



**Cedar. Cherry, Rowan,  
Olympics: Going For Gold  
Literacy Texts -**

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point		Set up a physical exercise that the children wouldn't normally do in school: Archery – See SW Trampolining – Gravity Water Sports - Mote Park Arrange a trip. Consider how sport and exercise can help improve our physical, mental and social wellbeing. Start to explore the children's existing knowledge of the Olympics and the sports they associate it with.		Letter to parents prior to this term
Knowledge Harvest		Watch the following videos. Sport climbing - <a href="https://www.youtube.com/watch?v=1qyZidUllxE">https://www.youtube.com/watch?v=1qyZidUllxE</a> Skateboarding - <a href="https://www.youtube.com/watch?v=P0Bnn9lqSsE">https://www.youtube.com/watch?v=P0Bnn9lqSsE</a> Karate - <a href="https://www.youtube.com/watch?v=gYYNqVL7sTY">https://www.youtube.com/watch?v=gYYNqVL7sTY</a> Baseball & softball - <a href="https://www.youtube.com/watch?v=WC0bcMddzAU">https://www.youtube.com/watch?v=WC0bcMddzAU</a> After watching these videos, divide the children into groups and distribute a large piece of poster paper to each group. Ask the children to create a large mind map displaying their ideas concerning the elements which make for a successful Olympic event. Once the groups have finished their mind maps, ask each one to share what they wrote. Is there anything that one of the groups thought was very important that the other groups neglected to include? Encourage debate among the groups if there is any disagreement.		Check videos Large sugar paper
Big Picture		The Olympic Games are a global celebration of sport and achievement that aim to promote the values of friendly competition, peace and joy. As with every competition, not everyone can be a winner. We'll be finding out more about this as we explore the winners and losers beyond just the Olympic sporting events. Are you ready to go for gold?		
History 1  Link to Literacy	Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied	Describe the features of historical events and way of life from periods studied.	Show the posters on p22 of the curriculum document. What does the word 'boycott' mean? Discuss Can you think of any reasons why a country would decide to hold a boycott against an Olympic host nation? Are there any hints in the posters above? What might the boycotting countries be trying to achieve? Who might lose out from the boycott? Choose one of these events to research. <ul style="list-style-type: none"> <li>1976 Montreal Olympics: 30 (mainly African) nations refused to participate due to the International Olympic Committee (IOC)'s</li> </ul>	P22 – posters iPads

			<p>refusal to ban New Zealand, whose rugby team had toured in apartheid South Africa earlier that year.</p> <ul style="list-style-type: none"> <li>• 1980 Moscow Olympics: led by the United States, 30 nations boycotted the games due to the ongoing Soviet War in Afghanistan.</li> <li>• 1984 Los Angeles Olympics: The Soviet Union and 13 of its allies refused to attend the games. Some believe that this was in retaliation against the US-led boycott of the 1980 Moscow Olympics.</li> <li>• 1988 Seoul Olympics: North Korea boycotted the Games in anger at not being considered as a co-host alongside South Korea.</li> </ul> <p>The following links may be useful in helping the children with their research:</p> <p>General: <a href="https://www.worldatlas.com/articles/the-largest-olympic-boycotts-of-alltime.html">https://www.worldatlas.com/articles/the-largest-olympic-boycotts-of-alltime.html</a></p> <p>General: <a href="https://www.pastemagazine.com/articles/2016/07/olympic-boycotts-throughthe-decades.html">https://www.pastemagazine.com/articles/2016/07/olympic-boycotts-throughthe-decades.html</a></p> <p>1976 Montreal Olympics: <a href="https://nzhistory.govt.nz/media/photo/montreal-olympicsboycott">https://nzhistory.govt.nz/media/photo/montreal-olympicsboycott</a></p> <p>1980 Moscow Olympics: <a href="https://www.wilsoncenter.org/blog-post/the-1980-moscowolympics-boycott">https://www.wilsoncenter.org/blog-post/the-1980-moscowolympics-boycott</a></p> <p>1984 Los Angeles Olympics: <a href="https://www.theguardian.com/sport/2019/may/09/russianscite-threats-for-olympic-games-boycott-archive-1984">https://www.theguardian.com/sport/2019/may/09/russianscite-threats-for-olympic-games-boycott-archive-1984</a></p> <p>1988 Seoul Olympics: <a href="https://www.offtheball.com/best-of-otb/remembering-whennorth-korea-boycotted-the-1988-summer-olympics-265253">https://www.offtheball.com/best-of-otb/remembering-whennorth-korea-boycotted-the-1988-summer-olympics-265253</a></p> <p>When reading through the relevant webpage(s), the children should remember to think about the 5 W's:</p> <p>What happened? Who was involved? Where did it happen? When did it happen? Why did it happen?</p> <p><b>Write a newspaper article about that event.</b></p> <p>Clear – use simple language to ensure that the message of the article is clearly understood by the reader. It should be easy for the reader to ‘navigate’ the thoughts of the writer.</p> <p>Concise – keep sentences short so that the article is direct and to the point. In news writing, it is always better to say something in fewer words than in too many.</p>	
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History 2	Be able to enquire into historical issues and their effects on people's lives.	Describe the features of historical events and way of life from periods studied.	<p>In groups, ask the children to research one or more of the following controversial issues:</p> <ul style="list-style-type: none"> <li>• Women not being allowed to participate in the 1896 Olympics (in protest, one Greek woman, Stamata Revithi ran the same marathon course as the men to demonstrate it could be done by a woman. She was prevented from crossing the official finishing line.)</li> <li>• Countries that have been barred from the Olympics (such as South Africa, which was barred from competing in the 1964 Tokyo Olympics due to the country's apartheid policy)</li> <li>• Race, equality and civil rights protests (such as the 1968 Mexico Olympics when students staged a protest, and two black athletes – Tommie Smith and John Carlos - made a 'black power' salute on the winners' podium to make a stand for their racial rights).</li> <li>• Findings published in a 2015 report by the World Anti-Doping Agency resulted in the suspension of the Russian athletics and weightlifting teams, barring them from competing at Rio 2016. This was due to the use of performance-enhancing drugs by a large number of Russian athletes at London 2012. Following further evidence of mass Russian cheating at the Sochi Winter Olympics in 2014, the International Olympic Committee officially banned Russia from the 2018 Winter Olympics in Pyeongchang.</li> </ul> <p>The following websites provide a useful starting point for children and teachers:</p> <p><a href="http://www.en.wikipedia.org/wiki/Olympic_Games_scandals_and_controversies">www.en.wikipedia.org/wiki/Olympic_Games_scandals_and_controversies</a> - Wikipedia provides an overview of Olympic controversies throughout history.</p> <p><a href="https://www.globalcitizen.org/en/content/history-political-activism-olympics-rio/">https://www.globalcitizen.org/en/content/history-political-activism-olympics-rio/</a> - Global Citizen website features this article on political incidents and controversies at the Olympics.</p> <p><a href="http://www.theguardian.com/sport/2015/nov/09/london-2012-sabotaged-russia-wada-dopingreport">www.theguardian.com/sport/2015/nov/09/london-2012-sabotaged-russia-wada-dopingreport</a> - Guardian news article about the World Anti Doping Agency's report about Russia's state sponsored doping programme that sabotaged the London 2012 Olympics.</p> <p><a href="https://www.independent.co.uk/news/world/americas/black-power-">https://www.independent.co.uk/news/world/americas/black-power-</a></p>	iPads Laptops

			<p>salute-1968-50-yearsolympics-tommie-smith-john-carlos-racism-mexico-city-a8587811.html - The Independent news website features this article about Tommie Smith and John Carlos' 'black power' salute on the podium at the 1960 Mexico City Games.</p> <p>Present their research and have a debate about each event.</p> <p>This could be on video for the children to also discuss.</p> <p>Invite groups to make a short oral and/or visual presentation of their findings. As each group shares their learning, you may wish to add key dates and events to a timeline. As a whole class, debate either the issue of political expression at the Olympics or the issue of doping and banned substances.</p> <p><b>Political expression:</b></p> <p>Should the Olympics be used as a platform for publicly voicing political views?</p> <p>Does such behaviour breach the theme of the Olympics – the idea of bringing people together?</p> <p>Can such behaviour be justified on occasion? If so, when and why?</p> <p>How would they feel if they were an athlete and their country refused to let them compete because of their beliefs?</p> <p><b>Doping and banned substances:</b></p> <p>Should an athlete be suspended for taking a medicine (e.g. cough syrup) containing a banned substance?</p> <p>Does it make a difference if the athlete was unaware that the substance was banned or didn't realise that the medicine contained the substance?</p> <p>Should athletes be allowed to take banned substances for health reasons whilst they are training but not competing?</p> <p>Is it fair for the International Olympic Committee to ban an entire nation from competing because some of its athletes have been found guilty of doping?</p>	
Technology 1	Be able to consider the needs of users when designing and making	Explain how a product will appeal to a specific audience.	<p>As a class look at the official logos/emblems from a previous or upcoming Olympic Games.</p> <p>A gallery of logos from past and future Olympics can be found on the following site:  <a href="https://colorlib.com/wp/all-olympic-logos-1924-2022/">https://colorlib.com/wp/all-olympic-logos-1924-2022/</a> - Colorlib website features this blog post which contains the logo for almost every Summer and Winter Olympics from Paris 1924 to Beijing 2022.</p>	

			<p>Explore the children's responses to the logo they viewed. What do they think it represents? What do they think the designers were trying to achieve?</p> <p>After discussing these responses, ask the children to use the Internet to carry out research on their logo. What does it really represent or symbolize, and how does this compare with the children's initial assumptions and ideas? Discuss why events like the Olympics have a logo/emblem. What are logos used for and why is their design important? Prompt the children to think about the power of logos outside of events – and their use in marketing and advertising. What makes them so powerful? Children might be wearing logos on their clothes. Look together at some examples of familiar logos and see if the children can name the brand. The following website provides a good source of images: <a href="http://www.brandsoftheworld.com/logos">www.brandsoftheworld.com/logos</a> -</p> <p>Brands of the World features hundreds of freely downloadable logos representing major international brands.</p> <p>Having looked at an assortment of logos from a range of industries, help the children to compile a list of criteria for designing a successful logo</p> <p>Tell the children that they will be creating the logo for their school Olympics. They will need to decide:</p> <ul style="list-style-type: none"> <li>The message and concept it will communicate</li> <li>The image(s) and colours that will achieve this</li> <li>What techniques they will use to make their image(s) interesting to viewers.</li> </ul> <p>The children should create annotated sketches of their initial ideas and designs, which can then be shared with a partner. Encourage the children to give feedback on each other's ideas before moving on to their final design. If you wish, these could be created on a computer using an art package. The children could also think of a name for their logo that they think best represents the spirit of their school Olympics. Display the finished logos. Allow time for the children to view each other's work and provide feedback. Evaluate the designs based on the criteria from the research activity. The logos could be judged by another class or by members of staff to decide on an overall winner. This can then become the 'official Olympic Games' emblem for your school</p>	
International 1	Be able to identify ways in which people work		<p>Begin with a 'Circle of Viewpoints' visible thinking routine. This involves asking the children to brainstorm a list of all the different groups or types of people who might be either positively or negatively affected by the</p>	

Links to Literacy – persuasive text	together for mutual benefit		<p>hosting of the Olympic Games. Some examples that the children might come up with include businesses, the city council, the tourist board, or local residents.</p> <p>You could ask the children to be more specific by breaking these groups down further. For example, do the children think that a wealthy resident might be affected differently to a poorer one? How about someone who lives very close to the main stadium and someone in another part of the city?</p> <p>Ask the children to imagine that they are the head of the Olympic Committee for the upcoming Olympic Games. They are currently in the planning phase for the construction of the new Olympic Park. They need to design a leaflet which will be posted to all the residents who live near the proposed area, explaining how it will benefit the local community and promote a long-lasting legacy. As some of the local residents are likely to have doubts about the impact of the Games on their community, the children will need to be as persuasive as possible in their leaflets. Some techniques that the children can use to make their language persuasive are as follows: Address the reader by speaking to them directly using personal pronouns (i.e. 'you') and shared experiences. e.g. 'You might understandably have some doubts about the decision to build the Olympic Park so close to your home'. Use words and phrases that arouse an emotional response in the reader. e.g. 'Nothing compares with the unique wonder of the Olympic Games and the innumerable benefits that this spectacle brings'. Use statistics to show that their Olympic Park proposal has been well-researched. This is likely to build the trust of the reader. e.g. 'If the Olympic Park is constructed in the proposed location, it will increase the number of jobs in the local area by more than 25%'. Use lots of forceful, exciting adjectives to build up the enthusiasm of the reader. e.g. 'The Olympic Park will bring a tremendous number of employment opportunities and will help to develop a thriving local community.'</p>	
International 2	Understand that there is value both in the similarities and the differences between different countries		<p>As a class look at an international competition other than the Olympics. Examples include the Tour de France, the World Cup, Eurovision and the Nobel Prize. The children should try to find out the following information:</p> <p>Format and objective of the competition</p> <p>Number of participants and countries that they come from</p> <p>Date of the first competition and reasons for its creation</p>	Laptops

			<p>Countries/cities that have hosted the competition</p> <p>Reward for winning the competition People/teams/countries that have won the competition in the past</p> <p>Controversies/significant moments from the competition</p> <p>Social and economic impacts of the competition (i.e. do the World Cup and similar events bring the world together?)</p> <p>The official website of the competition in question should contain most of the answers to the above questions. As an additional help, many video streaming websites such as YouTube feature informative ‘compilation’ videos such as the following:</p> <p><a href="https://www.youtube.com/watch?v=xKg4nWnvUnk">https://www.youtube.com/watch?v=xKg4nWnvUnk</a> – ‘All Nobel Peace Prize Laureates’</p> <p><a href="https://www.youtube.com/watch?v=21ORE7mkqSU">https://www.youtube.com/watch?v=21ORE7mkqSU</a> – ‘All winners of the Eurovision Song Contest (1956-2019)’</p> <p><a href="https://www.youtube.com/watch?v=NHfkAUOyxQc">https://www.youtube.com/watch?v=NHfkAUOyxQc</a> – ‘FIFA World Cup Winners II 1930 - 2018 II’</p> <p><b>Work in pairs and create a PPT of the other event you are choosing.</b></p>									
P.E. 1	Know that the study of physical education is concerned with healthy lifestyles and performing a range of movement activities.	Demonstrate stamina	<p>Ask the children to describe what they think an athlete’s training regime might be like. What types of exercise might they do – and what would they be looking to improve? Explain that circuit training is a common way of exercising to help build the following key areas:</p> <p>Strength</p> <p>Speed</p> <p>Endurance</p> <p>Flexibility</p> <p>Technique</p> <p>Control</p> <p>Balance</p> <p>Take each area in turn and think of examples of exercise that would help improve that area. For example, weightlifting and push-ups would help build strength, stretching exercises would help build flexibility, dribbling around cones or throwing a bean bag into a hoop would improve both control and technique, sprinting would help improve speed, shuttle runs would build endurance, and so on.</p> <p><b>Activity 1 - Complete a table with these in and record the exercises as a class.</b></p>	<p>Complete a table, eg,</p> <table><tr><td>Key Area</td><td>Exercise</td></tr><tr><td>Speed</td><td>Running</td></tr><tr><td>Strength</td><td>Push ups</td></tr><tr><td>Control</td><td>Dribbling a ball around cones</td></tr></table>	Key Area	Exercise	Speed	Running	Strength	Push ups	Control	Dribbling a ball around cones
Key Area	Exercise											
Speed	Running											
Strength	Push ups											
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			<b>Activity 2</b> - Work with the children to set up your own circuit to develop and improve the seven key areas of athletic fitness. Consider ways that the children can monitor and assess progress. For example, they could complete the circuits in pairs with one child recording times or counting the number of actions, or you could divide them up into Olympic teams (see Big Picture section 6 for more information). Decide how long each exercise should last – then trial the circuit you have developed together.	
P.E. 2	Know the principal rules of established sporting and athletic activities	Play to agreed rules.	<p>Watch</p> <p>Show the children a range of examples of Fair Play and good sportsmanship from previous Olympics: 2016 Summer Olympics Rio: Abbey D'Agostino and Nikki Hamblin help each other to finish the 5000m after falling and getting injured in the middle of the race: <a href="https://www.youtube.com/watch?v=dCVIRFWOjgE">https://www.youtube.com/watch?v=dCVIRFWOjgE</a></p> <p>1988 Summer Olympics Seoul: Lawrence Lemieux gives up his chances of winning an Olympic medal in order to rescue a capsized Singaporean crew: <a href="https://www.youtube.com/watch?v=MS6DclP7WDc">https://www.youtube.com/watch?v=MS6DclP7WDc</a></p> <p>A compilation of 'heartwarming stories' from the Olympics, including several displays of Fair Play and good sportsmanship, such as Tracy Barnes giving up her qualifying spot in the biathlon at Sochi 2014 to her sister Lanny, long-distance runner Deriba Merga sharing his water bottle with arch-rival Sammy Wanjiru in the Marathon at Beijing 2008, and coach Justin Wadsworth replacing cross-country skier Anton Gafarov's broken ski during a race at Sochi 2014: <a href="https://www.youtube.com/watch?v=Gh6b0b0Lj84">https://www.youtube.com/watch?v=Gh6b0b0Lj84</a></p> <p>As a whole class, ask the children to share which character traits they think these athletes have demonstrated by going out of their way to help their competitors. What about the IPC Personal Goals? Have any of the athletes shown respect or thoughtfulness towards others? Now, show one or two videos of 'controversial' incidents from previous Olympics, such as this clip from the Women's Badminton Doubles event at London 2012: <a href="https://www.youtube.com/watch?v=7mq1ioqiWEo">https://www.youtube.com/watch?v=7mq1ioqiWEo</a></p> <p>Show them a clip from 14:50 until 17:00 when the tournament official comes on to the court to warn the players that they will be disqualified if they don't improve their play. Tell the children that both teams were later ejected from the tournament by the Badminton World Federation. The reason why both teams wanted to lose was that the loser of the match would play Denmark in the next round, which was considered weaker than the team that the winner would face (another Chinese team). Why</p>	



			<p>do you think the athletes in the video were disqualified from the tournament? Do you think that their behaviour was justifiable in any way? There might be some disagreement among the children (i.e. some might argue that losing on purpose is a reasonable strategy if it means having an easier route to the final), but debate should be encouraged. Ask the children to make their own charter for P.E. lessons and school sports competitions. Is there anything missing from the core values of Olympism that the children think should be included in their own charter? The charter could be in the form of a poster, a leaflet.</p>	
P.E. 3	Be able to perform with control, coordination, precision and consistency	Plan with others taking account of safety and danger.	<p>In this task, the children are going to be competing in one of the most widely recognized events of Paralympic athletics - the visually impaired 100m. Explain to the children that in this event, athletes with severe visual impairment (i.e. profound low vision or total blindness) are paired up with guides. These guides are sighted runners who match them step for step, calling out potential obstacles and keeping the athletes informed of how far they have left to go. Guides and runners are connected at the wrist by a small piece of rope called a tether, which helps the runner stay aligned in his or her lane. To give the children an example of how the race works, show them this video of the 100m T11 race from the 2016 Paralympic Games in Rio:  <a href="https://www.youtube.com/watch?v=CwzjImBLfrQ">https://www.youtube.com/watch?v=CwzjImBLfrQ</a></p> <p>As the video demonstrates, the guide and runner have to be in sync throughout the race. Therefore, the guide needs to be able to sprint at least as fast as the visually impaired runner. In order to determine which classmates would make a successful pair, ask the children to run a 100m 'qualification' race without blindfolds. Those that finish in a similar time (and who ideally have a similar stride length) should be paired up for the visually impaired 100m race.</p> <p>The pairs should now decide who is going to be the guide and who is going to be the visually impaired runner. Once this has been agreed, provide each 'visually impaired' runner with a blindfold and line the children up ready to race against each other. Make sure that the runner and his or her guide are lined up in adjacent lanes and remind them that they must stay in their own lane during the race. Depending on the size of the group and the amount of space available, you may need to divide the children up into 'heats'. Before you start the race, stress to the children that it is important for those watching to be quiet throughout its duration, as communication between runner and guide is essential to</p>	The Field

			ensuring that the two are able to stay in sync with each other and that the blindfolded runner does not stray out of their lane. After the first run, make sure that the pairs swap roles so that every child is given the opportunity to run with the blindfold on. After the activity, discuss with the children what it was like to run 100m without the use of their sight. What was the most challenging thing about not being able to see? What did they have to do to ensure that they didn't stray out of their lane or lose sync with their guide? Health and safety must be a top consideration in this task. If you do not have the space or learners with the appropriate temperament for a speed task, adapt to a 'stay in lane' challenge instead.	
P.E. 3	Be able to perform with control, coordination, precision and consistency	I can play to agreed rules.	Sports Day	
Music 1	Be able to consider pieces of music in terms of meaning, mood, structure, place and time	Evaluate how the venue, occasion and purpose affects the way a piece of music is created.	Listen to National Anthems around the world. How do they make you feel? Can you identify the country? What is our national anthem? Do you know the words? Learn our national anthem.	
Music 2	Understand that musicians use music to express emotions and experiences		Begin the session by listening to/watching the 'Lighting Up The Flame' song from Voices around the World 2016. <a href="https://www.youtube.com/watch?v=5h7QzR7NUoE">https://www.youtube.com/watch?v=5h7QzR7NUoE</a> Display the lyrics and discuss any challenging words with the children. Ask them if they can see the connection to the Olympics. The song uses the Olympic theme of the torch and the games as a means of bringing people together in harmony, to promote hope, peace and love.	
<b>Exit Point</b>		Celebrate the children's learning by participating in the grand opening ceremony for your school Olympics! If the whole school has been involved in Olympic-themed activities, then this is a great opportunity to bring everyone together to celebrate and to share what they have been learning. You could also invite parents and other members of the local community to your opening ceremony. While the organisation of this event might be largely decided by the time and resources that you have available, try and include the children in the planning and the preparation as much as possible. Revisit the learning that has taken place over the course of the unit and the work that has been produced. Consider how these might be shared with the rest of the school community. Some examples might include: Community voting for an official logo – display the different logos		

		that the children designed and give visitors a coloured spot to vote for the one they like best. The winner can be revealed in the closing ceremony. Competition gallery – display the children’s slide shows, posters and/or infographics from their research on other international competitions. Olympic Charter – present the charter that the class has selected as the school sportsmanship code of conduct. Circuit training – the children could demonstrate the exercise circuits that they designed in Physical Education Task 1. Visually impaired 100m - the children could repeat the blindfolded race from Physical Education Task, but this time with their parents instead of their classmates.		
Reflection				