



Olympic Education

# London 2012 Primary e-book Teacher Notes



**PRIMARY**

# Introduction

The e-book *London 2012 – Primary* can be used for independent or group reading, or projected onto an interactive or standard whiteboard for shared reading. *London 2012 – Primary* is a digital text, so it's a good idea to familiarise yourself with the digital tools before you use them in the classroom. See Appendix 1: Tips for using the tools.

These teacher notes support you to use the e-book to explore the New Zealand Curriculum level 3–4 achievement objectives in English, Health and Physical Education, and Social Sciences. However, you can use the e-book with levels other than 3–4. You are encouraged to adapt the learning experiences to suit the specific needs of your students.

## Summary of the text

Every four years, the Olympic Games give athletes from around the world the opportunity to come together, in peace and as equals, to test themselves against the best. The 2012 Olympic Games will be in London. This e-book describes the history of the Olympic Games, how London is preparing to host the 2012 Olympic Games, and the success of New Zealand athletes at previous Olympic Games.



## New Zealand Curriculum

This resource promotes the Olympic Values, which correspond closely with the principles and values in *The New Zealand Curriculum* (pages 9–10).

Olympic Values	<i>New Zealand Curriculum</i> Principles embody beliefs about what is important and desirable	<i>New Zealand Curriculum</i> Values to be encouraged, modelled and explored
<ul style="list-style-type: none"> <li>• Balance between mind, body and character</li> <li>• Joy of effort</li> <li>• Pursuit of excellence</li> <li>• Fair play</li> <li>• Respect for others</li> </ul>	<ul style="list-style-type: none"> <li>• <b>High expectations</b> The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.</li> <li>• <b>Treaty of Waitangi</b> The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand.</li> <li>• <b>Cultural diversity</b> The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.</li> <li>• <b>Inclusion</b> The curriculum is non-sexist, non-racist and non-discriminatory; it ensures that students' identities, languages, abilities and talents are recognised and affirmed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Excellence</b> – aiming high and persevering in the face of difficulties</li> <li>• <b>Innovation, inquiry, and curiosity</b> – thinking critically, creatively, and reflectively</li> <li>• <b>Diversity</b> – found in our different cultures, languages, and heritages</li> <li>• <b>Equity</b> – through fairness and social justice</li> <li>• <b>Community and participation</b> – for the common good</li> <li>• <b>Integrity</b> – involves being honest, responsible, and accountable and acting ethically</li> <li>• <b>Respect</b> – for themselves, others, and human rights.</li> </ul>

## Olympism

By blending sport with culture and education, Olympism promotes a way of life based on:

- the balanced development of the mind, body and character – *hauora*
- 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 – *rangimārie, kia ngāwari*
  - generosity – *ohaoha, manaakitanga*
  - unity – *kotahitanga*
  - friendship – *hoatanga*
  - non-discrimination – *manakohanga*
  - respect for others – *whakanuitanga*.

(From *Olympism: Attitudes and Values in Physical Education*. Wellington: Ministry of Education. 2004.)

The key discussion points and activities are cross-curricular and offer teaching and learning opportunities in activities in the following learning areas.

**English/Literacy:** Scaffold your students to **think critically** and deepen their understanding of the text.

**Social Sciences:** **Facilitate discussion** about how the Olympic Values have been demonstrated by athletes attending Olympic Games.

**Health and Physical Education:** Encourage your students to **explore societal attitudes and values** in an Olympic Games context.

# Key discussion points and activities

## English/Literacy

### Prior to reading

Activate students' prior knowledge of the Olympic Games by asking: "What do you know about the Olympic Games? What happens? Where are they held? Who takes part? What do you know about the events?". Students could use a graphic organiser such as a mind map, KWL chart or fishbone diagram to record their ideas.

Click on bold words in the book for pop-up features.

Think aloud about your purpose for reading the e-book, for example, "My purpose for reading this text is to learn more about the Olympic Games. I'll skim and scan the headings, look at the pictures and read the captions to help me get an overview of the text".

Have the students skim and scan the text. Discuss the following text organisation features before reading to gain a general overview of the key ideas of the text.

- Headings and subheadings
- Visual features, such as maps, tables and graphs
- Captioned illustrations and photos
- Embedded hyperlinks to facts and other relevant information and resources

During the discussion, make reading and writing links. Discuss how the text organisation features help organise ideas logically and coherently. Remind students that this could be useful for the structure of their own writing.



## As you read

As you read, support the students to use the following comprehension strategies to improve their understanding of the text.

- Making connections
- Asking questions
- Visualising
- Drawing inferences
- Determining important ideas
- Synthesizing information

## Reflecting on the text

Have the students complete another graphic organiser (mind map, KWL chart or fishbone diagram) to summarise what they now know about the Olympic Games. Ask them to compare this graphic organiser with the one they completed prior to reading. Divide the students into small groups to discuss what they have learnt.

Ask the whole class: “Do you have any questions that weren’t answered by the text? Are there any further investigations you want to do?”

## Health and Physical Education, and Social Studies

The following are some themes that can be used to prompt discussion or encourage student inquiry. Students can also develop their own inquiry questions from the text.

- The e-book and the *Living the Olympic Values* text “The Olympic Games: A Celebration” (link on page 2 of the e-book) describe some of the differences between the Ancient Olympic Games and our Modern Olympic Games. Have the students record the events from the Ancient Games that are included in the Modern Games and the changes to the events on a then-and-now (Ancient and Modern) graphic organiser. Discuss the changes over time to the events in the Games. Ask: “Why do you think these changes have been made to the events?”
- The only people who were allowed to participate in the Ancient Olympic Games were citizens (free men) of the Greek Empire who spoke Greek. The Modern Olympic Games are inclusive – open to all athletes. Facilitate a discussion about how the closed criteria of the Ancient Olympic Games could have affected the competition. Does this reflect the aim of the Modern Olympic Games?

- Modern-day athletes also have to meet criteria to participate in the Olympic Games. Have the students choose an Olympic event and investigate the qualifying criteria for competing at the Olympic Games. Ask: "Which Olympic Values would the athletes demonstrate to meet the criteria?"

- Baron Pierre de Coubertin started the Modern Olympic Games in 1896. Have students research the reason behind his decision and how the Olympic Values originated.

- Page 5 of the e-book states that "you don't have to be an Olympic athlete to practise Olympism or the Olympic Values". Have the students work in small groups to discuss the Olympic Values and how they could be practised in everyday life at school and home. Ask: "How are the Olympic Values linked to goal setting?". Have the students set realistic individual goals for school, sport or their future. Revisit these goals throughout the year to check progress.

### OLYMPIC GAMES TODAY

In 1896, in France, a man named Baron Pierre de Coubertin decided to start the Olympic Games again. He believed that sport and the **Olympic Values**, blended with culture and education, would help build peace and human understanding throughout the world. This is still the aim of the organisers of the Modern Olympic Games.



Baron Pierre de Coubertin

You don't have to be an Olympic athlete to practise Olympism or the Olympic Values – it is all about being the best you can be and helping others to do the same.

**Events**

If you were going to the Olympic Games as an athlete, what would you want to compete in? Would you like to rocket your way along the running track like **Usain Bolt**? Would you use your eagle eyes to send arrows straight into the archery bull's-eye like **Neroli Fairhall**? Or would you throw yourself through the air in whirls and twirls like **Un-Jong Hong**?

There will be 26 different sports in the **2012 Olympic Games** in London, so there is something for everyone!

'THE MOST IMPORTANT THING IN THE OLYMPIC GAMES IS NOT TO WIN, BUT TO TAKE PART... JUST AS THE MOST IMPORTANT THING IN LIFE IS NOT THE TRIUMPH, BUT THE STRUGGLE'

– Baron Pierre de Coubertin

- Paralympic athletes – athletes with physical disabilities – strive for excellence in their chosen sports. Some sports are the same as in the Olympic Games, while others are only in the Paralympics. Have the students research the Paralympics and how the events are adapted to support participation. Students could record the similarities and differences on a graphic organiser, such as a compare-and-contrast chart.
- The 1906 eruption of Mount Vesuvius disrupted the 1908 Olympic Games. Athletes set goals to achieve their best at the Olympic Games. Discuss the impact a natural disaster could have on athletes' aspirations and preparation for the competition. Ask: "How would you feel if your dream/ goal was prevented by a natural disaster? How would the Olympic Values support you to overcome this disappointment?". Give this some local context by discussing Christchurch-based athletes preparing for London 2012. Students may also like to investigate other Olympic Games that have been disrupted.

- From 1912 to 1948 the Olympic Games included an art competition. The art competition is no longer a competitive component of the Modern Olympic Games. However, the host nation has to plan, design and build the Olympic stadium and other structures in preparation for the Games. Have students think-pair-share about the work that host countries do in preparation for the Olympic Games. Ask: "What environmental and sustainability issues does the host country have to take into consideration when planning for the games?" "How long would it take to prepare for an Olympic Games? How far in advance are the host cities chosen?"
- The Olympic Games mascots represent the host country. Have students discuss how the last drops of steel from the construction of the London 2012 Olympic stadium have been used to "make" the London mascots. Ask: "How do the mascots represent London, England, and the spirit of the Olympic and Paralympic Games?". Students could inquire into the origins of mascots from previous games.
- "New Zealand's Golden history" on pages 15–17 is about some competitors that have won medals at previous Olympic Games. Have the students use the information in the text, the pop-ups and the links provided to construct a timeline to record these athletes' successes. Have them add other Olympic Games success stories that they know about. As a group, discuss how the success of these athletes demonstrates the Olympic Values.

**LONDON 2012**

When is a drop of steel more than a drop of steel? When it's made into an Olympic mascot! These are the London 2012 mascots, **Wenlock** and **Mandeville**. They were created out of the last two drops of steel used to create the **London Olympic stadium**. They've been designed to represent the London Olympic Games. Have a look at their features!

**Head**  
Three points/prongs that represent where the athletes stand when they get their Medals

**Eye**  
Camera lens eye - to record everything I see

**Wenlock: bracelets**  
Friendship bands in the colours of the five Olympic rings.

**Mandeville: timer watch**  
Timer to help me record my personal best.

**Headlight**  
Headlight from a London taxi

**Body**  
Made out of one of the last two drops of steel left over from building the London Olympic stadium

**London taxis.**

For more about Wenlock and Mandeville, check out: <http://www.london2012.com/mascots>

**New Zealand's Golden history**

**FIRST AUSTRALASIAN GOLD MEDAL (FOR A NEW ZEALANDER): Malcolm Champion**

**FIRST MALE GOLD MEDAL: Ted Morgan**

**FIRST FEMALE GOLD MEDAL: Yvette Williams**

**FIRST MALE TRIPLE GOLD MEDALLIST: Peter Snell**



## Helpful Links

<http://www.olympic.org.nz/education/home>

<http://www.nz2012.com/>

<http://getset.london2012.com/en/resources>

<http://www.london2012.com/>

# Appendix 1: Tips for using the tools

**Handy Hint!**  
Using the reset tool is like putting the toolbar into “neutral.” It is good practice to reset the tools between each use, to avoid accidentally drawing or erasing when you mean to do something else!

Feature	How to use	Teaching and learning uses
<b>Mask</b>	 <ol style="list-style-type: none"> <li>1. Click the mask tool.</li> <li>2. Use the arrows around the mask to size and position it.</li> <li>3. Click the magnifying glass icon to zoom in.</li> <li>4. To close the mask, click on the mask icon again.</li> <li>5. Click the reset icon to return the page to its original position.</li> </ol>	<p>Use the mask to show important text elements by isolating them and magnifying them for modelling and discussion.</p> <p>The mask tool is useful for predicting.</p>
<b>Pop-up features</b>	 <p>To display a pop-up feature:</p> <ul style="list-style-type: none"> <li>- Click any bold word.</li> </ul> <p>To close a pop-up feature:</p> <ul style="list-style-type: none"> <li>- Click the red “X” in the top right-hand corner of the pop-up box.</li> </ul>	<p>Ask the students to discuss the word in context and then click on the word.</p> <p>This is good for developing academic, domain-specific, and general vocabulary.</p> <p>Students will enjoy pressing or clicking on the words themselves.</p>
<b>Embedded videos</b>	 <p>To play an embedded video:</p> <ul style="list-style-type: none"> <li>- Click the green play/stop button. Note, these buttons will only appear on pages where a video is embedded.</li> </ul> <p>To close an embedded video:</p> <ul style="list-style-type: none"> <li>- Click the red “X” in the top right-hand corner of the video box.</li> </ul>	<p>Use the videos to build background/world knowledge.</p> <p>Ask the students to predict what the video will show.</p> <p>When the video has played, ask the students to make connections between the video and the text.</p> <p>The videos increase engagement and motivation.</p>

Note: The tools and “teaching and learning uses” were developed by Neale Pitches and Matt Comeskey and are copyright © South Pacific Press.

Feature	How to use	Teaching and learning uses
<b>Drawing tools</b>		<ol style="list-style-type: none"> <li>1. Click the pencil or highlighter icon.</li> <li>2. Click the pencil-/highlighter-width icon.</li> <li>3. Choose your pencil/highlighter width.</li> <li>4. Click the color palette icon.</li> <li>5. Choose a color</li> <li>6. Write or draw on the page.</li> </ol> <p>Use the drawing tools to focus the students on a particular word or line.</p> <p>Underline or highlight important ideas.</p>
<b>Virtual sticky note</b>		<ol style="list-style-type: none"> <li>1. Click the note icon.</li> <li>2. Choose a place on the page where you want your note. At that place, click and drag the cursor diagonally down the page, then release.</li> <li>3. Type into the note using your keyboard.</li> </ol> <p>To move or resize the note:</p> <ol style="list-style-type: none"> <li>1. Click the selection icon.</li> <li>2. Click on the sticky note.</li> <li>3. Use the red arrows to resize the note. Click the arrow and move the cursor in any direction.</li> <li>4. Use the black arrows in the upper right-hand corner to move the note. Click the arrows and move the cursor in any direction.</li> <li>5. Click anywhere outside the note to continue.</li> </ol> <p>When reading, use sticky notes to model how to annotate the text to record your thinking.</p>

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Feature	How to use	Teaching and learning uses
<b>Erase tool</b>	 <ol style="list-style-type: none"> <li>1. Select the erase icon.</li> <li>2. Click on the object you want to erase.</li> </ol>	Easily erase any individual object you have put on the page.
<b>Trash tool</b>	 <ol style="list-style-type: none"> <li>1. Click on the trash tool.</li> </ol>	Erase ALL the objects you have put on the page.
<b>Save</b>	 <p>To save annotations on a page, click the "Save" button. Create a file name and click "Save" again. Please note, you need to save each double-page spread as a separate file if you are annotating multiple spreads in a book.</p>	
<b>Load</b>	 <p>To load previously saved annotations on a page, go to the page and click the "Load" button. Locate the desired file name and click "Load" again. Please note, saved files are housed on your local hard drive. This means if you open the same book on a different computer, you will not have access to your previous annotations.</p>	
<b>Print</b>	 <p>To print a page, select the printer icon. You will be prompted to choose the left- or right-hand page for printing.</p>	

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