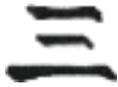


Showcase China:



San – Three: Beijing 2008 – World View

Curriculum connections	Focus concepts	Effective pedagogy
<ul style="list-style-type: none">• Social sciences• English• Languages – Chinese• Visual arts	<ul style="list-style-type: none">• Sustainability• Culture and heritage	<ul style="list-style-type: none">• Providing sufficient opportunities to learn.

Learning intentions:

Students will:

- view Olympics videos/images and analyse cultural symbolism used in these;
- process their findings by presenting their ideas (see options).

Olympic symbols

If possible view the making of a chop for the Beijing Olympics.

OR view the images of the Olympics games - <http://en.beijing2008.cn/spirit/beijing2008/>

View the logo for the Beijing Olympics – notice how it has been developed from jing (2nd character of Beijing):

http://www.olympic.org/uk/games/beijing/index_uk.asp

Optional extras:

- a) Examine Olympic symbols/pictograms from earlier Olympics (search under Olympic symbols). Compare and contrast these to the symbols for Beijing 2008. Design a chop to represent an image for NZ. (See Activity 4 on how to make a chop.)
- b) Analyse visual text – e.g. the **Bid video** or the **opening ceremony** OR access images on Olympics Beijing site (<http://en.beijing2008.cn/>)

Before watching the video clip, have the students predict what they will see. (consider colours, images and symbols). Encourage students to record as they view (e.g. words, images etc). Watch more than once.

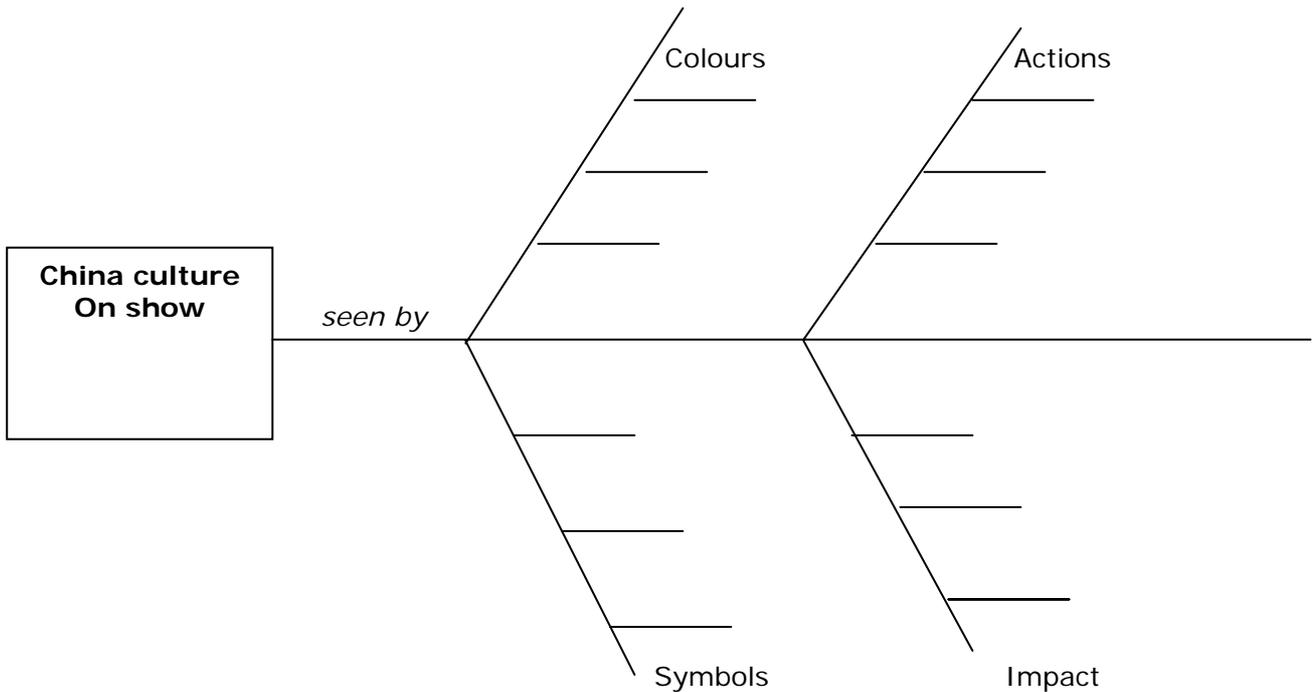
- What images are represented? Why?
- Analyse the visual / written language – e.g. imagery; symbols (e.g. dragon).
- What does the logo communicate? To you? To Chinese?
 - How does the logo link to Chinese culture and language, and previous Olympic imagery? Consider use of line, positive and negative space, shape, typography and colour.
 - How do these images link to what we already know about China and Chinese culture?

Teacher prompt questions:

- What is Beijing presenting to the world – what do they show that they value through the images and items selected?
- What does the text tell us? (write these down)
- What do they value from their past and present?

Complete the fishbone diagram by describing the impact and effect on the 'riblets'. Fishbone diagram.

Showcase China:



Choose from the following options to develop understandings from here:

a) Diary

Write a diary of one of the athletes or a viewer of the opening ceremony or of the Bid video – note feelings, links to Chinese culture, wonderings etc.

b) Newspaper report

Write a news report for Reuters as a summary of the opening ceremony – choose an identity or a perspective to do this from. For example, it could be a New Zealander visiting the Games; a Chinese official reporter; a blogger and so on. Use the templates to explore or analyse current issues further.

c) Chun liang or Dui liang – Spring Festival poems

Examine the Chinese tradition of writing couplets – these are done for Spring Festival/New Year. See the website: <http://www.chinapage.com/duilian/chunlian0.html>

Like a haiku, the chun lian uses very few words and each one is chosen carefully. An English translation for one reads (the poem is set out as if around a “door frame”):

Top (horizontal across): Whole Earth Returns Spring

Left (vertical) line: Winter gone mountain clear water sparkles

Right (vertical) line: Spring comes bird sings flower fragrant

Students could develop a number of versions of these. Consider presenting them in the traditional style – such as around the doorway.

d) Postcard – write TWO postcards -

One from a visitor to Beijing to see the Olympics and one from a local person from China. Imagine viewing the SAME day from two different sets of eyes – What would be different? What would be the same?

Present findings and summaries to the Art class to use for their development of visual arts linked to China.