



## Years 4 - 6 One World Theme : Chinese Identities and Values

### Lesson 3 – Olympic identities and values

**Level 3 Achievement objective, D2** – Students will participate in communal events and describe how such events enhance the well-being of the community

#### **Learning objectives**

- Students will demonstrate how the Olympic Ideals can be shown in a movement context.
- Students will name instances of when the Olympic Ideals are evident in team or school events.

#### **Activity 1 – Seeking the taonga**

Refer to *Olympism – Attitudes and Values in Physical Education Yrs 5–7*, p. 16.

#### **Teacher notes:**

In preparation, teacher develops nine cards displaying an Olympic Ideal/ethic on one side and an icon associated with the Olympic Games on the other side. Refer to: *Olympism – Attitudes and Values in Physical Education Yrs 5–7*, p. 4 for Olympic Ideals and ethics. Icons of the Olympic Games are representative of the philosophy behind the Olympic Movement. These include: the Olympic flag, motto, torch, oath, creed, dove, wreath, truce, and medals. (Refer to Understanding Olympism: Building a peaceful and better world through sport and the Olympic Ideal, New Zealand Olympic Committee, 2000.

- Click here for [information about the Olympic aspects](#).
- Click here for information about [Olympic aspects of the Beijing Olympic Games](#).
- Click here for the group record sheet template. (to follow in appendix)

Address the above three bullet points of this activity.

- On completion of the orienteering tasks above, groups retrieve a card from their teacher displaying one of the Olympic Ideals/ethics. Students then create a sporting-related movement sequence emphasising the selected ideal.
- Teacher to take a photo representing Olympic Ideals/ethics and examples of how these ideals/ethics relate to class identities and values. Photos to be displayed and labelled with the associated ideal/ethic.

#### **Key questions**

- Which of the Olympic Ideals do you feel you already incorporate in your sport and your own life?
- How do the Olympic Ideals impact on the way children play in the playground?
- What could the school do with these ideals to enhance the well-being of all children in the school?

#### **Homework/ classroom task:**

Each group is given a selected Olympic icon. They should research and present information to the rest of the class. Shared knowledge and understanding will be demonstrated by including these as appropriate when designing and presenting an Olympic opening ceremony (lessons 5–7).

- What is the Olympic icon you are researching?
- What is the history of this icon?
- How does it illustrate Olympic Ideals/ethics?
- When and how is it used?
- How else could this icon be used or modified to give it even more meaning?

Extension – Are there any symbols/icons in school or life that have special meaning or illustrate important values in a similar way to Olympic aspects?