

HEALTH & PE

YEARS 9 - 10
TEACHERS RESOURCE



Education Program Partner

Year 9 and 10

Australia's Sporting Culture

Unit Overview

The purpose of this unit of work is to build on the knowledge and understanding students have developed about the role sport and athletes play in our national identity and the values and qualities that are recognised as essential to establish an individual as a hero or legend. Students will discuss how these areas may or may not have an impact on whether or not an athlete is successful. Students will research individuals who have been raised to the level of hero or legend and consider the dilemma of whether athletes have been born or made. Students will be given opportunities to debate what type of athlete they think is more successful and what responsibilities sporting role models have to their community and nation.

The unit contains a range of pre-visit activities that include discussions, research and practical exploration tasks to develop an understanding of the topic prior to a museum visit. Students will identify Australian sports and the stories of individuals and teams who have demonstrated the characteristics of courage, resilience and mateship through performances in sport.

The National Sport Museum is filled with a comprehensive range of sports and displays allowing students to discover the individuals and performances that have helped to shape our Australian identity and have influenced our language, cities and culture. Students will be encouraged to search the museum for the people, icons and the comprehensive collections of sports equipment and technological development. Post visit activities require students to map the developments of athletes sporting

Essential Question:

What is a sporting legend?

Time Allocation:

4 weeks

careers, design guidelines which can be used to shape appropriate behaviour, both on and off the sporting fields and develop presentations that use a variety of media to highlight our sporting heroes. Teachers should consider a variety of methods of assessment when implementing this unit of work that should include both formative and summative methods of assessment.

Formative assessment techniques which monitor student learning are implemented during the learning process and may include written reflections, polls and surveys which check for understanding and scaffolding activities use reflective questions to help students develop their skills and understanding of the topic.

Summative assessment is used to evaluate the learning of students with exams, projects and presentations. The use of posters, plays, songs and multimedia presentations will allow students the opportunity to investigate and develop a deeper understanding of their investigations and then use this knowledge to create new ideas and skills.



Ideas Mapped for Exploring the National Sports Museum (NSM)

Teachers should consider the Year 9 and 10 stimulus material spreadsheet available with the unit of work. This resource will assist teachers to consider other units of work they may like to develop for their students to extend the knowledge of your students and engage them to consider other aspects of sport, performance and technology.

These topics include:

- Performance in Sport
- Techniques and Technology Development in Sport.
- The Influence of Biomechanics in Sport.
- The Evolution of Sports Equipment
- Performance Analysis and Injury Prevention
- Sports Coaching

Health Knowledge and Promotion:

Years 9 and 10 Achievement Standards

By the end of Year 10, students critically analyse and contextualise factors which influence their identities, relationships, decisions and behaviours. They analyse the impact diverse attitudes and beliefs have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

This unit of work will consider the elements of the Achievement Standard which consider identities, relationships, decisions and behaviours. Students will consider the Australian sporting identity and the role sport has played to develop our culture and the values we, as Australian citizens, value as a community. Students will consider the actions and deeds required when individuals are classed as a legend or hero. Our sporting heroes display the courage and sportsmanship that assist people to develop attitudes and beliefs and build characteristics that create connected communities. Students will also consider the emotional responses that are aroused through sporting competition and the deeds of elite sporting performances. Consideration of the role of sport through our Australian history, the identification of recognised sports performances and the dedication and sacrifices which are made by our Australian sporting heroes.

Lesson	Content Descriptors	What students will learn	Teaching ideas	Assessment tasks
Lesson 3 @ School	<p>Being healthy, safe and active</p> <p>Evaluate factors that shape identity, and analyse how individuals impact the identities of others (ACPPS089)</p> <p>Examine the impact of changes and transitions on relationships (ACPPS090)</p> <p>Communicating and interacting for health and wellbeing</p> <p>Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses. (ACPPS094)</p> <p>Evaluate and apply health information from a range of sources to health decisions and situations. (ACPPS095)</p>	<p>Students will identify Australian Sporting individuals and teams from both the past and present.</p> <p>Students will explore the role sport has played in the development of a national identity.</p> <p>Students will understand the values promoted through sport and how these contribute to Australian communities and lifestyles.</p> <p>Students will understand the benefits of participating in sport and recreation activities. They will advocate for an active lifestyle and the important role sport plays in developing social connectiveness and a sense of belonging.</p> <p>Students will be able to identify a range of sports which have contributed to the Australian identity and how we are regarded by the rest of the world, as both a country and as citizens.</p> <p>Students will consider the role sport plays during times of war and disaster. Students will also consider the impact of war on sports events and how sport has been used during war.</p>	<p>Teachers could have the students identify what characteristics are considered to be specific to sport and recreation.</p> <p>Refer Appendix 1 Australian Sporting Values</p> <p>Teachers can discuss with their students the characteristics of elite athletes. How do they demonstrate the values of sport? What attributes do the students value in these sports people?</p> <p>Refer Appendix 2 Australian Heroes and Legends</p> <p>Identify Australian sporting values.</p> <p>Identify a sporting hero you wish to study who has a profile at the NSM. Teachers should encourage their students to select a range of heroes from a range of decades and sports as not all athletes are currently represented in the Museum.</p> <p>Evaluate the characteristics of your hero. What did they do to earn the title of hero or legend?</p>	<ul style="list-style-type: none"> • Research information about what constitutes a sporting hero or legend. • Collate all information and design a mind map of your project. • Consider what are the elements of your hero that you like and admire. • Personality. • Actions. • Hurdles they have overcome. • Map an athlete's journey to sporting success in a timeline, picture board, PowerPoint presentation. • Create a Hero poster How has the hero impacted their sport, their community, the nation, the world? • Local heroes Do you have people in the community who are heroes? • Identify young local heroes at school. What have they achieved and how has this affected the school community?

<p>Contributing to healthy and active communities</p> <p>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (ACPPS096)</p> <p>Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)</p>	<p>Students will understand the difference between amateur and professional sport.</p> <p>Students will consider the difference between a professional sports person and an amateur athlete. They will understand the different pressures and expectations professional sport places on players and teams.</p>	<p>Students will need to plan their visit to the NSM – time is limited and students will need to make decisions of which galleries they need to attend and which areas may be beneficial but are not essential.</p> <p>Items for discussion could include:</p> <ul style="list-style-type: none"> • Identify the values Australia considers important and link the ways that they are demonstrated in sport. • Consider how our values have changed through time and the ways they impact different sports and different countries. <p>Create a list the characteristics of elite sport performances.</p> <p>Create a list of criteria for a sporting hero.</p> <p>Refer Appendix 3 Elite Athlete Sporting Characteristics</p> <p>Consider the ways we value elite sport performance.</p> <p>Identify a variety of Australian heroes who have contributed to the history of Australia and are represented in the NSM. Students should be encouraged to not only consider present day athletes but also athletes from different sports and times.</p>	<ul style="list-style-type: none"> • Collect information from the local paper and media, sporting clubs, community clubs. • Conduct an interview with your identified local hero. <p>Design a timeline of historical sporting events which have been responsible for shaping Australia as a nation.</p> <p>Class Debate</p> <p>Teams will be given a topic about sporting performance and how this has been an example of a great sporting moment in our Australian history. Students will need to be able to justify why this moment should be considered as important and how it impacted our nation.</p> <p>Examples of topics may include:</p> <ul style="list-style-type: none"> • 13 June 1930 Sir Don Bradman plays his last test match. • 5 November 1930 Phar Lap wins the Melbourne Cup. • 22 November 1956 Melbourne hosts Olympics. • 28 July 1965 First Cricket test Australia vs England at MCG.
--	--	---	---

				<ul style="list-style-type: none"> • 13 June 1974 Australia competes in the first Football World Cup. • 28 July 1980 Evonne Goolagong wins her first Wimbledon Tennis Tournament. • 26 September 1983 Australia II the first successful America's Cup Challenger. • 10 November 2007 Australia wins first Netball World Tournament. • 24 July 2011 Cadel Evans wins the Tour de France.
Lesson 2 @ NSM	<p>Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098)</p> <p>Understanding movement</p> <p>Examine the role activity, outdoor and sport play in the lives of Australians and investigate how this has changed over time (ACPMPI04)</p>	<p>Students will visit the NSM as this provides context and inspiration for session 3 and outlines the role that a facility, like the museum, has as a great resource for sport and the moments and industry that is a part of our national identity.</p> <p>Students will become familiar with a selection of legends and heroes of the past and present who have impacted Australian culture through sayings, language, performances and actions in world sporting events.</p>	<p>Students visit the NSM and discuss the contribution and importance sport has played through the history of our nation.</p> <p>Investigate legends of Australian sport. Teacher's need to note the NSM has an extensive collection of sporting history and tributes to athletes. Students will need to be given enough time to investigate the variety of galleries and presentations but will also need to have time to research the subject of their project.</p>	<ul style="list-style-type: none"> • Research the resources of the galleries in the NSM and discover the sporting involvements of the past or someone from your local community who is now displayed in the NSM. • Develop a mind map of how an athlete is supported by coaches, family, community and health care professionals and the supports needed to be an elite sports person. • Research the sporting values your family considers important. Justify these values.

			<p>Create a biography of an athlete from your area or region.</p> <p>Describe factors that are considered when an athlete is amateur or professional</p> <p>Brainstorm a list of sayings, quotes and songs that are associated with Australian culture and have originated from sports events and moments in sport.</p>	<ul style="list-style-type: none">• Communication with NSM support teams. Students should be encouraged to interact with the NSM support teams and ask questions of the volunteers at the facility. Learning to interact with others and show respect when interacting with other members of our community is a skill we should encourage and practice.• Thinking skills - Students should be encouraged to collate, interpret and summarise their experiences at the NSM.• Design guidelines which encourage fair play and acknowledge good sports behaviours. <p>Promote these guidelines in the school to all levels of the school community. This can be in the form of assembly presentations, parent information nights and community events.</p> <p>Investigate the good sport policies that are used to guide the behaviour of athletes, officials and spectators in our community sport events.</p>
--	--	--	--	---

				<p>Examples can include:</p> <ul style="list-style-type: none"> • Australian Open Tennis • AFL Grand Finals • Melbourne Grand Prix • Spring Racing Carnival • Commonwealth Games • Olympic Games • World Cup Football • NRL Finals • Australian Masters Golf • ICC World Cup • V8 Supercars
Lesson 3 @ School	<p>Learning through movement</p> <p>Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities. (ACPMP107)</p> <p>Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)</p>	<p>Students will have researched and produced a project which demonstrates an understanding of the role sport plays in the development of our Australian culture.</p> <p>Students will have identified Australian sports heroes and legends.</p> <p>Students will understand the types of skills needed to excel in an identified sport.</p> <p>Students will apply knowledge of training schedules and practises needed to develop skills in sport and competition.</p> <p>Students will understand the roles of sports coaches and allied health professionals who work with elite athletes.</p>	<p>Students will be with their partner from the NSM visit and together will Think, Pair and Share ideas regarding their trip to the museum and what they have learned during this experience.</p> <p>Students will have identified a hero or legend represented at the NSM. They will have collected information about the individual and the feats attributed to this individual being identified as a hero or legend.</p> <p>Students will collaborate to decide what form of presentation their project could take.</p> <p>A poster A son A play A book A multimedia presentation</p>	<p>Using a variety of media, design a presentation for your peers and school under the theme of how to become a sporting hero.</p> <p>Poster This would need to include the name of the hero, what have they achieved to be a hero. How have they shaped their sport.</p> <p>Song Often songs are written about great feats which have occurred and the individuals who achieved them. Write a song about a sport, team or individual which highlight their strengths, challenges and feats and demonstrate our Australian way of life.</p>

Students will examine the role of sporting bodies such as ASADA and what their role is in sport.

Students will appreciate the dedication and time it takes for people to compete at elite competitions and represent their country in sport.

Students will consider the supports needed for athletes to excel in sport ie family, friends, health professionals and community.

Students will understand the Australian sports awards systems and what role these events play in sport.

Students will research data bases and identify sources which are accurate and reliable forms of information.

Students will Identify what attributes give an individual a natural advantage in a sport.

What does it take to be a sporting hero?

Critically discuss the types of support and common injuries sustained by your hero. How could injuries affect an elite athlete's performance later in life?

Search for athletes who have had injuries and as a result have taken up a sport and become very successful and have been labelled 'elite'. Kim Crowe is an example of an athlete who had a foot injury through athletics and took up rowing as a form of rehabilitation. She has now become a World champion and achieved silver and bronze medals at the Olympics for Australia.

Refer Appendix 4 worksheet Year 9 and 10 Formative Assessment

This assessment sheet for teachers is to assist when making notes about students at the NSM and considers the behaviours and thinking processes students are exhibiting to complete the tasks required for their assignment.

A Play

Write and perform a play which demonstrates the achievements of your sporting hero. Consider costumes, script,actors and props needed.

A Book

Design and produce a book about an Australian hero. It may be a picture book or story book and you must identify the age level you think the book is suited to.

A multimedia presentation

Students should choose from a range of multimedia options and create a presentation to highlight an Australian hero and their role in Australian sport and culture.

Refer Appendix 5 worksheet Year 9 and 10 Summative Assessment

This assessment sheet is an example of a worksheet teachers could use to assess the learning students have developed after their visit to the NSM. Provide a feedback sheet for the students and read two other pieces of work from other students. Students should provide written feedback on the work. You may like to provide marking guidelines to the students or have a class discussion to decide what elements of the work are to be assessed and what value is placed on each of the parts.

LOGISTICS TO CONSIDER WHEN PLANNING A VISIT TO THE NATIONAL SPORTS MUSEUM

Plan your visit to the NSM – time is limited, students will need to make decisions about which galleries they need to attend and which areas may be beneficial but are not essential.

Although it is recommended, by the NSM, to spend 30 minutes in the gallery and 30 minutes in Game On we recommend you consider areas your students need to experience which will enhance their learning and are related to their project. The NSM is currently divided into a number of sporting categories and areas:

- Olympics
- MCG
- Sport Australia Hall of Fame
- Cricket
- Australian Rules Football
- Thoroughbred Racing Gallery
- Multi Sports Exhibition
- Game On Interactive Gallery
- MCC Museum
- ISS Exhibitions Gallery
- NSM Cinema Sport

These areas and categories may change in the future and it is therefore important teachers familiarise themselves with the individual galleries to ensure students are able to focus on the task at hand. The resources and exhibitions at the NSM are extensive and students may find the experience to be overstimulating if they are not briefed and carefully directed for their excursion.

MCG Tour

Teachers should note that the MCG tour and the NSM are separate operations at the Melbourne Cricket Ground. Both facilities have support staff and tours but operate independent to each other.

Booking your visit

Teachers are encouraged to consider spending a minimum of 1 hour in the NSM. Some exhibits have restrictions on the number of people who can participate and so it is important you recognise you may need to have a rotation of groups around the museum exhibits.

Interact with volunteers

The NSM is supported by teams of volunteers who have extensive knowledge and experience of Australian sport and the museum. Schools are encouraged to talk and interact with the volunteers to enhance their experiences at the NSM

Belongings

Schools are unable to carry their schoolbags into the museum. Teachers need to be aware your group will be able to store their belongings in allocated spaces at the entrance of the NSM. Teachers need to ensure all students have paper and pens and or technology for recording their experiences in the NSM.

Photography

You are able to photograph and video record in the museum, however you will need to bring your own devices.

Appropriate Behaviour

Students should exhibit respectful behaviours when moving through the NSM, interacting with staff and with exhibits.

Listed below are a range of definitions for you to consider when conducting a class discussion about the values of sport.

- You may like to have your students consider what each of these values mean to an individual, a team, a community and a nation?
- Can they mean different things in different situations?
- Are any of these values more or less important than the other?
- Are there other values that should be included in the list?
- Sport can affect positive change in many ways within society consider the types of societal behaviours the values of sport can impact.

Accountability	• A form of trustworthiness, the trait of trustworthiness, the trait of being answerable to someone for something or being responsible for one's conduct.
Attitude	• A manner of thinking, feeling or behaving that reflects a state of mind or disposition.
Facing Challenges	• A test of one's abilities or resources in a demanding but stimulating undertaking.
Effort	• The use of physical or mental energy to do something, exertion. Something done or produced through exertion, an achievement.
Excellence	<ul style="list-style-type: none"> • The state or quality of excelling or being exceptionally good, extreme merit, superiority. • An action, characteristic, features, etc. in which a person excels.
Fairness	• Free from favouritism, self-interest or preference in judgement. Fair is the most general term that stresses conformity with what is legally or ethically right or proper.

Fun	• A source of enjoyment, amusement, diversion.
Inclusion	<ul style="list-style-type: none"> • To contain or take in as a part element, or member. • To consider as part of or allow into a group or class.
Integrity	• Steadfast adherence to a strict moral or ethical code.
Leadership	• The capacity or ability to lead, give guidance and direction.
Perseverance	• A continued steady belief or efforts, withstanding discouragement or difficulty, persistence.
Pride	<ul style="list-style-type: none"> • A sense of one's own proper dignity or value, self-respect. • A feeling of honour and self- respect, a sense of personal worth.
Respect	<ul style="list-style-type: none"> • A feeling of appreciation, often deferential regard, esteem. • The state of being regarded with honour or esteem.
Responsibility	• The obligation to carry forward an assigned task to a successful conclusion. With responsibility goes authority to direct and take the necessary action to ensure success.
Sacrifice	• The act of giving up something highly valued for the sake of something else considered to have a greater value or claim.
Sportsmanship	• The conduct and attitude of participants in sports, especially when considered commendable as in fair play, courtesy and grace in losing.
Teamwork	<ul style="list-style-type: none"> • The cooperative work done by a team. • The ability to work efficiently as a team.

You will find below a list of the sports and some of the athletes who are part of the many galleries that are collectively the National Sports Museum.

- You may like to consider what are the criteria for an individual to be rated as a hero or legend?

Sources that you may like to consider are:

Cricket Hall of Fame

<http://www.internationalcrickethall.com/the-greats-of-the-game/the-selection-process/>

Sport Australia Hall of Fame

<http://www.sahof.org.au/>

The Australian Football Hall of Fame

<http://www.afl.com.au/news/event-news/hall-of-fame>

Background ideas for teachers.

The terms hero and legend are often used interchangeably but there is a difference in definition between them. Heroes are seen as individuals who perform extraordinary feats or acts of bravery. A person who enters a burning building to save another is a hero; a sports star who displays extraordinary skill to win a competition may be viewed as a hero by their fans. Heroes are recognised for specific deeds or accomplishments. Heroes become legends when they do extraordinary things over a long period of time and this then elevates them above heroes but whose names and reputations have given them instant recognition for their actions. Are there other values which should be included in the list?

1. Discuss with students the definition and characteristics of heroes and legends.
2. Students could bring pictures of people they consider heroes. These could be people in their everyday life or celebrities they admire.
3. Students should share their pictures with the group and consider their selection for criteria of what characteristics constitute a hero? – In the community, in sport?
4. Write the characteristics on the board and divide into categories. Heroes who save lives, heroes who overcome adversity, heroes who perform extraordinary feats in sport.
5. Students should then consider the difference between a legend and a hero?
6. Consider the categories the group has devised and identify if any of the individuals hold a legend status.
7. Consider the Sports represented in the National Sport Museum. Identify who are the legends and heroes of these sports.
8. Have your students consider dividing Australian history into equal periods of time and discover who the sporting heroes of an identified time were in Australian history.
9. Groups may also like to select a variety of sports and identify the heroes and legends of a specific sport.
10. Please note it is a good idea to have your students identify several sporting identities for research as sometimes they will find the person they have identified is not at this point represented in the National Sports Museum.

NSM Gallery	Sports and Description of Gallery
Australia's Game	Traces the history of the game Australian Football and includes the selection of the greatest VFL/AFL Grand Final moments, a wealth of material collected from the greats of this uniquely Australian game. View the hand-written notes outlining the rules of the game by the founders of Australian football, Wills, Hammersley, Smith & Thompson in 1859; the 1933 Brownlow medal awarded to Wilfred 'Chicken' Smallhorn and trace the evolution of player from past to present day.
Champions Racing Gallery	With impeccable timing, the Champions:Thoroughbred Racing Gallery opened on September 30, 2010 on the eve of the Spring Racing Carnival and the celebrations surrounding the 150th running of the world famous Melbourne Cup. The Champions gallery features some of the most beautiful and important horseracing treasures imaginable, as well some "gems" that have never been displayed before. One of many highlights in Champions is an articulated skeleton of Carbine, the champion racehorse of the 1880s and 1890s. The greats of racing are featured heavily - hooped jockey sleeves worn when riding Phar Lap (pictured), all of Bart Cummings' dozen Melbourne Cup trophies, Roy Higgins' saddle and riding boots worn to guide Light Fingers to the 1965 Melbourne Cup, Damien Oliver's saddle used in Naturalism's 1993 Japan Cup triumph, Tom Corrigan's whip, a horse shoe worn by Ajax, a bridle and horse shoe worn by Phar Lap at Agua Caliente, a microphone and binoculars used by race caller Bill Collins and Carbine's Melbourne Cup trophy as well as much more.

James Hird Hologram	In 'Off the Bench', James Hird takes the audience through some of the finest and more difficult moments of his sporting career. Using the latest in simulated hologram technology, audiences will feel they are actually in the room. Hird offers an emotional and moving account of his life as a player and captain of Essendon as he stands in front of the bench at the end of the 2007 home and away season facing retirement.
Backyard to Baggy Green	Including the Australian Cricket Hall of Fame and the fabulous Baggy Green Room, showcasing a collection of Baggy Green caps worn by Australian Test cricketers, Backyard to Baggy Green traces the evolution of equipment used in cricket, its rules and undeniable spirit. Included within the exhibition are the Waterford crystal Ashes trophy, one of Shane Warne's trademark white floppy hats and Betty Wilson's personal collection of items profiling her celebrated career.
Shane Warne Hologram	A theatrical experience at the National Sports Museum brings cricketing great Shane Warne to life in 3D. In 'Cricket Found Me', Warne takes the audience into the MCG changing rooms and shares some of the great moments of his career, including the infamous 'Gatting' ball. In this environment, Warne interacts with the set as he moves around the space - locker doors open, cricket bats are picked up and moved and he looks and feels like he is actually there.

Faster Stronger Higher	From the ancient games to the present day, Faster, Higher, Stronger traces Australia's participation in the Olympic Games. Highlights include an Olympic timeline with each Olympic relay torch from Berlin in 1936 to Athens in 2004, excluding Helsinki in 1952, and medals and artefacts from past and present Olympians including Petria Thomas, Catherine Freeman and Edwin Flack - our first ever Olympic winner.
Multi Sports Display	Displays on sports including basketball, boxing, cycling, golf, tennis, soccer, netball, Paralympic Games, rugby union and rugby league are featured within the National Sports Museum.
Basketball	A signed one-piece bodysuit worn by the Australian Opals from the 2004 Athens Olympics. Larry Sengstock's 1980 Moscow Olympics team singlet Trish Fallon's silver medal from 2004 Athens Olympics Michele Timms' silver medal from 2000 Sydney Olympics
Boxing	Lionel Rose's 1968 Bantamweight trophy (and boots) Jimmy Caruthers' 1952 World Bantamweight belt Johnny Famechon's 1969 World Championship belt Gloves, dressing gown and skipping rope used by Johnny Famechon Gloves worn by Les Darcy
Rugby Union	Aussie representative honour cap worn by Jimmy Flynn (1912-14), one of our youngest captains. The first Australian national jersey (1931) Boots worn by John Eales at the 1999 Rugby World Cup
Rugby League	Several Melbourne Storm items, including Matt Geyer's jersey

Paralympics	Christine Humphries' gold medal from 1992 Madrid Paralympics Four-time gold medallist Michael Milton's competitor's outfit, 2002 Winter Paralympics, Salt Lake City Official team blazer, 1988 Seoul Paralympics
Cycling	Hupert Opperman's helmet, 1931 Cycling top worn by Kathy Watt at the 1992 Olympic Games Bodysuit worn by Kerri Meares, 2002 Commonwealth Games, Manchester Evolution of the cycling helmet, outfits and bikes!
MCC Museum	Located on Level B1 of the Members Pavilion, the 400-square metre Melbourne Cricket Club Museum has more than 1500 artefacts on display, showcasing the rich history of the club and the ground it manages. The centrepiece is the story of the mythical Ashes, where the club's outstanding collection of related memorabilia includes the famous Blackham Ball and exquisite silver "urn" from manager Frank Laver's successful tour of England in 1909.
Spirit of Sport	The Sport Australia Hall of Fame (SAHOF) was established to recognise and promote the outstanding sporting achievements of Australian athletes across all sports. This unique organisation does so to preserve and perpetuate Australia's rich sporting life and heritage as an inspiration to all Australians. Membership of SAHOF is limited exclusively to the top echelon of athletes. They have all achieved excellence at the highest level within their sport. Selection to the Hall of Fame by their peers is the pinnacle of achievement for Australian sportspeople. On December 10, 1985, the 120 original members were inducted into SAHOF. Sir Donald Bradman was the first inductee and Dawn Fraser the first female inductee. The exhibition showcases the careers of Legends including Shane Gould, Scobie Breasley, Greg Norman and Jack Brabham among others.

You will find below a list of the characteristics used to select elite performers in sport.

Background ideas for teachers.

Are some sports more suited to a typical person?

Some sports require extreme characteristics, for example not many shorter people are likely to succeed in netball, and those with lower levels of endurance are unlikely to do well in the triathlon. But people may find other sports, including badminton and table tennis, are more accessible as they do not rely on having such extreme attributes or capabilities.

1. Discuss with students the definition and physical characteristics used to identify athletes for sport

Which Sport are you made for? BBC.com
<http://www.bbc.com/news/uk-28062001>

2. Students could consider the pictures of their sporting heroes and identify their physical characteristics and which sports they could be suitable for.
3. Students should share their pictures with the group and consider their selection of characteristics they think they possess and identify types of sports they could be suited for. The group may like to complete the BBC sports quiz which can be found on the link above.
4. Write the characteristics on the board and divide into sports categories. See which sports all members of the class would be suited for.
5. Students should then consider which sports they play and which sports they would not like to participate in.
6. Consider the sports categories that the group has devised and identify elite athletes of these sports. Do they possess the identified physical characteristics of this sport?
7. Identify the elite athletes they would like to research on their visit to the National Sports Museum.

8. Have your students consider dividing Australian history into equal periods of time and discover who the sporting heroes were and how these physical characteristics may have changed through Australian history.
9. Please note it is a good idea to have your students identify several sporting identities for research as sometimes they will find the person they have identified is not at this point represented in the National Sports Museum.

Characteristics	Sports advantage
Height	Height is a factor used in predicting your ability in some sports.
Pain Tolerance	The ability to tolerate, function and cope with high levels of pain is important for some sports.
Power	Your maximal ability to do physical work at a high rate, from a standing start.
Aggressiveness	Aggressive athletes take charge, assert themselves strongly and make their presence felt.
Body Awareness	Athletes high in body awareness are able to recognise subtle changes in their bodies and are aware of the body position during movement.
Communication	Communication is the meaningful exchange of information between two or more athletes and is a vital ingredient in a number of sports.
Coordination	This is the ability to see an object or an opponent and effectively co-ordinate your body movements.
Focus	Highly focused athletes can concentrate on one thought at a time and can do exactly what they are thinking.

Body Mass	Your body mass is a significant factor in many sports but not all. Knowing your body mass will help find you best sporting match.
Trust	In sport, trust is having the belief and confidence that your team mates or coach will do what is expected.
Endurance	Endurance is the ability to physically, keep giving, hopefully without letting your standards drop for a prolonged period of time.
Agility	How quickly you react to what's going on around you and change the position and/or direction of your body.
Age	The peak age range for most sports in the Commonwealth Games is 20 - 30 years old but shooting and lawn bowls can see much older athletes compete at the top level.

This assessment sheet for teachers is to assist when making notes about students in the National Sports Museum and considers the behaviours and thinking processes students are using to complete the tasks required for their assignment. These are only suggestions of interactions and observations you may like to take notes about so you have a more comprehensive understanding of the style of learning and thinking skills your students are developing whilst attending the National Sports Museum.

Visit to National Sports Museum				
STUDENT	EX	G	S	COMMENT
Teacher interaction with student				
What information do you need to know?				
Where will you find the information in the National Sports Museum?				
Can you tell me more about what you are researching?				
What is the most interesting thing you have found out?				
How will you use this information for your assignment?				
How has your group divided the tasks to complete the criteria of the assignment?				
Observed Behaviours				
Supports others in group				
Interacts with NSM volunteers				
Asks critical questions				
Finds solutions to problems				
Analyses sources of material				
Collects data relevant to topic				
interprets information presented in a variety of formats				
Creates work using a variety of technology and media				

This assessment sheet is an example of a worksheet that teachers could use to assess the learning students have demonstrated after their visit to the National Sports Museum.

The Melbourne Cricket Ground

The MCG was built in 1853 and is compared with many of the other great sports stadiums of the world. Known colloquially as “the G” describe why you believe it is Australia’s favourite stadium?



.....

.....

National Sports Museum

The National Sports Museum comprises of many galleries. From the list below select one gallery you explored and answer the following questions:

NSM Galleries	
Faster Higher Stronger	
Backyard to Baggy Green	
Australia’s Game	
People’s Ground	
Spirit of Sport	
Multi Sports	
MCC Museum	
Champions Thoroughbred Racing	
Game On	

1. What are the elements of sport celebrated in this gallery?



.....

.....

2. Identify an artefact you discovered in this gallery and describe why it is significant to Australian Sport?



.....

.....

3. Describe a sports hero who is part of the gallery and list the achievements which have established this identity as a part of Australia’s sporting history?



.....

.....

4. Identify and analyse a sports story from the gallery which has inspired you. Explain why you believe these actions are important for Australia?



.....

.....

Further Resources You may like to consider before and after your visit to the National Sports Museum

The Top 50 Australians

<http://www.theaustralian.com.au/news/the-greatest-of-all-our-50-top-australians/story-e6frg6n6-1226562801398>

Australian Stories

www.australia.gov.au/about-australia/australian-stories Top 20 Sports Stars <http://www.news.com.au/sport/photos-fnaquujp-1226543701505>

Australian poems and songs about identity

The Land

My Country by Dorothea Mackellar (poem)

<http://www.dorotheamackellar.com.au/archive/mycountry.htm>

Australia by A.D.Hope (poem)

<http://www.poetrylibrary.edu.au/poets/hope-a-d/australia-0146006>

South of My Days by Judith Wright (poem)

<http://www.poemhunter.com/poem/south-of-my-days/>

Drought Year by Judith Wright (poem)

<http://www.poemhunter.com/poem/drought-year/>

Australia by Ania Walwicz (freeform prose poem)

<http://australia.red2.de/poetry.shtml>

Great Southern Land (song)

<http://alldownunder.com/australian-music-songs/great-southern-land.htm> <http://www.australiangeographic.com.au/journal/top-10-aussie-songs.htm>

Downunder (song)

<http://alldownunder.com/australian-music-songs/down-under.htm>

Aboriginal Life & Social Conditions (Modern Period)

Oodgeroo Noonuccal (poems)

<http://www.poetrylibrary.edu.au/poets/noonuccal-oodgeroo>

Last of His Tribe by Oodgeroo Noonuccal

<http://www.poetrylibrary.edu.au/poets/noonuccal-oodgeroo/last-of-his-tribe-0719010>

The Dispossessed

<http://www.poetrylibrary.edu.au/poets/noonuccal-oodgeroo/the-dispossessed-0719048>

Son of Mine

<http://www.poetrylibrary.edu.au/poets/noonuccal-oodgeroo/son-of-mine-0719042>

Aboriginal Charter of Rights

<http://www.poetrylibrary.edu.au/poets/noonuccal-oodgeroo/aboriginal-charter-of-rights-0719030>

The Aboriginal Tent Embassy Speech on 25th Anniversary of the 1967 Referendum by Kevin Gilbert, 27 May 1992 (speech)

<http://books.google.com.au/books?id=dktdADP9hewC&pg=PA144&dq=kevin+gilbert+speech+at+aboriginal+embassy&hl=en&sa=X&ei=yNReT4fiINNCwiQf5kNH-ZBw&ved=0CD0Q6AEwAQ#v=onepage&q=kevin%20gilbert%20speech%20at%20aboriginal%20embassy&f=false>

The Redfern Address a speech by Paul Keating, Prime Minister 1992

http://www.antar.org.au/issues_and_campaigns/self-determination/paul_keating_redfern_speech

Stolen Generations Apology speech by Kevin Rudd, Prime Minister, 2008

http://explore.moadoph.gov.au/trails/211-australias-prime-ministers-landmark-speeches/list?per_page=80 (near bottom of page)

Beds Are Burning (song)

<http://www.australiangeographic.com.au/journal/top-10-aussie-songs.htm>

First-born by Jack Davis (poem)

The Black Tracker by Jack Davis (poem)

Integration by Jack Davis (poem)

Australians at War

Khe Sanh (song)

<http://www.australiangeographic.com.au/journal/top-10-aussie-songs.htm> <http://www.metrolyrics.com/khe-sanh-lyrics-cold-chisel.html>

I Was Only 19 (song)

<http://www.youtube.com/watch?v=Urtiyp-G6jY&feature=related> <http://www.metrolyrics.com/i-was-only-19-a-walk-in-the-light-green-lyrics-redgum.html>

Remembrance Day Speech by Paul Keating, Prime Minister at the funeral service of the Unknown Australian Soldier, 11 November 1993.

<http://www.awm.gov.au/commemoration/keating.asp>

Beach Burial by Kenneth Slessor (poem)

http://allpoetry.com/poem/8521619-Beach_Burial_with_German_Translation-by-Kenneth_Slessor

Smalltown Memorials by Geoff Page (poem)

<http://www.poetrylibrary.edu.au/poets/page-geoff/smalltown-memorials-0439009>

Homecoming by Bruce Dawe (poem)

http://en.wikipedia.org/wiki/Homecoming_%28poem%29

Iconic Australian

I Am Australian (song)

<http://alldownunder.com/australian-music-songs/i-am-australian.htm>

I Still Call Australia Home (song)

<http://www.australiangeographic.com.au/journal/top-10-aussie-songs.htm>

True Blue (song)

<http://www.australiangeographic.com.au/journal/top-10-aussie-songs.htm>

Working Class Man (song)

<http://www.australiangeographic.com.au/journal/top-10-aussie-songs.htm>

The Surfer by Judith Wright (poem)

<http://www.poemhunter.com/poem/the-surfer-2/>

The Jerilderie Letter by Ned Kelly

http://www.ironoutlaw.com/html/jerilderie_01.html

Bushfires at Kunghur by Peter Skrzynecki

http://australia.poetryinternationalweb.org/piw_cms/cms/cms_module/index.php?obj_id=17856

Australian Sporting Initiatives

Sport Australia Hall of Fame

<http://www.sahof.org.au/>

Good Sports: The biggest health initiative in Australian sport
goodsports.com.au/

Top 10 Fair-Play Moments - YouTube

www.youtube.com/watch?v=HoQ72IHYAg0

Play By The Rules

<http://www.playbytherules.net.au/>

THIS CONTENT WAS PRODUCED BY

