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## Stay Strong – Over the Hurdles pages 24 and 25



ISSUE 18

Kyle Vander Kuyp is an Australian Olympic champion athlete of Worimi and Yuin heritage from North and South Coast NSW. He was adopted when he was five weeks of age.

Even though he has been an elite athlete for many years, he suffered from depression in 2004. He contacted the organisation Beyond Blue to seek help and was able to overcome the illness.

He is currently working for the Australian Indigenous Mentoring Experience (AIME) where he supports young Indigenous athletes so

they are able to manage the highs and lows of their sporting experiences.

READ *Over the Hurdles* on pages 24 and 25

### **ACTIVITY 1** BUILDING READING SKILLS

- skimming and scanning for information.
- reading headings, text boxes and pictures.
- reading for meaning.
- making connections between the text and your world.

There are three levels of comprehension questions:

| Literal  | The answer is located in one sentence in the text.   |
|----------|--|
| Inferred | You need to make links between sentences and graphics<br>(such as illustrations, maps and tables) and what you already know. |
| Applied  | The answer is in your background knowledge and what you already know or feel.  |

| <mark>2</mark> v | What are some of the things that helped Kyle to overcome his dep |                            |
|------------------|--|----------------------------|
| _                |  | ression?<br>(inferred      |
| <mark>3</mark> v | What does Kyle plan to do now that he is feeling well?           | (inferred                  |
| C                | gain a psychology degree   |                            |
| C                | compete in another Olympics                                      | Shade <b>b</b> one bubble. |
| C                | be a mentor for young Indigenous athletes                        |                            |
| C                | become a Beyond Blue counsellor                                  |                            |
| <b>1</b> v       | What is the relationship between the photos and the main text?   | (inferred<br>Write         |
| 5 1              | What is the overall purpose for writing this text?               | on the lines.              |

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# **ACTIVITY 2**

#### LANGUAGE CONVENTIONS – SPELLING

**1** The spelling mistakes in these sentences have been underlined. Write the correct spelling for each word in the box.

Kyle Vander Kuyp suffered from depreshon.

It began because of a <u>commbinashon</u> of issues.

Beyond Blue aims at <u>improveing</u> mental health.

He missed out on gaining selectshon for the team.

2

#### Each sentence has one word that is incorrect. Write the correct spelling of the word in the box.

It is important to maintane your mental health.

They recomended that he see a doctor.

He also underwent some councilling.

It was a releif to find some solutions.

## **ACTIVITY 3**

### LANGUAGE CONVENTIONS – SPELLING - HOMOPHONES

**1** Homophones are words that sound alike but have a different meaning and spelling. Circle the correct word for the clue.

| break • brake  | to make a car stop |
|----------------|--------------------|
| to • too • two | more than one      |
| shore • sure   | to be certain      |
| you • ewe      | a pronoun          |
| write • right  | correct            |

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Write your answer

in the box.

|   | CTIVITY 4  |  |    |
|---|--|--|----|
|   | ANGUAGE CONVENTIONS  | 5 – GRAMMAR  |    |
| 1 | Which word correctly completes   | this sentence?                                     |    |
|   | Kyle is young Indige   | enous athletes.                                    | e. |
|   | mentor   |  |    |
|   | mentoring  |  |    |
|   | mentored   |  |    |
|   | mentors  |  |    |
|   |  |  |    |
|   | word to change them into the <b>p</b> a  | e present tense, put in the correct<br>list tense. |    |
|   | word to change them into the <b>p</b> a  | Write Write wour answer in the table               |    |
|   | present tense  | write your answe                                   |    |
|   | word to change them into the Pa<br>present tense   | write wour answer<br>in the table<br>past tense    |    |
|   | word to change them into the pa<br>present tense<br>suffer   | write wour answer<br>in the table<br>past tense    |    |
|   | word to change them into the pa<br>present tense<br>suffer<br>break                                | write wour answer<br>in the table<br>past tense    |    |
|   | word to change them into the pa<br>present tense<br>suffer<br>break<br>achieve                     | write wour answer<br>in the table<br>past tense    |    |
|   | word to change them into the pa<br>present tense<br>suffer<br>break<br>achieve<br>select           | write wour answer<br>in the table<br>past tense    |    |
|   | word to change them into the pa<br>present tense<br>suffer<br>break<br>achieve<br>select<br>mentor | write wour answer<br>in the table<br>past tense    |    |
|   | word to change them into the parameters<br>suffer<br>break<br>achieve<br>select<br>mentor<br>start | write wour answer<br>in the table<br>past tense    |    |

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