

Planning and running a classroom

TEACHER INTRODUCTION

In the times of the ancient Olympic Games, sport and culture were closely linked. As well as the sporting events, cultural events were encouraged at the same time. Since the founding of the International Olympic Committee in 1894, by Pierre de Coubertain, and the first modern Olympic Games in Athens in 1896, cultural activities have always been closely linked to the Games. In fact, until 1948, medals were awarded for sculpture, music, literature and art. When the Olympic Games are held in London in 2012, celebrating creativity in all fields will play a large part in the Games – keeping Pierre de Coubertain's vision alive. In this unit we celebrate the principals of Olympism by planning and running a fun, cultural festival, celebrating cultural diversity and providing a stimulus for creative and artistic pursuits.



DRAFT CURRICULUM CONTEXT

Social Sciences – Identity, Culture and Organisation
Learning Languages: – Communication
The Arts – Develop Ideas, Communicating, Interpreting
English – Speaking, Writing, Presenting

- understanding that arts, customs and ideas are important parts of the culture of societies around the world
- knowing that education in the arts and literature is an important part of the Olympic Movement in its aim to make the world become a better and more peaceful place
- understanding that our country is made up of people from many different cultures and this should be celebrated
- learning about and trying new and different creative art activities.

THINKING ABOUT CULTURE

- Find out what the students' understanding of culture is. What does the dictionary say?
- Develop the idea that the two common meanings of culture are:
 - *creating, enjoying and appreciating the different arts*
 - *the ideas, customs and art of any society in the world.*
- Tell students that music and painting are well-known art forms. Challenge them to come up with a list of other forms

of the arts that people create, take part in and enjoy, **eg**
- *dance, sculpture, drama, embroidery, films, busking, street theatre, carving...*

- Do the students know that writing stories and poetry is also part of the arts? Have students prepare and share reviews of their favourite stories and/or read out favourite poems to the class.
- What are the students' favourite arts? Why? Are there any art forms that the students would like to try and learn?



CULTURE AND THE OLYMPIC MOVEMENT

- Tell students that during the ancient Greek Olympic Games, culture was an important part of the Games and artists, musicians, and writers took part in the celebration.
- Do they know that culture is still a very important part of the modern Olympic Games and that exhibitions and concerts are an important part of the celebrations and that medals were once awarded for sculpture, music, literature and painting?
- Review the purposes of the Olympic Movement, emphasising its aim of promoting world peace and unity. How will having people from different cultures around the world, coming together to compete in sporting events and learn about each others cultures, help the world become a better and more peaceful place?



CULTURAL DIVERSITY AT SCHOOL

- Introduce students to the idea that when we talk about different cultures around the world we are meaning the different languages, ideas, religions, legends, music, dances, games and sports, foods, celebrations and festivals ... of these different cultures. Remind students that Māori were the first people of New Zealand, voyaging in ocean-going canoes from the legendary island of Hawaiki and like Māori, every other culture in New Zealand arrived from somewhere.
- As a homework project, have students talk to their families about where in the world their ancestors came from, and/or grandparents/parents come from. How many different cultures are represented in your classroom and school? Locate these on a world atlas and make into a wall display.

and/or school Cultural Festival



WHY CELEBRATE OUR CULTURAL DIVERSITY?

- Have students talk about and share what they as families like doing together. Are there any special occasions during the year when they all get together to celebrate something? How do they celebrate these special occasions?
- Through discussion, develop the idea that no matter where we live in the world there are certain things that all people like to do. Brainstorm a list which could include:
 - preparing and eating favourite foods
 - enjoying music and dancing
 - enjoying being together on special occasions and taking part in celebrations
 - playing sports and enjoying hobbies.
- Remind children that all cultures may have different ways of enjoying these things, but that all these differences combined have made Aotearoa New Zealand what it is today. Develop the idea that by learning about, appreciating and celebrating the different cultures of our country we can become more tolerant of differences and get to know ourselves better (the same principles that underpin the Olympic Movement).

IT'S TIME TO CELEBRATE

The following ideas can be part of an on-going celebration held over several weeks or can be combined into a concentrated week-long festival celebrating culture, cultural diversity and the arts. It can be classroom-based or include the whole school.

MUSIC AND DANCE FROM AROUND THE WORLD

- Use your local community as a learning resource. Invite community members to teach dances from the different cultures represented in your school community, eg
 - kapa haka
 - folk dances
 - highland dancing
 - ballet
 - sasa
 - salsa ...
- Find out what instruments are used to make music in other countries (Google is very helpful, **eg** type in Kenya musical instruments). If possible invite people to demonstrate instruments such a Japanese koto, bagpipes, island drums.
- Learn and sing songs from other countries in their language.



- Find out what these sounds mean. Learn songs sung at special occasions.

LANGUAGES FROM AROUND THE WORLD

- Learn to speak some words in many languages, eg words of greeting, words of thanks, words of pleasure, counting words, simple directions and instructions.

SHARING A MEAL

- Identify and investigate the preparation, customs and cooking of particular dishes from cultures represented in your community **eg**
 - invite local iwi to explain protocol and assist students in preparation of a hangi meal
 - what special ingredients are used and how is a sushi meal prepared?
 - arrange for the 'piping in' of the haggis

FOCUS ON THE ARTS – A POTPOURRI OF IDEAS TO TRY

- Have daily poetry and book readings.
- Run a public speaking and/or debating series.
- Make and fly kites from different cultures.
- Make outside and inside sculptures out of junk.
- Learn the art of shooting and editing a video (iMovie).
- Invite community artists to share and talk to students about their art. Invite artists to introduce students to the basics of their art forms, **eg** screen printing.
- Invite class members to share hobbies with each other.
- Have groups prepare and present (or compose) the following for presentation to the school assembly:
 - a play
 - a dance
 - a mime
 - juggling
- Have instrumental and singing groups giving daily concerts and or encourage students to busk around the school at playtimes.
- Run a national costumes of other countries fashion parade.



New Zealand Olympic Committee