



Erina Heights Public School

Learning from Home – Stage 1

Term	1	2	3	4								
Weeks	1	2	3	4	5	6	7	8	9	10	11	

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Daily Zoom Meeting 1J Zoom Link 1B Zoom Link 2T Zoom Link 2/3L Zoom link				
Morning	Spelling	Spelling	Spelling	Spelling	Spelling
	Reading Eggs or Readtheory	Reading Eggs or Readtheory	Reading Eggs or Readtheory	Reading Eggs or Readtheory	Reading Eggs or Readtheory
	Literacy/Writing Activities	Literacy/Writing Activities	Literacy/Writing Activities link 1 link 2 link 3	Literacy/Writing Activities	Literacy/Writing Activities
	Recess Break				
Middle	Maths Lesson 1	Maths Lesson 2	Maths Lesson 3	Maths Lesson 4	Maths Lesson 5
	Manga High	Manga High	Manga High	Manga High	Manga High
	Lunch Break				
Afternoon	Olympic Activities	Olympic Activities	Olympic Activities	Olympic Activities	Olympic Activities
Optional Activities	Last year, the Office of the Advocate for Children and Young People launched a website called Digital Lunchbreak. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website by clicking here www.digitallunchbreak.nsw.gov.au				

*Extension writing tasks are here if your student needs some extra work to complete.

Monday Writing Task

Before reading the Aboriginal Dreamtime Story ‘Emu in the Sky’, Predict what this story might be about:

[illegible]

What do you think the book is about?

What predictions can we make about 'Emu in the sky' from the pictures?
I predict

Read “Emu in the sky”:

After reading 'Emu in the sky', list any new words you heard or saw.

After reading 'Emu in the sky', what is the message of 'Emu in the sky'?

Emu in the Sky

During the Dreaming, a blind man lived with his wife in the bush. Every day he told his wife to go out and hunt for emu eggs for him to eat. Even though his wife tried hard to please her husband, he was always angry with her, telling her that the eggs were too small. One day while she was out hunting, she came across some very large emu tracks. She thought of her husband and how angry he got, and followed the tracks all the way to the nest. She found a huge emu there and threw stones at it to get at the eggs, but it stood up and ran towards her and killed her. The blind man became hungry and worried about his wife. He felt around the camp until he came across a bush with some berries on it and ate some of them. Suddenly he could see. He made some spears and a woomera and set off to find his wife. He followed her tracks and finally saw the huge emu and the body of his wife. He speared the emu and banished its spirit to the Milky Way, where it can still be seen today.

— a story from Papunya, Northern Territory

Monday Task (continued): Create a poster below of adjectives (describing words):

Emu in the Sky

Tuesday Task
Read "Emu in the sky".

1. What sort of eggs does the man want to eat?

2.. Why was the husband always angry at the wife?

3. Order the events in the story. Write 1 - 4 next to each event:

___ The emu's spirit was banished to the Milky Way ___

___ The blind man ate the berries and could see again

___ The wife followed the emu tracks to the nest

___ The blind man told his wife to find some emu eggs

4. What words in the text tells us the emu died?

5. What made the emu stand up and run towards the wife?

6. How do you think the man became blind?

7. What else could you learn from this Dreamtime story?

Wednesday Task

Read "Emu in the sky".

Listen to some additional information about 'The Emu in the sky'

<https://www.youtube.com/watch?v=LzFYFutiwoA>

https://www.youtube.com/watch?v=3YwW_6FilyU

https://www.youtube.com/watch?v=Ct_llycTTIM

Read "Emu in the sky - the milky way"

The Emu in the Sky – the milky way



Our sun and planets are part of the Milky Way Galaxy. You can see the Milky Way in the night sky from everywhere in Australia. Over thousands of years, Aboriginal people have looked into the Milky Way and seen a giant emu made of the dark clouds. Aboriginal people believed the emu was a 'creator' spirit and looked down over them.

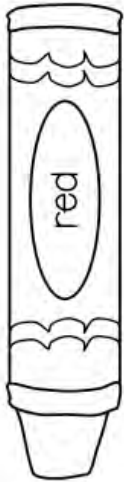
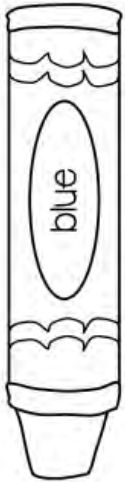

The shape of the 'Milky Way seen from Earth is linked to the seasons. Aboriginal people rely on the changing shape of the 'Emu in the Sky' to tell them when the emus are laying eggs, when they're nesting, and when to go bush for emu egg hunting season. Aboriginal people eat the emu eggs, use emu bones to make knives, and use their feathers for decoration.

Instead of an emu, some Aboriginal people see the Milky Way as the Rainbow Serpent or a possum in a tree!

Can you see the emu in the sky?

THE EMU IN THE SKY - the milky way

Find the answer in the text above and colour:

	1. Where can you see the Milky Way?
	2. What can Aboriginal people see in the Milk Way?
	3. What does the 'creator-spirit' do?

4. Why is it important that Aboriginal people know when emus lay their eggs?

5. What might Aboriginal people learn from a 'Possum in the Sky'?

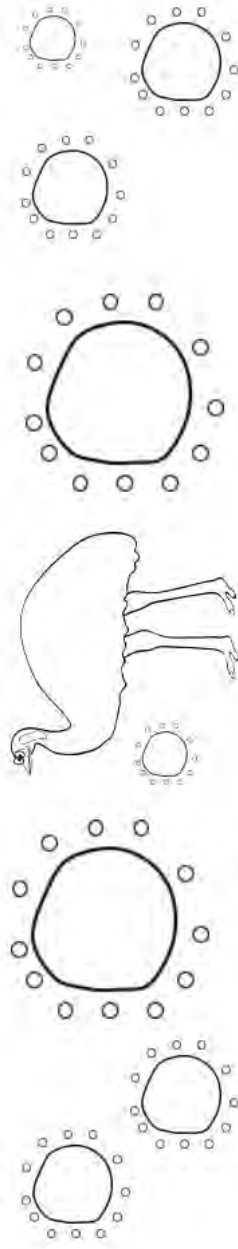
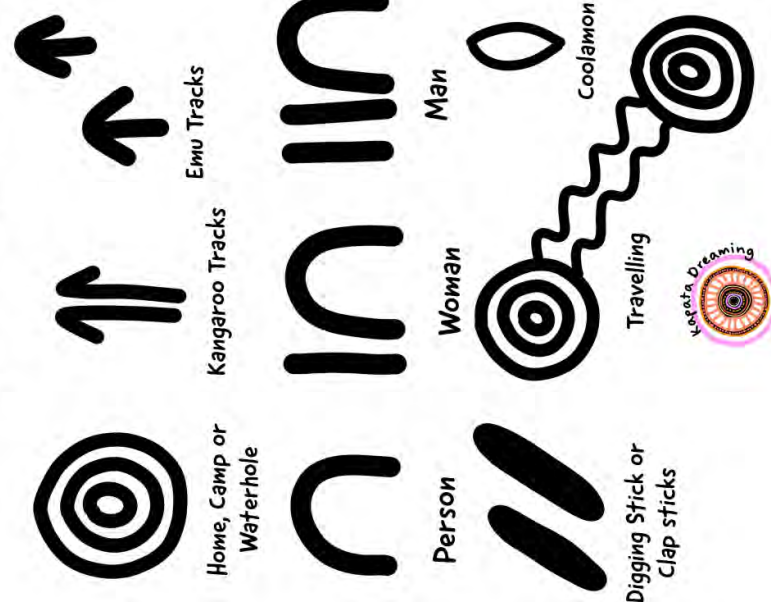
Thursday Task

Read "Emu in the sky".

1. Colour in the wristband below symbolising the book 'Emu in the sky'.
2. Using the Aboriginal Symbols Kapata Dreaming, create your own wristband symbolising the book 'Emu in the sky'. Colour in your design.

When you have coloured in the first wristband and designed and coloured your own wristband. Cut out your wristbands (you may need to ask a parent for help). Glue the ends together to make the wristbands and send a picture to your teacher on Dojo.

Aboriginal Symbols



Friday Task



The pod travelled everywhere together. Moving as one through the ice-cold, northern waters, they began to stalk their prey...

1. What are the creatures in the photograph?

2. What is a pod?

3. How did the photographer take this picture?

4. How many animals do you think are in this 'pod'?

5. What are they doing in the photo?

6. Why do they stick together like this? Do any other land/sea animals do something similar?

Monday Extension Task

Before Reading the below information about Emus, fill in “What I think I know about Emus” section on this sheet below.



Read the information about Emus on the sheet.



Monday Extension Task

Find the answer in the text and colour:

red	What Emus look like (Appearance)
blue	What Emus eat (Diet)
green	Where Emus live (Habitat)
orange	Interesting Facts about Emus

Tuesday Extension Task

Read the below information about Emus.

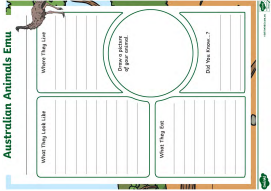
Using the information highlighted from yesterday write dot points under each heading according to the colours.

<div>What Emus look like (Appearance) - Red</div> <div><div>● long neck</div><div>●</div><div>●</div><div>●</div><div>●</div><div>●</div><div>●</div><div>●</div></div>	<div>What Emus eat (Diet) - Blue</div> <div><div>● enjoy grains</div><div>●</div><div>●</div><div>●</div><div>●</div><div>●</div><div>●</div><div>●</div></div>
<div>Where Emus live (Habitat) - Green</div> <div><div>●</div><div>●</div><div>●</div><div>●</div></div>	<div>Interesting Facts about Emus - Orange</div> <div><div>●</div><div>●</div><div>●</div><div>●</div></div>

Wednesday Extension Task

Read the below information about Emus.

Write the dot point information on the above page in full sentences onto the sheet below using your best handwriting. Use the full page A4.



Thursday Extension Task

Read the below information about Emus.

Label the parts of the emu on the page below using the information. Cut out the emu body part and information and glue in the correct spot. Use the full page A4.

Parts of Australian Animals

body part description

body part	description

claws	legs	ears
The emu uses these to hear sounds.	These are used for grip, scratching the ground and fighting.	The emu uses these to see with.
These help the emu to balance when they run. They cannot fly because they are too small.	The emu uses this to gather food like insects, seeds, grass and leaves.	These are long and strong for standing and running.
eyes	wings	beak

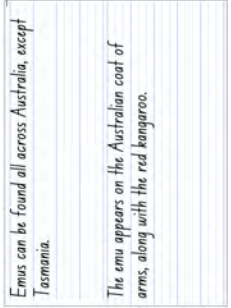
Friday Extension Task

Read the below information about Emus.

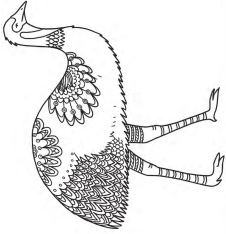
- a. Fill in 'What I learnt about Emus" section on this sheet below.
- b. Practice your handwriting about Emus. Then colour in the Mindful Colouring Emu.



a.



2.

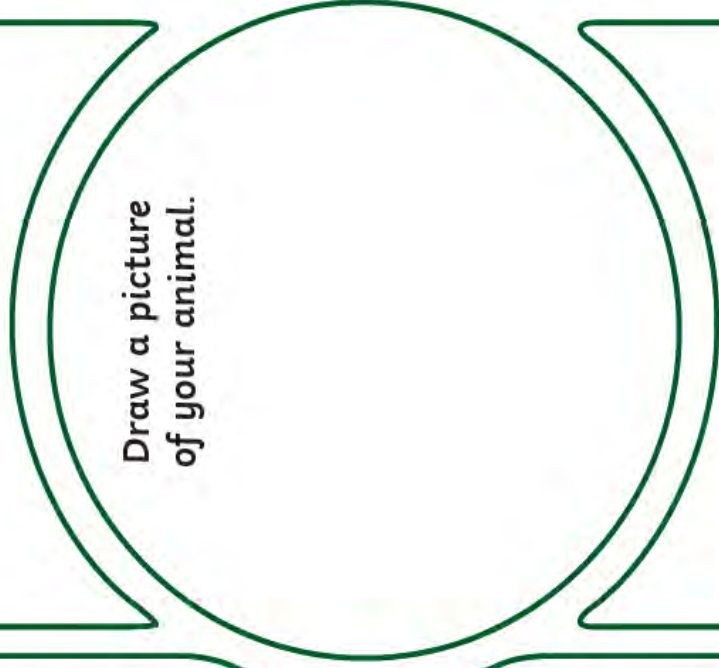


Australian Animals Emu

What They Look Like

Where They Live

Draw a picture
of your animal.

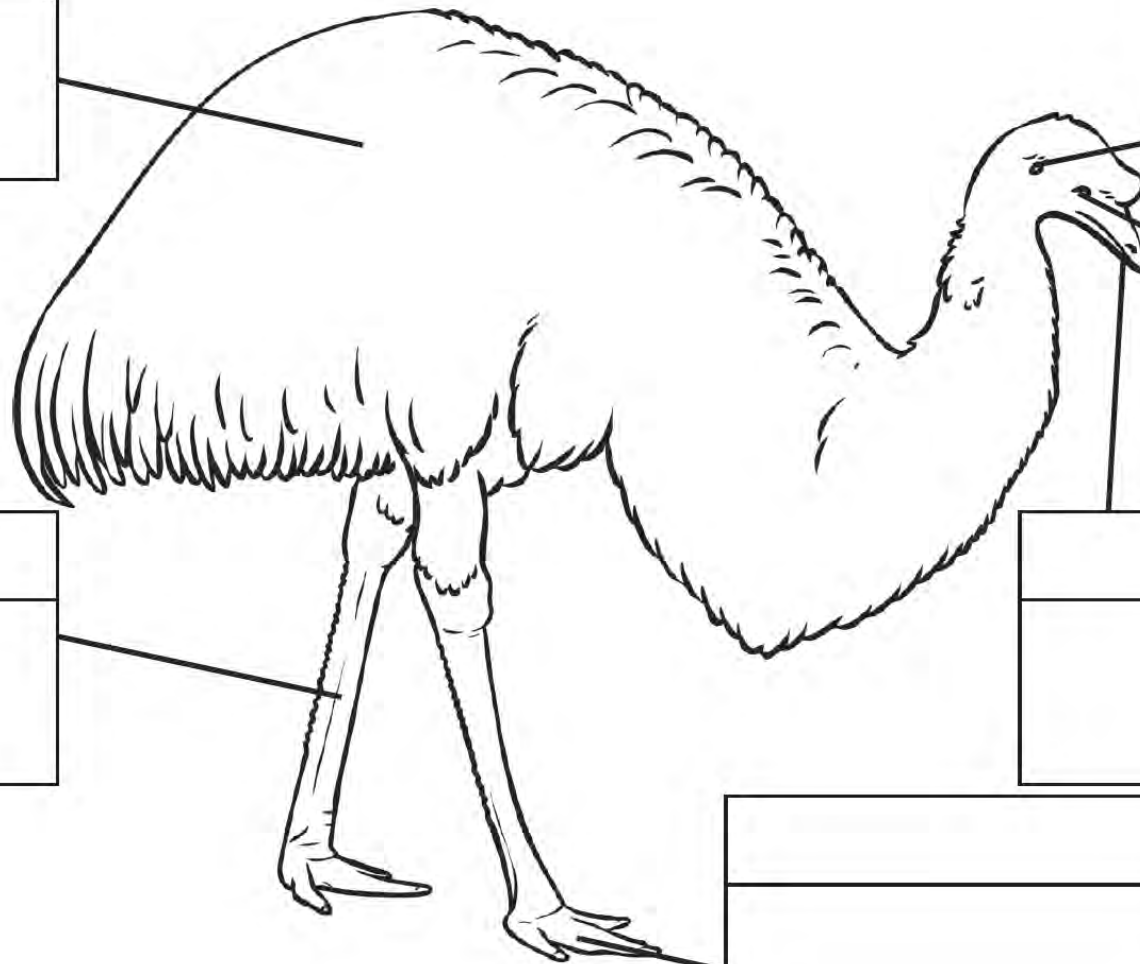


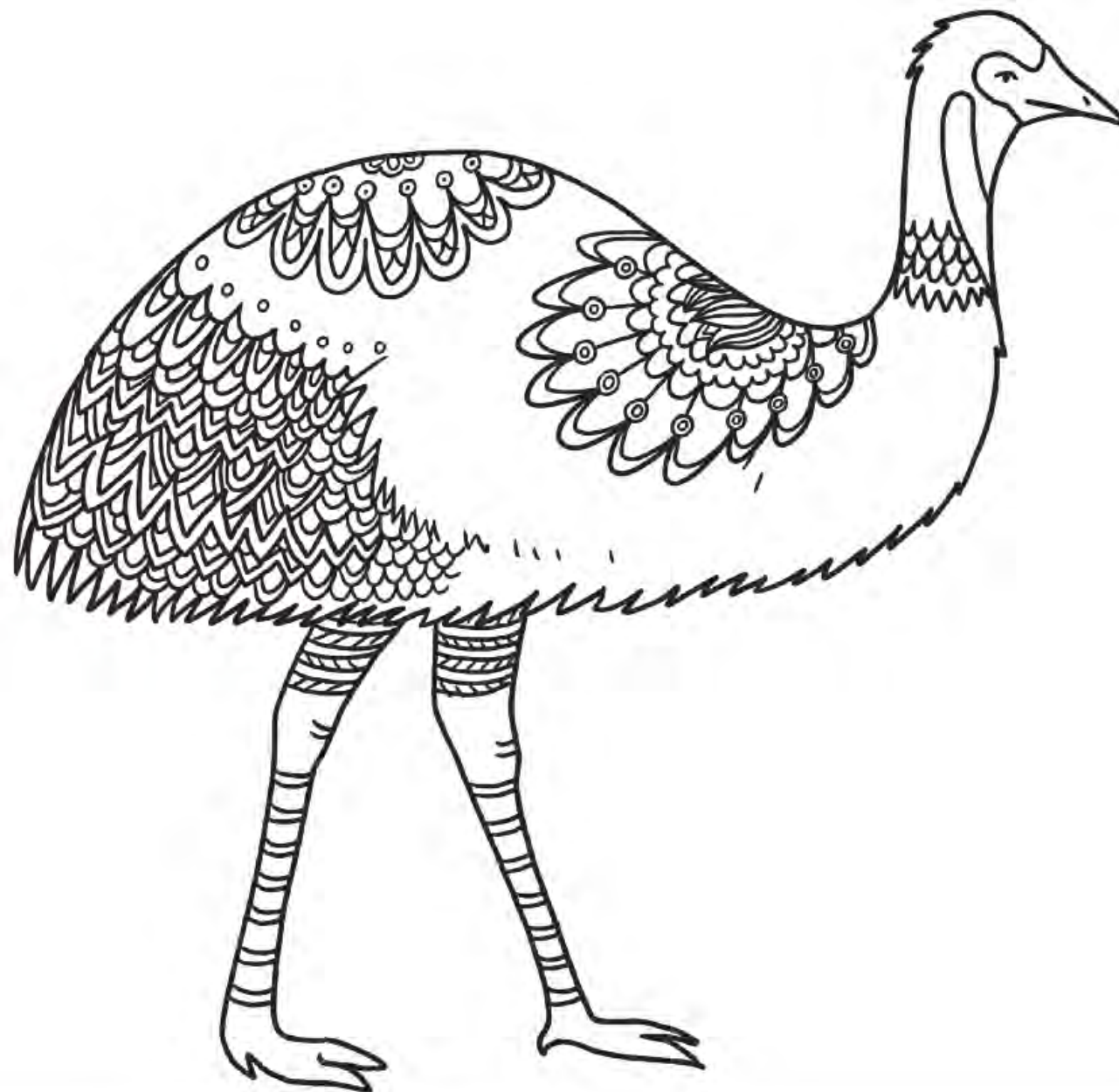
What They Eat

Did You Know...?

Parts of Australian Animals

body part
description





Emus can be found all across Australia, except Tasmania.

The emu appears on the Australian coat of arms, along with the red kangaroo.

The Emu

What I think I know about Emus

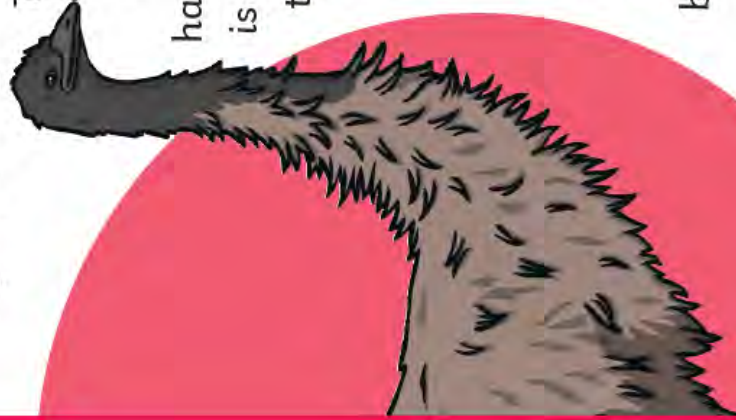
What I learnt about Emus

Emu

The emu is Australia's largest bird and the world's second largest. It comes second to the ostrich.



Emus are very unique in the way they look. They have long necks and very sharp beaks.



Their ears are quite small and they have two sets of eyelids. One eyelid is used to keep the dust out while the other is used for blinking. Altogether they have six toes, three on each foot. On each foot there is a talon which is used for fighting and protecting themselves against predators. Emus have very soft light brown feathers. They are also known to grow between 1.5-2 metres in height and can weigh up to 60kg. They are flightless birds.

Emus like to eat whatever they can find. However, they really enjoy grains, flowers and berries. They also like to eat insects and grubs which they find by digging around in the ground.

Emus like to eat a lot of food, especially if there is a lot around them. When they eat lots, the food is stored as fat. They can then survive for longer periods as they go in search for more food. Emus live in flocks or pairs.



Did you know...?
Males make a grunting sound like a pig and females make a loud booming sound.

<p>The emu uses these to hear sounds.</p> <p><small>twinkl.co.uk</small></p>	<p>claws</p>	<p>These help the emu to balance when they run. They cannot fly because they are too small.</p>	<p>eyes</p>
<p>These are used for grip, scratching the ground and fighting.</p>	<p>legs</p>	<p>The emu uses this to gather food like insects, seeds, grass and leaves.</p>	<p>wings</p>
<p>The emu uses these to see with.</p>	<p>ears</p>	<p>These are long and strong for standing and running.</p>	<p>beak</p>

Supervisor Information

Materials you will need:

- counter
- pop sticks
- unifix cubes
- plastic bag or box

In this lesson the student will be learning to:

- gather data and track what has been counted by using concrete materials, tally marks, words or symbols.

Background Information

A single mark in a tally represents one observation. Tally marks are usually drawn in groups of five. The first four marks are vertical, with the fifth mark drawn diagonally through the first four to make counting more efficient.



A graphic showing 5 tally marks. These tally marks represent one group of 5.



Watch and Learn

Watch the video for **Data Unit 1**.

Supervisor Working with Student

What is data?

Have you ever heard of the word 'data'? Data is the collection of information. Sometimes this information could be a description of something and other times this information could be a number value of something.

Let's look at an example. Encourage the student to read the information with you.

What information is known about this horse?

Descriptive information:

- *It is light brown*
- *It has a long, dark brown mane and tail*
- *It eats grass and hay*



Number information:

- *It has 4 legs*
- *It is 160 centimetres tall*
- *It is 23 years old*

Collecting data

We collect data for many reasons. It helps us to answer questions on things we want to know more about.

For example, you may want to find out your friend's or family's favourite activities. You may also want to find out how many hours your friends spend doing these activities each week.

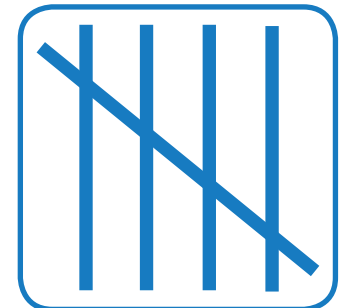


When you collect data, you need to find ways of recording the information. You can use tally marks, objects, words and symbols when we are counting and recording the information that we collect.

You are going to learn how to record information by drawing tally marks. These help you to keep track of what you are counting in an organised way.

Tally marks are drawn in groups of 5. Point to the tally marks opposite.

The first four marks are straight up and down, or vertical, with the fifth mark crossing on an angle through the first four. This makes it clear to see a group of 5 and makes counting the total number easier because we can count the groups of fives using skip counting.



These tally marks to the right show 5 groups of 5 tally marks and 2 left over.



5



10



15



20



25



27

The total number of tally marks is 27.

Count the groups of tally marks by skip counting in fives from zero. Count forward by ones for any tally marks left over. Write the numbers in the empty boxes to show the skip counting by fives and then the total number of tally marks.



This time you will practise making tally marks using pop sticks, match sticks or any other sticks such as sticks from the garden. Point to the photographs.

Now point to the number 13 below. **Read this number to me.** **Show this number as tally marks with the pop sticks.** **Once you have inished, draw the tally marks inside the box.** Ensure that the student represents the numbers correctly using the pop sticks before drawing the tally marks.



13

A large, empty rectangular box with a blue border, intended for the student to draw tally marks for the number 13.

19

A large, empty rectangular box with a blue border, intended for the student to draw tally marks for the number 19.

28

A large, empty rectangular box with a blue border, intended for the student to draw tally marks for the number 28.

Draw a line to join the matching numerals, tally marks and numbers written in words.

An example has been completed for you.

1		five
2		ten
3		twelve
4		six
5		seven
6		eleven
7		two
8		nine
9		four
10		three
11		one
12		eight

Tally practice

This activity will allow the student to collect data and track what has been counted using tally marks.

You will need a random and uneven collection of items such as pop sticks, counters, unifix cubes (playing cards, coins and lego work just as well) placed inside a plastic bag or box.

You are now going to practise recording tally marks to track the number of each item that you pick out of the bag/box.



Each time you pick out an object, draw a tally mark in the appropriate row of the table. Point to the table on the next page and discuss the particular rows and columns and what they show.

When you are drawing tally marks, don't forget to draw them in groups of five like you have practised.

After you have finished, count the tally marks by skip counting in fives and then adding any marks left over. Write the total number in the last column for each row of objects.

Object

Draw a picture of
your object

Tally

Total

How many of each item/object were there?

Which object had the largest number?

Which object had the smallest number?

How many more (choose object which is relevant) were there than (choose object which is relevant)?

Supervisor Information

Materials you will need:

- clothing
- **Lesson 2: Resource Sheet 1**
- scissors
- glue

In this lesson the student will be learning to:

- gather data and track what has been counted by using concrete materials, tally marks, words or symbols;
- use concrete materials or pictures of objects as symbols to create data displays where one object or picture represents one data value (one-to-one correspondence);
- record a data display created from concrete materials or pictures of objects;
- interpret information presented in data displays where one object, picture or drawing represents one data value.

Background Information

In Stage 1, the student is introduced to representing an object with a different object, picture or drawing.

When collecting information to graph, the student can develop simple ways of recording. Some methods include placing blocks or counters in a line, colouring squares on grid paper, and using tally marks. It is important that each object in a graph represents one object, except in the case where items are used in pairs, e.g. shoes. One object can also represent an idea, such as a person's preference.

Assist the student to cut out the mini beast cards from **Lesson 2: Resource Sheet 1** prior to beginning this lesson.

Clothing Tallies

You are now going to collect some data about your clothes. To do this, you are going to draw tally marks for different items of clothing that you have.

Why might it be important to collect this type of information? Who buys you new clothes? Do you wear the same clothes all year round? What happens to your clothes when they become old? Allow time for discussion with the student.

Collecting this type of information could be useful for your parents to know what you have and what they need to buy you. For example, the weather may be getting colder and you may need some warm pants or jumpers.

You are going to take a tally of your t-shirts, shorts, socks and underwear by completing a table. Point to the table on the next page. A table shows information in rows and columns.

Point to each column in turn. **This column shows what clothing items you will count. The second column is where you will record the tally marks. The third column is where you will write the total of each type of clothing.**

Look at the first row. What item of clothing will you be tallying?

Look at the second row. What item of clothing will you be tallying?





Look at the third row. What item of clothing will you be tallying?

Look at the fourth row. What item of clothing will you be tallying?

Once the student has collected their data, ask:

Describe the information that you collected. Which item did you record the most of? Which item did you record the least of?



Clothing Type	Tally	Total
		
		
		
		

Data displays

Data that has been gathered and recorded can be displayed in a graph to make it clear to understand. We can show the data using objects, pictures or symbols.

Let's look at an example.

Mr Wise wanted to run a sports club during one lunchtime every week at his school. Before starting the club, he wanted to collect information to see which ball games the students in his class preferred.

The table below shows the data Mr Wise collected.

<i>Sport</i>	<i>Tally</i>	<i>Total</i>
		3
	 	9
	 	7
	 	12

Point to the rows in the first column in turn as you say: **Mr Wise wanted to know the most popular ball games out of basketball, soccer, handball and baseball.**

Which ball game was most popular?

Which ball game was least popular?

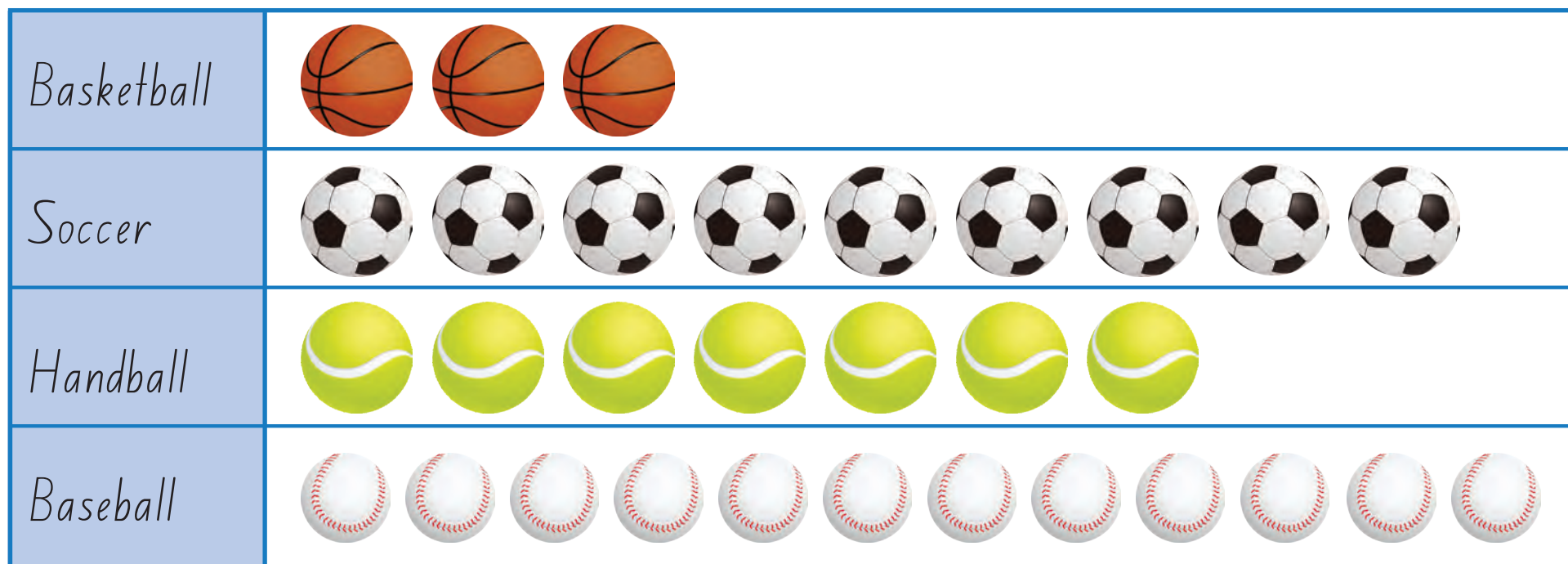
How many more students like baseball than soccer?

Which games were less popular than soccer?

The data that Mr Wise collected was then displayed using pictures arranged in rows.

Each picture represents one student.

Students' favourite ball games







How is the way the data is presented here (point to the chart above) **different from the table of tally marks here** (point to the chart on the previous page)?
Which way of presenting the data do you prefer? Why?

Favourite mini beasts

Let's look at another set of data that Mr Wise collected with his class. The students were investigating mini beasts for their science unit. They decided to vote on their top four favourite mini beasts.

The data is shown below. Count the tally marks for each mini beast and write the total number of votes in the last column. The result for the caterpillar has been done for you.

Mini beast	Tally	Total
		
	 	
	 	9
	 	

Creating a data display


The student will now practise creating a picture graph by gluing the mini beasts onto the graph. Place the mini beasts cut out from **Lesson 2: Resource Sheet 1** in front of the student.

You are now going to present the data using a data display.

Point to the graph below.

We are going to use the total number of votes for each mini beast to count the picture cards. Glue each card in a straight line next to the mini beast. Ensure the student glues them close together to fit them in.
The caterpillar data has been done for you.

Favourite mini beasts in Mr Wise's class

<i>Butterfly</i>	
<i>Bee</i>	
<i>Caterpillar</i>	
<i>Ant</i>	

Using the data the student has in their graph, get them to answer the following:

Circle the insect which was the most popular.



Circle the insect which was the least popular.

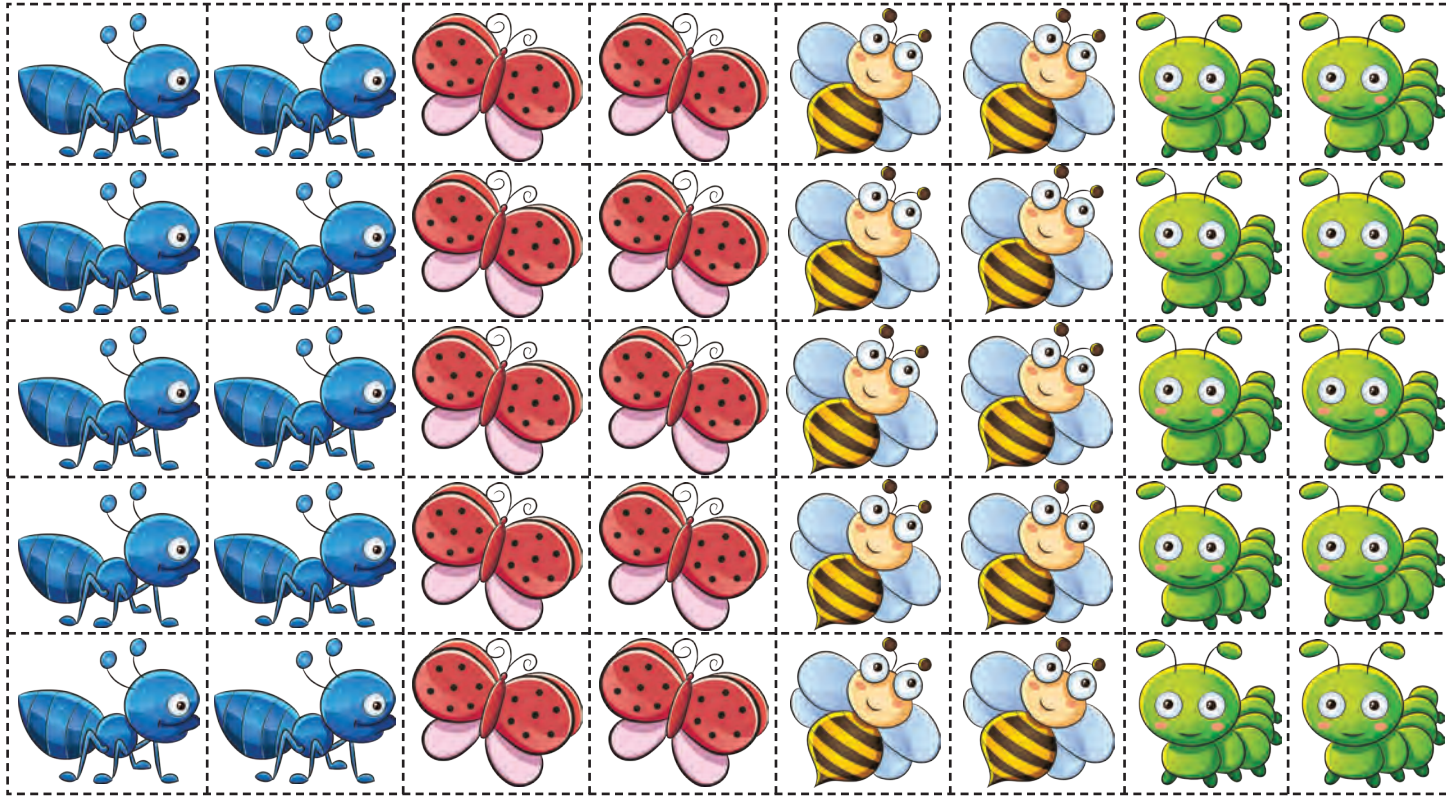


Which insect was voted by 8 students? _____

Which insect was voted by 6 students? _____



Lesson 2: Resource Sheet 1



Supervisor Information

Materials you will need:

- **Lesson 3: Resource Sheet 1** and **2**
- scissors
- glue

In this lesson the student will be learning to:

- gather data and track what has been counted by using concrete materials, tally marks, words or symbols;
- use concrete materials or pictures of objects as symbols to create data displays where one object or picture represents one data value (one-to-one correspondence);
- record a data display created from concrete materials or pictures of objects;
- describe information presented in simple data displays using comparative language such as 'more than' and 'less than'.

Background Information

In this lesson, the student will practise sorting data by counting the number of different types of fish using a 'cross-out-then-tally' approach. Here the student crosses off each individual fish as they draw a tally mark to keep count of them. Because the fish are all mixed together, this method will ensure the student works systematically by not counting the same fish twice or missing out fish.

Assist the student to cut out the fish and animal cards from **Lesson 3: Resource Sheet 1** and **2** prior to beginning this lesson.

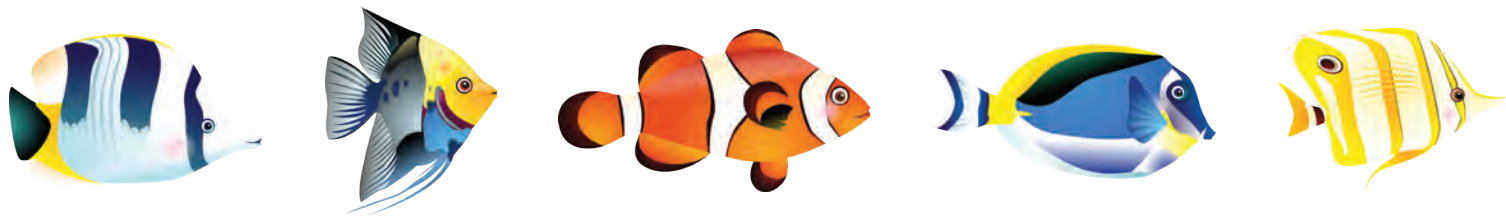
Supervisor Working with Student

Fish Survey

In this activity the student will practise sorting and then organising information before presenting it using a data display.

Miss Sharkey and Mr Tibbet work at an aquarium. They wanted to find the total number of each type of tropical fish in the coral reef display.

Five of the fish are shown here.



They counted the number of each type of fish. There were more of some fish than others. Briefly show the collection of fish on the next page and then read the instructions below.

Use this data to complete the table, showing the numbers of each type of fish. Each time you count a fish, cross it off so that you do not count the same fish twice.

Draw a tally mark in the table to represent one fish.

Once you have finished, count the total number of each fish and write this number in the last column of the table.



Fish Type	Tally	Total
 Butterflyfish		
 Angelfish		
 Clownfish		
 Surgeonfish		
 Coralfish		

Using the data and the fish from **Lesson 3: Resource Sheet 1**, complete the data display by gluing the fish in lines.

Different fish types in the coral reef display

<i>Butterflyfish</i>	
<i>Angelfish</i>	
<i>Clownfish</i>	
<i>Surgeonfish</i>	
<i>Coralfish</i>	

Complete the sentences below using the data that you gathered.

Circle the fish which was the most common.



Circle the fish which was the least common.



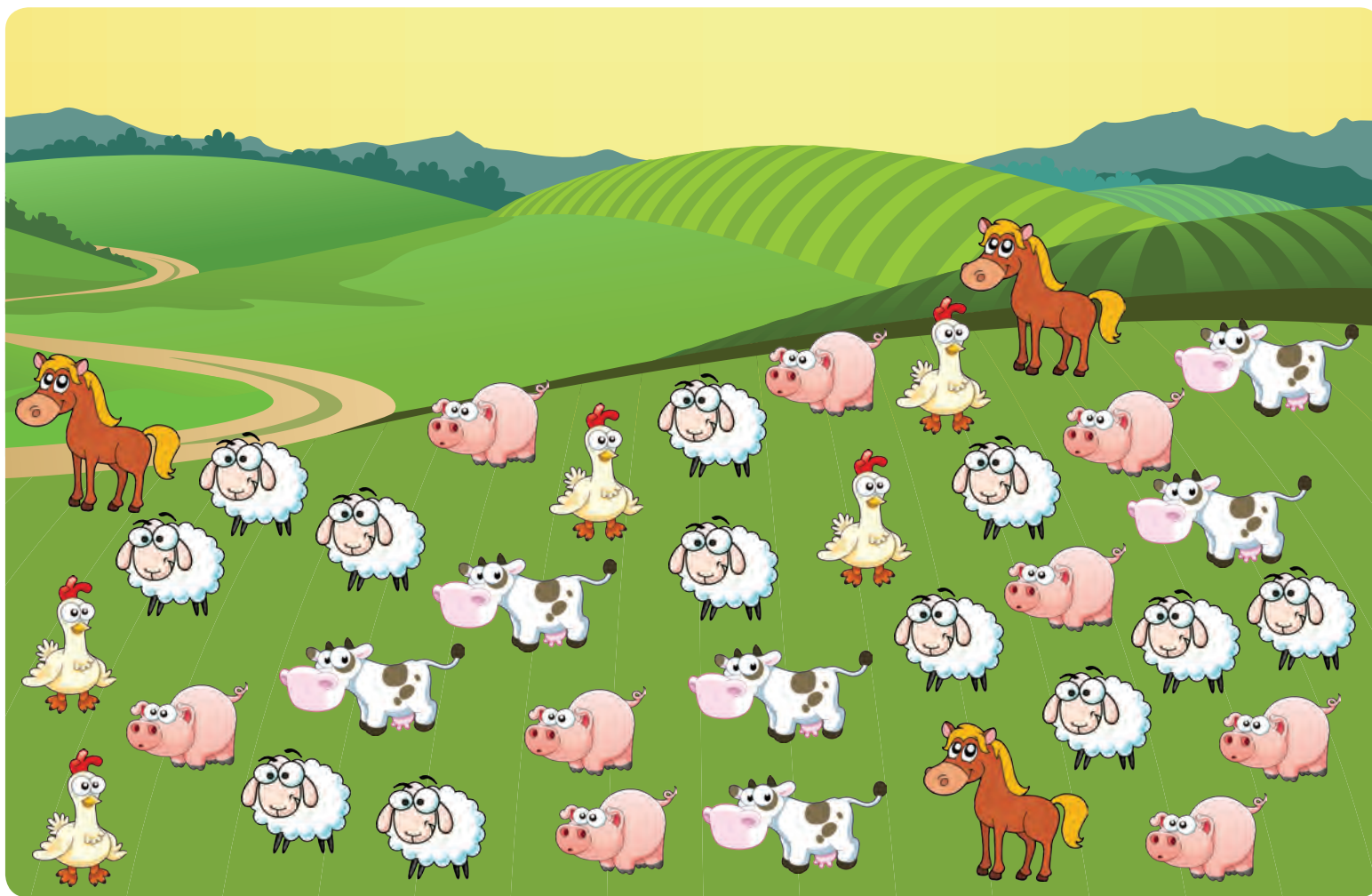
How many fish were there in total? _____

How many more  than  were there? _____

Farmyard data

In this next activity, the student can practise collecting, sorting and presenting data. The student will use the animals cut from **Lesson 3: Resource Sheet 1** in their data display.

Here is a picture of Farmer Phil's animals. What animals can you see?



Use the chart below to record your data. Draw one tally mark each time you count one animal on the farm.

<i>Animal</i>	<i>Tally</i>	<i>Total</i>
		
		
		
		
		

Once you have finished drawing tally marks in the table, use skip counting to find the total of each farmyard animal and write this number in the last column.

You are now going to use this data to complete the display.

Glue each animal in a straight line next to the animal's name.

Animals found on Farmer Phil's farm

<i>Sheep</i>	
<i>Pig</i>	
<i>Cow</i>	
<i>Horse</i>	
<i>Chicken</i>	



Use your data to answer the following questions.

Which animal is most common on the farm?

Which animal is the least common on the farm?

Which two animals were there equal numbers of?

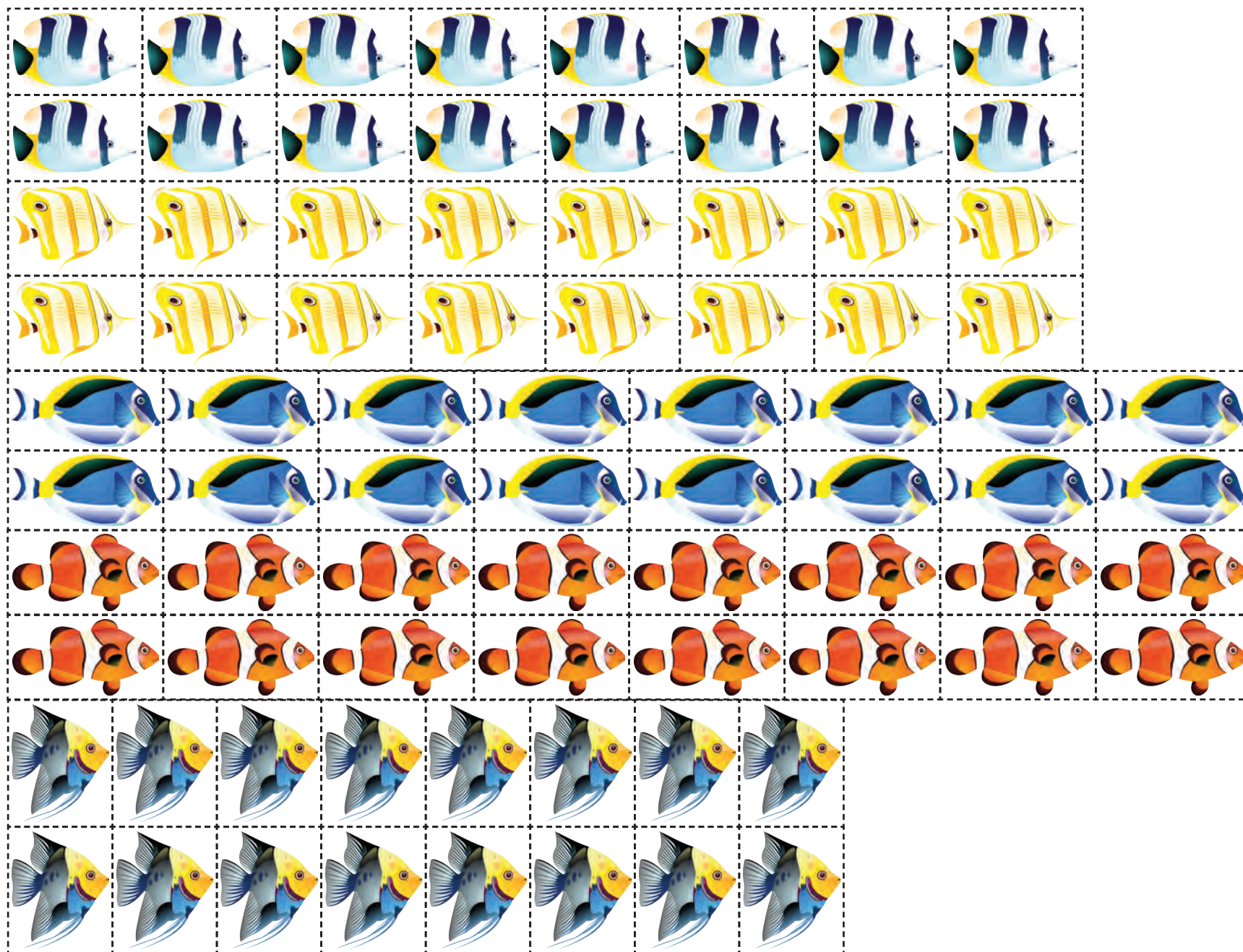
Describe two more facts about the data.

Write one sentence to describe your display.

My display shows that _____

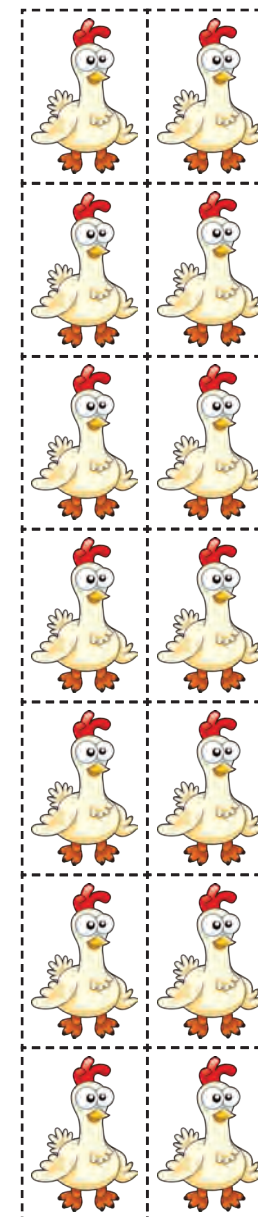
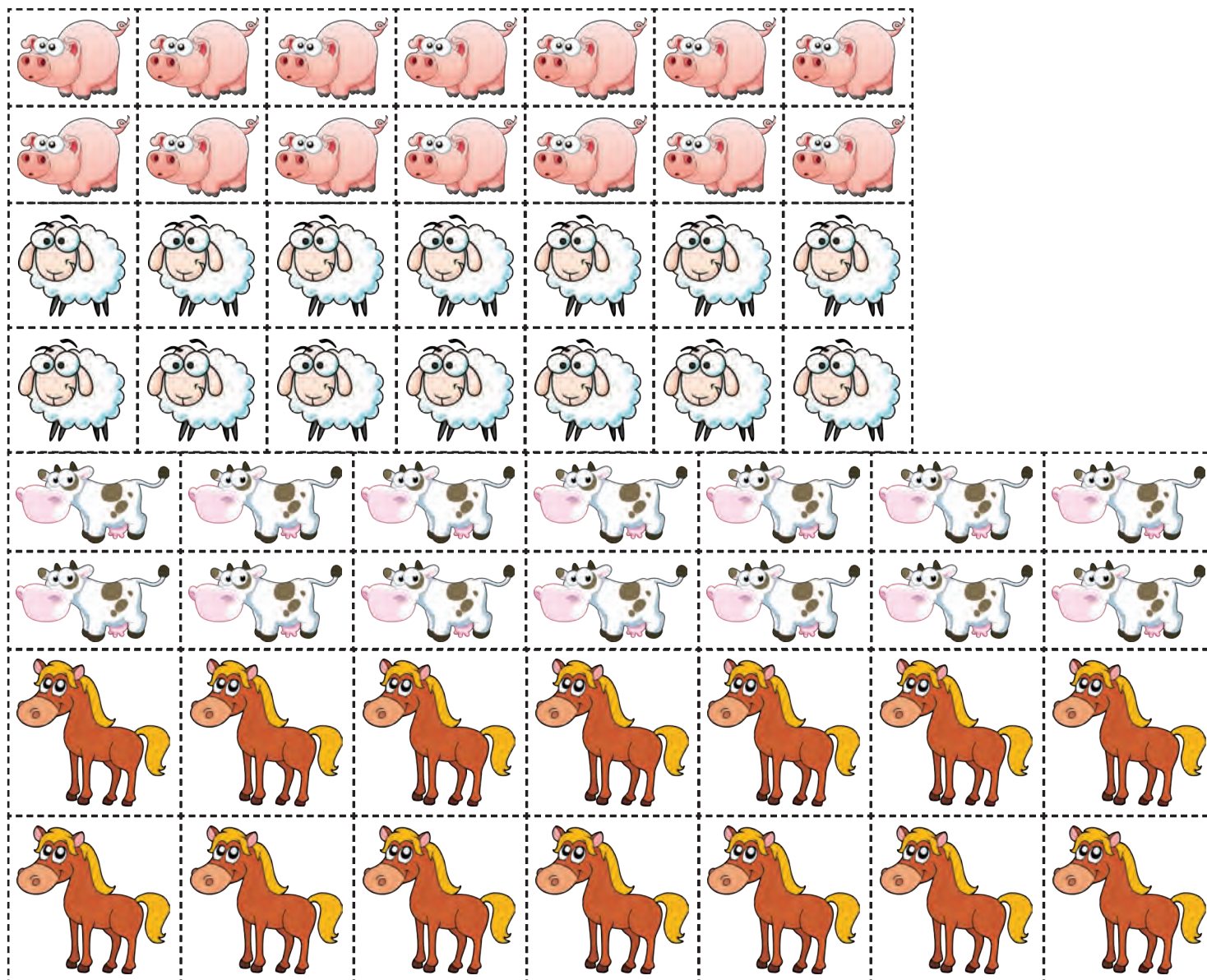


Lesson 3: Resource Sheet 1





Lesson 3: Resource Sheet 2



Supervisor Information

In this lesson the student will be learning to:

- investigate a topic of interest by choosing suitable questions to obtain appropriate data;
- gather data and track what has been counted using concrete materials, tally marks, words or symbols;
- record a data display created from concrete materials or pictures of objects;
- write a simple sentence to describe data in a display.

Background Information

This lesson allows the student the opportunity to direct their own learning by choosing something which can be counted by observation. This will form the basis of them gathering their own data which can be interpreted.

Supervisor Working with Student

Warm Up - Interpreting data

Look at this data display.

The data shows how many times the four top dishes were sold at a cafe during one lunch time.

How many salads were sold?

























Which foods were more popular than sushi?

Which foods were less popular than hot dogs?

How many more hot dogs than pizzas were sold?

Which dish was sold five times?

Can you think of a possible reason for salads being the favourite dish among the customers?

			
			
			
			
			
			
			
			
			
Pizza	Salad	Sushi	Hot Dog

Gathering Data

This time you are going to gather your own data. Choose three family members. Ask them to repeat an action as many times as they can in one minute. The action could be to write a particular word such as 'dinosaur', throw a ball in the air and catch it or do a star jump. There may be other ideas you could think of. You could use a stopwatch or an egg timer to record the time.

Once you have finished, complete the sentence below about the data you will gather. You may need to write the sentence for the student to copy.

Use tally marks to record the results in the table. Show the student how to complete the table.

I will record the number of times that _____

<i>Name</i>	<i>Number of times</i>

My data shows that _____

Repeat the activity again but this time choose a different activity and time each person for two minutes.

I will record the number of times that _____

Name	Number of times

My data shows that _____

Student Name: _____



Make sure the student works on this Skill Tester **independently**. Your assistance to read and interpret instructions may be needed. Please give feedback on page 51 if the student was unable to complete the Skill Tester independently.

1. Complete the tally marks to represent each number.

25




18

37

Student Name: _____

2. Use tally marks to complete the table to show the number of different coloured balloons.



Balloon	Tally	Total
		
		
		
		

Write two sentences about the data, using the words 'more than' and 'less than'.

Student Name: _____

3. Mrs Penny's class had a vote on their favourite fruit. The four fruits chosen were apples, strawberries, bananas and oranges. Use the tally marks to write the total number of votes for each fruit.

<i>Fruit</i>	<i>Tally</i>	<i>Total</i>
	 	
	 	
	 	
	 	

Student Name: _____

4. Help Mrs Penny use the tally table to create a data display. Use the fruit cut out from [Lesson 5: Resource Sheet 1](#) to create the data display.

Favourite fruits in Mrs Penny's class

<i>Apple</i>	
<i>Strawberry</i>	
<i>Banana</i>	
<i>Orange</i>	

a. Which fruit had the highest number of votes? _____

b. Which fruit had the lowest number of votes? _____

Student Name: _____

c. Which fruits were more popular than apples? _____






















d. How many children preferred bananas? _____

e. How many children preferred oranges or strawberries? _____

5. Look carefully at the table and data display below and then answer the questions on the next page.

Ticket sales at the Spring Fair

Ride	Tally	Total
Haunted House	 	6
Bumper Cars		3
Carousel	 	7
Fun Slides	 	5

			
			
			
			
			
			
			
Haunted House	Bumper Cars	Carousel	Fun Slides

Student Name: _____

REC

Discuss the following questions with the student. Record the student's answers for the teacher.

Working Mathematically

Use the data display, 'Ticket sales at the Spring Fair', to record answers to the following questions.

What does the data display show?

Which ride was the most popular?

Which ride was the least popular?

How many tickets were sold for the Fun Slides?

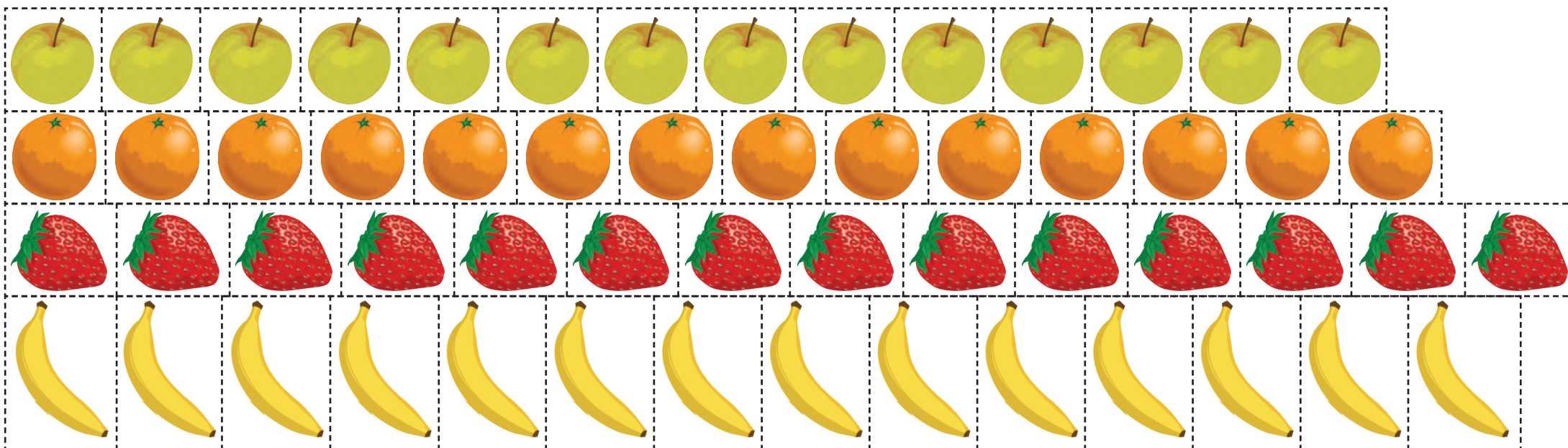
Which ride sold three tickets?

Which ride sold more tickets than the Haunted House?



Lesson 5: Resource Sheet 1

Cut out the fruit to use with Skill Tester questions 3 and 4.





STAGE 1 OLYMPIC EXTENSION ACTIVITIES WEEK 4 & WEEK 5



SUSTAINABLE SPORT Design and create your own sports equipment using recycled materials. Discover how the Tokyo Games are the most sustainable Games ever held here. Tokyo 2021 Sustainability	LEARN & DISCOVER! Australia has a proud Indigenous Olympic history - learn more about our Indigenous Olympians. Tokyo 2021 Team	FUN FACT There are 37 Summer Olympic sports. How many have you tried? Select five sports that are new to you and learn more about them. Post some fun facts about them on Class Dojo	LISTEN UP Listen to our Olympics Unleashed Tokyo podcasts to hear from members of the Tokyo Team and other Australian Olympic news. Tokyo 2021 Unleashed Podcasts
DISCUS How to play: Line the kids up at one mark and use a frisbee (can either be foam or plastic). Mark each throw and see how far the “discus” can be thrown. Equipment required: Frisbee, a rock, or other marker to keep track of the distance of each throw.	VOLLEYBALL How to play: Set up a sports net or, if one isn’t available, use a piece of rope or pool noodles set up between two chairs to create a “net.” See how many times you can get the ball over the net. You can use a real volleyball, a beach ball or balloon. Equipment required: Net (classic, rope, or pool noodle) and ball (volleyball, beach ball, or balloon).	GET IN TOUCH Write a letter to the Olympian who inspired you the most during the Games! Send your letter to education@olympics.com.au	SOCCER How to play: Make a target on a wall using chalk or tape and have kids take turns shooting the ball at the bull’s eye. Depending on your skill level, make the target lower or higher. Turn soccer into soccer bowling by using soccer balls to kick down different objects such as empty bottles, a giant Jenga tower, or plastic bowling pins. Equipment required: Soccer balls, pylons, tape/chalk, items for “bowling” down.
RHYTHMIC GYMNASTICS How to play: Using hoops, ribbons, balls, and music, use lots of room to get creative with the equipment. Swirl with their ribbons, pose and balance with balls, and use their hips or arms to rotate the hoops. We would love to see it filmed and posted on Seesaw Equipment required: Hoops, ribbons, balls, hoops, and music.	BASKETBALL How to play: Using two laundry baskets, tubs, or buckets, and a fun substitute for a ball (bean bag, toy, or a shoe. Toss the item into your team’s basket, get a family member to play too. Players can only take three steps before they pass the throwing item or take a shot. Equipment required: baskets, throwing items.	BALANCE BEAM How to play: Indoors, use painter’s tape to make a straight line on the floor. Walk forwards, backwards, and sideways. Outdoors, use a plank of wood, a rope, or make a line with chalk for the same activity. When your master a straight line, add semi-circles or zigzags to add a bit more of a challenge. Equipment required: balance beam (chalk, rope, wood).	HURDLES How to play: Use different items to make hurdles, Run and jump between them, have a go at making the intervals longer each time you make the jump! Hurdles can be items as simple as boxes, pylons with pool noodles duct-taped between them, or wasking baskets. Make sure you upload a video of you doing it to Seesaw Equipment required: choice of hurdles.