AUSTRALIA

OLYMPICS UNLEASHED

GOVERNMENT OF WESTERN AUSTRALIA

Department of Education

Department of Local Government, Sport and Cultural Industries

Teacher Guide

Years 5–6

#OlympicsUnleashed

OLYMPICS UNLEASHED in Western Australia

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Overview

Olympics Unleashed connects students across the country with Olympians and aspiring Olympians. The program begins with an athlete delivering a presentation to students on the themes of:

- unleashing your passion
- goal setting
- facing and overcoming challenges
- determination, resilience and persistence, and
- enjoying what you are doing.

This resource, for Years 5 and 6 students, supports teachers to prepare for and build on the presentation and encourages students to unleash their passion by acknowledging challenges, seeking opportunities and being the best version of themselves.

Background information for teachers

Research shows that teaching resilience is one of the most difficult areas of the Health and Physical Education Curriculum. Yet teachers have the capacity to change the trajectory of a young person's life by teaching resilience.

Resilience is the capacity to achieve positive outcomes despite challenging or threatening circumstances, cope successfully with traumatic experiences, and avoid negative paths linked with risks[1]. It is the ability to 'bounce back' after encountering negative events, difficult situations, challenges or adversity and to t return to almost the same level of emotional wellbeing; and respond adaptively to difficult circumstances and still thrive[2].

In 2020, The Western Australian Commissioner for Children and Young People[3] consulted with the Department of Education, Catholic Education WA and the Association of Independent Schools of WA, as well as approximately 180 schools on the issues, approaches and resources to support student wellbeing. While several responses recognised the benefit of explicitly teaching social and emotional learning to students, overwhelmingly teachers identified the lack of resources to address the growing wellbeing needs of their students. This need was strongly evident in regional and remote communities where access to resources was even more limited.

The Australian Olympic Committee undertook Australia-wide research in 2018 across all demographics, which reaffirmed: the 'Olympic spirit' is an incredibly powerful concept that Australians want to engage with; and the mindset behind the Olympic spirit is people being at their own 'personal best'.

These are the characteristics Australians saw in Olympians, which they can apply to their own lives. While not everyone can be an Olympian, everyone can 'strive for excellence' and learn the life skills of leadership, teamwork, respecting rules, discipline and perseverance.

Ongoing research of teachers across the country continues to reaffirm that the Olympics Unleashed program remains highly relevant to both students and teachers. Resilience remains the most important value to teach students, while also being the hardest value to teach. Importantly, our research shows that the Olympics Unleashed program is helping teachers to teach and instil resilience in their students.

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[1] Zolkoski, S. M., & Bullock, L. M. (2012). Resilience in children and youth: A review. Children and Youth Services Review, 34(12), 2295–2303. https://doi.org/10.1016/j.childyouth.2012.08.009

[2] Cahill, H., Beadle, S., Forster, R., Smith, K.A., & Farrelly, A. (2014). Building resilience in children and young people: A Literature Review for the Department of Education and Early Childhood Development (DEECD). https://mentalhealthce.com/courses/Copy of contentSEA/SEA-Building-Resilience-Children-Young-People.pdf

[3] Commissioner for Children and Young People (2020). Supporting student wellbeing in WA schools, Commissioner for Children and Young People WA, Perth. https://www.ccyp.wa.gov.au/our-work/projects/student-wellbeing-in-schools/

By participating in the Olympics Unleashed program, teachers have the opportunity to become more knowledgeable about the concept of resilience in young people, more confident in the delivery of resilience lessons and reflect on their own resilience. The Olympics Unleashed professional learning course can be completed to attain accreditation hours for the Teacher Registration Board of Western Australia.

Recommended pre-reading, viewing and reflection

- Read *Supporting student wellbeing in WA schools* (Western Australian Commissioner for Children and Young People) and answer the reflection questions:
    - How does your school support student wellbeing?
    - How confident do you feel about your capacity to teach wellbeing topics?
    - What strengths do you have that would allow you to improve the teaching of wellbeing in your school?
- Read *Building resilience in children and young people* (Melbourne Graduate School of Education) and answer the reflection questions:
    - What strategies are the most effective for building resilience in young people?
    - How confident do you currently feel to teach about resilience?
    - What is one strategy you have learnt from this reading that you could implement immediately?
- Find an online resilience measure test and determine your own resilience capacity.
    - How might your own resilience impact your ability to teach about resilience?
    - What can you do to improve your own resilience?
- Visit Olympics Unleashed TV to familiarise yourself with the structure of the program and an insight into the way concepts are delivered.

Western Australian Curriculum links – Year 5 and 6

All lessons have been mapped to Version 8 of the Western Australian Curriculum: Health and Physical Education Curriculum (P–10) and General Capability: Personal and Social Capability.

Year 5 Health & Physical Education

Personal identity and change

Ways that individuals and groups adapt to different contexts and situations

Strategies to manage physical, mental/emotional and social changes associated with puberty

Healthy and active communities

Strategies that promote a safe, healthy lifestyle

Health messages that support and maintain an individual's health, safety and wellbeing

Interacting with others

Skills and strategies to establish and maintain respectful relationships

Ways in which inappropriate emotional responses impact on relationships

Understanding movement

Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing

Interpersonal skills

Responsibilities of different roles in a range of physical activities:

· player

· referee/umpire Ethical behaviour in applying rules in all game situations

Year 6 Health & Physical Education

Personal identity and change

Ways that positive self-identities can develop and change over time

Strategies and resources to understand and manage the physical, mental/emotional, and social changes and transitions associated with puberty

Healthy and active communities

Strategies that promote a safe, healthy lifestyle

Criteria that can be applied to sources of information, including online, to assess their credibility

Actions that promote and maintain community health, safety and wellbeing

Interacting with others

Skills to establish and manage positive relationships

Situations in which emotions can influence decision-making:

· in peer groups

· with friends

· with family

Understanding movement

Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing

Interpersonal skills

Interpersonal skills in physical activities

General Capability: Personal and Social Capability

Level 4 – Typically by the end of Year 6, students:

Self-Awareness

- Recognise Emotions
  explain how the appropriateness of emotional responses influences behaviour
  Example: explaining the likely consequences of inappropriate emotional responses in a range of social situations
- Recognise Personal Qualities and Achievements
  describe the influence that personal qualities and strengths have on their learning outcomes
  Example: keeping a journal or blog of how their personal qualities have helped achieve a positive learning outcome

Self-Management

- Express Emotions Appropriately
  explain the influence of emotions on behaviour, learning and relationships
  Example: noticing how emotions such as anger and excitement affect learning and impact on achievements and successes
- Develop Self-Discipline and Set Goals
  analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
  Example: identifying desired goals and making plans to achieve these results
- Become Confident, Resilient and Adaptable
  devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
  Example: developing coping strategies for managing setbacks

Olympics Unleashed Teacher Guide

Lesson 1: Pre-visit preparation

Theme:	What is Olympics Unleashed?
Lesson duration:	10–20 minutes
Purpose:	Prepare students for their Olympics Unleashed experience

Western Australian Curriculum links

Personal and Social Capability

Recognise Emotions
explain how the appropriateness of emotional responses influences behaviour

Express Emotions Appropriately
explain the influence of emotions on behaviour, learning and relationships

Teaching Sequence	Duration
What is Olympics Unleashed? Prepare for the upcoming visit by explaining that Olympics Unleashed takes Olympians and aspiring Olympians into Australian schools to inspire and motivate students to be their personal best. • Explain that there will be a 25–40 minute presentation followed by an opportunity for students to ask questions. • Provide students with the name of the visiting athlete/s and give a brief overview of their Olympic involvement.	2–5 minutes
Respectful participation As this lesson includes opportunities for the athletes and students to be honest and vulnerable, set some ground rules for respectful participation. Make this as formal as needed for the cohort of students. Some suggested ground rules are: • Accept that other people may hear, see, feel and think differently to you. • Be respectful of the experiences of others. • When talking about a challenge, try to use a **strengths-based approach** by focussing on the situation rather than blaming yourself or someone else.	3–5 minutes
Vocabulary preparation Explore the vocabulary needed for students to participate effectively in this topic. Without a suitable vocabulary, students may find it more difficult to express their feelings and opinions. Prepare a word wall if students require a high level of literacy support. • Suggested words include: resilience, challenge, cope, strategy, success, effort, attitude, inclusion, passion. • Note: The definition of 'resilience' is covered in detail in Lesson 2.	3–8 minutes
Worksheet 1A • Explain that students will take notes during the presentation. • Distribute the **Worksheet 1A: Olympics Unleashed**. • Read through the questions to prepare students prior to the athlete's presentation.	2 minutes

Lesson 2: Resilience

Theme:	Strategies to build resilience
Lesson duration:	40–50 minutes
Purpose:	Assess challenges and select appropriate strategies to cope

Western Australian Curriculum links

Health and Physical Education	Personal and Social Capability
Year 5: Ways that individuals and groups adapt to different contexts and situations Strategies that promote a safe, healthy lifestyle Year 6: Ways that positive self-identities can develop and change over time Strategies that promote a safe, healthy lifestyle	Become Confident, Resilient and Adaptable Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety. Example: developing coping strategies for managing setbacks

Teaching Sequence	Duration
Introduction Explain to students that they will be reflecting on the challenges faced by the Olympics Unleashed athlete and learning strategies to build resilience. Olympic Unleashed key messages include: • unleashing your passion • goal setting • facing and overcoming challenges • determination, resilience and persistence, and • enjoying what you are doing. Co-create a learning intention statement for this lesson.	2 minutes
Reflect on Olympics Unleashed session Review and discuss students' responses from the Olympics Unleashed session recorded on **Worksheet 1A: Olympics Unleashed**. • What challenges did the Olympics Unleashed athlete share during the presentation? • How did they meet these challenges? • Were there any surprises or unexpected strategies? • Did the athlete get it right on the first attempt? • What is your definition of resilience? • How did the Olympics Unleashed athlete show resilience?	10 minutes
Defining resilience Ask students to share their definition of resilience. Use classroom or digital dictionaries to find and compare formal definitions. Select or create a definition that gives the best meaning for the whole class. Some features of a good definition might include: • Coping when things go wrong • Bouncing back from disappointment or failure	10 minutes

• Staying positive • Looking for solutions to problems • Being willing to have a go even if you might fail • Standing up for yourself Set up a 'resilience board' by writing the definition on a poster, whiteboard or pinboard.	
Coping strategies to build resilience Recall the strategies the visiting Olympian used to overcome a challenge. Facilitate a brainstorming session to compile a list of coping strategies that students have used when facing challenges. For example: • get help from someone you trust or a trusted resource like Kids Helpline • accept that bad things sometimes happen • write a journal • talk to family or friends • look after yourself by eating well, exercising, relaxing, sleeping • keep trying • think positive thoughts • learn from your mistakes • set goals and make plans to achieve them • look for positives • practise problem solving • find things to make you feel calm. Write down the strategies and add them to the 'resilience board'. Extend: For an extension option, allow students to work independently or in pairs to list coping strategies and compile their own resilience board.	10 minutes
Scenarios and strategies Distribute printed copies of Worksheet 2A – Scenarios and strategies and read through the scenarios. Ask students to work individually or in pairs to: • Re-read each scenario • Record the emotions the characters are feeling • Recommend strategies that each character could use to build resilience. Discuss the scenarios as a whole class and allow students to share new strategies they think could be added to the resilience board. Support: For students requiring support, cut out and distribute individual scenario cards and have pairs of students complete one scenario and share their findings with the whole class.	10 minutes
Reflecting on resilience Ask students to reflect on their own ability to show resilience. • Are they more resilient in some situations? • Are they less resilient when they are tired, hungry, anxious? • Could they use any of the strategies suggested by their peers? • What strengths do they have that could help them be more resilient? Encourage students to select one strategy they would like to use more often to build resilience.	2–3 minutes

Lesson 3: Hearts and hands

Theme:	Achieving goals with attitude and effort
Lesson duration:	40–50 minutes
Purpose:	Identify desired goals and make plans to achieve them

Western Australian Curriculum links

Health and Physical Education	Personal and Social Capability
	Recognise Personal Qualities and Achievements describe the influence that personal qualities and strengths have on their learning outcomes. For example: keeping a journal or blog of how their personal qualities have helped achieve a positive learning outcome. **Develop Self-Discipline and Set Goals** analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals. For example: identifying desired goals and making plans to achieve these results.

Teaching Sequence	Duration
Introduction Explain to students that they will be learning that champions understand the value of attitude and effort in achieving their goals. Co-create a learning intention statement for this lesson.	2 minutes
What is an idiom? Explain the definition of an idiom: *Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, 'I am over the moon', 'on thin ice', 'a fish out of water'.)* Source: Western Australian Curriculum English v8.1 Glossary Present students with several common idioms and ask what they think they mean. Support: Be aware that some students, including EAL/D students, may require additional support to interpret idiomatic language. Display the following idioms: • Put your heart into something • Put your hand to something Ask students to: Think: Give students time to think about what the idioms mean. Pair: In pairs, try to come to an agreed interpretation of the idioms. Share: Allow time for pairs to share their ideas with the class and establish a shared interpretation of the idioms.	10 minutes
What makes a champion? Discuss which is more important to become a champion: putting your heart or passion into something, or putting your hand to, or working hard, at something. Reflect on the story of the Olympics Unleashed athlete. Did they put their heart into their dream, put their hand to it, or both? What would happen if you only put your heart into something but made no effort? What would happen if you only put your hand to something but had no passion for it?	10 minutes

Discuss the importance of both the heart and the hand in reaching a goal and becoming excellent at something. Support and context: If students are struggling to understand these concepts, provide real life examples that are relevant to the students. For example, Eva wants to play netball for Australia, but never goes to training; or Alex practises the piano every day but only because his parents tell him to.	
Hearts and hands Distribute Worksheet 3A – Hearts and hands and read through the example. Ask students to identify a passion they would like to pursue or a goal they would like to achieve and write it inside the first heart shape. If needed, provide suggestions for individuals or the whole class. Support or extend: Allow students to choose if they would like to write a second goal or work with a partner on their goal. If working independently: • Identify two passions or goals and write them in the hearts. • Determine five steps that could be taken to help achieve their goal. If working in pairs: • Both partners share their goal and write their partners goal in their second heart shape. • Work independently to recommend five steps that could be taken to help achieve their own and their partner's goal. • Share the recommendations with their partner and choose the suggestions they think will work best.	15 minutes
Reflection Direct students to cut out their 'hearts' and 'hands'. Create a shared display for the cut-out hearts with an appropriate title such as, *We will put out hearts into …* or *Our Goals*. Connection to community Discuss the role of accountability in helping us stick with our goals. Ask students to choose a friend or a family member to share their goal with and write their name on the back of their hand. Encourage students to keep their hand in a safe place at school or at home and regularly remind them to check in on their progress. As students complete their goals, encourage them to share their achievement with the class. Use an indicator such as a sticker or stamp on the heart to celebrate the achievement.	5 minutes (ongoing)

Lesson 4: Unleash your activity

Theme:	Unleashing your potential
Lesson duration:	70-80 minutes (planning) plus implementation time
Purpose:	Demonstrate leadership and resilience while designing and leading an activity to promote physical activity.

Western Australian Curriculum links

Health and Physical Education	Personal and Social Capability
Year 5: Strategies that promote a safe, healthy lifestyle Health messages that support and maintain an individual's health, safety and wellbeing Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing Year 6: Strategies that promote a safe, healthy lifestyle Criteria that can be applied to sources of information, including online, to assess their credibility Actions that promote and maintain community health, safety and wellbeing Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing	Become Confident, Resilient and Adaptable devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety. For example: developing coping strategies for managing setbacks.

Teaching sequence	Duration
Introduction Explain to students that they will be designing and leading a physical activity club for others at school. They will also be identifying challenges either in the design phase or implementation phase and applying resilient behaviours to demonstrate leadership. Co-create a learning intention statement for this lesson. Note: This lesson may be distributed over several sessions.	5 minutes
Setting the scene Context: Teachers should think about the best way to implement this activity before starting the lesson. For example, in your school, the activity might work best as a one-off activity for younger students; or you may have scope for a series of rotating activity stations for the whole school that could be revised and repeated over several weeks. Explain the parameters of the activity based on your decision. Discuss what sort of activities might help students get active and healthy as well as demonstrating respect, empathy and valuing diversity and inclusion. For example: • A physically active game that would be safe for Year 6 to play with Year 3. • A safe but physically active game for youngers students. • An activity that would help students develop a certain skill or type of fitness.	5 minutes

• A mindfulness activity such as yoga, balance, breathing and stretching exercises. Encourage ideas and brainstorming to stimulate thinking.	
Prepare for success Before splitting students into teams, distribute **Worksheet 4A: Prepare for success**. Ask students to think of their own ideas for an activity and record their thinking in the brainstorming space provided. Students can use sentences, keywords or diagrams to show their thinking. **Support**: Split students into teams based on your knowledge of skills and personalities. Allow students time to talk with their team members to determine each person's strengths. Complete the 'team strengths' section on **Worksheet 4A: Prepare for success**: Who is in your group and what are their strengths? Explain that, even with good planning, we often run into problems and challenges. A good coping strategy is to predict and prepare for challenges. Complete the 'coping with challenges' section on **Worksheet 4A: Prepare for success**: • Predict three challenges your team might face. • Think about what strategies you could use to be resilient and overcome your challenge. • Which team member should be responsible for managing this challenge?	20 minutes
Plan your activity Allow time for each team member to share their ideas from their brainstorming. Instruct teams to discuss the ideas and come to an agreement about their preferred choice. Distribute **Worksheet 4B: Plan your activity** and ask teams to record their plans in detail. Have each team present their ideas to the teacher and class to make sure activities are safe and feasible. Once approved, allow time for teams to prepare resources to promote their activity including: • a poster • a speech for the target audience, or • a visit to the participating classes.	20-30 minutes
Implement the plan Supervise and manage the delivery of the activities in whatever format you have chosen. If activities are being run more than once, encourage students to revise or modify their activity to make it better, safer or more suitable for the target audience. You may like to explain the CHANGE IT or STEPs methods to adapt sports activities to be more inclusive and to encourage success.	Variable
Wrap-up and reflection Distribute **Worksheet 4C: Wrap-up and refection** to each student. Encourage honest reflection on the following areas: • Successes: Think of three things that worked well and explain why it went well. • Challenges: Write down three challenges and what resilience strategies were used. • Rewind: If you could go back in time and start again, what would you do differently? • Resilience: Which team member would you nominate for a resilience award? Facilitate a sharing session and discuss learning. **Assessment opportunity**: **Worksheet 4C: Wrap-up and refection** can be used as a work sample to evidence assessment.	20 minutes

Olympics Unleashed Student Workbook

Worksheet 1A: Olympics Unleashed

Athlete Name:	
Sport:	

What did you **hear**?	What did you **see**?
What did you **feel**?	What did you **wonder**?
What **challenges** did the Olympics Unleashed athlete face?	
What is your definition of **resilience**?	
How did the athlete use **resilience** to face these challenges?	

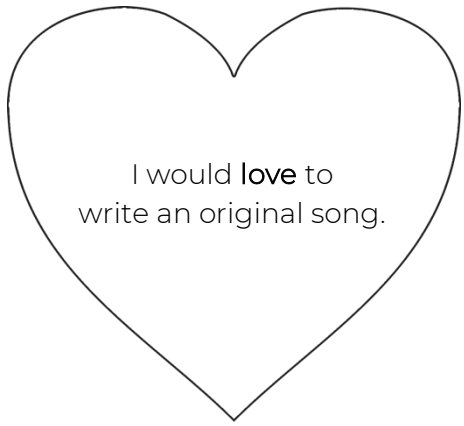
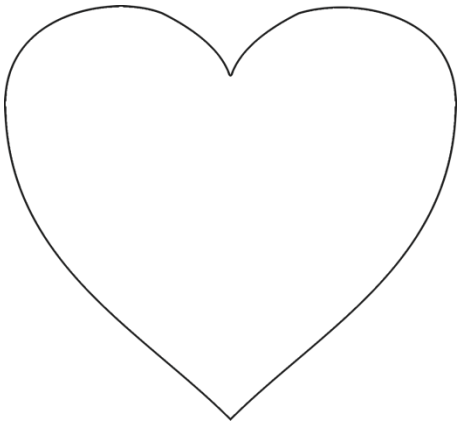
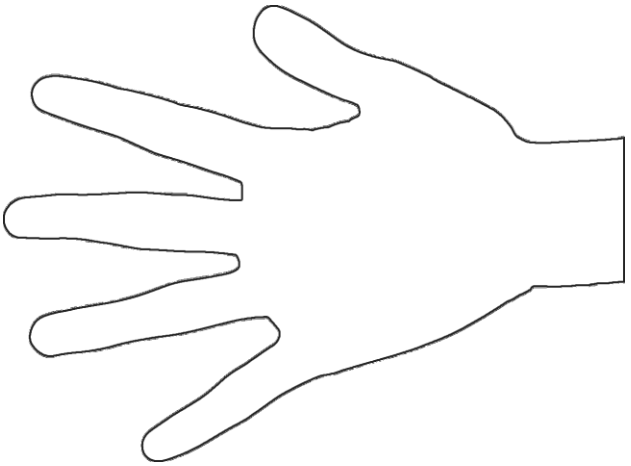
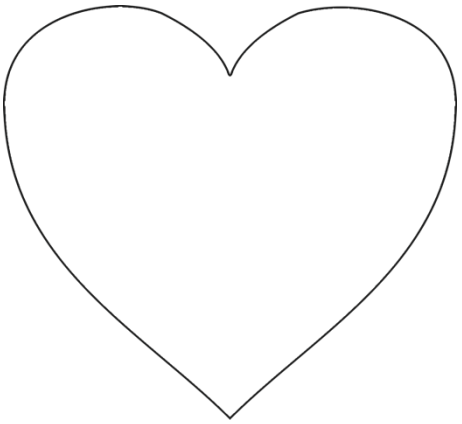
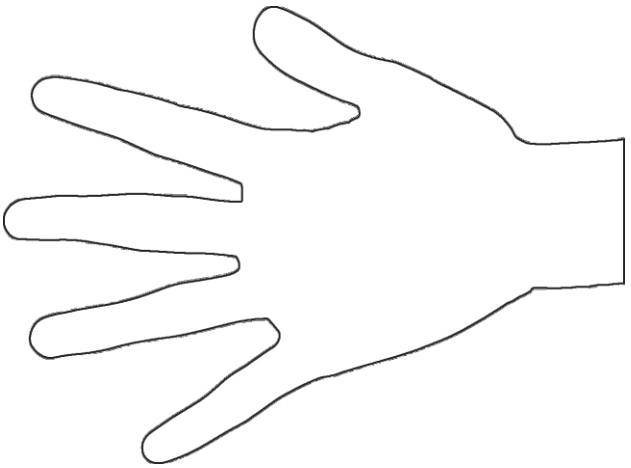
Worksheet 2A: Scenarios and strategies

Read the scenarios. Write down what emotions each person is feeling in each situation. Suggest some positive strategies the characters could use to show resilience in each scenario.

Scenario	Emotions	Suggested strategies
Riley is playing four-a-side soccer with seven other friends – exactly the right number of people for the game. Ingrid asks Riley if she can join in. Riley says they have the perfect numbers for the game and Ingrid cannot play. Ingrid pushes Riley over before stomping off.		
Iman has been practising his lines for the past week because he would like to get the lead role in the end of year drama presentation. When the drama teacher announces the lead role, Iman has not been selected. He feels his eyes start to water and he runs out of the room.		
Tia is being annoying. She keeps banging the table while George is trying to do his work. George gets really upset and yells at Tia. The teacher thinks it is George making all the noise, so she gets cross with him while Tia smirks.		
Jess worked hard on writing and preparing her speech for a leadership role at school. She isn't selected. She feels like she has failed. She really wants to be a leader and develop her skills.		
Clarke has been put in a group for a class activity with Charlotte, Luke, Arian and Jules – a group that are not his friends. He crosses his arms and refuses to work with them.		
Kiri has been playing with the same netball team for four years and they are in the final. The day before the game, Kiri injured her ankle putting her out of the game. She spends the game sitting quietly on the sideline watching her teammates play without her.		
Jaya has always been good at maths. There is a maths competition coming up and she doesn't think she needs to prepare for it. On the day of the competition, she opens the test and realises that it is much harder than she expected. Her mind goes blank, and her hands start to sweat.		

Worksheet 3A: Hearts and hands

Look at the example of a hearts and hands goal. Think of two goals you'd like to put your heart into and explain how you will put your hand to achieving it.

Heart What do you want to put your heart into?	**Hand** What could you do to achieve your goal?
Example:  	Example: 
	
	

Worksheet 4A: Prepare for success

Plan a physical activity for a group of students in your school.

Brainstorming What are your own ideas for a fun physical activity for a group of students in your school?

Team strengths Who are your team members? List some of their strengths.

Coping with challenges
Predict three challenges your team might face.
Think about what strategies you could use to be resilient and overcome your challenge.
Which team member/s should be responsible for managing this challenge?

Challenge	Strategies	Who
1		
2		
3		

Worksheet 4B: Plan your activity

Team members: _____

Who	Who is your activity for?		
	Why did you choose this group of students?		
	What do you already know about this group of students?		
	What do you need to find out about this group of students?		

What	What game or activity will you create?		
	Why is this activity good for your group of students?		
	How will you make it super cool and fun?		
	What equipment will you need?		

When	How long will it take?		
	How many sessions?		
	When will you run it?		

How	How will you make sure your activity is safe and fair?		
	How could you change your activity if it is too hard or too easy for some of the students?	Too hard	Too easy
	How will you promote your activity?		

Worksheet 4C: Wrap-up and reflection

Let's find out how successful your activity was and what you learnt along the way.

Successes: Think of three things that worked well. Explain why you think it went well.	
What worked well?	**Why do you think this happened?**
1	
2	
3	

Challenges: Write down three challenges you faced. What resilience strategy did you use?		
Challenge	**Resilience strategy**	**What was the outcome?**

Rewind: If you could go back in time and start again, what would you do differently?

Resilience: Which member of your team would you nominate for a resilience award?	
Team member	**How did they show resilience?**