

Olympic Doubts

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

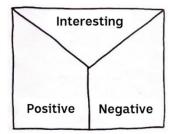
- 1. Discuss the BTN story as a class and record the main points of the discussion.
- 2. When were the Tokyo Olympic Games meant to be held?
- 3. Do doctors in Japan want the Olympics to go ahead?
- 4. What is an online petition which was signed by 350,000 people calling for?
- 5. What are people living in Japan worried about?
- 6. How many times have the Olympic Games been cancelled?
- 7. Why were the Games cancelled?
- 8. Who can make the decision to cancel the Olympic Games?
- 9. How are they making the Olympic Games safe?
- 10. Do you think the Games should be cancelled? Why or why not?

Activity: Note taking

Students will practise their note-taking skills while watching the BTN Olympic Doubts story. After watching the story, ask students to reflect

on and organise the information into three categories. What information in the story was...?

- Positive
- Negative or
- Interesting



Activity: Class Discussion

Discuss the information raised in the BTN Olympic Doubts story. Ask students to record what they know about the Olympics on a mind map. What questions do students have? Use the following questions to guide the discussion:

- Do you think the Tokyo Olympic Games should still go ahead? Why or why not?
- How will the games be different this year if they go ahead?
- What is Japan doing to make the 2021 Olympic Games COVID friendly?
- Is it important that we have the Olympic Games? Give reasons.

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KEY LEARNING

Students will explore the issues raised in the Olympic Doubts story and develop an argument for or against the issue.

CURRICULUM

English – Year 5 & 6

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience.

English - Year 6

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis.

English - Year 7

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas.

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing.

Activity: Class poll



Hold a poll in your class. Students will conduct their own opinion poll on the issue of whether the Tokyo Olympic Games should go ahead or not.

Working in groups, students will need to decide who their sample group will be and how many people will be polled. What method will they use to conduct the poll? (Face to face interviews or written responses). Ask students to graph the opinion poll results and then reflect on the results.

Activity: Research project

As a class discuss ways that the Tokyo Olympic Games are different to other Olympic Games. Students will then conduct their own investigation into the Tokyo Olympic Games and find out what will make it special. Students may want to choose one or more of the following topics to explore in more detail. Students will then share their findings with the class.

- Torch relay
- Mascots
- Medals
- New sports
- Youngest Olympian
- Robotic Olympics
- Athlete's village



Activity: Persuasive text

Students will develop a persuasive text for or against the following statement: "The 2021 Tokyo Olympic Games should go ahead". Students will explore one or more of the following questions as part of their research:

- Do all athletes participating in the Olympic Games have to be vaccinated?
- Will coaches, support staff and media attending have to be vaccinated?
- Will there be spectators at the Olympic Games?
- What affect will removing spectators from the games have?
- How will access to the COVID vaccine affect who can and can't attend the Olympic Games? Is this
 fair? Watch this <u>BTN story</u> to learn more about who has access to the COVID vaccine around the
 world.
- Will the people who live in Tokyo be put at risk?
- Why do you think people want the games to go ahead even though there is so much risk?
- Do you think the Olympic Games will unite the world? Why or why not? Explain using your own words.

Encourage students to use a range of sources. Provide students with the following structure to follow when completing this activity.

Introduction

- What is the point you are trying to argue? Construct an introductory paragraph which states the issue or topic.
- Introduce the arguments that will be developed in the body of the text.

Body

- Construct arguments that support your point of view.
- Each paragraph starts with a topic sentence which introduces each point.
- The rest of the paragraph gives more reasons.
- Arguments can be ordered from strongest to weakest.

Conclusion

- Restate your position on the argument.
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.

Tips

- Who is your audience? For example, are you directing your argument at kids, teachers or politicians?
- Explore how language choices can have a big impact on persuading your audience.
- Which language devices give the report credibility and authority?
- Which are designed to create an emotional response in the listener?
- Provide facts and evidence to support your argument.
- Write in the present tense.
- Check your spelling and punctuation.
- Use this Read Write Think <u>persuasion</u> map to organise your information.

Activity: Mini debate

Alternatively, students may want to prepare a mini debate. Use the following as a guide when preparing for your classroom debate.

- Working in pairs, students will prepare a 1-2-minute speech for a mini debate on the topic.
- One person will speak for the affirmative and the other will speak for the negative.
- Before students begin to construct their argument, ask them to record what they already know about the topic and what they would like to find out. Students then research the topic to gain a greater understanding of the issue.
- Ask students to list their arguments in point form on paper (without their partner seeing them). When they have done this, ask them to choose the five best points that will form the basis for their debate.
- Students will write in point form, their debate on cards that fit into the palm of their hand. Their debate needs to have an introduction (introducing the topic), middle (three main points) and a conclusion (restating their position). Students practise their speech and then present the mini debate to other students.

Guide for giving feedback

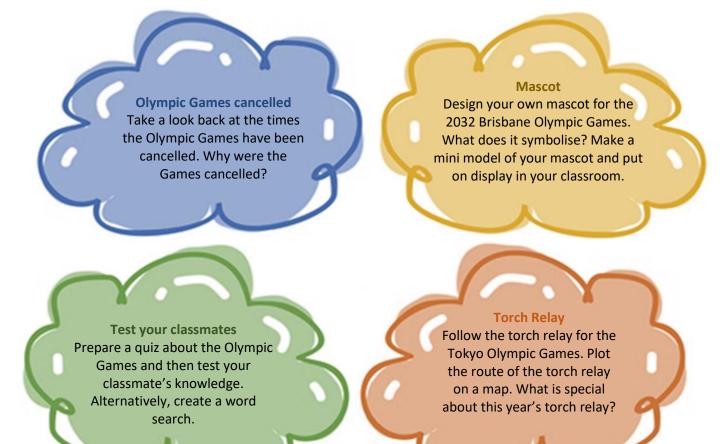
- Was the information clear and accurate?
- Were the arguments logical?
- Were the counter arguments accurate and relevant?
- Comments about the presentation style (tone of voice, body language, enthusiastic, convincing).

Reflection

- How difficult was it to think of points to support one side of the argument?
- Do you think you would have done a better job supporting the other side of the argument?
- Was I able to convince others of my opinion?
- Did my opinion change?
- What did you learn from this activity?

Activity: Choose a project

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.



Useful Websites

- Three of Australia's skateboarding Olympic hopefuls contract COVID-19 ABC News
- After Australian skateboarders tested positive, what's next for Tokyo Olympic and Paralympic Games? – ABC News
- Brisbane Olympic Bid BTN
- Breakdancing Olympic Sport BTN