



A grassroots, school-based program that teaches students the value of community contribution by having them work together to raise funds for athletes with Olympic aspirations

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One of my fondest memories of the summer of 2004 was the shared experience of watching the Olympics on TV for the first time with my 7 year-old son, Aidan. It was a real thrill to cheer on the athletes together because we felt such an emotional bond to our fellow Canadians competing on the world stage.

I was also struck by all of the angst around the performance of the Canadian team. The blame for the perceived poor performances was usually placed on the inadequate funding our athletes receive from the government and other sources.

It occurred to me that there are more than enough schools in Canada for each of the Olympic athletes to be "adopted" by one of them so that at least part of their training expenses could be offset by student fundraising campaigns. As I sat wondering why nobody was taking the initiative to do this kind of thing, I came to the realization that *I* should take the initiative to do this kind of thing!

What I want the students to get is what I got in the moment I stopped saying somebody else should do this and started saying I should do this: the recognition that we all have the power to make a difference in our communities *if we just do it*. Hopefully, this is a lesson they will carry through their lives by continuously giving something back to the communities in which they live.

I shared the idea with a few friends, who all wanted to be involved. I then shared the idea with the principal and a couple of teachers at my son's school and they, too, were quite enthusiastic about bringing this program to life.

This is how the *Adopt An Athlete™* program was born.

Ian Chamandy
Director, Adopt An Athlete™ Foundation

Special Thanks

To Lori-Ann Muenzer, whose perseverance in the face of insufficient funding and inadequate technology caused here to earn a gold medal in cycling for herself and Canada at the 2004 Summer Olympics in Athens.

It was her experience and accomplishment that inspired the idea for for the Adopt An Athlete Foundation.

The Adopt An Athlete™ Program

Why the program is needed and what it intends to achieve

Needs

Young athletes that aspire to Olympic competition are either poorly funded or not funded at all



School-aged children need education on, and practical training in, making a contribution to the communities in which they live



Schools and teachers want exciting and practical methodologies for teaching students basic academic skills in ways that will capture their imaginations



Young people need mentors who can teach them what it takes to achieve at the highest levels, in sports and in all other areas of their lives



Canadians only think about the support needs of elite athletes during the Olympics, which results in an environment of poorly funded athletes



Goals

The program raises funds for young athletes training to qualify for the Olympics

The program teaches the value and reward of community contribution by having students work within an exciting and inspiring community project

It is a curriculum-based program that is used by educators to teach math, reading, writing, comprehension, geography and social studies

Athletes visit the schools that "adopt" them and talk to the students about what it takes to train and compete at the highest levels of international sport

The ongoing contact with athletes will sensitize Canadians to their day-to-day support needs, creating a more generous environment for private and government funding

Adopt An Athlete™ Foundation

*The Foundation inspires the creation
of Adopt An Athlete™ communities
in schools across Canada*

- **Create**: The Foundation inspires teachers, principals, trustees and superintendents across the country to implement the program in their schools
- **Support**: The Foundation provides teachers with a turnkey package that makes it as easy as possible for them to create Adopt An Athlete™ communities in their schools and conduct fundraising activities for their “adopted” athletes
- **Connect**: The Foundation maintains a database of “adoptable” athletes (this will be done through relationships the Foundation creates with all of the national sports organizations)

Athletes We Adopt

Elite athletes with a demonstrable financial need

- While some national "A" team athletes are adequately supported by corporate sponsors, others are not
 - Some athletes are not well enough known yet to attract corporate support
 - Others compete in sports that are not high profile enough to attract adequate corporate sponsorship
- Most athletes that are just below the national "A" team level (called the development team) are not adequately funded
 - These athletes are striving to make the "A" team
 - They represent Canada's international sporting future
- The Foundation recognizes that many of the development team athletes that will be adopted by schools may never make their national "A" teams

Growth Plan And Specific Measurable Results

- Stage 1: Create Adopt An Athlete™ projects in schools in the GTA
- Stage 2: Expand the program across the province
- Stage 3: Expand the program across the country
- Stage 4: Inspire Adopt An Athlete™ Foundations in the U.S., Europe and Australia

Region	Year One (By Turino)	Year Three (By Beijing)	Year Five (By Vancouver)
Ontario	25 schools 12,500 students, 18,000 parents	100 schools 75,000 student 112,500 parents	200 schools 100,000 students 150,000 parents
Canada		250 schools 100,000 students 150,000 parents	500 schools 250,000 student 375,000 parents
International			Organizations in USA Europe and Australia
Total	25 schools 12,500 students 18,000 parents	350 schools 175,000 students 112,500 parents	700 schools 350,000 students 525,000 parents Plus international

Appendix A: Pilot Project

- Two grade three classes at McMurrich PS in Toronto
- Initiated Adopt An Athlete™ in October 2004
- First fundraiser at Christmas show raised \$608 selling water and popcorn
- Second fundraiser in March 2005 raised \$200 with a raffle and prizes donated by local merchants
- Adopted athlete is Warren Tanner, Canadian freestyle skier
- Warren writes emails to class every couple of weeks while competing around the world (see following pages)
 - He tells them about his experiences
 - He asks them questions about wherever he is
 - They research the questions and email the answers to him
- The teachers have integrated the Adopt An Athlete™ activities into the curriculum to teaches students various academic skills

Appendix B

Correspondence between students and athlete

Dear Warren,

My class is so excited about receiving your weekly emails and updates. Thank you so much for agreeing to become our Adopt an Athlete and we look forward to meeting you in the spring. We will be sending you a class photo with our next letter. Good luck with your competition this weekend and we look forward to hearing from you soon.

Kamla

To the two grade 3 classes at McMurrich,

Hello everyone! My name is Warren Tanner, and I am a member of the Canadian Freestyle Ski Team. Freestyle skiing is made up of two separate events; moguls, and aerials. I compete in the mogul events. I grew up, just across the lake in Grimsby, Ontario. I learned to ski across the border, in Ellicottville, N.Y. I am 24 years old, and have been skiing on the Canadian team for 7 years.

I started skiing with my family when I was 7 years old. I skied with my family, mostly on the weekend. Then, when I was 13 years old, I watched Jean-Luc Brassard win Olympic Gold for Canada in men's moguls. Does anyone know what year that would have been? I'll give you a clue: the host city was Lillehammer, Norway.

Right now I am writing to you from Naeba, Japan. Last week we were in Inawashiro, Japan. Maybe you can try to find these places on Mapquest?

During the winter, I travel with my team from event to event. Since Christmas, we have been to Mt. Tremblant, Quebec, Lake Placid, N.Y., Fernie, B.C., Deer Valley, Ut., and Inawashiro, Japan. We generally stay one week at each location. We have two coaches, and there are seven guys and six girls on tour. I generally ski between three and five days a week. This adds up to between 150 and 200 days a year!

Appendix B

Correspondence between students and athlete con't

Well, I just want to end with saying that I am really exciting to be "adopted" by your classes, and I also look forward to meeting all of you soon (hopefully some time this spring). Also, I would like to thank you for your financial support. This means a lot to me.

Ok, study hard,

Warren

February 18th, 2005

Dear Warren,

Hi we are a grade three class at McMurrich Junior Public School. We are Room 209 and there are 26 students plus our teacher Ms. Rambaran. Our school has been around for 84 years. We do lots of fun activities, such as fundraising for other people, painting murals and participating in sports.

Room 209 is excited about the Adopt an Athlete Program because it is a good cause. We are excited about adopting you because it is cool to meet an athlete, especially a skiing athlete. We are really excited that you going to come to our school, we can't wait to meet you. We heard that you like skiing moguls and that you are a really, really great skier.

So far in the Adopt an Athlete Program we completed one fundraiser, we raised \$608 dollars. We all had to go home and make popcorn on the weekend. Afterwards we brought it back to school, bagged it and sold it with water and hot chocolate at the Winter Concert. We told the McMurrich community that we were raising money for you. Some people even donated \$20 bills.

Now to answer your two mini-trivia questions: Jean-Luc Brassard won the gold medal in the 1994 Olympic Games in Lillehammer, Norway. Inawashiro, Japan is located in the northeast part of the country.

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Appendix B

Correspondence between students and athlete con't

We hope you do well in the competition in Italy. We have read all your emails and are excited to answer your trivia questions. We hope you have a great time in Italy and a safe trip back to Canada.

Our class would like to ask you a few questions. When did you compete in your first competition? What kind of tricks did you do on the slopes? How many languages do you speak? Do you have any pets?

Thank you for writing to us and we hope you have fun this weekend!

Sincerely,
The Students of Room 209

Hi Class!

Thanks for your last email. The pictures were really great. I am excited to meet all of you in the spring. Also, the bulletin board looks awesome!

Well, since I emailed you last, our team travelled to Voss, Norway, for the last World Cup of the season (Voss is just north of Bergen), and then travelled to Paris, France, to enjoy our week off. To get to Paris, we had to fly from Bergen to Copenhagen, and then from Copenhagen to Geneva, and then drive from Geneva to Paris. Can you find all of these cities on a map? Do you know what countries they are in?

Since we have arrived in Paris, we have done most of the touristy stuff: we went up the Eiffel Tower, we visited the Arch de Triomphe and the Louvre. The Louvre, is one of the biggest museum's in the world (maybe the biggest, I don't know...maybe you could find out for me...) and is home to some of the world's most famous art. There is one painting in particular that is extremely famous. Any guesses as to which one I am talking about?

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Appendix B

Correspondence between students and athlete con't

So now we have a couple more days in Paris and then we are leaving to a town in the Alps called Tignes. Tignes is near the host city of the 1992 Olympic Winter Games. Do you know the name of this city? We will stay there and ski for four days to get ready for World Championships and then we will travel up to Finland. The town we are going to is called Ruka. It is near Kuusamo, which is about 45 km south of the Arctic Circle. I have been there before, and one of the cool things about Kuusamo is that you will often see wild reindeer wander into town!

Well, that's all for now. Talk with you soon,

Warren

Warren at work



Appendix C

Teaching Language

- **Reading** (reading of a letter and research of countries)
 - read a variety of fiction and non-fiction materials (e.g., letters) for different purposes; read aloud, speaking clearly and with expression; express clear responses to written materials, relating the ideas in them to their own knowledge and experience and to ideas in other materials that they have read; use conventions of written materials to help them understand and use the materials
- **Writing** (letter writing to an athlete or AAA program, research project)
 - communicate ideas and information for specific purposes and to specific audiences (e.g., letter writing); write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., personal letter writing); organize information into short paragraphs that contain a main idea and related details; begin to use compound sentences and use sentences of varying length; produce pieces of writing using a variety of forms (e.g., personal, formal letters); revise and edit their work, using feedback from the teacher and their peers;
- **Oral Visual Communication** (group work and presentation of ideas)
 - communicate messages, and follow and give directions for a variety of activities and events;
 - apply the rules for working with others

Appendix C

Teaching Math

- **Number Sense and Numeration** (adding of fundraising money)
 - understand and explain basic operations (addition, subtraction, multiplication, division) involving whole numbers by modeling and discussing a variety of problem situations (e.g., show division as sharing, show multiplication as repeated addition)
- **Measurement** (counting money raised through fundraiser)
 - demonstrate the relationship between all coins and bills up to \$100
 - make purchases and change for money amounts up to \$10, and estimate, count, and record the value up to \$10 of a collection of coins and bills
 - read and 7 money amounts using two forms of notation (89^{r} and \$0.89)
- **Data Management and Probability** (graphing athletes results and fundraising money)
 - sort, classify, and cross-classify objects and data
 - collect and organize data
 - interpret displays of data, present the information, and discuss it using mathematical language
 - demonstrate an understanding of probability and demonstrate the ability to apply probability in familiar day-to-day situations

Appendix C

Teaching Science

- **Energy and Control**
 - demonstrate an understanding of how movement is caused by forces and by energy that is stored and then released;
 - investigate how different forces affect the operation of everyday devices, and design and construct devices that use a form of energy to create controlled movement;
 - identify objects, devices, and systems in everyday life that are affected by forces and movement and explain in what ways they are useful to us.
- **Structures and Mechanisms**
 - demonstrate an understanding of the factors that affect the stability of objects;
 - describe, using their observations, systems involving mechanisms and structures, and explain how these systems meet specific needs and how they have been made

Appendix C

Teaching Social Studies

- **Mapping and identifying countries visited during competition**
 - construct and read graphs, charts, diagrams, maps, and models for specific purposes (e.g., to describe a community and its environment);
 - communicate information (e.g., concerning the comparison of urban and rural communities), using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.
 - identify the Canadian provinces, territories, and their capitals on a map;
 - consult map legends when looking for selected features (e.g., H/hospital);
 - recognize that different colours on maps indicate different things (e.g., different colours are used for different countries).

Appendix C

Teaching Visual Arts

- **Create posters for fundraisers**
 - produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;
 - identify the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art

Appendix C

Teaching Drama

- **Mock interviews**
 - interpret and communicate the meaning of stories, poems, plays, and other material drawn from a range of sources and cultures, using basic drama and dance techniques (e.g., writing in role);
 - demonstrate an understanding of a character's point of view through writing and speaking in role, and through using body movement in role (e.g., write diary entries and plant grain as a pioneer in Upper Canada);
 - defend a point of view through speaking and writing in role (e.g., as townsfolk, plead with the mayor to save their town);
 - write and perform chants.

Appendix C

Teaching Physical And Health Education

- **Toronto Schools on the Move**
 - participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., skipping to music);
 - recognize the personal benefits of being physically active;
 - acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, gymnastics, dance, outdoor pursuits);
 - describe the relationship among healthy eating practices, healthy active living, and healthy bodies

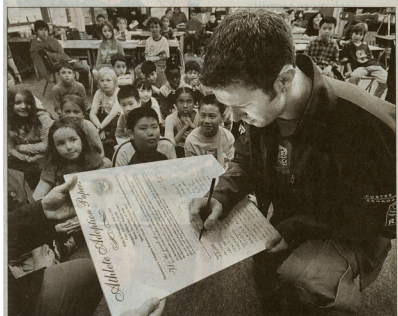
Appendix D

Media



B2 • TORONTO STAR • SATURDAY, MAY 7, 2005

GTA



Grade 3 students at McMurrich Junior Public School meet Warren Tanner, a member of the Canadian ski team and their adopted athlete, at school yesterday. Tanner signed "official" adoption papers and accepted \$855 they raised for him.

Athlete's family includes two classrooms of pupils

Toronto students 'adopt' ski star

Unique program hit at McMurrich

LESLIE FREESTYLE

It may be too hot to hit to feel behind the pit-stained desks in Room 209, but Canadian freestyle skier Warren Tanner will always have a seat of honor at McMurrich Junior Public School.

Pupils in the two Grade 3 classes have taken the 24-year-old skier and filmmaker under their wings as part of a one-of-a-kind Adopt an Athlete program that teaches students and raises young Olympic hopefuls in a unique learning experience.

As part of the language curriculum, students at the school have been writing to Tanner while he trained and competed in such freestyle places as Tignes, France, and Baka, Finland, said Grade 3 teacher Leslie Anne McCallin. Geography got a whole lot more hands-on with "Warren's Warriors" as students followed him around the globe locating the venues on a world map. They put their artistic skills to work making posters for fundraisers to support his training and then put pencils to paper

in math keeping tabs on the accounts. "It's a new and exciting way to teach the curriculum," colleague Kamla Bumburast said yesterday at Tanner's arrival. "A range of questions from students. The program was real and kids could see the connection to real life."

Students raised \$852.55 selling popcorn and hot chocolate at school events and holding raffles. After signing adoption papers that officially make him part of their big family, students presented Tanner with a certificate and a cheque. In return, he gave the students autographed skis he wore during the 2005 World Championships, where he placed 6th in moguls, and two of his competition bibs.

Meeting one of his Canadian idols was an "awesome" moment for Dytina Miles, 8. "I felt special in seeing him," he said. "Warren has inspired me to sort of act like him. Wayne Gretzky inspired me to do more in sports, too. I want to be like both of them."

As he visited his young fans yesterday between training, Tanner thanked the students for their ongoing support, encouraging emails, "and for keeping

me going." Clearly, he was as impressed with them as they were with him, saying during an interview he was overwhelmed to finally meet his electronic pen pal after months of correspondence. "I'm honored to be your athlete. Thanks so much for adopting me!" he told the kids as they cheered.

An appreciative Tanner said he will use the money raised by the students to help pay for upcoming training camps. Adopt an Athlete is the brainchild of Ian Chamandy, whose son Aidan is a Grade 3 student at the school on Winton Dr., near St. Clair Ave. W. in East York St. After cheering for the Canadian during the 2004 Olympics, he recognized the athletes were in desperate need of better training ex-

periences. By pitching in, they'd also learn firsthand that "they have the power to make a difference in their communities," he said during Tanner's visit, adding his Grade 3s were helping to help someone who would be following their lead. "I really think that would be a good idea," said Patrick Finton, 8. "I would be good for Canada in the next Olympics."



Toronto Sun • Friday, May 6 • 2005

sports S27

The Last Word

Kids pitch in with funding

Mike Ulmer finds an impressive group of children raising money to support skier Warren Tanner

IAN CHAMANDY spent a good deal of last August on the couch, watching the Athens Olympics with his son, Aidan. Aidan was seven, just old enough to start appreciating the Games. No matter the question, Aidan was right there with the answer. Except for the one about why Canadian athletes faced so poorly. "There was so much angst in the country about the allegedly poor performance and how we find our athletes," Chamandy said. "I thought about how easy it would be for people to fundraise directly for athletes and develop a relationship with the athlete. I thought, 'Why won't people do it?' Then I thought, 'Why don't I?'"



"You don't get involved in something like this for financial reasons. The chance to interact with the kids is the main thing." —Warren Tanner



■ FREESTYLE SKIER Warren Tanner found an unlikely sponsor: Two Grade 3 classes at McMurrich Junior Public School. The kids raised \$852.55 to help him compete.

It turns out — no reason at all. Chamandy phoned Canadian sports associations to gain a list of suitable athletes. A freestyle skier named Warren Tanner fit on a number of levels. Being from Grimsby, right in Hamilton, Tanner was relatively local. Freestyle skiing is a glamorous sport to kids and Tanner was taken by the idea of working with youth. And so Warren Tanner will meet his 67 or so parents at Toronto's McMurrich Junior Public School today.

At 24, he's a little old for adoption, but adopted he will be, by Kamla Bumburast and Leslie Anne McCallin's Grade 3 classes. They even have a certificate to sign and \$852.55 to hand over for Tanner's training. They raised most of the money by selling popcorn they made at home and hooked at the school's winter concert. "It basically means a place tucked somewhere," Tanner said, "but you don't get involved in something like this just for financial reasons. The chance to interact with the kids is the main thing." So far, Tanner has e-mailed from Japan and 40 points all over Europe. He has quizzed the kids on the site of the 1994 Winter Games and invited them in on the Lower and told them how rickshaws often wander into a Finnish town he visited. "Getting involved with a Canadian athlete really appealed to the children," said McCallin. "We can infuse the curriculum with meaning for the children. It can become homework for them to see how he does on the weekends he's competing. It's great to see the kids so involved about Canada and to learn about the training and control behind what it takes to be an Olympic athlete." The kids' efforts are a leg-up to publicize the pop-culture and a ticket traffic.

Chamandy works in PR. He has a set up a website, www.adoptanathlete.ca. He is hopeful of spreading the plan through the Toronto school board next season. His goal is to sponsor athletes by skills to publicize the pop-culture and a ticket traffic. The kids learn they can be actively involved in helping and observe the preparation and dedication necessary for high achievement. They learn about good health and fitness. They use their math skills to add up their funds, their art skills to publicize the pop-culture and a ticket traffic.

By then, Warren Tanner might not be in the game any more but the need for help is still responsible to extinguish. Mercifully, so is the next-haunting goodwill of children.

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