Social Studies Unit on the Tokyo 2020 Olympic Games

TECHNOLOGY AND SUSTAINABILITY

**Achievement Objective/s:**
- Understand that events have causes and effects.
- Understand how formal and informal groups make decisions that impact on communities.

**Key Competencies:**
- Thinking
- Relating to others
- Managing Self

**Learning Outcomes:**
- Understand how Japan is using technology to enhance visitors’ and athletes’ experiences at the Tokyo 2020 Olympic Games.
- Understand differing viewpoints and perspectives on technology.
- Be able to look at ways in which technology can be sustainable.

**Activity/lesson:**
**Robots at the Olympic Games**
(enhancing experiences)

**Starter activity**
Students in pairs to have a quick brainstorm of all the jobs that they know of that robots are now capable of doing.

As a class watch some of the many YouTube clips looking at the new technology initiatives for the 2020 Olympic Games.

**Student activity**
Structured writing task. This activity is designed to be completed over two lessons. The first lesson can be used for researching and planning, the second lesson can be used for writing.

**Suggested timing**
2 hours approx.

**Resources:**
- YouTube Miraitowa robot (Olympic mascot) clip
- YouTube clip showing new technologies at the 2020 Games
- How Tokyo will transform the Olympic Games
- Writing task Google Doc
  Make a copy of this Google Doc and create an assignment on Google Classroom – select make a copy for each student.
- Robots at the Games articles
  This can be given as additional reading to help with the students’ research.
Activity/lesson: Design a robot

Student activity
Students are to think of a job or a need that a robot could do instead of a human. They can use the link to take them to a robot design programme.

Once they have finished the robot, they can click on the menu button, then the print button and can enter the following details: their name, robot name and a description about their robot.

For example, what is its purpose and how can it help make things easier?

Suggested timing 30 minutes approx.

Resources:
Website link for robot making activity

Activity/lesson: Making the Olympic Games sustainable

Starter activity
Do Task One on the Sustainability worksheet - What is sustainability? Students need to start to think about what sustainability actually means.

Student activity
Discuss as a class what sustainability is and what this looks like for students at home and at school.

Watch the video clips on the sustainability initiatives put in place for the Tokyo 2020 Olympics.

Students to research two of the sustainability initiatives Japan has implemented for the 2020 Games. Discuss why students think it was a good idea to get the people of Japan involved in these.

Extension activity
Students could then conduct their own research on a 2020 Games sustainability initiative that interests them.

Suggested timing 1 hour approx.

Resources:
Worksheet
This worksheet is better suited to being printed vs digital.

YouTube clip, mobile initiative

YouTube video explaining how the Tokyo 2020 Olympics will be green and carbon neutral

Website link to Sustainability at Tokyo 2020. There is a clip to watch summarising the sustainability initiatives at the Games.
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Activity/lesson:

Vending machines in Japan

Start activity

Play Kahoot with the students, which covers facts about vending machines. Or you can save the Kahoot for the end of the lesson and get students to start by reading the weird but wonderful items from vending machines article.

Student activity

Share the vending machine article with students. Students can read through the article and then move onto the values continuum worksheet. The first part of the worksheet is for students to read about differing viewpoints people have about vending machines. This could be done individually or as a class with some extra discussion.

Students then need to place each of the individuals on the values continuum based on their views on vending machines. The second part of the activity is for students to justify the position they gave to the individuals. This activity is great to initiate a class discussion about why people hold different viewpoints.

For a more interactive way of reporting back on the values continuum worksheet, teachers could set up a values continuum in the classroom. One side of the class is strongly for, the middle is neutral, and the other end strongly disagrees. Students can stand on the values continuum to show the view of each individual from the worksheet.

Suggested timing

1 to 2 hours

Resources:

Kahoot link
Website link to article on weird but wonderful items from vending machines
Vending Machine Article link
Values continuum worksheet

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

Suggested ways to assess students’ learning outcomes:

Formative Assessment:
Structured writing task, this can test for understanding and also key writing skills.

Summative Assessment:
Worksheets from the sustainability task and vending machine task can be checked for student understanding. Discussion of answers with students will also show the level of understanding gained.

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.