

## Teaching notes on MCG The Olympics

### **Slide 1**

Learning objective: To discover the similarities and differences between the Modern and Ancient Olympics

### **Slide 2**

A picture stimulus slide to get the class talking about the things they associate with modern Olympics. They may even recognise the Latin motto of the IOC from Unit 1 of the course. On mouse-click, we see a picture of Pierre de Coubertin, who founded the Modern Olympics, the first of which happened in 1896. He based the Modern Olympics on many of the activities and ideals of the Ancient Greek Olympics ...

### **Slide 3**

... which were a sporting competition, just like today's Olympics. They took place in Olympia, Greece, which is where they get their name. Mouse-click zooms in on the map of Europe to show where Olympia is. They ran from 776 BCE to 393 CE – see if the class can work out how long they ran for (mouse-click will reveal 1169 years).

There are also three pictures from the ancient games' site at Olympia where there are still a few ruins today showing the stadium and training grounds among other buildings.

Although there are many similarities between the Modern and the Ancient Olympics, there are also many differences, and we're going to play a game of Olympic Lying to see if we can work out what these are.

### **Slide 4**

A walk-through of the rules of Olympic Lying:

1. Sort the class into five teams and give each team a name (Greek gods and goddesses work well, e.g. Athene, Apollo, Artemis, Zeus, Hera).
2. Each team will be given
  - a slip of paper containing a paragraph of information about the Ancient Olympic Games. In each paragraph, there are three things that are untrue.
  - an Olympic Lying sheet for playing the gameBoth of these sheets are contained in the lesson's worksheet.
3. Each team nominates
  - a member (or members) to read the paragraph slowly and clearly
  - a member to write down the lies they spot on the Olympic Lying sheet
4. There are two ways to win points in this game:

- Spot the three lies concealed in other teams' statements and write them down on your Olympic Lying sheets. Each lie correctly identified is worth one point. 5 teams = maximum of 4x3 points = 12 points
- 'Smuggle' your own team's lies by reading them with such authority that everyone will believe you. You may want to choose a reader who is not prone to fits of giggles, or who has a good 'poker face'! Each lie 'smuggled' is worth one point. 3 lies x 1 = 3 points

5. When all five teams have read their paragraphs, get the teams to swap their Olympic Lying sheets.

6. Each team should then reveal which of their statements were lies. Teams award a point for each lie spotted.

7. When all five sets of lies have been revealed, you (the teacher) will need to collect in and cross-check the sheets for lies smuggled. This can take a few moments. Keeping the class in suspense and delivering the results the next day/Classics lesson can work to increase anticipation!

#### **Slide 5**

...shows the scoresheet for clarity.

#### **Slide 6**

The plenary slide:

**Question 1** For roughly how long did the Ancient Greek Olympics run? [1100 years, 1169 to be precise]

**Question 2** Name one thing that Ancient and Modern Olympics have in common. [Draw from your learning from the Olympic Lying game, but the most obvious is the athletics].

**Question 3** Name one way in which the Ancient and Modern Olympics are different. [Draw from your learning from the Olympic Lying game, e.g. women not allowed, no medals etc.].