| <input type="checkbox"/> Duncan, BC | <input type="checkbox"/> Grand-Sault/Grand Falls, NB | <input type="checkbox"/> Leamington, ON | <input type="checkbox"/> Airdrie, AB |
| <input type="checkbox"/> Nanaimo, BC | <input type="checkbox"/> Edmundston, NB | <input type="checkbox"/> Windsor, ON | <input type="checkbox"/> Canmore, AB |
| <input type="checkbox"/> Port Alberni, BC | <input type="checkbox"/> Rivière-du-Loup, QC | <input type="checkbox"/> Sarnia, ON | <input type="checkbox"/> Banff, AB |
| <input type="checkbox"/> Tofino, BC | <input type="checkbox"/> Rimouski, QC | <input type="checkbox"/> London, ON | <input type="checkbox"/> Golden, BC |
| <input type="checkbox"/> Courtenay, BC | <input type="checkbox"/> Matane, QC | <input type="checkbox"/> Stratford, ON | <input type="checkbox"/> Invermere, BC |
| <input type="checkbox"/> Campbell River, BC | <input type="checkbox"/> Baie-Comeau, QC | <input type="checkbox"/> Kitchener, ON | <input type="checkbox"/> Cranbrook, BC |
| <input type="checkbox"/> Queen Charlotte, BC | <input type="checkbox"/> Les Escoumins, QC | <input type="checkbox"/> Orangeville, ON | <input type="checkbox"/> Creston, BC |
| <input type="checkbox"/> Whitehorse, YT | <input type="checkbox"/> Saguenay (Jonquière), QC | <input type="checkbox"/> Owen Sound, ON | <input type="checkbox"/> Nelson, BC |
| <input type="checkbox"/> Dawson City, YT | <input type="checkbox"/> Roberval, QC | <input type="checkbox"/> Midland, ON | <input type="checkbox"/> Trail, BC |
| <input type="checkbox"/> Old Crow, YT | <input type="checkbox"/> Ville de Québec, QC | <input type="checkbox"/> Barrie, ON | <input type="checkbox"/> Osoyoos, BC |
| <input type="checkbox"/> Inuvik, NT | <input type="checkbox"/> L'Ancienne-Lorette, QC | <input type="checkbox"/> Huntsville, ON | <input type="checkbox"/> Penticton, BC |
| <input type="checkbox"/> Kugluktuk, NU | <input type="checkbox"/> Lévis, QC | <input type="checkbox"/> North Bay, ON | <input type="checkbox"/> Kelowna, BC |
| <input type="checkbox"/> Yellowknife, NT | <input type="checkbox"/> Sainte-Marie, QC | <input type="checkbox"/> Temiskaming Shores
(New Liskeard), ON | <input type="checkbox"/> Vernon, BC |
| <input type="checkbox"/> Grande Prairie, AB | <input type="checkbox"/> Saint-Georges, QC | <input type="checkbox"/> Val-d'Or, QC | <input type="checkbox"/> Revelstoke, BC |
| <input type="checkbox"/> Fort McMurray, AB | <input type="checkbox"/> Victoriaville, QC | <input type="checkbox"/> Kirkland Lake, ON | <input type="checkbox"/> Salmon Arm, BC |
| <input type="checkbox"/> La Ronge, SK | <input type="checkbox"/> Sherbrooke, QC | <input type="checkbox"/> Timmins, ON | <input type="checkbox"/> Kamloops, BC |
| <input type="checkbox"/> Thompson, MB | <input type="checkbox"/> Drummondville, QC | <input type="checkbox"/> Sudbury, ON | <input type="checkbox"/> 100 Mile House, BC |
| <input type="checkbox"/> Churchill, MB | <input type="checkbox"/> Trois-Rivières, QC | <input type="checkbox"/> Sault Ste. Marie, ON | <input type="checkbox"/> Williams Lake, BC |
| <input type="checkbox"/> Iqaluit, NU | <input type="checkbox"/> Sorel-Tracy, QC | <input type="checkbox"/> Marathon, ON | <input type="checkbox"/> Quesnel, BC |
| <input type="checkbox"/> Kuujuaq, QC | <input type="checkbox"/> Longueuil, QC | <input type="checkbox"/> Thunder Bay, ON | <input type="checkbox"/> Prince George, BC |
| <input type="checkbox"/> Sept-Îles, QC | <input type="checkbox"/> Châteauguay, QC | <input type="checkbox"/> Dryden, ON | <input type="checkbox"/> Burns Lake, BC |
| <input type="checkbox"/> Gaspé, QC | <input type="checkbox"/> Beaconsfield, QC | <input type="checkbox"/> Kenora, ON | <input type="checkbox"/> Smithers, BC |
| <input type="checkbox"/> Wabush/Labrador City, NL | <input type="checkbox"/> Laval, QC | <input type="checkbox"/> Steinbach, MB | <input type="checkbox"/> Dawson Creek, BC |
| <input type="checkbox"/> Happy Valley-Goose Bay, NL | <input type="checkbox"/> Montréal, QC | <input type="checkbox"/> Winnipeg, MB | <input type="checkbox"/> Fort St. John, BC |
| <input type="checkbox"/> St. Anthony, NL | <input type="checkbox"/> Hawkesbury, ON | <input type="checkbox"/> Winkler, MB | <input type="checkbox"/> Fort Nelson, BC |
| <input type="checkbox"/> St. John's, NL | <input type="checkbox"/> Gatineau, QC | <input type="checkbox"/> Portage la Prairie, MB | <input type="checkbox"/> Terrace, BC |
| <input type="checkbox"/> Clarenville, NL | <input type="checkbox"/> Ottawa, ON | <input type="checkbox"/> Neepawa, MB | <input type="checkbox"/> Prince Rupert, BC |
| <input type="checkbox"/> Grand Falls-Windsor, NL | <input type="checkbox"/> Pembroke, ON | <input type="checkbox"/> Brandon, MB | <input type="checkbox"/> Bella Bella, BC |
| <input type="checkbox"/> Corner Brook, NL | <input type="checkbox"/> Ottawa, ON | <input type="checkbox"/> Regina, SK | <input type="checkbox"/> Port Hardy, BC |
| <input type="checkbox"/> Channel-Port aux Basques, NL | <input type="checkbox"/> Cornwall, ON | <input type="checkbox"/> Moose Jaw, SK | <input type="checkbox"/> Powell River, BC |
| <input type="checkbox"/> Sydney, NS | <input type="checkbox"/> Kingston, ON | <input type="checkbox"/> Swift Current, SK | <input type="checkbox"/> Sechelt, BC |
| <input type="checkbox"/> Port Hawkesbury, NS | <input type="checkbox"/> Picton, ON | <input type="checkbox"/> Saskatoon, SK | <input type="checkbox"/> Squamish, BC |
| <input type="checkbox"/> Antigonish, NS | <input type="checkbox"/> Peterborough, ON | <input type="checkbox"/> Prince Albert, SK | <input type="checkbox"/> Whistler, BC |
| <input type="checkbox"/> Truro, NS | <input type="checkbox"/> Lindsay, ON | <input type="checkbox"/> North Battleford, SK | <input type="checkbox"/> Lillooet, BC |
| <input type="checkbox"/> Halifax, NS | <input type="checkbox"/> Oshawa, ON | <input type="checkbox"/> Lloydminster, AB/SK | <input type="checkbox"/> Merritt, BC |
| <input type="checkbox"/> Wolfville, NS | <input type="checkbox"/> Markham, ON | <input type="checkbox"/> Vegreville, AB | <input type="checkbox"/> Chilliwack, BC |
| <input type="checkbox"/> Lunenburg, NS | <input type="checkbox"/> Toronto, ON | <input type="checkbox"/> Edmonton, AB | <input type="checkbox"/> Abbotsford, BC |
| <input type="checkbox"/> Charlottetown, PE | <input type="checkbox"/> Newmarket, ON | <input type="checkbox"/> Camrose, AB | <input type="checkbox"/> Langley (Township), BC |
| <input type="checkbox"/> Summerside, PE | <input type="checkbox"/> Brampton, ON | <input type="checkbox"/> Red Deer, AB | <input type="checkbox"/> Surrey, BC |
| <input type="checkbox"/> Shediac, NB | <input type="checkbox"/> Mississauga, ON | <input type="checkbox"/> Drumheller, AB | <input type="checkbox"/> New Westminster, BC |
| <input type="checkbox"/> Moncton, NB | <input type="checkbox"/> Hamilton, ON | <input type="checkbox"/> Medicine Hat, AB | <input type="checkbox"/> North Vancouver (District), BC |
| <input type="checkbox"/> Sussex, NB | <input type="checkbox"/> St. Catharines, ON | <input type="checkbox"/> Taber, AB | <input type="checkbox"/> West Vancouver, BC |
| <input type="checkbox"/> Saint John, NB | <input type="checkbox"/> Niagara Falls, ON | <input type="checkbox"/> Lethbridge, AB | <input type="checkbox"/> Vancouver, BC |
| <input type="checkbox"/> Oromocto, NB | <input type="checkbox"/> Welland, ON | <input type="checkbox"/> High River, AB | |
| <input type="checkbox"/> Fredericton, NB | <input type="checkbox"/> Brantford, ON | <input type="checkbox"/> Calgary, AB | |
| <input type="checkbox"/> Miramichi, NB | <input type="checkbox"/> St. Thomas, ON | | |



Carry The Flame... Be a Part of it

Purpose

Engage students in learning about the 2010 Olympic Torch Relay route and the Olympic Winter Games through moderate to vigorous physical activity.

Learning Outcomes

- Travel and change from one type of locomotion/travelling movement to another
- Follow the rules of fair play
- Apply living skills (e.g., interpersonal skills that contribute to positive group interaction) to physical activities

Learning Activity

Warm-up: Students jog at a moderate pace, one behind the other, in a straight line. The student at the front carries a pylon, turned upside down, to represent an Olympic Torch. The student at the back of the line sprints to the front of the line and is handed the torch. This student carries the torch until the next person from the back reaches the front. Continue this pattern for a set number of laps or amount of time. Each student could represent a community of their choice so as they receive the torch it symbolizes the Olympic Torch Relay. Different forms of locomotion can be used for every lap.

Set up: Set up stations numbered 1 through 20 around the gym. Place three to five dice in the center of the gym. Provide each student with a “Carry the Flame Student Handout” and a pen or pencil. Optional – make station cards with the stations and station activities rather than giving the students the handout. Use the colours of the Olympic rings to add colour to your station cards.



LESSON PLAN

GRADE(S):
8-12

SUBJECT:
Health and Physical Education

TIME REQUIRED:
20-60 minutes




**CREATE
A BETTER CANADA**





Game instructions:

- Explain the object of the activity is to complete as many laps as possible, carrying the torch across the country through to Vancouver, in a given amount of time.
- Place the students in teams of four or five.
- Students earn a lap every time their team passes “Vancouver”.
- Instruct students to pick up a “Community Celebration Card” and to follow the instructions on the card when they land on the Community Celebration stations.
- Students must keep moving at all times and keep track of their number of laps.
- Teams perform the exercise that corresponds with their station and station activity.
- Upon completion of their activity, students jog to the center of the gym and roll a single die to advance to their next station. Record the number of times each student/class/school has passed across the country.

Cool down: Once the allotted time has ended have students act as though they just won an Olympic gold medal. Play “Oh Canada” as students visualize standing on the podium in front of millions of Canadians.

Lesson Extensions

- Don’t limit the “Track the Torch Relay” cards to simply include the provinces. Have students think of their own variations on Olympic winter events and use them to identify specific communities that the torch relay is passing through.
- Have teams name themselves after Canadian Olympians.
- Write fitness goals and prepare an action plan to meet them. Use a picture of a thermometer to track the progress of each class/school or family of schools.
- Rather than using the student handout, simply list the activities on chart paper. Students can work through all the activities or choose four each class. Every four activities could represent the torch relay passing through one province or one celebration community or perhaps one town along the route.

MORE INFO

Teacher Notes:

- If you are making your own station cards, use coloured paper, place the province name or station name at the top of the card and place the station activity on the card.
- Use pedometers throughout the activity to more accurately track the progress of your torch run! Approximately 1100-1500 steps equal one kilometre.




Carry the Flame Student Handout

#	Completion Check	Station	Station Activity
1		VANCOUVER	Pass Vancouver and collect stamp for one lap.
2		British Columbia	15 Mountain Climbers
3		Alberta	5-10 Push-ups (full, knees or wall)
4		Saskatchewan	20 second Plank
5		Manitoba	20 Jumping Jacks
6		Northwest Territories	20 second hold of a Downhill Skier tuck position
7		Community Celebration	Pick up card from pile
8		Yukon Territories	20 Tuck Jumps
9		Nunavut	15 Crunches
10		Quebec	15 Speed Skaters (in a tuck position alternate sliding foot out on a 45 degree angle behind body)
11		THE TREADMILL	Run on the spot for 1 minute
12		Newfoundland	10 Tricep dips (use bench)
13		Community Celebration	Refer to Cards Below
14		New Brunswick	8 second Nordic Skier (scissor steps on the spot at a fast pace)
15		Nova Scotia	10 Skier Hops (sideways hops back and forth over a line)
16		Prince Edward Island	30 second Wall Sit
17		The Podium	High 5 10 different people
18		Ontario	20 Ab Rope Climbers

Lap Counter

Laps Completed - 1 2 3 4 5 6 7 8 9 10

Laps Lost - 1 2 3 4 5 6 7 8 9 10

Total number of laps completed _____ minus total number of laps lost _____ = _____ Laps

Community Celebration Cards



Advance to the next province on the board that neighbours yours

Forgot to apply to carry the torch – Pay 2 laps

Dropped the torch! Go back 3 spaces

Get off of the treadmill free

Collect 1 lap from 1 team of your choice

Advance to Vancouver – collect 1 lap

Go straight to the treadmill, DO NOT pass Vancouver

Encouraged someone to play fair - Collect 1 lap from your teacher

Great training! Advance to the next Celebration Community!

Busy day! Advance to the next Community Celebration!

Go to the treadmill, DO NOT pass Vancouver

Go back 1 space

Collect 1 lap from your teacher

Pay-out to a team: give them 1 lap

Advance to Podium and celebrate

Go back 3 spaces

Get off the treadmill free

Warm up a little more – Jog 2 laps

Advance to Vancouver – Collect 1 lap

Homecoming Celebration – Return to your province of birth and collect one lap if you pass Vancouver

Go to the treadmill, DO NOT pass Vancouver

Go back 1 space

Acknowledgements

The Canadian Olympic School Program wishes to thank and acknowledge the contributions of the following people. Without their efforts and creativity, this project would not have been possible.

Story Writer - Kevin Sylvester

Graphic Artist - Andy Maier

Translation

Marie Pierre Lavoie

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The Canadian Olympic Committee thanks **RBC Financial Group** for their generous support of the Canadian Olympic School Program. Specifically, we would like to acknowledge the contributions of Josh Epstein, Jacqueline Harkness and Jacqueline Ryan.

The Canadian Olympic Committee would also like to acknowledge the support of the **VANOC** to help make this resource possible. Specifically, we would like to acknowledge the support of Sheree Alexander, Andrew Greenlaw, Stacey Khan, Chris Schauf and Kelly Simpson.

