

# Showcase China: Beijing Olympics, 2008

## YEARS 9-10

### How do we express our heritage and culture today?

#### CURRICULUM CONNECTIONS

##### Level 5

These activities support and integrated approach to the learning about China, and the wider context of Asia. They draw on **key concepts** that carry across a number of learning areas. Specifically at this level, students will explore, in an integrated way, the concepts of culture, heritage, sustainability, change and perception. Achievement objectives that could support this learning are included below. Schools are encouraged to pursue further learning in each area as is appropriate for their programmes. (See the section **Where to next?** At the end of this unit.)

**Through the course of this unit of learning, students will consider that:**

- o cultures **change, adapt**, are expressed and **sustained** by the actions of groups and individuals;
- o how we perceive a **place** is influenced by the **images, values** and **ideas** communicated by people, their **culture and heritage**.

**As they ...**

Social sciences	English	The Arts	Languages
gain knowledge skills and experiences to understand how: <ul style="list-style-type: none"> <li>• cultural interaction impacts on cultures and societies; (L5)</li> <li>• people's management of resources impacts on environmental and social sustainability; (L5)</li> <li>• cultures adapt and change and this has consequences for society. (L6)</li> </ul>	<ul style="list-style-type: none"> <li>• recognise, understand, and considers the connections between oral, written and visual language; (L5)</li> <li>• use a wide range of oral, written, and visual language features to create meaning and effect and to sustain interest; (L5)</li> <li>• select and use appropriate processing and comprehension strategies with confidence;</li> <li>• think critically about texts with understanding and confidence (L5)</li> </ul>	<b>VISUAL ARTS</b> <ul style="list-style-type: none"> <li>• investigate and consider the relationships between the production of art works and their contexts and influences; (L5)</li> <li>• compare and contrast the ways in which ideas and art-making processes are used to communicate meaning in selected images; (L5)</li> <li>• apply knowledge of selected conventions from established practice, using appropriate processes and procedures. (L5)</li> </ul>	<ul style="list-style-type: none"> <li>• learn to communicate initial greetings, introductions, family members, numbers, and likes and dislikes;</li> <li>• develop some initial understandings of the structure of language;</li> <li>• learn about the links between culture and language.</li> </ul> (Level 1 emergent) The approach will be influenced by the prior understanding of your students.)

#### Challenges to a secondary school

The learning in this unit is approached in an integrated way because the themes/big ideas benefit by the **combined** and integrated approach of a number of learning areas. The structure of most secondary schools, where units of learning generally take place within individual learning areas, means that this will present some challenges, but such an approach will greatly enhance the learning and experience of students.

If possible, before starting the unit, meet with teachers from other learning areas to consider how you could approach the learning in an integrated way. For example, you could consider team teaching, swapping classes and/or periods or you could plan ways of sharing learning so far.

## Showcase China:

One option is for one learning area to take responsibility for coordinating the activities with the other learning areas. Alternatively, one teacher could teach all activities with support and advice from teachers of the other learning areas.

After completing the unit (estimated time three weeks), individual curriculum learning areas could pursue an aspect of learning in greater depth.

### Where to Next?

#### Further possibilities for learning

This integrated approach sets teachers up well to develop further learning within their area of expertise.

Years 9-10			
Visual arts	English	Social sciences	Language - Chinese
<ul style="list-style-type: none"> <li>• Use the idea of the Olympic symbols and using wood cuts develop your own versions of symbols/flags or banners. These could reflect sport but also could be signage for your school, representative of the cultural groups in your school etc.</li> <li>• Create a photo essay, on chosen theme expressing our culture or one world, one dream from a NZ perspective using digital cameras and using photographers' work. Refer: <a href="http://www.asiasociety.org/arts/chinaphotos/">http://www.asiasociety.org/arts/chinaphotos/</a></li> <li>• Create collaborative collages using digital images,</li> </ul> <p>Refer to the work of Hong Hao as a model for your work  <a href="http://www.chinesecontemporary.com/hong_hao.htm">http://www.chinesecontemporary.com/hong_hao.htm</a>                      (other sites available)</p> <ul style="list-style-type: none"> <li>• Develop responses in drama, music and dance to ideas about the culture and heritage of China.</li> </ul>	<ul style="list-style-type: none"> <li>• Design an Olympic bid for New Zealand – students could use the Olympic criteria and present this in the form of a storyboard, a powerpoint etc. Students could show this to their own class or another/wider community focus.</li> <li>• Develop writing using the Olympics as a starting point – consider the perspectives of athletes, managers and organisers.</li> </ul>	<ul style="list-style-type: none"> <li>• See English idea but focus on identity culture and heritage.</li> <li>• Develop further inquiry into some of the questions students raise;</li> <li>• Use current issues to look at issues of sustainability and the Olympics and the use of resources and the environment.</li> <li>• Examine the photo essay – Fifty years inside the People's Republic and consider your own photo essay or a plan for someone else in New Zealand.  <a href="http://www.asiasociety.org/arts/chinaphotos/">http://www.asiasociety.org/arts/chinaphotos/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Pursue further learning in Mandarin Chinese by ordering the Hao kit or – contacting the International Languages Aotearoa New Zealand (see information in Introduction).</li> </ul>