

TANENBAUM

K-6

World



Olympics

Preparing Students for
a Multicultural
and
Multireligious
World



Grade 4 kids at their Olympic Event @ PS 33, New York, NY

Including: The Seven Principles for Inclusive Education

World Olympics

Preparing Students for a
Multicultural and Multireligious World

A CURRICULUM DEVELOPED BY TANENBAUM FOR GRADES K-6



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Using This Manual

Each activity in this manual is designed to be carried out as part of a daily/weekly academic plan.

All activities provide classroom instructions, including examples that demonstrate how each step of the activity can be used with students of different ages.

These lessons can be adapted as appropriate for different settings or according to your students' needs. For example, if you don't have access to a copier to make copies of worksheets or if you don't have a regularly assigned classroom where you can hang up copies of student work, please make appropriate modifications. Similarly, if you have students who may have difficulties with some of the activities, we encourage you to modify them as necessary while keeping the educational content and learning goals as consistent as possible.

Recommended books and resources are included in various lessons. These books will help students learn more about a particular concept through stories and allow students to practice their reading and listening skills as well. We encourage you to incorporate these and other books into your lessons as appropriate. These suggested books are widely available in children's bookstores and may also be available at your local public library.

Wherever possible, have students conduct research on the internet or at the library on relevant topics outlined in the lessons. This builds academic skills in research, writing, organizing information and critical thinking, as well as increasing students' interest in the topic of study.

Olympic Nutrition

Unit 3, Lesson 1

Objectives: Children learn about dietary requirements and preferences and the food pyramid. They will create healthy snacks for their class that everyone can enjoy. This lesson illustrates that though we all have different food requirements and preferences, we can all enjoy a meal together.

Skills: Science (Nutrition), Problem Solving

Grades: K-6

Materials:

- Chart Paper
- Markers
- Post-its
- "Lunchtime!" Handout (included)
- USDA Food Pyramid (included)
- Food Challenge (included)

Preparation:

For more information on the food pyramid and nutrition, see the following websites:

<http://www.mypyramid.gov>

<http://www.nutritionexplorations.org>

In addition, you may want to have students do some independent research on the topic of nutrition beforehand.

PROCEDURE

Introduction: Ask students to pair up and share with a partner about their favorite snack food to eat at home and why it is special to them.

Part I – Creating a “Favorite Foods” Graph

Step One: Distribute Post-its to each student in the class. Ask students to write their favorite lunch items - one item per Post-it. Younger students may draw their favorite foods if they can't write independently yet.

Step Two: Now draw the outline of a graph (horizontal and vertical axes) on a large poster as shown on the next page.

Mark off evenly spaced points on the vertical axis and number them up to the maximum number of students in your class. Each mark should be about the height of a Post-it.

Mark off a few boxes on the horizontal axis as well, but leave these blank for now. As students create their graph, you can write in the names of the foods that they like. An example of what the graph should look like can be found on the next page.

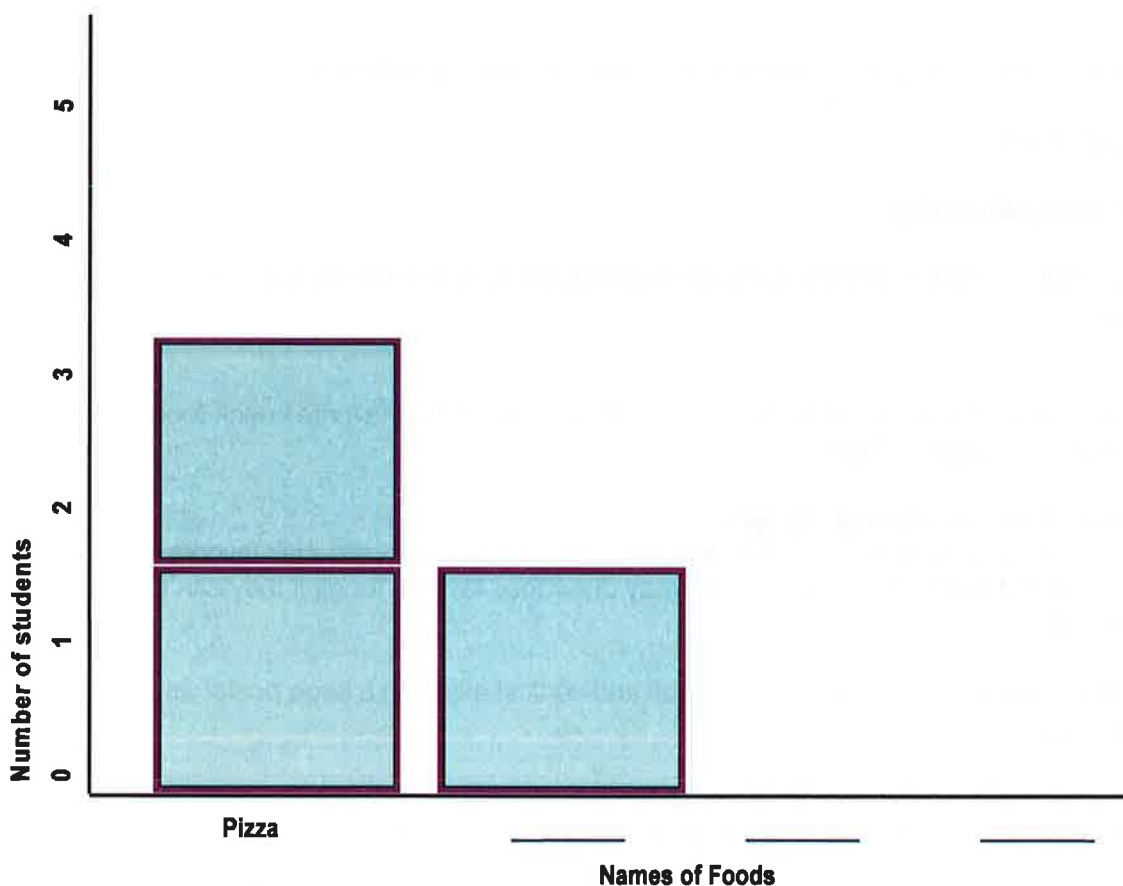
Step Three: Now ask students to come up one by one and stick their post-its on the appropriate points on the graph. For instance, if two students like pizza, then the first student will stick their post-it right above the entry for pizza on the horizontal axis (and aligned with the number 1 on the vertical axis); the second student will stick their post-it right above the first one, so that each student who likes pizza adds onto the one before.

As new foods come up, write in their names on the horizontal axis and have students add to that column.

After all the students are done, help the class count up their answers for each category.

Step Four: Using the students' answers, lead a discussion about the reason we eat certain foods. Ask students to think about other foods they like to eat, foods they don't like to eat, and foods they can't eat.

BAR GRAPH



Part II – Different Lunches, Same Cafeteria

Step One: Read the “Lunchtime!” stories (included) out loud to the class. Facilitate a discussion with the children: *What were some of the different things that the children in the story ate for lunch? Do you eat any of the same things as the children in the story?*

“What were some of the reasons that the children were eating certain foods? What are some reasons that you eat certain foods? What are some reasons that you do not eat certain foods?”
Using the children’s responses, create a list on chart paper.

Step Two: Explain that people may have different reasons for eating certain foods or not eating certain foods.

Medical requirements – Allergies, medical conditions (for example, people with diabetes are often on special diets).

Ethical reasons – For example, some people strongly feel that eating animals is wrong, so they do not eat any meat, poultry, fish or seafood (vegetarian). In addition to being vegetarian, some people may not eat eggs, dairy or other animal products (vegan).

Personal preferences – Many people have strong likes/dislikes about the taste of some foods.

Nutritional requirements – Athletes have to be healthy, so they have to eat balanced meals with all recommended portions of food groups. They don’t eat unhealthy foods often, or they may opt for comparatively healthier versions of their favorite foods.

Religious beliefs – For example, some people who are Hindu do not eat meat at all (vegetarian) and many people who are Hindu do not eat beef in particular.

Kosher food – Some people who are Jewish only eat kosher meat, which is specially prepared with particular rituals. People who keep kosher don’t eat pork or shellfish. They also don’t eat meat and milk products in the same meal. For dairy to be kosher, the animal from which it comes must also be blessed according to Jewish tradition.

Halal food – Some people who are Muslim only eat halal meat, which is specially prepared with particular rituals. People who eat halal food don’t eat pork.

Halal guidelines and kosher guidelines are not the same. They each have their own particular requirements and rituals.

Ital food – Some people who are Rastafari follow an Ital diet. An Ital diet is vegetarian or vegan, though some Rastas eat fish. Ital stresses eating fresh foods without chemical preservatives and additives, including salt in some cases.

Note: There may be many differences in the guidelines people of the same religion follow with regard to dietary requirements and preferences. Some people who practice a particular religious tradition follow a particular guideline regarding food, but there are others who follow different guidelines or who don’t follow religious guidelines at all with regard to food.

Step Three: Ask students to think about a large gathering of people such as the Olympics. What are some ideas the students have for foods that everybody can eat together?

Have students form small groups. Distribute the Food Challenge worksheet (included) to the groups. Tell the students that they will be creating a meal that all of the three athletes featured in the Food Challenge can share that is also nutritionally balanced. Allow time for the groups to discuss and come up with a meal. Students can use the Food Pyramid and Nutrition Guide included in the lesson for reference.

Finally, in their groups have students create a poster showing the foods they chose for their food challenge. Have students explain why they chose certain foods using captions on the poster (for example, if students chose carrots, they can include on their posters that the carrots are part of the fruits and vegetables group, and that they are full of Vitamin A). Allow time for all the groups to share their posters with the rest of the group.

Step Four: Have students create a menu of healthy snacks that everybody in the class can enjoy. Split the class into groups. Ask each group to think of a snack that everybody can eat. Collect students' ideas and record them on a chart paper. Push students to think of inclusive choices and alternatives for everyone. For example, if some students can't eat nuts, then ask children if they can think of other sandwiches in addition to peanut butter and jelly to include in their menu. Also push students to think of healthy choices.

The menu should have many choices so that every student can eat at least two items on the menu. Before doing this part of the activity, it is very important to contact parents and caregivers regarding any dietary restrictions students may have.

Make and enjoy the snacks as a class!

Extension

A fun activity to go along with this nutrition lesson would include cooking! Have the children bring in their favorite recipes from home or research recipes in books. For younger students this is also a good activity to improve listening skills and following complex directions.

Did you know?

At the Winter Olympics in Nagano, Japan (1998) over 30 different kinds of bread were served at each meal!

MyPyramid For Kids

Eat Right. Exercise. Have Fun.
MyPyramid.gov

Grains <small>Make half your grains whole</small>	Vegetables <small>Vary your veggies</small>	Fruits <small>Focus on fruits</small>	Milk <small>Get your calcium-rich foods</small>	Meat & Beans <small>Go lean with protein</small>
<small>Oils Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.</small>				

★ Find your balance between food and fun ★ Fats and sugars — know your limits

USDA

GRAIN GROUP

Carbohydrates for energy.

Aids digestion by providing fiber.

VEGETABLE GROUP

Vitamin A, good for skin and eyes.

Vitamin C and phytochemicals help fight disease.

Fiber aids digestion.

FRUIT GROUP

Vitamin A, good for skin and eyes.

Vitamin C and phytochemicals help fight disease.

Fiber aids digestion.

DAIRY GROUP

Calcium, important for strong bones and teeth, helping to heal from injury, helps muscles contract and relax.

Protein for energy, growth, repair of tissue.

Vitamin A, B and D.

MEAT/POULTRY/BEANS/FISH GROUP

Protein for energy, growth, repair of tissue.

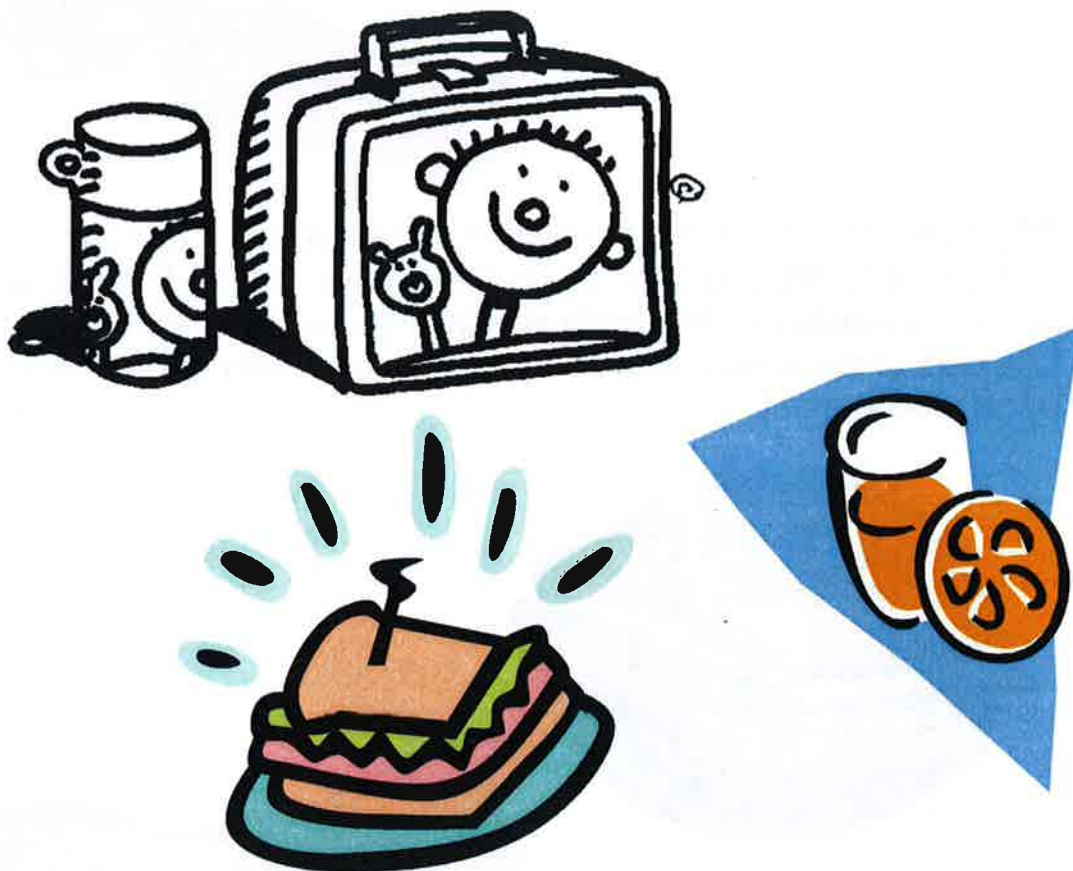
Iron helps the body make energy, carries oxygen through the body, prevents infections and feeling tired.

FATS AND OILS

There are two kinds of fats – healthy fats and unhealthy fats. Healthy fats are found in olive oil, nuts, avocado, fish, corn, soy, sunflower, canola and safflower oils, and green leafy vegetables.

LUNCHTIME!

We are students in Mr. Haroun's class at Harrison Elementary School. We eat lunch together every day. We like to eat together, but we all eat different foods! We want to show you what we are eating for lunch and tell you why.



My name is Tiana. Today for lunch my dad packed me a roast beef sandwich, fruit salad and a granola bar. I have orange juice to drink. I always drink juice or water instead of milk because I'm lactose intolerant. This means that I am allergic to milk and dairy products. Dairy products are foods made from milk—like cheese or ice cream.



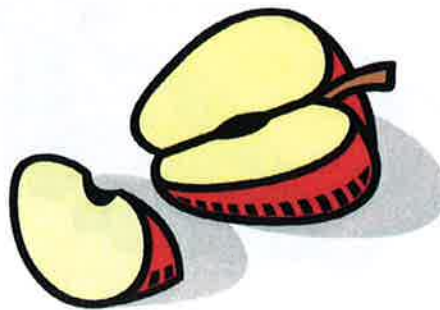
My name is David. Today I am eating a peanut butter and jelly sandwich, carrot sticks, and cookies. To drink I have a soda. I do not eat meat because I am a vegetarian. My family is vegetarian because we believe that we must take care of the earth and we can help the earth and the animals on the earth by not eating meat.



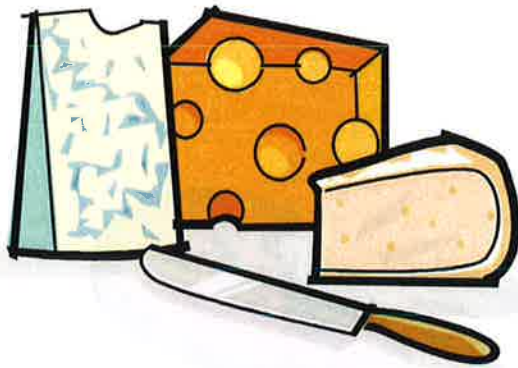
My name is Isabel. I can't eat a peanut butter sandwich like David's. I don't eat peanut butter because I am allergic to peanuts. Being allergic means that eating peanuts would make me very sick. Instead, I brought a ham and cheese sandwich with pretzels, a banana, and apple juice. Yum! I made the sandwich all by myself this morning. It is so good!



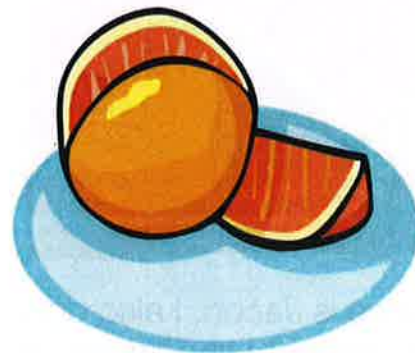
My name is Amina. I don't eat ham like Isabel is eating, because my religion, Islam, tells me that I shouldn't eat pork, and ham is a type of pork. I have leftovers from dinner last night—chicken, rice, and vegetables. I have milk from the cafeteria to drink. My mother bought the chicken at a special butcher shop that sells halal meat. Because of our religion, my family only eats meat from a halal butcher shop that follows halal laws.



My name is Jacob. I also don't eat pork because my religion, Judaism tells me that I should not. Jews follow laws called kosher laws that tell us which foods we can eat. The kosher laws tell me that foods like pork are not OK to eat. Kosher laws say that meats like beef and chicken are OK to eat if the butcher follows the kosher laws. I am eating a kosher turkey sandwich. There is no cheese on my turkey sandwich because kosher laws say I shouldn't eat dairy with meat. I am also having an apple and water.



My name is Lily and today for lunch I have cheese, crackers, bologna, raisins and carrot sticks. I also have cranberry juice to drink. I love cranberry juice because it is red and red is my favorite color. I also like raisins because they are sweet and chewy. I like carrots because they are crunchy and because my mom tells me they have vitamins so I will grow up strong!



My name is Alexander. I am a vegetarian like David, but I am a vegetarian because I am a Buddhist. My religion, Buddhism, teaches me to respect all the creatures on the earth. For me that means not eating meat. There is plenty for me to eat without eating meat! Today my lunch is hummus and vegetables on pita with an orange and water to drink.



My name is Solada. I am a diabetic, so before I came to school today I took special medicine called insulin to help my body use the food I eat. Because I am diabetic, it is important for me to eat exactly what my parents put in my lunch box and nothing else or the insulin I took this morning won't help my body as much. My lunch today is a turkey and cheese sandwich, carrot and celery sticks, and water. I can't share food, but it is still fun to eat with my friends in the lunchroom.



My name is Max. For lunch I am eating a salad, fresh bread, and orange juice from oranges my brother and I squeezed ourselves this morning! My family is Rastafari. The Rastafari religion tells us that our food should be pure and fresh and that we shouldn't eat meat.



My name is Yassi. For lunch I am eating a tuna sandwich and broccoli with dip and grape juice to drink. I eat tuna and broccoli and drink grape juice every day for lunch. I eat tuna for lunch because I don't like peanut butter, I don't like ham, I don't like cheese, I don't like turkey, I don't like any kind of sandwich except tuna. So I eat tuna every day and it makes me happy.



We are all eating very different foods for lunch! We can't always share our food or eat the same things because we all have different needs. Some of us have allergies and some of us can't eat certain things because of our beliefs. Some of us just like different things! Even though our food is different, we still like eating together at lunchtime. And we love going outside for recess together afterwards!

FOOD CHALLENGE!

Your challenge is to plan a meal that all of these Olympic athletes can eat together. The meal must be healthy, and within all of the athlete's dietary restrictions!

DINESH	LISA	AYO
<p>Dinesh is a swimmer from Nepal. He is Hindu and eats vegetarian food (no meat, including fish). He likes sweet foods.</p>	<p>Lisa is a volleyball player from the United Kingdom. She is Jewish and keeps kosher, so she does not eat pork or meat that is not kosher. She also doesn't eat meat and dairy together. Lisa hates bananas!</p>	<p>Ayo is a gymnast from Nigeria. He is Muslim and keeps halal, so he does not eat pork or meat that is not halal. Ayo is allergic to nuts.</p>

Food Choices (You can also choose foods not on this list):

Main Course and Sides: Avocado Salad, Organic Broccoli, Carrots and Green Beans, Vegan Refried Beans, Tortillas, Scrambled Eggs, Hamburgers, Tofu Burgers, Pizza, Spaghetti with Tomato Sauce, Pork Chops, Halal Grilled Chicken, Tuna, Pita Bread, Hummus, Salsa, Black Olive Spread, Peanut Butter, Cheese, Soy Cheese, Baked Potato, Whole Wheat Bread, Kosher Beef Stew, Vegetarian Vegetable Soup (made with vegetarian broth), Potato Chips.

Dessert: Strawberry Ice Cream, Vanilla Tofu Ice Cream (dairy-free), Lemon Sorbet (dairy-free), Berry and Yogurt Parfait, Pecan Pie, Jello (without animal gelatin), Fruit Salad with honey, Vegan Chocolate Brownies.

Drinks: Chocolate Milk, Fresh-Squeezed Orange Juice, Soda, Water, Yogurt Drink.

Food Challenge!

Meal Planner

Main Course:

Side Dish 1:

Side Dish 2:

Dessert:

Drink Options:

