AUSTRALIA

OLYMPICS UNLEASHED

GOVERNMENT OF WESTERN AUSTRALIA

Department of Education

Department of Local Government, Sport and Cultural Industries

Teacher Guide

Years 7–8

#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
- building resilience
- facing and overcoming challenges
- determination and setting goals, and
- enjoying what you are doing.

This resource, for Years 7 and 8 students, supports teachers to prepare for and build on the presentation and encourages students to unleash their passion by nurturing their strengths, 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 7 and 8

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 8 Health & Physical Education	Year 9 Health & Physical Education
Personal identity and change Strategies to cope with and manage the impact of changes and transitions **Staying safe** Skills and strategies to promote physical and mental health, safety and wellbeing in various environments **Healthy and active communities** Benefits to individuals and communities of valuing diversity and promoting inclusivity **Interacting with others** Strategies for managing the changing nature of peer and family relationships Role of power and coercion within relationships, and how these can be influenced by gender stereotypes Personal, social and cultural factors that influence emotional responses and behaviour **Interpersonal skills** Verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group	**Personal identity and change** Factors that shape personal identities and adolescent health behaviours Strategies for managing changes and transitions **Healthy and active communities** Impact of external influences on the ability of adolescents to make safe and informed choices relating to: · sexual health behaviours · alcohol, drugs or other harmful substance use · risk-taking Implications of attitudes and behaviours on individuals and the community **Interacting with others** Characteristics of respectful relationships and how these can prevent violence and abuse Managing emotional responses and resolving conflict in family or social situations **Interpersonal skills** Skills and strategies for effective leadership, including teamwork and motivation

General Capability: Personal and Social Capability

Level 5 – Typically by the end of Year 8, students:

Self-awareness

- **Recognise emotions**
  examine influences on and consequences of their emotional responses in a learning, social and work-related contexts
- **Recognise personal qualities and achievements**
  make a realistic assessment of their abilities and achievements, and prioritise areas for improvement
- **Understand themselves as learners**
  identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning
- **Develop reflective practice**
- predict the outcomes of personal and academic challenges by drawing on previous problem solving and decision-making strategies and feedback from peers and teachers

Self-management

- **Express emotions appropriately**
  forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour
- **Develop self-discipline and set goals**
  select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals
- **Work independently and show initiative**
  critique their effectiveness in working independently by identifying enablers and barriers to achieving goals
- **Become confident resilient and adaptable**
  assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence

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

Health and Physical Education	Personal and Social Capability
	Express emotions appropriately forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour

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 potentially sensitive content and topics, set some ground rules for respectful participation. Make this as formal as needed for the cohort of students. Some suggested ground rules are: • It is not necessary to mention names or individuals when describing personal challenges. • Accept that challenges may be perceived differently by different people. • Be respectful of the experiences of others. • Try not to use language or share stories that discriminate or divide. • If the discussions become overwhelming or confronting, speak to your teacher or another adult you trust.	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. • Challenge, resilience, strengths, inherent, self-belief, self-awareness, self-talk, attitude, perspective, problem solving, goal setting, gratitude, mindset, support network.	3–8 minutes
Worksheet 1A • Explain that students will take notes during the presentation. • Distribute the **Worksheet 1A: Olympics Unleashed – Challenge me**. • Read through the questions to prepare students prior to the athlete's presentation.	2 minutes

Lesson 2: Challenge me

Theme:	Facing challenges
Lesson duration:	50–60 minutes
Purpose:	Assess and apply strengths or strategies to approach challenges

Western Australian Curriculum links

Health and Physical Education	Personal and Social Capability
Year 7 Feelings, emotions and cultural beliefs and values associated with transitions; practising self-talk and help-seeking strategies to manage these changes Ways to manage physical, emotional, and social changes associated with puberty **Year 8** Strategies to cope with and manage the impact of changes and transitions Skills and strategies to promote physical and mental health, safety and wellbeing in various environments	**Recognise emotions** examine influences on and consequences of their emotional responses in a learning, social and work-related contexts **Develop reflective practice** predict the outcomes of personal and academic challenges by drawing on previous problem solving and decision-making strategies and feedback from peers and teachers **Become confident resilient and adaptable** assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence

Teaching Sequence	Duration
Introduction Explain to students that they will be reflecting on the big ideas spoken about by the Olympics Unleashed athlete and learn strategies to face challenges. Olympic Unleashed key messages include: • Finding what you enjoy doing the most and pursuing it with purpose • Challenges and meeting challenges • Embracing opportunities • Resilience	2 minutes
Reflect on Olympics Unleashed session Review and discuss students' reflections on the Olympics Unleashed session. • What were some of the big ideas the Olympics Unleashed athlete spoke about? • What challenges did the Olympics Unleashed athlete share during the presentation? • What strengths did they use to help them 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/ determination/ focus?	10 minutes
Challenges – speed bump or mountain? Ask students to focus on the challenges that the Olympic athlete shared. Explain that everyone faces challenges. Some challenges are like speed bumps – they slow us down, but we get over them quickly. Other challenges are more like mountains – they make us change course or take a lot of time and effort to get over.	20 minutes

Use the scenario cards from **Worksheet 2A – Challenge scenarios** to assess the impact of a range of challenges. Students work in pairs or small groups to classify challenges as speed bumps or mountains. If needed, they can add categories in-between or sort each challenge along a continuum. Alternatively, allow students to order or classify the challenges on their own, then compare and discuss with a partner. Discuss the variations between groups and individuals. Explain that the size and impact of a challenge can vary from one person to another.	
Personal challenges Note: Determine whether students will feel safe and comfortable participating in this activity. An alternative would be to provide this as a follow up task. Students complete an individual reflection on a challenge they have faced in the past using **Worksheet 2B – My challenge**. • How did you approach this challenge? • What were some of the strengths you demonstrated? • How did you use your strengths to face this challenge? • Who could have helped you? • What advice would you give to others if they were in a similar situation? • How can you support someone who is facing challenges? For example, friendship group challenges, injury, feeling isolated, moving schools. • What strengths or strategies do you think would be helpful if you were faced with a similar challenge in the future.	10 minutes
Using our strengths Recall the strengths and strategies the visiting Olympian used to overcome a challenge. Facilitate a brainstorming session to compile a list of strengths that can be used when facing challenges. For example, I am a good writer and journaling helps me overcome challenges; I enjoy fitness and find that exercising helps me get a clear head; I am good at staying calm and this gives me time to think and plan. Make a list of the strengths suggested. Have students identify their existing strengths from the list. Are there any strengths they would like to develop? What would they need to do to develop those strengths?	10 minutes

Lesson 3: Characteristics of a champion

Theme:	What makes a champion
Lesson duration:	50–60 minutes (with optional extension activity)
Purpose:	Analyse characteristics of champions and build strategies to incorporate these into students' lives

Western Australian Curriculum links

Health and Physical Education	Personal and Social Capability
Year 7 Feelings, emotions and cultural beliefs and values associated with transitions; practising self-talk and help-seeking strategies to manage these changes Ways to manage physical, emotional, and social changes associated with puberty Help-seeking strategies that young people can use in a variety of situations Impact of relationships on a person's wellbeing Ways in which decision-making, respect and empathy in developing respectful relationships can be influenced by gender stereotypes Factors that influence emotional responses and behaviour Communication skills that support and enhance: · group and team cohesion · leadership · inclusion **Year 8** Strategies to cope with and manage the impact of changes and transitions Skills and strategies to promote physical and mental health, safety and wellbeing in various environments Strategies for managing the changing nature of peer and family relationships Impacts of bullying and harassment on relationships, including online relationships Role of power and coercion within relationships, and how these can be influenced by gender stereotypes Personal, social and cultural factors that influence emotional responses and behaviour Verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group	**Recognise personal qualities and achievements** make a realistic assessment of their abilities and achievements, and prioritise areas for improvement **Become confident resilient and adaptable** assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence

Teaching Sequence	Duration
Introduction Explain to students that they will be exploring some characteristics of champions and learning strategies to apply them in their own lives.	2 minutes
Champion words Distribute the **Worksheet 3A – Champion words** or display on a board. As a whole class or in small groups or pairs discuss: • the definition of each word • whether there is any connection between words. **Champion words**: successful, wealthy, tall, winner, gifted, resilient, talkative, persistent, hard-working, self-directed, positive, confident, happy, intelligent, friendly, strong, honest, brave.	10 minutes
Research task Students research athletes who have an interesting story that makes them a champion. • Steven Bradbury • Herb Elliot • Craig Stevens • Caroline Buchanan • Poppy Starr Olsen • Kurt Fearnley • Nova Peris • Kyle Vander-Kuyp If needed, provide links to reliable digital resources to assist. For example: – **Steven Bradbury**: https://www.youtube.com/watch?v=vN7ih576VYM – **Herb Elliot**: https://aso.gov.au/titles/documentaries/what-makes-champion/clip3/ – **Kurt Fearnley**: https://www.abc.net.au/education/learn-english/new-south-wales-australian-of-the-year-kurt-fearnley/10746490	30 minutes
Mind map Students complete the mind map activity on **Worksheet 3B – Characteristics of champions** using the words from **Worksheet 3A – Champion words** to show their understanding of the characteristics, skills and traits of a champion. From the mind map, students choose their top **three** characteristics or skills of a champion and describe how these can be developed. • What characteristics do champions possess? • Which three characteristics do you think are the most important? • How could these characteristics be developed?	10 minutes
#ChampionsAre Working independently or in pairs, design an inspiring poster that the Australian Olympic Committee could use to encourage school students and future Olympians to be champions. Designs should capture the one of the three characteristics of a champion they identified on their worksheet and include: • A catchy title • Brief, meaningful text/copy • Appropriate imagery • The hashtag #ChampionsAre Designs can be sketched or digitally created using available software (Canva, Adobe Spark, or similar). ** If the students are willing to share, please email posters to education@olympics.com.au	30 minutes (optional)

Lesson 4: Unleash your potential

Theme:	Unleashing your true potential
Lesson duration:	70 minutes
Purpose:	Analyse Olympics Unleashed athletes' goal setting and apply techniques to their own goal setting to unleash their potential.

Western Australian Curriculum links

Health and Physical Education	Personal and Social Capability
Year 7 Feelings, emotions and cultural beliefs and values associated with transitions; practising self-talk and help-seeking strategies to manage these changes Ways to manage physical, emotional, and social changes associated with puberty Help-seeking strategies that young people can use in a variety of situations Impact of relationships on a person's wellbeing Ways in which decision-making, respect and empathy in developing respectful relationships can be influenced by gender stereotypes Factors that influence emotional responses and behaviour **Year 8** Skills and strategies to promote physical and mental health, safety and wellbeing in various environments Personal, social and cultural factors that influence emotional responses and behaviour	**Recognise personal qualities and achievements** make a realistic assessment of their abilities and achievements, and prioritise areas for improvement **Develop reflective practice** predict the outcomes of personal and academic challenges by drawing on previous problem solving and decision-making strategies and feedback from peers and teachers to regulate behaviour **Develop self-discipline and set goals** critique their effectiveness in working independently by identifying enablers and barriers to achieving goals **Become confident resilient and adaptable** assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence

Teaching sequence	Duration
Introduction Explain to students that they will be viewing a set of videos on the approach athletes take when unleashing their passion. Students discuss different approaches and through discussion define their own approach to goal setting to unleash their passion.	5 minutes
Olympics Unleashed videos Watch video clips of Olympic athletes sharing their goal setting techniques from the Olympics Unleashed website: Olympics Unleashed.	10 minutes
Goal setting Discuss the goal-setting techniques used by the athletes: • What are some of the similarities and differences between each athletes' approach to unleashing their passion? • What opportunities did these athletes take to approach challenges?	10 minutes

<table>
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- Why do you think these athletes want to share their techniques with you?
- What is the purpose of setting goals to pursue their passion?
- What techniques of goal setting have the students tried? What worked well? What didn't work so well?

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Process goals

Explain that many goals are too broad and set us up for failure.
Introduce the concept of process goals:

- Process goals are small actions that lead to a larger goal.
- Process goals make it more likely that you will achieve your larger scale goal.
  For example:

<table>
<tr><th>Broad goal</th><th>Process goal</th></tr>
<tr><td>Succeed in a long-distance running event</td><td>Run 5km twice a week for a month</td></tr>
<tr><td>Be able to write a complete essay in an exam</td><td>Write 1 000 words every day for a week</td></tr>
<tr><td>Become happier and more positive</td><td>Every night for a month, write down three things I'm grateful for</td></tr>
<tr><td>Perform at the end of year concert</td><td>Practise 4 days a week for 30 minutes</td></tr>
</table>

- Ask students to give their own examples of broad and process goals

</td><td>5 minutes</td></tr>
<tr><td>

Ted Talk inspiration

Watch video: Try something new for 30 days
https://ed.ted.com/lessons/try-something-new-for-30-days-matt-cutts

</td><td>5 minutes</td></tr>
<tr><td>

30-day challenge

Outline the 30-day challenge.

- View examples by displaying **Worksheet 4A – Examples of 30-day challenges**
- Discuss setting a simple challenge initially for example, preparing my lunch the night before (to reduce morning stress, to eat a healthier lunch and save money).
- Move to more complex challenges to build capabilities.
- Think about who could support you to keep you accountable and on track.

</td><td>10 minutes</td></tr>
<tr><td>

My 30-day challenge

Distribute **Worksheet 4B: Unleash your potential – 30-day challenge**
Students work independently to write their 30-day challenge.

</td><td>10 minutes</td></tr>
<tr><td>

Video diary

Encourage students to keep a video journal of their 30-day challenge.
** If the students are willing, please email video diaries to education@olympics.com.au

</td><td>(optional)</td></tr>
</table>

Olympics Unleashed Student Workbook

Worksheet 1A: Olympics Unleashed – Challenge me

Athlete Name:	
Sport:	
What were some of the **big ideas** the Olympics Unleashed athlete spoke about?	
What was one message that you found **interesting** or connected with?	
What **challenges** did the Olympics Unleashed athlete share during their presentation?	
What **strengths** did they use to deal with the challenges?	
What is one **strength** you have that is useful when you face challenges?	
What is your definition of **resilience**?	
How could you **show resilience** in a challenging situation?	

Worksheet 2A: Challenge scenarios

Everyone faces challenges.

Some challenges are like speed bumps – they slow us down, but we get over them quickly. Other challenges are more like mountains – they make us change course or take a lot of time and effort to get over.

Cut out the challenge scenario cards and sort them into groups – speed bumps and mountains. You may choose to add some other categories in-between.

Extension: If you're up for a bigger challenge, put the cards in order from smallest to greatest challenge.

Someone loses their phone	**Someone borrows money and is not able to pay it back**	**Someone feels overwhelmed by school assignments**
Someone feels pressured by friends to drink alcohol	**Someone loses a pet**	**Someone misses out on selection in a sports team despite training hard**
Someone sees their friend being bullied	**Someone's friend shares their private photos online without permission**	**Someone notices their best friend moving into another social group**
Someone feels nervous about doing a speech in front of the class	**Someone forgets their lunch**	**Someone feels hungry all the time**
Someone is in a family that can't afford to buy the things they need	**Someone feels left out**	**Someone feels like that have no one they can trust**
Someone feels let down by a parent	**Someone must move schools and doesn't want to**	**Someone finds out a family member has a serious illness**

Worksheet 2B: My challenge

Think of a challenge you have faced in the past and how you approached it.
Rate your challenge from 1 being extremely challenging, to 5 being not so challenging.

What is a challenge you faced in the past?	
Challenge rating: (1 = extremely challenging; 5 = not particularly challenging)	

Questions	My challenge
How did you approach this challenge?	
What were some of the strengths you demonstrated?	
How did you use your strengths to face this challenge?	
Who could have helped you?	
What advice would you give to others if they were in a similar situation?	

Coping with challenges

After the class discussion, choose three strengths or strategies that you think would be helpful if you are faced with a similar challenge in the future.

1

2

3

Worksheet 3A: Champion words

successful	wealthy
tall	winner
gifted	friendly
strong	honest
brave	happy
resilient	intelligent
talkative	persistent
hard-working	self-directed
positive	confident

Worksheet 3B: Characteristics of a champion

Think about the characteristics of your visiting Olympic athlete or research other champions of the Olympic Games.

Create a mind map showing the characteristics, strengths and skills of a champion.

Champions

Optional reflection: Highlight the characteristics, strengths and skills you think you already possess. Underline any characteristics that you would like to develop.

Choose what you believe are the top three characteristics, strengths or skills of a champion and describe how these can be developed.

Characteristic	How could this characteristic be developed?

Worksheet 4A: Examples of 30-day challenges

1. Start with a broad goal.

Quit a bad habit that bothers me	Get outside more	Save money
Be kinder to people	Get a part-time job	Wake up earlier
Improve my grades in mathematics	Stretch more	Complete an art project
Take better care of my teeth	Eat more healthy food	Become more grateful
Get fit enough for the next sport season	Keep my room tidier	Spend less time on social media

2. Design a process goal.

Sit down at the table for breakfast every morning	Read for 15 minutes before bed each night	Find time for 30 minutes of exercise every day
Do 25 crunches every day	Take a walk rain or shine	Keep a gratitude journal
Don't buy anything new for a whole month	Donate or toss one item every day	Use my smart phone for actual phone calls
Eat something green with each meal	Set a bedtime and stick to it	Read a book
Avoid products wrapped in plastic	Turn off all electronics after 8pm	Keep track of my expenses
Floss my teeth twice a day	Go for a walk or run three times a week	Limit access to social media to 30 minutes a day
Walk 10,000 steps three times each week	Keep a list of what I accomplished each day	Pack my lunch the night before
Learn a new word every day	Make time each day to do absolutely nothing	Put time on the calendar for two driving lessons a week
Ask a new person each day what makes them happier than anything else	Set aside 3 times teach week to practice a hobby	Take 10 deep breaths in and out in the morning and before bed

Worksheet 4B: Unleash your potential – 30-day challenge

Name:	Start date:	End date:
My broad goal:		
It is important to share your goal with a trusted friend or adult, so they can support, encourage and keep you accountable. I will share my goal with:		
Preparation and process goals to reach my broad goal: 1 2 3 4		
Two things that will help me reach my goal: 1 2		
I will know I have reached my goal because:		

Check in on your progress each week. How are you going? What needs to change?			
Week 1:	Week 2:	Week 3:	Week 4: