

# Olympic Games & Activities

## Station Challenge

ELSA Level 5



### Games & Activities

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## Activity Package Overview:

This is a competitive activity where pairs of students complete Olympic-related tasks at nine different stations. Each station has a one-word solution, which students collect and use to form a sentence. The first pair to form the correct nine-word sentence wins.

Vocabulary you will see in these activities:

<b>Olympics Paralympics</b>	<b>Sports/Venues</b>	<b>Olympic Spirit</b>	<b>Athletes</b>
Continents Motto First Nations	Officials Slalom Aquatic Centre Coliseum	Optimism Inspiration Celebrate Striving Torch Relay Cheering Competitive	Doping Olympian Alpine Skier Snowboarder

## The 9 - Station Challenge

**Time:** 120 minutes

**Materials:**

**Station #1:**

- ~ one copy of Olympic Values Through the Symbols Student Worksheet per pair
- ~ Instruction Sheet for Station #1

**Station #2:**

- ~ one copy of Jamie and David's Medals Student Worksheet per pair
- ~ Instruction Sheet for Station #2

**Station #3:**

- ~ one copy of The Story of Thomas Grandi Student Worksheet per pair
- ~ Instruction Sheet for Station #3

**Station #4:**

- ~ one copy of Tracing the Torch Route Student Worksheet per pair
- ~ one copy of the Torch Relay Route Map per pair
- ~ one or two highlighter pens for the station
- ~ Instruction Sheet for Station #4

**Station #5:**

- ~ one copy of The Articles in a Row Student Worksheet per pair
- ~ Instruction Sheet for Station #5

**Station #6:**

- ~ one copy of The Winter Olympic Dates Speaker's Worksheet per pair
- ~ one copy of The Winter Olympic Dates Listener's Worksheet per pair
- ~ Instruction Sheet for Station #6

**Station #7:**

- ~ one copy of the National Anthem Tiles cut up
- ~ one copy of the National Anthem Tile Pair Worksheet per pair
- ~ Instruction Sheet for Station #7

**Station #8:**

- ~ one copy of The Will Power Student Worksheet per pair
- ~ Instruction Sheet for Station #8

**Station #9:**

- ~ one copy of The Athlete Chat Student Dialogue Sheet per pair
- ~ Instruction Sheet for Station #9

**Suggested Approach:**

- 1) designate nine places around the classroom, one for each station
- 2) attach (tape or hang up) the instruction sheets to the corresponding stations (it is recommended that the teacher reads all the instruction sheets and worksheets beforehand)
- 3) place copies at corresponding stations (example: at station #1 place copies of Olympic Values Through the Symbols Student Worksheet)
- 4) explain to students that they will be working in pairs to complete tasks at 9 different stations (the order that the pairs complete the stations is not important, they should do them in random order)
- 5) give each pair a copy of the 9-Word Grid, and explain that at each station, the solution to the task will be a word or a number
- 6) as students complete the task at each station, they fill in the 9-Word Grid with the solution (a word or a number)
- 7) as pairs complete all the stations and have their grids filled in completely, they show the teacher, who checks that they have the correct information in the grid
- 8) the teacher then tells the students to unscramble the words and numbers to create a sentence about the 2010 Winter Olympic/Paralympic Games
- 9) the first pair to fill in the grid and unscramble the sentence **"Vancouver 2010 will celebrate the spirit of our nation."** correctly wins
- 10) there is an answer key for each task which the teacher can use to verify or to take up and check as a class after the activity

**Station #1 ~ Olympic Values  
Instruction Sheet**

1. Fill in the blanks with the words in the box at the top of the page.
2. You will notice that there are 10 blanks, but there are 11 words.
3. The word that is not used is the solution to Station #1.
4. Write this word in your 9-Word Grid in the space for Station #1.

**Station #2 ~ Jamie and David's Medals  
Instruction Sheet**

1. Read each paragraph and choose the correct word inside the brackets (these are brackets).
2. Write the first letter of the word you chose on the line to the left of the paragraph.
3. After you have written all 6 letters, rearrange them to make a word.
4. This word is the solution to Station #2.
5. Write this word in your 9-Word Grid in the space for Station #2.

**Station #3 ~ The Story of Thomas Grandi  
Instruction Sheet**

1. Read the story of the Olympic athlete (Olympian) Thomas Grandi.
2. There is one preposition that will fit in every blank. Which preposition is it?
3. Write this preposition in your 9-Word Grid in the space for Station #3

**Station #4 ~ Tracing the Torch Route  
Instruction Sheet**

1. Use the 'Torch Relay Route Map' to fill in the places on the 'Tracing the Torch Route Student Worksheet'.
2. Pick up the highlighter pen.
3. Highlight the route of the Torch Relay. Start with place number 1 on your worksheet and continue until place number 9.
4. Show your teacher your highlighted Torch Relay Route Map. Your teacher will then tell you the solution to Station #4.
5. Write this place name in your 9-Word Grid in the space for Station #4.

**Station #5 ~ Articles in a Row  
Instruction Sheet**

1. Complete the sentences by filling in the blanks with either 'a', 'an', 'the' or 'Ø' (nothing).
2. Write your answers in the grid at the top of the page. Use the letter and number at the beginning of the sentence to find the correct square in the grid.
3. If you have filled in the grid correctly, the same answer will appear 4 times in a row (vertically, horizontally or diagonally). See the example:

<b>Bird</b>	<b>Fish</b>	<b>Cat</b>	<b>Dog</b>
<b>Dog</b>	<b>Bird</b>	<b>Cat</b>	<b>Fish</b>
<b>Fish</b>	<b>Dog</b>	<b>Cat</b>	<b>Bird</b>
<b>Bird</b>	<b>Dog</b>	<b>Cat</b>	<b>Fish</b>

4. The word that appears four times in a row is the solution to Station #5.
5. Write this word in your 9-Word Grid in the space for Station #5.

**Station #6 ~ Winter Olympic Dates  
Instruction Sheet**

1. Stand face to face with your partner.
2. One partner is the speaker (use the Speaker's Worksheet), and the other partner is the listener (use the Listener's Worksheet).
3. The Speaker reads the information in the squares out loud.
4. The Listener crosses out all the years that he/she hears.
5. The year that hasn't been crossed out is the solution to Station #6.
6. Write this year in your 9-Word Grid in the space for Station #6

**Station #7 ~ National Anthem Tiles  
Instruction Sheet**

1. Unscramble the tiles to reveal a message.
2. Write the message on your worksheet.
3. The solution to Station #7 is the third word in the message.
4. Write this word in your 9-Word Grid in the space for Station #7.

**Station #8 ~ Will Power  
Instruction Sheet**

1. Fill in the blanks in the sentences using the words (modals) that are in the box at the top of the page.
2. Count how many times you used each modal. The modal that was used the most is the solution to Station #8.
3. Write this word in your 9-Word Grid in the space for Station #8.

**Station #9 ~ Athlete Chat  
Instruction Sheet**

1. Partners stand face to face.
2. Fold the paper lengthwise so you can see only side A or side B.
3. One person looks at Partner A side, the other person looks at Partner B side.
4. Partner A starts by reading number 1 to Partner B.
5. Partner B chooses the best answer by circling the corresponding letter.
6. Next, Partner B reads number 2 to Partner A, and Partner A chooses the best answer by circling the corresponding letter.
7. Continue taking turns like this until you have circled all 6 letters.
8. These letters form a word. This word is the solution to Station #9.
9. Write this word in your 9-Word Grid in the space for Station #9.

**Extension Activities**

With Olympic Pictures from ELSA 3

**Suggested Activities:**

- 1) Small group presentations:
  - teacher hangs pictures around the room with a blank sheet of flip chart paper next to each picture
  - students circulate, writing questions or comments about the picture on the flip chart paper
  - have students sit in groups of 4 and give each group 2 Olympic pictures (along with the flip chart of questions and comments)
  - have 1 student stand up and show the picture to their group
  - the group asks the questions from the flip chart paper
  - the 'presenter' will have to use his/her imagination to answer the questions
- 2) Variations on small group presentations (above) instead of using Olympic pictures, using themes that the students research online:
  1. Olympians
  2. Venues
  3. Winter Olympic Sports
  4. Olympic Village
  5. 2010 Mascots
  6. Olympic Spirit
- 3) Use the worksheets from the 9 Station Challenge (example: Athlete of 2010) as class reading material.

## Station #1

### Olympic Values Activity - Answer Key

<b>lives</b> <b>celebrate</b> <b>continents</b>	<b>sport</b> <b>optimism</b> <b>inspiration</b>	<b>athletes</b> <b>individuals</b> <b>winning</b>	<b>three</b> <b>environment</b>
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#### The Olympic values through the symbols

The values of excellence, friendship and respect are the foundation upon which the Olympic Movement brings together **sport**, culture and education for the betterment of human beings.

The **three** core values of the Olympic Movement, which are an **inspiration** both at individual and organizational levels, can be defined as follows:

##### Excellence

To give one's best, on the field of play or in life. It is not only about **winning**, but also about participating, making progress against personal goals, striving to be and to do our best in our daily **lives**.

##### Friendship

To build a peaceful and better world thanks to sport, through solidarity, team spirit, joy and **optimism**. To consider sport as a tool for mutual understanding among **individuals** and people from all over the world, despite the differences.

##### Respect

To respect oneself, one's body, to respect others, as well as rules and regulations, to respect the **environment**. In relation to sport, respect stands for fair play and for the fight against doping or any other unethical behaviour.

These three core values are conveyed through the Olympic symbols.

The motto embodies excellence by encouraging **athletes** to strive to do their best. The flame symbolises friendship between peoples with the torch relay usually traveling through different countries in the world.

The rings represent respect, bringing all nations and all five **continents** together without discrimination. The principles shown are universality and humanism.

These symbols are much more than emblems and people should immediately be able to associate them with fundamental values for sport and life in general.

## **Station #1**

### Olympic Values Activity - Student Worksheet

<b>lives</b> <b>celebrate</b> <b>continents</b>	<b>sport</b> <b>optimism</b> <b>inspiration</b>	<b>athletes</b> <b>individuals</b> <b>winning</b>	<b>three</b> <b>environment</b>
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#### **The Olympic values through the symbols**

The values of excellence, friendship and respect are the foundation upon which the Olympic Movement brings together \_\_\_\_\_, culture and education for the betterment of human beings.

The \_\_\_\_\_ core values of the Olympic Movement, which are an \_\_\_\_\_ both at individual and organizational levels, can be defined as follows:

#### ***Excellence***

To give one's best, on the field of play or in life. It is not only about \_\_\_\_\_, but also about participating, making progress against personal goals, striving to be and to do our best in our daily \_\_\_\_\_.

#### ***Friendship***

To build a peaceful and better world thanks to sport, through solidarity, team spirit, joy and \_\_\_\_\_. To consider sport as a tool for mutual understanding among \_\_\_\_\_ and people from all over the world, despite the differences.

#### ***Respect***

To respect oneself, one's body, to respect others, as well as rules and regulations, to respect the \_\_\_\_\_. In relation to sport, respect stands for fair play and for the fight against doping or any other unethical behaviour.

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These symbols are much more than emblems and people should immediately be able to associate them with fundamental values for sport and life in general.

## Station #2

### Jamie and David's Medals - Answer Key

a	<p>Jamie Sale and David Pelletier have skated better than all the other skaters. <i>"I knew we had won,"</i> says Jamie. The crowd cheers. They also think Jamie and David have skated better than the other skaters and are going to get gold medals. Jamie and David think so too. <i>"There were a few minutes right after the end of our skate that were the best minutes of my life as an (athlete/Olympic)."</i> David says. <i>"Then the judges gave us their marks."</i></p>
t	<p>The judges do not give them the best marks. A pair from Russia made two mistakes. The judges still put the (skate/team) from Russia in first place. Jamie and David are in second place! They can't believe it. Jamie says, <i>"I knew we had skated well enough to win."</i> The fans boo. They know the judges are wrong. Jamie and David refuse to be angry. David says that would not show respect to the other skaters.</p>
n	<p><i>"The judges said that the Russians were better. We were not going to disagree with them in public,"</i> David says. <i>"We respected the Russian skaters."</i> Jamie and David accept their silver medals. Then (hotel/news) reporters find out the real story. One of the judges had fixed the results. She had agreed to vote for the Russian skaters. The Canadian team says Jamie and David should get gold medals. Olympic Games officials say they will think about this. Jamie and David wait.</p>
i	<p>Reporters all want to talk to Jamie and David. Jamie and David do lots of (interviews/movies). They are famous. But Jamie and David worry that they are taking attention away from the other great athletes.</p>
o	<p>A few days later (officials/fire fighters) say that Jamie and David had skated well enough to win. They kick the judge out of the Olympic Games. The officials say Jamie and David should get gold medals. <i>"I was sad to give my silver back,"</i> Jamie laughs. <i>"I liked it. But I was happy I was going to get a gold medal."</i></p>
n	<p>The officials also say that the Russian skaters can keep their gold medals and that Jamie, David and the Russians should have a medal ceremony together. Some people say this is (food/not) fair. Jamie and David are not upset.</p>

## Station #2

### Jamie and David's Medals - Student Worksheet

_____	<p>Jamie Sale and David Pelletier have skated better than all the other skaters. <i>"I knew we had won,"</i> says Jamie. The crowd cheers. They also think Jamie and David have skated better than the other skaters and are going to get gold medals. Jamie and David think so too. <i>"There were a few minutes right after the end of our skate that were the best minutes of my life as an <b>(athlete/Olympic)</b>."</i> David says. <i>"Then the judges gave us their marks."</i></p>
_____	<p>The judges do not give them the best marks. A pair from Russia made two mistakes. The judges still put the <b>(skate/team)</b> from Russia in first place. Jamie and David are in second place! They can't believe it. Jamie says, <i>"I knew we had skated well enough to win."</i> The fans boo. They know the judges are wrong. Jamie and David refuse to be angry. David says that would not show respect to the other skaters.</p>
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_____	<p>Reporters all want to talk to Jamie and David. Jamie and David do lots of <b>(interviews/movies)</b>. They are famous. But Jamie and David worry that they are taking attention away from the other great athletes.</p>
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_____	<p>The officials also say that the Russian skaters can keep their gold medals and that Jamie, David and the Russians should have a medal ceremony together. Some people say this is <b>(food/not)</b> fair. Jamie and David are not upset.</p>

### Station #3

#### The Story of Thomas Grandi - Answer Key

Thomas Grandi's father introduced him to skiing. He showed Thomas how to do many things like music and sports, but **of** them all, Thomas loved skiing best. Once he had decided to be a skier, his father pushed him to be the best. His father coached him in slalom and giant slalom skiing. He taught him to always give his best effort. No Canadian man had ever won a World Cup slalom or giant slalom race. Thomas wanted to be the first. Thomas skied for years in World Cup races and three Olympic Winter Games. One day, he went to a big race in Italy. It would be very tough. All **of** the best skiers were there. But he could tell that this would be his day. Thomas skied down the hill. He brushed past each **of** the gates. He stayed focused. When he crossed the finish line, there was a No.1 beside his name! He was the winner. He'd made history. In slalom, you have to be the best in two races, not just one. Thomas won the next race too. He was one **of** the best skiers in the world. But Thomas noticed that his "playground" was changing. When he began skiing, there was always snow at races. As time wore on, races had to make fake snow. Sometimes they couldn't race because **of** the warm weather. It was due to global warming. Carbon dioxide (CO<sub>2</sub>) is one **of** the gases that cause global warming. CO<sub>2</sub> is let go into the air when we drive cars or fly in airplanes. Plants and oceans soak up most **of** the CO<sub>2</sub>. They keep our climate stable. But now we are releasing more CO<sub>2</sub> than they can soak up. Some places are getting hotter. Some places may get cooler. Thomas and his wife, Olympic Winter Games silver medalist Sara Renner, wanted to help. They called the David Suzuki Foundation. They wanted athletes to know more about the problem **of** global warming. *"Thomas and Sara care a lot about climate change,"* says Dr. David Suzuki. *"They are more than great athletes. They are true leaders. They want to make the Earth better for others."* Thomas and Sara helped make a program called 'Play it Cool.' Athletes pay money to make up for the CO<sub>2</sub> caused when they go to races or games in cars or airplanes. The money goes to projects like wind power that help reduce CO<sub>2</sub>. Other athletes also joined the program. More than 500 National Hockey League players are members. Even Sidney Crosby is a member. *"Being a leader means trying to make things better for others,"* explains Thomas. *"It means making a difference so that others can enjoy the snow covered slopes just like I did as a kid."*

### Station #3

## The Story of Thomas Grandi - Student Worksheet

Thomas Grandi's father introduced him to skiing. He showed Thomas how to do many things like music and sports, but \_\_\_\_\_ them all, Thomas loved skiing best. Once he had decided to be a skier, his father pushed him to be the best. His father coached him in slalom and giant slalom skiing. He taught him to always give his best effort. No Canadian man had ever won a World Cup slalom or giant slalom race. Thomas wanted to be the first. Thomas skied for years in World Cup races and three Olympic Winter Games. One day, he went to a big race in Italy. It would be very tough. All \_\_\_\_\_ the best skiers were there. But he could tell that this would be his day. Thomas skied down the hill. He brushed past each \_\_\_\_\_ the gates. He stayed focused. When he crossed the finish line, there was a No.1 beside his name! He was the winner. He'd made history. In slalom, you have to be the best in two races, not just one. Thomas won the next race too. He was one \_\_\_\_\_ the best skiers in the world. But Thomas noticed that his "playground" was changing. When he began skiing, there was always snow at races. As time wore on, races had to make fake snow. Sometimes they couldn't race because \_\_\_\_\_ the warm weather. It was due to global warming. Carbon dioxide (CO<sub>2</sub>) is one \_\_\_\_\_ the gases that cause global warming. CO<sub>2</sub> is let go into the air when we drive cars or fly in airplanes. Plants and oceans soak up most \_\_\_\_\_ the CO<sub>2</sub>. They keep our climate stable. But now we are releasing more CO<sub>2</sub> than they can soak up. Some places are getting hotter. Some places may get cooler. Thomas and his wife, Olympic Winter Games silver medalist Sara Renner, wanted to help. They called the David Suzuki Foundation. They wanted athletes to know more about the problem \_\_\_\_\_ global warming. "*Thomas and Sara care a lot about climate change,*" says Dr. David Suzuki. "*They are more than great athletes. They are true leaders. They want to make the Earth better for others.*" Thomas and Sara helped make a program called 'Play it Cool.' Athletes pay money to make up for the CO<sub>2</sub> caused when they go to races or games in cars or airplanes. The money goes to projects like wind power that help reduce CO<sub>2</sub>. Other athletes also joined the program. More than 500 National Hockey League players are members. Even Sidney Crosby is a member. "*Being a leader means trying to make things better for others,*" explains Thomas. "*It means making a difference so that others can enjoy the snow covered slopes just like I did as a kid.*"

## **Station #4**

### Tracing the Torch Route - Answer Key

Use a map of the Lower Mainland to find the following locations:

- |  |            |
|--|------------|
| 1. This is a park located north west of Port Moody             | Belcarra   |
| 2. This village is north east of Belcarra.                     | Anmore     |
| 3. This city is located between Becarra and Coquitlam.         | Port Moody |
| 4. This city is southeast of Coquitlam.<br>Coquitlam           | Port       |
| 5. This city is located between Port Moody and Port Coquitlam. | Coquitlam  |
| 6. This suburb is west of Port Moody and Coquitlam.            | Burnaby    |
| 7. This native land is located southeast of UBC.               | Musqueam   |
| 8. This University is located on the western tip of Vancouver. | UBC        |
| 9. The largest city in BC is located between UBC and Burnaby.  | Vancouver  |

The solution to Station #4 (reveal this to pairs who show you their Torch Relay Map with the route highlighted) is: Vancouver

## **Station #4**

### Tracing the Torch Route - Student Worksheet

Use a map of the Lower Mainland to find the following locations:

**Places:**

1. This is a park located north west of Port Moody  
\_\_\_\_\_
2. This village is north east of Belcarra.  
\_\_\_\_\_
3. This city is located between Becarra and Coquitlam.  
\_\_\_\_\_
4. This city is southeast of Coquitlam.  
\_\_\_\_\_
5. This city is located between Port Moody and Port Coquitlam.  
\_\_\_\_\_
6. This suburb is west of Port Moody and Coquitlam.  
\_\_\_\_\_
7. This native land is located southeast of UBC.  
\_\_\_\_\_
8. This University is located on the western tip of Vancouver.  
\_\_\_\_\_
9. The largest city in BC is located between UBC and Burnaby.  
\_\_\_\_\_

Now, show your highlighted Torch Relay Map to the teacher, and she/he will tell you the solution to Station #4.

**Station #5**  
Articles in a Row Activity - **Answer Key**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>a</b>	<b>The</b>	<b>A</b>	<b>An</b>	⊘
<b>b</b>	⊘	<b>The</b>	<b>A</b>	<b>An</b>
<b>c</b>	⊘	<b>A</b>	<b>The</b>	<b>An</b>
<b>d</b>	<b>An</b>	<b>A</b>	⊘	<b>The</b>

The correct answer to this activity is 'the', as 'the' appears in a diagonal line of 4 (as shown by the highlighted words in the grid above)

**Station #5**  
Articles in a Row Activity - Student Worksheet

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>a</b>				
<b>b</b>				
<b>c</b>				
<b>d</b>				

**4-a** Canada Hockey Place, previously known as \_\_\_\_\_ General Motors Place, has welcomed over 10 million visitors through its doors.

**2-b** To save on construction costs, the new Percy Norman Aquatic Centre will be built at \_\_\_\_\_ same time as the Vancouver Olympic Centre/Vancouver Paralympic Centre.

**3-a** The Pacific Coliseum is home to \_\_\_\_\_ annual fair that attracts up to 60,000 people a day, this site is very well served by public transportation.

**1-a** Improvements to \_\_\_\_\_ Pacific Coliseum are estimated at \$20.4 million.

**3-c** \_\_\_\_\_ University of British Columbia (UBC) is located on a Vancouver's west side.

**4-d** UBC is consistently ranked among \_\_\_\_\_ world's 40 best universities and is one of Canada's largest public research and teaching institutions.

**1-b** The Whistler Sliding Centre is one of only \_\_\_\_\_ 16 international competition sliding tracks in the world.

**2-c** With more than two million visitors \_\_\_\_\_ year, Whistler is consistently ranked as the number one ski resort in North America.

**2-a** Whistler Creekside will continue to offer a world-class ski area.

**1-c** Improvements to \_\_\_\_\_ Whistler Creekside are estimated at \$27.6 million.

**3-d** \_\_\_\_\_ Whistler officially opened for skiing in February 1966.

**1-d** Whistler Olympic/Paralympic Park has \_\_\_\_\_ additional 40 kilometres of recreational trails.

**4-c** After the Games, the Richmond Olympic Oval will become \_\_\_\_\_ international centre of excellence for sports and wellness.

**3-b** The facility will be the centrepiece of \_\_\_\_\_ major new urban waterfront neighbourhood.

**2-d** The Richmond Olympic Oval's flexible design will allow it to be used for \_\_\_\_\_ wide variety of sport and community uses.

**4-b** Cypress Mountain is served by \_\_\_\_\_ excellent highway and offers spectacular views of Vancouver and its harbour.

### Station #6

#### Winter Olympics Dates - Speaker's Worksheet

In the 1908 Summer Olympics in London, England, figure skating was introduced as an event.	The first Winter Olympic Games were in France in 1924.
The 1916 Summer Olympic Games in Berlin were cancelled because of World War I.	In the 1968 Winter Olympics, Norway won the most medals.
In the 2002 Winter Olympics in Salt Lake City, USA, Canada won gold in both men's and women's ice hockey.	The 1988 Winter Olympics were held in Calgary, Alberta.
Germany won the most medals in the 1992 Winter Olympics in France.	The 1998 Winter Olympics were held in Japan between Feb. 7 <sup>th</sup> and 22 <sup>nd</sup> .

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### Station #6

#### Winter Olympic Dates - Listener's Worksheet

2002	1924	1988
2010	1916	1908
1992	1998	1968

**Station #7**  
National Anthem Tile Activity – Teacher’s Copy

**Tiles to Cut up**

D N	L A N	R H	O U
A T I	O M E	V E	C A N
D	O H	A D A	A N

**Answer Key**

O H	C A N	A D A	O U
R H	O M E	A N	D N
A T I	V E	L A N	D

**Station #7**

## National Anthem Tile Activity – Pair Worksheet

D N	L A N	R H	O U
A T I	O M E	V E	C A N
D	O H	A D A	A N

Unscramble the tiles to reveal a message.

Write the message here:

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## Station #8

### Will Power Activity - Answer Key

might	will	should	would	could	won't
-------	------	--------	-------	-------	-------

1. The Winter Olympics will take place in Vancouver and Whistler in 2010.
2. Canada might win the most medals in the 2010 Winter Olympics.
3. The Paralympics will be held after the Olympics.
4. Parents should encourage their children to participate in sports.
5. The 2010 Winter Olympics won't be held in Calgary.
6. If your teacher were competing in the Olympics, she/he would be absent from class.
7. If you could be in the Olympics, which sport would you do?
8. Many people from around the world will come to the Olympics in BC.
9. Hotels in Vancouver will be really full during the Olympics.
10. Swimming won't be an event in the Winter Olympics in 2010.
11. Some athletes might get injured during the Olympics.
12. The BC Government should give everyone in BC a day off with pay during the Olympics, shouldn't they?
13. Anyone who is strong and athletic could compete in the Olympics.
14. Canadian hockey fans will be cheering for Team Canada.
15. People who want to watch an event should buy their tickets early.
16. It won't be easy to find parking downtown Vancouver during the Olympics.
17. The 2010 Winter Olympics could be the most expensive Olympics so far.
18. Nanaimo would be a good place to hold the Winter Olympics.
19. Some employers might give their employees time off to attend the Olympics.
20. First place winners will get a gold medal.

## Station #8

### Will Power Activity - Student Worksheet

<b>might</b>	<b>will</b>	<b>should</b>	<b>would</b>	<b>could</b>	<b>won't</b>
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1. The Winter Olympics \_\_\_\_\_ take place in Vancouver and Whistler in 2010.
2. Canada \_\_\_\_\_ win the most medals in the 2010 Winter Olympics.
3. The Paralympics \_\_\_\_\_ be held after the Olympics.
4. Parents \_\_\_\_\_ encourage their children to participate in sports.
5. The 2010 Winter Olympics \_\_\_\_\_ be held in Calgary.
6. If your teacher were competing in the Olympics, she/he \_\_\_\_\_ be absent from class.
7. If you could be in the Olympics, which sport \_\_\_\_\_ you do?
8. Many people from around the world \_\_\_\_\_ come to the Olympics in BC.
9. Hotels in Vancouver \_\_\_\_\_ be really full during the Olympics.
10. Swimming \_\_\_\_\_ be an event in the Winter Olympics in 2010.
11. Some athletes \_\_\_\_\_ get injured during the Olympics.
12. The BC Government \_\_\_\_\_ give everyone in BC a day off with pay during the Olympics, shouldn't they?
13. Anyone who is strong and athletic \_\_\_\_\_ compete in the Olympics.
14. Canadian hockey fans \_\_\_\_\_ be cheering for Team Canada.
15. People who want to watch an event \_\_\_\_\_ buy their tickets early.
16. It \_\_\_\_\_ be easy to find parking downtown Vancouver during the Olympics.
17. The 2010 Winter Olympics \_\_\_\_\_ be the most expensive Olympics so far.
18. Nanaimo \_\_\_\_\_ be a good place to hold the Winter Olympics.
19. Some employers \_\_\_\_\_ give their employees time off to attend the Olympics.
20. First place winners \_\_\_\_\_ get a gold medal.

## Station #9

### Athlete Chat Activity - Answer Key

Partner A	Partner B
1. Have you ever heard of Brad, the Paralympic Alpine Skier from Mission, BC?	1. R – Yes, he hasn't. S – Yes, he competed in Whistler last year. T – Yes, I do. I go there all the time.
2. P – Wow, she started skating when she was really young. Q – I guess she'll be retiring soon. R – I wish I were a snowboarder too.	2. Mira Leung has been a competitive figure skater for nine of her 14 years.
3. Christina is in her first year on the Canadian National Alpine Ski Team.	3. G – So she's been on the team for four years? H – I bet he's a fast skater. I – I wonder what part of Canada she's from?

Partner A	Partner B
4. R – I wonder if she hurt her knee while skiing. S – I'm glad she's never had any injuries. T – What part of Alberta is she from?	4. Kristi Richards, a skier from Summerland, BC, suffered a knee injury.
5. Alexa has been on the National Snowboard Team since 1998 and has competed in the 2006 Olympics.	5. H – So she doesn't have any Olympic experience? I – So she has been competing as a snowboarder for over 10 years? J – She must be afraid of the snow.
6. R – He must be proud of his Japanese ancestry. S – Oh, so he's the coach. T – That's impressive.	6. Jonathon Redman is the first First Nations Athlete to make the BC Provincial Snowboarding Team.

### Station #9

#### Athlete Chat Activity - Student Dialogue Sheet

<b>Partner A</b>	<b>Partner B</b>
<p>1. Have you ever heard of Brad, the Paralympic Alpine Skier from Mission, BC?</p>	<p>1. R – Yes, he hasn't. S – Yes, he competed in Whistler last year. T – Yes, I do. I go there all the time.</p>
<p>2. P – Wow, she started skating when she was really young. Q – I guess she'll be retiring soon. R – I wish I were a snowboarder too.</p>	<p>2. Mira Leung has been a competitive figure skater for nine of her 14 years.</p>
<p>3. Christina is in her first year on the Canadian National Alpine Ski Team.</p>	<p>3. G – So she's been on the team for four years? H – I bet he's a fast skater. I – I wonder what part of Canada she's from?</p>
<p>4. R – I wonder if she hurt her knee while skiing. S – I'm glad she's never had any injuries. T – What part of Alberta is she from?</p>	<p>4. Kristi Richards, a skier from Summerland, BC, suffered a knee injury.</p>

<b>Partner A</b>	<b>Partner B</b>
<p>5. Alexa has been on the National Snowboard Team since 1998 and has competed in the 2006 Olympics.</p>	<p>5. H – So she doesn't have any Olympic experience?            I – So she has been competing as a snowboarder for over 10 years?            J – She must be afraid of the snow.</p>
<p>6. R – He must be proud of his Japanese ancestry.            S – Oh, so he's the coach.            T – That's impressive.</p>	<p>6. Jonathon Redman is the first First Nations Athlete to make the BC Provincial Snowboarding Team.</p>

## 9 Station Challenge Words Grid

*As you complete the activities at each station, fill in the word on the line below.*

Station #1 <hr/>	Station #2 <hr/>	Station #3 <hr/>
Station #4 <hr/>	Station #5 <hr/>	Station #6 <hr/>
Station #7 <hr/>	Station #8 <hr/>	Station #9 <hr/>

### 9 Station Challenge Words Grid - Answer Key

*As you complete the activities at each station, fill in the word on the line below.*

Station #1 <b>celebrate</b>	Station #2 <b>nation</b>	Station #3 <b>of</b>
Station #4 <b>Vancouver</b>	Station #5 <b>the</b>	Station #6 <b>2010</b>
Station #7 <b>our</b>	Station #8 <b>will</b>	Station #9 <b>spirit</b>