

TEACHER GUIDE – LOWER PRIMARY

The Australian Olympic Committee's Rio 2016 resource provides an opportunity for teachers in Australian Primary Schools to celebrate the Rio 2016 Olympic Games through activities aligned to the Australian National Curriculum.

The Aim of the Australian Olympic Committee's Rio 2016 resource

This guide provides an overview of how the activities align to the Australian National Curriculum and General Capabilities; the time required; student learning, and the resources required to prepare for each activity.

The activities are flexible so they can be delivered as a unit of work or individually to suit your classroom.

The activities have been developed to be delivered on an interactive whiteboard and aim to:

- / Present concepts in a group setting on the Olympic movement and the Rio 2016 Games
- / Focus on student centred learning
- / Encourage discussion, debate and negotiation between students and between teachers and students – many of the activities are deliberately ambiguous to encourage greater discussion
- / Make use of technology in the classroom
- / Create opportunities to link concepts to existing knowledge, and
- / Provide extension programs to encourage further research to applying skills from the activity through *Would you like more?*
- / Encourage students to use higher intellectual skills such as critical and creative thinking. The activities have been linked with the *General Capabilities* and are indicated in this teacher overview by:

L - Literacy	P - Personal and Social Capabilities
N - Numeracy	E - Ethical Understanding
ICT – Information and Communication Capability	I - Intercultural Understanding
C - Critical and Creative Thinking	

Tips for using the resource.

- It is recommended that you do **Activity 1: The Olympic Games** first to position the following activities and to capture current knowledge of your students. This activity can be built upon as you go through the other activities.
- The activities have been developed in PowerPoint to allow ease of implementation across different interactive whiteboard hardware and software.
- If the web links in the PowerPoint slides do not work with the technology in your classroom, follow the links detailed in the table below, open the video or web site prior to the activity and place behind the PowerPoint slide.
- Download the video clip prior to the lesson so that there is less delay in playing.
- The time for each activity is approximate only. There are two times in each activity. The first time is for the activity itself and the second is for the **Would you like more?** extension activity
- If some of the activities are not suitable for your class, review the activities in another level (Lower, Middle or Upper Primary) which may simplify or extend activities to match your cohort of students.
- There is also the opportunity for teachers to incorporate their own images and other content.

No Interactive Whiteboard?

The activities have been designed so they can be delivered with the resources you have available in your classroom.

- Display as a PowerPoint onto a screen or white wall and use display paper to record discussions
- Print select slides from the PowerPoint for students to do independent or group work
- Print the PowerPoint onto overhead projector slides and project onto a screen, or
- Use as a guide to plan Olympic Games activities with your students

Additional activities

- Some activities provide an opportunity for students to do independent work rather than as a class on the interactive white board. These are presented as a *pdf* to download for your class.
- There is a section at the conclusion of each activity labelled **“Want to do more?”** to provide extension or consolidation work.
- The Australian Olympic Team values are called ASPIRE (Attitude, Sportsmanship, Pride, Individual Responsibility, Respect and Express Yourself) – they are attached below for your information.

Units of Work

- If time is limited, here are some suggestions for units of work. It is recommended that you do *Activity 1: The Olympic Games* first to position the following activities and to capture current knowledge of your students.

Unit 1 // Activity 1 – The Olympic Games // Activity 2 – Road to Rio 2016 // Activity 5 – Mascots of Rio 2016 // Activity 6 - Pictograms	Unit 4 // Activity 1 – The Olympic Games // Activity 2 – Road to Rio 2016 // Activity 8 – Dance in Rio – part 1 // Activity 9 – Dance in Rio – part 2
Unit 2 // Activity 1 – The Olympic Games // Activity 12 – Olympic Values // Activity 14 – Meet BK // Activity 15 – BK’s Day at the Olympic Games	Unit 5 // Activity 1 – The Olympic Games // Activity 19 – Move your Body // Activity 20 – Healthy Eating
Unit 3 // Activity 1 – The Olympic Games // Activity 7 – Olympic Medals // Activity 8 – Olympic Torch // Activity 9 - Olympic Shapes	Unit 6 // Activity 1 – The Olympic Games // Activity 15 – BK’s Day at the Games // Activity 17 – Village Art - drawing

Activity overview:

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
1. The Olympic Games	45 + 60+	<p>English</p> <ul style="list-style-type: none"> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) <p>HPE</p> <ul style="list-style-type: none"> Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024) <p>L C P</p>	<ul style="list-style-type: none"> Create a word and knowledge bank on the Olympic Games Identify the key features of the Olympic Games and the Olympic Movement through images Create a display on the Olympic Games Brainstorm ways to celebrate the Olympic Games at your school <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> Celebrate the Olympic Games at your School. 	<ul style="list-style-type: none"> Display board Background information <i>The Modern Olympic Games</i> http://www.olympic.org/Documents/Reports/EN/en_report_668.pdf Hosting an Olympic Day http://education.olympics.com.au/programs/olympic-day/olympic-day
2. Road to Rio 2016	45 + 15	<p>English</p> <ul style="list-style-type: none"> Listen for specific purposes and information, including instructions, and extended students' own and others' ideas in discussions (ACELY1666) <p>Geography</p> <ul style="list-style-type: none"> The way the world is represented in geographic divisions and the location of Australia in relation to these divisions (ACHASSK047) 	<ul style="list-style-type: none"> Establish where they are in the world Investigate atlases, globes and maps to locate themselves and others in the world Discuss the best way to move from one country to another <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> Find Rio de Janeiro on Google Maps and discuss some of the features of the city Internet connection – Google earth and street view 	<ul style="list-style-type: none"> Map of the school Atlases, globes and maps Internet – <i>Would you like more?</i> activity

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
		L N		
3. Dance in Rio – part 1	40 + 30	<p>Dance:</p> <ul style="list-style-type: none"> / Present dance that communicates ideas to an audience, including dance used by cultural groups in the community (ACADAM003) / Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004) <p>Music:</p> <ul style="list-style-type: none"> / Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080) <p>HPE:</p> <ul style="list-style-type: none"> / Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024) <p>L N C P I</p>	<ul style="list-style-type: none"> / Listen to Australian and Brazilian music / Discuss what body parts the students want to move / Discuss why people dance / Examine dance as a form of expression / Reflect on respecting other people's dancing and reason for dancing <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> / Create a dance from the music you have listened to in this lesson or the Olympic Fanfare music. 	<ul style="list-style-type: none"> / Australian Music – indigenous, pop, rock, classical, folk / Internet for listening to Brazilian music (only need 2 minutes of music) https://www.youtube.com/watch?v=tlvGpxE4yac

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
4. Dance in Rio – part 2	45 + 60	<p>English:</p> <ul style="list-style-type: none"> Listen for specific purposes and information including instructions, and extend students' own and others' ideas in discussion (ACELY1666) <p>Dance:</p> <ul style="list-style-type: none"> Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004) <p>L C P I</p>	<ul style="list-style-type: none"> Observe Australian Indigenous dancer/s and identify the body parts Discuss the purpose of telling a story through dance Learn the basic steps of the Samba via a video demonstration Practice the steps as a class <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> Create a dance to tell the story of a great Olympic moment 	<ul style="list-style-type: none"> Internet for viewing video footage of <i>Brolga Dance by Bangarra Dance theatre</i> https://www.youtube.com/watch?v=zxnra4q1EIA Brazilian music https://www.youtube.com/watch?v=tlvGpxE4yac Samba https://www.youtube.com/watch?v=4Xo6qr1olfw
5. Mascots of Rio 2016	45 + 45	<p>English:</p> <ul style="list-style-type: none"> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussion (ACELY1666) <p>Visual Arts:</p> <ul style="list-style-type: none"> Create and display artworks to communicate ideas to an audience (ACAVAM108) <p>L N C P</p>	<ul style="list-style-type: none"> Learn about the mascot for the Rio 2016 Olympic Games Discuss the characteristics of BK – the Australian Olympic Team mascot Discuss why events, sporting teams and schools have mascots Design and present their own mascot for their school or upcoming community event <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> Create a 3D model of your mascot 	<ul style="list-style-type: none"> Internet Connection to view the audio file for the Rio 2016 Olympic Games Design your own Mascot worksheet <i>Would you like more?</i> Modelling material

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
6. Pictograms	40 + 20	<p>English:</p> <ul style="list-style-type: none"> Understand that spoken, visual and written forms of language are different methods of communication with different features and their use varies according to audience, purpose, context and cultural background (ACELA1460) <p>Digital Technologies:</p> <ul style="list-style-type: none"> Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002) <p>L N ICT C P I</p>	<ul style="list-style-type: none"> Identify pictograms and their purpose Investigate a select number of pictograms of the Rio 2016 Olympic Games Create pictograms for sections of your classroom <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> Create a pictogram to help a Brazilian visitor in your classroom 	<ul style="list-style-type: none"> Posters of pictures of symbols and signs (optional)
7. Olympic Medals	40 + 30	<p>Mathematics:</p> <ul style="list-style-type: none"> Create displays of data using lists, table and picture graphs and interpret them (ACMSP050) <p>Digital Technologies</p> <ul style="list-style-type: none"> Recognise and explore patterns in <u>data</u> and represent <u>data</u> as pictures, symbols and diagrams (ACTDIK002) Collect, explore and sort <u>data</u>, and use digital systems to 	<ul style="list-style-type: none"> Identify gold, silver and bronze medals Discuss first, second and third Interpret a graph of Australia's Olympic medal tally Populate a graph reading a key Track Australia's medal tally from the Rio 2016 Games <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> Create a graph of your class Design you own Olympic Medal 	<ul style="list-style-type: none"> <i>Would you like more?</i> Design your own medal worksheet.

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
		<p>present the <u>data</u> creatively (ACTDIP003)</p> <p>L N ICT C</p>		
8. Olympic Torch	40 + 40	<p>Mathematics:</p> <ul style="list-style-type: none"> Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044) <p>English</p> <ul style="list-style-type: none"> Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) <p>Digital Technologies</p> <ul style="list-style-type: none"> Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (ACTDIP004) <p>L N C ICT</p>	<ul style="list-style-type: none"> Use words such as forward, back, up, down, left, right, between and across to work through a maze Solve a maze on the Olympic Torch going from Greece to Brazil Follow directions on a blank maze to find the Olympic Torch route <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> Investigate the Rio 2016 Olympic Torch route Create your own maze for a friend to follow 	<ul style="list-style-type: none"> Find your way worksheet Internet <i>Would you like more?</i> http://www.rio2016.com/tophaolimpical/en
9. Olympic Shapes	30 + 30	<p>Mathematics:</p>	<ul style="list-style-type: none"> Identify 3D shapes and describe their features 	<ul style="list-style-type: none"> Building blocks

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
		<ul style="list-style-type: none"> Describe the features of three-dimensional objects (ACMMG043) <p>L N C</p>	<ul style="list-style-type: none"> Identify shapes with and without corners Study features of rectangular prisms <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> Design a podium for BK the Kangaroo – the Australian Olympic Team Mascot. 	
10. Uniforms	45 + 25	<p>Design and Technologies</p> <ul style="list-style-type: none"> Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001) <p>HPE</p> <ul style="list-style-type: none"> Describe ways to include others to make them feel that they belong (ACPPS019) <p>L N C P</p>	<ul style="list-style-type: none"> Identify uniforms from their community and describe belonging to this group Discuss the purpose of uniforms – community, sport and the Australian Olympic Team Sketch design ideas for a school uniform for a different climate and consider changes from their own uniform <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> Investigate the Australian Team uniform Discuss the purpose of the sport uniform and formal uniform Discuss the climate that the athletes will compete in 	<ul style="list-style-type: none"> Uniform worksheet Internet for the <i>Would you like more?</i> activity (insert web)
11. Past, Present and Future	25 + 25	<p>English</p> <ul style="list-style-type: none"> Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) <p>Humanities and Social Sciences: History - Questioning</p>	<ul style="list-style-type: none"> Sequence images from birth to old age for humans and animals Sequence an athlete's journey from a young athlete to an Olympic Champion Sequence Olympic Games using images <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> Draw your life journey and describe what you are doing at the time. 	<ul style="list-style-type: none"> <i>Would you like more?</i> Past, present and future worksheet

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
		<ul style="list-style-type: none"> Pose questions about past and present object, people places and events (ACHASSI034) <p>L C P</p>		
12. Olympic Values	35 + 15	<p>English:</p> <ul style="list-style-type: none"> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussion (ACELY1666) <p>HPE</p> <ul style="list-style-type: none"> Identify and practise emotional responses that account for own and others' feelings (ACPPS020) <p>L C P E</p>	<ul style="list-style-type: none"> Reflect on their personal values and discuss similarities and differences between someone's personal values. Investigate the ASPIRE Values (Australian Olympic Team Values) and match them to images from the Olympic Games. Discuss in pairs how the ASPIRE values are demonstrated at their school. <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> View a video from the <i>Learn from a Champ</i> series to hear how our Olympic Champions demonstrate and have experienced the ASPIRE values 	<ul style="list-style-type: none"> Teacher guide to reference the A.S.P.I.R.E. values Internet to view <i>Would you like more?</i> http://education.olympics.com.au/programs/learn-from-a-champ/learn-from-a-champ
13. Moving Fast or Slow	45 + 45	<p>Mathematics:</p> <ul style="list-style-type: none"> Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037) <p>English:</p>	<ul style="list-style-type: none"> Discuss travel options to get to school Discuss which travel options are faster and which are slower Negotiate with their classmates on the travel time for other options and also animals <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> Create a display showing the time for each student to travel 50 metres 	<ul style="list-style-type: none"> <i>Would you like more?</i> Stopwatch to time students running 50 metres Running track Template for display worksheet

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
		<ul style="list-style-type: none"> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussion. (ACELY1666) <p>L N C P</p>		
14. Meet BK	45 + 20	<p>English:</p> <ul style="list-style-type: none"> Compare opinions about characters, events and settings in and between texts (ACELT1589) <p>Visual Arts:</p> <ul style="list-style-type: none"> Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106) <p>L C P</p>	<ul style="list-style-type: none"> Learn about BK the Australian Olympic Team Mascot Identify items around BK at an Olympic Games Discuss where BK may be seen at an Olympic Games Write a story and draw a picture about BK visiting your school and meeting the students <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> Scan and send your stories and drawings to the Australian Olympic Team. They would love to hear about BK's adventures at your school. 	<ul style="list-style-type: none"> <i>The Day that BK came to school</i> Worksheet
15. BK's Day at the Olympic Games	45 + 25	<p>English:</p> <ul style="list-style-type: none"> Create events and characters using different media that develop key events and characters from literary texts (ACELT1593) <p>Visual Arts</p>	<ul style="list-style-type: none"> View and listen to <i>Kangaroo, Kangaroo Where are you?</i> By Robyn Safarian Discuss the images, words and colours of the video to identify the flow of the text Recreate the story using BK as the main character Collate the class story into a book 	<ul style="list-style-type: none"> Internet access – <i>Kangaroo, Kangaroo Where are You?</i> Written and Illustrated by Robyn Safarian (https://www.youtube.com/watch?v=LGIYaJsPfr0)

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
		<ul style="list-style-type: none"> Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106) <p>L C</p>	<p><i>Would you like more?</i></p> <ul style="list-style-type: none"> Read your book to another class Act out your book for the class Act out a part of the book and get the class to guess what BK is doing 	<ul style="list-style-type: none"> or locate the book in the library to read to your class <i>BK's Day at the Olympic Games</i> worksheet – A5 Writing equipment
16. Chatting to a Champion	45 + 30	<p>English:</p> <ul style="list-style-type: none"> Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461) <p>Digital Technologies</p> <ul style="list-style-type: none"> Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005) Create and organise ideas and information using information systems independently and with others, and share these with 	<ul style="list-style-type: none"> Identify why people chat and how this differs between friends and other people Discuss topics of discussion for a chat Listen to an Olympian chat about Sportsmanship in <i>Learn from a Champ</i> Prepare for a chat on the topic of Sportsmanship <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> Interview a local sportsperson Prepare interview questions for a local sportsperson (could be in a higher grade) about what sportsmanship means to them. Send the questions to your sportsperson Video the interview with that sportsperson 	<ul style="list-style-type: none"> Internet access – <i>Learn from a Champ</i> online video http://media.olympics.com.au/video/learn-from-a-champ-ken-wallace-sportsmanship

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
		<p>known people in safe online environments (ACTDIP006)</p> <p>L ICTCP</p>		
17. Village Art - drawing	60 + 30	<p>English:</p> <ul style="list-style-type: none"> Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462) <p>Visual Arts:</p> <ul style="list-style-type: none"> Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109) <p>LCPI</p>	<ul style="list-style-type: none"> Discuss previous village art and the purpose of the artwork for the Australian Olympic Team Analyse previous village art for key elements that reflect messages of encouragement and support and also reflects the Olympic movement Review other artwork (for example Aboriginal art) to identify ways messages can be communicated through art Brainstorm elements that could be included in village art Create a piece of artwork for the Australian Olympic Team in Rio 2016 <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> Prepare a letter of support for the Australian Olympic Team and glue it to the reverse side of your artwork 	<ul style="list-style-type: none"> Select a piece of artwork to share with your class. It could be an Aboriginal artist (see http://gallery.aboriginalartdirectory.com/) or another artist. Insert a piece of artwork into slide 5 or use the one inserted) A3 paper for each child and art materials such as pencils, paint, felt pens or crayons
18. Village Art - media	60 + 60	<p>English:</p> <ul style="list-style-type: none"> Rehearse and deliver short presentations on familiar and new topics (ACELY1667) <p>Media Arts:</p>	<ul style="list-style-type: none"> View inspirational videos for the Australian Olympic Team by Laurie Lawrence and a school. Discuss the images, words and colours of the video to communicate a message of support 	<ul style="list-style-type: none"> Internet access – <i>Aussie Team Poem: Beijing 2008</i> (http://media.olympics.com.au/video/aussie-team-poem-beijing-2008)

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
		<ul style="list-style-type: none"> Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055) <p>L ICT C P</p>	<ul style="list-style-type: none"> Create a one-minute video of support for the Australian Olympic Team <i>Would you like more?</i> Create a video to inspire your class 	<ul style="list-style-type: none"> Internet access – <i>Show your Support</i> entry by Birdsville State School. (http://media.olympics.com.au/collection/show-your-support) Video equipment
19. Move your body	45 + 30	<p>HPE:</p> <ul style="list-style-type: none"> Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015) Create and participate in games with and without equipment (ACPMPO27) <p>L N C P</p>	<ul style="list-style-type: none"> Identify strengths and link them to images of sportspeople and animals. Discuss how these strengths are important Identify some of the games students play and what strengths are useful for playing these games Identify personal strengths and discuss similarities and differences <i>Would you like more?</i> Play a modified Olympic Sport of Archery that encourages all students of all abilities to play. 	<ul style="list-style-type: none"> <i>Move your Body</i> Worksheet <i>Would you like more?</i> – 3 bean bags per group, chalk/masking tape or hoola hoops
20. Healthy Eating	60 + 45	<p>English:</p> <ul style="list-style-type: none"> Rehearse and deliver short presentations on familiar and new topics (ACELY1667) <p>Design and Technologies:</p> <ul style="list-style-type: none"> Explore how plants and animals are grown for food, clothing and shelter and how food is selected and 	<ul style="list-style-type: none"> Identify food that students would like for lunch Discuss how food is prepared Categorise everyday food and sometimes food Prepare a presentation on a healthy eating menu for their class <i>Would you like more?</i> Watch <i>Eat like a Champ</i> as Loudy Wiggins prepares poached eggs. 	<ul style="list-style-type: none"> <i>Would you like more?</i> – Internet access to watch <i>Eat Like a Champ</i> Video recorder or camera

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
		<p>prepared for healthy eating (ACTDEK003)</p> <p>HPE:</p> <ul style="list-style-type: none"> Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018) <p>L C P</p>	<ul style="list-style-type: none"> Present your menu, preparation and finished product in a video like Loudy. 	