

Inquiry Curriculum context planning

Title: Olympics

A team of very successful caterers are being head hunted to supply breakfasts for athletes at the 2012 Olympics. If commissioned they will have early and privileged access to the village and Olympic arenas. With consequent issues and responsibilities for the team to plan for.

Context:

The year before the games have begun a team of brilliant caterers has been spotted by the daughter of an IOC member at the Glastonbury festival. She later reported to her parents that she had had the best multicultural food in her life, cooked by a brilliant catering team who seemed to cater for many hundreds of people with consummate ease.

As a consequence the team have been commissioned by the Committee of the IOC Athlete's Wellbeing Team, under the chairpersonship of Dr Shefali Kumar a well known nutritionist and health food expert with very strong environmental credentials, to take the breakfast slot at the IOC athletes' village - if they feel they are up to the task.

The team is a catering cooperative, used to working at large events. They are currently the main caterers to the 2011 Glastonbury Festival and reports are coming through to the organisers that the team is VERY successful as a result of the range of healthy natural foods. During the Festival, they faced several challenges such as the very wet weather and the sad of the, as yet unexplained, death of a well known government adviser, whose body was found in one of the toilet blocks.

Inquiry Questions:

Cultural: *What foods are acceptable as breakfasts for Olympic Athletes? Do acceptable foods differ depending on their cultural and religious backgrounds?*

Environmental: *What was East London like before the 2012 Olympics? What influenced people to choose the East End? What effects (good & bad) have the Olympics had on East End of London and surrounding areas?*

Critical: *With England in a state of austerity can the games be justified? What effects did the violence of summer 2011 have on people's opinions on the suitability of London to host the games?*

Ethical: *How much security is really needed for the games? Can it be supplied ethically and effectively?*

Philosophical: *Which are the most relevant of the games to the world-the Olympics or Paralympics?*

Spiritual: *When we cook for others we give them more than food.*

Historical: *What historical events (positive and negative) have shaped people's views of the Olympics?*

Main Curriculum areas:

History

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past
- Historical enquiry
- Organisation and communication
- A European history study: *A study of the way of life, beliefs and achievements of the people living in Ancient Greece and the influence of their civilisation on the world today.*

Geography

- Geographical enquiry and skills
- Knowledge and understanding of places
- Knowledge and understanding of environmental change and sustainable development

Science

- Ideas and evidence in science
- Investigative skills
- Obtaining and presenting evidence
- Considering evidence and evaluating
- Life processes and living things
- Humans and other animals
 - i. Nutrition
 - ii. Circulation
 - iii. Movement
 - iv. Health

Note: More details on curriculum learning in the resources pages at the end of this unit.

Overview:

Author: Luke Abbott

Theme: Olympics

Age Range: KS2

Main Curriculum Focus: History & Science

Inquiry Question: What does the Olympic games signify as a world event?

Expert Team: Catering Company

Client(s): The IOC Committee for Athlete's Wellbeing

Commission: To prepare breakfast's at the IOC Olympic village for athletes participating in the games and to inform them and others visiting the village about the games and its history.

Steps in:

Resources needed

- A large sheet of paper for step 1
- Paper slips (blank and different colours) for class to create the menus at the different sites for the most delicious snacks available.
- One A3 sheet for each table in the room (for the 'roving' good comment task)
- Blank flip chart for creating the site of the Festival through discourse with class at the beginning of the teaching sequence.
- Drawing paper (sugar paper) for drawing the rough drafts of the 'mobile' kitchens used at the Glastonbury Festival.
- The commission letter from the IOC written on behalf of the IOC from the chair of the athletes' welfare committee Mrs Shefali Kumar.

Step 1: Introducing the Context

Draw the outline of the Festival Park on a large sheet of paper (as if a tourist map).

Speak as you draw: *'I was just thinking about where to put the best places so the people can get food.....I suppose the performers would rather they eat away from the stage?'*

This is the start of conversation, give it time to take shape and develop. You might expect something like the following replies from the students as the dialogue builds: *'Maybe near the toilet block so that people can go there if they want after their food?'* *'What about the cups-they should be recyclable maybe?'*

T: *'Yes I expect the organisers would want people to think like us – all about the environment. You can hear them saying it when they started it all up - "we need food and people who won't give us a headache with waste." I bet that's the sort of thing they said.'*

The teacher and class together draw the rest of the map representing the catering area of the Glastonbury Festival. Each step of this process should be used by the teacher to draw inferences about the context. By the end of Step 1 try to make sure the level of energy is high and that you have started to use the language of 'we' and 'us'.

For example: *'T: I heard some people loved our hot food - good job we brought plenty of fuel for the stoves!'*

Class: *'Yes, and we can use the wood from the crates our food comes in for the stoves.'*

T: *'Well that would mean we could make some great barbecues and no one could say we waste a single thing!'*

Step 2:

Teacher models the buying of an item and demonstrates the eating of the food as if eating and thinking together.

T: *'I am just eating this bahji and it's crispy and fresh. They even gave me a piece of lemon to squeeze on it-must say it's one of the best I have ever had-I am going to get another one!'*

Teacher stops the action. In this way the teacher has used **convention 2** by stopping and starting a dramatic fictional event. Class discussions and conclusions can be drawn upon relating to nice things to eat when we go outside. From this discussion move to the next step.

Note - In the following step the class create 'Good food' comments as if made by the public after sampling our menus.

The main idea here is to help the class invest in the idea that THEY create the food getting fantastic verbal comments from people at the Glastonbury Festival as they go over to the organiser's tent.

Step 3: The class create the 'best comments' as if from satisfied customers as modelled by the teacher, firstly in pairs then on the A5 sheets on tables. This is a writing task, use A3 sheets on the class tables.

Step 4: The students then 'rove' around the class adding comments to each sheet as if on the feedback forms used by the organisers. As the students move around the class you will need to engage them in conversation, it might go something like this: T: *'I bet the organisers put out sheets for any of the concert goers to add their comments... I was just thinking where the best place for them is.....'* Class: *"How about near the tables when you sign in-we can write it easily there.'* T: *'Yes, and I expect they put headings on as well like er, er.....'* Student 1: *'Please write comments on the food you had during the concert...'* Student 2: *"we need feedback to tell if we will employ them next year..."*

Step 5: We hear the comments made by the public about OUR food.

Ask the class for listening time T: *'People-can we hear from anyone near a comment sheet and see what people have been saying about our food?'*

Class share their **comments** as an exercise in public reading as well as a bridge to the next task. **Listen** especially for any names of food children invent as these will be the basis of the next step.

For example - Student: *'Fantastic chicken tandoori, liked the lemon as well'* T: *'Well it seems there are some things on the menu that people adore-maybe we should keep the best of the popular dishes-then we can sell more of them?'* Class discussion, class conclude: *'They liked our special rice as well it says here.....'* T: *'Well let's make a list of the best of the best that will be popular and easy to make? We have some slips of paper-how about we work together and write the best and most favourite foods we know will sell on our food sites?'*

Step 6: Class create the best foods on the menu for the Festival.

This next step is a conversation between the teacher and the class, try and guide them towards making decisions that develop the team's VALUES and responsibilities as an ethical team of caterers. Take note of the structure of the questioning. The teacher is not interrogating the students, but posing a series of challenges, as gentle thoughts, as if they have just occurred to her. Notice also the consistent use of the first person plural, we and us. The teacher is trying to develop the team through the use of language. If the students are beginning to engage with this scenario they'll take this on. But, don't panic if they don't. Sometimes it can a little while for the idea to take hold, especially if the students are not used to working in this way. Keep using it yourself and gently 'repeat their answers, but slightly rephrased. For example, a student says: "They could use cardboard plates." (using the third person plural) The teacher repeats: "Um, I see what you mean, we could use cardboard, but what about recycling, can we recycle cardboard once its been covered in food?"

The following is an example of a real discussion:

T: *'I was just wondering about forks and plastic stuff?'* Class, after discussion: *'We could use chop sticks instead and then wash them or they could keep them.'* T: *'Yes and that would take care of the plastics. What about cups though? We could end up with hundreds all over the fields if we are not careful.'* More class discussion: *'Well I think we should make special pottery cups with the festival design on it and sell them-if they break its only pottery.'* T: *'Mmm, I suppose we will need to make sure they are the right size to fit into each other so we can put them in boxes when we transport them?'* Class: *'They won't need handles then.....maybe we can get the ones that have handles that come off?Yes like they have in Starbucks.....or Costa Coffee....'* T: *'I suppose we had better think of where we get our foods then like those coffee people - I expect they use Fair Trade goods?'* Class discussion: *'What does Fair Trade mean?'*

After more discussion, the class begins to invent the ways the team avoids unnecessary waste and the methods it uses to recycle cups/forks/plates.

Step 7: Where the class create drawings of their resources - cook books and cooking materials - supported by the teacher

Note: Step 7 is a bridge into the Olympic Games focus. It is important not too rush the previous six steps. They are such an integral part of the exploration and metaphorically as important as the opening chapter of a novel, think of Lord of the Flies (Golding). You are aiming for high levels of investment and commitment from the students. Once they are invested they will not want to let go of their invention. **[DH: Attraction - Obsession]**

T: *"So let's have a think here-transporting all this stuff and making sure we don't run out of things..."* Class discussions and conclusions: C: *'We will need a van.....yes and uniforms, and badges, and wood for the stoves, and where will stay over-night.....we will need tents, what about toilets.....its going to be hard work!'*

During this task the children continue to immerse themselves in the context and invest more of their time and creativity. During these kinds of tasks teachers can make curriculum demands by investigating the questions that begin to emerge from the developing work. For example, the questions arising from the team's use of sustainable materials: what are the most appropriate materials to use? How can they be sourced ethically? Are they reusable or recyclable etc? The teacher's input will be at her own discretion, keeping a close eye on when the students are able to work independently and when they need extra support and guidance.

Step 8: Introducing Dr Shefali Kumar and the commission through Teacher in Role (TIR) strategy

Watching teachers using this very great skilful technique is a great privilege. Not only do such teachers know how to shift from one persona to another, they also know how to help the class participate in the shift as well. The effect can be quite amazing since the 'teacher' is no longer present but the person s/he represents is. In this case the teacher is representing through significant behaviours someone called Dr Shefali Kumar.

T: *'Today I thought we could meet someone who has a BIG job for our catering team. How do you feel about that?'*

Class: *'How big?.....what's the job? Do we have to leave England?'*

T: *'It's a big job because it has to do with the Olympic Games and I thought if we could imagine we have been 'head hunted - you know like footballers are sometimes when a new great player is coming up and all the managers want to pay for him.'*

T: *'How do you want her to be? She could be the sort of person who is always waiting for a phone call to come in... or perhaps elderly and needing a wheel chair or even not able to speak English and needing a translator from Gujarat to English, there are so many ways - or I could give you a surprise?'*

Notice here how the teacher is negotiating with the students. There are some givens - the role is a woman, she works for the IOC, she is Indian - but much else can be decided by discussion. If you are shy about trying a fully negotiated role then simply introduce the letter without the frills. This does take power to influence away from the class a little - but you will be the best judge and it will get easier the more you practice.

Step 8: bringing Dr Kumar into 'now time' and using dramatic action

T: *'I wrote a **special letter** from Dr Kumar to the catering team and if you want to look at it whilst Dr Kumar is on her way to our HQ then you might find some things you want to ask her when she gets here... by the way, where is your HQ? So I can let her know.'*

Try to understand the linguistics in this step. By the use of subtle phrasing the teacher is layering in various strategic moves, allowing time and opportunity for the students to work and develop the context. She is deliberately postponing the actual arrival of Dr Kumar and creating a space for learning and story development. There are in fact three specific moves in this paragraph:

1. Dr Kumar is represented by the words she wrote in her letter (**Convention 22**)
2. The teacher's phrase: *'On her way'* implies an 'imminent' time thus creating the tension - she will be arriving soon!
3. The following phrase: *'so I can let her know'* implies another point of view is being introduced - someone who will represent Dr Kumar and tell her where their HQ is, a sort of go-between - perhaps her driver or her secretary.

You can see how the work meanders like the bends of a river and not in a straight line like a canal. Delaying Dr Kumar's arrival creates the opportunity for a whole range of curriculum tasks - [**refer to the curriculum tasks list below**]. For example, there is now the need for a designed letter heading, the need for the name of the catering team and the need to invent and draw the team's HQ.

Some of these tasks might include:

- The drawing on the HQ
- Letterhead and logo
- Front page of the company website
- Team's equipment for 'off-site' catering
- Transport, storage and maintenance
- Company ID, uniforms etc.
- Health & safety procedures

Step 9: The arrival of Dr Kumar at the team's HQ

T: *'Mrs Kumar is on her way here to our HQ. Did we have anything we wanted to ask her whilst she is here?'*

Class discussions and conclusions follow.....Class: *'yes do we need special passes to get into the Olympic Village? Do we let everyone have a breakfast? Suppose a vagrant gets in and wants one? Suppose the athletes want something we don't have? Are they allowed to bring pets to breakfast? Suppose we don't speak their language?'*

T: *'Seems like we have lots to ask her when she gets here - how can we remember what she says?'*

Class discussions and conclusions... *"We could write it down, film it, record everything she says, keep a secret recorder on and CCTV.'*

T: *'I m not sure we can film people secretly I think its illegal....'*

Class discussions and conclusions follow. Class *'We should tell her first and maybe ask her permission.'*

T: *'Right let me go to her car... by the way we will need a Dr Kumar for me to go and talk to and ask her opinion about the filming - anyone want to represent Mrs Kumar for this bit of our story?'*

You will notice the teacher is avoiding taking the main role here and finding strategies to invest the class with more responsibility. This is a conscious teacher move, made with a class the teacher feels are ready [**see power/responsibility diagram**]. However, you may feel the work is better served by an adult taking the role, either (if you have one available) a teaching assistant or yourself. These are decisions you will have to take in the moment. If you decide an adult will represent the role then you will have much more control over what the role says, with less chance of things going wrong. If a student takes on the role then the power is much more with them and there is far more chance of things going in unexpected directions.

Step 10: Onwards

Below are a list of the possible directions the work might take after the meeting with Dr Kumar. Each will create significant challenges and opportunities for curriculum learning.

- Planning the kitchen arrangements at the O village (OV)
- Assessing how many athletes need to be catered for and supplying the detailed client outcomes.
- Meeting disabled athletes to discuss their needs for the Paralympics.
- Creating breakfasts from around the world-investigating Halal meat and Kosher.
- Discussions occurring with security teams at the OV site.
- Actual visit to the site in East End.
- Trialling the foods with local people and create surveys.
- Meet with the newspaper people who want a story from us about our success and create texts for publishing.
- What to do in the event or a terrorist attack..... post Munich Games
- Deciding on the Queen's award to catering-do we apply?
- Creating our own website on the school website.
- Creating a TV advertisement with a musical strand.
- Theme of the catering team.
- Images for display at the breakfast venues as in old photographs of previous games plus captions. Kip Keno, Black Power salutes, Berlin Games, Jesse Owen etc.

Resources and links:

[London 2012](#)

[Olympic Games Medals, Results, Sports, Athletes | London 2012 Olympics](#)

[Olympic Games - Wikipedia, the free encyclopedia](#)

[History of the Olympics - Creating the Modern Olympic Games](#)

[Brief History of the Olympic Games - Nostos.com](#)

[Olympic games summer and winter locations and history of the games](#)

[The Ancient Olympics](#)

[Olympic Games, History of the Olympics](#)

[BBC - Primary History - Ancient Greeks - The Olympic Games](#)

[Greek Olympics - History for Kids!](#)

[Special Olympics: History](#)

[National Geographic: Summer Olympics Photos, Olympic History Photos](#)

Appendix - Further suggestions for curriculum learning:

Literacy

Newspaper report

- Choose relevant information or ideas. Create a newspaper report as if written by a reporter who has interviewed the Catering Company as an up and coming famous cooperative. Link together ideas within a paragraph. Try to link paragraphs. As above.
- Vary language choices and talk. From creating different points of view students create the text to be reported in their writing.
- Adopt a style appropriate to the type of writing. Students will create HEADLINES for the News Chanel, text for the local paper, text for BBC reporters to read to the viewers about their experience with the catering company.

Information Text

- Diets, Menus, Cooking books, Recipes, Daily Dose advice, instructions and descriptions of their favorite foods.
- Adapt vocabulary, gestures and movement in ways well matched to the audience.
- Students to adapt language of description for people across the globe as their franchise will need to cope with many languages health and customs.

Explain the features of language use that make it effective.

- Use the correct style of writing for the purpose.
- Menus, description of tastes, ingredient lists and choices, letters and reports to the clients, health and safety books and guidance for the caterers, cook books and instructions for chefs, letters to various customers regarding complaints.
- Website design for food options.

Give clarity and emphasis to writing by varying the length, structure and subject of sentences.

Make sure paragraphs link to others but also make sense on their own.

Present to the class a topic of personal interest using artefacts of own construction, multimedia, audience participation.

Children can plan a presentation of non-fiction information that combines writing with different modes of communication into an interactive ICT text.

Maths

Economics, costing and jobs

- *Develop and evaluate lines of enquiry; identify, collect, organise and analyse relevant information; decide how best to represent conclusions and what further questions to ask*
- *Write a short report of a statistical enquiry and illustrate with appropriate diagrams, graphs and charts, using ICT as appropriate; justify the choice of what is presented*
- *Plan and pursue an enquiry; present evidence by collecting, organising and interpreting information; suggest extensions to the enquiry.*
- *Inquiry questions:* How many athletes in the IOG 2012, assessing quantity and sources for ingredients, costs of transport per mile, salaries adjusted for extra/over time, currency adjustments-dollars to pounds and reverses, Euro to Pounds Sterling. Assessing the world's currency in terms of best/easiest to use.
- *Estimating:* number of Muslim Countries for Halal food preparations; compare Halal with Kosher and amounts needed. Estimate the costs of storage. Prepare graphs of peak times and food availability between breakfast hours. Estimate the costs per person for average food consumption. Numbers of eating utensils and consider waste disposal issues to create 'zero' tolerance of waste generation.
- Investigate the difference between using gas as a heating source and recycled wood waste.

Economic viability of project

- IOC to award a budget of £20,000,000 for completion of the breakfast task as well as the Paralympics. Students to engage in enquiry considering the costs and how the project can be managed.

Science

Friction, air resistance, data handling

Line graphs to show patterns and trends.

Beginning to formulate own hypotheses based on prior scientific knowledge.

I decide on an appropriate approach, including using a fair test to answer a question.

I select and use methods that are adequate for the task.

Health/Exercise

Describe and communicate confidently to a range of audiences for a range of situations (discuss, record and present).

- Students to prepare healthy nutritional foods to be available all morning from 5.00 am to 9.30 am for 33.3k athletes and trainers.

Use mathematical formula, e.g. Measurements of fat and sugar contents for athletes to see as they take their food. Calculate average daily doses of vitamins in foods. Use graphs to inform the athletes where in the world the food is sourced used in the breakfast meals.

- *Use skills to plan and conduct a series of investigations independently.*

P.E.

Dance (festival)

I link skills, techniques and ideas and apply them accurately and appropriately.

Athletics

- take part in and design challenges and competitions that call for precision, speed, power or stamina
- use running, jumping and throwing skills both singly and in combination
- pace themselves in these challenges and competitions.

PSHCE

- I am beginning to plan, prepare and cook simple healthy meals.
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- To know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed

Music

- *Theme tune of catering cooperatives as if used on website and TV advertisements.*
- improvise melodic and rhythmic phrases as part of a group performance.
- Notice how venue, occasion and purpose affect the way music is created, performed and heard.
- Practise, rehearse and present performances with an awareness of the audience.

Geography

Land use, Regeneration, habitats

Inquiry question:

- What was there before the current buildings for the OG?
- What factors influenced planners to choose Eastern London?
- *Understand that physical and human processes can change the features of places.*
- *Explain how these changes affect the lives and activities of people living there.*

Develop Geographical Skills

- to use secondary sources of information, including aerial photographs [for example, stories, information texts, the internet, satellite images, photographs, videos]
- to draw plans and maps at a range of scales [for example, a sketch map of a locality]

History

Differences/similarities between Modern and Ancient OG

- Identify change and continuity within and across different periods.
- Identify where periods I have studied fit within a chronological framework.

Changes in modern day Olympics (see Geography Links)

- Choose reliable sources of evidence to help me answer questions, realizing that there is often not a single answer to historical questions.
- Describe the main changes in a period of history (using words such as 'social, religious, political, technological and cultural).

Art/DT

Olympic Torch

- *Produce step-by-step plans and select and work with a range of tools and equipment*
- *Apply knowledge and understanding of materials, ingredients and components, and work with them with some accuracy, paying attention to quality of finish and to function.*

Making their own symbols and artefacts, such as catering company logo, headed notepaper, menu design, cup design and manufacture, plate designs, use of eating utensils and implements, making and designing uniforms and protective clothing. Evaluating choices.

- *Working independently, and in collaboration with others, on projects in two and three dimensions and on different scales*
- *Use a range of materials and processes, including ICT [for example, painting, collage, print making, digital media, textiles, sculpture]*

Spanish

- *Recognise and understand some of the differences between people in the Spanish World and where Spanish is spoken. Inquire into how Spanish is such a diversely used language.*
- *Present information about an aspect of culture-food habits of Spanish peoples.*

[From the offices of Dr Shefali Kumar PhD, FRS, OBE](#)

[Olympic Committee \(Athletes Welfare Division\)](#)

To: All selected Specialist Olympic Catering Organisations- UK

Dear Colleague

I am delighted to invite you to invite your organisation **to provide the athletes breakfasts** for the Olympic Games in London 2012. The venue is the Olympic Village London.

The times for breakfasts are between the hours of 5.30 am to 7.15 am each day of the games.

Our decision to invite your organisation is based on the recommendations made by several of our scouting tem who have seen your team in action **at the 2011 V Festival**. We are particularly interested in your plans and menus for each day that will provide for the enormous variety of athletes from different parts of the globe. We would also be interested to know if you are able to continue the provision during the Paralympics.

We would like to invite you and your team to visit the village very soon to assess the spaces we are planning for the catering to take place as well as planning the security measures we will have to make. Therefore we will need a list of your team and their passport numbers as well as an initial idea of the menus. We are very keen to hire teams who will provide organic food and who are environmentally aware of the sources where the foods originate.

Please let us know as soon as you are able if you are available to take up this commission.

Many thanks and hearty congratulations for your excellent work. My colleague, **[name here]** will be the contact for you and has been assigned to answer any queries you might have and is your assigned Olympic Committee named person.

I look forwards to hearing from you within the week.

Yours sincerely,

Shefali Kumar

Dr Shefali Kumar