



Years 9 – 10

Theme: Sustainability

Lesson three: Olympic Games Focus – Beijing 2008

5D1 Students will investigate societal influences on the well-being of student communities
LO students will participate in a range of Chinese cultural games
LO students will identify the characteristic of the FUWA mascots for the Beijing Olympic Games 2008
LO Students will be able to demonstrate the characteristics of the FUWA – mascots when playing cultural games

A celebration of the host nation's culture and identity
Understanding Olympism

Key Questions

What do we know about China?
What are the great things that China would choose to highlight in their celebration of the Olympic Games?
How has Beijing chosen to market the Olympic Ideals to the world (in particular the youth of the world)?

Teacher note

Teacher will need to make five information cards containing information about the five Fuwa (Olympic Mascots). Blessings and elements of nature are represented in the characteristics of the Fuwa. Each Fuwa also represents an animal and a colour of the Olympic Rings.

<http://en.beijing2008.com/80/05/article211990580.shtml>

Activity 1

Fuwa – Chinese Culture and Identity

Introduce the Fuwa and their characteristics

The class is divided into 5 groups. Each group is allocated a Fuwa (Olympic Mascot) card (link provided here)

Each group describes how China has represented the Olympic Ideals (Olympism) through each specific Fuwa.

Activity 2

Chinese Cultural Games

Chinese cultural games adapted from

(<http://www.travelchinaguide.com/intro/focus/sport-land.htm>)

Teacher note

The activities are presented to the class as a class group, but groups remain in their five Fuwa teams. For example, there will be five groups of tug of war at the same time. The purpose of remaining in the Fuwa teams is that each group can bring the relevant characteristics of their Fuwa alive while participating in the activity

1. Tug of War (Bahe)
2. Lion Dance (Wushi) Spring Festival:
Tag Game based on the Lion Dance, 4 members per team, 3 holds hand, 4th lion tries to tag selected lion from team of 3
3. Dancing among bamboo pole (Tiao zhugan): like elastics.

Showcase China:

In Chinese culture, poles are horizontal and parallel and are moved in and out and up and down. Suggest these are kept static but are moved higher on each successful turn

4. Stepping on High (Gaojiao): Stilts.
Suggested for age group make tin can romper-stompers (tin cans upside-down and rope threaded through to be held at Elbow level)
5. Tai Chi: Students use slow motion actions to represent the letters of their names.
The rest of the group follows

Key Questions

What have we learnt about China through these games?

China has identified three important aspects of the Beijing Games and they are as follows; People's Games, Green Games, Technological Games

Why do you think China has chosen these three aspects?

What has changed in China as a result?

How do these changes impact on the youth of China?

Discuss how some of these changes could be sustained?