

LEVEL – Middle primary

ENGLISH AFTERNOON TEA

DESCRIPTION

In these activities, students learn about the origins of tea, a traditional part of English breakfast and afternoon tea. They analyse and discuss ingredients need to make tea, the steps needed and how tea is usually consumed. They compose a short procedure and draw a picture to illustrate.

These cross-curriculum activities contribute to the achievement of the following:

Creative and visual arts

- Selects, combines and manipulates images, shapes and forms using a range of skills, techniques and processes.

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

Technical and applied studies

- Interprets and discusses a variety of ingredients, measurement and preparation and cooking methods.

SUGGESTED TIME

approximately 10-20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- class copies of Student handout
- photos or real examples of varieties of tea, tea pot, cup and saucer etc
- paint, brushes, markers, crayons, paper and other art materials

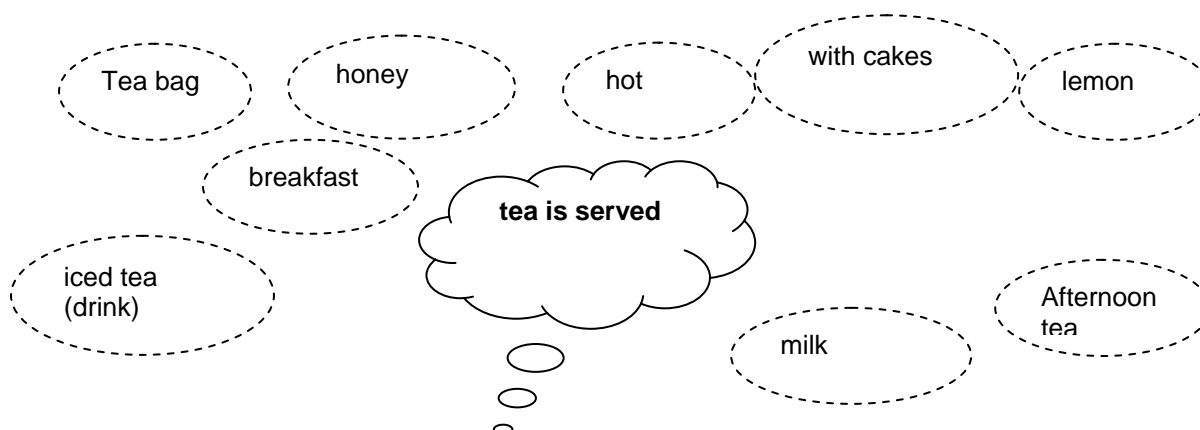


ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Recipe

1. **Ask** if any of the students have ever been served a cup of tea and discuss their experiences, including variations such as iced tea. **Explain** that tea is a drink originally from Asia, made from the leaves of the tea plant and served either hot or cold. **Explain** that afternoon tea became popular in England over a hundred years ago, when ladies invited their friends into to their homes for a cup of tea served with sandwiches and cakes.
2. **Discuss** how tea might be served in different ways depending on personal preferences. **Brainstorm** responses as outlined in the following sample:



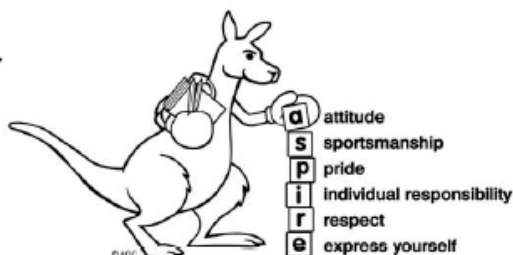
3. **Explain** there are many different types of tea and many different ways to prepare and serve tea. **Discuss** how sensible eating choices relate to items such as cakes and sandwiches.



Distribute Student handout and art materials. **Discuss** any unfamiliar terms such as accompaniment, temperature and strainer. **Ask** students to imagine they are hosting afternoon tea (or another occasion when they would like to invite friends over for some tea). **Decide** on the type of tea to serve and tick the appropriate box (continue with remaining items). **Write** a simple procedure that incorporates each selection. **Draw** a picture to illustrate, featuring the Australian Olympic Team taking a break from training.



REFLECT ON a.s.p.i.r.e. VALUES



Discuss ideas related to respect and diversity and how this relates to a person's preferences for tea. Explore how choices allow you to express yourself. How might making tea for your friends and family help you to express yourself? How might the Australian Olympic Team prefer their tea?

EXPLORE A LITTLE FURTHER

- **Draw** some of the ingredients used to make afternoon tea and display on the classroom wall.
- **Find out more** about the drinks and beverages enjoyed by the Australian Olympic Team.
- **Organise** with an adult to help make a pot of tea at home.
- **Collect** photos and illustrations of different ingredients used to make tea.
- **Develop** a class survey to find out which types of tea are preferred amongst the teachers and school staff.
- **Explore** more about making tea on the Internet such as <http://www.wikihow.com/Make-a-Good-Cup-of-Tea>
- **Explore** the origins of tea, including where it is grown and how it became popular in Britain.
- **Find out more** about afternoon tea and English high tea.



STUDENT HANDOUT

Type of tea:

- English Breakfast
- Earl Grey
- Chai
- Green
- Orange Pekoe
- Herbal
- _____

Made with:

- tea pot
- loose leaf tea
- tea bag
- tea strainer
- _____

Serving temperature:

- Hot tea
- Iced tea

Served with:

- lemon
- milk
- soy milk
- sugar
- _____

Served in:

- cup and saucer
- hot
- mug
- glass
- _____

Accompaniments:

- scones
- crumpets
- sandwiches
- _____

Time of day:

- breakfast
- morning
- afternoon
- _____

Use the selected words and terms to write a procedure for making and serving tea.



LEVEL – Middle primary

TRADITIONAL UK SPORTS

DESCRIPTION

In these activities, students learn about a range of traditional sports played in the United Kingdom. They explore aspects including rules, equipment and game play by researching on the Internet or in reference books.

These cross-curriculum activities contribute to the achievement of the following:

Creative and visual arts

- Selects, combines and manipulates images, shapes and forms using a range of skills, techniques and processes.

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

Physical education

- Interprets and discusses aspects of sporting activities including rules, gameplay, equipment and safety.

SUGGESTED TIME

approximately 10-20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- class copies of Student handout
- paint, brushes, markers, crayons, paper and other art materials
- photos or video of a selection of sports including Cricket, Tennis, Golf, Croquet, Badminton, Darts, Rugby and Soccer
- access to the Internet or reference books and other material



ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

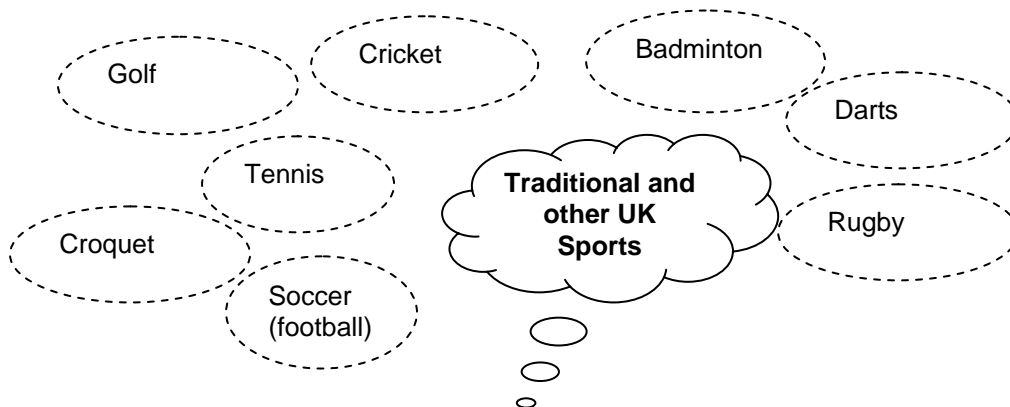
London 2012 sports

1. **Discuss** the sports to be played during London 2012. Refer to <http://www.london2012.com/sport> for more information. **Ask** the class to think about which of sports originated in the United Kingdom and which sports come from other parts of the world.

2. **Discuss** traditional sports that have been played in the United Kingdom over the years. For example:

- Cricket is believed to have originated over 400 years ago in South East England
- Tennis is believed to have originated in Northern England over 100 years ago (originally called "Lawn Tennis").

Brainstorm with the class to create a list of traditional and other sports played in the United Kingdom, using the following as a guide:



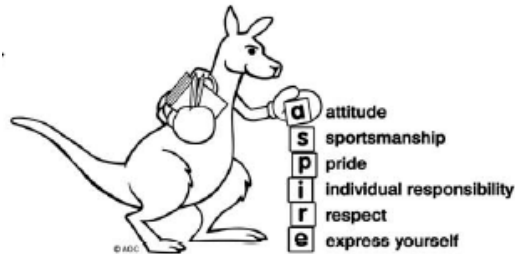
3. **Show** the class photos or video of a selection of these sports. **Ask** if anyone in the class has participated in any of these sports. **Ask** selected students to share any information about a sport with the rest of the class. **Discuss** the rules, equipment and gameplay of familiar sports. **Distribute** Student handout and organise the class into several groups.



Assign a different sport to each group. **Access** the Internet (using weblinks supplied in student handout) to research the rules, game play, equipment and history of their assigned sport. **Report** the findings to the rest of the class and co-construct the table as a whole class. **Draw** a picture of your selected sport.



REFLECT ON a.s.p.i.r.e. VALUES



Discuss how sportsmanship relates to the actual rules and game play of a range of sports and activities. How does sport offer an opportunity to play fairly as part of a team or individual? What are some situations where the Australian Olympic Team has shown good sportsmanship?

EXPLORE A LITTLE FURTHER

- **Organise** equipment and play modified versions selected UK sports including tennis, cricket and croquet.
- **Draw** pictures of various traditional UK sports and display on the classroom wall.
- **Write** plays featuring characters competing in a range of traditional UK sports
- **Collect** photos and illustrations of different types of traditional UK sports.
- **Research** the origins and gameplay of other traditional sports such as lawn bowls
- **Discuss and research** the uniforms and safety equipment used in a range of traditional UK sports.



STUDENT HANDOUT

Name of sport	Summary of equipment, rules and gameplay	History and interesting facts
Cricket		
Soccer (football)		
Tennis		
Golf		

STUDENT HANDOUT

Name of sport	Summary of rules and gameplay	History and interesting facts
Rugby		
Badminton		
Darts		
Croquet		

STUDENT HANDOUT

Use the following weblinks as a starting point for researching the history of a range of UK sports. Extend your search with a search engine such as google.com

Tennis

<http://www.tennistheme.com/tennishistory.html>

Croquet

<http://www.oxfordcroquet.com/history/>

Darts

http://www.nicedarts.com/history_of_darts.html

Badminton

http://www.officialbadminton.com/history_of_badminton.php

Rugby

<http://www.rugbyfootballhistory.com/originsofrugby.htm>

Golf

<http://www.golfing-scotland.com/history.asp>

Soccer (Football)

<http://www.all-soccer-info.com/>

Cricket

http://www.stickiewicket.com/cricket_history.php

LEVEL – Middle primary

OLYMPIC PARK BIODIVERSITY

DESCRIPTION

In these activities, students learn about the biodiversity of London 2012 Olympic Park. They explore the transformation of the park and are introduced to a range of animals and plants before creating and colouring a picture.

These cross-curriculum activities contribute to the achievement of the following:

Creative and visual arts

- Selects, combines and manipulates images, shapes and forms using a range of skills, techniques and processes.

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

Society and Environment

- Identifies issues about care of places arising from the different ways in which they are valued

SUGGESTED TIME

approximately 15-30 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- photographs of London 2012 Olympic Park from the following websites:
 - <http://www.london2012.com/publications/olympic-park-sustainable-development.php>
 - <http://www.london2012.com/olympic-park>
 - <http://www.london2012.com/publications/the-big-build-completion-milestones-to-27-july-2011.php>
 - <http://www.london2012.com/photos/>
- photographs of kingfishers, song thrushes, eels, water voles, bats and grass snakes.
- photographs of marsh woundwort, field scabious, yellow toadflax, scentless mayweed and tower mustard (you might like to use [www.google/images](http://www.google.com/images) or www.flickr.com or other image/photo search engine)
- copies of Student handout
- paint, brushes, markers, crayons and other art materials



ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Biodiversity

1. **Show** the class a few photos of London 2012 Olympic Park. **Ask** the class to describe some of the items they can see in the photo. **Discuss** the colours and shapes of buildings and structures as well as other features such as water, plants and animals. **Explain** that the Olympic Park has been transformed from contaminated industrial land into a new urban park for London.

2. **Introduce** the term *Biodiversity* and ask the class if anyone can describe more about it. **Explain** that Biodiversity means having lots of different living things (such as plants and animals) in one place. **Describe** how the people who built London 2012 Olympic Park wanted to 'conserve biodiversity, create new urban green spaces and bring people closer to nature through sport and culture'. You might like to mention a few items list below:

Additional facts about London 2012 Olympic Park

- The Olympic Park stretches over lots of natural habitats, and London 2012 is committed to preserving its natural biodiversity.
- The Olympic Park is an area approximately 250 hectares (357 football pitches)
- At least 45 hectares of new wildlife habitat is being delivered
- There are 675 bird and bat boxes on the Olympic Park
- 2,000 newts and hundreds of toads have been re-housed during the construction of the Olympic Park
- 2,000 local residents have given up their time to improve their local areas through a programme called 'Changing Places'.



Animals and Plants

3. **Outline** that the people working towards London 2012 have been busy removing the plants and animals that would otherwise have been affected by the construction of the Olympic Park. Some of the animals that have been re-homed include:

- kingfishers
- song thrushes
- eels
- water voles
- bats
- grass snakes.

Some of the plants that were found include:

- marsh woundwort
- field scabious
- yellow toadflax
- scentless mayweed
- tower mustard

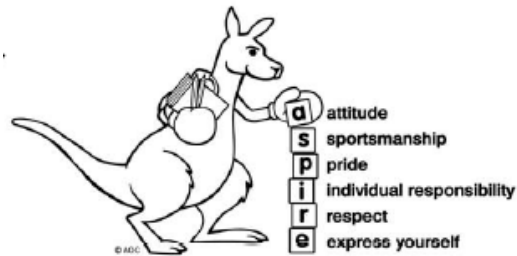
Ask the class if they know what these animals and plants are or what they look like. **Ask** if anyone has these flowers growing in their garden or local area. Show the class some examples of these animals and plants and discuss the colours, shapes and other features.



Distribute art material and draw some of your favourite plants and animals found in London 2012 Olympic Park. Include some athletes in training or competition as well as some supporters and fans.



REFLECT ON a.s.p.i.r.e. VALUES



Discuss how painting, drawing and creating art allows you to express yourself. How do native animals and plants help you to feel pride for your own country and respect for the environment? What are some situations where the Australian Olympic Team might see the animals and plants in London 2012 Olympic Park?

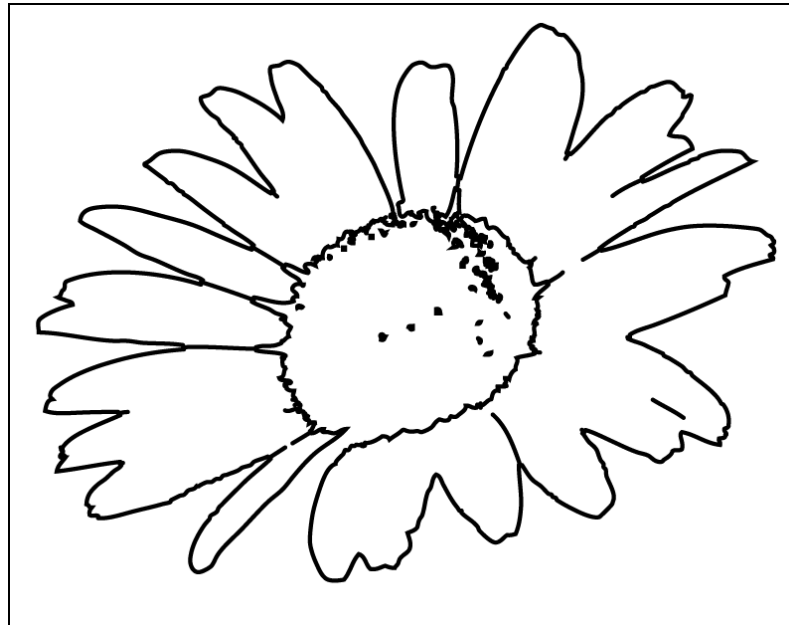
EXPLORE A LITTLE FURTHER

- **Imagine** you were going to build a new sports venue for your community. What animals and plants might be affected? How could you make sure that the new venue actually helped the animals and plants?
- **Develop** additional designs and drawings of animals and plants found in London 2012 Olympic Park and display on the classroom wall.
- **Invent** a simple play or drama for some characters based each animal.
- **Collect** photos and illustrations of different types of flowers and plants found in your local area.
- **Research** native animals and plant found in other countries around the world.
- **Find out more** about Water Voles at <http://www.woodlanereserve.co.uk/watervoles.htm>

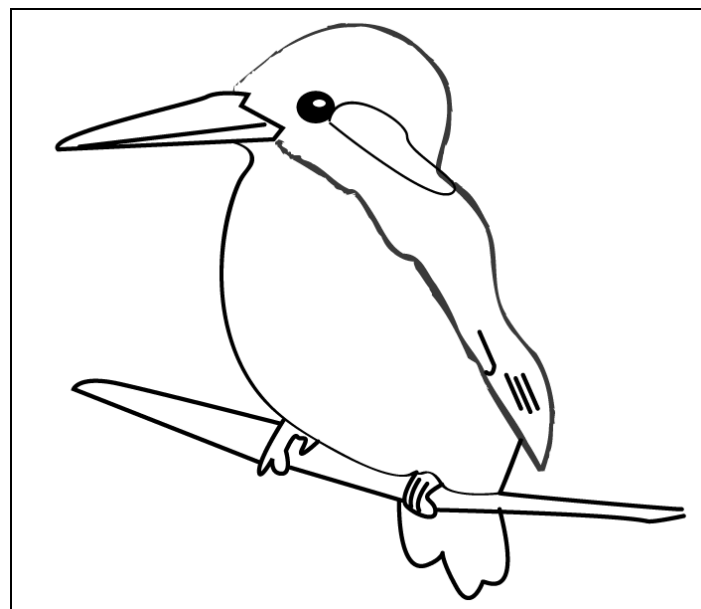


STUDENT HANDOUT

Animals and plants found in London 2012 Olympic Park



Flower: Scentless Mayweed



Bird: Kingfisher



LEVEL – Middle primary

LONDON 2012 TORCH RELAY

DESCRIPTION

In these activities, students learn about the London 2012 Olympic torch relay route. They locate and label features on maps of Australia and Great Britain and identify the route of the torch relay in Great Britain.

These cross-curriculum activities contribute to the achievement of the following:

Creative and visual arts

- Selects, combines and manipulates images, shapes and forms using a range of skills, techniques and processes.

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

Society and Culture

- Describes places according to their location and natural and built features.

SUGGESTED TIME

approximately 10-20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- class copies of Student handout
- Internet access to:
 - <http://www.london2012.com/games/olympic-torch-relay/where-is-the-olympic-flame-going/>
 - <http://olympic-museum.de/torches/torch2000.htm>
 - <http://www.london2012.com/games/olympic-torch-relay/documents/torch-relay-factsheet.pdf>
 - <http://corporate.olympics.com.au/news/london-2012-torch-relay-route-unveiled>
- picture of the torch relay from a previous Olympic Games (if appropriate, you may like to invite the class to bring in their own photos from family, friends or neighbours)
- paint, brushes, markers, crayons, paper and other art materials



ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Torch relay in Australia

1. **Show** the class the picture of the torch relay from a previous Olympic Games. **Ask** the class if any of their friends, family or neighbours saw the Olympic flame when it was carried through Australia in the build up to Sydney 2000.
2. **Ask** the class if anyone can explain the role of the Olympic flame and the relay route. **Read** the following to the class:

The torch relay - around the world

Carried by relay from Olympia to the host city of the Games, the flame crosses different regions, countries and continents. The passage of the flame announces the upcoming Olympic Games to the inhabitants along the route and allows those following its journey to discover their culture and customs. The torch relay invites discovery, stimulates curiosity and a desire to open up to others.

3. **Distribute** the Student handout featuring the map of Australia. Refer to information found at <http://olympic-museum.de/torches/torch2000.htm> to discuss familiar Australian towns and cities.



Ask students to locate your town or city on the map. **Label** your location on the map. **Add** capital cities and landmarks such as Uluru (Ayres Rock), Great Barrier Reef, state and territory borders etc, as well as any other features that may be significant to the class.

Torch relay in Great Britain

1. **Explain** that the Olympic flame will arrive in Great Britain from Greece on May 18, 2012. The relay will get under way on the westerly tip of mainland Britain and continue for 70 days until the opening ceremony of the Games on July 27, 2012.
2. **Distribute** the Student handout featuring the map of Great Britain.





Ask students to use an atlas to locate London on the map. **Label** the location of London on the map. **Add** other cities (eg Manchester, Dublin, Edinburgh) landmarks (eg Thames river) and neighbouring countries/regions (eg Spain, France etc).

2. **Ask** the class if anyone can describe what happens at the end of the torch relay route. **Read** the following to the class:

The torch relay - London 2012

The day of the opening of the London 2012 Games, the flame enters the stadium. With the lighting of the cauldron by the last relay runner the flame is transferred from the torch to the place where it will continue to burn for the entire length of the Games.

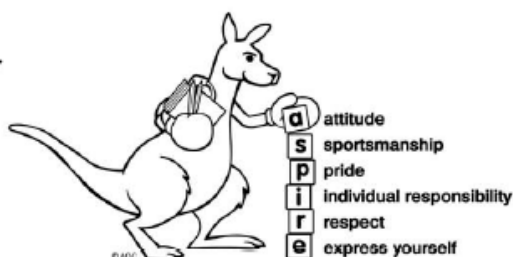
4. **Explore** the London 2012 Olympic torch relay at <http://www.london2012.com/olympic-torch-relay> **Discuss** with the class the leg of the route which travels through Great Britain, using their maps as a reference. Mark on their map the route that the torch will take. Use a large world map if necessary. Identify which countries it will travel to.



Ask students to draw the route of the London 2012 Olympic torch relay which travels through Great Britain.

Use the scale from an atlas to estimate the distances travelled.

REFLECT ON a.s.p.i.r.e. VALUES



Discuss how the torch bearers would feel when carrying the flame. Ask the class to describe the feelings of pride among the torch bearers representing a range of countries around the world and why these feelings might occur. Which members of the Australian Olympic Team have been torch bearers? How are they chosen?

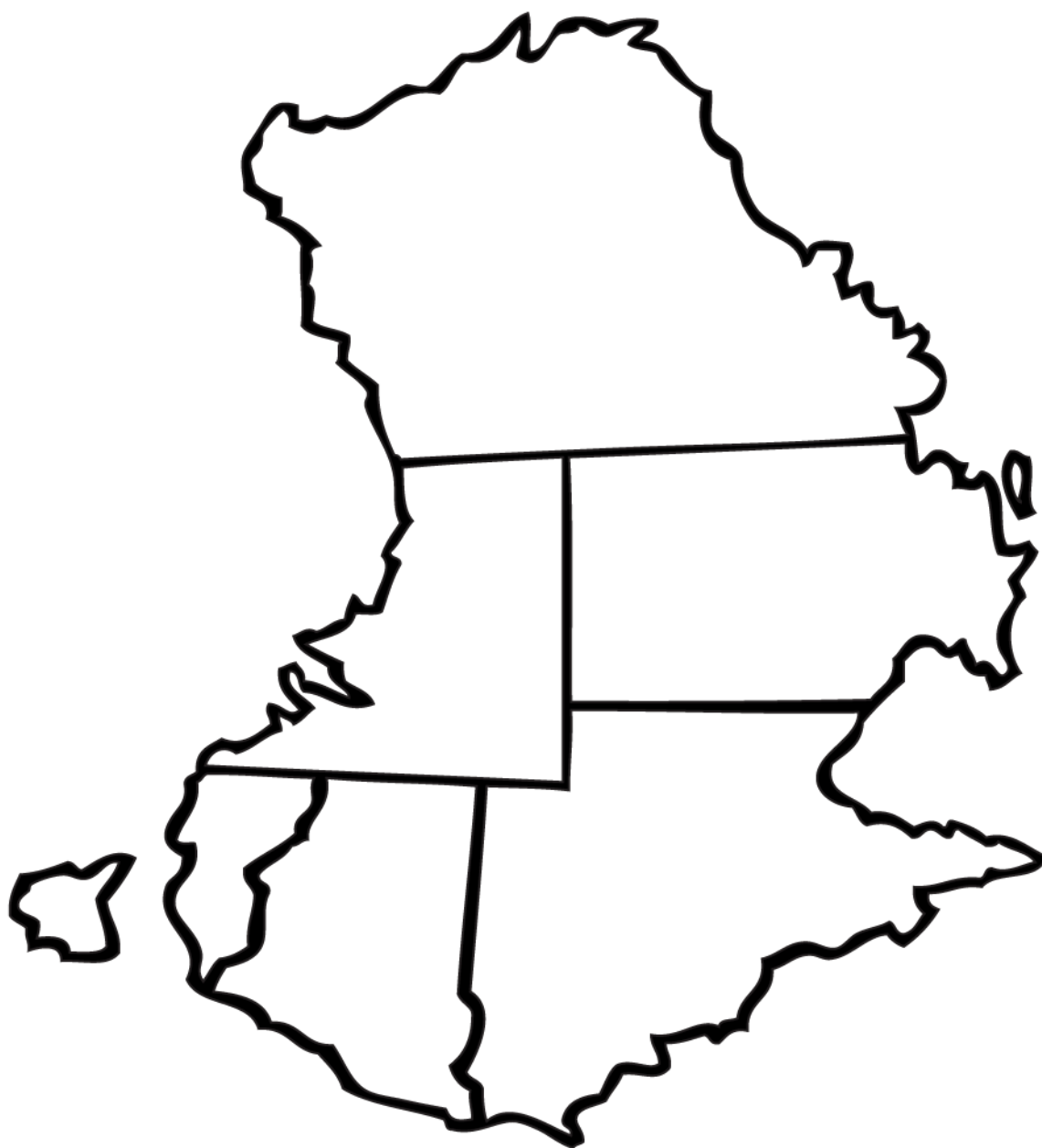


EXPLORE A LITTLE FURTHER

- **Develop** a classroom wall based around the London 2012 Olympic torch relay route.
- **View** the BSL (British Sign Language) version of <http://www.london2012.com/olympic-torch-relay> (explore the link on the lower right hand side of the page).
- **Write** a travel guide featuring towns and cities that are on the London 2012 Olympic torch relay route.
- **Research** other countries and regions around the world that are on the route for the London 2012 Olympic torch relay.
- **Explore** the rituals and ceremony related to lighting the Olympic flame.
- **Collect** and collate facts, figures and data related to the London 2012 Olympic torch relay route, including distances travelled and time taken.



STUDENT HANDOUT



STUDENT HANDOUT



LEVEL – Middle primary

VENUES ACROSS THE UK

DESCRIPTION

In these activities, students learn that maps represent actual locations. They locate the United Kingdom on a world map. They observe its position in relation to Australia, interpret a map of England and locate features of the country including several cities and Olympic venues.

These cross-curriculum activities contribute to the achievement of the following:

Studies of Society and Environment

- Interprets a variety of maps and locates countries and regions.

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

SUGGESTED TIME

approximately 10-20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- Interactive Whiteboard (IWB)
- Internet connection
- Maps of the United Kingdom (added to IWB image library)
- interactive maps such as those on the websites:
 - www.google.com/maps
 - www.google.com/earth
 - <http://maps.nationalgeographic.com/maps>
 - <http://www.mrnussbaum.com>
 - <http://www.mygreatmaps.com/>



ACTIVITIES

The following activities are designed for use with an Interactive Whiteboard (IWB) and may be easily modified for use in classrooms without specialised equipment and/or Internet access. The activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Where is London?

1. **Display** the United Kingdom map using the Interactive Whiteboard (IWB). **Ask** students what is land and what is sea and discuss. **Ask** students to locate countries they know.

2. **Encourage** students to ask questions about the United Kingdom map and allow other students to answer them. **Challenge** students to find London on the map. **Indicate** the Thames River and explain that this river runs through London.



Direct students' attention to the United Kingdom map displayed on the Interactive Whiteboard (IWB). **Hand** the stylus/pen to a student. **Ask** them to locate London and circle it. **Have** a few additional maps available for other students to check their work.

Discuss the location of London in relation to Europe and Australia. **Explain** that although the 2012 Olympic Games are centred in London, many athletes will be competing in Venues all over the UK. View the location of the venues at <http://london2012.olympics.com.au/in-london/olympic-venues>

2. **Explore** United Kingdom using an interactive map on the Internet such as at <http://maps.nationalgeographic.com/maps>

Use the zoom feature to show the region and a closer view of parts of the country.

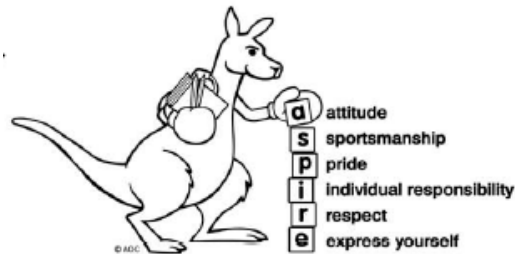
Access Google Earth at www.google.com/earth (or other online atlas tool). **Explore** the aerial view of United Kingdom and relate it to the maps.



Distribute Student handout. **Direct** students' attention to the map of United Kingdom displayed on the IWB. **Hand** the stylus/pen to a student. **Ask** student to indicate the location of Hertfordshire, home of the Lee Valley White Water Centre. **Explain** that a new 10,000 sq m lake has been constructed at this venue for the Canoe Slalom event. **Label** the location of their map. **Repeat** with remaining venues.



REFLECT ON a.s.p.i.r.e. VALUES



Discuss how interpreting maps can inspire an attitude of curiosity about the world and the way geographic locations are represented. What are some situations where the Australian Olympic Team might need to read a map? Are any members of the Australian Olympic Team visiting any of these venues?

EXPLORE A LITTLE FURTHER

- **Research** sporting venues in your local area. What sports are played? What do you like about them? How could they be improved? How does your school and local community benefit from these venues?
- **Discuss** how people could get to the United Kingdom from Australia, what timing would be necessary and what forms of transport.
- **Point** out the compass direction on the maps and show students how to use a compass.
- **Discuss** which of the different types of maps are easiest to interpret and explain why.
- **List** the countries that - together with England - make up the United Kingdom.
- **Discuss** other aspects of the map of the United Kingdom according to the students' abilities. Include the compass direction, the scale and influence of distance from the equator on climate and the use of grid lines for locating.
- **Find** photos and other images of cities, towns and regions in UK, add these to your IWB library and use in a whole-class activity.



STUDENT HANDOUT

Venues across the UK

Lee Valley White Water Centre, Hertfordshire Sport: Canoe Slalom A new 10,000 sq m lake has been constructed which will feed 15 cubic metres of water into the Centre's 300m course.
Eton Dorney, Buckinghamshire Sport: Canoe Sprint, Rowing The eight lane rowing course is set in a 400-acre park with a nature conservation area.
Hampden Park, Glasgow Sport: Football Hampden Park is Scotland's national football stadium. It is also used for music concerts and other sporting events.
Millennium Stadium, Cardiff Sport: Football The Millennium Stadium is situated in the heart of Cardiff, the capital of Wales. With a retractable roof and a crowd capacity of 74600, the Stadium will host the first Olympic event: the women's Football.
Hadleigh Farm, Essex Sport: Cycling – Mountain bike Spectators will be able to watch along a course winding through the woods and parkland, which offers some fantastic hills for the competitors.
Old Trafford, Manchester Sport: Football Home to Manchester United Football Club, Old Trafford is the second largest football ground in the UK.
St James' Park, Newcastle Sport: Football St James' Park is the oldest and largest football ground in the north-east of England.
Weymouth and Portland, Dorset Sport: Sailing Weymouth and Portland provides some of the best natural sailing waters in the UK.
The City of Coventry Stadium, Coventry Sport: Football The stadium was built in 2005 and is home to Coventry City Football Club.



STUDENT HANDOUT



LEVEL – Middle primary

NORMAN MAY'S GOLDEN NUGGETS (TEAMWORK)

DESCRIPTION

In these activities, students listen to an audio clip featuring an Australian athlete in a memorable Olympic moment. They list the athletes from the audio clip and discuss the relationships, connections and links between them. Students then develop a mindmap summary of their own place in a team or group.

These cross-curriculum activities contribute to the achievement of the following:

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

Personal development

- Analyses the ways in which people define their own and other people's identity
- Discusses how taking on different roles affects relationships, attitudes and behaviours

SUGGESTED TIME

approximately 3 minutes to listen to the actual audio clip, then 10-20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- audio clip Golden Nugget: *Fast Females - The Women's Swim Team* downloaded from <http://media.admin.olympics.com.au/mp3/golden-nugget-fast-females-the-women-s-swim-team>
- Additional Golden Nuggets: <http://media.olympics.com.au/collection/golden-nuggets>
- class copies of Student handout



ACTIVITIES

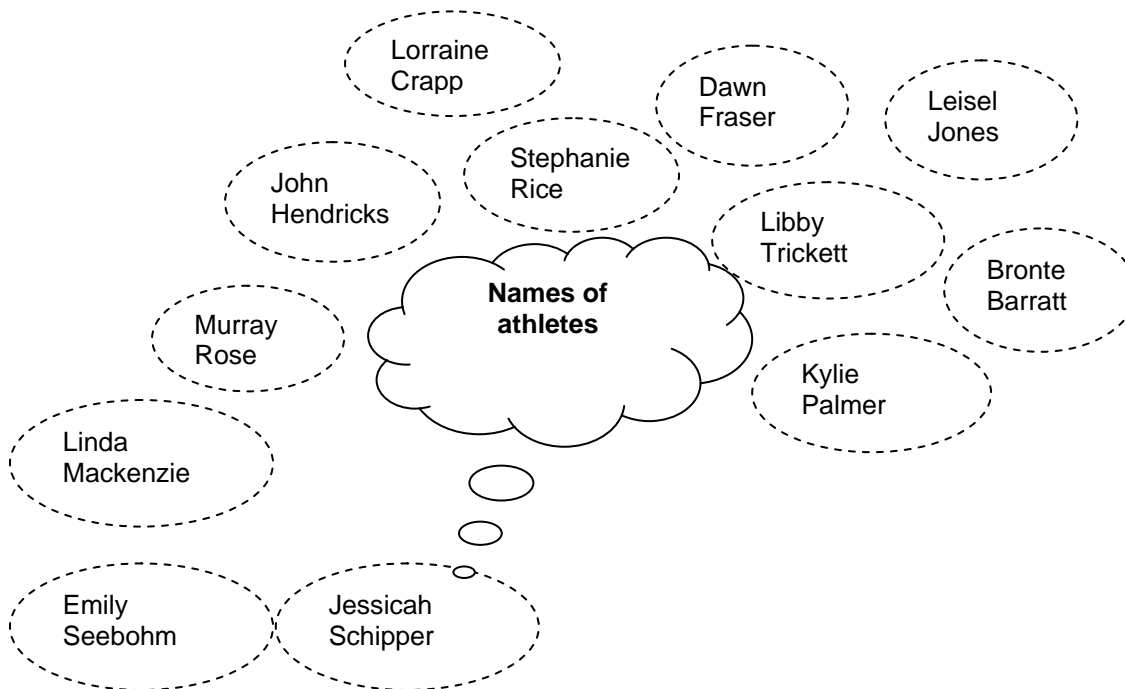
The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Athletes and teams

1. **Listen** to the audio clip Golden Nugget: *Fast Females - The Women's Swim Team* with the class, asking the students to listen carefully and remember the names of athletes mentioned.
2. **Discuss** the athletes featured in the audio clip. You may like to use the following questions (and the transcript) as a starting point:

- Who are the athletes or other people mentioned?
- What sports are mentioned in the clip?
- Which sporting events?
- Are the athletes competing as part of a team?
- Are the athletes competing as individuals?
- Which countries are represented by the athletes?

Collate the class responses as outlined in the following sample:



3. **Record** the names of the key athletes on separate pieces of paper (sticky notes are ideal). **Expand** the discussion by introducing concepts and ideas related to working and competing as a team or individual. This may be on the level of the event (4X200m relay), the sport (Australian swimming team) country (Australian Olympic Team) or entire Olympic movement.

4. **Ask** the class to suggest the relationship, connection or link between the athletes. **Discuss** ideas related to working together and being part of a group. **Continue** with other athletes, coaches or people in your local community. **Collate** the class responses.



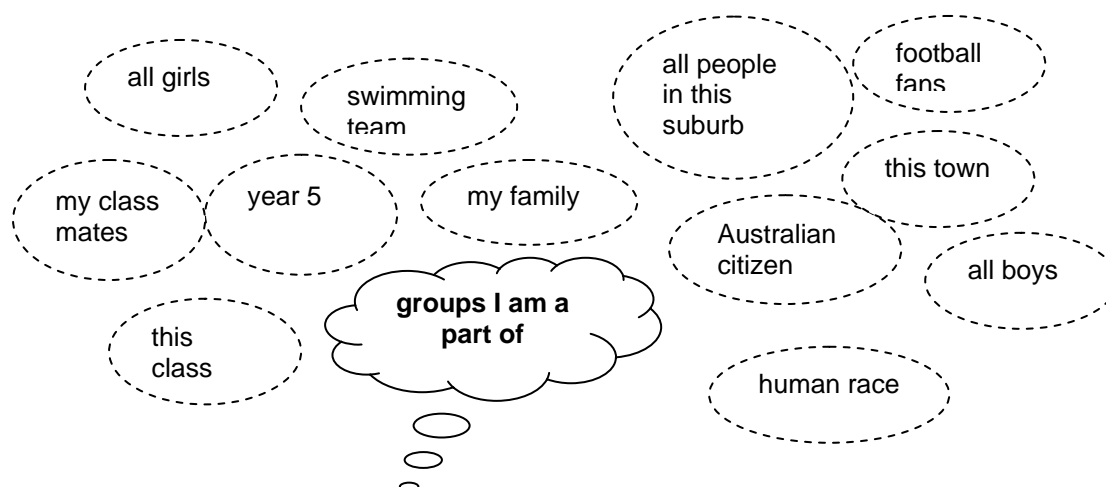
Distribute the Student handout. **Ask** students to record the names of the athletes featured in the audio clip, adding more circles if needed. **Add** lines to each name, labelled with the type of relationship, connection or link as discussed. **Ask** students to present a short summary to the rest of the class, emphasising the role of teamwork.

You as part of a team

1. **Listen** to the audio clip with the class and review the previous activity.
2. **Discuss** some of the groups that students might be a part of, for example each student is a member of the class, and some students may be fans of a particular football or other sporting team. You may like to use the following questions as a starting point:

- Which football or other sporting team do you support?
- Does anyone in the class belong to a sporting team?
- What groups do you belong to?
- What are some other teams people join?
- Does everyone have the same postcode?
- What is something you share with everyone else in Australia?
- Is a team the same as a community?

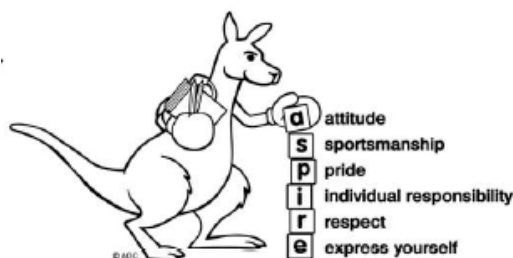
Collate the class responses as outlined in the following sample:





Distribute the Student handout. **Ask** students to record their own name together with the names of the people they are connected to, adding more circles if needed. An ideal starting point might be “family members” or “my class mates”. **Add** lines to each name, labelled with the type of relationship, connection or link as discussed. **Ask** students to present a short summary to the rest of the class, discussing aspects related to being part of a group.

REFLECT ON a.s.p.i.r.e. VALUES



Discuss each of the a.s.p.i.r.e. values and how each relates to the athletes featured in the audio clip. Some possible questions are outlined below:

- Describe how the athletes showed a good attitude during the event
- What aspects of sportsmanship were demonstrated?
- Should the athletes feel pride for their achievements?
- How have individual athletes acted responsibly for themselves and the team?
- What are some examples of showing respect for other players?
- How did the other members of the team help an individual athlete to express himself or herself?

EXPLORE A LITTLE FURTHER

- **Develop** a short non-verbal play based on the information from the audio clip. Act out your silent play using only actions, gestures and facial expressions. How important are these elements in communicating a message to an audience?
- **Collect** times, records and other data from the audio clip and collate into a table.
- **Develop** a few scenarios where the outcome of the events is different, for example the athlete lost (or won) instead. Rewrite the script for the audio clip and read aloud to the class.
- **Collect** photos and illustrations depicting the sports and events featured in the audio clip. Compare how audio clips and pictures both communicate information such as facts, figures and emotions.
- **Research** the athletes, events and cities mentioned in the audio clip and write short biographies and reports.
- **Search for** other audio files and podcasts that can be downloaded from the Internet.
- **Write** your own Golden Nuggets for sporting and other events held in your school.
- **Explore** audio software such as audacity www.audacity.com to record your own audio clips and upload them to your school website.

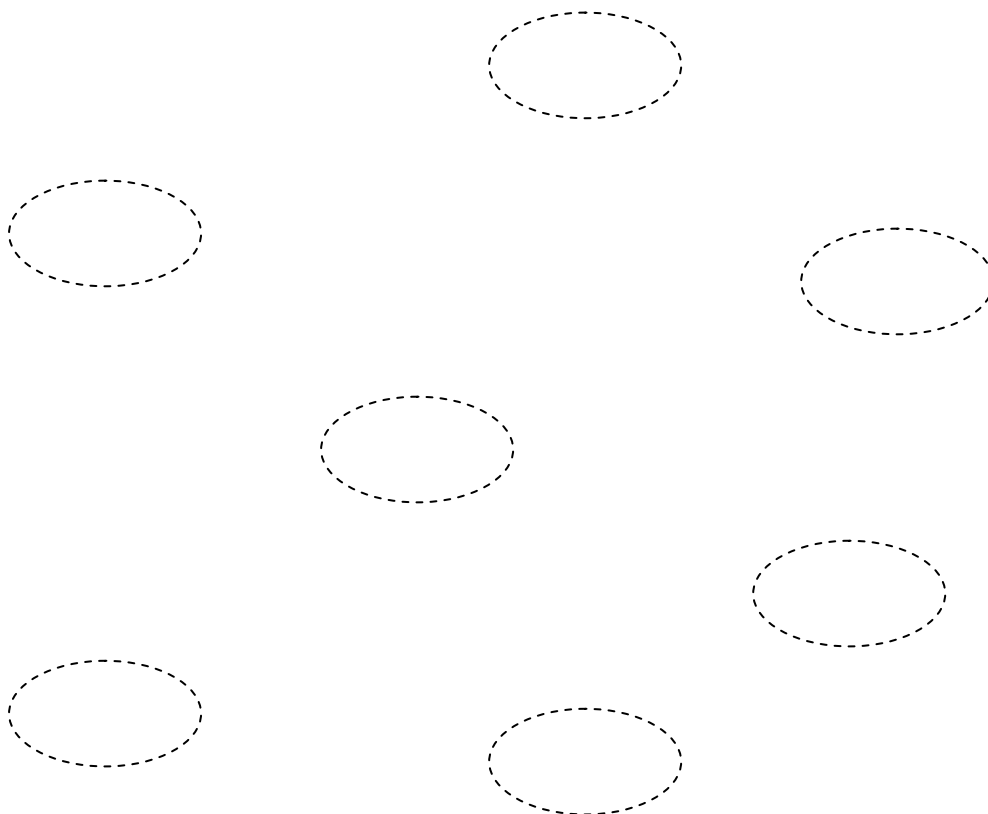


STUDENT HANDOUT

Sport and event: _____

Dates and Locations: _____

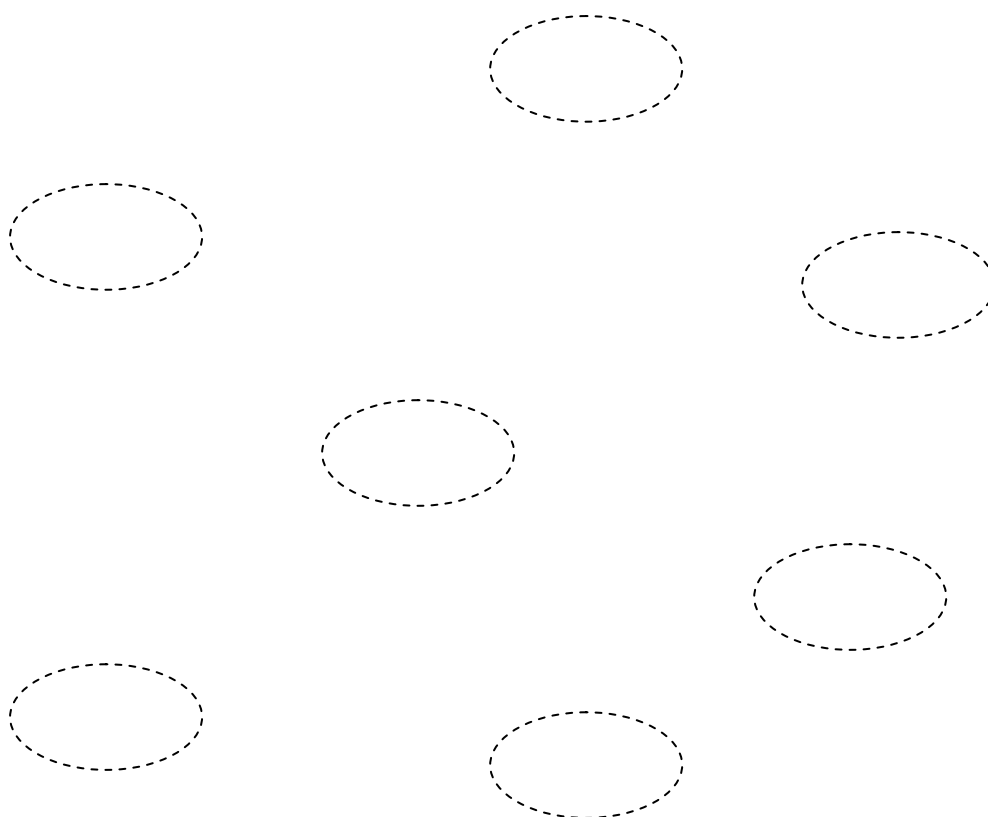
Athletes and connections, links or relationships



STUDENT HANDOUT

Team, group or community: _____

Names of people and connections, links or relationships



LEVEL – Middle primary

OLYMPIC ROLE MODELS

DESCRIPTION

In these activities, students learn about the a.s.p.i.r.e. values and how they relate to being a positive role model. They discuss the values of attitude, sportsmanship, pride, individual responsibility, respect and express yourself and relate each to the biography of an Olympic Ambassador.

These cross-curriculum activities contribute to the achievement of the following:

Personal development

- Analyses the ethical dimensions of various rules and codes of behaviour.
- Analyses the ways in which people define their own and other people's identity.

SUGGESTED TIME

approximately 10 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- class copies of Student handout



ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

a.s.p.i.r.e. values

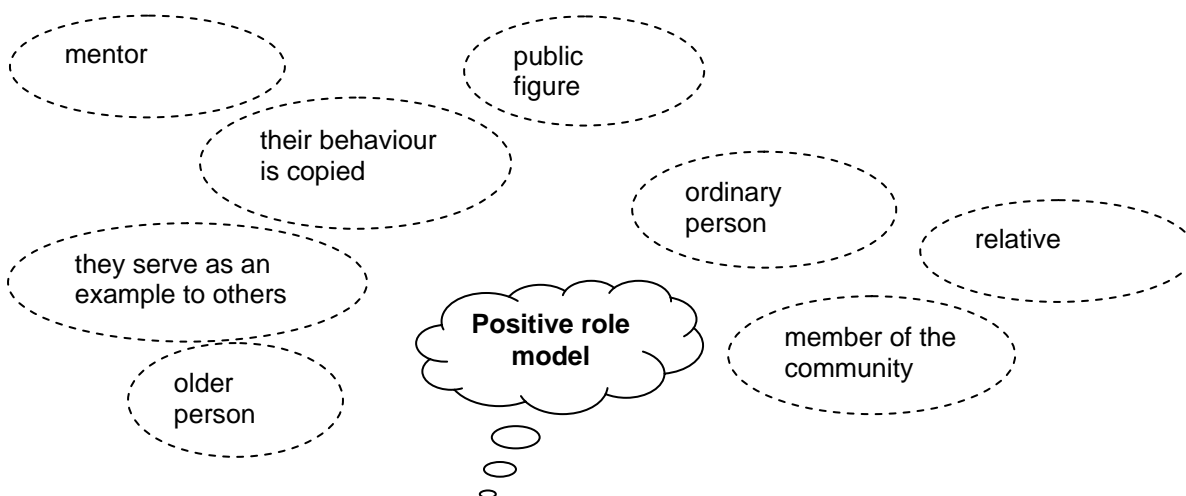
1. **Ask** the class about their understanding of values and where they come from. What are your school values? Why do we have values? **Discuss** situations where values might be relevant, such as getting along with other students in the class, competing against others in sports, being understanding of others or working together as part of a team. **Explain** that the Australian Olympic Team has its own set of values, as outlined below:

a.s.p.i.r.e. is the name of the Australian Olympic Team's set of values. The values were developed by the Australian Athletes' Commission for the Sydney 2000 Olympics and have remained an integral part of all Australian Olympic Teams since.

2. **Distribute** the Student handouts. **Read** aloud with the class and briefly discuss each a.s.p.i.r.e. value. **Discuss** any related ideas and associations.

Role models

1. **Introduce** the term *role model* and ask students about their thoughts and opinions. **Brainstorm** to create a list words and sentences associated with being a positive role model, as outlined in the following sample: Who can be a role model? What makes them a role model? What makes them a positive role model?

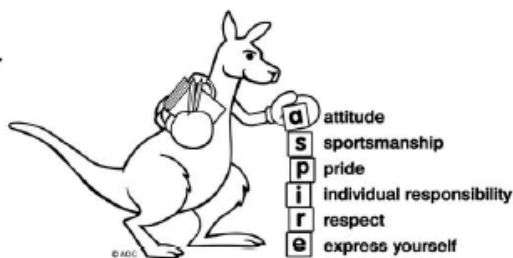


3. **Discuss** a few examples of role models such as teachers at your school and people in your family or local community as well as public figures such as actors, artists, musicians, politicians and athletes. **Outline** that many members of the Australian Olympic Team are considered positive role models for young Australians.



Read aloud the biography of Olympic Ambassador Sarah Blanck. **Ask** students to underline key words and terms that suggest that Sarah is a positive role model who inspires and encourages others. **Complete** the table by giving an example, event or situation that relate to a range of values. **Repeat** this activity for role models in your local community.

REFLECT ON a.s.p.i.r.e. VALUES



Discuss how the a.s.p.i.r.e. values relate to other contexts and situations, such as various Olympic sporting situations. How do you think the Australian Olympic Team might have come up with this particular list of values? What are some situations where the Australian Olympic Team use the a.s.p.i.r.e. values in London 2012? Who are some positive role models from you local community and what impact have they had on your school?

EXPLORE A LITTLE FURTHER

- **Find out more** about the Australian Olympic Team and the Olympic Ambassadors at www.olympics.com.au
- **Collect** photos and illustrations and develop a series of posters to promote the a.s.p.i.r.e. values.
- **Write** a short story about a situation related to role model demonstrating one or more of the a.s.p.i.r.e. values.
- **Research** your school or community values by asking a few parents, teachers, friends and relatives.
- **Explore** Australian values at www.curriculum.edu.au/values



STUDENT HANDOUT

Sarah Blanck

Biography

When I was about 10-years-old my family went on holidays to the Mornington Peninsula. Many of the kids in the street were going to the yacht club for sailing lessons over the summer, so I joined in with them.

I grew up wanting to be a swimmer, or a state netball player, then a hairdresser or a flight attendant and now I am a professional athlete.

I've always been involved in sport, playing netball, basketball, water skiing, lots of swimming, walking and running... the list goes on...it's so important for me in my life, both physically and mentally. It was a great way to unwind after school, and now before or after work.

My greatest memories from the Olympic Games is seeing my parents waving the Australian and Boxing Kangaroo Flags high in the grandstand at the Opening Ceremony in Athens 2004. Everything about those Games were sensational. A healthy lifestyle, good food and exercise, helps you in all areas of life.

Sport has given me a great attitude to try, if you have a dream, believe in your dreams, and give it a go. It can happen.

When I am not training, I love watching animated movies, cooking, walking our dog Fudge or going to markets. I work as a graphic designer

Fast facts

Sport: Sailing

Born: VIC

Lives: VIC

Olympic Games:

- 2004 Athens Games
- 2008 Beijing Games

Olympic Results:

- 2004 Athens Games - 4th (single hand dinghy class)
- 2008 Beijing Games - 4th (Laser Radial)

(Downloaded from www.bkzone.com.au)



STUDENT HANDOUT

Australian Olympic Team Values

attitude

My positive attitude is essential in overcoming obstacles to help me improve and give my best.

My positive attitude is a key ingredient to success and leadership.

sportsmanship

I recognise that sport is greater than the individual; that cheating reduces the stature of sport and all who love it; that class, race and creed are never factors in the attitude of true sports people and those who respect the virtues and values of sport.

pride

Pride drives me when the temptation is to settle for something less. I am proud to have been chosen to represent our country.

individual responsibility

I alone am responsible for my performance but I will be generous in acknowledging the support of others.

respect

I respect sport, the efforts of my competitors, my team mates and officials. I respect Australia, our Olympic past and the spirit of Olympism.

express yourself

I have an opinion and will express my view with thought and consideration to others. In showing my emotions I do so with individuality and, where possible, good humour.



STUDENT HANDOUT

a.s.p.i.r.e. value	Example, event or situation
attitude	
sportsmanship	
pride	
individual responsibility	
respect	
express yourself	



LEVEL – Middle primary

TEAM BEHIND THE TEAM

DESCRIPTION

In these activities, students learn about the Team Behind the Team supporting the Australian Olympic Team in London 2012. They explore the personal qualities and life experiences that make each person well suited to their role. They reflect upon their own personal qualities and summarise their findings.

These cross-curriculum activities contribute to the achievement of the following:

Studies of society and environment

- Describes the roles, rights and responsibilities of members of cultural groups
- Describes how cultural groups, their belief systems and social organisation contribute to the identity of a society

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

SUGGESTED TIME

approximately 20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- class copies of Student handouts



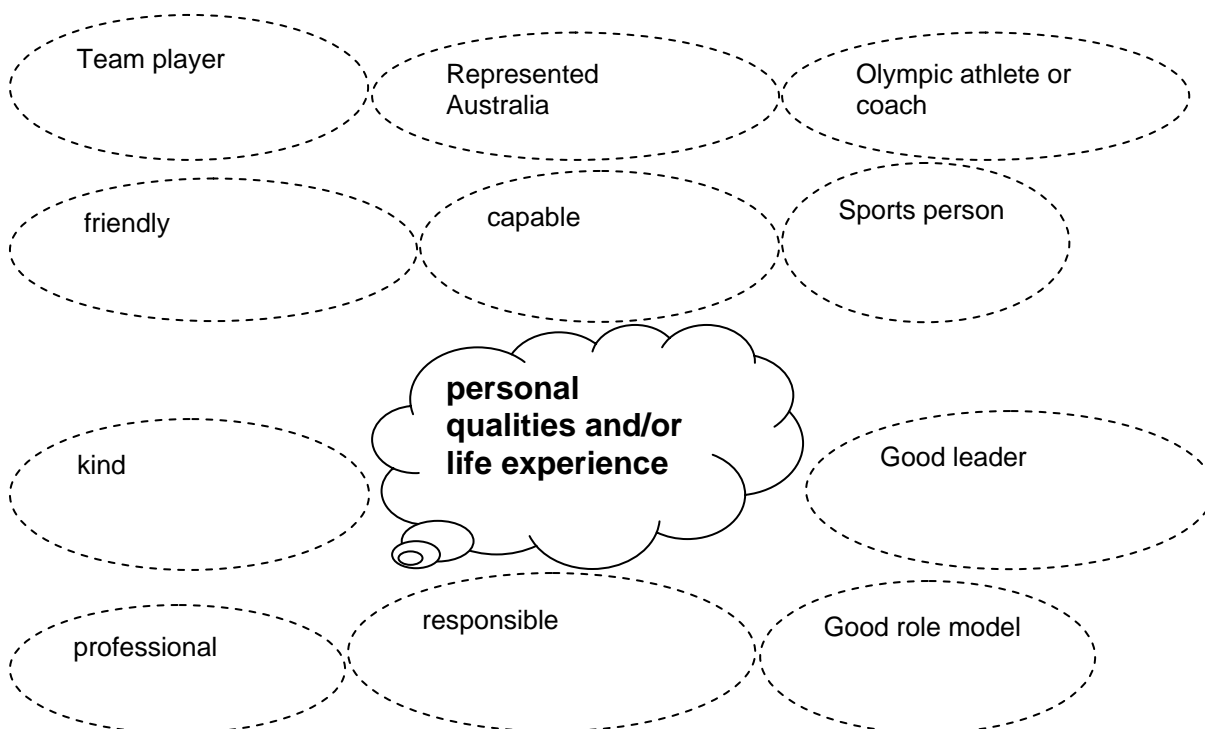
ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Support Team

1. Show the class a photo of the Athlete Liaison Officers (ALOs), featured in the Student handout. **Explain** that the Australian Olympic Team has a helpful support team—known as the Team Behind the Team—to lead and guide them and to see them reach their best in London 2012. **Outline** also the role of the Athlete Liaison Officers (ALOs) who have been appointed to help and support the athletes and officials and guide them as they go through the highs and lows of London 2012.

2. **Ask** the class to think about how the Team Behind the Team (including Athlete Liaison Officers) might have been selected. **Discuss** ideas related to attitude, personal qualities and life experiences that might be an important part of their role of helping, guiding and supporting. **Brainstorm** with the class, as outlined in the following sample:



3. **Emphasise** that these personal qualities and/or life experiences are not necessarily a definitive “must-have” checklist but more of a general guide to indicate whether the person would be suitable for the role. Discuss situations where the class has seen these personal



qualities demonstrated in the school or local community (eg some responsible students assisting the teachers at a sports carnival).

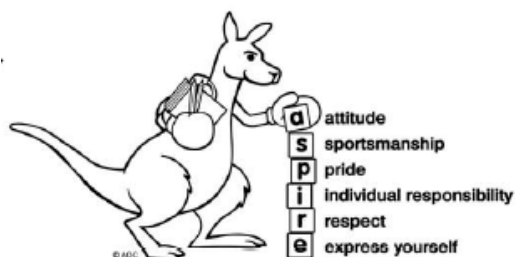
4. **Read** through the text in the Student handout with the class. **Discuss** a few of the examples featured in the text and define any new or unfamiliar terms (eg *liaise*).



Organise students into small groups. **Distribute** student handouts. **Read** the information in the text and complete the summary table. **Complete** a summary of your own personal qualities that might make you well-suited to be a member of the Team Behind the Team. **Discuss** your findings with the class.



REFLECT ON a.s.p.i.r.e. VALUES



Discuss how the a.s.p.i.r.e. values relate to the personal qualities and life experience of the Australian Olympic Team and the Team Behind the Team. What are some ways in which Australian Olympic Team has shown respect and sportsmanship?

EXPLORE A LITTLE FURTHER

- **Draw** some pictures of the Australian Olympic Team together with the Team Behind the Team and display on the classroom wall.
- **Find out more** about each of the Team Behind the Team members by researching on the Internet.
- **Write** a short play featuring members of the Australian Olympic Team preparing for London 2012. What types of contributions might the Team Behind the Team make?
- **Collect** photos and illustrations of people playing various sports represented by the Australian Olympic Team.



STUDENT HANDOUT

Name	Role	Personal qualities and/or life experience
Nick Green		
Chris Fydler OAM		
Kitty Chiller		
Steve Waugh		
John Eales		
Kieren Perkins		
Layne Beachley		

STUDENT HANDOUT



Australian Olympic Education Resource



STUDENT HANDOUT

Team Behind the Team

Get to know some of the key people that will lead and guide the Team: The Team Behind the Team. The 2012 Australian Olympic Team will be led by [Chef de Mission Nick Green](#) OAM. Green was part of the “Oarsome Foursome” winning back-to-back gold at the Barcelona 1992 and Atlanta 1996 Olympic Games in the men’s rowing coxless four. Taking with him a wealth of knowledge both as an athlete and as an acquisitions and development manager for the Victoria Major Events Company, Green will be a confident leader of the Team, determined to see them reach their best in London. To get a taste of what lies ahead in London, he was the Australian Team Chef de Mission at the first Youth Olympic Games in Singapore, August 2010.

There will be two Deputy Chefs de Mission supporting Green, in [Chris Fydler](#) OAM and [Kitty Chiller](#). Fydler, who swam at three Olympic Games (Barcelona 1992, Atlanta 1996 and Sydney 2000), is best remembered for his role in the famous “smashing guitars” men’s 4 x 100m freestyle at Sydney 2000. Since Fydler’s Olympic gold he has gone on to be a successful businessman with Oriel Technologies. Chiller’s background in modern pentathlon saw her compete for Australia at the Sydney 2000 Olympic Games. She has flourished in modern pentathlon not only as an athlete but as a key administrator in the sport in Australia and is currently working for the Australian Sports Commission. Australian Olympic Committee Secretary General Craig Phillips is the other member of the Team Executive - the Team’s Chief Operating Officer.

One of the very important aspects of the Australian Olympic Team is the group of Athlete Liaison Officers (ALOs) appointed to support the athletes and officials. In London 2012 there is again a strong group of talented sportspersons who will guide and support the athletes as they go through the highs and lows of the Olympic experience. Australian cricket legend [Steve Waugh](#) and Wallabies great [John Eales](#) will again join the Team, providing their wealth of knowledge from being in leadership roles of winning sports team for so many years. [Kieren Perkins](#) will attend his first Olympic Games in this role, and will be well prepared to share his personal experiences of winning two gold and two silver Olympic medals. Seven-time world champion surfing legend [Layne Beachley](#) will be the fourth ALO and will be a sure motivation to many athletes who have watched her inspirational journey that saw her build women’s professional surfing to what it is today.



Last but not least there is [Laurie Lawrence](#), the official Team Mentor. Lawrence has been the linchpin of the Australian Team’s support network for the last four Olympic Games and London will be his eighth overall. His spirit in the Village is second to none and he ensures that all athletes make the most of their Olympic experience, by organising Team activities that keep all athletes entertained and upbeat.



LEVEL – Middle primary

BRITISH COINS

DESCRIPTION

In these activities, students learn about currency and coins used in Great Britain. They identify a range of coins and their value and play games requiring addition and subtraction.

These cross-curriculum activities contribute to the achievement of the following:

Mathematics

- Clarifies, uses and interprets mathematical terms and number symbols orally and in writing.

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

SUGGESTED TIME

approximately 10-20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- class copies of Student handout
- photographs or actual samples of Australian coins
 - <http://www.ramint.gov.au/>
- photographs or actual samples of British coins
 - http://www.royalmint.com/olympicgames/home_london2012.aspx

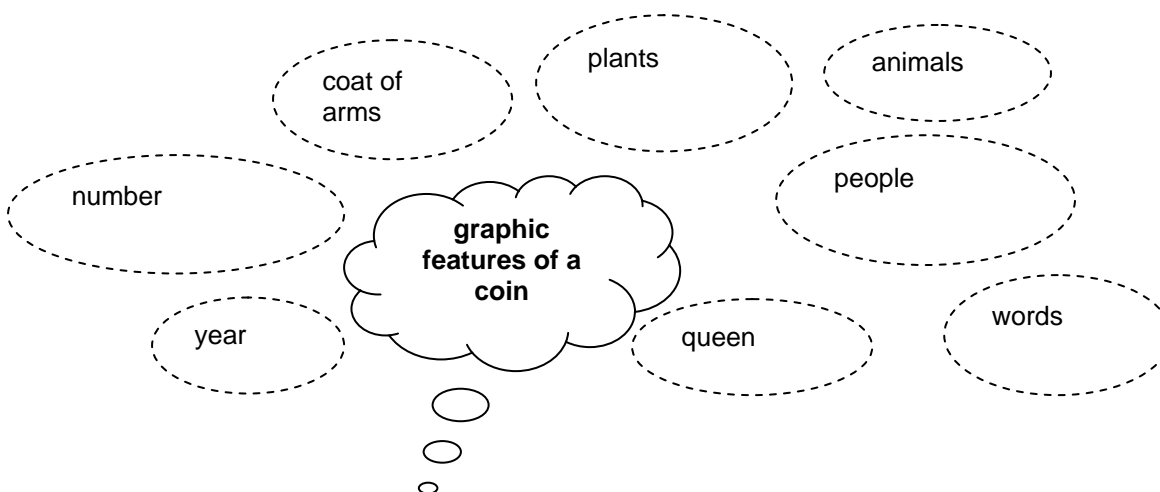


ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Australian coins

1. **Show** the class a picture or sample of Australian coins. **Ask** the class if anyone has seen or used these coins, for example, in shop or bank. **Discuss** the colours, shapes and other graphic features found on the coins. **Brainstorm** these features, as well as any other ideas, as outlined in the following sample:



British coins

1. **Show** the class a picture or sample of some British coins. **Ask** the class if anyone has seen or used British coins, possibly if they travelled overseas or have British relatives. **Discuss** the colours, shapes and other graphic features found on the coins. **Compare** these features with Australian coins.

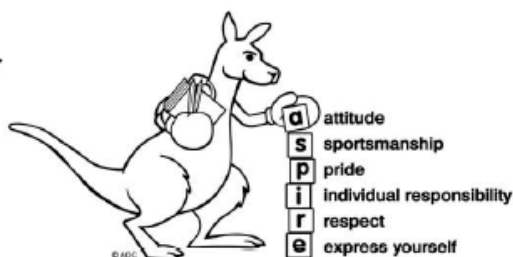
2. **Explain** that British coins are very similar to Australian coins but instead of dollars and cents, British coins use pounds and pence. **Explore** the symbols for dollar \$ and cents ¢ as well as pounds £ and pence p. **Explain** that most people in Great Britain might say “fifty pee” instead of “fifty pence”. A common term for “one pence” is “penny” and common term for “pound” is “quid”. **Outline** that the British mint is preparing a special set of coins to celebrate London 2012. **View** the coins at http://www.royalmint.com/olympicgames/home_london2012.aspx





Distribute the Student handout. **Spend** some time exploring each coin. **Organise** students into pairs and cut out each coin. **Play** a few games of pretend shopping, counting out the correct amount in pounds and pence.

REFLECT ON a.s.p.i.r.e. VALUES



Discuss how an a set of coins to celebrate London 2012 might encourage the people of Great Britain to feel pride. What are some situations where the Australian Olympic Team might feel pride for Australia during London 2012? How important is have a good attitude towards money?

EXPLORE A LITTLE FURTHER

- **Collect** photos and illustrations of coins from around the world.
- **Find out more** about Australian coins at <http://www.ramint.gov.au/education/index.cfm>
- **Explore** the Olympic coins produced by the Royal Australian Mint <http://www.ramint.gov.au/media/press-releases/2004/20040326.cfm>
- **Search** through you pockets to see if you can find any coins that were specially minted to celebrate Sydney 2000 Olympic Games.
- **Find out more** about the London 2012 coin designers at http://www.royalmint.com/olympicgames/sportscollection/LUK50CYC_50P.aspx (eg cycling)
- **Explore** more activities related to British currency at <http://www.communication4all.co.uk/Money/working%20with%20pennies%20money%20workbook.pdf>
- **Research** the symbols found on British coins at <http://www.woodlands-junior.kent.sch.uk/customs/questions/money/coins.htm>





STUDENT HANDOUT



one pence
1p



two pence
2p



five pence
5p



twenty pence
20p



one pound
£1



ten pence
10p



fifty pence
50p



two pounds
£2



LEVEL – Middle primary

LONDON 2012 MEDALS (PERCENT)

DESCRIPTION

In these activities, students learn about Olympic medals. They develop a short summary illustrated with drawings. They find out more about the London 2012 Olympic medals by researching the materials, symbols and other features.

These cross-curriculum activities contribute to the achievement of the following:

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

Mathematics

- Interprets data, asking and answering questions about the information.
- Compares, calculates and orders with simple decimals and percentages.

SUGGESTED TIME

approximately 10-20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- class copies of Student handouts
- examples of signs featuring percentage (eg 20% off sale)

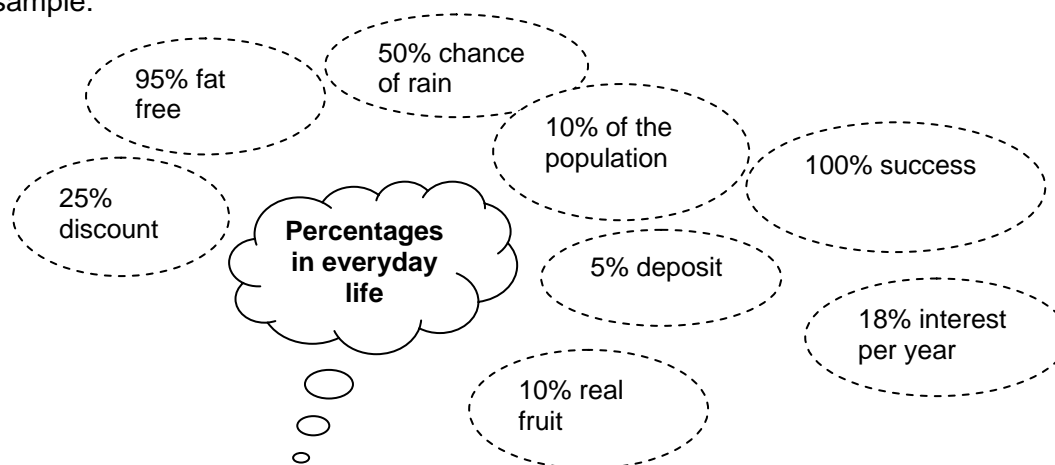


ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Percentage metals and Olympic medals

1. **Show** students an example of percent (eg advertisement for a sale), pointing out the % symbol. **Ask** students to think about when they might have heard the term “percent”. **Brainstorm** these phrases, as well as any other ideas and associations, as outlined in the following sample:



3. **Discuss** the examples and explore the ideas associated with 0% (nothing), 50% (halfway) and 100% (complete). **Discuss** other examples from life that use percentages, such as recipes, exam results, percentage of cotton in a T-Shirt and percentage chance of rain.

4. **Introduce** the range of medals:

GOLD (first place), SILVER (second place) and BRONZE (third place).

Explain that gold, silver and bronze are types of metal, just like other metals such as iron, tin and copper. Each Olympic medal is not made of one single type of metal but a mixture of different metals as outlined below:

- The **gold** medal is made up of 92.5% silver, 1.34% Gold and 6.16% copper.
- The **silver** medal is made up of 92.5% silver and 7.5% copper.
- The **bronze** medal is made up of 97% Copper, 2.5% Zinc and 0.5% Tin.

Note: You may need to spend a few minutes on decimals, depending on the ability of the class. You may prefer to simplify these values by rounding up or down to the nearest whole number.



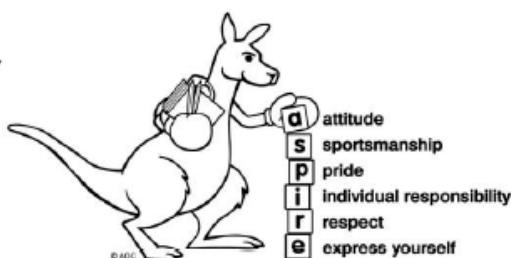
Demonstrate how the percentage values in each medal add up to 100

(eg $92.5 + 7.5 = 100$). **Link** these calculations to the concept of 100%.



Distribute Student handout and rulers. Work with the class to divide each **Draw** a gold, silver and bronze medal to illustrate.

REFLECT ON a.s.p.i.r.e. VALUES



Discuss how Olympic medals reward sporting achievement. Discuss other aspects of participating in sports, such as respected your opponents, showing a good attitude towards training etc and demonstrating good sportsmanship. What are some situations where the Australian Olympic Team might show respect?

EXPLORE A LITTLE FURTHER

- **Find out more** about the London 2012 medals at:
<http://www.london2012.com/news/2011/07/olympic-medals-unveiled-to-the-world.php>
- **Collect** photos and illustrations of medals from previous Olympic Games.
- **Explore** more photos of London 2012 medals:
<http://mm.gettyimages.com/mm/nicePath/locog?nav=pr154481657>
- **Display** the class summaries and drawings of medals on the classroom wall.
- **Write** a short poem to capture the emotions felt by an athlete receiving an Olympic medal.
- **Research** the symbols found in the medals from previous Olympic Games. How do they reflect the Olympic movement as well as the host country?
- **Make** your own Olympic medals using arts and craft materials. Use them as awards for sports day.
- **Access** the Internet to find out more about Nike, the winged goddess of victory, and the Panathinaikos Arena.
- **Find out** why pure metals are not usually used to make things (eg strength, colour etc)



STUDENT HANDOUT

London 2012 Olympic Medals



- The London 2012 Olympic medals will weigh 375-400g, be 85mm in diameter and 7mm thick.
- The **gold** medal is made up of 92.5% silver, 1.34% Gold and 6.16% copper.
- The **silver** medal is made up of 92.5% silver and 7.5% copper.
- The **bronze** medal is made up of 97% Copper, 2.5% Zinc and 0.5% Tin.



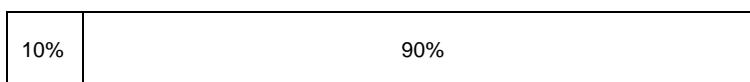
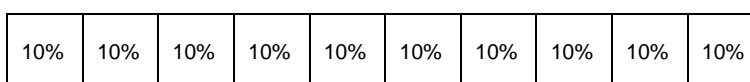
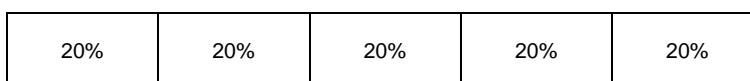
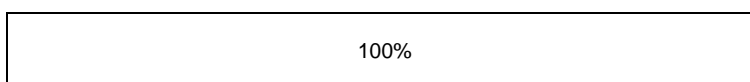
STUDENT HANDOUT

London 2012 Olympic Medals

In the examples shown below:

1 mm on a metric ruler = 1%

100mm on a metric ruler = 100%



The group of athletes was made up of 30% swimmers, 20% weight lifters and 50% hockey players.

--

The students in our class are 90% right-handed and 10% left-handed.

--

The favourite colours in our class are 45% gold, 20% green, 15% pink, 10% red and 10% blue.

--

STUDENT HANDOUT



Our class is made up of 45% boys, 55% girls.

The results from competition were 55% win, 40% lose, 5% drawn.

London 2012 Medals

The **gold** medal is made up of 92.5% silver, 1.34% Gold and 6.16% copper.

The **silver** medal is made up of 92.5% silver and 7.5% copper.

The **bronze** medal is made up of 97% Copper, 2.5% Zinc and 0.5% Tin.

For more information see:

<http://www.london2012.com/press/media-releases/2011/07/athletes-dreams-of-gold-start-tonight-as-london-2012-oly.php>



LEVEL – Middle primary

LONDON IN FILM

DESCRIPTION

In these activities, students learn about films that are set in London or have used London as a filming location. They research aspects of a selected film and identify geographical areas of London as well famous landmarks or other symbols.

These cross-curriculum activities contribute to the achievement of the following:

Creative and visual arts

- Selects, combines and manipulates images, shapes and forms using a range of skills, techniques and processes.

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

SUGGESTED TIME

approximately 10-20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- class copies of Student handout
- sample video clips or DVD one of several of the following film titles:
 - Peter Pan (1953), One Hundred and One Dalmatians (1961), The Great Mouse Detective (1986), Mary Poppins (1964), Bedknobs and Broomsticks (1971), 101 Dalmatians (1996), The Parent Trap (1998), Winning London (2001), The Great Muppet Caper (1981), One of Our Dinosaurs Is Missing (1975), The Muppet Christmas Carol (1992), Melody (aka S.W.A.L.K.) (1971), Oliver! (1968), Stormbreaker (2006), Spice World (1997), Harry Potter and the Philosopher's Stone (2001)
- Internet access to <http://www.london2012.com/map.php>



ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Films and London landmarks

1. **Show** the class a short video clip (or entire film if time allows) of one of the films in the following list.

Peter Pan (1953), One Hundred and One Dalmatians (1961), The Great Mouse Detective (1986), Mary Poppins (1964), Bedknobs and Broomsticks (1971), 101 Dalmatians (1996), The Parent Trap (1998), Winning London (2001), The Great Muppet Caper (1981), One of Our Dinosaurs Is Missing (1975), The Muppet Christmas Carol (1992), Melody (aka S.W.A.L.K.) (1971), Oliver! (1968), Stormbreaker (2006), Spice World (1997), Harry Potter and the Philosopher's Stone (2001)

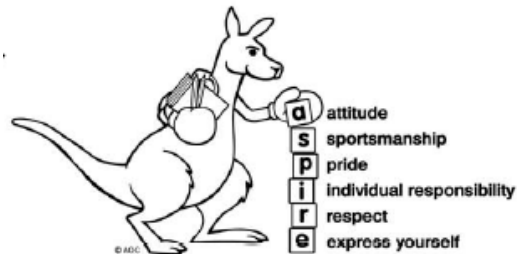
2. **Ask** the class if they recognise any famous London landmarks, symbols and/or locations featured in the story. **Discuss** aspects of the film making process. **Explain** that whilst the story may be set in London, the film may have been shot and produced at another location (eg The action in *Mary Poppins* happens in London in the early 1900s but the film was produced in a Californian movie studio in the 1960s). **Explain** that the original story of *Mary Poppins* was written by the Australian author P. L. Travers.



Distribute the Student handout and discuss the questions listed. **Organise** the class into small groups to complete the questions. **Ask** a representative from each group to report their findings to the class. **Draw** a picture of a scene from the film.



REFLECT ON a.s.p.i.r.e. VALUES



Discuss how proud the filmmakers might have felt when they first saw their finished film. Why do members of a film crew need to have individual responsibility? What are some situations where the Australian Olympic Team might see some of the part of London depicted in these films?

EXPLORE A LITTLE FURTHER

- **Draw** a picture of the Australian Olympic Team in London.
- **Collect** photos and illustrations of other historic film locations in and around London
- **Research** films that have been shot in and around London at <http://www.reelstreets.com/>
- **Find** out more about each London 2012 venue and torch relay by locating on a map at
 - <http://www.london2012.com/map.php>
 - <http://www.london2012.com/games/olympic-torch-relay/where-is-the-olympic-flame-going/>



STUDENT HANDOUT

Title of Film

Famous London landmarks, symbols and/or locations featured in the story

London filming locations (and London 2012 venues)

Characters and plot summary

Additional interesting information

Picture



LEVEL – Middle primary

LONDON 2012 MASCOTS

DESCRIPTION

In these activities, students learn about the London 2012 Olympic mascots - Wenlock and Mandeville. They learn the names, colours and stories behind the mascots. Students play a description quiz game, create their own art works as a group. They make and solve a jigsaw puzzle and write about their favourite mascots.

These cross-curriculum activities contribute to the achievement of the following:

Creative and visual arts

- Selects, combines and manipulates images, shapes and forms using a range of skills, techniques and processes.

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

SUGGESTED TIME

approximately 10-20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- labels cut from Student handout (may be photocopied and enlarged)
- pictures of London 2012 mascots from website <http://www.london2012.com/mascots>
- enlarged outlines of each of the Olympic mascots on Student handout (to prepare these, either enlarge each to A3 size on the photocopier, project the online images through a data projector onto heavy art paper pinned to the wall. Trace around the lines of the image, or photocopy onto a transparency and project the image with an overhead projector. Students could help with the tracing).
- paint, brushes, markers, crayons, art paper, scissors, tape



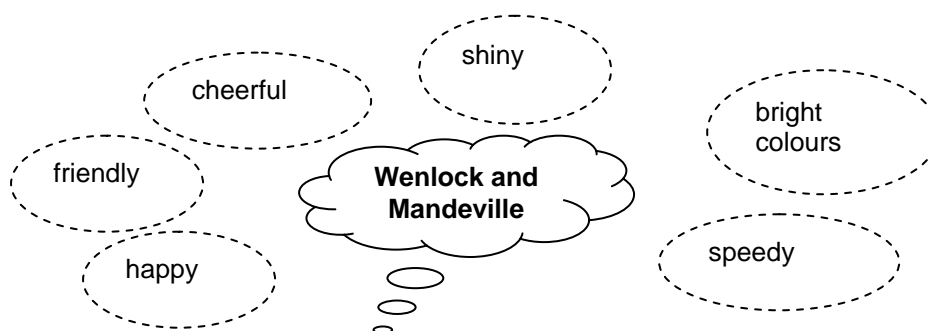
ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Mascot Responses

1. **Show** the class pictures of the Sydney 2000 Olympic Games mascots, Olly, Syd and Millie. **Discuss** why we have mascots and how we choose them. Refer to other mascots they know of, such as for a sports team or club.

2. **Show** pictures of the official London 2012 mascots: Wenlock, the Olympic mascot and Mandeville, the Paralympic mascot. **Compare** them with the Sydney 2000 Olympic mascots. **Brainstorm** words to describe the mascots as outlined in the following sample:



3. **Explain** that Wenlock's name is inspired by Much Wenlock in Shropshire, a town that is at the heart of Olympic history. **Explain** that Mandeville's name is inspired by Stoke Mandeville in Buckinghamshire, the birthplace of the Paralympic Games. **Ask** a student to match each name to the mascot it belongs to.

4. **Distribute** the Student Handouts. **Read** together the descriptions of the mascots' features. Define and explain any words that are unfamiliar. **Select** a mascot and describe it using different words (synonyms). **Create** a simple word list of synonyms that describe the mascot.



Use a pen or pencil to draw lines to match the text description to the features on the mascot. **Play** 'Who am I?'. **Ask** a student to describe one mascot to the class using some words from the descriptions. **Ask** students to race to pick which mascot it is. **Make** the game harder by including aspects of the symbolism and character traits as well as visual features.



Making puzzles

1. **Discuss** the colours used in the mascots. **Form** five groups and distribute an enlarged outline of a mascot to each group. **Make** paints and brushes available. **Display** the coloured picture of the mascots while students are working.
2. **Instruct** groups to cooperate to colour the large mascots faithfully, mixing colours when necessary and painting neat edges. **Lay** the paintings out to dry.
4. **Cut** each painting into ten pieces of roughly similar size.

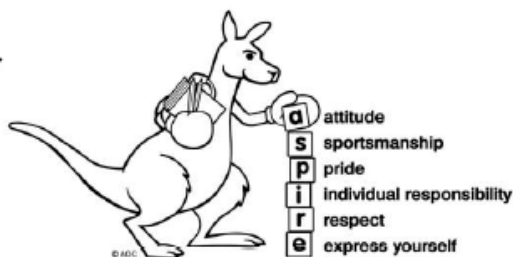


Seat the class in a large circle and distribute pieces. Keeping the class silent, **choose** students to take turns to place a piece of the puzzle on the floor within the circle.

Making a wall display

1. **Distribute** coloured cardboard and ask student to paste puzzle pieces together (once they have decided where each piece will go). **Mount** the enlarged mascots as a wall display with and text descriptions of features.
2. **Ask** students to choose a favourite mascot and write why they like it. **Encourage** students to copy words from the wall display. **Add** these writings to the wall display.
3. **Encourage** students to introduce the mascots to parents and any visitors to the classroom.

REFLECT ON a.s.p.i.r.e. VALUES



Discuss how using descriptive words allows you to express yourself. Discuss how effective teamwork creating the puzzle and display requires a cooperative attitude, good sportsmanship and respect for others. What are some situations where the Australian Olympic Team might need to work together as a group?



EXPLORE A LITTLE FURTHER

- **Find out more** about Wenlock and Mandeville at <http://www.london2012.com/mascots> including their communications via social media
- **Use** the mascots as puppets to invent a play which reveals the mascots' characters and symbolic meanings.
- **Collect** examples of mascots and tell why they were chosen and what they represent.
- **Research** mascots of other past Olympic Games and compare them.



STUDENT HANDOUT

Wenlock - the official mascot for the London 2012 Olympic Games.



- The three points on my head represent the places on the podium where successful athletes stand to receive their medals.
- My eye is a camera lens, capturing everything I see as I go.
- The shape of the front of my head is based on the shape of the Olympic Stadium roof.
- The light on my head is inspired by the lights on London's iconic black taxis.



STUDENT HANDOUT

Mandeville - the official mascot for the London 2012 Paralympic Games.



- On my head are three prongs – they represent the three parts of the Paralympic emblem.
- My tail and my hands are aerodynamic, which is really important as I'm a 'spirit in motion', always rushing around.
- My eye is a camera lens, capturing everything I see as I go.
- The shape of the front of my head is based on the shape of the Olympic Stadium roof.
- The light on my head is inspired by the lights on London's iconic black taxis.
- The personal best timer on my wrist helps me keep track of my personal best.



LEVEL – Middle primary

LONDON 2012 MEDALS (FEATURES)

DESCRIPTION

In these activities, students learn about Olympic medals. They develop a short summary illustrated with drawings. They find out more about the London 2012 Olympic medals by researching the materials, symbols and other features.

These cross-curriculum activities contribute to the achievement of the following:

Creative and visual arts

- Selects, combines and manipulates images, shapes and forms using a range of skills, techniques and processes.

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

SUGGESTED TIME

approximately 10-20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- class copies of Student handouts
- access to the Internet (or a collection of dictionaries and other reference books)
- paint, brushes, markers, crayons, paper and other art materials

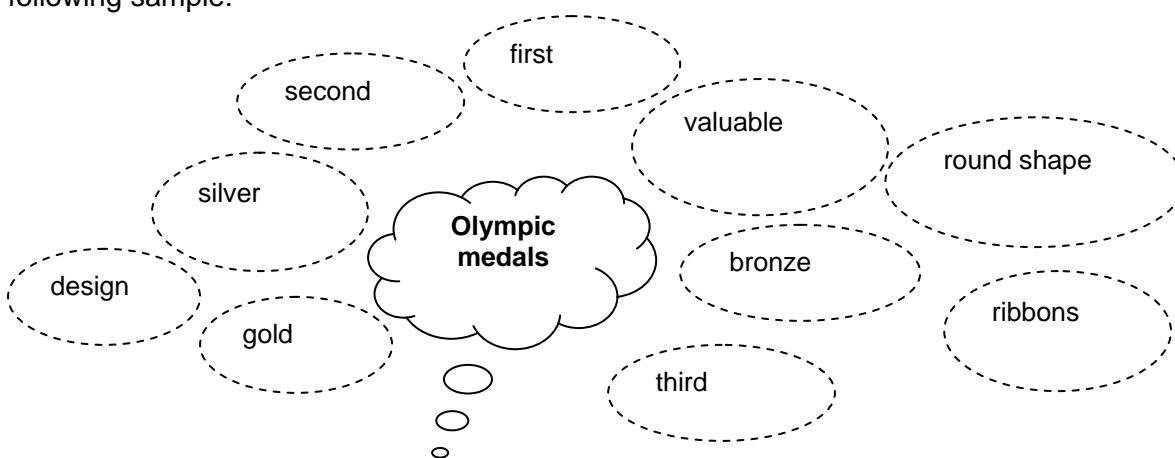


ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Olympic medals

1. **Show** students a photograph or short video clip of an Olympic Games award ceremony. **Ask** students to think about the medals from an Olympic Games and to identify the features they can see. **Brainstorm** these features, as well as any other ideas and associations, as outlined in the following sample:



3. **Discuss** the range of medals: GOLD (first place), SILVER (second place) and BRONZE (third place).

4. **Continue** the discussion with some interesting aspects:

Summer Olympic medals facts

- At the first modern Games in Athens in 1896, winners were rewarded with an olive wreath and a silver medal
- From 1928 the medals were standardised. The obverse (face) must show a figure of Victory holding a wreath in one hand and a palm frond in the other. The reverse had to show a victorious athlete being borne upon the shoulders of the crowd.
- Since 1972, only the obverse (face) of the medal has remained the same. The reverse is modified for each Olympiad.
- The Olympic medals are designed especially for each individual Olympic Games by the host city's organizing committee.
- It was not until the 1904 Olympics in St. Louis that the Games introduced the gold medal as the prize for first place.

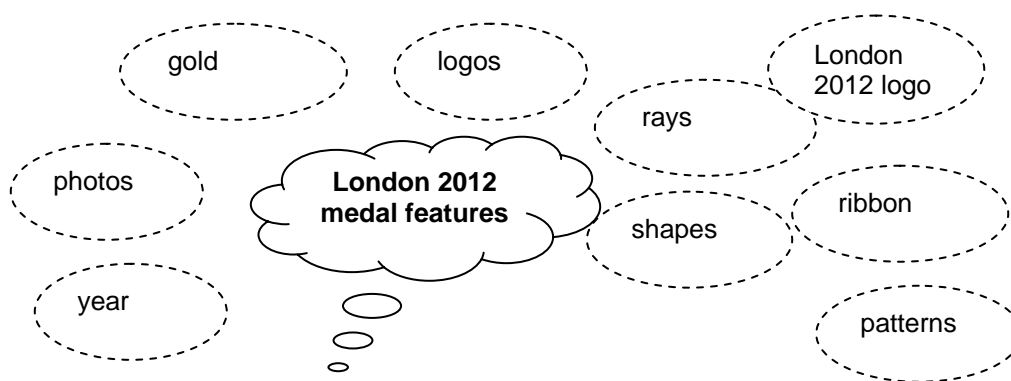




Ask students to write a short paragraph to summarise their understandings of the types of Olympic medals, their history and purpose. **Draw** a gold, silver and bronze medal to illustrate.

London 2012 medals

1. **Distribute** Student handouts. Discuss the design and other aspects of the medals to be awarded at London 2012 Olympic Games. **Continue** the discussion by asking a couple of students to read the text aloud to the class.
2. **Brainstorm** these features, as well as any other ideas, as outlined in the following sample:



Discuss any words or terms the students that may be unfamiliar. **Continue** the discussion with some interesting aspects:

Summer Olympic medals facts

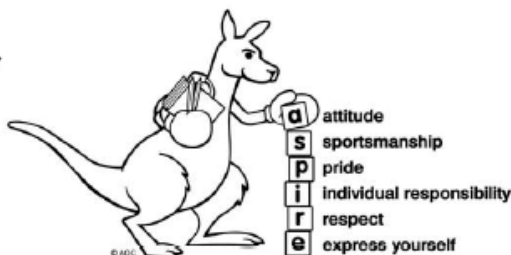
- The London 2012 Olympic medals will weigh 375-400g, be 85mm in diameter and 7mm thick.
- The gold medal is made up of 92.5% silver, 1.34% Gold with the remainder copper (a minimum of 6g of gold)
- The silver medal is made up of 92.5% silver with the remainder copper
- The bronze medal is made up of 97.0% Copper, 2.5% Zinc and 0.5% Tin



Ask students to refer to dictionaries, reference books or connect to the Internet. **Complete** the table, summarising the main features and materials used in the medals. **Discuss** the student findings with the class.



REFLECT ON a.s.p.i.r.e. VALUES



Discuss how Olympic medals reward sporting achievement. Discuss other aspects of participating in sports, such as respected your opponents, showing a good attitude towards training etc and demonstrating good sportsmanship. What are some situations where the Australian Olympic Team might show respect?

EXPLORE A LITTLE FURTHER

- **Find out more** about the London 2012 medals at:
<http://www.london2012.com/news/2011/07/olympic-medals-unveiled-to-the-world.php>
- **Collect** photos and illustrations of medals from previous Olympic Games.
- **Explore** more photos of London 2012 medals:
<http://mm.gettyimages.com/mm/nicePath/locog?nav=pr154481657>
- **Display** the class summaries and drawings of medals on the classroom wall.
- **Write** a short poem to capture the emotions felt by an athlete receiving an Olympic medal.
- **Research** the symbols found in the medals from previous Olympic Games. How do they reflect the Olympic movement as well as the host country?
- **Make** your own Olympic medals using arts and craft materials. Use them as awards for sports day.
- **Access** the Internet to find out more about Nike, the winged goddess of victory, and the Panathinaikos Arena.



STUDENT HANDOUT

London 2012 Olympic Medals



Title - London 2012 Olympic medals

Description - London 2012 Olympic medals designed by British artist David Watkins. The Olympic medals disk circular form is a metaphor for the world. The front of the medal always depicts the same imagery at the summer Games - the Greek Goddess of Sport - 'Nike' - stepping out of the depiction of the Parthenon and arriving in London.

David Watkins said of his design: 'It is exciting to think that the finest athletes in the world will be wearing my medal design next summer. Its key symbols juxtapose, front and back, the goddess Nike for the spirit and tradition of the Games, and the River Thames for the city of London. I hope the medal will be enjoyed and treasured as a record of great personal achievements in 2012.'



STUDENT HANDOUT

London 2012 Olympic Medals

The design for the reverse features five symbolic elements:

- The curved background implies a bowl similar to the design of an amphitheatre.
- The core emblem is an architectural expression, a metaphor for the modern City, and is deliberately jewel-like.
- The grid suggests both a pulling together and a sense of outreach – an image of radiating energy that represents the athletes' efforts.
- The River Thames in the background is a symbol for London and also suggests a fluttering baroque ribbon, adding a sense of celebration.
- The square is the final balancing motif of the design, opposing the overall circularity of the design, emphasising its focus on the centre and reinforcing the sense of 'place' as in a map inset.

(source: <http://www.london2012.com/news/2011/07/olympic-medals-unveiled-to-the-world.php>)

symbol and design element	Definition or short description
Nike	
River Thames	
curved background	
jewel-like emblem	
square	
gold	
circular form	



LEVEL – Middle primary

LONDON 2012 POSTER

DESCRIPTION

In these activities, students learn about the design of the London 2012 poster. They research posters using the Internet, compile their findings, discuss the content and form of posters then create their own poster.

These cross-curriculum activities contribute to the achievement of the following:

Creative and visual arts

- Selects, combines and manipulates images, shapes and forms using a range of skills, techniques and processes.

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

SUGGESTED TIME

approximately 10-20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- class copies of Student handout
- access to the Internet (or a collection of previous Olympic Games posters such as those at <http://www.olympic.org/olympic-games>)
- access to the Internet to view the London 2012 Poster available from <http://www.london2012.com/>
- paint, brushes, markers, crayons, paper and other art materials



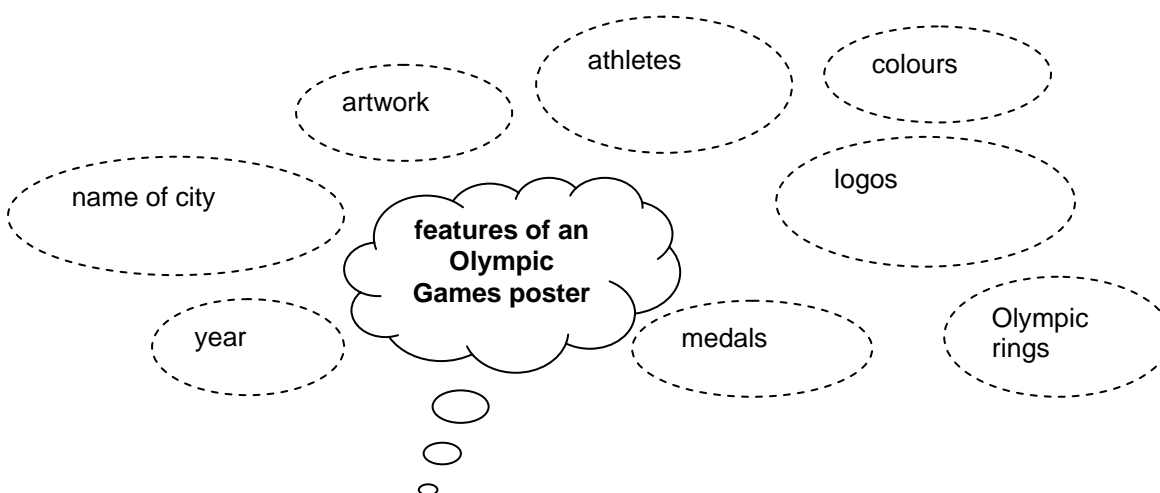
ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Poster features

1. **Explain** that a poster is a form of visual communication, specific to public places, in which words, pictures and symbols are used together to convey a message. **Show** the class the pictures of previous Olympic Games posters.

2. **Ask** students about the type of information and other features they would need to include on a poster advertising an Olympic Games. **Discuss** the use of text, logos, colour, photographs and other images. **Brainstorm** these features, as well as any other ideas, as outlined in the following sample:



3. **Compile** a class list of all the responses and explain that the class is going to design their own poster to promote the London 2012 Olympic Games.



Distribute art and craft materials. **Ask** students to think about the features they would like to have on their poster then use the art and craft materials to design their poster. Ask student to present their posters to the rest of the class, explaining their design features.



Analysing London 2012

1. **Show** the class a picture of the London 2012 poster and discuss their initial responses. **Explain** that the inspiration for this poster comes from the year “2012”, with the numbers simplified and stylised.

2. **Work** with the class to discuss the features in more detail, answering the following questions:

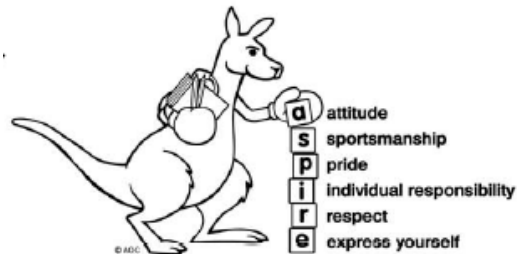
- What information is given?
- Are any photographs or other graphics used in the poster? Describe them.
- Where is the Olympic logo positioned? Why?
- What colours are used in the poster? Why?
- What font and style is used for the text? Why?
- Are there additional elements included, such as symbols or a national flag? Why?
- Are there different versions of the poster? Why?



Access the Internet www.olympics.com to locate posters from previous Olympic Games. **Ask** students to select a poster that appeals to them and to write up a short report featuring answers to the previous questions. **Present** their findings to the class.



REFLECT ON a.s.p.i.r.e. VALUES



Discuss how an Olympic poster might allow the host nation to have a sense of pride for their country and what it represents. What are some of the aspects of Australia that you would be proud to display on a poster? What are some situations where the Australian Olympic Team might feel pride?

EXPLORE A LITTLE FURTHER

- **Collect** photos and illustrations and posters of sporting and other events happening in your local area
- **Display** the class posters on the classroom wall.
- **Discuss and research** other forms of posters, such as those used for advertising a film or movie. How is the audience the same or different than for an Olympic Games poster?
- **Explore** past Olympic Games posters on the Internet, such as <http://www.olympic.org/>
- **Research** other posters and artworks that inspired by significant dates and other numbers, such as films with numbers in the title (eg *2001: A Space Odyssey*, *2010*, *1984*, *300*, *Fantastic Four*, *1776*, *1941*, *101 Dalmations* and *One Million Years BC*). How are the numbers stylised to suit the storyline of the film?



LEVEL – Middle primary

ATHLETE VILLAGE ART

DESCRIPTION

In these activities, students learn more about artworks typically found on a living room, kitchen or bedroom wall. They analyse an artwork, research artworks using the Internet, compile their findings, and discuss the content and form. Students create their own artwork to be displayed in the London 2012 athlete Olympic village.

These cross-curriculum activities contribute to the achievement of the following:

Creative and visual arts

- Selects, combines and manipulates images, shapes and forms using a range of skills, techniques and processes.

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

SUGGESTED TIME

approximately 10-20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- class copies of Student handout
- example of an artwork
- examples of previous athlete village art (available from www.olympics.com.au)
- access to the Internet (or a collection of previous Olympic Games posters)
- paint, brushes, markers, crayons, paper and other art materials



ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Analysing an artwork

1. **Show** the class a picture of an artwork typically found in a living room, kitchen or bedroom. **Work** with artworks the student are likely to recognise or find interesting, such as those from a catalogue. Some suggested categories are featured in the following list:

- fine art print
- indigenous artwork
- bark painting
- tapestry
- photograph
- canvas print
- drawing on paper
- abstract
- Australian colonial scene
- decorative mirror
- other

2. **Discuss** the initial responses. **Work** with the class to discuss the features in more detail, answering the following questions:

- What materials have been used to create the artwork?
- How does it make you feel?
- When was it created?
- How large is the artwork?
- How long did it take to create?
- What is the overall feeling of the artwork?
- Is it well suited to a living room or bedroom? Why?
- What features can you identify?
- Is there any text or numbers?
- Is the artwork framed? Why?
- Is the artwork behind glass? Why?
- Are any photographs or other graphics used? Describe them.
- Has the artist signed the artwork? Where?
- What colours are used? Why?
- Describe the textures and surfaces.



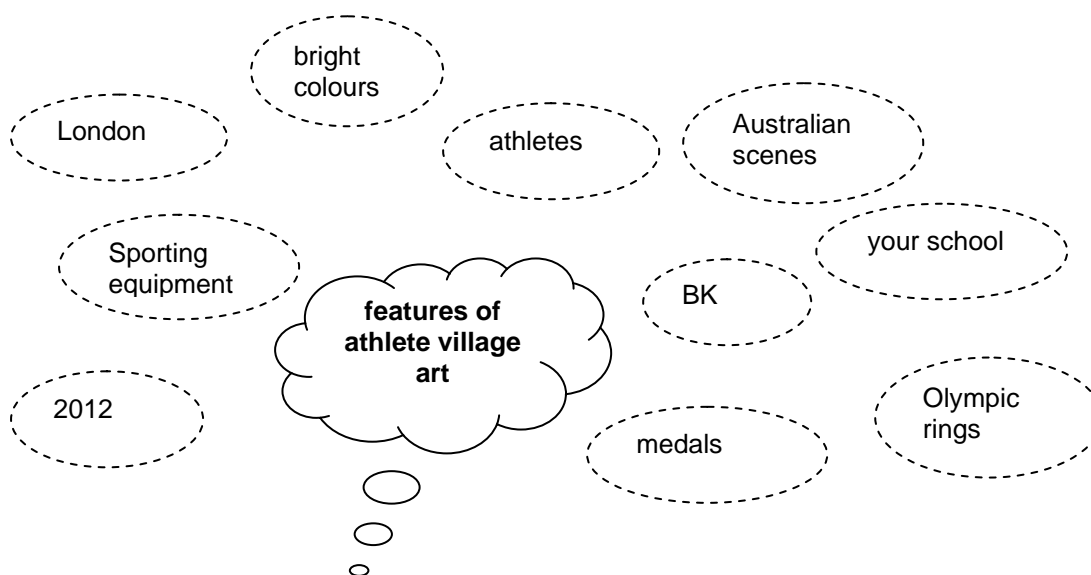


Distribute Student handout. **Access** the Internet (or explore magazines, catalogues or art books) to locate famous fine art prints, indigenous art, abstract and other artworks. **Ask** students to select an artwork that appeals to them and to write up a short report to summarise the features of the artwork. **Present** their findings to the class.

Athlete village artwork features

1. **Explain** that the Australian Olympic Committee have asked Australian school students to create artworks for London 2012. **Explain** that the artworks provided by the students will be made into large collages and placed on the living room and bedroom walls within the Australian athlete housing. The purpose of the artworks is to encourage the athletes and show support. **Clarify** any new terms such as *collage* or *athlete village*. **Show** the class the pictures of previous athlete village art on Student handout.

2. **Ask** students about the type of information and other features they would need to include on an artwork that has the purpose of making the athletes feel at home in the Olympic Village. **Discuss** the use of text, colour, patterns, images and other features. **Brainstorm** these features, as well as any other ideas, as outlined in the following sample:



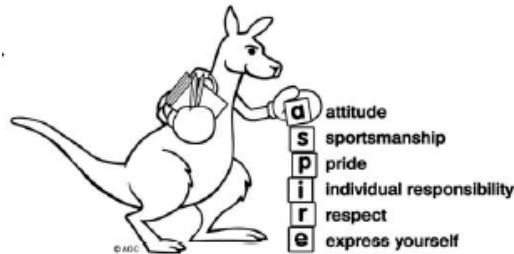
3. **Compile** a class list of all the responses and explain that each student in the class is going to design their own artwork to send to the athletes.



Distribute art and craft materials. **Ask** students to think about the features they would like to have on their poster (you may like to use a copy of the Student handout as a guide). Explore <http://www.bkzone.com.au> for examples of village art and posters of BK in various poses. **Use** the art and craft materials to design their artwork. **Ask** student to present their artworks to the rest of the class, explaining their design features.



REFLECT ON a.s.p.i.r.e. VALUES



Discuss how an artwork by an Australian school student might encourage pride for their country and what it represents. What are some of the aspects of Australia that you would be proud to display on an artwork? How has creating your artwork allowed you to express yourself? What are some situations where the Australian Olympic Team might think of their artwork supplied by an Australian school student?

EXPLORE A LITTLE FURTHER

- **Take** a webquest and explore several British museums and galleries <http://nmolp.tate.org.uk/webquests/>
- **Explore** Tate Britain, the national gallery of British art <http://www.tate.org.uk/>
- **Collect** copies of artworks that were created in your local area by a local artist.
- **Display** copies of the class artworks on the classroom wall.
- **Discuss and research** other artworks from around the world.
- **Ask** the question “What is art?” to a range of people and compile the responses.
- **Explore** more artworks on the Internet. Perform a search for “art gallery” together with the name of your state or territory



STUDENT HANDOUT

Analysing an artwork

Materials used	Colours
Size	Interesting features
People or places	Shapes
Textures	How it makes me feel





LEVEL – Middle primary

BRITISH ROYAL FAMILY TREE

DESCRIPTION

In these activities, students learn about the British Royal Family and how their family is made up of various members. They research the connections between each person and develop a family tree.

These cross-curriculum activities contribute to the achievement of the following:

Studies of society and environment

- Identifies the types of data and sources required by the task and decides how they will be used to gain information
- Describes the roles, rights and responsibilities of members of cultural groups.

English

- Interprets and discusses some relationships between ideas, information and events in texts for general viewing.

Mathematics

- Interprets tables of data in a table, asking and answering questions about the information.

SUGGESTED TIME

approximately 10-20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- class copies of Student handout
- photos of British Royal Family
- access to the Internet <http://www.royal.gov.uk/pdf/Windsor%20family%20tree.pdf> (or reference books related to the British Royal family)
- scissors, glue/sticky tape
- string



ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Family tree

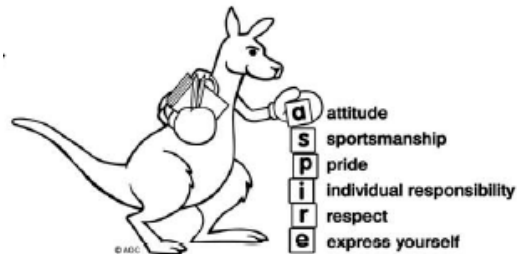
1. **Ask** students if anyone in the class has heard of the British Royal Family and if they can explain more about them. **Explain** that Britain has an elected Government (similar to Australia) but was once ruled by the British Monarchy. In our current time Her Majesty The Queen does not 'rule' the country, but fulfils important ceremonial and formal roles with respect to Government.
2. **Explain** that Her Majesty The Queen is a member of the British Royal Family and that the class will be finding out more about their family tree. **Distribute** the Student handout and discuss some of the featured names and the year that each person was born.



Organise students into small groups. **Connect** to the Internet. **Ask** each group to use a range of different search engines such as www.google.com or www.yahoo.com to find out more about the British Royal Family. **Suggest** a range of strategies and search terms to enter and compare the results. **Use** scissors to cut out the parts of the table, then use glue or sticky tape to construct the family tree based on the results of online research, adding additional names if required. **Use** some string or wool to make a family tree on the classroom wall. **Ask** each group to develop a short summary and report their findings to the class.



REFLECT ON a.s.p.i.r.e. VALUES



Discuss how researching a topic such as British Royal families is a form of respect for another country and its culture. Discuss how respect might be shown within a family group. Are there any great Australian Olympians who are from the same family or otherwise related to each other?

EXPLORE A LITTLE FURTHER

- **Explore** The British Monarchy's photostream at <http://www.flickr.com/photos/britishmonarchy>
- **Draw** some pictures of people in British Royal families and display on the classroom wall.
- **Research** your own family tree and develop a display for the classroom wall.
- **Write** a short play where the characters are from different families.
- **Collect** photos and illustrations of the British Royal Family throughout history.
- **Explore** British Royal families on the Internet <http://www.royal.gov.uk>
- Find out more about the Queen's Christmas broadcasts <http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/AhistoryofChristmasBroadcasts.aspx>



STUDENT HANDOUT

British Royal Family

Her Majesty the Queen

Queen Elizabeth II
Born 1926

Husband (the man who married the Queen)

Philip, Duke of Edinburgh
Born 1921

In-Laws (the people who married the Queen's sons and daughters)

Lady Diana Spencer
Born 1961

Sarah Ferguson
Born 1959

Sophie_Rhys-Jones
Born 1965

Captain Mark Phillips
Born 1948

Camilla Parker-Bowles
Born 1947

Vice-Admiral Timothy
Laurence
Born 1955



STUDENT HANDOUT

British Royal Family

Children (the Queen's sons and daughters)

Charles, Prince of Wales Born 1948	Anne, Princess Royal Born 1950
Andrew, Duke of York Born 1960	Edward, Earl of Wessex Born 1964

Grandchildren (the sons and daughters of the Queen's children)

Princess Beatrice of York Born 1988	Princess Eugenie Born 1990
Viscount Severn Born 2007	Lady Louise Windsor Born 2003
Peter Philips Born 1977	Zara Philips Born 1981
Prince Henry (Harry) of Wales Born 1982	Prince William of Wales Born 1982



LEVEL – Middle primary

BRITISH LITERATURE

DESCRIPTION

In these activities, students learn about famous works of literature written by British authors. They discuss aspects of fiction including characters, plot, location and complication and play a game to match author, name of novel, year published and character.

These cross-curriculum activities contribute to the achievement of the following:

Studies of society and environment

- Identifies the types of data and sources required by the task and decides how they will be used to gain information
- Describes the roles, rights and responsibilities of members of cultural groups.

Creative and visual arts

- Selects, combines and manipulates images, shapes and forms using a range of skills, techniques and processes.

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

SUGGESTED TIME

approximately 10-20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- class copies of Student handout
- pictures of some of iconic characters from British literature (including Harry Potter, Sherlock Holmes and Frankenstein).
- examples of some of the books listed in Student handout



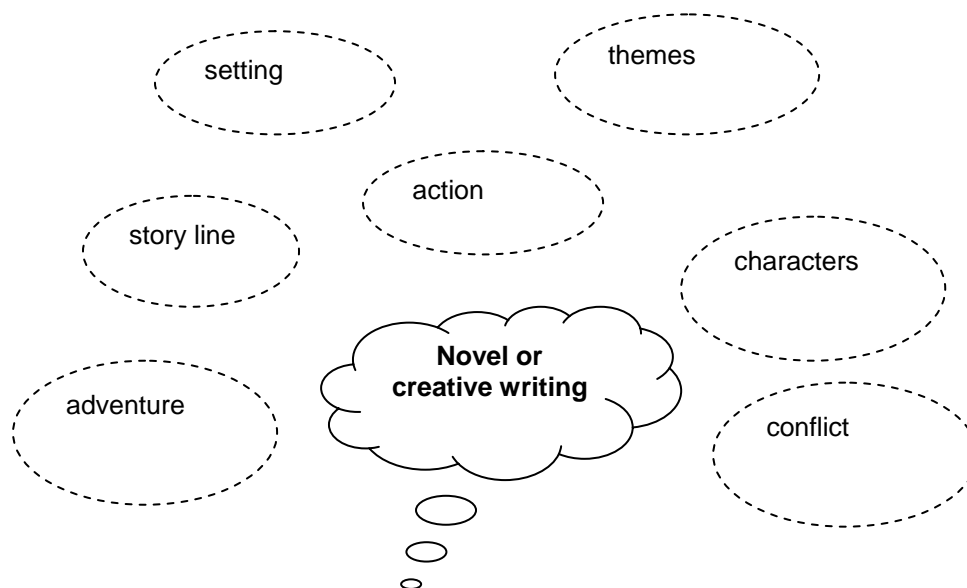
ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Characters and stories

1. **Ask** the class to think about a story book or novel they may have recently read, discussing the reasons for their interest or enjoyment. **Show** the class pictures of some of iconic characters from British literature (including Harry Potter, Sherlock Holmes and Frankenstein). **Outline** that each of these characters in from a storybook or novel written by a British author. **Discuss** the cultural contributions of Great Britain and the cultural aspects of London 2012.

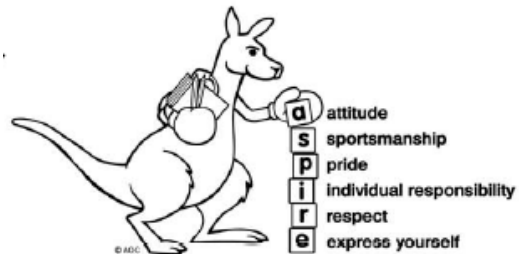
2. **Discuss** a few of the characters, exploring the exciting or interesting stories they have been featured in. **Brainstorm** the various elements of a novel or piece of creative writing as outlined in the following sample:



Distribute the Student handout. **Use** a pair of scissors to cut out each piece of the table. **Shuffle** the pieces and work in pairs to re-assemble the table. **Play** a range of matching, memory or guessing games with the pieces of the table. **Draw** a picture of a selected character, with a summary of the name of author, book title and year published.



REFLECT ON a.s.p.i.r.e. VALUES



Discuss how literature and creative writing allows a person to express themselves. What are some of the characters and storylines you might use if you were to write an exciting short story? What are some other famous stories which feature athletes and competition?

EXPLORE A LITTLE FURTHER

- **Create** drawings of some of the locations found in British literature in and around London and Great Britain.
- **Summarise** the events, storyline or plot for each of the novels listed.
- **Find** out more about British literature by asking your school librarian.
- **Collect** photos and illustrations fashions worn in London and Great Britain in the years in which a particular novel was published.
- **Ask** your school librarian about genres in literature such as science fiction and mystery.



STUDENT HANDOUT

Year	Author	Title	Character
1898	H.G. Wells	War of the Worlds	Martians
1964	Roald Dahl	Charlie and the Chocolate Factory	Willy Wonka
1894	Rudyard Kipling	Jungle Book	Mowgli
1880	Arthur Conan Doyle	Sherlock Holmes	Detective
1997	J. K. Rowling	Harry Potter and the Philosopher's Stone	Wizard
1959	Ian Fleming	Goldfinger	Spy
1949	Enid Blyton	Noddy Goes To Toyland	Boy
1865	Lewis Carroll	Alice's Adventures in Wonderland	White rabbit
1883	Robert Louis Stevenson	Treasure Island	Pirates



LEVEL – Middle primary

NORMAN MAY'S GOLDEN NUGGETS (WHO, WHAT WHEN, WHERE, WHY?)

DESCRIPTION

In these activities, students listen to an audio clip featuring an Australian athlete in a memorable Olympic moment. They explore the audio clip and work together to collate information and ideas about the people and events featured in the clip.

These cross-curriculum activities contribute to the achievement of the following:

Creative and visual arts

- Selects, combines and manipulates images, shapes and forms using a range of skills, techniques and processes.

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

SUGGESTED TIME

approximately 3 minutes to listen to the actual audio clip, then 15-20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- audio clip (“Norman May’s Golden Nugget”) downloaded from <http://media.olympics.com.au/collection/golden-nuggets>
- paint, brushes, markers, crayons, glitter and other art materials

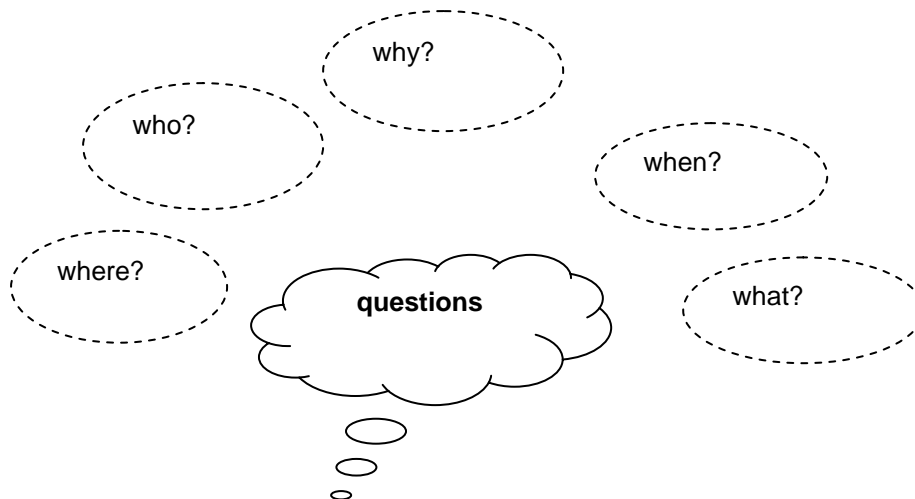


ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Who, what, where, when and why?

1. **Listen** to the audio clip with the class, asking the students to listen carefully.
2. **Discuss** the audio clip and ask the class to think about the people and events depicted in the clip. **Explain** that you are going to ask a few questions to see how well the class has remembered the people and events. **Develop** a simple summary as outlined in the following sample:



3. **Listen** to the clip again, asking the class to pay attention to the questions previously discussed.



Work with the class to answer each of the following questions and develop a group summary:

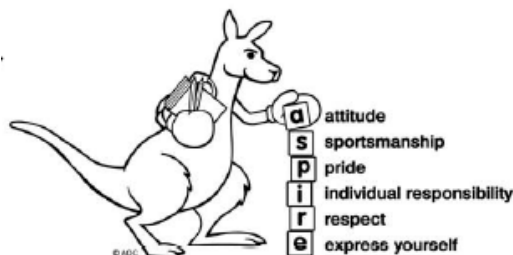
Who?	Who was involved? What are the athlete's names? How many athletes were involved?
What?	What happened? What sport was featured? What teams? What countries?
Where?	Where did the events take place? Which city or country? Which stadium or venue?
When?	When did the events occur? What year, month or date?
Why?	Why did this particular outcome occur? Why are the events interesting?



Create a picture to illustrate the people and events featured in the clip.



REFLECT ON a.s.p.i.r.e. VALUES



Discuss each of the a.s.p.i.r.e. values and how each relates to the athletes featured in the audio clip. Some possible questions are outlined below:

- Describe how the athletes showed a good attitude during the event
- What aspects of sportsmanship were demonstrated?
- Should the athletes feel pride for their achievements?
- How have individual athletes acted responsibly for themselves and the team?
- What are some examples of showing respect for other players?
- How did the other members of the team help an individual athlete to express himself or herself?

EXPLORE A LITTLE FURTHER

- **Develop** a short non-verbal play based on the information from the audio clip. Act out your silent play using only actions, gestures and facial expressions. How important are these elements in communicating a message to an audience?
- **Collect** times, records and other data from the audio clip create a drawing based on them.
- **Develop** a few scenarios where the outcome of the events is different, for example the athlete lost (or won) instead.
- **Collect** photos and illustrations depicting the sports and events featured in the audio clip.
- **Research** the athletes, events and cities mentioned in the audio clip.
- **Search for** other audio files and podcasts that can be downloaded from the Internet.
- **Explore** audio software such as audacity www.audacity.com to record your own audio clips and upload them to your school website.



LEVEL – Middle primary

LONDON'S HISTORIC VENUES

DESCRIPTION

In these activities, students learn about historic buildings and locations that will be Olympic venues in 2012 including Lord's Cricket Ground, Hyde Park, Wembley Arena/Stadium and Wimbledon. They research aspects of each venue, compile a short report and develop an artwork of a selected venue.

These cross-curriculum activities contribute to the achievement of the following:

Creative and visual arts

- Selects, combines and manipulates images, shapes and forms using a range of skills, techniques and processes.

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

SUGGESTED TIME

approximately 10-20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- class copies of Student handout
- paint, brushes, markers, crayons, paper and other art materials



ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Historic London

1. **Show** the class pictures of some of the historic venues that will be used to host a variety of sports during London 2012. **Ask** the class if they recognise any of the venues either by looking at the photographs or by name: Lord's Cricket Ground, Hyde Park, Wembley Arena/Stadium and Wimbledon.

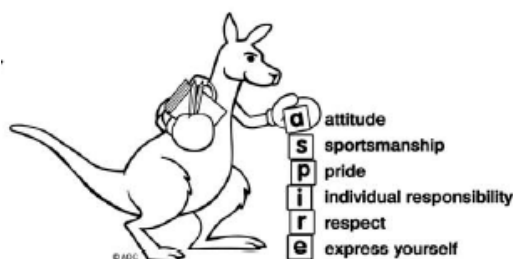
2. As an example, **explain** that Lord's Cricket Ground is very famous and has been a venue for English and international cricket for about 200 years. The Australian cricket team has played at Lord's during 'The Ashes' test series cricket. In preparation for London 2012, an Archery range will be created on the grounds.

2. **Distribute** the Student handout and discuss the web links listed. **Organise** the class into small groups around computers. **Explain** that in this activity, the class will find out more about these historic venues. **Assign** a structure to each group.



Ask students to connect to the Internet and access some of the weblinks listed in the Student handout. **Compile** information, facts and figures related to each of the venues. Ask a representative from each group to report their findings to the class. **Draw** a picture of the selected venue.

REFLECT ON a.s.p.i.r.e. VALUES



Discuss how proud the architects, designers and builders might have felt when they first saw their building constructed. What are some of the historic moments when people might have expressed themselves in these venues? What are some situations where the Australian Olympic Team might enter one of these structures and what do you think their response might be?



EXPLORE A LITTLE FURTHER

Australian Olympic Education Resource



- Explore the Australian Olympic Team website www.olympics.com.au and locate photos of venues. Can you identify each venue?
- **Construct** models for some of the historic venues in and around London.
- **Summarise** the measurements of the original structure and your model in a table.
- **Find** out more about each venue by locating each of them on a map.
- **Draw** a picture of some of the historic venues in and around London.
- **Collect** photos and illustrations of other historic venues in and around London
- **Research** how the purpose of a building might influence its structure and design.



STUDENT HANDOUT

Weblinks

Lord's Cricket Ground www.lords.org
Wimbledon www.wimbledon.com
Hyde Park www.royalparks.gov.uk/Hyde-Park
Wembley www.wembley.co.uk/

Official name (and other names)

Location and year founded

Historical and cultural significance, past uses, interesting past events

Olympic Sport(s) that will be played there in 2012

Capacity



LEVEL – Middle primary

LONDON TIMELINE

DESCRIPTION

In these activities, students learn about significant events in the history of London. Students discuss various centuries and key historical events, construct a summary table and research additional information on the history of London.

These cross-curriculum activities contribute to the achievement of the following:

Creative and visual arts

- Selects, combines and manipulates images, shapes and forms using a range of skills, techniques and processes.

English

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

SUGGESTED TIME

approximately 10-20 minutes for each activity (this may be customised accordingly)

WHAT YOU NEED

- class copies of Student handout
- paint, brushes, markers, crayons, paper and other art materials
- Books, journals and other reference material related to the history of London and England.
- Internet access to a range of London history websites such as:
 - A History Of The World: Telling the story of London
http://news.bbc.co.uk/local/london/hi/people_and_places/history/newsid_8451000/8451647.stm
 - <http://www.english-heritage.org.uk/>
 - http://en.wikipedia.org/wiki/History_of_London
 - <http://www.channel4.com/history/microsites/H/history/i-m/london.html>
 - <http://www.britannia.com/history/londonhistory/>
 - <http://www.britainexpress.com/London/history-of-london.htm>

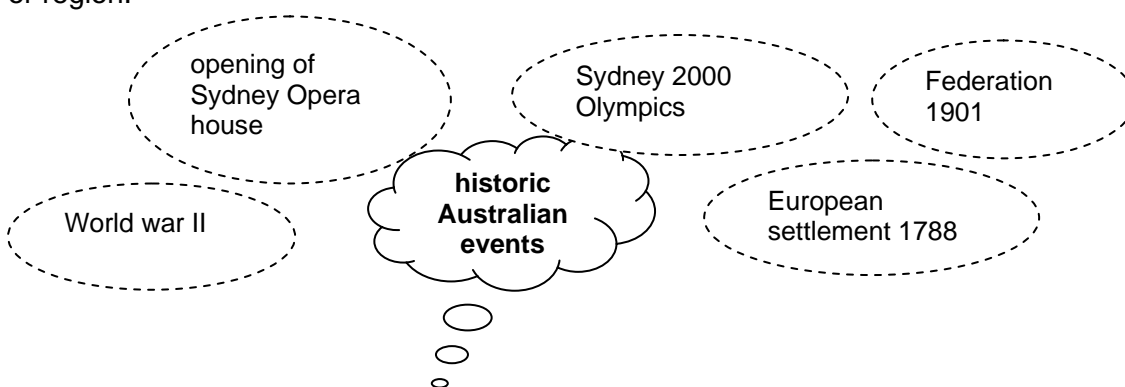


ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

Historic events

1. **Ask** the class to think about some famous historic events. **List** them in a brainstorm, as shown in the sample below. You may like to focus on historic events from your local town or region.



2. **Discuss** ideas related to Australia's indigenous history as well as more recent history after European settlement after 1788. Discuss the types of events that might be described as "historic". **Explain** that a country such as Great Britain has recorded history dating back several centuries.



Distribute the books and other reference materials (or connect to the Internet and view some of the London history weblinks featured on page one). **Ask** students to spend some time exploring the resources and gathering some simple, yet interesting facts and other information to share.

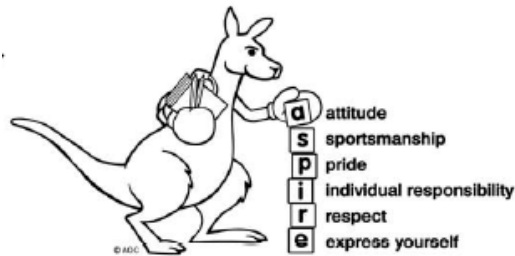
3. **Regroup** and **discuss** some of the significant historic events that have occurred in London over the past centuries, without going in to details. **Summarise** the class findings.



Distribute the Student handout. **Define** any unfamiliar words or terms. **Organise** the class into small groups and use the Internet and reference books to research the historic events. **Cut** the table into pieces. **Create** a large timeline to display on your classroom wall that features photos and illustrations of each historic event. **Add** more historic events to your timeline.



REFLECT ON a.s.p.i.r.e. VALUES



Discuss how researching the history of a culture is a form of showing respect. Reflect on how the posters allow you to express yourself. What are some situations where the Australian Olympic Team might reflect on the history of London?

EXPLORE A LITTLE FURTHER

- **Draw** a picture to illustrate a landmark or historic event from your local area and display it on your classroom wall.
- **Find** photos of historic English buildings at <http://www.imagesofengland.org.uk/>
- **Research** landmarks and interesting places to visit in the rest of Great Britain.
- **Plan** a route around the ancient city of London and compare it to contemporary London. **Display** it on a pictorial map.
- **Interview** people who have been to London and ask what historic landmarks they visited and what were their impressions of them.
- **Find** more teaching activities and photos related to Great Britain's heritage at <http://www.heritage-explorer.co.uk/web/he/default.aspx>



STUDENT HANDOUT

Century	Year and event	Description
21 st Century	2000 - Millenium Wheel or "London Eye" is built	A large ferris wheel near the river Thames, a popular tourist attraction
20 th Century	World War Two and the London Blitz	Children evacuated from London—with only a suitcase and a name-tag around their necks—to stay in rural England.
19 th Century	1837 - Queen Victoria crowned	During the rein of Queen Victoria, the building of railways, houses and industrial growth helped London expand.
18 th Century	Exploring the world makes Britain a powerful nation	Spices, wool, tea and other goods are brought into London from all over the world.
17 th Century	1665 - rats on board trading ships bring bubonic plague into London.	The plague spreads though London and over 100,000 people die.
16 th Century	1599 - Globe Theatre built in London	Shakespeare's plays are performed at the Globe Theatre, which later burns down but is rebuilt.

