



## Èr Two: One world one dream

Focus concepts	Effective teaching
<ul style="list-style-type: none"><li>• Interaction</li><li>• Culture</li></ul>	<ul style="list-style-type: none"><li>• Enhancing the relevance of new learning</li><li>• Encouraging reflective thought and action.</li></ul>

See the link <http://en.beijing2008.cn/spirit/beijing2008/graphic/n214068253.shtml> for more on the slogan of the Olympic games.

### Learning intentions

Students will:

- view the Bid video/or images for the Beijing Olympics and consider how China uses images of culture and heritage;
- examine in pairs/groups some selected images of China and consider why these are important;
- participate in groups to design a webpage that represents images of a country (New Zealand or others) and justify their choices.

### Profile of China – the bid

View the **Bid video for the Beijing Olympics** and/or **images** on the Beijing Olympics official site. Before you view it, ask the students to note down their responses to the questions: *How does Beijing promote itself to the world? What images are used? What do the images reflect?* and ask them to reflect on these during the viewing.

After the viewing (students may need more than one viewing), construct a star diagram together showing answers students found to these questions.

#### ***As students complete these activities, look for:***

- What connections do students have to prior knowledge about China/Chinese culture?
- What understanding of concepts such as heritage do students show?
- What will be needed to support learning within these conceptual understandings?
- What images are used to represent people and places?

### A webpage for Beijing

In selecting ideas for the Olympic bid, China promoted many key aspects of its culture and heritage. A student from Beijing, China was asked to develop a front 'webpage' to capture the important images of China for other students in the world.

- a) View this example from Zhou Jiacheng, a teenager who has selected six images for Beijing, China. (**Appendix 6**)
- b) Copy and cut up **Appendix 7** (i.e. cut sheet up to separate each image from the information about it and give students either the image or the information part. Ask students to 'find' their matching image/description and form a pair. Then see if there is another matching pair – join to form a group of four.
- c) Each groups reports back to the class on their image of China, informing the class about why it is important and why it has been selected on the webpage.

d) In the same groups –

- **Your task:** Your class has been by the Olympics committee to prepare a web page to profile your country to host a future Olympics. It is an initial scoping in which you need to present your country as **unique** from every other one. Include the distinctive elements of **culture and heritage** about your country. You also need to be able to justify your choices.
- Images are more important than words – not everyone in other countries will be able to read high-level English language. The layout is important to engage with the target audience. Working as a group, decide on the images you will use, and then develop these into one final website version. Develop your design in paper OR on a webpage using photos etc.
- **Considerations:** What is most important about NZ culture? How can you show this? What images best represent this? How can you present this in a way that encourages the Olympics Committee to find out more about NZ (e.g. colour, fun, action? Interest?, student-related images).

(OPTION – all students could focus on New Zealand, OR you could select a number of countries and allocate these to groups/or groups could choose a country).

You can only choose **6 images** on the front webpage – what would they be? Why?

e) Once the groups have their design and selected images, they could complete this table.

Images from NZ	What does it show us about culture/heritage?
e.g. Silver fern	

### Perspectives thinking

Join together and participate in a 'Bid Ceremony' in which each group presents their 'webpage' to the others and justifies their choices.

#### Key questions

- *Why have the different groups selected different images?*
- *Is there one view of NZ?*
- *Where does our view come from/ ie what informs it? Values/beliefs*
- *Is this a balanced view? Does it show bias?*
- *How did other representations affect your views?*
- *How could these images change in 20 years time?*

**NOTE:** Be aware that the important aspect of this activity is their **justification**. **NO ONE ANSWER IS CORRECT**. The link to culture and heritage is key – do these images consider the past as well as the present culture of a place?

**Critical thinking** The student groups chose different images – why? Is there just one image of NZ?/another country? What affects our choices? (eg media, culture, education etc.). Consider writing or debating these points after reflecting on the learning.

The class could consider the most appropriate 'webpage' to send to the Committee.

