# Social Studies Unit on the Tokyo 2020 Olympic Games

## OLYMPIC SPORTS

<table>
<thead>
<tr>
<th>Achievement Objective/s:</th>
<th>Key Competencies:</th>
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| • Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people. | • Thinking  
• Relating to others  
• Using language, symbols and text  
• Participating and contributing |

### Learning Outcomes:

<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
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<tbody>
<tr>
<td>• have gained knowledge about the range of sporting events that athletes will compete in at the Tokyo 2020 Olympic Games.</td>
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<tr>
<td>• have learnt about the new Olympic sports at Tokyo.</td>
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<tr>
<td>• have invented their own Olympic sport and shared this with their class.</td>
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### Activity/lesson

**Olympic sports pictograms**

To begin, show the video of the Tokyo 2020 sports pictograms. This explains how the 2020 pictograms have developed since they were first used at the Tokyo 1964 Olympic Games.

Then get students to complete the 50 question Kahoot quiz showing the 50 pictograms of the 33 sports at the Tokyo 2020 Olympic Games. Note that some sports have more than one pictogram.

### Suggested timing

30 minutes approx.

### Resources:

- [Tokyo 2020 sports pictograms](#)
- [Pictogram Kahoot](#)
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Activity/lesson
Sports crossword

Using the pictograms of each sporting event at the Tokyo 2020 Olympics, students are to complete the crossword.

Resources:
Crossword
Crossword answers

Activity/lesson
Inquiry task: New sports at Tokyo 2020

There are five new sports on the programme at Tokyo 2020. They are surfing, sport climbing, skateboarding, karate, and baseball (men) / softball (women).

Students in pairs or small groups are to choose one of these new sports and, after time to research, present their findings to the rest of the class. Students can use the provided website links to begin their research.

The teacher may decide the mode of presentation, or students could be encouraged to think creatively about how they wish to present their findings.

Some of the questions / information that students could research might include:
• Why has this sport been included in the Olympics?
• Describe what spectators will see when they watch this sport in Tokyo.
• Where will this sport take place in Tokyo?
• Will there be any New Zealand athletes in this sport?
• Which countries are likely to do the best in this sport? Why?
• What is the history of this sport?
• What are some of the rules of this sport?
• What is the format of play and how will the medal winners be decided in Tokyo?
• What equipment do athletes need in this sport?
• How exciting do you think this sport will be to watch?

Resources:
Info on Olympic Sports
Surfing
Paige Hareb NZ surfer
Sport Climbing
Skateboarding
Karate
Baseball

Suggested timing
At teacher discretion
Suggested timing
30 minutes approx.
Activity/lesson
Invent a new Olympic sport

The International Olympic Committee are looking to make the Olympic Games more youth-friendly. This is one of the reasons why surfing, skateboarding, and sport climbing are sports on the programme in Tokyo.

Students are to invent a new youth-friendly sport that athletes could participate in at the Paris 2024 Olympic Games. Students could make an instructional video or Powtoon about how to play the sport and complete the rules and information worksheet.

If possible, students could play their new sports at school and teach the rest of the class.

Suggested ways to assess students’ learning outcomes:

**Formative Assessment:**
Kahoot and crossword of sporting events

**Summative Assessment:**
Inquiry task about new sports at Tokyo 2020 and Inventing a new sport

Resources:
- Inventing a new sport - task
- Tips for inventing a new sport
- Explain how to play the sport using Powtoon
- Link to examples of other video templates

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.