



Beyond the Olympic Games

Why do We Need the Olympic Games?

**TARGET LEARNERS**

Primary Students
(A2 Level)

**DURATION**

90 - 120
minutes

**PREPARATION**

Classroom technology
(Smartboard, projector)

Lesson Goals

Social Knowledge

- ◆ Learn about the Olympic logo and what its colors and symbols mean.
- ◆ Talk and write about why the Olympic Games are important.
- ◆ Understand the required criteria of a sport in the Olympic Games, and create a new sport that shows good sportsmanship and brings people together.

Language Competencies

- ◆ Expand vocabulary related to sports and the Olympic Games.
- ◆ Develop their ability to understand how words work in sentences.
- ◆ Enhance speaking skills by discussing and expressing ideas on the questions about the values of Olympic Games.

1 Engage

15 minutes

The goal of this phase is to enhance students' comprehension of Olympic symbols and flags, encouraging involvement through logo recognition and flag identification tasks to raise awareness of global diversity.

Suggested teacher's activities

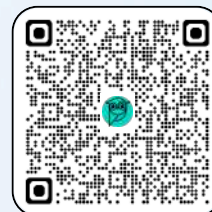
Exercise A: What is this logo?

A1. Have students look at the Olympic logo and encourage them to share their responses and discuss their knowledge of the Olympic logo based on the questions in Students' Worksheet (SW).

A2. Ask students to name some countries that they know and their flag colors to warm up before a flag identification competition.

- Divide the class into 2 groups and show the picture of some country flags from around the world, using the QR code or the [link](#) to Canva - Presentation Tool for Teachers (PPT), and have them look at it in 1 minute.
- After the assigned time, ask the groups to list out the names of countries whose flags contain at least one color from the Olympic logo (blue, yellow, black, green, red, or white).
- Review the answers as a class. Award points for the effort of the groups.
- Wrap the activity by revealing an interesting fact that *all national flags contain at least one of the colors from the Olympic rings.*

Presentation Tool



Exercise B: Can you think and run fast?

- Print out the cards on p.7 of this Teacher's Guide and give one set of 5 cards to each group.
- Ask the students if they know what is in the pictures.
- Show each sentence individually using PPT for students to read and match with the corresponding pictures.
- After all sentences have been shown, finish the game and review the answers.
- Ask some students to explain their choices and provide further explanation if needed.

Answer key

A1.

a. There are five circles in the Olympic logo.

b. (Students' answers vary.)

c. The colors in the Olympic logo are: blue, yellow, black, green, red, and white of the background.

d. (Students' answers vary.)

A2. (Students' answers vary.)

B.

Olympic torch: This starts in Greece and is passed by runners to the host city. When it lights a big flame, the Games begin.

Olympic logo: These rings are linked together to show that athletes from five continents come to compete. They stand for friendship and unity between all countries.

Sports pictograms: These are different sports being played in the Olympics.

Olympic medals: These are prizes for the winners. Gold is for first place, silver for second, and bronze for third.

Olympic Mascots: These are special characters that represent the culture of the place where the Olympic Games happen.

2 Explore

20 minutes

The purpose of this stage is to enhance students' knowledge of the Olympics, improve their reading comprehension and critical thinking skills, and encourage active participation through a quiz, text analysis, and sentence completion activities.

Suggested teacher's activities

Exercise A: The Olympics Quiz!

- Explain that students will now participate in a quiz about the facts of the Olympic Games. Show the questions one by one and have students answer them.
- Review the answers together and discuss any interesting facts or insights.

Exercise B: Let's read!

B1. Engage students' interest in the text on p.4 of their SW. The text discusses how the Olympics were invented and what they are like today.

- Have students look at the 6 icons and the words on p.3 and encourage them to freely share their thoughts about the icons.
- Have students carefully read the text on p.4, which contain the icons and do exercise B1.
- Ask some students to explain their matches and provide further explanation if needed.

B2. Invite students to read the instructions and examples for the activity and check their understanding.

- Have students read sentences with blanks on p.5.
- Instruct them to re-read the text on p.4 to write the correct words in the blanks.
- Ask some students to explain their answers and provide further explanation if needed.
- Wrap up by summarizing key learnings from the text and reinforcing the correct answers.

Answer key

A.

1c. Sports competitions

2c. Athletes from around the world

3b. In a different country each time

4b. Every 4 years

5b. Five continents of the world

B1.



ancient



compete



celebration



medals



strength



friendship

B2.

1. bring back

2. France

3. Athletes

4. friendly

5. sports

6. coming together

7. peace.

8. all around the world/ worldwide

9. peace and friendship

3**Explain**
15 minutes

This stage aims to solidify their understanding of vocabulary learned and enhance students' communication skills, critical thinking, and ability to express themselves effectively.

Suggested teacher's activities

Exercise A: Vocabulary practice

- Review the vocabulary words covered in Exercise B1.
- Have students read each sentence carefully and fill in the blank with an appropriate vocabulary word.
- Once the students have finished, call on volunteers to share their answers and explain their choices.
- Provide feedback and corrections as needed.

Exercise B:

B1. Explain to students that they will be reading the two sets of sentence starters and creating full sentences.

- Invite volunteers to read the sentence starters and share their sample sentences.
- Have students identify the purpose of each group of sentence starters.
- Provide guidance and clarification as needed to the students' sample sentences and choices.

B2. Pair students up and explain that each pair will now discuss one of the two questions about the Olympic Games. Have students choose the question they want to work on.

Round 1 (4 minutes):

- Have students brainstorm and generate ideas for their question.
- After 1 minute, use PPT to show all sentence starters on the board.
- Guide students to continue their discussion using the sentence starters on the board.
- Alert the pairs to stop after 4 minutes.

Round 2 (3 minutes):

- Have students discuss their question again.
- Show the sentence starters on the board for the first 30s.
- Alert the pairs to stop after 3 minutes.

Round 3 (2 minutes):

- Repeat round 2, but this time do not show the sentence starters.
- Have students practice and discuss their question in 2 minutes.
- Go around to observe and offer help if needed.

After the 4-3-2 activity,

- Invite some pairs to share their responses on their question and allow other students to give feedback or supplement their friends' ideas.
- Help students summarize the key points conveyed in the discussion before moving to the next activity.

B3.

- Have students read the big question of the lesson and freely share their opinions with the class.
- Remind them to use the ideas from the discussion in exercise B2 to support their answers.
- Summarize the key points discussed and provide further explanation if needed.

Answer key**A.**

1. medal – **2.** friendship – **3.** ancient – **4.** strength – **5.** celebration – **6.** compete

B1.

Group 1 of sentence starters: To explain your ideas or to agree with someone else's idea.

Group 2 of sentence starters: To share a different opinion compared to what others might have.

B2. (Students' answers vary.)

Suggested answers:

a. Playing sports allows people to explore each other's cultures, engage in friendly competition, and make new friends across countries.

b. Countries participate in the Olympic Games to promote friendship by bringing people together from all over the world and helping them make new friends. Athletes can show their talent and try to win medals for their countries. Winning in the Olympics makes the country and its people feel proud. The games offer a chance for people to learn about different cultures and traditions. The Olympics also encourage a spirit of fair play and healthy competition.

B3. (Students' answers vary.)

Suggested answer: The Olympics are important because they bring people from different countries together, promoting peace and friendship. They provide athletes with a chance to showcase their skills and inspire others to stay active and healthy. The games also celebrate diversity and allow us to learn about different cultures. Additionally, the Olympics encourage the values of teamwork, fair play, and perseverance.

4**Elaborate**
30 minutes

This stage's purpose is to study a team sport's details and invent a new sport that promotes understanding of Olympic values and the importance of sports through voting and discussion.

Suggested teacher's activities**Exercise A: An Olympic sport**

- Engage students in exploring details about Rowing, one of the Olympic sports.
- Have students read and match the correct headings with the information.
- Conduct brief interviews to gauge students' interest in this sport and encourage them to freely share their ideas.
- Review the answers and make corrections as needed.
- Assist students in summarizing key criteria that Olympic sports must fulfill to promote the spirit of the Olympics.

Exercise B: New sports for the Olympics!

- Explain that students will be working in groups to brainstorm and create a brand new sport for the Olympics!
- Divide the students into groups. Invite random students to read the provided questions outlining the criteria for creating their new Olympic sport.
- Help students to analyze and generate ideas by asking prompting questions like: "What could be a cool name for this sport?", "If I suggest the name 'Butterfly,' what information could it say about the sport?"
- Assign a specific amount of time for the brainstorming and creation activity.
- As you move around the classroom, observe the groups' work. Encourage creativity and collaboration within each group.
- Offer support if needed, but allow students to take ownership of their ideas.

Exercise C: Group presentation!

- Have the groups take turns sharing their new sports with the class.
- Ask them to briefly explain their strategies, how they came up with the sport idea, and the details of their new sports.
- To add fun, invite some members of each group to illustrate their new sports.
- Facilitate opportunities for questions and discussions to refine the new sports.

Exercise D: Let's vote!

- Encourage students to vote for their favorite sport and provide reasons for their choices.
- Encourage them to suggest modifications or make changes to their chosen best sport.
- Recognize the group with the most votes as the winners of the best presentation.
- Celebrate their creativity and effort in designing the new Olympic sport and also acknowledge the efforts of the other groups.
- Summarize the benefits of sports and review the values promoted by the Olympic Games.

Answer key**A.**

1. Rules (of the sport)
2. The number of players
3. How to play
4. Materials
5. How this sport brings people together

B. (Students' answers vary.)**C.** (Students' answers vary.)**D.** (Students' answers vary.)**5****Evaluate**
10 minutes

This stage reviews the lesson, fosters reflection and creativity with a checklist and writing a paragraph on a favorite sport, emphasizing sportsmanship.

Suggested teacher's activities**Exercise A:**

- Have students reflect on the lesson and complete a checklist based on what they have learned.

Exercise B:

- Have students engage in reflective thinking and write a 50-word paragraph to tell about the sport that they like to play with their friends and why they like the sport. Remind them about the spirits of sports and to include them in their writings.
- Have some students share their writings.
- Summarize the main ideas covered in the lesson.

Answer key**A.**

(Students' answers vary.)

B.

(Students' answers vary.)

Print-out material

