



EDUCATION PORTFOLIO

For In-Person Field Trips

*Blending sport with
culture and education.*



Education at the Lake Placid Olympic Museum

Think of our Museum as a whole other classroom:

- Field trips, any time of year, in-person or virtual, that enhance learning in and out of the classroom.
- Programs available weekly with Museum staff.
- Free teacher resources available on our website.
- We can come to you! Visits to your classroom brings the Olympic spirit to you and your students.

Utilizing the philosophy of Olympism, we can help educators engage students in critical thinking and thoughtful inquiry as they interpret objects, photographs, artworks, oral histories, and other primary sources.

Olympism is defined by the International Olympic Committee as a philosophy of life, exalting and combining in balance whole the 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 fundamental ethical principles.



This Portfolio

We are excited to meet you and your students on your upcoming field trip to the Lake Placid Olympic Museum (LPOM)! This portfolio is a collection of the educational offerings from the LPOM and can assist you with selecting the hands-on activity you would like your students to complete during their field trip.

Categorized by elementary, middle, and high school, there are a variety of activities with engaging themes that all connect to the Olympics. The lesson plans for each category's activities are included in this portfolio to give an overview of what the lesson includes. Each activity can be customized to your needs or length of visit.

For more information or questions, please email museum@orda.org or call (518) 302-5326.



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Elementary Student Activities

Adjectives & Athletes

This lesson will introduce students to nouns, verbs, and adjectives. While the emphasis of this lesson will be on adjectives, students will work with nouns and verbs.

Adjectives are an important part of the English language. It is what helps create meaningful and expressive sentences. Without them, how we talk would be not as exciting! This activity will encourage students to explore adjectives and their meanings, read about famous and influential female Olympians, and match adjectives to the athletes.

All About Pins

This lesson will introduce students to the world of Olympic Pin trading and its history at the Olympic Games.

Olympic pin trading took off as the #1 spectator sport at the 1980 Olympic Winter Games in Lake Placid. The Olympic Pin Display, located in the design section of the Museum, features just under 800 Olympic pins from all different Winter Games. Using the Pin Detective activity sheets next to the display, have students work individually or in groups to complete the search for pins.

Alphabet Search

This lesson will introduce students to terminology used in the Olympic Winter Games.

This activity engages students and sends them on an Olympic Alphabet Search throughout the museum. It exposes students to the incredible history of the Olympic Winter Games while also encouraging active participation and curiosity.

Flag Mix-Up

This lesson will introduce students to the history of the Olympic Opening Ceremonies and the details that go into them.

The Olympic Opening Ceremonies are steeped in historic tradition and as they have evolved over the years, one thing never changes: the order in which the countries march in the Parade of Nations. After learning about the Opening Ceremonies, students will work in groups to correctly arrange the flags in the order they would have been presented at the 1932 and 1980 Olympic Winter Games in Lake Placid.

Elementary Student Activities Cont.

Olympian Discovery

This lesson will ask students to utilize their research skills and encourage them to learn more about different Olympic Athletes.

There are thousands of Olympians from all over the world and they all have impressive stories to tell. Have students work individually and ask them to select an Olympian to research. This can be either Summer or Winter – it does not matter!

What in the World is this Weather?

This lesson will introduce students to weather science and its role in the Winter Olympics.

Students will learn the four core types of clouds, what weather they can bring, and learn about the weather patterns at the 1980 Olympics. They will then have the chance to try being a weather reporter themselves!

ADJECTIVES & ATHLETES

This lesson will introduce students to nouns, verbs, and adjectives. While the emphasis of this lesson will be on adjectives, students will work with nouns and verbs.

CONTEXT

Adjectives are an important part of the English language. It is what helps create meaningful and expressive sentences. Without them, how we talk would be not as exciting! This activity will encourage students to explore adjectives and their meanings, read about famous and influential female Olympians, and match adjectives to the athletes.

AIMS & OBJECTIVES

Students will be able to:

1. Identify words as nouns, verbs, or adjectives.
2. Explain the function of nouns, verbs, and adjectives.
3. Discuss why they selected a certain adjective as a descriptor for a person.

MATERIALS

Primary Sources:

Images from the LPOM Collection.

Secondary Sources:

The Primary Source Card that details what each object is.

PROCEDURE

- After teaching students about nouns, verbs, and adjectives, provide them with the different female Olympian write-ups that is included in this lesson plan.
- Having students work in groups or independently, assign one or more Olympian write-ups to students and instruct them to read through the information.
- If students are unsure of what each Olympic winter sport is, use the supplied resource sheet to go through each of the sports.
- After students read through the write-ups, explain that they will use the attached word bank to assign different adjectives to their Olympian. The word bank will contain a mix of nouns, verbs, and adjectives so students will have to correctly select the adjectives.
- Once completed, have students share what Olympian they read about and what adjectives they selected and their reasoning behind it.

ALL ABOUT PINS

During your field trip to the Lake Placid Olympic Museum, this lesson will help to introduce students to the world of Olympic Pin trading and its history at the Olympic Winter Games.

CONTEXT

Olympic pin trading took off as the #1 spectator sport at the 1980 Olympic Winter Games in Lake Placid. The Pin Display, located in the design section of the Museum, features just under 800 Olympic pins from all different Winter Games. Using the Pin Detective activity sheets next to the display, have students work individually or in groups to complete the search for the pins.

AIMS & OBJECTIVES

Students will:

1. Use their memory skills to locate the different Olympic Pins.
2. Develop an appreciation for Olympic design.

MATERIALS

Primary Sources:

Artifacts in the LPOM.

Secondary Sources:

CBS News Clip: "Olympic Pin Trading"

PROCEDURE

- Before visiting the Lake Placid Olympic Museum, get students thinking about Olympic Pin Trading by playing the 4 minute news video from CBS News. The video briefly explores what Pin Trading is and the history behind it.
 - Copy and paste this link for the video:
<https://www.youtube.com/watch?v=h7KYDfBjMho>
- While at the Lake Placid Olympic Museum, navigate your students to the Pin Display case in the "Design & Olympics" section.
- Have students work individually or in groups by using the provided activity sheets next to the display case or your own printed versions.
- Make this into a fun and friendly competition by awarding small prizes to the group that finishes first!

ALPHABET SEARCH

During your field trip to the Lake Placid Olympic Museum, this lesson will help to introduce students to terminology used in the Olympic Winter Games.

CONTEXT

This activity engages students and sends them on an Olympic Alphabet Search during their in-person field trip to the Lake Placid Olympic Museum. It exposes students to the incredible history of the Olympic Winter Games while also encouraging active participation and curiosity. The Answer Guide to this activity is attached to this Lesson Plan.

AIMS & OBJECTIVES

Students will be able to:

1. Gather, interpret, and use evidence.
2. Create an understanding of the past by using primary sources.
3. Ask and answer questions.

MATERIALS

Primary Sources:

Artifacts and images in the LPOM.

PROCEDURES

- Either have students work separately or in groups. The questions can be printed out in worksheet form, however, please note that **no** pens or markers are allowed in the museum. Only pencils and this **must** be monitored closely by teachers, chaperones, and teaching aids.
- Have students work through the search clues by exploring the Lake Placid Olympic Museum.
- After they have recorded all their answers, use the included Answer Guide to check their work.
- If students need assistance finding where the answers are located, refer to the Answer Guide.

FLAG MIX-UP

This lesson will introduce students to the history of the Olympic Opening Ceremonies and the details that go into them.

CONTEXT

The Olympic Opening Ceremonies are steeped in historic tradition and as they have evolved over the years, one thing never changes: the order in which the countries march in the Parade of Nations. After students have been introduced to the Olympic Opening Ceremonies using the attached materials, students will work in groups to correctly arrange the flags in the orders they would have been presented at the 1932 and 1980 Olympic Winter Games in Lake Placid.

AIMS & OBJECTIVES

Students will be able to:

1. Gather, interpret, and use evidence.
2. Use chronological reasoning and causation.
3. Utilize geographic reasoning.

MATERIALS

Primary Sources:

Photographs from the LPOM collection.

Secondary Sources:

World Map

PROCEDURE

- Introduce students to the Opening Ceremonies by using the provided information sheets. Explain that countries march into the Opening Ceremony in alphabetical order with the exceptions being Greece entering first since they are the founders of the Ancient Games and the host country entering last.
- Split students into groups with pre-shuffled flags from either the 1932 or 1980 Games.
- Using the labels as clues, have students arrange the flags in the order that the countries would have marched in during the Parade of Nations by using the information that they learned and the primary sources provided.

OLYMPIAN DISCOVERY

During your field trip to the Lake Placid Olympic Museum, this lesson will introduce students to different athletes that are highlighted in throughout the exhibits.

CONTEXT

Names like Shawn White, Kristi Yamaguchi, and Apolo Ohno are easily recognizable in the sporting world. However, there are thousands of other Olympians that are not as well known, but are incredible athletes in their own right. This activity will expose students to the different athletes that are featured in the Museum and asks them to learn about their Olympian while at the Museum, with an extension classroom activity provided.

AIMS & OBJECTIVES

Students will:

1. Identify key information.
2. Conduct basic research.
3. Develop an appreciation for Olympic history.

MATERIALS

Primary Sources:

Historical photographs and artifacts in the Museum

Secondary Sources:

Articles found online for the extension activity.

PROCEDURE

- Prior to arriving at the Lake Placid Olympic Museum, hand out the credentials to students and inform them that they will be going on a field trip to the Museum. They will have to find the athlete pictured on their badge and answer the questions on the back.
- For the credentials, there is a mixture of 1932, 1980, and current local Olympians. Hints to the athlete's sport can be found through the sport pictogram and their country and medal count can be found on the silver winners plaques throughout the exhibits.
- The questions can be printed out in worksheet form, however, please note that **no** pens or markers are allowed in the Museum. Only pencils and this **must** be monitored closely by teachers, chaperones, and teacher aids.
- Explain to students that "sport" is the broad category, like figure skating, and that "events" are the smaller categories in which athletes compete for medals, like pairs skating.

Middle School Student Activities

Flag Mix-Up

This lesson will introduce students to the history of the Olympic Opening Ceremonies and the details that go into them.

The Olympic Opening Ceremonies are steeped in historic tradition and as they have evolved over the years, one thing never changes: the order in which the countries march in the Parade of Nations. After learning about the Opening Ceremonies, students will work in groups to correctly arrange the flags in the order they would have been presented at the 1932 and 1980 Olympic Winter Games in Lake Placid.

Mock IOC Election

This lesson will introduce students to different countries and the selection process for becoming an Olympic Host City.

Students will be broken into groups and given host cities to create a bid to host the Olympics. Teachers and museum staff will judge the final products, awarding the Olympics to one lucky host! For in-person field trips, this is a streamlined version of the full activity that is available on our website.

Object Mix-Up

This lesson will introduce students to the kind of critical thinking skills that museum professionals use on a daily basis.

Museum Curators work with thousands of objects on a daily basis and have to rely on their critical thinking skills quite often to deduce what certain objects are. This activity will encourage students to utilize these thinking skills by having them explore a set of unknown objects, create exhibit labels for the objects, and then have other students try to match the exhibit label to the correct object.

Title IX and Women's Sports

This lesson will introduce students to the history of Title IX and what protections it introduced for female athletes.

Title IX brought about important changes and protections in the opportunities girls and women are offered in sport. Students will take a look at what Title IX is and what it means in their lives. Then, they will learn about a real-life example of female athletes taking a stand for equal treatment in the world of professional sports.

Middle School Student Activities Cont.

What in the World is this Weather?

This lesson will introduce students to weather science and its role in the Winter Olympics.

Students will learn the four core types of clouds, what weather they can bring, and learn about the weather patterns at the 1980 Olympics. They will then have the chance to try being a weather reporter themselves!

OLYMPIC FLAG MIX-UP

This lesson will introduce students to the history of the Olympic Opening Ceremonies and the details that go into them.

CONTEXT

The Olympic Opening Ceremonies are steeped in historic tradition and as they have evolved over the years, one thing never changes: the order in which the countries march in the Parade of Nations. After students have been introduced to the Olympic Opening Ceremonies using the attached materials, students will work in groups to correctly arrange the flags in the orders they would have been presented at the 1932 and 1980 Olympic Winter Games in Lake Placid.

AIMS & OBJECTIVES

Students will be able to:

1. Gather, interpret, and use evidence.
2. Use chronological reasoning and causation.
3. Utilizing geographic reasoning.

MATERIALS

Primary Sources:

Photographs from the LPOM collection.

Secondary Sources:

World Map

PROCEDURE

- Introduce students to the Opening Ceremonies by using the provided information sheets. Explain that countries march into the Opening Ceremony in alphabetical order with the exceptions being Greece entering first since they are the founders of the Ancient Games and the host country entering last.
- Split students into groups with pre-shuffled flags from either the 1932 or 1980 Games.
- Have students first determine where each flag is from by researching online.
- Once students have determined where each flag is from, have students mark on the map where each country is. Please note that the map provided is from c. 1980.
- Ask students to then arrange the flags in the order that the countries would have marched in during the Parade of Nations by using information from what they learned and the primary sources provided.

MOCK IOC SELECTION - STREAMLINED VERSION

This lesson will introduce students to the International Olympic Committee's selection process for electing future Host Cities for the Olympic Games.

CONTEXT

To become a Candidate City for the Olympic Games is a lengthy process that involves incredible amounts of detail. To expose your students to the process, we have created a very simplified version for your class to complete during their field trip over a series of 4 activities: creating a logo, slogan, mascot, and giving a final presentation to the "panel". The teachers, chaperones, and Museum staff will act as the IOC voting panel to decide which group will be awarded the next Olympics!

AIMS & OBJECTIVES

Students will be able to:

1. Think creatively to make their presentations unique and original.
2. Problem solve and work through challenges.
3. Work successfully in a group setting.

MATERIALS

- Worksheets
- Pencils
- Country selection card with fun facts
- Informational presentation
- Markers

PROCEDURES

- Splitting students into teams, have each group randomly pick a host city name. You can choose from either the Summer or Winter Host Cities. Their selected country will be the one they are trying to persuade the mock IOC to vote for.
- Beneath their selected host city will feature a variety of fun facts about their country to assist with brainstorming.
- The steps for creating their mini Olympic bid include:
 - Step 1: Create a logo for their Olympics.
 - Step 2: Create a slogan for their Olympics.
 - Step 3: Create a mascot(s) for their Olympics.
 - Step 4: Final presentations.
 - Step 5: Mock IOC Panel voting session.

OLYMPIC OBJECT MIX-UP

This lesson will introduce students to the kind of critical thinking skills that museum professionals use on a daily basis.

CONTEXT

Museum Curators work with thousands of objects on a daily basis and have to rely on their critical thinking skills quite often to deduce what certain objects are, what their use was, when it was made, and who might have made it. This activity will encourage students to utilize these thinking skills by having them explore a set of unknown objects, create exhibit labels for the objects, and then have other students try to match the exhibit label to the correct object.

AIMS & OBJECTIVES

Students will be able to:

1. Identify, select, and evaluate evidence about events from diverse sources
2. Analyze artifacts in terms of historical context, content, point of view, purpose, and format.
3. Make inferences and draw general conclusions from evidence.

MATERIALS

Primary Sources:

Artifacts from the LPOM Collection.

Secondary Sources:

The Primary Source Card that details what each object is.

PROCEDURE

- Using the attached documents, explain to students what exhibit labels are and what kind of content is typically included.
- Afterwards, split students into groups and give each group a set of 4 primary source cards.
- Have students explore the objects and write their own exhibit labels using the provided worksheet. Explain to students that they will need to use context clues for this activity, such as does the object look old or modern, are there dates on objects, are there inscriptions, are there company logos, etc. All these types of clues will help students figure out what each object is.
- After the exhibit labels are written, have the groups swap primary source cards and exhibit labels and have students try to match the exhibit labels to the correct object.

TITLE IX AND WOMEN'S SPORTS

This lesson will introduce students to the history of Title IX and what protections it introduced for female athletes.

CONTEXT

Title IX brought about important changes and protections in the opportunities girls and women are offered in sport. Students will take a look at what Title IX is and what it means in their lives. Then, they will learn about a real-life example of female athletes taking a stand for equal treatment in the world of professional sports.

AIMS & OBJECTIVES

Students will be able to:

1. Explain what Title IX is.
2. Develop their research skills by learning more about a case study of equality in sport.
3. Begin to understand a few of the systemic challenges faced by female professional athletes.

MATERIALS

- Computer with internet connection for research in extension activity.
- What is Title IX? worksheet

PROCEDURE

- Ask students if they know what Title IX is and discuss what they think it means. Using the provided worksheet have them fill in their impressions under question 1.
- Teach students what Title IX is, and how their initial thoughts may be similar or different to what it means. You may want to use the following resources to help explain Title IX: [What is Title IX?](#) or the info graphic found at [Title IX Overview](#). A timeline of Title IX's history is also useful, and can be found at [History of Title IX](#). Have students continue the worksheet as the lesson continues.
- Ask students to raise their hands if they've ever attended a professional sports match or seen one on TV. Have them keep their hands raised if they were watching female athletes. As a class, reflect on what this means.

- Instruct students to pick the 2017 US Women's Hockey Team boycott or the US Women's National Soccer Team's class action equal pay lawsuit to research. Students can use the worksheet to guide their learning.
- Have students share what they learned in their research. Focus on why teams were taking action.
- Recall the previous survey question of how many students have watched professional female athletes compete, and link how we think about women's sports with real-life impacts on teams.

High School Student Activities

Commitment to Climate Change

This lesson will introduce students to the changes in snowfall in Winter Olympic Host cities.

As the climate warms, winter weather patterns have been changing across the world. Various changes in global climates are impacting who can host future Winter Olympic Games. In this lesson students will examine snowfall trends in Host Cities throughout history, how this impacts the games, and what the Olympic Committee's commitment to climate change is.

Mock IOC Election

This lesson will introduce students to the International Olympic Committee's selection process for electing future Host Cities of the Olympic Games.

Students will be broken into groups and given host cities to create a bid to host the Olympics. Teachers and museum staff will judge the final products, awarding the Olympics to one lucky host! For in-person field trips, this a streamlined version of the full activity that is available on our website.

Making Headlines

This lesson will invite students to reflect on how female athletes are spoken about in the media and encourage them to develop their own media literacy skills.

The media often treats men and women differently. We are examining this particularly through the way female athletes and women's sports are spoken about online. This has negative impacts on people of all genders. Students will begin to learn how media connects to real life outcomes. They will gain foundational skills to think critically about the media that we consume and its impacts.

COMMITMENT TO CLIMATE CHANGE

This lesson will introduce students to the changes in snowfall in Winter Olympic host cities.

CONTEXT

As the climate warms, winter weather patterns have been changing across the world. Various changes in global climates are impacting who can host future Winter Olympic Games. In this lesson students will examine snowfall trends in Host Cities throughout history, how this impacts the games, and what the Olympic Committee's commitment to climate change is.

AIMS & OBJECTIVES

Students will be able to:

1. Convert measurements from the imperial system to metric
2. Calculate percentages
3. Walk away with actions they can take about climate change

MATERIALS

- <https://www.ncei.noaa.gov/orders/cdo/3570778.pdf>
- <https://www.ncei.noaa.gov/orders/cdo/3570804.pdf>
- <https://www.weather.gov/media/slc/ClimateBook/Seasonal%20Snowfall%20by%20Year.pdf>
- https://www.meteoblue.com/en/blog/article/show/39932_Winter+Olympics+2022%3A+Weather+and+Climate
- <https://www.history.com/news/winter-olympics-snow-shortage>
- <https://www.climatecentral.org/climate-matters/winter-olympics-pyeongchang-2018>
- https://www.sportecology.org/_files/ugd/a700be_9aa3ec697a39446eb11b8330aec19e30.pdf

PROCEDURES

- For a great introduction to this topic, we strongly recommend having students read through this brief study: "Slippery Slopes: How Climate Change is Threatening the Winter Olympics". It can be downloaded from this link:
https://www.sportecology.org/_files/ugd/a700be_9aa3ec697a39446eb11b8330aec19e30.pdf
- Provide students with the amount of snowfall, Olympic City, and year
- Have students find the mode, median, and mean of the snowfall amounts.
- Have students convert the mode, median, and mean from feet to metric units
- Have students find the percent change in the snowfall data
- Students explain any trends they find and predictions for 2026 and 2030.
- Then, create a graph comparing 5 host cities of their choice (label accordingly).

MOCK IOC SELECTION - STREAMLINED VERSION

This lesson will introduce students to the International Olympic Committee's selection process for electing future Host Cities for the Olympic Games.

CONTEXT

To become a Candidate City for the Olympic Games is a lengthy process that involves incredible amounts of detail. To expose your students to the process, we have created a very simplified version for your class to complete during their field trip over a series of 4 activities: creating a logo, slogan, mascot, and giving a final presentation to the "panel". The teachers, chaperones, and Museum staff will act as the IOC voting panel to decide which group will be awarded the next Olympics!

AIMS & OBJECTIVES

Students will be able to:

1. Think creatively to make their presentations unique and original.
2. Problem solve and work through challenges.
3. Work successfully in a group setting.

MATERIALS

- Worksheets
- Pencils
- Country selection card with fun facts
- Informational presentation
- Markers

PROCEDURES

- Splitting students into teams, have each group randomly pick a host city name. You can choose from either the Summer or Winter Host Cities. Their selected country will be the one they are trying to persuade the mock IOC to vote for.
- Beneath their selected host city will feature a variety of fun facts about their country to assist with brainstorming.
- The steps for creating their mini Olympic bid include:
 - Step 1: Create a logo for their Olympics.
 - Step 2: Create a slogan for their Olympics.
 - Step 3: Create a mascot(s) for their Olympics.
 - Step 4: Final presentations.
 - Step 5: Mock IOC Panel voting session.

MAKING HEADLINES

This lesson will invite students to reflect on how female athletes are spoken about in the media and encourage them to develop their own media literacy skills.

CONTEXT

The media often treats men and women differently. We are examining this particularly through the way female athletes and women's sports are spoken about online. This has negative impacts on people of all genders. Students will begin to learn how media connects to real life outcomes. They will gain foundational skills to think critically about the media that we consume and its impacts.

AIMS & OBJECTIVES

Students will be able to:

1. Understand the real-life consequences of internet media.
2. Apply critical thinking skills to real news articles about athletes.

MATERIALS

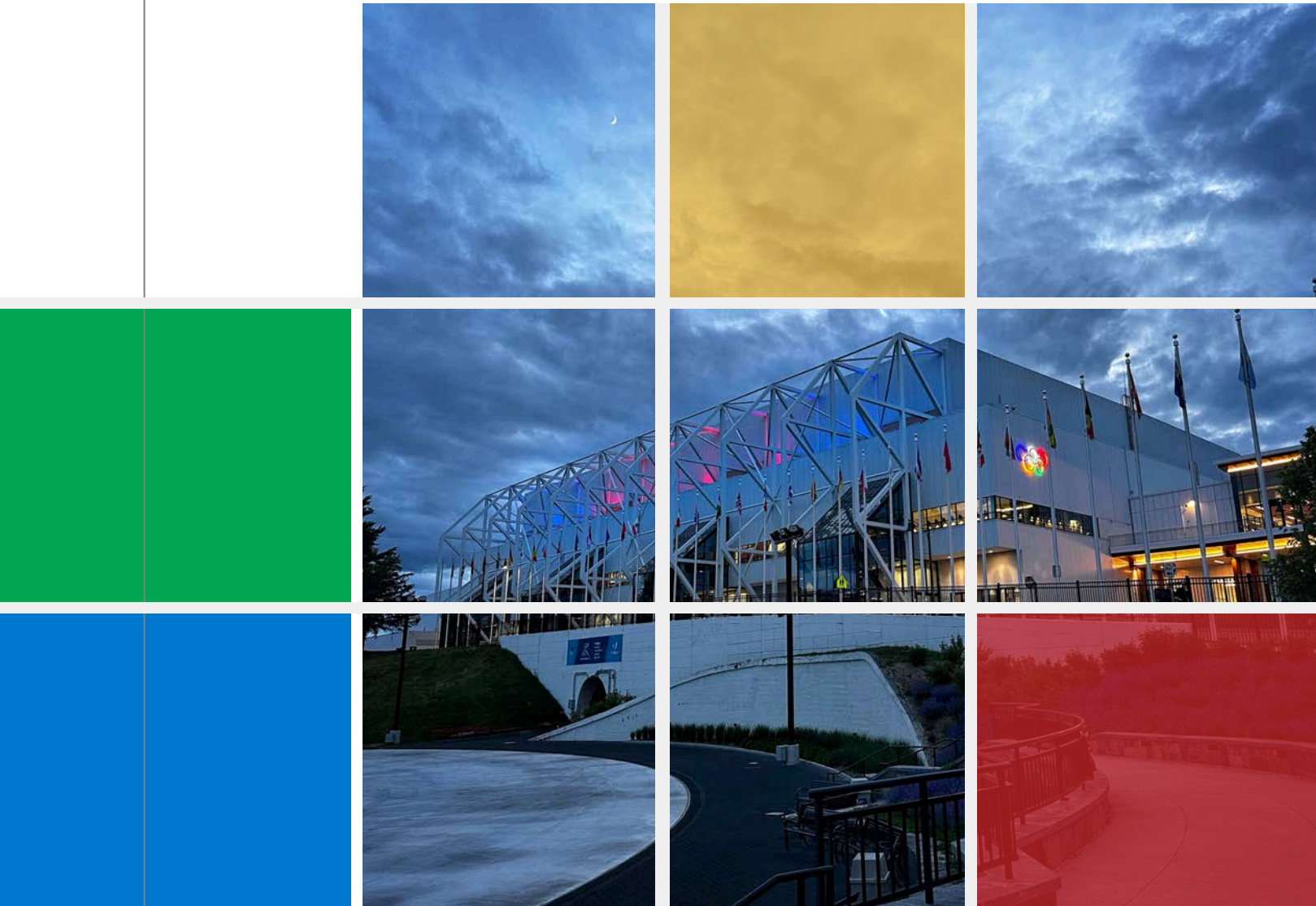
1. Supplemental articles and videos, linked below
2. Making Headlines Handout
3. Media literacy question worksheet

PROCEDURES


- Begin by watching "Correct the Internet" from Women in Sport Aotearoa's YouTube channel (<https://www.youtube.com/watch?v=LBtGOZgBb-A>)
- Have students read "Why storytelling 'hooks' hurt female athletes." (<https://www.cbc.ca/sports/olympics/olympic-sexism-media-1.3741279>)
- Discuss the Making Headlines Handout. Have students decide if each headline is likely to have been written about a male or female athlete. Note that one page has the blacked out names for the activity, the other is the answer key containing all links to the entire articles.
- Reveal the answer key. Ask students why they think it was possible to sort these headlines accurately. Note that the headlines are different: the headlines about men often focus more on their athletics and accomplishments whereas headlines about women often focus on feminine aspects of their personal lives.


EXTENSION ACTIVITY/QUESTIONS

- Invite students to select an article from the Headlines Handouts to read or choose an article of their own.
- In groups or independently, have them fill out the Media Literacy Worksheet to look at their article from a critical angle.



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