Social Studies Unit on the Tokyo 2020 Olympic Games

OLYMPIC VALUES

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 events have causes and effects.

Key Competencies:
• Thinking
• Using language, symbols and text
• Participating and contributing

Learning Outcomes:
• understand the Olympic values of Friendship, Excellence and Respect.
• be able to reflect on their lives and how they demonstrate the Olympic values.
• have explored a range of ways that the Olympic values have been demonstrated.

Activity/lesson
Introduction to Olympic values

Suggested timing
1 to 2 hours

Starter activity
AnswerGarden class brainstorm. Put up the link to the AnswerGarden. This allows the teacher to ask the class a question. For eg.
• What do you think Excellence means?
• What do you think Respect means?
• What do you think Friendship means?

Students then add their answers to this interactive brainstorm and their words and ideas are shown on the screen.

Word cloud
Students can create a Word Cloud for each of the Olympic values. They can use the words generated from the class AnswerGarden brainstorm, or a group discussion could generate ideas to put in a Word Cloud. Use the examples as a start. Word Clouds can be printed, laminated and put on the wall.

You may like to add to student ideas by looking at and discussing the explanation of the Olympic Values on the NZOC website education pages.

Resources:
AnswerGarden
brainstorm
Tutorial for teachers on using AnswerGarden
Word Cloud
Word Cloud examples
Olympic values unpacked
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**Introduction to Olympic values continued**

**Personal reflection**
Students can work individually, in pairs, or in small groups to complete the Google Doc worksheet. You can make a copy of this Google Doc and create an assignment on Google Classroom - select make a copy for each student.

This is a good lead in to the next two tasks.

**Compare and contrast values**
This is a brainstorming task for students to understand the importance of living by values to achieve success. A good place to start is discussing your own school values and how they are demonstrated at school.

You can make a copy of this Google Doc and create an assignment on Google Classroom - select make a copy for each student.

**Olympic Ambassador Programme**
This is a great opportunity to get in touch with the NZ Olympic Committee about their Olympic Ambassador Programme. An Olympic Ambassador visit will help make the Olympic values more real to students as the Ambassador explains how those values are so important in their life and sporting journey.

**Olympics values challenge**
As a class, take the ideas from the previous tasks and discussions about Olympic and School values and set up a challenge to show the values in action at school. A tally chart could be displayed in the class.

The winning design of the values medal could be awarded to the students who have clearly or repeatedly demonstrated either the Olympic values or School values.

You can 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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**Resources:**

- Personal reflection - worksheet
- Compare and contrast values worksheet
- Request an Olympic Ambassador Visit
- Olympic values challenge

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Activity/lesson

Remembering Excellence inquiry task - NZ athletes at the Tokyo 1964 Olympics

Note: This is also an activity in the Legacy module.

This could be either an in-class project or a homework assignment. It would also work well as a group Project-Based Learning task.

This is an opportunity to allow students to choose who they research, what questions they would ask, and how the learning will be presented.

It helps students to work collaboratively (if given as a group project) and develops their critical thinking skills. Students can think creatively about how they wish to showcase their understanding.

Extension activity
For higher level thinking, ensure students emphasise how their chosen athlete demonstrated the value of Excellence. This will mean that students need to process their findings rather than simply recall facts.

Activity/lesson

Inspiring Excellence with Olympic songs

Students watch the music videos of some of the best (official and unofficial) Olympic songs. Students can make a decision about their favourite / most inspiring song.

Analysis of song lyrics
Students find the lyrics to their chosen song and select a line from the song that sums up the value of Excellence. These quotes can be put up around the room as inspiration. This is a different way to encourage reading and evaluation skills.

Writing an Olympic song
Students could write their own Olympic song to motivate the NZ Olympic team. They can perform this and post the video on:
www.instagram.com/nzolympics/ #EarnTheFern
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**Activity/lesson**

**Omotenashi**

Omotenashi is hard to define, but Japanese use it to describe their deep-rooted culture of hospitality which is around care rather than expectation.

Print out the Code Cracker puzzle which when completed will allow students to find out what this Japanese term means. The emojis at the top of the page all represent a letter of the alphabet.

Students can then watch the Edpuzzle video link. As they watch the video there will be several questions throughout the clip for students to then type in their answer.

This activity would work best if the link was given to students and they completed the task using devices and headphones rather than playing the video as a class.

**Resources:**

- Code Cracker puzzle
- Code Cracker answers
- Link to Edpuzzle
- Edpuzzle answers

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**Activity/lesson**

**Inquiry task about the 2011 Tsunami**

Note: This content contains live images of earthquakes and tsunamis which some students may find distressing.

Make a copy of the Google Doc inquiry task for students. They could complete this individually or in pairs. There are two parts:

1. Writing questions using the starters. Use the starters: who, what, where, when, why, how. Getting students to generate their own critical questions is a useful inquiry skill.

2. Encouraging students to provide detailed answers through research. The resources listed are at various reading levels.

**Resources:**

- Inquiry Task about the 2011 Tsunami
- Video and news links about the tsunami
  - https://www.youtube.com/watch?v=oWzdqBNfhQU
  - https://kids.kiddle.co/2011_T%C5%8Dhoku_earthquake_and_tsunami
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Activity/lesson

The Olympic Torch Relay

Reading comprehension task (Three Level Reading Guide)

Students read the three short paragraphs about the Olympic Torch Relay. Then answer the questions about the text. Three Level Reading Guides have questions that become harder for students at each level.

As an extra resource, students can read about the involvement of Japanese astronauts from the International Space Station during the Olympic Torch Relay.

Resources:
- Reading comprehension task (Three Level Reading Guide)
- Answers to Three Level Reading Guide
- Japanese astronauts in the Torch Relay

Activity/lesson

The Olympic Refugee Team

Students can watch the video clips about the Refugee Olympic Team and then read more about it on the IOC website.

As extension, or to add further context, students could watch the videos of the NZOC Olympic Refugee Day and the Olympic Refuge Foundation.

Writing task

Scaffold the writing task by modelling the steps outlined in the Structured Writing Task.

Note: Teachers of Year 7/8 students may want to provide some sentence starters or further help to their students here.

Resources:
- Refugee Olympic Team gave hope to millions of refugees in the world
- NZOC Olympic Refugee Day video
- The Olympic Refuge Foundation video
- Structured Writing Task

Activity/lesson

Making Japanese Friendship Bracelets

Students can research how to make Japanese bracelets by visiting these websites and watching the tutorials.

Resources:
- Kumihimo Bracelets

FRIENDSHIP

Suggested timing

20 minutes approx.

Suggested timing

1 to 2 hours

Suggested timing

1 hour approx.
Suggested ways to assess students’ learning outcomes:

**Summative Assessment:**
This may be best done with the inquiry tasks on the New Zealand athletes competing at Tokyo 1964, and the research on the 2011 tsunami. The writing task about the Olympic Refugee Team could also be assessed summatively.

 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.