

# TOKYO 2020 PARALYMPIC GAMES

## SOCIAL STUDIES YEAR 7-10

Unit outline	
<p><b>Achievement objectives</b></p> <p>Students will gain knowledge, skills, and experience to:</p> <ul style="list-style-type: none"> <li>Understand how the ideas and actions of people in the past changed the lives of others.</li> <li>Understand that events have causes and effects.</li> <li>Understand how cultural interaction impacts on cultures and societies.</li> </ul>	<p><b>Learning area: Social studies</b></p> <p><b>Years: Year 7-10</b></p> <p><b>Curriculum level: 3-5</b></p> <p><b>Unit duration: 10-14 lessons</b></p>

Integration into other learning areas		
<p><b>English</b> – Speaking, writing, presenting</p> <ul style="list-style-type: none"> <li>Recognise how to shape texts for a purpose and an audience</li> </ul>		
Values:	Key competencies:	Principles:
Excellence Innovation, inquiry and curiosity Diversity Equity Respect	Thinking Using language, symbols and texts Managing self Relating to others Participating and contributing	High expectations Cultural diversity Future focus Inclusion

Learning outcomes
<p>By the end of this unit students will be able to...</p> <ul style="list-style-type: none"> <li>Identify and describe causes and effects of the Paralympic Movement in Japan, and consider how the Tokyo 2020 Paralympic Games will have implications for the future progression of the Paralympic Movement in Japan and globally.</li> <li>Recognise and understand how cultural interactions during the Tokyo 1964 Paralympic Games have had positive effects on the experiences and treatment of disabled people in Japan.</li> <li>Learn and apply concepts of accessibility, inclusion and inspiration in context to the Tokyo 2020 Paralympic Games and in relation to their own school or community.</li> <li>Explore the values of the International Paralympic Committee and research New Zealand Para athletes who embody these values.</li> </ul>

Lesson sequence	
Lesson	Activities/resources
<p><b>Starter activities: Two to three lessons</b></p> <p>Students will gain insights into the experiences of some Para athletes by working through the disability awareness activities and class discussions.</p>	<p>Sling or bandages (optional), scissors and paper, hacky sack, wheelchair and blindfold</p> <p>Resource - Disability awareness activities</p> <p>Tokyo 2020 Games: <a href="#">Diversity and inclusion poster</a> to display in your classroom.</p>
<p><b>Lesson one - 1964 to 2020</b></p> <p>Students will be able to identify and describe concepts related to the Paralympic Movement. Students will compare and contrast the Tokyo 1964 Paralympic Games with the Tokyo 2020 Paralympic Games. Students will create an infographic showing the progression of the Paralympic Games from 1964 to 2020.</p>	<p>Work through Presentation slides 3-9.</p> <p>Use slide three to discuss different concepts. Students select 1-2 concepts to complete a concept map.</p> <p>Resource 1 - Concept Map worksheet.</p> <p>Printable slide 5 for students to fill in.</p> <p>Click image to watch YouTube videos, play videos twice for Y7-8.</p> <p>A4 paper for infographic or devices for digital infographic using Canva or Google docs.</p>
<p><b>Lesson two - History and legacy</b></p> <p>Students learn about the causes and effects of the Tokyo 1964 Paralympic Games by reading an article and completing a Three-level reading guide. Students will also consider how the ideas and actions of people in the past as well as cultural interactions between Para athletes influenced the treatment of disabled people in Japan.</p>	<p>Work through Presentation slides 10-14.</p> <p>Resource 2 - History of the Paralympic Movement in Japan.</p> <p>Students to read individually or as a class.</p> <p>Resource 3 - Three-level reading guide.</p> <p>Teacher led discussion on the bigger picture.</p> <p>Students summarise learning with a paragraph writing task.</p>
<p><b>Lesson three - Accessibility</b></p> <p>Students use Google Maps to locate Japan in relation to other cities around the world, compare distances and travel routes.</p> <p>Students consider the concept of accessibility while planning a virtual route from Narita International Airport to the Paralympic Athletes' Village using a Toyota 'Mobility for All' vehicle as their mode of transport.</p> <p>Students will read an article about the accessible actions Japan is taking for the Tokyo 2020 Games and write bullet points (Y7-8) and a paragraph (Y9-10).</p>	<p>Work through Presentation slides 15-20.</p> <p>Printable slide 15 - Find these locations.</p> <p>Devices to access Google Maps.</p> <p>Article: <a href="#">Toyota Provides Diverse Mobility for Tokyo 2020</a>.</p> <p>Paralympic Games: <a href="#">Competition Venue Map</a></p> <p>Teacher to select one of the following articles:</p> <ul style="list-style-type: none"> <li>Inclusive City Maker: <a href="#">Tokyo 2020 Games - Accessibility Equipment Update</a></li> <li>Japan National Tourism Organisation: <a href="#">Accessibility in Japan for the Tokyo 2020 Games</a></li> </ul>

<p><b>Extension or homework activity</b></p> <p>Students plan a route using a Toyota 'Mobility' for All' vehicle and explain how it would increase accessibility for people in their community.</p>	<p>Teacher led discussion. Students to consider past events and actions that have led to the current accessible actions.</p>
<p><b>Lesson four - Paralympic values</b></p> <p>Students complete a mix and match activity to define the meaning of the International Paralympic Committee (IPC) values.</p> <p>From the options provided, students select one New Zealand Para athlete to research and explain how they embody an IPC value.</p> <p>Individually or in pairs students create an Instagram post to raise awareness of the IPC values and New Zealand Para athletes who embody these values.</p>	<p>Work through Presentation slides 21-25.</p> <p>Resource 4 - Values mix and match worksheet</p> <p>Devices to access Paralympics New Zealand website: <a href="#">Paralympian profiles</a></p> <p>Additional resources on NZ Para athletes:</p> <p>Scott Martlew: <a href="#">Attitude video</a></p> <p>Sophie Pascoe: <a href="#">RNZ article</a></p> <p>Cameron Leslie: <a href="#">Stuff article</a></p> <p>Emma Foy: <a href="#">Stuff article</a></p> <p>Resource 5 - Instagram template</p>
<p><b>Lesson five - Para sports</b></p> <p>Students will explore a range of Para sports and identify new additions for 2020.</p> <p>Students will also research two Para sports and display their findings as a two-page spread.</p> <p>This activity may take longer than one lesson or could be completed for homework.</p>	<p>Work through Presentation slides 26-28.</p> <p>Paper, coloured markers etc.</p> <p>Device for researching Para sports.</p> <p>Students use this link as a starting point Tokyo 2020 Paralympic Games: <a href="#">Paralympic Sports</a>.</p>
<p><b>Lesson six - New Zealand Para athletes</b></p> <p>Students to consider how the Paralympic Movement has provided sporting opportunities to disabled New Zealanders by researching Para athlete's aiming to compete in the Tokyo 2020 Paralympic Games.</p> <p>Students will write a feature article for Stuff about the Paralympics which includes a peer review.</p>	<p>Work through Presentation slides 29-32.</p> <p>Resource 6 - Para athlete profiles template</p> <p>Talk with students about how they can support Kiwi Para athletes through the <a href="#">Spirit of Gold Mufti Day</a>.</p>
<p><b>Lesson seven - Mascot competition</b></p> <p>Students learn about the mascot Someity to describe her strengths and qualities.</p> <p>Students can enter the Mascot Design Competition by designing a mascot to support the New Zealand Paralympic Team in Japan. Students can peer-share or present back to the class.</p>	<p>Work through Presentation slides 33-37.</p> <p><a href="#">Competition template</a> and art supplies.</p> <p>Visit: <a href="#">Mascot Design Competition webpage</a></p> <p>Share mascots on Facebook or Instagram to go into the draw to win spot prizes.</p> <ul style="list-style-type: none"> <li>• #PNZMascotcomp</li> <li>• @asianewzealandfoundation</li> <li>• @paralympicsnz</li> </ul>

<p><b>Optional arts and crafts activity</b></p> <p>Students create a model of the mascot Someity.</p>	<p>Tokyo 2020 Paralympic Games Mascot activity: <a href="#">Instructions</a> and <a href="#">Mascot model cut out</a></p>
<p><b>Lesson eight - Medals and Athletes' Village</b></p> <p>Students learn about how the Paralympic Movement can enhance disability awareness. Students investigate the design of the Tokyo 2020 Paralympic Games medals to describe how the medals demonstrate accessibility, inspiration and inclusion.</p> <p>Students identify and describe ways the Athletes' Village has been designed to be accessible.</p>	<p>Work through Presentation slides 38-42.</p> <p>Architecture of the Games: <a href="#">Tokyo 2020 Paralympic Games Medals</a>.</p> <p>Additional medals article for Y9-10: <a href="#">Tokyo 2020 Paralympic Games medal design</a></p> <p>Paralympic Athletes' Village article The Japan Times: <a href="#">Athletes' Village features accessibility</a></p> <p>Kahoot link: <a href="#">Tokyo 2020 Paralympic Games</a>.</p>
<p><b>Lessons nine to ten - Ad campaign</b></p> <p>Students work on their ad campaign task. Option to complete individually or as a collaborative learning task in small groups.</p> <p>The ad campaign may also be used as a peer review activity, or as an assessment task for Y7-8. Timing of the task will vary and may be partially completed for homework.</p>	<p>Work through Presentation slides 43-46.</p> <p>Devices for research and digital ad campaigns. Paper and art supplies for non-digital.</p> <p>Resource 7 - Create an ad campaign. Teachers to discuss elements that make an ad campaign successful.</p> <p>If used as a peer review activity or assessment, teachers to make changes to the marking guide to suit the needs of their students.</p>

### Teacher notes

This unit has been designed as a digital teaching resource. Teachers can work through the presentation pdf as a class, or students can work through at their own pace. Differentiated activities and extension tasks are noted on this unit plan to cater for different learners. Teachers can provide printed copies or larger texts as required by their students.

### Assessment opportunities

Learning can be assessed throughout this unit with teachers selecting assessment opportunities that address the needs of their students. To track ongoing learning, the following activities and tasks are recommended for formative assessment: 1964 to 2020 infographic, Three-level reading guide and paragraph writing, accessibility bullet points, medal discussion and ad campaign. This unit also allows options for peer review with the Stuff article and ad campaign.

### Extended learning

Students interested to learn about sustainability can explore sustainable actions related to the Tokyo 2020 Paralympic Games during the following lessons and activities: concept map, Toyota 'Mobility for All' vehicles, Paralympic medals and Athletes' Village.

### Additional resources

Paralympics New Zealand: [website](#)

Asia New Zealand Foundation online resources:

[Japan country poster](#)

[Miniature Japanese rock garden unit](#)

Kahoot: [Fun facts about Japan](#)

Asia New Zealand Foundation articles:

- [Paralympics delay just a bump in the road for NZ chef de Mission](#)
- [Tokyo still the goal for Kiwi badminton player](#)
- [Wheel Blacks take up taiko challenge in Japan](#)

Niponica: [Together for the Paralympics](#)

Japan Travel: [Breaking Down Barriers: Advances in Barrier-Free Technology and Design Make Tokyo 2020 Accessible for Everyone](#)