

Australian Olympic Education Resource



OLYMPIC DAY

GREEK RESOURCES

LESSON 4 – Training for Olympic Day

DESCRIPTION:

In this lesson, students practice the physical skills required of a sport to be played on Olympic Day. They are made aware of safety guidelines and develop a deeper understanding of the rules and game play.

OUTCOMES:

This lesson contributes to the achievement of the following unit outcomes:

- Learns language associated with training for an Olympic event to participate in a range of activities.
- Performs and repeats linked movement sequences that display consistency and control.
- Demonstrates the linking of a series of motor skills, using equipment, in a game that requires communication, cooperation and rules.

SUGGESTED TIME:

60 minutes (this is dependent on the sport selected and skill level of students. Actual duration may be customised by increasing or reducing the time spent on gameplay. This lesson may be repeated several times - or incorporated into your Physical Education program - to develop skills across a range of sports and activities).

WHAT YOU NEED:

- equipment and venue necessary for selected sport

ONLINE RESOURCES:

olympics.com.au (Australian Olympic Committee website> Education>a.s.p.i.r.e. school network)
www.olympics.org (International Olympic Committee website)

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Modern Language Teachers' Association of Victoria
www.mltav.asn.au





Training for Olympic Day

Discuss the sports suggested for your school's Olympic Day from Lesson 3. **Outline** that the class will spend this lesson building their skills and abilities in some of these sports and activities.

Note: This training session will also be taught in the target language, providing students with the opportunity to actively engage with the target language in preparation for Olympic Day.

Safety

1. **Explain** that an important aspect of Physical Education is safety.

There are three main areas to pay close attention to:

- **other people** (eg keep a lookout for younger or smaller students, be extra careful if you are in a large group)
- **game equipment** (eg make sure your shoes and clothes are safe, keep a lookout for damaged equipment or other risks on the playing field)
- **environment** (eg pay extra attention if it starts to rain or if it gets too hot)

Όταν κάνεις αθλητισμό πρέπει να προσέξεις τρία πράγματα:

- **Άλλους ανθρώπους γύρω σου** (για παράδειγμα, πρόσεξε αν υπάρχουν μικρότερα παιδιά, πρόσεξε ιδιαίτερα αν είσαι σε μεγάλη ομάδα)
- **Τον αθλητικό εξοπλισμό** (για παράδειγμα, σιγουρέψου ότι είναι εντάξει τα παπούτσια και τα ρούχα σου, κοίταξε αν υπάρχει χαλασμένος εξοπλισμός ή άλλοι κίνδυνοι στο γήπεδο)
- **Το περιβάλλον** (για παράδειγμα, πρόσεξε ιδιαίτερα αν αρχίσει βροχή ή αν κάνει πολλή ζέστη)

Note: An important aspect of participation in Physical Education is an awareness of safety and risk assessment. As a general guideline, there are three main areas from which risks could emerge:

- people (eg skills, attitude, fitness level, health, age, numbers etc)
- equipment (eg clothing, fields, sporting equipment etc)
- environment (eg rain, temperature, terrain etc).

For more information, refer to your school's own duty of care statements and other safety guidelines.





Warm-up

1. Explain to students that it is important for students to warm body parts to build their heart rate and increase circulation.

An active warm-up is important because it:

- *reduces the risk of injury*
- *prepares muscles for stronger activity*
- *excites and motivates students.*

Οι ασκήσεις προθέρμανσης είναι σημαντικές γιατί:

- *μικραίνουν τον κίνδυνο τραυματισμού*
- *προετοιμάζουν τους μυς για πιο έντονη άσκηση*
- *ενθουσιάζουν και παρακινούν τους μαθητές.*

2. List some suggestions for an active warm-up including:

- walking
- stretching
- tag and other games
- marching with high knees
- jogging with changing directions.

Perform a five minute warm-up, such as an activity involving gentle movement.

Ensure that the activity suits your student group. **Follow-up** with some passive stretching.

Developing practical skills

1. Review the rules, game play and equipment required for your selected sport(s) and activities. **Refer** to the students' research from *Lesson 3 - Olympic sports*.

2. Play a game or perform an activity such as a series of relay races, or other games involving ball skills. **Ensure** that the activity suits your student group. You may choose to base this session on the *50 m relay race* – see *the teacher resource* for helpful teaching points for this activity.

Warm-down

1. Explain to students that an important aspect of playing sport (or any physical activity) is settling down. Stretching is a quick and simple way to calm down and should be done after each session to slow the heart rate.

Spend a few minutes with a warm-down, stretching and settling down.

Note: Refer to your school's own Physical Education program for more details. You may like to repeat this lesson several times across the range of your selected sports and activities. Ensuring students are comfortable with all the rules, game play, equipment and safety aspects should result in a smoother event schedule on Olympic Day.







50 m relay race

Game play and tips

Equipment/venue: running track, batons, stopwatch.

Game play: The relay race is a sprinting race usually made up of four 'legs', with a different runner for each leg. Each runner is placed 50 metres apart (either along a large circular track, or at each end of a straight 50 metre stretch). The runner of the first leg holds a baton which is handed to the second runner for their leg of the race, continuing on for the remaining runners. If the baton is dropped, the team is not disqualified - it just slows them down! The team to complete the race in the shortest time wins.

Some general tips are outlined below:

- Leg 1 needs a fast sprinter who won't be too distracted by false starts.
- Legs 2 and 3 need sprinters who are confident to exchange batons (i.e. receive and deliver).
- Leg 4 needs a confident sprinter who won't panic under pressure.
- Work together with other runners in your team.
- Pay attention when you handle and exchange the baton.
- Trust your team throughout the race.
- Keep your focus on your own race and not on your competitors.
- Keep the baton in one hand when you run, gripped firmly with all four fingers and thumb.
- Keep as quiet as you can when you exchange a baton (e.g. don't shout 'go').
- Practise the baton exchange to build trust in the other runners in your team.
- Only hold out your hand a few seconds before you are ready to receive the baton.
- Don't slow down to exchange the baton.
- Deliver the baton with a single swift downward motion into the hand of the outgoing runner.

