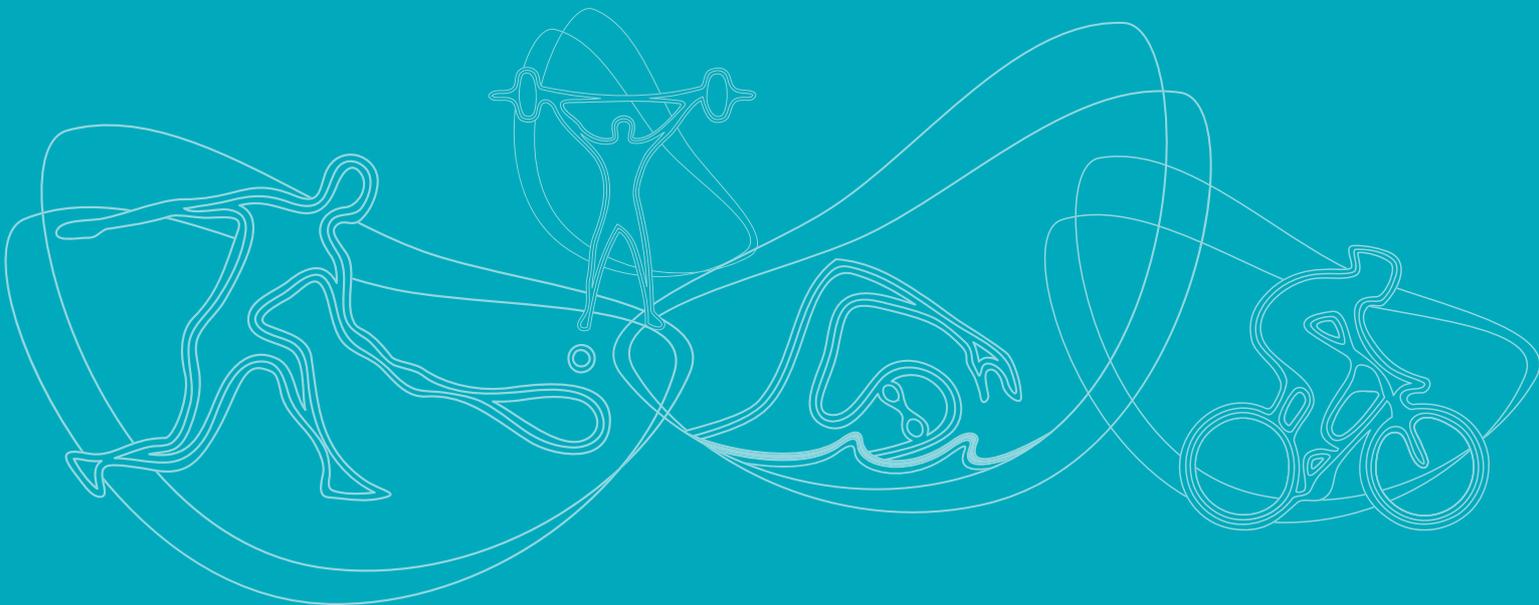




CommPASS TEACHER MANUAL

Student Activities • Advice to Teachers • Black Line Masters



www.melbourne2006.com.au/education

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INTRODUCTION

CommPASS is a set of innovative, attractive resources and activities about the Melbourne 2006 Commonwealth Games to engage primary school students in learning about other Commonwealth nations, and encourage their participation in and adoption of environmentally sustainable practices, in sport, physical activity and healthy lifestyle.



How does CommPASS work?

Primary students are provided with a passport and go on a journey through the Melbourne 2006 Commonwealth Games using the CommPASS kit. The journey is designed to engage students and generate excitement around the games by allowing students to:

- visit other Commonwealth nations, using the world map, and the information provided in the Teacher Resource Book
- participate in activities focusing on healthy lifestyles, the environment and nations in the Commonwealth.

Students are rewarded by receiving a stamp featuring the Commonwealth Games mascot Karak as they complete each page of the CommPASS. Additional pages have been allocated for students to use as a reflection on what they saw and learned before and during the 2006 Commonwealth Games.

What themes are addressed in this resource?

The resource is developed around three themes. These are:

- the Commonwealth of nations;
- health and active lifestyles; and
- environmentally sustainable behaviour.

Students will gain a better understanding of the nations of the Commonwealth, as well as strategies to encourage healthy lifestyles, including participation in sport and will explore environmental issues.

Aims

CommPASS aims to:

- provide opportunities for students to develop greater knowledge and awareness of the Commonwealth of nations;
- promote healthy lifestyles and increase sport participation; and
- promote environmentally sustainable behaviours.

CommPASS will provide an exciting and durable record of each child's experiences. It will also encourage linking between students in the school whose families come from other Commonwealth nations and linking with community organisations with a relevant background.

How can I use this resource in my classroom?

The resource is organised into two sections:

- the CommPASS activities for students; and
- the Additional Information and Resources section.

Activities have been designed to suit students from Prep to Year 6. Teacher blackline masters are provided to assist teachers to undertake the activities with a minimum of preparation. Some additional information on particular activities has been included in the Additional Information and Resources section.



*The Commonwealth consists of 71 nations.
Its population of 1.8 billion represents 30% of the world's population.*

The teaching and learning activities within this resource are simply suggestions, and teachers could modify or adapt the activities to meet the needs of their students. Teachers are encouraged to create other activities around the themes in this resource.

The activities cater for a variety of learning styles and each year level contains a range of activities: Year level groups include:

- Prep;
- Years 1 & 2;
- Years 3 & 4; and
- Years 5 & 6.

These year levels are a guide only. Activities may be adapted to suit the needs of a particular class of students.

Victorian Essential Learning Standards

Victorian Essential Learning Standards domains and dimensions are indicated for teachers as a guide to assessing each of the activities. Teachers may vary them to suit different elements of the activities.

Contents of the kit

The Passport Program will be presented as a boxed kit and contains the following components:

- Nations participating in the XVIII Commonwealth Games world map;
- CommPASS student passport;
- Karak passport stamp;
- Certificates of Achievement (gold, silver and bronze); and
- Teacher Resource Booklet.



COMMONWEALTH GAMES BACKGROUND INFORMATION

Commonwealth of Nations

The Commonwealth consists of 71 nations. Its population of 1.8 billion represents 30% of the world's population and is drawn from a broad range of faiths, races, cultures and traditions. Members of the Commonwealth range from vast countries like Canada to small island states like Malta.

Queen's Baton Relay

The Baton's journey symbolises the unity and shared ideals of the Commonwealth of Nations, and enables communities beyond the host city to share in the Games celebrations. It also serves a functional purpose in carrying Her Majesty's 'message to the athletes' from Buckingham Palace to the opening ceremony.

The Melbourne 2006 Queen's Baton Relay is the world's longest, most inclusive relay – travelling to all 71 nations of the Commonwealth in a year and a day. The design and technological features of the baton that will travel this epic journey reflect the relay's efforts to showcase the diversity of the Commonwealth and to unite its communities in the celebration of the Melbourne 2006 Commonwealth Games.



The initiatives of the Environment Program aim to set a new benchmark in reducing our impact on natural resources while still staging a world-class event.

Environment Program

While the link between major events and the environment isn't exactly a traditional one, hosting the 2006 Commonwealth Games has the potential to develop Victoria's sustainability.

The initiatives of the Environment Program aim to set a new benchmark in reducing our impact on natural resources while still staging a world-class event.

There are three pillars that will help achieve this:

- waterwise – by building venues with the capacity to collect and recycle water, and that have water efficient fixtures and fittings;
- carbon neutral – by installing energy efficient appliances at venues, encouraging more public transport use and planting trees to soak up greenhouse gas emissions; and
- low waste – by having recycle bins in public spaces, salvaging and reusing building materials at venues and a Games-time anti-litter campaign.

Adopt a Second Team

Communities across Victoria have put their hands up to adopt another Commonwealth nation. Every municipality has been matched with one of the other 70 Commonwealth nations (excluding Australia) as a first step to creating ongoing cultural exchanges.

Councils asked to support nations for lots of different reasons. Some wanted to build on existing relationships. Some wanted to reflect local diversity. And some just wanted to find out about another culture.

Schools can find out their Adopt a Second Team nation from the Office of Commonwealth Games Coordination website at www.dvc.vic.gov.au/commonwealth_games (go to Getting Involved).

GENERAL INFORMATION

Safety for Physical Activities

Teachers should ensure the following safety procedures are followed:

- students wear appropriate footwear and clothing;
- adequate and safe working space is used for activities, including ensuring adequate space between students and groups of students;
- sunsmart procedures are followed;
- water is available for students;
- students or equipment are moving in the same general direction;
- activities do not cross over each other; and
- knowledge of relevant medical history and action plans.

Links to other resources

The activities complement those in Starting Blocks: An introduction to the Melbourne 2006 Commonwealth Games (distributed to schools in February 2005), and are designed to assist teachers by providing interesting ways to build knowledge and ensuring that students feel as though they are part of the 2006 Melbourne Commonwealth Games.

United Through the Games – Integrated units contains activities that could be used in conjunction with CommPASS.

The other resources can be accessed from the Education Program website: www.melbourne2006.com.au/education

ENVIRONMENT ACTIVITIES 1 – Ready, set, recycle

Commonwealth Games Focus

The Melbourne 2006 Commonwealth Games Environmental Strategy has as one of its aims to be low waste.

PREP	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Task Students examine their lunches and identify what will be thrown out and what will be recycled. Students should bring lunches in a plastic container and recycle any waste.</p> <p>Teaching notes Teacher should define waste and the importance of limiting our waste. Why should we limit our waste? Discuss the concept of recycling and its benefits for the environment. Organise compost bin for peels.</p> <p>Ask parents to assist students to make lunches that fulfil criteria of minimal rubbish or low waste.</p> <p>Victorian Essential Learning Standards ■ Civics and Citizenship</p>	<p>Task Students are asked to categorise items in their lunch boxes as recyclable or non-recyclable. Students are to record their findings on a weekly tally chart of non-recyclables. Ask students to identify patterns and make predictions about their recycling behaviour.</p> <p>Teaching notes Teacher leads a discussion to assist students to define term recycle. Brainstorm – Why do we want to recycle? What can we recycle?</p> <p>Victorian Essential Learning Standards ■ Civics and Citizenship</p>	<p>Task Students bring lunches in recyclable containers. Talk to students about the way their lunches are wrapped. Ask them to bring a lunch that is placed directly in a sealed container or have them wrapped in greaseproof paper and placed in a paper bag.</p> <p>Teaching notes Teacher discusses concept of recycling. Discuss different ways of bringing lunches which satisfies this concept.</p> <p>Resources The Green Web www.boldweb.com/greenweb/compost.htm</p> <p>Victorian Essential Learning Standards ■ Science – Science knowledge and understanding – Science at work</p>	<p>Task Students identify recyclable and non-recyclable packaging in their homes. They should make a list to share with the rest of the class.</p> <p>Teaching notes Teacher should use the analogy of the life cycle of a tree to demonstrate why manufactured recyclable products are best for the environment. (i.e. When a tree dies it nourishes the soil so that new plant life grows in the same spot)</p> <p>Discuss recommendations for alternatives to non-recyclable products.</p> <p>This activity could be a joint venture with the Year 3/4 students.</p> <p>Resources The Green Web www.boldweb.com/greenweb/compost.htm</p> <p>Victorian Essential Learning Standards ■ Science – Science knowledge and understanding</p>

ENVIRONMENT ACTIVITIES 2 – Waste not, want not

Commonwealth Games Focus

The Melbourne 2006 Commonwealth Games Environmental Strategy has as one of its aims to be low waste.

PREP	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Task Students brainstorm for a list of ways to reduce waste. Students choose one of the listed ideas for reducing waste. Students discuss, draw and write about this idea.</p> <p>Teaching notes Teacher leads brainstorm about ways to reduce waste. Ideas are listed onto chart.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ English <ul style="list-style-type: none"> – Speaking and listening 	<p>Task Students recycle their scraps to feed the worm farm. Students will generate questions about the worm farm. Students will suggest forms of measurement and observation that are appropriate to investigating these questions. They will discuss their observations of the worm farm.</p> <p>Teaching notes Teacher may use a non-fiction text to provide stimulus for this activity.</p> <p>Teacher and students work collaboratively to set up a worm farm. Teacher will focus discussion on key concepts of recycling.</p> <p>Resources McDougall, J., Millard R. 2002, <i>Make a Worm Farm</i>. Flinders Park, South Australia Wings series ISBN-186374661-7</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ English <ul style="list-style-type: none"> – Speaking and listening ■ Science 	<p>Task Students bring packaged items from their own home and categorise the packaging which is recyclable and that which is non-recyclable. Students create a tally sheet which describes this information. Students work in pairs to write statements about the benefits of reducing non-recyclables in their own homes.</p> <p>Students share this information with their families.</p> <p>Teaching notes Teacher asks students to bring packaged items from their own home. Teacher leads a discussion about the importance of reducing non-recyclable products and packaging in our homes.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Science <ul style="list-style-type: none"> – Science at work ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and inquiry 	<p>Task Students investigate how many articles are packaged in plastic in their family’s grocery shopping. Students discuss their findings with their family and alternatives for cutting down on waste.</p> <p>Students write a brief report to share at school.</p> <p>Teaching notes Teacher leads brainstorm by posing these questions: How could supermarkets help reduce the amount of plastic used in their stores? How could manufacturers improve packaging of grocery items? What can we do about limiting our waste? List ideas on chart paper.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Science <ul style="list-style-type: none"> – Science at work ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and inquiry

ENVIRONMENT ACTIVITIES 3 – Groovy garbologists

Commonwealth Games Focus

Waste management is a focus within the Melbourne 2006 Commonwealth Games Environment Strategy.

PREP	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Task Students explore the benefits of a clean school environment by initiating a ‘clean up day’. Students publicise their clean up day initiative throughout the school. Students will measure and categorise the different types of litter.</p> <p>Students draw / write about this experience and identify how much litter was cleaned up.</p> <p>Teaching notes Teacher leads a discussion about benefits of a clean school environment. Teacher takes photographs of ‘clean up day’. Teacher uses these photographs as a stimulus for a writing activity.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ English <ul style="list-style-type: none"> – Writing – Speaking and listening ■ Science <ul style="list-style-type: none"> – Science knowledge and understanding 	<p>Task Students investigate ways of reducing waste at school and present their recommendations to a school assembly. Students will measure the types and amount of waste produced at school. Students may form a waste management group to suggest improvements based on recommendations.</p> <p>Teaching notes Teacher initiates discussion about waste and the benefits of reducing waste. From discussion lead students to make recommendations as to further reducing waste.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ English <ul style="list-style-type: none"> – Reading ■ Science <ul style="list-style-type: none"> – Science knowledge and understanding 	<p>Task Students are asked to separate food scraps from other forms of waste in their lunches. Find the mass of the food scraps using tongs and a set of scales.</p> <p>Teaching notes Teacher discusses with students the ways in which they can put food scraps to better use. The class creates a school compost bin and students prepare posters to display around the school urging students and teachers to use the compost heap regularly.</p> <p>Teacher should discuss safety and hygiene with students.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Science <ul style="list-style-type: none"> – Science knowledge and understanding 	<p>Task Students investigate which containers are the most suitable and which organic materials can or cannot be used in a compost bin. Using glass jars, have students place organic material in each with differing amounts of water, sealing some and leaving others exposed to the air. Discuss the conditions for efficient decomposing. Encourage students to set up a compost bin at home.</p> <p>Teaching notes Teacher discusses with students the essential components of a good compost bin. Discuss the conditions for efficient decomposing. Encourage students to set up a compost bin at home.</p> <p>Resources The Green Web www.boldweb.com/greenweb/compost.htm</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Science <ul style="list-style-type: none"> – Science knowledge and understanding

ENVIRONMENT ACTIVITIES 4 – Ah, Fresh Air!

Commonwealth Games Focus

Carbon Neutral is a focus within the Melbourne 2006 Commonwealth Games Environmental Strategy.

PREP	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Task Students should take their family for a walk instead of using the car for at least one trip in a week.</p> <p>Or</p> <p>Students could plant a tree at school or at home.</p> <p>Discuss how both activities assist in reducing air pollution within the environment.</p> <p>Teaching notes Teacher gives students a basic explanation of how we can reduce pollution and improve the quality of the air.</p> <p>Brainstorm benefits of walking to school and describe the notion of a walking bus.</p> <p>Resources Travel Smart www.travelsmart.gov.au/schools/schools2.html</p> <p>Melbourne 2006 Commonwealth Games Environment strategy</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Health and Physical Education <ul style="list-style-type: none"> – Movement and physical activity ■ English <ul style="list-style-type: none"> – Listening and speaking – Writing 	<p>Task Students draft a letter to their families on ways of reducing carbon in the environment. After a discussion, families may make a commitment to implement one of the ideas. Students share their family discussions and ideas with their classmates.</p> <p>Teaching notes Teacher leads brainstorm on ways to reduce carbon in our environment. A class letter is drafted to send home to parents about their ideas.</p> <p>Resources Office of Commonwealth Games Coordination Environment Program www.dvc.vic.gov.au/commonwealth_games (select Protecting the Environment)</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Civics and Citizenship ■ English <ul style="list-style-type: none"> – Writing 	<p>Task Using KWL chart (see p.22) the students pose questions about reducing air pollution. Using available resources the students work in groups to investigate their questions. Students fill in KWL chart describing what they have learned. Students create a classroom advertising campaign to encourage family and friends to walk or catch public transport when travelling in the local area.</p> <p>Teaching notes Teacher presents a KWL strategy for students to brainstorm what they know, what they want to find out about air pollution, its causes and a ways of reducing it. Teacher makes available several types of resources for students to research- air pollution</p> <p>Resources KWL chart – see p.22 Indoor and Outdoor Air Pollution www.lbl.gov/Education/ELSI/pollution-main.html</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ The Arts <ul style="list-style-type: none"> – Creating and making ■ Science <ul style="list-style-type: none"> – Science knowledge and understanding ■ Thinking <ul style="list-style-type: none"> – Reflection, evaluation and metacognition 	<p>Task Students make air-borne pollution catchers (see p. 23). Hang them in various places around the school including near a roadway. After a few days, view catchers under magnification. Students research how they are affected by breathing this air. Students choose a strategy which reduces air pollution. For example, students are encouraged to walk or ride to school daily.</p> <p>Students could draw a map of the school grounds highlighting which areas collected the most airborne matter.</p> <p>Teaching notes Teacher leads a discussion of ways to reduce air pollution. Teacher discusses the concept of an air-borne pollution catcher (see p.23). Teacher discusses with students which areas around the school would be suitable to position the pollution catchers. Discuss with students which areas around the school registered the most pollution.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Science <ul style="list-style-type: none"> – Science knowledge and understanding – Science at work

ENVIRONMENT ACTIVITIES 5 – Wonderful water

Commonwealth Games Focus

Waterwise is a focus within the Melbourne 2006 Commonwealth Games Environmental Strategy.

PREP	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Task Students explore ways to save water and illustrate their ideas. Students write a sentence to match their illustration.</p> <p>Teaching notes Teacher displays pictures that depict people wasting water. Lead a discussion about ways to save water and why this is important.</p> <p>Resources Save water www.savewater.com.au/default.asp Yarra Valley Water www.yvw.com.au</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Civics and Citizenship ■ Science <ul style="list-style-type: none"> – Science knowledge and understanding 	<p>Task Students write and illustrate sentences about ways to save water. Students use these sentences to initiate a discussion with their families.</p> <p>Teaching notes Teacher leads a brainstorm on ways to save water. List these on chart paper.</p> <p>Resources Save water www.savewater.com.au/default.asp Yarra Valley Water www.yvw.com.au</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Civics and Citizenship ■ English <ul style="list-style-type: none"> – Writing 	<p>Task Each student fills 2 x 2 litre bottles with water. Students are asked to use this water for washing, drinking, cooking and so on until it runs out. They record how long the water lasts and what they used it for. Students then record their actual use of water at home and at school including timing how long taps are left running. Students share their audits and identify areas where they could save water by using it more efficiently. Students report their findings to another audience.</p> <p>Teaching notes Teacher facilitates a discussion about water conservation and provides information about water storage figures and water restrictions. Teacher invites students to visit websites of local water authorities.</p> <p>Resources Save water www.savewater.com.au/default.asp South East Water www.southeastwater.com.au Yarra Valley Water www.yvw.com.au</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and inquiry ■ Science <ul style="list-style-type: none"> – Science knowledge and understanding 	<p>Task Students brainstorm as many uses of water that they can think of in the home, industry, agriculture and in the community. Students categorise these using a bundling activity. Students then look at a map of Australia and indicate where most of the nation's rainfall occurs. In groups, students research which areas use the most water. Students briefly suggest some strategies for saving water in a dramatic presentation to the class.</p> <p>Teaching notes Teacher divides the class into groups to brainstorm water usage under headings of home, industry, agriculture and community. Teacher displays a map of Australia which describes rainfall. Teacher leads a discussion on which areas use the most water and how the water usage could be reduced.</p> <p>Resources The Environment Gateway: www.environment.vic.gov.au/web/root/domino/gateway/envgate.nsf/viewforms/water supply Save water www.savewater.com.au/default.asp</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and inquiry ■ Science <ul style="list-style-type: none"> – Science knowledge and understanding

PARTICIPATION/LIFESTYLE ACTIVITIES 1 – The friendly games

Commonwealth Games Focus

The 2006 Commonwealth Games will bring together many athletes, officials and visitors to Melbourne. The Games will promote a spirit of goodwill and friendship.

PREP	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Task Students construct a lanyard by threading beads, plaiting or twisting yarn to make a cord. Students write their name onto the reproducible sheet (see p.24) and then attach to their lanyard.</p> <p>Teaching notes Teacher explains to the students what a lanyard is and how to create one. Teacher copies the reproducible sheet for students to write their name (see p.24).</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ English <ul style="list-style-type: none"> – Writing 	<p>Task Students discuss their roles in making the classroom a happy, comfortable and safe environment. A class meeting is convened to clarify and discuss the roles and the goal of a happy, comfortable and safe classroom. Students are to develop a list of roles and responsibilities in two columns.</p> <p>Teaching notes Teacher initiates a discussion of the roles and responsibilities that contributes to a happy, comfortable and safe classroom environment.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Interpersonal Development ■ English <ul style="list-style-type: none"> – Listening and speaking 	<p>Task Students investigate the roles of athletes, officials, employees and volunteers in making the Commonwealth Games a comfortable, happy and safe event for all those who attend. Students select one category, write a short piece about this role and make an identification tag for this role for themselves.</p> <p>Teaching notes Teacher chooses a person involved in the Commonwealth Games and provides a model description of their role. Teacher discusses with students the various roles of athletes, officials, employees and volunteers at the Commonwealth Games.</p> <p>Resources Melbourne 2006 Commonwealth Games www.melbourne2006.com.au (select 'volunteers')</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ English <ul style="list-style-type: none"> – Writing ■ Civics and Citizenship <ul style="list-style-type: none"> – Community engagement ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and inquiry 	<p>Task Students imagine that Commonwealth Games visitors are visiting their local area. Students are asked to describe places visitors may be interested in seeing in and around their local area.</p> <p>Teaching notes Teacher facilitates a brainstorm which describes various Melbourne landmarks. Discuss with the students how they could assist visitors to Melbourne during the Commonwealth Games.</p> <p>Resources Melbourne 2006 Commonwealth Games www.melbourne2006.com.au (select 'volunteers') Visit Victoria www.visitvictoria.com</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ English <ul style="list-style-type: none"> – Writing – Speaking and listening ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and inquiry

PARTICIPATION/LIFESTYLE ACTIVITIES 2 – Respect and respond

Commonwealth Games Focus

Athletes will be living together in the Commonwealth Games village and will need to respect the rights and responsibilities of others. There are also rights and responsibilities associated with representing their nation and competing at the Commonwealth Games.

PREP	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Task Students wear their identification lanyard as they assemble each day. Students have the responsibility of greeting and introducing themselves to a partner and identifying who is in front, behind and beside them.</p> <p>Teaching notes Teacher models greeting and an introduction to students. Teacher models concepts- in front, behind and beside.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Interpersonal Development <ul style="list-style-type: none"> – Building social relationships ■ English <ul style="list-style-type: none"> – Speaking and listening 	<p>Task Students work in groups to discuss the roles and responsibilities scenarios. Students present scenarios to an audience.</p> <p>Teaching notes Teacher presents reproducible roles and responsibilities scenario sheets (p. 25-26) to students and identifies rights and responsibilities of class members. Teacher and students draw up a charter of rights and responsibilities to display in classroom.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Interpersonal Development <ul style="list-style-type: none"> – Building social relationships ■ English <ul style="list-style-type: none"> – Speaking and listening 	<p>Task Students create a list of rights and give examples (for example they have a right to be listened to with respect) and publish these in poster form for displaying around the school.</p> <p>Teaching notes Students discuss the meaning of the word responsibility and give examples of their responsibilities at home and at school (for example to uphold class rules and so on). Students discuss the word rights and give examples (for example they have a right to be listened to with respect). Teacher presents a list of students' rights. Discuss the concept that with every right there is a responsibility. Define responsibility. Teacher models an example of rights and responsibility.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Civics and Citizenship <ul style="list-style-type: none"> – Civic knowledge and understanding – Community engagement ■ English <ul style="list-style-type: none"> – Writing 	<p>Task Students brainstorm for the meaning of the words rights and responsibilities. Students should develop a list of rights and responsibilities. They should compare their list with the Commonwealth Games athletes' oath.</p> <p>Teaching notes Students discuss the meaning of the word responsibility and give examples of their responsibilities at home and at school (for example to uphold class rules and so on). Students discuss the word rights and give examples (for example they have a right to be listened to with respect). Students discuss the responsibilities that come with representing their nation at the Games. Teacher presents and discusses the athletes' oath to students.</p> <p>Resources Starting Blocks: An introduction to the Melbourne 2006 Commonwealth Games CD-ROM, contains the Athletes Oath</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Civics and Citizenship <ul style="list-style-type: none"> – Civic knowledge and understanding – Community engagement ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and inquiry

PARTICIPATION/LIFESTYLE ACTIVITIES 3 – Healthy happy humans

Commonwealth Games Focus

To compete to the best of their ability, an athlete needs to maintain healthy lifestyle practices.

PREP	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Task Students classify the foods in their lunch box according to the Australian Guide to Healthy Eating.</p> <p>Teaching notes Teacher should discuss with students the importance of eating a variety of foods, as described in the Australian Guide to Healthy Eating. Teachers should encourage students to eat foods from the categories on the guide, such as fruit and vegetables, bread and pasta, dairy products and so on. Pose the question as to why we need to do so.</p> <p>Resources Department of Health and Ageing www.health.gov.au (click on Publications, then type in Australian Guide to Healthy Eating) Go for 2 and 5 www.gofor2and5.com.au (Click on Fruit and Veg for Me, then go to Fresh for Kids)</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ English <ul style="list-style-type: none"> – Speaking and listening 	<p>Task Students use key words and phrases to compose sentences that describe healthy people. They may also wish to illustrate or label healthy people. Students choose an audience to present their ideas.</p> <p>Teaching notes Teacher uses these questions as a probe to identify student knowledge. Initiate discussion by posing questions such as: What does healthy mean? How do you know if somebody is healthy? Describe a healthy person? Teacher records key words and phrases on a chart.</p> <p>Resources Go for 2 and 5 www.gofor2and5.com.au (Click on Fruit and Veg for Me, then go to Fresh for Kids)</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Health and Physical Education <ul style="list-style-type: none"> – Health knowledge and promotion ■ English <ul style="list-style-type: none"> – Writing – Reading 	<p>Task Students investigate the sugar content of their breakfast cereal at home and report back to the class. Invite students to have a healthy and delicious breakfast at school.</p> <p>Teaching notes Teacher displays a picture of the Healthy Eating Pyramid. Discuss different levels and highlight where sugar is represented. Discuss nutritional information of several packages of breakfast cereal. Students discuss how they can cut down on the amount of sugar they consume.</p> <p>Resources Nutrition Australia www.nutritionaustralia.org (Food Fact sheets – Demystifying Food Labels) Australian Guide to Healthy Eating www.health.gov.au</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Health and Physical Education <ul style="list-style-type: none"> – Health knowledge and promotion ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and inquiry 	<p>Task Students list the nutritional information on the side of packaged foods. They categorise the foods into groups based on fat and energy content. Students write statements based on their understandings related to their food intake.</p> <p>Teaching notes Teacher brings in several food packages and discusses with students their nutritional content. Students discuss the implications of this information. Encourage students to eat more of those with less fat and low energy ratings and less of those with high fat and high energy ratings. Students are asked to bring in packages from home.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Health and Physical Education <ul style="list-style-type: none"> – Health knowledge and promotion ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and inquiry – Reflection, evaluation and metacognition

PARTICIPATION/LIFESTYLE ACTIVITIES 4 – Fighting fit

Commonwealth Games Focus

To compete to the best of their ability athletes need to maintain a healthy lifestyle.

PREP	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Task Students choose an aspect of being healthy to draw and write about. Students take their sentence home to share and discuss with parents.</p> <p>Teaching notes Teacher initiates a discussion about being healthy. Teacher conducts a shared writing session to create a class story about being healthy. This is made into a class book.</p> <p>The class “Being Healthy” book will contain examples of healthy living-related to physical, social and emotional wellbeing.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ English <ul style="list-style-type: none"> – Writing – Reading ■ Health and Physical Education <ul style="list-style-type: none"> – Health knowledge and promotion 	<p>Task Students use images from a range of sources such as students’ own drawings, photos, images from magazines and other materials, to build a collage that depicts a healthy human being. Students could annotate their collage to identify healthy aspects of a human being. Students’ collages could be made into a wall display.</p> <p>Teaching notes Teacher uses pictures that depict various attributes of healthy living. Using these pictures the teacher leads a discussion about being healthy, drawing out physical, mental, social and emotional attributes.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Health and Physical Education <ul style="list-style-type: none"> – Health knowledge and promotion ■ The Arts <ul style="list-style-type: none"> – Creating and making 	<p>Task Students investigate a healthy eating plan based on the Healthy Eating Pyramid and recommended servings of foods. Students keep a record of the number of servings of fruit and vegetables they eat in a week.</p> <p>Teaching notes Teacher displays a picture of the Healthy Eating Pyramid and discusses the fruit and vegetables section and recommended daily intake. Students discuss the implications for their own diets. Class creates a graph which describes their findings.</p> <p>Resources Nutrition Australia www.nutritionaustralia.org</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Health and Physical Education <ul style="list-style-type: none"> – Health knowledge and promotion ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and responding 	<p>Task Students investigate which local sporting or activity clubs provide activities for girls and boys of their age. Students devise a campaign to recruit new members to a club of their choice.</p> <p>Teaching notes Teacher presents students with a research project related to a local sporting club. Find out how to join these clubs and how you could use these facilities. Compare the facilities and costs of similar clubs in the area.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Health and Physical Education <ul style="list-style-type: none"> – Movement and physical activity – Health knowledge and promotion ■ Civics and Citizenship <ul style="list-style-type: none"> – Civic knowledge and understanding – Community engagement

PARTICIPATION/LIFESTYLE ACTIVITIES 5 – Developing motor skills

Commonwealth Games Focus

Athletes learn and practice their skills many times before they compete in events.

PREP	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Task 'Blast Off'</p> <p>Students learn about the fundamental motor skill of running by participating in the following activity.</p> <p><i>Engine starting</i> – jog on spot.</p> <p><i>Engine warming</i> – jog faster on the spot.</p> <p><i>Engine revving</i>- perform high knee lifts on the spot.</p> <p>Count down 5,4,3,2,1- Run quickly on the spot landing on balls of the feet.</p> <p><i>Blast off</i> – run 10-15 metres and walk back.</p> <p><i>Reference – FMS Activity Resource For Classroom Teachers.</i></p> <p>Teaching notes Teacher should ensure students stand along a line with adequate space between them. Students all run in the same direction.</p> <p>Skill – Running</p> <p>Instruct students in the fundamental motor skill of running.</p> <p>Victorian Essential Learning Standards</p> <p>■ Health and Physical Education</p> <ul style="list-style-type: none"> – Movement and physical activity 	<p>Task 'Throws Events'</p> <p>Students practice motor skills and movement patterns to propel and receive a soft or foam ball.</p> <p>Students stand in pairs opposite each other. Students propel a ball to their partner in the following ways:</p> <ul style="list-style-type: none"> • Roll • Bounce • Under arm throw • Overhand throw • Chest pass • One hand push <p>Teaching notes Teacher should ensure adequate space between pairs of students. Ensure balls are propelled in the same direction.</p> <p>Skill – Propulsion</p> <p>Discuss with students the various changes to their movements to propel the ball in each different way.</p> <p>Victorian Essential Learning Standards</p> <p>■ Health and Physical Education</p> <ul style="list-style-type: none"> – Movement and physical activity 	<p>Task 'Commonwealth Tag'</p> <p>Two students are identified as individual nations and are identified by a colour band. The two nations then attempt to tag other students. When tagged students put on the respective nations colour band and assist in tagging other students. The winning nation is the one with the most students with the same colour band. Teach the game at a walk before playing at a jog, gallop, skip.</p> <p>Teaching notes Teacher should ensure adequate and safe working space. Define boundaries.</p> <p>Remind students to watch where they are going.</p> <p>Skill – running, dodging</p> <p>Discuss how participation in regular physical activity can improve health.</p> <p>Victorian Essential Learning Standards</p> <p>■ Health and Physical Education</p> <ul style="list-style-type: none"> – Movement and physical activity 	<p>Task 'Scoring a Goal'</p> <p>In teams of 4 v 4, students play a game of 'keepings off' using a medium sized foam ball. There is no contact allowed and defenders must be at least one metre away from opponents. The player with the ball is not allowed to move. Introduce a direction to the game with each team trying to move the ball to their end of the court and passing it over an end line to score a goal.</p> <p>Teaching notes Teacher should ensure there is a safe working space, adequate space between games and students are able to work together in small groups. Ensure that games being played do not cross over each other.</p> <p>Skill – Throwing, catching, running, dodging, bouncing.</p> <p>Invasion games can be used as a lead up to netball, basketball, hockey and rugby 7s. Students can focus on the skill, fitness level and team play knowledge required to play these games.</p> <p>Victorian Essential Learning Standards</p> <p>■ Health and Physical Education</p> <ul style="list-style-type: none"> – Movement and physical activity

PARTICIPATION/LIFESTYLE ACTIVITIES 6 – Physical activity

Commonwealth Games Focus

The Commonwealth Games aims to create a new enthusiasm for being active.

PREP	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Task 'Experimental Running'</p> <p>Students form groups of 4 standing one behind the other. One at a time students skip with a high knee lift and matching opposite arm movement, towards the opposite line, then jog back. Elbows bend at right angles in front and behind the body. Students run with arms straight by their side and then compare this with what it feels like to run with bent elbows and arms moving in opposition to legs.</p> <p>Teaching notes Teacher should ensure adequate and safe working space and ensure groups of students have adequate space between them.</p> <p>Skill – Running</p> <p>Demonstrate the correct technique for running with knees up to the horizontal position, elbows bent, head still and elbows in. Encourage students to contact the ground with the ball of the foot.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Health and Physical Education <ul style="list-style-type: none"> – Movement and physical activity 	<p>Task 'Shot put'</p> <p>Students practice the movement pattern involved in shot put to propel a bean bag.</p> <p>Students each with a bean bag, line up along a line to put their bean bag in the same direction: away from the line/other students.</p> <p>Teaching notes Teacher has a signal for the 'Put' and a signal for 'retrieving' bean bags. All students must wait for the signal before retrieving bean bags.</p> <p>Skill – Propulsion</p> <p>Demonstrate correct technique for the shot put. Have students try to identify how the movement pattern for shot put is different from the fundamental motor skill of the overhand throw.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Health and Physical Education <ul style="list-style-type: none"> – Movement and physical activity 	<p>Task Students record the amount of time they spend on physical activities outside of school hours for one week in a journal. Students should determine an appropriate amount of time to increase their level of physical activity for the next week and suggest ways to achieve this. Repeat the task of recording levels of physical activity for another week. Students should comment on their successes or difficulties in increasing their level of physical activity.</p> <p>Teaching notes The National Physical Activity Guidelines for children suggest that they should participate in at least 60 minutes (and up to several hours) of moderate to vigorous physical activity each day.</p> <p>Resources Department of Health and Ageing www.health.gov.au (go to Publications – physical activity)</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Health and Physical Education <ul style="list-style-type: none"> – Movement and physical activity 	<p>Task Students determine their level of fitness by taking their pulse for 20 seconds and then multiply this number by 3 to establish a resting pulse rate per minute. Ask the students to run 50 metres and back again. Have the students take their pulse rates again. Wait one minute and take pulse rates again. Continue taking pulse rates at one minute intervals until they reach their starting rate. Students investigate reasons why people's pulse rates differ and why some people take longer to return to their starting pulse rates than others.</p> <p>Teaching notes Teacher leads a discussion as to how measuring pulse rates and their recovery times can give an indication of fitness level.</p> <p>Resources MIO www.miowatch.com/index.php?option=content&task=view&id=29</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Health and Physical Education <ul style="list-style-type: none"> – Movement and physical activity – Health knowledge and promotion ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and inquiry – Reflection, evaluation and metacognition

PARTICIPATION/LIFESTYLE ACTIVITIES 7 – Promoting participation in physical activity

Commonwealth Games Focus

The Commonwealth Games aims to create a new enthusiasm for being active.

PREP	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Task 'Commonwealth Relay'</p> <p>Students perform relays using a soft bean bag as a baton. Students in teams of 4 with half at opposite ends facing each other. Each team represents a Commonwealth Nation. Student 1 sprints to the opposite end with the bean bag and passes it to the next runner. This continues until all students have run.</p> <p>Perform relays using different locomotion skills.</p> <p>Teaching notes Teacher should ensure groups of students have adequate space between them.</p> <p>Skill – Running</p> <p>Revise skill components of running.</p> <p>Teacher may introduce technique for holding a baton. Students hold baton at the bottom between thumb and forefinger. To receive the baton the student holds hand up and creates a v line using the thumb and fore finger. The passer of the baton must ensure that the baton is placed firmly into the receivers hand.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Health and Physical Education <ul style="list-style-type: none"> – Movement and physical activity 	<p>Task 'Morning Walk'</p> <p>Students should undertake a brisk walk, run, skip or jog around the oval or school yard for 5 minutes every morning, lunchtime and after school for a week. Students should then describe why physical activity is important for health.</p> <p>Teaching notes The National Physical Activity Guidelines for children suggest that they should participate in at least 60 minutes (and up to several hours) of moderate to vigorous physical activity each day.</p> <p>Resources Department of Health and Ageing www.health.gov.au (go to Publications – physical activity)</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Health and Physical Education <ul style="list-style-type: none"> – Movement and physical activity 	<p>Task 'Developing Skill Through Physical Activity'</p> <p>Students in groups of 4 take turns at holding the rope ends and performing different long rope activities:</p> <ul style="list-style-type: none"> • Jumping ×10 • Run in a jump ×10 • Jumping with a partner • Figure 8 × 5 jumps in the middle. <p>Teaching notes Teacher should ensure a large safe working surface and ensure adequate space between students and groups of students.</p> <p>Skill – Vertical jump</p> <p>Discuss with students the relevant components of the vertical jump involved in jumping rope.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Health and Physical Education <ul style="list-style-type: none"> – Movement and physical activity 	<p>Task 'Distances in the Commonwealth'</p> <p>The class should undertake a walkathon or cycle-athon or jog-athon. As a class they should undertake to walk, cycle or jog the distance across or around a Commonwealth nation. Students should record their distances covered and tally the class results. How long did it take you to achieve your class goal?</p> <p>Teacher notes Students could undertake this task during school, before school or during lunchtime.</p> <p>Students could base this activity on their Adopt a Second Team nation.</p> <p>This could become a whole school activity.</p> <p>Resources Office of Commonwealth Games Coordination www.dvc.vic.gov.au/commonwealth_games (select Getting Involved)</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Health and Physical Education <ul style="list-style-type: none"> – Movement and physical activity ■ Mathematics <ul style="list-style-type: none"> – Measurement, chance and data

COMMONWEALTH NATIONS ACTIVITIES 1 – Melbourne as a host city

Commonwealth Games Focus

Melbourne is the host city for the 2006 Commonwealth Games.

PREP	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Task Students cut and paste a map of Australia, labelling Melbourne. Students write/trace/cut and paste a sentence to match. Share and display students' work.</p> <p>Teaching notes Teacher displays a map of Australia and assists students to locate Melbourne and Victoria. Teacher explains that Melbourne is the city where the 2006 Commonwealth Games will be held. Teacher conducts a modelled writing session constructing a sentence related to Commonwealth Games. Teacher provides students with a reproducible sheet of a map of Australia. (see p.27).</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Humanities ■ English <ul style="list-style-type: none"> – Writing – Reading 	<p>Task Students use brainstorming sheet (see p. 28) as a template to record their understandings of the Melbourne or Victoria.</p> <p>Teaching notes Pose the question 'What do we know about Melbourne or Victoria?' Teacher uses a map of the world to identify Melbourne, Victoria and Australia. Teacher should discuss with students that Australia is part of the Commonwealth.</p> <p>Resources Starting Blocks: An Introduction to the Melbourne 2006 Commonwealth Games CD-ROM Nations Participating in the XVIII Commonwealth Games world map</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Humanities ■ English <ul style="list-style-type: none"> – Writing 	<p>Task Students investigate two sporting venues in Melbourne from the Starting Blocks CD-ROM. List the types of facilities they provide. Students explore what facilities are available for visitors with disabilities for example ramps for wheelchairs, head phones for the hearing impaired and so on. What else could these venues provide?</p> <p>Teaching notes Teacher discusses the importance of facilities for people with disabilities at public venues.</p> <p>Resources Starting Blocks: An introduction to the Melbourne 2006 Commonwealth Games CD-ROM</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and inquiry 	<p>Task Students plan an itinerary for a visitor to the Commonwealth Games. The itinerary should include some time at the Commonwealth Games and some time for sight seeing around Melbourne. The itineraries can be illustrated and shared with students in other classrooms.</p> <p>Teaching notes Teacher discusses tourist itineraries with students. Brainstorm a list of landmarks and places which may be of interest to visitors. The itinerary should include some time at the Commonwealth Games and some time for sight seeing around Melbourne. Most visitors will spend time at the Games and some time exploring Melbourne and Victoria.</p> <p>Resources Starting Blocks: An introduction to the Melbourne 2006 Commonwealth Games CD-ROM Visit Victoria www.visitvictoria.com</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ English <ul style="list-style-type: none"> – Writing ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and inquiry

COMMONWEALTH NATIONS ACTIVITIES 2 – Commonwealth past, present & future

Commonwealth Games Focus

There are 71 Commonwealth Nations that will be represented at the Melbourne 2006 Commonwealth Games.

PREP	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Task Students colour / mosaic the Australian flag and take it home to share their understandings with their parents.</p> <p>Teaching notes Teacher displays an Australian flag. Discuss the origin of the design. The Union Jack and the constellation of the Southern Cross and the 6 pointed star. Teacher provides students with a reproducible sheet of an Australian flag (see p.29).</p> <p>Resources Australia in focus – Australian National Flag www.pm.gov.au/aus_in_nat_symbols/flag.html</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ The Arts <ul style="list-style-type: none"> – Creating and making ■ Humanities 	<p>Task Students work in pairs to choose a Commonwealth nation and identify its flag (see back cover of this booklet). Students use this picture of a Commonwealth nation’s flag to assist them to draw and colour a flag accordingly (see p.29).</p> <p>Teaching notes Teacher displays a list of Commonwealth nations. State that 71 nations belong to the Commonwealth. Teacher chooses several nations to lead a brief discussion about particular features. As a class activity the teacher assists students to locate their nation on a world map.</p> <p>Resources Starting Blocks: An introduction to the Melbourne 2006 Commonwealth Games CD-ROM Nations Participating in the XVIII Commonwealth Games world map</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Humanities 	<p>Task Students select a Commonwealth nation (see p.30) and locate that nation on a world map. Students investigate its capital city and its population. Students select the flag for the nation and paste a copy onto their own world map.</p> <p>Teaching notes Teacher leads a discussion about the nations in the Commonwealth and encourages students to find out more about each nation.</p> <p>Resources Starting Blocks: An introduction to the Melbourne 2006 Commonwealth Games CD-ROM Nations Participating in the XVIII Commonwealth Games world map</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Humanities 	<p>Task Students investigate the goals of the last two Commonwealth Heads of Governments Meetings (CHOGM) and find out the key issues raised at these meetings. Students categorise the types of issues raised.</p> <p>Teaching notes Teacher initiates a discussion on the role of CHOGM and the types of issues raised at these meetings. As an extension activity, students could debate Zimbabwe’s suspension from the Commonwealth.</p> <p>Resources Commonwealth Heads of Government Meeting www.chogm.org</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Humanities – Geography <ul style="list-style-type: none"> – Geospatial skills ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and inquiry – Reflection, evaluation and metacognition ■ Civics and Citizenship <ul style="list-style-type: none"> – Civic knowledge and understanding

COMMONWEALTH NATIONS ACTIVITIES 3 – Exploring the Commonwealth

Commonwealth Games Focus

There are 71 Commonwealth nations representing a diverse range of faiths, races, cultures and traditions.

PREP	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Task Students discuss the design of flag of the “Adopted Second Team”. Students use a template of the flag to colour. Students construct a sentence to match.</p> <p>Teaching notes Teacher identifies and describes to the students their municipality’s “Adopted Second Team”. Using a world map the teacher assists students in locating this nation. Discussion is focused on its location in relation to Australia.</p> <p>Resources Melbourne 2006 Commonwealth Games www.melbourne2006.com.au Nations Participating in the XVIII Commonwealth Games world map</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Humanities 	<p>Task Students work in pairs or groups to research a Commonwealth nation. Students record their information on a reproducible sheet (see p.31). Students identify their nation and information. Students take their research home to share with their parents and to add one or two facts to their information. Students share their research with another audience.</p> <p>Teaching notes Teacher introduces students to Starting Blocks CD-ROM. Teacher guides students through the CD-ROM highlighting specific information related to the activity. Teacher explains to the students that they will choose a nation to research and present their information to an audience.</p> <p>Resources Starting Blocks: An introduction to the Melbourne 2006 Commonwealth Games CD-ROM</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Humanities ■ English <ul style="list-style-type: none"> – Speaking and listening 	<p>Task Students investigate one northern hemisphere Commonwealth nation and compare the average temperatures to a Commonwealth nation in the southern hemisphere. Using a physical map or doing a search on the internet students identify the differences in temperature related to the distance from the equator. Students make similar connections between other Commonwealth nations.</p> <p>Teaching notes Teacher leads a discussion on the different seasons between the northern and southern hemispheres. Have students relate their understandings to the nations and their distance from the equator. List distances from the equator and average temperatures on a class table.</p> <p>Resources Nations Participating in the XVIII Commonwealth Games world map</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Humanities ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and inquiry 	<p>Task Students select one of the Commonwealth nations that they are unfamiliar with (see p.30) and investigate three things a tourist could do if they visited that country. Prepare a holiday brochure advertising those tourist attractions. Each student could orally present his/her brochure to the class.</p> <p>Teaching notes Teacher brainstorms the concept of the richness of other cultures and how different cultures impact on our city, state and nation. Link this concept to the investigation of other nations.</p> <p>Resources Nations Participating in the XVIII Commonwealth Games world map</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Humanities – Geography <ul style="list-style-type: none"> – Geographical knowledge and understanding – Geospatial skills ■ Communication <ul style="list-style-type: none"> – Presenting

COMMONWEALTH NATIONS ACTIVITIES 4 – Cities, nations, Commonwealth

Commonwealth Games Focus

Melbourne is the host city for the 2006 Commonwealth Games. Athletes will travel from 70 nations around the world to attend the Games.

PREP	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Task Students study a map of Australia, locating and labelling Melbourne/Victoria (see p.27). Students write their own sentence to describe their understandings.</p> <p>Teaching notes Teacher uses a shared/modelled writing activity to compose an informational text about Melbourne as a part of Victoria and Victoria being a state in Australia.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Humanities ■ English <ul style="list-style-type: none"> – Writing – Reading 	<p>Task Students work in groups or independently to write about an aspect of the Commonwealth Games. Students record their information on a reproducible sheet (see p.32). Students share with an audience.</p> <p>Teaching notes Teacher uses a stimulus related to the Games. For example, a newspaper photograph or video footage related to an aspect of the Games they have discussed in class. Teacher asks students to write about this. Teacher organises an audience for students to share their understandings.</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ English <ul style="list-style-type: none"> – Writing – Listening and speaking ■ Communication <ul style="list-style-type: none"> – Presenting 	<p>Task Students map the path of the Queen’s Baton Relay through the Commonwealth nations. Students mark the world map (included in this kit) with coloured pins or flags to show the places the Baton stopped on its trip around the world. Students choose a nation or nations about which to write a short blurb describing its particular features.</p> <p>Teaching notes Teacher leads a discussion about the Queen’s Baton relay using map to show route.</p> <p>Resources Melbourne 2006 Commonwealth Games www.melbourne2006.com.au</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Humanities ■ English <ul style="list-style-type: none"> – Writing 	<p>Task Students examine time difference and distance between Melbourne and other Commonwealth nations. Focus questions could include: Which nations have the longest travel time and travel the greatest distance? How long will the journey take? What time will they arrive if they leave at ...? Students plan the most direct route athletes could take to travel to Melbourne from selected Commonwealth nations.</p> <p>Teaching notes Teacher presents information about world time zones and how to calculate distance.</p> <p>Resources Nations Participating in the XVIII Commonwealth Games world map</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Humanities – Geography <ul style="list-style-type: none"> – Geographical knowledge and understanding – Geospatial skills ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and inquiry ■ Mathematics <ul style="list-style-type: none"> – Measurement, chance and data

COMMONWEALTH NATIONS ACTIVITIES 5 – United by the moment

Commonwealth Games Focus

Theme for the advertising campaign is ‘United by the moment’.

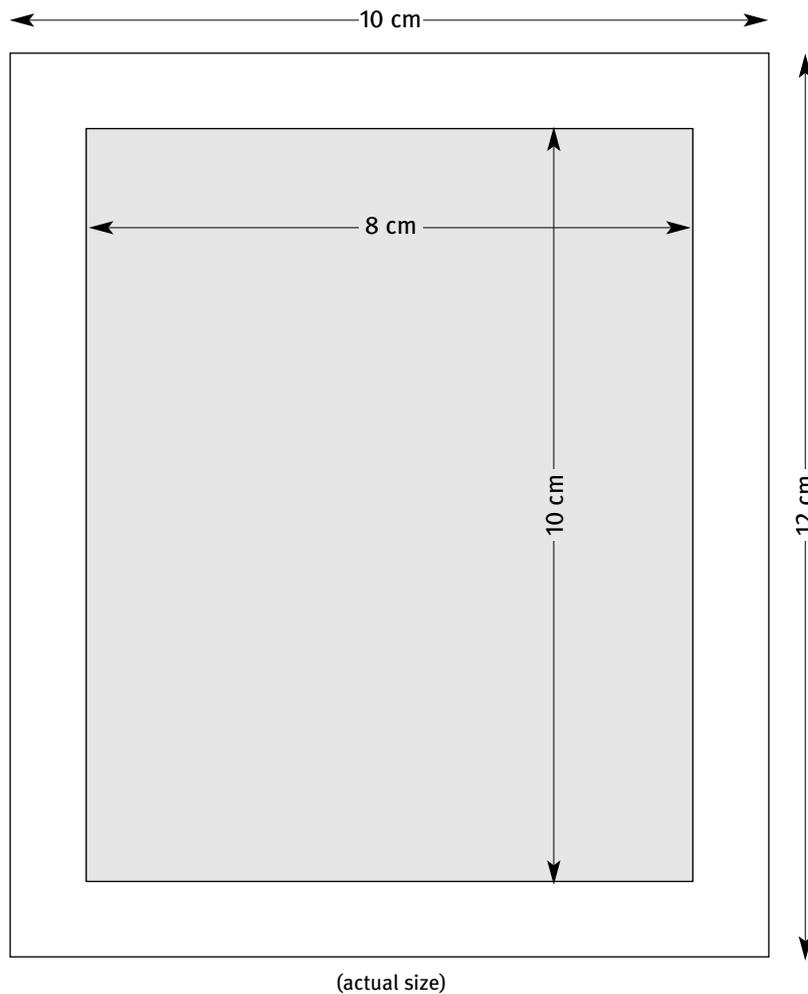
PREP	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Task As a group or class, use BLM - United by the Moment (p.33) to focus a discussion about the many different people depicted in the clip. Students draw and/write their understandings and then share with an audience.</p> <p>Teaching notes This activity could be done as a whole class or with focus groups. Teacher presents the introduction on the Starting Blocks CD-ROM to the students. Discuss the Melbourne 2006 Commonwealth Games theme of ‘United by the Moment’.</p> <p>Resources Starting Blocks: An introduction to the Melbourne 2006 Commonwealth Games CD-ROM</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ English <ul style="list-style-type: none"> – Writing – Listening and speaking 	<p>Task As a class or in groups students record ideas related to the reproducible sheet: ‘How will the Commonwealth Games unite people?’ (p.34). Students make a class banner to communicate the theme ‘United by the Moment’ to the school community.</p> <p>Teaching notes Teacher presents the introduction on the Starting Blocks CD-ROM to the students. Discuss the Melbourne 2006 Commonwealth Games theme of ‘United by the Moment’. Teacher facilitates students in making a class banner that reflects this idea.</p> <p>Resources Starting Blocks: An introduction to the Melbourne 2006 Commonwealth Games CD-ROM</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ The Arts <ul style="list-style-type: none"> – Creating and making ■ English <ul style="list-style-type: none"> – Listening and speaking 	<p>Task Students select an athlete and write a story about a day in the life of that person. Students should include the qualities they admire in the athlete and what this athlete did to be eligible to compete in the Commonwealth Games.</p> <p>Teaching notes Teachers could model the format for writing a story. Starting Blocks CD-ROM contains athletes’ biographies. Students could be encouraged to select an athlete from another nation, such as an athlete from their Adopt a Second Team.</p> <p>Resources Starting Blocks: An introduction to the Melbourne 2006 Commonwealth Games CD-ROM</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ Civics and Citizenship <ul style="list-style-type: none"> – Civic knowledge and understanding ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and inquiry 	<p>Task Using the schedule of events on the Melbourne 2006 Commonwealth Games website, students collect, read and write articles outlining key events, results and general news about the Commonwealth Games for publishing in a newspaper at the conclusion of the Games. Students include advertisements for sponsors. After publishing, students print one copy of the newspaper for each classroom in the school and one each for the students in the class to take home to their families.</p> <p>Teaching notes Teacher models a report writing format. Teacher discusses the importance of communication of events, results and general news about the Games. Teacher asks students to collect articles daily from newspapers, magazines and so on to read and analyse. Teacher uses an article to analyse its format and style. Teacher assists students in creating their newspaper by discussing layout, advertisements and special features.</p> <p>Resources Melbourne 2006 Commonwealth Games www.melbourne2006.com.au</p> <p>Victorian Essential Learning Standards</p> <ul style="list-style-type: none"> ■ English <ul style="list-style-type: none"> – Writing ■ Thinking <ul style="list-style-type: none"> – Reasoning, processing and inquiry



L – What have I learned?	
W – What do I want to find out?	
K – What do I know?	



1. To construct a pollution catcher you will need:
 - cardboard to make a frame
 - sticky labels or adhesive tape
 - string.
2. Cut the cardboard into a rectangle measuring approximately $10\text{ cm} \times 12\text{ cm}$.
3. Mark the centre of the cardboard and mark another rectangle $8\text{ cm} \times 10\text{ cm}$.



4. Cut out shaded portion to create a frame.
5. Cover the hole with a double layer of sticky labels, adhesive tape or some white contact leaving the sticky side out on both sides. These can be taped to the frame.
6. Attach a piece of string to the top of the frame and hang the pollution catchers in the classroom, in hallways, in the playground and near the street.
7. The sticky paper will collect air-borne particles allowing students to examine these particles either through a microscope or a magnifying glass.



**MELBOURNE
COMMONWEALTH GAMES
2006**



Name:



A student is interrupting others while they are working.

A student asks another student if they need some help with their work.

A student's role is turning on the computers daily but forgets to do so.

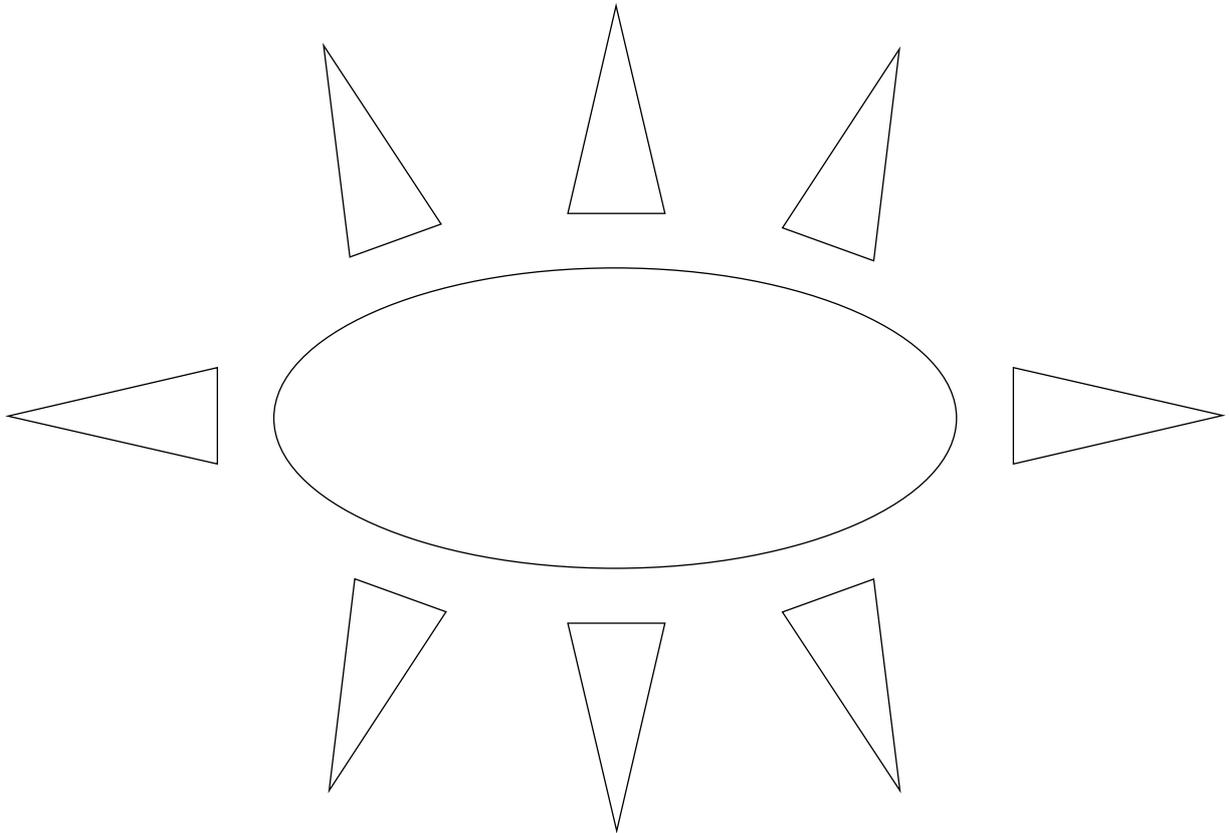


A student pushes into the line trying to be first each day.

A student remembers to collect the lunch orders each day.

Students work quietly during independent work time.







MELBOURNE 2006
COMMONWEALTH GAMES
EDUCATION PROGRAM

FLAG OF A COMMONWEALTH NATION



Anguilla	Mauritius
Antigua & Barbuda	Montserrat
Australia	Mozambique
Bahamas	Namibia
Bangladesh	Nauru
Barbados	New Zealand
Belize	Nigeria
Bermuda	Niue
Botswana	Norfolk Island
British Virgin Islands	Northern Ireland
Brunei Darassalam	Pakistan
Cameroon	Papua New Guinea
Canada	Samoa
Cayman Islands	Scotland
Cook Islands	Seychelles
Cyprus	Sierra Leone
Dominica	Singapore
England	Solomon Islands
Falkland Islands	South Africa
Fiji	Sri Lanka
Ghana	St. Helena
Gibraltar	St. Kitts & Nevis
Grenada	St. Lucia
Guernsey	St. Vincent & the Grenadines
Guyana	Swaziland
India	Tanzania
Isle of Man	The Gambia
Jamaica	Tonga
Jersey	Trinidad & Tobago
Kenya	Turks & Caicos Islands
Kiribati	Tuvalu
Lesotho	Uganda
Malawi	Vanuatu
Malaysia	Wales
Maldives	Zambia
Malta	



_____ is a Commonwealth nation

I know that...



Melbourne 2006 Commonwealth Games



Karak



Who are these people?

Why are they together?

**The people are united
by the moment**

What are they doing?

**When is this event
happening?**

A large thought bubble containing the text, with three smaller thought bubbles trailing downwards and to the left.

**How will the
Commonwealth Games
unite people?**



Anguilla



Antigua and Barbuda



Australia



Bahamas



Bangladesh



Barbados



Belize



Bermuda



Botswana



British Virgin Islands



Brunei Darussalam



Cameroon



Canada



Cayman Islands



Cook Islands



Cyprus



Dominica



England



Falkland Islands



Fiji



Ghana



Gibraltar



Grenada



Guernsey



Guyana



India



Isle of Man



Jamaica



Jersey



Kenya



Kiribati



Lesotho



Malawi



Malaysia



Maldives



Malta



Mauritius



Montserrat



Mozambique



Namibia



Nauru



New Zealand



Nigeria



Niue



Norfolk Island



Northern Ireland



Pakistan



Papua New Guinea



Samoa



Scotland



Seychelles



Sierra Leone



Singapore



Solomon Islands



South Africa



Sri Lanka



St Helena



St Kitts and Nevis



St Lucia



St Vincent and the Grenadines



Swaziland



Tanzania



The Gambia



Tonga



Trinidad and Tobago



Turks and Caicos Islands



Tuvalu



Uganda



Vanuatu



Wales



Zambia



Commonwealth Flag



Karak



Commonwealth Games Federation