AUSTRALIA | OLYMPICS UNLEASHED

Queensland Government

Educator Guide

Primary Activities for Year 4, 5 and 6

#OlympicsUnleashed

OLYMPICS UNLEASHED

in Queensland Schools

Overview

Olympics Unleashed connects students with Olympians, Paralympians and those aspiring to the Olympic Games.

The program begins with an athlete delivering a presentation to the school around the themes of *unleashing your passion, goal setting, facing and overcoming challenges, determination, resilience, persistence and enjoying what you are doing.*

This resource, for Years 4, 5 and 6 students, supports Educators to build on the presentation and encourage students to ***Unleash*** their passion and follow their dreams.

All activities have been mapped to the Australian National Curriculum across English and Health and Physical Education. The focus and curriculum alignment for each activity is:

Activity	Students will	Curriculum Area	Resources
1. Unleash your passion	• Reflect on the presentation by the visiting athlete • Identify the key messages from the presentation • Suggest ways to respond positively to challenges and failure	**Year 4** **English** • Understand that social interactions influence the way people engage with ideas and respond to others for example, when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) • Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and	Olympics Unleashed Reflection Unleash your Passion with SMART Goals

Activity	Students will	Curriculum Area	Resources
	• Create SMART goals to unleash their passion General Capabilities: • Literacy • Critical and Creative thinking • Personal and Social Capability	volume to speak clearly and coherently (ACELY1688) • Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over structures and language features (ACELY1694) **Health and PE** • Explore how success, challenge and failure strengthen identities (ACPPSO33) **Year 5** **English** • Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698) • Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images	

Activity	Students will	Curriculum Area	Resources
		and sound appropriate to purpose and audience (ACELY1704) **Year 6** • Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)	
2. Heart and Hand	Discuss and debate the value of "putting your heart into something" and "putting your hand to something". General Capabilities: • Critical and Creative thinking	**Year 4** **English** • Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) **Year 5** **English** • Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to	Heart and Hand template

Activity	Students will	Curriculum Area	Resources
	• Personal and Social Capabilities	students' own experiences and present and justify a point of view (ACELY1699) **Year 6** • Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)	
3. Unleash Our Activity – Set up a lunch time activity club	Set up a lunch time activity club, for your peers or a younger group of students, from a range of equipment demonstrating respect, empathy and valuing diversity General Capabilities:	**Year 3 and 4** **Health and PE** • Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037) • Practise and apply movement concepts and strategies with and without equipment (ACPMP045) • Adopt inclusive practices when participating in physical activities (ACPMP048) **Year 5 and 6** **Health and PE** • Explore how participation in outdoor activities supports personal and	Sport equipment Lunch time activity planner Poster template

Activity	Students will	Curriculum Area	Resources
	• Critical and Creative thinking • Personal and Social Capabilities • Ethical Understanding • Literacy	community health and wellbeing and creates connections to natural and built environments (ACPPS059) • Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (ACPMP064) • Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)	

Activity 1 – Unleash Your Passion

Purpose: Students will:

- Reflect on the presentation by the visiting athlete
- Identify the key messages from the presentation
- Suggest ways to respond positively to challenges and failure (learning – learning through failure)
- Unleash your passion with SMART goals

Resources: Olympics Unleashed Reflection

Unleash your passion with SMART goals

1. Students reflect on the athletes' presentation.
2. In groups, discuss the key messages of the presentation.
3. Discuss the impact the presentation it had on students – Was there something students have a passion for that they would like to pursue?
4. Pose questions: Can they improve/achieve this passion on their own or do they need a partner or supporters like family, friends, coaches, community leaders or someone else? Partners are great for keeping you on track and encouraging you to look at creative ways you can make it happen.
5. Work in pairs to look at the steps you need to take, to take your passion to the next level.
6. Set some SMART goals for a week/fortnight/month
    - Specific: Details
    - Measurable: How will you know? (proof)
    - Achievable: doable, possible
    - Realistic and relevant: Are you excited about achieving this and are you willing to put in the hard work?
    - Time: weekly (In one week, I will …)
7. Set a check in date to track how the students are going. Review and set new goals.

Activity 1 – Olympics Unleashed Reflection

Think about _____(athletes') presentation.

On your own....

- What did you hear? _____
- What did you see? _____
- How did you feel? _____
- What did you wonder? _____

In small groups

What were the messages the athlete was telling you?

_____

_____

_____

_____

Partners

With a partner share your passion and discuss if you can develop this on your own, with a friend or other supporter. Write down those people that could help you unleash your passion.

_____

_____

_____

_____

What challenges could you face, and how will you overcome these challenges?

_____

_____

_____

Activity 1 – Unleash your Passion with SMART Goals

Complete this **Unleashing Your Passion** Planner

My Passion What is your passion?	
Specific Give details of your goals and what you want to specifically achieve.	
Measurable How will you keep track of your improvement? How will you know when you have achieved it?	
Achievable What are you aiming to achieve? Is it possible?	
Relevant and realistic Are you realistically going to be able to achieve it in the time you set? How?	
Time How long will it take for you to achieve your passion?	

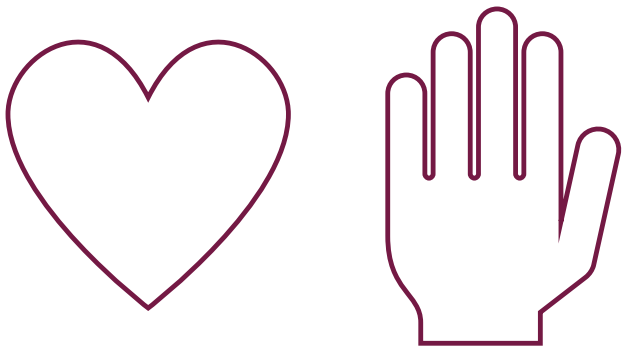
Activity 2 – Heart and Hand

Purpose: Students will discuss and debate the value of "putting their heart into something" and "putting their hand to something".

Resources: Heart and Hand Worksheet

Activity:

1. Give half the class heart templates, and the other half hand templates.
2. Ask students to write down a few ideas or draw a picture of what it means to "put your heart into something" and "put your hand to something" (Attitude vs. Effort). Use the template attached to record their answers. Tip: Encourage students to record what their 'PASSION' is to share later in the Partner Sharing discussion.
3. Partner Sharing: Students with *hands* partner with students with *hearts*. In pairs discuss what they wrote down. Once they have shared their understandings, ask them to decide, "What is most important, putting your heart or love into something, or putting your hand to, or working hard, at something if I want to be excellent at it?" (attitude or effort)
4. Class Sharing: Ask students to provide examples of the 'somethings' they were thinking about, e.g. Singing, Painting, Running etc. As a whole class discuss the importance of both the heart and the hand in reaching a goal and becoming excellent at something.



Activity 2 – Heart and Hand Worksheet



What does it mean to put your heart into something?

What does it mean to put your hand to something?



Activity 3 – Unleash Our Physical Activity

Purpose: Year 4 – Organise a lunch time game with peers

Year 5 and 6 – Student led lunch time activity club for younger students

Resources: Unleash our Physical Activity planning sheet

Activity:

1. As a class discuss activities to get students living active and healthy lives.
2. Discuss diversity and inclusion of all students.
3. Pose the question – "What if you were the PE/sport teacher? What game would you play?" Some suggestions:
    - Make up a physically active game to play with peers (Year 4) or younger students (Year 5 and 6).
    - Make up a physically active game that would be safe for year 6 to play with year 3's.
    - A safe but physically active game for Prep/Kindergarten students.
    - A safe game to play on the playground that includes all students in a particular year or includes students from different year levels.
    - Uses only a limited amount of equipment from the sports store room.
    - Doesn't use any equipment from the sports shed.
4. How would you….
    - Make it inclusive for all students – including those with a disability or special needs?
    - Make it fair and safe for all students?
    - Make it super cool and fun?

5. Students work in small groups to review all options presented from all members of the group. As a group develop a physically active game to encourage peers (Year 4) or younger students (Year 5 and 6) to be physically active and play during a weekly or fortnightly lunch time.
6. Set up a timetable of activities that can be student run during lunch times.
7. Create a poster to promote your activity
8. Deliver the activity over a term.
9. Reflect on what worked well and what could be improved upon for next term.

Activity 3 – Unleash Our Physical Activity

Create a lunch time activity

What if you were the PE teacher?

What game would you create?

What equipment do you need?

How are you going to plan for students with different abilities and needs?

How are you going to make it fair for all students?

How are you going to make it super cool and fun?

Activity 3 – Unleash Our Physical Activity

Plan your lunch time games activity

Groups members:

_____

_____

_____

_____

How often are you going to run your lunch time activity and what days are you going to run them?

_____

_____

How would you promote your activity to either your peers or to younger students?

Promotion ideas.

Activity 3 – Unleash Our Physical Activity – Poster

