

Teacher Instructions

Title: Here and There: Discovering Communities Through the Olympic Torch Relay

Grade Focus: K-12

Subject: Geography, History, Science, and Math

Technology Integration Activities: Digital imaging and PowerPoint or Animoto or Video and (for all) Internet research

Recommended Time to Completion: 3 weeks (in approximately 3 1-hour periods/week)

INTRODUCTION:

This hands-on classroom project builds on the excitement of the Olympic Games' torch relay as it winds its way from Greece throughout Canada to the Olympic Stadium in Vancouver. Through teacher-selected activities integrated into ongoing geography, history, science, and/or math curricula, the torch's path is the focus for student discovery experiences, including student-to-student discussions comparing their hometowns to others along the route. Specially designed, this project integrates directly into:

1. a wide variety of curricular areas and grade levels; and
2. the Olympic Planning Committee's focus to share the Olympic Flame with as many Canadians and communities (1020) as possible via the longest torch route in history (45,000 kilometres)--using this experience to connect and communicate Canadians' and their cultural and geographic diversity and commonalities.

PREREQUISITE EXPERIENCE:

The Engage section is organized to allow you to tailor this multi-subject, multi-grade lesson plan. It is organized into framing questions for your students to explore. From this exploration, students add their own questions, answers and experiences using digital imaging, Internet research and a choice of PowerPoint, Animoto or Video. See **Teacher Prep Time** for technology tools, support, and ideas.

Useful tutorials are:

- Internet research
http://www.nortellearnit.org/technology/Discovering_the_Internet/
- Imaging:
www.NortelLearnIT.org/technology/Imaging
- PowerPoint presentations:
www.NortelLearnIT.org/technology/PowerPoint_Presentations
- Animoto presentations:
<http://www.nortellearnit.org/animotofeaturedcontent/>

For the Internet research component, teachers and students should be familiar with search techniques and safe sites (and using settings to retrieve safe materials). For tips and tricks be sure to review the [Advanced Searches \(Real | Windows Media | Flash\)](#) and [Image Searches \(Real | Windows Media | Flash\)](#) tutorials.

They should also be guided [to some image resources](#) (http://www.nortellearnit.org/resources/Web_Sites/#imaging) to use in their showcase presentation (whether it is PowerPoint, Animoto, or video)

Copyright: As the class/students search for and decide what images or text that you want to use in the presentation, be sure to check for a copyright notice. Some web sites want you to use their materials for educational projects while others do not. A good way to learn more is to select a grade-level or usage-type tutorial on copyright at http://nortellearnit.org/technology/Digital_Ethics/.



Canada Map, CIA World Factbook (public domain photo)

TEACHER PREP TIME: 1-2 hours

PROJECT:

The *Here and There Classroom Project* begins with the official VANOC 2010 Interactive Torch Relay Map <http://tinyurl.com/6592u7>. The project will tie students' work back to that map, bringing the relay full circle. Students investigate, via the Olympic torch's journey, information about themselves, their hometown and a location on the Olympic torch route. Students develop technology tools skills for research, communication and presentation as they share their new knowledge with their classmates AND others via their projects' showcase on the Nortel LearnIT web site (www.nortellearnit.org). Teachers determine project time by activities selected; include time before and the torch reaches your location.

• **Organization:**

- The Engage section begins with framing questions broken out by subject areas, e.g., geography, math, etc., to allow adaptation to a class' subject matter and grade level. The lesson is flexible to be expanded or narrowed as needed.
- Students will work with partners or in teams as the teacher assigns. Students should select a single technology to present their project, e.g., digital imaging that is incorporated into a PowerPoint or Animoto presentation, or a video production.

- **Activities/Getting Started Resources:** Internet research is will be a core part of the project. It is recommended to begin by learning about the 2010 Vancouver Olympic Games and by viewing the interactive animation showing the Vancouver 2010 Olympic Games torch:

- <http://www.vancouver2010.com/>
- <http://www.vancouver2010.com/en/torch-relays/2010-olympic-torch/olympic-torch-interactive-animation/-/62266/hi=1/11q3ak8/index.html>
- For background, visit:
 - <http://www.vancouver2010.com/>
 - <http://www.vancouver2010.com/en/torch-relays/-/32700/8amb6a/index.html>

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- <http://www.vancouver2010.com/en/torch-relays/about-the-torch-relays/paralympic-torch-relay/-/57968/1wn4l6m/index.html>
- <http://www.vancouver2010.com/en/news/feature-stories/-/66244/32574/3krxd/step-for-step-canadian-schools.html>

ASSESSMENT / GRADING:

Through answers to discussion questions and their presentations, students will demonstrate their understanding of the content selected for their ***Here and There Classroom Project***. Rubrics (assessment tools) are used to evaluate the students' content knowledge, analytical skills and applied understanding of the material. A presentation rubric may be used if students create a PowerPoint or Animoto project. Consult the following URL for rubrics for student presentations: <http://NortelLearnIT.org/resources/Handouts/> ; **see also the** Evaluate section.

TIME MANAGEMENT TIPS:

Students may gain experience with one or more of the suggested technologies via the training videos listed in **Teacher Prep Time** while they progress through the project.

Engage

Engage

Since 776 B.C., the Olympic Games have symbolized the dedication and steps needed to set and reach high goals. You're about to set your own goals and join the 2010 Vancouver Olympic torch relay. You will connect to the torch relay route through your choice of many exciting projects relating to your home and a spot on the route.

You may choose to learn more about:

- the culture or geography of these two locations; or
- the math of the route by measuring physical steps; or
- the modes of transportation and barriers to surmount in "getting there".

The Vancouver 2010 Olympic Games connects a huge number of communities (1020) via the longest torch route in history (45,000 kilometres).

Find out more by viewing the official VANOC 2010 Interactive Torch Relay Map <http://tinyurl.com/6592u7>. Note: You can locate the day the torch comes closest to your community via the dropdown selections in the upper right of the map. Subject/grade specific resources are included in this lesson plan. Check out the Nortel LearnIT Success Resources Toolkit for more information sources: www.nortellearnit.org/LearnIT/olympics/olympicsresources

Framing Questions for Subject Areas:

Geography:

Do you wonder if the torch will pass near or through your community? Use the Interactive Torch Relay Map to discover its path. Can you tell how whether it will arrive in your community by air or land?

Math:

Can you tell how long will it take for the torch to travel between the (nearest) communities before and after yours? Use the Interactive Torch Relay Map to discover its path.

Science:

How might the weather impact the running of the relay route? If you were planning this event, what weather might you predict? Or ... What are the mechanics of how the Olympic torch works today and how it has worked in the past?

History:

The Olympic Games and the torch relay have been taking place for centuries. What do you know about the paths the Olympic Games and the torch have taken down through the years?

Explore

Explore

Determine how you will work together with your partner or in teams. As you go through your research, you will want to be photographing and collecting digital images to use in your presentation. See the **Elaborate** section for tips on digital images. The activities in this **Explore** section are organized according to the framing question topics found in the **Engage** section.

It is also important that students identify materials that they use completely in your projects. This is called "making a citation" of someone else's work. This is the format that is typically used:

Last Name, First Name of Author (if known). "Title of work/article/page." Title of Complete Document (if applicable). Date last modified. URL (date visited).

Activities by Subject Areas:

Geography:

What are the communities the torch reaches before and after yours? How does the terrain influence the path? How is the geography unique in your community? What features does your community have in common with others on the route? (For a Canadian studies geography unit, a class might consider the full route.)

Math:

If you were running segments of that route, how long would it take you to run a specific distance? Calculate how many times around your school's track or gym it would take to run the equivalent distance. Through Internet research, determine speeds of some Olympic relay race winners and calculate how long it would take them to run the distance(s). How can you compare and contrast or plot (represent) the variations?

Find resources for collecting, listing, representing, and sorting the information you find, along with more advanced techniques for creating "what ifs" and scenarios and working with datasets in the Nortel LearniT K-12 Data Collection Toolkit:
nortellearnit.org/LearnIT/resources/datacollectiontoolkit/

Note: To introduce data collection and analysis to early elementary students, check out the Nortel LearniT lesson plan, Building Arrays at
<http://nortellearnit.org/lessons/Math/buildingarrays/>

Science:

Check out the torch's path and the route dates on the map <http://tinyurl.com/6592u7>. How much of the torch's trip will be during Winter; how much during meteorological Winter (and what is meteorological Winter?) Find a valid scientific resource on the Internet that explains meteorological Winter.

History:

How can you discover more about past Olympic Torch routes and host countries? You might begin by exploring:

1. http://www.olympic.org/uk/games/index_uk.asp or
2. http://en.wikipedia.org/wiki/Olympic_Flame

The Olympic Torch is a symbol of the Olympic Games itself—its reasons for beginning and how it continued. Research how the Olympics began and how it has changed since its beginning. Find out more about the first sports included in the games and how competitions have changed over time? How have world events influenced the Olympic Games? Visit <http://www.perseus.tufts.edu/Olympics/> for an interactive look at the Olympic Games.

Explain

Explain

1. Decide and list by groups the main topic or subtopics you are going to focus on in your subject area.
2. Organize your thoughts by discussing the questions you and your classmates developed during the Explore part of the lesson.
3. Use information gathering tools and resources to answer the questions. For each subject area, some research tools are listed below to help you begin your journeys. You will find more resources through your own Internet research.

Explain Activities by Subject Area

1. Geography:

- o Use maps.google.com and/or earth.google.com to locate and map the two towns on the map of Canada (or the whole of Canada if you are doing a larger study).
- o From these sources, add background information on the selected location
 1. <http://www.kidzone.ws/geography/provinces.htm> -Elementary and middle
 2. <http://www.canadainfolink.ca/Clickmap.htm> - Middle and High School
 3. http://en.wikipedia.org/wiki/100_largest_cities_and_towns_in_Canada_by_area then click to get more details on each city, e.g., <http://en.wikipedia.org/wiki/Manitoba> Middle and High School
 4. <http://www.trailcanada.com/destinations/cities/> Middle and High School

2. Math:

- o Use maps.google.com and/or earth.google.com to locate and map the two towns on the map of Canada (yours and another if that is your study selection)
- o From the information you find using the mapping sources, complete the calculations needed to answer the questions you've been exploring.
- o Use Excel to list, sort, and/or calculate your information. Save those tables to put into your PowerPoint

3. Science:

- o As you research Winter and meteorological winter, use these sites to see examples of the different kinds of images and tables you could use to record your information and to show it in PowerPoint to explain what you have found.
- o Be sure to explain how weather conditions and time of year affect how and when the torch is carried in your area.

- Include the differences between Winter and meteorological winter, and how the 2010 Vancouver Olympic Games fits into these time frames.
 1. <http://www.tipztime.com/minicharts/weatherchartb.html> (Elementary)
 2. <http://www.weathernotebook.org/features/winters.html>) Middle and High School

4. History:

- The history of the Olympic torch is an exciting story with much detail. From your Explore discussions, select or narrow your study, based on grade level, time and how it fits into your current studies. Topics to explain and include may be:
 1. Why did the ancient Greeks select the torch as a symbol and what did it mean to them?
 2. For a time, the Torch Relay (and the Games) was discontinued. When did this happen? When and where did the Relay begin again—for Summer Olympics? For Winter Olympics?
 3. How has the appearance and the “engineering design” of the Torch stayed the same and how has it changed over time?
 4. Who have been the torchbearers in ancient and modern times?
 5. What is unique about the 2010 Vancouver Olympic Games torch?
 6. What is unique about 2010 Vancouver Olympic Games torch relay?

Elaborate

Elaborate

Record not only your findings, but the sources of your information. Take digital images of your classmates working on the project, as well as photos of your local areas.

Use PowerPoint or MS Word to record the facts you gather in your project. If you are doing a Math or Science project, record your information in a word processing tool like PowerPoint or MS Word and also in your Excel or Access tool. If you are doing a Geography project, be sure to capture pictures of your maps.

Remember to cite references for ALL your information, including pictures.

1. Edit your notes and the data that you have collected. Discuss the material with your team members.
2. Create a PowerPoint presentation focusing on your topic. Begin by creating a storyboard to creatively organize your slides.
3. Using a storyboard, plan how you will display your digital images, research, graphics and other information, into a "virtual museum." This information can then be presented to your audience as either a PowerPoint presentation, or as web site content, or both.

Before you begin creating your own PowerPoint slides, you might want to review one of the Nortel LearnIT PowerPoint video tutorials to get some good tips on making a great presentation. View these at the following URLs:

- http://NortelLearnIT.org/technology/PowerPoint_Presentations
- <http://www.nortellearnit.org/animotofeaturedcontent/>

Find and use pictures and sounds to emphasize key points about your topic. (Animoto will let you incorporate music from your computer or use the music provided at the animoto.com web site.)

- Use the digital pictures you've captured.
- Find additional local and regional pictures at Parks Canada www.pc.gc.ca



Bois Blanc Island Light House



Prince Albert National Forest, transition between parkland and Northern forest



Georges Island, shaped by glaciers

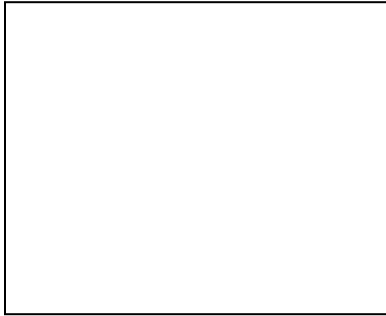
- Include a descriptive title screen at the beginning of your PowerPoint presentation. Use multimedia techniques, e.g., images and sounds, throughout the presentation—to help communicate the key information to your audience. Finally, place your credits and references at the end of the presentation.

Storyboard Template

Name:

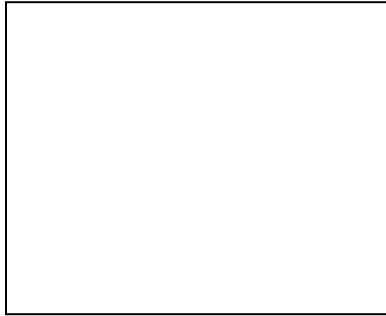
Title of Presentation:

Slide #1



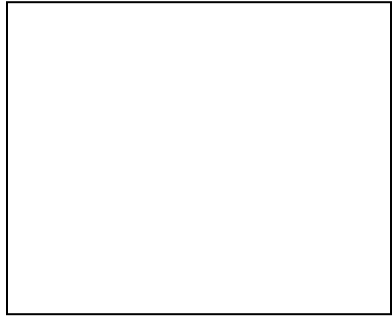
Main Idea:

Slide #2



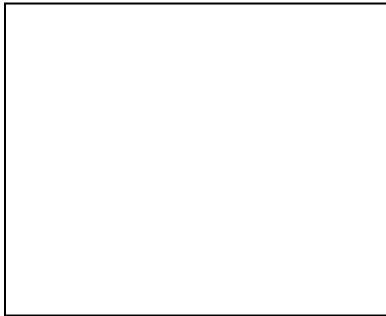
Main Idea:

Slide #3



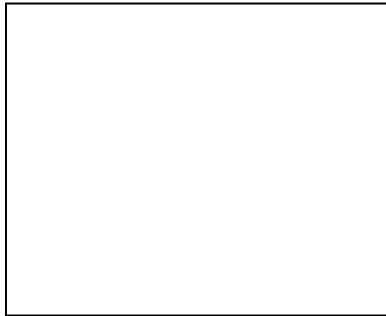
Main Idea:

Slide #4



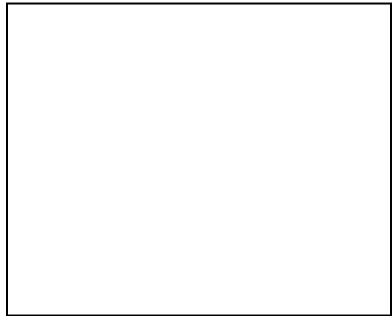
Main Idea:

Slide #5



Main Idea:

Slide #6



Main Idea:

Evaluate

Note: For younger students, where the efforts are evaluated differently, consider having students make their own gold medals to be awarded to all participants. [How to Make Gold Medals](#) (Grades 1-3; teachers)

| PowerPoint and Imaging Project Evaluation Rubric | | | | |
|---|---|--|--|--|
| Criteria | Level 1 (D) | Level 2 (C) | Level 3 (B) | Level 4 (A) |
| Research | Limited research, from limited sources; provides no evidence of critical thinking to evaluate content | Somewhat efficient & uses some critical thinking to evaluate content from somewhat varied sources. | Well researched, from various sources and uses critical thinking to evaluate content | Thorough research from varied sources presenting different points of view & uses critical thinking to evaluate content |
| Storyboard / planning | Limited planning evident | Some planning evident | Planning evident | Thorough planning evident |
| Content | Lacks detail | Some detail | Good detail | Excellent detail |
| Technology Use to Demonstrate Under-standing | Technology use with little purpose | Technology use with some purpose | Technology use with purpose | Intuitive technology use with specific purpose |
| Applied Under-standing | Applied understanding is not evident | Applied understanding somewhat evident | Applied understanding evident | Applied understanding clearly evident |
| Overall Final Project | Inconsistent and inappropriate aesthetics & technical functionality | Somewhat consistent & appropriate aesthetics & technical functionality | Consistent & appropriate aesthetics & technical functionality | Consistent, creative & appropriate aesthetics & technical functionality |

Extend

Extend

All:

School Multi-subject Exploration: For each morning of the Olympic Torch relay race (October 30, 2009 to February 12, 2010) consider an all-school project based upon small teams from each class researching and sharing a single fun fact about the Relay Route to be shared over the school announcements in an "Olympic Torch Relay morning minute" Include where the torch is that day and where it is going the next day.

All:

Create a School Games Day. Here are some tips:
<http://www.olympics.org.uk/staffroom.aspx>

1. Geography:

Expand the study to the full Canadian torch route, narrowing within that, as desired, a study of distance, land features, transportation, etc. Use the same representation and presentation techniques and options as in the Geography sections above.

2. Math:

Read about the special "Step-for-Step" activities. The classes at Tomsett Elementary School in Richmond, British Columbia, and Cusack Elementary School in Sydney, Nova Scotia are attempting to complete the distance covered by the Olympic Torch Relay Route — 45,000 kilometres — before the start of the Vancouver 2010 Olympic and Paralympic Games.

<http://www.vancouver2010.com/en/news/feature-stories/-/66244/32574/3krxrd/step-for-step-canadian-schools.html>

Calculate what kind of events your school might do, based on the number of students, the time available, and the track or gym or park location where you might do a relay event. Use the same representation and presentation techniques as in the Math sections above.

3. Science:

Explore how the Olympic torch works today and how it has worked in the past. Or explore how they make it work in different temperatures, weather conditions, and environments (e.g., water).

Tie these principles into the science facts and premises you are learning. For an overview of the torch mechanics, past and present, investigate:

<http://entertainment.howstuffworks.com/olympic-torch3.htm>,

<http://entertainment.howstuffworks.com/olympic-torch4.htm>,

<http://entertainment.howstuffworks.com/olympic-torch5.htm> Explain how it has been made safer and more durable over the years.

4. History:

Broaden your study from the torch to selected aspects of the Olympic Games themselves, past and present. Select from Nortel LearnIT's Success-themed Resources <http://nortellearnit.org/olympics/olympicsresources> which cover topics from

- [What is a Hero?](#) *Nortel LearnIT lesson plan*
- [Heroes and their Characteristics - Past and Present](#) *Nortel LearnIT lesson plan*
- [Ancient Greek Odyssey](#) (Flash) - interactive--after introduction, select Victory and Conquest, then Ancient Athletics
- [Interactive Virtual Museum](#) of the Ancient Games
- Virtual visit to a museum in Lausanne, Switzerland: with displays including [Beijing](#), [The Mind Makes a Champion](#), [Triathlon Passion](#) and [In Every Sense of Sport](#)

Standards

Standards

In Canada, consult the Curriculum Documents provided by Canadian Province and Territories' Ministries and Departments of Education. In the 13 jurisdictions whose web sites are listed in the table below, departments or ministries of education are responsible for the organization, delivery, and assessment of education at the elementary and secondary levels, for technical and vocational education, and for postsecondary education.

| | |
|---|---|
| Alberta – Department of Education | http://education.alberta.ca/ |
| British Columbia –Ministry of Education | http://www.gov.bc.ca/bced/ |
| Brunswick – Department of Education | http://www.gnb.ca/0000/index-e.asp |
| Manitoba – Department of Education | http://www.edu.gov.mb.ca/ |
| Newfoundland & Labrador – Department of Education | http://www.ed.gov.nl.ca/edu/ |
| Northwest Territories | http://www.ece.gov.nt.ca/ |
| Nova Scotia | http://www.ednet.ns.ca/ |
| Nunavit – Department of Education | http://www.gov.nu.ca/education/eng/ |
| Ontario – Ministry of Education | http://www.edu.gov.on.ca/eng/ |
| Prince Edward Island | http://www.gov.pe.ca/education/ |
| Quebec – Ministry of Education | http://www.mels.gouv.qc.ca/ |
| Saskatchewan – Ministry of Education | http://www.education.gov.sk.ca/ |
| Yukon - Department of Education | http://www.education.gov.yk.ca/ |