

Is it Olympic Time? Lesson Plan

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Description:

This lesson plan is designed to challenge the students into planning a Winter Olympic Games. Students will brainstorm and research all the planning that it would take to put together the Winter Olympic Games using the 2010 Vancouver Games as a focus. They will learn about the different venues and sports, the media, the athletes accommodations and villages, the changes needed to accommodate the spectators of the Games, and all other events and needs associated with putting on a Winter Olympic Games. A big issue with hosting an Olympic Games is sustainability. There is so much preparation for the Olympics, but what aftermath will result if proper planning is not done? Students will look into how Vancouver is preparing for the long-range effects of hosting the winter Olympics in 2010. The student's will also look at the feasibility of holding a Winter Olympic Games in Seattle, Washington. They will use the knowledge they gained in learning about the Vancouver 2010 Olympics to decide if Seattle is a good place. Does it have the venues? What would need to be built and where? Can Seattle accommodate the athletes, media, and spectators? What would the effects of holding a Winter Olympics do to the area and economy long-term?

Grade Level(s):

Suitable for grades 6-10

Subject(s):

Social Studies, Geography, Math, Environmental Science

Duration:

1-2 weeks/ 7-10 hours

Goal:

The goal is to recognize all the necessary planning, preparation and sustainability, that goes into putting on the Winter Olympic Games in Vancouver or in any city around the world.

Objectives:

The students will:

- 1 brainstorm and research everything that goes into hosting a Winter Olympic Games
- 2 discuss what effects will result from holding a Winter Olympic Games
- 3 use maps to measure distances between Olympic venues in Vancouver/Whistler and also use maps of Seattle/Washington State to plan possible venue sites in Seattle
- 4 present their findings to the rest of the class, and their decisions (with reasons given) as to whether or not Seattle would be a good place to host a Winter Olympics

Standards:

This lesson meets WA state standards:

- 1 In Geography ~

- 1.1 Use and construct maps, charts, and other resources to gather and interpret geographic information
- 2.3 Identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions
- 3.1 Identify and examine people's interaction with and impact on the environment
- 3.2 Analyze how the environment and environmental changes affect people
- 2 In History ~
 - 1.2 Understand events, trends, individuals, and movements shaping world, U.S. and Washington State history
- 3 In Science ~
 - 1.3. Changes: Understand how interactions within and among systems cause changes in matter and energy
- 4 In Math ~
 - 5.2. Relate mathematical concepts and procedures to other disciplines.
 - 5.3. Relate mathematical concepts and procedures to real-world situations.
- 5 In Communication ~
 - 1.2. Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

Background Information:

The students have had some familiarity with the Olympics through previous viewings of the events on television. They also have used maps and know how to read political, physical, and road maps. They will have already learned how to use a map scale to measure distances on a map.

Materials:

- 5 Internet access
- 6 Maps of: Vancouver, Whistler, British Columbia, and World
- 7 Markers, Poster paper, and other presentation supplies
- 8 Chalkboard/whiteboard/overhead

Procedures:

1. The class will have an open discussion about the Olympics. We will start with a web on the chalkboard that says Winter Olympics in the middle. They will share anything that they can think of from prior knowledge that has to do with the Winter Olympics. The class will then talk about the web and what they think of the Winter Olympics.

2. Students will use the Vancouver 2010 Winter Olympic Games website (www.vancouver2010.com) to find the different sports and venues at the Olympics.

3. The class will define sustainability. Starting with the root word and leading to a discussion about what that means.

4. The students will be broken into small groups. Each group will be assigned one of the following sustainability topics related to the Olympics. They are: Accountability, Environmental Stewardship and Impact Reduction, Social Inclusion and Responsibility, Aboriginal Participation and Collaboration, Economic Benefits, and Sport for Sustainable Living. The small groups will be reading their assigned topic and then choosing a way to present the information they learned to the rest of the class.

5. The students will be given maps of Vancouver, Whistler, and British Columbia. They will mark the locations of the different venues used at the 2010 Winter Olympics. They will also measure distances between venues. The class will have a brief discussion about venue location and their

opinions about the distance between Whistler and Vancouver.

6. Once the class has a good understanding of what criteria needs to be considered in order to plan a Winter Olympic Games. Challenge the students with the following question: "Would Seattle, Washington be a good location to host a Winter Olympic Games? Why or Why not?" The students will work in pairs to decide if Seattle would be an ideal location. The students would need to find possible venue sites, distances, and consider sustainability. The groups can record their findings on poster paper that they will later share with the rest of the class.

Evaluation/Assessment:

The assessment of their learning would revolve around the answer to the question: "Would Seattle, WA be a good location to host a Winter Olympic Games? Why or Why not?" Students can be assessed, through the use of a rubric, on consideration of all the elements that go into planning an Olympic Games, their reasons for choosing venue locations and their sustainability, explanations as to why or why not Seattle would be a good host city, their presentation, and the evidence gathered to support their answers.

Possible Extension/Wrap-Up/Additional Notes:

Possible extensions:

- 1 Have the students design what the Winter Olympic symbol would be if Seattle hosted the Olympics.
- 2 The students can map the route and measure the distance taken by the Olympic torch to the Vancouver 2010 Winter Olympics or the China 2008 Summer Olympics.
- 3 Students can look into the history of the different countries and athletes that take part in the Winter Olympic Games. Do they see any correlations between location of the countries on earth and climate?

Useful websites:

- 1 Vancouver 2010 Winter Olympic Games www.vancouver2010.com / www.winter2010.com
- 2 Aboriginal Tourism British Columbia - Circles of Opportunity www.atbc.bc.ca/olympicbid
- 3 Olympic History Timeline www.musarium.com/kodak/olympics/olympichistory
- 4 Elementary Printouts & Activities www.enchantedlearning.com/olympics
- 5 Beijing 2008 Summer Olympic Games <http://en.beijing2008.com>