

CANADIAN OLYMPIC SCHOOL PROGRAM

**WINTER 2011/2012**

LANGUAGE ARTS, ARTS

**CULTURAL OLYMPIAD - JUNIOR**



**CULTURAL OLYMPIAD**  
**OLYMPIADE CULTURELLE**  
**vancouver 2010**

# CULTURAL OLYMPIAD





## WINTER 2011/2012 LANGUAGE ARTS, ARTS

Baron Pierre de Coubertin, the founder of the modern Olympic Games, always envisioned that the Games should be the “marriage of sport and art.” The Cultural Olympiad runs parallel to the Olympic Games and profiles arts and culture.

To celebrate the London 2012 Cultural Olympiad, the Canadian Olympic Committee has challenged communities across Canada to add to a digital Cultural Olympiad that

celebrates Canadian arts and culture through the eyes of local youth.

Upon hearing of the challenge, your city council has asked local youth to create their community’s submission. Your team is charged with creating a submission to the digital Canadian Youth 2012 Cultural Olympiad that will proudly present your community’s art, culture, architecture, and people to youth around the world.



From the rush of the basketball court and the thrill of the high jump, to the beauty of synchronized swimming and the archer's precision under pressure; nothing beats the excitement of Olympic Games. But the Olympic Games are about more than just excellence in sport. They are also about excellence in the arts and culture. This summer in London, the Cultural Olympiad will inspire spectators with some of the world's best artists and entertainers.

When Baron Pierre de Coubertin founded the modern Olympic Games in 1894, he wanted the Games to be a marriage of sport and art. It is the goal of the London 2012 Olympic Games to bring this vision to life.

Sport and culture both support the mission and vision behind today's Olympic Games. "De Coubertin wanted

to bring people together for peace and competition. He wanted to give them an opportunity to get to know each other," says Burke Taylor, Executive Producer for Vancouver's 2010 Cultural Olympiad. "A lot of people aren't aware of that. They think it's all about gold medals."

An Olympiad is a four year period, so the London Cultural Olympiad began in 2008. Since then they have been featuring visual art, dramatic performances, music, and films throughout the UK. Young people have been uploading their art and sharing it with the world. This type of participation would have been impossible a few years ago.

"It is the largest cultural celebration in the history of the modern Olympic Movement," says Francesca Canty, the UK and International Cultural

## CULTURAL OLYMPIAD - JUNIOR

# FESTIVAL

The London 2012 Festival program will be the UK's biggest-ever culture festival – featuring art, music, theatre, film and more. There will be over 10 million people taking part in events right across the UK. And over 7 million people will have the opportunity to go along for free. In all, the Festival will feature 1,000 events! Featured artists include Damon Albarn, Cate Blanchett, Scissor Sisters, the Lincoln Center Orchestra, Baaba Maal, Angélique Kidjo, Andy Sheppard, Stella McCartney, Yoko Ono, Simon Rattle, Mark Rylance, Paul Smith, Ridley Scott and Rufus Wainwright.



Programmes and Partnerships Manager. The finale of London's Cultural Olympiad will be the 2012 Festival. It will bring together the leading artists from all over the world from June 21 to September 9, 2012. It is the UK's "biggest ever festival," says Canty. In all, 1,000 events will run during the festival.

From fireworks to mixed media art displays and large musical performances, festival events are divided into "strands," or types, of entertainment. For example, young people were asked to create a short film for a competition in the "Film and Digital" strand. Twenty pieces of "New Music" were commissioned. The "BT River of Music" strand features concerts on different stages along the famous River Thames featuring music from the world's continents. There's even a "World of Shakespeare" strand with a new twist on the English classics. Some events are paid admission, but many are free. Venues are set up across London and throughout the UK.

Of course, it takes more than great vision to pull off such a large-scale event. It takes years of advance

planning. The overall tone of the Cultural Olympiad needs developing, and the scope must be defined. Will it feature local, national or international artists? Which artists will be invited?

Top artists often set their schedules months or years in advance, so organizers have to give them plenty of notice. Larger organizations such as symphonies or museums need even more notice. Connections between young visual, digital or musical artists and older, more established talent need to be imagined and arranged. In the end, smiles Taylor, "Top talent is not hard to find when asked to be part of the Olympic Games."

"The more partnerships the better," Taylor emphasizes. The patrons of the local art community need to be approached early in the process, and asked for their input and ideas. City planners need to help plan and install temporary and permanent venues. Partnerships can lead to free exhibition space or other donations. This can lower the production costs and provide funds to attract better performers.

In other words, the amount of coordination, detailed management and relationship building is mammoth.



## BT RIVER OF MUSIC

A massive musical celebration, BT River of Music is one strand in the London 2012 Festival. It features performances by musicians representing all the Olympic and Paralympic nations and major continents across six stages: Battersea Park (Asia stage); Jubilee Gardens (Africa stage); Trafalgar Square (Europe stage); Somerset House (Europe stage); Tower of London (Americas stage) and Greenwich Old Royal Naval College (Oceania stage).

Organizers rely on a core group of staff, and an army of volunteers and contractors. Organizing a successful Cultural Olympiad means getting the right people on board from the start, defining roles, allowing creativity to flow, and having a plan to finish well. While the possibilities may be endless, deadlines are not. They are firm. Large and small commitments along the way must be met.

The other people to bring on board early are media providers and broadcasters. Advertising the highlights of a Cultural Olympiad is half the battle. Once you have a line-up of events in place, and venues and times established, you need to build a buzz. The Cultural Olympiad is a key way to get people excited about the Olympic Games.

Social media tools have played a large role in promoting the Games and the Cultural Olympiad. It is much cheaper and more effective than traditional media. London's planners have used this to their advantage. Due to social media promotions, they expect 10 million participants this summer.

Hosting a Cultural Olympiad is expensive. Fortunately, governments, donors, and sponsors help fund the events. Revenue also comes from ticket and merchandise sales.

Spectators who have attended more than one Olympic Games, comment on how each has its own personality and feel. Part of this personality comes from how the culture of the host country is profiled during the Cultural Olympiad. Taylor explains that "One of the great strengths of the Cultural Olympiad," is that it does so much to distinguish one Olympic Games from another."

## LINKS

**Browse the program that has been announced so far.**

<http://festival.london2012.com/>

**Performance details**

<http://festival.london2012.com/events/>

**More updates on latest Festival events.**

<http://www.london2012.com/press/media-releases/2011/11/the-uk-celebrates-london-2012-with-a-12-week-nationwide-.php>

**Open Weekend details.**

<http://www.london2012.com/open-weekend>

**Cultural Olympiad details.**

<http://www.london2012.com/cultural-olympiad>



## ASSIGNMENT OVERVIEW

The Vancouver 2010 Cultural Olympiad featured the works of artists from across Canada. There were live performances, galleries, and public art. The city was abuzz with excitement. Over 2.5 million fans crowded to hear concerts, appreciate visual art, and take part in the celebrations. While some of many of the events required tickets, there were 650 free events.

Unlike past Cultural Olympiads, culture was also displayed digitally. The Cultural Olympiad Digital Edition (CODE) was a digital art showcase. It profiled new digital media styles in art, music, and film. Artists contributed their pictures, videos, songs and stories that told the world about daily life in Canada. Over 20,000 submissions were made. Social networking made this a hugely popular event.

It was such a huge success that the Canadian Olympic Committee has decided to have Canadian youth digitally celebrate their culture as part of a Canadian Youth 2012 Cultural Olympiad. The challenge is to describe our culture as seen through the eyes of youth. What does it mean to be a youth in Canada? What art, traditions, customs, beliefs, and behaviours are the “blueprint for living” as a youth in Canada?

## WHAT IS CULTURE?

*Just what do we mean when we speak of culture? What exactly is it?*

Culture refers to a society’s traditions, beliefs, customs, behaviours, dress, language, architecture, music and literature. The respected American anthropologist, Clyde Kluckhohn, described culture as the “historically created blueprint for living”.

## ARE WE LIVING A GLOBAL CULTURE?

For thousands of years, the world was a big place. Travelling to another land was done on foot, by animal, or later by boat. Experiencing the cultures of the world could only be done by long and often arduous travel. All of that has changed due to jet travel, TV, and the internet. Now you can experience another culture with the click of your mouse.

Now we share culture more easily. Youth across the world listen to American pop music, learn to speak English, eat at McDonalds, and wear Nike t-shirts. It makes it more challenging to describe Canadian culture.

*Do Canadian youth have a unique culture, or have those days come to an end? Is Canadian culture just an extension of a global and American-based culture?*



## ASSIGNMENT OVERVIEW (CONTINUED)

The Canadian Olympic Committee (COC) has set some submission guidelines for the Canadian Youth 2012 Cultural Olympiad. The format chosen for all submissions is a PechaKucha presentation.

A PechaKucha is a presentation where 20 images are shown for 20 seconds each. These images are narrated to explain the significance of that image. Your PechaKucha is to explain Canadian culture through the eyes of youth. Since Canada is a vast nation, culture is a bit different in each community. For instance the culture in a small Newfoundland fishing village will be quite different than the culture of a ranching community in Alberta. Profile the culture in your community.

### Planning Your PechaKucha

Creating your PechaKucha presentation is not complicated. Here are the steps that you will need to follow:

1. Discuss the meaning of culture. What is Canadian culture? How is it present in your community? What does it mean to be a youth in your community?
2. Select the 20 images that best capture how you have defined Canadian culture in your community. This might be images from the web, those you scan from posters or brochures, those you create (e.g., a collage or piece of unique art), or family pictures.
3. Write your script to outline the key points of the image and how they relate to Canadian culture.
4. Order your images for the maximum effect. Think about how the presentation will flow.

5. Use either PowerPoint or Prezi ([www.prezi.com](http://www.prezi.com)) to display your presentation.

6. Record your narration as part of the PowerPoint or Prezi. Alternatively, you can narrate it live. If you choose to use background music in your presentation, ensure it is local music. Give credit to the musician on the acknowledgements page.

The organizer pages will help you with the layout of the PechaKucha.

## WHAT IS A PECHAKUCHA PRESENTATION?

PechaKucha is named after the Japanese term for the sound of “chit chat”. It is a fixed format for making precise presentations. The idea is to show 20 images for 20 seconds each. The images are often narrated.

It all started in 2003, when the first PechaKucha night was held in Tokyo. It brought together young designers, letting them display their work. Now there are PechaKucha nights all around the world. Check out <http://www.pecha-kucha.org> for some great examples on a variety of topics.

## WHAT IS THE CANADIAN OLYMPIC COMMITTEE?

The Canadian Olympic Committee (COC) is the organization responsible for Canada’s participation at the Olympic and Pan American Games. They field and support the athletes on the Canadian Olympic Team. The COC also runs education and cultural programs that bring the excitement of the Olympic Games to Canadians.



**PECHAKUCHA ORGANIZER HANDOUT**

Description of Canadian Culture in Our Community:

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IMAGE	KEY POINTS FOR THE SCRIPT
01  Photographer or Source:	
02  Photographer or Source:	
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## TEACHER'S GUIDE

### Introducing the Project

Introduce this project with a discussion on culture.

Some possible discussion starters are:

1. What does culture mean to you?
2. Brainstorm things that are uniquely Canadian.
3. What makes Canadians different from Americans?  
What makes your community different from other communities or provinces?
4. Is Canadian culture different for youth than it is for adults? Although the Cultural Olympiad Digital Edition website is no longer active, some of the videos that were produced for this initiative are still active on other sites. An example of some of the work submitted is found at <http://www.palladio.ca/cultural-olympiad-digital-edition/>

### Set Up

The assignment can be done individually or in small groups (3-4 students). Since it relies on a familiarity with PowerPoint or Prezi, it is best to distribute the students with previous experience with these programs among the different groups. Alternatively, you can give a brief demonstration or ask one of your students to teach their peers.

This project will require the use of the school computer lab. When booking your computer lab, plan for 1 for selecting images and 2 for assembling the presentation. This assumes that some of the image search and presentation will be done out of class as homework.

### Leading the Project

Encourage the students to use the Pecha Kucha Organizer to prepare. This will help the student or groups of students to organize their work. Here are a few tips that will help your students in making their presentations:

1. Think about your audience – Encourage your students to think about their audience. What would engage your audience? What do you like in a presentation? What don't you like?
2. Be concise – It's a very fine line between providing a suitable amount of information and too much information. Narrating a slide in only 20 seconds will be a challenge for some. Challenge your students to say more in fewer words. This is a perfect project to refine their skills at writing concisely.
3. Be original and be creative – Ask your students to think carefully about the content they want to deliver. Challenge them to be creative in their

words and selection of images. You might decide to place additional requirements for the types of images selected. For instance you might require that 4 of the images be original works of art or that some of the images be selected from their family photo albums. An interesting twist would be to require that the students photograph all of the images over the course of a week.

### Presenting Their Work

Depending on the class size and whether this project was done in groups, allow one or two classes to present the PechaKuchas. If multiple teachers are doing this project in your school, you may wish to choose the best 3 presentations from each class and share them with the school community as a whole to encourage cultural awareness in support of the London 2012 Cultural Olympiad.

PechaKucha Nights are phenomena that are happening around the world (see <http://www.pecha-kucha.org>). Plan a PechaKucha Night at your school or in a local restaurant or coffee shop to showcase your class' work.

### Extension Activities

1. *Host a live Cultural Olympiad event at your school or in your community*

Have your students plan and host a cultural event with an Olympic theme. This could be a live concert, poetry reading, PechaKucha Night, art exhibit, etc. Plan the logistics including venue, ticketing, promotions, sound, lighting, and refreshments.

2. *Design a Canadian Youth 2012 Cultural Olympiad pin*  
Introduce the concepts of symbols and symbolism and provide examples (e.g., a dove as a symbol of peace, flags to represent nations, coats of arms, etc.). Discuss the important roles that the concepts of colour, symbols, and the message each of these logos carry for the greater nation. Ask the students to design a pin to be given to all Canadian Youth 2012 Cultural Olympiad participants in their community.

3. *Organize a Multiculturalism Day*

Introduce how Canada is well-known for its diverse culture. We, as Canadians, respect, appreciate and celebrate our multiculturalism. Many Canadian cities hold annual festivals that recognize the customs, traditions, cuisine and clothing of various cultures. Imagine you are in charge of organizing a Multiculturalism Day at your school. What sorts of things would you showcase? How would you organize it to ensure that a wide variety of cultures are represented?



**PECHAKUCHA EVALUATION RUBRIC**

<b>CRITERIA</b>	<b>NOT YET MEETING EXPECTATIONS</b>	<b>MINIMALLY MEETING EXPECTATIONS</b>	<b>FULLY MEETS EXPECTATION</b>	<b>EXCEEDS EXPECTATION</b>
<b>CONTENT</b>	Students speak using imprecise language that has little connection to their personal experience or the topic. No evidence of thought and evaluation of local and national culture.	The student speaks using some language related to the topic and vaguely connects to their personal experiences. Limited evidence of thought and evaluation of local and national culture.	The student speaks using language specific to the topic. There is evidence of thought and evaluation of local and national culture.	The student speaks using a range of precise vocabulary and content-specific terms relevant to the topic. Significant evidence of a thorough understanding of local and national culture.
<b>IMAGES</b>	Images are unclear and may not be consistent in relation to cultural awareness.	Images are literal examples that relate to cultural awareness.	Images are clear and relate to cultural awareness.	Images are clear and enhance the message of cultural awareness.
<b>CREATIVITY AND ORGANIZATION</b>	Presentation is loosely focused and objectives are unclear.	Presentation is focused. Objectives are clear yet there is little audience engagement.	Presentation is clear and focused. Clear objective to engage the audience.	Elements of creativity and innovation are evident. Audience engagement is considered.
<b>ORAL PRESENTATION</b>	Presenter does not engage audience. Voice is too quiet or presenter speaks too quickly.	Presenter speaks with adequate volume and articulation. However, presentation lacks enthusiasm or focus.	Presenter speaks with adequate volume and fluency. The student clearly articulates the message and is relatively focused.	Presenter is animated and focused. The content of the presentation is linked to the audience in a meaningful way.



## CURRICULUM LINKS

### BRITISH COLUMBIA/YUKON

#### English Language Arts 7

Write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade

Create meaningful visual representations for a variety of purposes and audiences that communicate a personal response, information, and ideas relevant to the topic

#### English Language Arts 8-9

Create thoughtful representations that communicate ideas and information to

- Explore and respond
- Record and describe
- Explain and persuade
- Engage
- Record and describe
- Explain and persuade
- Engage

Select and use a range of strategies to generate, develop, and organize ideas for writing and representing, including

- Making connections
- Setting a purpose and considering audience
- Gathering and summarizing ideas from personal interest, knowledge, and inquiry
- Analyzing writing samples or models
- Setting class-generated criteria

Write and represent to synthesize and extend thinking, by

- Personalizing ideas and information
- Explaining relationships among ideas and information
- Applying new ideas and information
- Transforming existing ideas and information

### ALBERTA/NORTHWEST TERRITORIES

#### English Language Arts 7-9

- Students will listen, speak, read, write, view and represent to manage ideas and information.
- Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.
- Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

### SASKATCHEWAN

#### English Language Arts 7

Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World).

#### English Language Arts 8

- Create various visual, oral, written, and multimedia (including digital) texts that explore identity, social responsibility, and efficacy.
- Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.
- Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain, to persuade, and to entertain.
- Experiment with a variety of text forms and techniques.



#### English Language Arts 9

- Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy.
- Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy.

#### MANITOBA

##### English Language Arts 7- 9

- Students will listen, speak, read, write, view, and represent to manage ideas and information.
- Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.
- Students will listen, speak, read, write, view, and represent to celebrate and to build community.

#### ONTARIO

##### English Language Arts 7-9

- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.
- Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning

#### QUEBEC

##### Elementary Competencies

- To represent her/his literacy in different media.
- To solve problems.
- To use her/his creativity.
- To use information and communications technology.

##### Secondary

- Represents her/his literacy in different media.
- Manipulates visual elements to build skills for later production activities.

#### NEW BRUNSWICK, NEWFOUNDLAND AND LABRADOR, AND PRINCE EDWARD ISLAND

##### English Language Arts—Middle School and High School

- Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.
- Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
- Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.

#### NOVA SCOTIA

##### English Language Arts 7-9

- Produce a range of writing forms (stories, cartoons, journals, business letters, speeches, reports, interviews, messages, poems, ads).
  - Use various technologies for the purpose of communicating (video, email, word processing, audiotape, Internet).
  - Demonstrate a commitment to crafting writing and other representations.
- Collect and combine information from several sources (interview, film, CD, text).



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