

HSIE

(1) CUS3.3

Describes different cultural influences and their contribution to Australian identities.

* Researches the cultural link of traditional surnames. ie MacGregor is Scottish and Takihira is Japanese.

CAPA

(2) VAS3.1

Investigates subject matter in an attempt to represent likenesses of things in the world.

* Explores subject matter of personal and social interest from particular viewpoints.

(3) DRAS3.3

Devises, acts and rehearses drama for performance to an audience.

* Devises a pre and post match interview, either scripted or unscripted, for drama performances.

(4) DRAS3.4

Responds critically to a range of drama works and performance styles.

* Recognises personal, social and cultural aspects of the human experience and incorporates them in drama works.

* Evaluates drama performances in order to reflect upon and enhance their own drama work and the work of others.

* Forms and communicates opinions about a range of drama works created by themselves and others.

Sci/Tech

(5) UTS3.9

Evaluates, selects and uses a range of equipment, computer-based technology, materials and other resources to meet the requirements and constraints of investigation and design tasks.

* Competently uses devices such as an iPad, Flipcam, Nintendo Wii, Laptop and Desktop Computer.

Maths

(6) DS3.1

Displays and interprets data in graphs with scales of many-to-one correspondence.

* Designs and creates a choice of graphs with given data.

* Uses the term "mean" for average.

English

(7) WS3.9

Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.

* Writes researched recounts.

PDHPE

(8) INS3.3

Acts in ways that enhance the contribution of self and others in a range of cooperative situations.

* Positively engages in group activities where each member has a critical role.

(9) MOS3.4

Refines and applies movement skills creatively to a variety of challenging situations.

* Adapts movement to cater for different types of simulated physical activities.

(10) IRS3.11

Describes roles and responsibilities in developing and maintaining positive relationships.

* Identifies their roles and responsibilities within a team.

(11) GDS3.9

Explains and demonstrates strategies for dealing with life changes.

* Suggests ways of developing new skills and competencies.

KLA	Day Plan	Resources
	<p>NB: I have chosen to hide the Nintendo Wii and make no reference to playing it in any way today.</p> <p>Morning Session: Students are split into four (4) teams (it is a 4P simultaneous game) with seven or eight per team—depending on class size. Each team chooses a country that is being represented in the Olympics. Each team/country is to research the country's flag and the traditional surnames of their country. ie, MacGregor from Scotland, Takihira from Japan.</p> <p>Each country is to design and create an 'application form' (either by hand or digitally) that displays their country's name and flag as well as each of the representative's name in their country's traditional naming methods. ie, Cameron Young who is representing Japan is now kamuron yungu.</p> <p>During the First Lunch/Recess Break: During the first lunch/recess break, make a 'playing area' in front of your projecting board, set up your Nintendo Wii and calibrate all four Wiimotes. With the Nintendo Wii set up in the classroom, the countries are ready to compete. Load up <i>Mario and Sonic at the London 2012 Olympic Games</i> and navigate to the event menu. As there are over 30 events in this game, and to save time, the teacher will choose seven or eight events. This can be decided upon in other methods depending on available time, class structure, or any other random variable.</p> <p>Middle Session: Students returns to their country groups, Teacher has chosen the eight events and presents them to the countries. Each member of the team needs to decide which one of the events they would like to represent their country in.</p> <p>Teacher explains that the results of each event will be displayed temporarily on a separate white board and that one team is required to take this data and present it in a table or graph of their choosing. These tables or graphs can be done by team members who are not participating in any events.</p> <p>NB: Each team will do two graphs by the end of the day's events. Tables or graphs can be done by hand or on a computer/laptop if handily available.</p> <p>Teacher announces the first event and the representative from each country approaches the 'play zone' and plays the event.</p> <p>Side Notes During the Middle Session Teacher may decide to offer a practise round so players can get accustomed to the controls.</p> <p>Using video and/or audio recording devices, students may want to record a pre and post game interview with each other.</p> <p>Students may want to take pictures of their teams and the events.</p>	<ul style="list-style-type: none"> * Students * Internet access * www.london2012.com * japanesetranslator.co.uk/dictionaries/your-name-in-japanese/ * A4 Paper * Pencils and other colouring utensils * Computer * [working] printer * Projector * Projector Board * Nintendo Wii * Four Wiimotes * Eight AA Batteries * Spare AA Batteries * <i>Mario and Sonic at the London 2012 Olympic Games</i> Game Disc * White Board * White Board Markers * ? Classroom Computers * ? Classroom Laptops * A4 Paper * Drawing Utensils * iPad(s) * FlipCam(s) * Easi-speak Mic(s)
1, 5		
2, 5		
8, 10		
5, 6		
5, 9		
3, 4, 5		
5		

KLA	Day Plan	Resources
	Afternoon Session:	
5	Each student is to research an Australian Olympian who is representing Australia in the event that they participated in. Their research could include items such as the how long their Olympian is required to train in their sport, their diet, training regime and any other interesting facts.	* Internet * Computers
7	Students are then asked to write a small recount/reflection on their performance and to compare their performance to that of a real Olympian.	* A4 Paper * ? English Book
11	Discuss results and focus on how Olympic athletes practise regularly and make positive and healthy life choices to get to the level that they are today.	* ? PDHPE Book

Work Samples

By the end of this activity, you should have:

Up to eight (8) data graphs and/or data tables representing the results of each event;

A small written recount/reflection and a comparison of a virtual Olympic event versus a real Olympic event and what goes into becoming an Olympic level athlete;

A collection of pictures taken by students of the events and surroundings;

A collection of videos taken by students of interviews and the events;

A collection of audio recordings of interviews and commentaries;

All of this can be printed out and displayed on a display board or uploaded to a class blog.