


2016
#PHYSED
OLYMPICS



Rio 2016™



RESOURCE MANUAL

CREATED BY:
 USSIE

#PhysEd

AUSSIE #PHYSED RESOURCE MANUAL



Rio2016™



THIS RESOURCE MANUAL HAS BEEN DESIGNED BY TEACHERS WITHIN THE AUSSIE PHYSED NETWORK. IT HAS BE DESIGNED TO BE USED BY ALL TEACHERS WITHIN SCHOOLS THROUGHOUT THE RIO OLYMPICS.

THIS RESOURCES TYPIFIES THE POWER OF COLLABORATON BY CONNECTED EDUCATORS. TEACHERS HAVE USED VOXER TO COMMUNICATE AND GOOGLE DRIVE TO STORE RESOURCES.

WE TRUST YOU WILL ENJOY THE ACTIVITIES.

**IF YOU TWEET ABOUT THIS USE:
#AUSSIEPHYSED AND THE ACTIVITY
AUTHORS TWITTERS NAME**

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Live your passion



PRIMARY SOLO TAXONOMY RUBRIC - Games and Sports

This rubric has been developed to help students understand the skills and knowledge located within the Games and Sports strand of the NSW PE syllabus. It will also supplement the active play and minor games focus area of the Australian Curriculum. The aim is to develop each student's competence and confidence in the broad range of games, sports and physical activities presented in this resource. It is intended that students develop fundamental movement skills, progressing to more complex game and sport-specific skills in noncompetitive and competitive environments that foster positive feelings of success and enjoyment.

Concept/ Standard	Prestructural 	Unistructural 	Multistructural 	Relational 	Extended Abstract 
Corresponding Level of Understanding	FIRST TIMER	NOVICE	APPRENTICE	PRACTITIONER	EXPERT
FUNDAMENTAL MOVEMENT SKILLS.	I know nothing about FUNDAMENTAL MOVEMENT SKILLS.	I can tell you one type of FUNDAMENTAL MOVEMENT SKILLS and demonstrate this in one of the activities.	I can define several types of FUNDAMENTAL MOVEMENT SKILLS and demonstrate them in a variety of the activities.	...and take part in most of the activities with confidence while cooperating and communicating with my teammates.	...and confidently explain what would happen if the rules for the activities were not followed.
DEMONSTRATED					

#AUSSIE PHYSED NEXT LEVEL CHALLENGES!

#AUSSIE PHYSED OLYMPIC LITERACY ACTIVITIES	I have no idea what words relate to the Olympic Games.	I can identify and correctly spell one word that relates to the Olympic Games.	I can identify and correctly spell multiple words that relate to the Olympic Games.	...and I can correctly use at least 3 of these words together in a sentence about the Olympic Games in Rio.	... and I can tell you how some of these words can be used in a different context.
DEMONSTRATED					
#AUSSIE PHYSED OLYMPIC GAMES EXPRESSION SESSION	I have no idea what the common skills/movements in the Olympic Games are.	I can identify one common skill/movement in the Olympic Games.	I can describe multiple skills/movements that are common to most events in the Olympic Games.	...and I can work as part of a team to put these skills together to create a new game.	...and I can confidently explain skills/movements that are important to our game while successfully umpiring the game.
DEMONSTRATED					

Live your passion



PRIMARY TEACHER OBSERVATIONS - GAMES & SPORTS

COPY THIS INTO iDoceo TO CREATE A CLASS FORMATIVE ASSESSMENT RUBRIC

Concept/ Standard	Prestructural 	Unistructural 	Multistructural 	Relational 	Extended Abstract
Corresponding Level of Understanding	FIRST TIMER	NOVICE	APPRENTICE	PRACTITIONER	EXPERT
FUNDAMENTAL MOVEMENT SKILLS.	The student is new to this concept and learning about FMS for the first time.	The student can name and perform one of the following: static balance, sprint run, vertical jump, Side gallop, Catch, Kick, Hop, Skip, Leap, overarm throw, two-hand strike, dodge.	The student can define and perform at least 3 of the following: static balance, sprint run, vertical jump, Side gallop, Catch, Kick, Hop, Skip, Leap, overarm throw, two-hand strike, dodge.	...and take part in most of the activities with confidence while cooperating and communicating with their teammates.	...and confidently explain what would happen if the rules for the activities were not followed.
DEMONSTRATED					

#AUSSIE PHYSED NEXT LEVEL CHALLENGES!





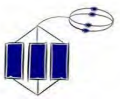
#AUSSIE PHYSED OLYMPIC LITERACY ACTIVITIES	The student is new to this concept and learning about the Olympic Games for the first time.	The student can identify and correctly spell one word that relates to the Olympic Games.	The student can identify and correctly spell at least 3 words that relate to the Olympic Games.	...and can correctly use at least 3 of these words together in a sentence about the Olympic Games in Rio.	... and can explain how some of these words can be used in a different context.
DEMONSTRATED					
#AUSSIE PHYSED OLYMPIC GAMES EXPRESSION SESSION	The student is new to this concept and learning about the skills/movements found in the Olympic Games for the first time.	I can identify one of the following movement/skills: Running, Jumping, Throwing, Catching, Marking, Evading, Aiming . . .	I can describe at least 3 of the following skills/movements Running, Jumping, Throwing, Catching, Marking, Evading, Aimingand they can work as part of a team to put these skills together to create a new game.	...and they can confidently explain skills/movements that are important to their game while successfully umpiring the game.
DEMONSTRATED					

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SECONDARY SOLO TAXONOMY RUBRIC - Lifelong Physical Activity

This rubric has been developed to help students understand the skills and knowledge located in the Lifelong Physical Activity strand of the Stage 4 NSW PE syllabus. It will also supplement the Games and Sports focus area of the Australian Curriculum. It is intended that students develop an understanding of the factors that can influence their participation in physical activity as they take part in a wide range of activities presented in this resource. It is intended that students develop health-related and skill-related components of fitness and explore its contribution to enjoyment and performance.






Concept/ Standard	Prestructural 	Unistructural 	Multistructural 	Relational 	Extended Abstract 
Corresponding Level of Understanding	FIRST TIMER	NOVICE	APPRENTICE	PRACTITIONER	EXPERT
LIFELONG PHYSICAL ACTIVITIES	I know nothing specific about lifelong physical activities	I can tell you one type of lifelong physical activity.	I can define several types of lifelong physical activities and use the games we have played as examples.	...and explain how these activities may be used to increase physical activity options within the community.	...and evaluate which type of lifelong physical activity is most important for Olympic athletes.
DEMONSTRATED					
HEALTH-RELATED/ SKILL-RELATED COMPONENTS OF FITNESS	I know nothing about the health-related and skill-related components of fitness.	I can name one health-related and skill-related component of fitness.	I can describe several health-related and skill-related components of fitness that are developed in the games we have played.	...and explain how these components connect to allow successful participation in the games we have played.	...and hypothesise how Olympic athletes may develop these components of fitness.
DEMONSTRATED					
#AUSSIE PHYSED NEXT LEVEL CHALLENGES!					
#AUSSIE PHYSED OLYMPIC GAMES EXPRESSION SESSION Personal benefits of participation in physical activity.	I have no idea what the personal benefits of participation in physical activity.	I can identify one personal benefit of participation in physical activity.	I can describe multiple personal benefits of participation in physical activity.	...and I can work as part of a team to develop a game that promotes the personal benefits of participation in physical activity.	...and I can confidently explain how participation in the game will lead to personal benefits while successfully umpiring the game.
DEMONSTRATED					

Live Your Passion



SECONDARY TEACHER OBSERVATIONS - Lifelong Physical Activity

COPY THIS INTO iDoceo TO CREATE A CLASS FORMATIVE ASSESSMENT RUBRIC

Concept/ Standard	Prestructural 	Unistructural 	Multistructural 	Relational 	Extended Abstract 
Corresponding Level of Understanding	FIRST TIMER	NOVICE	APPRENTICE	PRACTITIONER	EXPERT
LIFELONG PHYSICAL ACTIVITIES	The student is new to this concept and learning about lifelong physical activities for the first time.	The student can name one of the following: competitive/non-competitive, individual/group/team, recreational activities, health and fitness, initiative/challenge activities, physical activities with cultural significance.	The student can use the games that have been played to provide multiple examples of the previous list.	...and explain how these activities may be used to increase physical activity options within the community.	...and evaluate which type of lifelong physical activity is most important for Olympic athletes.
DEMONSTRATED					
HEALTH-RELATED/ SKILL-RELATED COMPONENTS OF FITNESS	The student is new to this concept and learning about the health-related and skill-related components of fitness for the first time.	The student can name one of the following: cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition, power, agility, coordination, balance, reaction time, speed.	The student can use the games that have been played to provide multiple examples of the previous list.	...and explain how these components connect to allow successful participation in the games we have played.	...and hypothesise how Olympic athletes may develop these components of fitness.
DEMONSTRATED					
#AUSSIE PHYSED NEXT LEVEL CHALLENGES!					
#AUSSIE PHYSED OLYMPIC GAMES EXPRESSION SESSION Personal benefits of participation in physical activity.	The student is new to this concept and learning about the personal benefits of participation in physical activity for the first time.	The student can name one of the following: physical benefits, social benefits, emotional benefits, mental benefits, spiritual benefits.	The student can use the games that have been played to provide multiple examples of the previous list.	...and they can work as part of a team to develop a game that promotes the personal benefits of participation in physical activity.	...and can confidently explain how participation in the game will lead to personal benefits while successfully umpiring the game.
DEMONSTRATED					

Birdie Bowls



BIRDIE BOWLS

Year Level: P-6

Learning Intention

To get the bowl as close to the target as possible in the least amount of shots

Equipment

- various coloured cones
- bean bags
- ropes or hula hoops
- numbered cones or flags
- rubber spots or markers
- lawn bowls or weighted balls

Creating a Golf Course

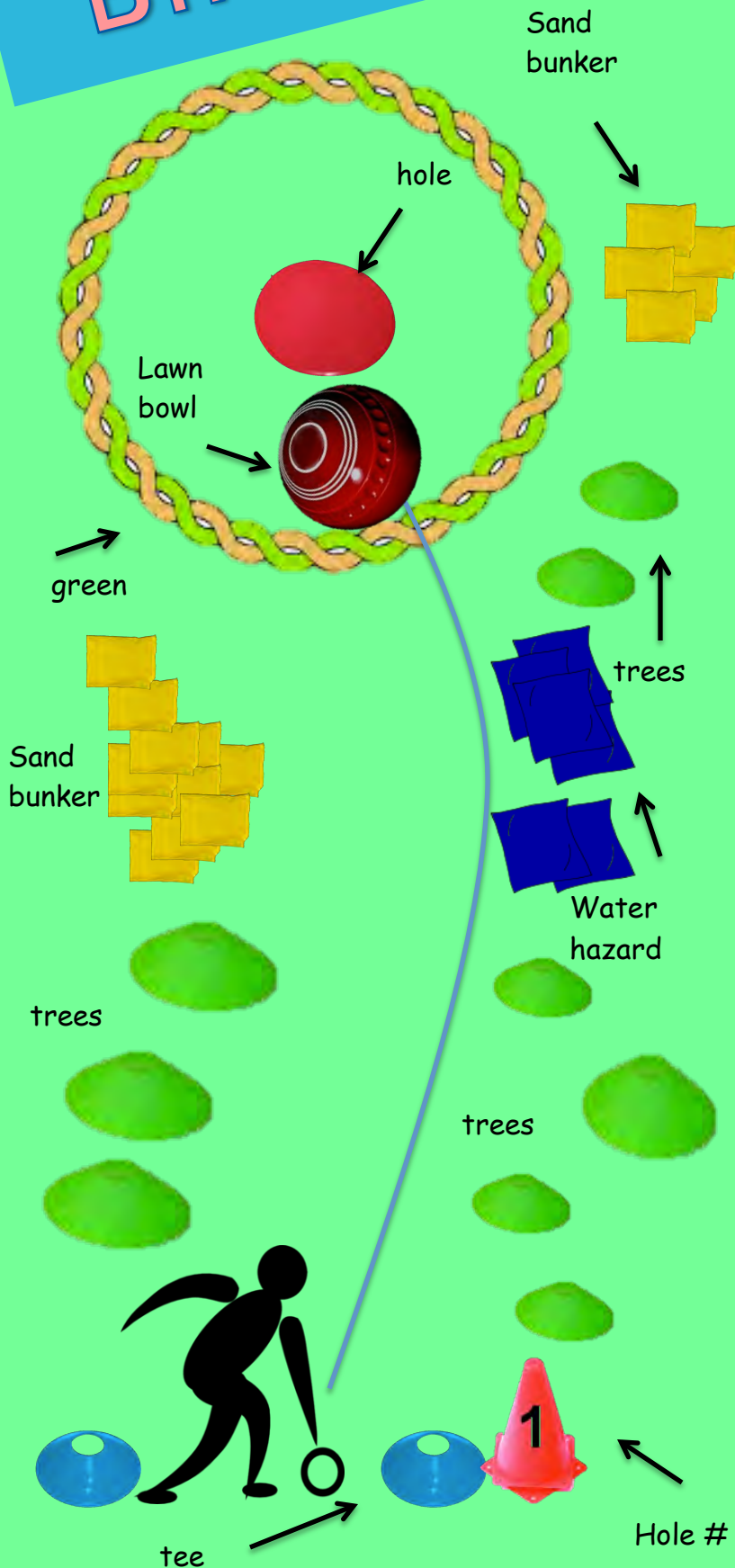
- use two cones as a tee with a numbered cone/flag for each hole
- Create obstacles and hazards such as trees, water and sand bunkers. Use bean bags or cones to do so
 - Use a hula hoop or rope to create a green with a rubber marker as the hole

How to play

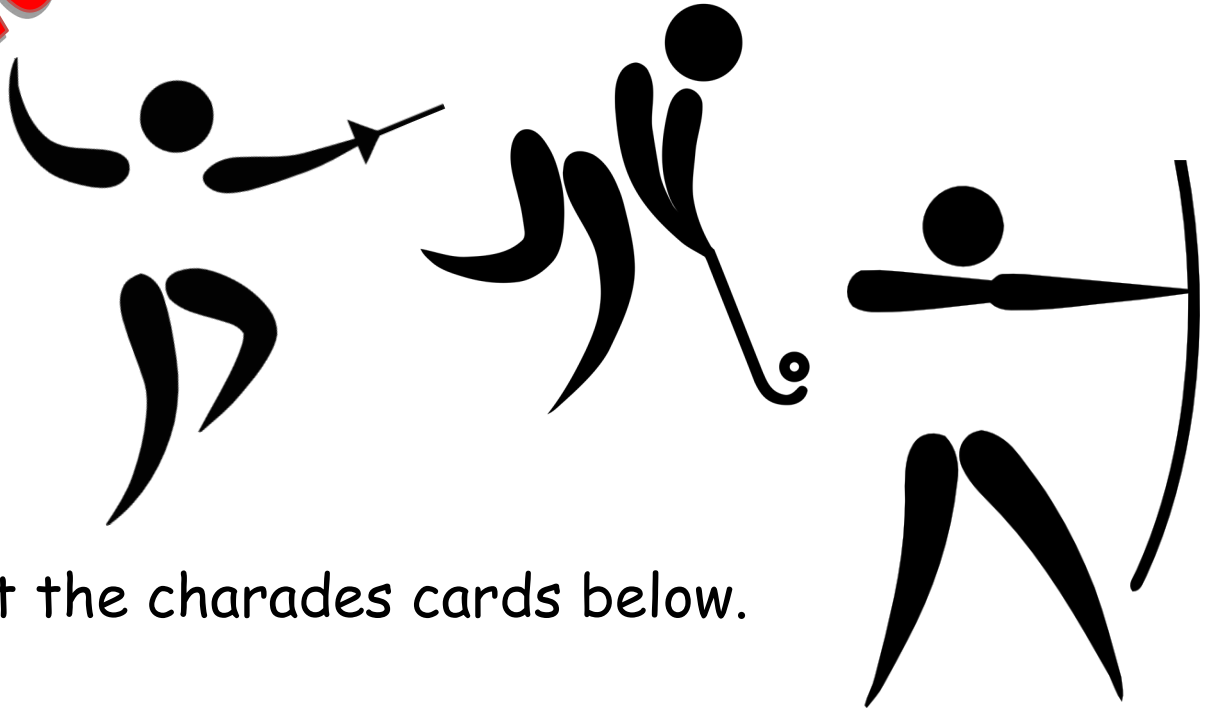
- Set up numerous holes
- Split players into pairs, 3's or 4's
- Students take it in turns to roll their bowl
- Count how many shots it takes to get to the hole
 - Lowest score wins

Modify

- Replace rubber spots with flags and play hit the pin
 - Nearest to the pin in one shot
- Remove obstacle for early years and use tennis ball
 - Create a par score for each hole



Charades



Cut out the charades cards below.

Students select a card randomly and act out the Olympic sport silently!

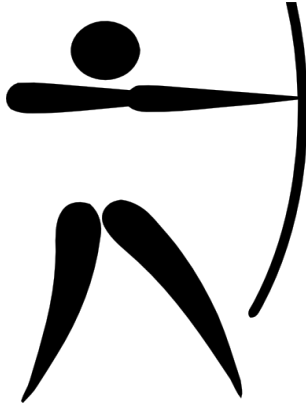
Play as a class or in small groups.



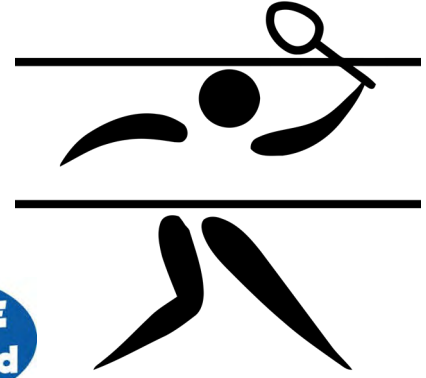
@commandokiddz

Brett Sinnett

ARCHERY



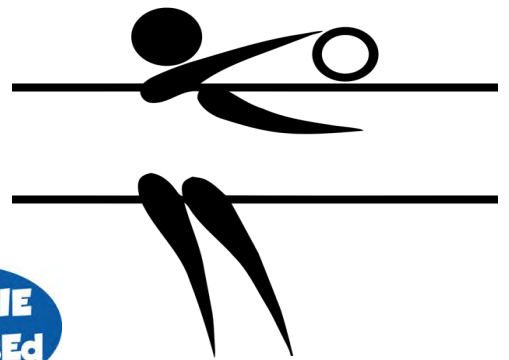
BADMINTON



BASKETBALL



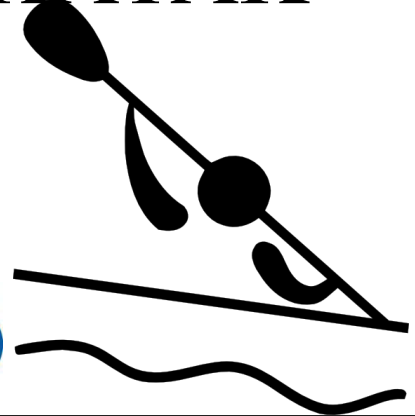
VOLLEYBALL



BOXING



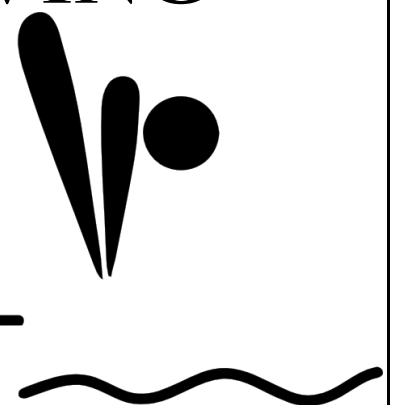
KAYAK



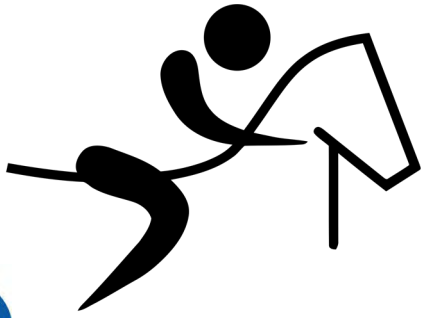
CYCLING



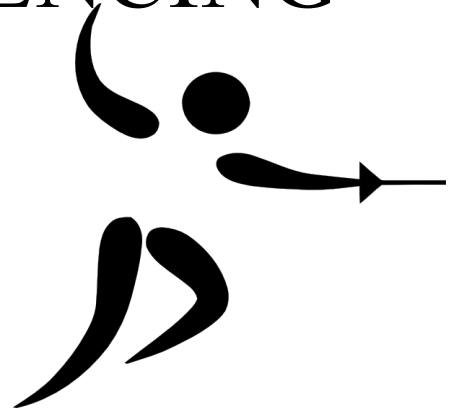
DIVING



EQUESTRIAN



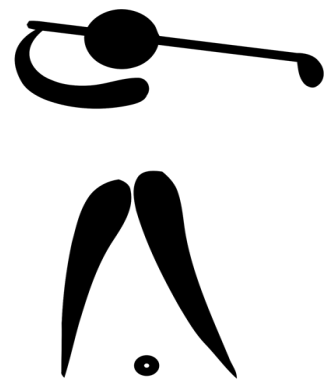
FENCING



HOCKEY



GOLF



GYMNASTICS



JUDO



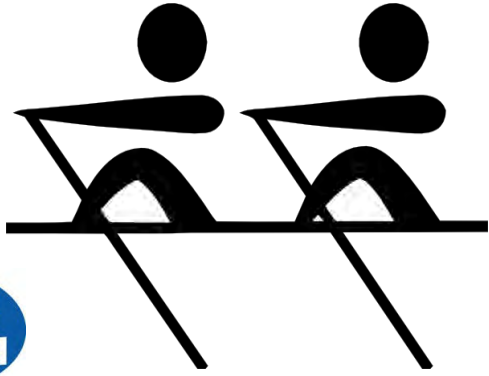
BMX



HANDBALL



ROWING



SAILING



SHOOTING



SWIMMING

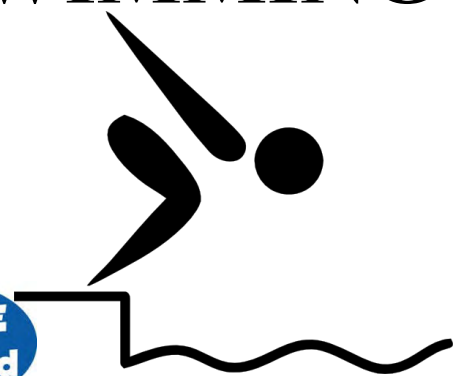
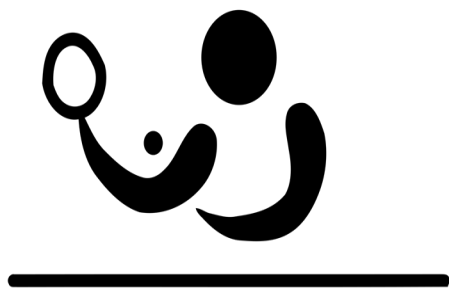


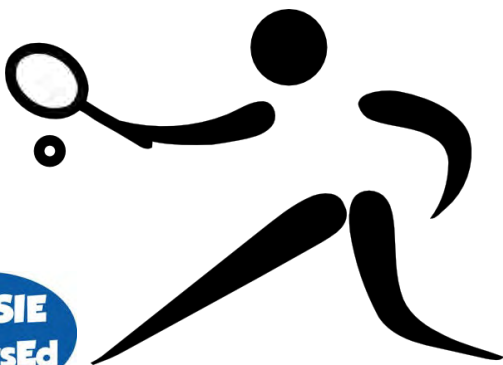
TABLE TENNIS



TAEKWONDO



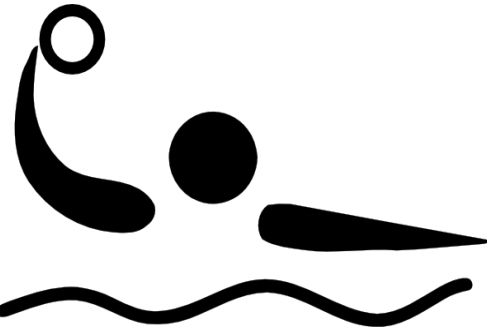
TENNIS



TRIATHLON

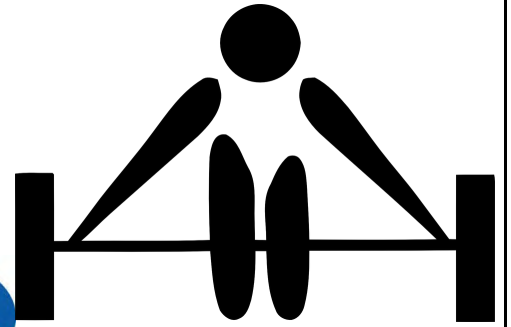


WATER POLO



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WEIGHTLIFTING



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WRESTLING



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HAMMER THROW



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HIGH JUMP



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#PhysEd

HURDLES



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#PhysEd

JAVELIN



 **USSIE**
#PhysEd

POLE VAULT



 **USSIE**
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Concentration Carnaval

Curriculum Links:

- Physical Education: Use strategies to work in group situations when participating in physical activities
- Literacy: Phonics and word knowledge

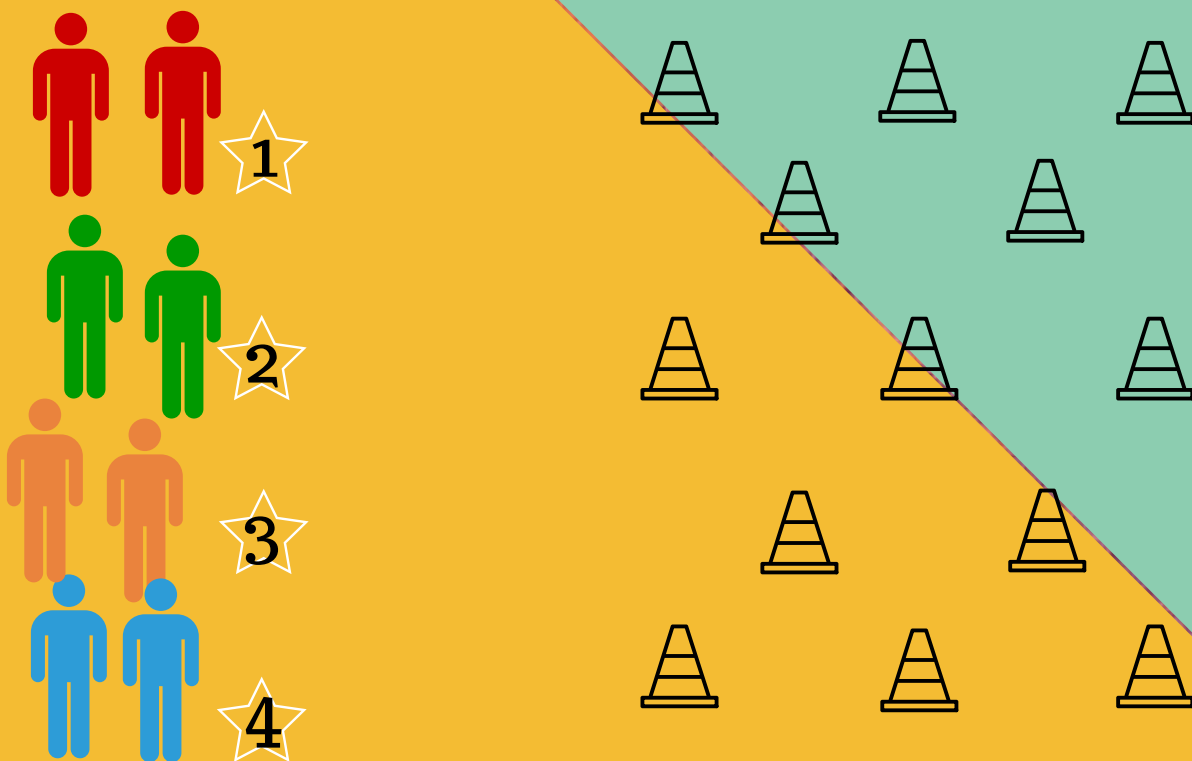
Split players into 4 even teams.

Cut and laminate the cards on the next page. For large groups you might use 2 or 3 copies of each card.

Place each card under a cone or dome. You can even have some empty cones. 1 student from each team runs out and turns over 2 cones in an attempt to find a word and it's matching image.

If they find a match, they bring the cards back to the group, if not, they replace the cards under the cones before returning to their group.

The team that collects the most cards wins the game.





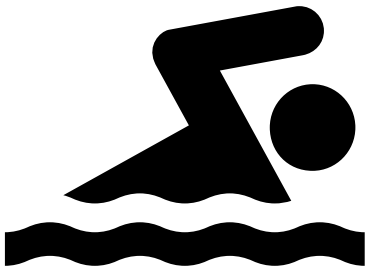
Tennis



Archery



Canoeing



Swimming



Golf



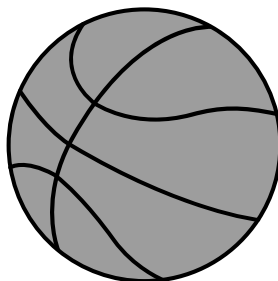
Diving



Cycling



Soccer



Basketball

CONE VOLLEYBALL

Learning area: Hand eye coordination, spatial awareness and team work

Level: Grade 3 and above

Equipment: net, cones and a tennis ball.

How to play: All players require a cone. Team who starts will 'serve' by throwing the tennis ball over the net and the other team needs to catch the ball with their cone. They can throw the ball (using the cone only) a maximum of 2 times and on the 3rd time they must throw the ball over the net. If the ball touches the floor inside the play area, the other team receives the point. First to 25 points wins.

Rules: students must use the cone to throw the ball to their team mates and over to the other side. If the ball goes out, the other team receives the point. You only serve if you win a point. Students cannot run with the ball and cone.



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CHRISTINA POLATAJKO

@CPOLA17

EQUESTRIAN COURSE RELAY

Equestrian Course Relay

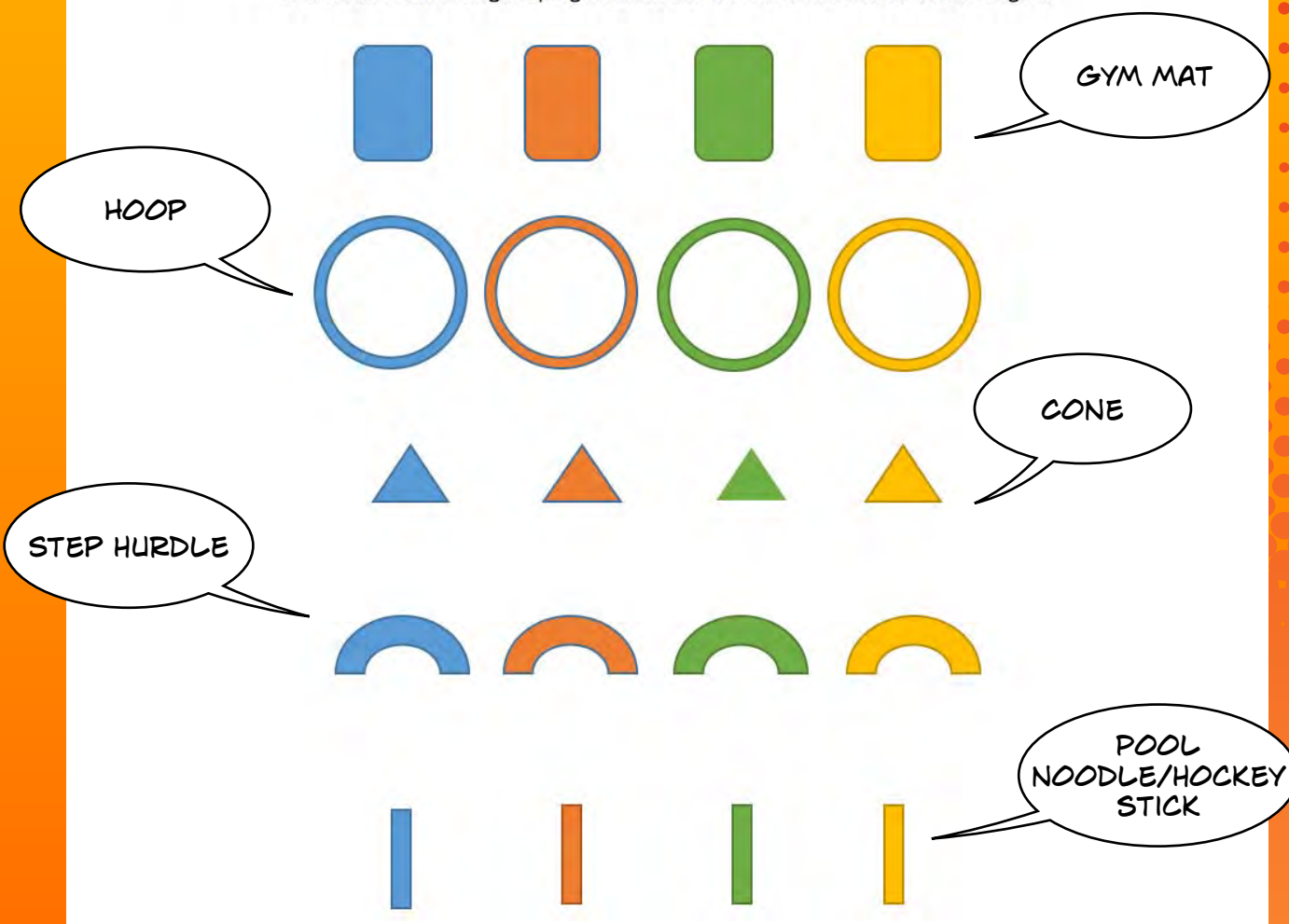
Learning intention: To follow the course outline and to be able to incorporate your movement skills.

Year level: Foundation - 2

Equipment: Pool noodles or hockey sticks, step hurdles, cones, hoops, gym mats. Add additional equipment if required.

Setting up the course: This course could be altered to your student needs. Ensuring it is safe and the students are aware on how to complete the course.

How to play: Set students into groups. One person per group begins to gallop and jumps over the step hurdle riding their 'horse' (pool noodle or hockey stick). The student continues to gallop around the cone, leaps over the hoop and runs through the 'puddle' (gym mat). The student returns galloping back to the start and the next student begins.



Equestrian is the only Olympic sport in which men and women compete against each other on equal terms.

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CHRISTINA POLATAJKO

#PhysEd

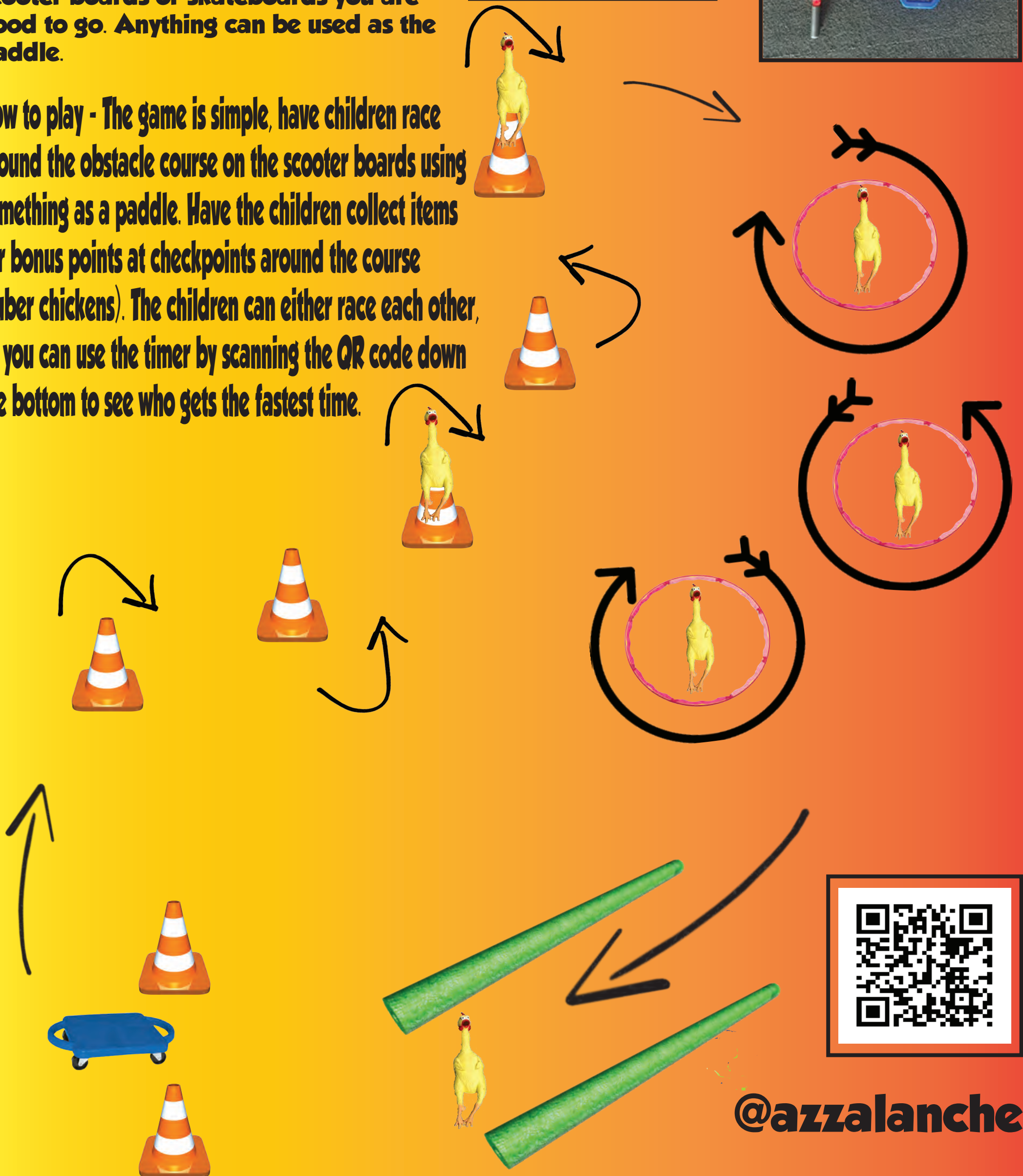
@CPOLAT17

KAYAK GIANT SLALOM COURSE

Equipment - Get creative with this activity as the obstacle course is only limited by your imagination. Some of the equipment you can use are pictured in the photos, but as long as you have scooter boards or skateboards you are good to go. Anything can be used as the paddle.



How to play - The game is simple, have children race around the obstacle course on the scooter boards using something as a paddle. Have the children collect items for bonus points at checkpoints around the course (ruber chickens). The children can either race each other, or you can use the timer by scanning the QR code down the bottom to see who gets the fastest time.



BOXING

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OPEN

MIC

EVENT

Can you commentate
this magical
Olympic moment.



Have someone record
you and share with your
class

WEIGHT
LIFTING

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OPEN

MIC

EVENT

Can you commentate
this magical
Olympic moment.



Have someone record
you and share with your
class

BMX

 **AUSSIE**

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OPEN

MIC

EVENT

Can you commentate
this magical
Olympic moment.



Have someone record
you and share with your
class

BUCKET RELAY!

WET VERSION

Students line up in teams across four cones.

Each group is given one bucket or cup with a hole poked in the bottom of the cup.

Once the whistle starts students take turns filling their bucket with water from a container at the start line and carrying it over to the finish line, where they pour it into an empty bucket.

Students continue to do this until their teams bucket is filled or the timer runs out. At which point the winner is determined by the group who has the most water in their bucket.

DRY VERSION

Students line up in teams across four cones.

Each group is given one bucket or cup.

Once the whistle starts students take turns filling their bucket with rice/pasta/unifix and carrying it over to their teams bucket at the finish line where they pour it in.

Students continue to compete until the bucket is filled or the timer runs out. At which point the winner is determined by the group who has the most rice/pasta/unifix in their bucket.

Equipment needed:

- Event sign
- 4 cones
- 4 empty buckets/cups
- 4 buckets full of water/rice/pasta/unifix
- 4 large buckets to be filled.



OLYMPIC LOGOS

Olympic logos are symbols that people recognise also remember performance from. They are moments locked in time that allow reflections to be made and goals to be set.

TASK 1: Can you find the logos for the Olympic years listed in the squares? Research, Print and Paste the logos

Task 2: Create a logo for your school Olympic games. Print and promote.

 **USSIE**

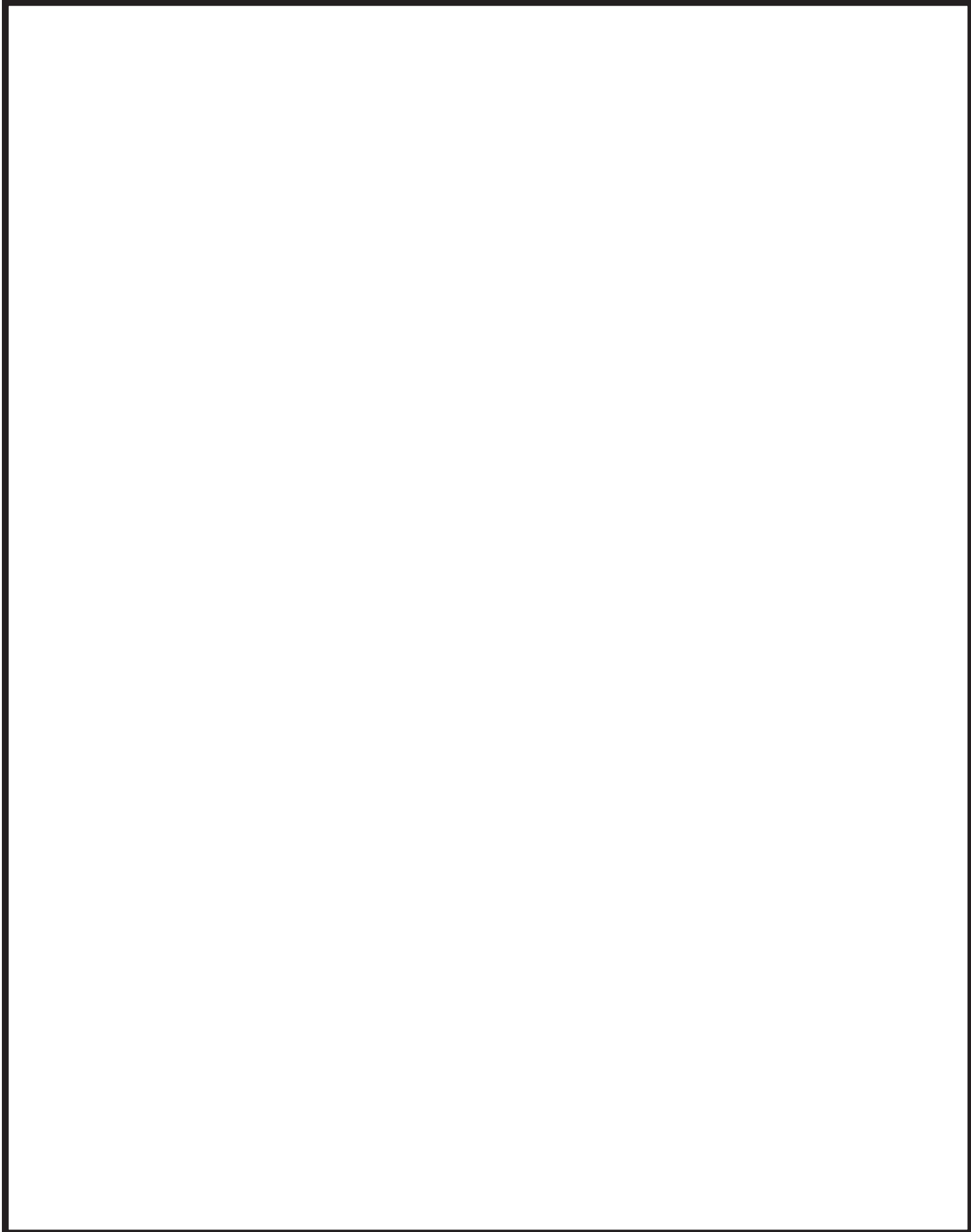
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**TASK 1: Can you find the logos for the Olympic years listed in the squares?
Research, Print and Paste the logos**

1932			1952
	1936	1948	
1956		1964	
	1960		1968
	1976	1980	
1972			1984
	1992		2000
1988		1996	
2004			2016
	2008	2012	

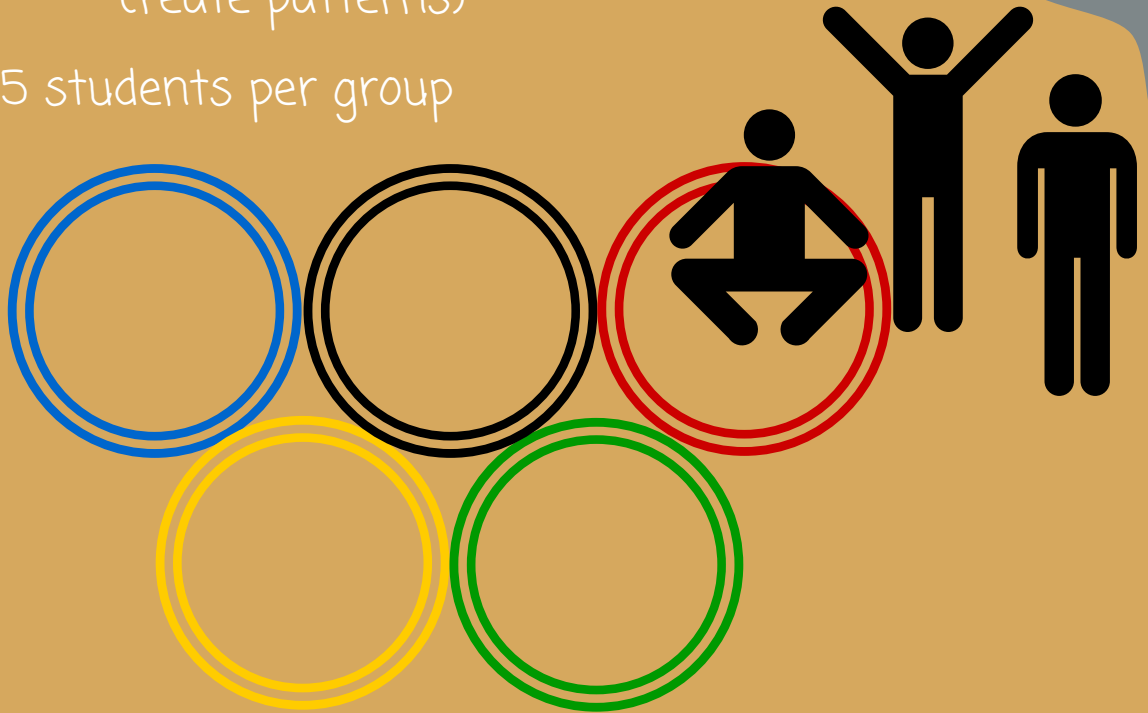
Task 2: Create a logo for your school Olympic games. Print and promote.



Olympic Memory Rings

Curriculum Links: - Motor Skill Development (jumping)
- Patterns and algebra (copy, continue and create patterns)

Players: 2 to 5 students per group



How to Play: - Lay out 5 coloured rings, or spot markers, or draw rings with chalk.
- Player 1 jumps into a sequence of rings while the other players try to memorise the colours.
- They then take turns to try and copy the sequence.
- Players take turns to make their own sequence and increase difficulty by making longer sequences.

*modified from "memory mats" in Fundamental Motor Skills by Walkley, Armstrong & Clohesy

Olympic Torch Relay

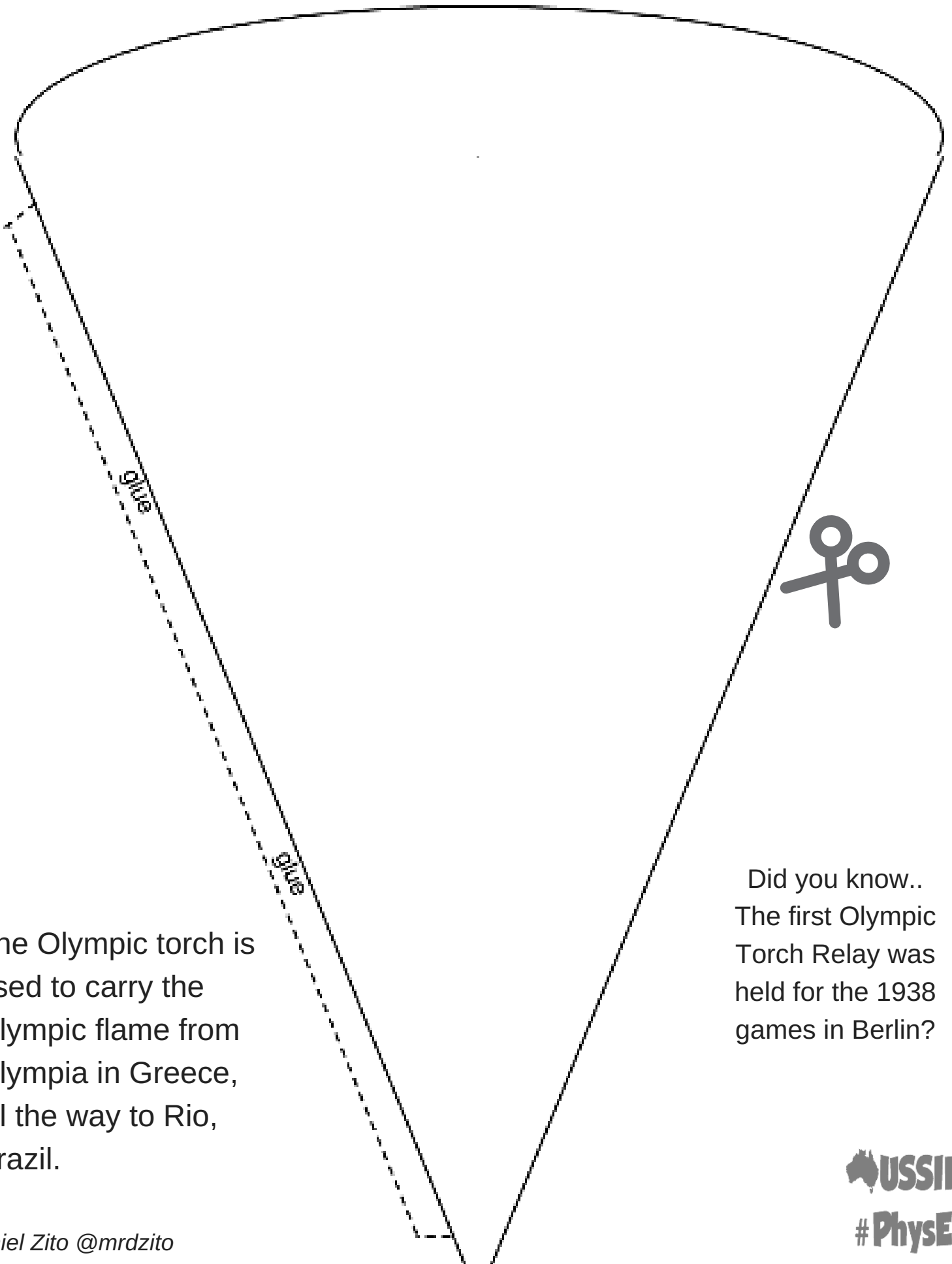
Have students create their own Olympic torch with the template on the next page.

Get students moving by taking their torches outside for an Olympic Torch Relay. Place students at different checkpoints along a course around the school. A student needs to run the torch along to the next checkpoint then pass it on. Send a new torch off on it's way every 15 seconds so that students aren't standing still for long!



Olympic Torch

1. Illustrate the shape with your Olympic design.
2. Cut it out, but don't cut off the tab!
3. Roll it up and glue the tab to the other side
4. Stuff red cellophane in the top for the flame!



The Olympic torch is used to carry the Olympic flame from Olympia in Greece, all the way to Rio, Brazil.

Did you know..
The first Olympic Torch Relay was held for the 1938 games in Berlin?



**RICHARD
COLMAN**^{AM}
WORLD CHAMPION

**Richard Colman can complete
the 100m Sprint in a time of
15 seconds**

Can you beat Richards time?

- 1. Measure out 100m**
- 2. Scan the code below
to start the countdown**
- 3. Did you beat Richard?**



asquaredphysed.com



**RICHARD
COLMAN** AM
WORLD CHAMPION

**Richard Colman can complete
the 400m Sprint in a time of
48 seconds**

**How many STAR JUMPS can
you do in this time?**

**Scan the code below to
start the countdown**



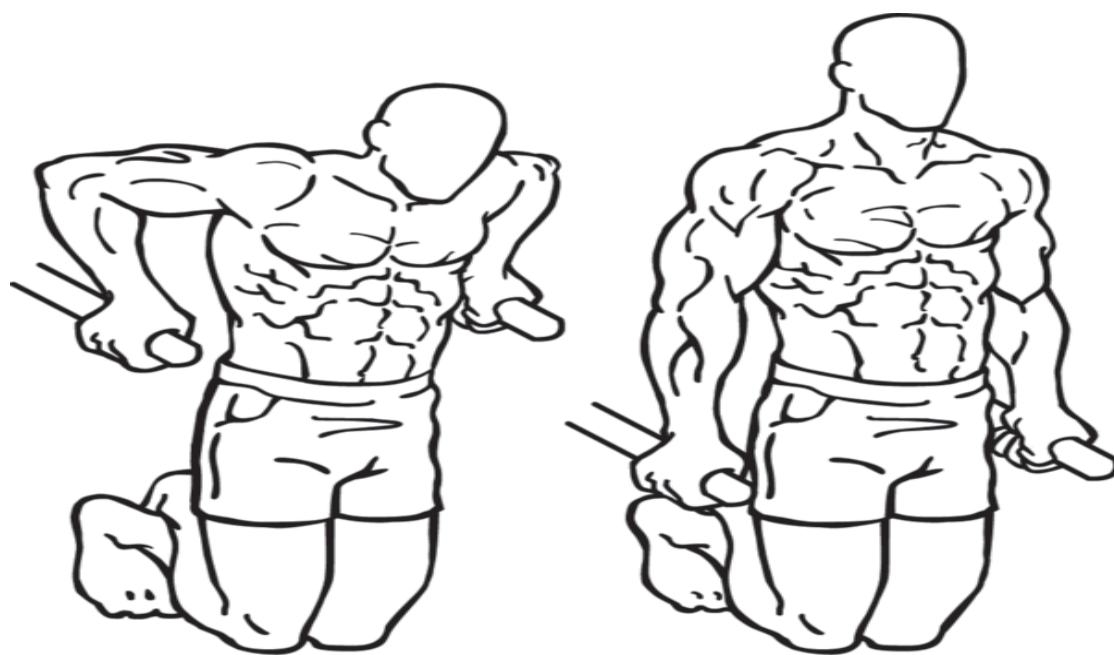
asquaredphysed.com



**RICHARD
COLMAN**^{AM}
WORLD CHAMPION

**Richard Colman can complete 40
bar dips in one minute.**

**How many can you do
in one minute?**



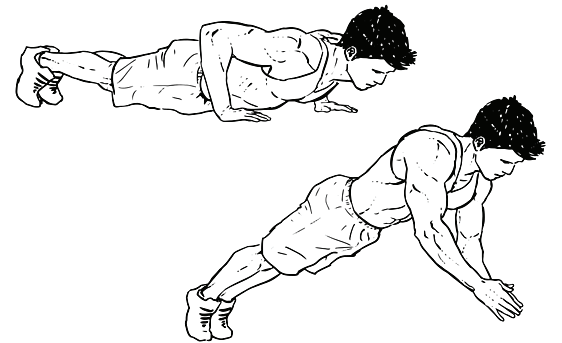


**RICHARD
COLMAN** AM
WORLD CHAMPION

Richard Colman can complete

3 sets of 20 reps of

clap push ups



dips

side arm raises



with 1min rest

Can you complete this circuit?



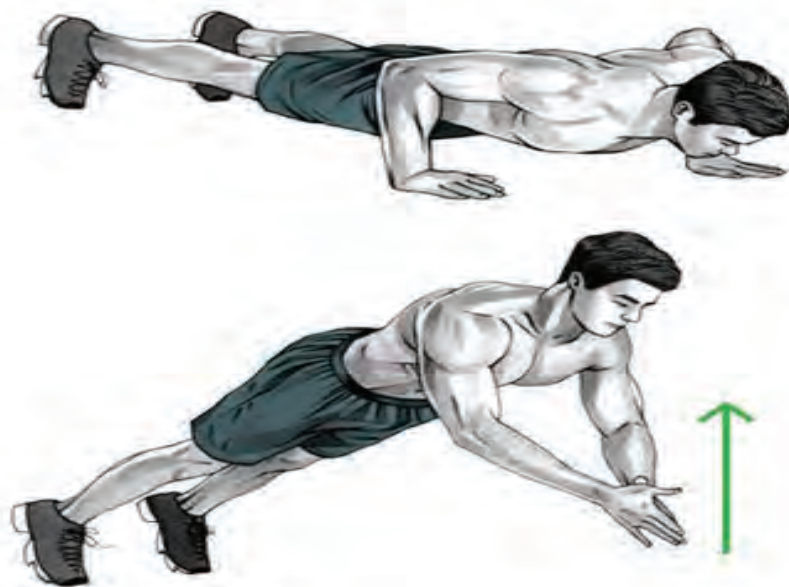
asquaredphysed.com



**RICHARD
COLMAN** AM
WORLD CHAMPION

**Richard Colman can complete 38
clap push-ups in one minute.**

**How many can you do
in one minute?**





Richard Colman can throw a 6kg medicine ball into the air 46 times while lying on his back in one minute.

How many times can you do it with a 1kg ball?

- 1. Throw a 1kg ball into the air while lying on your back**
- 2. Scan the code below to start the countdown**
- 3. Did you beat Richard?**



RUN TO RIO INTERACTIVE GAME

IT'S TIME TO GET MOVING!



 **AUSSIE**
#PhysEd

CHRISTINA POLATAJKO

@CPOLAT17

Scooter Board Water Polo

Tim Watson (St Damian's PS) Twitter: @pe_twattot

Equipment: Scooter Boards, 15cm Soft Gator Ball and Portable Small Soccer Goals

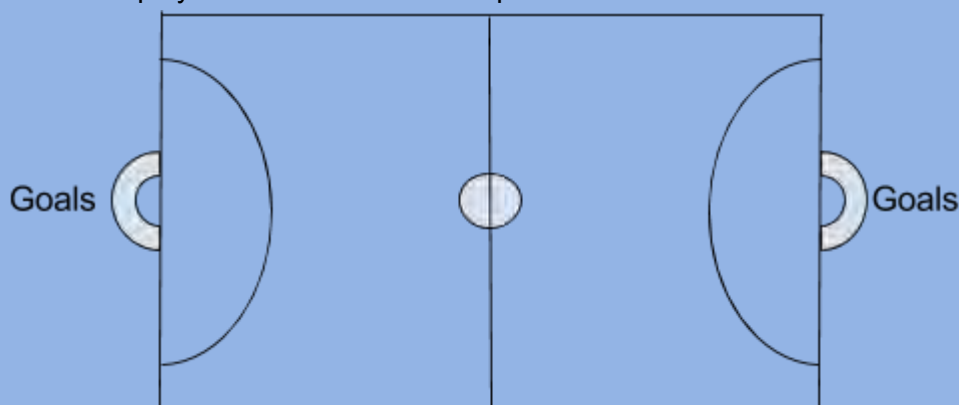


Basic Rules: (Adapt or change as required)

1. Players can only use one hand to hold the ball.
2. Teams consist of 6 field players and 1 goalie as well as substitutes.
3. The object of the game is to score in the opposite team's goal like in soccer.
4. Only the goalie can use two hands when he is within 5 meters of his own goal (we use the netball shooting arc)
5. Players advance the ball by passing to teammates or rolling on the scooter with the ball in front of them.
6. It is a non contact game (unlike real Water Polo) so if contact is made in general field play a free pass is given. If contacted whilst inside the netball shooters arc, a penalty shot, like a soccer penalty, is given.
7. If a serious foul is made, students can be sent of for 30 seconds and not replaced, similar to real Water Polo.
8. You can have a shot clock or not depending on age and skill of students playing, however, I tend to not worry about it.

How to play the game:

Each quarter/half starts with teams lined up on opposite goal lines. On the whistle, the teams sprint toward center court for the ball. The player arriving first at the ball gains possession for his team. The team gaining possession advance the ball by rolling the ball in front of their scooter or by passing the ball. Goals are scored when the ball completely passes between the front of the goal posts. Following a goal, the ball is put into play as soon as all players are back in their respective halves of the court.



Possible Variations: Have substitutes on the sideline that can be passed to for inclusion purposes. Ball can't be passed down the line however. After a goal, substitutes come on for team that scores or at a designated time if no there has been no score. Game continues for team that hasn't scored, like in Sideline Basketball (see <http://fitkidshealthykids.ca/node/38> for Sideline Basketball)

Works Cited

"Basic Water Polo Rules." *Albuquerque Water Polo Club*. Web. 07 June 2016.

The Amazon

HIKE



An imagination walk

When going on an imagination walk, the teacher and students become actors in their own story. The more you sell this story the higher your student engagement will be!

Year Level: Foundation (K) **Learning Intention:** To develop locomotor skills

Spread equipment randomly around the playing space. For example: Fallen Trees (hockey sticks or pool noodles), Cave (a row of chairs leaning on each other), Rope bridge (skill step ladder or skipping ropes), Lily Pads (spot markers or hula hoops)

The Script:

This can be completely changed and adapted depending on the equipment you have spread around your playing space. Encourage input from the students.

"Quickly athletes, line up, line up. We are never going to make it to the Rio Olympics if we can't get through the Amazon Jungle without getting lost! Now here we are coming into the jungle on this very narrow path"

Follow a line on the ground.

"Don't stray from the path or you'll get all tangled up in the vines! heel, toe, heel, toe, **balancing** on this line"

"Oh no! We've come to some fallen trees. The only way to carry on is to **jump** over them. 2 feet together, here we go - jump, jump, jump."

"Well done. Look there in the mountainside - a cave! That's the way to the city, I know it! It looks very narrow, we'll have to get down and **crawl** through it. Careful not to touch the side, who knows what kind of creepy crawlies are in here!"

"Here we are, stand up and stretch. Rub your eyes, it's very sunny out here. Look at those cheeky monkeys playing up in the trees! Oh look they've seen us. Oh dear, they're throwing fruit at us! Quick, **dodge** the fruit like this!"

(teach the students how to side-step and dodge)

"Phew, we got away, they can't follow us through this swamp. Don't get bogged down though, **hop** across the lily pads so you don't sink".

"Well done! Now look, there, across the stream, it's the city of Rio De Janeiro! We are going to have to do our biggest **jump** across the stream. Everyone together now, 1, 2, 3... jump!

"Hooray, we made it - the Rio Olympic Games!"



Trading Cards



Create a class set of athlete trading cards. Each student is to research a different athlete/s.

You must include the following information on your card:

- Picture
- Name
- Sport
- Country
- National Flag
- Age
- List of achievements



There are a variety of IPAD apps and websites that you can use to help create the cards.

@commandokiddz

Brett Sinnett

4 X 20M TYRE RELAY

THE
CURRENT 4 X
100M RELAY
RECORD TIME IS
36.84 SECONDS BY
THE JAMAICAN
TEAM.

4 x 20m Tyre Relay

Learning intention: To work as a team and to roll your tyre from start to finish.

Year level: Year 3 and above.

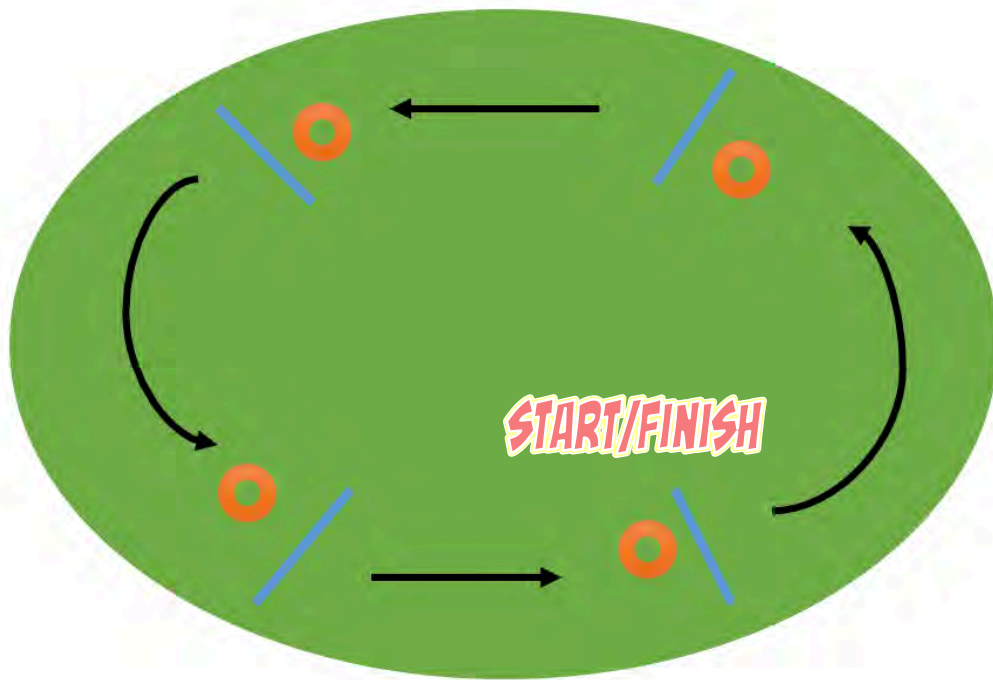
Equipment: 4 tyres, open area and cones.

Setting up the course: The course can be completed on a basketball court or an oval. The distance you choose to race, all depends on your student needs and abilities. Set the cones from where each change over will be.

*Before playing the game, talk about the 4 x 100m relay. What do you students know about this race? Come up with a list of points students **know** and questions students **want to know** about the race.*

How to play: Give students five minutes to practise rolling the tyre. Students are then put into groups of four. Go through the relay and change over areas. One person per group begins to roll the tyre from the starting line and passes on the tyre the second change over. The race continues until the first team crosses the finish line with their tyre.

Variations: If you don't have tyres, you could use soccer balls or basketballs as a dribble relay.

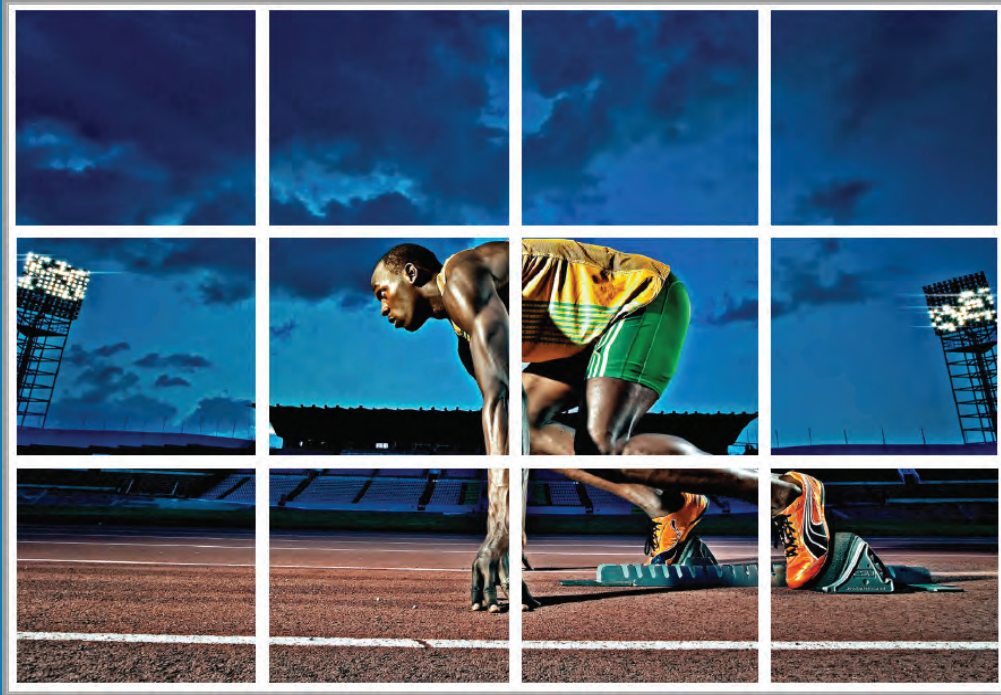


CHRISTINA POLATAJKO

AUSSIE
#PhysEd

@CPOLAT17

Usain Bolt Jigsaw Match



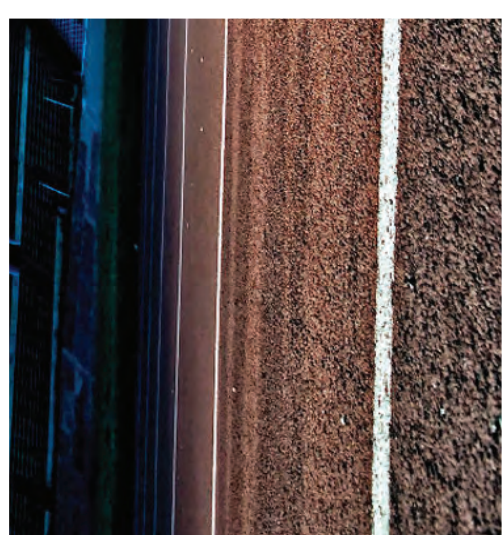
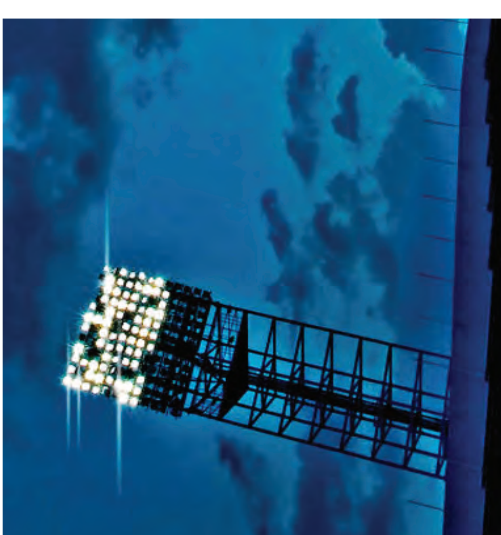
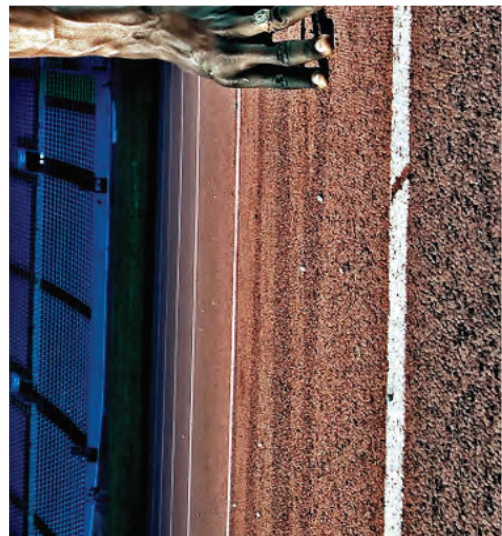
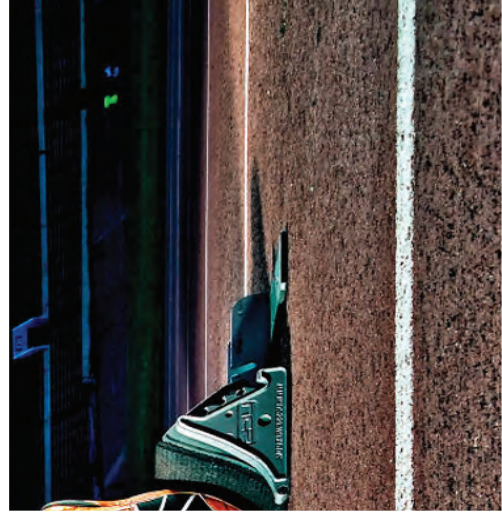
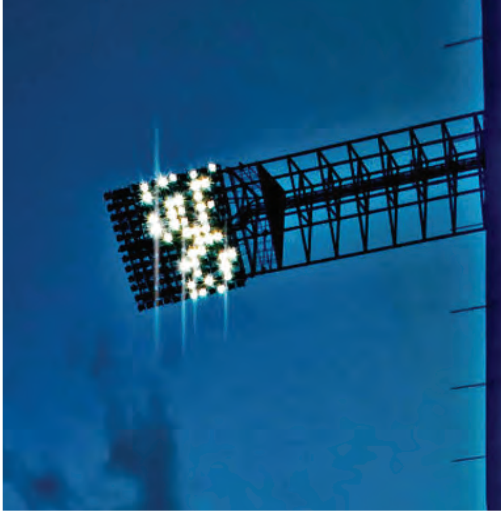
1. Print  **1** copy of Usain Bolt Jigsaw

2. Carefully  along the white lines

3. Place the pieces  down on your table

4. Turn each piece over & complete the jigsaw

Extension: Play 'Pair Match' against a buddy



WORDS WITH P.E FRIENDS

LITERACY AND P.E

OLYMPIC STYLE

AUSSIE

#PhysEd

RESPECT,
SPORTSMANSHIP
& PERSONAL
BEST.



ROB THE NEST,
THE OLYMPIC
EVENT!

YOU'LL NEED: HOOPS, CONES, BALLS, BEAN BAGS AND ANY OTHER EQUIPMENT YOU WISH TO USE.

PREPARATION: STICK LETTERS ONTO EACH CONE WHICH WILL BE PLACED IN THE MIDDLE OF AN OPEN AREA. YOU'LL NEED TO DOUBLE UP ON YOUR LETTERS.

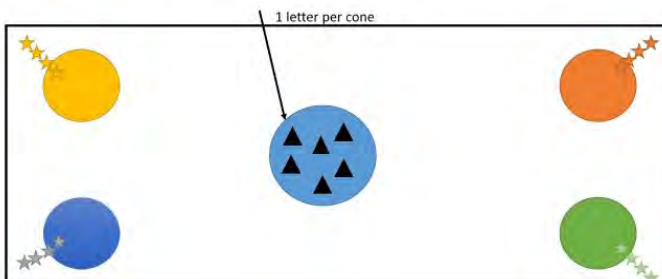
AIM: GROUPS TO CREATE AN OLYMPIC/SKILL WORD (EG, CATCH). ONCE THE GROUPS HAVE CREATED THEIR WORD, THEY MUST PRACTISE THEIR SKILL.

HOW TO PLAY: 1 STUDENT PER GROUP RUNS TO THE MIDDLE TO PICK ONE CONE AND TAKES IT BACK TO THEIR HOOP. STUDENTS CONTINUE TO DO THIS UNTIL THEY COME UP WITH A WORD. STUDENTS CAN TAKE THEIR CONE BACK TO THE MIDDLE, BUT CAN'T SWAP STRAIGHT AWAY, THE NEXT PERSON CAN DO THIS. ONCE THEY HAVE A WORD, THEY COLLECT THE EQUIPMENT FROM THE DESIGNATED AREA AND BRING IT BACK TO THEIR HOOP TO PRACTISE THE SKILL.

ONCE ALL GROUPS HAVE A WORD, TEACHER BLOWS THE WHISTLE AND THE GROUPS THEN RUN TO OTHER GROUPS TO PRACTISE THE SKILL WHICH HAS BEEN CREATED.

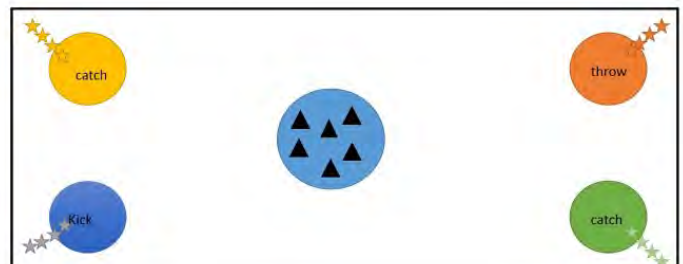
VARIATIONS: STUDENTS LEAP OVER STEP HURDLES OR HOOPS TOWARDS THE MIDDLE.

Words With PE Friends



Words With PE Friends

Designated equipment



Year 8 Olympic Games Assignment 2000 Point Challenge

Name: _____

Due Date: _____

Using information resources such as the Internet, books, pamphlets, CD-ROMS, newspaper articles and televised coverage of the Olympic Games, you are required to complete the **2000 Point Challenge!** You can present your assignment in many ways; as a booklet, PowerPoint presentation, poster or pamphlet. Speak to your teacher if you would like to present it in other ways or you need assistance.

Compulsory Tasks:

You must complete the compulsory tasks (numbered tasks 1-10). These tasks will add up to 1,500 points. Keep in mind that task 10 is a bibliography and you will need to include all the resources you used while putting your assignment together.

HINT 1: Keep a list of all the resources you use.

HINT 2: At the bottom of the page there are details on how to reference internet sites, books and newspapers. Make sure you collect all the relevant information so that you can reference correctly.

HINT 3: Finalise the bibliography when you have finished both the compulsory and optional tasks. We want to know where you got **ALL** your information from.

Optional Tasks:

You must acquire the next 500 points from the optional tasks (Options A-T). Each task has a different value of 50, 100, 150 or 200 points. You can choose any of these options to complete, as long as you complete enough tasks to add up to 500 points.

Please note that each question is targeted for different learning styles.

For example:

- If you like drawing and creating look for the visual tasks.
- If you like listening to music look for the musical tasks.
- If you are interested in the environment look for the naturalistic tasks.
- If you like debating, writing, explaining and reading look for the verbal/linguistic tasks.

How you will be assessed (use this as a checklist before you hand it in):

- Acquiring 2000 points
- Clear expression
- Accurate and detailed research
- Organised and neat work (clearly labelled)
- Spelling and Grammar
- Creativity
- Bibliography (correct referencing)



How to write a bibliography:

Internet - Author, A. A. (year). Title of work. Date retrieved in day, month, year. Source.

Books - Author, A. A. (year). Title of work. Location. Publisher.

Newspaper - Author, A. A., Author, B. B., Author C. C. (year). Article Title. Newspaper name. Publication Date. Page Number(s).



Year 8 Olympic Assignment 2000 point challenge

NAME: _____ CLASS: _____

_____ = _____ %
65

	Highly Accomplished	Accomplished	Capable	Developing	Beginning
	5	4	3	2	1
Task 1- Getting ready	Student completes all statements in detail. Providing at least 5 examples of what they would like to find out, 5 resources and detailed exactly how they chose their optional tasks.	Student completes all statements in detail. Providing at least 4 examples of what they would like to find out, 4 resources and detail how they chose their optional tasks.	Student completes all statements. Providing at least 3 examples of what they would like to find out, 3 resources and state they chose their optional tasks.	Student completes the statements.	Minimal information provided and /or did not complete all statements.
Task 2- Recall	Student correctly states the country as Brazil and city as Rio and provides more than one accurate fact on each.	Student correctly states the country and city and provides an accurate fact on each.	Student states the country and city and one accurate fact on either.	Identifies Brazil as the country and Rio De Janeiro as the city.	Simply states Rio De Janeiro or Brazil.
Task 3- Mapping	Student includes a map showing an accurate depiction of where Australia is compared to Brazil. -Border -Legend -Orientation -Title -Scale Student provides the population of both countries and cities.	Student includes a map showing an accurate depiction of where Australia is compared to Brazil (highlighting the two countries). Student provides the population of 2-3 of the required country and cities.	Student displays a map with no distinct depiction of where the two countries are in relation to each other and provides the population of 1-2 of the required country and cities.	Map of Australia and South America. Student has provided the population of one of the countries or cities required.	Map of Australia Or Map of Brazil ONLY
Task 4- Investigate	All three questions answered correctly-presented in a unique way.	All three questions answered correctly – (answer provided in full sentences).	2-3 questions answered correctly and/or answers provided, not in full sentences or question isn't shown.	All questions attempted with some error in information.	0-1 questions attempted and/or with many errors.
Task 5- Create	Shows an accurate timeline with year and location (country and hosting city). Student provided Olympic highlights for the past 10 summer Olympic Games.	Shows an accurate timeline with year and one location (either country and hosting city). Student provided Olympic highlights for the past 10 summer Olympic Games.	1-2 errors and/or missing information. Student provided 5-10 Olympic highlights for the past summer Olympic Games.	3-4 errors and missing info Student provided 1-5 Olympic highlights for the past summer Olympic Games.	4-5 errors and/or missing information Student did not provide any past Olympic highlights.
Rio/Brazil -2016, London/UK -2012, Beijing/China-2008, Athens/Greece-2004, Sydney/AUS-2000, Atlanta/USA-1996, Barcelona/Spain-1992, Seoul/South Korea-1988, LA/USA-1984, Moscow/Soviet Union-1980					
Task 6- Brainstorm	15 or more reasons "26 sports and a total of 39 disciplines."	13-14 reasons	10-13 reasons	7-10- reasons	7 or less reasons
Task 7- Categorise	Extensive list divided into accurate categories (at least 20 sports). Student provided a recommendation and provided 2-3 reasons	Detailed list divided into accurate categories (15-19 sports). Student provided a recommendation and provided 2-3 reasons	Detailed to extensive list without dividing into categories. Student provided a recommendation with 1-2 reasons	Limited list 10-15 sports with or without division of categories Student provided a recommendation and provided one reason	Under 10 sports with or without division of categories. Student did not provide a recommendation
Task 8- Point of View	Has a clear point of view and includes 3 or more persuasive techniques in writing.	Has a clear point of view and includes 2 persuasive techniques in writing.	Has a clear point of view and includes one persuasive technique in writing.	States opinion and no reasoning or gives one reason for and against.	Has no opinion or has a purpose but doesn't convey a strong argument.
Task 9- Investigate	More than 5 web addresses provided.	5 web addresses.	4 web addresses.	2-3 web addresses	1-2 web addresses.
Task 10- Bibliography	Student used 4+ resources and has referenced correctly.	Student used 3 – 4 resources with some errors in referencing.	Student used 2 resources and referenced correctly	Student used 2 resources with some errors in the referencing.	One attempt at referencing
Optional Tasks	Accumulated more than 500 points	Accumulated 500 points	Accumulated 450 points	Accumulated 300-450 points	Accumulated less than 300 points.
Spelling and grammar	Appropriate vocabulary is used throughout the task. There is no spelling or grammatical errors. There is evidence of detailed planning and editing.	Appropriate vocabulary is used throughout the task. There is 1 or 2 spelling or grammatical mistakes. There is evidence of careful planning and editing.	Appropriate vocabulary, including subject specific terms usually used. There are 3 or more spelling or grammatical mistakes. A plan has been submitted. The task has been edited appropriately.	Some vocabulary is appropriate with some attempt at subject specific terms. There are a number of spelling or grammatical errors. Limited display of planning.	Work is lacking appropriate vocabulary and subject specific terms. There are a number of spelling or grammatical errors. Limited evidence of planning.
Presentation	Colourful, neat and exceptionally well presented. Thoughtful images relating to the topic included. Name and form of student clearly displayed.	Colourful, neat and very well presented. Thoughtful images relating to the topic included. Name and form of student displayed.	Colourful, neat and well presented. Images relating to the topic included. Name and form of student displayed.	Some colouring. Slightly messy. Contains name and / or form of student.	Lacks colour, images and is messy. No name of student or form.

YEAR 8 OLYMPIC ASSIGNMENT TASKS SHEET

[CLICK HERE](https://goo.gl/C5djRv) TO ACCESS THIS DOCUMENT
<https://goo.gl/C5djRv>

Word Unscramble

Mixed Sport Pentathlon

How to play - Unscramble the list of 5 words below. Give each group a different numbered word to start on. Once the children have unscrambled the word have them scan the QR code that matches that sport. The children will then need to complete the activity that matches that sport. The first team to unscramble all 5 words and complete all 5 activities successfully wins.

1. rscoc



3. ballkseabt



2. hkycoe



4. latnebl



5. vellabylo



Basketball dribbling/- shooting challenge

1. Dribble through the obstacle course set up by your teacher.

2. Pull up at the foul line and attempt a jump shot. You must complete 5 successful jump shots to move onto the next activity.



Watch this video to learn the correct technique to complete your jump shot

Hockey Juggling Tricks

1. Bounce the Ball on the Stick as many times as possible, move to the next challenge when someone can get to 10.

2. Balance Ball on Stick for as long as possible, move on when someone can do it for 10 seconds.



Watch this video to get some ideas about juggling and balancing with a hockey stick

Netball shooting challenge

Two players work with one ball, one goal post and 10 cones.

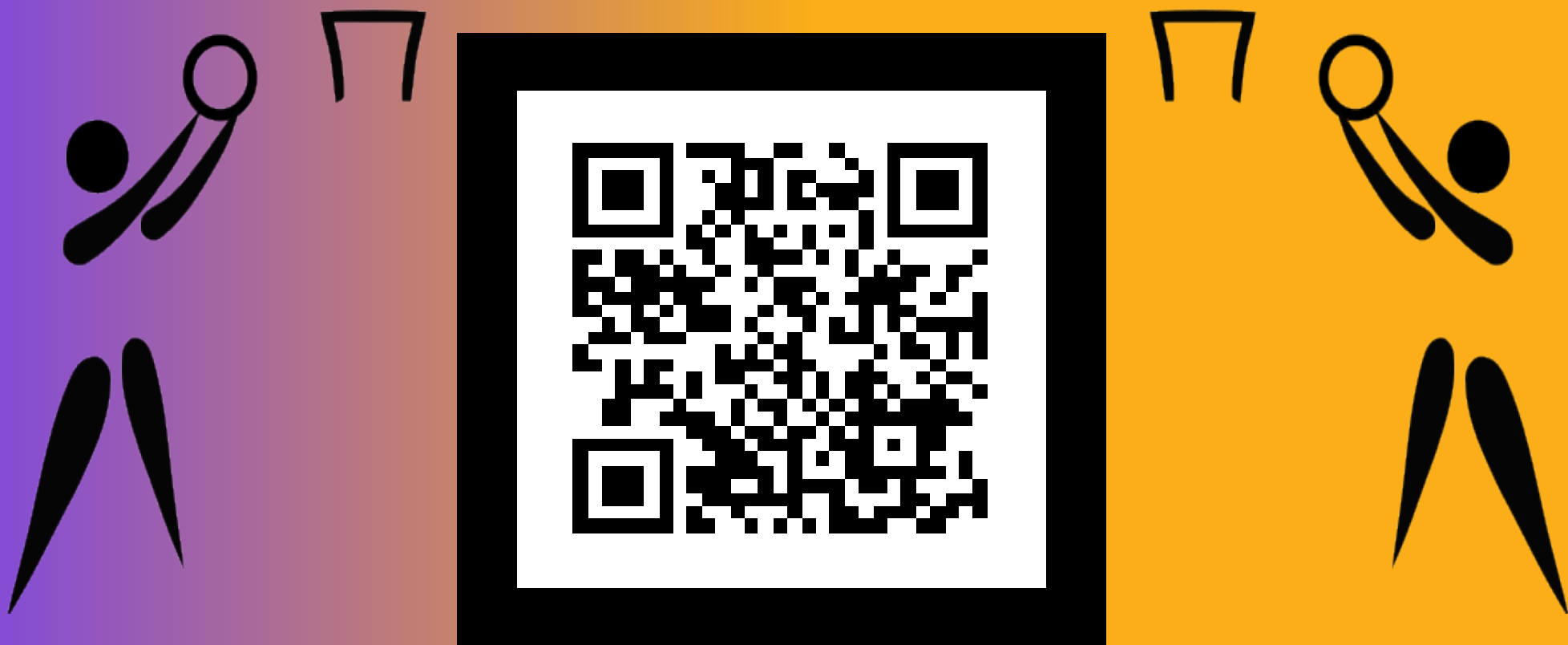
Player 1 is the shooter and Player 2 is the feeder.

This challenge can be timed to see how fast a player can make 10 shots in a row.

The aim is to complete the course taking as few shots as possible.

Player 1 must take a shot from each cone but she can only move on to the next cone if she makes a successful shot.

The role of Player 2 is to collect the ball after each shot and feed it to the shooter.



Watch this video to learn the correct technique for a netball shot

@azzalanche

Juggling a Soccer ball

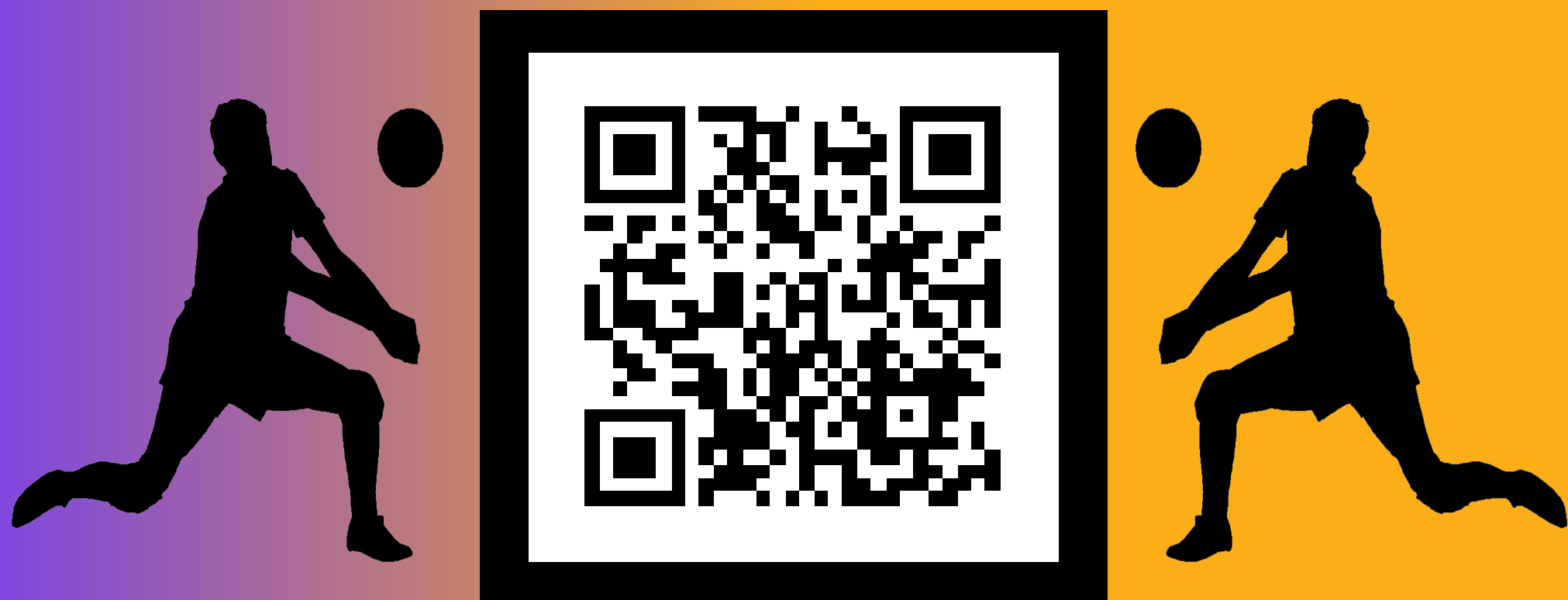
Juggling a soccer ball is very tough, but can do wonders for your touch and control. You can start by just kicking the soccer ball with your right foot once and then catching it. Then go left once and catch. Progress to right foot, left foot, catch. Once you get comfortable do not catch the ball at all. Just keep juggling. Your aim is to juggle the ball on either foot or using both 10 times.



Scan this code to watch a video tutorial on juggling a soccer ball

Volleyball challenge

Aim For the Corners – put a bucket or garbage can or cone in the corners of a square set out by cones. One student sets the ball for another student to spike it towards the buckets or garbage bins. Once the ball hits, lands in, or otherwise touches the 4 “targets” they may move on to the next activity.



Watch this video to learn the correct technique for a volleyball spike.

@azzalanche



#RIOEXPRESSIONSESSION

INSTRUCTIONS FOR STUDENTS

1. Please make groups of 4 according to nose size 😊
2. Sit down and create a safe athletic event that can be measured in time or distance.
3. Make sure you are involving all group members and respectfully disagree as this is how we all grow as human beings!
4. Fill in the #RIOexpressionsession poster.
5. Get the equipment needed and start having a go.
6. When all groups are finished elect 2 students to stay and run the event and the other 2 students to move around at their own pace and have a go at the other events.
7. After a 10–15 minutes, swap the students over that were running the event and having a go at other events.
8. The teacher will let you get all the safe and appropriate equipment you want out of the cupboard/sport storage area and will only be there for first aid and your wellbeing whilst in the lesson.
9. Please enjoy your #RIOexpressionsession 😊.



#RIOEXPRESSIONSESSION

Event Name:

Learning Intention:

How do I compete in this event?

1. -----

2. -----

3. -----

Success Criteria:

I can -----

I can -----

I can -----

Challenge Activity:

