AUSTRALIA

OLYMPICS
UNLEASHED

in South Australian Schools

YEAR 7-8



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 7 - 8 schools program has been designed to cater to varying student abilities, offering engaging interactive, student-centred, dynamic activities. It is recommended to complete all four lessons in sequence.



Australian Curriculum Links

Year 7-8

Health and Physical Education

Identities and Change

- AC9HP8P01 analyse and reflect on the influence of values and beliefs on the development of identities
- AC9HP8P02 analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes

Interacting with others

- AC9HP8P04 examine the roles of respect, empathy, power and coercion in developing respectful relationships
- AC9HP8P06 analyse factors that influence emotional responses and devise strategies to self-manage emotions

General Capabilities

Personal and Social Capability (Level 5)

Self-awareness

- Personal awareness evaluate strategies for developing personal qualities and describe how they assist achieving growth
- Emotional awareness evaluate how emotional responses influence behaviour and consider the consequences of these responses
- Reflective practice plan a personal response to a range of contexts using feedback from previous experiences

Self-management

- Goal setting use and refine strategies that contribute to regulating behaviour and achieving learning goals
- Emotional regulation manage emotional responses, designing strategies to self-manage in a range of contexts
- Perseverance and adaptability select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

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TEACHER GUIDE

YEAR 7-8

Government
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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:** 30 minutes

Lesson Overview

In this lesson, students will prepare for the upcoming Olympian visit, build a shared emotional vocabulary, and establish ground rules for discussing personal challenges.

Learning Intention

We are learning to recognise the vocabulary of personal growth and establish respectful boundaries so we can safely discuss challenges and emotional regulation.

Success Criteria (suggested)

I will know I am successful when I can:

- Explain and follow our class 'respectful participation rules'.
- Define key concepts like resilience, mindset, and support network.

Guiding Questions

- How would you define 'resilience' in your own words, and why is it important for an athlete?
- What personal strengths do you currently possess that help you navigate difficult situations?
- How can shifting our perspective (mindset) change the way we approach a challenge?

Vocabulary (oral only)	
Attitude	Challenge
Goal-setting	Gratitude
Mindset	Perspective
Resilience	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:

- Use images or symbols to accompany the word wall terms and pre-teach key vocabulary.
- Provide sentence starters for Worksheet 1 to help students structure their responses, for example:
  - *One personal quality I have is [quality], which helps me when [situation] ...*
  - *I define resilience as [definition], and I can show this by [action] ...*

Enrichment:

- Students draft three ‘deep-dive' questions for the visiting athlete. The questions must focus 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 session.
- Encourage students to hypothesise challenges and solutions for the athlete's specific sport.



Lesson 1 Pre-visit preparation

Engage 5 mins

Watch / Listen / Read - Learn

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.
- Before announcing the visiting athlete, write their sport on the board or show a related brief 30-second clip from Olympics Unleashed TV. Have students guess key facts about the athlete e.g. their training schedule, top speed, or biggest career obstacle.
- Review and discuss the visiting athlete bio and provide a brief overview of their Olympic involvement. 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

- Explain that a safe environment is required to discuss personal challenges.
- 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

- Prepare a word wall with some or all of the following core words: *Challenge, resilience, strengths, inherent, self-belief, self-awareness, self-talk, attitude, perspective, problem solving, goal setting, gratitude, mindset, support network*.
- On sticky notes students write a synonym and stick it under the corresponding word.
- Encourage students to go on a word wall gallery walk to read and discuss the word meanings.

Create 10 mins

Try Something New - Do

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 write down key insights during the presentation.

Lesson 2 Challenge me

Theme: Facing challenges **Duration:** 50 - 60 minutes

Lesson Overview

In this lesson, students will evaluate the varying impact of common challenges and reflect on the personal coping strengths needed to navigate life transitions.

Learning Intention

We are learning to evaluate different types of challenges and map personal strengths to effectively navigate unexpected obstacles.

Success Criteria (suggested)

I will know I am successful when I can:

- Distinguish between a minor 'speed bump' challenge and a major 'mountain' challenge.
- Justify why a challenge might be felt differently by various people.
- Identify my current strengths and select new coping strategies to handle future setbacks.

Guiding Questions

- Why might a challenge that is just a speed bump for one person feel like a mountain for someone else?
- When we face a challenge, how do we decide which coping strategy (such as humour, journaling or routine) is most appropriate to use?

Vocabulary (oral only)

Adaptability	Coping strategy
Obstacle	Impact

Resources

- Completed Worksheet 1: Challenge me
- 3 green, 3 orange and 3 red sticky dots per student
- Worksheet 2: Challenge scenarios

Lesson 2 Challenge me

Differentiation

Scaffolded:

- Provide students with a physical printout of the continuum line, if they find it difficult to place cards on an open floor space.
- Create a visual anchor chart for the speed bump versus mountain metaphor, using an image of a literal speed bump and a literal mountain to reinforce the concept for visual learners.
- 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:

- Challenge students to synthesise their Worksheet 1 notes into a 30-second 'athlete spotlight' pitch or podcast that they present to the class, emphasising the athlete's key message and how it applies to their own lives.
- Students design their own 'challenge scenario' cards, then justify whether their realistic Year 7/8 scenario is a 'speed bump' or 'mountain ' by analysing the impact and effort required.



Lesson 2 Challenge me

Engage 5 mins

Watch / Listen / Read - Learn

Olympics Unleashed reflection

- Review and discuss students' reflections from worksheet 1 on the Olympics Unleashed session.
- Create a class definition of the term 'resilience'.
- Class discussion: How did the Olympics Unleashed athlete show resilience?

Explore 20 mins

Make Connections - Think

Challenges – speed bump or mountain?

- On a wall or on an open floor space create a class speed bumps and mountains challenges continuum.
  - **Label the left side:**
    Speed Bumps: challenges or setbacks that slow us down, but we get over them quickly.
  - **Label the right side:**
    Mountains: major challenges or setbacks. They make us change course or take a lot of time and effort to get over.
- Using the scenario cards from Worksheet 2 – Challenge scenarios, students work individually, in pairs or small groups to classify the impact of challenges as speed bumps or mountains.
- Encourage students to also place the scenarios along the continuum.
- Reflect on how the size and impact of a challenge can vary from one person .

Lesson 2 Challenge me

Create 30 mins

*Try Something New - **Do***

Using our strengths

- Teacher prompt: Now that we have classified different types of challenges, let's explore how we can use personal strengths to navigate different types of obstacles.
- Reflecting on the visiting athletes presentation and personal experience, students compile a list of coping strategies and strengths that can be used when facing challenges. *E.g. humour, physical exercise, compartmentalisation, journaling, routine planning*.
- Students are given 3 green, 3 orange and 3 red sticky dots each. They must place:
  - green dots on the coping strategies and strengths they currently **use**.
  - orange dots on the coping strategies and strengths they would like to **develop**.
  - red dots on the coping strategies and strengths they **never use**.
- Ask students to select one 'speed bump' and one 'mountain' from the challenge scenarios. Ask them to write down one 'green' strategy they currently use for the speed bump, and one 'orange' strategy they might like to develop for the mountain.
- In groups students reflect on what they need to do to develop those coping strategies and strengths.

Journalling - My Challenge

- Using Part B of the worksheet, encourage students to think and write about a challenge they faced in the past and how they approached it.

Lesson 3 Characteristics of a champion

Theme: What makes a champion **Duration:** 55 minutes

Lesson Overview

In this lesson, students will investigate assumptions about elite success. They will analyse characteristics of champions and build strategies to incorporate these into their lives.

Learning Intention

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

Success Criteria (suggested)

I will know I am successful when I can:

- Research a current Australian Olympian and identify the specific strategies they used to overcome adversity.
- Outline concrete steps to build a champion characteristic in my own life.

Guiding Questions

- Are champions born with natural gifts, or is greatness created entirely through training, persistence, and choices?
- How does an athlete's reaction to losing or failure define their character more than their wins do?
- What specific champion traits (such as dedication, integrity, or resilience) do we see in elite athletes, and how can we adopt these in our everyday school lives?

Vocabulary (oral only)	
Adversity	Ambition
Dedication	Elite
Grit	Integrity

Resources

- 2 sheets of large butcher paper
- Olympics Unleashed TV platform
- Olympians | Australian Olympic Committee
- Matt Glaetzer: Set Goals Like a Champion
- Cooper Woods: Cooper Woods Unleash Your Passion
- Worksheet 3: Characteristics of a champion

Lesson 3 Characteristics of a champion

Differentiation

Scaffolded:

- Provide sentence starters for the silent debate:
  - *I agree with this statement because …*
  - *On the other hand, I think that …*
  - *I disagree because …*
- Provide a scaffold for the 'athlete spotlight' activity. Include:
  - *Athlete name:* _____
  - *Key champion value:* _____
  - *The setback they faced:* _____
  - *How they overcame it:* _____

Enrichment:

- #ChampionsAre campaign. Students design an inspiring digital or physical promotional poster capturing one characteristic of a champion to encourage peers to be their 'personal best.'
- Include:
  - A catchy title
  - Brief, meaningful text/copy
  - Appropriate imagery
  - The hashtag #ChampionsAre
- Designs can be sketched or digitally created using available software (e.g. Canva).
- ** Share your class posters with: education@olympics.com.au



Lesson 3 Characteristics of a champion

Engage 5 mins

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

The silent debate

- Write the following two opposing statements on large sheets of butcher's paper. Place on separate tables:
  - Statement A: Champions are born gifted; training just unlocks it.
  - Statement B: True champions are defined entirely by their reaction to losing.
- Students silently move around the tables, writing down arguments, reading what their peers wrote, and drawing arrows to challenge or agree with statements.
- As a class, discuss the students' viewpoints.

Explore 15 mins

*Make Connections - **Think***

Athlete spotlight

- Introduce students to current Australian Olympians using the Olympics Unleashed TV Show and the Australian Olympic Committee's Official list of Australian Olympians
- Assign small groups a specific elite athlete profile. Students explore the journeys of the following Australian Olympians:
  - Anna Meares
  - Saya Sakakibara
  - Jess Fox
  - Nina Kennedy
  - Alex Ferlazzo
  - Matt Denny
  - Nicholas Timmings
  - Danielle Scott
- Groups prepare a 60-second rapid-fire presentation highlighting the athlete's primary 'champion value' and a real-world setback they overcame to succeed.

Create 10 mins

*Try Something New - **Do***

Athlete spotlight presentation

- Groups present their 60-second rapid-fire presentation.

Mind map

- Students complete the mind map on Worksheet 3: Characteristics of a champion, using the words from Part A to show their understanding of the characteristics, skills and traits of a champion.
- They choose their top two characteristics or skills of a champion and describe how these can be developed in their own lives.

Lesson 4 Unleash your potential

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

Lesson Overview

In this lesson, students will analyse goal-setting techniques used by current Olympians and apply process goals to a personal 30-day challenge.

Learning Intention

We are learning to build manageable process goals and set up peer accountability to achieve positive lifestyle habits.

Success Criteria (suggested)

I will know I am successful when I can:

- Transform a broad, unmeasurable goal into a specific, daily process goal.
- Identify two personal enablers that will help keep my project on track.
- Present my 30-day challenge to a peer and lock in a support partnership.

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

Guiding Questions

- How do elite athletes turn a massive, distant dream (like an Olympic Gold Medal) into manageable daily habits?
- What is the difference between a 'broad goal' (the final outcome) and a 'process goal' (the daily action), and why is the latter more effective for daily motivation?
- Why does having an 'accountability partner' help us stick to our goals when our initial motivation dips?
- If we hit a 'speed bump' during our 30-day challenge, how do we adjust our process goals without giving up on the larger ambition?

Lesson 4 Unleash your potential

Differentiation

Scaffolded:

- Provide a list of specific questions students can ask their accountability partners during check-ins e.g.
  - *What was the easiest part of your goal this week?*
  - *What barrier stopped you from completing your action today?*
- Simplify the weekly reflection section of Worksheet 4 into a 'traffic light' system:
  - Green: What went really well?
  - Orange: What did I find a bit tricky?
  - Red: What do I need to change for next week?

Enrichment:

- Students role-play an athlete's post-game interview to update the class on their 30-day challenge. They must explain their progress and emotional barriers while incorporating key vocabulary like enablers and process goals.
- Students swap Worksheet 4 plans to act as Olympic coaches. Partners audit each other's process goals for specificity and realism, providing feedback on whether chosen enablers effectively counter potential barriers.



Lesson 4 Unleash your potential

Engage 5 mins

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

Video analysis

- Refer to video analysis activity videos. Watch one of the videos or an interview clip from the Olympics Unleashed TV platform where an athlete shares their goal setting techniques.
- Pause the video mid-way and ask the class: *'If they only focus on the gold medal right now, what happens if something goes wrong tomorrow?'*
- Focus on how elite athletes break down massive performance targets into daily routines. Discuss why they prioritise incremental goals.

Reflection

- In small groups students reflect on the following questions:
  - What is the purpose of setting goals to pursue your passions?
  - What techniques of goal setting have you tried? What worked well? What didn't work so well?

Explore 15 mins

*Make Connections - **Think***

Process goals

- Introduce the concept of process goals. 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.
- Share the following and have students write their own examples of broad and process goals.
  - Broad goal: Win the cross country.
  - Process goal: Train by running 1km twice a week for a month.

Create 10 mins

*Try Something New - **Do***

Athlete spotlight presentation

- 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.
- Students complete Worksheet 4 My 30 Day Challenge, recording their own personal 30-day challenge.
- Encourage students to keep a video blog (vlog) of their 30-day challenge.

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Student Worksheets

YEAR 7-8

Government
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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 Challenge Scenarios

Part A

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 place them along the class **speed bumps** and **mountains** continuum, in order from what you feel is the smallest to greatest challenge.

You see your friend being bullied.	Your friend shares your private photos online without permission.	You notice your best friend moving into another social group.
You accidentally break your phone screen.	Your friend borrows money and is not able to pay you back.	You have three major assignments due in the same week.
You feel pressured by friends to drink alcohol.	You have a small disagreement with a friend.	You missed out on selection in a sports team despite training hard.
You feel pressured by friends to vape.	You have a disagreement with a family member before school.	You have to balance heavy sport training/ hobbies with school homework.
You get a lower grade than expected on a test you studied hard for.	You must move schools and you don't want to.	You feel let down by a friend.
You feel sad after seeing photos of your friends hanging out without you on social media.	You are being excluded from a group chat.	**Write one of your own here:**

Worksheet 2 Challenge Scenarios

Part B

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

1. Rate your challenge from 1, not so challenging to 5, extremely challenging.

2. What is a challenge you faced in the past?

3. How did you approach this challenge?

4. What were some of the strengths you used and how did you use them to face this challenge?

5. Who could have or did help you?

6. What advice would you give to others if they were in a similar situation?

7. Which of the coping strategies or strengths that you learnt about today, do you think would be helpful if you are faced with a similar challenge in the future.

Worksheet 3 Characteristics of a Champion

Part A - Word association

Look at the words below. Circle the qualities that help build growth and performance.

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

Add 3 more of your own:

Worksheet 3 Characteristics of a Champion

Part B - Champion mind map

Think about the characteristics of the visiting Olympic athlete or one of the athletes you researched.

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

Champion

Highlight the characteristics, strengths and skills you think you already possess.

Underline any characteristics that you would like to develop.

Worksheet 3 Characteristics of a Champion

Part C - Reflection

Choose what you believe are the top 2 characteristics, strengths or skills of a champion and describe how you can develop these in your daily life.

Characteristic	How can I develop this in my daily life?

Worksheet 4 My 30-Day Challenge Plan

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

1. My goal:

2. How will you make this happen?

1.

2.

3.

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

1.

2.

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

5. Who will be your support team?

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:

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.