

# Lesson 3 The modern Olympics

## AGES 9–11

### Objectives

- To learn how the modern Olympic Games came into being.
- To compare the modern Olympic Games with the ancient Olympic Games.
- To display data as a graph.
- To formulate a concept of sportsmanship.
- To consider the issues of organising a sporting event.

### Subject references

#### English

- Obtain specific information through detailed reading. (NC: KS2 En2 3c)

#### History

- Answer questions and select and record information relevant to the focus of the enquiry. (NC: KS2 4b)
- Education in Victorian Britain. (NC: KS2 11a)

#### Mathematics

- Represent and interpret discrete data using graphs. (NC: KS2 Ma4 2c)

#### PSHE and citizenship

- Know how their actions affect others; care about other people's feelings. (NC: KS2 4a)
- Take responsibility. (NC: KS2 5a)
- Participate in school the decision-making process. (NC: KS2 5d)



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### Resources and preparation

Each child will need a photocopy of page 47 and a piece of graph paper.

### What to do

- Review learning on the ancient Olympics and then read about the changes at Olympia in the Background notes on page 40.
- Give out photocopiable page 47, read it through and let the children answer questions 1–7.
- Discuss the statistics, and make sure the children understand that the number of participating nations increased over the period (with a slight dip in 1980).
- Once the children have plotted their graphs, ask how accurate they think it are at describing the changes. Look for an answer about it not being very accurate as it only shows venues 20 years apart.
- Ask the children to find out why there was a dip in numbers in 1980. (Some countries boycotted the games in protest of the Soviet invasion of Afghanistan.)
- The work on question 10 can be developed into a class discussion to lead into the Extension.

### Extension

- Tell the children they are going to find out a little of what it was like to organise the new Olympic Games by organising a School games.
- If they are to follow the Olympic pattern, they will need a school flag to be flown or hung during the games; they may like to invent a mascot (see Theme 9, Lesson 2). Send letters home to encourage visitors to come to the games. The children will need to think about: How will the games open? – with a fanfare? Will a relay team carry a mock torch (see Theme 6, Lesson 3)? In what order will people process onto the field? Who will make the opening speech? What will the oath be and which athlete will say it? Which games/sports should be played and in what order? What will happen in the closing ceremony? Should there be another short speech? A special performance (see Theme 9, Lesson 1)?
- Let the children work in small groups and then present their ideas to the class.