



UNIT OVERVIEW

Paris 2024 Mini-Olympics

PHYSICAL EDUCATION UNIT PLAN

YEAR(S)

5-8

LEVEL(S)

3 and 4

DURATION

Up to 9 weeks

TEACHER**CLASSROOM**

Overview

Paris 2024 Mini-Olympics is a Physical Education unit plan designed to provide Year 5-8 students with rich learning experiences associated with the Paris 2024 Olympic Games.

Outline

The learning activities have been designed to support students' leadership skills as they work towards planning a Mini-Olympics event for another group. The group specified in this unit is a junior class within the same school, however this could just as easily work for intermediate students with a local primary school, a primary class with early childhood students, or a class working with kaumātua in a nearby retirement village.

The time requirement for the invited group to participate in this would be 2-3 hours for the Mini-Olympics event and 2-3 half-hour student coaching sessions.

Students will learn movement patterns required by Olympic athletes and will then adopt a coaching role in a movement education programme aimed at preparing the group for the Mini-Olympics event. They will have the opportunity to learn about the diverse range of sporting roles required to run the Paris 2024 Olympic Games. This will include athletes, coaches, officials, photographers and journalists, event managers and promoters, and cultural advisors. All students can play a role and will learn about their sense of self and sense of community through movement.

Resources included in this unit plan are:

- 9 weeks of learning activities for the Year 5-8 students
- Student coaching resources
- A Mini-Olympics plan and the supporting resources required to run it.



EDUCATION

EXCELLENCE | RESPECT | FRIENDSHIP

UNIT OVERVIEW

Paris 2024 Mini-Olympics

PHYSICAL EDUCATION UNIT PLAN

Planning considerations

This unit is planned to be taught over 9 weeks however this can be reduced or extended depending on programming requirements and the learning needs of students. The unit provides a range of Olympic themed learning activities that have clear links to the NZ Curriculum, but it should be noted that teachers are encouraged to adapt the learning intentions and activities to meet the needs of their own students. This will allow them to identify the big ideas, understandings and desired skills relevant to their own students.

The following guiding questions may be useful to consider when planning for learning:

- How can I relate the Olympics to my students' own lives and learning needs?
- Can I change or adapt an activity to ensure greater focus on my students' lives and learning needs?
- At the end of this unit, what is the key learning that I want our students to walk away with?

Note: Each Learning Activity is expected to take approximately 45 minutes.

NZ Curriculum Key Competency Focus

Students will have the opportunity to develop competencies in:

- Managing self by establishing personal goals, making plans and having a 'can do' attitude.
- They will develop knowledge about when to lead, when to follow and when to act independently.
- Relating to others by knowing when it is appropriate to compete and when it's appropriate to cooperate.
- By working effectively together they can come up with new approaches, ideas and ways of thinking.

NZ Curriculum Values Focus

Students will be encouraged to value:

Excellence, by aiming high and by persevering in the face of difficulties

Diversity, as found in our different cultures, languages, and heritages

Integrity, which involves being honest, responsible, and accountable and acting ethically

Respect, of themselves, others, and human rights.



UNIT OVERVIEW

Paris 2024 Mini-Olympics

PHYSICAL EDUCATION UNIT PLAN

Health and PE Achievement Objectives	Underlying Concepts	Key Areas of Learning
<p>3D2: Participate in communal events and describe how such events enhance the well-being of the community.</p> <p>4B2: Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</p> <p>4B4: Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.</p>	<p>Socio-ecological perspective Actively contribute to their own well-being, to that of other people and society, and to the health of the environment that they live in.</p> <p>Attitudes and Values Respect for the rights of other people. A sense of social justice demonstrating fairness, inclusiveness and nondiscriminatory practices.</p>	<p>Sport Studies Opportunities to develop skills for participating in diverse sporting roles. The skills to identify and discuss the social and cultural significance sport has for individuals and society.</p> <p>Physical Activity Opportunities to develop movement skills for physical competence, enjoyment, personal and interpersonal skills.</p>

Unit Learning Intentions

We are learning to:

1. Investigate the Olympics as a sporting event
2. Develop skills for participating in diverse sporting roles
3. Coach movement skills to junior students
4. Facilitate a Mini-Olympics event.



LEARNING ACTIVITIES

Paris 2024 Mini-Olympics at our school

WEEK 01

ACTIVITY 1

The Paris Olympics

KWL CHART

In July and August 2024, Paris will host its third summer Olympic Games. Complete a [01A: KWL chart](#) to find out what the students already know about Paris, France and the Olympic Games, what they want to know, and what they have learned. (They will complete the last column at the end of this unit).

PARIS 2024 VIDEO

Watch the [01B: Paris 2024 video](#) and see how many different sports you can identify as a class. The video is just over a minute and a half, and you may need to play it more than once.

Then complete the [01C: Name the Sport](#) worksheet.

WHAT PEOPLE ARE NEEDED TO PUT ON AN OLYMPIC GAMES?

Have a class conversation about the work it takes to put on such a large-scale world event as the Olympic Games. Watch the video again and create a list of all the different jobs and roles required to put on the Paris 2024 Olympics. Challenge each group to see if they can come up with more than 10.

You might like to provide the class with some ideas to start with. For example, athlete, coach, uniform maker, umpires, judges, builders, drivers, security etc. Remind students that they will get to experience a range of roles within this unit.

MINI-OLYMPICS LEADERSHIP CHALLENGE

Use the student overview sheet to introduce the students to the [01D: Mini-Olympics Leadership Challenge](#).

RESOURCES

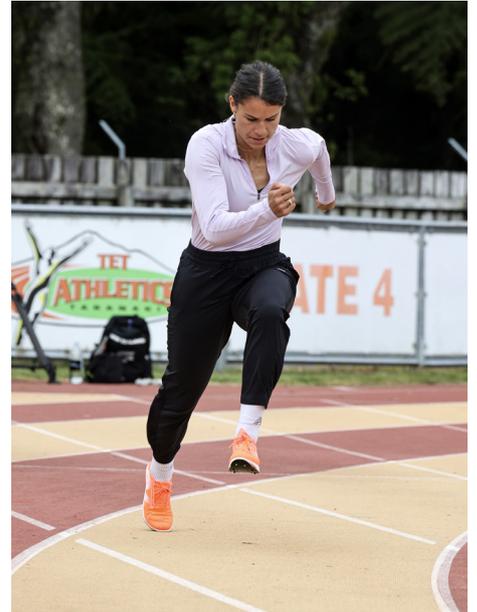
[01A: KWL Chart](#)

[01B: Paris 2024 video](#)

[01C: Name the Sport Worksheet](#)

[01D: Mini-Olympics Leadership Challenge – student overview](#)

WEEK 01 (CONT.)



ACTIVITY 2

Let's Move

MOVEMENT SKILLS

Have a class discussion to familiarise students with all the movement skills that relate to Olympic sports. For example, when you play a game of basketball you need to be able to perform movements such as running, dodging, jumping, throwing, passing and catching.

Athletes also need strategies and tactics to get an advantage over their opposition. In basketball you will see players moving into space and working out when the best time to run, to stop, and to shoot is – depending on what their opposition are doing. These are all examples of game strategies and tactics.

Olympic athletes need a range of movement skills, strategies and tactics to succeed in their chosen sports.

MOVE LIKE AN OLYMPIAN

Get students to participate in the [O1E: Move like an Olympian practical session](#) and answer the reflective questions relating to movement education.

RESOURCES

[O1E: Move like an Olympian – Practical Session](#)



LEARNING ACTIVITIES

Paris 2024 Mini-Olympics at our school

WEEK 2

ACTIVITY 3

Leading in movement

BEING A LEADER

"Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others." (Newman, 2007)

Watch the 2 minute video of Sarah Hirini, captain of the Black Ferns 7s, and ask students how the quote above relates to the video they just watched. Discuss the upcoming leadership roles the students will have when they begin to coach the younger students.

LEADERSHIP BUS STOP ACTIVITY

Complete the [Q2B: Leadership 'Bus Stop' Activity](#) to generate ideas about how students can be leaders and role models to the juniors in our school.

RESOURCES

[Q2A: Sarah Hirini – Leading by actions](#)

[Q2B: Leadership 'Bus Stop' Activity](#)

ACTIVITY 4

Coaching in movement

THE SKILLS OF COACHING

Watch the 1 minute video about the Tall Blacks coaching students in Japan. Using the following headings, challenge students to come up with a list of key points that the Tall Blacks will need to consider when they are coaching basketball: *Giving Instructions, Managing Groups, and Interpersonal Skills.*

RESOURCES

[Q2C: Tall Blacks coaching clinic video](#)

[Q2D: Leadership Coaching Session](#)

PRACTICAL SESSION

Use the [Q2D: Leadership Coaching Session](#) to run a session that will support students to take leadership roles in a range of games.



LEARNING ACTIVITIES

Paris 2024 Mini-Olympics at our school

WEEK 3

ACTIVITY 5

Have a go at sports photography

SETTING THE SCENE

Set the scene by watching the 'One Shot' video about all the work that goes into photographing the Olympic Games. With students in small groups, take a look at the Q3B: Photo Sheet of some of our New Zealand Olympians in action.

SPORTS PHOTOGRAPHY TOP TIPS

Get each student to choose their favourite photo and explain what makes it a great shot. See if you can find examples of any other great action shots on the internet. Once every group member has had a chance to give feedback, create a group list of 'top tips' for sports photography.

BE A SPORTS PHOTOGRAPHER

Encourage students to have a go at photographing some sport or physical activity action in your own school. Consider the sports photography 'top tips' created earlier and see if they can capture a great action shot. You might also like to take a photo that shows the big support our NZ Olympians have from your class or school as they head into the Paris 2024 Olympic Games.

#EARNTHEFERN

Encourage students to participate in the #EARNTHEFERN sports photography challenge. Post these photos on your school social channels with the hash tag #EARNTHEFERNSCHOOLS and be in with a chance to win a spot prize.

Note: By uploading photos you are also giving us permission to show these images on our website or other social media pages (so check with your parents first).

RESOURCES

[Q3A: One Shot video - Photographing the Olympic Games](#)

[Q3B: Photo sheet of NZ Olympians](#)

WEEK 3 (CONT.)



ACTIVITY 6

Move like an Olympian (Stability)

THINK ABOUT SURFING

Watch the 2 minute video of New Zealand surfer, Paige Hareb, and ask students what they think about surfing being in the Olympic Games? Discuss what movement skills are needed in the sport of surfing.

STABILITY COACHING SESSION

Participate in the [O3D: Stability Coaching Session](#). This includes static balance and dynamic balance with a focus on stable and unstable body positions.

Key teaching points include: eyes ahead, aeroplane arms, head up. For example, when you surf you need to be able to perform movements that include balancing on the get up, standing on the board, and riding the wave.

STABILITY GAMES

Teacher to lead these games:

- I'm a Surfer
- Chopsticks Relay
- Balance Challenge
- Pair Challenges

MINI-OLYMPICS PREPARATION

Students should choose 1-2 games from the list above that they would like to lead at the Mini-Olympics.

RESOURCES

[O3C: Paige Hareb – Surfing video](#)

[O3D: Stability Coaching Session](#)



LEARNING ACTIVITIES

Paris 2024 Mini-Olympics at our school

WEEK 4

ACTIVITY 7

Have a go at Event Management

RUNNING AN OLYMPIC GAMES

Organising the world's largest sporting event is an enormous job. Watch the Paris 2024 video that was shown in the first session and review all the different tasks and roles that might be required to run a successful Olympic Games.

NEW SPORTS AT PARIS

Take a look at the Competition Schedule to get a sense of the size and scale of the Paris 2024 Olympic Games. Can students identify the 4 additional sports that will be introduced in Paris? Pick one and identify 3 things the organising committee would need to do to make sure the event runs smoothly. Ask students why they think the International Olympic Committee have added new sports to the schedule?

CLASS PLANNING

The Mini-Olympics event students will be leading soon is on a much smaller scale than Paris, however, good planning will still play a vital role. Read O4B: Mini-Olympics Set Up so that you can get an idea of what the event will entail and then use Padlet to start planning the event together as a class.

Note: Create your own event planning Padlet by setting up your own free account at [Padlet.com](https://www.padlet.com). Decide on the main planning categories and then get the students to start adding the key tasks.

Have a look at the [Padlet example](#) that provides a few starting ideas then create your own. If you get the opportunity you could even ask your junior students what they would like to have at the Mini-Olympics.

RESOURCES

[O1B: Paris 2024 video](#)

[O4A: Paris Competition Schedule](#)

[O4B: Mini-Olympics Set Up](#)

[O4C: Class Planning – Padlet Example](#)



WEEK 4 (CONT.)

ACTIVITY 8

Move like an Olympian (Locomotor)

ELIZA MCCARTNEY

Watch the 2 minute video of Eliza McCartney and ask students what movement skills Eliza may have done when she was at primary school to help her become an Olympic athlete. Make a list of the sports in the Olympics that include running, jumping, hopping, and skipping.

LOCOMOTOR COACHING SESSION

Participate in O4E: Locomotor Coaching Session. This includes running, jumping, hopping, skipping and so on. For example, when you participate in sports such as athletics, soccer, and netball you need to be able to perform movements that include the movement skills above.

LOCOMOTOR GAMES

Teacher to lead these games:

- Jump like an Olympian
- Hopscotch Design
- Flip the Cone in the Medal Zone
- Olympic Word Game

MINI-OLYMPICS PREPARATION

Students should choose 1-2 games from the list above that they would like to lead at the Mini-Olympics.

RESOURCES

[O4D: Eliza McCartney](#)

[O4E: Locomotor Coaching Session](#)



LEARNING ACTIVITIES

Paris 2024 Mini-Olympics at our school

WEEK 5

ACTIVITY 9

Have a go at Sports Marketing

CLASS MINDMAP

Sports marketing is all about promoting things like sporting events, athletes, and sports products to the public. Complete a class mindmap to see how many different ways of sports marketing students can come up with. For example, social media posts, brochures, videos, posters etc. See if your class can find any Olympic examples on the internet.

CLASS MARKETING CAMPAIGN

In pairs, ask students to select one way of marketing from your mindmap (e.g. social media post, banner, poster etc) and work together to create a class marketing campaign to promote the upcoming school Mini-Olympics. If you want to complete a design digitally then you might like to try using one of the existing templates on the [Canva website](#).

EXTRA ACTIVITY

During the opening ceremony athletes show the world who they are by parading with their national flags. Invite your junior class to co-design and make flags for them to use in the school Mini-Olympics parade.

The junior students will be in groups of eight so you will need to work out how many countries they will be competing in then let each group choose a country. Use the [existing flags of Olympic countries](#) as inspiration.

Once the flags are complete, you will need to find some large sticks or poles to attach them to – ready for the junior groups to carry in a parade before the Mini-Olympics start.

Challenge each group to find out some interesting facts about a range of athletes from their country.

RESOURCES

[Set up a free Canva account to use free templates and designs](#)

[05B: Flags of the Olympic countries](#)



WEEK 5 (CONT.)

ACTIVITY 10

Move like an Olympian (Manipulative)

MANIPULATIVE OLYMPIC SPORTS

The Paris 2024 Olympic Games features 32 Olympic sports, although some of these sports are divided into different disciplines. For example, the sport of Gymnastics has three different disciplines – artistic gymnastics, rhythmic gymnastics, and trampoline.

From [the list](#) of Olympic sports, ask students to identify how many of those include manipulative movements? For example, throwing, catching, kicking, striking and rolling.

MANIPULATIVE COACHING SESSION

Participate in a [O5D: Manipulative Coaching Session](#). This includes overarm throwing, underarm throwing, rolling, striking and so on. For example, when participating in sports such as tennis, soccer, handball, baseball and softball you need to be able to perform movements that include the above movement skills.

MANIPULATIVE GAMES

Teacher to lead these games:

- Flip the hoop
- Make it, take it
- Roll it
- Catapult
- Scatterball Square

MINI-OLYMPICS PREPARATION

Students should choose 1-2 games from the list above that they would like to lead at the Mini-Olympics.

RESOURCES

[O5C: Olympic sports in Paris](#)

[O5D: Manipulative Coaching Session](#)



EDUCATION

EXCELLENCE | RESPECT | FRIENDSHIP

LEARNING ACTIVITIES

Paris 2024 Mini-Olympics at our school

WEEK 6

ACTIVITY 11

Have a go at Sports Journalism

SPORTS JOURNALISM

The media have a powerful role in shaping what we understand about the Olympic Games. In the lead up to and during the Paris 2024 Olympics you will notice lots of short informative stories in the media about athletes, events, coaches and results. You will also notice that journalists will write longer feature stories relating to the Olympics. For example, they might investigate things like the challenges and impacts of hosting the Paris 2024 Games, how technology is used in competition, or what happens when some athletes don't always follow the rules.

Ask students to find both a short informative article and a longer feature piece relating to the Paris 2024 Games on the internet. Use [O6A: Thinking Critically about Sports Journalism Prompts](#) to facilitate a class discussion.

BE A SPORTS JOURNALIST

Encourage students to have a go at being a responsible and ethical sports journalist in your own school. Use the [O6B: Sports Journalism Planning Template](#) to write an article about the Olympic Games.

Here is a starter list of topics students could write about:

- A story about what your school is doing for the Mini-Olympics Leadership Challenge
- An athlete profile or story about a fellow student who wants to be an Olympian
- An article about what students at your school know and are learning about the Olympic Games

EXTRA ACTIVITY

The sports media at the Olympic Games have special access to lots of areas so that they can get up the front and be close to all the action. You will often see journalists and photographers wearing a special MEDIA pass so that security know to let them through.

Challenge students to design a Media Pass to wear while out on their own journalism assignments (and later at the school Mini-Olympics).

RESOURCES

[O6A: Thinking Critically about Sports Journalism Prompts](#)

[O6B: Sports Journalism Planning Template](#)

[Zoe Hobbs video](#)

[Luuka Jones video](#)



WEEK 6 (CONT.)

ACTIVITY 12

Have a go at Officiating and Fair Play

GUARD THE CONE

Use [Resource 06C](#) to play Guard the Cone using the [06D: Fair Play Roleplay Cards](#). Get students to take turns at being the referee and reflect on what they think is important when it comes to fair play and officiating. It will be helpful to have a whistle for this activity.

SPORTS CODE OF CONDUCT

Have a look at the [Sport NZ Officials Code of Conduct](#) and ask students, in pairs, to identify 3 things they think will be important when it comes to officiating at the Mini-Olympics event. Remind students that the goal of the event is not to win at all costs.

Students will need to come up with ways that they can support ALL of the junior students to actively participate and have fun while they are learning through movement. Have a go at writing a class code of conduct for the Mini-Olympics.

RESOURCES

[06C: How to Play Guard the Cone](#)

[06D: Fairplay Roleplay Cards](#)

[06E: Sport NZ Officials Code of Conduct](#)



LEARNING ACTIVITIES

Paris 2024 Mini-Olympics at our school

WEEK 7

ACTIVITY 13

Student coaching session #1

Now that your class has had a go at practising the Olympian movement skills, it's time to start coaching the junior students. For the next three coaching sessions, students will need to organise the juniors to come and work with them on the courts, field, hall or gym.

- In groups of 4-6, students choose a game from the Locomotor Coaching Session to run with a small group of juniors as a practice for the Mini-Olympics.
- Students have 15 minutes to plan their activity and set up the gear before the juniors attend their practice session.
- The junior students need to be in groups of approximately 8. This may need to be 2 classes. Each game should run for 7-10 minutes. Junior students can participate in 2-3 games in a rotation cycle.
- At the end of the 'games practice' students need to fill out the [O7A: Leadership Reflection Sheet](#) on their leadership of the games.

RESOURCES

[O4E: Locomotor Coaching Session](#)

[O7A: Leadership Reflection](#)

ACTIVITY 14

Student coaching session #2

- In groups of 4-6 students choose a game from the Manipulative Coaching Session to run with a small group of juniors as a practice for the Mini-Olympics.
- Students have 15 minutes to plan their activity and set up the gear before the juniors attend their practice session.
- The junior students need to be in groups of approximately 8. This may need to be 2 classes. Each game should run for 7-10 minutes. Junior students can participate in 2-3 games in a rotation cycle.
- At the end of the 'games practice' students need to fill out the [O7A: Leadership Reflection Sheet](#) on their leadership of the games.

RESOURCES

[O5D: Manipulative Coaching Session](#)

[O7A: Leadership Reflection](#)



LEARNING ACTIVITIES

Paris 2024 Mini-Olympics at our school

WEEK 8

ACTIVITY 15

Student coaching session #3

- In groups of 4-6 students choose a game from the Stability Coaching Session to run with a small group of juniors as a practice for the Mini-Olympics.
- Students have 15 minutes to plan their activity and set up the gear before the juniors attend their practice session.
- The junior students need to be in groups of approximately 8. This may need to be 2 classes. Each game will run for 7-10 minutes. Junior students can participate in 2-3 games in a rotation basis.
- At the end of the 'games practice' students need to fill out the [07A: Leadership Reflection Sheet](#) on their leadership of the games.

RESOURCES

[03D: Stability Coaching Session](#)

[07A: Leadership Reflection](#)

ACTIVITY 16

Getting ready

FINAL PLANNING SESSION

This session is the students' final planning session for the Mini-Olympics. Refer to the [04B: Mini-Olympics Set Up](#) and any other information from the Event Planning session to support this session.

- Divide the class into 6 groups of 5 students. This is based on 30 students.
- Each group is to fill in [08A: Planning for the Mini-Olympics Sheet](#). Students will determine which movement skill/ game they would like to lead and will organise how they will do this.
- Scoring for the Mini-Olympics will be determined by adding up the points for each team at each activity station. Students gain 1 point at a time for the tasks they achieve during the game. See the [09A: Olympic Station Cards](#).
- Students are to determine their roles. **These will include:**
Photographer | Referee | Scorer | Game Leader | Equipment Set Up | Supporter/ Encourager

RESOURCES

[04B: Mini-Olympics Set Up](#)

[08A: Planning for the Mini-Olympics](#)

[09A: Olympic Station Cards](#)

SCORING

Gold = 30+ points

Silver = 20+ points

Bronze = 10+ points



LEARNING ACTIVITIES

Paris 2024 Mini-Olympics at our school

WEEK 9

Mini-Olympics Set-Up

The Mini-Olympics is a fun, easy to run, skill-based games event connected to the Olympic experience. Athletes (junior students) represent their countries from around the world, including New Zealand. The Mini-Olympics is run by a senior class (or classes) who have the opportunity to experience organising an Olympic Games event. The Mini-Olympics is set on the platform of the three Olympic values of **Respect**, **Friendship** and **Excellence**.

Getting Ready – Senior Students

The senior students leading the Mini-Olympics need to be in groups of 5 at each station (based on a class of 30). That makes 6 stations. Teachers will need to adapt depending on their own class numbers.

Teachers will need to print off the games to make station cards for each station.

Use this resource: [09A: Olympic Station Cards](#)

The senior students will have the opportunity to learn about organising an Olympics. They need to take on one role at each station:

Olympic Role	What do I do?	What do I need?
Photographer	Take photos of athletes	Camera or camera equipped mobile device
Referee	Keep the rules of the game	Station Card, whistle
Points Scorer	Watches the game and records the score	Scorecard, pen
Game Leader	Gives the instructions on how to play the game	Station Card
Equipment Set Up	Set up the game	Equipment for the game
Encourager	Give encouragement to the junior students	A loud voice and a positive attitude



WEEK 9 (CONT.)

Getting Ready – Junior Students

The junior students need to be in groups of 8. This may need to be two classes to get approximately 48 students. That makes 6 stations. Teachers will need to adapt depending on their own class numbers.

The Junior students will have the opportunity to:

- be physically active
- learn new skills
- participate with others
- experience the Olympic Values in action.

Scoring

Each junior group takes a Mini-Olympics Scorecard to each station to record their ongoing points. Teachers will need to print these before the event. Use [O9B: Mini-Olympics Scorecards](#).

Each station lasts for 7-10 minutes. Allow 2 minutes for adding up the score card and rotating to the next station.

You can determine the number of stations you would like the junior students to rotate around. For example,

- 3 stations = 30 minutes
- 6 stations = 60 minutes
- 9 stations = 1 hour 30 minutes

POINTS

Points are explained on the Olympic Station Cards. Each team at each station can get the following points:

- **Gold** = 30 points or more gained
- **Silver** = 20 points or more gained
- **Bronze** = 10 points or more gained



WEEK 9 (CONT.)

Mini-Olympics Events

#	Olympic Stations	Games
1	Locomotor	<i>Flip the Cone in the Medal Zone</i>
2	Manipulative	<i>Flip the Hoop</i>
3	Stability	<i>Chopsticks Relay</i>
4	Locomotor	<i>Jump like an Olympian</i>
5	Manipulative	<i>Roll it</i>
6	Stability	<i>Balance Challenge</i>

More Station options if there are two senior classes:

#	Olympic Stations	Games
7	Locomotor	<i>Olympic Word Game</i>
8	Manipulative	<i>Make it, Take it</i>
9	Stability	<i>I'm a Surfer</i>
10	Locomotor	<i>Hopscotch Design</i>
11	Manipulative	<i>Catapult</i>
12	Stability	<i>Pair Challenges</i>