



Years 7 – 8 Amazing Race

Theme: Continuity and Change

Lesson 7 - Social ACTION (Mahi a ngakau)

4D3/4 students will specify individual responsibilities and take collective action for the care and safety of other people and their school and in the wider community.

LO students will play an inequitable game and recognise instances of discrimination and the impact this has for participants

LO students will make comparisons between this game and issues China is confronted with

LO students will refine the game in light of Olympic Ideals and replay

Two Olympic facts for this lesson:

- Human Rights
- One World

Activity 1: Boys vs. Girls

Divided the class into two teams (boys vs. girls). Play a game of speedball (or own game option). Speedball is a combination of soccer and touch rugby. The game is played with a soccer ball and begins with soccer rules. The game changes to touch rugby rules when the soccer ball is kicked and caught by any player. Points are awarded when a goal is scored while in soccer mode or a touch down is made while in touch mode.

Activity 2: Boys vs. less girls

Play the same game only this time reduce the girls' team by a half; boys' team remains the same. While playing, the non-playing girls are required to stand silently on the boundary of the field.

Activity 3: One word whip around

At the conclusion of these games, each student is required to provide one word which summarises their feelings around participation/non-participation in this game.

Key questions and socio-critical thinking:

Who enjoyed these games?

Why did you enjoy these games? Why didn't you enjoy?

Which team was advantaged and how?

Who was disadvantaged and how?

Knowing what you know about Olympic values/Olympism how could you change this game?

China links (students should have researched issues for homework):

How does this game relate to Chinese issues?

What does China need to change?

How will the Beijing Olympic Games help them to make these changes?

What are 5 significant changes China has had to make to ensure they are adhering to Olympic Ideals?

Showcase China:

Activity 4:

Play a refined game implementing students' suggested changes relating to the Olympic Ideals

I.e. small sides, mixed ability, gender spread, decreased down time, points that relate to fair play etc.

Key questions:

How do changes suggested for the game above impact on the way games are played in the playground?

What 5 things will we need to change to demonstrate our school's lived response to the Olympic Ideals?

Activity 5

Amazing Race Finale:

Students must display and discuss their Truce Disc. Truce discs will now have 13 of the 14 taonga displayed on them. To seek the final Taonga 'one world' students must answer the following questions.

- **'One World'**

- **Activity**

Taonga Questions

How would you describe the meaning of 'One World'?

How does the idea of 'one world' relate to the Beijing Olympic Games?

Why do you think 'one world' has become an important aspect of the Beijing Olympic Games?

How are New Zealand and China alike?

How are New Zealand and China different?

Social Action Phase

'One School' Olympic Fuwa

Groups design a Fuwa representing the characteristics of their school and the Olympic Ideals/Olympism. When designing the Fuwa groups must consider that a Fuwa is a mascot which essentially represents their philosophy and values and is unique to the New Zealand culture.

These can be presented in a way that groups decide but must be displayed to the school in some way.

Students will need to consider

- the learning they have been doing around the Olympic Ideals (Olympism)
- discussions regarding equal rights, accessibility and opportunity
- the special characteristics and nature of their school