

FASTER, HIGHER, STRONGER - TOGETHER

**WHAT DOES IT MEAN
TO BE AN
OLYMPIAN?**

KEY CONCEPT

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

AUSTRALIAN SPORTS MUSEUM EXHIBITION FOCUS:
**FASTER, HIGHER,
STRONGER - TOGETHER**

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 - together” over time?

CURRICULUM FOCUS

Learning Areas: Health and Physical Education; English; Mathematics

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 the visit to the Australian 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.

PRE-VISIT ACTIVITIES

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

Focus skills, knowledge and understandings: Critical and Creative Thinking

Materials

- Worksheet 1

Invite students to think about what it means to be an Olympic athlete. Facilitate 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. The wording of the oath has changed slightly over the years. Ask students to compare and discuss how and why 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; Critical and Creative Thinking

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 should also keep a watch on the AOC Paris2024 website which tell the stories of the current Olympians and Olympic hopefuls:

- <https://www.olympics.com.au/games/paris-2024/team/>
- <https://www.olympics.com.au/news/>

DURING THE VISIT TO THE ASM

While at the Australian 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 Australian 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

Materials

- Laptop and projector to read athlete blogs and other commentary on the Australian Olympic website
- A copy of the assessment criteria

Begin by reading some of the updates on athletes on the Rio2016 social stream and team pages.

After discovering more about the athletes, and considering the displays they have seen at the Australian 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

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: Critical and Creative Thinking

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.

ADDITIONAL RESOURCES

- <https://www.olympics.com.au/olympic-schools/hub/>

INDICATORS OF STUDENT ACHIEVEMENT AND ASSESSMENT STRATEGIES

The activities in these materials address the following:

Health and Physical Education

- Students describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. (VCHPEP112)

Personal and Social Capability

- Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles (VCPSCSO032)

English: Writing; Speaking and listening

- Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352)
- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358)
- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)
- Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multi-modal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (VCELY367)

Mathematics: Number and Algebra; Measurement and Geometry; Statistics and Probability

- Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers (VCMNA214)
- Students relate decimals to the metric system and choose appropriate units of measurement to perform a calculation. (VCMMG222)
- Interpret secondary data presented in digital media and elsewhere (VCMSP236)

Critical and Creative Thinking

- Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities (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)

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. The teacher can instruct students that they will be evaluated against the following scale by the teacher, a peer and the student themselves.

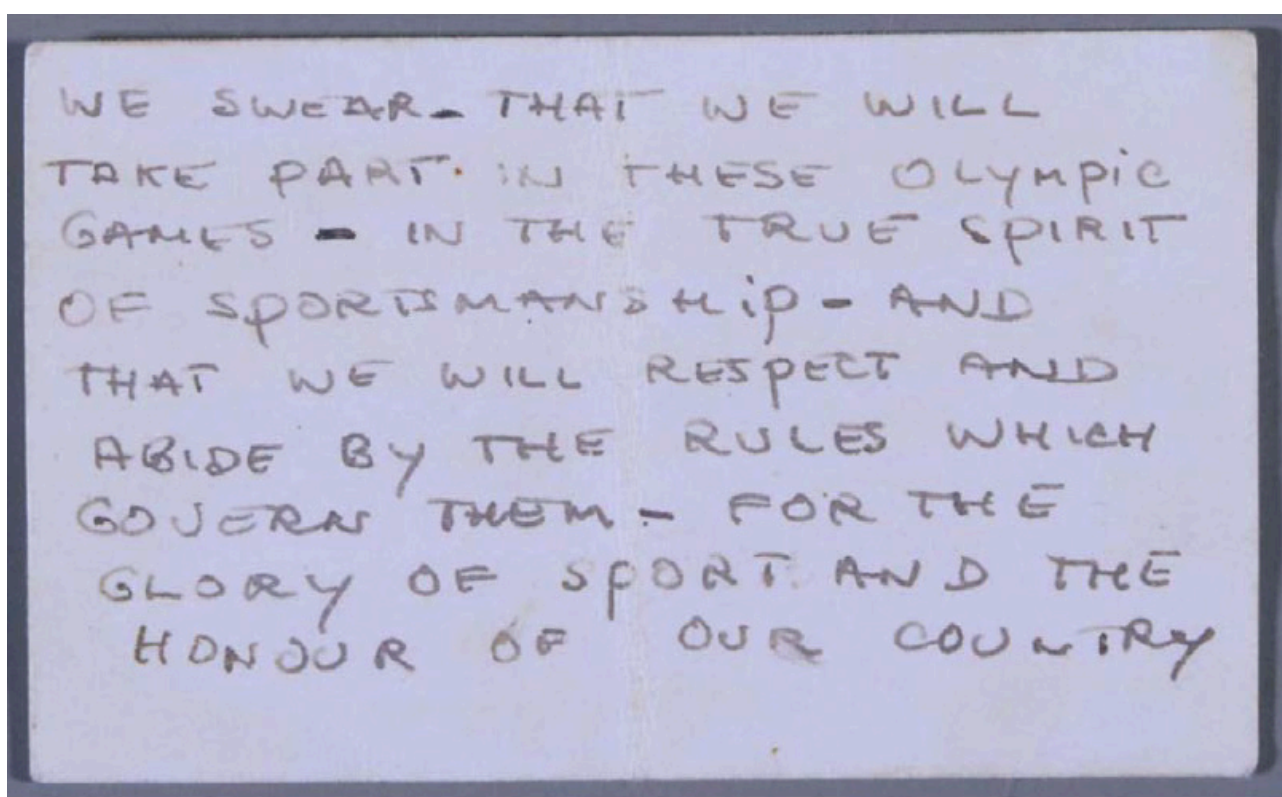
CRITERIA	SELF EVALUATION	PEER EVALUATION	TEACHER EVALUATION
Prepared a well thought out plan for their Olympic athlete.			
Demonstrates knowledge of importance of food and how this relates to energy needs for active lives.			
Presented the training plan neatly and creatively.			
Wrote an inspirational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

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:

Search for the current Olympic records for these sports and then compare them

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?
Men's 100m sprint	11.8 sec (Athens 1896)			
Women's high jump	1.59m (Amsterdam 1928)			
Men's shot-put	11.22m (Athens 1896)			
Women's long jump	5.64m (London 1948)			

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

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

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