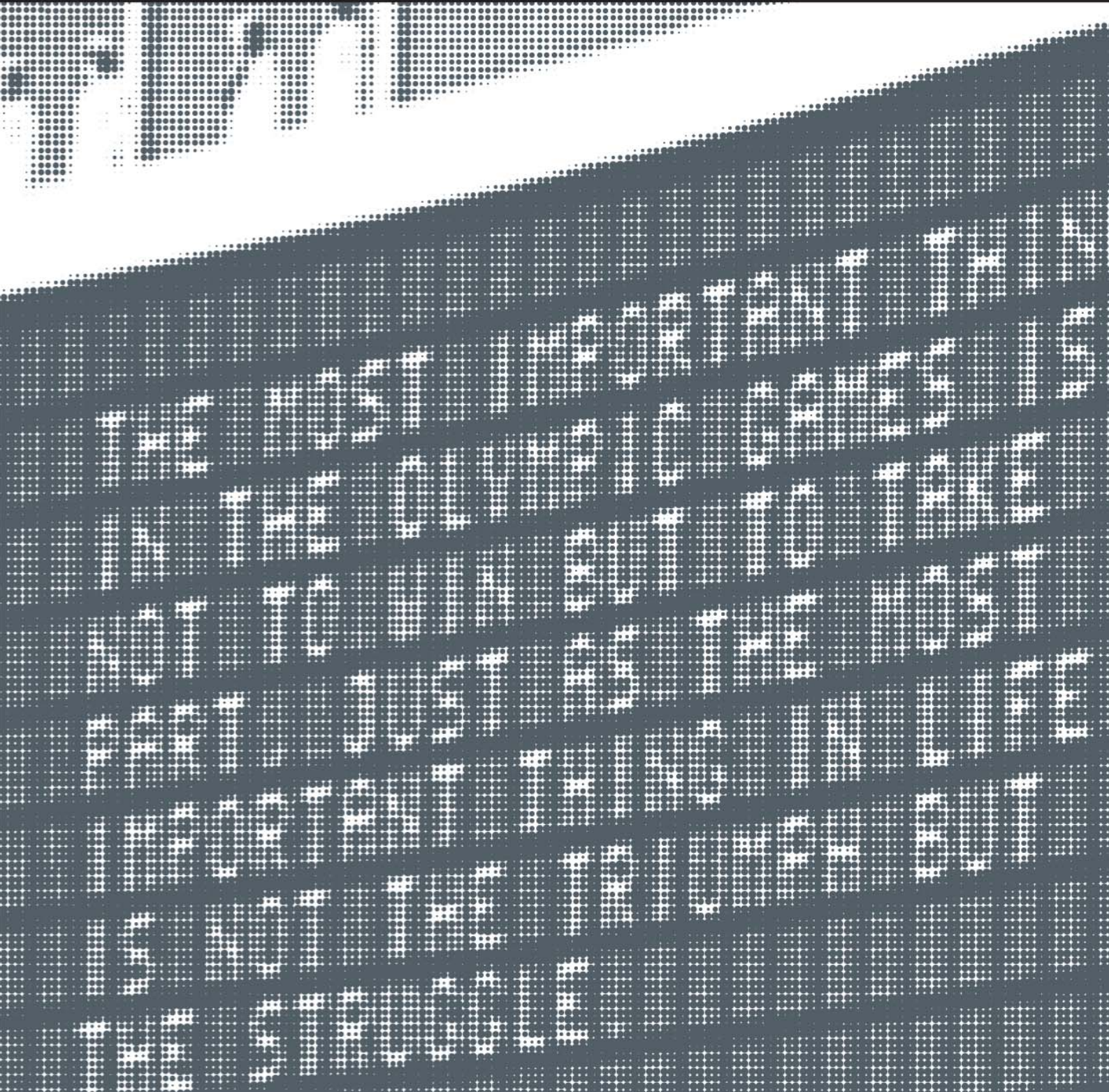


NATIONAL
SPORTS
MUSEUM

**FASTER, HIGHER,
STRONGER**
LEVEL 3 – YEAR 3/4

WHAT DOES IT MEAN TO BE AN OLYMPIAN?



Key concept

Athletes who aspire to compete in the Olympic Games must uphold Olympic values.

Focusing questions

1. Why do athletes compete in the Olympic Games?
2. What is a day in the life of an Olympic athlete?
3. What inspires Olympic athletes to do their best?
4. Have Olympians become “faster, higher, stronger” over time?

National Sports Museum exhibition focus

Faster, Higher, Stronger

VELS dimensions addressed

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

Discipline-based Learning: English; Mathematics

Interdisciplinary Learning: Communication; Thinking Processes

Overview

These activities are designed to engage students in their study of the Olympic Games, to maximise their involvement during the visit to the National Sports Museum and to guide them in making an informed response to the question: What does it mean to be an Olympian?

The activities involve students in writing a letter to the Australian Olympic Committee to be selected for the Australian Olympic team, comparing Olympic records, creating a training regime for an Olympian, and writing an inspirational speech for an Olympian. The activities culminate in a class debate about the Olympics.

FASTER, HIGHER, STRONGER

Pre-visit activities

Introduce the key concept: Athletes who aspire to compete in the Olympic Games must uphold Olympic values.

Focus skills, knowledge and understanding: Thinking Processes; Personal Learning

Materials

- Worksheet 1

Invite students to think about what it means to be an Olympic athlete. Scaffold the class brainstorm by drawing five Olympic rings on the board. Remind students that the Olympic rings represent the union of the five continents and the meeting of athletes from throughout the world at the Olympic Games. Label each ring with one of the following: Looks like, Sounds like, Feels like, Smells like, Tastes like. Ask students to imagine, for example, what it would feel like to be an Olympic athlete.

Extend the discussion by reading students the athletes' Olympic oath from Worksheet 1:

In the name of all the competitors I promise that we shall take part in these Olympic Games, respecting and abiding by the rules which govern them, committing ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams.

Distribute Worksheet 1. John Landy's cue card from when he read the Olympic oath at the 1956 Olympics is on display for students to see at the National Sports Museum. The wording of the oath has changed slightly over the years. Ask students to compare and discuss how the oath read by John Landy differs from the current oath.

Focusing question 1: Why do athletes compete in the Olympic Games?

Focus skills, knowledge and understandings: English; Thinking Processes; Personal Learning

Materials

- Letter-writing materials, electronic or handwritten

Ask students to imagine they are athletes who aspire to compete in the Olympic Games. They will each write a letter to the Australian Olympic team manager, explaining why they would like to compete in the Olympic Games. Before students begin the activity, discuss and review the key features of effective letter writing.

Note: Students may also be able to ask Olympians why they compete in the Olympic Games by participating in the Talk to Olympians project. See details on the following website:

<http://olympics.com.au/Education/TalktoOlympians/tabid/307/Default.aspx>

During the visit to the National Sports Museum

While at the National Sports Museum, students need to focus on the information provided about Olympic athletes to prepare for the post-visit activities. Remind students to consider the question: What does it mean to be an Olympian? Ask students to look closely at the images and items on display. Raise discussion points such as the following:

- What do you notice in common about the experiences of Olympians?
- What unique experiences have some Olympians encountered?
- What preparation is necessary to become a successful Olympic athlete?
- How would you feel if you were chosen to read the Olympic Oath on behalf of all athletes from your country?

Students could also bring the letters they wrote to the Australian Olympic team manager and compare these with what they experience at the National Sports Museum. They may want to amend and revise their letters after the visit.

Post-visit activities

Focusing question 2: What is a day in the life of an Olympic athlete?

Focus skills, knowledge and understandings: English; Health and Physical Education; Personal Learning

Materials

- Laptop and projector to read Athlete Diaries on the Australian Olympic website
- A copy of the assessment criteria

Begin by reading some of the Athlete Diaries on the Australian Olympic website, for example that of swimmer Eamon Sullivan:

<http://www.olympics.com.au/Athletes/EamonSullivan/tabid/271/Default.aspx?link=271&tabid=110&>

After reading the diary entries, and considering the displays they have seen at the National Sports Museum, ask students to identify the key features in the life of an Olympic athlete.

Students then select an Olympic athlete whom they would like to coach. They are to create a timetable and plan for a day leading up to the Olympic Games. They need to consider training, food, rest, social interaction, mental preparation, and so on. Ask students to specify times and to write notes indicating what they would like their Olympic athlete to accomplish.

This activity could be extended so that students also outline a schedule for their athlete during the Olympic Games.

Focusing question 3: What inspires Olympic athletes to do their best?

Focus skills, knowledge and understandings: English; Personal Learning

Ask students to imagine what inspires and motivates athletes to do their best. One aspect is the role of a coach. Brainstorm with students a list of positive words and phrases that coaches could use to inspire their Olympic athletes to achieve the best possible results. Have students use these ideas to write a motivational speech which they could deliver to the athlete they are coaching. Discuss with students the best way to present these speeches. It could be in the form of an oral presentation to the class or another mode of presentation which suits students' needs and abilities.

Focusing question 4: Have Olympians become “faster, higher, stronger” over time?

Focus skills, knowledge and understandings: Mathematics; Health and Physical Education

Materials

- Worksheet 2

The Olympic motto is three Latin words: *citius, altius, fortius* meaning faster, higher, stronger.

Worksheet 2 shows the Olympic records for four different sports. Have students compare the results and analyse the improvements. Subtraction techniques may need to be modelled, particularly highlighting how to work with decimals. (Calculators may also be used if appropriate.) To make the results more meaningful, students could measure themselves doing these events and compare their results with the Olympic records. Ask students to reflect on whether Olympians have indeed become “faster, higher, stronger” over time and, if so, why they think this has happened.

Revisit the key concept: Athletes who aspire to compete in the Olympic Games must uphold Olympic values.

Focus skills, knowledge and understandings: Thinking Processes; Personal Learning; Interpersonal Development

Materials

- A large copy of the Olympic Oath displayed in the classroom

Reflect and review the thoughts from the beginning of the unit when students participated in the brainstorm about what it means to be an Olympic athlete. Ask students to use this and other information they have learnt throughout the unit to debate one of the topics below.

Divide the class into two teams. Explain and outline the format of a debate. Regardless of whether students agree or disagree with the topic, they need to provide evidence to support their side of the argument.

Possible debate topics:

- Anybody can become an Olympic athlete if they train hard enough.
- Competing in the Olympics is all about winning.
- An Olympic athlete only has to be good at their sport.
- Fair play is more important than winning.

A useful resource for students when preparing for the debate is the Olympic Education Ambassador profiles on the Australian Olympic Committee website (<http://www.olympics.com.au>) where each ambassador speaks about his or her greatest experience from the Games.

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 identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices.

Interpersonal Development: Working in teams

Students co-operate with others in teams for agreed purposes, taking roles and following guidelines established within the task.

Personal Learning: Managing personal learning

Students complete short tasks by planning and allocating appropriate time and resources.

English: Reading; Writing; Speaking and listening

Students read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features.

Students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics.

Students vary their speaking and listening for a small range of contexts, purposes and audiences.

Mathematics: Number; Measurement, chance and data

Students devise and use algorithms for the addition and subtraction of numbers to two decimal places.

Students estimate and measure length, area, volume, capacity, mass and time using appropriate instruments.

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

Students develop strategies for organising and summarising information and reflecting on their thinking.

Students collect information from a range of sources to answer their own and others' questions.

Students identify and provide reasons for their point of view and justify changes in their thinking.

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

Assessment strategy

The table below can be given to students and used as an assessment tool for two of the post-visit activities.

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
Prepared a well thought out plan for their Olympic athlete.			
Demonstrates knowledge of importance of food and how this relates to energy needs for active lives.			
Presented the training plan neatly and creatively.			
Wrote an inspirational speech for their athlete.			
Used appropriate oral language for the particular audience and occasion.			
Managed time effectively to complete set tasks.			

Additional resources

- a.s.p.i.r.e. school network, the Australian Olympic Committee's national education program with primary, cross-curriculum lessons and a number of other ways of engaging and involving students in the Olympic Games: <http://olympics.com.au>

Tour of the MCG

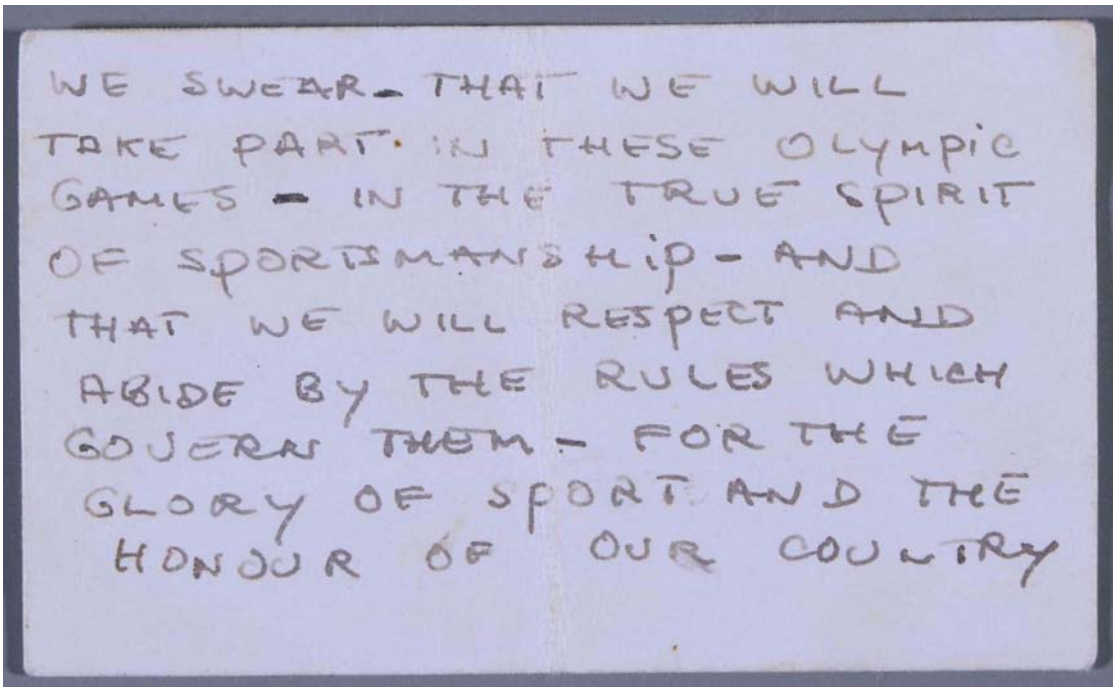
During your visit to the National Sports Museum at the Melbourne Cricket Ground, we also suggest that you take an MCG Tour. Our bookings staff will help schedule this. It is an excellent opportunity to make special use of the reduced price combination package.

Worksheet 1: The Olympic oath

Present day Olympic oath

In the name of all the competitors I promise that we shall take part in these Olympic Games, respecting and abiding by the rules which govern them, committing ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams.

John Landy's Olympic oath cue card, 1956



Worksheet 2: Have Olympians become “faster, higher, stronger”?

Name: _____

Look at the Olympic records from four different events.

Event	First Olympic record	Current Olympic record	What is the difference between the first Olympic record and the current record?	Is this faster, higher or stronger?	What is your record for this event?
Men's 100m sprint	11.8 sec Athens 1896	9.84 sec Atlanta 1996			
Women's high jump	1.59 m Amsterdam 1928	2.06 m Athens 2004			
Men's shot-put	11.22 m Athens 1896	22.47 m Seoul 1988			
Women's long jump	5.64 m London 1948	7.40 m Seoul 1988			

Source: http://www.olympic.org/uk/utilities/reports/level2_uk.asp?HEAD2=10&HEAD1=5

Using these results, do you think Olympians have become “faster, higher, stronger”? Why?

Do you think Olympians will continue to get “faster, higher, stronger”? Why?
