

## MINI-OLYMPICS: MODULE OUTLINE

**Field:** Leisure and Recreation    **Band:** Middle Primary



### Purpose

Students prepare for and interact socially in a mini-Olympics event.

### **Core learning outcomes**

This module is designed for students in the beginner stage of LOTE learning. Outcomes for students at the beginner stage would be:

Comprehending [1.1, 1.2, 1.3, 2.1, 2.2, 2.3](#)

Composing [1.4, 1.5, 1.6, 2.4, 2.5, 2.6](#)

To see the detailed descriptions, click on the relevant level.

### **Content**

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students.

### Sociocultural understanding

Students demonstrate understanding by preparing a display event of a sport or leisure activity from **target culture**.

### **Functions and language elements**

- [identifying and asking about people, places and things](#): names, nationality, countries, ordinal place
- [identifying activities and events](#): sports, throwing and racing events
- [identifying when](#): months, days of the week
- [expressing approval](#): congratulating, encouraging and praising
- [expressing ability and inability](#): can, can't do
- [describing things](#): colour, size

## Assessment strategy

In [Task 7](#) the teacher can assess students' abilities to listen. At what [level](#) can students understand key phrases about sporting results?

In [Task 8](#) the teacher can record anecdotal observations about informal interactions. At what [level](#) can students use language to talk about sporting events?

In [Task 9](#) the teacher can collect and analyse samples of written work. At what [level](#) can students use language to write about sporting performances?



## Teaching considerations

### Sample units

One work unit is provided for this module:



### [Unit 1: Olympic fun](#)

## OLYMPIC FUN: UNIT OVERVIEW



### Orientating tasks

- 1** Participate in or listen to a reading of a newspaper article about an Olympic team, noting who, what, when and where.
- 2** Form teams, develop a list of events and plan the time and place for a mini-Olympics.



### Enhancing tasks

- 3** Follow instructions to make team flags. Describe the colours and other special features. Pick team colours.
- 4** Read and listen to sample war cries. Create team war cries.
- 5** Hold trials for mini-Olympic events, with individual students noting if they can and can't do certain events. Choose team representatives for events.
- 6** Prepare a graphic or hold a display of sporting events from the target culture.

- 7** Listen to a sample news report to determine who came in which position in what events. Make medals for first, second and third positions. Make participation medals.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



### Synthesising tasks

- 8** Run the mini-Olympics, using flags, war cries and encouragement while team representatives compete. Receive and offer awards.
- 9** Record information about each team and its performance in a written or oral news report.