

Beijing 2008 Olympic Games

**Economics &
business**

Environment

Geography

**History &
culture**

An AFSSSE Project funded by the Australia-China Council



Australian Government



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AFSSSE Australia-China project

Beijing 2008 Olympic Games resource

Economics/Business unit

Introduction

This unit provides students with the opportunity to develop economic understandings. The focus is on the costs and benefits of the Olympic games for the host country, governments, businesses and individuals. Students will explore aspects of finance, budgeting, exchange rates, advertising, sponsorship, commercialisation, trade and the economic impact of hosting the games.

1 Focus questions

1.1 What will it cost to be part of the Olympic Games?

This inquiry consists of two parts, where students firstly investigate costs from a personal viewpoint and then from the viewpoint of the host country and business sponsorship. Students will investigate:

- and prepare a personal travel itinerary and budget for a 3 week holiday to China during the games. Before undertaking this part of the inquiry teachers should focus on the concepts of budgeting, expenses, currency, exchange rates, and itineraries particularly as these concepts apply to the planning of an overseas trip.
- how financing of the Olympic Games has changed over time. Before undertaking this part of the inquiry teachers should focus on the concepts of finance, advertising, sponsorship and commercialisation, particularly as these apply to the participation of athletes, governments, and host countries in the Olympic Games.

What new trade opportunities might be created between Australia and China as a result of China hosting the Olympic Games? Students will investigate:

- the current trade which exists between China and Australia (this could include tourism) and consider what changes in trade between the two countries may result from China hosting the Olympics. Before undertaking this inquiry teachers should focus on the concepts of trade, imports, exports, tariffs, trade agreements, free trade and fair trade. It may be useful to provide a case study from your local community to highlight some issues in relation to production of goods and services in different countries and the effects of trade. (Eg. Blundstone Boots (based in Tasmania) recently announced that it would close its Hobart factory and begin producing its shoes in Asia.)

What are the economic benefits and opportunities of hosting the Olympic Games? Before undertaking this inquiry teachers should focus on the differences between developed and developing countries as well as the concepts of economic development and cost-benefit analysis. Students will investigate:

- the ways that economic development in China might be enhanced through hosting the Olympic Games. This will involve investigating how Beijing has developed as a result of hosting the Olympics and will focus on aspects such as building, transport, tourism and opportunities for work. Students may prepare a cost-benefit analysis of the impact of the games.

- the impact of the 2000 Olympics on the city of Sydney.
- the similarities and differences of the economic impact of hosting the Olympics in Australia and China using the analysis of the 2000 Olympics and research about China hosting the 2008 games.

What will it cost to be part of the Olympic Games?

The Olympics are on in China in August 2008 and you are planning to take a 3 week trip to Beijing and be a part of the Olympics. Fortunately you have just inherited \$5000 which you have decided to spend on this once in a lifetime holiday. You also hope to have saved up to \$2000 from your part-time job to add to your finances for the trip.

Your task is to prepare a travel itinerary and budget for this holiday. Provide your final budget showing your available finances and a summary of all the expenses you will have to pay. Hopefully your budget will either balance or have a surplus!

Here are some costs you will need to consider (there may be others depending on your plans):

- Passport
- Airfares
- Accommodation
- Tickets to the events
- Domestic travel within China
- Meals
- Entertainment
- Souvenirs/memorabilia
- Other tourist site costs

When investigating costs you will need to examine the currency that is being used, ie sometimes prices might be quoted in United States dollars, \$US, or Chinese currency called "yuan" which is also abbreviated to "CNY". One \$AUD may be converted to about 6 yuan – but this exchange rate can change on a daily basis. Be sure to convert all your costs into Australian dollars, \$AUD. These websites will provide information about how to convert currency:

<http://www.greenwichmeantime.com/time-zone/asia/china/currency.htm>

<http://www.xe.com/ucc/>

Use internet and other resources to plan your trip using the template below. An example is included for you:

| Date | Expense | Provider | Amount \$AUD |
|-------|--------------------------------|----------|-----------------|
| 8 Aug | Airfare – Melbourne to Beijing | Qantas | \$1650 |
| | | | |
| | | | |
| | | | |

Some useful information can be found on these websites as a starting point:

<http://www.beijing2008china.com/>

<http://en.beijing2008.cn/>

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

It would be advantageous to undertake this inquiry in conjunction with some aspects of the Geography unit.

What will it cost to be part of the Olympic Games?

Financing the Olympic Games for the host city is big business and this has changed and become increasingly more expensive over time. This has also meant that the Olympic Games has become commercialised with advertising and media playing a huge part in the staging of the games. This is in the form of sponsorship of the Olympic Games itself as well as sponsorship of individual athletes and teams of athletes.

Sponsorship

Study the official website of the Beijing Games at:

<http://en.beijing2008.cn/52/67/column211716752.shtml>

Complete the table below:

| Beijing Olympic Sponsors | | | |
|--------------------------|-------------------|---------------------------|------------------|
| Sponsor | Do you recognise? | Partner/sponsor/supplier? | Product/service? |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Now complete these tasks:

- 1 Tick or highlight any of the Beijing sponsors who were sponsors of the 2000 Olympics.
- 2 What do these businesses have in common? (Perhaps they are businesses that you instantly recognized – what else is similar about these businesses?)
- 3 What do businesses gain from their sponsorship?
- 4 What Australian connections can you find regarding sponsorship in Beijing? How will this benefit Australian industries?

Commercialism

Discuss the meaning of commercialism.

Read the paragraphs on Commercialism of the Olympics from the articles written by Brian Martin of the University of Woollongong:

<http://www.uow.edu.au/arts/sts/bmartin/pubs/00sa2.html>

<http://www.uow.edu.au/arts/sts/bmartin/pubs/96freedom.html>

Browse through the sections of the website of the International Olympic Organisation – focusing on Revenue, Marketing, Broadcasting and Sponsorship:

http://www.olympic.org/uk/organisation/facts/introduction/index_uk.asp

Undertake some further research about concepts such as commercialisation and sponsorship in the Olympics and then discuss or debate one of these statements:

"Commercialisation of the Olympic Games has gone too far."

"Modern day athletes (or sports events such as the Olympics) could not survive without sponsorship"

"Governments should not be financially supporting professional athletes."

What new trade opportunities might be created between Australia and China as a result of China hosting the Olympic Games?

Australia and China are trading partners – goods and services produced in each country are exported. The country receiving the goods is importing them.

- 1 Thinking about Australia's trade with China, what goods and services do you think Australia imports from China? You could complete this question for homework by looking at the packaging and labelling of products in your home. What can you find that is made in China and has therefore been imported into Australia?

Use the Department of Foreign Affairs and Trade fact sheets to complete the following chart with information about the current levels of trade between Australia and China: <http://www.dfat.gov.au> (also see resource list)

| | China | Australia |
|---|-------|-----------|
| Population: | | |
| Top 3 merchandise imports: | | |
| Value of merchandise imports: | | |
| Top 3 service imports: | | |
| Value of service imports: | | |
| Top 3 merchandise exports: | | |
| Value of merchandise exports: | | |
| Top 3 service imports: | | |
| Value of service imports from other country: | | |
| Ranking of other country as export destination: | | |
| Ranking of other country as import source: | | |

- 2 Use the information from the table to write a paragraph about the importance of trade between Australia and China. Consider the reasons for trade and the population of each country when making these comparisons.
- 3 Investigate trade agreements between Australia and China and existing tariffs. What would be the impact on trade of the signing of a free trade agreement between the two countries?
- 4 Discuss what new trading opportunities you think might result from China hosting the Olympic Games.

What are the economic benefits and opportunities of hosting the Olympic Games?

There are many aspects of a country that may change as a result of hosting the Olympic Games. Because China is a developing country there are tremendous opportunities for economic benefits resulting from hosting the Olympics. These benefits do not come without costs as it is a very expensive undertaking to host the Olympic Games. For example, China has had to undertake a huge building program to provide suitable venues for the Olympics. There may be other costs to consider too such as the environmental impact of hosting the games.

- 1 **Conduct a brainstorming session and create a mind map to show all the benefits and opportunities that you can think of that hosting the Olympic Games would provide to China.**

- 2 Your task now is to research how Beijing has developed and will continue to develop as a result of hosting the Olympics and the costs involved in this development. Use your mind map to guide your research.

Prepare a response in answer to this question:

What is likely to be different about Beijing after it hosts the Olympic Games?

Consider these questions in your research:

- What changes have occurred in building and transport in Beijing?
- What improvements in communications systems have occurred in China?
- What opportunities for work and new industry have been created?
- What are the expectations as far as Tourism resulting from the games?
- How might the Chinese people benefit from the games?
- How will the Olympic Games impact on China's efforts to become a global citizen?

Useful sites for research:

<http://www.theaustralian.news.com.au/story/0,20867,21058644-643,00.html>

<http://ipsnews.net/news.asp?idnews=32097>

<http://www.imperialtours.net/2008olympicsarticle.htm>

<http://www.china.org.cn/english/2004/Sep/107419.htm>

- 3 Use the Sydney Olympic Park website to analyse the impact that the 2000 Olympics has had for the city of Sydney:

http://www.sydneyolympicpark.com.au/developing_sydney_olympic_park/the_vision

Prepare a short report outlining the main benefits and opportunities that the Sydney Olympics has provided for the economic development of the area.

- 4 Now your task is to use your analysis of the 2000 Olympics and your research about the 2008 Beijing Olympics to highlight the similarities and differences in the economic impact of hosting the Olympics in Australia and China. Prepare a table showing the similarities and differences.

Key terms

Advertising

Advertising is a way for businesses to promote a product or service to customers through a non-personal medium such as TV, radio, magazines, newspapers, the internet, billboards, handmade signs, sky writing, and bumper stickers. Advertisers pay for this communication where the business is identified and the message is controlled.

Budget

A budget is a statement of financial position - especially for a household, business, or government - based on expected income and expenses. A budget is balanced if income and expenses are equal. If income is greater than expenses then there is a surplus.

Commercialisation, commercialise, commercialism

Commercialisation is the transformation of a not-for-profit activity into a product, service or activity which may lead to an economic gain for businesses. It could involve the exploitation of people or activities for economic gain.

Competition

Competition exists when two or more businesses are rivals in the same market for sales of goods or services to other businesses or to consumers.

Consumer

A consumer is a person who is using goods and services to satisfy needs and wants. Consumers are targeted by businesses in advertising of their goods and services.

Consumerism

Consumerism promotes the concept that an ever-expanding consumption of goods is something for consumers to strive for and is also advantageous to the economy.

Cost-benefit analysis

This process analyses the cost effectiveness of different alternative actions to find out if the benefits of a particular action outweigh the costs of taking that action. Sometimes the costs and benefits are difficult to measure in monetary terms.

Currency

Currency is usually issued by a national government and is used as money. Different countries issue their own currency which is accepted as money only in that country.

Debt

A debt is money owed that is bound to be paid. It is a liability or obligation to pay or render something. A debt can occur when expenses are greater than income and being in debt can be difficult to overcome, especially when money has been borrowed from a financial institution and there is no means to repay the money borrowed.

Developed Country

A developed country has modern infrastructure and high standards of living. These countries have diverse industries producing both goods and services with less reliance on agriculture and are able to be self sustaining in terms of business and government revenue. Whilst there may be poverty, governments are able to provide assistance to those earning lower wages and the unemployed.

Developing Country

A developing country has a relatively low standard of living, low wages and widespread poverty. These countries have an underdeveloped infrastructure and industrial base and rely primarily on agriculture. In many cases these countries suffer because of huge populations which are unable to be supported by the government and revenue earned in business.

Economic development/growth

Economic development is the development of the economic wealth of countries or regions for the well-being of the people. Economic growth is a sustainable increase in living standards with increased incomes, better education and health as well as environmental protection.

Exchange rate

The exchange rate is the price at which one currency can be converted into another.

Exports

An export is any good or commodity, transported from one country to another country for use in trade.

Fair Trade

There is some argument about free trade not being *fair* trade, in that developing countries workers are not being paid a fair wage and developed countries cannot compete with these countries whose labour are less. Fair trade is focused on exports from developing countries to developed countries and the intent is to enable developing countries to move to a position where they can be self sufficient. The focus is on equity in international trade. Some economists see fair trade as a type of subsidy to developing countries.

Free Trade

Free trade allows businesses to undertake economic transactions with businesses in other countries free from any restraints imposed by governments or other regulators. When there is free trade there are barriers to trade, such as tariffs placed on the import of goods from foreign countries.

The benefit of free trade is that with each country produces and trades those things in which it is comparatively more efficient. As long as each country specialises in products in which it has a comparative advantage, trade will be mutually beneficial. It could be argued that trade with developing countries, where wages are usually lower than in developed countries, is unfair and will wipe out jobs in countries where wages are much higher.

Globalisation

Globalisation refers to the growing economic interdependence of countries worldwide through increased trade of goods and services, the spread of multi-national companies, the growth of world-wide financial markets, the spread of political interest, increases in information flows due to emergent technologies and the growth of cross-cultural contact between people.

Government

Government debt is money owed by any level of government. Government debt can be owed to lenders within the country, or owed to foreign lenders.

Government expenditure

Government expenditure is all money spent by the government.

Government revenue

Government revenue is the money earned by the government. Money earned by governments is usually in the form of taxes like income tax paid by people who work. Governments can also earn income from government businesses (Australia Post would be an example of this)

Imports

Purchases of foreign (from other countries) goods and services which are coming into a country.

Interest

This is the cost of borrowing money which is paid to lenders such as a bank when money is borrowed.

Labour

This is a term used to describe the work done by people and usually describes the number of people willing and able to work in a population.

Profit

This is the total revenue of a business less all expenses. It is the excess of income over costs.

Public spending

This term simply describes spending by governments.

Revenue

Revenue is the amount of money that a business or government earns from its activities in a given period, mostly from sales of products and/or services to customers or for governments in the form of taxation.

Sponsorship

Businesses providing financial backing in the form of goods, services or finance in return for advertising of their own products or services are providing sponsorship. In terms of the Olympic Games, this can be to provide financial backing for the event or an athlete or team of athletes.

Subsidy

A subsidy is money paid by governments to keep businesses profitable that would otherwise go out of business. In this way goods produced within a country can compete with cheap imports. Many developed countries are reducing or eliminating subsidies to industries that are no longer viable, although there are many industries that still get some protection in the form of subsidies or tariffs.

Tariffs

This term describes a tax on goods produced overseas which is imposed by the government of the country which is importing the goods. Many countries have reduced such tariffs as part of the process of freeing up world trade.

Trade

This is the exchange of goods and services between countries and involves countries importing and exporting goods. Sometimes governments impose restrictions to free trade to protect industries within their own country although this practice is decreasing.

Tourism

Tourism is the practice of people visiting and holidaying in other places and many businesses earn their income by providing information, accommodation, transport and other services to tourists. Governments promote their country to tourists to try to attract tourists from overseas to bring income into the country.

Wages

This is the price of labour. It is what workers earn for the work they do.

Resources

Useful tips for visiting China:

<http://www.beijing2008china.com/>

<http://en.beijing2008.cn/>

http://www.austrade.gov.au/australia/layout/0,,0_S2-1_CLNTXID0019-2_-3_PWB156799-4_visiting-5_-6_-7_,00.html#moneyandcosts

Official website of the Beijing Olympic Games <http://en.beijing2008.com/>

Official website for Olympic tickets and accommodation sales - purchase event tickets and book accommodation for the Beijing games:

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

Convert your Australian dollars to Chinese Yuan at:

<http://www.greenwichmeantime.com/time-zone/asia/china/currency.htm>

<http://www.xe.com/ucc/>

<http://www.oanda.com/convert/classic>

Commercialism and financing of the Olympic Games:

<http://www.uow.edu.au/arts/sts/bmartin/pubs/00sa2.html>

<http://www.uow.edu.au/arts/sts/bmartin/pubs/96freedom.html>

http://www.olympic.org/uk/organisation/facts/introduction/index_uk.asp

Sponsorship of the games and athletes:

<http://en.beijing2008.com/46/72/column211717246.shtml>

<http://www.bhpbilliton.com/bb/investorsMedia/news/2006/bhpBillitonSupportsNewBeijingGreatOlympicsExhibitionInSydney.jsp>

http://www.adidas-group.com/en/News/archive/2005/2005_09_21.asp

http://www.adidas-group.com/en/News/archive/2005/2005_01_24.asp

<http://www.olympics.com.au/index.cfm?p=44>

For information about China and trade between Australia and China visit the Department of Foreign Affairs and Trade website and the Austrade website:

<http://www.dfat.gov.au>

<http://www.austrade.gov.au/> visit the Student Centre (link at bottom of page)

<http://www.dfat.gov.au/geo/fs/chin.pdf> (fact sheet on China)

<http://www.dfat.gov.au/geo/fs/aust.pdf> (fact sheet on Australia)

http://www.dfat.gov.au/geo/china/proc_bilat_fs.pdf (fact sheet on China's importance to Australia)

http://www.austrade.gov.au/publications/dh575_au_v5.pdf?1148531020417
(Australian export trends)

http://www.austrade.gov.au/publications/AUS659_Postcards_china.pdf?1141706918281 (Australia's trade relationship with China)

http://www.austrade.gov.au/publications/EFF_GT_global_connections_fact_sheet.pdf?1122534155345 (simple facts about Australian trade – designed for students)

<http://www.dfat.gov.au/geo/china/fta/facts/overview.html> (free trade with China)

http://www.dfat.gov.au/geo/china/fta/speech_opportunities_and_challenges_240406.html

Information about how China is changing as a result of hosting the Olympic Games:

<http://www.uschina.org/info/china-briefing-book/chops/beijing-2005.html>

<http://www.theaustralian.news.com.au/story/0,20867,21058644-643,00.html>

<http://ipsnews.net/news.asp?idnews=32097>

<http://www.imperialtours.net/2008olympicsarticle.htm>

<http://www.china.org.cn/english/2004/Sep/107419.htm>

http://www.mcdonalds.com/corp/news/corppr/2005/CPR_12102005.html

For information about restoration projects to buildings in China:

<http://www.ebeijing.gov.cn/Tour/News/t722053.htm>

Sydney Olympic Park website:

http://www.sydneyolympicpark.com.au/developing_sydney_olympic_park/the_vision

Blundstone Boots article – production moves to Asia

<http://www.blundstone.com/newsandmedia.cgi?articleID=130677&task=IMAGE>

Other useful print resources:

Derigo, L *Exporting for the future, Resources for Years 9 and 10*, Austrade Education Programs, Canberra, 2001

Derigo, L *Exporting for the future, Understanding the Global Economy*, Austrade Education Programs, Canberra, 2003.

Derigo, L *Exporting for the future, Australia's Global Future*, Teaching resources, Austrade Education Programs, Canberra, 2006.

Baptist, M, Sanders, I, Conroy, K, Norris, C *Exporting for the Future, Innovative Australian Businesses Go Global*, Austrade Education Programs, Canberra, 2006.

Making Choices, Secondary units, NIEF and Curriculum Corporation, Victoria, 1996.

Poultney, T *Globalise me!*, Curriculum Corporation, Victoria, 2005.

Triolo, R *Go Global, global perspectives in the secondary classroom*, Curriculum Corporation, Victoria, 2003.

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Environment unit

Introduction

In more recent times with a greater appreciation by nations of environmental matters and a move to a more sustainable society, the International Olympics Committee now requires countries hosting the Games to implement strategies to protect the environment, observe concepts of equity and social justice and, where possible, minimise consumption of energy and water. The minimisation of waste and ensuring it is recycled as much as possible are also critical factors for selection when a country bids for the Games.

This unit provides students with an opportunity to look at the sustainability activities that the Beijing Organising Committee Olympic Games (BOCOG) has introduced and will introduce for the Beijing Olympic Games in 2008. Students will be given the opportunity to examine the quality of the site, judge the capacity for crowds to move safely within the Park, investigate the sustainable qualities of the venues and buildings and to make contact with Chinese Green Schools during the Games.

The unit also provides an opportunity for schools to integrate environmental education objectives and outcomes with existing state and territory curricula and to appreciate the value of sustainable initiatives in a practical setting. The unit also supports *Educating for a Sustainable Future: a National Environmental Education Statement for Australian Schools*, the nationally agreed description of the nature and purpose of environmental education for sustainability through all years of schooling.

1. Focus questions

1.1 What environmental factors had to be taken into account when constructing the stadium and other venues for all the events at the Beijing Olympic Games?

- Students will investigate the terrain and former settlement pattern that existed on the present Beijing Olympic site and note the changes that had to take place to enable construction to occur. What precautions were taken into account to minimise any deterioration of the natural environment and what changes had to occur to people's lives because of the construction?

1.2 What steps have been taken in the planning of the Games to minimise crowd damage to the environment, to facilitate huge movements of people each day and to maximise the use of sustainable public transport to the Games?

- Students will investigate the transport system in Beijing and decide how sustainable it will be in time for the Games. They will investigate the level of public transport, the minimisation of motor vehicle use and the facility to move large numbers of people economically and efficiently to the Games including the transport of foreigners from airports and train stations.

1.3 What plans have been made to ensure the Beijing Olympics are a sustainable event?

- Students will investigate the management systems the Beijing Olympic Committee will put in place during the games- waste management, crowd management, use of energy, water recycling, sustainable building designs and reduction of the event's ecological footprint.
- Students will compare the environmental challenges that Sydney faced in 2000 to those challenges of Beijing in 2008. Students will offer suggestions on why each country dealt with the issues in different ways and describe the outcomes of each of the issues they choose.

1.4 What other things are the Chinese doing to make their society more sustainable?

- Students investigate the daily life of a Beijing family and how they try to live more sustainably.
- Students investigate the actions that the Chinese Government have undertaken to make their nation more sustainable

1.5 How do the Olympic Games teach us to live more sustainably?

- Schools will be assisted to enable their students to link with a sister English speaking school in China. Each school will select an environmental or sustainability issue in its region and develop a plan to manage their issue. Alternatively they can both compare their environmental strategies that they took to manage and prepare for their Olympic Games: Sydney 2000 and Beijing 2008. Both the Australian and Chinese schools will then seek guidance and advice from each other on how they would go about dealing with each of their issues. At the same time they will discuss with each other the outcomes and advantages of previous Olympic Games, including the 2000 Olympics in Sydney and 2004 in Athens.

1.1 What environmental factors had to be taken into account when constructing the stadium and other venues for all the events at the Beijing Olympic Games?

(i) Choosing the best month to visit Beijing

Beijing is an ancient city with over 14 million people living in it. That is 3.5 times more people than those living in Sydney! Most people live on the outskirts of Beijing. Beijing has cold dry winters and warm to hot summers. The hottest month is July but the Games will be held after that in August 2008. Here are the climate statistics for Beijing in August and for some months in winter, spring and autumn. After you have studied them write a short note to say why the Olympic committee chose August for the Olympic Games.

| Season and month | Winter January | Spring April | Mid Summer July | Olympics Month August | Autumn October |
|------------------------------|-------------------|-----------------|-----------------------|-----------------------------|-------------------|
| Average Temperature o C | -4.3 | 19.9 | 30.8 | 29.5 | 19.0 |
| Minimum Temperature o C | -7.2 | 7.2 | 20.4 | 20.4 | 7.3 |
| Average Rainfall | 2.6mm | 26.4mm | 175.6 mm | 182.2 mm | 18.8mm |
| Number of Rainy Days | 1 | 3 | 10.3 | 9.4 | 2.8 |
| Average hours of sunshine | 6.5 | 8.2 | 7.2 | 7.4 | 7.3 |

(ii) Why did they choose Beijing for the 2008 Olympic Games?



(NASA IMAGE)

Here is a satellite image of Beijing taken by NASA. It shows the city in a dark grey colour on a wide plain surrounded by mountains in the west and north. Can you see the Great Wall to the north of the image? Why would a flat plain be an advantage if you wanted to build an Olympic stadium there?

(iii) In what way have the organisers considered the environment when building the stadium?

If you go to the following web site you will see some information on how the Chinese built the stadium and some of the other buildings for the Olympic Games:

http://www.thebeijingguide.com/olympic_stadium_1.html

When they were planning the stadium they thought of the environment in a number of ways.

These are listed below.

Beside each idea and construction activity here describe how this would have been protecting the environment.

- (a) Collecting rainwater from all buildings
- (b) Using solar power for lighting
- (c) Using natural ventilation and installing window shades
- (d) Using geothermal water (heated water from deep underground) for heating
- (e) Heating and air conditioning computer controlled
- (f) No Freon gas is to be used in fire extinguishers.

(iv) At the same web site and further down the page there are photos of the building of the stadium and swimming centre.

The soil is very fine, yellow and powdery in one of the pictures. This soil is called loess. It is easily picked up, blown by the wind and can fill the air with fine suspended dust particles. This causes low visibility and air pollution.

(a) What precautions would the builders have to take to minimise this air pollution?

(b) After completing the building how can the soil be protected so that it will not be blown away by wind or trampled by thousands of people walking through the Olympic site?

(c) Click on to the following web site which shows you how the Beijing Olympic site looked like before construction took place.

http://www.beijingbeforetheolympics.com/olympic_construction/beijing_olympic_construction.html

Looking at this photo can you see any factories that had to be moved? Were there any homes that would have had to be destroyed or moved? Are there any landmarks or other places that might have had to be rehabilitated? Write a short story about the problems and challenges the planners might have had to consider in order to minimise the impact on the environment there.

1.2 What steps have been taken in the planning of the Games to minimise crowd damage to the environment, to enable huge movements of people to visit each day and to encourage the use of sustainable public transport to the Games?

- (i) **Beijing plans to make it much easier to get around its city when the Games begin in 2008.**

Go to the web site:

http://english.peopledaily.com.cn/english/200102/20/eng20010220_62866.html

(ii) You will see some of the changes that have been made to the transport system already in Beijing and some of the things they will do before August 2008. Look at each one of these plans and give your opinion on how successful each one will be.

Comment on whether each plan is sustainable? Will it help save fuel? Will it avoid delays and traffic jams? Here are some of the plans for transport.

- A fourth ring road 65 kms long has been completed with 147 overpasses. About \$2.3million Australian has been spent on traffic systems, including road, subways and light rail facilities.
- Nine major roads in downtown Beijing have been rebuilt and widened.
- 82 kms of new subway have been added to the existing 53 kms by the end of 2007.
- A light rail system has been built across the city
- 10 000 buses will operate in Beijing, half of them are powered by natural gas
- 67 000 taxis will be available; all of them with wireless communication

- (ii) Look at the map of the subway system in Beijing. You will find it at this web site:

http://www.drben.net/ChinaReport/Beijing/Beijing-City_Public_Transportation_System/BeijingSubway1.html

- (iii) The builtup area around the city is coloured on the map and the subway lines overlay the coloured area. How well do you think the subway covers all areas of the city and do you think it helps people to travel to most areas easily?

(iii) The Olympic site is located 14kms north of the city centre. See if you can locate where it might be on the map. There will be several subway stations at Olympic Green and Forest Park. Why do you think there is more than one subway station for the Olympic Games?

(iv) Which transport system would you use to get to the Olympic venue and what is your reason?

(v) Have a class discussion about how the Sydney Olympics in 2000 considered transport to Olympic Park at Homebush. Could some of these ideas be used by Beijing?

1.3 What plans have been made to ensure the Beijing Olympics are a sustainable event?

- (i) **The stadium** is like a bird's nest with intertwining twigs using modern technology. It allows for space for people to stroll around easily. The roof catches water for recycling and large clear pillows are placed between the intertwining twigs. This allows for natural light to enter the stadium and help the lawn to grow. It has an open feel about it and the roof can be manipulated to allow for natural ventilation.

You can see pictures of the stadium by clicking on:

<http://www.wirednewyork.com/forum/showthread.php?t=3756>

How do the plans show maximum opportunities to use natural light?

How do the open spaces help crowd movement considering that over 100 000 people will be seated in this stadium?

How might they use the recycled water that they collect?

Over \$6.6US billion will be spent on the site to improve the environment.

(ii) On the plains and in the mountains surrounding Olympic Green, forests will be planted. How will this help the environment around the Olympic centre?

(iii) Plans are in hand to improve waste and sewage systems. Waste and sewage will be recycled and reused. Why is this a good idea?

(iv) Many factories around Beijing will be moved out of the city. Why have the Chinese done this?

The Aquatic Centre

The second most impressive building on the Olympic site is the Aquatic Centre or the Water Cube.

You can see a picture of what it will look like below. To remind people of the need to look after the environment the centre is a large cube with a huge membrane of bubbles covering it. You can see more pictures of the water cube where swimming, water polo and diving events will take place at:

<http://en.beijing2008.cn/46/39/WaterCube.shtml>



(Picture from Beijing 2008 web site)

- (i) How will a building like this save energy?
- (ii) How could it continue to be used after the Olympics? This is one way we can make these buildings more sustainable by making them useful for many years after the Games.
- (iii) The outer shell has 634 air cushions made of a polymer substance. What are the advantages of using this material in terms of the environment? Are there any disadvantages of using this product? Its full name is ethylene tetra fluoride ethylene (ETFE). Do a Google search on ETFE and see what it says about it.

Comparing Sydney 2000 with Beijing 2008

In 2000 Sydney held its Games in Homebush. Compare some of the things that Sydney introduced to make its Games more sustainable with those that Beijing is to introduce. Here are some headings for you to work with.

| Environmental Activity | Sydney 2000 Olympic Games | Beijing 2008 Olympic Games |
|-------------------------|---------------------------|----------------------------|
| Water | | |
| Energy | | |
| Transport | | |
| Waste | | |
| Land Reclamation | | |
| Air Pollution | | |
| Revegetation | | |
| Buildings/ Architecture | | |

Two websites to help you with this information are;

Sydney 2000 Olympics:

http://www.gamesinfo.com.au/site_map.html

Beijing Olympics

<http://en.beijing2008.cn>

1.4 What other things are the Chinese doing to make their society more sustainable?

(i) Read the paragraphs about China's environmental problems from the website below and find out what the Chinese are doing about them. Here is a chart to help you do your summary.

http://en.wikipedia.org/wiki/Environment_of_China

| Environmental Problem | What is being done about it |
|-------------------------------------|-----------------------------|
| Air Pollution | |
| Water Pollution | |
| Waste Disposal | |
| Dust storms and encroaching deserts | |
| The 3 Gorges Dam | |
| Burning of brown coal | |
| Health problems | |

(ii) Environmental problems are caused mainly by humans but sometimes they may be caused by natural events. Another website to help you understand this more is: <http://www.eia.doe.gov/emeu/cabs/chinaenv.html>

On the table below pick the main cause of each environmental problem. Some of the causes you can pick are:

- The growth of new heavy industry or **industrialisation**
- The removal of vegetation and forests or **deforestation**
- The **burning** of dirty brown coal or **air pollution**.
- The dumping of **waste**
- Air pollution causing **health problems**
- Loss of species and farming land due to **the building of huge dams**

| Description of the problem | Main cause of the problem |
|---------------------------------------|---------------------------|
| Heavy air pollution | |
| Water pollution | |
| Deserts expanding and near to cities | |
| Plant and animal species disappearing | |
| Floods and mud slides | |
| Dust storms | |
| Heavy carbon emissions | |

(iii) Chinese families themselves are also learning to protect their environment. Discuss some of these issues below with your friends or as a class discussion.

- China now has a law which says a husband and wife can have only one child. Why did the Government introduce this law and how might it affect the environment? Many families also prefer to have a boy rather than a girl. If boys outnumber girls to a large extent in the future how might this affect future generations of Chinese?
- Most Chinese families do not have a freezer, a microwave or a washing machine but mobile phones, radios and TVs are becoming very popular. As Chinese people become wealthier

and buy more appliances how might this affect their environment?

- Many international companies are now locating in China. A Swiss company designed the Olympic Stadium for example. Will foreign companies change Chinese culture perhaps?

1.5 How do the Olympic Games teach us to live more sustainably?

For a nation to win the privilege of launching an Olympic event the International Olympic Committee demands that the Games must be green or environmentally friendly. The International Olympic Committee (IOC) has made a set of rules in which the host country must follow very strict rules to ensure each sport does not harm the environment and sustainability is encouraged by the organising committee.

(i) In the table below there is a list of some of these rules. Give an example of each one in how it applies to your favourite Olympic sport. Shows how your sport can observe and respect the rule. You can find the answers and clues at the following website: http://multimedia.olympic.org/pdf/en_report_113pdf

| The Rule Set by the IOOC to Protect The Environment By Each Sport | How my Sport Can Observe the Rule Set by the IOOC. The Sport I have Chosen is |
|--|--|
| It should not pollute the water | |
| It should not discharge solid waste | |
| It should not emit toxic gases to destroy the ozone layer | |
| It should not reduce animal or plant life in the area | |
| It should not harm the landscape | |
| It should not harm resources that can be renewed | |
| It should not cause unnecessary waste such as water, energy and raw materials | |
| It should not undermine cultural beliefs of others | |
| It should encourage the enjoyment of nature | |
| It should promote transport types that reduce pollution | |
| It should help prevent damage to health because of pollution | |
| It should protect people from violence | |
| It should include disadvantaged people in the Games and those people with disabilities | |
| It should not damage local ecological systems (like clearing forests) | |

(ii) You can find out more about the Chinese way of life and make friends with students from schools in China. In that way you can keep track of what is happening up to and during the Beijing Olympics. Here is a website where you can get a contact for a Green School in China

Centre for Environmental Education and Communication (CEEC)
 No.1 Yu Hui Nan Lu
 Chaoyang District
 BEIJING 100029
 CHINA
 FAX +88 1084646361
webmaster@chinaeol.net

In your contact with a Chinese school you may wish to share some ideas about the Olympic Games and receive more details about the environmental issues they have considered in the planning and running of the Games. Here are some suggested topics you can raise:

- What are the major environmental issues you face in your district?
- What are you doing about it?
- Have you had any successes?
- How much are your environmental problems due to the amount of building taking place?
- Do you try to save water and energy and prevent waste? How?

Key terms and meanings

Australian Chinese

Chinese people who were born in Australia or became Australian citizens are often known as Australian Chinese. They are like all Australians except they may speak a second language and often observe some Chinese cultural customs.

Carbon trading

Most growing plants absorb carbon dioxide from the atmosphere so a good way to reduce greenhouse gas emissions is to plant more trees. One global arrangement has been introduced to reward those with money for planting trees and to allow those who produce greenhouse gases to pay for it. This is called carbon trading. Tree planting is traded for those producing greenhouse gases. It is not certain if this arrangement really works but at least it is an attempt to plant more trees to absorb carbon dioxide.

Climate change

Climate change and global warming are interrelated. Climate change occurs when greenhouse gases accumulate in the atmosphere and inhibit solar radiation returning from Earth into space.

Crowd management

Whenever major events like Olympic Games are held it is necessary to ensure the crowd is safe and the movement of large numbers of people are carefully planned and coordinated. Plans are put in place to ensure systems of safe crowd movements

Ecological

Ecological refers to the variety of biological communities or ecosystems in a given area. Ecology refers to the relationship between living things and their environments.

Economic Development

Sustainability involves 3 major related areas; economic, environmental and social. All these have to be taken into account if we want a more sustainable society. Economic issues involve improving the efficiency of our use of resources so that the same or greater output of goods and services is produced with smaller throughputs of natural, manufactured and human capital.

Environment

Environment includes ecosystems and all the parts that make them up; natural and physical resources, the qualities and characteristics of locations, places and areas, the heritage value of places, and the social and cultural aspects of these things.

Environmental conservation

Environmental conservation is maintaining the existing ecosystems on our planet but not necessarily leaving them exactly as they appear now.

Environmental preservation means leaving them exactly the same as they are but when we talk about conservation we mean that while the ecosystems are preserved the interrelationships within those ecosystems can be modified without destroying them.

Environmental Impact Statement

Whenever groups or individuals wish to change the natural environment by building new industries or redeveloping an area for housing or commerce an Environmental Impact Statement (EIS) is prepared to assess the impact that the proposed change will have on the natural environment. If the impact is very serious the development may not take place

Fossil fuels

Coal and oil are the two major fossil fuels. They are those energy sources that give off carbon dioxide and other gases when burnt to generate electricity, warm buildings or power engines and vehicles. They are called fossil because oil and coal is a product left by ancient plants when they died and broke down and then buried deep underground.

Google Earth

Google Earth is a satellite service where by using the Internet people can see most satellite images of the Earth.

Green Games

Since the 2000 Olympic Games in Sydney Olympic Games have tried to introduce sustainable management strategies to minimise waste, reduce greenhouse gases, conserve energy and water, introduce better public transport systems and minimise human impact on the local environment

Greenhouse gases

When coal is burned or petrol is used in engines they give off gases, the main one being carbon dioxide. Carbon dioxide is locked up in what we call fossils or ancient plants that died and were buried millions of years ago. Another greenhouse gases is methane. Unfortunately when too much of these gases enter the atmosphere they build up and help prevent the Earth's heat being reflected back into space. In time the trapped heat warms the atmosphere and world temperatures increase. This affects our climate and can involve the melting of the ice caps at the Poles, the rising of sea level and a change in rainfall and the intensity of cyclones

Intergenerational equity

Intergenerational equity refers to the present generation managing its resources carefully and making sure there is a similar amount of resources available for the next generation. In other words we should not take away from or use up everything that our children and grandchildren will need in years to come.

International Olympic Committee

The International Committee is the central group that organises the Olympic Games. The Olympic movement consists of the International Olympic Committee, the Organising Committees of Olympic Games, National Olympic Committees, International Federations, national associations, clubs and athletes

Kyoto Protocol

The Kyoto Protocol is an international agreement among most countries in the world to set targets for reducing greenhouse gases over the next few years. It

is an attempt by countries to cooperate in reducing global warming and the effects of climate change.

Non – Government Organisations

Many organisations play a role in conserving and enhancing the environment. Those organisations that are not government run often receive funding or work as volunteers to do these tasks. They are known as non-government organisations or NGOs. Examples are World Wide Fund for Nature (WWF), Greenpeace and Keep Australia Beautiful.

Partnership

To achieve a sustainable society people need to work together, cooperate with each other and make long term plans to improve their environment. Partnerships are arrangements in which different groups come together to share their skills and work constructively for common goals.

Political

Politics refers to how we make important decisions in our society and how these decisions affect our environment and way of life. Politics also refers to how we decide or not decide on who our leaders are and how power operates in our society.

Satellite images

Satellites orbiting the Earth can record images of the surface of land and oceans. There are different sorts of images. Some are simply air photos taken from a great height above the Earth while others may be taken to search out mineral deposits, note changes in agriculture and settlement or used for defence and security reasons.

Settlement pattern

Settlement pattern refers to how people occupy the surface of the Earth. It may take the form of large cities, small towns spaced apart, towns that join each other or maybe simply isolated farm houses or ruins of old settlements from the past.

Social

Social issues include the concept that all people have equal access to services and goods produced in a global community. It also includes ideas of environmental health, and gender, religious, sexual, racial and ethnic equality.

Solar power

The energy produced by sunlight can be converted to electricity. Solar cells collect the energy from the sun. At this stage solar cells can produce only a relatively small amount of power, for a home or small unit but not for a whole town or city.

Sustainable building design

This refers to the design of new buildings which allow maximum light to come in and hence reduce energy for lighting and heating. It also refers to a building shape that allows air to circulate and to cool the inside in summer, hence reducing the need for costly air conditioning, It will often allow for grey water to be recycled and solar panels to be installed on the roof. Sustainable buildings have eaves that prevent the hot sun entering in summer but stop it

entering in winter. The direction buildings face also allows for maximum warming in winter and cooling in summer.

Sustainable Future

We can guarantee a sustainable future when we meet the needs of people today without compromising the ability of future generations to meet their needs. To be sustainable, any use of our resources needs must take account of the stock of resources and the impacts of their utilisation on the ecological, social and economic context of people today and in the future. A sustainable future also relates to bringing a better quality of life while minimising the use of natural resources and toxic materials as well as emissions of waste and pollutants over the life cycle of the service or product.

Terrain

Terrain refers to the shape and features of the land whether it is flat, hilly, steep, swampy, sandy, covered in vegetation or simply bare and treeless

Waste management

Again nature is the best manager of waste because in the natural world nothing is wasted. Waste management refers to the recycling, reusing and the refining of waste to be used for other purposes. This avoids the dumping of excess waste in landfill sites. Green waste and worm farms help to produce compost to be used on gardens for soil enrichment and added organic matter. seating, adequate protection from the sun, clear walking areas, safe traffic flows to avoid crowding and blockages and areas set aside for special purposes.

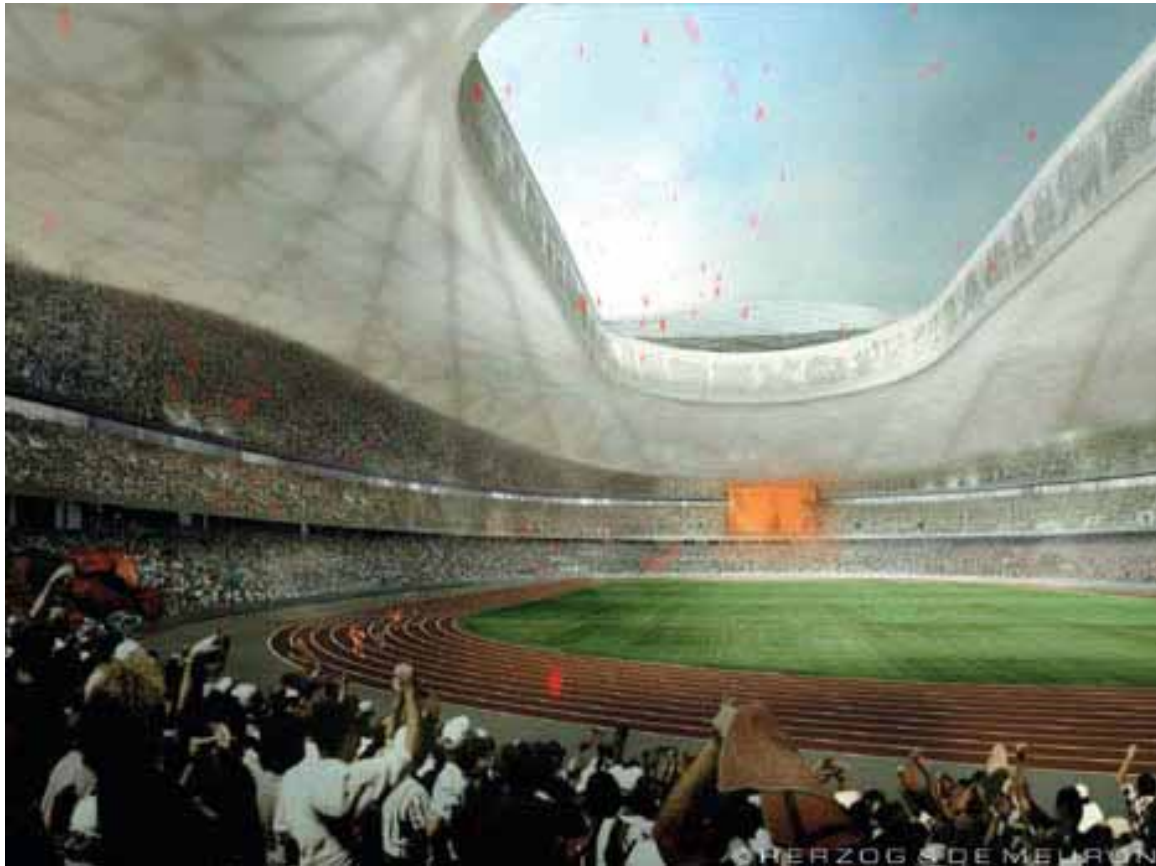
Water recycling

Nature recycles water naturally but water recycling can be managed by people as well. Normally it involves collecting rainwater, harvesting stormwater for gardens and industry or treating used water and sewerage for household use.

Wind power

Electricity is produced by a rotating generator. To make a generator rotate we can use the power of falling water (hydro), heating water to make steam (thermal) or using wind to turn a large windmill (wind power).

Resource list



An artist's view of the inside of the Beijing Olympic Stadium

(Source Beijing 2008 Web Site)

Selected websites

International Olympic Committee (IOC)

http://www.olympic.org/uk/organisation/ioc/index_uk.asp

Sydney 2000 Games

<http://www.gamesinfo.com.au>

http://www.sydneyolympicpark.com.au/developing_sydney_olympic_park/the_vision

2008 Beijing Games

<http://2008gamesbeijing.com>

http://www.olympics.org/uk/games/beijing/index_uk.asp

Google Earth images

<http://maplandia.com/china/Beijing>

Panorama of Olympic Games Site

http://www.beijingbeforetheolympics.com/olympic_construction/beijing_olympic_construction.html

Sustainability in China and influence of the 2008 Games

<http://www.rmi.org/sitepages/pid662.php>

Other resources

- Map of Beijing highlighting transport routes to the Olympic site.
- Page 108 Lonely Planet *China* (First published 1984)
- Press clippings from Chinese English speaking papers and Australian articles.
- Photos of stages of construction of the Beijing site and comparative photos taken at Homebush in the 1990s

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Beijing 2008 Olympic Games

Economics &
business

Environment

Geography

History &
culture

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AFSSSE Australia-China project

Beijing 2008 Olympic Games resource

Geography unit

Introduction

This unit provides students with an opportunity to develop their geographic knowledge and apply geographical skills through a series of inquiry-based activities related to the Beijing Olympic Games. Geospatial concepts are used as the framework for inquiry-based activities that are based upon a series of focus questions. Students also examine and evaluate aspects of planning and management related to a major event such as the Olympic Games. Each inquiry forms an independent unit of work and it is not necessary for them to be studied in sequence.

1 Focus questions

1.1 Where in the world is Beijing?

Inquiry activity 1

Students investigate the distance and direction of the Beijing 2008 Olympic Games from major cities on each continent.

1.2 How can Australians get to the Beijing Olympic Games?

Inquiry activity 2

Students investigate the routes and modes of transport they would use to reach Beijing.

1.3 Where will the Olympic Torch go on its way to the Beijing Olympic Games?

Inquiry activity 3

Students investigate the route the Olympic Torch will follow on its way to the Opening Ceremony at the Beijing 2008 Games.

1.4 What might the weather be like in Beijing during the Olympic Games?

Inquiry activity 4

Students investigate the climatic characteristics of eastern China and the weather that might be expected during the period of the Games.

1.5 Where are the Beijing Olympic Games events being held?

Inquiry activity 5

Students investigate the location, distribution and accessibility of venues in Beijing and outside of Beijing.

1.6 What other attractions could I visit during my stay in Beijing?

Inquiry activity 8

Students investigate the location, distribution and accessibility of popular tourist sites in Beijing and nearby.

Where in the world is Beijing?

Imagine that you have just been told to pack your bags and get ready for the trip of a lifetime. You've just won a trip with three of your best friends to attend the Olympic Games in Beijing.

You have heard a lot about the Beijing Olympic Games through television and newspaper reports but where on earth is Beijing? You know from the publicity that it is somewhere in China, but exactly where you are unsure. You also have no idea how far away China is from Australia or what route you would take to get there.

If you have an atlas now is the time to use it or alternatively you could use a map provided on the internet. It is tempting to open the atlas, look in the contents listing for China, turn to the relevant page and start searching for Beijing. There is, however, a better way. Refer to the index and look under 'B' for Beijing. The page number will be provided as well as the latitude and longitude. Now is a good time to remind yourself that lines of latitude are drawn from west to east and lines of longitude are drawn from north to south.

The **absolute location** of a place is determined by its latitude and longitude.

1. Record the latitude and longitude of Beijing.

The latitude of the equator is 0 degrees and it separates the northern and southern hemispheres. All other lines of latitude are drawn parallel to the equator and are an equal distance apart from each other.

2. In which hemisphere is Beijing located?
3. Refer to the page on which Beijing is shown in your atlas. Find its location and mark this on the map provided in Resource 1. Add a label to the point used to show Beijing's location on your map.

The **relative location** describes where a place is relative to other places. For example, it indicates the distance and direction of the place from other geographic features such as the coastline, mountain ranges, other major cities or political boundaries. When using an atlas you have to refer to the scale of the map to calculate the actual distances on the surface of the Earth. For example, if the scale of a map of China is 1:20 000 000 then one centimetre on the map is representing 200 kilometres on the ground. To calculate the number of kilometres represented on the ground from a scale using a ratio you must divide the second number in the ratio by 100 000 or the number of centimetres in one kilometre.

4. Describe the relative location of Beijing from the following features.

| <i>Place</i> | <i>Relative location (ie distance and direction)</i> |
|---------------------|--|
| Sea of China | |
| Yangtze River | |
| Himalayan mountains | |
| North Pole | |

5. Use an atlas to locate each of the cities listed in the table below. Mark their location and label them on the world map (Resource 1). Draw a straight line from Beijing to each of the following cities then complete the details in the following table.

Note: Use the scale line to measure the distance in a straight line from Beijing to each of the cities listed below.

| City | | Continent | Distance from the city to Beijing | Direction from the city to Beijing |
|--------------|---------------|-----------|-----------------------------------|------------------------------------|
| London | England | | | |
| Atlanta | United States | | | |
| Buenos Aires | Argentina | | | |
| Johannesburg | South Africa | | | |
| Tokyo | Japan | | | |
| Auckland | New Zealand | | | |

6. Which of the cities listed in the table above have hosted an Olympic Games and when did they do?

It would be advantageous to undertake this inquiry in conjunction with some aspects of the Economics/Business unit.

How can Australians get to the Beijing Olympic Games?

Getting to the Beijing Olympic Games may at first seem like a simple task of catching a plane from the nearest international airport to Beijing, however, not everyone lives close to an international airport with direct flights to Beijing. If you are living on a cattle station in outback Australia how would you get to Sydney or Melbourne? Would it be possible to fly direct from Darwin, Perth or Adelaide to Beijing? If you are living in Queenstown, Tasmania what options do you have for reaching your nearest international airport? In the following section you will investigate the options available to Australians living in various parts of the continent.

Imagine that you are employed as a travel consultant in a travel agency. As the Beijing Olympic Games approach you receive more and more enquiries relating to travel to attend the Games. Your task is to respond to enquiries from people living in different parts of Australia asking you to make recommendations about the best way for them to travel to the Beijing Olympic Games.

1. Prepare a travel planner for each of the people living in the following locations who have made a request for advice about traveling to attend the Beijing Olympic Games.
 - Launceston, Tasmania
 - Mount Gambier, South Australia
 - Kalgoorlie, Western Australia
 - Katherine, Northern Territory
 - Longreach, Queensland

Your first task is to locate each of the places listed above using an atlas. Observe the distance of each place from the nearest major city and then use your internet search engine to research alternative options for international flights from that Australian city to Beijing.

Each plan should include the following details:

- Name of nearest international airport
 - Distance from their place of residence to the international airport
 - Recommended form of transport from place of residence to the international airport
 - Two different options for air flights to travel from their nearest international airport to Beijing. For each option include details of the name of the carrier (ie name of aircraft operator), flight number(s), duration of flight and number of stopovers, if any. If there are stopovers where would they occur?
2. Using the base map provided (Resource 2) to show one recommended route from each of the five Australian home cities. Use a different colour for each itinerary and ensure that this colour is identified in the legend of the map.
 3. What might each of the five passengers for whom you have prepared an itinerary be able to tell people in Beijing about their home city? Record two or three things for which each of their home cities is well known.

Where will the Olympic Torch go on its way to the Beijing Olympic Games?

One of the most important events preceding each Olympic Games is the Olympic Torch Relay. Traditionally the Olympic Torch Relay starts its journey with the lighting of the flame in front of the temple of Hera at Olympia, in Greece where the Olympic Games were first held. It ends with the Olympic Torch being carried in to the stadium during the Opening Ceremony and used to ignite a flame that burns for the duration of the Olympic Games.

The Olympic Torch has become an important symbol of each Olympic Games with careful thought given to the route followed after leaving Olympia, Greece until it reaches the host city. Recent Olympic Games organisers have also tried to design a torch that symbolizes characteristics of the host country. For example, the Sydney Olympic Games Torch reflected aspects of the design of the Sydney Opera House and the colours of the Pacific Ocean¹.

Both the Olympic Torch and the Olympic Flame have been introduced during the modern era of the Olympic Games.

1. Use an atlas to locate Olympia in Greece. Mark and label the location of Olympia and Athens on the map of Greece provided. (Inset map—Resource 3)
2. Describe the absolute location (that is latitude and longitude) of Olympia and its relative location from Athens (distance and direction).
3. Find out when and where the burning of an Olympic Flame first took place and what the burning of the flame was intended to symbolize.² Mark and label the location of this place on a blank world map. (Resource 3)
4. Find out when and where the carrying of an Olympic Torch in a relay of runners first occurred and where the Olympic Torch was carried. Mark and label the location of this place on a blank world map. (Resource 3)

The organisers of the Beijing Olympic Games are planning to achieve something never done before during an Olympic Relay. They have announced their plan for the Olympic Torch to be carried to the top of the highest mountain in the world during May 2008! According to the organisers the Olympic Torch will be carried by a team of mountaineers from the southern side in Nepal to the peak before the mountaineers descend via the northern slope into Tibet.³ A team of mountaineers has already begun training for this historic attempt. This will be an amazing accomplishment and will undoubtedly catch the imagination and interest of a huge audience around the world.

Mt Everest the highest mountain in the world is located on the border between Nepal and Tibet an autonomous region of China. The Chinese name for Mount Everest is Qomolangma, Tibetans call the mountain Chomolungma whilst the Nepalese name is Sagarmatha. As the highest point on Earth there has always been great interest in determining its exact height whilst for mountaineers it is considered to be one of the most challenging peaks to climb.

5. Using an atlas identify the location of Mount Everest and mark this on a blank world map. (Resource 3)
6. Who were the first climbers to reach the summit of Mount Everest and when did they achieve this historic event.

The height of Mount Everest was first calculated by an Indian mathematician and surveyor in 1852 using trigonometric calculations. Since that time there have been many other measurements each claiming to provide the most accurate elevation. In May 1999, an American mountaineer reached the summit and used a GPS (Global Positioning Systems) to obtain precise measurements from satellites orbiting in space. A GPS can provide incredibly accurate measurements and as a result of measurements made during this expedition the elevation of Mount Everest was revised to 8850 metres. However, this has not been the end of the debate. In 2005 a group of Chinese surveyors published an elevation of 8,844.43 metres based on the height of the highest piece of solid rock at the peak.⁴ The ice at the top of the mountain is 3.5 metres thick. Previous measurements had included the height of ice and snow sitting on the top of Mount Everest.

7. Do you think the height of Mount Everest should be based on the height of highest solid rock or highest point of solid ice and snow on which mountaineers stand? Explain your reasons.

The lighting of the Olympic Torch will occur at Olympia in March 2008 and be handed over to officials of the Beijing Olympic Games at a ceremony in Athens shortly afterwards. It will then travel to 28 cities around the world before arriving in China. The Olympic Torch will be carried by runners for most of the land based route, however, on occasions it will be transported by aircraft or other means. The proposed route will take the Olympic flame through the sites of the great ancient civilizations in Greece, Italy, Egypt, Iraq, Iran, India and finally, China. The route through the Middle East may not be guaranteed due to the political climate in the region.

8. Undertake research to identify the cities through which the Olympic Torch will travel during 2008. List the name of the countries in which each major city is located.
9. Mark the route of the Olympic Torch Relay on a world map. (Resource 3)
10. Select one major city from each continent through which the Olympic Torch will travel. Describe a link each city has to the Olympics, for example the city may have been a former host of an Olympic Games, home of a well known athlete or sports team etc.
11. Create a timeline showing the dates and countries the Olympic Torch will be in from the start of the relay in March 2008 until it arrives at the Opening Ceremony on 8 August 2008. (Resource 4)
12. Prepare a short description of the characteristics of each city selected in the previous question making reference to its current population, rate of growth, major industries and attractions.

In China, the Olympic Torch Relay will pass through 78 cities before arriving at the Opening Ceremony. The plan is for the Olympic Games to be opened at 08:08pm and 08 seconds on 8 August (the eighth month) 2008. The number 8 is associated with prosperity in Chinese culture.

What might the weather be like during the Beijing Olympic Games?

Beijing is described as having a continental monsoon climate, but what does that mean? Why is it described as being 'continental' when it is relatively close to the coast? How does it differ from the climate where you live? What type of weather are the athletes likely to experience during the period of the Games? Will it be very different from the conditions they might experience in their home country?

In this investigation you will consider the distinction between the terms weather and climate, examine data related to Beijing's climate and compare that with the area in which you live and then consider what the weather might be like during August 2008 when the Beijing Olympic Games are held.

The terms weather and climate are often confused with one another. The term weather refers to the atmospheric conditions at a particular time and place. For example, the weather occurring at your school location relates to conditions such as the temperature, precipitation (eg rain, snow, drizzle etc), relative humidity, wind and sunshine. Climate on the other hand refers to the average of the weather conditions measured over a long period of time.

Despite Beijing's proximity to the coast the prevailing winds for much of the year are from the northwest and therefore influenced by the weather conditions over the large continental land mass of Asia. The marked seasonal variation of air masses and wind patterns gives rise to the use of the term monsoon which is derived from an Arabic word '*mausim*' meaning season. During the winter months the temperature over central Asia is very low, creating a zone of high pressure. Winds blow from areas of high atmospheric pressure towards areas with lower air pressure. When high pressure patterns occur during winter over central Asia, Beijing faces the full onslaught of bitterly cold dry winds blowing from the cold interior. With the start of warm to hot conditions during summer months the pressure systems are reversed and onshore winds bring warm moist air from the Pacific Ocean. This is the start of the rainy monsoon season.

Using the climate graph and statistics shown in Resources 5 and 6 you will gain a clearer idea of what weather conditions are like at different times of the year in Beijing.

1. Examine the climate graph in Resource 5. During which months of the year does the average temperature exceed 20 degrees Celsius and when is it below 0 degrees Celsius?
2. What is the annual range of temperature experienced in Beijing? (Hint: temperature range refers to the difference between the highest and lowest temperatures)
3. During which season of the year does most precipitation occur? Do you think this precipitation would occur as rain or snow? Give your reasons.
4. Examine the climate statistics in Resource 6.⁵ In the table below describe the characteristics of each of the seasons making reference to average temperatures, precipitation (includes rain, hail and snow) and the number of rainy days that might be expected.

| Season | Months | Average Temperatures | Precipitation | Number of rainy days |
|--------|--------|----------------------|---------------|----------------------|
| Winter | | | | |
| Spring | | | | |
| Summer | | | | |
| Autumn | | | | |

- Obtain climate statistics for the capital city of the State/Territory in which you live. You can obtain this information from the climate tables on the Australian Bureau of Meteorology website at <www.bom.gov.au/climate/averages/> or from a website such as the BBC's weather page at <www.bbc.co.uk/weather/world/city_guides/>. Write a comparison of the climate experienced in your State/Territory's capital city with that experienced by Beijing.

What might the weather be like during the Beijing Olympic Games Opening Ceremony? Most weather forecasts are for the next few days so it is impossible to make any predictions such a long time prior to the event. However, you could have a look at past weather conditions at the same time on the same day during previous years and attempt to make your own long term prediction!

- A person who studies the weather and makes forecasts about the weather for the following day is known as a meteorologist. In this activity you will work with a partner or partners imagining that you are meteorologists. Use the weather data available from the website at <<http://en.beijing2008.cn/93/67/column211716793.shtml>> to search for the actual weather conditions that occurred at 8.00pm on 8 August in previous years. Share the gathering and recording of the weather details experienced on days in the past and record the data in a table (Resource 7), however, you should each make your own predictions regarding the likely weather to be experienced at the Opening Ceremony. Details of the weather recording for

8/8/2003 have already been entered for you. Compare the predictions you made with other members of your group. (Resource 7)

Imagine how athletes completing in the Beijing Olympic Games from different countries have to adjust to a change of climate. In some cases there may be only minor climatic differences as their home city might be located on the eastern seaboard and at a similar latitude in the northern hemisphere to Beijing. However, athletes come from countries around the globe and for some there might be quite significant variations from the conditions in which they have completed their training.

7. Using the BBC's weather page <www.bbc.co.uk/weather/world/city_guides/> to explain how the weather experienced during August 2008 in the following cities might differ from the conditions in Beijing during the Olympic Games: Hobart in Australia, Colombo in Sri Lanka, Addis Abba in Ethiopia, and New York in the USA.

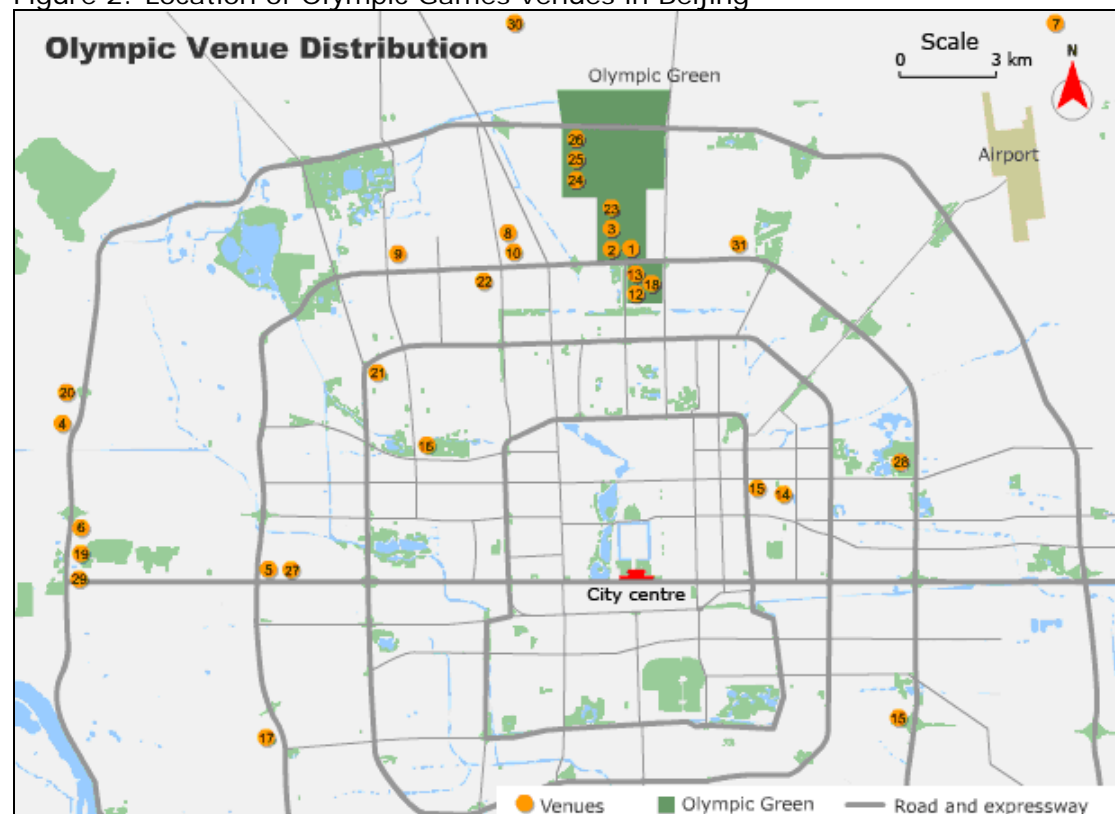
Where are the Beijing Olympic Games events being held?

So the Olympic Games are being held in Beijing? Yes and no! The overwhelming majority of events will be held in this city, but some events will be staged elsewhere in China. In this activity you will examine the location and distribution of events to Games venues and how people will get to them.

An area in the north of Beijing called the Olympic Green is the location for the Olympic Village and nearly half of the Olympic venues, including the National Stadium where the opening and closing ceremonies of the Olympic Games will be held.⁶ Fifteen different sports will compete in this area during the Games. Olympic Green includes large areas of open space which have been used to construct new stadiums and facilities required by athletes such as accommodation.

1. Examine the map of Beijing shown in Figure 2. Identify Beijing Green and estimate its distance by road from the airport. In which direction would you be traveling from the airport to Beijing Green?
2. Accessibility to each of the Olympic Games venues is made easier by a series of ring roads that have been constructed around Beijing. List the advantages and disadvantages of this road pattern compared to a system of road that radiate from the centre like the spokes of a bicycle wheel.
3. How does Beijing's road pattern compare to the road pattern in the capital city of your State/Territory? Discuss these advantages and disadvantages of these road patterns with other members of your class.

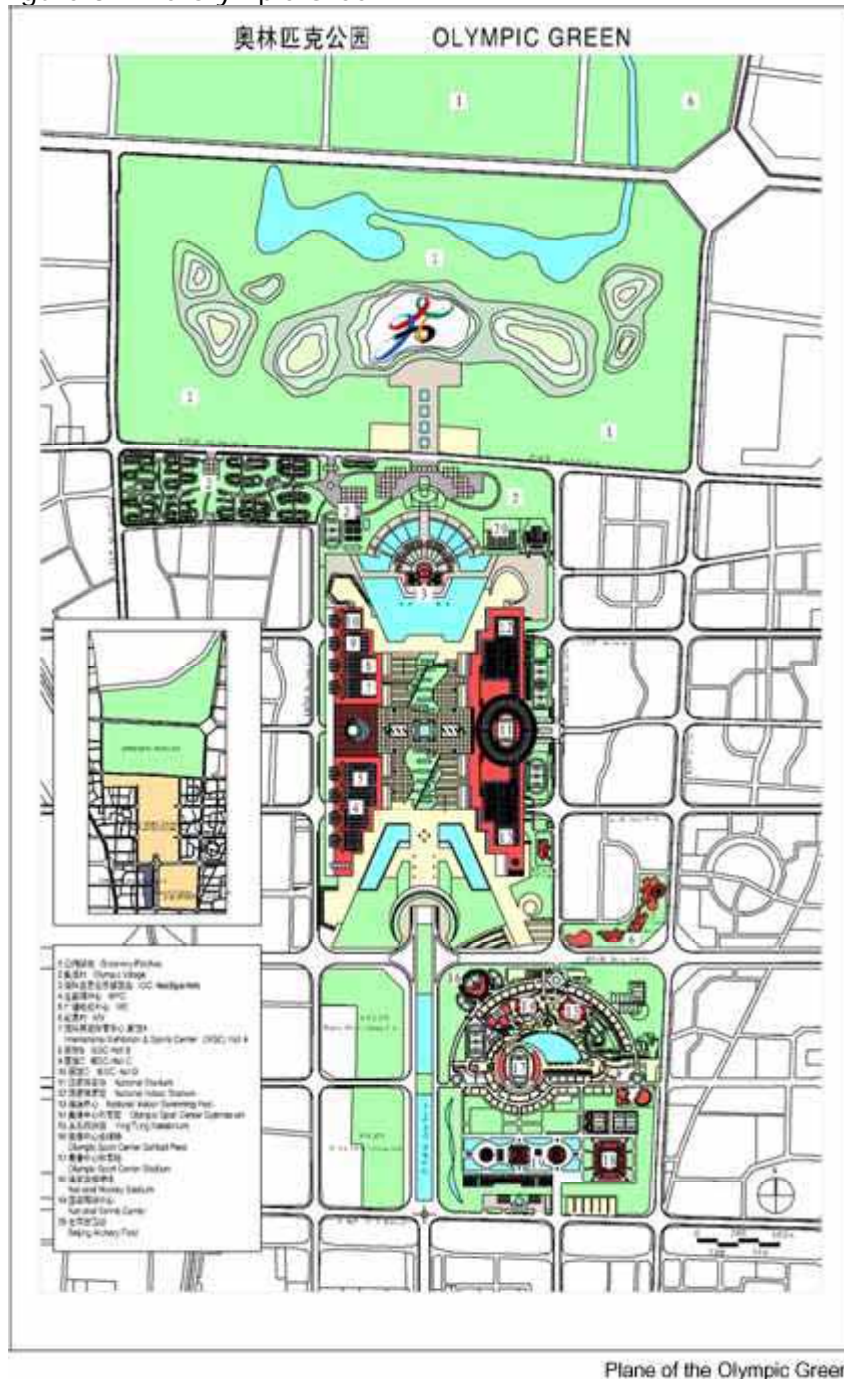
Figure 2: Location of Olympic Games venues in Beijing



Source: <http://en.beijing2008.cn/46/67/column211716746.shtml>

4. Examine the distribution of Olympic Games venues. Imagine that you are a news reporter having to file reports on a range of Olympic Games events. Discuss the ease of using road transport to reach venues not staged in the Olympic Green area.
5. Estimate the distance you would have to travel by road from the Games Headquarters in Olympic Green to the furthest venue located in Beijing.

Figure 3: The Olympic Green



Source: <http://61.135.180.163/eolympic/xay/cgcg/cgcg.html>

The Olympic Green will be the centerpiece for the Olympic Games. It covers a total area of 1,215 hectares, of which 760 hectares will be wooded areas. The remaining part of the Olympic Green houses the Chinese Ethnic Culture Museum

(50 hectares) and the China International Exhibition Center (CIEC) (405 hectares). The Olympic Village and nearly half of the Olympic venues will be located in the Olympic Green, including the National Stadium where the opening and closing ceremonies of the Olympic Games will be held. The Olympic Green will host the competitions of 15 Olympic sports in 2008.

A few the Olympic Games events will be held at locations beyond Beijing.⁷ These events are shown in Figure 4.

Figure 4: Olympic Games Venues outside Beijing

| Venues | Location | Games |
|---|-------------|----------------------|
| Hong Kong Equestrian Venues | Hong Kong | Equestrian |
| Qingdao International Sailing Centre | Qingdao | Sailing |
| Qinhuangdao Olympic Sports Centre Stadium | Qinhuangdao | Football Preliminary |
| Shanghai Stadium | Shanghai | Football Preliminary |
| Tianjin Olympic Centre Stadium | Tianjin | Football Preliminary |
| Shenyang Wulihe Stadium | Shenyang | Football Preliminary |

Source: <http://www.travelchinaguide.com/beijing-olympic/venues.htm>

- Use an atlas to identify the location of Games venues outside Beijing and locate these on a map of China (Resource 8). Label each city's location and record the type of sporting event to be held at each city.
Hint: Use an online atlas such as Encarta World Atlas to search for the locations of these cities
<<http://encarta.msn.com/encnet/features/mapcenter/map.aspx>>
- Consider the sporting events to be held outside of Beijing. Which sporting event would you most like to attend? Record this event and then research information about the co-host city where the event is to be held. Write a paragraph describing the size, location, major function(s) of the city (eg port city, industry, commerce, administration etc) and attractions of the city. A starting point for your research might be
<<http://en.beijing2008.com/21/65/column212006521.shtml>>.

What other attractions could I visit during my stay in Beijing?

Would you attend the Beijing Olympic Games and not make a trip to see the Great Wall of China? If you had not seen the Great Wall previously it would undoubtedly be high on your list of 'must see' destinations and having made the long flight to Beijing it would be a pity to miss this opportunity of visiting one of the top seven tourist travel wonders of the world.

Beijing is expecting an influx of tourists during the Olympic Games and anticipates that most of these tourists will want to visit some of the many attractions that are located within the city or are close by.

1. Work with a friend to gather information about four major attractions tourists might visit during a visit to the Beijing Olympic Games. Use the table below as a guide to record details of each attraction.

| | |
|---|--|
| Name of attraction | |
| Type of attraction eg cultural, historical, recreational, leisure etc | |
| What the visitor would see | |
| Location | |
| Distance from central Beijing | |
| Means of transport to reach the destination from central Beijing | |
| Hours of opening and days when the attraction can be visited | |
| Entrance fee, if any | |
| General advice, such as best time to visit etc. | |

2. Prepare a double-sided A4 brochure for tourists visiting the Beijing Olympic Games that sets out the attractions of the city and its neighbourhood. Include a map to show the location of the attractions and use the information gathered in activity 1 above to describe the nature of each attraction.

Resources

Resource 1

Blank map of the world

Resource 2

Blank map of East Asia and Australia

Resource 3

Blank map of the world with inset of Greece

Resource 4

Timeline

Resource 5

Beijing: Climate graph

Resource 6

Beijing: Climate statistics

Resource 7

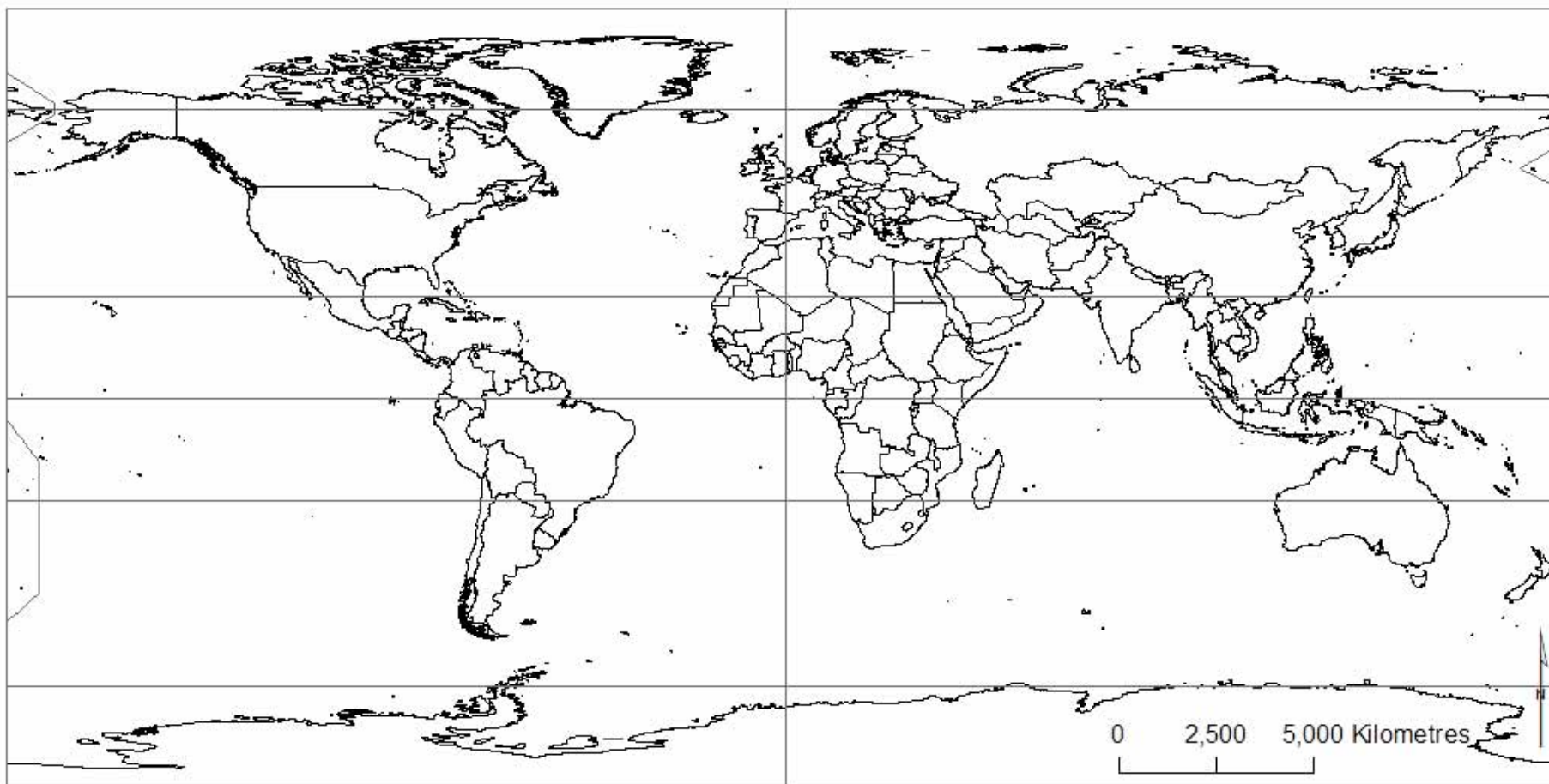
Beijing: Weather prediction

Resource 8

Blank map of China

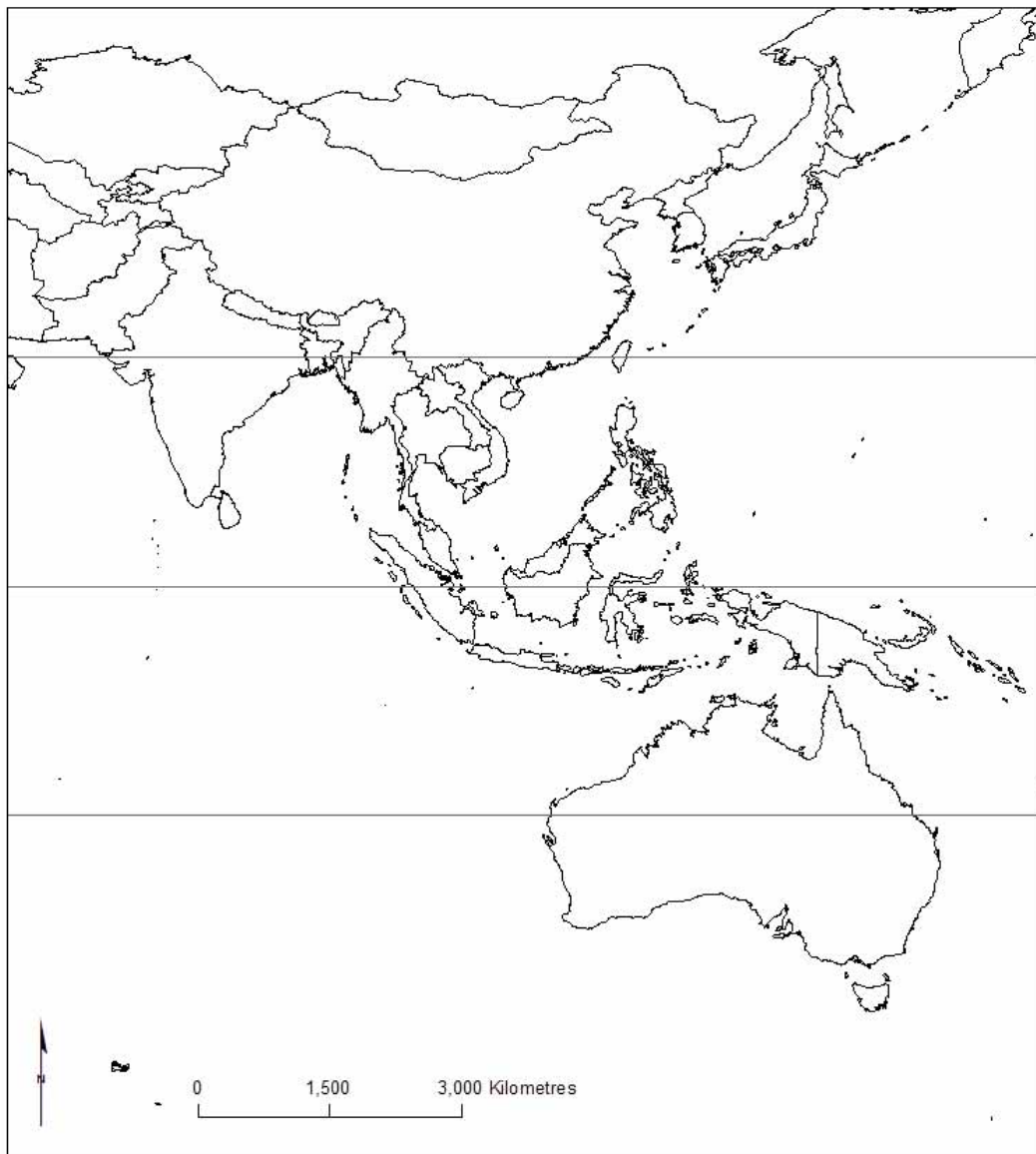
Resource 1: Where in the world is Beijing?

Map of the world



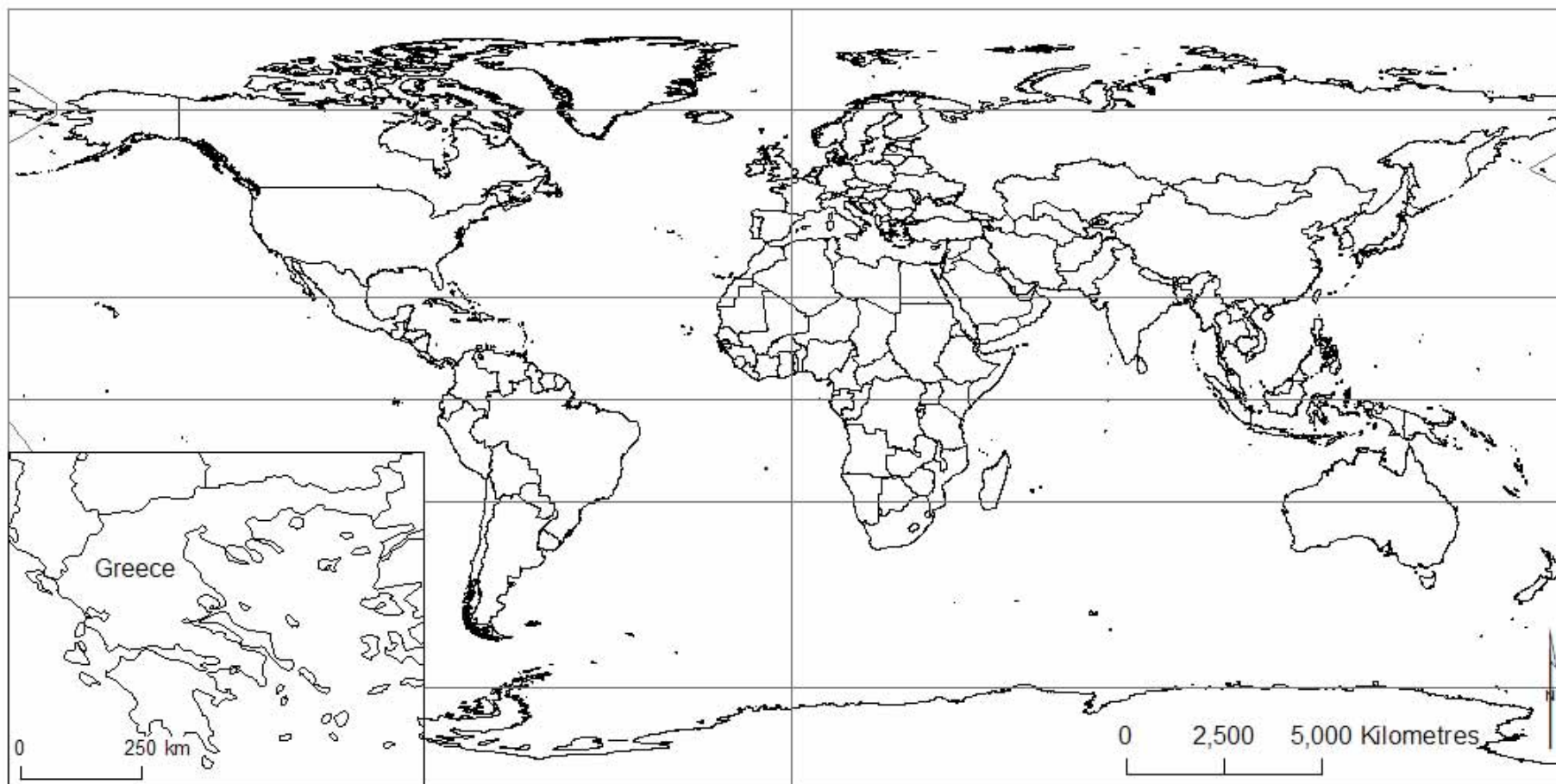
Resource 2: How can Australians get to Beijing Olympic Games?

Map of Asia and Australia



Resource 3: Where will the Olympic Torch go on its way to Beijing?

World map (inset map of Greece)



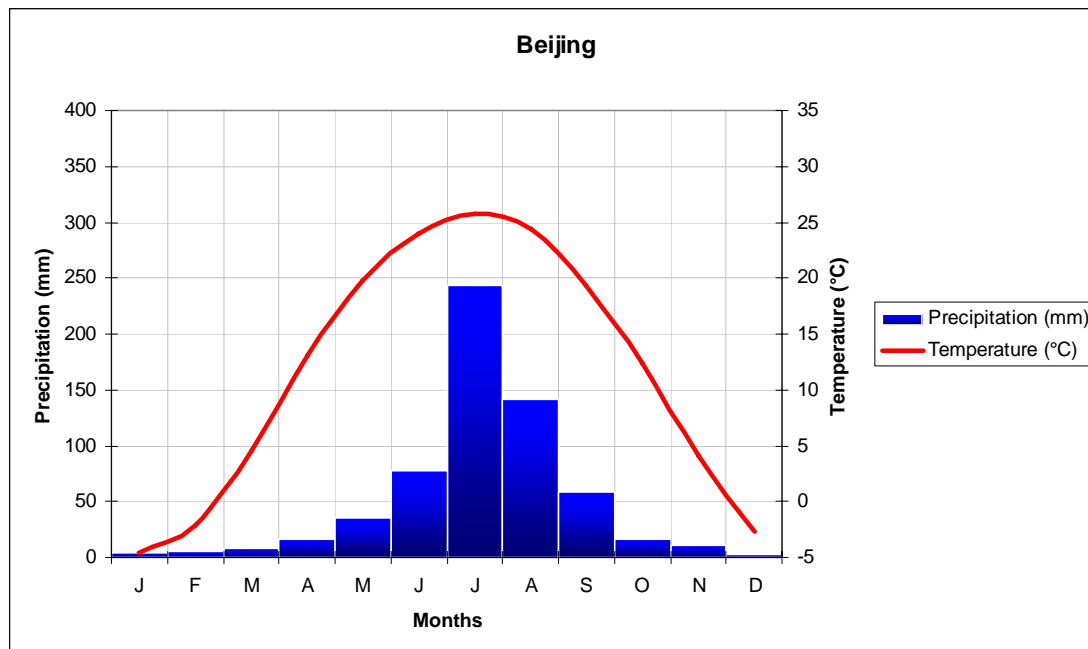
Resource 4: Where will the Olympic Torch go on its way to Beijing?

Timeline

| | | | | | | | | | | | | | | | | |
|------------|----|----|------------|----|----|----------|----|----|-----------|----|----|-----------|----|----|-------------|------------------|
| 1 | 15 | 31 | 1 | 15 | 30 | 1 | 15 | 31 | 1 | 15 | 30 | 1 | 15 | 31 | 1 | 8 |
| March 2008 | | | April 2008 | | | May 2008 | | | June 2008 | | | July 2008 | | | August 2008 | |
| | | | | | | | | | | | | | | | | Opening Ceremony |

Resource 5: What might the weather be like at the time of the Opening Ceremony?

Beijing—climate graph



Resource 5: What might the weather be like at the time of the Opening Ceremony?

Beijing—climate data

| Month | Average Sunlight (hours) | Temperature | | | | Discomfort from heat and humidity | Relative humidity | | Average Precipitation (mm) | Wet Days (+0.25 mm) |
|-------|--------------------------|-------------|-------------|------------|------------|-----------------------------------|-------------------|----|----------------------------|---------------------|
| | | Average Min | Average Max | Record Min | Record Max | | am | pm | | |
| Jan | 7 | -10 | 1 | -23 | 14 | - | 50 | - | 4 | 3 |
| Feb | 7 | -8 | 4 | -18 | 19 | - | 50 | - | 5 | 3 |
| March | 8 | -1 | 11 | -14 | 28 | - | 48 | - | 8 | 3 |
| April | 8 | 7 | 21 | -3 | 36 | - | 46 | - | 17 | 4 |
| May | 9 | 13 | 27 | 3 | 38 | Moderate | 49 | - | 35 | 6 |
| June | 9 | 18 | 31 | 10 | 43 | High | 56 | - | 78 | 8 |
| July | 7 | 21 | 31 | 15 | 41 | High | 72 | - | 243 | 13 |
| Aug | 7 | 20 | 30 | 11 | 38 | High | 74 | - | 141 | 11 |
| Sept | 8 | 14 | 26 | 2 | 34 | Medium | 67 | - | 58 | 7 |
| Oct | 8 | 6 | 20 | -5 | 31 | - | 59 | - | 16 | 3 |
| Nov | 6 | -2 | 9 | -13 | 24 | - | 56 | - | 11 | 3 |
| Dec | 6 | -8 | 3 | -20 | 13 | - | 51 | - | 3 | 2 |

(Source:

http://www.bbc.co.uk/weather/world/city_guides/results.shtml?tt=TT002100)

Resource 6: What might the weather be like at the time of the Opening Ceremony?

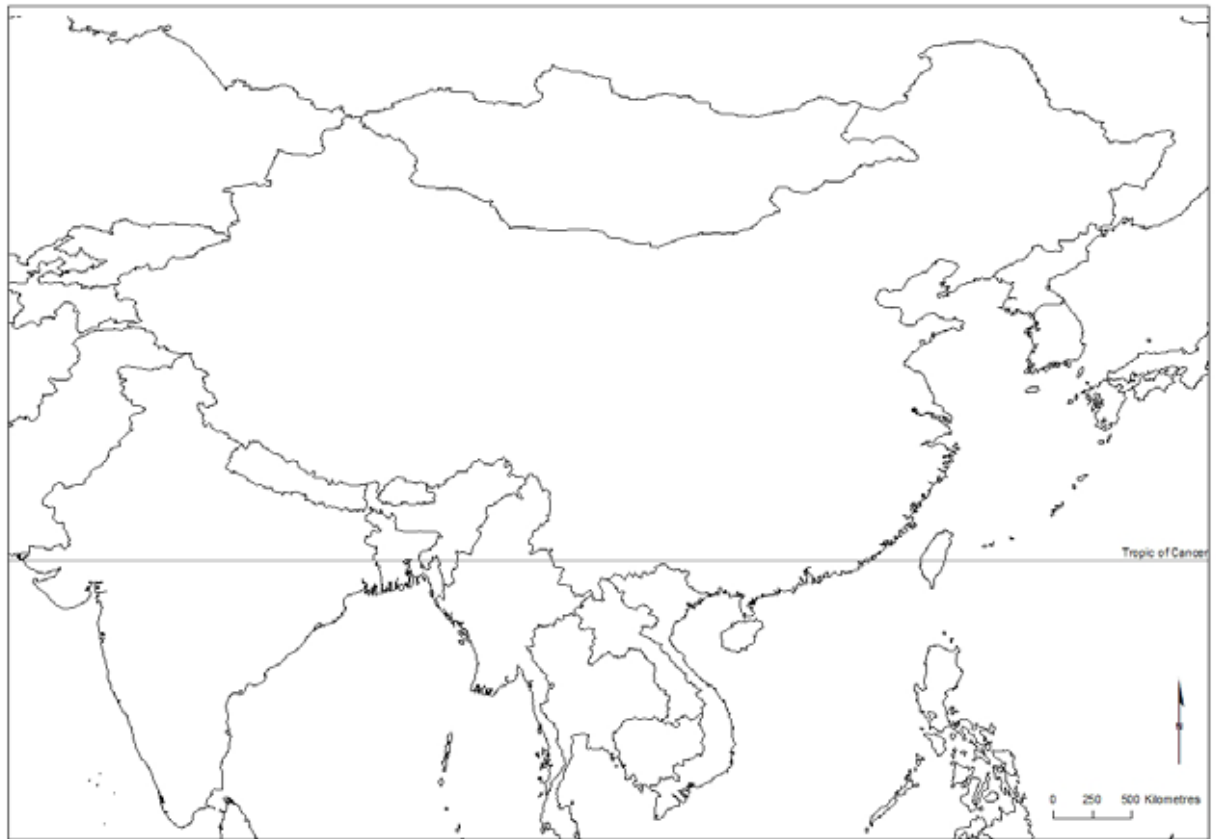
Beijing weather observations at 8.00pm on 8 August

(Note: 8.00pm is equivalent to 20 Hours or 2000 using a 24 hour clock)

| Date | Time | Temperature (°C) | Rainfall (mm) | Relative Humidity (%) | Atmospheric pressure (Hpa) | Wind | | Max Gust | |
|-----------------------------|------|---------------------|------------------|-----------------------------|----------------------------------|----------------|-----------|----------------|-----------|
| | | | | | | Speed (m/s) | Direction | speed (m/s) | Direction |
| 8/8/2003 | 20 | 22.9 | .1 | 75 | 995.6 | 2.2 | SW | 2.3 | SW |
| 8/8/2004 | 20 | | | | | | | | |
| 8/8/2005 | 20 | | | | | | | | |
| 8/8/2006 | 20 | | | | | | | | |
| 8/8/2007 | 20 | | | | | | | | |
| Enter your prediction below | | | | | | | | | |
| 8/8/2008 | 20 | | | | | | | | |

Resource 8: Where are the Beijing Olympic Games events being held??

Map of China



Key terms

Spatial concepts

Spatial concepts (SCs) or key geographic ideas (KGIs) are central to the way in which geographers describe and interpret the spatial patterns of phenomena on the Earth's surface. They include location, scale, distance, direction, region, spatial change over time, movement, spatial association and spatial interaction.

Location

Location refers to both the absolute and relative location of a place. Absolute location indicates the coordinates of a place whereas relative location gives the distance and direction of one place to another.

Scale

The scale of a map refers to the relationship between measurements on a map and the actual size of the feature shown. When studying the geography of an area one refers to the observational scale which indicates the relative size of the area being studied eg local, regional, national, international and global scales.

Distance

Distance refers to the space between the locations things on the Earth's surface measured in either metric units (eg metres and kilometres) or Imperial units (eg feet, yards and miles).

Distribution

Distribution describes the arrangement of things at or near the Earth's surface viewed at different scales, for example clustered around a node or single area, arranged in a linear pattern or scattered in an uneven manner.

Region

A region is a definable area with one or more common characteristics. For example, a region might describe an area of similar topography, climate, vegetation or agriculture.

Spatial change over time

Refers to the way in which the arrangement, distribution or pattern of phenomena change over a period of time. The rate and amount of change taking place is of great interest to geographers and the focus of much of their research is to identify the influence different factors have in bringing about these spatial changes.

Movement

Movement describes the change in the location of one or more things across the Earth's surface, including the direction, method, rate, nature and volume of movement.

Spatial association

One of the most important spatial concepts relates to the degree to which two or more things are similarly distributed in an area, for example strong, moderate, weak or no spatial association. When studying the distribution of Olympic Games venues you might consider how closely they are associated with subway stations, transport routes, or places of cultural and historic importance.

Spatial interaction

Spatial interaction describes the relationship between phenomena and places in the environment and the degree to which they affect each other. For example, the construction of new facilities such as sports stadiums or freeways may have an impact on the local environment which might be positive or negative.

Latitude

Latitude is the distance north or south of the equator measured as an angle from the centre of the Earth. Parallels of latitude are the imaginary lines that join all places with the same angular distance north or south of the equator. They are called parallels of latitude because they are always parallel to the equator and therefore equidistant from one another.

Longitude

Longitude is the distance west or east of the prime meridian measured as an angle from the axis of the Earth. Meridians of longitude are the imaginary lines that join all places with the same angular distance west or east of the prime meridian. The prime meridian passes through the city of Greenwich on the outskirts of London in England and so is often referred to as the Greenwich Meridian. Meridians of longitude are widest apart at the equator and they meet as a point at the North and South Poles.

Climate

Climate refers to the average conditions of the atmosphere for a particular area of the Earth over a long period of time. Generally a time span of at least 30 years is required to obtain reliable climatic averages.

Weather

The weather is the day-to-day condition of the atmosphere at a particular location. Usually measurements are made of the temperature, precipitation, atmospheric pressure, wind speed and direction, relative humidity and hours of sunshine.

Meteorologist

A person who studies the weather and makes forecasts about the weather conditions that might occur in the next few days.

Relative humidity

Relative humidity is the ratio of the amount of water vapour in air to the maximum amount of water vapour that could be present if the vapour were at its saturation conditions.

Precipitation

Precipitation includes all forms of moisture that reach the Earth's surface. The most common forms include rain, drizzle, snow, sleet and hail.

Metropolitan area

A metropolitan area is a large population centre consisting of a large city and its suburbs. It usually combines a built-up area with surrounding zones that might not necessarily be urban in character, but they are closely linked to the centre by employment or commerce.

Central business district (CBD)

The central business district (CBD) is sometimes referred to as 'downtown' and is the commercial centre of a city. It usually has a distinct land use pattern, is located in the geographical centre of the city, and contains the city's main public buildings, major retail outlets and has the greatest concentration and number of pedestrians and traffic. Visually it is characterised by the dominance of the tallest buildings in the city.

Acknowledgments

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Additional resources

¹ http://multimedia.olympic.org/pdf/en_report_805.pdf

² http://en.wikipedia.org/wiki/Olympic_Flame

³ <http://en.beijing2008.cn/04/51/article214005104.shtml>

⁴ http://en.wikipedia.org/wiki/Mount_Everest

⁵ http://www.bbc.co.uk/weather/world/city_guides/results.shtml?tt=TT002100

⁶ <http://en.beijing2008.cn/46/67/column211716746.shtml>

⁷ <http://www.travelchinaguide.com/beijing-olympic/venues.htm>

⁷ <http://www.travelchinaguide.com/beijing-olympic/venues.htm>

⁸ <http://www.olympics.com.au/education>

Beijing 2008 Olympic Games

**Economics &
business**

Environment

Geography

**History &
culture**

An AFSSSE Project funded by the Australia-China Council



Australian Government



**Australia-
China
Council**



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AFSSSE Australia-China project

Beijing 2008 Olympic Games resource

Historical and cultural unit

1. Introduction

This unit relates to how students can develop an understanding of the history and cultures of China and the history of the Olympic movement. Teachers will ask students to recall their memories of the last Olympics in Athens (2004) and also of the Melbourne Commonwealth Games (2006) as examples of major international sporting events. They will be informed that at each such event there is usually a cultural festival held, and that the event begins with an opening ceremony that depicts the culture and history of the host nation.

Their mission will be to develop a cultural festival and to imagine an appropriate opening ceremony for the Olympic Games to be held in Beijing, China in 2008. In order to do this they will need to investigate Olympic traditions, the multiethnic nature of Chinese society, the history of the nation and the gifts it has given to the world.

2. Focus questions

To conduct the investigation there are four focus questions:

- 2.1 How will the Beijing Olympics reflect the traditions of the Olympic movement?
- 2.2 What is 'culture' and what is Chinese culture?
- 2.3 What gifts has China given to the world?
- 2.4 How would you create an opening ceremony to display Chinese culture and history to the world?

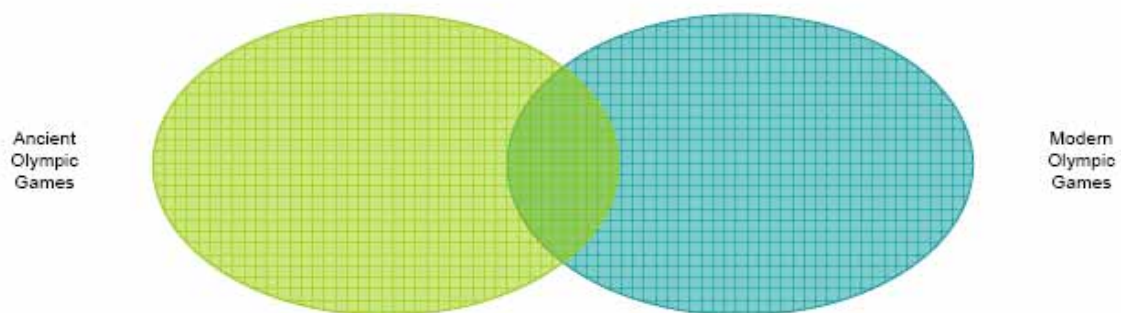
Activities related to each Focus question will be described below. Student worksheets for each question can be found after the explanatory notes for teachers.

2.1 How will the Beijing Olympics reflect the traditions of the Olympic movement?

This initial inquiry allows students to briefly delve into the history of the Olympic Games (both ancient and modern) and to use this information to evaluate the proposed arrangements for the Beijing Olympics.

Notes for teachers:

- Provide students with a range of media to investigate the traditions of the ancient Olympics and their modern revival in the late nineteenth century. This could be done using learning centres containing library books, encyclopaedias, videos etc, and internet sites such as:
<http://en.beijing2008.com/99/11/column212011199.shtml> (the education section of the official Beijing website);
<http://www.perseus.tufts.edu/Olympics/>; <http://olympics.fhw.gr/ancient/>;
<http://www.museum.upenn.edu/new/olympics/olympicintro.shtml>. (The latter website contains the critical thinking questions mentioned on the student sheet). In the interests of time, this exercise could be done as a Scavenger Hunt, with students competing to find the most answers. The teacher would then develop the Venn diagram as a class exercise, using either a brainstorm approach or asking students in turn to provide new information (Part A).



- Ensure that each student has a chance to peruse and understand the Principles of Olympism outlined in the Olympic Charter. (See page 9 of the pdf article on the Olympic Charter at <http://en.beijing2008.com/00/12/article212011200.shtml>). Discuss as a class the questions that are outlined in Part B of the student resource sheet.
- Organise students into groups to survey sections of the official site for the Beijing Olympics and note the information about the Olympic rings, the slogan, the emblem and the mascots planned for Beijing, as well as the special features that are planned (Part C).
- Students should be encouraged to individually answer the focus question above using all the research done so far (Part D).

Resource Sheet 1

Focus question: How will the Beijing Olympics reflect the traditions of the Olympic movement?

The modern Olympic Games serve the function of bringing together athletes from around the world to compete in a variety of sports. They are based on older traditions from Ancient Greece where athletes from a number of city states competed regularly. **Your task as a class** is to determine the similarities and differences between the ancient and modern Olympics (Part A) and to think critically about some myths and ideas about the Games (Part B). **Your task as an individual** is to answer the Focus question above (Parts C and D).

Part A

Using materials such as library books, encyclopedias, videos and the websites that follow below, find information to fill in the following Table. You will need to copy the Table into your workbook.

Websites: <http://en.beijing2008.com/99/11/column212011199.shtml> (the education section of the official Beijing website);
<http://www.perseus.tufts.edu/Olympics/>; <http://olympics.fhw.gr/ancient/> (make sure to click on "Revival");
<http://www.museum.upenn.edu/new/olympics/olympicintro.shtml> (Click on the five sections at the top of the page).

Comparison of ancient and modern Olympic Games

| Features | Ancient Olympic Games | Modern Olympic Games |
|---|-----------------------|----------------------|
| Reason for holding the Games | | |
| Participants (ages, where from, accommodation, clothing, training etc) | | |
| Sites/ venues | | |
| Number and type of sports played (give a number and some examples) | | |
| Type of honours/prizes (and penalties) | | |
| Other traditions (how often held, Olympic flame, flag, festivities etc) | | |

- **Your teacher will develop a Venn diagram** on the board to show the similarities and differences between the two eras, with you providing the information.

Part B

Here are some critical thinking questions for you to **discuss as a class**, based on your research so far.

(a) Consider the questions that appear before the heading on the following page: <http://www.museum.upenn.edu/new/olympics/olympicintro.shtml>, which deal with some commonly held ideas about the Olympic Games (too commercial etc).

(b) The Olympic Charter is the document that outlines the agreed principles and operating conditions for each Olympic Games. Peruse the Principles of Olympism as outlined on the following website, page 9: <http://en.beijing2008.com/00/12/article212011200.shtml>).

Also the following quote appears on the official Beijing Olympics website:

Beyond the physical well-being, sport can play an important role for a safer, more prosperous and more peaceful society, through its educational values and worldwide network. Although the beneficial effects of sport for development are still not exploited to their full extent, sport can help bridge cultural and ethnic divides, create jobs and businesses, promote tolerance and non-discrimination, reinforce social integration, and advocate healthy lifestyles. Through sports development, we can achieve wider human development goals.

Do you think that these principles and ideals are achievable?

Part C

Divide into groups to research the following websites and report to the class about the current preparations for the Beijing Games:

- Look at the information provided on the official site for the Beijing Olympics, *Image and Look* section, <http://en.beijing2008.com/62/67/column211716762.shtml>, and note the information about the decisions already made on the Olympic rings, the slogan, the emblem and the mascots planned for Beijing. Also
- <http://en.beijing2008.cn/61/17/article212011761.shtml> (education),
- <http://en.beijing2008.cn/71/67/column211716771.shtml> (program)
- <http://en.beijing2008.cn/86/66/column211716686.shtml> (main features).

Part D

Using all your research so far, **in your own words** write an answer to the Focus question: How will the Beijing Olympics reflect the traditions of the Olympic movement? (Please note that this refers to the modern Olympic movement, so refer to the second column in your Table).

2.2 What is culture and what is Chinese culture?

This inquiry rests on general information provided in Resource sheet 2a about the nature of 'culture'. While the majority of China's population belongs to the Han ethnic group, there are altogether 56 ethnic groups in China. Australian culture and the policy of multiculturalism in Australia are used as reference points for looking at this diversity of ethnicities within China.

Notes for teachers

- The teacher assists students to develop a working definition of "culture", its elements and their functions in fulfilling needs, using Resource sheet 2a.
- Students use this definition (which includes an understanding of material and non-material culture) to **briefly** consider what they know about some traditional societies and then consider modern Australian culture (Resource sheets 2b and 2c. These three sheets could be dealt with in one 40 minute lesson).
- Discussion of Australian culture invokes understandings about its multicultural nature, which becomes the basis for consideration of the multiethnic nature of Chinese society later.
- A **brief** case study of the role of Chinese in Australia (as an example of multiculturalism) is optional and teachers could use one or more of the resources mentioned on Resource sheet 2d. **The first resource** requires internet access and could involve showing students the painted "Harvest of Endurance" scroll which is held in the National Library of Australia <http://www.multiculturalaustralia.edu.au/history/scroll.php> (NB It scrolls backwards). One of the lessons on the Multicultural Australia website suggests cutting up the text on the main web page <http://www.multiculturalaustralia.edu.au/displayWindow.php?mediaCode=doc&id=298> into 14 sections. Pairs of students would read their allotted section and be able to explain the context to the class when the scroll reaches their section. This also allows time for the scroll to continue to load onto the web page. **The second resource** is the Chinese Heritage of Australian Federation website <http://www.chaf.lib.latrobe.edu.au/education/lessons.htm>. There are lesson plans for lower and middle secondary, and students will be directed to the text containing an outline history of Chinese in Australia. Again, internet access is required. **The third resource** can be chosen by the teacher from Access Asia resources such as *Australia Kaleidoscope*, and *The Really Big Beliefs Project*, to indicate the variety of Chinese influences in Australia.
- The previous activities are preliminary to understanding the nature of China's population. It is important that this exercise be directed simply towards having students **understand the cultural complexity of China**. Using Resource sheet 2e, students will be introduced to the multi-ethnic nature of China. This website contains a map of ethnolinguistic groups in China, http://en.wikipedia.org/wiki/Image:China_ethnolinguistic_83.jpg which simplifies the complexity somewhat. Either show this map to students using a data projector (or in a computer network situation) or reproduce it as an OHT. Similarly, show them the demographic map showing population density <http://depts.washington.edu/chinaciv/geo/people.htm#tht1>. Used together these maps show that the Han are the dominant cultural group. Students read on to find answers from this website about Chinese government's population policy.

- Students are then asked to find some information about the different ethnic groups. They should not become immersed in detail, but concentrate only on finding a few distinguishing features of each cultural group. However, this exercise gives an opportunity for students to refine their internet search skills and critical literacy in relation to judging the worth of information on a website. For this reason they should start with the Wikipedia information, which comes from a US federal agency, and compare it with information from the Chinese government website (which tends to put a gloss on the current condition of each group) and the information from a travel company.
http://en.wikipedia.org/wiki/List_of_Chinese_ethnic_groups (organised by size of population. US federal agency).
<http://www.travelchinaguide.com/intro/nationality/achang/index.htm> (organised alphabetically. A member of the Pan Asia Travel Association);
<http://www.china.org.cn/e-groups/shaoshu/shao-2-bouyei.htm> (A Chinese government website in no particular order).

As there are 56 ethnic groups, the class will have to be divided so that some basic information can be gained on each ethnic group and where it can be found. Teachers may wish to allow students to read the information directly from the website, or to photocopy the web pages, cut them up and distribute information on two or more ethnic groups to each student.

- The teacher begins to develop on a large piece of butcher paper a mind map of Chinese culture (See Resource sheet 2f). The elements of culture described earlier will form the “spokes” of the mind map, and students will contribute what they now know of both the material and non-material aspects of the dominant Han culture. Check for gaps and do not have great expectations at this stage. The mind-map will be returned to in Section 3.

Resources

- <http://uk.oneworld.net/guides/china/development>. Teachers may wish to use this article to discover information about modern China, and possibly use it for extension work with some students. In particular, the section on **Human Rights** might be useful for encouraging students to think critically about China's treatment of its minorities, including ethnic minorities. There is mention of Tiananmen Square, the results of the ‘one child policy’ on females, and the treatment of Falun Gong practitioners and the Buddhists in Tibet.
- If teachers wish to extend the work on multiculturalism in Australia, the website of the Human Rights and Equal Opportunity Commission <http://www.hreoc.gov.au/voices/index.html#stories> contains information about a text called *Voices of Australia: 30 Years of the Racial Discrimination Act 1975-2005*, which has been sent to schools. It includes short stories by some Chinese Australians (pages 29, 37, 48, 51) and a Plain English Guide to the Racial Discrimination Act.
- Another useful text related to political issues in China might be: David H Brown 2005, *Cross Currents: Discovering Civics and Citizenship in our Region*. Curriculum Corporation (Access Asia series).

Resource sheet 2 (a): The meaning of culture

Focus question: What is 'culture' and what is Chinese culture?

There are many definitions of the word 'culture'. Anthropologists are the people who study cultures, and they explain that any human group will develop their own ways of fulfilling their needs within a particular setting. The main point to note is that all human groups are trying to fulfil the same needs.

What are these needs? They are:

- **Basic physical needs** (e.g. the need to gain resources for food, shelter etc)
- **Safety needs** (e.g. the need for decisions to be made about safety and security, the need for rules etc)
- **Social and emotional needs** (e.g. the need for love and affection, to belong to a group and the need to procreate)
- **Communication needs** (e.g. the need to communicate with each other, the need to pass on the culture and educate children)
- **Belief needs** (e.g. the need to understand the world, the need to believe in something).

Over time, the people in the group or society establish particular ways of fulfilling their needs so that they become habits or customs or laws or systems. There are now set ways of behaving that everyone in the group or society comes to understand, and this makes life easier for everyone. These set ways are passed on to the next generation, sometimes with changes to suit new times, but often not. These ways of behaving become 'institutionalised'. They become the institutions or systems that make a society work. For example:

| Needs | System |
|----------------------------|--|
| Basic physical needs | The finding, trading and use of resources to fulfil our basic needs become the Economic system . |
| Safety needs | The giving of authority to one person or a small group to make decisions and rules about the safety of the group becomes the Political system . |
| Social and emotional needs | The search for affection and belonging develops into a Social system that may have many layers to it. The family is the mainstay of the social system. |
| Communication needs | If people are to work together they need to have a language, but they also communicate through stories, drama and art. They learn these initially through the Education system . |
| Belief needs | The need to understand the world has usually led humans in two different directions – either science or religion. Thus we have different Belief systems . In small or traditional societies religion is the most common belief. |

In these ways all cultures are **similar**. However, because human groups established themselves in different environments and had different experiences, used different resources and had different talents, all cultures also are **different** from each other.

Fill in Resource sheet 2b to see these differences, and Resource sheet 2c to relate this knowledge to Australian culture.

Resource sheet 2(b): Cultural differences

Focus question: What is 'culture' and what is Chinese culture?

A.

- This will be a Think, Pair, Share exercise. You will do some individual **thinking** to start with, using your own general knowledge. Then you will **pair** with someone and together build more knowledge. You can then **share** this knowledge with the rest of the class.
- In your workbook, draw up a Table titled 'Cultural differences' like the one below. Begin to fill it out by yourself, remembering the needs being fulfilled by each system. Don't worry if you can't fill every box.

| Culture | Economic system | Political system | Social system | Communication system | Belief system |
|-----------------------------------|-----------------|------------------|---------------|----------------------|---------------|
| Inuit (Eskimo) | | | | | |
| Traditional Aboriginal | | | | | |
| Ancient Egypt | | | | | |
| Colonial Australia in early 1800s | | | | | |

B.

Every culture also can be divided into its **material culture** and **non-material culture**.

Material culture consists of all those things that we can see and touch, and which we use in our daily lives. They may be artefacts, tools, books, furniture, vehicles, buildings, clothes, DVDs, computers, paintings, food, etc. Material culture can change very quickly as new inventions are made that can make our lives easier.

- Look around your classroom and identify the items of material culture you can see and touch.

Non-material culture consists of all the ideas, customs, knowledge, values, beliefs and rules of behaving that we carry around in our heads. It cannot be seen, but the behaviours associated with these ideas etc can be seen.

- Think about the non-material culture of your classroom. What is the 'accepted culture' of a classroom?

C.

Now return to the table above. Use a red pen or a highlighter to show which of the things you have written in the Table form part of the **material culture** of each group. Check your answers with the partner you paired with originally.

N.B. Very often we judge cultures by their material culture only. Their clothes, food, dance and customs may seem exotic and exciting. Other societies may seem to have primitive material culture. However, those societies may have a very rich non-material culture. All cultures are extremely complex and all undergo change, and all parts of the culture are interconnected.

Resource sheet 2(c): Modern Australian culture

Focus question: What is 'culture' and what is Chinese culture?

As reinforcement, your task is to relate your knowledge of culture to a culture that you should know well – Australian culture - before attempting to look at Chinese culture.

Summing up Australian culture can be difficult because our population comes from such diverse backgrounds and many people retain aspects of the culture they were born into. However, there is a public culture that we all understand and work with every day and which involves the way our institutions and systems work. For example, we all understand the hours that shops or cinemas open, what happens at schools, what happens on election day, how many TV channels there are, and what our public holidays are. These probably differ in most other countries.

A.

Draw up the following table in your workbook, leaving enough room to write in a number of examples of material and non-material aspects of Australian culture. Try to think of things that are characteristically Australian and probably would not be found elsewhere.

This time the sequence will be **Think, Pair, Square (team up with another pair), Share** as you work through the table below:

| System | Material culture | Non-material culture |
|----------------------|------------------|----------------------|
| Economic system | | |
| Political system | | |
| Social system | | |
| Communication system | | |
| Belief systems | | |

B.

Multicultural Australia: United in Diversity (May 2003), is the Australian Government's key statement on cultural diversity policy. This policy promotes acceptance and respect between Australians of all cultural and religious backgrounds. Find out more on the website of the Department of Immigration and Citizenship:

<http://www.immi.gov.au/living-in-australia/a-diverse-australia/index.htm>.

- How do your class and your school reflect a multicultural Australia?
- What cultural groups living in Australia have you heard of but not met?
- Generally speaking the government's policy works well. Can you think of any instances where multiculturalism works and where it has not worked?
- Do you think that an understanding of the meaning of 'culture' and how it develops would assist more people to be accepting of others from different cultural backgrounds?

Resource sheet 2(d): The role of Chinese in Australia

Focus question: What is 'culture' and what is Chinese culture?

People of Chinese cultural background have been connected to Australia for a very long time. In fact, there is some suggestion that Chinese sailors had explored parts of the Australian coastline centuries before Europeans arrived in the seventeenth century.

Your task in this Resource sheet is to discover more about the existence of Chinese people after colonial settlement by the British in Sydney in 1788. The Chinese have been and continue to be a very important component of multicultural Australia.

There are three resources. Your teacher will decide how you will organise and share this research. Write details on this sheet of new things you have learned.

1. The "Harvest of Endurance" scroll in the National Library of Australia <http://www.multiculturalaustralia.edu.au/history/scroll.php> is a very comprehensive history from the viewpoint of Chinese Australians themselves. (NB It scrolls backwards, reflecting the way that Chinese documents are read from the back forward, and is painted in the style of old Chinese scrolls).
2. Chinese Heritage of Australian Federation website <http://www.chaf.lib.latrobe.edu.au/education/history.htm> - a history of Chinese in Australia.
3. Access Asia resources such as *Australia Kaleidoscope* (Chapters 1 and 4 and possibly 5); *The Really Big Beliefs Project* (pages 20-23 are about Chinese religions of Buddhism and Taoism) will both provide insights into the ways particular Chinese people or habits have been incorporated into our society.

Resource sheet 2(e): Multi-ethnic China

Focus question: What is 'culture' and what is Chinese culture?

Your teacher will show you a map of the ethnolinguistic groups in China. An 'ethnic group' is a cultural group and 'ethnolinguistic' means that a number of different cultural groups speak the same, or a similar, language.

- Look at the map. Talk to a partner about the following things: Where would you expect most people to live in China? Why do you think some areas are uninhabited? How many linguistic GROUPS are there? Which linguistic group seems to dominate? Where are most of the smaller linguistic groups? – Why so?

Your teacher will show you another map, which shows population density (or the number of people who live in a square kilometre). This map is at <http://depts.washington.edu/chinaciv/geo/people.htm#tth1>. Use information from this website to answer the following questions in your workbook:

- Which is the largest cultural group in China?
- Where do they live?
- What changes in population policy have there been since 1949?
- What percentage of the population is Han Chinese?
- How many ethnic groups are recognised by the Chinese government?

Your task now is to find out something about **two or more of these ethnic groups**. Your teacher will allocate the groups to you. You can use the following three websites to develop (a) your internet search skills and (b) your critical literacy skills.

- (a) Go to http://en.wikipedia.org/wiki/List_of_Chinese_ethnic_groups. This website is based on information from a United States federal agency. The list of ethnic groups on the left hand side is organised by size of population. The groups range in size from about 20 million to about 10,000 people. Click on one of the groups allocated to you. Look at the general description, the contents box (click for information) and the box on the right hand side that provides population figures and religion/s. There are also external links to follow for more information. Then compare this information with either of the other two websites:

<http://www.china.org.cn/e-groups/shaoshu/shao-2-bouyei.htm> (A Chinese government website, arranged in no particular order) and <http://www.travelchinaguide.com/intro/nationality/achang/index.htm> (the site of a travel agency; arranged alphabetically). Now answer the following questions in your workbook **for each ethnic group**:

- What is the name of the ethnic group?
- Where in China does this group live? (refer back to the earlier maps)
- What is the size of its population?
- What are some distinctive cultural aspects of this group? SCAN the information on the websites and choose only distinctive aspects of culture (i.e. food, dress, houses, beliefs, customs etc) and NOT history. **Find at least three interesting facts about their culture.** Save this information for a later exercise.

Write a general statement about the cultural complexity of China. Refer back to sheet 2c. Compare the Australian government's policy on multiculturalism to the Chinese recognition of ethnic minorities. (This might require some research).

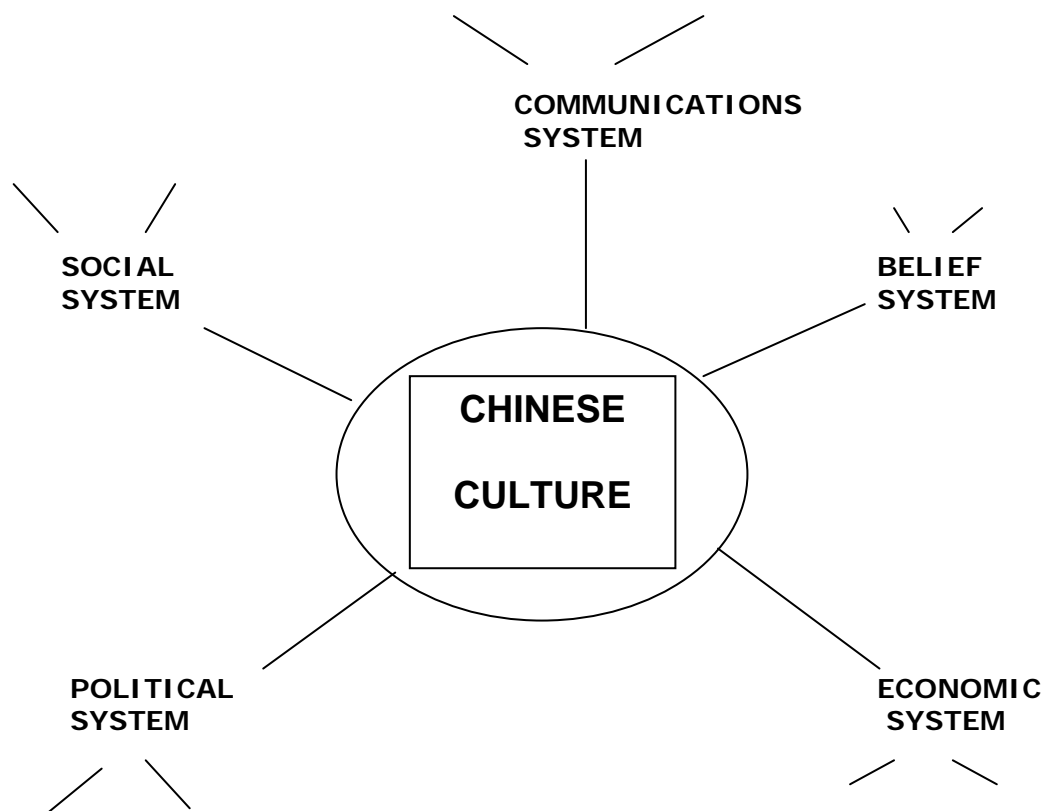
- (b) Did you notice any differences between the websites? How can you relate these differences to the group responsible for writing the article? Was there anything in particular that you noticed about the description on the Chinese government website when they described the modern conditions of the ethnic group?

Resource sheet 2(f): A Mind-map of Chinese culture

Focus question: What is 'culture' and what is Chinese culture?

You are now about to bring together all that you have learned in Section 2 so that you can answer the Focus question. Look back at Resource sheet 2a about the **meaning of 'culture'**, sheet 2b about the **systems within all cultures** and how the systems differ between cultures, sheet 2c and 2d about **material and non-material culture**, especially in **multicultural Australia** and 2e about **multiethnic China**.

Your task is to begin to build a mind-map about Chinese culture, using the **systems as the spokes** and referring to both **material and non-material culture** for each system as the arms leading from each system. This is only the beginning of building this mind-map, as you will return to it after the next Focus question. You could try doing it on your own to start with and then brainstorm ideas as a class.



2.3 What gifts has China given to the world?

This inquiry allows students to discover the rich cultural history of China throughout its historical periods, including the innovations that later became the legacy of the rest of the world. This new knowledge will form the basis for their own **cultural festival** that the students are to prepare to accompany the Olympic Games. Teachers need to be aware in advance if they intend to invite parents, community members or other classes to attend the cultural festival.

Teacher notes

- The teacher divides the class into five groups representing five historical periods of Chinese history. The students are to develop a dynamic Timeline illustrated by a display of the events, people and cultural developments of each period. The basis of this timeline is one accompanied by maps, to be found at <http://depts.washington.edu/chinaciv/timeline.htm>.
- The periods to be investigated will be based around:
 - 2500 to 250 BCE (approximate dates of Neolithic, Shang and Zhou)
 - 250 BCE to 600 CE (approximate dates of Han and Sui)
 - 600 to 1360 CE (Tang to end of Yuan period)
 - 1360 to 1911 CE (Ming to Qing)
 - 1911 to 2007 CE (Revolution and People's Republic of China)

Either the teacher procures a long piece of Hessian or cloth divided into the time periods to which pictures etc can be attached, or each student group is given a large piece of cardboard or similar which can be eventually attached to the wall. Each group is responsible for deciding who will research different aspects, but each group must present a display that includes at least one important person, event, and cultural innovation. (Most periods will have more than one of each of these). The group members decide on the relative importance of the aspects they read about. To help, they should use the previous timeline and refer to the website

http://afe.easia.columbia.edu/song/readings/inventions_gifts.htm. First, click on the Timeline of Chinese inventions, match them with the group's time period, and then click on the information about the inventions themselves. For younger students a simpler version of the information is found at http://afe.easia.columbia.edu/song/readings/inventions_ques.htm. Other websites can be used, (e.g. <http://www.chinapage.com/china.html>; http://www.education-world.com/a_sites/sites085.shtml) or books available in the school library.

- Teachers need to encourage students to ask parents, neighbours, fellow students or other teachers if they have any of the objects they are studying (e.g. porcelain teacup, lacquer ware, compass, kite etc) that could be put on display at the cultural festival.
- When the students have finished their research, each group decides how they will display their new knowledge. Some pictures and information can go on the cardboard or Hessian, which has the allocated time period as its title. However, on the day of presentation (to an audience of other classes or parents) the group can be more dynamic – perhaps showing an artefact (e.g. kite), describing a technique (e.g. for making paper), explaining a picture (e.g. of a Chinese garden) or telling a story of an important person (e.g. Confucius), building (e.g. Great wall) or event (e.g. arrival of Marco Polo in China).

- On festival day, the pieces of cardboard or strip of Hessian are attached to a wall in a performance area, and each group stands in front of its display. After an introduction by the teacher, each group performs in chronological order.
- In order for each student to perform, a session of about one and a half hours will be required. Perhaps the festival could be arranged to include morning tea or lunch time breaks, or perhaps teachers might consider a twilight event.
- Extensions to this festival could consist of the following:
 - A presentation by some students of the Timeline of Chinese Inventions from http://afe.easia.columbia.edu/song/readings/inventions_gifts.htm, showing how these inventions preceded their introduction to the West, often by centuries.
 - an explanation accompanied by the maps shown in the timeline <http://depts.washington.edu/chinaciv/timeline.htm> to show when particular ethnic groups were incorporated into the borders of modern China.
 - A feast of Chinese foods from different regions/ ethnic groups of China.

Resource sheet 3: Preparing a cultural festival

Focus question: What gifts has China given to the world?

- Your teacher will divide the class into five groups, each of which will study one historical period in China's history. The periods to be investigated will be based around:
 - 2500 to 250 BCE (approximate dates of Neolithic, Shang and Zhou)
 - 250 BCE to 600 CE (approximate dates of Han and Sui)
 - 600 to 1360 CE (Tang to end of Yuan period)
 - 1360 to 1911 CE (Ming to Qing)
 - 1911 to 2007 CE (Revolution and People's Republic of China to the present)
- **The task of the group** is to study the culture of the period in order to prepare a visual display of the important events, people and cultural developments of that time. This information will be displayed on cardboard or a strip of Hessian supplied by the teacher. The display will be arranged chronologically as a large Timeline, and will form the backdrop to a **cultural festival** for invited guests.
- **During the festival, your group will present your information in various ways as you stand in front of the Timeline.** This may involve, for example, one person telling a story about an important person, another explaining a picture of a building, another might explain an artefact, and yet another might display a process developed by the Chinese, or outline a major event. It is up to you and your imagination as a group to decide what you will show and how you will do it.
- In order to prepare for the festival, your teacher will talk to you about (a) who should be invited as **your audience** and (b) asking parents, neighbours, teachers and others if they have **artefacts that you can borrow** to display.
- Your research begins with the Timeline and maps on the following website: <http://depts.washington.edu/chinaciv/timeline.htm>. The maps show the changing border of China throughout its history, and the Timeline is accompanied by some information and pictures relevant to particular periods. In addition, refer to http://afe.easia.columbia.edu/song/readings/inventions_gifts.htm. First, click on the **Timeline of Chinese inventions** (at the bottom of the page), match the inventions with your group's time period, and then click on the information about the inventions themselves (but only those for your allocated time period). For younger students or slower readers a simpler version of the information is found at http://afe.easia.columbia.edu/song/readings/inventions_ques.htm. Other websites can be referred to, (e.g. <http://www.chinapage.com/china.html>; http://www.education-world.com/a_sites/sites085.shtml), or books available in the school library.
- In your workbook, write the following:
 - Historical period: _____
 - What I am researching from that period _____
 - Why I think it is important _____
 - How I would like to display my research at the cultural festival _____

(a) what can go on the cardboard/Hessian _____

(b) what I can present to the audience and how (story, artefact, picture, slide display, PowerPoint, dress up, invite an expert)

2.4 How would you create an appropriate opening ceremony for the Beijing Olympic Games?

The culminating activity in this unit is for students to bring all their new knowledge about the Olympics and China's history and culture together in order to imagine a suitable opening ceremony for the Beijing Olympic Games.

Teacher notes

- The teacher needs to introduce the students enthusiastically to the idea of creating an opening ceremony for the Beijing Games that reflects all they have learned. As they don't actually have to perform this they can let their imaginations go! However, there are a number of steps to follow first.
- The initial step is to return to the mind-map from Resource sheet 2f and add as much information as possible to it so that everyone has a **big picture view of the Chinese culture** they will depict in the opening ceremony.
- Secondly, there needs to be agreement on what **aspects are common to an opening ceremony**. Ask the students what they can remember of the opening ceremony for the Sydney Olympics, the Athens Olympics and/or the Melbourne Commonwealth Games. Send them to the websites listed on Resource sheet 4 to discover more information, and to work out the order of presentation (e.g. cultural display, welcome ceremony, athletes' entry, unfurling the flag, torchbearer's entry, and lighting of the cauldron).
- The class could be divided into three (one group to each site) to save time. As well, students should look for the use of historical information, 'icons' and symbols of the culture and people (e.g. a Melbourne tram; Aboriginal ceremony), and the creative use of space as well as performers, to provide them with some initial ideas. In order to incorporate some of the meaning of the mascots and the emblem into the ceremony, check again the *Image and Look* section of the official Beijing website: <http://en.beijing2008.com/62/67/column211716762.shtml>. Students' new knowledge should help them understand the descriptions.
- Teachers may also like to refer to the excellent educational materials prepared for the Melbourne Commonwealth Games, especially if they are developing cross disciplinary studies of the Games, or want to expand the study. These include http://education.melbourne2006.com.au/content/classroomresources/let_games_begin/content/cg_hosting_me_acts.htm and http://education.melbourne2006.com.au/content/classroomresources/let_games_begin/content/cg_hosting_plan_cultural.htm.
- Depending on the size of the previous groups, teachers should now form students into **new groups of five**, with each person representing a **different time period** from their cultural studies for the festival. Each person will bring with them the knowledge of aspects of Chinese culture from their display in the cultural festival, and knowledge of the **different ethnic groups** within China from their previous cultural investigation.

- Groups will be instructed to
 - (a) decide on some specific roles within the group;
 - (b) follow as specifications the commonly accepted order of presentation decided on above;
 - (c) be prepared to accept the majority view through a decision-making process;
 - (d) share their design brief with the class for evaluation on how well they have depicted Chinese culture and history.
- As a final exercise, groups can compare their creative ideas and reflect on how well they and others have captured the Chinese culture/s and history in their imagined ceremonies. Which one was the most creative?

Resource sheet 4: Preparing an Olympic Games opening ceremony

Focus question: How would you create an appropriate opening ceremony for the Beijing Olympic Games?

- Finally you can let your imagination go! You will work in groups and **your task** will be to cooperatively prepare for an Olympic Games opening ceremony that depicts Chinese culture and history. You don't need to perform the ceremony and you don't have to worry about costs, so this is an opportunity to show your creativity.
- Firstly, your teacher will ask you to add to the **mind-map** on Resource sheet 2f so that everyone has the same information about Chinese culture. In addition, you will need the **information on ethnic groups** from Resource sheet 2e.
- Secondly, you need to know the **requirements of an opening ceremony**. You may know some already, but recent models of opening ceremonies will give you some ideas. Your teacher will direct you to research e.g. Sydney Olympics 2000 <http://www.specialevents.com.au/archiveprev/sydney2000/opening.html>; Athens Olympics 2004 <http://www.mediainfo2004.gr/cgi-bin/hweb?-A=1587&-V=news&-w>; and Melbourne Commonwealth Games 2006 <http://www.mcq.org.au/default.asp?pg=CommonwealthGames&articleid=1588>. Look for (a) **the order of presentation** of events in an opening ceremony and (b) **the use of historical information, 'icons' and symbols of the culture and people** (e.g. a Melbourne tram; Aboriginal ceremony), and the creative use of space as well as performers, to provide you with some initial ideas. In order to incorporate some of the **meaning of the mascots and the emblem** into the ceremony, check again the *Image and Look* section of the official Beijing website: <http://en.beijing2008.com/62/67/column211716762.shtml>.
- You will now form **new groups of five**, representing the five historical periods you studied. The combined information about history, cultural artefacts and inventions, plus knowledge of ethnic groups and the symbols already decided for the Games will be the basic material you will use for your presentation.
- However, there are some ground rules. You must (a) decide on some **specific roles** within the group. For example: a manager, a time-keeper, a recorder, a reporter, a creative artist? a researcher? (you decide) ; (b) follow as specifications the **commonly accepted order of presentation** decided on above; (c) be prepared to **accept the majority view** through a decision-making process; (d) share their design brief with the class for **evaluation** on how well they have depicted Chinese culture and history.
- Brainstorm all ideas first. You will find yourselves bouncing off other people's ideas. Try to imagine what the Chinese would regard as important, and include Chinese conventions (e.g. calligraphy or mascots etc). Then settle down to developing a cultural presentation of about 1½ - 2 hours within a total program of about 3½ hours.
- Use a decision-making process to come to a final decision: List all the options; decide on positives and negatives for each option; make final choices based on the positives and how each segment will mesh together in a whole performance.

- Prepare a PowerPoint presentation and share your ideas with the rest of the class. Your teacher will help you evaluate how well each group has undertaken the task.
- As a class, it will be an interesting exercise to compare your ideas with those that are used in the actual ceremony in 2008, and to see if your knowledge of the culture and history of China helps you to interpret aspects of the event.

3. Key terms

Ancient Olympics

The idea for competitive sports between neighboring states began in ancient Greece during the period from about 776 BCE to about 450 CE.

Animism

Animism is a very early form of religion that is based on the idea that animals, plants, and other material objects have souls. A belief that these spirits play a role in daily life.

Anthropology

Anthropology is the science that studies the origin and development of human beings, especially their cultural development.

Artefact

An artefact is any object made and used by human beings.

Beijing

Beijing is the capital city of China. It used to be known as Peking. It had a population of 13.82 million at the 2000 census. It is to be the major site of the 2008 Olympic Games.

Cauldron

Literally, a cauldron is a large pot or boiler. In Olympic terms it is the large vessel which is set alight by the last athlete in the torch relay.

Chronological

Events arranged in the order of time are arranged chronologically.

Ethnicity

Ethnicity relates to a person's cultural background.

Ethno-linguistic

This pertains to the members of a recognizable cultural group or groups who can be classified by the language they speak.

Historical period

A period of past time that has a recognizable beginning and end (e.g. the time during which a king or queen reigned).

Human rights

This rights that we all ought to be able to claim as fellow human beings. They include rights to certain things (e.g. free speech) and freedom from things such as poverty.

Innovation

The introduction of new things or methods.

Invention

The creation of a new thing or idea.

Material and non-material culture

Material culture consists of those artefacts that may be distinctive to a culture and can be seen or touched; non-material culture consists of ideas, beliefs, values knowledge that we carry in our heads and cannot be seen or touched.

Modern Olympic Movement

The modern Olympic movement began in 1896 when a Frenchman, Baron Pierre de Coubertin decided to revive the idea of the ancient Olympic Games by bringing together athletes from many of the new nation states that had formed in the 19th century (e.g. Italy, Germany). The first international Olympic Games took place in Athens, Greece.

Multiculturalism

Multiculturalism is the official policy of the Australian government. It states that "Australia's cultural diversity policy promotes acceptance and respect between Australians of all cultural and religious backgrounds".

Olympic Charter

The Olympic Charter outlines the principles and rules by which Olympic Games will be organised and run.

Olympism

Olympism is the basic philosophy of the Olympic movement and embodies ideas about health, culture, education and "a spirit of friendship, solidarity and fair play".

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