



Years 7 – 8 Amazing Race

Theme: Continuity and Change

Lesson 3 – 1896 Athens

http://www.olympic.org/uk/games/past/index_uk.asp?OLGT=1&OLGY=1896

4B2 Students will demonstrate willingness to accept challenges, learn new skills, extend their abilities in movement related activities

LO students will participate in a variety of novelty movement activities replicating sports/themes from the first Modern Olympic Games

4C3 Students will describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people

LO students will investigate five universal ethics from the Olympic Ideals

LO students will describe the characteristics of these ethics in relation to sport and playing games

LO students will demonstrate these universal ethics when participating in Sport

Activity 1

'World Wind'

Discuss the answer to the Chinese Whisper which indicates the origin for today's lesson. Class will travel forward in time to Athens. Identify where in the world Athens is in relation to both Olympia (our previous location). As a class decide on the number of laps around the field that would equate to an imaginary journey between Olympia to Athens. Compare to imaginary distance from New Zealand to Olympia. Each group must travel as a team (World Wind) to the new destination.

Activity 2

'Run Riot'

Divide the class into two big teams and play a game of soccer without formal rules (just set up the safety rules required).

Teacher note

The intention of this game is to highlight

- *The need for rules for effective game playing*
- *that playing games and sport is a potent context for teaching and learning values*

Pause play and consider the following questions:

How did it feel to play this game?

How would we change the game to ensure all students were involved and played fairly and what would this look like?

Why is it important that this happens?

What was learnt by playing the game in this way?

Refine game by establishing rules as a result of responses to questions above. Return to game.

Ask the following questions:

How did it feel to play THIS game?

How did the changes to the game improve things for everyone?

What can having rules teach us?

Three relevant Olympic Taonga for this lesson

- Pierre De Coubertin
- Olympism
- Olympic rings

Showcase China:

Teacher will begin with a blurb/narration that essentially expands on the above taonga and then play associated activities. **Information for narration can be found on** (www.olympic.org)

- **Pierre de Coubertin** – Frenchman, founder of the Modern Olympic Games. He modernised ancient Greek ideals and launched them to the rest of the world through the staging of the Modern Olympic Games – first of those held in Athens in 1896 (Understanding Olympism, 2000, p.1, www.nzoc.org.nz).
Activity: Petanque: either play within teams if there are 5 sets otherwise, play teams vs one another if less http://www.discoverfrance.net/France/Sports/DF_boules.shtml
- **Olympic rings** – 5 interlaced rings coloured blue, yellow, black, green and red (just as the students' teams are) collectively symbolise the five continents united by Olympism (Africa, Asia, Europe, Oceania and Americas) and the meeting of athletes from around the world at the celebration of the Olympic Games (Understanding Olympism, 2000, p.3
<http://www.olympic.org.nz/Shop/Product.aspx?ID=3735&ProdID=3743>)
Activity: Human Knots (Rhonke, Silver Bullets) Each team stands in a circle placing the right hands into the middle and joining with another right hand, placing left hand into the middle and joining with another left hand. This should form an effective tangle and the team must attempt to untangle without releasing hands to form a circle(if done quickly, join with another group and repeat task)
- **Olympism** – Is a particular set of life principles that can be explored and taught through sport. There are 4 values as follows: balanced development of body, will and mind; joy found in effort; educational value of being a good role model for others; and respect for universal ethics including tolerance (rangimarie), generosity, unity, friendship, non-discrimination and respect for others (Manaakitanga - support for others; awhina – helping assisting, befriending, providing moral support)
Activity: Co-operate and Compete, p.28. Refer to Curriculum in Action Olympism: Attitudes and Values in Physical Education.

Alternative is to allocate each group a specific Universal Ethic (tolerance, generosity, unity, friendship, respect for others). Groups make a list of what their allocated Ethic would look like, sound like and feel like when playing a co-operative game. Choose a co-operative game to play and groups must participate, demonstrating characteristics of their universal ethic.

Read Olympic Story which highlights an example of lived ideals - see appendix and/ or <http://en.beijing2008.cn/education/stories/>

Key Questions:

What did Pierre de Coubertin believe about sport and learning?
What are some of the universal ethics you saw other teams portray and how were these portrayed?
Which of these universal ethics do you think are most important and why?
How could you teach your friends about this in the playground?

Truce time: relevant information from this session is discussed and each team is required to ask a question to the class.

Deliver Chinese Whisper:

Chinese Whisper: Chinese Whisper: "This is a 'journey of harmony' what do the FUWA say?"