Educational kit
Contents

Introduction
The Olympic Games in Beijing p.5
The educational kit: looking at China through the window of the Games p.7

Themes
The icons of Beijing 2008 p.9
The impact of the Beijing Games p.15
Here and there, looking at cultural identity p.21

Step-by-step visit of the exhibition p.33

Pupil Worksheets
Ages 8-12
The icons of the Games, between tradition and modernity p.41
The impact of the Beijing Games p.51
Step-by-step visit: the exhibition, a source of information p.53

Ages 12-16
The impact of the Beijing Games p.57
Here and there (discussion grid) p.61
Step-by-step visit: the exhibition, a source of information p.67

Suggestions for further study p.69

Bibliography p.71

Practical information p.75
The Olympic Games in Beijing

The Beijing Olympic Games...

When?

From 8 to 24 August 2008
Four years after the Olympic Summer Games in Athens, Four years before the Olympic Summer Games in London...

Opening ceremony, a symbolic timetable: the Games begin on 8 August 2008 at 8.08:08 p.m. local time. In Chinese culture, eight is a lucky number, a symbol of prosperity and good fortune. During this spectacular ceremony, the Olympic flame will be used to light the stadium cauldron.

Closing ceremony: 24 August 2008
The Olympic flag is passed on to the city that will host the next Games.

What?

The official competitions
The Beijing 2008 programme contains the same 28 sports that comprised the programme of the Athens Games in 2004. A small number of the 302 events are new [including BMX or Bicycle Moto Cross, the 10km marathon swimming events for men and women, and the women’s 3,000m steeplechase in athletics].

How?

The Games are organised by the Organising Committee of the host city. In Beijing, this is known as BOCOG (Beijing Organising Committee for the Games of the XXIX Olympiad). BOCOG wants to organise “green, high-tech and people’s Games”.

“Green Games”: the sports infrastructure must be built in a way that meets environmental protection criteria; reforestation campaigns and numerous other awareness-raising initiatives are being carried out.

“High-Tech Games”: they are a showcase for technical and scientific innovation, as well as for the richness of the Chinese civilisation and people.

“People’s Games”: they promote cultural exchanges between countries all over the world.

The slogan of the Games
“One World, One Dream” conveys the Olympic spirit and the values of friendship, progress and harmony between nations. The Games symbolise the ideal of peace and humanity, a dream shared by all. Through the Games, Beijing will welcome the world and invite it to discover its culture, while emphasising its desire to take its place in the family of nations. It should be noted, for example, that New Beijing has been designed by architects from all over the world.
Where?

The Games will be held in the People’s Republic of China, in Beijing (in Chinese, 北京 means “capital of the north” 北京). Beijing, which became the capital for the first time in 1264, is a city with around 16 million inhabitants. China’s population is 1.3 billion.

The Games will be staged at 37 venues: 12 are new, 11 renovated, 8 temporary and 6 situated outside the capital (equestrian sports in Hong Kong, sailing in Qingdao, football in Tianjin, Shanghai and Shenyang).

Beijing National Stadium (Bird’s Nest)

This stadium will host the opening and closing ceremonies as well as the athletics and football competitions. It was designed by Swiss architects Herzog & de Meuron, in collaboration with China Architecture Design & Research Group. Chinese architect and artist Ai Weiwei is the artistic consultant.

Capacity: 91,000 during the Olympic Games.

© IOC/John Huet

Why Beijing: what are the IOC’s selection criteria?

In order to host the Olympic Games, a city must meet certain criteria laid down by the International Olympic Committee (IOC): sports infrastructures already in place, transport and accommodation available, environmental protection measures, motivation of local authorities and citizens, sufficient level of technology, adequate health system, guaranteed level of security, etc.

According to the IOC, taking the Olympic Games to China, the home of one-fifth of the world’s population, will have social and economic spin-offs.

This decision has been questioned by some NGOs committed to the protection of human rights and the environment. They are using the Games to draw the world’s attention to the measures that they think China should take quickly (anti-pollution initiatives, respect for minorities, freedom of the press, etc.).

The Games are bound to give rise to discussion and dialogue. However, they cannot be expected to resolve all problems.

“The Games can only be a catalyst for change and not a panacea.” (Jacques Rogge, IOC President, August 2007)
The Beijing 2008 exhibition presents modern-day China – with a special focus on Beijing – in Olympic Games year. It describes the role of sport in China, the history and evolution of a society on the move, the significant architectural changes under way in Beijing and current ecological issues. Part of the exhibition is devoted to graphics and design through the icons of the Games.

In order to study China and the Beijing Olympic Games in the classroom and then to prepare for a visit to the exhibition, this kit proposes three thematic approaches, suitable for children aged 8-16:

A. The icons of Beijing 2008
What are the Olympic Games? The children learn about the Beijing Games through the Olympic icons: emblem, torch, torch relay, pictograms, mascots and medals. Through these icons, they discover some of the main elements of Chinese cultural tradition and learn how a city chooses to present itself to the world.
Suggested age group: 8-12

B. The impact of the Beijing Games
The Olympic Games are more than just a two-week event. Their lifetime is much longer than that: seven years of preparation, 16 days of celebration and sporting competition (8-24 August 2008), followed by knock-on effects lasting several decades. The complexity of an event such as the Games demands global analysis of its impact (on the environment, economy and population). Pupils study the evaluation criteria used by the IOC, then go on to analyse an event of their choice from a sustainable development point of view.
Suggested age group: 8-16

C. Here and there, looking at cultural identity
The Olympic Games provide a great opportunity to study the culture of the host country. The pupils reflect on how this culture appears to them and how it is different or similar to their own. This is also a chance to highlight the multi-cultural nature of the class.
Suggested age group: 12-16

How do I use this pack?
This teaching pack contains:
- information for teachers about each of the three chosen themes. This information can be used to prepare for the class visit, to arouse the pupils’ interest, familiarise them with the Games and introduce them to certain aspects of Chinese culture;
- a step-by-step visit to the exhibition for teachers wishing to discover the exhibition on their own;
- pupil worksheets (to be completed before, during or after the visit);
- a photo CD of images used in the kit for classroom use.
The icons of Beijing 2008

For the visual identity of the Beijing Games, a major stylistic research project was conducted. The graphic designers who were commissioned to create the Olympic icons for this edition were mainly inspired by a number of Chinese traditions. They re-examined ancestral practices in order to link them to the latest technological advances. The Beijing icons therefore illustrate a subtle combination of tradition and modernity.

The emblem

What is an Olympic emblem?
It is the mark of an edition of the Games, a distinctive sign that includes the five Olympic rings. For each new edition of the Games, the Organising Committee comes up with an original emblem containing the Olympic rings. The five interlinking rings represent the union of the five continents.

The emblem of the Beijing Games, entitled “Dancing Beijing”, combines the tradition of the Chinese seal, the art of calligraphy and the theme of sport. Against a red background typical of the seal technique, a moving silhouette is depicted, running in celebration of victory. This figure resembles the Chinese character jīng, which means “capital” and forms part of the name of the host city (Beijing). It also seems to be inspired by the character wén, “writing, text, language”. The character wén, found in words such as wénhuà, which means “culture”.

Worksheets
- The icons of the Games, between tradition and modernity

Educational objectives
- To teach children about certain aspects of Chinese culture through the icons of the Olympic Games;
- To illustrate the links between tradition and modernity; to encourage children to think about how the past is reflected in our everyday life and the importance of tradition;
- To consider how a message is conveyed via a logo, mascot, etc.

Themes / Information for teachers

Chinese traditions. Reference points

Seals
Part of an ancient tradition and engraved by hand, seals are used to reproduce the same character by printing. The first seals were used to authenticate important official documents and were known as Xi. They were commonly used between 1600 and 771 BC, during the Shang and Zhou dynasties. Social structures gradually developed and a large number of private seals, called Yin, were created. For centuries, seals were part of everyday life for the Chinese. Administrative or artistic, private or institutional, they represented credit and commitment. Even today, calligraphers and painters use them as a signature and proof of authenticity.

The art of calligraphy
The Chinese characters were devised 3,500 years ago and have remained virtually unchanged. They are used by several Chinese ethnic groups, even though they speak different languages and dialects. The characters do not refer directly to a sound, unlike other writing systems. Our numbers are a good example of how this works: the figure “5” is understood by all westerners, even if they say it differently in their respective languages.
The pictograms

The 35 pictograms are also inspired by Chinese calligraphy. They each refer to one of the Olympic sports or disciplines: equestrian, triathlon, basketball, rowing, athletics, handball, wrestling, swimming, archery, canoe/kayak (flatwater), table tennis, taekwondo, tennis, artistic gymnastics, beach volleyball, softball, weightlifting, badminton, canoe/kayak (slalom), hockey, volleyball, rhythmic gymnastics, judo, water polo, modern pentathlon, diving, football, trampoline, cycling, baseball, synchronised swimming, sailing, boxing, fencing.

The role of the pictograms

In the context of an international event such as the Games, the pictograms represent a language understood by everyone. They are used to identify the Olympic sports and to help visitors find the different venues, for example.

Chinese traditions. Reference points

The characters of the seals

These pictograms are based on an ancient style of Chinese calligraphy: the characters found on seals. These characters were originally carved into animal shells, bones or bronze. The lines that make up the characters are more stylised than those used in modern calligraphy. The use of simple lines seemed appropriate in order to create easily identifiable pictograms.

For a detailed commentary of the pictograms (in French), visit the “Papiers de Chine” website: http://papiersdechine.ch/site/chinois.php

The torch

The Olympic torch carries the Olympic flame. A new torch is created for each edition of the Games in a design inspired by the culture of the host country.

Made of very light aluminium, the Beijing torch is designed in the shape of a curved scroll 72 cm high, the end of which resembles a “lucky cloud”. The cloud motif is also used to decorate the upper part. The main colour is red, reminiscent of Chinese lacquer. The shaft of the torch is covered in a rubber-based glaze, making it easier to hold.

The shape of the torch is a reference to paper, one of the most important inventions of Chinese civilisation. According to a Chinese saying, “paper cannot stop fire”. In this Olympic torch relay, paper will be carrying fire!

LI Fenglang, Design Director of the Innovation Design Centre of Lenovo (one of the torch relay’s financial partners) explains:

“We had an idea: to promote the civilisation of paper, which was invented by the Chinese. Paper is used to record historic events. And today we can use it to present Chinese civilisation to the world. This design fits the bill from historical, cultural and political perspectives.”

While the design of the Beijing torch is inspired by different Chinese practices and traditions, it also illustrates the very latest scientific research. A special process was developed to make the flame resistant to wind and rain. In accordance with environmental requirements, the fuel used is propane. After combustion, all that remains is CO2 and water vapour, representing a minimal risk for the environment.
Chinese traditions. Reference points

The cloud motif
According to Chinese tradition, the cloud is a very ancient decorative motif. It is particularly found on buildings, sculptures, household utensils and furniture. The image of the “lucky cloud” means: “common origin, harmonious coexistence”.

Paper
The inventor of paper is said to be CAI Lun, minister of agriculture during the 2nd century AD. He is thought to have been inspired by wasps who, in order to make their nests, tear off bamboo fibres and soften them with their saliva. When it dries, the resulting pulp becomes very rigid.
Papermaking techniques using bamboo, and later blackberry bush bark, flax and hemp remained in the hands of the Chinese and Japanese until the 8th century. They were then copied by the Arabs, who introduced them to the West. Paper made in this way was first found in Egypt in around 900, in Spain in the 11th century and then in Italy and France in the 14th century.
In China, books and paintings used to be stored in the form of scrolls, rolled round a stick. When it was unrolled, the strip of paper could measure several metres. The calligraphic texts were written from right to left, top to bottom.

Red “Chinese lacquer”
Chinese lacquer comes from the resin of the “lacquer tree” (or sumac). The sap is collected in small bowls placed around the tree, underneath cuts made at the foot of the trunk. It becomes slightly darker as it is exposed to the air and takes on an elastic consistency. Stored in a humid environment, away from any dust, it breaks down into successive layers. The top layer, which is considered the best, is used as finishing lacquer.
Lacquer makes objects highly resistant to water, vibration, scratching and general wear and tear. It symbolises celebration, fervour and luck.

The torch relay
Before the opening of every edition of the Games, the Olympic flame is lit in Olympia, Greece, and carried by thousands of runners to the Olympic stadium in the host city. It thus symbolises the universality of the Games and the union of nations.
The torchbearers are selected by the cities that host the relay, the International Sports Federations and the financial partners of the relay. They are chosen through an internal nomination process and a public procedure in accordance with several criteria (merit, motivation to spread the Olympic spirit and a message of peace).
For the Beijing Games, the flame will be lit on 24 March 2008 and will travel 137,000 km in 130 days through all five continents, further than any previous Olympic relay. The flame will even climb Mount Everest (Himalaya) to an altitude of 8,848 m!
To see the full itinerary, visit the official relay website: http://torchrelay.beijing2008.cn

The theme of the relay: Journey of harmony
Despite the theme, this relay is proving controversial. The island of Taiwan has refused to allow the flame onto its territory because of the route proposed by the People’s Republic of China. The flame’s journey up Everest has also caused a great deal of outcry. Environmental NGOs are particularly concerned about the ecological consequences of building a paved road in order to make it easier to carry the flame up the world’s highest mountain. The road will also enable increasing numbers of tourists to access the mountain more easily, which could also contribute to environmental damage.
The mascots

Five fuwa (children bringing good luck) have been chosen as the official mascots of the Beijing Games. The fuwa are inspired by the colours of the Olympic rings and popular animals in China: the fish, the panda, the Tibetan antelope and the swallow. One of the mascots represents the Olympic flame rather than an animal. Their headpieces embody elements of nature: sea, forest, fire, earth and sky.

The name of each mascot contains two syllables: Beibei (贝贝), Jingjing (晶晶), Huanhuan (欢欢), Yingying (迎迎) and Nini (妮妮).

When you put the first syllables of each name together, the result sounds like “Beijing huanying ni”, which means “Welcome to Beijing”.

These mascots convey a message of peace and friendship. Each of them symbolises a particular blessing. In this way, they uphold an important Chinese tradition, spreading good wishes through signs and symbols. For example, at New Year, children are given red envelopes containing money. Chinese people also have figurines to attract good luck and happiness, while good wishes are written on each side of their front doors. Of course, the mascots’ role also includes inviting everyone to participate in the celebration of the Games.

Beibei

In Chinese traditional art, fish and water designs symbolise prosperity. The undulating lines of Beibei’s headpiece are reminiscent of the stylised waves found in traditional Chinese paintings. Beibei is good at water sports and reflects the blue Olympic ring.

Jingjing

Jingjing, the panda, brings the blessing of happiness. The lotus flowers around his face are inspired by the porcelain paintings of the Song dynasty (960-1234 AD). They symbolise the lush forest and the harmonious relationship between man and nature. An athlete noted for his strength, Jingjing represents the black Olympic ring.

Huanhuan

Among the mascots, Huanhuan is the big brother and embodies the Olympic spirit. A child of fire, he symbolises the Olympic Flame and the passion of sport. The fiery designs on his head are drawn from the murals of the Dunhuang Buddhist temple (Gansu province). Huanhuan excels in all ball games and represents the red Olympic ring.

Yingying

The Tibetan antelope is a protected species unique to the Qinghai-Tibet plateau. Yingying reflects the idea of Green Games, symbolises the vastness of the country and carries the blessing of good health. Strong in athletics, Yingying represents the yellow Olympic ring.

Nini

Kite-flying is a very popular activity among children in Beijing. The golden winged swallow is a traditional kite shape. Nini symbolises good luck. She is good at gymnastics and represents the green Olympic ring.
福娃晶晶
Jingjing
福娃迎迎
Yingying
福娃贝贝
Beibei
福娃妮妮
Nini
福娃欢欢
Huanihuan
The medals

The obverse face of the Beijing medals shows the same image as that of the medals at Athens 2004 (design prescribed by the IOC): Nike, Greek symbol of victory, with the Panathinaikos stadium in Athens, venue of the first modern Olympic Games in 1896, in the background.

The reverse side is inlaid with a jade disc, inspired by an ancient Chinese piece called Bi (this type of round disc with a hole in the centre is an ancient symbol in China, since the first examples date back to Neolithic times). Jade is an integral part of Chinese culture; it represents beauty and excellence in all things. The medal hook is inspired by the dragon motif, the oldest example of animal symbolism in China.

The colour of the jade differs according to whether the medal is gold, silver or bronze, but the quality is the same. Besides, the very nature of this mineral means that each medal is unique.
What is sustainable development?

The concept of "sustainable development" involves analysing an event in its entirety, taking into account:

- the environmental, economic and social dimensions of an event;
- the interests and needs of future generations;
- the interests and needs of countries in the northern and southern hemispheres.

Thematic / Information for teachers

The impact of the Beijing Games

“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs”

[Brundtland Commission, 1987].

Worksheet

- The impact of the Beijing Games: image analysis

Educational objectives

- To raise pupils’ awareness of the environmental, human and economic consequences of an event such as the Games (positive and negative);
- To encourage them to transfer this knowledge and apply it to other events and their everyday lives;
- To enable them to assess whether the basic principles of sustainable development are respected by a particular project; to teach them to suggest ways of preventing negative consequences.

Taken from: http://www.bve.be.ch/site/fr/print/index/aue/bve_aue_ent_nektbe.htm
The IOC and sustainable development

In 2003, keen to protect the environment, the International Olympic Committee (IOC) launched a global analysis of the Games’ impact on a region, considering it in terms of sustainable development. Since then, it has taken into account the impact of the environment (air and water quality) on the practice of sport and, conversely, the impact of practising sport on the environment (construction of sports infrastructures). In order to measure these effects, it set up an analysis tool, the Olympic Games Global Impact report (OGGI).  

The aim of an OGGI analysis is to help the Games organisers to understand and quantify the impact of the Games on the host city or country. It examines more than 100 analysis criteria, split into three categories. A sample is listed below:

**Environmental**
- Quantity and quality of water (reserves and consumption);
- Air quality (pollution levels);
- Deforestation - reforestation;
- Quantity of energy consumed;
- Waste treatment;
- Transport: road networks, public transport, traffic, distance between venues;
- Construction of new venues and possibility of re-use after the Games.

**Social**
- Educational activities (raising awareness of Olympic values amongst young people and the general public);
- Access to and participation in sport (what types of sport, where, etc.);
- Health services;
- Security level, crime rate;
- Internet connections and external communication;
- Respect for fundamental rights (freedom of expression, access to sport, etc.).

**Economic**
- Hotel infrastructure and occupancy rate;
- Analysis of tourist expenditure (accommodation, food, purchases, transport, leisure, etc.);
- Number of jobs created by the Games;
- Wages;
- Hosting of international events, number of new foreign organisations.

The Beijing Olympic Games and sustainable development

Beijing was elected as host city of the Games of the XXIX Olympiad on 13 July 2001. It had bid alongside four other candidate cities: Osaka (Japan), Paris (France), Toronto (Canada) and Istanbul (Turkey). Since that date, Beijing has been putting every effort into its preparations to host 10,500 athletes from 205 countries and territories, 20,000 media representatives and 2 million spectators!

However, the Games are not limited to the duration of the sports competitions (16 days) nor to the Olympic venues. The Games also have an impact on the environment (urban and natural), the economy and people’s everyday lives. Such impacts can be seen and measured before, during and after the Games.

---

2 Taken from: www.olympic.org/upload/news/olympic_review/review_2006101915623_UK.pdf
Environmental impact

Protection of nature

Ensuring that the Beijing Games are Green Games is a priority for the IOC. Air and water quality and the risks to athletes’ health are key issues. In order to host the Games, the Chinese government had to take measures to protect nature. The aim is to reduce the environmental damage caused by nearly 30 years of rapid industrial growth: 17 of the 25 most polluted cities in the world are in China!

Furthermore, the visit of 2 million spectators will generate higher levels of waste and energy consumption (aeroplane flights, car journeys, use of plastic, PET, etc.). It is therefore necessary to consider ways of minimising – or even avoiding – the consequences of these actions.

Some examples of the measures taken:
- Waste recycling programmes;
- Provision of 40 to 50% of green areas at the Olympic venues;
- Organisation of an efficient public transport network (for example: construction of new underground routes);
- Environmental handbooks distributed in schools, art competitions on the theme of nature and reforestation campaigns.

In recent years, the development of renewable energy sources has become a national priority. In 2007, China is thought to have invested more than USD 10 billion in wind and solar energy, hydroelectricity and biofuels.
Changing the urban landscape
The development of sports infrastructures, transport networks and the Olympic village involves radical changes to the urban landscape and its surroundings. Some of these projects are helping to give the city a new identity.

The Olympic Park, in the north of the city, includes the main Games venues: the Bird’s Nest (national Olympic stadium), the Watercube (national swimming centre shaped like a cube of water molecules) and the national indoor sports centre.

As well as the Olympic Park, the city of Beijing has almost become an open-air architectural exhibition. The major building projects that are transforming the city include the third airport terminal, the new opera house and the headquarters of Chinese national television (CCTV), all designed by famous architects (Norman Foster, Paul Andreu, Rem Koolhaas).

Meanwhile, skyscrapers, shopping centres, roads, motorways and bridges are springing up all over the city. The new underground line 5, linking the north and south of the city (27 km), is also contributing to this transformation. With around 20 stations, it should make it easier to travel around a city polluted and overrun by cars. Before the Games open, other new routes will be launched in order to supplement the public transport network, including a link between the city centre and the new airport terminal (30 km in 40 minutes).

To see these changes to the urban landscape, it is interesting to compare a 1988 map of Beijing (see http://www.lib.utexas.edu/maps/world_cities/beijing_1988.html) with the city as it is now (see http://earth.google.com/).

Social impact

Excitement of the people
Staging the Games is an enormous project for which the Chinese population is showing great enthusiasm. Their euphoria is evident, for example, in the investments they are making in property and shares, as well as purchases of merchandise. The Games also provide China with the chance to step up its cooperation with other countries.

Access to sport
The Olympic Games are accelerating changes to Chinese society and sport that began several years ago. Since 1992, China has finished in the top four of the Olympic medals table at every edition of the Games. In 2004, it came just behind the USA with 32 medals (the USA won 36). In 2008, it is conceivable that China will top the table, since previous Games have shown that the host country usually wins more medals than would normally be expected. As well as supporting elite sport, the government is encouraging the population to keep fit by building fitness amenities in the capital’s streets. People can exercise whenever they want, on their own and totally free of charge!

Educational activities
In order to supplement an age-old sporting tradition, the Organising Committee of the Games (BOCOG) launched an initiative aiming to provide education on Olympic values to 400 million youngsters in 500,000 schools. Competitions have been organised in order to reach as many children as possible.

Step back in time...
For the 1992 Barcelona Games, the port area was transformed and renamed Parc del Mar. An industrial zone covering more than 100 hectares, it became a residential area including the Olympic village and a public service zone. This seaside development totally changed the city’s profile.

See http://earth.google.com
Population displacement
The construction of the numerous venues and infrastructures linked to the Games has forced people out of their homes. More than 300,000 houses have been demolished and their inhabitants relocated around the city, triggering vehement protests both in China and abroad (particularly by NGOs such as Amnesty International).

Freedom of the press
The IOC demands that the international press should be free to report on the Games. Beijing has therefore adopted new rules allowing foreign journalists – accredited with the Olympic Games – to visit China without requiring government authorisation and to cover the Games and related subjects. These rules are unprecedented in China, but only temporary: they entered into force in January 2007 and will apply until 17 October 2008. They are not applicable to Chinese, Taiwanese and Hong Kong media, who are subject to more stringent regulations in the run-up to the Games. This situation has been criticised by numerous media and NGOs, such as Reporters Without Borders.

Economic impact

Job creation and financial income
An Olympic Games host city has to invest an enormous amount of money (USD 3.1 billion for the necessary venue construction and urban development work). However, the Games also have economic benefits: jobs are created in marketing, construction and Games organisation. During the Games themselves, the number of tourists increases significantly. They need to be provided with various services which, in turn, create jobs (accommodation, food, transport, souvenir shops, etc.).

The sale of Games merchandise is also a sizeable source of revenue.

In order to accomplish such an enormous task, the need for cheap labour is heightened, leading to greater risks of exploitation. Chinese law prevents under-16s from working and the government is setting up surveillance measures in order to guarantee appropriate working conditions and wages in workshops manufacturing Olympic-related goods.

New infrastructures
The huge sporting infrastructures being built for the Olympic Games (e.g. Olympic stadium, swimming centre) will be able to host major sporting and cultural events after the Games, drawing more people to the city in the future.

All of these examples demonstrate the complexity of an event such as the Games. The most important thing is to know how to maximise the positive effects and minimise the negative ones.
Tackling the theme of cultural identity

Cultural identity is an abstract, complex notion. It is important to help pupils understand how it is produced and what its components are.

Initially, based on a list of questions, pupils consider what constitutes their own identity. They then turn their attention to Chinese cultural identity, drawing on their own knowledge, prejudices and stereotypes.

After that, they begin to question their ideas about China, some of which will be received ideas. A visit to the Beijing 2008 exhibition provides the teacher with a chance to give them information which enables them to open their minds to new ideas and alter their opinions.

Through this symmetrical questioning (here and there), the pupils become familiar with differences between cultural identities.

How is an identity produced?

Cultural identity is acquired and not innate, as common sense might sometimes suggest. It is a social and cultural phenomenon which is universal (found everywhere) and takes different forms, depending on local culture.

Cultural identity is composed of many different facets which make up a whole. It is difficult to separate these different dimensions because they are all interlinked.

“One cannot know all aspects of one’s own culture; thus the fish lives in water but it cannot leap out of this to see from the outside what it looks like”  [Lao She]
Examining closely the facets of our identity and being able to answer the big question “Who am I?” is an enriching adventure.

Our identity is formed not only through our education, but also through our culture, activities, environment, morals and beliefs, the history and geography of the country where we were born and live. This group of elements shapes a person, making them who they are.

When discussing the notion of identity, three paradoxes need to be kept in mind:

- Identity can only be defined in relation to others (us-them);
- Identity is made up of the same elements for everyone, but is different for everyone (universality and cultural diversity);
- Identity changes according to historical perspective (permanence and change).
CHINA and cultural identity

The following information is not meant to be exhaustive. Each aspect could be considered in much greater depth. However, we decided to only include information that we thought was relevant and could help the teacher lead a classroom discussion and feel at ease at the exhibition. We should also point out that, amidst all the wealth and diversity of Chinese culture, we chose to pay particular attention to the city of Beijing, where the Olympic Games are being held.

China’s history dates back more than 5,000 years, resulting in a rare continuity and standardisation of cultural references and traditions. Between 2697 BC and the start of the 20th century, it was ruled by emperors. When these sovereigns were born of the same line, their combined reign is known as a dynasty. Here are some examples:

- Xia dynasty (3rd millennium BC)
- Shang dynasty (16th-11th century BC)
- Sui dynasty (1st century AD)
- Ming dynasty (14th-17th century)
- Qing dynasty (17th-20th century)

In 1912, the imperial period came to an end and the Republic of China was born. In 1949, Mao Tse Tung proclaimed the People’s Republic of China (the Communist party took power with more than 60 million supporters).

And Beijing?
The city of Peking (or Beijing) became China’s capital in 1264. The Forbidden City, where the emperors lived, and the Temple of Heaven, an important symbolic venue for the celebrations of the spring and winter solstices, were built at the start of the 15th century.
China is the third largest country in the world. It shares borders with 14 other countries, including Mongolia, Kazakhstan, Nepal and Bhutan. It has many contrasting landscapes: it opens out onto several seas (Yellow Sea, East China Sea, South China Sea), has vast plains, huge rivers such as the Blue River (Yangzi Jiang), Yellow River (Huang He) and Mekong, imposing mountain ranges (including the Himalayas and Everest) and arid zones (Gobi desert).
And Beijing?

Since the 1980s, Chinese cities have been expanding rapidly in response to a desperate need for reconstruction. Beijing, like Shanghai and Canton, has experienced a major urbanisation programme. New Beijing is proving to be an important architectural capital: the new opera house, designed by Frenchman Paul Andreu, the headquarters of Chinese national television (CCTV), designed by Dutchman Rem Koolhaas, and the airport by Englishman Norman Foster are impressive and innovative buildings, combining modernity with references to Chinese tradition. The shape and colours of the new terminal, for example, are similar to those of a dragon, an ancient, well known symbol of power in China. The national Olympic stadium designed by Swiss architects Herzog and De Meuron (Bird’s Nest) is inspired by the cracked glaze of a vase from the Song dynasty and the wooden lattice of a Ming window. It was only later that it was likened to a bird’s nest. The square shape of the swimming centre (Watercube) is similar to that of a traditional Chinese house; its walls resemble the structure of a water molecule. Water – a rare and precious commodity in Beijing – becoming in this way a surprising building material.

However, this transformation of the city comes at a cost: it has required traditional residential districts (known as hutongs) to be demolished. The resulting displacement of the population has been significant and often dramatic.

In Old Beijing, traditional houses include a square internal courtyard. They are no more than one storey high, so as not to stand higher than the imperial palace. These houses, like the city of Beijing itself, were designed in accordance with the precepts of feng shui, a fundamental Chinese tradition. Feng shui – or geomancy – is based on the idea of links between the cosmos and the earth. For example, the imperial palace is located at the centre of the city, just as the pole star shines at the centre of the cosmos.
With 1.3 billion inhabitants, China is the most populated country in the world. 56 different ethnic groups live in China. They each have their own language as well as their own political, economic, cultural and religious history. One of them is particularly dominant: the Han (who make up 92% of the population). The other 8% include some significant ethnic minorities: Zhuang (15.5 million), Hui (9 million), Manchu (10 million), Uyghur (7 million), Mongol (5 million) and Tibetan (4.5 million). For a full list of these different ethnic groups, see: http://www.sinoptic.ch/population/

The population is distributed very unevenly in the different regions. In the villages on the high plateaus of Tibet, for example, the population density is very low (1.8 inhabitants/km²).

And Beijing? Population density in major cities such as Beijing (16 million inhabitants) is around 2,200 inhabitants/km². No need to point out that people there are rarely alone.

In order to limit the growth of the Chinese population, the People’s Republic of China introduced a “one child policy” in 1979. This law prevents families living in cities from having more than one child. Rural families are allowed to have a second child provided their first is a girl (the birth of boys is preferred because it preserves the family line). This policy has resulted in many abortions – mainly girls – and children who are not officially registered. This policy of restricting childbirth is currently under review because the numerical balance between men and women, as well as between young and old people, is under threat.

To compare the population pyramids for 2007 and 2025, see the website of the US Census Bureau: http://www.census.gov/ipc/www/idb/country/chportal.html
China is a rural country in which the notion of community is important. Traditionally, the whole family is involved in farming the fields.

Society is organised around family relationships. For example, the basic unit is not the individual but the family. The family is understood in its broadest sense and includes grandparents, parents, married or unmarried sons and unmarried daughters.

A good example of the importance attached to family solidarity is evident when someone leaves home to go and work in another city. They are immediately welcomed and integrated by the family members who live there.

Under the Maoist government, in 1949, the Communist ideology took over from the family: the community became more important than the individual. Chinese people were defined by their political status (party member or not), social class and work unit.

In the 1980s, following the introduction of reforms in the cities and later in rural areas, China experienced a westernisation of values and the emergence of a form of individualism in which personal initiatives were possible. The beginnings of a capitalist system (introduction of private property) existed alongside the collectivist system of years gone by.
Rather than ask “How are you?” as we do here, the Chinese often say “Have you eaten a meal today?” which is pronounced: Ni chī fàn le mà? This greeting – which is slowly disappearing – reflects the age-old fear of famine, which was rife in China for a long time because of floods and drought.

Chinese cuisine is very diverse and each province has its own specialities.
- In the south of the country, the paddy-fields ensure that rice is an important part of the diet;
- In the north, noodles are more common, since corn is the main crop.

Each food is thought to have a particular health-related function. In the north, for example, dog meat is eaten in winter because it is supposed to keep people warm. Noodles are said to increase longevity.

And Beijing?
Every day, people in Beijing enjoy eating noodle soup or noodles fried with vegetables, tofu, eggs, meat or sometimes seafood. Meals are eaten quickly, without any particular formalities or codes. Peking duck is a local speciality served on important occasions.

NB: eating noisily (chewing, clicking lips or loudly sucking up noodles) is not impolite in China. On the contrary, it is a sign of enjoyment!

During traditional festivals, which are celebrated in family groups, special, often symbolic dishes are prepared. Ravioli are served at the Spring Festival (Chinese New Year), for example. They are usually prepared before midnight on the last day of the year and eaten before 1 a.m. on the first day of the new year. Ravioli (Jiaozi in Chinese) symbolise family reunions, the joy of meeting together and happiness, as well as good luck and the hope of making one’s fortune.

A recipe for ravioli can be found at:

At New Year, rice cakes (or New Year cakes) are also eaten. Their Chinese name, niăngào, means “each year higher”, or in other words the wish for a higher standard of living.

However, food in China is also experiencing a degree of westernisation. Consumption of dairy products familiar to us (cheese, yogurt) is a relatively new phenomenon. And Starbucks and McDonalds are thriving in the cities.
Sport in China pre-dates the Olympic Games! Qigong, archery, polo, martial arts, dragon boat racing, kites, lion dancing and yangge are all physical activities that have been practised in China for thousands of years.

Under Mao, sport was strongly encouraged, particularly in order to develop team spirit. This is demonstrated by the following slogans: “A fit population benefits both the people and the nation”, “Human beings need physical exercise, the world longs for peace” and “Develop sport in order to strengthen the constitution of the people”.

Conscious of the benefits of sport for health and mental well-being, the Chinese encourage it from childhood. In schools, the day begins with a series of exercises. In parks, the sight of a group of older people practising qigong or taijiquan is commonplace.

In traditional Chinese sports, the balance between body and mind is promoted through breathing techniques. Participants concentrate on the energy circulating in their body (qi in Chinese). Ever since the 2nd millennium BC, qigong has been practised as a form of “health gymnastics” rather than as a martial art (wushu). Taijiquan, meanwhile, uses long routines of codified movements, inherited from martial traditions (side-stepping, striking, blocking, etc.).

Kung fu includes all Chinese martial arts and means “mastery of expertise and techniques”. In the central Chinese city of Shaolin, there are many martial art schools, combining combat training with lessons in improving concentration and mental strength.

Elite sport
China participated in the Olympic Games between 1932 and 1948. After a period of non-participation, the People’s Republic of China then took part again in the 1984 Games in Los Angeles. At the Athens Games in 2004, China won 63 medals, including 32 gold (gymnastics, swimming, diving, badminton, table tennis). China won every single event in every category at the World Table Tennis Championships in 1999, 2001 and 2005.

Following the establishment of the People’s Republic of China (1949) until only recently, Chinese athletes who won medals were obliged to give their medals to their federation. The team took priority over the individual. In recent years, this system has begun to change. Elite athletes have attracted widespread media coverage and become stars in their own right. One example is the athlete LIU Xiang, 110 m hurdles gold medallist in 2004 (Athens Olympic Games), who broke the world record in Lausanne (Athletissima, 2006) and appears in advertisements for Coca-Cola.
In China, the main philosophical and religious traditions are:

- **Confucianism** – Based on the writings of Confucius (551-479 BC), this doctrine played an important role in imperial China. According to its precepts, the emperor sits at the top of the hierarchical pyramid as the link between heaven and earth. This notion of social structure helped to produce a high level of respect for authority in China;

- **Taoism** – Dating back to the Han dynasty of the 2nd century, it is based on the texts of Lao-Tsu (contemporary of Confucius). In his Book of the Way and Virtue, he describes harmony in the world, flowing from the internal balance of each individual;

- **Buddhism** – Established in India in the 6th century BC and inspired by the teachings of Buddha, it spread to China in the 1st century AD. In China, it is above all the religion of the dead, since Buddhist monks mainly concern themselves with funeral and memorial rites.

**Myths and symbols**

For Chinese people, everyday life is full of symbols. Inspired by age-old traditions, the Chinese imagination feeds on references to literary works and symbols from different worlds: animals (sphinx, monkey, dragon), plants (jasmine, lotus) and mineral (jade, rocks). Objects, points of the compass (see p.33) and natural elements, of which there are five in China (water, fire, air, earth and mineral), are also meaningful according to their context.

**Rat, rabbit or dragon?**

In the Chinese horoscope, each lunar year is associated with an animal. For example, 2008 is the year of the rat. Therefore, depending on the year of their birth, every person belongs to one of the 12 signs: rat, ox, tiger, rabbit, dragon, snake, horse, goat, monkey, rooster, dog or pig.

**Traditional festivals**

The Chinese year is punctuated with numerous festivals. It begins on the first day of the first lunar month (7 February in 2008) with the Spring Festival (or New Year).

The year continues with the Lantern Festival 15 days later. This celebrates the first full moon of the year with lion, dragon and yangge dances, as well as processions of people carrying lanterns.

In spring, the Festival of the Dead is followed by the Dragon Festival (or Dragon Boat Festival), held in memory of the poet Qu Yuan (4th century BC), who committed suicide by jumping into a river. In the autumn, the Moon Festival (or Mid-Autumn Festival) celebrates the end of the harvest and rest for the land.

**And Beijing?**

On 1 October, thousands of people process through the streets of Beijing to celebrate the anniversary of the founding of the People’s Republic of China (1949). Fireworks are lit in all the major cities to celebrate this national festival.
Approximately 200 languages are spoken in China. The official language is Mandarin (mainly spoken by the Han).
Some of these languages have a common script, based on an ideophonographic system: each character is a sign representing an object and/or a concept. The association of two or more characters can designate a different object or concept. For example, the combination of the “man” and “tree” characters means “rest” (man resting under a tree). Characters have evolved through the ages. From a stylised design, they have become more complex, although some were simplified again by the Communist régime in an attempt to promote literacy. These “simplified” characters are now used in the People’s Republic of China. They are written from left to right.

To find out more about Chinese writing, see the following websites:
http://classes.bnf.fr/dossiecr/in-chine.htm
http://classes.bnf.fr/dossiecr/im-chine.htm

Proverbs
Proverbs play an important role in Chinese culture. They are used on a daily basis to express thoughts. For example, “looking at a field of flowers at a gallop” refers to dealing with something in a superficial way, or saying that “Tigers do not give birth to puppies”, means “Like breeds like”.

Nicknames
It is common for people or places to be given nicknames in China. For example, when the plans for the Olympic stadium were presented to BOCOG by Herzog and De Meuron, one of the BOCOG members nicknamed it the “niaochao” (bird’s nest) because of its framework, which resembles intertwining twigs. This nickname – which is positive because it refers to an expensive dish as well as a harmonious element of nature – was subsequently officially adopted.
Step-by-step visit to the exhibition / Information for teachers

Chinese exhibition

Step-by-step visit
China is constantly on the move. The different exhibition zones are designed to show you the different facets of this country, which combines tradition and modernity.

General plan
The exhibition is divided into four zones, located on three levels of the Museum and in the park outside. An imposing lantern placed at the centre of the exhibition directs you in accordance with the points of the compass, of which there are five in China.

Points of the compass in China
The Chinese symbolically place human beings at the centre of the space, extending out to the four points of the compass. Each point is associated with a natural element, a season and a symbolic animal:

<table>
<thead>
<tr>
<th>Point</th>
<th>Element</th>
<th>Season</th>
<th>Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>water</td>
<td>winter</td>
<td>reptiles</td>
</tr>
<tr>
<td>South</td>
<td>fire</td>
<td>summer</td>
<td>phoenix</td>
</tr>
<tr>
<td>East</td>
<td>wood</td>
<td>spring</td>
<td>dragon</td>
</tr>
<tr>
<td>West</td>
<td>metal</td>
<td>autumn</td>
<td>tiger</td>
</tr>
<tr>
<td>Centre</td>
<td>earth</td>
<td>man</td>
<td></td>
</tr>
</tbody>
</table>

Exhibition Beijing 2008

Educational objectives
- To explain certain aspects of China through an exhibition, a different kind of learning tool;
- To teach pupils to look and find information in an exhibition;
- To familiarise them with the different sources of information and the way it is processed.

Worksheets
- The exhibition, a source of information

Theme: Sport & Society
Theme: Design & Graphics
Theme: Environment & Urbanism

From the lakeside, you enter the park through a large Chinese portico, which puts into perspective the history of China and that of the rest of the world. You climb the path, following the red thread of time.
Theme: Sport and Society
In this zone, you will see how the practice of sport has developed in China, from antiquity until today. A portrait of modern-day China and different aspects of everyday life are also presented.

1 THE OLYMPIC GAMES, A SYMBOL FOR CHINA
Introduction
China is organising more and more major sporting events (Asian Games, Women’s Football World Cup, etc.). This is the first time it has hosted the Olympic Games. On this occasion, it will display its sporting culture and traditions.

2 A long sporting tradition
The Chinese people have invented and adopted a wide variety of sports and games. Some are linked to warfare, others to therapeutic practices promoting harmony between body and mind.

3 Qigong
Qigong or “breathing technique” is a curative form of gymnastics that has been practised since the 2nd millennium BC.

4 Martial arts
The notion of martial arts (wushu) covers a whole series of techniques and styles.

5 Football
“Cuju” in Chinese, traditional football was played in ancient China.

6 Polo
Polo was very popular between the 7th and 10th centuries, but disappeared in the 17th.

7 Archery
This activity developed in prehistoric times in China, closely related to hunting, war and sport.

8 Making China the top sporting nation
The transformation that modern China has experienced has led to a new status for sport and athletes.

9 The star system
Sport in China has now become a rapidly growing economic sector. Real stars are emerging in the world of sport.

10 A SENSE OF DISPROPORTION
Introduction
China is the most populated country in the world, with 1.3 billion inhabitants divided into 56 ethnic groups. Most belong to the Han ethnic group.

11 A changing society
China’s history is several thousand years old: 24 dynasties succeeded one another until 1911. In 1949, communist MAO Tse Tung established the People’s Republic of China. Since 1976, reforms to revive the economy have been introduced by his successor DENG Xiaoping.

12 Community, family and the individual
In ancient China, the community took priority over the individual (family, village, clan). This system was adopted by MAO (Communist Party, social class). Nowadays, a form of individualism is emerging.

13 Population growth
Despite the one child policy, the population continues to grow rapidly. Meanwhile, the mass rural exodus is resulting in explosive urbanisation.

14 Little emperors
This refers to the children born after the one child policy was introduced in 1979.

15 Morals
The effects of modernisation and westernisation on the Chinese mentality have been rapid. After centuries of puritanism, modern Chinese society has become more open and morals are changing.

16 Food
A menu should consist of a variety of colours and tastes and provide a balanced harmony. Dishes are often artistically presented, since meals should provide a feast for all the senses.

17 Chinese medicine
An ancient form of medical knowledge and a lifestyle at the same time, Chinese medicine is a holistic approach that encompasses a whole range of therapeutic practices.

18 Surnames
90% of Chinese people share only 100 surnames. Imagine the number of people with the same name!

19 The Beijing Olympics: a morale boost
The Games are an opportunity for China to showcase itself to the world. People’s desire to participate in this major project is huge.

20 FILMS: The Olympic Games from the Chinese perspective

21 FILMS: The Olympic Games from the Chinese perspective

Step-by-step visit to the exhibition

Level 1 → North
Step-by-step visit to the exhibition
This zone focuses on Beijing, a city in transformation which is becoming the home of some highly ambitious architectural projects, but whose traditional districts are disappearing. Nature is also experiencing some upheavals: threatened by pollution, it is now under the microscope of the government, which is taking radical measures.

1 History of Beijing
Since the 13th century, the grid system and “hutongs” – traditional alleyways – have characterised the city. The construction of the “Purple Forbidden City” in the 15th century split the city into two: to the north and around the imperial palace sprawled the “Tartar City”, occupied by the Mandarins, while to the south the “Chinese City” became the home of the Chinese population.

Today, amidst a frenzy of destruction and rebuilding, Beijing is moving its population out of the city centre towards the outskirts of the city.

2 The Forbidden City in figures
Built in the early 15th century, it was the main residence of the Ming and Qing emperors.
Most of the palaces in this architectural complex are made of wood, with roofs covered in yellow glazed tiles.

PLAN and PHOTOS: the Forbidden City

3 Traditional civil architecture
House styles vary between different regions and ethnic groups.
The siheyuan, a group of well laid-out houses around a square courtyard is typical of the Han.

PLAN: the siheyuan

4 Temple architecture
The Chinese pagoda
The Temple of Heaven
Founded under the Ming dynasty, the Temple of Heaven was dedicated to the emperor, who was considered the “son of heaven”.

5 MODEL: the Watercube (aquatic centre)

6 A country facing major challenges
China is facing many environmental threats, partly amplified by its rapid economic growth: desertification, floods, water shortages and water pollution, air pollution and global warming.

7 Raising awareness
NGOs working in China have initiated a public information campaign, which has been supported by the media.

8 A state aware of the problems
Contrary to what many believe, the Chinese authorities are worried about environmental issues. However, the debate with those who advocate growth remains fierce.

9 The race for renewable energy
Since 2005, developing renewable energy has become a national priority. The government has announced its intention to double the proportion of energy produced from renewable sources by 2020 (wind, solar, hydro-electricity, biofuels).

10 The water problem
Factories on the banks of the main rivers, rapid urbanisation, use of fertilizer and a lack of equipment to treat waste water have led to a critical situation.

11 Breathing
Air quality is a problem, linked to the use of coal and heavy road traffic. The government is taking several measures to purify the air: clean energy, non-polluting fuels and vehicles, public transport, etc. These initiatives are supported by the IOC.

WORK: Li Wei, Transparent Ecology, 2005

12 Desertification
Following massive deforestation and drying up of lakes and marshes, the Gobi desert is inching closer to Beijing, which is being increasingly affected by sandstorms.

Deforestation
Since the 1950s, thousands of hectares of forest have disappeared in order to fuel the steel production furnaces and to increase the amount of farmland.

Reforestation
Over the past 20 years, the Chinese government has adopted a strategy for the conservation of resources and promotion of biodiversity.

13 Protecting biodiversity
2,000 nature reserves have been created in order to preserve the Chinese biological heritage.

14 Symbol of protected species: the panda
The panda, one of the animals chosen as a mascot for the Beijing Olympic Games, is in danger of extinction: only 1,600 pandas remain living in the wild.

15 A leap forwards?
The end of the 20th century was characterised by a policy of mass construction and urbanisation, resulting from a rapid rural exodus and an economic boom.

MODEL: The Bird’s Nest (national stadium)

16 Present-day period: frenetic, multifaceted urbanism
In Beijing in particular, major building projects are under way, designed by leading international architects.

PHOTOS: the new opera house, the headquarters of Chinese TV.

17 MODEL: The Bird’s Nest (national stadium)

18 Emergence of modern architecture
Portrait of LIANG Sicheng (1901-1972), pioneer of modern architecture.
Step-by-step visit to the exhibition
Theme: Design & Graphics
Based on Chinese traditions, the icons of the Beijing Games are presented in this zone.

1 The torch
SUBJECT: the torch
FILM of the BOCOG: torch relay

2 The medals
SUBJECT: medals + “bi” disc

3 Pictograms

4 Mascots
SUBJECT: the five mascots

5 The emblem of the Olympic Games

4 Calligraphy
Art of lines, calligraphy should breathe life into the characters.
WORKS: YAN Sabrina, Nuage Pur.

7 Brush arts
Important practical arts used for thousands of years in China, calligraphy and painting provide a representation of the world, transmission of moral and aesthetic values, expression of the collective soul and individual discipline.

The four treasures of a man of letters
A calligrapher, just like a painter or poet, needs a brush, ink, ink stone and paper.
SUBJECT: calligraphy kit

8 A living China open to creativity
China hosts countless modern art fairs and Shanghai has become an artistic hub.
WORKS: FENG Ling, Salute To The Times, 2007;
ZHAO Bandi, Bandi 2008 (video), 2007

9 The colours of China
Red lacquer, yellow glaze, green sophora, blue porcelain, the grey Great Wall, white jade: the colours of the Olympic flag!
Step-by-step visit to the exhibition
Sheet 1 → The emblem of the Games

a) What does the emblem of the Beijing Olympic Games represent?

b) Beijing = Chinese for Peking

Look at this Chinese character.
What does it have in common with the Olympic Games emblem?

In Chinese, this character is pronounced jìng and means “capital”.
Beijing means “capital of the north” and is written like this:

Chinese characters are written in a specific order.
Try writing these characters using the order indicated.

c) Chinese writing

Some Chinese characters resemble simple drawings:

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese meaning</th>
<th>Pinyin</th>
</tr>
</thead>
<tbody>
<tr>
<td>山</td>
<td>mountains</td>
<td>shān, mountain</td>
</tr>
<tr>
<td>水</td>
<td>running water</td>
<td>shuǐ, water</td>
</tr>
<tr>
<td>日</td>
<td>shape of the sun</td>
<td>rì, sun, day</td>
</tr>
<tr>
<td>火</td>
<td>flames</td>
<td>huǒ, fire</td>
</tr>
</tbody>
</table>
d) Invent a Chinese character.
Draw an animal. Simplify your drawing as much as possible by using only 3 or 4 lines. What “Chinese character” have you drawn? Show it to the class (hiding your original drawing) and ask them to guess what animal it is.

My drawing

My Chinese character

e) Creating a seal as a signature
In China, a seal is a stamp used as a signature.
Draw then make a seal representing your signature.

My signature
Sheet 2 ➔ Pictograms

A pictogram is a stylised drawing that is easy to recognise. At the Olympic Games, each sport has its own pictogram.

a) Choose three sports and invent a pictogram for each one.

Show your pictograms to the class. Ask them to guess which sports they represent.
b) Here are the pictograms for the Olympic Games in Beijing. Find the pictogram that corresponds with each sport.

1. rhythmic gymnastics
2. equestrian
3. tennis
4. athletics
5. football
6. water polo
7. archery
8. judo

Circle the sports you are not familiar with and find out about them (from fellow pupils, the Internet, library).

c) Here are the pictograms for the 2004 Athens Games. Compare them with the Beijing pictograms.

These pictograms are based on the figurines depicted on vases from Ancient Greece.

d) Which object do you think inspired the pictograms for the Sydney Olympic Games in 2000?

These pictograms were inspired by ancient Chinese writing: seal characters. An example of a seal character is found on Sheet 1.

e) On this sheet, which three sports are represented in the pictograms for Beijing, Athens and Sydney?
Before the Games, the Olympic flame is lit in Olympia in Greece. It is then carried by torchbearers throughout the world. The flame must never go out!

**a) The route**

Follow the route taken by the flame through some of the cities that will host the relay of the Beijing Olympic Games. Write down the name of the country in which each city is located.

1. Olympia – Country: .................................................................
2. Beijing – Country: ....................................................................
3. Saint Petersburg – Country: .......................................................
4. Paris – Country: ........................................................................
5. San Francisco – Country: ...........................................................
7. Dar es Salaam – Country: ...........................................................
8. Islamabad – Country: .................................................................
10. Bangkok – Country: .................................................................
11. Canberra – Country: ...............................................................
13. … and more than 110 towns in China!
b) The torch

Here is the Beijing torch. Describe it.

<table>
<thead>
<tr>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Colour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

The Beijing torch recalls some Chinese traditions. Which of the following inventions inspired its shape? Explain how.

- the compass
- paper
- gunpowder

2. Draw the motif found on the Beijing torch.

Which natural element do you think this stylised motif is based on?

Draw it.
Sheet 4 → The mascots

Here are Bèibei, Jingjing, Huanhuan, Yingying et Nini, the five mascots of the Beijing Olympic Games.

A mascot is an animal, object or person who brings good luck.

Have you seen these mascots before? If so, where?

a) Write down the first syllable of each of their names.

___/___/___/___/___

What phrase does this make?

This means «Welcome to Beijing» in Chinese. Try to say it out loud!

b) Draw a line between each mascot and the animal or object that inspired it. Watch out for the red herrings!

A mascot is an animal, object or person who brings good luck.

Have you seen these mascots before? If so, where?

a) Write down the first syllable of each of their names.

___/___/___/___/___

What phrase does this make?

This means «Welcome to Beijing» in Chinese. Try to say it out loud!

b) Draw a line between each mascot and the animal or object that inspired it. Watch out for the red herrings!
c) Which animal would you choose as a mascot?
What do you like about this animal?

<table>
<thead>
<tr>
<th>Animal</th>
<th>Quality(ies)</th>
</tr>
</thead>
</table>

What message would you like to convey through this mascot?

Draw your mascot and give it a name.

<table>
<thead>
<tr>
<th>Its name</th>
</tr>
</thead>
</table>
Did you know that the medals for the Summer Games are always the same shape and size?

Have you ever won a medal? When?

Sheet 5 → The medals

Look at the medal for the Beijing Games.

a) Describe its obverse and reverse sides.
b) The medals in Beijing were inspired by traditional Chinese art.

The medal hook represents a stylised dragon. Draw it.

The reverse of the medal shows a stone disc. This stone is very popular in China. What is it called?

- **Amber?** The colour of this stone can vary from lemon yellow to dark brown.
- **Jade?** Its shades vary from creamy white to dark olive green, including red.
- **Turquoise?** This stone gave its name to a shade of blue.

Look for images of these different semi-precious stones on the Internet. What objects can be made with these stones?
Sheet 6 → The impact of the Beijing Games

The city of Beijing has been transformed in recent years. Many new buildings have been constructed and others demolished.

a) Spot the differences
   Look at and compare these two photos.

Where were the pictures taken?

Photo A :

Photo B :

How are the people moving around?

Photo A :

Photo B :

What are the buildings like?

Photo A :

Photo B :

What do you like about these pictures? Why?

Photo A :

Photo B :

What don’t you like? Why?

Photo A :

Photo B :

b) Discuss your observations with the class.
Look carefully as you walk through the various zones at the Olympic Museum devoted to the Beijing 2008 exhibition and answer the following questions.

**Hall**

Look at the large red lantern. The signs decorating it are the five points on the Chinese compass. Draw them.

North:

West:

Centre:

East:

South:

**North (Level 1): Sport & society**

**a) Sport in China, thousands of years old!**

Look at the ancient vases. What sports can you see?

What sports are practised in China today?

**b) Life in Beijing**

How do people move around in Beijing?

What foods are sold in Chinese markets? Give some examples.
West (Level 0): Environment & urbanism

a) Beijing, a changing city!

Who used to live in the Forbidden City? .................................................................

What shape were the houses in Beijing? Draw one.

These days, famous architects are designing surprising new buildings. Draw the model of the Olympic stadium.

What name would you give to the building that houses the swimming pool?

b) Protecting nature

Air and water are heavily polluted in China. What are the main causes of this pollution?

What does it remind you of?

The panda is a protected species in China. According to legend, where do its black markings come from?
East (Level -1): Design and graphics

a) Calligraphy

What tools are used in calligraphy?

b) Colours of the Olympic Games

Match each colour to the relevant item:

<table>
<thead>
<tr>
<th>Colour</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow</td>
<td>Chinese lacquer</td>
</tr>
<tr>
<td>Grey</td>
<td>Jade</td>
</tr>
<tr>
<td>White</td>
<td>Sophora</td>
</tr>
<tr>
<td>Red</td>
<td>the Great Wall</td>
</tr>
<tr>
<td>Blue</td>
<td>Ming porcelain</td>
</tr>
</tbody>
</table>
The Olympic Games are more than just a two-week event. Their lifetime is much longer: preparations last seven years and their impact on the environment, host city, economy and population is felt for decades.

**Discussion**
- In groups, imagine that you are organising a birthday party or school fete. Note down all the things you need to think about (venue, equipment, waste, transport, etc.).
- Using your list, think about the consequences of your decisions in terms of cost, human resources and the environment.
- Compare and discuss your results with the other groups.

**My list**

<table>
<thead>
<tr>
<th>My list</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>My list</td>
<td>Consequences</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Olympic Games tend to speed up change. What direct and indirect consequences might they have for the host city?

Describe the location, people, activities and atmosphere of each picture.
b) For each picture, list the aspects you think are positive and negative in terms of the environment

<table>
<thead>
<tr>
<th></th>
<th>Photo A</th>
<th>Photo B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>City and environment</strong></td>
<td>+ Impacts</td>
<td>+ Impacts</td>
</tr>
<tr>
<td></td>
<td>+ Impacts</td>
<td>+ Impacts</td>
</tr>
<tr>
<td></td>
<td>- Impacts</td>
<td>- Impacts</td>
</tr>
<tr>
<td></td>
<td>- Impacts</td>
<td>- Impacts</td>
</tr>
<tr>
<td><strong>Society</strong></td>
<td>+ Impacts</td>
<td>+ Impacts</td>
</tr>
<tr>
<td></td>
<td>+ Impacts</td>
<td>+ Impacts</td>
</tr>
<tr>
<td></td>
<td>- Impacts</td>
<td>- Impacts</td>
</tr>
<tr>
<td></td>
<td>- Impacts</td>
<td>- Impacts</td>
</tr>
<tr>
<td><strong>Economy</strong></td>
<td>+ Impacts</td>
<td>+ Impacts</td>
</tr>
<tr>
<td></td>
<td>+ Impacts</td>
<td>+ Impacts</td>
</tr>
<tr>
<td></td>
<td>- Impacts</td>
<td>- Impacts</td>
</tr>
<tr>
<td></td>
<td>- Impacts</td>
<td>- Impacts</td>
</tr>
</tbody>
</table>

c) Compare and discuss your observations together

(functions of the buildings, quality of life of their inhabitants, effects of these constructions on the landscape and the city’s identity, relationship between heritage and modernity, etc.)

d) Look for ways of countering these negative effects.
My personality and my character are shaped by my education, my country, my environment and my activities. If I had grown up and lived in Beijing, I would probably be a different person!

Identity is formed by factors that are found in all cultures, but which come in a variety of forms.

Introductions
- In groups, talk about how you introduce yourself when you meet someone for the first time (use role play);
- Discuss the things you say with the rest of the class.
**Discussion grid**

Individually, fill in the table below.

- In the column **Me**, here, write down what you know about **YOURSELF** and the country in which you live.

- In the column **There (in my opinion)**, write down what you know or think you know about **PEOPLE who live in China**.

<table>
<thead>
<tr>
<th>Dimensions of cultural identity</th>
<th>Questions to consider</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. History</strong></td>
<td>How far does the country’s history date back?</td>
</tr>
<tr>
<td></td>
<td>What are the main events in the country’s history?</td>
</tr>
<tr>
<td></td>
<td>Who are the important historical figures?</td>
</tr>
<tr>
<td></td>
<td>What political system is in place?</td>
</tr>
<tr>
<td><strong>2. Environment, urbanism and habitat</strong></td>
<td>Describe the country’s geography. Is it more rural or urban?</td>
</tr>
<tr>
<td></td>
<td>What does a typical house look like?</td>
</tr>
<tr>
<td></td>
<td>What are the famous buildings and places?</td>
</tr>
<tr>
<td><strong>3. Population</strong></td>
<td>How many inhabitants are there?</td>
</tr>
<tr>
<td></td>
<td>What cultural differences are there within the country?</td>
</tr>
<tr>
<td><strong>4. Relationship with others</strong></td>
<td>Does the family play an important role?</td>
</tr>
<tr>
<td></td>
<td>Who exactly comprises the «family»?</td>
</tr>
<tr>
<td></td>
<td>Do people spend a lot of time with their family?</td>
</tr>
</tbody>
</table>
Dimensions of cultural identity

5. Food

What are the traditional dishes?
What are their ingredients?
What dishes are served on special occasions?
What codes of conduct are followed at the dining table?

6. Sport and physical activities

What are the most popular sports?
What are the traditional sports? Are they known by everyone?

7. Beliefs and traditions

What are the main religions?
What traditional festivals are celebrated?
What symbols are used?

8. Language and expression

What is the official language/what are the official languages?
Are there any dialects? If so, what are they?
Which is the most commonly used form of communication (letter, SMS, email)?
How important is it to be polite when speaking?
Give some examples (codes of conduct, polite phrases).

c) Present to the class your own portrait and the portrait you have produced about people who live in China.
Discuss your answers together.
Me, here

There (in my opinion)
Sheet 4  → The exhibition, a source of information

Look carefully as you walk through the various zones at the Olympic Museum devoted to the Beijing 2008 exhibition and answer the following questions.

**Lobby**

The signs decorating the imposing red lantern are the five points on the Chinese compass: North, South, East, West and the Centre.

**North (Level 1): Sport & Society**

a) In China, sport has been practised for thousands of years.
Look at the ancient vases. What sports can you see?

What is *qigong*? .................................................................
What sports are practised in China today?

b) Life in China

What is China’s population? .................................................................
How many different ethnic groups live in China? .................................................................

Look at and describe the poster entitled « MAO talking to workers ».
What is in the foreground? And in the background? Is this picture realistic?
What message does it convey? In your opinion, what is the purpose of such a poster?

In Beijing, people are rarely alone. Look at the photograph Sense of Space by the GAO brothers (2003).
What do you think the artists were trying to say?

Chinese medicine is also thousands of years old. What are some of the practices used?

What types of food are sold in the markets?
West (Level 0): Environment & Urbanism

a) Beijing, a changing city
How is the city of Beijing designed? Draw a simplified map of how it looks today.

What is the Chinese name for the ancient residential districts? 

Some famous international architects have been working in Beijing in recent years. Looking at the model of the Olympic stadium, describe what you think inspired its Swiss architects Herzog and De Meuron.

b) Pollution is a serious problem in Beijing.
How is it visible in the photos in the exhibition?

What are some of the steps the Chinese government is taking to protect nature?

East (Level -1): Design and Graphics

a) Calligraphy
In which Olympic icons is the influence of Chinese calligraphy evident?

b) Modern art in China
Rich in age-old traditions, China is also a hub of modern art. How does the work of FENG Ling illustrate this combination of tradition and modernity?
Educational objectives

After the visit, it is important to «complete the loop» in terms of what the pupils have seen at the exhibition and worked on beforehand.

Suggestions for further study

Begin by asking for the pupils’ reactions:
• what they enjoyed and learned;
• what surprised, disturbed or displeased them;
• what they would like to know more about.

Suggested activities

A. The icons of the Games of…
Imagine the icons of the Games if they were held in the town or village where the school is located.

1. Organise a discussion on what messages should be conveyed and what aspects should be highlighted.
2. In groups, produce an icon:
   • emblem and slogan
   • torch
   • relay
   • mascot
   • medals
3. Present the results in the form of an exhibition, at a small celebration or a sports day!

B. Sport in my town
Analyse the implications of sport practised locally.

1. In groups, choose a sports event or a sport. For example: Athletissima, Lausanne marathon, Morat-Fribourg, horse-riding, your own jogging routine, local Saturday basketball matches, tai-chi practised by a member of your family, etc.
2. Based on their research [Internet, interviews, reports], each group produces a dossier which they present to the class.

C. Here, there and...here
Pool together what the class has discovered about China. Highlight the cultural differences within the class.

1. Fill in the table Here and there [in my opinion] in the light of the exhibition.
2. Discuss the differences and similarities between here and there, and then the different cultural identities within the class itself:
   • How many different nationalities are there in the class?
   • Are there any differences between the pupils who live in the town and those who live in the countryside? How are these differences evident?
   • Why do differences cause fear?
   • How are friendships formed?
   • Etc.
3. Highlight differences and promote non-judgement. Discuss values and whether they are universal or not: Where do they come from, how do they evolve?
Bibliography
For young readers

Society and Culture

HUGGINS-COOPER Lynn
China (QED Travel Through)
Through this book, discover a fascinating country and explore its culture, customs, traditions, religion, geography and climate. Activity pages encourage critical and creative thinking while promoting independent learning.

BROWNLIE BOJONG Ali
China (Raintree Freestyle: Destination Detectives)
Raintree Publishers, 2006
A colourful book that includes feature boxes with unusual or amusing facts about China in addition to the key geographical information required. It also contains fascinating images, a range of text types, maps and graphs.

QING Zheng
Find Out About China: Learn Chinese Words and Phrases and About Life in China
Barron’s Educational Series; Spi B1g edition, 2006
A rich introduction to China: readers discover the country, the major cities, places of special interest, and favourite sports and pastimes. They then learn about everyday life, history and culture, and the fundamentals of the language.
Bibliography for teachers

**Society and Culture**

DAVIS Edward L.

*Encyclopedia of Contemporary Chinese Culture*

London: Routledge, 2004

In the early 1980s, the vast creative energies of China’s citizens were released to produce a cultural renaissance unique in the contemporary world. This book contains 1,200 entries written by an international team of specialists to explore a range of diverse and fascinating cultural subjects from prisons to rock groups, underground Christian churches to TV talk shows and radio hotlines.

**GUTHRIE Doug**

*China and Globalization – The Social, Economic and Political Transformation of Chinese Society*

London: Routledge, 2005

This book presents how economic structural change is driving the processes, but also discusses many other issues – politics, social change, reform, etc.

**WELLER Robert P.**

*Discovering Nature – Globalization and Environmental Culture in China and Taiwan*

Cambridge University Press, 2006

This book focuses on nature tourism, anti-pollution movements and policy implementation to show how the global spread of western ideas about nature has interacted with Chinese traditions.

**China Contemporary: architecture, art, visual culture**

Rotterdam: NAI Publishers, 2006

An interdisiciplinary overview of the country’s contemporary arts, architecture, urban planning and visual culture offers the work of around 20 Chinese artists and projects by some 10 Chinese architectural firms.
Sport
BOUVERAT M. & CHEVALLEY A.
Finding The Roots of Sport
Lausanne: Olympic Museum and Development Foundation

GUILHEM A.
(with the cooperation of the National Sports Museum in Beijing
and the National Museum of Asian Arts - Guimet, Paris)
5000 years of physical culture and sports in China
Beijing: Publishing House of Beijing Physical Education University.
Exhibition catalogue (organiser: Jean-Paul Desroches, 17 June to 7 October 1999, Olympic Museum),
Lausanne: Olympic Museum, 1999

MORRIS Andrew D.
Marrow of the nation: a history of sport and physical culture in Republican China
with a foreword by Joseph S. Alter, Berkeley: University of California Press, 2004
A landmark work on the history of sport in China, this book shows for the first time how sporting cul-
ture and ideology played a crucial role in the making of the modern nation-state in Republican China.

Calligraphy
TINGYOU Chen
Chinese Calligraphy
China Intercontinental Press, 2002
Through its 18 chapters and 60,000 Chinese characters, Chinese Calligraphy gives details on topics of
calligraphy such as its history and evolution, the calligraphic strokes for characters and biographies
of prominent calligraphy artists. There are also directions on fundamental calligraphy skills.
Websites

**Olympic Games**

Official website of the Beijing Olympic Games:
http://en.beijing2008.cn/

Official website of the Beijing torch relay:
http://torchrelay.beijing2008.cn/

Official website of the Olympic Movement:
http://www.olympic.org

**China**

Information and news (website in French and English):
http://www.chine-information.com/

On-line maps of China, Beijing, Shanghai and Hong Kong (website in English):
http://www.lib.utexas.edu/maps/china.html

Internet guide for Chinese studies (German and English)
http://www.sino.uni-heidelberg.de
Practical information

The Olympic Museum
Quai d’Ouchy 1
CH - 1001 Lausanne
Tel. +41 (0)21 621 65 11
Fax +41 (0)21 621 65 12
www.olympic.org/education
edu.museum@olympic.org

Visiting the Beijing 2008 exhibition, 6 February to 24 October 2008

A Guided tour and workshop "If I had grown up in Beijing..."
A guided tour and workshop are available to schools [children aged from 8 to 16]. The workshop looks at the theme of cultural identity. It focuses in a fun, interactive way on one of the aspects of the Chinese identity in order to raise pupils’ awareness of how identities are formed. The topics covered and the relevant activities are suited to the children’s age. Duration: 1 hr 30 mins.

B Independent visit
Whenever you intend to visit, you should reserve. Please let us know you are coming at least one week beforehand by telephoning +41 (0)21 621 65 11 or by sending a fax to +41 (0)21 621 65 12.

Opening times
Until 24 October, the Museum will operate with extended opening hours, from 9 a.m. until 6 p.m. every day.

Prices
Schoolchildren (compulsory education) CHF 6.-/student
Accompanying adult/10 students free
Guided tour and workshop for schools CHF 50.-

Children aged 6 to 16 (individual) CHF 10.-
Adults (individual) CHF 15.-

Getting to the Museum

By bus
From the station: Métrobus (direction Ouchy), «Ouchy» stop.
From Ouchy: on disembarking, turn left along the lake to the Olympic Museum.
From the city centre: by bus, line 8 (direction Verrière), «Musée Olympique» stop.

By car
Motorway exit Lausanne-Sud. At the roundabout, follow the road along the lake as far as Ouchy, then follow the signs to the Olympic Museum.

Parking
Parking spaces on the Quai d’Ouchy or in the Navigation car park (entrance in front of the Mövenpick Radisson hotel).

Access for persons with reduced mobility
Use the north entrance of the Museum.
Impressum

Publisher
© IOC, Lausanne Olympic Museum
1st edition 2008

Authors
Michèle Meuwly and Sandrine Moeschler

Project Manager
Anne Chevalley

Scientific advisors
Gérald Béroud
Director of Sinoptic
(Services and Studies related to the Chinese World)
Florence Graezer Bideau,
anthropologist and lecturer
at the University of Lausanne

Pedagogical advisors
Christian Gilliard
secondary teacher,
Etablissement scolaire de Moudon
Monique Fleury
primary teacher,
Etablissement scolaire de Moudon
Lionel de Montmollin
secondary teacher,
Etablissement scolaire de Moudon
Manuela Cambria
primary teacher,
Etablissement scolaire de Moudon
Benoît Morisod
secondary teacher,
Etablissement scolaire de Moudon

Graphical design
GVA Studio

Translation
IOC Language Services and external collaborators

Proofreading
Catherine Nicholson Pfammatter
Educational & Cultural Services

Printing
IOC

This document is also available in French and German. It can be downloaded – together with a selection of photos – from the website www.olympic.org/education.

The Olympic Museum
Quai d’Ouchy 1
Case postale
1001 Lausanne
edu.museum@olympic.org
www.olympic.org/education
Tél. +41 (0)21 621 65 11
Fax +41 (0)21 621 65 12