

The Great Comeback

Olympians Lesson 3 | Suggested Grades: 4-7

Lesson Plan

Objectives:

Students will....

- analyze newspaper headlines about Harry
- write headlines that better reflect Harry's career accomplishments

Curricula Links:

- Language Arts
- Physical Education
- Personal Planning

Materials:

- Lined Paper
- Overhead of Appendix 3.1
- Overhead of Appendix 3.2
- Appendix 3.3 (Attached)

The Big Idea

Harry Jerome's career was marked by great highs and some disappointing lows but throughout it he unfailingly demonstrated "commitment" to his sport. Later in life, he focused his commitment on his community by seeking to improve the health of young people.

Opening Motivator: Analyzing the Headlines (10 min)

- Create an overhead transparency of Harry Jerome Press headlines (Appendix 3.1)
- Read the headlines to your class and use the following guiding questions to generate a discussion:
 - What can you learn from these headlines about this athlete's career?
 - What Olympic events do you think this athlete competed in?
 - Do you think this athlete had a successful career? Why or why not?
 - Share Harry Jerome's career highlights with the class (Appendix 3.2) making the point that his successes were interspersed with disappointment.

Classroom Activity (60 min)

Distribute the newspaper article Harry Jerome "The Man Who Made It Alone". Ask students to independently read the article. After students have read the article, generate a group discussion using the following guiding questions.

- Who is Harry Jerome?
- When did Harry's racing career begin?
- What did the press think about Harry when he raced in the British Empire Games? How many different setbacks or failures did Harry face? How did he deal with them?
- What was the turning point in this career and what happened from that point forward?

After students share their answers, emphasize the idea that the media’s portrayal of Harry was very misleading and, in many situations, completely inaccurate. He was often labelled a quitter, but he was far from it. He was a kind, straightforward individual who was not only dedicated to being successful in his sport but also wanting making a difference in his community.

In the Lab (40 min)

1) Place students into small groups and present each group with the following questions to probe deeper into Harry’s life and career. Relevant pieces of journalism, live footage, and pictures can be found at the icon for this lesson and will help students better understand the important contributions Harry made to his community.

After students have had a chance to review the following discussion points, inform them that they are going to move to the computer lab to learn more about Harry Jerome at the British Columbia Sports Hall of Fame “Hero in You” site.

- Harry was known for his competitive drive and determination to succeed. He encouraged people to “get in the race and sprint to the finish.” What do you think he meant by that statement?
- What do you think it means to be an “engaged citizen”? How was Harry an engaged citizen? Why do you think he encouraged people to be engaged citizens?
- Not only did Harry win important races and set significant records, he wanted to make a difference in the lives of young people. He achieved his goal by starting the Premier’s Sports Awards program, which has been going strong for well over 20 years. What are you currently doing in your life to make a difference in your community? If not currently involved, where might you like to get involved?

Teaching Tip

Search under the following website www.psap.com for more details about The Premier’s Sports Awards Program and resources.

2) Now that students have a more clear understanding of Harry’s career and lifelong accomplishments, tell them that they are going to write a new headline that better communicates the positive difference that Harry Jerome made to his community. Headlines need to clearly demonstrate that Harry was not a quitter and that he was “committed” to improving the lives of others.

Conclusion and Reflections (10 min)

- Inform students that they are a journalist for a local paper. Pair students and have them write headlines for each other.
- Headlines need to focus on any positive contributions students are currently making to their communities or any future community work they think would make a positive change in the lives of others.

Extension Ideas

Take students in the gym to participate in the Premiere’s Sports Awards track lesson found in Appendix 3.3. Go to Premier’s Sports Awards Program web site for more exciting physical education lessons and support programs.

Web Links

www.psap.jwsporta.ca

Premier's Sports Awards Program

www.bcathletics.org

BC Athletics

<http://www.harryjerome.com/>

Harry Jerome Track Classic

<http://www.cbc.ca/archives/categories/society/celebrations/celebrating-black-history/canadian-track-legend-harry-jerome.html>

Harry Jerome archive on the CBC. Contains a video about the athlete's career, in addition to facts and a brief biography.

Appendices

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Appendix 3.1

The Headlines Said:

- “Our Jerome Assailed by Critics”
- “Jerome Wipes the Slate Clean” (Runs 100 Meters in Brilliant 10.1)
- “Jerome Equals World 100 Yard Mark”
- “Jerome Folds Again” (Called Quitter in Rome Haughty in Early Runs)
- “Jerome Is Back - Equals World Mark”
- “Rowers Win Gold Medal, Harry Jerome a Bronze”
- “A Miracle Worker - That’s Jerome!”
- “It’s Time We Cheered Harry Jerome” (They used to call him a quitter, but what’s he done lately? He’s made a tremendous comeback, he’s tied the world record for the 100 yards and he’s proved his courage over and over again.)
- “Through thick and thin Jerome Has Persevered”
- “Jerome Leaves Lasting Legacy”

Appendices

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Appendix 3.2

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The Record:

- 1960 Rome Olympics - Injured
- 1962 British Empire Games - Injured
- 1964 Tokyo Olympics - Bronze 100m, 4th 200m
- 1967 Pan American Games - Gold 100m
- 1968 Olympics - 7th 100m
- 1960 World Record 100 yards - 9.3 seconds
- 1960 World Record 100 meters - 10.0 seconds
- 1962 world Record 100 yards - 9.2 seconds
- 1962 World Record 4x 110 yard relay - 40 seconds
- 1964 World Record 60 yards - 6.0 seconds
- 1966 World Record 100 yards - 9.1 seconds

Appendices

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Appendix 3.3

THEME

Running Form - Sprinting and Triple Jump

PURPOSE: To introduce the basic Sprint Running Form and the elements of the Triple Jump Technique.

SPORTING SPIRIT FOR INSTRUCTORS: is providing immediate and positive feedback to encourage desired behaviours.

EQUIPMENT

- Pylons
- 42 skipping ropes or similar markers
- Rake
- Chalk
- Measuring tape

TRACK & FIELD AREAS

- Long jump pit
- 1m square take-off area
- 30m course

WARM-UP

Hopping Tag

1. Mark out a play area for tag using pylons.
2. Select 3 participants at one time to be 'IT'. Play tag using variations of hopping (e.g. two foot, one foot, alternating feet, hopping with knees high, frog hopping). 'IT' has to perform hopping variations as well.
3. When tagged, that participant automatically becomes 'IT'.
4. Blow whistle to indicate a change in hopping style. Play for 3 minutes.

FITNESS FOCUS

Area of Emphasis: Hamstring Flexibility

1. Assume a push-up position.
2. Bring one knee to chest, and hold stretch for a count of 10.
3. Alternate and repeat slowly 10 times each leg.

