



# World Olympics Units and Objectives

## Considerations when Implementing the *World Olympics* Curriculum in Classrooms:

- The *World Olympics* curriculum works best when different methods are used in teaching. Collaboration with other teachers, encouraging input from students, and interchanging between discussion-based and activity-based lessons help ensure that all students can engage in this curriculum and project (P. 1).
- Students should be encouraged to explore different identities about people from different countries, and also about the traits that make a good athlete. This will also enable educators to address biases and confront stereotypes, hence taking a step to prevent prejudices (P. 2, 3).
- The *World Olympics* curriculum provides an array of appropriate materials. However, this should be used as a foundation for teachers to adapt based on their unique group of students (P. 5, 7).

Unit Header	Essential Questions	Lessons	Additional Considerations
Unit I: Learning About Each Other and Ourselves	<ul style="list-style-type: none"> <li>• What does respect mean?</li> <li>• Who am I?</li> <li>• Who are the people in my family?</li> <li>• What do I believe in? What does my family believe in?</li> <li>• How are we similar, yet unique?</li> </ul>	<p><b>Lesson One:</b> Respecting Each Other (45 min -1 hour) Overview of the Olympics (1 hour)</p> <p><b>Lesson Two:</b> All About Families (1 hour)</p> <p><b>Lesson Three:</b> My Traditions (2 hours + 1 additional hour for activities with younger grades)</p> <p><b>Lesson Four:</b> All About Me (3 hours)</p>	<p><b>Lesson One:</b> Class agreements created in the <i>Respecting Each Other</i> lesson should be referred back to throughout the course.</p> <p><b>Lesson Three:</b> Use the Ancestor Celebration extension activity for more detailed interviews. Consider hanging student's artwork in classrooms.</p>

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<p><b>Unit II: Different Countries and Cultures</b></p>	<ul style="list-style-type: none"> <li>• What are the Olympics?</li> <li>• What do the Olympics symbolize?</li> <li>• Understanding other countries.</li> <li>• What represents a country?</li> </ul>	<p><b>Lesson One:</b> Introducing the Olympics (1.5 hours)</p> <p><b>Lesson Two:</b> Signs and Symbols of the Olympics (2 hours)</p> <p><b>Lesson Three:</b> How to Read Map (2 hours + 1 hour for older students)</p> <p><b>Lesson Four:</b> Researching Countries for the Final Olympics <b>including time to “visit” countries</b> (6-8 hours or 2-3 days)</p> <p><b>Lesson Five:</b> Making Patches Flags and Name Tags (1-2 hours)</p> <p><b>Lesson Six:</b> Olympic Mascots (2 hours)</p>	<p><b>Lesson One:</b> Consider showing a short video introducing the Olympics. The Olympics YouTube channel has a number of choices.</p> <p><b>Lesson Four:</b> Use Country Study</p> <ol style="list-style-type: none"> <li>1. template</li> <li>2. guidelines</li> </ol> <p><b>Lesson Six:</b> Discussions about stereotypes and mascots should be limited to older grades.</p>
<p><b>Unit III: Promoting Wellness</b></p>	<ul style="list-style-type: none"> <li>• Healthy eating and living.</li> <li>• How do we inform our choices? <ul style="list-style-type: none"> <li>◦ How do others inform their choices?</li> </ul> </li> <li>• Different ways of eating</li> <li>• Are all games universal?</li> <li>• Different types of exercise.</li> </ul>	<p><b>Lesson One:</b> Olympic Nutrition (1-1.5 hours)</p> <p><b>Lesson Two:</b> What is a Spork? (1.5 hours)</p> <p><b>Lesson Three:</b> Games Around the World (1.5-2 hours + 1 hour for older students)</p> <p><b>Lesson Four:</b> Olympic Mind and Body (1-1.5 hours)</p>	<p><b>Lessons One and Two:</b> Check with students’ families/caretakers regarding any dietary restrictions for activities involving food.</p> <p><b>Lesson Three:</b> Physical activities may need to be adapted for differently-abled students.</p> <p><b>Lesson Four:</b> Consider discussing with students how they define commitment, perseverance and concentration.</p>

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Unit IV: Defining An Athlete	<ul style="list-style-type: none"> <li>Challenging physical and mental stereotypes</li> <li>Who is an athlete?</li> <li>What does it mean to be good at sports?</li> </ul>	<p><b>Lesson One:</b> Put Me in Coach, I'm Ready to Play! (1-1.5 hours)</p> <p><b>Lesson Two:</b> Who is an Athlete? (2 hours)</p> <p><b>Lesson Three:</b> Open Mind Portraits (1 hour)</p>	<p><b>Lessons One and Three</b> are recommended for older students, grades 3-6.</p> <p><b>All Lessons:</b> Allow ample time for debriefing each activity. Students may have questions and/or concerns about their experiences, and about stereotypes in general.</p>
Unit V: Respectful Sportsmanship and Teamwork	<ul style="list-style-type: none"> <li>Working together to succeed.</li> <li>What are our strengths? (Mental, physical, etc.)</li> <li>Measuring time</li> <li>Being a good sportsperson, what does this mean?</li> <li>Appreciating each other's uniqueness</li> </ul>	<p><b>Lesson One:</b> Games that Build Teamwork (1-1.5 hours)</p> <p><b>Lesson Two:</b> Diverse Skills Relay (1-1.5 hours)</p> <p><b>Lesson Three:</b> Measurement and Timekeeping (2-2.5 hours)</p> <p><b>Lesson Four:</b> The Olympic Oath (1 hour)</p> <p><b>Lesson Five:</b> Goodwill Gifts (1 hour)</p>	<p><b>Lesson Two:</b> Activities used in the Diverse Skills Relay and/or brainstormed by students at the end of this lesson can be included in the final Olympic Games event.</p>
Final Olympics- The Culminating Event	<ul style="list-style-type: none"> <li>Training for the Olympics</li> <li>Encouraging family participation</li> </ul>	<p>About 2-3 sessions should be designated to prepare for the final event. The final event itself can take place on one day or over a few days.</p>	
		<p><b>Total Duration of Program:</b> 22 Lessons, with 2-3 extra sessions for final event 22-34 hours of instruction</p>	

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