

**FASTER, HIGHER, STRONGER**  
LEVEL 4 - Year 5/6



# **THE BENEFITS OF THE OLYMPIC GAMES**



**NATIONAL  
SPORTS  
MUSEUM**

## LEVEL 4 - YEAR 5/6

# 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

Olympic Games - Faster, Higher, Stronger

## CURRICULUM FOCUS

**Learning Areas:** The Humanities - History; The Humanities - Civics and Citizenship;  
The Humanities - Geography; English; The Arts - Visual Art

**Capabilities:** Personal and Social Capability; Critical and Creative Thinking

## 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.

## **PRE-VISIT ACTIVITIES**

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

*Focus skills, knowledge and understandings:* Critical and Creative Thinking

#### **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 that 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](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; The Humanities – 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 IOC 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 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 exhibition 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?
- Which objects reflect the unique features of a country?
- Look at 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:* English; Personal and Social Capability; The Humanities – Civics and Citizenship; The Arts – Visual Art

#### **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:* Personal and Social Capability

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:* Critical and Creative Thinking

#### **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:

### **Personal and Social Capability**

Students contribute to groups and teams suggesting improvements for methods used in group projects and investigations. (VCPSCSO032)

### **The Humanities: Civics and Citizenship**

Students identify various ways people can participate effectively in groups to achieve shared goals. They analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues. (VCCCC015) (VCCCC016)

### **The Arts: Visual Art**

Students demonstrate the use of different techniques and processes in planning and making artworks. They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks. (VCAVAV030) (VCAVAP031)

### **English: Writing; Speaking and listening**

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. (VCELY358) (VCELY358)

Students create detailed texts, elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. (VCELY366) (VCELY367)

### **The Humanities: Geography**

Students identify and describe locations including the major countries of Europe, North America and Asia. (VCGGK091) (VCGGK092)

### **The Humanities: History**

Students compare the different experiences and perspectives of people in the past. They explain the significance of an individual and group.

Students develop texts and descriptions of continuity and change. In developing these texts and organising and presenting their information, students create an explanation about a past event, person or group using sources of evidence and historical terms and concepts. (VCHHC084)

### **Critical and Creative Thinking**

Students apply questioning as a tool to focus or expand thinking. (VCCCTQ021)

Students explain and apply basic techniques to construct valid arguments and test the strength of arguments. (VCCCTR027)

Students represent thinking processes using visual models and language. They practice and apply learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information. (VCCCTM029) (VCCCTM030)

## **ADDITIONAL RESOURCES**

a.s.p.i.r.e. school network with primary, cross-curriculum lessons:

<http://www.olympics.com.au>

<http://www.olympic.org>

## **WORKSHEET 1: DESIGN AND PRESENT A BID TO HOST THE 2016 OLYMPICS**

**Name:**

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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:**

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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 technology 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?**

