

Social Studies Unit on the Tokyo 2020 Olympic Games

HOST CITY TOKYO

Achievement Objective/s:

- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.
- Understand how formal and informal groups make decisions that impact on communities.

Learning Outcomes:

By the end of this module students will:

- be able to compare Tokyo and Auckland and identify differences and similarities between them.
- understand that a mascot represents a host country's culture and environment.
- have knowledge of iconic Tokyo tourist destinations.
- know the history behind key Tokyo Olympic venues.
- be able to use geographic skills.

Key Competencies:

- **Thinking**
- **Relating to others**
- **Using language, symbols and text**
- **Managing self**

Activity/lesson

Tokyo - an introduction

Suggested timing
1 hour approx.

Starter activity

Students are to complete the Tokyo QR Treasure Hunt. Students can use their devices to research the answers as most won't have any prior knowledge.

This will get students thinking about Tokyo and everything it has to offer as the host city of the 2020 Olympic Games. Students can complete the Google Form with their answers.

Student activity

Start the lesson by watching the video about Tokyo. This is an overview of the city and covers history, geography, lifestyle and technology, and looks at how Tokyo is a mega city. This could lead to a class discussion on the ways in which Auckland and Tokyo are vastly different. Are there any similarities?

Resources:

[Activity instructions and QR code link](#)

[Google Form for student answers](#)

[Overview of Tokyo's history, geography, lifestyle and technology](#)

[Wizer.me worksheet link and Auckland Tokyo comparison activity](#)

[Answer sheet](#)

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Tokyo - an introduction continued

Student activity

Students are then to complete the Wizer.me worksheet. This is an online self-marking worksheet. If students have a Google account, they can use the “Sign in with Google” option to take them straight to the activity. Students are comparing Auckland to Tokyo and will need to sort facts into the correct city.

The second part of the activity is based around the climates of Auckland and Tokyo. Students are to construct climate graphs and compare the climates of the two cities.

Students can then think about and discuss the impact Tokyo’s climate may have on New Zealand athletes while they are competing at the Olympics in July and August 2020.

Activity/lesson

Tokyo as a tourist destination

Suggested timing
1 hour approx.

Starter activity

Watch the Tokyo Vacation Travel Guide as a class. This travel guide is just under 10 minutes and is a good introduction to many of Tokyo’s famous tourist attractions.

Resources:

[Tokyo Vacation Travel Guide](#)

[Canva link to create a digital postcard templates](#)

[Google Doc postcard template](#)

Student activity

Students are to create a digital or handwritten postcard of a famous Tokyo tourist attraction. Students will create both sides of the postcard.

On one side they will have an image or images showing their chosen attraction, with the other side being a message to a friend or family member. This message will describe the amazing details of the tourist attraction in Tokyo that the student has researched.

Students can also do this activity as a Digital Diary or Vlog if they choose to.

Activity/lesson

The Importance of a Mascot

Suggested timing
1 hour approx.

Starter activity

Discuss as a class what a mascot is and what purposes a mascot might have.

Follow up by watching the video on the background and history of Olympic mascots.

Resources:

[The background and history of Olympic mascots](#)

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The Importance of a Mascot continued

Student activity

Students can explore the official Tokyo Olympic Games mascot website. Students can then watch the Tokyo 2020 mascot clips individually or as a class.

Students should then work on the mascot worksheet and create their own mascot. The mascot they create should be focused on representing the past and the future of New Zealand culture. Students need to annotate their mascot design to explain how it represents the past / history while also looking towards the future.

They could present their mascot to the class or share with another student as a pair reflection activity.

Resources:

[Tokyo mascot clips](#)
[One, Two](#)

[Worksheet](#)

This worksheet is better suited to being printed rather than used digitally.

[Additional Mascot information](#)

Activity/lesson

Tokyo Olympic Venues

Suggested timing
1 hour approx.

Starter activity

Watch the YouTube clip on Tokyo's Olympic venues, either as a class or individually.

Student activity

Students will be looking at the different venues for the 2020 Olympic Games and researching / identifying which sports or events will be at each venue.

Students are to open the Google My Map for Olympic Games Venues. They will need to click on each icon, read the information, and then answer the questions on the worksheet.

Some questions may require additional research by the student.

Extension activity

There is a set of extension questions on the worksheet. Students are to look at where venues are located and think about why these locations were chosen.

Resources:

[Tokyo Olympic venues](#)

[Google My Map link](#)

[Worksheet](#)

Make a copy of this Google Doc and create an assignment on Google Classroom – select make a copy for each student.

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Activity/lesson:

Tokyo Olympic Posters

Suggested timing
dependent on time available

For every Olympic Games, artists are chosen to create posters that will promote and advertise the major sporting and cultural event that the Olympics are. Many of the posters that have been created since the early 20th Century have gone on to become artistic and cultural icons.

Resources:

[Starter Activity – past Olympic posters](#)

[Olympic article on Tokyo posters](#)

[Examples of past Olympic posters](#)

[Information on Olympic Posters from the IOC](#)

Starter activity

This worksheet can be shared with students digitally or printed out.

Students in groups or pairs are to look at the past Olympic posters Starter Activity sheet for 5 minutes or so. Students are to annotate the worksheet with what they think are the effective and not so effective design features.

Discuss as a class what features the students think make an effective poster and what doesn't work.

Student activity

Students are to design their own Olympic poster for the 2020 Tokyo Olympic games. This activity could be set as an in-class activity or it could be set as a homework task.

Suggested ways to assess students' learning outcomes:

Formative Assessment:

Students' work from the mascot activity and Olympic poster activity can be collected in for formal marking. Teachers can review students' work to check if they have understood what makes an effective design. Have they incorporated ideas that connect to New Zealand's past and future in their mascot design?

Summative Assessment:

Results from the Wizer.me worksheet and the Olympic Venues worksheet can show if students have gained an understanding of the material covered.

Disclaimer: This resource was produced on behalf of the Asia New Zealand Foundation and the New Zealand Olympic Committee for teachers to grow New Zealand students' knowledge of Asia. The content of this resource does not necessarily reflect the views of the Foundation. Some resources reflect individuals' views and those prevalent during significant historical periods.