



Years 0 – 3 One World
Theme: Similarities and Differences

Lesson Seven: One World

1D1/1D3 Students will take individual and collective action to contribute to safe environments that can be enjoyed by all

LO students will describe how the Olympic Ideals can benefit participation in sport and physical activities

Teacher note:

Similarities and differences: people come to the Olympic Games from different countries and different cultures but what binds them together at the Olympic Games is a philosophy (set of values) specific to the Olympic Movement. <http://www.olympic.org.nz/Article.aspx?ID=2997>

Activity 1:

Globe Ball

Play Globe Ball once again and discuss key learnings from initial game of Globe Ball i.e. it is easy when we all play together as opposed to one team playing alone (more people playing – less chance of the ball dropping).

Teacher note:

Describe the relationship between the Olympism (Olympic Ideals) and participating in the Olympic Games. For example athletes play sport but also learn life principles through sport (e.g.: fairness and friendship).

- This time give each group a name based on Universal Ethics valued by Olympism (i.e.: generosity, tolerance, unity, friendship, non-discrimination, respect for others).
<http://www.olympic.org.nz/Article.aspx?ID=2997>
- Use a giant beach ball to represent the world (Globe). Teachers introduce three of the universal ethics and as a class decide on what these would look like in a game of Globe Ball. NB children should have 2 -3 examples of what they can do in the game to demonstrate their Olympic Ideal.
- Two groups make the outside circle and one group plays in the middle. Outside groups cannot move but can touch the ball if it comes their way. Inside group can move and has three chances to see how many hits they can make without dropping the ball.
- Once the ball is dropped, inside team changes places with an outside team
- Teams must display characteristics of their universal ethic while playing the game and on completion of the game describe examples of how they represented their universal ethic

Key Questions:

How did you show tolerance, generosity and unity when playing your games?

How does tolerance, generosity and unity make playing games better? (teacher might give specific examples (e.g.: "Mia commented positively on someone else's effort").

How can you/do you use tolerance, generosity and unity in all parts of your life (not just games and sport)?

Activity 3:

Olympa-groove finale

Finish with Olympa-groove and now include some ancient moves also. (Suggest videoing and make a U_Tube link which Chinese correspondence school is able to link into).

Social Action phase:

Students use the examples of Olympism in action to list a set of positive characteristics of good game playing. Ideally this will grow into action in all areas of school and home life. These could be displayed around the school and specific examples noted by teachers could be acknowledged in assemblies.