

Black on White

New Zealand at the Olympic Winter Games

The teaching notes for this resource have been designed for Year 7/8 students with a focus on Sports Studies at level four of *Health and Physical Education in the New Zealand Curriculum*

Physical Education and Learning

In the curriculum, physical education has three learning dimensions to it. These are:

- ◆ learning in movement
- ◆ learning through movement
- ◆ learning about movement

This resource focuses on *learning through sport*, using the Olympic Winter Games. Learning through Sport Studies uses the medium of sport to enable students to develop knowledge of themselves, other people, social skills and positive attitudes and values.

The Olympic Movement acknowledges sport as a valued human practice, recognising the educative value of sport, and supporting the view that sport can be used to teach and learn social and cultural values and attitudes. The Goal of the Olympic Movement is to:

contribute to building a better and more peaceful world by educating young people through sport free of discrimination and in the Olympic spirit
(*Understanding Olympism, NZOC, 2000*)

The Olympic Movement strives to achieve its goal through the promotion of Olympism. The Goal of Olympism is to:

Use sport to promote the balanced development of people as an essential step in building a peaceful society that places a high value on human dignity.
(*Understanding Olympism, 2000*)

Olympism promotes a way of life based on four ideals:

- *the balanced development of body, will and mind*
- *the joy found in effort*
- *the educational value of being a good role model*
- *respect for universal ethics including tolerance, generosity, unity, friendship, non-discrimination and respect for others*
(*Understanding Olympism, 2000*)

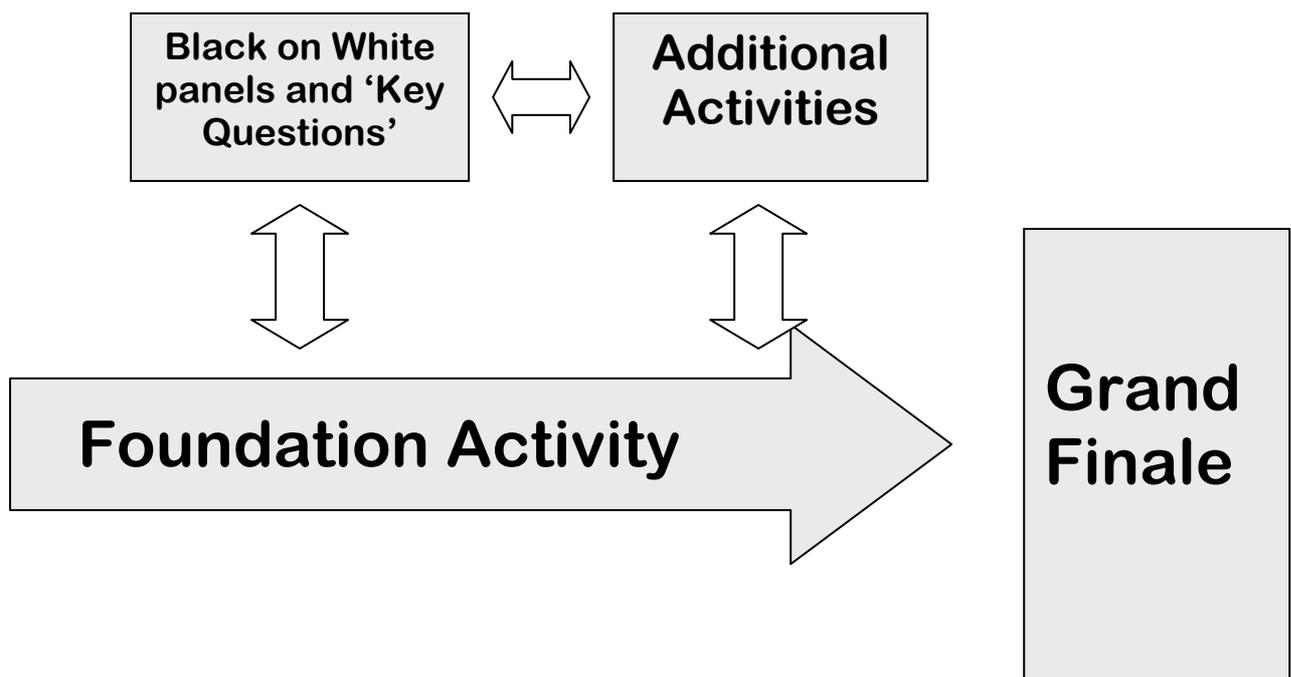
The Aim of this Resource

These teaching notes support *Black on White: New Zealand at the Olympic Winter Games 1952-2002*, produced by the Olympic Museum of the New Zealand Olympic Committee. It is intended that students will investigate these panels through a series of 'Key Questions' which are included in this resource. Practical activities have been developed in these teaching notes and it is envisaged that these activities will be used to expand on knowledge gained from the panels.

The activities provided will allow students to explore the Olympic Winter Games as a movement context and develop the skills to identify and discuss the social and cultural significance that the Olympic Winter Games has for individuals and for society.

The activities will provide students with:

- an understanding of the history and social/cultural significance of the Olympic Winter Games
- an insight into the lives of some previous New Zealand Winter Olympians, their values and attitudes to their experiences
- the opportunity to learn and create new skills based on events from the Olympic Winter Games
- an understanding of Olympism (the Olympic Ideals) and how through sport these ideals can be developed



Key Resources include:

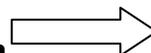
- ◆ Health and Physical Education in the New Zealand Curriculum (Ministry of Education, 1999)
- ◆ Understanding Olympism (Olympic Academy, NZOC, 2000)
- ◆ Black on White: New Zealand at the Olympic Winter Games 1952-2002 (Olympic Museum, NZOC, 2002)
- ◆ The Curriculum in Action. Olympism in Action: Attitudes and Values in Physical Education (Ministry of Education, 2004)
- ◆ www.olympic.org.nz

Activity One

Foundation Activity

Learning the Skills of an Olympic Winter Sport

This activity relates to the joy found in effort and will be experienced through the Curriculum achievement objectives 4D2 and 4B1.



Olympic Ideal
the joy found
in effort

The purpose of this activity is to learn about an Olympic Winter Sport and teach the sport to other class members, in preparation for the Grand Finale. Students will need time to practise so practice sessions could be integrated throughout the unit.



Intended Outcome 1 (4D2)

Students will make use of local resources to investigate an Olympic Winter Games Event.

Intended Outcome 2 (4B1)

Students will demonstrate their knowledge and ability to learn, and then teach, the basic skills required for an Olympic Winter Sport.

1. After a warm up, divide students into groups of four and provide each group with one towel. Set a series of cones up the same way for each group, in the gym or school hall, and deliver these instructions:
 - In pairs one person will pull the other person around the cones
 - Decide on the most efficient technique
 - When everyone has practised a challenge will be issued

The Challenge

Each person begins with a score of 10 and the aim is to finish with the lowest score. The four members of the group have a turn and scores will be added together at the end. Points will be added to individual scores for:

- Falling off the towel – 5 points each time
- Hand(s) put down on the ground – 2 points each time
- Hitting a cone - 3 points each time
(make up other criteria to meet your needs and think about the positive criteria that could be included)

Finish by asking students if this activity reminds them of any sports ie – Bob Sledding, Skeleton or Luge and use this as an introduction to this unit.

2. As a class, brainstorm the events currently included in the Olympic Winter Games. Briefly introduce the 'Black on White' Exhibition (it may be displayed around the walls of the room) and highlight the events that the seven athletes on the posters competed in (Panels numbered 2 – 9).

3. Students work in their groups selecting a sport from one of the panels. Using the panel and additional resources that the teacher might provide, students will research that sport, ensuring that each group member understands the content and then teaches the material to the other groups in preparation for the grand finale. Activities and equipment will need to be replaced with similar dry land resources, for example
 - ice skating – rollerskating/blading or material wrapped around shoes etc (remind students of the first activity that made use of towels)
 - ski jumping could be a two person launch onto the fat mats
 - cross country skiing could be stride jumping around a circuit
 - bob sled could be go carts and pushers, or skateboards
 - biathlon could be a combination of stride jumping and target activities
4. Prepare students for the next few sessions where they will be teaching each other their sports. You may need to introduce skills on effective communication such as how to give instructions, simple questioning techniques and how to give feedback.

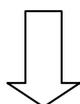
Activity Two

Celebrating the History of the Olympic Winter Games

The purpose of this activity is to develop some knowledge of the history of the Olympic Winter Games and for students to investigate their current understanding of the social and cultural significance of a sporting event. This activity will be explored through achievement objective 4B4.



Olympic Winter Games
Background and History



Intended Outcome (4B4)

Students will access a range of recreational and sporting resources to investigate, and outline, the history of New Zealand's involvement in the Olympic Winter Games and how this involvement has impacted on the New Zealand community.

1. Discuss the introductory panel as a class (Panel number 1). Identify when the first Olympic Winter Games were held and where the Olympic Winter Games have been held in the past.

2. Students work in pairs selecting and investigating one of the past Olympic Winter Games and the host country, and provide, pictorial and written information for a class timeline in the form of a mural. Highlight the years that New Zealand sent a team to those Games.
3. Discuss the following questions and write captions to surround the class mural
 - Describe how you think New Zealanders feel when they see a New Zealand team at the Olympic Winter Games.
 - Describe what it means for the New Zealand community when a team from New Zealand competes at the Olympic Winter Games?

Activity Three

'Black on White' Panels

Key Questions

Divide the class into seven groups and use the following questions to investigate the experiences of seven winter Olympians. Each group could take a panel and collate their information to share back to the class (Use panels numbered 3 – 9). The questions have been designed around the four Olympic Ideals. Students will uncover these ideals themselves and investigate them in more detail in the related activities provided.

The following questions do not have to be completed in order. Each question or group of questions could be made into task cards and students could work through them in their own time. It is envisaged that these 'Key Questions' will provide an introduction to the next activity 'Finding out about Olympism (the Olympic Ideals)'.

Key Questions

Balanced development of body, will and mind

- 1) What influences has family, friends and coaches had on the athlete over time?
 - ◆ How did these experiences contribute to their ability to excel?
- 2) Being able to excel is more than physical ability.
 - ◆ What are some of the other qualities the athlete has?
 - ◆ How do you think these qualities contributed to the athlete's ability to excel?
- 3) Describe examples of;
 - the balanced development of body, will and mind that you have seen in an athlete doing sport at your school.
 - how you would encourage the balanced development of body, will and mind in people at your school.

Joy found in effort

- 4) What did the athlete enjoy about their sport?
- 5) What sports and other activities did the athlete enjoy doing leading up to competing at the Olympic Games?
- 6) How do you think the athlete felt when they took part in the Opening Ceremony of the Olympic Games?
 - ◆ How do you think you would feel if you were part of a New Zealand team at the opening ceremony of an Olympic Games?
 - ◆ Why do you think you would feel that way?
 - ◆ What would you value most about that experience and why?
- 7) How does this relate to the *joy found in effort*?
- 8) Describe examples of:
 - the joy found in effort in sport at your school.
 - how you would encourage people to enjoy sport more at your school.

Educative value of being a good role model

- 9) Who were the people that helped the athlete throughout their life?
 - ◆ How did these people help?
- 10) Can you think of someone that you admire?
 - ◆ Why do you admire that person?
 - ◆ What sort of qualities did/does that person have?
 - ◆ Would you consider that person to be a role model for you? Why or why not?
- 11) Describe the characteristics of a good role model.
- 12) Why do you think we need good role models in our lives?
- 13) Chose an athlete who you think is a good role model.
 - ◆ What are the key messages this athlete has for young people?
 - ◆ What do these messages mean for you?
- 14) Are you a good role model for others? Why or why not?
- 15) Describe examples of:
 - Good role models you have seen in sport at your school.
 - How you would encourage more good role models in sport at your school.

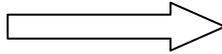
Respect for universal ethics

- 16) Find out what the words tolerance, generosity, unity, friendship, non-discrimination and respect for others, mean.
 - ◆ Describe how the athlete demonstrated one or more of these qualities.
 - ◆ How have these experiences influenced their life?
eg if the athlete has made friends through their sport how have these friendships influenced their life?
- 17) What does unity mean?
 - ◆ Identify aspects of the Olympic Winter Games experience that demonstrate unity.
 - ◆ Describe examples of unity that you have seen in sport at your school.
 - ◆ How would you encourage more unity in sport at your school?

Activity Four

Finding out about the Olympic Ideals

This activity relates to the Olympic Ideals and will be explored through achievement objective 4B4. The purpose of the activity is to provide students with an introduction to, and some understanding of, the Olympic Ideals.



Intended Outcome (4B4)
Students will describe and experience ways in which social practices are expressed through the ritual of movement

The Olympic Ideals

the balanced development of mind, body and character
hauora

O
L
Y
M
P
I
S
M

the joy found in effort
te harikoa ka puta ake i te hekenga werawera

the educational value of being a good role model for others
te pai o te kaiako pono

observing the universal ethics of: tolerance

rangimarie, kia ngawari
generosity

ohaoha, manaakitanga
unity ***kotahitanga***

friendship ***hoatanga***

non-discrimination
manakohanga

and respect for others
whakanuitanga

(The Curriculum in Action – Attitudes and Values: Olympic Ideals in Physical Education, p4)

Activity

Discuss the term ‘celebration’ and describe the Olympic Games as a celebration of peace through sport and culture.

- Describe why and how the Olympic Games were created as a celebration of peace.
- Introduce the Olympic Ideals and explain that they are part of the Olympic philosophy and this is called Olympism

Discuss each of the ideals and define, as a class, the meaning of each ideal.

Divide the class into four groups.

1. Give each group an Olympic Ideal and provide an example of this happening in:

- the sport and physical activity you see in your school playground
- a sport that you are involved in outside school.

2. Each group describes why this ideal is important during play, in the playground and in sport (These ideas could be presented on a poster (one for each ideal) and displayed around the room).

The Olympic Truce

“Ekecheiria” is the Olympic truce, which originated in Greece in the ninth century BC. The ancient Olympic Games had a truce period that lasted for seven days before and after the Games, and during this truce period, all fighting ceased. The Olympic truce represents the ideals of tolerance, friendship, and respect for others. Nowadays, before each Olympic Games celebration begins, the General Assembly of the United Nations urges all its member states to observe the Olympic truce, during the celebration and beyond, as a contribution to global peace and understanding.

(The Curriculum in Action – Attitudes and Values: Olympic Ideals in Physical Education, p 14, 2000)

3. Describe how each of the athletes on the panels have experienced the Olympic Ideals throughout their sporting careers. Find out if there are any similarities. (Use panels numbered 3 – 9).
4. Display the Olympic Ideals in the classroom and use them to create a code of conduct for physical activity and sport in the playground.
5. Concluding task for students
Using information from the panels and your own ideas describe how the Olympic Games are a celebration of peace and/or a celebration of Olympism

(Teacher information)

Ancient Olympism

Olympism has its roots in ancient Greek society, and in the beliefs of the ancient Greeks, who encouraged people to develop their physical, moral, intellectual, cultural and artistic qualities harmoniously. This meant taking part in a blend of sport, art, educational and cultural activities. This philosophy was celebrated through the Olympic Games, a festival involving athletes, scholars and artists from many cultural fields.

The first recorded Olympic Games was held at Olympia in 776BC, and every four years after that. A group of scholars known as the “Nomophylakes” were the guardians of the ancient Olympic Ideal. They ensured that the celebration remained true to its ethical and religious ideals. For several months before the Games, they would instruct the Olympic judges or ‘Hellanodikai’ in the high spiritual and cultural meaning of the festival. All the Greek city-states took part and the Games became a symbol of their unity. The celebration of Olympism in ancient Greece ceased when Emperor Theodosius banned the Olympic Games in 393AD.

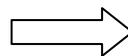
Modern Olympism

Frenchman Pierre de Coubertin who in 1894 established the Olympic Movement, is recognised as the father of modern Olympism. He modernised ancient Greek ideals and launched them to the rest of the world through the staging of a modern Olympic Games in 1896. Today, the festival celebrates the ideals which remain at the heart of Olympism (*Understanding Olympism, NZOC, 2000*)

Activity Five

Different people and different cultures at the Olympic Winter Games

This activity relates to the universal ethics of unity and friendship and will be investigated through the achievement objectives 4C1 and 4B4. The purpose of the activity is for students to demonstrate understanding of unity and friendship in relation to sport.



Olympic Ideal
Universal ethics
of unity and
friendship



Intended Outcome 1 (4C1)

Students will investigate and demonstrate their understanding of unity and/or friendship by presenting a role play that expresses unity or friendship through sport.

Intended Outcome 2 (4B4)

Students will experience ways in which cultural and social practices such as unity and friendship are expressed through the ritual of movement.

Activity

1. Revise knowledge and understanding gained from the ‘Key Questions’ (number 14) about unity.
2. Divide students into the original seven groups and give them the same athlete panel. Design a role play/charade or dance based on their athlete’s experiences of unity and friendship. Present the role play/charade to the class demonstrating unity and/or friendship. The rest of the class watches and then describes how the role play represents unity and/or friendship.
3. Finish by discussing the benefits/advantages of unity in sport.

Activity Six

The Grand Finale – Our Olympic Winter Games

The purpose of this activity is to consolidate knowledge and understanding about the Olympic Winter Games, and the Olympic Ideals and it will be explored through achievement objective 4B4 and 4D1.

Intended Outcome 1 (4B4 , 4D1)

Students will plan and take part in a creatively designed Olympic Winter Games demonstrating the attitudes and values associated with cultural and social practices

Students plan the opening, closing and medal ceremonies and ensure that the Olympic Ideals are reflected in these ceremonies. Students will need to decide on how the Olympic Ideals will be represented.

Students plan the Olympic Winter Games using the events they designed in the foundation activity and then they experience their “Games”. The planned Games must also reflect the Olympic Ideals.

Summarising Experiences

In pairs students will interview each other and present a poster illustrating their involvement in their creatively planned Olympic Winter Games. The poster will include:

- some photos that can be drawn or taken throughout the 'Games'
- an introductory paragraph about their experiences leading up to their 'Games'
- what they valued most about the experience
- an example of how they experienced each of the Olympic Ideals
- a message to younger children
- a statement about why they think the Olympic Winter Games is important to individuals and societies

Finish by presenting their posters back to the class and discussing how some of the links they made to the Olympic Ideals through their Olympic Winter Games can be brought into their school and club sport.

Acknowledgements

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