

## OLYMPIC DAY

### LESSON 1 - Olympic history and spirit

In this lesson, students begin planning for Olympic Day by looking at the history of the ancient and modern Olympic Games and exploring Olympic values. They research Australian Olympic legends and are introduced to the a.s.p.i.r.e. values.

#### Indicators and outcomes for this lesson

- Analyses the ethical dimensions of various rules and codes of behaviour.
- Analyses the ways in which people define their own and other people's identities.
- Describes the significant ideas, people or events that have contributed to Australian identity.
- Describes how cultural groups, and their belief systems and social organisation contribute to the identity of a society.
- Plans strategies to promote participation in recreational activities.
- Investigates and makes decisions about the various roles adopted to enhance participation and enjoyment of sport.
- Selects and performs a variety of roles to organise, manage and participate in the planning and implementation of Olympic Day.

#### Suggested time

60 minutes (this may be customised by increasing or reducing the time spent on class discussion, follow-up activities, homework etc).

#### Resources, equipment and facilities

- class copies of Student handouts
- photos of artifacts from ancient Greece, such as vases and sculptures, depicting Olympic athletes
- photos or drawings from the 1894 Olympic Games in Paris, France
- short video clip, photo or book related to the Olympic Games
- video or DVD player (if using video clip)
- access to the Internet (optional)

#### Online resources



[olympics.com.au](http://olympics.com.au) (Australian Olympic committee website> Education>a.s.p.i.r.e. school network)(download the PDF resources: ***The Olympic Games in Ancient Greece, The Modern Olympic Games, The Olympic movement***)  
(Australian Olympic committee website>Australia at the Games)  
[www.olympics.org](http://www.olympics.org) (International Olympic Committee website)

## More about the Olympic Day lessons

This series of lessons is designed around teaching the values of Olympism to young Australians, complementing the Australian Federal Government's *Values Education* framework. The lessons conclude in the staging of an intra-school or inter-school sporting and cultural event – Olympic Day.

Students learn to organise, plan and prepare, manage and participate in Olympic Day as part of their Personal Development and Health and Physical Education program. The lessons are flexible and can be easily customised to fit in with your state curriculum and school program.

These lessons offer an outline to organise and implement Olympic Day. Additional lessons, especially those related to sports skill development, incorporated into your Physical Education program. You may like to organise additional activities - such as Olympic Day teacher planning sessions - to facilitate whole-school communication and allow for a more comprehensive school program to be developed.

Overall, the implementation of the Olympic Day lessons:

- encourages a whole-school approach
- is underpinned by the a.s.p.i.r.e. values (attitude, sportsmanship, pride, individual responsibility, respect, express yourself) developed by the Australian Olympic Team
- encourages active lifestyle
- engages students with cross-curriculum activities and experiences
- allows student to learn about a range of roles and responsibilities involved in staging a sporting event
- offers students leadership and training opportunities
- links with additional online a.s.p.i.r.e. lessons
- encourages links between schools, community and sporting organisations
- involves students and teachers working towards a culminating event, Olympic Day
- encourages skill development in a range of sports
- encourages development of ICT (information and communication technologies) by the use of online Olympic and other educational resources.

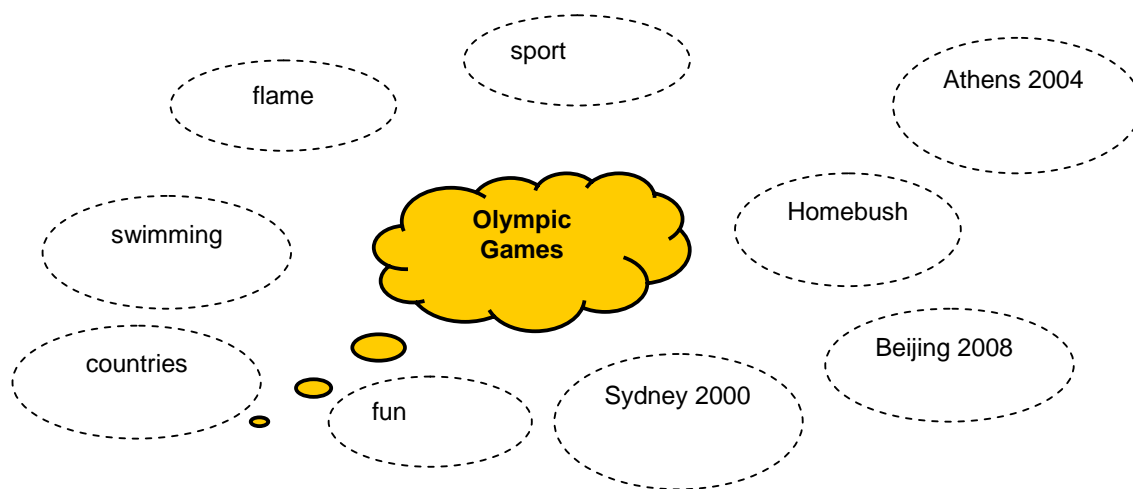


## Introduction

1. **Question** students about the term “Olympic Games” and what it means to them.



**Brainstorm** the students' responses.



## Ancient Olympic history

1. **Show** the class some of the photos of artifacts from ancient Greece, such as vases and sculptures, depicting Olympic athletes. **Ask** a student to read aloud the following:

“The Olympic Games as we know them today have a long history which goes back to ancient times. Everything started in the Peloponnese, in Greece, some 3 000 years ago. Sports competitions were organised at Olympia and were named after their location, hence the name of Olympic Games. Nobody knows exactly when they began, but the first written mention of the competitions is dated to 776 BC. These Games were held at the same place every four years. This four-year period acquired the name Olympiad, and was used as a date system: time was counted in Olympiads, rather than years. The Games organised at Olympia led to the development of the Panhellenic Games.”

Explain to the class that in order to participate in the Games each athlete needed to be male, of Greek origin and a free man. Women, slaves and foreigners were excluded. Discuss with the class how this compares with their understanding of the (modern) Olympic Games.

- foot races
- discus throwing
- javelin throwing
- long jump
- wrestling and boxing
- chariot racing
- horse riding

At the modern Olympic Games, the first, second and third — placed athletes are rewarded, respectively, by gold, silver and bronze medals. At the Panhellenic Games, there was only one winner whose prize was a wreath or crown of leaves. The modest crown of leaves was the highest possible award in the Greek world, as it guaranteed its holder honour and respect from everyone.

The conquest of Greece by Rome in 146 BC eventually led to the end of the ancient Games.

2. **Discuss** aspects of the date, location, athletes, sports played and prizes.



## ***Modern Olympic history***

1. **Show** the class some of the photos or drawings from the 1894 Olympic Games in Paris, France. **Ask** a student to read aloud the following:

“Drawing inspiration from the ancient Olympic Games, Pierre de Coubertin decided to create the modern Olympic Games, and founded the International Olympic Committee (IOC) in 1894 in Paris, France. This new committee set itself the objective of organising the first Olympic Games of modern times. The first modern Olympic Games in 1896 featured many references to Greek Antiquity. They were held in Athens as a reminder that the Olympic Games originated in Greece.”

2. **Review** some of the main aspects of the ancient Olympic Games. Explain that a few changes were made when the modern Olympic Games were created. For example, the competition usually takes place in a different city and country, athletes come from all around the world to compete, the competition is open to women and athletes wear clothes while competing.

3. **Show** the video clip (or photos) of a recent Olympic Games. **Discuss** the clip or photo, comparing with the ancient Olympic Games and the first modern Olympic Games.



## Olympic values

1. **Ask** the class the question 'What are values?' and briefly discuss.

Some suggested questions include:

- Where do our values come from?
- How are our values shaped?
- How do our values influence our behavior?

2. **Record** a general statement to summarise the class opinions. For example, 'Our values are our beliefs about what you think is right or wrong, fair or unfair' or 'Our values should make us treat other people as we would like to be treated'.

3. **Explain** to the class that an important part of the Olympic Games are the values of Olympism - an idea about life which is based on the education of the body and mind through sport.

Olympic values can be summarised as:

- Joy of effort (being happy to have a go)
- fair play (respecting your opponents)
- respect for others (being mindful of other people)
- pursuit of excellence (giving your best)
- balance between body, will and mind (physical, spiritual and mental well being).

Balance between body, will and mind.

3. **Ask** the class a few questions as part of a class discussion:

- Do you agree with each of these values?
- Are these values the same as the values from your school, community, family or country?
- How do values affect the choices we make in our lives?
- To what extent do we all share the same values?
- How can these values be shown or demonstrated?

4. **Discuss** some of the student responses, the values that apply to your class and diversity in the group. **Compare** student values and views of themselves. **Introduce** the a.s.p.i.r.e. values (attitude, sportsmanship, pride, individual responsibility, respect, express yourself) the same values that govern the Australian Olympic Team.

5. **Distribute** the Student handout - Olympic values. **Brainstorm** some situations and contexts where these values may be applied.



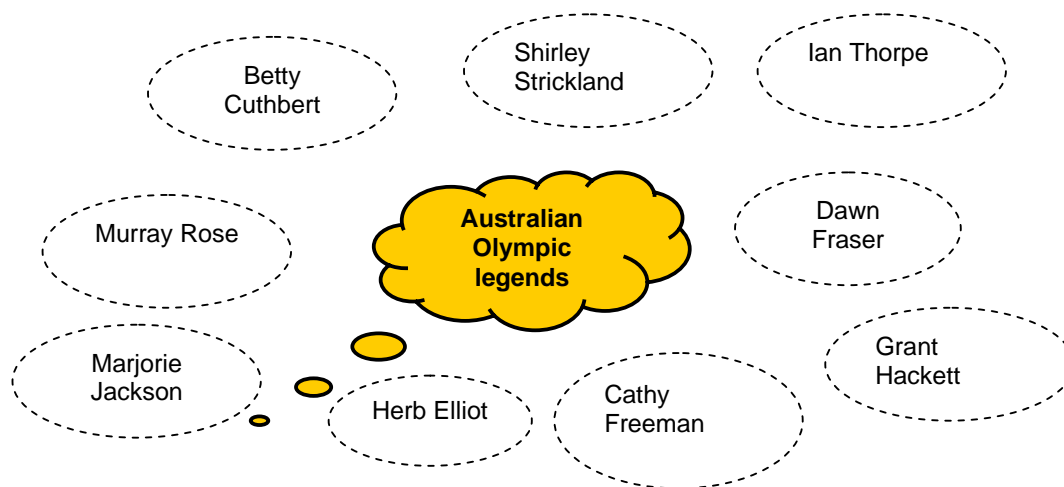
**Work** with the students to begin to complete the table, emphasising that values have meaning when they are acted upon in a real situation.

**Organise** students into small groups. **Ask** each group to work together to finish completing the table. **Discuss** the results with the class.



## Australian Olympians

1. **Show** the class a short video clip of Australia's achievement at the Olympic Games. **Discuss** some of the highlights. **Brainstorm** some of the Australian Olympic legends.



2. **Discuss** the contributions that athletes make to Australian society. **Distribute Student handout - Australian Olympic legends.**



**Organise** students into small groups. **Ask** each group work together to complete the table, summarising Australia's Olympic achievement. **Refer** students to additional resources such as text books, CD-ROMs and the Internet. **Discuss** the results with the class.

## Introducing Olympic Day

1. **Outline** to the students that as a class they are going to plan, organise and run Olympic Day, to be held later in the year. **Give** a brief overview of some of the highlights of Olympic Day, explaining the importance of class participation. **Explain** that each student in the class will do a range of activities including taking on a specific role, learn more about a range of Olympic sports, decide on some sports for their Olympic Day and make posters to promote Olympic Day. **Emphasise** your expectations of the students as you discuss various aspects featured in the remaining nine lessons.



## Reflect on a.s.p.i.r.e. values



- How do the Olympic values compare to the a.s.p.i.r.e. values? What do they have in common? What is different about them?
- **Reflect** on the importance of **individual responsibility** in an individual representing his or her country at an Olympic Games.
- **Discuss** the **attitude** required of an athlete training for an Olympic Games.
- **Imagine** being a part of an Olympic team and winning a gold medal. **Discuss** the feelings of **pride**. Where do you think this feeling comes from?
- Which Olympic values allow you to **express yourself**?
- How are values related to good **sportsmanship**?
- How can good **sportsmanship** be encouraged?
- What role do Australian Olympic legends play in showing **respect** and **sportsmanship**?



## ***Explore a little further***

- Log on to [olympics.com.au](http://olympics.com.au) and explore the range of *Upper Maths, Music, Group and Word Smart Activities*.
- Log on to [olympics.com.au](http://olympics.com.au) and explore submissions from the 2006 Pierre de Coubertin Awards (students from around Australia explain what Olympism means to them). Also access the official a.s.p.i.r.e school network certificate.
- Think about the characteristics and values of Australia. Ask friends, relatives and people in your community what they think are Australian values.
- Make a list of the shared Australian values and construct table with examples of how each value can be shown.
- Find an example of a code of conduct for a sporting team and analyse it for underlying values.
- Debate the idea, 'What's the value of values? – Why should I do the right thing?'
- Choose a movie or TV show and discuss how the story revolves around values (or lack of them!)
- Discuss how values and competitiveness need not be mutually exclusive, for example how supporting one country over another is not being racist, and caring and consideration does not mean letting the other team win.
- Find out more about the ancient Greek gods and goddesses and create a poster for each one including a picture and description.
- Research ancient Greek sculptures, paintings or vases. Find out more about the athletes, sports depicted, clothing and other objects.
- Make a wall display to compare the Ancient Games with the modern Olympic Games. Illustrate the differences or create a montage of the features they have in common.
- Use the Internet to explore [www.perseus.tufts.edu](http://www.perseus.tufts.edu) and find out more about the Olympic Games in Ancient Greece.
- Use the Internet to explore [www.winged sandals.com.au](http://www.winged sandals.com.au) and find out more about the gods and goddesses in Ancient Greece.
- Find out more about Australian Olympian swimmer Freddie Lane and his record breaking performances in 1898.
- Develop some short scenarios based around the Olympic and a.s.p.i.r.e. values. Assign characters and perform a series of role plays.
- Log on to [olympics.org](http://olympics.org) and explore the education section featuring historical archives, library, educational activities, information centre, images & sound, photos and more.



# Australian Olympic Education Worksheet



## ***Student handout - Olympic values***

Value	Example of how this can be shown
<ul style="list-style-type: none"><li>joy of effort (being happy to have a go)</li></ul>	
<ul style="list-style-type: none"><li>fair play (respecting your opponents)</li></ul>	
<ul style="list-style-type: none"><li>respect for others (being mindful of other people)</li></ul>	
<ul style="list-style-type: none"><li>pursuit of excellence (giving your best)</li></ul>	
<ul style="list-style-type: none"><li>balance between body, will and mind (physical, spiritual and mental well being)</li></ul>	



# Australian Olympic Education Worksheet



## ***Australian Olympians***

Athlete Name	Sporting event	Medals	City and year



## OLYMPIC DAY

### LESSON 10 - Olympic Day Schedules

In this lesson, students review their planning and organising for Olympic Day. They explore a range of schedules including Olympic Day schedule, opening ceremony and competition schedules develop a draft competition schedule and draft survey.

#### Indicators and outcomes for this lesson

- Plans strategies to promote participation in recreational activities.
- Investigates and makes decisions about the various roles adopted to enhance participation and enjoyment of sport.
- Selects and performs a variety of roles to organise, manage and participate in the planning and implementation of Olympic Day.

#### Suggested time

2 X 60 minutes (this may be customised by increasing or reducing the time spent on class discussion, follow-up activities, homework etc).

#### Resources, equipment and facilities

- class copies of Student handouts
- scissors

#### Online resources



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[www.olympics.org](http://www.olympics.org) (International Olympic committee website)

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- encourages a whole-school approach
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- encourages active lifestyle
- engages students with cross-curriculum activities and experiences
- allows student to learn about a range of roles and responsibilities involved in staging a sporting event
- offers students leadership and training opportunities
- links with additional online a.s.p.i.r.e. lessons
- encourages links between schools, community and sporting organisations
- involves students and teachers working towards a culminating event, Olympic Day
- encourages skill development in a range of sports
- encourages development of ICT (information and communication technologies) by the use of online Olympic and other educational resources.



## Introduction

1. **Review** the work covered in the previous seven lessons, including:

- Olympic spirit and values
- ceremonies
- organising teams
- roles and responsibilities
- your school's selected sports.



**Explain** that this lesson will give the class an opportunity to find out how organised they are in their preparations for Olympic Day. **Refer** to *Student handout – Checklist* (introduced in *Lesson 7 – Timing and tasks*) and work through the list, discussing each task with the class. **Review** the tasks that are now complete and the tasks that may need some extra work.

## Olympic Day schedule

1. **Distribute** *Student handout - Olympic Day schedule*. **Discuss** the Olympic Day tasks with the class and the importance of each. **Ask** students to suggest some additional issues and possible solutions. Some suggested issues may include:

- a pre-event meeting to organise all athletes and performers
- liaising with spectators and gaining feedback during the day
- food and drink availability
- toilets and other facilities
- maps of the school, venue and playing fields
- volunteers.

## Opening ceremony schedule

1. **Distribute** *Student handout - Opening ceremony schedule*.



**Discuss** the events with the class. **Ask** students to use scissors and glue to reconstruct the table. **Discuss** the results with the class, adding any extra details if needed.



## Organising the competition

1. **Review** the sports and events your school will feature as part of the Olympic Day competition. **Explain** that in this lesson the class will plan the competition formats for Olympic Day. To do this they will have to use a format which best suits each sport (eg numbers of teams, venues, playing equipment, skill level etc). **Explain** that a competition schedule helps organisers sort out how and when athletes compete against each other on the day. **Ask** students about their experiences in sporting events and how those were organised. **Refer** to material covered in *Lesson 7 - Timing and tasks* if you need to.

### Heats

1. **Discuss** a sporting event such as 'Year 5 girls 50m'. **Ask** the class if anyone knows has heard of the term 'heat' in regard to a race. **Refer** to the *Student handout - Athletics results* from *Lesson 7 - Timing and tasks* if you need to. **Explain** that in an event such as 'Year 5 girls 50m' with so many athletes there is often run not as a single race, but run as several races. These races are called 'heats' and usually lead up to a final race to decide the winner.

2. **Illustrate** the format of a typical athletics event by using the results sheet and an example... there may be 30 girls in Year 5, so the organisers plan three qualifying heats, each with ten athletes. The first and second place-getters from each heat (ie the six girls with the fastest times) then compete in a final race to decide the winner.

3. **Explain** that in the preparation for an Olympic Games, a country may organise a series of try-outs, heats or qualifying events. These may involve thousands of athletes in a particular sport, competing for a place in the official Olympic team. **Discuss** whether your school is likely to need qualifying events, to be held a few weeks/days before Olympic Day. These will need to be incorporated into your competition schedule.



**Organise** students into small groups, with each representing a different sporting event. **Ask** each group to discuss the total number of athletes, the size of the venue (eg number of lanes on the running track), the number of athletes in each race and other factor such as available equipment. **Ask** each group to plan a competition schedule for their allocated team sport or event, including any qualification heats. **Discuss** the results with the class.

Note: You may prefer to use a computer and spreadsheet or word processing software to organise athletes into a competition format. Use the information on the handout as an outline.

### Competition schedule

1. **Work** with the class to jointly construct a complete list of sporting events which will be held on Olympic Day. Be sure to include any qualifying or other events that may occur before the day. **Consolidate** students work into a competition schedule.

2. **Discuss** additional factors that will impact on the schedule. Some suggested questions which can be used to guide the discussion include:



- How many athletes will compete in the heats for each event?
- How many teams will compete in team events?
- How suitable in the venue for athletes to swap between events?
- Which parts of the competition may need to be moved to another day or time?
- How many timekeepers and other officials are available and for how long?

1. **Distribute** *Student handout - Competition schedule*. **Discuss** the sample sporting events, times and other information outlined.



**Work** with the class to develop a draft competition schedule. **Refer** to material covered in previous lessons, including sports selected for Olympic Day, venues, number of teams etc. **Explain** that the competition schedule will need to be finalised before Olympic Day.

Note: The practicalities of developing a competition schedule may need more detailed thought and discussion, especially with a school-wide competition involving students of different ages and abilities. You may like to do some preliminary planning and liaising with teachers in other participating classes to develop a draft list of sporting events and a draft competition schedule.

## ***Roles and responsibilities***

1. **Discuss** the students' responsibilities and duties required on Olympic Day. **Review** any material from *Lesson 6 - Roles and responsibilities* and *Lesson 7 - tasks and timing* if you need to. **Ask** the class to spend a few minutes reviewing their notes and to prepare to give a short presentation to the rest of the class. You may like to have the time keeper monitor the duration of each presentation.

Note: Each presentation may be quite short (eg a minute or two) or could be developed into a more sophisticated presentation. You may choose to spend additional time, depending on the level of student ability and interest.

## **Athletes and teams**

1. Ask the student(s) performing the roles of athlete, team manager, team captain and/or coach to briefly outline how athletes and teams will be organised on Olympic Day.

## **First aid**

1. Ask the student(s) performing the roles of first aid officer to briefly outline how first aid procedures for Olympic Day.

## **Umpiring and Records**

1. Ask the student(s) performing the roles of rule keeper, records officer and/or referee/umpire to briefly outline how umpiring and record keeping will work on Olympic Day.





## Entertainment schedule

1. Ask the student(s) performing the roles of ceremonies officer and/or performers to briefly outline the opening ceremony and other entertainment on Olympic Day.

## Competition schedule

1. Ask the student(s) performing the roles of events coordinator, duty officer and/or time keeper to briefly outline the Olympic Day competition schedule.

## Food and drink

1. Ask the student(s) performing the roles of spectator services officer to briefly outline the food and drink available on Olympic Day.

## Volunteers

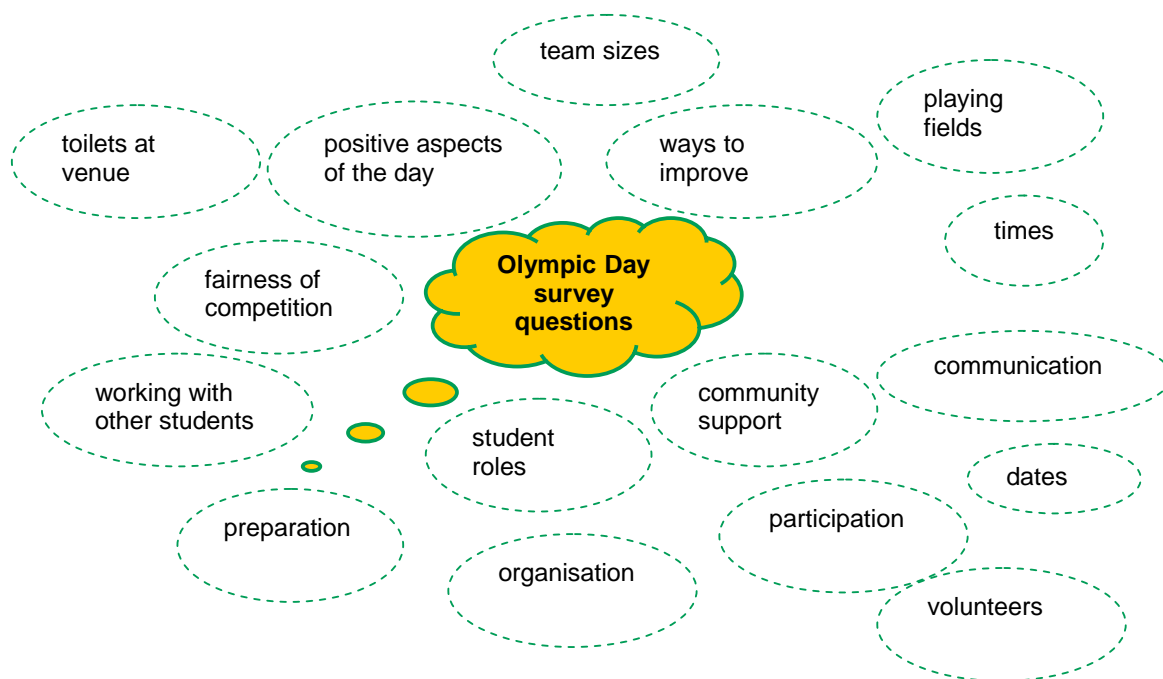
1. Ask the student(s) performing the roles of volunteers coordinator to briefly outline the role of volunteers on Olympic Day.

## Evaluation

1. **Ask students to imagine** that Olympic Day is over and the medals and awards have been distributed. **Discuss** the value of a follow-up activity such as:

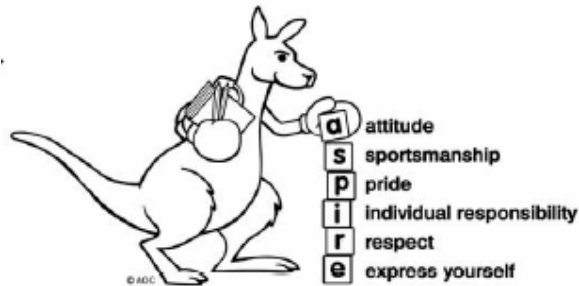
- an evaluation of Olympic Day (eg surveys, question and answer session)
- a thankyou all parties involved (eg letters, emails, telephone etc).

2. **Ask** students to think about how they would design a survey or a assessment sheet to find out the opinions of students, teachers, members of the community and other participants. **Brainstorm** some of their suggestions.



3. **Record** some of their suggestions and develop into a survey or evaluation.

***Reflect on a.s.p.i.r.e. values***



- Reflect on the importance of **individual responsibility** in running Olympic Day. Discuss how the students and teachers work as a whole-school team.
- Discuss the **attitude** required of the organisers of an Olympic Games.
- Imagine being a part of the planning and organising of a really successful Olympic Day. Discuss the feelings of **pride**. Discuss the idea of a 'job well done'.
- Discuss how **respect** and **sportsmanship** are important for people in managing role.
- Discuss how presenting an outline of your role and responsibilities in front of class mates give you a chance to **express yourself**?



### ***Explore a little further***

- Explore the a.s.p.i.r.e. online activities at [olympics.com.au](http://olympics.com.au)
- Interview people who are involved in organising a local sporting event, such as a soccer or netball game. Find out more about their role and the reasons why they enjoy doing it. Share your findings with the class.
- Discuss reasons for additional or different roles in amateur, professional, local, national and international sports.
- Organise a volunteer from a previous Olympics to visit the school and share their experiences. What role did they play and what were some of their specific duties?
- List all the roles involved in organising other events such as an art exhibition or spring fair or gala day.
- Discuss which roles you'd like to have on Olympic Day and why.
- Find out more about the attitude and individual responsibility required from people in a fire station, hospital, library or local council.
- Use the athletics results or round robin handouts to organise and run heats or rounds for non-sporting competitions such as completing word puzzles, simple maths problems, card games or other tasks.



# Australian Olympic Education Worksheet

## Olympic Day schedule



Time	Event	Description or Tasks
8:30am	Pre-start and set-up	Set up banners, display scoreboards, distribute fixtures, equipment, balls, markers, meet volunteers, brief officials, organise students into teams, set up presentation table, seat spectators.
9:15am	Opening Ceremony (speeches)	Welcome to all students and teachers Outline Olympic Day schedule Settle students into seating areas Organise performers
9:30am	Opening Ceremony (entertainment)	Opening ceremony entertainment
9:45am	Arrival of the torch	symbolic 'lighting' of the cauldron (students use a constructed replica of the Olympic torch)
9:50am	Raising the Australian flag and singing the Australian National Anthem	All students, teacher and spectators
9:55am	Reciting the Olympic Oath	Use Olympic Athletes' Oath fact sheet
10:00am	Game play of a range of sports	Students play a game as outlined in competition schedule Results recorded at presentation table
10:30am	Morning tea	All students, teachers and spectators
10:45am	Game play of a range of sports	Students play a game as outlined in competition schedule Results recorded at presentation table
12:45am	Lunch	All students, teachers and spectators
1:15pm	Game play of a range of sports	Students play a game as outlined in competition schedule (including any finals) Results recorded at presentation table
2:00pm	Conduct a medal ceremony	Competition ends, awards and medals given out Gold, Silver and Bronze medals are given out to the best 3 in each event Speeches from students representing various sports Special awards for the three students who: <ul style="list-style-type: none"> <li>• worked persistently</li> <li>• were focused on task</li> <li>• were disciplined to complete tasks.</li> </ul>
2:15pm	The closing ceremony	Closing ceremony entertainment Olympic day concludes with students singing the Australian National Anthem, followed by a symbolic extinguishing of the Olympic torch.
2:45pm	Thankyou and farewell	



# Australian Olympic Education Worksheet

## Opening Ceremony schedule



Event	Description or Tasks
Pre-start and set-up	meet volunteers, marshall teachers, performers and other participants, settle spectators into seating areas.
	Opening ceremony entertainment, as outlined in entertainment schedule.
	The entry of the athletes in their teams, led by the team flag bearer.
	Principal's speech, other speeches, welcome to all students and teachers, outline Olympic Day schedule.
	Six students dressed in white carry the Olympic flag to flag pole and raise it, with music accompaniment.
	Played by a musical group of students and teachers.
	Australian anthem - all students, teachers and spectators.
	Ten students carry dove display banner and secure it near flag pole.
	The oath sworn by an athlete and a teacher.
	symbolic 'lighting' of the cauldron (students use a constructed replica of the Olympic torch), with music accompaniment.

Entertainment (songs, music, dance etc)	The entry of the Olympic flag	The release of doves
Parade of nations	The Olympic anthem	Reciting the Olympic Oath
The declaration of the opening of the Games	Raising the Australian flag, singing Australian National Anthem	The entrance of the flame and lighting of the cauldron.



# Australian Olympic Education Worksheet

## Competition schedule



### Sample Session 1 (10:00am - 10:30am)

Start time	duration	Sporting events	Area of venue	Organiser
10:00am	30 minutes	Athletics (50m heats, finals)	Running track	Ms Dolores

### Sample Session 2 (10:45pm - 11:45am)

Start time	duration	Sporting events	Area of venue	Organiser
10:45am	1 hour	Table tennis (years 4 -6)	marquee	Ms Pagliosi
10:45am	1 hour	Relay races (years 2 -3)	Running track	Mr Brown
10:45am	1 hour	Badminton	back field	Mr Delmas

### Sample Session 3 (1:15pm - 2:00pm)

Start time	duration	Sporting events	Area of venue	Organiser
1:15pm	30 minutes	Novelty races (years 2 -6)	Running track	Mr Brown
1:45pm	15 minutes	Tug of war (heats and final)	Front field	Mr Delmas

## Draft competition schedule

Session	Start time	duration	Sporting events	Area of venue	Organiser



## OLYMPIC DAY

### LESSON 2 - Olympic symbols

In this lesson, students learn about the Olympic symbols including the rings, medals, motto, flag, flame and mascots. They begin to think about the awards to be presented on Olympic Day.

#### Indicators and outcomes for this lesson

- Plans strategies to promote participation in recreational activities.
- Investigates and makes decisions about the various roles adopted to enhance participation and enjoyment of sport.
- Selects and performs a variety of roles to organise, manage and participate in the planning and implementation of Olympic Day.

#### Suggested time

60 minutes (this may be customised by increasing or reducing the time spent on class discussion, follow-up activities, homework etc).

#### Resources, equipment and facilities

- class copies of Student handouts
- short video clip, music recording photo or book related to an Olympic Games which shows the various Olympic symbols including rings, motto, anthem, peace dove, flame and medals.
- video or DVD player (if using video clip)

#### Online resources



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These lessons offer an outline to organise and implement Olympic Day. Additional lessons, especially those related to sports skill development, incorporated into your Physical Education program. You may like to organise additional activities - such as Olympic Day teacher planning sessions - to facilitate whole-school communication and allow for a more comprehensive school program to be developed.

Overall, the implementation of the Olympic Day lessons:

- encourages a whole-school approach
- is underpinned by the a.s.p.i.r.e. values (attitude, sportsmanship, pride, individual responsibility, respect, express yourself) developed by the Australian Olympic Team
- encourages active lifestyle
- engages students with cross-curriculum activities and experiences
- allows student to learn about a range of roles and responsibilities involved in staging a sporting event
- offers students leadership and training opportunities
- links with additional online a.s.p.i.r.e. lessons
- encourages links between schools, community and sporting organisations
- involves students and teachers working towards a culminating event, Olympic Day
- encourages skill development in a range of sports
- encourages development of ICT (information and communication technologies) by the use of online Olympic and other educational resources.





## Introduction

1. **Review** the work covered in the previous lesson, including:

- Olympic history
- Olympic spirit and values.



**Ask** students about some of the aspects of the Olympic movement, such as the location of the first Olympics, the symbolism of the Olympic rings or the year and location of the first modern Olympic Games.

## Olympic symbols

1. **Show** the class a range of Olympic symbols (ie video, photos etc). **Outline** that the meaning and the values of Olympism are conveyed by symbols - the rings, flag, motto and flame. **Explain** to the class that these symbols transmit a message in a simple and direct manner. They give the Olympic Movement and the Games an identity. **Introduce** additional Olympic symbols and elements such as the peace dove, Greece, the Olympic anthem. **Distribute** *Student handout - Olympic symbols*.

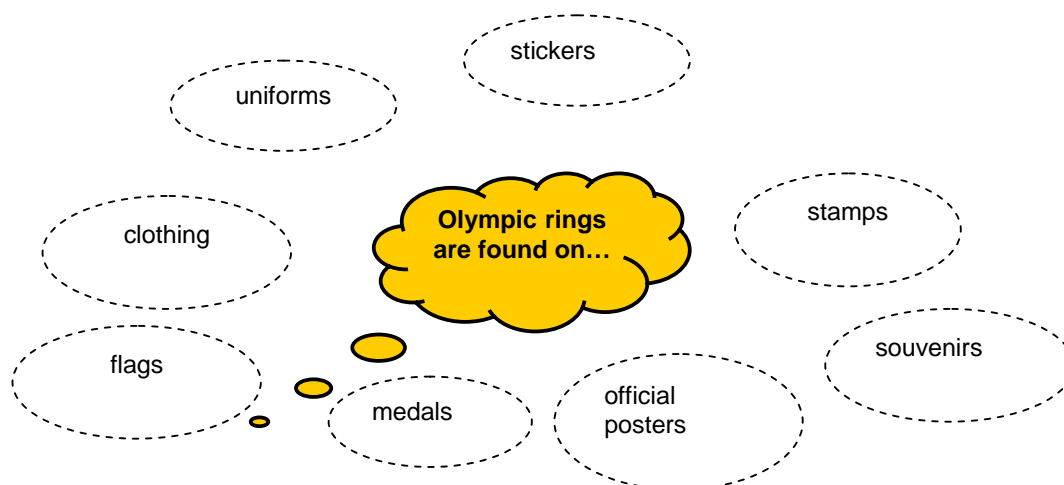
## Rings

1. **Explain** that the Olympic rings are one of the most easily identifiable signs in the world, and everyone immediately associates them with the Olympic Games. **Ask** a student to read aloud the following:

"The five rings represent the five continents. They are interlaced to show the universality of Olympism and the meeting of the athletes of the whole world during the Olympic Games."



2. **Ask** the class to think of some objects and items on which they might find the Olympics rings. **Brainstorm** their responses.



## Flag

1. **Ask** a student to read aloud the following quote by Pierre de Coubertin, the father of the modern Olympic Games:

“ The Olympic flag [...] has a white background, with five interlaced rings in the centre : blue, yellow, black, green and red [...] This design is symbolic ; it represents the five continents of the world, united by Olympism, while the six colours are those that appear on all the national flags of the world at the present time. ” (1931)

2. **Ask** the class to explain the purpose and meaning of these words. **Explain** the symbolism of the interlaced rings and the colours from the national flags, referring to samples if you have them.

## Motto

1. **Explain** that a motto is a phrase which sums up a life philosophy or a code of conduct to follow. The Olympic motto is made up of three Latin words:

**CITIUS ALTIUS FORTIUS**

Which means

**FASTER – HIGHER – STRONGER**



2. **Ask** the class to explain what these words might encourage. **Explain** that they encourage an athlete to give his or her best during competition, and to view this effort as a victory in itself. **Read** the quote to the class: "The most important thing is not to win but to take part !" and discuss.

## Flame

1. **Explain** to the class that the Olympic flame is one of the best-known features of the Games. A very precise ritual is followed in regard to the lighting of the flame, the relay route it follows and the arrival of the flame at the stadium. **Outline** that the class will be finding out more about the flame in a later lesson.



**Organise** students into small groups. **Ask** each group to work together to summarise the meaning and background of the Olympic symbols. **Refer** students to additional resources if needed. **Discuss** the results with the class.

## Medals and awards

1. **Ask** students to think about the medals that are awards at an Olympic Games. **Discuss** the range of medals:

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

2. **Distribute** *Student handout - Medals* and *Student handout - Diploma*. **Discuss** the design and other aspects of the medals and diploma. **Explain** that the class will be designing and making medals and diplomas in a later lesson.



**Ask** students to write a short description about the images, symbols and text found on each side of the medals.

3. **Continue** the discussion with some interesting aspects of the summer Olympic medals listed below:

- At the first modern Games in Athens in 1896, winners were rewarded with an olive wreath and a silver medal
- Gold, Silver and Bronze medals were not awarded until 1904.
- 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.

Some interesting aspects of the winter Olympic medals are listed below:

- The Winter Games medals are not subject to the same constraints. There are no rules stipulating a particular shape or design.



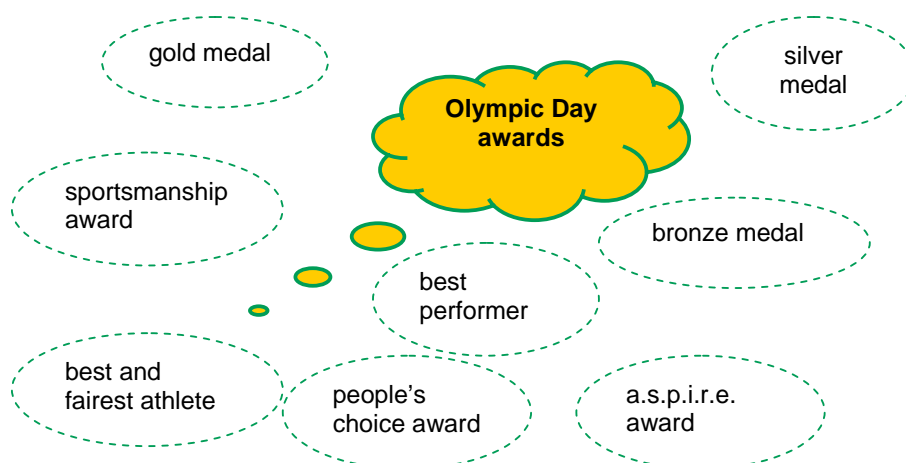
- Other materials may be introduced along with Gold, Silver and Bronze.
- Every Olympic Winter Games has seen an original medal design. The medals of the Albertville Games (France) included a crystal disc.



**Access** the Internet to search for medal tallies for a range of countries including Australia. For example, How many gold medals did the Hungarian Olympic team win in the St Louis Olympics in 1904?

## Medals and awards for Olympic Day

1. **Show** the class a short video clip of an Olympic medal ceremony, or discuss a local sporting or other awards ceremony. **Brainstorm** the awards that are given at this and similar events.



2. **Explain** that the class will design the medals and other awards to be presented on Olympic Day. **Show** the class some of the photos or other pictures of Olympic medals. **Discuss** the Gold, Silver and Bronze medals that need to be made and if the class has any ideas about which materials to use.

## Olympic oath

**Distribute** *Student handout - Olympic oath*. **Read** aloud with the class - you may like to select two students to play the roles of athlete and judge. Explore the words and language used and its purpose.

## Olympic mascots

1. **Explain** that a mascot is often used to promote a sporting or cultural event. Mascots often have a motto and represent certain values. The Boxing Kangaroo (or BK) is a symbol for the a.s.p.i.r.e school network and Australian Olympic Education

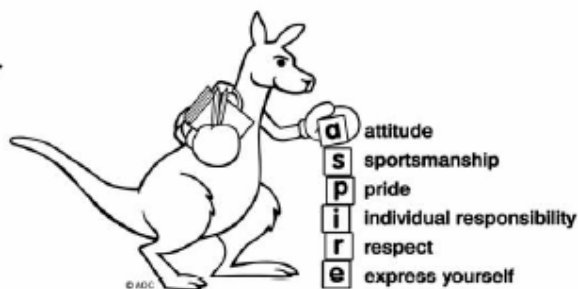


resources. **Ask** the class about the values they think BK has. Outline that BK represents the a.s.p.i.r.e. values of:

- attitude
- sportsmanship
- pride
- individual responsibility
- respect
- express yourself.

1. **Ask** the class if they can list any sporting mascots. Distribute *Student handout - BK's Character meaning*. **Read** the text describing BK's purpose and character. **Discuss** BK and the a.s.p.i.r.e. values he represents.

### ***Reflect on a.s.p.i.r.e. values***



- Reflect on the Olympic rings. How might they represent **individual responsibility** when working together as a team?
- Discuss the positive **attitude** communicated by the Olympic symbols.
- Ask the class whether the flag bearer might feel a sense of **pride**. Where do you think this feeling comes from?
- How is **respect** expressed in reading the Olympic oath?
- Which of the Olympic symbols show **respect** and **sportsmanship**?
- Discuss the speeches made by the host country at an Olympic Games. Which words and language show **respect** for the athletes and competing countries?
- Which Olympic symbols would allow you to **express yourself**?

### ***Explore a little further***

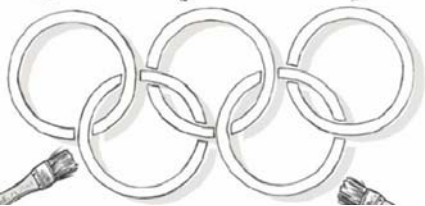
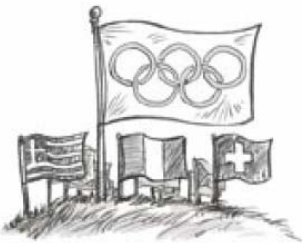


- Use a search engine on the Internet to explore different crests, mascots and emblems. Does each have a different purpose? Are they used in different ways?
- Research mascots from previous Olympic Games. How do they embody the Olympic values?
- Research the Olympic oath. Find out the names of the athletes and umpires who have recited the oath at Olympic Games.
- Find a map of Australia. Research to find out the route taken by the Olympic flame in 2000 and mark it on the map. Did the flame travel near your school? Find photos of the flame as it travelled passed local landmarks and add these to your display.
- Make up a motto which best sums up your character and explain its meaning.
- Invent a motto for your family, school or community and explain its meaning.
- Create a symbol to represent peace in the world. Draw a picture or make a collage or sculpture to illustrate your symbol.
- Use the Internet to find out more about Latin. You might like to use the phrase CITIUS ALTIUS FORTIUS as a starting point.



# Australian Olympic Education Worksheet



## Olympic symbols

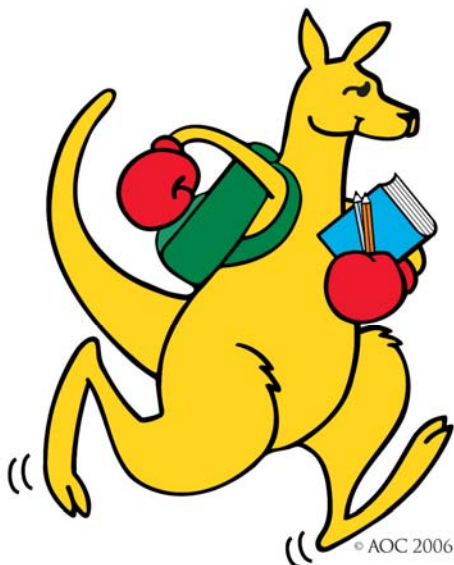
Symbol	Name	Description
	rings	
	flag	
	motto	
	flame	



# Australian Olympic Education Worksheet



## ***BK's Character Meaning***



[olympics.com.au](http://olympics.com.au)

- BK is the Boxing Kangaroo, the Australian Olympic Team mascot
- BK represents the a.s.p.i.r.e values (Australian Olympic Team Values);
  - attitude
  - sportsmanship
  - pride
  - individual responsibility
  - respect
  - express yourself
- BK promotes Olympism among Australian youth
- BK invites primary students to follow him as he explores an Olympic Games in its host city, the history and elements of the Olympic Games.








# Australian Olympic Education Worksheet



## Medals

	Face	Reverse
<b>GOLD</b>	 <p><b>Features:</b></p>	<p><b>Features:</b></p>
<b>SILVER</b>	 <p><b>Features:</b></p>	<p><b>Features:</b></p>
<b>BRONZE</b>	 <p><b>Features:</b></p>	<p><b>Features:</b></p>



## Student handout - Diploma

Motto and text about host city and the year of competition

Olympic rings

Name of award

More information about the host city and the year of competition

Games of the XXIII Olympiad

FOR EXCELLENCE IN SPORT  
LOS ANGELES, CALIFORNIA, USA  
JULY 28 - AUGUST 12, 1984

Dr. Reiner Klimke  
Federal Republik of Germany  
First Place  
Equestrian/Individual Dressage

Recipent's name, country, position and sport

Official signatures and titles



# Australian Olympic Education Worksheet



## **Olympic oath**

The Olympic Oath is taken by an athlete and a judge at the opening ceremonies of the Olympic Games.

### **Athlete's Oath**

The Olympic Oath, written by Pierre de Coubertin was first taken by a decathlete at the 1920 Summer Olympics in Antwerp.

An athlete from the team of the organising country holds a corner of the Olympic Flag while reciting the oath:

*In the name of all the competitors I promise that we shall take part in these Olympic Games, respecting and abiding by the rules which govern them, committing ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams.*

The oath has slightly changed over the years. The oath read recited in 1920 was:

*We swear. We will take part in the Olympic Games in a spirit of chivalry, for the honor of our country and for the glory of sport.*

Over time, the word 'swear' was replaced by 'promise'. What other words have been replaced or added to the oath?

### **Judge's oath**

The first judge's oath was first taken at the 1972 Summer Olympics in Munich.

A judge from the host nation holds a corner of the Olympic flag while reciting a slightly different oath:

*In the name of all the judges and officials, I promise that we shall officiate in these Olympic Games with complete impartiality, respecting and abiding by the rules which govern them in the true spirit of sportsmanship.*



## OLYMPIC DAY

### LESSON 3 - Olympic ceremonies

In this lesson, students learn about the Opening and Closing ceremonies and other Olympic protocols. They develop some ideas about an Olympic Day arts festival.

#### Indicators and outcomes for this lesson

- Plans strategies to promote participation in recreational activities.
- Investigates and makes decisions about the various roles adopted to enhance participation and enjoyment of sport.
- Selects and performs a variety of roles to organise, manage and participate in the planning and implementation of Olympic Day.

#### Suggested time

60 minutes (this may be customised by increasing or reducing the time spent on class discussion, follow-up activities, homework etc).

#### Resources, equipment and facilities

- class copies of Student handouts
- scissors
- short video clip, photo or book related to an Olympic Games which depicts opening, closing and medal ceremonies.
- CD featuring music from an opening or closing ceremony.
- video or DVD player (if using video clip)

#### Online resources



[olympics.com.au](http://olympics.com.au) (Australian Olympic Committee website> Education>a.s.p.i.r.e. school network) (download the documents *The Olympic Games in Ancient Greece*, *The Olympic Symbols* and *The Olympic flame and torch relay*)

[www.olympics.org](http://www.olympics.org) (International Olympic Committee website)

## More about the Olympic Day lessons

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- offers students leadership and training opportunities
- links with additional online a.s.p.i.r.e. lessons
- encourages links between schools, community and sporting organisations
- involves students and teachers working towards a culminating event, Olympic Day
- encourages skill development in a range of sports
- encourages development of ICT (information and communication technologies) by the use of online Olympic and other educational resources.



## ***Introduction***

1. **Review** the work covered in the *Lesson 2 - Olympic symbols*, including:

- rings and other symbols
- Olympic history
- medals.



**Ask** students to nominate their favourite Olympic symbols. **Outline** that in this lesson the class will find out how these symbols are used in Olympic ceremonies.

## ***Olympic protocols***

1. **Explain** that a protocol is a procedure or set of rules used by a group of people in a particular situation. **Discuss** an example, such as those protocols displayed during school assembly (eg usually held each morning before lessons, students stand or sit in class groups, students and teachers keep quiet while the principal is talking, everyone sings the Australian anthem, announcements made, notes handed out, marking the roll, collecting money for excursions etc). **Introduce** other examples, such as the protocols observed during a wedding, speech day, sitting for exams etc.

2. **Ask** the class if they can think of some protocols that are part of an Olympic Games. **Brainstorm** their responses.



## Opening ceremony

1. **Watch** a video of part of an Olympic Games opening ceremony. **Discuss** the aims of the International Olympic Committee of promoting unity and peace. **Distribute Student handout - Opening of the Games.**



**Cut** out the events and meanings using a pair of scissors, and then shuffle the separate cards. **Ask** students to re-construct the table. **Discuss** the completed table with the class.

2. **Explain** that a flag bearer is a member of the Olympic team who represents their country at the opening ceremony. He or she leads their team by walking at the front, holding their country's flag. A flag bearer is usually someone who is responsible, has shown past success in their chosen sport or someone who has demonstrated the values of the team. **Explain** that the flag bearers for Olympic Day will be decided closer to the day.

Note: You may like to do some additional planning and liaising with teachers in other participating classes to decide on possible flag bearers. One flag bearer is required for each team, so the number of flag bearers required will depend on the number of teams participating.

4. **Distribute Student handout - Olympic medals and flame.** **Read** the section relating to the flame aloud with the class, discussing the symbolism of the flame. Brainstorm ideas for your school's Olympic Day flame, discussing aspects such as materials, safety, torch bearers and route.





Note: Some additional discussion with teachers in other participating classes will be needed to determine the most appropriate Olympic flame. Safety is a key factor, so the 'flame' and cauldron may need to be symbolic (eg made from cellophane or coloured plastic). Once decided, the construction of the torches, 'flame' and cauldron could be a class craft activity.

5. **Discuss** other aspects of the opening ceremony, such as Olympic anthems, past heroes. **Brainstorm** with the class to develop a list of events that will feature in the school's Olympic Day Opening ceremony.



**Explain** that the Opening ceremony schedule will be developed in a later lesson.

### ***Medals and awards***

1. **Review** material related to medals from *Lesson 2 - Olympic symbols*. **Discuss** how the medal ceremony should be run on Olympic Day, emphasising the importance of spectator enjoyment and athlete participation. **Explore** how medal ceremonies are usually run by viewing video clips of previous Olympic Games. **Record** some ideas and a simple outline with the class which will be developed further.

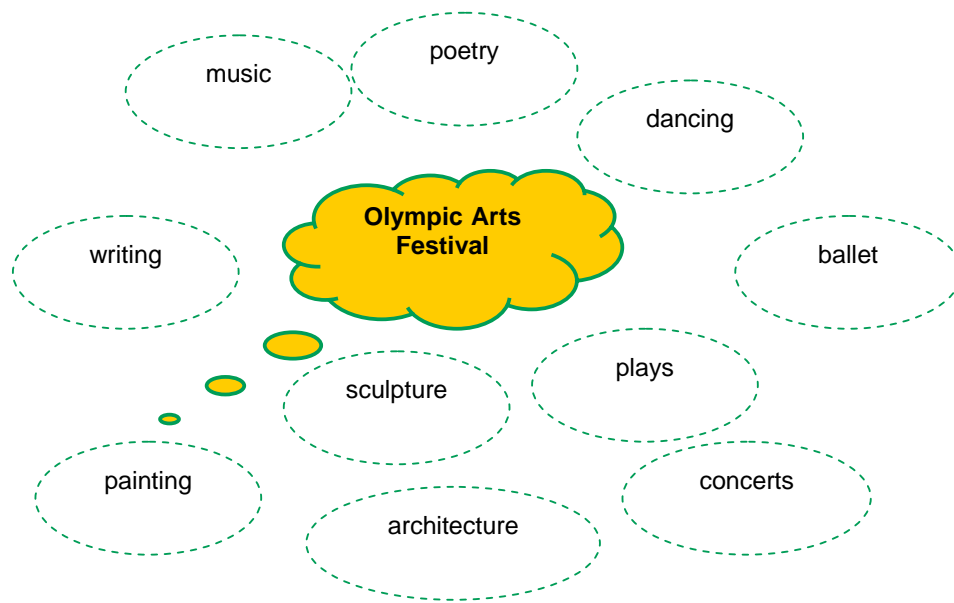
### ***Sport, art and culture***

1. **Explain** to the class that in Ancient Greece, art and sport were seen as perfect partners. The ideal was to achieve harmony by exercising both the body and the mind. Pierre de Coubertin adopted this ideal for the modern Olympic Games and proposed including art and culture in the program of the Games. **Discuss** these ideas with the class, asking whether they agree with those in Ancient Greece and Pierre de Coubertin.

2. **Show** the class a range of example of a work of art or a cultural event, using local examples if possible. **Discuss** these with the class and brainstorm the different types of art or cultural event that may be a part of an Olympic Arts festival.







3. **Ask** the class to select which of these might be a part of their own school's Olympic Day Arts festival. Which events would give students a chance to express themselves? **Record** the class opinions on the whiteboard, making a note of areas where there is high interest or motivation. **Emphasise** that everyone can be part of the festival of an Olympic Games in their own way, whether through sport, art or culture.

### ***Closing ceremony***

1. **Discuss** the purpose of the closing ceremony and the passing of the Olympic flame to next host country. **Distribute** *Student handout - Closing the Games*.

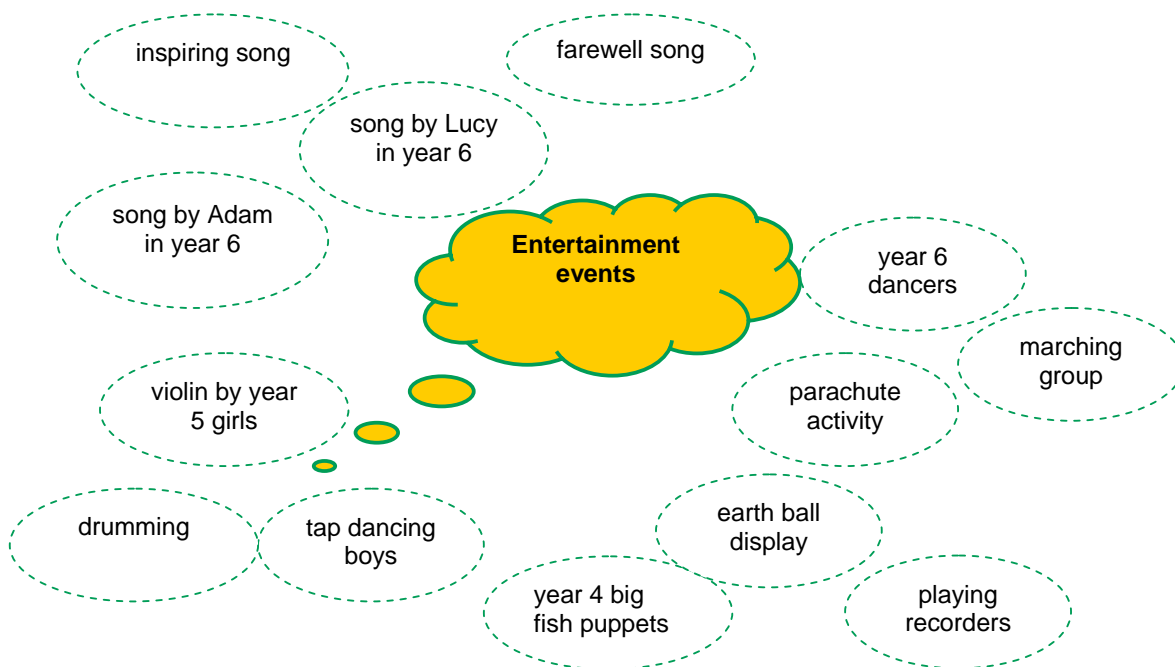


**Cut** out the events and meanings using a pair of scissors, and then shuffle the separate cards. **Ask** students to re-construct the table. **Discuss** the completed table with the class.

2. **Explain** that these events are part of the official ceremony. **Discuss** ideas related to an end of competition party or other event to celebrate the end of Olympic Day.

## Entertainment

1. **Explain** that Olympic Day will also include entertainment. **Discuss** any musical, dance or other artistic talents from the students in the class. **Introduce** other artistic achievements from other classes within the school. **Brainstorm** some ideas for entertainment at your school's Opening and Closing Ceremony. Remind students they will be looking at these aspects in more detail in a later lesson.



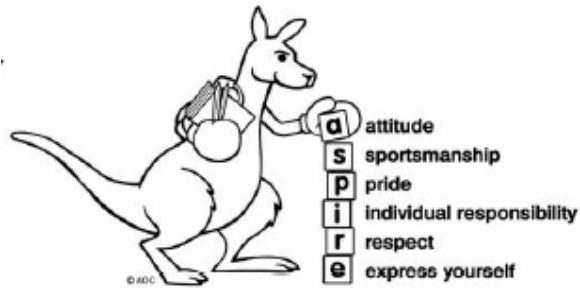
**Distribute** *Student handout - Entertainment ideas.*



**Discuss** the proposed events and complete the table as a class. **Explain** that the class will complete the table at a later stage.

Note: You may like to do some preliminary/additional planning and liaising with teachers in other participating classes (and/or members of the local community) to develop a draft list of events for your opening/closing ceremony. It is important to customise events to reflect the skills, abilities and commitment of your own students and teachers.

## ***Reflect on a.s.p.i.r.e. values***



- Reflect on the importance of **individual responsibility** when working together. Discuss the coordination all the elements when organising a sporting event such as Olympic day.
- Discuss how performers and others with the right **attitude** may improve an Opening or Closing Ceremony.
- Ask the class whether the performers might feel a sense of **pride**. Where do you think this feeling comes from? Discuss the ideas which underpin the concept of a “job well done”
- Which aspects of the Opening or Closing Ceremony show **sportsmanship**?
- Discuss the songs selected for a Closing Ceremony. Which lyrics might inspire and show **respect** for the athletes and competing countries?
- Which events at the Opening or Closing Ceremony would allow you to **express yourself**?

## ***Explore a little further***

- Log on to [olympics.com.au](http://olympics.com.au) and explore the range of *Upper Maths, Music, Group and Word Smart Activities*.
- Research the prizes awarded at the Panhellenic Games, including a wreath or crown of olive, laurel, pin or celery leaves.
- Research the conquest of Greece by Rome, in 146 BC, which would eventually lead to the end of the ancient Olympic Games.
- Research the archaeological digs in the 18th and 19th centuries which finally revealed the ruins of Olympia.
- Read the odes by the poet Pindar (518-438 BC) or the stories of the writer Pausanias (110-180 AD).to find references to the ancient Olympic Games.
- Find out more about the range of Winter Olympic Games medal designs and materials used including granite (Lillehammer, Norway) and lacquer (Nagano, Japan)
- Think of ways to add interest to Olympic Day eg by inviting a guest speaker such as a former Olympian.
- Think about how an foreign spectator feels when they are visit a strange city to watch an Olympic Games. Select an unfamiliar language and find out some simple phrases such as “hello”, “thank you”, “how much does this cost?” and “ which way to the train station?” Role play a scene in a café, street or train station where tourists engage in everyday communication with locals.
- Find examples of different rituals (past or present, in your country or elsewhere) performed for certain occasions and draw up a list with a short description. Some examples could be religious ceremonies or the annual celebrations of clubs or schools.



# Australian Olympic Education Worksheet



## Olympic medals and flame

### Presentation of the medals

The medals ceremony takes place soon after the competitions. The first eight in each event receive a diploma and their names are read out. Only the first three receive a medal. Since the Olympic Winter Games in Lake Placid in 1932 (USA), the medals have been awarded on a podium.

The winner takes the centre spot, on the highest step. He or she receives a gold medal and the title of Olympic champion. The second placegetter is to the winner's right and receives a silver medal. The third is to the winner's left and receives a bronze medal. The national flags of the three winners are hoisted in the stadium and the national anthem of the Olympic champion is played.



### Olympic flame



The Olympic flame is one of the best-known features of the Games. From the moment the flame is lit to the moment it goes out, a very precise ritual is laid down :

#### – The lighting

In memory of the Olympic Games' origins, the flame is lit in Olympia, Greece, some months before the opening of the Games. The Olympic flame can only be lit by the sun's rays.

#### – The relay route

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.

#### –Arrival at the stadium

The day of the opening of the 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. The flame is extinguished on the final day of the Games at the closing ceremony.



# Australian Olympic Education Worksheet



## Opening of the games

Event	Meaning
The entry of the athletes into the stadium with their delegations (in alphabetical order except for Greece which goes first, and the host country which brings up the rear).	<b>Lets the audience know who will be competing, shows respect to Greece for ancient Olympic tradition. Host country shows respect to all the other countries in the competition.</b>
The declaration of the opening of the Games by the Head of State of the host country.	<b>Host country makes all the athletes and audience feel welcome.</b>
The entry of the Olympic flag into the stadium.	<b>Symbolises that the event is a part of the Olympic Games.</b>
The Olympic anthem.	<b>Symbolises that the event is a part of the Olympic Games, communicates Olympic values, inspires athletes and audience.</b>
The release of doves.	<b>A symbol of peace.</b>
The oath sworn by an athlete and an official from the host country.	<b>Shows respect for the rules of the Games.</b>
The entrance of the flame and lighting of the cauldron.	<b>Symbolises that the event is a part of the Olympic Games, reference to the Ancient Games.</b>



## ***Student handout - Closing of the Games***

Event	Meaning
Handing over of the Olympic flag to the next Olympic host city.	<b>Lets everyone know that the Games will continue.</b>
Gathering of the athletes in the stadium.	<b>Lets everyone know there is friendship amongst the athletes.</b>
The extinguishing of the flame.	<b>Symbolises that the event is a part of the Olympic Games, reference to the Ancient Games, lets everyone know the Games are over.</b>
The declaration of the closing of the Games by the IOC President.	<b>Official closing, lets everyone know the Games are over.</b>



## Entertainment ideas

Event	Opening or closing?	Description	Time (duration)	How many students involved?	Music, equipment or props	Organiser / teacher
<b>Music</b>	eg closing	eg year 5 violin group ("Song of farewell")	eg 2 minutes	eg 5	eg Violins Music stands	eg Mr Cornell
<b>Dance</b>						
<b>Singing</b>						
<b>Speeches</b>						
<b>Other</b>						





## OLYMPIC DAY

### LESSON 4 - Olympic sports

In this lesson, students research the history, rules, equipment and gameplay of a range of Summer and Winter Olympic sports. They discuss the importance of appropriate venues then develop a list of sports that may be suitable for their school's Olympic Day.

#### Indicators and outcomes for this lesson

- Plans strategies to promote participation in recreational activities.
- Investigates and makes decisions about the various roles adopted to enhance participation and enjoyment of sport.
- Selects and performs a variety of roles to organise, manage and participate in the planning and implementation of Olympic Day.

#### Suggested time

60 minutes (this may be customised by increasing or reducing the time spent on class discussion, follow-up activities, homework etc).

#### Resources, equipment and facilities

- class copies of Student handouts
- video clips of athletes competing in a range of sports in an Olympic Games
- photos and books related to sports in an Olympic Games competition
- access to the Internet
- video or DVD player (if using video clip)

#### Online resources



[olympics.com.au](http://olympics.com.au) (Australian Olympic Committee website> Education>a.s.p.i.r.e. school network) (Download the Factsheet - *The Modern Olympic Games*, *Winter Olympic sport pictograms*, *Summer Olympic sport pictograms*)  
(Australian Olympic committee website>sports)  
[www.olympics.org](http://www.olympics.org) (International Olympic Committee website)

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- is underpinned by the a.s.p.i.r.e. values (attitude, sportsmanship, pride, individual responsibility, respect, express yourself) developed by the Australian Olympic Team
- encourages active lifestyle
- engages students with cross-curriculum activities and experiences
- allows student to learn about a range of roles and responsibilities involved in staging a sporting event
- offers students leadership and training opportunities
- links with additional online a.s.p.i.r.e. lessons
- encourages links between schools, community and sporting organisations
- involves students and teachers working towards a culminating event, Olympic Day
- encourages skill development in a range of sports
- encourages development of ICT (information and communication technologies) by the use of online Olympic and other educational resources.



## Introduction

1. **Explain** to the class that out of the thousands of people who enter the Olympic competitions, only a small proportion of athletes and teams actually reach the finals. **Discuss** the idea that the most important thing is taking part and that participation in the Games is what counts. **Brainstorm** some of the other benefits of competition that don't involve winning a medal. Responses may include:

- having the honour of representing your country
- meeting other elite athletes
- having the opportunity to give your best
- experiencing an amazing event.

**Outline** to the students that they will spend this lesson finding out more about Olympic sports, then deciding which of these may be suitable for their own school's Olympic Day.

## Olympic sports

1. **Read** the following to the class:

"In Athens in 1896, competitions took place in nine sports: athletics, cycling, fencing, gymnastics, weightlifting, wrestling, swimming, tennis and shooting."

2. **Brainstorm** with the class to create a list of sports played at a more recent Olympic Games. When you have a few sports recorded, read the following to the class:

"In Athens in 2004 the program included the nine original sports plus a further 19: rowing, badminton, baseball, basketball, boxing, canoe / kayak, equestrian sports, football, handball, hockey, judo, modern pentathlon, softball, taekwondo, table tennis, archery, triathlon, sailing and volleyball."

3. **Show** the class photos or video of these sports. **Ask** if anyone in the class has participated in any of these sports. **Remind** students that in addition to the summer Olympic sports, there are also winter Olympic sports such as skiing and ice-skating. **Mention** that some sports are no longer played in the Olympic Games, such as Rugby, Tug-of-war and Lacrosse.

## Summer and Winter Olympic sports

1. **Organise** the class into several groups. **Distribute** *Student handout – Summer Olympic sport* and *Student handout – Winter Olympic sports*. Ask each group to divide the tables between members of the group, with a few sports assigned to each person. Alternatively, distribute an electronic version of each table to the groups.





**Access** the Internet to research the rules, game play, equipment and venues required for each of their assigned sports. Try [olympics.com.au](http://olympics.com.au) (Australian Olympic committee website>Sports) as a starting point. **Record** data and information in the table, then report back to the rest of the group and class.

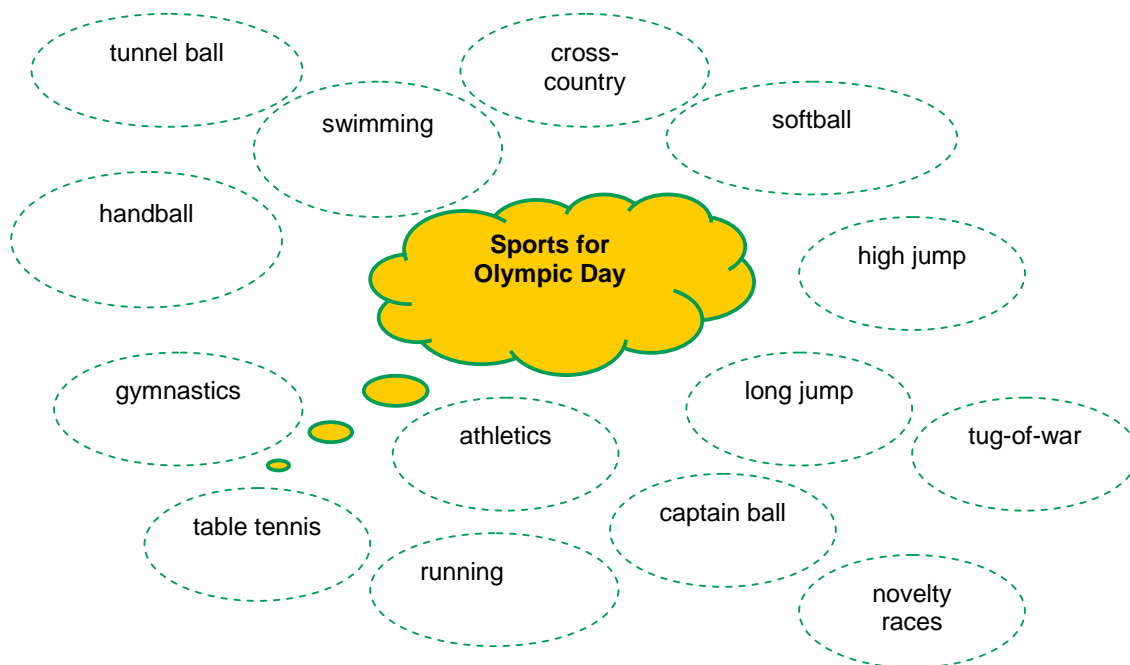
Note: You may like to assign this research task to the class to complete for homework.

2. **Explain** that the Olympic Games have also showcased demonstration sports alongside the official Olympic program. For example:

- Australian football (AFL), a national sport at the Melbourne Games in 1956
- bowling, a sport little known in the host country of Korea, at the Seoul Games in 1988.

### ***Sports for Olympic Day***

1. **Ask** the class to think of some Olympic sports that might be suitable for their school's Olympic Day, brainstorming their responses. **Expand** the brainstorm to include demonstration sports and other sports, as well as novelty events. **Record** some of their suggestions.



2. **Explain** to the class that they will find out more about the sports that may be in the competition on Olympic Day.



3. **Organise** the class into several groups, with a sport assigned to each group. **Distribute** the *Student handout – Sports for Olympic Day*.



**Access** the Internet to research the rules, game play, equipment and venues required for each of their assigned sports. **Record** data and information in the table, then report back to the rest of the group and class.

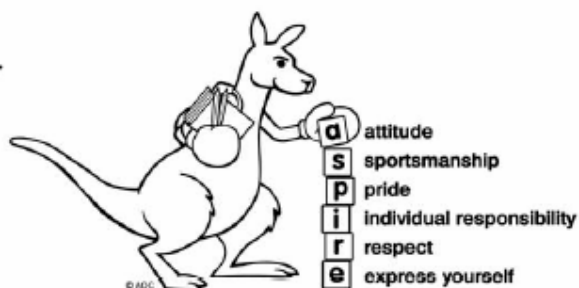
Note: You may like to assign this research task to the class to complete for homework.

## Venues

1. **Highlight** to the class that an important task in organising Olympic Day involves finding suitable venues. **Discuss** the selected sports and ask students to suggest some possible venues. Responses may include: the school playground, school oval or playing field, school hall, local parks and other local facilities.

2. **Ask** student to describe the availability, features and facilities that make these venues suitable for each sport or event. **Discuss** the proximity of each venue, and whether this changes the suitability of the venue for Olympic Day. **Remind** students that some of the planned events (such as qualifying heats) may take place before or after the actual day, so this may impact on the choice of venue.

## Reflect on a.s.p.i.r.e. values



- Reflect on the importance of **individual responsibility** in both individual and team sports. Discuss the idea of teamwork in a team sport.
- Discuss the **attitude** required of an athlete training for an Olympic Games.
- Imagine being a part of an Olympic team and winning a gold medal. Discuss the feelings of **pride**. Where do you think this feeling comes from?
- Discuss how **respect** and **sportsmanship** are expressed in a range of Olympic sports?
- Which Olympic sports allow you to **express yourself**?



## ***Explore a little further***

- Access the Internet to find out more about sports no longer played in an Olympic Games. Why do you think they are no longer played?
- Research your favourite Olympic sport in more detail. Find out when and where the sport was developed, its Olympic history, Australia's Olympic success etc.
- Create a class wall poster depicting all or some of the Olympic sports.
- Work in small groups to create a short role-play or mime about an Olympic sport. Ask the rest of the class to guess the sport being acted out.
- Access [olympics.com.au](http://olympics.com.au) (Australian Olympic committee website>Olympic fact zone) to research the venue requirements for a range of Olympic sports. Find out more about the 28 summer sports and 7 winter sports on the Olympic Games Program. Discover all about the sports, the competition, the field of play, the equipment, the techniques and the competitors. Access flash animations of the summer and winter sports.
- Search on the Internet to find diagrams and measurements of the playing fields and put together a display.
- Find out how to show good sportsmanship. Write a short speech to deliver to your opponent in a range of situations (eg your team wins and congratulates the other team for giving their best and ways to improve their game, your team loses and congratulates the winning team etc). Read your speech to the class
- Find out the names of some Australian Olympic legends and the sports they represent.
- How has technology impacted on the way Olympic sports are played, umpired, scored etc. You may like to investigate areas such as timing devices, safety equipment, clothing, training devices etc.
- Research the range of discontinued Olympic sports such as cricket, golf, lacrosse, polo, rugby union, tug-of-war, croquet, jeu de paume, pelote basque, power boating, rackets, rink-hockey, roque and water skiing. Why was each discontinued? Have any of these sports made attempts to be re-included?



## Summer sports and rules

Name of sport	Summary of rules and gameplay	Equipment needed	venues	Pictogram
Swimming				
Diving				
Synchronised Swimming				
Water Polo				
Athletics				



Name of sport	Summary of rules and gameplay	Equipment needed	venues	Pictogram
Archery				
Badminton				
Baseball				
Basketball				
Boxing				
Canoe/Kayak				





Name of sport	Summary of rules and gameplay	Equipment needed	venues	Pictogram
Cycling				
Equestrian				
Fencing				
Football				



## ***Winter sports and rules***

<b>Name of sport</b>	<b>Summary of rules and gameplay</b>	<b>Equipment needed</b>	<b>venues</b>	<b>Pictogram</b>
Biathlon				
Bobsleigh				
Skeleton				
Curling				
Ice Hockey				



Name of sport	Summary of rules and gameplay	Equipment needed	venues	Pictogram
Luge				
Figure Skating				
Short Track Speed Skating				
Long Track Speed skating				
Alpine Skiing				
Cross Country Skiing				



Name of sport	Summary of rules and gameplay	Equipment needed	venues	Pictogram
Freestyle Skiing				
Nordic Combined				
Ski Jumping				
Snowboard				



## ***Sports for Olympic Day***

<b>Name of sport</b>	<b>Summary of rules and gameplay</b>	<b>Equipment needed</b>	<b>venues</b>	<b>Pictogram</b>



## OLYMPIC DAY

### LESSON 5 - Olympic countries

In this lesson, students research countries from around the world that have competed in previous Olympic Games. They find out more about a range of physical (climate, topography etc) and human (political, cultural etc) features of these countries and relate these to Olympic Day.

#### Indicators and outcomes for this lesson

- Accounts for similarities and differences between places by identifying factors that may shape their features.
- Describes how cultural groups, and their belief systems and social organisation contribute to the identity of a society.
- Plans strategies to promote participation in recreational activities.
- Investigates and makes decisions about the various roles adopted to enhance participation and enjoyment of sport.
- Selects and performs a variety of roles to organise, manage and participate in the planning and implementation of Olympic Day.

#### Suggested time

60 minutes (this may be customised by increasing or reducing the time spent on class discussion, follow-up activities, homework etc).

#### Resources, equipment and facilities

- class copies of Student handouts
- scissors
- short video clip, photo or book related to an Olympic Games which depicts a range of countries
- international flags, food and clothing
- video or DVD player (if using video clip)
- a range photos or diagrams of coloured flags from around the world

#### Online resources



[olympics.com.au](http://olympics.com.au) (Australian Olympic Committee website> Education>a.s.p.i.r.e. school network)  
[www.olympics.org](http://www.olympics.org) (International Olympic Committee website)

## More about the Olympic Day lessons

This series of lessons is designed around teaching the values of Olympism to young Australians, complementing the Australian Federal Government's *Values Education* framework. The lessons conclude in the staging of an intra-school or inter-school sporting and cultural event – Olympic Day.

Students learn to organise, plan and prepare, manage and participate in Olympic Day as part of their Personal Development and Health and Physical Education program. The lessons are flexible and can be easily customised to fit in with your state curriculum and school program.

These lessons offer an outline to organise and implement Olympic Day. Additional lessons, especially those related to sports skill development, incorporated into your Physical Education program. You may like to organise additional activities - such as Olympic Day teacher planning sessions - to facilitate whole-school communication and allow for a more comprehensive school program to be developed.

Overall, the implementation of the Olympic Day lessons:

- encourages a whole-school approach
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- encourages development of ICT (information and communication technologies) by the use of online Olympic and other educational resources.



## Introduction

1. **Review** the work covered in the previous five lessons, including the wide range of summer and winter Olympic sports.



**Emphasise** the diverse range of skills and abilities required from the participating athletes and teams.

## Countries

1. **Ask** the class to think of some of the countries that compete in the Olympic Games competition. **Work** with the class to brainstorm some names. **Explain** that in this lesson the class will be finding out more about some of those countries. **Expand** the discussion with a few questions:

- What cities/states/provinces in each country have hosted previous Olympic Games?
- Are the sporting events that are staged by each country always the same?

**Record** the responses on a chalkboard/whiteboard. **Distribute** *Student handout - Physical and human features*.

## Physical and human features

1. **Show** the class a map of the world and mark the cities/states/provinces in the host countries for the previous five Olympic games.



**Ask** students to record the information from the brainstorm, recorded on the whiteboard. **Divide** the class into six groups and assign a city/location to each group to research in detail. **Ask** students to record the physical features in the table on the student handout.

Some suggested questions to describe the physical features include:

- What is the geographical location of the city where the games were held (or will be held)?
- Can you describe the climate?
- What was the weather like during the Olympics?
- What is the height above sea level?
- Can you describe the air quality, latitude and longitude and topography?





- How might these elements affect the training and performance of visiting athletes?

**Ask** students to refer to the source material related to international countries, such as:

- text books
- world maps
- encyclopaedias
- CD-ROMs
- magazines
- Internet.

2. **Re-group** briefly and expand the discussion with additional aspects such as local culture and human features of the selected countries.



**Ask** students to record the human features in the table on the student handout.

Some suggested questions to describe the human features include:

- What is the population?
- What are some of the cultural and social aspects of the host city?
- Can you describe the living standards
- What type of transport is common?
- Where can people stay when they visit?
- What local food is available?
- How might these cultural elements affect the training and performance of visiting athletes?

3. **Re-group** once again and use student responses to continue constructing a class summary table.

Note: You may like to assign this research task to the class to complete for homework.



## ***Food, clothing and culture***

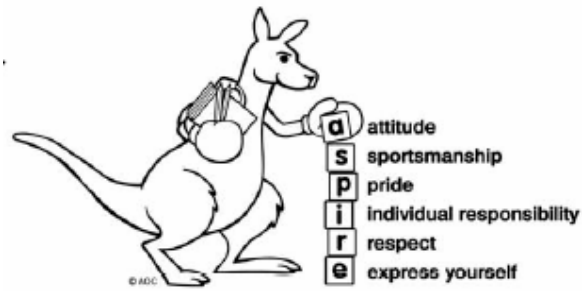
1. **Review** the research done by the class related to human features of the Olympic countries. **Discuss** the range of food, clothing and other aspects of culture. **Brainstorm** some ideas for international food to prepare and serve on Olympic Day, as well as flags and traditional clothing that could represent a country. **Include** the students' own cultural heritage in your discussion.

## ***Teams for Olympic Day***

1. **Ask** the class to think about the teams that will compete on Olympic Day. Introduce the idea of basing your competition on selected countries from around the world. If so, what are some of the issues involved? How many teams and countries would you need? How would you decide which countries to use? How easy are uniforms, flags and other materials to make or obtain? **Explain** that you will return to this issue in a later lesson.



## Reflect on a.s.p.i.r.e. values



- Reflect on the various countries that participate in the Olympic Games. Imagine you are an athlete from a competing country. How does the Olympic competition give you a chance to **express yourself**?
- Discuss how the **individual responsibility** of each athlete in a team contributes to a country's Olympic Games success.
- What **attitude** is needed when a country organises a team to compete in an Olympic Games?
- Reflect on the **pride** athletes would have when representing their country at an Olympic Games.
- How is **sportsmanship** encouraged around the world?
- Discuss the value of **respect** between people from different countries competing in an Olympic Games.
- Discuss the importance of **respect** and cultural diversity. Discuss the contributions made by people from a range of cultural backgrounds at international events such as the Olympic Games.



### ***Explore a little further***

- Display the class summary of the Olympic countries and include information about how successful they have been in competition.
- Organise an international day, featuring culture other elements from a range of countries. For example, dress in traditional clothing from other countries or prepare some international food.
- Use the Internet to find out more about the flags of Olympic countries.
- Explore the languages used in the Olympic countries. Invite some guest speakers to share some insights into their culture and language.
- Investigate the cultures that have contributed to a range of societies represented by the Olympic countries. Compare to Australian society.
- Use the Internet [www.cia.gov/cia/publications/factbook/geos/sf.html](http://www.cia.gov/cia/publications/factbook/geos/sf.html) to find out the physical features of a range of cities that have hosted an Olympic Games. Find out how these features have been transformed by human interaction; for example, building stadiums and other facilities for sporting events. Repeat for the cities that have hosted the Olympics in Australia. Compare and discuss.
- Use the Internet to investigate sacred and significant sites in the cities and regions that have hosted an Olympic Games. Have the local governments preserved these sites?
- Mexico city is high above sea level and hosted the 1968 Olympic Games. Find out more about training and competing in different altitudes and how it affects oxygen levels in the blood.



### ***Physical and human features***

Name of Country \_\_\_\_\_

Capital city \_\_\_\_\_

Physical features	Human features





## OLYMPIC DAY

### LESSON 6 - Roles and responsibilities

In this lesson, students learn about the various jobs and roles involved in planning and implementing Olympic Day. They take on a role and investigate the specific duties and tasks required.

#### Indicators and outcomes for this lesson

- Plans strategies to promote participation in recreational activities.
- Investigates and makes decisions about the various roles adopted to enhance participation and enjoyment of sport.
- Selects and performs a variety of roles to organise, manage and participate in the planning and implementation of Olympic Day.

#### Suggested time

60 minutes (this may be customised by increasing or reducing the time spent on class discussion, follow-up activities, homework etc).

#### Resources, equipment and facilities

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- scissors
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## Introduction

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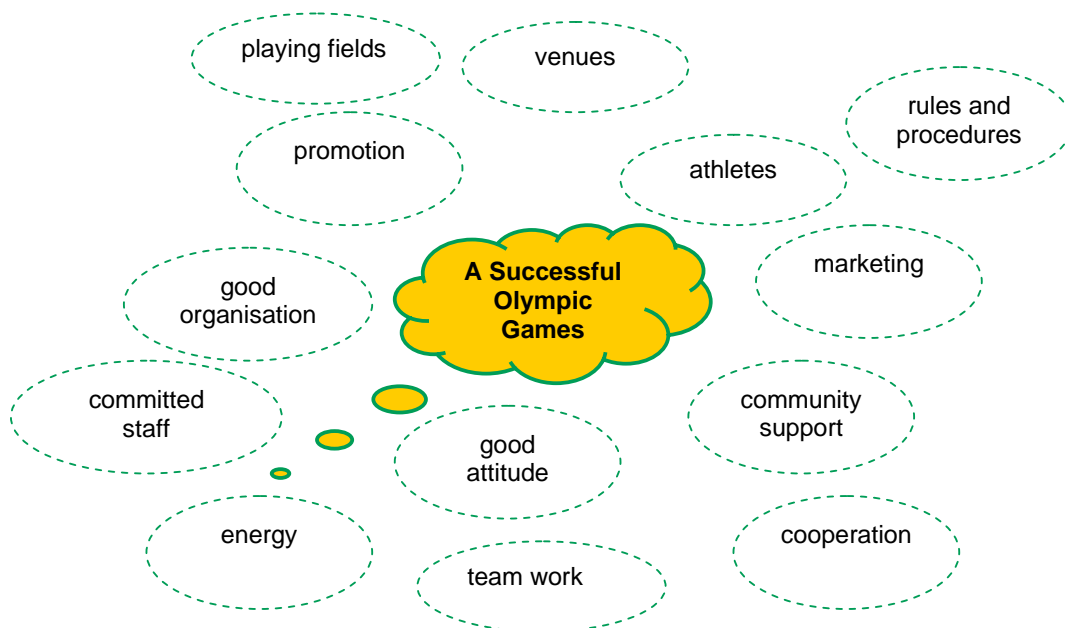
- Olympic history
- Olympic spirit and values
- Ceremonies and dance
- participating countries
- Olympic sports
- your school's selected sports.



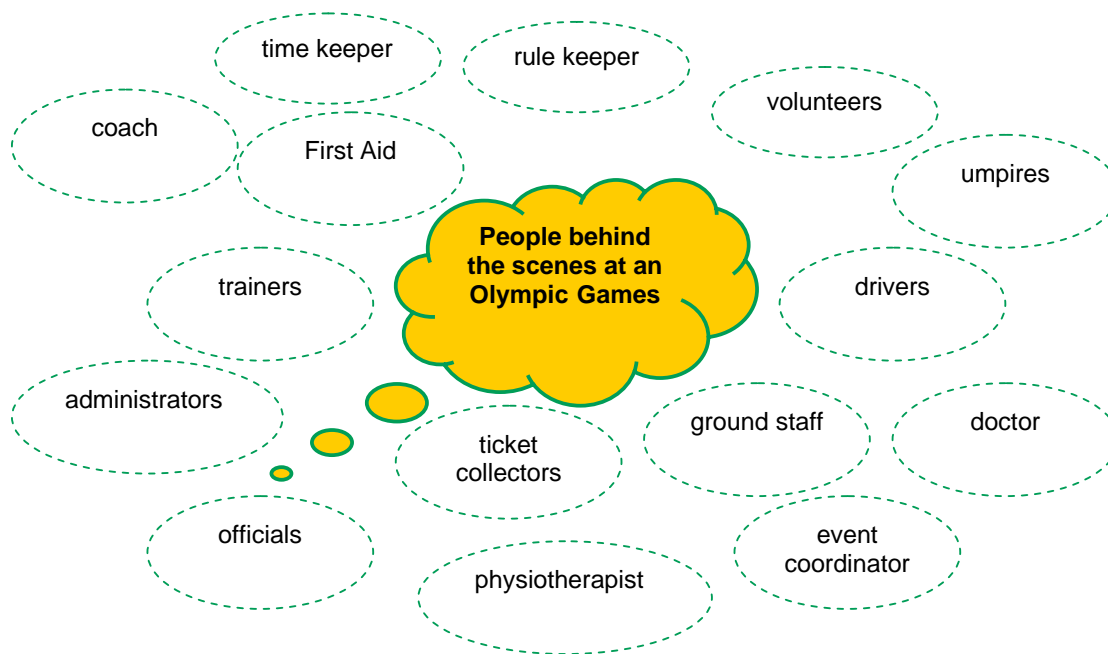
**Emphasise** the team work and coordination required by so many different people such as athletes, coaches, volunteers, performers etc.

## Who is involved?

1. **Ask** students to think of what might be needed to organise and put together a successful Olympic Games. **Brainstorm** their ideas, using local sporting events such as soccer or netball as a prompt (if needed).

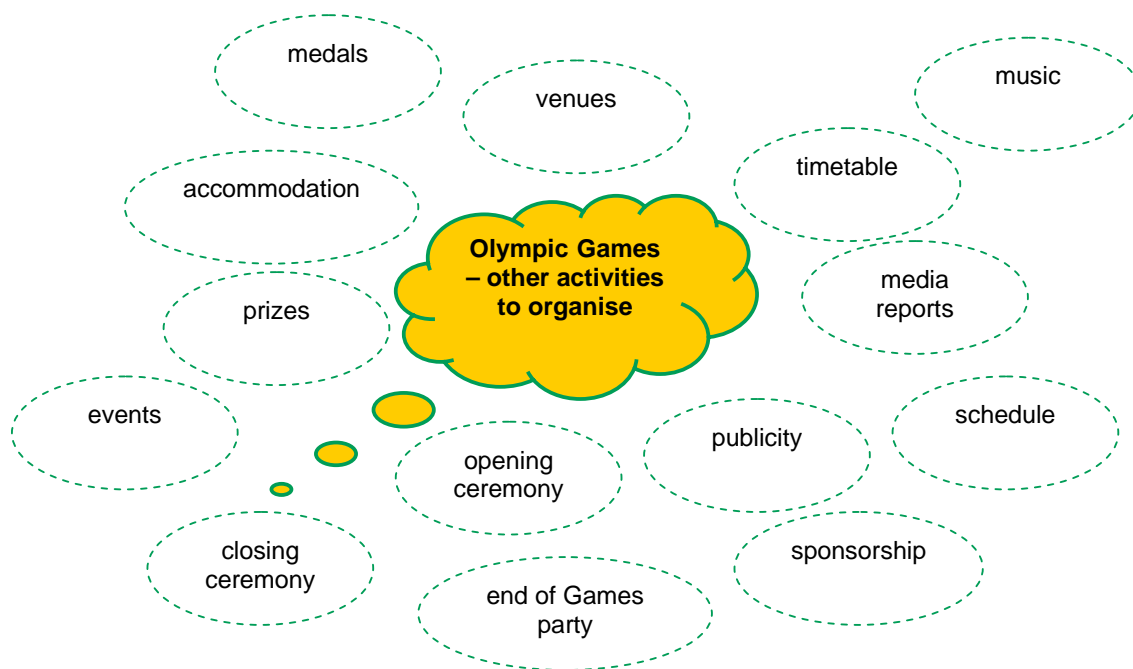


2. **Show** the class a short video clip or photo from an Olympic Games, such as an opening ceremony or sporting event. **Identify** and discuss any people you can see, such as athletes and spectators. **Brainstorm** the types of people who *can't be seen* and are 'behind the scenes', such as a coach, First Aid, driver etc.



**Organise** students into small groups. **Ask** each group to create a list of the people necessary to run a successful Olympic Games. **Discuss** the results with the class.

3. **Expand** the brainstorm by asking students to think about other activities and items (apart from sporting events) that need to be planned and organised.



**Ask** students to think about which people (and the roles) they think are responsible for each of these jobs.

### ***Roles, responsibilities and duties***

1. **Organise** students into small groups (if needed). **Distribute** role cards to each group (these are found in *Student handout – Roles and duties*). **Ask** each group to examine the cards carefully and find out the duties and tasks involved with each specific role. **Rank** each card according to how many students will be required for the role (eg it's likely there will be lots of Athletes required, and only a few First Aid Officers).

2. **Distribute** *Student handout – Allocating roles*. **Assign** two or three of the roles for each group.



**Ask** each group to complete the table for each of the roles you have explored in the previous activity. **Record** four of the most important duties of each role and why these are important (students to refer to role cards if needed).

3. **Discuss** how important each role is to the success of Olympic Day, and suggest a student who might perform this role successfully. Finally, **summarise** the skills, abilities and talents of the suggested student which make them well suited to the role (ensure you receive feedback from all groups). **Reinforce** the idea that as many students should be involved as possible and that inclusiveness is important for a successful Olympic Day. **Remind** students that more than one person may be allocated to each role.

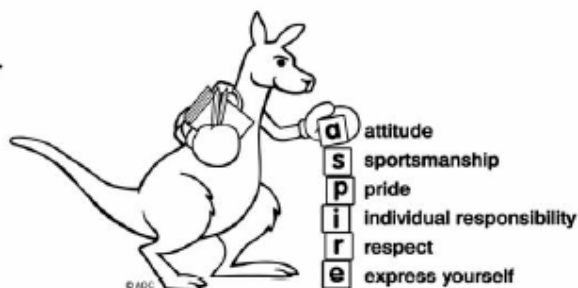
4. **Allocate** students to roles you think they may be suited to.

Note: You may like to do some preliminary planning and liaising with teachers in other participating classes to develop a draft list of students and roles. Additionally, some roles may be best allocated to a teacher, with selected students acting as assistants. Customise the roles and responsibilities for your local requirements.

5. **Discuss** the duties and tasks with the students who have been allocated to each role. This may be followed-up with a homework task. Some discussion prompts are listed below.

- What are the steps needed to complete your duties and tasks?
- Who can help you in your role?
- Who could mentor you and help you carry out your tasks?
- Is community and volunteer input important?
- Is teamwork important?
- How long will your duties and tasks take?

### ***Reflect on a.s.p.i.r.e. values***



- Reflect on the various roles required to organise a successful Olympics. Which roles really give you a chance to **express yourself**?
- Discuss how the **individual responsibility** of each person contributes to the success of organising and running Olympic Day.
- What **attitude** is required of a coach? Referee? Umpire? How is it similar (or different) to the **attitude** required from a Time Keeper? Records Officer? Publicity Officer?
- Think of situations where a Ceremonies Officer, Volunteers Coordinator or Coach has **pride**.
- What roles are required to show **sportsmanship**? How might an Athlete show **sportsmanship**?
- Discuss the value of **respect** between people in all the various roles, regardless of how important people may think each role should be.

## Explore a little further

- Play a game of Celebrity head (or Who Am I?) Ask each group to nominate a group member to secretly select one of the *Roles and duties* cards. The student answers any question asked by the rest of the group with either true or false. Each student in the group asks a question in turn, with the aim of discovering the role the student has selected (eg Volunteer Coordinator, Captain, First Aid Officer, Publicity Officer etc.) If the student answers a question as true, the asker has another turn. Encourage groups if needed and assist with suggesting some questions if necessary (eg *Do you liaise with other people?* or *Is research a part of your role?*).
- Develop a giant mindmap on your classroom wall. Attach each role card/student name and use some string to connect roles together, showing how each is linked. You may like to include other roles/students/classes to create a whole-school display.
- Develop a list of practical steps and equipment you'll need to perform your task.
- Interview people who are involved in organising a local sporting event, such as a soccer or netball game. Find out more about their role and the reasons why they enjoy doing it. Share your findings with the class.
- Discuss reasons for additional or different roles in local, national and international sports.
- Organise for a volunteer from a previous Olympic Games to visit the school and share their experiences. What role did they have? What were some of their duties and tasks?
- List all the roles involved in organising other events such as an art exhibition or spring fair or gala day.
- Discuss which roles you'd like to have on Olympic Day and why.
- Find out more about the attitude and individual responsibility required from people in a restaurant, fire station, hospital, library or local council.
- Discuss your role with other students in the school.
- Access a search engine on the Internet to find some job advertisements for a range of roles. How well do the roles, job titles, descriptions and duties match with those you have been introduced to?



## ***Roles and duties (p1)***

### **Duties of an Athlete**

An Athlete needs to:

- turn up for training sessions
- try their best on Olympic Day and any qualifying events
- be a team player
- play fairly
- show good sportsmanship.

### **Duties of a Referee/Umpire**

A Referee/Umpire needs to:

- oversee all events
- learn the rules
- make decisions based on the sport rules
- liaise with the Rule keeper
- liaise with the Timekeeper
- be firm, fair and consistent
- let others know when a sport rule is broken
- speak firmly, clearly and with volume so that players and audience can hear the decision
- stick to their decision
- explain their decision if necessary
- report or penalise players who break rules or display poor sporting behaviour.

### **Duties of a Team Manager**

A Team Manager needs to:

- organise transport for Athletes and team members
- organise uniforms
- liaise with teachers, school administration and community.

### **Duties of a First Aid Officer**

A First Aid Officer needs to:

- provide information about sports injuries
- treat minor injuries
- write accident reports, detailing the cause, injuries and treatment
- identify hazards or causes of injury and report them
- make suggestions about avoiding injuries
- treat or advise on minor injuries
- maintain the first aid kit
- liaise with teachers and nurse to get advice on treating serious injuries.
- research sports injuries.





## ***Roles and duties (p2)***

### **Duties of a Duty Officer**

A Duty Officer needs to:

- oversee all events
- liaise with Events Officer
- organise equipment
- create a checklist of all equipment
- make sure equipment is returned
- write reports about damaged equipment
- liaise with coaches and managers about any extra equipment that may be needed
- instruct athletes or coaches about the correct use of equipment.
- organise water and towels for athletes
- liaise with volunteers, community members and official guests.

### **Duties of a Rule Keeper**

A Rule Keeper needs to:

- research sports and event rules
- bring copies of Rules to the venue
- liaise with teachers, Umpires and Referees
- advise on matters of dispute
- monitor all events to ensure Olympic protocols and procedures are followed.

### **Duties of a Events Coordinator**

An Events Coordinator needs to:

- assist Records Officer and Ceremonies Officer to organise the events schedule
- organise venues and equipment
- liaise with athletes, teams, teachers and the community
- help the Ceremonies Officer to organise the opening and closing ceremony
- organise uniforms, medals etc
- call meetings with relevant stakeholders in the planning stages
- oversee the overall planning of the day and ensure everyone is aware of their roles and responsibilities.

### **Duties of a Records Officer**

A Records Officer needs to:

- keep records throughout the day
- record results and scores
- liaise with Events Officer to organise the events schedule
- collect the scores from all events
- liaise with Publicity Officer
- use the score sheets from each heat to update the event results.
- collect votes or nominations for awards.







## ***Roles and duties (p3)***

### **Duties of a Team Captain**

A Team Captain needs to:

- keep the team spirit high
- encourage Athletes in the team
- provide leadership
- discuss decisions with the Referee/Umpire.
- set a good example and be a role-model for the team
- make a speech on behalf of the team
- sort out disputes between team members
- listen to all team members
- liaise with Coach to consider who should receive awards
- be responsible for the team's conduct.

### **Duties of a Coach**

A Coach needs to:

- organise training for the athlete or team
- work with the Athletes or team members to improve performance
- develop a training schedule
- focus on getting the most from the Athletes or team
- provide help for Athletes or team members
- select Athletes for the team
- liaise with Team Captain to sort out disputes between players.
- Record team's performance in training or qualifying events
- discuss Athlete or team performance with teacher
- advises Athletes about wearing a hat and sunscreen.

### **Duties of a Publicity Officer**

A Publicity Officer needs to:

- take photos of all events on Olympic Day
- take video of selected events on Olympic Day
- communicate with the class, school and community
- research information about Olympic Day
- design and organise promotional and informational material
- collect and display news from planning, training and qualifying events
- liaise with school, community and media representatives.

### **Duties of a Time Keeper**

A Time Keeper needs to:

- keep accurate time during an event
- liaise with Referee/Umpire to make sure events start and finish on time
- liaise with Volunteers Coordinator to allocate tasks
- blow whistle at the appropriate time (eg end of event, half or full time).





## ***Roles and duties (p4)***

### **Duties of a Volunteers Coordinator**

A Volunteers Coordinator needs to:

- distribute meal vouchers
- liaise with teachers, school and community
- work with Time Keeper, Publicity Officer, Duty Officer, Records Officer and Events Officer to allocate volunteer roles
- oversee volunteers on the day

A Volunteer needs to:

- liaise with Volunteer coordinator
- assist teachers with administration and general office duties
- drive vehicles for equipment and other
- assist various officers (eg Records Officer, Time Keeper)
- assist Spectator Services
- assist with opening ceremony.

### **Duties of a Spectator Services Officer**

A Hospitality Officer needs to:

- set-up venue
- bump-out venue (ie pack up equipment etc)
- collect tickets
- usher spectators to seats
- organise clean-up of venues
- consult with class, school and community about food, drink and other catering requirements
- research catering options
- research Athlete hydration requirements
- liaise with teachers to organise food, drink and other catering for the day
- advise Athletes and audience of catering plans.

### **Duties of a Ceremonies Officer**

A Ceremonies Officer needs to:

- research artistic and cultural aspects related to Olympic Day
- plan and organise opening and closing ceremony
- plan speeches and other events
- liaise with Athletes and teachers to determine roles in each ceremony
- organises Australian national anthem.

### **Duties of a Performer**

A Performer needs to:

- turn up for practice sessions and rehearsals
- perform in opening and/or closing ceremony
- try their best
- be a team player
- follow instructions and guidance from the Ceremonies Officer.
- play a musical instrument, dance, sing or otherwise participate in the opening and/or closing ceremony.





## Allocating roles

Role	Duties (and why these are important)	Other roles to liaise with	How many students needed for this role?	Possible student for this role	Student skills, abilities and talents



## OLYMPIC DAY

### LESSON 7 - Timing and tasks

In this lesson, students learn more about the various duties and tasks involved in planning and implementing Olympic Day. They complete various timetables and checklists to ensure tasks are organised and completed on time.

#### Indicators and outcomes for this lesson

- Plans strategies to promote participation in recreational activities.
- Investigates and makes decisions about the various roles adopted to enhance participation and enjoyment of sport.
- Selects and performs a variety of roles to organise, manage and participate in the planning and implementation of Olympic Day.

#### Suggested time

60 minutes (this may be customised by increasing or reducing the time spent on class discussion, follow-up activities, homework etc).

#### Resources, equipment and facilities

- class copies of Student handouts
- scissors
- short video clip, photo or book related to an Olympic Games which depicts athletes and other people such as coaches and officials
- video or DVD player (if using video clip)

#### Online resources



[olympics.com.au](http://olympics.com.au) (Australian Olympic Committee website>  
Education>a.s.p.i.r.e. school network)  
[www.olympics.org](http://www.olympics.org) (International Olympic Committee website)

## More about the Olympic Day lessons

This series of lessons is designed around teaching the values of Olympism to young Australians, complementing the Australian Federal Government's *Values Education* framework. The lessons conclude in the staging of an intra-school or inter-school sporting and cultural event – Olympic Day.

Students learn to organise, plan and prepare, manage and participate in Olympic Day as part of their Personal Development and Health and Physical Education program. The lessons are flexible and can be easily customised to fit in with your state curriculum and school program.

These lessons offer an outline to organise and implement Olympic Day. Additional lessons, especially those related to sports skill development, incorporated into your Physical Education program. You may like to organise additional activities - such as Olympic Day teacher planning sessions - to facilitate whole-school communication and allow for a more comprehensive school program to be developed.

Overall, the implementation of the Olympic Day lessons:

- encourages a whole-school approach
- is underpinned by the a.s.p.i.r.e. values (attitude, sportsmanship, pride, individual responsibility, respect, express yourself) developed by the Australian Olympic Team
- encourages active lifestyle
- engages students with cross-curriculum activities and experiences
- allows student to learn about a range of roles and responsibilities involved in staging a sporting event
- offers students leadership and training opportunities
- links with additional online a.s.p.i.r.e. lessons
- encourages links between schools, community and sporting organisations
- involves students and teachers working towards a culminating event, Olympic Day
- encourages skill development in a range of sports
- encourages development of ICT (information and communication technologies) by the use of online Olympic and other educational resources.





## Introduction

1. **Review** the work covered in the previous six lessons, including:

- ceremonies and dance
- speeches and protocols
- your school's selected sports
- roles and responsibilities.



**Emphasise** the roles and tasks that need to be done by so many different people such as athletes, coaches, volunteers, performers etc. **Question** the class about the amount of time needed to complete the tasks and if certain tasks need to be completed by a particular date. **Explain** that in this lesson the class will work on organising their school's Olympic Day competition schedule and assist the events officer.

### Checklist of tasks

1. **Discuss** the roles and tasks involved in organising Olympic Day. **Discuss** the importance of people working together with a clear plan. Review work covered in *Lesson 7 – Roles and responsibilities* by asking which roles need to work together in order to:

- plan the competition schedule
- organise the athletes and teams
- get the rest of the school involved
- organise volunteers
- get the community involved
- organise the opening and closing ceremony
- organise the sporting events
- organise the Olympic Day Arts Festival.

2. **Distribute** the *Student handout – Checklist and planner* and discuss each task in the *Checklist*. **Question** the students about the roles and responsibilities for each task. **Ensure** that the answers to each question involve student input, even if the responsibility of the task may be with a teacher.

3. **Remind** students they are going to organise Olympic Day for the school, as well as participate as an athlete, performer or in other roles.



## ***Planning a timetable***

1. **Discuss** the underlying ideas behind keeping track of time and jobs. **Explore** a range of planning tools such as a diary, wall planner or calendar. **Ask** the class to suggest ways they have used these in the past, and nominate some of the useful features.

2. **Discuss** Olympic Day, the sporting events and entertainment as well as dates and times. **Introduce** the suggested monthly planner in *Student handout – Checklist and planner*. **Work** with the class to determine if the milestones and key deadlines are realistic. **Organise** the jobs to do and tasks involved, the timing of each task and the people involved. Ask for input and ideas from various roles including duty officer, events coordinator, publicity officer, volunteers coordinator, spectator services officer and performers.

3. **Suggest** to the class that it may be a good idea to customise the monthly planner and add more specific detail relevant to your own school's situation.

## ***Sporting events***

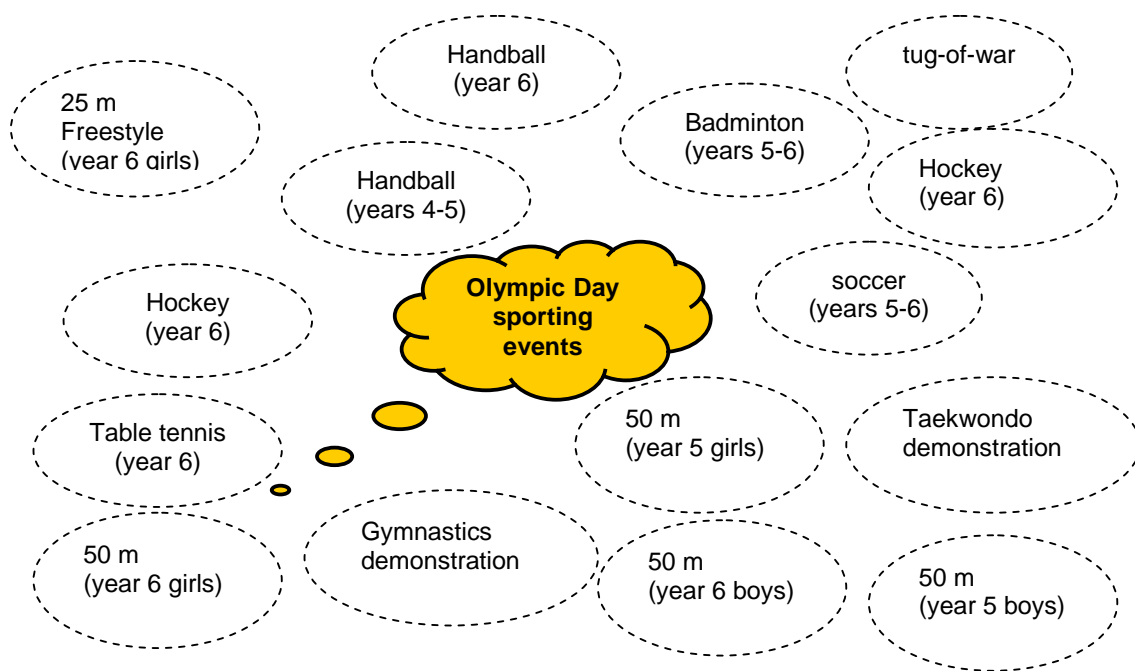
1. **Ask** if anyone in the class knows the difference between a sport and a sporting event. To assist the discussion, explain that there are a range of Olympic sports (eg swimming) and an event is a competition in one of those sports (eg 100 m Freestyle).

Other examples: In the sport of Fencing, the Team Foil - Women is an event; in the sport of Athletics, the men's 500 m is an event; in the sport of Canoeing, the 1000 m Kayak single K1 is an event.

**Explain** that an event gives rise to a result for which medals and diplomas are awarded. You may like to add that the sporting events on Olympic Day will need to be organised into a competition schedule and that this will be planned in a later lesson.

2. **Remind** students of the sports that will be played on Olympic Day. **Brainstorm** a list of events. Note: In order to direct the brainstorm, you may like to prepare a list beforehand that is customised for your own situation.





3. Once you have a draft list, explain that the class will develop an events schedule in a later lesson.

### ***Scoring and record keeping***

1. **Discuss** how scoring will be done on Olympic Day. **Remind** students that sports such as athletics (eg relay) and swimming involve accurately measuring the time each athlete or team takes to complete the event. Team events, such as handball and table tennis, are scored when athletes (or teams) score a certain number of points in accordance with the rules of the game. Eventually, the winner is announced.

2. **Distribute** *Student handout - Athletics results* and discuss. You may like to work with students in a short competition (such as time taken to complete a simple word puzzle) to practise using the results sheet.

3. **Expand** the discussion by asking students to refer to research done in *Lesson 4 - Olympic sports*. **Summarise** the scoring methods of sports you plan to have in the Olympic Day competition.

4. **Discuss** the importance of keeping accurate records of each event. **Expand** the discussion to include ideas about how the spectators should be informed of the competition results on Olympic Day. For example, the name of each team and sport could be written on a large scoreboard, and then combined with a progress result or medal tally at the end of each round. Alternatively, the results from individual events could be announced to the spectators over a loud speaker. **Ask** the class to contribute ideas and suggestions they may have seen in local sporting events or larger events they have seen on television. **Emphasise** that an important part of Olympic Day is to keep spectators engaged and entertained.



5. Once you have a initial start on how scoring and record keeping will be organised, explain that the class will look at scoring and record keeping in a later lesson.

## **Round robin**

1. **Explain** that team events such as soccer and volleyball need to be organised using a different method. **Discuss** how team sports involve a group of athletes forming a team and competing against another group of athletes in a second team. You may need to refer to research done in *Lesson 4 - Olympic sports*.

2. **Distribute** the *Student handout - round robin*. **Discuss** this type of competition format, outlining the various advantages and other aspects. **Ask** the class if they are familiar with this approach from sports they may have played at school or in weekend competitions.

3. **Discuss** the number of teams planned for certain sports and events. Remind students that the five teams featured in the sample round robin is just an example that they may need to change. **Discuss** how many rounds there would need to be, for each team to play every other team. **Ask** students what happens to the round robin table if the number of teams is odd or even.



**Organise** students into small groups, with each representing a different sporting event. **Use** a different coloured button (or labelled post-it note) to represent each team playing. **Ask** each group to plan a competition schedule for their allocated team sport or event. **Discuss** the results with the class.

**Remind** students that:

- each team must play every other team.
- if there is an odd number of teams (as in this five team example) then one team doesn't play each round
- the team with the highest points receives the Gold medal
- the team with the second highest points receives the Silver medal
- If two teams both have the highest score (ie a draw), they can play another match to decide the Gold and Silver medals.
- the team with the third highest points receives the Bronze medal.
- additional prizes and awards may also be awarded.

**Emphasise** that this approach is only fair when all teams are of a similar age or ability.

**Introduce** the idea of organising a round robin not only for each sport or event, but also for each class or year.

Note: You may prefer to use a computer and spreadsheet or word processing software to organise athletes into a competition format. Use the information on the handout as an outline.



## Naming the teams

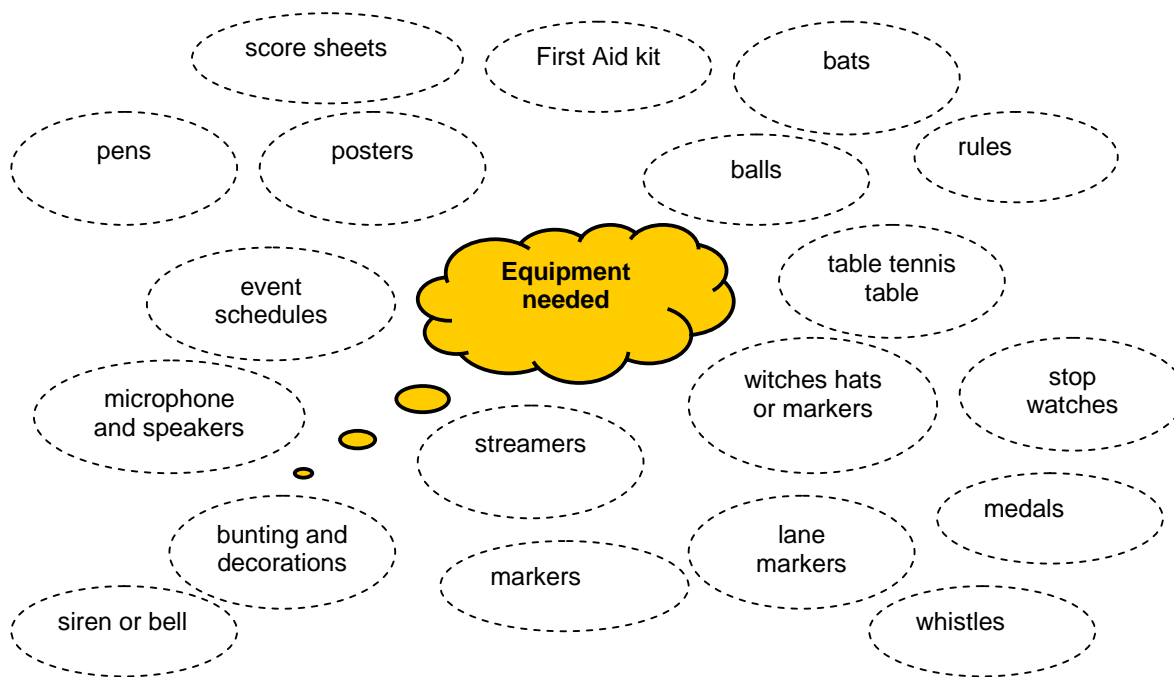
1. **Review** material covered in *Lesson 4 - Olympic countries*. **Brainstorm** the name of teams to compete on Olympic Day. You may decide to base your competition on countries from around the world or your school's existing sporting houses. Some additional suggestions include names of native animals, plants, birds, explorers, colours or mythical creatures.

2. **Discuss** the number of teams you plan to have in a workable competition - too few or too many teams may impact on the practical aspects of the day. Explain that the class will be developing their competition schedule in a later lesson, which they can complete using the teams' names.

## Equipment

1. **Review** the sports that will be a part of your school's Olympic Day. Compile a list on the whiteboard, or refer to the Student handout plus any notes from *Lesson 4 – Olympic sports*. Discuss other events, such as those outlined in the Opening ceremony schedule.

2. **Brainstorm** the equipment you will need on Olympic Day (and on associated days before/after the event, such as qualifying rounds).



## Class presentations

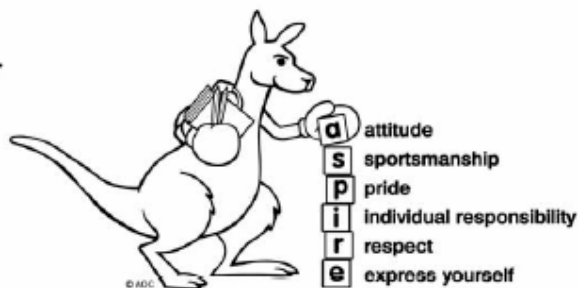
1. **Explain** to the students that soon (*Lesson 10 - Olympic Day schedules*) they will be asked to give a short presentation to the rest of the class about their roles, responsibilities and duties on Olympic Day. This is to make sure that the class as a whole is well



organised and aware of what is going on. **Review** any material from *Lesson 6 - Roles and responsibilities* if you need to.

Note: You may like to organise some additional activities and planning sessions to ensure students are kept up-to-date with all aspects of planning and organising. These may be completed during class time or for homework.

### ***Reflect on a.s.p.i.r.e. values***



- Reflect on the importance of **individual responsibility** in planning and organising Olympic Day. Discuss how the students and teachers work as a whole-school team.
- Discuss the **attitude** required of the organisers, athletes, coaches and trainers participating in an Olympic Games.
- Think about planning and organising of a really successful Olympic Day. Discuss the feelings of **pride**. Discuss the idea of a 'job well done'.
- Discuss how **respect** and **sportsmanship** are important for people in managing role.
- Even though you may be 'behind the scenes', what are some opportunities which allow you to **express yourself**?

## ***Explore a little further***

- Research the range of sports and events held at a range of Olympic Games. Create a wall display outlining the rules of the events, as well as medal winners, times and results.
- Develop a commemorative Olympic diary, wall planner or calendar to be distributed at the end of the year. You may like to sell these as part of a school fundraising strategy.
- Think of ways to add interest to Olympic Day eg by inviting a guest speaker such as a former Olympian.
- Write some questions for conducting an interview with a local coach or other guest.
- Ask senior students to partner up with junior students on Olympic Day.
- Explore magazines and newspapers to find competition formats and schedules. Compile a range of them on a poster, indicating how the fixture is organised and which teams, athletes etc are competing.
- Interview a local sports coach to find out how they organise their games and matches. Are some formats better to use in certain situations?
- Use the athletics results or round robin handouts to organise and run heats or rounds for non-sporting competitions such as completing word puzzles, simple maths problems, card games or other tasks.



# Australian Olympic Education Worksheet

## Checklist and planner



### Checklist

Has the class completed all the jobs and tasks for organising Olympic Day?

Completed

- ☐ Get approval and support from school
- ☐ Organise support from community (eg volunteers)
- ☐ Make equipment list
- ☐ Check availability of equipment
- ☐ Organise opening and closing ceremony
- ☐ Plan rehearsals and training sessions
- ☐ Organise coaches
- ☐ Organise referees and umpires
- ☐ Organise venues
- ☐ Set all dates and times
- ☐ Book playing fields
- ☐ Organise food and drink
- ☐ Organise travel to and from playing fields
- ☐ Invite other schools
- ☐ Develop a timetable
- ☐ Choose sports
- ☐ Communicated with rest of school
- ☐ Develop event schedule
- ☐ Print scoresheets and event result cards
- ☐ Develop promotional materials
- ☐ Distribute promotional materials
- ☐ Write media release
- ☐ Organise prizes and awards
- ☐ Organise first aid and safety procedures
- ☐ Confirm number of teams
- ☐ Confirm all tasks and people assigned to each role

### Planner

January	February	March	April	May	June
- plan and organise resources for Olympic Day lessons	- book playing fields  - invite other schools  - organise equipment (eg balls, markers etc)	- plan opening ceremony  - develop opening ceremony schedule	- develop timetable  - invite official guests  - organise prizes  - rehearse entertainment  -organise training for athletes	- confirm all athletes and teams - organise score sheets - write and send confirmation letter to schools - reconfirm playing fields - organise first aid - confirm schools	- invite local media  - visit playing fields  - Olympic Day June 23, 2007





# Australian Olympic Education Worksheet

## Athletics results



Name of event - \_\_\_\_\_ Heat - \_\_\_\_\_

Name of athlete	Team	Time	Position



# Australian Olympic Education Worksheet

## Round robin



Round robin benefits:

- Each team competes against every other team at least once, promoting a fairer and more evenly distributed competition.
- Competition schedule is distributed over several shorter games rather than just a single game, promoting participation and interest.
- Competition schedule is easier to organise since there is a definite start and finish time.
- Competition can be modified to suit fewer or additional teams.

<b>Round 1</b>	<input type="checkbox"/> Kenya vs Japan	<input type="checkbox"/> Finland vs Tonga	<input type="checkbox"/> Italy sits out
<b>Round 2</b>	<input type="checkbox"/> Kenya vs Finland	<input type="checkbox"/> Italy vs Japan	<input type="checkbox"/> Tonga sits out
<b>Round 3</b>	<input type="checkbox"/> Tonga vs Japan	<input type="checkbox"/> Finland vs Italy	<input type="checkbox"/> Kenya sits out
<b>Round 4</b>	<input type="checkbox"/> Kenya vs Italy	<input type="checkbox"/> Finland vs Tonga	<input type="checkbox"/> Japan sits out
<b>Round 5</b>	<input type="checkbox"/> Kenya vs Finland	<input type="checkbox"/> Tonga vs Japan	<input type="checkbox"/> Finland sits out

Note: team names are suggestions only and can be changed accordingly.

Team	Kenya	Finland	Tonga	Italy	Japan	Total
Kenya						
Finland						
Tonga						
Italy						
Japan						

Win = 3 points, Draw = 2 points, Loss = 1 point

Note: The actual points scored for a win, draw or loss may be changed.



## OLYMPIC DAY

### LESSON 8 - Promoting the spirit

In this lesson, students find out more about the various strategies to promote Olympic Day. They examine a letter inviting another school to participate then learn more about language features, fonts and layout as they analyse and develop a media release, poster, medals and awards.

#### Indicators and outcomes for this lesson

- Plans strategies to promote participation in recreational activities.
- Identifies and discusses some of the relationships between ideas, information and events in visual texts designed for general viewing
- With teacher guidance, identifies how linguistic structures and features work to shape readers' and viewers' understanding of texts.
- Selects, combines and manipulates images, shapes and forms using a range of skills, techniques and processes.
- Selects and performs a variety of roles to organise, manage and participate in the planning and implementation of Olympic Day.

#### Suggested time

2 x 90 minutes (this may be extended or reduced by increasing or reducing the time spent on class discussion and follow-up activities)

#### Resources, equipment and facilities

- class copies of handouts
- photos or other pictures of Olympic medals
- examples of sports stories from newspapers, magazines and online
- art materials such as scissors, cardboard, paint, markers, glue etc
- computer with graphics and/word processing software (optional).

#### Online resources



[olympics.com.au](http://olympics.com.au) (Australian Olympic Committee website> Education>a.s.p.i.r.e. school network) (download the document *Olympic Games Posters*)  
[www.olympics.org](http://www.olympics.org) (International Olympic Committee website)

## More about the Olympic Day lessons

This series of lessons is designed around teaching the values of Olympism to young Australians, complementing the Australian Federal Government's *Values Education* framework. The lessons conclude in the staging of an intra-school or inter-school sporting and cultural event – Olympic Day.

Students learn to organise, plan and prepare, manage and participate in Olympic Day as part of their Personal Development and Health and Physical Education program. The lessons are flexible and can be easily customised to fit in with your state curriculum and school program.

These lessons offer an outline to organise and implement Olympic Day. Additional lessons, especially those related to sports skill development, incorporated into your Physical Education program. You may like to organise additional activities - such as Olympic Day teacher planning sessions - to facilitate whole-school communication and allow for a more comprehensive school program to be developed.

Overall, the implementation of the Olympic Day lessons:

- encourages a whole-school approach
- is underpinned by the a.s.p.i.r.e. values (attitude, sportsmanship, pride, individual responsibility, respect, express yourself) developed by the Australian Olympic Team
- encourages active lifestyle
- engages students with cross-curriculum activities and experiences
- allows student to learn about a range of roles and responsibilities involved in staging a sporting event
- offers students leadership and training opportunities
- links with additional online a.s.p.i.r.e. lessons
- encourages links between schools, community and sporting organisations
- involves students and teachers working towards a culminating event, Olympic Day
- encourages skill development in a range of sports
- encourages development of ICT (information and communication technologies) by the use of online Olympic and other educational resources.



## Introduction

1. **Review** the work covered in the previous few lessons, including:

- roles and responsibilities
- tasks required in organising Olympic Day.

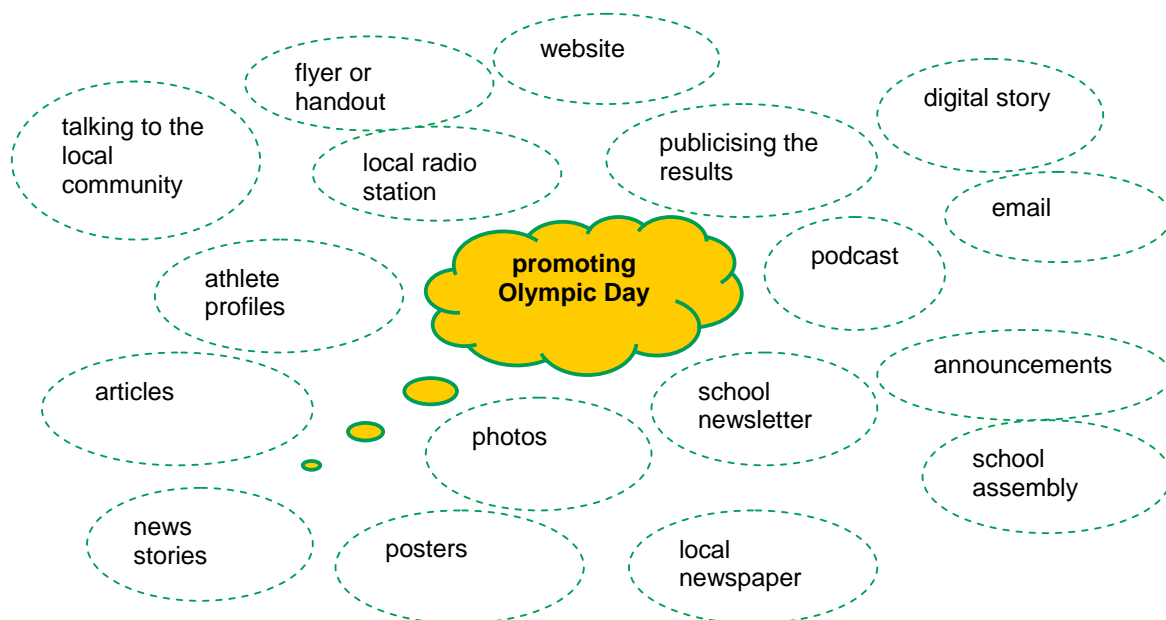


**Emphasise** the role of the Publicity Officer in your discussions.

2. **Ask** students to think back to previous Olympic Games and other sporting events they have attended and how these were publicised. What effect did this publicity have on increasing attendance or school and community support?

## Publicity

1. **Brainstorm** with class to find out how they can publicise their school's Olympic Day. You might start with the question: "How do we let everyone know about Olympic Day at our school?"



2. **Review** the role and responsibilities of publicity officer (ie to promote and publicise Olympic Day). **Explain** that students will assist their publicity officer by:

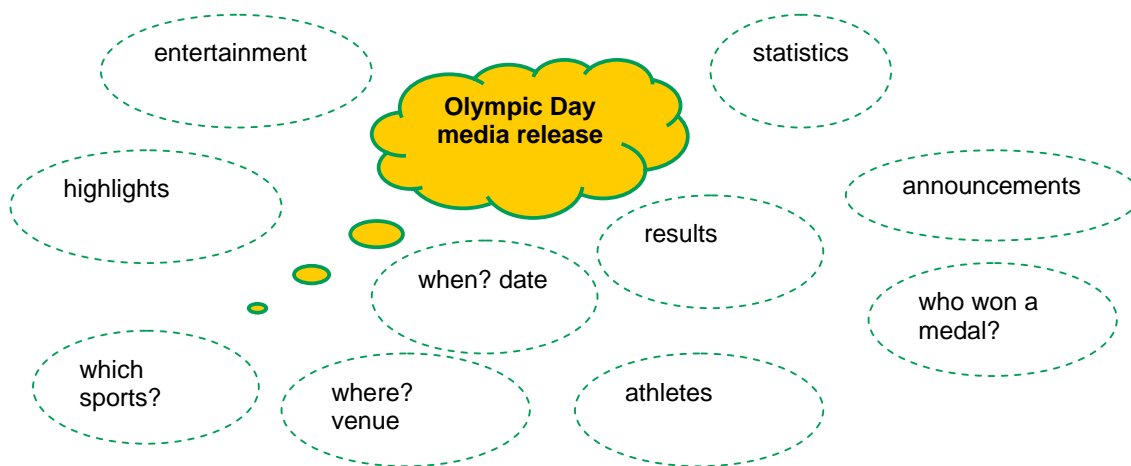


- writing a media release informing the local media, newspapers, radio and television about their school's Olympic Day
- designing a poster that can be displayed by all the schools (and communities) involved in Olympic Day

## Media release

1. **Organise** students into small groups of two or three. **Distribute** some examples of sports stories from newspapers, magazines and online. **Ask** students to think about the type of information contained in the stories. **Distribute** the *Student handout - media release* and ask students to read it. **Ask** students about the purpose of the text and how this has affected the way the story has been written. **Encourage** students to discuss the similarities and differences between this and other texts.

2. **Brainstorm** with the class to find the type of information contained in a media release, either before or after an event. Discuss the features which would encourage supporters and spectators to attend.

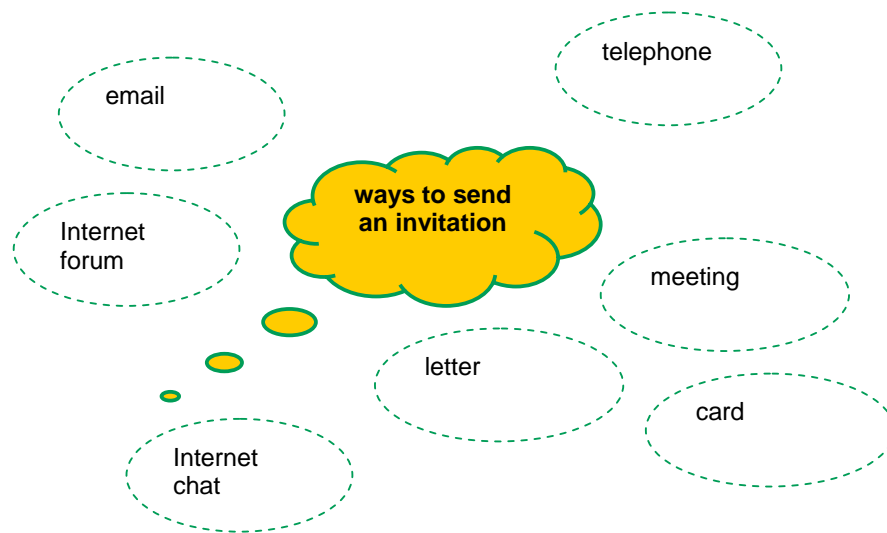


**Organise** students into small groups. **Ask** each group to write a press release for Olympic Day, promoting Olympic spirit as well as Olympic Day itself. **Ask** each group to nominate a group member to read their press release, with the class supplying feedback.

## Inviting other schools

Note: You may like to do some preliminary planning and discussion with other teachers to decide whether you plan to invite other schools. Skip this section if it is not relevant to your local situation.

1. **Explain** to the class that your school is planning to invite another school to be a part of Olympic Day. **Brainstorm** ideas with the class to come up with some suggestions for ways to send an invitation to the school.



2. **Explain** that the school is planning to invite another school to participate in Olympic Day. **Distribute** the *Student handout – Invite letter*. **Read** the letter aloud to the class and discuss. You may like to customise the letter before distributing to students.

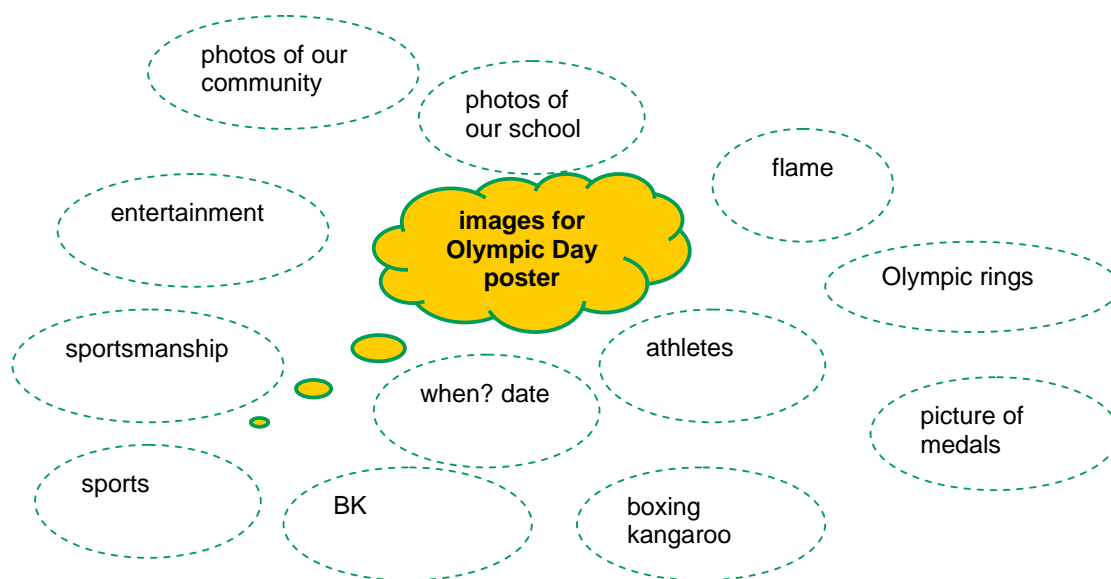
### ***Olympic posters***

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.

2. **Ask** students about the type of information they would need to include on a poster advertising Olympic Day. **Discuss** the use of photographs and other images, asking the students about the images that appear on them. **Distribute** *Student handout - Olympic posters*. **Ask** if the purpose of the two posters is different and how this has affected the images and the information given. **Discuss** the types of images used on the poster, asking the class to describe how they feel when they look at the images in each poster.

3. **Identify** the images and other elements in each poster. For example, in the Sydney 2000 poster, the Olympic rings and the Sydney 2000 logo are used. The Sydney 2000 logo is made up of boomerangs and Sydney Opera House to form a running athlete. As well as the logo, the poster also includes additional images of the Sydney Opera House, a running athlete and text to provide more information. **Ask** why these logos and text have been used on the poster.

3. **Brainstorm** with the class to record some ideas for images, logos and text information to include on an Olympic Day poster.



2. **Ask** students how they could attract a reader's attention to important words. **Suggest** the use of:

- print size and font
- print style such as bold and italics.

3. **Distribute** the *Student handout - Print types and styles*



**Organise** students into small groups. **Ask** each group how the print has been varied on each Olympic poster and why this has been done. **Ask** each group to complete the activities related to print types and styles and discuss.

5. **Distribute** cardboard or paper to each group.



**Organise** students into small groups. **Ask** each group to make a poster advertising Olympic Day. **Remind** them that their work can be composed of both print and image and to make sure they are easy to read and the pictures are appropriate.

6. **Ask** groups to show their posters to the class and explain the choices relating to fonts, styles, images, graphics and colours.

Note: You may prefer your students use a computer for this task. Additionally, you may like to assign this task to the class to complete for homework.

7. **Remind** students that the publicity officer will need assistance over the following few months to prepare media releases, posters and flyers for Olympic Day.



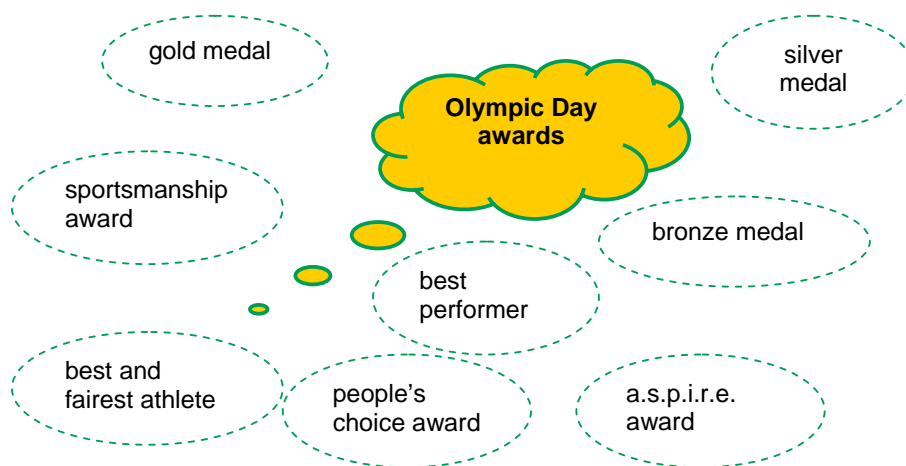




**Access** the Internet or reference books for additional information and ideas. **Find** other examples of posters used to promote sport. Refer to the online document *Olympic Games Posters* for more ideas and more detailed exploration of the symbolism used in a range of posters.

## Medals and awards

1. **Review** material covered in *Lesson 2 - Olympic symbols*. **Show** the class a short video clip of an Olympic medal ceremony, or discuss a local sporting or other awards ceremony. **Brainstorm** the awards that are given at such events.



2. **Explain** that the class will design the medals and other awards to be presented on Olympic Day. **Show** the class some of the photos or other pictures of Olympic medals. **Discuss** the Gold, Silver and Bronze medals that need to be made and if the class has any ideas about which materials to use.

3. **Distribute** the *Student handout - Award*. **Ask** students about the information which appears on the awards. Their answers could include:

- the name of the award
- the name of the event
- the year the event was held
- a logo or other official symbol
- a space for the name of the recipient
- a space for the name of the school
- a space for the date
- a space for the person signing it on behalf of the school or organisation eg the principal

4. **Explain** that some information is in large bold print and some in smaller print. **Remind** students that the name of the award is usually in the largest print.



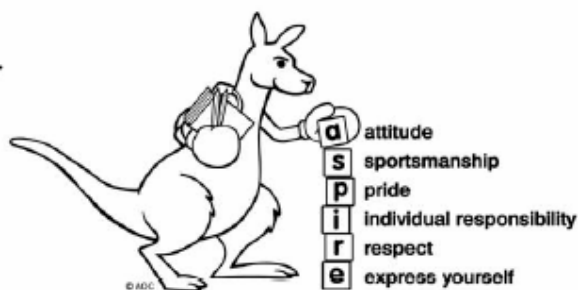


**Design** a medal or an award, using pens, pencils, paint, cardboard or a computer. In regard to an award, make sure to include important information in an appropriate size and use colour to attract attention to certain words. Include other appropriate graphics, logos or photos such as the Olympic rings, BK or other symbols.

5. **Ask** each student to explain their choice of graphic, colour, print size and font.

Note: You may prefer your students use a computer for this task, or assign this task to the class to complete for homework. You may need to do some follow-up planning and discussion with other teachers to organise medals and other awards for Olympic Day. Explore [olympics.com.au](http://olympics.com.au) for more information about the a.s.p.i.r.e. awards.

### ***Reflect on a.s.p.i.r.e. values***



- Discuss how making a promotional poster or writing a media release gives you a chance to **express yourself**. Reflect on the importance of visual communication in publicising a successful Olympic Day.
- How do the class promotional posters communicate the Olympic **attitude**?
- Do any of the posters make the class feel **pride** in a job well done?
- How can **sportsmanship** be illustrated in a poster or other promotional material?

## ***Explore a little further***

- Find out more about using different fonts and typefaces. Are particular fonts more suitable for using in certain documents?
- Find examples of advertising flyers from your local community. Identify the features used, such as logos, different font style and graphics. Design an advertising flyer for Olympic Day using cardboard and art materials or a computer.
- Search the Internet for interesting fonts to use on a poster, flyer or press release.
- Design other merchandise to advertise and promote Olympic Day (eg postcards, drink coasters, mouse pad, and simple website).
- Compile some samples of the awards presented in your school and **organise** a student display of the awards.
- Identify a range of advertisement from magazines, newspapers, Internet and television that promote sport. What are some of the elements used, including logos, different font style, music, animation and graphics.
- Use simple animation software and a computer to develop a short video clip promoting Olympic Day. If your school has a website, ask if the clip can be posted for other students to view.
- Search the Internet for media releases for a range of different sporting and cultural events. What do all the media released have in common? Is the language (eg choice of words etc) different depending on the purpose and audience?
- Search the Internet for match and game reports for a range of different sporting events. What do they have in common?



# Australian Olympic Education Worksheet



## Media release

Title of article →  
Date →

### Eve of 50th Anniversary Celebrations

15 November 2006

The what, who,  
when and where  
of the event →

Some of the biggest names in Australian sport will return to the MCG on Sunday to celebrate the 50th anniversary of the 1956 Melbourne Olympics. More than 35 gold medallists from the Melbourne Games including Australians Dawn Fraser, Murray Rose and Betty Cuthbert are expected to attend the celebration which will recreate elements of both the 1956 opening and closing ceremonies.

Descriptions  
of highlights  
and details of  
significant  
athletes and  
people attending →

In an effort to help recreate the feel and mood of the Games former champion Ron Clarke, now Gold Coast Mayor, will re-light the Olympic Cauldron and John Landy, a former Victorian Governor, will re-read the Athlete's Oath.

Interesting  
facts and  
statistics →

Current Olympians including Alisa Camplin, Mike McKay, James Tomkins, Lou Dobson, Andrew Hoy will also attend.

Information about  
related events →

The 1956 Olympics began on November 22, 1956 and closed on December 8, the latest in the year the Games have ever been staged, with 3,258 competitors from 72 nations.

Background  
information and  
description of  
the significance  
of the event →

A special exhibition entitled "Melbourne 50 Years On" at the Melbourne Exhibition Centre from November 16-19 will showcase the major developments and achievements seen in Melbourne over the past 50 years. The 1956 Melbourne Olympic Games was the catalyst for significant change in Melbourne and impacted on many areas of society. The changes included multiculturalism, with the influx of migrants after the Games; the food culture also boomed as a result of the diverse new ethnic element; and there was the introduction of television.

Quotes from  
people involved  
in organising  
the event →

Former Olympic basketballer Wayne Carroll, who is putting together the Melbourne 50 Years On exhibition to commemorate the golden anniversary of the Games, says the Games also provided a platform that has led to the city becoming Australia's major events capital.

"Our perception of how well we could do these things came out of the Games," Carroll said.

"Before '56 the biggest events here were the Melbourne Cup and cricket Tests.

"Now we can stage any event as well as any city in the world."

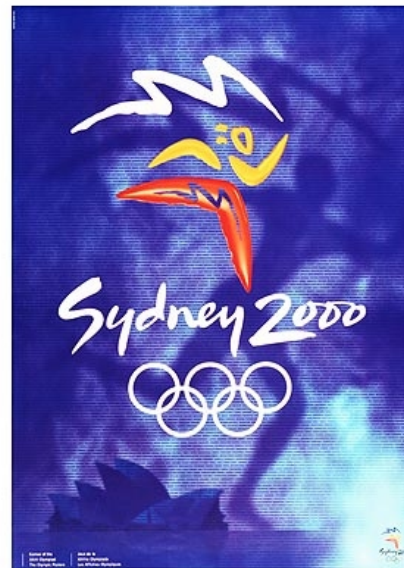
Source of the  
article →

olympics.com.au



# Australian Olympic Education Worksheet

## Olympic posters



### Questions

What information is given?

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---

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?

---

---

### Questions

What information is given?

---

---

Are any photographs or other graphics used in the poster? Describe them.

---

---

Where is the Olympic logo positioned? Why?

---

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What colours are used in the poster? Why?

---

---

What font and style is used for the text? Why?

---

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# Australian Olympic Education Worksheet

## Typefaces, fonts and styles



### Font

A font is used to change the way letters on a page or computer monitor appear (ie the letter style and shape).

There are two broad groups of fonts.

- **Serif** - each letter has a small line used to finish off the main stroke of a letter.
- **Sans serif** - there are no small lines at the end of each stroke. These have a simpler appearance and are easy to read, making them ideal for headings, advertisements, young children's books and headlines in newspapers.

Study the table below and tick the correct description for the fonts.

Font	Serif	Sans serif
Courier		
Tahoma		
Times New Roman		
Palatino		
Verdana		
Arial		

### Styles

Changing the size of letters makes them stand out. Headlines in newspapers are usually larger than the style used in the actual story. You can also emphasise words and make them stand out by changing the style of letters.

**Bold is thick and heavy.** *Italic slopes to the right.* Underline has a line underneath.

Tick the box (or boxes) that describes the style of the words below.

Word	Bold	Underline	Italics	Plain
Olympic Day				
<i>Olympic Day</i>				
<u>Olympic Day</u>				
<b><u>Olympic Day</u></b>				
<b><i>Olympic Day</i></b>				
Olympic Day				



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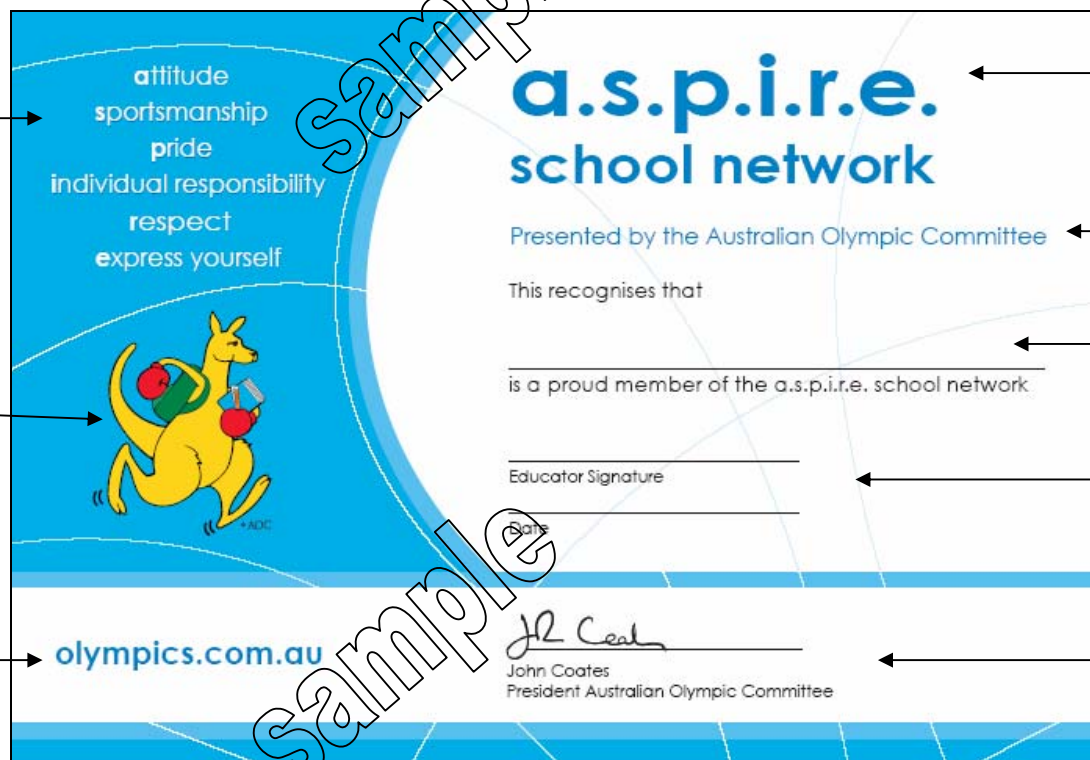


## Award

Motto or other text  
to summarise the  
organisation giving  
the award

Logo of the  
organisation  
giving the  
award

More information  
such as a  
website address



The image shows a sample award certificate for the a.s.p.i.r.e. school network. The certificate is divided into several sections. On the left, a blue curved banner contains the motto: "attitude", "sportsmanship", "pride", "individual responsibility", "respect", and "express yourself". Below the motto is the logo of the Australian Olympic Committee, featuring a yellow kangaroo holding a red apple and a green apple. At the bottom left, the website address "olympics.com.au" is displayed. The main body of the certificate is white. At the top right, the text "a.s.p.i.r.e. school network" is written in blue. Below this, it says "Presented by the Australian Olympic Committee". The certificate then says "This recognises that" followed by a blank line for the recipient's name. Below this is the text "is a proud member of the a.s.p.i.r.e. school network". There are two lines for the "Educator Signature" and "Date". At the bottom, there is a signature of John Coates, President of the Australian Olympic Committee.

attitude  
sportsmanship  
pride  
individual responsibility  
respect  
express yourself

olympics.com.au

a.s.p.i.r.e.  
school network

Presented by the Australian Olympic Committee

This recognises that

is a proud member of the a.s.p.i.r.e. school network

Educator Signature

Date

John Coates  
President Australian Olympic Committee

Name of award

Name of the  
organisation  
presenting the  
award

Space to write  
the recipient's  
name

Space for  
additional  
signature and  
date

Official  
signature and  
title





# Australian Olympic Education Worksheet

## Invite letter



Class 5M  
Normandale Public School  
Raymond Road  
Normandale NSW 2999  
21/4/07

The PE Coordinator  
Rockhurst Public School  
Pennant Road  
Rockhurst NSW 2998

Dear

I am writing to you to invite your school to attend Normandale Public School's Olympic Day celebrations. Olympic Day is the culmination of a class project whereby students are responsible for organising each element of a sporting event, with an emphasis on the roles performed by the students. The purpose of the Olympic Day is a national event with an aim to promote the values embodied by the Olympic movement. We also aim to give teachers and students an insight into xxxxxxxxxxxxxxxx and to highlight xxxxxxxxxxxxxxxx. We are looking for support from teachers to be actively involved on the day in areas including administration, timekeeping, recording, scoring and refereeing. Students will participate in various sports during the day, including xxxxxxxxx, xxxxxxxxxxxx and xxxxxxxxx. We are also planning a follow-up day where students will participate in additional activities including xxxxxxxxxxxxxxxx. In addition to the sporting event, our school will be hosting an Olympic Day Arts Festival xxxxxxxxxxxxxxxx

Details of Olympic Day are outlined below:

Date: June xx, 2007

Time: 9:30am start – 3:00pm finish

Playing fields: Partridge park, Gibbles street, Normandale

Cost: nil

Playing format: Students will be placed into teams representing 6 countries, organised into heats before the event. Track events (ie running) will occur concurrently with field and other events (table tennis, handball and modified discuss)

Schedule: a draft events schedule is attached

Transport: Your school to organise

If you are interested in your students and teachers participating in Olympic Day, please reply by xxxxxxxxxxxx. I will then provide you with additional information about the sports, schedule and other requirements for the day. I am also happy to share the unit of work we've used to get students to organise Olympic Day.

Thank you,

Pam Bennett  
Physical Education Coordinator  
Normandale Primary School.



Olympic Day Resource

## OLYMPIC DAY

### LESSON 9 - Sports and game play

In this lesson, students practice the physical skills required of a sport to be played on Olympic Day. They are made aware of safety guidelines and develop a deeper understanding of the rules and game play.

#### Indicators and outcomes for this lesson

- Performs and repeats linked movement sequences that display consistency and control.
- Demonstrates the linking of a series of motor skills, using equipment, in a game that required communication, cooperation and rules.

#### Suggested time

60 minutes (this is dependent on the sport selected and skill level of students. Actual duration may be customised by increasing or reducing the time spent on gameplay. This lesson may be repeated several times - or incorporated into your Physical Education program - to develop skills across a range of sports and activities).

#### Resources, equipment and facilities

- equipment and venue necessary for selected sport

#### Online resources



[olympics.com.au](http://olympics.com.au) (Australian Olympic Committee website> Education>a.s.p.i.r.e. school network)  
[www.olympics.org](http://www.olympics.org) (International Olympic Committee website)

## More about the Olympic Day lessons

This series of lessons is designed around teaching the values of Olympism to young Australians, complementing the Australian Federal Government's *Values Education* framework. The lessons conclude in the staging of an intra-school or inter-school sporting and cultural event – Olympic Day.

Students learn to organise, plan and prepare, manage and participate in Olympic Day as part of their Personal Development and Health and Physical Education program. The lessons are flexible and can be easily customised to fit in with your state curriculum and school program.

These lessons offer an outline to organise and implement Olympic Day. Additional lessons, especially those related to sports skill development, incorporated into your Physical Education program. You may like to organise additional activities - such as Olympic Day teacher planning sessions - to facilitate whole-school communication and allow for a more comprehensive school program to be developed.

Overall, the implementation of the Olympic Day lessons:

- encourages a whole-school approach
- is underpinned by the a.s.p.i.r.e. values (attitude, sportsmanship, pride, individual responsibility, respect, express yourself) developed by the Australian Olympic Team
- encourages active lifestyle
- engages students with cross-curriculum activities and experiences
- allows student to learn about a range of roles and responsibilities involved in staging a sporting event
- offers students leadership and training opportunities
- links with additional online a.s.p.i.r.e. lessons
- encourages links between schools, community and sporting organisations
- involves students and teachers working towards a culminating event, Olympic Day
- encourages skill development in a range of sports
- encourages development of ICT (information and communication technologies) by the use of online Olympic and other educational resources.



## Introduction

1. **Review** the sports introduced in *Lesson 4 - Olympic sports*, including:

- summer Olympic sports
- winter Olympic sports
- rules and game play
- venues and equipment
- number of participants.



**Discuss** the sports suggested for your school's Olympic Day. **Outline** that the class will spend this lesson building their skills and abilities in some of these sports and activities.

## Safety

1. **Explain** that an important aspect of Physical Education is safety. There are three main areas to pay close attention to:

- **other people** (eg keep a lookout for younger or smaller students, be extra careful if you are in a large group)
- **game equipment** (eg make sure your shoes and clothes are safe, keep a lookout for damaged equipment or other risks on the playing field)
- **environment** (eg pay extra attention if it starts to rain or if it gets too hot)

Note: An important aspect of participation in Physical Education is an awareness of safety and risk assessment. As a general guideline, there are three main areas from which risks could emerge:

- people (eg skills, attitude, fitness level, health, age, numbers etc)
- equipment (eg clothing, fields, sporting equipment etc)
- environment (eg rain, temperature, terrain etc).

For more information, refer to your school's own duty of care statements and other safety guidelines.



## Warm-up

1. **Explain** to students that it is important for students to warm body parts to build their heart rate and increase circulation. An active warm-up is important because it:

- reduces the risk of injury
- prepares muscles for stronger activity
- excites and motivates students.

2. **List** some suggestions for an active warm-up including:

- walking
- stretching
- tag and other games
- marching with high knees
- jogging with changing directions.



**Perform** a five minute warm-up, such as an activity involving gentle movement. **Ensure** that the activity suits your student group. **Follow-up** with some passive stretching.

## Developing practical skills

1. **Review** the rules, game play and equipment required for your selected sport(s) and activities. **Refer** to the students' research from *Lesson 4 - Olympic sports*. **Distribute** *Student handout - 50 m relay race* for a sample - you may choose other sports or activities to perform during this session.



**Play** a game or perform an activity such as a series of relay races, or other games involving ball skills. **Ensure** that the activity suits your student group.

## Warm-down

1. **Explain** to students that an important aspect of playing sport (or any physical activity) is settling down. Stretching is a quick and simple way to calm down and should be done after each session to slow the heart rate.



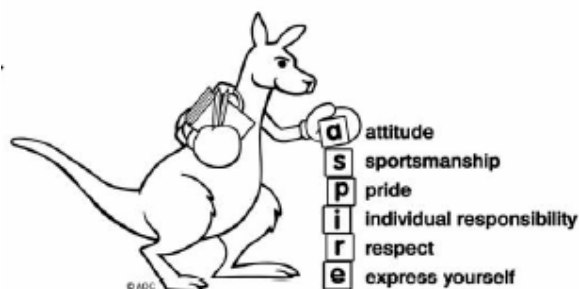
**Spend** a few minutes with a warm-down, stretching and settling down.

Note: Refer to your school's own Physical Education program for more details. You may like to repeat this lesson several times across the range of your selected sports and



activities. By ensuring students are comfortable with all the rules, game play, equipment and safety aspects, should result in a smoother event schedule on Olympic Day.

### ***Reflect on a.s.p.i.r.e. values***



- Reflect on the various physical activities performed in this lesson. Which games really give you a chance to **express yourself**?
- Discuss how the **individual responsibility** of each person playing a game is important to the safety of the whole team.
- What **attitude** is required when you are playing sport? Why is this **attitude** important?
- Did your team play the best it could? Did you play the best you could? Can you imagine an Olympic athlete feeling **pride** after achieving his or her personal best?
- Did you show **sportsmanship** when playing your games and activities? How might an athlete show **sportsmanship**?
- Discuss the value of **respect** between people competing against each other in a game or activity.

### ***Explore a little further***

- Find out more about the idea of Personal Best (PB) in an Olympic Games. Can you find any stories where someone may not have won a medal but achieved their personal best?
- Write some questions for conducting an interview with a local athlete. Ask questions related to the rules, game play or equipment for a selected sport.
- Design and develop some rule cards which summarise the rules and game play for your selected sports.
- Design and develop a safety awareness poster featuring some key ideas to remember when playing sport. Research on the Internet to expand your list of safety guidelines. Display your posters around the school.
- Write some questions for conducting an interview with a local trainer or coach. Ask questions related to motivating or getting the most out of the team or athlete they coach or train.
- Devise a mini round robin competition for some of your selected sports.



# Australian Olympic Education Worksheet



## 50 m relay race

### Game play and tips

*Equipment/venue:* running track, batons, stopwatch.

*Game play:* The relay race is a sprinting race usually made up of four 'legs', with a different runner for each leg. Each runner is placed 50 metres apart (either along a large circular track, or at each end of a straight 50 metre stretch). The runner of the first leg holds a baton which is handed to the second runner for their leg of the race, continuing on for the remaining runners. If the baton is dropped, the team is not disqualified - it just slows them down! The team to complete the race in the shortest time wins.

Some general tips are outlined below:

- Leg 1 needs a fast sprinter who won't be too distracted by false starts.
- Legs 2 and 3 need sprinters who are confident to exchange batons (i.e. receive and deliver).
- Leg 4 needs a confident sprinter who won't panic under pressure.
- Work together with other runners in your team.
- Pay attention when you handle and exchange the baton.
- Trust your team throughout the race.
- Keep your focus on your own race and not on your competitors.
- Keep the baton in one hand when you run, gripped firmly with all four fingers and thumb.
- Keep as quiet as you can when you exchange a baton (e.g. don't shout 'go').
- Practice the baton exchange to build trust in the other runners in your team.
- Only hold out your hand a few seconds before you are ready to receive the baton.
- Don't slow down to exchange the baton.
- Deliver the baton with a single swift downward motion into the hand of the outgoing runner.

