

# TEACHER GUIDE – UPPER 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.

<p>Unit 1</p> <ul style="list-style-type: none"> <li>Activity 1 – The Olympic Games</li> <li>Activity 2 – Schedules</li> <li>Activity 7 – Anthems</li> <li>Activity 19 – Village Art - Drawing</li> </ul>	<p>Unit 3</p> <ul style="list-style-type: none"> <li>Activity 1 – The Olympic Games</li> <li>Activity 4 – Cultural Diversity</li> <li>Activity 16 – Indigenous Olympians</li> </ul>
<p>Unit 2</p> <ul style="list-style-type: none"> <li>Activity 1 – The Olympic Games</li> <li>Activity 6 – The Olympic Flame</li> <li>Activity 13 – Olympic Significance</li> <li>Activity 14 – The Olympic Values</li> </ul>	<p>Unit 4</p> <ul style="list-style-type: none"> <li>Activity 1 – The Olympic Games</li> <li>Activity 14 – The Olympic Values</li> <li>Activity 17 – Australian Pride</li> <li>Activity 19 – Village Art - Drawing</li> </ul>

## Activity Overview:

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
1. The Olympic Games	60 + 45	<p>Humanities and Social Sciences</p> <ul style="list-style-type: none"> <li>Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)</li> <li>Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)</li> </ul> <p><b>L C</b></p>	<ul style="list-style-type: none"> <li>Create a knowledge bank on the Olympic Games</li> <li>Discuss Olympism</li> <li>Identify different ways of finding out more about the Olympic Games</li> <li>Research the Rio 2016 Olympic Games</li> <li>Create a display on the Olympic Games</li> </ul>	<ul style="list-style-type: none"> <li>Table or computers</li> <li>Writing materials and paper</li> <li>Display board</li> <li>Background information <i>The Modern Olympic Games</i>  <a href="http://www.olympic.org/Documents/Reports/EN/en_report_668.pdf">http://www.olympic.org/Documents/Reports/EN/en_report_668.pdf</a> </li> </ul>

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
			<p><i>Would you like more?</i></p> <ul style="list-style-type: none"> <li>Research Pierre de Coubertin, founder of the Modern Olympic Games.</li> <li>Watch <i>Draw My Life – The Olympic Movement</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Would you like more?</i> <a href="https://www.youtube.com/watch?v=7f9A15CH3JQ">https://www.youtube.com/watch?v=7f9A15CH3JQ</a></li> </ul>
2. Schedules	45 + 60	<p>English</p> <ul style="list-style-type: none"> <li>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>Interpret and use timetables (ACMMG139)</li> </ul> <p>Digital Technologies</p> <ul style="list-style-type: none"> <li>Design a user interface for a digital system (ACTDIP018)</li> </ul> <p><b>L N ICT C</b></p>	<ul style="list-style-type: none"> <li>Explore the Rio 2016 website on the day to day schedules for the Olympic Games</li> <li>Identify key features of the webpage and how it communicates information to the audience</li> <li>Use the schedules to plan a day at the Olympic Games initially as a class, then in small groups or individually</li> </ul> <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> <li>Create a schedule for a day at your school.</li> <li>Create a webpage with images, diagrams, text and graphs</li> </ul>	<ul style="list-style-type: none"> <li>Internet access <a href="http://www.rio2016.com/en/news/news/special-series-day-by-day-guide-to-what-s-on-at-the-rio-2016-olympic-games">http://www.rio2016.com/en/news/news/special-series-day-by-day-guide-to-what-s-on-at-the-rio-2016-olympic-games</a></li> <li>Tablet or computers for research</li> <li><i>My day at the Olympic Games</i> worksheet</li> </ul>
3. Olympic Medals	30 + 20	<p>Mathematics</p> <ul style="list-style-type: none"> <li>Make connections between equivalent fractions, decimals and percentages (ACMNA131)</li> </ul> <p><b>N</b></p>	<ul style="list-style-type: none"> <li>Brainstorm what they know about Olympic Medals – purpose, composition, placing</li> <li>Investigate the composition of Olympic Medals – Gold, Silver and Bronze</li> </ul>	<ul style="list-style-type: none"> <li>No additional material required</li> </ul>

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
			<ul style="list-style-type: none"> <li>! Write a sentence about the composition of the Gold Medal</li> <li>! Convert between fractions, decimals and percentages</li> </ul> <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> <li>! Work out fraction, decimals and percentages from Olympic statistics.</li> </ul>	
4. Cultural Diversity	60 + 25	Humanities and Social Sciences: Geography <ul style="list-style-type: none"> <li>! The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)</li> </ul> <p><b>C I</b></p>	<ul style="list-style-type: none"> <li>! Investigate the website <i>World Cities Culture Forum</i> as a class or individually on tablets or computers.</li> <li>! Identify cultural activities to do in Rio.</li> <li>! Investigate one cultural activity in detail as a class</li> <li>! Construct a personal itinerary of four days in Rio de Janeiro</li> </ul> <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> <li>! Select one or two elements and develop a poster to promote the culture of Rio.</li> </ul>	<ul style="list-style-type: none"> <li>! Tablets or computers - <a href="http://www.worldcitiescultureforum.com/cities/rio-de-janeiro">http://www.worldcitiescultureforum.com/cities/rio-de-janeiro</a> and general research</li> <li>! <i>Cultural Diversity</i> worksheet</li> </ul>
5. Pictograms	45 + 30	English: <ul style="list-style-type: none"> <li>! Compare texts including media texts that represent ideas and events in different ways, explaining the effects</li> </ul>	<ul style="list-style-type: none"> <li>! <b>Identify pictograms and their purpose</b></li> <li>! <b>Investigate a select number of pictograms of the Rio 2016 Olympic Games</b></li> </ul>	<ul style="list-style-type: none"> <li>! Posters of pictures of symbols and signs (optional)</li> </ul>

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
		<p>of the different approaches (ACELY1708)</p> <p>Visual Arts:</p> <ul style="list-style-type: none"> <li>Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)</li> </ul> <p><b>L I C T C P I E</b></p>	<ul style="list-style-type: none"> <li><b>Create a set of pictograms for the new sports for the Olympic Games</b></li> </ul> <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> <li>Investigate other Olympic Games pictograms</li> <li>Investigate Aboriginal art as a form of pictograph or pictogram</li> </ul>	<ul style="list-style-type: none"> <li>Tablet (optional for research)</li> <li>Internet access <a href="http://www.olympic.org/Assets/OSC%20Section/pdf/QR_sports_pictograms_of_the_olympic_summer_games_1964">http://www.olympic.org/Assets/OSC%20Section/pdf/QR_sports_pictograms_of_the_olympic_summer_games_1964</a></li> <li><a href="http://www.rio2016.com/en/more-information/games-design/pictograms_2016.pdf">http://www.rio2016.com/en/more-information/games-design/pictograms_2016.pdf</a></li> </ul>
6. The Olympic Flame	60 + 45	<p>English</p> <ul style="list-style-type: none"> <li>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of sources including media and digital texts (ACELY1713)</li> <li>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)</li> </ul> <p>Design and Technologies</p>	<ul style="list-style-type: none"> <li>Discuss and share experiences and opinions of occasions where candles or fires are lit</li> <li>Research information about the Olympic Flame (Rio 2016 and International Olympic Committee websites)</li> <li>Discuss the significance of the Olympic Flame and the Torch relay in connecting people internationally</li> </ul> <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> <li>Build a Flame – Design a torch with a unique flame that</li> </ul>	<ul style="list-style-type: none"> <li>Tablets or computers - <a href="http://www.rio2016.com/ochaolimpica/en">http://www.rio2016.com/ochaolimpica/en</a></li> </ul>

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
		<p>Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use (ACTDEK023)</p> <p><b>L I C T C E</b></p>	represents international friendship and understanding	
7. Anthems	60 + 20	<p>English</p> <p>Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)</p> <p>Music:</p> <p>Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music (ACAMUR091)</p> <p><b>L C P I</b></p>	<p>Investigate Australia and Brazils' National Anthems</p> <p>Identify common elements</p> <p>Listen to the music</p> <p>Describe the music of both anthems and discuss how it makes you feel.</p> <p><i>Would you like more?</i></p> <p>Listen To Olympic Music And Songs</p>	<p>Internet access</p> <p><a href="https://www.youtube.com/watch?v=SyyOahYXhUQ">https://www.youtube.com/watch?v=SyyOahYXhUQ</a></p> <p><a href="https://www.youtube.com/watch?v=-RYa5gCNymg&amp;list=PLCBEE6709AE730719&amp;index=33">https://www.youtube.com/watch?v=-RYa5gCNymg&amp;list=PLCBEE6709AE730719&amp;index=33</a></p>
8. Sustainability	60 + 45	<p>English</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)</p> <p>Design and Technologies</p>	<p>Discuss and define what sustainability means</p> <p>Identify the aspects of life that are important to be sustainable</p> <p>Discuss the challenges of sustainability for the Olympic Games</p>	<p>Internet access</p> <p><a href="http://www.rio2016.com/sustentabilidade/en/challenges-solutions/">http://www.rio2016.com/sustentabilidade/en/challenges-solutions/</a></p> <p><a href="http://www.rio2016.com/sustentabilidade/en/our-proposal/">http://www.rio2016.com/sustentabilidade/en/our-proposal/</a></p>

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
		<ul style="list-style-type: none"> <li>Investigate how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services and environments for current and future use (ACTDEK019)</li> </ul> <p><b>L C P E</b></p>	<ul style="list-style-type: none"> <li>Read about Rio 2016 Sustainability Plan and discuss the key features</li> <li>Identify ways that a school can improve sustainability</li> </ul> <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> <li>Write a school sustainability plan</li> </ul>	
9. Hosting an Olympic Games (challenging activity)	60 plus + 45	<p>English</p> <ul style="list-style-type: none"> <li>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)</li> <li>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience. (ACELY1714)</li> </ul> <p><b>L C P</b></p>	<ul style="list-style-type: none"> <li>Investigate the process for a city bidding for an Olympic Games</li> <li>Research the four stages of the bidding process and identify key elements</li> <li>Study one of the processes and identify the important elements</li> <li>Write a persuasive letter to support one of those elements</li> </ul> <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> <li>Prepare a bid to host a local event at your school</li> </ul>	<ul style="list-style-type: none"> <li>Internet access <a href="http://www.olympic.org/all-about-the-candidature-process">http://www.olympic.org/all-about-the-candidature-process</a></li> <li>Candidature Process worksheet</li> </ul>
10. One Australians' Olympic journey	60 plus + 30 minutes	<p>English:</p> <ul style="list-style-type: none"> <li>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm some questions and research one Australian's Olympic Journey</li> <li>Research one Famous Australian Olympian</li> </ul>	<ul style="list-style-type: none"> <li>Display paper or whiteboard</li> <li>Tablet or computer (research)</li> </ul>



Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
		<p>appropriate choices for modality and emphasis (ACELY1710)</p> <p>Humanities and Social Sciences: History</p> <ul style="list-style-type: none"> <li>! Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI125)</li> <li>! The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)</li> </ul> <p><b>L N ICTC P I</b></p>	<ul style="list-style-type: none"> <li>! Prepare a presentation for the class</li> </ul> <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> <li>! Listen to Golden Nuggets a series featuring Australian gold medal winners from Athens (1896) and the Beijing Games (2008).</li> <li>! Design a poster of your Famous Olympians achievements or promoting the sport they competed in.</li> </ul>	<ul style="list-style-type: none"> <li>! Books on famous Australian Olympians</li> <li>! Internet access – <i>Would you like more?</i> <a href="http://media.olympics.com.au/collection/golden-nuggets">http://media.olympics.com.au/collection/golden-nuggets</a></li> </ul>
11. Historical Investigation	60 plus + 30	<p>English:</p> <ul style="list-style-type: none"> <li>! Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to the purpose and audience (ACELY1714)</li> </ul> <p>Humanities and Social Sciences: History</p> <ul style="list-style-type: none"> <li>! Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI125)</li> <li>! The contribution of individuals and groups to the development of</li> </ul>	<ul style="list-style-type: none"> <li>! Investigate historical records of Australia and Brazil's participation in the Olympic Games</li> <li>! Formulate questions and research an event from Olympic History</li> </ul> <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> <li>! Create an infographic on Australia's Olympic Journey with PowerPoint or similar software</li> </ul>	<ul style="list-style-type: none"> <li>! <i>Brazil's Medal History</i> fact sheet</li> <li>! Books on the Olympic Games, Atlases</li> <li>! Tablet or computer (research)</li> <li>! Internet access <a href="http://www.rio2016.com/en/rio-de-janeiro/rio-and-its-history">http://www.rio2016.com/en/rio-de-janeiro/rio-and-its-history</a></li> </ul>

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
		Australian society since Federation (ACHASSK137) <b>L N ICTC P I</b>		
12. Move Your Body	60 + 60	HPE / Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (ACPMP064) <b>L P</b>	<ul style="list-style-type: none"> <li>/ Define 'games'</li> <li>/ Discuss why we play games</li> <li>/ Brainstorm activities that can be played during a Mini Olympics – Australian style – create a game/s that specifically addresses inclusivity and diversity.</li> <li>/ Hold an a mini Olympic Games with other classes during the Rio 2016 Olympic Games <i>Would you like more?</i></li> <li>/ Play some other traditional or modified games.</li> </ul>	<ul style="list-style-type: none"> <li>/ Play some other traditional or modified games.</li> </ul>
13. Olympic Significance	60 + 40	English: / Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for a defined audience and purposes, making appropriate choices for modality and emphasis (ACELY1710) Humanities and Social Sciences: / Work in groups to generate responses to issues and challenges. (ACHASSI130)	<ul style="list-style-type: none"> <li>/ View historical video footage of the Olympic Games</li> <li>/ Identify other significant events that connect people throughout the world</li> <li>/ Initiate a debate on whether if the Olympic Games hosted was by a country that has just experienced a natural disaster, should the Australian team go or not? <i>Would you like more?</i></li> </ul>	<ul style="list-style-type: none"> <li>/ Internet access for viewing videos:</li> <li>/ <a href="http://media.olympics.com.au/video/1936-olympic-games-historical-context">http://media.olympics.com.au/video/1936-olympic-games-historical-context</a></li> <li>/ <a href="http://media.olympics.com.au/video/1956-olympic-games-performance-summary">http://media.olympics.com.au/video/1956-olympic-games-performance-summary</a></li> </ul>

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
		<b>L C P</b>	<ul style="list-style-type: none"> <li>/ School Community Significance</li> <li>/ Plan and deliver debating topics</li> <li>/ Video a memorable moment</li> <li>/ Plan an event that brings people together</li> </ul>	<ul style="list-style-type: none"> <li>/ <a href="http://media.olympics.com.au/video/1980-olympic-games">http://media.olympics.com.au/video/1980-olympic-games</a></li> <li>/ <a href="http://media.olympics.com.au/video/freeman-s-emphatic-victory">http://media.olympics.com.au/video/freeman-s-emphatic-victory</a></li> </ul>
14. Olympics Values	60 + 20	<p>English:</p> <ul style="list-style-type: none"> <li>/ Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)</li> </ul> <p>HPE:</p> <ul style="list-style-type: none"> <li>/ Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)</li> </ul> <p><b>L C P</b></p>	<ul style="list-style-type: none"> <li>/ Investigate the International Olympic Values and the Australian Team Values – A.S.P.I.R.E.</li> <li>/ Brainstorm how these values are demonstrated in their class or school</li> <li>/ Match values to their description</li> <li>/ Review the definition of Olympism and discuss the significance of the Olympic Games</li> </ul> <p><i>Would you like more?</i></p> <p>/ Write a class oath</p>	<ul style="list-style-type: none"> <li>/ A.S.P.I.R.E. – <i>The Australian Olympic Team Values</i> factsheet</li> <li>/ Internet access – <i>Would you like more?</i> <a href="#">Sydney 2000 Athletes Oath by Rechelle Hawkes – Hockey</a></li> </ul>
15. The Australia and Brazil Relationship (challenging activity)	60 + 30	<p>Humanities and Social Sciences:</p> <ul style="list-style-type: none"> <li>/ Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>/ Differences in economic, demographic and social</li> </ul>	<ul style="list-style-type: none"> <li>/ Identify cities and countries of the world</li> <li>/ Look at differences between countries in terms of area, population, education level and national population living in the capital</li> </ul>	<ul style="list-style-type: none"> <li>/ Atlases, globes and maps and/or Google Maps</li> <li>/ Internet access for research and <i>Would you like more?</i> activity <a href="http://splash.abc.net.au/home#!/media/1436678/">http://splash.abc.net.au/home#!/media/1436678/</a></li> </ul>

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		<p>characteristics across the world (ACHASSK139)</p> <p><b>L C I</b></p>	<ul style="list-style-type: none"> <li>! Make inferences about data and statistics</li> <li>! Debate what are some of the greatest challenges for Australia and Brazil</li> <li>! Explore the international relationship between Australia and Brazil</li> <li>! Present findings in a digital display</li> </ul> <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> <li>! What defines Brazil? Use Google maps and other information to add to your digital display.</li> </ul>	
16. Indigenous Olympians	60 + 60	<p>HPE</p> <ul style="list-style-type: none"> <li>! Examine how identities are influenced by people and places (ACPPS051)</li> <li>! Experience of Australian democracy and citizenship, including the status and rights of Australian and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)</li> </ul> <p><b>L C P I E</b></p>	<ul style="list-style-type: none"> <li>! Read experts from the amendment to the Australian Olympic Committees' (AOC) constitution and discuss the importance of the amendment to indigenous Olympians (full article available to assist understanding)</li> <li>! Define key words and use them in new sentences</li> <li>! Watch the tribute video to indigenous Olympians</li> </ul> <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> <li>! Research more information on Indigenous Olympians</li> </ul>	<ul style="list-style-type: none"> <li>! AOC changes constitution article</li> <li>! Dictionaries, tablets or computers</li> <li>! Internet access for</li> <li>! <a href="http://corporate.olympics.com.au/olympic-feature/indigenous-stars/feature-detail">http://corporate.olympics.com.au/olympic-feature/indigenous-stars/feature-detail</a></li> <li>! <a href="http://corporate.olympics.com.au/news/aoc-changes-constitution-to-recognise-indigenous-heritage">http://corporate.olympics.com.au/news/aoc-changes-constitution-to-recognise-indigenous-heritage</a></li> </ul>

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
			<ul style="list-style-type: none"> <li>Identify local indigenous sportspeople or identities</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://media.olympics.com.au/collection/indigenous-recognition-at-aoc-2015-agm/aoc/aoc">http://media.olympics.com.au/collection/indigenous-recognition-at-aoc-2015-agm/aoc/aoc</a></li> </ul>
17. Australian Pride	60 + 30	<p><b>HPE</b></p> <ul style="list-style-type: none"> <li>Examine how identities are influenced by people and places (ACPPS051)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feelings and opinion (ACELA1525)</li> </ul> <p><b>L C P I</b></p>	<ul style="list-style-type: none"> <li>Watch excerpts from a speech given by Sir Peter Cosgrove in 2014 and take notes of key words and ideas.</li> <li>Discuss why he was chosen to deliver this speech to coaches and administrators</li> <li>Investigate in more detail selected phrases and language</li> <li>Create a knowledge bank of things that make you proud.</li> </ul> <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> <li>Write a speech on Australian Pride or School Pride</li> </ul>	<ul style="list-style-type: none"> <li>Internet access – <a href="http://media.olympics.com.au/video/sir-peter-cosgrove-speaks-to-campaign-rio">http://media.olympics.com.au/video/sir-peter-cosgrove-speaks-to-campaign-rio</a></li> <li>Video recorder or tablet</li> </ul>
18. Chatting to a Champion	60 + 30	<p><b>English:</b></p> <ul style="list-style-type: none"> <li>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase. (ACELA1516)</li> </ul> <p><b>Humanities and Social Sciences:</b></p> <p>Questioning</p> <ul style="list-style-type: none"> <li>Develop appropriate questions to guide an inquiry about people, events, developments, places,</li> </ul>	<ul style="list-style-type: none"> <li>Listen to <i>Learn from a Champ</i> video series where Olympians talk about values that are important to them</li> <li>Brainstorm how champions influence others</li> <li>Write interview questions for an Olympian</li> </ul>	<ul style="list-style-type: none"> <li>Internet access – <i>Learn from a Champ</i> online videos</li> <li><a href="http://media.olympics.com.au/video/learn-from-a-champ-alana-boyd-respect">http://media.olympics.com.au/video/learn-from-a-champ-alana-boyd-respect</a></li> <li><a href="http://media.olympics.com.au/video/learn-from-a-">http://media.olympics.com.au/video/learn-from-a-</a></li> </ul>

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
		<p><b>systems and challenges (ACHASSI122)</b></p> <p><b>HPE</b></p> <ul style="list-style-type: none"> <li>Examine how identities are influenced by people and places (ACPPS051)</li> </ul> <p><b>L C P I</b></p>	<ul style="list-style-type: none"> <li>Identify local champions and how they influence people</li> <li>Prepare to interview your local champion</li> <li>Video your interview</li> </ul> <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> <li>Share your interview</li> </ul>	<p><a href="http://media.olympics.com.au/video/learn-from-a-champ-ken-wallace-pride">champ-kim-crow-sportsmanship</a></p> <ul style="list-style-type: none"> <li><a href="http://media.olympics.com.au/video/learn-from-a-champ-ken-wallace-pride">http://media.olympics.com.au/video/learn-from-a-champ-ken-wallace-pride</a></li> <li>Video recorder or tablet</li> </ul>
19. Village art - drawing	60 + 30	<p><b>Visual Arts:</b></p> <ul style="list-style-type: none"> <li>Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)</li> </ul> <p><b>C P</b></p>	<ul style="list-style-type: none"> <li>Discuss previous village art and the purpose of the artwork for the Australian Olympic Team</li> <li>Analyse previous village art for key elements that reflect messages of encouragement and support and also reflects the Olympic movement</li> <li>Review other art to identify emotion or expression can be communicated through art</li> <li>Brainstorm elements that could be included in village art</li> <li>Create a piece of artwork for the Australian Olympic Team in Rio 2016</li> </ul> <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> <li>Write a letter of support for the Australian Olympic Team</li> </ul>	<ul style="list-style-type: none"> <li>Plan your artwork worksheet</li> <li>A3 paper for each child and art materials such as paint, crayons, pencils, felt pens.</li> </ul>

Activities	Time minutes	Australian National Curriculum in detail	Students will:	Preparation: Resources and web links
20. Media Art	90 Plus + 30 minutes	<p>English:</p> <ul style="list-style-type: none"> <li>! Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to the purpose and audience (ACELY1714)</li> </ul> <p>Media Arts:</p> <ul style="list-style-type: none"> <li>! Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)</li> </ul> <p>Digital Technologies:</p> <ul style="list-style-type: none"> <li>! Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (<a href="#">ACTDIP022</a>)</li> </ul> <p><b>L I C T C P E</b></p>	<ul style="list-style-type: none"> <li>! View inspirational videos for the Australian Olympic Team by Laurie Lawrence and a school.</li> <li>! Write a poem, song or message of support for the Australian Olympic Team</li> <li>! Prepare for a video production using a media plan guide.</li> <li>! Create a video of support for the Australian Olympic Team</li> </ul> <p><i>Would you like more?</i></p> <ul style="list-style-type: none"> <li>! Ask another class to evaluate your <i>Support the Australian Olympic Team</i></li> <li>! Create a video to inspire your class</li> </ul>	<ul style="list-style-type: none"> <li>! Internet access – <i>Aussie Team Poem: Beijing 2008</i> (<a href="http://media.olympics.com.au/video/aussie-team-poem-beijing-2008">http://media.olympics.com.au/video/aussie-team-poem-beijing-2008</a>)</li> <li>! Internet access – <i>Show your Support</i> entry by Birdsville State School. (<a href="http://media.olympics.com.au/collection/show-your-support">http://media.olympics.com.au/collection/show-your-support</a>)</li> <li>! <i>Media art plan</i> and <i>Checklist</i> worksheets</li> <li>! A range of media equipment: Tablet and/or computers, video camera, microphone, camera, photographs, books</li> </ul>

