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Centre for Olympic Research & Education
Special Committee for Promoting Olympic Education
Laboratory Schools, University of Tsukuba

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Preface

Working toward Implementation of Olympic and Paralympic Education

Toshinori Ishikuma

Vice President, University of Tsukuba

Director, University of Tsukuba Education Bureau of Laboratory Schools

Various programs are being implemented in the field of education as we look ahead to the Tokyo 2020 Olympic and Paralympic Games. Pedagogical research and educational activities are conducted mainly at the Centre for Olympic Research Education of the University of Tsukuba to create Olympic education programs. The programs are being developed in cooperation with Tsukuba's laboratory schools with the aim of increasing international understanding and enhancing awareness of contributions to peace. The University of Tsukuba has 11 laboratory schools, five of which are special needs education schools. Current and former students of the special needs education schools are actively engaged in sports and participate in the Paralympic Games and other sports competitions for the people with impairments. Olympic and Paralympic education at the laboratory schools is defined as educational activities using materials related to sport, the Olympics and Paralympics to cultivate human resources, with or without impairments, who have a global perspective and contribute to peace building. More specifically, we engage in the following three points:

1. Learning about the Olympics itself and its history;
2. Learning about culture and social issues related to the Olympics in countries and regions of the world; and
3. Learning about Olympic spirit and values of sports.

In the 2014 academic year, the Special Committee for Promoting Olympic Education conducted a survey of 530 teachers at all of the laboratory schools to collect teaching examples of Olympic and Paralympic education at classes and other occasions. The results show that the Olympics and Paralympics are used in social studies and Japanese language classes at elementary schools and in theory of physical education and comprehensive learning classes as well as at school events at junior and senior high schools; and are referred to as a topic in classes at special needs education schools. We will develop education programs and curriculum in the 2015 academic year according to the developmental levels of pupils and students at the laboratory schools based on the survey results and will support Olympic education at schools nationwide.

Celebrating the Fifth Anniversary of CORE

Hisashi Sanada

Faculty of Health and Sport Sciences, University of Tsukuba

Executive Director of the Centre for Olympic Research & Education (CORE)

There is an escalation in interest in Olympic education as we approach the Tokyo 2020 Olympic and Paralympic Games. The Tokyo Metropolitan Government selected 600 schools to carry out Olympic education in 2014, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) developed Olympic education programs to be implemented nationwide, and the private sector is also carrying out a number of educational plans. CORE will provide information to educational organizations based on the academic achievements accumulated in the past four years, promote international studies concerning Olympic education and develop Olympic education practice models.

In the 2014 academic year, the Olympic and Paralympic Forum 2014 was held in cooperation with the Tsukuba International Academy of Sport Studies (TIAS), which was established as one of the projects conducted by the Japanese government entitled Sport for Tomorrow. Educational programs for the Tokyo 2020 Olympic and Paralympic Games were discussed at the Forum with invited overseas speakers referring to case studies from the 1964 Tokyo Games. During the 2014 academic year, a wide range of practical projects were promoted including a workshop held in December designed for teachers to develop coursework and an event-type youth forum for senior high school students. CORE, the only Olympic studies center authorized by the IOC in Japan, will further promote Olympic education both at home and abroad.

Core Activities Report

The 5th Olympic Education Forum

Nobukatsu Suginami
CORE Secretariat

The Olympic Education Forum has been held since 2011 on a regular basis to learn and discuss the practice of educational activities and issues of Olympic and Paralympic education at Tsukuba's laboratory schools.

The Forum also provides an opportunity to exchange views on the future direction of the classes. Olympic education activities conducted at the laboratory schools in the 2013 academic year including Junior High School at Otsuka, Senior High School at Sakado, University of Tsukuba were presented at the Forum.

Mr. Taro Obayashi reported the findings from a field study of Olympic education programs conducted in Sochi in March 2014. The report included the Olympic education programs carried out by the Russian International Olympic University (RIOU) with SOCOG members and local residents before the Sochi Games. Mr. Obayashi also reported on education programs conducted at Gymnasium #15 in Sochi city, which was responsible for Japan as part of the One School - One Country Program. The findings from the visit to the school provided some ideas for education programs to be implemented before the 2020 Tokyo Games. Ms. Airi Watarai reported on activities carried out at the Senior High School at Sakado that focused on international understanding from the perspective of martial arts and the Olympics. She discussed how the classwork was developed and the issues that became evident from the activities. She indicated the importance of coordination among different subjects in developing Olympic education programs and suggested that Olympic education should be incorporated into integrated studies. She also indicated that Olympic education must be more systematically developed and that coordination between universities and senior high schools must be promoted. Mr. Tatsuki Nagaoka reported on Olympic education activities conducted through blind football games. The aim of these activities is to allow students to understand universal designs, globalized society and respect for others. He stated there are elements in daily life that can be applied to Olympic education. An active discussion was held on how Olympic education can be systematized and disseminated. Various proposals were raised concerning the approaches to be taken by MEXT, methods to develop practical models and other hands-on activities of Olympic and Paralympic education before the Tokyo 2020 Games.

Outline of the Forum

1. Time and Date: 17:30 – 19:30, June 24, 2014

2. Location: Tokyo Bunkyo School Building, Lecture Room, University of Tsukuba 121

3. Programs

Opening address by Dr. Toshinori Ishikuma, Vice President, University of Tsukuba, Director, University of Tsukuba Education Bureau of Laboratory Schools

CORE Activities for the 2014 academic year by Dr. Hisashi Sanada, Faculty of Health and Sport Sciences, University of Tsukuba, Executive Director of the Centre for Olympic Research & Education

(1) Report on Olympic Education Programs at the Sochi Olympic and Paralympic Games by Mr. Taro Obayashi, CORE Secretariat

(2) Practical Reports

(3) Activities at Senior High School at Sakado: Ms. Airi Watarai, Senior High School at Sakado, University of Tsukuba

(4) Activities at Junior High School at Otsuka: Tatsuki Nagaoka, Junior High School at Otsuka, University of Tsukuba

(5) Discussion

Coordinator: Ms. Ai Aramaki, Faculty of Health and Sport Sciences, University of Tsukuba, CORE Secretariat

(6) Comments: Mr. Nobuharu Hikiba, Tokyo Metropolitan Board of Education



Open Discussion

The 6th Olympic Education Forum

Yusuke Murakami

Faculty of Health and Sport Sciences, University of Tsukuba

CORE Secretariat

The 6th Olympic Education Forum was held on February 24, 2015. The reports presented at the Forum included new initiatives taken during the 2014 academic year such as the results of a survey concerning the Olympic education curriculum conducted with all teachers at the laboratory schools and the Olympic and Paralympic Education Lesson-Building Workshop. Following the presentations, discussions were held on topics such as the content of the curriculum and issues to be addressed. Practical reports were presented on behalf of the Junior High School at Komaba, Senior High School at Komaba and Special Needs Education School for the Visually Impaired. The activities at Junior and Senior High Schools at Komaba as well as a comparison of the activities at the two high schools were presented. The report suggested the potential of vertically-integrated education. The report on the Special Needs Education School for the Visually Impaired showed how pupils feel and learn from interaction with an IOC member. It was noted that the meeting with the IOC member was meaningful in that pupils became more actively interested in the Olympics and Paralympics.

The major topic covered during the discussion was how the activities conducted at the laboratory schools can be further and more fully developed. It was pointed out that the collaboration among the 11 schools must be further strengthened and that Olympic education should be promoted at different types of schools.

Outline of the Forum

1. Time and Date: 17:30-19:00, Tuesday, February 24, 2015
2. Venue: Lecture Room 119, 1st Floor, Tokyo Bunkyo School Building, University of Tsukuba
3. Programs:
 - (1) Opening Address: Dr. Toshinori Ishikuma, Vice President, University of Tsukuba, Director, University of Tsukuba Education bureau of Laboratory Schools
 - (2) Report on CORE Activities:

Dr. Hisashi Sanada, Faculty of Health and Physical Education, University of Tsukuba, Executive Director of the CORE

Mr. Jiro Imai, Special Assistant to the director of the University of Tsukuba Education Bureau of Laboratory Schools
 - (3) Practical Reports
 - i. Meeting with IOC Member by Ms. Yuko Hoshi, Special Needs Education School for the Visually Impaired
 - ii. Olympic Education at Komaba by Mr. Tomoharu Yokoo, Junior and Senior High Schools at Komaba, University of Tsukuba
 - (4) Workshop on Developing Coursework for Olympic and Paralympic Education:

Ms. Akiyo Miyazaki, Faculty of Health and Sport Sciences, University of Tsukuba, CORE Secretariat
 - (5) Open Discussion

Coordinator: Ms. Ai Aramaki, Faculty of Health and Physical Education, University of Tsukuba, CORE Secretariat
 - (6) Comments:

Mr. Atsuyuki Asano, Director, Office for Olympic and Paralympic Games, Competitive Sports Division, Ministry of Education, Culture, Sports, Science and Technology



Open Discussion



Panelists from left to right:

Dr. Hisashi Sanada, Ms. Yuko Hoshi, and Mr. Tomoharu Yokoo

The Oly-Para Forum 2014 was held on October 4, 2014 by the MEXT, Tsukuba International Academy of Sport Studies, and the CORE. The purpose of the Forum was to review details of the Olympic studies of the 1964 Tokyo Games and to discuss how educational programs should be developed for the 2020 Tokyo Games.

Part 1 of the Forum presented an analysis of the Olympic Readers which were prepared by the Ministry of Education from 1961 including social studies, physical education, and moral education. Practical examples were introduced and the features of the educational programs for the 1964 Games were discussed. Part 2 introduced practical examples of Olympic and Paralympic education programs conducted in the leadup to the 2020 Games as outlined below.

The presentations were followed by a panel discussion, where the issues about Paralympics and sports for the people with impairments in particular were raised. It was confirmed that the issues can be addressed through the "understanding of others" referred to in Olympic education and the Paralympic education framework proposed by the International Paralympic Committee. Attendees included not only researchers and school teachers but also personnel from local governments and the private sector, which shows an increasing interest in the development of Olympic and Paralympic educational programs.

Outline of the Forum

1. Time and Date: 13:30-16:30, October 4 (Saturday), 2014

2. Location: Tokyo International Forum D5

3. Programs

Part 1: Olympic Educational Experiences in 1964

(1) "Olympic National Movement and Education" by Mr. Taro Obayashi, Researcher, University of Tsukuba

(2) "Olympic Studies in Each Subject" by Mr. Takashi Ueda, Hachioji Municipal Second Yokoyama Primary School

Social studies: Peaceful Society and Japan

Physical education: Medal of Friendship and Expressive Movement of Road Roller

(3) "Olympic education in moral education" by Ms. Izumi Egami, Lecturer, University of Tsukuba

Manner education in 1964

Part 2: Vision of the 2020 Olympic and Paralympic Education

(1) "Olympic Studies in Each Subject" by Mr. Takashi Ueda, Hachioji Municipal Second Yokoyama Primary School

(2) "Olympic and Paralympic Education at Special Needs Schools" by Mr. Fumio Nemoto,

Special Needs Education School for the Mentally Challenged, University of Tsukuba

(3) "Global Manners as Part of OMOTENASHI Education" by Ms. Izumi Egami, Lecturer, University of Tsukuba

4. Participants

General public: 91

Participants of the TIAS Short Program: Approximately 34

Niconico Live audience: Approximately 23,000 accesses



Open Discussion

Olympic and Paralympic Education Lesson-Building Workshop

Akiyo Miyazaki

Faculty of Health and Sport Sciences, University of Tsukuba

CORE Secretariat

On Sunday, December 21, 2014, a Workshop on Developing Coursework for Olympic and Paralympic Education was held at the Tokyo Bunkyo School Building, University of Tsukuba. This workshop communicated the achievements of past CORE activities for spreading Olympic and Paralympic education and motivating participants, who are mostly school teachers, to develop new coursework by sharing information and exchanging ideas among themselves and by having them work together.

There were 33 participants (21 teachers, 6 members from outside the school and 6 students) in the workshop and 17 observers. Upon opening, soccer classes for the blind (Mr. Tatsuki Nagaoka, teacher, laboratory school), an undertaking in the integrated learning period (Ms. Shoko Kunikawa, teacher, laboratory school) and an undertaking of an elementary school (Mr. Takashi Ueda, teacher, Hachioji Municipal Second Yokoyama Primary School) were presented as examples of developing coursework for Olympic and Paralympic education; each presentation was about fifteen minutes. In the second half, after an intermission, collaborative works in developing coursework were performed in groups of four to five, which were set up according to the school type. Approximately one hour and thirty minutes were spent for the group work, in which participants agreed that a five minute presentation should be made at the end with a written summary of the target students and the aims and overview of the coursework.



An overview of the coursework plan prepared by each group during the session is presented in Table 1. Plans were made by targeting the relevant school types, with most of the plans taking advantage of the integrated learning period. The coursework plan for high school students was to look at the 2020 Tokyo Games from critical perspectives, which answered the concern that current programs tend to highlight favorable Olympic aspects. Plans for elementary schools varied with one to nurture leaders in the next generation by providing classes on the Paralympics, one to develop plans for events, such as an athletic meeting and Olympic festival, providing opportunities to share the responsibilities in research and activities to prepare Olympic-related materials and craft works, and one that aims to better understand and communicate the cultures of other countries, along with their own cultures. The plan that targeted special needs schools was to promote understanding of countries throughout the world through an activity to create wall newspapers. After each group gave a five minute presentation using a chart, an award of excellence was handed out based on a vote of all participants.

This workshop provided ideas for developing coursework by letting participants express their own opinions, in addition to listening to others, and understand Olympic and Paralympic education better. Although the time was limited, the group work involved a discussion, preparation of a chart and a presentation, and was beneficial in listening to the opinions of those with different social standings, according to participant feedback.

Towards 2020, the need for Olympic and Paralympic education is expected to increase. Hence, promoting the development of meaningful coursework by sharing information through workshops to provide hands-on experiences, like the one we had, is desirable. With the experience we gained in this workshop, we will continue to hold meetings that prompt participants to implement the education at their schools and share information on their achievements.

Table 1.

Group	Target	Classes/Events	Aim and Overview
1	High school first and second year students	Integrated learning	Consider how the 2020 Tokyo Games should be organized from critical perspectives.
2	5th & 6th grade students (Elementary School)	Integrated learning	Nurture leaders of the next generation for promoting awareness of the Paralympics and the Paralympic movement.
3	All elementary school students	Integrated learning and school events	In addition to learning about the Olympics, acquire skills to communicate what has been learned. Continue the learning without interruption and be ready to be involved in the Olympics from different perspectives.
4	6th grade students (Elementary School)	Integrated learning and classes	Through research on countries with ties to Japan, understand their languages and customs to learn about our own and different cultures.
5	All elementary school students (1st to 6th grades)	Integrated learning and school events	Review the athletic meeting after learning about Olympic sports and different cultures in integrated learning and aim to plan an athletic meeting through student collaboration.
6	Junior high & high school students	Integrated learning	Through aquatic exercises related to Olympic sports, get acquainted with the relationships between physical exertion and the land and history of Japan.
7	Junior high school 3rd year students	Classes including physical education theory	Learn about different countries today through episodes involving the Olympic Games.
8	Special needs high school sophomores	Integrated learning	Learn about different countries through an activity to edit newspapers related to the Olympics and Paralympics.

Kano-Coubertin Youth Forum 2015

Yoshimi Nakatsuka

Senior High School at Otsuka, University of Tsukuba

1. Process for Holding a Japanese Youth Forum

The International Pierre de Coubertin Youth Forum (YF) is held biennially, and two students from Senior High School at Otsuka participated in the Forums held in Beijing in 2011 and in Lillehammer in 2013. As an escorting teacher, I attended the two YFs. As I saw high school students from many countries interact each other, I came to think about the possibility of holding a youth forum in Japan.

After negotiations with the organizations concerned, it was decided that the Kano-Coubertin Youth Forum 2015, sponsored by the CORE, co-sponsored by the Salon 2002, and with cooperation from the Japan Olympic Academy, would be held at the University of Tsukuba on March 13 through 15, 2015. The main purpose of the Forum was to select seven students to participate in the 10th International Youth Forum to be held in Piešťany in Slovakia, but another important purpose was to allow Japanese high school students to learn about Olympism through first-hand experience. The Kano-Coubertin Youth Forum 2015 was so named as we wanted to show it is an Olympic education program that is unique to Japan both in Japan and overseas.

2. Details of the Kano-Coubertin Youth Forum 2015

Participating students of the first YF in Japan included students from the Senior High School at Tsukuba, University of Tsukuba, Senior High School at Komaba, University of Tsukuba, Senior High School at Sakado, University of Tsukuba, Teikyo Senio High School, Jiyugakuen Senior High School, and Chukyo University Senior High School. A total of 30 students, 15 male and 15 female, learned about Olympism and engaged in exchanges through various activities. The first day started with self-introductions and outdoor activities at Yasei-no-Mori. On the second day, lectures about Jigoro Kano and Coubertin were given, and then sport tests at the track field and group discussions in English were carried out. On the last day, the students gave presentations on the outcome of the group discussions and took a written test. Because of space limitations, further details of the activities are omitted, but I want to emphasize that the participating students had a most meaningful and valuable experience from the three-day forum.

It is our hope that the youth forum will be held again in the future as an Olympic education program that links Japan to the world.



Sports Test (warming-up)



Youth Forum Participants



Coursework



Outdoor Activities

Participation in the 34th Conference of the Japanese Society of Sport Education (Symposium)

Hisashi Sanada

Faculty of Health and Sport Sciences, University of Tsukuba

Executive Director of the Centre for Olympic Research & Education (CORE)

I was a panelist at the 34th Conference of the Japanese Society of Sport Education held at Ehime University's Johoku Campus on Sunday, October 26, 2014 and gave an oral presentation: "Development and Problems of Olympic Education."

1. Olympic Education

I explained the CORE definition of Olympic education. Teaching the five Olympic values presented by a project for creating teaching materials for Olympic education, called OVEP (Olympic Values Education Programme), is important in Olympic education. I also stated that training personnel who can look at social problems across the world and work to solve them is important too.

2. Status of Olympic Education in the Olympic Charter (2013 version)

I stated that the relations between Olympism and education are written in the "Fundamental Principles of Olympism" in IOC's Olympic Charter (2013 version). I also stated that "Composition and general organisation of the Olympic Movement" (IOC 2013 p. 15) mentions that the purpose of the Olympic Movement is educating youth through sport.

3. Lessons in Olympics for the Tokyo Olympics in 1964 (Chiyoda Ward Education Board)

I introduced the lesson content concerning the Olympics given in 1964 based on the teachers' manual created by the Chiyoda Ward Education Board at that time. The manual gave instructions on social studies, moral education, the Japanese language, music and physical education (health and physical education) as well as their application for homeroom activities and athletic meets. It is notable that lessons were also given on manners, such as upgrading Japanese people's dignity, being kind to international visitors and being broad-minded and having the tolerance to understand humor. Considering the lesson content's development in school education and social education, this was a large-scale education movement for the Japanese people.

4. Olympic Education for the Nagano Winter Olympics (1998)

I introduced the One School One Country Program conducted at 75 elementary, junior high, senior high schools and schools for students with challenges in Nagano and its content during three periods: before the Olympics, during the Olympics and after the Olympics.

5. Programs at University of Tsukuba Laboratory Schools

At the University of Tsukuba, under the initiative of the Centre for Olympic Research & Education (CORE), Olympic education is conducted at the university and 11 laboratory schools. The education includes subjects taught as part of school subjects based on the Education Ministry's course of study, such as social studies taught in elementary schools and physical education theory in junior and senior high schools' health and physical education courses, programs given in relation to school events, and programs for relatively long periods of time using the time for integrated study.

The University of Tsukuba has five Special Needs Education Schools and each school provides education considering their students' challenges. These schools provide Olympic education too. As many of their students have an affinity for sports and athletes, it has been reported that the students were given chances to learn how Olympic athletes overcome difficulties and setbacks to reach their goals by personally meeting and having contact with these athletes. The students could also boost their self-esteem through events which had class presentations related to the Olympics. I reported that the educational effects at the Special Needs Education Schools were particularly great.

6. Perspectives of Education Programs for the 2020 Tokyo Olympics

Based on past Olympic education development, the following matters should be considered:

- Nationwide development of the One School One Country Program (One School One National Olympic Committee Program)
- Development of Olympic education via universities' network (cooperation between universities and elementary, junior high and senior high schools)
- Volunteer activities led by university students (Creation of Olympic Movement by university students)
- Developing and spreading Olympic education at special needs education schools (exploring Paralympic education)
- Olympic education as the host country

At the London Olympics, volunteers were called as game makers; this approach was quite successful. Similarly, we will probably need to explore the Japanese style of volunteer education. We can find some hints in our omotenashi (hospitality) spirit and Japanese culture. In Japan, teaching manners has been regarded as important since the 1964 Tokyo Olympics. Therefore, developing manners by linking them with moral education is probably possible. Japanese people themselves understanding and spreading Japanese culture is also important. By practicing and deepening these things little by little, we will be able to present an education program that can be a model for the next generation.

Report on Participation in the 34th Conference of the Japanese Society of Sport Education (Oral Presentation)

Akiyo Miyazaki

Faculty of Health and Sport Sciences, University of Tsukuba

CORE Secretariat

On Saturday and Sunday, October 25 and 26, 2014, the 34th Conference of the Japanese Society of Sport Education was held at Ehime University. I gave an oral presentation titled “Possibilities and Development of Olympic Education at Schools,” which considered the practical possibilities Olympic education has at school and clearly presented specific examples of its development based on past studies. I considered feasible Olympic education programs at school, examining programs CORE has given since 2010 that can be conducted at schools and classified their types and content.

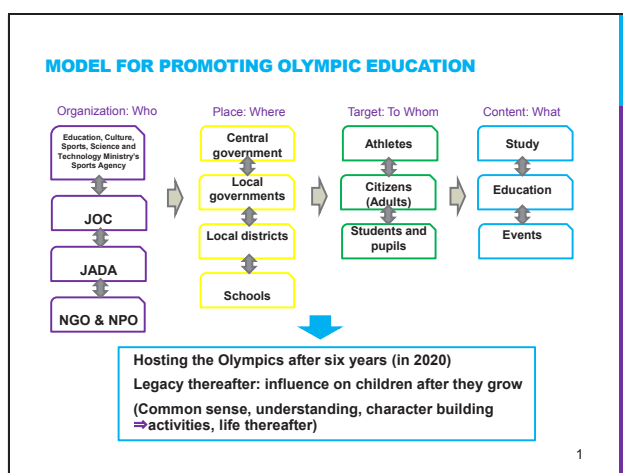
When promoting Olympic education, we first need to clarify which organization conducts each program, where the program is conducted and the situation, for whom it is conducted and what content is presented. These factors determine each program.

According to programs provided in the past, activities for Olympic education at schools can be classified into several types, including using them as teaching materials for school subjects, using the time for integrated study (practical programs beyond subjects), using school events (school events and presentations type), events obviously focusing on Olympic education, activities to link daily life with the Olympics, and learning cultures and languages of other countries and exchanges.

In my presentation, I explained the programs for these different types. For the school subject type, I introduced an example program for Olympic education at laboratory junior and high school classes for physical education theory and a program at a social studies class at elementary school. For the integrated study type, I introduced a program at the Special Needs Education School for the Mentally Challenged and a blind soccer class at the Junior High School at Otsuka for understanding the challenged. For the life type, I introduced a program of daily physical exercise linked to Olympic education at the Special Needs Education School for Children with Autism.

Programs provided so far have clarified some characteristics by school types. For example, in elementary school, creating programs beyond subjects is easy and developing them to be events for the entire school is easy too. At junior high and high schools, the content of each subject can be deepened as it is taught as a single subject, and coordination with other subjects is necessary but difficult. The students have more knowledge, such as the relationships between the topics for Olympic education and social events, than elementary school students. At Special Needs Education Schools, considering the challenges of the students is necessary in the first place, and Olympic education can attract student attention. Its link with their daily lives is more important than at schools for ordinary students.

For the future development of Olympic education at schools, creating chances to share programs that will be conducted nationwide is necessary. Creating visions and practical plans for the period until 2020 as well as training teachers who provide Olympic education are also necessary. As few people presented on Olympic education, my presentation attracted participant attention.



- TYPES OF PRACTICAL OLYMPIC EDUCATION ACTIVITIES AT SCHOOLS**
1. **School subjects:** Use Olympic Education programs as teaching materials for subject learning
 2. **Integrated study:** Use the time for integrated study (practical programs beyond subjects)
 3. **School events and presentations:** Use school events such as cultural festivals and athletic meets
 4. **Events:** Hold programs obviously focusing on Olympic Education such as seminars and workshops
 5. **Life type:** Programs linking the Olympics with daily life (exercise activities)
 6. **Exchanges:** The One School One Country Program, learning languages and cultures of other countries, exchanging with schools in other countries
 7. **Others**
- 2

Participation in International Conferences

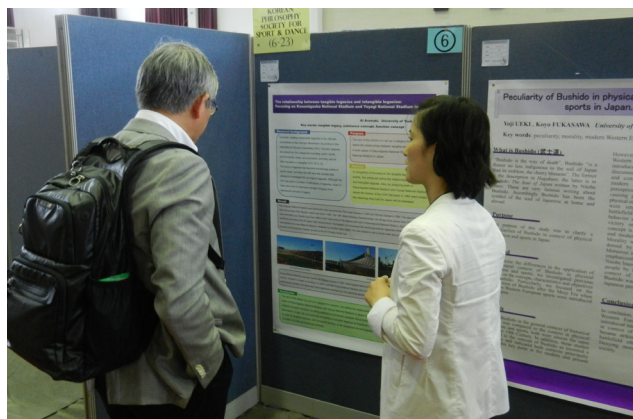
Ai Aramaki

Faculty of Health and Sport Sciences, University of Tsukuba

CORE Secretariat

1. The 2014 Incheon Asian Games International Sport Science Congress in Commemoration of the 1988 Seoul Olympic Games

The 2014 Incheon Asian Games International Sport Science Congress was held from August 20 to 22, 2014 at Gyeongin National University of Education, Incheon, Korea. Under the theme asking if Sport Can Be the Answer for Mutual Understanding, Trust, and Respect Among Asians, presentations were made in fifteen sub-disciplinary sessions in addition to keynote speeches and symposiums. Dr. Robert D. Steadward, the founder of the International Paralympic Committee and the life-long Honorary President, was invited to give a keynote speech, which demonstrated the high interest of the Congress organizers in the Paralympic movement.



Poster presentation

2. The 42nd International Association for the Philosophy of Sport Conference

The 42nd International Association for the Philosophy of Sport Conference was held for four days from September 3 to 6, 2014 in Natal, Federal Republic of Brazil. Although the number of presentations was less than in previous years, partly because it was the first conference held in South America, four keynote lectures and 41 presentations were given. A session is dedicated to Olympics related studies every year and presentations were on Olympism and Youth Olympic Games issues. Among others, the keynote lecture by Dr. Mike McNamee (Swansea University), "Paralympism and the limit of biotechnology," was especially impressive. Concerning the limit of adopting means to improve one's athletic ability, he presented a view from the perspectives of technological innovation and the fundamental meaning of participating in sports. The lecture was also full of suggestions in terms of examining Paralympism, which currently has no firm definition. The conference also provided an opportunity to exchange ideas with Olympic education researchers in Brazil and, in relation to issues in the nation-wide promotion of Olympic education in Japan, opinions were exchanged regarding the lack of interest in promoting Olympic education in cities other than Rio de Janeiro.

3. The 2014 International Conference of Taiwan Body Culture Society

The 2014 International Conference of the Taiwan Body Culture Society was held from September 26 to 28, 2014 at the National University of Tainan. The theme of Festivals, Sports, Confucianism and Culture was set for the conference and, on the final day, a cultural program visiting the Taiwan Confucian Temple and National Museum of Taiwan History was offered. There were two symposiums, two keynote lectures and 33 presentations. The author was also invited to deliver a keynote lecture on the relationship between tangible and intangible legacies, quoting examples from the 1964 Tokyo Games. The conference also provided an opportunity to exchange opinions with Olympic researchers in Taiwan and an open discussion was held on, among others, the possibility of promoting Olympic education in East Asia.



Group photo taken at the closing ceremony

Presentations made:

Ai Aramaki: The relationship between tangible and intangible legacies: Focusing on Kasumigaoka National Stadium and Yoyogi National Stadium in Japan. 2014 Incheon Asian Games International Sport Science Congress, Incheon, August, 2014.

Koyo Fukasawa, Ai Aramaki: Beyond the border and changing public attitudes: Olympic education as an intangible legacy. 2014 International Association for the Philosophy of Sport, Natal, September 2014.

Ai Aramaki: The relationship between tangible and intangible legacies: Focusing on the Games of the XVIII Olympiad in 1964. 2014 International Conference on Festivals, Sports, Confucianism and Culture, Body and Culture Society in Taiwan, Tainan, September 2014.

Report on Olympic Education in Practice

Learning Fair-play through Competition

Kota Maesato
Elementary School, University of Tsukuba

1. All Efforts Exerted Because of Competition

Elementary school children tend to favor competition and comparison with others. Statements such as I made more rounds than the last time, I have beaten xxx and I did better than xxx are often heard. As athletics and sports are physical education materials, opportunities to compete or compare oneself with others always occur, which is why children try harder and harder. However, children who constantly lose may avoid competition and ultimately dislike participating in sports. Taking competition out of athletics and sports for such a reason would result in footraces without winners or finishing footraces hand-in-hand, which was criticized a decade ago. Competition is not the only aim of athletics and sports; the primary goal is to acquire or improve skills by exerting oneself to the utmost. Letting children compete is just one device to achieve this goal or have the children repeat the same exercises.

Rather than avoiding competition, devising a way for children to compete with each other is necessary. Hence we always try to create a situation in which anyone may win or lose in the physical education classes at school.

Having a contrivance to let a child compete with somebody who is difficult to beat, unless an all-out effort is made, is desirable. It is also noteworthy that, by repeating such an undertaking, children become aware that always ending up on top is not the priority. They conclude by understanding that they cannot compete without others; as a result, they will develop thoughtful feelings for others.

2. Promotion and Demotion

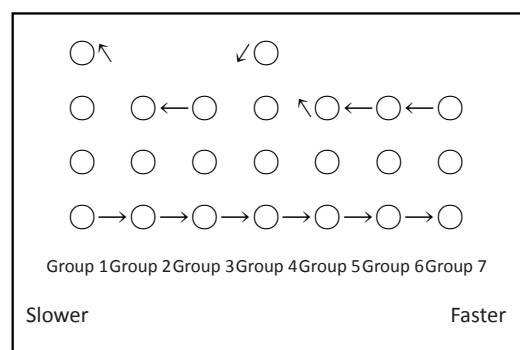
At elementary schools, promotion and demotion are often used. The winner in a particular group will be promoted one rank higher and the one who finishes last will be demoted one rank lower, as shown in the figure on the right, for the next competition.

By repeating promotions and demotions after several competitions, everybody (or every team) will end up in a group with others of similar strength, ensuring that nobody wins unless an all-out effort is made. Continuing to win will be more difficult and there will be less chance that somebody will keep on losing. Experiences of winning and losing will further enhance the gratifying aspect of competition.

* Promotion and demotion can also be employed for the athletics of individuals, in addition to competitions among teams.

3. Aiming to Set a Record

Another method that can be employed is to have children compete with their own records. In an event for which the time or number can be recorded, record it in a notebook and have children try to beat their own records. Commending them for setting new records during the class will enable them to try their very hardest. For example, if a child breaks his/her own record despite finishing behind others, the effort should be rewarded. In addition to competing with others, trying to beat their own records will ensure that children will not give up. Rather than a simple comparison of the time or the number with others, the reward of setting new records will add a new dimension to evaluating children's efforts.



Olympic Education at Junior High School at Otsuka, University of Tsukuba

Shoko Kunikawa

Junior High School at Otsuka, University of Tsukuba

In retrospect, Olympic and Paralympic education in 2014 involved an increased number of people in a wider content range. Our curriculum consists of two domains: lessons and activities. To provide a well-rounded educational program, the former domain is divided into coursework and integrated study periods, while the latter is divided into homeroom and hands-on activities.

1. Coursework (for all second-year students)

PE Theory Class: In the section on Drug Abuse and Pharmaceuticals during health education class, second-year students learned about Doping and Fair Play, developing the topic for Olympism and the ancient Olympics where the concept originated from. The lesson also dealt with Equipment and Performance, a topic in which the students were greatly interested.

2. Integrated Study Periods (for 20-30 students who elected to take the course)

(1) For Second-year Students: The course was conducted under the theme of looking at sports from diversified perspectives. The aim was to encourage the students to grasp sports from different viewpoints through the Olympics, think of the inherent value of sports and the environment surrounding sports so that the students could have second and deeper thoughts on how we should engage in sports.

Classwork

- a. Production of Olympics and Paralympics newspaper: topics included fair play, Peace Festival, medal of friendship, volunteers, torch relay, Olympic movement, 2020 Tokyo Olympics, Olympic flag, motto, ancient Olympics, Paralympics, women and Olympics, and Olympics and environmental issues.
- b. Thinking of ancient Olympics: short-distance race using a starting system called hysplex, which was a standing long jump with a weight, starting at the sound of a whistle.
- c. Learning from world-famous Olympians: Shingo Akimoto (track and field) and Sayuri Osuga (speed skating/ bicycle racing) gave the students a training session and a lecture. Students were able to recognize the athletes' outstanding performance through hands-on practice sessions and learn about the mind in playing sports. (Their comments will be provided later.)
- d. Learning from the Paralympics: Students experienced blind soccer with the help of an instructor and a player from the Japan Blind Football Association (JBFA) who visited our school.

(2) Third-year students: A course headlined Incoming and Outgoing Approach to Sports was designed to broaden student perspective and deepen their understanding of exercise, sports and health so that they can feel the joy of communicating information and sharing it with others.

Classwork

- a. Study on Olympics and Paralympics: learning from the Olympians, trainers who supported the Olympics, our school and the Olympics, or the legacy of Jigoro Kano.
- b. Sports and Culture of Japan: Communicating information to the world through international exchange and presenting in English. (Refer to feature page.)
- c. Sports Science: motion analysis by screen images, muscle ache experimentation, etc.
- d. Exploring the backstage of sports events: Visits to Japan Institute of Sports Science (JISS) and National Training Center (NTC)

3. Homeroom Activities (for all first-year students)

This was our first attempt to conduct a class for all 205 first-year students together. The purpose was to have the students understand the Olympics and the significance of learning about the Olympics. The topics included the Olympic Symbol; Sharing with others what the Olympics remind me; Mr. Jigoro Kano, former principal of our school; Coubertin and the Olympic Motto; Fair Play; Expectation for the Tokyo Olympics; and Thinking about what the Games mean to me. The students had a valuable time gathering their thoughts on the Olympics and sharing them with their classmates. Our emerging issue is to secure continued study opportunities and retain knowledge.

4. Hands-on Activities

(1) For the first and second-year students belonging to the football club

They participated in Soccer/Blind Soccer Experience, as part of the University of Tsukuba Educational Project for Inclusive Exchange, with two objectives: to enhance mutual understanding between the visually impaired and unimpaired through playing soccer, and to think of the value of sports which can be shared despite physical differences.

(2) For second and third-year students in the domestic science society

Students developed an original recipe under the theme of Cooking for those we love. The dish was named the Nippon Nabe – the Japanese hotpot that we want to eat with people from around the world during the 2020 Tokyo Olympics. It was a colorful nabe (pot) with rich bonito broth with an auspicious inspiration from osechi (festive food for the new year) and a fortune-telling element of fukubukuro (mystery bag or a stuffed fried tofu). The recipe won a runner-up prize at the Junior Cooking Competition hosted by Orange Page and Ajinomoto.

5. Anticipated Development of Olympic education as an affiliated junior high school of the University of Tsukuba

The survey conducted this academic year by the Board of Education revealed new opportunities for Olympic education other than classes offered by the Faculty of Health and Physical Education. Hands-on activities also expanded the scope of Olympic education in educational activities in general. Next year we have to provide hands-on programs characteristic of the subjects taught at junior high schools while organizing cross-sectional hands-on programs beyond subject borders including afterschool activities. We are responsible, as an affiliated junior high school of the University of Tsukuba, for expanding the scope of hands-on examples and offering a higher level of academic fulfillment.

Lastly, I would like to quote some comments from the students who participated in the classwork titled Learning from world-famous Olympians.

Success is achieved through failure. Without failure, there is no success.

It's important to learn as much as you can from the golden opportunity of failure and proceed on to success.

Dream, I wish I could make it happen. Goal, when can I achieve it? What should I do then? Just move forward!

Students have an infinite learning capacity. What kind of educational initiatives can we create for them in relation with the Olympics and Paralympics? Much more is anticipated for the next academic year.



Learning from people who support the Olympics:
Students experienced being trainers.



Learning from the Paralympics: They tried playing blind soccer.

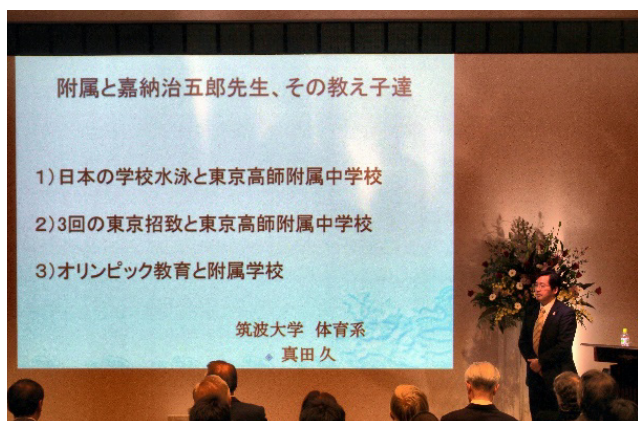
Practical Application of Olympic Education at Senior High School at Otsuka

Michiaki Asami

Senior High School at Otsuka, University of Tsukuba

1. Olympic education lecture meeting

A meeting in celebration of the completion of Toin Hall followed by a lecture meeting was held on Wednesday, December 17, 2014. At the lecture meeting, Hisashi Sanada, executive director of the CORE, spoke on the theme of Kano Jigoro and the Olympics. We heard about the efforts of Kano, who was head of the school during the Meiji period, and graduates of the school to bid for the Tokyo Olympics, which strongly inspired the current students.



2. Kano Coubertin Youth Forum 2015, linking with the 10th International Pierre de Coubertin Youth Forum, and the preliminary studies of the students selected to attend

(1) In preparation for the 10th International Pierre de Coubertin Youth Forum

Some 100 high school students from around the world gather together for the International Pierre de Coubertin Youth Forum, which is held once every other year as an opportunity to learn about Olympism, which the true aim of the Olympics and Paralympics, and furthering interaction. The school sent two students each to the event in Beijing in 2011 and in Lillehammer in 2013, attracting attention as “participants from Kano Jigoro’s school” and was highly commended.

Though, as an observer school, only two students have attended thus far, seven students from Japan, including our school, will now be able to attend the 10th forum to be held in Slovakia on August 29-September 5, 2015. Kano Coubertin Youth Forum 2015, sponsored by CORE, was held for the purpose of selecting the seven students who will participate in the gathering while providing an opportunity for Japanese high school students to learn about Olympism and to further enhance interaction.

(2) Kano Coubertin Youth Forum 2015 and the preliminary studies of the selected students

On Friday, March 13 - Sunday, March 15, 2015, some thirty high school students from around the country gathered at Tsukuba University for the first Youth Forum to be held in Japan. Content included (i) lectures about Kano Jigoro and Coubertin, (ii) discussions regarding Olympism, (iii) sports tests and sports exchanges and (iv) outdoor activities.

When the school sent notifications to the laboratory schools and recruited participants, along with the International Youth Forum, in early October, eleven students indicated a desire to participate and, with the exception of one who declined, the remaining ten are busily engaged in preliminary studies.

Details are as indicated in the attached document; however, the students who will participate in the domestic Youth Forum show strong motivation. During the limited time available, a summary of schools in Japan, physical and sports education at our school and the achievements of Kano Jigoro were compiled by group, with the emphasis on introducing the school to people overseas, during November and December and a presentation was held on Wednesday, December 10. It was held within an atmosphere of positive tension coinciding with visitations by junior high school students and their parents and guardians, who had just come at that time to visit the school.

In January and February, studies were promoted in a format consisting of investigating and successively presenting (i) ancient



Presentation observed by visiting junior high students and their parents/guardians (December 10)

Greece, (ii) Coubertin, (iii) Olympics related issues, (iv) Paralympics and (v) the Tokyo Olympics with the aim of learning about the Olympics and Paralympics. In addition, the students gathered after school hours on a number of occasions to promote preparations for sports tests (100m dash, long-jump, shot-putting, cross-country).

3. Olympic education within studies in physical education theory

The core of Olympic education at the school is formed through ongoing studies in the School of Health and Physical Education. In particular, in classes in physical education theory taught by Kota Samejima, Yoshimi Nakatsuka and Akiyo Miyazaki, the teachers provide instruction marked by ingenuity while opening their classrooms to the public and introducing them to other schools.

At the 2014 High School Health and Physical Education Workshop, sponsored by the Yokohama City Board of Education, Nakatsuka presented a talk regarding the practical application of physical education theory (June 26), which also included an introduction to the practical application of Olympic education. He furthermore gave a talk on the theme of the practical application of Olympic education (March 6) at the Association for Sports Policy, which is attended by journalists and administrators, and, in instruction on December 8, representatives of the Sasakawa Sports Foundation, Asahi Shimbun, Mainichi Shimbun and Yomiuri Shimbun came to observe instruction at the school. The theme of the instruction that day was “the process of sports development in Japan - achievements of Kano Jigoro and the Tokyo Higher Normal School.”

This offered an opportunity to experience once again how Olympic education attracts attention both in and outside of the school.

4. As a Super Global High School (SGH)

Upon receiving designation of SGH from the Ministry of Education, Culture, Sports, Science and Technology in 2014, the school undertook efforts for practical application that would serve as a model as administrator school of the 56 schools nationwide. In the first year, it primarily expanded the SGH Program for nurturing global leaders and, beginning in 2015, time will be set aside for comprehensive studies known as SGH Studies in each school year with the aim of nurturing human resources that would contribute to global society.

The various issues facing the Olympics and Paralympics are positioned as one of the topics of SGH Studies and students who select this area will seek out issues on their own, examine and compile them and then announce them. We look forward with anticipation to the outcome of the group research that will be pursued during the 2nd and 3rd years.

Exhibit of High Jump World Records

Tomoharu Yokoo

Junior and Senior High Schools at Komaba, University of Tsukuba

1. Lecture by an Olympian, Dai Tamesue

A lecture by Mr. Tamesue, titled "Getting over the Hurdle," was sponsored by the guardians of the students. Mr. Tamesue participated in the Olympics in Sydney, Athens and Peking. He talked about his experiences at the Sydney Games, in which he made his first appearance at the Olympics, and how he won two bronze medals in the World Championships in Athletics.

2. Completion of High Jump World Record Exhibition

The purpose of this exhibit is to communicate the benefits of the Olympics and to enhance the physical education, sport programs and health culture at the school. Exhibiting the world records in sports where students go to school enables them to recognize the cultural value of sports, in which we challenge the limits of our abilities.

This monument is also intended to inspire people to become aware of the universal values that the Olympics are spreading throughout the world by posting the following on the explanation board:

- OVEP (Olympics Values Education Programme), which was implemented by the IOC targeting youths from eight to eighteen years old
- The five educational values: joy of effort, fair play, respect for others, pursuit of excellence and balance between body, will and mind

A board is provided so that information on physical education, sports and health culture can be communicated to visitors, with explanations in English to make it understandable to more people.

Exhibiting high jump records will help develop physical education, sport programs and health culture at the school.



High Jump World Record

MEN'S HIGH JUMP WORLD RECORD	
	2.45m
BOYS' HIGH JUMP JAPAN RECORD OF SENIOR HIGH SCHOOL	
	2.23m
BOYS' HIGH JUMP JAPAN RECORD OF JUNIOR HIGH SCHOOL	
	2.10m
WOMEN'S HIGH JUMP WORLD RECORD	
	2.09m
GIRLS' HIGH JUMP JAPAN RECORD OF SENIOR HIGH SCHOOL	
	1.90m
GIRLS' HIGH JUMP JAPAN RECORD OF JUNIOR HIGH SCHOOL	
	1.87m
Olympics Values Education Programme	
[Joy of effort]	[Fair play] [Respect for Others]
[Pursuit of excellence]	[Balance between Body, Will and Mind]
This exhibit presented by Centre for Olympic Research & Education	
2013.10.10	

Explanation of the High Jump World Record



World Record Exhibited Where Students Pass Through

Olympic Education in Practice at Senior High School at Sakado, University of Tsukuba

Airi Watarai

Senior High School at Sakado, University of Tsukuba

Senior High School at Sakado provides both general and specialized education and offers electives to enable our students to learn to match their individual characteristics with career paths after graduation. For this purpose, we arrange subject groups in series based on learning goals and systematize the course of study. We also emphasize career education. Students explore their future through many experiences, which helps them to make their dreams come true. Since 2014, we have been designated as a Super Global High School. Therefore, we also prioritize training students to be global leaders who can be active in the international community. This school year, we provided Olympic education in the subject of International Studies.

1. Subject of International Studies

Lesson content

First trimester: Learning about foreign countries

Second trimester: Thinking about international affairs (I)

Third trimester: Thinking about international affairs (II)

International Studies is taught by English and Japanese language teachers. It is designed to have students acquire basic knowledge and abilities while being aware of the involvement of people across the world and their cultures from diverse viewpoints. Students learn to present their opinions and ideas in English, understand matters presented in English and absorb them into their thinking. Students focus on learning about themselves, joining together with society and the world. To start to attain this goal, students collected information about fields they were interested in, created their own scrapbooks of newspaper clippings and other information they have collected, and wrote their own summaries and opinion for each piece (see Photos 1 and 2). Most students

wrote these summaries and opinions in Japanese, but some students wrote the summaries in English. Teachers sometimes awarded bonus points to these students. These photos show scrapbooks of students who wrote about the relations of specific topics and the Olympics. Photo 1 is for the Olympics and clothing (uniforms) and Photo 2 is for the Olympics and history. The students chose the topics by themselves and conducted research. In the third trimester, students were divided into groups and each group had an international theme, conducted research on the theme, learned and gave a presentation in English. On January 22, we invited Mr. Taro Obayashi of the CORE Secretariat to our school to hold a question and answer session on industrial development due to the Tokyo Olympics and omotenashi (hospitality), two areas the students had wanted to know more about. We initially scheduled one hour for the event, but it lasted about two hours as Mr. Obayashi answered many student questions. It was a very fruitful event. (Photo 3)

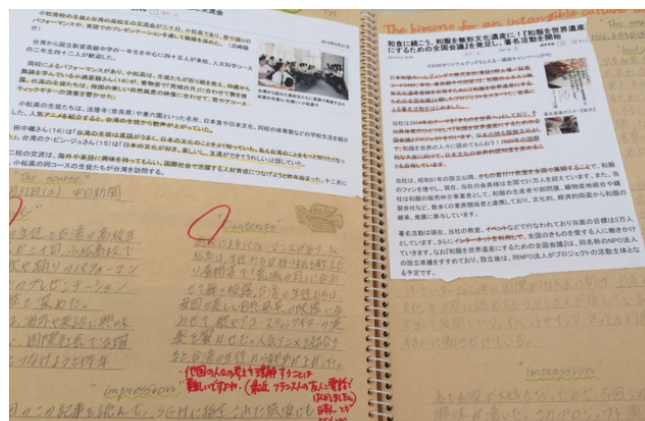


Photo 1

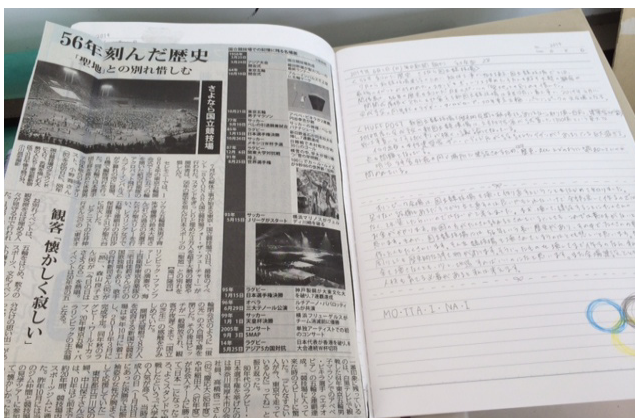


Photo 2



Photo 3

Aspiring to Participate in the Rio 2016 Paralympics and Tokyo 2020 Paralympics

Masato Teranishi

Special Needs Education School for the Visually Impaired, University of Tsukuba

Although this report should focus on how the students are learning about the spirit, history and social background of the Olympics through a variety of experiences including classwork and afterschool and club activities, allow me to divert the focus to how the students and I are preparing for the upcoming Paralympics.

In 2014 our students participated in a total of seven international championships, six of which were held overseas.

Three were for swimming and three for goalball. My involvement in both events may pose a problem, but honestly, it is difficult to readily find someone to replace me and besides I have already been coaching swimming and goalball for more than twenty years.

Usually a road trip takes about a week to ten days so I must admit that I gave a considerable amount of extra work to my colleagues during my absences. Tsukuba University provided me some personnel support, but it was not enough.

Since participation in international competition will continue until Tokyo 2020 Olympics and Paralympics, it is an urgent task to train instructors and increase their numbers.

In June, goalball players from my school competed in the preliminaries of the Asian Para Games and the World Goalball Championships to qualify for the Rio 2016 Olympics. We traveled to Hangzhou, China for the preliminaries, where both boys and girls were qualified for the main games. In November they both did a great job in winning a bronze medal in the Asian Para Games. In the World Goalball Championships, for which they had both qualified in 2013, the girls came in fourth place and the boys were eliminated in the preliminary round. Regretfully, neither the girls nor the boys are qualified for Rio as of today.

The team, consisting of one student from my school and six graduates among others, is practicing regularly to win final entry by the end of 2015.

In April, the swimming team took part in the championships held during two weeks in Glasgow, U.K. and Berlin, Germany.

One of the purposes of taking part in these competitions was to check, in advance, how we can create a good environment and support the swimmers by competing at the same venue where the World Swimming Championships will be held. We wanted to see the condition of the swimming pool, climate, time difference, meals, etc. The other purpose was to test how to manage the swimmers' physical condition during the long-running championships. I know for certain that experience like this will help the students perform well in the main competition. We also took part in the Asian Para Games in Hangzhou, China. Since they had a lot of visually impaired athletes taking part this time, they were short of staff who were able to support them by tapping. Aside from my responsibility for our students, I was asked to participate as a coach and trainer of the staff. With the increasing number of participating countries, the competition now calls for a higher level of athletes. Students, who play the sport as part of their club activities at a special needs education school, will not be qualified to participate in the competition unless they are supported or given special consideration by a public institution, a university or a company. More than half of the visually impaired athletes in Japan who take part in the Asian Para Games are students and graduates of our school.

We have a male swimmer named Nagano in the second year of our senior high school. He took up swimming when he was in the second year of junior high school and I have been his coach ever since. At first, he could barely swim but after joining senior high school, he practiced harder until he took part in the Asian Youth Para Games in Malaysia in the first year.

In 2014 he was already competent enough to participate in the Asian Para Games in Hangzhou, China. Today he is practicing every day to qualify for the national team to compete in the World Swimming Championships 2015. He has set his goal, not on the Paralympics held next year, but on Tokyo 2020 Paralympics. Usually, a training period of five to ten years is required for a swimmer to reach the level of a Paralympian, and I am determined to spare no effort in supporting him in his daily practice.

Yet, I have a feeling of disappointment at times when students take part in competitions within the country. Regardless of the fact that some of these venues are close to our school, I do not see any friends or staff cheering for them in the spectators stand. Of course, the students taking part in the competition cheer loudly for the team (although they cannot see the swimming pool or the swimmers from the stand.) I think this is out of peer identity established through practicing together every day.

During those moments, I always wonder what a competition for normal students would be like.

We look forward to hosting the Tokyo 2020 Olympics and Paralympics, but at the same time, we have a lot to be concerned about.

Apart from the major concerns relating to the venue, I, as a coach, am also worried about the number of athletes capable enough to join the national team for the Paralympics. As I mentioned in the journal last year, there is a limit on participation in individual events. Therefore, top athletes in Japan cannot take part unless they are ranked top-class in the world. On the other hand, athletes can take part in team events due to the number of open entries given to the hosting country. Whether or not they are competent enough against the world's top athletes, however, is yet another source of concern. And my concern goes far beyond. Even if I do my very best in coaching, will there be spectators to cheer for them at the Paralympics?

Last year the IBSA Blind Football World Championships was held in Japan. A lot of the media covered the event including TV showing images on news programs. I watched the games online and saw the stands more than half full when the Japanese team played (and I was quite envious at the sight to be honest.) Yet, for other games there were very few people watching. I felt envy for the Japanese team because I have seen so many other para sports competitions with the stand quite empty.

Lately in Japan, we often hear the term, “barrier-free at heart.” A visually-impaired person with a guide-dog is not welcome at some restaurants. The warning track for the visually-impaired in railway stations is called a yellow line and announcements are made asking people to stand behind the yellow line. However, those who are visually-challenged can only walk on the warning track. Some people park their bicycles on Braille blocks found on all the sidewalks in town. We hear about so many cases like this including bad manners in public. I think this is because people lack awareness. I want to believe that Japanese would not be so unmannerly if they know what to do. Rather than trying to address these issues with adults, it is far better to raise awareness among students in high schools and universities, who are more accepting, through hands-on experience. In fact, when we get together with regular schools several times every year, students start talking to each other as friends of the same age without any spiritual barrier of looking at our students as visually-impaired. It is probably sufficient to provide students a motivator to learn about the physically challenged.

Students usually practice goalball and swimming with the graduates from late afternoon till evening.

I feel sorry that the students have to practice at late hours, but communicating with their seniors, receiving advice and talking about their concerns help them acquire social skills. Now why do you think the graduates still come back to practice with their juniors? Normally, they would be training in the university where they belong. But because of the fact that sports for the visually-impaired pose a variety of special challenges, there are very few instructors available. Lack of a place for training is another problem, which explains our own style of practicing together at our school. Although circumstances may differ depending on the sport, it is true that the players have no choice other than to practice at our school. People often suggest that I train players at my school, but the facilities are poorly equipped with no air-conditioning in summer. We have to practice in the gym where temperature often rises to almost 40 degrees C.

I sincerely hope that from now on, up to Tokyo 2020 Olympics and Paralympics, the school faculty and related parties will start learning more about these challenged students, how they are practicing with ingenious ideas to overcome their handicaps. Then only can these people communicate the information to students and people around them. Athletes aspiring for the Olympics often appear in the media, while coverage of the Paralympics is much less (although it is increasing), resulting in low public awareness. There are many sports which unimpaired and impaired athletes can practice together. If we could create such opportunities more in the future, spectators will know who to cheer for in the competitions. And by doing so, both athletes and spectators will be excited for the Tokyo 2020 Olympics and Paralympics. The responsibility of the athletes, therefore, is to share with others about their daily training and competitions they take part in other than their performance in the sport. I believe that success of Tokyo 2020 Olympics and Paralympics lies in coexistence and integration of those who watch and are watched, of those who cheer and are cheered. Nagano 1998 Winter Paralympics brought significant changes to the Japanese society, such as elevators in every railway station and slopes for wheelchairs in public facilities. We see a lot more wheelchair users in town today. I am already excited just to imagine how the city of Tokyo and the country of Japan will change this time after the Tokyo Olympics. In order to make the changes happen, I, as a teacher, have a mission to teach the joy of sports to the students in school and, as a coach, raise athletes who are respectful as a human being.



Olympic Education at the Special Needs Education School for the Deaf, University of Tsukuba

Michiyo Nigauri

Special Needs Education School for the Deaf, University of Tsukuba

Many of the activities and events at our school conform to Olympic ideals by focusing on effort, respect, friendship, spirit of fair play and international understanding.

For example, our students get together with other students from neighboring and affiliated schools as well as welcoming visitors from overseas. Our primary school students constantly practice to participate in city swimming competitions. Students belonging to sports clubs in junior and senior high schools participate in sports competitions for schools for hearing-challenged children and those for the physically challenged, as well as in regional and prefectural tournaments. For hands-on technical guidance, the primary school holds a basketball workshop inviting athletes from the Hitachi Sunrockers Tokyo, a professional basketball team. The senior high school track and field club has practice sessions with the University of Tsukuba track and field club.

Since visual information is vital for our students regardless of age, we plan to increase the opportunities for watching the performance of top players.

This year the second-year senior high school students planned an interview with Yuka Suzuki who participated in the Sofia 2013 Deaflympics on the women's national basketball team.

Our school festival is held annually in November. Kindergarten and primary school students hold an art exhibition, while junior and senior high school and advanced vocational course students exhibit the results of their studies in their classrooms. They also enjoy giving stage performances in the gymnasium. The festival attracts many visitors every year with generous support from parents who hold a bazaar to raise money and alumni who contribute by running a café.

Some senior high school sophomores decided to produce an exhibit titled, "Harmonious Coexistence of Sports and Men." In addition to obtaining information through online research and books, they had the idea of interviewing a basketball player who has the same hearing challenge as they do and yet took part in the Deaflympics on the national team. They chose a basketball player because none of the schools for the deaf have basketball teams now, although some did previously. This suggests students with hearing challenges who want to practice basketball will have to practice with the ordinary students in afterschool club activities or local club teams. By interviewing the basketball player, the students thought they would be able to learn about her challenges and special efforts in playing the sport with ordinary players. The students started by contacting the Japan Deaf Basketball Association through their website and the interview with Yuka Suzuki, who was on the national team for the Sofia 2013 Deaflympics, materialized after communicating 7 to 8 times by e-mail. Yuka Suzuki has a child and works for a pharmaceutical company. She started playing basketball in a local basketball club when she was in the sixth grade of primary school. At university she joined the basketball club on campus and now her deaf team plays together with the local moms' basketball team.

"It's difficult to be a part of the game when you have to synchronize your movement by calling out to each other, but I thought I could be a useful player if I could score. That's why I've always focused on improving my shooting skills," says Yuka. "Whenever I had a question, I would ask my teammates or coach. They would write down the answers in my notebook to make sure I get it right.... Basketball is all about team play and you can't do anything by yourself. Taking part in discussions helped me develop communication skills. I also learned through basketball how to appreciate the good things about others and how to encourage them."

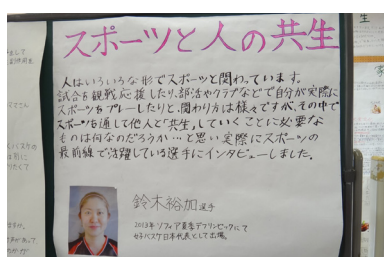
After the interview, the students felt that the greatest barrier for the deaf to play basketball with those without a challenge is that they cannot use their voices for communication. They also remarked that you can still improve by trying and finding common ground, which is an important attitude.

Furthermore, in connection with the Deaflympics, the students learned the athletes on the national team are selected by the coach from the participants in training camp, which is open to those who are interested. Once selected, however, the members are responsible for paying their own costs for camps and road trips. At the Sofia 2013 Deaflympics, the women's basketball team came in sixth place with much of the cost refunded afterwards by the government. The men's team, however, could not win a single game; only half of their cost was refunded. A number of episodes like these informed students that Deaflympic awareness is much lower than Olympic awareness and that deaf athletes aspiring for the Deaflympics have a hard time continuing the sport because of major issues concerning cost and time.

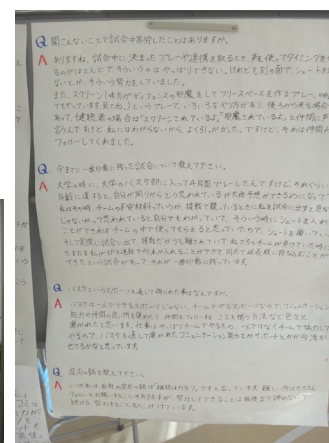
Some students exhibited their research on the Deaflympics in the school festival last year. Our students are more attached to and have a higher interest in Deaflympians than Olympians. In the future we will emphasize designing programs that will match our students, both in content and activities, in kindergarten, primary school, and junior and senior high school.



Interview



School festival exhibit 1



School festival exhibit 2

Report on Olympic and Paralympic Education in Practice at the Special Needs Education School for the Mentally Challenged at Otsuka, University of Tsukuba

Fumio Nemoto

Special Needs Education School for the Mentally Challenged at Otsuka, University of Tsukuba

1. Introduction

All affiliated schools of the University of Tsukuba have been engaged in Olympic and Paralympic education since the London 2012 Summer Olympics. Under the school management system, the Olympic Education Promotion Committee was established as part of the external affairs department of affiliated schools and the Special Needs Education Learning Center. Committee members and teachers of international education studies and physical education lead other faculty members in providing students with opportunities to learn about the Olympics and Paralympics, mainly at the joint weekly morning assembly, which is attended by all the students from primary school to senior high school. Throughout 2012 senior high students worked on different topics related to the Olympics during the integrated learning period; the theme was Let's Communicate the Glamour of the London Olympics!

2. Activities conducted in 2014

(1) Sochi 2014 Debriefing Session

This year our activities were planned with a focus on inviting Yoshihiro Nitta, a Paralympian whom we had been communicating with since last year, and Mika Sugimoto, a judo Olympian who came to Tsukuba University to study coaching. We also held a Sochi 2014 debriefing session to have the students understand the real glamour of the Olympics in a simple way. We also planned to introduce future Olympians to the students so that they would be able to get acquainted with them.

When the schedule was finalized for Yoshihiro Nitta to visit our school on September 17, we held a Sochi Paralympics debriefing session during the joint assembly on September 3. The topics we covered were as follows:

- i. How watching the outstanding performance of the athletes at the games moved us.
- ii. How the Olympic spirit of the participants who praised each other regardless of the results impressed us.
- iii. How we appreciated meeting with people:
 - a. on our visit to the Russian International Olympics University
 - b. on our visit to Gymnasium No. 15 in Sochi and socializing with the related people
 - c. at the booths from different regions in the Olympic park and socializing with organizing volunteers
- iv. Conclusion of our visit to Sochi and suggestions:
 - a. concerning displays and signboards
 - b. concerning being barrier-free
 - c. concerning the cultural program (on museum) and suggestions



Debriefing session

(2) Meeting with Yoshihiro Nitta

The event was attended by the whole school. Dr. Ishikuma, director of the Education Bureau of Laboratory Schools, also joined us for the day. First and third-year senior high students were responsible for the preparations which were made during the unit learning period on livelihood. Based on the experience of preparing for the Otsuka school festival during the integrated learning period and the goal of individual education plans, each student was given a specific preparation task to be completed within two periods (of 50 minutes.)

One student was in charge of typing the master of ceremonies manuscript based on the program. Another was responsible for introducing Yoshihiro Nitta based on the information obtained on the Internet. One student was asked to prepare a bouquet and a gift made of colored paper. She wrote down the order on a piece of paper and rehearsed how to communicate with the florist. Other students, in charge of



Sharing roles and online research



Production of a welcome board



Purchase of a bouquet

decorating the school, produced posters announcing the visit of Yoshihiro Nitta and a welcome board. With each student fulfilling their responsibility, a proactive sense of participation and an atmosphere of making the event successful started to emerge.

Report on Olympic Education in Practice



Message from Yoshihiro Nitta

1. Be sure to exchange greetings!
2. Take good care of your things and tools!
3. Follow company and social rules!
4. Never give up; keep trying hard!
5. Never forget appreciation for others!



Yoshihiro Nitta arrived at our school at around 11:30 a.m. on September 17. We held a welcome ceremony for him at the entrance hall, followed by a school lunch with the students. The session, attended by all students, was opened with a welcome address, introduction of the guest speaker and presentation of a gift, in which the students took the initiative. In the main part of the session, many of the students listened intently to Yoshihiro Nitta who spoke so that they could understand with ease.

(3) Conclusion and issues to be addressed

We invited judo wrestler Mika Sugimoto, a silver medalist in the London 2012 Olympics, to come to our school on February 26, 2015, mainly to encourage the graduating third-year senior high students. Getting acquainted with Olympians in person offers a valuable opportunity to students of all ages since it is simple and easy to understand.

As is always the case with an experience like this, students empathize with the personal stories of the Olympians. The students realize their own problems, start thinking about what solutions they may have, implement their solutions and share with others how they were able to overcome their problems. The students will then receive recognition from their friends and parents who saw their hard work or heard their stories. The whole process builds up confidence in the students and they are getting stronger at heart.

We are determined to carry on with the program of meeting with real Olympians.

Olympic Education at Our School: Programs in School Events

Keiko Kosaka

Special Needs Education School for the Physically Challenged, University of Tsukuba

Olympic education at our school is implemented in physical education, social studies and ethics classes, as well as in integrated learning periods and special activities, according to the actual conditions of the students. While repeating these programs, students started to voice their opinions. For example, one elementary school student said: "I hope that the public transportation system and facilities will be more accessible for athletes, supporters and me by the 2020 Tokyo Games." Another said: "Although I use a wheelchair, I hope to watch the Tokyo Games in the same space as people without challenges." Students at the junior and senior high schools started to state their wishes such as participating in the Tokyo Paralympic Games as athletes or being involved in the Games as volunteers or photographers. The 2020 Tokyo Games are being recognized by the students and their hopes to be actively involved are getting stronger day by day. This year, I would like to introduce two programs in our school events:

1. Athletic Festival Program

The athletic festival at our school is held separately for the main school and classes for students at the National Rehabilitation Center for Children with Disabilities due to the differences between the students. Here, I will introduce the program implemented at an athletic festival that was held at the main school in October.

In the athletic festival, students in the elementary school and students in the junior and senior high schools are divided into two teams, red and white, and compete against each other. Competitions are held in different events considering the teams. As usual this year's 50th festival was so exciting that no one could expect the result until the last event ends.

The event introduced here is a team competition for the first and second grade students: Flag of the World. This is a relay competition in which each student picks up and carries a flag from a pool of the national flags of different countries, the Olympic flag and the flag of the United Nations, to a rope set up for each team, ultimately creating a bunting flag. The team that has more flags within the time limit wins.

In this Flag of the World competition, in addition to the flag of Japan and commonly seen flags of neighboring Korea and China, the national flags of Nepal and Vietnam, from Asia, as well as those of Kenya, Rwanda and Morocco, from Africa, were used. These flags were used because of exchanges we had with people visiting our school from these countries. This year, we had visitors from 25 countries for our school tour and training and exchange programs. Our first and second grade students met people from nearly half of the countries. In preparation for such meetings, the children had researched information such as greetings in the native languages, geological locations, national flags and foods of the countries of the visitors.

As seen in this example, daily learning and experience provided the basis for the event at the athletic festival, enhancing the motivation of the participating students.

2. A Kirigaoka Festival (Cultural Festival) Program

Our school festival, which is the Kirigaoka Festival, consists of a research presentation session for the elementary school and a cultural festival for the junior and senior high schools. This introduction to the festival focuses on a program for the senior high school:

At the senior high school, the students vote to select four projects; each student participates in a project of their liking. For one project, the Sports category had been added from the last year, providing hands-on sports experience in a sport the challenged play. This category was suggested for better understanding of sports for the challenged and introducing these sports to as many people as possible, using events that students were unaware of in the past or those they are interested in.

The sports project was started by researching sports for the challenged and ended by providing opportunities for visitors to have hands-on sports experience, in addition to students making a summary presentation at the school festival. Last year, two areas were set up for hands-on experiences of boccia and slalom, which are also parts of our health and physical education; slalom and sound table tennis were introduced this year.

Slalom is a field athletic competition in which participants run a course with gates on a manual or electric wheelchair. Cylindrical gates are arranged in two colors, white and red, and used to move a flag forward, backward and in a figure eight. The difficulty in this event lies in understanding the meanings of the gate colors and arrangements, and running the course without touching the gates. Our students regularly compete in the slalom in health and physical education classes and are very familiar with the event. They still selected the slalom because having people experience the sport best enables them to understand its difficulty.

Another event, sound table tennis, was newly selected based on a student's suggestion that they would like to expand their knowledge to events in which they have no experience and sports other than those for the physically challenged. In this event, two players hit and roll a ball that produces a sound under a net, which is mainly practiced by visually impaired persons. Players put on eye pads and try to hit the ball, using the sound. In picking this event, we asked for the assistance of the Special Needs Education School for the Visually Impaired and started by having students experience the sport using borrowed equipment. Upon experiencing the sport, all students were impressed with the skillfulness of sound table tennis players as they realized the difficulty of understanding the movement of the ball based on the sound.

On the day of the Kirigaoka Festival, many visitors experienced the slalom and sound table tennis. Comments such as wheelchair manipulation being unexpectedly difficult and the sport being more difficult than it seemed were commonly heard among the participants. Like the students had found out, many people also said that it was difficult to chase the ball by listening to the sound. At the same time, we could also enable people to enjoy playing the sport; the two-day event of hands-on experience of sports for the challenged was a success. The activity provided the students with an opportunity to introduce sports for the challenged, including those they play themselves, to many visitors.

Although these two examples provide only a glimpse of our Olympic education program, the students are becoming more aware of and interested in the Olympics through the school's general educational program. We hope to continue providing guidance to help the students become aware of the significance of and form their own opinions on the Olympic spirit and international peace in the future.



←An exchange between Afghanistan trainees and first and second graders
The image of a bunting flag at the back of the classroom inspired the team competition in the athletic festival



←The school's athletic festival
Events of the first and second graders
The Flag of the World competition for the first and second graders



←Kirigaoka Festival
The hands-on slalom course experience for sports for the challenged
The cylindrical objects arranged on the floor are the gates

Olympic Education Programs at a Special Needs School

Tetsufumi Kawaba

Special Needs Education School for Children with Autism, University of Tsukuba

The school is for autistic children with intellectual disabilities and consists of a kindergarten and an elementary school. Given our students, the purposes of our Olympic Education have been set as follows:

- Raise interest in physical activities to promote and maintain health
- Improve dexterity and manipulation of arms and legs through sports
- Enable the children to understand the rules of competition and to enjoy activities with others

More specifically, we give consideration to motivating the children to participate in sports and let them become acquainted with the Olympics as much as possible by providing guidance on daily sports activities while associating them with the Olympics. We believe that children are becoming aware of the Olympics through repeated instruction that has taken place in the past. Some activities conducted during this school year are introduced below.

1. Morning exercise (including long-distance running for the 5th and 6th graders): By rewarding children with medals and certificates of honor, we motivate children to participate in sports. Some children even realized that repeated practice improved their personal records, and they learned the importance of continued effort. In the future, we hope to develop these activities into an exercise habit to enhance the children's mental and physical health.
2. Physical education: Medals and certificates of honor were also used in physical education classes to motivate the children. In addition, instruction on rules and manners is provided whenever a physical game is played among small groups.
3. Participation in athletic meet and ekiden (long-distance relay race) sponsored by the Prefectural Athletic Federation of Kanagawa for Special Needs Schools: Volunteers from the elementary school participated in the event. Through continuous training to prepare for the event, we tried to motivate the students based on the idea that they were taking part in their own Olympic Games. In the ekiden and running events, three 5th and 6th graders performed well, finishing in the 5th, 8th and 9th places respectively. In addition to being gratified, the event also helped the students set new goals for the next year.

Olympic education at the school is still in the trial-and-error stage and is being reviewed every year. We hope to motivate children to participate in the activities more actively by adding a flavor of Olympic education to daily education programs. We also hope to increase opportunities for Olympic education while paying attention to the children's conditions.



Olympic Education at Universities: Education in Practice as a Comprehensive Program at the University of Tsukuba

Hitoshi Saga

Faculty of Health and Sport Sciences, University of Tsukuba

1. Class Purpose and General Description

The university started to offer an Olympic class in 2003 for students to learn about the Olympics from different perspectives. This year (2014) is the 12th year and a turning point exactly 50 years from the 1964 Tokyo Games. Due to a heightened interest in new legacies that will emerge from the 2020 Games, this year's class was planned to enable students to have their own visions by reviewing past Games, including the 1964 Games, and their legacies.

2. Lectures Provided

- (1) From Tokyo to Tokyo, April 14 by Hitoshi Saga, Faculty of Health and Physical Education
In addition to providing an orientation for the course, the goal was to further motivate the students to learn about the Olympics by explaining the relationship between the lectures and the themes.
- (2) Ancient Olympic Games, April 21 by Dr. Hisashi Sanada, Faculty of Health and Physical Education
By considering the origins and essence of the ancient Olympic Games that Baron Pierre de Coubertin, the founder of the modern Olympic Games, strived to reach, the ideas and principles of the 2020 Tokyo Games were examined.
- (3) Olympians, April 28 by Ms. Kaori Yamaguchi, Faculty of Health and Physical Education
By touching upon the realities and influence of Olympians, who are the storytellers of Olympic legacies and symbols, implications were provided for the roles expected of them in society, as well as the missions and responsibilities that need to be recognized.
- (4) Stadiums and Cities, May 12 by Kazuyoshi Watari, Faculty of Art and Design
Amid the talk about the new national stadium plan, the multi-dimensional roles expected of the Tokyo Olympic facilities were discussed with references to examples of utilizing sports in city planning abroad.
- (5) Tokyo and the Olympics, May 19 by Satoshi Shimizu, Faculty of Health and Physical Education
Focusing on the construction of facilities and related operations for the 1964 Games, traces of nationalism that influenced the construction in Tokyo as the capital were discussed.
- (6) Challenges of the Youth Olympics, May 26 by Mr. Tsuyoshi Fukui, Executive Board Member of the JOC
By touching upon the backgrounds and principles of holding the Youth Olympic Games and the behavior of the participating Japanese athletes, the gap between Olympic ideals and reality was highlighted.
- (7) Artistic Events and Cultural Programs, June 2 by Kei Ota, Faculty of Art and Design
By understanding the activities of the artistic domain in past Olympics, including the 1964 Games, the influence and spectacular scale of the Olympic Games as a national project were discussed.
- (8) The Road to the Tokyo Games, June 9 by Mitsumasa Goto, Meiji University
By comparing the bidding processes for the 1940, 1964 and 2020 Games, the international and domestic situations, in addition to target and strategy differences, were reviewed.
- (9) Olympics in Symbols, June 16 by Kazuya Naruse, Faculty of Health and Physical Education
Past cases of commercial use of the Olympic symbol, such as those by the IOC Partners, and the relevant issues were examined.
- (10) An Introduction to the Paralympics, June 23 by Mayumi Saito, Faculty of Health and Physical Education
With an eye on the future development of the Paralympic Games that started in Tokyo in 1964, issues faced today were identified.
- (11) Final Examination, June 30
A survey of student opinions on the course was implemented and the final examination was administered. The examination consisted of 25 multiple choice questions, each with four possible choices, to check student knowledge of important facts referred to in the classes (25 points) and an essay question to evaluate student achievement (15 points). After adding the evaluation results of reaction papers submitted in each class (5 x 10 = 50 points) and points for attendance (1 x 10 = 10 points), 26% of the students received an A, 37% B, 27% C and 9% D.

3. Issues for the Next Academic Year

With the assistance of teachers in the Faculty of Art and Design, we were able to embody the spirit of blending sport with culture (art) and education upheld by Olympism. Due to the timely course title, the number of applicants was greatly over the capacity, as in previous years, necessitating us to limit the number to 150 students (of which 113 were first year students). Establishing a rational way for selecting the students is necessary. During the class, students were operating their smartphones incessantly and, possibly because the class was held on Monday morning, a number of students were falling asleep. We desire, more than ever, to implement actions to inspire, maintain and enhance student motivation to learn.

Proposals for Realist Systematic Review and Metanarrative Analysis of the Philosophies and Implementation of Olympic Education Programmes

Ian Henry

Mahfoud Amara and Bora Hwang, Centre of Olympic Studies and Research, Loughborough University

1. Introduction

Since the announcement of the success of Tokyo's bid for the hosting of the 2020 Olympic Games, the Japanese government, in particular through the Ministry of Culture, Education, Sports, Science and Technology and the Japan Sports Council, has been highly active in defining a range of Olympic sports policy and research initiatives to be pursued as part of the preparation for staging the Games. These proposals relate to both staging a successful Games and to delivering on the legacy promises explicitly and implicitly made by Tokyo 2020 and Prime Minister Abe in presentations to the IOC in Buenos Aires. Mr. Abe claimed that

.... choosing Tokyo 2020 means choosing a new, powerful booster for the Olympic Movement. Under our new plan, "Sport for Tomorrow," young Japanese will go out into the world in even larger numbers. They will help build schools, bring in equipment, and create sports education programs. And by the time the Olympic torch reaches Tokyo in 2020, they will bring the joy of sports directly to ten million people in over one hundred countries.

However the intent of the Japanese government and Olympic bodies has been to offer more than outreach to other nations but also to promote Olympic education within Japan as an integral element within the national education curriculum. This represents the first occasion on which Olympic education has become a mandatory feature of a national curriculum, and as such is indicative of the level of commitment Japan is making to realisation of the Olympic values.

While the term Olympic education came into the Olympic lexicon as late as the 1970s (Muller, 2005) Coubertin had written extensively about La Pédagogie Sportive, not only in his publication which bears this title (Coubertin, 1922) but also in multiple essays and speeches. Certainly this traditional concern for the positive promotion of progressive education through Olympic sport has been maintained, and the current version of the Olympic Charter, as Norbert Muller (2005: p. 8) points out, makes several references to the importance of Olympic education (most notably in Articles 2, and 6 and Rules 2 and 31) of the Charter. However, notwithstanding the IOC's affirmation of the value of Olympic education, there is a lack of definitive understanding of precisely what Olympic education programmes actually consist of, what their pedagogical goals should be, and whom they should target, and how successful they have been. Key texts such as those of Roland Naul (2008) and key programmes such as the Olympic Values Education Programme (Binder, 2007) have promoted deeper understanding of the concept, aims and evaluation of Olympic education initiatives, but there is a need to map out the field to clarify the different interpretations and emphases of the philosophy and its operationalization in curriculum terms. This represents the core focus of the research initiative on Olympic education being undertaken by staff from the Centre of Olympic Studies and Research (COS&R) at Loughborough University and the Centre for Olympic Research and Education (CORE) at the University of Tsukuba.

The cooperation of the two Centres on this initiative takes place within two specific contexts. The first is a Memorandum of Understanding between the Schools / Departments of Sports Science of the two universities of Loughborough and Tsukuba. The universities have come together in the context of the preparation of the 2020 games and lessons learned from the London games of 2012 to cooperate on a range of research, education and policy based initiatives in addition to the Olympic education project, including projects on sport for development and peace, sporting integrity, anti-doping education, athlete dual careers, elite sport nutrition, as well as athlete and coach exchanges, and joint teaching initiatives.

The second context is one of cooperation between Olympic Studies Centres as promoted by the IOC Studies Centre at the inaugural International Colloquium of Olympic Studies Centres held at Loughborough University in 2012. The second Olympic Studies Centres Colloquium will be held in 2016 in Brazil hosted by the Centre for Olympic Studies, Universidade Católica do Rio Grande do Sul in August immediately prior to the start of the Games. The IOC's own Study Centre has sought to support the development of cross-centre research initiatives in order to generate high quality cross-cultural approaches to Olympic research in the social sciences and humanities, and the cooperation of the Tsukuba and Loughborough Centres is conducted in part in response to the Colloquium initiatives.

2. The Aims of the Project

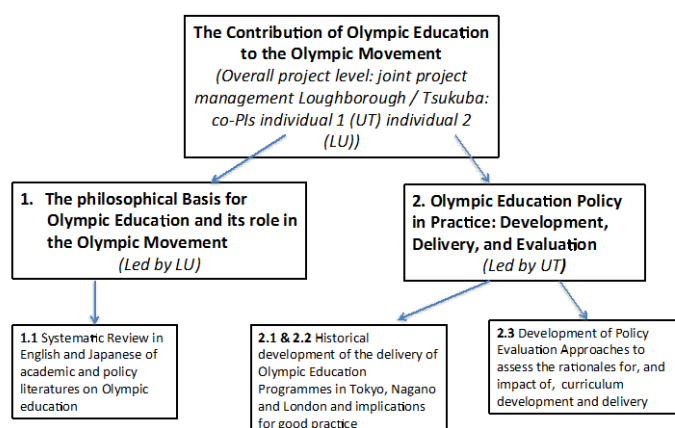
The project is structured under two sets of aims, with subsidiary objectives, which are as follows:

1. To identify and evaluate the philosophical basis for Olympic Education and its role in the Olympic Movement.
 - 1.1 To review existing literature on Olympic education, both normative and heuristic, in Anglophone and Japanese contexts
 - 1.2 To identify different approaches and narratives on Olympic education, including the dynamics between East and West/ Global and Local.
 - 1.3 To examine the development of Olympic education framework (s) and practices in contemporary history.

2. To review Olympic Education Policy in Practice: Development, Delivery, and Evaluation
 - 2.1 To identify the historical development of the delivery of Olympic Education Programmes and to clarify and compare the goals, structure and delivery of Olympic Education programmes in Tokyo 1964, Nagano 1998, and London 2012
 - 2.2 To establish implications for good practice in the field of Olympic Education from lessons learned in Nagano, Tokyo and London.
 - 2.3 To consider the development of Policy Evaluation Approaches to assess the rationales for curriculum development and delivery, and to assess outcomes of the programmes

An initial proposal for the roles responsibilities of the two Centres is portrayed in Figure 1.

Figure 1: Olympic Education Project: proposed governance / partnership arrangements



Given the relatively diverse nature of the literature on Olympic education we consider it particularly appropriate to begin stage one of the project with a Systematic Review of the literature which will allow us to identify categorise and evaluate the different themes and meanings developed in the literature. The systematic review process, initially developed in the applied fields of natural sciences, notably medical research (Cook et al., 1997) has been increasingly employed in social science contexts and social policy contexts (Tranfield et al., 2003, Malletta et al., 2012), and, more recently, specifically in sporting and cultural contexts (Department for Culture Media and Sport, 2011, Weed et al., 2009, Aquilina, 2009).

While the origins of the Systematic Review method focused predominantly on quantitative analysis, qualitative systematic reviews have more recently been developed which adopt robust standards for gathering, analysing reporting, and synthesising evidence (Chalmers and Torgerson, 2003, Petticrew and Roberts, 2006) and this approach is potentially highly appropriate for the collection and analysis of literature on Olympic values and education. Current developments in such qualitative systematic reviews include realist reviews (Pawson et al., 2005, Wong et al., 2013c, Wong et al., 2013d), and the meta-narrative approach which have been employed in synthesising literatures of a methodologically diverse and epistemologically heterogeneous nature (Wong et al., 2013a, Wong et al., 2013b). Given the heterogeneous nature of our own field of study, our approach will draw on a metanarrative approach identifying by whom, and from which perspectives, analyses of Olympic values and education and its constituent elements have been written, for what purposes, employing which methodologies, and how such objectives and methodologies relate to the socio-political context of the Olympic movement.

The nature of realist systematic reviews which distinguishes them from traditional systematic reviews in the medical field such as Cochrane reviews (Higgins and S, 2008), is that while the latter deal with simple interventions (often almost exclusively in the form of randomized control trials) assessing whether intervention X can produce outcome Y, the former deals with complex contexts in which the research question is not 'does X work', but rather takes account of the complex environment. In other words in the terms employed by Pawson and his colleagues, the question to be addressed is "What works, for whom, under what circumstances, to produce what kinds of outcome?". In the context of our concerns we will be looking to uncover "What kinds of goals does Olympic Education have?" and "Under what circumstances are such goals achieved, for which groups, and with what kinds of outcome (partial achievement of goals, unanticipated outcomes etc.)?"

While the realist review is associated with evaluation studies, a logically prior task in the literature review is to identify what kinds of literature exist. One can anticipate a number of types of literature emerging. Figure 2 is an attempt to anticipate the nature of the findings of a systematic review of the literature on Olympic Education in terms of some of the themes, approaches and disciplines which might be identified.

Figure 2: A Simplified Schematic Illustration of the Themes and Disciplines emerging in the First Stages of a Systematic Review of the Literature on Olympic Education

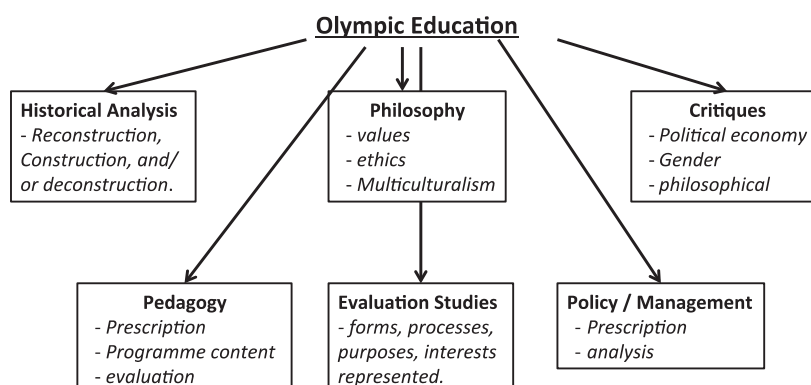


Figure 2 of course underrepresents the themes which will emerge through inductive analysis of the materials sourced through the systematic review. Nevertheless it serves to illustrate the process we propose.

The *meta-narrative* element of the analysis will seek to identify the nature of the ‘narratives’ adopted, and the nature of the paradigms which inform them. For example are the assumptions underpinning certain types of commentary on Olympic education promoting interculturalism, multiculturalism or assimilation, and what are the consequences of such views for defining what might be desirable outcomes for particular Olympic education programmes? Or are the historical accounts underpinning the accounts of the emergence of Olympic education programmes seeking to ‘reconstruct’, ‘construct’ or ‘deconstruct’ history (Munslow, 1997)? To what extent are sociological critiques of the development of Olympic education drawing on particular sociological traditions? The meta-narrative approach will allow therefore both critical description of the perspectives on Olympic education evident in the literature (the paradigms on which they draw implicitly or explicitly) and the implications of those paradigms for an understanding (and for prescriptions for educational policy and pedagogical practices) of these perspectives. The analysis will be informed by the typology of conceptual, theoretical, methodological or instrumental paradigms within the literature promoted by Greenhalgh et al.

The *realist* synthesis will focus on the evaluation literature. A central tenet of realist analysis is that social (including policy) outcomes are a product of open systems which are complex, difficult to predict, and open to determination by context specific (groups of) causal mechanisms, and thus subject to explanation by context specific ‘middle range’ theory. The realist approach will be adopted to identify what works in terms of Olympic education, for whom, in what types of circumstance, and might identify, draw on, or develop middle range theories and their contribution to explain what works etc. in what types of circumstance. Thus, for example, the contexts of Japanese, British and other education and /or sporting systems may foster very different outcomes in relation to the promotion of Olympism and its values through Olympic education. Thus a realist review will seek to identify the evidence concerning the ways in which context-specific causal mechanisms operate in different settings to achieve different ends, or indeed to establish how equifinality is achieved in realising similar outcomes in different settings.

3. The timescale for the Project and Implementation

The project is divided into two stages dealing with first, the process of developing conceptual clarity on the key concepts; and second, with empirical evaluation of initiatives to operationalize Olympic education programmes. The study in Stage 1 will adopt a Realist Metanarrative Systematic Review six phase approach (adapted from Greenhalgh et al., 2005). It is anticipated that, while there is likely to be literature on the development of Olympic education, prescribing approaches and describing particular initiatives, literature providing data on the evaluation of the implementation of Olympic education projects and the impact of policy measures, is likely to be more scarce, and thus that the realist evaluation element of stage one may be more challenging.

Part 1: Identifying the Structure of, and the Paradigms employed in, the Policy Literature on Olympic Education Initiatives

Phase 1: The Planning Phase (May-July 2015)

- Assembling of a multidisciplinary expert panel involving parties internal and external to the Tsukuba and Loughborough University and the Japan Sports Council whose backgrounds incorporate relevant disciplines and research traditions.
- Review and refine core research questions.
- Agree a set of outputs
- Plan a series of review meetings (electronic and / or face to face) to incorporate inputs from the expert panel.

Phase 2: The Search Phase (August – November 2015)

- Initial scoping of the field based on expert knowledge, intuition and informal networking to map diversity of disciplines, perspectives and approaches in the literature.
- Search for seminal conceptual papers in each research tradition (tracking of references). Evaluate such material by reference to criteria of scholarship / contribution to subsequent work.
- Search for empirical papers by electronic searching of key English and Japanese language policy and academic literature databases, including citation tracking where available.

Phase 3: Mapping Phase (December 2015 – April 2016)

- Identifying for each research tradition key elements of the research paradigm which Greenhalgh et al. describe as constituted by the following four elements:
 - conceptual (what are considered the important objects of study and, hence, what counts as a legitimate problem to be solved);
 - theoretical (how the objects of study are considered to relate to one another and to the world of sport governance);
 - methodological (the accepted ways in which problems might be investigated); and
 - instrumental (the accepted tools and techniques used by social scientists, specifically policy evaluators).
- Key actors / contributions to the development of each tradition to be identified.
- Identifying the language, themes and imagery used by scientists in each research tradition to characterize their work / findings.

Production of Mid-Project Report (End of April 2016)

Preparation of a joint paper to be presented at the International Colloquium of Olympic Studies Centres, which will take place in August 2016 hosted by the Olympic Studies Centre of Pontificia Universidade Catolica do Rio Grande do Sol.

Phase 4: Appraisal Phase (May – October 2016)

- Evaluation of each relevant study in terms of validity and relevance to the research question.
- Extraction and collation of key results and grouping of comparable studies together.

Phase 5: Synthesis Phase (November 2016 – January 2017)

- Identify key dimensions of problems researched
- Develop a narrative account of the contribution made by each of the research traditions identified.
- Consider contested outcomes described and differentially evaluated in different research traditions.

Phase 6: Reporting Phase (February – April 2017)

- Summary of the range of perspectives, their methods, and conclusions.
- Evaluation of implications for management policy and practice.

Part 2: Policy Evaluation of Specific Initiatives in the field of Olympic Education

Part 2 will involve the conducting of empirical research on specific policy initiatives to identify the rationales for achieving change with specific Olympic education programmes / interventions in the Japanese and British contexts.

Phase 1: Planning Phase (February to April 2017)

- Selection of specific policy initiatives in Olympic education for evaluation.
- Interviews with key stakeholders / analysis of policy documents to establish logic models of what particular selected projects in Olympic Education are seeking to achieve and how they are attempting to do so.
- Comparison of theories of change and 'logic model' elements with the findings of the SR

Phase 2: Empirical Studies Phase (May to December 2017)

- Establishing of operational indicators for inputs, throughputs / activities, outputs and outcomes.
- Conducting fieldwork either in direct evaluation of the projects selected against the operational indicators and their underpinning programme theories, or in the evaluation of evaluations undertaken within the system.

Phase 3: Identification and Evaluation of Programme Theory Assumptions of Causality (November 2017 – February 2018)

- Construction or evaluation of realist accounts of mechanisms and change
- These accounts will be realist in the sense of being based on the identification of 'real' causes of particular outcomes in the SRs, taking account of the nature of the metanarratives evident in the literature. (Different types of metanarrative may suggest different ways of viewing the policy problem, and thus different 'problems to solve with different programme theories of change underpinning the whole.)

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- The underlying logic behind the initiatives (whether implicit or explicit) will be identified, and thus in effect the logic of programme theories of intervention, having been identified in the empirical phase (in the light of the SR) will be evaluated.

Reporting and Dissemination Phase (March – July 2018)

- Report identifying policy implications for practice in respect of Olympic education;
- Preparation of papers for dissemination in Olympic education addressed will be prepared at various stages of the project, but in particular to the final stage.

Conclusion

The research programme as described here is intended to make a contribution to the literature in relation to a number of constituencies. Firstly it is designed to provide conceptual clarity in relation to the field of Olympic education, drawing principally on meta-narrative analysis, to provide a robust, theoretically informed and critical description of the field of practice for both the academic and the policy communities. Secondly it can serve the practical needs of policy practitioners. In particular identification of the range of educational philosophies and goals in this field, and middle range explanations of the ability of particular approaches to produce appropriate outcomes in particular contexts, have the potential to produce valuable input in terms of programme design and delivery to particular groups in specific contexts. Thirdly it proposes the extension of methods in policy evaluation and related fields to the sports domain, in which the development of critically informed analysis has not always been prominent. Finally it offers the potential for intercultural cooperation between the two research teams. This brief overview has dealt with relatively little of the cooperation between the research groups involved, but the development of shared (and competing) perspectives on such matters represents a further important outcome.

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Potential for Olympic and Paralympic Education: From the Standpoint of the legacy initiative toward the 2020 Tokyo Games

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1. Introduction

The Games of the XXXII Olympiad and the Tokyo 2020 Paralympic Games set to be held in Tokyo in 2020 will be prepared and hosted by a single organizing committee as the 2020 Olympic and Paralympic Games (the “2020 Tokyo Games”).¹ The International Olympic Committee (“IOC”) and the International Paralympic Committee (“IPC”), which assume a leadership role in the two events, have sought ways, especially since the late 1980s, to organizationally link the two together.² As a result, in 2001, the IOC and IPC agreed that the Paralympic Games would be automatically included among the requirements for bidding on the Olympic Games.³ Since the Salt Lake City Games in 2002, one organizing committee has taken charge of the management of the Olympic Games and Paralympic Games.⁴ Since then, the Paralympic Games have become actively positioned as “one more Olympic Games” and continuity with the Olympic Games has become widely recognized.

A new method for bidding for the Olympic Games was adopted starting with the bidding for the 2008 Games. The Olympic Charter stipulates that the city where the Games is to be held is to be selected seven years in advance⁵ and, in order to become an Olympic venue, cities are obligated to prepare an Outline of the Organizational Plan known as a “bid file” for submission to the IOC. This bidding system provides for a “legacy,” a concept that has become viewed with extreme importance in recent years. The city is required to formulate a legacy from the stage of bidding activities, reflecting the perspective of “the long-term benefits that will be realized by the Olympic Games.” The Outline of the Organizational Plan can probably be seen as a manifesto that proclaims the legacy to be conceived as a result of the Olympics.

The legacy goes beyond the development of the living infrastructure from the event venues and other structures, encompassing a wide diversity of other factors, both tangible and intangible, such as pride of the citizens and residents, awareness and recognition of culture, and respect for the environment. Legacies at present readily bring to mind the development of sports facilities or large-scale urban development projects such as the construction of the main stadium for the 2008 Beijing Olympics and the redevelopment of the East London area for the 2012 London Olympics. The 2020 Tokyo Games will be no exception; the new national stadium planned as the main stadium has aroused attention as a legacy of the Olympics. Nevertheless, while it is possible to point out such tangible elements as important legacies brought about through the bidding and hosting the Olympics, this is also conceivable in the case of other international sports events. The term “legacy” in recent years has come to be used within the context of the World Cup, Commonwealth Games, National Sports Festivals and various other sports events.⁶ Meanwhile, in order to actively manifest the distinctive characteristics of the legacy of the Olympics and Paralympics, there is a need for content that is unique to the Olympic city, creating an impression of the significance of the event both at home and abroad reflecting the event ideals and vision.

I will seek now to discuss the potential for Olympic and Paralympic education taking into account the above discussion regarding legacies from the standpoint of the legacy initiative leading to the 2020 Tokyo Games. First of all, I will clarify the historical background of the two movements in order to determine the differences and common areas. Next, I will provide advice regarding the approach to Olympic and Paralympic education as a legacy through an examination of the purpose of the Olympic and Paralympic education proposed in particular by the IOC and IPC as well as the ideals in the background.

2. The Olympic Movement and Paralympic Movement

In regard to the Olympic Movement, as is generally known, the IOC was established in 1894 as proposed by Pierre de Coubertin and, starting with the Athens Olympic Games as the first in 1896, the movement has continued to expand to the present day. The Olympic Movement is “the concerted, organized, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism.”⁷ Although there are still various discussions regarding the interpretation of the term Olympism, its goal is “to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.”⁸ During its history of more than a century, the IOC has prevailed despite encountering a diversity of issues including two world wars, the Cold War and racial problems as well as excessive commercialism, the supremacy of winning, environmental problems, doping and terrorism. The future strategy of the Olympic Movement known as the Olympic Agenda 2020 was adopted recently at the IOC Session held in December 2014, indicating its intention to proactively confront the various issues that persist even now.

It is said, meantime, that sports for athletes with disabilities have existed for more than one hundred years. A sports competition for persons with spinal injuries organized by Ludwig Guttmann in 1948 at the Stoke Mandeville Hospital in England provided an important stimulus for that development. According to the IOC, competitors from Holland joined the games beginning with the competition held in 1952, giving birth to the international movement, now known as the Paralympic Movement.⁹ The first Paralympic Games was subsequently

held in Rome in 1960 with participation by 400 athletes from 23 countries.¹⁰ In addition, the first Winter Paralympic Games were held Örnköldsvik (Sweden) in 1976. In 1989, the IPC was established as the international umbrella organization of the Paralympic Movement. The IPC session held in 2003 saw the adoption of a vision setting forth the ultimate goal of the Paralympic Movement and a mission statement formulating its long-term objectives. The Paralympic vision expresses the ultimate aim of the Paralympic Movement: to enable Paralympic athletes to achieve sporting excellence and inspire and excite the world” and, as the mission, it sets forth the management of Paralympic Games, activation of national Paralympic Committees in all nations, support for activities of all IPC members, equal opportunity in sports and financial support, education and support and encouragement of educational, cultural, research and scientific activities that contribute to the development and promotion of the Paralympic Movement.¹¹

The linkage between the two, as indicated above, became especially close beginning in the 1980s and it has been now agreed that one single organizing committee would be tasked with the management of both Games. The sports competition for people with spinal injuries initiated by Guttman has since engendered the Paralympic Movement which continues to expand worldwide, resulting in its encounter with the Olympic Movement, which pursues the ideals of Coubertin who sought social reforms through education based on sports and aspired for the realization of world peace. The Olympic and Paralympic Games were thus established and, with the start of the 21st century, their official affiliation became clearly stated in written form. Although the Games themselves are managed by a single organizing committee, given the current situation in which the two organizations, each with its own unique history, take the lead in managing the Games, many issues still remain to be resolved.

3. The Potential for Olympic and Paralympic Education

Numerous educational programs bearing the name Olympic education or Paralympic education have thus far been developed, in form adapting them to the educational systems, historical background and social circumstances in each country while referring to the model advocated by the IOC and the IPC. Thus, in regard to Olympic education, a representative example proposed by the IOC is the Olympic Values Education Programme for the purpose of teaching Olympic values. Approaches to education through Olympism are indicated in various forms based on the educational values of Olympism (joy of effort, fair play, respect for others, pursuit of excellence and the balance between body, will and mind).¹² Furthermore, in regard to Paralympic education, its purpose is described as “integrating Paralympic ideals and values in a system of education which creates awareness and understanding toward people with an impairment”.¹³

In Japan, especially in regard to Olympic education, examples from Germany, New Zealand, China, Greece and other countries have already been introduced.¹⁴ In addition, while few examples of practical application in high schools in Japan have been reported, related programs have been increasingly promoted following the decision to hold the 2020 Olympic Games in Tokyo. Almost no examples of Paralympic education have been reported in Japan; however, the Australian Paralympic Committee has developed a Paralympic educational program¹⁵ and, in Canada, Paralympic school programs are being developed by Petro Canada, a Canadian Paralympic Committee sponsor.¹⁶

A program referred to as Olympic and Paralympic education currently being proposed primarily by the Ministry of Education, Culture, Sports, Science and Technology and the Tokyo Metropolitan Board of Education could probably be seen as a relatively new effort relating to the 2020 Tokyo Games.¹⁷ As is evident given the differing historical background of each movement, the educational programs each has a different objective and, in light of the anticipated significance and educational effects of each, they are generally seen as separate entities. Nevertheless, in recent years, prompted by the fact that the Games themselves are managed by a single organizing committee as well as the strengthening trend toward importance placed on the legacy created by each tournament, it has become possible to see the merging of elements of both Olympic and Paralympic education especially in the educational programs relating to the Games. For example, Get Set, developed for the 2012 London Olympics, was implemented as a program for young people by the British Olympic Association (BOA) and the British Paralympic Association (BPA). In order to build up excitement for Team GB and Paralympics GB based on the values of the Olympics and Paralympics, the Games themselves were positioned as an important opportunity for learning and participating.¹⁸

Seen from the perspective of the legacy initiative of the 2020 Tokyo Games, once the Games are positioned as the starting point for linkage between the two movements, it will undoubtedly be desirable to develop educational programs with more integration between the two. This would probably be effective taking into account not only the continuity of the Olympic and Paralympic Games but also for the purpose of reconsidering the approach to education through sport in Japan. As indicated above, programs that bear the name Olympic and Paralympic education are already being developed and it is hoped that they will have differing objectives as well as educational effects in response to each. This practical application, as indicated in Fig. 1, must take into account the fact that they are implemented against a background of the mottos and values backed by each of the movements.

Meanwhile, many areas can be found that are shared in common in the direction of the ideals of Olympic and Paralympic education. For example, in the educational value of Olympism, an important guiding principle of Olympic education, understanding others is positioned as an element that is absolutely essential. Furthermore, “integrating Paralympic ideals and values in a system of education which creates awareness and understanding toward people with an impairment” is cited as an objective of Paralympic education, which coincides in particular [also with the ideal of “Sport for All” in Olympism, which seeks to secure opportunities for sport for all people. This way of thinking of Olympism would probably make it possible to work in a common arena with an approach to education through a diversity of sports, including Deaflympics and Special Olympics, which would be difficult to deal with within the context of Paralympics due to the limits of organizational affiliations among present-day international sports groups.

Currently, the important point regarding the Olympic and Paralympic education being pursued in countries around the world is the manner in which the symbolic implications set forth by the IOC and IPC are interpreted and whether or not implementation is possible as programs

that would contribute to the promotion of the movements. Consequently, when discussing the potential for educational programs through the Games from the perspective of the legacy initiative of the 2020 Tokyo Games, it will probably be necessary for us to look upon Olympic and Paralympic education as a superior ideal that encompasses the two movements while individually ensuring educational content that remains within the scope of Olympic and Paralympic education.

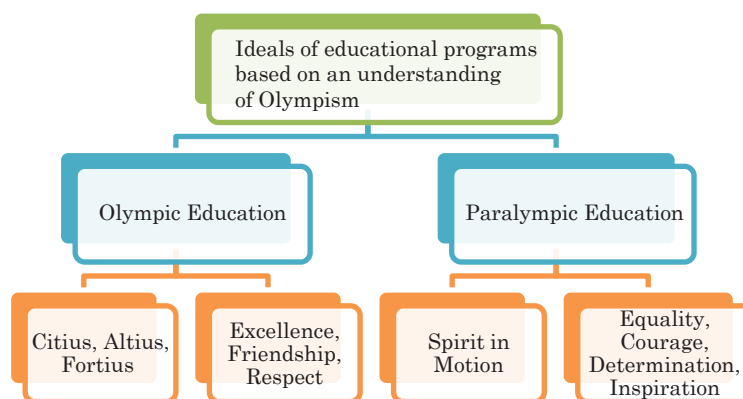


Fig. 1 Diagram of educational programs based on an understanding of Olympism

4. Conclusion

In order to comprehend Olympic and Paralympic education as an ideal comprised of mutually differing educational programs, it would probably be effective to gain a more thorough understanding of Olympism. There is a tendency to take Olympism, if anything, as an ideal that applies only to the Olympics; however, as suggested by the term “philosophy of life,” it calls into question the approach to human life itself. Though also criticized as an ideal reflecting Western European values, in regard to its interpretation, as Coubertin also pointed out, a meaning that responds to the culture and the times is ensured.¹⁹ Taking into account the vision and concept of the 2020 Tokyo Games, there is a need to repeatedly discuss the approach to Olympic and Paralympic education while once again further enhancing our understanding of Olympism.

Notes and References

¹ Tokyo Olympic Bid Committee (2013), Outline of the Organizational Plan, p.128.

² According to the IPC, sports for athletes with disabilities have a history of more than 100 years. The move pursuing collaboration with the IOC is apparent even prior to the establishment of the IPC in 1989 and this was accelerated when the IOC explicitly linked the Seoul Paralympics with the Olympic Games. The Paralympic Games have been held at the same venue as the Olympic Games since the 1988 Seoul Olympics and the 1992 Albertville Winter Olympics. The IPC and Japan Paralympic Committee websites: <http://www.paralympic.org/the-ipc/history-of-the-movement> (accessed 2015-1-7), [http:// www.jsad.or.jp/paralympic/what/history.html](http://www.jsad.or.jp/paralympic/what/history.html) (accessed 2015-1-7), <http://www.olympic.org/content/olympic-games/paralympic-games/?tab=paralympic-games> (accessed 2015-1-7).

³ In 2000, Juan Antonio Samaranch, IOC president at the time, and IPC chair Robert D. Steadward agreed, regarding the linkage between the two, that “the Olympic host country must hold the Paralympic Games after the conclusion of the Olympics Games.” Refer to the Japanese Olympic Committee website: <http://www.jsad.or.jp/paralympic/what/history.html> (accessed 2015-1-7).

⁴ Refer to the IOC Website, Paralympic Games: <http://www.olympic.org/content/olympic-games/paralympic-games/> (accessed 2015-1-7).

⁵ IOC (2013) Olympic Charter, p.59.

⁶ For example, the official website of the Japan tournament of the U-20 Women’s Soccer World Cup sponsored by the FIFA held in 2012 provides the following explanation relating to activities for holding various World Cup tournaments worldwide for men and women of each age group: “The purpose is not only heated matches between the selected representative countries; efforts are also made to contribute to the development of the host country and firmly establish soccer culture in that country. These efforts are established as a “legacy program” *1 and various initiatives are carried out at each tournament. *1: “Legacy” refers to “the assets that remain after event conclusion.” It encompasses the meaning of desiring to leave assets for the development and dissemination of soccer culture by holding the World Cup.” [http:// www.jfa.or.jp/fu20wwc/legacyprogramme/ programme/](http://www.jfa.or.jp/fu20wwc/legacyprogramme/programme/) (accessed 2015-2-20); also, Andrew Smith (2007), From ‘Event-led’ to ‘Event-themed’ Regeneration: The 2002 Commonwealth Games Legacy Programme, *Urban Studies*. 44, pp.1125-1143; also, research in surveys of legacies relative to the Commonwealth Games or the National Sports Festivals are occasionally seen, such as, Yu Sekimoto and Kazuhiko Kimura (2010), Sports Legacy of the National Sports Festival as Seen in Sports Events as a Demonstration, *Sports Industry Research*, 20(1), pp.131-138.

⁷ IOC (2013) Olympic Charter, p.10.

⁸ IOC (2013) Olympic Charter, p.10.

⁹ Refer to the IOC website, Paralympic Games: <http://www.olympic.org/content/olympic-games/paralympic-games/> (accessed 2015-1-7).

¹⁰ Refer to the IOC website, Paralympics – History of the Movement: <http://www.paralympic.org/the-ipc/history-of-the-movement>.

¹¹ To this point, refer to the IPC (2003), IPC Handbook, p.2. Japanese translation, summarization and compilation by the author.

¹² Refer to the IOC website: <http://www.olympic.org/olympic-values-and-education-program> (accessed 2015-02-20).

¹³ Refer to the IPC website. The following can be cited as specific means, “increasing knowledge and awareness of Paralympic sport, creating a better understanding of practical application of inclusion in physical education/activity, informing about the different concepts in sport for people with an impairment, increasing the usage of sport for people with an impairment for reverse integration, facilitating the change of perception and attitude towards persons with an impairment and promoting scholarly research activities and studies about Paralympic education.” <http://www.paralympic.org/the-ipc/education> (accessed 2015-2-20).

¹⁴ In the CiNii Articles search site for domestic research operated by the National Institute of Informatics, it is possible to confirm 19 items when searching using “Olympic education” as the keyword. <http://ci.nii.ac.jp/search?q=%E3%82%AA%E3%83%AA%E3%83%B3%E3%83%94%E3%83%83%E3%82%AF%E6%95%99%E8%82%B2&range=0&count=20&sortorder=1&type=0> (accessed 2015-2-20).

¹⁵ Refer to the Paralympic education program of the Australian Paralympic Committee; this is a program in which children, students and teachers learn about Australian Paralympians as well as the Paralympic Movement and people with disabilities. <http://www.paralympiceducation.org.au/teachers/welcome-pep> (accessed 2015-2-20).

¹⁶ Refer to the Petro Canada website; this is a program in which children and students learn about people with disabilities, Paralympic Games and Paralympic sports. Petro Canada is also a sponsor of the Canadian Olympic Committee <http://retail.petrocanada.ca/en/olympics/5612.aspx> (accessed 2015-2-20).

¹⁷ The Ministry of Education, Culture, Sports, Science and Technology hosted the Oly-Para Forum 2014 on October 4, 2014, on the theme of “Olympic and Paralympic Education in preparation for 2020.” Refer to the Ministry’s Facebook page: https://www.facebook.com/mextjapan/posts/864139673611117?comment_id=864259326932485&offset=0&total_comments=3 (accessed 2015-2-20). In addition, the Tokyo Metropolitan Board of Education has established a council of advisers to examine Tokyo Olympic and Paralympic education, which is scheduled to continue from October 2014 until March 2016. Refer to the Tokyo Metropolitan Board of Education website: <http://www.kyoiku.metro.tokyo.jp/press/2014/pr140917b.html> (accessed 2015-2-20).

¹⁸ Refer to the Get Set website: <https://www.getset.co.uk/about-get-set/get-set> (accessed 2015-02-20).

¹⁹ As Coubertin himself pointed out, “Olympism is not a system, it is a state of mind. It enables deep understanding through various approaches and is not something that belongs to a single ethnic group or era that attempts to monopolize it to the exclusion of others.” Pierre de Coubertin (1918); Olympic letter IV: Olympism as a state of mind, IOC, Pierre de Coubertin Olympism Selected Writings. Lausanne, IOC, p.548. Letter olympique IV, in: La Gazette de Lausanne, no. 319, November 22, 1918, p.1.

International Exchange with Foreign Students in the TIAS & AISTS Short Programme

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I. Introduction

We wanted to engage in exchanges with persons from overseas on the topics of sports and the Olympic and the Paralympic Games. We wanted to conduct an international exchange where we could exchange opinions and hear the real voices of people from around the world. Through such communication, we wanted to understand sports cultures in other countries and expand our perspectives.

We had been seeking an opportunity to make this a reality and thought of inviting people from other countries as the first step. Traveling abroad involves many practical challenges. Our time and financial constraints make it difficult for us to leave Japan. We therefore create opportunities for our students to establish connection with people from other countries and the world by hosting guests from other countries at our school and having the students research Japanese sports culture and describe it to the guests. Based on this, we had the students contemplate the influence and roles created by sports and the Olympic and Paralympic Games to facilitate their understanding of the world and raise awareness of peace. This was the background to the international exchange.

The following report describes one of the programs implemented as part of the Health and Physical Education Course of third year Integrated Studies, which took place between June 2014 and January 2015.

II. Event Day

In the afternoon of October 2, 2014, approximately 40 participants in the TIAS & AISTS Short Programme from 21 countries around the world (America, Australia, Belaruss, Great Britain, China, Germany, Greece, India, Indonesia, Japan, Mongolia, Netherlands, Oman, Slovakia, Slovenia, South Korea, Sri Lanka, Switzerland, Taiwan, Turkey, and Uganda) visited our school.

1. Opening reception

At the opening reception held in in the courtyard of the school, which was attended by all students, the students offered the guests a warm welcome with a musical performance by the music club, a welcoming board of the Students Exchange Committee, and Japanese and English greetings from the representative students (Photo 1).

Table 1: School-wide Program on October 2, 2014



Photo 1: Opening Reception

- | |
|---|
| 1. 12 : 55 ~ 13 : 05 |
| 1. Opening reception (all students) |
| 2. 13 : 10 ~ 14 : 00 |
| 5 th period: Greetings and Presentation Part I
(Health and Physical Education Course) |
| 3. 14 : 10 ~ 15 : 00 |
| 6 th period: Presentation Part II
(health and physical education, English course) |
| 4. 15 : 00 ~ 15 : 40 |
| Observing Noh dance |
| 5. 16 : 00 ~ 17 : 00 |
| Experiencing judo |

2. Exchange activity class in the Health and Physical Education Course of Integrated Studies

The guests joined 19 students from the Health and Physical Education Course of the third year Integrated Studies in the fifth and sixth periods.

In this class, exchange activities were conducted with the following objectives, which applied also to six hours (three two-hour classes) of preliminarily study.

- To investigate the physical education, sports, and sports culture of Japan and present the findings to the world.
- To understand different cultures through international exchange.

The classes were held by dividing them broadly into Presentation Part I and Presentation Part II.

(1) Presentation Part I

The activities in the fifth period were led by a student, which began with the students' greetings and proceeded to Presentation Part I. Ten groups spent five minutes each (50 minutes in total) to present findings from their studies to the entire class. The theme was the characteristics of physical education and sports in Japan (Table 2). They used English that they had previously learned as much as possible in the presentations while mixing in some Japanese. They wore real sumo wrestler's belts and demonstrated sumo matches (Photo 3) and

judo techniques, which made the audience very excited. When all groups completed their presentations, we took a break. During the break period, some students put the sumo belt on the guests (Photo 4) while engaging in communication.

Table 2: Presentation Themes

(i) Field days in Japan (2 students), (ii) Field day at Junior High School at Otsuka, University of Tsukuba (2 students), (iii) club activities at Junior High School at Otsuka, University of Tsukuba (2 students), (iv) Research in sports: the world's latest technology from Japan (2 students) SWUMANOID (v) Sumo (2 students), (vi) Judo: Kano Jigoro (2 students) (presentations (v) and (vi) included demonstrations). (vii) Athletes in Japan (3 students), (viii) Athletes in Japan II (2 students), (ix) Paralympic Games (3 students), and (x) Tokyo 2020 (2 students).



Photo 2: Presentation Part I (1)



Photo 3: Presentation Part I (2)



Photo 4: Break period



Photo 5: Presentation Part II (1)

(2) Presentation Part II

In Presentation Part II in the sixth period, students presented information sheets from Presentation Part I at group booths, where they supplemented the explanations and exchanged opinions (Photo 5). The guests were able to move freely among the booths because we wanted the students to communicate with many guests. Through such presentations and interactions with the foreign guests, the students had the opportunity to think about and gain better understanding of physical education, sports, and traditional culture in Japan.

They were also able to learn about differences and similarities between Japan and other countries. With such benefits as the objectives, the time and places were prepared in this project.

This class was joined by 25 students from an English class as part of other courses of the third year Integrated Studies. The ratio of students to foreign guests was approximately one to one, and the atmosphere of the presentation venue in the school made it seem like it was somewhere outside Japan. About 40 people from 21 different countries gathered, and people from various countries came to the students one after another. This event provided the students with the opportunity to compare, not only Japan and one foreign country, but many countries and also among the foreign countries.

In fact, the students made their best efforts to express themselves by adding facial expressions and body language. The theme was to exchange opinions about findings from comparisons with the guests' countries, and the students made efforts to improve mutual understanding. There was one group that planned to give the foreign guests the school's field day commemorative badges as gifts. The commemorative badges depict the slogan of each year in the design, which is expressed with one kanji. The foreign guests were highly

interested in kanji, and the one for this year was particularly popular.

3. After-school hours

After the class periods, we offered the guests opportunities to enjoy the traditional culture of Japan. One of our students and his father performed a Noh dance, which was appreciated by students and guests (Photo 6). Subsequently, some students and guests chose to take judo lessons on rules and etiquette, break-falls, and throws for about an hour at the martial arts hall (Photo 7).



Photo 6: Noh dance



Photo 7: Communication through Judo

III. Achievements: Thoughts of students in the Health and Physical Education Course who participated in the exchange activity class based on a questionnaire

The following is a collection of the thoughts of the students in the Health and Physical Education Course on what they gained or learned from the exchange activities. Some of their responses are presented below. It seems that they learned much.

Question 1. As a person who has communicated with people from other countries of the world through the presentations, what would you tell your classmates, younger students, family, and teachers you have learned from your experience?

- I thought I knew Japanese martial arts, but I really didn't know much about them.
- The impressions of Japan held by foreign people are sometimes surprisingly different from the reality. One of them asked me, "Do Japanese people wear kimono at home?" He probably believed that we do. I think we also need to show them real life in Japan.
- They had an image of Japan's unique culture stronger than it is in our life such as "most people practice judo every day" and "everyone has and often wears kimono." I wonder if there's the opposite situation as well.
- They don't hold field day events in other countries and don't create slogans for such events.
- Foreign people like kanji. They wanted to know the meanings of kanji.
- I learned that if I replied ambiguously to a foreign person's question, we couldn't continue the conversation. Conversations can develop to a surprisingly wide range even on just one theme such as sports, and we can also learn about each other's countries.
- When we are to present our reports or research findings in the class, we often talk only about what we have found on the internet or in books, but I feel that in other countries, they must additionally tell what they have experienced and what they think about it.
- Sumo seems to be an extremely strange sport when people of other countries look at it.
- Popular sports and understanding of sports vary depending on the country, but I learned that if we like sports, we can share an enjoyable time together beyond the boundaries between countries.
- Sports are loved across nations, and that is why sports have the power to connect the world. Thanks to the common subject of sports, we were able to enjoy the communication despite the differences in countries and languages.
- Sports are a global common language. Someone brought up the subject of ice hockey, and even though I didn't know much about it, which specific sport we talk about doesn't really matter in the broader category called sports.
- I also learned that it was so fun to have conversations in English. If we did the same presentations in Japanese to a Japanese audience, I don't think it would be as satisfying and enjoyable. The difference in languages was the factor that made us really happy and satisfied when we were able to understand each other.
- I learned that Japan has carried on many aspects of its traditional culture from ancient times when I heard that from foreign people. It's important that we preserve the culture for the future. We also need to learn new things while respecting tradition.

Question 2. Were you able to present the uniqueness of Japan and differences from other countries? (Yes / No)

Students who answered “no.”

- We talked a lot about sports, but we didn’t really have the chance to discuss the results of the questionnaire on the good qualities and pride of Japan (the questionnaire on the 2020 Tokyo Olympics and Paralympics, which was answered by students of the same and similar ages).
- I had the opportunity to present information on Japanese athletes, but I’m not really sure about the differences myself and could not discuss them.
- I was able to look up the information on Japan, but didn’t have the time to find information about other countries.

Question 3. Student challenges

Challenges that the students feel they must take on

- I don’t know much about sports in Japan, so I want to learn about them.
- I wasted the opportunity because I couldn’t talk actively about Japanese culture, ask questions, and start conversations.
- Ability to communicate. It would have been more fun if I could speak more actively instead of being so reserved.
- I would like to understand the meanings of Japanese words and be able explain them (I couldn’t explain about “Yamato-Damashii”).
- I could not answer anything other than what I had checked in advance.
- In addition to organizing and presenting what I have studied, I want to be able to add my opinions and present them.
- We should actually experience or see what we have studied before presenting it to others.
- I felt strongly that we couldn’t have more profound conversations unless we speak better English.
- I regret that I couldn’t speak English.
- We should just talk anyway even if our English is bad.

Table 3: Results of Questionnaire

Item	Overall		Part II		
	It was fun.	It was satisfying.	Based on the themes	Discuss issues relating to Japan	
Mean	4.47	4.41	4.06	YES 11 students	
Std. Dev.	0.51	0.51	0.56	NO 6 students	(Answered by 17 students)

Table 3 indicates the results of self-evaluations performed by the students in the Health and Physical Education Course, which consists of questions answered on the scale of 1 to 5 and questions answered yes or no. First, the responses to the items rated based on the impressions “it was fun” and “it was satisfying” through the entire classes during the fifth and sixth periods consisted of high ratings of 4 and 5 only.

The common reasons include positive aspects of the exchange such as “I was able to tell the foreign guests about Japan and also learn about foreign countries” and the opportunity to communicate with many foreign people such as “the exchange with people from different cultures was very beneficial for me” and “I had a very important experience of talking with people from various countries on my favorite subject of sports.”

Other common comments mentioned learning from peers concerning what was presented and how they were presented by other groups in the same course such as “I was able to learn something new by listening to other students’ presentations” and “I had much to learn also from other teams’ presentations.” This was because in the preliminary study, the students were preoccupied with their own themes and not aware of specific topics of other groups.

Many students felt that the groups that had performed demonstrations were able to draw more attention of the foreign guests than the other groups by actually showing a performance rather than using photographs and videos.

Other comments included “discussing the tradition of sports with the foreign people proved to be an opportunity for me to love sports even more,” “we were able to investigate what we were interested in on our own and present it to the class,” and “it was also a good opportunity to learn English.”

One student who rated the event “4” stated as the reason for the rating “in some part, I was not certain whether everything we had presented was properly understood by the audience, so I felt this as a deduction from my satisfaction,” which reflects the strict self-

assessment of this student.

In the Presentation Part II, two students rated 3 and the other students rated 4 and 5 on the question “whether the conversations were based on the themes.” The mean, therefore, was lower than the questions on fun and satisfaction. To the question, “were you able to present the uniqueness of Japan and differences from other countries? (Yes / No),” approximately one third of the students answered “no.” Some of the reasons for this answer are listed in Q 2.

Q 3 describes the challenges assessed by the students themselves. The students’ comments and answers to the questionnaire suggest their generally positive attitude of wanting to apply what they learned from this experience to their school and family life and future activities and efforts to make. Many students were evidently impressed by the attitude of the foreign guests as exemplified by the comment, “all guests were positively and actively taking on challenges.”

IV. Issues to be Addressed

We hope to continue this project next year and thereafter. We propose, however, that we provide the foreign guests with the themes in advance and allow them to prepare opinions about the themes and related topics in the case of their home countries before participating in the exchange activities. We feel that this should help them understand the themes in advance and exchange opinions with our students about differences from Japan to build better mutual understanding.

We also think that our students will be able to expand their presentations by learning about the guests’ home countries in the preliminary study and making comparison with Japan.

The judo lesson was not participated in by all students since it was held after school. Many students mention the lesson in their comments and therefore, we will consider a future program that includes judo lessons.

In addition, we are planning to develop opportunities in which the students learn together by planning and operating the project on their own. This is the creation of a learning place in which the students propose developments on the theme of sports and the Olympics and Paralympics and voluntarily take on the challenges. This will help them build the ability to have their own ideas when they are faced with issues in life or society that has no solutions to in the future and create something better by cooperating with others.

V. Conclusion

Prior to this exchange event, we had not taught the students the term “Olympism.” The students’ comments expressing their experiences and emotions, however, precisely represent Olympism. This event proved to be an opportunity to accelerate the growth of Olympism within the students. As commented by some students, “I hope to meet with someone at the 2020 Tokyo Olympics and Paralympics. I would like to participate in the event as a supporting group member or volunteer,” I earnestly hope that the achievement of this international exchange will contribute to their future fulfillment of life.

On the event day, I felt as if the school were a place in a foreign country and spent time as though I were not in Japan. I would like to take this opportunity to thank Dr. Hisashi Sanada of the University of Tsukuba and other people involved, who provided us with this important opportunity.

Exchange Program between IOC Member and Students of the Special Needs Education School for the Visually Impaired

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Special Needs Education School for the Visually Impaired,
University of Tsukuba

As part of Sport for Tomorrow, Japan's international contribution program through sports, Mr. Pál Schmitt, a member of the IOC and former president of Hungary, was invited to Japan by the Foreign Ministry from October 8, 2014. A class was held at the Tsukuba International Academy for Sport Studies followed by lunch hosted by the president of the University of Tsukuba. In the afternoon Mr. Schmitt visited our school with Dr. Toshinori Ishikuma, Director of the Education Bureau of Laboratory Schools, and Dr. Hisashi Sanada, who is both the Provost of the School of Health and Physical Education and the Executive Director of the Centre for Olympic Research & Education.



Mr. Schmitt watched the third-year junior high students play goalball during PE class; he intently watched their practice game, asking detailed questions on the rules. The Japanese national team, including an athlete who was a sophomore at our senior high school, won the goalball gold medal in the London 2012 Paralympics. Mr. Schmitt then toured the sports ground, 12-meter swimming pool and other sports facilities. He seemed to take great interest in how we coach the students in swimming with special care.

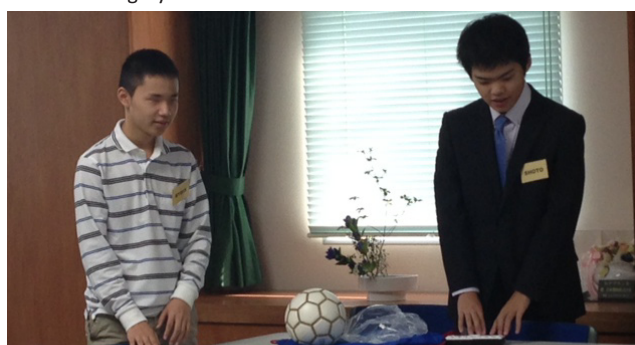
Mr. Schmitt also met with first-year senior high students; they had prepared from about a week before his visit by studying the history, culture and sports of Hungary in class, as well as preparing a speech in English. Although they looked nervous, the students delivered a welcome speech on their school life and blind sports. They also asked him questions in English regarding culture and popular sports in Hungary. The meeting went on in a friendly atmosphere and Mr. Schmitt made a closing address: "I have great hopes in you all. Let's meet again at the Tokyo 2020 Olympics and Paralympics!" He signed his signature on a sound table tennis racket and an autograph card.

The day of his visit coincided with the day of the opening ceremony of the Tokyo Olympics held 50 years ago. Welcoming Mr. Schmitt, an IOC member and a gold medalist in fencing, to our school on this memorable day was a precious experience for the students. His visit definitely helped motivate the students to practice sports seriously and take interest in the Olympics and Paralympics. Students, who delivered a speech and asked questions in English after having prepared in class, focusing on communication in English, showed greater interest in studying a foreign language and gained confidence in using it.

The following is from the letter we received from Mr. Schmitt after his return to Hungary:

Comming back to Hungary I take this opportunity to thank you for showing me arround in the Special Needs Education School and make it possible for me to meet your excellent pupils.

It was a touching moment to experience those fantastic children' s effort to be fully recognised members of the society.



With the recent visit of the IOC member, the students were able to study the history, culture and sports of another country and tried to express themselves in English. The commitment itself contributed to promoting international understanding and peace education, the major purposes of Olympic and Paralympic education, as well as developing human resources with a global view.

Report on Olympic and Paralympic Education in Practice at Elementary School based on Annual Teaching Schedule

Takashi Ueda

Hachioji Municipal Yokoyama Dai-ni Elementary School

This school year, the Tokyo Metropolitan Government designated our school as a school for promoting Olympic and Paralympic education. To better promote Olympic and Paralympic education based on actual situations, we planned how to pursue this in our annual teaching schedule.

We decided to set a theme for each trimester. We chose Education of Mind for the first trimester, International Understanding and the Actual State of Sports for the second trimester and Paralympic Education and International Understanding for the third trimester. Based on our annual schedule, we then planned how to teach students these themes from the viewpoints of learning, life and school events.

We started with Education of Mind. While thinking about the theme based on actual situations, we became aware we needed to educate our students both practically and academically. Regardless of the Olympics, we need to foster their minds based on this theme to help better their lives long into the future. Our school interpreted *omotenashi* (hospitality) as consideration for others. In the first trimester, we worked so that our students would absorb consideration for others, which is also one of our school's educational goals. We designed all possible occasions under our guidance, including school events, to educate students on the theme.

In our schedule, we invited Ms. Izumi Egami as a guest lecturer for a special lesson. To have students prepare for the lesson, I made a video in advance to promote Olympic education. The video was to have our students think about how the five educational values of Olympic education can be implemented at school.



At the lesson, Ms. Egami taught our students about *omotenashi* (hospitality) spirit, one of Japan's virtues, based on her own experience. She particularly impressed our students by teaching them how to greet people:

1. First of all, look into the person's eyes.
2. Greet the person with words.
3. Bow.

In an understandable way, she told the students these things are very important. As this matter is close to the students in daily life, they understood. Right after the lesson, the students began greeting people better. Now, both the teachers and students are naturally aware of the importance of greetings.

In the second trimester, for the theme of International Understanding and the Actual State of Sports, our school held the Yokoni-lympic. (This name combines Yokoni, an abbreviation of our school name, and the Olympics.) The Yokoni-lympic was an exchange event mixing students from different grades in groups by using our system for forming groups of students from all six grades. The event was designed to have our students enjoy sports through playing Olympic and other sports with sixth graders being the leaders. The event was conducted in a workshop style with two sections to have the students better enjoy conveying information and being involved with others.

In the beginning, we provided Olympic education for the sixth graders, who would play the central role in the event. They learned about the origin of the Olympics, the rules of each sport and the athletes who are active in Japan and abroad. Then, the teaching staff thought about situations for the students to experience how the sports they would be in charge of are enjoyable and how they can learn about the records made by athletes in these sports. We had the students use supplementary Olympic education readers, online information and libraries to learn about the relevant Olympic education carefully and meticulously in every detail, making sports equipment, and understanding the sizes of the targets and goals. We also showed some content that would be easily understandable for younger students, such as the national flags and information about other countries and their differences from Japan. On the day of the event, the students were divided into two groups, one in the gym and the other outside, to experience 24 sports hands-on. At booths, students explained information about the nations and sports involved in the beginning. Then, photos of athletes who are active across the world and their records were displayed for the students to feel closer to sports. As we ran a theme song of the Olympics and Paralympics that was aired on TV around that time, the students who participated in the event forgot about time and enjoyed learning.

As positive outcomes, students could learn about sports in the first place. They could also feel close to sports records, which had only been incidents on TV for them before, through presenting the national and world records of sports introduced at each booth and playing these sports while aiming at the records themselves.



After the Yokoni-lympic events, students, who had played monotonously before, began playing in diversified ways, such as choosing different types of play, places and occasions, and making or changing their rules based on their own thinking. When they played on the school ground during breaks, students came to teachers more than before, asking how they can throw farther and how they can run faster.

Next, by using what students had learned in their morals class and the time for integrated study, after a ceremony marking the school anniversary, students held an omotenashi (hospitality) event. At the event, they thanked the people in the school district who supported their school life and told them how their school is good. The students also entertained the people who attended the event by presenting a drama and giving a slide show. As they had developed affection for their school in the morals class, sixth graders introduced their school's good points with a PowerPoint presentation and by giving a school tour. The program was planned and given by students alone, so it was greatly praised by the people in the school district.

Next, under the theme of Yokoni-kko Love Physical Exercise (Yokoni-kko means students at the school), I made and displayed related materials at the school gym to increase student interest in the Olympics as part of the school's maintenance and beautification efforts and to have them adore the Olympics and make becoming Olympians a challenge for them. Seeing these materials in the beginning of the class, children were pleasurably surprised and felt like challenging the records. As the program lasted for the entire school year, it also contributed to increasing children's physical strength.

In the end, we had an exchange program with a professional athlete. Emphasizing students doing practical activities as hands-on experience is naturally effective. We also organized an event in this exchange program in which a professional athlete served as a teacher on how he worked to make his dream come true. The students heard about the athlete's setback in his childhood and the turning points in his life, which they can use as a chance to think seriously about their own dreams.

In the third trimester, under the theme of Paralympic Education and International Understanding, we hosted the following three events:

1. One Group One Country Program.
2. An event for Paralympic education by inviting Ms. Tomoe Takada, a Beijing Paralympian.
3. International exchange event.

The One Group One Country Program was modeled after the One School One Country Program that started at the Nagano Olympics. Our event was intended to have our students feel close to many countries. Each group in each school class was in charge of one country. Each group researched its national flag, national sport, famous athletes, culture, arts, language and history and summarized them on drawing paper or sheets for wall newspaper, and displayed the summary. As a result, our school learned about a total of 64 countries. The summaries were on display all across school corridors. Seeing them exhibited, the students were happy and felt fulfilled.

Also, sixth graders made an Olympic and Paralympic newspaper using a time frame set aside for Olympic and Paralympic education in social studies class and the time for integrated study.

As a program for Paralympic education, our school invited Ms. Tomoe Takada, a Beijing Paralympian for goalball, as a guest lecturer to have our students think about the joy of sports, the importance of striving to make their dreams come true, what they can do from the public welfare viewpoint and more. In the program, first to third graders wore blindfolds and played goalball to learn how it is interesting but difficult. Through activities, fourth to sixth graders thought about what each of them can do to build a town where people can live without anxiety.

Sixth graders also had the opportunity to learn about the life of the elderly and the visually impaired during the time for integrated study. By wearing weights and eye masks, and by using a wheelchair, they could notice important things. After the program, at a gathering with Ms.

Takada, sixth graders spoke of what they thought and learned in the program and deepened their thinking while hearing from Ms. Takada.

In the end, we held a lesson on International Understanding during the time for integrated study. We asked international visitors to introduce the good points of their countries. Our students also introduced the good points of Japan with the *omotenashi* (hospitality) spirit. They conducted research on Japan in advance. On the day of the event, they strived to have the visitors learn about the good points of Japan through a fun science experiment, a short skit by picture-card storytelling and experiencing Japanese culture such as food. After the event, the students expressed their impressions about the event. One stated, "I became aware that seeing, hearing and feeling by myself is more important than getting information on TV and other media. I came to like Japan more." This awareness was shared by many other students.

This way, in the third trimester, children learned and thought about the Olympics and Paralympics as a peace festival through the One Group One Country Program, the wall newspaper program, an exchange with a Paralympian and an exchange with international people. All of our students thought about the Olympics and Paralympics as an exchange of the heart through sports and felt the world coming closer to us.

Olympic and Paralympic education is not difficult. Simply adding an Olympic education perspective to regular school programs can deepen and expand these programs. Building an attractive exterior package is important, but insufficient; the children will forget as time goes by. Children become interested in new things but their interest does not last long. Therefore, it is important for teachers to have students feel close to the Olympics and Paralympics, make them aware that it is an international event through each program, and have each of them find a goal that takes advantage of the opportunity. To do so, teachers should think about what programs and opportunities we should provide for our students.

Our school was designated again as a school for promoting Olympic and Paralympic education for the next school year. Currently, we are planning for the next school year. We are working to devise more worthwhile programs that we can provide based on our experience in the first year. As one program, we are planning to invite Olympians to host a track and field program.