

Aims

- to expose children to spoken English in the form of oral storytelling, and to bring the story and characters of *The Champion* to life
- to encourage children to respond to a story told orally and retell it in their own words
- to consider the value of the story (the importance of accepting help)

Story Summary

Milo, a great Olympic champion in Ancient Greece, is very strong. He lifts an ox and saves Pythagoras. Milo grows older and weaker. He's unable to lift a tree across his path. He accepts help from a boy and they move it together. Milo offers to train the boy to be a champion.

Video length: 6:47 min

The video activities can be divided into three parts as indicated in the lesson plans.

- Part 1: Milo Becomes a Champion (approx. 40 min)
- Part 2: How Milo Shows his Strength (approx. 45 min)
- Part 3: Milo Grows Older and Wiser (approx. 50 min with Follow-up Work)

These can be taught separately or as one lesson.

Part 1: Milo Becomes a Champion

(00:00–03:07 min *"He liked wearing the laurel crowns on his head."*)

Lesson objective: to carry out a comprehension task while watching to check understanding

Key vocabulary: *athlete, Greece, ancient, wrestling, train, Olympic Games, young, rowing, boxing, discus, champion, easy, throw the javelin*

Secondary vocabulary: *events, often, hard, competition, compete, laurel crown, hero, sports, career, beginning, continue, training, better, won, challenge*

Key grammar: *Did Milo train hard? Yes, he did.*

Secondary grammar: *... was good at wrestling.*

Materials: Oral Storytelling Video Worksheet 1 [TRC printout] one copy per child

▶ Before watching

- Have the children tell you what they remember about the first part of the story in their Reader. Use prompt questions, e.g. *Who was the main character? Where was he from? What did he do?*
- Ask the children to remember what sports they read about in the first part of their Reader. Distribute Worksheet 1 to each child and have them unscramble the words in Activity 1. Elicit answers.

1 Unscramble the sports. Then watch and check (✓) the sports in the video.

Answers

- 1 running 2 wrestling 3 javelin 4 discus 5 diving 6 rowing
7 boxing 8 weightlifting
- ✓ wrestling, javelin, discus, boxing
- Check understanding of all the sports vocabulary with a quick mime game. Tell the children to pick one of the sports and think of a mime action. Then call on different children to come to the front to mime their action while the class guesses.



While watching

- Ask the class this gist question: *How did Milo become a wrestler?* Play Part 1 of the video. Then have the children explain Milo's early career. Use prompt questions if necessary, e.g. *Who came to visit his father? Who was this man? What did he want Milo to do?*
- Ask the children to look at Activity 1 on their worksheet again. Play Part 1 of the video again. Have the children check the sports which are mentioned in the story. Elicit answers.



After watching

- Ask simple questions to check comprehension of the first part of the story, e.g. *Where did Milo live? What sport did he like? Was his father happy when he went off to train for the Olympics? Did Milo work hard? What did he win?*
- Have the children look at Activity 2 on their worksheet. Read out the first question and have the children write an answer in the profile. Then work through the other questions orally before they write. Write key words on the board, e.g. *train, compete, champion*. Give the children time to complete the profile and draw a picture of Milo. More able children could add or invent extra details about Milo.

2 Make a profile of Milo the Champion. Draw and answer the questions.

Answers

- 1 Milo as from Krotar.
- 2 He was good at wrestling.
- 3 He was nine years old.
- 4 Yes, he did.
- 5 He always won.
- 6 He did weightlifting.

Part 2: How Milo Shows his Strength

(03:11 min "With all his training, Milo was very strong." – 04:37 min "I'm the Champion," he said and showed off his muscles.)

Lesson objective: to act out and retell part of the story in their own words

Key vocabulary: *strong, weightlifting, ox, hole, farmer, lift, carry, roof, collapse, get out, escape, famous, statue, big, heavy*

Secondary vocabulary: *training, surprise, shoulders, safety, building, mathematician, artist, bronze, himself, show off, muscles*

Key grammar: *Was this a problem? No, it wasn't.*

Secondary grammar: *... was good at weightlifting.*

Materials: sheet of paper per child (optional)

▶ Before watching

- Review the main events from the first part of the story with an action game. Have the class stand up and call out phrases to mime, e.g. *Milo was good at wrestling. He trained very hard. He won a laurel crown. He threw the javelin.*
- Ask the children to remember what happened in the next part of the story in their Reader. Review the words *ox, hole, roof, collapse* and write these on the board.

While watching

- Ask the class this gist question: *How did Milo help other people?* Play Part 2 of the video and have the children explain how he helped the farmer and Pythagoras. Then ask them how those people felt after Milo helped them.

After watching

- Check comprehension of this part of the story with some quick *Yes/No* questions. Make a statement about the story and have the class respond chorally, e.g. *An ox fell into a hole (Yes!) Milo couldn't lift the ox. (No!)*
- Discuss Milo's personality with the class. Ask *What kind of person is he? Is he kind/proud/nice?*
- Divide your class into groups of three. Allocate roles: *Milo, farmer, Pythagoras*. Play Part 2 of the video again and ask them to focus on the words for their character. Then have them act out Part 2 in their own words. Give them time to practice, then call on different groups to retell their version for the class.
- Have the class work in the same groups and invent another achievement to show Milo's strength, e.g. he could save a different animal or a different person. Have the groups invent a short dialogue for their scene between Milo and the new character/s. Then call on groups to act out their scenes.
- Distribute the paper or have them draw/write in their notebooks. Have the children draw a picture of their new scene and write one or two sentences about what Milo did in his new achievement of strength. Fast finishers could add speech bubbles, too.

Part 3: Milo Grows Older and Wiser

(04:39 min "Even as an old man, many years later, ..." – end)

Lesson objective: to make, check, and adjust predictions about the story's ending based on new evidence; to consider the value of the story (the importance of accepting help)

Key vocabulary: *old, man, forest, tree, move, lift, heavy, young, alone, useful*

Secondary vocabulary: *continue, show off, strength, admit, across, path, crouch down, ride, horse, come forward, stood, team*

Key grammar: *older than*

Secondary grammar: *too (heavy)*

Materials: Oral Storytelling Video Worksheet 2 [TRC printout] one copy per child

Before watching

- Have the class remember the original ending in the story in their Reader. (Milo is left alone in the forest and no one helps him.)
- Tell the class they're going to listen to the last part of the story, but this time the ending will be different. Ask the children what they think will happen in the story this time.
- Have the children work in pairs/groups to discuss their ideas of what will happen in the different story ending. Call on different pairs/groups to tell their ideas to the class.
- Tell the class someone does help Milo this time. Write these questions on the board: *Who helps him? What did they do?* Ask the children to make further predictions about what happens.

While watching

- Play Part 3 of the video and have the children listen out for how Milo and the boy behave differently in this version of the story.
- Then have the class answer the questions on the board in pairs. Call on different pairs of children to give their answers.
- Play Part 3 of the video again and have the class listen and choose three important things which happen in this version of the story, e.g. *Milo accepts help from the boy, they lift the tree together, Milo offers to train the boy.*
- Ask different children to give their three key events.

After watching

- Ask the class which ending to the story they prefer and why. (They may need L1.)

- Distribute Worksheet 2 to each child. Have them look at Activity 1 and decide if the sentences describe the Reader or video. Read out the first sentence and answer as an example. Then divide your class into pairs. Have them work together to read out each sentence and decide if it's for the Reader or video. Check answers with the class by calling on different pairs to give their answers.

1 Watch. Write R (Reader) or V (video).

Answers

R: 1, 3, 6, 7 **V:** 2, 4, 5, 8

- Now have the children look at Activity 2 on the worksheet. Tell them it's a summary of the new ending. Read out the first part and look at the example. Then ask the children to read the whole story summary first and check they understand all the words.
- In pairs, have the children complete the missing words. Call on different children to give their answers to the class.

2 Complete with words from the box.

Answers

1 weaker **2** tree **3** heavy **4** horse **5** help **6** alone **7** strong
8 train

- Working in the same pairs, have the children practice reading the story summary, one sentence at a time. One child reads out a sentence while the other mimes the actions he/she hears. Then have them swap roles, so that each child takes a turn reading.
- Finally give out a piece of paper or have children work in their notebooks to draw a scene from the last part of the story and write a sentence about what happens. They can refer to the story summary in Activity 2.

Extension and Portfolio Activities

Follow-up Work

- Play the whole video again and have the children think further about the value of the story (the importance of accepting help).
- Then write three possible values on the board, e.g. *Help other people! / Accept help when you need it. / Be proud of what you can do.*
- Discuss these with the class and have them choose the one they think is best for the story. Ask them to give their reasons. (They may need L1.)

Oral Retelling of the Story

- Have the children retell the whole story in pairs or small groups, using the worksheets to help.

Portfolio Activities

- Ask the children to add their drawing of a scene to accompany the story summary in Lesson 3.
- Ask the children to choose six new words from the story and make mini word/picture cards for these, e.g. picture on one side/word and/or explaining sentence on the other. These can be used as prompts for future retellings of the story.

Part 1

This is the story of a boy who became a very famous athlete. The story comes from Ancient Greece.

Long ago, there was a boy named Milo in the city of Kroton. Like most boys in Ancient Greece, Milo liked wrestling. He was very good at wrestling.

When Milo was nine years old, a man visited his father.

"Milo is the best boy wrestler in Kroton," the man said to Milo's father. "I want to train him for the Olympic Games."

"But he's very young," said Milo's father.

"There are events for boys. There is wrestling, rowing, boxing, and discus. I want Milo to do the wrestling event," said the man.

"OK. He can do it," said his father.

On the day that Milo started his training, his father gave him a big hug and said,

"Good luck. You can do it."

"Thanks," said Milo. I hope so.

And off he went with the man, to train to become an Olympic wrestler.

Did Milo train often? Yes, he did. He trained seven days a week. Did Milo train hard? Yes, he did. He trained all day.

A few years later, the teachers decided Milo was ready. He started to take part in competitions. When he competed in the Olympic Games, Milo won his first laurel crown. He was a hero in Kroton, everyone shouted,

"Hurray!"

"The champion!"

"Great job!"

Now that he was an Olympic Champion, was that the end of Milo's sports' career? No, it wasn't. It was only the beginning. Milo continued training, and he got better and better at wrestling.

But wrestling was getting too easy; he always won. Milo needed a new challenge, so he learned to do other sports. Soon Milo threw the javelin, too. He competed in the Olympic Games again and again.

Every time the champion competed, he won. Milo was one of the best Olympic champions of all time. He liked winning and he liked wearing the laurel crowns on his head.

Part 2

With all his training, Milo was very strong. So it was no surprise that he was good at weightlifting. Even when he wasn't training, Milo liked to show how strong he was. One day, an ox fell into a hole.

"Can you help?" the farmer asked Milo.

"Yes, I can," said Milo. "I'm the champion."

Milo lifted the ox onto his shoulders and carried it to safety.

"Thank you, Milo," said the farmer.

Another time, a roof on a building collapsed. Pythagoras, the famous mathematician, was in the building and he couldn't get out.

"Help me, please!" said Pythagoras.

"No problem," said Milo. "I'm the champion."

With no effort, Milo lifted the roof up, and Pythagoras escaped.

"Thank you, Milo," said Pythagoras.

Very soon, Milo was very famous all over. An artist made a bronze statue of Milo. But the statue was very big and heavy. No one could carry it. Was this a problem for Milo? No, of course it wasn't. The champion carried the statue himself.

"I'm the champion," he said and showed off his muscles.

Part 3

Even as an old man many years later, Milo continued to show off his strength. But as he got older, he became weaker. But although he wasn't as strong as before, he didn't like to admit it.

One day, walking through the forest, he saw a big tree on the ground. It was across the path. Milo decided to move the tree. He crouched down and started to try to lift the tree. But it was too heavy. It didn't move at all.

A young boy, riding past on a horse, offered to help Milo.

"Can I help you?" asked the boy.

"Can I lift it?" wondered Milo.

Milo looked at the tree and looked at the boy.

"I'm the champion, you know. Let me see if I can still lift it."

"I know. But that was a long time ago. Let's do it together."

Milo looked again at the tree and again at the boy. He knew he could not lift it alone. He was not strong enough. He was too old.

The boy smiled and came forward. Milo stood at one end, and the boy at the other end. Working as a team, they lifted the tree and moved it out of the way.

Milo was happy that he was still useful, even though he couldn't lift the tree on his own. He looked again at the boy, who was very strong.

"I can help you train to be a champion, if you want."

"Oh, thank you, Milo!"

"You know my name."

"Of course. You're Milo, the champion of champions!"

1 Unscramble the sports. Then watch and check (✓) the sports in the video.

1 g r n i u n n

..... running

2 s l w e n g r i t

.....

3 a n j e v i l

.....

4 s u d s i c

.....

5 v i d g i n

.....

6 w i r g o n

.....

7 o n g b i x

.....

8 t i w i g f e h l i n t g

.....

2 Make a profile of Milo the Champion. Draw and answer the questions.

		Milo
1	Where was Milo from?	Milo was from Kroton.
2	What was he good at?
3	How old was he when he started to train?
4	Did he train every day?
5	How often did he win?
6	Which other event did he do?

1 Watch. Write R (Reader) or V (Video).

- 1 Milo thought he could move the tree himself without help.R.....
- 2 Milo thought he couldn't move the tree alone.
- 3 The boy offered to help but Milo refused.
- 4 The boy offered to help and Milo accepted.
- 5 Milo and the boy moved the tree together.
- 6 Milo dropped the tree and it fell on his hands.
- 7 Milo was alone in the forest and no one helped him.
- 8 Milo offered to train the boy to be a champion.

2 Complete with words from the box.

horse heavy train strong ~~weaker~~ alone help tree

Milo became an old man. As he got older, he became **1**weaker.....

One day in the forest he saw a big **2** across the path.

He tried to move the tree but it was too **3**

Just then a young boy came riding past on his **4**

He offered to **5** Milo. Milo knew he could not lift the tree

6 So Milo and the boy worked together as a team to move the tree.

Milo was happy that he was still useful. The boy was very

7 Milo offered to **8** him to be a champion.

The boy knew Milo's name and called him the champion of champions.