

NATIONAL
SPORTS
MUSEUM

FASTER, HIGHER, STRONGER
LEVEL 4 – YEAR 5/6

THE BENEFITS OF THE OLYMPIC GAMES



Key concept

The Olympic Games benefit people, society, countries and the world.

Focusing questions

1. How is a country chosen to host the Olympic Games?
2. How and why do the Olympics vary when held in different countries?

National Sports Museum exhibition focus

Faster, Higher, Stronger

VELS dimensions addressed

Physical, Personal and Social Learning: Health and Physical Education;
Interpersonal Development; Civics and Citizenship

Discipline-based Learning: The Arts; English; The Humanities – Geography;
The Humanities – History

Interdisciplinary Learning: Communication; Information and Communications
Technology; Thinking Processes

Overview

These activities are designed to engage students in their study of the Olympic Games, to maximise their involvement during their visit to the National Sports Museum and to guide them in making an informed response to the question of how the Olympics are beneficial.

The activities culminate in the students acting as marketing agents in designing and presenting a bid to the International Olympic Committee (IOC) to host the 2016 Olympics in a country of their choice.

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Pre-visit activities

Introduce the key concept: The Olympic Games benefit people, society, countries and the world.

Focus skills, knowledge and understandings: Thinking Processes

Materials

- Sticky notes

Ask students whether they think the Olympic Games are beneficial and who benefits from them.

Encourage students to brainstorm the range of people involved in and affected by the Olympic Games. Have students write on sticky notes one group of people which benefits and one group which may not benefit from the Olympics. Create a large T-chart on the wall with the headings “benefit” and “no benefit”. As students place their sticky notes on the chart, ask them to give the reasons for their choices.

Focusing question 1: How is a country chosen to host the Olympic Games?

Focus skills, knowledge and understandings: The Humanities – Geography; The Humanities – History

Materials

- World map
- Flags of the countries where the Modern Olympics have been held
- Olympic information booklet available at:
http://corporate.olympics.com.au/files/40/modern_olympic_games.pdf

Provide each student with the flag of a country where the Modern Olympic Games have been held.

Refer students to the information booklet to find the year in which the Olympic Games were held in that country.

Support students as they locate all the countries where the Modern Olympic Games have been held on the world map. Encourage them to tell what they know about each country, to make observations from the map and discuss why the Olympic Games have been held in some countries and not others. Students may like to do some research into these countries to inform their thinking about the factors which may influence where the Games are held, for example resources, facilities, security and safety.

Focusing question 2: How and why do the Olympics vary when held in different countries?

Focus skills, knowledge and understandings: English; Civics and Citizenship

Materials

- Worksheet 1

Students will work in groups as marketing agents who have been approached by a country (other than Australia) to develop a pitch to present to the International Olympic Committee to host an Olympic Games.

In teams of three or four, students choose a country, think about what a country needs to consider when putting in a bid to host the Olympic Games and research the country to prepare details for the bid.

Provide students with Worksheet 1 which outlines the guidelines for this project.

Discuss the project prior to the visit to the National Sports Museum so students can engage with the displays to help inform their presentations.

During the visit to the National Sports Museum

The National Sports Museum's Faster, Higher, Stronger gallery has a display on each of the Modern Olympic Games, from Athens in 1896 onwards, including official posters, medals, photos, mascots and other realia. While at the National Sports Museum, students need to focus on the display for each of the Olympic Games to inform the presentation for their own Olympic bid. Ask students to identify the key items they would like to develop for their country's bid, for example medals, torch and poster designs, mascots, opening ceremony and so on. Raise the following discussion points:

- What do you notice in common about the displays for each of the Olympics?
- What is different about the displays for each of the Olympics?
- What objects reflect the unique features of a country?
- Notice the torches for each Olympics. How have these changed?

Post-visit activities

Focusing question 2: How and why do the Olympics vary when held in different countries?

Focus skills, knowledge and understandings: Information and Communications Technology; English; Interpersonal Development; Civics and Citizenship; The Arts

Materials:

- Worksheet 1

Following the excursion to the museum, students work in their groups to develop multimedia presentations for their country's bid to host the Olympics. Students will need to research their country and be guided in terms of the appropriate timeline for completing all aspects of the project.

Focusing question 1: How is a country chosen to host the Olympic Games?

Focus skills, knowledge and understandings: Communication

Students work as a team to present their Olympic Games bids to the International Olympic Committee (represented by the class). Class members assess each bid based on agreed criteria. After all presentations are finished, the class confers and votes to agree on the winning country.

Discuss the responses and celebrations of winning countries and why it is such a privilege for a country to host an Olympic Games.

Review the key concept: The Olympic Games benefit people, society, countries and the world.

Focus skills, knowledge and understandings: Thinking Processes

Materials

- Worksheet 2

Reflect on the initial thoughts from the beginning of the unit and the information provided in the student presentations about bidding to host the Olympic Games.

Review the T-chart created at the start of the unit. Discuss whether any group of people nominated by the students can or should be moved from one column to another. Give students time to think about how their opinions may have changed and/or been confirmed throughout this unit in response to the question: Are the Olympic Games beneficial and who benefits from them?

Scaffold students' thinking and discussion by using the graphic organiser on Worksheet 2 detailing: What I thought I knew/Confirmed/Misconceptions/New learnings/Wonderings.

Indicators of student achievement and assessment strategies

The activities in these materials address the following dimensions of VELs:

Health and Physical Education: Health knowledge and promotion

Students describe a range of health services, products and information that can be accessed to help meet health needs and concerns.

Interpersonal Development: Working in teams

Students work effectively in different teams and take on a variety of roles to complete tasks. They work co-operatively to allocate tasks and accept responsibility for their role and tasks. They provide feedback to others and evaluate their own and the team's performance.

Civics and Citizenship: Community engagement

Students present a point of view on a significant current issue and include recommendations about the actions that individuals and governments can take to resolve issues. They demonstrate understanding that there are different viewpoints on an issue, and contribute to group and class decision making.

The Arts: Creating and making

Students independently and co-operatively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies.

English: Reading; Writing; Speaking and listening

Students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats.

Students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose.

Students adjust their speaking to take account of context, purpose and audience.

The Humanities – Geography: Geographical knowledge and understanding

Students use geographic language to identify and describe the human and physical characteristics of local and global environments depicted by different kinds of maps.

The Humanities – History: Historical knowledge and understanding

Students learn about identity, personal, cultural and national and the contribution of people past and present to that identity.

Communication: Presenting

Students summarise and organise ideas and information, logically and clearly in a range of presentations.

Information and Communications Technology: ICT for creating

Students produce accurate and suitably formatted products to suit different purposes and audiences.

Thinking Processes: Reasoning, processing and inquiry; Reflection, evaluation and metacognition

Students develop reasoned arguments using supporting evidence.

Students document changes in their ideas and beliefs over time.

Source: Adapted from the Victorian Essential Learning Standards, VCAA 2005 <http://vels.vcaa.vic.edu.au>

Additional resources

a.s.p.i.r.e. school network the Australian Olympic Committee's national education program with primary, cross-curriculum lessons: <http://www.olympics.com.au>

Official website of the Olympic movement: <http://www.olympic.org>

Tour of the MCG

During your visit to the National Sports Museum at the Melbourne Cricket Ground, we also suggest that you take an MCG Tour. Our bookings staff will help schedule this. It is an excellent opportunity to make special use of the reduced price combination package.

Worksheet 1: Design and present a bid to host the 2016 Olympics

Name: _____

You are working for a marketing company which has the task of designing and presenting a bid to the International Olympic Committee (IOC) to host the 2016 Olympics.

Work in a team to select and research a country (other than Australia) to prepare your bid.

Country: _____

You will need to include the following in your presentation:

- Why your country should be chosen
- The benefits the Olympic Games will bring to the country
- Available and potential sporting venues in the country
- Transportation facilities available to move athletes and audiences
- The country's commitment to sport and the Olympic Oath
- A mascot for the country
(for example, the Sydney 2000 Olympic Games mascots were Ollie the Kookaburra, Millie the Echidna and Syd the Platypus)
- A medal design reflecting the culture of the country
(for example, the 2008 Beijing Olympic medals will be made of jade)
- Key words in the language spoken in the country
(for example, welcome, sport).

You will need to select the best ways to present your information. Your final presentation will be given to the class which will act as the International Olympic Committee (IOC). They will evaluate the presentations and vote for the country best suited to host the 2016 Olympics.

Assessment

Five marks will be allocated to each criterion and you will be evaluated against the following linear scale by the teacher, a peer and yourself.

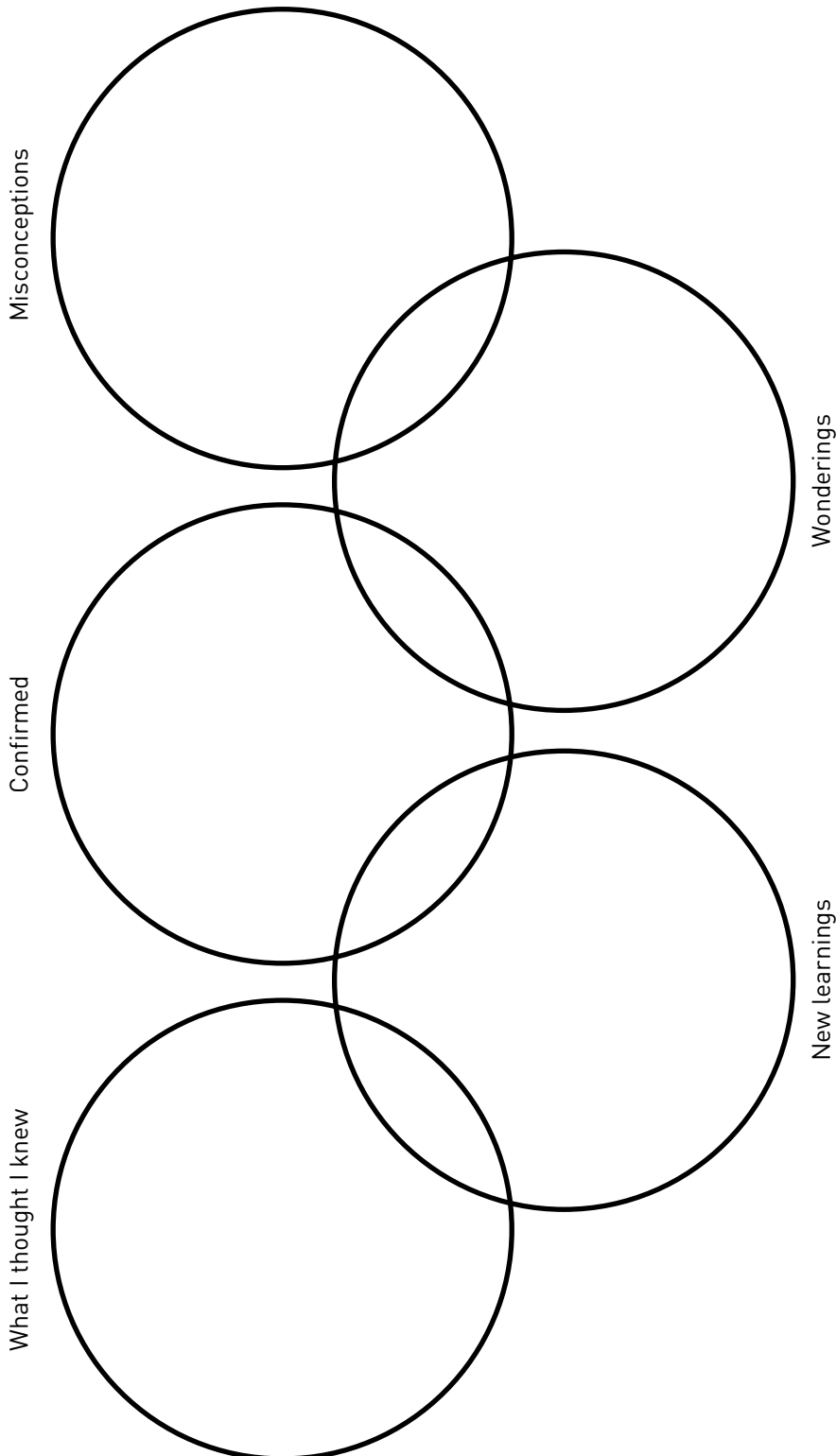


Criteria	Self evaluation	Peer evaluation	Teacher evaluation
Researched the Olympics and the country selected.			
Worked co-operatively in a team and took responsibility for tasks.			
Presented and expressed clearly a point of view about the benefit of the Olympics.			
Designed and drew culturally appropriate medals and images for the Olympic bid.			
Used appropriate oral language for the particular audience and occasion.			
Used ICT to produce accurate and well-presented materials to suit this project and its audience.			
Developed and presented reasoned arguments using evidence.			
Summarised, understood and organised information and learning logically and clearly.			

Worksheet 2: What are the benefits of the Olympics?

Name: _____

- Use the graphic organiser below to reflect on the activities in this unit.
- In each of the Olympic rings, write your thoughts about: What I thought I knew/Confirmed/Misconceptions/New learnings/Wonderings.
- Use these thoughts to write a final conclusion to the question: Are the Olympics beneficial?



FASTER, HIGHER, STRONGER WORKSHEET 2