



OLYMPIC AND PARALYMPIC GAMES

Lesson ideas

Below you will find a selection of Olympic and Paralympic Games-themed, curriculum-linked lesson ideas and accompanying activity sheets written mainly for primary years students. Some activities may also suit lower primary students, with all activities designed to be adapted to suit your students' learning levels.

Broad learning outcomes

Using this curriculum material will assist students in achieving the following broad learning outcomes:

- Students will learn about the 2024 host city, Paris, France.
- Students will explore the history of the Olympic and Paralympic Games.
- Students will consider how the core Olympic values of 'humanity, equality and destiny' apply to them and the world today.
- Students will research to build their knowledge about Olympic and Paralympic athletes, nations, teams and sports.

English

- Students to complete the '**Comprehension and Literacy**' activity sheets.
- Students to produce an Acrostic poem using the letters that appear in the word 'ATHLETES'.
- The Paralympic Games motto is 'Spirit in Motion' and the Olympic Games motto is 'Citius, Altius, Fortius'. Students to discuss why we have mottos and what these two say/mean in relation to Olympic/Paralympic competition? If students could choose a new motto for the Olympic/Paralympic Games what would it be?
- Students to select a sport represented at the 2024 Games and research to make a list of terms or phrases associated with that sport. Students to add definitions to the list, write a short paragraph that includes as many terms as possible, and then share it with a partner.
- Students to complete one or more '**KWL chart**' activity sheets about Paris or an Olympic or Paralympic Games topic of their choice.



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- Students to choose a sport that will be represented at the 2024 Olympic or Paralympic Games and write a simple procedural text on how to demonstrate an aspect of that sport (e.g. *how to dribble a soccer ball, or shoot for goal in basketball*).
- Students to create a class information book about Paris. Each student to create a whole book or contribute a page on a given topic (e.g. *history, currency, landmarks etc.*) to a class book.
- Students to write interview questions for a gold medal winner, then practise asking the interview questions with a partner.
- Students to research the Winter Olympic Games and Youth Olympic Games. Traditionally, these Games, along with the Paralympic Games do not seem to receive as much attention or media coverage as the Summer Olympic Games. Students to create a multimodal persuasive text to encourage their peers or adults to support/watch one of these events.
- Students to imagine they are an athlete competing at the Olympic or Paralympic Games and write a letter to a supporter expressing how they feel about the experience.

Mathematics

- Students to collect data relating to Paris or France (e.g. *population, area, population density, temperature etc.*) and choose a readable format to present/display it in the classroom.
- Students to plan a detailed trip to Paris for five days to attend some Olympic Games events, incorporating items such as the cost of airfares, accommodation, local transport, tickets to the Games, and other estimated expenses while visiting Paris. Final calculations for each item to be shown in Euros. Students to discuss the different choices they've made and the associated budgets.
- Students to design an athletes' village on graph paper and record the coordinate points of important areas and include a key. Students may wish to draw the map to scale.
- In groups, students to use the '**Sport survey**' activity sheet to carry out their own survey to discover students and/or teachers' favourite sport. Graph and discuss the results.
- Students to investigate the reason for graduated starting positions in specific running events. What is the reason why the athletes don't always start in a straight line?



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Science

- Students to research how scientists have contributed to sport. This includes nutrition, equipment, training methods, etc. Prepare a 'Science in Sport' presentation for the rest of the class.
- Students to investigate why competing in an outside lane of a pool may put a swimmer at a disadvantage.
- Students to select sports that exhibit the principles of energy and propulsion (e.g. *shot put, swimming, javelin etc.*) and explain how they are demonstrated (*drawing a labelled diagram may help with this activity*).

Humanities and Social Sciences (Geography, History, Civics and Citizenship, Economics and Business)

- During the Olympic Games, people from many nations will visit Paris, France. Students to investigate to discover some laws or customs in France that may not be familiar to people from other countries. Students to discuss how Paris could ensure that visitors know and abide by the laws of their country.
- Students research to create a '**History and timeline of the Olympic and Paralympic Games**' poster. This could be done individually or in small groups. (*An example of a timeline poster can be found in the 'activity sheets' section.*)
- Australia consistently performs 'above its weight' in relation to population size and medals won at the Olympic and Paralympic Games. Students to discuss why they think this is and consider how sport contributes to Australia's national identity.
- On the '**Where in the world?**' sheet you will find a list of 15 countries that have hosted a summer Olympic and/or Paralympic Games. In small teams, students will find and highlight these countries on a world map (*you can find printable versions online*) or a globe.
- Students to research the contribution of Indigenous Australians and/or migrants to the success of past Olympic or Paralympic teams.



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- The Olympic Games have an interesting, and sometimes controversial history – from cancelled Games during World Wars to boycotts during international conflicts. Select one of the following Olympic Games and research to find out some interesting facts. 1920, 1936, 1948, 1972, 1976.
- Students to consider the cost of hosting an Olympic/Paralympic Games. What would the host country need to build or provide? Discuss the pros and cons of being a host nation/city. What impact on the nation's citizens could a Games have?

The Arts

- Students to design a piece of artwork that incorporates aspects of French and Australian culture.
- Students to source Olympic Games images and create an individual or class Olympic Games photo story. Students to select appropriate music to accompany the images.
- Students to research 'Spiro Samara' and discover what link he has to the Olympic Games.
- Students to listen to the national anthems of various countries that compete at the Olympic Games and discuss the similarities and differences.
- Students to create/write an Olympic Games theme song/rap. They could use their favourite piece of music and rewrite the lyrics.
- Students to design their own mascot for the Paris Olympic or Paralympic Games.

Technologies (Design and Technologies, Digital Technologies)

- Students to design a torch for an Olympic/Paralympic relay. Once designed, they could make a prototype out of recycled materials. Students should consider which materials would be suitable for the real torch.
- Students to research and report on the technology involved in bringing TV viewers world record times in swimming using the 'red line' across the pool.
- Students to research and report on how the methods of timekeeping at the Olympic Games have evolved over the years.
- Students to look at pictures of the stadiums used throughout Olympic history, then design their own stadium for the next Olympic Games. What key features would it have and why?



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- Students to create a short video 'bid' for their local community to host the next Olympic and Paralympic Games.

Health & Physical Education

- Students to select three or four pieces of equipment from different sports (e.g. a soccer ball, tennis racket, hurdles etc.) then create a new sport that uses these pieces of equipment.
- Students to investigate the effects that exercise has on the body. What are some ways to recover from strenuous exercise?
- Students to investigate the diet of elite athletes. How does it differ from everyday diets? Does it vary from sport to sport? Invite a sports nutritionist to speak to the class.
- Students to choose one Australian Olympian or Paralympian (*past or present*) and research their lives including how the athlete became involved in the sport, medals won, memorable moments etc.
- Students to select a sport and brainstorm ways in which it could be modified to allow people with a disability to participate.
- Students to investigate the 'Athlete's oath' taken at the opening ceremony of the Games. Students to explain what the oath means and discuss what they think 'Sportsmanship' involves.
- The core values of the Olympic Games are 'humanity, equality and destiny'. Students to discuss how they think these values apply in the world today.

Languages

- The Olympic motto is 'Citius, Altius, Fortius'. Students to translate this motto and research its origin.
- Students to discover what the two official Olympic Games languages are and why.
- Students to research how to say and write 'Olympics', 'athlete' and other related words in five of the languages spoken by athletes at the Olympic Games.
- Students to discover the official languages of several countries participating in the Olympic Games, then research how to say or write 'hello', 'well done' or 'congratulations' in those languages.