AUSTRALIA

OLYMPICS
UNLEASHED

in South Australian Schools

YEAR 9



Government of South Australia

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AUSTRALIA | OLYMPICS UNLEASHED



Overview

The ***Australian Olympic Committee's*** (AOC) Olympics Unleashed program connects students across the country with Olympians and aspiring Olympians to inspire the next generation. The journey begins with an athlete-led presentation focused on the following themes:

- Unleashing passion
- Building resilience
- Overcoming challenges
- Setting goals with determination
- Finding joy in the journey

This resource is aligned with the Australian Curriculum Version 9.0 learning area of Health and Physical Education (HPE) and General Capability: Personal and Social Capability (Level 5). It is designed to help teachers prepare for and extend the athlete's presentation. It encourages students to nurture their strengths, acknowledge challenges, and strive to be the best version of themselves. The student-centred activities promote collaboration and empower students to collectively navigate challenges, respect diverse perspectives, and take ownership of their personal growth.

Teachers play a vital role in fostering student resilience. By leveraging the 'Olympic spirit' (centered on perseverance, discipline, and achieving a 'personal best') this resource provides essential social and emotional learning to support growing student wellbeing needs.

Lesson structure

Each of the four lessons within the Olympics Unleashed: Year 9 schools program has been designed to cater to varying student abilities, offering engaging, interactive and student centered activities. It is recommended to complete all four lessons in sequence.



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Australian Curriculum Links

Year 9

Health and Physical Education

Identities and Change

- AC9HP10P01 analyse factors that shape identities and evaluate how individuals influence the identities of others
- AC9HP10P02 refine, evaluate and adapt strategies for managing changes and transitions

Interacting with others

- AC9HP10P04 evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships
- AC9HP10P05 propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities

General Capabilities

Personal and Social Capability (Level 6)

Self-awareness

- Personal awareness: devise personally appropriate strategies to achieve growth
- Emotional awareness: reflect on their emotional responses to different situations
- Reflective practice: evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

Self-management

- Goal setting: adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness
- Emotional regulation: regulate emotions in a range of contexts, evaluating and refining their own self-management strategies
- Perseverance and adaptability: devise, evaluate and adapt strategies to engage with unexpected or challenging situations

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TEACHER GUIDE

YEAR 9

Government
of South Australia

Lesson Information

Assessment options

Choose from the following options as needed:

Assessment for learning

- Monitor understanding in class discussions and questioning.

Assessment as learning

- Teacher observations and teacher feedback through tracking sheets.

Assessment of learning

- Collect work samples
- Teacher feedback

Differentiation

Differentiation

Choose from the following options available in each lesson:

Scaffolded

- Modify and scaffold to cater for students' needs.
- Before the lesson, provide vocabulary lists and definitions.
- Activate students' prior knowledge by creating a mind map of what students already know about the athlete and the Olympics Games.

Core

- Activities can be completed: individually, in pairs or small groups, or as a whole class where needed.

Enrichment

- Enrichment activities have been provided to encourage students to build upon their learning.

Connecting home and school

- Communicate with families that their child will be taking part in the Olympics unleashed program which will include an athlete-led presentation.
- If applicable, add Olympic Games themed tasks to class homework activities.
- Invite family or community members with Olympic connections or experience to talk to the class.
- Classroom lessons will be connected to real life experiences through key messages, vocabulary, conversation starters and interactive activities.

Lesson 1 Pre-visit preparation

Theme: What is Olympics Unleashed? **Duration:** 35 minutes

Lesson Overview

In this lesson, students will unpack the hidden realities of elite success, challenge societal stereotypes about natural talent, and formally establish a respectful culture for discussing sensitive topics.

Learning Intention

We are learning to establish respectful relationships and challenge our biases about what shapes a successful identity.

Success Criteria (suggested)

I will know I am successful when I can:

- Evaluate how respect and empathy create a safe environment for sharing.
- Propose strategies to challenge the stereotype of 'overnight success'.

Guiding Questions

- What hidden challenges or setbacks do elite athletes face that the public rarely see?
- How do empathy and respect influence the way we communicate in a group?

Vocabulary (oral only)

Attitude	Challenge
Goal setting	Mindset
Perspective	Problem-solving
Resilience	Self-awareness
Self-belief	Strengths
Support network	

Resources

- Olympics Unleashed TV
- Visiting Athlete Bio - (Note: An accompanying bio about your visiting athlete has been emailed to you with this lesson plan)
- Sticky notes
- Worksheet 1: Challenge me

Lesson 1 Pre-visit preparation

Differentiation

Scaffolded:

- Create a visual word wall for the vocabulary to support literacy needs.
- Provide sentence starters for respectful participation to ensure all students can contribute to class ground rules. For example:
  - To make sure everyone feels safe, we should ...
  - *I would prefer not to share that part, but I can say ...*
- Provide a visual symbol system (e.g. a 'thumbs up' to agree, a 'stop sign' icon to pass or set a boundary) as a non-verbal way to participate and respond during activities.
- Provide a list of 'under the surface' physical and mental challenges for the Iceberg activity that students can categorise.

Enrichment:

- Have students run the 'values auction,' requiring them to act as the auctioneer and critically challenge the groups on their bidding choices.
- Students draft three deep-dive questions for the visiting athlete focusing on resilience, mindset, or overcoming failure.
- Students can present these as an interview panel to the class, selecting the best ones to ask during the athlete visit session.



Lesson 1 Pre-visit preparation

Engage 5 mins

Watch / Listen / Read - Learn

What is Olympics Unleashed?

- Prepare for the upcoming visit by reviewing and discussing the visiting athlete's bio and their Olympic or aspiring Olympic journey. Note: Refer to the visiting athlete's bio provided to check if they are an Olympian or an aspiring Olympian (i.e. an Australian representative on the journey to LA 2028 or the French Alps 2030).

Explore 15 mins

Make Connections - Think

Respectful participation

- Students collaborate to establish a class set of 'respectful participation rules'. E.g. Keep personal stories anonymous, respect different boundaries, and know it is okay to pass/step away if a topic feels too uncomfortable.

Interactive word wall

- In groups students draw a large iceberg. The tip is labeled 'Olympic Gold.'
- Below the water, students brainstorm and list all the unseen physical and mental challenges that shape an athlete's identity (e.g. early morning alarms, injuries, strict diets).
- Students pair up to share and discuss their findings.

Create 15 mins

Try Something New - Do

The values auction

- Students are placed in small groups and given a set budget of 'virtual dollars'.
- The teacher auctions off characteristics (e.g. natural talent, perfect genetics, resilience, wealth, a supportive family, elite coaches, humour, grit).
- Groups must strategise and bid on the traits they think are most essential for navigating life's challenges.
- Following the auction, students must justify why they spent their money the way they did.

Worksheet 1: Challenge me.

- Discuss the questions on Worksheet 1: Challenge me. Students will complete the worksheet following the athlete visit.

Note: Ensure students have their worksheets ready before the athlete arrives so they can record key insights during the presentation.

Lesson 2 Meeting challenges

Theme: Meeting challenges **Duration:** 60 minutes

Lesson Overview

In this lesson, students will dive deeply into the emotional reality of unexpected obstacles through empathy mapping, and investigate actionable coping strategies to manage life transitions.

Learning Intention

We are learning to reflect on our emotional responses to challenges and adapt strategies to navigate life transitions effectively.

Success Criteria (suggested)

I will know I am successful when I can:

- Map the thoughts and emotions of someone experiencing a severe challenge.
- Adapt and propose management strategies for a peer facing a difficult transition.

Guiding Questions

- Why does the same obstacle trigger completely different emotional responses in different people?
- How can we regulate our emotions when faced with a sudden change?

Vocabulary (oral only)	
Community	Coping strategy
Emotional regulation	Empathy
Transition	

Resources

- Completed Worksheet 1: Challenge me
- Bree Walker - Embracing Change
- Worksheet 2: Meeting challenges

Lesson 2 Challenge me

Differentiation

Scaffolded:

- Empathy map – provide a scaffolded worksheet that includes guiding prompts within each quadrant:
  - *Thinking: What might they be saying to themselves inside their head?*
  - *Feeling: What emotions might they be hiding vs. showing?*
  - *Saying: What might they say to their parents and friends?*
  - *Doing: What actions might they take to cope (or to avoid the problem)?*
- Provide a template with sentence starters for the journaling activity:
  - *One challenge I faced was ...*
  - *I used my strength of [strength] to help me by ...*
  - *In the future, I could also try [strategy] to help me ...*

Enrichment:

- Students design a 60-second public service announcement (PSA) (poster, TikTok-style script, or radio ad) for peers addressing a 'What if?' scenario from Worksheet 2. The message must focus on promoting coping strategies and a culture of help-seeking.required.



Lesson 2 Challenge me

Engage 10 mins

*Watch / Listen / Read - **Learn***

Olympics Unleashed reflection

- Review and discuss students' reflections from worksheet 1 on the Olympics Unleashed session.
- Define 'resilience' and brainstorm characteristics of highly resilient people.
- Students identify one resilience trait and provide an example from an athlete, a person they know, and their own life.

Explore 20 mins

*Make Connections - **Think***

What if?

- Using the Part A 'What if?' scenario cards from Worksheet 2 – Meeting challenges, students choose one or more of the scenarios and create an empathy map. They imagine themselves or someone else experiencing this challenge.
- Students divide an A4 page into four and label each quadrant: **Thinking, Feeling, Saying, Doing**. They fill in the empathy map for their chosen scenario/s.
- Set up a class set of the scenario cards around the classroom. In pairs students rotate through the stations. At each station, they must discuss:
  - Why is this scenario challenging?
  - Rate the severity of the challenge from 1 (not so challenging) to 5 (extremely challenging).
  - Recommend two actionable strategies to help.

Teacher note: These scenarios touch on sensitive real-life experiences. Please ensure students feel safe to opt-out or choose a different scenario if they find a particular topic too distressing.

Create 20 mins

*Try Something New - **Do***

Using our strengths

- As a class, compile a list of coping strategies and strengths that can be used when facing challenges *(e.g. journaling, exercising, seeking a support network)* based on what the Olympian shared and their own experiences.
- Students identify which existing strengths they possess and select new strategies they want to develop for future obstacles.

Worksheet 1: Challenge me.

- Using Part B of the worksheet, students write about a challenge they faced in the past, the coping strategies they used, and advice they would give to someone in a similar situation.

Lesson 3 Are champions born or made?

Theme: The champion in all of us **Duration:** 55 minutes

Lesson Overview

In this lesson, students will challenge their assumptions about natural talent versus hard work by independently researching athletes, participating in a structured class debate, and designing a digital motivational campaign.

Learning Intention

We are learning to analyse the values and mindsets of modern Olympians so we can apply these champion traits to our own lives.

Success Criteria (suggested)

I will know I am successful when I can:

- Identify the actions an athlete took to overcome a major career setback.
- Use real-world evidence to defend my perspective in a structured class discussion.
- Design a creative campaign capturing the traits of a champion.

Guiding Questions

- Are champions born with natural gifts, or is greatness created entirely through training and persistence?
- What strengths do champions possess, and how could these strengths be developed?

Vocabulary (oral only)	
Adversity	Ambition
Confident	Dedication
Effort	Elite
Gifted	Grit
Persistent	Self-directed

Resources

- Olympics Unleashed TV show
- Olympians | Australian Olympic Committee
- Lydia Williams - The Power of Being You
- Worksheet 3: Athlete spotlight research template

Lesson 3 Characteristics of a champion

Differentiation

Scaffolded:

- Provide the Athlete spotlight research template (worksheet 3) with pre-filled sentence starters e.g.
  - The major challenge this athlete faced was ...
- Provide sentence starters for the debate:
  - I agree with this because ...
  - On the other hand, I think that ...
  - I disagree because ...

Enrichment:

- Ask students to find one direct quote from their researched athlete about their mindset and explain how it relates to their definition of a 'champion.'
- Students present a 60-second rapid-fire pitch of their #ChampionsAreMade campaign to the class, defending their messaging choices and explaining the psychology behind their campaign.



Lesson 3 Characteristics of a champion

Engage 30 mins

*Watch / Listen / Read - **Learn***

Athlete spotlight

- Introduce current Australian Olympians using the Olympics Unleashed TV Show and the Australian Olympic Committee's Official list of Australian Olympians.
- Students independently research an Australian athlete known for overcoming severe adversity. Focus on the setbacks faced, strategies used to overcome them, and the mindset that fueled their success.
  - Cathy Freeman
  - Anna Meares
  - Patty Mills
  - Jakara Anthony
  - Saya Sakakibara
  - Michael Klim
  - Peter Norman
- Students use Worksheet 3: Athlete spotlight research template to record their findings.

Explore 10 mins

*Make Connections - **Think***

Champions are born not made

- Split the class into two facing rows. Choose from any of the following statements:
  - Talent is everything vs Hard work is everything.
  - Champions are born vs Champions are made.
  - Only talent makes champions vs Talent alone is insufficient to make a champion.
- Students are to debate the statement, however they can only speak if they summarise the point of the person who spoke before them, and cite a real-world example from their research to back up their argument.
- Students can physically switch sides if their mind is changed by a peer's argument.

Create 20 mins

*Try Something New - **Do***

#ChampionsAreMade Campaign

- Students design a social media post, using Canva or similar software, aimed at inspiring future Olympians. The designs must capture three specific champion characteristics they researched.
- The post must include:
  - A catchy headline
  - Meaningful copy
  - Appropriate imagery
  - The hashtag #ChampionsAreMade

Lesson 4 Unleash your potential

Theme: Unleashing your true potential **Duration:** 60 minutes

Lesson Overview

In this lesson, students will critically analyse elite goal-setting techniques, learn the psychological difference between broad and process goals, and initiate contingency plans as they launch a personal 30-day challenge.

Learning Intention

We are learning to evaluate the suitability of our goals, build manageable process goals, and establish contingency plans for when unexpected barriers arise.

Success Criteria (suggested)

I will know I am successful when I can:

- Transform a broad, unmeasurable goal into a specific, daily process goal.
- Identify personal enablers and establish a weekly tracking mechanism.
- Anticipate potential barriers and initiate a contingency plan for my goal.

Guiding Questions

- What is the difference between a 'broad goal' and a 'process goal', and why is the latter more effective?
- How do elite athletes turn a massive, distant dream into manageable daily habits?
- How do we adjust our process goals without giving up when we hit a barrier?

Resources

- Ted Talk: Try something new for 30 days
- Worksheet 4: My 30-Day Challenge Plan
- Athlete Goal Setting Card - featuring the visiting athlete, which is provided during the in person visit

Video analysis activity

- Olympics Unleashed TV Show
- Matt Glaetzer - Set Goals Like a Champion
- Lydia Williams - The Power of Being You
- Bree Walker - Embracing change
- Cooper Woods - Cooper Woods Unleash Your Passion
- Zoe Poulis - Pursuing Excellence: Attitude vs Effort

Lesson 4 Unleash your potential

Vocabulary (oral only)	
Accountability	Broad goal
Contingency plan	Enabler
Process goal	Sustainable

Differentiation

Scaffolded:

- Worksheet 4: My 30-Day Challenge Plan
  - Work with the student to choose an individual broad goal.
  - Use a scaffolded sentence stem to assist the student to break the broad goal into a process goal.
  - *Example: Instead of just wanting to [broad goal], I will [action verb] for [time/frequency] to help me [measurement/result].*
  - Provide students with a list of common barriers and enablers. Allow students to match the barrier/s and enabler/s.
  - Use simplified reflection prompt cards:
    1. *Did I meet my goal?*
    2. *What was the biggest barrier?*
    3. *How will I fix it tomorrow?*

Enrichment:

- Shark Tank pitches: Students get into groups of four. One by one, a student pitches their 30-Day Challenge to the 'Sharks'. The Sharks critically question the plan: 'What happens if …' The student must verbally adapt strategies to meet unexpected or challenging situations. If they defend their contingency plan well, the Sharks 'invest' by signing as official accountability partners.
- Students can role-play a post-game interview to update the class on their 30-day challenge progress.

Lesson 4 Unleash your potential

Engage 10 mins

Watch / Listen / Read - Learn

Video analysis

- Refer to video analysis activity videos. Watch two of the videos or an interview clip from the Olympics Unleashed TV Show where an athlete shares their goal setting techniques.
- Students create a Venn graph to record and compare the similarities and differences in how athletes set goals and work to achieve them.

Explore 30 mins

Make Connections - Think

Process vs broad goals

- Introduce the concept of process versus broad goals.
  - Broad goal: Win the cross country.
  - Process goal: Train by running 1km twice a week for a month.
- Explain that many goals are too broad and set us up for failure.
  - 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.
- As a class, write a list of broad goals. Students rewrite the broad goals into specific process goals. Remind students that process goals should be small, sustainable, and entirely within their control. Broad goal examples:
  - Get an A in my English assignment.
  - Become happier.
  - Improve my soccer skills.
  - Get better at managing my time.

Lesson 4 Unleash your potential

Create 30 mins

Try Something New - Do

Ted Talk

- Watch the Ted Talk: Try something new for 30 days.
- Discuss the concept of trying something new for 30 days to build positive lifestyle habits.

My 30-Day Challenge plan

- Discuss the visiting athlete's, How will you unleash? Goal setting card.
- Using Worksheet 4 My 30-Day Challenge students write their 30-Day Challenge plan.
- Students lock in a peer, support accountability team consisting of the athlete (themselves), a coach, and an observer. During weekly check-ins:
  - The coach: asks the athlete about their barriers, checks progress against last week's goal, and helps set a specific target for the week ahead.
  - The athlete: explains their contingency plan for overcoming barriers and responds to feedback from the group.
  - The observer: gives feedback on whether the strategy is realistic, and summarises the check-in with one key takeaway for the group to remember.
- Before they finalise their plans, prompt students to complete the 'My proactive contingency plan' section on their worksheet. Remind them: *A contingency plan isn't a sign of failure — it's a sign of a smart athlete. By planning for the 'what ifs' now, you ensure that one bad day doesn't stop your 30-day challenge.*
- Students keep a weekly video journal documenting their 30-day journey, capturing their emotional responses to challenges and adaptations when routines get tough.

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Student Worksheets

YEAR 9

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Worksheet 1 Challenge me

Athlete name:

Sport:

1. What do you think is the most important value that guides this athlete's decisions and actions? Use examples to explain your thinking.

2. Which idea or message from the athlete had the greatest impact on you, and why do you think it stood out?

3. How did the challenge shape the athlete's journey or success? Explain your reasoning.

4. Which quality or strategy was most important in helping the athlete overcome the challenge? Why?

Worksheet 1 Challenge me

5. Which of your personal strengths helps you most when facing difficulties, and how has it helped you in the past?

6. What is one challenge you may face this term, and how could you adapt the athlete's approach to help you deal with it successfully?

7. How would you explain resilience to someone younger than you, and why is it an important skill to develop?

8. Imagine you experience a setback this term. What actions could you take to demonstrate resilience, and what might be the result?

Worksheet 2 Meeting challenges

Part A - What if?

Create an empathy map

Select **one** or **two** of the scenarios below that you find most interesting or relevant. Imagine yourself or someone else experiencing this challenge.

1. Divide an A4 page into four quadrants. Label them: **Thinking, Feeling, Saying, Doing**.
2. Fill in your empathy map for your chosen scenario.

Overhearing a rumour that a friend is selling drugs at school.	Experiencing a family breakup.	Noticing your best friend is moving into another social group.
Feeling responsible to defend a friend against a bully.	Borrowing money and being unable to pay it back.	Feeling overwhelmed by assignments and exams.
Feeling pressured by friends to drink alcohol, take drugs or vape.	Having a personal photo shared online without permission.	Finding out your friends were hanging out over the weekend and you weren't invited.
Being at a party and seeing a friend drinking alcohol.	Experiencing bullying.	Suffering an injury before a major sporting opportunity.
Getting a lower grade than expected on a test you studied hard for.	Feeling torn between a social event and an important assignment.	Being left out of a group after a fight.
Seeing a new student at school being left out.	Feeling frustrated by others' lack of effort in a team.	**Write one of your own here:**

Worksheet 2 Meeting challenges

Part B – Journaling: My challenge

Think and write about a challenge you faced in the past and how you approached it.

1. Rate this challenge: 1 (not so challenging) to 5 (extremely challenging).

2. Briefly describe the challenge and what happened?

3. What was your first step in handling this situation?

4. Which personal strengths did you use to face this challenge?

5. Who helped and supported you (or who could you have asked)?

6. What advice would you give to a friend in this same situation?

7. Which of the coping strategies we learned about today would you use if you faced this same challenge again?

Worksheet 3 Athlete spotlight research template

Select an Australian athlete who has overcome major adversity. Research their journey and fill in the profile below. Be specific about the strategies they used to overcome setbacks.

Athlete Name: _____

Sport: _____

Key 'Champion value' (e.g. resilience, grit, dedication)

_____

Overcoming adversity

The setback or challenge they faced:

Strategies they used to overcome it:

The mindset / skill that fueled their success:

Top 3 traits this athlete possesses:

1.

2.

3.

Evidence: How did they demonstrate these traits?

Worksheet 4 My 30-Day Challenge Plan

Name: _____ **Start date:** _____ **Finish date:** _____

1. My broad goal:

2. My process goal:

3. How will you make this happen?

1.

2.

3.

4. Enablers: Two things that will help me reach my goal.

1.

2.

5. I will know I've succeeded and reached my goal because:

6. Who will be your support team?

Coach: _____

Athlete: _____

Observer: _____

Support team roles:
The coach: *asks the athlete about their barriers, checks progress against last week's goal, and helps set a specific target for the week ahead.*

The athlete: *explains their contingency plan for overcoming barriers and responds to feedback from the group.*

The observer: *gives feedback on whether the strategy is realistic, and summarises the check-in with one key takeaway for the group to remember.*

7. My proactive contingency plan: *Elite athletes prepare for setbacks before they happen. If you hit a roadblock, don't give up — have a backup plan.*

8. Possible barrier: *What is one thing that might stop me from completing my process goal?*

9. My action plan: *If this happens, I will ..*

Worksheet 4 My 30-Day Challenge Plan

Weekly check in

Week 1 What went well? What emotional barriers arose?

Week 2 Do enablers or specific actions need to be adjusted?

Week 3 How am I showing perseverance when routines get tough?

Week 4 Final evaluation of performance and personal growth.