



Olympic Education

London 2012 Secondary e-book Teacher Notes



SECONDARY

Introduction

The e-book *London 2012 – Secondary* can be used for independent or group reading, or projected onto an interactive or standard whiteboard for shared reading. *London 2012 – Secondary* 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 5–6 achievement objectives in English, Health and Physical Education, and Social Sciences. However, you can use the e-book with levels other than 5–6. 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, the sports that have changed over time, the success of New Zealand athletes at previous games, and New Zealand's hopes for 2012.



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

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 Olympic athletes in all cultures.

Health and PE: Encourage your students to **explore and analyse** societal influences, attitudes and values to develop an understanding of the place of sport and its effects on people with all kinds of abilities.

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 history of 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
- Visuals, 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.

NEW ZEALAND AT THE OLYMPIC GAMES

New Zealand is a small country but we have a big history in the Olympic Games. We're known for showing our Olympic Values through a bicultural approach to the Games. But New Zealand didn't have such a strong identity at the Olympic Games to start with. We first sent competitors to the Olympic Games in 1908, as part of an Australasian Team. Since then there have been some incredible achievements. Here are just a few of our amazing Olympic stories.



10



New Zealand's most successful Olympic sport

Sport	Gold	Silver	Bronze	Total
Athletics	9	2	8	19
Sailing	7	4	5	16
Rowing	6	2	8	16

At the Olympic Games until now, New Zealand has been most successful in athletics. These totals are from before the London 2012 Olympic Games. Do you think athletics will still be our most successful sport after the Games?

11

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 cover image shows Mahe Drysdale as the flag bearer at the 2008 Beijing Olympic Games. Have students discuss how this image reflects both the biculturalism of our nation and the Olympic Values.
- The Olympic Games give athletes the opportunity to compete at the highest level in their sport. However, not all sports are included in the Olympic Games. Ask: "Why are some sports included in the Olympic Games and not others?" "How is this decision made?". Have the students discuss their ideas before investigating which sports are included in the London 2012 Olympic Games and how it was decided to include these sports.
- No women were allowed to compete in the Ancient Olympic Games. Facilitate a group discussion about why women would not have been allowed to compete in the Ancient Olympic Games or the first Modern Olympic Games in 1896. Ask: "Why has it taken so long for women to be allowed to fully participate in the Games?" "Why do you think women were only allowed to play tennis and golf in the 1900 Olympic Games?". Have the students think-pair-share about the possible connection between women's emancipation and their inclusion in sport at an international competitive level.



- Two of the sports featured in the Ancient Olympic Games are described on pages 4 and 5. Ask: "Are there similar sports now included in the Modern Olympic Games?" "What are the similarities and differences between these sports?". Students could record their ideas on a compare-and-contrast chart.
- 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. Have the students write a set of school or class values and compare these with the current school or class rules or the school charter.
- 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.

Events that didn't make it
The Olympic Games now only ever features 26 sports, so every time a new sport is added, an existing one has to be removed. For a sport to be included in the modern Olympic Games, it must have an International Federation that represents the sport and complies with the **Olympic Charter**. There must also be a wide number of people worldwide that participate in the sport. Many of the current Olympic sports were featured in the Ancient Olympic Games, but here's a few that didn't quite make it to the modern era...

Pankration
The Pankration was a kind of wrestling event which has been seen as one of the first **mixed martial arts competitions** in the Western world. There were no rules except no biting and no eye gouging, and because there was no points-scoring the match would go on until one of the participants submitted. This might seem like a pretty vicious sport, but life could be pretty vicious in Ancient Greece! Greeks believed that the hero **Theseus** invented the sport when he fought the minotaur.



Chariot racing
This event was extremely important at the Ancient Olympic Games. There was even a story that the whole Games was started because of a chariot race. The legend goes that a Greek prince named Pelops won the right to marry the girl he loved through a chariot race. To celebrate, he founded the Olympic Games.



The Olympic way of life
The Ancient Olympic Games were a celebration of the health of mind, body and character. Modern Olympism aims to continue this celebration in all aspects of life. In 1896, Baron Pierre de Coubertin decided he wanted to bring back the focus on healthy mind, body and character in a celebration of sport, culture and art. He aimed to build peace and human understanding through sport, and saw the Olympic Games as a showcase for the **Olympic Values** in action. You don't have to be an Olympic athlete to practise Olympism – it is all about being the best you can be and helping others to do the same.



LONDON TOWN

London 2012 will be the third instalment in London's Olympic history, and what a history it is. Read on for some unique Olympic experiences. [London facts](#)

1908
"The most important thing in the Olympic Games is not to win but to take part". This is one of the most important ideas in Olympism – it's all about doing your personal best. Pierre de Coubertin wrote this statement for the **1908 Olympic Games**, but it nearly happened that nobody took part! The Games were supposed to be held in **Rome**, Italy, but in 1906 Mount Vesuvius erupted, almost completely destroying Naples, another Italian city. Italy was too busy to manage the Olympic Games, so with just two years to plan it, London saved the day!





1948
Olympic athletes say that as much as the sport, the journey and the Olympic experience are their own reward, there is nothing like winning an Olympic Medal. But how would you feel if you put everything you had into an Olympic competition, only to have to wait months to find out how you did?
In 1948 at the **London Olympic Games**, **Alfred Thomson** was the last person to win an Olympic Gold Medal in an unusual event – painting! Well, today we think of it as unusual, but **art competitions** were a part of the Olympic Games from 1912 to 1948, because Pierre de Coubertin wanted the Modern Olympic Games to celebrate art, culture and sport. Entries had to be inspired by sporting achievements. There were even architecture competitions – imagine designing an entire building to celebrate the Olympic Games!

[Did you know?](#)

- 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?"
- New Zealand is "known for showing our Olympic Values through a bicultural approach to the Games" (page 10). The illustration on page 10 shows Beatrice Faumuina carrying the New Zealand flag. Ask: "How does this illustration show our biculturalism?" "Are there other major sporting events or occasions when New Zealand uses a bicultural approach?". Have the students discuss how this approach reflects the Olympic Value of Respect for Others.
- "New Zealand's Golden history" on pages 12–14 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.

NEW ZEALAND AT THE OLYMPIC GAMES

New Zealand is a small country but we have a big history in the Olympic Games. We're known for showing our Olympic Values through a bicultural approach to the Games. But New Zealand didn't have such a strong identity at the Olympic Games to start with. We first sent competitors to the Olympic Games in 1908, as part of an Australasian Team. Since then there have been some incredible achievements. Here are just a few of our amazing Olympic stories.




Sport	Gold	Silver	Bronze	Total
Athletics	9	2	8	19
Sailing	7	4	5	16
Rowing	6	2	8	16

At the Olympic Games until now, New Zealand has been most successful in athletics. These totals are from before the London 2012 Olympic Games. Do you think athletics will still be our most successful sport after the Games?

New Zealand's Golden history



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



FIRST MALE GOLD MEDAL:
Ted Morgan



FIRST FEMALE DOUBLE MEDALLIST:
Vicky Latta



FIRST FEMALE TRIPLE MEDALLIST:
Barbara Kendall



FIRST FEMALE GOLD MEDAL:
Yvette Williams



FIRST MALE TRIPLE GOLD MEDALLIST:
Peter Snell



FIRST FEMALE DOUBLE GOLD MEDALLISTS:
Caroline and Georgina Evers-Swindell

- The Olympic Games are about different cultures coming together to celebrate the Olympic Values through sporting achievement. Apartheid was the system of government in South Africa from 1948 to 1994, and because of this South Africa was banned from the Olympic Games from 1964 to 1992. Have the students work in small groups to discuss the difference between apartheid and the Olympic Values. Ask: "How do the Olympic Games and Olympic Values help to foster understanding of other cultures, and international peace?"
- Jacko Gill won a silver medal at the Singapore Youth Olympic Games in 2010. He is now training hard and aiming to win a medal at the London 2012 Olympic Games. Facilitate a whole-group discussion about how Jacko's determination to succeed reflects the Olympic Values. Ask "How does Jacko maintain a balance between mind, body and character?"
- Jacko has set himself a goal – to win a medal at the 2012 Olympic Games. Discuss goal setting and how the Olympic Values can be applied in areas other than sport. Have the students set themselves a goal (personal, academic or sporting) and a timeframe for achieving it. Have the students record their goals:
 - What I want to achieve
 - How I can achieve it
 - When I want to achieve it
 Refer to their goals throughout the year to check progress.

Youth Olympians

The first **Youth Olympic Games** was held in Singapore in 2010. New Zealand sent a team of 54 athletes between the ages of 14 and 18.

As the 2010 World Youth Athletics Champion in shotput, Jacko Gill was a good Medal prospect at the Singapore Youth Olympic Games. In Singapore, he got a bad dose of the flu and was bedridden and isolated from the rest of the team. Despite this, he managed to qualify for the final round. He then had five days to get well and build up his strength for the final. Even though he was disappointed not to be at his best, Jacko came second, winning a Silver Medal.

He went on to defend his title at the 2011 World Youth Championships in Athletics with a World Youth Best Performance of 24.35 metres. This was almost 4 metres better than his winning throw in 2010. Jacko is now training hard and aspiring to compete at the London 2012 Olympic Games.

New Zealand has high hopes for the London 2012 Olympic Games! Up to 200 athletes are expected to represent New Zealand. Whatever your favourite sport or athlete, make sure you keep an eye on the London 2012 Olympic Games – you're bound to be inspired!

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
Mask	 <ol style="list-style-type: none"> 1. Click the mask tool. 2. Use the arrows around the mask to size and position it. 3. Click the magnifying glass icon to zoom in. 4. To close the mask, click on the mask icon again. 5. Click the reset icon to return the page to its original position. 	<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>
Pop-up features	 <p>To display a pop-up feature:</p> <ul style="list-style-type: none"> - Click any bold word. <p>To close a pop-up feature:</p> <ul style="list-style-type: none"> - Click the red “X” in the top right-hand corner of the pop-up box. 	<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>
Embedded videos	 <p>To play an embedded video:</p> <ul style="list-style-type: none"> - Click the green play/stop button. Note, these buttons will only appear on pages where a video is embedded. <p>To close an embedded video:</p> <ul style="list-style-type: none"> - Click the red “X” in the top right-hand corner of the video box. 	<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
Drawing tools		<ol style="list-style-type: none"> 1. Click the pencil or highlighter icon. 2. Click the pencil-/highlighter-width icon. 3. Choose your pencil/highlighter width. 4. Click the color palette icon. 5. Choose a color 6. Write or draw on the page. <p>Use the drawing tools to focus the students on a particular word or line.</p> <p>Underline or highlight important ideas.</p>
Virtual sticky note		<ol style="list-style-type: none"> 1. Click the note icon. 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. 3. Type into the note using your keyboard. <p>To move or resize the note:</p> <ol style="list-style-type: none"> 1. Click the selection icon. 2. Click on the sticky note. <ol style="list-style-type: none"> 3. Use the red arrows to resize the note. Click the arrow and move the cursor in any direction. 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. 5. Click anywhere outside the note to continue. <p>When reading, use sticky notes to model how to annotate the text to record your thinking.</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
Erase tool	 <ol style="list-style-type: none"> 1. Select the erase icon. 2. Click on the object you want to erase. 	Easily erase any individual object you have put on the page.
Trash tool	 <ol style="list-style-type: none"> 1. Click on the trash tool. 	Erase ALL the objects you have put on the page.
Save	 <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>	
Load	 <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>	
Print	 <p>To print a page, select the printer icon. You will be prompted to choose the left- or right-hand page for printing.</p>	

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

It is recommended you use Adobe Flash Player 10 or above. You can check for the latest software updates at www.adobe.com/downloads. Updates are straightforward and free. Minimum specifications: Flash player 10.0 or higher, internet connection, Windows XP or higher / Mac OS 10.4 or higher, Pentium processor or higher, 512 MB of system memory (RAM), 1024 x 768 screen resolution (recommended). Minimum browser versions for e-books: Internet Explorer 7.0 or higher / Firefox 5.0 or higher / Safari 2.0 or higher.