Theme ②: The history of the Olympic and Paralympic Games
Theme 2

Introduction

This theme investigates the history of the Olympics and Paralympics and includes a number of different materials to support schools with integrating this theme in their planning.

There is a cross-curricular thought shower. This could be used for a term or half term’s work or just to gather ideas from.

There are also six lesson plans which could be used as a unit of work to focus on the following elements of the Games:

- the Olympic Rings
- what and when was the first ancient Olympic Games?
- the Olympic Torch
- the Paralympics
- who started the modern Olympic Games?
- controversial issues around the Games.

For subject co-ordinators, each subject has progressive activities based on National Curriculum requirements, from KS1 to KS4, around the history of the Olympics and Paralympics.

Also included is the story of how the London 2012 Mascots came to be, website links to support this theme and also an example of an assessment worksheet that could be used.

To support this theme teachers may wish to use the accompanying challenge booklet which has a general quiz.
Theme 2: The history of the Olympic and Paralympic Games
Olympic Games lesson planning ideas
The first ancient Olympic Games

What and when was the first ancient Olympic Games?

Aims

1. To know when the first Olympic Games took place and where it was held.
   Answer: The first ancient Olympics were held in 776BC in Olympia hence the name Olympics.
   [www.bbc.co.uk/history/ancient/greeks/greek_olympics_01.shtml](http://www.bbc.co.uk/history/ancient/greeks/greek_olympics_01.shtml)

2. To know the different sports that were undertaken at the games and the traditional ceremony (Laurel leaves, winners etc).
   Answer: The ancient Olympic sports consisted of:
   - boxing
   - wrestling
   - running
   - two equestrian events (chariot racing, riding)
   - Pankration Pentathlon (discus, javelin, jump, running, wrestling)
   [www.perseus.tufts.edu/Olympics/sports.html](http://www.perseus.tufts.edu/Olympics/sports.html)

3. To know why women were not allowed to participate in the games.
   Answer: In the ancient Olympic Games, women were forbidden to take part. In fact, they were forbidden to even enter the competition areas as spectators.

Key questions to ask

- When was the first ancient Olympic Games held?
- Why was it named the “Olympic Games”?
- Who took part in the Games?
- What sports and cultural activities were involved?
- Were the ancient Olympic Games equal?
- Why weren’t women allowed to participate in the games?
- Why did all the Greek states cease fighting during the games?
- Was there any influence from the Greek Gods?
- Which of the Olympic or Paralympic values does this incorporate? Why?
Possible activities

- Find out about the location, climate and city states of Ancient Greece (map work and locality study).
- Research which city states in Ancient Greece took part in the games.
- Compare ancient sports to those of the modern Olympics.
- Design your own Greek ceremony and Olympic Games.

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Controversial issues

Have there been any controversial issues around the Olympics in the past? It is right that some people have tried to use the Olympic Games to push their own political ideas?

Aims

- To explore an area of controversy around the Olympic Games
  
  Women’s rights – not allowed to participate in the 1896 Olympics.
  
  www.olympicwomen.co.uk/potted.html
  www.olympicwomen.co.uk/training.htm

  Race and equality - 1936 Berlin, Jesse Owens and Hitler (DVD)
  

  Race and culture – 1964 Tokyo, Billy Mills (DVD)
  
  www.basoc.org/basoc2012/board mills b.html

  Race, equality and civil rights – 1968 Mexico, Black Power Salute
  
  http://news.bbc.co.uk/onthisday/hi/dates/stories/october/17/newsid 3535000/3535348.stm

  Political issues – 1972 Munich, Black September and Israeli Hostages (DVD selected viewing)
  
  http://middleeast.about.com/od/terrorism/a/me080803e.htm

  Political issues – 1976 Montreal, African boycott
  
  http://news.bbc.co.uk/onthisday/hi/dates/stories/july/17/newsid 3555000/3555450.stm

  Political issues – 1980 Moscow, boycott over the Russian invasion of Afghanistan
  
  www.wisegeek.com/what-was-the-1980-summer-olympics-boycott.htm

  Political issues – 1984 Los Angles, Russian counter boycott because of the 1980 boycott
  
  http://news.bbc.co.uk/onthisday/hi/dates/stories/may/8/newsid 2518000/2518931.stm

- To know that athletes were put under pressure not to compete.
- To know how the different events have shaped the Olympic Games as we know it today.
Key questions to ask

- Which of the Olympic or Paralympic values does this incorporate? Why?
- Why was this controversial?
- Was their cause just?
- Which party is being discriminated against and why?
- Why did they use the Olympics to voice themselves?
- Is this right?
- Are these still issues today? Do they need to be resolved?
- Who caused the controversial issue? (Country/minority group/person?)

Possible activities

- You are reporting to the UN commission for human rights, you have to construct a case, either for or against (or both), about a controversial issue that needs to be resolved. Research the information you need to present.

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<td>Article 41 (Respect for better national standards)</td>
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The modern Olympic Games

Who started the modern Olympic Games? Was it Pierre De Coubertin or William Penny Brookes at Much Wenlock in Shropshire?

Aims

1. To know when and how the modern Olympic Games started. **Answer: 1896.**
2. To understand Coubertin’s role.
   **Answer: reinvented the modern Olympics based on what he knew about the Ancient Greeks**
3. To formalise your own views as to who invented the modern Olympic Games.
   **http://history1900s.about.com/od/fadsfashion/a/olympicshistory.htm**
4. To know the importance of Much Wenlock.
   **www.wenlock-olympian-society.org.uk**

Key questions to ask

1. Which of the Olympic or Paralympic values does this incorporate? Why?
2. Who was Pierre De Coubertin?
3. Where did the idea about having an Olympic Games come from?
4. Where and when was the first modern Olympic Games held?
5. What events took place in the first Olympic Games?
6. Why is there an issue over who invented the Olympic Games?
7. Where is Much Wenlock?
8. Who do you think is the inventor of the Games and why?

Possible activities

1. Construct a short biography of Pierre De Coubertin.
2. Design a poster to promote the sports that took place at the first Games.
3. Debate: who invented the Olympics and why?
4. Design an advert for the first Olympic Games. **Remember:** the Olympic Rings haven’t been invented yet.
5. Locate and identify where Much Wenlock is in the UK.
6. Research what sports and events take place in Much Wenlock each year.
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<td>RRR from the UNCRC</td>
<td>Article 12 (Voicing an Opinion)</td>
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The Olympic Rings

Why do we have the Olympic Rings? What is their significance?

1 Aims
- To know what the Olympic Rings represent and who invented it.
- To know when the Olympic Rings symbol was first used.
- To know why the Olympic Rings are heavily copyrighted as a brand.

Answers: [www.olympics.mu/meaning-olympic-rings.html](http://www.olympics.mu/meaning-olympic-rings.html)

2 Key questions to ask
- Which of the Olympic or Paralympic values does this incorporate? Why?
- Who invented the Olympic Rings?
- Why are there five rings?
- Is their any significance with the different colours used?
- Why are the rings linked together?
- In which modern Olympics was this symbol first used?
- What is the importance of the brand copyright?

3 Possible activities
- Using the rings as the five continents that take part in the games, create a collage of information and facts. For example, past games, stories from the different continents, Olympians.
- Research who is sponsoring the 2012 Olympics and present why this is important.

4 Curriculum areas

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The Olympic Torch

The Olympic Torch arrives in the UK on Friday 18th May 2012 and tours the country for 70 days – but why is this important?

Aims

1. To understand why we have an Olympic Torch and the meaning behind this.
   [http://news.bbc.co.uk/1/hi/7330949.stm]
   To know the controversy around the Olympic Torch in 1936.
   Answer: It began at the 1936 summer Olympics in Berlin, Germany as a way of showing the supposed superiority of Aryan youth and of the Nazi regime. It wasn’t part of the ancient Olympics in 776BC.

2. To know why and how the Olympic Torch links to Hampshire in 1948.
   [www.culture24.org.uk/history+%26+heritage/art59757]

Key questions to ask

- Which of the Olympic or Paralympic values does this incorporate? Why?
- Why is there an Olympic Torch?
- What is the meaning of the Olympic Torch?
- Was this part of the ancient Olympics?
- Has there ever been any controversy over the Olympic Torch?
- Why was 1948 important for Hampshire with regard to the Olympic Torch?
- What is the route for the 2012 Olympic Torch?

Possible activities

- Look at the different torches through the years and how these were fuelled.
- Design their own baton (instead of torch) to share goodwill and unite people. This could then be passed from classroom to classroom or school to school to act as an Olympic Torch.
- Discuss the importance of the torch bearers – who should have this important role and why? (Democracy and role models)
- Research about 1936 and understand Hitler’s reason for having a torch.
- Track the Torch’s route around the UK.
- Did the Ancient Greeks start the concept of an Olympic Torch?
- Recreate their own 1948 Hampshire Torch journey.
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The Paralympic Games

When and why was the Paralympic Games started?

Aims

- To know when and who invented the Paralympic Games.
- To know the different sports that make up the Paralympic Games.
  - www.london2012.com/games/paralympic
- What are the specific Paralympic values?

Key questions to ask

- Which of the Olympic or Paralympic values does this incorporate? Why?
- Who invented the Paralympic Games and why?
- What was it first called?
- Is this the first time disabled athletes took part?
- When did it adopt its current format?
- How did Britain do in the last Paralympic Games?
- Can you name the Olympic and Paralympic values?
- Can you name any Paralympic sports of 2012?

Possible activities

- Complete an information page about the 20 Paralympic sports.
- Write instructions as to how to play a Paralympic sport.
- Research the 10 Hampshire Paralympians and their specialist sports.
- Identify countries that take part in both Olympic and Paralympic Games – compare the medal tables. Why is there a huge difference for some countries?

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The history of the Olympics: Art and Design Lessons

More Primary focussed suggestions

- Explore previous mascots or logos and then create a new school/Olympic mascot or logo.
- Explore and draw different sports equipment used in the Paralympic and Olympic Games.
- Use different materials to create a collage about the Olympics.
- Recreate a 3D version of the Olympic Rings.
- Explore the different nations that compete in the Olympics and create a flag for each of the nations using a suitable material – ensure the flags are accurate.
- Design and create a computerised version of a flag for a new country taking part in the Olympics.
- Design and make a 3D Olympic Torch/baton that could be used in a school Olympics. Think about an appropriate material and the design featured on the torch/baton.
- Design and draw an Olympic medal. Decide what the designs on the medal will be and why.

More secondary focussed

- Draw your own interpretation of what a photographer would have seen if they attended the first ancient Olympics in 776BC.
- Design and draw a poster for the next Olympics which shows the different cultures and nations that will take part.
- Design and create a 3D sculpture/wall hanging or mural that represents the host city of the Olympic Games.
- Design and draw a piece of work that represents something specific about all the host cities through the years. Ensure you can give reasons about your design for each host city.
The history of the Olympics: Citizenship Lessons

Suggestions

- Discuss with the class if the children would like to be competing as an Olympic athlete, justifying their reasons.
- Have discussions about building an Olympic Stadium in their local community. What impact and effects would this have? Would everyone agree to this, look at differing viewpoints and the responsibilities that different parties would have.

More secondary focussed

- Research and understand the political bodies involved in the set up of the Olympics and how the decision is made about host cities. It is a democratic process and who holds the ultimate decision?
- “New Olympic stadium to be built!” is the headline in the local press. If this were to happen what would be the impact on the local community, the people, the environment, habitats, economy, businesses and interconnections between countries?
- As a host city how could you ensure that all the ethnic and religious cultures would be appreciated and respected? Explore the different religious cultures and how a positive feeling of community cohesion could be achieved.
The history of the Olympics: Design and Technology Lessons

Suggestions

- Design and make a balanced healthy snack/meal for a family.
- Cooking around the world – research a specific country or culture and design a meal using traditional ingredients.
- Design and make a 3D medal for a ceremony. Think about the inscriptions.
- Design a 2D mascot for your school, then recreate this in 3D using appropriate chosen materials and joining techniques.
- From research, design a 3D model which represents the next new Olympic stadium or village.
- Using appropriate tools and materials make a winners’ podium, bearing in mind aesthetic qualities, uses and purposes for which the product is intended.
- Research, design and make a new Olympic brand or company for an International Festival of Friendship.
- Look at technology through the ages. This could be: clothing (is it more aerodynamic), sports equipment (bicycles, cycle helmets, tennis rackets, archery, javelins, etc), communication and televising the Olympics or measuring equipment (such as timing devices, distance measuring). What are the pros and cons for the changes in technology? Should the changes be embraced – why/why not?
- Design, plan and play a new sport for a specific audience, communicate design ideas in different ways.
- Design, plan and conduct an opening ceremony for your own Olympic or Paralympic Games.
- Design a new 2D Olympic logo for the next Olympic Games.
- Design, plan and build a model of an Olympic village or venue.
- Design, plan and make a new shoe for an Olympic athlete.
- Design and make a timeline mural to represent the host cities, use appropriate materials.
- Look at some of the different stadiums built for the Olympics. What impact has this had on the country environmentally, technically, economically, ethically and also the social dimensions?
The history of the Olympics:
Geography Lessons

Suggestions

• Identify where the host city is and make suggestions about what it is like from different pictures, give reasons.
• Locate and place a selection of host cities onto a world map.
• Research and identify in your local area the clubs and opportunities available to young people (field study) to become more active and healthy in your community.
• Research and identify if your local area is accessible to all people living there.
• Compare and contrast the location, climate, economy and tourism of two cities.
• Make suggestions about what features would have to be considered if a venue was going to host the Olympics and Paralympics and give justified viewpoints.
• Research what the first ancient Olympic games would have been like in Greece using photos and evidence.
• What would be the positive and negative impact of a city hosting the Olympics? Infrastructure, tourism, security, economy – jobs needed, transport, actual building of the venues.
• Focus on the 2012 London Olympics and map the different venues used for the all the Olympic and Paralympic Games. Explain and reason as to why all these different locations were used and identify the positive and negative impact this had on the local communities.
• Look at past venues used for the Olympics. How are the stadiums used now? Has this had an impact on the environment? Had this had an impact on peoples’ lives? Are the facilities being utilised by the community in which they were built? Why/why not?
The history of the Olympics:
History Lessons

Suggestions

• Research where and why the first ancient Olympics happened.
• Chronologically order the different host cities.
• Research how the modern Olympics and Paralympics started.
• Research and explain the history of the Olympic Rings.
• To know why we have a torch relay and the controversy about how the torch relay started.
• To research the thoughts and reasons through history as to why women were not allowed to compete.
• To understand the difference between the ancient and modern Olympic Games.
• To know how and why the Paralympics was started.
• To know the sports that have been part of the Olympic and Paralympic Games and how and why these have changed through time.
• To understand the political issues that have surrounded the Olympic Games in the past, such as controversy over cultures participating (Billy Mills), Black Power Salute (1968), Olympians taken hostage (1972), boycotting the Olympics (1980).
• To consider the importance of having an international event with the advantages and disadvantages.
• Look at primary and secondary evidence (video clips, newspapers, interview an Olympian) and compare the Olympic Games past and present.
• Look at how technology and science have impacted on the Olympic Games through history and note any key dates, for example first global broadcast, first televised event etc.
• Research the barriers that athletes have had to contend with because of their culture, background or religion. For example, Muhammad Ali unable to dine in a restaurant because he was black, Billy Mills controversy as he was a Sioux Indian, Hitler disgusted as Jesse Owens (black American) took four gold medals in the 1936 Berlin Olympics.
The history of the Olympics: ICT Lessons

Cross-phase suggestions

- Use an appropriate package to design a new mascot or logo for your school’s Olympic Games.
- Design and create a newspaper article about the first ancient Olympic Games in 776BC.
- Create a film clip commentating on the ancient Olympic Games, the sports, the athletes etc.
- Video a re-enactment of the 776BC Olympic Games.
- Construct a video interview with an athlete who has just won in their specialist sport in the first modern Olympic in 1896.
- Research about a controversial issue related to the Olympics, using different search engines, then present your findings to an audience using an appropriate means.
  - The controversial issues could include:
    - women’s rights – not allowed to participate in 776BC and 1896 games
    - race and equality - 1936 Berlin, Jesse Owens and Hitler
    - race and culture – 1964 Tokyo, Billy Mills
    - race, equality and civil rights – 1968 Mexico, Black Power Salute (Smith and Carlos)
    - political issues – 1972 Munich, Black September and Israeli Hostages
    - political issues – 1976 Montreal, African boycott
    - political issues – 1980 Moscow, boycott over the Russian invasion of Afghanistan.
- Look at how ICT has changed throughout the Olympics, not only what is televised, but photos, equipment to measure timings and distances etc.
- ICT is used for communication but is everything we read and see correct? Present your findings.
- Create a webpage with all the navigational features included about the history of the Olympic Games. Make sure it is suitable for primary aged children to find information.
- Create a database about the host cities, sports and athletes.
- Design and create a ‘points table’ using a spreadsheet to calculate in the winners in each of the different sports using formulae.
- Design and create a ‘personal best table’ so your scores/timings/distances can be inputted using formulae to show a positive or negative on your score/timing/distance from before.
The history of the Olympics:
Literacy Lessons

Suggestions

• Role play: act out what it must have been like to be Pierre De Coubertin trying to start the Olympics around the world.
• Debate: Who started the Modern Olympics, Pierre De Coubertin or Dr Brookes?
• Commentating: film and commentate on your schools sports day or mini Olympics.
• Persuasive writing: write a letter to persuade all the countries of the world to take part in the first modern Olympic Games.
• Review: empathise with the Ancient Greek athletes and write a review of participating in the Olympics in 776BC.
• Report: report on your schools sports day or mini Olympics.
• Instructions: write instructions about how to play one of the ancient Olympic Games.
• Explanation: research and explain how and why the Olympics started.
• Narrative: write a story about how and why Dr William Penny Brookes set up his sports event in Much Wenlock.

More secondary focussed

• Competence: read and understand different texts, such as who started the Olympic Games, controversial issues surrounding the Olympics, newspaper headlines about past and present Games.
• Creativity: use your imagination to write about being a first time Olympian and having to travel to a foreign country to take part.
• Critical understanding: assess the validity and significance of information around a controversial issue on the Olympic Games. Be able to respond and justify your reasons.

Opportunities for speaking and group interaction

• Speak confidently about your view on the Olympics, including relevant detail through an organised structure. Ensure that the speech is appropriate to the audience and is audible.
• Use group discussions to make contributions and justifying your reasons about a particular question or topic given on the Olympics.
• Ensure there is a spokesperson that organises the group effectively and if views conflict, ensure these are dealt with sensitively as everyone has the right to their own opinion so long as it does not affect the rights of others.

Opportunities for listening

• Ensure you listen carefully to other views about the Olympics. Make relevant comments and remember specific comments that interest you.
• Can you ask any relevant questions to clarify or follow up any ideas that you have heard?
Opportunities for reading

- Research on the Internet different accounts about how the Olympics started.
- Look at past newspapers to find out issues that arose because the Olympics were being held.
- Research on the Internet how the Paralympics started.
- Read and interpret the schedule of events for the next Olympic Games.
- Read stories and accounts from past athletes and be able to answer questions and inference from the text read.
- Read information books about the Ancient Greeks and how the 776BC Games started.
The history of the Olympics: Maths Lessons

Suggestions

- Put a selection of Olympic events in order to create a timeline.
- Look at time differences around the world of the different host cities.
- Look at race times and order the timings using decimals 1 and 2 places. Note the differences between the athletes’ times.
- Using the flags of the host cities or countries and identify the lines of symmetry.
- Create and then draw a flag measuring accurately to the nearest millimetre.
- Draw and measure different angles that represent a javelin.
- Use an archery board to support quick mental Maths and number bonds.
- Estimate different amounts of time in relation to different events, such as 100 metres, 200 metres.
- Estimate different distances, for example 100m, 200m, then look at conversions for these.
- Use different measuring equipment to make out given distances, then look at conversions.
- Create a line graph to show a change in pulse rate before and after exercise.
- Calculate costing for an athlete to purchase equipment for a specific sport, including training.
- Speed, distance and time calculations.
- Keep an exercise log and then create a bar graph to show how much time has been spent on the different sports undertaken.
- Keep a log over several days of the activities undertaken each day, then create a pie chart to demonstrate the time spent of each different activity.
- Work out costing for a healthy meal for varying amounts of people (ratio, proportion and fractions).
- Look at the medal table for any Olympic Games, calculate the fractions and percentage of medals won by each country.
- How many ways can 2012 be made using the four operations?
The history of the Olympics: Music Lessons

Suggestions

• Create a chant, rhyme or song to perform for your schools sports day or mini Olympics Day.
• Explore, create and then compose a school anthem using different instruments or just by using body parts and sounds.
• Listen to the British National Anthem and discuss its meaning and purpose at the Olympics.
• Choose a national anthem from a different country. Unpick the combined elements about the instruments used, tempo of the piece, timbre of the anthem and pitch.
• Listen to several national anthems from around the world and explain which you prefer and justify your reasons.
• Explore and create a new national anthem which can be sung in two parts with tuned and untuned instruments.
• Explore using ICT to compose a piece of music related to the Olympics.

More secondary focussed

• Research the history behind our British National Anthem then create some ideas about a new anthem taking into account our different and diverse country.
• Listen to a variety of national anthems to appraise the best parts that could be incorporated into a new national anthem.
• Explore, develop, compose and perform a song and dance that would be a part of the opening ceremony as the host country. Ensure the performance expresses ideas and emotions about the Olympics. This could also have an accompanying video, film or drama that helps to express the feelings of the composers about the Olympics and being the host city.
The history of the Olympics: PSHE Lessons

Suggestions

- Share and express their opinions about the Olympics and Paralympics, including the different sports, athletes, competing for a country.
- Understand other peoples’ experiences. What would it have been like to have competed in the first ever Olympic Games? Why?
- Investigate the rules around competing in the Olympics and Paralympics and understand why these, over time have been enforced, for example drug taking.
- Explore how the media presents information about a past Olympic event. Is this an unbiased/bias viewpoint? Why?
- Look at a controversial issue around the Olympics or Paralympics. Investigate why the event happened, was it because of politics, race or religion? How could these differences have been resolved?
- Research and understand why the Olympics was started.
  
  Answer: This was a way of bringing everyone together, unity and recognising the importance of being healthy.

More secondary focussed

- Research how political pressures have influenced the Olympic and Paralympic games with different controversial issues. Debate and present your findings.
- Who started the Olympics? Was it Dr William Penny Brookes or Pierre De Coubertin? Research and debate your views and opinions.
- Research and understand the prejudices and discrimination that have occurred around the Olympics and Paralympics: against women, cultures, religions and the thinking behind these views and opinions. Do you agree with these principles?
- Present a case to host the next Olympic Games, consider the responsibilities of the host city. What pros and cons to the country and the economy can be identified? Give justified reasons.
The history of the Olympics: R.E. Lessons

Suggestions

- Explore the concept that the Olympic Games was started to bring the world together as one and celebrate everyone through sport.
- Explore the concept that many different religions and faiths not only support the Olympics (attend or watch on the TV) but actually participate in the games.
- Explore the concept that many athletes find strength from the religion in which they believe (some footballers are seen modelling the cross as they enter the pitch).
- Look at two different opening ceremonies from past Olympic Games – does the ceremony reflect the host country’s beliefs and cultures? How?
- Respond to the fact that women were not allowed to participate in the Olympic Games when they were first introduced.
- Explore the concept of creating a multi faith centre that would be in situated in the Olympic Village. What would have to be considered for the different faiths and religions and why?

More secondary focussed

- Research the ethical and cultural conflicts within the Olympic Games such as 1936 Berlin Olympics (Jesse Owens vs Hitler), 1964 Tokyo Olympics (the ridicule that Billy Mills faced because he was a Sioux Indian), and the 1968 Mexican Olympics (the Black Power Salute with the Smith and Carlos brothers).
- Look at how the beliefs and achievements of others can inspire and influence history – first African American Olympic medal winner, George Poage in 1904.
The history of the Olympics: Science Lessons

Suggestions

- Undertake a scientific enquiry about pulse rates before and after different types of exercise. Make predictions and comparisons with these results. Communicate these results in a variety of ways including tables and graphs.
- Keep a food and daily activity log and understand that taking exercise and eating the right amounts of food helps humans to keep healthy.
- Know and understand the different food groups and be able to associate these to different Olympic athletes’ diets – a 10,000m runner’s needs are different to a weightlifter’s. Why?
- Know how different food could affect people differently, for example allergies.
- Realise the importance of personal hygiene for not only athletes but everyone, including looking after teeth.
- Why have some athletes been banned from the Olympics? Understand the role of drugs and medicines on our bodies.
- Realise that all people should be given equal opportunities, which is why the Paralympics came about. Look at how these Olympians are able to compete nationally in sports.
- Look at the different sports equipment used in the Olympic and Paralympic Games – sort these into what materials are they made of and why? For example, pole-vaults, javelins, bicycles, hurdles etc.
- Understand how forces are important within the Olympics – swimming costumes – water resistance, running and cycling sports need to be aerodynamic – air resistance. Investigate shapes – you could use plasticine in a tube of water.
- Understand why friction is important with athletes’ trainers (grip), but need to be aerodynamic. Investigate materials.
- Create a circuit to start the school’s Olympic Games, this could be either using a buzzer or a sequence of lights.
The Olympic Games

Theme 2: The history of the Olympic and Paralympic Games
Out of a rainbow
The original story of the London 2012 mascots

By Michael Morpurgo

This is downloadable from the 2012 Official website:

www.london2012.com/mascots
Duke of Edinburgh’s Award

The skills that underpin the Duke of Edinburgh’s Award (DofE) can be started at an early age encouraging young people to help people or the community, get fitter, and develop life skills. Some of these ideas could be incorporated to support students personal development, help develop life skills, gain a sense of achievement and also link into community cohesion.

Theme 2 is about the history of the Olympics and these suggestions could support students to improve on existing skills or help by developing a completely new skill or interest, such as Information Technology (IT). They could also be used to inspire our young people to make a difference either to their own life or to that of the community.

The actual DofE programme is for students aged between 14 and 24 years old. The programme is at three different levels – Bronze, Silver and Gold – which are achieved by completing activities in five sections. These sections are:

- Volunteering
- Physical
- Skills
- Expedition
- Residential.

Although if your students are under 14 they would still be able to challenge themselves and participate in the suggestions, which would give them a good grounding should they want to start the DofE programme once they are 14.
SKILLS: Creative arts

**Photography**
- Experiment with different colour filters, working in natural and artificial light and present your findings to the group.
- Learn how to re-touch digital images including cropping, adding effects and adjusting colour and enter a competition.
- Choose a theme such as wildlife, or portrait photography and take photos weekly.
- Learn how to use an SLR camera, and the different functions it has to offer.
- Get inspiration from famous photographers to develop your own style and create a portfolio.

**What will you do?**

SKILLS: Science & technology

**Information technology**
- Investigate a computer programme and create a user manual for someone with additional needs.
- Create and manage your own website.
- Build your own computer.
- Learn about the different parts that make up a computer, write up your findings.

**What will you do?**

EXPEDITION: On foot

**Environment**
- Decorate a white t-shirt using inspiration from the scenery that you see along the route.
- Paint different types of trees and correctly identify them.
- Draw all the different star constellations that you see.
- List and film the different kinds of birds that you see.
- Search for forms of fungi, photograph or sketch them and record them.

**What will you do?**
Useful websites

History of the Olympics (Easy Read)
www.nostos.com/olympics

History of the Olympic Logos
www.mbwebdesign.co.uk/a-history-of-olympic-logos-1896-2008-and-beyond

History of the Olympic and Paralympic Mascots

Information and video about the London 2012 Mascots

To access this link you need to register free with the Get Set Network –
www.getset.london2012.com. There are also lots of free resources for schools to access and download once a school has registered.

All about Much Wenlock Games
www.wenlock-olympian-society.org.uk

Overview of the history of the Games

Virtual tour about the heroes through the Olympics

Maths teaching resources

Mixed worksheets about the Olympics
www.activityvillage.co.uk/olympic games worksheets.htm

Certificates and comprehension about the Olympics
www.abcteach.com/directory/theme units/sports/olympics

Main websites which have many different resources to support this theme
www.london2012.com
www.olympic.org.uk
www.hants.gov.uk/2012

Theme 2: The history of the Olympic and Paralympic Games